

1 Overview

Children identify classroom objects, review colors and the prepositions *on* and *under*, and learn an alphabet chant.

Grammar

What's this? It's a (desk).
What's your name? My name is (Annie).
Where's the (cat)? On/Under the (chair).
The (book) is on the (table).
Do you want (blue paper) or (red paper)?
What do you see? I see a (ruler).
I like (you).
The (cup) is (big). The (ball) is (bigger).

Vocabulary

chair, desk, wall, window, door, clock, book, table, pencil, teacher, lamp, rug, cat, truck, ball, paper, please, thank you, pig, rabbit, paint, ruler, rock, pen, alphabet, head, knee, cup, pink, purple, one, two, three, four, five, six, seven, eight, nine, ten (turtle, hello, yes, no, walk, hop, pencil, teacher, dance, crayon)

Songs and Chants

Song: Walk Around the Classroom (Lesson 1)
 Song: Where's the Chair? (Lesson 2)
 Chant: 2, 4, 6, 8, 10 (Lesson 4)
 Chant: Alphabet Chant (Lesson 5)

Early Literacy

Track print: left to right and top to bottom
 Match spoken word to written word
 Write and recognize own name
 Match and recognize initial letter sounds
 Match written words
 Chant the alphabet, point to the letters

Math

Recognize and write numbers (Lessons 1, 4, 7)
 Continue a pattern (Lesson 3)
 Count (Lessons 1, 2, 4, 7)
 Create picture graphs/charts (Lesson 6)
 Sort (Lesson 6)

Art

Decorate name tags (Lesson 1)
 Illustrate sentences (Lesson 2, 4, 7)
 Color collage (Lesson 3)
 Illustrate Word Books (Lesson 4)
 Mix colors (Lesson 7)



Featured Teaching Strategy

Creating a language-rich classroom

Classroom visuals give children lots of opportunities to speak English, increasing their confidence and facility in the language: Picture Cards prompt and anchor oral language; name cards can be used to take attendance or for graphing; song and chant charts can be used throughout the year to review language patterns and vocabulary; puppets give even shy children access to conversation; word labels help children practice early reading skills.

Monthly Planner

	Student Materials	Grammar and Vocabulary	Learning Objectives
Week 1	Lesson 1: Unit opener Student Book pp. 4–5 Activity Book p. 4	<i>My name is (Annie). What's your name? What's this? It's a (desk). chair, desk, wall, window, door, clock (Extra: book, pencil, table, teacher, turtle, hello, yes, no, walk, hop, dance, 1, 2, 3)</i>	Introduce and practice key language. Exchange greetings. Identify common classroom objects. Learn a TPR song. Early literacy: trace and recognize own name, match written words, introduce the alphabet. Early math: count, recognize numbers. Develop gross and fine motor skills.
Week 2	Lesson 2: Say and do Student Book p. 5 Lesson 3: Conversation Student Book p. 7 Activity Book p. 5	<i>Where's the (cat)? On/Under the (chair). The (book) is on the (table). lamp, rug, table, cat, truck, book, ball Do you want (blue paper) or (yellow paper)? paper, please, thank you, pink, purple (Extra: crayon)</i>	Introduce and practice key language. Describe location using <i>on</i> and <i>under</i> . Ask and answer questions. Learn a song. Early literacy: track and "read" rebus sentences, write and recognize name. Early math: count, continue a pattern. Role-play a conversation: ask about and express preferences politely.
Week 3	Lesson 4: Early literacy and pronunciation Student Book p. 8 Activity Book pp. 7–8 Lesson 5: Chant Student Book p. 9 Activity Book p. 9 Unit 1 Picture Stickers	<i>I see a (ruler). What do you see? pig, rabbit, paint, ruler, rock, pen I like (you). alphabet, head, knee</i>	Introduce and practice key language. Early literacy: match and/or recognize initial letter sounds r, t, p; develop familiarity with alphabet. Develop listening and pronunciation skills. Early math: count, recognize numbers. Learn, act out and "read" a rebus poem. Express personal preferences.
Week 4	Lesson 6: Try this! Student Book p. 10 Activity Book p. 10 Lesson 7: Unit review Student Book p. 11 Activity Book p. 11	<i>The (cup) is (big). The (ball) is (bigger). cup, bigger, smaller</i> Unit review	Introduce and practice key language. Do an experiment, record results. Early math: sequence according to size, create a picture chart, count, recognize numbers. Review unit grammar and vocabulary. Develop listening skills.

Grammar

My name is Annie. What's your name?
What's this? It's a desk.

Vocabulary

chair, desk, wall, window, door, clock
(Extra: book, pencil, table, teacher, turtle, hello, yes, no, walk, hop, dance, 1, 2, 3)

Materials

☀ Picture Cards: chair, desk, wall, window, door, clock, book, pencil, table, teacher
☀ Two sets of word labels: chair, desk, wall, window,

Introduce the language

Getting to know you

Introduce yourself: *My name is (Ms Ana)*. Ask each child: *What's your name?* Have the class join you to say: *Hello, (Michael)*. Have the child respond: *Hello, (Ms Ana)*.

Greeting chain

Have children introduce themselves to each other in a chain conversation.

Child A (to Child B): *Hello. My name is (Laura). What's your name?*

Child B (to Child A): *My name is (Matthew)*.

Child B (to Child C): *What's your name?* and so on.

Children stand as they say their name and remain standing until all children have had a turn.

Show and say

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

Place your hands on a chair as you say: *chair*. Have children repeat your words and actions. Repeat for *table*.

Pick up a book, then a pencil as you review the words. Have children repeat your words and actions.

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: *(pencil), a (pencil), It's a (pencil)*.

Follow similar steps, but point to the objects as you introduce and practice *desk, wall* and *window*; then *door, clock* and *teacher*.

Children as teachers

Display all 10 Picture Cards and review the words with the class. Point to a card and ask: *What's this?* Have children take over the teacher role, asking their classmates: *What's this?*

Use the book

Vocabulary Pictures

Say the names of the pictures: *chair, desk, wall, window, door, clock*. Repeat in random order. Have children point to the correct picture as they repeat the word.

Picture Scene search

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

Classroom search

After children point to a clock (or other object) in the Picture Scene, have them find a real clock in the classroom.

Hello, Annie!


Draw attention to the girl with the name tag in the Picture Scene. Introduce her as Annie. Ask children what they think Annie is saying. *(My name is Annie.)* What question do they think the little boy asked Annie? *(What's your name?)*

Let children give the little boy a name, then ask two volunteers to act out the scene.

Word match

Put word labels on classroom objects, as shown in the Student Book. Hand out a second set of word labels. Let children read the word by finding the matching label by a classroom object.

door, clock, books, pencils,
table

 Name tags for your
children



Song: Walk Around the Classroom

Review the verbs walk, hop and dance as you first say and demonstrate the word for children to repeat; then simply say the word as children do the action. Play the introduction to the song. Let children sing along and do the actions.

Walk, walk, walk, walk. Hop, hop, hop, hop, hop.
(two times)

Dance, dance, dance, dance. Walk, walk, walk, walk, hop, hop, hop! (two times)

Have children listen to the song, letting their fingers walk, hop and dance and pointing to the correct Vocabulary Pictures in their book. Help children understand unfamiliar words. Play the song again. Have children stand up and do the actions.

Verse 1:

*Walk around the classroom,
Walk around the classroom,
Walk around the room with me.
Find a chair. Ready? 1, 2, 3.
Touch the chair.*

Verse 2: *Hop; door*

Verse 3: *Dance; wall*

Verse 4:

*Walk around the classroom...
Find a window. Ready? 1, 2, 3.
Point to the window.*

Verse 5: *Hop; desk*

Verse 6: *Dance; clock*

(Children, spoken) *Hello, clock!*

Activity Book, page 4

Have children trace the path from the boy to the turtle, first using a finger and then a pencil.

More practice

Class routines

Exchange greetings at the beginning of each class: *Hello, boys and girls. Hello, (Ms Ana). How are you today? Fine, thank you.*

Name tags and conversation

Have children trace the letters in their names and decorate their name tags. Children can wear the name tags as they perform this role-play.

Child A: *Hello. What's your name?*

Child B: *My name is Tom. What's your name?*

Child A: *My name is Ricky.*

Child B: *Hi, Ricky!*

Child A: *Hi, Tom!*

TPR game

Give commands such as the following to individuals or groups of children: *(Alex and Liz), (hop) to the (door). Very good!*

Show me

Review numbers 1–3 as you ask children to raise the correct number of fingers.

Show me 2. Show me 1. Show me 3.

Vocabulary games

What's missing?

Display 4–6 Picture Cards in a row. Point 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?*

Find the card

Display Picture Cards on the board or on a chalkboard tray. Ask one child to be the card finder. Classmates will take turns naming a card. The card finder will hold up that card. The class will say **Yes** if it is the correct card and **No** if it is not. If it is correct, the child will place it in a stack and continue as the card finder. If it is not, the child will choose a new volunteer to come up and find the card.


Guessing game

Place Picture Cards face down on a chalkboard tray. Have a child pick up a Picture Card, hold it so the rest of the class cannot see the picture and ask: *What's this?* Children will guess: *A door? (No.) A teacher? (No.)* When the card is guessed correctly, place it face up by the remaining cards and let a second child pick a card for the others to guess.



Words in the classroom.



 My name is Linda.
What is your name?

 What's this?



 My name is Sam.

 It's a desk.



Extension:

Show me a clock.
Walk around the classroom.
Find a chair.

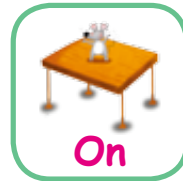




Where is the chair?

Where is the  ? **On** the  .

Where is the  ? **Under** the  .



The  is under the  .



Ask and answer a question. Sing a song.
Draw a ball.

Grammar

Where's the cat? On/Under the chair.

The book is on the table.

Vocabulary

lamp, rug, table, cat, truck, book, ball

ball, toy truck, toy cat or other stuffed animal

👉 Picture Cards: chair, table, cat, truck, book, rug, lamp

Materials

👉 Lamp, small rug, small

Introduce the language

Touch and tell

Use real items or Picture Cards to introduce **table, lamp, rug, ball, truck, cat** and review **chair, pencil** and **book**. Have 5 volunteers come to the front of the room, face away from the class and put their hands behind their backs. Place a ball, a toy car, a toy cat, a pencil or a book in each child's hands. Ask: **What's this?**

On and under

Teach or review the prepositions with gestures. Do the gestures as you chant **On! Under! On! Under!** with the class.



on



under

Where's the cat?

Arrange a table, chair and rug in front of the class. Place the lamp, toy cat, truck, book, ball and pencil on and under these objects. Ask the class: **Where's the (ball)? (Under the table).**

Encourage children to use the gestures for on and under as they answer. When children are ready, ask several to place the items in new locations. Let these children ask their classmates: **Where's the (truck)?**

TPR activity

Each child needs a book and pencil. Have children move the pencil from place to place, following your directions. For example: **Put the pencil on the book. Put the pencil under the table.**

Use the book

Questions and answers

Draw attention to the drawings clarifying the words on and under in the Student Book. Then write the rebus questions and answers on the board, using Picture Cards to represent the objects. **Where's the (chair)? On the (rug).**

Where's the (table)? Under the (lamp).

Point to the words and Picture Card as you read the first question aloud, pausing to let children say the final word.

Children should look at the picture to find the answer. Have children point to the sentences in their own books as you repeat them together. Have children trace the outline of the chair and rug. Repeat the steps with the second question. Have children trace the table.

Expansion

Have the class ask and answer new questions about the cat, truck and book. Then let a volunteer choose a question to ask a classmate: **Where's the cat?** If that child can answer the question, he or she can choose a question to ask a third child.

🎵 Song: Where's the Chair?

Hold up the Picture Card (chair, table, cat, truck, book) as children listen to each verse. Pause the recording so children can point to the picture and answer the question. Have children sing along when they are ready.

Verse 1:

Where's the chair? Where's the chair?

Where? Where? Where? Where?

Where's the chair?

(spoken) It's on the rug!

Verse 2: table; It's under the lamp!

Verse 3: cat; It's on the chair!

Verse 4: truck; It's under the chair!

Verse 5: book; It's on the table!

Drawing directions

Read the rebus sentence at the bottom of the page with the class, pausing to let the children say the picture words and preposition. Then have them draw a ball under the table.

More practice

Poster: School

Ask children: **What do you see? Where's the (pencil)?** Have children count chairs, cars, crayons.

Grammar

Do you want blue paper or yellow paper?

Vocabulary

paper, please, thank you,

colors (pink, purple)
(Extra: crayon)

Materials

✎ Paper and crayons: red, blue, yellow, green, purple

orange, pink

✎ Several sheets of paper in each color

✎ Small squares of each color

✎ Alphabet strip and name cards

Introduce the language

Introduce/review colors

Show colored paper. Ask: *What's this? (Orange) paper.*

Color dance

Choose 4 colors. Tape several sheets of each color to the floor. Play music as children dance. Stop the music and say the name of a color. Children must quickly put a foot on a piece of paper that color. As a variation, when you stop the music, have children step on the nearest piece of paper and take turns naming the colors: *(Blue) paper.*

Color path

Tape 3 colors of paper in a path: pink, orange, blue; pink orange, blue. Children line up and take turns hopping from paper to paper as the class chants the colors.

Choose a color

Put squares of colored paper in a bag. Pull out two colors and ask a child: *Do you want (blue) paper or (pink) paper?* Prompt the child to answer: *(Blue) paper, please.* Hand it to the child saying: *Here you are.* Prompt the child to respond: *Thank you.* Encourage class to join in asking the question as you repeat with each child. Then, have children glue their squares to a large sheet of drawing paper, one group of colors at a time. Admire the final artwork. Have children point to a green paper, count the purple papers, etc.

Use the book

Picture talk

Have children look at their books. Remind them of the "Choose a color" activity above and ask them what they think the characters are saying

The conversation

Point to the boy and the girl as you listen. Pause the recording so the class can repeat each line.

Boy: *Do you want blue paper or yellow paper?*

Girl: *Blue paper, please.*

Boy: *Here you are.*

Girl: *Thank you!*

New conversations

Hold up green and purple paper. Help the class ask the question using these colors. Let a volunteer answer: *(Green) paper, please.* Hand the child the chosen color as the class says: *Here you are.* The child should answer: *Thank you.* Repeat using orange and pink paper. Variation: Repeat the dialog with other props: different colored crayons, pencils, toy cars or books. Model the conversation to make sure children include the article: *Do you want a green crayon or a pink crayon? A pink crayon, please.*

Partner role-play

Let two children choose a pair of props and act out the conversation.

Activity Book, page 5

Have children draw their face in the oval and write their name below. Cut out the name cards and mount them on colored paper.

More practice

• Interactive bulletin board •

Alphabet strip and name cards. Ask a child to find the first letter of his or her name on the alphabet strip. Say: *Your name begins with a big (T).* Have the class make the letter shape with their body or fingers. Ask: *Who else has a name that begins with T?* Later, ask: *Who has a little t somewhere in their name?*

Color pattern

Line up 6 children (holding their name cards) in a pattern according to the color of their cards: orange, blue, purple; orange, blue, purple. Chant the pattern. Have the rest of the class join the line, continuing the pattern.



Do you want blue paper?



Do you want blue paper  or yellow paper  ?



Blue paper , please.



Here you are.



Thank you!



green



purple



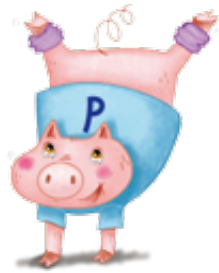
orange



pink

Have a conversation. Talk about preferences.





What do you see? I see a table.



table



paint



rock



ruler



teacher



pen

Say the rhyme.

2,

4,

6,

8,

10



and



Name each picture. Trace the letters.
Learn a rhyme and play a game.

Grammar

I see a ruler. What do you see?

Vocabulary

pig, rabbit, paint, ruler, rock, pen

Materials

☀ Pencil, pen, paper, paint, ruler, rock, truck, tape
☀ Picture Cards: pig, rabbit, rug, tree, table, turtle, rock
☀ Photocopiable letter cards:

p-pig, r-rabbit, t-turtle
☀ Large letter posters with letters P/p, R/r and T/t
☀ Binder and paper for children's Word Books
☀ Clay or pipe cleaners

Introduce the language

Teach/review vocabulary with real objects and Picture Cards.

I see a tree

Tap Picture Cards on the walls. Cup your eyes like binoculars, look at a card and say: *I see a (rug)*. Children repeat your words and actions.

Chain conversation

Place 6–8 objects or Picture Cards on a table. Say: *I see a (pig)*. Put that Picture Card or object in a box. Ask a child: *Jill, what do you see?* Jill says: *I see a (rock)*, puts that object in the box, and then asks a classmate: *Ben, what do you see?*

Beginning sounds

Show the letter card: *p-pig*. Have children say the word, then the sound they hear at the beginning: *pig, "p"*. Ask if anyone's name begins with the "p" sound. Can they find an object or a Picture Card that begins with the "p" sound? Repeat the activity with the *r-rabbit* and *t-turtle* cards.

1–10

Write numbers 1–10 on board. Let a volunteer point at the numbers as the class counts. Have children count to 10 as they walk and as they hop. Count sets of classroom objects: crayons, rulers and so on.

Use the book

Say and write

Review the animals and initial sounds at the top of the page. Point to each picture and ask: *What do you see?* Children trace the first letter of the word.

Listen and draw

Give the following directions: *Point to the table. Draw a turtle under the table. Point to the rock. Draw a rabbit on the rock. Point to the pen. Draw a pig on the pen.*

Counting rhyme

Have children point to the numbers and pictures as you say the rhyme together. Game: Children form a circle and

hold out one fist. Stand in the middle of the circle. Tap a fist as you say each word of the rhyme. The child whose fist you tap with the last word: pen will put his/her fist down. Have children chant the rhyme with you as you continue to tap fists. The child with the last outstretched fist is the winner.

 **Activity Book, page 7**

Have children match pictures that begin with the same sound.

 **Activity Book, page 8**

Have children count the objects and draw a line to the correct number.

More practice

Letters of the month: P/p, R/r, T/t

Writing letters

Write the letters p, r and t in the air. Have the children trace over letters on wall posters using different colored crayons. They should make the letters with clay or pipe cleaners.

Picture sort

Label 3 trays with letter cards: *p-pig, r-rabbit, t-turtle*. Display objects and Picture Cards. Have children say the word, then the sound they hear at the beginning: *pen, "p"*. Ask a child to put the card or object on the correct tray.

Children's Word Books

Children will add pages to their Word Books throughout the year. Have them glue a letter picture (*p-pig, r-rabbit, t-turtle*) to the top of a page. Brainstorm other words that begin with that letter. Each child will draw two pictures of things beginning with the letter. If you wish, ask: *What's this?* and write a word label below each drawing.

Grammar

I like you.

Vocabulary

alphabet, head, knee

Materials

- 👉 Picture Stickers: paper, pen, head, knee
- 👉 Alphabet Chant written on sentence strips
- 👉 Rebus pictures on

- separate cards so they can be removed and replaced by the children
- 👉 Picture Cards: rabbit, turtle, cat, crayon, book, truck, pig

Introduce the language

TPR instructions

Review body parts and classroom objects by having children touch and pick up different things. For example: *Touch your (knee). Touch your (pencil). Pick up your (pen).*

Words in motion

Teach gestures for the sentences: *I like you. Do you like me? I* (point to self) *like* (hug self) *you* (point to other person).

Do (shrug with hands up)
me (point to self).

Use the book

Alphabet Chant

Display the chant on the Interactive bulletin board, using sentence strips and drawings. Point to the words as you read each line aloud. Pause for children to say the picture words. Read the poem several more times, with children joining in.

A B C D E F G

Say the alphabet with me.

H I J K L M N

Pick up your paper. Pick up your pen.

O P Q R S T

Touch your head. Touch your knee.

U V W X Y Z

I like you. Do you like me?

Have children open their books. Say the chant together again, as children point to the words and pictures in their books. Children will note that several pictures are missing.

Picture Stickers

Have children identify the Unit 1 Picture Stickers. Read the Alphabet Chant aloud with the children (or play the recording), stopping at the first empty box (or at the end of the second line.) Ask children what word is missing.

Have them choose the correct Picture Sticker (alphabet) and place it in the empty box. Repeat for the other missing words.

Act it out

Divide class into two groups. Group A reads the Alphabet Chant while Group B acts out the lines.

Activity Book, page 9

Children complete the rebus sentence *I like ...* with a picture of their choice. Do the I like cats activity (see below) before doing this page.

More practice

I like cats

Display Picture Cards: rabbit, turtle, cat, crayon, book, truck, pig. Use the gestures for *I like...* then hold up the card as you complete the sentence with the word of your choice: *I like books.* Let each child show and tell what he/she likes.

Interactive bulletin board

Give the four sentence strips with alphabet letters to four children. Have them line them up the letters in alphabetical order. Encourage them to use the alphabet strip as a reference.

Alphabet Chant

Remove all the pictures from the chant and display them alongside. Say the chant together. Pause for a child to find and place the correct picture in each empty space.



Alphabet Chant



A B C D E F G

Say the  with me.

H I J K L M N

Pick up your . Pick up your .

O P Q R S T

Touch your . Touch your .

U V W X Y Z

I like you. Do you like me?

Listen to, chant and complete a rhyme.





Try This!

Do and record.

You need:

a small cup, a big cup



a small ball, a large ball



a sorting chart: small/smaller/
big/bigger



DIY:

1. Place the big cup on the square of the chart labeled **big**.
2. Say: The cup is big.

3. Place the big ball on the square of the chart labeled **bigger**.
4. Say: The ball is bigger.
5. Do the same approach for the two small items.

Grammar

The cup is big. The ball is bigger.

Vocabulary

cup, bigger, smaller

Materials

☀️ Cups and balls (in order of size): small cup, small ball, large cup, large ball

☀️ More objects to sort (e.g. books and boxes of different

sizes)

☀️ Photocopiable sorting chart: small/smaller/big/bigger

Introduce the language

TPR chant

Have children stand up and stretch bigger, bigger and bigger as you chant together: **Big, bigger, bigger, bigger!** Crouch down and say: **Small.** Have children imitate your words and actions. Make yourselves smaller and smaller as you chant together: **Small, smaller, smaller, smaller!**

Name the objects

Introduce/review the objects you will sort (see Materials). Have children identify objects by their size: **A (big) ball. A (small) cup.**

Play What's missing? (see Lesson 1 Vocabulary games) for more practice.

Sorting chart

Have children compare the size of the two big objects. Ask: **Which is bigger: the cup or the ball? (The ball is bigger.)** Repeat with the small objects: **Which is smaller: the cup or the ball? (The cup is smaller.)** Move the objects into the boxes of the sorting chart. Have children say the words with you: **small, smaller; big, bigger.**

Use the book

Picture talk

Have children look at the photograph. Ask: **What do you see?** As children name each item, have them place the same real item on a classroom table with the sorting chart: a big ball, a big cup, a small ball, a small cup.

Do the experiment

Place the big cup on the square of the chart labeled big. Say: **The cup is big.** Let two children come to the table and decide where to place the big ball. Say: **The ball is bigger.** Repeat both sentences with the class, using your hands to show big, bigger. Repeat the process with the two small items.

Record the results

Have children draw the placement of the objects on the chart in the photograph.

Do the second experiment

Show the children different pairs of big and small objects. Have them sort and draw the placement of the objects in the second chart.

Activity Book, page 10

Have children cut out the pictures and place them in the small, smaller, big, bigger sorting chart.

More practice

Classroom search

Have a child find a big object in the classroom and describe it to the other children: **The (window) is big.** Choose another child to find a bigger object: **The (door) is bigger.** Repeat with small and smaller.

Review the language

Review grammar and vocabulary

Use games and songs taught in this unit.

Lesson 1: Song: Walk Around the Classroom; Vocabulary game: Word match

Lesson 2: Song: Where's the Chair? Activity: Where's the cat?

Lesson 3: Color dance; Color path; Color pattern

Lesson 4: Chant and game: 2, 4, 6, 8, 10

Lesson 5: Alphabet Chant

Lesson 6: Sorting activity

Use the book

Have children place a bookmark under the first row of pictures. Say the script for item 1 (see below). Have children find the right picture and circle it. Repeat for items 2–4.

Script

1 *What's this? It's a desk.*

2 *Where's the cat? Under the chair.*

3 (Use 2 voices.) *Pink paper, please. Here you are. Thank you!*

4 *This begins with "r": ruler, pencil, teacher*

Oral language review

Check children's answers. Ask each child 1–2 questions: *What's this? Where's the (cat)? What do you see?*

Activity Book, page 11

Read the drawing directions aloud with the class. Have children complete the picture.

More practice

• Interactive bulletin board

Give three children the p, r and t letter cards. Have them find the letters on the alphabet strip. Have children whose name begins with *P* or *R* or *T* stand up. Have children search their name cards to see if they have the letter somewhere in their name. Have children find classroom word labels that contain the letters *p*, *r* and *t*.

Vocabulary expansion

Offer each child a choice of two crayons: *Do you want a (red) crayon or a (green) crayon? (A green crayon, please.)* Have each child draw a picture. Circulate and ask: *What's this?* Provide the English word as needed. Have children show their picture to the class and say what it is: *It's a yellow sun.*

Color mixing

Have children mix paint, playdough or colored water to create new colors. Blue + red = purple; blue + yellow = green; red + yellow = orange; red + white = pink

Draw!

Have children fold paper in half to form four drawing areas (front and back). Distribute crayons and give drawing directions for each area: *Draw a pink pig. Draw a red ruler. Draw a purple pen. Draw two tables.*

Shopping lists

Practice numbers 1–5 by giving pairs or groups of children rebus cards. Children will gather the objects in a shopping basket or bag.

Poster: School

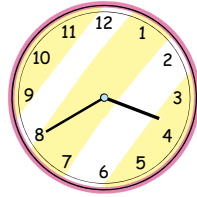
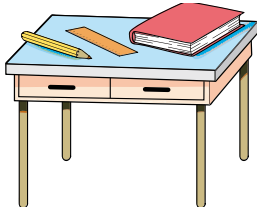
Have children ask each other: *What do you see?* and *What's this?* Ask children to *Find something (blue).* (*A blue truck. A blue book.*) Have children point to a big chair and then to a little chair.



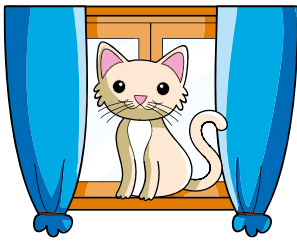
Listen and Check



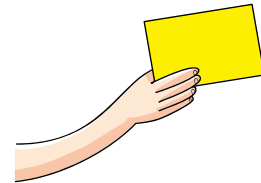
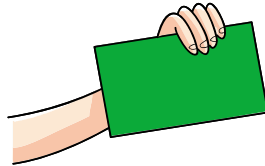
1



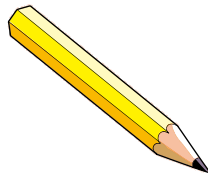
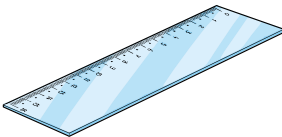
2



3



4



1. What's this? It's a desk.
2. Where's the cat? Under the chair.
3. Pink paper, please. Here you are. Thank you.
4. This begins with "r": ruler, pencil, teacher.

