

Overview

Children talk about furniture and toys found at home. They use the prepositions *on* and *in*.

Grammar

Where is the (teddy bear)?

The (teddy bear) is on the (rug).

The (puppet) is in the (toy-box).

Vocabulary

sofa, TV, rug, bed; teddy bear, toy-box, feather, cup; water; fine, how are you? (puppet)

Songs and Chants

Song: Please Find My Teddy Bear (Lessons 1 and 5)

Chant: Where's the Teddy Bear? (Lesson 1)

Chant: Teddy Bear, Teddy Bear (Lesson 1)

Song: I Love My Toys (Lesson 3)

Early Literacy Skills

Left to right, top to bottom progression

Listening skills

Develop thinking skills

Understand sequenced story pictures

Math

Count (Lesson 4)

Sort (Lesson 4)

Science

"Float or Sink?" experiment (Lesson 4)

Make predictions (Lesson 4)

Art

Decorate Activity Cards (Lesson 1)

Make a puppet (Lesson 2)



Featured Teaching Strategy

Developing thinking skills

Giving children opportunities to ask questions, make predictions and reflect on what they observe encourages them to become independent learners. In this unit, Lesson 4 develops these skills and encourages children's curiosity.

Monthly Planner

	Student Materials	Grammar and Vocabulary	Learning Objectives
Week 1	Lesson 1: Unit opener Student Book: pp. 28–29 Activity Book: pp. 37–40	<i>Where's the (teddy bear)? The (teddy bear)'s on the (rug). teddy bear, sofa, TV, rug</i>	Introduce and practice key vocabulary and grammar. Readiness: use of preposition <i>on</i> . Learn a song and a chant. Develop fine and gross motor skills.
Week 2	Lesson 2: Conversation Student Book: p. 30 Activity Book: p. 41	Review: <i>What's your name? My name is ... fine, how are you?</i> (Extra: <i>puppet</i>)	Participate in a simple conversation. Exchange polite greetings. Learn a song and a singing game. Develop fine and gross motor skills.
Week 3	Lesson 3: Say and do Student Book: p. 31 Activity Book: p. 42	Review: <i>Where's the (puppet)? In the (toy-box). On the (bed). toy-box, feather, cup, bed</i>	Readiness: use of prepositions <i>in</i> and <i>on</i> . Develop fine motor skills. Left to right progression. Learn a song and act it out.
Week 4	Lesson 4: Try this! Student Book: p. 32 Lesson 5: Unit review Student Book: p. 33 Activity Book: pp. 43–44	Review: <i>in</i> and <i>on</i> . <i>water</i>	Review Unit 1–5 vocabulary. Early science: explore the concept of floating. Create new verses for a song. Early literacy: class “reading,” understanding sequenced story pictures. Early math: sort, count. Develop fine and gross motor skills.


Grammar


*Where's the (teddy bear)?
The (teddy bear)'s on the
(rug).*

Vocabulary


teddy bear, sofa, TV, rug

book, car, ball, doll, dog, bike,
baby, apple, banana

 Toys: teddy bear, doll,
dog, sofa, rug, TV

 Yarn, cotton balls, glitter

Materials

 Picture Cards: teddy bear,
chair, table, sofa, rug, TV,

Introduce the language

Teach and review vocabulary

Use the teddy bear and toy furniture (or Picture Cards) to introduce the new vocabulary. Review *table, chair, doll* and *dog*.

What's this?

Draw a picture of a rug on the board. Ask children: *What's this?* Encourage them to respond: *It's a rug*. Repeat these steps with other vocabulary.

Teaching the preposition

Teach children a gesture for *on*.



on Make a fist with your left hand, the side of your hand facing up. Lay a flat hand on top of the fist.



Use a toy teddy bear to demonstrate the concept of *on*. Have children repeat the sentences after you.

*The teddy bear's on the chair.
The teddy bear's on the table.*

Song: Please Find My Teddy Bear

Explain that in this song a girl has misplaced her teddy bear. Teach the line:

Please find my teddy bear.

Use a teddy bear and props (table, sofa, rug, TV and chair) to act out the verses as you listen to the song. Encourage children to sing along as soon as they feel comfortable doing so.

Chorus

My teddy bear, my teddy bear.

Please find my teddy bear.

Find my teddy bear.

Verse 1

My teddy bear's on the table,

On the table.

Verse 2: sofa

Verse 4: TV

Verse 3: rug

Verse 5: chair

Vocabulary games for warm-up and review

Where's the teddy bear?

Place a book, box, toy sofa, rug and TV on a table. Place a chair nearby. Have the class watch as you "hide" a teddy bear, placing it on one of the objects. Lead the children in a chant (clap your hands or march with them around the table):

Where's the teddy bear?

Where's the teddy bear?

At the end of the chant, children answer: *On the (book)*.

Let a child "hide" the teddy bear for the next round of the game.



TPR directions

Have children take out a pencil, a crayon and a book. Give directions, for example: *Put the pencil on your chair.*
Put the crayon on your arm.



Use the book

Picture Scene search

Use the Vocabulary Pictures to practice the new words, then have children look at the Picture Scene. Ask: *Where's the (dog)?* Have them point and answer: *On the (rug).*

Picture stickers

Use the Unit 5 stickers. Point and say the words together. Then have children look at the Picture Scene in their books. Ask: *Where's the teddy bear?* (*On the chair.*) Have them place the teddy bear sticker on the chair, and the TV sticker on top of the outline.

New words to Please Find My Teddy Bear

Cue the recording to the last chorus and verse in the song (*My teddy bear's on the chair*). Have children sing along and point to the teddy bear in their book. Make up new choruses and verses about the doll and the dog. Sing your new words to the music-only section at the end of the recorded song.

*My doll, my doll. Please find my doll. Find my doll.
My doll's on the sofa, on the sofa.*

Activity Book, pages 37 and 39

Have children use yarn, cotton balls, glitter, markers, crayons or colored glue to decorate the Activity Cards.

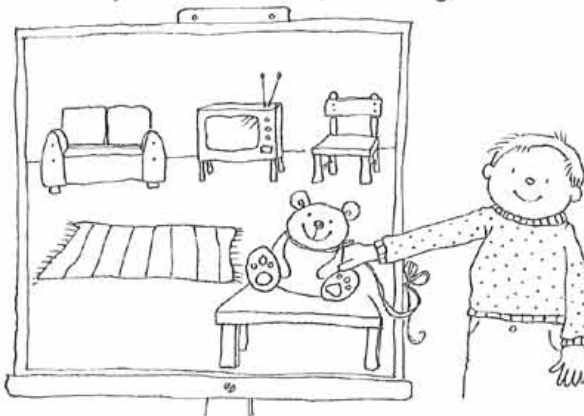
More practice

Activity Card game

Give children TPR directions for their Activity Cards:
Put the teddy bear on the (sofa).

Interactive bulletin board

Provide a background scene that includes a table, chair, sofa, rug and TV. Attach a small toy, a teddy bear or a picture of a teddy bear to the bulletin board with a string. Have children practice putting the teddy bear on the chair, on the rug, etc.



This bulletin board is used later in the unit.

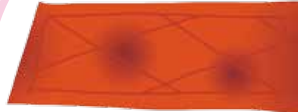
UNIT
5

My Home

Where is the
teddy bear?



sofa



rug



TV



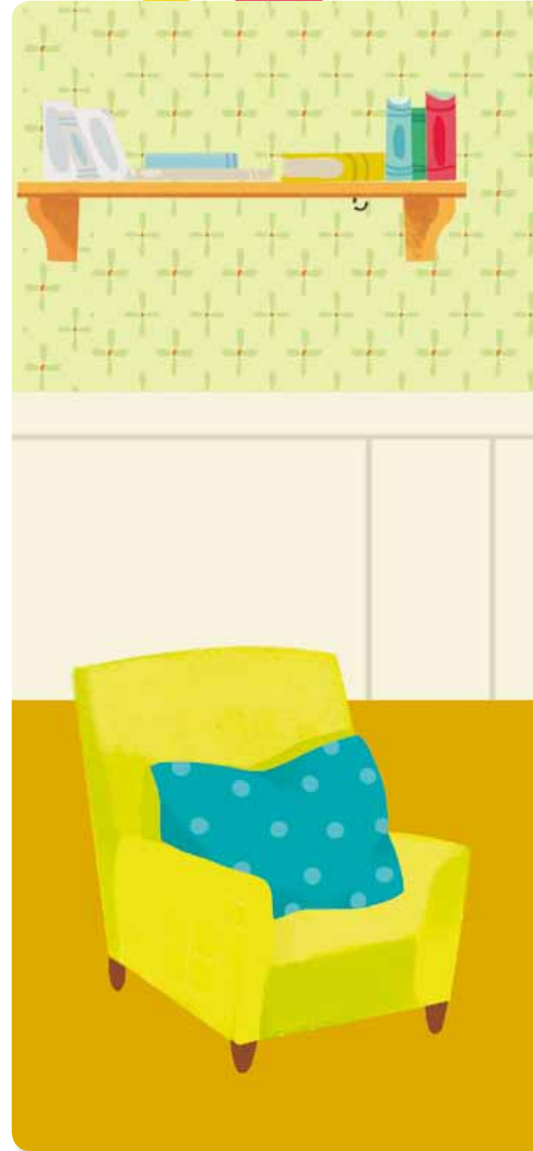
teddy bear



on



vase





Where is the teddy bear?



On the sofa.



Extension:

Please find my teddy bear.
The reddy bear's on the sofa.

Introduce key language. Sing a song.






How are you today?

1




 What's your name?


 My name is Sally.
What's your name?


 My name is Ben.

2



 Hello, Sally.
How are you today?

 Fine, thank you.
How are you?

 Fine, thank you.



Have a conversation. Play a singing game.

Grammar

Review: *What's your name?*
My name is ...

Vocabulary

fine, how are you?

(Extra: *puppet*)

Materials

- 👤 Two puppets
- 👤 Puppet materials for each child: rectangle of sturdy

paper, popsicle stick or ruler, large red circle, medium yellow circle, seven small circles: four red, two green and one blue

Introduce the language

Review greetings

Practice the following question and answer with the class. Have each child ask another the question to make a chain conversation. For example:

Child 1: *What's your name?*

Child 2: *My name is Helen.* (To next child:) *What's your name?*

Child 3: *My name is Mark.*

Provide as much support as is needed.

Extra vocabulary

Show one of the puppets to the children, and teach the word *puppet*.

Puppet play

Introduce the class to your two puppets, giving each a name, for example: *This is Eliot*. Put on a simple play using the conversation below. Repeat the play, prompting children to repeat each puppet's lines.

Use the book

The conversation

Play the conversation. Point to each puppet in the Student Book as it speaks its lines. Play the conversation again. Have children point to the appropriate puppet in their own books. Pause after each line so they can repeat the words.

Puppet 1: *Hello. How are you today?*

Puppet 2: *Fine, thank you. How are you?*

Puppet 1: *Fine, thank you.*

Role-play

Use one puppet to address a table of children, the whole class and/or individuals. Begin the dialog: *Hello. How are you today?*

Later, have a child use the puppet and begin the dialog with the class or another child. Finally, invite a pair of children to perform the conversation using both puppets.

Singing game: How Are You Today?

Two children join raised hands, forming a bridge. The others form a line and march under the bridge as everyone sings. At the end of the first verse (*How are you today?*), the children forming the bridge lower their arms, capturing a child. The child responds: *Fine, thank you*.

The class sings the second verse, then two new children form a bridge and the game continues.

Verse 1

Hello, hello. How are you?

How are you, how are you?

Hello, hello. How are you?

How are you today?

(Spoken: *Fine, thank you.*)

Verse 2

Fine, thank you. How are you?

How are you, how are you?

Fine, thank you. How are you?

● *How are you today?*

Activity Book, page 41

Have children draw a line from each teddy bear to the matching chair.

More practice

Teddy bear puppet

Give each child materials to make a puppet (see above). Make one yourself as you give instructions, clarifying your words with gestures. This helps children develop listening skills by following your instructions, and motor skills by making the puppet.

Show me the red circle. Glue the red circle.

Have children glue the remaining circles and draw eyes and a mouth with marker or crayon, then tape their teddy bear to a stick.

Have the class chant the Teddy Bear, Teddy Bear rhyme (page T29), making their puppets do the actions. Encourage pairs of children to role-play the conversation with their puppets.

Lesson 3

Grammar

Review: *Where's the (puppet)? In the (toy-box). On the (bed).*

Vocabulary

toy-box, feather, cup, bed

bear

🐾 Envelope large enough to fit Picture Cards, decorated to look like a toy-box

Materials

🐾 Picture Cards: feather, rug, cup, puppet, doll, teddy

🐾 Doll's bed

🐾 Pictures: puppet, car, doll, ball

Introduce the language

TPR directions

Use the At Home poster or the Student Book to teach *toy-box* and *bed*. Use Picture Cards to introduce the other new words: *feather* and *cup*, and to review *puppet*, *doll* and *teddy bear*.

Show the class the envelope decorated like a toy-box. Have children take turns putting Picture Cards in the "toy-box" as you give instructions: *Put the (puppet) in the toy-box.*

Then show children the doll's bed and direct them to put Picture Cards in it: *Put the (feather) on the bed.*

Chant: In and On

Use hand gestures as you chant *in* and *on* with the children, contrasting the two prepositions.



Use the book

Say and do

Ask children to name the objects at the top of the page. Then ask them to identify the location of those objects in the picture scene: *Where's the (teddy bear)?*

Encourage them to respond: *The (teddy bear)'s (on the bed).*

Have children draw a line from each object at the top of the page to that object in the picture scene. Count the number of toys on the bed and the number of toys in the toy-box.

Song: I Love My Toys

Play the song. Help children point to the picture in their book that goes with each verse. Play the song again, encouraging the class to sing along.

Verse 1

*I love my doll. I love my doll.
My doll's on the bed.
I love my doll. I love my doll.
My doll's on the bed.*

Verse 2: teddy bear

Verse 3

*I love my ball. I love my ball.
My ball's in the toy-box.
I love my ball. I love my ball.
My ball's in the toy-box.*

Verse 4: puppet

Act it out

Give four children Picture Cards: teddy bear, doll, ball and puppet. Have them place the toys on the doll's bed or in the toy-box envelope as the class sings.

Activity Book, page 42

Children trace the outline of the three balls and color each ball a different color. Have children talk about their pictures. Coach one child to say: *I have a (yellow) ball.* All the other children with a yellow ball should stand, point to their yellow ball and repeat: *I have a (yellow) ball.* Ask: *Where's the yellow ball? (On the toy-box.)*

More practice

Interactive bulletin board

Attach the "toy-box" envelope to the bulletin board. Mount pictures of a puppet, a car, a doll and a ball on sturdy paper. Attach them to the bulletin board with string. Children can give one another instructions:
Put the (car) in the (toy-box).
Put the (doll) on the (sofa).



Where is the puppet?



The puppet is in the toy box.
The teddy bear is on the bed.
The feather is in the cup.

Find the pictures. Sing a song.





Try This!

Do a "float or sink" experiment.

You need:

a big container



water



objects:

a feathers



a toy car



a crayon



a pencil



an apple



a banana



a pear



DIY:

1. Pour water into the big container.
2. Put the objects in the water.
3. Observe and say.

Grammar

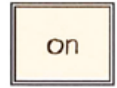
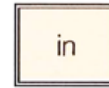
Review: *The feather's on the water.*

Vocabulary
water

Materials

- ☀ Feathers, toy car, crayon, pencil, apple, banana, pear
- ☀ Paint
- ☀ Bowl, about two-thirds full of water

☀ Labels for two sorting trays:



Introduce the language

Words we know

Set up materials for the Float or sink? experiment shown in the Student Book. Use the materials to review the names of the objects: *bowl, feather, crayon, pencil, car, apple, banana, pear*. Teach the new vocabulary: *water*.

On and in

Display and discuss the labels for 'on the water' (float) and 'in the water' (sink). Have children use hand gestures for on and in (see page T31) as they chant:

On the water. In the water.

Use the book

Talk about the photo

Compare the experiment materials in the photo with the materials set up in your classroom. Point to objects in the photograph and ask: *What's this?* Ask children to *Find the (feather)* or *Point to the (crayon)* in the photograph and in the classroom.

Make predictions

Ask children to predict which objects will float on the water (make the gesture for *on*) and which will sink in the water (make the gesture for *in*).

Do the experiment

Have children take turns putting objects in the water. Have the class observe and say whether the object is on the water or in the water. The child can then put the object on the corresponding sorting tray.

Count the objects

Count how many items floated on the water and how many sank in the water.

More practice

Poster: At Home

- Let children point to and name things they know in the poster.
- Have children point to objects in the poster and ask classmates: *What's this?*

- Hand Picture Cards to children: book, car, ball, doll, dog, bike, teddy bear, baby, apple, banana. Have them say the word, then find the matching picture(s) in the poster. Ask: *Where's the (book)? (On the sofa or The book's on the sofa.)*

- Help children make up conversations for the boy and his mother.

Boy: *Where's my (car)?*

Mom: *(In the box).*

Feel and guess

Gather a collection of familiar vocabulary items: a small doll, teddy bear, car, truck, pencil, crayon, book, ball, feather. Have a child stand at the front, facing away from the class, hands behind his or her back. Let a classmate place an object in the child's hands, asking: *What's this?* The child makes a guess: *It's a cup*. The class responds *yes* or *no*.

Science center

Set up a Float or Sink? experiment center with a bowl of water, sorting trays and a variety of small waterproof objects. Have children make a prediction whether an object will float on the water or sink in the water, then try it out, observe, and place the object on the correct sorting tray.



Grammar


Review

Vocabulary

Review

Materials

-  Bookmark for each child
-  Picture Cards: baby, doll, book, car, banana, apple, teddy bear, bike, dog, ball, puppet

-  Box, toy sofa, rug, teddy bear, toy TV

Introduce the language

Vocabulary and grammar

Review language through games, songs and chants taught in this unit.

Lesson 1: Vocabulary Games; Activity Card game; Singing game: Teddy Bear, Teddy Bear

Lesson 2: Singing game: How Are You Today?

Lesson 3: Chant: In and On; Song: I Love My Toys

Poster: At Home

Let a child choose a Picture Card, say the word, then ask another child: *Where's the (banana)?* The second child finds the person or object in the poster and answers, for example: *In the bowl.*

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. *Rug.*
2. *The teddy bear's on the bed.*
3. *The doll's in the toy-box.*
4. *The pear's on the cup.*

Activity Book, pages 43–4

Help children fold the page to make a book. "Read" the book with the class.

Point to the words and picture as you read the title:

Please Find My Teddy Bear.

As you look at each page, ask: *Where's the teddy bear?*



Song: Please Find My Teddy Bear

The art in the take-home book illustrates new verses to the song (T28). Read the title of the song, then turn to page 2. Play the recording, starting with Verse 5. This verse goes with the picture on page 2.

***My teddy bear's on the chair,
My teddy bear's on the chair.***

Turn to page 3. Sing the chorus:

***My teddy bear, my teddy bear.
Please find my teddy bear.***

Have children provide the words to a new verse that goes with the picture on page 3:

***My teddy bear's in the toy-box,
My teddy bear's in the toy-box.***

Sing to the music-only section provided at the end of the recorded song.

Repeat these steps for page 4. Have children take the book home to share with their parents.

More practice

Oral language review

Point to the pictures on the Student Book page. Ask questions such as:

Is this a bed?

What's this?

What color is the sofa?

Where's the teddy bear?

Children as teachers

Invite children to play teacher, pointing to a picture and asking their classmates:

What's this?

What color is this?

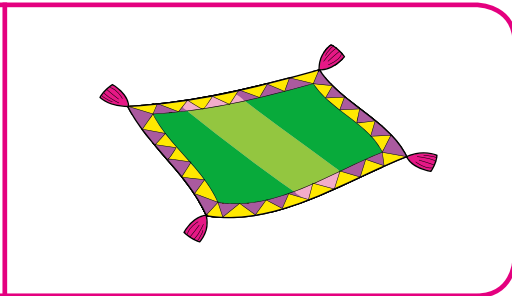
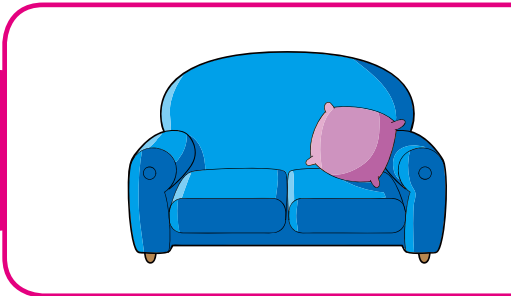
Where's the (doll)?



Listen and Check



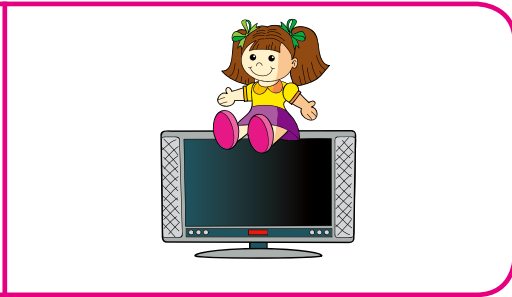
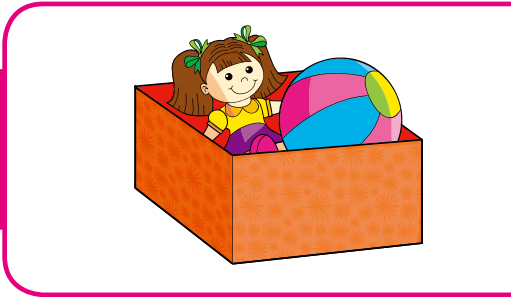
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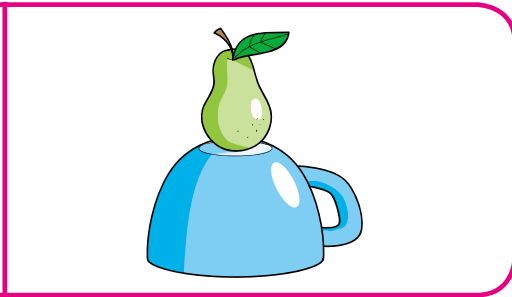
2



3



4



1. A rug.
2. The teddy bear's on the bed.
3. The doll's in the toy box.
4. The pear's on the cup.

