

Unit 1 Weeks 1 to 4



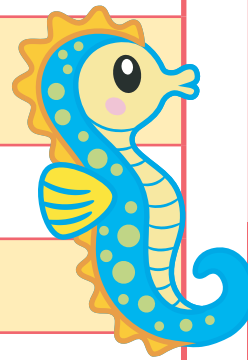
Critical Thinking	Reflect and answer the question <i>How are we all similar?</i>
Communication Goals Learning to Live Together Learning to Live with Others	What is your name? Where are your eyes/ears? Where is your nose/mouth?
Literacy Learning to Know	Understand a story.
Phonemic Awareness Learning to Know	Letter Aa. Short /a/ sound: <i>apple, ant.</i>
Mathematical Thinking Learning to Know	Identify and name numbers 1 and 2. Rote count to 3. Count up to 3 objects. Copy number 1. Identify and name <i>circles</i> and <i>not circles</i> . Understand <i>up</i> and <i>down</i> .
Physical Development and Health Learning to Be	Practice basic abilities: touch, look, listen, walk, jump, kick, hold a pencil.
Language Instruction and Communication Learning to Know	Parts of the face. Greet and say good-bye. Say their names. Say if they are boys or girls (I am a ...).
Exploration and Knowing of the World Learning to Do	Identify different faces.
Personal, Social, and Emotional Development Learning to Live Together Learning to Live with Others	Use polite conventions. Play games. Express emotions or feelings.
Artistic Expression and Appreciation Learning to Be	Sing songs about the face. Songs involving parts of the face (rhythm with musical instruments).

Suggested Target Language	<i>Hello Miss (Nancy). Good-bye, friends. Good morning. What's your name? My name is... Yes./ No. I am/I'm a boy/girl. Touch your eyes, nose, ears, mouth.</i>
Target Vocabulary	<i>name, boy, girl, touch, hello, hi, good-bye, bye, parts of the face: eyes, nose, mouth, ears, circle, red, one, two, three</i>
Big Book Learning to Live Together Learning to Live with Others	<i>An Important First Day</i> Learn the importance of socializing at school.
Expected Outcomes Learning to Transform Oneself and Society	Use non-verbal strategies to make themselves understood. Join spontaneously in songs and chants. Remember and follow directions. Understand the meaning of different words in context.



Unit 2 Weeks 5 to 8

Critical Thinking	Reflect and answer the question <i>How are we all different?</i>
Communication Goals Learning to Live Together Learning to Live with Others	How many arms/legs do you have? How do you feel?
Literacy Learning to Know	Understand a story.
Phonemic Awareness Learning to Know	Letter Ee. Short /e/ sound: <i>elephant, egg.</i>
Mathematical Thinking Learning to Know	Identify and name numbers 1-3. Rote count to 3. Count up to 5 objects. Copy number 2. Identify and name <i>circles</i> and <i>squares</i> and <i>not circles</i> and <i>squares</i> . Understand <i>in</i> and <i>on</i> . Sort <i>blue</i> and <i>not blue</i> objects.
Physical Development and Health Learning to Be	Identify different parts of the body and move them. Hold a pencil.
Language Instruction and Communication Learning to Know	Greetings. Greet and say good-bye. Say their names. Say if they are boys or girls (am / is / are). Say parts of the head and body Touch.../This is... Feelings: Happy, sad.
Exploration and Knowing of the World Learning to Do	Identify parts of the head and body. Recognize symmetry in the body. Identify everyday objects and what they are for.



Personal, Social, and Emotional Development Learning to Live Together Learning to Live with Others	Recognize oneself in the mirror. Play games, follow rules and directions. Express emotions and feelings.
Artistic Expression and Appreciation Learning to Be	Sing songs about parts of the body.
Suggested Target Language	<i>Hello, (Pedro).</i> <i>My name is...</i> <i>I am a boy/girl.</i> <i>Touch your arm.</i> <i>Touch your feet.</i>
Target Vocabulary	<i>body, head, arms, hands, legs, feet, fingers, toes, circle, square, blue, green, one, two, three, pencil, pen, notebook, eraser, crayon, scissors, book.</i>
Big Book Learning to Live Together Learning to Live with Others	<i>We Love Gym!</i> Realize the importance of exercising at school.
Expected Outcomes Learning to Transform Oneself and Society	Remember and follow directions. Use non-verbal strategies to make themselves understood. Understand the importance of moving our body. Understand the meaning of different words in context. Join spontaneously in songs and games.

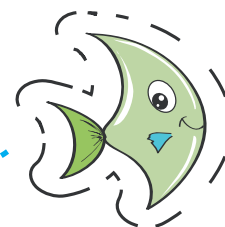


Unit 3 Weeks 9 to 12

Critical Thinking	Reflect and answer the question <i>What is a family?</i>
Communication Goals Learning to Live Together Learning to Live with Others	What is your family like? Who do you look like in your family?
Literacy Learning to Know	Understand and retell a story.
Phonemic Awareness Learning to Know	Letter li. Short /i/ sound: <i>igloo, iguana.</i>
Mathematical Thinking Learning to Know	Identify and name numbers 1-4. Count up to 4 objects. Copy number 3. Extend simple a-b-a-b patterns. Identify and name <i>circle, triangle, square.</i> Sort circles and squares.
Physical Development and Health Learning to Be	Coordinate body movements. Coordinate movements following the rhythm and music.
Language Instruction and Communication Learning to Know	Learn words for family members (<i>is, are</i>). Learn and use words for shapes and colors. Likes and dislikes. Retell a story with body language. Learn some words to describe (descriptive adjectives). Understand questions.
Exploration and Knowing of the World Learning to Do	Learn about different kinds of families.



Personal, Social, and Emotional Development Learning to Live Together Learning to Live with Others	Talk about likes and dislikes. Identify family members.
Artistic Expression and Appreciation Learning to Be	Sing songs about family and family members.
Suggested Target Language	This is my mom. My mom is pretty. This is my sister. I like Dad.
Target Vocabulary	<i>mom, dad, brother, sister, baby, red, yellow, circle, square, one, two, three, four.</i>
Big Book Learning to Live Together Learning to Live with Others	<i>A Visitor from Mars</i> Talk about family members. Recognize the importance of having a loving family.
Expected Outcomes Learning to Transform Oneself and Society	Identify different members of a family. Use words that describe. Distinguish <i>old</i> from <i>young</i> . Sequence in a story; put facts or information in order. Join in songs. What are rules? What rules do you know?

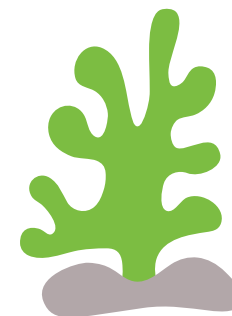
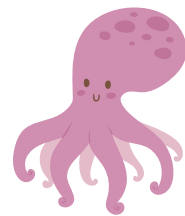


Unit 4 Weeks 13 to 18



Critical Thinking	Reflect and answer the questions <i>Do you share your toys? Why?</i>
Communication Goals Learning to Live Together Learning to Live with Others	What is your favorite toy? How do you take care of your toys?
Literacy Learning to Know	Listen to and understand a story.
Phonemic Awareness Learning to Know	Letters Aa, Ee, and Ii. Short /a/ sound: <i>ant, apple.</i> Short /e/ sound: <i>egg, elephant.</i> Short /i/ sound: <i>igloo, iguana.</i>
Mathematical Thinking Learning to Know	Identify and name numbers 1-5. Count up to 10 objects. Copy number 5. Find a missing number from 1 to 5. Create simple a-b-a-b patterns. Measure length of toys using yarn. Understand <i>in front of</i> and <i>behind</i> . Sort objects by color and size.
Physical Development and Health Learning to Be	Climb, roll, and slide.
Language Instruction and Communication Learning to Know	Learn and use words for toys. Describe objects according to size, shape, and color. Vowels.

Exploration and Knowing of the World Learning to Do	Develop social awareness of oneself and objects. Play games.
Personal, Social, and Emotional Development Learning to Live Together Learning to Live with Others	Interact with others. Interact with boys and girls that have different characteristics and interests. Share toys.
Artistic Expression and Appreciation Learning to Be	Make different toys with modeling clay or drawings.
Suggested Target Language	<i>The teddy bear is little.</i> <i>The ball is red and blue.</i> <i>The doll is big.</i>
Target Vocabulary	<i>toy box, teddy bear, ball, robot, doll, clay, tricycle, puppet, plane, circle, square, triangle, red, blue, yellow, pink, orange, one, two, three, four, five.</i>
Big Book Learning to Live Together Learning to Live with Others	<i>Lola's Toys</i> Discuss the importance of sharing and playing together.
Expected Outcomes Learning to Transform Oneself and Society	Follow a pattern. Care for one's belongings. Join in songs and chants.





Critical Thinking	Reflect and answer the question <i>How do you help at home?</i>
Communication Goals Learning to Live Together Learning to Live with Others	What chores do you like to do? What is your favorite room in your house?
Literacy Learning to Know	Understand and retell a story.
Phonemic Awareness Learning to Know	Letter Oo. Short /o/ sound: <i>orange, octopus, ostrich.</i>
Mathematical Thinking Learning to Know	Begin to sequence some daily events. Identify and name numbers 1-7. Count up to 10 objects. Copy numbers 6 and 7. Identify and name <i>circles, squares, triangles, and rectangles.</i> Sort <i>yellow</i> and <i>not yellow</i> objects. Sort <i>big</i> and <i>small</i> objects.
Physical Development and Health Learning to Be	Coordinate movements following rhythm and music.
Language Instruction and Communication Learning to Know	Talk about chores. Talk about what they can or can't do (abilities, permission). Rooms of a house. Furniture. Daily activities (chores/verbs). Understand and answer questions.
Exploration and Knowing of the World Learning to Do	Rooms in a house. Different houses.

Personal, Social, and Emotional Development Learning to Live Together Learning to Live with Others	Talk about chores. Talk about likes and dislikes. Talk about their home and chores. Accept and follow rules. Role-play activities.
Artistic Expression and Appreciation Learning to Be	Songs about parts of a house.
Suggested Target Language	<i>I can clean.</i> <i>I can sweep.</i> <i>I can't mop.</i>
Target Vocabulary	<i>house, bedroom, bathroom, kitchen, garden, bed, table, chair, triangle, red, blue, yellow, pink, clean, sweep, mop, wash, dishes, floor, garbage, take out, pick up, one, two, three, four, five, square, triangle, circle, one, two, three, four, five, six.</i>
Big Book Learning to Live Together Learning to Live with Others	<i>The Elves' House</i> Reflect that everyone should help with household chores.
Expected Outcomes Learning to Transform Oneself and Society	Identify rooms in a house. Use words that describe. Sequence in a story; put facts or information in order. Join in songs.



Unit 6 Weeks 23 to 28

Critical Thinking	Reflect and answer the question <i>How do you take care of your pet?</i>
Communication Goals Learning to Live Together Learning to Live with Others	What is your favorite pet? What do pets need to be happy?
Literacy Learning to Know	Understand and retell a story.
Phonemic Awareness Learning to Know	Letter Uu. Short /u/ sound: <i>umbrella, sun, cup.</i>
Mathematical Thinking Learning to Know	Identify and name numbers 1 to 9. Count up to 10 objects. Copy number 8. Sort shapes. Extend simple a-b-c patterns. Understand <i>under</i> and <i>over</i> . Identify and name <i>circles</i> . Sort using one attribute.
Physical Development and Health Learning to Be	Develop left to right fine motor skills. Talk about the risks of having a pet and not taking proper care of it.
Language Instruction and Communication Learning to Know	Learn the words for pets. Use the words for shapes and colors. Animal sounds. Talk about belongings. Retell a story with body language.
Exploration and Knowing of the World Learning to Do	Associate animals with their habitats. Helping others. Talk about animals. Associate mother/father animals with their babies. Associate pets with food. Recognize pets from front and back.



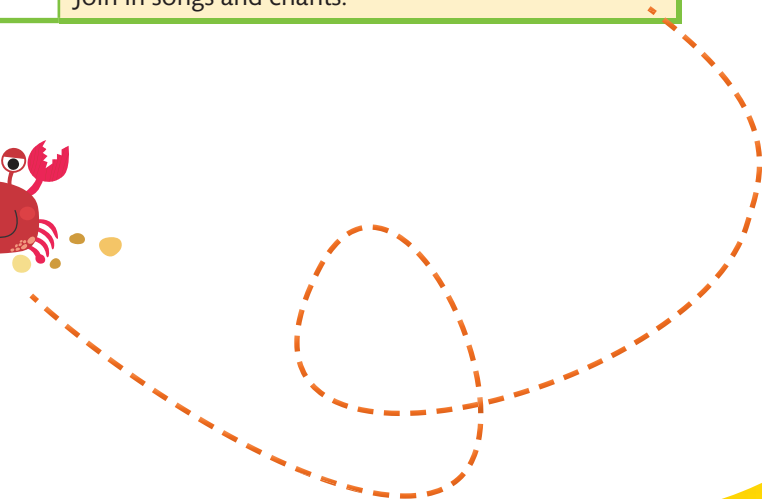
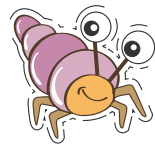
Personal, Social and Emotional Development Learning to Live Together Learning to Live with Others	Associate pets with homes. Recognize when someone needs help. Understand commands. Help others.
Artistic Expression and Appreciation Learning to Be	Represent animals. Represent different animals through mimicry. Join in chants, songs, and rhymes.
Suggested Target Language	<i>I like, he/she likes...</i> <i>I have, he/she has...</i> <i>My turtle is cute.</i> <i>May I go to the bathroom?</i> <i>This is my../That is her..</i>
Target Vocabulary	<i>my, your, dog, cat, hamster, fish, rabbit, parrot, turtle, bird, circle, rectangle, red, blue, yellow, pink, orange, one, two, three, four, five, six, seven.</i>
Big Book Learning to Live Together Learning to Live with Others	<i>Iku the Fish</i> Discuss the importance of taking care of pets.
Expected Outcomes Learning to Transform Oneself and Society	Compare personal knowledge with what is heard. Understand that pets have needs and that we have to take care of them.





Critical Thinking	Reflect and answer the question <i>What is your favorite food?</i>
Communication Goals Learning to Live Together Learning to Live with Others	What food don't you like? Why is it important to eat healthy food?
Literacy Learning to Know	Listen to, answer questions, and retell a story.
Phonemic Awareness Learning to Know	Letters Oo and Uu. Short /o/ sound: <i>orange, octopus, ostrich.</i> Short /u/ sound: <i>umbrella, sun, cup.</i>
Mathematical Thinking Learning to Know	Identify and name numbers 1 to 10. Count up to 10 objects. Copy number 9. Create simple a-b-c patterns. Measure capacity of different containers using sand, rice, or salt. Sort using one attribute.
Physical Development and Health Learning to Be	Personal hygiene. Recognize hygienic measures when eating and handling food. Understand that food makes us grow healthy and strong.
Language Instruction and Communication Learning to Know	Learn food words. Talk about different colors. Talk about what they want and like or don't like. Understand and follow instructions.
Exploration and Knowing of the World Learning to Do	Recognize food from different places. Develop awareness of oneself and food.

Personal, Social, and Emotional Development Learning to Live Together Learning to Live with Others	Describe themselves. Talk about likes and dislikes. Take care of and respect themselves and others.
Artistic Expression and Appreciation Learning to Be	Follow rhythmic sequences with their bodies or instruments. Use different materials and techniques to express likes and dislikes.
Suggested Target Language	<i>I want milk.</i> <i>I like cheese.</i> <i>The tomato is red.</i> <i>Can I have milk?</i> <i>I don't like chicken.</i>
Target Vocabulary	<i>cereal, apple, banana, grape, orange, carrot, sandwich, cheese, tomatoes, cucumber, milk, water, bread, chicken, one, two, three, four, five, six, seven, eight.</i>
Big Book Learning to Live Together Learning to Live with Others	<i>Careful with the Spaghetti!</i> Discuss the importance of eating properly.
Expected Outcomes Learning to Transform Oneself and Society	Understand and identify the concept of <i>same</i> and <i>different</i> . Follow a pattern. Join in songs and chants.



Unit 8 Weeks 29 to 32

Critical Thinking	Reflect and answer the question <i>What do you like about school?</i>
Communication Goals Learning to Live Together Learning to Live with Others	What do you do at school? What can you find in your classroom?
Literacy Learning to Know	Read, answer questions, and retell a story.
Phonemic Awareness Learning to Know	Letters Oo and Uu. Short /o/ sound: <i>orange, octopus, ostrich.</i> Short /u/ sound: <i>umbrella, sun, cup.</i>
Mathematical Thinking Learning to Know	Identify and name numbers to 10. Compare two sets of objects: more, less. Copy numbers 1 to 10. Sequence three daily events. Sort using one attribute.
Physical Development and Health Learning to Be	Play games that include going in, going out, near and far, up and down.
Language Instruction and Communication Learning to Know	Learn school words. Understand and use school words. Use words for different shapes and colors. Talk about belongings. Talk about location of objects (in, on, under). Abilities (can, can't, school activities). Understand and follow instructions and rules.
Exploration and Knowing of the World Learning to Do	Recognize that boys and girls can do the same activities. Associate objects, shapes, and colors. Compare personal knowledge with what they hear.



Personal, Social, and Emotional Development Learning to Live Together Learning to Live with Others	Play games following rules. Describe themselves. Respect others.
Artistic Expression and Appreciation Learning to Be	Make objects. Use modeling clay to make objects. Use different techniques to represent objects (finger paint, crayons, watercolors, etc.). Learn rhymes and poems.
Suggested Target Language	Distinguish between <i>in, out, up, down, near, far.</i> <i>My book is red.</i> <i>My book is on the table.</i> <i>My book is old.</i> <i>Where's your book? It is under the chair.</i>
Target Vocabulary	<i>in, on, under, school, teacher, crayons, book, chair, computer, board, scissors, glue stick, eraser, marker, pencil, pen, notebook, desk, table, chair.</i>
Big Book Learning to Live Together Learning to Live with Others	<i>What do you like about school?</i> Discuss the importance of playing together at school.
Expected Outcomes Learning to Transform Oneself and Society	Understand and identify the concepts of <i>in, on, under.</i> Understand the concept of locations. Assume that boys and girls can do the same type of activities. Count from 1 to 10. Join in rhymes and poems.



Unit 1

How are we all similar?

Communication Goals

Use non-verbal strategies to make themselves understood.
Join spontaneously in songs and chants.
Remember and follow directions.
Understand the meaning of different words in a context.

Literacy

Understand a story.

Phonemic Awareness

Letter Aa.

Physical Development and Health

Practice basic abilities: touch, look, listen, walk, jump, kick, hold pencil.

Mathematical Thinking

Identify and name numbers 1 and 2.
Rote count to 3.
Count up to 3 objects.
Copy number 1.
Identify and name circles and not circles.
Understand up and down.

Language Instruction and Communication

Parts of the face.
Greet and say good-bye.
Say their names.
Say if they are boys or girls (I am a ...).

Exploration and Knowing of the World

Identify different faces.

Personal, Social, and Emotional Development

Use polite conventions.
Play games.
Express emotions or feelings.

Artistic Expression and Appreciation

Sing songs about the face.
Songs involving parts of the face (rhythm with musical instruments).

Target Language and Structures

Hello Miss (Nancy). Good-bye, friends.
Good morning.
What's your name? My name is...
Yes./ No.
I am/I'm a boy/girl.
Touch your eyes, nose, ears, mouth.
Vocabulary: name, boy, girl, touch, hello, hi, good-bye, bye, parts of the face: eyes, nose, mouth, ears, circle, red, one, two, three.

Personal, Social, and Emotional Development

 **Big Book** *An Important First Day*

Use this unit's story in the Big Book to further practice vocabulary and make your class more interactive and entertaining.

Unit Introduction

Look at the picture together and have students predict what the unit is about. Then, ask the question and answer as a class. Remember to use Poster 1 and Flashcards 1-10 as additional support in your class. Elicit some similarities between the people in the picture.



Literacy



Learning to Know

Objectives: Understand a story.

Suggested materials: Starfish puppet, small index cards, adhesive tape, flashcard of an apple, apples, story, Audio

Preparation: Photocopies of outlines of apples

Opening

Getting to know you

Write the first name of each student on index cards. Call out their names and stick the cards to their chests as they raise their hands. Greet them by using their names as you attach the card.

Present the Starfish puppet to students. Say: *This is a starfish. Let's give it a name.* Encourage them to choose a name for the puppet, write its name on an index card and stick it on the starfish. Finally, place a card with your name on your chest and say your name. Greet Starfish by its new name and have students greet it, too, by name.

Hold up the flashcard of an apple. Have Starfish point to it and say: *This is an apple.* By rows, have students say the word with the puppet. Call on a volunteer to draw a picture of an apple on the board. Point and ask: *What's this?* Help students say: *apple* again. If possible, bring real apples to class. Give the first student in each row an apple and ask them to pass it back. Students say the word *apple* as they pass it to the next student in their row.

Active Learning

2 Look, listen, and say.

Ask students to gather round you and show them the page in your book. Using Starfish, point to the girl and say: *This is Alison.* Have students say: *Alison.* Point to the boy and say: *This is Andy.* Have them say: *Andy.*

T: *Who is this?*

S: *Alison!*

T: *Who is this?*

S: *Andy!*

T: *What are these?*

S: *Apples!*

Point to the apples and say: *Alison and Andy like apples.* At the same time, rub your stomach and say: *Mmm!* Or *Yummy!* Have them say: *Mmm.* or *Yummy!*

Have students go back to their seats. Help students open their books to page 5. Tell students to point as they listen to the story. Play the Audio. Point to the different elements along with students.

Color the apples.

Ask students what color the apples are: red, yellow, green. Have students color the apples.

Tell them to compare their apples with a partner.

Differentiated Instruction

Below Level: Students work in teams of four, to form two pairs. Each pair will tell the story to the other. Encourage them to help each other if they cannot remember.

Above Level: Have students sit in a circle on the floor. Sit next to them with the

Look, listen, and say.

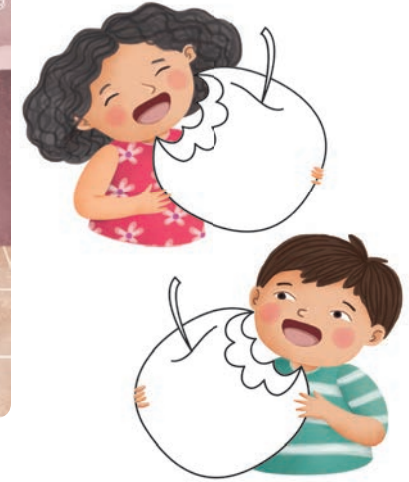


Color the apples.

Objectives: Understand a story.

Literacy

Learning to Know



Unit 1

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puppet by your side. Say: *I'm (your name), and this is (the puppet's name).* Have the puppet say: *I'm (its name), and this is (name of the student next to it).* Students should continue introducing themselves and their classmates, to finally introduce Alison and Andy.

Extra Activity

Your own apple

Hand out photocopied outlines of apples. Have students color the apple. As they work, walk around, and have the puppet point to each picture and ask:

P: *What is this?*

S: *Apple!*

The puppet can then reply: *Mmm, yummy!*

Closing

3 Apples chant

Have students join in the "Apples" chant. Play the Audio.

Phonemic Awareness



Learning to Know

Objectives: Learn words with short /a/ sound.

Suggested materials: flashcards of an apple and an ant, Learning Linker

Preparation: Have the materials for the Extra Activity ready: 3 marshmallows and 8 stick pretzels per student and paper plates

Opening

Anne the ant

Greet students. Draw their attention to the flashcards and ask them to repeat after you the names of the pictures. Have them say *ant* and *apple* several times. Make sure to emphasize the short /a/ sound. Then, tell students that you are going to tell them a story of the ant and the apple. Say, as you hold the ant: *This is Anne the ant. Anne the ant goes along. Goes and goes along. Where does Anne the ant go? Anne the ant goes to the apple! Say the story a couple of times, then, invite students to stand up and say it with you as they act it out.*

Finally, tell students that they are going to see Anne on their books. Ask them to open their books.

Active Learning



Listen. Follow the ants and color.

Draw the students' attention to the ants. Ask them: *Can you find Anne the ant?* Listen to their answers. Then, ask them to count the

ants. Count with them: *one ant, two ants, three ants*, etc. After they have counted, have them follow the line of ants with their finger to where they are heading. Ask: *Where do the ants go? What is that?* Elicit: *apple*.

Ask students to color the apple the color they prefer. Monitor their work.

What color is your apple?

Ask students to look at their apple and to answer the question: *What color is your apple?* Listen to their answers and check that they say the right color.

Differentiated Instruction

Below Level: Take out a crayon and ask students as you show them the crayon: *Is your apple red? Is your apple yellow?* Have them answer *yes* or *no*. After they have all identified the color of their apple, ask them: *What color is your apple?* Listen to their answers.

Above Level: Have them observe their apple and ask: *What color is your apple?* Have them answer: *My apple is _____.* Listen to their answers and make sure that they say the right color.

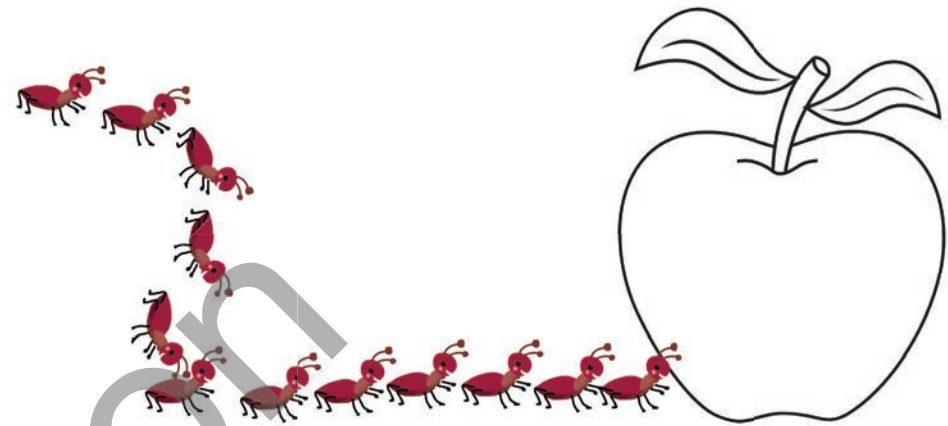
Extra Activity

Anne the Ant

Give each student a paper plate, three marshmallows, and eight stick pretzels.

Tell them that they are going to make their own Anne the Ant. Have them connect the three marshmallows with two stick pretzels. Then, they put four legs on the ant; two on each side with four stick pretzels. Finally, using two more stick pretzels, they make the ant's antennae.

Listen. Follow the ants and color.



What color is your apple?



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Unit 1

Objectives: Learn words with short /a/ sound.

Then, students can eat their ant; just make sure to check for food allergies or any special diets.

Closing

Ants go to the apple

Ask students to look at the ants again and have them say: *1 ant goes to the apple. 2 ants go to the apple. 3 ants go to the apple...*, until they reach the number of ants there are on the picture.

Learning Linker

Show students page 4 and model what to do. Have students answer the page or do it as homework.

Mathematical Thinking



Learning to Know

Objectives: Follow and color a simple pattern.

Suggested materials: Audio, Starfish puppet, Learning Linker Calendar, color cards, number cards 1, 2, 3 (with dots as in sample)



Preparation: Copies of circles, triangles, and squares for cutting out

Opening

Greetings

Shake hands with each student as you greet them or use the puppet instead (or both!)

T: Good morning! Hi!

P: Hi! Good morning!

Students put away their things and work on their own until everyone has settled.

Calendar Routine

Do the Calendar Routine with your students. See the Mathematical Thinking section in the preliminary pages of this book.

Active Learning

Game: Patterns

Arrange students in a boy, girl, boy, girl pattern. Ask them who goes next. Have them chant: *boy, girl, boy, girl*, etc. Do it again with different students. Everyone

chants together. If you have color cards, hand them out and have students stand in a red, blue or a green, blue pattern.

Students sit in front of the board. Draw a red, a blue, and a red circle. Ask students what comes next and continue drawing red and blue circles. Students should chant *red, blue, red, blue*. Do the same with green and blue triangles. Ask some students to come up and color. Have students go to their seats.

Point, say, and color the pattern.

Show students page 7 in the *Student's Book*, and explain what they will do. Students then do the activities. Walk around and help them.

Game: Numbers

Students sit in a circle. Show a card with a number 1 on it and have everyone repeat after you: *One!* Do the same with numbers 2 and 3. Hand out a different card to each student in the class. As you hand them out, have them say what number they have.

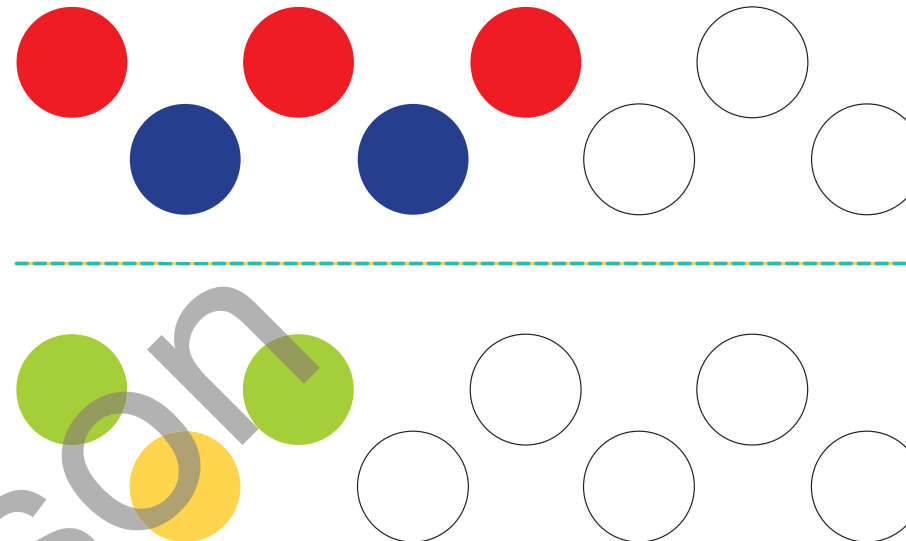
Ask all the 1s to come together and make a small circle. They all say their number. Follow the same procedure with 2s and 3s. Have different groups act out different actions; for example, jump 3 times if you have a 3. Then, have students switch cards.

Differentiated Instruction

Below Level: Have students work in pairs. Assign each student a simple pattern similar to that in their book. Ask them to complete them and then compare.

Above Level: Draw a sample of one or two more complicated patterns (e.g. yellow, yellow, green; or blue, orange, orange, etc.) for students to complete on their own.

Point, say, and color the pattern.



Objectives: Follow and color a simple pattern.

Unit 1

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Physical Development and Health



Learning to Be

Sit students on floor and model how to use scissors to cut out shapes. Hand out copies of shapes for students to cut out. Help them identify the shapes.

Closing

Students get ready to go home. As they leave, have some circles, triangles, and squares ready. Ask a student to show you a triangle.

T: Ale, please show me a triangle.

S: This is a triangle. (Help them say it.)

T: Great job! Good-bye, Ale!

S: Good-bye, Miss Tere. Thank you!

Learning Linker

Show students page 5 and model what to do. Have students answer the page or do it as homework.



Objectives: Greet and say good-bye.

Suggested materials: Starfish puppet, Audio, cards with students' names on them, hand cutouts, green and purple crayons, popsicle sticks, Learning Linker

Preparation: Make hand cutouts; one pair per student.

Opening

Memory Time

Have students stand in a circle while you stand in the center. Have the puppet greet students by saying *Hello, (name)!* Ask students to greet the puppet back. Remember to always have a smile on your face while doing this. You can also use a soft ball to throw to each student when saying their names, and have them throw it to someone else. Encourage students to correct the puppet when it gets a name wrong by saying: *I'm...*

Active Learning

Greet everyone

Ask students to stand in a horizontal line, facing you. Stick the index cards on their chests again. Walk up to the student on your far left (with small students always work from left to right, as that is part of early reading training). Say: *Hello, (name)!* to the first student in the line and have him/her answer: *Hello!* After you greet the first

two students, have them greet each other. Then, the second student in the line should exchange greetings with the third one; and so on. Wave your hand as you greet everyone and encourage students to do the same.

Listen, point, and say.

Help students open their books to page 8. Hold up your book and point to the second picture. Wave your hand and say: *Hello!* Students wave to the child in the first picture and say: *Hello!* Ask students to close their books.

Walk to the door, open it, and pretend to go out. As you do, wave to students and say: *Good-bye!* Encourage students to wave to you and say: *Good-bye!*

Ask students to open their books again. Hold up your book and point to the first picture. Turn around so you are no longer facing the class. Wave over your shoulder with your other hand and say: *Good-bye!* Students all stand up, turn around, say *Good-bye!* and wave to you over their shoulder.

Students should look at their books again. Play the Audio and they should say: *Hello!* as they point to the corresponding picture. Then, students should say *Good-bye!* after the second part of the Audio.

Color.

Finally, ask students to color the two hands in their books. The "Hello" hand should be in green, whereas the "Good-bye" hand goes in purple.

Differentiated Instruction

Below Level: Once students have colored the hands in their books, tell them to point to the correct hand as you use a variety of

● Listen, point, and say.  

Language Instruction and Communication
Learning to Know

● Color. 

Hello

Good-bye

8 Unit 1

Think!
Do animals say hello? How?

Objectives: Greet and say good-bye.

expressions to greet and say good-bye, such as: hi, good morning, hey, bye, see you.

Above Level: Instead of you giving them these expressions, elicit other ways of greeting or saying good-bye to people.

Ask the *Think!* question: *Do animals say hello? How?* Elicit answers and guide them a little if necessary. Point out that there are many ways of greeting others.

Closing

Hello and good-bye hands

Give out one hand cutout to each student. Students color the hands green. Go around helping them stick the hands on the popsicle sticks (or rulers). Give everyone another hand cutout. This time, students

color them purple. Help them stick the hands on the popsicle sticks. Make sure you and/or the puppet have a green hand and a purple hand to wave, too.

Students should have their hand cutouts on the desk in front of them. Have them pick up the green hands, wave them, and say: *Hello, hello!* They pick up the purple ones, wave them and say: *Good-bye, good-bye!* Repeat several times. Collect the hands at the end of the lesson.

Learning Linker

Show students page 6 and model what to do. Have students answer the page or do it as homework.

Exploration and Knowing of the World



Learning to Do

Objectives: Identify different faces.

Suggested materials: Starfish puppet, pencils or crayons, one potato per student, stickers: eyes, nose, and mouth

Preparation: None

Opening

Hello and good-bye hands

Hand out the green and purple hand cutouts and say hello and good-bye again. Use students' names to say hello or good-bye, and have them wave back at you. Use the puppet (with its hands, too!) to greet students, and elicit other expressions from the previous lesson.

Active Learning

What's missing? Complete the pictures.

Help students open their books to page 9. Give them time to look at the pictures. Ask them what's wrong with the faces. Students will use their own language to say that the pictures are missing eyes, a nose and a mouth. As students say these words in their own language, encourage them to point to the features on their own faces. Tell them they are right and ask them to complete the pictures. Walk around and make sure that students are carrying out the activity with a pencil or crayon. Ask students to close their books when they finish.

Passive Learning Activity

Draw across the board two eyes on the left, a nose in the middle, and a mouth on the right. Point to the eyes and say: *These are eyes.* Point to your own eyes and say: *Eyes.* Then, say: *Show me your eyes.* Students should point to their eyes, blink, or somehow show them to you. Do the same for *nose* and *mouth*. Depending on the group, you can have them point to others' eyes, noses and mouths.

Differentiated Instruction

Below Level: Ask students to identify and point to different parts on their own faces by calling them out.

Above Level: Divide students in two teams and line them up. Draw two faces on the board. Call out *eyes*, *nose*, and *mouth* and have the first student in each line run to the corresponding part on their board face.

Ask the *Think!* question: *What do our faces have in common?* Help students go to page 9 and elicit answers. Explain that we all have eyes, a nose and a mouth, They are different sizes, shapes, and colors, but the same.

Closing

Make a potato face

Give each student a potato. Give eyes, nose, and mouth stickers to students. Have students follow your instructions by saying and modeling the actions:

Stick the eyes on the potato.
Stick the nose on the potato.
Stick the mouth on the potato.

What's missing? Complete the pictures.

Exploration and Knowing of the World
Learning to Do



Think!
What do our faces have in common?



Objectives: Identify different faces.

Unit 1

9

Ask them to say the word as they stick the features on the potatoes. Have students name their potatoes and introduce them to their classmates: *This is (John).*

Learning Linker

Show students page 7 and model what to do. Have students answer the page or do it as homework.

Personal, Social, and Emotional Development



Learning to Live Together
Learning to Live with Others

Objectives: Use polite conventions.

Suggested materials: Starfish puppet, Audio, flashcard of an apple, plastic cup with a straw in it, small carton of apple juice, bag of cookies with enough cookies for everyone in the class

Preparation: Bring a bag of cookies to class

Opening

3 Apples chant

Students will already be familiar with the "Apples" chant. Play the chant on the Audio and encourage students to join in when they can.

Active Learning

Apple juice

Hold up the flashcard of an apple and ask: *What's this?* Wait for students to say: *(This is an) apple.* Hold up a small carton of apple juice with your other hand. Say: *This is apple juice.* Have students practice saying the words: *apple juice.*

Draw a glass with a straw sticking out of it on the board. Point to it. Elicit *apple juice* from students.

6 Listen and repeat. Circle the correct word.

Help students open their books to page 10. Hold up your book. Ask students to listen

and play the Audio. Use the puppet to point to the mother in the first picture and say: *Apple juice?* (Raise your voice questioningly at the end.) Have students practice saying it with the right intonation. Point to the child in picture 1. Nod your head and say enthusiastically: *Yes, please!* Offer the puppet some apple juice using the same dialogue.

Divide the class in two groups. One half will be the mother and the other, the child. Have them practice the mini-conversation from frame 1. Once the intonation is right, change roles so both groups get the same practice.

Teach and practice the second picture the same way. Then, have students practice the complete conversation; first chorally in two groups, and then, have different students ask and answer. Ask students what the magic words are (*Please* and *Thank you*). Write them on the board. Have them circle *Please* in the first picture, and *Thank you* in the second one.

Act out the conversation.

Finally, divide students into pairs. Have a pair come up, give them a plastic cup or mug with a straw and have them act out the conversation. Continue with other pairs.

Differentiated Instruction

Below Level: Have students act out the conversation in pairs.

Above Level: Have students modify the conversation as they practice it in pairs. Elicit names of different drinks. The student asking the question can name a different drink, for example, *milk*, and get a negative answer: *No, thank you.*

Listen and repeat. Circle the correct word.



Please.
Thank you.

Act out the conversation.

10 Unit 1

Personal, Social, and Emotional Development
Learning to Live Together
Learning to Live with Others



Please.
Thank you.

Think!
When do you say *please* and *thank you*?

Objectives: Use polite conventions.

Ask the Think! question: *When do you say please and thank you?* Elicit answers. Remind students that it is important to be polite to everyone.

Closing

Cookie?

Draw a cookie on the board. Point to it and say: *This is a cookie.* Show students a cookie.

Take out the bag of cookies. Walk around the classroom with the puppet offering cookies and saying: *Cookie?* Elicit the answers: *Yes, please!* Recreate the dialogue from the book, changing apple juice for cookies:

T: *Here you are.*

S: *Thank you. I like cookies!*

Make sure that none of students in your class is allergic to the ingredients in the cookies you bring!

Big Book An Important First Day

Open the Big Book and show students the pages. Have them talk and predict what the story is about. When they have discussed it, play the Audio and turn the pages. Make sure everybody understands the lesson in the story. Ask if they have had a similar experience and if they feel the same now as when school began.

Learning Linker

Show students page 8 and model what to do. Have them answer the page or do it as homework.

Literacy



Learning to Know

Objectives: Understand a story.

Suggested materials: sun cutout, flashcards of Alan, an ant, and an apple, pictures of a red, a green, and a yellow apple, Audio, Starfish puppet

Preparation: Make a large sun cutout.

Opening

A sunny friend

You will be using the sun cutout as a “classroom friend,” along with the puppet, to give students a chance to interact with it, orally. Hang or paste the sun somewhere visible in your classroom.

Greet the pupils:

T: Good morning, students.

P: Hello, students!

S: Good morning!

T: Say Hi to the sun.

P&S: Hi, Sun!

Active Learning

Hold up the flashcard of Alan. Say: *This is Alan*. Have students practice saying the boy’s name. Use the flashcards of the ant and the apple and get students to practice saying those words as well. Say: *This is an ant*. and *This is an...* Some students might remember that the word you are looking for is *apple*; otherwise help them. Put the flashcards away.

Help students open their books to page 11. Say: *Where’s Alan?* and wait while students point to the first picture of Alan in the story. Do the same with *ant* and *apple*.

Listen, point, and say. Color.

Hold up your book in front of the class. Point to the pictures and tell the story slowly. It is easier for very young students to understand a story told by the teacher before they listen to it on the Audio. Make funny voices for all the characters whenever you tell a story.

As you tell the story, point to Alan, then the ant, and then the apple. When you say *A yummy apple*, rub your tummy. Before telling the second part of the story, have students count the ants: 1 and 2. Finish the story.

Have students help you tell the story again by joining in when they can. Have them listen to the Audio and point at the pictures as they listen.

Tell students to color the apple in the first frame.

Draw another ant.

Tell students to draw another ant in the space provided. Encourage them to count the ants or to say: *This is an ant*.

Differentiated Instruction

Below Level: Have pictures or drawings of a red apple, a green apple, and a yellow apple. Show them to students and tell them their colors, so that they choose one for their picture.

Above Level: Elicit the possible colors that apples have. Students will then ask you for the one they want to color theirs.

Listen, point, and say. Color.



Draw another ant.



Objectives: Understand a story.

Unit 1

11

Note: You should go back to the story several times in the coming days and even weeks. Students love stories that they know well.

Extra Activity

Game: Apple-Ant

Have everyone stand up. When you say *apple*, students have to jump up in the air reaching for an apple on a tree. You can draw a tree on the board to make these instructions clearer. When you say *ant*, students have to crouch down as low to the floor as they can, pretending to be an ant. Start by calling the words out alternately, but then repeat them sometimes to make the game more fun. Have some of the

students take the role of the teacher and instruct their classmates saying *apple* or *ant*.

Closing

Good-bye, Starfish!

End the class by saying good-bye to everyone. Be sure to include the Starfish puppet.

T: Good-bye, students!

P: Bye, everyone!

S: Good-bye!

T: Say Bye to the sun.

P&S: Bye, Sun!



Objectives: Short /a/ sound.

Suggested materials: the picture of a cat or a fur toy cat, Learning Linker

Preparation: Put the picture up on the front or the fur cat on your desk. Have cards with the letters C, A, and T and pictures of cats

Opening

This is a cat

Greet students. Show them the cat and say: *This is a cat.* Write *cat* on the board with large letters and ask them to repeat the word a couple of times. Continue saying the word and make sure to stress the /a/: *I have a cat in my house. My cat drinks milk. My cat plays with a ball. I love my cat. Do you like cats?* Listen to their answers. Then, tell them that they will color a cat on their books. Ask them to open their books.

Active Learning



Color the cat. Trace. Listen and say.

Draw students' attention to the drawing of the cat. Ask them: *What is it?* Elicit *cat*. Ask them to point to the cat with their finger and to say *cat* at the same time. Have them do this a couple of times. Then, ask them to color the cat. Monitor their work.

After students have finished coloring the cat, show them the cat you brought again and

say: *This is my cat.* Say *cat* a couple of times and point to the word *cat* you wrote on the board earlier. Say each sound separately, *c-a-t*, as you point to the letters. Ask students to repeat after you several times. Tell them: *These are letters and together they form cat.* Then, ask them to look back in their books and ask them: *Do you see letters? Are they the same or different to the ones on the board?* Point to the board. Listen to their answers and then have them trace the *a* in the book. Monitor their work and make sure that they are holding the crayon correctly. Have them listen to the Audio and repeat the word.

Differentiated Instruction

Ask students to trace the complete word: *cat*.

Below Level: Before students trace the letters in their books, ask them to raise their hand and to trace each letter in the air as they say them. Then, ask them to trace the letters in their books.

Above Level: After they have traced the letters in their books, ask them to say each sound and the word *cat* several times.

Extra Activity

Cats all around

Hide all the cards around the class. Then, tell students that you lost some cards with letters/sounds and pictures, and that you need their help to collecting all of them. Have students go around the class looking for the letters and drawings. Once they have found them all, ask students to paste them around the classroom, but they should put

Color the cat. Trace. Listen and say.



cat



12

Unit 1

Objectives: Short /a/ sound.

the letters in order to form the word CAT. Leave the cards on display for them to check the letters the following days.

Closing

C-A-T

Divide the class into three groups. Assign each group a letter. The first group is letter or sound C, the second group is letter or sound A, and the third one is letter or sound T. Tell them that they have to stand up whenever you say the sound they have and that when you say the full word *cat*, all the class should stand up. Say the sounds as you point to the letters on the board.

Learning Linker

Show students page 9 and model what to do. Have students answer the page or do it as homework.

Mathematical Thinking



Learning to Know

Objectives: Identify and name circles and squares.

Suggested materials: tambourine or claves, Starfish puppet, Learning Linker

Preparation: Cut out pink foamy or cardboard circles, orange squares, and green triangles

Opening

Shake hands with each student as you greet them, or use the puppet instead to greet each one of them.

T: Good morning! Hi!

P: Hi! Good morning!

Students put away their things and work on their own until everyone has settled.

Calendar Routine

Take 5 minutes to do the Calendar Routine with students (see the Mathematical Thinking section).

Active Learning

Game: Circle-Square

If possible, do this activity outside. Draw some large circles and squares on the floor. Play a game where you tell students to run and stand inside a circle, or a square and perform an action

T: Three students jump in a square. What are you doing?

S: We are jumping.

T&S: Let's count. 1, 2, 3

Color the squares green. Color the circles blue.

Students sit at the board. Draw some squares and some circles. Model how to carefully color the squares green and the circles blue, and show the correct pencil grip. Leave some examples on the board. Students should get back to their seats, open their *Student's Book* on page 13, and do the activity. Walk around and help them.

Game: Big and Small

First, model hopping and touching a big object with your pointer finger. Next, model crawling and touching a small object. Play a game touching big and small objects in the classroom. Tell students:

T: Hop. Touch a big object.

T: Crawl. Touch a small object.

You could help students say what they are touching.

Physical Development and Health

Learning to Be

Give each student a foamy or cardboard shape. Tell them that when you say freeze, they need to stop moving. Use a tambourine or claves to tap out a rhythm.

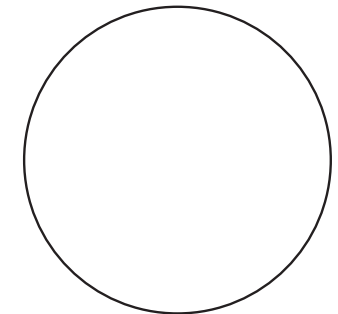
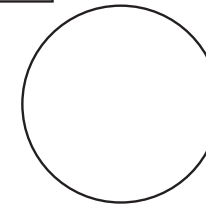
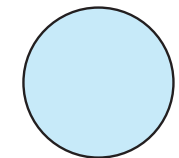
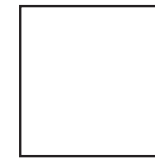
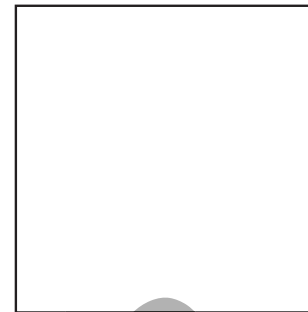
T: Everyone, hop! (everyone hops)

T: Freeze!

T: Circles and squares walk. Triangles hop.

T: Freeze!

Color the squares green. Color the circles blue.



Objectives: Identify and name circles and squares.

Unit 1

13

Continue as long as you can. Change actions and cards.

Differentiated Instruction

Below Level: Show students a square and have them look for similar shapes in the classroom. Do the same for circle. Finally, have students draw a square and a circle.

Above Level: Have students draw a picture using circles and squares. Ask them to show a classmate.

Closing

Students line up to leave. Ask them to show you a shape.

T: Pedro, please show me a circle.

S: This is a circle, (Help them say it.)

T: Great job! Good-bye, Pedro!

S: Good-bye, Miss Tere. Thank you!

Learning Linker

Model coloring the big squares and not doing anything to the small ones on page 10.



Objectives: Say their names.

Suggested materials: Audio, soft rubber ball to be used as a hot potato, Starfish puppet, Learning Linker

Preparation: None

Opening

Game: Hot Potato

Have students sit on the ground in a circle, while you sit in the middle. Explain that you are going to roll the ball to one of them. The one who has the ball says a word they know in English. If possible, have them “act” the word; for example, if they say *apple*, they could pretend to bite one, or to get one from a tree. Students can repeat words. Then, have them roll the ball to another student. Continue with the game.

Active Learning

9 Listen and point.

Have students open their books to page 14. Hold your book up. Point to the picture of Alison. Once everyone has looked at the picture, ask them: *Who is this?* See if any students remember her name. If they can't, point to her and say: *This is Alison.* Students should say her name. Do the same with Andy.

Play the Audio to listen to the dialogue, as students point to to the picture.

Divide the class in two. Tell half the group they are the teacher and half the group they are Alison. Have them practice the conversation. Have the groups change roles so everyone practices all parts of the conversation.

Help students open their books to page 14 again. Play the Audio to listen to the dialogue in the second frame and practice it the same way as the first.

Write your name.

Help students write their names at the bottom of the page.

Differentiated Instruction

Below Level: Have students repeat the story, changing roles to practice questions and answers.

Above Level: Have students sit in a circle and take the “hot potato” again. The puppet can ask *What's your name?* and roll the ball to a student who should answer *My name is ____*. That student should then ask another classmate for their name. Encourage students to use complete sentences, such as: *I'm (name)* or *My name is...*

Extra Activity

What's your name?

Have students line up in front of you; this time vertically, one behind the other. Have the puppet ask the first student in the line: *What's your name?* The student should answer with a name. Say: *Hello, (name)!* and the student should go to the back of the row, so that you continue with the rest of the class.

10 Listen and point.



Write your name.

14 Unit 1

Objectives: Say their names.

Closing

10 Good-bye, Starfish chant

Use the Starfish puppet to teach students the second stanza of the “Good-bye, Starfish” chant. Sing along to the first stanza and wave good-bye, first to students, and then to Starfish.

Learning Linker

Show students page 11 and model what to do. Have students answer the page or do it as homework.

Exploration and Knowing of the World



Learning to Do

Objectives: Identify different faces.

Suggested materials: Audio, Learning Linker, flashcards of a dog, a cat, and a teddy bear

Preparation: None

Opening

11 Hello, Starfish chant

Teach students the "Hello, Starfish" chant, which is exactly the same as the one in the previous lesson, but with *hello* instead of *good-bye*.

Active Learning

Start drawing an apple on the board. Draw it slowly so students can guess what it is. Start drawing a piece of candy on the board slowly. Draw another apple on the board, slowly. The drawings should be in a line from left to right.

Point to one of the apples, ask: *What's this?* and students should say: *(This is an) apple*. Point to the other one and students should say *apple* again. Point to the candy and say: *Is this an apple?* Emphasize your questioning tone. Students should answer: *No!* Help them by saying: *This is candy*. You might also want to bring realia to help students visualize the difference better. Circle the candy and say: *Candy is different*.

Find the different pictures and circle.

Help students open their books to page 15. They should look at the pictures line by line and circle the one that is different in each line. Monitor as they work.

Differentiated Instruction

Below Level: Call out the description of each picture and have students point to them. When you finish with a line, go back to the picture that is different and ask: *Is it the same or different?* Help students say *Different*.

Above Level: Have students describe the pictures in each line, telling you which one is different. You can ask them *What's this?* so they identify the pictures.

Ask the *Think!* question: *How are people's and animal's faces different?* Elicit answers from students. Accept anything they say. Again, point out that they have eyes, a nose and a mouth.

Extra Activity

Follow spoken instructions

Put the flashcards of a dog, a cat, and a teddy bear on the board. Point to the picture of the dog and say: *Bark like a dog*. Bark with students: *Woof! Woof!* Point to the picture of the cat and say: *Meow like a cat*. Meow with students: *Meow! Meow!* Point to the picture of the teddy bear and say: *Grunt like a teddy bear*. Grunt with students: *Grunt! Grunt!* Make sure that the puppet is also making these noises. You can then have a student bark, meow or grunt, so the others guess the animal.

Find the different pictures and circle.

Objectives: Identify different faces.

Think!
How are people's and animal's faces different?

Unit 1 15

Closing

10 Good-bye, Starfish chant

Sing along to the first stanza and wave good-bye, first to students, and then to Starfish. Have students sing their part.

Learning Linker

Show students page 12 and model what to do. Have students answer the page or do it as homework.

Personal, Social, and Emotional Development



Learning to Live Together
Learning to Live with Others

Objectives: Play a game.

Suggested materials: crayons, 1 purple paper square and 1 green paper square per student, 1 plastic bottle per 5 students, green and purple hand cutouts from page 8, Starfish puppet, Learning Linker, large soft rubber ball

Preparation: None

Opening

Hello, everyone

Draw a dog, a cat, and a teddy bear on the board. Point to the dog. Tell students: *Say hello to the dog.* Help students say: *Hello, dog!* Answer as if you were the dog: *Woof, woof, woof!* Point to the picture of the cat. Tell students: *Say hello to the cat.* Students should say: *Hello, cat!* Answer for the cat: *Meow, meow, meow!* Point to the picture of the teddy bear and do the same. The teddy bear grunts in answer: *Grunt, grunt, grunt!* Leave the pictures on the board for the closing.

Differentiated Instruction

Below Level: Ask students: *What noise does a dog make?* Do the same with a cat and a bear, and carry on with the activity.


Above Level: To make the activity more challenging, make an animal noise, for

example, *woof* and ask: *Who goes woof?* Students should say: *A dog.* Draw it on the board and continue with the rest.

Active Learning

Wave a green hand from the activity on page 8 and elicit the word *Hello*. Wave a purple hand and elicit the word *Good-bye*. Divide the class into groups of five. Have each group sit in a circle on the floor. Inside their circle, make a circle with green and purple pieces of paper, alternating colors. Put a plastic bottle in the middle of the circle. Show students how to spin the bottle. Have one student spin it.

If the bottle faces a green paper, the student says *hello*. If it stops at purple, the student says *good-bye!* The next student spins, and so on. Everyone should have a turn.

 **Color each crayon a different color. Play the game.**

Students sit in their places and work in pairs with one book open to page 16 between them. Tell them to color the crayons on the page with different colors. Then, explain that one student has to point to a crayon in the middle of the circle and the other has to say *Hello, (name of partner)* or *Good-bye, (name of partner)*, depending on whether it is pointing to a green hand or a purple hand. Monitor as they play. After 5 minutes, say *Stop!*

Ask the *Think!* question: *What games do you like to play?* Elicit answers. Ask how they feel when they win / lose. Say that winning and losing is part of playing games.

Color each crayon a different color. Play the game.  



16 Unit 1

Personal, Social, and Emotional Development

Learning to Live Together
Learning to Live with Others


Think!
What games do you like to play?

Objectives: Play a game.

Extra Activity

Animal sounds

Draw a cat, dog, and duck on the board. Elicit the sounds they make. Have students form a line. Give the first student a large soft rubber ball to throw at one of the pictures on the board. The student must say the animal the ball hit or fell nearest to, for example: *Dog*, and then the rest say: *Woof, woof, woof*. The student who threw the ball hands the ball to the next student and goes to the back of the line. Continue the game.

 **Big Book** *An Important First Day*

Open the Big Book to the first page. Ask students how Karla feels when she is with her mom (happy, she loves her mom). Read the text or play the Audio. Ask the students

what Karla's mom wants her to do at school (say please, thank you, follow rules). Have them tell you if they think this is important and why. Ask them to tell you what rules they follow at school.

Closing

 **Good-bye, Starfish chant**

Sing the first stanza and wave good-bye, first to students, and then to Starfish. Have students sing their part.

Learning Linker

Show students page 13 and model what to do. Have students answer the page or do it as homework.

Literacy



Learning to Know

Objectives: Understand a story.

Suggested materials: Audio, Starfish puppet, box of tissues, trashcan

Preparation: None

Opening

12 Ring around the Rosy song

Get students to stand in a circle. Join the circle with them. Skip around with them singing. At the end of the song, everyone should fall down. For the next verse, students all get up and start skipping again.

Active Learning

Say *Aachoo* dramatically with a paper tissue in your hand. Hand out a tissue to everyone and have them pretend they are sneezing while saying *Aachoo* and holding their paper tissues to their faces. Tell students to put their tissues into the trashcan, indicating what they have to do by throwing yours in.

13 Listen. Circle what's wrong.

Tell students to sit down. Help students open their books to page 17. Say: *Find a cat* and give students time to find a cat and point to it. Say *Aachoo*, and students must find a picture of someone sneezing.

Hold up your book in front of the class and point to the first picture. Point to the first frame. Say: *Hello, Archie!* Point to the little

boy and ask: *What's his name?* Elicit *Archie*. Point to Archie and point to the little girl. Say: *Hello, Amanda*. Point to the girl and ask: *What's her name?* Students should say *Amanda*. Point to the boy and then the cat and say: *Hello, Axel*. Ask: *What's the cat's name?* Everyone should answer: *Axel*. Point to the cat and say: *What does the cat say?* and everyone says *Meow!*

Picture by picture teach the story getting students to repeat after you. Finally, have students listen to the story on the Audio, making sure they are following it.

Act out the story.

Have students act out the story.

Differentiated Instruction

Below Level: Divide the class in 5 teams; each team will be a character. Play the Audio and stop it after every segment, so students can repeat their part all together. They should act at the same time.

Above Level: Get students in teams of four. One pair will tell the whole story to the other, while the latter help them. When they are done, the pair that was helping now tells the story, while the others listen and help.

Extra Activity

A Tissue for You

Have the puppet with you and pretend to sneeze. The puppet should say: *A tissue for you*.

Sit students in a circle. Have a tissue at hand, and tell the student next to you to "sneeze." Have him ask you: *(Can I have) a tissue, please?* and answer, *Here you go, a tissue for you*. They should thank you in response.

13 Listen. Circle what's wrong.



Act out the story.

Objectives: Understand a story.

Literacy

Learning to Know

Unit 1

17

The student next to this one should then pretend to sneeze, while the one with the tissue (which should be clean, they are only acting!) offers it to him/her.

Closing

12 Ring around the Rosy song

Play another game of "Ring around the Rosy" as in the Opening.

Phonemic Awareness



Learning to Know

Objectives: Identify and say words with short /a/ sound.

Suggested materials: a hat, pictures or flashcards of an apple, a bat, a cat, and an ant

Preparation: Put the drawings inside the hat. Place the hat on your desk. For the Extra Activity, prepare large cards with words and pictures: *apple, bat, cat, hat, ant*. Do not write the letter *a* on the cards, draw a line in its place. Make two or three cards per student

Opening

An ant in my hat!

Greet students. Take out the hat and say: *This is my hat. What color is my hat?* Listen to their answers. Then, pretend that you are going to wear it but before you do, look inside the hat and say: *Oh! There are some drawings inside my hat!* As you take out each of the pictures from the hat say: *There's an ant in my hat.* Show them the ant and have them repeat the word. Continue saying: *There's an apple in my hat.* Show them the apple and have them repeat the word. Continue until you finish taking out all the pictures. Then, go through each of them again and write the words on the board. After you have written all of them, read them emphasizing the /a/ sound in each. Then say: *This is funny! I see that all these names have the same sound.* Say *apple*, and point to the *a*, then say *cat*, and point to

the *a* again, and so on. Then, have students repeat the words and the /a/ sound as you point to the letter *a*.

Finally, tell students that you think their book also has drawings and words of an ant, an apple, a bat, a hat, and a cat. Ask them to open their books to see if it does have those pictures.

Active Learning

14 Circle the a's. Listen and say.

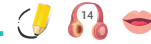
Draw students' attention to the pictures. Ask them what they see. *Do you see an apple? Do you see an ant?* etc. Have them point to each drawing as you say it. Then, ask them to look at the letters that form the words. Draw their attention to *apple*, say *apple* emphasizing the /a/ and point to the *a* on the word you wrote on the board earlier and circle it. Then, say: *Mmm...Can you see other a's on your books? Look for them!* Have them point at them and then ask them to circle them. Monitor their work and check their answers with the whole class. Say each word again and play the Audio. Have students find its picture, point to it, and repeat the word after the Audio.

Differentiated Instruction

Below Level: Draw students' attention to the words you wrote earlier. Read *apple* by separating the /a/ from the rest of the word. Then say /a/ and circle the letter. Ask them to look for the *a* in *apple* on their books and to circle it. Do the same with the rest of the words. Monitor as they work.

Above Level: Read the words you wrote on the board earlier, emphasize the sound /a/ in each of them. Then, ask them to look for *a*'s on their books and to circle them.

14 Circle the a's. Listen and say.



bat



cat



hat



ant

apple

18 Unit 1

Objectives: Identify and say words with short /a/ sound.

Monitor their work and check their answers with the whole class.

Extra Activity

Put the a's!

Paste the cards with missing *a*'s all around the class. Draw their attention to the cards and ask them what each word is missing. Elicit that the letter *a* is missing. Then, tell them that they have to help you put the *a*'s on all the cards. Ask them to take a crayon out and to go around the class completing the cards you have. Encourage them to complete more than one card but make sure that they write the letter correctly.

Finally, thank them for helping you and read the different words with them.

Closing

A in apple

Tell students the following rhyme: *There's /a/ in apple, there's /a/ in hat, there's /a/ in bat, and /a/ in ant and in cat! /a/ here, /a/ there, /a/ everywhere!* Say it a couple of times and then ask them to repeat it after you.

Learning Linker

Show students page 14 and model what to do. Have students answer the page or do it as homework.

Mathematical Thinking



Learning to Know

Objectives: Match sets of objects to the corresponding number.

Suggested materials: large shapes, large number cards with dots, magazines, scissors, glue, tambourine or claves, Learning Linker

Preparation: Prepare 3 posters, one with a number 1, another with a 2, and the last one with a 3

Opening

Shake hands with each student as you greet them, or use the puppet instead to greet each one of them.

T: Good morning! Hi!


P: Hi! Good morning!

Students put away their things and work on their own until everyone has settled.

Calendar Routine

Do the Calendar Routine with your students. See the Mathematical Thinking section in the preliminary pages.

Active Learning

 **Game: Numbers**

Students sit in a circle. Show a card with a number 1 on it and have everyone repeat after you: *One!* Do the same with numbers 2 and 3. Hand out a different card to each student in the class. As you hand it out, have them say what number they have.

Ask all the 1s to come together and make a small circle. They all repeat their number.

Draw some large numbers (1-2-3) on the school patio, or place some cards with numbers on the floor indoors; five of each number. Students stand next to the teacher.

T: Three students on number 2.

Students run and stand on number 2. They all draw a 2 in the air while chanting 2, 2, 2.

Continue to tell them where to go. Students run and stand on the number. Write the number in the air. Chant it. If a team or student gets it wrong and does not go to the right place, they can sit down next to you and be the ones instructing the rest.

Trace, color, and match.

Sit students in a circle. Place some number cards (1, 2, 3) and ask a few students to find some objects to match the number. For example, three pencils to match 3, 2 crayons to match 2, and 1 cube to match 1. Move cards around and change objects and ask different students to match them. Then, students go to their seats and open their books to page 19. Walk around and help them. Allow students to help one another finish the page.

Matching Numbers

Attach the 3 posters to a wall. Hand out magazines and have students cut out or tear out 1, 2, or 3 objects and paste them on the posters.

Differentiated Instruction

Below Level: Have students work in pairs. One student says a number and the other draws circles that represent it. Then they switch. Have them take a few turns like this.

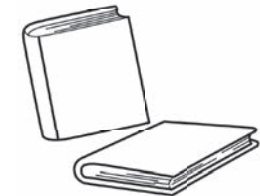
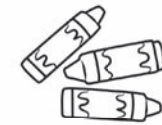
Trace, color, and match.



2

1

3



Objectives: Match sets of objects to the corresponding number.

Unit 1

19

Above Level: Have students find 1, 2, 3, and 4 of different objects. Tell them to draw the objects they find.

Physical Development and Health



Learning to Be

Use a tambourine or claves to tap out a rhythm and students jump, hop, dance or march, then freeze when the music stops.

Closing

Students get an erasable marker and draw a circle on one of the numbers on the number line.

S: I drew a circle on number 2.

T: That's great/super/wonderful! Thank you!
Good-bye!

S: Good-bye, Miss Tere!

Learning Linker

Students open their books to page 15. Model what to do. Students link the objects to the number. Then, they color the pictures. If there is no time, they can finish at home.



Objectives: Say if they are boys or girls.

Suggested materials: trashcan, large soft rubber ball, flashcards of a girl and a boy, Starfish puppet, Learning Linker

Preparation: None

Opening

Game: Throw the Ball

Line students one behind the other. Stand at the front of the line and demonstrate the game by throwing the soft ball into the trash can. Then, give the first student the soft ball. Tell the student to throw the ball. The student throws it. If the student gets the ball in the trash can, help students shout *Good job, (name of student)!* Use as many praise expressions as you can. The student hands the ball to the next one and goes to the back of the line. Continue the game.

Active Learning

Talk about the pictures.

Put the flashcard of the girl on the board and say: *This is a girl.* Have students repeat the word *girl* several times. Put the flashcard of the boy on the board, point to it, and say: *This is a boy.* Have students practice saying *boy* several times. Help students open their books to page 20. Point to the pictures, one at a time, and say: *Find the girl.* Students decide which is the girl, point to the picture and say *girl.* Do the same with the boy.

Draw yourself. Talk about your picture.

Have students draw a picture of themselves in the space provided. Go around pointing to the pictures and ask: *Are you a boy or a girl?* Elicit the correct answer.

Differentiated Instruction

Below Level: Chant: *Boys, boys, boys, stand up, up, up!* and have only the boys stand up. Then, chant *Girls, girls, girls, stand up, up, up!* When the whole class is standing, tell them: *Boys and girls, sit down, down, down.* Ask them to draw their pictures.

Above Level: After drawing a picture of themselves, get students in boy-girl pairs. Students will then talk about their own picture and their partner's, pointing to their drawings.

Extra Activity

Game: Boys and Girls

When the teacher says *Boys!* all the boys leap up, jump up and down, point to their chests, shouting *Boys! Boys! Boys!* When the teacher says: *Girls!* the boys sit down while the girls jump up. Continue for two or three minutes, changing the words as fast as possible. Then, have all students sit down.

Closing

Boys and girls say bye

Put on the Starfish puppet.

T: *Boys, say good-bye to Starfish.*

B: *Good-bye, Starfish!*

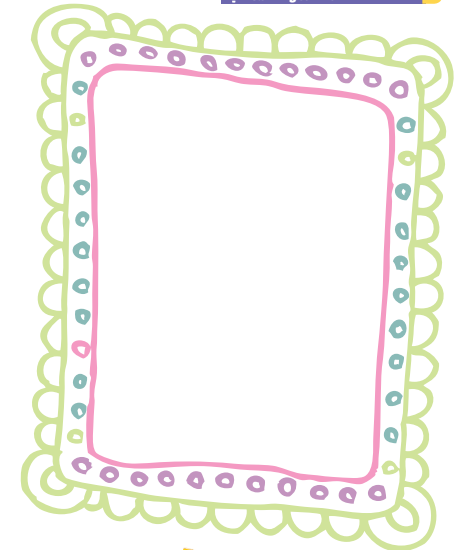
T: *Girls, say good-bye to Starfish*

G: *Good-bye, Starfish!*

T: *Boys and girls, say good-bye to me.*

S: *Good-bye, teacher!*

Talk about the pictures.



Draw yourself. Talk about your picture.

20

Unit 1

Learning Linker

Show students page 16 and model what to do. Have students answer the page or do it as homework.

Exploration and Knowing of the World



Learning to Do

Objectives: Identify different faces.

Suggested materials: teddy bear, flashlight, a big cardboard grocery box, white construction paper, teddy bear faces without features handouts, Learning Linker

Preparation: Have the teddy bear faces handouts

Opening

Teddy shadows

Cut the top off the grocery box and stick white paper on the bottom. Place the box on its side on a desk and get all students round so they are looking into the box at the white back. Pass the teddy bear to a student. The student holds up the teddy at the mouth of the box. Turn off all lights in the classroom and shine a strong flashlight on the teddy, so its shadow appears at the back of the box – especially of the teddy's head. Get different students to hold the teddy in different positions while everyone watches the shadow, and get them to point to the teddy's shadow's head each time. Send students back to their seats.

Active Learning

Talk about the faces. Match the parts of the face.

Help students open their books to page 21. Hold up your book in front of the class and point to the isolated eyes, nose, and

mouth. Have students point to the different pictures. Say *Eyes* and students should find different pictures of eyes. Continue with nose and mouth. Students match eyes to eyes, nose to nose, and mouth to mouth with both pictures. When students have recognized them, teach them the words eyes, mouth, and nose.

Differentiated Instruction

Below Level: Have students look for the eyes, noses, and mouths on the page. Then, tell them to touch their own eyes, nose, and mouth.

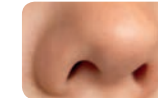
Above Level: After finding the eyes, noses, and mouths in their books, put students in teams with a different number of members, have each team come to the front, and ask them: *How many eyes are there in your team?* Students should count: *1, 2, 3, and 4 eyes!* This will help them realize that we are more similar than different!

What's different?

Have students look at the pictures of the elderly person and the young person and find the similarities. Then, give them a chance to work out (in their own language if necessary) that young people and old people have the same facial features – eyes, nose and mouth. Focus their attention on the shark and ask: *What's different?* Make them notice that the shark has eyes and a mouth, but does not have a nose; it is different.

Ask the *Think!* question: *What animals have two eyes, a nose, and a mouth?* Elicit answers and draw some of the animals on the board to compare.

Talk about the faces. Match the parts of the face.



Exploration and Knowing of the World

Learning to Do



What's different?



Think!
What animals have two eyes, a nose, and a mouth?



Unit 1

21

Extra Activity

Put eyes, nose, and mouth on the teddy

Hand out the photocopies of a teddy bear face with ears, but no facial features. Tell students to add the facial features. Walk around to make sure they are adding eyes, nose, and mouth. When they have finished completing their teddy face, ask them to look at page 21 again and ask them (pointing at the pictures): *Is the teddy more like the boy and the woman or the shark?* Ask: *Why?* The answer should be that teddies have eyes, a nose, and mouth. A teddy is a bear. A bear is more like a human.

Closing

15 Teddy song

Teach students the “Teddy” song. Show students the actions. Have them run and jump on the spot. Play the Audio. Get students to join with actions.

Learning Linker

Show students page 17 and model what to do. Have students answer the page or do it as homework.

Personal, Social, and Emotional Development



Learning to Live Together
Learning to Live with Others

Objectives: Express emotions.

Suggested materials: a circle of construction paper per student, crayons, Audio, Starfish puppet, Learning Linker

Preparation: None

Opening

15 Teddy song

Tell students they will sing the song about the teddy. Play the Audio for them to listen. Play it again and encourage students to sing along and follow the music with their arms and feet.

Active Learning

Happy/Sad

Draw a large teddy face on the board. Put in the eyes, and wait for students to say *Eyes*. Do the same with its nose and mouth. Point to the teddy and say: *Teddy is happy* as you smile broadly. Turn to the class and say: *I'm happy!* while pointing to your mouth and smiling broadly. Have students smile happily. Then say: *I'm sad!* and make a sad face or pretend to cry while students copy your expression.

Talk about the pictures. Match.

Help students open their books to page 22. Ask whether the girl is happy or sad in both pictures. Hold your book up in front of the class. Make sure students are looking at the

picture of the sunny day. Ask, *Does the sun make you feel happy or sad?* Give students time to match the pictures with the happy/sad girl. Monitor as they work and help if necessary.

Finally, ask students what makes them happy/sad.

Differentiated Instruction

Below Level: Go around the class and ask students to show you different faces: *Show me your happy face*. Help them by acting out the emotion as well. Have them say: *I'm (emotion) together with their expression*.

Above Level: Have students come up with a list of emotions. You can make faces representing them on the board, for example, angry, tired, excited. Afterwards, you can have the puppet act out an emotion, and students should respond: *(name of the puppet) is (emotion)*. Other students can then mime an emotion for others to guess.

Ask the *Think!* question: *What do you do when you are happy / sad?* Elicit answers. Accept everything they say. Ask them what makes them feel happy when they are sad.

Extra Activity

Your own happy/sad face

Have students make a happy/sad face. Have students draw a happy face on one side of a circle of construction paper, and a sad face on the other side. When you say: *I'm happy*, they should hold up the happy side. When you say: *I'm sad*, they hold up the sad side. Call on different students to play being the teacher and give instructions.

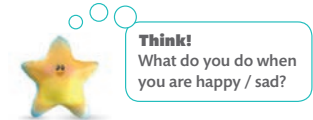
Talk about the pictures. Match.



22 Unit 1

Personal, Social, and Emotional Development

Learning to Live Together
Learning to Live with Others



Objectives: Express emotions.

Big Book An Important First Day

Open the Big Book and show students the first page. Have them tell you what they remember happened. Go to the next page and read or play the Audio. Elicit how Karla feels and why they think she feels that way. Ask them if they have ever felt that way. Have a short discussion on what makes them feel like that.

Closing

16 When You're Happy and You Know It song

Students join in singing and doing the actions of the "When You're Happy and You Know It" song.

Learning Linker

Show students page 18 and model what to do. Have students answer the page or do it as homework.

Literacy



Learning to Know

Objectives: Understand a story.

Suggested materials: flashcard of a banana, Audio, Starfish puppet.

Preparation: None

Opening

16 When You're Happy and You Know It song

Start the class by having students stand in a circle and do the same chant as they did at the end of the previous class.

Active Learning

17 Listen. Tell the story. Color using finger paint.

Help students open their books to page 23. Hold up your book in front of the class and point to the gorilla. Ask: *Is this a teddy bear?* Students should say *No!* Present the word *gorilla* and beat your chest. Students beat their chests and practice saying *gorilla*. Say: *What's the gorilla's name? His name is Big Ajax.* Ask: *What's the gorilla's name?* Students should respond: *Big Ajax.* Say *apple*. Students find the apple in their books and point to it and say: *Apple*. Hold up the flashcard of a banana and say the word. Students should practice saying it.

Tell students the story before they listen to it on the Audio.

Big Ajax is a very happy gorilla. He has a big smile (pointing to the picture and smiling

broadly). *Big Ajax likes apples. But Big Ajax LOVES bananas. Today it's bananas for lunch.*

Yummy! Big Ajax is a very, very happy gorilla!

Play the story on the Audio. Encourage students to point at the pictures in their book as they listen to the story.

Ask: *What does Big Ajax LOVE?* while rubbing your tummy. The answer is bananas. Give students time to find the picture of the bananas in the story and to color them using finger paint. Help students tell the story by asking them questions.

Differentiated Instruction

Below Level: Instead of asking questions, play the Audio or narrate the story, pausing for students to complete the sentences: *Big Ajax is a very...?* Students should say: *happy gorilla!* And so on. You can also omit words in the middle, and clap instead: *But Big Ajax (clap) bananas.*

Above Level: Ask students some reading comprehension questions after playing the Audio again. For example: *What kind of animal is Ajax? What does Ajax love? How does Ajax feel? Etc.*

Extra Activity

18 Gorilla chant

Teach students the "Gorilla" chant, with gorilla actions.

Closing

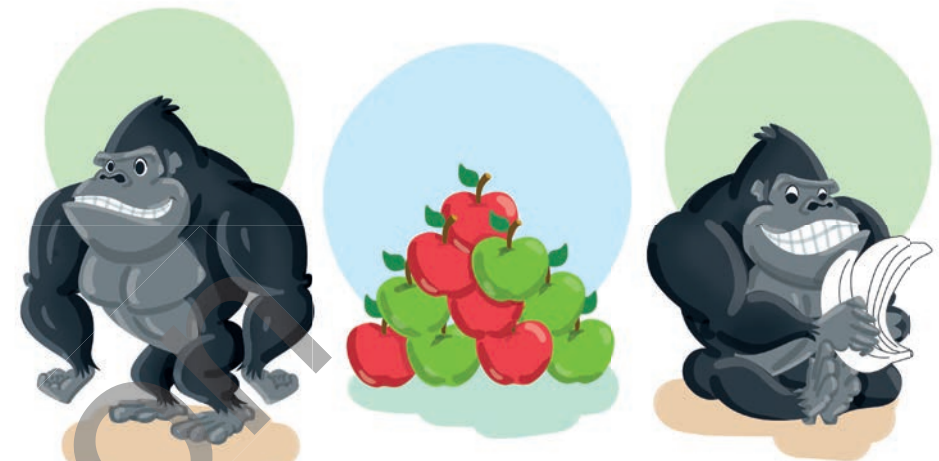
Bye, everyone

Put on the Starfish puppet. Go around students with Starfish saying good-bye to each of them.

Listen. Tell the story. Color using finger paint.   

Literacy

Learning to Know



Objectives: Understand a story.

Unit 1

23

P: Good-bye, (student's name)! See you tomorrow.

S: Good-bye, Starfish! See you tomorrow.

Phonemic Awareness



Learning to Know

Objectives: Short /a/ sound.

Suggested materials: flashcards and/or pictures of the following: bat, cat, ant, hat, hand, bag, car, apple

Preparation: Copy a handout with the letters *a*, *b*, *c*, and *t*, repeatedly and all mixed up. For the Extra Activity, you will need: large cutouts with the letter *a* on them, a large piece of construction paper, pictures to color of a bat, cat, ant, hat, hand, bag, and car, crayons, and glue

Opening

Flashcards with an /a/

Greet students. Take out a flashcard, show it to them, say the name of the picture, and have them repeat it after you. Continue showing them the rest of the flashcards and have them repeat them all. Then, put them up on the board. Write the name of each picture next to them. Ask them to look at the words and to tell you what letter they all have in common. Listen to their answers. Then, circle the letter *a* in each word and have them say the words once more.

Ask students to open their books because they are going to draw a picture of one of the words on the board.

Active Learning

Draw a picture of a word with an /a/ sound. Tell a friend.

Call students' attention to the frame. Ask them what they see. Then, draw their attention again to the flashcards on the board and ask them to choose one picture and to draw it on their books inside the frame.

After they have finished, ask them to share their drawing with a friend. Have them say: *This is a/an* _____.

Differentiated Instruction

Below Level: Go through each of the pictures on the board again. Assign one picture to each student and have them draw it. Then, ask them to share with a friend what they drew, have them say the word: *ant*, *apple*, etc.

Above Level: Ask students to go through each picture on the board, to choose one and to draw it on their books. Also, ask them to write the letter *a* next to their drawing. Then, have them share their drawing with a friend. Have them say: *This is a/an* _____.

Extra Activity

The A world

Tell students that they are going to make an *A* world. Give them the cutouts and the pictures, ask them to color the drawings and to paste them on the large construction paper. Also, encourage them to write different letter *a*'s around the paper. When they finish, put *The A world* up for everyone to see.

● Draw a picture of a word with an /a/ sound. Tell a friend.



Closing

Circle the a's

Give a handout with the letters *a*, *b*, *c*, and *t* to each student and ask them to circle all the *a*'s they find.

Learning Linker

Show students page 19 and model what to do. Have students answer the page or do it as homework.

Mathematical Thinking



Learning to Know

Objectives: Begin to sort objects.

Suggested materials: large number flashcards with dots, objects or flashcards for sorting (home and school, big and small)

Preparation: A large poster with 2 circles, 2 cards that say BIG and SMALL, and 2 others that say SCHOOL and HOME

Opening

Shake hands with each student as you greet them, or use the puppet instead to greet each one of them.

T: Good morning! Hi!

P: Hi! Good morning!

T: What color do you like?

S: I like blue. (Help them say it.)

Students put away their things and work on their own until everyone has settled down.

Calendar Routine

Have students follow the Calendar Routine. See the Mathematical Thinking section.

Active Learning

Game: Sorting

Draw 2 large circles. Tell all the girls to go into one circle, and the boys into the other. Count.

Then say, short hair in one circle and long hair in another. Then, brown eyes and not brown eyes.

If you are doing it indoors, you can sort school objects and home objects, or big objects and smaller objects. Give a number card to a student.

Change categories and count each time.

Point. Say the school objects. Cut and paste.

Sit students on the floor in front of the board. Draw 2 rectangles and write school and home. Elicit from students what objects could go in each box. Draw them and have students repeat the objects, e.g.: crayons, books, whiteboard, etc. (in school) and bed, lamp, sofa, TV (at home). Show them how to take out the pictures in their *Student's Book* and paste them in the correct boxes.

T: Now go back to your seats, and open your books to page 25. You can start working by yourselves.

Walk around and help students do the task.

Game: Patterns

Hand out a large shape to each student and play the pattern game indoors or outdoors (same as in Week 1). You can also make patterns using colors with cards or crayons.

Differentiated Instruction

Below Level: Have students work in pairs. Give them several pictures (e.g. school objects, household objects, clothes, etc.) and ask them to sort them and tell you the categories (e.g. home, school, clothes)

Above Level: Have students work individually. Tell them two categories and have them draw as many objects as they can for each one.

Point. Say the school objects. Cut and paste.



Objectives: Begin to sort objects.

Unit 1

25

Physical Development and Health



Learning to Be

Role-play cutting out, drawing, painting and gluing. Then, place some large shapes around the classroom.

T: Run to a triangle or a square and pretend to paint.

S: We are painting here!

Closing

Students get an erasable marker and draw a triangle on one of the numbers on the number line. They tell the teacher as they leave.

S: I drew a triangle on number 5. (Help them say it.)

T: That's great/super/wonderful! Thank you! Good-bye!

S: Good-bye, Miss Tere!

Learning Linker

Show students page 20 and tell them where the big and small objects should go. Explain how to cut and paste. Mention that they can choose the pictures from a magazine. It should be assigned for homework. Make sure they understand the activity.



Objectives: Parts of the face.

Suggested materials: flashcard of a teddy bear, pencils and/or crayons, Learning Linker, pieces of paper or notebooks

Preparation: None

Opening

18 Gorilla chant

Mime peeling a banana. Wait for students to say *banana*. Ask: *Who likes bananas?* When students put their hands up or say *Me*, encourage them to say: *I like bananas*. Ask *Who LOVES bananas?* The answer is *Big Ajax*. Get students to stand up and do the "Gorilla" chant. Play the Audio.

Active Learning

Listen, point, and say.

Draw two eyes on the board. Point to the picture and say *Eyes*. Have students practice the word. Next, draw a nose on the board. Point to the picture and say *Nose*. Students practice saying the word. Sometimes point to the eyes on the board, and at others, point to the nose. Students should call out the correct word. Then, draw a mouth on the board and present and practice the word in the same way.

Help students open their books to page 26. Say: *Mouth*. Students find the picture of the mouth, point to it, and say the word. Continue with eyes and nose.

Hold up the flashcard of the teddy. Walk around the class while different students point to its eyes, its mouth, and its nose and say the correct word.

Match and say.

Get students to look at their books again. Have them match the noses, the eyes and the mouths on the page by joining them with colored crayon lines. Monitor while they are doing this.

Differentiated Instruction

Below Level: Mimic the sound that each of the animals on the page make. Have students find the animal, and help them say the word in English.

Above Level: Ask students, as you point to the owl's eyes: *Whose eyes are these?* If they answer in their mother tongue, help them say the word in English. Do the same with all the animals on the page. You can also have students get in pairs and describe the pictures for their partner to guess.

Extra Activity

Picture dictation

Hand out pieces of paper. Call out the different words (*eyes, nose, mouth*). Students should recognize them and draw them on the paper. Go around checking and encouraging students to say the words.

Closing

19 Eyes, Nose, Mouth chant

Teach students the "Eyes, Nose, Mouth" chant. At first, they will only do the actions, but help them join in with the words as soon as they can.

Listen, point, and say.



Match and say.



26 Unit 1

Learning Linker

Show students page 21 and model what to do. Have students answer the page or do it as homework.

Exploration and Knowing of the World



Learning to Do

Objectives: Identify different faces.

Suggested materials: Audio, Learning Linker

Preparation: None

Opening

Start the class with the chant from the end of the previous class, but the other way around

T: Blink! Blink! (Blinking eyes)

S: Eyes!

T: Sniff! Sniff! (Sniffing dramatically)

S: Nose!

T: Munch! Munch! (Munching hard)

S: Mouth!

Active Learning

Talk about faces from the past and the present.

Help students open their books to page 27. Hold your book up in front of the class and point to the picture of the dinosaur. Say: *A dinosaur had little...* Blink your eyes and wait for students to answer. Then, say: *But a dinosaur had a big, big...* Chew massively and wait for students to answer. Point to the picture of the mammoth. Say: *A mammoth had little...* Blink your eyes and wait for students to answer. Then, say: *But a mammoth had big, big...* and help students say *Ears!* Then, point to the picture of an

early man. Ask: *Did early humans have eyes? Yes! Did early humans have ears? Yes! Did early humans have a nose? Yes! Did early humans have a mouth? Yes!*

Then, ask: *How about children today?* Help students see that early humans had the same features as us.

Circle the faces from the past.

Once the students have identified the faces from the past, have them circle them.

Differentiated Instruction

Below Level: Get students in pairs and have them describe the pictures to each other:

Above Level: In small groups, have students describe the pictures for others to guess: *I spy with my little eye: two big brown ears, two small eyes, and two big tusks!* The rest should guess the picture.

Ask students the *Think!* question: *How are faces from the past similar to our faces?* Elicit and accept all of their ideas.

Extra Activity



Dinosaurs, Mammoths, and Children song

Get students to stand up in an open area in the front of the classroom. When you say *Dinosaurs*, lead students around pretending to be dinosaurs saying:

*Dinosaurs, dinosaurs
Stomping all around.
Dinosaurs, dinosaurs
Stomping on the ground.*

When you say *Mammoths*, lead students around waving their arms as trunks and saying:

Talk about faces from the past and the present.



Circle the faces from the past.

Objectives: Identify different faces.

Exploration and Knowing of the World

Learning to Do

Think!
How are faces from the past similar to our faces?



Unit 1

27

Closing



Eyes, Nose, Mouth chant

Finish the class with the "Eyes, Nose, Mouth" chant from the previous lesson.

Learning Linker

Show students page 22 and model what to do. Have students answer the page or do it as homework.

Personal, Social, and Emotional Development



Learning to Live Together
Learning to Live with Others

Objectives: Recognize that we all have feelings.

Suggested materials: 1 photocopied outline of an apple with two leaves at the top per student, green and red crayons, Starfish puppet, Audio, Learning Linker

Preparation: Photocopies of an apple

Opening

Share your colors

Sit students in pairs. Give each student an apple to color. Give each pair two crayons, one, red and one green. They are going to have to share and to wait for the colors until their partners have finished coloring. Walk around seeing that this is happening.

Active Learning

Talk about the pictures. Circle the things that you share with your friends.

Help students open their books to page 28. Have them look at the first picture and talk about it. Help them by asking questions: *What are the children sharing?* Elicit *crayons*. *Are the children happy?*, etc. Do the same for the other three pictures.

Have the students circle the pictures of the things they share: crayons, food, toys, books.

Differentiated Instruction:

Below Level: Elicit from students the answers to the previous questions.

Above Level: Divide the class in two. Have one team describe the first picture. Each student can add a different word to describe it. Afterwards, have the other team do the same with the second picture. Help them with vocabulary and praise them for their efforts.

Ask the *Think!* question: *How do you feel when you share your things?* Elicit and accept all their answers. Then, turn it around and ask how they feel when others share with them.

Extra Activity

Find the a's

Write the following letters on the board: A a.

Have students look through the unit and find all the pictures that represent words that begin with A or a in this unit. Have them share them with their classmates: Alison, Andy, apple juice, apple, ant, aachoo, Alan, Archie, Axel, Big Ajax, etc.

Big Book *An Important First Day*

Open the Big Book and show the students the first two pages. Elicit what they remember and ask them where Karla tries to hide. Show the students the last page and ask them to describe what is happening. Play the Audio or read the text. Elicit how Karla's friends help her and how they all feel at the end of the story.

● Talk about the pictures. Circle the things that you share with your friends.



28 Unit 1

Personal, Social, and Emotional Development

Learning to Live Together
Learning to Live with Others



Think!
How do you feel when you share your things?

Objectives: Recognize that we all have feelings.

Closing

Good-bye, Starfish chant

Finish with the "Good-bye, Starfish" chant.

Learning Linker

Show students page 23 and model what to do. Have students answer the page or do it as homework.