UNIT 4 MY COLOR FRIENDS

UNIT OVERVIEW

Key Language

The classroom

pencil box

Colors

green, purple, pink,

sky blue

Numbers

4, 5

Are these / those / they …?

Routine

Feelings

surprised

Weather

cold

Days of the week

Helper

Situational and Classroom Language

Quiet, please!

Silence! Please don't talk!

Sorry!

Life Skills

Being quiet when appropriate

STEAM Challenge

Can you follow the pattern?

Little Book 4

PAINTING DAY

Additional Materials Neded

- Blocks of two different colors (wooden or plastic)
- Bowls or plates for paint
- Whiteboard marker that matches the color of the blocks
- Green and blue finger paint

UNIT 4 MY COLOR FRIENDS

SB.21

1 LOOK AND LISTEN.

STORY TIME

LESSON 1

Lesson Objective

Expose students to the key language through a story

Learning Objectives

- Follow basic classroom instructions
- Understand greetings
- Respond to a request for a simple evaluation with a gesture (e.g. thumbs up)
- Sing a song with support
- Respond to questions with support

Key Language

happy, grumpy, sad, surprised
sunny, cloudy, rainy, cold
green, purple

SB.03 GREETING

- Sing the *Hello* song with the students.
- Go over the Feelings, Weather, Helper and Days of the week routines.
- Get students ready to work by using one of the songs or chants.
- Give out or ask students to take out their Student Books.

STUDENT BOOK, PAGES 36 AND 37

- Say the *Story Time* rhyme (see page xvi). If necessary, use the *Circle Time* and *Calling Attention* chants or rhymes (see page xvi).
- Students can use their books if they are sitting at their tables, they can take their books to the circle on the floor, or you can use your book for the story.

SB.21 1 LOOK AND LISTEN.

- Ask students to open their books to page 36 and look at the pictures. Ask questions, e.g. *Are the children in the classroom? Are they happy or surprised? What are these?* (pointing to the crayons). Use gestures to help students follow. Ask *Why are there crayons? Are the children going to sing or color?*
- Play the audio and encourage students to follow the story in their books. If necessary, show them when they have to change frames.
- At the end of the story, go back to the students' predictions (they are going to color) and ask students *Did you like the story?* Use gestures, e.g. thumbs up and thumbs down.

Audio script

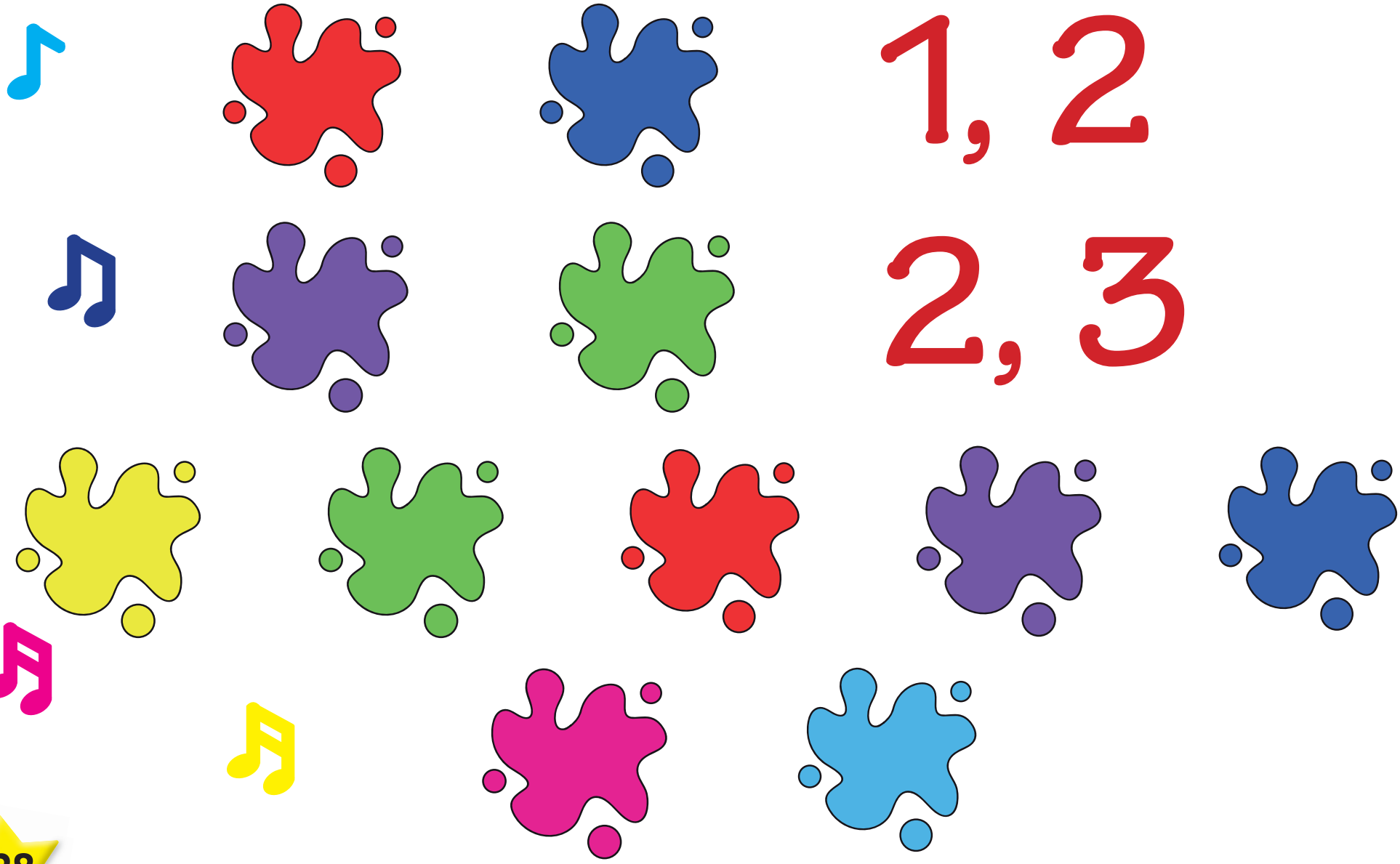
Girl: Now, let's color!
Red crayon: I have some friends.
Girl: How many friends?
Red crayon: Four! Look at the pencil box.
Girl: Are these your friends?
Red crayon: Yes! Blue, Yellow, Green, and Purple.

WB.02 SAYING GOODBYE

- If the books are kept in the classroom, you can have the helpers collect them.
- In this class, students have not used any extra materials, so you can end by doing an assessment activity (see page ix).
- Sing the *Bye-bye* song and say *goodbye* to students. Have them say *goodbye* to Little Star.

2 SING.

SB.22



LESSON 2

Lesson Objective
Introduce language

Learning Objectives
- Follow basic classroom instructions
- Identify some colors
- Understand greetings
- Sing a song with support
- Imitate some English sounds

Key Language
A (yellow) crayon.
purple, green, sky blue, pink

Materials
Colored pencils

SB.03 GREETING
- Sing the *Hello* song with the students.
- Go over the Feelings, Weather, Helper and Days of the week routines.
- Get students ready to work by using one of the songs or chants.
- Give out or ask students to take out their Student Books.

STUDENT BOOK, PAGE 38
- Ask students *Do you remember the story? There are crayons in the box. There's a yellow crayon. There's a blue crayon*. Tell students to put their thumbs up or down to show if they agree with what you say.

SB.22 2 SING.
- Now ask students to turn to page 38. Show them how to do this and point to the page. Focus their attention on the icon.
- Play the song and ask students *Is this the crayons or the color song?*
- Play the song again with students looking at the picture lyrics and singing along.

Color song
Red, blue, one, two
Purple, green, two, three
Yellow, green, red, purple, blue
My favorite? Pink and sky blue!

Confidence building activity
Take out the color cards and, with gestures, ask students to raise their hand for their favorite color, e.g. *Is green your favorite color? Raise your hand. Is blue your favorite color? Raise your hand.*

WORKBOOK, PAGES 28 AND 29
WB.08 1 LISTEN AND COLOR.
- Give or ask students to take out their Workbooks. Ask them to open to pages 28 and 29. Focus on the instructions.
- First check they have all the colors they need, e.g. *Show me a blue pencil. Show me a pink pencil*.
- Model the strategy. First, students have to identify the object; then they have to pick up the right colored pencil. You can do so by placing one hand on the object while taking the colored pencil with the other hand.

Audio script
The crayons are blue.
The pencil box is pink.
The chairs are sky blue.
The pencils are green.
The tables are yellow.
The backpacks are purple.

Confidence building activity
Play a *Hands on* activity naming the color, e.g. *Hands on sky blue*. Use the drawings in the Workbook activity.

WB.03 SAYING GOODBYE
- Congratulate students on their participation today.
- End the lesson by singing the *Bye-bye* song.

LESSON 3

Lesson Objective
Integrate language

Learning Objectives
- Follow basic classroom instructions
- Identify colors
- Understand greetings
- Sing a song with support
- Answer questions with support

Key Language
Point to …
yellow, red, green, purple, blue, pink, sky blue

Materials
Colored pencils

GREETING
SB.03

- Sing the *Hello* song with the students.
- Go over the Feelings, Weather, Helper and Days of the week routines.
- Get students ready to work by using one of the songs or chants.
- Give out or ask students to take out their Student Books.

STUDENT BOOK, PAGE 39
3 LISTEN AND POINT.
- Ask students to open their books to page 39. Have them focus on the instructions. Check they all know what to do.
- Students point as you name the colors randomly, e.g. *Point to yellow*. You can make this more challenging by naming two colors at the same time, e.g. *Point to blue and green*.

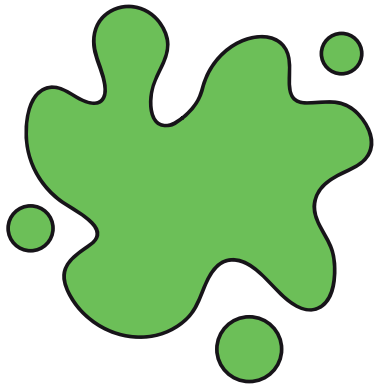
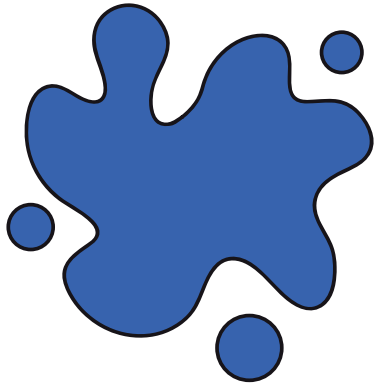
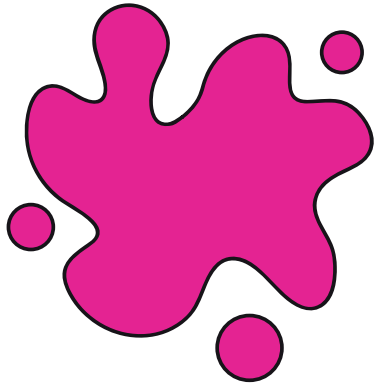
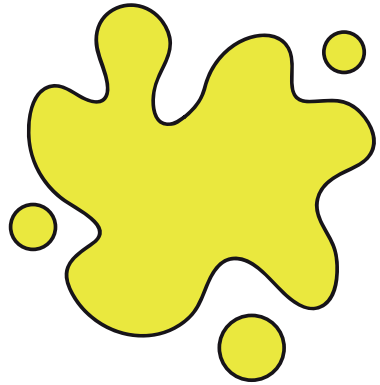
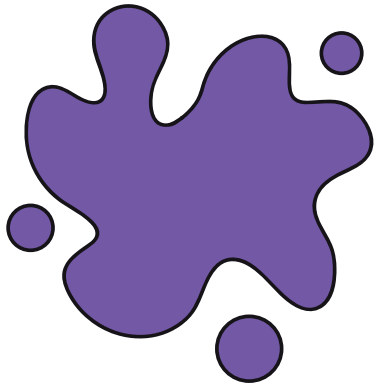
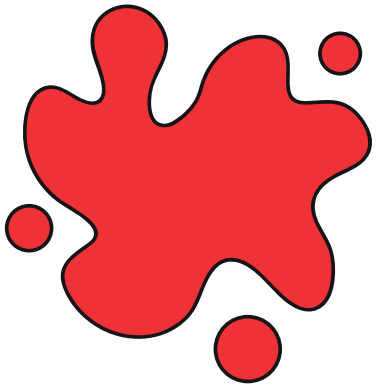
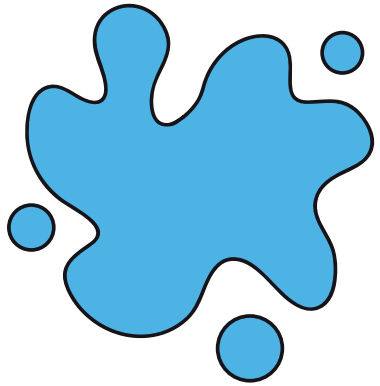
Confidence building activity
Play the game *Run to …* with students. This time, students have to look around the classroom and run to the color you name, e.g. say *Green!* and they may run to a plant or green backpack in the classroom. You can also play this game in the schoolyard or other outside space.

WORKBOOK, PAGE 30
2 LOOK AND COLOR.
- Give or ask students to take out their Workbooks. Ask them to open to page 30. Focus their attention on the instructions.
- First check they have all the colors they need, e.g. *Show me a blue pencil. Show me a pink pencil*. Then ask students *Look at the drawings and touch something yellow*. Check they all point to the sun. You can do this for all the drawings. Have students give the objects their colors.
- At the end of the activity, show each picture and ask *What color is it?* If necessary, give students options, e.g. *Is it yellow or green?*

SAYING GOODBYE
WB.02

- Assessing students' learning: Ask students to go over Unit 4 so far and tell you what they have learned. Invite them to include the new lexical items and the instructions as well. They may also include songs and chants. You can use the Achievement Poster as a visual aid.
- Close by singing the *Bye-bye* song.

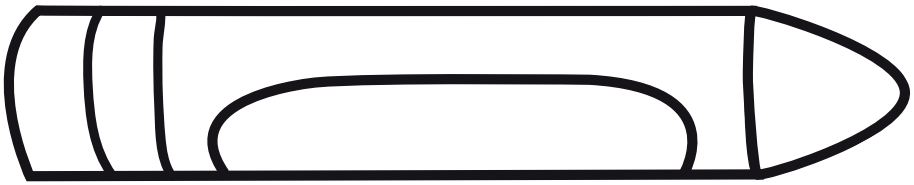
3 LISTEN AND POINT.

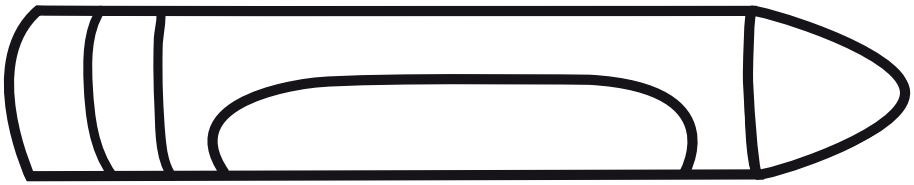








Point to …

yellow, red, green, purple, blue, pink, sky blue

4 STICK.





Stick …
green, purple, pink, sky blue

LESSON 4

Lesson Objective
Integrate language

Learning Objectives
- Follow basic classroom instructions
- Understand greetings
- Sing a song with support
- Identify colors
- Imitate some English sounds
- Answer *yes / no* when given options

Key Language
sky blue, pink, green, purple

Materials
Colored pencils

GREETING
- Sing the *Hello* song with the students.
- Go over the Feelings, Weather, Helper and Days of the week routines.
- Get students ready to work by using one of the songs or chants.
- Give out or ask students to take out their Student Books.

STUDENT BOOK, PAGE 40
4 STICK.
- Ask students to open their books to page 40 and look at the icon. Instruct them to go to the sticker page. First tell them which crayons to stick: *a pink crayon, a sky blue crayon, a purple crayon, a green crayon*.
- Invite students to show the stickers and say the color. Some may say *a green crayon*, some just the color.

Confidence building activity
Take the color cards and keep them to your chest. Flash one and ask students *What's the color?*

WORKBOOK, PAGE 31
3 LISTEN AND DRAW.
- Give or ask students to take out their Workbooks. Ask them to open them to page 31. Focus their attention on the instructions. First, check they have their colored pencils. Say *Show me a pink pencil. Show me a green pencil. Show me a sky blue pencil. Show me a purple pencil.* They can also use crayons.
- Model the activity with Little Star. Make the puppet tell you *Draw a pink table.* Use a pink marker and draw a table on the board. Then Little Star says *Draw a green backpack.* Use a green marker and draw a backpack. Check all students understand they do not need to color inside.
- Play the audio or read out the instructions. As a follow-up, you can do a *Hands on (color)* or *Finger on (color)* activity.

Audio script
Draw a pink pencil.
Draw a green crayon.
Draw a purple table.
Draw a sky blue chair.

SAYING GOODBYE
- End the lesson by singing the *Bye-bye* song.
- Wave *goodbye* to students while singing.
- Say *goodbye* to students and have them say *goodbye* to Little Star.

LESSON 5

Lesson Objective

Integrate language

Learning Objectives

- Follow basic classroom instructions
- Identify colors
- Name some colors with support
- Understand greetings
- Sing a song with support
- Imitate some English sounds
- Answer questions with support

Key Language

blue, red, yellow, pink, sky blue, purple, green

Materials

Colored pencils
Masking tape

GREETING

- Sing the *Hello* song with the students.
- Go over the Feelings, Weather, Helper and Days of the week routines.
- Get students ready to work by using one of the songs or chants.
- Give out or ask students to take out their Student Books.

Confidence building activity

Play *Jump to* with students. Stick a line of masking tape down the board and continue on the floor. Place the picture cards on the board at each side of the line. Use the *Counting* chant to select four students to stand on the line. Call out the colors for students to jump to the corresponding side of the line, e.g. if you say *pink* and it is on the left side of the board, students jump to the left side of the line. Invite another group of four students to play.

STUDENT BOOK, PAGE 41

5 LISTEN AND COLOR.

- Ask students to open their Student Book to page 41. Focus on the instructions. Do a *Show me* activity to check they have the colored pencils they need. Ask them to show you the different colored pencils they need: sky blue, red, pink, blue, yellow, green.
- As suggested before, model the strategy that students can use. They can repeat the statement in their minds or in a very low voice. Try it out a couple of times before you actually carry out the dictation.
- Play the audio or read out the instructions. Check as students color.

Audio script

The chair is sky blue.
The crayon is red.
The backpack is pink.
The pencil is blue.
The pencil box is yellow.
The table is green.

Confidence building activities

1. Memory game. Students look at the drawings closely and close their books. Ask, e.g. *Are the pencils red? Is the backpack yellow?* Try asking *What color are the pencils?*, and check whether any of the students can answer by saying the color word.

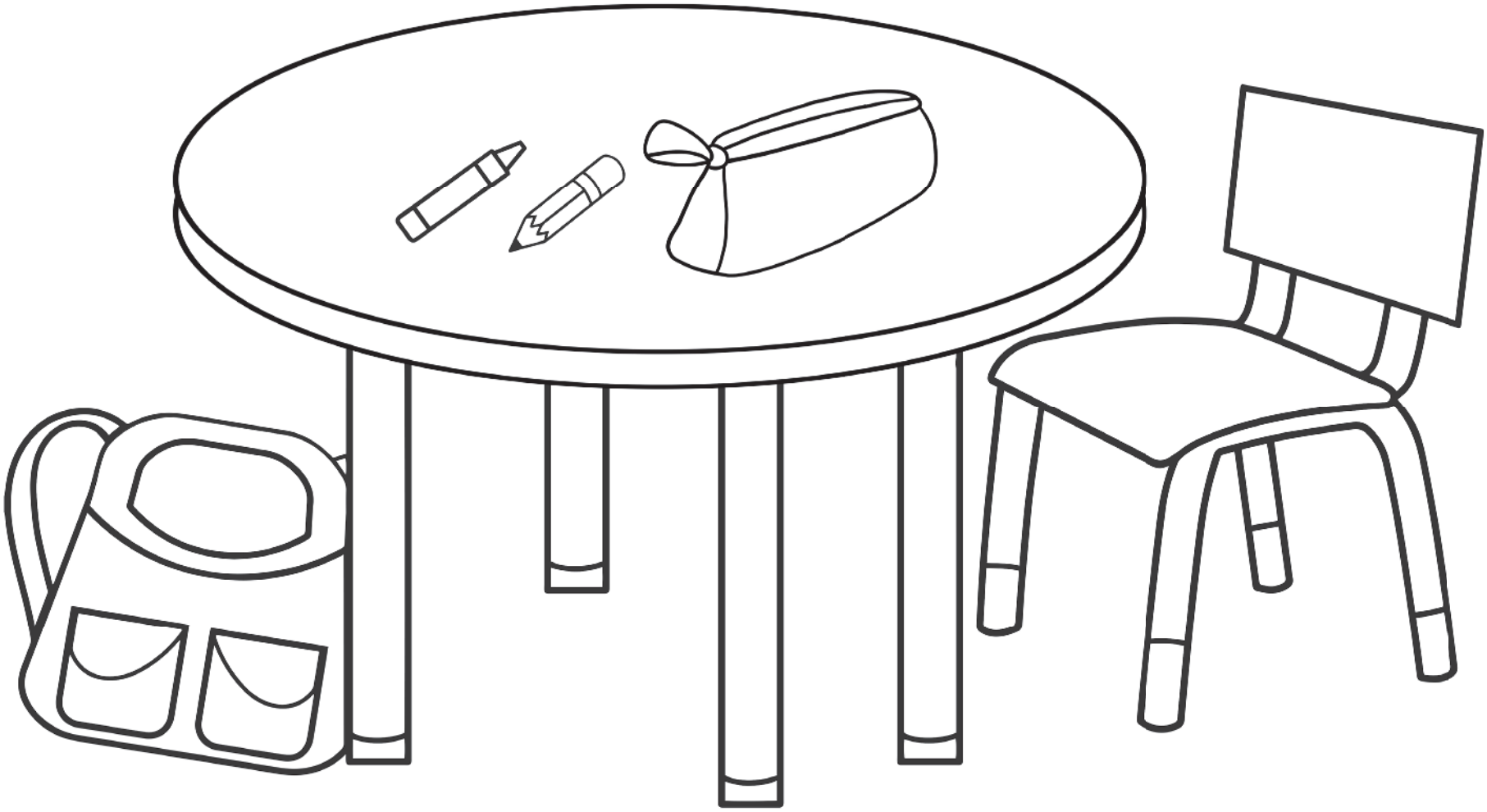
2. Color sequence. Place the color picture cards on the floor as wide apart from each other as possible. Demonstrate with Little Star. The puppet gives you instructions: *Go to red and pink*. Walk to these two picture cards in this order. Have three students play at a time. Use the *Counting* chant to call on three students each time. Make it more challenging by naming three colors. When students are ready, they can give the instructions themselves.

SAYING GOODBYE

- Congratulate students on their performance today.
- Sing the *Bye-bye* song.

SB.23

5 LISTEN AND COLOR.

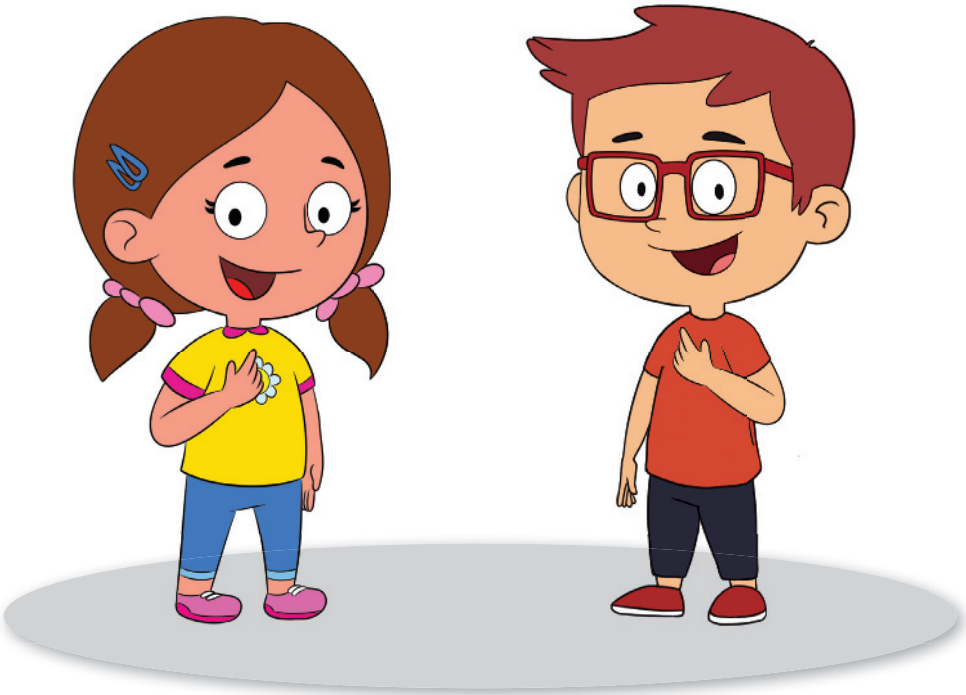


The chair is sky blue …

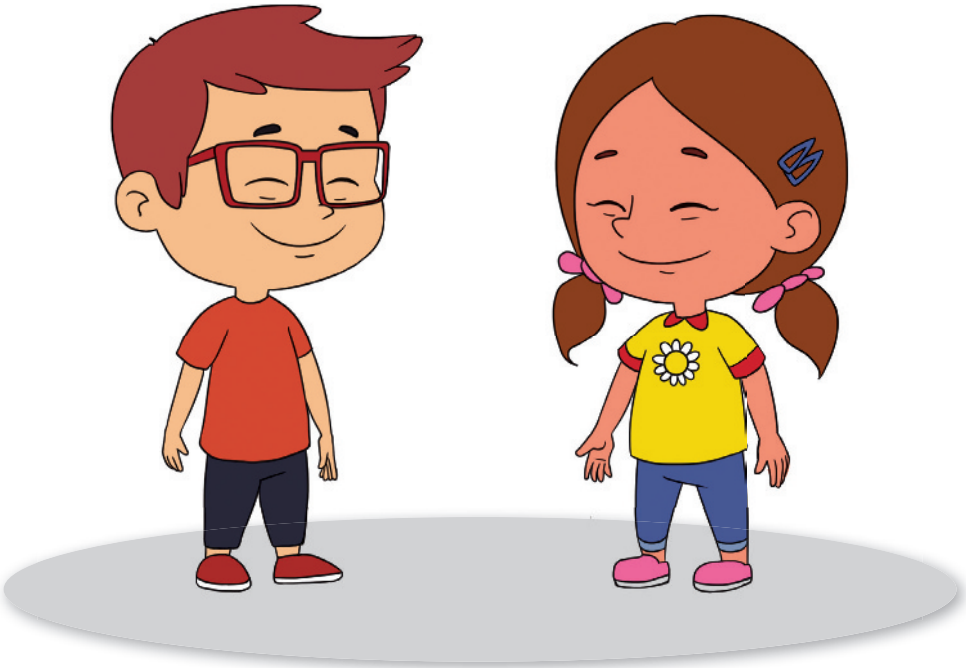
crayon, chair, backpack, pencil, pencil box, table, blue, sky blue, red, pink, yellow, green

6 CHANT.

1, 2, 3



4, 5



LESSON 6

Lesson Objective

Introduce new language

Learning Objectives

- Follow basic classroom instructions
- Understand greetings
- Sing a song with support
- Use cardinal numbers *1-5*
- Imitate some English sounds
- Answer *yes / no* when given options
- Answer the question *How many?*

Key Language

How many …?

1, 2, 3, 4, 5

Before the class

Read the chant that follows and learn it by heart. Rehearse saying it several times. Use the karaoke version or create your own rhythm.

SB.03 GREETING

- Sing the *Hello* song with the students.
- Go over the Feelings, Weather, Helper and Days of the week routines.
- Get students ready to work by using one of the songs or chants.
- Give out or ask students to take out their Student Books.

STUDENT BOOK, PAGE 42

6 CHANT.

- Ask students to open their Student Book to page 42 and follow the picture lyrics. Say the chant and ask students if they're ready to chant in groups.
- Divide the class into two groups. As you point to each group, they have to say the chant with you. Tell students they have to concentrate to do this correctly. Ask them to put on a "concentration" face.

***Number* chant**

One, two three, look at me,
four, five, close your eyes!

Confidence building activity

Invite students to create another chant. Take out the *Ms. Grass* picture card and demonstrate with Little Star: *One, two, three, look at Ms. Grass. Four, five, close your eyes.* Say the chant with the students. Use the other character cards to change the chants.

WORKBOOK, PAGE 32

4 HANDS ON.

- Give out or ask students to take out their Workbooks.
- Ask students to open their Workbooks to page 32 and look at the instructions. You can make the activity more challenging by using hands and fingers, e.g. *Hands on three, finger on five.*

WB.02 SAYING GOODBYE

- Assess students' learning. Go to page ix of this Teacher's Edition for suggestions on assessment.
- End the lesson by singing the *Bye-bye* song.

LESSON 7

Lesson Objective

Integrate language

Learning Objectives

- Follow basic classroom instructions
- Identify some school objects
- Name some parts of the face with support
- Understand greetings
- Sing a song with support
- Use cardinal numbers *1-5*
- Imitate some English sounds
- Answer the questions *What color?* and *How many?*
- Follow basic instructions to color, draw, or make something
- Repeat single words if spoken slowly and clearly

Key Language

How many …?
1, 2, 3, 4, 5
What color …?

GREETING

- Sing the *Hello* song with the students.
- Go over the Feelings, Weather, Helper and Days of the week routines.
- Get students ready to work by using one of the songs or chants.
- Give out or ask students to take out their Student Book.

STUDENT BOOK, PAGE 43

7 LISTEN AND DRAW.

- Ask students to open their books to page 43 and look at the instructions. Model the activity by having Little Star dictate to you, e.g. *Draw four pencils*. Draw four pencils on the board.

Confidence building activity

Ask students to color the items following your instructions, e.g. *The pencils are green and purple*. *The crayons are sky blue and pink.* Then you can play a memory game asking students *What color are the crayons? What color are the pencils?*

WORKBOOK, PAGE 33

5 LOOK AND COUNT.

- Give out or ask students to take out their Workbook.
- Ask students to open their Workbooks to page 33 and look at the instructions. To guide students, stick the following picture cards on the board, one below the other: *pencil, crayon, backpack, pencil case, chair.*
- Ask students *How many pencils?* When they answer, write the number next to the *pencil* picture card. Do the same with the other items.

Confidence building activity

If there's time, play a memory game. Have students look at the drawing and close their books. Say, e.g. *Three chairs* for students to say *Yes* or *No*. Invite them to describe what they remember about the picture, e.g. *Two backpacks*.

SAYING GOODBYE

- Assess students' learning. Go to page ix of this Teacher's Edition for suggestions on assessment.
- End the lesson by singing the *Bye-bye* song.

7 LISTEN AND DRAW.

Draw …

SB.24

8 LOOK AND LISTEN.

LIFE SKILLS being quiet when appropriate

LESSON 8

Lesson Objective

Integrate language and present life skills through a story

Learning Objective

- Understand a simple story

Key Language

Quiet, please!
Silence! Please don't talk!
Sorry!

PART A

SB.03 GREETING

- Follow the suggested procedure.

STUDENT BOOK, PAGE 44

- Use one of the chants or rhymes on page xvi to get students ready for story time.

SB.24 8 LOOK AND LISTEN.

- Have students look at the pictures and ask them if the behavior is OK or not (use thumbs up and thumbs down to convey meaning). Play the audio and check that students change frames when necessary.
- Next, emphasize the good behavior: being quiet when appropriate. Point to the first frame and ask students if the behavior is OK. Do the same with the second and third frames. Point to the fourth frame and ask about the crayons' behavior. *Is it OK or not?*

Audio script
Teacher: Shhhh.
Teacher: Quiet, please!
Teacher: Silence! Please don't talk!
Crayons: Sorry!
Teacher: It's OK.

Confidence building activity

Role-play an exchange with Little Star. Little Star says *Silence, please*. Show a sad face and say *Sorry!* Little Star smiles at you and says *It's OK!*

Have students imitate Little Star and you as they repeat the exchange. Have different pairs role-play to the rest of the class.

PART B

WORKBOOK, PAGES 34 AND 35

6 I ❤ ... DRAW!

- Give out or ask students to take out their Workbooks. Ask students to open their Workbooks to page 34. Focus on the instructions.
- When they finish, students show their drawings to their classmates. Say *Wow! Great!* as you look at the pictures.

7 CIRCLE.

- Show students the story on page 44 in your Student book and ask *Is it good or bad behavior?* Use gestures as suggested before and facial expressions.
- Ask students to turn to page 35 in their Workbooks. Point and ask *Which one is good behavior, number 1* (point to the first illustration) *or number 2* (do the same)*?* After students answer, ask why.
- Once they finish, ask students when they can show this positive behavior.

WB.02 SAYING GOODBYE

- Sing the *Bye-bye* song.

LESSON 9

STEAM Challenge

Can you follow the pattern?

Lesson Objective

To introduce simple A-B-A-B color patterns by making fingerprints

STEAM Focus

Engineering, Art, and Math

Materials

Blocks of two different colors (wooden or plastic)
Bowls or plates for paint
Whiteboard marker that matches the color of the blocks
Green and blue finger paint

Preparation

Prepare paint in bowls or plates for each table.

GREETING

- Sing the *Hello* song with the students.
- Go over the Feelings, Weather, Helper and Days of the week routines.
- Get students ready to work by using one of the songs or chants.

STUDENT BOOK, PAGE 45

Introducing patterns

- Draw an A-B-A-B pattern on the board, e.g. *red, blue, red, blue*. Say *Look! Red, blue, red, blue*. Some students might want to join in so say it aloud again, pausing before the next color to give them the opportunity to say the color words. Show blocks of the same two colors. Lay them out on the floor.
- Take one color at a time to create the pattern. As you place the blocks one next to the other mention their colors. Point to the pattern on the board and the block pattern to make it clear that they are the same. Congratulate yourself saying, *Good job, Mr. / Mrs. / Ms. (your name)* and give yourself a round of applause.

Practicing patterning with concrete objects

- Take your block pattern apart and try again. Do the first one correctly, but then do the second one wrong and say *Oh no!* Invite a student to the front to take the correct color block and place it next to the first one. Again, make a deliberate mistake so that students have a reason to help you. When you finish the pattern together, go over the colors again, both on the board and on the block pattern.

Modeling the activity

- Show students the Student Book. Point to the first circle and ask students what color it is. Go in order mentioning the colors of the pattern. Then say the whole pattern again. Show a finger paint bowl / plate. Show them that they are going to paint the same pattern with their fingers. Explain that they will use two different fingers: ask them to show you one finger and say *This is my green finger*. Then have them show you a different finger and say *This is my blue finger*. Restate which finger is for which color. Show how you do it by making your fingerprint underneath each circle.

Following patterns

- Set out the finger paint bowls / plates on tables and give out the Student Books. Have students make their fingerprints under each circle to follow the pattern. Go around helping students to switch fingers, to improve their fine motor skills and to achieve the correct pattern.

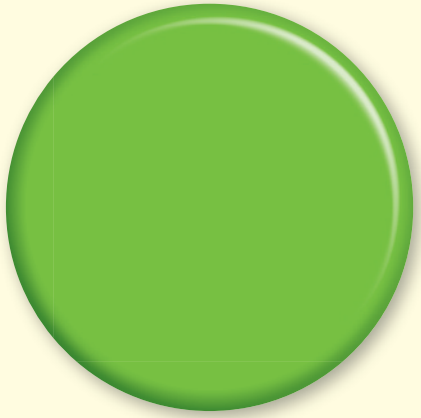
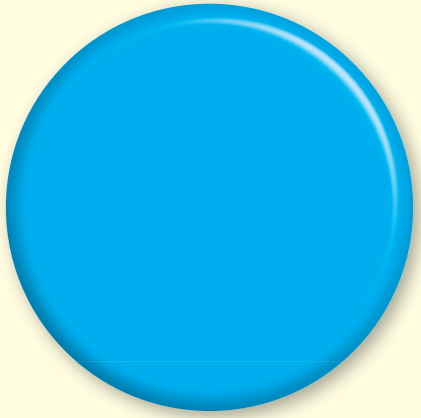
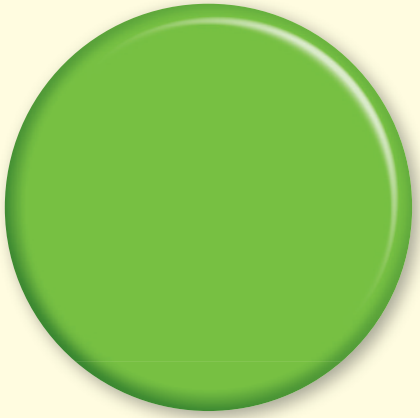
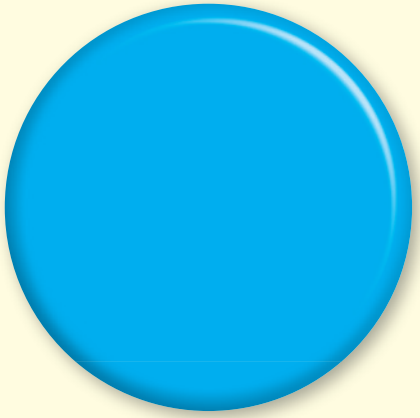
Extension activity

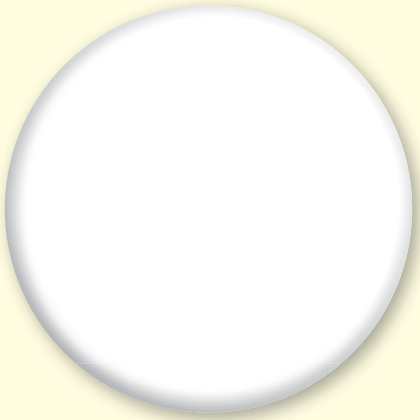
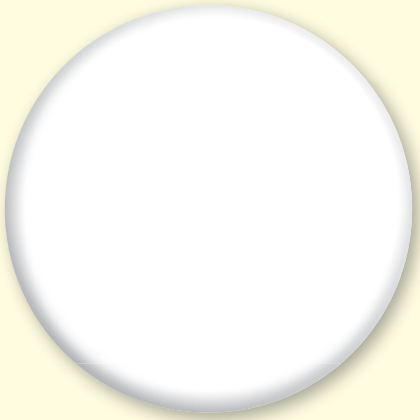
- Offer engineering opportunities by drawing different patterns on the board, still A-B-A-B (e.g. *red, yellow, red, yellow*), for students to lay out the blocks following the pattern.

SAYING GOODBYE

- Invite students to show each other their pictures.
- Sing the *Bye-bye* song.

9 STEAM.

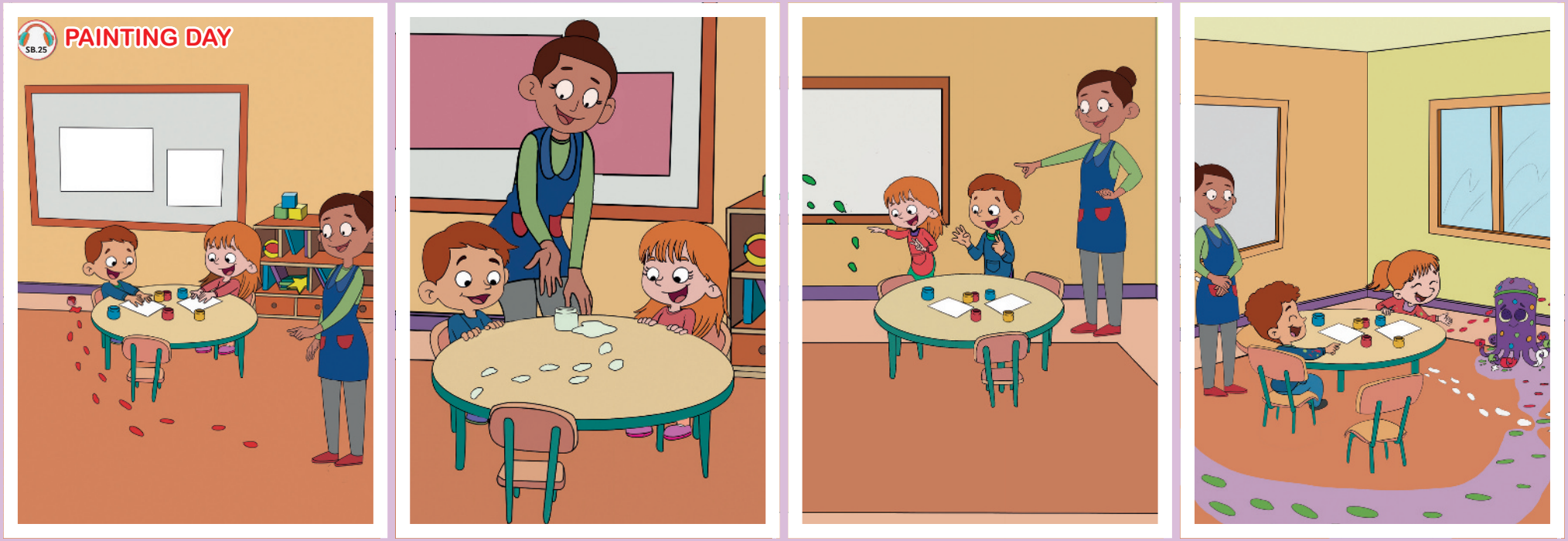





STEAM CHALLENGE Can you follow the pattern?

green, blue, green, blue. Follow the pattern. Finger paint!

blue, green, red, yellow, pink, sky blue, purple, paint, finger


SB.25
PAINTING DAY

LESSON 10

Lesson Objective

To integrate language

Learning Objectives

- Follow basic classroom instructions
- Understand greetings
- Sing a song with support
- Answer *yes / no* when given options
- Repeat single words if spoken slowly and clearly
- Recognize familiar words and basic phrases in short illustrated stories, if read out slowly and clearly

Key Language

Colors: *green, red, white*

Sorry!

Is this … ?

Materials

Little Book Unit 4

SB.03 GREETING

- Sing the *Hello* song with the students.
- Go over the Feelings, Weather, Helper and Days of the week routines.
- Get students ready to work by using one of the songs or chants.

SB.25 Little Book 4: *Painting Day*

- Give out students their Little Books and give them some time to handle and look at them.
- Point to the first frame and ask where the characters are. Use L1 as necessary. Say *Yes, in the classroom. What color is this? And this? What are the children doing? Are they coloring?*
- Point to each of the pictures and encourage them to say what they see. Expect them to answer in L1. Focus their attention on the last frame and ask *Look at Oliver Octopus. Is his behavior OK? He says Sorry. Is it OK?*
- Play the audio or read the story yourself using different voices.
- At the end, ask students if they liked the story.

Painting Day

Teacher: Let's paint! What's this?
Boy: Look! It's red paint. Who's this? Is this Danny Dough?
Girl: Hmm.
Teacher: What color is this?
Girl: It's white paint. Is this Sandy Sock?
Boy: Hmm.
Teacher: What's this?
Girl: It's green paint! Is this Ms. Grass? How many legs?
Boy: One, two, three … Wow! This isn't Ms. Grass!
Children: Look! It's Oliver Octopus!
Oliver Octopus: Sorry!

Confidence building activity

Role-play the last frame of the story. First, model it with the puppet. Use different voices.

Teacher: *Look! Red!*

Puppet: *Is this Danny Dough?*

Teacher: *Hmm.*

Role-play the exchange again, and have students repeat after you imitating your voices.

Have different pairs role-play. Congratulate them on their performance.

WB.03 SAYING GOODBYE

- Sing the *Bye-bye* song.