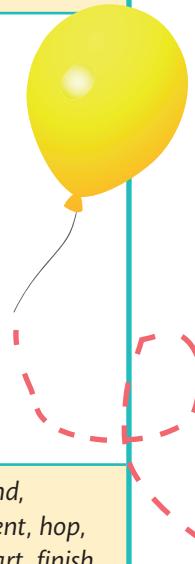


Unit 1 Weeks 1 to 4



Critical Thinking Learning to Be	Reflect and answer the question <i>Who do you like to play with?</i>
Communication Goals Learning to Live Together Learning to Live with Others	What games do you like to play? Where do you like to play with your friends?
Literacy Learning to Know	Make predictions about a story. Make inferences. Distinguish between fantasy and reality in a story. Put events in sequential order.
Phonemic Awareness Learning to Know	/m/ sound: <i>milk, mangoes</i> /s/ sound: <i>snake, stop, sleep, sun, sand, sad, school</i>
Mathematical Thinking Learning to Know	Identify and name basic shapes. Write the missing numbers. Follow a sequence pattern. Identify and write the missing numbers in a calendar. Count and write numbers to 50.
Physical Development and Health Learning to Be	Understand the importance of personal hygiene.
Language Instruction and Communication Learning to Know	Describe their physical characteristics and those of others. Talk about different feelings and why they are important. Talk about school activities in different locations at school. Ask and answer questions about themselves.
Exploration and Knowing of the World Learning to Do	Learn to take care of different things at school. Identify new people at school and find out who they are. Talk about likes and dislikes. Compare personal knowledge.

Personal, Social, and Emotional Development Learning to Live Together Learning to Live with Others	Express likes and dislikes. Express how they feel by using target language. Develop their understanding of the concept of self. Understand the importance of behaving respectfully towards others.
Artistic Expression and Appreciation Learning to Be	Sing and perform actions indicated in a song.
Suggested Target Language	<i>I like (milk). Do you like my drawing? I like it. It's beautiful. I don't like it. It's not very good. What's your name? How old are you? Where are you from? Do you like school? Today is Monday, September 2, 2019. We are in the classroom. I like to (play) at school.</i>
Target Vocabulary	<i>teacher, people, children, child, boy, girl, friend, birthday, party, cake, candles, balloons, present, hop, run, jump, skip, go to school, follow, wait, start, finish, spin, your turn, join in, symmetry, size, age, young, tall, short, thin, long, curly, straight, brown, black, blond, happy, sad, angry, tired, hungry, smile, laugh, cry</i>
Big Book Learning to Live Together Learning to Live with Others	<i>A Birthday Party!</i> Learn the importance of being with friends. Identify feelings.
Expected Outcomes Learning to Transform Oneself and Society	Listen, act, and sing. Express feelings through pictures and dialogue. Express and exchange information about personal data. Express likes and dislikes. Express and exchange information about places.





Critical Thinking Learning to Be	Reflect and answer the question <i>What parts of your body help you feel?</i>
Communication Goals Learning to Live Together Learning to Live with Others	What do you like to see/smell/taste/hear/touch? How does certain food taste/smell?
Literacy Learning to Know	Listen to and understand a story. Predict the story's name. Answer questions about a story. Give a personalized response. Retell a story.
Phonemic Awareness Learning to Know	/d/ sound: <i>dog, dad, dinosaur, duck</i> /l/ sound: <i>lick, look, lollipop,</i> /t/ sound: <i>tree, tent, tiger</i>
Mathematical Thinking Learning to Know	Identify and name missing numbers to 50. Extend color patterns. Name shapes. Extend patterns. Measure and compare body parts using yarn. Begin to use language associated with measurement.
Physical Development and Health Learning to Be	Develop awareness of the five senses: <i>see, hear, smell, touch and taste.</i>
Language Instruction and Communication Learning to Know	Learn about senses. Describe tastes. Identify and describe loud and soft sounds. Identify hard, soft, and rough.
Exploration and Knowing of the World Learning to Do	Recognize food according to their characteristics: <i>smell.</i> Classify and group food items according to their individual characteristics. Talk about music preferences. Identify food they like and food they don't like and say why.

Personal, Social, and Emotional Development Learning to Live Together Learning to Live with Others	Understand how to take care of themselves. Learn how to respect themselves. Learn to face challenges and develop strategies to overcome them. Understand and follow instructions.
Artistic Expression and Appreciation Learning to Be	Sing and perform actions indicated in a song. Talk about music preferences.
Suggested Target Language	<i>This (honey) smells good.</i> <i>This (cheese) smells bad.</i> <i>The (lemon) tastes sour.</i> <i>The (lollipop) tastes sweet.</i> <i>I like to smell (flowers).</i> <i>I don't like to smell (cheese).</i> <i>I like to taste (pizza).</i> <i>I don't like to taste (broccoli).</i>
Target Vocabulary	<i>smell, taste, see, touch, hear, sour, salty, sweet, hard, soft, rough, smooth, loud, soft</i>
Big Book Learning to Live Together Learning to Live with Others	<i>Mark's Glasses</i> Discuss the importance of our senses.
Expected Outcomes Learning to Transform Oneself and Society	Listen, act, and sing. Express personal preferences. Express and exchange information from using the senses. Express likes and dislikes. Express and exchange information about food.

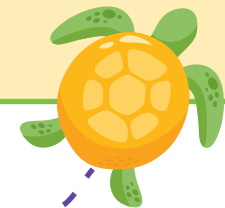


Unit 3 Weeks 9 to 12

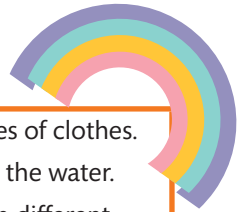
Critical Thinking Learning to Be	Reflect and answer the question <i>Why is your family important to you?</i>
Communication Goals Learning to Live Together Learning to Live with Others	Who are the members of your family? What do you like to do with your family? How do you show each other love?
Literacy Learning to Know	Narrate stories on their own and as part of a group. Listen to, understand, answer questions about, and retell a story.
Phonemic Awareness Learning to Know	/q/ sound: <i>queen, quiz</i> /x/ sound: <i>x-ray, box, six</i> /z/ sound: <i>zoo, zebra, zig zag, zero</i>
Mathematical Thinking Learning to Know	Identify and name missing numbers to 70. Extend a color pattern. Identify and name shapes. Extend more complex patterns. Count objects in a simple bar graph. Identify language associated with measurement: <i>weight</i> .
Physical Development and Health Learning to Be	Learn how to control impulsive behavior and why it is important. Learn how their behavior impacts on themselves and others.
Language Instruction and Communication Learning to Know	Describe family members. Express differences in people according to their size, age, and height. Talk about different kinds of families and their roles. Ask questions about familiar topics.
Exploration and Knowing of the World Learning to Do	Learn about different family member and their roles. Talk about the different responsibilities and chores in the home. Identify tools that children use at home.



Personal, Social, and Emotional Development Learning to Live Together Learning to Live with Others	Understand how to take care of themselves. Learn how to respect themselves. Learn to face challenges and develop strategies to overcome them. Understand and follow instructions.
Artistic Expression and Appreciation Learning to Be	Use different techniques, materials, and tools to represent, illustrate, and describe their own families. Sing songs about families.
Suggested Target Language	<i>The baby's name is Zoe.</i> <i>I'm tall/short.</i> <i>My mom/dad is thin.</i> <i>My aunt/uncle is heavier/lighter.</i> <i>My sister/brother is young/old.</i> <i>Jane picks up her toys.</i> <i>I help wash the dishes.</i> <i>My mom works.</i> <i>My dad looks after me.</i> <i>I have three cousins.</i> <i>Playing together is nice.</i>
Target Vocabulary	<i>brother, sister, mom, dad, grandma, grandpa, baby, parents, aunt, uncle, cousin(s), tall, thin, short, young, pick up toys, wash the dishes (dog), set the table, make the bed, clean the floor, xylophone, look after, heavier, lighter, pan, sponge, broom</i>
Big Book Learning to Live Together Learning to Live with Others	<i>Cookies for Grandpa and Grandma</i> Discuss the importance of following instructions to prevent accidents. Discuss the importance of food in celebrations.
Expected Outcomes Learning to Transform Oneself and Society	Retell a story.



Unit 4 Weeks 13 to 18



Critical Thinking Learning to Be	Reflect and answer the question <i>What happens to your body when you are hot or cold?</i>
Communication Goals Learning to Live Together Learning to Live with Others	What do you wear when it is hot/cold? What do you do at the beach?
Literacy Learning to Know	Listen to, understand, and answer questions about a story. Make predictions about a story. Put events in sequential order. Discuss what is happening in a story. Make inferences about a story. Retell a story.
Phonemic Awareness Learning to Know	/p/ sound: <i>pink, purple, pie, plate</i> /k/ sound: <i>crab, cloud, cap, cake</i> /b/ sound: <i>bacon, beach, basket</i>
Mathematical Thinking Learning to Know	Count by 2's to 30. Extend a color pattern. Name shapes. Extend complex patterns. Create simple symmetrical patterns. Identify language associated with mass: <i>weight</i> . Count objects in a simple bar graph. Count and draw objects on a double ten-frame. Match objects and numerals.
Physical Development and Health Learning to Be	Talk about different kinds of weather and how to take care of their bodies in different temperatures. Coordinate their bodies using gross-motor skills.
Language Instruction and Communication Learning to Know	Talk about animals found at the beach. Talk about and describe sea animals. Talk about different kinds of weather and clothing.
Exploration and Knowing of the World Learning to Do	Talk about different kinds of weather. Learn about animals found at the beach. Talk about living things in different environments. Learn about a process of nature. Notice similarities and differences between people, animals, places, and objects.

Personal, Social, and Emotional Development Learning to Live Together Learning to Live with Others	Express preferences about different types of clothes. Talk about activities at the beach and in the water. Show how to take care of their bodies in different kinds of weather. Share experiences with others related to the beach. Learn about getting dressed for the weather. Share experiences with other relating to the weather.
Artistic Expression and Appreciation Learning to Be	Sing songs or say poems that talk about the ocean. Use different painting techniques to represent beach and sea animals.
Suggested Target Language	<i>They are going to bury dad.</i> <i>I like to make sandcastles.</i> <i>An octopus lives in the ocean.</i> <i>It has eight arms.</i> <i>Dolphins are mammals.</i> <i>It's cold. I put on a coat.</i> <i>I like to paddle in the ocean.</i> <i>The shark is in front of the shell.</i>
Target Vocabulary	<i>shark, turtle, crab, fish, starfish, octopus (octopi), dolphin, pail, seashells, sandcastle, sand, sun hat, rain hat, sunscreen lotion, shorts, swimsuit, flip-flops, skirt, scarf, sweater, T-shirt, raincoat, umbrella, cold, sunny, rainy, cloudy, hot, rain, kite, mammals, fin, weight, light (lighter), heavy (heavier), in, on, under, in front of, behind</i>
Big Book Learning to Live Together Learning to Live with Others	<i>A Holiday On The Beach</i> Discuss different types of weather and how these make them feel.
Expected Outcomes Learning to Transform Oneself and Society	Locate objects according to their spatial relation. Recognize similarities between objects and/or graphic representations. Recognize patterns and logical sequences. Verbally describe people, places, and objects.

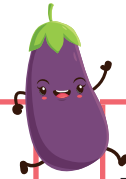


Critical Thinking Learning to Be	Reflect and answer the question <i>Why is it important to take care of the planet?</i>
Communication Goals Learning to Live Together Learning to Live with Others	How can you take care of the planet?
Literacy Learning to Know	Identify the main characters in a story. Listen to, understand, answer questions about, and retell a story. Describe pictures in a story. Generate new ideas about a story. Draw conclusions about a story.
Phonemic Awareness Learning to Know	/n/ sound: <i>no, nine, nest, night</i> /f/ sound: <i>flower, flamingo, flaps, fly, fish</i> /r/ sound: <i>rabbit, rose, red, river</i>
Mathematical Thinking Learning to Know	Write and rote count numbers to 100. Extend a color pattern. Extend more complex patterns. Sort objects according to their nature. Sort objects using two attributes.
Physical Development and Health Learning to Be	Identify natural objects in their environment. Talk about how environmental problems affect their health. Discuss what they can do to help the environment.
Language Instruction and Communication Learning to Know	Learn about animals, plants, and habitats. Name the different habitats for animals and plants. Talk about how to take care of the environment (dos and don'ts). Understand and follow instructions given by the teacher.
Exploration and Knowing of the World Learning to Do	Learn where they can find different plants and animals. Talk about environmental problems in their community and possible solutions. Learn how to save water. Understand that the planet is ours and we share it with others. Talk about how to recycle and reuse everyday items.

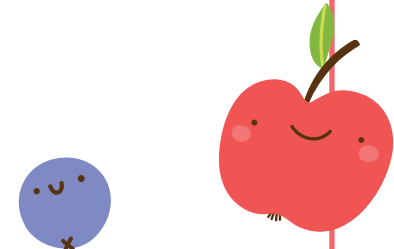
Personal, Social, and Emotional Development Learning to Live Together Learning to Live with Others	Identify endangered animals. Talk about how endangered animals can be helped. Express feelings. Express feelings about problems in the environment. Talk about how children can help the environment.
Artistic Expression and Appreciation Learning to Be	Find similarities between their own works of art and art that others have created.
Suggested Target Language	<i>We have to look after the planet.</i> <i>We share the planet.</i> <i>A camel lives in the desert.</i> <i>Use a watering can.</i> <i>Don't use a hose.</i> <i>Save water/electricity.</i> <i>A clean park makes me happy.</i> <i>Wash your hands.</i>
Target Vocabulary	<i>ocean, desert, jungle, arctic, garden, rabbit, polar bear, flamingo, camel, tiger, plant, flower, tree, garden, trash, trash can, recycling, metal, paper, plastic, clean, dirty, pollution</i>
Big Book Learning to Live Together Learning to Live with Others	<i>Martin Helps Our Planet</i> Reflect on the importance of recycling. Discuss actions to take care of the planet.
Expected Outcomes Learning to Transform Oneself and Society	Understand the meaning of the words through graphic elements and significant context. Understand the relationship between objects and their environment. Understand how objects are impacted by elements within their environment. Understand the concept of saving electricity, water, etc. Classify objects. Discriminate sounds and words.



Unit 6 Weeks 23 to 28



Critical Thinking Learning to Be	Reflect and answer the question <i>How can you stay healthy?</i>	Exploration and Knowing of the World Learning to Do	Provide verbal solutions to health problems. Talk about staying healthy. Understand that some foods promote good health. Name fruits and vegetables. Understand some food and drinks do not promote good health.
Communication Goals Learning to Live Together Learning to Live with Others	What food is good for your body? What do you do when you don't feel well?	Personal, Social and Emotional Development Learning to Live Together Learning to Live with Others	Find out who needs help and how to help them. Talk about feelings. Express likes and dislikes. Learn how to be safe at home. Share personal experiences.
Literacy Learning to Know	Listen to, understand, and answer questions about a story. Retell a story. Distinguish fantasy from reality in a reading text. Describe pictures in a story. Say who their favorite character is in a story. Draw conclusions.	Artistic Expression and Appreciation Learning to Be	Recognize and talk about stories and poems. Express likes and dislikes using different artistic techniques.
Phonemic Awareness Learning to Know	/g/ sound: <i>garden, girl, guitar, gorilla</i> /h/ sound: <i>heart, hat, house, hand, hippo</i> /j/ sound: <i>jog, jelly</i> /k/ sound: <i>kite, kitten, kangaroo, kiss</i>	Suggested Target Language	<i>Salad is good for you.</i> <i>Junk food is bad for you.</i> <i>Broccoli is healthy.</i> <i>I like/I don't like...</i> <i>How do you feel today?</i> <i>I have a headache.</i> <i>Drink some tea.</i> <i>Call the doctor.</i> <i>Have some honey.</i> <i>Brush your teeth.</i>
Mathematical Thinking Learning to Know	Use the double ten-frame to add numbers. Measure body parts using yarn. Sort objects using two attributes. Complete symmetrical figures. Complete more complex patterns. Describe the location of things.	Target Vocabulary	<i>cough, cold, headache, toothache, stomachache, fever, sore throat, healthy food, unhealthy food, jump, swim, run, hop, teeth, toothpaste, toothbrush, snacks, safe, dangerous, behind, in front of, left, right</i>
Physical Development and Health Learning to Be	Understand why it is important that we brush our teeth and wash our hands. Carry out physical activities that require a more complex level of coordination.	Big Book Learning to Live Together Learning to Live with Others	<i>The Chocolate Factory</i> Reflect that our actions have consequences. Discuss the importance of staying healthy.
Language Instruction and Communication Learning to Know	Learn key words for healthy habits. Use words related to feelings when they feel well or ill. Describe health problems. Use words related to feelings when they feel well. Use words related to feelings when they feel ill. Talk about health problems. Talk about healthy activities.	Expected Outcomes Learning to Transform Oneself and Society	Understand vocabulary words in context. Identify healthy habits in their everyday life.





Critical Thinking Learning to Be	Reflect and answer the question <i>How can you take care of animals?</i>
Communication Goals Learning to Live Together Learning to Live with Others	What is your favorite animal? What does it look like? What does it need to be happy?
Literacy Learning to Know	Listen to, understand, and answer questions about a story. Retell a story. Talk about what they have read as part of a class discussion. Listen to a story and discuss what happened in it. Make inferences about a story. Put parts of a story in sequential order. Make predictions about a story.
Phonemic Awareness Learning to Know	/w/ sound: <i>wolf, woods, water, window</i> /v/ sound: <i>volcano, lava, violin, vest, vase, van</i> /y/ sound: <i>yarn, yak, yacht, yellow</i>
Mathematical Thinking Learning to Know	Use a ten-frame to add numbers to 10. Make a simple graph to show the number of items. Extend complex patterns. Read the time.
Physical Development and Health Learning to Be	Learn why we need to exercise every day. Learn about eating healthy food, why it is important, and which foods are good and bad for us.
Language Instruction and Communication Learning to Know	Learn words for wild animals. Describe animals and their physical characteristics. Use prepositions of place: <i>top, bottom</i> . Understand new vocabulary words in context.

Exploration and Knowing of the World Learning to Do	Classify animals. Talk about characteristics of animals. Describe and talk about living things. Understand that animals are part of the natural environment. Learn how to take care of and protect animals.
Personal, Social, and Emotional Development Learning to Live Together Learning to Live with Others	Learn how to behave respectfully towards animals. Be cooperative, tolerant, and honest and behave respectfully towards others.
Artistic Expression and Appreciation Learning to Be	Identify lyrics within songs. Identify differences and similarities between works of art.
Suggested Target Language	<i>Giraffes are tall.</i> <i>Elephants have trunks.</i> <i>Tigers have stripes.</i> <i>Hippos eat plants.</i> <i>A mouse has a long tail.</i>
Target Vocabulary	<i>lion, zebra, bear, penguin, elephant, giraffe, neck, turtle, deer, rhinoceros, hippo, crocodile, stripes, antlers, horn, trunk, spots, paw, fur, scales, feathers</i>
Big Book Learning to Live Together Learning to Live with Others	<i>At the Zoo</i> Discuss rules at the zoo. Reflect on the food animals eat.
Expected Outcomes Learning to Transform Oneself and Society	Understand the importance of respecting animals and their habitats.



Unit 8 Weeks 29 to 32



Critical Thinking Learning to Be	Reflect and answer the question <i>Which is your favorite place in town?</i>
Communication Goals Learning to Live Together Learning to Live with Others	What does a (firefighter) do? Where does a (firefighter) work? What tools does a (firefighter) use at work? What places are there in your town? What time is it?
Literacy Learning to Know	Listen to, understand, and answer questions about a story. Make predictions about a story. Discuss what is happening in a story.
Phonemic Awareness Learning to Know	/l/ sound: <i>library, lollipop</i> /d/ sound: <i>dinosaur, drums</i> /t/ sound: <i>two, ten, twelve, twenty</i> /m/ sound: <i>museum, movie theater, market</i> /s/ sound: <i>street, supermarket, stall, sign</i>
Mathematical Thinking Learning to Know	Solve simple additions. Complete a graph and interpret results. Read the time on the hour. Represent and talk about their favorite math activities.
Physical Development and Health Learning to Be	Coordinate movements while accompanied by rhythm.
Language Instruction and Communication Learning to Know	Learn the words for community workers and places in town. Use complete sentences to describe community workers' activities. Learn key words for workplace activities and tools. Recall key words for workplace, workplace activities, and community workers.

Exploration and Knowing of the World Learning to Do	Recognize everyday items found in the community. Acknowledge that they are all part of different groups of people: family, school, friends, and community. Identify different public places in their community. Identify community workers in their neighborhood and understand what they do.
Personal, Social, and Emotional Development Learning to Live Together Learning to Live with Others	Understand that boys and girls can do the same activities. Understand that people are different, and everyone's participation is important. Help out in the classroom and at school.
Artistic Expression and Appreciation Learning to Be	Create, play, and sing songs. Create art through drawing, painting, and modeling.
Suggested Target Language	<i>A firefighter puts out fires.</i> <i>A chef works at a restaurant.</i> <i>He wears a uniform.</i> <i>He uses a hose.</i> <i>What time is it? It's 5 o'clock.</i>
Target Vocabulary	<i>street cleaner, baker, dentist, sign, nurse, doctor, janitor, firefighter, librarian, principal, chef, health clinic, library, museum, movie theater, restaurant, town, supermarket, shoe store, street, time, hour, clock</i>
Big Book Learning to Live Together Learning to Live with Others	<i>We Love Our City</i> Reflect on the importance of taking care of their town. Discuss actions to keep streets clean.
Expected Outcomes Learning to Transform Oneself and Society	Participate in class discussions by asking questions about known topics that they are familiar with. Make a story innovation. Understand the meaning of words in a particular context. Learn how to tell the time.



Unit 1

Who do you like to play with?

Communication Goals

Listen, act, and sing.
Express feelings through pictures and dialogue.
Express and exchange information about personal data.
Express likes and dislikes.
Express and exchange information about places.

Literacy

Make predictions about a story.
Make inferences.
Distinguish between fantasy and reality in a story.
Put events in sequential order.

Phonemic Awareness

Sounds: /m/, /s/

Physical Development and Health

Understand the importance of personal hygiene.

Mathematical Thinking

Identify and name basic shapes.
Write the missing numbers.
Follow a sequence pattern.
Identify and write the missing numbers in a calendar.

Language Instruction and Communication

Describe their physical characteristics and those of others.
Talk about different feelings and why they are important.
Talk about school activities in different locations at school.
Ask and answer questions about themselves.

Exploration and Knowing of the World

Learn to take care of different things at school.
Identify new people at school and find out who they are.
Talk about likes and dislikes.
Compare personal knowledge.

Personal, Social, and Emotional Development

Express likes and dislikes.
Express how they feel by using target language.
Develop their understanding of the concept of self.
Understand the importance of behaving respectfully towards others.

Artistic Expression and Appreciation

Sing and perform actions indicated in a song.

Target Language and Structures

I like (milk).
Do you like my drawing?
I like it. It's beautiful.
I don't like it. It's not very good.
What's your name?
How old are you?
Where are you from?
Do you like school?
Today is Monday, September 2, 2019.
We are in the classroom.

Unit 1 Who do you like to play with?

● Are you happy or sad when you play with your friends?
Color.



I like to (play) at school.

Encourage the student to say, *Is this yours?* and the recipient to respond. *Yes, it is. Thank you very much.*

Personal, Social, and Emotional Development

 **Big Book** *A Birthday Party*

Read the title and have students predict what will happen in the story.

Picture read each story by showing the pictures and having students identify the place, characters, and activities.

Personalize the story by asking students if they have had similar experiences to the characters in the story.

Unit Introduction

Ask students to look around and say how many students they know from K2.

Have the old students greet the new students and tell them what K2 was like. Encourage students to share their experiences in their old schools if they attended one.

Encourage students to say what they are looking forward to in K3.

Remember to use Poster 1 and Flashcards 1-10 as additional support in your class.

Literacy



Learning to Know

Objectives: Make predictions about a story.

Suggested materials: Puppet

Preparation: None

Opening

Ask students if they like being in K3. Ask them what is the same as K2. Point to the tables and ask: *Are the tables the same or are they new?* Repeat with other objects in the classroom.

Ask students to make predictions. Ask: *What other new things are you going to have in K3?* If students are slow to respond take out the puppet and ask him, *What new things are you going to have in K3?* Elicit: *I'm going to have a new teacher. I'm going to have new friends. I'm going to have new books. I'm going to have new things to learn.*

Ask the question again and encourage students to respond.

Active Learning



Listen, read, and say who they are.

Ask students to open their books and to look at the pictures of the two children. Ask them if they think the children are brother and sister or friends. Point to the pictures in the story and encourage students to describe them.

Tell students that they're going to listen to the story to see if their predictions were

correct. Play the audio for students to check their predictions. Then point at the picture of each child and say: *She is...* and have students complete the sentence with the girl's name. Do the same with the boy.

Check the things the children are going to see at school.

Ask students: *What are the children doing tomorrow?* Elicit: *The are starting K3.* Ask students what they are going to have in K3. Encourage students to point at the pictures as you say: *A new classroom, a new teacher, and new friends.*

Differentiated Instruction

Below Level: Hand out the paper and crayons and ask students to draw one thing (crayons, books, paints, a teacher, friends, etc.) that they are going to have in K3. Walk around the class and ask: *Are you going to have (friends)?*

Above Level: Hand out the paper and crayons and have students draw two new things that they are going to have in K3. Walk around the class and ask: *What new things are you going to have in K3?*

Closing

Collect the pictures the students made in Differentiated Instruction. Hold up the first picture and say: *In K3 we're going to have...* Encourage the class to respond by naming the thing in the picture. Then say: *And we're going to have fun!* Repeat with the next picture and encourage students to join in when you say: *And we're going to have fun!* Repeat with the other pictures.

Listen, read, and say who they are.



She is...



He is...

Check the things the children are going to see at school. ✓

a new classroom

a new teacher

new friends



Objectives: Make predictions about a story.

Unit 1

5

Extra Activity

Have students sit in a circle on the floor. Use the puppet to talk about the things they find exciting about starting school and K3. Tell them all the things they are going to learn during this school year.

Phonemic Awareness



Learning to Know

Objectives: Identify the /m/ sound.

Suggested materials: scissors; glue sticks

Preparation: Pictures of different kinds of food. Include things that children consider delicious; pizza, ice cream, etc. as well as food that children are usually not so fond of: broccoli, lemons, etc.

Opening

Take out the pictures of food and say: *We are going to look at different types of food.* Show a picture of something tasty. Say: *Look, (pizza).* Make the mmm sound so that it sounds like you love (pizza). Say: *Do you like pizza?* Encourage students to make the mmm sound with you.

Show a picture of something that isn't tasty. Give the thumbs up sign and say, *Broccoli is nice but it isn't mmm.* Say, *Do you like broccoli?* Encourage students to give the thumbs up sign. Show students the other pictures encouraging them to either say, *Mmm* or give the thumbs up sign.

Ask: *What letter has the /m/ sound?* Write the letter *M* and *m* on the board. Say: *The letter M has the /m/ sound.*

Active Learning

Trace and say.

Focus students' attention on the letters. Say: *This is the letter M. take out your pencils*

and trace the letters. Walk around the class encouraging and praising students as appropriate.

Point to the letters and ask: *What letter is this.* Elicit: *M.*



Listen. Cut and paste.

Have students turn to page 228 of their Student's Book. Hand out the scissors. Ask students to point to the picture of the milk. Tell them to cut out picture carefully. Repeat with the picture of the mango and the picture of the milk and mangoes.

Play the audio and have students hold up the corresponding picture as they hear it mentioned. Pause the audio to give students time to comply.

Have students turn to page 6 of their Student's Book. Hand out the glue sticks. Ask students to hold up the picture of the milk. Ask: *Where are you going to glue the milk?* Have students point to the corresponding place on the page. Ask students to glue the picture in place. Repeat the procedure with mango and milk and mangoes.

Play the audio again and have students point to the corresponding picture as they hear the words. Play the track a third time and have students repeat the words as they point to the pictures.

Differentiated Instruction

Below Level: Focus students' attention on the pictures they pasted on page 6. Have students work in pairs. Read out the words under the pictures and have students repeat. Then ask Student A to read out the words randomly and Student B to point to the corresponding picture. Tell students to swap roles and repeat the activity.

Trace and say.

M m

Listen. Cut and paste.



milk

mangoes

milk and mangoes

6 Unit 1

Objectives: Identify the /m/ sound.

Above Level: Focus students' attention on the pictures they pasted on page 6. Have them work in pairs. Have Student A point to a picture and Student B to say, *I like (milk) mmm.*

Closing

Show students how to form the letter *M* by putting your hands on your head with the back of your fingers touching so that only the tips of your fingers are touching your head. Have students do the same. Tell students to put their hands down and stand up. Tell them you are going to say some words and if the word begins with the letter *M*, they have to put their hands on their heads and repeat the word. Say various

words that students are familiar with, for example, *banana, pencil, me, dad, mom,* etc.

Extra Activity

Suggested materials: sheets of paper with the letters *M* and *m*; finger paint

Give the materials to each student and ask them to trace the words with their fingers to paint the letters. Tell them to paint the picture of a word that has the beginning /m/ sound.

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: Identify basic shapes.

Suggested materials: large laminated pattern blocks in an envelope (one per student); large 100 chart posted on the wall

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

Opening

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

Active Learning

Say and color.

Point to the square and ask: *What shape is this?* If students are not forthcoming with the answer, elicit the correct response with yes / no questions like, *Is it a circle? Is it a rhombus? Is it a square?* etc.

Repeat the procedure with the other shapes on the page. Reinforce the vocabulary by naming the shapes in turn and having students point to them.

Point to the square in the right-hand margin and ask: *What color is the square?* Elicit: *orange*.

Repeat with the other shapes and colors.

Hand out the crayons and have students color the shapes according to the color code. Walk around the class helping,

encouraging and praising where appropriate.

Differentiated Instruction

Below Level: Hand out the pattern blocks. Have them select one shape from each of the different shapes and put the others back in the envelope.

Call out the names of the shapes randomly one at a time and have students hold up corresponding shape.

Above Level: Hand out the pattern blocks. Have them select one shape from each of the different shapes and put the others back in the envelope.

Have students work in pairs. Have one student say the name of a shape and while the other student points at it. Walk around helping, encouraging, and praising where appropriate.

100 Chart

Have students sit on floor by the 100 chart. Take an erasable marker and say a number from 1-50. Encourage students to come up and circle it. Have students repeat the number out loud. It can also be done in pairs as a race. Do some rote counting, for example, from 20 to 40 chorally.

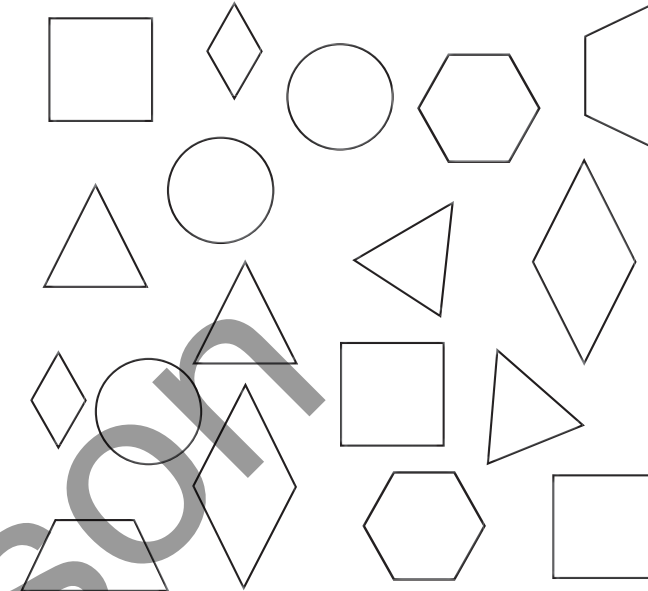
Physical Development and Health

Learning to Know

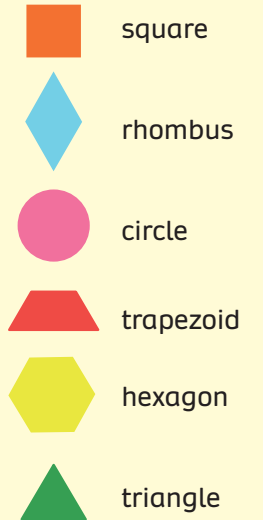
Gross-motor Skills

Place some large pattern block pieces on a table and ask students to hop, walk, jump, or crawl to get a shape.

Say and color.



Objectives: Identify basic shapes.



Unit 1

7

Closing

Give students an erasable marker and have them draw a shape on one of the numbers of the 100 chart. Encourage them to say as they leave: *I put a rhombus on 19*.

Extra Activity



I Spy...

Put a large pattern block of each shape in a semi-visible place in the classroom. And say: *I spy with my little eye... a (green triangle)*. And ask students to find the shape and run to it. Do it with all the shapes that are "hidden".

Learning Linker

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

Objectives: Describe their physical characteristics and those of others.

Suggested materials: Big Book

Preparation: Draw a picture of yourself on a piece of paper. Include the color of your eyes.

Opening

Say: *Stand up if you have long hair.* Wait for all the students with long hair to stand up. Say: *Do they all have long hair? (Yes.)* Tell the students to sit down. Repeat with *short hair, blue eyes, green eyes, brown eyes, black eyes, tall, and short.* Once you have gone through the list, repeat the activity, each time going a little faster.

Active Learning

5 Listen and number the pictures in order.

Focus attention on the pictures and elicit a physical characteristic of the cats and of the children. Play the audio and have students point to the pictures as they are mentioned. Tell students you are going to play the audio again and this time they have to number the pictures in the order they hear them. Walk around and check students are answering correctly. Ask: *Who has long hair?* Encourage students to point to the girl with long hair. Repeat with *short hair, green eyes, brown eyes, tall, and short.*

Draw your picture. Compare it with a friend's.

Hand out crayons and ask students to draw themselves in the frame on the page. Tell them to include their whole body and not to forget to color their eyes. Walk around encouraging and praising students as appropriate.

Ask a student to describe his picture. Help if necessary by asking: *Do you have long hair or short hair?* Elicit: *I have (short) hair.* *Do you have brown eyes or black eyes?* Elicit: *I have (brown) eyes.* *Are you short, medium, or tall?* Elicit: *I am (medium).*

Invite a student to come to the front of the class with their picture. Take out the picture you drew of yourself. Compare the two pictures. Say: *I have (long) hair and you have (short) hair, I have (brown) eyes and you have (blue) eyes. I am (tall) and you are (short).* Invite an advanced student to come to the front of the class with their picture and compare their picture with yours.

Have students work in pairs and take turns comparing their pictures.

Differentiated Instruction

Below Level: Hand out the paper and crayons. Write: *tall, blue eyes, short hair,* on the board. Have students draw a picture of someone who matches the characteristics on the board. Walk around encouraging and praising students as appropriate.

Above Level: Hand out the paper and crayons. Tell students to draw one person who looks different to them; different hair length, different colored eyes, and different height. Have students describe their pictures to a partner.

5 Listen and number the pictures in order.



8 Draw your picture. Compare it with a friend's.



Closing

Draw a pair of green eyes, a pair of brown eyes, a girl with long hair, a girl with short hair, a short boy and a tall boy on the board.

Have students come to the front of the class. Tell them you are going to describe one of the drawings and students have to line up in front of the drawing. Say: *Long hair.* Encourage students to line up in front of the corresponding picture. Repeat with the other drawings.

Show the *Big Book* to students and open it up on the *A Birthday Party* story. Go through the pictures and ask students to describe the children they see. Ask them to identify who the party is for and ask them if the children are happy. Then read the story and show them the pictures in the book.

Extra Activity

Me! Me!

Tell students you are going to play a game about physical characteristics. Explain that you will say a physical characteristic and the student with it, has to stand up and say: *Me! Me!* Model the game before playing it, say: *Brown hair!* and wait for students to brown hair to stand up and say *Me! Me!* Repeat the game and use different physical characteristics.

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

Objectives: Learn to take care of different locations at school.

Suggested materials: Puppet

Preparation: None

Opening

Draw a stick figure of a K3 student on the board. Say: *This is Johnny. Johnny has some good habits and some bad habits. He always takes care of his clothes. Is that a good habit or a bad habit?* Encourage students to say: *Good.* Say: *That's right, it's good.* Give a "thumbs up" sign and smile when you say that. Say: *Johnny never cleans his paintbrush. Is that a good habit or a bad habit?* Encourage students to say: *Bad.* Say: *That's right, it's bad.* Give a "thumbs down" sign and frown when you say that. Repeat with other habits that Johnny has; good and bad: *not washing his hands before eating lunch, wiping his feet before coming into the classroom, taking care of his crayons,* etc. Mime the habits as you say them and encourage students to say either good or bad and give the "thumbs up" or "thumbs down" sign.

Active Learning



Listen and circle the activities children do in school in the USA.

Focus attention on the pictures. Help students describe what they see. Encourage them to predict what they are going to listen

to. Play the audio and ask students if their predictions were correct.

Ask students to listen again and circle the activities that five-year-old children do in school in the USA. Ask students to say if they do the same in their school as children in the USA. Elicit some other activities they do.

Look and circle the things you do in your classroom.

Read out loud the instructions and check comprehension. Have students circle the things they do in class. Ask: *Are these good habits or bad habits?* Encourage students to respond: *Good* and give the "thumbs up" sign.

Ask them the *Think!* question: *What do you do to keep your classroom clean and organized?* Elicit answers and write them on the board. Invite some students to mime each action.

Differentiated Instruction

Below Level: Say some good classroom habits such as: *put trash in the trash can, hang up your coat, put your crayons away, wash your hands, put the paints away,* etc. and have students mime them as you say them.

Above Level: Mime a good classroom habit and have students guess what it is. Have the first student to guess correctly come to the front and mime another good classroom habit for the others to guess.

Closing

Invite the students to sit down in a circle on the floor. Take out the puppet and use to it to talk about the importance of having good

Listen and circle the activities children do in school in the USA.

Exploration and Knowing of the World

Learning to Do



Look and circle the things you do in your classroom.



Think!
What do you do to keep your classroom clean and organized?



Objectives: Learn to take care of things at school.

Unit 1

9

habits. Ask students: *Why are good habits important? What do you need to do to have good habits? What are some good habits you need to have?*

Extra Activity

Hand out the sheets of paper and the crayons. Ask students to draw themselves performing a good classroom habit. Walk around the class encouraging, helping, and praising as appropriate.

Invite students to come to the front, share their pictures and say what their good classroom habit is.

Collect the pictures and keep them for the next class.

Learning Linker

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

Personal, Social, and Emotional Development



Learning to Live Together
Learning to Live with Others

Objectives: Express likes and dislikes.

Suggested materials: Puppet; pictures of good classroom habits from the previous class

Preparation: Draw a simple picture on a piece of paper.

Opening

Place a picture of a good classroom habit on the board. Take out the puppet and pretend to have a conversation with it. Show the puppet the drawing on the board and ask: *Do you like the drawing?* Have the puppet take a good look at the drawing then have it say, *I don't like it. It's not very good.* Pretend to consider the puppet's comment and then say, *I like it. It's beautiful.* *Do we have the same opinion about the drawing? (No.) Is it good or bad to have different opinions? (Good.) Having your own opinion is good. It doesn't make you right or wrong it just makes life interesting.*

Active Learning

Draw a happy face for the kind comment. Draw a sad face for the unkind comment.

Focus attention on the pictures and read out the dialog. Read out the instructions pointing to the emojis and check

comprehension. Have students draw the corresponding emojis. Walk around the class helping, encouraging, and praising as appropriate. Read out the dialog again and have students practice it in groups of three.

Draw a picture and share it with the class. Make kind comments.

Hand out crayons. Read out the instructions. Tell students they can draw anything they like. Walk around the class encouraging and praising where appropriate.

Invite a student to the front and show him the picture you drew for preparation. Ask: *Do you like my picture?* Encourage the student to say: *I like it. It's beautiful!* Repeat with one or two other students.

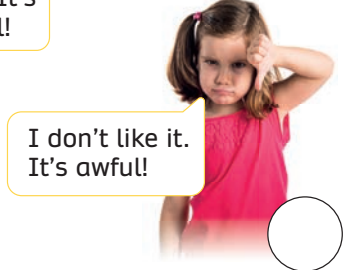
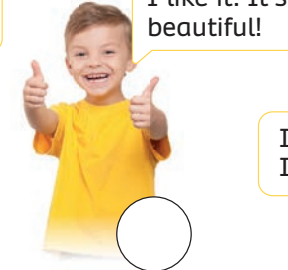
Have students share their pictures with a partner. Encourage them to ask: *Do you like my drawing?* and their partner responds kindly: *I like it. It's beautiful.* Walk around the classroom helping, encouraging, and praising where appropriate.

Differentiated Instruction

Below Level: Have students work with a partner. Tell them to ask their partner if they like various things, for example: *Do you like my schoolbag?* and tell the partner to respond: *I like it. It's beautiful.*

Above Level: Have students work in groups of three. Hand out the pictures from the magazines. Tell student A to ask: *Do you like the picture?* Tell students B and C to respond with *I like/don't like it* and give a reason. Walk around the class helping, encouraging, and praising where appropriate. Have groups exchange pictures and change roles.

● Draw 😊 for the kind comment. Draw 😞 for the unkind comment.



● Draw a picture and share it with the class. Make kind comments.



10 Unit 1

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

Objectives: Express likes and dislikes.

Closing

Invite students to sit down in a circle on the floor. Ask: *Do you like my hair today?* Encourage students to reply. Remind them to be kind. Talk about the importance of being kind when someone asks for their opinion. Explain the difference between lying and being kind. Tell them they that they always can be kind without lying. They can say the truth kindly.

Extra Activity

Hand out one sheet of paper per student. Have them draw something they like on one side of the paper and something they don't

like on the other side. Invite them to share their drawings with the class and say: *I like (dogs). I don't like (cats).*

Learning Linker

Show students page 8 and model what to do. Have them do the activity in class or for homework.



Objectives: Make Inferences. Distinguish between fantasy and reality in a story.

Suggested materials: None

Preparation: None

Opening

Introduce an imaginary friend to the class. Pretend that your imaginary friend has just come into the classroom. Greet it and encourage it to come in. Say to students: *I want you all to meet Happy. Happy says hello.* Encourage students to say hello back to Happy. Ask: *Can you see Happy?* (No.) *That's because Happy is my imaginary friend. I only see him in my imagination.* Pretend to talk to Happy: *What's that Happy? Are you leaving?* OK. *See you later. Bye.* Say to students: *Happy says good-bye. Say good-bye to Happy.* Encourage students to say good-bye and wave good-bye to Happy as he leaves the classroom.

Active Learning



Listen and read. Circle their imaginary friend.

Have students look at the pictures. Say: *Who can you see in the pictures? (Max and Mitzi.) Where are Max and Mitzi? (In school/class.)* Tell students they are going to listen to a story. Ask them to listen and look at the pictures. Play the audio. Ask: *What is the name of Max and Mitzi's imaginary friend? (Sasha.) What kind of animal is Sasha?*

(Squirrel.) *Can the other children see Sasha? (No.) Can Max and Mitzi see Sasha? (Yes.)* Ask them to circle the imaginary friend in each picture. Finally, ask students to say why they think Max says good-bye to his imaginary friend (He has new real friends to play with and have fun.). Listen to their ideas and discuss them.

My Imaginary Friend!

Hand out the crayons and one sheet of paper to each student. Tell students to draw an imaginary friend. Explain that it doesn't have to be an animal like Sasha but it can be anything they want it to be. Walk around the class helping, encouraging and praising as appropriate.

When students have finished their drawings, invite a student to bring his or her drawing to the front of the class. Look at the drawing and say: *I like it, it's beautiful. Do you like (Alma's) drawing?* Elicit kind responses. Help the student describe his or her imaginary friend. Ask: *What's your imaginary friend's name? (Sam).* Ask: *Is it an animal? What color of hair does (Sam) have? Is (Sam) tall or short? What color eyes does Sam have?*

Invite other students to share their drawings with the class. Encourage students to ask: *Do you like my drawing?* Encourage students to make kind comments. Invite them to describe their animals. Help them out with questions if necessary.

Differentiated Instruction

Below Level: Ask students the name of their imaginary friend. Write his or her name on their drawings faintly with a pencil for the students to trace. Have students introduce their imaginary friends to a partner. *This is (Sam). Do you like my drawing?*

Listen and read. Circle their imaginary friend.

Mitzi, Max, and Sasha



Objective: Make Inferences. Distinguish between fantasy and reality in a story.

Above Level: Have students work in pairs.

Encourage them to ask questions about each other's imaginary friends. Walk around the class, helping, encouraging, and praising where appropriate.

Closing

Invite students to come to the front with their imaginary friends (not the drawing). Say hello to the friend and encourage the student to say a few words about it. Then say to the imaginary friend: *What's that? Are you leaving? OK, bye!* Encourage the class to say good-bye and wave to the friend as it leaves the classroom.

Extra Activity

Put students into pairs and ask them to look at the pictures of the story and retell the story. Walk around the classroom to monitor and provide help.

Phonemic Awareness



Learning to Know

Objectives: Identify the /s/ sound .

Suggested materials: None

Preparation: None

Opening

Draw a big letter S on the board. Ask: *Do you know what this letter is?* Draw a snake's head on one end of the letter S. Ask: *What sound does the letter S make? (Ssss.)* Say: *That's right, the letter S sounds like a snake.*

Active Learning

Trace and say.

Trace a big letter S with your finger in the air as you make the Ssss sound. Invite students to do the same. Then hand out the crayons. Ask students to trace the letters while they make the /s/ sound.



Listen and match. Trace the words.

Mime the words in the pictures (snake, sleep, and stop) as you say the words emphasizing the sound.

Play the audio and have students repeat the words. Focus their attention on the pictures and the words. Say: *Point to the (snake). Point to the word (snake). Now draw a line from the (snake) to the word (snake).* Repeat with the remaining words and pictures. Walk around helping students. Point to each word on the page and encourage students to read it aloud.



Listen, act, and sing.

Tell students they are going to hear a song. Play the song and mime a snake slithering across the classroom, stop, and go to sleep. Tell students they are going to act like the snake. Play the song a third time and encourage students to mime the actions as they hear them.

Differentiated Instruction

Below Level: Brainstorm things that begin with S with students. Write each word on the board with a simple picture that illustrates it. Give each student a sheet of paper and hand out the crayons. Ask students to draw a picture of something that begins with S. Walk around the classroom, helping, encouraging, and praising as appropriate. When students finish their pictures, write the word in pencil under the picture for students to trace. Have students share their pictures with a partner. Encourage them to say: *Do you like my (snake)? (I like it.) It's beautiful.*

Above Level: Brainstorm words that begin with S with students. Write each word on the board with a simple picture that illustrates the word. Have students play charades in groups of three. One student acts out a word for the others to guess. Have students swap roles after each word.

Closing

Have students line up in teams of five. Explain that you are going to whisper a word to the first in line in each team. Those students then have to whisper the word to the student behind and so on until it reaches the student at the end of line. The

Trace and say.

S s

Listen and match. Trace the words.

snake

stop

sleep

Listen, act, and sing.

12

Unit 1

Phonemic Awareness

Learning to Know

Objectives: Identify the /s/ sound.

Learning Linker

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

Extra Activity

Suggested materials: small pieces of paper of different (They can be pieces of recycled paper such as paper from magazines, newspapers, wrapping paper, etc); glue

Give each student a sheet of paper, a bunch of pieces of paper, and some glue. Tell them they are going to make the letter S shape using the pieces of paper. Monitor the activity and provide help if needed.

Mathematical Thinking



Learning to Know

Objectives: Write the missing numbers. Follow a sequence pattern.

Suggested materials: Large 100 chart posted on a wall

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

Opening

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

Active Learning

Complete the sequences.

Write numbers 1 to 15 on the board and point to the numbers as you count. Delete some numbers and count the numbers again, point to the blank spaces and have students say the missing numbers. Write them down.

Read the instructions and model the activity. Tell students to come up and look at the 100 chart if they need help. Walk around the class helping while they work. Then check answers as a class by saying the numbers in each sequence.

Complete the patterns.

Draw the first sequence of shapes on the board and complete the pattern with students' help. Then complete the second sequence with them.

Differentiated Instruction

Below Level: Say: Today we will make patterns. Boy, girl, boy, girl. Arrange students in a row. Say, Who goes next?

Change the pattern to: Boy, girl, girl, boy, girl, girl, boy. Who goes next? Encourage students to guess and finish making the pattern. Then make a pattern with *hands on head, hands crossed, hands on head, hands crossed*, etc. You can also do *arms out front, arms to the side, arms to the side, arms out front*, etc.

Above Level: Make a pattern with school objects. For example, *pencil, pencil, eraser, eraser*. Invite students to come up and continue the pattern. Encourage students to say the names of the classroom objects in order.

Extra Activity

100 Chart

Suggested materials: Large 100 chart

Have students sit on floor by the 100 chart. Give a student an erasable marker and say a number from 1–50. Encourage the student to circle the number. Have students repeat the number out loud.

Physical Development and Health

Learning to Know

Gross-motor Skills

This activity should be performed outside the classroom if possible. If not, reduce the number of steps. Line up students in two

Complete the sequences.



Complete the patterns.



Objectives: Write the missing numbers. Follow a sequence pattern.

Unit 1

13

Learning Linker

Show students page 10 and model what to do. Walk around the class helping, encouraging and praising where appropriate.

Closing

Give students an erasable marker and have them draw a shape on one of the numbers of the 100 chart. Encourage them to say as they leave, *I put a rhombus on 19.*

Language Instruction and Communication

Learning to Know

Objectives: Talk about different emotions and why they are important.

Suggested materials: lively music

Preparation: None

Opening

10 If You're Happy!

Play the song and sing. Encourage students to sing along and do the movements you are doing.

Active Learning

Match the faces with the children.

To present the emotions *happy*, *sad*, *angry*, and *scared*, say the words and use gestures to represent each emotion. Then say an emotion and invite a student to use gestures to represent it. Do it several times with different students.

Point to each emoji in turn on the book and elicit the emotion. From left to right (happy, angry, scared, excited, sad). Now point to each child in turn and say: *How is he / she feeling?* Elicit the emotion shown. Have students match the emojis with the corresponding children.

Ask: *Which emotions make you feel good? (Happy and excited.) Which emotions make you feel bad? (Sad, angry, and scared.)* Explain that emotions are important because they let others know how we are feeling.

11 Listen and trace the words.

Point to each word in turn and have students read them aloud. Play the audio. Stop the track after each word and tell students to trace it. Walk around helping or praising as appropriate.

This Is How I Feel!

Ask: *How do you feel today?* Elicit responses from different students. Tell students to complete the sentence with one of the emotions they traced in the previous activity. Hand out the crayons and give each student a sheet of paper. Tell them to draw a picture of themselves to show how they are feeling.

Differentiated Instruction

Below Level: Invite individual students to come to the front and show their pictures. Encourage them to ask: *Do you like my picture?* Encourage students to respond: *I like it. It's beautiful.* Ask the student how he / she is feeling today. Elicit, *I feel (happy).*

Above Level: Have students work in pairs to ask each other: *How are you feeling today?* And respond: *I feel (happy).*

Artistic Expression and Appreciation

Learning to Do

Follow the Leader!

Explain that you are going to play some music and that they should follow your movements. Make sure your movements follow the rhythm of the music. Once

Match the faces with the children.



Listen and trace the words.

students understand the game, let them take turns being the leaders.

Closing

Cover your face with your hands, smile and take your hands away. Encourage students to shout, *Happy!* Do the same with the rest of the emotions seen today.

Invite individual students to come to the front and do the same you did.

Extra Activity

10 If You're Happy!

Tell students they are going to listen and sing the song again, but this time you will

tell them how to sing it. Tell them to sing it as loudly as they can, as quietly as they can, ask them not to sing and just do the actions, and then you can ask them to sing without moving, etc.

Learning Linker

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

Exploration and Knowing of the World



Learning to Do

Objectives: Identify new people at school and find out who they are.

Suggested materials: Puppet; a globe

Preparation: If possible, arrange for students to enter another classroom (preferably first grade) during the class and ask students questions. Give the teacher a list of questions that your students are going to ask so that he / she can prepare her / his students.

Opening

Place the globe on your desk. Invite students to come up so that everyone can see it. Ask: *What's this? (It's a globe.) A globe has all the countries of the world on it. Who can find Mexico on the globe?* Have students raise their hands if they know where Mexico is. Choose one student to point to Mexico on the globe. Repeat with South Africa. Make sure that all the students can see the shape of the countries.

Active Learning

12 Listen and match the children to their countries.

Focus students' attention on the flags. Point to South Africa. Ask: *What country is this? (It's South Africa.)* Point to Mexico. Ask: *What flag is this?* Elicit, *It's Mexico.* *Where do you think Mariana is from?* Allow students to answer but don't acknowledge if they are right or wrong. Repeat with

Seth. Tell students to listen and check their predictions. Play the audio. Ask: *Were you right?* Have students match the children to their countries. Walk around the class helping. Play the audio again. Ask: *Are Mitzi and Max sad? (No.) Are Mitzi and Max excited? (Yes.) That's right. They are excited because there are new children at their school. What are the names of the new children? (Mariana and Seth.)*

13 Listen and circle the correct answers.

Read out the sentences and encourage students to make predictions. Say: *Listen and see if you are right.* Play the audio. Have students circle the correct words to complete the sentences. Walk around the class helping and praising as appropriate.

Ask, *What's her name? (Mariana.) How old is she? (Five.) Does she like school? She likes school.*

If you have new students in the class, invite students to ask questions to him or her to get to know him or her better.

If you have the opportunity to set this up, tell students they are going to visit another class. Tell them they should ask the new children the questions.

Differentiated Instruction

Below Level: Tell students that they only have to ask the new student(s) his or her name. Tell them they can ask other questions if they like but only if they can remember them.

Above Level: Have students ask the new student(s) several questions. Tell them to remember the information.

Listen and match the children to their countries.



Mariana



Seth

Listen and circle the correct answer.

Her name is Maria / Mariana.

She is 5 / 6 years old.

She likes / doesn't like school.

Objective: Identify new people at school and find out who they are.

Closing

Model how to share the information they gathered. Invite some students to share the information about the new student they met, with the class. Ask them how they feel about meeting new children.

Extra Activity

Ocean or land?

Invite students to stand up and make circle. Show students the globe and elicit what it is. Explain what parts of the globe represent oceans and which parts land. Say *Ocean* or *Land* as you point to the surface of the globe. Spin the globe and when it stops put your finger on any part you want and say

what it is, ocean or land. If it's ocean, ask students to stand up and pretend to swim around the circle. If it's land, they have to walk. Put the globe in the middle of the circle and invite a student to spin the globe and do the same you did. Continue with the game until everyone has had a chance to participate.

Learning Linker

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

Personal, Social, and Emotional Development



Learning to Live Together
Learning to Live with Others

Objectives: Express how they feel by using target language.

Suggested materials: Big Book

Preparation: None

Opening



If You're Happy!

Play track 10 and sing the song while doing the actions. Have students join in with the actions. Encourage the more advanced students to join in with the words.

Active Learning

Look and say why Sandy is sad.

Have students look at the pictures. Ask them to say Sandy's emotions in each picture (happy, happy, and sad). Pre-teach the word *necklace* if necessary. Ask: *Why is Sandy sad? (Because she lost her necklace.) Do you feel sad when you lose something?* Encourage responses from individual students. Ask them if they have ever lost anything. Ask: *Do you still feel sad?*

Ask the class what they do when they feel sad. Ask them if they wait for someone to help them feel better.

Draw a Self-esteem portrait.

Explain that a self-esteem portrait is a drawing of themselves that will make them feel happy when they look at it. For this

activity, suggest that they draw themselves doing something that they enjoy. Hand out the crayons and tell students to draw in the frame on the page. Walk around the class helping, encouraging, and praising where appropriate.

Share and say why you are happy.

Have students work in pairs. Tell them to say why they are feeling happy in the drawing. Invite individual students to share their drawings with the class.

Differentiated Instruction

Below Level: Have students work in groups of three. Encourage them to share their drawings and one thing that makes them happy. Model the sentence: *I am happy when... (I play with my dog).* Walk around the class helping with vocabulary needed.

Above Level: Have students work in groups of three. Encourage them to share their drawings and the things that makes them happy. Model the sentence: *I am happy when... (I see my friends).* Encourage the other group members to say: *That makes me happy too.* Monitor and help if needed.

Show the Big Book to students and elicit what they can recall from *A Birthday Party* story. Go through the pictures to help them remember. Read the story out loud and ask simple comprehension after each scene.

Extra Activity

Draw a sequence of faces to show: *happy, sad, angry, happy, sad...* on the board. Invite some students to complete the sequence (angry). Then represent the emotions in the pattern to follow it. Point to each picture

Look and say why Sandra is sad.



Personal, Social, and Emotional Development

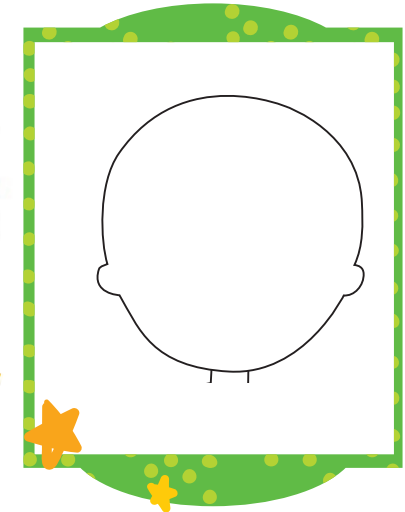
Learning to Live Together
Learning to Live with Others



Draw a self-esteem portrait.



Share and say why you are happy.



16

Unit 1

Objectives: Express how they feel by using target language.

in turn and have students gesture the corresponding emotion.

Closing

Charades

Invite individual students to come up and mime an emotion: *happy, sad, excited, angry, or scared.* Encourage students to guess the emotion. Invite the first student to guess it correctly to take the next turn.

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

Objectives: Put events in sequential order.

Suggested materials: clothes; sheets of paper

Preparation: Bring the following clothes to class: a sweater, a T-shirt, and a coat or warm jacket.

Opening

Show students the clothes in this order: sweater, coat, T-shirt. Point to each in turn and have students name them. Put on the clothes in the following order and say: *First, I put on my sweater; then I put on my coat; finally I put on my T-shirt. Is that right? (No.)* Scratch your head and pretend to think. Take off the T-shirt, the coat, and the sweater. Then say: *First, I put on the T-shirt; then I put on the coat, and finally I put on the sweater. Is that right? (No.)* Scratch your head again and ask: *What's the correct order?* Elicit: *T-shirt, sweater, and coat.* Put on the clothes in the correct order and ask: *Is that right? (Yes.) That is the correct order!*

Active Learning

 **Listen and number the pictures in order.**

Focus students' attention on the pictures. Ask them to describe the pictures. If necessary, give clues and help them with any unknown vocabulary. Ask: *What is this? What is in the blender? What are the ingredients? What do you call the drink?*

Elicit answers, and ask: *What are Mitzi and Max doing? (They are making smoothies.) Do you like smoothies?* Invite children to share their answers and ask them what fruits they like in their smoothies.

Tell students to listen to what Mitzi and Max are doing. Play the audio and have students listen and point to the pictures as they are mentioned. Repeat this activity if you think it is necessary. Ask students to number 1, 2, 3 the pictures to put them in the correct order. Play the audio again. Stop it after each step is described to give students time to think and number the picture. Check answers as a class by retelling the story with students' help.

Extra Activity

Put students into small groups. Tell them to create a new smoothie with their favorite ingredients. Have them draw it on a sheet of paper. Then invite groups to share their picture and describe their smoothie. Ask them about the sequence of steps to make it.

Differentiated Instruction

Below Level: Have students work in groups of three. Write the following instructions on the board. *Put the picture on the wall. Draw a picture. Take out your crayons.* Read out the instructions and have students mime them. Ask: *What action do we do first? (Take out your crayons.) What action do we do next? (Draw a picture.) Ask: What action do we do last? (Put the picture on the wall.)*

Above Level: Have students work in groups of three. Write the following instructions on the board. *Put the picture on the wall. Draw a picture. Take out your crayons.* Give each student a sheet of paper and

 **Listen and number the pictures in order.**

Literacy

Learning to Know

Mitzi and Max Get It Right



Objectives: Put events in sequential order.

Unit 1

17

the crayons. Say: *I want each student in your group to draw a picture to illustrate a different instruction.* Walk around the class helping, encouraging, and praising where appropriate. Invite students to come to the front of the class, a group at a time, and show their pictures in the correct order.

Closing

 **If You're Happy!**

Write on the board: *Stomp your feet. Shout hooray, do all three, clap your hands.* Read them out and mime them.

Play the song and sing. Stop the song before "clap your hands," and ask: *What comes first? (Clap your hands.)* Sing the first verse with students. Start to sing the second verse

and stop before *Stomp your feet.* Ask: *What comes next?* Elicit: *Stomp your feet.* Sing the second verse with the students. Repeat with the other verses.

Phonemic Awareness



Learning to Know

Objectives: Identify the /m/ sound.

Suggested materials: *Big Book*

Preparation: None

Opening

Remind students how to form the letter M by putting your hands on your head with the back of your fingers touching so that only the tips of your fingers are touching your head. Have students do the same. Tell students to put their hands down and stand up. Tell them you are going to say some words and if the word begins with the letter M, they have to put their hands on their heads and repeat the word. Say some words that students are familiar with, for example: *crayon, mango, dad, milk, mom*.

Active Learning

15 Listen and chant.

Tell students you are going to play a chant and that they have to stand up when they hear the children chanting. Play the chant and say it. Play the audio again and this time invite students to join in. Divide the class into two. Give one half the part of the teacher and the other half the part of the children. Play the chant again.

Listen, trace, and draw.

Focus attention on the first word, *mom*. Read the word aloud and have students trace it. Repeat with the other words. Hand out colored pencils and have students draw pictures to illustrate the words. Walk around the class helping, encouraging, and praising as appropriate.

Differentiated Instruction

Below Level: Have students share the pictures they drew in the previous activity, with a partner. Encourage Student A to say: *Do you like my (mom) picture?* Encourage Student B to say: *I like it. It's beautiful.*

Above Level: Brainstorm words that begin with the /m/ sound with students. Write the words on the board. Give each student a sheet of paper and tell them to draw a picture of something that begins with that sound. Walk around the class, helping, encouraging, and praising where appropriate.

When students finish their drawing, ask them to stand up and to find other students with a picture of the same word.

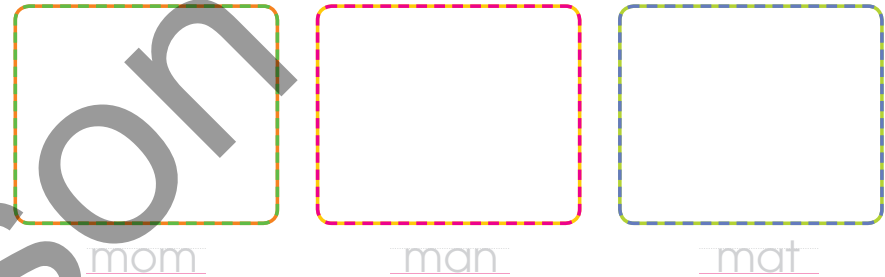
Closing

Have students line up in teams of four. Explain that you are going to whisper a word to the first student in line in each team. Those students then have to whisper the word to the student behind them and so on until it reaches the student at the end of line. The last student then comes to the front of the line and shouts out the word. Whisper familiar words that begin with m: *mom, mat, man, mango, milk*, etc.

15 Listen and chant.



15 Listen, trace, and draw.



18

Unit 1

Objectives: Identify the /m/ sound.

Extra Activity

Write *_nake, _ilk, _ix, _om, _un, _ango* on the board. Say the words as you point at them and have students repeat after you. Invite some students to come to the board and choose a word to complete and say it aloud. Ask: *What is the beginning sound?* (Ssss / Mmmm)

Show students the *Big Book* and elicit the name of the story and what it is about. Tell students you are going to read the story and they have to identify the words with the /m/ sound. Whenever they hear a word with that sound, they need to raise their hands. Tell them that the /m/ sound can be at the beginning or in the middle of the word.

Learning Linker

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

Mathematical Thinking



Learning to Know

Objectives: Identify and write the missing numbers in a calendar. Say the day and the date.

Suggested materials: month cards (2 sets if you have more than 12 students); 2-3 sets of days of the week cards; large laminated pattern blocks (one per student), large 100 chart posted on a wall, large pattern block pieces

Preparation: None

Opening

Give out the month cards. If you have more than twelve students, have an extra set so that all of them get one card. When you give a card to a student, say the month and have him or her repeat after you. Make sure they can remember the month.

Tell students you are going to say the names of the months and they have to stand up when they hear their month being mentioned. Say the names out loud. You can also ask students to come to the front and line up in order holding their month cards up. Do the same with the days of the weeks cards.

Active Learning

Complete the calendar.

Write numbers 1–31 on the board with students' help. Leave the numbers there for students to use them as reference for

the activity. Focus their attention on the calendar on their books. Say the month and the year and have them point at these elements. Then say the days of the week and have them point at them.

Tell them to complete the calendar with the missing numbers. Remind them of the numbers written on the board. Provide help if needed. Call out random numbers from 1–31 and have students say what day of the week it corresponds to.

Look and write the dates.

Point to the days words on the calendar and have students say them along with you. Focus students' attention on the red star on the calendar and then have them look at the example date. Have students complete the activity. Walk around the class providing help. To check answers say a star color and invite volunteers to say the date using the phrase: *Today is ...*

Differentiated Instruction

Below Level: Put students into pairs and ask them to practice saying the numbers in the calendar. Tell them to point to each number as they count. Then ask them to take turns pointing to different numbers in disorder and saying them. Finally, say: *Today is Friday, September 13*, and ask students to identify the date and point to it.

Above Level: Put students into pairs and ask them to practice saying the date. Tell them to take turns pointing at the day on the calendar and saying it. Model the activity. Monitor and provide help if needed.

Complete the calendar.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2				6	
				12	13	
						21
	30					

Look and write the dates.

- Today is Monday, September 2, 2019.
- Today is Friday, September _____.
- Today is Wednesday, _____.
- Today is _____.

Think!
When is your birthday?



Objectives: Identify and write the missing numbers in a calendar. Say the day and date.

Unit 1

19

Physical Development and Health

Learning to Know

Gross-motor Skills

Place some large pattern block pieces on tables and chairs. Say: *(Paty) and (Andy), hop and bring me a trapezoid.*

When they bring the shape back ask them what it is. Continue asking different students to hop, skip, jump, run, walk, march and bring you different shapes.

Closing

Give students an erasable marker and have them draw a shape on one of the numbers of the 100 chart. Encourage them to say as they leave, *I put a rhombus on 19.*

Learning Linker

Show students page 15 and model what to do. Have them do the activity in class or for homework.

Objectives: Talk about school activities in different locations at school.

Suggested materials: School playground, a classroom, and a school bus flashcards

Preparation: None

Opening

Place the flashcards across the board. Have students stand up and come to the front of the class. Say: *We are there now.* Encourage students to line up in front of the picture of the classroom. Say: *We play there.* Encourage students to line up in front of the picture of the classroom. Say: *We travel on it.* Encourage students to line up in front of the picture of the bus. Repeat the sentences in random order, encouraging students to line up in front of the corresponding picture. Say the phrases faster and faster.

Active Learning

16 Listen and say the words.

Have students look at the pictures. Play the audio. Encourage students to point to the corresponding pictures as they listen to the track.

Play the audio again and pause it before the word *classroom* is mentioned the second time. Encourage students to say: *Classroom.* Repeat the procedure with *playground* and *bus*.

Where are you now? Complete.

Ask: *Where are we now? We are in the...* Have students complete the sentence (*classroom*). Walk around the class helping, encouraging, and praising as appropriate. Invite individual students to read out the completed sentence.

Ask students the *Think!* question: *What do you do at the playground?* Encourage students to say activities such as, run, jump, play hide and seek, play tag, slide on the slide, swing, etc.

Differentiated Instruction

Below Level: Hand out crayons and give each student a piece of paper. Have students work in groups of three. Have one student in each group draw the school playground, another the school bus, and another the classroom. Walk around the class helping, encouraging, and praising where appropriate. Invite groups to share their pictures with the class. Have each student hold up his or her drawing and say what it is.

Above Level: Hand out crayons and give each student a sheet of paper. Have students work in groups of three. Assign each group a location, either classroom or playground. Have students in each group draw a different activity for their assigned location. Monitor and provide help. Invite groups to share their pictures with the class. Have each student hold up his or her drawing and say: *We (play) in the (playground).*

Listen and say the words.



classroom



school bus



playground

Where are you now? Complete.

We are in the _____.

20

Unit 1

Think!
What do you do at
the playground?

Objectives: Talk about school activities in different locations at school.

Closing

Show the flashcards of the different places seen in the lesson and ask individual students to say one activity they can do there. Tell them to say if they like that activity or not.

Extra Activity

Where Do We Play?

Put the pictures of the classroom, playground, and school bus in visible and accessible places around the classroom. You can use students' drawings instead of the pictures you brought to class. Tell them

you will say an activity and they have to think where that activity is done and run to the picture. Say: *Jump the rope*, and have students run to the *playground* picture. Say: *Sing*. And see where students run to. They might run to different places, in this case explain that some activities can be done at different places.

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

Objectives: Take care of different locations at school. Talk about likes and dislikes.

Suggested materials: pictures of different classroom activities: read, write, draw, color, learn numbers, learn letters

Preparation: Bring to the class pictures of different classroom activities that children like to do. Put the pictures on different walls around the classroom.

Opening

Have a class conversation about what students like to do in school. Start by asking: *Who likes to draw? Who likes to sing? Who likes to play games?* etc. Encourage students to put up their hands to say they like to do the activities you mention. Ask individual students: *Do you like to (draw)?* After students feel confident answering the questions with a response appropriate to their level, ask the more advanced students: *What do you like to do in school?*

Active Learning



Listen and complete the sentence.

Have students look at the photo and ask: *Where are the children? Are they inside or outside? Do you think that's their classroom?* Play the audio and have students listen and identify the name of the country mentioned (Africa). Then ask the questions of the beginning again and play the track again for students to confirm their answers.

Focus attention on the incomplete sentence. Say: *Listen and find out what children in Africa like to do at school.* Play the track again. Ask: *What do children in Africa like to do at school?* If students have problems answering, ask: *Do they like to draw? Do they like to color? Etc.* Write the activities on the board.

Tell students to choose one of the activities and finish the sentence.

Walk around the class, helping, encouraging, and praising as appropriate. Invite individual students to read out their sentences.

What do you like to do at school? Draw.

Hand out the crayons. Have students draw a picture of what they like to do at school. Walk around the class asking students about the activity they like to do.

Differentiated Instruction

Below Level: Have students share their pictures with a partner. Have them say what they like to do: *I like to (draw) at school.*

Above Level: Have students share their pictures in groups of three. Have them say: *I like to (sing) at school. Do you like my picture?* Encourage the other students to comment kindly on the picture.

Closing



I Like to...

Point to the different classroom activities pictures that you put previously around the classroom. Have students name the activities as you point to them. Explain that you will say a sentence like: *I like to (color) at school*, and if they like to color they have to stand up below the corresponding picture. Then say: *I don't like to (color) at school*, and

Listen and complete the sentence.



Children in Africa like to _____.

Think!
Is your school different from a school in Africa?



What do you like to do at school? Draw.



Objectives: Take care of different locations at school. Talk about likes and dislikes.

Unit 1

21

students that don't like to color should stand up below the corresponding picture.

Play the game until you have mentioned all the activities in the pictures.

Extra Activity



Listen and compare.

Divide the board into two vertically. On the left-hand side write *Africa*. Tell students to listen. Ask: *Do the students in Africa have classes inside or outside? (Outside)*, and write it on the board. Ask: *Do students sit on the ground or sit on chairs? (Sit on the ground.)* and write it on the board. Ask: *What do African students like to do at school? (Draw color, learn numbers, learn letters.)* Write their answers on the board. Write: *Here*

as a heading for the right-hand column. Ask students if they have classes inside or outside. Elicit *inside*, and write it on in the right-hand column on the board. Ask: *Do you sit on the ground or on chairs?* Elicit *chairs*, and write it on the board. Ask students what they like to do at school. Write their answers on the board.

Ask: *What do African students do differently?* Encourage students to answer: *They have classes outside and they sit on the ground.* Ask: *Do African children like to do the same things as you like to do?* Answers will vary.

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

Objectives: Develop their understanding of the concept of self. Talk about likes and dislikes.

Suggested materials: A balloon; friends flashcards

Preparation: Bring in an inflated balloon.

Opening

Tap, Tap Balloon

Show students the balloon. Tell them they are going to play to tap it to each other and say what they like to do at school. Tell them it doesn't matter if activities are repeated. If the group is more advanced have them say, *I like to (draw)*, before they tap the balloon.

Active Learning

What do you like to do with your friends at the playground? Draw.

Hold up the flashcard with the friends on it. Ask students if the children in the picture are happy and that they are doing. Then ask: *Are they friends? How do you know?* Focus students' attention on the picture of the school playground. Ask: *What do you like to do at recess?* If students are not forthcoming encourage them by asking: *Do you like to play (on the slide)?* Elicit answers.

Ask students to draw their friends and themselves enjoying their favorite activities.

Ask them to include activities that they don't like but their friends do.

Invite a more advanced student to come to the front of the class and show his or her drawing to the class. Have the student point to the picture of the school yard and say: *These are my friends!* Ask the student the following questions: *Do you like to ride on the bus? Do your friends like to play (on the slide)? Do you like to play (on the slide)? What do you like to do?* Encourage the student to answer: *I like to play (on the swings).* Ask: *What do your friends like to do? (They like to play (on the swings).)* Ask: *What don't you like to do?* Encourage the student to respond, *I don't like to (jump the rope).*

Have students share their pictures with a partner. Walk around helping, encouraging, and praising where appropriate.

Differentiated Instruction

Below Level: Have students play charades in groups of four. Tell one student to mime what he or she likes to do and have the others guess, *Play on the slide? Play tag?* When a student guesses correctly, encourage the student who is miming to say: *I like to (play on the slide.)*

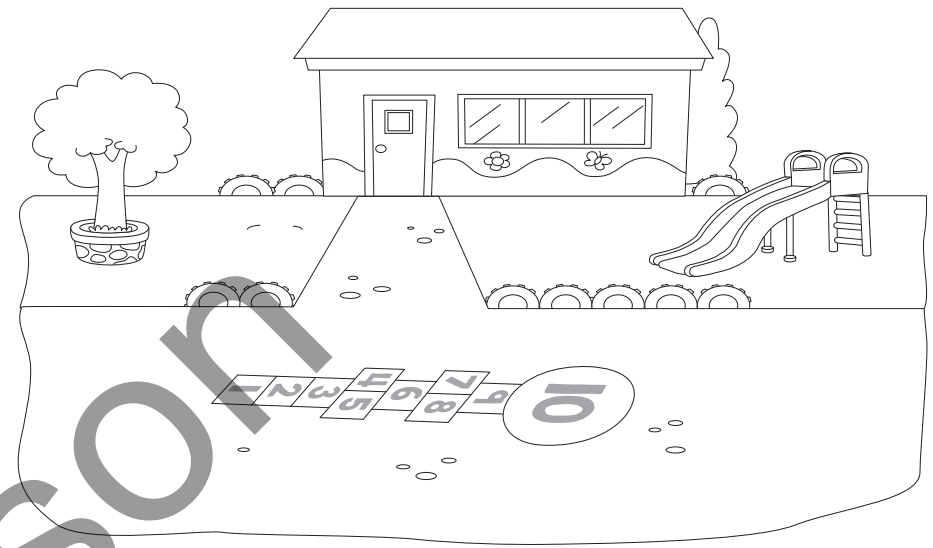
Above Level: Have students find classmates who like the same thing as they do. Have them ask one another: *What do you like to do?* When they have finished, ask individual students: *What do you like to do? How many friends like to (play on the slide)?*

Extra Activity

Self-portraits Art

Suggested Materials: mirrors (1 per student); white cardboard (1 sheet per

What do you like to do with your friends at the playground? Draw.



22

Unit 1

Objectives: Develop their understanding of the concept of self. Talk about likes and dislikes.

student); watercolors pencil brushes; yarn (black, brown, yellow, red); glue

Give out the mirrors to the students. Tell students to look at themselves on the mirror while you give instructions like: *Make a happy face; Make an angry face*, etc. Then tell them they are going to make a self-portrait while they look at themselves in the mirror. Give them the materials and let them start drawing themselves on the cardboard. Then they can paint using the watercolors. Finally, they can use pieces of yarn to make their hair. For more ideas on self-portrait crafts go to <https://www.hellowonderful.co/post/12-CREATIVE-SELF-PORTRAIT-ART-PROJECTS-FOR-KIDS/>



Closing

Tap, Tap Balloon

Tell them they are going to play to tap it to each other and give information about them, for example their name, age, likes, dislikes. Play the game and make sure all students have the opportunity to participate.

Learning Linker

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



Objectives: Distinguish between fantasy and reality in a story.

Suggested materials: Children's books for reading

Preparation: Bring in children's books with different genres; include realistic fiction and fairy stories.

Opening

Show students a book about a fairy story. Ask: *What's this book about? (About fairies.) Does it have magic? Does it have talking animals? Do you know the story of this book? Can this story happen in real life? (No.)*

Show students a book with realistic fiction. Ask: *What's this book about? Encourage students to respond. Ask: Can this story happen in real life? (Yes.)*

Show students the other books and have them say if they can happen in real life or not.

Active Learning



Listen and circle their new friend.

Have students look at the pictures and say what they think this part of the story is about. Play the audio and have students point to the pictures while they are mentioned. Ask: *Where are Mitzi and Max? (They're in the park.) What are they doing there? (They are playing with their boat? Who is the boy next to them? (He is a new friend.)*

Then ask students to draw a circle around the new friend Mitzi and Max make. They can circle him in the last scene.

Is their new friend real or imaginary? Complete the sentence.

Ask: *Can this story happen in real life? (Yes.) Is their new friend real or imaginary? (Real)* Read and point to the incomplete sentence on the book and have students complete it. If time allows, have a conversation with students about stories that can be real and stories that are just fantasy. Ask: *Do you know any stories that can't happen in real life?* Encourage students to tell you the name of fairy stories they know such as *Cinderella* and *Snow White*. Ask: *How about stories with animals that can talk? Can they happen in real life?* Encourage students to respond. Ask: *How do we know that this story can happen in real life?* Elicit that there is no magic or talking animals. Say: *We call stories that can't happen in real life, fantasy. We call stories that can happen in real life, realistic.*

Show students the books you brought in again and have them say if they are fantasy or realistic.

Differentiated Instruction

Below Level: Ask students to choose a story they know. Tell them it can be realistic or a fantasy. Hand out the paper and crayons and have students draw a scene from the story they chose. Walk around the class helping, encouraging, and praising where appropriate.

Invite students to share their pictures with the class. Encourage them to say the name of the story and if the story is fantasy or realistic.

Listen and circle their new friend.

Mitzi, Max, and Their New Friend

Literacy

Learning to Know





Is their new friend real or imaginary? Complete the sentence.

Their new friend is _____.

Objectives: Distinguish between fantasy and reality in a story.

Unit 1

23

Above Level: Ask students to choose two stories they know; one fantasy and the other realistic. Hand out sheets of paper and crayons. Have students fold the paper in two and draw a scene from one of the stories they chose on one side of the paper and a scene from the other story on the other side of the paper. Write *Fantasy* and *Realistic* on the board and have students label their pictures. Walk around the class helping, encouraging, and praising where appropriate.

Have students share their pictures with a partner and say which picture is fantasy and which is realistic. Encourage them to say why the pictures are realistic or fantasy.

Closing

Write the following chant on the board, Underline the indicated words in red:

It's a sunny day.
Let's play, let's play.
A day in the sun
It's fun, it's fun!

Read out the chant, clapping where the syllable is underlined. Encourage students to clap with you. Read out the chant several times, encouraging students to join in when they are ready.

Phonemic Awareness



Learning to Know

Objectives: Practice saying words with the /s/ sound.

Suggested materials: Large calendar; picture of a snake or a snake toy

Preparation: None

Opening

Have students line up in teams of five. Explain that you are going to whisper a word to the first in line in each team. Those students then have to whisper the word to the student behind them and so on until it reaches the student at the end of line. The last student then has to come to the front of the line and shout out the word. Whisper familiar words that begin with the /s/ sound: *snake, stop, sleep, sister, etc.*

Active Learning

19 Listen and say the words.

Tell students to listen to the audio and say the words after they hear them. Then read the words in random order and have students point at the corresponding pictures.

Draw a word that begins with the /s/ sound. Write it.

Brainstorm words that begin with the /s/ sound. Make a list on the board. Tell students to draw a picture in the frame next to *school*. Walk around helping, encouraging, and praising where

appropriate. Ask individual students to share their drawings with the class and say what they have drawn. If the word isn't on the board, write it. Have students label their pictures. Walk around helping, encouraging, and praising where appropriate.

20 Listen, sing, and clap.

Display the large calendar and put it on the board. Review the days of the week and have students say what day it is today. Explain to students that they will listen to a song and clap when they hear a word that begins with the sound /s/. Model the activity. Play track 20 and listen and clap with them. Play the audio again and this time let them clap alone. Encourage students to sing along.

Artistic Expression and Appreciation



Learning to Do

9 See, See

Show the snake you brought (a picture or a toy) and elicit what it is. Ask: *What does a snake do? (Slithers.) How does it slither? Show me.* Play the song and have students create their own dance movements. Encourage students to be creative. Play the song several times.

Differentiated Instruction

Below Level: Write on the board: *A sad snake slithers in the sand under the sun.* Hand out sheets of paper and crayons. Read out the sentence and check comprehension. Have students draw a picture about the sentence. Encourage students to share their pictures and say the sentence.

19 Listen and say the words.



sun



sand



snake



sad



school



20 Draw a word that begins with the /s/ sound. Write it.

Listen, sing, and clap.

24

Unit 1

Objectives: Practice saying words with the /s/ sound.

Above Level: Write on the board: *A sad snake slithers in the sand under the sun.* Hand out sheets of paper and crayons. Read out the sentence and check comprehension. Have students write the sentence on the sheet of paper and illustrate it. Encourage students to share their pictures and read out loud the sentence.

Extra Activity

What's that Sound?

Suggested materials: Pictures of different words beginning with the /s/ sound and others with the /m/ sound. Make sure students are familiar with most words.

Tell students that you are going to show them some drawings and that if the word

starts with the /m/ sound, they have to raise their hands and that every time they see a word starting with the /s/ sound, they have to clap. Say the words as you show them.

Closing

20 Days of the Week

Play the song. Listen and invite students to follow along. Every time a word begins with the /s/ sound, have students do different things, for example, clap, jump, put their hands up, etc.

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: Count to 50. Write numbers to 50.

Suggested materials: Large laminated pattern blocks (one per student); large 100 chart posted on a wall

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

Opening

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

Active Learning

Count and write the number.

Have students sit on floor in front of the board. Draw five frames each with ten squares. Draw some dots. Ask individual students to come up and write the number of dots. For example: 24, 17, or 47.

Have students go back to their seats and complete the activity in their books. Walk around helping, encouraging, and praising where appropriate.

Look at the number and draw dots.

Have students sit on floor in front of the board. Draw five frames each with ten squares. Write a number from 1 to 50. Ask individual students to come up and draw the corresponding number of dots in the frames.

Have students go back to their seats and complete the activity in their books. Walk around helping, encouraging, and praising where appropriate.

Differentiated Instruction

Below Level: Draw five ten-frames on the board. Point to each frame and say: 10, 20, 30, 40, 50. Then write the number 45 on the board. Point to the number and have students say it. Point to the ten-frames again and say, 10, 20, 30, 40 and stop. Say *We just need five more*, and count the five squares on the first line of the fifth ten frame. Then go back to the first ten-frame and draw a dot on each square as you count them one by one. Continue until you reach to the number 45 on the fifth ten-frame. Have students do the same in their books. Monitor and provide help.

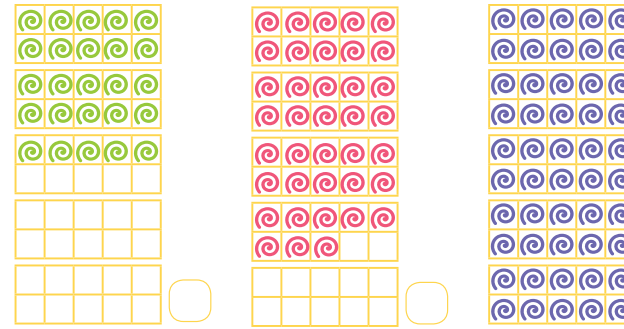
Above Level: Draw five ten-frames on the board. Point to each frame and say: 10, 20, 30, 40, 50. Then write the number 45 on the board. Point to the number and have students say it. Point to the ten-frames again and say, 10, 20, 30, 40 and stop. Say *We just need five more*, and count the five squares on the first line of the fifth ten-frame. Now, ask students to count 45 squares on their ten-frames and to draw a dot on each square. Monitor and provide help.

Extra Activity

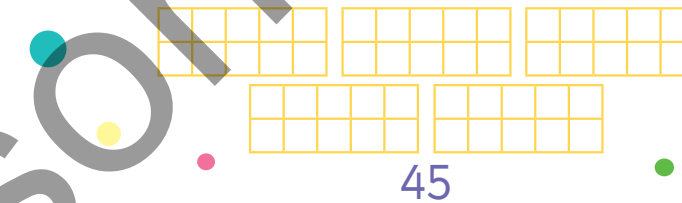
Pattern Blocks Game

Hand out a large pattern block piece to each student and have the student tell you the name of the shape. Prompt if necessary: *It's a... hexagon.*

Count and write the number.



Look at the number and draw dots.



Objectives: Count to 50. Write numbers to 50.



Unit 1 25

Have students stand in a circle holding their shapes. Call out a shape and the children who have it, have to run / hop / jump / walk to the middle and place their shapes on the floor in the middle. Continue the until all shapes are in the middle.

Physical Development and Health



Learning to Know

Gross-motor Skills

Place some large pattern block pieces on tables and chairs. Say: *(Paty) and (Andy), jump 3 times and bring a triangle.*

Closing

Give students an erasable marker and have them draw a shape on one of the numbers of the 100 chart. Encourage them to say as they leave: *I put a triangle on number 32.*

Learning Linker

Show page 20 and model what they have to do. Ask students to complete the activity in class or set it as homework.



Objectives: Ask and answer questions about themselves.

Suggested materials: Puppet; emotions Flashcards

Preparation: None

Opening

Take out the puppet. Say to the puppet: *Hi, what's your name?* Have the puppet respond with the name you decided to give it. Ask the puppet: *How old are you (the puppet's name)? (Five.) Do you like to play with your friends?* Have the puppet respond: *Yes, I do.* Walk around the class and have the puppet ask the students the same questions. Encourage the students to respond.

Active Learning

Answer the questions about yourself.

Read the questions and ask them to individual students. Then tell students you're going to read each question for them to write their answers. Read them one by one and allow students enough time to answer. Invite individual students to read out the questions. Tell students to answer the questions about themselves. Walk around the class helping, encouraging, and praising where appropriate.

Differentiated Instruction

Below Level: Model asking the questions and invite random students to answer them. Write the questions on the board and answer them with information from one student. Then have students write their answers on the lines provided.

Above Level: Have students work in pairs and ask and answer the questions. Finally, have them write their answers on the lines provided.

Work with a friend. Ask and answer questions and act out the story.

Have students look at the pictures. Ask: *Where are they? (At the swimming pool.)* Point to the first picture and ask: *What is the swimming instructor asking the girl? (What's your name?)* What does the girl say to the instructor? (*Anna.*) Point to the second picture and ask: *What is the swimming instructor asking the girl? (How old are you?)* What does the girl say to the instructor? (*Six.*) Point to the third picture and ask, *What is the swimming instructor asking the girl? (Do you like to swim?)* What does the girl say to the instructor? (*Yes, I like it very much.*)

Ask students to get into pairs and ask them to role-play the story. Monitor and provide help.

Closing

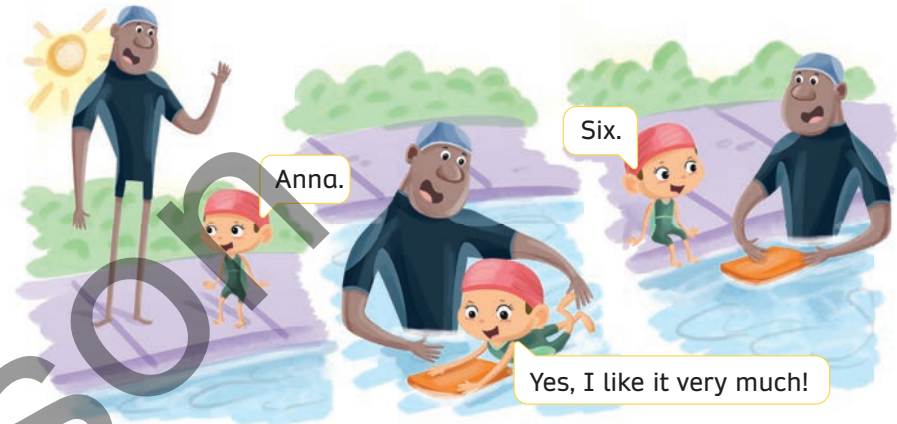
10 If You're Happy!

Review vocabulary related to emotions by using the flashcards. Show them and ask students to act out each emotion presented. Play the track and sing and act out. Have students join in with the actions. Encourage

Answer the questions about yourself. Pencil icon

What's your name? _____
How old are you? _____
Do you like to swim? _____

Look and say what happens in the story. Lips icon



26 Unit 1

Objectives: Ask and answer questions about themselves.

the more advanced students to join in with the words.

Extra Activity

Use the puppet to invite students to come to the front and interview it. Hold it and let students ask the questions they want and reply them. Encourage as many students as possible to participate and have fun.

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

Objectives: Compare personal knowledge.

Suggested materials: Puppet

Preparation: None

Opening

Take out the puppet. Have the puppet shout: *Look!* Put your hand above your eyes as if you were looking at something far away and shielding your eyes from the sun. Have the puppet shout: *Listen!* Put your hand behind your ear as if you were trying to hear something far away. Repeat the procedure encouraging students to join in with the actions. Have the puppet shout: *Look!* and *Listen!* randomly and have students do the actions along with you. After a few times, stop doing the actions so the students are responding only to the puppet. Start slowly and gradually go faster and faster. Encourage students to have fun with it.

Active Learning

21 Listen and match.

Use the puppet to instruct: *Listen!* Tell students to listen and mime the actions mentioned, do this with them. Play the audio and use the puppet to guide students, especially with the new concept *We understand!*

Play the audio again and ask students to mime the actions and repeat the words as they hear them.

Focus their attention on the icons in their books and elicit what they mean. Now, read the words below as you point at them and ask students to identify the icon that represents that word and draw a line to match them. Say word by word at a time and allow students enough time to draw the matching lines.

To compare answers, ask students to work with a partner and compare their answers. If their answers are different, help them out to agree on the correct answers.

22 Listen and sing.

Tell students they are going to listen to a song about learning. Play the audio and sing and act out the song. Play the audio several times and encourage students to join in when they feel comfortable.

Differentiated Instruction




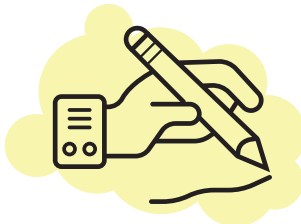
Below Level: Have students work in groups of three. Write: *look, listen, do* on the board. Ask students what things they look at in class. Prompt if necessary. Do the same with the actions *listen* and *do*.

Hand out crayons and a sheet of paper to each student. Explain that each student in the group should illustrate either something they look at in class, something they listen to in class, or something they do in class, so that each group illustrates the three things. Monitor and provide help. Have each group share their pictures with the class. Ask: *What do we look at? What do we listen to? What do we do?*

Above Level: Write: *look, listen, do* on the board. Ask: *What do we look at in class? What do we listen to in class? What do we do in class?* Hand out crayons and a sheet of paper to each student. Explain that students should draw three pictures on the paper:


Listen and match.

How Do We Learn?



listen
look
understand
do

Think!
What school activity makes you happy?



Unit 1 27

Objectives: Compare personal knowledge.

Something they look at in class, something they listen to in class, and something they do in class. Have students share their pictures with the class and say what they look at, listen to, and do.

Closing

Have students sit in a circle on the floor. Use the puppet to discuss with them which are their favorite activities in the classroom. Make notes on what they like, to include more of these activities in your classes.

Extra Activity

22 Learn, Learn, Learn Today!

Divide the class into four groups. Write on the board:

Look, look, look, look, look!
Listen, listen, listen, listen, listen!
Understand this way
And learn, learn, learn today!

Assign a different line to each group. Play the song and have the groups sing along with their line. Repeat until students are comfortable singing along. Then have them sing without the recording.

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: Understand the importance of behaving respectfully towards others.

Suggested materials: Emotions flashcards; puppet

Preparation: None

Opening

10 If You're Happy!

Review vocabulary related to emotions by using the flashcards. Show them and ask students to act out each emotion presented. Play the song and sing and act out. Have students join in with the actions. Encourage the more advanced students to join in with the words.

Active Learning

Look and color good or wrong.

Point to the first picture. Ask the following questions and encourage students to respond: *What are the children doing? Are all the children paying attention? Explain what a kindergarten citizen means. Give them some examples of good citizen actions and not good citizen actions. Ask: Which children are good kindergarten citizens in the picture? Which children are not good kindergarten citizens in the picture? Say: Let's color the thumbs down icon because there are not good kindergarten citizens in the class in the picture. Have students color the sad icon.*

Point to the second picture. Say: *Good kindergarten citizens are generous? Are these children being generous? (No.) Are they good kindergarten citizens? (No.) What icon are we going to color? Have students color the thumbs down icon.*

Point to the third picture and say: *What about these children? Are they being good kindergarten citizens? (Yes.) That's right. They are helping each other and they are being respectful. What icon are we going to color? Have students color the thumbs up icon.*

Read and circle.

Ask the *Think!* question: *What kinds of things make you a good kindergarten citizen? Brainstorm things that make a good kindergarten citizen with the class. Ask: Are you a good kindergarten citizen? If you are, circle the happy face. But, if you aren't, color the sad face.*

Take the puppet and walk around the class. Have the puppet ask individual students: *Are you a good kindergarten citizen? And encourage them to answer with Yes or No.*

Read the sentence: *I'm a good kindergarten citizen.* Ask students to circle the happy if they are or sad face if they are not.

Differentiated Instruction

Below Level: Hand out crayons and a piece of paper to each student. Have them draw themselves being a good kindergarten citizen. Walk around the class helping, encouraging and praising where appropriate. Invite students to share their pictures with the class and say: *I'm a good kindergarten citizen.*

Above Level: Have students form groups of five. Explain that they are going to do a role play. Tell them that three students

Look and color good or wrong.



Read and circle.

I'm a good kindergarten citizen.



Think!
What kinds of things make you a good kindergarten citizen?

28

Unit 1

Objectives: Understand the importance of behaving respectfully towards others.

of the group are going to pretend to do a classroom activity. One of the other students is going to be a good kindergarten citizen the other student is going to pretend to be a not so good kindergarten citizen. Have students practice their role plays. Walk around the class helping, encouraging, and praising as appropriate.

Have groups perform their role plays for the class. Ask the class: *Who is the good kindergarten citizen? Who is the not so good kindergarten citizen?*

Closing

Make a list on the board, with students' help, of things that make students be good kindergarten citizens.

Extra Activity

Tell students to close their eyes for a couple of minutes while you put things in disorder in the classroom. For example, put some trash on the floor. When you are done, ask students to open their eyes and look around the classroom and say the things that are in disorder. Invite them to be good kindergarten students and to help you put the things away. Thank them and say good-bye to them.

Learning Linker

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