



## Playing Time

Show the Action Card.

**T:** *Let's play the Buddy Pairs Game.*

Demonstrate how to play the **Buddy Pairs Game** with a child.

You and the child put your cut-outs face down on the table.

Take turns turning over one of your own cut-outs and one of your partner's. You go first. If they match, say: *It's a (bee). It's a pair. It's for me.* If they don't match, say: *It's a (butterfly). It's not a pair. Turn them over. Your turn.*

Play until all pairs are identified.

Use Buddy to put the children in pairs to play. Repeat the game several times.

4 Sing the **Sit Down Jingle** (p. 21).



## Reflecting Time

Show the Action Card.

**T:** *Let's think!*

Reflecting Time Routine (see p. 21).

Prompts: Singing Action Card, Story Card, Playing Action Card; Buddy Bear Emotion Cards.

## Goodbye Time

3 Goodbye Routine: Sing the **Goodbye Jingle** (p. 19).

## Enrichment Activity

To develop creative artistic expression

### Papier Mâché Bugs

This project will take several days to complete.

#### Material

- small balloons
- strips of newspaper
- paste (a mixture of white flour and water, laundry starch, or watered-down white glue all work fine)
- scraps of paper, cloth, and other odds and ends for decoration
- pipe cleaners or toothpicks for antennae
- tempera paints

#### Procedure

Blow up the balloons. The children paste strips of newspaper all over the balloons, completely covering them. Ideally they should do more than one layer.

Let the balloons dry completely – turn them over several times when they are drying.

When the balloons are dry, cut them in half lengthways, to give two parts to work with. Some children will only need one half but others might want three parts to make their bug.

Children paint the balloon halves and let them dry. They then use the scraps and other items to decorate their bugs.

**Safety tip:** Talk to the children about NEVER sucking on balloon pieces. Tell them how dangerous this is.

Unit 6  
Lesson 5**Objective:**

- To practice identifying items from a detail

**Developmental Areas:**

**Language & communication:** oral language – dialog

**Mathematical thinking:** counting

**Discovery & knowledge of the world:** identifying bugs and spiders

**Creative artistic expression:** making fingerprint bugs and spiders (EA)

**Review:**

bugs (*ladybug, butterfly, bee, ant, caterpillar*), spider, legs, colors (*black, yellow, red, blue, brown*), numbers 1–8; *It has (six) legs.*

**Materials:**

Buddy, Action Cards, CD, Student's Book p. 37, Buddy Book p. 37, PPPs (*ladybug, butterfly, spider, bee, ant, caterpillar*), Story Cards 6A–6D, Story Mini-Book 6, pencils, crayons

**Before the Lesson:**

Prepare Story 6 Mini-Book for each child.

**Hello Time**

② Attendance Routine and **Buddy Bear Jingle** (p. 18).

**Engage****Remembering Time**

T: *Let's remember!*

③③ Sing the **Bug Song** (p. 96). Encourage children to do the actions and sing along.

- Play the **STOP! Game** (pp. 33–4) with bugs.

**Book Time**

Use Buddy to show the bug PPPs. Choose one (e.g. a ladybug or an ant) and ask the children what it is. Count its legs with the children: *One, two, three, four, five, six.*

T: *It has six legs. A ladybug has six legs, etc.*

Encourage the children to repeat.

Do the same with the others bugs (but not the spider).

Then show the spider PPP:

T: *What's this? ... Yes – a spider. How many legs does a spider have?*

Count with the children: *One, two, three, four, five, six ... seven, eight!*

T: *A spider has eight legs.*

Encourage the children to repeat.

Finding Page Routine (Student's Book p. 37).

T: *What is it? It is black and yellow. Is it a ladybug?*

Elicit *No! It's a bee!*

Do the same with the other pictures, getting the children to use the colors and other details to identify what it is each time.



Show the Action Card.  
T: Listen and point to the bugs.

35 Play the recording.

Ben: What is it?

Becky: It's black and yellow. It has six legs.  
It's a bee!

Ben: This bug is red and black. It has six legs, too. It's a ladybug!

Becky: Look! This bug is red, blue, and yellow. It has wings. What is it?

Ben: It's a butterfly! It has six legs.

Becky: What's this? It's brown. It has lots of legs. One, two, three, four, five, six, seven, eight!

Ben: It's a spider!

Repeat several times. You could pause the recording before the creature is identified each time and ask the children to give the word: *It's a ...*, etc.

Then ask the children how many legs each creature has. Encourage them to use *It has* in their answers.

## Thinking Time

Have Buddy hold the PPPs so that the children can't see them.

T: *It has six legs. It's red and black.*

Elicit the bug's name from a child, who then comes to the front of the class. Help him/her describe another bug.

C: *It has eight legs. It's brown.*

Support as necessary, prompting with the start of the sentences: *It has ...* etc.

## Exploit

### Working Time

Finding Page Routine (Buddy Book p. 37).

5 Sing the **Work Jingle** (p. 19).

T: Look! What is it?  
Elicit spider. Count the legs together.

T: Complete the spider.

Circulate, checking and providing feedback.

The children can then color the spider.

6 Sing the **Clean Up Jingle** (p. 19).

### Family Time

Use Buddy to hand out Story Mini-Book 6.

T: *It's Family Time!*

Have the children tell the story using the Story Cards and the Mini-Books. Encourage as much participation as possible.

The children put the Mini-Books and the Student's Take Home CDs away in their bags/home folders.

### Reflecting Time



Show the Action Card.

T: *Let's think!*

Reflecting Time Routine (see p. 21).

Prompts: Singing Action Card, Listening Action Card, Buddy Book; Buddy Bear Emotion Cards.

### Goodbye Time

3 Goodbye Routine: Sing the **Goodbye Jingle** (p. 19).



## Enrichment Activity

To develop creative artistic expression

### Making Fingerprint Bugs & Spiders

#### Materials

- ½ or ¼ letter-sized paper for each child
- ink pad (blue or black preferably)
- thin water-soluble markers

#### Procedure

Talk about bugs. Ask about colors and number of legs.

T: *What color is a ladybug?*

*A ladybug is ...*

C: *Red and black.*

T: *How many legs?*

C: *Six., etc.*

Make sure you cover spider, as a reminder that they have eight legs.

Children use the ink pad to make some fingerprints on their paper. They can use the markers or crayons to complete the bugs and finish the picture.

Unit 6  
Lesson 6**Objective:**

- To practice counting to eight

**Developmental Areas:**

**Language & communication:** oral language – chant

**Creative artistic expression:** actions to dialog, making ladybugs (EA)

**Mathematical thinking:** counting

**Extra Language:**

great

**Review:**

eight, spider, ant

**Materials:**

Buddy, Action Cards, CD, PPPs (numbers 1–8), Student's Book p. 38, Buddy Book p. 38, Family Time Activity Sheet 6 (Teacher's Edition p. 157), crayons

**Before the Lesson:**

Prepare Family Time Activity Sheet 6 for each child.

Bring sets of eight objects into the classroom, e.g. eight toy cars, eight blocks, eight books, eight apples, eight cookies.

**Hello Time**

- ② Attendance Routine and **Buddy Bear Jingle** (p. 18).

**Engage****Remembering Time**

T: *Let's remember!*

- ③③ Sing the **Bug Song** (p. 96). Encourage children to do the actions and sing along.

Children choose a bug to mime in front of the class. The other children guess which bug it is. Encourage them to say *It has (six) legs. It is (red and black). It can (fly).*, etc.

**Book Time**

Use Buddy to show the children the sets of eight objects and ask them to identify them.

T: *What are these? ... Yes, they're cars.*

*How many cars? Let's count. One, two, three, four, five, six, seven, eight.*

Repeat for the other items.

Bring eight children up to the front and count these children together. Give each one a number PPP to hold up as the class counts. Look around the classroom for sets of eight objects. Count these together.

- ④ Sing the **Sit Down Jingle** (p. 21).

**Exploit**

Finding Page Routine (Student's Book p. 38).

Ask the children to point to each character.

Point out the number 8 on the T-shirts. Have the children repeat *eight* and follow all the 8s with their finger.



Count Becky's fingers together, then the spider's legs and the ants.

Circling Buddy Routine.

Show the Action Card.

**T:** *Let's listen. Listen and point to Ben and Becky and the number eight.*

**36** Play the **I Like Eight! Chant**. Repeat twice. The children join in with the counting

**I Like Eight! Chant**

**I like eight!**

**Eight is great!**

**Let's all make a number eight.**

**One, two, three, four, five, six, seven, eight!**

**I like eight!**

**Eight is great!**

**Let's all make a number eight.**

**One, two, three, four, five, six, seven, eight!**

Coloring Blank Object Routine (spider – choose a color).

Show the Action Card.

**T:** *Let's pretend.*

Use Buddy to divide the children into Ben and Becky pairs.

*I like eight!* [hold your heart]

*Eight is great!* [thumb up]

*Let's all make a number eight.* [begin to draw the number eight in the air]

*One, two, ... eight.* [continue drawing the number 8 as you count]

Repeat at least once so that each child gets to be Ben and Becky.

**4** Sing the **Sit Down Jingle** (p. 21).

## Working Time

Finding Page Routine (Buddy Book p. 38).

**5** Sing the **Work Jingle** (p. 19).

**T:** *Look! It's the number seven!*

Look surprised when the children say *No!*  
Ask *What number is it?*

**C:** *Eight!*

Ask how many spiders and ants there are (eight).

**T:** *Let's complete the number eight!*

The children draw over the number eight with a crayon. They then circle the spiders in red and the ants in blue.

Circulate, checking and providing feedback.

**6** Sing the **Clean Up Jingle** (p. 19).

## Family Time

Hold up Family Time Activity Sheet 6. Tell the children to look for bugs and spiders at home and tally how many they see.

The children put the sheet and the Student's Take Home CD in their bags/home folders.

## Reflecting Time

Show the Action Card.

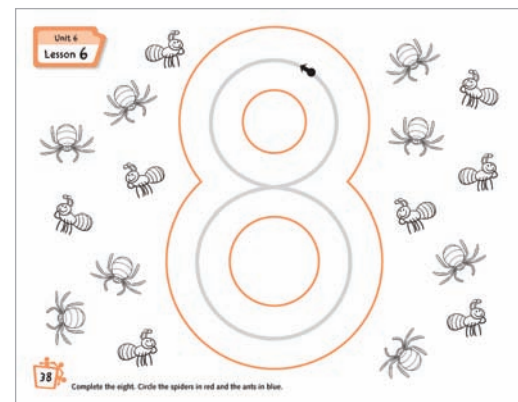
**T:** *Let's think!*

Reflecting Time Routine (see p. 21).

Prompts: Singing Action Card, Playing Action Card, Listening Action Card, Buddy Book; Buddy Bear Emotion Cards.

## Goodbye Time

**3** Goodbye Routine: Sing the **Goodbye Jingle** (p. 19).



## Enrichment Activity

To develop concepts of literacy; To develop creative artistic expression

### Ladybugs

Read Eric Carle's *The Grouchy Ladybug* (Thomas Crowell, 1977). Discuss how the ladybug won't share and wants to fight everyone. Talk about the size of each animal she meets.

Using paper plates, paint or crayons, and brass fasteners, make ladybugs with the children. You can make wings for the ladybug using a second paper plate, cut in half and fastened to the body with brass fasteners.

Unit 6  
Lesson 7**Objectives:**

- To review and practice unit language and concepts
- To recognize and apply patterns

**Developmental Areas:**

**Mathematical thinking:** categorizing, symmetry

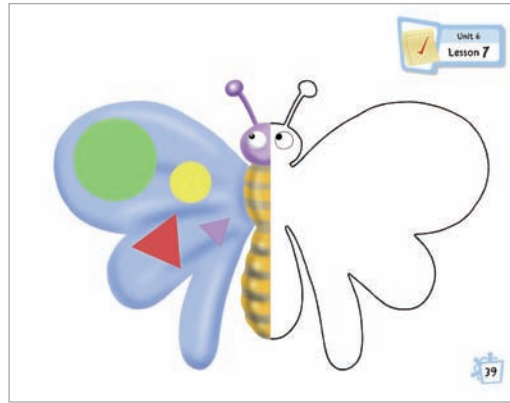
**Discovery & knowledge of the world:** making an ant farm (EA)

**Review:**

*same, wings, circle, triangle, big, little, colors (brown, orange, green, yellow, red, purple)*

**Materials:**

Buddy, Action Cards, CD, PPPs (*shapes, sports, bugs*), Student's Book p. 39, Buddy Book p. 39, pencils, crayons

**Hello Time**

② Attendance Routine and **Buddy Bear Jingle** (p. 18).

Ask the children to show their Family Time Activity Sheet. Give positive feedback and encourage the children to count the bugs they tallied in English.

**T:** *Good job, Juan! Lots of bugs and spiders. How many spiders?, etc.*

Collect all the children's work and after the lesson, put it up as a classroom/hallway display.

**Engage****Remembering Time**

**T:** *Let's remember!*

③⑥ Sing the **I Like Eight! Chant** using the actions (p. 104). Repeat twice.

Select one more activity the children enjoyed from this unit:

③③ **Bug Song** (p. 96)

- Retell **Story 6: Is it a Bee?** using Story Cards 6A–6D (p. 98). Encourage as much participation as possible.

**Exploit****Book Time**

Finding Page Routine (Student's Book p. 39).

**T:** *It's a butterfly.*

Ask the children about the colored wing.

**T:** *Point to the big circle. What color is it?, etc.*

Repeat for all shapes.

Show the children the butterfly PPP. Point to the wings and say:

**T:** *They are the same.*

Now point to the butterfly in the book.

**T:** *Let's complete the butterfly. Make it the same. Draw a big circle ... Draw a little circle., etc.*

Circulate, checking and providing feedback.

## Thinking Time

Put the PPPs (*shapes, sports, bugs*) in a pile on your table/in a bag/on the floor. The children take turns pulling out/picking up a card and saying what it is.

Help the children group the PPPs into thematic categories and play the **Buddy Sets Game** (p. 61).

4 Sing the **Sit Down Jingle** (p. 21).

## Working Time

Finding Page Routine (Buddy Book p. 39).

5 Sing the **Work Jingle** (p. 19).

**T:** *Ants! Ants with food. Yum, yum!  
Lots of ants! How many ants?*

Elicit *eight*.

Demonstrate drawing a way through the maze to the food.

**T:** *Help the ant hide his food. Take your pencil.*

Circulate, checking and providing feedback.

Quick finishers can color the ants and their anthill.

6 Sing the **Clean Up Jingle** (p. 19).

## Reflecting Time

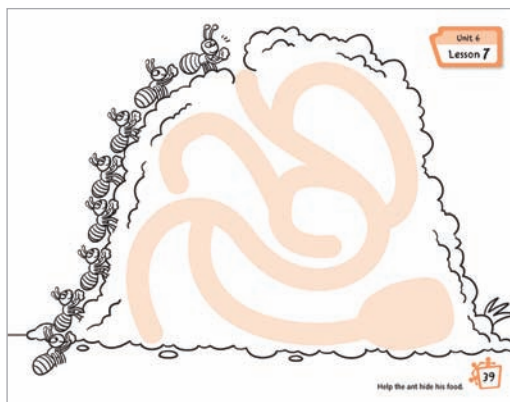


Show the Action Card.

**T:** *Let's think!*

Reflecting Time Routine (see p. 21).

Prompts: Singing Action Card, Student's Book, Buddy Book; Buddy Bear Emotion Cards.



## Goodbye Time

3 Goodbye Routine: Sing the **Goodbye Jingle** (p. 19).

## Enrichment Activity

To develop world knowledge and observation skills

### Making an Ant Farm

#### Materials

- 1 very large clear glass jar
- 1 medium glass jar with lid (to fit in large jar)
- a strip of black paper to cover about  $\frac{2}{3}$  of the large jar
- slightly moist dirt
- 20–30 ants from the same anthill

#### Procedure

Set the medium jar with lid inside the large jar. Fill it with dirt to the level of the lid.

Tape the black paper around the large jar so that it covers the earth and can slide up and down.

Put a small piece of cotton with water on the lid.

Put in some small leaves, dead bugs, and crumbs of bread or cookies for food.

Put in the ants. Make sure they cannot get out through the top of the big jar – cover with a lid with holes or a piece of plastic with air holes smaller than the ants.

The ants will begin to tunnel next to the covered glass as it is easier. Every few days, slip the paper up and let the children see how the tunnels are going.

# Unit 6



## My Yard

### Unit Objectives:

- To understand and practice bug vocabulary
- To practice counting to *eight*

	Key Language	Grammar	Extra Language	Review
Lesson 1	<i>bug, caterpillar, ant, ladybug</i>		<i>march, wiggle, fly, grass</i>	
Lesson 2	<i>butterfly, wings</i>		<i>fly, march, buzz</i>	<i>bugs, honey, legs, body</i>
Lesson 3	<i>spider, eight</i>	<i>It has (six legs).</i>		<i>bugs, colors, numbers 1–7, legs</i>
Lesson 4				<i>bugs, spider, eight</i>
Lesson 5				<i>bugs, spider, legs, colors, numbers 1–8, It has (six) legs.</i>
Lesson 6			<i>great</i>	<i>eight, spider, ant</i>
Lesson 7				<i>same, wings, circle, triangle, big, little, colors</i>

<b>Skills</b>	handling crayons and pencils, free drawing, following a line, directionality (left to right, top to bottom), observation, papier mâché (EA L4), cutting (EA L3)
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Developmental Area	How it is Covered
Personal & social development	respecting living creatures (EA L1)
Language & communication	chant (L1/L6), song (L2), story (L3/L4), dialog (L5)
Creative artistic expression	actions to chant/song/chant (L1/L2/L6), enactment of story (L4), free drawing (L1), papier mâché (EA L4), making fingerprint bugs and spiders (EA L5), making ladybugs (EA L6)
Mathematical thinking	the concept of eight (L3), counting (L3/L5/L6), number sequencing (EA L3), categorizing (L7), symmetry (L7)
Discovery & knowledge of the world	identifying bugs and spiders (L1/L5), finding out about bugs (L1/L2), making an ant farm (EA L7)
Physical development & health	healthy eating (EA L2)

### Preparation for the Unit

If you are using the **Print & Play Pictures (PPP)** as your visual prompts, for this unit you will need to print out:

*bugs* (ladybug, caterpillar, ant, bee, butterfly)  
*spider*  
*number* (eight)

### Family Link

#### NB

Before giving the children any food you have supplied (e.g. the snacks in EA p. 96), make sure you contact parents to check for any allergies or other restrictions.

Unit 6  
Lesson 1**Objective:**

- To understand bug vocabulary

**Developmental Areas:**

**Language & communication:** oral language – chant

**Creative artistic expression:** actions to chant, free drawing

**Discovery & knowledge of the world:** identifying and finding out about bugs

**Personal & social development:** respecting living creatures (EA)

**Key Vocabulary:**

*bug, caterpillar, ant, ladybug*

**Extra Language:**

*march, wiggle, fly, grass*

**Materials:**

Buddy, Action Cards, CD, PPPs (ladybug, caterpillar, ant), Student's Book p. 34, Buddy Book p. 34, crayons

**Hello Time**

② Attendance Routine and **Buddy Bear Jingle** (p. 18).

**Remembering Time**

T: *Let's remember!*

Sing a favorite song from Unit 4 or 5:

②③ **Sports Song** (p. 65)

②⑧ **My Monster Song** (p. 80)

**Encounter**

Use Buddy to introduce the new unit.

T: *What's new, Buddy?*

B: *Bugs! Lots of bugs! Look!*

Take out the caterpillar PPP.

React accordingly:

T: *Oh, I like bugs! It's a caterpillar!*

Wiggle Buddy. Wiggle your body about:

T: *Wiggle like a caterpillar!*

Encourage the children to wiggle with you, praising them when they do.

T: *A caterpillar can wiggle. Good job!*

Repeat for the ant and the ladybug, using *march* and *fly*.

Now ask the children to name the bugs when you do the actions. Check pronunciation.

**Book Time**

Finding Page Routine (Student's Book p. 34).

T: *Look! It's Ben and Becky in the yard with bugs!*

Show the caterpillar PPP.

T: *Where's the caterpillar? Point to the caterpillar.*

Repeat for the ant and the ladybug.

Circling Buddy Routine.





## Engage

Show the Action Card.

**T:** *Let's listen! Listen and point to the bugs.*

32 Play the **Bugs Everywhere Chant**. Repeat twice. The children join in as they point.

### Bugs Everywhere Chant

Bugs, bugs everywhere.

It's an ant,

Marching on the grass.

Bugs, bugs everywhere.

It's a caterpillar,

Wiggling on a leaf.

Bugs, bugs everywhere.

It's a ladybug,

Flying in the air.

Bugs, bugs everywhere.



Show the Action Card.

**T:** *Let's pretend.*

You could divide the children into three groups (ant, caterpillar, ladybug) and do the actions for marching, wiggling, and flying. (For the ladybug, choose a flying action with no flapping, as you will later introduce a different flying action for butterfly.)

4 Sing the **Sit Down Jingle** (p. 21).

## Working Time

Finding Page Routine (Buddy Book p. 34).

5 Sing the **Work Jingle** (p. 19).

Demonstrate thinking, then say:

**T:** *I like bugs! My favorite bug is a ladybug!*

Draw a ladybug on the board. Then erase it to avoid the children copying instead of thinking of their own favorite bug.

**T:** *Look! Take your crayons. Draw a picture of your favorite bug.*

Circulate, checking and providing feedback.

Help the children draw around the frame.

6 Sing the **Clean Up Jingle** (p. 19).



## Reflecting Time

Show the Action Card.

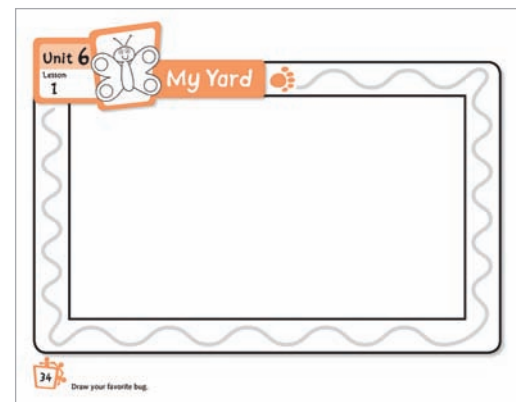
**T:** *Let's think!*

Reflecting Time Routine (see p. 21).

Prompts: Singing Action Card, Student's Book, Buddy Book; Buddy Bear Emotion Cards.

## Goodbye Time

3 Goodbye Routine: Sing the **Goodbye Jingle** (p. 19).



## Enrichment Activity

To develop first-hand knowledge of the bug world

### Bug Hunt

Take the children outside to a patio or yard with paper, crayons, and magnifying glasses. Tell them to look for bugs. When a child finds a bug, have him/her use a magnifying glass to see it more clearly. Give the children paper and crayons to draw the bugs they see. If they find other creatures, such as worms or spiders, let them draw them, too.

## Kinder Tip

This is a good time to help children see that bugs are not for squashing. Talk about how important bugs are to us, even though sometimes they can be pests (as when ants get into the house). Respect for bugs helps children become more respectful towards people.

Unit 6  
Lesson 2**Objective:**

- To review and practice bug vocabulary

**Developmental Areas:**

**Language & communication:** oral language – song

**Creative artistic expression:** actions to song

**Discovery & knowledge of the world:** finding out about bugs

**Physical development & health:** healthy eating (EA)

**Key Vocabulary:**

butterfly, wings

**Extra Language:**

fly, march, buzz

**Review:**

bugs (ladybug, ant, caterpillar, bee), honey, legs, body

**Materials:**

Buddy, Action Cards, CD, PPPs (butterfly, ladybug, bee, caterpillar, ant), Student's Book p. 35, Buddy Book p. 35, crayons

**Hello Time**

② Attendance Routine and **Buddy Bear Jingle** (p. 18).

**Remembering Time**

T: *Let's remember!*

③② Sing the **Bugs Everywhere Chant** (p. 94). Encourage the children to do the actions and sing along.

**Encounter****Playing Time**

Show the Action Card

T: *Let's play!*

Use Buddy to show the children the bug PPPs. Show the ladybug, caterpillar, and ant. Encourage the children to say the name in English.

C: *Ladybug.*

T: *Yes, it's a ladybug.*

Then introduce *bee* (children may remember it from Level 1) and *butterfly*.

Play **Buddy's Game** with the bug PPPs (p. 35).

Remind children of the actions for the bugs (*ant* – marching, *caterpillar* – wiggling, *ladybug* – flying) and together invent actions for *bee* (buzzing) and *butterfly* (flying with a flapping action). Play the **STOP! Game** (pp. 33–4) using these actions.

**Book Time**

Finding Page Routine (Student's Book p. 35).

T: *It's Buddy and his friends. Look at Buddy. Is he a butterfly? No! He's a bee!*

Repeat for the other bears, pausing so the children can identify the bug each time.

T: *Let's listen to the CD! Listen and point.*



Show the Action Card.

T: *Let's listen! Listen and point to the bugs.*

③③ Play the **Bug Song**. The children listen and point to Buddy and his friends.

Repeat twice. Encourage the children to sing along as they point.

## Bug Song

I'm a little ant.  
I have six legs.  
I can march! I can march!

I'm a butterfly!  
I have two wings.  
I can fly! I can fly!

I'm a busy bee.  
I have a yellow body  
I can buzz, I can buzz

Coloring the Blank Object Routine (Yellow Bear – yellow).



## Engage

Show the Action Card.  
**T:** *Let's pretend!*

Remind the children of the actions for the bugs and show them the additional actions for the chant. Divide the children into three groups.

*I have six legs.* [get your legs marching]  
*I can march!* [march]  
*I have two wings.* [pretend to open your wings]  
*I can fly!* [pretend to fly (flapping)]  
*I have a yellow body.* [wiggle your bottom]  
*I can buzz!* [make a buzzing noise]

33 Play the song at least three times so the children get the chance to be each bug.

4 Sing the **Sit Down Jingle** (p. 21).

## Working Time

Finding Page Routine (Buddy Book p. 35).

5 Sing the **Work Jingle** (p. 19).

Demonstrate following the butterfly's path to the flower.

**T:** *Point to the butterfly. A butterfly can fly! Use your finger. Follow the path to the flower.*

Repeat with the other bugs.

Then demonstrate drawing the paths with a crayon.

Circulate, checking and providing feedback.

Quick finishers can color the pictures.

6 Sing the **Clean Up Jingle** (p. 19).



## Reflecting Time

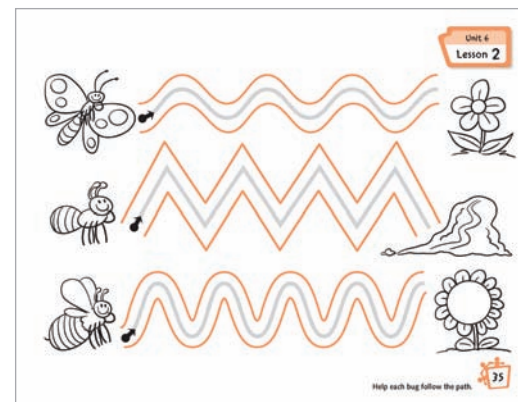
Show the Action Card.  
**T:** *Let's think!*

Reflecting Time Routine (see p. 21).

Prompts: Singing Action Card, Student's Book, Buddy Book; Buddy Bear Emotion Cards.

## Goodbye Time

3 Goodbye Routine: Sing the **Goodbye Jingle** (p. 19).



## Enrichment Activity

To develop healthy eating

### Ants on a Log

This is a simple cooking project using nutritious ingredients.

#### Ingredients

- 1 or 2 celery sticks (about 10 cm. long) for each child
- peanut butter or soft cream cheese
- raisins

#### Procedure

Children fill their celery stick with peanut butter or soft cream cheese. They then place several "ants" (raisins) on the filling and eat. Check first for food allergies, particularly to nuts.

Unit 6  
Lesson 3**Objectives**

- To listen to and recall a story in sequence
- To review and practice bug vocabulary
- To practice counting to eight

**Developmental Areas:**

**Language & communication:** oral language – story

**Mathematical thinking:** the concept of 8, counting, number sequencing (EA)

**Key Vocabulary:**

*spider, eight*

**Grammar:**

*It has (six legs).*

**Review:**

bugs (*ladybug, butterfly, bee*), colors (*red, black, blue, yellow, white, brown*), legs, numbers 1–7,

**Materials:**

Buddy, Action Cards, CD, Story Cards 6A–6D, Student's Book p. 36, Buddy Book p. 36, crayons

**Hello Time**

② Attendance Routine and **Buddy Bear Jingle** (p. 18).

**Encounter**▶ **Remembering Time**

**T:** *Let's remember!*

③③ Sing the **Bug Song** (p. 96). The children do the actions and sing along.

Play **Buddy's Game** with the PPPs (p. 35).

**Engage****Book Time**

Have Buddy hold the PPPs so the children can't see them.

**T:** *I can march. What am I?*

**C:** *An ant!*

Buddy shows the card to confirm.

Repeat with *butterfly* – can fly, *bee* – can buzz, *caterpillar* – can wiggle, *ladybug* – can fly.

Now show the PPP of the spider. Say *spider* and have children repeat. Check pronunciation.

**T:** *The spider can run! Look! Lots of legs! How many legs?*

Count its legs, slowly. Encourage the children to join in.

Show eight fingers and count them aloud, again getting the children to join in. Check pronunciation of *eight*.

Finding Page Routine (Student's Book p. 36).

Generate interest and ask questions.

**T:** *Let's listen to the story! Listen and point.*

Tell the story using the Story Cards. Point to the bugs on the cards. (See p. 13 for story telling tips.)

## Is it a Bee?

6A

Buddy: Is it a bee?

Blue Bear: It's red and black. One, two, three, four, five, six ... It has six legs.

Buddy: No! It's a ladybug.

6B

Buddy: Is it a bee?

Blue Bear: It's purple, blue and orange. One, two, three, four, five, six ... It has six legs.

Buddy: No! It's a butterfly!

6C

Buddy: Is it a bee?

Blue Bear: It's brown. One, two, three, four, five, six, seven, eight ... it has eight legs!

Buddy: No! It's a spider!

6D

Buddy: Is it a bee?

Blue Bear: It's black and yellow. One, two, three, four, five, six ... It has six legs ...

Buddy: It's a bee! Here's the honey! It's delicious!

**34** Repeat, either retelling or using the CD. Encourage the children to begin saying some of the story with you, by pausing before key words.

T: It's a ... spider!

## Thinking Time

Select four children to hold the Story Cards. Bring them to the front of the class.

Retell the story. As you do so, the children can hold up the card and stand in line.

Repeat several times, encouraging all the children to help you tell the story.

**4** Sing the **Sit Down Jingle** (p. 21).

## Working Time

Finding Page Routine (Buddy Book p. 36).

**5** Sing the **Work Jingle** (p. 19).

T: What is it?

Point to the butterfly in the picture.

T: Is it a bee?

Elicit response:

C: No! It's a butterfly!

Do the same with the other bugs.

Tell the children to find and circle the bugs.

Circulate, checking and providing feedback.

**6** Sing the **Clean Up Jingle** (p. 19).



## Reflecting Time

Show the Action Card.

T: Let's think!

Reflecting Time Routine (see p. 21).

Prompts: Singing Action Card, Story Card, Buddy Book; Buddy Bear Emotion Cards.

## Goodbye Time

**3** Goodbye Routine: Sing the **Goodbye Jingle** (p. 19).



## Enrichment Activity

To develop mathematical thinking  
(number sequencing)

### Carlos the Caterpillar

#### Materials

- 1 sheet of circles for each child (draw once and copy)
- 1 long sheet of paper for each child (big enough for all the circles to be put together in a line)
- pencils/crayons for coloring

Draw nine equal circles on a sheet of paper. On one circle put two antennae, two eyes, and a simple smiling mouth. In the other circles, write a number (1–8, but not in order). Make a copy of this sheet for each child.

Children write over each numeral to make it easier to see, then color the circles and cut them all out.

The children paste the face circle on the left-hand side of their long sheet of paper. They then paste the other circles in numerical order to complete their caterpillar.



Unit 6  
Lesson 4**Objectives:**

- To listen to and recall a story in sequence
- To learn how to play a game (**Buddy Pairs**)

**Developmental Areas:**

**Language & communication:** oral language – story

**Creative artistic expression:** enactment of story, papier mâché (EA)

**Review:**

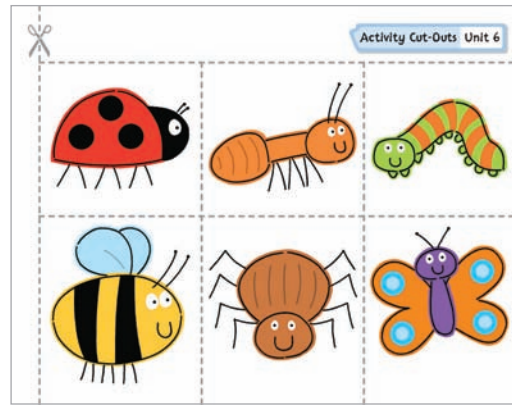
bugs (*ladybug, butterfly, bee, ant, caterpillar, spider, eight*)

**Materials:**

Buddy, Action Cards, CD, PPPs (ladybug, butterfly, spider, bee, ant, caterpillar), Story Cards 6A–6D, (Student's Book p. 36), Unit 6 Activity Cut-Outs (bugs/spider)

**Before the Lesson:**

Prepare the Activity Cut-Outs for the children.

**Hello Time**

② Attendance Routine and **Buddy Bear Jingle** (p. 18).

**Encounter**▶ **Remembering Time**

**T:** *Let's remember!*

③③ Sing the **Bug Song** (p. 96). Encourage the children to do the actions and sing along.

Play the **STOP! Game** with the bugs/spider PPPs (p. 33–4). Encourage children to chant *I can march*, etc., as they do the actions.

**Engage**

Show the Activity Cut-Outs you prepared.

**T:** *Look! What's this?*

**C:** *Ladybug.*

**T:** *Yes – it's a ladybug. What can a ladybug do? A ladybug can ...*

**C:** *Fly!*

Repeat with the other cut-outs.

Give out the cut-outs.

Ask the children to show you the items.

Encourage them to tell you what each one is.

You could also describe some of the bugs and ask the children to hold up the appropriate cut-out, e.g.

**T:** *It's black and yellow. It has six legs. It can buzz. What is it?*

**C:** [Holding up the bee cut-out] *It's a bee.*

**Story Time**

**T:** *Let's listen to the story!*

Ensure each child has all the cut-outs on the table in front of him/her. Explain that the children will listen to the story and hold up the correct cut-out when they hear it in the story.

**T:** *Listen and hold up the cut-out.*

Tell **Story 6: Is it a Bee?** (p. 98) and help the children hold up their cut-outs at the right time.

③④ Repeat, either retelling or using the CD. Encourage the children to begin saying some of the story with you as they hold the cut-outs up, by pausing before key words, e.g.

**T:** *Is it a ... bee?. It's a ... spider., etc.*