

Unit 6 Look Outside

Unit Objectives

- learn vocabulary and language through looking at nature
- learn to describe where things are
- trace the letters Rr and Ss
- practice prereading and prewriting skills
- recognize the initial sound /r/ and /s/ sounds
- learn to care for nature
- enjoy a Story Song
- count and write numbers to 7 and do a math project



Value

Learn to care for nature.



Project

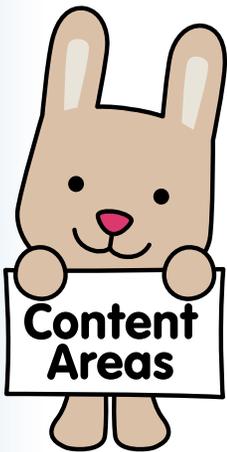
Make “bugs on a log” for a snack.

Unit Language

Vocabulary: leaf, frog, rock, flower, outside, trees, rain, sing, sun, seed, plate, water, grow, on, under, bird, bugs, logs, number 7, bigger

Structures: What do you see? I see a (flower). What do you hear? I hear a (rock). My (seeds) grow. Where is the (frog)? The (frog) is under the (rock).

Receptive: Look outside. Look up. Look down. Stand up. Sit down. sound, heavy, gentle, touch; What does Tai do? circle, plant, lots of ... , check, dry, wet, read, paint, glue; What do you like best? Where are the (bugs)? How many (bugs)? doodle, circle



Art



Creating a shoe box garden; coloring; painting

Social Studies



Playing a team game; helping to clean up

Physical Education



Doing a plant mime; playing *Hopscotch*

Communication

Listening and comprehension; singing an action song; miming; learning a finger play; acting out a story

Sentence Building: Making a new verse for a song

Early Literacy

Early Reading Skills: Letter recognition (Rr, Ss); reading rebus sentences

Early Writing Skills: Tracing letters; tracing numbers, circling, drawing

Phonological Awareness: Initial /r/ and /s/ sounds

Print Awareness: Speech bubbles

Narrative Skills: Predicting from pictures; sequencing a story

Math



Matching patterns; sorting; counting to 7

Science



Awareness of the nature that surrounds us; discovering different textures; planting seeds; investigating nature; using technology; weather; experimenting with water

Critical and Creative Thinking For Students

In this unit, the children will name familiar objects in nature and view them with a magnifying glass. They will find out how to grow a seed and make their own shoe box garden.



For Teachers

Exploring nature offers lots of opportunities for children to make connections between what they know and what they see. Go outdoors. Listen to the birds singing. Ask *What do you hear? Where else do you hear birds? Do you see flowers like this in the park?*



Digital Tool Box

Classroom Presentation Kit: Unit 6 SB with integrated audio and videos

TRC: Unit 6 downloadable audio, videos, and Print and Play materials

Student's App: Unit 6 songs, videos, and language practice activities to play at home

Learning Centers

Tips From the Authors

Learning Centers are a great way to teach a few different concepts in one place. You can teach language, vocabulary, and other skills such as sorting, patterns, or psychomotor skills. You can encourage children to think of their own “Learning Center”! Use the Conversation Starters to encourage the children to think about what they are doing as they explore the materials.



1: Shoe Box Gardens (Lesson 2)

Conversation Starters: *What's this? How many flowers? I love your garden!*



Materials: small boxes (shoe boxes); small stones; leaves; flowers; aluminum foil

Objective: develop creativity

1. Give the children a shoe box each to create their own garden.
2. Put the materials in the center of each small group of children. They can use stones as the base and to create paths, decorate with flowers and leaves, and use aluminum foil to make ponds.
3. Encourage the children to share and talk about their gardens.



2: Phonological Awareness: /r/ (Lesson 3)

Conversation Starters: *What's this? What sound (does it make)? That's right.*



Materials: Print and Play Pictures: *rabbit, rain, rock, flower, frog, leaf, tree; paper*

Objective: build recognition of words with the initial /r/ sound

1. Write *r* on the paper and display it. Have the Print and Play Pictures on your desk.
2. The children pick a card and say the item on it. If it begins with /r/, they place it next to the *r*.
3. At the end, have the children say the /r/ words.

Children of this (and any) age are fascinated by nature and often love bugs! If you have the opportunity, let the children explore outside, with or without magnifying glasses, and have a bug hunt. Examine bugs and count their legs. Make sure the children treat bugs gently and with respect.



3: Nature (Lesson 4)

Conversation Starters: *Look! What's this? (Does it look) big or little? How many (seeds)?*



Materials: leaves; seeds; rocks; logs; pictures of birds and frogs; magnifying glasses; drawing materials; paints

Objectives: get hands-on with nature; view things from different perspectives with magnifying glasses

1. Let the children explore the materials with magnifying glasses.
2. Talk about how the magnifying glass makes things big. Let them explore outside with magnifying glasses, too.
3. Have the children search for bugs using the magnifying glasses.



4: Patterns in Nature (Lesson 6)

Conversation Starters: *What's this? What color is it? Look at the pattern.*



Materials: printed-out photos of frogs and leaves with different colors and patterns; Print and Play Frog and Leaf Templates; crayons; glue

Objectives: practice coloring and fine motor skills; develop visual discrimination

1. Display the photos of the frogs and leaves. Encourage the children to look carefully at each photo. Talk about the different colors and patterns they can see.
2. Hand out the frog and leaf Print and Play pictures. Have the children color them with their own colors and patterns.
3. Have the children glue their frog onto the leaf. Display the frogs around the classroom.

Unit 6 Look Outside

What do you see?

I see a  .



Let's Talk



Lesson 1

Objectives: learn vocabulary for objects in nature; develop visual discrimination; role-play a dialog; explore the environment

Key Language: *flower, frog, leaf, rock, outside; What do you see? I see a (flower).*

Review: classroom objects, *walk*

Receptive Language: *Look outside. Look up. Look down. Stand up. Sit down.*

Materials: Doodle Bunny puppet; Meg and Gus cutout puppets; Photo Cards: *rock, flower, leaf, frog*

BEFORE THE PAGE

Song: *I Can Walk*

Play the song as in Unit 5, Lesson 1 (see TE Page T34). Encourage the children to join in and do the actions.

Making Connections: Look Outside

Use the Doodle Bunny puppet to greet the class. Have him gesture toward the windows and say *Look outside*. Have the children name the things they see in English.

Introduce Key Language

Teach *flower, frog, leaf, and rock* using the Photo Cards and ask the children if they can see any of these outside the window. Keep the Photo Cards on display.

USING PAGES 44 AND 45

Explore the Picture

Go to Pages 44 and 45. Show the pages or display them using the CPK. Point to the pictures and say each item. Point to the objects in nature and have the children identify them.

1 Listen and say the vocabulary.

Play the audio. The children listen and point to the objects. Play it again and encourage them to repeat the words.

Leaf. Leaf. Frog. Frog. Rock. Rock. Flower. Flower.

2 Vocabulary check: Listen, place the stickers, and say.

Help the children find the nature stickers at the back of their books. Play the audio and have them stick their stickers anywhere in the outdoor scene, while saying the sentences.

I see a flower. I see a leaf. I see a rock. I see a frog.

3 Match and say.

Put the children into pairs. One child points to a sticker. The other child finds the matching picture on the page and says the word. Then they swap roles.

T44

4 Listen and say the dialog.

Point to the characters on Page 44. Ask *Who's this?* to elicit their names. Take out the Meg and Gus cutout puppets and have Meg say *It's Gus and me. We're outside.*

Play the audio. The children point to Meg and Gus and say the dialog.

Meg: *Ooooh. Gus: What do you see? Meg: I see a flower.*

Meg: *Ooooh. Gus: What do you see? Meg: I see a leaf.*

Meg: *Ooooh. Gus: What do you see? Meg: I see a rock.*

Meg: *Ooooh. Gus: What do you see? Meg: I see a frog.*

Play the dialog again, pausing after each speaker, for the children to repeat.

Invite pairs of children to act out the conversation using the Meg and Gus cutout puppets and the Photo Cards.



Rebus Sentences

Have the children "read" Meg and Gus's speech bubbles with you.

5 Sing *Let's Go Outside*.

Play the song and encourage the children to join in and do the actions.

Let's go outside. (walk in place) What do you see? (shield eyes with hand, peer around) Look up, look down. (point up, point down) What do you see? (shield eyes with hand) Stand up. Sit down. (do actions) What do you see? (shield eyes with hand) I see a flower.

Verse 2: I see a flower ... and a leaf.

Verse 3: I see a flower ... and a leaf ... and a rock.

Verse 4: I see a flower ... and a leaf ... and a rock ... and a frog!

AFTER THE PAGE

Role-Play

Put the children in pairs. They go around the class together and ask and answer *What do you see? I see a (crayon), etc.*

Exploring the Environment: Scavenger Hunt

Take the children outside. Put them in small groups and see if they can find leaves and rocks. They can find flowers too, but don't let them pick them. At the end, count and see which group has the most leaves and rocks.

Activity Book 1 **AB p. 48**

1 Point and say. 2 Count the leaves, rocks, frogs, and flowers. 3 Point and say.

Math Skills Pad 1 **MSP p. 23**

1 Color the 7 blue. 2 Draw lines to the flowers. 3 Count the flowers. 4 Trace the numbers. 5 Sing *Let's Go Outside*.

Lesson 2

Objectives: practice new language; talk about a picture, develop communication skills; learn to care for nature

Key Language: *trees; What do you hear? I hear a (rock).*

Review: *boy, flower, frog, leaf, rock*

Receptive Language: *sound, heavy, gentle, touch; What does James do?*

Materials: Unit 6 Photo Cards (see TE Page Txv); Print and Play Pictures: *boy, tree*; real or toy flower and leaf, a small rock, a toy frog, Shoe Box Gardens Learning Center materials (see TE Page T6C)

BEFORE THE PAGE

 **Song: How Are You?**

Play the karaoke version of the song and sing it with the names of the children in your class (see TE Page T5).

Think and Play! Touch and Tell

Play the *Touch and Tell game* (see TE Page T3). For this version, use the real and/or toy versions of a leaf, frog, rock, and flower.

Introduce the Language

Teach *trees* using the Print and Play Picture. Mime being trees blowing in the wind as you say the word. If you have trees outside your window have the class look and point to them.

USING PAGE 44 AND 45

Explore the Picture

Go to Pages 44 and 45. Show the pages or display them using the Classroom Presentation Kit. From this point of the book onward, use *What do you see?* as a guiding question when discussing what's on a page and let the children take the lead.

1 Ask and answer What do you see?

Put the children in pairs and have one child ask the question and the other child answer. Then swap roles.

 **2 Listen and point.**

Have the children find Tai at the top of the page. Play the narrative and ask the children to point to the objects in nature as they hear them.

Tai: *Hello. How are you? My name is Tai. I'm outside. What do you see? Look! I see a frog. I see trees. I see a rock. [We hear a sound of a rock being dropped into the water.] I hear a rock. What do you hear? What do you see?*

 **3 Talk about the picture.**
Circle Time Activity

Talk about what the children can see in the picture. They can answer in Language 1, but reformulate their answers into English. Ask *What does Tai do?* (he drops a rock in the water). *What sound does the rock make?* Encourage the children to make *plop/splash* sounds, like the rock hitting the water.

Introduce the value of caring for nature by talking about how we can enjoy and show respect for nature. Ask the children to find the rock in the picture. Have them mime picking up a rock. Is it easy to pick up? Elicit that rocks are heavy. Then ask them to find the flower in the picture. Have them mime stroking a flower very gently. Help the children to talk about how to handle a flower and why we must be gentle when touching one.

 **4 Sing Let's Go Outside.**

Write *I see a ...* on the board. Below it stick the Photo Cards for *flower, rock, leaf, and frog* from left to right. Play the song and encourage the children to join in and do the actions (see TE Page T44). Point to the sentence on the board for each verse.

 **Sentence Building**

Replace two Photo Cards with Print and Play Pictures of *boy* and *trees*. Play the karaoke version of the song and have the children "read" and sing the new verses.

AFTER THE PAGE

 **Learning Center: Shoe Box Gardens**

Demonstrate how to use the Learning Center materials (see TE Page T6C).

Think and Play! What's Missing?

Display all the Unit 6 Photo Cards and have the class name each one. Give them a minute to look at the pictures. Then, the children close their eyes while you remove one card. When they open their eyes again, they say which card is missing.

 **Exploring Nature**

Give the children a checklist and go outside. Challenge them to find one leaf, two rocks, three flowers, and four trees. If your school has a pond, see if the children can spot any frogs.

Activity Book 1 AB p. 49 AB p. 50

1 Trace and color with green, blue, yellow, and red. 2 Count the petals. 3 Point and say.

1 Point and say. 2 Follow paths.



R r

Rain on the rabbit!



S s



I love to sing!

Lesson 3

Objectives: recognize and trace Rr and Ss; recognize and make /r/ and /s/ sounds; read two speech bubbles; introduce the /r/ sound; create gardens

Key Language: *rain, sing, sun*

Review: *rabbit, rock, sister; What do you see? flower, frog, tree*

Receptive Language: *Circle. Thank you for your help.*

Materials: Print and Play Pictures: rabbit, rain, rock, sing, sister, sun; Print and Play Letters: Rr, Ss; Doodle Bunny Letter Finder; Phonological Awareness Learning Center materials (see TE Page T6C)

BEFORE THE PAGE

 **Song: The Alphabet Song**

Play the song (see Page TE12). Run in place while you sing. Then play the karaoke version and sing again.

Introduce and Review Key Language

Use the Print and Play Pictures to teach and review the Key language.

Introduce the Letters Rr and Ss

Display the Print and Play Letter you are teaching. Trace it in the air and say (*Rr*). Encourage the children to copy you. Use the Letter Finder to frame *Rr* or *Ss* on the Alphabet Poster.

USING PAGE 46

Go to Page 46. Show the page or display it using the CPK.

 **1 Listen, trace, and say Rr.**

Play the audio. The children trace each letter with a finger while shouting *Big R* and whispering *little r*. Then they trace *Rr* with a pencil in different colors.

Letter R. BIG R. little r.

 **2 Listen, point, and say /r/.**

Run in place and say */r/, /r/, run*. Display the Print and Play Picture of *rain*. Mime holding an umbrella and say */r/, /r/, rain*. Have the children copy you. Play the audio and have them to listen and point to the */r/* pictures. Then have them repeat.

R /r/, /r/. /r/, /r/, rabbit. /r/, /r/, rock. /r/, /r/, rain.

3 Circle the /r/ pictures and draw more rain.

The children circle *rabbit* and *rock*, then trace the diagonal lines of the rain with a finger, before drawing more rain over the rabbit, the rock, and the tree.

 **4 Chant Rain.**

Play the chant a few times and have the children join in. Point to the speech bubble for the line *Rain on the rabbit*. Have the children stand up. Play the chant and have them sit down and stand up again each time they hear the */r/* sound.

Kit: Rain on the rabbit. Rain on the tree. Rain on the rock. And rain on ME!

 **5 Listen, trace, and say Ss.**

Play the audio. See Rr for the procedure.

Letter S. BIG S. little s.

 **6 Listen, point, and say /s/.**

Display the Print and Play Picture of a *sun*. Spread out your hands like the sun's rays and say */s/, /s/, sun*. Have the children copy. Talk about what the children can see in the bottom picture. Elicit what Meg's relationship to Gus is and what she is doing. Play the audio. The children point to the pictures, then repeat.

S /s/, /s/. /s/, /s/, sun. /s/, /s/, sing. /s/, /s/, sister.

 **7 Sing I Love to Sing.**

Play the song a few times and point to the speech bubble for the line *I love to sing*. Encourage the children to join in. Have them clap their hands when they hear the */s/* sound.

Meg: I love to sing. I love the sun. I love to sing in the sun. I love to sing. I love the sun.

Gus: My sister sings in the sun!

8 Draw a line from Gus to his sister. Circle the sun.

The children can free-draw a line between Gus and Meg's hands several times, in different colors. Have them trace the sun with a finger and then draw a circle around it.

AFTER THE PAGE

**Learning Center: Phonological Awareness: /r/**

Demonstrate how to use the Learning Center materials (see TE Page T6C).

Activity Book 1 AB p. 44

- 1 Make the books. Write your name.
- 2 Look and read.
- 3 Color.
- 4 Chant *Rain* and sing *I Love to Sing*.
- 6 Take the books home.

Literacy Skills Pad 1 LSP p. 33

- 1 Point and say.
- 2 Finger paint the rain blue.
- 3 Glue paper on the rock.
- 4 Color the tree green.
- 5 Phonological awareness/pronunciation: Say the initial */r/* sound.
- 6 Chant *Rain*.

Lesson 4

Objectives: explore science content and language; plant and take care of seeds; explore seed planting; document plant growth

Key Language: *grow, on, plate, seed, water; My (seeds) grow.*

Subject Specific Language: *bigger*

Review: *flower, leaf, sun*

Receptive Language: *plant, lots of ..., check, dry, wet*

Materials: Unit 6 Photo Cards; seeds (peas, beans, cress, mustard); paper plates; tissue paper; bottles or small watering cans; Doodle Bunny puppet; camera/tablet; Nature Learning Center materials (see TE Page T6D)

BEFORE THE PAGE



Song: *I Love to Sing*

Play the song and have the children clap their hands every time they hear the /s/ sound, as in Lesson 3 (see TE Page T46).

Think and Play! Run To

Stick the Unit 6 Photo Cards around the classroom. Show each card and have the children name the item as you do so. Have all the children stand up and move around the class to music. Stop the music and say one of the items. The children all have to run to that Photo Card.



Learning Center: Nature

Follow the instructions for using the Learning Center materials (see TE Page T6D). The children explore and document the different items. The seeds in the Learning Center can be the ones used in the Let's Explore activity.

Introduce Key Language

Show all the materials you have ready for the planting activity to teach the names of each item.

USING PAGE 47

1 Talk about the picture.

Help the children find Page 47. Show the page or display it using the Classroom Presentation Kit. Ask *What do you see?* and listen to the children's suggestions. Establish that the boy is planting a seed.

2 Plant seeds and observe.

Divide the class into groups around tables. Hand out a paper plate to each child and some tissue for them to put on their plates. They can write their name on their plate.

T47

UNIT 6 Student's App: Science activity

Go around the class with the different types of seeds. Ask the children if they would like one big seed or lots of little seeds. Let them place or sprinkle their chosen seed(s) on the tissue.

Hand out bottles or small watering cans of water to each group. If you have a faucet in your classroom, let the children take turns getting their own water. If not, provide them prefilled.

The children take turns to use the bottles or watering cans to pour water on the tissue so it's just damp.

Put the seeds on a table near a window, so that they get plenty of sunlight and explain that, just as children need food and drink, seeds need both water and sun to grow.



Documentation: Draw the seed on Day 1 and Day 4.

Have the Doodle Bunny puppet point to the documentation panel and read the captions with the class. Establish that they must draw their seeds, or one of their seeds, in the first frame.

Over the next four days the children can check on their seeds. Talk about changes each day and water to keep the tissue damp. Allow the children to feel the tissue in the morning and afternoon to check if it is dry or wet. Link this to the Unit 6 value of learning to take care of the natural world, by explaining that the children are responsible for taking care of the seeds and checking to see if they need water.

On Day 4, the children draw what their seedling looks like. Use the subject specific language to describe the size of the plant, compared with the seed.

4 Talk about plants.

Talk about the seeds and plants. Elicit known language (*big, little, leaf*). Discuss what the children did and what happened.

AFTER THE PAGE

Using Technology: Take Pictures

If possible, allow the children to use a camera or tablet to take pictures of their seeds on Day 1 and on Day 4.



Home-School Connection

Print the pictures out for the children to take home and show their families.

Activity Book 1 AB p. 45

1 Cut. 2 Put the pictures in order and glue them on paper.

Literacy Skills Pad 1 LSP p. 34

1 Point and say. 2 Match the pots to the numbers in order. 3 Color the pots. 4 Sing *Let's Go Outside*.

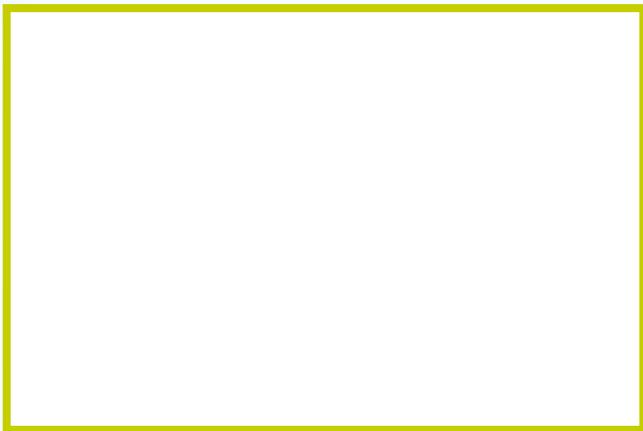
Math Skills Pad 1 MSP p. 24

1. Talk about the picture. 2. Count the animals and flowers. 3. Circle the numbers.



Let's Explore

1. Put the  on the .
2. Put  on the .
3. Put the  in the .



My Seed



My Seed Grows

Where Is the Frog?



1



The  is under the .

2



The  is on the .

3



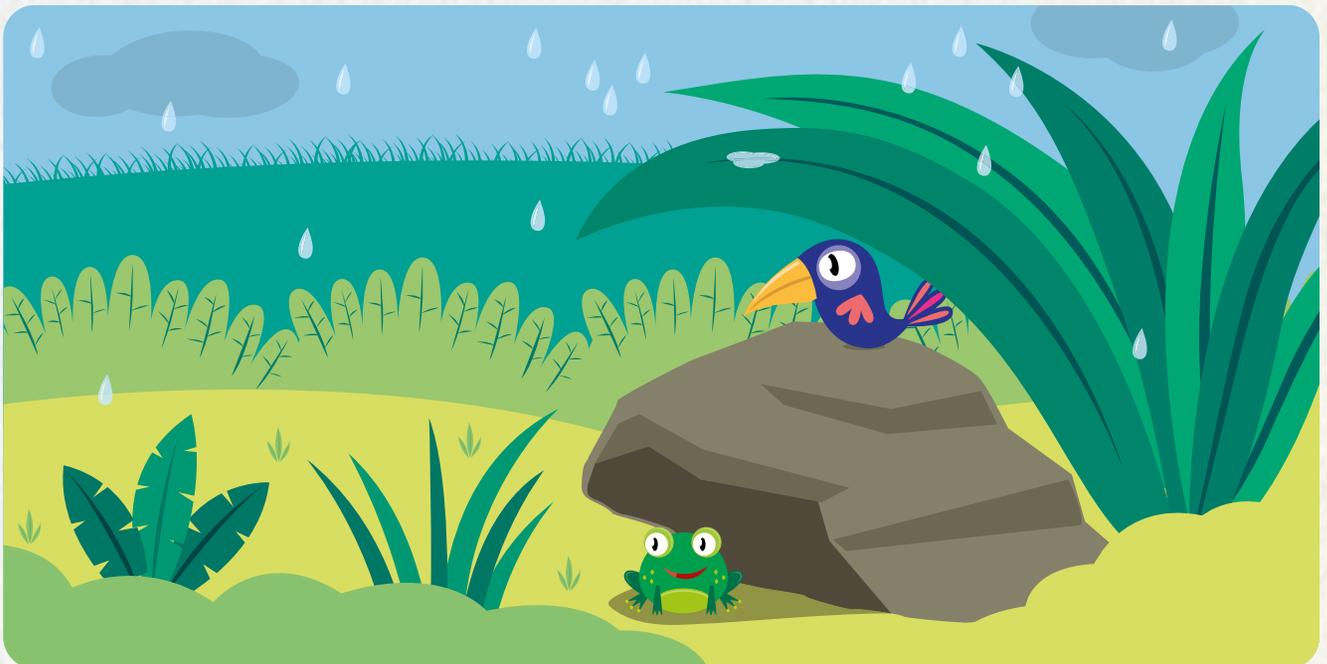
The  is under the .

4



The  is on the .

5



The  is falling down.

Objectives: make predictions about a story; read and listen to a Story Song; enjoy and do a finger play; sing the Story Song; read rebus sentences; learn to care for nature

Key Language: *bird, under; Where is the (frog)? The (frog) is (under) the (rock).*

Review: *frog, rain, rock, on*

Receptive Language: *What do you see? Where is the (frog)?*

Materials: Unit 6 Photo Cards; Print and Play Pictures: *bird, flower, frog, leaf, rock*; sponges; water tray or shallow containers; cardboard toilet paper tube, child-safe knives, peanut butter or lard, bird seed, string

BEFORE THE PAGE

105 **Chant: Rain**

Play the chant as in Lesson 3 (see TE Page T46). Encourage the children to join in and stand up and sit down when they hear the /r/ sound.

Think and Play! What Is It?

Use a book to conceal one of the Print and Play Pictures from the class. Slowly reveal the picture and ask *What is it?* Encourage the class to call out when they know the answer. Repeat.

Introduce Key Language

Use the Print and Play Picture to teach *bird*. Establish an action and sound for a bird and a frog. Have all the children move around the class to music. Stop the music and say one of the animals. The children then have to move around in the manner of that animal and make the sounds.

Go under a table to teach *under*. Have the children take turns going under the table.

Show the children the frog Photo Card. Put it on a table and ask *Where is the frog?* Elicit *On the table*. Repeat with *under*. Let the children take turns with the frog and encourage them to ask *Where is the frog?*

USING PAGES 48 AND 49

1 Preview and predict with a Picture Walk.

Help the children find Pages 48 and 49. Show the pages or display them using the Classroom Presentation Kit. Point to the title, *Where Is the Frog?*, and read it. Look at the pictures

and encourage the children to talk about what they can see and what they think the story will be about.

2 109 **Listen and point.**

The children listen to the Story Song and point to the pictures.

Verse 1: The frog is under the rock. (repeat x1) Hey, ho. What do you know? The frog is under the rock.

Verse 2: The bird is on the rock.

Verse 3: The bird is under the leaf.

Verse 4: The rain is on the leaf.

Verse 5: The rain is falling down.

Rebus Sentences

Read the rebus sentences with the children.

3 109 **Sing the Story Song *Where Is the Frog?***

Play the the Story Song again and point to the rebus sentences as you sing. Encourage the children to join in.

Teach a finger play and play the Story Song again:

Verse 1: The children put a hand flat on the desk for frog and put their other hand, in a fist, on top for rock.

Verse 2: They pull their first hand out from under the rock and put it on top.

Verse 3: They pull out their rock hand and put it on top, flat, as the leaf.

Verse 4: They pull out their bottom hand and make rain pattering motions on their other hand.

Verse 5: They use both their hands to make rain pattering motions.

AFTER THE PAGE

Sensory Exploration: Water Play

If you have access to a water tray or shallow containers, allow the children to make drips from their fingers to look like rain. They can explore what happens when they immerse their sponges in the water and squeeze them out to make rain.

Exploring Nature: Make Bird Feeders

Talk about what different birds eat. Give each child a cardboard toilet paper tube with a hole punched through it and a plate of bird seeds. Put the children in groups and give them peanut butter/lard to share. (Check for allergies first.) Show the children how to spread the peanut butter/lard on the toilet paper tube and then roll it in the seeds. Put some string through the hole and give the children time to hang their bird feeders outdoors.

Math Skills Pad 1 MSP p. 24

1 Talk about the picture. 2 Count the animals and flowers. 3 Circle the numbers.

Objectives: review and talk about a Story Song; act out a Story Song with props; learn to care for nature; sing a Values Song and talk about appreciating nature; act out a Story Song with props

Key Language: review

Receptive Language: *paint, glue; like best; What do you see?*

Materials: Unit 6 Photo Cards; Print and Play Pictures: *bird, frog, leaf, rock, tree*; *Patterns in Nature* Learning Center materials (see TE Page T6D); toy frogs and birds; crayons, markers, paper, glue, blue paint, paintbrushes

BEFORE THE PAGE

100 **Song: Let's Go Outside**

Play the song, using the Photo Cards to cue the verses. Encourage the children to join in and do the actions (see TE Page T44).

Think and Play! Frogs and Birds

Follow the procedure for *Cats and Dogs* (see TE Page T38). For this version, use *Frogs* and *Birds* as the name for each team.

USING PAGES 48 AND 49

Talk About the Story Song

Go to Pages 48 and 49. Show the pages or display them using the Classroom Presentation Kit. Talk about the pictures. Ask *What do you see?*

109 **1 Listen and point.**

Play the Story Song (see TE Page T48). The children point to the pictures.

2 Read the sentences.

Have the children point as they “read” each rebus sentence with you.

Write *is on the* and *is under the* on the board. Build your own rebus sentences with the class using the Unit 6 Photo Cards.

109 **3 Use props to act out the Story Song.**

Use the rocks and leaves from the Nature Learning Center (see TE Page T6D), toy frogs, and toy birds.

Hand them out to groups of three children so each child in the group has one item. Play the Story Song and have the children act it out in their groups using the props.

Learn Through Play: Being Imaginative

Allow the children more time to play together with their props, and introduce other objects (flowers and toys). Play the karaoke version of the Story Song and encourage them to create new verses.

111 **4 Sing the Values Song *The Frogs, the Birds, and Me.***

Display the *frog, bird, and tree* Print and Play Pictures. Play the Values Song a few times and point to the pictures. Encourage the children to join in.

The frogs live in the water. The birds live in the tree. We all live here together—the frogs, the birds, and me. (repeat x1)

Circle Time Activity

Revisit the value of learning to care for nature. Discuss the importance of appreciating nature as a class. Ask the class what they like best about going on a nature walk and do a Think, Pair, Share activity.

Talk about different ways we can take care of the natural world, for example by not littering, making bird feeders for birds, etc. Encourage children to sing the song at home and talk about the value with their families.

AFTER THE PAGE

Learning Center: Patterns in Nature

Demonstrate how to use the Learning Center materials (see TE Page T6C). The children color and draw patterns on the frog and leaf.

Develop Art Skills: Painting

Hand out the Print and Play Pictures of *frog, rock, leaf, and bird* to the children to color and cut out. Give each child a piece of paper. Have the children glue the pictures onto their paper in the order of the Story Song.

Put watery blue paint and paintbrushes in the center of each group of children. Show the children how to use the paintbrushes to make splatters to look like rain drops. Put the pictures aside to dry.

Home-School Connection

When the pictures are dry, let the children take them home to show their families and share the story with them.

Activity Book 1 AB p. 55

1 Circle the pictures that are different. 2 Point and say.

Literacy Skills Pad 1 LSP pp. 35–36

1 Make the book. Write your name. 2 Look and read. 3 Color. 4 Take the book home.

Let's Count



1

2

3

4



5

6

7

7  on a log!



Lesson 7

Objectives: count to 7; trace numbers; learn to sing a counting song; make and count bugs; read a rebus sentence; do an edible math project

Key Language: bugs, logs, number 7

Review: on, under, numbers 1–6; What do you see?

Receptive Language: Where are the bugs? How many bugs?

Materials: Print and Play Numbers: 1–7; seven small items per child; raisins, cheese spread, pretzel sticks, child-safe knives; chalk, beanbag

BEFORE THE PAGE

**Story Song: Where Is the Frog?**

Play the Story Song as in Lesson 5 (see TE Page T48) and encourage the children to sing and do the finger play.

Think and Play! Sorting Game

Show a Number Card between 1 and 6 and say the number. The children have to get into groups of that number. Repeat.

Introduce Number 7

Count up to six. Write each number on the board as you do. Count again, pointing at each number. Go up to seven and write 7 on the board. Count from one to seven with the class, pointing at the numbers as you do. Display Number Card 7.

USING PAGE 50

Explore the Page

Go to Page 50. Show the page or display it using the Classroom Presentation Kit. Ask *What do you see?* Use the picture to teach *logs* and *bugs*.

Ask *Where are the bugs?* and point to each one to elicit *on* and *under* the log.

1 Look and count.

Hand out seven small items to each child. Have them place one on each bug. Ask *How many bugs?* and count them out loud with the children. Repeat for *logs*.

2 Listen and point.

Play the song and have the children point to the logs and bugs as they count.

Verse 1: I see one, two, three, four, five, six, seven logs. I see seven logs. I see one, two, three, four, five, six, seven logs. Seven logs. L-L-L-Logs! Seven logs, seven logs. I see seven logs. I see one, two, three, four, five, six, seven logs. Seven logs. Yeah!
Verse 2: bugs

3 Sing Seven Logs.

Play the song again and have the children join in, showing fingers as they count.

4 Trace the numbers.

The children trace the numbers, first with their fingers and then with a crayon. Encourage them to say each number as they trace it.

5 Project: Make “bugs on a log,” count, and eat!

Point to Gus at the bottom of the page. Ask *What do you see?* Before doing this activity, ensure that no child has a dairy or wheat intolerance. You could substitute the cheese spread for a dairy-free alternative.

Give each child a pretzel stick, and put raisins and cheese spread in the center of each table. Supply blunt, flat knives for spreading the cheese. The children count as they put seven raisins on their pretzels.

Develop Motor Skills: Spreading

Monitor the children as they spread their cheese. Try not to help unless they really need it.

Think!

Can the children figure out why Gus’s snack is called “bugs on a log”? What part is the log and which are the bugs?

**Rebus Sentences**

Point to the number in Gus’s speech bubble. Ask *What number is it?* Read the rest of the speech bubble with the children.

AFTER THE PAGE

**Play Hopscotch**

Draw seven squares with chalk or tape seven numbered squares to the ground, alternating between one and two squares in each row. The children take turns to throw a beanbag onto the grid. They hop until they reach the square where their beanbag has fallen and pick the beanbag up.

Activity Book 1

1 Trace and say. 2 Count the bugs. 3 Circle the happy bugs with green and the sad bugs with yellow. 4 Draw the last mouth.

Math Skills Pad 1

1 Talk about the picture. 2 Cut out the frogs. Glue the frogs on the picture. 3 Count the animals. 4 Find and circle 7. 5 Sing *The Frogs, the Birds, and Me*.

Lesson 8

Objectives: review the unit; do a listening comprehension activity; make a sticker scene

Key Language: review

Materials: Unit 6 Photo Cards and Print and Play Pictures (see TE Page Txv); Doodle Bunny puppet; Pocket Chart

BEFORE THE PAGE

 113 **Song: Seven Logs**

Play the song as in Lesson 7 (see TE Page T50) and encourage the children to sing along and count on their fingers.

Review Language

With books closed and without any visual prompts, ask the children what words they have learned in English. Accept, with plenty of praise, any words from this unit or the previous ones. Focus particularly on the words and language from this unit. Every time they offer a word from this unit, hold up the corresponding Photo Card or Print and Play Picture.

Think and Play! Doodles

Draw a doodle on the board of any of the new words from this unit. Draw slowly, giving the children time to guess after each stage. When they have guessed correctly, write the word beneath your doodle. Let the children try doodling.

USING PAGE 51

 115 **1 Listen and circle.**

Go to Page 51. Show the page or display it using the Classroom Presentation Kit. Talk about the photos at the top of the page and ask *What do you see?* to elicit language. Play the audio. The children listen and point. Play it again, and this time the children circle the correct answer in their books.

Where is the frog?

The frog is under the leaf. (repeat x1)

 101 **2 Sing Let's Go Outside.**

Display the Print and Play Pictures for *flower, leaf, rock, frog,* and *bird*. Play the karaoke version of the song and have the children sing and do the actions. Include a fifth verse: *I see a flower, a leaf, a rock, a frog, and a bird.*

3 Color and say.

Look at the bottom picture and ask the children *What do you see?* Ask the children to color the bird and the rock. Circulate while they color and ask: *What's this?*

4 Circle the picture that begins with /r/.

When all children have had a chance to identify the bird and the rock, point and say in chorus: *Bird. Rock*. Emphasize the initial letter sounds in each word and ask the children to identify the word that begins with /r/. Practice saying /r/, /r/ rock. Then tell the children *Circle the picture that begins with /r/.*

AFTER THE PAGE

**Team Race**

Display the Unit 6 Photo Cards and Print and Play Pictures on the board. Divide the class into two teams and have them stand up in their groups. Say an item from one of the pictures. One member of each team has to race to touch the correct picture. The first child to touch the correct item wins a point for his or her team.

This activity fosters the social skill of teamwork.

**105 Phonological Awareness Chant: Rain**

Play the chant as in Lesson 3 (see TE Page T46). Have the children join in and mime rain falling down.

Think! Unit Review

Allow the children to look through the unit in their books and talk about the things they particularly enjoyed. 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.

Let the children play with the Nature Learning Center and/or their shoe box gardens.

Think and Play!

Let the children choose a game to play from the unit. You can give them a choice of two games that you are ready to play.

**Home-School Connection**

Choose a child who has worked well in this unit to take home the Doodle Bunny puppet and give him or her the Doodle Bunny Journal (see TE Page T9 for more details).

Ask the children and their parents to complete the Unit 6 Parent Pages in the Literacy Skills Pad and Math Skills Pad

Activity Book 1 AB p. 49

1 Point and say. 2 Trace the rain. 3 Draw a tree.

Math Skills Pad 1 MSP p. 26

1 Point and say. 2 Count the items in each box. 3 Color the items in each the box 4 Match the box to the number.

Listen and circle.



I can sing, color, and circle.

