

Anne Stribling

Second  
Edition

Teacher's  
Edition

# Doodle Town

Nursery





**Key language:** wave, clap, hands.

**Activities:** 1 Point and say. 2 Do the actions and say. 3 Listen to verse 1 of *Let's Move!* and point. 4 Find Doodle Bunny.

## Lesson 1

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

**Key Language:** wave, clap, hands

**Review:** bug, flower, leaf, water, numbers 1-3

**Receptive Language:** Clap your hands. Clap your hands three times. What can (Meg) do? (Meg) can (wave).

**Materials:** Meg and Gus cutout puppets; Photo Cards: bug, leaf, water, flower; Print and Play Pictures: bug, leaf, water, flower

## BEFORE THE PAGE

**Song: Hello Song**

Play the **Hello Song** (see TE Page T3). Greet the children and encourage them to join in. Play the karaoke version of the song. Have the children sing the song by themselves, using movements for wave.

## Teacher-to-Teacher

Video the children waving and singing a song. Play it back for the children to watch.

**Name Cards**

Put the cards in a bag. Pass on the bag. Have the child with the bag pull out a card. Say the child's name and say *You're special!* Have the child stand up and say *Thank you!* Repeat with other children. 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

Sit in a circle. Wave and ask the children to say what you did. Have them repeat the word *wave*. Have them wave their hands. Clap your hands together and say *Clap your hands*. Have the children clap their hands and say *clap*. Say *Clap your hands three times*. Hold up three fingers. The children clap three times.

## USING PAGE 67

**1 Point and say.**

Give the children their books opened to Page 67. Have the children point to a flower and say *flower*. Have the children point to Meg and say *Meg*. Ask *What can Meg do?* Say *Meg can wave*. Have the children point to Gus and say *Gus*. Ask *What can Gus do?* Say *Gus can clap*.

**2 Do actions and say.**

Have the children wave at Meg and say *Meg waves*. Have the children clap like Gus and say *Gus claps*.

**3 Listen to verse 1 of Let's Move! and point.**

Play the song. Have the children listen to verse 1 of **Let's Move!** Encourage them to sing along and do the actions. Ask the children to point to Meg waving and to Gus clapping his hands.

**Verse 1: One and two. (show one, then two fingers) What can you do? (question gesture) Meg: I can wave. (wave hands) And clap my hands, too. (clap hands)**

**Verse 2: One and two, (show one, then two fingers) What can you do? (question gesture)**

**Gus: I can walk. And dance around, too**

**4 Find Doodle Bunny.**

Have the children find Doodle Bunny hiding behind Gus.

## Think!

Have the children trace around one of their hands with a crayon.

## AFTER THE PAGE

## Review Language

Hold up Photo Cards of things the children can see outside: *bug, leaf, water, flower*. Have them name the items as you do TPR actions for each: a bug jumping, a leaf floating, water flowing, and a flower blooming. Have the children copy your actions.

**Coloring**

Distribute Print and Play Pictures of *bug, leaf, flower, and water*. Have the children choose their favorite and color it. Label them for the children to take home.

**Song: Bye Bye Song**

Play the karaoke version of the **Bye Bye Song** (see TE Page T5) as the children wave goodbye. Encourage them to sing as much as they remember.

**Home-School Connection**

Give the children their Print and Play Pictures to take home for their families.

Hand out the Unit 9 Letter to Parents for the children to take home.

## Lesson 2

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

**Key Language:** walk, dance, wave, clap, flower; *I can (walk).*

**Review:** *I see (crayons).* numbers 1–3

**Receptive Language:** *tiptoe; What can (Kit) do? (Kit) can (walk).*

**Materials:** Doodle Bunny puppet; guitar, simple instruments, or music for dancing; Create a Performance! Think and Do Center materials (see TE Page T9C); Print and Play Pictures: wave, clap, walk, dance

## BEFORE THE PAGE

  **Song: I See**

Have the Doodle Bunny puppet welcome the children to the classroom and sing to the karaoke version of **I See** (see TE Page T60). Have individual children respond to what they see, for example, Doodle Bunny: *Please tell me, What do you see?* Child: *Look, I see (crayons).* Children: *Crayons? That's (fun)!*

## Introduce Key Language

Have the children stand in a circle. Walk around it and say *walk*. Ask the children to follow you walking. Have them repeat the word *walk*. Dance by moving your body and say *dance*. Have the children move their bodies and say *dance*. Play music and have the children dance around the circle, chanting *dance, dance, dance* as they do so.

## Teacher-to-Teacher

Use a guitar or other simple instruments to create music for dancing.

## USING PAGE 68

 **Point and say.**

Give the children their books opened to Page 68. Have the children point to and greet Kit: *Hello, Kit.* Say *What can Kit do?* Help the children answer *Kit can walk*. Have the children point to Meg and ask *What can Meg do?* Help the children answer *Meg can dance*. Point out that Gus can play the guitar.

 **Find a flower.**

Have the children find a flower and say *flower*. Have them find another flower and say *flower*. Have them find a third flower and say *flower*. Count the flowers: *one, two, three*.

 **Do actions and say I can (walk).**

Have the children do the actions of walking and dancing. Have them practice saying *I can walk* and *I can dance* as they do each.

   **Sing Let's Move!**

Have the children find Doodle Bunny. Say *Doodle Bunny sings*. Listen to and sing all verses of **Let's Move!**

*Verse 1: One and two. (show one, then two fingers) What can you do? (question gesture) Meg: I can wave. (wave hands) And clap my hands, too. (clap hands)*

*Verse 2: One and two. (show one, then two fingers) What can you do? (question gesture) Gus: I can walk. (walk around) And dance around, too. (dance)*

## Think!

Show the children how to tiptoe and have them tiptoe around the table and chant *tiptoe, tiptoe, tiptoe*.

## AFTER THE PAGE

 **Think and Do Center: Create a Performance!**

Demonstrate how to use the Think and Do Center materials (see TE Page T9C). The children move to music.

  **Sing the Values Song Taking Turns Is Great!**

Play the song **Taking Turns Is Great!** Sing and model some actions to help children remember the words like lifting their arms when they hear *hurray, hurray!* or moving their index and middle finger over the palm of their hand when they hear *goes away*. Play the song again. Encourage children to join in. Then, ask children to sit in a circle. Invite a child to go to the middle of a circle to do an action that he or she can do and say *Have other children say what the child is doing*. Encourage children to wait until it's their turn to go in the circle.

*Verse 1: Three little kids want to play, They take turns, hurray, hurray! It's time to play, one goes away, Taking turns is great, great, great!*

*Verse 2: Two little kids want to play, They take turns, hurray, hurray! It's time to play, one goes away, Taking turns is great, great, great!*

*Verse 3: One little kid wants to play, He takes turns, hurray, hurray! It's time to play, he goes away! Taking turns is great, great, great!*

 **Coloring**

Hold up Print and Play Pictures: wave, clap, walk, and dance. Have the children select one to color and act out. Label their pictures with the words wave, clap, walk, or dance.

 **Song: Bye Bye Song**

Play the **Bye Bye Song** (see TE Page T5) and encourage the children to sing as they get ready to go home.

 **Home-School Connection**

Give the children their Print and Play Pictures of an action to take home to show their families.

## Lesson 2





# Lesson 3



**Key language:** walk, wave, hello, boy, mom, green; Hello, (Mom).

**Activities:** 1 Point and say. 2 Wave to Mom and say hello. 3 Finger paint the line. 4 Sing *Paint on Fingers*. 5 Do the actions and say.

Unit 9  
Lesson 3

69

## Unit 9

### Lesson 3

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

**Key Language:** walk, wave, hello, boy, mom, green; Hello, (Mom).

**Review:** ball, bike, seesaw, slide, friend, blue, red, yellow, dress, hat, pants, T-shirt, crayon, bug, flower, leaf, truck, eyes

**Receptive Language:** The boy's mom is waving to the boy; fingerprints on the line; green on line; brown eyes

**Materials:** Photo Cards: bike, ball, slide, seesaw, walk, wave; green paint

#### BEFORE THE PAGE

**038** **Song: At the Park**

As the children walk into the room, wave, say hello, and hold up Photo Cards for things in the park: bike, ball, slide, seesaw. Sing **At the Park** together (see TE Page T52). Have the children act out riding a bike, catching a ball, sliding down a slide, and going up and down on the seesaw.

#### Introduce Characters

Point to the boy in the picture and tell the children he is a friend of Meg and Gus. Say boy. Invite the children to wave and say Hello, friend. Point to his mom and say Mom.

#### Review Language

Point to colors on the park objects on the Photo Cards and name them: red, blue, yellow, or green. Have the children look at their own clothes and name them: green (T-shirt).

Hold up Photo Cards walk and wave, say the words, and have the children say walk, wave. Do these actions with the children.

#### USING PAGE 69

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

Give the children their books opened to Page 69. Have the children point to the boy who is walking in the picture. Allow the children time to look through their books and find other pictures of the same boy (Unit 1, Page 5 and Unit 7, Page 52).

**2** **Wave to Mom and say hello.**

Have the children wave to the boy's mom and say Hello, Mom. Say The boy's mom is waving to the boy.

**3** **Finger paint the line.**

Place green paint on the tables. Ask the children to make green fingerprints on the line. Say fingerprints on the line.

**4** **012** **Sing Paint on Fingers.**

Encourage the children to sing along to **Paint on Fingers** (see TE Page T5) as they work.

Move from child to child, asking the children to show you their work and say the colors of the fingerprints: green on line.

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

Have the children sing **Wash Our Hands** (see TE Page T5) as they wash their hands.

**5** **050** **Do actions and say.**

Play the **Taking Turns Is Great!** song (see TE Page T68). Encourage children to join in. Then, put the children in pairs. Have them do the actions of the boy (walk) and of the mom (wave) with their partner. As they move, ask them to say walk, wave.

#### AFTER THE PAGE

##### Think and Play! Green Walk

Take the children for a Green Walk around the classroom, to another part of the building, or outside. List the green things they see and help them name them: green dress, green crayon, green flower, green leaf, green bug, green apple, green truck, green T-shirt, and so on.

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

Have the children listen to and sing **Look at Me!** (see TE Page T12) as they leave for home. Ask the children to look at each other's eyes to see if they are green or blue or another color, for example, brown. Say green eyes, blue eyes, or brown eyes.

##### Home-School Connection

Ask families to talk about the color of their children's eyes.

**Objectives:** learn the color orange; learn the shape square; practice coloring; sing a song

**Key Language:** square, orange, dance, clap, crayon, circle, red, blue, yellow, green

**Review:** triangle, thank you

**Receptive Language:** Give me something orange, please. What can (Meg) do? (Meg) can (clap).

**Materials:** Doodle Bunny puppet; Meg cutout puppet; masking tape; orange objects: crayon, orange (fruit), pieces of orange paper, orange ribbons or scarves, a picture of a sunset; square piece of construction paper or cardboard; orange and blue crayons (one of each per child); orange, green, yellow, blue, and red construction paper circles, triangles, and squares

## BEFORE THE PAGE

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

Greet the children with the Doodle Bunny puppet singing the *Doodle Town Hop* (see TE Page T3). Point to the Meg cutout puppet as you sing the first verse.

## Introduce Key Language

Place masking tape in a square shape on the floor. Have the children sit around the square and introduce the word *square*.

Display a box of orange objects. Have the children choose one object and say *orange*. Have the children repeat. Have the children find and place other orange items in the box. Say *Give me something orange, please*. As they give you the orange item, say *Thank you!*

Hold up a square piece of construction paper and say *square*. Pass it around and have the children feel the sides of the square and say *square*.

## Teacher-to-Teacher

The words *orange* and *square* may be difficult for the children to say. Give them time to practice.

## USING PAGE 70

**1**  **Point to Meg and Kit. Do the actions.**

Give the children their books opened to Page 70. Have them point to Meg. Say *What can Meg do?* Have them answer *Meg can dance*. Say *What can Kit do?* Have the children answer *Kit can clap*. Have the children do the actions and say *dance, clap*.

**2**  **Point to the orange crayon. Color the square orange.**

Give each child an orange crayon. Ask the children to point to the orange crayon at the top of the page and say *orange*. Have them color the square orange and say *orange square, orange square, orange square* as they color.

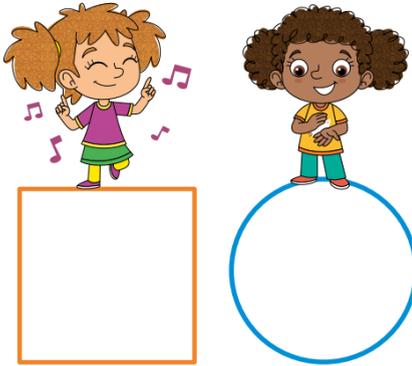
**3**  **Point to the blue crayon. Color the circle blue.**

Let the children pick a blue crayon from a selection. Have them point to the blue crayon at the top of the page and say *blue*. Have them color the circle blue and say *blue circle, blue circle, blue circle* as they color.

**4**    **Sing *The Color Song* and point to crayons.**

Have the children listen to and sing both verses of *The Color Song* (see TE Page T6). Ask the children to point to and say the colors of the crayons at the top of the page as they sing.

## AFTER THE PAGE



**000**  **Think and Play! *Shape and Color Hop***

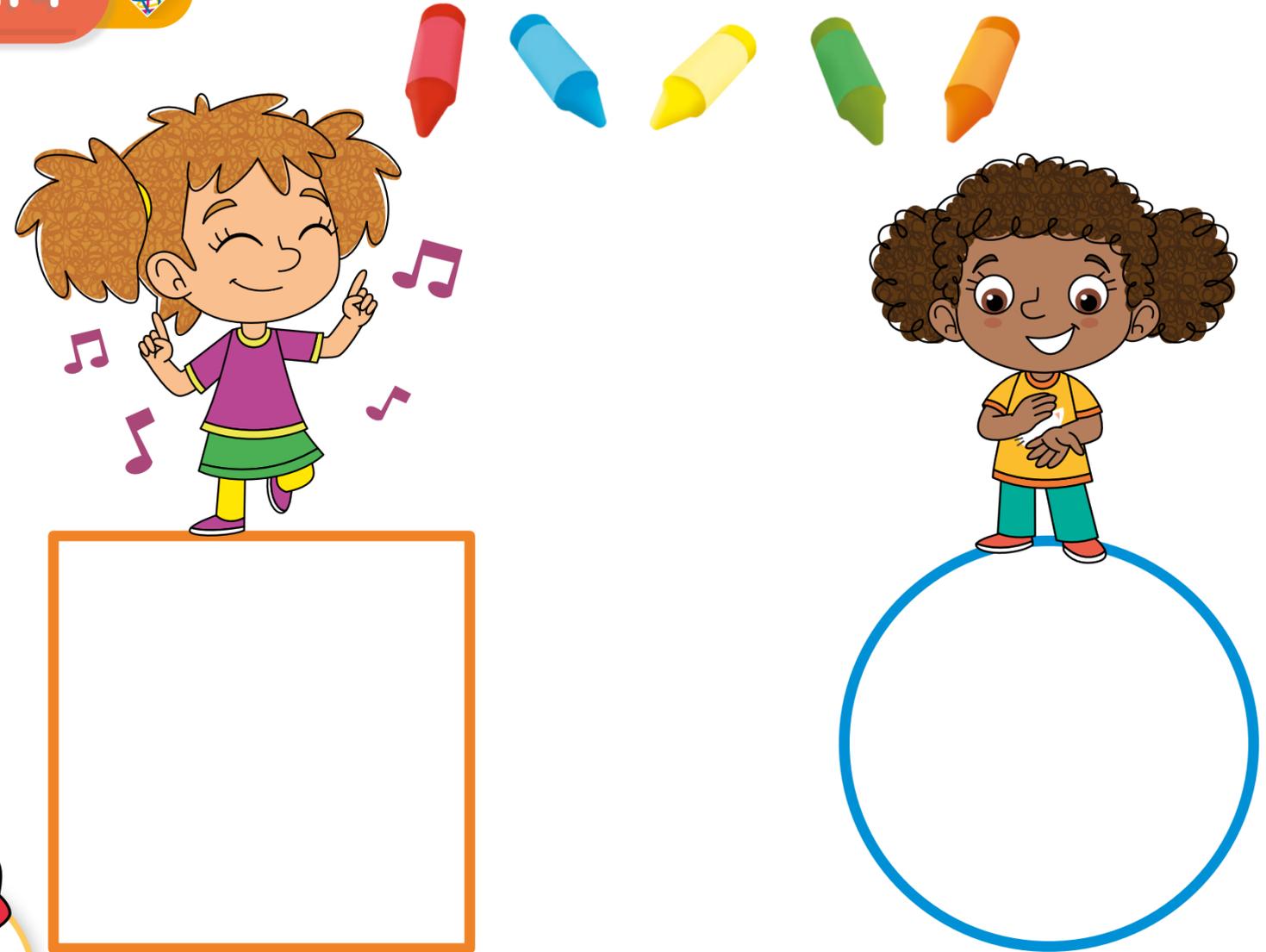
Play the *Taking Turns Is Great!* song (see TE Page T68). Then, place red, blue, yellow, green, and orange paper circles, triangles, and squares on the floor. Have the children line up and take turns to hop from shape to shape, saying the name of the color and the shape: *green triangle, orange circle, yellow square*.

**006**  **Song: *Bye Bye Song***

As the children get ready to go home, sing the *Bye Bye Song* (see TE Page T5). Encourage them to sing along, clap, dance, and wave.

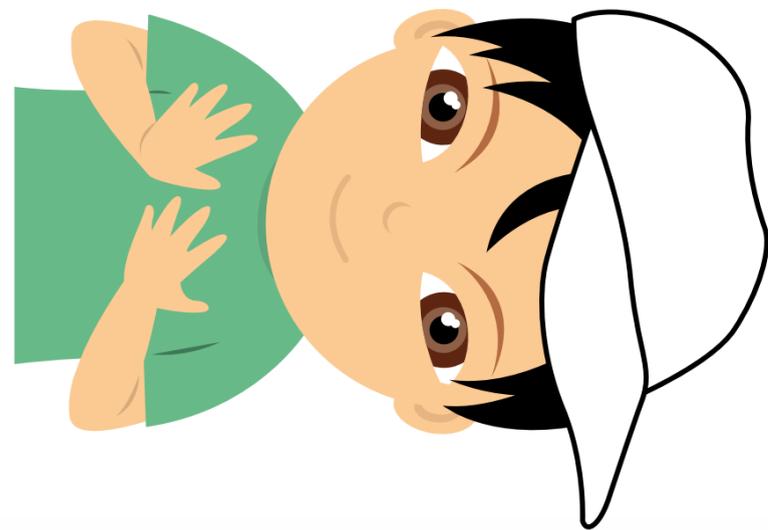
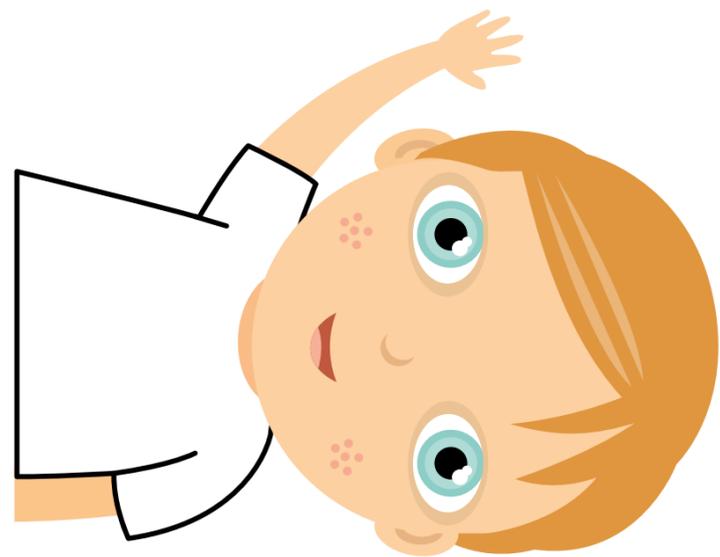
 **Home-School Connection**

Give the children an orange paper square to take home and talk about with their families.

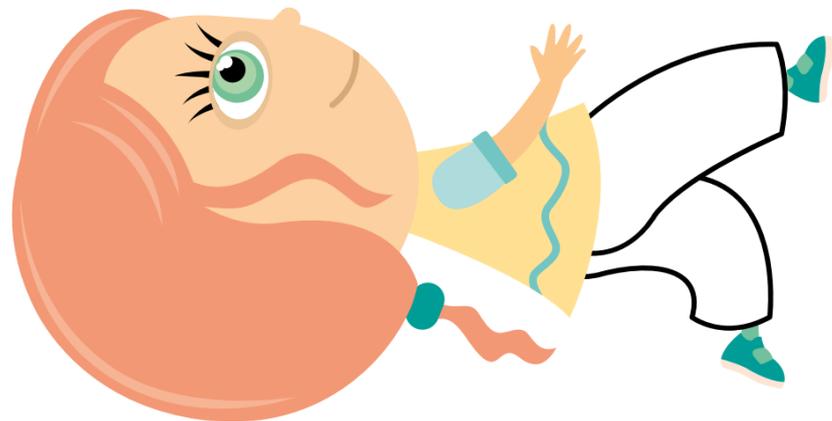


**Key language:** square, orange, dance, clap, crayon, circle, red, blue, yellow, green.

**Activities:** 1 Point to Meg and Kit. Do the actions. 2 Point to the orange crayon. Color the square orange. 3 Point to the blue crayon. Color the circle blue. 4 Sing *The Colors Song* and point to the crayons.



Fold



## Lesson 5

## Unit 9

### Lesson 5

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

**Key Language:** dance, walk, clap, wave, dress, pants, T-shirt, hat, colors

**Review:** boy, girl, square, thank you, numbers 1-3

**Receptive Language:** *The (boy) in the (yellow) (hat) (waves). Look for orange! Put your hand on orange! Orange square, please.*

**Materials:** hats; orange, green, red, blue, and yellow paints; orange squares of paper (one per child)

### BEFORE THE PAGE

#### ▶022 Song: *The Number Song*

Greet the children by listening to and singing *The Number Song* together (see TE Page T54). Have the children count to 3 and repeat. Ask the children to hold up the correct number of crayons.

#### Review Language

Gather in a square. Pass out hats to some of the children. Ask all those wearing hats to stand together. Ask all the children wearing T-shirts to stand together. Ask all girls wearing dresses to stand together. Ask all those wearing pants to stand together. Laugh together as you discover that some children are wearing both T-shirts and pants!

#### ▶014 Song: *The Color Song*

Call out colors as you sing *The Color Song* (see TE Page T6). Regroup and have all those wearing orange, green, yellow, blue, or red stand together.

### USING PAGE 71

#### 1 🧒 Pull out the page.

Help the children pull out Page 71.

#### 2 🎨 Finger paint the dress, pants, T-shirt, and hat.

Provide each table with orange, green, red, blue, and yellow paints. Have the children paint the clothes in colors they choose. Have them say the names of the colors and clothes as they paint: *orange dress, green pants, red T-shirt, yellow hat, and so on.*

#### ▶008 🎵 Song: *Wash Our Hands*

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

#### 3 🧒 Fold paper and play.

When the pages are dry, help the children fold their pages. Encourage them to play with the boys and girls they have created.

#### 4 🗣️ Point and say actions.

Have the children point to the boy who is wearing the hat. Help them say *The boy in the (yellow) hat waves.* Repeat with the other children.

#### 5 ▶044 🗣️ 🎵 🧒 Sing *Let's Move!*

As the children sing *Let's Move!*, have them point to the foldouts of the children doing the actions (see TE Page T68).

### AFTER THE PAGE

#### Think and Play! *Touch Orange*

Set up chairs in a square with the seats facing out. Put a square of orange paper on each seat. Chant *orange square, orange square, orange square.* Say *Look for orange!* as you all walk in a square around the chairs. On the words *Put your hand on orange!*, everyone should touch orange paper. When the children have finished, say *Orange square, please,* and when each child gives you his or her square of orange paper, say *Thank you.*

#### Think and Play! *Follow the Leader*

Have the children form a line and follow as you make a path around the room, walking, clapping, waving, and dancing. Ask the first (three) children to walk, the next (three) to clap, the next (three) to wave, and last (three) to dance. Swap roles and repeat.

#### ▶007 🎵 Song: *Bye Bye Song*

Sing the karaoke version of the *Bye Bye Song* (see TE Page T5) as the children get ready to leave.

#### 🏠 Home-School Connection

Give the children their pages to take home at the end of the day.

**Key language:** dance, walk, clap, wave, dress, pants, T-shirt, hat, colors.

**Activities:** 1 Pull out the page. 2 Finger paint the dress, pants, T-shirt, and hat. 3 Fold the paper and play. 4 Point and say the actions. 5 Sing *Let's Move!*

Unit 9  
Lesson 5

71

T71

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

**Key Language:** wave, dance, clap, walk, grandma, mom, dad, book, bye-bye

**Review:** family, blue

**Receptive Language:** *It's rainy. We are making a book! Which page do you like? Point to Grandma clapping. Let's (walk) (in the rain)!*

**Materials:** Print and Play Stick Puppets: Meg, Gus, Grandma, Mom, Dad; masking tape; Photo Cards: wave, clap, walk, dance; umbrella; A Perfect Day! Think and Do Center materials (see TE Page T9D)

### Introduce Key Language

Introduce the word *house* by showing the family's house on Page 19 of Unit 3. Doodle a rain symbol on the board and say *It's rainy*. Show the children an umbrella or doodle one on the board.

### USING PAGES 73 AND 74

#### 1 Pull out the page.

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

#### 2 Make the 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 the story and point.

Play the story. Pause after each page and help the children follow the pictures in their books. Play it again and encourage the children to point to the pictures. Have the children point to the actions: *wave, dance, clap, walk*.

**1 Grandma:** *Wave bye-bye to Mom and Dad!*

**Meg and Gus:** *Bye-bye, Mom. Bye-bye, Dad.*

**Mom and Dad:** *Bye-bye!* (page with one dot)

**2 Grandma:** *Let's read a book.* (page with two dots)

**3 Meg:** *Let's dance!* (page with three dots)

**4 Grandma:** *Let's walk in the rain!* **Meg and Gus:** *Yeah!* (page with four dots)

Ask the children to point to the family they see in the Take-Home Book. Say *Grandma, Mom, Dad*. Have them point to their clothes and the colors they are wearing. Say *Point to Grandma clapping*.

#### 4 Sing *Let's Move!*

Play the song *Let's Move!* (see TE Page T68). Encourage the children to move as they sing.

### AFTER THE PAGE

#### Think and Do Center: A Perfect Day!

Demonstrate how to use the Think and Do Center materials (see TE Page T9D). The children do rainy-day activities.

#### Review and Act Out the Story

Have the children point to their favorite page in the story *Grandma's House*. Ask *Which page do you like?* Invite the children to retell the story.

Choose children to play the roles of Meg, Gus, Mom, Dad, and Grandma as they act out the story. Repeat with other children.

#### Song: *Doodle Town Hop*

Play *Doodle Town Hop* (see TE Page T3) as the children get ready to go home. Encourage them to sing along.

#### Home-School Connection

Ask the children and their families to listen to the story together and complete the Parent Page activities.



**Key language:** wave, dance, clap, walk, grandma, mom, dad, book, bye-bye.

**Take-Home Book:** 1 Pull out the page. 2 Make the book. 3 Listen to the story and point. 4 Sing *Let's Move!*

  Unit 9  
Lesson 6 **73**



**74** Unit 9  
Lesson 6

**Key language:** wave, dance, clap, walk, grandma, mom, dad, book, bye-bye.

**For Parents:** 1 Listen to the story. 2 Ask your child to point to the actions: wave, clap, walk, and dance. 3 Play music and do the actions together.

### BEFORE THE PAGE

#### Song: *My Family*

Greet the children by playing the karaoke version of *My Family* (see TE Page T20) as they walk in. Play the song with words and encourage the children to join in.

### Introduce Characters

Use the Print and Play Stick Puppets of Meg, Gus, Mom, Dad, and Grandma to introduce the characters in the story. Have the children say *Meg, Gus, Mom, Dad, Grandma, and family*.

### Review Language

Make a square on the floor with masking tape and place the Photo Cards *wave, clap, walk, and dance* at each side. Play music. Ask the children to walk around the square. Stop the music and the children stop, then do the action on the Photo Card on the side of the square where they have stopped. Repeat a few times.