1

Overview

Children name animals and describe their appearance, location and way of moving.

Grammar

What do you see?
I see a (cat). I see a (little rabbit). I see (five birds).

Vocabulary

cat, rabbit, monkey, bird; boy, girl; big, little, black; walk, hop, fly, climb; eye, ear (cage)

Songs and Chants

Chant: Little and Big (Lesson 1)
Song: Walk Like a Cat (Lessons 1 and 3)
Chant: Where Is the Cat? (Lesson 2)
Chant: Red Bird (Lesson 3)
Chant: Ears and Eyes (Lesson 4)
Counting poem (Lesson 4)
Fingerplay: Little Bird (Lesson 5)

Early Literacy Skills

Top to bottom, left to right progression
Role-play conversations
Say and act out songs and chants
Create new verses
Draw circles and lines

Art

Decorate Activity Cards (Lessons 1 and 3)
Class collage: pets (Lesson 1)
Class mural: colors (Lesson 3)
Make animal headbands (Lesson 4)
Make take-home posters (Lesson 5)

Math

Sort (Lesson 1)
Match (Lessons 1, 2 and 4)
Count (Lesson 4)

Featured Teaching Strategy

Active learning

Young children learn by doing. In *Fingerprints*, they act out simple songs and chants in which the words are linked with the actions.

Art activities become rich language-learning activities when children use English to express what they want: ***Do you want rabbit ears or cat ears? Rabbit ears, please!***

Monthly Planner

	Student Materials	Grammar and Vocabulary	Learning Objectives
Week 1	Lesson 1: Unit opener Student Book: pp. 4–5 New Edition Activity Book: p.2	*I see a (cat).* *I see a (big rabbit).* *cat, rabbit, walk, hop, big, little* (Extra: *boy, girl*)	Introduce, practice and act out key vocabulary. Learn an action song and a TPR game. Develop listening skills. Early math: sort, match.
Week 2	Lesson 2: Conversation Student Book: p. 6 New Edition Activity Book: pp. 4–5	Review: *Where's the (cat)?* *On the (table).* *In the (bowl).* *I see the (cat).* *boy, girl*	Review 1A Unit 5 vocabulary (prepositional phrases, in/on). Role-play conversations: ask for information, describe location. Learn a chant; create an original verse. Early math: match.
Week 3	Lesson 3: Say and do Student Book: p. 7 New Edition Activity Book: p.3	*What do you see?* *monkey, bird, black, fly, climb*	Name and describe pictures. Review colors; learn a new color. Learn a chant, participate in an action song. Develop listening skills. Develop fine motor skills.
Week 4	Lesson 4: Try this! Student Book: p. 8 New Edition Activity Book: pp.6–7 Lesson 5: Unit review Student Book: p. 9	Review: *I see a (red bird).* *I have (two fingers).* *ear, eye* (Extra: *cage*)	Participate in conversations: make polite requests. Learn an action chant, a counting poem and a fingerplay. Early literacy: left to right, top to bottom progression. Develop fine motor skills.

lesson 1

Grammar
I see a (cat).
I see a (big rabbit).

Vocabulary
cat, rabbit, hop, walk, big, little
(Extra: *boy, girl*)

Materials
- Picture Cards: cat, rabbit, dog
- Yarn, glue, cottonballs, black and white paint
- Toys: big and little cats, dogs and rabbits
- Magazine pictures: cats, rabbits, dogs

Introduce the language

Animal vocabulary
Use Picture Cards to review *dog* (see page T12) and teach *cat* and *rabbit*.

I see
With your hand above your eyes, look about and say: *I see ...* Point to a child and add his or her name: *I see (Anna).* Have the class repeat your actions and words. Repeat with the names of other children.
Post the *cat, rabbit* and *dog* Picture Cards on the wall. Have children look, point and repeat: *I see a (rabbit).*

TPR chant: Little and Big
Teach *little* and *big* with finger and arm motions. Say *little, little, little,* bringing your hands together as you speak. Children curl up making themselves smaller and smaller as they repeat the words. Do the opposite with *big, big, big.*

Words in motion
Have children chant the words as they *walk* and *hop* in place and in a circle, to a fast and to a slow beat. This helps them connect the word to the physical action.

Vocabulary games for warm-up and review

Look and guess
Begin to draw a picture of an animal. Pause and ask: *What do you see?*
Continue to draw and question until children guess the animal, for example: *A rabbit. I see a rabbit.*

Big and little
This activity practices adjective order using the vocabulary children have just learned.
Display little and big toy animals. Ask: *What do you see? (A little cat. I see a little cat.)*
Have children choose an animal. Ask: *What do you have? (I have a big dog.)*

Sorting game
Have children sort a collection of animal pictures into cats, dogs and rabbits. Let a child hold up a picture and ask: *What's this?* The class names the picture and the child puts it in the correct box.

Use the book

Vocabulary Pictures
Point to the top two pictures. Have children point and repeat after you:
Rabbit. I see a rabbit.
Cat. I see a cat.

Picture Stickers
Use the Unit 8 cat and rabbit stickers. Have children point to the big and little cat and rabbit. Let them place the cat and rabbit stickers on the Picture Scene. Ask: *How many (cats) do you see?*

Picture Scene search
Reinforce *walk* and *hop* with the remaining Vocabulary Pictures. Have children find and point to the *big cat* in the Picture Scene. Say: *Hello, cat! Walk, walk, walk.* Show them how to walk their fingers across the picture as they chant: *Walk, walk, walk.* Repeat with the picture of the boy.

Have children hop their fingers across the picture for the little rabbit and girl.

Extra vocabulary
Introduce the words *boy* and *girl* using the pictures.

Song: Walk Like a Cat (Part 1)

Play the song. Have children point to the part of the Picture Scene that matches each verse. Let them make their fingers *walk like a cat* or *hop like a rabbit* as the music plays after the verse.

Verse 1
(Spoken): ***Look! I see a cat.***
(Sung): ***Walk, walk, walk, walk,***
Walk like a cat.
(Music for children to walk like a cat.)

Verse 2
(Spoken): ***Look! I see a rabbit.***
(Sung): ***Hop, hop, hop, hop,***
Hop like a rabbit.
(Music for children to hop like a rabbit.)

Have children form a circle. Play the song again. Stand in the center of the circle and hold up the matching animal Picture Card as a cue for them to *walk like a cat* or *hop like a rabbit.*

Activity Book, page 45

Decorate the cat Activity Cards with orange crayons, markers or bits of yarn and glue. Decorate the rabbit with black and white paint or inkpad fingerprints and a cottonball tail.

Activity Book, page 47

Draw a line from the little cat to the big cat, and from the little rabbit to the big rabbit. Children can chant ***walk, walk, walk*** and ***hop, hop, hop*** as they draw the lines. Use crayons to draw several different colored lines.

New Edition
Activity Book page 2

Have children use their finger to connect the girl on the blue path to the monkey,
Let them say, "What do you see? I see a monkey."
Guide them to ay and connect the rest in the same way

More practice

Mime game

Use gestures and Picture Cards to mime sentences such as: *I see a little dog. I see a big rabbit.* Have the children translate your silent sentences into words.

Polite requests

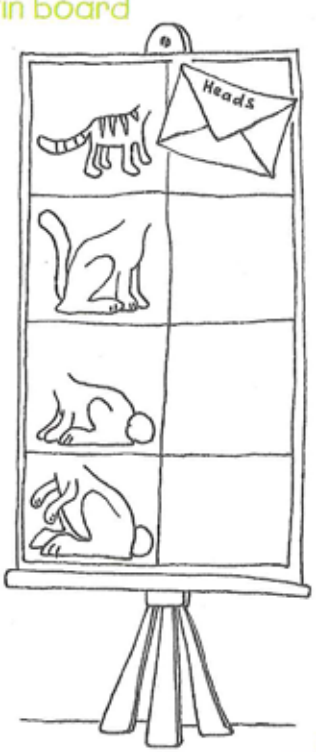
Display big and little pencils, crayons and books. Ask a child for *The (big book), please.* Say: *Thank you* and prompt the child to answer: *You're welcome.*

Class collage

Provide children with magazine pictures of cats, dogs and rabbits. Have them paste the animal pictures on a large piece of poster paper. Point and ask: *What's this? What color is it? Is it (big)?* Or say: *What do you see? Point to a (rabbit). Show me a (cat).*

Interactive bulletin board

Show the picture of an animal's head. Ask: *What's this?* Encourage children to respond: *It's a (rabbit).* Ask: *Is it a big rabbit?* Have children attach the top of the rabbit to the bulletin board, matching it with the correct bottom.



Polite TPR game

This is a variation of the game Simon Says. Tell children that if you want them to do something, you are going to say *please.* For example: *Please stand up. Please hop.* If you do not say the word *please,* they are not to do anything. A child can help you lead this game.

UNIT 1

I see a cat.

Pets

rabbit

cat

walk

hop

dog

monkey

I see a cat.
Walk, walk, walk.
Walk like a cat.

Extension:

What do you see?
I see a little cat.

What do you have?
I have a big rabbit.

Where is the cat?

Where's the cat?

On the table.

I see the cat.

in

on

Have a conversation. Learn a chant.

lesson 2

Grammar
Review: *Where's the (cat)? On the (table). In the (bowl). I see the (cat).*

Vocabulary
boy, girl

Materials
- Picture Cards: boy, girl
- Toy animals: cat, rabbit, dog, teddy bear
- Bowl, box, doll's bed, rug, cup

Introduce the language

Vocabulary

Introduce or review the words *boy* and *girl* using Picture Cards. Have several children stand in a line at the front of the class. Make a pattern: boy, girl, boy, girl, etc. Ask: *What's next?*

Preposition review
Place a toy cat in and on various items (on a table, chair or doll's bed; in a box, bowl or cup). Ask: *Where's the cat?* Help the class answer, for example: *On the bed.* Use gestures with the answers where appropriate. Gestures for *in* and *on, table* and *chair* are taught in Unit 1 (Lesson 3), Unit 4 (Lesson 4) and Unit 5 (Lesson 1).

Children as teachers
Let a child place a toy animal on or in an item and ask the class: *Where's the (teddy bear)?*

Use the book

Talk about the pictures
Hold up the Student Book page. Point to each picture of the cat. Ask: *Where's the cat?*

The conversation
Ask children what they think the boy and girl are saying in each picture. Play the conversation and have the class point to the characters as they speak.
Boy: ***Where's the cat?***
Girl: ***On the table.***
Boy: ***I see the cat!***
Divide the class into two groups, one for each character. Play the conversation again, pausing for children to repeat the lines.

New conversations
Have pairs of children practice the conversation. Point to one of the smaller pictures to prompt the answer: *(In) the (bowl).*

Listening comprehension
Prompt the class to ask: *Where's the cat?* Describe one of the locations, for example: *On the bed.* Children find and point to the correct picture, saying: *I see the cat!*

Chant: Where's the Cat?
Have the class point to the matching pictures as you listen to the verses. Then have them repeat the words, prompting them with gestures. Shake your finger disapprovingly as you say the last line.

Verse 1
Where's the cat? Where's the cat?
On the table. On the table.
Bad cat! Bad cat! No, no, no!

Verse 2: ***On the bed.***

Verse 3: ***In the bowl.***

Make a new verse
Have a child place a toy cat on the table, on a doll's bed and in a bowl as you play and say the chant. Ask the class to decide where a good cat might sleep, for example, *in the box* or *on the rug*. Play the final verse of the chant, inserting your new line. Pretend to stroke a cat as you say the last line.

Verse 4
Where's the cat? Where's the cat?
(Insert your original line here.)
Good cat! Good cat! Purr, purr, purr.

Activity Book, page 48

Children match an animal in hiding (only ears and tail showing) with a picture of the whole animal. Have them draw a line between the two.

New Edition
Activity Book page 4 and page 5

Let children look at the picture on page 4.
Ask children , "Where is the cat?" Let children find the cat and say, "On the bed. I see the cat." Have children take out the cat sticker and paste it on the bed on page 5.
Do the same way (Look, Say, and Paste) for the rest questions.

More practice

Chant: In and On
Review the chant (see page T31), using the hand gestures for *in* and *on*.

Where's the teddy bear?
Play the hide-and-seek game introduced in Unit 5, Lesson 1 (page T28).

lesson 3

Grammar
What do you see?

Vocabulary
monkey, bird, black, fly, climb

Materials
- Picture Cards: cat, dog, rabbit, monkey, bird
- Large sheet of paper, glue
- Bird seed

Introduce the language

Animal vocabulary

Use Picture Cards to review *cat, rabbit* and *dog*, and to teach *monkey* and *bird*. Have a child mime one of the animals and ask the class: *What do you see?* Encourage them to respond: *I see a (dog).*

Class mural

Use crayons to review known colors and teach *black*. Gather children around a large sheet of paper. Say: *Show me a (green) crayon.*

Have everyone draw green circles as you play music. Stop the music. Say: *Show me a (black) crayon.*

You may want to have children draw zigzags (straight lines) as well as circles. Talk about the art: *What color do you see? (I see blue.) Where's (red)?* Have children point to the color.

Words in motion

Teach *fly* and *climb* using appropriate actions. Then build a chain of TPR commands. Children can perform these in their places or in a circle.

Stand up. Walk. Sit.
Stand up. Walk. Fly. Sit.
Stand up. Walk. Fly. Climb. Sit.

Use the book

What do you see?

Hold up a Student Book. Let children point and say: *I see a (monkey). I see a (black cat).* Have them ask each other: *What do you see?*

Picture Stickers

Ask children to identify the Unit 6 monkey and bird stickers: *What's this? What color is the (monkey)?* Have them place the stickers on top of the outline.

Listen and do

Give each child four crayons: orange, green, black, yellow. Play the recording. Pause for children to follow directions and answer questions.

1. ***Show me the orange crayon.***
   Listen. What's this? **(Sound effect: monkey chatter)**
   It's a monkey! Circle the orange monkey.
2. ***black cat*** 3. ***green bird*** 4. ***yellow dog***

Song: Walk Like a Cat (Part 2)

Have children point to the picture and make their fingers walk, climb, fly or sit as they listen to each verse, then sing along.

Verse 1
(Spoken:) ***Look! I see a cat.***
(Sung:) ***Walk, walk, walk, walk,***
Walk like a cat.

Verse 2: ***Climb like a monkey.***
Verse 3: ***Fly like a bird.***
Verse 4: ***Sit like a dog.***

Activity Book, page 49

Let children color the monkey orange or black. Let them color the bird yellow or green. Show different children's work to the class, asking: *What's this? What color is the (bird)?*

Activity Book, page 51

Color the birds red and blue. Glue bird seed in the feeder. Teach this chant:

Red bird, red bird; tweet, tweet, tweet.
Red bird, red bird; eat, eat, eat.
Blue bird, blue bird; tweet, tweet, tweet.
Blue bird, blue bird; eat, eat, eat.

New Edition
Activity Book page 3

Review the page 2 first. Then let children keep going to do the activity on page 3.
Have them take out the sticker. Say and paste on the sticker. For example: (blue path) What can you see? I see a monkey. Climb like a monkey.

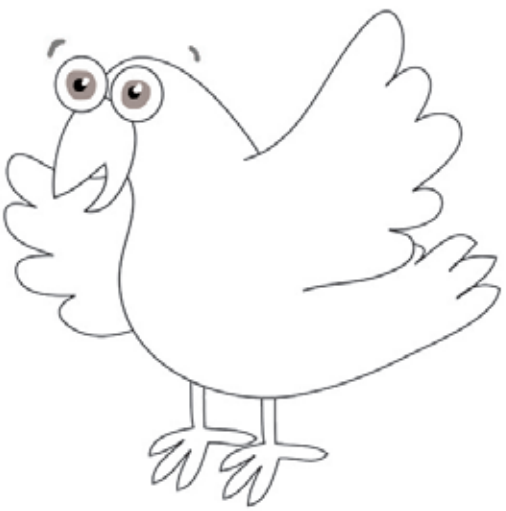
More practice

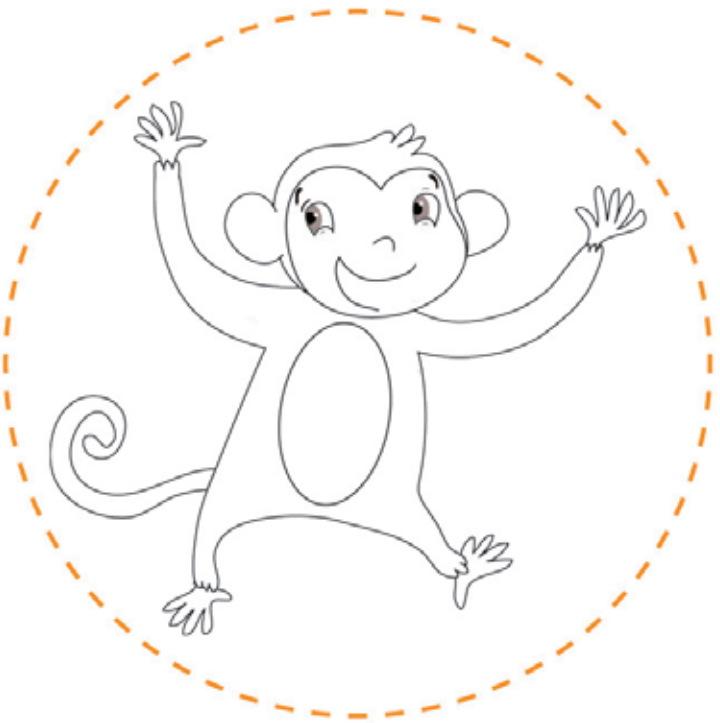
Activity Card game

Children repeat the words as they hold up the right card.

I see a rabbit. (I see a rabbit.)
Hello, rabbits! (Hello, rabbits!)
Hop, hop, hop! (Hop, hop, hop!)

I see an orange monkey.





Introduce key vocabulary.
Sing a song.

Try This!

Make animal headbands.

You need:

- paper ears
- paper eyes
- a headband strip
- glue
- paperclips

DIY:

1. Glue the ears and eyes to the headband strip.
2. Use paperclips to fasten the headband strip.
3. Wear the headband and say the counting poem.

I have two eyes. One, two. I have two eyes. So do you.
I have two ears. One, two. I have two ears. So do you.

lesson 4

Grammar
Review: *I see a (red bird).*
I have (two eyes).

Vocabulary
eye, ear
(Extra: *cage*)

Materials
- Pre-cut headband strips, ears and eyes
- Glue, paperclips
- Counting poem

Introduce the language

Chant: Ears and Eyes

Have children point to their ears and eyes as they say this chant:
Ears, ears, ears, eyes!
Ears, ears, ears, eyes!
Eyes, eyes, eyes, ears!
Eyes, eyes, eyes, ears!

Use the Activity Cards

Have children take out their animal cards. Say:
Show me the (cat).
Point to the ears. Point to the eyes.
Have the children repeat the chant, above, pointing to the animal's ears and eyes.

Use the book

Point and say

Display the Student Book page and ask: *What do you see?* Have children respond: *I see (a boy).*

Listen, point and say

Have children open their books and point to the toy rabbit, then point to the rabbit's ears and eyes. Ask: *Black eyes or green eyes? (Green eyes.)*

Have children point to the boy, then to the ears and eyes on the boy's headband. Ask: *Rabbit ears or cat ears? (Rabbit ears.) Black eyes or green eyes? (Black eyes.)* Repeat these steps with the toy cat and the girl's cat headband.

Conversations

Practice making choices and polite requests as you hand out supplies. Let children decide whether to make a cat or rabbit headband.
Teacher: *Do you want cat ears or rabbit ears?*
Child: *(Rabbit) ears, please.*
Teacher: *Here you are.*
Child: *Thank you.*
Teacher: *You're welcome! Green eyes or black eyes?*
Child: *(Black) eyes, please.*

Make animal headbands

Have children glue the ears and eyes to headband strips. Use two paperclips to fasten the strip around each child's head.

Activity Book, page 52

Children find and color the monkeys. Ask: *How many monkeys do you see?*

New Edition
Activity Book page 6 and Page 7

Guide children to make a pet shop.
Teach children how to introduce the pet shop. (page 7)
Help children to show their pet shop and introduce it to class.

More practice

Counting poem

Teach four lines of this poem with appropriate gestures.
I have two eyes. One, two.
I have two eyes. So do you.
I have two ears. One, two.
I have two ears. So do you.

Song: Walk Like a Cat (Part 1)

Children wearing cat ears *walk like a cat* while their classmates clap and sing along. In the second verse, those with rabbit ears *hop like a rabbit.*

Poster: Animals

- Have children take turns playing teacher, asking a classmate: *What do you see?*
- Use the poster to teach the word *cage.*
- Ask the children to count and describe animals in the poster: *How many (dogs) do you see? Where's the (red) bird? (On the box.) Where's the (little) cat? (In the box.) What color is this dog?*

Pet shop

Play a variation of Fruit bowl (page T26). Give directions: *(Cats), stand up. Find a new chair. Go!* All children wearing cat ears switch chairs. Everybody switches chairs when you say: *Pet shop, stand up. Find a new chair. Go!*

Interactive bulletin board

Add new puzzle pieces to the bulletin board: the tops and bottoms of little and big monkeys and birds.

lesson 5

Grammar
Review

Vocabulary
Review
(Extra: *stop, wave, goodbye*)

Materials
- Bookmark for each child
- Toy animals
- Bowl, box or cup; doll's bed

Review the language

Grammar and vocabulary

Review language through games and songs taught in this unit.
Lesson 1: Look and guess; Big and little; Mime game
Lesson 2: Preposition review; Chant: Where Is the Cat?
Lesson 3: Words in motion; Song: Walk Like a Cat (Part 2); Activity Card game
Lesson 4: Chant: Ears and Eyes; Counting poem; Pet shop

Listen and circle
Prepare children for the Student Book activity. Put two pictures on the board. Say a 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 sentence.
I see a (little rabbit).
Where's the (monkey)? (On) the (chair).
I see an (orange cat).
I have a (dog).

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. *I see a monkey.*
2. *What do you see? I see a red bird.*
3. *Where's the cat? On the bed.*
4. *I see a big rabbit.*

More practice

Take-home poster
Have children glue their four Activity Cards to a large piece of paper. Ask each child questions about the pictures: *What's this? What do you see? Show me the (monkey). What color is the (bird)?*

Oral language review
Point to pictures on the Student Book page. Ask questions such as:
Is this a (big rabbit)?
Is this a red bird or a blue bird? (It's a red bird.)
What's this? (It's a cat.)
What color is this cat? (Black.)
Encourage children to play teacher, pointing to a picture and asking their classmates: *What's this?* or *What color is this?*

Fingerplay: Little Bird
Teach children this fingerplay with appropriate motions. Clarify the new words, *stop* and *wave goodbye*, with gestures. Divide the class into two groups. One group says the chant with finger and hand motions, while the other children stand up, pretend they are little birds and do the actions.
Little bird, little bird, hop, hop, hop.
Little bird, little bird, stop, stop, stop.
Little bird, little bird, wave goodbye.
Little bird, little bird, fly, fly, fly.

Listen and Check

1

2

3

4

1. I see a monkey.
2. What do you see? I see a red bird.
3. Where's the cat? On the bed.
4. I see a big rabbit.