

Objectives

- ✓ To learn classroom vocabulary
- ✓ To sing songs and chant
- ✓ To do new TPR movements
- ✓ To practice fine and gross motor skills
- ✓ To understand and role-play a story
- ✓ To learn and practice the new language structures *Is it a [pen]? / Yes, it is. / No, it isn't.*
- ✓ To learn how to produce the sounds that *p* and *t* stand for at the beginning of words
- ✓ To review colors, numbers, and shapes
- ✓ To learn a new shape (rectangle)
- ✓ To learn the value of putting things away
- ✓ To practice new language by listening and speaking
- ✓ To learn and review unit vocabulary and language structures

Vocabulary

New: backpack, computer, markers, notebook, pen, scissors; rectangle

Review: pencil, tree, turtle; black, blue, brown, gray, green, orange, pink, red, white, yellow; numbers 1–5; circle, square, triangle; school vocabulary; toys

Materials

Student Book pages 14–23; Workbook pages 12–19; Picture Cards 1–6; Class Audio CD A: Tracks 20–32; Program Posters: My Little Island Map, Shapes and Colors All Around, Meet Your New Friends!; stickers (back of Student Book and shown on page T106)

Optional: CD-ROM, ActiveTeach, Sammy the Squirrel puppet

Unit Overview

Songs and Chants

- ✓ At My School (Class Audio CD A: Tracks 20 and 21)
- ✓ P Sounds Like Puh Chant and T Sounds Like Tuh Chant (Class Audio CD A: Tracks 25 and 26)
- ✓ It's a Rectangle Chant (Class Audio CD A: Tracks 28 and 29)
- ✓ Put Things Away Chant (Class Audio CD A: Tracks 30 and 31)

**Home-School Connections**

Copy the Letter Home for children to bring home to share what they'll be learning in Unit 2 of *My Little Island*. The Letters are available online at: www.pearsonelt.com/mylittleisland.

Values

Put things away.






Story

"What Is It?": Billy draws a picture of Sammy the Squirrel on his computer. After two tries, Lilly guesses what Billy is drawing.

Language Structures: *This is my [computer]. / Is it a [pen]? / Yes, it is. / No, it isn't.*

SKILLS



Cross-Curricular Connections

-  review shapes, trace and find rectangles, count to 5
-  learn the value of putting things away
-  draw, trace, color, decorate notebook
-  directionality and letter-writing (p, t)
-  sing, chant, and move to music

Preschool Learning Outcomes

- ✓ Listen and respond to intonations.
- ✓ Use short, simple answers to questions.
- ✓ Understand new language structures.
- ✓ Recognize and produce the sounds that initial *p* and *t* stand for.
- ✓ Follow a story with words and pictures.
- ✓ Make predictions using pictures.
- ✓ Sing songs and say chants with TPR.
- ✓ Join in games and interact.
- ✓ Share information about self.
- ✓ Develop a positive attitude toward the English language.

Digital Practice

-  Have children use the CD-ROM for vocabulary practice or for review.
-  Use ActiveTeach to go over Student Book pages together as a class.

LEARN BY DOING

TPR

- ✓ carry, clap, cut, draw, stamp, stretch arms, trace a rectangle in the air, type, wiggle hands, write, write a letter in the air

Phonics

- ✓ Practice recognizing sound-symbol correspondences: initial *p* /p/ and *t* /t/.
- ✓ Write the letters *p* and *t*.
- ✓ Complete Phonics page 20.
- ✓ Listen to the audio.
- ✓ Sing songs and say chants.

Prereading and Prewriting

- ✓ Follow a four-page story.
- ✓ Talk about the story characters.
- ✓ Act out the story to show comprehension.
- ✓ Practice fine motor skills.
- ✓ Draw, color, and trace.

Encourage families to arrange play dates with new children at school. Socializing outside of school helps create a happy classroom environment!

BULLETIN BOARD DISPLAY

Our Classroom

- ✓ Make a bulletin board showing classroom supplies.

Materials

- drawings of classroom items
- magazine cutouts of classroom items
- photographs of classroom items
- real classroom items
- tape

Directions

1. Have children draw classroom items.
2. Invite children to bring in photos of classroom items.
3. Gather magazine cutouts of classroom items.
4. Hand-write labels for the items.
5. Have children tape the pictures and realia to the bulletin board.
6. Have children tape the labels near the images or items.



2 My School



1

Listen and sing. Move.



Presentation

Objectives: to identify classroom vocabulary in a scene, to learn a song and some new actions

New Vocabulary: backpack, computer, markers, notebook, pen, scissors

TPR: carry, cut, draw, type, write

Materials: Class Audio CD A, Picture Cards

Optional Materials: My Little Island Map poster, Sammy the Squirrel puppet, CD-ROM, ActiveTeach

GETTING READY

Look at the Poster (5 minutes)

- Display the My Little Island Map poster.
- Ask children to name the places they know.
- Invite them to guess where they will go next.
- Explain that in this unit they will visit the school.

Share What You Know (5 minutes)

- Use the Sammy the Squirrel puppet or a volunteer to engage children and get them laughing. Begin by having Sammy ask different children if they go to school.
 - As they answer, have Sammy pretend not to understand that children are in a school.
 - Finally, have Sammy say: *Oh, this is a school?* as he gestures to the classroom.
- Invite children to talk about school: What do they do? What do they like?
- Review familiar school vocabulary, such as *book, chair, crayon, pencil, table, teacher*, using Level 1 Picture Cards 1–6.
 - For each card, have Sammy point and ask: *What's this?*
 - Cue the class to answer if they know the word. If not, say it yourself: *It's a [book].*
 - Have the class repeat.
 - Gesture to yourself and say: *I'm the teacher.*

Warm Up with TPR (5 minutes)

- Play a quick game to get children moving and to review TPR from Unit 1: clap, climb, look around, make a circle, point, run.
- Say the word or phrase and do the action and have children repeat and do the action.
- Call on small groups to do specific actions. For example, say: *[Raul, Martina, Lee], clap!* Have the group clap and say the word: *Clap.*
- Continue in this way.

WORKING IN THE BOOK: PAGE 14

Introduce Vocabulary, Using TPR

- Have children open their books to page 14.
- Explain that Lilly and Billy are in their classroom.
- Invite children to talk about the picture using words they know, such as colors, shapes, numbers, and school vocabulary.
- Point out and demonstrate the different actions to clarify meaning: The teacher is *carrying* a book. Lilly is *writing*. Another girl is *drawing*. Billy is *typing* at the computer. Another boy is *cutting*.
- Hold up the Unit 2 Picture Cards, one at a time, to introduce the vocabulary.
- Say: *Backpack*. Have children repeat.
- Say: *Find the backpack*. Have children find a picture of a backpack in the scene.

I. Listen and sing. Move.

- Display Picture Cards 1–6 and say the words. Explain that you will play a song. Tell children to listen for the words.
- Play the audio. Do the actions to clarify meaning. When the key vocabulary words are mentioned, point to the Picture Card.
- Play the song again and have children do the actions with you.
- Invite children to sing along when they are ready.

Audio Script

At My School

With my pen

I write, write, write. (pretend to write)

In my notebook

I write, write, write. (pretend to write)

With my computer

I type, type, type. (pretend to type)

I click and play

And type, type, type. (pretend to type)

With my markers

I draw, draw, draw. (pretend to draw)

With each color

I draw some more. (pretend to draw)

With my scissors

I cut, cut, cut. (pretend to use scissors)

With my scissors

I cut things up. (pretend to use scissors)

With my backpack

I carry, carry, carry. (pretend to put on backpack)

On my back

It's easy to carry. (pretend to put on backpack)

CONSOLIDATING

TPR March (5 minutes)

- Have children line up behind you.
- Play “At My School.”
- March around the room in a line.
- For each verse of the song, lead the class in doing the action: (write in verse 1, and so on).

OPTIONAL: USING DIGITAL COMPONENTS

CD-ROM

Have children take the CD-ROM home to show their families what they're learning.

ActiveTeach

Reinforce vocabulary using the Picture Card images on ActiveTeach.

Vocabulary

Objective: to practice new words

New Vocabulary: backpack, computer, markers, notebook, pen, scissors

Materials: Class Audio CD A, Workbook

Optional Materials: Picture Cards; backpack, pen, marker, children's safety scissors, notebook, book, crayon, pencil, blindfold; Sammy the Squirrel puppet; CD-ROM; ActiveTeach

GETTING READY

Review the Song (5 minutes)

- Say: *Let's sing the song.*
- Sing and act out "At My School" with children.
- Divide the class into six groups, one for each classroom object. Give each group a real classroom object or a Picture Card of one.
- Tell each group to stand up when they hear their word in the song. Play the song again and have children sing along. Cue groups to stand up.

Prepare for the Activity (5 minutes)

- On the board, create a grid that looks like the one on Student Book page 15: Make six frames and draw a shape or write a number in each one.
- Draw a small check box under each frame.
- Explain that Sammy will say a word and a volunteer will draw a check mark in the box under the appropriate frame.
- Model the first one. Have Sammy say: *Circle.* Then put a check mark in the box under the picture of the circle.
- Invite volunteers to continue.

WORKING IN THE BOOK: PAGE 15

2. Listen. Find and check [✓]. Say.

- Have children open their books to page 15.
- Explain that children will listen and check the pictures as they hear the words.
- Play the audio, pausing after each word. Have children check the picture and say the word.

Audio Script

computer
pen
markers
notebook
backpack
scissors

- For additional practice, say each vocabulary word aloud and have children clap twice, pause, clap twice again, and repeat the word.

CONSOLIDATING

Mystery Bag (10 minutes)

- Have available: a backpack, pen, marker, child's safety scissors (taped shut), notebook, book, crayon, and an unsharpened pencil.
- Show the items. Have children say the words.
- Blindfold a volunteer. Then show the class one item and put it in the backpack.
- Hide the other items out of sight.
- Have the volunteer reach into the backpack and try to guess the item by feeling it.
- Have the class confirm the guesses by saying: *Yes, it's a [notebook]* or *No, it isn't.*
- Repeat with other items and volunteers.

What's Missing? (10 minutes)

- Use the objects from the Mystery Bag activity.
- Display four items and hide the others.
- Have children look closely while you count to five. Then say: *Close your eyes!*
- Remove one of the items.
- Say: *Open your eyes! What's missing?*
- Play again, but this time, use five items.
- Continue in this way until all eight items are used.

Make a Home Connection

Have children use the English words they've learned to talk about school items they have at home.

Workbook Page 12

Have children draw, say, and color the missing item in each row. Invite partners to talk about the items they have drawn, using the school and color words they know.

OPTIONAL: USING DIGITAL COMPONENTS

CD-ROM

Have children take the CD-ROM home and use it with their families to show them the school vocabulary they are learning.

ActiveTeach

Use the large digital format to model checking the boxes on the page. Then after children have completed the activity, show them the correct responses on the big screen.

VOCABULARY



2

Listen. Find and check ☒. Say.

☐☐☐☐☐☐

Practice: computer, pen, markers, notebook, backpack, scissors

UNIT 2

15

Story

Objectives: to read and understand a story, to identify and understand speech bubbles, to learn new language structures, to listen to and recognize the intonation in a sentence, to role-play

New Structures: *Is it a [pen]? / Yes, it is. / No, it isn't.*

Review: animal; *This is my [computer]. / It's [Sammy].*

Materials: Class Audio CD A, Workbook

Optional Materials: Picture Cards, Sammy the Squirrel puppet, CD-ROM, ActiveTeach

GETTING READY

Story Concepts (5 minutes)

- Explain that children are going to listen to a story.
- Reinforce literacy concepts using either the Student Book or another book.
- Encourage children to share what they know about reading stories in books. Make it fun by using Sammy the Squirrel.
 - Have Sammy pretend to read a book upside down; shake your head and say: *No, no, Sammy.* Turn the book right-side up.
 - Have him read the last page first; shake your head and say: *No, no, Sammy.* Show children how to start from the beginning.
 - Have him flip through the pages randomly; shake your head and say: *No, no, Sammy.* Model turning the pages in order.
- Preteach the concept of speech bubbles.
 - On the board draw a picture of a simple face and make a speech bubble with the tail pointing to the face: *I'm Sammy.*
 - Point to the tail of the speech bubble and explain that it shows the character who's

What Is It?



talking. Explain that the words in the bubble tell what the character is saying.

Introduce the Story (5 minutes)

- Hold up the Student Book, open to page 16.
- Focus on the first page of "What Is It?". Ask children to talk about the picture.
- Explain that Billy and Lilly are in Billy's room and that Billy is showing Lilly his computer.
- Talk about computers. Ask children if they like to play games on computers and if they've ever drawn a picture on a computer. (Use TPR and gestures as needed in the discussion.)

WORKING IN THE BOOK: PAGES 16–17

3. Look and listen. Act it out.

- Have children open their books to page 16.
- Play the audio, pausing after each page to make sure children are looking at the correct one and understand what is going on.
- Help children understand that, on page 2, Billy is drawing a picture on his computer and Lilly is trying to guess what it is.
- Play the audio for the story again, pausing and pointing to each speech bubble as children listen to the words.
- Encourage children to speak along with the characters.
- Invite volunteers to act out the story with the audio.



CONSOLIDATING

Role-Play (10 minutes)

- Have pairs of children act out the story.
- First, play the audio and have pairs of children pantomime.
- Then invite volunteers to act it out without the audio.
- For a challenge, have the child playing Billy draw a picture of a classroom object on a piece of paper and have the child playing Lilly guess what it is.

Make a Home Connection

Encourage children to draw something on a computer or a piece of paper and have their families guess what it is.

Workbook Page 13

Have children draw and color Sammy the Squirrel on the computer screen. Then have partners role-play Lilly (who asks the question) and Billy (who answers it) and ask and answer: *Is it Sammy? / Yes, it is.*

OPTIONAL: USING DIGITAL COMPONENTS

CD-ROM

Have children take the CD-ROM home to share the story with their families.

ActiveTeach

Use the large digital format to focus on the speech bubbles as the story audio plays. Point to the story character who is speaking, and then drag the pointer under the words as they are spoken.

Audio Script

What Is It?

Page 1 Billy: This is my computer.

Page 2 Lilly: Is it a pen?

Billy: No, it isn't.

Page 3 Lilly: Is it an animal?

Billy: Yes, it is.

Page 4 Billy: Look!

Lilly: Wow! It's Sammy.

Look at New Language

- Point out the language Lilly uses to ask about Billy's drawing: *Is it a [pen]?*
- Focus on Billy's answers: *No, it isn't. / Yes, it is.*
- Provide practice using Sammy. Show him a pen and ask: *Is it a notebook?*

- Have Sammy answer: *No, it isn't.*
- Ask: *Is it a pen?*
- Have Sammy answer: *Yes, it is.*
- Invite children to practice the exchanges with Sammy, and then in pairs.

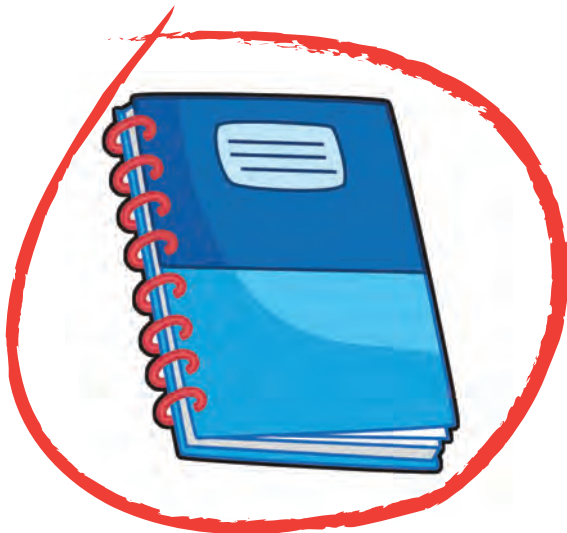
Listen to the Intonation

- Have children close their eyes and listen as you play the story audio.
- Pause after each question and repeat it, emphasizing how Lilly's voice goes up at the end of the questions: *Is it a [pen]?*
- Have children repeat each question, copying the intonation.

LISTENING

A24 4 Listen and circle.

1



2



3



Is it a notebook?



Listening

Objectives: to practice listening comprehension, to practice new unit vocabulary and structures

Review: colors

Materials: Class Audio CD A

Optional Materials: photocopies of story pages, classroom objects, Picture Cards, Sammy the Squirrel puppet, CD-ROM, ActiveTeach

GETTING READY

Revisit the Story (5 minutes)

- Photocopy and enlarge the four story pages. Display the pages, in order, where children can see them. Then mix up the order.
- Explain that Sammy is going to try to put them back in order.
- Sammy says: *One, two, three, four* as he rearranges the pages.
- At first, have Sammy arrange them out of story order.
- Say: *No, no, Sammy. Try again.*
- Have Sammy try again, but still not put them in order.
- Say: *No, no, Sammy.*
- Gesture to the class. Say: *Let's help Sammy.*
- Point to each page and ask: *Is this one?* until the class identifies the first page of the story.
- Repeat with the other pages.

Prepare for the Activity (5 minutes)

- Tape or display the Picture Cards for scissors and computer on the board, one directly above the other so they are arranged like the items on Student Book page 18.
- Say: *Is it a computer? Yes, it is.*
- Draw a circle around the Picture Card for the computer.

- Repeat with the Picture Cards for notebook and backpack.
- Say: *Is it a notebook? No, it isn't. It's a backpack.*
- Draw a circle around the backpack.

WORKING IN THE BOOK: PAGE 18

4. Listen and circle.

- Have children open their books to page 18.
- Point to and say the names of the classroom objects on the page and have children repeat.
- Talk about the colors of the items.
- Focus on the objects in item 1.
- Play the audio for item 1.
- Show children how to trace the sample red circle around the notebook.
- Play the audio for items 2 and 3.
- Pause after each item is named, so children can circle the correct picture.

Audio Script

1. Is it a notebook?
Yes, it is.
2. Is it a backpack?
No, it isn't. It's a computer.
3. Is it a marker?
Yes, it is.

- Point to Sammy at the bottom of the page.
- Tell children to point to the speech bubble. Ask if anyone can read what Sammy is saying.

CONSOLIDATING

Guessing Game (5 minutes)

- Gather and display as many classroom objects of one color as you can: (review) book, chair, crayon, pencil, table; (new) pen, backpack, marker, notebook, computer, scissors.

- Use Sammy (or a volunteer) to help you model how to play the game.
- Have Sammy choose an item from the display and not tell which one it is.
- Ask Sammy questions to try to guess what it is: *Is it red? Is it a notebook?*
- Have Sammy answer: *No, it isn't* until you guess correctly.
- Play a few more times. Invite volunteers to choose the item.

Play Sammy Says (10 minutes)

- Play "Sammy Says" (a version of "Simon Says") to practice listening and to review TPR actions.
- Begin by reviewing the TPR from "At My School" on page T14: carry, cut, draw, type, write.
- You may also review TPR from Unit 1: clap, climb, look around, make a circle, point, run.
- To play the game, Sammy gives instructions to the players. Players should follow the instructions ONLY if Sammy says: *Sammy says*.
 - Sammy says: *Sammy says CARRY*. The players should pretend to carry a book.
 - Sammy says: *DRAW*. Players should NOT do anything because Sammy didn't say *Sammy says*.
- If you don't have a Sammy puppet, play "Simon Says" and lead the game.
- Allow children to join in once they understand how to play.

OPTIONAL: USING DIGITAL COMPONENTS

CD-ROM

Have children use the CD-ROM at home to review vocabulary.

ActiveTeach

Use the large digital format to model circling the correct pictures.

Speaking

Objectives: to practice speaking, to practice new unit vocabulary and structures

Materials: Class Audio CD A, Workbook

Optional Materials: Picture Cards; markers, crayons, paper; CD-ROM; ActiveTeach

GETTING READY

Pass the Card (10 minutes)

- Have children sit in a circle. Play some music.
- Have children pass a Picture Card while the music plays.
- Stop the music and cue the child holding the card to ask the next child: *Is it a [notebook]?*
- The second child answers.
- Continue with different cards.

Practice Intonation (5 minutes)

- Prepare for the speaking practice by focusing on intonation.
- Play the audio for “What Is It?” on pages 16–17. Tell children to listen carefully to the speakers’ voices.
- Point out that the speakers’ voices go up at the end of the questions and down at the end of the answers.
- Have children practice repeating after the audio, copying the rise and fall of the speakers’ voices.

WORKING IN THE BOOK: PAGE 19

5. Color. Ask and answer.

- Have children open their books to page 19.
- Invite children to talk about the picture.
- Point to the computer, notebook, marker, and backpack. Invite children to color these items.
- Ask questions as you point to details on the page: *Is it a marker? Is it green?*

- Then focus on the children and speech bubbles on the page. Explain that the girl is pointing to the computer.
- Point to each speech bubble as you read the dialogue.
- Invite partners to practice the dialogue for the items they colored. Have the child who asks the question point to the item on the page.
- Help children to recall the different intonation patterns for the questions and answers.

CONSOLIDATING

Focus on Pronunciation (5 minutes)

- Focus on the sound /p/ in words like *pen*, *pencil*, and *pink*.
- Have children practice isolating the sound by popping their lips apart and making a pop sound /p/.
- Say: *Pencil*. Have individuals repeat.
- Repeat with *pen* and *pink*.

Draw a Classroom (15 minutes)

- Gather art supplies: markers, paper, crayons.
- Invite children to draw the classroom, including items they can name in English.
- Have partners practice asking and answering about their pictures.
- Have one partner point to a detail in his or her partner’s drawing and ask: *Is it a [computer]?* Have the partner answer.
- Then invite the pair to switch and continue.

Make a Home Connection

Have children take home their drawings to share with their families. Help children practice pointing and saying *It’s a [computer]*.

Extra Practice: Student Book page 94 and T94

For extra practice speaking, have students turn to page 94 in the back of their books. For teacher support, turn to page T94 in this book.

Workbook Page 14

Have children circle and talk about or point to the differences. (In B: children will circle the cap on the marker; the fifth leg on the table; the keyboard on the computer; the pocket on the backpack). Tell children to color the classroom objects. Then invite partners to ask and answer: *Is it a [marker]?* Yes, it is. / No, it isn’t.

Workbook Page 15

Have children trace the lines to the objects, color them, and say the name. Then invite them to practice with a partner: *Is it a [pencil]?* Yes, it is. / No, it isn’t.

OPTIONAL: USING DIGITAL COMPONENTS

CD-ROM

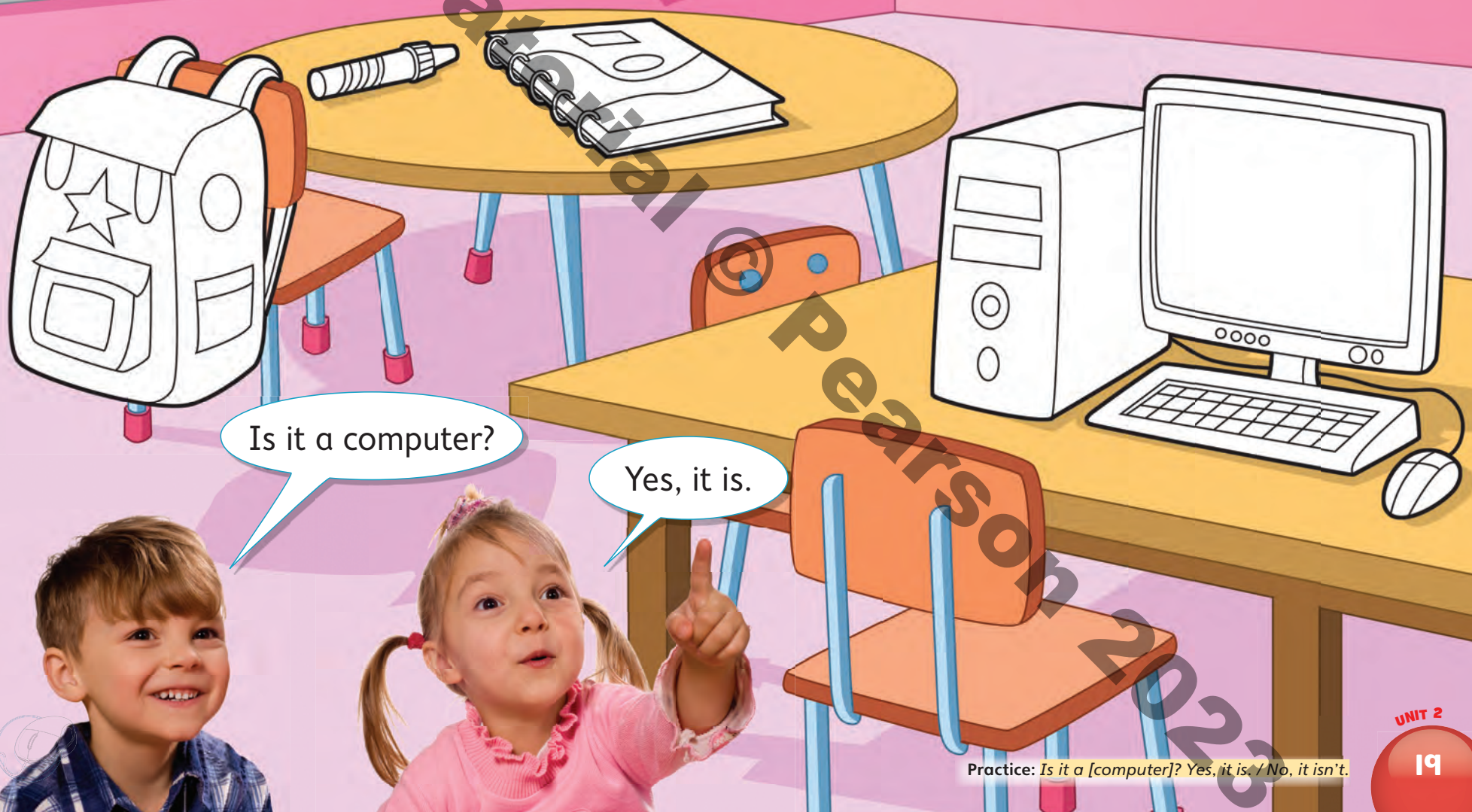
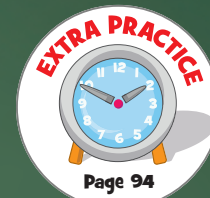
Have children play the audio on the CD-ROM at home. Tell them to mimic the audio to practice their speaking skills.

ActiveTeach

Use the large digital format to model coloring and identify the objects on the page.

SPEAKING

5 Color. Ask and answer.



Is it a computer?

Yes, it is.

Practice: Is it a [computer]? Yes, it is. / No, it isn't.

PHONICS



6

Listen. Trace and say. Write.



Tracing practice lines for the letters p and t. The first line shows a lowercase 'p' and a lowercase 't' on a three-line grid (top solid, middle dashed, bottom solid). The second line is empty for practice.

Phonics

Objectives: to learn the sounds that *p* and *t* stand for at the beginning of words, to understand sound-symbol correspondences (*p* /p/, *t* /t/), to practice writing letters and recognizing left-to-right directionality, to practice new unit vocabulary

New Sounds and Letters: *p* /p/, *t* /t/

Review: pencil, tree, turtle

TPR: clap, stamp, stretch arms, wiggle hands

Materials: Class Audio CD A, Workbook

Optional Materials: Picture Cards; toys, pictures, or realia that begin with *p* or *t*; CD-ROM; ActiveTeach

GETTING READY

Listen to the Sounds (5 minutes)

- Gather together Picture Cards, toys, or realia that begin with *p* or *t*.
- Use words children know, such as: *pencil, pen, puppy, pink, purple, table, teacher, toy box, teddy bear, turtle*.
- Point to one item or picture. Ask: *What's this?* Invite volunteers to answer.
- Repeat the word. Focus on the initial sound: *Pencil, puh, Pencil*. Continue this way.
- Invite children to say other words or names they know that begin with *p* or *t*.

WORKING IN THE BOOK: PAGE 20

6. Listen. Trace and say. Write.

- Write a *p* on the board. Say: *This is p. P stands for puh.*
- Invite children to say other words or names they know that begin with *p*.
- Have children open their books to page 20.
- Say: *Touch p* and have children touch the *p*.
- Play the first part of the chant. Have children listen while you do the actions.

- Invite children to do the actions with you.
- Encourage children to chant with the audio.

Audio Script

P Sounds Like *Puh* Chant

Puh, puh, puh.

Puh sounds like pen.

Puh sounds like pencil.

Hold your hands up high. (stretch arms up and wiggle hands)

Write a *p* in the sky. (write a *p* in the air)

- Write a *t* on the board. Say: *This is t. T stands for tuh.*
- Invite children to say other words with *t*.
- Focus on Student Book page 20. Say: *Touch t*. Have children touch the *t*.
- Play the second part of the chant. Have children listen while you do the actions.
- Invite children to do the actions with you.
- Encourage children to chant with the audio.

Audio Script

T Sounds Like *Tuh* Chant

Tuh, tuh, tuh.

Tuh sounds like turtle.

Tuh sounds like tree.

Hold your hands up high. (stretch arms up and wiggle hands)

Write a *t* in the sky. (write a *t* in the air)

- Direct children to the Student Book page.
- Model tracing the line from the *p* to the pen.
- Have children trace the line and say the word.
- Repeat for pencil.
- On the board, demonstrate writing a *p*.
- Then show children how to trace the *p* on the bottom of the page in the writing grid.
- Have them write the letter *p* two more times within the guide lines.
- Repeat the same steps for *t*.

- For additional practice, have children listen to Class Audio CD A: Track 27. Tell them that if they hear a word that starts with *p* for *puh*, to clap; for a word that starts with *t* for *tuh*, to stamp their feet.

– Play the audio and model the actions. Then have children do the actions.

Audio Script

Now listen. Clap for *puh*. Stamp for *tuh*.
pen/tree/pencil/turtle/table/point

CONSOLIDATING

Body Letters (5 minutes)

- Help children to make body letters.
- To make a *t*, stand up straight with arms extended out; to make a *p*, stand up straight with arms curved up in front of face, touching top of head.
- Say words that begin with *t* or *p* and have children make the body letter.

Workbook Page 16

Have children trace the letters and color the pictures. Invite partners to practice pointing to and saying the letter names and words.

OPTIONAL: USING DIGITAL COMPONENTS



CD-ROM

Have children do the activities on the CD-ROM at home to reinforce what they're learning in class.



Demonstrate writing the letters, using ActiveTeach.

Shapes

Objectives: to learn a new shape (rectangle), to say a chant

New Vocabulary: rectangles

Review: shapes and colors, counting 1–5

TPR: trace a rectangle in the air

Materials: Class Audio CD A, Workbook

Optional Materials: colored cutouts of shapes, tape, Picture Cards, Sammy the Squirrel puppet, CD-ROM, ActiveTeach

GETTING READY

Secret Actions (10 minutes)

- Do a quick TPR activity to get children moving and engaged.
- Invite a few volunteers to stand in the front of the room, facing the class.
- Hold up a Picture Card for the class to see. Make sure the volunteers do *not* see the card.
- Have the class use TPR and other gestures to elicit the word. Invite the volunteers to guess the word.

Shape Treasure Hunt (10 minutes)

- Prepare different colored cutouts of squares, triangles, and circles.
- Hide these around the classroom beforehand.
- Tell children that they are going to go on a treasure hunt to find shapes.
- Have pairs walk around the room and gather as many shapes as they can.
- At the end of the activity, have the pairs count how many shapes they found.

Introduce the Shape (5 minutes)

- Hold up a circle cutout from the Shape Treasure Hunt.
- Ask: *What's this?* and have children answer: *It's a circle.*
- Repeat with a square and a triangle.

- Hold up a rectangle cutout. Say: *It's a rectangle.* Have children repeat.
- Help children compare the square and the rectangle.
- Invite children to talk about how they are the same and how they are different.
- Use gestures and other visual clues to point out that:
 - A square has four equal sides. A rectangle has two short equal sides and two long equal sides.
 - Both squares and rectangles have straight edges. (A circle has a curved edge.)
 - Both shapes have four equal corners.

WORKING IN THE BOOK: PAGE 21

7. Listen and say. Trace and count.

- Have children open their books to page 21.
- Have the class look at the border and point to and name the shapes: *Blue circle, yellow triangle, green square. . .*
- Point to one of the rectangles.
- Trace the outline and say: *It's a rectangle.*
- Explain that children are going to listen to and say a chant and then trace and count the rectangles on the page.
- Play the audio. Do the actions.
- Play it again and have children do the actions and chant when they're ready.

Audio Script

It's a Rectangle Chant

Trace the shape.

Trace the shape.

It's a rectangle. (trace a rectangle in the air)

How many do you see?

Count the rectangles with me.

(Repeat.)

- Now have children trace the rectangles on the page and count them: 1, 2, 3, 4, 5.

CONSOLIDATING

Musical Shapes (10 minutes)

- This game is based on Musical Chairs. It encourages children to cooperate and help each other.
- Use tape to create four giant shapes on the floor (circle, square, triangle, rectangle).
- Play some music and tell children to dance around the room until the music stops. Then call out a shape: *Circle!*
- Everyone has to squeeze together to stand in the circle. The goal is for everyone to be inside the circle with nobody outside.
- Continue in this way.

Pass the Shape (5 minutes)

- Have children sit in a circle.
- Pass out shape cutouts.
- Play some music.
- While the music plays, have children pass the shapes around the circle.
- Stop the music. Say: *Stand up, squares!*
- Cue children holding squares to stand up. Have those children draw a square in the air and say: *It's a square.*
- Continue in this way.

Workbook Page 17

Have children count the shapes, trace the numbers, and draw lines to match the numbers with the shapes. Have pairs point and say: *It's a rectangle. [1, 2, 3, 4]. [4] rectangles.*

OPTIONAL: USING DIGITAL COMPONENTS

CD-ROM

Have children play the games on the CD-ROM at home to practice shapes, colors, and numbers.

ActiveTeach

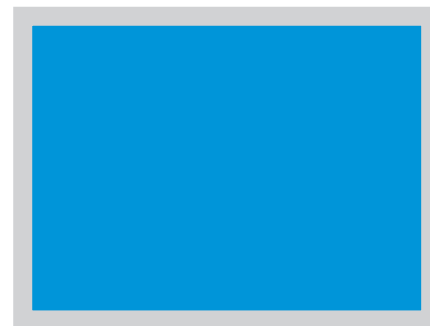
Model tracing and counting the rectangles.

SHAPES



7

Listen and say. Trace and count.



VALUES Put things away.

A30 8 Listen and say. Look and draw.



Put things away.



Values

Objective: to learn about the value of putting things away

New Values Language: Put [things] away.

Review: school vocabulary, toys

Materials: Class Audio CD A, Workbook

Optional Materials: cutouts of shapes, classroom objects, colored paper, teacher-made labels and signs for classroom objects, child-made drawings for classroom object labels, Picture Cards, Sammy the Squirrel puppet, CD-ROM, ActiveTeach

GETTING READY

Introduce Putting Things Away (15 minutes)

- Prepare piles of classroom objects for groups of children.
- Use Sammy (or a prepared volunteer) in a role play.
- Have Sammy “sit” with one of the groups and say: *Let’s go play!*
- Gesture to the objects in Sammy’s group. Look at the rest of the children with a questioning expression. If possible, elicit that Sammy needs to help put things away first.
- Say: *No, no, Sammy. Put things away.*
- Have Sammy say: *Okay, put things away.*
- Then have him put markers in the marker bin, books in the book area, and so on. As he cleans up, have him say: *Put things away. Hooray!*
- Ask children to put their things away. To keep the activity orderly, have one group at a time do this.
- Have children say: *Put things away. Hooray!* as they work.
- Praise the class at the end: *Very good!*

WORKING IN THE BOOK: PAGE 22

8. Listen and say. Look and draw.

- Have children open their books to page 22.
- Play the dialogue on the first part of the audio and ask children to look at the photos as they listen.
- Have volunteers repeat the dialogue with you.

Audio Script

Teacher: Put your things away, please.

Children: See. We put them away.

Teacher: Thank you.

- Then play the chant on the second part of the audio. Have children listen once or twice and then chant along with the audio when they are ready.

Audio Script

Put Things Away Chant

Put away your markers.

Put away your notebooks.

Put away your scissors.

Please, please, put things away!

That’s all for today!

- Talk about each photo with the class and have children discuss whether the children in each photo are putting things away or not.
- Now point to the faces below each photo. Tell children to draw a smile on the face below the photo where children are putting things away. (The children in the photo on the left are putting things away.) Then have them draw a frown on the face under the photo where someone is *not* putting things away.
- Play this chant at the end of activities in other units when you want children to clean up.
- Once they know the words and rhythm, they can chant with you without the audio.

CONSOLIDATING

Act It Out (10 minutes)

- Have children role-play different scenarios where they put things away.
- Include Sammy in the role plays so he can model language: *Put the markers away. Put the paper away. Put the scissors away.*
 - The class just finished an art project. It’s time to put art supplies away.
 - Brother and sister are doing a puzzle at home. It’s time to put the puzzle away.
 - Friends are playing with cars and trucks in the yard. It’s time to put their toys away.

Classroom Clean-Up (10 minutes)

- Place labels and signs around the room to show where classroom objects belong.
- Have children help decorate the signs.
- Write the word in English, and then have children draw a picture or glue a cutout from a magazine on the sign.
- Have children help you place the signs around the room.

Workbook Page 18

Have children draw lines to match the classroom object with its place. Have partners practice saying: *Put [the scissors] away.* Then have them color.

OPTIONAL: USING DIGITAL COMPONENTS

CD-ROM

Have children take the CD-ROM home to show their families that they are learning to put their things away.

ActiveTeach

Focus on the two photos. Use the pointer to highlight who is cleaning up and who isn’t. Confirm answers.

Review/Assessment

Objectives: to review and assess new unit vocabulary and structures

Materials: Class Audio CD A, Workbook; stickers (in the back of the Student Book and shown on page TI06)

Optional Materials: decorations, such as stickers, cutouts, glue, tape, markers, ribbons, and glitter; classroom objects; Picture Cards; Sammy the Squirrel puppet; CD-ROM; ActiveTeach

GETTING READY

Sing and Move (10 minutes)

Have children sing and move to their favorite songs and chants from the unit.

Picture Card Memory Game (10 minutes)

- Display the unit Picture Cards on the board.
- Point to each and ask: *What's this?* Have the class answer together.
- Then have children put their heads down so they can't see as you turn over one of the Picture Cards. Tell children to look up and try to remember which card was turned over.
- Point to the turned-over card and ask: *Is it a pen? Is it a notebook?* and so on.
- Cue children to answer: *No, it isn't* or *Yes, it is*.
- Play again, but have volunteers take turns as your helper. Have the volunteers ask: *Is it a [pen]?*

WORKING IN THE BOOK: PAGE 23

9. Stick and say.

- Distribute the stickers (but not the reward sticker).
- Have children open their books to page 23.

- Point to the placeholder for the pen. Ask: *Is it a [marker]?* Continue until children answer correctly.
- Say: *Stick the sticker.* Have children stick the sticker and say: *It's a pen.*
- Repeat with the other stickers (marker, scissors).

10. Listen and circle.

- Play the audio and have children listen and circle a picture based on what they hear.
- Do the first item together, if necessary.
- Have children do items 2 and 3 on their own. Confirm answers.

Audio Script

1. Is it a pen?
Yes, it is.
2. Is it a backpack?
No, it isn't. It's a marker.
3. Is it a computer?
Yes, it is.

I Can! Use the Reward Sticker

- Help children talk about what they have learned in this unit, using positive language:
 - I can point to and say: *backpack, computer, marker, notebook, pen, scissors . . . !*
 - I can ask and answer: *Is it a [pen]? Yes, it is. / No, it isn't.*
- Show children where to stick the stickers (on the Unit 2 Good Job! placeholder).
- Use this opportunity to congratulate children on their progress.
- Ask children what they liked best.

CONSOLIDATING

Steal the Bacon (10 minutes)

- Divide the class into groups of five.

- Have two groups stand facing each other.
- Place classroom objects on the floor between the two groups: backpack, computer, marker, notebook, pen, scissors.
- Assign each child a number: 1, 2, 3, 4, 5 (. . .) so there are two “1”s, two “2”s, and so on.
- Say a number and a classroom object: *One. Get the backpack!*
- The two “1”s race to grab the backpack. The first to get it earns a point for his or her team.
- Continue until each number has a turn.
- Then invite other groups to play.



Art Project: Decorated Notebooks

- Prepare decorations, such as stickers, cutouts, glue, tape, markers, ribbons, and glitter.
- Have children decorate their English notebooks. Write their names on the notebooks or prepare cut-out name labels that they can glue on.
- When children finish decorating, have them share their work.

Workbook Page 19

Have children draw five classroom objects and color them. Have pairs share their drawings and ask and answer: *Is it a [notebook]? / Yes, it is. / No, it isn't.*

OPTIONAL: USING DIGITAL COMPONENTS



CD-ROM

Have children show their families what they've learned in the unit.



ActiveTeach

Use ActiveTeach to check answers as a class.

REVIEW

I can!

9 Stick and say.  A32 10 Listen and circle.

1



2



3



Project



Unit 2
GOOD
JOB!

Review/Assessment: Is it a [pen]? Yes, it is. / No, it isn't. Project: art

UNIT 2

23