

Overview

Children use pronouns and possessive pronouns to discuss family and homes.

Grammar

Who's this? This is (Mom).
Where's (Mom)? (She)'s next to (Dad).
(She)'s in the (bathroom).
Where are you? I am in the (bedroom).
What's his/her name? His/Her name is ...
How many apples do you see?

Vocabulary

mom, dad, sister, brother, grandma, grandpa, living room, kitchen, bedroom, bathroom, his, her, friend, goat, dog, fish, frog, flower, fox, glasses, apple, baby, bowl, monkey, glue, can, picture (happy, birthday, sofa, lamp, look, brush)

Songs and Chants

Song: Birthday Time (Lesson 1)
 Song: Where's Dad? (Lesson 2)
 Chant: Here are Grandma's glasses. (Lesson 4)
 Song: Baby's Room (Lesson 5)

Early Literacy

Track print: left to right and top to bottom
 Match spoken word to written word
 "Read" rebus sentences
 Match and recognize initial letter sounds
 Match written words
 Trace and write letters

Math

Count (Lessons 1, 4, 5, 6, 7)

Sort (Lesson 4)

Art

Parent name tags (Lesson 3)
 Fish prints (Lesson 4)
 Illustrate Word Books (Lesson 4)
 Draw a family member (Lesson 6)
 Art projects (Lesson 6)



Featured Teaching Strategy

Family involvement

When young children come to school, they are beginning to leave their family and enter the world at large. To make this transition as smooth as possible, you will want to involve the child's family, especially parents and grandparents. This can be as simple as having children bring in pictures of family members, or you may wish to hold a Grandparents'

- Day where children invite their grandparents and introduce them to their classmates.

Monthly Planner

	Student Materials	Grammar and Vocabulary	Learning Objectives
Week 1	Lesson 1: Unit opener Student Book pp. 12–13 Activity Book p. 12	<i>Who's this?</i> <i>This is (Mom).</i> <i>Where's (Mom)?</i> <i>(She)'s next to (Dad).</i> <i>mom, dad, sister, brother, grandma, grandpa</i> (Extra: <i>happy, birthday</i>)	Introduce and practice key language. Identify family members. Use subject pronouns he and she. Learn a song and an action song. Play listening comprehension games. Give and follow TPR commands. Early literacy: match and identify written words. Develop gross and fine motor skills.
Week 2	Lesson 2: Say and do Student Book p. 14 Activity Book p. 13 Lesson 3: Conversation Student Book p. 15 Activity Book p. 15	<i>She's in the (bathroom).</i> <i>He's in the (kitchen).</i> <i>Where are you? I'm in the (bedroom).</i> <i>living room, kitchen, bedroom, bathroom</i> (Extra: <i>sofa, lamp</i>) <i>What's his/her name?</i> <i>Her/his name is ...</i> <i>his, her, friend</i>	Introduce and practice key language. Develop listening skills. Identify rooms in a house. Early math: count, classify. Role-play a conversation: make introductions. Early literacy: write names. Use possessive pronouns.
Week 3	Lesson 4: Early literacy and pronunciation Student Book p. 16 Activity Book p. 16 Lesson 5: Chant Student Book p. 17 Activity Book p. 17 Unit 2 Picture Stickers	<i>goat, dog, fish, frog, flower, fox, glasses</i> <i>How many (apples) do you see?</i> <i>apple, baby, bowl, knee, monkey</i> (Extra: <i>look</i>)	Introduce and practice key language. Early literacy: match and/or recognize initial letter sounds d, g, f; "read" rebus directions; write letters. Develop listening and pronunciation skills. Review prepositions: <i>in, on, under, next to</i> . Practice reading rebus pictures. Create new verses. Develop gross and fine motor skills.
Week 4	Lesson 6: Try this! Student Book p. 18 Activity Book p. 18 Lesson 7: Unit review Student Book p. 19 Activity Book p. 19	<i>How many people are in your family?</i> <i>glue, can, picture</i> (Extra: <i>brush</i>) Unit review	Early literacy: "read" and follow rebus directions, match written words, recognize initial letter sounds, write own name. Early math: count, match numbers with sets of objects. Give and follow TPR directions. Review unit grammar and vocabulary. Develop listening skills.

Grammar

Who's this? This is Mom.
Where's Mom? She's next to Dad.
Where's Dad? He's next to Mom.

Vocabulary

mom, dad, sister, brother,
grandma, grandpa
(Extra: happy, birthday)

Materials

🖼️ Picture Cards: mother, father, sister, brother, grandma, grandpa
🕯️ Cut-out paper candles
🎭 Puppet

Introduce the language

Next to

Have children stand in a line. Say: *Sara is next to Alan. Alan is next to Sara. Alan is next to Gloria.* Continue with other children in the class. Have children repeat each sentence.

TPR game

Give each child a set of four crayons, green, yellow, blue and red. Give children instructions such as: *Put the red crayon next to the blue crayon.* After you have done this several times, ask volunteers to play the role of teacher.

Family members

Use the Picture Cards to introduce mom, dad, sister, brother, grandma, grandpa. Place two of the Picture Cards side by side. Say: *Mom is next to Grandma.* Ask a volunteer to pick up the picture of Mom. Continue with the other vocabulary items.

He and she

Explain that the word he is used for boys and men; the word she is used for girls and women. Hold up Picture Cards of family members and have children call out he or she. Then revisit the Family members activity, asking questions and encouraging children to answer using *he* or *she*: *Where's Mom? (She's next to Grandma.)*

Use the book

Vocabulary Pictures

Review the words with the class. Then give directions, naming the words in random order: *Point to (Mom).* Children will point and repeat the word. Point to the Vocabulary Pictures and ask: *Who's this?* Encourage children to point and respond: *This is Mom.*

Picture Scene

Have children find different family members in the Picture Scene. Ask: *Where's Mom?* Encourage children to first

point and respond: *She's next to Dad.* Continue with other people.

🎧 Guessing game

Children will listen to the recording, look at the Picture Scene and guess who said each line. Pause after you play each line:

I am next to Dad. (Mom)

I am next to Grandma. (Grandpa)

I am next to Grandpa. (Dad)

I am next to Brother. (Sister)

I am next to Sister. (Brother)

**Song: Birthday Time**

Draw a picture of a birthday cake and a happy face on the board. Teach the words of the chorus as a chant, pointing to the pictures. When children are comfortable with the words, play the song. Have children listen and point to the people in their books. Play the song again, encouraging children to sing along.

Chorus:

It's a happy time.

It's birthday time.

It's happy, happy birthday time. (Repeat chorus)

Mom is next to Dad.

Dad is next to Grandpa.

Grandpa is next to Grandma.

Grandma is next to the brother.

Chorus (sing twice)

The brother is next to the sister.


The sister's name is Janet.

Today is Janet's birthday.

Say, "Happy birthday, Janet!"

Chorus (sing twice)**Activity Book, page 12**

Have children draw a picture of a family member in the oval. Label the pictures for children by writing in the word *Mom, Dad,* and so on.

 Pictures of family members mounted on sturdy paper, and cut up to make puzzles



More practice

Early literacy practice

Direct children to look at the picture of Mom in the Student Book. Point out that it is a picture of Mom and that the word Mom is written underneath the picture. Continue with other words on the page.

Just for fun!

Teach children the traditional childhood song, Happy Birthday. When one of your children has a birthday, have a party for him or her in English.

How old are you?

Draw a large birthday cake on the board and provide cut-out paper candles. Review language taught in Level 2: *How old are you? I am (five)*. Ask individual children: *How old are you?* Have them answer and place the correct number of candles on the cake. Count the candles with the class.

Review larger numbers using a puppet. Let children ask the puppet: *How old are you?* Answer for the puppet: *I am (eight)*. Have a child place the correct number of candles on the cake as the class counts.

Vocabulary games

Family puzzles

Mount pictures of different family members on pieces of heavy weight paper. Cut the pictures apart to make puzzles. Mix up two puzzles and give the pieces to a small group of children. Have the children assemble the two pictures and identify the names of the family members.



Thank you, Mom

Teach children a variation of Mother, May I. Children stand in a line facing a child who has been designated as Mom. Mom gives each child a command: *Walk, Eric. Hop, Jessica*. Before they move, children must respond: *OK, Mom*. If they respond correctly they can take 3 hops or steps forward. If they forget to respond, they must go back to the starting line. The child who reaches Mom first becomes the next Mom or Dad to give instructions.

Family voices guessing game

Say: *Happy Birthday Janet* using a childlike boy-style voice. Have children guess that it is a brother. Continue with other people and voices. Encourage children to practice making different people's voices.

Mom, mom, mom ... dad

Have children sit in a circle. Select one child to be "it." "It" walks around the outside of the circle, touching each child on the head and saying: *mom, mom, mom ...* and then eventually *dad*. When the child says *dad*, he or she begins to run around the outside of the circle. The child who was tapped jumps up and chases the first child, trying to tag him or her. The first child tries to sit in the space vacated by the second child before he or she is tagged. The child left standing is the next child to be "it." Repeat using grandpa and grandma, and then brother and sister.

Poster: Family

Ask children: *Who do you see? Who's this? Where's the (sister)?*

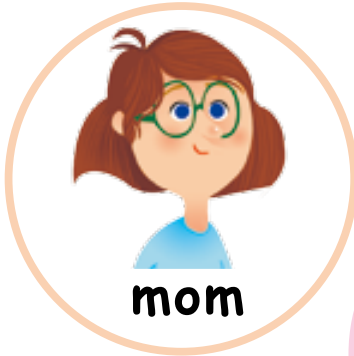
Encourage children to ask questions too.



UNIT
2

Happy birthday, Linda!

Families and Homes





This is Mom.



Mom is next to Dad.

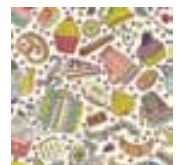


Extension:

Who is this?

Where is Mom?

Happy birthday, Linda!





Where is Dad?



Where is Dad? He is in the kitchen.
Where are you? I am in the bedroom.

Draw yourself.



Grammar

She's in the bathroom.
He's in the kitchen.
Where are you? I'm in the bedroom.

Vocabulary

living room, kitchen,
bedroom, bathroom
(Extra: sofa, lamp)

Materials

-  Interactive bulletin board: a house scene made up of photocopyable pictures of rooms and family members
-  Photos of the children

Introduce the language

Dad is in the kitchen

Use the Interactive bulletin board to teach rooms of a house. Place a picture of Dad in the kitchen. Have children repeat after you: *Dad's in the kitchen*. Place other family members in other rooms and practice the sentences. Ask children: *Where's Grandma?* Have a child point to Grandma and say: *Grandma's in the living room*. Remove the family members and repeat the activity. This time, give children directions: *Put the brother in the bedroom*.

He and she

Review the use of *he* for boys and men and *she* for girls and women. Ask a boy to stand by a table and a girl to stand by a chair. Practice questions and answers: *Where's (Jack)? He's next to the table. Where's (Helen)? She's next to the chair*. Place photos of children in different rooms of the house. Ask: *Where's Alma? (She's in the living room.)*

Use the book

Listen, point and say

Review vocabulary. Say: *Point to the (kitchen). Point to (Mom)*.

Say and do

Ask: *Where's Dad?* Help children respond: *He's in the kitchen*.


Have children draw a line from the dad to the mom. Continue with the other people, having children connect them all to the mom.

Have children draw themselves in one of the rooms. (They can draw a happy face or a stick figure.) Ask: *Jenny, where are you?*

Help child answer: *I'm in the (bedroom)*.

Vocabulary expansion

Review and teach furniture words. Ask: *What do you see in the (living room)? (a sofa, rug, table, lamp)*

 **Song: Where is Dad?**

Play the song. Have children find and point to the person in each verse. For the last verse, have a child hold up a book and provide an answer to the question for the class to sing: *I'm in the (living room)*. Play the song again. Pause after each question verse to let children provide the answer. Encourage children to sing along.

Verse 1:

Where is Dad?

Where is Dad?

Where is Dad, now?

He is in the kitchen.

He is in the kitchen.

He is in the kitchen now.

Verse 2: *Where is Mom? She is in the living room.*

Verse 3: *Where is Dan? He is in the bedroom.*

Verse 4: *Where is Ellen? She is in the bathroom.*

Verse 5: *Where are you? I am in the ...*

 **Activity Book, page 13**

Children place pictures of family members in rooms, following your directions.

More practice

Poster: Home

Ask children: *What do you see?* Encourage them to point to unfamiliar objects in the poster and ask: *What's this?* Have children ask each other: *Where's the (book)?*

Grammar

What's her name? Her name is (Laura).
What's his name? His name is (Stephen).

Vocabulary

his, her, friend

Materials

Picture Cards: mom, dad, brother, sister

Pencil, book, other common classroom objects

Photos of your parents and siblings and the children's parents and siblings

Name tags

Introduce the language

His and her

Invite a boy and a girl to come forward, each bringing an object that belongs to them, for example a book or a pencil. Point to the object and say: *This is Gary's book.* *This is his book.* Emphasize the word *his*. Have children repeat the sentence after you.

Point to the girl's pencil and say: *This is Sara's pencil.* *This is her pencil.* Have children repeat the second sentence after you. Explain that we use the word *his* to talk about things belonging to a boy or man. We use the word *her* to talk about things belonging to a girl or woman. Repeat the activity with other children and objects. Pause as you to let the class provide the correct possessive adjective, *his* or *her*.

This is my friend

Introduce a child to the class: *This is my friend. His name is (Peter).* Have each child introduce a classmate to the class, using the phrase: *His name is...* or *Her name is...*

Role-play

Use Picture Cards or photos of your family to introduce the conversation in the book. Let children take turns role-playing with you. Prompt the child to ask questions about the picture you are looking at.

Child: *Who's this?*

You: *This is my mom.*

Child: *What's her name?*

You: *Her name is Linda.*

Use the book

Picture talk

Have children look at their books. Remind them of the role-play activity above and ask them what they think the characters are saying. Point out the mom's name tag and explain that name tags are worn so that people who don't know one another can greet each other easily.

The conversation

Hold up the Student Book. Play the recording. Point to the characters as you hear their lines. Pause the recording so the class can repeat each line.

Choral conversations

Divide the class into two groups. Have one group repeat the girl's lines after you. Have the other group repeat the boy's lines after you. Have the groups switch roles.

New conversations

Use the small pictures to role-play new conversations.

Activity Book, page 15

Children draw and talk about their drawings, practicing the possessive adjectives *his* and *her*.

More practice

Parent name tags

Print the given or family names of children's parents on name tags with an adhesive backing. Be sure to include enough space so that children can decorate the name tags. Use the decorated name tags at a family event such as a parent program or breakfast. Encourage children to introduce their parents to their friends.



Family pictures

Have children bring in or draw pictures of their parents, brothers, sisters or friends. Have children use the pictures to role-play new personalized conversations.



This is my mom.



Who's this?



What's her name?



This is my mom.



Her name is **Sue**.



dad



brother



sister

Have a conversation.
Talk about people.





What do you see?

I see a dad.



d a d



g r a n d m a



d o g



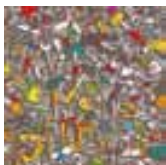
g l a s s e s



f r o g



f i v e



Grammar

Review

Vocabulary

goat, dog, fish, frog, flower, fox, glasses

Materials

Picture Cards: dog, desk, dad, door, grandma, grandpa, goat, glasses, fish, fox, frog, flower
Photocopiable letter cards:

d-dog, g-goat, f-fox

Large letter posters with letters D/d, G/g and F/f
Materials for More practice activities (see below)
Children's Word Books

Introduce the language

Words beginning with d, g and f

Display Picture Cards beginning with D and d, F and f, and G and g. Review the words.

Show the letter card: *d-dog*. Have children say the word, then the sound they hear at the beginning: *dog*, "d". Ask if anyone's name begins with the "d" sound like dog. Can they find a Picture Card that begins with the "d" sound? Repeat with *g-goat* and *f-fox*. Have children find the letters *d*, *f* and *g* on the alphabet strip.

Letter writing

Have children practice "writing" the letters d, g and f in the air. Then have them trace over letters on wall posters using different colored crayons.

Use the book

What do you see?

Let children name objects on the page. Help children note that the words that begin with 3 different sounds.

Say and trace

Have children say the name of each picture, then repeat the beginning sound as they trace the first letter of the word.

Listen and draw

Give directions: *Point to the dad. Draw glasses on the dad. Point to the dog. Draw a door next to the dog. Point to the frog. Draw a flower next to the frog.*

Chant: Here are Grandma's Glasses

Teach the words and gestures (use hands to form glasses and hat; fold hands and put them in lap). Have children look at the picture of Grandma wearing glasses. Encourage children to comment about the picture: *What do you see? (I see Grandma's hat.)*

Play the recording

Teach children gestures to accompany the chant. Have children join the chant.
Here are Grandma's glasses.
Here is Grandma's hat.

*This is how she folds her hands
And puts them in her lap.*

Activity Book, page 16

Children use a blue crayon to color pictures that start with d like dog. Have children use different colors for words beginning with f and g. You may want children to print the first letter of the word pictured.

More practice

Letters of the month: *D/d, G/g, F/f*

Donuts

Bring in or make simple roll or cookie dough. Have children roll the dough into the shapes of the letters d, g, and f. Then have them make donut-shaped cookies or rolls. Bake them in the oven. Children can drizzle honey on top of the "donuts."

Gumdrops and gummy bears

Give each child a few candies to count and then eat.

Fish prints

Cut sponges in the shape of fish. Provide children with poster paint in shallow containers. Have children make fish prints using the paint.

Picture sort

Display Picture Cards that begin with d, g and f. Label trays or boxes with the letters. Have children sort the Picture Cards into the appropriate trays.

Children's Word Books

Glue a letter picture (d-dog, g-goat, f-fox) to the top of a page. Brainstorm words that begin with the letter. Each child will draw two pictures of things beginning with the letter. If you wish, ask: *What's this?* and write the word below.

Grammar

How many apples do you see?

Vocabulary

apple, baby, bowl, monkey,

knee
(Extra: look)

Materials

Picture Cards: apple, baby, monkey

Object: bowl
Picture Stickers: fish, apples, red, green

Introduce the language

Vocabulary

Use objects and pictures to introduce the new vocabulary.

I see

Look around the classroom and, say: *I see a table. I see a red book.* Have children point to the object and repeat your sentence. Encourage children to say their own *I see* sentences.

How many?

Have children count objects in the class. For example, ask: *How many chairs do you see?*

Use the book

Picture talk

Have children talk about the picture. Ask: *Who do you see in the baby's room? Where's the baby?* (practice the phrase: *On Grandma's knee*). *Is the baby happy or sad? Where are the fish/apples? (In a bowl). How many apples/fish/monkeys do you see? Point to the red/green monkey.*

Picture Stickers

Read the first line of verse in the Student Book. Clap when you come to the empty box: *I see (clap) in a bowl.* Ask children which Picture Sticker could go in the first box. Have child place either the fish or the apples sticker in the box. Repeat this procedure with the second line. Have children place either red or green in the second box.

Let various children read their two Picture Sticker sentences aloud. Then have children point to the words in their books as you chant the last two lines of the verse together.

Activity Book, page 17

Children use the remaining Picture Stickers on this page.

Song: Baby's Room

Teach the words to the chorus line by line, as a chant. Then teach the final two lines of the verse:

*I see a very happy baby
On Grandma's knee.*

Have children pat their knees as they say the words: *Grandma's knee.*

When children are familiar with those words, play the song. Have children listen and point to the objects and people named in the verses.

Chorus:

*This is the baby's room.
Join our family!
Look around, look around.
Tell me what you see.*

Verse 1:

*I see fish in a bowl.
I see a red monkey.
I see a very happy baby
On Grandma's knee.*

(Repeat chorus)

Verse 2:

*I see apples in a bowl.
I see a green monkey.
I see a very happy baby
On Grandma's knee.*

More practice

Interactive bulletin board

Add a baby's room to the house diagram. Have children cut out different objects such as a table and chair and add it to the baby's room.

Pencils in the bowl

Give directions to groups of children: *Put five pencils in the bowl. Put three books in the bowl.*



In baby's room.



I see

in a



.

I see a

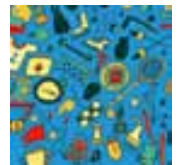


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I see a very happy
On grandma's knee.



Learn and complete a rhyme.





Try This!

Make a pencil holder.

You need:

glue



a can



a picture



a brush



colored paper



water



a bowl



DIY:

1. Glue the colored paper around the can.
2. Glue the picture on the can.
3. Mix the glue with water in a bowl.
4. Brush the glue mixture onto the can.
5. Great! It is a pencil holder.

Grammar

How many people are in your family?

Vocabulary

glue, can, picture

(Extra: brush)

Materials

Family photos or pictures of their family drawn by children

A clean empty juice can or box for each child, glue, thick paint brushes

Materials for More practice activities (see below)

Introduce the language

How many?

Display the Family Poster. Ask: *How many people are in this family?* Let a child point to each person in the poster as the class counts aloud.

Draw a picture of your own family on the board, saying: *This is my family.* Introduce each person as you draw: *This is my dad. His name is...* When you have finished your drawing, ask: *How many people are in my family?* Point to each person in the picture as the class counts.

Show and tell

Have children draw pictures of their own families. Let them show their picture, introduce their family and ask their classmates: *How many people are in my family?* The child can point to each person as the class counts aloud.

Vocabulary

Teach or review glue, can, picture, paper, brush with real objects.

Use the book

Preparation

Gather the supplies children will need for the art project. Display a can, a strip of paper cut to fit around the can, a photo, a piece of tissue paper, a brush, glue and a bowl in which to mix glue and water.

Picture talk

Have children look at the photograph. Ask: *What do you see?* As children name each item, have classmates point to the item in the photo. Ask a child to hold up the matching real item. Have children count the number of pencils in the pencil holder.

Rebus directions

Read and discuss rebus directions together. Model the steps for the children.

Do the art project

Children can choose to draw a picture of family members or bring in a family photo to put on the Pencil Holder. You may want to do the project as a TPR activity, giving directions for each step.

 **Activity Book, page 18**

Have children draw a picture of their family in the frame.

More practice

Grandparents' day

Have a special day for grandparents to visit. Children can prepare name tags, a snack and a decoupage gift for their grandparents. They can sing a favorite English song or recite the chant *Here Are Grandma's Glasses* from Lesson 4.

More projects

Children can mount pictures of themselves on box tops, flat wooden blocks, the cover of a photo album or address book, a plastic decorative plate.

Counting practice

Provide children with groups of up to ten objects for counting practice. These may include buttons, dried beans, toy cars, etc. Encourage children to practice counting from left to right.

Grammar
Review

Vocabulary
Review

Materials

👉 Bookmark for each child
(p. T135)
👉 Colored construction
paper

Review the language

Review grammar and vocabulary

Use games and songs taught in this unit.

Lesson 1: Song: Birthday Time; Vocabulary game: Family puzzles

Lesson 2: Song: Where is Dad?

Lesson 3: Activities: His and her, This is my friend; Role-play: Introductions

Lesson 4: Rhyme: Here are Grandma's Glasses; Letters of the month activities

Lesson 5: Song: Baby's Room

Lesson 6: Art projects

Interactive bulletin board

Use the rooms of the house, the pictures of family members and the photos of your children to review language structures and vocabulary. Ask: **Who is this?**

Have children place pictures and photos in different rooms: **Put Grandpa in the living room. Put Anthony in the kitchen.** Then ask: **Where's Grandpa? Anthony, where are you?** Help children answer in complete sentences, for example: **He is in the living room. I am in the kitchen.** You may want to encourage

children to use the pronouns he and she.

Oral language review

Check children's answers and ask each child 1–2 questions: **Who's this? Where's Mom? What do you see?** Encourage children to work in pairs, pointing to pictures and asking their partner questions.

📖 Activity Book, page 19

Have children color three apples green and four apples red.

More practice

Counting practice

Have children count seconds to ten as you watch the clock tick. This is a great activity for quieting a noisy class. You may also wish to count when children move from class to class.

What's her name?

Have children show a photo of a family member and say: **This is my (sister).** Prompt the class to ask: **What's her name?** The child will answer: **Her name is (Jodi)** Children can also introduce the Picture Cards as family members, making up names of their choice: **This is my dad. His name is (James)**

Interactive bulletin board

Have children make small tables and chairs out of colored construction paper. Children put the tables and chairs into different rooms of the house.

Encourage children to practice the language: **This is a red table. The table is in the living room.**

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

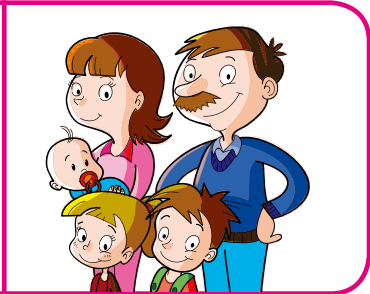
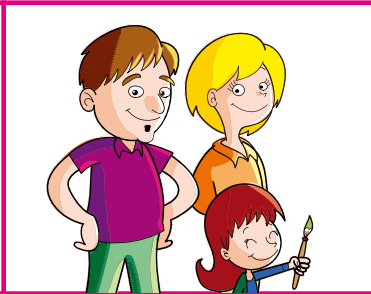
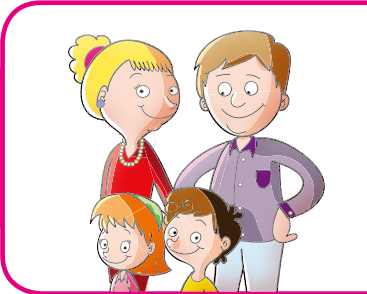
- 1 **How many people are in your family? Four.**
- 2 **The brother is next to the dad.**
- 3 **Where's Grandma? In the kitchen.**
- 4 **This begins with "f": fish, glasses, hat.**



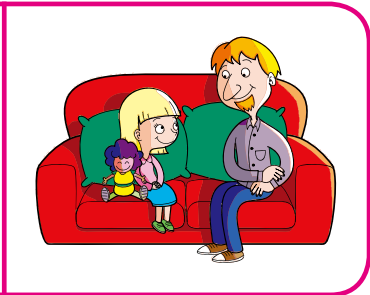
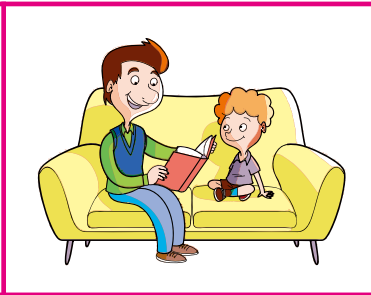
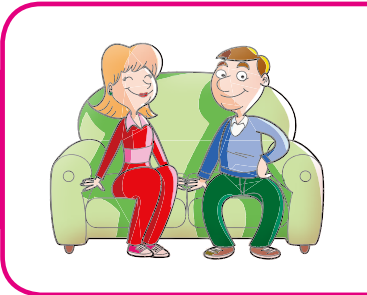
Listen and Check



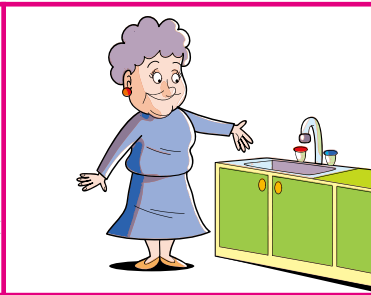
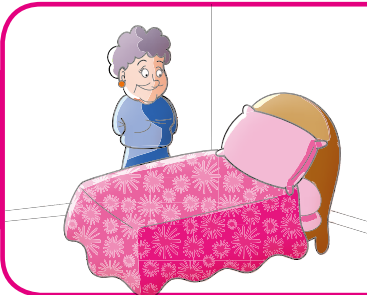
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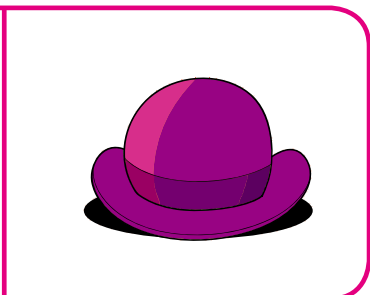
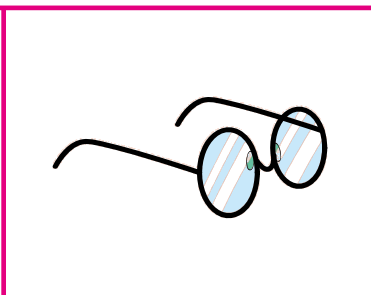
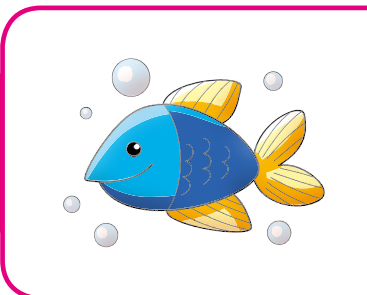
2



3



4



1. How many people are in your family? Four.
2. The brother is next to the dad.
3. Where's Grandma? In the kitchen.
4. This begins with "f": fish, glasses, hat.

