

Overview

Children talk about foods they like and role-play ordering food in a restaurant.

Grammar

Do you want (soup)? Yes, please. No, thank you.
Do you want (pizza) or (chicken)? (Pizza), please.
What do you want for lunch? I want (pizza).
The (hamburger) is a circle. Is the (sandwich) a square?
Can I have a (hot dog), please?
I like (ice cream). Do you like (ice cream)? Yes, I do.

Vocabulary

pizza, chicken, rice, soup, cookie, milk, banana, circle, square, triangle, hamburger, cheese, sandwich, watermelon, apple juice, orange juice, drink, alligator, bat, sad, happy, ice cream, candy, popcorn, bread, peanut butter, raisins, coconut (dinner, lunch, white, you're welcome, How about you?)

Songs and Chants

Song: What Do You Want for Lunch? (Lesson 1)
 Song: Lollipops (Lesson 2)
 Chant: Dad Is Sad (Lesson 4)
 Song: I Like Ice Cream (Lesson 5)

Early Literacy

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

“Read” rebus sentences

Recognize sight words: *yes* and *no*
 Recognize letter a and short “a” sound
 Read words by blending sounds
 Three-letter words with short “a” in the middle
 Match written words
 Write own name; trace and write letters

Math

Recognize and write numbers (Lessons 6, 7)
 Count (Lessons 2, 5, 6, 7)
 Identify shapes (Lesson 2)
 Continue a pattern (Lesson 6)
 Create and use graphs and charts (Lessons 5, 6)

Art

Draw favorite foods (Lesson 1)
 Make picture menus (Lesson 3)
 Illustrate Word Books (Lesson 4)
 Create sandwich faces (Lesson 6)



Featured Teaching Strategy

Opinion and information graphs

Graphing activities encourage children to express opinions. In this unit, children write their name and stick it next to their favorite food on a graph, saying: *I like ice cream!* They record likes and dislikes on a Yes/ No graph. More language is stimulated as children discuss the graph: *How many children like soup? What food do Tom and Leah like?* Graphs can also be used to record information, as in Unit 3, Lesson 2. If the children enjoy these activities, you may want to devise similar graph activities.

Monthly Planner

	Student Materials	Grammar and Vocabulary	Learning Objectives
Week 1	Lesson 1: Unit opener Student Book pp. 36–37 Activity Book p. 36	<i>Do you want (soup)? Yes, please. No, thank you. Do you want (pizza) or (chicken)? (Pizza), please. What do you want for lunch? I want (pizza). pizza, rice, milk, soup, chicken, cookie, banana</i> (Extra: lunch)	Introduce and practice key language. Identify foods. Role-play conversations: express preferences, ask and answer questions politely. Learn a song. Early literacy: match and identify written words. Develop fine motor skills.
Week 2	Lesson 2: Say and do Student Book p. 38 Activity Book p. 37 Lesson 3: Conversation Student Book p. 39	<i>The (hamburger) is a (circle). Is the (sandwich) a (square)? circle, square, triangle; cheese, watermelon Can I have (milk), please? drink, apple juice, orange juice</i> (Extra: <i>You're welcome.</i>) (Review: <i>Do you want...</i>)	Introduce and practice key language. Identify shapes. Develop listening skills, follow directions. Early math: shapes, counting. Cut out and assemble a puzzle. Learn a song. Role-play restaurant conversations.
Week 3	Lesson 4: Early literacy and pronunciation Student Book p. 40 Activity Book pp. 39–40 Lesson 5: Song Student Book p. 41 Activity Book p. 41 Unit 5 Picture Stickers	<i>Review: I am sad. Dad is sad. We are sad. alligator, bat, sad, happy</i> <i>I like (ice cream). Do you like (ice cream)? Yes, I do. No, I don't ice cream, candy, popcorn</i> (Extra: <i>dinner, How about you?</i>)	Develop listening and pronunciation skills. Early literacy: short vowel sound "a". Begin to read words by blending sounds. "Read" a take-home book. Learn and illustrate a song. Express likes and dislikes. Early literacy: recognize sight words. Early math: create and use a graph. Learn a song; create new verses.
Week 4	Lesson 6: Try this! Student Book p. 42 Activity Book p. 42 Lesson 7: Unit review Student Book p. 43 Activity Book p. 43	<i>bread, peanut butter, raisins, coconut</i> (Extra: <i>white</i>) Unit review	Identify and describe foods. Early literacy: "read" a rebus recipe, recognize sight vocabulary, begin to read words by blending sounds. Early math: create and use a graph, count and write numbers, continue a pattern. Review unit grammar and vocabulary.

Grammar



Do you want soup?
Yes, please. No, thank you.
Do you want pizza or chicken?
Pizza, please.
What do you want for lunch?

I want pizza.

Vocabulary

pizza, chicken, rice, soup,
cookie, milk, banana
(Extra: lunch)

Materials

 Picture Cards and
photocopiable pictures: pizza,
chicken, rice, soup, cookie,
milk, banana
 Bowl

Introduce the language

Teach food vocabulary

Use Picture Cards. Provide practice by playing Vocabulary Games from Unit 1, Lesson 1 as well as the Vocabulary Games offered on this page.

Class chat

Use Picture Cards or paper plates with food pictures (see Materials). Show two pictures to a child as you ask: *Nora, do you want chicken or pizza?* Remind children to use the word please as they respond: *Chicken, please.* Help children take turns holding up two pictures and asking a classmate: *Do you want (chicken) or (pizza)?*

Yes, please./No, thank you

Prompt a child to show you a food picture and ask: *(Miss Cindy), do you want (milk)?* Shake your head and answer: *No, thank you.* Have the class repeat your gesture and response. The child will show you another picture and ask: *Do you want (pizza)?* Answer: *No, thank you* to a few more pictures. Then answer: *Yes, please.* Repeat the conversation. Have the children repeat each line.

Vocabulary games**Mystery picture**

Pull a Picture Card slowly from an envelope, gradually showing the picture. When children can identify it, they'll say: *It's a (banana)!*

Secret shopper

Let a child pick a Picture Card. This is the secret shopping card. Classmates are the store workers. They must guess what the child wants to buy:

Store workers: *Do you want (pizza)?*

Child: *No, thank you.*

Store workers: *Do you want rice?*

Child (shows card): *Yes, please!*

**Grocery store**

Bring in empty food containers (milk, rice, soup, frozen pizza and chicken). Have children organize the food on shelves, counting the number of soup cans, etc. Encourage role-plays, for example:

Store worker: *Hello. Can I help you?*

Customer: *I want soup, please.*

Store worker: *Here you are.*

Customer: *Thank you.*



Use the book

Vocabulary Pictures

Say the name of the pictures, first in order, then in random order. Have children point to the correct picture as they repeat the word.

Picture Scene talk

Ask children: *What do you see? Who do you see? Who has pizza? Who has chicken and rice?*

What are they saying?

Draw attention to the woman behind the counter. Introduce her as Mrs. Gray. Ask children what they think Mrs. Gray is saying. (*Do you want soup? or Here you are.*) What do they think the boy is saying? (*Yes, please or Thank you.*) Let two children act out the scene. Draw attention to the Dad and little girl. What do children think Dad is saying? What do they think the girl is saying? Have two children act out the scene.

Picture Scene conversations

Play the two conversations. Hold up a book and point to the speakers. Play the recording again pausing after each line for children to repeat the words.

Woman: *Hello. Do you want soup?*

Boy: *Yes, please.*

Woman: *Here you are.*

Boy: *Thank you.*

Dad: *Do you want a cookie or a banana?*

Girl: *A cookie, please.*

👉 Interactive bulletin board menu (see below)

👉 An extra set of word labels with magazine pictures of the foods glued to paper plates

👉 Empty food containers

👉 Pizza ingredients: tomato sauce, grated cheese, English muffins or dough

🎵 Song: What Do You Want for Lunch?

Teach the words to the song as a rhythmic chant. Place Picture Cards on the board to represent the food named in the three verses. Point to the pictures as you say the sentences. Practice and explain the phrase: *a glass of milk*.

Play the song as children listen and point to the food in their books. Play the song again and encourage children to sing along.

Chorus:

What do you want for lunch today?

What do you want today?

Verse 1 (dad):

I want chicken.

I want rice.

I want a glass of milk today.

Verse 2 (girl): *pizza, a cookie*

Verse 3 (boy): *soup, a banana*

📖 Activity Book, page 36

Review the names of the food shown in the border artwork. Read the question together: *What do you want for lunch?* Have children draw the food of their choice on the plate.

More practice

Interactive bulletin board

Let children role-play parent, child and cook. You may want to provide props: a pocketbook for Mom, a hat for Dad, a teddy for the child, an apron for the cook.



Parent (to child): *What do you want for lunch?*

Child (to parent): *Chicken and milk, please.*

Cook (gives the correct plates of food): *Here you are.*

Parent and child: *Thank you.*

Word matching

Have children match the paper plates with food pictures with the correct food word label, using the wall menu as a reference.

Vocabulary expansion

The Picture Cards include food items introduced in earlier levels. Review these words as appropriate during this unit. You can also teach English words for children's favorite foods.

Pizza

Children can make individual pizzas by spreading tomato sauce and grated cheese on English muffins or a small, flattened circle of bread dough. Bake in a hot oven until the dough is cooked and the cheese is melted.

What do you want for lunch?



pizza



chicken



rice



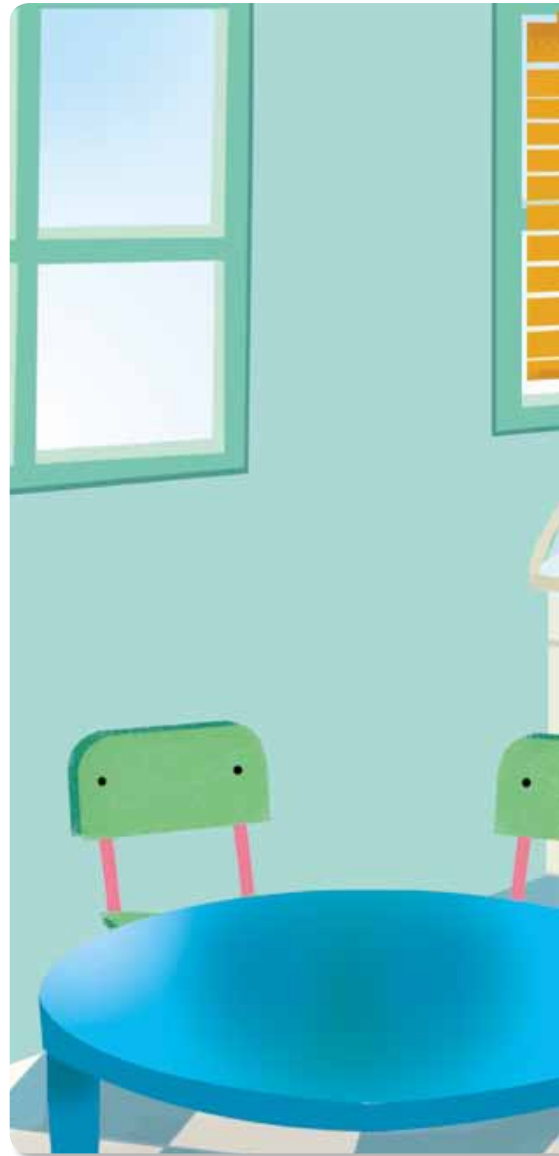
soup



cookies



milk



 Do you want soup?

 What do you want for lunch?



 Yes, please.

 I want pizza.

 No, thank you.



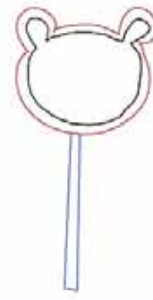
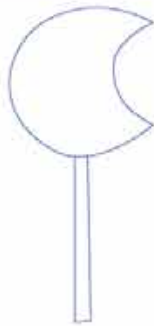
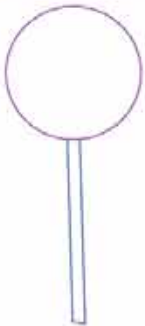
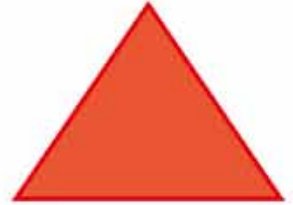
Extension:

Hello. Can I help you?
I want soup, please.
Here you are. Thank you.





Shapes



The pizza is a triangle.
Is the sandwich a square?

Follow directions to mark the page
and color the lollipops. Sing a song.

Grammar

The hamburger is a circle.
Is the sandwich a square?

Vocabulary

circle, square, triangle;

hamburger, cheese,
sandwich, watermelon
(Extra: review colors)

Materials

Plastic or cardboard shapes

Picture Cards: bread,
lollipop, cookie, cheese, pizza

Photocopiable pictures:
hamburger, sandwich,
watermelon

Pieces of fruit to taste

Introduce the language

Shapes

Use plastic or cardboard shapes. Count the sides of the triangle and square with the class.

Body shapes

Have children make circles, triangles and squares using their thumbs and forefingers. Have groups of 2, 3 and 4 children make large circles, triangles and squares with their arms.



Food

Use pictures (see Materials) to teach hamburger, sandwich, cheese, watermelon, bread, lollipop and review cookie, pizza. Hold up each picture, as you say: *The (cookie) is a (circle)*. Have children form the shape with their fingers as they repeat your words.

Use the book

Picture talk

Ask: *What do you see?* Have the class point to each object a child names and repeat the word.

Say and do

Give directions for marking the page: *Point to the circle. Draw a blue line under the circle. Look at the food. Is the sandwich a circle? (no) Is the cookie a circle? (yes) The cookie is a circle.* (class repeats) Draw a blue line under the cookie. Continue through the rest of the large food art. Repeat for triangle and square.

Activity Book, page 37

Have children cut out the shape puzzle, then put two triangles together to make a square. Next ask them to use two triangles to make a big triangle. Finally, have them put four triangles together to make a big square.

Song: Lollipops

Ask: *Is a lollipop a triangle or a circle? How many lollipops do you see?*

Have children color the lollipops: red, purple, yellow, green, orange, blue.

Teach the chorus of the song as a chant. Play the song. Have children point to the lollipops on their page as the colors are named. Encourage children to sing along with the chorus.

Chorus: *Lollipops, lollipops, I like lollipops
Lollipops, lollipops, I like lollipops
Lollipops, lollipops, I like lollipops
Lick. Lick. Mmmm!*

Verse 1: *Red, red lollipops, I like lollipops.
Purple, purple lollipops. Mmm, mmm.*

Verse 2: *yellow, green*

Verse 3: *orange, blue*

More practice

Fruit taste test

Give blindfolded children a taste of apple, banana or watermelon. Ask: *What is it?*

Touch and tell

Child places hands behind his/her back. Place a shape in the child's hands. Ask questions: *Is it a square? (No.) What is it? (It's a ...)*

Interactive bulletin board

Add hamburger, sandwich, watermelon to menu board. Prepare matching paper plates for role-play (see Lesson 1).

Grammar

Can I have a hamburger, please?

Vocabulary

apple juice, orange juice,

drink

(Extra: You're welcome)

Materials

☞ Photocopiable pictures of food

☞ Large picture menu: hot dog, hamburger, sandwich, apple juice orange juice, milk

☞ Pictures of the foods glued to paper plates

Introduce the language

Food and drink

Teach or review food words using pictures. Show the menu you have prepared. Ask children: *Katie, what do you want for lunch? (A hot dog, please.)* Teach the word *drink* and have children tell you the names of different drinks that they know.

Act it out

Explain the role-play. You will play a customer in a restaurant. A child will play a waiter or waitress. Prompt the class to say the waiter's lines.

Waiter: *Can I help you?*

You (point at menu): *Can I have a sandwich, please?*

Waiter: *Do you want a drink?*

You (point at menu): *Yes, orange juice, please.*

(Waiter fetches the paper plates with the correct foods.)

You: *Thank you!*

Waiter: *You're welcome.*

Let several children take turns playing the role of waiter or waitress.

Use the book

Picture talk

Have children look at their books. Remind them of the role-play and ask them what they think the characters are saying.

The conversation

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

Waiter: *Can I help you?*

Customer: *Can I have a hamburger, please?*

Waiter: *Do you want a drink?*

Customer: *Yes, apple juice, please. (Note: picture shows girl choosing orange juice).*

New conversations

Have children practice new conversations using the substitution foods shown in the Student Book.

Partner role-play

Have children make picture menus with three foods and three drinks of their choice by sticking photocopiable pictures to a large sheet of paper. Have children use the menus as they create new conversations with a partner.

More practice

Extend the conversation

Help children perform a three-person role-play using their picture menus and the paper plates from Lesson 1. The customer is seated at a table with the menu. The cook is in the kitchen.

Waiter: *Can I help you?*

Customer: *Can I have pizza and milk, please?*

Waiter (goes to cook in the kitchen): *Pizza and milk, please.*

Cook (hands pizza and milk pictures to waiter): *Here you are.*

Waiter: *Thank you.*

Cook: *You're welcome.*

Waiter (to customer): *Here you are.*

Customer: *Thank you.*

Waiter: *You're welcome.*

Poster: Grocery Store

Ask children: *What do you see?* Encourage them to point and ask about foods whose names they do not know: *What's this, please?*



Can I help you?



Can I help you?



Do you want a drink?



Can I have  a hamburger, please?



Yes. Orange juice , please.



sandwich



milk



apple juice

Have a conversation.
Offer and accept food and drinks.





The letter a.



alligator



cat



hat



bat



Dad



sad



happy

Dad is sad. Dad is sad.

I am sad. Dad is sad.

We are sad.



Dad is happy. Dad is happy.

I am happy. Dad is happy.

We are happy.



Name each picture. Listen for the short "a" sound. Trace the letter a. Sing a song.

Grammar

Review: I am sad. Dad is sad. We are sad.

Vocabulary

alligator, bat, sad, happy

Materials

- 🐾 Picture Cards: apple, cat, dad, pig, goat, alligator
- 🐾 Photocopiable pictures: hat, bat
- 🐾 Alphabet strip

- 🐾 A paper bag with "bag" written on it
- 🐾 Photocopiable letter cards: a, t, c, h, b
- 🐾 Children's Word Books

Introduce the language

Listen and repeat

Show the Picture Cards as you say the words: alligator, apple. Ask children to repeat the sound they hear at the beginning of these words: "a". Write the letter a on the board. Explain that this is the letter a. Often it stands for the sound heard at the beginning of alligator and apple. Have children find the letter a on the alphabet strip. Pronunciation tip: Exaggerate the short "a" sound and have children repeat it after you. Point out that when you are startled or scared, you might say this sound: "a".

"a" in the middle

Show the bag. Say: *This is a bag*. Have children listen for the "a" sound in the middle of bag and then repeat the word. Point to the word bag. Have a child circle the letter a in the middle of the word. Show the following pictures and say the word. Have children clap if they hear the "a" sound in the middle: *cat, hat, pig, bat, goat, sad, dad*. Have children practice saying the short "a" words.

Use the book

Point and say

Point to the pictures at the top of the page and say: *alligator, apple. The alligator has an apple*. Have children repeat your words. Point to each picture on the page, say the word. Have children repeat the word, then say the sound they hear in the middle, "a", as they trace over the a in the middle of the word. Have them draw a line under the letters with their finger (left to right) as they read the word.

Chant: Dad is Sad

Draw a sad face on the board and write the words: Dad is. Read the words and let children provide the last word of the sentence: *sad*. If you wish, have children help you spell the word: (Ask: *What letter do you hear at the beginning? In the middle? At the end?*)

Chant the first verse together as children point to each word in their books. Have children complete the picture, drawing a sad face on Dad and the child. Repeat with the second verse. Have children draw happy faces on Dad and the child.

Play the chant. Have children point to the matching

pictures in their books. Play the chant again as children join in.

Activity Book, pages 39–40

Children fold, color and "read" the take-home book, "The Cat."

More practice

Word blending

Help children read words by blending the sounds together. Display the pictures bat, cat and hat. Use letter cards to spell *c-a-t*. Help children say the letter sounds, blend them into a word and choose the matching picture. Repeat for bat and hat.

Children's Word Books

Help children create an Aa page for their Word Books. Have them glue the picture of the alligator at the top of a page. Let them choose two words from the chart on the Student Book page to illustrate and label.

Lesson 5

Grammar

I like ice cream. Do you like ice cream?
Yes, I do.
(Extra: No, I don't.)

Vocabulary

ice cream, candy, popcorn
(Extra: dinner, How about you?)

candy, popcorn, cookie, pizza, chicken, rice, soup, hot dog, milk, orange juice, banana, cheese

Materials

🖨️ Picture Cards: ice cream,

Introduce the language

Food

Use Picture Cards to teach new food items and review others.

I like cheese

Display Picture Cards. Choose a card and say: *I like cheese*. Put the card face down. Have a child choose one of the remaining cards and say: *I like (candy)*. Continue until all cards are face down.

Yes and No cards

Give each child a piece of paper. Have children draw a happy face and write the word **Yes** on both sides. Pass out a second piece of paper. Have children draw a sad face and write the word **No** on both sides.

Do you like popcorn?

Hold up a Picture Card and ask: *Do you like (popcorn)?* Have children answer by holding up their Yes or No card. Have children with Yes cards stand and say: *Yes, I do*. Have children with No cards stand, shake their heads and say *No (or No, I don't)*. Let individual children take over your role by choosing a Picture Card and asking their classmates: *Do you like (soup)?*

Use the book

Picture Stickers

Review the Picture Sticker words. Children will choose two stickers to place in the boxes, creating new verses to the song. Children will put the remaining 2 Picture Stickers on Activity Book page 41.

New verses

Let children take turns announcing the words for new verses of the song: *I like (popcorn)*. Have the class sing the new verse to the background music provided on the recording.



Song: I Like Ice Cream

Teach the words to the song, line by line, as a chant. Explain the difference between lunch and dinner. Tell children that the phrase: *How about you?* is a way of asking somebody to say how they feel about what you have been speaking about. Play the recording of the song. Have children point to the pictures and words as they listen. Play the song again and encourage children to sing along.

I like ice cream. Yes, I do.

I like ice cream for lunch

And for dinner, too.

I like ice cream in my kitchen.

I like ice cream at the zoo.

I like ice cream. How about you?



Activity Book, page 41

Read the first rebus questions aloud together. Children will circle **Yes** or **No**. Have children place the two remaining Picture Stickers in the boxes. Ask volunteers to read their questions aloud. Then have children read and answer their own questions independently. Children can share their questions and answers with a partner.

More practice

Graph: Do you like soup?

Have children write their names on self-sticking notes. Write **Yes** and **No** on the board, one above the other. Ask children: *Do you like soup?* and have them place their names in a row after Yes or No. Ask: *How many children like soup? How many do not?* Children count the self-sticking notes alongside each reply.



I like ice cream.



I like  . Yes, I do.

I like  for lunch and for dinner, too.

I like  in my  .

I like  at the  .

I like  . How about you?



I like



I like



Do you like candy?
Yes, I do.

Sing a song.





Try This!

Make a sandwich face.

You need:

sliced bread or crackers



peanut butter



cream cheese



raisins



small candies



grated coconut



grated carrots



plastic knives



paper plates



DIY:

1. Get the bread or crackers.
2. Spread peanut butter or cream cheese on top.
3. Put the raisins, coconut, carrots and candies on the bread or crackers.
4. The sandwich face is done!

Vocabulary

bread, peanut butter, raisins, coconut
(Extra: white)

Materials

☞ Sliced bread or crackers; peanut butter, cream cheese or cheese spread; raisins, small candies, grated coconut, grated and sliced

carrots; plastic knives and paper plates for children
☞ Pictures for graph (see below)

Introduce the language

Introduce vocabulary

Show children the ingredients: Teach the words. Ask: *What color is (peanut butter)? What color are (carrots)? What color is (coconut)?* Tell children that they will be making sandwich faces.

Use the book

Read the recipe

Have children name the ingredients in the recipe. For each ingredient ask: *Do we have (bread)?* If the answer is yes, say: *Show me the (bread).*

Questions and answers

Have children point to Face 1. Ask questions, for example: *Is it a square or a circle? Is the nose a raisin or a candy? What color is the hair? Is the hair coconut or carrots? Is Face 1 happy or sad?* Repeat for Face 2.

Listen and guess

Give each child a card. Have children write the number 1 on both sides of the card. Give each child a second card. Have children write the number 2 on both sides of the card. Say a sentence describing one of the sandwich faces, for example: *It is brown* or *It has green eyes* or *It is a square.*

If you have described Face 1, children will hold up their number 1 card. If it is Face 2, they will hold up their number 2 card.

Make sandwich faces

Pass out paper plates and plastic knives. As you hand out ingredients, ask children to make choices: *Do you want peanut butter or cheese? Do you want carrots or coconut for the hair?*

Circulate as children make their sandwich faces. Ask individual children to tell you about their sandwich faces.

Activity Book page 42

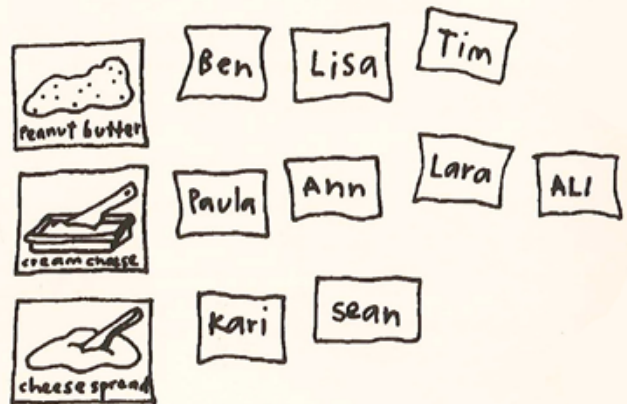
Have children cut out the pictures at the bottom of the page. Chant the first pattern together: *apple, carrot, apple, carrot.* Ask: *What comes next?* Have children glue the apple at the end of the row, then repeat with the other two patterns.

More practice

Graph: What is on your sandwich?

Have children write their name on a self-sticking note. Place three pictures down the left side of the graph: peanut butter, cream cheese and cheese spread. Children will place their names in the row after the spread they used on their sandwich. Count the number of children who used each spread.

What is on your sandwich?



Grammar

Review

Vocabulary

Review

Materials

- 👉 Bookmark for each child (page T135)
- 👉 Picture Cards: cat, dad
- 👉 Photocopiable pictures and matching word cards:

hat, bat, bag, cat, dad

- 👉 Photocopiable letter cards: a, b, c, d, g, h, t
- 👉 Celery, peanut butter and raisins for "ants on a log"

Review the language

Review grammar and vocabulary

Use games and songs taught in this unit.

Lesson 1: Song: What Do You Want for Lunch? Vocabulary games

Lesson 2: Song: Lollipops; Body shapes; Game: Touch and tell

Lesson 3: Interactive bulletin board: Role-plays

Lesson 4: "a" in the middle; Song: Dad Is Sad; Word blending

Lesson 5: Song: I Like Ice Cream (new verses); Graph: Do you like (soup)? (add to the graph using different foods)

Lesson 6: Listen and guess

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 2–3. For item 4, read the question aloud, then have children point to the words and read the question aloud with you. Have children circle their answer: Yes or No.

Script

1 *Do you want chicken or pizza? I want pizza, please.*

2 *I like ice cream.*

3 *What do you want for lunch? I want a hamburger.*

4 *Is the sandwich a square? Yes No*

Oral language review

Check children's answers. Ask each child 1–2 questions: *What's this? Do you like (ice cream)? Is the hamburger a square? What do you see?*

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

Activity Book, page 43

Have children count 1–10 as they point to the numbers and then trace them. Count the boy's cookies. Read the sentence in the speech bubble pausing to let children say the number. Repeat with the girl. Have children count the total number of cookies and write the number in the box.

More practice

Poster: Grocery Store

Have children point to foods in the Poster and ask each other: *What's this?* and *Do you like (eggs)?* Then ask:

Who has the bananas? Who has the carrots?

Have children create and act out a conversation for the dad and girl.

Ants on a log

In the US, children enjoy making and eating this snack. You might want to try it with your class. Have children spread peanut butter on a celery stick, then place raisins on the peanut butter. The raisins are the "ants." The celery is the "log."

Word blending

You might want to have children match word cards with pictures. Help children blend the letter sounds together to read the words: cat, hat, bat, dad, bag. Children can also line up letter cards to match the word cards.





Listen and Check



1



2



3



4



Is the sandwich a square?

Yes No

1. Do you want chicken or pizza? I want pizza, please.
2. I like ice cream.
3. What do you want for lunch? I want a hamburger.
4. Is the sandwich a square? Yes.

