

Overview

Children identify family members and exchange birthday greetings.

Grammar

I see (grandma). I love my (dad).

What's next? A (red balloon).

How old are you? (Five.)

Put (five) candles on the cake.

How many (babies) do you see?

What do you see?

Classify (Lesson 2)

Recognize and write numbers (Lessons 3–7)

Put numbers in sequence (Lesson 7)

Art

Musical Mural (Lesson 2)

Birthday Crowns (Lesson 3)

Number Posters (Lesson 5)

Cellophane Collages (Lesson 6)

Vocabulary

grandma, grandpa, mom, dad, brother, sister, baby, family; balloon, candle, cake, cupcake; bird, duck, bee; red, blue, yellow, green; Happy Birthday! (hop, stop; crown; frosting)

Songs and Chants

Song: I Love My Grandma (Lesson 1)

Fingerplay: Red Bird, Red Bird (Lesson 2)

Song: Happy Birthday (Lesson 3)

Song: How Many Candles? (Lesson 4)

Poem: Look Out the Window (Lesson 5)

Song: Five Baby Ducks (Lesson 7)

Early Literacy Skills

Track print: left to right and top to bottom

Match spoken word to written word

Recognize and trace own name

Create original poem verses

Create a class book

Math

Make a class picture graph (Lesson 1)

Count (Lessons 1, 3–7)

Continue a pattern (Lessons 2, 6, 7)



Featured Teaching Strategy

Language through music

As children sing along, they practice the rhythms, sounds and intonation of familiar English structures and vocabulary. It is easier to remember words when they are set to music.

In *Fingerprints*, children often personalize the songs, substituting the names of their classmates or new objects or colors. This is a simple and effective way for children to

- internalize the language and use the structures to communicate their own ideas.

Monthly Planner

	Student Materials	Grammar and Vocabulary	Learning Objectives
Week 1	Lesson 1: Unit Opener Student Book pp. 12–13 Activity Book p. 10	<i>I see grandma. I love my dad. grandma, grandpa, mom, dad, brother, sister, family Numbers 1–5 (review)</i>	Practice and act out key language. Talk about members of your family. Learn a song. Role-play a conversation: greetings. Early literacy: recognize numerals 1–5. Early math: count, make picture graphs. Develop gross and fine motor skills.
Week 2	Lesson 2: Say and Do Student Book p. 14 Activity Book p. 11 Lesson 3: Conversation Student Book p. 15 Activity Book p. 12	<i>What's next? A red balloon, balloon, bird, candle Review colors (Extra: hop, stop) Happy birthday! How old are you? Put five candles on the cake. cake, candle (Extra: crown)</i>	Practice key language. Follow and give TPR directions. Early math: continue a pattern, sort, count. Learn a rhyme. Play a singing game. Role-play a conversation: birthday greetings. Develop gross and fine motor skills.
Week 3	Lesson 4: Numbers 1–5 Student Book p. 16 Activity Book pp. 13–16 Lesson 5: Poem Student Book p. 17	<i>How many babies do you see? I see three babies. baby, cupcake; Numbers 1–5 (review) What do you see? I see... duck, bee</i>	Early math: count to five. Fine motor: form numerals from clay, pipe cleaners, etc. Play singing counting games. Assemble number puzzles. Make number posters. Learn, act out, and “read” a rebus poem. Create original poem verses.
Week 4	Lesson 6: Try this! Student Book p. 18 Activity Book p. 17 Lesson 7: Unit review Student Book p. 19	<i>What color do you see? Put (yellow) on the cupcake. (Extra: frosting) Unit review</i>	Early math: continue a color pattern; 1:1 correspondence (matching), count to five, sequence numbers. Science: color mixing experiments (blue + yellow = green; red + yellow = orange). Early literacy: recognize numerals 1–5, read rebus labels. Learn a traditional children's grace. Act out a counting song with puppets. Review unit grammar and vocabulary. Fine motor: draw lines and circles.

Grammar

I see (grandma).
I love my (dad).

Vocabulary

grandma, grandpa, mom,

dad, brother, sister, family
Review numbers 1–5

Materials

Picture Cards: grandma,
grandpa, mom, dad,

brother, sister

Family photographs (yours
and the children's)

Name cards and paper
cut-out people

Yarn and paperclips

Introduce the language

Family vocabulary

Use Picture Cards as puppets to introduce vocabulary.

Teacher: *This is (mom). Hello, (mom).*

Mom puppet: *Hello, (teacher's name). Hello, children.*

Class: *Hello, (mom).*

Let a child choose a puppet and say to the class in that puppet's voice: *Hello, children.* Class will respond: *Hello, (brother).*

I see!

Shape your hands into imaginary binoculars. Look about and say, *I see...* Point to a child and add her name, *I see... (Dina).*

Have the class repeat your actions and words. Repeat with the names of other children. Post the Picture Cards on the wall. Have children look, point, and say: *I see... (grandpa).*

Then post the Unit 1 Picture Cards on the walls and ask children: *What do you see?*

This is my family

Bring in a photo or draw a picture of your family. Introduce the family members: *This is my family. This is my (dad). This is my (mom). Let's count. Four in my family.*

Ask the children to bring in photos or draw pictures of their families. Introduce a TPR gesture for *family*: cup your hands, then spread them in an inclusive manner.

Use the book

Vocabulary Pictures

Have children point to the correct picture and repeat your sentences. Hug yourself as you say love.

I see (grandma). I love (grandma).

Picture Scene

Ask the children: *What do you see?* Encourage individual children to name a person or object they see in the Picture Scene. Post the Picture Card of the word they

name on the board. Each time, have the class repeat the entire list of items named so far.

Child A: *I see mom.* (post Picture Card)

Class: *I see mom.*

Child B: *I see a table.* (post Picture Card)

Class: *I see mom. I see a table.*



Song: I Love My Grandma

Post Picture Cards of family members. (Follow the order of the verses below).

Play the song. For each verse, point to the correct Picture Card. Have children point to the correct picture in their Student Book.

Teach the song line by line. Point to the Picture Card as you name a family member. Raise your fingers as you count: **1, 2, 3.** Use the gestures for *love* and *family*.

Play the song and have the class sing along.

Verse 1

I love my grandma.

1, 2, 3

I love all my family.

Chorus:

Family, family.

I love my family.

Verse 2: grandpa

Verse 3: mom

Verse 4: dad

Verse 5: sister

Verse 6: brother

Divide the class into six groups. Give each group a Picture Card. Have each group sing a verse. The whole class will sing the chorus.

- Number cards 1–5
- Picture strips for Interactive bulletin board

I see grandma

Hold up a Student Book. Point to the character speaking each line. Play the conversation again, pausing for children to point to each speaker and repeat the line.

Sister: *I see grandma.*

Brother: *I see grandpa.*

Grandma and grandpa: *Hello, children!*

Sister and Brother: *Hello! Hello!*

Role-play

Clip loops of yarn to four Picture Cards: *grandma, grandpa, brother, sister*. Have four children wear the cards around their necks and perform the conversation. Make sure as many children as possible have a chance to perform.

Activity Book, page 10

Children draw a line on the “path” from grandpa to grandma; from mom to dad; from brother to sister.

More practice

Family picture show

On the Interactive bulletin board, display a photo or child-drawn picture of each child’s family. Have children point to and introduce the people in their picture:

This is my family. This is my (brother).

Ask the children: *How many in your family?*

Fingerplay rhyme

Teach this rhyme after discussing family photos. Add gestures for *big* and *small*. Hug and rock yourself as you say the last two lines.

Some families are big.

Some families are small.

I love my family

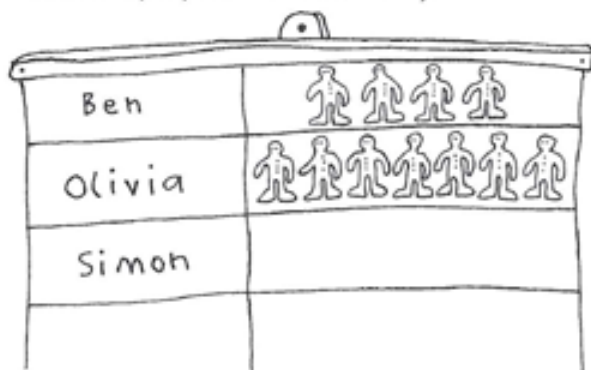
Most of all.

You might like to revisit the level 1 song *This is my Dad*.

Interactive bulletin board

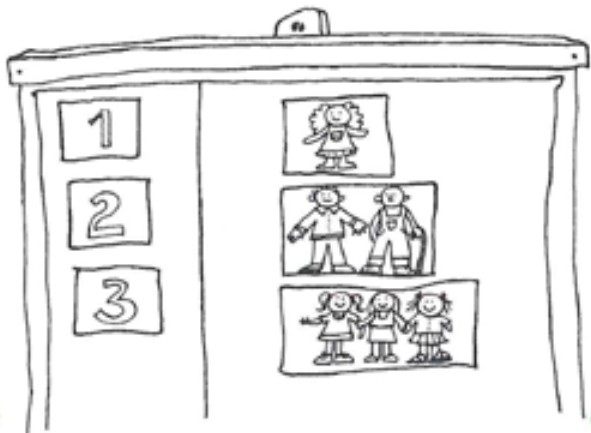
How many in your family?

Make a picture graph with the name of each child followed by paper people cutouts, representing the number of people in his or her family.



How many sisters?

Prepare picture strips showing one mom, two grandpas, three sisters, four brothers and five frogs. (Use the photocopyable pictures or draw your own.) Post the number cards 1–5 on the bulletin board as children count with you. Point to the numbers in random order and ask: *What’s this?* Then show a picture strip. Ask: *How many (brothers)? (Four brothers)*. Let a child post the picture strip on the bulletin board next to the correct number.



UNIT
2

I see Grandma!



grandma



grandpa



mom



dad



brother



sister





I see Grandma.
I love Grandma.



Extension:

What do you see?



















I see Grandpa.

I see a table.





What is next?

					
a red balloon	a blue balloon	a red balloon	a blue balloon		
					
a green candle	a yellow candle	a green candle	a yellow candle		
					
a yellow bird	a blue bird	a yellow bird	a blue bird		




Use crayons to complete the patterns.
Learn a poem.


Grammar

What's next? A (red balloon).

(Extra: hop, stop)

and birthday candles

 Colored paper squares

 A long strip of paper

Vocabulary

balloon, candle, bird
red, blue, yellow, green

Materials

 Picture Cards: balloon, candle, bird

 Different colored balloons

Introduce the language

Color words

Teach or review *red, blue, yellow,* and *green* with crayons. Give each child a crayon and ask them to find something else the same color. See Vocabulary Games box for more color word practice.

Words in motion

Introduce *balloon, bird, candle.* Use Picture Cards and gestures.

balloon hold a pretend balloon to your lips then spread hands to show an inflated balloon

bird flap your arms like wings

candle hold up finger, then "blow it out"



A red balloon

Hold up a balloon and ask: *What's this? A (red) balloon.* Let children take turns holding up balloons and asking their classmates the question.

What's next?

Create an alternating color pattern: *yellow crayon, blue crayon, yellow crayon, blue crayon.* Chant the pattern with the children and ask: *What's next?* Let a child add the next crayon, continuing the pattern. Chant the pattern again and let a different child add a crayon. Help children create their own two-color patterns and ask their classmates *What's next?*

Use the book

Say and do

Distribute red and blue crayons for the first row. As you do, ask several children, *What's this? A (blue) crayon.*

What's next?

Chant the Row 1 pattern together: *red balloon, blue balloon, red balloon ...* Ask: *What's next?* Have children color the fifth balloon red and the sixth blue. Repeat these steps for Rows 2 and 3. After the page is complete, encourage children to take turns "reading" a pattern to the class, reciting individually or with a partner.

Activity Book, page 11

Let children choose a crayon: red, blue, green or yellow, and color the bird. Teach the following rhyme. Children with the appropriately colored birds will act out each verse.

(Red) bird, (red) bird, hop, hop, hop.

(Red) bird, (red) bird, stop, stop, stop.

More practice

Vocabulary games for warm up and review

Color walk

Walk around the classroom, looking for things that are red. Then look for things that are green, blue, and yellow.

Sorting trays

Display a collection of red, green, yellow and blue balloons, birthday candles, crayons, or pencils. Ask: *What's this? (A blue candle.)* Have children sort the objects according to color.

Color dance

Place squares of colored paper on the floor. When the music stops, each child stands on a square and says the color name.

Musical mural

Let each child choose a crayon: *A (yellow) crayon, please.* Tape a long strip of paper to the wall. Have all children find a place to draw. Give instructions: *(Red) crayons, draw. (Red) crayons, stop.* Play music as children draw. Talk about the completed mural. *What color is this? Point to (green).*

TPR game

Let each child choose a balloon, so that some have red and some have green. Give instructions: *Red balloons, (hop). Green balloons, (run).* Give more instructions to the two groups, for example, have them touch their shoes or count to five.



Grammar

Happy birthday!
How old are you?
Put (five) candles on the cake.

Vocabulary

cake
(Extra: *crowns*)

Materials

👉 Doll or bear with

paper crown

👉 Colored paper and decorations for crowns

👉 Paper cake with felt on top; six paper candles with felt on back

Introduce the language

Happy birthday!

Put a paper crown on a doll or bear and introduce it to the class.

Teacher: *This is Tina.*

Class: *Hello, Tina.*

Teacher: *It's Tina's birthday. Happy birthday, Tina.*

Class: *Happy birthday, Tina!*

Tina's voice: *Thank you*

Teacher: *How old are you, Tina?*

Tina's voice: *Three.*

Interactive bulletin board

Three candles

Introduce the word *cake* with the paper birthday cake, and teach or review the word *candle*. Give a child directions: *Put three candles on the cake.*

1, 2, 3. *Happy birthday, Tina!*



Use the book

Picture talk

Ask children: *What do you see?* Have the class point and repeat each sentence: *I see a (cake).* Count the balloons, birds, and candles. Introduce the girl in the book as Linda. Say, *It's Linda's birthday.* Ask children what they think grandpa and Linda are saying.

The conversation

Point to grandpa and Linda as you listen to their lines. Pause the dialog so the class can repeat each line.

Grandpa: *Happy birthday, Linda.*

Linda: *Thank you.*

Grandpa: *How old are you?*

Linda: *Five.*

Role-play

Divide the class into two groups, one for grandpa and one for Linda. Play the dialog, pausing for the appropriate group to repeat each line.

Count and draw

Ask children *How old is Linda? (Five.)* Have children draw five candles on the cake. Circulate and chat with children as they draw: *What's this? How many candles are on the cake? What color is this candle?*

New conversations

Put a birthday crown on a child's head. Say: *It's (Peter)'s birthday.* Use the conversation in the book as a model.

Song: Happy Birthday

Teach the lines and sing along.

Happy birthday, Linda.

Happy birthday to you.

Happy birthday, Linda.

Happy, birthday to you.

How old are you? (clap, clap)

How old are you? (clap, clap)

How old are you? (clap, clap)

Linda: Five.

Put five candles on the cake.

Happy birthday to you.

Put five candles on the cake.

Happy, birthday to you.

Have children play the singing game using their own names and ages. One child stands inside the circle wearing a birthday crown. Classmates circle and sing the first verse, then chant: *How old are you?* The child answers, then chooses someone to put candles on the interactive bulletin board cake as the class sings the second verse.

More practice

Activity Book, page 12

Ask *How old are you?* Have children write the number in the box then draw the candles on the cake.

Birthday crowns

Write each child's name on a paper crown. Let children decorate the crowns.



Happy Birthday!



Happy birthday, Linda!



How old are you?

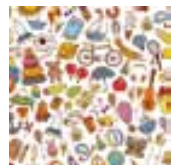


Thank you.



Five.

Have a conversation.
Play a singing game.





Numbers 1-5

1



cupcake

2



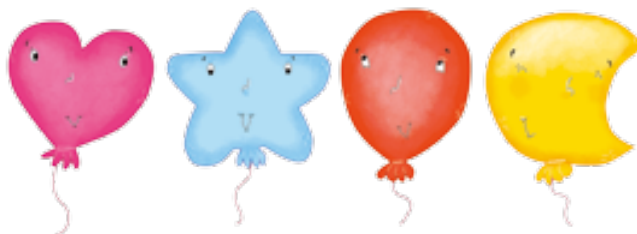
candles

3



babies

4



balloons

5



birds



How many candles do you see?

Count to five. Ask and answer questions.
Play a singing game.

Grammar

How many (babies) do you see?
I see (three babies).

Vocabulary

baby, cupcake

Review: one, two, three,
four, five

Materials

Picture Cards and
photocopiable pictures: baby,

cupcake, balloon, candle,
bird, frog

Number cards (1–5), bag

Sand, fingerpaint,
playdough, pipe cleaners,
tape

Introduce the language

Picture card vocabulary

Teach *baby* and *cupcake* with Picture Cards.

How many?

Prepare sets of photocopiable pictures: one frog, two birds, three candles, four babies, five balloons. Mix two sets together and pass them out. Say: *(Birds), stand up.* Have all children with (bird) pictures line up in front of the room. Ask the class: *How many (birds) do you see?* Have children count. Help them respond with a full sentence: *I see (two birds).*

Writing numbers

Provide children with lots of tactile experiences:

- write numbers in sand and with fingerpaint
- form numbers from playdough or pipe cleaners
- trace big numbers on the paper on the wall with crayons
- Use tape to make large numbers on the floor, then have children walk the lines.

Use the book

Let's count

Point to the row of three babies. Ask: *How many babies do you see?* Have children count, then respond with the full sentence: *I see (three babies).* Have children trace over the number three. Repeat with the remaining rows.

Listen and point

Draw a number card 1–5 from a bag, but do not show the children. Say: *Point to (3).* Have children point to the correct number in their book. Hold up the card so children can check their answers. Let children take over the teacher's role.

Song: How Many Candles?

Have children listen to each verse and point to the matching picture. Pause the song so children can count and answer the song question.

Verse 1

*How many candles, how many candles,
How many candles do you see?*

Verse 2: *babies* Verse 3: *cupcakes*

Verse 4: *birds* Verse 5: *balloons.*

Divide the class into two groups. Place the Picture Cards in a bag. Groups will take turns pulling out a Picture Card and singing the question to the other group: *How many (birds) do you see?* The other group will count the number of (birds) in the book and answer: *(five birds).*

Activity Book, pages 14 and 15

Have the children cut out the six rows, then cut off the numeral cards. Have them mix up the pieces and reassemble the puzzles. To check answers, look at the patterns on the back of the two puzzle pieces. They should match.

More practice

Singing game

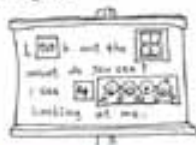
Play Happy Birthday (Lesson 3). Instead of giving an actual age, have the child in the center draw a number between one and five and answer with that number.

Grammar
What do you see?

Vocabulary
duck, bee

Materials
Picture Cards and photocopiable pictures: duck, bee, frog, baby, bird
Interactive bulletin board showing the rebus poem.

Colored paper and ribbon or yarn; glue



Introduce the language

I see a duck

Post Picture Cards on different walls in your classroom. Say: *I see a (duck)*. Children will point to the correct picture and repeat the sentence. Let children take over the teacher's role and say to their classmates: *I see a (bee)*.

Use the book

Picture talk

Point to the babies on the Student Book page. Say: *What do you see? (babies)*. *Let's count. (1, 2, 3, 4. Four babies. I see four babies.)*

Count and write

Point to each picture at the bottom of the page. Ask: *What do you see?*
Have children follow the steps above.

The poem

Teach the first two lines with gestures.

Look out the window.

What do you see?

Look place hand above eyes

window Bring thumbs together, point index fingers up. Bring the window up to your eyes.

What shrug shoulders

see point to both eyes

Next, repeat the lines together, clapping the rhythm. (Clap for *Look, window, What* and *see*.)

Point to words and pictures on the Interactive bulletin board as children clap and repeat the lines. Let several children do the pointing, leading the class in the rhythmic chant.

Have children point to the words in their books as they say the lines.

Teach the last lines with gestures.

I see four babies

Looking at me.

four hold up four fingers
babies pretend to rock a baby
me point to yourself
Recite the entire poem.

New verses

Point to the four pictures at the bottom of the Student Book page and ask: *What do you see? I see (two ducks)*.



Poem: Look Out the Window

Listen to the poem. When children hear the sound effect they should point to the correct picture. Play the poem again. Have children chant along. Divide the class in two. Play the poem again. Have one group recite each question and the other group the answer.

Bulletin board verses

Have a child choose a picture to post on the Interactive bulletin board. Count the objects together, then ask another child to insert the correct number in front of the picture. Point to the words and pictures as you and the children recite the verse.

More practice

Original verses

Create new pictures for the Interactive bulletin board, for example: two balloons, three moms, five children. Have children choose a picture and matching number to insert in the poem. Have the class read the new verse.

Number posters

Divide the class into groups of three or four. Each group will make a number poster: three balloons or four candles. Show children how to make a balloon by cutting a circle from colored paper and attaching a piece of ribbon or yarn. Make a candle from a strip of colored paper with a yellow flame shape on top. (You may want to provide pre-cut flame shapes.) Help children glue their balloons and candles onto the posters. Write a large numeral 3 or 4 on each poster.



I see four babies.



Look out the



What do you see?

I see 4



Looking at me.

I see



I see



I see

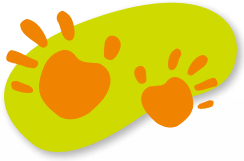


I see



Learn a poem. Create new verses.
Play a singing game.





Try This!

Do a color-mixing activity.



You need:

- unfrosted cupcakes
- a plastic knife
- blue frosting
- yellow frosting
- small candies



DIY:

1. Get an unfrosted cupcake, a plastic knife and blue and yellow frosting.
2. Put the blue frosting on the cupcakes.
3. Put the yellow frosting on the cupcakes.
4. Decorate the cupcakes with small candies.

Grammar

Put (yellow) on the cupcake.
What color do you see?

Vocabulary

(Extra: frosting)

Materials

Unfrosted cupcakes,
plastic knives, blue and
yellow frosting, small candies
Colored paint (red, blue,
yellow, red)

Colored cellophane
Number cards 1–5, with
dots on one side and
numerals on the other.
Colored playdough or glue

Introduce the language

Review color words

Use “What’s next?” and Vocabulary Games from Lesson 2.

Use the book

Picture talk

When children have looked at the photograph, ask: *What do you see?* Point to the yellow and the blue frosting above the cupcake. Ask: *What color is this?* Point to the cupcake and ask children to guess what color it will be. Tell them they will do the experiment to find out.

Do the experiment

Give each child an unfrosted cupcake, a plastic knife and access to bowls of blue and yellow frosting. Say:

Put yellow on the cupcake.

Put blue on the cupcake.

Mix yellow and blue.

What color do you see? (Green).

Optional: Have children decorate their cupcakes with four small candies.

Record the results

Before eating the cupcakes, draw attention to the unfrosted cupcake in the Student Book. Ask: *What color is the cupcake? (Green).* Have children color the top of the cupcake appropriately. Before eating the cupcakes, you may want to teach the traditional children’s grace below.

Activity Book, page 17

Talk about and count family members and cupcakes. Draw a line from each person to a cupcake. Have children color the cupcakes. Circulate and chat with children. Point to a cupcake: *What color is this?* Ask: *How many (green) cupcakes do you see?*

More practice

Thank you

You might want to teach this traditional children’s grace line by line, using the gestures below.

Thank you for the food we eat.

Thank you for the world so sweet.

Thank you for the birds that sing.

Thank you, God for everything.

food we eat pretend to eat

world so sweet circle arms in front (the world) then hug self

birds that sing pretend your hands are twittering beaks

everything make a wide, sweeping gesture

Color mixing activities

Let children mix colors to make green and orange.

- Mix yellow and red water or juice drink.
- Mix two colors of playdough, paint or colored glue.
- Place two colors of thick paint in a ziplock plastic bag.

Let children squish and mix.

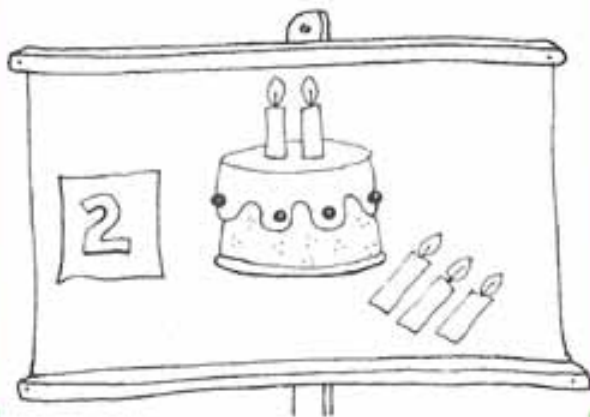
- Experiment with yellow, blue, and red cellophane.

Make a cellophane collage.

Interactive bulletin board

Birthday cake

Make number cards (1–5) with the numeral on one side and the correct number of dots on back. Use the Birthday Cake Bulletin Board. One child chooses a number card and says to another: *Put (four) candles on the cake.*



Grammar

Review


Vocabulary

Review

Materials

 Bookmark for each child

(T112)

 Stick puppets: ruler and five baby ducks

(photocopiable picture); one

mommy duck (Picture Card)

 Number cards 1–5

 Shopping bags

Review the language

Review grammar and vocabulary

Review the language through games.

Lesson 1: I Love My Grandma

Lesson 2: What's next? Color Word Games

Lessons 3–4: Happy Birthday game and variation

Lesson 5: Poem: Look Out the Window

Rebus verses

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 duck.

I love my mom.

What's this? A blue candle.

I see eight balloons

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 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 love my grandpa.*

2. *What's this? A green balloon.*

3. *Put four candles on the cake.*

4. *I see five ducks.*

Oral language review

Check children's answers and ask each child one or two questions:

What's this?

What color is this?

How many candles do you see?

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

More practice

Class counting book

Bind number posters into a big book. "Read" the book aloud with the class.

Sequencing Numbers

Give ten children number cards 1–5. Have numbers 1, 2, 3, and 4 stand and arrange themselves in the right order. Ask: *What's next? (Five)* Have number 5 stand up and join the row.

Shopping

Attach cards with a number and picture to "shopping bags." Have children gather the correct number of objects.

Song: Five Baby Ducks

Play the song and perform it as a puppet play. (Attach the five baby ducks to a ruler with Velcro tape. Detach one duck behind the screen each verse.) Teach the song line by line, then have six children act out puppet play as the class sings the song.

*Five baby ducks went out to play,
Over the hill and far away.*

*Mommy duck said, "Quack, quack, quack, quack,"
But only four baby ducks came back.*

Verse 2: *four, three*

Verse 3: *three, two*

Verse 4: *two, one baby duck*

Verse 5

*One baby duck went out to play,
Over the hill and far away.*

*Mommy duck said, "Quack, quack, quack, quack,"
But no baby ducks came back.*

*Then Mommy duck said, "Quack, quack, quack,
QUACK, QUACK, QUACK, QUACK!"*

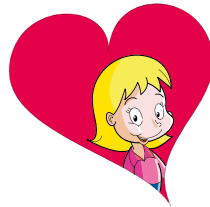
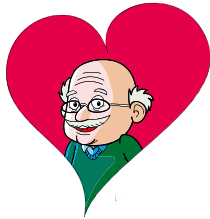
And all five baby ducks came back!



Listen and Check



1



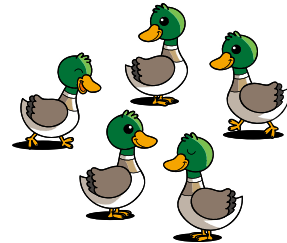
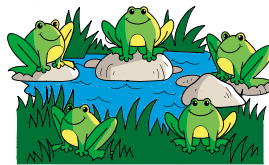
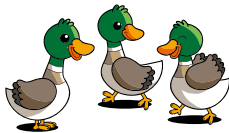
2



3



4



1. I love my grandpa.
2. What's this? A green balloon.
3. Put four candles on the cake.
4. I see five ducks.

