Celebrations

Unit Objectives

- learn vocabulary and language through a unit focusing on celebrations
- ask when things are

Unit

- talk about what you like to do
- read a story about a school year
- learn the /qu/, /y/, and /z/ sounds and the corresponding letters; segment and blend decodable words
- learn the value of enjoying learning together
- count to 100 by tens



Jalue

Project Make a party hat and write a description.

Unit Language

Vocabulary: concert, party, field day, graduation, play, parade, morning, this afternoon, today, tomorrow, tonight, right now, week, stage, diploma, proud, happy, act, march, bow, cheer, instrument, maraca, rain stick, drum, loudest, can, rice, tube, quilt, yes, zip (v), quick, zigzag, hop, run, quack, learn, grow, talk in English, summer, fall, winter, spring, wait, balloons, letters q, y, z, numbers 1–100

Structures: When is your (concert)? It's (this afternoon). What is happening? Children are graduating. How do they feel? They feel (happy). Well done! What (do) (you) like to do? (I) like to (cheer). Which instrument is the loudest? Tap the drum. Shake the maraca. Turn the rain stick upside down. Can you (quack)? Yes, I can. / No, I can't. My hat is (red) and (purple). Is this your hat? Yes, it is. / No, it isn't. (We) like to (read). We learn to (wait). We try to do our best. Let's count. How many balloons do you see? What number is next? How many balloons altogether? Receptive: When do you have (physical education)? When do you feel proud? What are they celebrating? Do you like to (act)? Who is the (biggest)? What do you need to make a (drum)? What do you do first/next? Did you guess right? What sound does a (duck) make? Who is the quickest? Can Kit zip? What colors do you see? Is it (spring) now? What's the weather like in the (winter)? What do we wear in the (winter)? What do the children like to do? Who is the (tallest)? Who has grown the most? What celebrations have balloons? What can (Gus) do? Which two letters make the /qu/ sound?

T9A Unit 9 Overview



Art

Math

Drawing portraits; theater visit; making instruments; making paper chains; creating a yearbook

Surveying; measurements; counting to 100 by tens

Social Studies Class schedules; graduations



Physical Education

Having a field day; marching; action games



Science

Seasons of the year

Communication

Oral Skills: asking and answering questions; role-playing dialogs; participating in class discussions

Listening Skills: doing a listening comprehension; listening to Phonics Chants and a Phonics Story

Performing Arts: role-playing a dialog; doing actions; role-playing celebrations; miming animals

Sentence Building: reading sentences and responding; completing sentences; building and reading sentences

Early Literacy

Early Writing Skills: doodling; number and word tracing and writing; drawing

Early Reading Skills: sentence reading and responding; speech bubbles and captions

Documentation: writing an answer

Narrative Skills: talking about a picture; talking about a reading; discussing the school year

Building Phonological Awareness: /qu/, /y/, and /z/ sounds; segmenting and blending decodable words

Building Print Awareness: word labels; sentences; captions; speech bubbles

Doodling for Critical Thinking For Students

In this unit, the children explore two-color patterns. Allow them to explore color patterns with their doodles. They can create doodle patterns with two, three, or more colors.

For Teachers

Create a class Alphabet Chart to consolidate all the letter sounds and names the children have learned. Allocate a letter to each child.



Digital Tool Box

Presentation Kit: Unit 9 SB and AB with integrated audio, videos **TRC**: Unit 9 downloadable audio,

videos, and Print and Play materials **SPK**: Unit 9 songs, videos, and language practice activities to play at home

> Unit 9 T9 Overview

Learning Centers

Tips from the Authors

Learning Centers offer opportunities for informal assessment. As you watch how the children approach early literacy tasks, you may want to jot down notes (perhaps on a checklist) on each child's strengths and needs regarding speaking, listening, reading, and writing.

1: Survey Center (Lesson 3)

Conversation Starters: What's your favorite thing? I like to act. What do you like to do? How many children like (morning) best?



Materials: three handmade charts: *What's your favorite* thing to do? (act, sing, play the drum); What's your favorite time of day? (morning, afternoon, night); What's your favorite season? (summer, fall, winter, spring); small sticky notes; markers

Objective: think about preferences

- **1.** Review the question and answer choices for each survey chart.
- 2. The children write their name on a sticky note and place it after the answer of their choice.
- 3. Count the number of votes for each option. Discuss the completed survey charts.



Conversation Starters: Let's say the colors. What color is next?



Materials: a completed paper chain; strips of colored paper 2 cm wide and 12 cm long; tape or glue stick **Objective:** explore patterns with different colors

- **1.** Point to each link in the paper chain and chant the color pattern. Encourage the children to chant with you.
- 2. Review patterns and ask What color is next?
- 3. The children make their own color pattern paper chains.

- mac

Let the children solve simple problems for themselves. For example, in the Counting by Tens Learning Center, don't intervene, even if you can see that children are struggling to put the rubber bands around the sticks successfully. Provided that they are safe, those moments when you don't rush in are characterbuilding. It's natural to want to make everything perfect, but if we do, children may not experience success or deal with struggle on their own.

3: Pocket Chart Seasons Center (Lesson 7)

Conversation Starters: Which season is this? What's this? When do you wear/see/use/ eat this? Which season has this weather? Materials: Pocket Chart: four blank Brint i



Materials: Pocket Chart; four blank Print and Play cards with *spring*, *summer*, *fall*, and *winter* written on them; Print and Play Pictures: *umbrella*, *spring tree*, *lamb*, *chick*, *sunglasses*, *beach*, *sun*, *ice cream*, *autumn tree*, *kite*, *summer tree*, *winter hat*, *mittens*, *snowman*, *winter tree* (choose three pictures for season)

Objectives: review vocabulary and sort items into categories

- **1.** Read the word cards with the children and put them in the Pocket Chart.
- 2. The children take turns to pick a Print and Play Picture.
- **3.** The children name/describe the item in the picture and put it in the Pocket Chart next to the season they think the item goes with. (Some of the pictures can go with more than one season, so allow discretion. Encourage the children to explain their reasoning.)



4: Counting by Tens Center (Lesson 9)

Conversation Starters: How many sticks? There are 10 sticks in a pack. Let's count by tens: 10, 20, 30, 40.



Materials: 550 craft sticks or coffee stirrers; rubber bands; handmade number cards, 10–100, of increasing length (see the picture)

Objective: build awareness of number/quantity correlation

- **1.** The children bundle sticks into packs of 10, wrapping a rubber band around each pack.
- 2. They put the number cards in order from smallest to largest.
- **3.** They place the correct number of sticks (in packs of 10) on each number card, counting by tens as they do so.

Unit 9

Unit S Celebrations







concert





When is your concert?

It's this afternoon.



Key language: concert, party, field day, graduation, play, parade, morning, this afternoon, today, tomorrow, tonight, right now, week; When is your (concert)? It's (this afternoon). Activities: 1 Listen, point, and say. 2 Listen and say dialog, then role-play. 3 Language check: Listen and circle. 4 Sing It's Graduation Week.

	Think and Doodle
	CHARLEN BURNEL
What is happening in the pict How do they feel?	ture?

AB 82

Key language: stage, diploma, proud, happy; What is happening? Children are graduating. How do they feel? They feel (happy). Well done! Activities: 1 Listen, point, and say. 2 Pair share: Talk about the picture. 3 Listen and point. 4 Let's doodle: Listen and draw. 5 Sing It's Graduation Week.

Unit 9 Lesson 2

Celebrations

Lesson 1

Objectives: learn words for celebrations; ask and answer about when things are

Key Language: concert, field day, graduation, parade, party, play, morning, right now, this afternoon, today, tomorrow, tonight, week; When is your (concert)? It's (this afternoon).

Review: family members

Receptive Language: When do you have (physical education)?

Materials: Pocket Chart; Print and Play Pictures: birthday cake, party hat, mortarboards, violin, recorder, stage, egg and spoon race, sack race, parade; Photo Cards: graduation, party, field day, concert, play, parade; green, orange, and brown crayons (one per child)

BEFORE THE PAGE

⁰⁰²⁾ Song: *Doodle Town Hop*

Play the audio (see TE Page T2). The children join in and do the actions.

Introduce Key Language

Show the Print and Play Pictures. Talk about what the items are and what celebration they are associated with. In which celebrations have the children taken part?

USING PAGE 84

1 🔁 Listen, point, and say.

Go to Page 84. Show the page or display it using the Presentation Kit. Play the audio. The children listen and point. Play the audio again. The children repeat.

Early Reading: Captions

Read the captions with the class. Ask, for example, What word starts with /f/? Which word ends with /n/?

2 Listen and say dialog, then role-play.

Play the audio. The children listen and point to the speakers in their books. Write the following in a column on the board: *this afternoon, last day of school, tomorrow in the morning, tomorrow in the afternoon, tonight, right now.* Read with the class. Play the audio again. As you listen, work with the children to place each Photo Card correctly. Use the chart to role-play the dialog. Adjust the language to match the children's levels; for example, rather than specifying time of day, the children can respond *It's (today).*

Grandpa: When is your concert? Gus: It's this afternoon.

- (2) Meg: party / Gus: tomorrow in the afternoon
- (3) Grandma: field day / Gus: last day of school
- (4) Grandpa: graduation / Gus: tomorrow in the morning
- (5) Grandma: play / Gus: tonight
- (6) Meg: parade / Gus: right now!

3 210 Language check: Listen and circle.

Make sure the children have the correct crayons ready. Play the audio. The children listen and circle the graduation green, the concert orange, and the play brown.

4 2111 Sing It's Graduation Week.

Play the song. Point to the Photo Cards on the board. Play it again. The children sing and point. Play it again. The children sing and do the actions.

Chorus: It's graduation week, the school year is done. We hope that you can join us and share in all the fun! (sway)

Verse 1: **Grandpa:** When is your concert? Is it tomorrow at the end of the day? **Gus:** It's in the afternoon, not tomorrow, but today. (mime playing an instrument)

Verse 2: **Grandma:** When is the play? I'd like to see you act. **Gus:** The play is tonight, and that is a fact. (mime acting)

Verse 3: **Grandpa:** When is your graduation? I'm so proud and glad. **Gus:** It's tomorrow, in the morning. **Grandpa:** Good! I am going with your dad. (bow and smile)

(repeat chorus)

Verse 4: **Meg:** When is your party? I hope it's soon. **Gus:** The party is tomorrow. Tomorrow afternoon. (dance in place)

Verse 5: **Grandma:** Are you having a field day? **Gus:** Yes! Field day is cool. We play and run races on the last day of school. (run in place)

Verse 5: **Gus:** It's time for our parade now, I hope you can come. We march around the school. I'm playing the drum! (mime marching and playing the drum)

Chorus: It's graduation week, the school year is done. We hope that you can come and join in all the fun! (sway)

AFTER THE PAGE

Class Schedule

Talk about your class's schedule. Ask, for example, *When do you have (physical education)? When do you have English? (Right now!)* Doodle and write the schedule on the board.



Home-School Connection

Hand out the Unit 9 Letter to Parents for the children to take home. Ask parents to find pictures of celebrations their family has been to for the children to bring in.

Real

Think and Doodle

Lesson 2

Objectives: talk about a picture; talk about how people feel

Key Language: diploma, stage, happy, proud; What is happening? Children are graduating. How do they feel? They feel (happy). Well done!

Review: celebrations

Receptive Language: When do you feel proud? What are they celebrating?

Materials: pictures of school celebrations; Print and Play Frame Templates (one per child); drawing and decorating materials; Photo Cards: concert, party, field day, graduation, play, parade

BEFORE THE PAGE

Sing Celebration Songs

Display the Photo Cards on the board. Point to each of them and elicit their names. Then, ask the children if they know any songs for celebrations in English, such as Happy Birthday. If so, sing them with the class.

Show and Tell

Have the children do a show and tell with the pictures of celebrations they have brought to class.

Teacher-to-Teacher

Have pictures of school events to give to any children who may have forgotten to bring their own.

USING PAGE 85

Explore the Page

Go to Page 85. Show the page or display it using the Presentation Kit. Use the pictures to teach stage and diploma. Point to the girl. Ask How does she feel? Explain proud. Ask When do you feel proud? Doodle and caption the children's suggestions.

1 213 Listen, point, and say.

Play the audio. The children listen and point. Play it again. Pause after each line for the children to repeat.



Pair share: Talk about the picture.

Put the children in pairs. Have them look at the picture. They ask and answer What do you see? What are they celebrating? Have them describe what they can see in the picture.

3 214 Listen and point.

Play the audio. The children listen and point.

It's the last day of school. It's Graduation Day! The children and their families are at the graduation. The children go on stage to get their diplomas. The children say, Thank you. The children are happy and proud.

Let's doodle: Listen and draw. 4

Play the audio. The children listen and draw a diploma on the table.

5 211 Sing It's Graduation Week.

Play the song (see TE Page T84). Encourage the children to ioin in and do the actions.

AFTER THE PAGE

Graduation Portraits

Hand out paper and drawing materials. Have the children draw a graduation portrait of themselves. They can add mortarboards and gowns in the school colors or the color of their choice. Hand out the Print and Play Frame Templates. The children decorate them, cut them out, and then stick them around their portrait.

Graduation Video

If your school has made videos of previous graduations, show them to the class. Pause to point and ask questions, for example, Who's this? How does she feel?



1 Pair share: Talk about the picture. 2 Cross out items that don't belong.



86



Key language: act, march, bow, cheer; What (do) (you) like to do? (I) like to (cheer).
Activities: 1 Listen, read, and say. Place stickers. 2 Listen and point, then role-play.
3 Listen and draw. 4 Sing My Play Is Today!

AB 83

Let's Talk

Lesson 3

Objectives: talk about plays; read and match stickers

Key Language: act, bow, cheer, march; What (do) (you) like to do? (I) like to (cheer).

Review: play, colors

Receptive Language: Do you like to (act)?

Materials: Photo Cards: act, march, bow, cheer; Survey Learning Center materials (see TE Page T9C)

BEFORE THE PAGE

Song: It's Graduation Week

Play the song (see TE Page T84). Encourage the children to join in and do the actions.

Introduce Key Language

Teach act, march, bow, and cheer with the Photo Cards. Practice the words and actions with the class.

Think and Play! Circle Game

Follow the procedure on TE Page T15. Start the game by asking, for example, Do you like to act? Child 1: Yes, I do. Do you like to bow? Child 2: No, I don't.

USING PAGE 86

Listen, read, and say. Place stickers.

Go to Page 86. Show the page or display it using the Presentation Kit. Ask the guiding question What celebration is this? Establish that the children are acting in a play on a stage. Play the audio and have the children listen. Play it again. Pause after each line and have the children repeat. Say the initial sound of one of the activities, such as /ch/ (cheer), and have the children do/mime the action. Repeat with act, march, and bow.

Help the children read each of the sticker labels. Play the audio again and have the children place the stickers.





Listen and point, then role-play.

Play the audio. The children listen and point to the speakers in their books. Play it again. Pause after each line and have the children repeat the dialogs. Have the children role-play the dialog in pairs.

Boy: What do you like to do on the stage? Girl: I like to act. What do you like to do? Boy: I like to march!

(2) bow/cheer

3 [💵 Listen and draw.

Make sure the children have a set of crayons ready. Review colors. Say a color and have the children show you the correct crayon. Play the audio. The children listen and draw a line under cheer, a circle around act, and a checkmark next to march.



Play the audio and let the children listen to the song. Play it again. Have the children join in and mime the actions.

Verse 1: Child 1: When is your play? Child 2: It's today! I like to act on stage. Hooray! Hooray! Hooray!

Verse 2: march; Verse 3: bow; Verse 4: cheer Hooray! Hooray! Hooray!

AFTER THE PAGE

Learning Center: Survey

Demonstrate how to use the Learning Center materials (see TE Page T9C). The children vote for their preferences.



Take your children on a field trip to see a play or a concert. When you're back at school, make a class Big ie si, ney hear, the event in . Book to retell the story in the play or show the different instruments they heard. Alternately, have the children draw a picture of the event in their journal.



1 Pair share: Talk about activities in chart. Ask and answer. 2 Complete chart. Then compare answers.

Let's Explore

Lesson 4

Objectives: make musical instruments; read and make predictions

Key Language: drum, instrument, maraca, rain stick, loudest; Which instrument is the loudest? Tap the drum. Shake the maraca. Turn the rain stick upside down.

Subject Specific Language: can, rice, tube

Review: biggest, quietest, shortest, smallest

Receptive Language: Who is the (biggest)? What do you need to make a (drum)? What do you do first/ next? Did you guess right?

Materials: Doodle Bunny puppet; colored tape; for drums: coffee cans, chopsticks; for maracas: dried beans or popcorn kernels, yogurt containers or plastic bottles with lids, paper plates, ribbons; for rainmakers: cardboard tubes, aluminum foil or baking paper, rubber bands, lentils, tissue paper

BEFORE THE PAGE

219 Song: My Play Is Today!

Play the song (see TE Page T86). Encourage the children to ioin in and do the actions.

Review Superlatives

Review adjectives and superlative forms. Invite three children to the front of the class. With the class's help, have the children stand in order of height. Ask Who is the biggest/smallest? Put the class into two teams. See which team can say hello the quietest. Have two children judge. Now see which team can cheer the loudest.

USING PAGE 87

T87

1 Pair share: Talk about the picture.

Go to Page 87. Show the page or display it using the Presentation Kit. Talk about the picture. Read the labels. With the class, mime the steps for making each instrument. Ask What do you need to make a (drum)? What do you do first/next? Ask How do the children play the instruments? Elicit Tap the drum. Shake the maraca. Turn the rain stick upside down.



Listen and point.

Play the narrative. Have the children listen and point.

Adult: There is a parade on Tuesday. It's in the morning. The children are making instruments. Tony is making a drum. Tap the drum, Tony! Very nice! Linda is making a maraca. Shake the maraca, Linda! I like that sound! Gino is making a rain stick. Turn the rain stick upside down, Gino! Oooh! It sounds like rain! Listen to the children play their instruments together. They are a band. They can play and march. Children: One, two, three, four. One, two, three, four. Adult: Are you ready for the parade? Children: Yes!

3 **Documentation: Predict and complete.**

Point to Doodle Bunny. Ask What instrument does Doodle Bunny have? Elicit maraca. Have the Doodle Bunny puppet read the question. Have the children write the name of the instrument they think will be loudest.

Try it out! Make a musical instrument.

Have the children get in three groups according to which instrument they'd want to make and provide each group with the materials they need. Use the pictures as a guide to make the instruments.

When they have finished, have each group take turns to all play their instruments. Ask Which is the loudest? Agree as a class. Ask Did you guess right?

AFTER THE PAGE

221 **Musical Parade**

Play the audio. Have the children act out the narrative with their instruments.

082 March

Play the counting song *Twenty Fingers* (see TE Page T30). iarci e. The i ick 204; set Have the children march around the classroom and play their instruments in time. The children could also march to How Many Taxis? (Track 204; see TE Page T82).

Activity Book 3 AB 84

1 Read and color. 2 Say.



AB 84 Art Talk. Key language: instrument, maraca, rain stick, drum, loudest; Which instrument is the loudest? Tap the drum. Shake the maraca. Turn the rain stick upside down. Subject specific language: can, rice, tube. Activities: 1 Pair share: Talk about the picture. 2 Listen and point. 3 Documentation: Predict and complete. 4 Try it out! Make a musical instrument.

Unit 9 Lesson 4 Say, trace, and write.



Key language: *quilt, yes, zip (v), quick, zigzag, hop, run*; letters y, z, q. **Activities**: **1 Letters and sounds**: Say, trace, and write. **2 Phonics story**: Draw a line under words that start with *qu, y,* and *z* and read them. **3** Listen to *Run, Hop, Zigzag!* **4** Read the sentences.

Phonics

Lesson 5

Objectives: learn the sounds /qu/, /y/, and /z/; trace words; listen to a Phonics Story

Key Language: quick, quilt, yes, hop, run, zigzag, zip (v), letters y, z, q

Review: bee, dog, duck

Receptive Language: What sound does a (duck) make? Who is the quickest?

Materials: Alphabet Chart

BEFORE THE PAG

Introduce Y/y, Z/z, and Q/q

Display the Alphabet Chart. Say the letter names for y, z, and q. Have the children say the picture word for each letter. Elicit the sound for each letter. Brainstorm other words that start with each of the letters. Doodle and caption them on the board.

Think and Play! Sound Game

Play a sound game. Tell the children they are going to be ducks, dogs, and bees. Ask What sound does a (duck) make? Establish that ducks go quack quack, dogs go yap yap, and bees go buzzzzzz. Have the children move around the class. Say the names of the animals, and the children act out the animal and make its sound.

Teacher-to-Teacher

Note that in English, the letter *q* is always followed by the letter *u*. Have the children air-trace the letters q and u together. When they sound out words, make sure they say q and u as one sound, /qu/.

Song: The Alphabet Song

Play the song (see TE Page T6). Encourage the children to join in and stand up when they hear q, y, and z.

USING PAGE 88

Letters and sounds: Say, trace, and write.

Go to Page 88. Show the page or display it using the Presentation Kit. Follow the procedure on TE Page T46.



Phonics Story: Draw a line under words that start with qu, y, and z and read them.

The children look at the story and underline the words that start with qu, y, and z. Have the children sound out and blend y-e-s—yes, qu-i-ck—quick, and z-i-g-z-a-g—zigzag. Have them sound out and blend the decodable words c-a-ncan, G-u-s—Gus, r-u-n—run, K-i-t—Kit, h-o-p—hop, a-t—at, and M-e-g-Meg.

Listen to Run, Hop, Zigzag! 3

Play the audio. Have the children listen and follow the story in their books. Play it again and encourage the children to say it rhythmically.

Can Gus run? Yes, he can. Kit can hop. She is quick! Look at Meg. She can zigzag.

4 Read the sentences.

Put the children into pairs. Have them take turns reading the Phonics Story to each other.

AFTER THE PAGE



Take the children outside or to a large indoor space. Have running, hopping, and zigzagging races with the children. Encourage the children to comment on the races. Ask Who is the guickest? after each race.

rthe Unit 9 a Try some of the Unit 9 activities in the Literacy Skills Pad.

Read and Write

Lesson 6

Objectives: read and answer questions; do an art and literacy project

Key Language: quack; Can you (quack)? Yes, I can. / No, I can't. My hat is (red) and (purple). Is this your hat? Yes, it is. / No, it isn't.

Review: colors

Receptive Language: Can Kit zip? What colors do you see?

Materials: Print and Play Letters: a, e, i, o, u; five sorting trays; Print and Play Pictures: *bag, cat, dad, hat, jam, Kit, mix, dip, zip, bib, pen, leg, hen, red, ten, bus, run, Gus, bug, cup, mom, dog, fox, box, log;* colored card; colored paper; Paper Chain Learning Center materials (see TE Page T9C); Unit 9 Print and Play Words I Know cards and sentence frame (one set per child)

BEFORE THE PAGE

² Phonics Story: *Run, Hop, Zigzag*

Play the Phonics Story (see TE Page T88). Have the children listen, repeat, and act it out.

Uowel Sounds

Review the vowel sounds short /a/, short /e/, short /i/, short /o/, and short /u/. Use the Print and Play Letters to elicit the sounds. Put each card on a sorting tray. In groups, have the children sort the Print and Play Pictures according to their vowel sounds. Explain that these are the middle sounds for each word. Encourage the children to sound out and blend each word.

USING PAGE 89

1 🛄 Read, write, and circle.

Go to Page 89. Show the page or display it using the Presentation Kit. Point to Kit. Ask *Can Kit zip*? Elicit Yes, *she can*. Sound out and blend *z-i-p*—*zip*. Repeat with Meg and *qu-a-ck*—*quack*. The children read the questions and circle the answer that's correct for them.

2 Pair share: Talk about the picture.

Talk about the picture at the bottom of the page. Ask *What* are the children doing? Point to the hats. Ask *What* colors do you see? The children talk in pairs. Read the speech bubbles with the class. Sound out and blend the decodable words h-a-t—hat, a-n-d—and, r-e-d—red, and th-i-s—this.



Listen, look, and circle.

Play the audio. The children listen and point. Play it again. They circle the correct hats.

Boy: My hat is red and purple. **Girl:** Is this your hat? **Boy:** Yes, it is! Well done! **Girl:** Thanks!

(2) yellow and purple

Project: Make a party hat. Write a description.

Help the children to make paper hats in their two favorite colors. Assist with stapling and sticking the hats together. Help the children to write a description of their hat. Write all the different colors on the board for them to copy.

5 Pair work: Play the guessing game.

Put all the hats and the written descriptions on a central table. The children take turns to pick a description, read it out, and then match it to a hat. If they are correct, they give the hat and the description to the hat's owner. Put all the hats back on the table. Each child describes his or her hat orally and the other children have to find it.

AFTER THE PAGE

Hat Parade

The children march around the classroom in their hats. They can play the musical instruments they made in Lesson 4. They bow and cheer at the end.

Learning Center: Paper Chain

Demonstrate how to use the Learning Center materials (see TE Page T9C). The children make color pattern paper chains.

💭 🥶 Words I Know

Hand out a set of Unit 9 Print and Play Words I Know cards and a sentence frame to each child. Follow the procedure on TE Page T17.



Literacy Skills Pad

Try some of the Unit 9 activities in the Literacy Skills Pad.

Activity Book 3 85 86 🎥

1 Color both sides. Then cut out. 2 Choose big letters or small letters. Put strips together in order. 3 Sing **The Alphabet Song** and point. 4 Point and say pictures. 5 Take game home to share.

T89



AB 85

Key language: quack; Can you (quack)? Yes, I can. / No, I can't. My hat is (red) and (purple). Is this your hat? Yes, it is. / No, it isn't. Activities: 1 Read, write, and circle. 2 Pair share: Talk about the picture. 3 Listen, look, and circle. 4 Project: Make a party hat. Write a description. 5 Pair work: Play the guessing game.

Unit 9 Lesson 6



We say "good morning" at school. We like to talk in English.



We like to read and write.



We like to count and measure.

90 Unit 9 Lesson 7 Key language: learn, grow, talk in English, summer, fall, winter, spring, wait; (We) like to (read). We learn to (wait). We try to do our best. Activities: 1 Preview and predict with a Picture Walk. 2 Listen to All Year Long and point. 3 Read and act out. 4 Sing the Values Song We Try to Do Our Best.

We learn to wait and take turns. We like to play together.



We like to learn. We try to do our best. All year long, we learn and grow!



What do you like to do at school?

AB 87

Key language: Review. Activities: 1 Listen again and read, then act out. 2 Think! What do you like to do at school? 3 Sing the Values Song We Try to Do Our Best.

All Year Long

Lesson 7

Objectives: read a story about a year at school; sing a song about the value of enjoying learning together

Key Language: grow, learn, talk in English, wait, summer, fall, winter, spring; (We) like to (read). We learn to (wait). We try to do our best.

Review: count, measure, play, read, take turns, write, clothes

Receptive Language: *Is it (spring) now? What's the weather like in the (winter)? What do we wear in the (winter)?*

Materials: Pocket Chart Seasons Learning Center materials (see TE Page T9D)

BEFORE THE PAGE

211

²¹¹ Song: It's Graduation Week

Play the song (see TE Page T84). The children join in and do the actions.

Introduce Key Language

Doodle and caption each season on the board. Ask, for example, *Is it (spring) now? What's the weather like in the (winter)? What do we wear in the (winter)?*

USING PAGES 90 AND 91

1 Preview and predict with a Picture Walk.

Go to Pages 90 and 91. Show the pages or display them using the Presentation Kit. Point to the title and read it with the class. Ask *What can you see? What are they doing?* for each picture.

2 22

²²⁴ Listen to *All Year Long* and point.

The children listen to the audio and point to the pictures.

Sentences

Read the text with the children. Then play the audio again. Pause after each sentence for the children to read the text. Have the children read the text again and underline the words for school activities.

3 Read and act out.

Put the children into groups of four. They take turns to be the narrator while the others act out the scene.



Sing the Values Song *We Try to Do Our Best.*

Play the song. The children join in and do the actions.

Verse 1: We say good morning when we get to school. (wave to classmates) We say please and thank you, and we follow all the rules. (shake hands)

Verse 2: School is where we work, (mime opening a book) school is where we play. (mime throwing a ball) We like to talk in English, we have lots of things to say. (point to mouth)

Chorus: Summer and fall, winter and spring, (wave arms in air) we read (mime opening a book) and write, (mime writing) we talk and sing. (point to mouth) Summer and fall, winter and spring, (wave arms in air) all year long, we learn new things. (tap head)

Verse 3: We like to count and measure. We add and take away. (count on fingers) We try to do our best. We try hard every day. (clasp hands)

Verse 4: We like to tell our friends (point to classmates) about the things we know. (tap head) All year long we learn. All year long we grow. (reach up)

(repeat chorus)

Home-School Connection

Talk about the value of enjoying learning together. Ask the children to say what they enjoy doing most with their class at school. Encourage the children to sing the song at home and talk about the value with their families.

AFTER THE PAGE

Learning Center: Pocket Chart Seasons

Demonstrate how to use the Learning Center materials (see TE Page T9D). The children sort pictures into the correct season.

Discuss the School Year

Talk about what you have done in class this year. Doodle and caption the children's suggestions on the board. The children write *I like to* (favorite activity) on a piece of paper or in their journals. They move around the class. They ask and answer *What do you like to do*? They form groups with others who have the same favorite activity. Count the members of each group to find the class's favorite activity.

Literacy Skills Pad

Try some of the Unit 9 activities in the Literacy Skills Pad.

, Not

All Year Long

Lesson 8

Objectives: review a reading; think and answer a question about a story

Key Language: review

Receptive Language: What do the children like to do? Who is the (tallest)? Who has grown the most?

Materials: Unit 9 Photo Cards; camera, smartphone, or tablet; folio-size blank journal; Print and Play Achievement Certificate Templates (one per child); ribbon

BEFORE THE PAGE



219 Song: My Play Is Today!

Play the song (see TE Page T86). Encourage the children to join in and do the actions.

Measure Each Other

Look at the height chart you put on the wall in Unit 1. Have the children take turns to measure one another again to see how much they have grown. Ask Who is the (tallest)? Who has grown the most?

Think and Play! What's Missing?

Show the Unit 9 Photo Cards to review the words. Follow the procedure on TE Page T11.

USING PAGES 90 AND 91

²²⁴ Listen again and read, then act out.

Go to Pages 90 and 91. Show the pages or display them using the Presentation Kit. Play the story again. Have the children read it. Then the children act it out in groups of four.

2 Think! What do you like to do at school?

Look at the question at the bottom of Page 91, What do you like to do at school? Read it with the class. Take the class's suggestions. Doodle and caption their suggestions on the board. Have the children write a list of their five favorite things in order of preference. They write in their journals. Have them share their list with a partner.

3 Sing the Values Song We Try to Do Our Best.

Play the song (see TE Page T90). Encourage the children to join in and do the actions.

AFTER THE PAGE



Create a Yearbook

Use a digital camera, smartphone, or tablet to take a picture of each child. Print them out and have the children cut out their picture. The children each create a page for a class Yearbook. Have them stick down their picture and write their name on the page. They can write other personal information, such as their birthday, age, or favorite color. Have them write a sentence about what they like to do in English class. Stick all the pages in a blank journal and write Class of (year) on the front.

Have a Class Graduation

Print out the Achievement Certificate Templates. Write the children's names and sign the certificates. Roll them up and tie a ribbon around each one. Have a graduation ceremony in your class with each child coming up in turn to receive his or her certificate. Have the children clap and cheer. You may wish to do this for the parents after the Unit 10 play.

Literacy Skills Pad

the Unit 9 a Try some of the Unit 9 activities in the Literacy Skills Pad.

Activity Book 3 AB 87

1 Write your name. 2 Think of things children like to do at school. 3 Write and draw what you like to do. 4 Cut out certificate.



Key language: balloons, numbers 1–100; Let's count. How many balloons do you see? What number is next? How many balloons altogether? Activities: 1 Count to 100 by tens. Lesson 9 2 Count and trace. 3 Sing How Many Balloons Do You See?

Unit 9

9

AB 89

Let's Count

Lesson 9

Objectives: count to 100 by tens; sing a counting song

Key Language: balloons, numbers 1–100; Let's count. How many balloons do you see? What number is next? How many balloons altogether?

Review: celebrations, colors

Receptive Language: What celebrations have balloons?

Materials: Pocket Chart; Print and Play Numbers: 10–100 (tens only); Counting by Tens Learning Center materials (see TE Page T9D)

BEFORE THE PAGE



Song: How Many Taxis

Play the song (see TE Page T82). Encourage the children to join in and do the actions.



Class Yearbook

Look through the class Yearbook you made in the previous lesson. Have the children add a new bit of information to their profile: their favorite number. The children write a number between 1 and 100.



Introduce Counting to 100

Put the Print and Play Numbers in the Pocket Chart in random order. Have the children come up and sort them into the correct order. Then chant the numbers 10–100.

USING PAGE 92

1 Count to 100 by tens.

Go to Page 92. Show the page or display it using the Presentation Kit. Point to the balloons. Ask What celebrations have balloons? Doodle and caption the children's suggestions. Say a color and have the children point to the correct balloons. Repeat with other colors.

Have the children count the balloons in one group. Ask How many balloons? Elicit 10. Have the children point to each group and count by tens. Keep it quick and with rhythm.

2 Count and trace.

Air-trace numbers 10–100 with the children. Do it again and have the children guess the number. Have the children finger-trace the numbers in their books and then trace them in pencil.



3 227 Sing How Many Balloons Do You See?

Play the audio and let the children listen to the song and point to the correct number of balloons in their books. Play the audio again and have the children join in. They hold up their fingers and count with the song. Each finger equals 10.

Verse 1: Adult 1: I see 10 balloons floating in the air. And 10 more balloons floating over there. **Adult 2:** Now how many balloons do you see? Adult 1: Add 10 and 10 and you have 20.

Verse 2: 20/10/30; Verse 3: 30/10/40; Verse 4: 40/10/50; Verse 5: 50/10/60; Verse 6: 60/10/70; Verse 7: 70/10/80; Verse 8: 80/10/90; Verse 9: 90 / 10 / I see 100 balloons for you and me!

AFTER THE PAGE



Learning Center: Counting by Tens

Demonstrate how to use the Learning Center materials (see TE Page T9D). The children count and match.

Think and Play! Hopscotch

Draw a 10-square hopscotch grid on the ground in chalk. Write 10s to 100 in each square. Follow the procedure on TE Page T30.

Math Skills Pad

Try some of the Unit 9 activities in the Math Skills Pad.



Home-School Connection

Ask the children and their parents to complete the Unit 9 Parent Page in the Math Skills Pad.

Activity Book 3 AB 89

1 Find 10 hidden stars and say number. 2 Count by 5s. Circle 5s with purple. 3 Count by 10s. Color squares in 10s column yellow.

Let's Check

Lesson 10

Objectives: review the unit; do listening, reading, and writing comprehension

Key Language: review

Receptive Language: What can (Gus) do? Which two letters make the /qu/ sound?

Materials: Pocket Chart; Photo Cards: *march, bow, cheer;* Learning Center materials (see TE Pages T9C and T9D); Doodle Bunny puppet; Doodle Bunny's Journal

BEFORE THE PAGE

Values Song: We Try to Do Our Best

Play the song (see TE Page T90). Encourage the children to join in and act it out.

Look through the class Yearbook you made in Lesson 8 with the children. Talk about your school year.



Think and Play! Follow the Leader

Review the Unit 9 Photo Cards. Put them in the Pocket Chart. With the class, think of actions for each word. Have the children walk around the classroom in a line. The child who is first in line is the leader. He or she says one of the Photo Cards, such as *march*. All the children march around the class and the leader goes to the back of the line. Repeat with other words. The children can think of other words from previous units that they can act out.

USING PAGE 93

1 229 Listening: Listen and check.

Go to Page 93. Show the page or display it using the Presentation Kit. Talk about the pictures. Point and ask *What celebration is this?* Play the audio. The children listen and point. Play it again. This time the children check the correct answer in their books.

Dad: When is your graduation? **Girl:** My graduation is this afternoon.

2 Reading: Read and check.

T93

Sound out and blend *qu-i-l-t—quilt* with the children. Have the children check the correct picture.

3 Writing: Look and write.

Point to the pictures of Gus. Ask *What can Gus do?* Elicit *Gus can zip.* Have the children sound out and blend *z-i-p*—*zip.* The children read the sentence. Now have the children write the missing word to complete the sentence. Repeat with the picture of the duck. Elicit *A duck can quack.* Ask the children *Which two letters make the /qu/ sound?* Elicit *q* and *u.*

4 Speaking: Where is Meg? Go to Page 84. Point and say.

Point to Meg at the bottom of the page. Ask *Where is Meg?* (*at a party*). They have to go to Page 84 and find the party. Then they point to, name, and act out the other celebrations.



Home-School Connection

Encourage the children to take their books home, where they can talk about and share Unit 9 with their families.

AFTER THE PAGE

227 Song: How Many Balloons Do You See?

Play the song (see TE Page T92). Encourage the children to join in and do the actions.

Think and Play!

Allow the children to look through the unit in their books and talk about the things they particularly enjoyed. Have them draw a circle around their favorite celebration.

Draw their attention to any of their artwork or project work from the unit that's on display around the classroom and talk about it.

Learning Centers

Allow the children to choose a Learning Center from Unit 9 (see TE Pages T9C and T9D) that they wish to explore again.

Literacy Skills Pad

Try some of the Unit 9 activities in the Literacy Skills Pad.

Home-School Connection: Doodle Bunny Sleepover

See TE Page T11 for the procedure.



Home-School Connection

Ask the children and their parents to complete the Unit 9 Parent Pages in the Literacy Skills Pad.

Activity Book 3 AB 90

1 Talk about the big picture. 2 Listen and circle pictures at the bottom. Then match pictures.

Activity Book 3 AB 91

1 Circle your favorite new word. 2 Circle activities that you like to do. 3 Read and draw.



AB 90

Key language: Review. Activities: 1 Listening: Listen and check. 2 Reading: Read and check. 3 Writing: Look and write. 4 Speaking: Where is Meg? Go to page 84. Point and say.