

## Communication Objectives

Identify and name school items    Understand basic commands  
Greet someone    Identify location of objects  
Introduce oneself

## Target Language and Structures

*What is this? It is a jungle gym.*    Understand prepositions: *in, on*  
*What are these? They are hoops.*    Understand adverbs: *inside, outside*  
*Hello. My name is Kayla.*  
*Hi. My name is Tony.*

## Topics and Key Vocabulary

### School Objects:

*scissors, markers, shelves, books, box, ball, hoops, jungle gym*

### Greetings:

*hello*

### Colors:

*pink, red, blue*

### Numbers:

*one, two, three*

### Demonstrative Pronouns:

*this, these*

### Action Verbs:

*play, stand up, close (your eyes/mouth), open (your eyes/mouth), run, stop, point, say, listen, climb, cut out, look, paste, do, trace, count, match, draw, clean up, work, switch, color, write, paint, respect, find, wiggle, live, move, eat, walk, watch, put, sing, make, stick*

### Nature and Science Words:

*snail, trail*

## Content Connections

### Math:

Identify and trace numbers:  
1, 2, 3

Count to 3

### Nature and Science:

Observe how snails move

### Art:

Make a snail

### Music:

Sing and act out songs

Move to music

### Language Arts:

Say and act out chants

## Amazing and Project

Identify how snails move

**Project:** *Make a Snail*



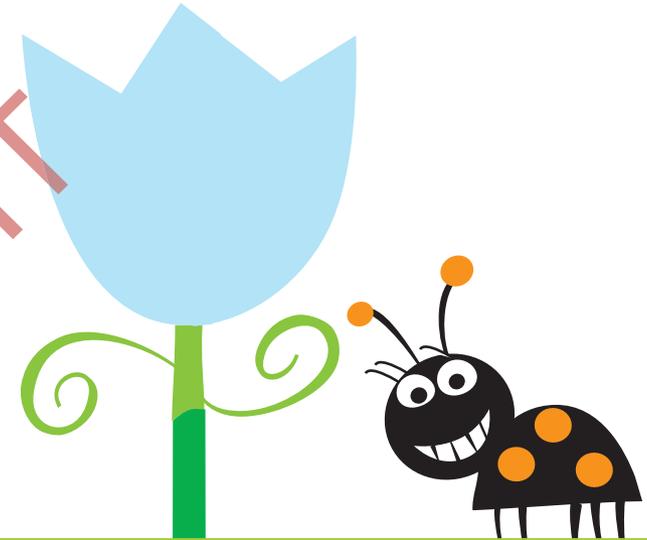
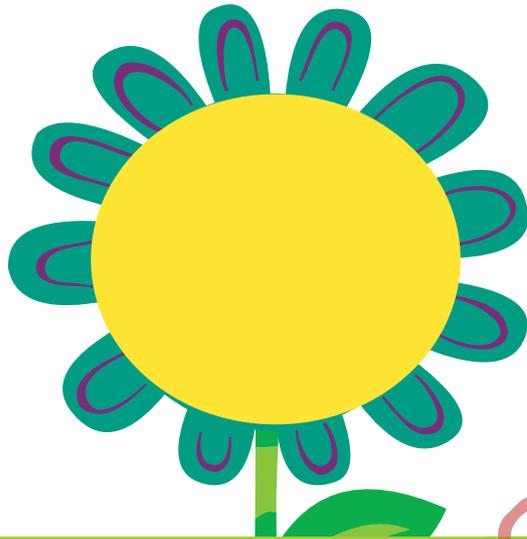
## Reading and Writing Readiness

Practice motor skills

Practice visual discrimination

## Little Book

*Draw and Color*



## Competency-based Education

Competency work within the following formative areas:

### Discovering Our World:

Observe living creatures in nature;  
Amazing page, p. T10

### Personal and Social Development:

Understand the external rules and conventions that regulate one's conduct in different settings; Values page, p. T9

## Home-School Connection

Take home the Little Book

Sing songs and say chants at home

Take home Show Time drawings

Talk about school items at home

## Values

Respecting the teacher and listening

# Unit Opener

## Objectives

- To predict unit topic
- To identify and name school items
- To introduce oneself
- To understand and follow simple commands

## Vocabulary

*puppet, crayons, table, chair, scissors, paper, balls, hula hoop, marker, play, stand up, jump, open (your eyes), close (your eyes), run, stop*

## Language

*This is (a hula hoop).*

*What are these? They are (balls).*

*Find the balls!*

*What's your name? My name is (Anna).*

*This is the (principal). (Her) name is (Ms. Gomez).*

## Materials

Class Audio CD, Jumpy Cricket puppet, *scissors, markers, shelves, books, box, ball, hoops*, and *jungle gym* Picture Cards, soft ball, hula hoop

## BEFORE PAGE 1

### Sing the "Hello Song"

A3 Play the audio. Sing along with Jumpy Cricket. Encourage children to listen. Have Jumpy Cricket greet each child.

### Actions Game

Have Jumpy Cricket say the following commands and have children do the actions: *Let's play! Stand up! Jump three times! Open (your eyes)! Close (your eyes)! Shake (your head)! Run! Stop!*

### Have Big Fun Talking!

Have Jumpy Cricket model the conversation:

**A:** What's your name?

**B:** My name is Jumpy Cricket. What's your name?

**A:** My name is (Mrs. Rogers).

Invite pairs to come up. Say the lines and have children repeat them after you. Have children use their names in the conversation.

## DURING PAGE 1

### 1 Look and predict. Listen. Predict Together

Attach the *scissors, markers, shelves, books, box, ball, hoops*, and *jungle gym* Picture Cards to the board. Point to them and say: *Look, we can find all these things in our...* Pause and encourage children to say: *school!* Children may use their native language if necessary. Next, display page 1. Point to the scissors in the box and say: *These are scissors*. Have children repeat *scissors*. Repeat with *paper* and *balls*. Then, point to the boy holding a marker. Say: *This is a marker*. Point to the girl with the hula hoop. Say: *This is a hoop*. Have children repeat *marker* and *hoop*. Next, ask: *What else can we find at school?* Point to different classroom objects and elicit their names: *puppet, crayons*, etc. Then, play Audio A5. Have children listen. Encourage them to mime the actions with you. At the end of the song, fill in the missing word: *Fun with (school)!*

Next, play the Target Song "My School" (A7). Use Jumpy Cricket to model the questions and answers. Point to the Picture Cards on the board as the items are mentioned. Have children listen and look attentively.

### Do the Find It! Activity

Point out Jumpy Cricket and say: *Look! Jumpy Cricket is playing with balls*. Read the sentence aloud: *Find the balls!* Have children look for balls in the unit. (Balls can be found on pages 1, 3, 4, 12, and Little Book p. 2.)

## AFTER PAGE 1

### Check Predictions

Flip through the pages, point to different pictures, and ask: *Can we find this at school?* Encourage children to answer Yes or No.

### Ball Game

Ask volunteers to hold up a hula hoop. Have children line up. The first child throws the ball through the hoop. Continue until all children have participated.

### Sing the "Good-bye Song"

A6 Play the audio. Have children listen and wave good-bye to you and their classmates.

### Portfolio

Gather letter-sized or smaller student work throughout the year for Level 2 Portfolios. Use the Stickers envelope as the Portfolio. Attach one "Portfolio" Sticker to each envelope and write the child's name on it. Add to the Portfolio work that children feel good about and that shows their progress.

 See Workbook page 1.

## EXTRA ACTIVITY

### School Tour

Take children on a tour of the school and introduce them to the people who work there. Say: *This is the (principal). (Her) name is (Ms. Gomez)*. Ask children to greet each person: *Hello, (Ms. Gomez)*.



# MY SCHOOL

A5 & A7

1 Look and predict. Listen.



Find the balls!



Unit Preview; FIND IT in the unit: balls



# 2 Listen and say. Find and match.



scissors



markers



shelves



books



What are these?

They are scissors.

# Vocabulary

## Objectives

- To identify school items
- To repeat names of school items
- To understand and follow simple commands

## Vocabulary

*scissors, markers, shelves, books, look, point, say, run, touch, stop, listen*

## Language

*What are these? They are (scissors).*

## Materials

Class Audio CD, *scissors, markers, shelves, books, box, ball, hoops, and jungle gym* Picture Cards, Jumpy Cricket puppet, pencils, beanbag

## BEFORE PAGE 2

### Vocabulary Presentation

Display the *scissors, markers, shelves, and books* Picture Cards. Hold up each card as you say the word. Say the word again and have Jumpy Cricket repeat after you. Encourage children to repeat the words after Jumpy Cricket.

### Look, Point, and Say

Attach the *scissors, markers, shelves, and books* Picture Cards to the board at children's eye level. Invite a child to come up. Say: *Markers*. Have the child point to the corresponding card. Then, say: *Look for markers*. Encourage the child to walk around the room and look for markers. Have him or her point to the markers when he or she finds them and say the word: *Markers*. Repeat with *scissors, shelves, and books* and other children.

## Target Song "My School"

A7 Play the Target Song "My School." Display all Unit 1 Picture Cards around the room. Use Jumpy Cricket to model the questions and answers in the song. He sings the children's part. Walk around the room and have Jumpy Cricket point to the school items as they are mentioned in the song. Have children listen and look attentively.

## DURING PAGE 2

### 2 Listen and say. Find and match.

A8, A9 Play Audio A8. Point to the photos of the vocabulary items, say the words, and have children repeat. Underline each word with your finger as you name each item. Next, invite children to find the *scissors, markers, shelves, and books* in the scene. Then, show them how to trace a line from the photo of the scissors to the corresponding illustration in the scene. Encourage children to trace lines with their index finger before they do so with a pencil. Next, have them match the remaining photos with the corresponding illustrations.

scissors markers shelves books

Point to the scene and the speech bubbles. Say the dialogue that goes with the scene: *What are these? They are scissors.* Play Audio A9 and point to the photos as children repeat.

What are these? They are scissors.  
What are these? They are markers.  
What are these? They are shelves.  
What are these? They are books.

## AFTER PAGE 2

### What Are These?

Walk around the room and point to some books. Throw a beanbag to a child and ask: *What are these?* Encourage him or her to answer: *They are books.* Repeat the procedure with *scissors, markers, and shelves* and other children.

### "Stop, Look, and Listen Chant"

A4 Play the audio and say the chant for children to calm down at the end of class. Have children listen and do the actions with you.

WB See Workbook page 2.

## EXTRA ACTIVITY

### Say, Run, and Touch

Place the *scissors, markers, shelves, and books* Picture Cards along the chalkboard ledge. Have children form two lines facing the board. Call out the name of a school item and choose a child to repeat the word and run and touch the picture. Then he or she can say the word again and go to the back of the line. Continue until everyone has participated.

# Vocabulary

## Objectives

- To identify school items
- To repeat names of school items
- To understand adverbs: *inside, outside*
- To understand and follow simple commands

## Vocabulary

*box, ball, hoops, jungle gym, inside, outside, play (with a hula hoop), climb (on a jungle gym)*

## Language

*What is this? It is (a ball).*

*What are these? They are (hoops).*

*The books are inside.*

*The jungle gym is outside.*

## Materials

Class Audio CD, soft ball, *box, ball, hoops, jungle gym, scissors, markers, shelves, and books* Picture Cards, Jumpy Cricket puppet, pencils, white paper (one sheet per child), crayons

## BEFORE PAGE 3

### Vocabulary Presentation

Display the *box, ball, hoops, and jungle gym* Picture Cards. Hold up the cards as you say the words. Say the words again and have Jumpy Cricket repeat after you. Encourage children to repeat the words after Jumpy Cricket.

### Yes or No

Display the *box, ball, hoops, and jungle gym* Picture Cards. Have children sit in a circle. Roll a ball to a child. Hold up a Picture Card and ask *Is this (a box)?* or *Are they (hoops)?* Encourage the child to answer affirmatively or negatively. Repeat the procedure until all children have participated.

## DURING PAGE 3

### 3 Listen and say. Find and match.

 Play Audio A10. Point to the photos of the vocabulary items, say the words, and have children repeat. Underline each word with your finger as you name each item. Next, invite children to find the box, ball, hoops, and jungle gym in the scene. Then, show them how to trace a line from the photo of the box to the corresponding illustration in the scene. Encourage children to trace lines with their index finger before they do so with a pencil. Next, have them match the remaining photos with the corresponding illustrations.

box ball hoops jungle gym

Point to the scene and to the speech bubbles. Say the dialogue that goes with the scene: *What is this? It is a hoop.* Play Audio A11 and point to the photos as children repeat.

What is this? It is a box.  
What is this? It is a ball.  
What are these? They are hoops.  
What is this? It is a jungle gym.

Next, point to the books and say: *Look. The books are inside.* Make a gesture to indicate *inside*. Then, point to the jungle gym and say: *The jungle gym is outside.* Make a gesture to indicate *outside*. Point to different items in the scene and encourage children to say if they are inside or outside.

## AFTER PAGE 3

 **Sing the Target Song “My School”**  
Play the Target Song. Attach all the Unit 1 Picture Cards to the board. Use Jumpy Cricket to model the questions and answers in the song. He sings the children’s part. Have him point to the school items on the board as they are mentioned. Have children listen and look attentively.

 **Inside, Outside**  
Display page 3. Divide the class into two teams. Point to an item in the scene and say: *The jungle gym is outside.* Have a child from team A clap if your statement is correct or make a sad face if it is wrong. If the child’s response is correct, he or she wins a point for his or her team. Repeat with other items and alternate teams. The team with the most points wins.

 **“Look at Me Chant”**  
Play the audio and say the chant. Have children listen and do the actions with you. Play the audio again and encourage children to chant with you.

 See Workbook page 3.

## EXTRA ACTIVITY

 **Draw and Color**  
Distribute white paper and crayons. Encourage children to draw and color a school item. When the drawings are complete, have children take turns holding up their drawings. Have Jumpy Cricket ask each child *What is it?* or *What are they?* Praise all efforts.

# 3 Listen and say. Find and match.



box



ball



hoops

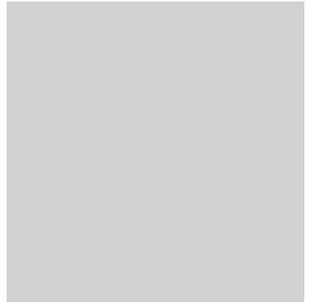
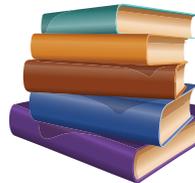
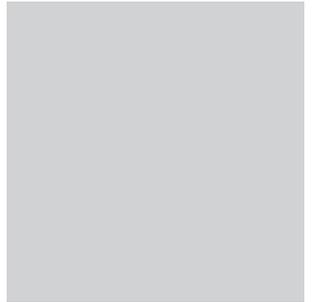
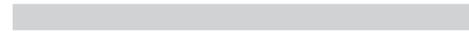
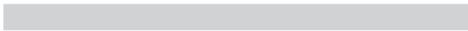
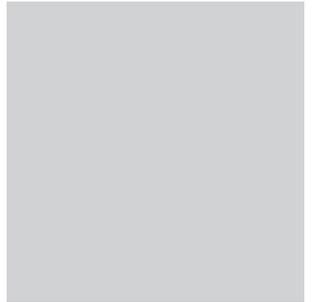


jungle gym



Vocabulary Presentation: *box, ball, hoops, jungle gym; inside, outside*  
Language Practice: *What are these? They are (hoops). Review: What is this? It is a (ball).*

4  Cut out. Look and trace. Paste.



SAMPLE UNIT

## Practice

### Objectives

- To identify and name school items
- To review prepositions: *in, on*
- To review demonstrative pronouns: *this, these*
- To practice visual discrimination
- To understand and follow simple commands

### Vocabulary

*box, ball, jungle gym, boy, shelves, books, in, on, cut out, look, paste, say, do*

### Language

*This is (a ball).*

*These are (shelves).*

*The (ball) is (in) the (box).*

*The (boy) is (on) the (jungle gym).*

*The (books) are (on) the (shelves).*

### Materials

Class Audio CD, box, book, table, classroom items, Cutouts, scissors, glue, pencils, Jumpy Cricket puppet, *scissors, markers, shelves, books, box, ball, hoops, and jungle gym* Picture Cards, play dough

### BEFORE PAGE 4

#### Review *in* and *on*

Have children sit in a semicircle. Put a box at the front of the room. Ask: *What is it? It is a box.* Then, hold up a book and ask: *What is it? It is a book.* Next, say: *(Jimmy), put the book in the box.* Then say: *The book is in the box.* Next, invite another child to come up and encourage him or her to put the book on the table. Then say: *The book is on the table.* Repeat the procedure with other classroom items and children.

### DURING PAGE 4



#### 4 Cut out. Look and trace. Paste.

Hold up the Cutouts for page 4. Point to the one that depicts a ball in a box. Say: *The ball is... the box.* Have children complete the sentence with *in*. Repeat the procedure with the remaining Cutouts: *The boy is on the jungle gym. The books are on the shelves.* Help children to cut out the Cutouts. Next, have them look at page 4. Point to each picture and say: *This is (a box). These are (shelves).* Then, invite children to trace a line from the box to the boy, first with their index finger and then with a pencil. Have them trace another line from the ball to the shaded area and say: *The ball is in the box.* Encourage children to put a small amount of glue on the corresponding Cutout and ask them to paste it in the correct box. Repeat the procedure with the remaining Cutouts.

### AFTER PAGE 4

#### Say and Do!

After children have been using supplies, read them the following poem. Read it a second time and ask children to repeat each line after you. Then, during a third reading, have them do the actions mentioned in the second verse as they say the lines. When they have finished, say: *Thank you for cleaning up.*

We don't want a messy room!  
No, No, No, No!  
We don't want a messy room!

Let's clean up!

Put the scissors in the box.  
Put the crayons in the can.  
We don't want a messy room!  
No, No, No, No!

#### Target Song "My School"

A7 Play the audio and sing along. Use Jumpy Cricket to model the questions and answers. Hold up the *school items* Picture Cards as the different items are mentioned.

#### TIP: Trash Captain

Assign one child to be a Trash Captain. He or she can pass the trash basket to each table at the end of each project. This way trash will not be in the way when the class goes on to the next activity.

WB See Workbook page 4.

### EXTRA ACTIVITY

#### Play Dough Balls

Put some play dough in the center of each table. Show children how to roll the play dough between their palms to make balls. As children work, walk around the room and ask: *What are they? They are balls.*

**Objectives**

- To review numbers: 1, 2, 3
- To count to 3
- To review demonstrative pronouns: *this, these*
- To review school items

**Vocabulary**

*one, two, three, scissors, hoops, jungle gym, listen, say, trace, count, match, draw*

**Language**

*Let's count!*

*This is (a jungle gym).*

*These are (hoops).*

*How many (hoops) do you see?*

**Materials**

Class Audio CD, beanbag, pencils, box, blocks, craft stick, sandbox, crayons, tape, white paper (one sheet per child)

**BEFORE PAGE 5****Review Shapes**

Have children stand in a circle. Throw a beanbag to a child and say: *Circle!* Have the child look around the room for something with a circular shape. Have him or her shout *Circle!* when he or she finds the shape. Repeat the procedure with *triangle, square, and rectangle*. Play several rounds.

**“Numbers 1, 2, 3 Chant”**

 A13 Write the numbers 1, 2, and 3 on the board. Say: *One*. Hold up a crayon and say: *One crayon*. Repeat with *two* and *three*. Have children repeat after you. Then, play the audio, say the chant, and do the actions. Have children listen and look attentively. Play the audio again. Encourage children to join in by doing the actions and naming the numbers 1, 2, and 3.

**DURING PAGE 5****5 Listen and say. Trace numbers, count, and match.**

Play Audio A13. Have children listen, repeat each number, and do the corresponding actions.

one two three

Next, display page 5. Point to each number. Say: *This is the number 1*. Have children repeat *one* after you. Continue with the numbers 2 and 3. Show children how to trace the numbers 1, 2, and 3, first with their index finger and then with a pencil.

Then, direct children's attention to the school items below the numbers. Say: *These are scissors*. Have children repeat *scissors* after you. Repeat the procedure with *hoops*. Then, say: *This is a jungle gym*. Children repeat *jungle gym* after you. Next, have children count the items. Say: *Let's count. How many (scissors) do you see? 1, 2. Two (scissors).*

Then, show children how to trace a line from the number 1 to the picture that depicts one item. Say: *One jungle gym*. Repeat the procedure with *two scissors* and *three hoops*.

**AFTER PAGE 5****Let's Count**

Put several blocks inside a box. Invite a child to take one block out of the box and hold it up. Say: *One (block)*. Have children repeat after you. Repeat the procedure with two and three blocks. Next, invite volunteers to come up and take one, two, or three blocks from the box. Encourage the class to count the items out loud as the child gets them out of the box.

**Trace the Numbers**

Take children to the playground and have them sit around the sandbox. Give a craft stick to a child and say: *One!* Encourage the child to trace the number 1 in the sand. Repeat with the numbers 2 and 3 and other children. Continue until all children have traced at least one number in the sand.

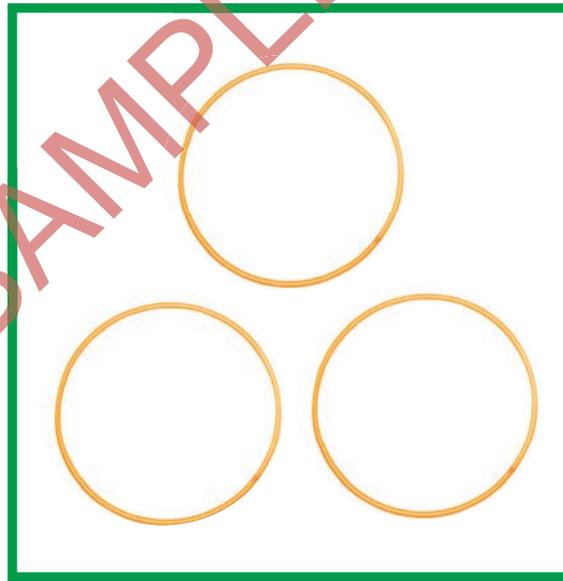


See Workbook page 5.

**EXTRA ACTIVITY****Three Colors**

Put crayons of different colors inside a box. Have each child choose three crayons. Tape each child's crayons together. Next, distribute white sheets of paper. Have children draw whatever they want using the three crayons. Display children's artwork in a visible place in the classroom. Praise all efforts.

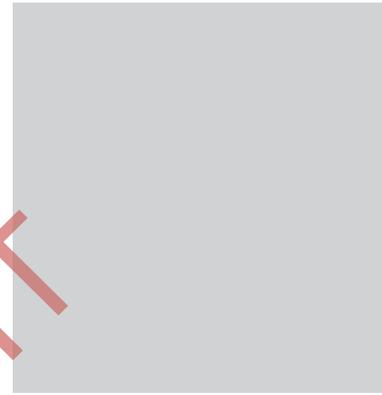
5 Listen and say. Trace numbers, count, and match.



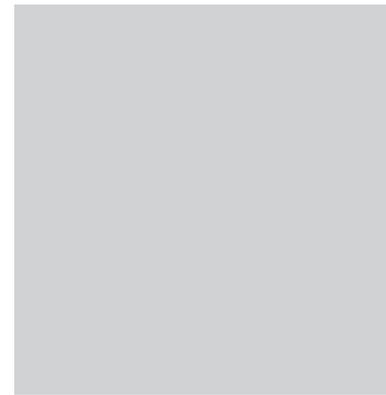


Cut out. Listen, match, and paste.

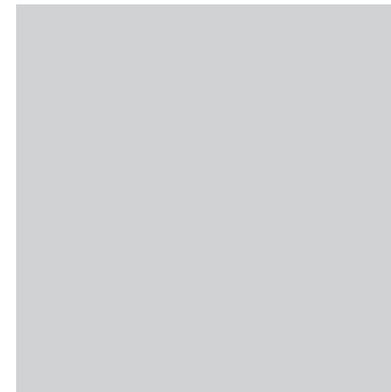
1.



2.



3.



SAMPLE UNIT

## Objectives

- To review colors
- To practice visual discrimination
- To practice fine motor skills

## Vocabulary

yellow, red, green, orange, pink, white, black, purple, brown, blue, flowers, pick up, water, cut out, listen, match, paste, close, clean up, work, play, touch, switch

## Language

*It is (red).*

*He is watering the flowers.*

*What are these? They are flowers.*

*Is it a (pink) flower? Yes./No.*

*It is a (pink) flower.*

## Materials

Class Audio CD, yellow, red, green, orange, pink, white, black, purple, brown, and blue items, tray, scissors, glue, Jumpy Cricket puppet, Unit 1 Picture Cards, tape, construction paper shapes (different colors)

## BEFORE PAGE 6

### Color Switch Game

Have children sit in a circle. Put a tray with yellow, red, green, orange, pink, white, black, purple, brown, and blue objects in the center. Walk outside the circle and tap a child on the shoulder. Say: *Pick up red!* The child gets up, runs to the tray, picks up a red item, and says: *It is red!* The child goes back to his or her place with the red item. Repeat with other colors and children. At times say: *(Red) and (purple)*,

*switch!* Have children get up and switch places. Continue playing until all children have picked an object from the tray.

## DURING PAGE 6



 **6 Cut out. Listen, match, and paste.**  
 A16 Point to Jumpy Cricket on the page. Say: *He is watering the flowers.* Point to the flowers: *What are these? They are flowers.* Point to the first flower: *Is it pink? Yes.* Say: *It is a pink flower.* Repeat with the red and the blue flowers.

Direct children to the Cutouts for Unit 1. Point to the flowers: *What are these? They are flowers.* Point to the first Cutout: *Is it a flower? Yes. Is it red? Yes.* Say: *It is a red flower.* Repeat with the remaining Cutouts. Next, explain that children will cut out the photos of the flowers and match them to the photos on the page. Then, play the audio and have children listen and repeat.

It is pink. It is a pink flower.  
 It is red. It is a red flower.  
 It is blue. It is a blue flower.

Finally, help children cut out the flowers. Encourage them to put a small amount of glue on the Cutouts. Have them paste each Cutout next to the flower that is the same color.

## AFTER PAGE 6

 **Say the “We Have Finished Chant”**  
 A15 Play the audio. Say the chant and do the actions. Have children listen. Play the audio again. Say the chant and encourage children to do the actions with you. This chant will help children transition to the next activity.

### Play the Touch Game

Attach the Unit 1 Picture Cards to the board at children’s eye level. Say: *Jumpy Cricket, touch the (ball).* If he touches the correct card, have the class clap. Say: *Yes, Jumpy Cricket, this is (a ball).* If he touches the wrong card, say: *No, Jumpy Cricket, try again!*

Once children understand the game, invite a child to come up. Jumpy Cricket says: *Touch the (jungle gym).* Continue in this way with other children until all cards have been touched. Play several rounds.

 See Workbook page 6.

## EXTRA ACTIVITY

### Shape Puzzles

Cut large shapes (circles, triangles, squares, and rectangles) out of colored construction paper. Cut each shape into three pieces and place each shape puzzle in the center of a different table. Have children put the pieces together. When they finish, ask: *What is it? It is (a square). Is it (red)?*

## A17 Draw and Color



Draw and color.

1



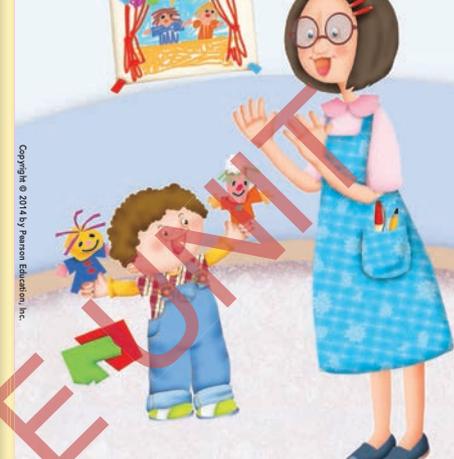
2



It's a ball!



Very good!



What are these?



They are puppets!

3



Your turn. Draw and color.

4

### AUDIO SCRIPT

#### A17 Draw and Color

1. Mrs. Barrera: Draw and color.
2. Tina: It's a ball.  
Mrs. Barrera: Very good!
3. Mrs. Barrera: What are these?  
Bobby: They are puppets!
4. Kathy: Your turn. Draw and color.

### HOME-SCHOOL CONNECTION



Encourage children to take their Little Books home to share with their families. Since this book covers several topics, there is much to talk about. The children in the story use art supplies to draw pictures and make puppets. Children may enjoy doing these activities with their family members at home.

### SHOW TIME PREPARATION



Tell children that role-playing the story is something they can do as part of their end-of-the-year Show Time! Remind children that they are learning English to speak in class and at home, but also for their Show Time celebration. Encourage them to use art supplies, clothes, and props as they role-play.

# Little Book

## Objectives

- To assemble a Little Book
- To listen to and read a story
- To role-play a story
- To review school items

## Vocabulary

scissors, markers, shelves, books, box, ball, hoops, jungle gym, paper, paint, paintbrushes, crayons, table, teacher, pencils, puppets, draw, color, write

## Language

*What is this? It is (a ball).*

*What are these? They are (puppets).*

*Draw and color.*

*Let's paint.*

*I am writing my name.*

## Materials

Class Audio CD, Jumpy Cricket puppet, scissors, markers, shelves, books, box, ball, hoops, and jungle gym Picture Cards, classroom objects, pencil, white sheets of paper (one per child), paint, paintbrushes, DVD or ActiveTeach

## BEFORE THE LITTLE BOOK

 **Sing the Target Song “My School”**  
Before you sing the Target Song, attach the Unit 1 Picture Cards to the board at children's eye level. Name each item and invite children to come up and point to it. Then, play the audio. Use Jumpy Cricket to model the conversation. Have children listen. Stop the audio every time a school item is mentioned and invite a child to come up and point to it.

## DURING THE LITTLE BOOK

### **Draw and Color**

1. Carefully tear out the page along the margin and fold it in half to make a Little Book.
2. Preview the story with the class. Show children each page and ask: *What do you see?* Children can name people, colors, shapes, and clothes.
3. Point to the title and say: *This is the title. The title of the story is “Draw and Color.”* Have children identify the page numbers. Next, point to the drawings of the characters next to the lines to help children know who is speaking: *This is what Mrs. Barrera says. This is what the children say.*
4. Play the audio while you show children the pages. Have them listen.
5. Play the audio again. This time, point to the pictures next to the lines to show who is speaking. Point to the scenes and pantomime to help clarify meaning.
6. Check children's comprehension. Point to the different classroom items in the story and ask: *What is this? It is (a pencil). What are these? They are (crayons).* Next, point to the first scene. Say: *Mrs. Barrera wants the children to draw and color.* Turn to page 2. Point to Tina's drawing. *What is this? It is a ball.* Display page 3. Say: *Look at Bobby.* Point to the puppets and ask: *What are these? They are puppets.* Finally, turn to page 4. Point to the girl. *Kathy says: “Your turn. Draw and color.”* Have children repeat *draw and color* after you. Encourage children to say what they think the teacher will draw and color. Provide language support when necessary.

## AFTER THE LITTLE BOOK

### **Role-play**

Role-play the story with Jumpy Cricket. Next, invite children to come up. Assign a character to each, say the lines, and have them repeat after you. Encourage children to use classroom items as they role-play.

### **Play the DVD**

As a final reward, show children the animated version of the story on the *Big Fun* DVD or in the ActiveTeach.

 See Workbook page 7.

## EXTRA ACTIVITY

### **Let's Paint**

Distribute white sheets of paper and paintbrushes: *Let's paint! First, I am going to write my name on my paper.* Hold up a pencil and a piece of drawing paper and write your name: *I am writing my name.* Have children repeat *write* after you. Walk around the room and write the children's names on their papers. Encourage them to use the paint and paintbrushes to paint whatever they want. Invite children to come up and show their paintings to the class. Ask: *What is it?* Provide language support as needed.

# Values

## Objectives

- To learn a value: Respect the teacher and listen
- To use language to express a value
- To review school items

## Vocabulary

teacher, boy, girl, table, shelves, scissors, markers, books, box, yourself, hula hoop, jungle gym, triangle, respect, listen, say, jump, draw, color, find, look, play, wiggle, climb

## Language

*We respect the teacher and listen.*

*Find it!*

*Listen.*

*Look at me.*

*Listen and look.*

## Materials

Class Audio CD, Jumpy Cricket puppet, another puppet, pencils, crayons, hoops and jungle gym Picture Cards, craft sticks (three per child), white construction paper (one sheet per child), glue

## BEFORE PAGE 9

### Listening to the Teacher

Cup your ear, point to yourself, and ask Jumpy Cricket: *Do you listen to the teacher?* Have him answer: *Yes!* Then, as you point to yourself, ask the class: *Do you listen to the teacher?* Encourage them to answer: *Yes!* Say: *It is good to respect the teacher and listen.*

### Teacher Says...

Tell Jumpy Cricket to do several actions. Point out how he listens to the teacher and does what he or she says. Use another puppet and have him say: *Look, Jumpy Cricket respects the teacher. He listens to her/him.* Then, have children stand in a circle and do several actions. Say: *Listen. Jump!* Have children jump in place: *Very good!* Repeat with other actions.

## DURING PAGE 9

### CBE 7 Trace and draw yourself.

Display page 9. Point to the teacher and say: *The teacher gives instructions.* Point to the children: *The boys and girls respect the teacher and listen.* Next, point to each child: *Boy, girl...* Then, point to the outlined child and say: *This is you! You respect the teacher and listen to (her), too.* Distribute pencils and crayons and encourage children to draw and color themselves. Next, point to the items in the scene and have children identify them. *What is this? It is (a table). What are these? They are (crayons).*

### Do the Find It! Activity

Have children find Jumpy Cricket on the page. Point to the speech bubble and read what he says: *Find a box!* Encourage children to find a box in the scene. (There is a box on the table.) Have children say what they see in the box: *Markers.*

### A15 Say the "We Have Finished Chant"

Play the audio. Say: *Listen!* Say the chant to help children transition to the next activity.

## AFTER PAGE 9

### A4 "Stop, Look, and Listen Chant"

Play the audio, say the chant, and do the actions. Have children listen. Then, play the audio again. Have children look, listen, and do the actions along with you. Praise their good listening.

### A12 Say the "Look at Me Chant"

Display the hoops and the jungle gym Picture Cards. Hold up one card and ask: *Is this a jungle gym? Yes./No. Are they hoops? Yes./No.* Then, play the audio, say the chant, and do the actions. Say: *Listen and look.* Then, play the audio again. Encourage children to chant the words they know and to do the actions along with you.

 See Workbook page 8.

## EXTRA ACTIVITY

### Triangles!

Say: *Listen to me. We are going to make triangles.* Place craft sticks, white sheets of construction paper, and glue in the center of each table. Show children how to make triangles by gluing the craft sticks together on the construction paper. Praise all efforts. Say: *Very good! You listen to your teacher!*

VALUES

7

Trace and draw yourself.



Find a box!

Values: Respect the teacher and listen.  
Vocabulary Practice: shelves, scissors, markers, books, box; FIND IT: box



8 Look closely. Color the frame around the snail's trail.



What are these?



# Amazing

## Objectives

- To appreciate nature
- To observe details
- To learn how snails move
- To practice fine motor skills
- To identify sounds

## Vocabulary

snail, trail, gardens, shells, leaves, name, outside, play, make, live, move, eat, walk, stop

## Language

Hello. My name is (Kayla).

Let's go outside to play!

What are these? They are snails.

Snails live in gardens.

Snails move slowly.

Snails live in shells.

Snails eat leaves.

Snails make trails.

## Materials

Class Audio CD, Jumpy Cricket puppet, picture or drawing of a garden, leaf, crayons, bell, drum

## BEFORE PAGE 10



### Have Big Fun Talking!

A18 Play the audio and act out the conversation with Jumpy Cricket. Play the audio again and have children repeat the lines. Finally, invite a pair of children to come up. Say the lines and have them repeat after you. More advanced children may be able to act out the conversation without any help.

G: Hello, my name is Kayla.

B: Hi! My name is Tony.

G: Let's go outside to play!

B: OK! Let's go.

## Build Background

Attach the picture of a garden to the board at children's eye level. Invite children to come up, point to items in the scene, and name the objects they know: *garden, plants, flowers, bees,* and so on. Then, draw a large snail on the board. Say: *This is a snail. Snails live in gardens, too.*



### Say the "Amazing Snails Chant"

A19 Play the audio. Have children listen as you chant and do the actions. Then, play the audio and encourage children to do the actions with you. Some children may even join in the chant.

## DURING PAGE 10



### 8 Look closely. Color the frame around the snail's trail.

Display page 10. Look at the snails. They are amazing! Tell children that snails live in gardens and that they move very slowly. Encourage children to stand up and make very slow movements. Have children sit down. Point to the snails' shells on the page and say: *Snails live in their shells. They eat leaves.* Hold up a leaf and mime eating it. Next, point to the shaded trail behind the first snail on the page.

Say: *Look! This is a trail. Snails make trails when they move.* Have children point to the snail's trail and repeat *trail* after you. Then, distribute crayons. Encourage children to look at the three circles at the top of the page. Have them color the frame around the snail's trail. Finally, have children look for Jumpy Cricket on the page. Read what he says: *What are these?* Encourage children to answer: *They are snails.*

## AFTER PAGE 10

### Move like a Snail!

Show Jumpy Cricket and ask: *Jumpy Cricket, how do snails move? Slowly!* Encourage children to stand up. Say: *Let's imagine we are snails. Listen. Run, snails!* Encourage children to run in place in slow motion. Repeat with other actions: walk, clap, shake your body, etc.



See Workbook page 9.

## EXTRA ACTIVITY

### Walk! Stop!

Take children to the playground and have them stand in a circle. Ring a bell and say: *Walk!* Have them walk around the circle every time they hear the bell. Then, play the drum and say: *Stop!* Have children stop when they hear the drum. Play several rounds, alternating the *Walk!* and *Stop!* sounds.

# Project

## Objectives

- To do an art project
- To talk about snails
- To learn how snails move
- To use fine motor skills

## Vocabulary

*snail, slowly, carrots, trails, leaves, house, shell, glue, glitter, scissors, books, markers, shelves, box, ball, hoops, jungle gym, move, eat, bring, watch, trace, color, make, put, sing*

## Language

*Snails move slowly.*

*Snails eat carrots.*

*Snails eat leaves.*

*Snails make trails.*

*Trace the shell.*

*Color the snail.*

*Use glue to make a trail.*

*Put glitter on the glue.*

## Materials

Class Audio CD, Jumpy Cricket puppet, crayons, glue, glitter, scissors, markers, shelves, books, box, ball, hoops, and jungle gym Picture Cards, beanbag

## BEFORE PAGE 11

 **Revisit the “Amazing Snails Chant”**  
A19 Play the audio. Say the chant and do the actions. Play the audio again. Invite children to do the actions with you. Encourage them to sing along.

## Snails Move Slowly

Draw a large snail on the board. Have children sit in a circle and have Jumpy Cricket make some statements about snails. Invite children to nod and say *Yes* if the statements are correct or to shake their heads and say *No* if they are incorrect: *Snails move slowly. Yes. Snails eat carrots. No. Snails eat leaves. Yes. Snails make trails. Yes.* Praise all correct answers.

## DURING PAGE 11

### **Make a Snail**

Before class, assemble the materials needed for the project: crayons, glue, and glitter. Place the supplies in the center of each table. Show children page 11 and read the title of the project aloud: *Make a Snail*. Have children follow these steps:

1. Trace the snail's shell with a crayon. Say: *Trace the shell.*
2. Color the snail. Say: *Color the snail.*
3. Use glue to make a trail behind the snail. Say: *Use glue to make a trail.*
4. Sprinkle glitter over the glue. Say: *Put glitter on the glue.*

As children work, walk around the room. Point to their snails and trails. Ask individuals: *What is this? It is (a snail).*

Let children's work dry and then encourage them to hold up their books and show their snails to the rest of the class. Invite children to name their snails.

## AFTER PAGE 11

### **Memory Game**

Divide children into groups of three. Show them three Picture Cards briefly: *scissors, box, markers*. Ask children to look at the cards carefully and to try to remember them. Then, turn the cards over. Choose a group and invite it to name the items.

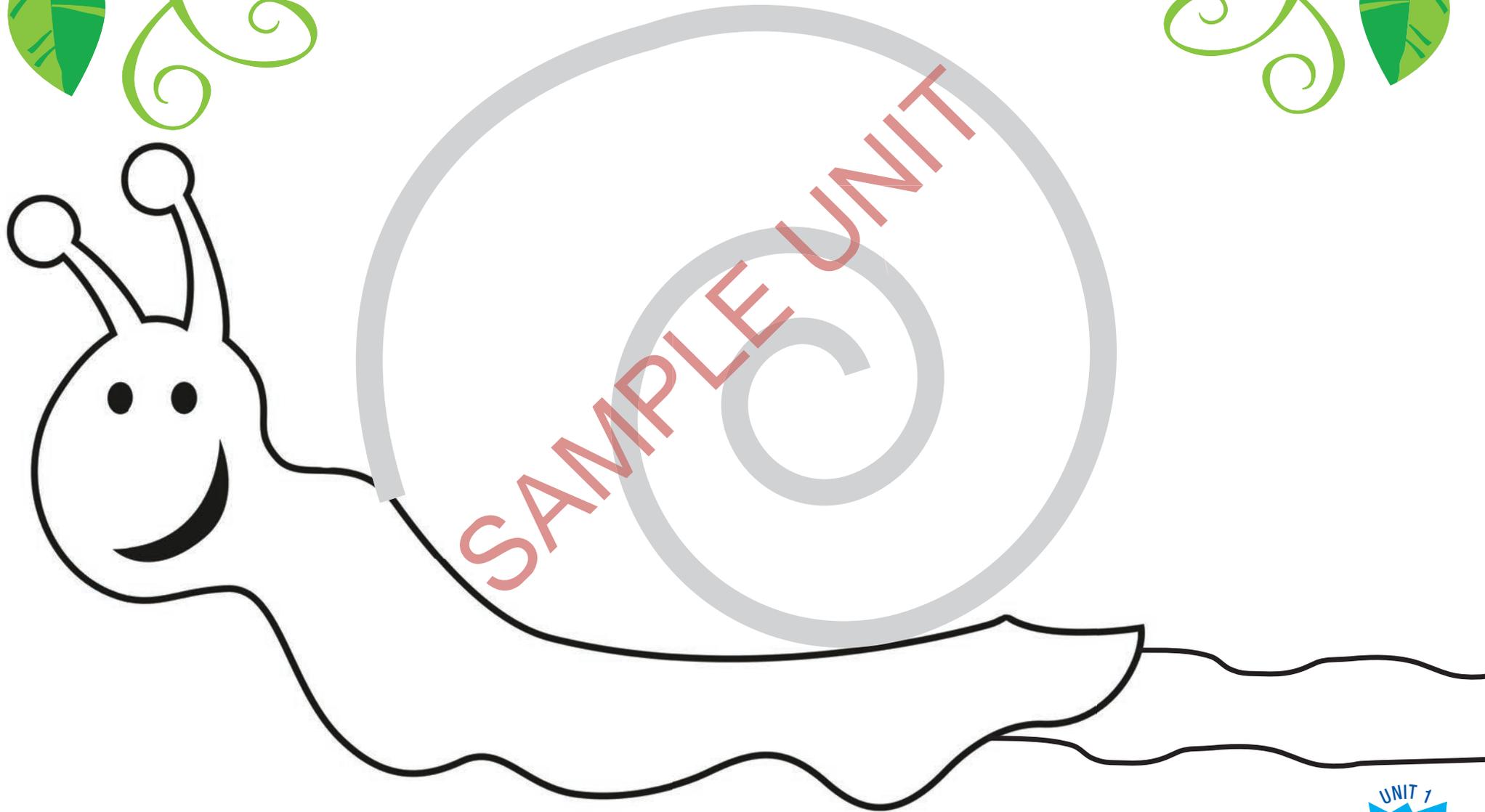
Encourage children to work together as they come up with the answers. Repeat the procedure with other Picture Cards. Make it more challenging by showing four cards or shortening the time children have to see the cards.

## Snail

Have children stand in a circle. Say an action and have children carry it out: *Run!* Encourage children to run in place. As children run, throw a beanbag to a child. Say: *Snail!* Encourage the child to continue running in place but now in slow motion. Repeat the procedure with other children and actions. Play until all children have been “snails.”

PROJECT

# Make a Snail



Project: Draw a snail and make its trail.  
Science and Art Connections



9 Draw your face. Stick and say.



They are \_\_\_\_\_ .



## Wrap-up

### Objectives

- To assess vocabulary and language learned in the unit
- To prepare for Unit 9 Show Time
- To use Assessment for Learning to reflect on their own learning

### Vocabulary

snails, trails, markers, jungle gym, shelves, balls, hoops, box, scissors, books, face, draw, stick, say

### Language

What is this? It is (a ball).

What are these? They are (markers).

### Materials

Class Audio CD, Stickers page, crayons, Jumpy Cricket puppet

## BEFORE PAGE 12

### Kids' Choice

Revisit the songs and chants from Unit 1 (Audios A3, A4, A5, A6, A7, A12, A13, A15, and A19). Play a short part of each song or chant. Have children choose two or three songs. Play the audios and encourage children to sing along and do the actions.

### AFL Think about Learning

Review Unit 1 page by page with the children. Have them look at each page attentively and remind them what they learned on each, for example: *Look. What is this? What are these? Do snails make trails when they move?* Encourage children to clap if they liked the page or to make a sad face if they didn't.

## DURING PAGE 12



### 9 Draw your face. Stick and say.

Help children point to each vocabulary word on the banner and say: *This is (a ball). These are (markers).* Then point to the child on the page and say: *This is you!* Encourage children to draw their face. Next, point to the school items. Ask: *What are these?* Direct children to the Stickers page and have them find the markers, balls, and hoops and stick them in the boxes. Ask volunteers to show their work and read the sentence aloud: *They are (markers).* Clap for a job well done!

## AFTER PAGE 12

### Prepare for Show Time!

Point out the mascot with the flower at the bottom of the page. Direct children to page 100. Help them think of what they liked most from Unit 1. Say: *What I liked most from Unit 1 are the snails!* Say this with a very excited voice and smile as you point to the snails on page 10. Encourage children to draw what they liked most from Unit 1: a song or chant, the Little Book story, the Amazing project, or just a word. Reassure them that any personal response is fine! Revisit their ideas from Think about Learning.

### AFL Children Decide!

After children complete their drawings, invite them to display them. Hold up a drawing and say: *(Alice) liked to trace numbers and to count to three. (Larry), did you also like counting?* Provide English language support when needed. Repeat the procedure with the remaining drawings. Take notes on children's preferences so you can determine what to include in the end-of-the-year show.

### Home-School Connection

Have children take home their drawings to show family members. Help children practice talking about their work so they can use English when they show it to their families.

### Sing the Target Song

A7 To consolidate what children have learned in the unit, play the Target Song. First, practice the questions and answers with Jumpy Cricket. Then, encourage children to join in and sing their part.

### Portfolio

Have children review the things in their Portfolio Envelopes to date. Walk to each child's place and have him or her show you his or her favorite work so far. Make sure children put all pages back inside their Portfolio.

WB See Workbook page 10.