

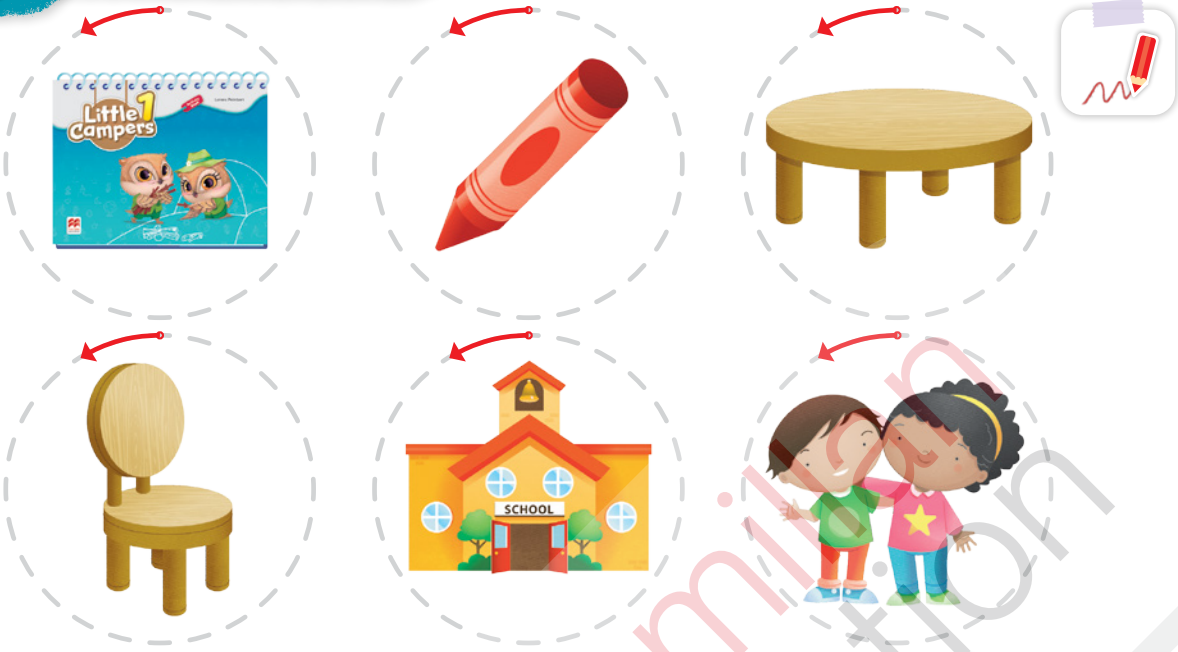
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Angela Llanas

Teacher's
Guide



Little 1 Campers





• Listen and point.

• Sing.

• Trace.



Unit 1 • My School • Lesson 1

Aim: Language Field – auditory discrimination; school objects

Vocabulary: book, boy, chair, circle, crayon, friend, girl, red, school, table

Grammar: My school

Material: crayons



Track 03 My School

My book, my crayon,
My table, my chair!
La, la, la, la, la, la
My school, my friends!



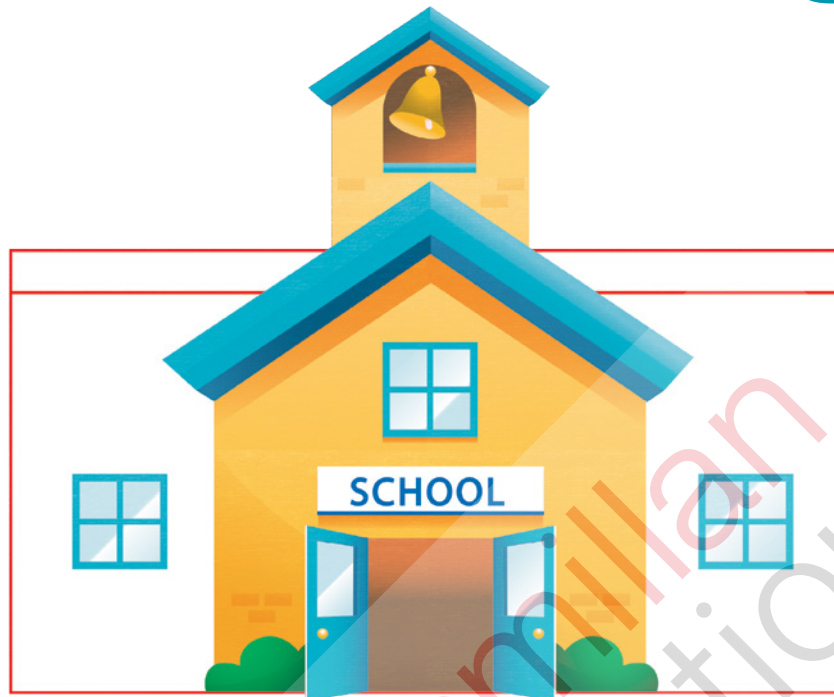
Say short commands and model them for students to follow. Say *Stand up* and model standing up. Continue with *Sit down*, *Clap*, *Dance*, *Turn around*, and *Jump*. Call on some students to do the actions. Play Track 02, the “Little Campers Song” so students can listen to it. Then play it again and have the students sing along. See the song lyrics on page 06.

- **Listen and point.** Display page 5. Say *Listen*. Point to the first picture and say *book*. Invite students to say the word chorally. Repeat the word. Continue this way with the rest of the words, one at the time, while students listen and repeat after you. Then say

Listen and point. Repeat the words in a different order and have students point to the picture as they repeat each word.

- **Sing.** Play Track 03. Have students listen and clap to the rhythm. Then say the lyrics and invite students to say the words after you. Play the song again and have students join in singing.
- **Trace.** Draw a circle on the board while you say *circle*. Then draw a circle in the air and invite students to copy your action. Say *Point to the book*. Then invite students to use their index finger to trace the circle. Continue this way with the remaining pictures. Repeat the procedure, this time asking students to use a crayon to circle each picture.





• Point and say **my school**.

• Paste.



6

Unit 1 • My School • Lesson 2

Aim: Language Field – school objects

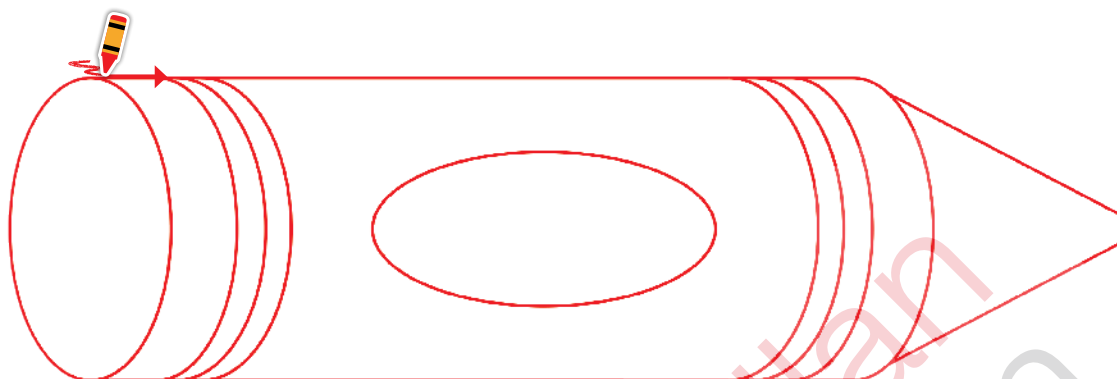
Vocabulary: school

Grammar: My school

Material: glue, paintbrush, red crêpe or tissue paper

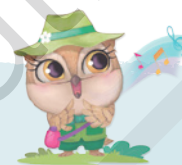
- **Point and say *my school*.** Display page 6. Point to the picture and elicit what it is (school). Then point to the picture and say *my school*. Have students repeat chorally after you. Point to the picture again and elicit *my school* from different students again.
- **Paste.** Point to the picture again and elicit *my school*. Distribute small pieces of red crêpe or tissue paper per student. Demonstrate how to use

the index finger and thumb to tear out small pieces of paper. Invite students to copy your actions. Have students continue on their own. Make sure the pieces of paper are neither too big nor too small. When all students have a small pile of paper pieces in front of them, brush a thin layer of glue on their books and demonstrate how to paste the paper to cover the school walls. Make sure each student understands what to do. Once students have finished, tell them to leave their books open so the glue dries out. Have students clean their places, wash, and dry their hands. Display your book by holding it above your head. Say *my school*. Have students copy your action and say *my school* chorally and individually.



• Point and say **my crayon**.

• Color.



7

Unit 1 • My School • Lesson 3

Aim: Language Field – school objects

Vocabulary: crayon

Grammar: My crayon

Material: crayons

- **Point and say *my crayon*.** Display page 7. Point to the picture and elicit what it is (a crayon). Have students show you a real crayon and say *crayon*. Point again to page 7 and elicit *my crayon*. Name students to show their book and say *my crayon*. Continue showing page 7 to elicit the corresponding phrase.

- **Color.** With your arm straight, move it to the left and then to the right. Do wide and short movements. Have students copy your movements. Then draw a big crayon on the board. Mime coloring it from left to right and right to left while students copy your movements in the air. Have students take one crayon and place it where the small crayon is on the page, at the top left corner of the picture. Clap and have students follow your rhythm, stopping when you stop and continuing when you continue. Keep the rhythm until students finish coloring the crayon.



• Point and say **my book**.

• Finger paint.



8

Unit 1 • My School • Lesson 4

Aim: Language Field – school objects

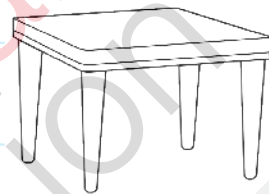
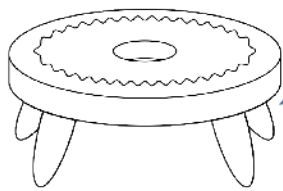
Vocabulary: book

Grammar: My book

Material: bottle caps, red paint

- **Point and say my book.** Display a book and ask *What is it?* (a book). Say *Show me a book*. Encourage students to point to their books. Then say *Open your book*. Model opening your book and have students copy you. Display page 8. Point to a picture on the page and say *my book*. Have students repeat chorally and individually.
- **Finger paint.** Show students your index finger and say *Show me your finger*. Explain that they

are going to use their finger to paint on the page. Demonstrate the activity by drawing two books and a few dots in between them on the board. Say *Look at the dots* as you point to them. Say *finger paint* and tap the dots. Repeat *Show me your finger*. Say *Now paint the dots on the page*. Have students mime the action of painting the dots on the page. Give each student or table a little red paint in bottle caps. Make sure students understand not to eat the paint. Show them how to dip their index finger and paint the dots. As students finish, have them wash and dry their hands and clean their places. Say *Show me your book*. Have students raise their books to display the painted page. Have them say *my book* chorally.



• Point and say **my (table)**.

• Trace.

• Decorate.



9

Unit 1 • My School • Lesson 5

Aim: Language Field – school objects

Vocabulary: chair, table

Grammar: My (table)

Material: colored crêpe or tissue paper, crayons (blue and green), glue, paintbrush

- **Point and say my (table).** Display page 9. Say *Point to a table*. Model the action and check students' actions. Now say *Point to a chair* and model the action. Then point to the table again and say *my table*. Have students copy you and say *my table*. Repeat with the chair, saying *my chair*. Continue pointing and saying *my table*, *my chair* while students copy your actions and say the words chorally and individually.

- **Trace.** Hold up your book and use your index finger to trace from the first table to the chair. Say *my table, my chair*. Then say *Trace*. Have students use their index finger to trace from the first table to the chair while you say *my table, my chair*. Then have them use a blue crayon and trace the line. Repeat the procedure with the second pictures, having students trace with their finger first and then with a green crayon while you say *my chair, my table*.
- **Decorate.** Use colored crêpe or tissue paper and demonstrate how to tear and form little balls of paper with your thumb and index fingers. Distribute the paper and have students tear pieces and form a pile of paper balls. Then brush a thin layer of glue on the pictures of tables in the students' books and have them paste the paper balls using their fingers. When they finish, have them wash and dry their hands and clean their places too.



• Go to page 113. Cut and paste.

• Point and say my (crayon).

10

Unit 1 • My School • Lesson 6

Aim: Language Field – visual discrimination; school objects

Vocabulary: book, chair, crayon, table

Grammar: My (crayon)

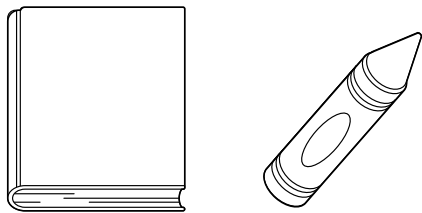
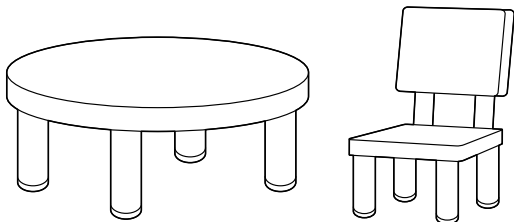
Material: crayons, cut-outs, glue, paintbrush, scissors

- **Point and say my (crayon).** Point to the table and say *my table*. Have students copy you and say *my table*. Continue with *my chair*, *my crayon*, and *my book*. Then invite students to stand up, display their books, and point to the objects as they say *my table*, *my chair*, *my crayon*, and *my book*.

Try this!

Books closed. Say *Show me your chair*. Invite students to point to their classroom chair and elicit *my chair*. Continue with their table, a crayon, and their book. Repeat, changing the order of the objects. Start slowly and move to a faster pace.

- ✂ **Go to page 113. Cut and paste.** Cut out and prepare a set of cut-outs per student. Distribute them. Say *Show me the chair*. Have students hold up the cut-out of the chair. Continue with *the table*, *the crayon*, and *the book*. Display page 10. Say *Point to the chair on the page*. Continue with the other objects. Brush a thin layer of glue where the cut-outs go on the students' pages. Help students place each cut-out in its place.



• Color.

• Circle.

• Point and say I'm a (boy).



11

Unit 1 • My School • Lesson 7

Aim: Nature Field – We recognize the difference between living beings and inanimate objects.

Vocabulary: boy, girl, green

Grammar: I'm a (boy).

Material: crayons

- **Color.** Display page 11. Say *Point to the (table)* and continue with the other objects on the page. Check that students point to the correct pictures. Point to a picture. Ask *What is it?* Elicit the name of the object. Say *Show me your green crayon.* Then say *Color the table green.* Monitor and provide help where needed. Continue with the remaining objects and other colors.
- **Circle.** Stand next to a girl in class. Point to her and say *girl*. Elicit repetitions. Then stand next to a boy and repeat the procedure, saying *boy*. Say *Point to the girl.* Then say *Point to the boy.* Repeat. Show students how to use their finger to circle the girl. Then have them take a crayon and instruct *Circle the girl.*
- **Point and say I'm a (boy).** Have five students come to the front of the class. Stand behind them and pat their heads while saying *boy* or *girl*, depending on their gender. Then ask the last student *Are you a boy or a girl?* Model the answer *I'm a (boy)*. Repeat this with five different students. Have students repeat the phrase after you pat them on the head.



• Point and say **I share my crayon.**

• Color.



12

Unit 1 • My School • Lesson 8

Aim: Community Field – We get along with others at school.

Vocabulary: share, thank you

Grammar: I share my crayon.

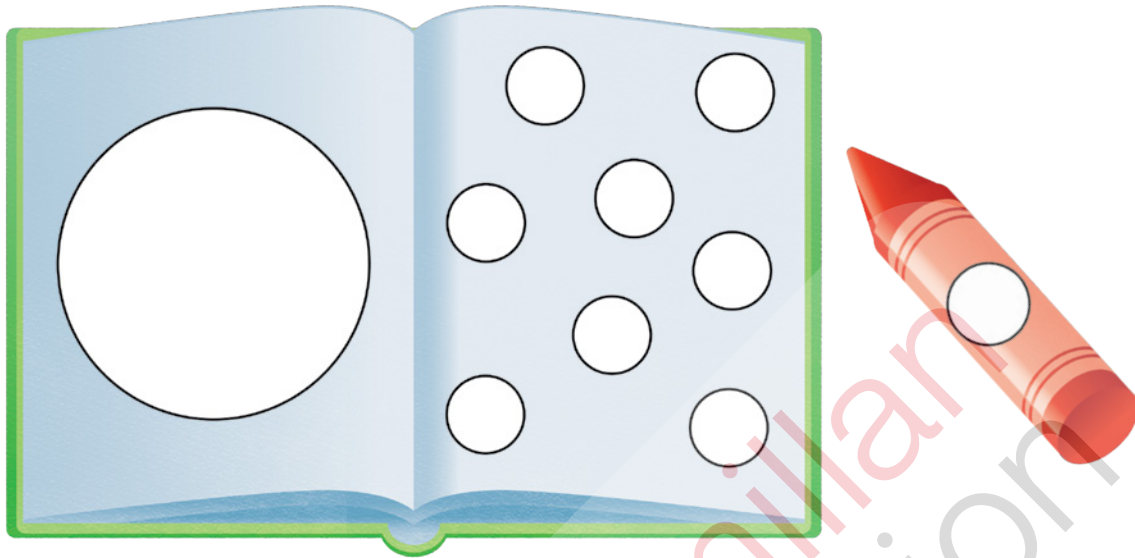
Material: crayons

- **Point and say I share my crayon.** Display page 12. Say *Point to the boy* and then *Point to the girl*. Explain that the boy does not have a crayon. Mime the girl's action and say *I share my crayon*. Have students copy you, saying *I share my crayon*. Then have two students come to the front of the class and perform the actions. Add *Thank you*. Repeat

the performance with several students, then have students practice in pairs.

- **Color.** Say *Point to the girl*. Then say *Color the girl*. Have students take a crayon and color to your rhythm. Clap your hands while saying *left, right, right, left*. Monitor and provide help. Continue the activity for a few minutes and then have students stand up and stretch or sing the song in Track 03 before going back to coloring. Decide whether to pre-color the smallest parts in the picture of the girl, like the crayons, book, and schoolbag, or consider having students finish their coloring at home. Alternatively, allow students to color the picture using one or two crayons only.





• Point and say circle.

• Finger paint.

13

Unit 1 • My School • Lesson 9

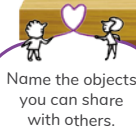
Aim: Math and Science Field – We recognize and name characteristics of objects.

Vocabulary: circle, red

Material: bottle caps, red paint

- **Point and say circle.** Draw a large circle on the board. Say *circle*. Have students repeat the word. Display page 13. Point to the large picture and elicit *circle*. Point to the smaller circles, one at a time, and elicit *circle*. Then say *Find a circle in the classroom*. Invite students to point at different circular objects while they say *circle*. Display page 13 again. Say *Find a circle*. Have students point to the circles while they say *circle*.

- **Finger paint.** Say *Show me your finger*. Model the action for the students. Then say *Finger paint*. Demonstrate how to tap the circles on page 13 with your index finger and have students copy you. Distribute a little red paint in bottle caps per student and show them how to dip their finger and tap the circles. Make sure they understand not to eat the paint. As students paint the circles, clap and chant *red circle, red circle*. Once students have finished, have them wash and dry their hands and clean their place. Then say *Show me a circle*. Encourage students to point to the circles on the page while saying *circle*.



Name the objects you can share with others.

• Point and say **my (book)**.

• Circle.

• Say **I share my (book)**.



14

Unit 1 • My School • We Care

Aim: Socio-emotional Education – We share our things with friends at school.

Vocabulary: book, chair, circle, crayon, friend, school, share, table, thank you

Grammar: I share my (book).

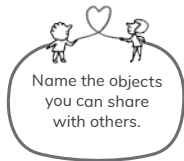
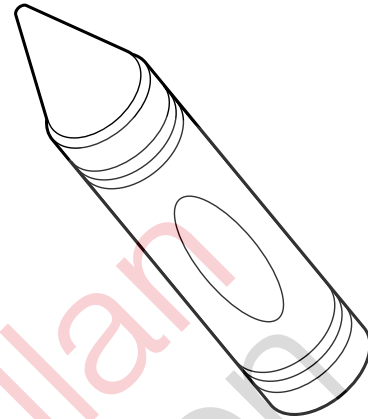
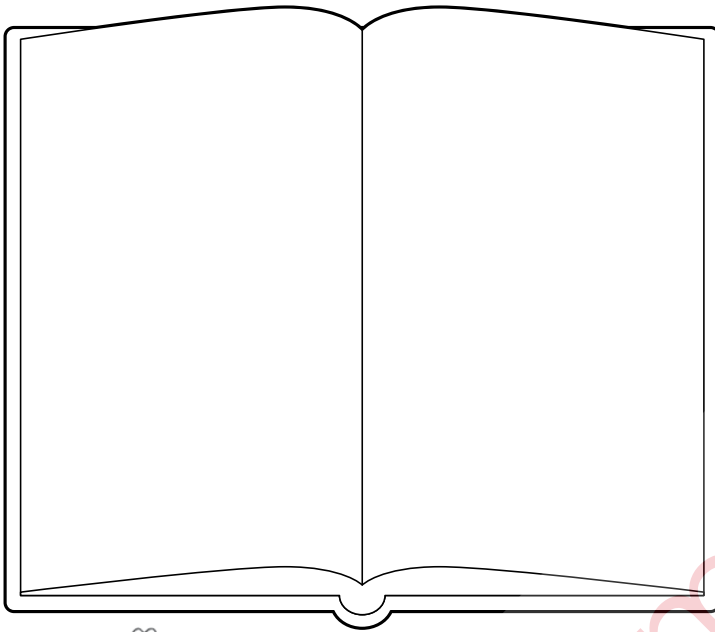
Material: crayons

- **Point and say my (book).** Display page 14. Say *Point to the girl*. Repeat with *boy, crayons, books, table and chairs*. Then ask *What is happening?* Explain that the boy is sharing his book. Say *Point to the book*. Elicit *my book*.
- **Circle.** Ask *Who is sharing the book?* (the boy). Say *Circle the boy*. Mime circling the boy with your index finger and have students copy you

in the air, first, and then on their books. Finally, have students use a crayon to circle the boy. Monitor and provide help.

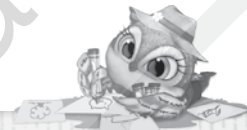


Say I share my (book). Point to the boy and say *I share my (book)*. Take a book and offer it to a student. Say *I share my book*. Give the book to the student and elicit *Thank you*. Repeat with other students. Then have them share their own books in pairs, practicing the lines *I share my book. Thank you*. Ask students what else they can share. Elicit objects and say the sentence for them to repeat *I share my (chair). Thank you*. Have students share different objects and reply. Remind them that sharing is important when our friends do not have enough school supplies.



• Point and say *I share my (book)*.

• Finger paint.



Unit 1 • My School • We Share

Aim: Socio-emotional Education – We share our things with friends at school.

Vocabulary: book, chair, circle, crayon, friend, school, share, table, thank you

Grammar: I share my (book).

Material: bottle caps, paint

- **Point and say *I share my (book)*.** Point to the picture of the book. Pretend to share the book with someone. Say *I share my book*. Students repeat chorally. Continue with the picture of the crayon. Students repeat chorally *I share my book, I share my crayon*.

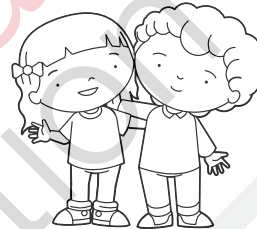
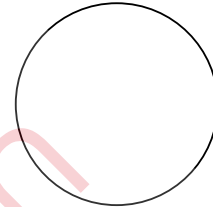
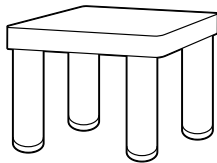
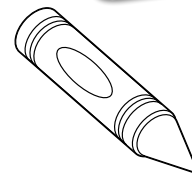
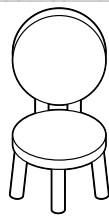
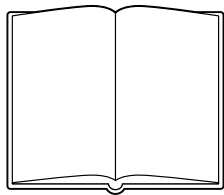
- **Finger paint.** Give each student one or two bottle caps with paint of different colors. Remind them how to dip their index finger and finger paint by modeling the action. Clap rhythmically and repeat *I share my book, I share my crayon*. Ask them to repeat chorally while they finger paint the pictures with different colored paint. Once students have finished, have them wash and dry their hands and clean their place.

Remember you can use this page as homework so students may share the value they have learned or do the work in class for their portfolio.



Unit 1 • My School

Review



• Play.

• Point and say (**friend**).

96

Unit 1 • My School • Review

Aim: We review vocabulary and grammar used throughout the unit.

Vocabulary: book, chair, circle, crayon, friend, red, school, share, table, thank you

Material: chips or counters

- **Play.** Point to the pictures in order. Students say the words. Give each student nine chips or counters. Say one of the words. Students find the picture on their bingo card and put a chip (or counter) on it. Continue with each of the vocabulary words in

a different order than they see them on the page. When all the pictures have a chip (or counter) on them, students call out *My school!* Ideally everyone should finish at the same time.

- **Point and say (*friend*).** Have students stand up one at a time, point to their friend and say *friend*. Now have students stand up one at a time again, point to their own objects on their table, and say a school object, for example, *book*.

Remember you can use this page as evaluation or do the work in class as an overview of the unit.