

Unit 9 Rainy Day

Unit Objectives

- learn vocabulary and language by focusing on the weather
- think about rainy days and indoor activities
- complete a project to make a puppet
- learn about different types of weather
- learn the initial and ending sounds /th/, /ks/, and /y/ and the corresponding letters Th th, Xx, and Yy
- learn about appropriate clothes for different weather
- enjoy a factual text about water
- learn about the importance of water
- count to 20; do simple addition



Value Learn about the importance of water.



Unit Language

Vocabulary: sunny, rainy, cloudy, snowy, windy, rainbow, puddles, boots, make a puppet, watch TV, play a game, weather, chart, think, thin, three, moths, sloths, cloths; fox; yes, yellow, box, mittens, sunglasses, wonderful, living things, plants, animals, people, raindrops, number 20

Structures: What's the weather like today? It's (cloudy). It's a (rainy) day today. I want to play outside. What do you want to do? I want to (make a puppet). Think of three thin (moths). Yes, there's a fox. What does (he) need? What do (you) need? He needs (a jacket). I need (mittens). We all need (water).



Oral Skills: singing a song about the weather; singing an action song; singing a Values Song; singing a counting song

Listening Skills: doing listening comprehensions; doing listening comprehensions and doodling; listening to and saying new words

Performing Arts: role-playing a dialog; doing a role-play with puppets

Sentence Building: understanding captions; understanding speech bubbles and rebus sentences

Early Literacy

Early Reading Skills: letter/word recognition; rebus sentences; word blending; following a factual text

Early Writing Skills: tracing (Th th, Yy, Xx, words, 11-20); circling; drawing; checking

Phonological Awareness: /th/, /y/, /ks/ Print Awareness: speech bubbles: captions; title, questions, weather chart text

Narrative Skills: predicting from photos



Making charts; identifying and making patterns; sorting; exploring symmetry; counting; learning about number and place value



Exploring weather; learning about rainbows and rain; studying water; learning about living things

Critical and Creative Thinking For Students

The children will make inferences by looking at weather pictures to decide which clothes are needed. They will also use creative skills to make a sock puppet.

For Teachers

Before the children make their puppet, promote creative thinking by showing the children a sock. Put it on the head of a small toy and say A sock can be a hat. What else can a sock be? Encourage the children to make as many suggestions as possible,

the crazier the better!

Digital Tool Box

Classroom Presentation Kit: Unit 9 SB with integrated audio, videos TRC: Unit 9 downloadable audio, videos, and Print and Play materials

Student's App: Unit 9 songs, videos, and language practice activities to play at home



Learning Centers

Tips From the Authors

Learning Centers are a developmentally appropriate way to teach various concepts in one place. You can present key language and other skills such as left-to-right progression or sorting and classification skills. Encourage the children to select Learning Centers to explore. Have the children vote for their favorite center. Use the Conversation Starters to encourage the children to think about what they are doing as they

1: Dress for the Weather Center (Lesson 1)

Conversation Starters: What's the weather like? What are you wearing?



Materials: labeled picture cards of the weather; clothes for the children to dress up in (for example, winter hat, jacket, winter boots, mittens, sun hat, T-shirt, sunglasses, raincoat, rain boots, rain hat, umbrella)

Objectives: practice language and make connections between weather conditions and appropriate clothes

- **1.** Let a child choose a weather sign to post on the weather poster.
- 2. The children choose clothes that go with the weather sign.
- 3. The children put the clothes on and describe what they are wearing.

Distance learning: Children can draw the pictures for the weather cards and their parents can label them.

2: Board Game Center (Lesson 3)

Conversation Starters: It's your turn. What color is this? How many? Let's count. Do you see something (orange)? What is it?



Materials: game pieces (such as coins); Print and Play Board Game Template; gray, green, and orange cards **Objectives:** play cooperatively; practice counting skills

Before the activity, shuffle the colored cards and print several copies of the Print and Play Board Game Template.

- **1.** Put the children in groups of 2–4 to play.
- **2.** The children take turns drawing a colored card and moving their game piece to the first item that color. They say the name of the item (for example, a green plant).
- 3. The winner is the first player to reach the final square, marked "End."

Distance learning: Send families the Board Game Tempate. The children can color squares of paper, green, gray, and orange and play the game with family members.

explore the materials. Learning Centers provide opportunities for informal one-to-one conversations with the children and informal student assessment.

Distance learning: Many Learning Centers can be done at home and provide a fun, practical way for the children to practice English with their families. Encourage families to take photos and send them to you so that you have a visual record of the children's progress, abilities, and interests.

3: Build a Word Center (Lesson 5)

the word?









Conversation Starters: What's the first letter? What's the next? What's this letter? What's

Materials: 15 squares of cardstock with a different letter or letters written on each one: f-o-x, b-o-x, th-i-n, y-e-s

Objective: practice early reading and writing skills and word recognition; practice spelling and word blending

- 1. Put the children into groups. Give each group the mixed up letters.
- **2.** The children work together to make words from the letters.
- **3.** Encourage the children to sound out the letters to read the words they have made.

Distance learning: Send parents the Print and Play Pictures of fox, box, thin, and yes so that they can use these as prompts to help the children, if necessary.

Conversation Starters: Does a (tree) need water? Does a (tree) grow? Is a (tree) a living thing?

Materials: Print and Play Pictures: bat, bird, elephant, fish, flower, tree, zebra, ball, book, house, marker, police station, rock, school; two sorting mats; handmade sign showing plants and animals at a watering hole, labeled All Living Things Need Water, and another labeled Things That Don't Need Water.

Objectives: make connections between plants and animals; practice sorting and classification skills

- 1. Review the vocabulary with the children.
- 2. Remind the children that all living things need water and that all living things start small and grow.
- 3. Show the children the sign and read the label as a class. Place one sorting mat next to the sign. Place the other sorting mat away from the sign. The children discuss each picture and place it on the corresponding sorting mat.

Unit 9 Rainy Day







Key language: sunny, rainy, cloudy, snowy, windy; What's the weather like today? It's (cloudy). Activities: 1 Listen and say the vocabulary. 2 Vocabulary check: Listen, place the stickers, and say. **3** Match and say. **4** Listen and say the dialog. Then role-play. 5 Sing What's the Weather Like Today?





about the picture. What's the weather like? 4 Sing Jump in the Puddles.

Lesson 2

Rainy Day

Lesson 1

Objectives: learn words for talking about the weather; ask and answer about the weather; develop visual discrimination; role-play a dialog

Key Language: sunny, rainy, cloudy, snowy, windy; What's the weather like today? It's (cloudy).

Review: rain, sun, cold, hot, days of the week

Receptive Language: What day is it today? Is it (snowy)? What can you see? Is it hot or cold?

Materials: Photo Cards: rainy, windy, sunny, snowy, cloudy; handmade sentence strip; Dress for the Weather Learning Center materials (see TE Page T9C)

BEFORE THE PAGE

Song: The Days of the Week

Play the song (see TE Page T47). The children join in. Ask What day is it today?

Introduce the Key Language

Use the Photo Cards to teach the new words. Choose a mime for each type of weather (for example, sunny: fan hands in a circle, rainy: wiggle fingers in a downward motion, cloudy: air-trace cloud shapes, snowy: wrap arms around self and shiver, windy: wave arms and make blowing sounds).

USING PAGES 84 AND 85

Explore the Picture

Go to Pages 84 and 85. Show the pages or display them using the CPK. Point to the unit title and read it aloud together. Ask What can you see? Elicit the different types of weather. Point to the second scene and ask *ls it hot or cold?*

1 Listen and say the vocabulary.

Play the audio. The children listen and point to the doodled pictures of weather, and repeat them.

Sunny. Sunny. Rainy. Rainy. Cloudy. Cloudy. Snowy. Snowy. Windy. Windy.

2 **Contemposities** 2 **Contemposi** stickers, and say.

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

It's cloudy. It's windy. It's sunny. It's snowy. It's rainy.

3 Match and Say

In pairs, one child points to a sticker. The other finds the matching picture and says It's (snowy). Then swap roles.

T84

Listen and say the dialog. Then role-play.

Point to Meg and Dad. Ask Who's this? Establish that Meg is inside and Dad is outside. Play the first question and answer in the audio. The children listen and follow the words in the speech bubbles with a finger.

Play the audio in full. Pause after each line for children to repeat. Put the children in pairs to role-play the dialog and then switch roles.

It's cloudy. It's windy. It's sunny. It's snowy. It's rainy. (1) Meg: What's the weather like today? Dad: It's cloudy. (2) windy (3) sunny (4) snowy (5) rainy

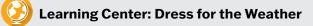
5 **230** Sing What's the Weather Like Today?

Play the song twice. The children listen and join in. Write What's the weather like today? on a sentence strip and have a child hold it up. Invite five more children to the front and give each of them one of the weather Photo Cards. Play the song again for the children to hold up their Photo Cards at the appropriate time.

Chorus: What's the weather like today? What's the weather like today? (question gesture) Look out the window. (point to window) What do you see? (hand up shading eyes)

(1) It's cloudy today! (air-trace cloud shape) (2) windy (wave arms around) (3) sunny (wipe forehead as if hot) (4) snowy (shiver and wrap arms around self) (5) rainy (draw fingers down to indicate raindrops)

AFTER THE PAGE



Demonstrate how to use the Learning Center materials (see TE Page T9C). The children talk about appropriate clothes for different weather.

Sorting

Display the weather Photo Cards around the classroom. The children stand next to their favorite weather. Ask each group Why do you like it? Help them to explain in simple English; for example, We play outside. Provide words as needed. What is the class's favorite weather?

Home-School Connection

Hand out the Unit 9 Letter to Parents for the children to take home.

Literacy Skills Pad 2 LSP p. 83

1 Read and trace. 2 Read and color.

Math Skills Pad 2 MSP p. 51

1 Trace the numbers. Write the number. 2 Count. Write the missing numbers. 3 Draw rain.



Let's Talk

Lesson 2

Objectives: talk about a picture; learn about the importance of water

Key Language: rainbow, puddles, boots; I want to (play outside).

Review: cloudy, rain, sun, rainy, snowy, sunny, windy, jump; What's the weather like today? It's (sunny).

Receptive Language: water, rainbow colors; What can you do with a puddle? How is the weather the same/different? I like (rainy days). What weather do you like? Which weather makes a rainbow?

Materials: Photo Cards: rainy, windy, sunny, snowy, cloudy; sheets of paper; glass of water, small mirror, flashlight

BEFORE THE PAGE

230 Song: What's the Weather Like Today?

Display the weather Photo Cards. Play the song and point to each type of weather as it is mentioned. (See TE Page T84.)

Think and Play! What's the Weather Like?

Hide a Photo Card behind a book. Reveal a small part of it and ask What's the weather like? If the children don't guess correctly, show a bit more. Repeat with other cards.

USING PAGES 84 AND 85

Explore the Picture

Go to Pages 84 and 85. Show the pages or display them using the CPK. Use the picture to teach rainbow, puddle, and outside. Ask What can you do with a puddle? (jump in it!) Have the children act out jumping in puddles.

1 Ask and answer What's the weather like today?

Point to a doodled picture in the book and ask What's the weather like today? Have the children answer. Then have the children ask and answer in pairs.



2 **Listen and point.**

Draw the children's attention to Tomás and Katie in the photo. Ask What are they doing? (talking on the phone). Explain they are talking about the weather. Ask What do you think the weather is like for Tomás? Play the audio and encourage the children to point to the pictures they hear mentioned.

Tomás: Hi Katie, it's Tomás. How are you? Katie: Hi Tomás. I'm great, thanks. It's snowy and windy here. I love snowy weather. What's the weather like today? Tomás: It's sunny and rainy. I can see a rainbow and puddles. I can jump in the puddles with my boots! I love rainy weather! Katie: I want to play outside! Tomás: Me, too! Bye Katie. Katie: Bye!



3 Talk about the picture. What's the weather like?

Point to the pictures and ask What's the weather like for Tomás? and elicit answers. Repeat for Katie. Then have the children look out of the window. Ask How is the weather the same as Tomás'/Katie's? How is it different?

Circle Time Activity

Talk about some activities you can do in each kind of weather such as swimming at the beach when it's sunny, jumping in puddles when it's rainy, building a snowman when it's snowy, flying a kite when it's windy, etc. Provide vocabulary as needed. Have the children act them out. Say I like rainy days. I can jump in puddles. What weather do you like? Do a Think, Pair, Share activity.

4 233 Sing Jump in the Puddles.

Play the song and demonstrate the actions. Have the children join in and do the actions.

With my red rain boots (stamp feet) and my yellow rain hat, (point to head) I can jump in the puddles (jump) with a big SPLISH, SPLASH! (stamp alternate feet) (repeat)

The puddle is wet. (point to ground) But my feet are dry. (point to feet) (repeat x2) As the rain falls down, (wiggle fingers in downwards motion) from the cloudy sky. (point to sky) (repeat)

I can jump in the puddles, with a big SPLISH, SPLASH!

AFTER THE PAGE

Draw Weather

Hand out sheets of paper and drawing materials. Have the children draw a picture of themselves doing a favorite activity in their favorite type of weather. Encourage the children to share the drawing materials. When they have finished, have them compare their pictures in pairs.

Rainbow Experiment

Show the children how a rainbow is made. Put a glass of water on the table with a mirror inside at an angle and explain that rain is water. Darken the room and aim a flashlight at the mirror. Explain the flashlight is like the sun. Have the children count the colors they see. There should be seven: violet, indigo, blue, green, yellow, orange, red.

Activity Book 2 AB p. 82

1 Read and circle. 2 Trace and draw rain. 3 Write.

Literacy Skills Pad 2 LSP p. 84

1 Point and say. 2 Trace and cut out the words. 3 Match and glue. 4 Color.

Math Skills Pad 2 (MSP p. 52)

1 Count the items. 2 Trace the numbers. 3 Match.

Let's Practice







Lesson 3

Key language: make a puppet, watch TV, play a game; What do you want to do? I want to (make a puppet). Activities: 1 Listen, point, and say. 2 Listen and circle. 3 Listen and say the dialog. 4 Project: Make sock puppets. Role-play.



Unit 9

Let's Practice

Lesson 3

Objectives: learn to talk about preferences and agree; make a puppet; role-play a dialog

Key Language: make a puppet, watch TV, play a game; What do you want to do? I want to (make a puppet).

Review: cloudy, rainy, snowy, sunny, windy, ears, eyes, hair, mouth, nose; community places

Receptive Language: sock puppet; A sock can be a hat. What else can a sock be?

Materials: socks (one per child); yarn; googly eyes or white fuzzy balls; pieces of colored felt; Doodle Bunny puppet; Board Game Learning Center materials (see TE Page T9C)

BEFORE THE PAGE

233 Song: Jump in the Puddles

Play the song (see TE Page T85). Encourage the children to join in and do the actions.

Show and Tell

Have the children take out the pictures they drew at the end of the previous lesson. Have them take turns to come to the front of the class to talk about their pictures. Encourage them to say what the weather is like in their picture and what they are doing. When the children have all had a turn, make a classroom display of their pictures.

USING PAGE 86

Go to Page 86. Show the page or display it using the CPK. Ask the guiding question What can you see? and listen to the children's suggestions. If the children haven't mentioned it, say Show me the puppet.



Play the audio and have the children listen, point to the photos, and repeat.

Make a puppet. Make a puppet. Watch TV. Watch TV. Play a game. Play a game.



Make sure the children have their crayons ready. Play the audio. The children listen and circle. Have the children listen and circle the activity they hear.

I want to play a game.

Early Reading: Captions

Read the captions with the class. Encourage them to follow the words with their finger.

3 237 Listen and say the dialog.

Talk about the pictures at the bottom of the page together. Ask What's the weather like? What does he want to do? Play the audio and have the children point to the pictures.

(1) **Child 2:** It's a rainy day. What do you want to do? Child 1: I want to make a puppet! Child 2: Me, too! (2) watch TV (3) play a game

Read the speech bubbles with the class. Encourage them to follow the words with their finger. Then play the dialog again and have the children repeat.

Project: Make sock puppets. Role-play.

Let each child choose a sock to make into a puppet. Put other puppet-making materials in the center of each table. Encourage the children to share the materials. They can use yarn to make hair. They can stick eyes on, and pieces of colored felt for other features. Go around and help where needed. Ask What's this? to elicit language. Take the Doodle Bunny puppet around the class and have Doodle Bunny interact with the other puppets.

Have the children get into pairs and create a role-play with their puppets. Brainstorm ideas with the class. Puppet 1: What's the weather like today? Puppet 2: It's a (sunny) day. What do you want to do? Puppet 1: I want to (go to the pool). Puppet 2: Me, too!

AFTER THE PAGE

4 🚺

Think and Play! Chain Game

Brainstorm activities with the children. Doodle and caption the children's suggestions on the board. Erase them before you start the game (see TE Page T75). This time, say, for example, I want to ride my bike. The child to your left says, for example, I want to ride my bike and make a puppet.

Learning Center: Board Game

Demonstrate how to use the Learning Center materials (see TE Page T9C). The children play a board game.

Activity Book 2 (AB p. 83)

1 Read and check. 2 Pair share: Think of sunny day activities. 3 Draw and write.

Literacy Skills Pad 2 LSP p. 85

1 Say the letters and sounds. 2 Point and say. 3 Trace the letters. 4 Match the letters to the pictures and words.

Math Skills Pad 2 MSP p. 53

1 Count the items. 2 Add. 3 Write the numbers.

Let's Explore

Lesson 4

Objectives: learn about weather; create a weather chart

Key Language: weather

Subject Specific Language: chart

Review: days of the week, cloudy, rainy, snowy, sunny, windy: What's the weather like today?

Receptive Language: What day is it today? What was the weather like on (Monday)?

Materials: Print and Play Pictures: sunny, rainy, snowy, cloudy, windy; Doodle Bunny puppet; large sheet of poster paper; smaller pieces of paper for weather symbols; blue pieces of paper or hoops

BEFORE THE PAGE

Song: The Days of the Week

Play the song (see TE Page T47). The children join in. Ask What day is it today? What's the weather like today?

Think and Play! Pairs

Give each child a set of weather Print and Play Pictures. Put the children into pairs. The children turn the pictures face down and spread them out. They take turns to turn over two pictures to see if they can find a matching pair. If they find a pair, they keep the pictures. If they do not find a pair, they turn the pictures face down again.

USING PAGE 87

1 Pair share: Talk about the picture.

Go to Page 87. Show the page or display it using the CPK. Put the children in pairs. Have them ask and answer the question What can you see?

Explain that the child in the picture is making a chart to record the weather for each day of the week. Point to each day on the chart and chant the days of the week with the children. Point out that some people think Sunday is the start of the week and some people think it is the end of the week.



Documentation: Write and draw.

Use the Doodle Bunny puppet to point to the documentation panel. Point out the weather symbols and have the children identify each one.

Write the days of the week on the board as big as you can. Invite some children to trace over the words with different colors. Have the other ones trace the words on their tables using their index finger. Ask What day is it today? Have them find the right day on the chart in their book. Then, ask them to find the previous two days on the chart.

Tell the children that they need to write the first part of the previous two days of the week and today's day on the panel in their book. Monitor and check. Help if necessary.

Ask What's the weather like today? The children draw the symbol that represents today's weather.

Ask What was the weather like on (Monday)? They draw the weather symbol on the chart. Repeat.

Teacher-to-Teacher

Before asking the children to write words by themselves, have them trace over them on the board or on the table, using their index finger.

3 Try it out! Make a weather chart.

With the children's help, make a large version of the weather chart for your classroom wall. Have the children color in the weather symbol pictures. Use this chart as part of your warm-up from now on.

4 233 Sing Today I Want to Play!

Play the song. Encourage the children to join in and do the weather actions (see TE Page T85).

Verse 1: It's Monday and it's rainy, it's rainy, it's rainy. It's Monday and it's rainy, I want to play a game.

Verse 2: Tuesday / sunny / ride my bike; Verse 3: Wednesday / windy / fly my kite; Verse 4: Thursday / cloudy / read my book; Verse 5: Friday / snowy / play outside

AFTER THE PAGE



Song: Jump in the Puddles

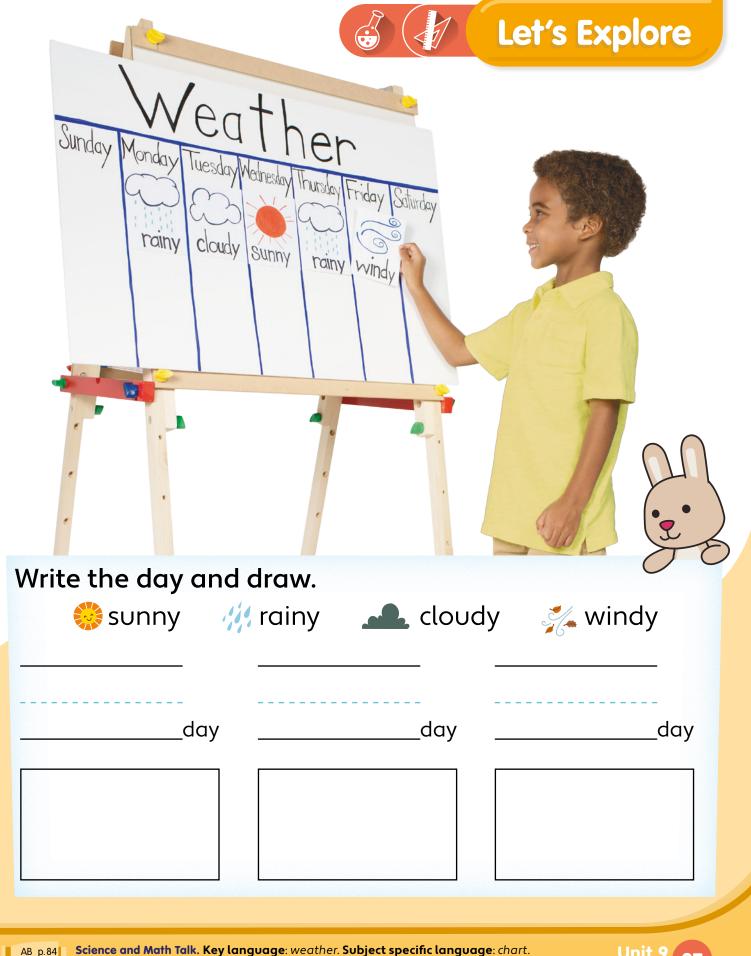
Doodle and caption a pair of rain boots and a rain hat on the board and have children choose colors for them. Play the karaoke version of the song (see TE Page T85) for the children to join in, sing the new verses, and do the actions.

Think and Play! Jump in the Puddles

Try to find a big space in which to play this game. Give each child a piece of blue paper or a hoop. Have them put them on the ground. These represent puddles. Play music and have the children move around the class. Stop the music and say Jump in the puddles! Each child has to jump in a puddle. Repeat. Take away a puddle each time. Eliminate children who are not standing in a puddle.

Activity Book 2 (AB p. 84)

1 Read and circle. 2 Pair share: Talk about what Meg is wearing.







88 Unit 9 Lesson 5 **Key language**: think, three, thin, moths, cloths, sloths; fox, box, yellow; yes; Think of three thin (moths). Yes, there's a fox. **Activities**: **1** Listen, trace, and say **Th** and **th**. **2** Listen, point, and say /th/. **3** Chant **Three Thin Moths**. **4** Circle three sloths. **5** Listen, trace, and say **Xx** and **Yy**. **6** Listen, point, and say /ks/ and /y/. **7** Sing **Yes**, **There's a Fox**. **8** Color the box yellow.

AB p.85 LSP p.86 Unit 9

Phonics Fun

Lesson 5

Objectives: recognize and write Th, Xx, and Yy; recognize and say /th/, /ks/, /y/

Key Language: thin, think, three, thin, moths, cloths, sloths, box, fox, box, yellow, yes; Think of three thin (moths). Yes, there's a fox.

Review: *x-ray, yo-yo, How many?*

Receptive Language: What's the (letter)?

Materials: What's the Same? materials; Print and Play Letters: Th th, Xx, Yy; Print and Play Pictures: *cloth, moth, sloth, box, fox*; Doodle Bunny Letter Finder; Build a Word Learning Center materials (see TE Page T9D)

BEFORE THE PAGE

²⁹ 🔱 What's the Same?

Follow the What's the Same? routine (see TE Page T67).

Introduce the Letters and Sounds

Show the Print and Play Th th and have children identify the t and h. Say that together the letters make a /th/ sound (unvoiced). Teach *think* by drawing a person with a thought bubble. Write *Think*! below and tap your head as you say it. Underline the *Th* and have the children say the word. Teach *thin* by drawing a thick and thin 3 on the board. Point and say *thin three*. Sound out the letters and blend the word *thin*. Show the pictures for *moth/cloth/sloth*. Write the words below each and underline the *th* at the end. Say each one.

Use the Print and Play Letters and Alphabet Poster to teach Xx and Yy (see TE Page T16). In Language 1, explain that Xx is more often used at the end of a word with a /ks/ sound. Show the fox and box pictures to teach the words. Write fox and blend it. Replace the *f* with a *b* and repeat.

USING PAGE 88

Show Page 88 or display it using the CPK. Have the children say the letters and sounds.

1 240 Listen, trace, and say Th and th.

Play the audio. Children listen and repeat while tracing the big and little letters, first with a finger, then with a pencil. *Letter Th. BIG Th. Little th.*

2 241 Listen, point, and say /th/.

Look at the top picture. Ask *What do you* see? Read the speech bubbles together and have the children point to the *th* words. Play the audio for the children to listen and point to the /th/ words or pictures. Then have them repeat.

The letters th make a special sound together. Th /th/, /th/. /th/, /th/, three. /th/, /th/, thin, moths /th/ /th/, cloths /th/ / th/, sloths /th/ /th/

3 242 Chant Three Thin Moths

Play the chant. Have the children join in and do the actions.

Gus: Think of three thin moths. (tap head and flutter arms) **Meg:** Think of three thin cloths. (tap head and mime cleaning with a cloth) **Kit:** Think of three thin sloths! (tap head and mime holding onto a branch)

4 Circle three sloths.

The children count and circle, then chant Three thin sloths.

5 Listen trace and say Xx and Yy.

Play the audio. See Th th for the procedure.

243: Letter X. BIG X. Little x. 245: Letter Y. BIG Y. Little y.

6 Listen, point, and say /ks/ and /y/.

Talk about the bottom picture and read the speech bubble together. Play the audio tracks. The children point to the words or pictures, then repeat.

244: The x sound /ks/ is at the end of the word. x, /ks/, /ks/, fox /ks/, /ks/, box /ks/, /ks/ 246: y, /y/, /y/, /y/, yellow /y/, /y/, yes

7 2417 Sing Yes, There's a Fox.

Play the song and have the children join in. Have them raise their arms when they hear the /y/ sound and cross their arms when they hear the /ks/ sound.

Gus: There is a fox in the yellow box. **Dad:** In the yellow box? **Gus:** Yes, yes. **Dad:** There is a fox? **Gus:** Yes, yes. **Dad:** Let's go and look in the yellow box. **Dad:** Wow! Look! There is a fox! **Both:** Yes, there's a fox. A big, big fox in the yellow box. **Gus:** Yes, there's a fox!

8 Color the box yellow.

The children color. Then chant /y/, /y/, yellow. Box /ks/, /ks/.

AFTER THE PAGE

Learning Center: Build a Word

Demonstrate how to use the Learning Center materials (see TE Page T9D). The children sound out and blend words.

Activity Book 2 (AB pp. 85-86)

 Make the books. Write your name. 2 Look and read. Trace letters Th th, Yy, and Xx. 3 Color.
Chant *Three Thin Moths* and sing *Yes, There's a Fox*. 5 Take the books home.

Literacy Skills Pad 2 LSP p. 86

1 Say letter and sound. 2 Trace X and x. 3 Trace and say the words. 4 Color. 5 Sing **Yes, There's a Fox.**

Grammar Fun

Lesson 6

Objective: learn about appropriate clothes for different weather; learn about the importance of water

Key Language: mittens, sunglasses; What does (he) need? What do (you) need? He needs (a jacket). I need (mittens).

Review: clothes, body parts

Receptive Language: below freezing, cloud, gravity, heavy; Where do you put (boots)? Do you put (boots) on your (head)? On your (feet).

Materials: scissors; Print and Play Templates: Mitten, Boot; glass of water, shaving foam, food coloring

BEFORE THE PAGE

230 Song: What's the Weather Like Today?

Display the weather Photo Cards. Invite two children to the front. Play the song. The children point to each type of weather as it is mentioned (see TE Page T84).

Think and Play! Doodle Bunny Says ...

Play this game to review clothes and parts of the body (see TE Page T10). Say Doodle Bunny says put on your (boots).

Introduce Key Language

Doodle a pair of boots on the board. Elicit the word and write it. Ask Where do you put boots? If the children don't understand, ask, Do you put boots on your head/hands? Elicit (on your) feet. Repeat for mittens and sunglasses.

USING PAGE 89

1 Match.

T89

Show Page 89 or display it using the CPK. Put the children in pairs. They talk about the pictures and name the types of weather and clothes they can see.

Point to the snowy-day child and ask What does he need? Establish that his hands are bare, so he needs mittens. Have the children trace a line from need to the picture of the mittens. The children complete the rest of the page.

2 Trace and read.

Look at the pictures and read the sentences with the class. The children follow the words in their books. Say It's snowy. I need ... Pretend to have very cold hands. Elicit mittens. Repeat the sentence I need mittens. Have the children trace the words and then read each sentence.



3 Listen, point, and say.

Play the audio. The children listen and point. Play it again. Pause after each question. The children listen and answer.

(1) It's snowy! Look at my hands. What do I need? Yes. I need mittens.

(2) It's sunny! Look at the boy. Look at the sun. The sun is bright. The boy can't see. What does the boy need? Yes. He needs sunglasses.

(3) It's rainy! Look at the puddle. Look at the children's feet. What do the children need? Yes. They need boots. (4) It's windy! Look at the girl. She is shivering. What does she need? Yes. She needs a jacket!

AFTER THE PAGE



Make Matching Boots or Mittens

Hand out sheets of paper and provide paints. The children fold their paper in half. They choose a Print and Play Mitten or Boot Template and draw around it. They open up their paper and paint a pattern on one mitten/boot. They fold their paper in half again and press down. They open the paper. Let the paintings dry. Cut out the mittens/boots. The children will have matching patterns on their pairs of mittens/boots. Hide the boots and mittens around the classroom for the children to find and match.



Cloud and Rain Experiment

Revisit the value of learning about water. Ask the children if they can remember what we need to see a rainbow (rain and sun). Do they know how rain is made?

Draw a cloud and the ground. Put glass of water on your desk, then add a layer of shaving cream. Explain that this is like a cloud (point to your picture on the board). Add several drops of food coloring and tell the children this is like rain. Have the children watch to see what happens.

Explain that when the drops in the shaving foam cloud get too heavy (mime heavy), gravity pulls them down and the drops fall through as rain! For snowy weather, the air must be below freezing (hug yourself and shiver) from the cloud down to the ground (point to your pictures on the board).

Activity Book 2 AB p. 87

1 Look, read, and draw. 2 Point and say.

Literacy Skills Pad 2 (LSP p. 87) (LSP p. 88)

1 Talk about the picture. 2 Find the differences. 3 Draw what's missing. 4 Color the pictures. 5 Sing Jump in the Puddles.

1 Trace and read. 2 Draw, write, and say.

Math Skills Pad 2 MSP p. 54

1 Count the clothes. Write the numbers. 2 Count all of the clothes. Write the number. 3 Chant Three Thin Moths.









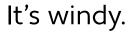
It's sunny.



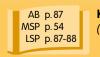












Key language: mittens, sunglasses; What does (he) need? What do (you) need? He needs (a jacket). I need (mittens). Activities: 1 Match. 2 Trace and read. 3 Listen, point, and say.



Grammar Fun











Unit



Unit 9 Lesson 7 Key langua Activities: 1 point. Listen

90

Key language: wonderful, living things, plants, animals, people; We all need (water). **Activities**: **1** Preview and predict with a Picture Walk. **2** Listen to **Wonderful Water** and point. Listen and say. **3** Sing the Values Song **We All Need Water**.

AB p.88

Key language: Review. **Activities**: **1** Talk about the story. **2** Listen again and read. **3** Sing the Values Song **We All Need Water**. **4 Think!** How do you use water?



5 Water is wonderful.



Wonderful Water

Lesson 7

Objectives: make predictions about a story; follow and enjoy a nonfiction story; learn about the importance of water

Key Language: wonderful, living things, plants, animals, people; We all need (water).

Review: rain, rainy, sunny, leaves, boy, fish, ocean, river, sky, zebra

Receptive Language: What do (you) use water for? Where does water come from? zebra; water bottle

Materials: What's the Same? materials; Unit 9 Photo Cards; water trays or washing-up tubs; water toys; watering cans

BEFORE THE PAGE

>005 S

Song: Hello. How Are You?

Play the karaoke version of the song (see TE Page T2). Use three of the children's name cards and personalize the song to those children.

²⁹ What's the Same?

Follow the What's the Same? routine (see TE Page T67).

Think and Play! Team Race

Review weather and rainy day activities with the Unit 9 Photo Cards. Display them and play *Team Race* (see TE Page T23).

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 CPK. Point to the title, *Wonderful Water*, and read it with the class. Ask *What do you use water for*? Elicit the different uses of water (for example, *drinking, washing, swimming*). Doodle and caption children's suggestions on the board. Point to each picture in turn. Ask *What can you see*? Elicit responses (for example, *rain, leaves, zebra, water bottle*). Can the children predict what the text will be about? Talk about what each living thing in the picture is using water for.



Listen to *Wonderful Water* and point. Listen and say.

The children listen to the audio and point to the pictures. Play it again and have the children say each line.

All living things need water. Plants need water. Animals need water. Fish need water. People need water. Water is wonderful.

Early Reading: Sentences

Read the sentences with the children and then play the audio/video again. Pause after each sentence for the children to read it.



Sing the Values Song *We All* Need Water.

Ask the children *Where does water come from*? Establish that water comes from the sky as rain. Play the song and encourage the children to join in and do the actions.

Chorus: We all need water. We use it every day. Water is wonderful. We use it many ways. (sway) (repeat)

Verse 1: We need water to wash. (mime washing) We need water to drink. (mime drinking) We put water in a cup. We put water in a sink. (mime turning on tap)

Verse 2: We give water to the flowers. We give water to the plants. (mime watering with a hose) Elephants need water ... (mime elephant) And so do ants. (hold two fingers very close to show tiny ant)

(repeat chorus x2)

Verse 3: Where does water come from? (question gesture) It falls from the sky. Rain is water, falling from the sky. (finger wiggle to imitate raindrops falling)

(repeat chorus)

We use it many ways. Water is wonderful.

AFTER THE PAGE



If possible, set up water trays in the classroom or outside for the children to have water play. Encourage the children to play together and take turns. When they have finished, find uses for the water (for example, water plants). Give the children watering cans so that they can help.



Wonderful Water

Lesson 8

Objectives: talk about a story; think about how we use water; learn about the importance of water

Key Language: review

Receptive Language: Which are the same? How are they the same? They all need water. How do you use water?

Materials: Living Things Learning Center materials (see TE Page T9D)

BEFORE THE PAGE

³³ Song: Jump in the Puddles

Sing the song (see TE Page T26). Encourage the children to join in and do the actions.

Living Things

Go to Pages 90 and 91. Show the pages or display them using the CPK. Point to each photo and elicit what the children can see: *leaves, zebras, fish, a boy, a woman.* Ask *Are they the same or different?* The children will probably (correctly) say they are different. Ask *Which are the same?* and take the children's suggestions. Reformulate if necessary into simple English. Ask *How are they the same?* Take any suggestions. Establish that they all need water because they are all living things.

USING PAGES 90 AND 91

1 Talk about the story.

Point to each photo. Ask *What's the weather like? What are they doing? How do they need water?* Have the children talk about the story. They ask and answer the questions in pairs.



Play the audio and encourage the children to follow in their books. Now, without the audio, read each sentence with the children. Encourage them to trace their finger under each word as they read/follow the text.

Activity Book 2 AB p. 88

1 Read and draw. 2 Point and say. 3 Sing the Values Song *We All Need Water*.



Sing the Values Song *We All Need Water.*

Play the song and encourage the children to join in. Revisit the value of learning about the importance of water. Talk about the different ways the children can help to save water; for example, turn off the faucet when they brush their teeth; run a sink of water, with the plug in, when they wash their hands; take a shower rather than a bath; collect rain water to water plants, and so on. Reformulate all these ideas into simple English, but don't expect the children to retain the language.

4 Think! How do you use water?

On the board, write *How do you use water?* Read it with the class. Have the children ask and answer the question in pairs. Invite pairs to report to the rest of the class. Doodle and caption all the children's suggestions on the board.

W Home-School Connection

Encourage the children to sing the song at home and talk about the value with their families.

AFTER THE PAGE

Learning Center: Living Things

Demonstrate how to use the Learning Center materials (see TE Page T9D). The children sort photos and pictures of living and nonliving things.

🔁 🛄 Act Out Wonderful Water

Have the children think of actions for each picture; for example, crouch down and grow like a flower; bend down and drink like a zebra; swim like a fish; drink water from a bottle; row a boat. Play the story again and have the children retell it using actions.

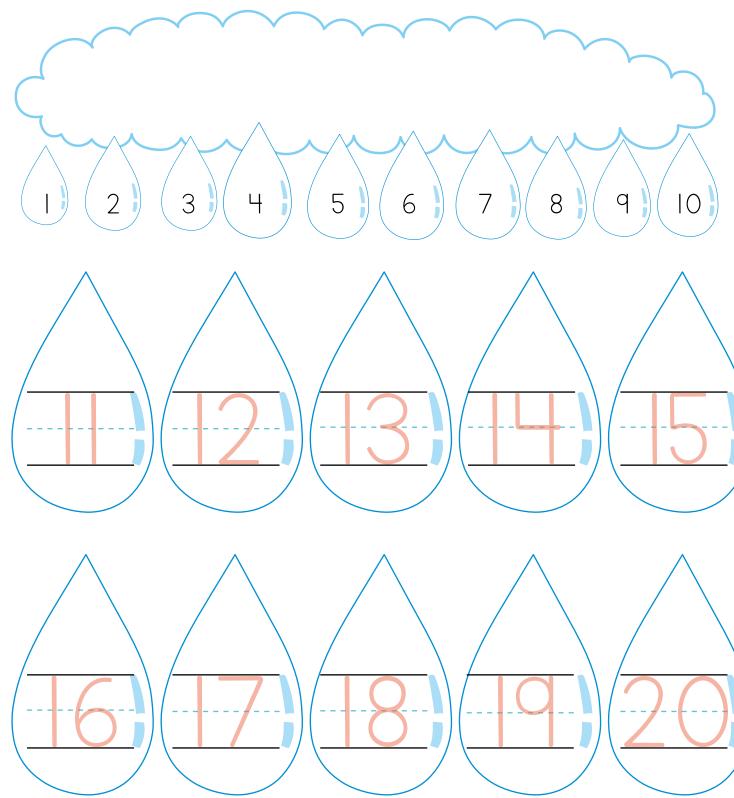
Activity Book 2 AB p. 89

1 Read and circle. 2 Point and say.

Literacy Skills Pad 2 LSP pp. 89-90

Activities: 1 Rip out and fold the book. 2 Write your name. 3 Talk about the pictures. 4 Look and read. 5 Color and trace the pictures. 6 Sing **We All Need Water**. 7 Take the book home and share.





2 Unit 9 Lesson 9

Key language: number 20, *raindrops*. **Activities**: **1** Point and count raindrops 1–10. **2** Count and trace. **3** Sing **20** *Raindrops* and color the raindrops.



Unit 9

Let's Count

Lesson 9

Objectives: count to 20; sing a counting song **Key Language:** number 20, *raindrops* **Review:** *cloud, blue, gray, red,* numbers 1–19 **Receptive Language:** *Let's count! How many?* **Materials:** Print and Play Numbers: 1–20; crayons; Print and Play Template: Raindrops; strips of paper

BEFORE THE PAGE

233 Song: Jump in the Puddles

Play the song (see TE Page T85). Encourage the children to join in and do the actions.



Randomly hand out Print and Play Numbers 1–19. Play the song (see TE Page T82). Have the children stand up when they hear their number. Have the children with numbers give them to a child who doesn't have one already, or, with smaller classes, swap numbers. Repeat.

USING PAGE 92

Explore the Page

Go to Page 92. Show the page or display it using the CPK. Ask What can you see? What's the weather like? to elicit language. Point to the raindrops and teach the word.

1 Point and count raindrops 1-10.

Say *Raindrops are falling from the clouds. Let's count.* Have the children point and count the first 10 raindrops.

2 Count and trace.

Count from 10 to 20 with the children. Have them point to the numbers as they count. Now have the children trace the numbers 11–20 with their fingers and then a pencil.

3 252 Sing 20 Raindrops and color the raindrops.

Play the song and let the children listen. Put the children in pairs. Have the children show the correct number of fingers in pairs. They do the actions and sing along.

Make sure the children have their crayons ready. Play the song again. The children listen and color the raindrops.

One, two, three, four, five, six, seven. (count to seven on fingers) It's a rainy day. (wiggle fingers in downward motion) Eight, nine, ten raindrops. (count to 10 on fingers) Color the raindrops gray.

Eleven, twelve, thirteen (count to 13 on fingers with a partner) *raindrops on my shoe*. (point to shoes) *Fourteen, fifteen raindrops*. (count to 15 on fingers with a partner) *Color them blue*.

Sixteen, seventeen, eighteen (count to 18 on fingers with a partner) raindrops on my head. (point to your head) Nineteen, twenty raindrops. (count to 20 on fingers with a partner) Color them red.

AFTER THE PAGE

Make Raindrop Patterns

Hand out 20 Print and Play Raindrop Templates to each child. Have the children stick them in a row on a strip of paper. Encourage them to count them as they do. Have the children color their raindrops in alternate colors to create a pattern. Have them compare their raindrop patterns with their friends.

Think and Play! Hopscotch

Play Hopscotch with a 20-square grid (see TE Page T40).

Activity Book 2 AB p. 90

1 Count and connect. 2 Color Meg's umbrella red and yellow.

Math Skills Pad 2 LSP p. 55

1 Count the sunglasses. Write the numbers. 2 Count all of the sunglasses. Write the number.

Let's Check

Lesson 10

Objectives: review the unit; do a listening comprehension

Key Language: review

Receptive Language: What do you like best? Take Doodle Bunny home! What game do you like? What should we play?

Materials: What's the Same? materials; Unit 9 Photo Cards; Doodle Bunny sleepover materials

BEFORE THE PAGE



028

2002 Song: Doodle Town Hop

Sing the song and do the actions (see TE Page T2).

What's the Same?

Follow the What's the Same? routine (see TE Page T67).

Review Language: Think and Play! Mime?

Display the weather Photo Cards. Point to them one at a time and have the children chant the words and do the actions you established in Lesson 1. Ask What's the weather like today? Have the children look out of the window and answer.

Then play the game. Call out a type of weather, for example It's sunny, and have the children mime the weather.

Think and Play! What's Missing?

Display the Lesson 3 Photo Cards alongside the weather Photo Cards and review the language. Now play the game (see TE Page T9).

USING PAGE 93

1 Listen and circle.

Go to Page 93. Show the page or display it using the CPK. Talk about the photos. Ask questions (for example, What's the weather like? What's this?) to elicit language. Play the audio. The children listen and point. Play it again. This time the children circle the correct answers in their books.

(1) Child: What's the weather like today? Adult: It's windy.

(2) Adult: It is a cold, snowy day. What do you need?

2 Point, say, and check.

Point to the picture at the bottom of Page 93. Encourage the children to say each word (boots, puddle, cloudy, and rainy). Have the children work in pairs and talk about the picture and. They then check the items they know in English.

Say the initial sound of each of the items. The children point to and say the correct one.

AFTER THE PAGE

252 Song: 20 Raindrops

Play the song (see TE Page T92). Have the children sing the song. Put the children in pairs. Play the song again, and have the children show fingers and do the actions in pairs.

Think! Handmade Board Game

Create a class board game. Make a game board that has as many squares as there are children in the class. Have the children take turns to doodle a vocabulary item in each square. Make copies for groups to play. They roll a dice and say the name of each item they land on.

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 type of weather. This is a good opportunity to do the Activity Book Review, Page 91.

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.



Home-School Connection: Doodle Bunny Sleepover

Choose a child who has worked particularly hard or demonstrated the unit's value to take the Doodle Bunny puppet home (see TE Page T11).

Activity Book 2 AB p. 91

1 Circle your favorite new word. 2 Circle today's weather. 3 Draw something you need when it's snowy.

Literacy Skills Pad 2 LSP pp. 91-92

1 Point and say. 2 Cut out Meg and Gus. Cut out the clothes. 3 Dress Meg for a rainy day. Dress Gus for a cold day. 4 Talk and play with dolls.

Math Skills Pad 2 MSP p. 56

1 Count the items. 2 Add. 3 Write the numbers.