

# Unit 4 My Family



## Objectives

In this unit, children will:

- Be exposed to the names of family members: *daddy, mommy*
- Recognize and name characteristics of objects: *green*
- Develop fine motor skills: coloring, pasting, painting
- Develop pre-reading/writing skills: follow the path from left to right
- Develop visual discrimination skills: mix colors; match pictures and shadows
- Develop auditory discrimination skills
- Develop artistic abilities: decorate a picture frame

## Lesson 1

**Lesson Objectives:** Auditory discrimination skills – family

**Vocabulary:** *daddy, green, mommy*

**Review:** *blue, dress, no, pants, red, yellow, yes*

**Materials:** **Before the book** pictures: a family, including a daddy, a mommy, a boy, and a girl; green chalk/board marker; red, blue, yellow, and green objects **With the book** CD 1 Track 5

**Before the book:** Show the picture of a family. Point to the daddy and say: *daddy*. Have the children repeat. Ask the children the name of their daddy. Encourage any that want to tell you what they like to do with their daddy. Repeat for *mommy*. Next, draw an irregular green shape on the board and have the children say: *green*. Finally, show the children objects of different colors and ask: *Green?* Help them answer *yes* or *no*.

## 5 Songs

### My Family

*Daddy, Daddy, Daddy,*

*Mommy, Mommy, Mommy,*

*Green, green, green.*

*Daddy and Mommy love me!* (Repeat)

## Lesson 2

**Lesson Objectives:** Language and communication – *daddy*

**Vocabulary:** *daddy*

**Review:** *blue, boy, pants, yellow*

**Materials:** **Before the book** pictures: a family, a boy, pants; blue and yellow chalk/board markers; CD 1 Track 5

**With the book** blue crayons

**Before the book:** Show the picture of a family. Point to the daddy and have the children say: *daddy*. Review *boy, pants, blue, and yellow* using pictures and drawings. Display the pictures on the board. Play the song **My Family** and encourage the children to dance or clap. Stop the music and point to a picture. Have the children say the correct word. Repeat several times.

## Lesson 3

**Lesson Objectives:** Language and communication – *mommy*

**Vocabulary:** *mommy*

**Review:** *dress, eyes, girl, mouth*

**Materials:** **Before the book** pictures: a family, eyes, a mouth

**With the book** a picture of the children's families; glue

**Before the book:** Show the picture of a family. Point to the mommy and have the children say the word *mommy*. Encourage the children to tell you about their mommy. Review eyes by showing the picture and having the children point to their own eyes as they say the word. Repeat for *mouth*. Have a child come to the front and point to the mommy's eyes or mouth.

## Lesson 4

**Lesson Objectives:** Language and communication – *green*

**Vocabulary:** *green*

**Review:** *blue, yellow*

**Materials:** **Before the book** blue, yellow, and green chalk/board markers; blue, yellow, and green objects; blue and yellow paint; a Popsicle stick; a plate **With the book** blue and yellow paint

**Before the book:** Draw an irregular green shape on the board and have the children say: *green*. Repeat for *blue* and *yellow*. Divide the children into small groups. Give each group a selection of blue, yellow, and green objects to play with. Allow them to play freely for a few minutes. Then say a color and have the children hold up an object in that color. Next, place blue and yellow paint on opposite sides of the plate. Take the Popsicle stick as if it were a magic wand, say some magic

words, and ask the children to blow. Use the stick to mix the colors and have the children name the new color (*green*).  
**Lesson Tip:** Put some blue and some yellow paint on each Student's Book. The children can then use their index finger to mix and spread the green paint.

## Lesson 5

**Lesson Objectives:** Pre-reading/writing and visual discrimination skills – follow the path from left to right and match pictures with shadows

**Vocabulary:** *daddy, green, mommy*

**Review:** *red*

**Materials:** **Before the book** pictures: a daddy, a mommy, the same daddy but in shadow, the same mommy but in shadow; masking tape **With the book** green and red crayons; CD 1 Track 5

**Before the book:** Show the pictures of the mommy and daddy and have the children say the words. Display the pictures on the board. Have a child come to the front, show them one of the shadow pictures, and help them place it next to the correct picture. Repeat with the other shadow picture. Next, place the daddy picture and matching shadow picture approximately one meter apart on the floor. Put masking tape on the floor

between the two pictures in a straight line. Have the children walk carefully along the straight line saying: *daddy*. Then place the mommy picture and matching shadow picture on opposite sides of the board. Have the children trace straight horizontal lines in the air. Then help a child draw a straight line from the picture to the shadow on the board.

## Lesson 6

**Lesson Objectives:** Artistic expression – decorate a picture frame

**Vocabulary:** *daddy, green, mommy*

**Review:** *blue, boy, girl, red, yellow*

**Materials:** **Before the book** pictures: a family (see Lesson 1); magazine pictures of different families (all showing a mommy and a daddy with children) **With the book** red, blue, yellow, and green paper strips; glue

**Before the book:** Show the picture of a family, point to each person (*daddy, mommy, boy, girl*), and have the children say the words. Display the magazine pictures one at a time. Have the children identify the daddy and mommy in each picture. Allow the children to ask questions and talk freely about different families they see in each picture and their own families.

# Unit 5 My Toys



## Objectives

In this unit, children will:

- Be exposed to the names of toys: *bear, ball*
- Be exposed to some expressions in English: *please, thank you*
- Review and name characteristics of objects: *red, blue, yellow, green*
- Develop fine motor skills: coloring, pasting
- Develop pre-reading/writing skills: following a path from left to right
- Develop visual discrimination skills: match pictures and shadows
- Develop auditory discrimination skills
- Develop artistic abilities: color a favorite toy

## Lesson 1

**Lesson Objectives:** Auditory discrimination skills – toys

**Vocabulary:** *ball, bear*

**Expressions:** *please, thank you*

**Review:** *blue, green, red, yellow*

**Materials:** **Before the book** pictures or real objects: a teddy bear, a ball; red, blue, yellow, and green crayons

**With the book** CD 1 Track 6

**Before the book:** Show the teddy bear and say: *bear*. Have the children repeat. Do the same for *ball*. Sit with the children in a circle. Roll a ball from you to one child. Use gestures to encourage him/her to roll it back to you and say: *please*. When you receive the ball, say: *thank you*. Repeat with each child. Hand a crayon to each child (red, blue, yellow, or green). Say: *Red, please*. Have the children with red crayons hand them back to you. Say: *thank you* as you take each crayon. Repeat for the other colors.