

Unit 6



On the Farm

Unit Objectives:

- To understand and practice farm vocabulary (animals/baby animals)
- To develop the concept of helping others
- To review counting (1–10)

	Key Language	Grammar	Extra Language	Review
Lesson 1	<i>cow, horse, pig, sheep, duck, chicken</i>		<i>(on the) farm, What can you hear?</i>	<i>chicken; It's a</i>
Lesson 2	<i>lamb, piglet, duckling, chick</i>	<i>It is (white)., They are (pink).</i>	<i>with, her</i>	<i>farm animals, little; There's</i>
Lesson 3	<i>puppy</i>		<i>with, here</i>	<i>farm/baby farm animals; There are</i>
Lesson 4				<i>farm/baby farm animals; There are</i>
Lesson 5	<i>kitten</i>		<i>feed, tractor</i>	<i>farm/baby farm animals, milk, help, Grandpa, Grandma; Let's, I like</i>
Lesson 6	<i>star, night</i>		<i>bright</i>	<i>numbers 1–10, farm/baby farm animals</i>
Lesson 7				<i>star, black, shapes, farm/ baby farm animals</i>

Skills	handling crayons and pencils, free drawing, following a line, directionality (left to right, top to bottom), pasting/finger painting, cutting, auditory discrimination (EA L3)
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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:
farm animals (cow, duck, horse, sheep, pig, chicken, dog, cat, chick, duckling, piglet, lamb, puppy, kitten)
star

Developmental Area	How it is Covered
Personal & social development	working in small groups (EA L1), helping others (EA L5)
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), role-play (L5), free drawing (L1), decorating chick (L2), bubble painting (EA L4), making star pictures (EA L6), crayon scratch (EA L7)
Mathematical thinking	counting (L6), number sequencing (L6), categorizing (L7), patterns (L7)
Discovery & knowledge of the world	identifying farm animals (L1/L2/L7), the night sky (EA L6),

Unit 6
Lesson 1**Objective:**

- To understand and practice farm animal vocabulary

Developmental Areas:

Language & communication: oral language – chant

Creative artistic expression: actions to chant, free drawing

Discovery & knowledge of the world: identifying farm animals

Personal & social development: working in small groups (EA)

Key Vocabulary:

cow, horse, pig, sheep, duck, chicken

Extra Language:

(on the) farm, What can you hear?

Review:

chicken; It's a

Materials:

Buddy, Action Cards, CD, PPPs (cow, horse, pig, sheep, duck, chicken), Student's Book p. 34, Buddy Book p. 34, crayons

**Hello Time**

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

Remembering Time

Sing a favorite song from Unit 4 or 5:

②③ **In the Park Song** (p. 66)

②⑥ **Tug-of-War Chant** (p. 74)

②⑧ **When I'm Happy Song** (p. 81)

Encounter

Use Buddy to introduce the new unit.

T: *What's new, Buddy?*

B: *Farm animals! Moo, moo!!*

React accordingly.

T: *Oh, it's a cow! I love farm animals!*

Introduce the farm animals using the PPPs. As you present each one, have Buddy make the animal noise. Practice pronunciation of the animal words.

Have Buddy make the farm animal sounds again and elicit what the animals are from the children, helping them with the new English words: *It's a horse!*, etc.

Then place the PPPs around the room. Put your hand to your ear and point to the horse.

T: *I can hear a horse.*

Have Buddy make the sound and encourage the children to make the horse sound, too.

Repeat with all the animals.

Explain that when you say the animal you want the children to make the sound. When they see Buddy hide, they should immediately stop making the noise.

Kinder Tip

Because the children are making lots of noise, they will not hear you say *STOP!* So they need Buddy as a visual sign.

Book Time

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

T: *Look! It's Ben and Becky on the farm.*
Elicit the farm animals.

Circling Buddy Routine.



Engage

Show the Action Card.

T: *Let's listen! Listen and point to the farm animals in your book.*

32 Play the **On the Farm Chant**. Repeat twice. The children sing along as they point.

On the Farm Chant

On the farm, on the farm.

What can you hear?

Neigh, neigh, neigh.

It's a horse!

On the farm, on the farm.

What can you hear?

Moo, moo, moo.

It's a cow!

On the farm, on the farm.

What can you hear?

Oink, oink, oink.

It's a pig!

On the farm, on the farm.

What can you hear?

Baa, baa, baa.

It's a sheep!

On the farm, on the farm.

What can you hear?

Quack, quack, quack.

It's a duck!

On the farm, on the farm.

What can you hear?

Cluck, cluck, cluck.

It's a chicken!

Playing Time

You could divide the children into six groups (each one of the animals) and do actions to the chant. Have the children help you invent mimes, e.g.

horse [Gallop like a horse]

cow [Sway from side to side]

pig [Push your nose up to make a snout]

sheep [Make twirly shapes with your fingers to represent wool]

duck [Walk with a wiggly bottom]

chicken [Pretend to flap your wings/look for worms]

32 Play the song several times, changing the groups.

4 Sing the **Sit Down Jingle** (p. 19).

Working Time

Finding Page Routine (Buddy Book p. 34).

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

Demonstrate thinking, then say:

T: *My favorite farm animal is a pig!*

Draw a pig on the board.

T: *Take your crayons. Draw your favorite farm animal.*

Circulate, checking and providing feedback.

The children then complete the frame.

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



Reflecting Time

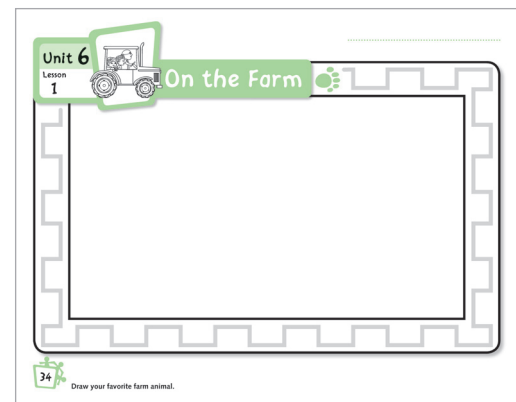
Show the Action Card.

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 the ability to work in small groups

3D Animals

First cut out several large farm animals from newsprint or butcher paper. Make each one double and staple the two sides together $\frac{3}{4}$ of the way around.

Put the children in groups of 2–4. Let each group choose the animal they want to make. Give them paints or crayons to color their animal.

When they have colored both outside parts of the animal, give them old newspaper sheets to crumple and stuff inside. When the animal looks full, finish stapling and then hang it from the ceiling. Try to have at least one of each: cow, pig, horse, sheep, dog, chicken, duck, cat.

Unit 6
Lesson 2**Objective:**

- To understand and practice baby farm animal vocabulary

Developmental Areas:

Language & communication: oral language – song

Creative artistic expression: actions to song, decorating chick

Discovery & knowledge of the world: identifying baby farm animals

Key Vocabulary:

lamb, piglet, duckling, chick

Grammar:

It is (white). They are (pink).

Extra Language:

with, her

Review:

farm animals (*cow, horse, pig, sheep, duck, chicken*), *little; There's*

Materials:

Buddy, Action Cards, CD, PPPs (cow, horse, pig, sheep, duck, chicken, lamb, piglet, duckling, chick), Student's Book p. 35, Buddy Book p. 35, crayons, yellow paper or yellow fingerpaint

**Hello Time**

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

Remembering Time

③② Sing the **On the Farm Chant** (p. 94). The children do the actions and sing along.

Play the **STOP! Game** (p. 33) with the farm animals vocabulary.

Encounter**Playing Time**

Show the Action Card.

T: *Let's play!*

Show the children the farm animal PPPs. Encourage them to say the name in English.

C: *It's a cow., etc.*

Play **Buddy's Game** with the PPPs (p. 39).

Remind children of the actions for the farm animals (p. 94). Then play the **STOP! Game** with the farm animal PPPs (p. 33).

Book Time

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

T: *It's Buddy on a farm. Look at all the animals with their babies. Can you see the baby sheep? A baby sheep is a lamb. Point to the lamb. Say "lamb".*

Repeat for the other baby farm animals. Check pronunciation.



Show the Action Card.

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

③③ Play the **Farm Babies Song**. Repeat twice, encouraging the children to sing along as they point.

Farm Babies Song

There's a sheep on the farm,
With her one little lamb.
It is white, it is white.
Baa, baa, baa!

There's a pig on the farm,
With her two little piglets.
They are pink, they are pink.
Oink, oink, oink

There's a duck on the farm,
With her three little ducklings.
They are brown, they are brown.
Quack, quack, quack.

There's a chicken on the farm,
With her four little chicks.
They are yellow, they are yellow.
Cheep, cheep, cheep.

Coloring Blank Object Routine (pig – pink).

Engage

Playing Time



Show the Action Card.

T: *Let's pretend.*

Place farm animals PPPs (sheep, pig, chicken, duck) on the walls. Divide the children into four groups and stand them under the pictures.

Divide each group into two – mommy animal and baby animal. Place the baby animal PPPs alongside the mommy animal, eliciting the name.

When the animal appears in the song, the children representing the mommy mime the animal and the baby animals come and hug their mommy. This works very well if the groups have even numbers, so they can hug in pairs. If not, have groups of threes hugging, too! They all say the animal sound together.

33 Play the recording at least four times, swapping so the children can be each animal.

4 Sing the **Sit Down Jingle** (p. 19).

Working Time

Finding Page Routine (Buddy Book p. 35).

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

T: *It's a piglet!*

Encourage the children to correct you.

C: *No! It's a chick!*

T: *Let's make the chick yellow.*

Demonstrate using yellow finger paint/
pasting yellow paper.

Circulate, checking and providing feedback.

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

Reflecting Time



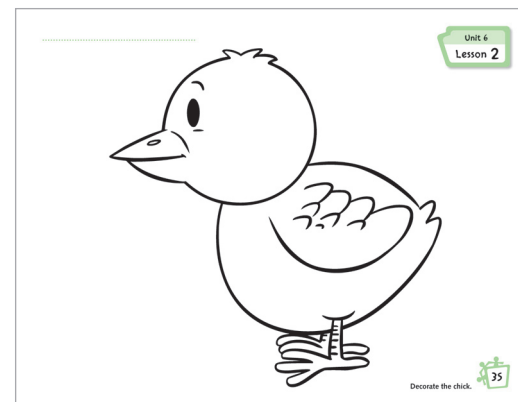
Show the Action Card.

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 knowledge of mother and baby animals

Mother and Baby Matching Game

Use blank cards (around 8 x 12 cm. or 10 x 15 cm.) to make a matching game. Draw or glue a picture of a mother animal and its baby (lamb, piglet, duckling, chick) on the front of each card. Cut each card apart in a different way, separating the mother and baby. The children match the mothers to the babies and will know if they are correct if the card fits.

Option: You could also do a card for cat and kitten, but only introduce this from Lesson 5, once that vocabulary has been presented.

Unit 6
Lesson 3**Objectives:**

- To listen to and recall a story in sequence
- To review and practice farm/baby farm animals vocabulary

Developmental Areas:

Language & communication: oral language – story

Key Vocabulary:

puppy

Extra Language:

with, here

Review:

farm animals (*cow, horse, pig, sheep, duck, chicken*), baby farm animals (*lamb, piglet, duckling, chick, dog*); *There are*

Materials:

Buddy, Action Cards, CD, PPPs (*cow, duck, horse, sheep, pig, chicken, chick, duckling, piglet, lamb, dog, puppy*), 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**

Show the farm animal and baby farm animal PPPs. Help the children match them.

③③ Divide the children into groups and sing the **Farm Babies Song** (pp. 95–6). Encourage children to do the actions and sing along.

Show the puppy PPPs.

T: *It's a baby animal. Who is his mommy?*

Elicit *dog*. Show the dog PPP to confirm. Have them repeat *puppy*. Check pronunciation.

Engage**Book Time**

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

T: *Look! It's a Buddy story.*

Generate interest and ask questions.

Use the pictures to elicit as much language as possible.

T: *Let's listen to the story! Listen and point. Buddy is looking for a puppy!*

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

Where's the Puppy?

6A

Buddy: *Where's the puppy?*

Yellow: *Is he with the sheep?*

Narrator: *"Baa!" says the sheep! There's a lamb, but there's no puppy here!*

Buddy: *Where's the puppy?*

6B

Yellow: *Is he with the pig?*

Narrator: *"Oink!" says the pig. There are two piglets, but there's no puppy here!*

Buddy: *Where's the puppy?*

6C

Yellow: *Is he with the duck?*

Narrator: *"Quack!" says the duck. There are three ducklings, but there's no puppy here!*

Buddy: *Where's the puppy?*

6D

Yellow: **Is he with the chicken?**

Narrator: **"Cluck!" says the chicken. There are four chicks and there are five puppies!**

Yellow: **There's my puppy!**

Buddy: **And my iguana!**

34 Repeat, either retelling or using the CD. Encourage the children to begin saying some of the story words with you, by pausing before the numbers and animal words, e.g. **T:** *Is he with the ...? There are (pause) ...*

Thinking Time

Have the children help you retell the story in a variety of ways:

- Place the Story Cards around the room. Retell the story. As you do so, the children point to the correct card.
- Give four children a Story Card each. Help them get into sequence. Use *first, next, next, last*. Retell the story with the class. As you do so, the children can hold up the card and stand in line. Repeat with different children.
- Retell the story making mistakes for the children to correct, e.g.
T: [Holding up 6A] *Is he with the cow?*

4 Sing the **Sit Down Jingle** (p. 19).

Working Time

Finding Page Routine (Buddy Book p. 36).

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

T: *It's a maze. Let's help the mommy dog find the puppies. Use your fingers.*

Demonstrate following the maze. Stop at each group of animals on the way and identify them: *There are two piglets, There's a lamb, etc.*

Then demonstrate how to follow the maze with a crayon.

Circulate, checking and providing feedback.

Quick finishers can color the animals.

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



Reflecting Time

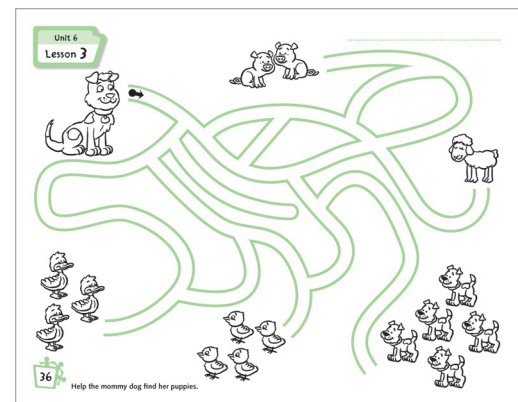
Show the Action Card.

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 auditory discrimination skills

Where's the Puppy?

Choose one child to leave the room. Using a small toy puppy or the puppy PPP, hide it in the classroom. The rest of the class will know where it is. Invite the child who left to return. Ask *Where's the puppy?*

As the child goes to look for the puppy, the other children clap. They clap more loudly as he/she approaches the hiding place and more softly if he/she goes further away from it. When the puppy is found, choose another child to leave the room and let the first child hide the puppy.

As always, stop the game before they tire of it so they will be eager to play again at a later time.

Unit 6
Lesson 4**Objectives:**

- To listen to and recall a story in sequence
- To review and practice farm/baby farm animals vocabulary
- To learn how to play a game (**Buddy Pairs**)

Developmental Areas:

Language & communication: oral language – story

Creative artistic expression: enactment of story, bubble painting

Review:

farm animals (cow, horse, pig, sheep, duck, chicken), baby farm animals (puppy, lamb, piglet, duckling, chick); *There are*

Materials:

Buddy, Action Cards, CD, PPPs (cow, duck, horse, sheep, pig, chicken, chick, duckling, piglet, lamb, dog, puppy), Story Cards 6A–6D, (Student's Book p. 36), Unit 6 Activity Cut-Outs (farm animals/ baby farm animals), scissors

Before the Lesson:

Prepare the Activity Cut-Out page from each child's Student's Book.

**Hello Time**

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

Encounter**Remembering Time**

- ③③ Divide the children into groups and sing the **Farm Babies Song** (pp. 95–6). Encourage children to do the actions and sing along.

Play the **STOP! Game** (p. 33) with the farm animals PPPs.

Engage

Hand out the Activity Cut-Outs page.

T: *Look! Farm animals! Let's count them!*

Count to 10 together.

T: *Ten farm animals, mommies and babies.*

Cutting-Out Routine (p. 39).

Ask the children to identify each cut-out.

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 farm animal.*

Tell **Story 6: Where's the Puppy?** (pp. 97–8) 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 the animal words, e.g.

T: *Where is the ... puppy? Is he with the ... ?*



Playing Time

Show the Action Card.

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

Use the farm animals and baby farm animals PPPs to play this game.

Demonstrate. Place the mommy animal cards on one side of the board, face down. Place the baby animal cards on the other side of the board, face down.

Bring a child to the front of the class. Demonstrate turning over a mommy card and a baby card. Say what each is.

T: *A sheep, a duckling. Are they mommy and baby?*

Children: *No!*

Turn them back over. Now it's the child's turn. The child turns over a mommy card and a baby card. If they match, take them off the board; if not, turn them back over.

Keep going until you have both found a pair. Congratulate and thank the child.

Divide the children into pairs and have them play the pair game with their cut-outs. One child has the mommy cards, the other has the baby cards.

Circulate and praise children who speak in English together.

Other ideas for games to play with these cut-outs (see pp. 13–14):

Patterns, Buddy's Game, Bingo!



Reflecting Time

Show the Action Card.

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

Bubble Painting

Materials

- 3 large flat bowls of bubble solution (for each bowl: 4 tablespoons of liquid soap, ½ liter of water, ½ teaspoon of glycerine)
- food coloring (red, blue, yellow)
- 1 drinking straw for each child
- 1 sheet of white bond paper for each child

Procedure

Color the solution in each bowl with a different color.

The children come one at a time with their paper and straw. They choose a solution and blow into it using the straw to make bubbles.

Place the children's paper over the bubbles and let them pop on to it.

The children can then repeat the process with the other colors.

Put the children's names in the upper left hand corner of the sheets and display them in the classroom when they are dry.

Unit 6
Lesson 5**Objective:**

- To develop the concept of helping others

Developmental Areas:

Language & communication: oral language – dialog

Creative artistic expression: role-play

Personal & social development: helping others (EA)

Key Vocabulary:

kitten

Extra Language:

feed, tractor

Review:

farm animals (cow, horse, pig, sheep, duck, chicken), baby farm animals (lamb, piglet, duckling, chick, puppy), dog, milk, help, Grandpa, Grandma; Let's, I like

Materials:

Buddy, Action Cards, CD, Family Card (Grandma and Grandpa), PPPs (farm animals including cat, baby farm animals including kitten, Mommy, Daddy, brother, sister), Student's Book p. 37, Buddy Book p. 37, Story Cards 6A–6D, Story Mini-Book 6, pencils, crayons

Before the Lesson:

Prepare Story Mini-Book 6 for each child.

**Hello Time**

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

Engage**Remembering Time**

③③ Divide the children into groups and sing the **Farm Babies Song** (pp. 95–6). Encourage children to do the actions and sing along.

Play the **Buddy Pairs Game** (p. 100) with the family animals PPPs. Say *Which is the mommy/baby?* Include human family cards and review *Grandma* and *Grandpa*, too. Also introduce *kitten*, so cat can be included.

Book Time

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

T: Look! It's Ben and Becky on a farm. It's Grandma and Grandpa's farm. Ben and Becky are helping Grandpa and Grandma.

Circling Buddy Routine.

Have children tell you which animals they can see, and who is in the pictures.

Show the Action Card.

T: Listen and point.

③⑤ Play the recording. Repeat twice. The children point as they listen.

Becky: Let's help Grandpa feed the horse.

Ben: I like tractors!

Becky: I like horses!

Becky: Let's help Grandma feed the cows.

Ben: I like cows!

Becky: I like milk!

Becky: Let's help Grandma feed the cats.

Ben: I like cats!

Becky: I like kittens!



Exploit

Playing Time



Show the Action Card.

T: *Let's pretend.*

Role-play the dialog using simple mimes. You say the *Let's help ...* lines. The girls respond with Becky's lines, the boys with Ben's.

You could extend this activity by introducing different animals, e.g.

T: *Let's help Grandma feed the dogs.*

C: *I like dogs!*

C: *I like puppies!*

Kinder Tip

Small children love to be helpers. Discuss what things to do at home to help their parents or siblings. Give examples of helpful actions you have noticed in the classroom, praising the children involved.

4 Sing the **Sit Down Jingle** (p. 19).

Working Time

Finding Page Routine (Buddy Book p. 37).

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

Point to the picture with the tractor. Repeat the line from the dialog.

T: *Let's help Grandma feed the horse.*
Circle the correct picture.

Repeat with the other pictures:

T: *Let's help Grandma feed the cows.*
Let's help Grandma feed the cats.

Quick finishers can color the pictures.

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

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 CD away in their bags/home folders.

Reflecting Time



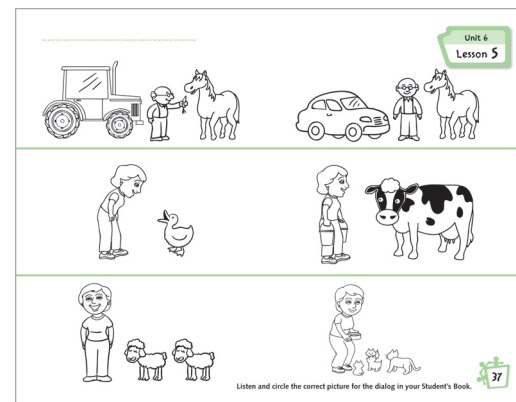
Show the Action Card.

Reflecting Time Routine (see p. 21).

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

Goodbye Time

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



Enrichment Activity

To develop a sense of responsibility; to encourage functional literacy

Helper Chart

Make a simple chart with titles for several jobs that the children could do to help in the classroom, e.g.

Line leader

Book monitor (hand out and pick up books)

Table leaders (take charge to see that their table is clean and chairs are left neat)

(Pencil) monitor (hand out and pick up pencils or other materials)

Each class session or each week, change the classroom helpers.

Unit 6
Lesson 6**Objectives:**

- To understand and practice night vocabulary
- To review counting to 10

Developmental Areas:

Language & communication: oral language – chant

Creative artistic expression: actions to chant, making star pictures (EA)

Mathematical thinking: counting, number sequencing

Discovery & knowledge of the world: the night sky (EA)

Key Vocabulary:

star, night

Extra Language:

bright

Review:

numbers 1–10, farm animals (*cow, horse, sheep, cat, dog, pig, chicken, duck*), baby farm animals (*piglet, duckling, lamb, chick, kitten, puppy*)

Materials:

Buddy, Action Cards, CD, PPPs (star, black), Student's Book p. 38, Buddy Book p. 38, Family Time Activity Sheet 6 (Teacher's Edition p. 157), crayons, finger paints/paper for pasting (optional)

Before the Lesson:

Prepare Family Time Activity Sheet 6 for each child.

**Hello Time**

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

Kinder Tip

Being afraid of the dark is a very normal childhood fear. By encouraging children to think and talk about the night and shadows, we are helping them overcome their fears. Have the children admit to being afraid, let them understand that it's OK, and together work to develop the confidence that will help them overcome it.

Engage**Remembering Time**

33 Divide the children into groups and sing the **Farm Babies Song** (pp. 95–6). Encourage the children to do the actions and sing along.

Individual children choose a farm animal to mime in front of the class. The class guesses which animal it is, using *Is it a ... ?*

Book Time

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

Use Buddy to introduce the new words *night* and *star*.

Show the children the pictures on Student's Book p. 38.

T: *What is it, Buddy?*

B: *Night!*

T: *Yes. It's night. What color is it?*

Elicit *black*. Show the PPP.

Have the children repeat and practice pronunciation.

Repeat with *star*.

Exploit

Circling Buddy Routine.

Elicit language from the picture: *cat, kittens, Grandpa, stars, black*, numbers 1–10.



Show the Action Card.

T: *Let's listen. Listen and point.*

36 Play the **It's Black Chant**. Repeat twice, encouraging the children to point to the night and to count the stars.

It's Black Chant

It's night! It's night!
It's black! It's black!
The stars! The stars!
They're bright! They're bright,
Let's count the stars!
1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
Wow!
The stars are bright!

Coloring Blank Object Routine (cat – black).

Playing Time

Show the Action Card.

T: *Let's pretend.*

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

Demonstrate the actions:

It's night! [Stretch as though yawning]

It's black! [Cover eyes with palms]

The stars! [Point to various imaginary stars]

They're bright! [Flex fingers as though twinkling/shining]

Let's count the stars! [Point to stars]

1, 2, ... 10. [Count on fingers]

The stars are bright! [Hold hand over eyes, as though shielding from the light]

36 Play the chant several times. The children join in as they do the actions.

You could place ten stars around the room, and count them during the chant.

4 Sing the **Sit Down Jingle** (p. 19).

Working Time

Finding Page Routine (Buddy Book p. 38).

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

T: *What is it? ... I don't know.*

Elicit guesses.

T: *Let's connect the numbers.*

Have children point to the numbers as you count 1–10 together.

Now demonstrate with your pencil.

T: *Take your pencil. Go from 1 to 2, then 3...*

When the children have finished, ask *What is it?* Elicit *star*.

The children then color the star.

Alternatively, they could use finger paint or stick on bright paper.

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 find pictures of stars in magazines at home and paste them in the rectangle.

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

Reflecting Time

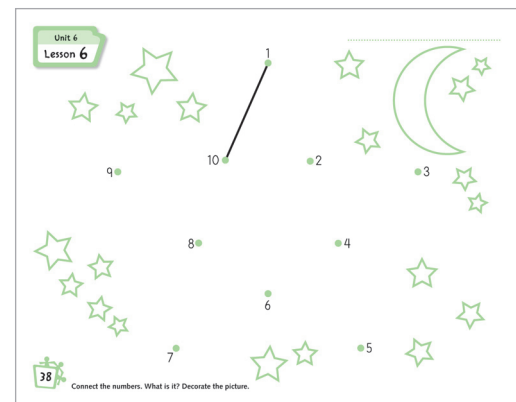
Show the Action Card.

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 Activities

To develop world knowledge; To develop creative artistic expression

Exploring the Night Sky

Read books or look at pictures that show stars and the night sky. If your children are interested, talk about the constellations and the pictures people think they make in the sky.

Making a Night Sky

Give each child a piece of black construction paper and a small piece of carpeting to place under it. Give them each a large push-pin. Instruct the children to punch holes in the paper to represent the stars. Children could use the floor for this activity if you have a carpeted area for the push-pin to push into.

When they have finished, put their names in white crayon in the upper left hand corner of the paper and display them on the windows so they can see the light shine through, making stars.

Unit 6
Lesson 7**Objectives:**

- To review and practice unit language and concepts
- To match adults and babies

Developmental Areas:

Discovery & knowledge of the world: matching adult and baby farm animals

Mathematical thinking: categorizing, patterns

Creative artistic expression: crayon scratch (EA)

Review:

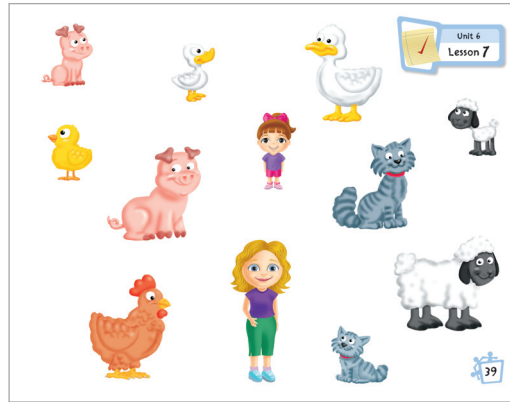
star, black, shapes (rectangle, square, oval, circle), farm animals (sheep, cat, pig, duck, chicken), baby farm animals (lamb, chick, piglet, kitten, chick), Mommy

Materials:

Action Cards, CD, PPPs (*shapes, feelings, farm animals, baby farm animals*), Student's Book p. 39, Buddy Book p. 39, pencils, crayons

Before the Lesson:

Ensure children's shape cut-outs are accessible.

**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 stars they have pasted.

T: *Good job, Juan! Lots of stars. How many stars?, etc.*

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

Engage▶ **Remembering Time**

③⑥ Sing the **It's Black Chant** using the actions (p. 104). Repeat twice.

Select one more activity the children enjoyed from this unit:

③③ **Farm Babies Song** (pp. 95–6)

③④ Retell **Story 6: Where's the Puppy?** using Story Cards 6A–6D (pp. 97–8). Encourage as much participation as possible.

- Play the **Buddy Pairs Game** (p. 100) with the farm animals (mothers and babies) PPPs.

Exploit**Book Time**

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

T: *Look at all the mommies and babies. What can you see?*

Elicit as much language as possible, encouraging children to give you complete sentences.

C: *It's a duck./There's a duck.*

Demonstrate:

T: *Take your pencil. Match the mommies and the babies.*

Circulate, checking and providing feedback.

▶ **Thinking Time**

Put the PPPs (*shapes, feelings, farm animals, baby farm animals*) 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 the illustration shows.

Play the **Odd One Out Game** (p. 46).

4 Sing the **Sit Down Jingle** (p. 19).

Working Time

Ask the children to place their shape cut-outs on the table. Call three children to the front. Have them each bring one shape cut-out. Then make a pattern with these, e.g. a square, an oval, an oval.

Place the children holding their cut-outs in a pattern and elicit how the sequence would continue. Then make one long pattern, with all the children in the class.

Repeat several times.

Finding Page Routine (Buddy Book p. 39).

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

T: *Lots of shapes!*

Have children point and say the shape words. Elicit responses to complete the pattern for each row.

Demonstrate how to draw the correct shape to complete each pattern.

Circulate, checking and providing feedback.

Quick finishers can color the shapes.

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



Reflecting Time

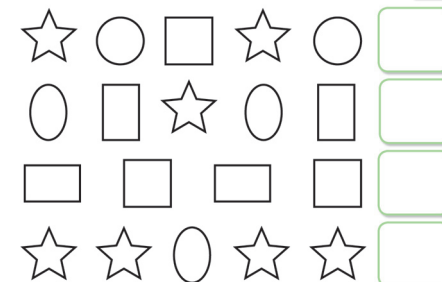
Show the Action Card.

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).



Complete the patterns.

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Enrichment Activity

To develop creative artistic expression

Crayon Scratch

Give each child a piece of white construction paper (around 10 cm. x 15 cm.) and have them color in the whole sheet. Yellow, light green, light blue, pink, white, and orange work very well. The darker shades won't show up as well at the end. They need to press down very hard to put lots of strong bright color on the paper.

When they have finished this coloring, put their names on the back. They then color over the whole sheet with black crayon. They will need to press down very hard to cover all the bright colors. Then give each child a push-pin and tell him/her to draw a night picture by using the push-pin to scrape off some of the black. This will allow the colors underneath to come through. When the pictures are finished, display them on the classroom walls.