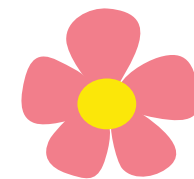


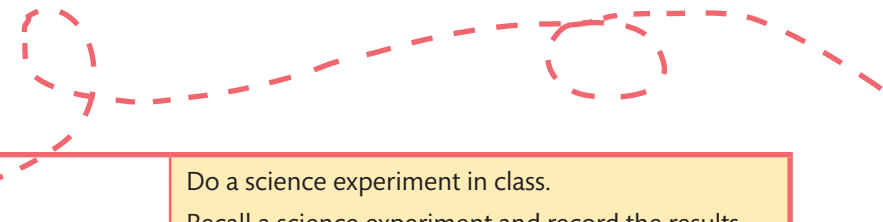
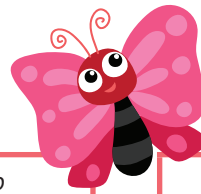
Unit 1 Weeks 1 to 4

Critical Thinking	Reflect and answer the question <i>What do you like about yourself?</i>
Communication Goals Learning to Live Together Learning to Live with Others	Can you describe yourself? What do you like about your best friends? What do you like about yourself?
Literacy Learning to Know	Listen to, understand, and retell a story.
Phonemic Awareness Learning to Know	a A, e E, i I, o O, u U short /a/ sound: <i>ant, avocado, apple</i> short /e/ sound: <i>eight, egg, bed, elephant</i> short /i/ sound: <i>iguana, igloo, fish, milk</i> short /o/ sound: <i>onion, orange, octopus</i> short /u/ sound: <i>cup, umbrella, duck</i>
Mathematical Thinking Learning to Know	Rote count to 10. Match numbers and objects up to 9. Identify and name missing numbers to 10. 1 to 1 correspondence to 10. Recognize and use a calendar (days of the week and months). Create, extend and explain simple <i>ab-ab</i> pattern. Recognize and identify basic shapes (<i>circle, square, triangle, rectangle</i>). Compare shapes using <i>big</i> and <i>small</i> . Sort and label objects by size, shape or color.
Physical Development and Health Learning to Be	Role-play washing hands, washing body with soap, brushing hair, daily routines related to physical movements and according to a rhythm.
Language Instruction and Communication Learning to Know	Use target language to talk and compare types of hair. Talk about the characteristics they like about themselves. Talk about daily routines.



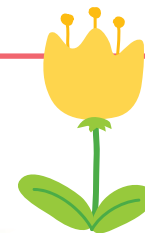
Exploration and Knowing of the World Learning to Do	Learn and compare different types of hair and textures. Identify differences of people around the world. Keep hands clean and keep germs away.
Personal, Social, and Emotional Development Learning to Live Together Learning to Live with Others	Learn why it is important to like and respect themselves. Understand that everybody looks different and it is important to be kind to each other. Learn about personal hygiene and why it is important to take care of their body.
Artistic Expression and Appreciation Learning to Be	Identify and classify percussion instruments. Sing and dance. Connect numbers and letters to draw something. Listen to and mime a poem.
Suggested Target Language	<i>My hair is... My eyes are... Your/his/her hair is... Wash your hands. I like... Put your pajamas on. Go to bed. Brush your teeth/hair.</i>
Target Vocabulary	<i>afternoon, arms, body, chin, clean, day, dirty, ears, evening, eyes, feet, foot, forehead, head, legs, morning, mouth, night, nose, shampoo, shower, soap, toothbrush</i>
Big Book Learning to Live Together Learning to Live with Others	<i>Taking a Shower!</i> Learn the importance of following rules.
Expected Outcomes Learning to Transform Oneself and Society	Understand the importance of being themselves. Understand the importance of their body. Use non-verbal strategies. Join in songs and games.





Critical Thinking	Reflect and answer the question <i>Why do we go to school?</i>
Communication Goals Learning to Live Together Learning to Live with Others	What do you like about school? What things do you do at school? Who works in your school? Who do you like best?
Literacy Learning to Know	Listen to, understand, and retell a poem or a story about school activities.
Phonemic Awareness Learning to Know	a A, e E, i I, o O, u U long /a/ sound: <i>table, cake, eight, paint</i> long /e/ sound: <i>bee, feet, sheep, tree</i> long /i/ sound: <i>nine, five, night</i> long /o/ and /u/ sound: <i>boat, goat, you, unicorn, flute, school</i>
Mathematical Thinking Learning to Know	Identify and name numbers to 30. Identify missing numbers to 30. Rote count to 30. Name shapes: <i>triangle, square, trapezoid, hexagon, diamond.</i> Create and extend a complex <i>a-b-c</i> pattern. Put together shapes to make a different shape. Identify days of the week and numbers in a calendar. Sort different shapes.
Physical Development and Health Learning to Be	Role-play reading, writing, counting, talking, listening, tidying their desk, throwing out trash, etc. Move their body: hop, jump, march. Follow a rhythm. Practice pencil grip.
Language Instruction and Communication Learning to Know	Use target language to talk about the things we do at school. Talk about classroom rules. Talk about sharing and being kind to others in the classroom.

Exploration and Knowing of the World Learning to Do	Do a science experiment in class. Recall a science experiment and record the results. Learn to make a simple bar chart. Find out about different types of classrooms and schools around the world. Compare with own experience.
Personal, Social, and Emotional Development Learning to Live Together Learning to Live with Others	Realize they belong to social groups at school. Learn about why we need to be kind to others at school. Learn to be responsible for their school supplies. Remember and follow directions.
Artistic Expression and Appreciation Learning to Be	Sing songs and chants with school references.
Suggested Target Language	<i>What do we do at school? Stand up, sit down, write, draw, color, open/close your book, look at, touch, go to, come, How old is/are...? I am four years old.</i>
Target Vocabulary	<i>bathroom, board, book, chair, classroom, crayons, desk, eraser, glue stick, library, marker, notebook, office, paper, pen, pencil, playground, school bag, scissors, table, yard</i>
Big Book Learning to Live Together Learning to Live with Others	<i>The Mystery of the Missing Pens</i> Discuss the importance of recognizing their school supplies. Discuss the importance of respecting things that belong to others.
Expected Outcomes Learning to Transform Oneself and Society	Compare personal knowledge with what they see or hear. Use non-verbal strategies. Understand routine questions. One-on-one correspondence. Join in songs, rhymes, and chants.





Critical Thinking	Reflect and answer the question <i>How can you help your family at home?</i>
Communication Goals Learning to Live Together Learning to Live with Others	Who lives in your house? Does everybody help at home?
Literacy Learning to Know	Listen to a dialogue, poem and answer questions about family. Listen to, understand, answer questions and retell a story about helping.
Phonemic Awareness Learning to Know	m M, s S, d D, l L, t T initial /m/ sound: <i>map, milk, monkey, mouse</i> initial /s/ sound: <i>seal, Starfish, sandwich, sand, sun</i> initial /d/ and /l/ sound: <i>doll, duck, dog; lizard, legs, leaf</i> initial /t/ sound: <i>train, tiger, turkey, turtle, toy</i>
Mathematical Thinking Learning to Know	Count to 50. Identify, trace, and write missing numbers. Name shapes and extend a complex pattern. Make a simple pictograph. Measure objects using non-standard units.
Physical Development and Health Learning to Be	Practice pencil grip. Coordinate movements accompanied by rhythm. Play games that require control of the body.
Language Instruction and Communication Learning to Know	Talk about family members. Talk about chores at home. Talk about rooms in the house and objects. Talk about safety at home.
Exploration and Knowing of the World Learning to Do	Learn to differentiate between older and younger family members. Talk about similarities in physical features. Animal homes. Learn about home safety and rules.



Personal, Social, and Emotional Development Learning to Live Together Learning to Live with Others	Talk about age. Learn the importance of keeping their house clean. Learn the importance of being kind to older people. Learn about safety and asking for help to stay safe.
Artistic Expression and Appreciation Learning to Be	Create and play songs about chores and helping home. Draw, paint, and model.
Suggested Target Language	<i>This is my... The TV is in the living room. I pick up my toys. She sweeps the floor. I clean the table. I wash the dishes.</i>
Target Vocabulary	<i>aunt, bed, between, bookcase, brother, brown, chair, closet, cousin, cupboard, desk, father, fridge, grandfather, grandmother, in, mother, near, on, orange, purple, shelf, sister, sofa, stove, table, uncle, under, window</i>
Big Book Learning to Live Together Learning to Live with Others	<i>The Magic Ktchen</i> Discuss the importance of staying safe at home. Discuss why it is important to help at home.
Expected Outcomes Learning to Transform Oneself and Society	Understand the concept of one-on-one correspondence. Use non-verbal strategies. Describe people, places, events, objects. Talk about chores at home. Join in songs.

Unit 4 Weeks 13 to 18



Critical Thinking	Reflect and answer the question <i>Why do you feel hot or cold?</i>
Communication Goals Learning to Live Together Learning to Live with Others	What is the weather like in your city? What do you do when you are hot or cold?
Literacy Learning to Know	Listen to, understand, and answer questions about different types of weather. Retell a poem about nature, the weather, and the sky. Listen to and sing a song about clothes and weather.
Phonemic Awareness Learning to Know	p P, c C, n N initial /p/ sound: <i>pencil, pants, pie, pen, popcorn, pear, penguin</i> initial /c/ sound: <i>car, cake, cookie, corn, cow, crab</i> initial /n/ sound: <i>nose, nail, nine, newspaper, nurse, night</i>
Mathematical Thinking Learning to Know	Skip-count by 2's to 30. Trace numbers. Name shapes and extend a complex pattern. Use shapes to make other shapes. Think about mass. Make a simple bar graph.
Physical Development and Health Learning to Be	Learn to use the correct clothes according to weather. Move their body. Express how to take care of the environment and their health. Reflect on nature (clouds and rain). Locate objects according to their spatial relation.
Language Instruction and Communication Learning to Know	Talk about weather, about the temperature, about what clothes they wear in different types of weather. Talk about how they protect themselves in the sun. Talk about things they see in the sky and natural phenomena.

Exploration and Knowing of the World Learning to Do	Learn about temperature and how they feel in different temperatures. Learn how to record the temperature. Learn to protect their body in hot weather. Do an experiment and record the results. Categorize clothes according to thick or thin. Record things they see in the sky. Learn about the water cycle.
Personal, Social, and Emotional Development Learning to Live Together Learning to Live with Others	Talk about age. Learn why it is important to dress appropriately for the weather. Learn how to keep warm and protect themselves from the sun. Say how they feel in different weather. Talk about their favorite type of weather. Classify day and night activities.
Artistic Expression and Appreciation Learning to Be	Sing songs about clothes and the weather. Draw, paint, and model.
Suggested Target Language	<i>It's hot/cold. I'm wearing a... She has a blue skirt. I like snow. He doesn't like rain. The shoes are behind the door.</i>
Target Vocabulary	<i>blouse, cap, clouds, cloudy, coat, cold, dress, hot, jacket, pajamas, pants, rain, rainy, shirt, shoes, skirt, sky, sneakers, snow, snowy, socks, sunny, T-shirt, windy</i>
Big Book Learning to Live Together Learning to Live with Others	<i>A Rainy Day</i> Discuss why we need to take our pets' feelings into consideration. Talk about the importance of keeping pets safe from harsh weather.
Expected Outcomes Learning to Transform Oneself and Society	Establish correspondence between objects and graphic representation. Learn to observe nature. Distinguish location. Describe how they feel, depending on the weather.

Unit 5 Weeks 19 to 22



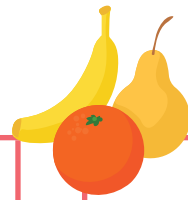
Critical Thinking	Reflect and answer the question <i>What other living things are around us?</i>
Communication Goals Learning to Live Together Learning to Live with Others	Are pets living things? Why? Are plants living things? Why?
Literacy Learning to Know	Listen to, understand, and answer questions about insects. Listen to, understand, and retell stories about insects and plants. Sing a song about plants.
Phonemic Awareness Learning to Know	b B, f F, r R, s S initial /b/ sound: <i>bee, book, ball, balloon, butterfly, bicycle</i> initial /f/ sound: <i>four, fish, fork, finger</i> initial /r/ sound: <i>rabbit, robot</i>
Mathematical Thinking Learning to Know	Trace numbers. Count by 10's up to 50. Identify location of objects (<i>in, over, under</i>). Sort objects by their characteristics. Match number of objects with numbers.
Physical Development and Health Learning to Be	Develop left to right fine motor skills. Hold pencil with correct grip.
Language Instruction and Communication Learning to Know	Talk about insects, plants. Talk about insects' habitat. Talk about planting seeds and growing plants.
Exploration and Knowing of the World Learning to Do	Learn about insects and their characteristics. Learn about bees and honey. Learn about the life cycle of a butterfly. Learn about planting seeds and how to help them grow. Record results.



Personal, Social, and Emotional Development Learning to Live Together Learning to Live with Others	Learn about the importance of little creatures. Learn about plants and the planet. Talk about schools in other countries. Express their feelings about insects and how to take care of them.
Artistic Expression and Appreciation Learning to Be	Notice differences between their work and others'.
Suggested Target Language	<i>Feed the..., water the plants, I like insects. I don't like...</i>
Target Vocabulary	<i>ants, bees, butterfly, carrots, cat, dirt, dog, feed, flower, fruit, grass, green, insects, leaf, leaves, pet, plant, pretty, seeds, tomatoes, tree, vegetables, walk, water, worms</i>
Big Book Learning to Live Together Learning to Live with Others	<i>A Different Family</i> Reflect on the importance of taking care of living things. Learn that they feel or like the same things as others.
Expected Outcomes Learning to Transform Oneself and Society	Compare personal knowledge with what they hear or see. Talk about feelings. Understand that plants and pets have needs and that we need to take care of them.



Unit 6 Weeks 23 to 28



Critical Thinking	Reflect and answer the question <i>Why is food important?</i>		
Communication Goals Learning to Live Together Learning to Live with Others	Why do we eat? Are there different flavors? Which ones? What is your favorite food?	Exploration and Knowing of the World Learning to Do	Classify salty, sweet, spicy, and sour food. Learn about fruit and vegetables in different countries. Experiment with fruit and their symmetrical shapes. Count the number of seeds in fruit and record findings. Learn about utensils in other countries.
Literacy Learning to Know	Listen to, understand, and answer questions about a poem and their favorite food. Sing songs about food. Listen to, understand, and retell stories about food.		
Phonemic Awareness Learning to Know	g G, h H, j J, k K initial /g/ sound: <i>goat, gate, green, goose</i> initial /h/ sound: <i>heart, hat, hen, hammer, horse, hello</i> initial /j/ sound: <i>jump, jet, jacket, juice</i> initial /k/ sound: <i>king, kite, kitten, key, kangaroo, ketchup</i>	Personal, Social and Emotional Development Learning to Live Together Learning to Live with Others	Learn the importance of being polite during meals. Take care of personal belongings. Learn to wash fruits and vegetables. Learn the importance of washing hands and eating a healthy lunch. Learn to share food with others.
Mathematical Thinking Learning to Know	Identify and write missing numbers to 50. Use appropriate language for measures and mass. Identify more and fewer objects in a set. Use shapes to make other shapes. Add one to a number. Classify things according to characteristics.	Artistic Expression and Appreciation Learning to Be	Listen to and sing songs about food. Create artwork using different techniques.
Physical Development and Health Learning to Be	Identify nutritious food. Use of hygienic measures when eating or handling food. Learn about food that is healthy and unhealthy.	Suggested Target Language	<i>I'm hungry. I want a sandwich. She needs a spoon. I like... I don't like...</i>
Language Instruction and Communication Learning to Know	Talk about different meals during the day. Talk about bad eating habits. Talk about healthy food and snacks. Talk about their favorite food. Talk about their lunch. Learn to prepare a healthy snack.	Target Vocabulary	<i>apple, bag, banana, bowl, box, bread, breakfast, butter, cake, can, candy, carrot, cereal, cheese, chicken, dinner, eggs, fish, fork, glass, hungry, ice cream, knife, lettuce, lunch, meat, onion, orange, plate, potato, salt, soup, spaghetti, spoon, sugar, tomato, yogurt</i>
		Big Book Learning to Live Together Learning to Live with Others	<i>Ice Cream for Breakfast</i> Reflect that we can have the same or different preferences, but we should respect each other.
		Expected Outcomes Learning to Transform Oneself and Society	Follow patterns and recognize logical sequences. Identify healthy food and healthy habits. Join in songs, chants, and games.



Unit 7 Weeks 29 to 32

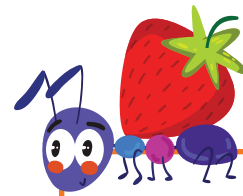
Critical Thinking	Reflect and answer the question <i>How can farm animals help us?</i>
Communication Goals Learning to Live Together Learning to Live with Others	What is a farm? What farm animals do you know? What farm products do you know? Which one is your favorite?
Literacy Learning to Know	Sing a song about farm animals. Listen to, understand, and narrate a story. Understand a dialogue about farm animals and their characteristics. Understand and say a poem about farm animals. Talk about farm animals and their babies.
Phonemic Awareness Learning to Know	w W, v V, x X, y Y initial /w/ sound: <i>window, wings, watch, wave, wagon</i> initial /v/ sound: <i>vase, van, violin, vegetables</i> initial /y/ sound: <i>yellow, yo-yo, yoghurt, yawn</i>
Mathematical Thinking Learning to Know	Begin to add to 10. Make a simple bar graph. Identify missing numbers on a 50 chart. Identify position and location.
Physical Development and Health Learning to Be	Coordinate movements accompanied by rhythm. Play games that require control of the body.
Language Instruction and Communication Learning to Know	Talk about farm animals and the sound they make. Talk about parts of the animal's body. Talk about what farm animals eat.



Exploration and Knowing of the World Learning to Do	Categorize food according to the farm animal it comes from. Identify farm animal sounds and match them to the animals. Learn about unusual farm animals. Categorize animals according to fur, feathers, wings, beaks, horns, tails.
Personal, Social, and Emotional Development Learning to Live Together Learning to Live with Others	Learn how farm animals help us. Treat farm animals with respect. Learn about animals taking care of their babies.
Artistic Expression and Appreciation Learning to Be	Recite and mime poems and songs.
Suggested Target Language	<i>Feed the cows. Clean the barn. Pick up the eggs. Big birds. Small bunnies.</i>
Target Vocabulary	<i>barn, beak, body, calf, cheese, cow, duck, ears, eyes, feathers, goat, goose, head, horns, horse, lamb, legs, meat, milk, mouth, nose, sheep, tail, turkey</i>
Big Book Learning to Live Together Learning to Live with Others	<i>The Purple Farm</i> Reflect on how they can all participate at the same time, take turns, and respect each others' opinions.
Expected Outcomes Learning to Transform Oneself and Society	Identify real things. Distinguish reality from fantasy. Learn how to participate in class. Respect life on Earth.



Unit 8 Weeks 29 to 32



Critical Thinking	Reflect and answer the question <i>Who lives and works in my town?</i>
Communication Goals Learning to Live Together Learning to Live with Others	Do you know the people who work in your neighborhood? Do you know what they all do? Do you know what they need to work? Can men and women do the same jobs?
Literacy Learning to Know	Listen to and understand a story about community workers. Narrate a story about community workers and how they help people. Answer questions about a poem. Sing a song about community workers.
Phonemic Awareness Learning to Know	q Q, x X, y Y, z Z initial /q/ sound: <i>quiet, queen, question</i> words with /x/ sound: <i>fox, six, box</i> words with /z/ sound: <i>zebra, zero, zoo</i>
Mathematical Thinking Learning to Know	Identify numbers before and after using a 50 chart. Make a simple bar graph. Identify longer and shorter objects. Represent favorite math activities.
Physical Development and Health Learning to Be	Develop left to right fine motor skills. Hold pencil with correct grip. Jump. Crawl.
Language Instruction and Communication Learning to Know	Talk about jobs people do in the community. Talk about transportation in the community. Talk about where community workers work and their transportation.

Exploration and Knowing of the World Learning to Do	Identify uniforms and community workers. Learn about firefighters, construction workers, and equipment. Learn about community workers around the world. Learn how to take care of themselves when they feel sick.
Personal, Social, and Emotional Development Learning to Live Together Learning to Live with Others	Compare knowledge about community workers and respect differences in opinions. Role-play how nurses and doctors can help. Learn about road traffic safety in town. Learn about rules and why it is important to follow them.
Artistic Expression and Appreciation Learning to Be	Use different techniques, materials, and tools to represent their town.
Suggested Target Language	<i>Bakers bake bread. Construction workers build houses. Nurses help children.</i>
Target Vocabulary	<i>baker, bus, butcher, car, construction worker, doctor, fire truck, firefighter, helicopter, nurse, plane, police officer, truck</i>
Big Book Learning to Live Together Learning to Live with Others	<i>Nurse is a Hero</i> Reflect on why they have to obey and follow rules. Discuss why community workers keep us safe.
Expected Outcomes Learning to Transform Oneself and Society	Reflect on how we can all live in harmony in our community. Learn that different people have different jobs.



Unit 1

What do you like about yourself?

Communication Goals

Can you describe yourself?
What do you like about your best friend?
What do you like about yourself?

Literacy

Listen to and understand a story.

Phonemic Awareness

Aa, Ee, Ii, Oo, Uu

Physical Development and Health

Role-play washing hands.
Role-play washing body with soap.
Role-play brushing hair.
Role-play each daily routine according to their related physical movements, and according to a rhythm.

Mathematical Thinking

Rote count 10.
Identify and name missing numbers to 10.
Create, extend, and explain simple ab-ab pattern.
1 to 1 correspondence to 10.
Name all 4 basic shapes (circle, square, triangle, rectangle).
Compare shapes using *big* and *small*.
Calendar (days of week and months).
Begin to describe *in*, *on*, and *under*.
Sort and label objects by size, shape or color.

Language Instruction and Communication

Use target language to compare types of hair; to talk about the characteristics they like about themselves, and to talk about daily routines.

Exploration and Knowing of the World

Learn about and compare facial features.
Learn and compare different types of hair and textures.
Identify differences of people around the world.
Keep hands clean and germs away.

Personal, Social, and Emotional Development

Learn why it is important to like and respect themselves.
Understand that everybody looks different and the importance of being kind to each other.
Learn about personal hygiene and why it is important to take care of their body.

Artistic Expression and Appreciation

Identify and classify percussion instruments.
Sing and dance.
Connect numbers or letters to draw something.
Listen to and mime a poem.

Target Language and Structures

My hair is...
My eyes are...
Your/his/her hair is...
Wash your hands. I like...
Put your pajamas on. Go to bed.
Brush your teeth/hair.
head, arms, legs, body, foot, feet, eyes, ears, nose, mouth, chin, forehead; day, morning, afternoon, evening, night, shower, toothbrush, soap, shampoo; dirty, clean

Unit 1 What do you like about yourself?

● What is your hair like? Circle. 

● Listen and sing.  

Personal, Social, and Emotional Development

 **Big Book** *Taking a Shower!*

Have children wash their hands.
Let children play with the soap for a while.
Ask children to describe the soap texture.
Elicit what a slippery texture is.
Give the children paper and colored pencils and ask them to draw what can happen when things are slippery (fall, drop something, etc.).
Ask children why it is important to follow rules (use the story in the Big Book as a sample).
Finally, have children remember two classroom rules and two rules at home.
Ask why these rules are important.

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.

Literacy



Learning to Know

Objectives: Listen to and understand a story.

Suggested materials: Cardboard frame to act as a mirror; mirror (preferably one that doesn't break); crayons

Preparation: Make a cardboard frame; bring a mirror

Opening

Pretend you haven't noticed the students, take out the mirror, and look at yourself, turn to them and say: *Oh! Sorry, I hadn't seen you! I was fixing my hair. How are you today?* After they've answered, show them the mirror and ask them: *Do you like mirrors?* Look at yourself in the mirror again and say: *Oh, look! That's me!*

Call a student to the front, ask them to close their eyes and place the mirror in front of them. Ask them to open their eyes: *What do you see? Is that me? Is that you?* Elicit: *That's me!*

Ask the student to close their eyes again, place the cardboard frame in front of them, and ask another student to quickly come to the front and stand on the other side of the frame. Ask the student to open their eyes and ask: *What do you see? Is that you?* Elicit: *That's not me!*

Repeat the activity with other students.

Active Learning

Look at the pictures and say what the story is about.

Ask students to open their books and to look at the pictures. Ask them questions about the children's hair color, eye color, if they have long hair, short hair, etc. Then, ask them what they think the story is about. Encourage children to notice the girls are looking at themselves in a mirror.

Listen. Circle the children that look similar.

Tell students that they're going to listen to the story to see if their predictions are correct; ask them to pay attention. Play the audio for students to check their predictions. Play the audio again and ask students to circle the photo of the children that look similar. Monitor their work and check their answers with the whole class.

Color and talk about yourself.

Ask students to look at their hair and think of their eyes (if they want, let them see themselves in your mirror to check the color of their eyes).

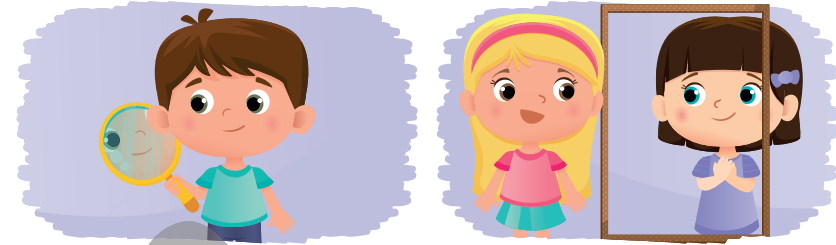
Have them color the circles with the color of their hair and eyes. Walk around the class. Check each student's work and encourage them to say: *My hair is (black). My eyes are (green).*

Differentiated Instruction

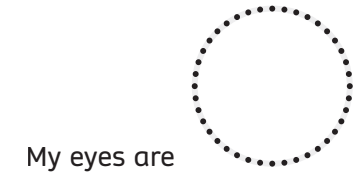
Below Level: Display crayons of different colors. Have students say each color and compare the crayons to their hair color and eye color. When they find the crayon with the same color as their hair/eyes, ask them to color the corresponding circle.

Look at the pictures and say what the story is about.

Listen. Circle the children that look similar.



Color and talk about yourself.



Objectives: Listen to and understand a story.

Literacy

Learning to Know

Unit 1

5

Above Level: Ask students to divide the circles in two parts. Tell them that they're going to color one part with the color of their hair/eye and the other part with a classmate's hair/eye color. Encourage them to tell their classmate *Your hair is (black)*, as they point to the corresponding color.

Check their answers. Ask students to listen and point to the picture you call out. Say:

Show me the child with long hair.
Show me the child with green eyes.

Closing

Draw a large circle on the board. Using different colors, ask students to draw a face using the circle as a base. Encourage

students to draw the eyes, nose, mouth, and hair. Ask students to take turns participating in the drawing. When they have finished it, ask them questions about it, for example: *What color are the eyes? What color is the hair? Is the hair short or long? Is the hair curly?*

Phonemic Awareness



Learning to Know

Objective: Identify the short /a/ vowel sound.

Suggested materials: Puppet, crayons

Preparation: None

Opening

Greet students. Introduce the puppet and ask students to give it a name. After they have chosen one, have it greet the students. Then, tell them that you are worried because the puppet is acting strange and it is repeating the same thing over and over again. Greet the puppet and make it say repeatedly: *Ants on apples and avocados*. Pretend to be confused and ask students to help you understand what the puppet is repeating. Draw on the board an apple, an avocado, and some ants on them and say: *This is strange, why is the puppet saying that? Maybe it's trying to tell us something*. Write the sentence on the board and ask them to repeat each word after you. Then say: *I got it! These words sound the same! Apple! Ant! Avocado!* Then draw a large *a* on the board and say that all the words start with the /a/ sound. Ask students to repeat the sound and the words again.

Active Learning



4 Listen. Color the pictures that start with a. Trace.

Draw students' attention to the pictures. Tell them to listen to the audio and see if

they start with the short /a/ sound. Play the audio again and have students repeat all the words. Encourage them to color the pictures of the words that start with *a*: *avocado, ant, apple*. Monitor and check. Then, say: *Let's write the /a/ sound!* Write a large *a* on the board as you explain how you trace it: *I draw a circle and a line!* Do it several times. Then, invite students to stand up and write the letter *a* with their fingers in the air many times. Then, ask them to trace the one in their books. Make sure they're holding their crayons properly and help them when necessary.

Differentiated Instruction

Below Level: Read the words to students stressing every sound: *A-N-T, A-P-P-L-E, A-V-O-C-A-D-O*. Help them notice the /a/ sound and color the corresponding pictures.

Above Level: Ask students to look at the pictures and to tell you what each object is. Focus their attention on the words with initial *a* and ask them what they have in common.

Closing

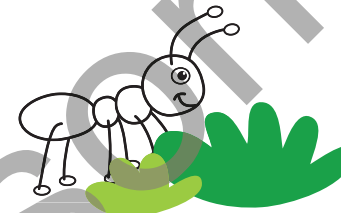
Write the following words on the board: *ant, avocado, apple, animal*. Invite some students to the front and ask them to circle or underline the *a* in the words. Another option is to leave the *a* out and to have students write it.

Extra Activity

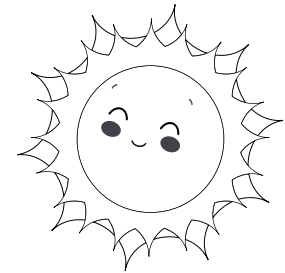
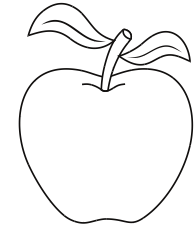
Help Me, Please!

Materials: Cutouts of different things that start with different short vowel sounds. Some should start with the short /a/ sound.

4 Listen. Color the pictures that start with a. Trace.



6 Unit 1



Objectives: Identify the short /a/ vowel sound.

(There should be one of these cutouts per student.) For example, bring cutouts of: *avocado, apple, animal, ant*, etc. (one per student) and cutouts of words with other short vowel sounds such as: *igloo, iguana, umbrella, orange, elephant*. Large sheets of paper (one per student), crayons.

Put two paper bags in front of the class, one with the letter *a* written on the front. Tell students that you need their help to organize your pictures. Show them a picture and say the name out loud, clearly. Have students repeat and ask them if the corresponding word goes in the *a* bag or not. Invite some students to the front to put the cutouts in the corresponding bags. After you've finished, put the large pieces of paper on the walls, give each student a crayon and ask them to draw the letter

a on their paper. Then, give each a cutout with the /a/ sound and ask them to paste it on the paper with the *a*. Finally, encourage students to say the word aloud.

Learning Linker

Show students page 4 and model what to do. Have them do the activity in class or for homework.

Mathematical Thinking



Learning to Know

Objectives: Name basic shapes.

Suggested materials: Large foamy shapes; giant pattern blocks; large 100 chart; number cards

Preparation: None

Opening

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

 *Circles, jump!*

Hand out a large foamy shape to each student and ask them to tell you the name. Have students stand in a circle; each one is holding a shape.

Call out an action and a shape and ask the students who have it to run/hop/jump/walk to the middle, do the action, and walk back. For example, say: *Circles, jump!*

The game continues until everyone has had a turn. Students can switch shapes and the game can continue.

Active Learning

Name, color, and match.

Tell students: *Open your books to p. 7. Point to the circle. What is it?* Expect students to answer: *Circle.*

Point to a big circle. Point to a small circle. Then ask: *Is it big? Is it small?*

Have students point to each shape and answer.

Continue with the other shapes. Then ask students to color the shapes the correct color, according to the code at the top of the page. Have students draw a line to match big and small shapes to the shapes at the top of the page.

Differentiated Instruction

Below Level: Explain that a rectangle is different from a square. Take a ruler or a piece of yarn and show students the difference between the sides in a rectangle.

Above Level: Have students measure the sides of a square with a piece of yarn and tell the other students whether they are the same or not.

Closing

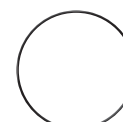
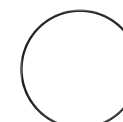
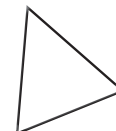
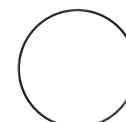
 *Numbers Game*

Have students sit in front of the large class 100 chart. Hand out a large number card to each student and have the student tell you the number or you can prompt them. (You need 2 of each number.)

Call out a number and the students who have it come up to the 100 chart and circle the number with a colored marker.

The game continues until everyone has had a turn. Students can switch cards. Erase the 100 chart and the game can continue.

Name, color, and match. 



Objectives: Name basic shapes.

Unit 1

7

Physical Development and Health



Learning to Know

Model some actions like washing your hands, brushing your hair, brushing your teeth. Have students repeat actions and phrases. Place some large pattern block pieces on tables and give some instructions such as: *Go to the rectangles and wash your hands.* Ask: *What are you doing?* Expect students to say: *I am washing my hands.*

Learning Linker

Show students page 5 and model what to do. Have them do the activity in class or for homework.

Language Instruction and Communication

Learning to Know



Objective: Use target language to talk about physical characteristics.

Suggested materials: A picture of your family

Preparation: If possible, ask students to bring a picture of their family.

Opening

Greet students. Ask them how they are and how their mother/father/sister, etc. is. Take out the photo of your family and say: *This is my family. This is my mother. Her hair is ____.* Describe different members of your family.

Then say: *Do you want to make a drawing of yourself and a member of your family?* Encourage students to reply.

Active Learning

Draw yourself and a family member.

Ask students to open their books. Draw their attention to the blank frames on the page. Ask them to draw a picture of themselves in one of the frames and of one family member in the other. Walk around the class and provide help as needed. When students have finished, ask: *Who's this?* and encourage them to say which family member they drew.

Tell a partner about yourself and a family member.

After students have finished, ask them to work in pairs. Encourage them to show their

picture to their partner by saying: *This is me. My hair is ____.* *This is my (mother). Her hair is ____.* Monitor and check.

Differentiated Instruction

Below Level: Have students draw themselves and someone in their family; then, ask them questions about the pictures: *Is your hair curly? Is your (mother's) hair curly?*

Above Level: Ask students to describe their pictures by using two adjectives, for example: *This is me. My hair is (short and curly).* *This is my mother. Her hair is (long and black).* If possible, have students describe each other's pictures as well. Help them say, for example, *Your eyes are brown. Your hair is red.*

Then, get students in groups of 3; if they have the picture of their family, ask them to take it out, show it to the rest of their group, and decide who in their family has similar hair to theirs. Ask them the *Think!* question: *Who has similar hair in your family?* Elicit answers. If they don't have a picture, ask them to talk about their family and think who has similar hair to theirs.

Closing

Ask students to imagine that they will have a "classroom family"; have them get in groups to form their "families," where each student will have a role. Then, have them describe their "families" and their characteristics. For example: *This is my family. This is my mother. Her hair is ____.* *This is my sister. Her hair is ____.*

Draw yourself and a family member.



Me



My _____

Tell a partner about yourself and a family member.

8

Unit 1

Language Instruction and Communication
Learning to Know

Think!
Who has similar hair in your family?

Objectives: Use target language to talk about physical characteristics.

Artistic Expression and Appreciation



Learning to Do

Paint Like Picasso!

Suggested materials: Slides or pictures of self-portraits of different artists; paper; crayons

Ask students if they have been to a museum, if they have seen paintings in museums or in their houses. Tell them that you will show them self-portraits of different famous artists. Try to use some self-portraits of Picasso along the years to show students how differently he painted himself. As they watch the paintings, ask them questions about the colors, the shapes, if they like them or not. Then, tell

them that they are going to make their self-portrait and that they can paint themselves however they want, using the colors and shapes that they want.

Give paper and crayons to students or any materials that you prefer, and ask them to do their self-portraits.

Then, put all the self-portraits on the classroom walls and tell them that their classroom is going to be a museum or a gallery and invite other groups to see their display. Encourage students to show their portraits to others and to talk about them.

Learning Linker

Show students page 6 and model what to do. Have them do the activity in class or for homework.

Exploration and Knowing of the World



Learning to Do

Objective: Learn about and compare facial features.

Suggested materials: A globe or map of the world; flags from different countries; pictures of percussion musical instruments

Preparation: None

Opening

Greet students and show them the flag of your country. Encourage students to identify it. Then say: *Do you know that there are different flags?*

Take out a map or a globe. Explain a little about the Earth. Show different countries and their flags.

Make students reflect that although we are all the same, we are different.

Active Learning



Look and listen. Circle the correct child.

Tell students that they're going to listen to two children describing themselves and that they have to circle the picture of the child that is speaking. Play the audio and check their answers.

Encourage students to describe each of the children in the pictures. Also, ask them to see if there are any similarities between themselves and the children.

Circle the child who looks most like you.

Ask students to look at the picture: *How are the children the same?* (They all have 2 eyes, 2 legs, nose, mouth, etc.) *How are they different?* (They have different skin/hair/eye color, etc.)

Ask them to look for the child that looks the most like them and to circle the picture.

Differentiated Instruction

Below Level: Point to the children and describe them for the students. Ask students to compare themselves to each child and to think if they look like any of them.

Above Level: Point to the children and ask students to tell you a characteristic of each one and to find the one that looks like them or a family member.

Closing

Have students talk in pairs and observe each other to find similarities and differences between them and talk about them. *My hair is red. Your hair is black. My eyes are blue. Your eyes are brown. We're different but we're the same!*

Ask the *Think!* question: *Does everyone in your family look similar to you?* Elicit answers. Help students realize that it is very important to love and respect others even when they look different, because in the end, we all live on Earth (point to the globe or map).

Extra Activity

 **Wearing Wigs**

Suggested materials: Two pipe cleaners per student; strips of yarn of different colors and styles

Look and listen. Circle the correct child.   



Think!
Does everyone in your family look similar to you?



Circle the child who looks most like you. 



Objectives: Learn about and compare facial features.

Unit 1

9

Give the pipe cleaners to students and help them follow the instructions:

1. Put the pipe cleaners together, twist the ends to make a crown that fits their heads.
2. Tie different strings of yarn all around the pipe cleaner crown and the wig is ready!

Have students go around the class until they find someone with similar "hair" to theirs.

They can use a pencil against their benches to make percussion sounds. Elicit percussion instruments: triangle, bells, maracas, etc.

Learning Linker

Show students page 7 and model what to do. Have them do the activity in class or for homework.

Artistic Expression and Appreciation



Learning to Be

Have students follow the rhythm of a song with their hands and stumping their feet.

Personal, Social, and Emotional Development



Learning to Live Together
Learning to Live with Others

Objective: Learn why it is important to like yourself.

Suggested materials: Big Book

Preparation: None

Opening

Greet students and tell them about a day when you were a child. Tell them: *My mom was angry with me one day when I was little. I went to the kitchen, took out the cereal box, and poured it all on the floor. I sat on the floor to eat the cereal.* Elicit why students think your mom was angry (because you were eating food from the floor).

Tell students that parents sometimes get angry, but at the end, they always love us.

Active Learning

6 Listen and order the pictures.

Tell students that they will listen to the story of a girl and her mom. Ask them to write numbers 1, 2 or 3 next to each picture as they listen to the story. Play the audio. Stop the audio as necessary and wait for students to identify each scene. Help them write the corresponding number. Check their answers as a class.

Then, ask students to stand up and get in pairs. Play the audio again and ask them to act out the story as they listen to it.

Differentiated Instruction

Below Level: Before listening, go through each picture and explain what is happening and/or ask students to describe what is happening.

Above Level: After listening, ask students: *What happened to Stella? How did her mother feel when she saw Stella?*

Tell a partner what you like about yourself.

Ask students: *What does Stella like about herself? What does her mother like about Stella?* Help students answer. Then ask them: *What do you like about yourself?* Encourage students to tell the class what they like about themselves, for example: *I like my hair. I like my eyes.*

Closing

Get students in groups of 3, ask them to look at each other, and then say what they like about their partners. They can say something physical (*Raul, I like your eyes.*) or something about their personalities or what they do (*Maria, I like your drawings.*).

Extra Activity

Mural about Me

Suggested materials: Large construction paper; paint; paint brushes

Tell students that they will work on a mural for their classroom where each of them will be represented.

Before starting the work, sit students in a circle and talk with them about what they like about themselves and why.

Listen and order the pictures.



Tell a partner what you like about yourself.

10 Unit 1

Personal, Social, and Emotional Development

Learning to Live Together
Learning to Live with Others



Objectives: Learn why it is important to like yourself.



Objective: Listen to, understand, and retell a poem about different types of hair.

Suggested materials: Playdough with different colors

Preparation: If possible, wear your hair differently.

Opening

Greet students. Ask them how they are and tell them that you're having a bad hair day. Tell them that sometimes your hair looks funny (you can make your hair look funny if you want to make students laugh).

Invite three students to the front, preferably with different types of hair, and ask the rest of the class if their hair looks the same or different.

Active Learning

7 Listen. Circle the funny hair.

Draw students attention to the pictures on the page. Ask them what they notice (there are several types of hair). Tell them that they are going to listen to a poem and that they have to circle the hair that looks funny.

Play the audio several times.

Differentiated Instruction

Below Level: Pause the audio at every line to make sure that students understand what

is said. Ask them to circle the funny hair after they have listened to each line of the poem.

Above Level: Pause the audio after two lines and ask students to repeat what was said. Ask them to point or circle the different hair, according to what they hear.

7 Listen and say the poem.

Play the track two more times. Then, ask students to stand up and say the poem as you play it again; have them act it out as well. Draw their attention to how different hair can be.

Then, ask students the *Think!* question: *What kind of hair does your teacher have?* Encourage them to use different adjectives: *curly, long, black, funny, crazy, etc.*

Closing

Sit students in groups of 5. Give each group some playdough with different colors. Tell them to make one person and their hair. Once they have finished, ask them to show their models and explain what kind of hair each person has. For example: *Luis has curly hair. Amanda has short hair.*

Extra Activity

John Changes his Hair!

Suggested materials: Copies of a drawing of the face of an adult (without hair); copies of blackline drawings of different hair types (long, short, curly, and straight) to fit the adult's face; crayons and scissors; cardboard

Distribute the copies among students. Tell students that the adult's name is John. Ask them to color the face and the drawings of different types of hair using any color

Listen. Circle the funny hair.

Literacy

Learning to Know

Think!
What kind of hair does your teacher have?

Listen and say the poem.

Objectives: Listen to, understand, and retell a poem about different types of hair.

Unit 1 **11**

they want. Then, have students cut out the drawings to change John's hair as they describe him: *His hair is yellow. His hair is long.* Once students have finished describing John, encourage them to paste John's face on a piece of cardboard. Tell students to paste the hair type they liked the most. Display students' work on classroom walls.

Phonemic Awareness



Learning to Know

Objective: Identify the short /e/ vowel sound.

Suggested materials: Picture or drawing of an elephant and of an ant

Preparation: None

Opening

Greet students. Ask them what they did the day before. Then, tell them that you went to the zoo and saw your favorite animal (show students the picture). Elicit what animal it is (*elephant*). Then tell them that you also like a very little animal (show them the picture and elicit *ant*).

Then, ask questions comparing the two animals: *Is the elephant big? Is the ant strong? Is the elephant pretty?* Every time you ask the question, stress the short vowel sound: /a/ and /e/.

Active Learning



Listen. Circle the pictures that start with e. Trace.

Ask students to act like elephants. Write on the board: *elephant*. Ask students if they recognize any of the letters (they should remember the *a*). Then read the word slowly stressing the beginning *e*. Repeat the /e/ sound and *elephant* several times.

Have students repeat after you. Have them point to the pictures and elicit the words. Play the audio and have students repeat the words.

Ask them to go through the pictures on their own and to circle the pictures that start with the /e/ sound. Monitor and check their answers.

Differentiated Instruction

Below Level: Go through the pictures, stopping at each word and asking students if they hear the /e/ sound. If they do, ask them to circle the picture.

Above Level: Write the words of the pictures on the board. Ask students to count how many have the /e/ sound (letter). Then, elicit the words and have them find the pictures and circle the ones that start with the /e/ sound.

Write a large *e* on the board, and invite some students to the front to trace the *e* on the board. Then, ask them to stand up and to write *e* in the air. After they have done it several times, ask them to go to their books and trace the letter. As they write, have them say the sound: /e/.

Closing

Hang the picture of the elephant on a classroom wall. Hang the picture of the ant on a different wall. Ask students to stand up. Say words that start with the short /e/ sound (e.g. *elephant, egg, eight*) and other words that start with the short /a/ sound (*ant, animal*). Ask students to go to the elephant if they hear the short /e/ sound at the beginning of the word. Ask them to go to the ant if they hear the short /a/ sound at the beginning of the word.

Listen. Circle the pictures that start with e. Trace.



12

Unit 1

Phonemic Awareness

Learning to Know

Objective: Identify the short /e/ vowel sound.

Extra Activity

What's the Sound?

Suggested materials: Drawings of different words starting with the /e/ sound and others with the /a/ sound.

Tell students that you are going to show them some drawings and that if the word starts with the /e/ sound, they have to raise their hands and that every time they see a word starting with the /a/ sound, they have to clap. Say the words as you show them.

Some drawings can be: *ant, egg, elephant, eight, apple, animal, Ernest, Anne*.

Learning Linker

Show students page 9 and model what to do. Have them do the activity in class or for homework.

Mathematical Thinking



Learning to Know

Objectives: Trace and write numbers. Match numbers and objects up to 9.

Suggested materials: Class 100 chart and large number cards; ten-frame work mats; 10 counters per student (can be bottle caps or poker chips, make sure that each set of 10 is identical)

Preparation: Calendar should have all the numbers except today's date.

Opening

Ten-frame Game

Sit students in a circle. Place a ten-frame card in the middle and model how to show different numbers. Always start from the left top row and fill in the top row before filling in bottom row. Place number card 6 next to the ten-frame, and use poker chips or bottle caps to fill in 6 squares. It is important that all the chips or caps are the same color and size so as to not confuse students.

Now hand out a ten-frame work mat and 10 identical counters to each student, as they sit in circle. Call out a number and have students build it. Have them help one another to get it right. Have students remove counters and start again.

Active Learning

Write numbers. Count and color.

Have students sit with books closed. Model how to write numbers in the air. Students repeat. Draw a ten-frame on the board and show how to draw large circles to show the number. Do several examples and leave the examples on the board. Ask students to complete the activities on the page. Monitor. Check as a class.

Differentiated Instruction

Below Level: Make sure students recognize the numbers from 1 to 9. Reproduce the page in cards and color the number of circles. Have students look at them and do the exercise in their book.

Above Level: If you have the opportunity, open the web page: <https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Ten-Frame/> and have students do the first activity.

Have students sit on the floor by the 100 chart. Ask the class to count to 20 as you point to the numbers. Go backwards too. Have an erasable marker and say a number from 1–10. Ask volunteers to go up and circle it. Ask students to repeat the number out loud. This can be done in pairs as a race. Ask what number comes after or before.



Write numbers. Count and color.

5

6

7

8

9



○	○	○	○	○
○	○	○	○	○

○	○	○	○	○
○	○	○	○	○

○	○	○	○	○
○	○	○	○	○

○	○	○	○	○
○	○	○	○	○

○	○	○	○	○
○	○	○	○	○

Objectives: Trace and write numbers. Match numbers and objects up to 9.

Unit 1

13

Closing

Give students an erasable marker and ask them to draw a shape on one of the numbers of the 100 chart. Have them say, what they drew and the number as they leave:

S: I drew a triangle on 14.

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

S: Good-bye!

Physical Development and Health



Learning to Be

Place some large pattern block pieces on tables and ask students to hop, walk, jump, or crawl to get a shape. Have them tell you which shape it is.

Learning Linker

Show students page 10 and model what to do. Have them do the activity in class or for homework.

Language Instruction and Communication

Learning to Know



Objective: Use target language to compare different types of hair.

Suggested materials: Large pictures of three different people with clearly different physical characteristics (hair length and type, eye color, etc.)

Preparation: None

Opening

Greet students. Put the pictures on the board. Give each a name. Then, ask students to look at the pictures and to try to remember their characteristics (e.g., hair/eyes color). After 30 seconds, put the pictures away. Say statements about the pictures and have students say *yes* or *no* depending if the statement is true or not; e.g., *Roberto's hair is short. Claudia's eyes are blue.*

Active Learning

Listen and match.

Ask students to open their books and to look at the pictures of the three children. Ask them to say one or two things about each of them. (Point to a picture and ask students: *Is her hair short or long?*) Elicit answers. Then read the name of each of the children and encourage students to repeat.

Tell students they are going to listen to the children's description and they have to draw a line to connect the picture with the name. Play the audio a couple of times. Ask students to identify which child is being described. Encourage students to draw a line to match them. Monitor and check.

Differentiated Instruction

Below Level: Pause the audio after each sentence, repeat the sentence, and read each of the names. Ask students which student is being described and guide them to match the picture to the corresponding name.

Above Level: Read the names to students, play the audio and have them match the picture to the corresponding name. Then call out one or two characteristics of each student in the pictures. Do it at random. Encourage students to say the corresponding student's name aloud.

Choose a picture and tell a friend.

Ask students to choose a picture. Have them work in pairs and say sentences describing the hair of the student in the picture they chose. Encourage them to use two adjectives each time, for example: *Her hair is curly and brown.* Monitor and provide help as necessary. Finally, draw students' attention to the students' hair color and ask them if they are the same or different.

Then, ask students the *Think!* questions: *Can you change the color of your hair? How?* Elicit answers and ask them if someone they know has changed their hair color.

Listen and match.



Language Instruction and Communication

Learning to Know

Marian

Tommy

Lisa

Choose a picture and tell a friend.

14

Unit 1



Think!
Can you change the color of your hair? How?

Objectives: Use target language to compare different types of hair.

Extra Activity

My Hair Is the Right Hair

Suggested materials: Paper; crayons

Tell students to draw a friend whose hair they like the most.

Tell them that it is okay to like other people's hair or other people's things, but that they should always love themselves first. Have them share their drawings with the rest of the class.

Closing

Go back to the three pictures you brought to class. Ask students to describe each person's hair. Tell them that they have to say two characteristics: *Her hair is long and blond. His hair is black and curly.*

Learning Linker

Show students page 11 and model what to do. Have them do the activity in class or for homework.

Exploration and Knowing of the World



Learning to Do

Objective: Learn about and compare different types of hair (curly, straight, wavy).

Suggested materials: Materials to make a wig (paper, colored pencils, strips of yarn, glue); a wig (for the teacher to show and clarify the meaning of the word); fingerpaints

Preparation: Cut out paper bands to fit students' heads, like the ones shown on this page (one per student). Make sure you have pieces of yarn or paper to represent wavy, straight, and curly hair, as well as short and long.

Opening

Greet students. Tell them they're going to make a wig. If necessary, wear a wig to clarify the meaning of the word.

Active Learning

Make a wig.

Divide the class into groups. Assign each group a type of hair: *curly, long, short, wavy, straight, black, blonde, brown*. Give students the materials to make their wigs (paper bands, colored pencils, strips of yarn or paper, glue). Help them:

1. Color the paper band and stick the edges to make a circle.
2. Choose the yarn or paper strips depending on the color texture or length you assigned to each child.

3. Stick the yarn or paper strips to the band.

After students have finished their wigs, ask them to describe their new hair: *My new hair is long and curly.*

Differentiated Instruction

Below Level: Give students the specific yarn or paper strips that they need according to the hair style they have.

Above Level: Have them describe their actual hair and the wig by saying: *My hair is straight and blond, but my new hair is long and curly.*

Play a game using wigs.

Master Wig

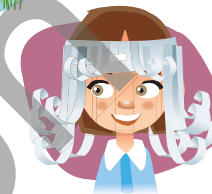
Play a game using wigs. Have a wig and put it on. Ask students to form a group, according to the number you say; for example, say: *Get in groups of 3!* Students form groups of three. If a student is left out, they get the *Master Wig* and give instructions to the rest. Repeat the procedure till 2 or 3 *Master Wigs* have called out the numbers.

Ask students the *Think!* question: *Can you take your hair off? How can you change your hair?* and elicit answers.

Closing

Encourage students to compare their wigs. Tell them that they are going to share the wig they made with another student. Collect wigs and give each student a different wig. Ask them to wear the wigs and describe their new hair.

Make a wig.



Play a game using wigs.

Objectives: Learn about and compare different types of hair (curly, straight, wavy).

Think!
Can you take your hair off?
How can you change your hair?



Unit 1

15

Extra Activity

Hair Survey

Suggested materials: A handout in color with 5 columns: *curly, straight, wavy, brown, blonde* (represent each category with a drawing at the top of each column).

Distribute handouts and tell students they are going to investigate how many people in the class have a certain type of hair. Review the categories and ask them to move around observing each other's hair and to tally each category when they find someone with hair that corresponds to a category. When they have finished, ask them to count the tally marks and to share their results.

Help students count if necessary. Have them compare answers and then check them with the whole class. Note that some students might fall into two categories.

Learning Linker

Show students page 12 and model what to do. Have them do the activity in class or for homework.

Personal, Social, and Emotional Development



Learning to Live Together
Learning to Live with Others

Objective: Take care of and respect themselves.

Suggested materials: The puppet; a hairbrush; sheets of paper; crayons

Preparation: None

Opening

Have the puppet greet students and ask them how they are. Then the puppet says: *Today I'm not happy. I'm sad. Ask: Why are you sad?* The puppet says: *I'm sad because I lost my brush. How am I going to brush my hair?* Say: *It is your lucky day! I have a new brush.* The puppet says: *Thank you! I'm happy now.*

Ask students if they ever feel sad when losing something. Elicit examples. Then ask them when they feel happy. Elicit examples.

Active Learning

Look and draw a happy or a sad face.

Talk about taking care of oneself. Elicit what things students should do to take care of themselves.

Have them look at the pictures in their book. Help them say what they see: *I see a girl. I see fruit.* Ask students if they notice anything. Help them decide that eating with dirty hands is not good for one's health. Encourage them to draw the correct face.

Differentiated Instruction

Below Level: Ask students to observe the pictures and ask specific questions about them. As you go through each picture, ask: *Is it a boy or a girl? Who is the girl? Is the girl's hair long?*

Above Level: Ask them to look at the pictures and to tell you what is happening by giving you different sentences, such as: *The girl has black hair. The girl has black eyes.*

Ask students the *Think!* question: *What can happen if you don't wash your hands before you eat?* Help students understand that dirt has germs and makes us sick. Help them say we should always wash our hands before touching food.

Closing

Ask students about different ways of taking care of themselves (brush their teeth, take a shower, eat healthy, etc.). Tell them that taking care of themselves is a way to feel happy because they are clean, healthy, and strong. Then, hand out sheets of paper and crayons and ask them to draw a way of taking care of themselves every day. Collect their drawings and put them up on the walls. Have students talk about the pictures.

Extra Activity

My Care Chart

Suggested materials: Construction paper; old magazines; scissors; glue

Sit students in groups of three. Give each group a piece of construction paper and old magazines. Have them cut and paste

Look and draw a happy or a sad face.



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



Think!
What can happen if you don't wash your hands before you eat?

16

Unit 1

Objectives: Take care of and respect themselves.

the following things: *toothbrush, shower, hairbrush, fruits, and vegetables.*

Ask them to take their *My Care Chart* home and every time they take care of themselves (brush their teeth, take a shower, brush their hair, eat fruits and vegetables) they need to draw a happy face next to the activity. After a week or so, ask them to bring their *My Care Chart* back to the class and share it with the class.

Learning Linker

Show students page 13 and model what to do. Have them do the activity in class or for homework.

Literacy



Learning to Know

Objective: Listen to, understand, and sing a song about what students like about themselves.

Suggested materials:

The story of *Tangled*; many bottle caps (or coins, little stones, etc.)
<https://en.wikipedia.org/wiki/Tangled>



Preparation: None

Opening

Greet students. Tell them the story of *Tangled*. If you have the opportunity, you can see it with them in the classroom. Ask how many people they know with long hair.

Active Learning

 **Listen and sing. Circle the children with long hair.**

Ask students to look at the picture. Elicit what they can see. Tell them that they are going to listen to a song about the picture. Play the audio several times and invite students to sing it with you and act it out. Then have students count the children they see in the picture. Ask them to find the ones that have long hair, count them again, and circle the corresponding pictures. Monitor and check students have circled the correct pictures.

Differentiated Instruction

Below Level: Count with students the number of children, and then how many have long hair.

Above Level: Ask them to observe the pictures and then to close their eyes and to try to remember how many students have long hair. Elicit answers.

Then, play the audio again and have students say what the students in the audio liked about themselves.

Closing

To identify the adjective *long* in other contexts, ask students to stand up and get in line. Move two or three students to a different line, then say: *This is a loooooong line. This is a short line.* Have students look around and find someone in the class wearing a long skirt or long pants. Finally, invite students to make a long line before they leave the classroom.

Extra Activity

 *As Long as a River*

Suggested materials: Plastic bottle caps; box

Put the bottle caps in a box, divide the class into two teams, and tell students that they have to make a long line using the bottle caps.

Have each team stand in line and place the box on the other side of the room. Tell them that they have 3 minutes to make a line; one by one they have to run to pick a cap, run back, and place it on the floor. The next

 **Listen and sing. Circle the children with long hair.**  



Objectives: Listen to, understand, and sing a song about what children like about themselves.

Literacy

Learning to Know

Unit 1

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student then runs, takes a cap, and places it next to the other cap on the floor and so forth. Emphasize that they can't move until the previous student is finished. When the 3 minutes are over, the team with the longest line wins.

Phonemic Awareness



Learning to Know

Objective: Identify words with the short /i/ vowel sound.

Suggested materials: A cardboard letter *i* (the stick and the dot separate); the puppet

Preparation: Draw the letter *i* and cut it out.

Opening

Greet students, tell them that the puppet left a present but you don't know what it is. Take out the two parts of the letter *i*, observe them, and try to figure out what it is and how it goes. Stick them on the board (in the correct form) and tell students that maybe you will find the answer to the mystery in their book.

Active Learning

11 Listen. Color the words with a short *i* sound. Trace.

Ask students to open their books. Draw their attention to the picture of the igloo and ask them what it is. (Do not say anything about the *i* yet. If a student finds the *i* in the book, thank them.) Elicit answers; then write *igloo* on the board. Read the word several times, pointing at each letter. If students haven't noticed that the puppet has given you a letter *i*, ask yourself what it is until they realize it. Say: *Oh, yes! I see what the puppet gave me! He gave me the /i/ sound! I love it! Let's see where else we can find the /i/ sound.*

Draw students' attention to the *iguana*. Help them say what it is and ask them if it has the /i/ sound. Point to other pictures that begin with the /i/ sound. Ask students to listen to the audio and point to the pictures. Play the track again and have them say the words. Ask them to look at the pictures and have them color those that start with the short /i/ sound.

Differentiated Instruction

Below Level: Point at the pictures and say every word slowly. If necessary, separate each sound so students identify the /i/ sound in each of them. Have them color the correct pictures.

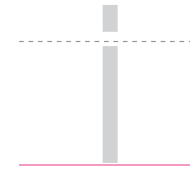
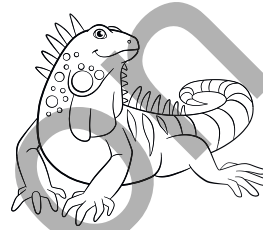
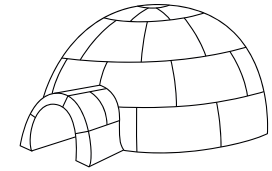
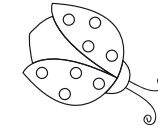
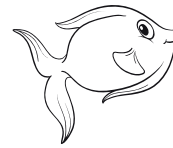
Above Level: Do not say the words to students. Have them identify them themselves. Then ask them to find the ones that sound like *igloo*. Check their work.

Tell students that the puppet taught you how to write the *i*, and that it is very easy. Write a large *i* on the board. Invite them to write a large *i* in the air and then to write it in their books.

Closing

Write randomly on the board the following words: *igloo, iguana, Indian, ink, milk, ant, art, man, egg, elephant, hen*. Then ask a student to come to the front and have them circle a word that starts with the short /i/ sound. Repeat the action with more students. Finally, read all the words that start with short vowel /i/ sound.

11 Listen. Color the words with a short *i* sound. Trace.



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Unit 1

Objectives: Identify words with the short /i/ vowel sound.

Extra Activity

Where Do I Stand?

Suggested materials: Drawings of: *ant, apple, actor, igloo, iguana, Indian, ink, elephant, egg, elevator*; large letters *a, e,* and *i*

Invite 3 volunteers to the front. Ask them to turn around or close their eyes as you stick 3 drawings on the board (one for each vowel sound). Give a letter to each student and when you say *Go!*, they have to run and stand next to the drawing that starts with the sound of the letter they're holding. Repeat the game with different students.

Learning Linker

Show students page 14 and model what to do. Have them do the activity in class or for homework.



Objective: Use target language to talk about what students like about themselves.

Suggested materials: None

Preparation: None

Opening

Greet students. Tell them that you're happy because you are going to have lunch with your mother later that day. Then, tell them that you like your mother very much, that you like her eyes, her hair, and her smile. Ask them what they like about their parents or any other close relative.

Tell them that it is nice to like others, to appreciate what others are and have.

Active Learning

 **Listen. Circle what the children like about themselves.**

Draw students' attention to the pictures. Ask them questions, such as: *What color are the girl's eyes? What color is her hair? What color are the boy's eyes?*

Differentiated Instruction

Below Level: Ask students to point to the student that has: green eyes, brown eyes, long hair, short hair, etc.

Above Level: Ask students to observe the pictures and to say sentences describing

the students. For example: *The girl's eyes are green. The boy's eyes are brown.*

Then, tell students that they are going to listen to the children saying things they like about themselves. Play the audio a couple of times. If necessary, pause it after a couple of sentences.

After listening, ask the following questions: *Does the girl like her eyes? Does the boy like his eyes? Does the girl like the boy's hair?* Encourage students to answer and circle what the students like about themselves.

Draw what you like about yourself. Tell a friend.

Ask students: *Do you like your eyes? Do you like your hair?* Ask them to draw in the space provided what they like about themselves.

Closing

Invite one student to the front and tell them that they have to mime what they like about themselves. For example, *I like my hair.* The rest of the class has to guess what the student is saying. Repeat the activity with others, but ask them to also mime what they like about others. For example, *I like Maria's eyes.* Help them act it out.

Extra Activity

Family Survey

Suggested materials: Pieces of paper; crayons (you can prepare the chart, photocopy it, and give it to each student)

Preparation: Prepare a graph. Write on the left side of the paper in a column: *Mom, Dad, Grandma, Grandpa.* On top, draw: *eyes, mouth, nose, hair, ears.*

 **Listen. Circle what the children like about themselves.**



 **Draw what you like about yourself. Tell a friend.**

20

Unit 1

Objectives: Use target language to talk about what students like about themselves.

Tell students that they will conduct a *Family Survey* to know what their family likes about themselves and then they have to complete the chart with the information obtained just by checking next to each person and below the part of the body that they like.

Help them report their results a couple of days after, by saying: *My mother likes her hair. My father likes his eyes.*

Learning Linker

Show students page 16 and model what to do. Have them do the activity in class or for homework.

Exploration and Knowing of the World



Learning to Do

Objective: Explore the idea that type of hair may vary in different parts of the world.

Suggested materials: Pictures of people from different parts of the world (for example, Japan, India, Brazil, Norway); a globe or world map

Preparation: None

Opening

Greet students. Tell them that a friend of yours is visiting this week and that he comes from Brazil. Ask them if they know where Brazil is. Show them the map or globe. Point to your country and then to Brazil. Ask them what they know of this country. Show students the picture of the Brazilian person and say that he/she is your friend. Tell them that you have friends in other parts of the world; that you have a friend from Japan. Show them the picture and point to Japan on the globe or map. Do the same with the other nationalities.

Then, ask them if those people have different characteristics. Elicit the shape of their eyes, skin color, hair, etc. Make them reflect that although different, we all are the same.

Active Learning

Listen and match.

Draw students' attention to the pictures in their books. Ask them if they have seen

someone with red hair. Tell them that in some countries, to have red hair is very common. Then tell them that they are going to listen to the description of each picture and that they have to match the pictures with the stars, according to what they hear in the track.

Play the audio twice as students draw lines from the pictures to the stars. Monitor and check their answers.

Differentiated Instruction

Below Level: Play the audio and pause it after each line to check students' comprehension. If necessary, repeat what they say.

Above Level: Play the audio twice and ask them to tell you what they heard. It is all right if they say isolated words or short sentences.

Closing

Review the information presented in the audio. Using the globe or world map, show them where Asia, Norway, and Ireland are. Then, ask them to say sentences such as: *There are students in Ireland with red hair. There are students in Norway with blonde hair. There are students in Asia with black hair.*

Ask students the *Think!* question: *What kind of hair do you have in your family?* Encourage them to think of someone in their family and to draw their hair. Then, have them describe their drawing.

Listen and match.



Objectives: Explore the idea that type of hair may vary in different parts of the world.

Exploration and Knowing of the World

Learning to Do



Think!
What kind of hair do you have in your family?



Unit 1

21

Extra Activity

World Presentation

Assign a country to students and help them investigate what people look like in general.

Have them present their research to the rest of the class. Encourage them to bring visual aids or maps.

Learning Linker

Show students page 17 and model what to do. Have them do the activity in class or for homework.

Personal, Social, and Emotional Development



Learning to Live Together
Learning to Live with Others

Objective: Understand that everybody looks different and that it is important to be kind to each other.

Suggested materials: The puppet

Preparation: None

Opening

Have the puppet greet students and have the following conversation with you. It says: *Hi! You are my best friend!* Answer: *Really?* Aw! *You're a very good friend to me, too.* The puppet says to students: *Miss (your name) and I are best friends. We are different! Do you have a best friend?*

Have students answer. Continue. *Are they different from you? Is it important to be different? No! What is important is to be friends and to respect each other.*

You are right, friend!

Active Learning



Listen and answer. Is the boy different? Why? Tell a friend.

Ask students to look at the picture and to describe it. Then, ask them: *What is different about one boy?* Ask about the children's characteristics as well. Also, ask them how they think the new boy is feeling. Answers will vary.

Tell students that they are going to hear the story. Play the audio twice.

After they have heard the story, ask students if they think the boy is different or not and why. Encourage them to share their answers in pairs. Monitor and check. Then, ask: *Do they want to be friends?*

Elicit answers as a class and help students realize we all can be friends despite our differences.

Differentiated Instruction

Below Level: Pause the audio after each sentence and ask specific questions about each sentence to check comprehension.

Above Level: Ask students to retell the story. They can use their own words.

Closing

Discuss with students if it is important or not to look the same as others. Ask them to think of the people they like and if they are similar or different. Also, ask them what they think is the most important part of a person; *Is it the way they look? Is it their hair? Their eyes?* Ask them to reflect on that and to give you their opinions.



Have students reflect on the importance of *kindness* and ask for examples of kindness.

Extra Activity

Same Masks

Suggested materials: Paper masks (one for each student)

Give each student a mask. Ask them to wear it, and ask them to walk around the

Listen and answer. Is the boy different? Why? Tell a friend.  

Personal, Social, and Emotional Development

Learning to Live Together
Learning to Live with Others



22

Unit 1

Objectives: Understand that everybody looks different and that it is important to be kind to each other.

class talking and looking at each other. After they've walked for a little while, ask them to take the masks off and tell how they felt when everyone was wearing a mask. Answers will vary. Then, ask them if they thought it was fun to see different people, to talk to different people, and to have friends that do not look the same as you. Tell students that human beings are all different and that that is the fun part of it: to learn from others and to appreciate differences!

Learning Linker

Show students page 18 and model what to do. Have them do the activity in class or for homework.

Literacy



Learning to Know

Objective: Listen to, understand, and retell a story about daily routines.

Suggested materials: Students' pajamas; pillows or cushions

Preparation: Ask parents to bring their children's pajamas to school.

Opening

Greet students. Say: *Good morning!* Say that it is a beautiful day and draw a sun on the board. Say that you love daytime, but that sometimes you also like nighttime. Draw a moon on the board. Ask students: *What do you prefer? Day or night? What do you do during the day or during the night?* Elicit answers.

Active Learning

15 Listen and say what the problem is.

Ask students to look at the pictures and ask them what is happening in each of them. Elicit answers and help with any vocabulary they don't know.

Differentiated Instruction

Below Level: Say an action (for instance, *brush your teeth*) and ask students to point to the corresponding picture. Repeat with different activities.

Above Level: Have students tell you what is happening in each picture. Then ask them specific questions such as: *Where is the boy? What time of day is it?*

Tell students they will listen to the story. Play the audio twice. Encourage students to point to the pictures being described. Then, play the audio again and ask them to act out every action mentioned (*put on pajamas, go to sleep, brush your teeth, etc.*).

Ask students to look at the pictures again and decide if those are actions they do in the morning or at night. Have them draw a sun or a moon next to the pictures depending on the time of day they do those activities.

Closing

Sing the song *This is the Way We Brush our Teeth* with students. Sing using different actions such as: *This is the way we brush our hair. This is the way we get dressed. This is the way we wash our face.*

As you sing with students, act out every action.

Extra Activity

Pajama Party!

Ask students to wear their pajamas to class and to bring a toothbrush (if they don't have one in class already). Tell them that they are going to have a *Pajama Party* at school!

If possible, have pillows or cushions for students to "sleep" on.

Try to follow a "routine" that students would normally follow at home:

Listen and say what the problem is.



Literacy

Learning to Know



Think!
Is it day or night when you put on your pajamas?



Objectives: Listen to, understand, and retell a story about daily routines.

Unit 1

23

- Brush their teeth and maybe wash their face.
- Listen to a story.
- Sleep.

After they have spent some time "sleeping", ask them to wake up.

Ask them the *Think!* question: *Is it day or night when you put on your pajamas?* Elicit answers.

Phonemic Awareness



Learning to Know

Objective: Identify words with short /o/ and /u/ vowel sounds.

Suggested materials: None

Preparation: None

Opening

Greet students. Tell them that you have 2 new sounds that you want to share with them. Draw on the board the letter *o* and the letter *u*. Make the sounds, asking them to listen carefully to identify the difference in the sounds.

Then, draw the following on the board: *umbrella, octopus, olive, up, under, on*. Say the words and have students repeat after you. Then, ask them to think what sound they belong to. Elicit answers and help with pronunciation when necessary.

Active Learning

 **Listen. Match the pictures to their sound. Trace.**

Draw students' attention to the picture of the octopus and the umbrella. Ask them if they know the words. Say the words and have students repeat after you. Then, ask them to observe the pictures. Tell students to listen to the audio and point to the pictures. Play the audio again and have them say the words. Then, point to the letter *o*. Say the sound twice and have students repeat. Encourage them to identify which

words start with that sound and ask them to trace a line from the corresponding pictures to the letter. Monitor their work and help when necessary. Do the same with the /u/ sound. Check their answers.

Differentiated Instruction

Below Level: Say the words of all the pictures and write them on the board. Point to the picture and to the word on the board. Have students match and trace.

Above Level: Read each word to students and have them draw the letter of the sound they hear in the air. Then, check the words again and have them match them with their corresponding sounds.

Finally, show students how to represent the /o/ and the /u/ vowel sounds. Ask them to draw them in the air; then, ask them to trace them in their books. Help if necessary.

Closing

Draw on the board: *umbrella, old, on, under, onion, uncle*, and write the words without the *o* and the *u* next to the drawings.

Ask a volunteer to the front, point at the picture, and say the word. Have the student complete the word with the correct sound. Finish the activity with different students.

Extra Activity

Word Wall

Suggested materials: Drawings of words using the five initial short vowel sounds (write the corresponding word below the pictures; leave the vowel sound blank); one drawing per student

 **Listen. Match the pictures to their sound. Trace.** 



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Unit 1

Objectives: Identify words with the short /o/ and /u/ vowel sounds.

Give each student a drawing and have them color it and complete the word with the correct vowel sound. Then, ask them to put their drawing up on a wall. Put all the words together and keep them there for students to look at.

Learning Linker

Show students page 19 and model what to do. Have them do the activity in class or for homework.

Mathematical Thinking



Learning to Know

Objectives: Match numbers and objects.

Suggested materials: Ten-frames; 10 counters per student; number cards; small objects to sort by color or size (can be papers cutouts)

Preparation: Draw 2 or 3 large ten-frames outside on blacktop or use tape to make a large ten-frame in the classroom.

Opening

Ten-frame Game

(Can be played inside or outside, depending on space.)

Give a number card to a student and ask them to organize some of their friends in the ten-frame to match this number. Help student. Then, give another card to another student and have them do the same. Continue with the game until all have participated. Make sure that students are all counting and can see how to do this. Always fill the top row from left to right, and then the bottom row from left to right.

Active Learning

Count. Color. Write.

Have students sit on the floor in front of the white board. Draw a large ten-frame and six dots. Ask students what number you should write under the frame. Then write a number under the ten-frame and ask some students

to come up and draw the correct number of dots. Make sure that students know they should start in the top left and fill in the top row first. Say: *Now go back to your seats and open your books. You can start working by yourselves.*

Walk around and help the students do the activity.

Differentiated Instruction

Below Level: Use various objects (big and small). Have students sort them by size (big on one side, small on the other).

Above Level: Use various objects with other characteristics and have students sort them (size, color, texture, etc.).

Extra Activity

Patterns

Suggested materials: large paper shapes

Hand out a large shape to each student and play the pattern game inside or outside. (Same as in Week 1 or 3.)

Closing

Give an erasable marker to each student and ask them to draw a shape on one of the numbers of the 100 chart. Prompt students to say the shape before they leave.

S: I drew a square on number 20.

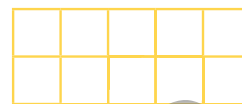
T: That's great/super/wonderful! Thank you!
Good-bye!

S: Good-bye!

Count. Color. Write.



9



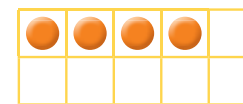
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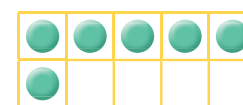
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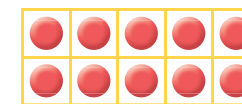
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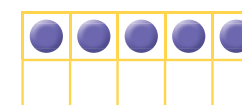
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Objectives: Match numbers and objects.

Unit 1

25

Physical Development and Health



Learning to Be

Act out activities with the students: washing hands, face, feet, and brushing teeth and hair. Place some large shapes around the classroom and combine with commands:

T: Run to a triangle or a square and brush your teeth.

S: I am brushing my teeth here!

Learning Linker

Show students page 20 and model what to do. Have them do the activity in class or for homework.



Objective: Use target language to talk about daily routines.


Suggested materials: None

Preparation: None

Opening

Greet students. Ask them what they do every day before going to school. Answers will vary. Tell them what you do every day before going to work: *I take a shower, I get dressed, I have breakfast, and I brush my teeth.* Act out each action and ask them to act them out with you.

Active Learning

 **Listen, cut out, and paste what you use for each action. Say.**

Draw students' attention to the objects in their books. Ask them if they know what they are. Say each of the items and have them repeat after you.

Call students' attention to the cutouts. Ask them when they use each of the objects. Ask them if they wear pajamas when they take a shower; if they use the toothpaste when they brush their teeth; etc. Then, have them cut out the pictures. Tell them that they will hear a story and that they have to paste the cutouts under the corresponding action.

Play the audio a couple of times as they work. Stop the audio when needed.

Check their answers. Encourage them to say each action aloud as they point to the corresponding pictures.

Differentiated Instruction

Below Level: As they listen, elicit answers as a class and indicate to students where each of the objects should go.

Above Level: After they have finished their work, have students think about one more object to add to each category.

Closing

Ask students to stand up. Tell them that you will give them several instructions for them to act out. Say: *I brush my teeth. I wash my hands. I put on my pajamas. I get dressed. I have dinner. I brush my hair.* Repeat the sentences but faster this time.

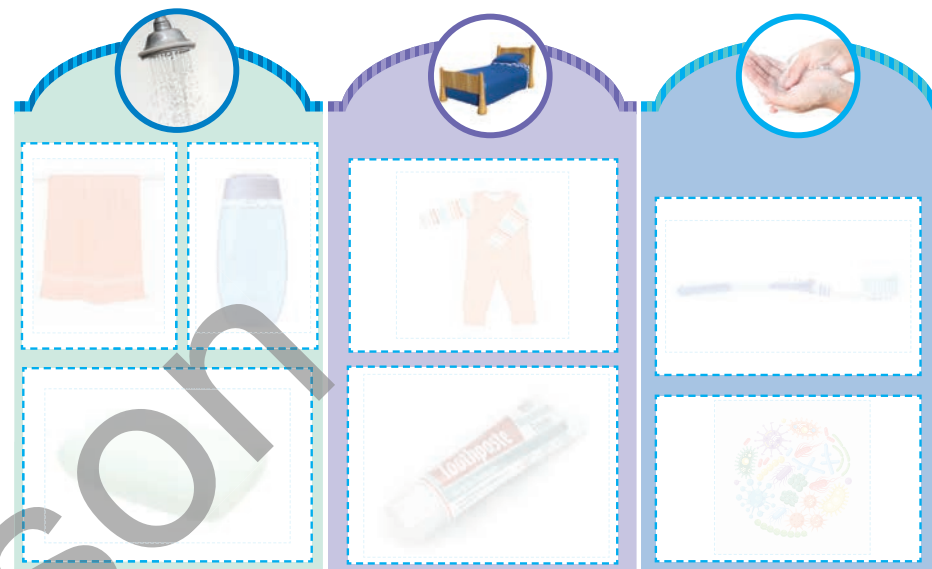
Extra Activity

Guess the Object

Suggested materials: Flashcards of: a bar of soap, a toothbrush, toothpaste, a towel, pajamas, a bed, shampoo; a bag

Show students the flashcards. Elicit the vocabulary. Put all the flashcards in a bag. Invite a student to the front and ask them to take out a drawing. The student looks at it but doesn't show it to the rest. Then, the rest of the class has to guess what it is. *Is it big? Is it small? Is it for the teeth? Is it for the hair?* Keep asking until they guess what the object is.

Listen, cut out, and paste what you use for each action. Say.    



Learning Linker

Show students page 21 and model what to do. Have them do the activity in class or for homework.

Exploration and Knowing of the World



Learning to Do

Objective: Learn about how to keep your hands clean and prevent germs from spreading.

Suggested materials: None

Preparation: None

Opening

Greet students and say: *How are you? Sneeze. Cover your mouth with the inside of your arm. Then, ask students why it is important to cover your mouth when you sneeze. Answers will vary. Tell them that it is important to cover your mouth because you don't want to spread germs everywhere! Say that it is important to cover your mouth with your arm so your hand doesn't get germs. Ask them to pretend they are sneezing or coughing and to cover their mouths properly.*

Active Learning

 **Listen. Draw a dirty hand and a clean hand.**

Ask students if they know what germs look like. *Are they small? Are they big? What color are they?* Tell them that there are many types of germs and that even though we cannot see them, they are there.

Ask them how they can protect themselves from germs. Elicit that they can protect themselves from germs by washing their hands frequently.

Tell them that they are going to listen to a song. Play the audio two or three times and have students sing it and act it out.

Ask them to draw a dirty hand and a clean hand. Monitor and provide help as necessary.

Differentiated Instruction

Below Level: Ask students yes/no questions such as: *Do you wash your hands before you eat? Do you wash your hands after you go to the bathroom? Do you wash your hands after you play?*

Above Level: Ask additional questions such as: *When do you wash your face? When do you brush your teeth? How do you wash your hands?*

Ask students the *Think!* question: *When do you wash your hands?* Answers will vary. Encourage students to see that it is especially important to wash their hands before eating, after going to the bathroom, or after touching something dirty.

Closing

Ask students to get into 3 teams. Tell them that one team is going to be germs, another team is going to be soap, and the other one is going to be water. Tell them that you will tell a story and that they all have to act out what they hear. Tell the following story:

Germs, germs are everywhere: In the park, in the car, in the house. But we can always attack them with soap and water. Water! Get on the germs! Soap! Finish them! Soap and water wash, wash and wash away all the germs!

 **Listen. Draw a dirty hand and a clean hand.** 

Exploration and Knowing of the World

Learning to Do

Objectives: Learn about how to keep your hands clean and prevent germs from spreading.

Think! When do you wash your hands?

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Extra Activity

Anti-germ Squad!

Materials: Drawing of a soap that says: *Anti-germ Squad* (one per student); safety pins

Tell students that they are going to protect everyone in the class and their families from germs. Tell them that they are going to be part of the *Anti-germ Squad*. Give them the drawing of the soap and ask them to color it. Then, with a safety pin, pin the soap to their shirt, and tell them that they are now members of the squad and that they should observe others and ask them to wash their

hands whenever they think they need it and when they might have gotten germs.

After a couple of days, ask them if they have saved anybody from germs and if they have kept themselves safe from germs. Have them share their experiences.

Learning Linker

Show students page 22 and model what to do. Have them do the activity in class or for homework.

Personal, Social, and Emotional Development



Learning to Live Together
Learning to Live with Others

Objective: Raise awareness of importance of good habits when sneezing.

Suggested materials: The puppet

Preparation: None

Opening

Greet students using the puppet. Ask them how they are and then have the puppet sneeze without covering its mouth. After it has sneezed, make a face of surprise and ask students if the puppet has done the right thing.

Ask students to tell the puppet what he should do when he sneezes and why it is important to do it.

Active Learning

19 Listen and number the pictures.
Which picture is correct?

Ask students to listen to the audio and to imagine what is happening. Ask them: *What is happening? Who is talking?* Elicit answers. Play the audio once more and ask them: *What happened to the germs?*

Draw students' attention to the pictures and ask them to number the pictures in the order they are described. Encourage them to circle the picture showing the best way to sneeze. Monitor and check.

Ask them the *Think!* question: *What do you do when you sneeze?* Discuss their answers and tell them that the best way to protect themselves and others when sneezing is by covering their mouth with the internal part of their arm or their elbow. Model.

Differentiated Instruction

Below Level: Ask questions about the pictures: *Is it correct to sneeze without covering your mouth? Do you protect yourself when you don't cover your mouth?*

Above Level: Tell students to teach the puppet how to sneeze. Have them act out a conversation between the puppet and themselves.

Closing

Ask students to go through the pictures again, to observe the first and the second pictures and to imagine that they can talk to one of those students. Ask them what they would tell them.

Extra Activity

Sneezing Rules

Suggested materials: Paper; crayons

Tell students that they are going to make sneezing rules for the class. Give them paper and crayons and have them draw pictures that show the correct way of sneezing. When they have finished, ask them to describe their pictures and then put them all up on the walls as reminders.

Listen and number the pictures.
Which picture is correct?



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Learning Linker

Show students page 23 and model what to do. Have them do the activity in class or for homework.