

Overview

Children learn to count to five, to name common fruits, and to make polite requests.

Grammar

Two apples.

It's a banana. It's an apple.

I have (two apples).

Put (oranges) in the bowl.

Vocabulary

one, two, three, four, five; apple, banana, orange, pear, bowl, fruit salad; mix, eat; you're welcome; happy (monkey)

Songs and Chants

Fingerplay: One, Two, Three, Four, Five (Lesson 1)

Song: Apples on Parade (Lesson 1)

Song: I Have Five Bananas (Lesson 3)

Song: Fruit Salad (Lesson 4)

Early Literacy Skills

Top to bottom, left to right progression

Listening skills

Act out conversations, songs

Trace lines, draw circles

Follow directions

Make counting books

Math

Count to five (Lessons 1–5)

Use a counting graph (Lessons 1 and 4)

Continue a pattern (Lessons 1 and 2)

Sort (Lessons 1, 2 and 4)

Match (Lessons 1, 3 and 4)

Identify shapes (Lesson 5)

Art

Decorate Activity Cards (Lesson 1)

Make picture shopping lists (Lesson 2)

Make class counting posters (Lesson 5)

Make shape art (Lesson 5)

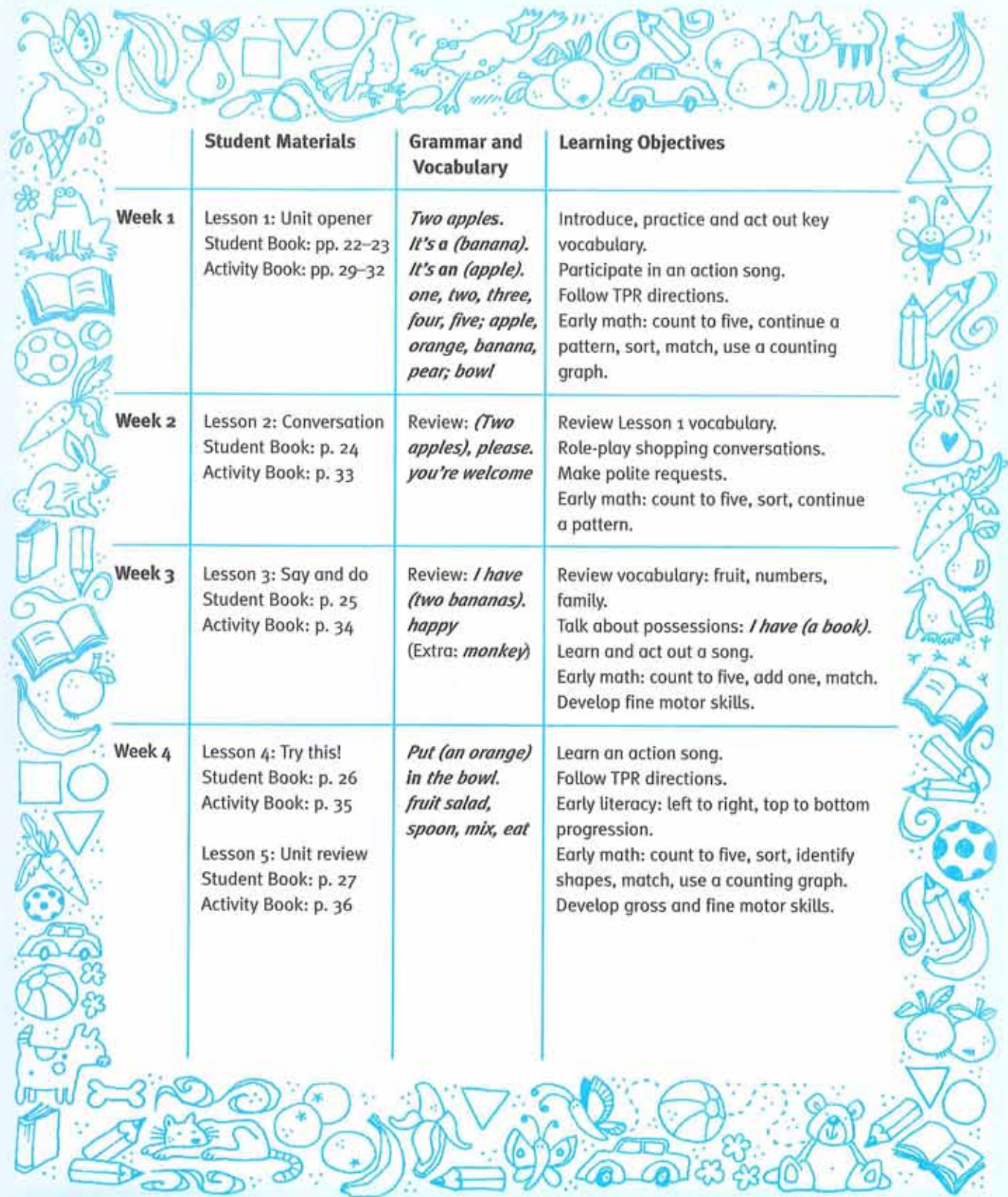


Featured Teaching Strategy

Encouraging and expanding student responses

Parents encourage children's language development by responding enthusiastically to their early approximations. Teachers can encourage children in a similar way. When children point or answer with an approximate word, show first that you understand what they are communicating and then model the correct language: *Yes, that's right! Two. You have two apples.* Gradually, children's language will grow closer to your model.

Monthly Planner



	Student Materials	Grammar and Vocabulary	Learning Objectives
Week 1	Lesson 1: Unit opener Student Book: pp. 22–23 Activity Book: pp. 29–32	<i>Two apples.</i> <i>It's a (banana).</i> <i>It's an (apple).</i> <i>one, two, three,</i> <i>four, five; apple,</i> <i>orange, banana,</i> <i>pear; bowl</i>	Introduce, practice and act out key vocabulary. Participate in an action song. Follow TPR directions. Early math: count to five, continue a pattern, sort, match, use a counting graph.
Week 2	Lesson 2: Conversation Student Book: p. 24 Activity Book: p. 33	Review: <i>(Two apples), please.</i> <i>you're welcome</i>	Review Lesson 1 vocabulary. Role-play shopping conversations. Make polite requests. Early math: count to five, sort, continue a pattern.
Week 3	Lesson 3: Say and do Student Book: p. 25 Activity Book: p. 34	Review: <i>I have (two bananas).</i> <i>happy</i> (Extra: <i>monkey</i>)	Review vocabulary: fruit, numbers, family. Talk about possessions: <i>I have (a book).</i> Learn and act out a song. Early math: count to five, add one, match. Develop fine motor skills.
Week 4	Lesson 4: Try this! Student Book: p. 26 Activity Book: p. 35 Lesson 5: Unit review Student Book: p. 27 Activity Book: p. 36	<i>Put (an orange) in the bowl.</i> <i>fruit salad,</i> <i>spoon, mix, eat</i>	Learn an action song. Follow TPR directions. Early literacy: left to right, top to bottom progression. Early math: count to five, sort, identify shapes, match, use a counting graph. Develop gross and fine motor skills.

Grammar

Two apples.

It's a banana. It's an orange.



Vocabulary

one, two, three, four, five

bowl

apple, orange, banana, pear

Materials

 Picture Cards or fruit: apple, orange, banana, pear
 Up to five copies of photocopiable pictures: apple, orange,

Introduce the language

Teach numbers 1 to 5

Teach the number words as you count fingers, children and objects from Units 1–4 (see Counting Games, below). After you have introduced the fruit words, have children count pictures of fruit.

Words in motion

Introduce fruit words with real or artificial fruit or Picture Cards. Teach a gesture for each word, for example:

apple Pretend to bite into an apple.

orange Make a circle with your hands.

banana Pretend to peel a banana.

pear Draw a pear shape in the air.

Have children repeat the gesture and the word.

What's this?

Display the pictures. Point and ask: *What's this?* Help children expand one-word answers (for example, *Apple*) by saying: *Yes! It's an apple.* Have them repeat: *It's an apple.* Through the sentences you will be modeling the use of *an* versus *a* (*an apple, an orange, a banana, a pear*).

Choose some games (see page viii) to practice the language.

Colors

Use the crayons to review red, yellow and green, and to teach orange. To clarify the fact that orange is both a color and a fruit, have children match the crayons to the Picture Cards: red to apple, yellow to banana, green to pear and orange to orange.

Counting games for warm-up and review

Fingerplay: One, Two, Three, Four, Five

Children hold up fingers as they say this chant:

One, one. This is one.

Two, two. This is two.

Three, three. This is three.

Four, four. This is four.

Five, five. This is five.

One, two, three, four, five!

**Count the children**

Have up to five children stand in a row for the class to count: *One, two, three, four. Four children.* Count tables and the chairs around a table. Count books, pencils, crayons, dolls and toy cars. Practice the phrase: number + noun.

Listen and count

Clap once, twice or three times. Ask: *How many?* Have children hold up the correct number of fingers and say the number. As they become skilled at this game, you can increase the number of claps to five.

Clap and tap

Slap your legs three times as you count aloud: *One, two, three.* Children repeat your actions and words. Do other actions (pat your head, tap your foot) each time counting: *One, two, three.* Let children take turns being the leader and doing a motion three times as they count aloud. Join the class in repeating the motion and counting.

Use the book

Vocabulary Pictures

Point to the pictures from top to bottom and say the words. Have children point and repeat after you. Name a fruit. Children point to the correct picture in their books and repeat the name. Point to the pictures in random order. Ask individuals: *What's this?* Have the class repeat the full sentence: *It's (an orange).*

Picture Scene search

Draw attention to the Picture Scene. Say: *Find the apples. Count the apples.* Point and count together: *One, two.* Ask: *How many apples do you see?* Help children respond: *Two apples.* Repeat these steps with oranges, bananas and pears.

Picture Stickers

Use the Unit 4 stickers. Review the words together. Hold up the Student Book page and point to the bowl in the Picture Scene: *This is a bowl.* Have children use their stickers as they follow your directions. *Show me the (apple). Put the (apple) in the bowl.* Show them how to place the apple sticker on top of the outline of the apple in the bowl.



banana, pear

👉 Objects introduced in units

1-4, for example dolls, toy cars, balls



Song: Apples on Parade

Children follow TPR commands, move to the music and practice counting in this song. They will need their decorated Activity Cards (see below). Have each child choose one Activity Card and put the rest away.

In the first verse, all children with an *apple* card stand up and march in place to the music. Their classmates clap and count along: *One, two, three, four! One, two, three, four!* The verse ends with the command: *Apples, sit down.*

In the following verses, children with orange, banana and pear cards have their turn to stand up and move to the music while the others clap and count. In the final verse, all the children join in.

Verse 1

Spoken: *Apples, stand up!*

One, two, three, four! One, two, three, four!

One, two, three, four! One, two, three, four!

Spoken: *Apples, sit down.*

Verse 2: *Oranges*

Verse 3: *Bananas*

Verse 4: *Pears*

Verse 5: *Apples, oranges, bananas, pears! Everyone*



Activity Book, pages 29 and 31

Use crayons, markers, paint, inkpad fingerprints and/or colored paper to decorate the Activity Cards. Color the apple red, the orange orange, the banana yellow and the pear green.

More practice

Find the apple

Place the Picture Cards on four walls in your classroom.

Say: *Find the (apple).* Children point to the correct picture. Repeat with the other fruit.

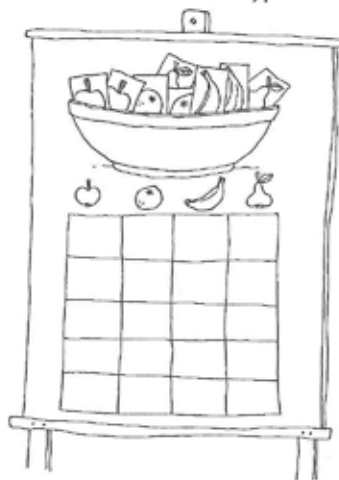
Another day, place the pictures in different spots and play the game again.

What's next?

Divide the class into three groups. Ask each group to take out one of three Activity Cards: apple, banana or pear. Help several children line up in a patterned row, holding their Activity Cards in front of them. "Read" the pattern (from left to right) with the class: *yellow banana, red apple, green pear, ...* Ask: *What's next?*

Interactive bulletin board

Put copies of the photocopyable pictures in a "bowl" pinned to the bulletin board. Children pick a fruit from the bowl, say the name and place it in the correct row of the counting chart. When all the pictures are on the chart, the children count each type of fruit.



UNIT
4

Count the apples.



apple



banana



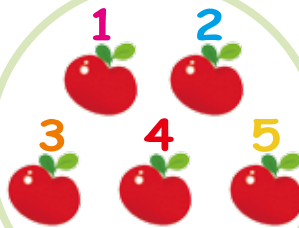
orange



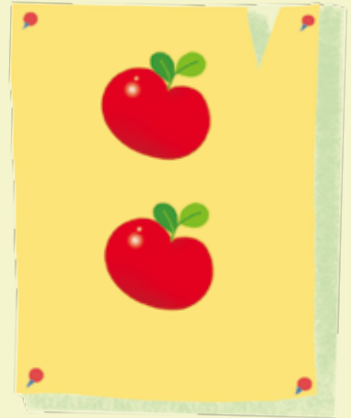
pear



bowl



count





Count the apples.
One, two. Two apples.



Extension:

Find the apples.
How many apples do you see?
Two apples.

Introduce key language. Sing a song.





Two apples, please.



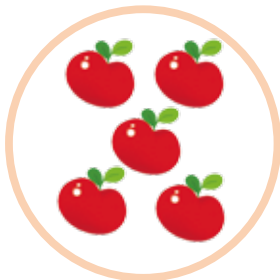
Two apples, please.

One, two. Two apples.



Thank you.

You're welcome.



five apples



three pears



four bananas



Grammar

Review: *(Two apples), please.*

Vocabulary

you're welcome

Materials

Real or artificial apples, oranges, bananas, pears

two puppets (or use man and woman Picture Cards)

Shopping bag

Shopping lists (4 lists showing pictures: 2 apples, 4 oranges, 3 bananas, 5 pears)

Photocopiable pictures: banana, orange, apple, pear (2–5 copies of each)

Introduce the language

Play a counting game

Reinforce number words *one* to *five* by playing a game from Lesson 1.

Polite requests

Show the class the first picture shopping list: two apples. Point as you count the apples together, then hold up two fingers as you repeat the word *two*. Use gestures for *apple* (see page T22) and *please* (palms together in prayer position) as you build up the phrase with the class: *One, two.*

Two apples.

Two apples, please.

Repeat these steps to build the phrases *Four oranges, please, Three bananas, please* and *Five pears, please.*

Puppet play

Place apples, oranges and bananas on a table. Introduce one puppet as the shopkeeper and the other as the shopper. Use the dialog lines (see script below). The class watch and listen. Do the puppet play again, pausing to let children repeat the lines.

Use the book

Preview the page

Hold up the Student Book page and point to an apple. Ask: *What's this? (Apple/An apple/It's an apple.) How many apples do you see?* Point to the fruit as you count with the class: *One, two, three, four. Four apples.* Repeat these steps with oranges, bananas and pears.

Ask children what they think the characters are saying in each picture.

The conversation

Play the conversation. Point to the characters in the Student Book as each speaks. Use gestures to clarify meaning.

Shopper: *Two apples, please.*

Shopkeeper (counts and puts apples in bag): *One, two. Two apples.*

Shopper: *Thank you!*

Shopkeeper: *You're welcome.*

Divide the class into two groups. Play the conversation

again. One group repeats the shopkeeper's words; the other repeats the shopper's words.

Listen, point and say

Have the class open their books. Play the conversation. Help children point to the character that is speaking. Play the conversation again, pausing after each line so children can repeat the words.

Act it out

Place apples, oranges, bananas and pears on a table. Let two children act out the shopping scene as you play the conversation.

Repeat the conversation with different children playing the characters. Use the smaller pictures to adapt the conversation.

Activity Book, page 33

Children color the banana yellow, the orange orange and the pear green. Have them chant the pattern: *Banana, orange, pear; banana ...* and ask: *What's next?* Have them draw and color an orange and a pear in the spaces.

More practice

Sort and count

Mix the photocopiable pictures together. Then have children sort and glue the fruit on pieces of paper. These can be used as shopping lists for more role-play.

New conversations

Help children role-play the scene with new shopping lists. On another day, children can shop for books, pencils and crayons in a school supply store, using the same dialog. Encourage them to begin the dialog by saying *Hello!* to each other.

Grammar

I have (two bananas).

Vocabulary

happy

(Extra: *monkey*)

Materials

• Toy trucks, cars, dolls, balls

• Artificial fruit or photocopiable pictures: apple, orange, banana, pear

• Bags

• Picture Card: monkey

• Five separate cardboard or artificial bananas

Introduce the language

Teach *I have ...*

Ask each child to take out a book, a pencil and a crayon. Hold up each of these objects and say: *A (book). I have a (book).*

Have children repeat your actions and words.

Pick a toy

Place familiar toys in a bag. Pull out a toy and show it to the class. Have children repeat your words: *I have a (doll)!*

Let them take turns pulling a toy from the bag. Ask: *What do you have?* Help the child respond with a sentence: *I have a (truck).*

Fruit in a bag

Prepare bags containing apples, oranges, bananas or pears. Use artificial fruit or photocopiable pictures. Ensure that there is only one type of fruit in each bag, and up to five fruit. Have a child unpack the bag, count the fruit with the class and say the sentence: *I have (four oranges).*

Extra vocabulary

Introduce the word *monkey* with the Picture Card. Have children act out being monkeys as they chant the word. Use the Picture Card as a puppet. Have it pick up each piece of fruit and ask the children: *What's this? (A banana.)* The monkey says: *I love bananas* and pretends to eat the fruit.

Use the book

Talk about the pictures

Have children open their books. Point to a banana and the monkey, asking: *What's this?* Count the bananas in each picture.

Ask: *What color is a banana?* Distribute yellow crayons. Have children color the five bananas yellow.

Act it out

Talk about the monkey and banana tree in each picture. Let one child play the child holding the bananas. Have another four children play monkeys. Give the child and the four "monkeys" a banana each. Let the child hold up the banana and say: *I have one banana.* Have the class hold up

one finger and repeat the sentence. Then prompt the first monkey to give the child another banana, saying: *Here you are.* The child says: *Thank you! I have two bananas.* Repeat these steps until the child has five bananas.



Song: I Have Five Bananas

Listen and sing. Hold up the correct number of fingers for each verse. Pause to teach the phrase: *Happy, happy me.* Trace a big smile for *happy*. Point to yourself for *me*. At the end of the song, pretending that your fingers are bananas, "peel and eat" five. Lick your lips and rub your tummy as you say: *I love bananas.*

Verse 1

Boy: *I have one banana.*

Children: *One banana.*

Boy: *I have one banana.*

Children: *One banana.*

Boy: *I have one banana.*

Children: *One banana.*

All: *Happy, happy me!*

Verses 2–5

I have two bananas, etc.

One, two, three, four, five. Five bananas. I love bananas!



Activity Book, page 34

Have children count the number of dots and match them to the picture showing the same number of fruit. For example, they match two dots to two apples.

More practice

Conversations

Have each child choose one Activity Card and put the rest away. Have conversations like these:

What do you have, Robert? (A pear.)

Do you have a pear, Sonia? (No.) What do you have? (A banana.)

Expand children's responses and encourage them to reply in full sentences: *I have a banana.*

Family talk

Show a photo or drawing of your family. Point and say: *I have (two brothers). I have (one sister).* Encourage children to do the same.



I have five bananas.

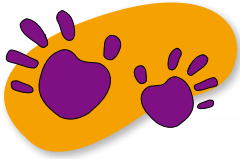


1. I have one banana.
2. I have two bananas.
3. I have three bananas.

4. I have four bananas.
5. One, two, three, four, five.
Five bananas. I love bananas.

Sing and act out a counting song.
Talk about possessions.





Try This!

Make fruit salad.

You need:

a spoon



a bowl



sliced fruit:

apple



orange



banana



pear



DIY:

1. Put the sliced fruit in the bowl.
2. Mix it.
3. Serve the fruit salad and enjoy!

Grammar

Put (an orange) in the bowl.

Vocabulary

fruit salad, spoon, mix, eat

Materials

- 👉 Bowl and spoon for each child
- 👉 Apples, bananas, oranges and pears
- 👉 Fruit picture necklace for

each child (Photocopiable picture with hole punched for loop of yarn).

Introduce the language

Song: Apples on Parade

Review Unit 4 language with this song (see page T23).

TPR directions

Have the class take out their Activity Cards. Review *bowl* and teach *spoon*, and give each child one of each. Have them follow and repeat your directions:

Put (an apple) in the bowl.

Put (a pear) in the bowl.

Use a gesture to reinforce the word *in*.



Have children use the spoon to stir the four Picture Cards in the bowl as they chant: *Mix, mix, mix*. Then have them pretend to eat the fruit with the spoon, chanting: *Eat, eat, eat*. Lick your lips, rub your stomach and say: *Yum, yum!* Have children repeat your words and actions.

Children as teachers

Let children take turns giving TPR directions to the class. Provide as much support as needed. Some children may just hold up the fruit of their choice. Others may say the name of the fruit. Others may say the full sentence: *Put an orange in the bowl*. Praise the effort and help each child expand his or her directions to the next level.

Use the book

Talk about the photo

Introduce the phrase *fruit salad*, using the photo. Point to the recipe as you chant the sentences together. Pause to let children insert the name of the fruit and the word *bowl*.

Practice the song words

You may want to introduce this song as an action chant. Use the gestures introduced in this unit for *apple, orange, banana, pear, in, mix* and *yum yum*. In the final verse, pretend to eat fruit salad from the bowl.

Make fruit salad

Sing the song as you let children put the sliced fruit in the bowl and mix it. Serve the fruit salad and enjoy!

Song: Fruit Salad

Play the song and have children sing along and do the motions.

Verse 1

Apples, apples, yum, yum.

Put them in the bowl.

Apples, apples, yum, yum.

Mix them in the bowl.

Verse 2: *Oranges, oranges*

Verse 3: *Bananas, bananas*

Verse 4: *Pears, pears*

Verse 5

Fruit salad, yum, yum.

In the bowl.

Fruit salad, yum, yum.

In the bowl!

Activity Book, page 35

Have children draw lines between the fruit and the matching slices.

More practice

Fruit bowl

Each child wears a fruit picture necklace. Have them put their chairs in a circle. Give directions: (*Apples*), *stand up. Find a new chair. Go!* All the children wearing (apple) necklaces switch chairs. The whole class switches seats when you say: *Fruit salad, stand up. Find a new chair. Go!*

Interactive bulletin board

Give children directions to fill the fruit bowl, for example:

Chris, put two oranges in the bowl.

Sarah, put five pears in the bowl.

Grammar

Review

Vocabulary

Review

Materials

👉 Bookmark for each child

👉 Picture Cards: apple, orange, banana, pear, pencil, car, etc.

👉 Photocopiable pictures:

apple, orange, banana, pear

👉 Toy trucks, cars, dolls, balls

👉 Bags

👉 Fruit picture necklaces

👉 Paper shapes

Review the language

Grammar, vocabulary and counting

Review language through games and songs taught in this unit.

Lesson 1: Counting games; Find the apple; Song: Apples on Parade

Lesson 2: Act it out

Lesson 3: Pick a toy; Fruit in a bag; Song: I Have Five Bananas

Lesson 4: Song: Fruit Salad; Fruit bowl; Interactive bulletin board

Listen and circle

Prepare children for the Student Book activity. Put two Picture Cards on the board. Say a word or sentence. Have a child draw a circle around the matching picture. Put a different pair of pictures on the board and repeat with a new word or sentence.

An (apple).

(Three cars).

This is an (orange).

I have (two pencils).

Use the book

Listening comprehension

Have children place a bookmark under the first row of pictures. Say the script below. For each pair of pictures, children should listen to your word(s), find the correct picture and circle it. Draw a circle in the air to prompt them. Scan their responses, praise and correct as needed.

1. *An orange.*
2. *Three apples.*
3. *I have two bananas.*
4. *I have one crayon.*

Activity Book, page 36

Have children count the apples then color the apples red and the bowl blue.

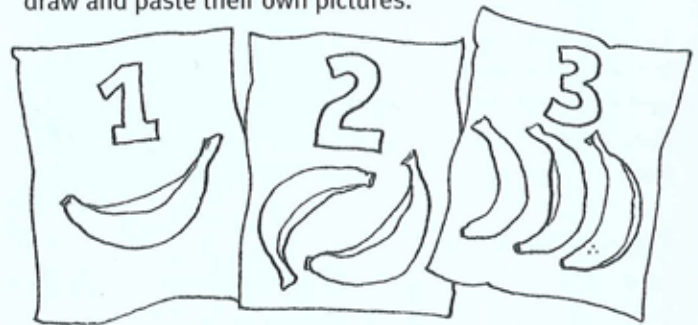
More practice

Take-home poster

Have children glue their four Activity Cards on a large piece of paper. Ask each child questions about the pictures: *What's this? What do you have? Show me the banana. What color is the pear?*

Class counting posters

Make classroom posters for numbers from one to five. Children can color and paste photocopiable pictures, for example dolls, bananas, cars, etc. Alternatively, they can draw and paste their own pictures.



Take-home counting books

Children can make individual counting books, similar to the counting posters described above.

Shape art

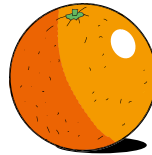
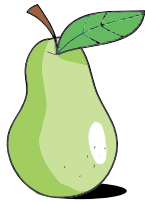
Prepare paper circles, squares and triangles. Have each child take first one square, then two circles, then three triangles. Children can then create pictures, gluing the shapes on paper.



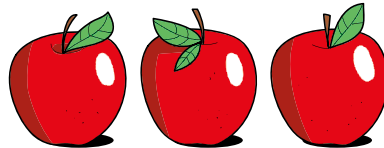
Listen and Check



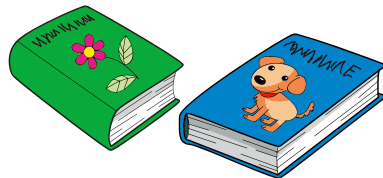
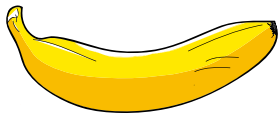
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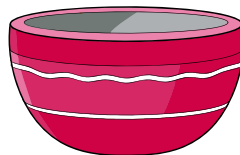
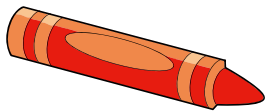
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3



4



1. An orange.
2. Three apples.
3. I have two bananas.
4. I have one crayon.

