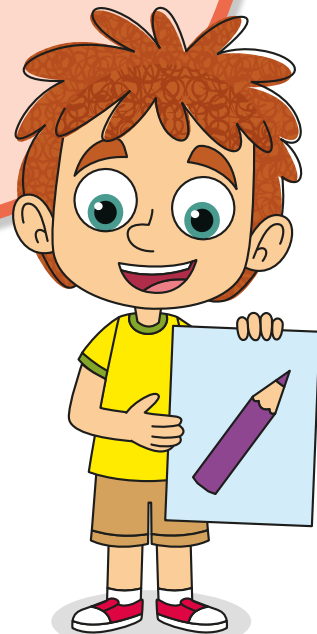


# Toys, Toys, Toys!

## Unit Objectives

- learn vocabulary and language through a unit focusing on toys
- learn numbers: 1, 2
- learn chants, songs, and action rhymes
- understand the value that sharing is important
- listen to, follow, and understand a story
- practice fine motor skills and hand-eye coordination
- use art as a way of learning language
- participate in singing, dramatic play, and art activities
- develop book and print awareness



Values



### Values

Sharing is important.



### Songs

- My Toys
- Color with Crayons
- The Number Song



### Take-Home Book:

▶ 029 *Playing with Toys*

## Unit Language

**Vocabulary:** bear, truck, car, doll, please, thank you, numbers 1–2; *Can I have a (doll), please? Thank you. (Two) (bears).*

**Review:** book, crayon, ears, eyes, mouth, nose, hand, blue, red; *Hello, (Meg).*

**Receptive:** *Please pass the (bear) to me. rocket, ball, helicopter, snake, airplane, puppet; Stop! What can I give you? Is this a (car)? Yes. No. What's in Doodle Bunny's hand? Color with a crayon.*

*Trace. Drive a car. Let's count. Roll the (truck). play with; I drive the car. I roll my (truck). Kit is Meg's friend. Boy or girl? Kit is a girl. We are making a book! Let's clean up!*



## Content Areas

### Early Literacy



Print awareness; exposure to left-right directionality

**Early Writing Skills:** fingerprinting, matching with fingers, finger painting

**Language Awareness:** English has different words for known items

### Social and Emotional Development



Learning to share

### Physical Development



Moving in different ways: walking, standing up, sitting down, stretching hands, crawling, kicking, jumping, stopping

Using hands: coloring, prewriting, wiggling



### Early Math

One-to-one correspondence

Counting: 1, 2



### Creative Development

Drawing and doodling

Painting

Dramatizing a story

Changing words to a song

Categorizing objects



### Communication

Playing a game

Role-playing

Singing a song

### Doodling for Critical Thinking

#### For Students

Have the children use blue and red as they doodle cars and trucks.



#### For Teachers

Doodle new vocabulary—*bear, car, doll, truck*—on the board for the children to point to and guess.



### Digital Tool Box

**TRC:** Unit 4 downloadable audio, videos, and Print and Play materials

**Parent Website:** Unit 4 downloadable songs and stories to watch, listen to, and sing at home

# Think and Do Centers

## Tips from the Authors

Allow the children some free play time with the toys in the Think and Do Centers and the ones in the classroom. Encourage cooperative play such as taking turns and sharing.



## 1: What Is a Toy? Center (Lesson 1)

**Conversation Starters:** *What is this? Is this a toy? Where does (doll) go?*

**Materials:** toy car; crayon; Print and Play Pictures: *book, hand, eyes, nose, mouth, ears, cookie, Mom, Dad, Grandma, friends, doll, bear, truck, car*

**Objective:** categorize objects as toys and not toys

### Let's Model

1. Show the children a toy car. Ask *Is this a toy?* Say *Yes, it's a toy.*
2. Hold up a crayon. Ask *Is this a toy?* (*No*).

### Let's Explore

1. Hold up Print and Play Pictures: *book, hand, eyes, nose, mouth, ears, cookie, Mom, Dad, Grandma, friends, doll, bear, truck, car.* Ask *Is this a toy?* for each card. Put the cards in two piles according to the children's answers.
2. Write labels for toys and *not toys*. Give each child a Print and Play Picture and have him or her place it beside the *toys* or *not toys* cards.

### Let's Talk and Think

1. Have the children think of other categories they could create with the Print and Play cards, such as face parts: *eyes, nose, ears, mouth.* Have the children repeat *eyes, nose, ears, mouth.* Ask about a people category: *girl, Mom, Dad, Grandma.* Ask *Where does boy go?*
2. Ask questions such as *Where do (ears) go? Where do (friends) go?*

### Let's Explore Some More

1. Provide Print and Play Pictures *bear, car, doll, truck* and objects, such as crayons and books.

2. Invite the children to color the pictures of toys and glue them in a book about toys, made of folded plain paper. Write a title, *Toys*, on each child's book and invite the children to take their books home to show their families.



Building with blocks develops children's hand-eye coordination and motor skills, as well as their understanding of concepts such as balance and gravity. Their creations will probably fall over before they get very big. Make light of this, and help them to start again. Admire their creations, and give lots of praise.



## 2: Sharing Toys! Center (Lesson 6)

**Conversation Starters:** *Let's have fun! Let's share toys! What toys can I give you? What toy do you want? What can you build? A (doll), please. Thank you! Let's clean up!*

**Materials:** toys: dolls, cars, trucks, bears, blocks, cardboard circles for cookies; boxes to put toys away

**Objective:** learn how to share toys

### Let's Model

1. Reread the story *Playing with Toys!*
2. Point out how the friends, Meg and Kit, shared the toys in the story.

### Let's Explore

1. Put the children in pairs. Tell them to find a spot in the classroom to go to together. Pass out at least two toys to each pair. Say *Let's have fun and share toys!*
2. Distribute blocks to each pair. Watch how they use their imagination as they share the toys.

### Let's Talk and Think

1. Say *Let's have fun!* Have the children say *Let's have fun!* Circulate and talk with the children, asking *What toy do you want?* Encourage them to say *please* and *thank you*. Ask *How can you share your toys?*
2. Hold up a block. Ask the children *What can you build?* Add receptive language—*ramps, steps, buildings*—to their ideas.

### Let's Explore Some More

1. Encourage pairs of children to walk to other pairs and ask to share their toys. Take pictures of the children sharing. At the end of the time, say *Let's clean up!* Have the children shout *Let's clean up!* Provide boxes in which they can share in the task of putting away their toys.

2. Take pictures of the children cleaning up. Show pictures of the children sharing and cleaning up at Circle Time and praise all those who are sharing well.



# Toys, Toys, Toys!



**Key language:** bear, truck, please, thank you.

**Activities:** 1 Point and say. 2 Trace with your finger. 3 Listen to verses 1 and 2 of *My Toys* and point. 4 Find Doodle Bunny.

## Unit 4

## Toys, Toys, Toys!

### Lesson 1

**Objectives:** learn vocabulary for toys; sing a song

**Key Language:** bear, truck, please, thank you

**Review:** book, crayon

**Receptive Language:** Please pass the (bear) to me. rocket, ball, helicopter, snake, airplane, puppet

**Materials:** Meg and Gus cutout puppets; stuffed bears; toy trucks; What Is a Toy? Think and Do Center materials (see TE Page T4C)

### BEFORE THE PAGE



#### Song: School Is Fun!

Have the children listen to the karaoke version of **School Is Fun!** (see TE Page T4). Note how many children hum along or sing some of the words. Play the song and encourage the children to join in and do the actions.

#### Teacher-to-Teacher

Notice when children are engaged in the TPR actions. Encourage all to participate in some way.



#### Name Cards

Place the cards with the children's names and pictures on the board. Point to each and say each child's name. Have the children stand up when they hear their name. Collect the cards to use another day. Do this activity at the start of every lesson.

#### Introduce Characters

Hold up the Meg and Gus cutout puppets. Say their names and have the children greet them: *Hello, Meg. Hello, Gus.*

#### Introduce Key Language

Hold up a stuffed bear and a truck. Identify them as toys. Say *bear, truck*. Pass them around the circle and encourage the children to feel the bear's fur and the wheels of the truck.

When the bear and the truck return to you, say *Thank you*. Pass around the bear again, asking the children to say *Thank you* when they receive it. When everyone has held the bear again, say *Please pass the bear to me*, pointing to yourself.

### USING PAGE 27

#### 1 Point and say.

Give the children their books opened to Page 27. Have the children point to the bear and say *bear*. Have them point to the truck and say *truck*. Have them point to Meg, Gus, and Kit and say their names.

#### 2 Trace with your finger.

Have the children trace their fingers along the trace line between the bear and Kit.

#### 3 Listen to verses 1 and 2 of My Toys and point.

Introduce the children to the song by having them listen to verses 1 and 2. Hold up a toy in the classroom as you sing along. Invite the children to take turns holding up the toys as they sing with you.

**Verse 1: Meg:** Hello, hello, (wave) what can I give you? (point to self, point to friend)

**Kit:** A bear, please. (hold up bear) Thank you!

**Verse 2: Meg:** Hello, hello, (wave) what can I give you? (point to self, point to friend)

**Gus:** A truck, please. (hold up truck) Thank you!

#### 4 Find Doodle Bunny.

Have the children find Doodle Bunny in the picture. Ask *What is Doodle Bunny holding?* Have the children say *a bear*.

#### Think!

Suggest that the children doodle a toy with a crayon on a sheet of paper.

### AFTER THE PAGE



#### Think and Do Center: What Is a Toy?

Demonstrate how to use the Think and Do Center materials (see TE Page T4C). The children sort items into categories.

#### Think and Play! Free Play

Allow the children some free time to play in groups. Provide bears and trucks for them to play with. Encourage them to say the names of the toys in English as they play.



#### Song: Bye-Bye Song

Have the children listen to the karaoke version and sing the **Bye-Bye Song** (see TE Page T5). Encourage them to sing along with you as they wave bye-bye and get ready to go home.



#### Home-School Connection

Invite the children to bring a toy to school to introduce to the class.

Hand out the Unit 4 Letter to Parents for the children to take home.

## Unit 4

### Lesson 2

**Objectives:** learn more vocabulary for toys; practice new vocabulary; sing a song

**Key Language:** bear, car, doll, truck, friend; Can I have a (doll), please? Thank you.

**Review:** ears, eyes, mouth, nose

**Receptive Language:** Stop! What can I give you?

**Materials:** stuffed bear; Meg cutout puppet; toys: car, truck, doll; children's toys from home

### BEFORE THE PAGE

#### 017 **Song: Look at Me!**

Have a stuffed bear welcome the children to the circle. Say *bear, bear, bear* and pass it around for the children to greet. Sing **Look at Me!** (see TE Page T12). Invite the children to sing along with you and point to the bear's eyes, nose, ears, and mouth. Say *eyes, nose, ears, mouth* and have the children repeat.

#### **Introduce Characters**

Hold up the Meg cutout puppet. Say her name and have the children greet her: *Hello, Meg*. Have the children march around the classroom. When you say *Stop!*, have the children say *Hello, Meg!* and point to the cutout puppet.

#### **Introduce Key Language**

Hold up a car for the children to see. Say *car* and have the children repeat. Bring out the truck and say *truck*. Compare the two toys by pointing to their wheels. Hold up one and then the other, asking the children to say *car* or *truck*.

Show the children a doll and say *doll*. Have the children say *doll*. Pass it around the circle for the children to look at its eyes, nose, mouth, and ears. Say *Can I have a doll, please?* When the doll comes back to you, say *Thank you*.

### USING PAGE 28

#### **1 Point and say.**

Give the children their books opened to Page 28. Ask the children to point to Kit and Meg and say their names. Then say *doll* and have the children point to the doll and say *doll*. Repeat with *car* and *truck*.

#### **2 Say Can I have a (doll), please? Thank you.**

Use TPR to show the children how to give an object to a friend. Put the children in pairs and ask them to act out giving a doll to a friend. Tell them they are sharing the doll. Have them take turns saying *Can I have a doll, please? Thank you*.

#### **3 Act out giving a toy to your friend.**

Give each pair of children a different toy. One child gives the toy to the other child. Repeat with more toys.

#### 025 **4 Sing My Toys.**

Have the children find Doodle Bunny. Say *Doodle Bunny sings*. Play the song as the children sing along to verses 1 and 2 of **My Toys**. Have them point to the classroom toys. Then have the children listen to verses 3 and 4 of the song. Have the children join you as you sing verses 3 and 4 together, pointing to the car and the doll. Practice the song several times.

**Verse 1: Meg:** *Hello, hello, (wave) what can I give you?* (point to self, point to friend)

**Kit:** *A bear, please. (hold up bear) Thank you!*

**Verse 2: Meg:** *Hello, hello, (wave) what can I give you?* (point to self, point to friend)

**Gus:** *A truck, please. (hold up truck) Thank you!*

**Verse 3: Meg:** *Hello, hello, (wave) what can I give you?* (point to self, point to friend)

**Kit:** *A car, please. (hold up car) Thank you!*

**Verse 4: Meg:** *Hello, hello, (wave) what can I give you?* (point to self, point to friend)

**Gus:** *A doll, please. (hold up doll) Thank you!*

### AFTER THE PAGE

#### **Think and Play! Can I Have ...**

Place the four toys (bear, truck, car, doll) in the middle of a circle. Ask one child *Can I have a (car), please?* When the child brings the toy to you, say *Thank you*. Repeat with other children. Give the children a chance to ask a friend *Can I have a (truck), please?* When the friends give it to them, have the children say *Thank you*.

#### **Share Toys**

Have the children show each other the toy they have brought from home. Encourage them to say what it is. Allow the children some free time playing with their toys.

#### 008 **Song: Bye-Bye Song**

Sing the **Bye-Bye Song** as the children get ready to go home (see TE Page T5).

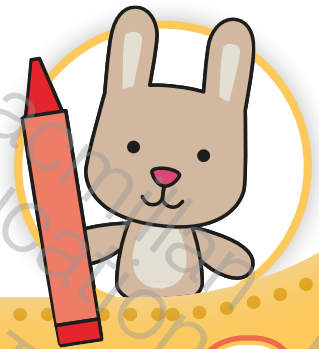
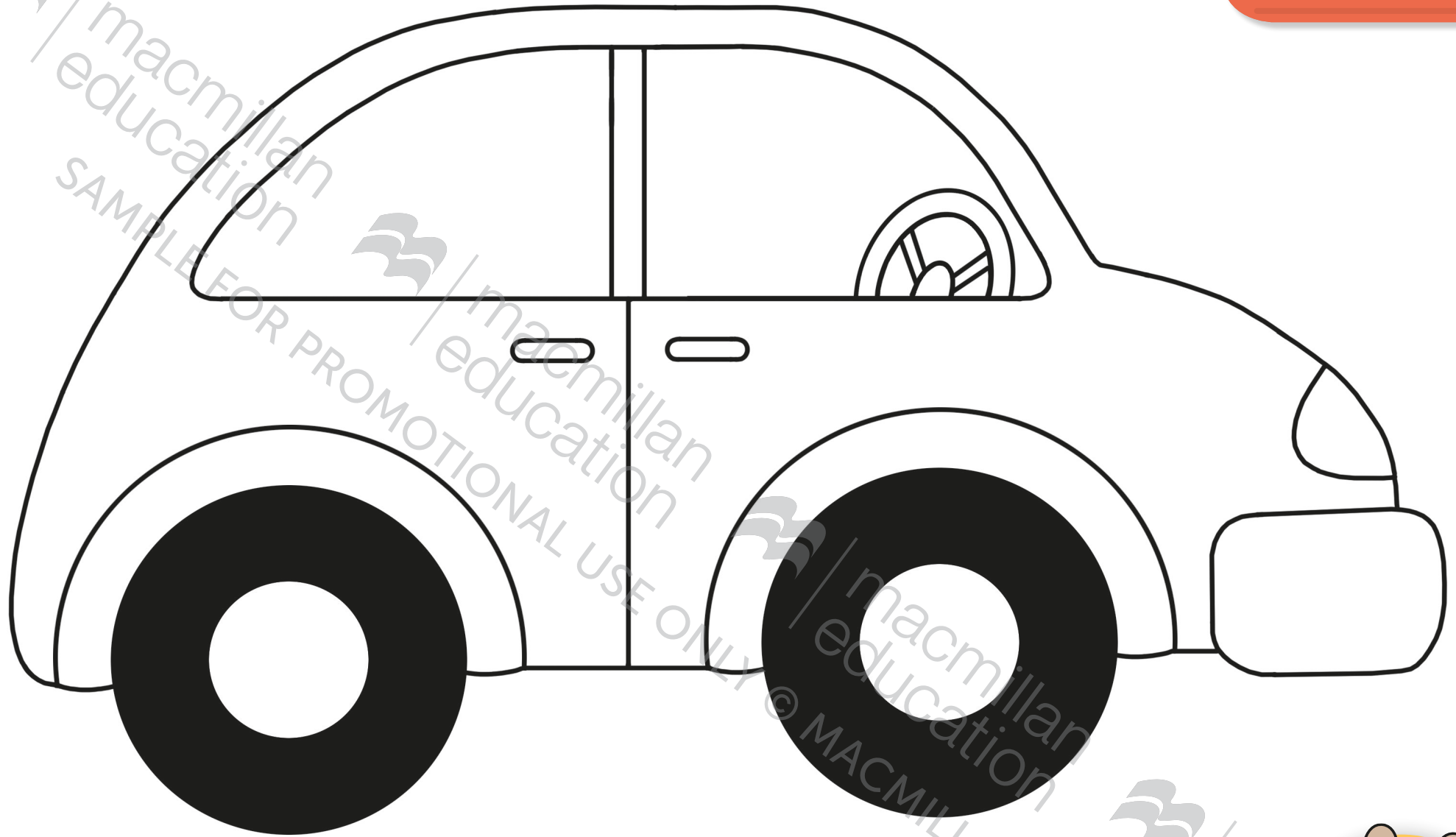
#### **Home-School Connection**

Encourage the children to say *please* and *thank you* in English at home.

## Lesson 2







Key language: car, circle, red.

Activities: 1 Point and say. 2 Trace circles with your finger. 3 Color car red. 4 Sing *Color with Crayons*.

## Unit 4

### Lesson 3

**Objectives:** practice new vocabulary; practice tracing; practice coloring; sing a song

**Key Language:** *car, circle, red*

**Review:** *bear, crayon, doll, truck*

**Receptive Language:** *Is this a (car)? Yes. No. What's in Doodle Bunny's hand? Color with a crayon. Trace. Drive a car.*

**Materials:** toys: bear, truck, car, doll; paper bags, each with a small car in it; red crayons (one per child); Photo Card: car

### BEFORE THE PAGE

#### 025 **Song: My Toys**

Sing the song (see TE Page T28) together. Invite eight children to act out the song, two per verse offering and receiving the toys. Ask other children to say the names of toys: *bear, truck, car, doll*. Encourage the children to name their favorite toy: *bear, truck, car, or doll*.

#### **Review Language**

Place paper bags with toy cars in them in the middle of a circle. Choose one bag and hold it up. Feel the object through the bag. Ask *What's this?* Pull out the car and say *Car! A car!* Have the children repeat *car!* Pass out the remaining bags and give pairs of children a turn feeling each bag. Encourage the children to say *car!* and pull out and show the car. When all the cars are out, point to each and ask *Is this a car? (yes)*. Point to other toys (e.g., a truck, a bear, and a doll), and ask *Is this a car? (no)*.

Point to the car's wheels, trace around the shape with your finger, and say *circle*.

### USING PAGE 29

#### **1 Point and say.**

Give the children their books opened to Page 29. Have the children point to the car and say *car*. Point to Doodle Bunny. Ask *What's in Doodle Bunny's hand?* Elicit (*red*) *crayon*.

#### **2 Trace circles with your finger.**

Make circles in the air and have the children repeat your movements, saying *circles, circles*. Ask the children to find circles on the car (wheels). Have them trace the circles on the car with their fingers.

#### **3 Color car red.**

Invite the children to each come up and pick a red crayon from a selection. Say *Color with a crayon*. Accept all of the children's coloring attempts.

#### 027 **4 Sing Color with Crayons.**

Sing the song **Color with Crayons** and use the TPR actions. You can play this while the children are still coloring in their cars. Encourage the children to sing the words as they work.

*Color with crayons, color with crayons.* (act out coloring with crayons) *Crayons on book, crayons on book.* (place crayons on English book) *We color with our crayons, we color with our crayons.* (color on a piece of paper with crayons) *Come and look, come and look.* (gesture with hand for the children to come over and see)  
(repeat)

#### **Think!**

Suggest that the children doodle a circle with a crayon on a sheet of paper.

### AFTER THE PAGE

#### **Dramatic Play: Cars**

Pass around the Photo Card of *car*. Say *Drive a car*. Act out driving a car, holding on to the steering wheel with both hands and making the sound of an engine. Encourage the children to dramatize driving a car. Ask a child to place the Photo Card of *car* on the board. Label it and say *car*.

If possible, take the children to a large space. Allow them to run around pretending to be cars.

#### 007 **Song: Bye-Bye Song**

Listen to the karaoke version of the song (see TE Page T5). Then sing using the words *bye-bye* as you wave bye-bye to the children.

#### **Home-School Connection**

Encourage the children to show their families them pretending to be a car.

## Unit 4

### Lesson 4

**Objectives:** learn the number 2; practice counting to 2; sing a song

**Key Language:** bear, book, numbers 1–2; (Two) (bears).

**Review:** hand, car, doll

**Receptive Language:** Let's count.

**Materials:** Print and Play Numbers: 1, 2; one book; pieces of paper; two stuffed or plastic bears; yarn or string

### BEFORE THE PAGE

#### 004 **Song: Hello Song**

Greet the children as they enter the classroom. Play the song (see TE Page T3) and encourage the children to join in and wave.

#### **Introduce Key Language**

Point to each of your hands and say *hand, hand*. Clap your hands to a steady beat, chanting: *one, two, one, two*. Invite the children to join in. Tap your head to the same beat, chanting *one, two, one, two*. Repeat, tapping the floor with your hands.

Pass around Print and Play Number 1 and 2 cards to the children. Have the children trace the numbers. Place a book on a piece of paper in the center of the circle. Say *one book* and have the children repeat. Place two bears on a piece of paper in the circle. Say *two bears* and have the children repeat.

Distribute yarn or string to each child. Show the children how to connect the yarn or string from a number card to the book or to the bears. Ask the children to match their Print and Play Number 1 card to the book and their Print and Play Number 2 card to the two bears.

### Teacher-to-Teacher

Children often respond to counting parts of their bodies: two feet, two arms, and so on. Hold up two fingers of your hand, saying *one, two*. Invite the children to join you as they repeat *one, two* and show two fingers.

### USING PAGE 30

#### **1 Count objects.**

Give the children their books opened to Page 30. Point to the number 1. Say *one*. Have the children say *one* and point to 1. Point to the book and say *Let's count. One book*. Repeat with 2 and the bears. Count the bears with the children. Say *one bear, two bears*.

#### **2 Point and say.**

Point to the number 1 and say *one*. Have the children point and say *one*. Point to the number 2 and say *two*. Ask the children to point to Doodle Bunny and say the numbers on the card it is holding.

#### **3 Match numbers to objects with your finger.**

Have the children use their fingers to trace the line matching number 1 to one book and number 2 to two bears. As they work, have them say *one* or *two*.

#### **4 Sing verses 1 and 2 of The Number Song and point.**

Play the song and have the children act out the word see. Play the karaoke version of the song. Sing the song, substituting the words for other toys, such as *one bear, two cars*, and so on.

*Verse 1: One, two, three.* (count to three on fingers)  
*What can you see? (look around classroom) I can see one book.* (point to one book) *One.*

*Verse 2: One, two, three.* (count to three on fingers)  
*What can you see? (look around classroom) I can see two bears.* (point to bears) *One, two.*

### AFTER THE PAGE

#### **Think and Play! Number 2 Game**

Gather the children together in a circle to play. Ask each child to find two objects and place them in the middle of the circle. Each time a child arrives with two objects, put a Print and Play Number 2 card with them in the center of the circle. Have the children count: *one, two (dolls); one, two (cars)*.

#### **002 Song: Doodle Town Hop**

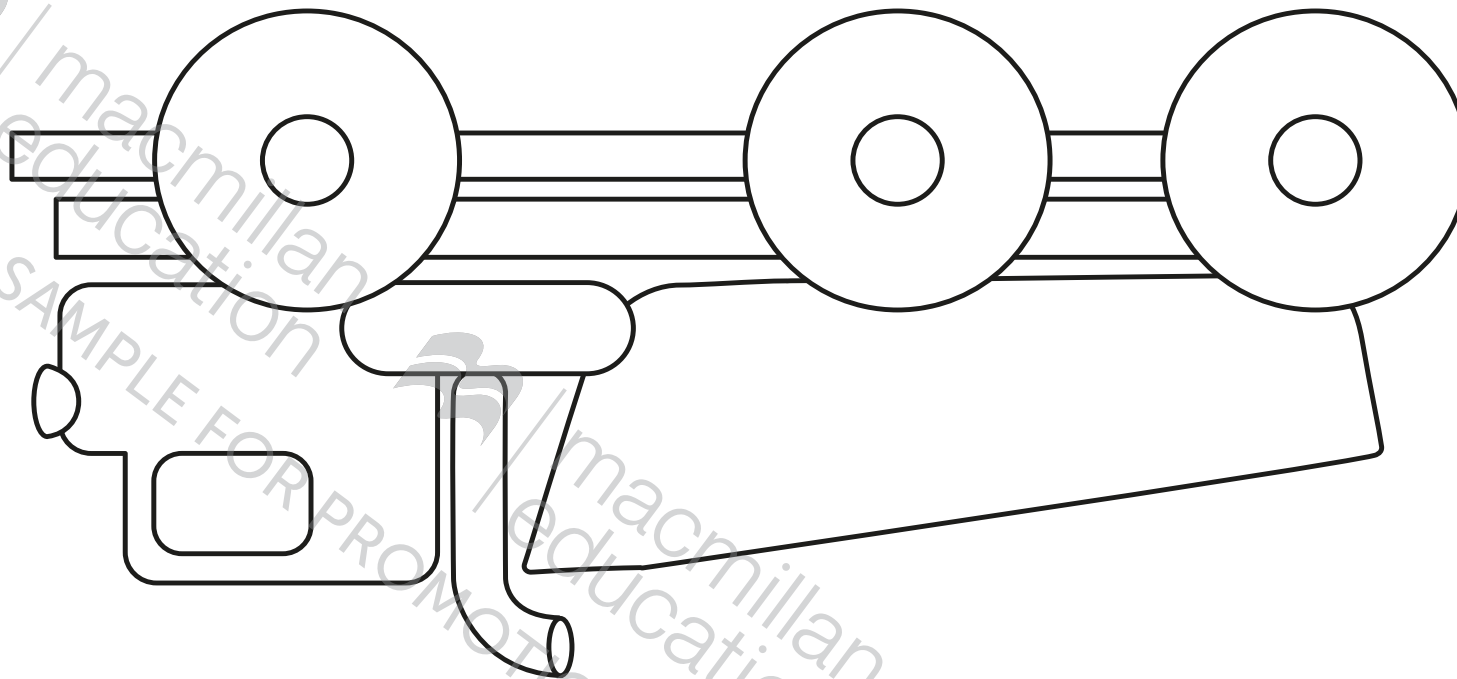
Have the children sing and move to the **Doodle Town Hop** (see TE Page T3). Encourage the children to sing and join in as they get ready to leave the classroom and gather at the door.

#### **Home-School Connection**

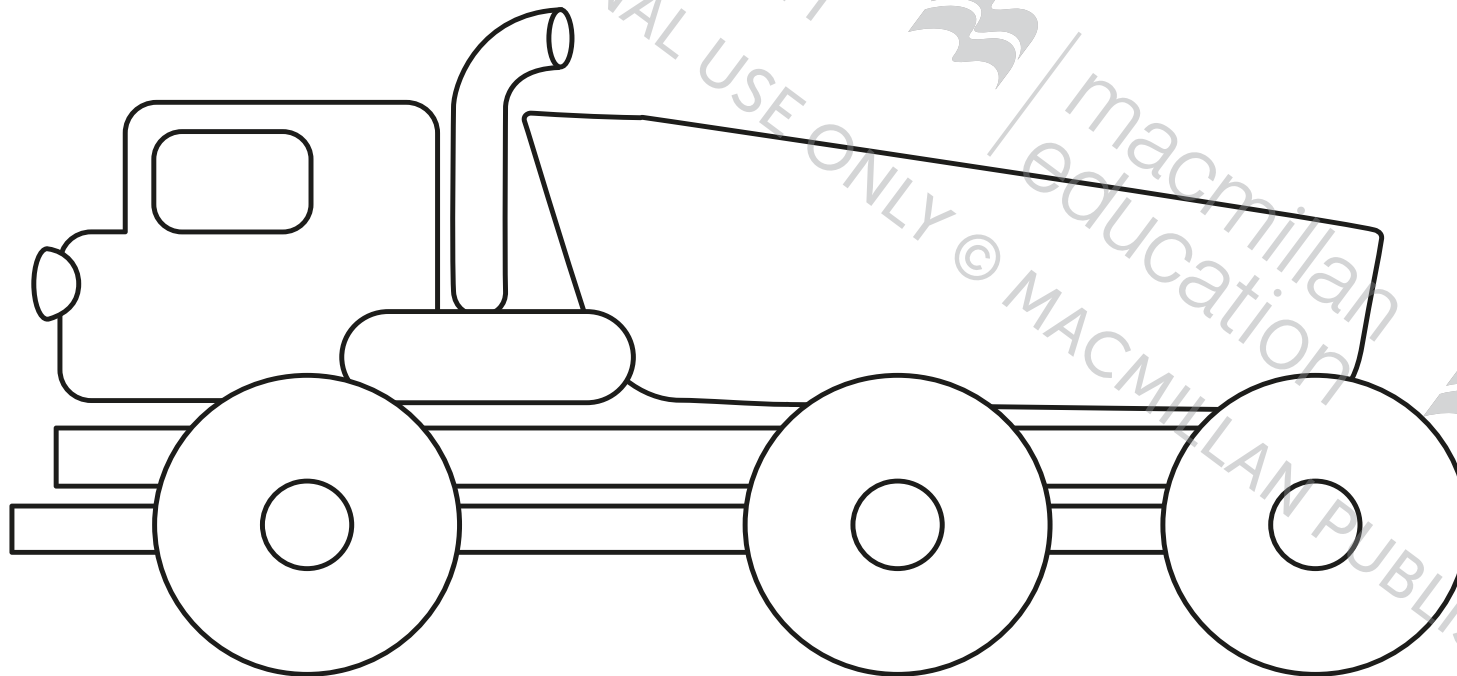
Send Print and Play Number 2 cards home to families after you practice saying *two* together.

# Lesson 4





Fold



Fold

**Key language:** truck, red, blue, numbers 1-2.

**Activities:** 1 Pull out page. 2 Paint one truck red and blue. Fold and print. 3 Point and say. 4 Fold paper and play. 5 Sing *My Toys*.

## Unit 4

### Lesson 5

**Objectives:** practice new vocabulary; practice painting; sing a song

**Key Language:** *truck, blue, red, numbers 1–2*

**Review:** *bear, car, doll, mouth, nose, blue, red*

**Receptive Language:** *Roll the (truck); play with; I drive the car. I roll my (truck).*

**Materials:** Number Poster; Doodle Bunny puppet; toys: cars, trucks; blue and red paint; blue and red crayons

### BEFORE THE PAGE

#### **Song: The Number Song**

Display the Number Poster. Sing the first two verses of **The Number Song** (see TE Page T30) together. Have the Doodle Bunny puppet point out 1 and 2 on the Number Poster and say *one book, two bears*. Have the children repeat. Invite each child to walk to the poster and touch and count the book and the bears, saying *one book, two bears*.

#### **Review Language**

Have the children sit in a circle. Hold up a car and a truck. Say *car, truck; truck, car*.

Put the children in pairs and play *What Can I Give You?* Say *What can I give you?* and have the children answer *A truck, please* or *A car, please*. Have them roll the truck or the car into the circle and say *Roll the truck* or *Roll the car*. Then let the children use their imagination as they play with cars and trucks.

#### **Teacher-to-Teacher**

Supply action words as the children play with the cars and trucks: *I drive the car. I roll my truck.*

### USING PAGE 31

#### **1** **Pull out page.**

Give the children their books opened to Page 31. Help the children pull out the page.

#### **2** **Paint one truck red and blue. Fold and print.**

Help the children fold back the page so only one truck is facing them. Place red and blue paints on the table and let the children paint the truck red and blue. Help them to fold the paper back the other way and press down to print the paint onto the other truck.

#### **008** **Song: Wash Our Hands**

When the children are finished, sing **Wash Our Hands** (see TE Page T5) together.

#### **3** **Point and say.**

Have the children point to the truck and say its name. Have the children count the truck and say *one truck*.

#### **4** **Fold paper and play.**

When the trucks are dry, help the children fold the paper to make the trucks stand up. Encourage the children to play with the trucks, saying *I roll the truck*.

#### **5** **Sing My Toys.**

Play the karaoke version of **My Toys** to introduce the activity.

Sing verses 1–4 of **My Toys** together (see TE Page T28). As the children sing, have them point to their truck. Say *Drive the truck*. Ask the children to point to and name other toys. Have them dramatize the verses of the song.

### AFTER THE PAGE

#### **Draw Toys**

Distribute blue and red crayons and invite the children to draw pictures of their favorite toy. Label their pictures and say *bear, car, doll, or truck*. When they finish their pictures, let small groups play with their favorite toy in the classroom.

#### **006 007** **Song: Bye-Bye Song**

Listen to the karaoke version of the song as the children collect their belongings to leave the class. Play the song (see TE Page T5). Have the children sing it as they wave bye-bye.

#### **Home-School Connection**

Label the page and give it to the children to take home at the end of the day.

## Unit 4

# Playing with Toys

## Lesson 6

**Objectives:** practice talking about toys; listen to a story; make a Take-Home Book; sing a song

**Key Language:** bear, car, doll, truck, boy, girl, mom, cookies, blue, red

**Review:** friend

**Receptive Language:** Kit is Meg's friend. Boy or girl? Kit is a girl. We are making a book! Let's clean up!

**Materials:** Photo Cards: doll, car, bear, truck, girl, boy, mom, dad, cookies; Sharing Toys! Think and Do Center materials (see TE Page T4D)

### BEFORE THE PAGE

#### 011 **Song: School Is Fun!**

Greet the children by listening to the karaoke version of **School Is Fun!** (see TE Page T4). Have the children join in the first verse. When the children sing the second verse, have them replace classroom items with toys, for example, *Here's a (doll). Here's a (bear).*

#### **Introduce Characters**

Introduce the characters in the story. Have the children say *Meg, Kit*. Say *Kit is Meg's friend*. Point to Kit and ask *Boy or girl? (girl)*. Say *Kit is a girl*. Have the children repeat. Point to each child and say his or her name and if he or she is a boy or a girl.

#### **Review Language**

Have the children sit in a circle. Review the key language—*doll, car, bear, truck, girl, boy, mom, dad, cookies*—by holding up the Photo Cards. Review *red* and *blue* by pointing to red and blue classroom objects. Place the cards on a table. When you say the name of one of the cards, have a child say the word and place the card in the center of the circle. Have the children repeat the words as you vary the order of the words.

### USING PAGES 33 AND 34

#### **1 Pull out page.**

Pull out each child's Take-Home Book and say *We are making a book*.

#### **2 Make book.**

Have the children chant *We are making a book. We are making a book*. Help the children fold their page so it makes a Take-Home Book.

#### **3 Listen to story and point.**

Play the story. Pause after each page and help the children to follow the pictures in their books. Play it again and encourage the children to point to the pictures.

**1 Kit:** *My doll is a boy. Meg:* *My doll is a girl.* (page with one dot)

**2 Meg:** *My car is red. Kit:* *My car is blue.* (page with two dots)

**3 Kit:** *My doll is in a blue car. Meg:* *My doll is in a red car. The bear is in the truck.* (page with three dots)

**4 Mom:** *Time for cookies! Meg:* *Mom is here! Let's clean up!* (page with four dots)

#### **4 Sing My Toys.**

Sing the song together (see TE Page T28). Play it again and have the children point to Meg's toys on each page of the Take-Home Book as they sing.

### AFTER THE PAGE

#### **Think and Do Center: Sharing Toys!**

Demonstrate how to use the Think and Do Center materials (see TE Page T4D). The children play with and share toys. Say *Let's clean up!* when it's time to stop playing.

#### **Teacher-to-Teacher**

For Circle Time, gather the children in a designated space to sit side-by-side on the floor or carpet in a circle or, if space is limited, in rows. Use this time to talk about the lesson, the Think and Do Centers, for show and tell activities, and so on.

#### **Review Story**

Have the children point to their favorite page in the story *Playing with Toys*. Invite the children to retell the story by pointing and saying the words they remember as they hold their Take-Home Books.

#### **007 Song: Bye-Bye Song**

Listen to the karaoke version of the **Bye-Bye Song** (see TE Page T5) as the children get ready to go home. Sing together as the children wave and say *bye-bye*.

#### **Home-School Connection**

Ask the children and their families to listen to the story together and complete the For Parents activities.



# Playing with Toys

Food

Key language: doll, car, bear, truck, boy, girl, mom, cookies, red, blue.

Take-Home Book: 1 Pull out page. 2 Make book. 3 Listen to story and point. 4 Sing My Toys.

Unit 4 Lesson 6 33



34 Unit 4 Lesson 6

Key language: doll, car, bear, truck, boy, girl, mom, cookies, red, blue.

For parents: 1 Listen to the story. 2 Ask your child to point to the doll, car, bear, and truck. 3 Ask your child to name one of his/her toys.