

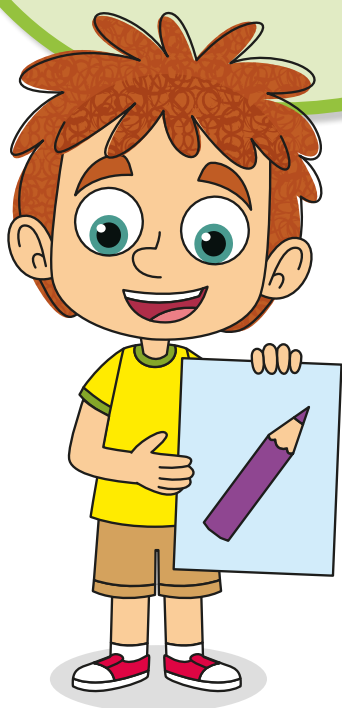
Unit

1

Hello!

Unit Objectives

- learn vocabulary and language by focusing on classroom items
- name items in the new classroom; learn greetings
- practice fine motor skills by holding pencils and crayons, marking the page, and practicing cutting out
- learn about rhyming words
- learn the value of being friendly
- understand a fictional text
- count to 2 and do a math project



values



Values

Be friendly and greet each other.



Project

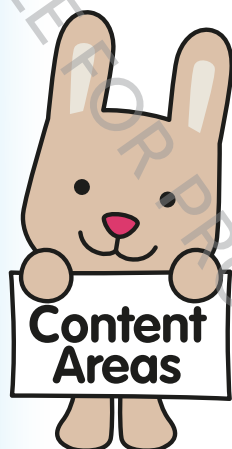
Make number posters.

Unit Language

Vocabulary: pencil, crayon, ball, book, hello, look, scissors, paper, friend, Gus, Meg, Kit, girl, boy, yes, no, teacher, select, numbers 1–2

Structures: What's this? A (pencil). I'm (Gus). I'm a (girl). What's your name? My name is (Jill). How are you? Fine, thank you. (Two) (crayons).

Receptive: teacher; I'm Meg. I'm Gus. doodle; circle; We are drawing. my (friend); Who's this? Where's (Gus)? How are you today? Girl or boy? More (girls). bus; What's this number? (Very) nice! Listen and circle. What do you like best? Take Doodle Bunny home! What game do you like? What shall we play?



Art



Cutting out with scissors

Social Studies



Cooperative play;
gender identification

Physical Education



Musical action games

Communication

Language games; dialogs; role-play

Sentence Building: Making a new
verse for a song

Early Literacy

Early Reading Skills: Exposure to left-
right directionality

Early Writing Skills: Pencil grip;
marking the page; circling; tracing
numbers; left-right directionality

Language Awareness: English has
different words for known items

Phonological Awareness: Rhyming
words; /b/ sound

Math



Numbers 1–2; counting; size and shape;
one-to-one correspondence

Science



Identifying objects through touch

Doodling for Critical Thinking For Students

The children will learn that the marks they
make on the page carry meaning.
In Lesson 2 they will listen
to an audio instruction and
circle an item on the page.



For Teachers

Demonstrate by making your own doodles
on the white board and in your book.
Focus on circling in different
ways with different line types.
Children will naturally doodle
circles around things, so
encourage this.



Digital Tool Box

Presentation Kit: Unit 1 SB & AB with
integrated audio, videos

TRC: Unit 1 downloadable audio, videos, and
Print and Play materials

SPK: Unit 1 songs, videos, and language
practice activities to play at home

Learning Centers

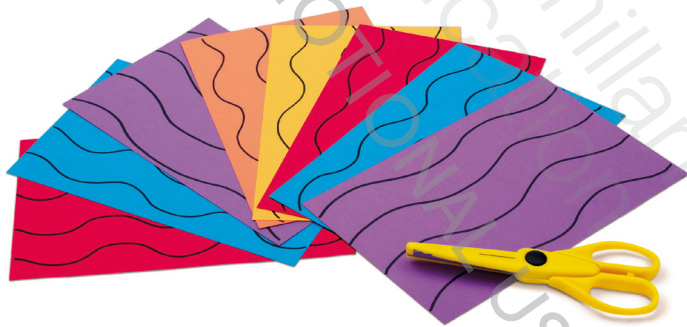
Tips From the Authors

Learning Centers are a great way to teach a few different concepts in one place. You can teach language, vocabulary, and other skills such as sorting, patterns, or psychomotor skills. You can encourage children to think of their own “Learning Center”! Use the Conversation Starters to encourage the children to think about what they are doing as they explore the materials.



1: Cutting (Lesson 2)

Conversation Starters: *What's this? What are these?*



Materials: child-safe scissors; thick pieces of paper with straight and slightly wavy lines for the children to practice cutting along

Objectives: practice fine motor skills and coordination; practice using the new vocabulary *paper* and *scissors*

1. Hand out the scissors and pieces of paper.
2. Children cut along the lines.
3. Praise any cuts the children are able to make.



2: Drawing (Lesson 4)

Conversation Starters: *What's this? (Are you a) girl or boy? Yes, you're a (girl)!*



Materials: different colored pencils and crayons; different colored sheets of paper

Objectives: develop fine motor skills; practice using the new vocabulary *girl* and *boy*

1. Put colored pencils, crayons, and paper in the center of each table. The children share the equipment between them, choosing the drawing medium and colors they prefer.
2. The children draw pictures of themselves or friends.
3. Encourage them to talk about their pictures: *I'm a girl/boy.*

Drawing, especially with crayons and colored pencils, encourages the correct hold the children will need to establish for writing. Help the children to hold their pencils with the correct grip in whichever hand they prefer. Very young children may be unable to draw anything that resembles a person yet. Let them tell you what they have drawn so you are not mistaken, and give lots of praise.



3: Speech Bubbles (Lesson 5)

Conversation Starters: *(Is this a) boy or girl? What does (she) say? Look, (she) says "Hello!"*



Materials: magazine cutouts of girls and boys; handmade speech bubbles containing introductory phrases

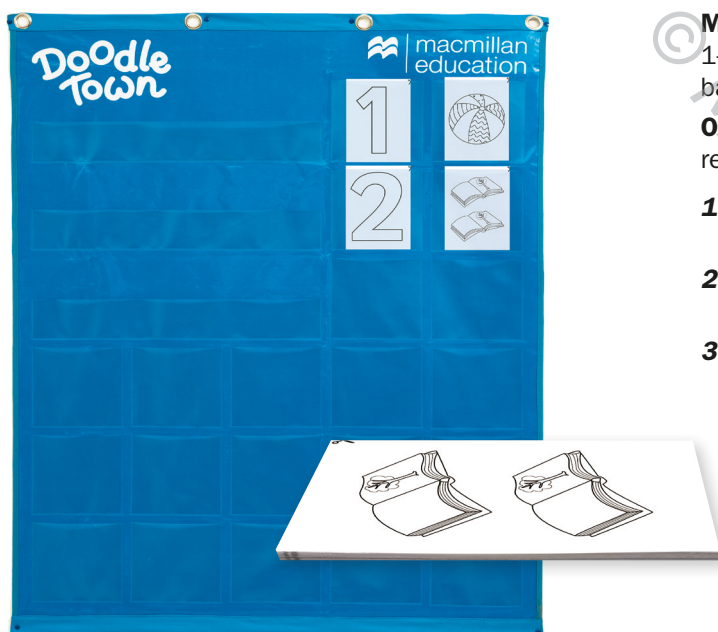
Objectives: develop prereading skills; build awareness of text directionality and orientation

1. Hand out boy and girl cutouts and speech bubbles to groups.
2. Help the children put the speech bubbles the right way up and in the correct position for each speaker.
3. Let them create story scenes with two or more boys and girls and show how the order of speaker goes from left to right.



4: One-to-One Correspondence (Lesson 7)

Conversation Starters: *What's this? How many? Let's count; one, two (pencils).*



Materials: Pocket Chart; Print and Play Numbers:

1–2; Print and Play Pictures: ball, pencil, crayon, book, 2 balls, 2 pencils, 2 crayons, 2 books

Objectives: differentiate between one and two items; recognize the numeral

1. Place the Numbers 1 and 2 in the middle column of the Pocket Chart.
2. Have a pile of Print and Play Pictures of one and two items on your desk.
3. The children take turns to come up, pick a picture, and put it in the correct column of the chart.

Unit

1

Hello!



pencil



crayon



ball



book



What's this?



A .

Let's Talk



AB 2

Key language: *scissors, paper*. Review. **Activities:** 1 Listen and say vocabulary. 2 Listen and point. 3 Talk about the picture. 4 **Let's doodle:** Listen and draw. 5 Sing **Look, Look, Look!** with Pocket Chart.

Unit 1
Lesson 2

5

Unit 1

Hello!

Lesson 1

Objectives: learn vocabulary for classroom items; learn a dialog

Key Language: *ball, book, crayon, pencil, hello, look; What's this? A (pencil).*

Receptive Language: *teacher; I'm Meg. I'm Gus.*

Materials: Pocket Chart; Meg and Gus cutout puppets; Doodle Bunny puppet; Photo Cards: *ball, book, crayon, pencil*

BEFORE THE PAGE

Introduce the Characters

Point to Meg, Gus, Kit, and Doodle Bunny on Page 3 and say their names.

002 Song: Doodle Town Hop

Say *Hello* to the class and make a waving gesture. Repeat and encourage the children to wave and say *Hello* to you. Play **Doodle Town Hop** and do the actions. Play it again and encourage the children to copy the actions.

Verse 1: Hello, Meg! Hello, Gus! Hello, Kit! (wave) Come play with us. Doodle Bunny, come play too. Take a crayon and we'll doodle with you! (mime doodling with a crayon)

Chorus: Wiggle, wiggle, here we go! (wiggle body) Put a finger on your nose. (touch nose) Doodle Bunny, hop, hop, hop. We're in Doodle Town. Hop, hop ... STOP. (hop)

Verse 2: Look up. Look down. (look up and then down) We have fun in Doodle Town. Around the room and through the door. We learn English as we explore! (dance around classroom)

Chorus

Teacher-to-Teacher

Try to maintain an English-only environment in the class from the start. Use gestures and clear modeling of activities and instructions to convey meaning.

Explore the Book

Allow the children time to look through their new *Doodle Town* books. See if they can find Meg and Gus in the book.

Introduce Key Language

Walk around the class with the cutout Meg or Gus puppet. Have the puppet say *Hello* to small groups of children. Have the children sit around the Pocket Chart and say the names as you place the Photo Cards of *pencil, crayon, ball, and book* in the chart.

USING PAGE 4

Explore the Page

Go to Page 4. Show the page or display it using the Presentation Kit. Point to Gus and Meg and say *Look, it's Gus and Meg! Say Hello, Gus; Hello, Meg* and encourage the children to repeat.

1 004 Listen and say vocabulary.

Play the audio. Have the children listen and point to the pictures in their books. Play it again. Have the children repeat.

2 005 Vocabulary check: Listen and circle.

Play the audio and have the children point to the crayon. Play it again. This time have them circle the item.

Making Marks

Doodling on the page is an important prewriting skill. Help children to hold their pencils correctly to enable them to make strong, clear marks on the page.

3 006 Listen and say dialog.

Point to the Photo Cards in the Pocket Chart and elicit the name of each item. Play the audio. Encourage the children to point to the items on the page as they hear them in the dialog.

Gus: *What's this? Meg:* *A pencil. Gus:* *What's this? Meg:* *A crayon. Gus:* *What's this? Meg:* *A ball. Gus:* *What's this? Meg:* *A book.*

Divide the class in half and give each half the part of one speaker. Replay the dialog, pausing after each speaker's line and having the group repeat. Switch parts and repeat.

Role-Play the Conversation

The children use Photo Cards to act out the conversation.

4 007 Sing Look, Look, Look!

Play the audio. Have the children point to the items in their books. Replay the song and do the actions. Encourage the children to sing along and copy the actions.

Hello, teacher. (wave) Look, look, look! (put hand above eyes)

A pencil, a crayon, a ball, and a book! (hold up or point to each item) (repeat x2)

AFTER THE PAGE

Develop Social Skills: Cooperative Play

Allow the children to play with the Meg and Gus cutout puppets and the Doodle Bunny puppet. They can use the puppets to point out classroom items using the English words.

Home-School Connection

Hand out the Unit 1 Letter to Parents for the children to take home.

T4

UNIT 1 - Digital: Vocabulary practice activities and song; Literacy Skills Pad: pp. 3–6; Math Skills Pad: pp. 3–6

Unit 1

Let's Talk

Lesson 2

Objectives: circle vocabulary in the picture; practice new vocabulary

Key Language: *paper, scissors*

Review: *ball, book, crayon, pencil, hello, look; What's this? A (pencil).*

Receptive Language: *doodle, circle; We are drawing.*

Materials: Doodle Bunny puppet; Pocket Chart; Unit 1 Photo Cards (see TE Page Txv); handmade sentence strip; a cloth bag or pillowcase; a blindfold; pencil, crayon, ball, paper, scissors; Cutting Learning Center materials (see TE Page T1C)

BEFORE THE PAGE

007 **Song: Look, Look, Look!**

Display the Pocket Chart. Put the Photo Cards of *pencil, crayon, ball, and book* in the chart and elicit the words. Play the song and point to each item as it is mentioned. Play it again and encourage the children to join in (see TE Page T4).

Think and Play! What's Missing?

Have all the children close their eyes. Remove one card. When the children open their eyes again, have them say which item is missing. Accept answers in English only.

USING PAGE 5

Explore the Photo

Go to Page 5. Show the page or display it using the Presentation Kit. Point to the items and ask the children *What's this?* Encourage them to name the classroom items. Teach *paper* and *scissors* with the Photo Cards.

009 **Listen and say vocabulary.**

Play the audio. Hold up the Photo Cards of *scissors* and *paper*. Have the children point to paper and scissors in their books. Play the audio again for the children to repeat.

010 **Listen and point.**

Tell the children to look at the picture on Page 5. Play the narrative and encourage the children to point to the items as they hear them.

Hello. My name is Sam. I have a pencil. Look at the scissors. Look at the paper.

3 Talk about the picture.

Have the children think and talk about other classroom items they can see (*crayon, ball, books*).

011 **Let's doodle: Listen and draw.**

Explain that they are going to listen and draw a circle around an item. Model drawing a circle on the board. Then play the audio and have the children draw a circle around the pencil.

Teacher-to-Teacher

When drawing, allow the children to use whichever hand they feel comfortable with. Hand preference may still not be defined, so let them discover which hand is dominant throughout the year.

007 008 **Sing Look, Look, Look! with Pocket Chart.**

Write *Look, look, look!* on the handmade sentence strip. Add eyes to each letter o. Display the Pocket Chart. Display cards as follows:

Row 3: *Look, look, look!* handmade sentence strip

Row 4: Photo Cards: *pencil, crayon*

Row 5: Photo Cards: *ball, book*

Play the song and point to the Photo Cards in the Pocket Chart as each item is mentioned. Then replace the *pencil* and *crayon* with the *paper* and *scissors* Photo Cards. Play the karaoke version of the song and add the new items to the song.

AFTER THE PAGE

Think and Play! Touch and Tell

Put the following items in a cloth bag: a pencil, a crayon, a ball, a book, children's scissors (no sharp blades or blades taped shut), and a piece of paper.

Play the game at the front of the class. Invite a child to the front and tie the blindfold. The child reaches into the bag and takes out an item. Encourage the rest of the class to ask *What's this?* Encourage the child to answer in English.



Learning Center: Cutting

Demonstrate how to use the Learning Center materials (see TE Page T1C). Have the children practice cutting along the lines.

Activity Book 1 **2**

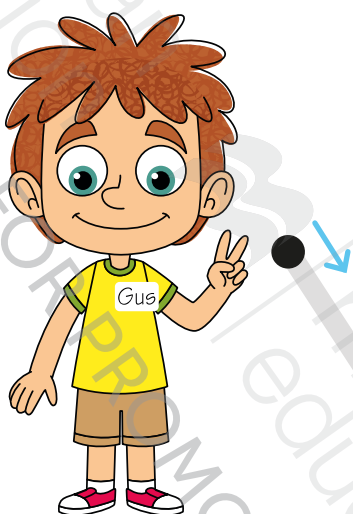
1 Greet Meg. 2 Trace and say.

T5

Words and Sounds



1



2



3



6

Unit 1
Lesson 3

Key language: friend, Gus, Meg, Kit; I'm (Gus). **Activities:** 1 Listen, point, and say. 2 Match. 3 Phonological awareness: Chant 1, 2. 4 Sing the Values Song Say "Hello!"

AB 3

Unit 1

Words and Sounds

Lesson 3

Objectives: practice saying *hello*; listen to rhyming words

Key Language: *friend, Gus, Kit, Meg; I'm (Gus).*

Review: *ball, book, crayon, paper, pencil, scissors, hello*

Receptive Language: *my (friend); Who's this? Where's (Gus)? How are you today?*

Materials: Pocket Chart; Unit 1 Photo Cards; Doodle Bunny puppet

BEFORE THE PAGE

Think and Play! Go To!

Stick the Unit 1 Photo Cards around the classroom. Have the class name each item. Play some music, and have the children move around the class. Stop the music and say one of the items. The children have to race to the correct Photo Card.

Greet the Characters

Take out the Doodle Bunny puppet, and have it say *Hello*. Then go around the class with the puppet and have it greet individual children.

Introduce Key Language

If you have a teaching assistant, have him or her stand with you and say *My friend* and make a friendly gesture. Alternatively, show a photo of a friend.

USING PAGE 6

Explore the Page

Go to Page 6. Show the page or display it using the Presentation Kit. Point to each of the characters on the page and ask *Who's this?* to elicit their names. Say *Meg, Gus, and Kit are friends*.

1 012 Listen, point, and say.

Play the audio. Have the children listen and point to the characters in their books. Play it again. Pause after each character speaks and have the class chorus the response.

Gus: *Hello, friends!* **Children:** *Hello, Gus!* **Meg:** *Hello. I'm Meg.* **Children:** *Hello, Meg!* **Kit:** *Hello. I'm Kit.* **Children:** *Hello, Kit!*

Role-Play the Conversation

Put the children in pairs. Have them practice the dialog using their own names. Invite children to say their dialogs to the rest of the class.

2 Match.

Ask *Where's Gus?* Have the children point to him in their books. Point to the line connecting the two pictures, and have the children trace the line with their fingers and then with a pencil. Repeat with the other characters.

3 013 Phonological awareness: Chant 1, 2.

Play the audio and act out the actions in front of the class. Play it again and encourage the children to do the actions. Put the children in pairs and have them do the chant together.

1, 2. (show one finger, show two fingers)

Me and you. (point to self, point to a partner)

(repeat x3)

Rhyming Words

Play the chant again. Demonstrate how some words rhyme (*two* and *you*) by contrasting with the words that don't (*one* and *me*). Play the chant again. Pause before *you* to let children provide the word that rhymes.

4 014 Sing the Values Song Say "Hello!"

This song celebrates the value of being friendly. Play the song and wave hello.

When you meet a friend, say "hello." Hello! When you meet a friend, say "hello." Hello! Wave hello and say, "How are you today?" How are you today? Wave hello and say, "How are you today?" How are you today? (repeat x1)

Discuss the importance of being friendly as a class. Encourage the children to sing the song at home and talk about the value with their families.

Teacher-to-Teacher

Monitor children during free and structured play, settling any disputes appropriately before they escalate.

AFTER THE PAGE

Practice Greetings

Make the finger puppets in the Activity Book (AB). Let the children choose which of the puppets they want to play with. Once they have chosen, let them walk around the class greeting each other with their puppets. After the activity, collect all the puppets to use in later lessons.

Literacy Skills Pad

Try some of the Unit 1 activities in the Literacy Skills Pad.

Activity Book 1 3

1 Cut. 2 Use puppets to practice greetings.

T6

Unit 1

Let's Explore

Lesson 4

Objectives: identify boys and girls; practice sorting

Key Language: *boy, girl, teacher, no, yes; I'm a (girl).*

Subject Specific Language: *select*

Review: *ball, book, paper, pencil, scissors; hello*

Receptive Language: *Girl or boy? More (girls).*

Materials: Doodle Bunny puppet; Pocket Chart; Unit 1 Photo Cards; Print and Play Pictures: *girl, boy*; magazine cutouts of girls and boys; colored pieces of card; Drawing Learning Center materials (see TE Page T1C)

BEFORE THE PAGE



Song: How Are You?

Play the song.

Hello, (Kit)! How are you? How are you? How are you? Hello, (Kit)! How are you? How are you today? Kit: Fine, thank you! (repeat x1)

Have the children form a line. Have two children at the front of the line make a bridge with their hands. The children skip around in a circle going under the bridge while they sing. Play the karaoke version, and sing two of the children's names per verse. When their names have been sung, they take their seat. Finish by singing the names of the two children making the bridge.

Think and Play! Show Me!

Hand out the Unit 1 Photo Cards to pairs of children. Call out the items, and have the pair with the corresponding card stand up and show the card to the class.

Introduce Key Language

Take out the Gus and Meg cutout puppets. Have them say *I'm Meg. I'm a girl* and *I'm Gus. I'm a boy*. Repeat to convey meaning. Go around the class, point to a child, and ask *Girl or boy?* and elicit the correct response.

USING PAGE 7

1 Look.

Go to Page 7. Show the page or display it using the Presentation Kit. Point to the girl and ask *Girl or boy?* Have the children point to the *girl* column in the picture.

2 Show photos and say *I'm a girl* or *I'm a boy*.

Prepare cutouts of girls and boys (one per child). Show each one and elicit *girl* or *boy*. Hand them out. Have the children say *I'm a girl* or *I'm a boy* depending on the cutout they have.



Social Studies Talk

Do the Let's Explore activity. Put the Pocket Chart on the wall with the Print and Play Pictures of *girl* and *boy* at the top of two columns. Place a pile of girl cutouts and another pile of boy cutouts on a table. Invite children to select a cutout that is the same gender as themselves and place it under the correct picture in the Pocket Chart.

3 Documentation: Circle a picture and say.

Use the Doodle Bunny puppet to point to the documentation panel at the bottom of Page 7. Read *I'm a ...* out loud to the class. Point to each icon and elicit *girl* or *boy*. Now the children circle the appropriate icon for their gender.



The Documentation Panel

Use the documentation panel to reinforce the left-right directionality of reading and writing the English language.

AFTER THE PAGE

Think! Visual Discrimination

Take out the cutouts the children placed in the Pocket Chart. Lay them out on your desk in two rows, one gender above the other so it's clear which group has the most. See if the children can identify whether there are more girls or boys in their class.



Learning Center: Drawing

Demonstrate how to use the Learning Center materials (see TE Page T1C). Children can draw pictures of themselves and say *I'm a girl/boy*.

Let's Explore



AB 5 **Social Studies Talk.** Key language: girl, boy, yes, no, teacher; I'm a (girl). Subject specific language: select. Activities: 1 Look. 2 Show photos and say I'm a girl or I'm a boy. 3 Documentation: Circle a picture and say.

Unit 1
Lesson 4

What's Your Name?



8

Unit 1
Lesson 5

Key language: *What's your name? My name is (Jill). How are you? Fine, thank you.*

Activities: 1 Preview and predict with a Picture Walk. 2 Listen and point. 3 Say and sing the Story Song **What's Your Name?**



Unit 1

What's Your Name?

Lesson 5

Objectives: learn greetings; talk about names; explore a fictional story

Key Language: *What's your name? My name is (Jill). How are you? Fine, thank you.*

Review: *boy, girl, hello, no, yes*

Receptive Language: *Girl or boy?*

Materials: Doodle Bunny puppet; Gus and Meg cutout puppets; AB cutout puppets, Speech Bubbles Learning Center materials (see TE Page T1D)

BEFORE THE PAGE

014 Song: Say "Hello!"

Play the song and encourage the children to join in and wave (see TE Page T6).

Think and Play! Girls and Boys

Play music and have the children move around the classroom. Stop the music and say *girls and boys*. The children have to divide themselves into girls and boys. Make sure you model the activity so it's clear.

Learning Center: Speech Bubbles

Demonstrate how to use the Learning Center materials (see TE Page T1D). Children learn how speech bubbles work as a storytelling device.

Introduce Key Language

Have the Doodle Bunny puppet pop up from behind your back. Say *Hello, what's your name?* as if you have never seen it before. Have it reply *My name is Doodle Bunny*. Ask *How are you, Doodle Bunny?* and have it reply *Fine, thank you*.

Repeat with the Gus and Meg cutout puppets. Then go around the class with the puppets asking the children *What's your name?* and *How are you?*

USING PAGES 8 AND 9

1 Preview and predict with a Picture Walk.

Go to Pages 8 and 9. Show the pages or display them using the Presentation Kit. Point to the title, **What's Your Name?**, and read it. Look at the pictures and encourage the children to say what they think might happen. Point to each child in the story and ask *Girl or boy?*

2 018 Listen and point.

The children listen to the Story Song and point to the pictures.

Prereading Skill

When you are directed to read text with the children, it is not expected that they will read and decode words. At this level it means for you to draw attention to the text by tracing your finger under each word as you read aloud. Encourage the children to finger-trace the words as you say them and when they repeat them. This helps the children to become aware of text and its orientation and to realize that it has meaning.

3 018 Say and sing the Story Song *What's Your Name?*

Read the speech bubbles with the children and then play the spoken part of the Story Song. Pause after each speech bubble phrase for the children to repeat. Then sing the song verse.

Boy: *Hello! What's your name?*

Jill: *My name is Jill.*

Boy: *Hello! How are you?*

Jill: *Fine, thank you.*

Song verse: *Hello, Jill! How are you? How are you?*

How are you? Hello, Jill! How are you? How are you today?

Jill: *Fine, thank you!*

Play the song verse again and pause to allow the children to repeat and sing.

AFTER THE PAGE

Develop Social Skills: Cooperative and Imaginative Play

Put the children in pairs or small groups. Allow them some time to play with the finger puppets they made in AB, Lesson 3. They can act out the story they have just learned. This will help foster cooperative play and imagination.

013 Chant: 1, 2

Put the children in pairs. Play the chant and encourage them to join in and do the actions (see TE Page T6).

Literacy Skills Pad

Try some of the Unit 1 activities in the Literacy Skills Pad.

Unit 1

What's Your Name?

Lesson 6

Objectives: act out the story; sing the Story Song; listen for /b/

Key Language: review

Receptive Language: *bus*; *Girl or boy*?

Materials: Doodle Bunny puppet; Pocket Chart; four blank Print and Play cards; Unit 1 Photo Cards; Print and Play Picture: *bus*; AB cutout puppets

BEFORE THE PAGE



Song: *How Are You?*

Play the karaoke version of the song and replace *Kit* with the names of the children in your class (see TE Page T7).

Think and Play! *Memory*

Review the classroom items on the Unit 1 Photo Cards. Place any four in the Pocket Chart and allow the children to look at them. Then have the class close their eyes. Remove all the cards. The children open their eyes. They have to remember which cards were there. Replace the cards as they are remembered.

Talk About the Story

Open the book to Pages 8 and 9. Show the pages or display them using the Presentation Kit. Talk about the story. Point to each child and elicit *boy* or *girl*.

USING PAGES 8 AND 9



1 Listen and point.

Play the Story Song for the children (see TE Page T8). They listen and point.



2 Say and sing the Story Song *What's Your Name?*

Play the spoken part of the Story Song again and pause after each phrase for the children to repeat. Play the song verse and encourage the children to join in.



3 Think of a new verse with Pocket Chart.

Make new verses for the song part of the Story Song with names of the children in your class. Choose four children to sing about, and write their names on blank Print and Play cards.



4 Act out Story Song.

Play the spoken part of the Story Song again. Put the children into small groups. Choose a volunteer in each group to play the role of Jill. The rest of the group can take the role of the other children. Position four chairs for each group in the same layout as the school bus in the story. Allow groups to act out the story in front of the class.

Teacher-to-Teacher

The setup of the role-play above is a way of differentiating in a mixed-ability class. More able children will enjoy the challenge of roles where they speak on their own. Children who are progressing more slowly will grow in confidence and be encouraged to speak if they are allowed to speak with other children.

AFTER THE PAGE

Build Phonological Awareness: /b/ Sound

Display the Pocket Chart. Place the Unit 1 Photo Cards and the Print and Play Picture of *bus* in the chart. Point to each card and elicit the name of the items. Introduce *bus*.

Tell the class to listen to you say the words and clap whenever they hear the /b/ sound. Model the activity first with two cards, one with initial /b/ (*ball*) and one with another initial sound (*crayon*).

Think! Making Connections

Talk about other places where you greet people, such as at school.

Develop Social Skills: Cooperative and Imaginative Play

Allow the children more time to play together with their Meg, Gus, and Kit cutout puppets from AB, Lesson 3. Ask them to think about what happens when the story children arrive at school. This also helps develop social skills such as turn-taking.



Home-School Connection

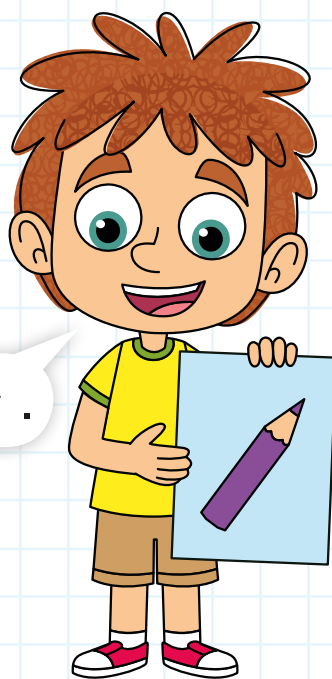
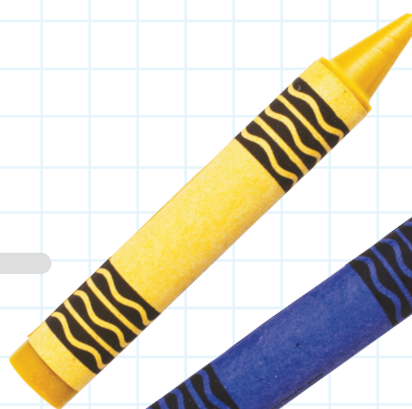
Let the children take their cutout puppets home to introduce to their families.

Activity Book 1 AB 6

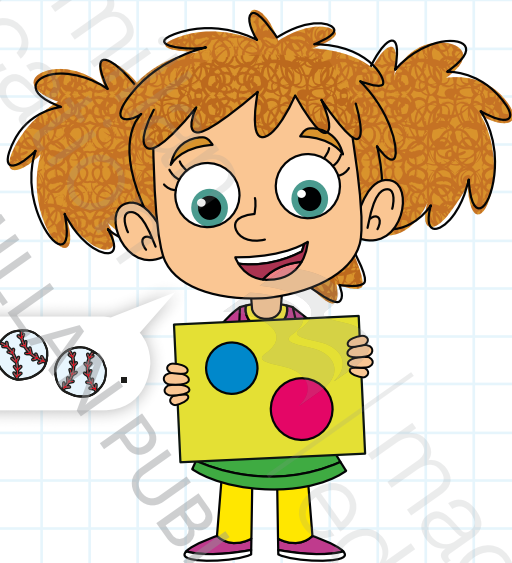
- 1 Trace around Jill. 2 Say the greetings.
- 3 Introduce yourself to a friend.

T9

Let's Count



1



2



10

Unit 1
Lesson 7

Key language: numbers 1–2; (Two) (crayons). **Activities:** 1 Trace number and say one. 2 Place crayon on crayon. Match number to crayon and say One crayon. 3 Repeat for two. 4 Listen and point. 5 **Project:** Make number posters.

AB 7

Unit 1

Let's Count

Lesson 7

Objectives: learn to count one to two objects; make a math project

Key Language: numbers 1–2; *(Two) (crayons).*

Review: ball, book, boys, crayon, pencil, hello; How are you? Fine, thank you. What's this? A (pencil).

Receptive Language: What's this number? (Very) nice!

Materials: Pocket Chart; Unit 1 Print and Play Pictures (see TE Page Txv); Print and Play Numbers: 1 and 2; poster paper; One-to-One Correspondence Learning Center materials (see TE Page T1D)

BEFORE THE PAGE

Chant: 1, 2

Display the Pocket Chart and the Print and Play Numbers 1 and 2. Play the chant as in Lesson 3 (see TE Page T6) and point to the numbers as they are mentioned.

Think and Play! Number Hunt

Display several Print and Play Numbers 1 and 2 around the classroom. Have the children go around the classroom searching for numbers 1 and 2.

Introduce Key Language

Show the Unit 1 Print and Play Pictures. First show one card of each item and say *one (pencil)*. Repeat with the other cards. Then show two cards of each item and say *two (pencils)*, and repeat with the other cards.

USING PAGE 10

Explore the Page

Go to Page 10. Show the page or display it using the Presentation Kit. Point to the crayon and ask *What's this?*

1 Trace number and say one.

Point to the 1 on the page. Ask *What's this number?* Have the children say *one* as they trace the numeral with their fingers. Then ask them to trace the numeral with a crayon.

2 Place crayon on crayon. Match number to crayon and say One crayon.

Ask the children to place one crayon on the single red crayon. As they do so, encourage them to say *One crayon*. Then they trace the line matching the numeral to the single crayon.

3 Repeat for two.

Repeat steps 1 and 2 for two.

4 Listen and point.

Play the audio and have the children point to Meg and Gus as they listen. Play it again and encourage the children to point to the rebus sentences.

Meg: Hello, Gus! **Gus:** Hello! **Meg:** How are you?

Gus: Fine, thank you. **Meg:** Wow! What's this? **Gus:** A pencil. One pencil. **Meg:** One pencil. Nice!

Gus: Hello, Meg! **Meg:** Hello! **Gus:** How are you? **Meg:** Fine, thank you. **Gus:** Wow! What's this? **Meg:** Balls. Two balls.

Gus: Two balls. Very nice!

5 Project: Make number posters.

Hand out pieces of poster paper to each child. Have a selection of Unit 1 Print and Play Pictures on a central table. Have the children choose one item or two of the same items, color them, and stick them onto their poster paper. Write the appropriate number, 1 or 2, on their posters in light pencil so the children can trace over it.

AFTER THE PAGE

Project: Role-Play

Invite all the children to the front of the class with their number posters. Divide them into two groups and have each group line up facing the other. The first children in each group walk up to each other and role-play Gus and Meg's conversation.

Learning Center: One-to-One Correspondence

Follow the instructions for using the Learning Center (see TE Page T1D). Encourage the children to use this Learning Center whenever you want them to practice math skills during the unit.

Math Skills Pad

Try some of the Unit 1 activities in the Math Skills Pad.

Home-School Connection

Ask the children and their parents to complete the Unit 1 Parent Page in the Math Skills Pad.

Activity Book 1

1 Count to one with one finger. 2 Trace.
3 Count and match. 4 Say.

Activity Book 1

1 Count to two with two fingers. 2 Trace.
3 Count and match. 4 Say.

T10

Unit 1

Let's Check

Lesson 8

Objectives: review the unit; do a listening comprehension activity; make a sticker scene

Key Language: review

Receptive Language: *Listen and circle. What do you like best? Take Doodle Bunny home! What game do you like? What shall we play?*

Materials: Unit 1 Photo Cards; Pocket Chart; Unit 1 Print and Play Pictures

BEFORE THE PAGE

Think and Play! What's Missing?

Put all the Unit 1 Photo Cards in the Pocket Chart and have the children name each one. Give them a minute to look at the photos.

Then, the children close their eyes while you remove one card. When they open their eyes again, have them say what's missing.



Sorting

Give each child a Unit 1 Print and Play Picture. Make sure there are at least two children with each picture. The children move around the class to look for other children with the same picture. They can say the word to each other. When the children are grouped by picture, go around asking the groups to say the item on the cards.

Review Language

With books closed, ask the children what words they have learned in English. Every time they offer a word from Unit 1, put the corresponding Photo Card or Print and Play Picture in the Pocket Chart.

USING PAGE 11

1 ▶020 Let's check: Listen and circle.

Go to Page 11. Show the page or display it using the Presentation Kit. Talk about the pictures. Ask questions (*What's this?*) to elicit language. Play the audio. The children listen and point. Play it again, and this time the children circle the correct answer in their books (*book*).

2 Vocabulary: Place stickers and say. Share pictures.

Help the children find the stickers at the back of their books. As they stick the stickers in the classroom scene, encourage them to say the words. When they have all finished, check comprehension by asking the children to point to each sticker and say what it is. Then ask them to hold up the scenes they have created and point to different classroom objects.



AFTER THE PAGE



Phonological Awareness: Chant: 1, 2

Put the children in pairs. Play the chant as in Lesson 3 (see TE Page T6). Have the children join in and do the actions with their partners.

Think! Unit Review

Allow the children to look through the unit in their books and talk about the things they particularly enjoyed.

Draw their attention to any of their artwork or project work from the unit that's on display around the classroom and talk about it.

Think and Play!

Let the children choose a game to play from the unit. You can give them a choice of two games that you are ready to play.



Home-School Connection: Doodle Bunny Sleepover

After each Lesson 8, choose a child who has worked particularly hard or demonstrated the unit's value, and let him or her take Doodle Bunny home.

Turn a blank notebook into Doodle Bunny's Journal. The child who takes the Doodle Bunny puppet home should draw a picture of him- or herself with the bunny doing an activity at home.

Try to make sure every child gets a chance to take Doodle Bunny home during the course of the year. This type of reward will really help to motivate the children as they learn together.

Ask the children and their parents to complete the Unit 1 Parent Page in the Literacy Skills Pad.

Activity Book 1 AB 9

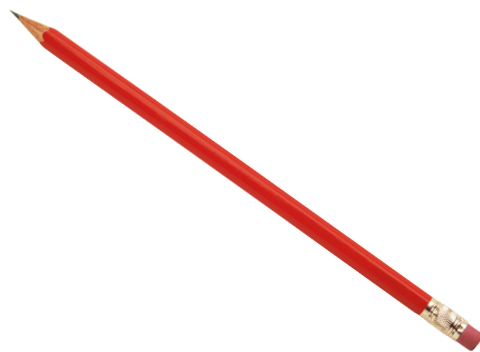
1 Count pencils and crayons. 2 Trace and say.

T11

UNIT 1 - Digital: Review activities; Literacy Skills Pad: pp. 3–6; Math Skills Pad: pp. 3–6

Let's Check

1 Listen and circle.



2 I can say.



AB 9

Key language: Review. **Activities:** 1 **Let's check:** Listen and circle. 2 **Vocabulary:** Place stickers and say. Share pictures.

Unit 1
Lesson 8

11