

# Overview

Children talk about the park and the different things that they can do there.

## Grammar

*I can run. (Joe) can run.*

*Can you (sing)? Yes, I can. No, I can't.*

*How are you? Fine, thank you.*

*Let's play.*

*(Turtle), can you hop?*

*I can see (a tree).*

*Where's the (rock)? The (rock)'s in the (box).*

*What's in the (box)?*

## Vocabulary

*run, hop, climb, walk, drive, dance, play, sing, swim, fly; turtle, tree, tiger, rock, flower; triangle, circle, square; Hi! (toes, telephone)*

## Songs and Chants

Song: Walk, Walk, Walk (Lesson 1)

Chant: Can You Dance? (Lesson 2)

Song: Turtle, Can You Hop? (Lesson 4)

Action rhyme: Touch Your Toes. (Lesson 4)

Song: I Can See a Triangle. (Lesson 5)

## Early Literacy Skills

Auditory discrimination: initial letter sound "t"

Write letter forms: T and t

"Read" rebus sentences

Track print: left to right and top to bottom

Match spoken word to written word

Create original poem verses

Trace word labels

## Math

Count (Lessons 1, 5)

Continue a pattern (Lesson 6)

Classify shapes (Lessons 1–6)

Recognize and write numbers (Lesson 1)

## Science

Identify objects by touch (Lesson 6)

## Art

Making tambourines (Lesson 4)

Make a touch box (Lesson 6)

Shape Art (Lesson 6)

Shape Tracing (Lesson 6)

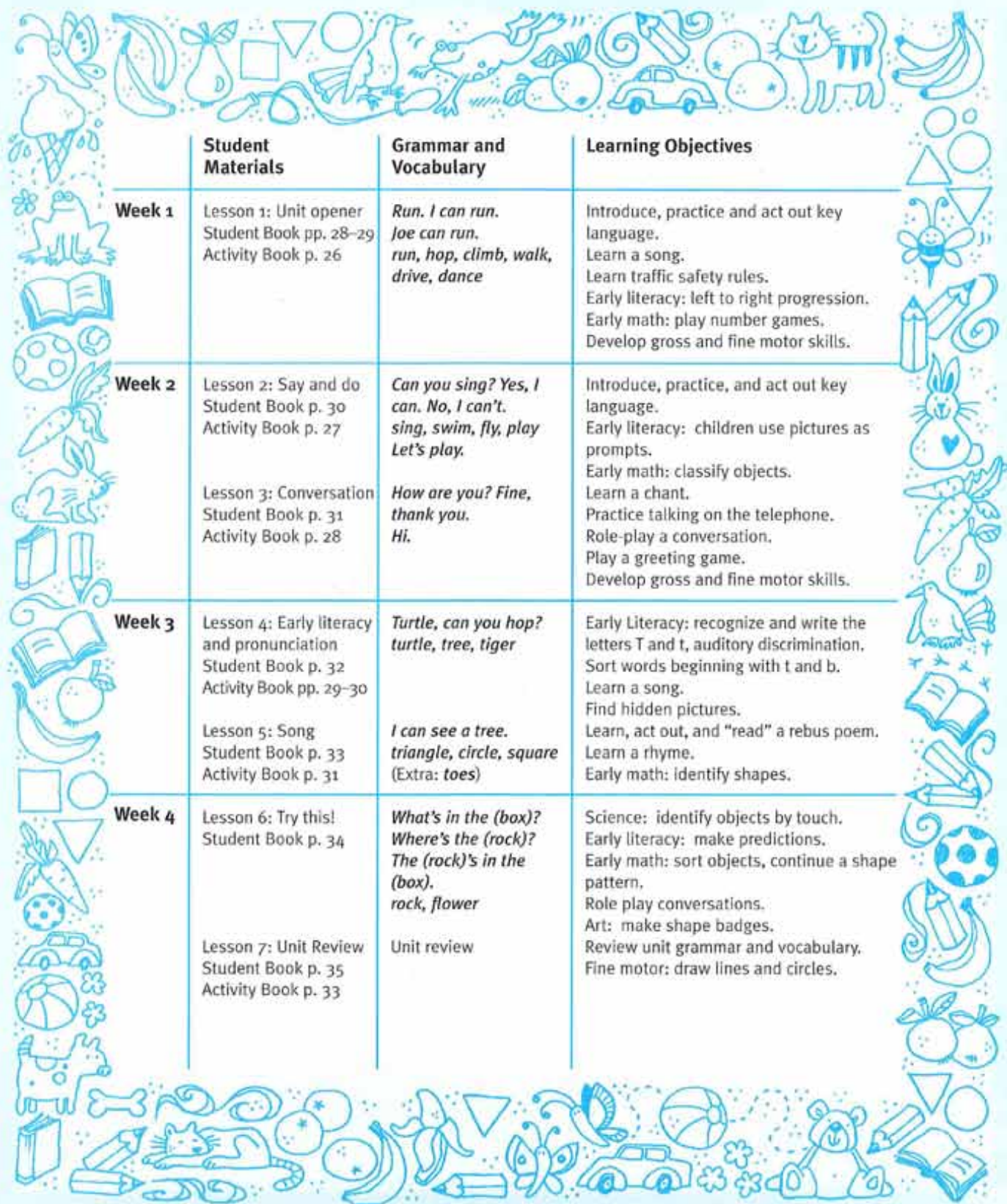


## Featured Teaching Strategy

### Rebus pictures

Rebus pictures are pictures used in place of words. *Fingerprints* combines simple words and rebus pictures to ease children into the process of reading. Point to each word and picture on the board as you "read" sentences aloud with the class. Encourage children to point to the words and rebus pictures in their own books as they practice reading the sentences aloud. (Pointing helps children practice the important reading convention of moving from left to right.) Write your own rebus sentences and stories with your class.

# Monthly Planner



	Student Materials	Grammar and Vocabulary	Learning Objectives
<b>Week 1</b>	Lesson 1: Unit opener Student Book pp. 28–29 Activity Book p. 26	<i>Run. I can run. Joe can run. run, hop, climb, walk, drive, dance</i>	Introduce, practice and act out key language. Learn a song. Learn traffic safety rules. Early literacy: left to right progression. Early math: play number games. Develop gross and fine motor skills.
<b>Week 2</b>	Lesson 2: Say and do Student Book p. 30 Activity Book p. 27  Lesson 3: Conversation Student Book p. 31 Activity Book p. 28	<i>Can you sing? Yes, I can. No, I can't. sing, swim, fly, play Let's play.  How are you? Fine, thank you. Hi.</i>	Introduce, practice, and act out key language. Early literacy: children use pictures as prompts. Early math: classify objects. Learn a chant. Practice talking on the telephone. Role-play a conversation. Play a greeting game. Develop gross and fine motor skills.
<b>Week 3</b>	Lesson 4: Early literacy and pronunciation Student Book p. 32 Activity Book pp. 29–30  Lesson 5: Song Student Book p. 33 Activity Book p. 31	<i>Turtle, can you hop? turtle, tree, tiger  I can see a tree. triangle, circle, square (Extra: toes)</i>	Early Literacy: recognize and write the letters T and t, auditory discrimination. Sort words beginning with t and b. Learn a song. Find hidden pictures. Learn, act out, and “read” a rebus poem. Learn a rhyme. Early math: identify shapes.
<b>Week 4</b>	Lesson 6: Try this! Student Book p. 34  Lesson 7: Unit Review Student Book p. 35 Activity Book p. 33	<i>What's in the (box)? Where's the (rock)? The (rock)'s in the (box). rock, flower  Unit review</i>	Science: identify objects by touch. Early literacy: make predictions. Early math: sort objects, continue a shape pattern, Role play conversations. Art: make shape badges. Review unit grammar and vocabulary. Fine motor: draw lines and circles.

**Grammar**

Run. I can run. Joe can run.

**Vocabulary**

run, hop, climb, walk, drive, dance

**Materials**

Picture Cards and photocopiable pictures: run, hop, climb, walk, drive, dance  
Chalk, paper plates, a set of paper traffic lights

Self-sticking notes

Two boxes or foam cubes

## Introduce the language

**Words in action**

Play a TPR game to introduce the verbs. Say **Run** and mime a running action. Have the children practice running in place.

Continue with the verbs **hop**, **climb**, **walk**, and **dance**. Use a paper plate steering wheel to demonstrate drive. (Draw a steering wheel shape on the plate with a black marker pen.) Encourage different children to lead this activity, saying a verb and then demonstrating it.

**I can walk**

Place the Picture Cards in a bag or a box. Pull out a Picture Card, show it to the children and say: I can (*walk*). Demonstrate walking. Have children repeat your words and actions. When the class is familiar with this activity, choose children to lead it, pulling out a card and modeling the language and action for the class to repeat. Have children in the class say back to you what they can do, then as they demonstrate, have the class say: (*Penny*) can walk.

## Use the book

**Vocabulary pictures**

Hold up a Student Book. Point at the pictures as you review the words. Then say: **Walk. Walk. Walk. I can walk.** Have children point to the correct Vocabulary Picture and repeat. Children then stand and do the action.

**Picture Scene**

Have children look at the playground scene. Say, **Walk. Who can walk? Find the picture.** Have children point to the walking child in the picture and chant: **I can walk.** Continue with the other verbs. When children are comfortable with this language, have them name the children in the Picture Scene. Ask: **Is this a girl or a boy? What's (his) name?** Say the sentence together, using the name the children have chosen: (**Marta**) can hop. Direct children to look at the picture of the hopscotch

board. Have children point to the different numbers listed on the hopscotch board.

**Song: Walk, Walk, Walk**

This is a stand-up and move chant. Children listen to the first line while seated. Then they get up and move to the music, singing the sentence: **I can walk. I can walk.** They sit down on the final line of the verse when the music slows down, then stops.

**Verse 1**

**Walk. Walk. Walk.**  
**I can walk. I can walk.**  
**I can walk. I can walk.**  
**Walk. Walk. Walk.**

**Verse 2: dance****Verse 3: run****Verse 4: climb****Verse 5: drive****Verse 6: hop****Activity Book, page 26**

Have children trace the path from the boy to the hopscotch board and from the girl to the slide.

## More practice

**Poster: Keeping active**

Have children name the boy and girl in the picture. Use self-sticking notes to make name tags. Have children greet all the people and animals in the poster and talk about where they are and what they can do.

**Stand on the 5**

Use chalk to write several sets of large numerals (1–5) on the ground outside. Say: **Stand on the 4.** The children should rush to stand on one of the 4s. Continue, choosing numbers at random.



### Drive safely

Make a set of paper traffic lights with a flap covering either the green or red light. Children pretend to drive cars as they chant: ***I can drive. I can drive.*** (They can use paper plate steering wheels.) Uncover the red traffic light as you say: ***Red light, stop!*** Drivers stop. When you say: ***Green light, go!*** children will again begin to drive and chant. When children are familiar with the traffic commands, change the lights silently and let children give the instructions.

### Play hopscotch

Draw a hopscotch board. Teach children how to play hopscotch.

### Vocabulary games for warm up and review

#### Tell a friend

Have children stand in a line. Child 1 chooses an activity, looks back at Child 2 and says ***I can (walk)***, and demonstrates the action. Child 2 then repeats what Child 1 said and did, talking to Child 3. This continues with all children in the line. When everyone has done Child 1's activity, Child 1 moves to the back of the line, and Child 2 chooses a new activity.

### Picture Card TPR

Have a child choose a Picture Card and say the verb: ***Run***, without showing the picture to the class. The class will respond: ***I can run***, and do the action (run in place). The child will then show the class the picture and say ***Yes!***

### Jane can dance

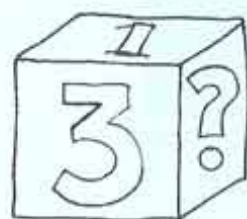
Have a child demonstrate an action verb. The class will guess the verb then chant the sentence using the child's name: ***Jane can dance. Jane can dance.***

### Polite Simon says

This is a variation of the game Simon Says. Explain to children that if you say: ***Walk, please***, they are to follow your command. However, if you do not say ***please***, but simply say ***walk***, they should freeze or stand still.

### Dice game

Use two square boxes or foam cubes to make oversized dice. Attach the six photocopyable verb pictures to the sides of one die. On the six sides of the second die, write the numbers 1–5 and a question mark. Have two children roll the dice. One will name the action picture on top: ***Hop***. The other will say the number on top: ***five***. The class will chant: ***I can hop***, and count aloud as they hop five times. If a child rolls the question mark, have them choose how many times they will hop before they begin.



I can run.



 I can run.



 I can climb.



**Extension:**  
Who can walk?  
Joe can walk.





# Can you sing?



Yes, I can. No, I can't.

Draw a circle for "Yes, I can."  
Draw an X for "No, I can't."

### Grammar

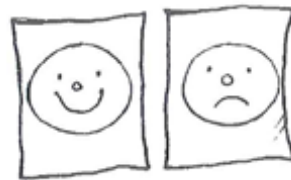
Can you sing? Yes, I can. No, I can't.

### Vocabulary

sing, swim, fly

### Materials

- 🖨️ Picture Cards: drive, sing, hop, swim, dance, fly
- 🖨️ Three happy face and three sad face cards



## Introduce the language

### Action verbs

Use Picture Cards to introduce and review verbs. Show children a Picture Card and say: *I can (swim)* as you demonstrate the verb. Have children repeat your words and action. Hand the Picture Card to a child and say: *Joan can (swim)*. That child will demonstrate the action and the class will repeat the sentence: *Joan can (swim)*. Continue with the other verbs.

### Can you swim?

Hold up the Picture Card and ask a child: *Can you swim?* Expand the child's answer to a full sentence and have the class repeat after you: *Yes, I can.* (Or *No, I can't.*)

Divide the class into two groups. Hold up the Picture Card and have Group A ask: *Can you swim?* Hold up a happy face card to prompt Group B to answer: *Yes, I can.* Then have Group B ask the question. Hold up a sad face card to prompt Group A to answer: *No, I can't.* Repeat with the other verbs.

## Use the book

### Listen, point, and say

Help the children identify what the children are doing in each picture. Have children take turns saying an action verb. Classmates will point to the picture and repeat the word.

### Say and do

Have children point to the first picture. Ask: *Can you sing?* Encourage children to respond: *Yes, I can.*

Have children draw a circle around the picture. Have them point to the picture of a child driving a car. Ask: *Can you drive?* Encourage children to respond: *No, I can't.*

Help children draw an X over the picture. Continue with the other pictures. Children draw an X over pictures of things that they can't do and circle pictures of things that they can do.

### Chant: Can You Dance?

Place the happy face and sad face cards face down on a table. Hold up a Picture Card and have children join the question chant:

*Can, can, can you dance?*

### Can, can, can you dance?

Let a child pick a card from the table. If it is a happy face, the class will do the action and chant:

*Yes, yes, yes, I can.*

*Yes, yes, yes, I can.*

If the card has a sad face, the children will shake their heads and chant:

*No, no, no, I can't.*

*No, no, no, I can't.*

Verse 2: *swim*

Verse 3: *hop*

Verse 4: *sing*

Verse 5: *drive*

Verse 6: *fly*

### Activity Book, page 27

Children draw a picture of something they can do and something they can't do.

## More practice

### Sorting

Place a happy and a sad face card at the top of the Interactive bulletin board. Show a Picture Card and ask: *Can you (climb)?* Let a child post the Picture Card below the happy face if the answer is *yes*, and below the sad face if the answer is *no*. Have the class say the answer together: *Yes, I can.* or *No, I can't.*



**Grammar**

How are you? Fine, thank you.  
Let's play.

**Vocabulary**

Hi, play

(Extra: telephone)

**Materials**

- 👤 Picture Cards: boy, girl
- 🏀 Ball
- 📞 Two old or toy telephones

## Introduce the language

### Practice greetings

Use the boy and girl Picture Cards as puppets. Let the children name the puppets. Let the puppets greet the class:

**Puppet: Hi, children!**

**Class: Hi, (Sam)!**

Explain that Hi! means the same as Hello!

Model a conversation

Use two Picture Cards and put on a mini-puppet show.

**Boy: Hi, Shona**

**Girl: Hi, Ted.**

**Boy: How are you?**

**Girl: Fine, thank you.**

Repeat the puppet play. Pause to let the class repeat each character's lines.

### Let's play!

Toss a ball in the air and say: *Let's play!*

Have the class repeat the sentence. Toss the ball to a child, saying: *Let's play, Amy.* Prompt the child to respond: *OK!* and toss the ball back to you. Gradually let children take over your role, tossing the ball to a classmate and saying, *Let's play, James!*

## Use the book

### Picture talk

Hold up the Student Book page. Introduce the girl and boy by name, Jenny and Ken. Have children greet them: *Hi, Jenny! Hi, Ken!* Point to the substitution pictures and practice the sentences: *Let's climb! Let's dance! Let's swim!*

### The conversation

Ask children what they think the characters are saying. Play the conversation, pointing to the boy and girl as you hear their lines. Pause the recording so the class can repeat each line.

**Ken: Hi, Jenny**

**Jenny: Hi, Ken.**

**Ken: How are you?**

**Jenny: Fine, thank you. Let's play!**

**Ken: OK!**

### New conversations

Role-play the conversation with a child. Use the child's real name and have the child greet you back using your real name. Let the child suggest an activity: *Let's (swim)!* Respond: *OK!* and mime the activity together. Let pairs of children perform the conversation for the class, using their own names and the activity of their choice.

### Activity Book, page 28

Review the word **telephone**. Give children coloring directions, for example: *Point to number 3. Color it yellow.*

## More practice

### Puppet chat

Let the puppets greet various children and have children respond.

**Puppet: Hi, Jill. How are you?**

**Jill: Fine, thank you.**

### Telephone game

Teach children to answer the phone by saying: *Hello. This is (Tom).* Have children pass a toy telephone around the circle as music plays. When the music stops, the child holding the phone will answer it. Have a conversation with the child, using your own play phone.

**Child: Hello. This is Tom.**

**Teacher: Hi, Tom. This is (Ms. Ann). How are you?**

**Child: Fine, thank you.**


**Teacher: Goodbye, Tom.**

**Child: Goodbye, Ms. Ann.**




# How are you?



 Hi, Sally.

 Hi, Ted.

 How are you?

 Fine, thank you.

 Let's play.

 OK!



climb



dance



swim

Have a conversation.  
Greet and invite someone to play.





# Turtles and telephones.



tree



tiger



turtle



truck



Turtle, can you hop?

Trace the letters T and t. Say words beginning with t. Sing a song.

**Grammar**

Turtle, can you (hop)?

**Vocabulary**turtle, tree, tiger  
(Extra: toes)**Materials**

Picture Cards: turtle, tree, tiger, truck, table, teacher, girl, candle, pencil  
Toast, tomatoes, tangerines

Stiff paper, glue, colored tape, tinsel

## Introduce the language

**Words beginning with T and t**

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

**Pronunciation tip**

Have children put their hand in front of their mouth when they say words that begin with the "t" sound. Children should feel a small puff of air.

**Game**

Display Picture Cards on a table or chalkboard tray. Say the sound "t". Have children find the pictures that begin with T and t.

**Writing T and t**

Display "big T, little t" posters on the wall. Use a crayon to trace a big T. In the child's home language, talk about the strokes: *Draw a line down. Now draw a line across.* Have children "air write" giant T's with you. Then have a child go to each poster and trace the big T with a crayon as the class chants: *Big T, Big T, T, T, T.* Let a new set of children step up to the posters and repeat. Follow the same steps for little t.

## Use the book

**What do you see?**

Let children name objects on the page. Help children see that the words begin with "t".

**Say and trace**

Point out the T and t on the turtle's hat. Have children trace the letters at the top of the page.

**Picture Stickers**

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

 **Activity Book, page 29**

Have children cut out and color the Activity Cards.

**Song: Turtles, Can You Hop?**

Have children use their turtle and tiger Activity Cards. Listen to the song. Let children make the turtle hop to the music in the first verse and make the tiger dance in the second verse.

Divide the class into two groups. Group A will sing verse 1 as Group B hops. Group B will sing verse 2 as Group A dances.

*Turtle, can you hop?*

*Please, Turtle, can you hop?* (Group B hops)

*Thank you, Turtle. Thank you!*

*Tiger, can you dance?*

*Please, Tiger, can you dance?* (Group A dances)

*Thank you, Tiger. Thank you!*

## More practice

**Letter of the Month: T and t Names**

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

**Snacks**

toast, tomatoes, tangerines

**Art and music activity**

Tambourines. Have each child decorate two paper plates with the letter T and t. Staple the plates together with dried beans or rice inside. Have children use their tambourines when they sing songs.

**Action rhyme**

Touch, touch, touch your toes.

Touch, touch, touch your nose.

**Tactile letters**

Write the letters T and t on stiff paper. Have the children put colored tape on the lines or glue on pieces of tinsel.

**Grammar**

I can see a tree.

**Vocabulary**

triangle, circle, square

**Materials**

Picture Cards: tree, tiger, bee, turtle, table, ball, balloon, bear, boat, truck

Paper shapes: triangle, circle, square

Interactive bulletin board showing the rebus poem.

## Introduce the language

**Shapes**

Teach *circle*, *triangle*, *square* with paper shapes. Have children draw the shapes in the air as they repeat the words.

**I can see!**

Review words with Picture Cards. Place five or six Picture Cards on the walls of your classroom. Cup your hands over your eyes like binoculars and say: *I can see a tree*. 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 can see a (tree)*.

## Use the book

**Picture talk**

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

**The poem**

Reproduce the poem on the Interactive bulletin board, using sentence strips, paper shapes and Picture Cards. Point to the words as you read each line aloud. Pause for children to supply the picture word at the end of each line. Read the poem again, with 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**

Have the children find the objects named in the poem in the picture. Ask: *Can you see (a triangle)?*

Encourage children to point at the object in the picture and respond: *Yes, I can*.

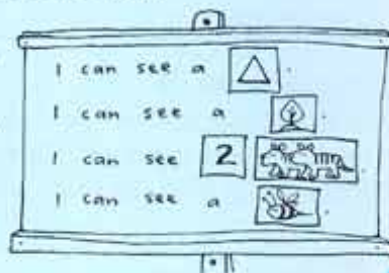
Ask children about other objects, some that are in the picture and some that are not: *Can you see (a pencil)?*

Children will point and respond: *Yes, I can* or they will shake their heads and respond: *No, I can't*.

**Song: I Can See a Triangle**

Play the song. Listen to the verses. Have children point to the matching pictures. Play the song again, encouraging children to sing along.

*I can see a triangle,  
I can see a tree,  
I can see two tigers,  
I can see a bee.*

**Activity Book, page 31**

Have children trace T and t at the top of the page. Have them circle the picture if the word begins with t, and draw an X through the picture if it does not.

## More practice

**New bulletin board verses**

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

**Word sort**

Display an assortment of Picture Cards showing words beginning with B and b, and T and t. Have children choose which pictures to post on the Interactive bulletin board under the letters B and b and which under the letters T and t.



I can see a tree.



I can see a



I can see a



I can see



I can see a



Sing a song. Create new verses.  
Play a singing game.





# Try This!

Make a touch box.

## You need:

a touch box



a rock



a plastic flower



plastic or cardboard shapes:

circle



square



triangle



## DIY:

1. Place an object in the touch box.
2. Have a student reach into the box and guess.

Say: Is it a rock? No.  
Is it a flower? Yes.

**Grammar**

What's in the box? A rock.  
Where's the rock? The rock's in the box.  
Review: Put the flower in the box.

**Vocabulary**

rock, flower

square, triangle

👉 Large box for making a class touch box; smaller boxes such as milk cartons or paper bags for children to make touch boxes or bags.

**Materials**

👉 Rock, plastic flower  
👉 Plastic or cardboard circle,

## Introduce the language

**Nouns**

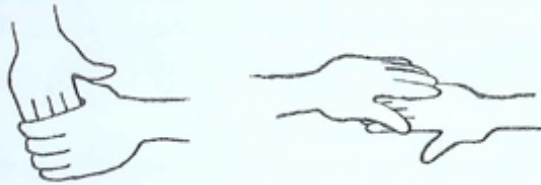
Use objects to introduce *rock* and *flower*, and review *circle*, *square*, and *triangle*. Practice vocabulary by playing the game "What's Missing?" (Unit 3, Lesson 1).

**Prepositions: in and on**

Teach and review prepositions in and on. Lead a chant: *In! On! In! On!* using the following gestures:

in

on



Place a box on its side next to the rock, flower, and shapes. Put the rock in the box and the circle on the box. Ask: *What's in the box? What's on the box?* Repeat with different objects. Then give children directions: *(Jamie), show me the (flower). Put the flower in the box.* (The child should put the flower in the box.)

## Use the book

**Picture talk**

Have children name things they recognize in the picture.

Ask:

*Where's the (rock)?*

*In the box? On the chair?*

*The rock is (in the box).*

Then in the children's home language, talk about what the child in the photo is doing. (Reaching into a "touch box" and trying to identify an object by touch alone.)

**Do the activity**

Prepare a touch box before the class and place it on the table. Display objects for guessing on a chair in front of the table. Have a child stand behind the table and close his or her eyes. Let a classmate choose an object to place in the touch box. The first child will reach into the box and try to guess the object by feeling it. The class will respond *Yes* or *No* to the child's guesses: *Is it a (pencil)?*

Try to let each child in your class have a turn guessing an object in the touch box.

**Activity Book, page 32**

Have children complete the shape pattern on each line.

## More practice

**Make individual touch boxes**

Let children make their own touch boxes (or touch bags) using small boxes, milk cartons, or paper bags. Children can decorate their box or bag with shapes, flowers and so on. Have children place a classroom object in their touch box for a classmate to identify.

**Shape activities****Shape art**

Provide children with paper circles, squares and triangles of different colors and sizes. Children can glue shapes on paper to make interesting pictures.

**Shape tracing**

Place the plastic or cardboard shapes in a "learning center" with different drawing materials. Encourage children to trace the shapes.

**People shapes**

Have children work in groups of two to make a circle with their arms. A group of three children can lie on the floor to form a triangle. Four children can form a square. Children can also try making circles, squares, and triangles with their fingers.



## Grammar

Review

## Vocabulary

Review

## Materials

👉 Bookmark for each child  
 👉 Sturdy paper cut in the shape of a badge (one per child), and a set of small paper shapes to glue on the badge

👉 Safety pins

👉 Strips of colored paper to make the letter t  
 👉 Photographs of children in your class

## Review the language

### Review grammar and vocabulary

Review the language through games.

Lesson 1: Song: Walk, Walk, Walk

Vocabulary Games

Lesson 2: Chant: Can You Dance?

Lesson 3: Greeting game and Telephone talk

Lesson 4: Writing T and t

Song: Turtle, Can You Hop?

Action rhyme: Touch your toes

Lesson 5: Song: I Can See a Triangle

Rebus verses

Lesson 6: Shape activities

## 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 can swim.*
2. *I can see a circle.*
3. *What's in the box? The tiger's in the box.*
4. *This begins with "t": turtle, bee, candle.*

### Oral language review

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

*What's this?*

*Is this a square?*

*What's in the box?*

*Can you swim?*

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

## Activity Book, page 33

Have children color all the triangles red, the circles blue, and the squares orange.

## More practice

### Shape badges

Provide each child with a piece of heavy weight paper cut in the shape of a badge. Provide small paper shapes: circles, triangles and squares. Have children design their own shape badge. Tell children that they can wear their badges once they can name all three shapes. Attach the badges to children's clothing using safety pins.

### Poster: Keeping active

Have children ask the characters in the poster questions:

*Grandpa, can you sing?*

Let a volunteer answer the question in the character's voice: *Yes, I can.*

### Take-home t poster

Help children glue two strips of colored paper together, making the letter t. Then have them glue their four Activity Cards to the paper t. The children can trace over the words on their Activity Cards. Encourage children to practice "reading" the letter and the picture words to each other. Have children take home their t poster to show their families.

### Play a greeting game

Put photographs of children in a box. Pull out a photograph and show it to the class. Ask: *Who is it? It's ...* Let children say the name. Have the class greet the child by saying: *Hi (Abby), how are you?* The child should respond: *Fine, thank you,* and then select the photograph of another child from the box.

### Photo puppets

Have children tape their photos to Popsicle sticks. Let pairs of children put on puppet plays, using the dialog in lesson 2.



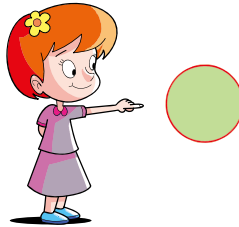
# Listen and Check



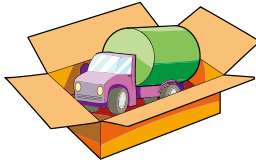
1



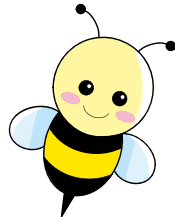
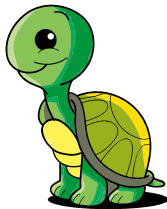
2



3



4



1. I can swim.
2. I can see a circle.
3. What's in the box? The tiger's in the box.
4. This begins with "t": turtle, bee, candle.

