

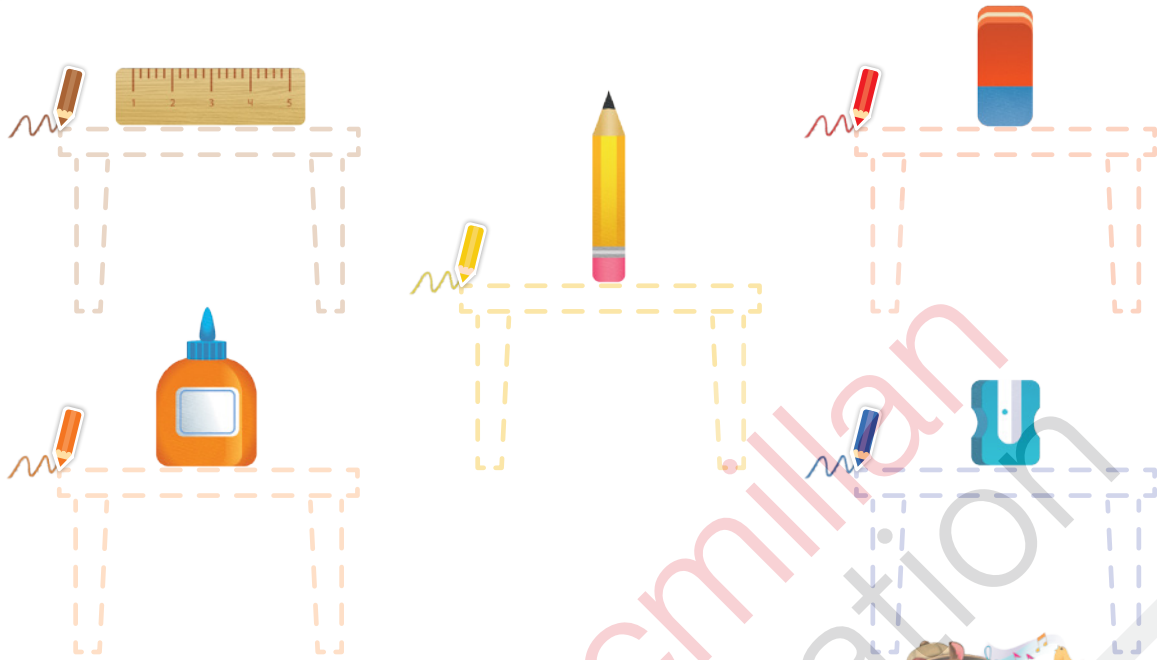
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Teacher's
Guide



Little 2 Campers





• Listen and point.

• Sing.

• Trace.

Unit 1 • My School • Lesson 1

Aim: Language Field – auditory discrimination; school objects

Vocabulary: eraser, glue, pencil, ruler, sharpener

Grammar: The (eraser) is on the table.

Review: table

Material: colored pencils or crayons, eraser, glue, pencil, ruler, sharpener



Sing a chant to greet students. Play Track 02. Sing the “Little Campers Song” and ask students to clap with you. Then play it again and have students sing along. See the song lyrics on page 6.



• **Listen and point.** Tell students they will point to the school objects on page 5 while they listen to a song. Play Track 03 and pause it after each example. Once they point at the correct picture, make choral repetitions of its word. Play the song again, and focus on the preposition *on*. Pause it after each example and ask students to repeat the sentence.



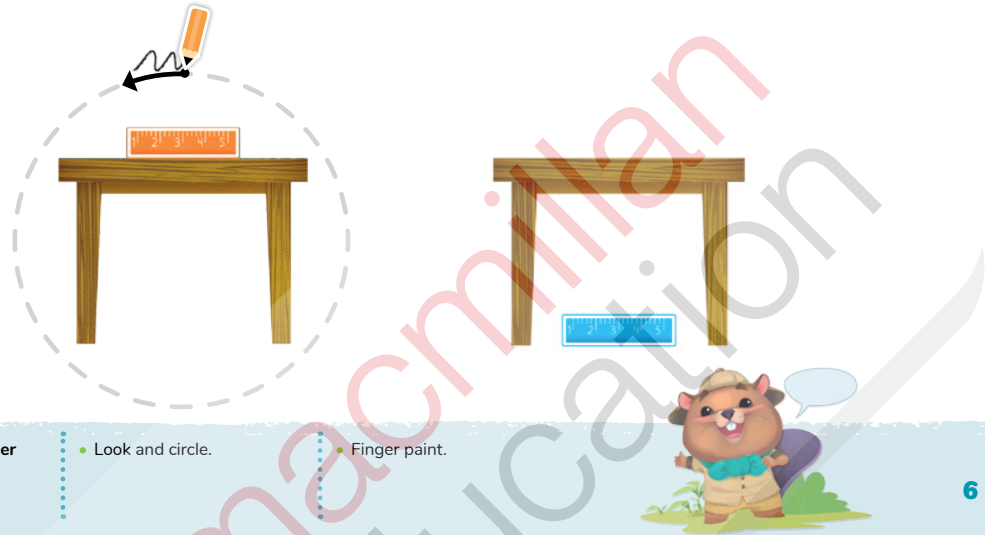
Track 03 My School

Where is the ruler, the ruler, the ruler? (pencil / eraser / glue / sharpener)

The ruler is... on the table, on the table, on the table! (pencil / eraser / glue / sharpener)

- **Sing.** Tell the class it is their turn to sing the song “My School”. Ask students to take out the different school objects so they can raise each when they listen to it. Play Track 03 again without pausing it and model by showing each item when it is mentioned. Say *Now is your turn*. Play the song one last time for students to sing along.
- **Trace.** Tell students to take out brown, red, yellow, orange, and blue colored pencils or crayons. Then tell them to trace each table using the correct color. Once they finish, ask *Which object is on the (brown) table?* Elicit target vocabulary and complete sentences using the preposition *on*.





• Point and say **The ruler is on the table.**

• Look and circle.

• Finger paint.

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Unit 1 • My School • Lesson 2

Aim: Language Field – school objects

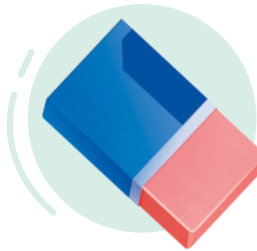
Vocabulary: ruler

Grammar: The ruler is on the table.

Review: green, orange, table

Material: colored pencils, paint, ruler

- **Point and say *The ruler is on the table.*** Tell the class to look at the small drawings. Ask *Where is the ruler?* Elicit *on the table.* Tell them to point at the ruler on the table, and while they do it, make choral and individual repetitions of *The ruler is on the table.*
- **Look and circle.** Tell the class to focus on the small drawings. Say *The ruler is on the table.* Ask *Which drawing shows a ruler on the table?* Once they find it, tell them to circle it with a colored pencil. Monitor while they circle.
- **Finger paint.** Tell students to point at the big ruler. Ask *Which shape is it?* Elicit *rectangle.* Tell the class to use their finger to trace the big rectangle. Provide students with paint. Tell them to make fingerprints around it to paint the inside of the frame. Have students wash their hands after they finish.



• Point and say **The (pencil) is on the table.**

• Match.



7

Unit 1 • My School • Lesson 3

Aim: Language Field – school objects

Vocabulary: eraser, pencil

Grammar: The (pencil) is on the table.

Review: table

Material: colored pencils, eraser, pencil, teddy bear

- **Point and say *The (pencil) is on the table.*** Tell the class to point at the big pencil. Then focus their attention on the drawings on the right side of the page. Tell students to point at the picture that shows a pencil on the table. Ask for choral and individual repetitions of *The pencil is on the table.* Repeat using the eraser.

- **Match.** Tell the class to match the big pictures with the small ones showing the items on the table. Tell them to use their favorite color. Monitor their tracing. Encourage students to repeat *The (pencil) is on the table* while they finish.

Try this!

You may also use a teddy bear to demonstrate what *on* means by placing it on a table. Say *The teddy bear is on the table.* Put it on the floor and ask *Is the teddy bear on the table?* Elicit *no.* Choose a volunteer to place it back on the table. Ask *Where is the teddy bear?* Elicit *on the table.*



• Point and say **The (glue) is on the table.**

• Look and color.



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Unit 1 • My School • Lesson 4

Aim: Language Field – school objects

Vocabulary: glue

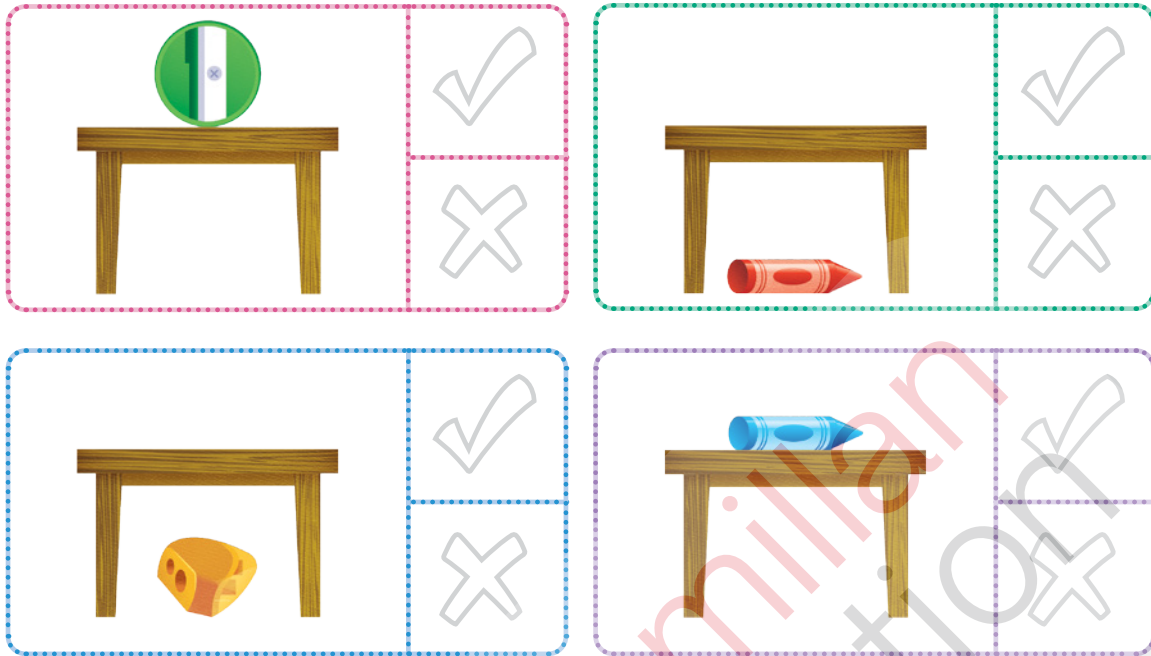
Grammar: The (glue) is on the table.

Review: book, table

Material: colored pencils, pencil

- **Point and say *The (glue) is on the table.*** Ask students what is that in the red square. Elicit *glue*. Make choral and individual repetitions. Tell students to point at the glue. Ask *Where is the glue?* Elicit *The glue is on the table.* Do the same with *the book*.

- **Look and color.** Focus students' attention on the next set of drawings. Say *Color the drawing that shows the glue on the table.* Walk around checking their work and providing help as needed. Once they finish, do the same with *the book*. While you monitor, randomly ask students *Where is the glue / book?*



• Point and say **The (sharpener) is on the table.**

• Look and color.



9

Unit 1 • My School • Lesson 5

Aim: Language Field – school objects

Vocabulary: sharpener

Grammar: The (sharpener) is on the table.

Review: crayon, no, table, yes

Material: colored pencils, unsharpened pencil

- **Point and say *The (sharpener) is on the table.*** Say *Let's write the date.* Make a pause and say *Uh-oh! I can't write it!* Show an unsharpened pencil. Ask *What can I do to fix this?* Elicit *Use a sharpener.* Tell students to look for a sharpener on their page and point at it. Say *The sharpener*

is on the table. Make choral and individual repetitions. Now, focus their attention on the picture in the purple rectangle. Say *Is this a sharpener? What is it?* Elicit *No, it is a crayon.* Say *The crayon is on the table.* Make choral and individual repetitions.

- **Look and color.** Focus students' attention on the red square and say *Is the sharpener on the table?* Say yes (draw a tick on the board) and no (draw a cross). Model coloring the correct answer. Focus on the green rectangle and say *Is the crayon on the table?* and do the same process. Repeat with the purple and blue rectangles.



• Listen and say **The (ruler) is on the (floor).**

• Go to page 113. Cut and paste.

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Unit 1 • My School • Lesson 6

Aim: Language Field – auditory discrimination; school objects

Vocabulary: eraser, glue, pencil, ruler, sharpener

Grammar: The (ruler) is on the (floor).

Review: table

Material: cut-outs, glue, scissors



Track 04

Boy: Where is the sharpener? (pencil / glue)

Girl: The sharpener is on the table. (pencil / glue)

Boy: Where is the ruler? (eraser)

Girl: The ruler is on the floor. (eraser)



- **Listen and say *The (ruler) is on the (floor).*** Tell students to open their books to page 10. Have the class tell what they see in the picture. Play Track 04 and pause it after the boy talks. Elicit *The sharpener is on the table.* Make choral and individual repetitions. Continue playing the track and do the same with *pencil, ruler, glue, and eraser.*



- **Go to page 113. Cut and paste.** Tell the class to cut all the school objects on page 113. Play Track 04 again and pause it after the girl talks. Say *The sharpener is on the table.* Tell students to point at the object. Play the track again and pause it after the next example. Ask *Where do we paste the pencil, on the table or on the floor?* Elicit *on the table.* Tell them to paste it. Monitor and provide help as needed. Repeat with the *ruler, glue, and eraser.*



04



• Point and say *It's made of (plastic).*

• Look and circle.



11

Unit 1 • My School • Lesson 7

Aim: Nature Field – We explore our school to broaden our knowledge.

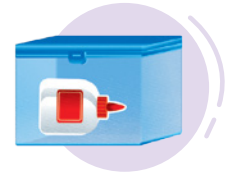
Vocabulary: glue, pencil, plastic, ruler, sharpener, wood

Grammar: *It's made of (plastic).*

Material: crayons, glue, pencil, plastic bottle, plastic sharpener, wooden ruler, wooden stick or tongue depressor

- **Point and say *It's made of (plastic).*** Show the class a plastic bottle and pass it so every student can feel it. While they do that, make choral and individual repetitions of *It's made of plastic.* Pass the other objects you brought so they can also tell which ones are made of plastic. Do the same with a wooden stick or tongue depressor, but this time, say *It's made of wood.*

- **Look and circle.** Start with the plastic bottle. Ask *Is the sharpener made of plastic?* Elicit *yes.* Tell them to circle it. Monitor. Ask the same question for each object so they can circle the correct answers. Once they finish, do the same in the right column but with objects made of wood.



• Point and say **I put the (ruler) away.**

• Match.



12

Unit 1 • My School • Lesson 8

Aim: Community Field – We establish rules within the school to get along.

Vocabulary: eraser, glue, pencil, ruler

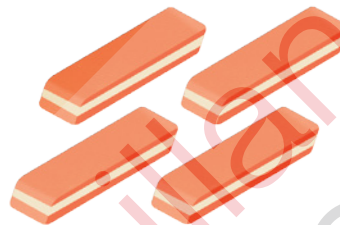
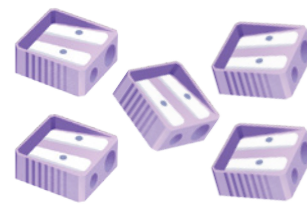
Grammar: I put the (ruler) away.

Material: colored pencils, school objects

- **Point and say I put the (ruler) away.** Place some school objects on the floor. Say *Is it OK to have everything on the floor?* Explain to the class that keeping a clean classroom helps everybody learn and feel better. Ask *How can we keep our classroom clean?* Elicit *Put the (ruler) away.* Model

putting away the objects you threw to the floor. Point at the first boy from page 12 and ask *What is he doing?* Say *I put the ruler away.* Choose some volunteers to repeat it and do the same with the following examples.

- **Match.** Say *Let's help the children put the things away.* Ask *Where does the ruler go?* Focus students' attention on the boxes on the right side so they can find the correct answers. Tell the class to trace the example. Monitor and ask *Where does the (pencil) go?* Give them time to match the objects with different colors individually. Monitor and provide help as needed.



• Count and circle.

• Point and say (one).



13

Unit 1 • My School • Lesson 9

Aim: Math and Science Field – We identify numbers and count: 1-5.

Vocabulary: one, two, three, four, five

Material: colored pencils

- **Count and circle.** Write numbers one to five on the board. Point to the ruler on page 13 and ask *How many rulers are there?* Once they say the answer, use the numbers you wrote on the board and model circling *one*. Explain to the class that they

will do the same with the rest of the school objects. Give them time to work individually. Monitor and provide help as needed.

- **Point and say (one).** Tell the class to point at the first number on page 13 and say *one*. Make choral and individual repetitions. Walk around and check that everybody points at the correct number. Do the same with the rest of the numbers. Write randomly on the board numbers from one to five and have volunteers try to guess them.



Say a rule you follow in school.

• Point and say (yes).

• Look and circle.



Unit 1 • My School • We Care

Aim: Health and Well-being – We identify and follow safety rules at school.

Vocabulary: pencil, sharpener

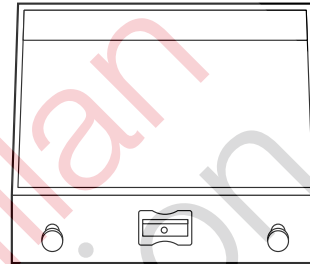
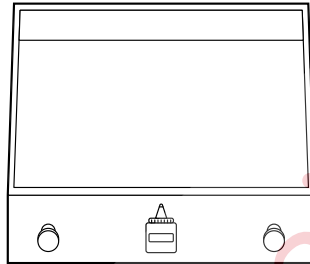
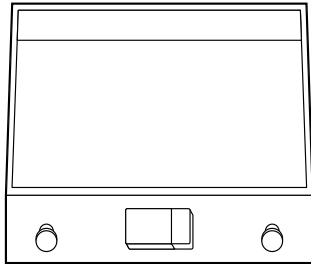
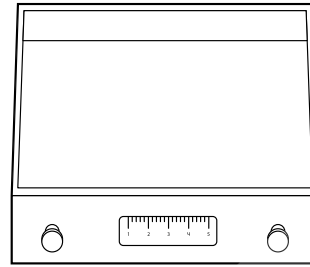
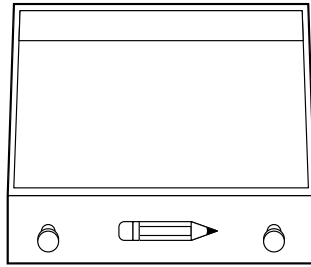
Review: no, yes

Material: pencil

- **Look and circle.** Now that the class identifies actions they can / can't do, draw on the board a tick and a cross. Circle the tick while you say yes. Circle the cross while you say *no*. Set the class into pairs. Tell them to look at the pictures and circle the tick if it is correct to do what the pictures show.



Point and say (yes). Mimic using glue and leaving it open. Say *Is it OK to leave the glue open after using it?* Elicit *no*. Mimic biting a pencil. Ask *Is it OK to bite school items?* Elicit *no*. Draw students' attention to the first drawing, tell them to point at it, and ask *Is it OK to run around the classroom holding a pencil?* Elicit *no*. Ask *Is it OK to walk while we hold school objects?* Elicit yes. Do the same with the other drawings, and elicit yes or *no* where appropriate. When finished, invite students to mention other rules they have in the classroom, like putting away their things. Explain that rules help keep a nice classroom for everybody.



• Point and say *I put my (pencil) away.*

• Draw.



Unit 1 • My School • We Share

Aim: Health and Well-being – We identify and follow safety rules at school.

Vocabulary: eraser, glue, pencil, ruler, sharpener

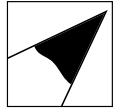
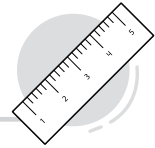
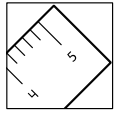
Grammar: I put my (pencil) away.

Material: colored pencils

- **Point and say *I put my (pencil) away.*** Hold up the page book and point at the pictures of the school objects. Have students call out the words. Everyone will point at the picture and say *I put my pencil away.*

- **Draw.** Ask the class to draw the pencil inside the first drawer and color it. Have them point at the picture and say *I put my pencil away.* Students will put the other objects away in their drawers. Walk around and elicit sentences from them individually. For example, *I put my ruler away,* etc.

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.



• Point and say (ruler).

• Trace.

• Color.

Unit 1 • My School • Review

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

Vocabulary: eraser, glue, pencil, pencil, ruler, sharpener

Material: colored pencils

- **Point and say (ruler).** Walk around pointing at the different pictures. Have each student say *Look! My (ruler).*

- **Trace.** Ask students to trace the lines from left to right, from the partial picture to the completed item.
- **Color.** Have the class color the pictures. Then you can tape pictures of the four school objects, one on each wall of the classroom. Call out the different school objects so students can run to the correct wall, point at the picture, and say the word.

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