

Communication Objectives

| | |
|--------------------------------------|----------------------------------|
| Identify and name toys | Identify the location of objects |
| Exchange greetings | |
| Make polite requests | Ask for information |
| Understand and follow basic commands | |

Topics and Key Vocabulary

| | |
|---|--|
| Toys: <i>doll, car, truck, teddy bear, airplane, ball, boat, game</i> | Action Verbs: <i>hop, swim, share, choose</i> |
| Colors: <i>green</i> | Recognize Feelings: <i>happy, sad, angry, sleepy</i> |
| Shapes: <i>rectangle</i> | Nature Words: <i>wind, plants, trees</i> |

UNIT 4 OVERVIEW

Target Language and Structures

| | |
|--|---|
| <i>What do you want?</i> <i>I want (a car), please.</i> | <i>What's your cat's name?</i> <i>Fluffy.</i> |
| <i>What's your name?</i> <i>My name is (Chris).</i> | Understand the prepositions <i>in, on, under</i> |

Content Connections

| | |
|--|--|
| Math: Identify shapes: rectangle | Music: Sing and act out songs Move to music |
| Nature and Science: Observe the effect of wind on plants and trees | Language Arts: Say and act out chants |
| Art: Make a wind toy | |

Amazing and Project

Observe the effect of wind on plants and trees

Project: *Make a Wind Toy*

Little Book

Dollhouse

UNIT 4

OVERVIEW

Pre-reading and Pre-writing

Practice motor skills

Practice visual discrimination

Home-School Connection

Take home the Little Book

Sing songs and say chants at home

Take home Show Time drawings

Use props to role-play at home

Talk about toys at home

Play with a wind toy at home

Competency-based Education

Competency work within the following formative areas:

Personal and Social Development:

Develop sensitivity toward the needs of others; Values page, p. T45

Discovering Our World:

Experiment with diverse elements to understand the natural world; Project page, p. T47

Values

Sharing

Overview



Unit Opener

Objectives

- To exchange greetings
- To predict unit topic
- To identify toys
- To understand and follow simple commands
- To ask for information

Vocabulary

hello, toy cat, name, toys, look, predict, listen, walk, jump, march, dance, turn around, wiggle, stand up, sit down, touch your (nose), clap, fly, laugh, wave

Language

Hello, (Leon).


This is my toy cat. What's your cat's name?
Is this (a toy)? Yes./No.

Materials

Class Audio CD, Busy Ant puppet, stuffed toy cat, bag, book, and other classroom objects, toys: cars, truck, stuffed toy animals, doll, ball, etc., toys Picture Cards, blindfold

BEFORE PAGE 37

 **Sing the "Hello Song"**
A3 Children sing and wave hello.

 **Have Big Fun Talking!**
A50 Play the audio and have children listen. Then invite a boy and a girl to the front. Hand a toy cat to the girl. Encourage the children to role-play the dialogue. Say the lines and have them repeat. Follow the same procedure with other pairs of children. Encourage children to use their own names and to change the cat's name. Praise all efforts.

A: Hello, Leon.
B: Hello, Nina. Who is this?
A: This is my toy cat.
B: What's your cat's name?
A: Fluffy Cat.
B: Hello, Fluffy Cat!

DURING PAGE 37

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

Walk around the room holding a bag. Look at different objects. Hold up a book, shake your head, and say *No*. Then, hold up a stuffed animal, nod your head, and say *Yes!* and put it inside the bag. Repeat with other objects, putting only toys inside the bag. Have children pay close attention. Then empty the bag and show the toys to the children. Say: *Can I play with these things? Yes! Are they classroom objects? No! What are they?* Elicit: *Toys!* They may use their native language if they cannot answer in English. Finally, say: *Yes! They are toys. We can have big fun with toys!*

Next, play Audio A5. Mime the actions. Encourage children to follow along. At the end of the song, fill in the missing word: *Fun with (toys)!*

Then, play the Target Song "My Toys" (A51). Use the puppet to model the questions and answers. Attach the toys Picture Cards to the board and have Busy Ant point to them as they are mentioned in the song.

 **Do the Find It! Activity**

Point out Busy Ant with the toy car in his wheelbarrow. Point to the car and say: *This is a car*. Read the text aloud: *Find a car!* Help children find the cars in Unit 4 (on pages 37–39, 42, and 48).

AFTER PAGE 37

Check Predictions

Put several items inside a bag. Invite a child to come up. Blindfold him/her and ask him/her to take a toy out of the bag. Have the child take out an item and show it to the class. Ask: *Is it a toy?* Have them answer affirmatively or negatively. If the object is a toy, say: *Very good, (Lucy). It's a toy!* Let the child take it to his/her place. If it is not a toy, say: *Sorry, (Lucy). This is not a toy*. Put the object on a table. Make children feel comfortable and explain that there are no right or wrong answers. Repeat the procedure until all toys have been taken out of the bag.

 **Parade around the Room!**

A2 Have children stand in a line. They will walk in a parade around the room. Call out an action and have the children do the action as they parade around the room: *walk, jump, march, dance, turn around, wiggle, stand up, sit down, touch your (nose), clap, fly, laugh, wave*. Play the "Big Fun Theme Song" during the parade. At the end, say: *Sit down*. Have children return to their seats.

 **Sing the "Good-bye Song"**

A6 Play the audio. Children sing and wave good-bye.

 **Portfolio**

Encourage children to identify work they want to include in their Portfolios.

 See Workbook page 31.

EXTRA ACTIVITY

Find Cars!

Hide several toy cars around the room. Hold up a toy car and say: *Find the cars!* Have children walk around the room and look for them. Once a child finds a car, ask him/her to give it to you.



My Toys

4

MY TOYS

A5&A57
1

Look and predict. Listen.



Find a car!



Unit Preview; **FIND IT** in the unit: car

UNIT 4
37

A52-53
2

Listen and say. Find and match.



Vocabulary Presentation: *doll, car, truck*
Language Presentation: *What do you want? I want (a car), please.*

Vocabulary

Objectives

- To identify toys
- To repeat names of toys
- To make polite requests
- To understand and follow simple commands

Vocabulary

doll, car, truck, listen, say, find, match, race

Language

What do you want? I want (a car), please.

This is (a doll).

This is my special toy.

Materials

Class Audio CD, Busy Ant puppet, *doll, car, and truck* Picture Cards, toys: car, truck, balls, and doll, pencils, white sheets of paper, crayons

BEFORE PAGE 38

Sing the “Hello Song”

A3 Play the audio. Invite children to sing along and wave hello.

Vocabulary Presentation

Hold up a doll and say: *This is a doll.* Have children repeat the word *doll* after you. Then hold up a toy car and a toy truck and repeat the procedure.

Next, place the three toys on a table. Have children stand around it. Point to the toys and have children name them. Start by pointing to the toys very slowly, increasing speed gradually.

Display the *doll, car, and truck* Picture Cards. Point to each card as you say the word. Say the word again and have Busy Ant repeat after you. Do it once more and encourage children to say the words aloud.

Target Song “My Toys”

A51 Play the first part of the Target Song. Use Busy Ant to model the questions and answers in the song. Busy Ant sings the children’s part. Hold up the *doll, car, and truck* Picture Cards as they are mentioned in the song. Have children look and listen.

DURING PAGE 38

2 Listen and say. Find and match.

A52, A53 Play Audio A52. Have children listen and repeat the words. Next, invite children to find the doll, car, and truck in the scene. Then, show them how to trace a line from the photo of the doll 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.

doll car truck

Point to the scene and say the dialogue that goes with it: *What do you want? I want a car, please.* Play Audio A53 and point to the photos as children repeat.

What do you want? I want a doll, please.
What do you want? I want a car, please.
What do you want? I want a truck, please.

AFTER PAGE 38

My Special Toy

Hold up a doll and say: *This is a doll. It’s my special toy.* Hug the doll and say: *I love my doll.* Then, distribute white sheets of paper and crayons. Encourage children to draw their special toy. When children finish, invite them to show their drawings to the rest of the class. You may wish to say the toy names in English. Keep children’s work for their Portfolios.

Race to the Toy!

Before the activity, hide a toy truck, a toy car, and a doll around the room. Have children stand in a circle in the center of the room. Then say: *When I stop clapping, look for the truck.* Ready? Start clapping and then stop. Encourage children to race and look for the toy. Have the child who finds the toy give it to you. Hold up the truck and say: *This is a truck.* Have children repeat *truck* after you. Repeat the procedure with *car* and *doll*.

Sing the “Good-bye Song”

A6 Play the audio. Have children sing along and wave good-bye.

 See Workbook page 32.

EXTRA ACTIVITY

Play Ball

Take children to the playground to play ball. Divide the class into small groups. Have each group spread out and form a line. Make sure children leave lots of room between players. Hold up the ball and ask: *What is it?* Help children respond: *It is a ball.* Then, give the first child in each line a ball. Call out how you want the first child to pass the ball to the next child in line, for example: *throw the ball, kick the ball, bounce the ball.* Encourage children to pass the ball according to your instructions.

Vocabulary

Objectives

- To identify toys
- To repeat names of toys
- To make polite requests
- To ask for information
- To review feelings: happy, sad, angry
- To identify the feeling: sleepy
- To understand and follow simple commands

Vocabulary

teddy bear, airplane, ball, sad, angry, sleepy, name, listen, say, find, match


Language

*What do you want? I want (a ball), please.
What's your name?*

Materials

Class Audio CD, Busy Ant puppet, Units 1–4
Picture Cards, toys: doll, car, teddy bear, and
ball, pencils

BEFORE PAGE 39

 **Sing the “Hello Song”**
A3 Have children to sing and wave hello.

Vocabulary Presentation

Hand a teddy bear, a toy airplane, and a ball to three children. Then say: *Three children in the classroom have a toy. Look around and point to them.* Encourage children to look for the children holding the toys. Once the class identifies the children with toys, invite them to the front. Have children hold up the toys. Point to the teddy bear and say: *This is a teddy bear.* Have children repeat *teddy bear* after you. Repeat the procedure with *airplane* and *ball*. Finally, have the children put the toys on a table.



My Toys

Display the *teddy bear, airplane, and ball* Picture Cards. Hold up each one as you say the words. Have Busy Ant repeat after you.



Have Big Fun Talking!

A54 Review emotions. Say: *Happy.* Smile brightly and have children imitate you. Repeat with other facial expressions for *sad, angry, and sleepy.* Play the audio. Use Busy Ant to practice the conversation. Have children repeat each line chorally.

A: What's your name?
B: My name is Chris.
A: What's your teddy bear's name?
B: Sleepy Bear.

Next, invite a pair of children to come up. Hand them a teddy bear and encourage them to role-play the conversation. Repeat with other pairs, changing the bear's name to *Happy, Sad, or Angry Bear.* Encourage children to use their own names.



Sing the Target Song “My Toys”

A51 Play the second part of the Target Song to expose children to *ball, airplane, and teddy bear.* Hold up the corresponding Picture Cards as the toys are mentioned in the song. Busy Ant sings the children's part.

DURING PAGE 39



3 Listen and say. Find and match.
A55, A56 Play Audio A55. Point to the photos of toys. Have children repeat the words. Next, invite children to find the teddy bear, the airplane, and the ball in the scene. Then, show them how to trace a line from the photo of the teddy bear to the corresponding illustration. 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.

teddy bear airplane ball

Point to the scene and say: *What do you want? I want a ball, please.* Play Audio A56 and point to the photos as children repeat.

What do you want? I want a teddy bear, please.
What do you want? I want an airplane, please.
What do you want? I want a ball, please.

Vocabulary Practice

Have Busy Ant hold up the *toys* Picture Cards and name each toy. Have children repeat.

AFTER PAGE 39

I Want a Toy, Please

Put a ball, a doll, a toy car, and a teddy bear on a table. Ask Busy Ant: *What do you want?* He answers: *I want a ball, please.* Hand the ball to the puppet. Busy Ant answers: *Thank you.* Then invite a pair of children to role-play the same conversation. Say the lines and have them repeat. Continue with *doll, teddy bear, and car* and other pairs of children.

Kick, Roll, Bounce!

Hold up a ball and model the following actions: kick a ball, roll a ball, and bounce a ball. Invite different children to the front and have them perform the actions you say.



Sing the “Good-bye Song”
A6 Children sing and wave good-bye.



See Workbook page 33.

EXTRA ACTIVITY

Toy!

Hold up the Picture Cards from Units 1–4. If the card depicts a toy, children shout *Toy!* If it does not, they remain silent.

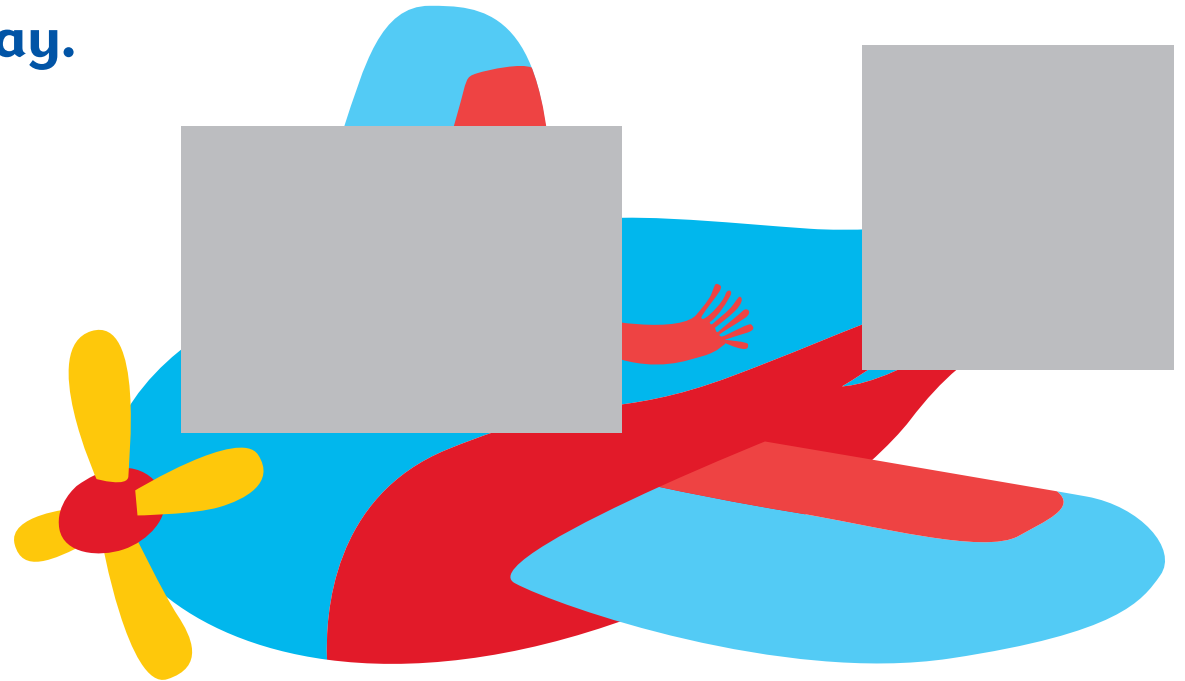
A55-56
3

Listen and say. Find and match.



Vocabulary Presentation: teddy bear, airplane, ball; Vocabulary Practice: doll, car, truck
Language Practice: What do you want? I want (a ball), please.

4 Paste press-outs and say.



Motor Skill Practice; Visual Discrimination
Language Presentation: *in, on, under*; Vocabulary Practice: *teddy bear, airplane, doll, ball*

Practice

Objectives

- To make polite requests
- To identify and name toys
- To practice motor skills
- To practice visual discrimination
- To identify what is missing
- To understand prepositions: *in, on, under*

Vocabulary

teddy bear, airplane, doll, ball, chair, big, small, in, on, under

Language

What is it? It's (an airplane).

The doll is on the chair. The teddy bear is in the airplane. The ball is under the airplane.

Materials

Class Audio CD, Press-outs, Busy Ant puppet, glue, toys: teddy bear, doll, boat, puppet, game board, and train, a big and a small toy, paper bags (one per child), crayons, yarn, glue, art supplies

BEFORE PAGE 40

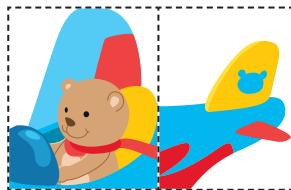
Sing the "Hello Song"
A3 Children sing and wave hello.

Say the "I Want Chant"
A57 Hold up the boat and say: *This is a boat.* Have children repeat *boat*. Repeat with *teddy bear, doll, puppet, game, and train*. Then place the toys around the room. Play the audio. Have children stand up, march and clap to the beat, and look at the toys as they march around the room. Then, play the audio again. This time, children point to the toys as they march. Finally, play the song a third time. Sing along and invite children to join in. Praise all efforts.

Let's Fly
A34 Draw a bird, a butterfly, and an airplane on the board. Point to the wings on each and ask Busy Ant: *What are these?* He answers: *They are wings. Say: Birds, butterflies, and airplanes have wings. They can fly!* Flap your arms and "fly" around the room. Next, say: *Let's imagine we are airplanes. We have wings. Now, let's fly.* Play "I Fly Like This" and have children pretend to fly around the room. Sing and substitute *airplanes* with *ladybugs* and *butterflies*.

Target Song "My Toys"
A51 Use the puppet to model the questions and answers. Busy Ant sings the children's part. Hold up the toys Picture Cards as they are mentioned in the song. Have children look and listen.

DURING PAGE 40



4 Paste press-outs and say.

Hold up the Unit 4 Press-outs. Say: *This is a teddy bear. And look, what is this? Say: It is part of an airplane.* Help children press them out. Next, display page 40. Help children put a small amount of glue on the Press-outs and paste them in the correct boxes.

Then, point to the airplane and ask: *What is this? It's an airplane.* Say: *The teddy bear is in the airplane.* Gesture so children understand *in*. Then point to the doll. Ask: *What is this? It's a doll.* Repeat with *chair*. Say: *The doll is on the chair.* Again, gesture to indicate *on*. Finally point to the ball. *What is this? It's a ball.* Say: *The ball is under the airplane.* Indicate *under*. Then say *in, on, and under* and have children imitate your gestures.

AFTER PAGE 40

Guess the Toy

Invite a child to come up. Whisper a toy: (*Airplane*). Encourage the child to mime playing with that toy. Have Busy Ant ask: *What is this?* Say: *Let's work together and guess the toy.* Ready? Elicit: *It's an (airplane).* Play several rounds with other children and toys.

TIP: Cooperative Games

Cooperative games help children learn better. Children work together to guess the toy.

Sing "Big and Small"

A58 Play the song. Do the suggested gestures. Next, hold up a toy. Ask: *Is it big or small? (Big!)* Then play the song again, holding up the big and small toys as you sing. Encourage children to sing along.

Sing the "Good-bye Song"

A6 Have children sing and wave good-bye.

WB See Workbook page 34.

EXTRA ACTIVITY

Puppets

Give each child a paper bag. Place crayons, yarn, and other art supplies in the center of each table. Model how to make a puppet. Show how you will put the puppet on your hand. Then, invite children to make faces on and decorate their puppets. Let children take turns holding up their puppets and saying: *It is a puppet.*

Math

Objectives

- To identify and name shapes: rectangle
- To practice tracing rectangles
- To review shapes: circle, square, triangle
- To review toys: doll
- To identify patterns
- To practice visual discrimination

Vocabulary

rectangle, square, triangle, circle, shape, pattern, doll, swat, trace, say, find, march


Language

This is (a square). Run and swat the (circle). Find a doll!

Materials


Class Audio CD, Busy Ant puppet, pencils, colored paper rectangles, scissors, flyswatter, plastic container, flour, craft sticks, music, *Shapes* Poster, construction paper, salt, glue

BEFORE PAGE 41


 **Sing the “Hello Song”**
A3 Children sing along and wave hello.


Swat the Shapes

Draw a circle, square, and triangle on the board to review the shapes. Have a child stand at the back of the room with a flyswatter. Say: *Run and swat the circle*. Repeat with the remaining shapes and other children. Play several rounds.

 **Say the “Shape Chant”**
A59 Place the rectangular cutouts around the room. Play the audio. Say the chant and do the actions. Play it again and invite children to do the actions and chant with you.

DURING PAGE 41


 **5 Trace and say.**
Show children the rectangle on the page and say: *Rectangle*. Put your finger on the dot and model tracing the rectangle. Then hold up a pencil. Tap the pencil on the dot and model tracing the shape as you say: *Rectangle*. Have children trace the rectangle in their own books, first with their index finger and then with a pencil. Have them say: *Rectangle*. Using gestures, ask: *Do you see another rectangle?* Help them see the additional rectangles on the page: the dollhouse and the gift box. Ask children if they see any other shapes they know. Point out the red roof and the flower and review triangle and circle.

 **Do the Find It! Activity**
Point to Busy Ant and say: *Find a doll!* Children try to find a doll. (There is one in the wheelbarrow and another in the dollhouse.)

AFTER PAGE 41

Trace Shapes

Place a plastic container with flour in the center of the room. Have children sit around it. Hand a craft stick to a child and encourage him/her to trace a rectangle in the flour. Repeat with other children. Have children say *Rectangle* as they trace the shape. Then invite children to trace circles, squares, and triangles.

 **Math Connection: Practice Patterns**
Before class, prepare drawings of four patterns using three of the known shapes. Make each pattern different, for example: *square-triangle* or *circle-rectangle-square*.


Have children sit in a circle and place the four patterns in the center. Then say a pattern: *Triangle-square-triangle*. Have children listen and look attentively. Next, invite a volunteer to point to the corresponding pattern. Have him/her name the pattern. Repeat the procedure with the remaining patterns. Play several rounds.

Rectangle March

Move furniture aside. Use tape to make a large rectangle on the floor. Play some music and have children march along the rectangle. Stop the music and have children freeze. Start the music again and invite them to continue marching.

Find the Shapes!

Attach the *Shapes* Poster to the board at children's eye level. Point to each shape. Ask: *What is this? It is (a circle)*. Next, invite a volunteer to come up. Have him/her point to the circle and trace a line with his/her finger to an item in the scene with the same shape. Repeat with: square, triangle, and rectangle and other children.

 **Sing the “Good-bye Song”**
A6 Have children sing and wave good-bye.

 See Workbook page 35.

EXTRA ACTIVITY

Salty Shapes

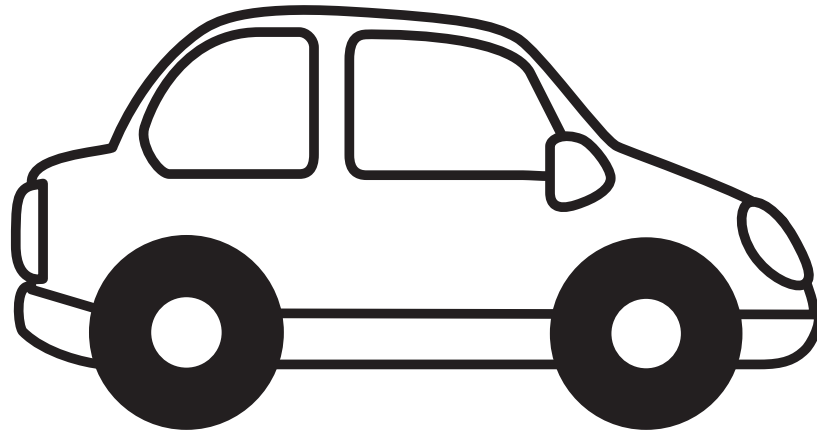
Hand out construction paper and salt. Use glue to make circles and squares on children's paper. Let children sprinkle salt on it. When the shapes are dry, encourage children to close their eyes and run their fingers over the shapes. Ask: *What is it? Is it a circle or square?*

5 Trace and say. 



Shapes: rectangle
FIND IT: doll

6 Color and say.



42

Color: green
Review: red, yellow, blue

Colors

Objectives

- To identify and name colors: green
- To identify green items
- To color items green
- To review colors: red, blue, yellow

Vocabulary

green, red, blue, yellow, paint, color, say, dance

Language

Is it (green) or (red)? It's (green).

Materials

Class Audio CD, green crayons, green items, Busy Ant puppet, paint containers, yellow finger paint, blue finger paint, white sheets of paper, slips of colored paper, music CD, large green, red, blue, and yellow paper circles, toys: car, truck, teddy bear, doll, airplane, and ball, Unit 4 Picture Cards, bag, red, yellow, blue, and green crayons

BEFORE PAGE 42

Sing the "Hello Song"

A3 Play the audio. Have children sing and wave hello.

Review Colors

A16
A31
A45 Hold up a red item and sing the corresponding "Color Song." Have children join in. Repeat with blue and yellow.

Sing the "Color Song" (Green)

A60 Gather green things. Hold up each one and have Busy Ant say: *It's green.* Have children repeat. Then hold up each item and have the puppet ask: *Is it green or (red)?* Encourage children to answer: *It's green.* Play the audio. Sing along and do the gestures that go with it. Play it again and encourage the children to join in.

DURING PAGE 42

6 Color and say.

Point to the crayon on the page. Say: *It's green.* Have children repeat after you. Point to the caterpillar's face, hat, and green shoe and say: *They're green.* Have children repeat after you. Point to the grass and say: *It's green.* Then have children color the tree and car green. Point again to the caterpillar. Invite children to name the colors that are on his body already: red, yellow, blue. Finally have them color the fourth segment green, and say: *Green.*

AFTER PAGE 42

What Color Do You Get?

Divide the class into groups of four. Place a container with yellow finger paint and another one with blue finger paint in the center of each table. Distribute white sheets of paper.

Encourage children to put one finger in the yellow paint and press it on the white paper. Then ask him/her to put another finger in the blue paint and press it on top of the yellow paint on the paper. Have them mix the colors. Ask: *What color do you get?* Have children answer: *Green!*

Color Dance

Prepare red, yellow, blue, and green slips of paper. Give each child a slip of paper. Have children form teams (e.g., those with red slips are on the red team). Have each team say their color aloud. Play music and call out a color. Only children on that team dance. Everyone else freezes. Continue in this way and play several rounds.

Circles and Toys!

Tape large green, blue, red, and yellow paper circles to the floor. Place a toy (car, truck, teddy bear, doll, airplane, or ball) on each circle. Have children stand around the circles. Say a color: *red.* Invite a child to go to a red circle and pick up the toy that is on it. Ask: *What is it?*

Encourage him/her to answer: *It's (a ball).* Encourage children to clap if the answer is correct. Play until all toys have been picked up.

What Is This?

Show each Unit 4 Picture Card and then drop it into a bag. For each one, ask: *What is this?* Prompt the class to answer chorally: *It is (a doll).* Then invite a volunteer to choose a card from the bag and show it to the class. Have Busy Ant ask: *What is this?* Help the child answer: *It is (a car).* Then turn to the class: *Is it (a doll)?* Encourage children to answer: *Yes./No.*



TIP: Forming Teams

Here is another fun way to divide the class into teams: Hand out sets of photocopied pictures and have children find others who are holding the same picture.

Sing the "Good-bye Song"

A6 Play the audio. Have children sing along and wave good-bye.



See Workbook page 36.

EXTRA ACTIVITY

Red, Blue, Yellow, Green Toys!

Place crayons of the same color and white sheets of paper in the center of each of four tables. Have children draw toys. Then, say: *Red!* Have the children who used the red crayons, come up and show their red toys. Repeat the procedure with: yellow, blue, and green.



AUDIO SCRIPT

A61 **Dollhouse**

1. Keiko: I want dolls.
Ana: Let's find dolls.
2. Keiko: Look!
Ana: Yay!
3. Ana: This is the mother!
Keiko: I want a doll family!
4. Together: We have BIG baby dolls!

HOME-SCHOOL CONNECTION



Encourage children to take their Little Books home to share with their families. Since this book covers many topics, including toys and family members, there are many things to talk about. The two girls in this story use things creatively to make toys. Children may enjoy doing these activities at home, too.

SHOW TIME PREPARATION



Children will have the opportunity to participate in a show at the end of the year. In their Show Time celebration, they will show their families what they have learned in English class. Talk about Show Time by suggesting ideas for the program, such as role-playing this story and making the dolls.



My Toys

Little Book

Objectives

- To assemble a Little Book
- To listen to and read a story
- To role-play a story
- To review toys
- To review classroom objects

Vocabulary

dolls, big, family, want, find

Language

I want dolls.

I want a doll family

Let's find dolls.


We have big dolls!


This is the mother.

Materials

Class Audio CD, Busy Ant puppet, DVD or ActiveTeach, *doll, car, truck, teddy bear, airplane*, and *ball* Picture Cards, tape, balls or beanbags, music CD, clothespins, tissue box, markers

BEFORE THE LITTLE BOOK

 **Sing the "Hello Song"**
A3 Play the audio. Invite children to sing along and wave hello.

 **Three in a Row**
Have Busy Any say three actions, such as: jump, turn around, sit down. Do the actions in that order and have the children copy you. Then have the puppet say the same three actions but in a different order. Prompt children to do the actions in the new order. Continue in this way, changing the order and adding new actions to keep the game interesting.

DURING THE LITTLE BOOK


 **Dollhouse**

1. Have children turn to page 43. 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?* Have children name people, colors, shapes, and other things. Praise all efforts.
3. Review the conventions of the Little Books. Point to the title and say: *This is the title. The title of the story is "Dollhouse."* Have children count the dots with you on each page to identify page numbers. Then show page 1. Say: *This is page 1.* Repeat for the remaining pages. Next, point to the drawing of Keiko's head next to the lines and say: *This is what Keiko says.* Invite a child to point to the other girl and to the corresponding drawing next to her lines. Say: *Anna is talking now.*
4. Play the audio while you show children the pages. Have them listen and look at the book.
5. Play the audio again. This time, point to the drawings of the characters next to the lines on the page that show who is speaking. Point to the pictures and pantomime to help clarify meaning.
6. Check children's comprehension. Point to different toys in the story and ask: *Is this (a doll) or (a teddy bear)? Who wants dolls? Keiko.* Hold up a clothespin, a marker, and a tissue box. Explain that in the story the girls find those materials and use them to make dolls. *Do they make a doll family? Yes! Is the family big or small? Big!*

AFTER THE LITTLE BOOK

 **Role-play**

Role-play with Busy Ant to reinforce comprehension. Try to copy the expressive voices of the characters on the audio. Invite two children to the front. Say the lines while they act them out. Provide them with the art supplies so they can make the dolls while role-playing. Model how to make the dolls first. Keep the dolls for the Show Time presentation.

 **Play the DVD**

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

 **Sing the "Good-bye Song"**

A6 Play the audio. Have children sing along and wave good-bye.

 See Workbook page 37.

EXTRA ACTIVITY

 **Toy Hunt!**

Place the Unit 4 Picture Cards around the room. Say: *Let's go on a toy hunt.* Play music and have children look for the toys. Children who find a card should shout: *(Car)!* Continue until all cards have been found.

Values

Objectives

- To learn a value: Sharing
- To use language to express a value
- To exchange greetings
- To ask for information
- To make polite requests
- To review prepositions: *on, under, in, next to*

Vocabulary

hello, name, school, teacher, doll, teddy bear, color, say, share, in, on, next to, under

Language

We share.

I want a doll, please.

Hello! What's your name?

Where do you go to school?

What's your teacher's name?

Put the doll (in) the box.

Materials

Class Audio CD, crayons, doll, teddy bear, Busy Ant puppet, box yarn, popsicle or craft sticks

BEFORE PAGE 45

Sing the "Hello Song"

A3 Invite children to sing along and wave hello.

Have Big Fun Talking!

A62 Play the audio. Have Busy Ant model the conversation and children listen.

A: Hello! What's your name?

B: My name is Bobby. What's your name?

A: My name is Marisa. Where do you go to school?

B: I go to Robin Hill Preschool.

A: Me, too! What's your teacher's name?

B: Ms. Diaz. What's your teacher's name?

A: Ms. Newman. Let's play!

B: OK, let's play!

Then, invite a pair of children to the front and encourage them to role-play the conversation. Say the lines and have them repeat after you. Repeat with other pairs. Encourage children to answer with information about themselves.

Let's Share

Use Busy Ant, a doll, and a teddy bear to role-play the conversation below. Have children look and listen.

T: I want the doll, please. (*pointing to doll*)

BA: No! (*holding doll*)

T: I want the teddy bear, please. (*pointing to teddy bear*)

BA: No! (*holding teddy bear*)

T: (*looking sad*) That's not nice, Busy Ant. Please share.

Role-play again. This time Busy Ant shares.

T: I want the doll, please. (*pointing at doll*)

BA: Sure! (*handing doll*)

T: Thank you! It's good to share!

Invite volunteers to role-play the conversation. Help them with the lines and encourage them to pantomime. Repeat other children and toys.

DURING PAGE 45

7 Color and say.

Have children turn to page 45. Point to the items in the scene and ask: *What is this? What color is it?* Encourage children to answer.

Point and say: *Look! They are sharing the toys! Good job!* Distribute crayons and have children color the truck and doll. Have them repeat after you: *We share.*

AFTER PAGE 45

Sing "Sharing Is Fun!"

A63 Play the audio and sing the song.

Pantomime and use props to clarify meaning. Then play the audio again. Encourage children to do the actions with you.

In, on, under, next to!

Place a table in the center of the room. Put a box and a doll on the table and ask children to sit around it. Invite a volunteer to come up and have Busy Ant give him/her instructions: *Please put the doll in the box. Thank you, (Mike).* Then invite another child. Have Busy Ant say: *Please put the doll next to the box. Thank you, (Laura).* Busy Ant asks a third child to put the doll under the table. A fourth child has to put the doll on the table. Repeat the procedure with other children.

Sing the "Actions Song"

A26 Play the audio. Have children do the actions. Encourage them to sing along. This will help them get moving at the end of the class.

Sing the Good-bye Song

A6 Children sing along and wave good-bye.

 See Workbook page 38.

EXTRA ACTIVITY

Circles and Squares

Show children how to use yarn to make circles and craft sticks to make squares. Invite children to experiment and make circles and squares. Ask: *What is this? It is a (circle).*



My Toys

VALUES

7 Color and say.



Values: We share.
Vocabulary Practice: doll, truck



AMAZING

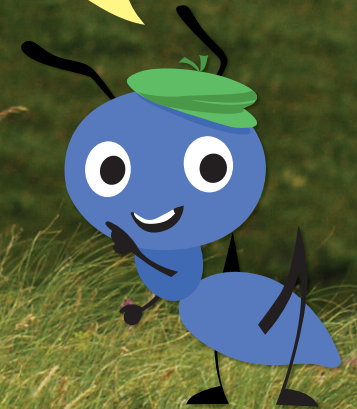


8

Look closely. Trace the circle.



I want a kite, please!



46

Amazing: Wind moves plants and trees.
Science Word: wind

Amazing

Objectives

- To appreciate nature
- To observe details
- To learn that the wind blows plants and trees

Vocabulary

bird, rabbit, wind, kite, plants, tress, blow, fly, hop, swim

Language

I want a kite, please.

The wind moves plants and trees.

Materials

Class Audio CD, Busy Ant puppet, crayons, music CD, strips of crepe paper, beanbag

BEFORE PAGE 46

Sing the “Hello Song”

A3 Play the audio. Invite children to sing along and wave hello.

Sing “Fly Like a Bird”

A64 Draw a bird, a rabbit, and a fish on the board. Say *This is (a bird)*. Have children repeat the words after you. Then, say: *Birds fly*. Mime flying and have children do the action. Then say: *Rabbits hop*. Start hopping and encourage children to hop in place. Finally, say: *Fish swim*. Mime swimming and have children follow along. Next, play the audio. Have children listen and do the actions along with you.

Build Background

Draw some plants, trees, and the wind on the board. (The wind may be a cloud blowing, for example.) Point to the drawing and say: *These are plants. These are trees. This is the wind*. Have children repeat the words after you. Point to the wind and make a blowing sound.

Have children imitate the sound. Then, have children get up and stand still. Say: *You are plants and trees*. Then start blowing and say: *I am the wind. The wind moves plants and trees*. Encourage children to sway from one side to the other as you blow.

Lead children in a quick action chant. The first time, chant to Busy Ant. Show the puppet getting knocked over by the wind in the last line. Repeat and invite the class to participate.

Wind, wind, wind. (*move arms like wind*)

It blows, blows, blows.

Wind, wind, wind. (*move arms like wind*)

Knocks me off my toes!

1-2-3 whooosh! (*pretend to lose balance*)

DURING PAGE 46



8 Look closely. Trace the circle.

Hold up a strip of crepe paper and blow on it. Say: *The wind is blowing. Look how the paper moves!* Distribute strips of crepe paper and have children repeat the action. Finally say: *This is the way the wind moves trees and plants*.

Next, display page 46. Point to the kite and say: *This is a kite. The boy is flying the kite in the wind*. Point to the speech bubble and have children repeat after Busy Ant: *I want a kite, please*. Then direct their attention to the circle. Ask: *What is this? It's grass. Does the wind move plants? Yes!* Model tracing the circle around the grass. Then have children trace the circle on their own.

AFTER PAGE 46

Fly around the Room!

Draw a bird, a butterfly, a bee, an airplane, and a kite on the board. Point to each one as you demonstrate the following actions:

- Flap your arms like wings and say: *I fly like a bird. Tweet, tweet. Fly like a bird with me*. Children join in.

- Zip around the room, flapping your arms close to your body and say: *I fly like a bee. Buzz, buzz. Fly like a bee with me*. Children join in.
- Flutter your arms like wings gently and say: *I fly like a butterfly. Hum, hum. Fly like a butterfly with me*. Children join in.
- Move around the room with your arms straight out and say: *I fly like an airplane. Zoom, zoom. Fly like an airplane with me*. Children join in.
- Use your arms to make a triangle above your head. Fly around the room and say: *I fly like a kite. Whoosh, whoosh. Fly like a kite with me*. Children join in.

Play background music as you and the children fly around the room.

Sing the “Good-bye Song”

A6 Play the audio. Have children sing along and wave good-bye.



See Workbook page 39.

EXTRA ACTIVITY

Hot Potato

Have children sit in a circle. Give one child a beanbag, which will be the “hot potato.” Play some background music and ask children to pass the hot potato around. Stop the music. Have the child with the hot potato stand up and follow your instructions: *Jump!* The child jumps in place. Continue playing for several rounds. Ask children to do different actions: run, walk, fly, etc.

Project

Objectives

- To make an art project
- To follow directions
- To talk about the wind
- To use fine motor skills

Vocabulary

red, blue, yellow, paper, tube, streamers, doll, car, truck, ball, airplane, teddy bear, fly, wind, tape, run, choose


Language

I want a doll, please.
Run!

Materials

Class Audio CD, Busy Ant puppet, red, blue, yellow, and green paper, paper towel tubes, long crepe paper streamers, tape, Unit 4 Picture Cards, toys: doll, car, truck, ball, airplane, and teddy bear

BEFORE PAGE 47


 **Sing the “Hello Song”**
A3 Play the audio. Invite children to sing along and wave hello.

Values Connection: Work Together


Before class, create four large envelopes by taping together sheets of colored paper (red, blue, yellow, and green). Show the class four Picture Cards from the unit. Have children close their eyes. Put one Picture Card inside each envelope. Children are not supposed to know which card is in each envelope.

Invite a volunteer to the front. Shuffle the envelopes and say: *I want a doll, please*. Busy Ant and the volunteer work together to figure out which envelope the *doll* Picture Card is in. Finally, they choose an envelope and pull out the card to confirm their choice. Have the volunteer hand the *doll* Picture Card to you. Say: *Thank you!*

Continue with other pairs of children until all Picture Cards have been located.

 **Sing “Let’s Start Working”**
A14 Play the audio to cue children that it is time to work in their books.

DURING PAGE 47

 **Make a Wind Toy**
Before class, assemble the art supplies needed for the project. For each child you will need: a paper towel tube, long streamers or strips of paper, and tape. Point out to children that the materials on the table in the picture become part of the wind toy that the boy is carrying. Ask children what colors they see in his wind toy: yellow, red, blue, and green.


Show children page 47 and read the title of the project aloud: *Make a Wind Toy*. Then show children how to follow these steps:


1. Choose colored paper streamers.
Say: *Choose colors*.
2. Tape the paper streamers to the tube.
Say: *Tape these*.
3. Run so that the streamers move in the wind.
Say: *Run!*
4. Once you have modeled the steps, help children make their wind toy.
5. Take children to the playground. Have them run and play with their wind toys.

TIP: Art Is Beautiful

Sometimes a drawing or project may not look perfect, but if a child spends time and effort on it, it’s beautiful to him or her! Praise all projects, even if they aren’t as “perfect” as others.

AFTER PAGE 47

 **Sing “Sharing Is Fun!”**
A63 Revisit the Values Song. Play the audio. Have children listen and do the movements with you. Play the audio again and encourage children to sing along. Some may be ready to join in!

 **Sing the “Good-bye Song”**
A6 Play the audio. Have children sing along and wave good-bye.



My Toys

PROJECT

Make a Wind Toy



Science and Art Connections





9 Point and say. Stick and say.



I want a , please.



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

doll, car, truck, teddy bear, airplane, ball, clap, point, stick, say

Language

What do you want? I want (a ball), please.

Materials

Class Audio CD, Busy Ant puppet, Stickers, Unit 4 Picture Cards, Portfolio Envelopes, a teddy bear, white sheet of paper

BEFORE PAGE 48

Sing the “Hello Song”

A3 Play the audio. Children sing along and wave hello.

Guess!

Hold up a Picture Card and cover it with a white sheet of paper. Start revealing a part of the card and ask: *What is it?* Have children guess: *It is (a doll).* Continue in the same manner until the Picture Card is totally displayed. Repeat with the remaining cards.

Revisit Songs

Play a few notes of the songs and chants in Unit 4 (Audios A51, A57, A58, A59, A60, A63, and A64). Have children clap if they liked that song or chant or make a sad face if they didn't. Play the songs children liked and encourage them to sing along.

Think about Learning

Review Unit 4 page by page with children. Have children look at each page attentively and remind them what they learned on each, for example: *Look. What is this? What are these? What do you want?* Encourage children to clap if they liked the page or to make a sad face if they didn't.

DURING PAGE 48



9 Point and say. Stick and say.

Help children point to each vocabulary word on the banner and say: *It is (a doll).* Then point to the speech bubble and ask: *What does the girl want?* Direct children to the Stickers page and have them find the blue toy car and stick it in the box. Ask volunteers to show their work and read the sentence aloud: *I want a car, please.* Clap for a job well done!

AFTER PAGE 48

Prepare for Show Time!

Point out the mascot with the flower at the bottom of the page. Direct children to page 103. Help children think of what they liked most from Unit 4. Say: *What I liked most from Unit 4 is the wind toy and singing the “Shape Song!”* Say this with a very excited voice and smile as you display page 47.

Encourage children to draw what they liked most from Unit 4: 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.

Remind children that they are working toward a show they will perform at the end of the year.

TIP: Model Responses

Create an example of a personal response drawing and use it to show children what to do. For example, draw a series of shapes. Say that your favorite shape is the rectangle and that your favorite part of the unit was singing the “Shape Song.”

Children Decide!

After children complete their drawings, invite them to display them. Hold up a drawing and say: *(Maria) likes the doll. (Rachel), did you also like the doll?* 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

A51 To consolidate what children have learned in the unit, play the Target Song and have children sing their part.

Sing the “Good-bye Song”

A6 Play the audio. Children sing and wave good-bye.

Portfolio

Remember to put letter-sized or smaller student work into each student's Portfolio Envelope. Have children show you the work they liked most from Unit 4.

 See Workbook page 40.