

Objectives

- ✓ To learn classroom vocabulary
- ✓ To sing songs and chants
- ✓ To do new TPR movements
- ✓ To practice fine and gross motor skills
- ✓ To understand and role-play a picture story
- ✓ To learn and practice the language structure *I have a [pencil]*.
- ✓ To learn and practice the preposition *in*
- ✓ To learn a new color (red)
- ✓ To learn a new shape (circle)
- ✓ To learn the value of asking nicely
- ✓ To practice new language by listening and speaking
- ✓ To review and show understanding of unit vocabulary and language structures

Vocabulary

New: book, chair, circle, crayon, in, pencil, red, table, teacher

Materials

Student Book pages 12–19; Workbook pages 10–15; Picture Cards 1–6; Class Audio CD A: Tracks 13–24; Program Posters: My Little Island Map, Shapes and Colors All Around, Meet Your New Friends!; stickers (back of Student Book and shown on page T96)

Optional: CD-ROM, ActiveTeach, 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 is on page T115 and is available online at www.pearsonelt.com/mylittleisland.

Values

Ask nicely. Use *please* and *thank you*.

Songs and Chants

- ✓ Look, Look, Look! (Class Audio CD A: Tracks 13, 14)
- ✓ It's Red! (Class Audio CD A: Tracks 17, 18)
- ✓ Circle Chant (Class Audio CD A: Tracks 19, 20)
- ✓ Ask Nicely Chant (Class Audio CD A: Tracks 22, 23)






Story

"Timmy's Bag": Kimmy shows Timmy the items she has in her backpack. Timmy surprises Kimmy with the elephant he has in *his* backpack.

Language Structure: *I have a [pencil]*.

SKILLS



Cross-Curricular Connections

-  trace a circle, look for circles in the classroom, remember patterns
-  learn the value of asking nicely
-  make a school collage, make a pencil cup, make red artwork
-  understand and talk about a story
-  sing and chant, dance and move

Preschool Learning Outcomes

- ✓ Respond to questions with short, simple answers.
- ✓ Understand a new language structure and the preposition *in*.
- ✓ Listen to a story and look at pictures.
- ✓ Use pictures to make predictions.
- ✓ Sing songs and chants with TPR.
- ✓ Interact with other children.
- ✓ 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 reviewing songs and chants in class or at home.
-  Use ActiveTeach to view Student Book pages together as a class.

LEARN BY DOING

TPR

- ✓ clap, emphatic gesture, look action, make circles in the air, paint action, point to head, pretend to color, pretend to draw, pretend to read, question action, shake arms, sit down, tap on table, trace a circle in the air

Phonics

- ✓ Practice phonemic awareness: initial *p*.
- ✓ Complete phonics pages 76–77.
- ✓ Listen to the audio.
- ✓ Sing songs.

Prereading and Prewriting

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

BULLETIN BOARD DISPLAY

Our Class Backpack

Materials

- large photo of a child's backpack
- drawings of pencils, crayons, books
- tape or pushpins
- marker

Directions

1. Place a photo of a child's backpack in the center of a bulletin board. Add the heading *Our Class Backpack*.
2. Ask children to draw a picture of a pencil, a crayon, or a book.
3. Use tape or pushpins to mount children's drawings around the backpack.
4. Point to and name the items.
5. Have children point and repeat.

Remind children to clean up after each complete activity.



2 My Class

A13 1 Listen and sing. Move.



Presentation

Objectives: to identify classroom items in a scene, to sing a song and learn actions

New Vocabulary: book, chair, crayon, pencil, table, teacher

TPR: color, draw, look, point, read, sit down, tap on table

Materials: Class Audio CD A, My Little Island Map poster, Picture Cards

Optional Materials: tray, pencils, crayons, books; photos or magazine pictures of tables, chairs, and teachers; toy table and chair, cardboard box with hole in it, bag; CD-ROM; ActiveTeach

GETTING READY

Hello Game (5–10 minutes)

- Review the greetings from Unit 1: *Hello, Hi, Good-bye, Bye, and I'm [name].*
- Walk around the classroom and say *hello* to different children. Encourage them to use a greeting and introduce themselves.
- Have children sing the song “I See You!” (see page T5) as a warm-up.

Action, Action, 1, 2, 3 (10 minutes)

- Review the classroom actions that children know: look, speak, listen, sing, draw, color.
- Explain that you are going to call out an action, and children will do it.
- Say: *Look, look, 1, 2, 3!* Children should do the “look” action (shade eyes with hand).
- Repeat with the other actions.

Look at the Map Poster (5 minutes)

- Display the My Little Island Map poster.
- Explain that children will be visiting the preschool on the island. Point it out.
- Tell children that there are classrooms in the preschool. Ask children to look around their classroom and talk about things they see.

WORKING IN THE BOOK: PAGE 12

Present Vocabulary

- Tell children to open their books to page 12.
- Ask questions about the classroom scene: *Who do you see? Where are they? What are they doing?* Encourage children to use English words they know in their answers: *girl, boy, look, sit down, stand up, children, teacher.*
- Use the Picture Cards, holding them up one at a time, to present the vocabulary.
- Say: *book.* Have children repeat. Say: *Touch the book.* Model touching the picture of the book. Cue them to say *book* again.
- Repeat with the other words.

1. Listen and sing. Move.

- Play the song and demonstrate the TPR actions that go with it.
- Play the song and have children do the actions.
- Then play the song again. Encourage children to sing along and do the actions.

Audio Script

Look! Look! Look!

Look! Look! Look! (look action)

I have a table—tap, tap, tap. (tap on table)

I have a chair—sit, sit, sit. (sit down)

Look! Look! Look! (look action)

Look! Look! Look! (look action)

I have a pencil. Draw, draw, draw.
(pretend to draw)

I have a crayon. Color, color, color.
(pretend to color)

Look! Look! Look! (look action)

Look! Look! Look! (look action)

I have a book. Read, read, read.

(put hands together as if reading)

I have a teacher. Learn, learn, learn.

(point to head)

Look! Look! Look! (look action)

CONSOLIDATING

What's Missing? (10 minutes)

- Prepare a tray with a crayon, a pencil, and a book on it. Also include a picture of a table, a chair, and a teacher.
- Walk around and let everyone see the tray. Give children time to look at the items.
- Have children hide their eyes. Then remove an item from the tray.
- Count 1, 2, 3, and then have everyone name the missing item together.
- Continue in this way.

Secret Box (15 minutes)

- Gather a pencil, a crayon, a book, and, if possible, a small toy table and chair.
- Show children the items.
- Explain that you are going to put one item in a secret box and that a volunteer will guess what it is by feeling it.
- Put one item in a cardboard box with a hole cut in it. Don't let anyone see the item.
- Invite a volunteer to the front of the room. Show the class the item that's in the box, but don't let the volunteer see it.
- Have the volunteer reach in and feel the item and try to guess what it is.
- Have the class confirm.
- Invite other volunteers to play.

OPTIONAL: USING DIGITAL COMPONENTS

CD-ROM

Have children take the CD-ROM home and play the games to show family members what they've learned.

ActiveTeach

When you present the vocabulary, use ActiveTeach to show children what to do.

Vocabulary

Objectives: to practice new vocabulary words

New Vocabulary: book, chair, crayon, pencil, table, teacher

Materials: Picture Cards, Class Audio CD A, Workbook

Optional Materials: pencils, crayons, books, photocopies of Picture Cards, magazine cutouts of school supplies, paper, glue; CD-ROM; ActiveTeach

GETTING READY

Review Classroom Words (5 minutes)

- Quickly review the classroom vocabulary, using the Picture Cards.
- Hold up the card for *pencil* and ask: *What is it?* Prompt children to say: *pencil*. Repeat for the other words.

Sing the Song (5 minutes)

- Say: *Let's sing the song*.
- Sing and act out "Look, Look, Look!" (see page T12) with the children.
- Divide the class into six groups. Assign each group a classroom item and give each group the Picture Card for the item.
- Play and sing the song again.
- Have the children in each group stand up and show the card when they hear their word.

WORKING IN THE BOOK: PAGE 13

2. Listen, say, and color.

- Have children open their books to page 13.
- Say: *Listen*. Have children listen to the audio, point to the pictures of the classroom objects, and say each word.

- Play the audio again. Pause after each word, and direct children to repeat the word and then color in the circle in the frame. Demonstrate doing the first item.

Audio Script

pencil
crayon
teacher
book
table
chair

CONSOLIDATING

Patterns (10 minutes)

- Make multiple photocopies of the classroom Picture Cards.
- On the board, display a row of pictures that make a pattern. For example, *pencil, pencil, crayon, pencil, pencil, crayon*, and so on.
- Point to the pictures as you chant. Clap to indicate the end of the pattern. *Pencil, pencil, crayon* (clap). Invite children to chant and clap with you.
- Continue the chant pattern without pointing to the pictures.
- Slow it down and stop in the middle: *Pencil, pencil, . . .* Cue children to tell you what comes next.
- Repeat in this way with other patterns.
- As children become more comfortable with the activity, make the patterns more complex and/or do the activity without using the pictures.

School Collage (15 minutes)

- Cut out pictures (from the Internet, catalogs, or magazines) of different classroom items. Photocopy these pictures so that you have a lot to use for the activity.

- Have children create school collages, using the pictures.
- Encourage children to share their collages and to name the pictures they used.

Workbook Page 10

Have children draw a line from each item to the same one in the scene and color the page. Then have children work with a partner to check each other's work. They can point to each picture and its match and say the name of the item.

OPTIONAL: USING DIGITAL COMPONENTS

CD-ROM

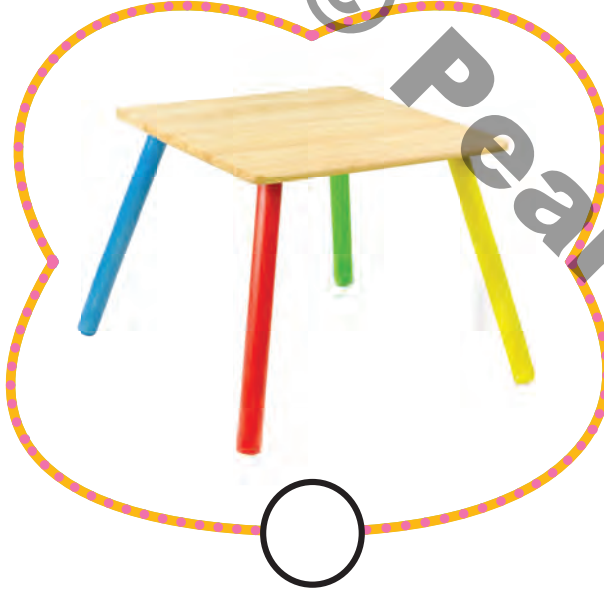
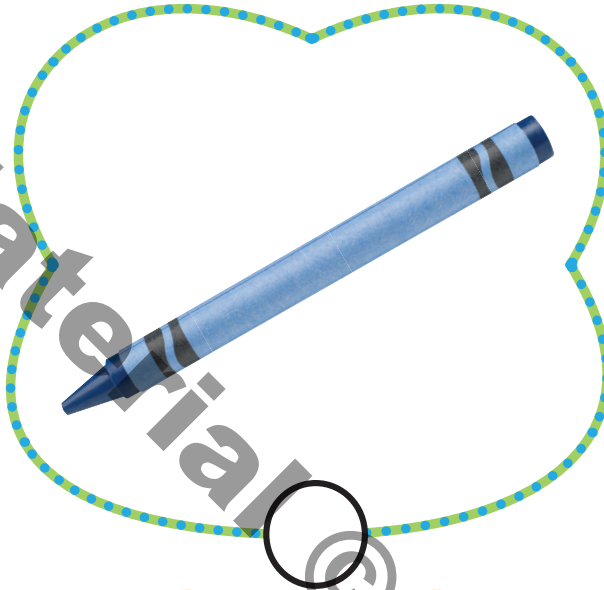
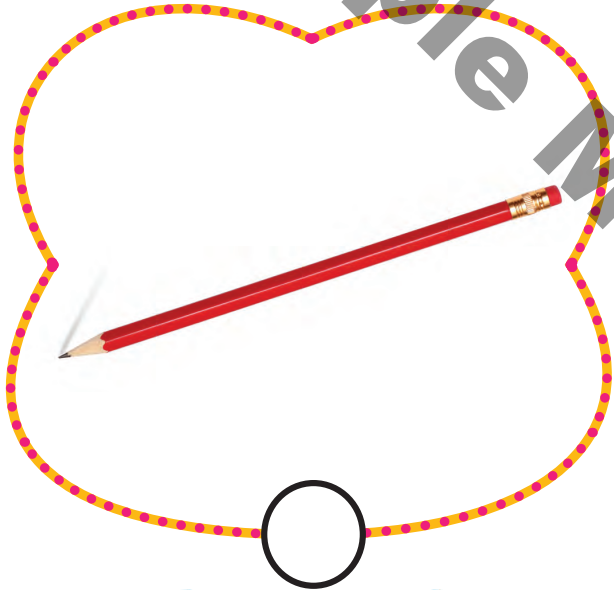
Have children practice the vocabulary by playing the games on the CD-ROM. Then have children take the CD-ROM home to show family members what they are learning about.

ActiveTeach

Use ActiveTeach to make an activity a whole-class experience. As you play the audio for the page, point to a picture on the screen as each word is mentioned. Then guide children in coloring in the appropriate circles.

VOCABULARY

A15 2 Listen, say, and color.



Practice: pencil, crayon, teacher, book, table, chair

Story

Objectives: to understand a picture story, to learn a new language structure, to listen to and recognize the intonation in a sentence, to role-play

New Structure: *I have a [pencil].*

Materials: Class Audio CD A, Picture Cards, Workbook

Optional Materials: Sammy the Squirrel puppet; two backpacks/bags, crayons, pencils, books, silly items, pictures (table, chair, teacher), blank paper; CD-ROM; ActiveTeach

GETTING READY

Thumbs-Up or Thumbs-Down (5 minutes)

- Explain that Sammy the Squirrel doesn't always remember all the words correctly.
- Hold up classroom objects or Picture Cards, one at a time. Each time, have the Sammy puppet say a word, correctly or incorrectly naming the item.
- Tell children that if Sammy says the correct word, they should give him a thumbs-up. If he says the wrong word, they should give him a thumbs-down and chorally say the correct word.

Introduce the Story (5 minutes)

- Hold up the Student Book, opened to page 14. Talk about who is in the picture.
- Ask children what is happening.
- Ask: *Can you see any classroom objects? Where is Sammy the Squirrel?*
- Ask children to predict what will happen next in the story.
- Return to predictions later to check them.
- Do a picture walk: Have children look at the pictures together and talk about them.



WORKING IN THE BOOK: PAGES 14–15

3. Look and listen. Act it out.

- Ask children to open their books to page 14.
- Say: *Look and listen.*
- Play the audio for the story. Invite children to point to each picture as they listen.
- Play the audio of the story again. Invite volunteers to act out the story along with the audio.
- Play the audio again and have children repeat chorally.

Audio Script

Timmy's Bag

Page 1 Kimmy: I have a pencil.
Timmy: A pencil.

Page 2 Kimmy: I have a book.
Timmy: A book.

Page 3 Kimmy: I have crayons.
Timmy: Crayons.

Page 4 Timmy: I have an elephant.
Kimmy: An elephant?!

Look at New Language

- Point out the language Kimmy uses to talk about what is in her bag: *I have a [book].*
- Hand a pencil to Sammy the Squirrel. Hold the pencil in Sammy's arm and have Sammy say: *I have a pencil.*



- Have Sammy give the pencil to a volunteer in the class. Cue the volunteer to say: *I have a pencil.*
- Have the volunteer hand the pencil to someone else and repeat. Continue in this way a few times. Then repeat with the words *book, crayon, chair, table* and *teacher*.

Listen to the Intonation

- Point out that the voice goes down at the end of the statement *I have a pencil.* Repeat the statement, emphasizing the intonation.
- Then point out that the voice goes up at the end of Kimmy's line: *An elephant?! Say it for the children, emphasizing the intonation.*

- Explain to children that, in general, the voice goes down at the end of a statement. But the voice goes up at the end of a simple yes/no question.

Act It Out

- Have the girls pretend to be Kimmy and the boys pretend to be Timmy. (If you have all girls or all boys, just arrange the children in two groups.)
- Play the audio and have children speak chorally with the characters.
- Then have children work in pairs, acting out the story with and without the audio.

CONSOLIDATING

I Have a . . . (15 minutes)

- Have children work with partners to act out the story, using their own props.
- Prepare two backpacks by placing a few school supplies in one and something silly in the other, such as a stuffed animal.
- Invite two volunteers to act out the story for the class, using the props you prepared. Be sure they know the English name for all the items in the backpacks.

Make a Home Connection (10 minutes)

- Have children draw a picture of their favorite part of the story.
- Then have children talk about their pictures with a partner.
- Finally, encourage children to bring their pictures home to show their family members.

Workbook Page II

Tell children to draw lines from the story characters to their backpacks and then color the page. Then have children work with partners to talk about what each character has in the backpack, using the structure *I have a [book]*.

OPTIONAL: USING DIGITAL COMPONENTS

CD-ROM

Have children take the CD-ROM home and play the games with their family members to show them what they are learning in class.

ActiveTeach

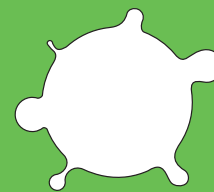
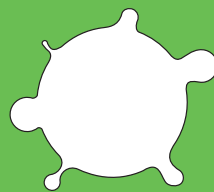
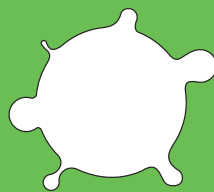
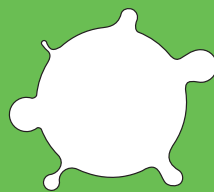
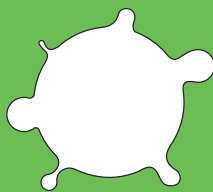
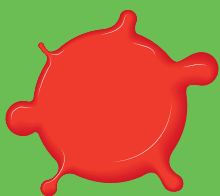
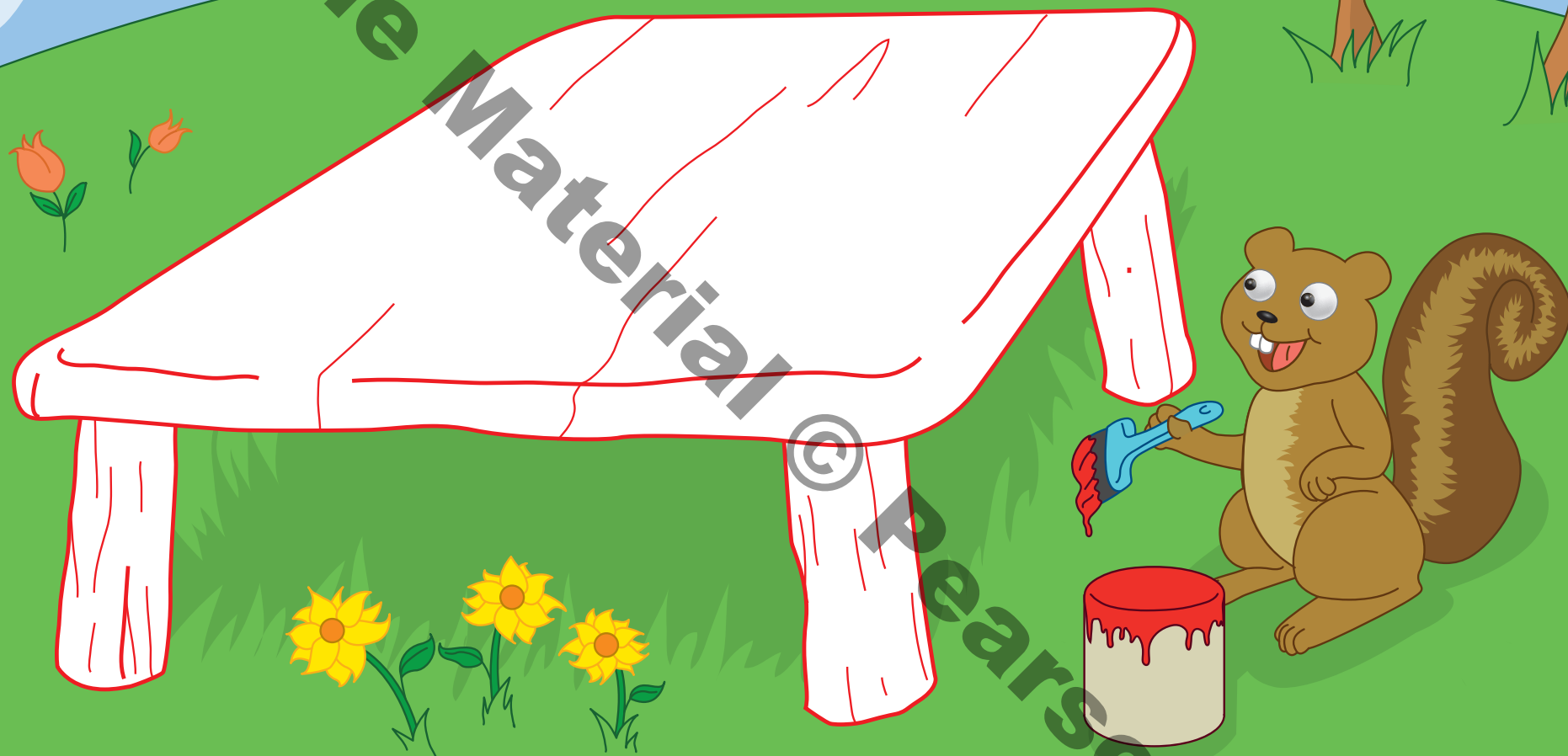
Use ActiveTeach for a picture walk through the story. When you play the audio, point to the items from the backpacks as they are mentioned.

COLORS



4

Listen and sing. Color.



Colors

Objectives: to learn a new color (red), to sing a song

New Vocabulary: red

TPR: emphatic gesture, paint action, question action

Materials: Class Audio CD A, Picture Cards, Workbook, Shapes and Colors All Around poster

Optional Materials: photocopies of Picture Cards, large envelopes, boxes, art supplies for collages, crayons, strips of paper that say *RED*; CD-ROM; ActiveTeach; Sammy the Squirrel puppet

GETTING READY

Find a Group (10 minutes)

- Make photocopies of the Unit 2 Picture Cards. Give one to each child.
- Make sure everyone knows the name of the items pictured.
- Have children walk around the room displaying their words.
- Ask children to find classmates that have the same item on their “card.”
- Encourage children to use new language while they look: *I have a [pencil].*
- Once children have found their groups, collect all the cards.
- Have children return to their seats, or play Relay Race.

Relay Race (10 minutes)

- Use the photocopies of Picture Cards from “Find a Group” (above) and have children remain in their groups.
- Shuffle the photocopies of the cards.
- Place the Picture Cards around the room. Tape an envelope next to each.
- Place a box in front of each group of children and put the same number of photocopies into each.

- Have groups line up, facing the boxes.
- The first child in each group (C1) picks a “card” from the box, hands it to the next child (C2), and names the picture.
- C2 finds the Picture Card that matches the “card,” and puts the “card,” into the envelope.
- C2 gets a new card from the box and hands it to the next child in line (C3).
- Continue in this way until all the photocopies are placed in envelopes.

Introduce the Color (5 minutes)

- Show children a red crayon. Say: *Red.*
- Display the Shapes and Colors All Around poster. Point to a shape that is red and to objects that are red and say: *Red.* Have children repeat.
- Ask children to find red things in the classroom. Have individuals touch red items and say: *Red.* Have the class repeat.

WORKING IN THE BOOK: PAGE 16

4. Listen and sing. Color.

- Ask children to look at the picture on page 16. Say: *Point to red.*
- Play the song and have children listen.
- Play it again and encourage children to join in with you in doing the actions.

Audio Script

It's Red!

I have a table.

It's nice and new.

I have a table.

I paint it, too! (paint action)

Colors, colors.

Which one today? (question action: arms out, palms up, shrug shoulders)

It's red. It's red.

It's red, I say! (emphatic gesture: pump fist)

- Point to the table on page 16. Say: *Sammy is painting the table red.*
- Hold up a red crayon and say: *Color the table red.*

CONSOLIDATING

Is It Red? (10 minutes)

- Display two different classroom objects, one that is red and one that isn't.
- Ask the Sammy puppet to decide on one item and not tell which one.
- Ask Sammy: *Is it red?* Have Sammy answer: *Yes.* Say: *It's the [crayon]!*
- Repeat with two other classroom objects; for example, a red book and a yellow pencil.
- Have Sammy choose the item that isn't red. Say: *Is it red?* Have Sammy answer: *No.* Say: *It's the pencil!*
- Continue in this way.

Red Artwork (15 minutes)

- Create strips of paper that say *RED*.
- Distribute the strips of paper with other red art supplies, such as red crayons, paints, markers, and construction paper.
- Have children create red mixed-media artwork, using one *RED* label.

Workbook Page 12

Encourage children to paint, color, or glue balled-up pieces of tissue paper onto the page to “color” the book red. Have children tell a partner about their work.

OPTIONAL: USING DIGITAL COMPONENTS

CD-ROM

Encourage children to take the CD-ROM home and share the games with family members.

ActiveTeach

Use ActiveTeach to show children how to color in the table on the page.

Shapes

Objectives: to learn a new shape (circle); to say a chant

New Vocabulary: circle, in

TPR: clap, make a circle, shake arms, trace a circle

Materials: Sammy puppet, Class Audio CD A, Picture Cards, Workbook, Shapes and Colors All Around poster

Optional Materials: crayons, paper circles; CD-ROM; ActiveTeach

GETTING READY

Pass the Crayons (10 minutes)

- Arrange children in a circle and give each of them a different colored crayon. Make sure that only one of the crayons is red.
- Have Sammy say: *Pass the crayons.*
- Have children pass the crayons in the same direction until you say: *Stop!*
- Have Sammy ask: *Who has the red crayon?* Ask the child with the red crayon to hold it up and say: *Red crayon.*
- Continue in this way.

Introduce the Shape (5 minutes)

- Draw a circle on the board. Say: *Circle.* Prompt children to repeat.
- Make big circles in the air and encourage children to join you. Say: *Make circles.*
- Display the Shapes and Colors All Around poster. Guide children to look at the large shapes. Point to the circle shape and say: *circle.* Call for volunteers to find and point to objects in the house that are circles. Reinforce correct responses by saying: *Yes, it's a circle.*
- Ask children to find different circular objects or paper circles that you have positioned around the classroom. Say: *Find the circles.*

WORKING IN THE BOOK: PAGE 17



5. Trace. Listen, say, and do.

- Have children open to page 17. Point out the big red circle on the page. Have children trace it with their fingers.
- Then tell them to trace it with a pencil.
- Ask children if they see any other circles on the page. Point out that the girl is making a big circle with her arms and that Sammy is shown inside three circles.
- Have children make a circle with their arms.
- Play the audio. Have children listen and watch as you demonstrate the actions.
- Play it again and encourage children to do the actions with you.
- Play it again, and invite children to do the actions and chant if they are ready.

Audio Script

Circle Chant

Arms ready? (shake arms)
Make a circle
high, high, high. (make a circle high in the air)
Make a circle
low, low, low. (make a circle low in the air)
Make a circle
big, big, big. (make a big circle in the air)
Trace a circle
small, small, small. (trace a small circle in the air)
Then CLAP! (clap)
No more circle.

- Help children see Sammy “in” the circles at the bottom of the page.
- Say: *In* and have children repeat.

CONSOLIDATING



TPR March (10 minutes)

- Have children stand around in a circle.

- Play “Circle Chant.” Have children turn to the right and march to the music.
- Stop the music and call out an action (*Hands up!*). Then have children stop marching and do the action.
- Repeat, using other actions they know: wave, dance, jump, walk, sit down, stand up, hands down, make a circle, clap.



Find a Circle (10 minutes)

- Remind children that there are circles everywhere; for example, clock faces, wheels, plates, and so on.
- Ask children to find other examples of circles at home. Tell them to ask family members, too. Back in the classroom, have them tell their classmates about the circles they found.

Phonics Time

- Go to Student Book pages 76–77 (Teacher’s Edition pages T76–T77) for the presentation and practice of the letter *p* and the sound it stands for.

Workbook Page 13

- Tell children to trace and color the circles. Have them work with a partner to talk about their circle pictures.

OPTIONAL: USING DIGITAL COMPONENTS



CD-ROM

Have children take the CD-ROM home to show their family members what they are learning about in class.



ActiveTeach

Use ActiveTeach to model tracing the circle. Then take advantage of the digital format to demonstrate to the whole class how Sammy is “in” the circles at the bottom of the page.

A19 5 Trace. Listen, say, and do.



Presentation/Practice: circle, in TPR: clap, make a circle, shake arms, trace a circle

VALUES Ask nicely.

A21 A22 6 Listen and say.



Values

Objectives: to learn about the value of asking nicely, to role-play

New Vocabulary: please, thank you

Materials: Class Audio CD A, Picture Cards, Workbook

Optional Materials: Sammy the Squirrel puppet; toys, crayons; CD-ROM; ActiveTeach

GETTING READY

Sing and Play TPR (5 minutes)

- Review classroom vocabulary by singing and doing the actions for the song “Look, Look, Look!” (See page T12).
- Organize children in small groups.
- Give each group an object from the song or a Unit 2 Picture Card.
- Have each group sing the line from the song that includes their object. Lead everyone in singing the chorus.

Introduce Asking Nicely (5 minutes)

- Use the Sammy puppet to introduce the idea of asking nicely to the class.
- Have Sammy grab a crayon out of your hands without asking.
- Say: *No, Sammy! That’s not nice!*
- Have Sammy say: *I want the crayon.*
- Say: *Sammy, you have to ask nicely.*
- Have Sammy give you back the crayon and say: *Please give me the crayon.*
- Give the crayon to Sammy and say: *Here.*
- Have Sammy say: *Thank you!*
- Invite volunteers to role-play the same scene with you or with a partner.

WORKING IN THE BOOK: PAGE 18

6. Listen and say.

- On the board, draw two faces that don’t have mouths.
- Do a role play with the Sammy puppet and a volunteer. Have Sammy ask for something in a rude way.
- Draw a frown on the first face. Say: *Not nice.*
- Do another role play—this time, have Sammy ask nicely.
- Draw a smile on the second face. Say: *Nice.*
- Ask children to open their books to page 18.
- Have children look at the picture and guess what’s happening.
- Play the audio and have children listen.

Audio Script

Girl 1: Please give me the crayon.

Girl 2: Here.

Girl 1: Thank you.

CONSOLIDATING

Use the “Ask Nicely Chant” (5 minutes)

- Play the chant once and have children listen.
- Play it again and encourage them to join in and chant when they’re ready.
- Continue using the chant throughout the year to remind children to ask nicely.

Audio Script

Ask Nicely Chant

Please and thank you.

Please and thank you.

Ask nicely: please and thank you!

I ask please.

I say, “Thank you.”

Please and thank you, pleeease!

Act It Out (10 minutes)

- Put various classroom objects out on a table and invite pairs of children to practice asking nicely for them.
- Have pairs role-play for the class.
- Clap when they ask nicely.
- Encourage children to use target language by including *I have a [book]* in the role play.

Workbook Page 14

Have children color the picture. Ask them to guess what the boy and his mother might be saying.

OPTIONAL: USING DIGITAL COMPONENTS

CD-ROM

Have children use the CD-ROM to practice the language they are learning in class. Encourage them to ask for things nicely at home and to talk with family members about the importance of asking nicely.

ActiveTeach

Talk about the scene on the page with the whole class, and then keep the page displayed for reference as children role-play. Also, with the page still displayed, have children discuss why it’s good to ask nicely for things.

Review/Assessment

Objectives: to review and assess unit vocabulary and language structures

Review: classroom vocabulary; circle, in, red; *I have a [pencil]; please/thank you*

Materials: stickers (in the back of the Student Book and shown on page T96), Class Audio CD A, Picture Cards, Workbook

Optional Materials: Sammy the Squirrel puppet; classroom items, hat, stick for a magic wand, crayons, materials for making pencil cups (paper cups, glue, buttons, and other items to use as decorations); CD-ROM; ActiveTeach

GETTING READY

Play a Review Game (10 minutes)

- Display the Unit 2 Picture Cards at the front of the classroom.
- Divide the class into two teams.
- Have a player from one team point to one of the picture cards.
- A player from the other team calls out the word shown on the picture card.
- Continue in this way for all six words.
- Then have the teams switch roles.

Have a Magic Show (5 minutes)

- In advance, put Picture Cards or real classroom objects into a bag or hat.
- Have Sammy pretend to be a magician.
- Have Sammy wave a magic wand and say: *I have something in my hat/bag, one, two THREE! What is it?*
- Prompt children to guess words they learned in Unit 2: *a pencil, a crayon*, and so on.
- Have the correct guesser be the magician.

WORKING IN THE BOOK: PAGE 19

7. Stick and say. Listen and circle.

- Have children open their books to page 19.
- Distribute the stickers.
- Say: *Stick the pencil sticker.*
- Repeat for the chair sticker.
- Have children place the stickers on the page and then check with a partner.
- Tell children to listen as you play the audio. Explain that they will circle pictures of the words they hear.

Audio Script

1. I have a crayon.
2. I have a chair.

I Can! Use the Reward Sticker

- Help children talk about what they've learned in Unit 2, using positive language:
 - I can say: *book, chair, crayon, pencil, table, teacher.* I can point to these things, too!
 - I can say: *I have a [pencil] and in.*
 - I can name the color *red.*
 - I can say *circle.* I can point to a circle, too!
 - I can follow these directions: *Tap on the table. Make a circle.* I can say them, too!
 - I can ask nicely for things. I know *please* and *thank you.*
- Distribute the reward stickers.
- Show children where to stick the reward stickers (on the Unit 2 Good Job placeholder). Congratulate individuals, as well as the group, on their progress.
- Ask children what they liked best.

Art Project: Pencil Cup

- Have children look at the picture of the unit project. Tell them they are going to make pencil cups.
- Gather decoration supplies.
- Have children choose decorations.
- Give each child one cup and some glue.
- Help them decorate their cups.

CONSOLIDATING

Freeze Dance (10 minutes)

- End the unit with a freeze dance.
- Play each unit song or chant at least once.
- Invite children to dance along with the music and then freeze when it stops.
- Then call out an action: *Tap on the table!*
- Have children tap on the table.
- Repeat, using other actions children learned in Unit 2.

Workbook Page 15

Have children draw pictures on the books. Then have children use the structure *I have a [book]* to talk with a partner about the page.

OPTIONAL: USING DIGITAL COMPONENTS

CD-ROM

Have children take home the CD-ROM and play the games with their family members to show them what they are learning about in class.

ActiveTeach

Use ActiveTeach to preview the page, to complete it together, or to check children's work. Review any pages in the unit that children need extra help with.

REVIEW

I can!



7

Stick and say. Listen and circle.

1



2



Project



Unit 2
GOOD
JOB!

Review/Assessment: I have a [pencil]. Project: art

UNIT 2

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