

**Objectives**

- ✓ To learn school 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 new language structures: *Where do you [read]? / In the [classroom].*
- ✓ To practice sound-symbol correspondences: c /k/, h /h/, j /j/
- ✓ To recognize and produce /k/, /h/ and /j/ at the beginning of words
- ✓ To write the letters c, h, and j
- ✓ To review and count 1–10
- ✓ To learn how to write the numbers 7–10
- ✓ To learn the value of following rules
- ✓ To practice writing a short sentence
- ✓ To practice new language by listening and speaking
- ✓ To learn and review unit vocabulary and language structures

**Vocabulary**

**New:** classroom, computer room, music room, play, playground, read, sing, use the computer

**Review:** numbers 1–10; classroom items; car, hen

**Materials**

Student Book pages 14–23; Workbook Pages 14–23; Picture Cards 1–8; Class Audio CD A: Tracks 14–26; Program Posters: Meet Your New Friends!, My Little Island Map, Shapes and Colors All Around; stickers (back of Student Book and shown on page T108)

**Optional:** CD-ROM, ActiveTeach, Big Book, Sammy the Squirrel Puppet

# Unit Overview

**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 Letter Home is available online at [www.pearsonelt.com/mylittleisland](http://www.pearsonelt.com/mylittleisland).

**Values**

Follow rules.

**Songs and Chants**

- ✓ What Do You Do at School? (Class Audio CD A: Tracks 14, 15)
- ✓ C, H, J Cheer (Class Audio CD A: Tracks 19, 20)
- ✓ Count to 10 Chant (Class Audio CD A: Tracks 22, 23)
- ✓ Follow Rules Chant (Class Audio CD A: Tracks 24, 25)

**Story**

"My School": Sue shows her grandma around her school. Her grandma asks where Sue reads, sings, and plays. Sue shows her the classroom, the music room, and the computer room!

**Language Structures:** *Where do you [read]? / In the [classroom].*

## SKILLS

### Cross-Curricular Connections

- count to 10, write numbers 7–10
- learn the value of following rules
- sing, chant, and move to music
- make a poster of places at school

### Preschool Learning Outcomes

- ✓ Recognize intonation in questions.
- ✓ Use short answers to questions.
- ✓ Understand new language structures.
- ✓ Recognize and produce the sounds that initial *c*, *h*, and *j* stand for.
- ✓ Write the letters *c*, *h*, and *j* in words.
- ✓ Listen to and follow a story with words.
- ✓ Make predictions, using pictures.
- ✓ Sing songs and say chants with TPR.
- ✓ Join in games and interact.
- ✓ Talk about self and surroundings.
- ✓ Develop a positive attitude toward the English language.

### Digital Practice

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

## LEARN BY DOING

### TPR

- ✓ flap arms, hold up fingers, jump, kick, march, point, question action, read, use a computer, write, write letters in the air, hold up fingers to count

### Phonics

- ✓ Recognize sound-symbol correspondences: initial *c* /k/, *h* /h/, and *j* /j/.
- ✓ Write the letters *c*, *h*, and *j*.
- ✓ Complete Phonics page 20.
- ✓ Listen to the audio.
- ✓ Sing songs and say chants.

### Prereading and Prewriting

- ✓ Follow a four-page story.
- ✓ Talk about the characters.
- ✓ Act out the story to show comprehension.
- ✓ Practice fine motor skills.
- ✓ Trace letters and a short sentence.

Have children hold a small coin with their pinky and ring fingers against their palms to help them hold a pencil the right way!



## BULLETIN BOARD DISPLAY

### School Match-Up

- ✓ Create an interactive bulletin board to use throughout the unit.

### Materials

- photos or drawings of children doing things in school
- photos or drawings of places in your school
- colored string
- push pins
- teacher-made labels

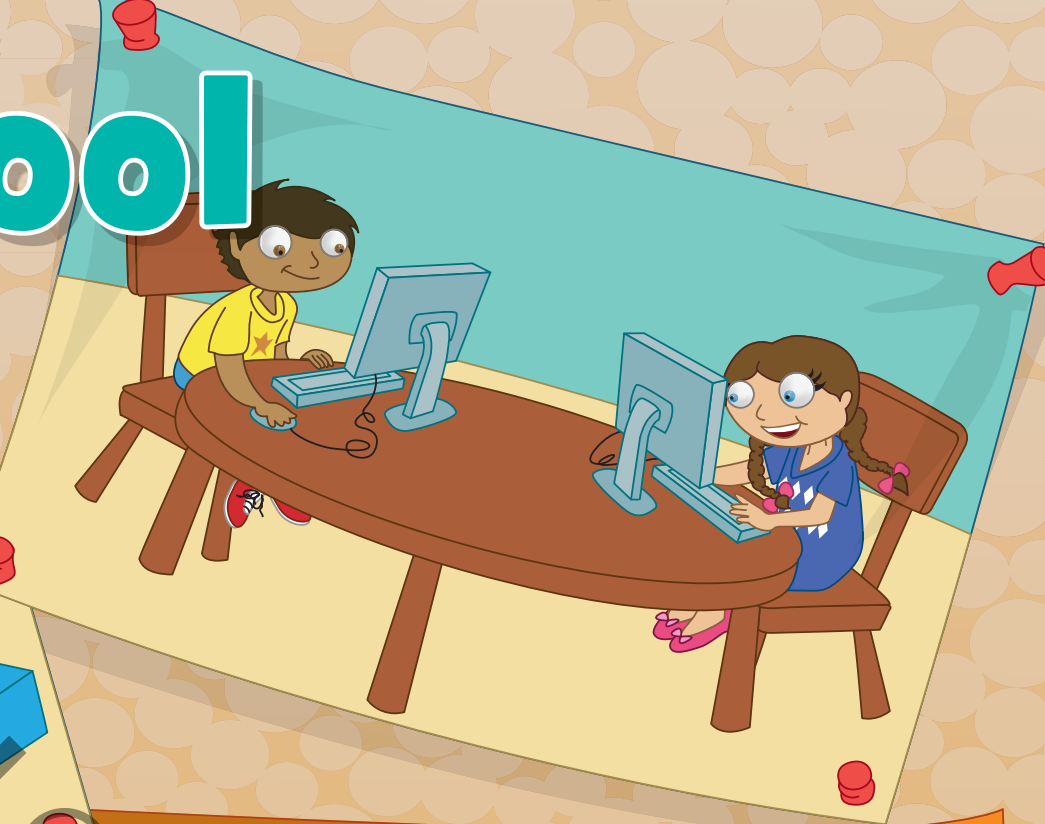
### Directions

1. If you have access to a camera and photo printing, take photographs for this project. If not, use teacher- and child-made drawings.
2. Divide the board into two columns.
3. In the first column, display pictures of children engaged in activities from this unit (play, point, read, sing, use the computer).
4. In the second column, display pictures of the target places (classroom, computer room, music room, playground).
5. To the right of each activity, use a push pin to attach a piece of colored string.
6. Show children how to use the string to match each activity in Column 1 with a place in Column 2.

# 2 At School



Listen and sing. Move.



## Presentation

**Objectives:** To identify classroom vocabulary in scenes, to learn a song and new TPR actions

**New Vocabulary:** classroom, computer room, music room, play, playground, read, sing, use the computer

**TPR:** jump, point, question action, read, use a computer

**Materials:** Class Audio CD A, Picture Cards, Workbook

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

### GETTING READY

#### Look at the Island Map Poster (5 minutes)

- Show the island map and ask children to name the places they've already visited.
- Explain that children will visit the school.

#### Review Classroom Vocabulary (5 minutes)

- Explain that you will toss a ball to one child at a time who should point to and name a classroom object: *I see [a book]* and then toss the ball back to you.
- Elicit or help children with words from Level 1 (*book, chair, crayon, pencil, table, teacher*) and Level 2 (*backpack, computer, markers, notebook, pen, scissors*).

### WORKING IN THE BOOK: PAGE 14

#### Present Vocabulary and TPR

- Have children talk about the pictures on page 14.
- Use the unit Picture Cards to reinforce the vocabulary. Say: *[Classroom]* and have children repeat.  
Say: *[Find the classroom]* and have children point to the picture of it in their books.

- Follow a similar procedure for the playground, the computer room, and the music room.
- Use TPR actions to clarify meaning.

#### I. Listen and sing. Move.

- Tell children to listen to a song to find out what Sue and Lou do at school.
- Play the audio. Use the Picture Cards and do the actions to clarify meaning.
- Play the audio again. Invite children to do the actions with you and sing along when ready.

#### Audio Script

##### What Do You Do at School?

Hello to you! (point to other kids)

What do you do?

What do you do at school? (question action)

I read, read, read (pretend to read, open hands)

As a rule / In the classroom / At my school.

Hello to you! (point to other kids)

What do you do?

What do you do at school? (question action)

I play, play, play (jump up and down)

As a rule / On the playground / At my school.

Hello to you! (point to other kids)

What do you do?

What do you do at school? (question action)

I use the computer (pretend to type)

As a rule / In the computer room / At my school.

Hello to you! (point to other kids)

What do you do?

What do you do at school? (question action)

I sing, sing, sing

As a rule / In the music room / At my school.

Hello to you! (point to other kids)

What do you do?

What do you do at school? (question action)

### CONSOLIDATING

#### Charades (10 minutes)

- Display the Picture Cards for reference.
- Play a game of charades.
- Pretend to do an action and have children guess the word.
- Reinforce the vocabulary: *Yes, I [play] on the [playground]*.
- Invite children to act out for the class as well.

#### Karaoke (5 minutes)

- Play the karaoke version of the song.
- Hold up Picture Cards to cue children for each verse.
- Encourage everyone to sing the chorus together.

#### Workbook Page 14

Have children match each place at school with a picture of a child and write the number in the box. Then have children color the page and work with a partner to name each place and activity.

### OPTIONAL: USING DIGITAL COMPONENTS

#### CD-ROM

Have children play the games and do the activities on the CD-ROM at home to show their families what they're learning about in class.

#### ActiveTeach

Reinforce vocabulary using the Picture Card images on ActiveTeach.

## Vocabulary

**Objective:** To practice new words

**New Vocabulary:** classroom, computer room, music room, play, playground, read, sing, use the computer

**Writing:** numbers 1–8

**Materials:** Class Audio CD A, Workbook

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

### GETTING READY

#### **Review the Song (10 minutes)**

- Say: *Let's sing the song again.*
- Sing and act out "What Do You Do at School?" with children.
- Arrange the class in two groups.
- Have one group sing and act out the chorus and questions and the other sing and act out the answers.
- Play and sing the song once more.

#### **Prepare for the Exercise (5 minutes)**

- Display the Picture Cards on the board.
- Write the vocabulary word or words under each one.
- Draw a simple box next to each word to look like Student Book page 15.
- Demonstrate with Sammy or a prepared volunteer.
- Have Sammy say: *Number one. Read.*
- Model searching for the *read* Picture Card.
- Then write the number 1 in the box next to the word.
- Do a few more, and then invite volunteers to finish.
- At the end, lead the class in saying each number and word in order, for example: *1 – read, 2 – play*, and so on.

### WORKING IN THE BOOK: PAGE 15

#### **2. Listen. Find and number. Say.**

- Have children open their books to page 15.
- Explain that children need to listen and write numbers.
- Point out that the first one is done as an example.
- Play the first part of the audio track. Pause after each item to allow children time to find and write.

#### **Audio Script**

1. read
2. play
3. sing
4. use the computer
5. classroom
6. playground
7. music room
8. computer room

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

### CONSOLIDATING

#### **Going on a School Walk (10 minutes)**

- Display the classroom Picture Cards around the room.
- Lead the class on a "walk around school."
- For each card and "room" say: *I [sing] in the [music room]*. Pretend to sing.
- Have the class follow you.
- For fun, model some silly actions along with the others from Levels 1 and 2: *I [write] in the [classroom]; I [wiggle] in the [music room]*.

### Match and Say (5 minutes)

- Display the Picture Cards on the board in two rows.
- Put the rooms in one row and the actions in the other.
- Invite children to come to the board and draw lines from an action to a room and say: *I [use the computer] in the [computer room]*.

### Workbook Page 15

Have children match each place at school with a child doing an activity there. Then have children color the page. Finally, have partners take turns naming each activity and the place at school where children do it.

### OPTIONAL: USING DIGITAL COMPONENTS

#### **CD-ROM**

Have children practice the new vocabulary using the games on the CD-ROM.

#### **ActiveTeach**

Use the large digital format to model numbering the boxes on the Student Book page. For additional vocabulary practice, use the Picture Cards on ActiveTeach.

# VOCABULARY



2

Listen. Find and number. Say.



classroom



playground



read

1



play



music room



computer room



sing



use the computer



Practice: classroom, playground, read, play, music room, computer room, sing, use the computer. Writing: 1-8

UNIT 2

15

## Story

**Objectives:** To read and understand a story, to use and understand speech bubbles, to learn a new language structure, to listen to and recognize the intonation in a sentence, to role-play

**New Structures:** *Where do you [read]? In the [classroom].*

**Materials:** Class Audio CD A, Workbook

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

### GETTING READY

#### Story Concepts (5 minutes)

- Tell children you are going to help them read a story.
- Encourage children to share what they know about reading stories in books.
- Review literacy concepts using either the Student Book or another book. 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.* Model turning the book right-side up.
  - Have Sammy read the last page first; say: *No, no, Sammy.* Model starting from the first page and moving forward.
  - Have him flip through the pages randomly; say: *No, no, Sammy.* Model turning the pages one by one in order.
- Focus on speech bubbles.
  - On the board draw a simple face.
  - Draw a speech bubble next to the face and in it, write: *Hello.*
  - Explain that the tail of the speech bubble points to the character who's talking and that the words in the bubble show what the character is saying.



#### Introduce the Story (5 minutes)

- Hold up Student Book page I6.
- Focus on the first page of "My School." Ask children to talk about what they see.
- Explain that it's Family Day at Sue's school and Grandma is at school with her.
- Talk about special days at school. Does your school have a day when family comes to school? Ask children who in their family has come to school and who they would like to come. (Use TPR and gestures as needed.)
- Take a picture walk through the rest of the story.
- Have children predict what will happen. Revisit predictions later.

### WORKING IN THE BOOK: PAGES I6–I7

#### 3. Look and listen. Act it out.

- Have children open to page I6.
- Play the audio and pause at each story page to make sure children are on the right page and understand what's happening.
- If needed, help them understand that Sue's grandma is surprised when Sue says she plays in the computer room.
- Play the story audio again. Point to each speech bubble as the words are spoken.
- Encourage children to speak along with the characters.
- Invite volunteers to act out the story with the audio.



- Have children repeat each question and answer, copying the intonation.

## 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 out the dialogue without the audio.

### Make a Home Connection!

Have a family day for your class. Invite children to show their parents around the school and use the new structures they've learned to answer questions about the rooms at school.

## Workbook Page 16

Have children trace the path from place to place in school. Have partners take turns asking and answering questions from the story: *Where do you [read]? In the [classroom].* Finally, have children color the page.

## Workbook Page 17

Tell children to circle things that *don't* belong in a music room (duck, doll, toy box, and cat). Then have children color the page. Finally, have partners practice asking and answering: *Where do you [sing]? In the [music room].*

## OPTIONAL: USING DIGITAL COMPONENTS

### CD-ROM

Have children review the story on their CD-ROM at home. Encourage them to use the Story Time feature and do word-by-word reading with family members.

### ActiveTeach

Use the large digital format to focus on the speech bubbles. Point to a character and then drag the pointer under each word she speaks as it plays on the audio.

## Audio Script

### My School

- Page 1 Sue: This is my school!  
Grandma: I like it! Where do you read?
- Page 2 Sue: In the classroom.  
Grandma: How nice. Where do you sing?
- Page 3 Sue: In the music room.  
Grandma: How nice. Where do you play?
- Page 4 Sue: In the computer room.  
Grandma: Oh. You play computer games!

### Look at New Language

- Point out the language structure Grandma uses to ask about Sue's school: *Where do you [read]?*
- Focus on Sue's answers: *In the [classroom].*
- Practice with Sammy. Show him a Picture Card and ask: *Where do you [read]?*
- Have Sammy answer: *In the [classroom].*
- Invite children to practice the exchange with Sammy, and then in pairs.

### Listen to the Intonation

- Play the story audio. Point out how the rise and fall of the speaker's voice differs in questions and answers.

# LISTENING

A18 4 Listen and match. Write.

1



2



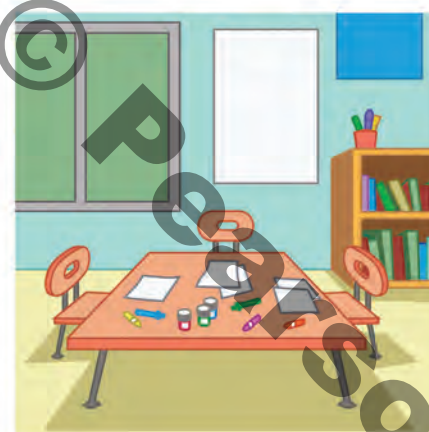
3



4









## Listening

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

**Materials:** Class Audio CD A

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

### GETTING READY

#### **Revisit the Story (10 minutes)**

- Reread “At School” together.
- Play the audio and have children read along.

#### **Prepare for the Exercise (5 minutes)**

- Choose four volunteers.
- Draw four faces in a row on the board. If possible, make the faces resemble the volunteers.
- Write a number 1–4 by each face, as on Student Book page 18.
- Beneath the faces, display the school-room Picture Cards and draw four simple write-in boxes under the cards.
- Have Sammy point to the first face and number and ask the first volunteer: *Number one: Where do you [use the computer]?*
- Cue the child to answer: *In the [computer room].*
- Point to the 1 next to the face, and write the number in the box under the [computer room] and continue.

### WORKING IN THE BOOK: PAGE 18

#### **4. Listen and match. Write.**

- Have children open to page 18.
- Explain that they will listen to the children pictured on the page answer questions, and will number the pictures of places in school based on their answers.
- Play the audio. Point out that the first item is done as an example.

#### **Audio Script**

1. Where do you read?  
In the classroom.
2. Where do you play?  
On the playground.
3. Where do you sing?  
In the music room.
4. Where do you use the computer?  
In the computer room.

### CONSOLIDATING

#### **Matching Card Game (5 minutes)**

- Make two stacks of unit Picture Cards: Stack A includes vocabulary for actions: *play, read, sing, use a computer*. Stack B includes room vocabulary: *classroom, computer room, music room, playground*.
- Shuffle the cards in each stack.
- Have a volunteer pick a card from Stack A and ask: *Where do you [read]?*
- Have another volunteer pick a card from Stack B and answer: *In the [classroom].*
- If the cards match (for example, *read* and *classroom*), cue the class to say: *It's a match!*
- If the cards don't match (for example, *read* and *playground*), cue the class to say: *No way! Where do you [read]?* Then cue the two volunteers to answer.

### Chant and Move TPR (10 minutes)

- Review school and playground actions children have learned.
- For each one, say the word, do the action, and have children repeat: *climb, color, cut, dance, draw, jump, listen, look, paint, run, sing, sit down, speak, stand up, type, walk, write.*
- Then teach children a simple chant:  
I [climb, climb, climb] in the [playground].  
(pretend to climb)  
Where do I [climb]? (clap, clap)  
In the [playground]!
- Lead children in saying the chant and doing the actions.

### OPTIONAL: USING DIGITAL COMPONENTS

#### **CD-ROM**

Have children use the CD-ROM at home to show their families what they're learning about places at school and activities.

#### **ActiveTeach**

Use the large digital format to model numbering the pictures. Invite volunteers to write the numbers using the pen tool.

## Speaking

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

**Materials:** Workbook

**Optional Materials:** Picture Cards, Sammy the Squirrel puppet, CD-ROM, ActiveTeach, Class Audio CD, teacher-made survey

### GETTING READY

#### Pass the Card (10 minutes)

- Have children sit in a circle. Play some music.
- Have children pass around the Picture Cards of places at school while the music plays.
- Stop the music. Ask: *Where do you [play]?*
- Tell children to check their cards and cue the child with the [playground] card to say: *In the [playground].*
- Continue for the other three places.

#### Practice Intonation (5 minutes)

- Prepare for the speaking practice by focusing on intonation.
- Play the audio for Exercise 4 on Student Book page 18. Tell children to focus on the different intonation for the questions and the answers.
- Pause the audio after children listen to a question or answer and have them repeat, copying the speakers' intonations.

### WORKING IN THE BOOK: PAGE 19

#### 5. Ask and answer. Circle.

- Have children open to page 19.
- Focus on the first item, which is done as an example.
- Call attention to the boy and girl with the speech bubbles at the bottom of the page.
- Point to and read the speech bubbles: *Where do you read? In the classroom.*

- Tell children they will work in pairs, using the speech bubble text as a model.
- Tell them to ask and answer questions about what the other two children on the page are doing and then circle one of the three places on the right. Remind them to follow the example.

### CONSOLIDATING

#### Make an Activities Survey (10 minutes)

- Ask: *Where do you read in school?* Elicit: *In the classroom.*
- Then ask: *Where do you read at home?* Elicit: *In [my bedroom].*
- Repeat with a few more examples of activities people do at home, such as eat and sleep.
- Create a generic survey in the form of a grid with the actions listed down the side and the rooms listed across the top. Make photocopies for children to take home.
- Include a picture clue by each word.
- Point to the first action. Ask: *Where do you [eat]?*
- Elicit responses from a few children. Write their names in the boxes under the rooms. For example, if Martha eats in the kitchen, write "Martha" in the box under kitchen.
- Continue with the other actions.
- Encourage children to take the survey home, do it with family members, and then share results with the class.

#### Mixed-Up Sentences (5 minutes)

- Invite four volunteers to stand.
- Whisper a different word into each child's ear: *Where, do, you, [play].*

- Have them stand in a line but not in sentence order and say their words, for example: *you, [play], Where, do.*
- Invite another volunteer to arrange them in the correct order.
- Have children say their words in order to make a question. Invite the class to answer it.
- Repeat with the other questions and answers.

### 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 18

Have children work with a partner to complete this page. Tell one child to spin a pencil and ask a question prompted by the picture, such as this: *Where do you use the [computer]?* Have the other child answer appropriately: *In the [computer room].* Have children color the page.

### Workbook Page 19

Have children circle the pictures to show where they do each activity. Have partners share their work by asking and answering questions: *Where do you [sing]?* *In the [music room].* Finally, invite children to color the page.

### OPTIONAL: USING DIGITAL COMPONENTS













#### CD-ROM

Have children use the CD-ROM at home. Have them mimic the audio to practice speaking skills.

#### ActiveTeach

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

5 Ask and answer. Circle.



Where do you read?

In the classroom.



# PHONICS

A19 A21

6 Listen. Trace, write, and say.

Give me a c!



c

c



car

h

h



hen

j

j



jump

## Phonics

**Objectives:** To learn the sounds that *c*, *h*, and *j* stand for at the beginning of words, to understand sound-symbol correspondences, to recognize left-to-right directionality, to trace and write letters in contexts

**New Sounds and Letters:** *c* /k/, *h* /h/, *j* /j/

**Review:** car, hen

**TPR:** write *c* in the air

**Materials:** Class Audio CD A, Workbook

**Optional Materials:** Picture Cards, CD-ROM, ActiveTeach

### GETTING READY

#### Introduce the Letters (10 minutes)

- Write the entire alphabet on the board.
- Circle the letter *c*.
- Say: *This is c. C stands for cuh in words like car and cat. Remind children that k stands for the same sound in words like kite.*
- Write the letters *c-a-r* on the board.
- Underline the *c*. Say: *Cuh*.
- Run your finger under the word as you slowly say: *Car*.
- Repeat for *h* in *hello* and *hen*; *j* in *juice* and *jump*.

### WORKING IN THE BOOK: PAGE 20

#### 6. Listen. Trace, write, and say.

- Show children the picture of Sue cheering.
- Jump up and down and pretend to be a cheerleader as you say: *Give me a c!*
- Explain that when a cheerleader says *Give me a c!*, the fans yell out: *C!*
- Play the chant and do the actions.
- Play it again and have children respond. Encourage them to repeat the fans' lines.

### Audio Script

#### *C, H, J* Cheer

Sue: Give me a *c*!  
Fans: *C!*  
Sue: What does *c* sound like?  
Fans: *Cuh!*  
Sue: Give me a *c* word!  
Fans: *Cuh . . . car!*  
Sue: Show me a *c*! (write *c* in the air)  
Let's hear it for *c*!  
Fans: Hooray!

Sue: Give me an *h*!  
Fans: *H!*  
Sue: What does *h* sound like?  
Fans: *Huh!*  
Sue: Give me an *h* word!  
Fans: *Huh . . . hen!*  
Sue: Show me an *h*! (write *h* in the air)  
Let's hear it for *h*!  
Fans: Hooray!

Sue: Give me a *j*!  
Fans: *J!*  
Sue: What does *j* sound like?  
Fans: *Juh!*  
Sue: Give me a *j* word!  
Fans: *Juh . . . jump!*  
Sue: Show me a *j*! (write *j* in the air)  
Let's hear it for *j*!  
Fans: Hooray!

- Focus children on the page again.
- Point to the *c* on the left. Model tracing the letter with your finger. Then have children trace it and then write it several times.
- Then point to the word *car* on the right. Say: *Cuh. Car.*
- Model tracing the *c* at the beginning of the word. Then have children trace it.
- Repeat for the other letters and words.
- Finally, have children take turns pointing to and reading the letters and words.

- For additional practice, have children listen to Class Audio CD A: Track 21.
  - Play the audio, pausing after each word to allow children to listen to the initial sound and then say the letter that stands for the sound.
  - Say: *That's good!* when children say the correct letter.

### Audio Script

#### Now listen and say the letters.

car, cat, hen, horse, jump, juice

### CONSOLIDATING

#### Body Letters (5 minutes)

- Help children create shapes with their bodies for *c*, *j*, and *h*.
- For a *c*, have children sit on the floor with their legs curved up and their arms curved over. For a *j*, have children stand up straight with hand cupped over head (for the dot) and one leg up, bent at the knee.
- For an *h*, have children work with a partner with one child standing up straight and the other in front, arching over with hands and feet on the floor.

### Workbook Page 20

Have children trace the letters and words and color the pictures. Then have partners point to the letters and pictures and name them.

### OPTIONAL: USING DIGITAL COMPONENTS

#### CD-ROM

Have children play the games and do the activities on the CD-ROM at home to show what they are learning in the unit.

#### ActiveTeach

Demonstrate tracing the letters on the big screen. Invite volunteers to write the letters.

# Math

**Objectives:** To count items 1–10, to write numbers 7–10

**Review:** numbers 1–10, classroom items

**TPR:** flap arms, hold up fingers, kick, march, write

**Materials:** Class Audio CD A, Workbook

**Optional Materials:** CD-ROM; ActiveTeach; classroom objects, teacher-made number and dot cards (save to use later)

## GETTING READY

### Review Numbers (10 minutes)

- Review numbers 1–10 by counting real objects in the classroom.
- Hold up or point to one item. Say: *One. One [book]*. Have children repeat.
- Write the number on the board. Draw one circle under it to show how many.
- Repeat with 2–10, using other items.
- Identify groups of items or children and ask: *How many?*

### Air Numbers (5 minutes)

- Have children take turns writing numbers 1–10 in the air.
- Each time, invite the class to guess which number the child is writing.

## WORKING IN THE BOOK: PAGE 21

### 7. Listen, say, and trace. Count and write.

- Play the chant and act it out.
- Play it again and invite children to chant and do the actions with you.

## Audio Script

### Count to 10 Chant

1, 2, 3, (hold up fingers for counting)  
Buzz like a bee. (flap arms and buzz)  
4, 5, 6, (hold up fingers for counting)  
Do high kicks. (kick)  
7, 8, 9, (hold up fingers for counting)  
March in a line. (march in place)  
10! 10! 10!  
Write with a pen. (pretend to write)

- Have children look at page 21. Count 1–10 and point to the numbers 7–10 on the top right as you say each one.
- Ask children to point and repeat after you and then trace each number in their books.
- Next, explain that Lou is counting the classroom objects on the table.
- Say: *Let's count crayons with Lou. 1, 2, 3, 4, 5, 6, 7.*
- Point to the picture of the crayon on the notebook. Say: *See 7. 7 crayons. I write 7.* (Trace the 7 with your fingers.)
- Have individuals or groups count the other items on the table and write the number of each next to its picture.

## CONSOLIDATING

### How Many Voices? (5 minutes)

- Play the karaoke version of the chant.
- Have children count while you chant the rest.
- Have a few volunteers put their heads down so they can't see.
- Quietly, choose a small group to chant. Don't let the volunteers know how many children you picked.
- Play the karaoke chant and have the small group chant.

- When you're finished, ask the volunteers to guess how many children chanted.

### Group Concentration (10 minutes)

- Prepare twenty playing cards.
- Write one number from 1–10 on ten cards.
- Draw one to ten dots on the other ten cards.
- Divide the class into two groups. Shuffle each set of cards.
- Give the number cards to one group and the dot cards to the other.
- Tell children not to show their cards to anyone.
- Have the two groups face each other.
- Invite two volunteers to play.
- Player 1 names one child from each group. The two children show their cards to the player.
- If the cards match, the player keeps them. If not, the children return to their groups.
- Repeat with Player 2. Continue several times and then with other volunteers. The player with the most pairs at the end wins.

## Workbook Page 21

Have children trace the numbers, count the items, and then match each group of items to a number. After children color the page, have partners count and name the items, for example: *1, 2, 3, 4. Four pencils.*

## OPTIONAL: USING DIGITAL COMPONENTS

### CD-ROM

Have children play the games on the CD-ROM to practice and review numbers.

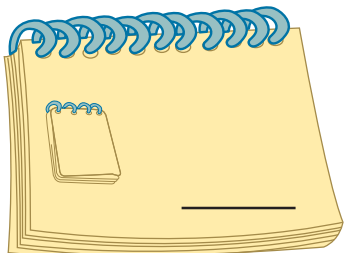
### ActiveTeach

Invite volunteers to use the pen tool to count each group of items and write the numbers.



7

7 8 9 10



# VALUES Follow rules.

A24 8 Listen and say. Draw and trace.



Follow rules.



Talk about it!

## Values

**Objective:** To learn about the value of putting things away

**New Values Language:** Follow rules.

**Prewriting:** tracing a short sentence

**Materials:** Class Audio CD A, Workbook

**Optional Materials:** Sammy the Squirrel puppet, CD-ROM, ActiveTeach, poster board

### GETTING READY

#### Introduce Following Rules (5 minutes)

- Tell children that a rule is something they must do, such as use the crosswalk to cross the street.
- Talk to them about why rules are important.
- Introduce ideas about safety, fairness, and group harmony.
- Help children think of some rules that might make your class safer, fairer, or happier.
- Revisit some of the values that children learned in Levels 1 and 2: ask nicely, say sorry, help others, put away your toys, cover your nose and mouth, share, be nice to animals, play safely, put things away, help your family, be careful, wash your hands, eat properly, do your chores, dress for the weather.
- Ask if any of those values make good classroom rules. Note these to refer to later.

#### Role Play: Sammy (5 minutes)

- Do a few simple role plays with the Sammy puppet, such as having him cough with or without covering his mouth.
- Each time, name a rule.
- If Sammy doesn't follow the rule, say: *Sammy, [cover your mouth]. Follow rules.*
- If Sammy follows the rule, say: *Good job! You follow rules, Sammy.*

### WORKING IN THE BOOK: PAGE 22

#### **8. Listen and say. Draw and trace.**

- 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: Are you finished playing?

Boys: Yes, we are.

Teacher: Remember to clean up. That's a school rule.

Boys: Okay.

Teacher: Share toys. That's a school rule, too.

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

#### Audio Script

##### Follow Rules Chant

Clean up. Listen now.

Follow school rules.

Play nicely. Listen now.

Follow school rules.

- Talk about each photo with the class and have children discuss whether the children in each photo are following rules 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 following rules and a frown under the photo where children are *not* following rules.
- Finally, have children read and trace the sentence: *Follow rules.*

#### Talk about it!

- Call attention to "Talk about it!"

- Share something people can do to help them follow rules (make a list of classroom rules, for example). Invite children to talk about ways they can follow rules.

### CONSOLIDATING

#### **Class Rules (10 minutes)**

- On a large piece of poster board, make a list of class rules.
- Invite children to name rules they think are important.
- Draw a picture cue next to each rule.
- Refer to these throughout the year.

#### **Role Play: Children (10 minutes)**

- Invite pairs or small groups to role-play.
- Refer to your class rules beforehand.
- Have each group pick one rule. Then ask them to act out following the rule or not following it.
- If they do not follow the rule, cue the class to call out: *Follow the rules!*
- If they do follow it, cue the class to call out: *Good job! You follow rules.*

#### Workbook Page 22

Have children color the page and say chorally: *Follow rules.*

### OPTIONAL: USING DIGITAL COMPONENTS

#### **CD-ROM**

Have children play the games and do the activities on the CD-ROM at home to show their families the values they're learning in class.

#### **ActiveTeach**

Focus on the two pictures. Use the pointer to highlight details that illustrate who is following rules and who isn't. Confirm which face should be smiling and which, frowning.

## Review / Assessment

**Objectives:** To review and assess new unit vocabulary and structures

**Review:** *Where do you [read]? In the [classroom].*

**Materials:** Class Audio CD A, Workbook, stickers (in the back of the Student Book and shown on page TI08)

**Optional Materials:** Picture Cards; CD-ROM; ActiveTeach; poster board, drawing paper, crayons or markers

### GETTING READY

#### **Sing and Move (10 minutes)**

- Invite children to sing and move to the various songs and chants from the unit.
- Invite children to tell which song or chant they like best.

#### **Play a Review Game (5 minutes)**

- Divide the class into two teams.
- Display the Picture Cards on the board.
- Point to an action card and gesture to Group 1.
- Elicit from Group 1: *Where do you [play]?*
- Invite one volunteer from Group 2 to point to the card that answers the question.
- Have Group 2 answer together: *In the [playground].*

### WORKING IN THE BOOK: PAGE 23

#### **9. Stick and say.**

- Distribute the stickers (but not the reward sticker).
- Have children open to page 23.
- Help children notice the sticker outlines in their books and then stick the correct ones in place. Begin with item 1 and say: *Find the [music room] sticker.*

- Have children hold up that sticker.
- Say: *Stick the sticker.*
- Have children stick the sticker and say: *The [music room].*
- Repeat with the other stickers (classroom, computer room, playground).

#### **10. Listen and circle.**

- Explain that you will play the audio and that children will listen and circle the answer to each question.
- Confirm the answers with the class.

#### **Audio Script**

1. Where do you use the computer?
2. Where do you read?
3. Where do you sing?
4. Where do you play?

### I Can! Use the Reward Sticker

- Help children talk about what they have learned in this unit. Encourage them to use positive language:
  - I can ask and answer: *Where do you [read]? In the [classroom].*
  - I can count to ten. I can write the numbers 1–10, too.
- Distribute the reward stickers.
- Show children where to stick the stickers (on the Unit 2 Good Job! placeholder).

### CONSOLIDATING

#### **Congratulations Chant (5 minutes)**

- Ask children to each choose one thing they learned in the unit (a vocabulary word, a structure, a number, a letter).
- Have children stand in a circle.
- Have each child chant to tell what he or she learned while the class claps.

- For example:
  - C1: *I know* (clap, clap) [*music room*]. (clap, clap)
  - C2: *I can* (clap, clap) [*write the number 7*]. (clap, clap)
- End by congratulating the class!

#### **Social Studies Project: Our School Poster**

- Have children work in groups of four.
- Have each child in a group draw a different place at school.
- Brainstorm details for the places, such as furniture, artwork, and children doing specific activities.
- Attach drawings of four different places to one poster. Label or have a child label the poster: *OUR SCHOOL.*

### Workbook Page 23

Have children draw their favorite place at school. Then have them color the page. Finally, ask partners to share their work and say: *Where do you [play]? On the [playground].*

### OPTIONAL: USING DIGITAL COMPONENTS

#### **CD-ROM**

Have children play the games and do the activities on the CD-ROM at home to show their families what they're learning about in class.

#### **ActiveTeach**

Use ActiveTeach to check answers as a class.

# REVIEW I can!

9 Stick and say. (A26) 10 Listen and circle.

1

2

3

4

## Project

Our school!

Unit 2  
GOOD  
JOB!

