

Michael Rowley  
Angela Llanas

Teacher's  
Guide



# Little 3 Campers





• Listen and point.

• Sing.

• Trace.



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## Unit 1 • My School • Lesson 1

**Aim:** Language Field – auditory discrimination; school objects

**Vocabulary:** eraser, lunchbox, marker, pencil, pencil case, sharpener

**Grammar:** I have (a) (red) (eraser). My name is ...

**Review:** colors

**Material:** colored markers or chalk, colored pencils (blue, green, orange, purple, red, yellow)



## Track 03 My School

I have a (an) red eraser, eraser. (yellow pencil / blue sharpener / purple marker / green pencil case / orange lunchbox)

I have a (an) red eraser. (yellow pencil / blue sharpener / purple marker / green pencil case / orange lunchbox)

What do you have?



On the board, write the words *My name is*. Ask the class to repeat it after you in unison. Now, go around the class and have each child do the same aloud. 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 6.



• **Listen and point.** On the board, using colored markers or chalk, draw a circle in red, yellow, blue, purple, green, and orange. In each circle, write the color as a word. Now, ask the class to open their books on page 5. Play Track 03 and

drill the pronunciation with the class two or three times. Pause the audio after each stanza so students can repeat chorally. Have students point at each child with an item.

- **Sing.** Play Track 03 once more and have children sing the unit song along with you. You can sing it together as a class a couple more times.
- **Trace.** Ask students to take out their colored pencils. Tell the class to trace the circles in the indicated color according to each school object. Monitor their work.





• Look and match.

• Point and say I have (a) (yellow) (pencil).



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## Unit 1 • My School • Lesson 2

**Aim:** Language Field – school objects

**Vocabulary:** eraser, pencil

**Grammar:** I have (a) (yellow) (pencil).

**Review:** colors

**Material:** colored pencils (blue, green, orange, yellow)

- **Look and match.** Tell students to look at the shadows of the children. Make emphasis on the school objects and the splotch of paint. Now, tell them to match the shadows above to the colored pictures in the book using the corresponding color. Monitor and make comments on their choices.
- **Point and say I have (a) (yellow) (pencil).** Ask students which colors they can see inside the squares. Elicit answers. Now, point at each image showing a child holding an object and say the sentence *I have (a) (yellow) (pencil)* and ask each student to repeat it as you point at a different image.



• Look and color.

• Point and say I have (a) (brown) (sharpener).



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### Unit 1 • My School • Lesson 3

**Aim:** Language Field – school objects

**Vocabulary:** marker, sharpener

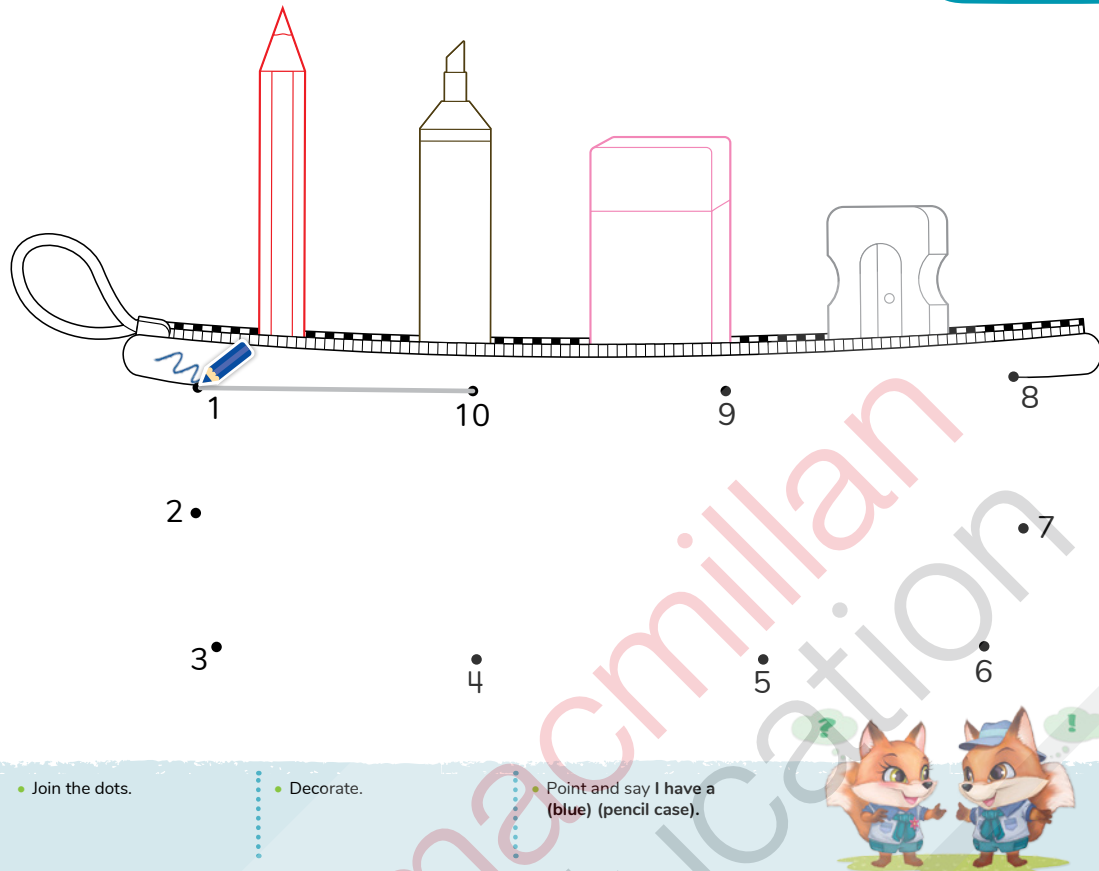
**Grammar:** I have (a) (brown) (sharpener).

**Review:** colors, numbers 1-6

**Material:** colored pencils (blue, brown, green, orange, purple, yellow)

- **Look and color.** Draw the class's attention to the color key on page 7. Tell them to color the markers and sharpeners in the pictures according to the key above. Monitor their work and ensure they are coloring the object (*marker* or *sharpener*). Encourage neat coloring.

- **Point and say I have (a) (brown) (sharpener).** Point at the first picture and ask *Is this a marker?* Elicit *No, it's a sharpener.* Say *I have a brown sharpener.* Have students repeat after you. Do the same with the other pictures. Elicit choral and individual repetitions.



## Unit 1 • My School • Lesson 4

**Aim:** Language Field – school objects

**Vocabulary:** eraser, marker, pencil, pencil case, sharpener

**Grammar:** I have a (blue) (pencil case).

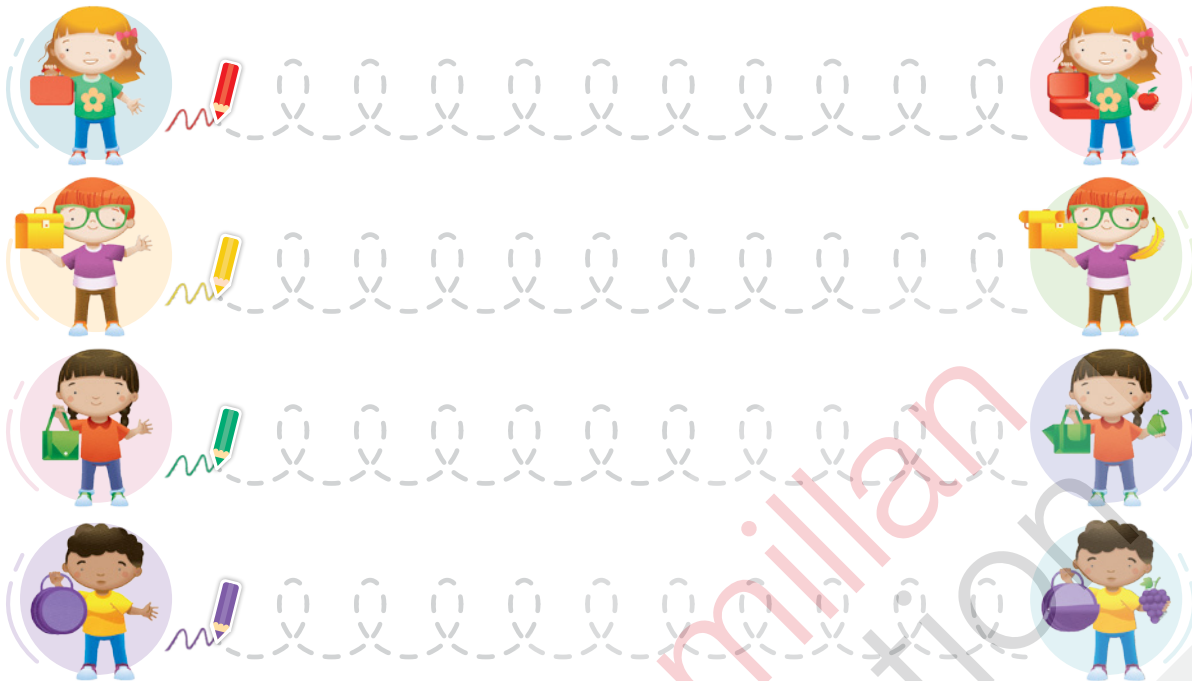
**Review:** colors, The (pencil) is in the (pencil case).

**Material:** colored pencils, glitter, glue, tissue paper or other decorative materials

## Try this!

Ask students to close their books. Take your own pencil case and say *I have (a) (green) (sharpener)*. Then have some volunteers show the class two or three objects from their own pencil cases saying *I have (a) (red) (eraser)*. Encourage everyone to participate.

- **Join the dots.** Have the class open their books on page 8. Tell them they will connect the dots by following the numbers in order with a blue pencil. Once finished, tell students to take out their colored pencils and have them color the school objects. Monitor and check their work.
- **Decorate.** Tell the class to decorate the pencil case. Have them color and decorate with tissue paper, glitter or other decorative materials. Ask students to clean up their hands and their places when they are finished.
- **Point and say I have a (blue) (pencil case).** Point at the picture in the book and ask *What is this?* Elicit a *blue pencil case*. Say *I have a blue pencil case*. Have students repeat after you. Ask them to point at an item inside the pencil case and say *I have (a) (blue) (pencil case)* with each item.



- Trace.

- Point and say *I have a (yellow) lunchbox. Look! There (is) (a) (banana).*



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## Unit 1 • My School • Lesson 5

**Aim:** Language Field – school objects

**Vocabulary:** lunchbox

**Grammar:** I have a (yellow) lunchbox. Look! There (is) (a) (banana).

**Review:** food, The (apple) is in the (lunchbox). I like (apples).

**Material:** colored pencils (green, purple, red, yellow)

- **Trace.** Have the class look at the pictures on page 9 in their book. Tell them to trace the lines connecting the pictures on the right and left using the indicated colors. Monitor their work, encouraging them to trace carefully.

- **Point and say *I have a (yellow) lunchbox. Look! There (is) (a) (banana).*** Write on the board *I have a yellow lunchbox. Look! There is a banana.* Tell the class to point at a pair of pictures in their book and say aloud similar phrases changing the color and item of food according to the pictures. Write the word *lunchbox* on the board. Hold up your lunchbox or one of the students' and say *What is in the lunchbox?* Encourage children to name a fruit they could bring and say *The (apple) is in the lunchbox. I like (apples).*



• Listen and say *I lost my (sharpener). Here it is! I found it.*

• Find and circle.

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## Unit 1 • My School • Lesson 6

**Aim:** Language Field – auditory discrimination; school objects

**Vocabulary:** eraser, lunchbox marker, pencil, pencil case, sharpener

**Grammar:** *I lost my (sharpener). Here it is! I found it.*

**Review:** colors

**Material:** colored pencils



**Track 04**

**Boy:** *I lost my eraser! (marker / pencil / sharpener / pencil case / lunchbox)*

**Girl:** *Oh no!*

**Girl:** *Here it is! I found it.*

**Boy:** *Thank you!*



- **Listen and say *I lost my (sharpener). Here it is! I found it.*** Ask students to open their books to page 10 and tell them that they will listen to some conversations. Play Track 04 and have the class repeat the dialogues one by one. Pause the audio after each dialogue for them to repeat.

- **Find and circle.** Play Track 04 again. Tell the class to listen to the dialogues and find and circle in the picture the items mentioned. Encourage them to use different colors. Pause the audio between each dialogue. Have the class compare their work. Monitor and check.





- Look.

- Cross out or circle.

- Point and say *I take care of my (pencil case).*

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## Unit 1 • My School • Lesson 7

**Aim:** Nature Field – We are responsible and respect our school and environment.

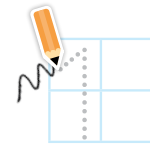
**Vocabulary:** eraser, lunchbox, marker, pencil, pencil case, sharpener

**Grammar:** I take care of my (pencil case).

**Material:** pencil

- **Look.** Take out a pencil and show it to the class. Ask *Is it OK to break my pencil?* Mimic breaking the pencil in half. Elicit *No*. Then ask *Is it OK to write with my pencil?* Elicit *Yes*. Now, tell the class to look at page 11. Tell them some of the children in the picture are taking care of their things while others are not and they have to find them. Describe what each child is doing in the scene. Elicit the vocabulary words for school objects.
- **Cross out or circle.** Ask the class to circle the children who are taking care of their things. Monitor and check. Tell the children that while one of the girls is taking care of the sharpener and pencil she is not taking care of the classroom because she is leaving trash on the floor. Now, have the class put a cross next to the children in the picture who are not taking care of their materials. Monitor and check.
- **Point and say *I take care of my (pencil case).*** Tell students that it is important to take care of our belongings no matter the size of the school objects. Have them point at the children doing it right and say *I take care of my (pencil case).* Repeat with different items.





• Point and say **I lost my marker.**

• Look and number.



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## Unit 1 • My School • Lesson 8

**Aim:** Community Field – We recognize that we are part of a community.

**Vocabulary:** eraser, lunchbox, marker, pencil, pencil case, sharpener

**Grammar:** I lost my marker.

**Review:** I share my marker.

**Material:** marker, pencil

- **Point and say I lost my marker.** On the board, write the words *lost* and *share*. Say *I lost my marker*. Mimic losing it. Then say *I share my marker* and mimic giving it to someone else. Then repeat the first line and have a student share with you his / her marker while saying *I share my marker*. Repeat with different students.

- **Look and number.** Ask students to open their books on page 12. On the board write the following:
  - 1) *I lost my marker.*
  - 2) *Where is it?*
  - 3) *I share my marker.*
  - 4) *Thank you.*

Tell the class to look at the pictures and number them in the correct order from 1 to 4. Monitor and check. Have them point at the pictures in the correct order as you read the sentences on the board. Tell them it is important for us to share our school objects with others.



• Go to page 113. Cut and paste.

• Look and count.

• Point and say *The (sharpener) is (3) cm long.*

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## Unit 1 • My School • Lesson 9


**Aim:** Math and Science Field – We start using tools to measure things (with a ruler).

**Vocabulary:** numbers 1-10

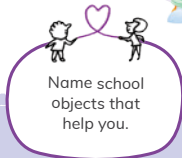
**Grammar:** *The (sharpener) is (3) cm long.*

**Review:** numbers 1-10

**Material:** cut-outs, glue, ruler

 **Go to page 113. Cut and paste.** Have the class turn to page 113 in their Activity Book and cut out the rulers. Have them pay attention to the length of the rulers and paste them in the correct places under the pictures on page 13. Monitor and help.

- **Look and count.** Tell students that measuring things is very useful, and you can use many tools to measure things. Tell students that they will use cut-out rulers to measure each item. Have the children look at each item and count how many centimeters long it is. Help as needed.
- **Point and say *The (sharpener) is (3) cm long.*** Have the class point at each item and say *The (sharpener) is (3) cm long.* Go around the class so everyone has a chance to speak. If there is enough time you may encourage students to use their own rulers to measure objects around the classroom and say how long they are.



Name school objects that help you.

• Look and match.

• Say I need (an) (eraser).



Unit 1 • My School • We Care

**Aim:** Socio-emotional Education – We recognize that we can solve some problems with school supplies.

**Vocabulary:** eraser, lunchbox, marker, pencil, pencil case, sharpener

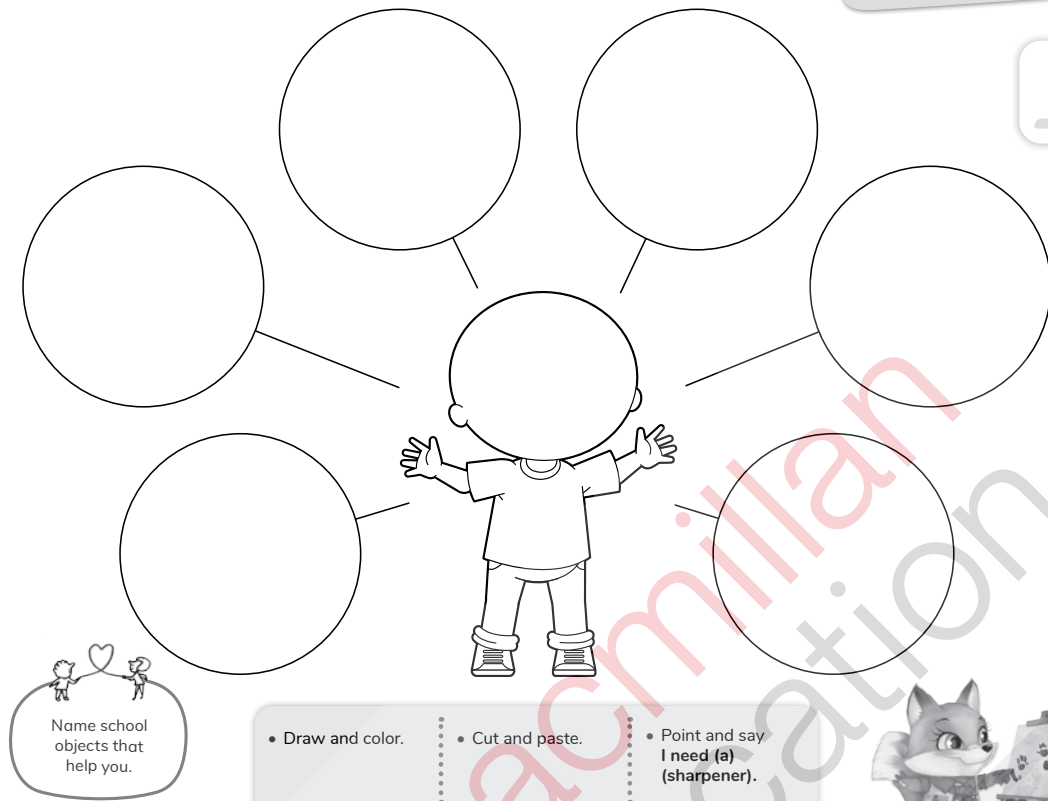
**Grammar:** I need (an) (eraser).

**Material:** pencil



**Say I need (an) (eraser).** Tell students to name school objects that help you solve problems. On the board, write the word *need*. Ask *What school object can help us solve a problem?* Pretend you made a mistake on the board. Ask *How do I solve this?* Then reply to yourself *I need an eraser*. Then repeat the process with the broken pencil, the mistake on the page, and the lunchboxes. Elicit the answer from the class.

- **Look and match.** Tell the class that we can all help solve problems. Point at the pictures of the children on the left who each has a problem. Elicit what the problem is, and which item would solve the problem. Ask the class to draw a line connecting the picture to the item in the middle that helps them solve the problem and then to the problem solved picture. Now, ask the class to work on the rest of the pictures. Monitor and check.



Unit 1 • My School • We Share

**Aim:** Socio-emotional Education – We recognize that we can solve some problems with school supplies.

**Vocabulary:** eraser, lunchbox, marker, pencil, pencil case, sharpener

**Grammar:** I need (a) (sharpener).

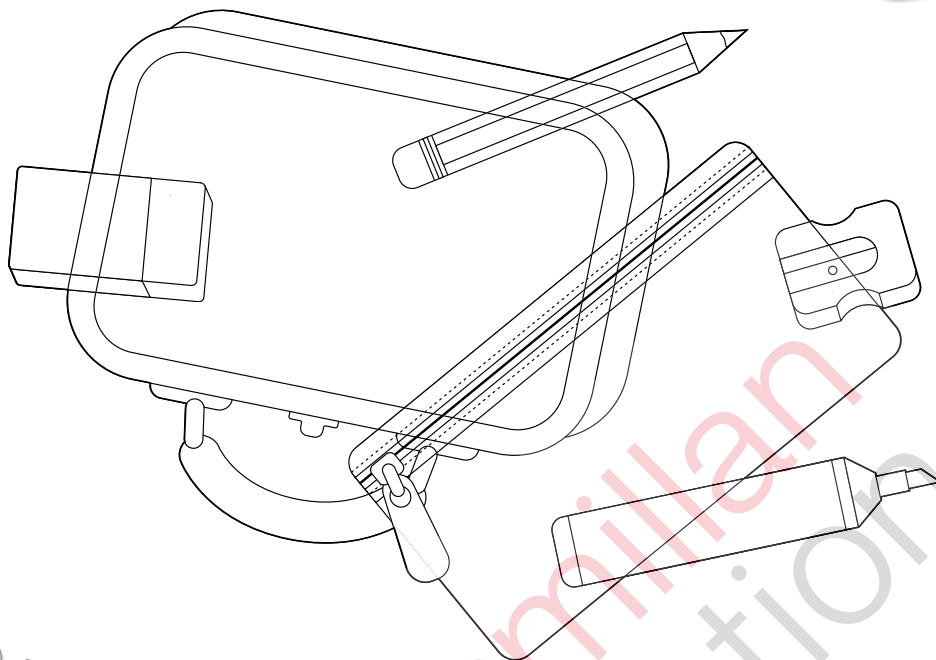
**Material:** catalogs, magazines or print outs of school supplies, glue, scissors

- **Draw and color.** Ask students to look at the silhouette in the center of the page. Tell them to draw and color the figure to look like them.
- **Cut and paste.** Ask students to paste inside the circle pictures of school supplies they find in magazines or catalogs. You could also tell them to draw them.

- **Point and say I need (a) (sharpener).** Tell students to name school objects that help you solve problems. Draw two faces on the board and teach the following dialogue:
  - I made a mistake. How do I solve this?
  - What do you need?
  - I need an eraser.

Then tell students to say the dialogue aloud while pointing at the pictures they pasted or drew in their books.

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.



• Find and color.

• Point and say I have (an) (orange) (lunchbox).

Unit 1 • My School • Review

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

**Vocabulary:** eraser, lunchbox, marker, pencil, pencil case, sharpener

**Grammar:** I have (an) (orange) (lunchbox).

**Material:** crayons

- **Find and color.** Have students take out their crayons. Then tell them to find the different school supplies in the picture and color them. Go around asking each student to tell you about his / her picture, for example, *Look! I have a blue eraser.*

- **Point and say I have (an) (orange) (lunchbox).** Have students point at the school items they colored. Ask students to show their drawings and say *I have (an) (orange) (lunchbox).* Make several rounds to review different colors and items.

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