



Doodle Town 3

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 benchmarked to 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 3, the children will:

- learn the names of familiar objects, actions, events, parts of the body, means of transportation, animals, and clothes
- talk about pictures and answer questions, such as *What do you see?*
- talk about themselves, what they are doing, what they need, and so on
- role-play dialogs and stories
- rehearse and perform an end-of-year play

Math

In Level 3, the children practice counting and adding in English through dedicated math lessons.

In later units, they also begin to understand the concept of subtraction and solve simple sums using this skill.

Literacy



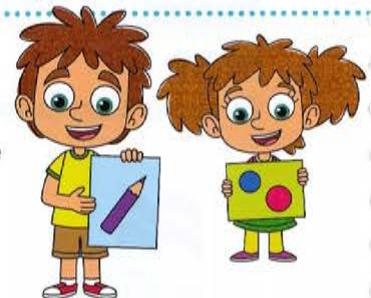
In Level 3, the children really develop their knowledge of sounds and letters and their understanding of how these combine to make words. Five sounds (single letters and digraphs) are introduced in each unit, and these are reinforced with a Phonics Story or Chant. The children also learn **narrative skills** through fiction and nonfiction texts, fulfilling recommendations made by the Common Core Standards for Arts and Literacy.

In Level 3, the children will:

- practice and identify all the letters of the alphabet and their sounds, as well as some common digraphs
- practice tracing and writing letters and words
- further develop their understanding of print in both fiction and nonfiction stories
- follow text from left to right and top to bottom across a page
- act out stories
- read and trace simple sentences and complete them with their own ideas
- create new verses for songs using the Pocket Chart
- create and read their own sentences using Words I Know cards

In Level 3, the children will:

- count to 100 in English
- understand one-to-one correspondence
- practice addition, working with larger numbers
- begin simple subtraction



Level 3 Scope and Sequence

Vocabulary

Unit 1 At School

clock, calendar, door, window, board, computer, room, pencils, markers, paper, picture, table, pencil cup, draw, in, on, bookmark, lunchbox, pencil box, desk, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, sunny, rainy, cloudy, windy, apple, cat, turtle, lion, yell, pot, lap, clap, tap, cup, word, box, sentence, bat, cap, friend, wave, shake hands, bow, high five, smile, rulers, orange, green, letters a, c, t, l, p, numbers 1–10

Science: weather dial

Unit 2 Fun and Games

throw, kick, bounce, hit, roll, catch, ball, OK, kicking, bouncing, hitting, throwing, catching, rolling, pins, bike, kite, jump rope, soccer ball, park, helmet, beanbag, hat, sun, igloo, bib, Bill, sit, hill, hit, fish, letter, start, marbles, score, turn, touch, elephant, trunk, stars, add, plus, equals, big, little, altogether, letters h, s, i, k, b, numbers 1–4

PE: stretch, spin, hop, clap, wave, wiggle, toss

Unit 3 Clothes

uniform, shirt, sweater, socks, slippers, shoes, backpack, jeans, skirt, tie, home, school, jacket, watch, mittens, boots, big, small, zip, zipper, button, snap, girl, feet, old, new, blue, black, bag, map, green, red, yellow, purple, orange, brown, snow, lose, chilly, warm, mouse, fox, bear, stretches, bigger, washes, letters m, g, f, sh, numbers 1–20

Math: graph

Unit 4 Farm Fun

hen, sheep, cow, chicks, lambs, calf, older, younger, some, kids, horse, bigger, smaller, duckling, bunny, kitten, puppy, trophy, the biggest, the smallest, the quietest, the whitest, llamas, goats, drink, water, elephant, rabbit, duck, nest, eggs, sometimes, pen, bed, last, chicken, sky, fall, wise, animal, help, silly, letters e, r, d, n, numbers 1–15

Math: more, compare

Unit 5 Our Amazing Bodies

head, shoulders, back, feet, chin, cheeks, eyes, nose, on, under, next to, robot, move, arms, legs, elbow, knee, toe, bandage, hand, thumb, centimeters, long, longer, van, cut, vet, ant, amazing, tongue, tail, scales, giraffe, snake, lizard, bug, leaves, tree, eat, smell, catch, wash, fingers, clean, dirty, letters v, ch, numbers 1–30

Math: measure, length

Language Structures

Where is the (clock)? It's over there. What do you see? I see (three) (markers) (in) the (pencil cup). Where is my (bookmark)? Is this your (bookmark)? It has my name on it. They look the same. That's mine. What day is it today? What's the weather like? What's that? It's my word box. What does the sentence say? It says "I see a cat." How are you? Fine, thank you. It's nice to meet you. How many (rulers) do you see?

(Throw) the ball. I can (throw) the ball. I got it! I missed. Are they (kicking) the balls? No, they aren't. What are you doing? I'm getting my (bike). Where are you going? I'm going to the (park). Take turns. Toss the beanbag. What do you like to do? I like to (stretch). I have the letter (s). Which word starts with (s)? I know! Which games do you want to play? I want to play (Marble Bridge). There are (two) (big bikes). How many (bikes) are there altogether?

Hurry up! Where (is) my (shirt)? Here it is. Here they are. Don't forget your (socks). Put on your (uniform). What do you wear at (school)? I wear my (jeans). This/that (jacket). These/those (boots). Does (that jacket) fit? No, (it's) too (big). Do (those mittens) fit? Yes, (they're) just right. (She) can (zip) a (zipper). I can (button) a (button). Which do you like best? I like (zippers) best. A (green, blue, and red) slipper. Is this your other slipper? Yes, it is. / No, it isn't. He loses a mitten. I'm nice and warm. The (mouse) goes into the mitten. It gets bigger. What's next? What's missing?

How many (hens) are there? There is (one) (hen). There are (two) (chicks). There are some (hens). (Which) is (bigger), a (kid) or a (horse)? A (horse) is bigger than a (kid). Which animal is (the biggest)? I think the (puppy) is (the biggest). Are there more (hens) or (llamas)? There are more (horses). What is the last letter in (pen)? It's (n). How do you spell (ten)? The sky is falling. The sky isn't falling. You are sillier. I am the silliest. Let's go home.

Put your other hand (on) your (head). Like this? This is my (shoulder). These are my (shoulders). Which robot parts can move? The (arms) can move. What's wrong? I hurt my (knee). I'm sorry. Is it bleeding? Here's a bandage. Whose (hand) is longer? How long is your (hand)? My (hand) is (10) centimeters long. (Arms) are amazing. We use our (arms) to do many things. I use my (arms) to (throw a ball). A (snake) uses its tongue to (smell). How many (hands)? How many (fingers) altogether?

Early Literacy

Recognizing and writing the letters and sounds a, c, t, l, p; reading rebus sentences, story captions, and speech bubbles

Recognizing and writing the letters and sounds h, s, i, k, b; reading sentences, story captions, and speech bubbles

Recognizing and writing the letters and sounds m, g, f, sh; reading rebus sentences, story captions, and speech bubbles

Recognizing and writing the letters and sounds e, r, d, n; reading and matching sentences, reading speech bubbles

Recognizing and writing the letters and sounds v, ch; reading and responding to sentences, reading story captions and speech bubbles

Level 3 Scope and Sequence

Vocabulary

Language Structures

Early Literacy

Unit 6 Let's Eat

squeeze, peel, cut, measure, mix, pour, lime, banana, yogurt, smoothie, juice, pitcher, glass, sandwiches, salad, eggs, dip, cousin, aunt, uncle, picnic, bread, hummus, cheese, lettuce, first, next, then, up, Gus, jump, rug, jam, clay, mix, visitors, hide, hungry, share, stone, salt, pepper, potato, turnip, sink, bookshelf, behind, cupcakes, cherry, zero, letters j, u

Social Studies: spread, put, add

What are you doing? I'm (squeezing) the lime. What is (Meg) doing? (She's) (peeling) the (banana). What is she doing? She's pouring juice. (I'm) (making) (sandwiches). What can I do? You can make dip! (First) (spread) (hummus) on the (bread). What letter are you making? I'm making the letter (s). What word are you writing? I'm writing the word (Gus). We need a (potato). The soup is ready. Now we can share. There are (two) (cupcakes). (Meg) eats (one) (cupcake). How many are left? (Five) take away (one) is (four).

Recognizing and writing the letters and sounds j, u; sounding out words, playing a word game, reading sentences and story captions

Unit 7 At the Beach

beach ball, pail, shovel, towel, camera, beach chair, beach, sand, sun, book, beach, running, walking, carrying, hula hoop, waves, sandcastle, crab, shells, jump, build, look for, boat, float, win, thin, fat, swim, net, whale, octopus, jellyfish, shark, sea turtle, ocean, far, safe, shells, shore, sea, sells, letters w, th, numbers 1-50

Science/Art: clay, round, flat

What would you like? I'd like a (beach ball), please. What (are) (the children) doing? They're (running). She's (carrying) a (hula hoop). What do you want to do at the beach? I want to (jump in the waves). Does it float? Yes, it does. / No, it doesn't. Does it still float? What are you drawing? I'm drawing a (whale). How many letters are in the word (whale)? 1, 2, 3, 4, 5. Five letters. Hurry up! There are more than (fifty). They are not good to eat. How can we help? We can (volunteer). How many (shells)? How many (shells) altogether?

Recognizing and writing the letters and sounds w, th; sounding out words, reading and responding to sentences, and reading story captions

Unit 8 On the Go

taxi, subway, train, ferry, bus, trolley, park, zoo, museum, city, family, map, seat, escalator, elevator, stairs, revolving door, bathroom, playground, view, ramp, car, race, blocks, win, log, frog, dog, rock, hops, pond, off, into, near, by, rhyme, time, chime, clock, chair, bear, square, hair, zebra, drive away, letters o, x

Math: steeper, farther, faster, steepest

How do we get to the (park)? We can take a (taxi). Can we take a (taxi)? How are they getting around? They're taking the (subway). Excuse me. How do we get to the (Bubble Room)? Take the (escalator). Thank you. Which (ramp) is (steeper)? This (ramp) is (steeper). Which car (goes farther)? What rhymes with (sock)? (Rock) rhymes with (sock). We like (riding our bike). Take a picture. What do you like doing?

Recognizing and writing the letters and sounds o, x; sounding out words; reading sentences and story captions

Unit 9 Celebrations

concert, party, field day, graduation, play, parade, morning, this afternoon, today, tomorrow, tonight, right now, week, stage, diploma, proud, happy, act, march, bow, cheer, instrument, maraca, rain stick, drum, loudest, quilt, yes, zip (v), quick, zigzag, hop, run, quack, learn, grow, talk in English, summer, fall, winter, spring, wait, balloons, letters y, z, q, numbers 1-100

Art: can, rice, tube

When is your (concert)? It's (this afternoon). What is happening? Children are graduating. How do they feel? They feel (happy). Well done! What (do) (you) like to do? (I) like to (cheer). Which instrument is the loudest? Tap the drum. Shake the maraca. Turn the rain stick upside down. Can you (quack)? Yes, I can. / No, I can't. My hat is (red) and (purple). Is this your hat? Yes, it is. / No, it isn't. (We) like to (read). We learn to (wait). We try to do our best. Let's count. How many balloons do you see? What number is next? How many balloons altogether?

Recognizing and writing the letters and sounds y, z, q; reading and responding to sentences, reading story captions and speech bubbles

Unit 10 The Name of the Tree

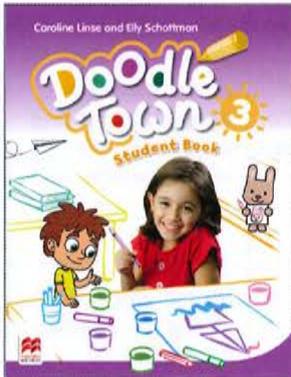
giraffe, monkey, turtle, zebra, King Lion, run, swim, climb, forest, river, hill

We're so hungry. What can we do? What's the name of the tree? What beautiful fruit! How do we get it? I don't understand. What do you mean? Can I help you? Please tell me the name of the tree. I can't remember the name.

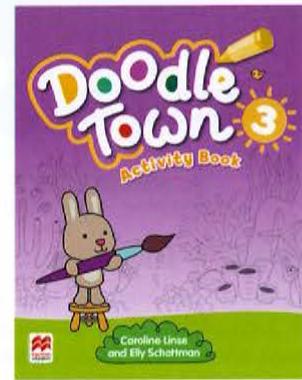
Reading rebus sentences; reading and listening to a story; reading aloud

Component Overview

What's in *Doodle Town* for Students?



Student Book (SB): There are nine units, each containing 10 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 and their corresponding sounds, numbers, and values.



Activity Book (AB): Practices and consolidates the language, values, and concepts introduced in the SB. Children practice fine motor skills through writing numbers, letters, and words.

The **Student Practice Kit** contains all the songs, stories, and videos from the course, as well as fun games to practice the key language from Level 3. Parents can access the digital through the code printed in the inside front cover of the SB.

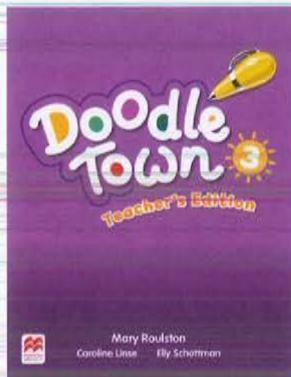


Literacy Skills Pad (LSP): Practices six important areas of early literacy: fine motor skills, auditory and visual discrimination, letter-sound correspondence, early reading, and early writing. In Level 3, the children trace and draw letters, then move on to tracing and copying words and completing sentences with their own ideas. Activities are also designed to help reinforce the concept of left-to-right directionality.



Math Skills Pad (MSP): Contains activities that practice fine motor skills, recognizing and writing numbers, counting, and simple arithmetic. Level 3 focuses on counting 1–100, recognizing and writing numerals, and learning number names. Children also practice addition using larger numbers and begin to understand subtraction and to solve sums using this skill.

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 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 chopsticks 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 by 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: 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, Words I Know cards for developing literacy skills, and Print and Play Templates for classroom activities.



Photo Cards show the key vocabulary in Lessons 1 and 3 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 children's learning of letters, sounds, and words.

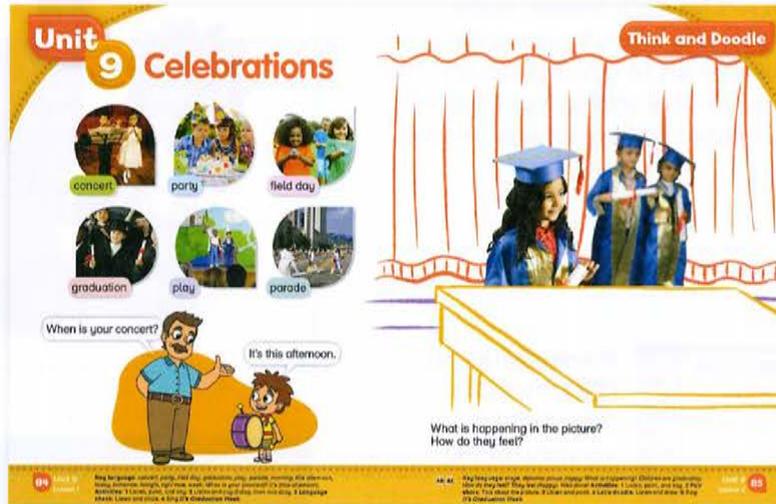
Component Overview

About the Student Book

Lesson 1: Language Presentation

Children learn six new words related to the unit theme.

Children listen to a character dialog, then repeat and role-play, practicing the new vocabulary.



Children sing a Language Presentation Song.

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

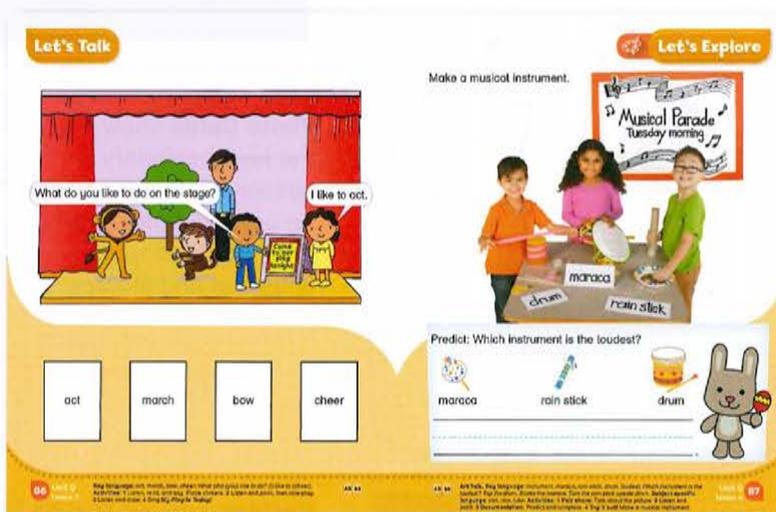
Lesson 2: Think and Doodle

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.

Lesson 3: Let's Talk

Children learn four new words related to the unit theme. They listen to and repeat a dialog and do a role-play.

Children read the new vocabulary words and place stickers in the correct places on the page.



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

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.

Lesson 5: Phonics

Children are introduced to five sounds in each unit (single letters and digraphs). They trace and copy common words that use these sounds. They then listen to a Phonics Story or Chant that includes these words.

Phonics

Say, trace, and write.

yes zip

Run, Hop, Zigzag!

Can Gus run? Yes, he can.
Kit can hop. She is quick!
Look at Meg. She can zigzag.

40 Read and Write

Read, write, and circle.

zip quack

Can you _____? Yes, I can.
No, I can't.

Can you _____? Yes, I can.
No, I can't.

Make a party hat.

My hat is red and purple.

My hat is red and purple.

Is this your hat?

Lesson 6: Read and Write

Children revisit the sounds and words introduced in Lesson 5 and move on to writing them in context.

Children complete a literacy-focused project and talk about what they have made.

Lesson 7: Reading

Children explore a fiction or nonfiction text.

Children do a prediction activity, listen to and read a text, and sing a Story Song or Values Song.

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.

All Year Long

We say "good morning" at school.
We like to talk in English.

We like to read and write.

We like to count and measure.

We learn to wait and take turns.
We like to play together.

We like to learn. We try to do our best.
All year long, we learn and grow!

What do you like to do at school?

Lesson 8: Reading

Children revisit the reading text. They look at the pictures, read the captions and/or speech bubbles, and say the story. Then they sing the Story Song or Values Song again. Finally, they are encouraged to think about and personalize the story.

Lesson 9: Let's Count/Let's Add/Let's Subtract

Children practice numeracy and simple arithmetic through number presentation, counting, one-to-one correspondence, and simple sums.

In later units, children begin to learn subtraction and to solve simple sums using this skill.

Let's Count

100 CELEBRATION

10 20 30 40

50 60 70 80

90 100

Great job, Gus and Meg!

Let's Check

Listen and check.

Read and check.

quit

Look and write.

1 Gus can _____

2 A duck can _____ ack.

Speak.

Go to page 81. Paint and say.

Lesson 10: Let's Check

Lesson 10 reviews the key language children have learned in the unit. The review includes listening, reading, writing, and speaking activities.

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.

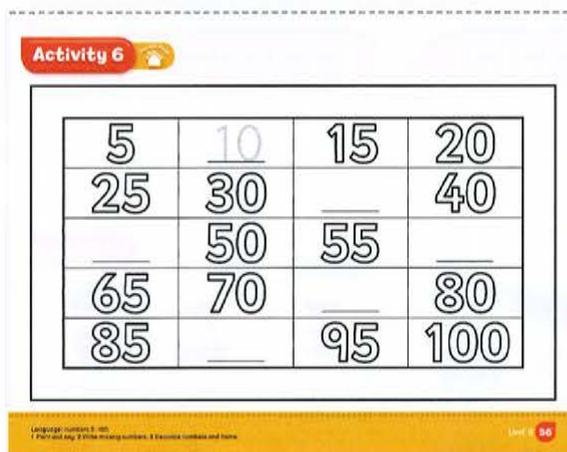


Let's Check:

Two pages in each unit are given to reviewing the unit. On the first page, children listen, circle, and match objects to a scene. This is similar to tasks included in the Cambridge YLE exams. The second page is self-assessment, encouraging children to think about their own learning.

About the Literacy and Math Skills Pads

These books 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.



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 families or complete them in class and take the pages home to showcase their learning.

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



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.

This page provides a comprehensive overview of Unit 5, 'Our Amazing Bodies'. It includes a 'Unit Objectives' section with a list of goals such as 'Use the words body, head, neck, and arms to describe the human body' and 'Use the words hand, foot, and leg to describe the human body'. The 'Unit Language' section lists vocabulary words like 'body', 'head', 'neck', 'arms', 'hand', 'foot', and 'leg'. The 'Content Areas' section lists various skills and activities, including 'Reading', 'Writing', 'Speaking', 'Listening', and 'Thinking'. There are also illustrations of a child and a rabbit.

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

This page features four 'Learning Centers' designed to support language and literacy skills. 1. 'Movement Center (Lesson 5)' involves using a grid to practice writing and drawing. 2. 'Art Activity Center (Lesson 5)' includes a drawing activity related to the unit's theme. 3. 'Puppet Chart Sentence Building Center (Lesson 5)' uses puppets to practice sentence construction. 4. 'Toss and Guess Center (Lesson 5)' is a game where students toss a ball and guess the number of dots on the top face. Each center includes clear instructions and illustrations of the materials and activities.

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.

This page details Lesson 5, 'Our Amazing Bodies'. It includes 'Lesson Objectives' such as 'Use the words body, head, neck, and arms to describe the human body'. The 'Key Language' section lists words like 'body', 'head', 'neck', 'arms', 'hand', 'foot', and 'leg'. The 'Materials' section lists items like 'A large sheet of paper', 'A marker', 'A ruler', 'A pair of scissors', 'A glue stick', 'A pair of tweezers', 'A pair of pliers', 'A pair of nail clippers', 'A pair of nail polish', 'A pair of nail polish remover', 'A pair of nail polish brush', 'A pair of nail polish remover brush', 'A pair of nail polish remover brush', 'A pair of nail polish remover brush'. There are also illustrations of a child and a rabbit.

Using Page X: The Using Page X section of the lesson notes gives the teacher step-by-step instruction 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).

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.

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

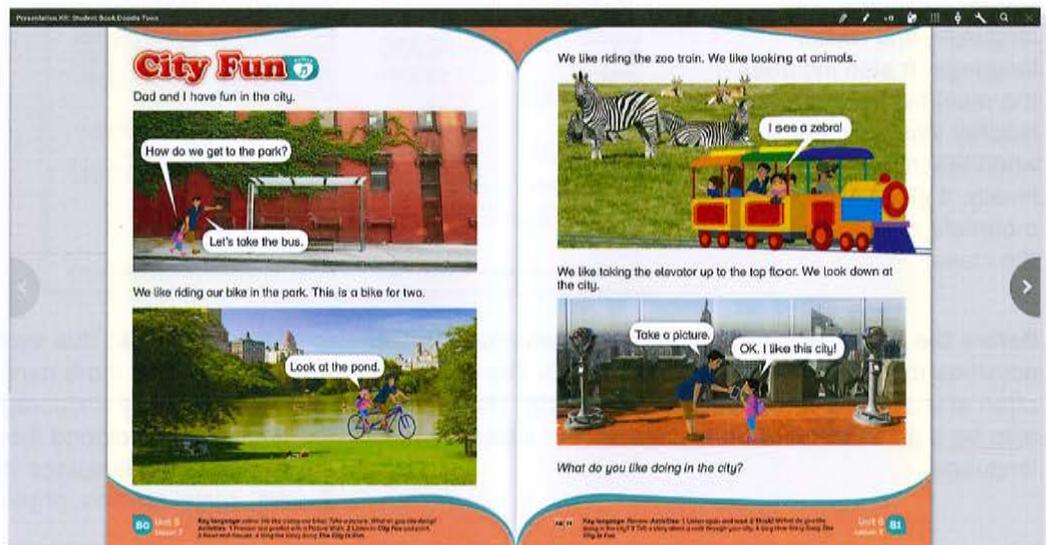
Activity Book: Instructions are included in the relevant lesson plans.

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.



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!



Story Songs



In Level 3, 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 the 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 3, the focus is on phonics. Each unit focuses on five sounds (single letters and digraphs). These are practiced through Phonics Chants and Stories. Level 3 also continues to expose children to rhyming patterns, which help to develop their auditory processing skills, as well as their understanding of the link between letters and sounds. This significantly increases their success in learning to read and write.

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.



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 3, 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 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 3, *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 Resource Pack to keep families informed of their child's progress



Photo Cards and Print and Play Resources

Doodle Town provides both Photo Cards and Print and Play materials (available in the Teacher's Resource Center) for use in the Pocket Chart. The Print and Play resources include numbers (1–100), 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: board, bookmark, calendar, clock, computer, desk, door, lunchbox, pencil box, window; **Print and Play Pictures:** Cc-computer, car, cloudy, Ll-lunchbox, leaf, lizard, Pp-popcorn, paper, pencil, puppet, rainy, snowy, sunny, Tt-teacher, tape, windy

Unit 2

Photo Cards: bike, bounce, catch, hit, kick, kite, jump rope, roll, soccer ball, throw; **Print and Play Pictures:** bag, bat, bib, black, block, bug, cat, clap, clock, dance, duck, hat, hill, hit, hop, kick, Kit, run, sing, sit, sock, sun, swim, walk, wave; **Print and Play Templates:** Elephant Ears Headband, How to Play the Games, Kite, Marble Bridge, Phonics Fish, Spot the Ball, Star Headband

Unit 3

Photo Cards: boots, jacket, mittens, shirt, shoes, slippers, socks, sweater, uniform, watch; **Print and Play Pictures:** boots, buttons, Dad, fish, frog, Gus, jacket, map, milk, pants, shoes, shorts, snaps, T-shirt, The Mitten: bear, The Mitten: fox, The Mitten: mouse, zippers; **Print and Play Templates:** Mittens, Paper Clothes, Shoes, Slippers

Unit 4

Photo Cards: bunny, calf, chicks, cow, duckling, hens, kitten, lambs, puppy, sheep; **Print and Play Pictures:** bed, cap, cat, cow, dog, duck, egg, elephant, hen, nest, nuts, rabbit, run, sheep; **Print and Play Templates:** Build-a-Word Animals, Farm Animals, Which Item Falls Faster Results Worksheet

Unit 5

Photo Cards: back, bandage, cheek, chin, elbow, feet, head, knee, shoulder, toe; **Print and Play Pictures:** ant, catch, chick, giraffe, lap, lizard, log, map, Meg, pen, red, snake, van, vet, zip; **Print and Play Templates:** Action Dice

Unit 6

Photo Cards: cut, dip, eggs, measure, mix, peel, pour, salad, sandwiches, squeeze; **Print and Play Pictures:** apples, bananas, beans, broccoli, burger, cake, carrots, cereal, chicken, cookie, cup, dip, egg, fish, grapes, jam, juice, milk, pepper, pizza, potato, rice, salad, sandwich, soup, tomato, turnip, yogurt, zucchini; **Print and Play Templates:** Tic-Tac-Toe

Unit 7

Photo Cards: beach ball, beach chair, camera, crab, pail, sandcastle, shells, shovel, towel, waves; **Print and Play Pictures:** back, bed, catch, crab, cut, jellyfish, sand, shark, whale; **Print and Play Templates:** Bingo, Does It Float Results Template

Unit 8

Photo Cards: bus, elevator, escalator, ferry, revolving door, stairs, subway, taxi, train, trolley; **Print and Play Pictures:** airport, bakery, box, bus, doll, ferry, fox, library, mix, Mom, park, taxi; **Print and Play Templates:** Rhyme Time Train, The Pond in the Park

Unit 9

Photo Cards: act, bow, cheer, concert, field day, graduation, march, parade, party, play; **Print and Play Pictures:** autumn tree, beach, birthday cake, egg and spoon race, ice cream, kite, lamb, mittens, mortarboard, parade, party hat, recorder, sack race, snowman, spring tree, stage, summer tree, sunglasses, umbrella, violin, winter hat, winter tree; **Print and Play Templates:** Achievement Certificate, Frame

Unit 10

Print and Play Pictures: giraffe, lion, monkey, turtle, zebra; **Print and Play Templates:** Fruit, Story Frame coloring pictures

Unit

1

At School

Unit Objectives

- learn vocabulary and language through a unit focusing on school, classroom items, and belongings
- review language, including days of the week and weather
- learn the short /a/, /c/, /t/, /l/, and /p/ sounds and the corresponding letters
- orally segment and blend words with a short /a/ sound
- learn the value of being friendly and greeting friends
- review counting to 10



Values



Values

Be friendly and greet each other.



Project

Make a word box.

Unit Language

Vocabulary: clock, calendar, door, window, board, computer, room, pencils, markers, paper, picture, table, pencil cup, draw, in, on, bookmark, lunchbox, pencil box, desk, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, sunny, rainy, cloudy, windy, weather dial, apple, cat, turtle, lion, yell, pot, lap, clap, tap, cup, word, box, sentence, bat, cap, friend, wave, shake hands, bow, high five, smile, rulers, orange, green, letters a, c, t, l, p, numbers 1–10

Structures: Where is the (clock)? It's over there. What do you see? I see (markers). How many (markers) do you see? I see (three) (markers) (in) the (pencil cup). Where is my (bookmark)? Is this your (bookmark)? It has my name on it. They look the same. That's mine. What day is it today? What's the weather like? What's that? It's my word box. What does the sentence say? It says "I see a cat." How are you? Fine, thank you. It's nice to meet you. How many (rulers) do you see?

Receptive: Where are they? Show me. feel, touch; Look out of the window. What was the weather like on (Monday)? What sound does it make? What words start with (a)? Read this word, please. Let's read. What does this word say? What letter does it begin with? When do you say "Hello"? How do you say "Hello" without words? How are they saying "Hello"? What are they doing? Do they say "Hello" with or without words? Clap (five) times. Go to Page (2).



Content Areas



Art

Drawing a classroom picture; making a collage



Social Studies

Greeting each other; taking turns



Math

Number and place value to 10; numeral and quantity correlation; adding number bonds to 10



Physical Education

Action games



Science

Weather; animal behavior

Communication

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

Listening Skills: doing a listening comprehension; playing a listening game

Performing Arts: role-playing a dialog; role-playing greetings; acting out a reading

Sentence Building: completing sentences

Early Literacy

Early Writing Skills: labeling a picture; name writing, doodling; writing A/a, C/c, T/t, L/l, and P/p; writing *lap*

Early Reading Skills: name recognition; oral segmenting and blending; speech bubbles and captions

Documentation: completing a sentence

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

Building Phonological Awareness: short /a/, /c/, /t/, /l/, and /p/; words with short /a/ sound

Building Print Awareness: word labels; reading rebus sentences; speech bubbles and captions

Doodling for Critical Thinking

For Students



Start the new year with a doodle game.

Have the children draw in their journals two items they know the names of in English. Have them go around the class comparing their items with other children's.

For Teachers

Have the children tell you which two items they drew in their journals in the activity above. Draw all the children's ideas and suggestions on the board so that the whole class understands what they are saying.



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



Learning Centers

Tips from the Authors

Learning Centers are designed to give the children opportunities to simultaneously explore content and practice English. Use the Conversation Starters to invite the children to describe the materials and talk about what they are doing. Encourage the children to talk to each other and use English words and phrases as they collaborate on the activities.

004



1: Greetings Center (Lesson 1)

Conversation Starters: *Hello! How are you? What's your name? It's nice to meet you. We're glad that you are here.*



Materials: plush puppets; Meg and Gus cutout puppets; handmade puppets of children

Objective: speak through a puppet to become less self-conscious about speaking to peers

1. Partner with a child. Use puppets to model a conversation.
2. Sing the **Hello Song**, inserting the name of the child or puppet (see TE Page T2). Encourage the children to join in.
3. Have the children work in pairs to put on puppet shows with conversation and song.



2: Write Your Name Center (Lesson 3)

Conversation Starters: *Write your name. What's this letter? What color is this letter? Look at (John's) name. Can you find the letter (n)?*



Materials: handmade name cards; pieces of sandpaper or a screen; clay; letter stamps or magnetic letters (optional: colored markers, chalk)

Objective: practice writing and letter recognition

1. Talk to the children about their name cards and about the letters in their names and the colors of the letters.
2. Explain to the children that they will make their names in three ways: writing on sandpaper/screen, making letters out of clay, and arranging the magnetic letters. Tell them they can use the name cards to help them remember spelling and letter shapes in their names.
3. Encourage the children to notice and search for letters in their classmates' names.

Drawing, especially with crayons and colored pencils, encourages the correct hold the children will need to establish for writing. Help the children to hold their pencils with the correct grip in whichever hand they prefer. Very young children may be unable to draw anything that resembles a person yet. Let them tell you what they have drawn so you are not mistaken, and give lots of praise.



3: Pocket Chart Initial Sounds Center (Lesson 5)

Conversation Starters: *Point to the first letter in (teacher). What sound does the letter (t) make? What other words begin with (t)?*



Materials: Pocket Chart; Print and Play Letters: c, t, l, p; Print and Play Pictures: Cc-computer, Tt-teacher, Ll-lunchbox, Pp-popcorn, puppet, teacher, paper, tape, car, pencil, leaf, lizard

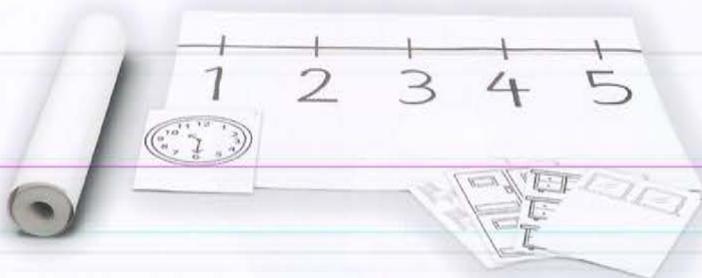
Objective: raise awareness of initial letter sounds

1. Place the Print and Play Letters in each row of the Pocket Chart. Review the letter names and sounds.
2. Help the children identify the pictures.
3. The children point to and identify the first letter of each picture word. Elicit the letter sound. The children place the picture in the Pocket Chart, next to the initial letter.



4: Numbers 1-10 Center (Lesson 9)

Conversation Starters: *What do you see? How many (desks) do you see? Let's count. Find the number (3).*



Materials: a number line for numbers 1-10; Print and Play Pictures: 1-10 sets of school objects; sticky tack

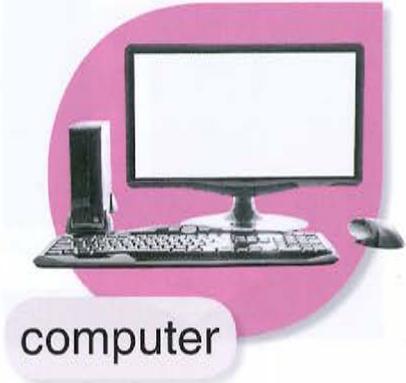
Objective: make connections between numerals and quantities

1. Have the children point to the numbers on the number line as they count 1-10.
2. Help the children identify and count the school objects shown on each picture card.
3. The children stick each picture card below the matching number.

Unit

1

At School



Where is the  ?



It's over there.



Think and Doodle

JANUARY						
MON	TUE	WED	THU	FRI	SAT	SUN
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	



What do you see?

AB 2

Key language: pencils, markers, paper, picture, table, pencil cup, draw, in, on, numbers 1–6;
What do you see? I see (markers). How many (markers) do you see? I see (three) (markers)
(in) the (pencil cup). **Activities:** 1 Listen, point, and say. 2 Pair share: Talk about the picture.
3 Listen and point. 4 Let's doodle: Listen and draw. 5 Sing *Where Is the Clock?*

Unit 1
Lesson 2

3

Lesson 1

Objectives: learn words for items in the classroom; ask and answer about where things are

Key Language: *board, calendar, clock, computer, door, room, window; Where is the (clock)? It's over there.*

Review: *greetings, book, crayon, paper, pencil, boys, girls, teacher*

Receptive Language: *Where are they?*

Materials: Doodle Bunny puppet; Meg and Gus cutout puppets; Photo Cards: *clock, calendar, door, window, board, computer*; Pocket Chart; red, blue, and black crayons (one per child); handmade sentence strip; Greetings Learning Center materials (see TE Page T1C)

BEFORE THE PAGE

002 Song: Doodle Town Hop

Play the song. The children join in and do the actions.

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

Chorus: Wiggle, wiggle, here we go! Put a finger on your nose. Doodle Bunny, 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 and through the door. We learn English as we explore. (repeat last line)

(repeat chorus)

004 Song: Hello Song

Have the Doodle Bunny puppet and the Meg and Gus cutout puppets greet the children and introduce themselves. Play the **Hello Song**. Write three children's names on the board. Sing these names in Verse 2.

Verse 1: Hello, Meg! Hello, Gus! Hello, Kit! We're glad that you are here.

Verse 2: Hello, (pause). Hello, (pause). Hello, (pause). We're glad that you are here.

Introduce Key Language

Have the Doodle Bunny puppet point to things the children may know (see Review) and ask *What's this?*

Put the Photo Cards in the Pocket Chart and name them. The children repeat. The children find each item in the classroom.

USING PAGE 2

1 006 Listen, point, and say.

Go to Page 2. Show the page or display it using the Presentation Kit. Play the audio. The children listen and point to the pictures. Repeat the audio. The children listen and say.

Early Reading: Captions

For each caption, elicit the initial letter name/sound. Can the children remember any of the other letters?

2 007 Listen and say dialog, then role-play.

Point to Meg and Gus. Elicit their names. Ask *Where are they? (They are at school.)*

Play the audio. The children listen. Put the children into pairs. They say the dialog together. Next, the children role-play with the new words and other classroom items they know.

(1) **Meg:** *Where is the clock?* **Gus:** *It's over there.*

(2) *calendar (3) door (4) window (5) board (6) computer*

Early Reading: Rebus Sentences

Read the speech bubbles with the class.

3 008 Language check: Listen and circle.

Play the audio. The children listen and circle the clock red, the door blue, and the computer black.

4 009/010 Sing Where Is the Clock?

Write *Where is the ...?* on a sentence strip and put it in the Pocket Chart. Put a Photo Card at the end of the sentence and read the sentence with the children. Repeat with the other Photo Cards. Give five children a Photo Card. Play the song. They place their Photo Cards in the Pocket Chart during the appropriate verse. Play the karaoke version of the song. Use the Photo Cards to help the children sing the song.

Verse 1: Meg: Where is the clock? (shrug shoulders) Where? Where? (shrug shoulders) Gus: It's over there. (point to clock) There! There! (point)

Verse 2: calendar; Verse 3: door; Verse 4: window; Verse 5: board; Verse 6: computer

AFTER THE PAGE

004 Learning Center: Greetings

Demonstrate how to use the Learning Center materials (see TE Page T1C). The children role-play greetings with puppets.

Home-School Connection

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

Lesson 2

Objectives: talk about a picture; review counting

Key Language: *markers, paper, pencil cup, pencils, picture, table, draw, in, on, numbers 1–6; What do you see? I see (markers). How many (markers) do you see? I see (three) (markers) (in) the (pencil cup).*

Review: *board, calendar, clock, computer, door, window*

Receptive Language: *Show me.*

Materials: Photo Cards: *clock, calendar, door, window, board, computer*; handmade sentence strip; Pocket Chart; long piece of card; ruler or tape measure

BEFORE THE PAGE

004 **Song: Hello Song**

Play the song (see TE Page T2).

Think and Play! What Is It?

Hide a Photo Card from Lesson 1 behind a book. Reveal a small part of it. Ask *What do you see?* Reveal a bit more of the picture until the children can guess what it is. Repeat.

Introduce Key Language

Say *Show me a marker* and hold up a marker. The children hold up a marker. Say *marker* and have the children repeat. Hold up two markers. Say *Show me (two) markers.* The children copy. Say *(two) markers* and have the children repeat. Hold up a pencil cup. Ask *What do you see?* Support the children to say *pencil cup.* Point to a picture in the classroom. Repeat the question. Elicit *picture.*

USING PAGE 3

1 011 **Listen, point, and say.**

Go to Page 3. Show the page or display it using the Presentation Kit. Play the first part of the audio. The children listen and point. Play it again. The children say the words.

2 011 **Pair share: Talk about the picture.**

Put the children into pairs. Play the second part of the audio. Have the children ask and answer *What do you see?* They describe what they can see in the picture. Encourage them to talk about what the girl is drawing. For each item, ask the class *How many (markers) do you see?* Count with the class.

3 012 **Listen and point.**

Play the audio. Encourage the children to point at the items in the picture as they listen.

Kate is drawing a picture. She is drawing a clock. She has paper and markers. Point to the markers on the table. How many markers do you see on the table? Let's count: one, two. Point to the cup. How many markers do you see in the cup? Let's count: one, two, three.

4 013 **Let's doodle: Listen and draw.**

Play the audio. The children listen and draw a picture on the board.

5 009
010 **Sing Where Is the Clock?**

Play the song (see TE Page T2). The children join in. Write *Where are the ...?* on a sentence strip. Put it in the Pocket Chart. The children suggest plural classroom items. Doodle their suggestions onto pieces of card that will fit into the Pocket Chart. Choose one or more of their suggestions. Play the karaoke version of the song and sing the new verse(s).

AFTER THE PAGE

 **Measure the Class**

Stick a long piece of card on the classroom wall to make a height chart. Use a ruler or tape measure to mark measurements on the card. Have the children come up in pairs and take turns measuring each other. They mark their friend's height and write their name. (You will come back to these measurements in Unit 9.)

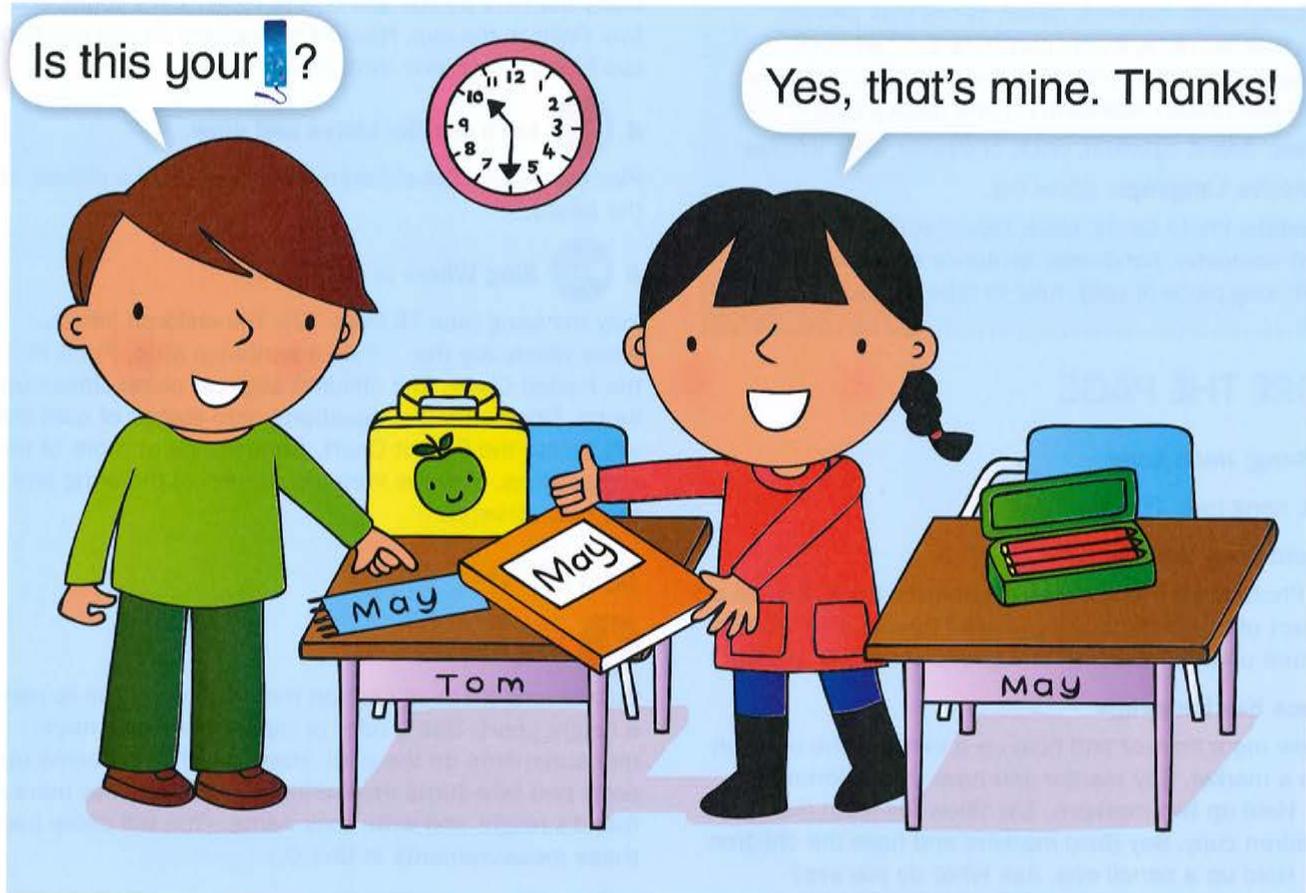
  **Draw Your Classroom**

Hand out paper and drawing materials. The children draw a picture of their classroom. If your children are writing, help them to label the items in their pictures.

Activity Book 3 AB 2

1 Read and trace. 2 Look around your classroom. Circle Yes or No.

Let's Talk



bookmark

lunchbox

pencil box

desk

Lesson 3

Objectives: talk about belongings using *my, mine,* and *your*; read and match stickers

Key Language: *bookmark, desk, lunchbox, pencil box; Where is my (bookmark)? Is this your (bookmark)? It has my name on it. They look the same. That's mine.*

Review: classroom items

Receptive Language: *feel, touch*

Materials: Photo Cards: *bookmark, lunchbox, pencil box, desk*; scarves or blindfolds; Write Your Name Learning Center materials (see TE Page T1C); handmade sentence strip; Pocket Chart

BEFORE THE PAGE

004 Song: Hello Song

Play the song (see TE Page T2).

Think and Play! Touch and Feel

Play this game to review the classroom vocabulary. Put the children into pairs. Blindfold one child in each pair. The children lead their blindfolded partners around the class and give them different classroom items to feel and identify. Swap roles.

USING PAGE 4

1 014 Listen, point, and say. Place stickers.

Go to Page 4. Show the page or display it using the Presentation Kit. Ask the guiding question *What do you see?* and listen to the children's suggestions. Play the audio and have the children listen and repeat the new words as you display the photo cards on the board.

Help the children read each of the sticker labels. Play the audio again and have the children place the stickers.



2 015 Listen and point, then role-play.

Play the audio and have the children repeat the dialogs. Have the children role-play the dialog in pairs. They can substitute words for other known items, for example, *backpack, journal*.

Child 1: *Where is my bookmark?* **Child 2:** *I don't know.*

Child 1: *It has my name on it.* **Child 2:** *Is this your bookmark?* **Child 1:** *Yes, that's mine. Thanks!*

(2) lunchbox (3) pencil box (4) desk

3 016 Listen and draw.

Play the audio. The children listen. They draw a line under the desk and circle the bookmark.

4 017 Sing Write Your Name!

Play the song. Encourage the children to join in and point to items in their books.

Verse 1: **Child 1:** *I see two bookmarks. They look the same. I know that's mine. It has my name.*

Chorus: **Child 1 and 2:** *Write your name, on your bookmark. Write your name.*

Verse 2: *lunchboxes;* **Verse 3:** *pencil boxes;* **Verse 4:** *desks*

AFTER THE PAGE

Learning Center: Write Your Name

Demonstrate how to use the Learning Center materials (see TE Page T1C). The children write and create letters using different media and materials.

4 017 018 Song: Write Your Name!

Play the song. Encourage the children to join in and point to items in their books. Write *I see two* on a sentence strip. Ask for the children's suggestions for another item. Draw them onto pieces of card that will fit into the Pocket Chart. Choose one or more of the suggestions and put them in the Pocket Chart after the sentence strip. Play the karaoke version of the song and sing the new verse(s).

Activity Book 3 AB 3

- 1 Read the list. 2 Find and circle. Then check.
- 3 Point and say with a friend.

Lesson 4

Objectives: review days of the week and weather; create a weather dial

Key Language: *Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, cloudy, rainy, sunny, windy; What day is it today? What's the weather like?*

Subject Specific Language: *weather dial*

Review: *window*

Receptive Language: *Look out of the window. What was the weather like on (Monday)?*

Materials: Print and Play Pictures: *sunny, rainy, snowy, cloudy, windy*; Pocket Chart; weather dials: paper plates, markers, cardboard arrows, split pins, rulers; weather chart (large sheet of poster paper); Doodle Bunny puppet

BEFORE THE PAGE

 **017 Song: Write Your Name!**

Play the song (see TE Page T4). The children join in and point to the items in the song on Page 4 of their books.

Introduce Key Language

Tell the children to point to the window. Say *Look out of the window. What's the weather like?* Put the Print and Play weather pictures in the Pocket Chart. Point to each one, say the word, and have the children repeat.

 **019 Song: Days of the Week**

Ask *What day is it today?* See if the children can tell you in English. Play the song. Encourage the children to join in.

Sunday, Monday, Tuesday, too. Wednesday, Thursday, just for you. Friday, Saturday, that's the weekend. Would you like to sing again? Yes? Or no? Yes! Sunday, Monday, Tuesday, too. Wednesday, Thursday, just for you. Friday, Saturday, that's the weekend. Would you like to sing again? Yes? Or no? No! OK! That is the end.

USING PAGE 5

1 Pair share: Talk about the picture.

Go to Page 5. Show the page or display it using the Presentation Kit. Put the children in pairs. They ask and answer *What do you see?* Explain that the children have made a weather dial and a weather chart to record the weather for each day.

2 Try it out! Make a Weather Dial.

Read the sentence at the top of the page with the class. Point to the weather dial and explain that the children are going to make their own weather dials in pairs. Hand out the materials they will need.

With the children's help, make a large weather chart for your classroom wall. Have the children draw the weather symbols and write the days of the week. Use this chart, or one of the weather dials, as part of your warmer from now on.

 **3 Documentation: Check and draw.**

Have the Doodle Bunny puppet point to the documentation panel. Read the first part of the panel with the children. Point to the days of the week. Have the children draw a check next to the correct day. Ask *What's the weather like today?* Read the second part of the panel with the class. Have the children draw the correct weather symbol.

 **4 Sing Weather Song.**

Play the song. Let the children listen as you demonstrate the actions. Play it again. The children join in and do the actions. Play the karaoke version and encourage the children to join in.

Verse 1: What's the weather, what's the weather, what's the weather like today? (question gesture)

Chorus: Tell us, weather girl. (point to girl) Tell us, weather boy. (point to boy) What's the weather like today? (question gesture)

Verse 2: Is it sunny? (make circle with hands) Is it cloudy? (finger-trace cloud shape) Is it a windy (wave arms) or rainy day? (wiggle fingers in downward motion)

(repeat chorus)

AFTER THE PAGE

Think and Play! Mime Weather

With the children, decide on a mime for each weather type (see the song gestures above). The children move around the class to music (e.g., **Track 022**). Stop the music and say, for example, *It's (sunny)*. The children do the appropriate mime. Repeat.

 **Draw Weather**

Hand out paper and drawing materials. The children draw a picture of themselves in their favorite type of weather. When they have finished, they can compare their pictures.



Make a weather dial.

What day is it today?



Today is

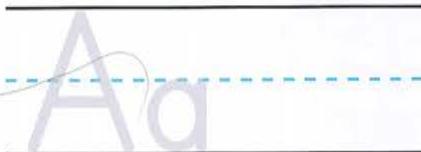
- Sunday
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday

The weather is

Phonics



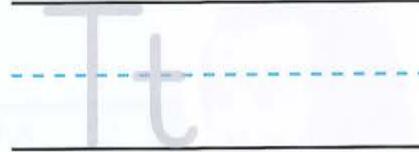
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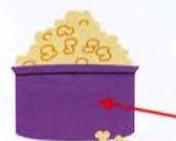
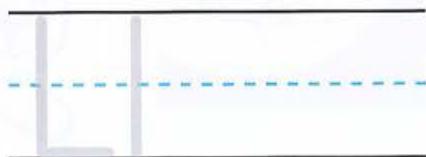
cat



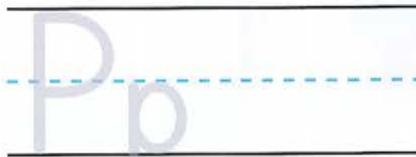
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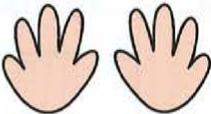


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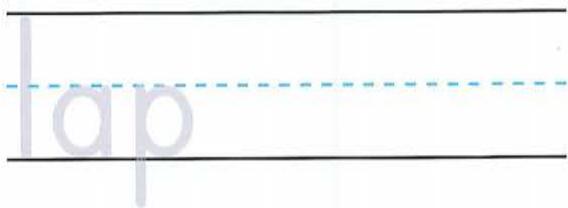


pot



Clap, tap! Now my 

are in my



Lesson 5

Objectives: learn to write A/a, C/c, T/t, L/l, and P/p; listen to the letter sounds; orally segment and blend words

Key Language: *apple, cat, lion, turtle, lap, pot, yell, clap, tap*, letters a, c, t, l, p

Review: alphabet

Receptive Language: *What sound does it make? What words start with (a)? Read this word, please.*

Materials: pieces of card; Pocket Chart; Alphabet Chart; Meg cutout puppet; Pocket Chart Initial Sounds Learning Center materials (see TE Page T1D); Doodle Bunny puppet

BEFORE THE PAGE

021 **Song: Weather Song**

Play the song (see TE Page T5).

004 **Song: Hello Song**

Hand out pieces of card. The children write their names and draw a picture of themselves. (The children can copy the name cards you used in Lesson 3 if you wish.) Collect the name cards and use four of them in the Pocket Chart. Play the song (see TE Page T2).

Teacher-to-Teacher

Give the children paper to practice writing their names on before they make their name cards.

USING PAGE 6

1 **Sing The Alphabet Song.**

Display the Alphabet Chart. Point to letters at random and elicit their name and sound. Play the song. Have the children stand up when they hear the letter that starts their name.

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.*

2 **Letters and sounds: Say and write.**

Go to Page 6. Show the page or display it using the Presentation Kit. Point to the first picture and elicit *apple*. Point to the red letter. Elicit the letter name and sound. Repeat for each picture and letter. Sound out each letter in turn and have the children raise their hand if the letter starts their name.

Have the children finger-trace the letters in their book. They then trace the letters with a pencil and write two or three freehand letters on the staves.

3 **Phonics Chant: Listen and chant.**

Play the chant. Have the children listen and point. Play it again. Encourage the children to join in.

Verse 1: A is for apple, /a/, /a/, apple. C is for car and cup and cat. /c/, /c/, /c/, car and cup and cat! T is for turtle, /t/, /t/ turtle. Listen for /t/ at the end of cat.

Verse 2: Little lion on my lap, /l/, /l/, /l/. Listen for the sound of L, at the end of YELL!

Verse 3: Popcorn in a purple pot, /p/, /p/, /p/. At the end of cup and clap, we hear the sound of P.

4 **Do the action rhyme Clap and Tap.**

Play the audio. Play it again and have the children join in and do the actions.

Clap, clap, clap. Tap, tap, tap. My hands like to tap.

Clap, clap, clap. Tap, tap, tap. Now my hands are in my lap!

5 **Word blending: Sound out and read. Then write.**

Use the Meg cutout puppet. Point to *Clap*. Say to Meg *Read this word, please*. Have Meg sound out and blend *c-l-a-p—clap*. The children repeat after you. Repeat with *t-a-p—tap* and *l-a-p—lap*. As a class, read the sentence. The children finger-trace and write *lap*.

Have Meg sound out and blend *clap, tap, and lap* again. The children do the correct action.

AFTER THE PAGE

Learning Center: Pocket Chart Initial Sounds

Demonstrate how to use the Learning Center materials (see TE Page T1D). The children match initial letters to pictures.

Think and Play! I Spy

Have the Doodle Bunny puppet say *I spy with my little eye, something beginning with* (say the letter sound). The children have to look around the classroom and guess words that start with the letter sound you said. The first child to guess correctly has a turn.

Literacy Skills Pad

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

Lesson 6

Objectives: practice reading words; make a word box

Key Language: *bat, box, cap, cup, sentence, word; What's that? It's my word box. What does the sentence say? It says "I see a cat."*

Review: *lap, body parts, classroom items, numbers 1–10*

Receptive Language: *Let's read. What does this word say? What letter does it begin with?*

Materials: Doodle Bunny puppet; shoeboxes (one per child); markers and stickers; Unit 1 Print and Play Words I Know cards and sentence frame (one set per child); plastic/polystyrene/paper cups (10 per group)

BEFORE THE PAGE

 **Chant: Clap and Tap**

Play the action rhyme (see TE Page T6). Encourage the children to join in and do the actions.

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

Have the Doodle Bunny puppet say *Doodle Bunny says hands on lap*. The children follow the instruction. Repeat with other instructions starting with *hands on* to review body parts and classroom items.

USING PAGE 7

1 Read and match.

Go to Page 7. Show the page or display it using the Presentation Kit. Put the children in pairs. Have them talk about the pictures.

 **Sentence Reading**

Read the sentences with the children. Ask questions such as *What does this word say? What letter does it begin with?* Encourage the children to sound out and blend the CVC words *c-u-p—cup, l-a-p—lap, and t-e-n—ten*.

The children draw lines to match the sentences to the pictures. Go around and check their answers.

 **2 Listen and say.**

Point to the picture at the bottom of the page. Discuss what the children think is happening in the picture. Play the audio. The children listen and point. Have the children listen again and say each line.

Boy: *What's that?* **Girl:** *It's my word box.* **Boy:** *What does the sentence say?* **Girl:** *It says "I see a ... cat!"*

 **3 Project: Make a word box.**

Give each child a shoebox. Explain they are going to make their own word box. Let the children decorate their box with markers and stickers. They write their name on their box.

4 Pair work: Build sentences and read.

Hand out a set of Unit 1 Print and Play Words I Know cards to each child. Elicit what they are. Sound out and blend the words with the class. Let the children color in the pictures and put them in their word box. Give each child a sentence frame to put in his or her word box.

Demonstrate how to use the Words I Know cards and the sentence frame. Put the children in pairs. Have them work together to make and read sentences using the sentence frame and Words I Know cards. Encourage them to sound out and blend the CVC words. Have the children role-play the dialog with their sentences.

Teacher-to-Teacher

You can have the children make their own journals. Give each child five sheets of paper. (They count to check.) They fold the paper in half. The children choose a piece of card. They 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

  **Words I Know**

Let the children choose their favorite sentence from their word box. Support them to write it in their journal and to draw a picture.

 **Think and Play! Ten Cups**

Put the children into small groups. Give each group 10 cups. Have the children use markers to write the numbers 1–10 on the cups. Have the children put the cups in ascending and descending order.

Say a number between 1 and 10. Have all the children in each group tap the cup with the corresponding number that number of times, counting aloud as they do.

 **Literacy Skills Pad**

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

Activity Book 3  5

- 1 Make game. 2 Read the words.
- 3 Take game home to share.



Read and match.

1 I see a **c**up.



2 I see a **l**ap.



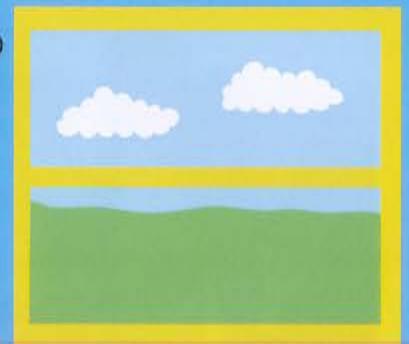
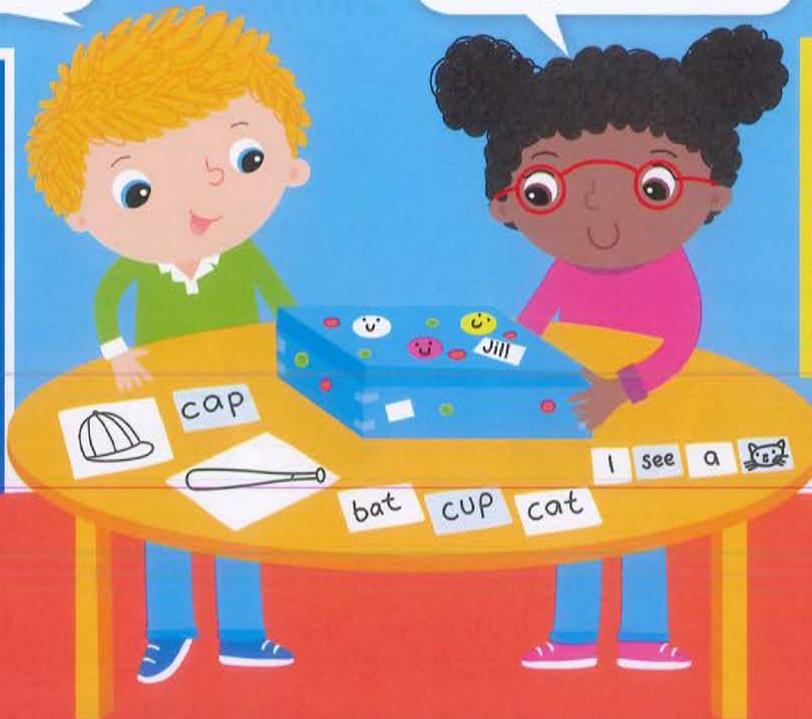
3 I see a **t**en.

10

Make a word box.

What's that?

It's my word box.



Ways to Say "Hello"

values



We see a friend. We wave.



We shake hands.



How are you?

Fine, thank you.

We bow.



It's nice to meet you.

We high five, too.



We smile.



I'm glad you're here!

How can you say "hello" with no words?

Objectives: read about greetings; learn the value of being friendly

Key Language: bow, friend, high five, shake hands, smile, wave; How are you? Fine, thank you. It's nice to meet you.

Review: hello, hi, classroom items

Receptive Language: When do you say "Hello"? How do you say "Hello" without words?

Materials: name cards; Unit 1 Photo Cards; Pocket Chart

BEFORE THE PAGE

004 Song: Hello Song

Play the song (see TE Page T2). Use three of the children's name cards and personalize the song to those children.

Think and Play! Team Race

Display the Pocket Chart at the front of the class and put in the Unit 1 Photo Cards. Review the 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.

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 and read it with the class. Ask *How do you say hello (without words)?* Doodle and caption the children's suggestions on the board. Point to each picture in turn and ask *What do you see?* Discuss how the people in the pictures are saying hello.

Teacher-to-Teacher

Explain to the class that in Korea and Japan, people greet each other with a bow.

2 028 Listen to Ways to Say "Hello" and point.

The children listen to the audio and point to the pictures.

Captions

Read the captions and speech bubbles with the children and then replay the audio. Pause after each sentence for the children to read the captions.

3 Read and do actions.

Put the children in pairs. Have the children read the text together and copy the gestures from the pictures. Swap partners. This time have the children act out the text with their books closed.

4 029 030 Sing the Values Song Say Hello.

Ask the children *When do you say hello?* Write their suggestions on the board, for example, *at the start of class, when we meet family/friends, when we meet someone for the first time.* Play the song and encourage the children to join in. Play the karaoke version of the song and encourage the children to sing as much as they remember.

Say "hello" when you see somebody you know. Say "Hello! How are you today?" Say "hello" and smile. It's a nice thing to do. It's the start of a happy day. It's nice when a friend waves hello to you, and says, "I'm glad you're here." Well hello, how are you? It's good to see you, too. I'm really glad you're here!

AFTER THE PAGE

Role-Play

Role-play greetings. Have the children stand up and move around the class. Have them greet as many other children in the class in as many different ways as they can. Encourage them to invent their own greeting—either verbal or a gesture.

Literacy Skills Pad

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

Home-School Connection

Discuss the value as a class. The children think about being friendly and greeting each other. Encourage the children to sing the song at home and talk about the value with their families.

Objectives: review a reading; think and answer a question about a story

Key Language: review

Receptive Language: *How are they saying "Hello"? What are they doing? Do they say "Hello" with or without words?*

Materials: pictures from magazines or the Internet of greetings from around the world; Photo Cards: *hen, sheep, cow, duckling, bunny, kitten, puppy*; Pocket Chart

BEFORE THE PAGE

004 Song: Hello Song

Play the song (see TE Page T2). Decide on a nonverbal greeting to use as you sing, and encourage the children to make the gesture.

Review Greetings

Show the children pictures of people from around the world greeting each other. Ask *How are they saying hello? What are they doing?* Can the children say *hello* in any other languages?

USING PAGES 8 AND 9

1 028 Listen again and read, then act out.

Go to Pages 8 and 9. Show the pages or display them using the Presentation Kit. 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 word as they read/follow the text.

Act out the greeting from one of the pictures for the class. See if they can say which one it is. Invite pairs of children to come up and act out a greeting for the class.

2 Think! How can you say "hello" with no words?

With the class, read the question at the bottom of Page 9. 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.

3 029 Sing the Values Song Say Hello.

Play the song (see TE Page T8). Encourage the children to join in and do the actions.

AFTER THE PAGE

Animals

Put the animal Photo Cards in the Pocket Chart. Ask *Do animals say hello with or without words?* Establish that they don't use words. Talk about the ways animals say *hello* without words, for example, by touching noses, sniffing, wagging tails. Supply language as required.

028 Act Out Ways to Say "Hello"

Play the audio again. Put the children into pairs. Have the children act out the text with their books closed.

Literacy Skills Pad

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

Activity Book 3

AB 7

029

values

- 1 Make the face look like yours and write your name.
- 2 Use the face to say hello to your friends with and without words.
- 3 Sing the Values Song **Say Hello**.
- 4 Make a class hello wall.

T9

Let's Count



1



2



3



4



5



6



7



8



9



10

How many   do you see? _____

Circle 5      with orange.

Circle 5      with green.

Lesson 9

Objectives: count to 10; add number bonds to 10; sing a counting song

Key Language: *rulers, green, orange, numbers 1–10; How many (rulers) do you see?*

Review: *door, window, clap, tap, shapes*

Receptive Language: *Clap (five) times.*

Materials: Print and Play Numbers: 1–10; green and orange crayons (one per child); colored construction paper; rulers; Numbers 1–10 Learning Center materials (see TE Page T1D)

BEFORE THE PAGE

 **Chant: Clap and Tap**

Play the action rhyme (see TE Page T6). Encourage the children to join in and do the actions.

Review Numbers 1–10

Show the Print and Play Numbers and elicit the name of each number. Hold up Print and Play Number 5 and say *Clap five times*. Have the children follow the instruction. Repeat with the other numbers. Alternate between *clap* and *tap*.

USING PAGE 10

1 Count and trace.

Go to Page 10. Show the page or display it using the Presentation Kit. Ask *What do you see?* to elicit language. Point to the rulers and elicit the word. Say *Let's count. How many rulers?* Have the children count the rulers. They count again and this time they point to the numbers underneath the rulers. Now have the children trace the numbers 1–10 with their fingers and then with a pencil.

2 Write.

With the class, read the question *How many rulers do you see?* Have the children point to the rulers at the top of the page, count them, and then write the answer in the space provided.

3 Read and circle.

Read the last two instructions with the children. Have them show you a green crayon and an orange crayon. They circle the correct number of rulers in the correct color.

 **Sing 10 Little Rulers.**

Play the song and let the children listen. Play it again. Have the children join in and hold up the correct number of fingers each time. Play the karaoke version. Encourage the children to sing as much as they can remember and to join in with the actions.

1 little, 2 little, 3 little rulers, 4 little, 5 little, 6 little rulers, 7 little, 8 little, 9 little rulers, 10 little rulers in class.

We measure, measure, measure with our rulers. (x3) 10 little rulers in class.

AFTER THE PAGE

**Make a School Collage**

Doodle a schoolhouse on the board. Elicit *school*. Tell the children they are going to make a collage of a school. Hand out the art materials. Review shapes. The children should use a ruler to draw different shapes on colored paper and cut them out, for example, a triangle for the roof, a large square for the building, small squares or rectangles for the windows, and a small rectangle for the door. They stick their shapes on another sheet of paper to make a schoolhouse. They may wish to add a bell or a clock. Make a class display of the collages.

**Learning Center: Numbers 1–10**

Demonstrate how to use the Learning Center materials (see TE Page T1D). The children match picture cards to a number line.

**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 3 **AB** 9

- 1 Point and say numbers 1–10.
- 2 Point and say shapes. 3 Read and draw.

T10

Lesson 10

Objectives: review the unit; do listening comprehension

Key Language: review

Receptive Language: Go to Page (2).

Materials: Print and Play Pictures: *sunny, rainy, snowy, cloudy, windy*; Pocket Chart; Doodle Bunny puppet

BEFORE THE PAGE

 **021 Song: Weather Song**

Play the song (see TE Page T5).

Think and Play! What's Missing?

Ask *What's the weather like today?* Have the children look out of the window and answer. Put the Print and Play Pictures of weather symbols in the Pocket Chart. Point to them one at a time and have the children chant the words. Have the children close their eyes. Remove one of the symbols. When the children open their eyes, have them say which symbol is missing. Repeat.

USING PAGE 11

 **033 Listening: Listen and check.**

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

Child 1: *Where is the clock?* **Child 2:** *It's over there, next to the door.*

2 Reading: Read and check.

Read *cat* with the children. Have them sound out and blend the word. Have the children check the correct picture.

3 Writing: Look and write.

Point to the picture of the clapping hands and elicit *clap*. Ask the children to sound out and blend the word. Ask *What's the first/second/third/fourth letter?* The children trace the first three letters. Have the children sound the word out again and write the final letter.

4 Speaking: What does Meg have? Go to Page 2.**Point and say.**

Point to Meg at the bottom of Page 11. Ask *What does Meg have? (clock)*. Read Meg's speech bubble with the children. They go to Page 2 and find the clock, then point to and name the other items.

**Home-School Connection**

Encourage the children to take their books home and share Unit 1 with their families.

AFTER THE PAGE

 **031 Song: 10 Little Rulers**

Play the song (see TE Page T10). Do the actions with the class.

Think and Doodle!

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 school item.

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.

**Literacy Skills Pad**

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

**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.

Make a journal for the Doodle Bunny puppet for the children to take home. The child should draw a picture of something Doodle Bunny has done during the stay and write a short caption.

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.

**Home-School Connection**

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

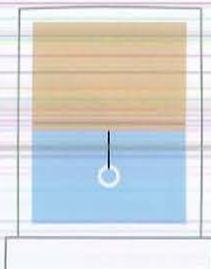
Activity Book 3 **AB 10**

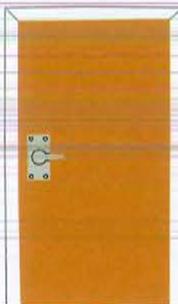
1 Talk about the big picture. 2 Listen and circle pictures at the bottom. Then match pictures.

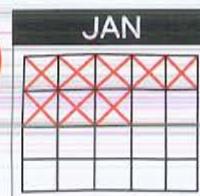
Activity Book 3 **AB 11**

1 Circle your favorite new word. 2 Circle your favorite weather. 3 Read and answer.

Listen and check.







Read and check.

cat







Look and write.

I see c | l | a | _____



Speak.



Go to page 2. Point and say.

Unit Objectives

- learn vocabulary and language through a unit focusing on physical actions
- practice physical exercises
- ask and answer about what people are doing
- read a factual text about games around the world
- learn the /h/, /s/, short /i/, /k/, and /b/ sounds and the corresponding letters
- learn the value of taking turns
- learn simple additions through math stories



Values

Take turns.



Project

Make a phonics fishing game.

Unit Language

Vocabulary: throw, kick, bounce, hit, roll, catch, ball, OK, kicking, bouncing, hitting, throwing, catching, rolling, pins, bike, kite, jump rope, soccer ball, park, helmet, beanbag, stretch, spin, hop, clap, wave, wiggle, toss, hat, sun, igloo, bib, Bill, sit, hill, hit, fish, letter, start, marbles, score, turn, touch, elephant, trunk, stars, add, plus, equals, big, little, altogether, letters h, s, i, k, b, numbers 1–4

Structures: (Throw) the ball. I can (throw) the ball. I got it! I missed. Are they (kicking) the balls? No, they aren't. What are you doing? I'm getting my (bike). Where are you going? I'm going to the (park). Take turns. Toss the beanbag. What do you like to do? I like to (stretch). I have the letter (s). Which word starts with (s)? I know! Which games do you want to play? I want to play (Marble Bridge). There are (two) (big bikes). How many (bikes) are there altogether?

Receptive: What can (Gus) do? Can you (throw)? down, up; Hands in your lap. Can I play with you? What's he wearing? How do you stay safe? What does Doodle Bunny like to do? What's this letter? What words start with (h)? How do you spell Kit? What letter is missing? How are all these words the same? What does this word say? What letter does it begin with? What do you think the children are playing? What are the rules of the game? Does this look fun? What game is this? Where do they play this? Which games do you want to play? What do they have? What can they do? equals, plus; What can she do? What's the (first) letter?



Content Areas



Art

Making a kite; drawing sentences; making props; coloring



Math

Sorting; numbers 1–10; addition; doubling; math symbols



Social Studies

Other countries



Physical Education

Doing actions; ball games; going to a playground; action games



Science

Colors; mixing colors

Communication

Oral Skills: singing songs about actions; role-playing dialogs; learning a finger play

Listening Skills: doing a listening comprehension; listening to Phonics Chants and a Phonics Story; listening to peers to create a sentence chain

Performing Arts: role-playing a dialog; acting out a reading

Sentence Building: reading and matching sentences; completing a math story

Early Literacy

Early Writing Skills: doodling; letter, number, and word writing; drawing

Early Reading Skills: sentence reading; captions; speech bubbles

Documentation: reading and responding to a question

Narrative Skills: talking about a picture; talking about what people are doing; expressing likes

Building Phonological Awareness: /h/, /s/, short /i/, /k/, and /b/ sounds

Building Print Awareness: word labels, reading rebus sentences, story captions

Doodling for Critical Thinking

For Students



Hand out Print and Play Spot the Ball Templates. The children doodle where they think the ball is. They then draw themselves playing with the ball.

For Teachers

Tie in the unit theme to the children's doodling. Give each child a sheet of paper. Have them hold their pencils. Tell them to start in the top left-hand corner of the page. Give directions for them to move their pencil along the paper, for example, across, up, down.



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



Learning Centers

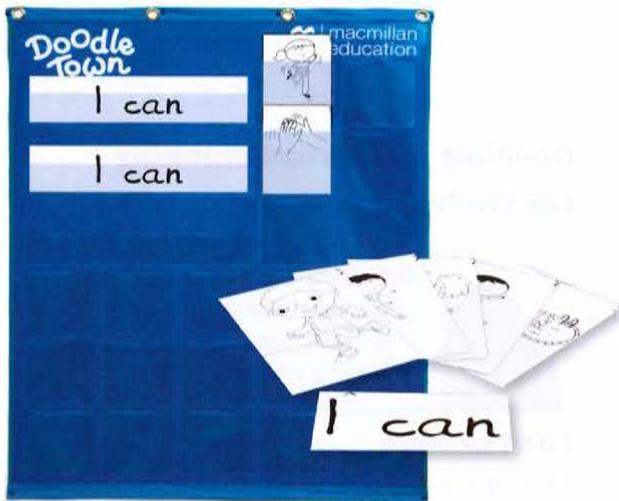
Tips from the Authors

Tailor Learning Centers to fit your class's math, literacy, and language skill levels. Modify materials and activities to suit individual students' skill levels.



1: Pocket Chart Movement Center (Lesson 1)

Conversation Starters: *Make a sentence. Read the sentence. What can you do?*



Materials: Pocket Chart; three handmade sentence strips: *I can*; Print and Play Pictures: *kick, clap, wave, dance, walk, hop, run, swim*

Objective: practice sentence building and actions

1. Have the children take turns constructing sentences in the Pocket Chart. The children use the sentence starter *We can* and an action verb Print and Play Picture of their choice.
2. Encourage the children to read their sentences aloud.
3. The group repeats the words as they act out each sentence.



2: Make a Kite Center (Lesson 3)

Conversation Starters: *Write your name. How many stars would you like? What color is your kite? What color is your name?*



Materials: Print and Play Kite Templates (one per child); colorful kite strings; adhesive or gummed stars

Objective: explore using media and materials

1. Let each child choose a kite shape and string. Sing the song **Write Your Name!** (see TE Page T4), substituting the word *kite*, as the children write their names on their kite.
2. As the children decorate their kites, distribute adhesive stars. Ask *How many stars would you like?*
3. Admire, display, and discuss the finished kites.

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's this?* *That's right—it's a /b//b//b/ book.*

3: Final Letter Sounds Center (Lesson 6)

Conversation Starters: *Say the word. Does it end with /t/? Does it end with /k/? Point to the last letter in the word.*



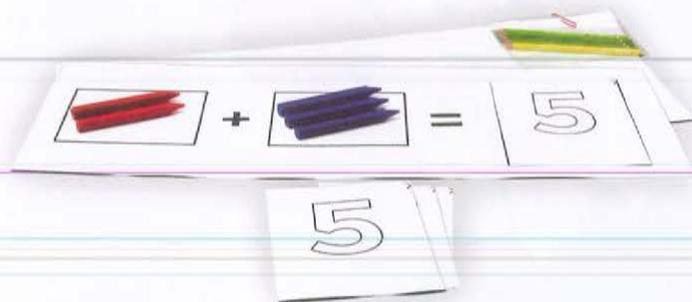
Materials: two sorting mats; handmade signs: ___t and ___k; Print and Play Pictures: *cat, hat, bat, hit, sit, Kit, kick, sock, black, duck, clock, block*

Objectives: listen for and identify the final sound in words

1. Point to the signs (___t and ___k) . Review the letter names and sounds.
2. Help the children identify and say each picture word.
3. Have the children place the Print and Play Pictures on a sorting mat according to the final sound.

4: Addition Center (Lesson 9)

Conversation Starters: *How many (red) (crayons) are there? How many (crayons) are there altogether?*



Materials: math story posters; sets of objects in baggies: two red and three blue crayons, one yellow and four green pencils, three orange and three purple blocks, two black and two red cars; Print and Play Numbers: 4, 5, 6

Objective: look at simple additions with the support of pictures

1. Unpack and discuss the first bag. Ask *What are these? How many (red) (crayons) are there?*
2. Discuss the math story poster. The children decide where to place the crayons.
3. The children count the total number of crayons and place the correct Print and Play Number in the answer box.

Unit

2

Fun and Games



throw



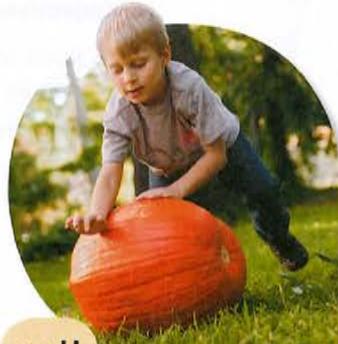
kick



bounce



hit



roll

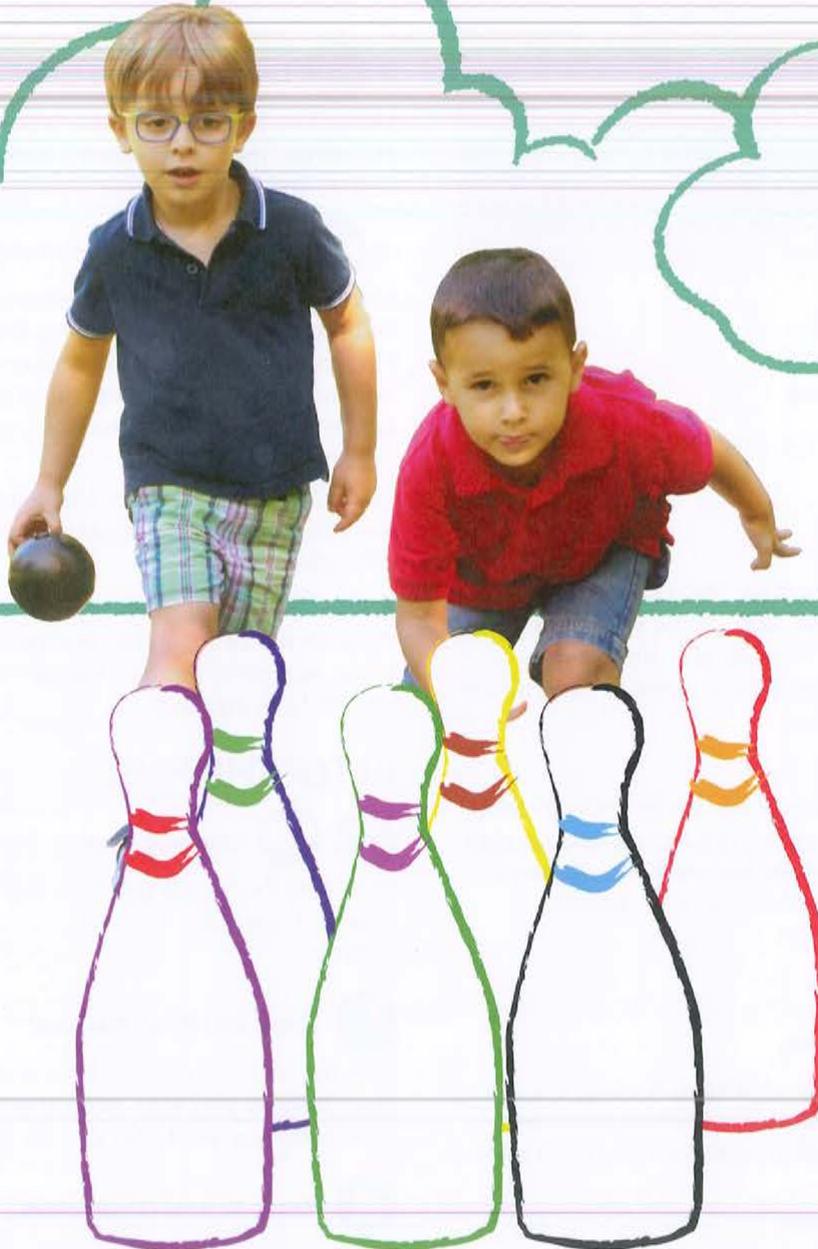


catch

Throw the ball!

OK, catch!





Are they kicking the balls?

Lesson 1

Objectives: learn words for actions with a ball; give instructions

Key Language: *ball, bounce, catch, hit, kick, roll, throw, OK; (Throw) the ball. I can (throw) the ball. I got it! I missed.*

Review: *clap, dance, hop, run, walk, wiggle*

Receptive Language: *What can (Gus) do? Can you (throw)?*

Materials: green, yellow, and purple crayons (one per child); Photo Cards: *bounce, catch, hit, kick, roll, throw*; Pocket Chart; Pocket Chart Movement Learning Center materials (see TE Page T2C); balls

BEFORE THE PAGE

 **002 Song: Doodle Town Hop**

Play the song (see TE Page T2). Encourage the children to join in and do the actions.

 **Review Language**

With the children standing up, have them copy when you do some actions, for example, walk on the spot, hop three times, run on the spot, clap three times. (See Review above.) See if they can remember the name of each action as you do it.

Introduce Key Language

Show the children a ball. Elicit all the things you can do with a ball (*throw, kick, bounce, hit, roll, catch*). Doodle stick people doing each of the actions the children suggest. Supply the names in English and label your doodles.

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 to the pictures. They listen again and say each word.

 **Early Reading: Captions**

For each caption, elicit the initial letter name/sound. Can the children remember the name/sound of any of the other letters?

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

Point to Gus and Kit. Ask *What can Gus do?* Elicit *throw*. Read the speech bubbles with the class. Ask individual children *Can you throw?* Elicit *Yes (I can)*.

Play the audio for the children to listen to. Put the children in pairs. Have them say the dialog together. Have the children role-play and act out the dialog with the new words.

Kit: *Gus, Gus! Throw the ball! Gus: OK, catch! Kit: I got it! (2) Kick (3) Bounce (4) Hit / Kit: Uh-oh. I missed. Gus: Oops!*

 **3 037 Language check: Listen and circle.**

Make sure the children have a set of crayons ready. Play the audio. The children listen and circle *throw* green, *roll* yellow, and *kick* purple.

 **4 038 039 Sing Can I Play with You?**

Put the Photo Cards in the Pocket Chart. Play the song and point to the Photo Cards during the appropriate verses. Play the song again and encourage the children to sing and mime each of the actions. Play the karaoke version and encourage the children to sing as much as they can remember.

Verse 1: I can roll, roll, roll the ball. I can kick, kick, kick the ball. I can bounce, bounce, bounce the ball. Can I play with you?

Verse 2: hit/throw/catch

Verse 3: You can roll, kick, and bounce the ball. You can hit, throw, and catch the ball. You can roll, kick, and bounce the ball. You can play with us.

AFTER THE PAGE

 **Learning Center: Pocket Chart Movement**

Demonstrate how to use the Learning Center materials (see TE Page T2C). The children make sentences and do actions.

 **Think and Play! Play Ball**

Take the children outside or to a large indoor space. Give them balls to play with. Allow them some free time to play. Have them say what they can do with a ball in English.

 **Home-School Connection**

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

Lesson 2

Objectives: talk about a picture; review counting

Key Language: *bouncing, catching, hitting, kicking, rolling, throwing, pins; Are they (kicking) the balls? No, they aren't.*

Review: *ball, ladder, monkey bars, seesaw, slide, swing, actions, colors*

Receptive Language: *down, up; Hands in your lap.*

Materials: Photo Cards: *bounce, catch, hit, kick, roll, throw*; Pocket Chart; balls

BEFORE THE PAGE

004 Song: *Hello Song*

Play the song (see TE Page T2). Encourage the children to join in and do the actions.

Think and Play! Finger Play

Teach the children a finger play. Say *Roly poly, roly poly*, (roll hands over one another) *up, up, up*. (point up) *Roly poly, roly poly*, (roll hands) *down, down, down*. (point down) *Roly poly, roly poly*, (roll hands) *hands in your lap*. (put hands in lap) *Roly poly, roly poly*, (roll hands) *clap, clap, clap*. (clap)

USING PAGE 13

Explore the Page

Go to Page 13. Show the page or display it using the Presentation Kit. Ask *What do you see? Where are the boys?* Teach *pins*.

1 **040** Listen, point, and say.

Play the first part of the audio. Have the children point to the picture. Play it again for the children to repeat.

Child 1: *Pins. I see pins.* **Child 2:** *Boys. I see two boys and two balls.* **Child 3:** *Rolling. I see rolling.*

2 **040**  Pair share: Talk about the picture.

Put the children in pairs. Play the second part of the audio. Have the children look at the picture, then ask and answer *What do you see?* Have them describe what they can see in the picture. Ask the children *What colors do you see?*

3 **041** Listen and point.

Play the narrative and encourage the children to point to the items as they are described. Play it again and have the children say each line. Have the children trace the path from the ball to the pins.

These are pins. The pins are red, blue, yellow, and green. Look at James and Joe. They are rolling balls. They want to hit the pins. How many pins do you think they can hit?

 **Early Reading: Sentences**

Read the question with the class and have them answer. Repeat the question, using the other new verbs, as in *Are they (bouncing) the balls?* Elicit *No, they aren't. / Yes, they are.*

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

Play the audio. The children listen and draw three more pins.

5 **038** Sing *Can I Play with You?*

Put the Photo Cards in the Pocket Chart. Play the song (see TE Page T12). Point to each action as it is mentioned. Play it again and encourage the children to join in and do the actions.

AFTER THE PAGE

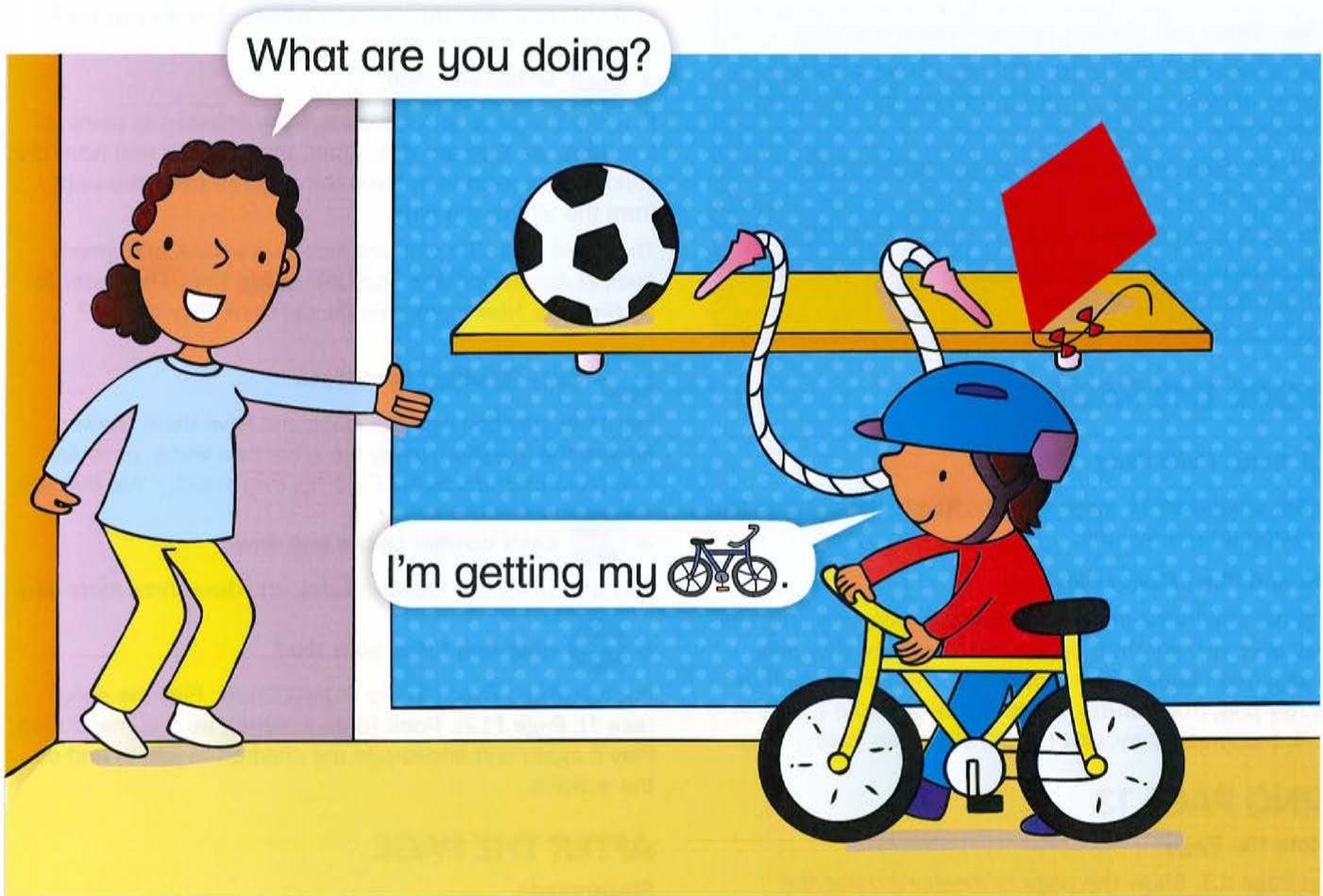
Playgrounds

Brainstorm different playground items with the children. Doodle their suggestions on the board and label them. Ask the children which items they go up, which they go down, and which they go across, for example, up the ladder, down the slide, across the monkey bars.

 **Field Trip**

Take your class on a field trip to a playground. Talk about whether they are going up, down, or across. Take balls to play with as well.

Let's Talk



bike

kite

jump
rope

soccer
ball

Lesson 3

Objectives: talk about belongings using *my*, *mine*, and *your*; read and match stickers

Key Language: *bike, helmet, jump rope, kite, park, soccer ball; What are you doing? I'm getting my (bike). Where are you going? I'm going to the (park).*

Review: actions

Receptive Language: *Can I play with you? What's he wearing? How do you stay safe?*

Materials: handmade sentence strips; Pocket Chart; Make a Kite Learning Center materials (see TE Page T2C); Photo Cards: *bike, kite, jump rope, soccer ball*

BEFORE THE PAGE

039 Song: *Can I Play with You?*

Write *I can climb* on a sentence strip. Write *up ↑ up ↑ the wall* on another. Put them in the Pocket Chart. Read the sentences with the children. Play the karaoke version of the song (see TE Page T12) and sing the new verse. Repeat with *down ↓ down ↓ the wall* and *across ↔ across ↔ the wall*.

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

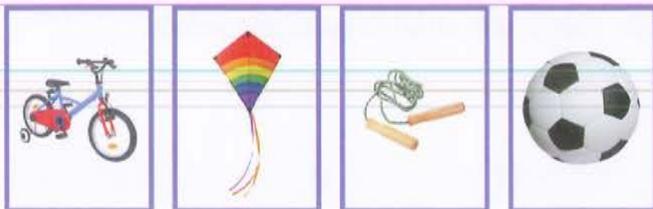
Play *Doodle Bunny Says ...* with the new action words (see TE Page T7). Have the children stand up. Say *Doodle Bunny says throw the ball*. The children mime throwing the ball. Repeat.

USING PAGE 14

1 043 Listen, point, and say. Place stickers.

Go to Page 14. Show the page or display it using the Presentation Kit. Ask *What do you see?* Play the audio. The children listen and point. Play the audio again. The children listen and repeat as you display the photo cards on the board.

Help the children read the sticker labels. Play the audio again and have the children place the stickers.



2 044 Listen and point, then role-play.

Play the audio. The children listen and point. Play the audio again and have the children repeat the dialogs. The children role-play the dialog in pairs. They can substitute other known items, for example, marbles.

Mom: *What are you doing?* **Boy:** *I'm getting my bike.*

Mom: *Where are you going?* **Boy:** *I'm going to the park.*

(2) kite (3) jump rope (4) soccer ball

Rebus Sentences

Read the speech bubbles with the class.

3 045 Listen and draw.

Make sure the children have a crayon ready. Play the audio. The children listen and draw a line under the soccer ball and circle the bike.

4 046 Chant *Put On Your Helmet*.

Point to the child in the picture. Point to his head and ask *What's he wearing?* Teach *helmet*. Ask the children why he's wearing a helmet. Talk about staying safe. Elicit other ways the children can stay safe on the road, for example, wear a seat belt in the car, take care crossing the road. Play the chant. The children join in and do the actions.

Are you ready to ride your bike? (do cycling action with arms or legs) *No, no, no!* (shake head) *Put on your helmet before you go.* (mime putting helmet on) *Don't forget what your mom said.* (wave finger) *Put the helmet on your head.* (mime putting helmet on)

AFTER THE PAGE

017 Learning Center: Make a Kite

Demonstrate how to use the Learning Center materials (see TE Page T2C). The children make a kite.

Sorting

The children sort themselves into groups according to the color of their finished kite. Have them count the number of children in their group. They tell you which group is the biggest and which is the smallest.

Think and Play! *Chain Game*

Display the Unit 2 Photo Cards. The children create sentence chains. They take turns saying a sentence and adding an item each time. Say, for example, *We're going to the park!* *Child 1: I'm getting my kite. Child 2: I'm getting my kite and my bike. Child 3: I'm getting my kite, my bike, and my helmet.* Continue the game until one child repeats or forgets.

Lesson 4

Objectives: review colors; create an action game

Key Language: *beanbag; Take turns. Toss the beanbag. What do you like to do? I like to (stretch).*

Subject Specific Language: *clap, hop, spin, stretch, toss, wave, wiggle*

Review: *clap, hit, hop, kick, run, blue, green, orange, purple, red, yellow*

Receptive Language: *What does Doodle Bunny like to do?*

Materials: Meg cutout puppet; large sheets of paper or pieces of cardboard; beanbags (or make with socks, dried beans or lentils, string or ribbon); Doodle Bunny puppet; Print and Play Numbers: 1–10 (one per child)

BEFORE THE PAGE

Think and Play! Color Hunt

Divide the class into small groups. The children can do a color hunt around the classroom. They look for an object in each color: red, yellow, green, blue, orange, purple.

**Sound Out and Blend Words**

Use the Meg cutout puppet. Show Meg the Print and Play Pictures one at a time. Have Meg sound out the words. The children copy her and then blend the words, for example, Meg: *k-i-ck*. The children: *k-i-ck—kick*. Have the children mime each word.

Content Connection: Ball Play

Have the children tell you which of the above actions they do with a ball.

USING PAGE 15

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

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 do you see?* Name the colors with the children. Have them act out the actions. Demonstrate any they don't know.

**2 Try it out! Make a beanbag game and play.**

Put the children in groups. Give each group a large sheet of paper or piece of cardboard. Have the children help you make a game board like the one in the book. They can write the words, draw them, or both.

(If you don't have beanbags, you can make them with the class. Help the children to fill socks with dried beans or lentils and tie them at the end. Make sure they are fully filled.)

Hand out a beanbag to each group. Say *Toss the beanbag*. The children take turns to toss their beanbag and do the action. If you have a small class, play all together.

**3 Documentation: Read and circle.**

Use the Doodle Bunny puppet to point to the documentation panel. Ask *What does Doodle Bunny like to do? (clap)*. Read the panel with the children. Point to the actions. Ask *What do you like to do?* Elicit, for example, *I like to (stretch)*. Have the children circle their favorite actions.

**4 Sing Beanbag Game Song.**

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

We toss the beanbag. We take turns. We do what the pictures say. Stretch and spin. Hop, clap, wave. Wiggle, wiggle, wiggle all day! Wiggle, wiggle, wiggle all day!

(repeat)

AFTER THE PAGE

Think and Play! Circle Game

Have the children sit in a circle and play a chain conversation game. The children take turns to ask and answer a question. To start the game, throw a beanbag (or a soft ball) to a child and ask a question. The child catches the beanbag, stands up, and answers the question. Then he or she asks a question and throws the beanbag to another child.

In this version of the game, the children share responses from the documentation panel. The children should do the action too.

Say *What do you like to do?* Throw the beanbag to Child 1, who catches it and stands up. Child 1: *I like to (spin)*. *What do you like to do?* Child 2: *I like to (hop)*. *What do you like to do?* Child 3: *I like to (wiggle)*.

**Think and Play! Number Actions**

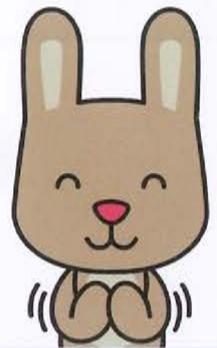
Give each child a Print and Play Number 1–10. Have them move around the class. Give an instruction, for example, *Number threes stretch*. All the children with a 3 do the action. Repeat with other numbers and actions.

Activity Book 3 AB 14 

- 1 Look and read. 2 Write numbers to put pictures in order.
- 3 Sing **Beanbag Game Song**.



Play a beanbag game.



What do you like to do?



stretch



spin



hop



clap



wave

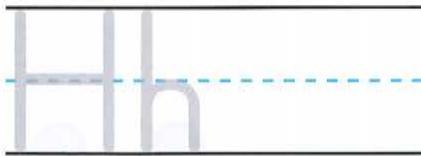


wiggle

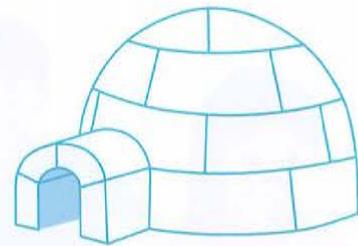
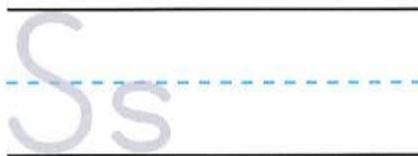
Phonics



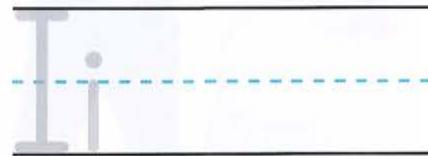
hat



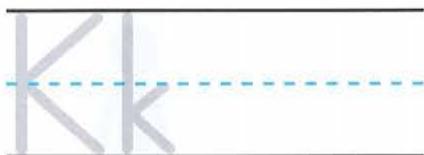
sun



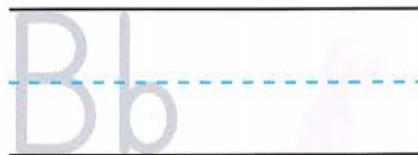
igloo



kick



bib



Kit and Bill

s

t

on a hill.

Lesson 5

Objectives: learn to write H/h, S/s, I/i, K/k, and B/b; listen to the letter sounds; orally segment and blend words

Key Language: *bib, hat, igloo, sun, Bill, hill, sit*, letters h, s, i, k, b

Review: alphabet

Receptive Language: *What's this letter? What words start with (h)? How do you spell Kit? What letter is missing?*

Materials: Alphabet Chart; pieces of card; Pocket Chart; Print and Play Pictures: *hat, hit, hill, hop, swim, sit, sing, sun, bag, bat, bib, bug*; Print and Play Kit Template; name cards; Print and Play Numbers: 1–10

BEFORE THE PAGE

 **023 Song: The Alphabet Song**

Display the Alphabet Chart. Point to the target letters (see above). Ask *What's this letter?* Play the song (see TE Page T6). Pause the song just before each target letter. Have the children sing the letter. Continue playing the song to confirm they were correct.

Introduce H/h, S/s, and B/b

Write *H/h, S/s, and B/b* on three pieces of card. Elicit the sounds and put them in column 1 of the Pocket Chart. Review the Print and Play Pictures. With the class, sort the pictures into three rows according to their initial letter sound.

Introduce I/i and K/k

Hold up the Print and Play Kit Template. With the class, segment and blend *Kit*. Write it on the board. The children sound it out. Erase the word and ask *How do you spell Kit?* Elicit other known words that start with /k/. Doodle them on the board, for example, *kick, kite*.

Write *I/i* on the board and elicit the letter sound. Elicit known words that start with /i/ and doodle them on the board, for example, *iguana, igloo*. Try to elicit *is, it*, and *in* and write them on the board. Segment and blend them with the class.

USING PAGE 16

 **1 Letters and sounds: Say and write.**

Go to Page 16. Show the page or display it using the Presentation Kit. Follow the procedure on TE Page T6.

 **2 Phonics Chant: Listen and chant.**

Play the chant. The children listen and point. Play it again. The children join in.

Verse 1: H is for hat and happy and hit. S is for sun and sad and sit. I is for igloo and in and is. Listen for S at the end of this.

Verse 2: Kit kicks balls every day. Kick starts with K, And it ends with K!

Verse 3: A baby in a bib, /b/, /b/, /b/. Say the word bib, It starts and ends with B!

 **3 Sing Kit and Bill.**

Play the audio. Teach a finger play (see below). Play it again. The children do the finger play.

Kit and Bill (hold up one finger on each hand) *sit on a hill*. (place fingers on shoulders) *Hello, Kit! Hello, Bill*. (wiggle each finger in turn) *Run away, Kit*. (put one hand behind back) *Run away, Bill*. (put other hand behind back) *Come back, Kit*. (bring one hand back) *Come back, Bill*. (bring other hand back) *Kit and Bill sit on a hill*. (put fingers on shoulders)

 **4 Word blending: Sound out and write.**

Point to the picture and elicit what the children can see. Read the sentence with the class. Sound out and blend the CVC, CVCC, and VC words. Can the children guess the word in the middle? (*sit*). Ask *What letter is missing?* (*i*). The children sound out and blend *s-i-t—sit*. They sound it out again as they write it.

AFTER THE PAGE

 **Think and Play! Letter Hunt**

Hand out the name cards. The children search for the letters *h, s, i, k, and b* in their names. Which child has most of the letters in his or her name?

 **Think and Play! Number of Letters**

The children count the number of letters in their name. They come up and take the corresponding Print and Play Number. They sort themselves into groups with the same number of letters in their name.

 **Literacy Skills Pad**

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

Lesson 6

Objectives: practice reading words; make a fishing game

Key Language: *fish, hit, letter, start; I have the letter (s). Which word starts with (s)? I know!*

Review: *hill, kick, sit*

Receptive Language: *How are all these words the same? What does this word say? What letter does it begin with? What do you think the children are playing?*

Materials: Print and Play Pictures: *Kit, sit, hit, kick, hill*; Pocket Chart; Print and Play Phonics Fish Templates (at least one per child, printed on card); paper clips; long rulers or sticks; string; magnets; Final Letter Sounds Learning Center materials (see TE Page T2D); Unit 2 Print and Play Words I Know cards and sentence frame (one set per child)

fingers. The children listen again and repeat. They think of other known words that start with /s/.

Boy: *I have the letter S. Girl:* *Which word starts with S?*

Child 3: *I know! Sit! S-i-t!*



Project: Make a phonics fishing game.

Divide the class into small groups. Give each child at least one Print and Play Phonics Fish Template and a paper clip. The children cut out the fish shapes and put paper clips on them. Give each group the materials to make a fishing pole using magnets to catch fish. Help them make the poles.

4 Play the phonics fishing game.

Put all the fish on the floor. The children on each team take turns to catch a fish. They take the fish to their team and say the letter. Together the team thinks of a word that starts with that letter. Each team sounds out and blends their word to the rest of the class. A second player from each team is handed the fishing pole. The game repeats.

BEFORE THE PAGE

Song: Kit and Bill

Play the song (see TE Page T16). The children join in and do the finger play.

Sound Out and Blend Words

Put the Print and Play Pictures in the Pocket Chart. Support the children to sound out the words. Ask *How are all these words the same? (They all have the short /i/ sound.)* Have the children sound them out again if they are unsure.

USING PAGE 17

1 Read and match.

Go to Page 17. Show the page or display it using the Presentation Kit. Put the children in pairs. They talk about the pictures.

Sentences

Read the sentences with the children. Ask questions such as *What does this word say? What letter does it begin with?* Encourage the children to sound out and blend the CVC words.

The children trace the example line and then match the other two pictures. Go around and check answers.

2 Listen and say.

Point to the picture at the bottom of the page. Ask *What do you think the children are playing?* Play the audio. The children follow the words in the speech bubbles with their

AFTER THE PAGE

Learning Center: Final Letter Sounds

Demonstrate how to use the Learning Center materials (see TE Page T2D). The children identify words from their final sounds.

Words I Know

Hand out a set of Unit 2 Print and Play Words I Know cards and a sentence frame to each child. Let the children color in the pictures.

Read the words with the class. Ask questions about each word, for example, *What letter does it start with? What's the last letter?*

Either: Put the children in pairs. Have them work together to make and read sentences using the sentence frame and Words I Know cards. Encourage them to sound out and blend the CVC words.

Or: Put the sentence frame in the Pocket Chart. Invite children to come up with one of their words and put it at the end of the sentence. They read the sentence they have made.

The children make their favorite *I can* sentence. Have the children write out their sentence and draw a picture of it in their journals. They add the word cards and frame to the word boxes they made in Unit 1 (see TE Page T7).

Literacy Skills Pad

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

Activity Book 3 AB 15

- 1 Cut out cards. 2 Play game in pairs.
- 3 Take game home to share.



Read and match.

1 This is Kit.



2 Kit can hit.



3 Kit can sit.



Make a phonics fishing game.

I have the letter s.

Which word starts with s?



I know!
Sit! S-i-t!

Ready,

Set,

Go!



Here are some games from around the world.

Marble Bridge from Germany



The boy is rolling the marble.
What's the score? Whose turn is next?

Touch the Elephant from India



Try to touch the "elephant." Watch out for its trunk!

Catch the Stars from Africa



There are two teams, the Stars team and the Catchers team.
Ready, set, go!
Try to catch the stars!

Which games do you want to play?

Lesson 7

Objectives: read about greetings; learn the value of taking turns

Key Language: *marbles, score, touch, turn, elephant, stars, trunk; Which games do you want to play? I want to play* (Marble Bridge).

Review: *bounce, catch, hit, kick, roll, throw, actions*

Receptive Language: *What are the rules of the game? Does this look fun?*

Materials: soft ball or beanbag

4   Sing the Values Song *Taking Turns*.

Ask *What are the rules of the game?* Write their suggestions on the board and encourage them to read the text to find the answers. Establish that one rule that applies to nearly all games is that the players take turns. Play the song and encourage the children to join in. Play the karaoke version of the song and encourage the children to sing as much as they remember.

Children: *Taking turns is the way we play, taking turns every day. We're a team. We wait in line. It's your turn now, then it's mine. Child: I watch you play. I clap for you. When it's my turn, you clap for me too. Children: Good try! Good job! That's the way to go! We make a good team. Ready, set, go!* (repeat first verse) *Taking turns is the way we play.*

 Home-School Connection

Discuss the value as a class. Think about other occasions where the children should take turns. Encourage the children to sing the song at home and talk about the value with their families.

5 Story comprehension: Talk about the games.

Point to each picture. Have the children describe what is happening. Ask *Does this look fun? Which game do you want to play?* Elicit *I want to play* (Marble Bridge).

AFTER THE PAGE

Think and Play!

Have the children think of all the different games you play in English class, such as *Doodle Bunny Says...*, *I Spy*, *What's Missing?* Ask *Which game do you want to play?* Have them choose a game to play. Elicit *I want to play ...*

Think and Play! Chain Game

Have ready a soft ball or beanbag. With the class standing in a circle, say a sentence with *I can* (e.g., *I can catch*). Do the action and have the class copy. Throw the ball to a child. He or she must now say your original sentence and add another action (e.g., *I can catch, I can throw*) and do both actions, and the class copies. Continue adding actions until a child forgets or repeats.

 Literacy Skills Pad

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

BEFORE THE PAGE

 038 Song: *Can I Play with You?*

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

Think and Play! Mime Actions

To practice active listening and attention, say a sequence of three actions (e.g., *roll, catch, throw*). The children do the actions (with a ball or miming) only when you have said all three, so they have to listen and remember what to do. You can invite children to the front to say three actions.

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 and read it with the class. Ask *What can you see?* Talk about what the children in the pictures are doing.

2  053 Listen to *Ready, Set, Go!* and point.

The children listen to the audio and point to the pictures.

 Captions

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

3 Read and do actions.

Put the children in pairs. Have the children read the text together and copy the actions from the pictures. Swap partners. This time have the children act out the text with their books closed.

Lesson 8

Objectives: review a reading; think and answer a question about a story

Key Language: review

Receptive Language: *What game is this? Where do they play this? Which games do you want to play?*

Materials: Print and Play Templates: Elephant Ears Headband, Star Headband, *Marble Bridge* Game, Games instruction sheet; gray paper; silver paper; construction paper; marbles; a world map or globe

BEFORE THE PAGE

**Values Song: Say Hello**

Play the song (see TE Page T8). Encourage the children to join in and do the actions.

**Make Elephant Ears or Star Headbands**

Let the children choose a Print and Play Elephant Ears or Star Headband Template. Help the children to cut them out. The children stick gray paper on the elephant ears and silver paper on the stars. Have them glue the elephant ears or star to a band of construction paper to make a headband.

USING PAGES 18 AND 19

**1 Listen again and read, then act out.**

Go to Pages 18 and 19. Show the pages or display them using the Presentation Kit. 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 word as they read/follow the text.

Act out the game from one of the pictures for the class. Ask *What game is this? Where do they play this?* See if they can say which one it is. Invite pairs of children to come up and act out a game for the class.

2 Think! Which games do you want to play?

Look at the question at the bottom of Page 19, *Which games do you want to play?* Read it with the class. Have the children decide in groups which games they would like to play.

**3 Sing the Values Song Taking Turns.**

Play the song (see TE Page T18). Encourage the children to join in. Play the karaoke version of the song and encourage the children to sing as much as they can remember.

**4 Play the games.**

Have the elephant ears headbands and stars headbands ready. Also have premade *Marble Bridge* games ready. (See the Print and Play Template.) Put the children into small groups. Ask *Which game do you want to play?* Let the groups choose the props for the game they want to play. Explain how to play each game (see the Games instruction sheet).

Let all the children try out the different games.

AFTER THE PAGE

**Look for Countries**

Point to the three names of countries in the reading—Germany, India, and Africa. Use a map of the world or a globe and help the children find the countries.

**Show and Tell**

Take the children out to the school playground. Have them show you the games that they like to play. Encourage them to explain the rules in English as much as they can.

**Literacy Skills Pad**

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

Activity Book 3 17 18 

- 1 Point and say. 2 Color and cut out beanbag board.
- 3 Sing the Values Song **Taking Turns**.
- 4 Take game home to share.

T19

Let's Add



1 There is 1 yellow jump rope.

$$1 + \underline{\quad\quad} = \underline{\quad\quad}$$

There is pink jump rope.

How many jump ropes are there altogether?

2 There are big .

$$2 + \underline{\quad\quad} = \underline{\quad\quad}$$

There are little .

How many bikes are there altogether?

Lesson 9

Objectives: double numbers; tell a math story

Key Language: *add, altogether, equals, plus, big, little, numbers 1–4; There are (two) (big bikes). How many (bikes) are there altogether?*

Review: *ball, bike, bounce, catch, hit, jump rope, kick, roll, throw*

Receptive Language: *What do they have? What can they do? equals, plus*

Materials: Print and Play Spot the Ball Template; Addition Learning Center materials (see TE Page T2D)

BEFORE THE PAGE

031 Song: 10 Little Rulers

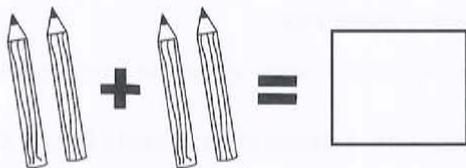
Play the song (see TE Page T10). Encourage the children to join in and do the actions.

Think and Play! 1, 2, 3, Stop!

The children stand up. Give an action command and then count up to a number between 1 and 5 (e.g., *kick a ball 1, 2, 3, 4, stop; jump rope 1, 2, 3, 4, 5, stop*). The children carry out or mime the actions.

Math Symbols

Teach the following symbols: + *plus*; = *equals*. Practice addition sums with objects at the front of the class. Doodle and write the sums on the board:



Leave a space after the = for the children to supply the answer.

USING PAGE 20

1 Talk about the picture.

Go to Page 20. Show the page or display it using the Presentation Kit. Ask *What do you see?* to elicit language. Point to the children. Ask *Where are they? What do they have? What can they do? What colors do you see?*

2 Read, trace, and write. Then add.

Read the sentences with the class. Work through the first math story with the children. Have them count the little and big bikes. They trace the first two and then count and write the number of little bikes (2). They then count the total number of bikes (4) and complete the sum.

056 Chant Let's Add.

Play the chant. Play it again and have the children join in and show fingers on both hands for each sum in the chant.

One add one is two. Two add two is four. Is this fun for you? Let's add some more! Three add three is six. Four add four is eight. Five add five is ten. Let's start again!

AFTER THE PAGE

**Math Story Picture**

Hand out the Print and Play Spot the Ball Template. Talk about the picture. Point to each child in the picture and ask *What can he/she do?* Tell the children to color their pictures. Explain that they should color three balls one color and three balls another color.

When they have finished their picture, have them swap with a partner. Help the children write a math story about the balls in the picture. Write sentence frames on the board to support your children if needed.

Teacher-to-Teacher

Use a number line as well as pictures to help the children with addition. Show the children how to count along the number line when adding. Demonstrate with a number line on the board. At this stage, keep additions within 10.

**Learning Center: Addition**

Create math story posters by cutting a poster board in half lengthwise. Then draw three rectangles separated by a plus sign and an equal sign, as seen in the Learning Center image. Demonstrate how to use the Learning Center materials (see TE Page T2D). The children add up numbers.

**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 3 AB 19

1 Count. Trace and write numbers. 2 Add and write.

T20

Lesson 10

Objectives: review the unit; do listening, reading, and writing comprehension

Key Language: review

Receptive Language: *What can she do? What's the (first) letter?*

Materials: Unit 2 Photo Cards; Pocket Chart; Print and Play marble bridges, star headbands, and elephant ear headbands from Lesson 8; Doodle Bunny puppet; Doodle Bunny's Journal

BEFORE THE PAGE

 **Song: Can I Play with You?**

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

Think and Play! Doodle Game

Doodle new language from the unit on the board, such as stick figures doing actions, and have the children guess the words. (See Scope and Sequence, TE Page Tiv.) Each time they guess correctly, write the word beneath your doodle. Invite children up to doodle or have them play in pairs. Put the Unit 2 Photo Cards in the Pocket Chart for reference.

Review Story

Look at the story on Pages 18 and 19. Have the class vote for the game they want to play. Count the number of votes for each with the class. Play the game that has the most votes.

USING PAGE 21

 **1 Listening: Listen and check.**

Go to Page 21. Show the page or display it using the Presentation Kit. Talk about the pictures at the top of the page. Ask questions such as *What do you see? What can she do?* to elicit language. Play the audio. The children listen and point. Play it again. This time the children check the correct answer in their books.

Boy: *Kick the ball!* **Girl:** *OK!*

2 Reading: Read and check.

Read the word *sit* with the children. Have them sound out and blend the word. The children check the correct picture.

3 Writing: Look and write.

Point to the picture of Kit. Ask *What can she do?* Ask the children to sound out *Kit* and *hit*. Ask *What's the first/second/third letter?* Now have the children trace the letters on the page and write the missing letters.

4 Speaking: What does Meg have? Go to Page 14. Point and say.

Point to Meg at the bottom of Page 21. Ask *What does Meg have? (soccer ball)*. Read Meg's speech bubble with the children. They have to go to Page 14 and find the ball. Then they point to and name the other objects.

**Home-School Connection**

Encourage the children to take their books home, where they can talk about and share Unit 2 with their families.

AFTER THE PAGE

**Chant: Let's Add**

Play the chant (see TE Page T20). Have the children join in and do the actions.

Think and Doodle!

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 action.

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.

**Literacy Skills Pad**

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

**Home-School Connection: Doodle Bunny Sleepover**

See TE Page T11 for the procedure.

**Home-School Connection**

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

Activity Book 3  **20** 

1 Pair share: Talk about the picture. 2 Listen, color, and draw.

Activity Book 3  **21**

1 Circle your favorite new word. 2 Circle your favorite game. 3 Look, read, and write. Then draw.

Listen and check.



Read and check.

sit



Look and write.



K _____ can _____ it.

Speak.



Go to page 14. Point and say.

Unit Objectives

- learn vocabulary and language through a unit focusing on clothes
- talk about the size of things
- ask and answer about what people are doing
- read a traditional story
- learn the /m/, /g/, /f/, and /sh/ sounds and the corresponding letters
- learn the value of making room for others
- review counting to 20



Values



Values

Make room for others.



Project

Make symmetrical slippers.

Unit Language

Vocabulary: uniform, shirt, sweater, socks, slippers, shoes, backpack, jeans, skirt, tie, home, school, jacket, watch, mittens, boots, big, small, zip, zipper, button, snap, graph, girl, feet, old, new, blue, black, bag, map, green, red, yellow, purple, orange, brown, snow, lose, chilly, warm, mouse, fox, bear, stretches, bigger, washes, letters m, g, f, sh, numbers 1–20

Structures: *Hurry up! Where (is) my (shirt)? Here it is. Here they are. Don't forget your (socks). Put on your (uniform). What do you wear at (school)? I wear my (jeans). This/that (jacket). These/those (boots). Does (that jacket) fit? No, (it's) too (big). Do (those mittens) fit? Yes, (they're) just right. (She) can (zip) a (zipper). I can (button) a (button). Which do you like best? I like (zippers) best. A (green, blue, and red) slipper. Is this your other slipper? Yes, it is. / No, it isn't. He loses a mitten. I'm nice and warm. The (mouse) goes into the mitten. It gets bigger. What's next? What's missing?*

Receptive: *What does Meg need? Which words end in /s/? Which word starts with /u/? What colors do you see? What is (he) wearing? Do you wear a uniform to school? Who wears a uniform for work? I'm wearing my (shirt). Which fastener do the children like best? fastener; What words start with (m)? What's the last sound in your name? What does Kit have? What letter does it start with? What's the last letter? Which animal is (big)? Where does a (mouse) live? What happens to the mitten? How does the mitten get smaller? How many different colors did you use? Yes, four. Four fives are 20. Where do you wear it? What's the first/second/third sound? What letters make the /sh/ sound?*



Content Areas



Art

Painting; making a clothes collage; decorating shoes; drawing; making masks



Math

Sizes; counting; symmetry; patterns; counting by fives



Social Studies

Uniforms



Physical Education

Action games



Science

Exploring ice; animal habitats; other countries

Communication

Oral Skills: singing songs; role-playing dialogs; talking about where things are

Listening Skills: doing a listening comprehension; listening to Phonics Chants; listening to a story

Performing Arts: role-playing a dialog; acting out a reading; dressing up

Sentence Building: completing sentences; sentence building

Early Literacy

Early Writing Skills: doodling; letters and numbers; completing words; spelling

Early Reading Skills: rebus sentences; captions; speech bubbles

Documentation: completing a sentence

Narrative Skills: talking about a picture; talking about school uniforms; expressing preferences

Building Phonological Awareness: /m/, /g/, /f/, and /sh/ sounds; oral segmenting and blending

Building Print Awareness: word labels; reading rebus sentences, story captions, speech bubbles

Doodling for Critical Thinking

For Students



Have the children design their ideal school uniform.



For Teachers

Play a dressing-up drawing game on the board. Create a hexagon spinner with six different items of clothing on each side of the spinner. Put the class in two teams. Draw a stick person on the board for each team. The teams take turns to spin the spinner and draw the items of clothing on their stick person.



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



Learning Centers

Tips from the Authors

If your class enjoys certain teacher-led activities introduced in the lesson plan, think about how you might adapt those activities to provide continued practice in a self-directed Learning Center setting.



1: My Favorite Clothes Center (Lesson 3)

Conversation Starters: Which clothes do you like best? What color (is) your (jacket)?



Materials: Print and Play Paper Clothes Templates; paper; glue sticks; crayons or markers; sheets of paper

Objective: express preferences creatively

1. Ask *Which clothes do you like best?* Model the activity. Say *I like my (jacket) best.* Choose a cutout paper jacket and color it to match your own favorite jacket. Say *My jacket is (black and green).*
2. The children decorate paper clothes to match their favorite clothes. They glue them onto a sheet of paper.
3. Ask the children about their art. Help them write *I like my (boots).* The children can write a second sentence, such as *My (boots) (are) (pink and purple).*



2: Too Big, Too Small Center (Lesson 4)

Conversation Starters: Which mitten fits? Is this mitten too big, too small, or just right? Are these mittens too big or too small?



Materials: Print and Play Paper Mittens Templates (cutout sets of different sizes in bags, one set of six mittens per child in each group); three sorting mats; handmade labels: *too BIG, too small, ☺ just right*

Objective: use visual discrimination to assess size

1. The children decorate their pairs of mittens.
2. They line up their pairs of mittens in order from smallest to biggest.
3. They put a hand on each mitten to see if it fits, then sort the mittens. Check. Are all the mittens on the "too small" mat smaller than their hand? Then, the children put the mittens in the bags.

Some examples are finding items in the *Doodle Town* posters, matching word cards to word signs in the classroom, doing hands-on science explorations (making boats that float, racing cars down ramps), and doing story enactments with puppets or pictures.

3: Pocket Chart Spelling Center (Lesson 5)

Conversation Starters: *What's this? How do you spell (cat)? What's the (first) letter in map? What letter is in the middle of map?*



Materials: 10 envelopes; Print and Play Pictures: *cat, hat, bib, map, hill, fish, bag, sit, Dad, Kit*; 30 blank Print and Play Picture cards to spell *c-a-t, h-a-t, b-i-b, m-a-p, h-i-l-l, f-i-sh, b-a-g, s-i-t, D-a-d, K-i-t*; Pocket Chart

Objective: practice word building

1. Help the children identify and say each picture word.
2. The children choose an envelope, remove the cards, and identify the picture.
3. The children place the picture in the Pocket Chart and spell the word using the letters.

4: Ice Center (Lesson 7)

Conversation Starters: *Is your hand cold or warm? Write yes or no. Which ice cube is smaller? Why?*



Materials: ice cubes; warm mitten; plastic bag; tissue; bubble wrap; handmade *Is Your Hand Cold?* chart; sticky notes; two cups; cold and warm water

Objective: explore with ice

Experiment #1: Each child uses a mitten, plastic bag, tissue, or bubble wrap to pick up an ice cube. Count to 10 together. Ask *Is your hand cold?*

The children write *yes* or *no* on a sticky note and attach it to the chart. Trade items and repeat.

Experiment #2: Fill one cup with cold water and one cup with warm water. Put an ice cube in each cup. Count to 20 twice. Ask *Do the ice cubes get bigger or smaller? Which ice cube is smaller?*



uniform



shirt



sweater



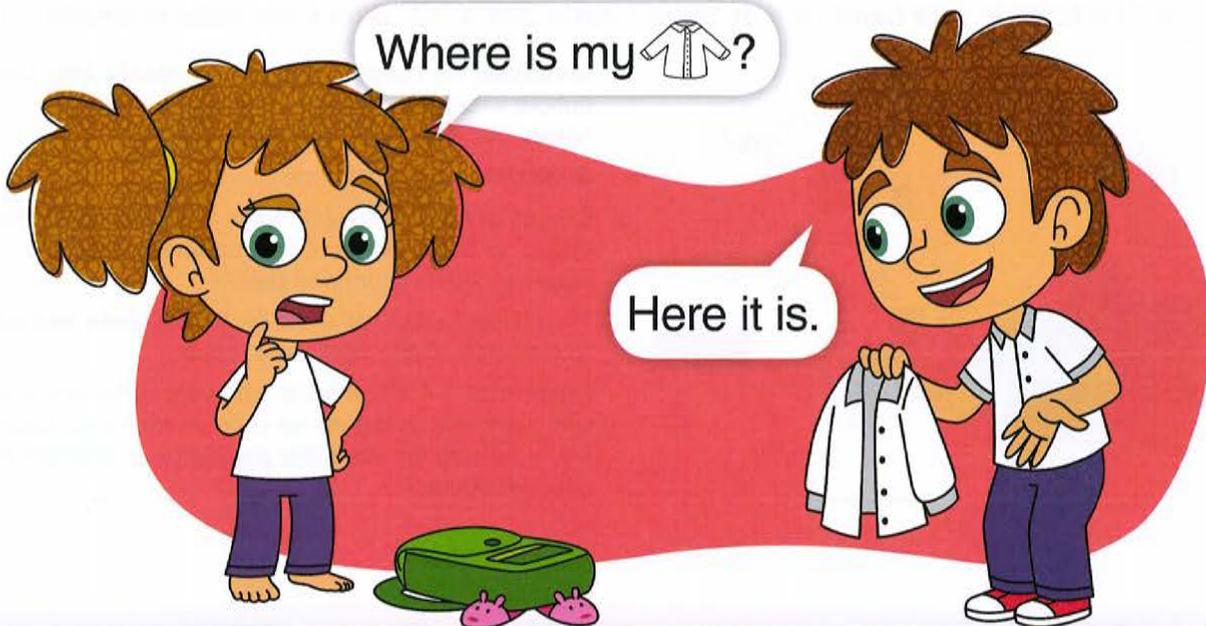
socks



shoes

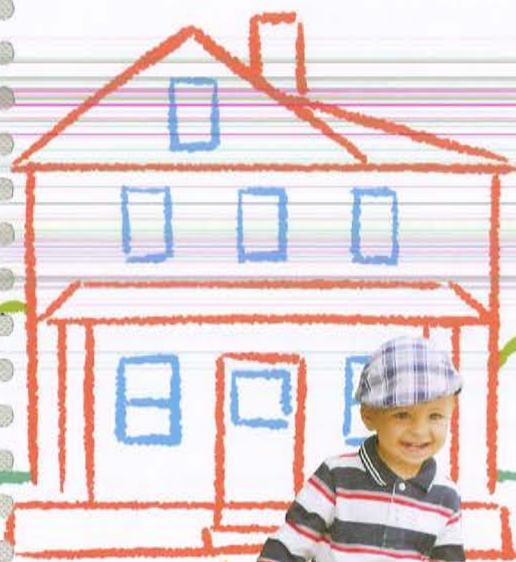


slippers



Where is my  ?

Here it is.



What do you wear at school? At home?

Lesson 1

Objectives: learn words for clothes; ask and answer about where things are

Key Language: *backpack, shirt, shoes, slippers, socks, sweater, uniform; Hurry up! Where (is) my (shirt)? Here it is. Here they are. Don't forget your (socks). Put on your (uniform).*

Review: body parts

Receptive Language: *What does Meg need? Which words end in /s/? Which word starts with /u/?*

Materials: Photo Cards: *uniform, shirt, sweater, socks, slippers, shoes*; Pocket Chart; two sets of the above clothes; handmade sentence strips; green, blue, and yellow crayons (one per child)

BEFORE THE PAGE

**Values Song: Say Hello**

Play the song (see TE Page T8). Encourage the children to join in and do the actions.

Introduce Key Language

Show the Photo Cards and teach/ elicit the word for each item. Describe each item. Encourage the children to say on which body part(s) they wear each item.

**Think and Play! Dressing Up Race**

Put each set of clothes on chairs at the front of the class. Hold up each item and have the children name it. Divide the class into two teams. Put one of the Photo Cards in the Pocket Chart. One child per team races to the front, puts on the item(s) in the Photo Card, and then runs back to the team. The first child back wins a point for his or her team.

USING PAGE 22

**1 Listen, point, and say.**

Go to Page 22. Show the page or display it using the Presentation Kit. Play the audio, and the children listen and point to the pictures. Play the audio again. The children say each word.

**Early Reading: Captions**

Read the captions with the class. Ask, for example, *Which words end in /s/? Which word starts with /u/?*

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

Point to Gus and Meg. Ask *What does Meg need?* Read the speech bubbles with the class. Review *backpack*. Play the audio and let the children listen. Play it again and pause after each line for the children to repeat.

Choose two children to play Meg and Gus and role-play at the front. Write *Where is my ...?* and *Where are my ...?* on two sentence strips and put them in the Pocket Chart. Add a Photo Card (or choose a child to do so). The children role-play the dialog.

Gus: *Hurry up, Meg! Put on your uniform. Meg:* *Where is my shirt? Gus:* *Here it is. Meg:* *Thanks!*

(2) *sweater* (3) *socks* (4) *shoes*

(5) **Gus:** *Are you ready? Meg:* *Yes. Let's go. Gus:* *Don't forget your backpack. Meg:* *Here it is. On my slippers.*

**3 Language check: Listen and circle.**

Make sure the children have a set of crayons ready. Play the audio. The children listen and circle the slippers green, the sweater blue, and the shirt yellow.

**4 Sing Put On Your Uniform.**

Play the song and encourage the children to sing and mime getting dressed. Play the karaoke version and encourage them to sing as much as they can remember.

Intro (spoken): It's a school day. Hurry up! Put on your uniform. Get ready for school.

Verse 1: Meg, put on your uniform. (x2) Hurry up, get ready! Get ready for school. (x2)

Verse 2: Gus, put on your shirt. Gus, don't forget your shirt. Hurry up, get ready! Get ready for school. (x2)

Verse 3: Meg/sweater; Verse 4: Gus / take off / slippers; Verse 5: Meg/socks; Verse 6: Gus/shoes

AFTER THE PAGE

**Phonological Awareness: /s/ and /sh/**

Put all the Photo Cards except *uniform* in the Pocket Chart. Elicit the name of the letter all the words start with (s). Write the words on the board. Explain that when the letters s and h are next to each other, they make a new sound— /sh/. Chant the words with the class.

**Home-School Connection**

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

Lesson 2

Objectives: talk about a picture; review counting

Key Language: jeans, skirt, tie, home, school; *What do you wear at (school)? I wear my (jeans).*

Review: hat, jacket, pants, T-shirt, brother, sister, colors

Receptive Language: *What colors do you see? What is (he) wearing?*

Materials: handmade sentence strips; Photo Cards: uniform, shirt, sweater, socks, slippers, shoes; Print and Play Pictures: pants, T-shirt, jacket, hat; Doodle Bunny puppet; paints

BEFORE THE PAGE

 **062 063 Song: Put On Your Uniform**

Write *Put on your* on a sentence strip. Play the song (see TE Page T22). Use the Photo Cards for each verse of the song. Use the Print and Play Pictures to review other items of clothing. Sing the karaoke version of the song using these items.

Think and Play! Doodle Bunny Says ...

Play this game to practice all the words for different types of clothing. Have the Doodle Bunny puppet give instructions for the children to follow, for example, *Doodle Bunny says touch your shirt.*

To make the game more challenging, if Doodle Bunny doesn't say *Doodle Bunny says*, then the children must not do the action. Let a child take a turn with the puppet and give the instructions.

USING PAGE 23

 **064 Listen, point, and say.**

Go to Page 23. Show the page or display it using the Presentation Kit. Play the narrative and encourage the children to point to the new vocabulary. Play it again and have the children repeat each line.

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

Put the children in pairs. Have them look at the picture, then ask and answer *What do you see?* Have them describe what they can see in the picture. Ask the children *What colors do you see? What is (he) wearing?* to review colors and clothes.

 **065 Listen and point.**

Play the track. The children listen and point to the brother and sister and their items of clothing as they are mentioned.

Adult: *Look at the brother and sister. The sister is going to school. Girl: I wear a shirt, a skirt, and a tie at school. It's my school uniform! Adult: The little brother is not going to school. The brother is staying home. Boy: I wear a sweater and jeans at home. Sometimes I wear a hat!*

 **066 Let's doodle: Listen and draw.**

Play the audio. The children listen and draw what they wear at school.

 **067 068 Sing We Look So Cool.**

Play the song. Play it again and encourage the children to join in and point to their clothes. Play the karaoke version of the song and encourage the children to sing as much as they can remember.

We go to school. We look so cool. We wear nice clothes at school!

What do you wear? What do you wear? What do you wear at school?

Boys: *We wear pants. Girls: We wear a skirt. All: We all wear a tie. And we all wear a shirt.*

We wear nice clothes at school! (x2)

AFTER THE PAGE

 **My Favorite Clothes**

Have the children paint a picture of themselves wearing their favorite clothes. Help them label the pictures and make a class display.

 **002 Clean Up**

Have the children help to clean up the classroom after painting. Sing **Doodle Town Hop** as they clean up (see TE Page T2). Alternatively, sing **We Put Our Things Away** from *Doodle Town 1*.

Activity Book 3  **22**

1 **Pair share:** Talk about the picture. 2 Find sweaters and shoes. 3 Count sweaters and shoes. Then write. **T23**

Let's Talk



jacket

watch

mittens

boots

Lesson 3

Objectives: talk about the size of items; read and match stickers

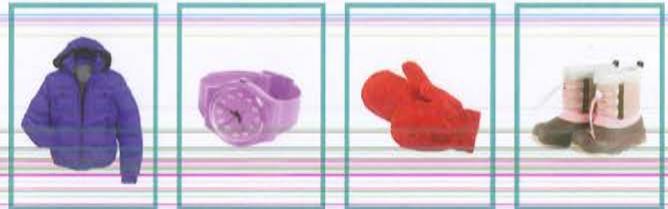
Key Language: *boots, jacket, mittens, watch, big, small; This/that (jacket). These/those (boots). Does (that jacket) fit? No, (it's) too (big). Do (those mittens) fit? Yes, (they're) just right.*

Review: *fire fighter, nurse, pilot, police officer, clothes*

Receptive Language: *Do you wear a uniform to school? Who wears a uniform for work? I'm wearing my (shirt).*

Materials: Photo Cards: *boots, jacket, mittens, watch*; Pocket Chart; My Favorite Clothes Learning Center materials (see TE Page T3C); Print and Play Pictures: *pants, T-shirt, jacket, hat, boots*

Play the audio again and have the children place the stickers.



2 ▶070 **Listen and point, then role-play.**

Play the audio and have the children repeat the dialogs. Have the children role-play the dialog in pairs. They can substitute words for other clothes. Personalize the new language; ask the children if they have any clothes that are too big or too small.

Girl 1: *Does that jacket fit?* **Girl 2:** *No, it's too big.*

Girl 1: *How about this jacket?* **Girl 2:** *Yes, it's just right.*

(2) *watch / too big* (3) *mittens / just right* (4) *boots / too small*

Early Reading: Rebus Sentences

Read the speech bubbles with the class.

3 ▶071 **Listen and draw.**

Make sure the children have their crayons ready. Play the audio. The children listen and draw a line under the big jacket. Then they circle the small boots.

4 ▶072 **Chant This and That.**

Play the chant. Play it again and encourage the children to join in and point to the items as they are mentioned.

This jacket is mine. That watch is yours. These mittens are mine. Those boots are yours. (repeat)

AFTER THE PAGE

Learning Center: My Favorite Clothes

Demonstrate how to use the Learning Center materials (see TE Page T3C). The children color a picture of their favorite clothes.

Think and Play! Chain Game

Display the Unit 3 Photo Cards in the Pocket Chart. Add the Print and Play Pictures of clothes (see the materials list). Follow the procedure on TE Page T14. This time the children might say, for example, Child 1: *I'm wearing my shirt.* Child 2: *I'm wearing my shirt and my pants.*

BEFORE THE PAGE

▶067 Song: We Look So Cool

Play the song (see TE Page T23). Encourage the children to join in and point to their clothes.

Content Connection: Uniforms

Put the *uniform* Photo Card in the Pocket Chart. Ask the children *Do you wear a uniform to school?* If yes, have the children describe their uniform. Ask *Who wears a uniform for work?* Doodle and caption all the children's suggestions on the board. Supply words where needed. Have the children describe each person's uniform.

Introduce Key Language

Teach/review the new clothing items using the Photo Cards.

USING PAGE 24

1 ▶069 **Listen, point, and say. Place stickers.**

Go to Page 24. Show the page or display it using the Presentation Kit. Ask the guiding question *What do you see?* Play the audio and have the children listen and point. Play it again. The children repeat the new words.

Help the children read the sticker labels. Elicit the initial letter name/sound. Can the children remember the name/sound of any of the other letters?

Lesson 4

Objectives: learn words for fasteners; talk about preferences

Key Language: *button, snap, zip, zipper; (She) can (zip) a (zipper). I can (button) a (button). Which do you like best? I like (zippers) best.*

Subject Specific Language: *graph*

Review: *just right, too big, too small*

Receptive Language: *Which fastener do the children like best? fastener*

Materials: Too Big, Too Small Learning Center materials (see TE Page T3C); clothing items with zippers, buttons, and snaps; Print and Play Pictures: *zippers, buttons, snaps*; Doodle Bunny puppet; index cards; sticky tack; dolls and dolls' clothes; buttons

BEFORE THE PAGE

 **Song: Put On Your Uniform**

Play the song (see TE Page T22). Encourage the children to join in and mime putting on the clothes.

 **Learning Center: Too Big, Too Small**

Demonstrate how to use the Learning Center materials (see TE Page T3C). The children order mittens according to size.

Introduce Key Language

Introduce *zipper, button, and snap*. Bring in clothes with these types of fasteners and talk about them. (Alternatively, use the Print and Play Pictures.) See if the children have zippers, buttons, or snaps on their clothing.

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 ask and answer *What do you see?* Name the fasteners with the children. Have them act out doing them up.

2 Documentation: Circle and write.

Use the Doodle Bunny puppet to point to the documentation panel. Read the panel with the children. Point to the fasteners and have the children name them. Have the children circle their favorite fastener and then write the word for it.

3 Try it out! Make a graph with your class.

Use the picture to teach *graph*. Talk about the graph on Page 25. Ask *Which fastener do the children like best?*

Hand out index cards. Have the children write their name on the cards. Say *Let's make a graph*. Write on the board *Which do you like best?* Stick the Print and Play Pictures *zippers, buttons, and snaps* on the board. Have the children come up and stick their name card under the fastener they like the best. When all the children have done this, count out the number of names against each fastener with the class.

4 Sing Zip, Button, Snap.

Play the song. Play it again and encourage the children to join in and mime doing the fasteners. Play the karaoke version of the song and have the children sing as much as they can remember.

Intro: One, two, three, zip, button, snap! (x5)

Verse 1: I can zip my zipper. I can button my buttons. I can snap my snaps myself.

Verse 2: I can zip my zipper. I can button my buttons. But sometimes I need a little help.

(repeat intro x4)

AFTER THE PAGE

Cooperative Play: Dress Dolls

Allow the children some free playtime dressing and undressing dolls. Let the children choose who they want to play with; make sure no child is excluded. Encourage the children to practice the clothes vocabulary as they play.

Count Buttons

Put the children in pairs. Give each pair 10 buttons. Have them explore with their buttons creating different number bonds to 10. Write down as a sum all the different combinations that add up to 10, such as $1 + 9 = 10$, $2 + 8 = 10$, and so on.

Activity Book 3 AB 24

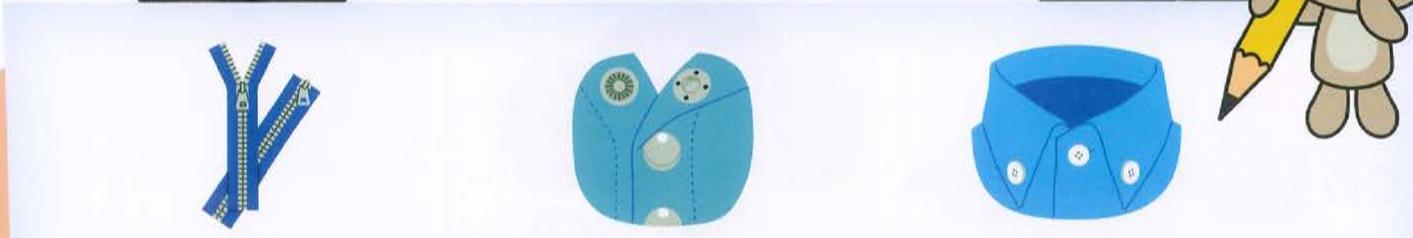
- 1 Pair share:** Talk about the pictures. 2 Trace words.
- 3 Read and circle** Yes or No.

Zipper, snap, and button!



Which do you like best?

		
Joey	Jason	Sarah
Katie	Patty	Ellen
Jen	Sam	Jack
Tom	Slade	Lucy
Lia	David	
	Chris	



zippers

snaps

buttons

I like _____ best.

Phonics



mittens

Mm



girl

Gg



feet

Ff



shoes

sh

Old  , new  .



Kit has a black

bag

Lesson 5

Objectives: learn to write M/m, G/g, F/f, and Sh/sh; listen to the letter sounds; orally segment and blend words

Key Language: *girl, feet, new, old, black, blue, bag,* letters m, g, f, sh

Review: alphabet

Receptive Language: *What words start with (m)? What's the last sound in your name? What does Kit have?*

Materials: Alphabet Chart; pieces of card; Pocket Chart; Print and Play Pictures: *shorts, shoes, map, milk, Gus, fox, frog*; Print and Play Letters; Meg cutout puppet; Pocket Chart Spelling Learning Center materials (see TE Page T3D); Print and Play Shoes Templates (one per child)

BEFORE THE PAGE

 **Song: The Alphabet Song**

Display the Alphabet Chart. Play the song (see TE Page T6) and encourage the children to join in. They stand up when they hear the letter that starts their name.

Introduce M/m, G/g, F/f, and Sh/sh

Write *M/m, G/g, F/f, and Sh/sh* on four pieces of card. Elicit the sounds and put them in row 3 of the Pocket Chart. Review the Print and Play Pictures. With the class, sort the Print and Play Letters into four columns according to their initial letter sound.

USING PAGE 26

1  Letters and sounds: Say and write.

Go to Page 26. Show the page or display it using the Presentation Kit. Follow the procedure on TE Page T6.

2  Sing Echo Song.

Use the Meg cutout puppet. Ask *What sound does Meg start with?* Elicit /m/. Now ask Meg *What's the last sound in your name?* Have Meg sound out *M-e-g, /g/*. Tell the children what an echo is. Play the song and let the children listen to it. Play it again. Have the children join in with the echo. They cup their hands around their mouths when they sing the echo.

With the class, think of other short words you can sing (e.g., *brush, frog, swim*, or the children's names). Doodle and caption them on the board. Choose three. Play the karaoke version. The children sing the new song.

Chorus: Echo, echo, bouncing back to me. Listen for the last sound, say it back to me.

Verse: Echo /oh/, Fish /sh/, Bag /g/, Home /m/
(repeat chorus)

3   Phonics Chant: Listen and chant.

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

Verse 1: Old shoes, new shoes. Kit is wearing blue shoes.
(point to shoes)

Chorus: 1, 2, 3, 4. Stamp your feet on the floor! (stamp feet)
Verse 2: Old bag, new bag. Kit has a black bag. (point to bag)
(repeat chorus)

4  Word blending: Sound out and read. Then write.

Point to the picture. Ask *What does Kit have?* Elicit *a black bag*. With the class, read the rebus sentence. Then read the next sentence. Have the children sound out and blend *b-a-g—bag*. Have them sound it out again as they trace it.

AFTER THE PAGE

 Learning Center: Pocket Chart Spelling

Demonstrate how to use the Learning Center materials (see TE Page T3D). The children identify pictures and spell words.

 Matching Shoes

Give each child a Print and Play Shoes Template. They color their shoes so they look like a pair. They cut them out. Collect all the shoes and hide them around the class. The children have to hunt for their pair of shoes.

  Song: Echo Song

Use the song to review /s/, /k/, and /b/. With the class, think of other short words you can sing (e.g., *sits, kick, bib*). Doodle and caption them on the board. Choose three of them. Play the karaoke version of the song and have the children sing the new version.

 Literacy Skills Pad

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

Lesson 6

Objectives: practice writing words; do a math project

Key Language: *map, brown, green, orange, purple, red, yellow; A (green, blue, and red) slipper. Is this your other slipper? Yes, it is. / No, it isn't.*

Review: colors

Receptive Language: *What letter does it start with? What's the last letter?*

Materials: Print and Play Slippers Templates (one per child); paints and brushes; Unit 3 Print and Play Words I Know cards and sentence frame (one set per child)

BEFORE THE PAGE

 **Phonics Chant**

Play the song (see TE Page T26). Encourage the children to join in and do the actions.

Review Colors

Write color words in the corresponding color: *red, green, yellow, purple, orange, brown*. Say each color in turn and have the children put up their hand for their favorite color. What is the class's favorite color?

USING PAGE 27

1 Read, write, and match.

Go to Page 27. Show the page or display it using the Presentation Kit. Put the children in pairs. Have them talk about the pictures.

 **Sentence Reading**

Read the sentences with the children. Ask questions such as *What does this word say? What letter does it start with? What's the last letter?* Encourage the children to sound out and blend the decodable words *K-i-t—Kit, D-a-d—Dad*, and *M-o-m—Mom*. Prompt the children. Say *Kit has a ...* Pause for the children to answer and elicit *fish*. Repeat with the other sentences. Have the children sound out and blend *f-i-sh—fish, b-a-g—bag*, and *m-a-p—map*.

Explain that the children have to trace over the letters on the page and complete each word with the missing letters. Then they draw lines to match the sentences to the pictures.

 **2 Listen and say.**

Play the audio. The children listen and point. They listen again and say each line. Have the children name the other colors they can see.

Boy: *A green, blue, and red slipper. Girl: Is this your other slipper? Boy: Yes, it is. Good job! Girl: Thanks!*

 **Speech Bubbles**

Read the speech bubbles with the children. Ask, for example, *How many /s/ are there?* The children count them (*four*). Ask *Can you find a word that ends with /d/? (red)*.

 **3 Project: Make slippers.**

Hand out the paints and the Print and Play Slippers Templates. Explain to the children that they should put paint on only one of the two slippers. Tell them to choose two or three colors. When they have painted one slipper, show them how to fold their paper, press down, and then open it up to print the paint on the other slipper. Help them cut out the slippers when they are dry.

4 Pair work: Play the game.

The children put one of their slippers on a central table and keep the other one. In pairs, the children take turns to describe their slipper for their partner to find the matching one. Encourage them to ask and answer *Is this your other slipper? Yes, it is. / No, it isn't.*

AFTER THE PAGE

 **Words I Know**

Hand out a set of Unit 3 Print and Play Words I Know cards and a sentence frame to each child. Follow the procedure on TE Page T17.

Think and Play!

Have the children think of all the different games you play in English class, such as *Doodle Bunny Says...*, *I Spy*, *What's Missing?* Ask *Which game do you want to play?* Have them choose a game to play. Elicit *I want to play ...*

 **Literacy Skills Pad**

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

Activity Book 3 25 26

- 1 Cut out and fold book. 2 Point and say the words.
- 3 Write missing letters. 4 Read book in pairs. 5 Take story home to read and share.



Read and write letters. Match.

1 Kit has a

fi

2 Dad has a

ba

3 Mom has a

_____ ap.



Make slippers.

A green, blue, and red slipper.

Is this your other slipper?



The Mitten



Don't lose them!

I love my new !



The goes into the .



The goes into the . The gets bigger!



The  goes into the mitten. The  gets bigger!



Grandma washes the . It's small again.



What happens to the .

Lesson 7

Objectives: read a traditional story; learn the value make room for others

Key Language: *chilly, lose, snow, warm, bear, fox, mouse, bigger, stretches, washes; He loses a mitten. I'm nice and warm. The (mouse) goes into the mitten. It gets bigger.*

Review: *big, little*

Receptive Language: *Which animal is (big)?*

Materials: Print and Play Pictures: *The Mitten: mouse, The Mitten: fox, The Mitten: bear*; Ice Learning Center materials (see TE Page T3D); paper plates; markers; construction paper; hole punch; string

BEFORE THE PAGE

 **Song: Doodle Town Hop**

Play the song (see TE Page T2). Encourage the children to join in and do the actions.

Introduce Key Language

Show the Print and Play Pictures *mouse, fox, and bear*. Elicit/teach the words. Have the children tell you what sound each word starts with. Ask *Which animal is big? Which animal is small?* Have the children help you put the pictures in order of size.

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 and read it with the class. Ask *What can you see?* Talk about what the boy and his grandma are wearing.

 **2 Listen to *The Mitten* and point.**

The children listen to the audio and point to the pictures.

 **Captions**

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

3 Read and act out.

Divide the class into two teams. Have one team read out the captions and the other team act them out. Then swap.

 **4 Sing the Values Song *Mikhail's Warm Mitten*.**

Play the song and encourage the children to join in. After the children have sung the song a few times, play the karaoke version and encourage them to join in as much as they can.

Mouse: *It's cold and snowy for a little mouse. A warm red mitten can be a house. Not too big and not too small. Here I go ... crawl, crawl, crawl, into Mikhail's warm mitten!*

Fox: *It's cold and snowy for a fox. Can I squeeze in and share your house? Mouse moves to make some room. There's space for me and space for you, in Mikhail's warm mitten.*

Bear: *It's cold and snowy for a little bear. I see a mitten there. Please, Ms. Fox, please, Mr. Mouse, can I squeeze in and share your house?*

Mouse moves to make some room. Fox moves to make some room. There's space for us and space for you, in Mikhail's warm mitten!

 **Home-School Connection**

Discuss the value as a class. The children think about when they should make room for others. Encourage the children to sing the song at home and talk about the value with their families.

AFTER THE PAGE

 **Learning Center: Ice**

Demonstrate how to use the Learning Center materials (see TE Page T3D). The children do activities with ice.

 **Make Animal Masks**

Hand out paper plates to the children. They choose to make a mouse, fox, or bear mask. Help them to draw and cut out ear shapes on construction paper and stick them to the plate. They can draw features and color their mask with markers. Help them to cut out holes for the eyes. Punch a hole in each side of the plates and help the children thread string to tie on the masks.

 **Literacy Skills Pad**

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

Lesson 8

Objectives: review a reading; think and answer a question about a story

Key Language: review

Receptive Language: *Where does a (mouse) live? What happens to the mitten? How does the mitten get smaller?*

Materials: handmade sentence strips; Pocket Chart; pieces of card; Unit 3 Photo Cards; atlases; colored paper; cotton wool; markers

BEFORE THE PAGE

 **Song: Put On Your Uniform**

Play the song (see TE Page T22). Encourage the children to join in and mime putting on the clothes.

 **Animal Habitats**

Ask the children which animals are in the story. Doodle and caption them on the board. Ask *Where does a (mouse) live?* for each of the animals. Talk about where the animals live and stay warm in the wild. Doodle a mouse hole, a fox's den, and a bear's cave on the board.

USING PAGES 28 AND 29

 **1 Listen again and read, then act out.**

Go to Pages 28 and 29. Show the pages or display them using the Presentation Kit. 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 word as they read/follow the text.

Have the children act out the story in groups of five. The children playing the role of the animals can use the masks they made in the previous lesson. They can pretend a table is the mitten and the three children playing the animals can squeeze under the table. Swap roles.

2 Think! What happens to the mitten?

Look at the question at the bottom of Page 29, *What happens to the mitten?* Read it with the class. The children talk about all the animals who crawled into the mitten and how it got bigger and bigger. Ask the children *How does the mitten get smaller?* (*Grandma washes it.*)

 **3 Sing the Values Song *Mikhail's Warm Mitten.***

Write *It's cold and snowy for a* on one sentence strip and *In Mikhail's warm* on another. Put them on the Pocket Chart. With the class, think of other animals that you could sing about. Doodle one of their suggestions on a piece of card and put it in the Pocket Chart at the end of the first sentence. Then choose another item of clothing and put the Photo Card in the Pocket Chart. Play the karaoke version of the song and have the children sing the new version.

AFTER THE PAGE

 **Research Snowy Countries**

Let the children use computers or hand out atlases. Have the children work in pairs. They find out the names of some countries that are often snowy. Tell the children that the country Mikhail is from is called Ukraine. See if they can find it on their maps.

 **Snowy Collages**

Hand out the craft materials. Have the children make a snowy scene collage using colored paper, cotton wool, and markers.

 **Literacy Skills Pad**

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

Activity Book 3
 **AB 27**
 **080**
 **M**

- 1 Point and say. 2 Cut out mittens and pictures.
- 3 Sing the Values Song *Mikhail's Warm Mitten* with pictures. 4 Glue pictures on the mittens.

T29

Let's Count

How many buttons?



Count, trace, and write.



1



2



3



4



6



7



8



9



11



12



13



14



16



17



18



19



Lesson 9

Objectives: count in fives; sing a counting song

Key Language: numbers 1–20; *What's next? What's missing?*

Review: colors

Receptive Language: *How many different colors did you use? Yes, four. Four fives are 20.*

Materials: chalk; beanbag; green, pink, orange, and purple crayons (one per child); different-colored buttons (20 for each child)

BEFORE THE PAGE

**Chant: Let's Add**

Play the chant (see TE Page T20). Have the children join in and do the actions.

**Think and Play! Hopscotch**

Go outside if possible or make a large space in your classroom. Draw a 20-square grid on the ground with chalk. Alternate between one and two squares. Have the children take turns to write the numbers 1–20 in the squares. Ask *What's next?* to elicit the next number. The children take turns to throw the beanbag onto the grid and then hop to collect it as they count.

USING PAGE 30

1 Count, trace, and write.

Go to Page 30. Show the page or display it using the Presentation Kit. Ask *What do you see?* to elicit *buttons*.

**Early Reading: Speech Bubbles**

Read Kit's speech bubble with the class.

Have the children count the buttons. Then have them trace the numbers and write the missing numbers.

2 Circle 5 buttons with green. Circle 5 buttons with pink. Circle 5 buttons with orange. Circle 5 buttons with purple.

Make sure the children have crayons ready. Read the instructions aloud for the children to listen and do. Read again. Have the children check their answers in pairs.

Ask the children *How many different colors did you use?* Have them count and answer. Say *Yes, four. Four fives are 20.*

3 Count by fives.

Count to 20 in fives with the class. Point to the number at the end of each row as they do so.

Teacher-to-Teacher

Counting by fives (or any number) helps build awareness of addition and division.

**4 Sing Twenty Fingers.**

Play the song. Put the children in pairs, play the song again, and have the children do the actions. Play the karaoke version of the song and encourage the children to join in as much as they can remember.

Child (spoken): *I have two hands. My friend has two hands. We hold up our hands and count fingers!*

Children: *Five, ten, fifteen, twenty* (show hands one at a time in pairs) *fingers on our hands, (wiggle all 20 fingers) and that's plenty!*

Five, ten, fifteen, twenty (show hands one at a time in pairs) *fingers on our hands!* (double high five with partner)

AFTER THE PAGE

**Make Button Pattern Pictures**

Put piles of buttons on tables central to each group of children. Hand out sheets of paper. Have them share the buttons so each child has 20. Have the children glue the buttons onto their paper in color patterns. Encourage them to negotiate and swap different-colored buttons with other members of their group to get the combination of colors they need.

Display the pictures. Have the children describe their picture for the other children to guess, for example, *My pattern is red, red, blue, blue, red, red.* Ask *How many different colors did you use?*

**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 3 AB 29

- 1 Point and say numbers 1–20.
- 2 Point and say shapes. 3 Read and draw.

T30

Lesson 10

Objectives: review the unit; do listening, reading, and writing comprehension

Key Language: review

Receptive Language: *Where do you wear it? What's the first/second/third sound? What letters make the /sh/ sound?*

Materials: Unit 3 Photo Cards; Pocket Chart; Learning Center materials (see TE Pages T3C and T3D); Doodle Bunny puppet; Doodle Bunny's Journal

BEFORE THE PAGE

 **067 Song: We Look So Cool**

Play the song (see TE Page T23). Encourage the children to join in and point to their clothes.

Think and Play! Dress the Person

Draw two stick people on the board. Put the Unit 3 Photo Cards into the Pocket Chart face down.

Invite a child to the front of the class to pick a card from the Pocket Chart. He or she says the item of clothing on the card and then draws it onto one of the stick figures. Continue until all the clothes from the Photo Cards have been practiced.

USING PAGE 31

1  **084 Listening: Listen and check.**

Go to Page 31. Show the page or display it using the Presentation Kit. Talk about the pictures. Ask questions such as *What do you see? Where do you wear it?* to elicit language. Play the audio. The children listen and point. Play it again. This time the children check the correct answer in their books.

Child 1: *Don't forget your watch.* **Child 2:** *I have my watch right here.*

2 Reading: Read and check.

Read the word *bag* with the children. Have them sound out and blend the word. The children check the correct picture.

3 Writing: Look and write.

Point to the picture of the fish. Ask *What is it?* Ask the children to sound out *f-i-sh*. Ask *What's the first/second/third sound?* Ask *What letters make the /sh/ sound?* Now have the children trace the letters on the page and write the missing letters.

4 Speaking: What does Meg have? Go to Page 22. Point and say.

Point to Meg at the bottom of Page 31. Ask *What does Meg have? (slippers)*. Read Meg's speech bubble with the children. They have to go to Page 22 and find the slippers, then point to and name the other items of clothing.


Home-School Connection

Encourage the children to take their books home, where they can talk about and share Unit 3 with their families.

AFTER THE PAGE


082 Song: Twenty Fingers

Play the song (see TE Page T30). Have the children join in and do the actions in pairs.

Think and Doodle!

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 clothes.

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.

Explore Learning Centers

Allow the children to explore with the Unit 3 Learning Centers (see TE Pages T3C and T3D).


Literacy Skills Pad

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


Home-School Connection: Doodle Bunny Sleepover

See TE Page T11 for the procedure.


Home-School Connection

Ask the children and their parents to complete the Unit 3 Parent Page in the Literacy Skills Pad.

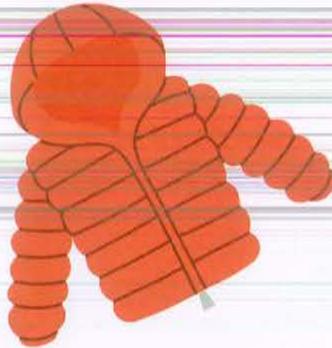
Activity Book 3  

1 Talk about the big picture. 2 Listen and circle pictures at the bottom. Then match pictures.

Activity Book 3 

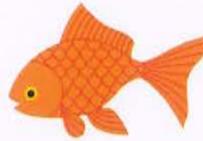
1 Circle your favorite new word. 2 Circle your favorite clothing item. 3 Read and write. Then draw.

Listen and check.



Read and check.

bag



Look and write.

I see a

fi



Speak.



Go to page 22. Point and say.

Unit Objectives

- learn vocabulary and language through a unit focusing on farm animals
- talk about how many animals using *there is / there are*
- think about comparative sizes
- read a traditional story
- learn the short /e/, /r/, /d/, and /n/ sounds and the corresponding letters
- learn the value of stopping to think
- count to 15; do additions



Values

Stop and think.



Project

Make a build-a-word animal.

Unit Language

Vocabulary: hen, sheep, cow, chicks, lambs, calf, older, younger, some, kids, horse, bigger, smaller, duckling, bunny, kitten, puppy, trophy, the biggest, the smallest, the quietest, the whitest, llamas, goats, drink, water, more, compare, elephant, rabbit, duck, nest, eggs, sometimes, pen, bed, last, chicken, sky, fall, wise, animal, help, silly, letters e, r, d, n, numbers 1–15

Structures: How many (hens) are there? There is (one) (hen). There are (two) (chicks). There are some (hens). (Which) is (bigger), a (kid) or a (horse)? A (horse) is bigger than a (kid). Which animal is (the biggest)? I think the (puppy) is (the biggest). Are there more (hens) or (llamas)? There are more (horses). What is the last letter in (pen)? It's (n). How do you spell (ten)? The sky is falling. The sky isn't falling. You are sillier. I am the silliest. Let's go home.

Receptive: Where do they live? What's your favorite animal? Which group is bigger/smaller? What do you call a mommy (duckling)? On the farm, (there is) (one) (cow). What words start with (/e/)? What color is the hen? How many eggs? grass, corn, carrots, water, milk; What does it eat? What does it drink? What word have the children made? Which animal is (small)? When do you stop and think? Is the sky falling? What is really falling? (Ten) eggs and (one) egg, that makes (eleven). What animal is it? Is it a baby or a mommy animal?



Content Areas



Art

Collages; drawing



Social Studies

Other countries



Math

Surveying; counting; comparing sizes; addition



Physical Education

Action song



Science

Living things; farm animals; heavy and light objects

Communication

Oral Skills: singing songs; role-playing dialogs; describing animals; doing a show and tell

Listening Skills: doing a listening comprehension; listening to Phonics Chants and a Phonics Story; listening to peers to create a sentence chain; listening to a picture dictation

Performing Arts: role-playing a dialog; acting out a story with puppets and costumes

Sentence Building: reading and matching sentences; completing sentences

Early Literacy

Early Writing Skills: doodling; letters, number and word writing; drawing

Early Reading Skills: sentence reading and matching; speech bubbles

Documentation: completing a sentence

Narrative Skills: talking about a picture; talking about a story; describing a scene

Building Phonological Awareness: /r/, /d/, /n/ sounds; short /e/ sound

Building Print Awareness: word labels; sentences; speech bubbles

Doodling for Critical Thinking

For Students



Have the children find a favorite picture from a book. Let them copy or trace the picture.



For Teachers

Create a class card game. Give a blank card to each child. Have the children draw a farm animal on their card and help them to label it. Use the cards to play games of *Pairs* or *Snap*.



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



Learning Centers

Tips from the Authors

Learning Centers offer opportunities to recycle vocabulary and concepts from previous units and make connections to new learning. Consider reusing some of the children's favorite Learning Center activities from past units. Refresh the activity by adding new vocabulary items or extending the math to include new numbers and skills.



1: Pocket Chart Animal Babies Center (Lesson 3)

Conversation Starters: Find the (duck). Where are her babies? What do you call the babies? How many (ducklings) are there?



Materials: Pocket Chart; Print and Play Pictures: cat, dog, cow, duck, hen, rabbit, sheep (adult animals); pictures from the Internet of different numbers of baby animals: kittens, puppies, calves, ducklings, chicks, bunnies, lambs; sticky notes

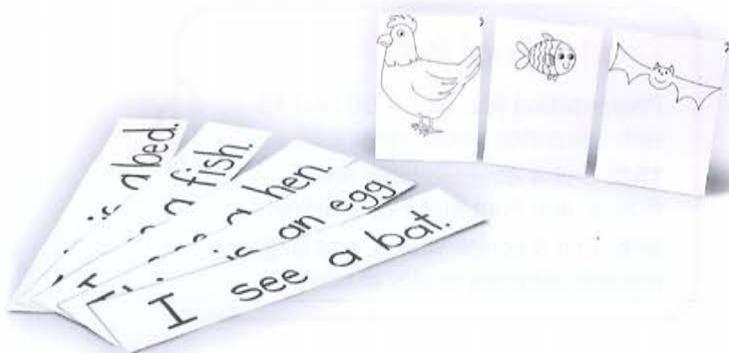
Objective: raise awareness of animal life cycles

1. The children match pictures of animal moms and babies, placing the pictures in the Pocket Chart.
2. The children name the adult and baby animals.
3. The children count the number of babies, write the number on a sticky note, and attach it to the picture in the Pocket Chart.



2: Reading Comprehension Center (Lesson 5)

Conversation Starters: Read the sentence. What does that word say? Which picture matches?



Materials: Print and Play Pictures: bat (animal), bed, egg, fish, hen; five handmade sentence strips: I see a hen. I see a fish. I see a bat. This is a bed. This is an egg.

Objectives: practice recognizing sight words and sounding out decodable words

1. The children work together to read each sentence. Help with recognition of sight words.
2. The children sound out and blend decodable words.
3. They match the sentences to the pictures.

Make blue and yellow cellophane looking glasses with the children. Cut out a magnifying glass-shaped frame and stick blue or yellow cellophane on it. The children can use them inside and out to view items and say what color they see.

3: Falling Objects Center (Lesson 8)

Conversation Starters: *What's the weather like? What do you need? What are you wearing?*



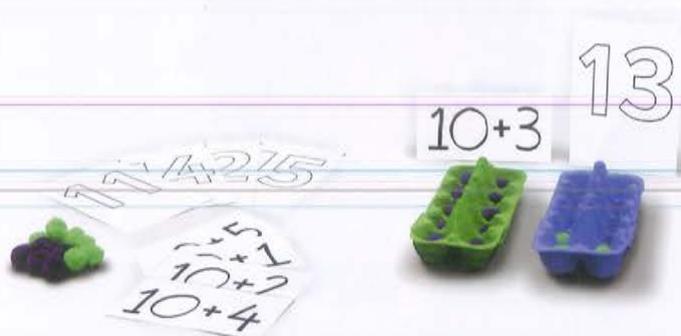
Materials: small heavy objects, such as an eraser, pen, coin, ball, nut; small light objects, such as a sheet of paper, feather, tissue; Print and Play Which Item Falls Faster Results Worksheet Template

Objective: explore gravity with light and heavy objects

1. Have a selection of small objects at the front of the class (see the materials list). Hold up two objects, one heavy and one light. The children raise their hands to predict which item will fall fastest when dropped.
2. Drop each item at the same time from the same height. The children see which falls faster and record the result.
3. The children compare other objects.

4: 10 + Center (Lesson 9)

Conversation Starters: *Let's add! Ten and (three). How many eggs are there altogether? Let's count up from 10: 10, 11, 12, 13.*



Materials: four 10 frames made from egg cartons; 15 counting items, such as pompoms, cotton balls, small blocks, large beads; handmade addition cards: $10 + 1$, $10 + 2$, $10 + 3$, $10 + 4$, $10 + 5$; Print and Play Numbers: 11–15

Objective: practice counting to add numbers to 10

1. The children fill one carton with 10 counting items, then put between one and five items in the second carton.
2. To figure out the total, they start with 10 (the full carton) and count up.
3. The children locate the matching Print and Play Number.



hen



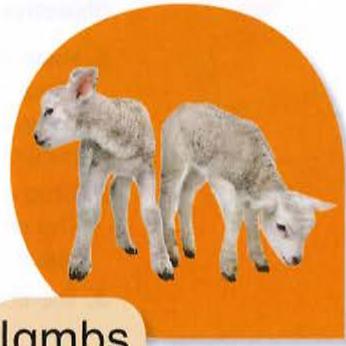
sheep



cow



chicks



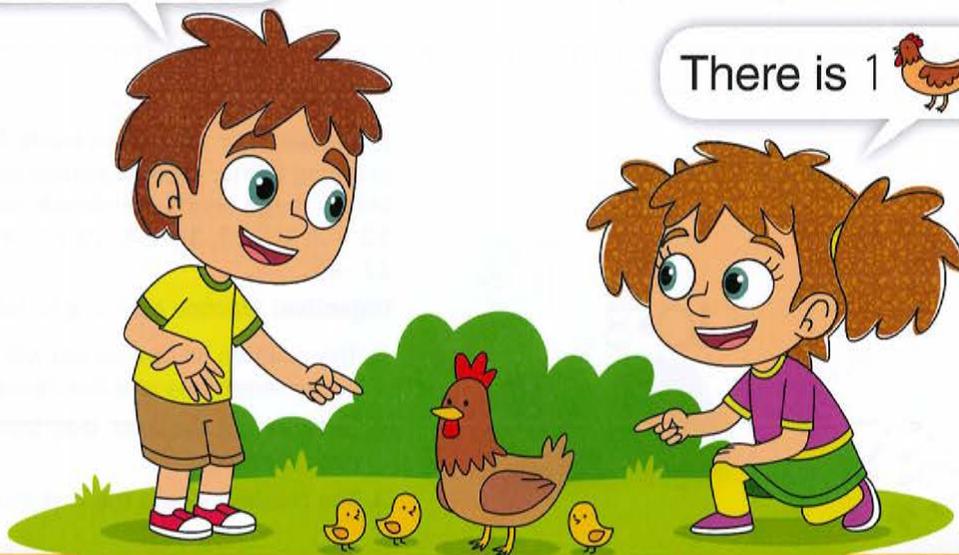
lambs



calf

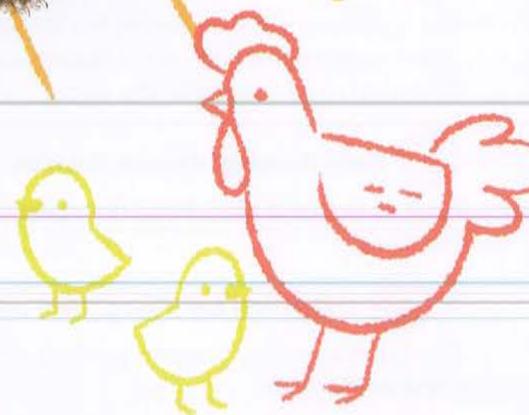
How many  are there?

There is 1 .





Which is bigger, a kid or a horse?



Lesson 1

Objectives: learn words for farm animals; ask and answer how many items there are

Key Language: *calf, chicks, cow, hen, lambs, sheep, older, younger, some; How many (hens) are there? There is (one) (hen). There are (two) (chicks). There are some (hens).*

Review: *baby, farm, mom*

Receptive Language: *Where do they live?*

Materials: Photo Cards: *hen, chicks, sheep, lambs, cow, calf*; Pocket Chart; handmade sentence strip; red, blue, and brown crayons (one per child)

BEFORE THE PAGE

 **002 Song: Doodle Town Hop**

Play the song (see TE Page T2). The children join in and do the actions.

Introduce Key Language

Show the animal Photo Cards. Elicit the sound they make. Say the name for each animal. The children repeat. Review *mom* and *baby*. Place the cards in the Pocket Chart. Ask *Where do they live?* Establish that the animals live on a farm.

USING PAGE 32

 **086 Listen, point, and say.**

Go to Page 32. Show the page or display it using the Presentation Kit. Play the audio. The children listen and point. Replay the audio. The children repeat.

 **Early Reading: Captions**

Ask questions such as *What's the first/middle/last sound? Which word begins with /sh/?* Sound out and blend the CVC word *h-e-n—hen* with the class.

 **Early Reading: Speech Bubbles**

Point to Gus and Meg. Read the speech bubbles with the class.

 **087 Listen and say dialog, then role-play.**

Play the audio. Play it again, pausing after each line for the children to repeat.

Write *How many ... are there?* on a sentence strip and put it in the first row of the Pocket Chart. Put an adult animal Photo Card in the gap. Write *There are* on a sentence strip and put it in the second row of the Pocket Chart. Put a baby animal Photo Card at the end of the sentence. Role-play the dialog with the Pocket Chart. Use the Photo Cards to prompt the children.

Choose two children to role-play at the front.

Gus: *How many hens are there?* **Meg:** *There is one hen.*

Meg: *How many chicks are there?* **Gus:** *There are three chicks.* **Meg:** *Which is older, a chick or a hen?* **Gus:** *A hen is older.*

(2) one sheep / two lambs / lamb younger (3) one cow / one calf / calf younger

Teacher-to-Teacher

Discuss the choice of *There is* versus *There are*. On the sentence cards, put one dot above *is* to signify "just one item" and two dots above *are* for "more than one item."

 **088 Language check: Listen and circle.**

The children need red, blue, and brown crayons. Play the audio. The children listen and circle the sheep red, the chicks blue, and the calf brown.

 **089 Sing Old McDonald Has a Farm.**

Play the song and encourage the children to sing and do the animal noises.

Verse 1: Old McDonald has a farm, ee ee ee ee oh. And on the farm there is a hen, ee ee ee ee oh. With a cluck cluck here and a cluck cluck there. Here a cluck, there a cluck, everywhere a cluck cluck. Old McDonald has a farm, ee ee ee ee oh.

Verse 2: chicks/peep; Verse 3: sheep/baa; Verse 4: lambs/baa; Verse 5: cow/moo; Verse 6: calf/moo

AFTER THE PAGE

Think and Play! Find My Baby

Divide the class into groups of six. Assign an animal from the lesson to each group. They move around the class making the sound of their animal (soft noises for the baby animals). Tell the children to find their baby and find their mommy. The children have to identify their mommy/baby from the sound and pair up.

 **Home-School Connection**

Hand out the Unit 4 Letter to Parents for the children to take home.

Lesson 2

Objectives: talk about a picture; talk about comparative sizes

Key Language: *horse, kids, bigger, smaller; Which is (bigger), a (kid) or a (horse)? A (horse) is bigger than a (kid).*

Review: *calf, chicks, cow, hen, lambs, sheep*

Receptive Language: *What's your favorite animal? Which group is bigger/smaller?*

Materials: handmade sentence strips; Pocket Chart; Photo Cards: *hen, chicks, sheep, lambs, cow, calf*; Print and Play Farm Animals Templates

BEFORE THE PAGE

089 090 Song: Old McDonald Has a Farm

Play the song (see TE Page T32). Encourage the children to join in and make the noises. Write *On the farm there is a* on a sentence strip. Put it in the Pocket Chart. Take suggestions of other animals you can sing about in the song. Doodle and caption the children's suggestions on the board. Doodle the class's preferred animal on the sentence strip. Elicit the sound it makes. Play the karaoke version of the song and have the children sing the new verse.

Think and Play! Class Survey

Put the Photo Cards in the Pocket Chart. Ask *What's your favorite animal?* The children think about their favorite animal but don't say. The children move around the class asking and answering *What's your favorite animal?* They get into groups with children with the same favorite animal. When they are all in the groups, ask *Which group is bigger/smaller?* See if they can tell which animal is most popular.

USING PAGE 33

1 091 Listen, point, and say.

Play the first part of the audio and encourage the children to listen and point. Play it again for the children to repeat.

2 091 Pair share: Talk about the picture.

Go to Page 33. Show the page or display it using the Presentation Kit. Put the children in pairs. Play the second part of the audio. Have them look at the picture, then ask and answer *What do you see?* Have them describe what they can see in the picture. Ask the children *Which is bigger/smaller?* to review sizes.

3 092 Listen and point.

Play the audio. The children listen and point to the animals as they are mentioned.

Look at the kids on the horse. Which is bigger, a kid or a horse? Yes, a horse is bigger. Do you see the chick? Which is smaller, a chick or a kid? Yes, a chick is smaller.

Early Reading: Sentence

Read the question with the class. Sound out and blend the CVC word *k-i-d—kid* with the class.

4 093 Let's doodle: Listen and draw.

Play the audio. The children listen and draw an animal that is smaller than a horse.

5 094 Sing Farmer in the Dell.

The children play a game and sing a song. Have the children make a circle holding hands. One child is the farmer and stands in the middle, and the children dance around. Play the song. For each verse, the farmer chooses another child to stand in the middle. Repeat the song with other children.

Verse 1: The farmer in the dell. (x2) Heigh-ho, the derry-o, the farmer in the dell.

Verse 2: The farmer likes the horse. (x2) Heigh-ho, the derry-o, the farmer likes the horse.

Verse 3: The horse likes the kid; Verse 4: The kid likes the chick

AFTER THE PAGE

Make a Farm Collage

Hand out Print and Play Farm Animals Templates. The children cut them out and create a farm collage. Encourage them to draw fields and barns in which to put the animals.

Show and Tell

Have the children do a show and tell with their farm collages. Encourage them to use *There is / There are*.

Activity Book 3 AB 32

1 Read and say animals. 2 Match the baby animals to the big animals. Draw paths.

Let's Talk

Which animal is the biggest?

I think the puppy is the biggest.



duckling

bunny

kitten

puppy

Lesson 3

Objectives: talk about the size of items; express opinions; read and match stickers

Key Language: *bunny, duckling, kitten, puppy, trophy, the biggest, the quietest, the smallest, the whitest; Which animal is (the biggest)? I think the (puppy) is (the biggest).*

Review: animals

Receptive Language: *What do you call a mommy (duckling)?*

Materials: Pocket Chart; Photo Cards: *duckling, bunny, kitten, puppy*; Pocket Chart Animal Babies Learning Center materials (see TE Page T4C); blue and green crayons (one per child); Print and Play Pictures: *cat, cap, kick, duck, clock*

BEFORE THE PAGE

094
095 **Song: Farmer in the Dell**

Play the song (see TE Page T33). The children join in and play the game. Play the karaoke version of the song and have the children sing and play.

Introduce Key Language

Put the *duckling, bunny, kitten, and puppy* Photo Cards in the Pocket Chart and elicit/teach the words. Ask *What do you call a mommy (duckling)?* for each one. Circle the adult animal if you have already doodled it on the board, or doodle it.

USING PAGE 34

Explore the Page

Use the picture to teach *trophy*. Ask the children if they have won a trophy.

1 096 **Listen, point, and say. Place stickers.**

Go to Page 34. Show the page or display it using the Presentation Kit. Ask *What do you see?* Play the audio. The children listen and point. Play it again. The children listen and repeat the new words.

Help the children read each of the sticker labels. Play the audio again and have the children place the stickers.



2 097 **Listen and point, then role-play.**

Play the audio. The children listen and point. Play it again. Pause so the children can repeat the dialogs. Have the children role-play the dialogs in pairs.

Girl 1: *Which animal is the biggest?* **Girl 2:** *I think the puppy is the biggest.* **Girl 1:** *I think so, too.*

(2) *whitest/kitten* (3) *smallest/duckling* (4) *quietest/bunny*

Early Reading: Sentences

Read the speech bubbles with the class. Have the children choose four of the animals from Lesson 1. Put the Photo Cards in the Pocket Chart. With the class, decide which animal is the winner for each category. The children role-play the dialog with those animals.

3 098 **Listen and draw.**

Make sure the children have their crayons ready. Play the audio. The children listen and draw a blue line under the puppy and circle the chick green.

4 099 **Sing Come and See.**

Play the song. The children listen and point to the pictures in their books. Play it again. The children join in and do the actions.

Verse 1: Who is the biggest? (make self big) Come and see. (beckon) Puppy is the biggest. (make self big) Do you agree? Verse 2: smallest/duckling (make self small); Verse 3: quietest/bunny (finger on lips); Verse 4: whitest/kitten (point to something white) Yes. We all agree!

AFTER THE PAGE

Learning Center: Pocket Chart Animal Babies

Demonstrate how to use the Learning Center materials (see TE Page T4C). The children match animal moms to babies.

Phonological Awareness: /k/ Sound

Stick the Photo Cards for *calf, cow, duckling, and kitten* on the board. Invite children to the front to label them. Underline *c* in *cow* and *calf*, *ck* in *duckling*, and *k* in *kitten*. Elicit what sound the letters you have underlined make: /k/. Put a selection of Print and Play Pictures with the /k/ sound in the Pocket Chart. Have the children chant the words.

Activity Book 3 AB 33

1 Point, say, and trace. 2 Color ribbon of the smallest animal blue. Color ribbon of the biggest animal red. Color ribbon of the quietest animal green. 3 **Pair share:** Talk about the pictures.

Lesson 4

Objectives: count and compare animals; make a farm

Key Language: *goats, llamas, drink, water; Are there more (hens) or (llamas)? There are more (horses).*

Subject Specific Language: *compare, more*

Review: animals

Receptive Language: *On the farm, (there is) (one) (cow).*

Materials: Unit 4 Photo Cards; Print and Play Farm Animals Templates: *hen, llama, goat, horse* (one per child); four different colors of poster paper; Doodle Bunny puppet

BEFORE THE PAGE

 089 **Introduce Key Language**

Play **Old McDonald Has a Farm** (see TE Page T32). Encourage the children to join in and do the animal noises. Teach *llama* and *goat*. Elicit what sound they make (*llamas make a groaning sound, goats bleat*).

 090 **Song: Old McDonald Has a Farm**

Play the karaoke version of **Old McDonald Has a Farm** (see TE Page T32) and sing with *llama* and *goat*.

Think and Play! Chain Game

Display the Unit 4 Photo Cards. See the procedure on TE Page T14. This time the children might say, for example, Child 1: *On the farm, there is one cow.* Child 2: *On the farm, there is one cow and there are two chicks.*

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 ask and answer *What do you see?* Name the animals with the children. Have them make the sound for each animal.

 **2 Count and compare the animals.**

Have the children count the animals on the farm. Invite 12 children to the front. Have them group themselves in the same numbers as the animals in the farm picture: five hens, two llamas, four goats, and one horse. Have each group make their animal's noise.

Ask the rest of the class questions about the groups of animals, such as *Are there more (llamas) or (horses)? Let's compare.*

 **3 Try it out! Make a Class Farm.**

Tell the children they are going to make a Class Farm like the one in their books. Put the Print and Play Farm Animals Templates at the front of the class. Have the children come up and choose their favorite. They color and cut out their chosen animal. Meanwhile, make a large farm display using four sheets of poster paper stuck or taped together. Elect four children to write the labels for each section of the farm. Have the children come up and stick their animals in the correct section of the farm. Have the children count the total number of animals on their farm and write it down in their books. Ask questions about the farm, for example, *Are there more (llamas) or (horses)? Let's compare.*

 **4 Documentation: Write and draw. Count animals and write.**

Use the Doodle Bunny puppet to point to the documentation panel. Have the children write the name of the animal they added to the farm and draw a picture of it.

AFTER THE PAGE

Field Trip

If possible, take the children on a field trip to a farm. Talk about the animals as much as possible. Talk about which is the biggest, smallest, and so on. Count the animals and ask which there are more of.

Think and Play! Doodle Game

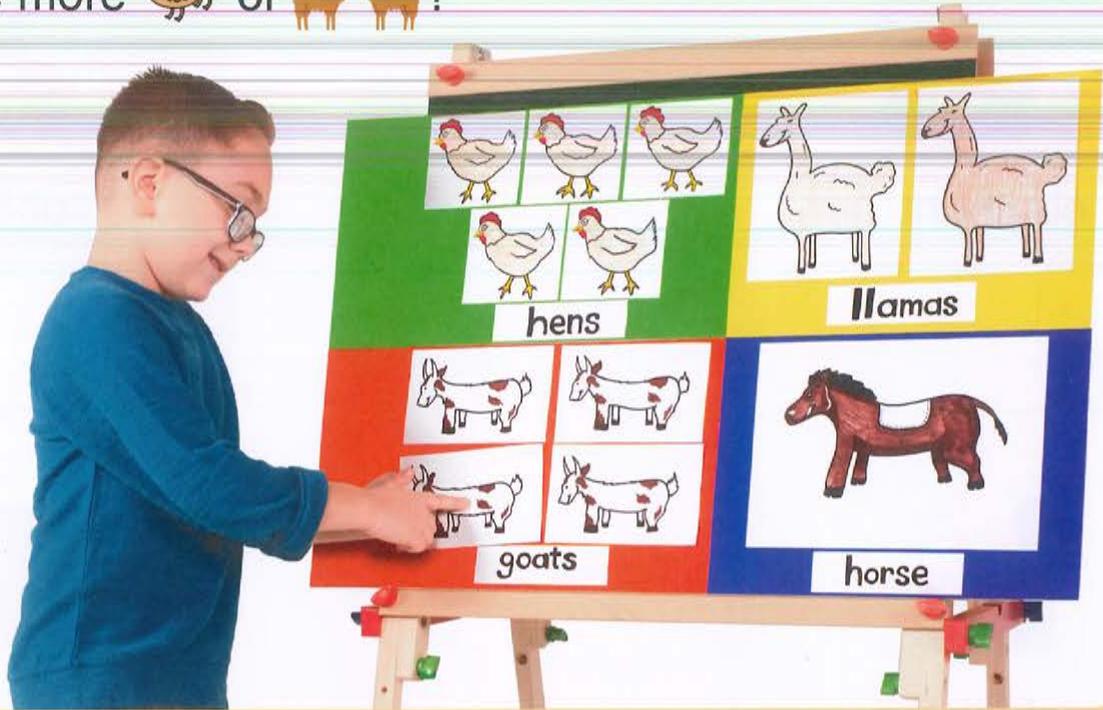
Give all the children a sheet of paper. Do a farm picture dictation. You can make the instructions simple or more complex depending on the level of your class—for example, simple: *There are four hens*, or complex: *There are four hens. Two are yellow and two are brown.*

 **Activity Book 3**  **AB**  **34**

1 Read and draw. 2 Count and write numbers. 3 Color horses brown. 4 **Pair share:** Talk about the picture.

Count and compare animals on a class farm.

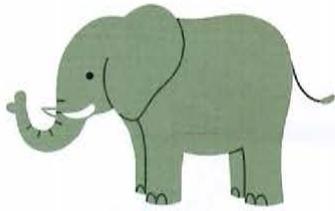
Are there more  or ?



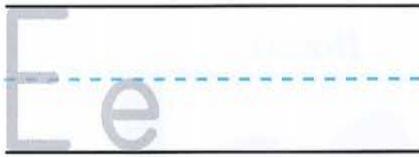
My animal is a _____.



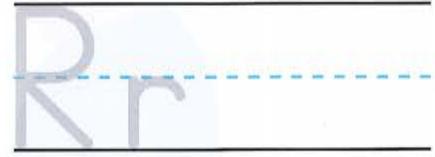
How many animals are on our class farm? _____



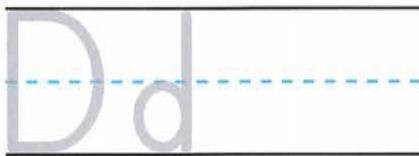
elephant



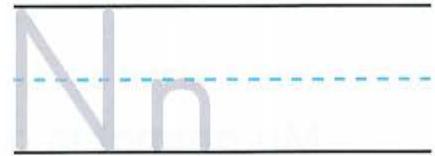
rabbit



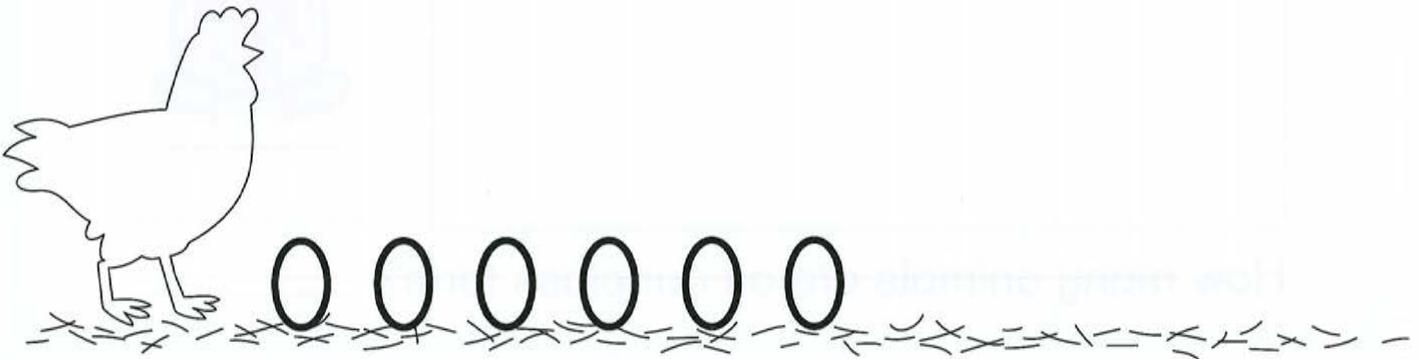
duck



nest



Read and color. Count and draw.
The hen is red. The hen has ten eggs.



Lesson 5

Objectives: learn to write E/e, R/r, D/d, and N/n; listen to the letter sounds; read sentences

Key Language: duck, eggs, elephant, nest, rabbit, sometimes, letters e, r, d, n

Review: alphabet, farm animals

Receptive Language: What words start with (/e/)? What color is the hen? How many eggs?

Materials: Unit 4 Photo Cards; Pocket Chart; Print and Play Pictures: egg, elephant, rabbit, run, dog, duck, nest, nut; Alphabet Chart; Reading Comprehension Learning Center materials (see TE Page T4C); craft feathers; colored tissue paper

BEFORE THE PAGE

Think and Play! Animal Sounds

Put the Photo Cards in the Pocket Chart and review the animal names. Say the sound each word starts with. Have the children move around the class. Say *stop* and the name of an animal. The children have to make the correct sound. Repeat.

Introduce E/e, R/r, D/d, and N/n

Write E/e, R/r, D/d, and N/n on the board. Elicit the sounds. Review the Print and Play Pictures that start with those initial sounds. With the class, stick the pictures under the correct letter.

 **Song: The Alphabet Song**

Point to each of the target letters on the Alphabet Chart. Play **The Alphabet Song** (see TE Page T6) and have the children clap when they hear the target letters.

USING PAGE 36

 **1 Letters and sounds: Say and write.**

Go to Page 36. Show the page or display it using the Presentation Kit. Follow the procedure on TE Page T6.

 **2 Phonics Chant: Listen and chant.**

Play the chant. The children listen and point. Play it again. The children join in.

E. The elephant sees eleven eggs. Listen for /e/ in elephant and eleven and eggs. R. Red rabbits run. Listen for /r/ in red and rabbit and run. D. Don't hit dogs or ducks. Listen for /d/ in don't and dog and ducks. N. Nine nuts in the nest. Listen for /n/ in nine and nuts and nest.

 **3 Read and color. Count and draw.**

Read the sentences at the bottom of the page with the children. Have them sound out and blend the decodable words: h-e-n—hen, r-e-d—red, t-e-n—ten, and e-g-g-s—eggs. Now have them complete the picture according to the instructions. Check they have done it correctly by asking questions, for example, *What color is the hen? How many eggs? Let's count.*

 **4 Sing Higgledy Piggledy, My Red Hen.**

Play the song. Encourage the children to join in and point to their picture. Play it again and have the children hold up the correct number of fingers. Play the karaoke version of the song and have the children sing as much as they remember.

Higgledy Piggledy, my red hen. She lays eggs for my friend Ben. Sometimes nine and sometimes ten. I love my big red hen. (repeat)

AFTER THE PAGE

 **Learning Center: Reading Comprehension**

Demonstrate how to use the Learning Center materials (see TE Page T4C). The children read simple sentences and match them with pictures.

 **Hen and Egg Collage**

Hand out paper. Have the children draw a hen and 10 eggs. Have them use feathers to decorate the hen and crumpled-up tissue paper for the eggs. Encourage them to share the craft materials and take turns with the glue.

 **Literacy Skills Pad**

Try some of the Unit 4 activities in the Literacy Skills Pad.

Lesson 6

Objectives: practice reading words; do an art and literacy project

Key Language: *bed, last, pen; What is the last letter in (pen)? It's (n). How do you spell (ten)?*

Review: *egg, nest, desk, farm animals*

Receptive Language: *grass, corn, carrots, water, milk; What does it eat? What does it drink? What word have the children made?*

Materials: Unit 4 Photo Cards; Pocket Chart; Print and Play Letters: a-i, k-n, p, r-t, ck, sh; Print and Play Build-a-Word Animal Templates; colored card; yarn; cotton wool; buttons; Unit 4 Print and Play Words I Know cards and sentence frame (one set per child)

BEFORE THE PAGE

 101 **Chant: Phonics Chant**

Go to Page 36. Show the page or display it using the Presentation Kit. Play the Phonics Chant from Lesson 5 (see TE Page T36). Have the children point to the letters in their books as they hear them.

 **Review Farm Animals**

Put the Unit 4 Photo Cards in the Pocket Chart and review the words. Ask questions about what the animals eat and drink (*grass, corn, carrots, water*). Supply any vocabulary needed. You can extend the conversation, depending on the children's engagement, to talk about what baby animals—but not birds—drink (*milk*), or what other things animals need to be healthy (*shelter, medical care, rest*).

USING PAGE 37

1 Read and match.

Go to Page 37. Show the page or display it using the Presentation Kit.

 **Sentences**

Read the sentences with the children. Ask questions, for example, *What does this word say? What letter does it start with? What's the last letter?* Encourage the children to sound out and blend the decodable words *a-n—an, e-gg—egg, d-e-s-k—desk, and n-e-s-t—nest*.

Have the children draw lines to match the sentences to the pictures.

 104 **Listen and say. Say and write the words.**

Play the audio. Have the children listen and say each line. Have the children sound out and blend the other words they can see.

Girl: *What is the last letter in pen?* **Boy:** *It's n.*

Girl: *How do you spell pen?* **Boy:** *P-E-N spells pen.*

3 Pair work: Talk about the picture. Read and spell pen.

Point to the picture. Ask *What word have the children made?* Elicit *pen*. Have the children sound out and blend the word. Now ask *How do you spell pen?* Have the children spell the word using the letter names.

Put the children in pairs. Have them say how they spell their names for their partner to write down.

Teacher-to-Teacher

Orally sounding out and blending the letter sounds is a strategy to help the children learn to read. Spelling practices the convention of saying how a word is written using the letter names.

 4 **Project: Make a build-a-word animal.**

Put the Print and Play Letters and the Build-a-Word Animal Templates at the front of the class. Explain to the children that they should make three-letter words they can read and know how to spell. Provide materials so that the children can decorate their words to look like animals like the children in the picture.

AFTER THE PAGE

  **Words I Know**

Hand out a set of Unit 4 Print and Play Words I Know cards and a sentence frame to each child. Let the children color in the pictures.

Put the children in pairs. Let them choose any word cards from Units 1 to 4 that will fit with the sentence frame. Have them ask and answer with their partner *What's this word? How do you spell (cat)?*

The children make their favorite *This is a sentence*. Have the children write out their sentence and draw a picture of it in their journals. They put away the words and frame in their word boxes.

 **Literacy Skills Pad**

Try some of the Unit 4 activities in the Literacy Skills Pad.

Activity Book 3  **35**

- 1 Cut out cards. 2 Play game in pairs.
- 3 Take game home to share.



Read and match.

1 I see an **e**gg.



2 I see a **d**esk.



3 I see a **n**est.

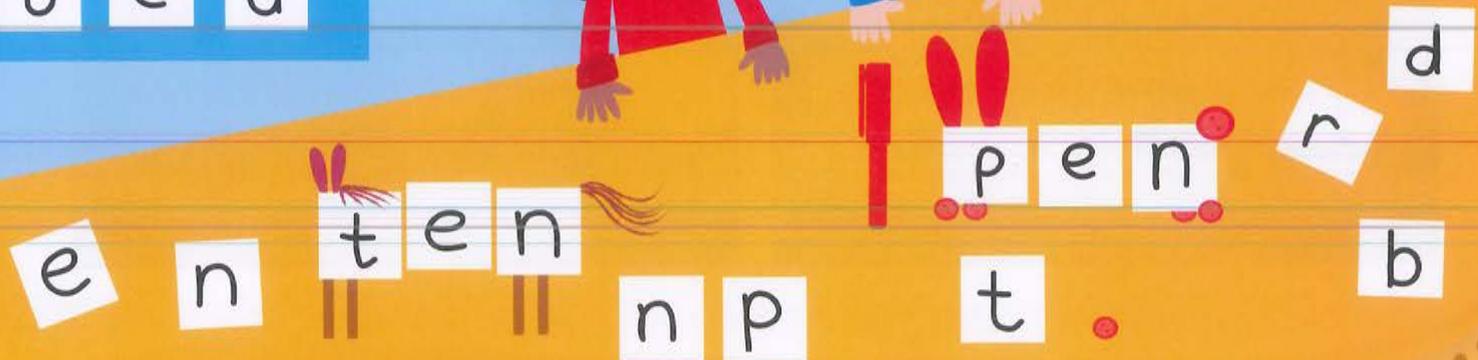


Make a build-a-word animal.

What is the last letter in *pen*?

t	e	n
h	e	n
b	e	d

It's *n*.



The Sky Is Falling!

values

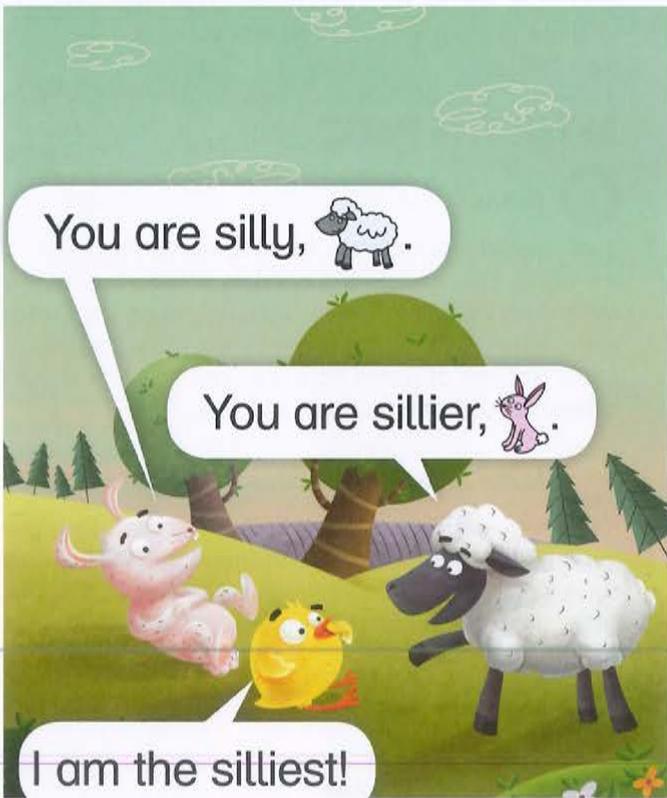




Look and listen.

Oh! The sky isn't falling.

Oh! The acorns are falling.



You are silly, sheep.

You are sillier, rabbit.

I am the silliest!



Let's go home.

OK.

Goodbye, silly animals!

Is the sky falling? What is really falling?

Lesson 7

Objectives: read a traditional story; learn the value stop and think

Key Language: *animal, chicken, fall, help, silly, sky, wise; The sky is falling. The sky isn't falling. You are sillier. I am the silliest. Let's go home.*

Review: *bigger, biggest, little*

Receptive Language: *Which animal is (small)? When do you stop and think?*

Materials: Photo Cards: *chick, lamb, bunny*; Pocket Chart; pictures of farms from around the world and from the past from the Internet; construction paper for headbands; feathers

BEFORE THE PAGE

 **102 Song: Higgledy Piggledy, My Red Hen**

Play the song (see TE Page T36). Encourage the children to join in and count on their fingers.

Introduce Key Language

Show the *chick, lamb, and bunny* Photo Cards. Elicit the words. Have the children help you order the pictures according to size—*little, bigger, biggest*. Put them in the Pocket Chart. Have the children say the name of each mommy animal.

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 to the title and read it with the class. Ask *What can you see?* Talk about what animals are in the story.

 **105 Listen to *The Sky Is Falling!* and point.**

The children listen to the audio and point to the pictures.

 **Speech Bubbles**

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

 **105 Read and act out.**

Divide the class into four groups. Assign an animal role to each group. Play the story and have the groups say their animal's lines along with the audio. Have the groups role-play again without the audio. Prompt where necessary.

4

Sing the Values Song *The Falling Sky*.

Play the song and demonstrate the actions. Play it again and encourage the children to join in and do the actions. Play the karaoke version and have the children join in as much as they can remember.

Chicken Little: *Funny Bunny, Lambie Pambie, run!* (run in place) *Let's run out of town. Help, help, help!* (wave hands in air) *The sky is falling down. I can hear it with my ears.* (point to ears) *Oh, no! Close your eyes.* (close eyes) *I can feel it on my head.* (point to head) *The falling, falling sky! Help, help, help!* (wave arms in air) *Run, run, run!* (run in place)

Wise Cow: *Chicken Little, stop.* (hold hand in front, palm out) *Do you hear me calling?* (cup ear with hand) *Silly, silly chicken. It's just nuts falling. The sky is up above.* (point up) *It's not on the ground.* (point down) *Nuts are falling on our heads.* (point to head) *That is making the sound.*

Look around you. (look around) *Stop and think now.* (hold hand up, point to side of head) *It's the best thing to do, Says this Wise Old Cow.*

**Home-School Connection**

Discuss the value as a class. The children think about when they should stop and think. Encourage the children to sing the song at home and talk about the value with their families.

AFTER THE PAGE

**Farms**

Show pictures or different types of farms from around the world. Talk about what animals are kept, what plants are grown, what machinery is used, and so on. Compare and contrast with farms in the children's countries. Show pictures of farms from the past and talk about the difference between the past and now.

**Make Animal Headbands**

Hand out construction paper to the children. They choose to make a headband for one of the animals. Help them cut a band of paper to go around their heads. For Chicken Little, they can decorate their headbands with feathers. If they choose one of the other animals, help them draw and cut out animal ear shapes and attach them to their band of paper.

**Literacy Skills Pad**

Try some of the Unit 4 activities in the Literacy Skills Pad.

Lesson 8

Objectives: review a reading; think and answer a question about a story

Key Language: review

Receptive Language: *Is the sky falling? What is really falling?*

Materials: Unit 4 Photo Cards; Pocket Chart; Falling Objects Learning Center materials (see TE Page T4D); handmade sentence strips; animal headbands from Lesson 7 or AB puppets

BEFORE THE PAGE

 **Song: Old McDonald Has a Farm**

Sing the song (see TE Page T32). Encourage the children to join in and do the animal sounds.

Think and Play! What's Missing?

Put the Photo Cards in the Pocket Chart. Review the words (see TE Page T11 for the procedure).

USING PAGES 38 AND 39

1  **Listen again and read, then act out with Activity Book puppets.**

Go to Pages 38 and 39. Show the pages or display them using the Presentation Kit. Play the story. The children listen and read the story.

Have the children make the animal puppets from AB Pages 37 and 38. Help where needed. Have the children act out the story with the puppets in groups of four. They can pretend small objects such as erasers are the nuts and drop them on the animals. Swap roles.

2 Think! Is the sky falling? What is really falling?

Look at the questions at the bottom of Page 39, *Is the sky falling? What is really falling?* Read them with the class.

The children talk about what really fell on the animals. Establish that the sky cannot fall. Ask what other things can fall out of the sky, for example, *leaves, rain, bugs*.

3  **Sing the Values Song *The Falling Sky*.**

Play the song (see TE Page T38). Encourage the children to join in and do the actions.

AFTER THE PAGE

 **Learning Center: Falling Objects**

Demonstrate how to use the Learning Center materials (see TE Page T4D). The children predict whether objects fall fast or slow.

095  **Song: *Farmer in the Dell***

Write *The sky is falling down* on one sentence strip and *The sky isn't falling down* on another. Put them in the Pocket Chart and read them with the children.

Have the children wear the animal headband they made in Lesson 7 or hold an Activity Book puppet from the story. Have all the children make a large circle. Play the karaoke version of ***Farmer in the Dell*** (see TE Page T33). For verse 1, all the children who chose to be Chicken Little stand in the center of the circle and sing *The sky is falling down*. For verse 2, all the lambs join Chicken Little in the center. For verse 3, all the bunnies join Chicken Little. For the final verse, the Wise Cows go to the center of the circle and sing *The sky isn't falling down*.

 **Literacy Skills Pad**

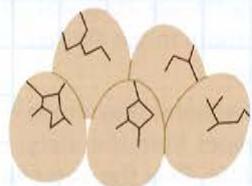
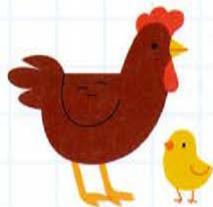
Try some of the Unit 4 activities in the Literacy Skills Pad.

Activity Book 3    

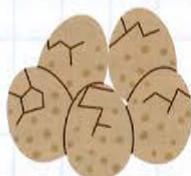
- 1 Name the animals. 2 Cut out. 3 Sing the Values Song ***The Falling Sky*** with puppets.
- 4 Take puppets home and sing.

Let's Add

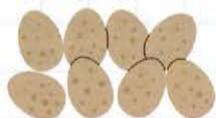
Count the eggs and write.



+



=

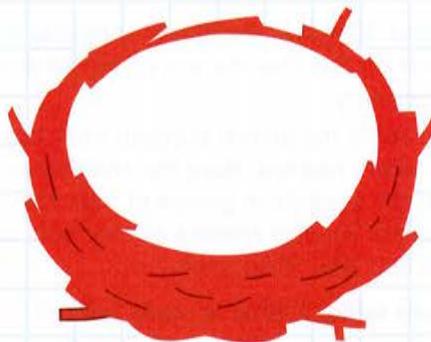
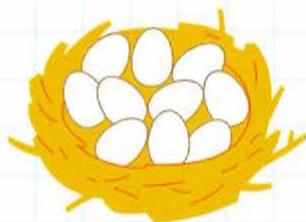


+



=

Draw 5 eggs in the red nest.



How many eggs altogether?

$$10 + 5 =$$

Lesson 9

Objectives: add number bonds to 10 and 15; sing a counting song

Key Language: numbers 1–15

Review: chick, egg, hen

Receptive Language: (Ten) eggs and (one) egg, that makes (eleven).

Materials: Print and Play Numbers: 1–15; 10 + Learning Center materials (see TE Page T4D)

BEFORE THE PAGE

 **Chant: Let's Add**

Play the chant (see TE Page T20). Have the children join in and do the actions.

 **Review Counting and Addition**

Invite 10 children to the front of the class. Give each child a Print and Play Number 1–10. Have them stand in order and count them with the class. Separate one child from the group. Count *one* and count the remaining children (*nine*). Write the sum on the board, $1 + 9 = 10$. Repeat for each of the number bonds to 10.

Send five more children to the front. Count them. Give each child a Print and Play Number 11–15. Have them stand in the correct place in the number line. Count them with the class.

Teacher-to-Teacher

Allowing the children to take part in demonstrations like this will help them to understand the concepts of place value and addition. It also helps the children who are not at the front to visualize the number bonds.

USING PAGE 40

 **Chant 10 Chicks.**

Play the chant and teach a finger play. Play it again and have the children join in and do the finger play.

Verse 1: *Five eggs and five eggs, that makes ten.* (show all fingers, one hand at a time) *Sitting on top is a brown mother hen.* (put one hand flat on desk with other hand on top) *Crack, crack, crack; what do I see?* (link fingers and pull apart) *Ten little yellow chicks, as cute as can be!* (wiggle all 10 fingers)

Verse 2: *Eight eggs / two eggs / red mother hen*

2 Count and write.

Go to Page 40. Show the page or display it using the Presentation Kit. Ask *What do you see?* Elicit *hen, eggs, and chick.* The children count the number of eggs in each addition and write the total number as the answer.

3 Read and draw.

Read the sentence *Draw five eggs in the red nest with the class.* Sound out and blend *r-e-d—red* and *n-e-s-t—nest.* The children draw five eggs in the nest.

4 Trace, add, and write.

Point to the sum at the bottom of the page. The children trace the numbers with a pencil. Then, have the children count the total number of eggs and complete the addition.

AFTER THE PAGE

 **Learning Center: 10 +**

Demonstrate how to use the Learning Center materials (see TE Page T4D). The children practice adding from 10.

 **Finger Play: 10 Chicks**

Play **10 Chicks** and have the children do the finger play. Play it again and have the children show fingers and do the finger play in pairs.

 **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.

Lesson 10

Objectives: review the unit; do listening, reading, and writing comprehension

Key Language: review

Receptive Language: *What animal is it? Is it a baby or a mommy animal?*

Materials: Learning Center materials (see TE Pages T4C and T4D); Doodle Bunny puppet; Doodle Bunny's Journal

BEFORE THE PAGE

 **Song: Come and See**

Play the song (see TE Page T34). Have the children join in and do the actions.

Think and Play! Doodle Game

Have the children take turns to dictate a farm for you to draw on the board. Invite children up to the front to continue the picture.

USING PAGE 41

 **1 Listening: Listen and check.**

Go to Page 41. Show the page or display it using the Presentation Kit. Talk about the pictures. Ask questions such as *What animal is it? Is it a baby or a mommy animal?* to elicit language. Play the audio. The children listen and point. Play it again. This time the children check the correct answer in their books.

There is a brown calf.

2 Reading: Read and check.

Read the word *hen* with the children. Have them sound out and blend the word. Have the children check the correct picture.

3 Writing: Look and write.

Point to the picture of the eggs and elicit what they are. Count the eggs with the class. Have the class sound out and blend the word *e-gg-s—eggs*. Ask *What's the first/second/third sound?* Now have the children trace the number and write the missing letters.

4 Speaking: What does Meg have? Go to Page 32. Point and say.

Point to Meg at the bottom of the page. Ask *What does Meg have? (a sheep)*. Read Meg's speech bubble with the children. They have to go to Page 32 and find the sheep. Then they point to and name the animals.


Home-School Connection

Encourage the children to take their books home, where they can talk about and share Unit 4 with their families.

AFTER THE PAGE


Finger Play: 10 Chicks

Play the song (see TE Page T40). Have the children do the finger play.

Think and Doodle!

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 farm animal.

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.

Explore Learning Centers

Allow the children to explore with the Unit 4 Learning Centers (see TE Pages T4C and T4D).


Literacy Skills Pad

Try some of the Unit 4 activities in the Literacy Skills Pad.


Home-School Connection: Doodle Bunny Sleepover

See TE Page T11 for the procedure.


Home-School Connection

Ask the children and their parents to complete the Unit 4 Parent Pages in the Literacy Skills Pad.

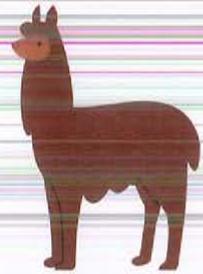
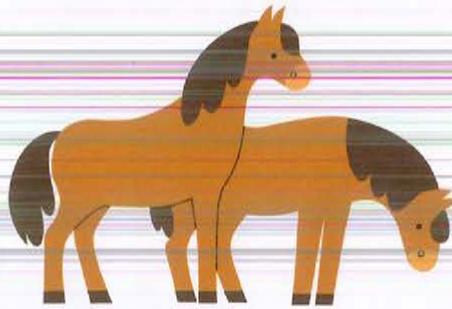
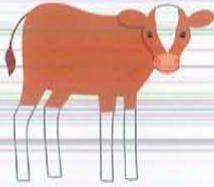
Activity Book 3 **AB 40** 

- 1 **Pair share:** Talk about the picture.
- 2 Listen, circle, and draw.

Activity Book 3 **AB 41**

- 1 Write the name of someone in your class, then circle.
- 2 Circle your favorite animal.
- 3 Color duck brown. Then draw two ducklings.

Listen and check.

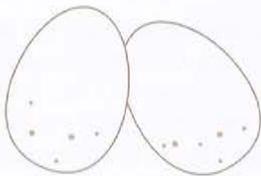


Read and check.

hen



Look and write.



2

s

Speak.



Go to page 32. Point and say.

Unit Objectives

- learn vocabulary and language through a unit focusing on bodies
- give instructions
- talk about injuries
- read a factual text
- learn the /v/ and /ch/ sounds and the corresponding letters; segment and blend decodable words
- learn the value of showing sympathy
- count to 30 by fives



values



Values

Show sympathy.



Project

Make and label a body cutout.

Unit Language

Vocabulary: head, shoulders, back, feet, chin, cheeks, eyes, nose, on, under, next to, robot, move, arms, legs, elbow, knee, toe, bandage, hand, thumb, centimeters, long, longer, measure, length, van, cut, vet, ant, amazing, tongue, tail, scales, giraffe, snake, lizard, bug, leaves, tree, eat, smell, catch, wash, clean, fingers, clean, dirty, letters v, ch, numbers 1–30

Structures: Put your other hand (on) your (head). Like this? This is my (shoulder). These are my (shoulders). Which robot parts can move? The (arms) can move. What's wrong? I hurt my (knee). I'm sorry. Is it bleeding? Here's a bandage. Whose (hand) is longer? How long is your (hand)? My (hand) is (10) centimeters long. (Arms) are amazing. We use our (arms) to do many things. I use my (arms) to (throw a ball). A (snake) uses its tongue to (smell). How many (hands)? How many (fingers) altogether?

Receptive: What's the first/middle/last sound? Which word begins with /sh/? What can you do with your (hands)? It has a (square) (head). How many (elbows) do you have? What do you do when you hurt yourself? Who helps us when we're hurt? What is as long as your hand? What does a vet do? What does this word say? What letter does it start with? What's the last letter? What can you do with your (feet)? What can it do with its tongue? What color is the (lizard)? What color is its tongue? What does the (cat) do with its tongue? What can we do with our tongues? Which animal has the longest tongue? Does it taste sweet? Which is the best tongue? Let's count! How many (chins)? What other body part is there 30 of? What do you use to (hop)?



Content Areas



Art

Drawing; picture dictation; modeling; drawing and making bodies; craft



Math

Counting; comparing sizes; counting by fives; measuring



Social Studies

Professions



Physical Education

Action song; action games



Science

Living things' bodies; taste

Communication

Oral Skills: singing action songs; role-playing dialogs; giving instructions

Listening Skills: doing a listening comprehension; listening to Phonics Chants and a Phonics Story; listening to peers give instructions

Performing Arts: role-playing a dialog; acting out actions; role-playing professions; miming animals

Sentence Building: reading sentences and responding; completing sentences; building and reading sentences

Early Literacy

Early Writing Skills: doodling; number and word writing; drawing

Early Reading Skills: sentence reading and responding; speech bubbles and captions

Documentation: completing a sentence

Narrative Skills: talking about a picture; talking about a reading; giving instructions

Building Phonological Awareness: /v/, /ch/ sounds; segmenting and blending decodable words

Building Print Awareness: word labels; sentences; captions

Doodling for Critical Thinking

For Students



In this unit, the children draw around their whole bodies. You can also have them draw around smaller body parts, such as hands and feet.

For Teachers

Create a class picture dictionary. Choose different children each lesson to draw and label new vocabulary. Encourage the children to use it as a reference.



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



Learning Centers

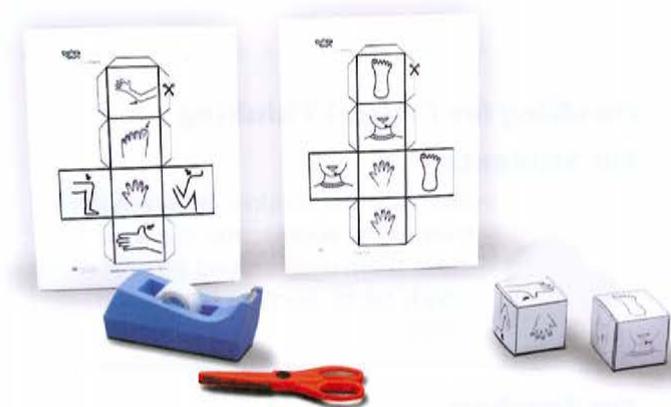
Tips from the Authors

Learning Centers provide great opportunities for the children to work together and learn from each other. Feel free to modify the Learning Center structure/concept to meet the needs of your classroom.



1: Movement Center (Lesson 3)

Conversation Starters: *Are you ready? Roll the dice. Put your (chin) on your (knee).*



Materials: Print and Play White Picture Die (*hand, chin, foot*) and Black Picture Die (*elbow, knee, toe, shoulder, thumb, hand*) Templates

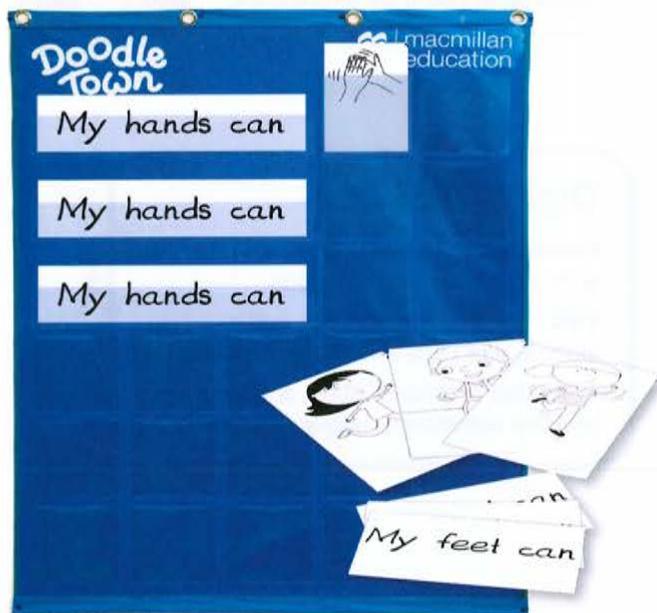
Objectives: make sentences from visual stimulus and do actions

1. Pairs of children take turns being leaders. The leaders roll die 1 (white) and then die 2 (black).
2. They give directions based on the pictures on the top of the dice, for example, *Put your chin (die 1 picture) on your knee (die 2 picture).*
3. All children do the action.



2: Pocket Chart Sentence Building Center (Lesson 4)

Conversation Starters: *What can your hands do? What can your feet do?*



Materials: Pocket Chart; three copies of each handmade sentence strip: *My hands can, My feet can*; Print and Play Pictures: *catch, clap, hop, kick, run, zip*

Objective: build sentences

1. The children sort the Print and Play Pictures into two groups: things their hands can do and things their feet can do. Elicit what each card represents.
2. The children insert *My hands can* sentence cards into the Pocket Chart. They complete each sentence with an appropriate picture. Read all three sentences together.
3. Repeat with *My feet can*.

For example, you may want to prepare multiple copies of the materials needed for a particular Learning Center so that, working in small groups, all children can simultaneously explore the same Learning Center activity.



3: Clay Animals Center (Lesson 5)

Conversation Starters: *Tell me about your animal. What's its name? Does your animal have a little head or a big head? How many legs does your animal have?*



Materials: clay; craft materials, such as beads, feathers, craft sticks, pasta shapes, pipe cleaners, bottle tops, small boxes, box lids, shapes cut out of card, toothpicks (optional: index cards and markers for writing labels)

Objective: explore with different media and materials

1. The children make animal sculptures.
2. The children talk about their animals: for example, *This is a... My animal's name is... My animal has...* (Optional: write the children's comments on a card.)
3. Create a museum display with the animals. (Optional: include the comment cards.)



4: Tens and Ones Center (Lesson 9)

Conversation Starters: *Point to the groups of 10 sticks. Let's count by tens: 10, 20. Let's keep counting up, 21, 22, 23. How many sticks are there altogether? Where is the number 23?*



Materials: two bundles of 10 sticks; 10 single sticks; Print and Play Numbers: 11–29

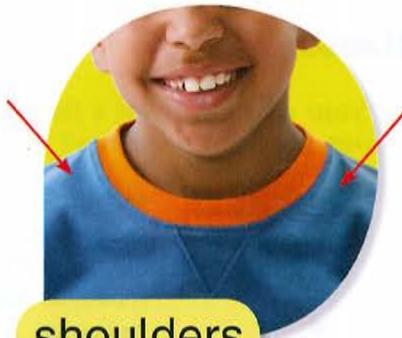
Objective: practice counting on from 10 and 20

1. Review numbers 11–29 with the children.
2. Put the Print and Play Numbers 11–19 face down. The children choose a number. The children count bundles of 10 and single sticks to match the number.
3. Put the Print and Play Numbers 20–29 face down. The children choose a number. The children count up in tens to 20 and then in ones.

Our Amazing Bodies



head



shoulders



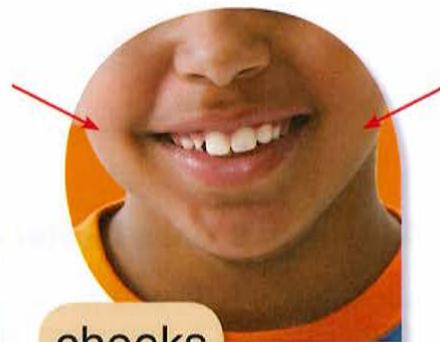
back



feet



chin



cheeks

Put your  on your head.



Like this?



Which robot parts can move?

AB 42

Key language: robot, move, arms, legs; Which robot parts can move? The (arms) can move.
Activities: 1 Listen, point, and say. 2 Pair share: Talk about the picture. 3 Listen and point. Do actions. 4 Let's doodle: Listen and draw. 5 Sing *Head, Shoulders, Arms, and Legs*.

Unit 5 **43**
Lesson 2

Objectives: learn words for parts of the body; give instructions

Key Language: *back, cheeks, chin, eyes, feet, head, nose, shoulders, next to, on, under; Put your other hand (on) your (head). Like this? This is my (shoulder). These are my (shoulders).*

Review: *ears, fingers, hands, mouth, animals*

Receptive Language: *What's the first/middle/last sound? Which word begins with /sh/?*

Materials: green, gray, and orange crayons (one per child); Photo Cards: *head, shoulder, back, feet, chin, cheeks*; Pocket Chart

BEFORE THE PAGE

004 **Song: Hello Song**

Play the song (see TE Page T2).

Introduce Key Language

Draw one of the farm animals from Unit 4 on the board, for example, a cow. Point to parts of its body and name them. See the list above. Have the children point to the corresponding part of their own bodies. Talk about how the animal is the same and how it is different from the children.

USING PAGE 42

1 111 **Listen, point, and say.**

Go to Page 42. Show the page or display it using the Presentation Kit. Play the audio, and the children listen and point to the pictures. Play the audio again. The children repeat.

Early Reading: Captions

Ask questions such as *What's the first/middle/last sound? Which word begins with /sh/?* Sound out and blend *b-a-ck—back* with the class.

2 112 **Listen and say dialog, then role-play.**

Point to Gus and Kit. Read the speech bubbles with the class. Play the audio for the children to listen. Play it again and pause after each line for the children to repeat. Have the children point to their body parts.

Put the children in pairs. Have them stand up and role-play the audio. Let them continue to role-play using their own suggestions.

Gus: *Are you ready to play?* **Kit:** *Yes.* **Gus:** *OK! Put your hand on your head.* **Kit:** *Like this?* **Gus:** *Yes. Now put your other hand next to your feet.* **Kit:** *Like this?* **Gus:** *Yes, very good!*

(2) on shoulder / on back; Yes, excellent! (3) Kit: It's my turn now. on cheek / under chin Gus: Like this? Kit: Yes, perfect!

3 113 **Language check: Listen and circle.**

The children need green, gray, and orange crayons ready. Play the audio. The children listen and circle the shoulders green, the cheeks gray, and the feet orange.

4 114/115 **Sing Head, Shoulders, Back, and Feet.**

Play the song and encourage the children to sing. They should stand up and point to each part of their body at the right time.

Place the Photo Cards in the Pocket Chart in the correct order. Sing again and point to the pictures. Have the children come up and reorder the pictures to make new verses. Play the karaoke version for the children to sing the new verse.

Head, shoulders, back, and feet. Back and feet. (x2) And eyes and nose and chin and cheeks. Head, shoulders, back, and feet. Back and feet. (repeat entire verse)

AFTER THE PAGE

Think and Play! Body Groups

Have the children stand up and move around the class. Give a number and a body part, for example, *five heads*. The children put their hands on their heads and form groups of five.

Repeat with body parts that we have two of, for example, *say six shoulders*. The children put their hands on their shoulders and get in groups of three. Help the children by counting body parts with them.

Draw and Write

Have the children draw a picture of an animal. Have them label the body parts. Encourage them to copy the words from their books to promote learner autonomy.

Home-School Connection

Hand out the Unit 5 Letter to Parents for the children to take home.

Lesson 2

Objectives: talk about a picture; talk about what different body parts can do

Key Language: *arms, legs, move, robot; Which robot parts can move? The (arms) can move.*

Review: actions, shapes

Receptive Language: *What can you do with your (hands)? It has a (square) (head).*

Materials: Pocket Chart; Photo Cards: *head, shoulder, back, feet, chin, cheeks*

BEFORE THE PAGE

 **114 Song: Head, Shoulders, Back, and Feet**

Play the song (see TE Page T42). Encourage the children to join in and do the actions.

Review Body Parts and Actions

Doodle a child on the board and with the class's help label the body parts. Point to a body part, for example, a hand. Ask *What can you do with your hands?* Elicit action verbs such as *wave, throw, and catch*. Repeat with other body parts. (Put the Unit 3 Photo Cards in the Pocket Chart for support if needed.)

USING PAGE 43

Explore the Page

Use the picture to teach *robot*. Ask *Can you move like a robot?* Pretend to move like a robot. Have the children join in.

 **116 Listen, point, and say.**

Go to Page 43. Show the page or display it using the Presentation Kit. Play the first part of the audio. The children listen and point. Play it again, this time pausing for the children to repeat.

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

Put the children in pairs. Play the second part of the audio. The children look at the picture. They ask and answer *What do you see?* With the class, read and answer the question at the bottom of the page, *Which robot parts can move?*

 **117 Listen and point. Do actions.**

Play the first part of the narrative and encourage the children to point to the body parts. Play the second part of the audio and have the children do the actions. Pause after each instruction.

Look at the robot. The robot has two arms and two legs. This robot can walk with its legs. It can move its arms up and down. It can kick with its feet. It can nod with its head. It can sit down and stand up. The robot is very slow.

Pretend you are a robot. Move like a robot! Stand up like a robot. Walk like a robot. Dance like a robot. Move your arms like a robot. Sit down like a robot.

 **118 Let's doodle: Listen and draw.**

Play the audio. The children listen and draw another robot.

 **119 120 Sing Head, Shoulders, Arms, and Legs.**

Play the song. Tell the children to listen closely because this version of the song is different from **Head, Shoulders, Back, and Feet**. The children join in and do the actions. Encourage them to do the actions in a robotic style. Have a child choose any four Unit 5 Photo Cards and place them in the Pocket Chart. Play the karaoke version of the song and have the children sing the new verse.

Head, shoulders, arms, and legs. Arms and legs. (x2) And eyes and back and hands and feet. Head, shoulders, arms, and legs. Arms and legs. (repeat entire verse)

AFTER THE PAGE

 **Think and Play! Mirror Robots**

Have the children play a mirror action game. Put them in pairs and have them stand facing each other. The children take turns to do a robot-style action for their partner to copy.

 **Think and Play! Doodle Game**

Review shapes: *circle, square, and triangle*. Doodle a robot on the board. Describe it as you doodle, for example, *It has a square head. It has three triangle eyes*. Put the children in pairs. They take turns to dictate a robot picture for their partner to doodle.



knee

elbow

toe

bandage

Lesson 3

Objectives: talk about injuries; learn the value of expressing sympathy; read and match stickers

Key Language: *bandage, elbow, knee, toe; What's wrong? I hurt my (knee). I'm sorry. Is it bleeding? Here's a bandage.*

Review: body parts, doctors, nurses

Receptive Language: *How many (elbows) do you have? What do you do when you hurt yourself? Who helps us when we're hurt?*

Materials: dressing-up clothes for doctors and nurses to role-play if possible; a teddy bear; Movement Learning Center materials (see TE Page T5C)

BEFORE THE PAGE

119 Song: Head, Shoulders, Arms, and Legs

Play the song (see TE Page T43). The children join in and do the actions.

Introduce Key Language

Introduce the new words *elbow, knee, and toe*. Point to them on your body. Ask *How many (elbows) do you have?* Act out banging your elbow. Say *Ow, I hurt my elbow*. The children act out hurting a body part. Ask *What's wrong?* Elicit *I hurt my (knee)*. Say *I'm sorry*. Doodle a cut elbow on the board and teach *It's bleeding*. Say *Ow, I hurt my elbow. It's bleeding*. Put on a *bandage* and teach the word.

USING PAGE 44

1 121 Listen, point, and say. Place stickers.

Go to Page 44. Show the page or display it using the Presentation Kit. Ask *What do you see?* Play the audio. The children listen and point. Play it again, pausing so the children can repeat.

Boy: *Knee. Ow! I hurt my knee. Elbow. Ow! I hurt my elbow. Toe. Ow! I hurt my toe.*

Adult: *Here's a bandage.*

Help the children read the sticker labels. Play the audio again and have the children place stickers.



2 122 Listen and point, then role-play.

Play the audio. The children listen and point. Play the audio again. Pause after each line. The children repeat the dialogs. The children role-play the dialogs in pairs.

Have the children choose four other body parts from Lesson 1. They role-play the dialog with those body parts.

Boy 1: *What's wrong?* **Boy 2:** *I hurt my knee.*

Boy 1: *I'm sorry. Is it bleeding?* **Boy 2:** *Yes, it is.*

Boy 1: *Here's a bandage.* **Boy 2:** *OK, thanks!*

(2) *elbow* (3) *toe*



Early Reading: Speech Bubbles

Point to the picture at the top of the page. Read the speech bubbles with the class. Ask *What do you do when you hurt yourself?*

3 123 Listen and draw.

Play the audio. The children listen and draw a line under the knee and a circle around the toe.



4 124 Sing the Values Song I'm Sorry.

Play the song. The children listen and point to the pictures. Play the song again. The children join in and do the actions.

Say *"I'm sorry" if a friend hurts a toe, an elbow, a knee, or a nose.* (point to body parts) Say *"I'm sorry" if you break a chair,* (point to chair) *or lose your friend's favorite bear.* (point to teddy bear) Say *"I'm sorry" if you bang the door,* (point to door) *or spill your juice on the floor.* (point to floor) Say *"I'm sorry" if a friend is sad, or if there's news that is bad.* (make sad face) *I'm sorry. I'm sorry. I feel better now. Thank you!* (thumbs up)



Home-School Connection

Discuss the value as a class. The children think about when they should be sympathetic. Encourage the children to sing the song at home and talk about the value with their families.

AFTER THE PAGE



Learning Center: Movement

Demonstrate how to use the Learning Center materials (see TE Page T5C). The children play an action game.

Activity Book 3 AB 43 124

1 Trace and read speech bubbles. 2 **Pair share:** Talk about the pictures. 3 Role-play. 4 Sing the Values Song *I'm Sorry* and point.

Lesson 4

Objectives: count and compare animals; make a farm

Key Language: *hand, thumb, centimeters, long, longer; Whose (hand) is longer? How long is your (hand)? My (hand) is (10) centimeters long.*

Subject Specific Language: *length, measure*

Review: body parts, ruler

Receptive Language: *What is as long as your hand?*

Materials: Unit 5 Photo Cards; Pocket Chart; two lengths of string; rulers or tape measures; Doodle Bunny puppet; Pocket Chart Sentence Building Learning Center materials (see TE Page T5C)

BEFORE THE PAGE

**Values Song: I'm Sorry**

Play the song (see TE Page T44). Encourage the children to act it out dramatically. Play the karaoke version of the song and encourage the children to sing as much as they can remember.

Think and Play! Chain Game

Display the Unit 5 Photo Cards. Chant the body parts and have the children touch the corresponding part on their body. Follow the procedure on TE Page T14. This time the children might say, for example, Child 1: *I hurt my thumb.* Child 2: *I hurt my thumb and my back.*

Introduce Key Language

Show the children two long lengths of string that are almost the same length. Say *These are long. Which is longer?* Have the children vote for the piece of string they think is longer. Say *Let's measure.* Use a ruler or tape measure to measure the string. For each one, say *This one is (10) centimeters long.* Write the lengths on the board. Which children guessed right?

USING PAGE 45

1 Pair share: Talk about the pictures.

Go to Page 45. Show the page or display it using the Presentation Kit. Put the children in pairs. Have them ask and answer *What do you see?* Establish that the children are comparing and measuring their hands.

**Early Reading: Sentences**

Read the sentence and both questions with the class.

**2 Try it out! Compare hands with a partner.**

Put the children in pairs. Have them compare hands. They note down whose hand is longer. Keep switching partners so the child with the longer hand in each pair compares hands. Continue until you have found the child with the longest hand in the class. The next activity will measure to confirm.

Teacher-to-Teacher

If you have a child in your class who is very much larger or smaller than the others are and is at all embarrassed by his or her size, don't single the child out in the way described above. Instead, just have the children compare with a few different partners.

**3 Documentation: Measure your hand and thumb. Write the length.**

Use the Doodle Bunny puppet to point to the documentation panel. Have the children read the sentences. They use the ruler on the page or rulers you provide to measure their hand and thumb and write the length to the nearest centimeter. Check the results to see if the child with the longest hand in the comparing activity does indeed have the longest hand.

AFTER THE PAGE

**Find and Compare**

Ask the children *What else is as long as your hand?* Have the children go around the class comparing their hands to classroom items to find something that's the same length as their hand. Have them report to the class.

**Learning Center: Pocket Chart Sentence Building**

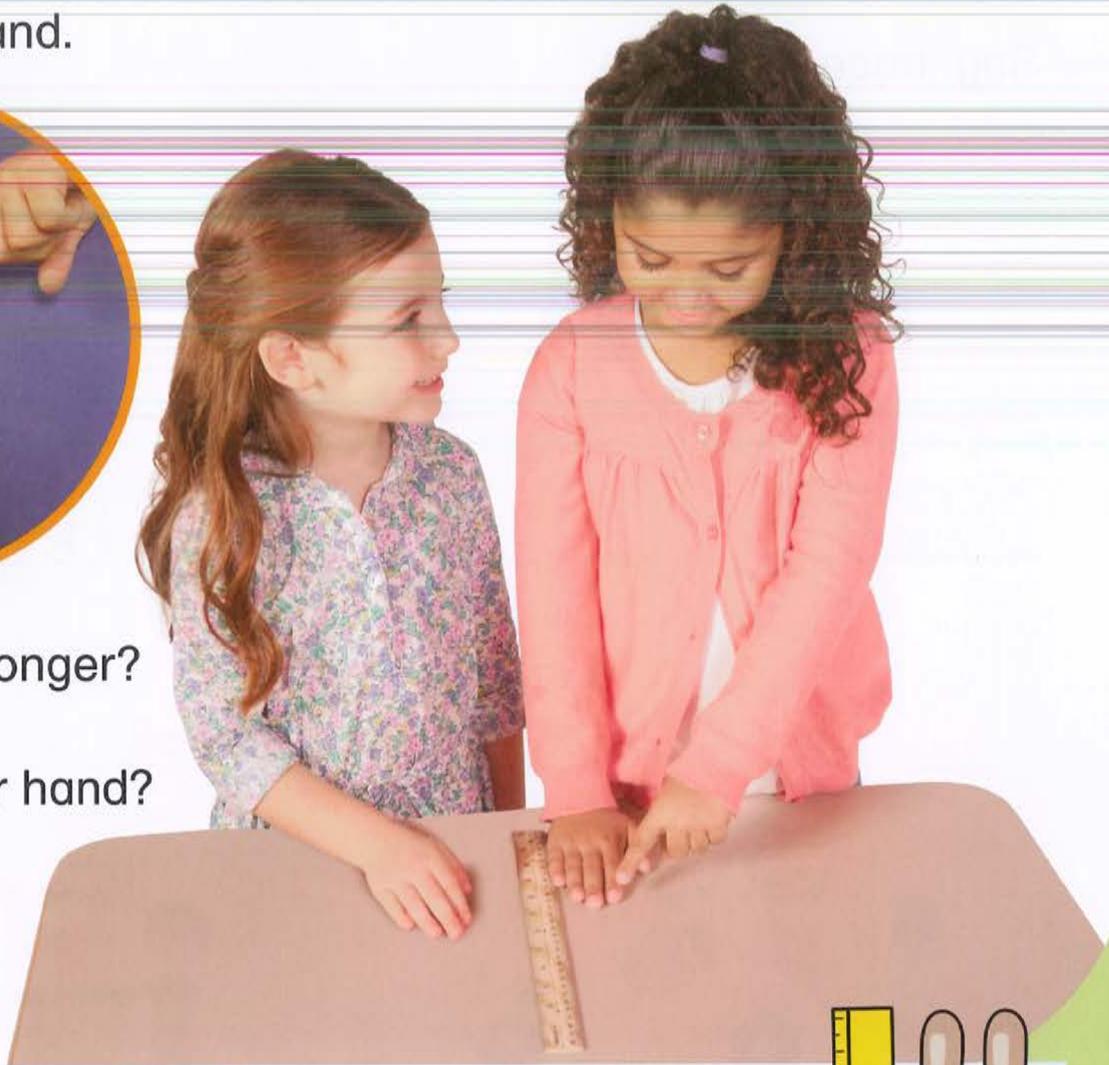
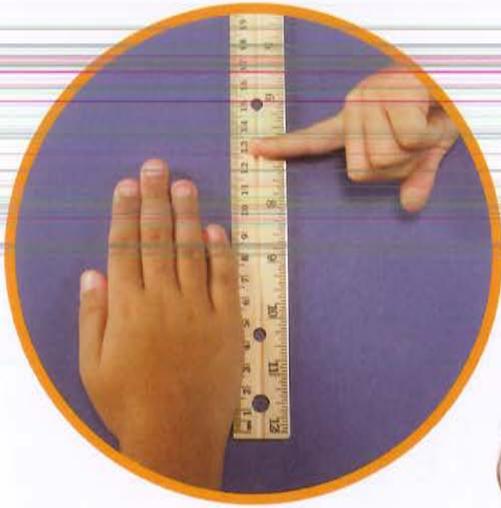
Demonstrate how to use the Learning Center materials (see TE Page T5C). The children make simple sentences and read them.

Activity Book 3 AB 44

1 Measure your foot and write. Share answers. 2 Read. Think of things that are longer than your foot. Draw.

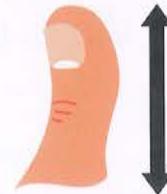
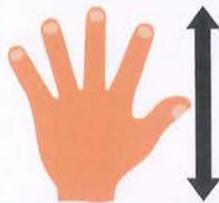


Measure your hand.



Whose hand is longer?

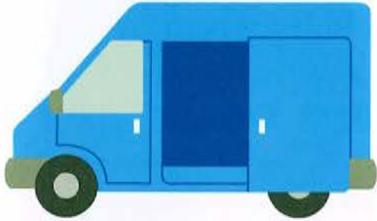
How long is your hand?



My hand is _____ cm long. My thumb is _____ cm long.

Phonics

Say, trace, and write.



van



chin

Chip and the Vet



Doctor Vic is a vet.



Chip has a cut on his chin.



Can Doctor Vic fix Chip?

Lesson 5

Objectives: learn to write short words; listen to a Phonics Story

Key Language: *cut, van, vet*, letters *v, ch*

Review: animals

Receptive Language: *What does a vet do?*

Materials: Alphabet Chart; Print and Play Pictures: *catch, chick, van, vet*; Pocket Chart, Unit 5 Photo Cards; Clay Animals Learning Center materials (see TE Page T5D); toy animals

BEFORE THE PAGE

 **Song: The Alphabet Song**

Display the Alphabet Chart. Play the karaoke version of the song (see TE Page T6). Have the children join in.

Introduce V/v and Ch/ch

Write *V/v* and *Ch/ch* on the board. Teach/ elicit the sounds. (Sound out *ch* as one sound, /ch/.) Review the Print and Play Pictures that start with those initial sounds. Sound out and blend *v-a-n—van*, *v-e-t—vet*, *c-a-t-ch—catch*, *ch-i-ck—chick*. With the class, stick the pictures under the correct letter.

Put the Unit 5 Photo Cards in the Pocket Chart. Say the initial sound of one of the body parts in the pictures and have the children say which it is. For the items with the same initial sound, say the second sound as well to help the children.

USING PAGE 46

 **1 Letters and sounds: Say, trace, and write.**

Go to Page 46. Show the page or display it using the Presentation Kit. Point to the van. Have the children sound out and blend *v-a-n—van*. Repeat with *ch-i-n—chin*.

Have the children finger-trace the letters in their book. They then trace the letters with a pencil and write the words.

 **2 Phonics Story: Draw a line under v words and read them. Circle ch words and read them.**

Look at the pictures in the Phonics Story. Picture walk with the class and make predictions about the story. Ask *What does a vet do?* Establish that vets take care of animals.

Now, have the children look for and underline the words that start with *v*. Sound out and blend them with the class: *v-a-n—van*, *v-e-t—vet*, *V-i-c—Vic*. Have the children look for and circle the words that start with *ch*. Sound out and blend them with the class: *Ch-i-p—Chip*, *ch-i-n—chin*.

 **3 Listen to Chip and the Vet.**

Play the audio. Have the children listen and follow the story in their books.

Man: *Doctor Vic is a vet. She has a van. Boy: Chip is my dog. Chip has a cut on his chin. Vet: Hello, Chip. What's wrong? Boy: He has a cut on his chin. Vet: Yes, I see. I'm sorry, Chip. I can fix that. Man: Can Doctor Vic fix Chip? Boy: Yes, she can! Goodbye, Doctor Vic! Vet: Goodbye!*

4 Read sentences together, then role-play.

Read the captions with the class. Help them to sound out and blend the other decodable words: *o-n—on*, *f-i-x—fix*, *c-u-t—cut*.

Put the children in pairs and have them read the sentences together. Encourage them to help each other with any words they find difficult.

Put the children in groups of three. Have them assign roles—the boy, Chip, and Doctor Vic. Play the story. Have the children act out the story in their groups. Swap roles.

AFTER THE PAGE

 **Learning Center: Clay Animals**

Demonstrate how to use the Learning Center materials (see TE Page T5D). The children make animal sculptures out of clay.

 **Role-Play**

Have the children use the animals they made in the Learning Center to role-play vets. If you did not do the Learning Center, provide toy animals.

 **Literacy Skills Pad**

Try some of the Unit 5 activities in the Literacy Skills Pad.

Lesson 6

Objectives: practice reading words; do an art project

Key Language: *amazing, ant; (Arms) are amazing. We use our (arms) to do many things. I use my (arms) to (throw a ball).*

Review: clothes, colors

Receptive Language: *What does this word say? What letter does it start with? What's the last letter? What can you do with your (feet)?*

Materials: Print and Play Pictures: *ant, bag, bat, cat, cap, dad, hat, lap, map, van, Kit, sit, bib, bed, Meg, hen, vet, leg, red, ten, pen* (one per child); large sheets of paper; markers; paints; yarn; Unit 5 Print and Play Words I Know cards and sentence frame (one set per child)

BEFORE THE PAGE

Think and Play! Color Hunt

See TE Page T15 for the procedure.



Sounding Out and Blending

Give each child a Print and Play Picture. They stand up and sound out and blend their word. Now have them move around the class and get into groups with other children whose word has the same middle vowel sound. So far, the children have learned three of the short vowel sounds: short /a/, short /i/, and short /e/.

USING PAGE 47

1 Read and circle.

Go to Page 47. Show the page or display it using the Presentation Kit.



Sentences

Read the sentences with the children. Ask questions such as *What does this word say? What letter does it start with? What's the last letter?* Encourage the children to sound out and blend the decodable words: *a-n—an, a-n-t—ant, l-e-g-s—legs, v-a-n—van, r-e-d—red*. The children circle yes or no.

2  127

Listen and say.

Play the audio. The children listen and point. Have them listen again and say each line. Have the children do the actions.

Ask the class *What can you do with your feet?* Brainstorm answers. Build a dialog based on the conversation, substituting *arms* for *feet*. Have the children role-play the dialog. Repeat with another body part.

Girl: *Arms are amazing!* **Boy:** *Yes, we use our arms to do many things.* **Girl:** *I use my arms to throw a ball.* **Boy:** *I use my arms to wave.*

3 

Project: Make and label a body cutout.

Put the children in pairs. Have the children take turns to lie on a large sheet of paper and draw around each other. Provide paints for the children to use to decorate their bodies. Talk about the color of their eyes and what clothes they are wearing. Provide yarn for the children to glue on for the hair.

Have the children write labels for the body parts on their body. They can copy the labels in their books. Have the children talk about their bodies with their partners.

4  128
129

Sing Our Bodies Are Amazing.

Play the song. Play it again and encourage the children to join in and mime the actions mentioned in the song. Play the karaoke version of the song and have the children sing as much as they can remember.

Our bodies are amazing. They can move in many ways. Our hands can button and draw and clap. Our feet can kick and tiptoe and tap.

We bend our knees to climb the stairs. We bend our elbows to brush our hair. Our shoulders can move up and down. We use our mouth to smile or frown.

Our bodies are amazing! They can move in many ways. (x2)

AFTER THE PAGE



Words I Know

Hand out a set of Unit 5 Print and Play Words I Know cards and a sentence frame to each child. Follow the procedure on TE Page T17.



Literacy Skills Pad

Try some of the Unit 5 activities in the Literacy Skills Pad.

Activity Book 3 

- 1 Cut out and fold book.
- 2 Point and say the words.
- 3 Write missing letters.
- 4 Read book in pairs.
- 5 Take story home to read and share.



Read and circle.



An ant has 6 legs.

Yes

No



The van is red.

Yes

No

Make and label a body cutout.

Arms are amazing!

Yes, we use our arms to do many things.

head

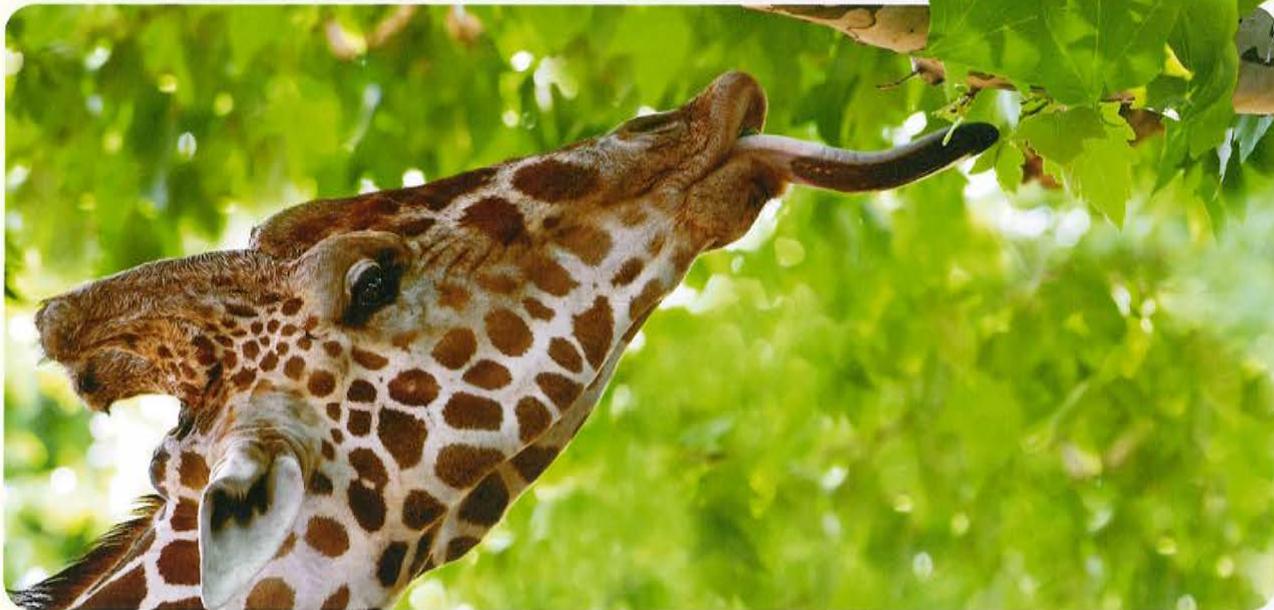


arm

knee



Super Tongues



A giraffe has a long tongue.
It uses its tongue to pull leaves from trees.



A snake uses its tongue to smell.

This lizard uses its long tongue to catch bugs.



A cat uses its tongue to wash its tail.

This lizard uses its tongue to clean its eyes!



Which animal has the best tongue?

Lesson 7

Objectives: read a factual text; learn the value stop and think

Key Language: *scales, tail, tongue, bug, giraffe, lizard, snake, leaves, tree, catch, clean, eat, smell, wash; A (snake) uses its tongue to (smell).*

Review: animals, food, taste

Receptive Language: *What can it do with its tongue?*

Materials: Print and Play Pictures: *giraffe, lizard, snake, cat*; thin foam; two pieces of colored card; stapler

BEFORE THE PAGE

 **Song: Our Bodies Are Amazing**

Play the song (see TE Page T47). Encourage the children to join in and do the actions.

Introduce Key Language

Stick the animal Print and Play Pictures on the board to review language. Label the first three pictures. Invite a child to come up and label *cat*. Draw a tongue on one of the animals. Ask the class *What is it?* Teach *tongue*.

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 and read it with the class. Ask *What can you see?* Talk about what animals are in the text.

 **2 Listen to Super Tongues and point.**

The children listen to the audio and point to the pictures.

 **Captions**

Read the captions with the children. Sound out the decodable words: *c-a-t-ch—catch, i-t—it, i-t-s—its, b-u-g-s—bugs*, and *c-a-t—cat*. Then play the audio again. Pause after each sentence for the children to read the captions.

 **3 Read and discuss.**

Point to each picture in turn. Ask *What can it do with its tongue?* Have the class answer. Now make a statement about a picture, for example, *It has a black tongue. It uses it to smell.* The children have to point to the correct picture (*the snake*). Invite the children to make a statement about one of the pictures.

 **4 Sing the Story Song Amazing Animals.**

Play the song and have the children listen. Play it again and encourage the children to join in. Play the karaoke version of the song and have the children sing as much as they can remember.

Verse 1: *Animals are amazing.* (move both hands in large semicircle) *Some have fur and some have scales.* (stroke hand) *Some have ears and some have tails.* (point to ears and pretend “tail”) *They can do amazing things.* (move both hands in large semicircle)

Verse 2: *Animals are amazing. They use their tongues in different ways.* (point to mouth) *To catch bugs,* (mime catching) *eat leaves,* (mime eating) *or wash their tails.* (point to pretend “tail”) *They can do amazing things.*

AFTER THE PAGE

 **Tongues**

Hand out pieces of thin craft foam. The children draw and cut out a tongue shape. They can do a long lizard, snake, or giraffe tongue or a small cat tongue. Have the children act out the story using the tongues they made.

 **Make a Class Big Book**

Let the children use the library, or the Internet if possible, to research an animal. Hand out a sheet of paper to each child. Have them draw a picture of the animal they researched and write a caption saying one thing that a special body part enables the animal to do. Collect them and put them together between two pieces of card to make a book. Title it *Amazing Animals*.

 **Literacy Skills Pad**

Try some of the Unit 5 activities in the Literacy Skills Pad.

Activity Book 3 **AB 47**

1 Pair share: Talk about the pictures. **2** Read sentences. **3** Read words and cut out. Then glue words in the sentences.

Lesson 8

Objectives: review a reading; think and answer a question about a story

Key Language: review

Receptive Language: *What color is the (lizard)? What color is its tongue? What does the (cat) do with its tongue? What can we do with our tongues? Which animal has the longest tongue? Does it taste sweet? Which is the best tongue?*

Materials: different foods; blindfolds

BEFORE THE PAGE

 **128 Song: Our Bodies Are Amazing**

Play the song (see TE Page T47). Encourage the children to join in and do the actions.

 **Read the Class Big Book**

Have the children sit around you in a circle. Read the class Big Book, *Amazing Animals*, that the children created in the last lesson. Pass the book around so that the children can read out the page that they created.

USING PAGES 48 AND 49

1  **130 Listen again and read.**

Go to Pages 48 and 49. Show the pages or display them using the Presentation Kit. Point to each picture. Ask *What's this? What color is the (lizard)? What color is its tongue? What does the (cat) do with its tongue? What can we do with our tongues? Which animal has the longest tongue?* Have the children talk about the story in pairs.

Put the children in pairs. Have them take turns miming one of the animals in the story for their partner to guess. They use the animal tongues they made in Lesson 7.

2 Think! Which animal has the best tongue?

Look at the question at the bottom of Page 49, *Which animal has the best tongue?* Read it with the class. The children talk in pairs about which animal they think is the most amazing. Then, have the children move around the class and speak to other children and get into groups with the children who have the same favorite. Have them speak in their groups about why they think their animal has the best tongue.

3  **131 Sing the Story Song Amazing Animals.**

Play the song (see TE Page T48). Play it again and encourage the children to join in.

AFTER THE PAGE

Wash Hands

Tell the children that in the next activity they are going to be handling food. Ask the children what they should do before handling food. (*They should wash their hands.*) If your class remembers it, sing the **Soap and Water** song from *Doodle Town 2* as they wash their hands.

 **Taste Test**

Talk about what your tongue does: helps you to speak, sing, eat, taste, and so on. Doodle and caption the children's suggestions on the board. Circle *taste* and explain that they're going to explore this.

Have the class name all the different foods they can think of. Doodle and caption their suggestions on the board.

Put the children in small groups. Give each group a selection of different foods. The children take turns to be blindfolded and taste test one of the foods. They describe what they can taste and guess the food. Monitor and supply vocabulary where necessary.

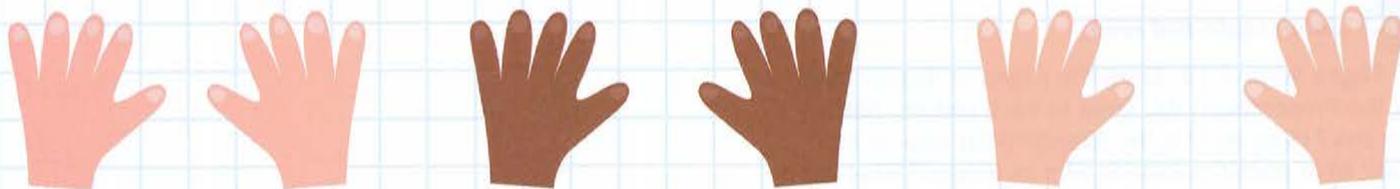
 **Literacy Skills Pad**

Try some of the Unit 5 activities in the Literacy Skills Pad.

Let's Count



5 10 15 20 25 30



Read, count, and write.

How many hands? _____

How many fingers on one hand? _____

How many fingers altogether? _____

Lesson 9

Objectives: count by fives to 30; sing a counting song

Key Language: *clean, dirty, fingers, numbers 1–30; How many (hands)? How many (fingers) altogether?*

Review: body parts

Receptive Language: *Let's count. How many (chins)? What other body part is there 30 of? What do you use to (hop)?*

Materials: Tens and Ones Learning Center materials (see TE Page T5D); chalk; beanbag

BEFORE THE PAGE

 **Finger Play: 10 Chicks**

Play the song (see TE Page T40). Have the children do the finger play.

 **Review Counting**

Invite 10 children to the front of the class. Say *Let's count. How many chins?* Count with the class, *10 children = 10 chins.* Ask *How many shoulders?* Count to 20 with the children. Have the children sit down.

Invite two children to the front. Have them show their fingers. Count 20 fingers with the class. Invite one more child to the front. Count 30 fingers with the class. Write 30 on the board.

Content Connection: 30

While you still have the three children at the front of the class, ask *What other body part is there 30 of? (toes).*

USING PAGE 50

Explore the Page

Go to Page 50. Show the page or display it using the Presentation Kit. Ask *What do you see?* Point to body parts in the picture and review them.

1 Trace numbers 5–30 and count by fives.

Point to the numbers in tracing font. Have the children trace the numbers. Now count them by fives. Have the children count by fives to 30.

2 Read, count, and write.

Have the children read the questions aloud. They then read them again individually. They look at the picture at the top of the page, count, and write the total number of each as the answer.

 **3 Sing Thirty Fingers and point.**

Play the song. The children listen and point to the pictures in their books. Put the children in groups of three. Play the song again for them to act out. As a group, they hold up the correct number of fingers.

I have two hands. My friend has two hands. We hold up our hands and count fingers!

Five, ten, fifteen, twenty fingers on our hands, And that's plenty! Five, ten, fifteen, twenty fingers on our hands! (clap, clap) (repeat)

Hello! Hello! Now we are three friends. We all hold up our hands.

One, two, three, four, five, six hands. Let's count fingers. Five, ten, fifteen, twenty, twenty-five, thirty. Thirty fingers, all clean, not dirty! Five, ten, fifteen, twenty, twenty-five, thirty fingers on our hands. (clap, clap, clap)

AFTER THE PAGE

 **Learning Center: Tens and Ones**

Demonstrate how to use the Learning Center materials (see TE Page T5D). The children count and match.

 **Think and Play! Hopscotch**

See TE Page T30. This time, draw a 30-square grid. Ask *What do you use to hop? What do you use to pick up the beanbag?*

 **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.

Lesson 10

Objectives: review the unit; do listening, reading, and writing comprehension

Key Language: review

Receptive Language: *What do you do when you hurt yourself?*

Materials: Unit 5 Photo Cards; Pocket Chart; Review 1 Poster; Doodle Bunny puppet; Doodle Bunny's Journal

BEFORE THE PAGE

**Values Song: I'm Sorry**

Play the song (see TE Page T44). Encourage the children to act it out dramatically in pairs. Discuss what the children do when they hurt themselves.

**Song: Head, Shoulders, Back, and Feet**

Pick any four Photo Cards and put them in the Pocket Chart. Play the karaoke version of the song (see TE Page T42). Encourage the children to join in and do the actions. Repeat with another four cards.

USING PAGE 51

**1 Listening: Listen and check.**

Go to Page 51. Show the page or display it using the Presentation Kit. Talk about the pictures. Point and ask *What's this?* to review body parts. Play the audio. The children listen and point. Play it again. This time the children check the correct answer in their books.

Child 1: *Put your hands on your knees.* **Child 2:** *Like this?*

Child 1: *Yes, that's right.*

2 Reading: Read and check.

Read the word *vet* with the children. Have them sound out and blend *v-e-t*—*vet*. Have the children check the correct picture.

3 Writing: Look and write.

Point to the picture of Gus. Name the body part the arrow is pointing to. Have the class sound out and blend *ch-i-n*—*chin*. Ask *What's the first/second/third sound?* Ask *What letters make the /ch/ sound?* Now have the children trace the letters on the page and write the missing letters.

4 Speaking: What is Meg pointing to? Go to Page 44. Point and say.

Point to Meg at the bottom of the page. Ask *What is Meg pointing to?* (*her elbow*). Read Meg's speech bubble with the children. They have to go to Page 44 and find the picture of the elbow. Then they point to and name the other parts of the body.

**Home-School Connection**

Encourage the children to take their books home, where they can talk about and share Unit 5 with their families.

AFTER THE PAGE

**Song: Thirty Fingers**

Play the song (see TE Page T50). Have the children join in and act it out in groups of three.

Think and Play! Team Race

Follow the procedure on TE Page T8. Use the Review 1 Poster to play the game.

Let's Play

Allow the children to choose a Unit 5 game to play again.

**Literacy Skills Pad**

Try some of the Unit 5 activities in the Literacy Skills Pad.

**Home-School Connection: Doodle Bunny Sleepover**

See TE Page T11 for the procedure.

**Home-School Connection**

Ask the children and their parents to complete the Unit 5 Parent Page in the Literacy Skills Pad.

**Home-School Connection: Stickers**

Children can take the four blank stickers home to draw with their parents.

Activity Book 3 AB 50

1 Talk about the big picture. 2 Listen and circle pictures at the bottom. Then match pictures.

Activity Book 3 AB 51

1 Circle your favorite new word. 2 Circle your favorite animal. 3 Read and draw.

Listen and check.



Read and check.

vet



Look and write.



_____ in
_____ in
_____ in

Speak.



Go to page 44. Point and say.

Review 1



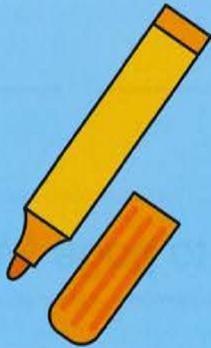
Listen, circle, write, and read. Then match.

1



uniform

2



marker

3



4

fish

	e	



5



jump rope

6



kick

7



8

bag

Language: Review Units 1–5. **Activities:** 1 **Warm up:** Listen, point, and say. 2 **Receptive check:** Listen, circle, and match. Listen, write, and match. Listen, read, and match. 3 **Speaking check:** Listen and answer.

Key Language: Units 1–5 Review

Review 1 Poster

Display the Review 1 Poster on the wall. Use it to review vocabulary from the units. 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.

Use the poster to play games in which the children have to find the vocabulary words you say to develop visual discrimination skills.

Think and Play! Show Me!

Review key language, such as colors. Say *Show me (red)*. Have the children point to that color on the poster. You could review animals, games, action verbs, and so on in the same way.

Think and Play! How Many?

Name an item and have the children count and add up the items they can see. They could count, for example, chicks, hens, or how many animals there are altogether.

Think and Play! Team Race

Divide the class into two teams, Team A and Team B. Teams line up three meters away from the poster. Name an item on the poster (e.g., Gus, soccer ball, pins). The first child in each team races to touch the correct item. The first child to touch the correct item wins a point for his or her team. Continue with different words and different children so that every child gets at least one turn.

Teacher-to-Teacher

Choose different Learning Center activities from Units 1–5 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.

Using Pages 52 and 53

Assess the children in small groups so you can watch and see which picture each child is circling or pointing to. Print a copy of the checklist for each group. Write the children's

names on the top row of the checklist. Use the checklist to mark or jot down the children's answers. Later, you can transfer your notes to each child's individual progress checklist.

1 137 Warm up: Listen and point.

Go to Pages 52 and 53. This is a warm-up activity. The children are not assessed on this activity. Play the audio. The children listen and point.

Hello, Gus. Do you see Mom and Meg? Go to them.

Meg has a picture. Which animal is in the picture?

What is Meg wearing on her head?

Look at the hen and the chicks. Which chick is the smallest? Point to the smallest chick.

A fish is jumping! Do you see it? Point to the fish.

Can you find Kit? Go to Kit. What is Kit doing?

Do you see balls? Go to the balls. How many balls do you see?

A man and some children are playing soccer. How many soccer balls are there?

Go to Dad. What is Dad looking at? What is next to Dad?

2 138 Receptive check: Listen, circle, and match. Listen, write, and match. Listen, read, and match.

You need four crayons: a black crayon, a green crayon, a purple crayon, and an orange crayon. And you need a pencil. Look at the pictures at the bottom of Page 52.

1 Pick up the green crayon. Uniform. I see a uniform. Draw a green circle around the uniform. Do you see the uniform in the big picture? Draw a line to the uniform.

2 Pick up the black crayon. Marker. Do you see a marker? You can write with a marker. Draw a black circle around the marker. Do you see a marker in the big picture? Draw a line to the marker.

3 Pick up your pencil. Hen. Point to the brown hen. Write the word hen. Do you see a hen in the big picture? Draw a line to the hen.

4 Point to the orange word. Read the word. What does it say? Do you see this in the big picture? Draw a line to the picture.

Look at the pictures at the bottom of Page 53.

5 Pick up the purple crayon. Jump rope. Do you like jump ropes? Draw a purple circle around the jump rope. Do you see a jump rope in the big picture? Draw a line to the jump rope.

6 Pick up the orange crayon. Kick. Gus can kick a soccer ball. Draw an orange circle around kick. Do you see Gus kicking the ball in the big picture? Draw a line to Gus.

7 Pick up your pencil. Map. Point to the map. Write the word map. Do you see the map in the big picture? Draw a line to the map.

8 Point to the brown word. Read the word. What does it say? Do you see this in the big picture? Draw a line to the picture.

3 Speaking check: Listen and answer.

Ask each child open questions about and related to the picture scene, for example, *What can (Kit) do? Are there more (red balls) or (green balls)? What do you call the (chicks)' mom? Describe your school uniform.* Ask each child two questions.

Jot down the words each child says on the checklist. Use the scoring code to document each child's speaking facility.

Review 1 Checklist

Write a child's name at the top of each column.

Activity 2: Use a checkmark (✓) for a correct answer, an ✗ for an incorrect answer, and a dash (–) for no response.

Activity 3: Jot down the words each child says and use the scoring code below to document each child's speaking facility.

1 = not yet 2 = sometimes, with support 3 = yes

Names →						
PART 2: Receptive check: Listen, circle, and match. Listen, write, and match. Listen, read, and match.						
1 uniform						
2 marker						
3 hen						
4 fish						
5 jump rope						
6 kick						
7 map						
8 bag						
PART 3: Speaking check: Listen and answer.						
Open questions						
Ask open questions about and related to the scene, such as <i>What can (Kit) do? Are there more (red balls) or (green balls)? What do you call the (chicks)' mom? Describe your school uniform.</i>						
Ask each child two questions.						

Unit Objectives

- learn vocabulary and language through a unit focusing on food
- ask and answer about what people are doing
- talk about mealtimes
- read a traditional story
- do a project making letters out of clay
- learn the /u/ and /j/ sounds and the corresponding letters; segment and blend decodable words
- learn the value of sharing
- learn simple subtraction



Values



Values

Share and be generous.



Project

Make words and letters out of clay.

Unit Language

Vocabulary: squeeze, peel, cut, measure, mix, pour, lime, banana, yogurt, smoothie, juice, pitcher, glass, sandwiches, salad, eggs, dip, cousin, aunt, uncle, picnic, bread, hummus, cheese, lettuce, first, next, then, spread, put, add, up, Gus, jump, rug, jam, clay, mix, visitors, hide, hungry, share, stone, salt, pepper, potato, turnip, sink, bookshelf, behind, cupcakes, cherry, zero, letters j, u

Structures: What are you doing? I'm (squeezing) the lime. What is (Meg) doing? (She's) (peeling) the (banana). What is she doing? She's pouring juice. (I'm) (making) (sandwiches). What can I do? You can make dip! (First) (spread) (hummus) on the (bread). What letter are you making? I'm making the letter (s). What word are you writing? I'm writing the word (Gus). We need a (potato). The soup is ready. Now we can share. There are (two) (cupcakes). Meg eats (one) (cupcake). How many are left? (Five) take away (one) is (four).

Receptive: Do you like (apples)? What do you do before you touch food? Is it food or drink? Would you like some (juice)? Please pass the (grapes). How many (uncles) do you have? Do you eat this? Do you like this? First (stand up). Next (touch your chin). Then (clap your hands). What's in Doodle Bunny's sandwich? Do you like bugs? Where is the bug? What is on the truck? What does she like? What are the children doing? What are they making? Where's the (mix) card? That's right, it's (under) the (book). Where do vegetables grow? What are they putting in the soup? Where is the (potato)? What is in the stone soup? Is stone soup made of stones? Why does the mom use a stone? How many (now)? Let's count. There are (four). Are cupcakes healthy? What are they doing? What does Gus do when he sees a bug?



Content Areas



Art

Modeling; drawing



Social Studies

Table manners;
world food



Math

Venn diagrams; subtraction



Physical Education

Action games



Science

Nutrition; bugs; vegetables

Communication

Oral Skills: singing action songs; role-playing dialogs; playing speaking games; reading to a partner

Listening Skills: doing a listening comprehension; listening to Phonics Chants and a Phonics Story; listening to peers

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

Sentence Building: making a new verse for a song; using Words I Know cards to build sentences

Early Literacy

Early Writing Skills: doodling; number and word writing; drawing

Early Reading Skills: word reading; matching stickers; sounding out and blending words; word study; playing a word game; reading captions

Documentation: reading and answering

Narrative Skills: talking about a picture; talking about a reading; making sentence chains

Building Phonological Awareness: /u/ and /j/ sounds; segmenting and blending decodable words

Building Print Awareness: word labels; sentences; captions

Doodling for Critical Thinking

For Students



Have the children create picture menus and picture recipes.

For Teachers

Put all the children's picture recipes together to create a class recipe book.



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



Learning Centers

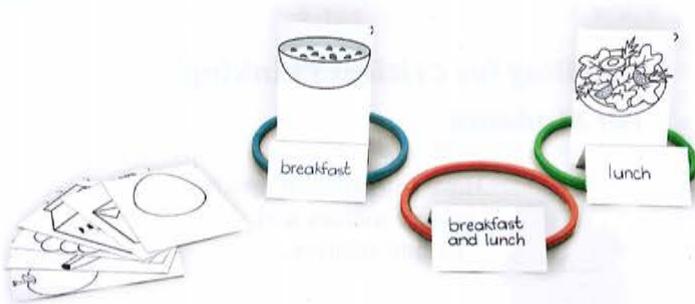
Tips from the Authors

Keep all the Learning Centers you have created set up if possible. Whenever you have some additional class time, allow the children to find Learning Centers they wish to explore again.



1: Breakfast and Lunch Center (Lesson 3)

Conversation Starters: *Do you eat (sandwiches) for breakfast or lunch? When do you drink (milk)? For (breakfast)? For breakfast and lunch? What do you eat for (lunch)?*



Materials: three hoops or circles of yarn; handmade labels: *breakfast, lunch, breakfast and lunch*; Print and Play Pictures: *apples, bananas, grapes, yogurt, milk, juice, rice, chicken, cereal, cookie, sandwich, salad, dip, egg*

Objective: sort food pictures into mealtime categories

1. Set up the hoops or circles of yarn and labels (see the picture).
2. The children sort the Print and Play Pictures into three groups: foods they eat only for breakfast, foods they eat only for lunch, and foods they eat for both breakfast and lunch. (There are no right or wrong answers.)
3. The children talk about their diagram. Ask, for example, *What do you eat for (breakfast)?*



2: Nutrition Center (Lesson 4)

Conversation Starters: *It's lunch time! What do you like to eat? What's on your plate? That's a healthy lunch! I like (pizza), too. (Salad) is good for you!*



Materials: paper plates; glue sticks; pictures from the Internet or magazines: *apple, banana, grapes, orange, yogurt, milk, juice, rice, chicken, cereal, cookies, sandwiches, salad, dip, eggs, pizza, beans, fish, peas, soup, hummus, cheese*

Objective: think about food that's healthy

1. The children choose pictures of food items they'd like to eat for lunch.
2. The children cut out and glue the pictures on a paper plate.
3. They talk about the foods on their lunch plate.

Children of this (and any) age are fascinated by nature and love bugs! If you have the opportunity, let the children explore outside, with or without magnifying glasses, and have a bug hunt. Examine bugs and count their legs. Make sure the children treat bugs gently and with respect.



3: Pocket Chart Concentration Game Center (Lesson 5)

Conversation Starters: *What's this picture? Can you find the word (fish)? Let's read this word. Try to find the picture.*



Materials: Pocket Chart; Print and Play Pictures: *fish, egg, dip, milk, jam, cup*; six blank Print and Play cards with *fish, egg, dip, milk, jam, cup* written on them

Objective: find matching pairs

1. Mix up the Print and Play Pictures and the word cards. Place them face down in the Pocket Chart: three rows of four cards.
2. Player A turns over two cards and names the picture or reads the word. If the cards match (a word and the matching picture), Player A keeps the two cards. If the cards do not match, Player A turns the cards face down again.
3. It is now Player B's turn. Repeat until all of the cards are matched.



4: Let's Subtract Center (Lesson 9)

Conversation Starters: *How many apples are there? (Two) apples, please. Here you are. (Six) take away (two). How many apples are left? There are (zero) apples.*



Materials: three plates; six red apples, six potatoes, six limes; Print and Play Numbers: 0–6 (make a green set, a red set, and a brown set); handmade “shopping lists” with pictures and words, e.g., *2 apples, 1 potato, 3 limes*; three shopping bags

Objective: explore subtraction in context

1. Set up a store with six apples, six potatoes, and six limes. The children count and place the Print and Play Number 6 by each plate. (Put the red number next to the apples, the brown number next to the potatoes, and the green number next to the limes.)
2. There are two sales clerks. The other children are shoppers.
3. The shoppers take a shopping list. They put the item(s) on the list in their shopping bag. After a shopper buys something (e.g., two apples), the sales clerks count how many apples are left and display that number by the plate.

Unit

6

Let's Eat



squeeze



peel



cut



measure



mix



pour

What are you doing, Gus?



I'm squeezing the .



What is she doing?

Lesson 1

Objectives: learn words for food preparation; talk about what someone is doing

Key Language: *cut, measure, mix, peel, pour, squeeze, banana, lime, smoothie, yogurt; What are you doing? I'm (squeezing) the lime. What is (Meg) doing? (She's) (peeling) the (banana).*

Review: food

Receptive Language: *Do you like (apples)? What do you do before you touch food?*

Materials: Photo Cards: *squeeze, peel, cut, measure, mix, pour*; Pocket Chart; orange, purple, and black crayons (one per child); measuring pitcher; child-safe knives; spoons; blender; a selection of fruit for smoothies, such as strawberries, bananas, limes; milk, yogurt, or fruit juice

BEFORE THE PAGE

 **089 Song: Old McDonald Has a Farm**

Play the song (see TE Page T32). Encourage the children to sing and make the animal noises.

Introduce Key Language

Brainstorm food vocabulary. Doodle and label all the children's suggestions on the board. For each food, ask *Do you like (apples)?* and have a show of hands.

Put the Photo Cards in the Pocket Chart and say each food preparation action. The children repeat after you. Mime each of the actions for the class to guess.

USING PAGE 54

 **1 139 Listen, point, and say. Do the actions.**

Go to Page 54. Show the page or display it using the Presentation Kit. Play the audio. The children listen and point. Play the audio again. The children repeat. Play it again. The children mime the actions.

 **Early Reading: Captions**

Ask questions about each caption, for example, *What's the first/middle/last sound? Which words begin with (/p/)?* Sound out and blend the CVC words *c-u-t—cut* and *m-i-x—mix* with the class.

 **2 140 Listen and say dialog, then role-play.**

Point to Meg, Gus, and Kit. Read the speech bubbles with the class. Play the audio. The children listen. Play it again. Pause so the children can say the lines. Put the children in pairs. Role-play the dialog. Have the children mime the actions.

Invite pairs to the front. Have them stand up and role-play the audio.

Kit: *What are you doing, Gus? Gus:* *I'm squeezing the lime.*

Kit: *What is Meg doing? Gus:* *She's peeling the banana.*

(2) *Meg / cutting the banana; Gus / measuring the yogurt*

(3) *Gus / mixing the smoothie; Meg / pouring the smoothie.*

Kit: *Yum!*

 **3 141 Language check: Listen and circle.**

Play the audio. Make sure children have their crayons ready. The children listen and circle *peel* orange, *mix* purple, and *pour* black.

 **4 142 143 Sing What Are You Making?**

Play the song. The children sing and act out the food preparation actions. Play the karaoke version of the song. The children sing as much as they can remember and do the actions.

What are you making? (x2) Measuring, mixing. What are you making? What are you making? Cutting, peeling. I've got a good feeling!

Mom is squeezing, squeezing a lime. Mix it up! It's smoothie time. This looks good! Now it's ready. Pour it in a cup. It's a groovy smoothie! Yum! Drink it up.

AFTER THE PAGE

Wash Hands

Tell the children they're going to make smoothies. Ask *What do you do before you touch food? (Wash your hands.)* If your class remembers it, sing the **Soap and Water** song from *Doodle Town 2* as they wash their hands.

Try It Out! Make a Smoothie

Put the children in groups. Groups decide which of the fruits they are going to put in the smoothie. They select the fruit and prepare it. Write a suitable measurement of liquid on the board, for example, *200 ml*, and have the children measure it out. The children put their ingredients in a blender and make smoothies. Ask *What are you doing? What is (he) doing?* at each stage.

 **Home-School Connection**

Hand out the Unit 6 Letter to Parents for the children to take home.

Lesson 2

Objectives: talk about a picture; talk about what people are drinking

Key Language: *glass, juice, pitcher; What is she doing? She's pouring juice.*

Review: food and drink, meals, *please, thank you*

Receptive Language: *Is it food or drink? Would you like some (juice)? Please pass the (grapes).*

Materials: clay; Photo Cards: *squeeze, peel, cut, measure, mix, pour*

BEFORE THE PAGE

102 Song: Higgledy Piggledy, My Red Hen

Play the song (see TE Page T36). Encourage the children to join in and count on their fingers.

Review Food and Drink

Write *Food* at the top of one side of the board and *Drink* on the other. Divide the class into two teams. One team thinks of as many foods as they can and the other as many drinks. Have team members take turns to come up. They doodle and caption a suggestion in the correct column.

Introduce *juice, oranges, and bananas*. Ask the class which category they go in.

USING PAGE 55

Explore the Page

Use the picture to teach *pitcher* and *glass*.

1 144 Listen, point, and say.

Play the audio and encourage the children to point. Play it again and have the children repeat the words.

2 Pair share: Talk about the picture.

Go to Page 55. Show the page or display it using the Presentation Kit. Put the children in pairs. Display the Photo Cards. Point to each and elicit the actions. Then, have them look at the picture, then ask and answer *What do you see?* Have them describe what they can see in the picture.

Ask the children *What is she doing?* Read the sentence with the class.

3 145 Listen and point.

Play the audio. The children look at the picture and point as they listen. Play it again and ask the children the question posed at the end: *What do you like drinking with breakfast?* Doodle and caption the children's answers on the board.

It's breakfast time. Sally is making juice. First she squeezes the oranges. Then she pours the juice into a pitcher. Now she's pouring the juice into a glass. Mmm, I like orange juice. What do you like drinking with breakfast?

4 146 Let's doodle: Listen and draw.

Play the audio. The children listen and draw what they like drinking with breakfast.

5 142 Sing What Are You Making?

Play the song (see TE Page T54). Encourage the children to sing and act out the food preparation actions.

AFTER THE PAGE



Table Manners

Remind the children of polite language to use when sharing a meal together. Write phrases to review on the board, for example, *Would you like some (juice)? Yes, please. Please pass the grapes. Thank you.*



Clay Food and Drink

Supply clay. Have the children model plates of food and drinks for breakfast or lunch.



Role-Play

Have the children role-play having a meal in groups. Encourage them to use polite language as they do. They can use the clay plates of food and drinks they made earlier.

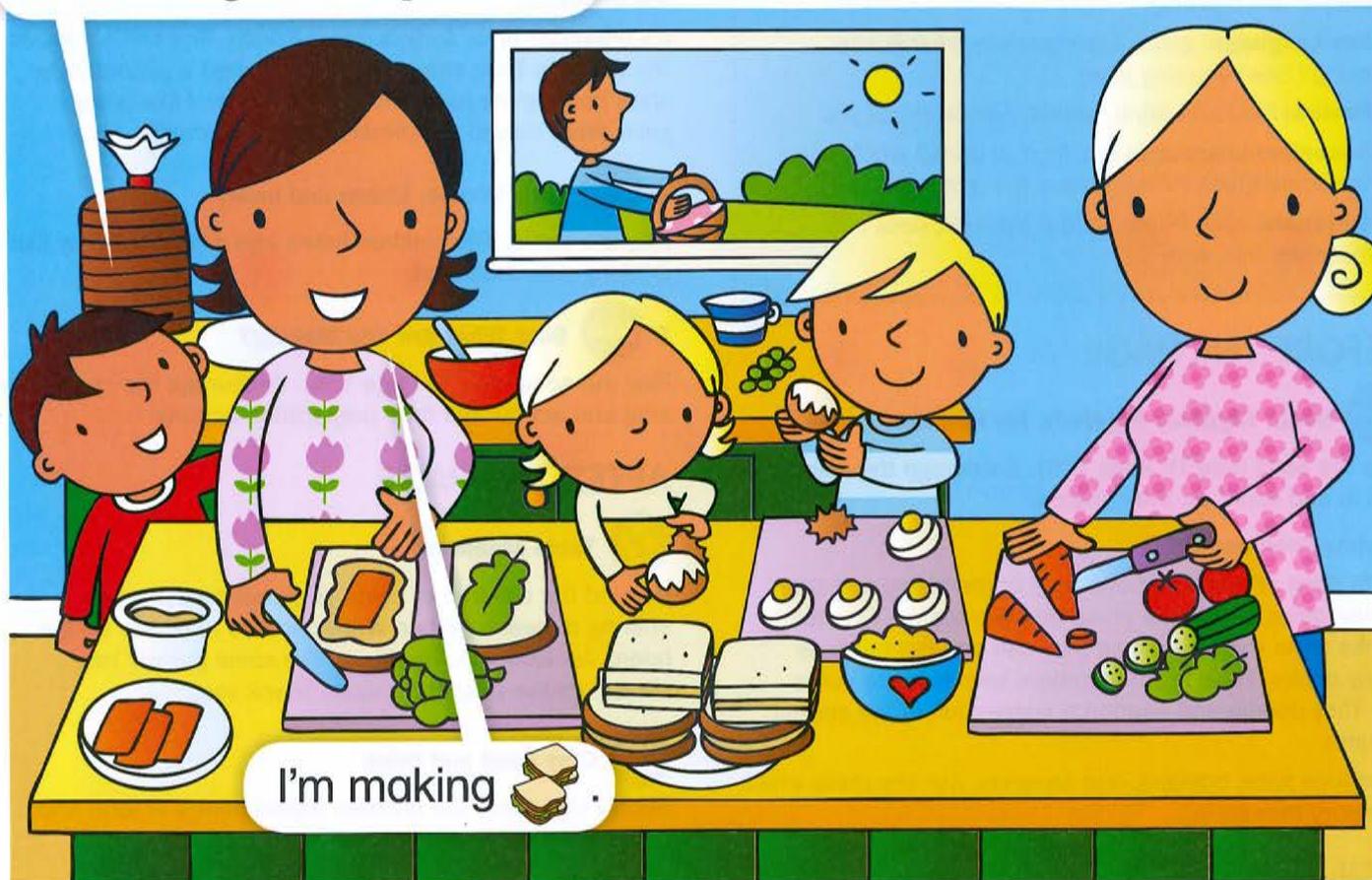
Activity Book 3 AB 52

- 1 Pair share:** Talk about the pictures.
- Write numbers to put pictures in order.

T55

Let's Talk

What are you doing, Mom?



I'm making



sandwiches

salad

eggs

dip

Lesson 3

Objectives: talk about food preparation; read and match stickers

Key Language: *dip, eggs, salad, sandwiches, aunt, cousin, uncle, picnic; (I'm) (making) (sandwiches). What can I do? You can make dip!*

Review: family, food and drink, food preparation actions

Receptive Language: *How many (uncles) do you have? Do you eat this? Do you like this?*

Materials: handmade sentence strips; Photo Cards: *dip, eggs, salad, sandwiches*; Pocket Chart; Breakfast and Lunch Learning Center materials (see TE Page T6C); pictures of food from around the world from the Internet or magazines

BEFORE THE PAGE

004
005**Song: Hello Song**

Play the song (see TE Page T2). The children join in and do the actions. Brainstorm family members: *brother, sister, mom, dad*, and so on. Sing the karaoke version of the song, substituting names for family members.

Content Connection: Family Members

Draw a family tree on the board. Label family members, including *aunt, uncle, and cousins*. The children think about their own families. Ask *How many (uncles) do you have?*

USING PAGE 56

Explore the Page

Go to Page 56. Show the page or display it using the Presentation Kit. Ask *What do you see?* Point to each of the foods and ask *Do you like it?* Use the picture to teach/elicit *sandwiches, salad, eggs, dip*. Display the corresponding photo cards on the board.

1 147

**Listen, read, and say. Place stickers.**

Play the audio. The children listen and point. Play it again. The children say the words. Help the children read the sticker labels. Play the audio again and have the children place stickers.



2 148

Listen and point, then role-play.

Play the audio. The children point to the person speaking. Play it again. Pause after each line for the children to repeat. The children role-play and act out the dialog in groups of six.

Build a dialog with the children. On four sentence cards write *What are you doing? What are they doing? What is he doing? What is she doing?* Put three of them in the Pocket Chart, followed by three Unit 6 Photo Cards of actions and three of food. The children read the questions and say the answers, as in *What is she doing? She is peeling eggs.*

Boy: *What are you doing? Mom:* *I'm making sandwiches. (2) Aunt Jane / She's making salad. (3) my cousins / They're peeling eggs. (4) Boy:* *What can I do? Mom:* *You can make dip! (5) Uncle Dan:* *Hello, everybody. Boy:* *Hi, Uncle Dan! Uncle Dan:* *I'm ready for a picnic. It's a beautiful day!*

3 149

Listen and draw.

Play the audio. The children listen and follow the instructions. Draw a line under the eggs, a circle around the salad, and a check mark next to the dip.

4 150

Sing We're Going on a Picnic.

Play the song. The children listen and point. Play the song again. The children sing and mime making the food.

Chorus: We going on a picnic. It's a beautiful day. We're going to the park. We can eat and play.

Verse 1: Mom is making sandwiches for our picnic lunch. My cousins are peeling eggs. Munch, munch, munch!

Verse 2: I am making dip for a picnic treat. Aunt Jane is making salad. There's a lot to eat!

(repeat chorus; last line x3)

AFTER THE PAGE

**Learning Center: Breakfast and Lunch**

Demonstrate how to use the Learning Center materials (see TE Page T6C). The children sort pictures of food into groups.

**World Food**

Show pictures of food typical to different countries and cultures. Talk about it. Ask *Do you eat this? Do you like this?*

Teacher-to-Teacher

Have the children bring from home pictures of different typical foods around the world. Have them talk about the colors and the ingredients they may have.

Activity Book 3 AB 53

- 1 **Pair share:** Talk about the pictures.
- 2 Circle differences.

T56

Lesson 4

Objectives: follow a recipe; create own recipe using sequencing words

Key Language: *bread, cheese, hummus, lettuce, first, next, then; (First) (spread) (hummus) on the (bread).*

Subject Specific Language: *add, put, spread*

Review: actions, body parts

Receptive Language: *First (stand up). Next (touch your chin). Then (clap your hands). What's in Doodle Bunny's sandwich?*

Materials: handmade sentence strips; Pocket Chart; Print and Play Pictures: *cookies, cake, pizza, burgers, chicken, fish, beans, rice, soup*; Doodle Bunny puppet; different types of bread; sandwich fillers; child-safe knives; paper plates; Nutrition Learning Center materials (see TE Page T6C)

BEFORE THE PAGE



Song: *We're Going on a Picnic*

Play the song (see TE Page T56). Encourage the children to join in.

Create a new verse for the song. Write the following on sentence cards: *I am making; Mom is making; My cousins are making; My uncle is making.* Stick them on the board. Have the class choose from the Print and Play Pictures which new foods to include. They choose four. Stick them after each sentence. Play the karaoke version of the song and sing the new version.

Introduce Key Language

Give two-part TPR directions with *first, next, and then.* Say, for example, *First stand up. Next touch your chin.* If the children are able to follow two-part TPR directions, try three-part directions as a challenge, for example, *First touch your nose. Next touch your chin. Then hop three times.*

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 ask and answer *What do you see?*



Early Reading: Captions

Read the food labels with the class. For each caption, elicit the initial letter name/sound. Can the children remember the name/sound of any of the other letters?

2 Role-play making a sandwich.

Invite a child to read the recipe from the chart on the page with you. You read the words and he or she can say the picture words. The rest of the class acts out the stages of the recipe.

3 Talk about the other sandwich fillers.

Put the children in pairs. Ask *What else can you put in a sandwich?* Have them think of as many different foods as they can. They doodle and label them in their journals. Now have each pair report back and write all the suggestions on the board. Also have the children think of other types of bread, such as *tortilla wrap, pita.*



Documentation: Read and check.

Use the Doodle Bunny puppet to point to the documentation panel. Ask *What's in Doodle Bunny's sandwich?* The children suggest what Bunny is eating. Have the children read the labels. They check the sandwich fillers they like.

5 Try it out! Write a recipe.

Hand out a sheet of paper to each child. They draw and write the steps for making their favorite sandwich. Encourage them to copy the steps from the recipe in the Student Book.

AFTER THE PAGE

Show and Tell

Have the children do a show and tell with the sandwich recipe they have written. Afterward they find other children with the same favorite sandwich as them and compare recipes.

Class Picnic

If you have brought in bread and sandwich fillers, have the children demonstrate how to make their sandwiches. Afterward, have a class picnic. Encourage the children to try new foods and use polite language.

Teacher-to-Teacher

Avoid bringing peanut butter into the classroom if you have any children with nut allergies.

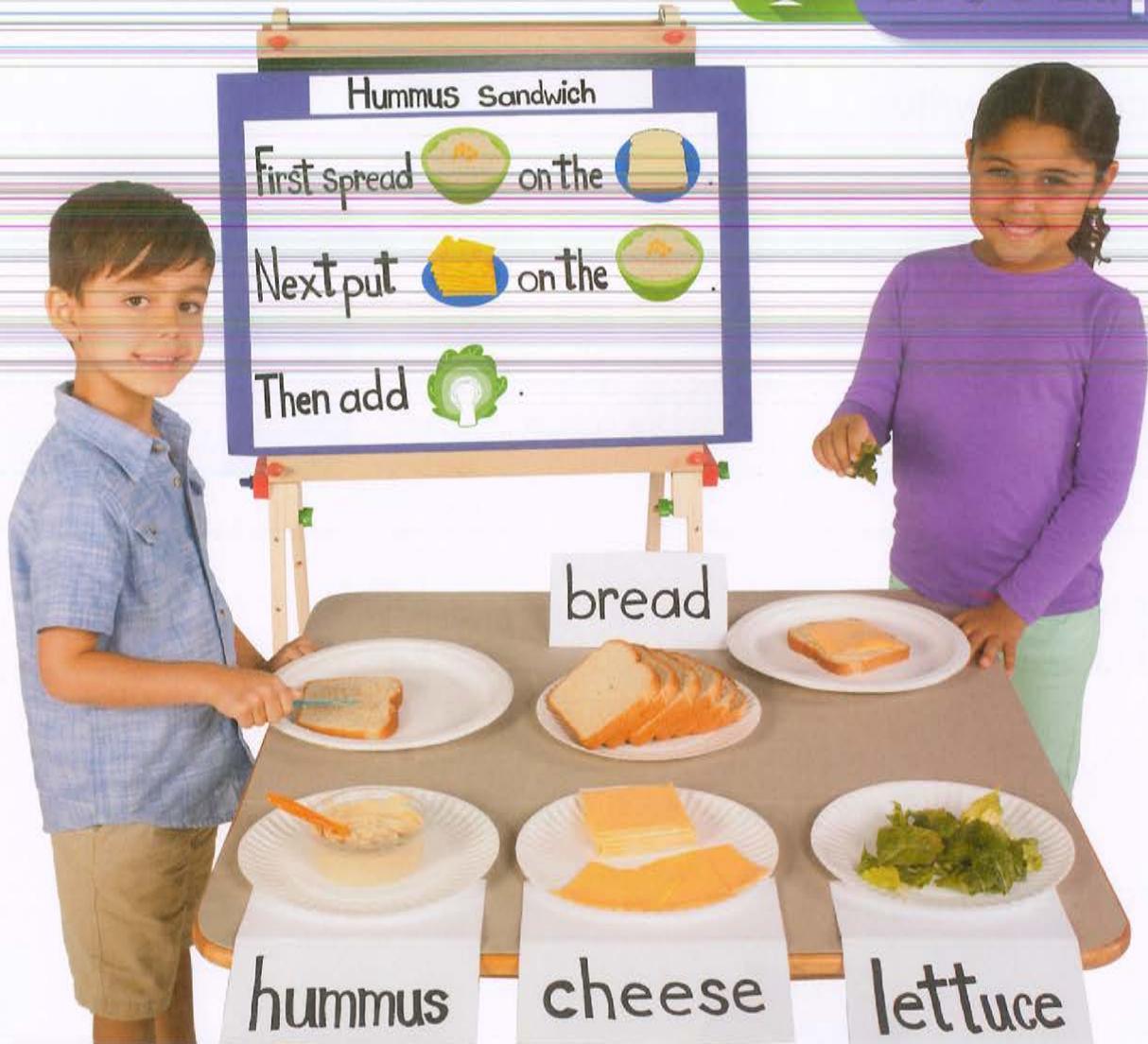


Learning Center: Nutrition

Demonstrate how to use the Learning Center materials (see TE Page T6C). The children talk about healthy food.

Activity Book 3 AB 54

1 Point and say. 2 Draw and glue to make sandwich.



What do you like on your sandwich? Check.



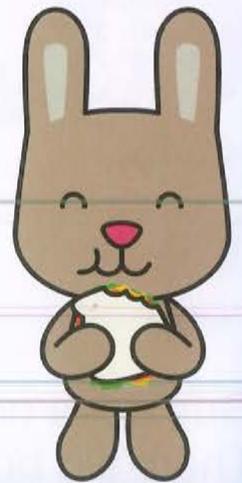
hummus



cheese

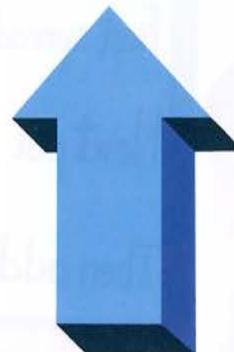
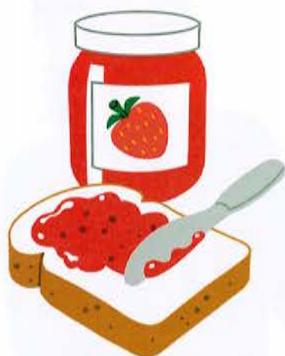


lettuce



Phonics

Say, trace, and write.



jam

up

Gus Does Not Like Bugs

Read and draw.



Gus does not like bugs.
There's a bug on the rug.

Gus jumps over the bug.
Draw the bug!

Lesson 5

Objectives: learn the initial sounds /u/ and /j/; learn to write short words; listen to a Phonics Story

Key Language: *Gus, jump, rug, up*, letters j, u

Review: *Do you like (bugs)? I like (bugs). I don't like (bugs).*

Receptive Language: *Do you like bugs? Where is the bug?*

Materials: Pocket Chart; Unit 6 Photo Cards; Pocket Chart Concentration Game Learning Center materials (see TE Page T6D); magnifying glasses

BEFORE THE PAGE

101 Chant: Phonics Chant

Play the Phonics Chant from Unit 4 (see TE Page T36). Have the children join in.

Review Letter Sounds

Put the Unit 6 Photo Cards in the Pocket Chart. Say the initial sound of one of the pictures and have the children tell you which it is. For the items with the same initial sound, say the second sound as well to help the children. Have the children sound out and blend *d-i-p—dip*, *m-i-x—mix*, and *c-u-t—cut*.

USING PAGE 58

1 Letters and sounds: Say, trace, and write.

Go to Page 58. Show the page or display it using the Presentation Kit. Follow the procedure on TE Page T46.

2 Phonics Story: Draw a red line under words with *u* and read them. Find and circle a word that starts with *j* and read it.

Follow the procedure on TE Page T46. Help the class to sound out and blend the decodable words: *G-u-s—Gus*, *n-o-t—not*, *b-u-g-s—bugs*.

3 152 Listen to *Gus Does Not Like Bugs*.

Play the audio. Have the children listen and follow the story in their books.

Gus: *I do not like bugs.* **Narrator:** *Gus does not like bugs.*

Gus: *Yuck!* **Narrator:** *There's a bug on the rug.* **Gus:** *Eek!*

Narrator: *Gus jumps over the bug.* **Meg:** *I like bugs!*

4 Read the sentences together. Draw the bug.

Put the children in pairs. Have them take turns to read the Phonics Story to each other. Ask *Where is the bug?* Have the children point to where they think the bug is. Remind them that Gus jumps over the bug. Have them draw the bug on the rug. Ask the children *Do you like bugs?* Have a show of hands.

AFTER THE PAGE



Learning Center: Pocket Chart Concentration Game

Demonstrate how to use the Learning Center materials (see TE Page T6D). The children play a word game.



Bug Hunt

Take the children outside for a bug hunt. Give out magnifying glasses. Encourage the children to take turns with them if there are not enough for everyone. Have the children describe the bugs they find, for example, *It has six legs. It's black.* Give the names for the bugs in English.



Literacy Skills Pad

Try some of the Unit 6 activities in the Literacy Skills Pad.

Lesson 6

Objectives: practice reading words; do an art project

Key Language: *clay, jam, mix; What letter are you making? I'm making the letter (s). What word are you writing? I'm writing the word (Gus).*

Review: clothes, colors

Receptive Language: *What is on the truck? What does she like? What are the children doing? What are they making?*

Materials: Print and Play *Tic-Tac-Toe* Templates; clay; alphabet cutters; Unit 6 Print and Play Words I Know cards and sentence frame (one set per child)

BEFORE THE PAGE

Think and Play! Show Me

Play the game to review colors. Say *Show me (red)*. The children point to something red in the classroom. Repeat with the other colors.

 **Tic-Tac-Toe**

Draw a 3 x 3 grid on the board. Write a three- or four-letter decodable word in each cell. (Include *jam* and *duck* from this lesson.) Play *Tic-Tac-Toe* with two children at the front of the class. One child is X and the other O. Each player must read the word to place an X or O on the board.

Put the children in pairs. Hand out the Print and Play *Tic-Tac-Toe* Templates. The children play the game in pairs.

USING PAGE 59

1  Read and write.

Go to Page 59. Show the page or display it using the Presentation Kit. Point to the truck and elicit what it is. Ask *What is on the truck?* Elicit *duck*. Have the children sound out and blend *d-u-ck—duck*. Read the sentence with the children. Have the children write the word to complete the sentence.

Point to the next picture. Ask *What does she like?* Elicit *jam*. Have the children sound out and blend *j-a-m—jam*. Read the sentence with the children. Have the children write the word to complete the sentence.

2  Listen and say.

Talk about the picture at the bottom of the page. Ask *What are the children doing? What are they making?*

Play the audio and have the children listen and point. Play it again and have them repeat.

Girl: *What letter are you making?* **Boy:** *I'm making the letter s.* **Girl:** *What word are you writing?* **Boy:** *I'm writing the word Gus.* G-U-S.

(2) *u/bug. B-U-G.*

3  Project: Make words and letters out of clay.

Put the children in small groups. Give each group some clay. Have the children use the clay to make letters, and then put the letters into words. Show them how to roll the clay into long rolls to make the letters. (Alternatively, they can roll it flat and use cutters to make letter shapes.) They can make models to illustrate the words they have created, like the girl in the picture making a bug.

Have the children role-play the dialog with their letters and words.

AFTER THE PAGE

 **Words I Know**

Hand out a set of Unit 6 Print and Play Words I Know Cards and a sentence frame to each child. Follow the instructions on TE Page T17.

 **Literacy Skills Pad**

Try some of the Unit 6 activities in the Literacy Skills Pad.

Activity Book 3 

- 1 **Pair share:** Talk about the pictures. Read the words.
- 2 Cut out game. 3 Play game in pairs. 4 Take game home to share.

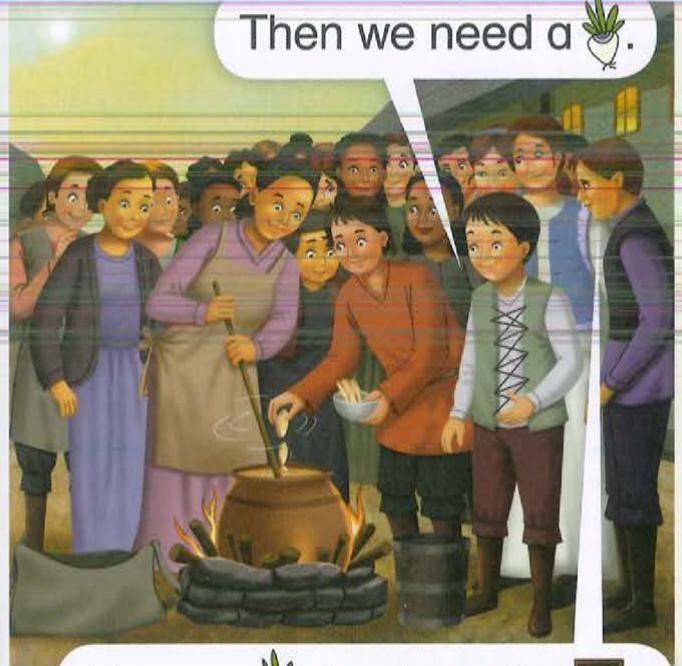
Next we need a .



I have a .
Look under the .

The boy gets the potato.

Then we need a .



I have a . Look on the .

The boy gets the turnip.

The soup is ready. Now we can share.



Thank you!

What is in the stone soup?

Lesson 7

Objectives: read a traditional story; learn the value of sharing

Key Language: *behind, bookshelf, hide, hungry, pepper, potato, salt, share, sink, stone, turnip, visitors; We need a (potato). The soup is ready. Now we can share.*

Review: classroom items, food, prepositions of place

Receptive Language: *Where's the (mix) card? That's right, it's (under) the (book). Where do vegetables grow?*

Materials: Unit 6 Photo Cards; boiled vegetables (carrots, potatoes, turnips, and other root vegetables); Styrofoam cups; vegetable broth; child-safe knives; chopping boards; Print and Play Pictures: *turnips, potatoes, carrots, parsnip, tomatoes, peppers, zucchini, broccoli*

BEFORE THE PAGE

 **Song: What Are You Making?**

Play the song (see TE Page T54). The children sing and act out the food preparation.

Introduce Key Language

Show the Photo Cards and review the words. Now hide the cards around the classroom—*behind, under, and on* known classroom items. The children look for the cards. Ask questions about their location, for example, *Where's the (mix) card? That's right, it's (under) the (book).*

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 and read it with the class. Ask *What can you see?* Talk about what food they can see. Introduce the word *hungry*. Mime rubbing your tummy to make the meaning clear.

 **2 Listen to Stone Soup and point.**

The children listen to the story and point to the pictures.

 **3 Read and act out.**
 **Captions**

Read the captions and speech bubbles with the children. Play the audio again. Pause after each sentence for the children to read the caption or speech bubble.

Play the story again and have the children role-play in groups of five. They assign themselves roles of mother, son, and three townspeople.

 **4 Sing the Values Song Sharing.**

Play the song. Play it again and encourage the children to join in and do the actions.

Chorus: *Soup can be made from a stone, stone, stone.* (hold out fist to represent a stone) *But you can't make it on your own, own, own.* (shake head) *If we all give a little, then stir, stir, stir,* (mime stirring) *there'll be soup for you and me and him and her.* (point to friend, to self, a boy and a girl)

Verse: *Thanks for the potatoes, the salt and pepper too.* (mime adding items to pot) *Sharing with our friends is always fun to do. You can peel the turnip, I can pour, pour, pour.* Add some water to the pot to make more, more, more. (mime food preparation words)

(repeat chorus)

 **Home-School Connection**

Discuss the value as a class. The children think about when and what they should share with friends. Encourage the children to sing the song at home and talk about the value with their families.

AFTER THE PAGE

Make Soup

The children come up and choose some cooked vegetables. (Boil the vegetables before class and let them cool.) They cut up the vegetables into small pieces. The children share equipment. Hand out cups. The children put their chopped vegetables in their cup. Pour vegetable broth into the cups. Allow them to cool and then let the children try their soup.

 **Vegetables**

Ask *Where do vegetables grow?* Establish that vegetables grow under the ground as the roots of plants or above the ground on plants. Hand out Print and Play Pictures of vegetables to groups of children. Have them sort them into groups according to whether they grow under the ground or above the ground on plants.

 **Literacy Skills Pad**

Try some of the Unit 6 activities in the Literacy Skills Pad.

Lesson 8

Objectives: review a reading; think and answer a question about a story

Key Language: review

Receptive Language: *What are they putting in the soup? Where is the (potato)? What is in the stone soup? Is stone soup made of stones? Why does the mom use a stone?*

Materials: blank Print and Play cards with *ant, bag, bat, cat, cap, dad, hat, lap, map, van, Kit, sit, bib, bed, Meg, hen, vet, leg, red, ten, pen* written on them (one per child); Pocket Chart; Print and Play Pictures: *turnips, potatoes, carrots, parsnip, tomatoes, peppers, zucchini, broccoli*

BEFORE THE PAGE

 128 **Song: Our Bodies Are Amazing**

Play the song (see TE Page T47). Encourage the children to join in and do the actions.

 **Sound Out and Blend Words**

Give each child a Print and Play card with a word written on it (see materials above). They stand up and sound out and blend their word. Now have them move around the class and get into groups with other children whose word has the same middle vowel sound. So far, the children have learned three of the short vowel sounds: short /a/, short /i/, and short /e/. Write them on the board to support the children.

USING PAGES 60 AND 61

 154 **Listen again and read, then act out.**

Go to Pages 60 and 61. Show the pages or display them using the Presentation Kit. Play the audio and have the children listen and follow in their books. Put the children in groups of five. Within their groups, the children assign themselves a speaking role. Let the groups practice acting out the story as they listen to it. When groups have practiced, have them perform the story for the rest of the class.

2 Think! What is in the stone soup?

Look at the question at the bottom of Page 61, *What is in the stone soup?* Read it with the class. Take the class's suggestions. Ask *Is stone soup made of stones?* Discuss that other ingredients make it a tasty soup. Ask *Why does the mom use a stone?* Take and discuss all the children's suggestions.

Teacher-to-Teacher

Questioning the children is a great way to develop thinking skills. The children don't have to give the correct answer to difficult conceptual questions (often there isn't one), but take all suggestions and ideas with lots of praise.

 155  **Sing the Values Song Sharing.**

Play the song (see TE Page T60). Encourage the children to join in and do the actions. Make a new verse for the song. Write *Thanks for the* on a sentence card and put it in the Pocket Chart. Let the class decide on three vegetables to make the new verse. Put the Print and Play Pictures of the three foods they choose in the Pocket Chart. Play the karaoke version of the song and sing the new verse.

AFTER THE PAGE

 **Think and Play! Stone Soup**

Have the children sit in a circle. Give each child a Print and Play Picture. Make sure there are at least two of each food in the circle. Say a food, such as *carrots*. All the children with a carrot picture swap places. Continue with other foods. Occasionally, say *Stone Soup*, when all the children swap places.

Think and Play! Chain Game

Follow the procedure on TE Page T14. Make sentence chains about the soup. This time the children might say, for example, Child 1: *Thanks for the potato*. Child 2: *Thanks for the potato and the carrot*.

 **Literacy Skills Pad**

Try some of the Unit 6 activities in the Literacy Skills Pad.

Activity Book 3    

1 Cut out and fold book. 2 Read in groups. Sing the Values Song **Sharing**. Talk about sharing. 3 Read book in pairs. 4 Take story home to read and share.

T61

Let's Subtract



There are 5 cupcakes.

Meg eats 1 .

How many are left?

$$5 - 1 = \underline{\quad}$$



Gus eats 1 .

$$4 - 1 = \underline{\quad}$$



Grandma eats 1 .

Grandpa eats 1 .

$$3 - 2 = \underline{\quad}$$



Kit eats 1 .

How many are left?

$$1 - 1 = 0$$

Lesson 9

Objectives: subtract numbers from 5; sing a subtraction song

Key Language: *cherry, cupcakes, zero; There are (two) (cupcakes). Meg eats (one) (cupcake). How many are left? (Five) take away (one) is (four).*

Review: *baker, grandma, grandpa, numbers 1–5*

Receptive Language: *How many (now)? Let's count. There are (four). Are cupcakes healthy?*

Materials: Print and Play Numbers: 1–5; Let's Subtract Learning Center materials (see TE Page T6D)

BEFORE THE PAGE

 **133 Song: Thirty Fingers**

Play the song (see TE Page T50). Have the children join in and act it out in groups of three.

 **Introduce Subtraction**

Invite five children to the front of the class. Give each child a Print and Play Number 1–5 and have them get in the correct order. Take the numbers away. Ask *How many? Let's count.* Have one child sit down. Ask *How many now? Say Yes, one, two, three, four. There are four. Five take away one is four.* Continue removing one child at a time.

USING PAGE 62

1 Talk about the pictures.

Go to Page 62. Show the page or display it using the Presentation Kit. Ask *What do you see?* Review *baker, grandma, and grandpa.*

Have the children count the cupcakes in each picture.

2 Trace, count, and answer.

Point to the numbers in the sums. Ask for each one *What number is this?* Explain that the first number in the sum is the number of cupcakes to start with, and the second number is the number of cupcakes taken away each time. After the = sign, the children write how many are left each time. Have the children trace the numbers in the sums. Have them count the cupcakes and complete the sums. They can cross out cupcakes in each picture to help them answer the sums.

 **157 158 Sing Five Little Cupcakes.**

Play the song and teach the finger play. Play it again and have the children do the finger play. Ask *How many now?* after each verse. Play the karaoke version of the song and encourage the children to sing as much as they can remember. They can use the pictures in the Student Book to help.

Verse 1: *Five little cupcakes in a bakery shop. (show five fingers) Five little cupcakes with a cherry on top. (wiggle fingers) Pretty to look at, yummy to eat. (rub tummy with other hand) Meg eats one. (put one finger down)*

Meg: *Mmm! What a treat. (rub tummy)*

Verse 2: *four/Gus; Verse 3: three/Grandma; Verse 4: two/Grandpa; Verse 5: it/Kit*

Zero little cupcakes in a bakery shop. Zero little cupcakes with a cherry on top. Zero to look at, zero to eat. Everybody's happy. Mmm! What a treat.

AFTER THE PAGE

 **Learning Center: Let's Subtract**

Demonstrate how to use the Learning Center materials (see TE Page T6D). The children practice subtraction.

 **Nutrition**

Make two columns on the board. Write *Healthy Food* at the top of one column and *Unhealthy Food* at the top of the other. Brainstorm healthy and unhealthy foods. Write and doodle all suggestions in the column the children suggest. Ask *Are cupcakes healthy?* Establish that they are not. Discuss eating unhealthy food. Establish that it is OK to eat cupcakes, cookies, and candy but not to eat too much.

 **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 3  **59**

- 1 Read first math story. Draw an X through two cupcakes. Trace and write answer.
- 2 Read second math story. Trace and write.

Lesson 10

Objectives: review the unit; do listening, reading, and writing comprehension

Key Language: review

Receptive Language: *What are they doing? What does Gus do when he sees a bug?*

Materials: Unit 6 Photo cards; different fruits and vegetables; hard-boiled egg; cloth bag or pillowcase; blindfold; Print and Play Picture: *cupcake* (six per group); Doodle Bunny puppet; Doodle Bunny's Journal

BEFORE THE PAGE



Values Song: *I'm Sorry*

Play the song (see TE Page T44). Encourage the children to act it out dramatically. Discuss what the children do when they hurt themselves.

Think and Play! Touch and Tell

Review the Unit 6 Photo Cards. Have the children mime the food preparation actions.

Put different foods 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. Encourage the rest of the class to ask *What is it?* Ask questions about each food using the preparation verbs, for example, *Can you (peel) it?*

USING PAGE 63

1 **159** **Listening: Listen and check.**

Go to Page 63. Show the page or display it using the Presentation Kit. Talk about the pictures. Point and ask *What are they doing?* to review the food preparation verbs. Play the audio. The children listen and point. Play it again. The children check the correct answer in their books (*The children are drinking smoothies*).

2 Reading: Read and check.

Read the word *bug* with the children. Have them sound out and blend the word, *b-u-g—bug*. Have the children check the correct picture.

3 Writing: Look and write.

Point to the picture of Gus. Ask *What does Gus do when he sees a bug?* Have the children sound out and blend *j-u-m-p—jump*. Now have the children write the word.

4 Speaking: What is Meg doing? Go to Page 54. Point and say.

Point to Meg at the bottom of the page. Ask *What is Meg doing?* (*mixing*). Read Meg's speech bubble with the children. They have to go to Page 54 and find *mix*. Then they point to, name, and act out the other food preparation actions.

**Home-School Connection**

Encourage the children to take their books home, where they can talk about and share Unit 6 with their families.

AFTER THE PAGE

**Song: Five Little Cupcakes**

Put the children in groups of six. One child in each group is the baker. Give the bakers six Print and Play *cupcakes*. Play the song (see TE Page T62). The children act out the song in their groups, with each child taking a cupcake from the baker.

Think and Doodle!

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 food.

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.

Let's Play

Allow the children to choose a Unit 6 game to play again.

**Literacy Skills Pad**

Try some of the Unit 6 activities in the Literacy Skills Pad.

**Home-School Connection: Doodle Bunny Sleepover**

See TE Page T11 for the procedure.

**Home-School Connection**

Ask the children and their parents to complete the Unit 6 Parent Page in the Literacy Skills Pad.

Activity Book 3 **60**

1 Talk about the big picture. 2 Listen and circle pictures at the bottom. Then match pictures.

Activity Book 3 **61**

1 Circle your favorite food. 2 Circle activities that you like to do. 3 Read and answer.

Listen and check.



Read and check.

bug



Look and write

mp



Speak.



Go to page 54. Point and say.

Unit Objectives

- learn vocabulary and language through a unit focusing on beaches
- make offers and say what you'd like
- talk about what activities you want to do
- read a factual text
- learn the /w/ and /th/ sounds and the corresponding letters; segment and blend decodable words
- learn the value of looking after the environment
- count to 50 by tens



Values



Values

Love and look after the world.



Project

Make an underwater mural.

Unit Language

Vocabulary: beach ball, pail, shovel, towel, camera, beach chair, beach, sand, sun, book, beach, running, walking, carrying, hula hoop, waves, sandcastle, crab, shells, jump, build, look for, boat, float, clay, round, flat, win, thin, fat, swim, net, whale, octopus, jellyfish, shark, sea turtle, ocean, far, safe, shells, shore, sea, sells, letters w, th, numbers 1–50

Structures: What would you like? I'd like a (beach ball), please. What (are) (the children) doing? They're (running). She's (carrying) a (hula hoop). What do you want to do at the beach? I want to (jump in the waves). Does it float? Yes, it does. / No, it doesn't. Does it still float? What are you drawing? I'm drawing a (whale). How many letters are in the word (whale)? 1, 2, 3, 4, 5. Five letters. Hurry up! There are more than (fifty). They are not good to eat. How can we help? We can (volunteer). How many (shells)? How many (shells) altogether?

Receptive: What do you take to the beach? What do you like doing at the beach? What am I doing? Do you like having picnics on the beach? Which beach do you like best? What are the children doing? How are they the same? What did you put on it? What's missing? How many turtles do you think there are? Guess! What other animals have shells (on their backs)? endangered; What are the (turtles) doing? How can we help the sea turtles? Do it again! Is this fish thin or fat?



Content Areas



Art

Taking pictures; beach collage; drawing



Math

Counting to 50; estimating; number recognition; money



Social Studies

Role-playing stores; countries



Physical Education

Action song; action games



Science

Exploring properties of sand; floating and sinking; endangered animals; animal properties

Communication

Oral Skills: talking about what you like doing; listening and repeating

Listening Skills: doing a listening comprehension; listening to Phonics Chants and a Phonics Story; listening to each other's answers and ideas

Performing Arts: role-playing a dialog; miming what's happening in a picture; miming animals

Sentence Building: completing sentences; building and reading sentences; unscrambling words to make sentences

Early Literacy

Early Writing Skills: doodling; number and word writing; drawing

Early Reading Skills: reading and matching stickers to labels; reading and answering; sounding out words; matching words to initial letters

Documentation: reading and answering questions

Narrative Skills: talking about a picture; talking about a reading

Building Phonological Awareness: /w/ and /th/ sounds; reviewing /s/ and /sh/; segmenting and blending decodable words; making tongue twisters

Building Print Awareness: word labels; sentences; captions

Doodling for Critical Thinking

For Students



Have the children work together to draw scenes and murals. Have them decide between them who draws what.

For Teachers

Let the children explore with sand. They can practice drawing and writing in the sand and with the sand.



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



Learning Centers

Tips from the Authors

Give the children the opportunity to build their own Learning Centers. Let them choose which content area they wish to make a center for and put their ideas together. Then swap roles, with you being the student and them the teacher as they demonstrate to you how to use their Center.



1: Beach Store Center (Lesson 3)

Conversation Starters: *Can I help you? What would you like? I'd like a (ball), please. Here you are. Thank you! Three dollars, please.*



Materials: handmade *Beach Store* sign; beach objects for sale (e.g., shells, beach ball, toy animals [crab, whale, shark, octopus, turtle], beach towel, sunglasses, sun hat, shovel and pail, camera, water bottle, toy boat; price tags; play money

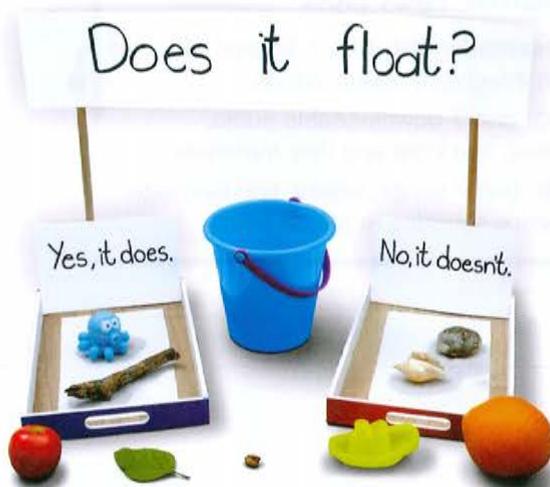
Objectives: make sentences from visual stimulus and do actions

1. Talk about the beach items for sale and their prices as you set up the store with the children.
2. The children take turns being the customer and sales clerk to buy and sell beach objects.
3. Help the children to count the money. Remind customers to be polite and remember to say *please* and *thank you*.



2: Does It Float? Center (Lesson 4)

Conversation Starters: *Does a (shell) float? What do you think? What things (don't) float?*



Materials: large container filled with water; collection of objects; two sorting trays; three handmade labels: *Does it float? Yes, it does. No, it doesn't.* Print and Play Does It Float Results Template

Objectives: make predictions and explore floating and sinking with everyday objects

1. Read the signs and explain the experiment. The group tests out one object at a time and then places it in the correct sorting tray.
2. Before putting the object in the water, encourage the children to make a prediction: Do they think it will float?
3. When all objects have been tested and sorted, ask *Which things float? Which things don't float?* Use the Print and Play Does It Float Results Template.

When asking the children to make balls out of paper, have them use only their index finger and thumb in order to practice the pincer grip.



3: Pocket Chart Scrambled Sentences Center (Lesson 6)

Conversation Starters: *What's this word? Describe this picture. Let's make a sentence to describe the picture. What's the (first) word?*



Materials: Pocket Chart; six handmade sentence strips; pictures to match the sentences; six envelopes

Objective: build sentences to describe pictures

1. Help the children identify and say each picture word.
2. The children choose an envelope, remove the cards, and identify the picture.
3. The children unpack one envelope at a time, look at the picture, read the words, and put the words in the correct order.



4: Counting to 50 Center (Lesson 9)

Conversation Starters: *Let's count. What number is this? What number is next? What number is missing? Take away eight numbers.*

1	3	4	5	6	7	9	10
11	12	13	15	16	18	19	20
21	23	24	25	26	27	28	29
31	32	33	35	36	37	39	40
41	42	43	44	46	47	48	49
22	8	45	17	34	14	2	38

Materials: Print and Play Numbers: 1–50

Objective: build awareness of number and place value

1. The children count with you as you set up a five-row chart with the Print and Play Numbers 1–50.
2. The children remove eight numbers from the chart. Mix up the numbers and place them to the side.
3. The children count again. When they come to an empty space, they find the correct number and return it to its place.

At the Beach



beach ball



pail



shovel



towel



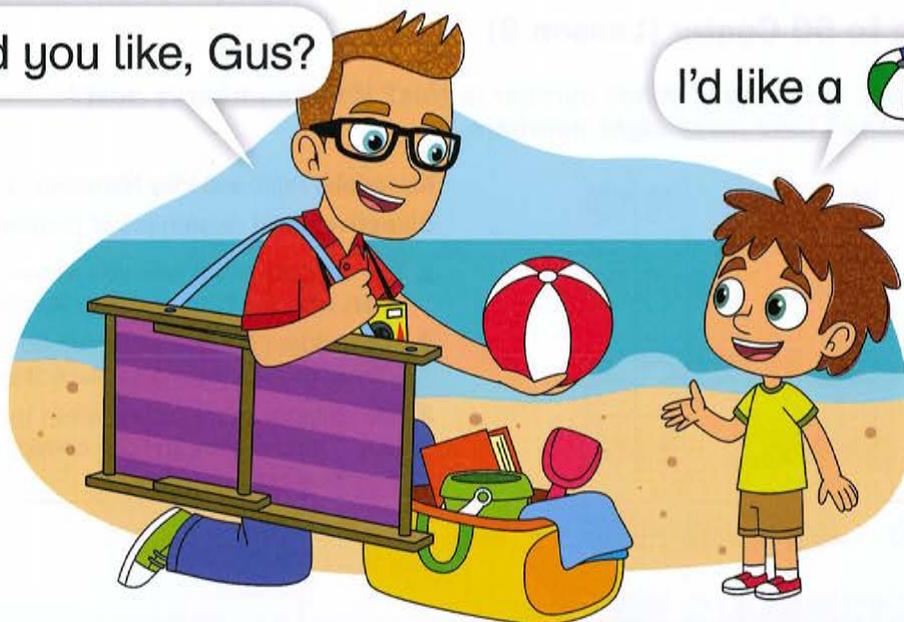
camera

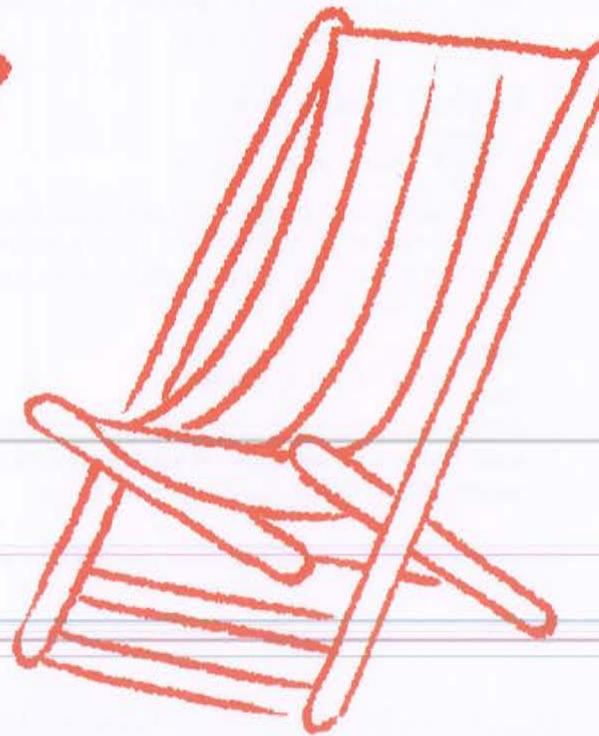


beach chair

What would you like, Gus?

I'd like a , please.





What are the children doing?

Lesson 1

Objectives: learn words for beach items; ask and answer about things they would like to have

Key Language: *beach, beach ball, beach chair, book, camera, pail, sand, shovel, sun, towel; What would you like? I'd like a (beach ball), please.*

Review: *hands*

Receptive Language: *What do you take to the beach?*

Materials: Pocket Chart; Photo Cards: *towel, pail, shovel, beach ball, camera, beach chair*; orange, purple, and green crayons (one per child); handmade sentence strip; sand tray; shovels; pails

BEFORE THE PAGE

 **002 Song: Doodle Town Hop**

Play the song (see TE Page T2). Encourage the children to join in and do the actions.

Introduce Key Language

Doodle a beach scene on the board. Ask *What do you take to the beach?* Doodle all the children's suggestions onto your beach scene and label them.

Put the Photo Cards in the Pocket Chart and say each beach item. Have the children mime how they would use each item and repeat the word.

USING PAGE 64

 **1 161 Listen, point, and say.**

Go to Page 64. Show the page or display it using the Presentation Kit. Play the audio. The children listen and point to the pictures. Play the audio again. The children listen and say each word.

 **Early Reading: Captions**

Read the captions with the class. Ask questions about each caption, for example, *What's the first/middle/last sound? Which word begins with (/p/)?*

 **2 162 Listen and say dialog, then role-play.**

Point to Gus and Dad. Read the speech bubbles with the class. Play the audio for the children to listen to. Play it again. Pause after each line for the children to repeat. Put the children in pairs. Have them stand up and role-play the audio.

Gus: *What do you have in your bag, Dad?* **Dad:** *I have things for the beach. What would you like, Gus?* **Gus:** *I'd like a beach ball, please.* **Dad:** *Here you are.* **Gus:** *Thank you.*

(2) **Meg:** *a pail and a shovel* (3) **Mom:** *a towel and a camera* (4) **Dad:** *And here is a beach chair and a towel for me. A perfect day at the beach!*

 **3 163 Language check: Listen and circle.**

Play the audio. Make sure the children have a set of crayons ready. Say the three colors and have the children show you the correct crayon. The children listen and circle the shovel orange, the beach ball purple, and the towel green.

 **4 164 165 Sing I'd Like a Beach Ball.**

Play the song twice. Encourage the children to sing and act out using the items. Write *I'd like a* on a sentence strip and put it in the Pocket Chart. Put the correct Photo Cards after the sentence for each verse. Play the karaoke version of the song and have the children read from the Pocket Chart.

Chorus: *It's a day at the beach with sun and sand. Dad has a great big bag in his hand. What would you like? What would be fun, to have at the beach in the sand and the sun?*

Verse 1: **Gus:** *I'd like a beach ball, that's what I say. I'd like a beach ball, for a perfect day. A beach ball can be lots of fun, at the beach, with the sand and the sun. I'd like a beach ball.*

Verse 2: **Meg:** *a pail and a shovel;* **Verse 3:** **Mom:** *a camera;* **Verse 4:** **Dad:** *a beach chair and a towel; Ahh! Perfect!*

AFTER THE PAGE

 **Cooperative Play**

Provide a sand tray, shovels, and pails. Have the children explore and play with the sand. If you have a large group, make sure the children take turns with the equipment.

 **Home-School Connection**

Hand out the Unit 7 Letter to Parents for the children to take home.

Lesson 2

Objectives: talk about a picture; talk about what people are doing

Key Language: *beach, hula hoop, carrying, running, walking; What (are) (the children) doing? They're (running). She's (carrying) a (hula hoop).*

Review: *beach ball, beach chair, camera, pail, shovel, towel*

Receptive Language: *What do you like doing at the beach?*

Materials: Photo Cards: *towel, pail, shovel, beach ball, camera, beach chair*; Pocket Chart; *hula hoop*; camera, smartphone, or tablet; *beach ball*

BEFORE THE PAGE

005 Song: Hello Song

Play the karaoke version of the song (see TE Page T2). Sing the names of children in your class.

Think and Play! What Is It?

Follow the procedure on TE Page T3.

Introduce Key Language

Show the children a hula hoop and elicit the name. Have the children stand in a circle. Put the hula hoop onto a child's arm. All the children hold hands. They need to work out how to move the hula hoop around the circle without letting go of each other's hands. Describe what the children do. Say, for example, *She's moving the hula hoop. He's wiggling.*

USING PAGE 65

1 166 Listen, point, and say.

Go to Page 65. Show the page or display it using the Presentation Kit. Play the audio and encourage the children to point to the new words. Play it again and have the children repeat the words.

2 Pair share: Talk about the picture.

Put the children in pairs. Have them look at the picture, then ask and answer *What do you see?* Have them describe what they can see in the picture. Point to each person in the picture and ask the children *What's (he) doing?*

3 167 Listen and point.

Play the narrative and encourage the children to point to the people as they are described. Play it again and have the children repeat. Ask the children the questions at the end of the audio.

These children are running at the beach. This girl is carrying an orange shovel. The mom and dad are walking at the beach. The dad is carrying a ball and a towel. The towel has stripes. The mom is carrying a pink hula hoop. Can you use a hula hoop? What do you like doing at the beach?

4 168 Let's doodle: Listen and draw.

Play the audio. The children listen and draw a beach ball.

5 164 Sing I'd Like a Beach Ball.

Play the song (see TE Page T64). Encourage the children to join in and act out how they would use each item.

AFTER THE PAGE

Taking Photos

If you have a camera, smartphone, or tablet on which to take pictures, let pairs of children take turns taking pictures of each other. Have them act out their favorite beach activity in the picture. Show all the pictures on your whiteboard or project them. Ask *What's (she) doing?* If it's not possible to take pictures, have the children draw pictures of their partners doing their favorite beach activities.

Think and Play! Circle Game

See the procedure on TE Page T15. Use a beach ball to play. This time, start the game by asking *What would you like?* The child with the ball says, for example, *I'd like a (beach ball).*

Activity Book 3 AB 62

- 1 Connect and say the letters A-H and a-h in order.
- 2 Color pail and shovel.
- 3 **Pair share:** Talk about the picture.

Let's Talk

What do you want to do at the beach?



I want to jump in the !

waves

sandcastle

crab

shells

Lesson 3

Objectives: talk about what they want to do; read and match stickers

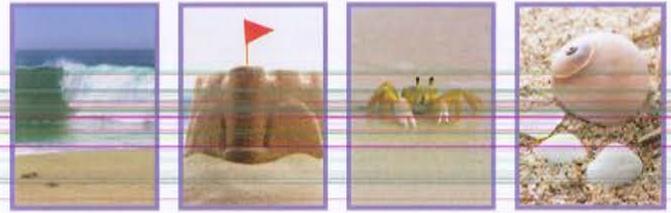
Key Language: *crab, sandcastle, shells, waves, build, jump, look for; What do you want to do at the beach? I want to (jump in the waves).*

Review: actions, beach items

Receptive Language: *What am I doing?*

Materials: Pocket Chart; Photo Cards: *crab, sandcastle, shells, waves*; Beach Store Learning Center materials (see TE Page T7C); craft shells with holes for threading; thin elastic

Help the children read each of the sticker labels. Have them sound out and blend *sh-e-l-l-s—shells* and *c-r-a-b—crab*. Play the audio again and have the children place the stickers.



2 Listen and point, then role-play.

Play the audio and have the children listen and point to the speakers. Play the audio again. Pause so the children can repeat the dialogs. Have the children role-play the dialog in groups of four and do the actions.

Mom: *What do you want to do at the beach?* **Child 1:** *I want to jump in the waves.* **Mom:** *What do you want to do?*

Child 2: *I want to build a sandcastle.* **Mom:** *What do you want to do?* **Child 3:** *I want to look for a crab.* **Child 1:** *Mom, what do you want to do?* **Mom:** *I want to look for shells.*

3 Listen and draw.

Play the audio. The children listen and draw a line under the sandcastle, a circle around the crab, and a check mark next to the waves.

BEFORE THE PAGE

039 Song: Can I Play with You?

Play the song (see TE Page T12). Encourage the children to join in and do the actions. Sing the karaoke version of the song. The children sing as much as they can remember.

Think and Play! Mime

Put the Unit 7 Photo Cards in the Pocket Chart and review the known words. Teach *shells, sandcastle, crab, and waves*. Do an action for the class to guess, such as taking a picture with a camera. Ask *What am I doing?* Invite children to come up and do actions for the class to guess. As the children come up, ask them *What do you want to do at the beach?*

USING PAGE 66

1 Vocabulary: Listen, read, and say. Place stickers.

Go to Page 66. Show the page or display it using the Presentation Kit. Ask the guiding question *What do you see?* Point to each of the items in the beach scene and ask *What's this?* Play the audio and have the children listen and point. Play it again. The children listen and repeat the new words.

AFTER THE PAGE

Learning Center: Beach Store

Demonstrate how to use the Learning Center materials (see TE Page T7C). The children role-play stores.

Make Shell Bracelets

Provide each group of children with a container of craft shells. Give children a length of elastic (long enough to go around their wrist and tie). Have the children thread the shells onto their elastic. Make sure they share the shells between them fairly. Help them tie their bracelets. Have the children count the shells on their bracelet.

Activity Book 3 AB 63

1 Find and circle shells and crabs. 2 Draw a sandcastle on the sand. Draw waves in water.

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

T66

Lesson 4

Objectives: explore objects that float and sink; read and answer questions

Key Language: *boat, float; Does it float? Yes, it does. / No, it doesn't. Does it still float?*

Subject Specific Language: *clay, flat, round*

Review: *beach, food*

Receptive Language: *Do you like having picnics on the beach? Which beach do you like best? What are the children doing? How are they the same? What did you put on it?*

Materials: pictures of beaches; world maps or globes; clay; see-through plastic container; water; two sorting mats; Doodle Bunny puppet; light plastic toys and bricks; Does It Float? Learning Center materials (see TE Page T7C); play sand; blue and white tissue paper; colored card

BEFORE THE PAGE

 **151 Song: We're Going on a Picnic**

Ask *Do you like having picnics on the beach?* Play the karaoke version of the song (see TE Page T56). Replace *park* with *beach*.

**Beaches**

Show three or four pictures of beaches from around the world. (Make sure you know which country each beach is in.) Hand out maps of the world or globes to groups of children. Talk about each of the beaches. Tell the children what countries they are in and have them find the countries on their map or globe.

Stick each of the beach pictures on the classroom walls. Ask *Which beach do you like best?* Have the children go and form a line next to their favorite beach. Count the number of children in each line with the class. Have them say which beach most people like the best.

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 ask and answer *What are the children doing?* Use the picture to explain *float* and *sink*. Point to each clay boat and ask *Does it float?*

 **2 Try it out! Make a clay boat.**

Hand out a lump of clay to each child. They model it into a boat or raft shape. Set up a container with water in it at the front of the class. Have the children put their boats on the water. Ask *Does it float?*

Put all the boats that float on one sorting mat. Put all the boats that don't float on another. Look at all the boats that float. Ask *How are they the same?* Establish that they are flat. For the boats that don't float, establish that they are round.

 **3 Documentation: Read and answer.**

Have the children read the question with the Doodle Bunny puppet. They check the shape most similar to their boat. Have the children whose boats didn't float make them into a flatter shape and test them in water.

Let groups of children come up and experiment. Provide plastic toys for them to put on their boats and see if they still float. Ask *What did you put on it? Does it still float?* They complete the second part of the documentation panel.

AFTER THE PAGE

**Learning Center: Does It Float?**

The collection of objects should include some that float (e.g., stick, leaf, apple, cup, plastic plate, plastic bag, toy boat, toys [fish, turtle, shark, duck, whale]) and some that don't (e.g., nut, rock, crayon, orange, grape, shell, pencil, ball, sock). Demonstrate how to use the Learning Center materials (see TE Page T7C). The children make predictions and explore floating and sinking.

**Make a Beach Collage**

Hand out the collage materials. Demonstrate how to spread glue and sprinkle sand on it to make a beach. Pour excess sand back into its container. Show the children how to make a wavy sea with scrunched-up blue and white tissue paper. They can draw beach items on colored card, cut them out, and stick them on their pictures.

Activity Book 3 **AB 64**

1 Pair share: Talk about the pictures. **2 Circle round pictures with green. Circle flat pictures with purple.**



Make a clay boat.



Is your boat round like a ball or flat?



round



flat

Put something in your boat.

Does it still float?



Say, trace, and write.



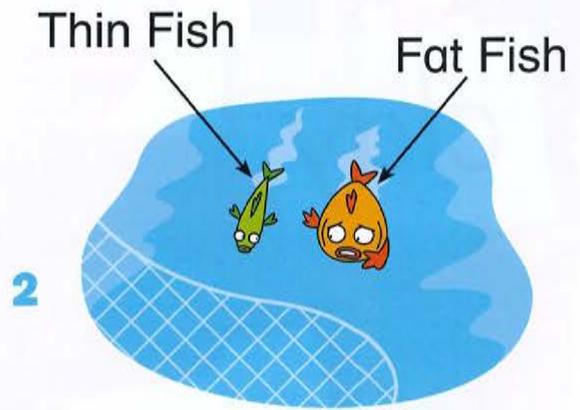
win

thin

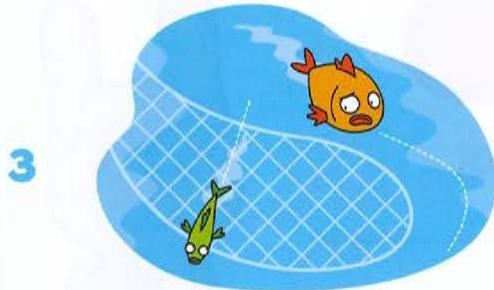
Thin Fish Wins



Thin Fish swims fast.
Fat Fish swims fast, too.



Look! A net.



Thin Fish can fit.
Fat Fish can't fit.



Lesson 5

Objectives: learn the initial sounds /w/ and /th/; learn to write short words; listen to a Phonics Story

Key Language: *fat, thin, net, swim, win*, letters w, th

Review: decodable words

Receptive Language: *What's missing?*

Materials: Alphabet Chart; Pocket Chart; Print and Play Pictures: *catch, chick, van, vet, egg, rabbit, run, dog, duck, nest, nut*; red and black crayons (one per child); phonics fishing game materials (see TE Page T17)

BEFORE THE PAGE

 **Song: The Alphabet Song**

Display the Alphabet Chart. Play the karaoke version of the song (see TE Page T6). Have the children join in.

Think and Play! What's Missing?

Follow the procedure on TE Page T11. Put any eight Print and Play Pictures in the Pocket Chart to play the game. Have the children sound out and blend the missing word.

Introduce W/w and Th/th

Say words that have the /w/ and the /th/ sound in random order. Have the children clap if they hear the /w/ sound and stand up if they hear the /th/ sound. Here are decodable words the children know that contain those sounds: /th/ *thin, think, thanks, math*; /w/ *win, wing, wet*.

USING PAGE 68

 **Letters and sounds: Say, trace, and write the words.**

Go to Page 68. Show the page or display it using the Presentation Kit. Follow the procedure on TE Page T46.

 **Phonics Story: Draw a red line under words with the letter w and read them. Draw a black line under words with the letters th and read them.**

Follow the procedure on TE Page T46. The decodable words are *th-i-n—thin, f-i-sh—fish, s-w-i-m-s—swims, f-a-t—fat, n-e-t—net, c-a-n—can, f-i-t—fit, and w-i-n-s—wins*.

 **172 Listen to Thin Fish Wins.**

Play the audio. Have the children listen and follow the story in their books. Play it again and have the children stand up each time they hear the words *thin* and *win*.

Meg: *One, two, three ... go!* **Adult Narrator:** *Thin Fish swims fast. Fat Fish swims fast, too. Look! A net. Thin Fish can fit. Fat Fish can't fit. Gus: Thin Fish wins!*

4 Read the sentences together.

Put the children in pairs. Have them talk about the pictures in the Phonics Story. Then they take turns to read the Phonics Story to each other.

AFTER THE PAGE

 **Think and Play! Phonics Fishing Game**

Play the phonics fishing game the children made in Unit 2 (see TE Page T17). Have the children add to it with the new words they have learned. Play the audio to remind them of the dialog to use when they play.

 **Literacy Skills Pad**

Try some of the Unit 7 activities in the Literacy Skills Pad.

Lesson 6

Objectives: practice reading words; do an art project

Key Language: *jellyfish, octopus, shark, whale; What are you drawing? I'm drawing a (whale). How many letters are in the word (whale)? 1, 2, 3, 4, 5. Five letters.*

Review: *swim, thin, win*

Materials: phonics fishing game materials (see TE Page T17); Alphabet Chart; Print and Play Pictures: *whale, shark, jellyfish, crab*; wax crayons; watery blue paint; Pocket Chart Scrambled Sentences Learning Center materials (see TE Page T7D); Unit 7 Print and Play Words I Know cards and sentence frame (one set per child)

BEFORE THE PAGE

 **172 Phonics Story: Thin Fish Wins**

Play the Phonics Story (see TE Page T68). The children listen and repeat. Sound out and blend *th-i-n—thin, w-i-n—win* and *s-w-i-m—swim* with the class.

 **052 Think and Play! Phonics Fishing Game**

Play the game the children made in Unit 2 (see TE Page T17). The children include the new words they have learned. Play the audio to remind them of the dialog to use when they play.

USING PAGE 69

 **1 Read and write.**

Go to Page 69. Show the page or display it using the Presentation Kit. Point to the word *box*. Sound out and blend both words with the children: *w-i-n-s—wins, s-w-i-m-s—swims*. Elicit what the pictures are. Read the sentences with the class. The children write the words to complete the sentences.

2 Pair share: Talk about picture.

Talk about the picture at the bottom of the page. Ask *What are the children doing? What are they making?* Elicit the colors the children can see.

 **Early Reading: Speech Bubbles**

Read the speech bubbles with the class.

 **3 173 Listen and say.**

Play the audio. The children listen and point. Play it again and have them repeat.

Boy 1: *What are you drawing?* **Boy 2:** *I'm drawing a whale. How many letters are in the word whale?* **Boy 1:** *One, two, three, four, five. Five letters.*

Boy 2: *What are you drawing?* **Boy 1:** *I'm drawing a crab. How many letters are in the word crab?* **Boy 2:** *One, two, three, four. Four letters.*

 **4 Project: Make an underwater mural.**

Ask *What animals live in the ocean?* Search the Alphabet Chart for pictures (*fish, octopus, and turtle*). Display the Print and Play Pictures. Write a list on the board.

Hand out paper. Each child draws a picture of an underwater animal with wax crayons. Help them write the name of that animal. Then the children paint over their drawing with blue watercolor paint.

The children talk to a partner about their pictures. They use the dialog as a model. Display the pictures to form a class underwater world mural.

 **174 Sing Five Little Fish.**

Play the song and teach the finger play (see below). Play the song again. The children join in.

Verse 1: Five little fish swimming by the shore. (wiggle five fingers) One swims away (hide hand behind back) and now there are four. (bring back hand with four fingers showing)

Verse 2: Four / in the sea / three; Verse 3: Three / in the blue / two; Verse 4: Two / in the sun / one; Verse 5: One / all alone / he / none

AFTER THE PAGE

 **Learning Center: Pocket Chart Scrambled Sentences**

Demonstrate how to use the Learning Center materials (see TE Page T7D). The children unscramble words to make sentences.

 **Think and Play! Mime**

With the class, think of a mime for each sea animal from the project. Play music (e.g., **Track 165** or **175**) and have the children move around the class. Stop the music and say one of the sea animals. The children mime the creature. Continue with other animals.

 **Words I Know**

Hand out a set of Unit 7 Print and Play Words I Know Cards and a sentence frame to each child. Follow the procedure on TE Page T17.

 **Literacy Skills Pad**

Try some of the Unit 7 activities in the Literacy Skills Pad.

Activity Book 3  **AB 65**

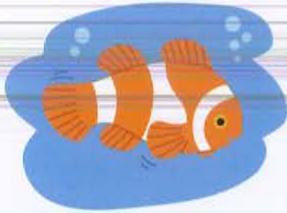
1 Make game. 2 Read the words. 3 Take game home to share.



Read and write.

wins

swims

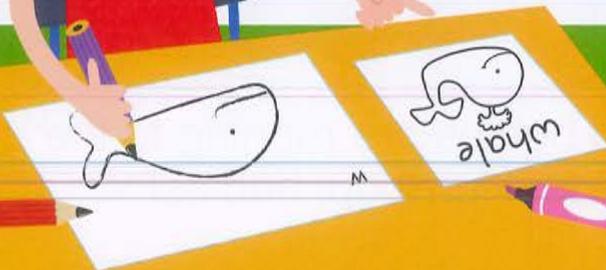
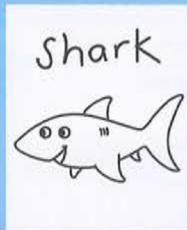


This fish _____ . This girl _____ .

Make an underwater mural.

How many letters are in the word *whale*?

1, 2, 3, 4, 5. Five letters.



Sea Turtles

Values



Sea turtles live in the ocean.
They swim very far.



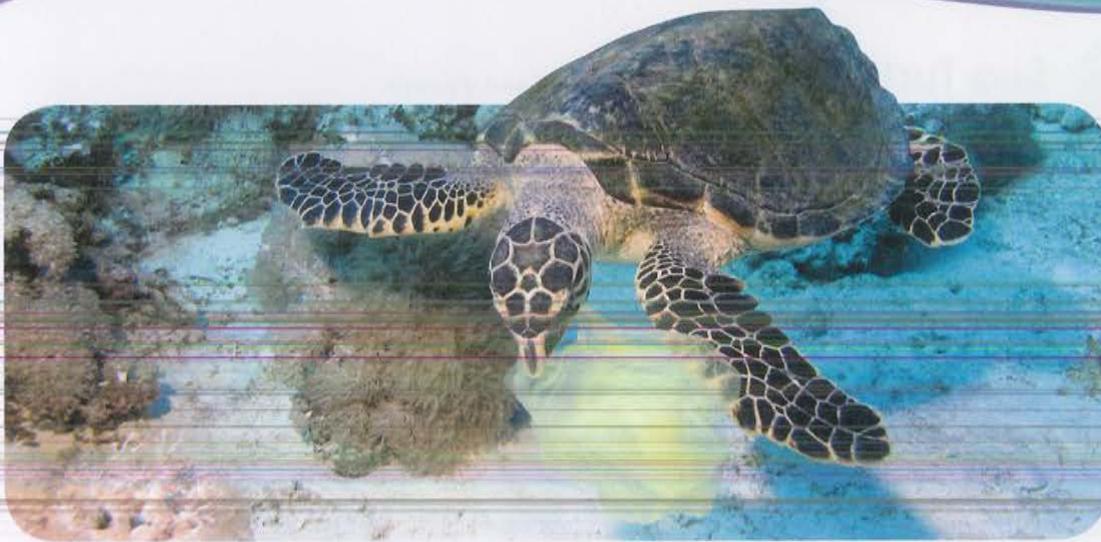
This sea turtle is digging a nest
in the sand.



There are more than
50 eggs in the nest!



The babies are running to the
ocean. Hurry up, babies!



Sea turtles eat jellyfish. These bags look like jellyfish. The turtles want to eat the bags, but they are not good to eat.



These children want to keep the sea turtles safe.



How can we help the sea turtles?

Lesson 7

Objectives: read an article about turtles; learn the value of caring for our world

Key Language: *ocean, sea turtle, far, safe; Hurry up! There are more than (fifty). They are not good to eat. How can we help? We can (volunteer).*

Review: *egg, shell, beach items, sea animals*

Receptive Language: *How many turtles do you think there are? Guess! What other animals have shells (on their backs)?*

BEFORE THE PAGE

 **174 Song: Five Little Fish**

Play the song (see TE Page T69). Encourage the children to join in and do the finger play.

Think and Play! Doodle Game

Give the children a picture dictation of a beach scene. Review *there is / there are, next to, on,* and the beach items and sea animals vocabulary. Put the children in pairs. Have them compare pictures.

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. Ask *What can you see?* Talk about what they can see in each picture. Use the pictures to teach the words: *sea turtle, ocean, far, safe.*

 **176 Listen to Sea Turtles and point.**

The children listen to the audio and point to the pictures.

 **Captions**

Read the captions with the children. Then play the audio again. Pause after each sentence for the children to read the caption. Help the children to sound out and blend the decodable words: *i-n—in, s-w-i-m—swim, s-a-n-d—sand, n-e-s-t—nest, th-a-n—than, e-g-g-s—eggs, u-p—up, b-a-g-s—bags, b-u-t—but, n-o-t—not, ch-i-l-d-r-e-n—children, h-e-l-p—help.*

3 Read and discuss.

Talk about the sea turtles. Ask if the children have ever seen a sea turtle. Ask them where they saw it/them. Explain they are difficult to see in the ocean as there are very few left. Discuss why the children think there are so few turtles left (suggested answers: *pollution; human activity; litter, such as plastic bags*). Speak in Language 1 but translate key ideas into English.

 **177**  **Sing the Values Song We've Got the Whole World in Our Hands.**

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

Chorus: *We've got the whole world in our hands.* (hold out hands) (x4)

Verse 1: *We've got the big blue ocean in our hands.* (make wave motions with hands) *We've got whales and turtles in our hands.* (mime whales and turtles) *We've got sharks and jellyfish in our hands.* (mime sharks and jellyfish) *We've got the ocean in our hands.* (hold out hands)

Verse 2: *It's up to you and me, to show we care.* (point to partner, point to self) *About turtles in the ocean.* (mime turtles) *We want to share our world with the animals that are there.* *We've got the whole world in our hands.* (hold out hands) (repeat chorus)

 **Home-School Connection**

Discuss the value as a class. The children think about what ways they can look after their world. Encourage the children to sing the song at home and talk about the value with their families.

AFTER THE PAGE

 **Estimating**

Point to the picture of the baby turtles. Ask *How many turtles do you think there are? Guess!* Have the children tell you their estimations and write them on the board. Count the baby turtles with the class. There are about 36. Whose estimate was closest?

 **Animals**

Point to the sea turtle's back and its shell. Ask *What's this?* Teach/review *shell*. Ask *What other animals have shells (on their backs)?* Doodle and caption all the children's suggestions, such as *snail, (land) turtle, crab.*

 **Literacy Skills Pad**

Try some of the Unit 7 activities in the Literacy Skills Pad.

Lesson 8

Objectives: review a reading; think and answer a question about a story

Key Language: review

Receptive Language: *endangered; What are the (turtles) doing? How can we help the sea turtles?*

Materials: Pocket Chart; handmade sentence strips; poster paper; paints; pictures of local wildlife from magazines or the Internet

BEFORE THE PAGE

 **131 Song: Amazing Animals**

Play the song (see TE Page T48). Encourage the children to join in and do the actions.

 **Phonological Awareness: /s/ and /sh/**

Write this tongue twister on the board: *She sells seashells by the seashore.* Read it a few times with the children, emphasizing the /s/ and /sh/ sounds. Now have the children say it individually. See how fast they can say it without making a mistake.

USING PAGES 70 AND 71

 **1 Listen again and read.**

Go to Pages 70 and 71. Show the pages or display them using the Presentation Kit. Point to each picture. Ask *What are the turtles/children doing?* Have the children talk about the story. They ask and answer the questions in pairs.

2 Think! How can we help the sea turtles?

Look at the question at the bottom of Page 71, *How can we help the sea turtles?* Read it with the class. Take the class's suggestions. Point to the children in the picture and ask *What are they doing?* Explain they are picking trash off the beach to help the sea turtles.

 **3 Talk about other ocean animals.**

Brainstorm other ocean animals with the class. Doodle and label all the children's suggestions on the board. Explain the difference between *mammals*, *reptiles*, and *fish*. Write the three categories on the board and have the children help you to sort the ocean animals into each category.

 **4 Sing the Values Song *We've Got the Whole World in Our Hands*.**

Play the song (see TE Page T70). Encourage the children to join in and do the actions. Make a new verse for the song. Brainstorm things from nature and write the children's suggestions on the board. Write *We've got ... and ... in our hands* on three sentence strips and put them in the Pocket Chart.

Let the class decide what to put in the new verse, for example, *We've got birds and frogs in our hands.* Doodle or write the children's choices in the spaces on the sentence strips. Play the karaoke version of the song and sing the new verse.

AFTER THE PAGE

 **Make a Poster**

Brainstorm wildlife local to your area. Doodle and caption the children's suggestions on the board. Explain what an endangered animal is. Say that the sea turtles are endangered because there is only a small number of them. Ask if any of the wild animals they named are endangered. Ask *How can we help (name of animal)?* and take suggestions.

Give groups of children poster paper and paints. Let them choose pictures of the animal they want to make a poster about. Have them make their poster featuring their chosen animal and ways to help it.

 **Show and Tell**

Have the children do a show and tell in their groups with the posters they have made.

 **Literacy Skills Pad**

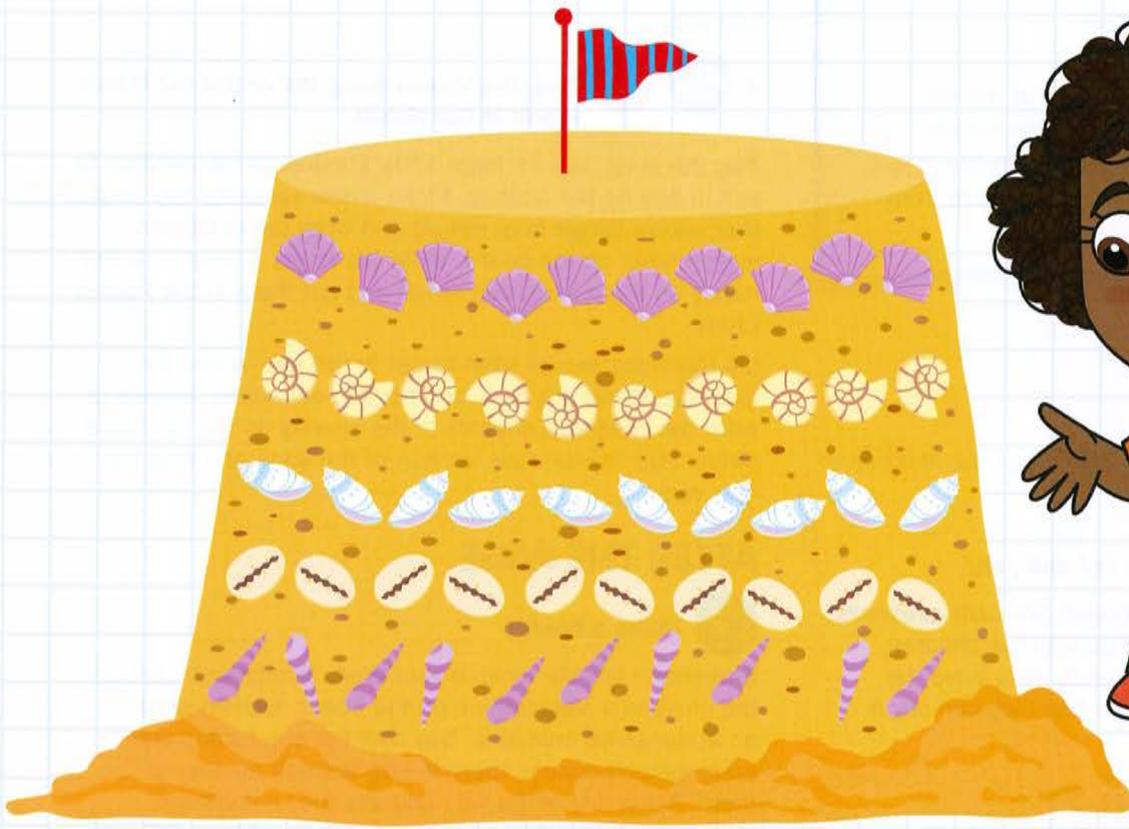
Try some of the Unit 7 activities in the Literacy Skills Pad.

Activity Book 1    

1 Cut out and say. 2 Sing the Values Song *We've Got the Whole World in Our Hands*. 3 Glue animals on the ocean scene. 4 Take page home and share.

T71

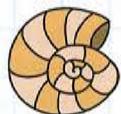
Let's Count



How many  ? _____

How many  ? _____

How many  ? _____

How many  ? _____

How many  ? _____

How many shells altogether ? _____

Unit 7 Let's Count

Lesson 9

Objectives: count to 50 by tens; sing a Phonics Chant

Key Language: *sea, sells, shells, shore, numbers 1–50; How many (shells)? How many (shells) altogether?*

Review: *beach, flag, sand, sandcastle*

Receptive Language: *Do it again!*

Materials: Print and Play Numbers: 1–30; Print and Play Bingo Templates (one per child); Counting to 50 Learning Center materials (see TE Page T7D); Print and Play Pictures: *back, bed, bib, bug, black, block, bag, bat (animal), bat (baseball), cat, cap, clap, cut, crab, cup, catch, clock, sit, sing, swim, sun, sand, sock*

BEFORE THE PAGE

157 **Song: Five Little Cupcakes**

Play the song (see TE Page T62). Encourage the children to join in. They do the finger play.

Think and Play! Bingo

Review counting 1–30 with the children. Hold up the Print and Play Numbers in order and have the children call out the numbers. Repeat, holding up the numbers in random order. Hand out a Print and Play *Bingo* Template to each child. Have them write any number 1–30 in each of the six squares. Play *Bingo*. Pick number cards at random and call the number out. The children cross out the number if it's on their grid. The first child to cross out all of his or her numbers calls *Bingo!* and is the winner.

USING PAGE 72

1 Count and write.

Go to Page 72. Show the page or display it using the Presentation Kit. Ask *What do you see?* Review *shells, sand, sandcastle, beach, and flag*. Sound out and blend *sh-e-ll-s—shells, s-a-n-d—sand, and f-l-a-g—flag*. Read the first five rebus questions with the children and have them identify the shell in the picture. As the children count, have them put a colored dot on each shell. Have them choose a different color for each row. They write down the number (10) for each row.

2 Count to 50 by 10s.

Now read the last question with the children. Have them count the rows of shells by tens and then write the total (50).

179 **Chant Count to Fifty.**

Play the chant. Play it again and have the children show one finger for each 10. Have the children practice saying the tongue twister section of the chant again and answer the math question.

Verse 1: Hey, are you ready, friends? Let's count to fifty by tens. Ten, twenty, thirty, forty, fifty. Do it again!

Chorus: Ten, twenty, thirty, forty, fifty. Do it again! Ten, twenty, thirty, forty, fifty. That's the end.

Verse 2: She sells seashells at the seashore. She sells forty shells, then she sells ten more. How many shells does she sell at the shore? Fifty!

(repeat chorus)

AFTER THE PAGE

Learning Center: Counting to 50

Demonstrate how to use the Learning Center materials (see TE Page T7D). The children count to 50 and replace missing numbers.

Think and Play! Tongue Twisters

Play this game to practice the sounds /b/, /k/, and /s/. Display the Print and Play Pictures so that all the children can see them. Point to a picture. Have the class sound out and blend the word. Put the children in pairs. Tell them that they are going to make a tongue twister. They pick three or four words that have the same initial sound. Have them put their words together to make a tongue twister. Have the pairs perform their tongue twisters for the class. You can play this game to practice any of the known phonic sounds. For variety, you could have the children make tongue twisters with words with the same final letter sound.

Math Skills Pad

Try some of the Unit 7 activities in the Math Skills Pad.

Home-School Connection

Ask the children and their parents to complete the Unit 7 Parent Page in the Math Skills Pad.

Activity Book 3 **69**

1 Count shells on table. Write the number. 2 Draw three more shells. Count and write. 3 Sing **Count to Fifty** and point. 4 Write missing numbers.

T72

Lesson 10

Objectives: review the unit; do listening, reading, and writing comprehension

Key Language: review

Receptive Language: *Is this fish thin or fat?*

Materials: Pocket Chart; Unit 7 Photo Cards; Doodle Bunny puppet; Doodle Bunny's Journal

BEFORE THE PAGE



Values Song: We've Got the Whole World in Our Hands

Play the song (see TE Page T70). Encourage the children to join in and do the actions. Remind the children of the new verse they created (see TE Page T71). Play the karaoke version of the song and sing the new verse.



Think and Play! Team Race

Review the Unit 7 Photo Cards. Follow the procedure on TE Page T8.

USING PAGE 73



1 Listening: Listen and check.

Go to Page 73. Show the page or display it using the Presentation Kit. Talk about the pictures. Point and ask *What can you see?* Play the audio. The children listen and point. Play it again. This time the children check the correct answer in their books.

Adult: *Look. There is a pail and a shovel and a beach ball. What would you like?* **Child:** *I'd like a shovel.*

2 Reading: Read and check.

Read the word *shell* with the children. Have them sound out and blend *sh-e-ll—shell*. Have the children check the correct picture.

3 Writing: Look and write.

Point to the pictures of the fish. Ask *Is this fish thin or fat?* Have the children sound out and blend *th-i-n—thin* and *f-a-t—fat*. Now have the children write the words.

4 Speaking: What does Meg have? Go to Page 64. Point and say.

Point to Meg at the bottom of the page. Ask *What does Meg have? (a camera)*. Ask *What can Meg do with it?* Elicit *take pictures*. Read Meg's speech bubble with the children. They have to go to Page 64 and find the camera. Then they point to, name, and act out using the other beach items.



Home-School Connection

Encourage the children to take their books home, where they can talk about and share Unit 7 with their families.

AFTER THE PAGE



Chant: Count to Fifty

Play the chant (see TE Page T72). Encourage the children to join in and count each 10 on their fingers.

Think and Doodle!

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 beach activity.

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.

Let's Play

Allow the children to choose a game you have played in this unit to play again.



Literacy Skills Pad

Try some of the Unit 7 activities in the Literacy Skills Pad.



Home-School Connection: Doodle Bunny Sleepover

See TE Page T11 for the procedure.



Home-School Connection

Ask the children and their parents to complete the Unit 7 Parent Pages in the Literacy Skills Pad.

Activity Book 3 AB 70

1 Talk about the big picture. 2 Listen and circle pictures at the bottom. Then match pictures.

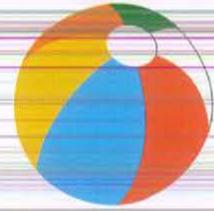
Activity Book 3 AB 71

1 Circle your favorite ocean animal. 2 Circle beach activities that you like doing. 3 Read and answer.

Listen and check.







Read and check.

shell

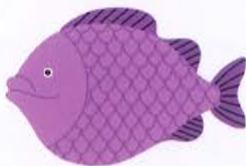






Write.

1



2



This fish is _____

at.

This fish is _____

_____ in.

Speak.



Go to page 64. Point and say.

Unit Objectives

- learn vocabulary and language through a unit focusing on transportation
- ask for and give directions
- read a story about a city
- learn the /o/ and /x/ sounds and the corresponding letters; segment and blend decodable words
- learn the value of asking politely and being helpful
- count to 80 by tens; count on from a given number



Values



Values

Ask politely and be helpful.



Project

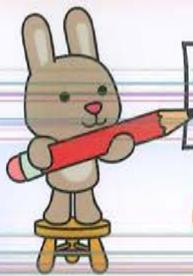
Make a rhyme time train.

Unit Language

Vocabulary: taxi, subway, train, ferry, bus, trolley, park, zoo, museum, city, family, map, seat, escalator, elevator, stairs, revolving door, bathroom, playground, view, ramp, car, race, blocks, win, steeper, farther, faster, steepest, log, frog, dog, rock, hops, pond, off, into, near, by, rhyme, time, chime, clock, chair, bear, square, hair, zebra, drive away, letters o, x

Structures: How do we get to the (park)? We can take a (taxi). Can we take a (taxi)? How are they getting around? They're taking the (subway). Excuse me. How do we get to the (Bubble Room)? Take the (escalator). Thank you. Which (ramp) is (steeper)? This (ramp) is (steeper). Which car (goes farther)? What rhymes with (sock)? (Rock) rhymes with (sock). We like (riding our bike). Take a picture. What do you like doing?

Receptive: What places are there in the city? How do we get around the city? Draw a (yellow) circle around the (bus). Where do they want to go (in the city)? How do you get around the city? Where is the family? Do the cars go up or down the ramp? Put the crayon on the book. Take the crayon off the book. Put the crayon near the book. Where is the (frog)? Where is the (fox)? What are the children doing? What are they drawing? Who is telling the story? What do they do first/next/last? tourism fair; Let's count. How do you get to school? Where is the frog?



Content Areas



Art

City collage; making models; making leaflets



Social Studies

Cities; maps; giving directions; museum visit; tourism fair



Math

Counting; gradients; shapes; addition



Physical Education

Action games; exploring slopes



Science

Exploring ramps and gradients

Communication

Oral Skills: singing action songs; role-playing dialogs; asking for and giving directions

Listening Skills: doing a listening comprehension; listening to Phonics Chants and a Phonics Story; listening to peers give directions

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

Sentence Building: completing sentences; building and reading sentences

Early Literacy

Early Writing Skills: doodling; drawing in response to a question; writing words; building three- and four-letter words; labeling a picture

Early Reading Skills: reading and matching sticker labels; sounding out words; reading captions

Documentation: reading and responding to a question

Narrative Skills: talking about a picture; talking about a story

Building Phonological Awareness: /o/ and /x/ sounds; segmenting and blending decodable words

Building Print Awareness: word labels; sentences; captions

Doodling for Critical Thinking

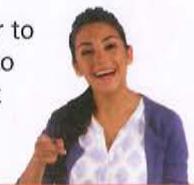
For Students



Allow the children time with a pen and paper to design and practice a signature. They can try out lots of different ways of writing their names in a decorative way.

For Teachers

Create a number chart with the class. Give each child a number to write and decorate. Help them to put their numbers in the correct order in a number frieze on the wall.



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



Learning Centers

Tips from the Authors

You can adapt the suggested scale of the Learning Centers to provide the children with whole-body exploration; for example, scale up the City Map Center by drawing the map in chalk on the ground.



1: City Map Center (Lesson 1)

Conversation Starters: *Where is the (library)? How do I get to the (park)? Where do you want to go? Do you want to take a bus or a taxi?*



Materials: handmade city map; Print and Play Templates: City Places, City Streets; dolls, toy cars

Objective: explore maps and directions

1. Help the children identify and say each picture word.
2. Use the map, pictures, and dolls to model asking directions. Say *Excuse me. Where is the (bakery)? It's (next to the park).* Model asking how to get there. Say *How do I get to the (bakery)? You can (take the bus).*
3. The children take turns role-playing with you and in pairs.



2: City Skyline Center (Lesson 5)

Conversation Starters: *What's this? What shape is this? How many (rectangle) shapes? What shapes are in your city?*



Materials: cutout black paper shapes (rectangles, circles, triangles, squares); white paper

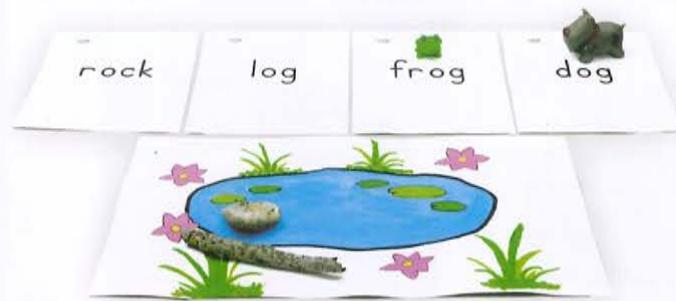
Objectives: talk about shapes and create a picture

1. Doodle a picture of a city skyline on the board. The children talk about the shapes they can see.
2. The children choose shapes to create their own city skyline and glue them onto white paper. (Alternatively, the children can cut out their own shapes.)
3. The children talk about the cities they have created.

Have the children create their own city map by drawing the buildings that are around their house or their school.

197 3: A Frog on the Log Center (Lesson 6)

Conversation Starters: *What's this word? Where is the (rock)? What is by the rock? What does the frog do?*



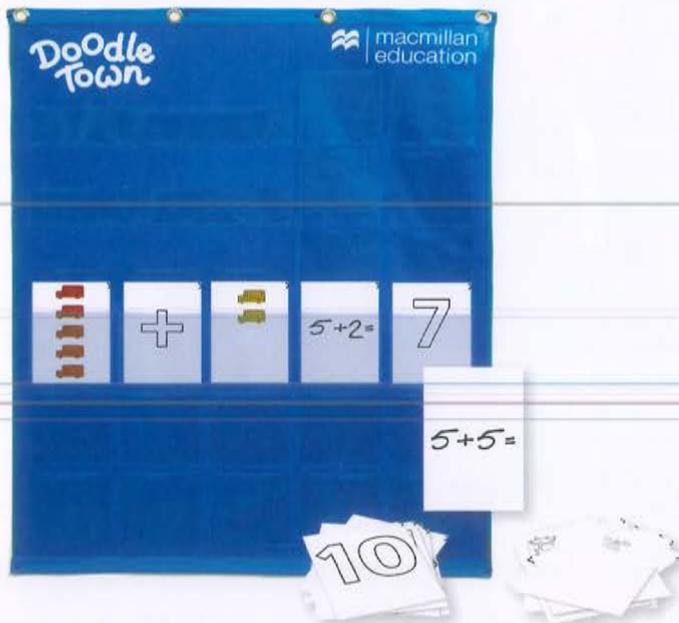
Materials: Print and Play The Pond in the Park Templates (one per child); four blank Print and Play cards with *rock*, *log*, *frog*, *dog* written on them; toys: rock, log, frog, dog

Objective: re-create a Phonics Story song with word cards and mixed media

1. The children read the word cards and place the toy rock, log, frog, and dog on the correct card.
2. As they listen to **A Frog on the Log** (see TE Page T78), the children place each object as described.
3. At the end of the song, the children make the frog hop off the log, onto the rock, and into the pond.

4: Pocket Chart Let's Add Center (Lesson 9)

Conversation Starters: *What do you see? There are five yellow taxis. There are four blue taxis. How many taxis are there altogether?*



Materials: Pocket Chart; handmade math equation cards: $5 + 1 =$, $5 + 2 =$, $5 + 3 =$, $5 + 4 =$, $5 + 5 =$; Print and Play Numbers: 6–10; handmade picture cards illustrating the equations, for example, 5 green bikes and 1 black bike, 5 big frogs and 5 little frogs

Objective: visualize additions

1. Put the picture cards in the Pocket Chart. Talk about them with the children. Ask *What do you see?*
2. The children place the matching math equation card after each picture card. Then they put the correct Print and Play Number in the Pocket Chart.
3. The children tell the addition story, for example, *There are five red buses. There are two yellow buses. There are seven buses altogether.*



taxi



subway



train



ferry



bus



trolley

How do we get to the park?



We can take a taxi.



How are they getting around?

AB 72

Key language: family, map, seat; How are they getting around? They're taking the (subway). **Activities:** 1 Listen, point, and say. 2 **Pair share:** Talk about the picture. 3 Listen and point. 4 **Let's doodle:** Listen and draw. 5 Sing *Let's Take the Subway*.

Unit 8 **75**
Lesson 2

Lesson 1

Objectives: learn words for transportation; ask and answer about how to get to places around the city

Key Language: *bus, ferry, subway, taxi, train, trolley, city, museum, park, zoo; How do we get to the (park)? We can take a (taxi). Can we take a (taxi)?*

Review: places

Receptive Language: *What places are there in the city? How do we get around the city? Draw a (yellow) circle around the (bus).*

Materials: Pocket Chart; Photo Cards: *subway, ferry, train, taxi, bus, trolley*; blue, orange, and yellow crayons (one per child); handmade sentence strip; City Map Learning Center materials (see TE Page T8C)

BEFORE THE PAGE

 **002 Song: Doodle Town Hop**

Play the song (see TE Page T2). Encourage the children to join in and do the actions.

Introduce Key Language

Draw a simple road map on the board. Ask *What places are there in the city?* Brainstorm places the children know the names of in English, such as *school, park, hospital*. Draw each one onto your map and label it. Now ask *How do we get around the city?* Give an example, such as *taxi*, and put the Photo Card in the Pocket Chart. Elicit other forms of transportation and put the Photo Cards in the Pocket Chart as each one is mentioned.

USING PAGE 74

 **1 182 Listen, point, and say.**

Go to Page 74. Show the page or display it using the Presentation Kit. Play the audio. The children listen and point to the pictures. Play it again. The children listen and say.

 **Early Reading: Captions**

For each caption, elicit the initial letter name/sound. Sound out and blend *b-u-s—bus*. Ask *What word starts with (/f/)?*

 **2 183 Listen and say dialog, then role-play.**

Point to Meg and Mom. Read the speech bubbles with the class. Play the audio for the children to listen to. Play it again. Pause after each line and have the children repeat. Put the children in pairs. They stand up and role-play the audio.

Meg: *How do we get to the park?* **Mom:** *We can take a taxi.* **Meg:** *Can we take the subway? I like the subway.*

Mom: *Sure! Let's take the subway.*

(2) *zoo/train/ferry* (3) *children's museum / bus / trolley*

 **3 184 Language check: Listen and circle.**

Play the audio. The children listen and circle the subway with blue, the ferry with orange, and the bus with yellow.

 **4 185 Sing Let's Take the Subway.**

With the class's help, think of a mime for each mode of transportation. Practice each action. Play the song. The children sing and mime.

Verse 1: We're off to see the city. How shall we go today? We can take the subway. I like the subway—hooray!

Verse 2: ferry; Verse 3: train; Verse 4: taxi; Verse 5: bus; Verse 6: trolley

AFTER THE PAGE

 **186 Song: Let's Take the Subway**

Write *Let's take the* on a sentence strip and put it in the Pocket Chart. Put correct Photo Cards after the sentence for each verse. Play the karaoke version of the song and have the children read from the Pocket Chart.

 **Learning Center: City Map**

Demonstrate how to use the Learning Center materials (see TE Page T8C). The children role-play asking for and giving directions.

 **Home-School Connection**

Hand out the Unit 8 Letter to Parents for the children to take home.

Lesson 2

Objectives: talk about a picture; talk about how people are getting around

Key Language: *family, map, seat; How are they getting around? They're taking the (subway).*

Review: *bus, ferry, subway, taxi, train, trolley*

Receptive Language: *Where do they want to go (in the city)? How do you get around the city?*

Materials: Pocket Chart; Photo Cards: *subway, ferry, train, taxi, bus, trolley*; pictures of forms of transportation from magazines or the Internet

BEFORE THE PAGE

 004 **Song: Hello Song**

Play the song (see TE Page T2).

Think and Play! Doodle Game

Slowly draw one of the modes of transportation on the board. At each stage of your drawing, ask the children to guess what it is. When the children have guessed, put the correct Photo Card in the Pocket Chart. Repeat with other forms of transportation.

USING PAGE 75

 187 **Listen, point, and say.**

Go to Page 75. Show the page or display it using the Presentation Kit. Play the first part of the audio. The children listen and point to the new words. Play it again and encourage the children to repeat.

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

Put the children in pairs. Play the second part of the audio. The children look at the picture. They ask and answer *What do you see?* Have them describe what they can see in the picture. Point to each family member and have the children name them.

 188 **Listen and point.**

Play the narrative and encourage the children to point to the family members as they are mentioned. Play it again. Ask *Where do they want to go (in the city)?* Ask questions about each family member, such as *Where does the brother want to go?* Read the sentence at the bottom of the page with the children and have them answer it.

My family is visiting the city. We all like the city. I want to go to the children's museum. My brother wants to go to the zoo. Mom and Dad want to go to the city park. There is a lot to do! Today we are going to the children's museum and the park. We are taking the subway to the children's museum. We are sitting on a seat in the subway. Can you see the subway map? We need to look at the map so we know where to get off the subway.

 189 **Let's doodle: Listen and draw.**

Play the audio. The children listen and draw a window under the map.

 185 **Sing Let's Take the Subway.**

Play the song (see TE Page T74). Encourage the children to join in and act out the different forms of transportation.

AFTER THE PAGE

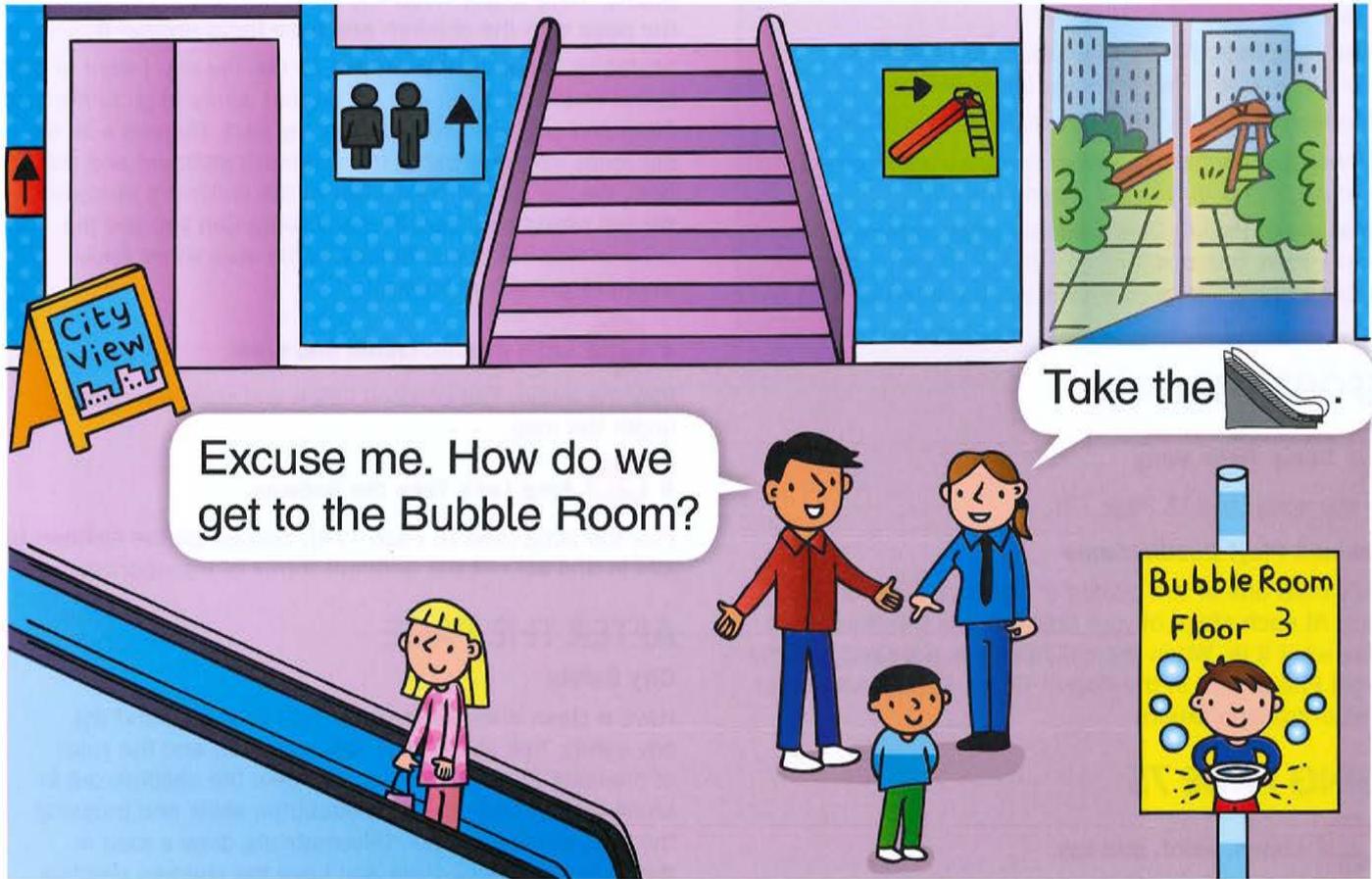
City Safety

Have a class discussion about how to get around the city safely. Talk about road safety on foot and the rules of crossing the road. If possible, take the children out in small groups and practice pedestrian skills and crossing the road outside school. (Alternatively, draw a road in the playground with chalk and have the children practice crossing this.)

Talk about how to stay safe on the other forms of transportation, for example, by sitting down, not leaning out of windows, wearing a seat belt if available.

 **Make a City Collage**

Have the children draw a city scene. Provide pictures of forms of transportation, scissors, and glue. The children cut out the pictures and stick them onto their city picture. Ask *How do you get around the city?*



escalator

elevator

stairs

revolving
door

Lesson 3

Objectives: talk about ways of getting around inside; read and match stickers; learn the value of being polite

Key Language: *elevator, escalator, revolving door, stairs, bathroom, playground, view; Excuse me. How do we get to the (Bubble Room)? Take the (escalator). Thank you.*

Review: *around, down, up, places*

Receptive Language: *Where is the family?*

Materials: Pocket Chart; Photo Cards: *escalator, elevator, stairs, revolving door*

BEFORE THE PAGE

185 **Song: Let's Take the Subway**

Play the song (see TE Page T74). The children join in and do the actions.

Think and Play! Action Game

Review *up, down, and around*. The children reach up high for *up*, reach down low for *down*, and spin around for *around*. The children move around the classroom. Say the words in random order and have the children do the correct action.

USING PAGE 76

1 **190** **Listen, read, and say. Place stickers.**

Go to Page 76. Show the page or display it using the Presentation Kit. Ask *Where is the family?* Establish the family is in a museum. Play the audio. The children listen and point. Play it again. The children listen and repeat.

Help the children read the sticker labels. Play the audio again and have the children place stickers. Point to each of the pictures. Ask the children if objects *go up and down* or *around*.



2 **191** **Listen and point, then role-play.**

Play the audio. The children listen and point. Play it again. Pause after each line. The children repeat the dialogs. The children role-play the dialogs in groups of five.

Man: *Excuse me. How do we get to the Bubble Room?*

Woman: *Take the escalator. Man:* *Thank you! Woman:* *You're welcome.*

(2) *City View / Take the elevator; (3) bathroom / Take the stairs; (4) playground / It's through the revolving door.*

3 **192** **Listen and draw.**

Play the audio. The children listen and follow the instructions. Play it again. The children check their answers (*draw a line under the elevator, draw a circle around the stairs, draw a check mark next to the escalator*).

4 **193** **194** **Sing the Values Song Thank You for Your Help.**

Play the song. The children join in. Play the karaoke version of the song. The children sing as much as they can remember. Put the Photo Cards in the Pocket Chart as a prompt.

Verse 1: Voice: *Excuse me. Can you help me? Helper:* *Sure! What are you looking for? Voice:* *How do I get to the playground? Helper:* *It's through the revolving door. Voice:* *Thank you for your help.*

Verse 2: *bathroom / Take the stairs to the next floor.*
Verse 3: *Bubble Room / Take the escalator up to floor 3.*
Verse 4: *I want to see the city. / Take the elevator to the top floor.*

Verse 5: *Thank you for your help. Thank you for showing the way. Thank you for being so helpful. You've made this a happy day.*



Home-School Connection

Talk about the value of asking politely and being helpful. Ask the children to give examples of when they have been helpful. Encourage the children to sing the song at home and talk about the value with their families.

AFTER THE PAGE



Role-Play

Role-play asking for directions. Provide role-play practice for the phrase *How do I get to the (playground)?* Stick the Photo Cards on the board. Doodle something you would find in a public building next to each one, for example, a bathroom, a playground, the top floor, a city view. Have the children role-play in pairs.



Field Trip

Take your children on a field trip to a museum in your town or city. Have the children spot escalators, elevators, stairs, and revolving doors. Encourage the children to ask the museum helper where to find things.

Activity Book 3 **AB 73** **194**

1 Pair share: Talk about the picture. **2** Circle the escalator with blue. Circle the stairs with red. **3** Draw lines to where the child and the dad want to go. **4** Role-play. **T76**

Lesson 4

Objectives: explore the effect of gradients; read and answer questions

Key Language: blocks, car, race, ramp, win; Which (ramp) is (steeper)? This (ramp) is (steeper). Which car (goes farther)?

Subject Specific Language: farther, faster, steeper, steepest

Review: down, up, truck

Receptive Language: Do the cars go up or down the ramp?

Materials: thick cardboard; wooden or plastic blocks; small balls; toy cars; masking tape; Doodle Bunny puppet; different lengths and textures of cardboard; different-sized toy cars and trucks

BEFORE THE PAGE



Values Song: Thank You for Your Help

Play the Values Song (see TE Page T76). The children join in and do the actions.



Introduce Key Language

Create a ramp at the front of the class with a piece of cardboard propped on blocks. Teach *ramp*. Review *block*. Demonstrate how a ball will roll down. Mark where the ball comes to a stop with a piece of tape. Introduce *steeper* by increasing the height of the ramp. Say *This ramp is steeper*. See how that affects how far the ball rolls. Introduce *farther*.

USING PAGE 77

1 Talk about the picture. Make predictions.

Go to Page 77. Show the page or display it using the Presentation Kit. Put the children in pairs. They ask and answer *What are the children doing?* Use the picture to review/teach *ramp*, *steeper*, *the steepest*, and *farther*. The children count how many blocks are in each ramp in the picture. Ask *Which ramp is steeper?* Say *This ramp is steeper. This one is the steepest*. Point to the cars at the top of each ramp and ask *Do the cars go up or down the ramp? Which car goes farther?* Take a vote for each car and record the results on the board.

2 Try it out! Build two ramps.

Put the children in pairs or small groups. Have them set up two similar ramps for a car race. Ask *Which ramp is steeper?* Elicit *This ramp is steeper. This one is the steepest*. Have them predict results of the car race, then try it out. Use two cars that are as similar as possible. Have the children mark with tape where each car stops. Ask *Which car is faster? Which car goes farther?*

3 Documentation: Read and draw.

Have the children read the question with the Doodle Bunny puppet. They draw the two cars they used in their experiment. They put a check mark next to the one that went the farthest.

4 Sing The Ramp.

Play the song and teach the finger play (see below). Play it again. The children join in. They do the finger play.

Cars on the ramps. (hold one arm down and away from body) *Wait at the top.* (put fingers flat on shoulder) *Down they slide!* (whoosh fingers down arm)
(repeat)

AFTER THE PAGE



Explore Ramps

Challenge groups of children to make a ramp that will make their car go farthest in a race. Let them choose between different lengths and textures of cardboard and different-sized toy cars and trucks. Ask *Which ramp is steeper?* Elicit *This ramp is steeper. This one is the steepest*. Take the role of adjudicator to make sure the high ends of all the ramps are lined up and the cars start in the same position at the same time. Ask *Which car goes farther?*



Explore Slopes

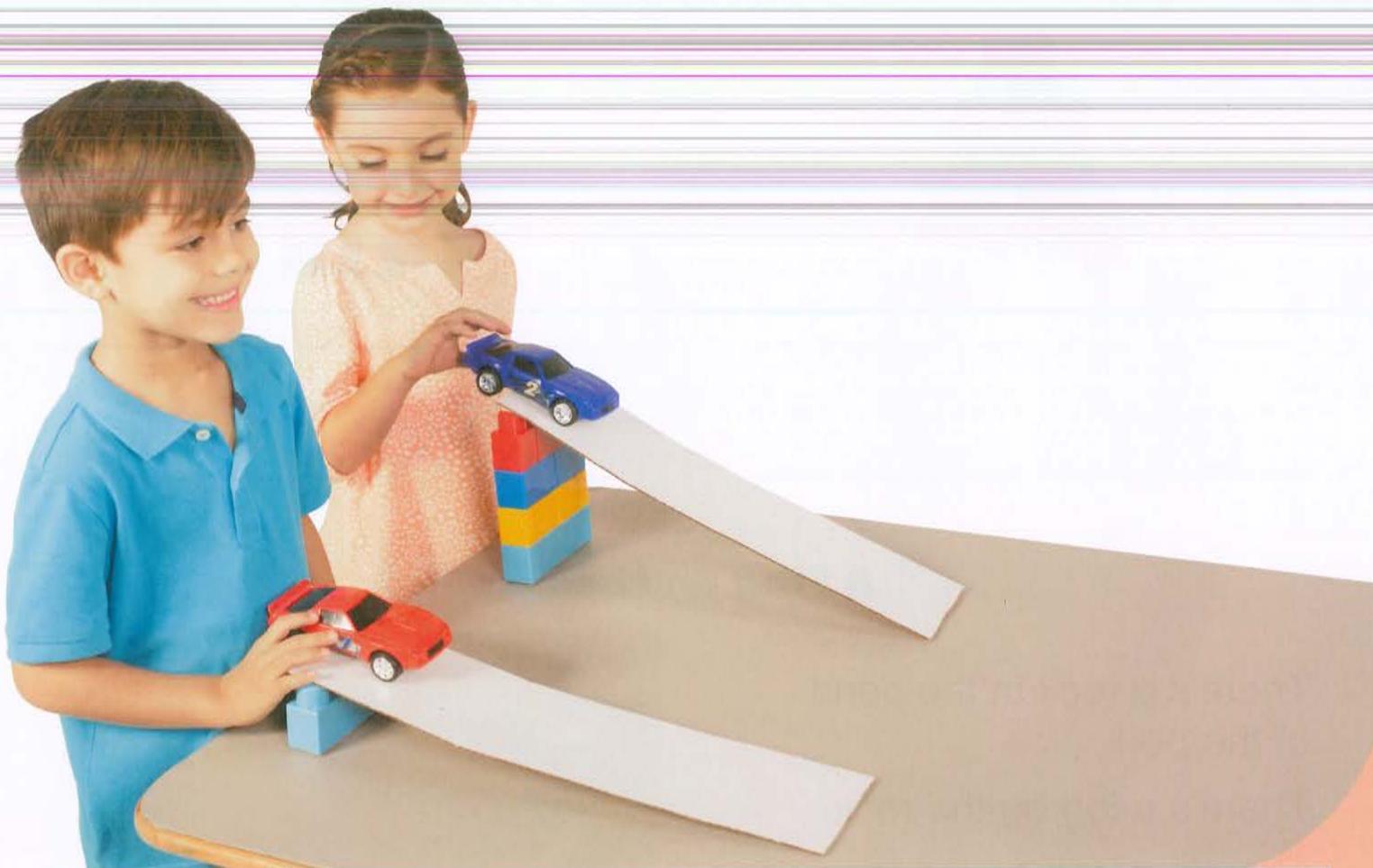
If you have access to gym equipment like crash mats and benches, create ramps for the children to experiment on with their whole bodies. Let them explore the fastest way of getting up and down the ramps. Alternatively, take the children to an outside area with a slope and have them see if they run up or down the slope faster.

Activity Book 3 AB 74

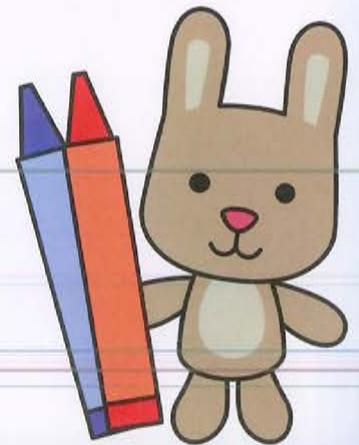
- 1 Connect and say numbers 1–8 and letters a–f.
- 2 Read and check. 3 Read and draw.



Build ramps for a car race.



Which car goes farther? Draw.



Say, trace and write.



on



fox

A Frog on the Log

There's a rock in the pond
at the park.

There's a log by the rock.

There's a frog on the log.

There's a dog near the frog.



The frog hops off the log,
on the rock,
into the pond at the park.

Lesson 5

Objectives: learn the sound /o/ and the final sound /x/; learn to write short words; listen to a Phonics Story

Key Language: *dog, frog, hops, log, pond, rock, by, into, near, off, letters o, x*

Review: *book, crayon*

Receptive Language: *Put the crayon on the book. Take the crayon off the book. Put the crayon near the book. Where is the (frog)?*

Materials: Print and Play Pictures: *mom, doll, hop, dog, box, mix, fox*; Print and Play Number: 6; Alphabet Chart; Print and Play Letters: *ck, d, f-h, l, n-p, r, s*; City Skyline Learning Center materials (see TE Page T8C)

BEFORE THE PAGE

Introduce O/o and X/x

Introduce O/o with Print and Play Pictures *mom, doll, hop, and dog*. Ask *What's the middle letter?* Elicit /o/. Do shared writing on the board. The children tell you how to write the words by sounding them out: *m-o-m, d-o-ll, h-o-p, d-o-g*.

Introduce /x/ as a final sound. Show the children Print and Play Pictures *fox, box, mix* and Print and Play Number 6. Ask *What's the final letter?* Have the children sound out and blend *f-o-x—fox, b-o-x—box, m-i-x—mix, and s-i-x—six*.

 **Song: The Alphabet Song**

Display the Alphabet Chart. Play the karaoke version of the song (see TE Page T6). The children join in. The children stand up when they hear o and x.

Review Positions

Make sure each child has two small objects (e.g., a crayon and a book) on the desk in front of him or her. Give instructions for where to put the crayon in relation to the book using *on, off, by, and near*. Say, for example, *Put the crayon on the book. Take the crayon off the book. Put the crayon near the book.*

USING PAGE 78

 **1 Letters and sounds: Say, trace, and write.**

Go to Page 78. Show the page or display it using the Presentation Kit. Follow the procedure on TE Page T46.

 **2 Phonics Story: Draw a line under each word with the letter o and read them.**

Look at the Phonics Story pictures. Use them to review *rock, pond, log, dog, and frog*. Review positions. Ask, for example, *Where is the (frog)?* Talk about what's happening in each picture.

The children look at the story and underline each word with the letter o. They sound out and blend *r-o-ck—rock, p-o-n-d—pond, l-o-g—log, d-o-g—dog, and f-r-o-g—frog*.

Teacher-to-Teacher

The children will correctly identify that *into* has an o. However, don't sound out and blend this word as it is not decodable.

 **3 Sing A Frog on the Log.**

Play the audio. The children listen and follow the parts of the Story Song that are in their books. Play it again. Encourage the children to sing it rhythmically and clap in time.

Verse 1: There's a rock in the pond at the park. (x2) There's a rock. (x2) There's a rock in the pond at the park.

Verse 2: There's a log by the rock in the pond at the park.

Verse 3: There's a frog on the log by the rock in the pond at the park.

Verse 4: There's a dog near the frog on the log by the rock in the pond at the park.

Verse 5: The frog hops off the log, on the rock, into the pond at the park. Splash! (x2) There's a rock. There's a rock. There's a rock in the pond at the park.

4 Read the sentences together.

Put the children into pairs. Have them take turns reading the Phonics Story to each other.

AFTER THE PAGE

 **Make a Build-a-Word Animal**

See TE Page T37. The children spell *fox, log, frog, dog, rock, hops, or pond*.

 **Learning Center: City Skyline**

Demonstrate how to use the Learning Center materials (see TE Page T8C). The children use shapes to create city skyline pictures.

 **Literacy Skills Pad**

Try some of the Unit 8 activities in the Literacy Skills Pad.

Lesson 6

Objectives: practice writing words; do an art and literacy project

Key Language: bear, chair, chime, clock, hair, rhyme, square, time; What rhymes with (sock)? (Rock) rhymes with (sock).

Review: box, fox, on

Receptive Language: Where is the (fox)? What are the children doing? What are they drawing?

Materials: Print and Play Rhyme Time Train Templates (one per pair); small pieces of card stock; Unit 8 Print and Play Words I Know cards and sentence frame (one set per child); A Frog on the Log Learning Center materials (see TE Page T8D)

BEFORE THE PAGE

 **197 Song: A Frog on the Log**

Play the Phonics Story song (see TE Page T78). Have the children listen and repeat.

 **Read the Class Big Book**

Have the children sit around you in a circle. Read the class Big Book, *Amazing Animals*, that the children created in Unit 5. Pass the book around so that the children can read out the page that they created.

USING PAGE 79

1 Read and write.

Go to Page 79. Show the page or display it using the Presentation Kit. Read the words in the word box with the children. Help them to sound out and blend *f-o-x—fox*, *o-n—on*, and *b-o-x—box*. Point to the first fox. Ask *Where is the fox?* Elicit *on the box*. Say *Yes, good. The fox is on the box*. Have the children write the words to complete the sentence. Repeat with the second sentence.

2 Pair share: Talk about picture.

Talk about the picture at the bottom of the page. Ask *What are the children doing? What are they making?* Elicit the objects in the pictures.

 **199 Listen and say.**

Talk about the picture at the bottom of the page. Ask *What are the children doing? What are they drawing?* Read the speech bubbles with the class. Play the audio. Have the children listen and point. Play it again and have them repeat.

Child 1: What rhymes with sock? **Child 2:** Rock rhymes with sock. **Child 1:** Clock rhymes with sock, too. **Child 2:** Sock, rock, clock. Yes, they all rhyme.

(2) chair, bear, square

 **4 Project: Make a rhyme time train.**

Talk about the words in the dialog that rhyme. Write each one on the board. Brainstorm other rhyming words the children know, such as *cat, hat, bat*.

Put the children into pairs. Give each pair a Print and Play Rhyme Time Train Template. The children cut out and decorate the engine together. Give the children small pieces of card. They draw rhyming words on the cards. They cut out a train car and glue a set of rhyming words onto it. Each car of the rhyme time train will have two or more words that rhyme. They join the cars and engine together with tape.

 **200 Chant Rhyme Time.**

Play the chant. Pause after each question for the children to suggest rhyming words. Play it again and have the children clap along to the beat.

Verse 1: Rhyme time, rhyme time; how many words can you say that rhyme? What words rhyme with sock? Sock, rock, clock, block! Those words rhyme! Ring the chime!

Verse 2: Cat, bat, hat, fat; Verse 3: Chair, bear, hair, square

AFTER THE PAGE

  **Words I Know**

Hand out a set of Unit 8 Print and Play Words I Know cards and a sentence frame to each child. Follow the instructions on TE Page T17.

  **197 Learning Center: A Frog on the Log**

Demonstrate how to use the Learning Center materials (see TE Page T8D). The children place objects according to what they read and hear.

 **Literacy Skills Pad**

Try some of the Unit 8 activities in the Literacy Skills Pad.

Activity Book 3  **75**

- 1 Cut out cards. 2 Play game in pairs.
- 3 Take game home to share.



Read and write.

fox

on

on

box

1



The fox is _____ the _____.

2



The box is _____ the _____.

Make a rhyme time train.

What rhymes with *sock*?

Rock rhymes with *sock*.





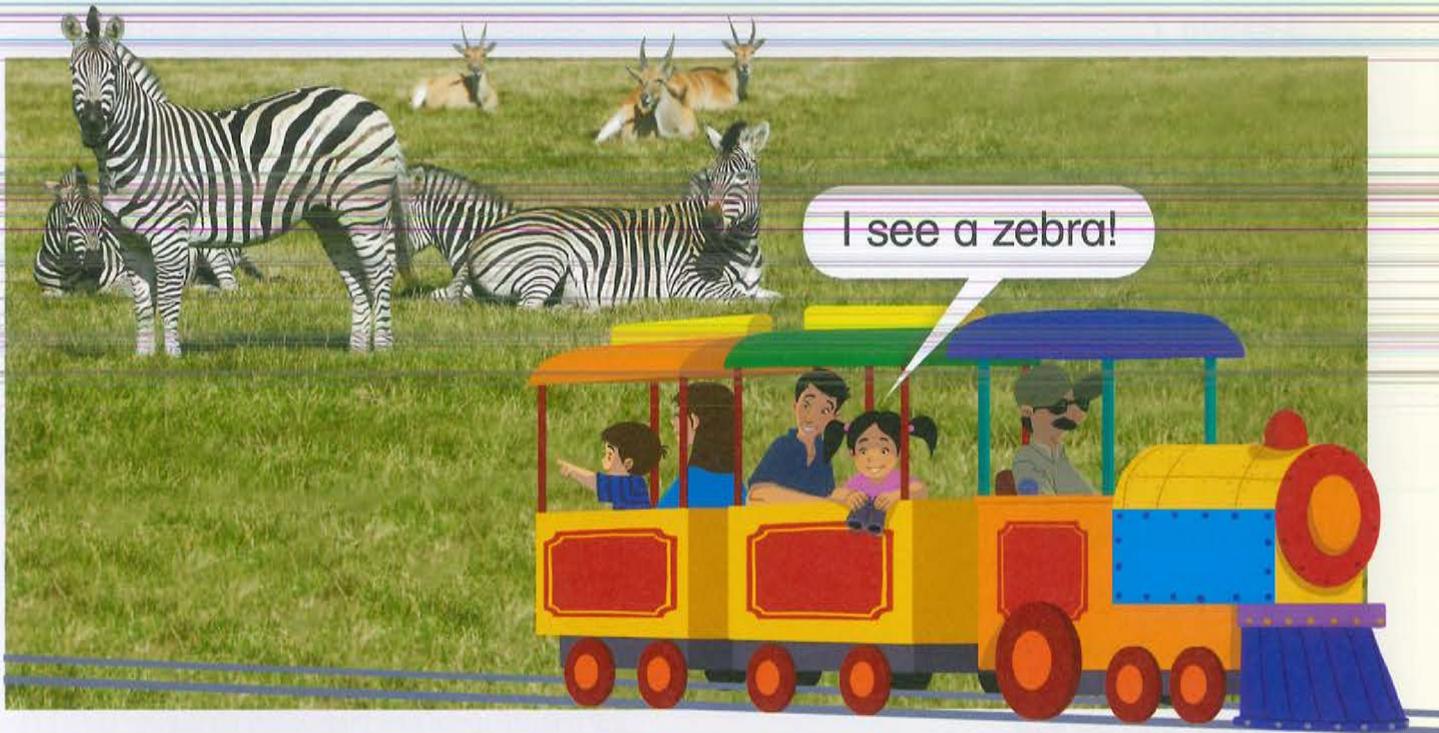
Dad and I have fun in the city.



We like riding our bike in the park. This is a bike for two.



We like riding the zoo train. We like looking at animals.



We like taking the elevator up to the top floor. We look down at the city.



What do you like doing in the city?

Lesson 7

Objectives: read a story about a city visit; sing a Story Song

Key Language: zebra; We like (riding our bike). Take a picture. What do you like doing?

Review: animals, body parts, places, transportation, dad, elevator, down, up; How are they getting around?

Receptive Language: Who is telling the story? What do they do first/next/last?

Materials: Pocket Chart; Unit 8 Photo Cards

BEFORE THE PAGE

 **200 Chant: Rhyme Time**

Play the song (see TE Page T79). Encourage the children to join in and say the rhymes.

Think and Play! Stop the Bus!

Write the following categories on the board: *transportation, animals, body*. Elicit one word for each category and write the words on the board. Put the children in pairs. Say a letter. The pairs think of one word for each category that starts with that letter. As soon as they have all three, they shout *Stop the bus!* Check the answers with the rest of the class. Use the letters *s, t, f, and b*.

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 and read it with the class. Ask *What do you see? What are they doing?* Talk about what they can see in each picture.

 **201 Listen to City Fun and point.**

The children listen to the audio and point to the pictures.

 **Sentences**

Read the sentences and the speech bubbles with the children. Play the audio again. Pause after each sentence for the children to read the text. Help the children to sound out and blend the decodable words: *g-e-t—get, l-e-t-s—let's, d-a-d—dad, a-n-d—and, f-u-n—fun, i-n—in, a-t—at, p-o-n-d—pond, u-p—up, t-o-p—top*.

3 Read and discuss.

Ask questions about the story to check comprehension, for example, *Who is telling the story? What do they do first/next/last? How are they getting around?*

 **202 Sing the Story Song The City Is Fun.**

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

Verse 1: *The city is fun for all the girls and boys.* (point at a girl and a boy) *We like looking around* (look around) *and hearing the noise.* (cup hand to ear)

Verse 2: *We wait at a bus stop.* (stand very straight) *We climb up the stairs.* (mime climbing stairs) *In this big city we can go anywhere.* (spread arms out)

Verse 3: *Huff huff, puff, puff!* *We ride a bike for two.* (mime cycling) *I see a park! I see a pond!* (hand above eyes) *What else will we do?* (make question gesture)

Verse 4: *We ride the zoo train.* (mime train) *The zebra wants to hide.* (hide face behind hands) *An elephant waves his trunk.* (wave arm like trunk) *A giraffe is by his side.* (reach up high)

Verse 5: *We take the elevator as high as we can go.* *Up, up, up!* (crouch down and then reach up slowly) *Look at the city down below.* (point down)

Verse 6: *There's so much to see and do, but the sun has left the sky.* *It's time to go home. Tell the city, "Goodbye!"* (wave) (x4) *Goodbye!*

AFTER THE PAGE

Think and Play! What's Missing?

Put the Unit 8 Photo Cards in the Pocket Chart. Follow the procedure on TE Page T11.

 **Cities**

Have the children talk about a city they have visited. Encourage them to say where the city is, its name, and what they did there.

 **Literacy Skills Pad**

Try some of the Unit 8 activities in the Literacy Skills Pad.

Activity Book 3  **77**

1 Think of ideas for the sentence, then write. 2 Draw yourself in the park doing the activity. 3 Point and say.

Lesson 8

Objectives: review a reading; think and answer a question about a story

Key Language: review

Receptive Language: *tourism fair*

Materials: Photo Cards: *ferry, train, taxi, bus, trolley*; Pocket Chart; pictures of places in your city; tourism leaflets and guidebooks about your city; poster paper

BEFORE THE PAGE

 195 **Song: The Ramp**

Play the song (see TE Page T77). Encourage the children to join in. They do the finger play.

Think and Play! Chain Game

Show the Unit 8 Photo Cards to review the words. Display them in the Pocket Chart. (Follow the procedure on TE Page T14.) To start the game, say *How do we get to the park?* Child 1: *Let's take a bus.* Child 2: *Let's take a bus and the subway.*

USING PAGES 80 AND 81

1  201 **Listen again and read.**

Go to Pages 80 and 81. Show the pages or display them using the Presentation Kit. Point to each picture. Ask *What are the girl and her dad doing?* Have the children talk about the story. They ask and answer the questions in pairs. Play the story. The children listen and read.

2 Think! What do you like doing in the city?

Look at the question at the bottom of Page 81, *What do you like doing in the city?* Read it with the class. Take the class's suggestions. Doodle and caption their suggestions on the board. Have the children vote for each activity to find the class's favorite.

3   **Tell a story about a walk through your city.**

Put the children in groups. Hand out paper to each group. Have them create a picture story about a walk through their city. When they have finished, have the groups do a show and tell with their picture story.

4  202
203 **Sing the Story Song *The City Is Fun*.**

Play the song (see TE Page T80). Encourage the children to join in and do the actions. Play the karaoke version of the song and encourage the children to sing as much as they can remember.

AFTER THE PAGE

  **Class Project: Have a Tourism Fair for Your City**

Brainstorm the places to visit in your (nearest) city. Divide the class into groups and allocate each group one place. Give the groups time to research their place on the Internet and in guidebooks and tourism leaflets.

Have them prepare a poster about their place. They can use pictures from leaflets or the Internet and their own drawings. Help them to write some information about their place. Hold a tourism fair. Have the children go around and look at the different displays. Encourage them to ask and answer questions about the different places. You can invite other classes to your tourism fair.

 **Literacy Skills Pad**

Try some of the Unit 8 activities in the Literacy Skills Pad.

Activity Book 3  **78** 

- 1 Think of ideas for the sentence, then write.
- 2 Draw the zoo animal. 3 Point and say.

T81

Let's Subtract



How many taxis? _____



$10 - 2 =$ _____



$8 - 4 =$ _____



$4 - 3 =$ _____

Lesson 9

Objectives: count to 50 by tens; sing a counting song

Key Language: *drive away*

Review: *taxi, yellow*

Receptive Language: *Let's count. How do you get to school?*

Materials: Print and Play Numbers: 1–10; Pocket Chart Let's Add Learning Center materials (see TE Page T8D); Pocket Chart

BEFORE THE PAGE

 **179 Chant: Count to Fifty**

Play the song (see TE Page T72). Encourage the children to join in and do the actions.

 **Introduce Subtracting**

Hand out a Print and Play Number 1–10 to 10 children. Have the class help the children to stand in the correct order and then count them. Have the children put down their number cards. Tell two children to sit down. Ask *How many are left? Let's count. 1, 2, 3, 4, 5, 6, 7, 8. Ten take away two is eight.* Continue with other children sitting down.

USING PAGE 82

1 Talk about the pictures.

Go to Page 82. Show the page or display it using the Presentation Kit. Point to a taxi and ask *What's this?* Elicit *taxi*. Ask *How do you get to school?* Have a show of hands for each type of transportation. Write the answers on the board. Which is the most popular? How many children take a taxi?

2 Read, count, and answer.

Point to the first picture. Picture walk the math story with the children. Say *Look, there are 10 taxis. Two are driving away. How many taxis are left? Let's count. That's right! Eight. Ten take away two equals eight.* Have the children complete the first sum.

Have the children work in pairs to talk about the rest of the math story and complete the sums. Check answers by saying the first part of each sum and having the children supply the answer.

 **204 Sing How Many Taxis?**

Play the song. Encourage the children to listen and point to the math story in their books. Play it again and encourage the children to join in and do the actions.

Verse 1: How many taxis do you see? Ten yellow taxis for you and me. (show 10 fingers) Two yellow taxis drive away. (put two fingers down) How many taxis are left today? Let's count: 1, 2, 3, 4, 5, 6, 7, 8. (move each finger in turn)

Verse 2: eight / four / 1, 2, 3, 4; Verse 3: four / three / 1 / One yellow taxi for you and me.

AFTER THE PAGE

 **Learning Center: Pocket Chart Let's Add**

Demonstrate how to use the Learning Center materials (see TE Page T8D). The children make math stories.

 **Think and Play! Show Me**

Put the Print and Play Numbers 1–10 in the Pocket Chart. Point to a number and have the children hold up the correct number of fingers. Now have the children hold up 10 fingers and do sums. Say, for example, *Ten take away one is ...* Demonstrate holding down one finger. Pause to elicit the answer (*nine*).

 **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.

Lesson 10

Objectives: review the unit; do listening, reading, and writing comprehension

Key Language: review

Receptive Language: *Where is the frog?*

Materials: Pocket Chart; Unit 8 Photo Cards; Doodle Bunny puppet; Doodle Bunny's Journal

BEFORE THE PAGE

 **202 Song: The City Is Fun**

Play the song (see TE Page T80). Have the children join in and do the actions.

 **Think and Play! Team Race**

Review the Unit 8 Photo Cards. Put them in the Pocket Chart. Follow the procedure on TE Page T8.

USING PAGE 83

 **1 208 Listening: Listen and check.**

Go to Page 83. Show the page or display it using the Presentation Kit. Point at the pictures and ask *What do you see?* Play the audio. The children listen and point. Play it again. This time the children check the correct answer in their books.

Child: *I want to go to the zoo!* **Mom:** *OK. We can take the subway or the bus.* **Child:** *Let's take the subway.* **Mom:** *Sure! I like the subway.*

2 Reading: Read and check.

Read the word *box* with the children. Have them sound out and blend *b-o-x—box*. Have the children check the correct picture.

3 Writing: Look and write.

Point to the pictures of the frog. Ask *Where is the frog?* Elicit *The frog is on the log.* Have the children sound out and blend *f-r-o-g—frog*, *o-n—on*, and *l-o-g—log*. Read the sentence with the class. Now have the children trace the letters on the page and write the missing letters.

4 Speaking: What does Meg have? Go to Page 74. Point and say.

Point to Meg at the bottom of the page. Ask *What does Meg have? (a taxi)*. They have to go to Page 74 and find the taxi. Then they point to, name, and mime the other forms of transportation.


Home-School Connection

Encourage the children to take their books home, where they can talk about and share Unit 8 with their families.

AFTER THE PAGE


204 Song: How Many Taxis?

Play the song (see TE Page T82). Encourage the children to join in and do the actions.

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 mode of transportation.

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.

Let's Play

Allow the children to choose a game from Unit 8 to play again.


Literacy Skills Pad

Try some of the Unit 8 activities in the Literacy Skills Pad.


Home-School Connection: Doodle Bunny Sleepover

Follow the procedure on TE Page T11.


 **Home-School Connection**

Ask the children and their parents to complete the Unit 8 Parent Page in the Literacy Skills Pad.

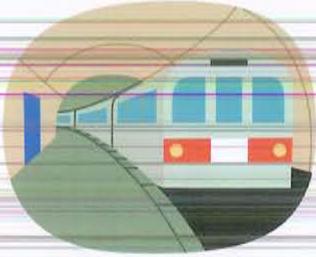
Activity Book 3  **AB 80**  **207**

1 Talk about the big picture. 2 Listen and circle pictures at the bottom. Then match pictures.

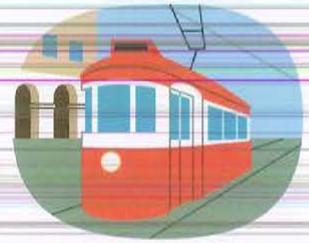
Activity Book 3  **AB 81**

1 Read and circle. 2 Color shapes in city.

Listen and check.





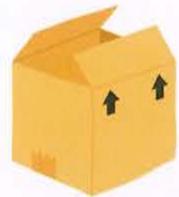


Read and check.

box







Look and write.



The **fr** _____ is on the log.

Speak.



Go to page 74. Point and say.

Unit Objectives

- learn vocabulary and language through a unit focusing on celebrations
- ask when things are
- talk about what you like to do
- read a story about a school year
- learn the /qu/, /y/, and /z/ sounds and the corresponding letters; segment and blend decodable words
- learn the value of enjoying learning together
- count to 100 by tens



Values



Values

Enjoy learning together.



Project

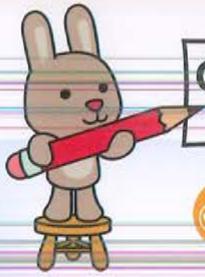
Make a party hat and write a description.

Unit Language

Vocabulary: concert, party, field day, graduation, play, parade, morning, this afternoon, today, tomorrow, tonight, right now, week, stage, diploma, proud, happy, act, march, bow, cheer, instrument, maraca, rain stick, drum, loudest, can, rice, tube, quilt, yes, zip (v), quick, zigzag, hop, run, quack, learn, grow, talk in English, summer, fall, winter, spring, wait, balloons, letters q, y, z, numbers 1–100

Structures: When is your (concert)? It's (this afternoon). What is happening? Children are graduating. How do they feel? They feel (happy). Well done! What (do) (you) like to do? (I) like to (cheer). Which instrument is the loudest? Tap the drum. Shake the maraca. Turn the rain stick upside down. Can you (quack)? Yes, I can. / No, I can't. My hat is (red) and (purple). Is this your hat? Yes, it is. / No, it isn't. (We) like to (read). We learn to (wait). We try to do our best. Let's count. How many balloons do you see? What number is next? How many balloons altogether?

Receptive: When do you have (physical education)? When do you feel proud? What are they celebrating? Do you like to (act)? Who is the (biggest)? What do you need to make a (drum)? What do you do first/next? Did you guess right? What sound does a (duck) make? Who is the quickest? Can Kit zip? What colors do you see? Is it (spring) now? What's the weather like in the (winter)? What do we wear in the (winter)? What do the children like to do? Who is the (tallest)? Who has grown the most? What celebrations have balloons? What can (Gus) do? Which two letters make the /qu/ sound?



Content Areas



Art

Drawing portraits; theater visit; making instruments; making paper chains; creating a yearbook



Math

Surveying; measurements; counting to 100 by tens



Social Studies

Class schedules; graduations



Physical Education

Having a field day; marching; action games



Science

Seasons of the year

Communication

Oral Skills: asking and answering questions; role-playing dialogs; participating in class discussions

Listening Skills: doing a listening comprehension; listening to Phonics Chants and a Phonics Story

Performing Arts: role-playing a dialog; doing actions; role-playing celebrations; miming animals

Sentence Building: reading sentences and responding; completing sentences; building and reading sentences

Early Literacy

Early Writing Skills: doodling; number and word tracing and writing; drawing

Early Reading Skills: sentence reading and responding; speech bubbles and captions

Documentation: writing an answer

Narrative Skills: talking about a picture; talking about a reading; discussing the school year

Building Phonological Awareness: /qu/, /y/, and /z/ sounds; segmenting and blending decodable words

Building Print Awareness: word labels; sentences; captions; speech bubbles

Doodling for Critical Thinking For Students



In this unit, the children explore two-color patterns. Allow them to explore color patterns with their doodles. They can create doodle patterns with two, three, or more colors.

For Teachers

Create a class Alphabet Chart to consolidate all the letter sounds and names the children have learned. Allocate a letter to each child.



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



Learning Centers

Tips from the Authors

Learning Centers offer opportunities for informal assessment. As you watch how the children approach early literacy tasks, you may want to jot down notes (perhaps on a checklist) on each child's strengths and needs regarding speaking, listening, reading, and writing.



1: Survey Center (Lesson 3)

Conversation Starters: *What's your favorite thing? I like to act. What do you like to do? How many children like (morning) best?*



Materials: three handmade charts: *What's your favorite thing to do? (act, sing, play the drum); What's your favorite time of day? (morning, afternoon, night); What's your favorite season? (summer, fall, winter, spring);* small sticky notes; markers

Objective: think about preferences

1. Review the question and answer choices for each survey chart.
2. The children write their name on a sticky note and place it after the answer of their choice.
3. Count the number of votes for each option. Discuss the completed survey charts.



2: Paper Chain Center (Lesson 6)

Conversation Starters: *Let's say the colors. What color is next?*



Materials: a completed paper chain; strips of colored paper 2 cm wide and 12 cm long; tape or glue stick

Objective: explore patterns with different colors

1. Point to each link in the paper chain and chant the color pattern. Encourage the children to chant with you.
2. Review patterns and ask *What color is next?*
3. The children make their own color pattern paper chains.

Let the children solve simple problems for themselves. For example, in the Counting by Tens Learning Center, don't intervene, even if you can see that children are struggling to put the rubber bands around the sticks successfully. Provided that they are safe, those moments when you don't rush in are character-building. It's natural to want to make everything perfect, but if we do, children may not experience success or deal with struggle on their own.



3: Pocket Chart Seasons Center (Lesson 7)

Conversation Starters: Which season is this? What's this? When do you wear/see/use/eat this? Which season has this weather?



Materials: Pocket Chart; four blank Print and Play cards with *spring, summer, fall, and winter* written on them; Print and Play Pictures: *umbrella, spring tree, lamb, chick, sunglasses, beach, sun, ice cream, autumn tree, kite, summer tree, winter hat, mittens, snowman, winter tree* (choose three pictures for season)

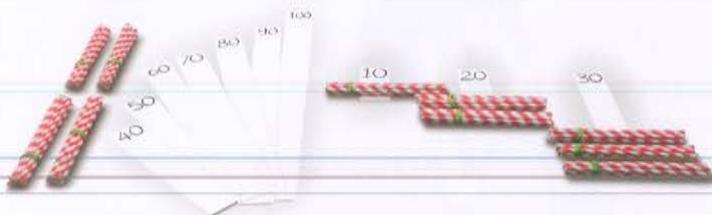
Objectives: review vocabulary and sort items into categories

1. Read the word cards with the children and put them in the Pocket Chart.
2. The children take turns to pick a Print and Play Picture.
3. The children name/describe the item in the picture and put it in the Pocket Chart next to the season they think the item goes with. (Some of the pictures can go with more than one season, so allow discretion. Encourage the children to explain their reasoning.)



4: Counting by Tens Center (Lesson 9)

Conversation Starters: How many sticks? There are 10 sticks in a pack. Let's count by tens: 10, 20, 30, 40.



Materials: 550 craft sticks or coffee stirrers; rubber bands; handmade number cards, 10–100, of increasing length (see the picture)

Objective: build awareness of number/quantity correlation

1. The children bundle sticks into packs of 10, wrapping a rubber band around each pack.
2. They put the number cards in order from smallest to largest.
3. They place the correct number of sticks (in packs of 10) on each number card, counting by tens as they do so.



concert



party



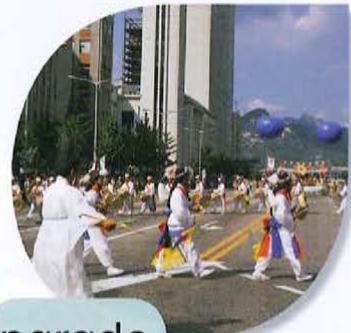
field day



graduation



play



parade

When is your concert?

It's this afternoon.



What is happening in the picture?
How do they feel?

Lesson 1

Objectives: learn words for celebrations; ask and answer about when things are

Key Language: concert, field day, graduation, parade, party, play, morning, right now, this afternoon, today, tomorrow, tonight, week; *When is your (concert)? It's (this afternoon).*

Review: family members

Receptive Language: *When do you have (physical education)?*

Materials: Pocket Chart; Print and Play Pictures: birthday cake, party hat, mortarboards, violin, recorder, stage, egg and spoon race, sack race, parade; Photo Cards: graduation, party, field day, concert, play, parade; green, orange, and brown crayons (one per child)

BEFORE THE PAGE

 **002 Song: Doodle Town Hop**

Play the audio (see TE Page T2). The children join in and do the actions.

Introduce Key Language

Show the Print and Play Pictures. Talk about what the items are and what celebration they are associated with. In which celebrations have the children taken part?

USING PAGE 84

 **1 208 Listen, point, and say.**

Go to Page 84. Show the page or display it using the Presentation Kit. Play the audio. The children listen and point. Play the audio again. The children repeat.

 **Early Reading: Captions**

Read the captions with the class. Ask, for example, *What word starts with /f/? Which word ends with /n/?*

 **2 209 Listen and say dialog, then role-play.**

Play the audio. The children listen and point to the speakers in their books. Write the following in a column on the board: *this afternoon, last day of school, tomorrow in the morning, tomorrow in the afternoon, tonight, right now.* Read with the class. Play the audio again. As you listen, work with the children to place each Photo Card correctly. Use the chart to role-play the dialog. Adjust the language to match the children's levels; for example, rather than specifying time of day, the children can respond *It's (today).*

Grandpa: *When is your concert?* **Gus:** *It's this afternoon.*

(2) **Meg:** *party* / **Gus:** *tomorrow in the afternoon*

(3) **Grandma:** *field day* / **Gus:** *last day of school*

(4) **Grandpa:** *graduation* / **Gus:** *tomorrow in the morning*

(5) **Grandma:** *play* / **Gus:** *tonight*

(6) **Meg:** *parade* / **Gus:** *right now!*

 **210 Language check: Listen and circle.**

Make sure the children have the correct crayons ready. Play the audio. The children listen and circle the graduation green, the concert orange, and the play brown.

 **211 Sing It's Graduation Week.**

Play the song. Point to the Photo Cards on the board. Play it again. The children sing and point. Play it again. The children sing and do the actions.

Chorus: *It's graduation week, the school year is done. We hope that you can join us and share in all the fun! (sway)*

Verse 1: Grandpa: *When is your concert? Is it tomorrow at the end of the day?* **Gus:** *It's in the afternoon, not tomorrow, but today. (mime playing an instrument)*

Verse 2: Grandma: *When is the play? I'd like to see you act.* **Gus:** *The play is tonight, and that is a fact. (mime acting)*

Verse 3: Grandpa: *When is your graduation? I'm so proud and glad.* **Gus:** *It's tomorrow, in the morning.* **Grandpa:** *Good! I am going with your dad. (bow and smile)*

(repeat chorus)

Verse 4: Meg: *When is your party? I hope it's soon.* **Gus:** *The party is tomorrow. Tomorrow afternoon. (dance in place)*

Verse 5: Grandma: *Are you having a field day?* **Gus:** *Yes! Field day is cool. We play and run races on the last day of school. (run in place)*

Verse 5: Gus: *It's time for our parade now, I hope you can come. We march around the school. I'm playing the drum! (mime marching and playing the drum)*

Chorus: *It's graduation week, the school year is done. We hope that you can come and join in all the fun! (sway)*

AFTER THE PAGE

Class Schedule

Talk about your class's schedule. Ask, for example, *When do you have (physical education)? When do you have English? (Right now!)* Doodle and write the schedule on the board.

 **Home-School Connection**

Hand out the Unit 9 Letter to Parents for the children to take home. Ask parents to find pictures of celebrations their family has been to for the children to bring in.

Lesson 2

Objectives: talk about a picture; talk about how people feel

Key Language: *diploma, stage, happy, proud; What is happening? Children are graduating. How do they feel? They feel (happy). Well done!*

Review: celebrations

Receptive Language: *When do you feel proud? What are they celebrating?*

Materials: pictures of school celebrations; Print and Play Frame Templates (one per child); drawing and decorating materials; Photo Cards: *concert, party, field day, graduation, play, parade*

BEFORE THE PAGE

Sing Celebration Songs

Display the Photo Cards on the board. Point to each of them and elicit their names. Then, ask the children if they know any songs for celebrations in English, such as **Happy Birthday**. If so, sing them with the class.

Show and Tell

Have the children do a show and tell with the pictures of celebrations they have brought to class.

Teacher-to-Teacher

Have pictures of school events to give to any children who may have forgotten to bring their own.

USING PAGE 85

Explore the Page

Go to Page 85. Show the page or display it using the Presentation Kit. Use the pictures to teach *stage* and *diploma*. Point to the girl. Ask *How does she feel?* Explain *proud*. Ask *When do you feel proud?* Doodle and caption the children's suggestions.

1  213 Listen, point, and say.

Play the audio. The children listen and point. Play it again. Pause after each line for the children to repeat.

2  Pair share: Talk about the picture.

Put the children in pairs. Have them look at the picture. They ask and answer *What do you see? What are they celebrating?* Have them describe what they can see in the picture.

3  214 Listen and point.

Play the audio. The children listen and point.

It's the last day of school. It's Graduation Day! The children and their families are at the graduation. The children go on stage to get their diplomas. The children say, Thank you. The children are happy and proud.

4  215 Let's doodle: Listen and draw.

Play the audio. The children listen and draw a diploma on the table.

5  211 Sing It's Graduation Week.

Play the song (see TE Page T84). Encourage the children to join in and do the actions.

AFTER THE PAGE

 Graduation Portraits

Hand out paper and drawing materials. Have the children draw a graduation portrait of themselves. They can add mortarboards and gowns in the school colors or the color of their choice. Hand out the Print and Play Frame Templates. The children decorate them, cut them out, and then stick them around their portrait.

Graduation Video

If your school has made videos of previous graduations, show them to the class. Pause to point and ask questions, for example, *Who's this? How does she feel?*

Activity Book 3  82

- 1 **Pair share:** Talk about the picture.
- 2 **Cross out** items that don't belong.

Let's Talk



act

march

bow

cheer

Lesson 3

Objectives: talk about plays; read and match stickers

Key Language: *act, bow, cheer, march; What (do) (you) like to do? (I) like to (cheer).*

Review: *play, colors*

Receptive Language: *Do you like to (act)?*

Materials: Photo Cards: *act, march, bow, cheer;*
Survey Learning Center materials (see TE Page T9C)

BEFORE THE PAGE

▶211 Song: It's Graduation Week

Play the song (see TE Page T84). Encourage the children to join in and do the actions.

Introduce Key Language

Teach *act, march, bow, and cheer* with the Photo Cards. Practice the words and actions with the class.

Think and Play! Circle Game

Follow the procedure on TE Page T15. Start the game by asking, for example, *Do you like to act?* Child 1: *Yes, I do. Do you like to bow?* Child 2: *No, I don't.*

USING PAGE 86

1 ▶216 Listen, read, and say. Place stickers.

Go to Page 86. Show the page or display it using the Presentation Kit. Ask the guiding question *What celebration is this?* Establish that the children are acting in a play on a stage. Play the audio and have the children listen. Play it again. Pause after each line and have the children repeat. Say the initial sound of one of the activities, such as /ch/ (*cheer*), and have the children do/mime the action. Repeat with *act, march, and bow*.

Help the children read each of the sticker labels. Play the audio again and have the children place the stickers.



2 ▶217 Listen and point, then role-play.

Play the audio. The children listen and point to the speakers in their books. Play it again. Pause after each line and have the children repeat the dialogs. Have the children role-play the dialog in pairs.

Boy: *What do you like to do on the stage? Girl:* *I like to act. What do you like to do? Boy:* *I like to march!*

(2) *bow/cheer*

3 ▶218 Listen and draw.

Make sure the children have a set of crayons ready. Review colors. Say a color and have the children show you the correct crayon. Play the audio. The children listen and draw a line under *cheer*, a circle around *act*, and a checkmark next to *march*.

4 ▶219 Sing My Play Is Today!

Play the audio and let the children listen to the song. Play it again. Have the children join in and mime the actions.

Verse 1: Child 1: *When is your play? Child 2:* *It's today! I like to act on stage. Hooray! Hooray! Hooray!*

Verse 2: *march; Verse 3:* *bow; Verse 4:* *cheer Hooray! Hooray! Hooray!*

AFTER THE PAGE

Learning Center: Survey

Demonstrate how to use the Learning Center materials (see TE Page T9C). The children vote for their preferences.

Field Trip

Take your children on a field trip to see a play or a concert. When you're back at school, make a class Big Book to retell the story in the play or show the different instruments they heard. Alternately, have the children draw a picture of the event in their journal.

Activity Book 3 AB 83

1 Pair share: Talk about activities in chart. Ask and answer. **2 Complete chart.** Then compare answers.

T86

Lesson 4

Objectives: make musical instruments; read and make predictions

Key Language: *drum, instrument, maraca, rain stick, loudest; Which instrument is the loudest? Tap the drum. Shake the maraca. Turn the rain stick upside down.*

Subject Specific Language: *can, rice, tube*

Review: *biggest, quietest, shortest, smallest*

Receptive Language: *Who is the (biggest)? What do you need to make a (drum)? What do you do first/next? Did you guess right?*

Materials: Doodle Bunny puppet; colored tape; for drums: coffee cans, chopsticks; for maracas: dried beans or popcorn kernels, yogurt containers or plastic bottles with lids, paper plates, ribbons; for rainmakers: cardboard tubes, aluminum foil or baking paper, rubber bands, lentils, tissue paper

BEFORE THE PAGE

 **219 Song: My Play Is Today!**

Play the song (see TE Page T86). Encourage the children to join in and do the actions.

 **Review Superlatives**

Review adjectives and superlative forms. Invite three children to the front of the class. With the class's help, have the children stand in order of height. Ask *Who is the biggest/smallest?* Put the class into two teams. See which team can say *hello* the quietest. Have two children judge. Now see which team can cheer the loudest.

USING PAGE 87

1 Pair share: Talk about the picture.

Go to Page 87. Show the page or display it using the Presentation Kit. Talk about the picture. Read the labels. With the class, mime the steps for making each instrument. Ask *What do you need to make a (drum)? What do you do first/next?* Ask *How do the children play the instruments?* Elicit *Tap the drum. Shake the maraca. Turn the rain stick upside down.*

2  **221 Listen and point.**

Play the narrative. Have the children listen and point.

Adult: *There is a parade on Tuesday. It's in the morning. The children are making instruments. Tony is making a drum. Tap the drum, Tony! Very nice! Linda is making a maraca. Shake the maraca, Linda! I like that sound! Gino is making a rain stick. Turn the rain stick upside down, Gino! Oooh! It sounds like rain! Listen to the children play their instruments together. They are a band. They can play and march. Children: One, two, three, four. One, two, three, four. Adult: Are you ready for the parade? Children: Yes!*

3  **Documentation: Predict and complete.**

Point to Doodle Bunny. Ask *What instrument does Doodle Bunny have?* Elicit *maraca*. Have the Doodle Bunny puppet read the question. Have the children write the name of the instrument they think will be loudest.

4  **Try it out! Make a musical instrument.**

Have the children get in three groups according to which instrument they'd want to make and provide each group with the materials they need. Use the pictures as a guide to make the instruments.

When they have finished, have each group take turns to all play their instruments. Ask *Which is the loudest?* Agree as a class. Ask *Did you guess right?*

AFTER THE PAGE

221 Musical Parade

Play the audio. Have the children act out the narrative with their instruments.

082  **March**

Play the counting song **Twenty Fingers** (see TE Page T30). Have the children march around the classroom and play their instruments in time. The children could also march to **How Many Taxis?** (Track 204; see TE Page T82).



Make a musical instrument.



Predict: Which instrument is the loudest?



maraca



rain stick



drum



Say, trace, and write.



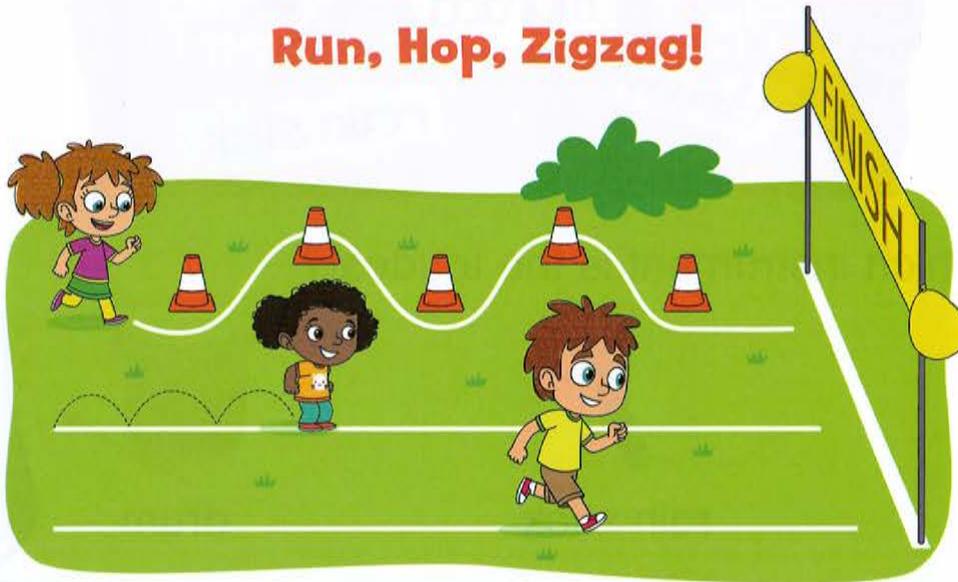
quilt



yes

zip

Run, Hop, Zigzag!



Can Gus run? Yes, he can.
Kit can hop. She is quick!
Look at Meg. She can zigzag.

Lesson 5

Objectives: learn the sounds /qu/, /y/, and /z/; trace words; listen to a Phonics Story

Key Language: *quick, quilt, yes, hop, run, zigzag, zip (v)*, letters y, z, q

Review: *bee, dog, duck*

Receptive Language: *What sound does a (duck) make? Who is the quickest?*

Materials: Alphabet Chart

BEFORE THE PAGE

Introduce Y/y, Z/z, and Q/q

Display the Alphabet Chart. Say the letter names for y, z, and q. Have the children say the picture word for each letter. Elicit the sound for each letter. Brainstorm other words that start with each of the letters. Doodle and caption them on the board.

Think and Play! Sound Game

Play a sound game. Tell the children they are going to be ducks, dogs, and bees. Ask *What sound does a (duck) make?* Establish that ducks go *quack quack*, dogs go *yap yap*, and bees go *buzzzzzzz*. Have the children move around the class. Say the names of the animals, and the children act out the animal and make its sound.

Teacher-to-Teacher

Note that in English, the letter *q* is always followed by the letter *u*. Have the children air-trace the letters *q* and *u* together. When they sound out words, make sure they say *q* and *u* as one sound, /qu/.

023 Song: The Alphabet Song

Play the song (see TE Page T6). Encourage the children to join in and stand up when they hear *q*, *y*, and *z*.

USING PAGE 88

1  Letters and sounds: Say, trace, and write.

Go to Page 88. Show the page or display it using the Presentation Kit. Follow the procedure on TE Page T46.

2  Phonics Story: Draw a line under words that start with *qu*, *y*, and *z* and read them.

The children look at the story and underline the words that start with *qu*, *y*, and *z*. Have the children sound out and blend *y-e-s*—*yes*, *qu-i-ck*—*quick*, and *z-i-g-z-a-g*—*zigzag*. Have them sound out and blend the decodable words *c-a-n*—*can*, *G-u-s*—*Gus*, *r-u-n*—*run*, *K-i-t*—*Kit*, *h-o-p*—*hop*, *a-t*—*at*, and *M-e-g*—*Meg*.

3  Listen to Run, Hop, Zigzag!

Play the audio. Have the children listen and follow the story in their books. Play it again and encourage the children to say it rhythmically.

Can Gus run? Yes, he can. Kit can hop. She is quick! Look at Meg. She can zigzag.

4 Read the sentences.

Put the children into pairs. Have them take turns reading the Phonics Story to each other.

AFTER THE PAGE

 Have a Field Day

Take the children outside or to a large indoor space. Have running, hopping, and zigzagging races with the children. Encourage the children to comment on the races. Ask *Who is the quickest?* after each race.

 Literacy Skills Pad

Try some of the Unit 9 activities in the Literacy Skills Pad.

Lesson 6

Objectives: read and answer questions; do an art and literacy project

Key Language: *quack; Can you (quack)? Yes, I can. / No, I can't. My hat is (red) and (purple). Is this your hat? Yes, it is. / No, it isn't.*

Review: colors

Receptive Language: *Can Kit zip? What colors do you see?*

Materials: Print and Play Letters: a, e, i, o, u; five sorting trays; Print and Play Pictures: *bag, cat, dad, hat, jam, Kit, mix, dip, zip, bib, pen, leg, hen, red, ten, bus, run, Gus, bug, cup, mom, dog, fox, box, log*; colored card; colored paper; Paper Chain Learning Center materials (see TE Page T9C); Unit 9 Print and Play Words I Know cards and sentence frame (one set per child)

BEFORE THE PAGE

 **Phonics Story: Run, Hop, Zigzag**

Play the Phonics Story (see TE Page T88). Have the children listen, repeat, and act it out.

 **Vowel Sounds**

Review the vowel sounds short /a/, short /e/, short /i/, short /o/, and short /u/. Use the Print and Play Letters to elicit the sounds. Put each card on a sorting tray. In groups, have the children sort the Print and Play Pictures according to their vowel sounds. Explain that these are the middle sounds for each word. Encourage the children to sound out and blend each word.

USING PAGE 89

 **1 Read, write, and circle.**

Go to Page 89. Show the page or display it using the Presentation Kit. Point to Kit. Ask *Can Kit zip?* Elicit *Yes, she can.* Sound out and blend *z-i-p—zip*. Repeat with Meg and *qu-a-ck—quack*. The children read the questions and circle the answer that's correct for them.

2 Pair share: Talk about the picture.

Talk about the picture at the bottom of the page. Ask *What are the children doing?* Point to the hats. Ask *What colors do you see?* The children talk in pairs. Read the speech bubbles with the class. Sound out and blend the decodable words *h-a-t—hat*, *a-n-d—and*, *r-e-d—red*, and *th-i-s—this*.

 **3 Listen, look, and circle.**

Play the audio. The children listen and point. Play it again. They circle the correct hats.

Boy: *My hat is red and purple. Girl: Is this your hat?*

Boy: *Yes, it is! Well done! Girl: Thanks!*

(2) *yellow and purple*

 **4 Project: Make a party hat. Write a description.**

Help the children to make paper hats in their two favorite colors. Assist with stapling and sticking the hats together. Help the children to write a description of their hat. Write all the different colors on the board for them to copy.

5 Pair work: Play the guessing game.

Put all the hats and the written descriptions on a central table. The children take turns to pick a description, read it out, and then match it to a hat. If they are correct, they give the hat and the description to the hat's owner. Put all the hats back on the table. Each child describes his or her hat orally and the other children have to find it.

AFTER THE PAGE

 **Hat Parade**

The children march around the classroom in their hats. They can play the musical instruments they made in Lesson 4. They bow and cheer at the end.

 **Learning Center: Paper Chain**

Demonstrate how to use the Learning Center materials (see TE Page T9C). The children make color pattern paper chains.

 **Words I Know**

Hand out a set of Unit 9 Print and Play Words I Know cards and a sentence frame to each child. Follow the procedure on TE Page T17.

 **Literacy Skills Pad**

Try some of the Unit 9 activities in the Literacy Skills Pad.

Activity Book 3  **85 86** 

1 Color both sides. Then cut out. 2 Choose big letters or small letters. Put strips together in order. 3 Sing **The Alphabet Song** and point. 4 Point and say pictures. 5 Take game home to share.



Read, write, and circle.

zip

quack



Can you _____ ?

Yes, I can.

No, I can't.



Can you _____ ?

Yes, I can.

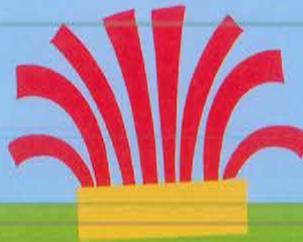
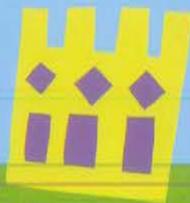
No, I can't.

Make a party hat.

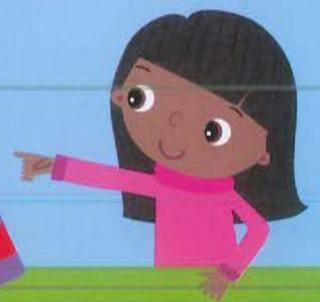
My hat is red and purple.



My hat is red and purple.



Is this your hat?



All Year Long

Values



We say “good morning” at school.
We like to talk in English.

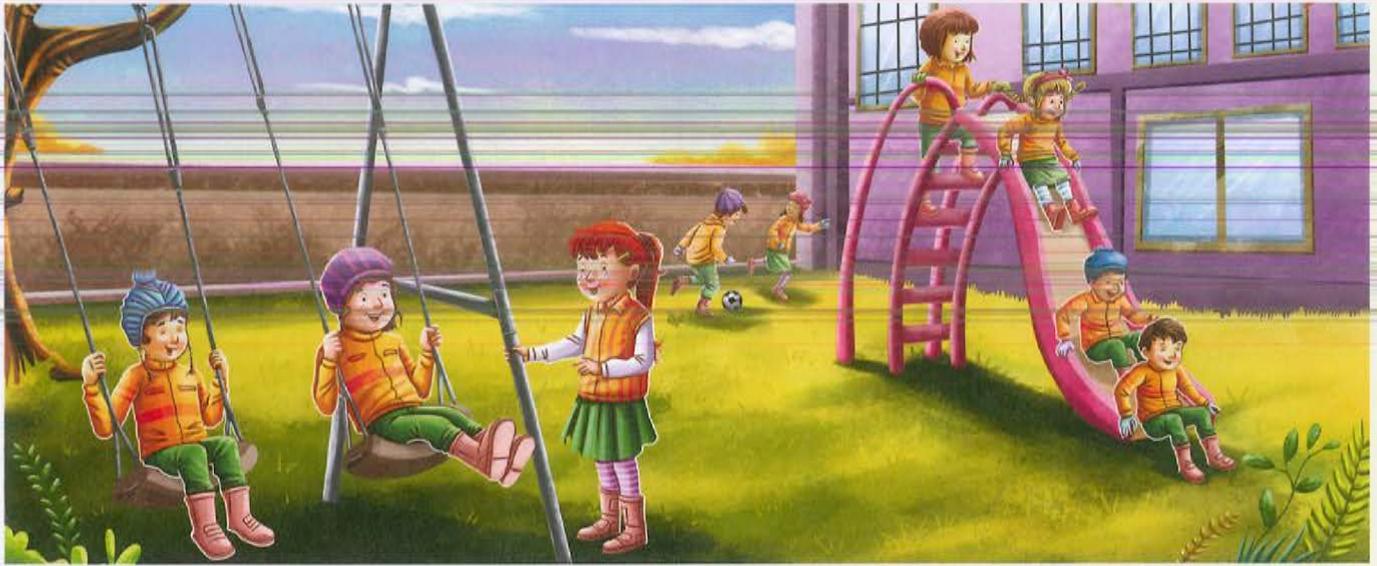


We like to read and write.



We like to count and measure.

We learn to wait and take turns.
We like to play together.



We like to learn. We try to do our best.
All year long, we learn and grow!



What do you like to do at school?

Lesson 7

Objectives: read a story about a year at school; sing a song about the value of enjoying learning together

Key Language: *grow, learn, talk in English, wait, summer, fall, winter, spring; (We) like to (read). We learn to (wait). We try to do our best.*

Review: *count, measure, play, read, take turns, write, clothes*

Receptive Language: *Is it (spring) now? What's the weather like in the (winter)? What do we wear in the (winter)?*

Materials: Pocket Chart Seasons Learning Center materials (see TE Page T9D)

BEFORE THE PAGE

 **Song: It's Graduation Week**

Play the song (see TE Page T84). The children join in and do the actions.

Introduce Key Language

Doodle and caption each season on the board. Ask, for example, *Is it (spring) now? What's the weather like in the (winter)? What do we wear in the (winter)?*

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 and read it with the class. Ask *What can you see? What are they doing?* for each picture.

 **2 Listen to All Year Long and point.**

The children listen to the audio and point to the pictures.

 **Sentences**

Read the text with the children. Then play the audio again. Pause after each sentence for the children to read the text. Have the children read the text again and underline the words for school activities.

3 Read and act out.

Put the children into groups of four. They take turns to be the narrator while the others act out the scene.

4 ▶ 225

**Sing the Values Song We Try to Do Our Best.**

Play the song. The children join in and do the actions.

Verse 1: We say good morning when we get to school. (wave to classmates) We say please and thank you, and we follow all the rules. (shake hands)

Verse 2: School is where we work, (mime opening a book) school is where we play. (mime throwing a ball) We like to talk in English, we have lots of things to say. (point to mouth)

Chorus: Summer and fall, winter and spring, (wave arms in air) we read (mime opening a book) and write, (mime writing) we talk and sing. (point to mouth) Summer and fall, winter and spring, (wave arms in air) all year long, we learn new things. (tap head)

Verse 3: We like to count and measure. We add and take away. (count on fingers) We try to do our best. We try hard every day. (clasp hands)

Verse 4: We like to tell our friends (point to classmates) about the things we know. (tap head) All year long we learn. All year long we grow. (reach up)
(repeat chorus)

**Home-School Connection**

Talk about the value of enjoying learning together. Ask the children to say what they enjoy doing most with their class at school. Encourage the children to sing the song at home and talk about the value with their families.

AFTER THE PAGE

**Learning Center: Pocket Chart Seasons**

Demonstrate how to use the Learning Center materials (see TE Page T9D). The children sort pictures into the correct season.

Discuss the School Year

Talk about what you have done in class this year. Doodle and caption the children's suggestions on the board. The children write *I like to* (favorite activity) on a piece of paper or in their journals. They move around the class. They ask and answer *What do you like to do?* They form groups with others who have the same favorite activity. Count the members of each group to find the class's favorite activity.

**Literacy Skills Pad**

Try some of the Unit 9 activities in the Literacy Skills Pad.

Lesson 8

Objectives: review a reading; think and answer a question about a story

Key Language: review

Receptive Language: *What do the children like to do? Who is the (tallest)? Who has grown the most?*

Materials: Unit 9 Photo Cards; camera, smartphone, or tablet; folio-size blank journal; Print and Play Achievement Certificate Templates (one per child); ribbon

BEFORE THE PAGE

 **219** **Song: My Play Is Today!**

Play the song (see TE Page T86). Encourage the children to join in and do the actions.

**Measure Each Other**

Look at the height chart you put on the wall in Unit 1. Have the children take turns to measure one another again to see how much they have grown. Ask *Who is the (tallest)? Who has grown the most?*

Think and Play! What's Missing?

Show the Unit 9 Photo Cards to review the words. Follow the procedure on TE Page T11.

USING PAGES 90 AND 91

1  **224** **Listen again and read, then act out.**

Go to Pages 90 and 91. Show the pages or display them using the Presentation Kit. Play the story again. Have the children read it. Then the children act it out in groups of four.

2 Think! What do you like to do at school?

Look at the question at the bottom of Page 91, *What do you like to do at school?* Read it with the class. Take the class's suggestions. Doodle and caption their suggestions on the board. Have the children write a list of their five favorite things in order of preference. They write in their journals. Have them share their list with a partner.

3

225

**Sing the Values Song We Try to Do Our Best.**

Play the song (see TE Page T90). Encourage the children to join in and do the actions.

AFTER THE PAGE

**Create a Yearbook**

Use a digital camera, smartphone, or tablet to take a picture of each child. Print them out and have the children cut out their picture. The children each create a page for a class Yearbook. Have them stick down their picture and write their name on the page. They can write other personal information, such as their birthday, age, or favorite color. Have them write a sentence about what they like to do in English class. Stick all the pages in a blank journal and write *Class of (year)* on the front.

**Have a Class Graduation**

Print out the Achievement Certificate Templates. Write the children's names and sign the certificates. Roll them up and tie a ribbon around each one. Have a graduation ceremony in your class with each child coming up in turn to receive his or her certificate. Have the children clap and cheer. You may wish to do this for the parents after the Unit 10 play.

**Literacy Skills Pad**

Try some of the Unit 9 activities in the Literacy Skills Pad.

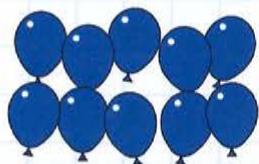
Activity Book 3 **AB 87**

1 Write your name. 2 Think of things children like to do at school. 3 Write and draw what you like to do. 4 Cut out certificate.

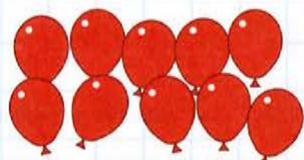
T91

Let's Count

100 CELEBRATION



10



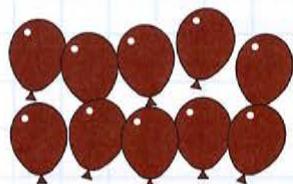
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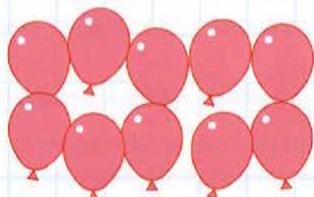
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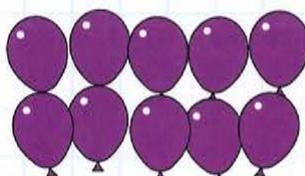
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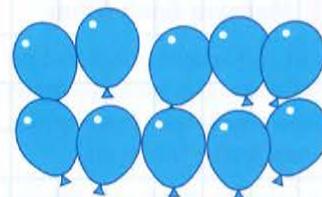
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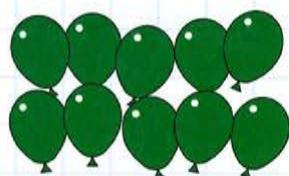
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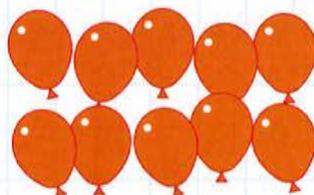
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80

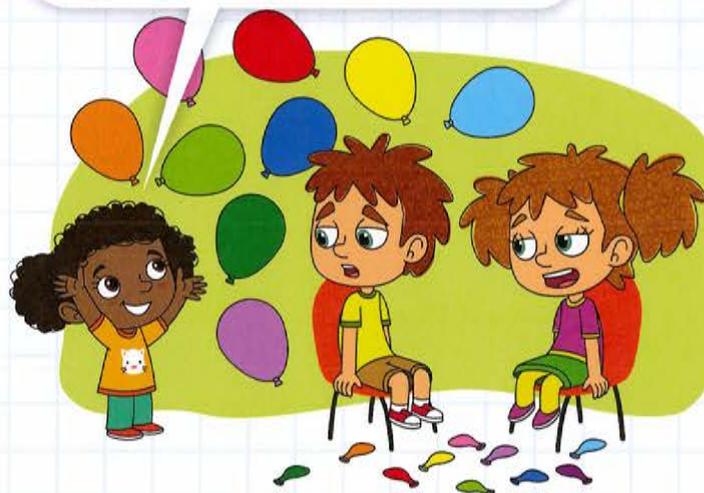


90



100

Great job, Gus and Meg!



Lesson 9

Objectives: count to 100 by tens; sing a counting song

Key Language: balloons, numbers 1–100; Let's count. How many balloons do you see? What number is next? How many balloons altogether?

Review: celebrations, colors

Receptive Language: What celebrations have balloons?

Materials: Pocket Chart; Print and Play Numbers: 10–100 (tens only); Counting by Tens Learning Center materials (see TE Page T9D)

BEFORE THE PAGE

 **204 Song: How Many Taxis?**

Play the song (see TE Page T82). Encourage the children to join in and do the actions.

 **Class Yearbook**

Look through the class Yearbook you made in the previous lesson. Have the children add a new bit of information to their profile: their favorite number. The children write a number between 1 and 100.

 **Introduce Counting to 100**

Put the Print and Play Numbers in the Pocket Chart in random order. Have the children come up and sort them into the correct order. Then chant the numbers 10–100.

USING PAGE 92

1 Count to 100 by tens.

Go to Page 92. Show the page or display it using the Presentation Kit. Point to the balloons. Ask *What celebrations have balloons?* Doodle and caption the children's suggestions. Say a color and have the children point to the correct balloons. Repeat with other colors.

Have the children count the balloons in one group. Ask *How many balloons?* Elicit 10. Have the children point to each group and count by tens. Keep it quick and with rhythm.

2 Count and trace.

Air-trace numbers 10–100 with the children. Do it again and have the children guess the number. Have the children finger-trace the numbers in their books and then trace them in pencil.

 **227 Sing How Many Balloons Do You See?**

Play the audio and let the children listen to the song and point to the correct number of balloons in their books. Play the audio again and have the children join in. They hold up their fingers and count with the song. Each finger equals 10.

*Verse 1: **Adult 1:** I see 10 balloons floating in the air. And 10 more balloons floating over there. **Adult 2:** Now how many balloons do you see? **Adult 1:** Add 10 and 10 and you have 20.*

Verse 2: 20/10/30; Verse 3: 30/10/40; Verse 4: 40/10/50; Verse 5: 50/10/60; Verse 6: 60/10/70; Verse 7: 70/10/80; Verse 8: 80/10/90; Verse 9: 90 / 10 / I see 100 balloons for you and me!

AFTER THE PAGE

 **Learning Center: Counting by Tens**

Demonstrate how to use the Learning Center materials (see TE Page T9D). The children count and match.

 **Think and Play! Hopscotch**

Draw a 10-square hopscotch grid on the ground in chalk. Write 10s to 100 in each square. Follow the procedure on TE Page T30.

 **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 Unit 9 Parent Page in the Math Skills Pad.

 **Activity Book 3**  **89**

1 Find 10 hidden stars and say number. 2 Count by 5s. Circle 5s with purple. 3 Count by 10s. Color squares in 10s column yellow.

Lesson 10

Objectives: review the unit; do listening, reading, and writing comprehension

Key Language: review

Receptive Language: *What can (Gus) do? Which two letters make the /qu/ sound?*

Materials: Pocket Chart; Photo Cards: *march, bow, cheer*; Learning Center materials (see TE Pages T9C and T9D); Doodle Bunny puppet; Doodle Bunny's Journal

BEFORE THE PAGE



Values Song: We Try to Do Our Best

Play the song (see TE Page T90). Encourage the children to join in and act it out.

Look through the class Yearbook you made in Lesson 8 with the children. Talk about your school year.



Think and Play! Follow the Leader

Review the Unit 9 Photo Cards. Put them in the Pocket Chart. With the class, think of actions for each word. Have the children walk around the classroom in a line. The child who is first in line is the leader. He or she says one of the Photo Cards, such as *march*. All the children march around the class and the leader goes to the back of the line. Repeat with other words. The children can think of other words from previous units that they can act out.

USING PAGE 93

1 **Listening: Listen and check.**

Go to Page 93. Show the page or display it using the Presentation Kit. Talk about the pictures. Point and ask *What celebration is this?* Play the audio. The children listen and point. Play it again. This time the children check the correct answer in their books.

Dad: *When is your graduation?* **Girl:** *My graduation is this afternoon.*

2 Reading: Read and check.

Sound out and blend *qu-i-l-t*—*quilt* with the children. Have the children check the correct picture.

3 Writing: Look and write.

Point to the pictures of Gus. Ask *What can Gus do?* Elicit *Gus can zip*. Have the children sound out and blend *z-i-p*—*zip*. The children read the sentence. Now have the children write the missing word to complete the sentence. Repeat with the picture of the duck. Elicit *A duck can quack*. Ask the children *Which two letters make the /qu/ sound?* Elicit *q* and *u*.

4 Speaking: Where is Meg? Go to Page 84. Point and say.

Point to Meg at the bottom of the page. Ask *Where is Meg? (at a party)*. They have to go to Page 84 and find the party. Then they point to, name, and act out the other celebrations.



Home-School Connection

Encourage the children to take their books home, where they can talk about and share Unit 9 with their families.

AFTER THE PAGE



Song: How Many Balloons Do You See?

Play the song (see TE Page T92). Encourage the children to join in and do the actions.

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 celebration.

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.

Learning Centers

Allow the children to choose a Learning Center from Unit 9 (see TE Pages T9C and T9D) that they wish to explore again.



Literacy Skills Pad

Try some of the Unit 9 activities in the Literacy Skills Pad.



Home-School Connection: Doodle Bunny Sleepover

See TE Page T11 for the procedure.



Home-School Connection

Ask the children and their parents to complete the Unit 9 Parent Pages in the Literacy Skills Pad.

Activity Book 3

1 Talk about the big picture. 2 Listen and circle pictures at the bottom. Then match pictures.

Activity Book 3

1 Circle your favorite new word. 2 Circle activities that you like to do. 3 Read and draw.

Listen and check.







Read and check.

quilt







Look and write.

1



Gus can _____

2



A duck can _____

ack.

Speak.



Go to page 84. Point and say.

The Name of the Tree

Unit Objectives

- review the language learned in *Doodle Town*, Level 3
- review numbers 1–100; count by fives and tens
- learn a story, *The Name of the Tree*
- work toward a performance for families
- perform a play for families



Values



Values

Take turns.



Project

Perform a school play.

Unit Language

Vocabulary: giraffe, monkey, turtle, zebra, King Lion, run, swim, climb, forest, river, hill

Structures: *We're so hungry. What can we do? What's the name of the tree? What beautiful fruit! How do we get it? I don't understand. What do you mean? Can I help you? Please tell me the name of the tree. I can't remember the name.*

Receptive: *What do the animals want? What can the (zebra) do? Point to the (monkey). Why do they go to King Lion? (Run) like a (zebra). What is its name? rehearsal; Well done! Did you enjoy it? Did your family enjoy it? How did you feel?*



Content Areas



Art

Coloring; making costumes; scenery and props



Social Studies

Countries



Math

Counting to 100; subtraction



Physical Education

Action chant



Science

Animals

Communication

Oral Skills: saying lines in a play; singing a song; doing an action chant

Listening Skills: listening to a story, song, and chant

Performing Arts: performing a play; singing in a chorus

Sentence Building: writing captions

Early Literacy

Early Writing Skills: doodling; drawing; writing labels and speech bubbles

Early Reading Skills: reading a story

Narrative Skills: talking about a story; performing a play

Building Phonological Awareness: reviewing letter sounds; segmenting and blending decodable words

Building Print Awareness: word labels; sentences; captions

Doodling for Critical Thinking For Students



Have the children create a storyboard of the whole story, or just for their character.

For Teachers

Review the year's work through the children's artwork and the doodles they have done in their books.



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



Tips from the Authors

Use Learning Centers as an opportunity to promote critical thinking. Ask questions every step of the way and help the children explain their reasons and opinions.

▶ 158



1: Take Away Fruit Center (Lesson 1)

Conversation Starters: *Let's count. Five fruits on the tree. Who's this? (Monkey) takes away one fruit. How many left?*



Materials: large handmade tree; Print and Play Fruit Templates; sticky tack; animal puppets (AB Page 93)

Objective: tell subtraction math stories

1. Stick the fruit pictures onto the tree. Count fruit.
2. Have each animal puppet take away one fruit. The children say the math story, for example, *Five fruits on the tree. (Zebra) takes one fruit. There are four fruits now.*
3. Sing the math story to the tune of **Five Little Cupcakes** (see TE Page T62). The children act it out.



2: African Animals Center (Lesson 2)

Conversation Starters: *This animal is from Africa. It is hot in Africa. Where do you think this animal is from? Is it from a hot or a cold country? Which countries are (cold)?*



Materials: red hoop, blue hoop; Print and Play Pictures: *giraffe, monkey, lion, turtle, zebra*; pictures printed from the Internet or cut out of magazines of African animals (e.g., ostrich, hippo, African elephant) and cold-weather animals (e.g., polar bear, seal, penguin, arctic fox, arctic hare, caribou, wolf); world map

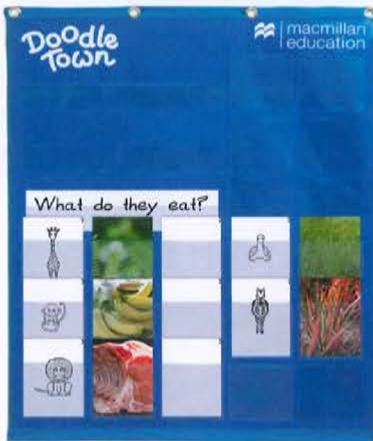
Objective: build awareness of countries, climate, and animal habitat

1. Point to central Africa on the map. Explain that the animals in the story come from Africa and that it is hot in Africa.
2. The children take turns to sort the animals into the red hoop for African/hot-weather animals and the blue hoop for cold-weather animals.
3. The children point to the map and identify which countries they think are cold/hot. Encourage them to reason logically, rather than simply guessing. They then think about which animals might live in which countries.



3: Pocket Chart What Do They Eat? (Lesson 3)

Conversation Starters: *Do all the animals really eat fruit? What do (lions) eat? Who eats (leaves)? Do (children) eat leaves?*



Materials: Pocket Chart; Print and Play Pictures: *giraffe, monkey, lion, turtle, zebra*; pictures of animals' food from the Internet: leaves (two pictures), fruit, grass, meat; handmade sentence strip: *What do they eat?*

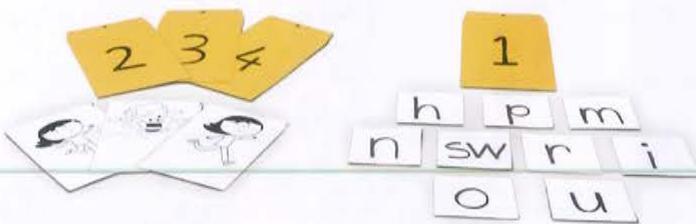
Objective: explore animals' diets

1. Put the handmade *What do they eat?* sentence strip in the Pocket Chart. Read the question with the children.
2. Help the children recall what all the animals want to eat in the story (*fruit*). Do they think all those animals really eat fruit? Take suggestions as to what they think the animals eat.
3. The children match the food pictures with the animal pictures.



4: Spelling Puzzles Center (Lesson 4)

Conversation Starters: *What's this? How do you spell swim? What are the last letters in rock?*



Materials: four envelopes; Print and Play Pictures: *run, swim, hop* (envelope 1), *nut, milk* (envelope 2), *frog, chick, hen* (envelope 3), *bug, rock* (envelope 4); handmade phonics cards to spell the following words: r-u-n, s-w-i-m, h-o-p (envelope 1), n-u-t, m-i-l-k (envelope 2), f-r-o-g, ch-i-ck, h-e-n (envelope 3), b-u-g, r-o-ck (envelope 4)

Objective: practice word building

1. To make the phonics cards, write each word on a piece of card stock, then cut the card to make three or four cards. Place the phonics cards and corresponding pictures inside the envelopes.
2. The children unpack one envelope at a time. They place each picture face up on a table and sound out and blend the word.
3. They use the phonics cards to spell each word.

The Name of the Tree

It is summer. It is hot and dry.
There is no rain. The animals are hungry.

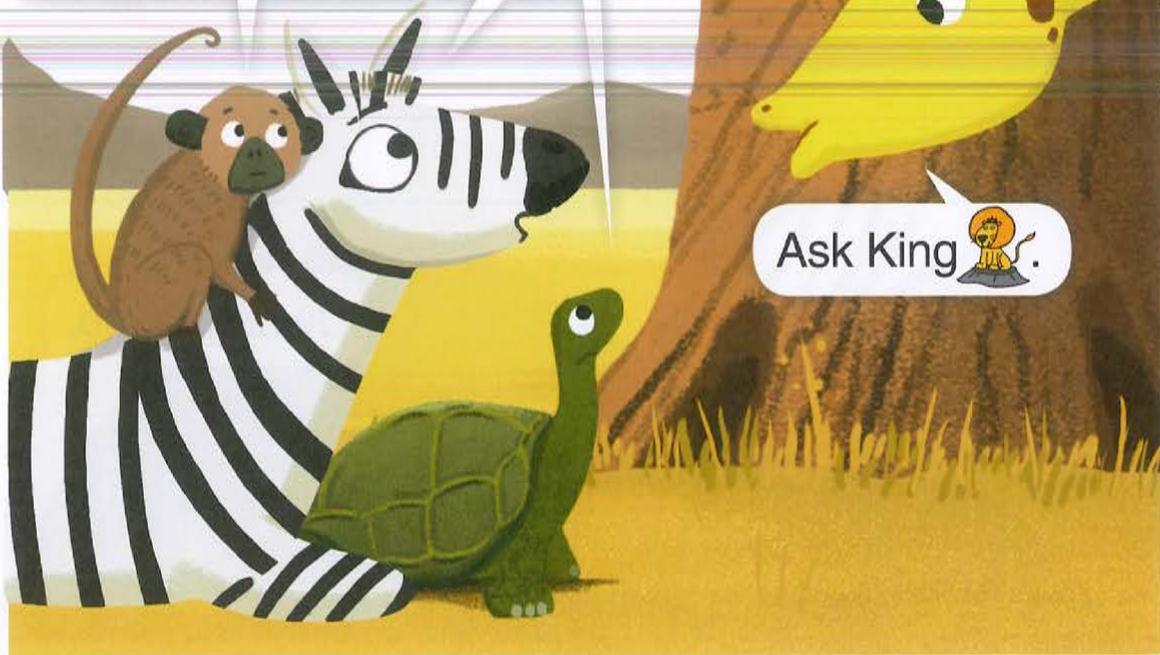
Play the game. Say the name.

What beautiful 🍌🍌!

How do we get it?

There's 🍎🍌 for you and 🍎🍌 for me.
But first you must say the
name of the 🌳.

What's the name of the 🌳?



The 🦓 goes to ask King 🦁 for the name of the 🌳.



Run!

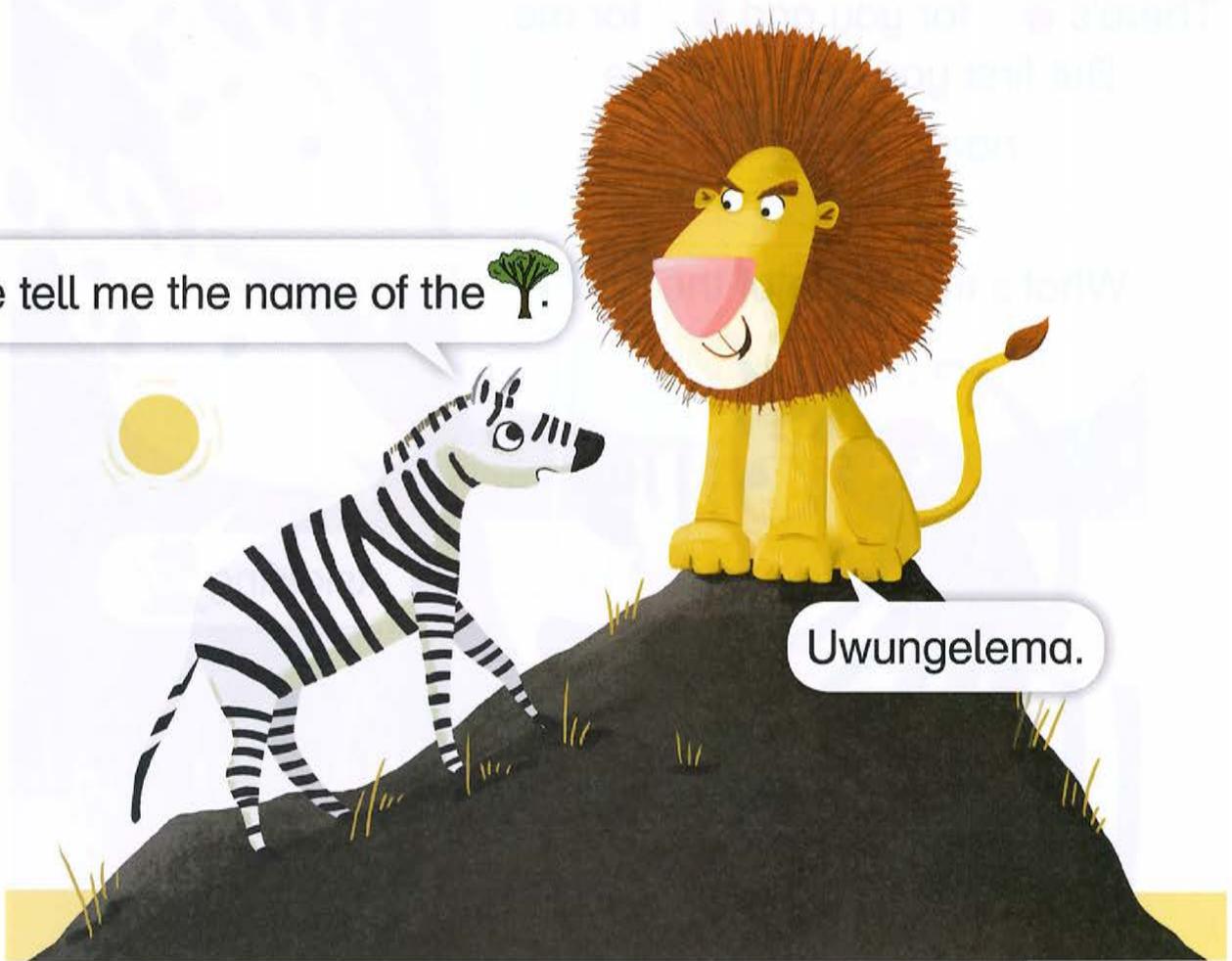


Swim!



Climb!

Please tell me the name of the .



Uwungelema.



Climb.



Swim.



Run.

Play the game. 1, 2, 3. Say the name of the 🌳.

Oh, no! I can't remember the name.



The 🐵 goes to ask King 🦁 for the name of the 🌳.



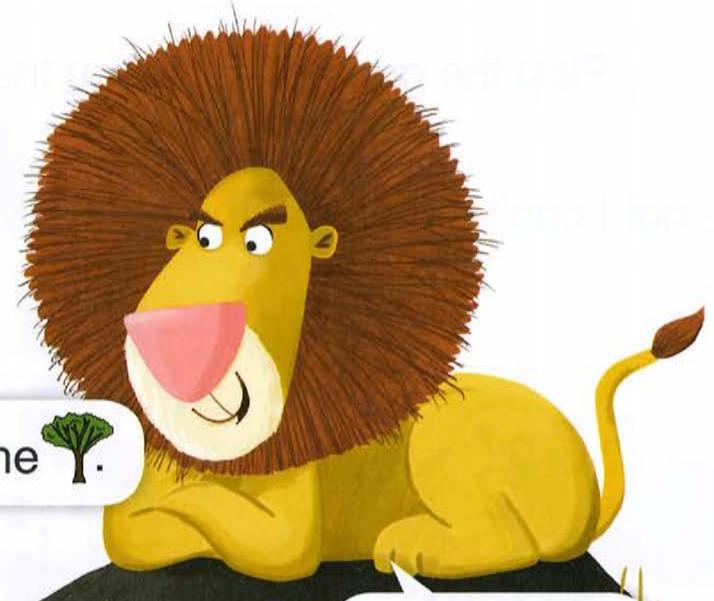
Run!



Swim!



Climb!



Please tell me the name of the .



Uwungelema.



Climb.



Swim.

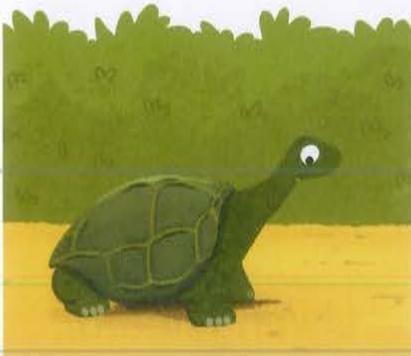


Run.

Play the game. 1, 2, 3. Say the name of the 🌳.



The 🐢 goes to ask King 🦁 for the name of the 🌳.



Walk!



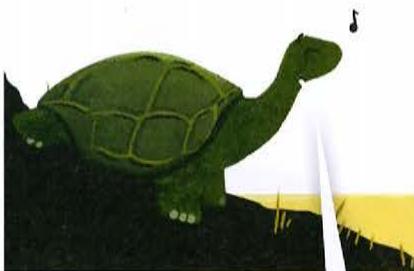
Swim!



Climb!

Please tell me the name of the .

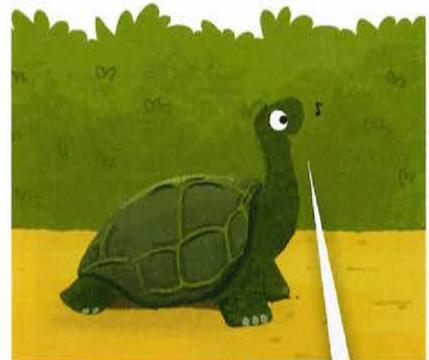
Uwungelema!



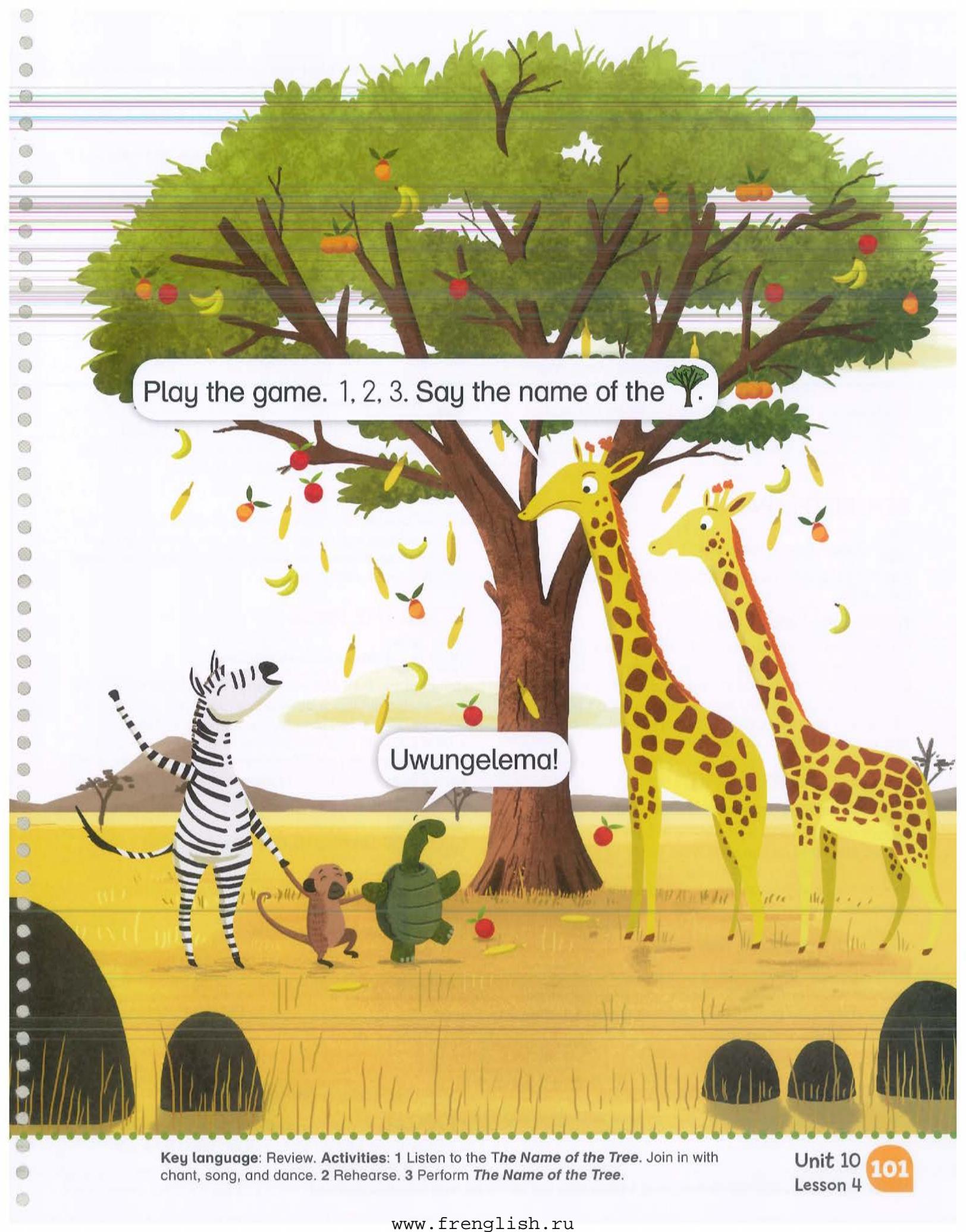
Uwungelema!



Uwungelema!



Uwungelema!



Play the game. 1, 2, 3. Say the name of the .

Uwungelema!

Key language: Review. **Activities:** 1 Listen to the *The Name of the Tree*. Join in with chant, song, and dance. 2 Rehearse. 3 Perform *The Name of the Tree*.

Unit 10
Lesson 4

101

Objectives: review language; review a story; play a listening game

Key Language: giraffe, monkey, turtle, zebra, King Lion, climb, run, swim, forest, hill, river; We're so hungry. What can we do? What's the name of the tree? What beautiful fruit! How do we get it? I don't understand. What do you mean? Can I help you? Please tell me the name of the tree. I can't remember the name.

Receptive Language: What do the animals want? What can the (zebra) do? Point to the (monkey). Why do they go to King Lion?

Materials: Pocket Chart; Units 1–9 Photo Cards; Print and Play Story Frame Templates; Take Away Fruit Learning Center materials (see TE Page T10C)

BEFORE THE PAGE

002 Song: Doodle Town Hop

Play the song (see TE Page T2). The children join in and do the actions.

Think and Play! What's Missing?

Play this game with the Pocket Chart to review the different lexical sets that the children have learned in *Doodle Town* Level 3 (see TE Page T11 for the procedure). 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.

Explore the story with a picture walk. Look at one page at a time. Ask *What do you see? What do the animals want? What can the (zebra) do?* On each page say, for example, *Point to the (tree/fruit/monkey)*. Encourage the children to ask questions.

2 231 Listening game: Look and find.

Tell the children they are going to listen to a description of each animal. Play the audio. Pause after each set of clues for the children to guess. Then, the children act out the animals for their friends to guess.

(1) This animal has black and white stripes. It has four legs. It is very fast. What is it? Yes! A zebra.

(2) This animal is brown. It has a long tail and small ears. It is very smart. What is it? Yes! A monkey.

(3) This animal is brown and white. It has a long neck and a small head. What is it? Yes! A giraffe.

(4) This animal is green. It has four short legs. It can't hop. It's not very fast. What is it? Yes! A turtle.

3 232 Listen to the Story Song *The Name of the Tree*.

Tell the children they need to listen carefully and follow the text in their books to know when to turn the page. Play the audio. Pause it when it's time to turn the page. Play the Story Song again. The children follow in their books. Have the children sound out *Uwungelema* with King Lion.

Rebus Sentences

Read the text with the class. Sound out and blend decodable words: *i-t—it, h-o-t—hot, a-n-d—and, g-e-t—get, m-u-s-t—must, r-u-n—run, and s-w-i-m—swim*.

4 Talk about the story.

Ask the children comprehension questions, such as *What do the animals want? Why? Why do they go to King Lion? Why do three different animals go to King Lion?* Encourage the children to ask questions.

AFTER THE PAGE

Make a Class Big Book

Hand out the Print and Play Story Frame Templates. Make sure each child has a different picture. They color in their pictures. Help them to write the captions and speech bubbles. Put all their pictures together to make a book. Have the children help you put the pictures in order. (If you have a large class, make multiple books.) Tell the story at circle time using the class Big Book.

158 Learning Center: Take Away Fruit

Demonstrate how to use the Learning Center materials (see TE Page T10C). The children explore subtraction.

Home-School Connection

Hand out the Unit 10 Letter to Parents for the children to take home.

Activity Book 3 AB 92

- 1 Connect the dots for numbers 1–10 to complete tree.
- 2 Draw three fruit on tree. 3 Color. Take home with puppets and share story.

Objectives: do an action chant; sing the Story Song; act out the play with puppets

Key Language: review

Receptive Language: (Run) like a (zebra). What is its name?

Materials: Alphabet Chart; yellow crayons (one per child); craft sticks; African Animals Learning Center materials (see TE Page T10C); paper plates; paint; colored paper; construction paper

BEFORE THE PAGE

005 Song: Hello Song

Play the karaoke version of the song (see TE Page T2). Substitute the names of the children in your class for the verses.

Think and Play! Mime

Play a TPR action game. Have the children stand up. Tell them an animal and an action, such as *Run like a zebra*. *Swim like a monkey*. Have the children do the actions in the style of the animal. Allow them to have fun and do silly actions, but keep control.

USING PAGES 94–101

1 Find the tree name, then draw a line under it with a yellow crayon.

Draw the tree from the story on the board. Ask *What is its name?* Help the children to pronounce it by sounding it out like King Lion. Label your tree *Uwungelema*. Display the Alphabet Chart. Ask *What letter does Uwungelema start with?* Elicit the letter name and the sound it makes. Have a child point to *U* on the Alphabet Chart. Repeat with the other letters.

The children read the story and underline each occurrence of *Uwungelema* with a yellow crayon. Have the children compare with a friend.

2 233 Chant Run, Swim, Climb.

Play the story chant. Have the children join in and act it out.

Verse 1: Run through the forest. Run, run, run! Swim across the river. Swim, swim, swim! Climb up the hill. Climb, climb, climb!

Verse 2: Climb down the hill. Climb, climb, climb! Swim across the river. Swim, swim, swim! Run through the forest. Run, run, run!

3 234 Sing Uwungelema. Make up a dance.

Play the song. Encourage the children to join in. With the children, make up a dance routine for the song. Take all the children's suggestions and put them together in time to the music. Practice the song and dance.

Uwungelema is the name of the tree. There's fruit for you and fruit for me. Uwungelema! (x6) That's the name of the tree!

4 232 Act out The Name of the Tree with puppets.

Have the children color and cut out the animals from AB Page 93. Glue them onto craft sticks to make puppets.

Play the Story Song and have the children act it out with their puppets. They can use AB Page 92 as scenery.

AFTER THE PAGE

Learning Center: African Animals

Demonstrate how to use the Learning Center materials (see TE Page T10C). The children talk about and sort animals.

Make Costumes

Put the children into five groups depending on which animal costume they want to make. For the giraffe, zebra, monkey, and lion, the children make masks. Give each child a paper plate to paint. They add a colored paper circle or oval for the muzzle. Then they add ears, eyes, nose, and mouth. For the turtle, the paper plate serves as the shell. The children add a head, legs, and a tail. Attach the animal art to headbands made from construction paper. (Alternatively, stick them onto craft sticks.) The children will use these costumes in the play.

Activity Book 3 93 94

- 1 Color. 2 Cut out and make stick puppets.
- 3 Act out story with puppets and background.

T96–T97

Objectives: rehearse a play; review numbers

Key Language: review

Receptive Language: *rehearsal; Well done!*

Materials: Alphabet Chart; Print and Play Numbers: 1–100 (tens); musical instruments made in Unit 9; animal costumes (Lesson 2); Print and Play Fruit Templates; craft materials (e.g., sequins, buttons, glitter); green and brown paint; large sheets of construction paper; Pocket Chart What Do They Eat? Learning Center materials (see TE Page T10D)

BEFORE THE PAGE

023 **Song: The Alphabet Song**

Display the Alphabet Chart. Elicit the name and the sound of each of the letters. Play the song (see TE Page T6). Have the children join in and stand up when they hear the first letter of their name.

227 **Review Numbers 1–100**

Invite 10 children to the front of the class. Give the children the Print and Play Numbers 1–100. With the help of the rest of the class, have the children line up in the correct order. Play the song **How Many Balloons Do You See?** (see TE Page T92). Have each child in the number line hop when the song says his or her number.

USING PAGES 94–101

1 234 **Sing *Uwungelema* and dance.**

Hand out the instruments the children made in Unit 9. Play the song (see TE Pages T96–T97). Have the children sing along, do the dance, and play their instruments.

2 232 **Listen and read, then act out dialog. Then listen and say.**

Play the Story Song. Have the children follow and read the text as they listen. Play the Story Song again and have the children act it out as they listen. Play the Story Song a third time. Pause after each line for the children to repeat.

3 232 **Rehearse *The Name of the Tree*.**

Allocate roles to the children. Possible roles are two (or more) giraffes, one (or more) zebras, one (or more) monkeys, one (or more) turtles, and one (or more) lions. Other African animals could also be included, such as ostriches, hyenas, and elephants.

For this rehearsal, the children wear the costumes they made in the previous lesson. Rehearse in the place where you will do the final performance for the parents.

Rehearse 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. It will depend on the children's confidence. Remember to praise the children.

Teacher-to-Teacher

Rehearse the play as often as you can so the children 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 Fruit

Let each child choose a Print and Play Fruit Template. They color it and decorate it with the craft materials. Then they cut it out.

Make the *Uwungelema* Tree

Make a tree trunk by painting sheets of construction paper brown. For the leaves, have each child make green handprints on sheets of paper. Have the children wash their hands and then cut out their handprints. They stick their handprints above the tree trunk. Stick the fruit the children made earlier onto the tree.

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.

Objective: perform a play

Key Language: review

Receptive Language: *Did you enjoy it? Did your family enjoy it? How did you feel?*

Materials: Spelling Puzzles Learning Center materials (see TE Page T10D); animal puppets (AB Page 93); animal costumes (Lesson 2); Uwungelema tree (Lesson 3)

BEFORE THE PAGE



Values Song: *Taking Turns*

Play the song (see TE Page T18). Encourage the children to sing along and do the actions. If you wish, let the children sing a favorite song from *Doodle Town*, Level 3.



Learning Center: Spelling Puzzles

Demonstrate how to use the Learning Center materials (see TE Page T10D). The children practice spelling words.



Act Out Story with Activity Book Puppets

Give out the children's animal puppets (AB Page 93). Play the audio. Have the children act out the story with the puppets. Have the children act out the story without the audio. Give prompts where needed.

USING PAGES 94–101



1 Listen to *The Name of the Tree*. Join in with the chant, song, and dance.

Play the Story Song *The Name of the Tree* (Track 232; see TE Pages T94–T95). Pause after each line for the children to repeat. Read the class Big Book with the children.

Play the chant *Run, Swim, Climb*. (Track 233; see TE Pages T96–T97). Have the children join in and do the actions.

Play the song *Uwungelema* (Track 234; see TE Pages T96–T97). Have the children practice the dance routine that they created.



2 Rehearse.

Have the children help you set up the area where they are going to perform the play. Put up the tree and let the children put on their costumes. Rehearse the play.

Have the children who have lines practice saying their lines. Practice all the actions and the dance routines again.

3 Perform *The Name of the Tree*.

Have the children perform *The Name of the Tree* for their families.

Teacher-to-Teacher

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.

Film the performance so that the children can watch themselves afterwards. Have another person take pictures of the performance.

Remember to follow your school's protocol for families taking pictures and filming the performance, and make sure everyone complies.

After the play, have all the children perform the chant *Run, Swim, Climb* and the song and dance routine to *Uwungelema* again.

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 for the children to tell their families about, have the children demonstrate some of the Learning Centers you have used, and perform some more of the action and Story Songs from *Doodle Town* 3.

You could also have a graduation ceremony where you give each child an achievement certificate.

AFTER THE PAGE

Talk About the Performance

Before the children go home, or on a different day, talk about their performance. Ask *How did you feel? Did you enjoy it? Did your family enjoy it?* Show them the film that was made of their performance and the pictures.



Home-School Connection: Stickers

Children can take the eight blank stickers home to draw with their parents.

Review 2



Listen, circle, write, and read. Then match.

1



train

2



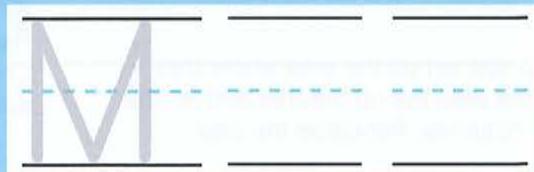
giraffe

3



4

drum





- 5 
- 6 
- 7 
- 8 box

sandwich

cupcake



Language: Review Units 6–10. **Activities:** 1 **Warm up:** Listen and point. 2 **Receptive check:** Listen, circle, and match. Listen, write, and match. Listen, read, and match. 3 **Speaking check:** Listen and answer.

Key Language: 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.

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.

Using Pages 102 and 103

Assess the children in small groups so you can watch and see which picture each child is circling or pointing to. Print a copy of the checklist for each group. Write the children's names on the top row of the checklist. Use the checklist to mark or jot down the children's answers. Later, you can transfer your notes to each child's individual progress checklist.

1 238 Warm up: Listen and point.

Go to Pages 102 and 103. This is a warm-up activity. The children are not assessed on this activity. Play the audio. The children listen and point.

Adult: Look, Kit! We're at the train station. Do you see the train? Go to the train. Mom and Dad get off the train. Wave to Mom. Wave to Dad. Listen! I hear Gus and Meg! **Gus and Meg:** Hello, Mom! Hello, Dad! You're home again. We feel so glad.

Adult: Meg is playing maracas. Point to the maracas. Gus is playing a drum. Point to the drum. A boy and his mom are looking at a picture of a giraffe, a zebra, and an elephant. Point to the word that says zoo.

Adult: Are you hungry? Go down the stairs. Walk to the food truck. You can have soup, a sandwich, or salad. What would you like? What does the man get? Listen!

Woman employee: Can I help you? **Man:** Yes, I'd like a cheese and lettuce sandwich, please.

Woman employee: Here you are. **Man:** Thank you!

Adult: Go to the cupcakes. What do you see behind the cupcakes? Yes! Smoothies and juice. Do you like smoothies? The girl in a yellow dress is drinking a smoothie. Point to the girl drinking the smoothie. The girl's dad has two cupcakes. One cupcake for the girl and one cupcake for the dad. A man is waiting for the bus. It is bus number 80. Point to the number 80.

2 237 Receptive check: Listen, circle, and match. Listen, write, and match. Listen, read, and match.

Play the audio. The children follow the instructions. The first four items are on Page 102. The others are on Page 103. Mark their answers on the checklist. Use a checkmark (✓) for a correct answer, an ✕ for an incorrect answer, and a dash (–) for no response.

You need four crayons: a red crayon, a blue crayon, a brown crayon, and a green crayon. And you need a pencil. Look at the pictures at the bottom of Page 102.

1 Pick up the red crayon. Train. The train is on the track. Mom and Dad get off the train. Draw a red circle around the train. Do you see a train in the big picture? Draw a line to the train.

2 Pick up the blue crayon. Giraffe. The giraffe is the tallest animal in the zoo. Draw a blue circle around the giraffe. Do you see the giraffe in the big picture? Draw a line to the giraffe.

3 Pick up your pencil. Mom. Point to Mom. Write the word Mom. Do you see Mom in the big picture? Draw a line to Mom.

4 Point to the orange word. Read the word. What does it say? Do you see this in the big picture? Draw a line to the picture.

Look at the pictures at the bottom of Page 103.

5 Pick up the brown crayon. Sandwich. The man has a cheese and lettuce sandwich. Draw a brown circle around the sandwich. Do you see the sandwich in the big picture? Draw a line to the sandwich.

6 Pick up the pink crayon. Cupcake. There are pink, brown, green, and white cupcakes. Draw a pink circle around the pink cupcake. Do you see the cupcakes in the big picture? Draw a line to a pink cupcake.

7 Pick up your pencil. Bus. Point to the bus. Write the word bus. Do you see the bus in the big picture? Draw a line to the bus.

8 Point to the purple word. Read the word. What does it say? Do you see this in the big picture? Draw a line to the picture.

3 Speaking check: Listen and answer.

Ask each child open questions about and related to the picture scene, for example, *How are Mom and Dad getting around? What number is on the bus? What musical instrument can (Gus) play? How many cupcakes do you see?* Ask each child two questions.

Jot down the words each child says on the checklist. Use the scoring code to document each child's speaking facility.

Review 2 Checklist

Write a child's name at the top of each column.

Activity 2: Use a checkmark (✓) for a correct answer, an ✕ for an incorrect answer, and a dash (–) for no response.

Activity 3: Jot down the words each child says and use the scoring code below to document each child's speaking facility.

1 = not yet 2 = sometimes, with support 3 = yes

Names →					
PART 2: Receptive check: Listen, circle, and match. Listen, write, and match. Listen, read, and match.					
1 train					
2 giraffe					
3 Mom					
4 drum					
5 sandwich					
6 cupcake					
7 bus					
8 box					
PART 3: Speaking check: Listen and answer.					
Open questions					
Ask open questions about and related to the scene, such as <i>How are Mom and Dad getting around? What number is on the bus? What musical instrument can (Gus) play? How many cupcakes do you see?</i>					
Ask each child two questions.					





Doodle Town 3

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