Date:

Class:

Teacher:

**MINI MAKERS**

**Unit 1: Making Friends**

**Lesson 1, Page 4**

**LANGUAGE AND LESSON OBJECTIVES**

*friends, Hi;* sign for *Hi*

Learn to greet friends in English, sign language, and gestures

**MATERIALS**

Routine Song Audio: *Hello Song,* *Storytime Song*, and *Goodbye Song*

Story Audio: Track 1.01

**BEFORE PAGE 4**

**Hello!**

* Greet students with *Hi* in sign language, a high five, a hug, or a dance.
* Play the *Hello Song* and allow students to sing, dance, or act out the song if they’d like.

**Observe and Tell**

* Follow the routine on page 13 of the Teacher’s Book.

**1 Sing *The Storytime Song.***

* Play the song to transition to Story Time.

**USING PAGE 4**

**2 What do you see? Look and share.**

* Allow students to explore the page and share what they see by pointing or speaking in their first language as needed. Echo what they see in English.

**3 Enjoy the Story.**

* Play the audio or read the script aloud, pointing along to the pictures and pausing to allow students to answer questions or share, to show key elements, and to demonstrate the sign.

**4 Practice signing *Hi***.

* Show students how to say *Hi* in sign language by raising one hand, palms facing outwards, and waving. Demonstrate slowly and encourage students to imitate the action with the spoken word. Repeat together several times until students are comfortable with it.
* Practice signing *Hi* as a class and in small groups or pairs.
* Allow students to move around the room, greeting their friends in different ways through language, signing, and gestures.

**AFTER PAGE 4**

**Cooldown**

* Say, while demonstrating for students to follow the actions, *I can do many things with my hands! I can (wave / sign* Hi */ shake hands / wiggle my fingers / give myself a big hug / stretch up / stretch down / clap). Hooray!*
* Play Follow the Leader, naming and doing the different actions for students to follow.

**Goodbye!**

* Play the *Goodbye Song* and allow students to sing, dance, or act out the song if they’d like.

**AUDIO** **SCRIPT**

**Story** (Track 1.01)

*Look! These are new friends at school. 1, 2, 3, 4, 5 friends. Wow! Lots of*

*new friends.*

*There are many ways to greet new friends. Luna says* Hi *with a sign. Hi,*

*Luna! Luna is happy! Let’s sign* Hi*.*

*Look! These friends shake hands to say* Hi*. They like to shake hands.*

*They’re happy. Want to try?*

*Look! These friends hug to say* Hi*. They’re happy, too! Who do you like*

*to hug?*

*These are all good friends. They sign, they shake hands, and they hug to*

*say* Hi*. How do you greet your friends?*

**TIPS**

Asking students what they believe it means to be kind is a good start. Inspire children to talk about their thoughts and provide examples of acts of kindness they have seen or experienced in the world.

When students talk about what they see in the picture, inquire as to what they notice, for example, *What actions are being taken by each character? What are some of the things you think this unit will be about? Is it kind to ask a friend to play with you and to share what you have with others? Which do you look forward to the most?*

Date:

Class:

Teacher:

**MINI MAKERS**

**Unit 1: Making Friends**

**Lesson 2, Page 5**

**LANGUAGE AND LESSON OBJECTIVES**

*hands,* colors

Recognize different actions we can do with our hands; Develop vocabulary related to colors; Sensory exploration through painting

**MATERIALS**

Routine Song Audio: *Hello Song,* *The Color Song, Paint on Fingers, Wash Our Hands*, and *Goodbye Song*

Non-toxic finger paint, mixing trays or plates, wipes for cleanup, children’s smocks or aprons

Optional: Large white paper or poster board, color flashcards

**BEFORE PAGE 5**

**Hello!**

* Greet students with *Hi* in sign language, a high five, a hug, or a dance.
* Play the *Hello Song* and allow students to sing, dance, or act out the song if they’d like.

**Observe and Tell**

* Follow the routine on page 13 of the Teacher’s Book.

**Warmup**

* Replay the Follow the Leader game from the Cooldown in Lesson 1. Allow students to take turns being the leader using different actions with their hands.

**USING PAGE 5**

**1 What can you do with your hands? Think and share.**

* Allow students to say or show the actions they can do with their hands. Ask them to show some friendly greetings with their hands, such as waving or signing *Hi*.

**2 Sing *The Color Song*.**

* Point along with the song to items around the room or color flashcards.

**3 Use your hands to paint with different colors.**

* Allow students to explore the texture of the paint using their fingers. Introduce one color at a time and demonstrate how to touch and paint the paper while saying *Touch the color (red)*.
* Have students fingerpaint on separate sheets of paper, allowing them to mix the colors and offering guidance and support as needed.
* Play the *Paint on Fingers* song in the background for students to enjoy while they work.

**4 Share your work.**

* Allow students to share their paintings and name or point out the different colors.
* Consider creating a collaborative paint poster with the word COLORS as the title to display in class.

**AFTER PAGE 5**

**Cleanup Time**

* Tell students it’s time to clean up. You can also use signs for *clean*, *wash hands*, and *thank you*.
* Play the *Wash Our Hands* song as students get cleaned up.

**Reflection**

* Ask *How was your experience today? What was your favorite part? What did you discover?*

**Goodbye!**

* Play the *Goodbye Song* and allow students to sing, dance, or act out the song if they’d like.

**TIPS**

Encourage students to experiment with mixing different colors and observing the changes. You can say *Wow, is that a new color? It looks different. Does it look like this?* (point to something with a similar color).

We will not go into detail about the color mixtures just yet, but for acknowledgment: green (blue+yellow), purple (red+blue), orange (red+yellow), brown (yellow+blue+red).

If possible, you can create a sign language poster to teach and help remember the signs for each color.

Date:

Class:

Teacher:

**MINI MAKERS**

**Unit 1: Making Friends**

**Lesson 3, Page 6**

**LANGUAGE AND LESSON OBJECTIVES**

*play, ball, water, choose;* signs for *ball* and *water*

Apply and enhance communication skills and develop decision-making abilities

**MATERIALS**

Routine Song Audio: *Hello Song, Storytime Song*, and *Goodbye Song*

Story Audio: Track 1.02, Song Audio: Track 1.03, Song Video: *We Can Play, Play, Play!*

**BEFORE PAGE 6**

**Hello!**

* Greet students with *Hi* in sign language, a high five, a hug, or a dance.
* Play the *Hello Song* and allow students to sing, dance, or act out the song if they’d like.

**Observe and Tell**

* Follow the routine on page 13 of the Teacher’s Book.

**1 Sing *The Storytime Song.***

* Play the song to transition to Story Time.

**USING PAGE 6**

**2 What do you see? Look and share.**

* Allow students to explore the page and share what they see by pointing or speaking in their first language as needed. Echo what they see in English.

**3 Enjoy the Story.**

* Play the audio or read the script aloud, pointing along to the pictures and pausing to allow students to answer questions or share, to show key elements, and to demonstrate the signs.

**4 Practice signing *ball* and *water*.**

* Show and practice the signs for *ball* (holding an invisible ball) and water (three fingers up like a “W” touching your chin). Demonstrate slowly and encourage students to imitate the action with the spoken word. Repeat together several times until students are comfortable with it.
* Say *ball* or *water* aloud and elicit the correct sign. They may also repeat the word after you or point to the picture in their books.
* Ask *What does* (*Leo*/*Luna) choose?* while pointing to the child in the book. Elicit answers verbally or through signs or pointing.

**5 Sing *We Can Play, Play, Play!***

* Play the song audio or video for students to enjoy and encourage them to sing and/or sign along.

**AFTER PAGE 6**

**Cooldown**

* Play Freeze Dance with the song *We Can Play, Play, Play!* Play the audio and allow students to dance and move around the room. When you pause the song, everyone must freeze in place until the music starts again.
* When it’s time to settle down again, ask students one by one to choose *ball* or *water* by speaking, signing, or pointing to a picture before sitting back down or lining up.

**Goodbye!**

* Play the *Goodbye Song* and allow students to sing, dance, or act out the song if they’d like.

**AUDIO SCRIPTS**

**Story** (Track 1.02)

*Look! It’s playtime! Yay! Do you like to play? I like to play! Look at this.*

*It’s a ball. How fun! A ball! Let’s sign* ball*. Look! This is Leo. How does Leo*

*want to play? With a ball! Leo signs* ball*.*

*Oh, look at this. It’s water. Water is fun to play with, too. Let’s sign* water*.*

*Here is Luna. How does Luna want to play? With water! Luna signs* water*.*

*Hmm. Leo wants to play with a ball. Luna wants to play with water. They*

*are different. It’s OK! Leo and Luna can choose to play differently. Leo*

*chooses to play with a ball. Luna chooses to play with water. They are*

*good friends. They’re happy!*

*You can choose how you want to play, too! What would you choose? A ball*

*or water? How do you want to play?*

**Song** (Track 1.03)

***We Can Play, Play, Play!***

*We can play, play, play. We can choose how to play. We can play, play, play. How do you want to play?*

*A ball! A ball! A ball is fun for me! Bounce, bounce, bounce! A ball is fun for me!*

*We can play, play, play. We can choose how to play. We can play, play, play. How do you want to play?*

*Water! Water! Water is fun for me! Splash, splash, splash! Water is fun for me!*

**TIPS**

Offering choices to our students is an opportunity for them to develop a sense of identity, and it helps us understand their preferences better. By encouraging them to express their preferences and acknowledging their ability to make choices, you are fostering their sense of autonomy and self-awareness. After asking the questions in the story, you can explain to the students that sometimes it can be challenging to choose what they want to play with. Emphasize that it’s OK to choose differently from their friends and that it’s also OK to change their minds.

Date:

Class:

Teacher:

**MINI MAKERS**

**Unit 1: Making Friends**

**Lesson 4, Page 7**

**LANGUAGE AND LESSON OBJECTIVES**

*ball, water, choose*

Apply and enhance communication skills and develop decision-making abilities

**MATERIALS**

Routine Song Audio: *Hello Song,* *Clean Up*, and *Goodbye Song*

Song Audio: Track 1.03, Song Video: *We Can Play, Play, Play!*

Large basin or tub, water (enough to fill the basin), assorted smaller containers and water toys (e.g., cups, bowls, funnels, sponges, plastic toys), various types and sizes of balls, targets, goals, or baskets

**BEFORE PAGE 7**

**Hello!**

* Greet students with *Hi* in sign language, a high five, a hug, or a dance.
* Play the *Hello Song* and allow students to sing, dance, or act out the song if they’d like.

**Observe and Tell**

* Follow the routine on page 13 of the Teacher’s Book.

**Warmup**

* Play a variation of Charades with sound effects. Act out bouncing a ball and say *Bounce, bounce, bounce!* and act out splashing water and say *Splash, splash, splash!* for students to guess the words.
* Allow students to take turns acting out, as well.

**USING PAGE 7**

**1 What do you see? Look and share.**

* Allow students to explore the page and share what they see by pointing or speaking in their first language as needed. Echo what they see in English.

**2 Sing *We Can Play, Play, Play!***

* Replay the song audio or video for students to enjoy and encourage them to sing or sign along.

**3 How do you want to play? Think, choose, and share.**

* Point out Leo at the top of the page. Say, while pointing or signing, *Leo is trying to choose to play with a ball or water. How do you want to play?* Have students circle or mark their choice in their books; then allow them to answer verbally or by signing or pointing.
* Set up a water station (large basin of water with smaller containers and toys) and a ball station (various types and sizes of balls with targets and goals or baskets).
* Allow students to again choose and share how they want to play. Have students at the water station explore and experiment by transferring water using the different materials and have students at the ball station try hitting targets with different balls.

**AFTER PAGE 7**

**Cleanup Time**

* Tell students it’s time to clean up. You can also use signs for *clean* and *thank you*.
* Play the *Clean Up* song as students help put the activity materials away.

**Reflection**

* Ask *How was your experience today? What was your favorite part? What did you discover?*

**Goodbye!**

* Play the *Goodbye Song* and allow students to sing, dance, or act out the song if they’d like.

**AUDIO SCRIPTS**

**Song** (Track 1.03)

***We Can Play, Play, Play!***

*We can play, play, play. We can choose how to play. We can play, play, play. How do you want to play?*

*A ball! A ball! A ball is fun for me! Bounce, bounce, bounce! A ball is fun for me!*

*We can play, play, play. We can choose how to play. We can play, play, play. How do you want to play?*

*Water! Water! Water is fun for me! Splash, splash, splash! Water is fun for me!*

**TIPS**

The water and ball stations are best played outdoors, if possible. Many students often prefer the water station. You might want to divide students into small groups and provide each group a basin of water with containers and toys to avoid too many students at one station.

When seeing the real water station and ball station activities, students might make a different choice from the one they made in their books, based on which now looks more fun or which they see their friends choosing. Remind students that it’s OK to choose differently from their friends and that it’s also OK to change their minds.

Date:

Class:

Teacher:

**MINI MAKERS**

**Unit 1: Making Friends**

**Lesson 5, Page 8**

**LANGUAGE AND LESSON OBJECTIVES**

*boat, share;* sign for *share*

Demonstrate understanding of the concept of sharing

**MATERIALS**

Routine Song Audio: *Hello Song, Storytime Song*, and *Goodbye Song*

Story Audio: Track 1.04, Song Audio: Track 1.05, Song Video: *A Little for You and a Little for Me*

A toy boat, flashcards, or pictures of different types of boats, soft modeling clay

**BEFORE PAGE 8**

**Hello!**

* Greet students with *Hi* in sign language, a high five, a hug, or a dance.
* Play the *Hello Song* and allow students to sing, dance, or act out the song if they’d like.

**Observe and Tell**

* Follow the routine on page 13 of the Teacher’s Book.

**Vocabulary**

* Pre-teach the word *boat* by passing around a toy boat or by showing flashcards or pictures of different real boats.

**1 Sing *The Storytime Song.***

* Play the song to transition to Story Time.

**USING PAGE 8**

**2 What do you see? Look and share.**

* Allow students to explore the page and share what they see by pointing or speaking in their first language as needed. Echo what they see in English.

**3 Enjoy the Story.**

* Play the audio or read the script aloud, pointing along to the pictures and pausing to allow students to answer questions or share, to show key elements, and to demonstrate the sign.

**4 Practice signing *share*.**

* Show and practice the sign for *share* (as if you are dividing something up into portions). Demonstrate slowly and encourage students to imitate the action with the spoken word. Repeat together several times until students are comfortable with it.
* Say *I can share my crayons*. Ask each student to make the sign for sharing and give them one crayon. Once every student has a crayon, show them how to say *thank you* in sign language.

**5 Sing *A Little for You and a Little for Me*.**

* Play the song audio or video for students to enjoy and encourage them to sing and/or sign along.

**AFTER PAGE 8**

**Cooldown**

* Group students in pairs and give each pair a lump of modelling clay. Have them take turns pulling it apart to take a piece for themselves and give a piece to their partner. They can also make clay snacks, like fruit, pizza, or a sandwich, and then cut or split them to share.

**Bye Bye!**

* Play the *Goodbye Song* and allow students to sing, dance, or act out the song if they’d like.

**AUDIO SCRIPTS**

**Story** (Track 1.04)

*It’s playtime again! Here is Luna, and here is Mia.*

*Uh-oh. Look! Are they happy? No! They look angry. Why are they angry? Luna and Mia want the same toy.*

*Luna wants to play with the boat, and Mia wants to play with the boat, too.*

*How can we solve this problem? Share! A little for you, and a little for me. Let’s sign* share*.*

*Look! Mia plays with the boat. She’s happy. Look! Now, Luna plays with the boat. She’s happy. Luna and Mia share the boat. Great!*

*Why do we share? What can you share?*

**Song** (Track 1.05)

***A Little for You and a Little for Me***

*Oh, a little for you, and a little for me. Let’s be the best friends we can be!*

*I have a toy to share with you. You take a turn, and I do, too!*

*Oh, a little for you, and a little for me. Let’s be the best friends we can be!*

*I have a snack to share with you. There’s just one, but I'll break it in two!*

*Oh, a little for you, and a little for me. Let’s be the best friends we can be!*

**TIPS**

Engage students by asking questions to elicit their prior knowledge about sharing. For example, *What does it mean to share something? Can you think of examples of things that can be shared? Why is sharing important?*

Date:

Class:

Teacher:

**MINI MAKERS**

**Unit 1: Making Friends**

**Lesson 6, Page 9**

**LANGUAGE AND LESSON OBJECTIVES**

*toy, share*

Demonstrate understanding of the concept of sharing

**MATERIALS**

Routine Song Audio: *Hello Song,* *Clean Up*, and *Goodbye Song*

Song Audio: Track 1.05

soft ball or plush toy

**BEFORE PAGE 9**

**Hello!**

* Greet students with *Hi* in sign language, a high five, a hug, or a dance.
* Play the *Hello Song* and allow students to sing, dance, or act out the song if they’d like.

**Observe and Tell**

* Follow the routine on page 13 of the Teacher’s Book.

**Warmup**

* Ask students what different toys they like to play with. When a student suggests something, ask the class, *Who else likes (cars)?* And elicit responses. Then ask *What can we do when we like the same toys?* and guide them to the conclusion that we can share them.

**USING PAGE 9**

**1 What do you see? Look and share.**

* Allow students to explore the page and share what they see by pointing or speaking in their first language as needed. Echo what they see in English.

**2 Sing *A Little for You and a Little for Me.***

* Replay the song audio or video for students to enjoy and encourage them to sing or sign along.

**3 Find the friends who share.**

* Point out Mia and Luna at the top of the page. Say, while pointing or signing, *Mia wants to play with the toy. Luna will share with her!* Have students look at the two pictures to find the friends who share and circle or mark the answer in their books. Ask students how the sharing friends feel and how the non-sharing friends feel.

**AFTER PAGE 9**

**Cleanup Time**

* Tell students it’s time to clean up. You can also use signs for *clean* and *thank you*.
* Play the *Clean Up* song as students help put the activity materials away.

**Reflection**

* Ask *How was your experience today? What was your favorite part? What did you discover?*

**Goodbye!**

* Play the *Goodbye Song* and allow students to sing, dance, or act out the song if they’d like.

**AUDIO SCRIPTS**

**Song** (Track 1.05)

***A Little for You and a Little for Me***

*Oh, a little for you, and a little for me. Let’s be the best friends we can be!*

*I have a toy to share with you. You take a turn, and I do, too!*

*Oh, a little for you, and a little for me. Let’s be the best friends we can be!*

*I have a snack to share with you. There’s just one, but I'll break it in two!*

*Oh, a little for you, and a little for me. Let’s be the best friends we can be!*

**TIPS**

Sharing is a social-emotional skill that this age group is only barely starting to develop, and it’s a very difficult skill to build. The ideal way children learn to share is by experiencing positive moments while sharing. This is often not the case in a preschool classroom because sharing easily becomes a time when children hit, push, bite, or scream. They may hold on tightly to a toy and an adult may take it away, leading to an even bigger reaction from the child.

To help your students learn to share, try taking the toy from them and quickly offering each of them a turn. Remember to quickly give them turns. They will likely still cry, but if you consistently and quickly assist them in taking turns, they will learn how to share.

You can also have the child who is having a hard time sharing one toy offer a different toy to the other child. If the other child does not want the different toy, you can revert to the taking turns strategy.

Date:

Class:

Teacher:

**MINI MAKERS**

**Unit 1: Making Friends**

**Lesson 7, Page 10**

**LANGUAGE AND LESSON OBJECTIVES**

*puzzle, gift*

Learn about the concept of gift giving and recognizing what other people like

**MATERIALS**

Routine Song Audio: *Hello Song, The Color Song, Storytime Song*, and *Goodbye Song*

Story Audio: Track 1.06

Toy boat, balls, puzzle, and other toys, ideally in a variety of colors

**BEFORE PAGE 10**

**Hello!**

* Greet students with *Hi* in sign language, a high five, a hug, or a dance.
* Play the *Hello Song* and allow students to sing, dance, or act out the song if they’d like.

**Observe and Tell**

* Follow the routine on page 13 of the Teacher’s Book.

**Vocabulary**

* Show students different toys and elicit and echo in English what they are. Pre-teach the word *puzzle* by showing and passing one around.
* Play *The Color Song* and encourage students to sing and point to the different color toys.

**1 Sing *The Storytime Song.***

* Play the song to transition to Story Time.

**USING PAGE 10**

**2 What do you see? Look and share.**

* Allow students to explore the page and share what they see by pointing or speaking in their first language as needed. Echo what they see in English.

**3 Enjoy the Story.**

* Play the audio or read the script aloud, pointing along to the pictures and pausing to allow students to answer questions or share and to show key elements.

**AFTER PAGE 10**

**Cleanup Time**

* Arrange the different toys from the role-play activity so students can see them all. Say *It’s time to clean up. You can choose how to clean up!* Ask students individually to choose a toy to put away. Say and/or sign *thank you*.

**Goodbye!**

* Play the *Goodbye Song* and allow students to sing, dance, or act out the song if they’d like.

**AUDIO SCRIPTS**

**Story** (Track 1.06)

*Look! Here is Mia, and here is Luna. Are they happy? Yes! Can they share? Yes!*

*Look over here. This is Luna’s color puzzle. It’s green, blue, yellow, and red. Luna really likes puzzles. Do you like puzzles?*

*Mia sees that Luna likes puzzles. Look at this! Mia made a puzzle for Luna! It is a gift for Luna. What a nice gift! Mia is a very kind friend.*

*What kind of gift would you like to give someone? How do you know what they like?*

*What gift would you like to receive? How do you show what you like?*

**TIPS**

The skill of gift-giving takes time to develop. Very young children have trouble separating their own desires from what another person might want. Opportunities for students to share about the things they like help to develop a sense of identity, they help you understand their preferences better, and they help them begin to recognize that different people like different things. Remind them that it’s OK to like different things.

By acting out the positive experience of giving and receiving gifts, students begin to recognize that this is a way we can show we care and treat others with kindness. It also reinforces using polite manners.

Date:

Class:

Teacher:

**MINI MAKERS**

**Unit 1: Making Friends**

**Lesson 8, Page 11**

**LANGUAGE AND LESSON OBJECTIVES**

*toy, share*

Practice sharing resources in a group activity; Create collages using torn paper and glue

**MATERIALS**

Routine Song Audio: *Hello Song,* *The Color Song, Wash Our Hands*, and *Goodbye Song*

Magazines that can be torn apart, glue sticks, or white glue

Optional: puzzle, large white paper or poster board, color flashcards

**BEFORE PAGE 11**

**Hello!**

* Greet students with *Hi* in sign language, a high five, a hug, or a dance.
* Play the *Hello Song* and allow students to sing, dance, or act out the song if they’d like.

**Observe and Tell**

* Follow the routine on page 13 of the Teacher’s Book.

**Warmup**

* Remind students of the different things we can do with our hands (e.g., wave, sign, paint, clap) and demonstrate an action for *rip/tear paper*. Replay the Follow the Leader game from the Cooldown in Lesson 1. Allow students to take turns being the leader, doing different actions with their hands.

**USING PAGE 11**

**1 Do you like puzzles? Think and share.**

* Remind students what a puzzle is by showing them a real one or by going back to Luna’s puzzle on page 11. Allow students to share their thoughts.

**2 Make your own puzzle. Rip a picture and glue it back together.**

* Give a magazine for students to choose a page to tear and make a puzzle collage. Encourage students to say *Share, please!* verbally or in sign language if they want another magazine page or glue.
* Have students rip their magazine pages up into smaller pieces and glue them onto their book page or a separate sheet of paper. Encourage them to use different shapes and colors of paper and to place them in whatever arrangement they choose.
* Play *The Color Song* and/or *A Little for You and a Little for Me* in the background while the students work on their puzzle collages. As they finish, they can point to different colors around the room or sing along as they play with toys until the other students have finished, as well.

**3 Share your work.**

* Allow students to share their puzzle collages individually and encourage the others to clap for their friends as they do.

**AFTER PAGE 11**

**Cleanup Time**

* Tell students it’s time to clean up. You can also use signs for *clean*, *wash hands*, and *thank you*.
* Play the *Wash Our Hands* song as students get cleaned up.

**Reflection**

* Ask *How was your experience today? What was your favorite part? What did you discover?*

**Goodbye!**

* Play the *Goodbye Song* and allow students to sing, dance, or act out the song if they’d like.

**TIPS**

Tearing paper is a great way for very young children to build up their hand muscles. The tearing and gluing activity helps them develop their fine motor skills, hand-eye coordination, and grip strength.

Children this age are new to using glue and need guidance and supervision. They often want to use as much glue as possible, without realizing that it can soak or ruin their paper. Demonstrate and help them use restraint. It can help to consistently use the same phrase, such as *Just a little bit!* every time you use the glue. Have some extra paper on hand in case a student accidentally uses too much.