

Overview

Children name and describe their toys. They talk about where the toys are.

Grammar

Where's the (monkey)? On the (bike).

I have a (red yo-yo).

What do you have?

I have a (big puppet)

Do you have a (bird)? Yes. No.

Vocabulary

bear, monkey, car, top, truck, bike, boat, yo-yo, ball, puppet; big, little; bed; nose, eyes, mouth, hair (toys; turn, touch, bounce; goodbye)

Songs and Chants

Song: Toys, Toys (Lesson 1)

Chant: Teddy Bear (Lesson 2)

Fingerplay: A Great Big Ball (Lesson 3)

Song: Five Big Bears (Lesson 4)

Action rhyme: Bounce the Ball (Lesson 4)

Poem: I See a Monkey (Lesson 5)

Song: Where Is the Bear? (Lesson 5)

Chant: Eyes, Eyes, Eyes, Nose (Lesson 6)

Early Literacy Skills

Auditory discrimination: initial letter sound "b"

Write letter forms: B and b

"Read" rebus sentences

Track print: left to right and top to bottom; match spoken word to written word

Build awareness of letters in own name

Create original poem verses

Trace word labels

Make a take-home poem book

Math

Count (Lessons 1, 3, 4, 6)

Continue a pattern (Lesson 3)

Classify (Lessons 1, 6)

Recognize and write numbers (Lesson 1)

Science

Identify objects by touch (Lesson 1)

Art

Bear Puppets (Lesson 2)

Tactile Letters (Lesson 4)

Paper Plate Puppets (Lesson 6)

Complete the Bear (Lesson 6)



Featured Teaching Strategy

Early literacy development

If you wish to introduce children to specific letter names and letter sounds, *Fingerprints* gives you the opportunity to focus on that aspect in Lesson 4 of each unit.

The rebus song and poem verses presented in Lesson 5 help children become aware of the relationship of written words to spoken words, and practice the conventions of reading. Children manipulate the language and express their own ideas as they create original verses. See also *Fostering early literacy*, page viii.

Monthly Planner

	Student Materials	Grammar and Vocabulary	Learning Objectives
Week 1	Lesson 1: Unit opener Student Book pp. 20–21 Activity Book p. 18	<i>Where's the monkey?</i> <i>On the bike.</i> <i>bear, monkey, car, top, bike, boat</i> (Review colors) (Extra: <i>toys, truck</i>)	Practice key language. Ask and answer questions about toys and their location. Science: identify toys by touch. Talk about a favorite toy. Learn a song. Role play a toy store conversation. Early literacy: numerals 1–5. Early math: sort objects by color, count. Develop gross and fine motor skills.
Week 2	Lesson 2: Say and do Student Book p. 22 Activity Book pp. 19–20 Lesson 3: Conversation Student Book p. 23	<i>I have a red yo-yo.</i> <i>yo-yo, ball</i> (Extra: <i>turn, touch, goodbye</i>) <i>What do you have?</i> <i>I have a big puppet.</i> <i>puppet, big, little</i> (Extra: <i>great big</i>)	Practice key language. Name and describe possessions Learn an action rhyme. Early literacy: make a take-home poem book. Early math: learn a counting rhyme, continue a pattern: <i>big pencil, little pencil ...</i> Role-play a conversation: comparing toys. Develop gross and fine motor skills.
Week 3	Lesson 4: Early literacy and Pronunciation Student Book p. 24 Activity Book pp. 21–22 Lesson 5: Poem Student Book p. 25 Activity Book p. 23	<i>Do you have a bird?</i> <i>Yes. No.</i> <i>bed</i> (Extra: <i>bounce</i>) <i>Review: I see a bird.</i> <i>Where is the bird? On the truck.</i>	Early math: learn a counting song (1–5). Early literacy: recognize and write the letters B and b; recognize and pronounce initial sound "b"; look for letters B and b in own name. Play guessing games (ask/answer questions). Fine motor skills: color, write, glue. Gross motor skills: toss, bounce, catch. "Read" a rebus poem; create original verses. Learn a song.
Week 4	Lesson 6: Try this! Student Book p. 26 Activity Book p. 24 Lesson 7: Unit review Student Book p. 27 Activity Book p. 25	<i>Put eyes on the puppet.</i> <i>eyes, nose, mouth, hair</i> Unit review	Make a puppet following TPR directions. Learn a chant naming parts of the face. Early literacy: read and follow rebus directions; make take-home word books. Early math: sort, match, count. Role-play conversations: making friends. Review unit grammar and vocabulary. Practice listening skills.

Grammar

Where's the monkey?
On the bike.

Vocabulary

bear, monkey, car, top,

bike, boat

Review colors (Extra: toys, truck)

Materials

Toy bears, cars, tops,

boats

Picture Cards: bear, monkey, car, top, bike, boat.

Large paper cutouts: boat, bike, table, chair, and teacher.

Photocopiable pictures:

Introduce the language

Teach toy vocabulary

Use real toys or Picture Cards to teach the vocabulary.

Signing on

Teach the preposition **on** with a sign language gesture. **on** make a fist with your left hand, then bring your right hand down on top.



Where's the bear?

Use a toy bear to demonstrate the concept of **on**. Have the children repeat each sentence.

The bear's on the chair.

The bear's on the table.

The bear's on the teacher. (Put the bear on your head.)

The bear's on (Bobby). (Place the bear on the child's head.)

Continue to place the bear in these places, in random order. Pause to let children complete the sentence: *The bear's (on the table)*. Prompt children to say the sentence by prompting with the gesture for **on**.

Where's the bear?

Display a book, toy truck, table, and chair. Have children watch as you place a toy bear on another object. Lead the children in a chant (clap your hands or march with them around the table):

Where's the bear?

Where's the bear?

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

Let a child place the bear (or a different toy) for the next round of the game.

Use the book

Vocabulary pictures

Hold up a Student Book and point at the picture as you teach or review each word. Have children point to the Vocabulary Picture in their books as they repeat the word. Say: *I see a (car)*. Children will point to the Vocabulary Picture and repeat: *I see a (car)*. Gradually, choose children to take over your role, naming a picture of their choice: *I see a (boat)*.

Picture Scene

Ask children:

What do you see? I see a (monkey)

What color is the (monkey)? (Brown).

Where's the (monkey)? On the (bike).

Song: Toys, Toys

Play the song. Have children listen and point to the objects named. Play the song again. Pause the song after the line: *What do you see?* Let children answer the question, then continue the tape. Practice the words to the chorus, line for line. Play the song again, encouraging children to join in on the chorus and the response lines.

Chorus

Toys, toys, for girls and boys.

Toys in the toy store window

Toys, toys, for girls and boys.

Toys in the toy store window

Verse 1

Look, look!

Where, where?

On the bike.

On the bike?

Yes. What do you see?

I see a monkey on the bike,


On the bike, on the bike.

I see a monkey on the bike. That's what I see.

Verse 2: boat, bear

Verse 3: table, top

Verse 4: chair, car

monkey, bear, car, top,
bike, boat
 A sock

Activity Book, page 18

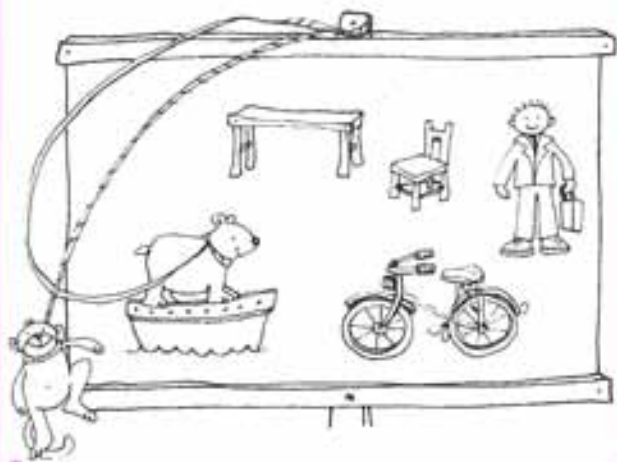
Have children count the cars in the Picture Scene then circle the number below. Repeat for the other objects.

More practice

Interactive bulletin board:

Where's the bear?

Place large paper cutouts on the board: a boat, bike, table, chair, and teacher. Mount photocopyable pictures of a bear and monkey on stiff paper and attach to the board with yarn. Children will place the animals on objects of their choice, then ask classmates: *Where's the bear? (On the bike.)*



Vocabulary games for warm up and review

What's missing?

Display five or six toys or Picture Cards in a row. Point and name the items with the children. Have children close their eyes while you remove one item. When children open their eyes, ask: *What's missing?*

Touch and tell

Place a toy in the toe of a sock. Have children feel the toy through the sock and guess what it is.

Guessing game

Attach a photocopyable picture to a child's back. Do not show the picture to the child. Display a set of pictures on the wall, as clues: *bear, monkey, car, truck, bike, boat*. To find out what is on his or her back, the child will ask: *Is this a bike?*

Toy store

Display toys on a table. Three or four children can play the role of storekeeper. Other children will be customers. Help children use the following phrases to "buy" the toy of their choice.

Customer: *A blue car, please.*

Storekeeper: *Here you are.*

Customer: *Thank you!*

Toys from home

Ask children to bring a toy from home: a toy car, truck, boat, bear, or monkey. Have a "show and tell." Each child will say: *This is my (truck)*. Use the toys in other activities, for example give TPR instructions: *Show me a (truck)*.

Classification

Help children sort toys into groups: cars, trucks, boats, bears, monkeys. Hold up a toy and ask: *Is this a (car) or a (boat)? A (boat.)*

Have a child place the toy in the correct group.



UNIT
3

My Toys

Where is the monkey?



bear



monkey



car



top



bike



boat





Where's the monkey?



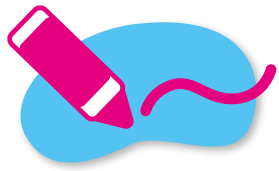
On the bike.



Extension:

What do you see? I see a monkey.
What color is the monkey? Brown.
Where's the monkey? On the bike.





I have a red yo-yo.



Grammar

I have a red yo-yo.

Vocabulary

yo-yo, ball

(Extra: turn, touch, goodbye)

Materials

Objects and Picture Cards:
ball, yo-yo, bear, monkey, car,
truck, boat, bike

For each child:

photocopiable picture of
a bear
Popsicle sticks, tape
A bag

Introduce the language

I have a bear

Ask each child to take out a book, a pencil, and a crayon. Give each child a photocopiable picture of a bear. Hold up one of these objects and say: **A (book)**

I have a (book).

Have the children repeat your actions and words.

Review color words

Have each child choose a crayon: red, orange or yellow, and color the photocopiable picture of the bear. Each child will show their bear and say:

I have a (red) bear.

Later, children can use their bears to make puppets. (See More practice.)

Pick a toy

Use real toys or Picture Cards to review toy vocabulary from Lesson 1 and teach **ball** and **yo-yo**. Place toys in a bag. Pull out a toy and show it to the class. Have children repeat your words: *I have a (truck)!*

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

Use the book

Listen, point, and say

Review the picture vocabulary.

Say: *Point to the (boy).*

Point to the (yellow) crayon.

Have children take turns saying a word.

Classmates will point to the picture and repeat the word.

Say and do

Have children point to the boy. Play the first line of the dialog. Pause to let children repeat the boy's words. Have them draw a line from the boy to the yo-yo, repeating: *I have a yo-yo.* Follow the same steps for the girl and baby.

Boy: *I have a yo-yo.*

Girl: *I have a ball.*

Baby: *I have a bear.*

Distribute red, orange, and yellow crayons. Have children point to the boy. Play the first line. Have children trace the line from the boy to the yo-yo with a finger and repeat

the words. Ask children to pick up a red crayon. As they color the yo-yo red, have them repeat: *I have a red yo-yo.* Repeat for the remaining objects.

Boy: *I have a red yo-yo.*

Girl: *I have an orange ball.*

Baby: *I have a yellow bear.*

Activity Book, pages 19 and 20

Cut and fold to form a four-page take-home book. Have the children say the Teddy Bear rhyme (see below) as they point to the pictures.

More practice

Bear puppets

Have children tape their bear pictures to popsicle sticks. Give TPR instructions, for example:

Red bears, stand up. Red bears, hop.

Yellow bears stand up. Touch your shoe.

Chant: Teddy Bear

Have children point to the pictures in the Teddy Bear take-home book as they listen to the chant and learn the words. Have half the class recite the rhyme while the others do the actions. Children can do the actions themselves or have their bear puppets act out the rhyme.

Teddy bear, teddy bear, turn around.

Teddy bear, teddy bear, touch the ground.

Teddy bear, teddy bear, reach up high

Teddy bear, teddy bear, wave goodbye.

Goodbye!

Grammar

What do you have? I have a big puppet.

Vocabulary

puppet, big, little

(Extra: great big)

Materials

Big and little balls, puppets, balloons
Two cars, two yo-yos of

different colors

Various big and small objects, for example, crayons, books, cars

Introduce the language

Big and little

Display a big and a little ball. Point and say: **A big ball. A little ball.** Gesture **big** and **little** with arms and fingers. Have children repeat the words and gestures. Then, have children stretch to make themselves big as they say **big** in a big (loud, low) voice. Have them crouch to make themselves little as they say **little** in a little (quiet, high) voice.

A big puppet

Introduce the word **puppet** with a big and a little puppet. **This is a puppet. And this is a puppet.** Have children repeat the word **puppet**. Ask: **Is this puppet big or little? Big. Yes, (big). This is a (big) puppet.** Have children repeat the sentence, stretching their arms wide as they say the word **big**. Repeat these steps with the little puppet.

What do you have?

Give two children each a pencil, one big and one little. Have the class ask each child: **What do you have?** Help the child answer: **I have a (big) pencil.** Repeat the activity with more big and little objects such as crayons, books, cars.

Use the book

Picture talk

Have the children look at their books. Remind them of the What do you have? activity above and ask what they think the characters are saying.

The conversation

Point to the boy, the girl, and the toys as you listen. Pause the dialog so the class can repeat each line.
Boy: What do you have?
Girl: I have a big puppet. What do you have?
Boy: I have a little puppet.

New conversations

Divide the class into two groups. One group will ask the other: **What do you have?** Hold up the big puppet to prompt an answer: **I have a big puppet.** Have that same group ask the first group: **What do you have?** Hold up the little puppet as a prompt: **I have a little puppet.** Repeat these steps with other props: big and little books, balls, and pencils; toy cars, yo-yos, and crayons of different colors.

Partner role-play

Let two children choose a set of props and act out the conversation. Provide help as needed.

More practice

A great big ball

Teach the following rhyme with gestures. Make a little ball with your hands, a bigger ball with your arms, a very big ball with arms stretched wide. Raise fingers as you count: 1, 2, 3.
A little ball, ... a big ball, ...
A great big ball. Do you see?
Can you count them? Can you count them?
1, 2, 3!

Patterns

Place pencils in a row. Have children chant and continue the pattern: **big pencil, little pencil; big pencil, little pencil, big pencil ...**



What do you have?



What do you have?



I have a little puppet.



I have a big puppet.
What do you have?



red yo-yo



green yo-yo

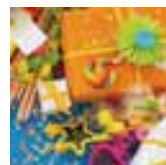


red balloon



yellow balloon

Have a conversation.
Learn a counting rhyme.





Bears and balloons.



bike



bird



bed



ball



Do you have a ball? Trace the letters B and b. Say words beginning with b. Sing a song.

Grammar

Do you have a bird? Yes. No.

Vocabulary

bed
(Extra: bounce)

Materials

- ball, balloon, toy bear, toy boat, bag
- Picture Cards: ball, balloon, bear, boat, bed
- Big B, little b posters

- Bread, butter, bananas
- Dried beans, a sock
- Glue

Introduce the language

Words beginning with B and b

Display Picture Cards of words beginning with B and b. Say the words with the class. Have the children say the "b" sound that they hear at the beginning of each word, then the word itself.

Pronunciation tip

Press your lips together to say "b".

Guessing game

Post Picture Cards on the Interactive bulletin board: *ball, balloon, bear, boat*. Have children say the word as you place each real object (ball, balloon, bear, and boat) in a bag. Have a child pull an object from the bag without showing it to anyone. Lead the class in asking questions as you try to guess the object: *Do you have a (boat)? (yes)*

Writing B and b

Display "big B, little b" posters on the wall. Use a crayon to trace a big B. In the children's home language, talk about the strokes: *Start at the top; go down. Go back to the top. Curve out and back. Curve out and back*. Have children "air write" giant B's with you. Then have a child go to each poster and trace the big B with a crayon as the class chants: *Big B, Big B. B, B, B.*, making the b sound as it is at the start of *book*. Let a new set of children step up to the posters and repeat. Follow the same steps for writing little b.

Use the book

What do you see?

Let children name objects on the page. Help children note that the words begin with "b".

Say and trace

Point out the B and b on the bear's t-shirt. Have children trace the letters at the top of the page.

Picture Stickers

Distribute the stickers. Ask: *Do you have a (bike)?* When children answer yes, say: *Show me the (bike). Put the (bike) in your book.*

Song: Five Big Bears

Count the bears together, then have children repeat. *Five bears. Five big bears. Five big bears on the bed.* Play the song and point to the bears in the pictures. Play the song again and have children point to the bears in their own books and then sing along.

- One big, two big,*
- Two big bears.*
- Three big, four big,*
- Four big bears.*
- One two three four five big bears.*
- Five big bears on the bed.*

Activity Book, page 21

Have children cut out the Activity Cards and color each card the color they choose: red, yellow, green, blue, or orange. For Activity Card games, see Lesson 6.

More practice

Letter of the month: B and b Names

Let children whose names begin with B play a special role in the letter activities.

Snack

Make banana sandwiches with bread, butter and bananas.

Bean bags

Pour dried beans into the toe of a sock and secure with a rubber band. Place Picture Cards of words beginning with B and b on the floor. Have a child toss a bean bag and name the picture on which it falls.

Action rhyme

Say this rhyme while bouncing and catching a ball.
Ball, ball, bounce the ball.
Bounce, bounce the big ball.

Tactile letters

Write the letters B and b on stiff paper. Have children glue dried beans or buttons to the lines of the letters.

Grammar

Review: I see a bird. Where is the bird? On the truck.

Materials

Picture Cards and

photocopiable pictures: bed, book, monkey, bear, bird, balloon, boat, car, truck

Interactive bulletin board showing the rebus poem



Introduce the language

I see a bird

Teach *bed* and review other words with Picture Cards (see Materials). Place 4–6 Picture Cards on the walls of your classroom. Say: *I see a bird*. 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 (car)*.

Use the book

Picture talk

Point to the picture at the bottom of the page and ask: *What do you see?*

The poem

Reproduce the poem on the Interactive bulletin board, using sentence strips and photocopiable pictures. Point to the words as you read each line aloud. Pause for children to supply the picture word(s) at the end of each line.

Read the poem again, with the children joining in. Read it together several more times, as children point to the words and pictures in their books. Invite children to read a line or the whole poem individually.

Picture search

Read the first line of the poem. Ask: *Do you see a monkey?* (Have children point to the monkey in the picture.)

Where is the monkey?

The monkey is on the ...

Let children provide the final word, then repeat the sentence: *The monkey is on the bed*. Read the remaining poem lines. Have children point to the chair, balloon, and bear. Ask: *Where is the (balloon)?*

Song: Where's the Bear?

Play the song. Listen to the verses. Have children point to the matching pictures. Demonstrate the actions: roll your hands over one another, point up and down. Play the song again. Pause after each question (*Where is the ...?*) to let children point and say the answer. Encourage children to sing along and do the motions.

Verse 1

Where's the bear?

*The bear's on the chair. The bear's on the chair.
Go round and round. (roll hands over each other)
Point up. Point down.
The bear's on the chair.*

Verse 2: bird, truck

Verse 3: monkey, bed

Verse 4: balloon, book

Activity Book, page 23

Have children trace B and b at the top of the page. Say the words together and circle words beginning with b. Draw an X through the other pictures.

More practice

New bulletin board verses

Children can create poem verses by inserting new pictures at the end of lines 1 and 3. Read the new verse together. Have children find the items in the picture.

Word sort

Display an assortment of Picture Cards. Have children choose pictures to post on the Interactive bulletin board under the letters B and b.



I see a monkey.



I see a 

I see a 

I see a 

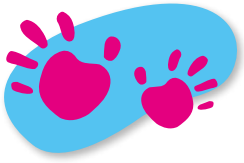
I see a 



The monkey is on the bed.

Learn a poem. Find objects in the picture.
Create new poem verses. Sing a song.












Try This!

Make a puppet.

You need:

- a paper plate 
- a half paper plate 
- buttons 
- pompoms 
- yarn or string 
- a stapler 
- glue 



DIY:

1. Decorate the back of the paper plate:
Glue two eyes on the plate.
Glue a nose on the plate.
Draw a mouth on the plate.
2. Glue hair on the plate.
3. Staple half a paper plate to the puppet plate.
Say: Hello. What's your name? How old are you?

Grammar

Put eyes on the puppet.

Vocabulary

eyes, nose, mouth, hair

Materials

- ✿ A paper plate and a half for each child
- ✿ Buttons, pompoms, circle-shaped stickers
- ✿ Yarn, string or tinsel in

different colors

- ✿ Glue
- ✿ A sample puppet to use with the class.

Introduce the language

Eyes, ears, nose, hair

Point to the parts of your face as you introduce these words, then practice the vocabulary with a rhythmic chant. Tap next to your eyes, and on your nose, mouth and hair as you say the words. Say each line twice:

Eyes, eyes, eyes, nose.

Nose, nose, nose, mouth.

Mouth, mouth, mouth, hair.

Hair, hair, hair, eyes.

Sample puppet

Make a paper plate puppet to show to the class. Say: *I have a puppet.* Ask individuals to point to the puppet's eyes, nose, mouth, and hair.

Use the book

Picture talk

Have children point to the puppet's eyes, nose, mouth, and hair. Each time, ask:

Do you have (eyes)? (Yes).

Point to your (eyes).

Direct attention to the art materials shown in the photo (buttons, pompoms, stickers). Then show children the materials you have gathered. In the child's home language, talk about which materials they would like to use to make the puppet's eyes, nose, and hair.

Make a puppet

Children will decorate the back of a paper plate. Let them gather materials to make two eyes, a nose, and hair. Make glue and red markers or crayons available. Give directions as children make the puppet faces:

Put two eyes on the puppet.

Put a nose on the puppet.

Draw a mouth on the puppet.

Put hair on the puppet.

Staple half a paper plate to the top half of each puppet plate. Make the plates face front to front, so a space is created in between. This is where the child puts his or her hand.

Activity Book, page 24

Read the rebus directions with the children. Have them draw the eyes, nose, and mouth on the bear.

More practice

Puppet talk

Have your puppet engage children in conversation:

Hello. What's your name? (Paul).

How old are you? (Five).

Encourage children to have similar puppet conversations with a partner.

Puppet sorting

Have children put puppets in groups or rows according to the color of their hair. Ask: *How many puppets have (red) hair?*

Polite Simon says

Give the children instructions to put their puppets on different objects, for example chair, table, head. The children should only do what you say if you use the word please: *(Please) put your puppet on your (chair).*

📌 Bookmark for each child (T112)

📌 Necklace for each child; a photocopiable picture (car, ball, bike or yo-yo) attached

to a loop of yarn

Review the language

Review vocabulary and prepositions

Review the language through games.

Lesson 1: Song: Toys, Toys

Vocabulary Games

Lesson 2: Pick a toy, Rhyme: Teddy Bear

Lesson 3: Role-play: What do you have?

Lesson 4: Bean bag game, Writing B and b, Song: Five Big Bears

Lesson 5: Song: Where's the Bear?

Rebus verses

Word sort: B,b

Lesson 6: Chant: Eyes, eyes, eyes, nose

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 have a little monkey.

I see an orange truck.

The bear is on the bike.

This begins with "B": boat, car

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. *Where is the bird? On the boat.*
2. *I have a big truck.*
3. *I have a red ball.*
4. *This begins with "b": bear, monkey, grandma.*

Oral language review

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

What's this?

Is this big or little?

What color is this?

Where is the bird?

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

Activity Book, page 25

Have children circle the toys they own. Ask: *Tim, what do you have?*

More practice

Toy store game

Have each child wear a photocopiable picture of a toy on a yarn necklace. Have children put their chairs in a circle. Give directions: *(Cars), stand up. Find a new chair.* Go! All children wearing (cars) will switch chairs. When you say: *Toy Store!* everyone will stand up and find a new chair.

Interactive bulletin board

Where's the bear?

Give children directions for placing the bear and the monkey:

Put the bear on the boat.

Put the monkey on the teacher.

Have children give each other similar directions.

Take-home word books

Help children staple Activity Cards together to make a four-page booklet. Have the children trace over the words and practice "reading" their books to each other. Have children take home their word book to share with their families.



Listen and Check



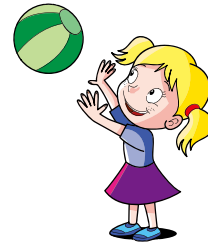
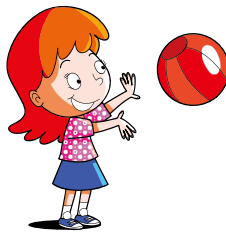
1



2



3



4



1. Where is the bird? On the boat.
2. I have a big truck.
3. I have a red ball.
4. This begins with "b": bear, monkey, grandma.

