

Overview

Children identify items at school and practice numbers 1–5.

Grammar

What's this? A (table).

This is a (table). It's a (table).

Is this a (table)? Yes. No.

What's your name? My name is (Joe).

How many (clocks) do you see?

Make number posters (Lesson 4)

Sequence numbers (Lesson 7)

Art

Number Posters (Lesson 4)

Take-home Number Books (Lesson 5)

Name Tags (Lesson 6)

Vocabulary

book, table, chair, pencil, crayon, window, door, clock, frog; boy, girl, teacher; hello, name; knee, shoe, stop; one, two, three, four, five

(run, touch, look, count)

Songs and Chants

Song: Hello, School! (Lesson 1)

Song: In and Out the Windows (Lesson 2)

Chant: Hello! Hello! (Lesson 3)

Poem: Run, Run, Run (Lesson 5)

Early Literacy Skills

Track print: left to right and top to bottom

match spoken word to written word

Create original song and poem verses

Recognize and trace own name

Left to right progression

Math

Recognize and write numbers 1–5

(Lessons 4, 5, 7)

Continue a pattern (Lesson 1)

Count (Lessons 1, 4, 5, 7)



Featured Teaching Strategy

Total Physical Response (TPR)

TPR is an enjoyable language-teaching method based on listening and doing. Children listen to simple commands and show their understanding by doing the actions.

Start by giving children a command, for example: **Show me the (table).** The children should point at the object. In later units, *Fingerprints* introduces new verbs: *Touch your nose. Point to the dog. Stand up. Sit down. Put your pencil on your book. Hop.*

Monthly Planner

	Student Materials	Grammar and Vocabulary	Learning Objectives
Week 1	Lesson 1: Unit opener Student Book pp. 4–5 Activity Book p. 2	<i>What's this? A (table). This is a (table). It's a (table). book, table, chair, teacher, boy, girl Review: numbers 1–5</i>	Introduce, practice and act out key language. Talk about what you find at school. Learn a song. Early literacy: left to right progression. Early math: count. Develop gross and fine motor skills.
Week 2	Lesson 2: Say and do Student Book p. 6 Activity Book p. 3 Lesson 3: Conversation Student Book p. 7 Activity Book p. 4	<i>Is this a (table)? Yes. No. pencil, crayon, window, door, frog Review: table, chair</i> <i>What's your name? My name is (Joe) Hello, name</i>	Introduce, practice, and act out key language. Follow and give TPR directions . Early literacy: developing a sense of syllables. Play a clapping game. Early math: classifying objects. Learn a song. Role-play a conversation: greetings. Develop gross and fine motor skills.
Week 3	Lesson 4: Numbers 1–5 Student Book p. 8 Activity Book pp. 5–8 Lesson 5: Chant Student Book p. 9	<i>How many (clocks) do you see? clock one, two, three, four, five</i> <i>I see ... knee, shoe, stop (Extra: run, touch, look, count, door)</i>	Early math: Writing numbers 1–5. Early literacy and math: recognize and write numerals 1–5. Fine motor: form numerals from clay, finger-paint and playdough. Play singing and counting games. Assemble number puzzles. Make number posters. Learn, act out, and “read” a rebus poem. Learn a poem. Create original poem verses.
Week 4	Lesson 6: Try this! Student Book p. 10 Lesson 7: Unit Review Student Book p. 11 Activity Book p. 9	<i>What's your name? Review: My name is ...</i> Unit review	Early literacy: Recognize own name and numbers 1–5. Make a name tag. Early math: write numbers, count and match. Practice a teacher role-play. Review unit grammar and vocabulary. Fine motor: draw lines and circles.

Grammar

What's this? A (table). This is a (table). It's a (table).

Vocabulary

book, table, chair, boy, girl,

teacher

one, two, three, four, five

Materials

Picture Cards and photocopiable pictures (five

copies of each, colored and mounted): book, table, chair, boy, girl, teacher

Velcro or felt for interactive bulletin board

Introduce the language

New words

Have children stand behind their chair with a book on the table in front of them.

Place your hands on a chair as you say **chair**. Have children repeat your words and actions. Follow the same steps to teach and practice **table** and **book** (pick up the book).

Next, say one of the words without touching the object yourself. Have children touch or pick up the object as they repeat the word.

Have children repeat after you as you build to a phrase and then a complete sentence:

(Table).

A (table).

This is a (table).

Then practice the questions and answers:

What's this?

It's a (table).

Boy, girl, teacher

If you have both boys and girls in your class, teach these words with real people as your models. Otherwise, use Picture Cards to introduce the words. Provide more practice by giving each child a set of photocopiable pictures (**boy, girl, teacher**). Follow the steps used above to introduce **chair, table** and **book**.

What's this?

Display all six Picture Cards and review the words with the class: **book, table, chair, boy, girl, teacher**. Point to a card and ask: *What's this? (It's a table)*. Have children take over the teacher's role and ask their classmates: *What's this?*

Numbers 1-5

Teach or review the numbers by counting fingers and sets of objects together. Then use the activities suggested in Counting Games (see More Practice).



Vocabulary games for warm up and review

Show me

Display Picture Cards. Say to a child: *Show me a (teacher)*.

Mystery words

Place Picture Cards face down on a table. Have a child come forward, turn over a Picture Card, and ask the class: *What's this?*

What's missing?

Display four or more Picture Cards in a row. Point to and name the cards with the children. Have children close their eyes while you remove one card. When children open their eyes, ask: *What's missing?*

What's next?

Put photocopiable pictures in a row: **teacher, book, teacher, book** and chant the pattern together. Ask children: *What's next?* Have children continue the pattern by adding the next picture to the row. Have the children create more *What's next?* patterns.



Use the book

Vocabulary picture chant

Have children point to the Vocabulary Pictures as they repeat each line of this chant after you.

Teacher: Book	Children: Book
Teacher: Teacher	Children: Teacher
Teacher: Boy	Children: Boy
Teacher: Girl	Children: Girl
Teacher: Table	Children: Table
Teacher: Chair	Children: Chair

Tap and say

Hold up a Picture Card and ask: *What's this? (It's a table)*. Have the children find the Vocabulary Picture of the table in their book and chant the phrase, tapping the picture with each syllable: **A table**.

Picture Scene

Hold up a Student Book. Point to a Vocabulary Picture and ask: *What's this? (Table. A table.)* Point to the Picture Scene and say: *Show me a (table)*. Have the children point to the table in their own book and say the word.

Reality match

Tell children to point to a chair in the picture scene. Then have them find a real chair in your classroom. Continue with other objects.

Song: Hello, School!

Play the song. Have children point to the correct Vocabulary Pictures in their book. Have children roll their hands then raise their arms in the air as they say the refrain, *Hello, school!* Play the song again, encouraging children to sing along as they point.

Verse 1

*This is a chair. This is a chair.
This is a table. This is a table.
A chair, a table. A chair, a table.
A chair, a table. A chair, a table.
Hello, school!*

Verse 2: boy, girl

Verse 3: book, teacher

When children are familiar with the song, have them point to real objects and people in the class as they sing.

Look and count

Tell the children to count the number of books in the Picture Scene. Then have them count the books on the counting chart. Repeat for the other vocabulary items.

Activity Book, page 2

Have the children identify, trace, and color the table, chair and book.

More practice

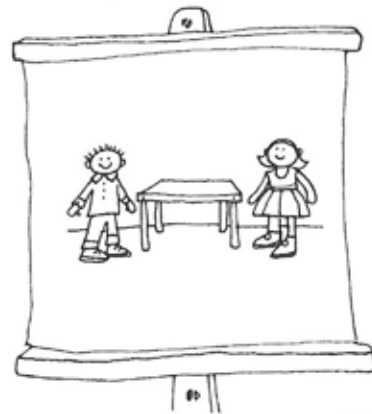
Picture singing

Post Pictures Cards on the Interactive bulletin board, in the same order as the Vocabulary Pictures in the Student Book. Have a few children point to the cards as they lead the class in singing “Hello, School!”

Interactive bulletin board

Build a classroom

Cover a bulletin board with felt (or attach pieces of Velcro to the board). Glue pieces of felt, sandpaper, or Velcro to the backs of photocopiable classroom pictures. Have children design a classroom scene on the board, arranging the pictures however they want to.



Counting games for warm up and review Sort and count trays

Make sets of photocopiable pictures: five books, four girls, five boys, three tables, two chairs, one teacher. Mix the pictures together. Have children first sort them into sets, then count each set.

Clap and count

Have children clap as they repeat each number. Teacher: *One*. Children: *One (clap)*. Teacher: *One, two*. Children: *One, two (clap, clap)*. Continue the count to five.

1, 2, 3, 4!

March in place as you chant the beat aloud: *1, 2, 3, 4!* Do other exercise motions to the count: move shoulders up and down, put your fists on your chest then stretch them to the side, lift your arms above your head, then stretch them out in front of you.

Friends at School

UNIT 1

This is a book.



book



teacher



boy



girl



table



chair





What's this?



This is a book.



Extension:

Point to a table.

Find a chair.





Is this a table?



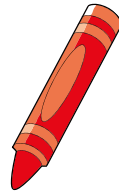
table

Is this a table?



pencil

Is this a pencil?



window

Is this a window?



frog

Is this a frog?



Circle the pictures that match.
Put an X through the pictures that do not match.
Play a singing game.

Grammar

Is this a (table)? Yes. No.

Vocabulary

pencil, crayon, window, door, frog

Review: table, chair

table, chair, frog

👉 Bookmark for each child (page T112)

Materials

👉 Picture Cards and photocopiable pictures: pencil, crayon, window, door,

Introduce the language

School objects

Review **table and chair** by showing the Picture Cards or pointing to the objects. Introduce **pencil, crayon, window, door,** and **frog** using real objects or Picture Cards. Use the Vocabulary Games in Lesson 1 to practice the new words.

Answering questions

Point to a classroom table. Ask: **Is this a table?**

Encourage children to nod and say yes. Show the **table** Picture Card and ask: **Is this a table? Yes.**

Show a different Picture Card and ask: **Is this a table?**

Encourage children to shake their heads and say no.

Continue with other objects and Picture Cards.

Use the book

Mark the page

Have children place their bookmark under the first row of pictures. Hold up a book and point to the first picture in the first row. Say: **This is a table.**

Have children point to the same table in their books and repeat the sentence. Show children how to draw a circle around the table. Have children point to the next picture.

Ask: **Is this a table? Yes.**

Have children draw a circle around the table. Point to the next picture and ask: **Is this a table? No.**

Have children draw an X through the chair. Follow these steps to complete the rest of the page, asking **Is this a pencil? Is this a window?** and **Is this a frog?**

📖 Activity Book, page 3

Play children the song In and Out the Windows as they trace the path of the frog with a pencil or crayon.

More practice

Poster: School

Have children point to and name different objects in the poster:

This is a (pencil).

Encourage children to ask their classmates:

What's this? Is this a table?

🎵 Song: In and Out the Windows

This is a traditional American singing game. The class forms a circle, joining hands and holding their arms up high. Two children hold hands and weave in and out of the "windows" (under their classmates' arms) as the class sings along. On the last line of the verse the two children stop inside the circle. They each stand in front of a child and say: **Hello!** These two new children become the next pair to weave "in and out the windows."

Go in and out the windows.

Go in and out the windows.

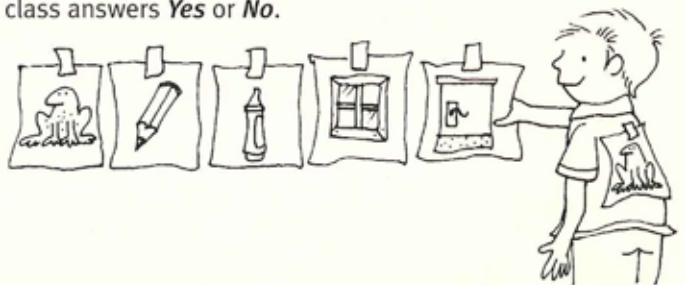
Go in and out the windows.

Now stop and say "Hello."



Guess!

Attach a photocopiable picture to a child's back. Do not show the picture to the child. Display a complete set of pictures on the wall as clues: frog, pencil, crayon, window, door. To find out what is on his or her back, the child asks questions. For example: **Is this a pencil?** The class answers **Yes** or **No**.



Grammar

What's your name?
My name is (Joe).

Vocabulary

hello, name

Materials

- 👤 Picture Cards: boy, girl; dad or mom
- 📞 Two old or toy telephones

Introduce the language

Words in motion

Teach words and motions.



Have one child stand up. Use gestures as you say: **Hello. What's your name?**

After a few children have responded with their names, model how they can also respond with a whole sentence: **My name is (Susannah).**

Prompt the class to repeat your question and gestures. The child will answer and the class will wave and respond: **Hello, Susannah.**

Use the book

The conversation

Hold up a Student Book. Introduce the boy and girl in the picture as **Tom** and **Mary**. Point to each character as you say his or her line.

Picture 1 Tom: Hello. What's your name?
Mary: My name is Mary.

Picture 2 Tom: Hello, Mary. My name is Tom.
Mary: Hello, Tom.

Puppet play

Use the **boy** and **girl** Picture Cards as puppets. They will represent Tom and Mary. Put on a puppet play, using the conversation above as a model. Have one group of children repeat Tom's lines after you, and have the other group repeat Mary's lines.

Listen, watch, point, and say

Move the Picture Card puppet as each character speaks. Then have the children point to the picture of Tom or Mary in their book as each speaks. Stop the dialog so children can repeat each line.

New conversations

Introduce the man or woman Picture Card with your own name.

Teacher: **What's your name?**

Puppet: **My name is (Ms. Sandy).**

Have children take turns choosing the boy or girl puppet and using their own names as you put on new puppet plays together. The class can say the teacher's lines with you.

Chant: Hello! Hello!

Repeat the lines of the chant with the children. Then have the class form a circle with one child standing in the center. That child will respond to the question by giving his or her name. At the end of the chorus, he or she will choose another child to come to the center of the circle. In verses 3 and 4, children can respond to the question with their own names.

Verse 1

Hello! Hello!

Hello! Hello!

What's your name?

What's your name?

Jane: My name is Jane.

Hello, Jane!

Hello, Jane!

(clap, clap, clap, clap)

Verse 2: Tom

In verses 3 and 4, there is a pause for children to respond with their own names.

Activity Book, page 4

Print each child's name in their Activity Book. Have them trace their name with a crayon and say **My name is (Joe).**

More practice

Clap your name

Have children stand in a line. Ask the first child, **What's your name?** Have the child say his or her name. Have the class repeat and clap the child's name. Then have that child ask the second child his or her name. Continue with the other children.

Telephone

Using two toy telephones, have children role-play answering the telephone with **Hello** and encourage them to use the telephone to practice the conversation in the Student Book.



Hello!



Hello.
What's your name?



My name is Linda.



Hello, Linda.
My name is Sam.



Hello, Sam.

Have a conversation.
Play a chanting game.



Numbers 1-5

1

How many clocks?



one

One clock.

2

How many doors?



one



two

Two doors.

3

How many windows?



one



two



three

Three windows.

4

How many frogs?



one



two



three



four

Four frogs.

5

How many pencils?



one



two



three



four



five

Five pencils.



Grammar

How many clocks do you see?

Vocabulary

clock
one, two, three, four, five

Materials

- ☀ Picture Cards and sets of photocopiable pictures: clock, window, door, frog, pencil
- ☀ Number cards 1–5
- ☀ A small bag

- ☀ Fingerpaint, clay or playdough, sticky tape, glue

Introduce the language

Picture card vocabulary

Use Picture Cards and real objects to teach *clock* and review *window, door, frog* and *pencil*.

How many?

Prepare sets of photocopiable pictures: one window, two clocks, three frogs, four pencils and five doors. Mix the pictures together and pass them out. Say: *(Clocks), stand up*.

Have all children with (clock) pictures line up in front of the room. Ask the class: *How many (clocks) do you see?* Have children count and respond: *(Two clocks)*.

Writing numbers

Write a large numeral **1** on three pieces of chart paper, each time saying: *One*. Have children repeat the word and write a large numeral **1** in the air. Ask three children each to stand in front of one of the pieces of paper and trace over the numeral with a crayon. The rest of the class will write the number in the air, as everyone says: *One*. Repeat with the numbers two to five, giving as many children as possible a chance to trace with a crayon.

Use the book

Let's count

Point to the first picture. Ask: *How many clocks do you see?* Have children count, then respond: *One. One clock*. Repeat for the other pictures.

Picture Stickers

Distribute the Unit 1 stickers. Point to each sticker and ask: *What's this?* Have children count the objects in each row again and place the corresponding sticker in the box.

Listen and point

Draw a number card 1–5 from a bag, but do not show the children. Say: *Point to (5)*. Have children point to the correct number in their book. Hold up the card so children can check their answers. You may want to let some of the more able children take on the teacher's role.

☀ Listening activity: How many clocks?

Have children listen to the sounds and count. Pause the recording to let children answer the question: *How many (clocks)?*

How many clocks?

One. One clock.

How many doors?

Two. Two doors.

How many windows?

Three. Three windows.

How many frogs?

Four. Four frogs.

How many pencils?

Five. Five pencils.

☀ Activity Book, pages 6 and 7

Have the children cut out the rows, then cut off the numeral cards to make five number puzzles. Have them mix up the pieces, then put the puzzles together. To check answers, look at the patterns on the back of the two puzzle pieces. They should match.

More practice

Writing numbers

Have children write numbers with fingerpaint. Have them form numerals from clay or playdough. Use sticky tape to make large numerals (1, 2 and 3) on the floor; have children walk round the outlines.

Number posters

Give photocopiable pictures to 15 children: one book, two chairs, three tables, four frogs and five crayons. Write the numerals 1–5 on five large pieces of paper to make number posters. Have children with (frog) pictures stand up. Let the class count how many (frogs) there are. Have the children glue the (frog) pictures onto the 4 poster. The posters can be used for counting practice.

Grammar

Look at the door.

Vocabulary

knee, shoe, stop
(Extra: run, touch,

look, count)

Materials

- ☀️ Number Posters prepared in lesson 4
- ☀️ Glue

Introduce the language

Review numbers and counting 1–5

Use Number Posters (see page T8) and Counting Games (see page T5).

Show me

Say *one* or *two*. Have children show you the correct number of fingers and repeat the word. When children are comfortable with this activity, continue with *three*, then *four* and *five*.

TPR activity

Teach the words *shoe* and *knee* with real objects. Show children how to do the actions as you give the instructions: *Touch your shoe*.

Touch your knee.

Teach the instruction *Run*.

Give the three instructions in random order as children respond by doing the actions.

Use the book

Count, write and read

Point to the numerals on the left hand side of the page. Have children point to each numeral as they say the word. Then have children read all the numbers on the page, reading from left to right and from top to bottom.

Picture talk

Hold up a Student Book. Point to the numbers 1, 1 and say: *one, one*. Point to the picture. Have children mime and then say what the picture is telling them to do. Finish each action by saying *stop*. Continue with the other pictures.

Teach the language for the last two pictures: *Look at the door*. (Put your hand over your eyebrows and look at the door.)

Count to five. (Use the index finger of one hand to count the fingers on the other hand.)

☀️ Chant: Run, Run, Run

Play the chant (hold up the correct number of fingers, then do the action) as the children listen and watch.

One, one, run, run, run.

Two, two, touch your shoe.

Three, three, touch your knee.

Four, four, look at the door.

Five, five, count to five. 1, 2, 3, 4, 5!

Play the chant again. Have children point to the numbers and pictures in their book.

Help the children practice the chant line by line.

Act out the chant

Have children close their books and act out the chant as they chant along to the recording.

Two-part chant

Have one half of the class say the numbers and show the correct number of fingers. The other half of the class say the instruction words and do the gestures that accompany the commands.

More practice

Number poster game

Place the number posters from lesson 4 on different walls in your classroom. Say a number: (*Three*). Children will point to the correct poster. Count the pictures together: (*1, 2, 3*). Continue the game. Gradually, let children take over the teacher's role and say the number.

Take-home number books

Staple together five pieces of paper. Print a numeral 1–5 on each piece of paper. Have children trace over the numeral and stick the correct number of pictures of objects on each page.



Run, run, run.



1, 1



Run, run, run.

2, 2



Touch your shoe.

3, 3



Touch your knee.

4, 4



Look at the door.

5, 5



Count to five.
1, 2, 3, 4, 5.

Sing and act out a rebus counting rhyme.






Try This!

Make a name tag.

You need:

sturdy paper 

yarn or string 

glue 

a photograph 

a hole puncher 

a crayon 



DIY:

1. Trace your name.
2. Glue your photograph to the name tag.
3. Decorate the border.
4. Punch holes.
5. Thread the yarn or string.

Grammar

Review: My name is (Joe)
What's your name?

Materials

☀ Photograph of each child

☀ Sturdy paper (various colors)

☀ Yarn or string

☀ Sample necklace-style name tag

☀ Glue

Introduce the language

Review greetings

Ask a child: *What's your name?*

The child should respond *My name is (Jane).*

Play the chanting game Hello! Hello! from Lesson 3.

Use the book

Picture talk

Have children point to the girl and to the boy. Introduce the boy as David and the girl as Helen. Have children say: *Hello, David. Hello, Helen.*

Point to the photograph on one of the name tags and ask: *Is this David?*

Point to the name David and ask:

Is this David's name?

Repeat with Helen's name tag.

Mark the page

Have children draw a line from David to his name tag, and from Helen to her name tag.

Make a name tag

Give children their own photograph, their name written on sturdy paper and a loop of yarn and string. Have them use crayon to trace over their name, then glue their photograph to the name tag, being careful not to paste the photo over their name. Let children decorate the borders of their name tags, then punch holes so that they can thread through the yarn or string.

Find your name

Show the class a name tag with a child's name written on it. Point to the name and ask: *What's this?*

Have children guess whose name it is and encourage them to respond: *It's (Laura)'s name.*

Have a few children hold up a name tag and say *This is (Laura)'s name* or *This is my name.*

Place the name tags on a table. Say *Find your name.*

Have children wear their name tags while they look at the book.

More practice

Name tag attendance

Ask a child to "read" a name tag and hand it to the owner. That child will choose another name tag to "read" and deliver.

Greetings and introductions

Children can wear their name tags as they practice conversations. Have children role-play the conversation from Lesson 3, using their own names. Have a child choose a classmate to introduce to the class: *This is (Alice).* The class will respond: *Hello, (Alice).* (Alice) will reply: *Hello* and choose another classmate to introduce.

Additional name tags

You may wish to make a name tag for yourself as well as other people who work in the school. Be sure to include a photo as well as the name.

Poster: School

Point out the name tags on the poster and introduce the girl and boy by name: Mary and Martin. Have the children give the children in the poster new names. Write those names on self-sticking notes and attach them to the poster. Have children role-play a conversation between the two children.

Look for the letter

Write the letter M on the board. Point out that the names Mary and Martin both begin with M. Ask children, *Does your name begin with M?* Have those children write their names on the board. Write the letter m on the board and ask children if they have a little letter m in their names. (Have them look at their name tags.) Write the names of these children on the board. Underline the m in each name.

Grammar

Review

Vocabulary

Review

Materials

- ☀ Bookmark for each child
- ☀ Stick puppets: boy and girl
- ☀ Photocopiable pictures: boy, girl, chair, table, pencil, crayon, frog

- ☀ Number cards 1–5
- ☀ Large sheet of paper
- ☀ Dressing-up clothes
- ☀ Picture cards for vocabulary games
- ☀ Boxes

Review the language

Review the grammar and vocabulary

Review the language through games.

Lesson 1: Hello, School! Vocabulary Games. Counting Games

Lesson 2: Guessing Game

Lesson 3: What's your name?

Lesson 4: Writing numbers activities

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.

This is a book.

How many clocks do you see? Four.

What's this? This is a crayon.

Find the 3.

Use the book

Listening comprehension

Have children place a bookmark under the first row of pictures. Say the script below. For each row of pictures, children should listen to your words, 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. *This is a teacher.*
2. *This is a boy.*
3. *How many chairs? One.*
4. *What's this? This is a pencil.*

Oral language review

Check children's answers and ask individual children one or two questions, or ask them to point to something.

What's this?

Point to...

How many?

Encourage children to work in pairs, pointing to pictures and asking their partner questions.

Activity Book, page 9

Children identify the numbers on the left and then match them with the number of objects on the right.

More practice

Poster: School

Ask children to count the number of boys, girls, chairs, etc. shown in the poster. Create a counting graph similar to the one in the Lesson 1 Picture Scene. Have children help you make the counting graph by pasting the photocopiable pictures on a large sheet of poster paper.

Sequencing numbers

Give five children number cards 1–5. Have children 1, 2, and 3 stand and arrange themselves in the right order. Have the class count aloud (1, 2, 3). Ask: *What's next?* (4). Have child 4 stand up and join the row. Repeat for 5.

Counting practice

Attach cards with a number and picture to empty boxes. Have children gather the correct number of objects such as crayons and pencils and put them in the boxes.



Teacher role-play

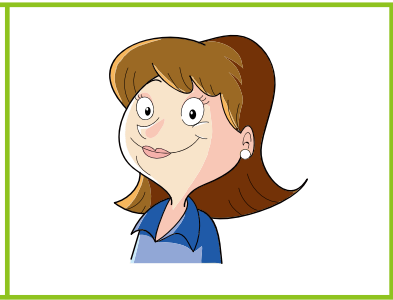
Set up a learning center with school supplies and clothes for children to dress up as teachers. Have children take turns playing the role of the English teacher, asking: *What's this? What's your name? How many crayons? Is this a book?*



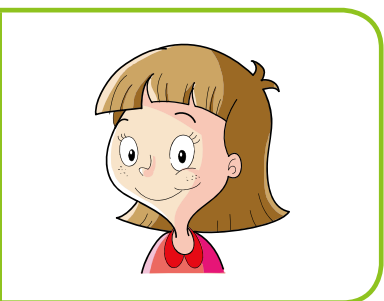
Listen and Check



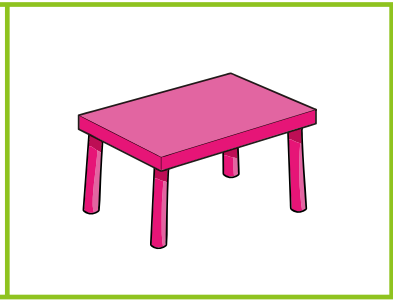
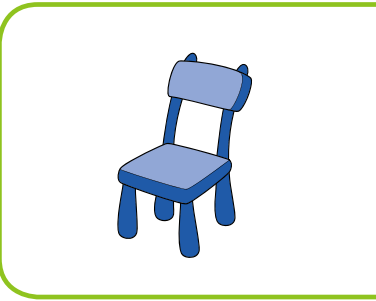
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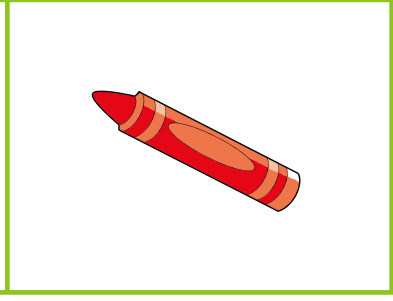
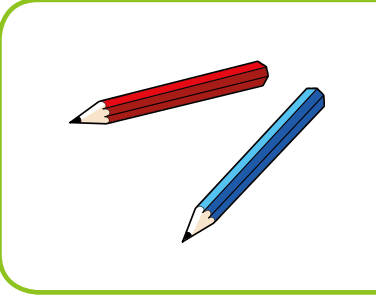
2



3



4



- 1. This is a teacher.
- 2. This is a boy.
- 3. How many chairs? One.
- 4. What's this? This is a pencil.

