



# Unit Planner

Course Materials	Key Language	Communication and Early Literacy	Additional Content Areas
<b>Lesson 1</b> SB, p. 60 AB, pp. 69–70 EL, p. 43	<i>Where are you going? I'm going to (the library). library, supermarket, toy store</i>	Learn a song. 🎵 Talk about going to different places. Build early reading skills: rebus text.	<b>Social Studies:</b> Talk about community places; use a map; make a “My House” bulletin board.
<b>Lesson 2</b> SB, p. 61 AB, pp. 71–72 EN, p. 43	<i>Where can you find (a book)? In the (library). bike</i>	Learn a singing game. 🎵 Talk about where things belong. Problem-solve and brainstorm different answers.	<b>Social Studies:</b> Talk about community places and what is found there; use a map. <b>Math:</b> Count and write numbers.
<b>Lesson 3</b> SB, p. 62 AB, p. 73 EN, p. 44	<i>The (doctor) is going to the (hospital). Where are you? I'm at work. I'm in the (library). What does your (mom) do? He / She's a (pilot). doctor, firefighter, librarian, pilot, classroom, fire station, hospital, fire truck, telephone</i>	Talk about different occupations and workplaces. Have telephone conversations. Sing a song. 🎵	<b>Social Studies:</b> Learn about occupations and work places; have telephone conversations.
<b>Lesson 4</b> SB, p. 63 AB, p. 74 EL, p. 44 EN, p. 45	<i>Drive to the (library). Park next to the (school). Stop at the (stop sign). bus, taxi, drive, go, park, stop, magnet</i>	Role-play going different places on a street map. Learn a song. 🎵	<b>Science:</b> Experiment with magnets. <b>Social Studies:</b> Use a map.
<b>Lesson 5</b> SB, pp. 64–65 AB, p. 75 EN, p. 46 BB, pp. 19–21	<i>beach, engine, fix, write, new, old</i>	Learn a TPR rhyme. 🎵 Write own name. Enjoy a story through shared reading. Build print awareness. Act out a story.	<b>Social Studies:</b> Discuss things you can do. <b>Art:</b> Make train cars.
<b>Lesson 6</b> SB, p. 66 AB, p. 76 EL, p. 45	<i>(Toto) takes a (taxi) to the (toy store). toys, train</i>	Identify the /t/ sound Read and write the letter Tt. Learn a chant.	<b>Social Studies:</b> Follow directions on a map. <b>Art:</b> Make a letter poster.
<b>Lesson 7</b> SB, p. 67 AB, pp. 77–78 EN, pp. 47–50	Unit review	Review and practice language and concepts. Build test-taking skills.	<b>Math:</b> Count backwards. <b>Math/Social Studies:</b> Graph the way children go to school.

SB = Student Book      EN = Early Numbers  
AB = Activity Book      BB = Big Book  
EL = Early Letters

# Learning Centers in a Box

Described below are four suggested Learning Centers. Choose as many as you feel appropriate. To introduce each activity, spend time practicing it together as a class. Then, when children demonstrate sufficient confidence and understanding, place the materials in an area of the classroom where children can work independently. You may wish to make duplicate sets of certain Learning Centers so that the class, working in small groups, can work simultaneously on one or two activities. Move around the classroom as children are working; watch, listen, converse, and provide support as needed.



## Math Center: Count and Match (introduced in Lesson 2)

**Learning Objectives:** Children count the objects in a picture and place the matching number card (1–10) on top.

**Materials:** Print and Play Pictures or hand-drawn pictures for counting—show vocabulary items in this unit in groups of one to ten, e.g.: three bananas, two supermarkets, six teachers, etc.

**Conversation Starters:** Find the (fire trucks). How many (fire trucks) do you see? Find the number (seven).



## Social Studies Center: Transportation (introduced in Lesson 4)

**Learning Objectives:** Children drive and park toy vehicles along the Street Map Concept Mat and talk about the places on the map.

**Materials:** Street Map Concept Mat (or other street map), toy vehicles.

**Conversation Starters:** Drive to the (playground). Park next to the (fire station). Park next to the (taxi).



## Early Literacy Center: Reading and Writing Tt (introduced in Lesson 6)

**Learning Objectives:** Children practice writing and forming the letters T and t.

**Materials:** Plastic straws cut into long and short lengths, chopsticks and/or craft sticks; two pieces of chart paper—each with a large letter (T or t) written in marker. Children can trace over these letters using crayons in many colors. Lined paper and pencils or chalkboard and chalk so children can practice writing T and t.

**Conversation Starters:** Look! I can make a big letter T with a long straw and a short straw. Can you make a letter T with these? (Hand child a chopstick and a craft stick.) Can you make a little t?

### Teacher-to-Teacher

Learning Centers offer an excellent opportunity to informally assess children's progress and provide individual support. Your observations will also help you tailor your Circle Time instruction to meet your children's needs.



## Early Literacy Center: Letters and Sounds (introduced in Lesson 6)

**Learning Objectives:** Children build early literacy skills by sorting pictures according to initial sound (phonemic awareness) and initial letters (reading readiness).

**Materials:** Print and Play Pictures: cake, car, cat, cow; hat, horse, house; table, taxi, train; large pieces of paper with letters: Tt, Cc, Hh; BLMs 1 and 3: Toto, Cassie, and Henry mounted on stiff paper; paper and crayons or pencils for children who wish to copy some of the words.

**Conversation Starters:** (First, help children name all the pictures.) What's the first letter / sound in Toto? Let's put the letter card Tt next to Toto. Find a picture that starts with the /t/ sound. Toto, Taxi, do they start with the same sound? Put the taxi by Toto and the letter Tt.



# Going Places

I'm going to the



I'm going to the



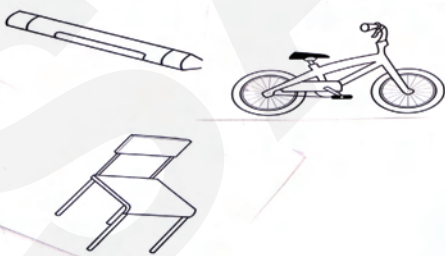
I'm going to the



I'm going to the



I'm going to my .



Where can you find a  ?



In the .

# Unit 8 Lesson 1

**Key Language:** *Where are you going? I'm going to (the library). library, supermarket, toy store*

**Review:** *This is my (house). house, playground, school*

**Receptive Lang.:** *Walk / Hop to the (library). Please come along.*

**Materials:** Photo Card: *playground*; Print and Play Pictures: *library, playground, school, supermarket, toy store*; Unit 8 Vocabulary Stickers; Sam, Cassie, Mom, Dad, and Baby Cut-Outs/Puppets; Street Map Concept Mat; photographs of the children's homes

## Circle Time

### 1 Warm Up: The Teddy Bear Chant

Review the word *playground* with the Photo Card. Place the Photo Card on the floor so children can “walk to the playground” as they sing and act out *The Teddy Bear Chant* (see Unit 6, Lesson 5).

### Introduce Key Vocabulary

Display the Print and Play Pictures for *library, school, supermarket, and toy store*. Teach and practice the words. Attach the pictures around the room.

Walk to the *library* picture as you say: *I'm going to the library*. Motion for children to “walk to the library” with you and repeat: *I'm going to the library*. Continue with the other places.

### Teacher-to-Teacher

If you have time, you might want to take photographs of different places in your community (your school, your library, etc.) and use them as Photo Cards.

### Follow TPR Directions

While the Print and Play Pictures are on the walls, give the class directions: *Point to the (playground). Walk to the (library).*

### Practice Key Language

Hand Print and Play Pictures to volunteers. Prompt the class to ask each volunteer: *Where are you going?* The volunteer holds up the picture and answers: *I'm going to the (playground).*

## With the Book

### Develop Early Literacy Skills: Read Sentences

Point to the pictures and ask: *What's this?* Ask individual children: *Where are you going?* Encourage children to point to one of the pictures and respond: *I'm going to the (supermarket).*

Point to the picture of Mom and her house. Say: *Hi, Mom. What's this?* Use “Mom's voice” to answer: *This is my house*. Draw attention to Mom's speech bubble and invite children to “read” it with you: *I'm going to my house*.

Have children point to the words and pictures as they “read” the sentences with you. Have them put the stickers over the matching pictures. Ask children to find each place in the Lesson 2 scene.

### 2 Song: Please Come Along

Play the CD. Have children point to each item in Lesson 1 as it is mentioned in the song.

*I'm going to **the library**. (repeat x 2)*

*Please come along!*

Verse 2: **the school**

Verse 3: **the supermarket**

Verse 4: **the toy store** Verse 5: **my house**

**Activity Book, p. 69:** Trace the lines.

**Activity Book, p. 70:** Draw lines to connect the matching pictures.

## Explore Some More

### Street Map Concept Mat: Where Are You Going?

Hold up the Print and Play Pictures and have children find and name the matching place on the Concept Mat.

Hand the Hat People Cut-Outs/Puppets to volunteers. Have the class ask each Cut-Out/Puppet in turn: *Where are you going, (Cassie)?* The child holding the Cut-Out/Puppet answers with a place of his or her choice: *I'm going to the (toy store)* and moves the Cut-Out/Puppet along the streets to that place.

### Create a Homes Bulletin Board

Encourage children to bring in a photograph of their home. It can be of anything from their door to their entire house. Use the photographs to create a bulletin board entitled: *My House*. Label each photograph with the name of the child. Have children read the names of their classmates as they figure out who lives in which house.

**Early Letters, p. 43:** Choose the boy and girl to be you. Paste the person next to a place in the town and say where you are going.



# Unit 8 Lesson 2

**Key Language:** *Where can you find (a book)? In the (library). bike*

**Review:** *I'm going to (the library). What do you see? I see a (supermarket). How is (Sam) feeling? (Sam) is (sad). house, library, school, supermarket, toy store, backpack, bear, book, car, chair, crayon, pencil, banana, cookie, sad*

**Materials:** Photo Cards: *backpack, banana, bear, book, car, chair, cookie, crayon, pencil, school, supermarket, toy store*; Sorting and Street Map Concept Mats; Teacher Hat; Print and Play Pictures: *house, library, school, supermarket, toy store*

## Circle Time

### 2 Warm Up Song: Please Come Along

Hold up Print and Play Pictures (*library, school, supermarket, toy store, house*) as children sing the song. Have children walk in place and point to the relevant picture as they sing: *I'm going to the (library).*

### Review Vocabulary

Review the following objects with Photo Cards: *pencil, crayon, book, bear, backpack, banana, cookie, chair, car.*

Practice the vocabulary by hiding a Photo Card in a book and slowly pulling it out. Ask: *What's this?* As soon as children recognize the picture, they say the name of the object.

### Introduce Key Language

Put the Sorting Concept Mat on the floor or on a table in front of children. Put the *library, school, toy store, and supermarket* pictures in the sorting circles.

Pick up an object Photo Card and ask: *Where can you find (a pencil)?* Have children respond: *In the (school)* and place the Photo Card in that sorting circle.

Continue with the other cards.

### 1 Play a Singing Game

Divide the class into groups and place a Photo Card of an object in front of each group. Sing *The Pick Up Song*. This is an expanded version of the song taught in Unit 1. Sing additional verses as listed below.

Each time a group hears their Photo Card, they raise their hands. Play the CD again and have each group pick up the picture and place it in an appropriate sorting circle. Pause after each verse for children to decide on the best location.

*Pick up the **pencil**. Pick up the **pencil**.*

*Pick up the **pencil** and put it away.*

Verse 2: **crayon**

Verse 3: **book**

Verse 4: **bear**

Verse 5: **banana**

Verse 6: **chair**

Verse 7: **cookie**

Verse 8: **backpack**

Verse 9: **car**

## With the Book

### Explore the Photo

Point at the picture of a bike and say: *Bike. This is a bike.* Ask children: *What do you see?* Invite individuals to point to and name an object or place. Expand the child's answer, if needed. Have the class repeat the sentence and point at the item in their own book: *I see a (supermarket).*

### Review Key Language

Draw attention to the Hat People artwork. Ask: *How is Sam feeling? (Sam is sad).* Ask: *Where can you find a bear? (In the toy store).*

Place the Teacher Hat on a volunteer. Let that child point to a picture in the Student Book and ask the class: *Where can you find (a bike)?* Give a number of children a chance to play "teacher."

### Match Objects and Locations

Ask children to point to the boy on the right of the photo, then to the picture of the pencil he is holding. Ask: *Where can you find a pencil? (In the school.) Yes, in the (school). Where else?* Encourage children to suggest all the different places you can find a pencil.

Have children draw a line from the pencil to the places they named. Repeat the steps for *cookie, chair, crayon, and bike*.

**Activity Book, pp. 71-72:** Cut out the pictures. Paste them next to the correct places.

## Explore Some More

### Street Map Concept Mat: Objects and Places

Provide children with different Photo Cards (see Materials). Have children work with partners and place the items in places where they belong on the Street Map Concept Mat.

### Math Center: Count and Match

Demonstrate how to use the Learning Center materials (p. T158).

**Early Numbers, p. 43:** Read the sentence. Draw the correct number of books in the backpack.



# Mom, Where Are You?



Mom, where are you?



I'm in the  .



# Unit 8 Lesson 3

**Key Language:** (The doctor) is going to the (hospital). Where are you? I'm at work. I'm in the (library). What does your (mom) do? He / She's a (pilot). doctor, firefighter, librarian, pilot, classroom, fire station, hospital, fire truck, telephone

**Review:** (The firefighter) has (a fire truck). Where is the (library)? Put (the firefighter in the fire station). library, dad, mom, teacher, plane, school

**Receptive Lang.:** He / She works hard.

**Materials:** Photo Cards: doctor, firefighter, librarian, teacher; Print and Play Pictures: doctor, firefighter, fire truck, librarian, pilot, teacher; Street Map Concept Mat; old cell phones or toy phones (optional)

## Circle Time

### Introduce Key Language

Display the Street Map Concept Mat. Use the Photo Card and Print and Play Picture to introduce *firefighter* and *fire truck*. Have children repeat as you say: *Firefighter. This is a firefighter.*

Hand the cards to a child as you say: *The firefighter is going to the fire station. Where is the fire station?* Have children point to the fire station on the Street Map. Say: *Yes! Put the firefighter in the fire station.*

Repeat these steps with the other workers (*teacher/school; doctor/hospital; librarian/library*).

## With the Book

### Explore the Photo

Use your cell phone to introduce the word telephone or hold your hand like a pretend telephone. Say: *This is my telephone.* Point to the photo in the book and ask: *Do you see a telephone?* Use the photo to teach and review *pilot* and *plane*.

Point to the boy and then to his speech bubble. Say: *The boy has a telephone. He says: Mom, where are you?* Have children practice saying the line, holding their hand like a pretend telephone.

Point to Mom's speech bubble. Help children figure out Mom's response: *I'm in the plane.*

Point to the four pictures below the photo. For each one, ask: *Is this a mom or a dad? Where is the (mom)?*

## 2 25 Listen to the Conversation

Point to the pictures in the Student Book. Have children point to the pictures in their own book as they listen to the conversation.

Child: **Mom**, where are you?

Parent: I'm at work. I'm in the **plane**.

Conversation 2: **Dad; classroom**

Conversation 3: **Mom; fire truck**

Conversation 4: **Dad; hospital**

Conversation 5: (Cassie) **Mom; library**

## 2 26 Song: What Does Your Mom Do?

Have children listen and point to the pictures in their book.

*What oh what, what oh what does your mom do?*

**She's a pilot. She's a pilot.**

**She works hard. She works hard.**

Verse 2: **dad; He's a teacher.**

Verse 3: **mom; She's a firefighter.**

Verse 4: **dad; He's a doctor.**

Verse 5: **mom; She's a librarian.**

Hand out Print and Play Pictures of the five workers (one for each child). Have children stand as their verse is sung. Encourage the class to sing along.

**Activity Book, p. 73:** Follow the lines to find out where the people are going.

## Explore Some More

### Role-Play Telephone Conversations

Encourage children to role-play the conversations from this lesson. If you can collect old cell phones, they can use these, or toy telephones, or they can hold their hand like a telephone.

**Early Numbers, p. 44:** Complete the firefighter's hat. Write a number and your name on the hat.

**Discovery Disc:** Send the photocopiable Parent-Child Activity Sheet for children and parents to enjoy together.

# Unit 8 Lesson 4

**Key Language:** *Drive to the (library). Park next to the (school). Stop at the (stop sign). bus, taxi, drive, go, park, stop, magnet*

**Review:** *car, doctor, firefighter, librarian, pilot, teacher, fire station, hospital, library, school, supermarket, toy store, green, red, yellow, thank you*

**Materials:** Photo Cards: *doctor, firefighter, librarian, pilot, stop sign, teacher*; Print and Play Pictures: *hospital, library, school, toy store*; BLM 10 – one vehicle for each child, plus three extra; a magnet, paper clips, magnetic tape, ruler; poster board; building blocks; Street Map Concept Mat

## Circle Time

### 2 26 Warm Up Song: What Does Your Mom Do?

Hold up the Photo Cards of the *pilot, teacher, firefighter, doctor, librarian* and as you play the CD and sing the song. Create actions for each worker as you sing: *She/He works hard*. For example, for the firefighter you could pretend to use a fire hose.

### Play a Stop and Go Game

Use the *stop sign* Photo Card to teach *stop*. Point to the word as you spell the word together: S-T-O-P.

Draw a traffic light on the board or a piece of paper. Point to the red light. Ask: *What color is this?* Tell children that red means “stop.” Repeat with the yellow and green lights. (*Yellow means “slow down and wait.” Green means “go.”*)

Have children stand in a line facing you. Point to the green, yellow, or red part of the traffic light. Children stop, slow down and wait, or go.

### Preview the Page

Use a real magnet to introduce the word *magnet*. Demonstrate how a magnet picks up metal things, including paper clips. Give children an opportunity to experiment with the magnets.

Attach the Street Map Concept Mat to a large piece of posterboard and place it on top of four piles of building blocks. Place the BLM stand-up vehicles (with magnetic tape or paper clips on the bottom) on the Concept Mat. Teach or review the words: *bus, car, taxi*. Show children how you can “drive” the car by

reaching under the map and moving the magnet. (You may want to attach the magnet to the end of a ruler so you can reach under the mat.) Model the language as you move the car to different places on the Street Map. Encourage children to repeat after you: *Drive to the (fire station). Stop. Park next to the (supermarket).*

## With the Book

### Explore the Page

Have children look at the picture of the children using magnets to move toy vehicles. Ask: *What do you see?* Each time a child names an object or person, say to the class: *Point to the boy. Point to the supermarket., etc.*

### Hands-On Discovery: Try It Out!

Give each child a stand-up vehicle (BLM 10). As you hand each child a vehicle, review vocabulary by saying: *This is a (taxi)*. Prompt children to say: *Thank you*.

Show children how to fold the BLM into a stand-up vehicle and attach a paper clip or magnetic strip to the bottom. Have children take turns using a magnet to move their vehicles around the Concept Mat as you give commands: *Drive to the (school). Park next to the (supermarket).*

Then have children draw their vehicle to complete the picture in the Do and Draw box.

### 2 27 Song: Drive, Drive

Teach the song with appropriate motions. Sing the song as you mime driving, stopping, and parking.

**Drive, drive** all day long. (repeat × 2)

*And sing this song.*

Verse 2: **Stop at the stop sign**

Verse 3: **Park, park**

**Activity Book, p. 74:** Trace the lines. Color the stop sign red. Paste rice on the word *STOP*.

## Explore Some More

### Street Map Concept Mat: Around Town

Have children work in small groups with the Street Map Concept Mat. One child holds up a Print and Play Picture (*library, school, hospital, toy store*) and says: *Drive to the (library)*. The other children drive their stand-up vehicles there.

### Social Studies Center: Transportation

Demonstrate how to use the Learning Center materials (p. T158).

**Early Letters, p. 44:** Write the words. Draw lines from the words to the pictures.

**Early Numbers, p. 45:** Count the buses. Write the numbers.



## Lesson 4

# Drive to the Library



**Draw your vehicle.**



**Key Language:** Drive to the (library). Park next to the (school). Stop at the (stop sign). bus, taxi, drive, go, park, stop, magnet

**Objectives:** Science exploration. Do an experiment with magnets. Complete a diagram.





# The New Car

This  is old.

That's OK.  
I can fix it.

I can fix the .





I can add new .

I can paint it.



I love my new . Let's go to the beach!



# Unit 8 Lesson 5

**Key Language:** beach, engine, fix, write, new, old  
**Review:** I can (fix the engine). finger, hand, nose, toe, paint, run, wiggle, name, car, door, window, picture, dog  
**Receptive Lang.:** add, clap, tap, touch, walk, wave  
**Materials:** Sam and Cassie Cut-Outs/Puppets; index cards; Photo Card: car; old and new objects (pencils, crayons, books, clothes, toys); tape, a picture; Word Framer; card with can written on it; Teacher Hat; camera; shoe boxes, cardboard circles

## Circle Time

### Warm Up Chant: Show Us What You Can Do

Use the Sam and Cassie Cut-Outs/Puppets as you revisit the chant from Unit 3, Lesson 1. Continue the chant, substituting the names of the children in your class. As you say *Show us what you can do*, that child invents a movement (clap hands, pat head, etc.) for the class to repeat.

### 1 15 Song: I Can ...

Review body parts (*hands, toes, fingers, nose*). Teach the words to the song as you do the actions with your class. Play the CD. Invite children to join in and do the actions.

*I can clap my hands.  
I can touch my toes.  
I can wiggle my fingers.  
I can tap my nose.  
I can run very fast.  
I can walk very s-l-o-w.  
I can wave goodbye.  
I can say "hello"!*

### Create a Name Bulletin Board

Create a simple bulletin board, labeled *I can write my name*. Have children write their names on large index cards. As you post each handwritten name on the bulletin board, encourage the child to say: *I can write my name*.

### Introduce and Review Key Language

Hold up the car Photo Card. Point to the door and window and ask: *What's this?* Point to the hood of the car and introduce the word *engine*. Invite children to repeat.

Show children an old worn-down pencil or crayon and say: *This (pencil) is old*. Show them a brand new unused pencil or crayon and say: *This (pencil) is new*. Have children repeat. Hold up other old and new objects (books, clothes, toys, etc.) and ask: *Is this old or new?*

### Preview the Story

Show children a picture that has been torn in half. Take a piece of tape and repair the picture as you say: *I can fix the picture*. If possible, show children how to fix something old to make it look new, such as sewing a button eye back on a doll.

## With the Book

### Teacher-to-Teacher

This is a story about fixing an old car and making it new again. Fixing things is an excellent form of recycling. Encourage children to fix things rather than throw them away.

### Big Book: Do a Picture Walk

Take time to study each picture on pp. 19–21 as you turn the pages and preview the story. For each picture, point and ask children: *What do you see?* Invite children to note the different things that need to be done to repair the car. Point at the woman and her dog and say: *This is Mabel. This is her dog*. Ask questions such as: *What is she doing? Can she fix the engine? Can she fix the doors?*

### 2 28 Big Book: Explore the Story

Listen to the story and point to the pictures. Play the story again and point to the words as they are read.

Man: *This car is old.*  
Mabel: *That's OK. I can fix it.  
I can fix the engine.  
I can add new doors.  
I can paint it.  
I love my new car. Let's go to the beach!*  
Dog: *Woof, woof!*

Read each line with expression. Have students repeat your words and actions.

Have the class "read" the story with you as you point to the words.

### Big Book: Build Print Awareness

Slowly reread Mabel's first speech bubble, pointing to each word: *That's OK. I can fix it.* Point to the word *can* and say to the children: *This is the word can. How do you spell can?* Write the word on a word card as children spell: *c-a-n*.

Let children use the Word Framer to find the word *can* each time it appears in the story. Count how many times you see the word *can* on each page. Have a volunteer come and write the word *can* on the board.

### 2 28 Student Book: Listen and Point

Play the CD as children listen and point to the pictures and words in their own books. Stop after each sentence and make sure that children are pointing to the correct picture.

#### Student Book: Identify the Word *can*

Display the word card: *can*. Read each caption and speech bubble, pointing to the words in the Big Book. Have children repeat your words as they point to the words in their own books. Pause after each caption or speech bubble to have children point to and then circle the word *can*.

#### Repeat the Story

Read one sentence aloud and then have the entire class echo or repeat. They should use the same intonation pattern or the same amount of expression for each word as you do. Once children can do it as a class, have children line up. You say one sentence and the first child in line echoes what you have said. Continue with the next child in line.

#### Big Book: Read the Story

Read the story with the class again as you point to the words. Then invite volunteers to put on the Teacher Hat and point to the words as the class "reads" them.

### 2 29 Song: I Can Fix the Car

Play the CD and have kids follow along in their books. Then encourage children to sing along.

Chorus:

*I can fix the car.*

*I can make it go,*

*Very, very far.*

*I can **fix the engine.***

*I can **fix,***

*I can **fix the engine.***

Chorus

Verse 2: **add new doors**

Verse 3: **paint the car**

### 2 28 Act Out the Story

Divide the class into three groups. Assign one of the following actions to each group: *fix the engine, add new doors, paint the car.* Have the class listen to the CD and mime their action as they hear it in the story.

**Activity Book, p. 75:** Connect the dots to complete the picture. Draw the wheels.

## Explore Some More

#### Develop Social Skills: "I Can ..." Display

Look at the Unit 8 "I Can ..." Assessment in the Photocopiable Pack. Take photos of children demonstrating competencies such as writing their names, identifying different vehicles, or using a magnet. With the children, write captions for each photo, for example: *I can write my name, I can use a magnet.* Invite children to talk about the different things that they can do.

#### Develop Art Skills: Make Cars

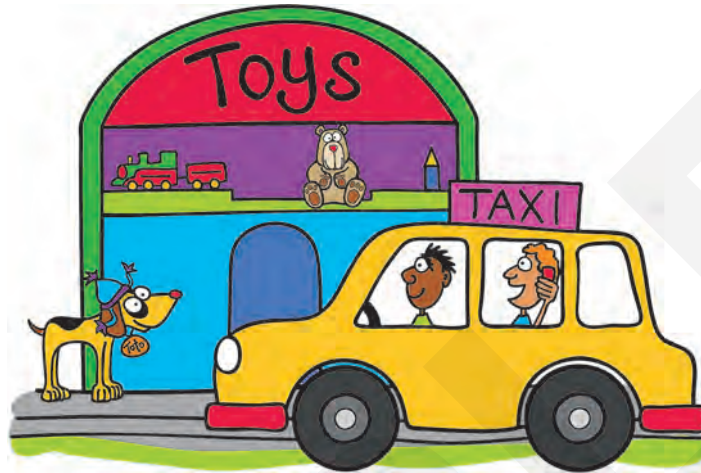
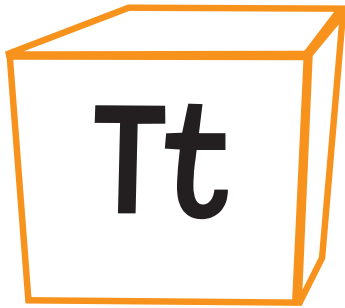
Hand out the shoe boxes. Have children paint the shoe boxes or cover them with torn paper to create cars. Provide paper or cardboard circles for children to attach as wheels.



**Early Numbers, p. 46:** Color some cars green, some blue, and some red. Then complete the sentences with the correct number and color.



# Toto Takes a Taxi



Toto



telephone



taxi



toys



T

T

T

t

t

t

# Unit 8 Lesson 6

**Key Language:** *(Toto) takes a (taxi) to the (toy store). toys, train*

**Review:** *What's the first letter in (teacher)? table, taxi, teacher, telephone, toe, toy store, drive, park, stop, big, little, name*

**Materials:** letter *Tt* card; Photo Cards: *table, taxi, teacher, telephone, train*, BLMs 3 and 10: *Toto*, stand-up vehicle (*taxi*); Alphabet Concept Mat; name strips; Street Map Concept Mat; large *T* and small *t* cut from stiff paper; old magazines/newspapers

## Circle Time

### 2 Warm Up Song: Drive, Drive

Encourage children to do the actions as they sing the song.

#### Introduce Key Language

Emphasize the beginning sound (/t/) as you hold up the *teacher, table, taxi* and *train* Photo Cards and say the words. Have children repeat.

Introduce *Toto*, the Hat People's dog, with the BLM. Say: *This is Toto. Hi, Toto!* Have children wave and say: *Hi, Toto.*

#### Build Phonemic Awareness: /t/ Sound

Hold up the letter *Tt* card and say the /t/ sound. If children have trouble with this sound, show them how to place their tongue above and behind their teeth.

Emphasize the beginning /t/ sound as you hold up the *taxi, teacher*, and *telephone* Photo Cards. Say the words and ask: *What's the first sound in taxi, toy, telephone, and Toto?* Write the words on the board. Say: *Taxi, telephone, toys, and Toto all have the same first letter: the letter Tt. The letter Tt makes the sound /t/.*

### 1 Alphabet Concept Mat: Identify the Letter Tt

Attach the Alphabet Concept Mat to the wall. Say: *Look and listen for the letter Tt. When you hear the letter Tt, touch your toes.* (Demonstrate touching your toes.) Point to the letters on the Alphabet Concept Mat as you slowly and clearly sing *The ABC Song*. Stop on the letter *Tt*. Say: *Yes, this is the letter Tt. This is big T and this is little t.*

Hand out the name strips. Hold up the *Toto* BLM and write *Toto* on the board. Say: *The name Toto has a big T in the beginning and a little t in the middle. Who has the letter Tt in their name?*

Have children check their name strip. Those with *Tt* in their name can show the class.

## With the Book

### Explore the Page

Have children find *Toto*. Point out the sign on the toy store: *Toys*. Have children guess what the sign says.

Have children find and name the objects in the picture that start with the /t/ sound (*Toto, taxi, telephone, toys, train*).

### 2 Phonemic Awareness Chant: Toto Takes a Taxi

Play the chant. Have children look at the picture and point to the objects as they are named. Practice the chant, sentence by sentence. Play the CD again so children can chant along.

*Toto, Toto, Toto,  
Toto takes a taxi.*

*Toto takes a taxi to the toy store! (repeat all)*

### Develop Early Literacy Skills: Read and Write Tt

Point to the words *Toto, telephone, taxi, toys*. Have children read each word with you, emphasizing the beginning /t/ sound. Ask: *What's the first letter in (taxi)?*

Show children how to make the letter *T* with their hands and the letter *t* with two fingers. Then practice "writing" the letters *T* and *t* in the air. Have children use pencils to write the letters in their Student Book. Encourage children to say /t/ every time they print the letter *T* or *t*.

**Activity Book, p. 76:** Write the letters *T* and *t*. Color the toys orange. Color the turtles green. Color the taxis your favorite color.

## Explore Some More

### Street Map Concept Mat: Follow Directions

Draw a small picture of *Toto* on the taxi BLM, folded and taped to make a stand-up vehicle. Give directions to various places on the Street Map Concept Mat. Let children drive the taxi to that place, e.g.: *Toto takes a taxi to the supermarket.*

### Develop Art Skills: Make a Letter Poster

Cut large letters *T* and *t* from stiff paper. Have children look through magazines or newspapers and cut out *Ts* and *ts*. Have them paste the letters on the poster.

### Early Literacy Center: Reading and Writing Tt;

### Early Literacy Center: Letters and Sounds

Demonstrate how to use the Learning Center materials (p. T159).

**Early Letters, p. 45:** Put a check on the pictures that begin the /t/ sound. Write the letters *T* and *t*.

# Unit 8 Lesson 7

**Key Language:** Unit review  
**Materials:** Photo Cards: *bus, house, library, school, supermarket, taxi, toy store, train*; Print and Play Pictures: *bear, bus, car, doctor, firefighter, librarian, pilot, taxi, teacher, train*; bookmark for each child (optional); all Cut-Outs/Puppets; Unit 8 Vocabulary Stickers, Teacher Hat; picture graph with 4 rows (each row headed with a Print and Play Picture: *foot, car, bus, train*) and 8 columns

## Circle Time

### 2 24 Warm Up Song: Please Come Along

Have volunteers hold up the appropriate Photo Card (*library, school, supermarket, toy store, house*) as the class sings the song.

### Review Unit Songs and Chants

Review language through favorite Unit 8 songs and chants.

### Develop Test-Taking Skills

Tape *taxi, train, and bus* Photo Cards on the board at child height. Point to each vehicle and ask: *What's this?* Hand a volunteer a marker. Make the motion of circling as you say: *I see a (bus).* When the child draws a circle around the correct picture, say: *Very nice!*

## With the Book

### Explore the Page

Ask: *What do you see?* Encourage children to name and describe the pictures on the page. You may want to point and ask: *Who is this? What's this?*

### 2 31 Assessment: Listen and Circle

Have children place a bookmark under row 1. Read the script below or play the CD one or two times. Have children circle the correct item. Have children move their bookmark under rows 2 and 3 and repeat the steps.

1. *I'm going to the library.*
2. *This is my dad. He's a firefighter.*
3. *Toto takes a taxi to the supermarket.*

### 2 32 Chant: Five in the Taxi

In this counting rhyme, children count backwards from five to one. You may want to practice by counting fingers together, forward then backwards:  
*1, 2, 3, 4, 5. 5, 4, 3, 2, 1.*

Point to the Hat People picture at the bottom of the page. Ask: *Who do you see? How many people are there? Let's count.*

Draw a large outline of a taxi on a piece of paper. Place the five Hat People Cut-Outs/Puppets inside the taxi. Play the CD and move one Cut-Out/Puppet out of the taxi in each verse.

*There are five in the taxi.*

*I hear a little shout.*

*There are five in the taxi*

*Then one steps out.*

Verse 2: **are four** Verse 3: **are three**

Verse 4: **are two** Verse 5: **is one**

*No one is in the taxi! Goodbye taxi!*

**Activity Book, pp. 77-78:** Play the Memory Game with the class (see below). Then have children take this copy of the game home to play with their families.

## Explore Some More

### Teacher Hat and Vocabulary Stickers

Use the Unit 8 Vocabulary Stickers. Have children choose a sticker, say the word, and place it on the Teacher Hat.

### Play a Memory Game

Use pairs of identical Print and Play Pictures. Place the cards face down in two rows. Have players from two teams take turns turning over two cards to find a matching picture pair. When a player finds a pair, that team keeps the cards.

### Create a Transportation Graph

Make a picture graph form of the different ways that children travel to school (see Materials). Have each child write his or her name in the appropriate row on the graph.

### "I Can ..." Assessment

Observe and assess each child. When the child successfully completes a task, place a star by that item. Send the sheet home when all the competencies have been met.

**Early Numbers, pp. 47-50:** Cut out and make a take-home book.



# Unit Review

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3

