

## Communication Objectives

Identify and name classroom items      Understand basic commands  
Greet someone and say *good-bye*      Identify location of objects

## Topics and Key Vocabulary

### Classroom Objects:

puppet, chair, table, crayon, paper, shelf

### Greetings:

hello, good-bye

### Colors:

red

### Action Verbs:

look, find, listen, say, match, trace, color, draw, point, stick

### Shapes:

circle

### Nature Words:

grass, flower, ladybug, garden

# UNIT 1

## OVERVIEW

## Target Language and Structures

*What is this? It is (a crayon).*      Understand the preposition *on*  
*This is (a table).*

## Content Connections

### Math:

Identify shapes: circle

### Nature and Science:

Observe living things in a garden

### Art:

Draw a garden

### Music:

Sing and act out songs  
Move to music

### Language Arts:

Say and act out chants

## Amazing and Project

Observe living things in a garden

Identify wings on insects

**Project:** Draw a Garden

## Little Book

School Days

## Pre-reading and Pre-writing

Practice motor skills

Practice visual discrimination

# UNIT 1

## OVERVIEW

## Competency-based Education

Competency work within the following formative areas:

### Discovering Our World:

Observing living creatures in nature;  
Amazing page, p. T10

### Personal and Social Development:

Developing sensitivity toward others;  
Little Book page, p. T8

## Home-School Connection

Take home the Little Book

Take home Show Time  
drawings

Talk about classroom objects  
at home

Sing songs and say chants at  
home

## Values

Working together

Overview



# Unit Opener

## Objectives

- To exchange greetings
- To predict unit topic
- To identify classroom objects
- To understand and follow simple commands

## Vocabulary

*hello, good-bye, teacher, friends, wave, say, clap, look, point, smile, listen, predict, find, classroom objects, crayon*


## Language

*Look at me. Look and point. Listen.  
Find the (crayon).*


## Materials

Class Audio CD, Busy Ant puppet, classroom objects, Stickers page, box, crayons, blindfold, music CD

## BEFORE PAGE 1

 **Sing the “Hello Song”**  
A3 Sing the “Hello Song” at the beginning of the class. Children will enjoy the routine, and it will help them get ready to start speaking English. Play the audio, sing along, and have children listen. Play the audio again, encouraging children to wave hello.

Next, hold up Busy Ant and walk around the room. Have Busy Ant greet all children: *Hello, (Mary).*

 **Say the “Hand Signal Chant”**  
A4 This chant gets children’s attention and teaches classroom commands. Play the audio, say the chant, and demonstrate the actions. Repeat and have children do the actions with you.



## TIP: Routines

Preprimary children thrive on routines. The songs and chants in *Big Fun* let children know exactly what to expect.

## DURING PAGE 1

 **1 Look and predict. Listen.**  
A5, A7 **Predict Together**

Display page 1. Point to the paper, shelf, and the puppet. Say the words and have children repeat after you. Ask: *Where do we find a puppet, paper, and a shelf? Where do we find these objects?* Lead children to answer: *In my classroom!* Children may use their native language if they cannot say it in English.

Next, play Audio A5. Mime the actions. Encourage children to follow along. At the end of the song, fill in the missing words: *Fun with (my classroom)!*

Then, play the Target Song “My Class” to expose children to the new vocabulary. Use the puppet to model the questions and answers in the song. Have the puppet point to the corresponding classroom objects as they are mentioned in the song.

 **Do the Find It! Activity**

Display page 1. Point to Busy Ant with the crayon. Say: *Find a crayon!* Point to the crayon and say: *Crayon.* Encourage children to flip through the unit pages and look for all the crayons. (There are crayons on pages 1, 3, 6, and 12 as well as on Press-outs and Little Book pages.)

## AFTER PAGE 1

### Check Predictions

Have children walk around the room and point to paper, crayons, shelves, and/or puppets. Then ask: *(Julie) can we find (paper) in our classroom?*

Encourage the child to answer affirmatively. Repeat with other children.

## Find the Crayons!

Put several classroom objects inside a box. Invite a child to the front. Blindfold the child and ask him/her to take a crayon out of the box. Have the child hold up the object and show it to the class. Have Busy Ant ask: *Crayon?* Encourage the class to answer *Yes!* or *No!* Help the child remove the blindfold and help him/her see if the item is a crayon or not. If it is a crayon, he/she may keep it, if not, the child has to put it back inside the box. Repeat with other children.

 **Sing the “Good-bye Song”**

A6 Play the audio and have Busy Ant sing to the children. Encourage children to wave good-bye.



## Portfolio

Gather letter-sized or smaller student work throughout the year for Portfolios for Level 1. Use the Stickers envelope as the Portfolio. Attach one “Portfolio” Sticker to each envelope and write the child’s name on it. Add to the Portfolio work that children feel good about and that shows their progress.



See Workbook page 1.

## EXTRA ACTIVITY

### Clap!

Have children stand in a circle. Model the action *clap*. Play some background music and encourage children to clap. Stop the music and have children stop clapping. Repeat several times.

# 1

# MY CLASS

A5 & A7

1

Look and predict.  
Listen.

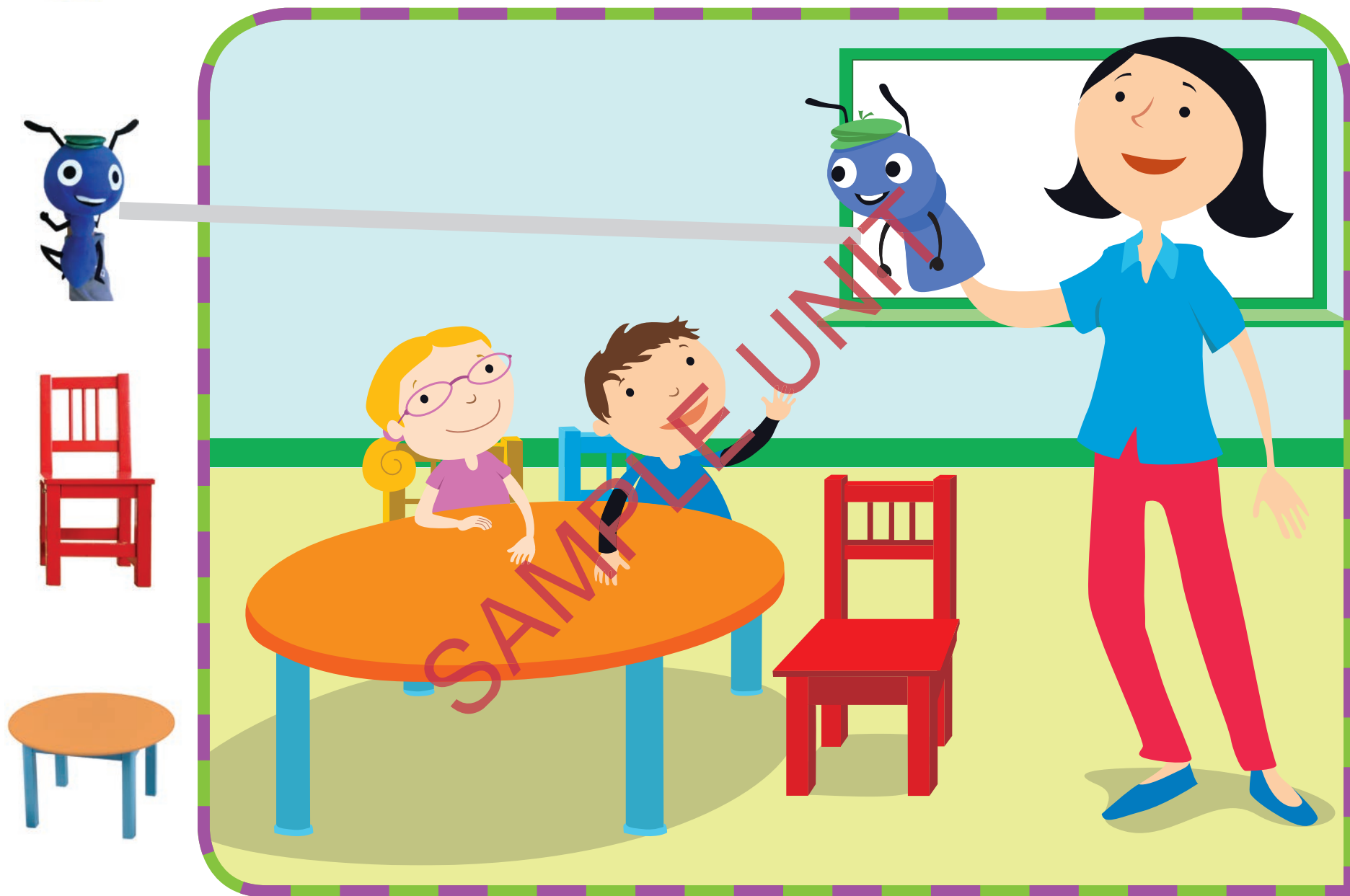


Find a crayon!



Unit Preview; FIND IT in the unit: crayon

Listen and say. Find and match.





# Vocabulary

## Objectives

- To identify classroom objects
- To repeat names of classroom objects
- To follow simple commands

## Vocabulary

*puppet, chair, table, hello, good-bye, sing, listen, say, find, match, point, trace, run*

## Language

*What is this? It is (a puppet).  
Is this (a table)? (Yes./No.)*

## Materials

Class Audio CD, Busy Ant puppet, *puppet, chair, crayon, paper, shelf* and *table* Picture Cards, pencils, ball, shelf, chair, puppet

## BEFORE PAGE 2

### Sing the “Hello Song”

A3 Play the audio and sing along. Have children wave hello. Start encouraging children to sing along.

### Vocabulary Presentation

Display the *puppet, chair, and table* Picture Cards. Say the words and have Busy Ant repeat after you. Do it once more, encouraging children to repeat the words aloud.

### Yes and No

Have children shake their heads *No* and nod their heads *Yes*. Hold up each Picture Card and say a word. If the word matches the picture, children say *Yes* and nod. If it doesn't match, children say *No* and shake their heads.

### Target Song

A7 Play the first part of the Target Song “My Class.” Use the puppet to model the conversation. Have him point to the classroom objects as they are mentioned in the song. Have children listen.

## DURING PAGE 2

### 2 Listen and say. Find and match.

A8, A9 Play Audio A8. Display page 2. Point to the photos of the vocabulary items, say the words, and have children repeat. Next, invite children to find the puppet, the chair, and the table in the scene. Then, show them how to trace a line from the photo of the puppet to the corresponding illustration in the scene. Encourage children to trace lines with their index finger before they do so with a pencil. Next, have them match the remaining photos with the corresponding illustrations.

puppet chair table

Point to the scene on the page and say: *What is this? It is a puppet.* Play Audio A9 and point to the photos as children repeat the language.

What is this? It is a puppet.  
What is this? It is a chair.  
What is this? It is a table.

## AFTER PAGE 2

### Run, Point, and Say

Attach the *puppet, chair, and table* Picture Cards to the board at children's eye level. Have a child stand at the back of the room. Say *Puppet!* and encourage him or her to run to the front and touch the corresponding card. Have the child name the item. Repeat with other children and target vocabulary.

### What Is This?

Have children sit in a circle. Next, roll a ball to a child. Hold up a puppet and ask: *What is this?* Encourage him/her to answer: *It is a puppet.* Roll the ball to another child. Point to a chair and ask: *What is this?* Have him/her answer: *It is a chair.* Finally, roll the ball to a third child. Point to a shelf. Ask: *What is this? It is a shelf.* Repeat until all children have participated.

### Sing the “Good-bye Song”

A6 Play the audio and sing the “Good-bye Song.” Singing the “Hello Song” and the “Good-bye Song” every day will help children master them quickly and enjoy the routines.

 See Workbook page 2.

## EXTRA ACTIVITY

### Greeting Game

Invite children to stand in a circle. Stand inside the circle and use Busy Ant to help you model the following greeting: *Hello. My name is \_\_\_\_.* Let Busy Ant answer: *Hello. My name is Busy Ant.* Then, wave to Busy Ant and say: *Good-bye.* Have Busy Ant wave to you as he says: *Good-bye.* Move around the circle and repeat the conversation with several children.

# Vocabulary

## Objectives

- To identify classroom objects
- To repeat names of classroom objects
- To follow simple commands

## Vocabulary

*crayon, paper, shelf, sing, stand up, walk, jump, march, dance, stop, sit down, listen, say, find, match, trace, touch*

## Language

*What is this? It is (a crayon).*

## Materials

Class Audio CD, Busy Ant puppet, *puppet, chair, table, crayon, paper, and shelf* Picture Cards, pencils, classroom objects, items different from classroom objects, music CD

## BEFORE PAGE 3

### Sing the “Hello Song”

A3 Play the audio and start encouraging children to sing along and wave hello.

### Sing the “Action Game Song”

A10 Play the audio. Have children listen and do the actions along with you. This song helps children understand the teacher’s directions and helps them get ready for the next activity.

## Vocabulary Presentation

Display the *crayon, paper, and shelf* Picture Cards. Hold up each card as you say the word. Have Busy Ant repeat after you. Encourage children to repeat the words after the puppet.

### Target Song “My Class”

A7 Play the second part of the Target Song to reinforce the words *crayon, paper, and shelf*. Use the puppet to model the conversation. Have Busy Ant point to the classroom objects as they are mentioned in the song. Have children listen and look at the object Busy Ant points to.

## DURING PAGE 3

### 3 Listen and say. Find and match.

A11, A12 Play Audio A11. Point to the photos, say the words, and have children repeat after you. Then, have them find the *crayon, paper, and the shelf* in the scene. Next, show them how to trace lines to match the photos with the corresponding illustrations. Encourage them to trace the lines with their index finger before they do so with a pencil.

crayon paper shelf

Point to the scene. Say: *What is this? It is a crayon.* Play Audio A12 and point to the photos as children repeat the target language.

What is this? It is a crayon.  
What is this? It is paper.  
What is this? It is a shelf.

### Puppet, Chair, Table!

Practice the vocabulary presented on page 2 (*puppet, chair, table*). Point to these items on page 3 and ask: *What is this?* Prompt children to answer chorally: *It is (a chair).*

## AFTER PAGE 3

### Touch and Say

Attach the *puppet, chair, table, crayon, paper, and shelf* Picture Cards to the board at children’s eye level. Model with Busy Ant: *Touch the (crayon).* Busy Ant touches the crayon and says: *It is (a crayon).* Ask the class: *What is this?* Have children answer chorally: *It is (a crayon).* Repeat with the other target items.

### Classroom Object!

Have children sit in a circle. Place several objects inside it. Walk around the circle and play some music. Stop the music and tap a child’s shoulder. Say: *Classroom object!* Encourage the child to stand up and select a classroom object from the ones inside the circle. Have the child take the item back to his/her place. Continue playing until there are no more classroom objects left.

### Teacher Can’t See

Hold a Picture Card above your head so you cannot see it but the children can. Ask: *Is it (a crayon)?* Prompt children to call out Yes or No. Repeat with the other cards.

### Sing the “Good-bye Song”

A6 Play the audio. Have children listen and have them wave good-bye.

 See Workbook page 3.

## EXTRA ACTIVITY

### Look and Jump!

Show the *classroom objects* Picture Cards. Show a card and name the object. If it is the correct object, children jump in place. If it is not, they stand still.

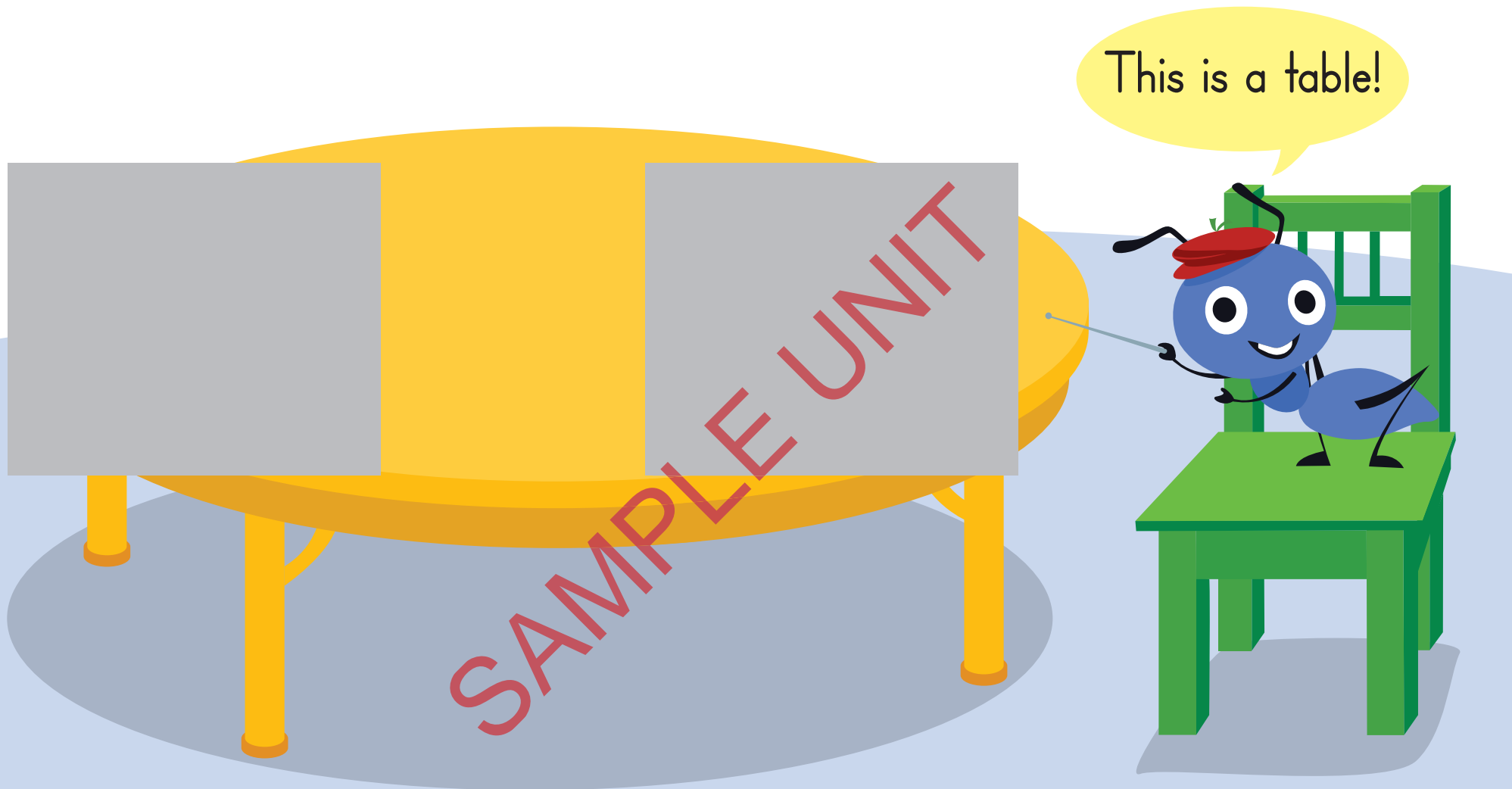
Listen and say. Find and match.



Vocabulary Presentation: crayon, paper, shelf; Vocabulary Practice: puppet, table, chair  
Language Practice: What is this? It is (a crayon).



4 Paste press-outs and say.



Motor Skill Practice; Visual Discrimination  
Language Presentation: *This is a crayon.* Vocabulary Practice: *crayon, paper, table, chair*

# Practice

## Objectives

- To practice fine motor skills
- To identify classroom objects
- To practice visual discrimination
- To understand the preposition *on*

## Vocabulary

*crayon, paper, table, press out, glue, on*

## Language


*What is it? It is (a crayon).*


*What is this? This is (a table).*

## Materials

Class Audio CD, Busy Ant puppet, music CD, beanbag, Press-outs page, classroom objects, glue


### BEFORE PAGE 4


 **Sing the "Hello Song"**  
A3 Play the audio and invite children to sing along and wave hello.

 **Have Big Fun Talking!**  
A13 Play the audio. Use Busy Ant to model the conversation.

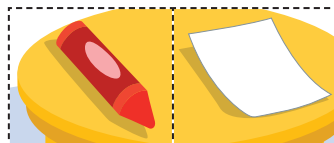
**A:** Hello!  
**B:** Hello!  
**A:** Let's go play!

Invite a pair of children to role-play the conversation. Play the audio as many times as needed. Repeat with other pairs of children.


 **Say the "Hand Signal Chant"**  
A4 This chant helps children understand classroom rules and commands. This time, say *Press-out!* instead of *Listen to me!* Display the Unit 1 Press-outs and show children how to pop them out.

 **"Let's Start Working"**  
A14 Play the audio and sing this song as a cue that it is time to start working on the new page.

### DURING PAGE 4




**4 Paste press-outs and say.**  
Hold up the Unit 1 Press-outs. Help children press them out. Hold up the *crayon* Press-out and ask: *What is it? It is a crayon.* Repeat with the *paper* Press-out. Next, display page 4. Help children put a small amount of glue on the Press-outs and ask them to paste them in the boxes. Point to Busy Ant and explain that he is pointing to the table and saying *This is a table!* Have children repeat *This is a table!*


 **Talk about It**  
As children work, walk around the room. Point to the Press-outs and to the table on page 4. Then, ask *What is this?* Encourage children to answer: *This is (a crayon).*


### TIP: Develop Cues


It is a good idea to develop a cue in your classroom for times when you want children only to look and listen, such as folding your hands in front of yourself or placing your hands on your shoulders. As children copy your action, the class will gradually quiet down.

### AFTER PAGE 4

 **Hot Potato**  
Have children sit in a circle. Hand a child a beanbag, which will be the hot potato. Play some music and have children pass around the beanbag. Stop the music and say, *It's paper.* Encourage the child with the hot potato to stand up and look around the room for some paper. Repeat the procedure with *table* and *crayon*. Play several rounds.

 **Say the "Shape Chant"**  
A15 Play the "Shape Chant" to preview circles. Have children stand and hold hands in a circle as they chant.

 **This Is a Table!**  
Have children stand in a circle. Put a table inside the circle. Throw a beanbag to a child. Have him/her run to the table, touch it, and shout: *This is a table!* Encourage the class to clap when the child touches the table. Repeat the procedure until all children have participated.

 **Sing the "Good-bye Song"**  
A6 Play the audio and invite children to sing along and wave good-bye.

 See Workbook page 4.

### EXTRA ACTIVITY

#### Naming Game

Place classroom objects on a table where children can see them. Show them how to hold up an item that you name. Invite them to come up and pick out the item as you say its name. Ask classmates to clap if children are correct.

## Objectives

- To identify and name shapes: circle
- To practice tracing circles
- To practice visual discrimination

## Vocabulary

circle, chair, trace, say, walk, jump, march, find, shape, look, start, work


## Language

What is it? It is (a circle).  
Do you see another circle?  
Find (a chair).

## Materials


Class Audio CD, various colored paper circles, Busy Ant puppet, scissors, colored paper, pencils, illustrated storybook


## BEFORE PAGE 5

 **Sing the “Hello Song”**  
A3 Play the audio. Have children listen and wave hello. Encourage them to start singing.


## Circles in the Air

Hold up a paper circle. Say: *It is a circle*. Trace a big circle in the air with your index finger. Say: *It is a circle*. Have children trace circles in the air and say: *Circle*.


 **Say the “Shape Chant”**  
A15 Before class, cut various circles out of colored paper and place them around the room. Play the audio. Say the chant and invite children to listen and do the actions that go with it.

 **Sing “Let’s Start Working”**  
A14 Use this song throughout the program as a cue that it is time for children to begin working in their books. Say and model: *Open your books to page 5*.


## DURING PAGE 5


 **5 Trace and say.**  
Point out a circle on the page and say: *Circle*. Have children repeat after you. Then trace the circle with your finger. Start at the dot and trace counterclockwise. Then trace with a pencil. Have children trace the circle in their books, first with their index finger and then with a pencil.


Use gestures and ask: *Do you see another circle?* Help children see that the sun, the balloon, and the donut are circles. Have them trace the sun and the balloon.


 **Do the Find It! Activity**  
Point to Busy Ant with the chair in his wheelbarrow. Read the text aloud: *Find a chair!* Have children find chairs on the page. (There are two.) Extend the activity by asking children to point to chairs in the room.

## AFTER PAGE 5

 **Circle Hunt**  
Hide the paper circles around the room. Place a table at the front. Then say: *Let’s go on a circle hunt!* Encourage children to walk around and look for the circles. Ask them to put the circles they find on the table.

 **Circle!**  
Have children sit in a semicircle. Show them a storybook and flip through the pages. Have children shout *Circle!* every time they see one.

 **Walk in a Circle!**  
Have children stand in a circle. Say *On the count of three, let’s walk in a circle. Ready? 1, 2, 3, walk!* Repeat with *jump* and *march*.

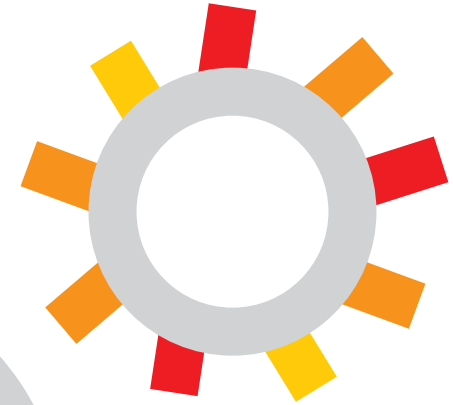
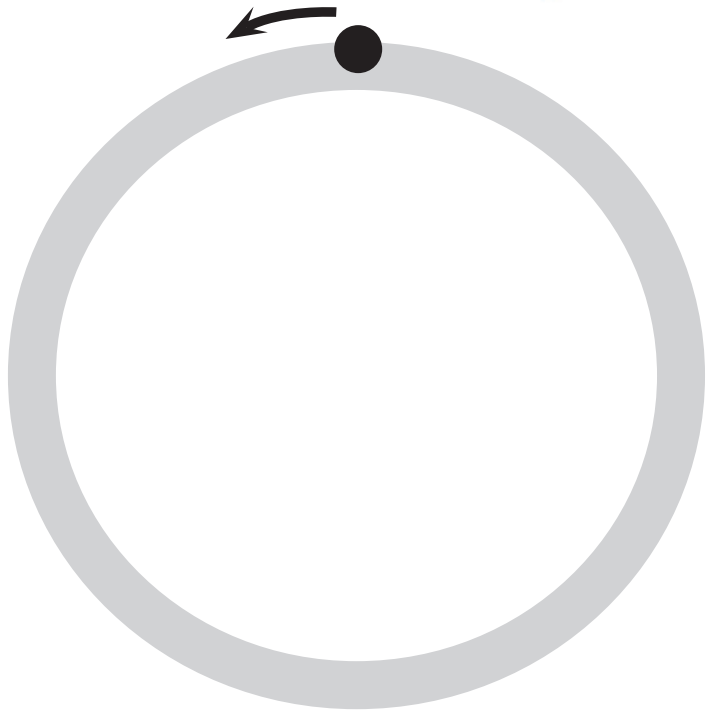
 **Sing the “Good-bye Song”**  
A6 Play the audio. Have children listen and wave good-bye. Encourage children to sing along.

 See Workbook page 5.

## EXTRA ACTIVITY

**Circle Game**  
Take children to the playground. Trace a circle on the ground. Extend your hands as you invite children to make a circle. Say: *Let’s make a circle*. Tell children that you will be the leader and they will follow you around the circle, doing what you say. March on the circle as you chant: *March, march, march on the circle*. Encourage children to chant with you as they march on the circle. Repeat with: *jump on the circle, walk on the circle, and dance on the circle*. Model the actions. Then lead children in doing various actions as they chant.

5 Trace and say. 



Find a chair!



Shapes: circle  
FIND IT: chair

6 Color and say.





# Colors

## Objectives

- To identify and name colors: red
- To identify red items
- To color items red

## Vocabulary

red, crayon, apple, watermelon, caterpillar, color, say, point

## Language

Is it red? (Yes.) This color is red. This is (a crayon). It is red.

## Materials

Class Audio CD, red crayons, red items, shoebox, red paper, glue, marker, Busy Ant puppet, large piece of construction paper, scissors, tape

### BEFORE PAGE 6

#### Sing the “Hello Song”

A3 Play the audio and have children listen and wave hello. Start encouraging them to sing along.

#### Review “Shape Chant”

A15 Say the “Shape Chant” again. Play the audio and do the actions that go with it. Invite children to do the actions. Some may be ready to chant along. Praise all efforts.

#### TIP: Repetition

Revisiting objectives through songs, chants, and other activities provides children with the practice they need in order to master language and skills.

#### Sing the “Color Song” (Red)

A16 Gather red things. Point to each one and have Busy Ant say: *Red*. Have children repeat each time. Then switch to asking. As you point to something, have the puppet ask: *Is it red?* Shake your head and say *No* or nod your head and say *Yes*.

Play the audio, sing the song, and do the gestures that go with it. Play the song again and encourage children to do the actions along with you. Some may be ready to sing along.

#### Sing “Let’s Start Working”

A14 Play the audio and sing this song to let children know that it is time to open their books. Say and model: *Open your books to page 6*.

### DURING PAGE 6

#### 6 Color and say.

Point to the crayon on the page and say: *What is this?* Prompt children to answer using the new language: *It is a crayon*. Point to the crayon and say: *This is a crayon. It is red*. Point to the caterpillar’s hat and shoes and say: *Red*. Then pick up a red crayon and point to the apple on the page. Distribute red crayons and invite children to color in the apple, the watermelon, and the caterpillar’s body segment red.

### AFTER PAGE 6



#### Red Box

Create a “red box.” Decorate a shoebox with red paper and write *RED* on it. Have children walk around the room and look for red objects. Encourage them to put the items inside the box. Finally, take the items out of the box and show them to the class. Encourage children to say *Red* each time.

#### Find Red

Have children sit in a circle. Hand the puppet a red crayon and say: *Find red*. The puppet “walks” over to something red and touches it with the crayon. The puppet says: *Red*. Then the puppet hands the crayon to a child and says: *Find red*. The child stands up and walks to touch something red with the crayon. He or she says *Red* and gives the crayon to the next child. Help him or her say: *Find red*. Continue in this way until all children have participated.



#### Apple Tree!

A16 Before class, draw a big tree on a large piece of construction paper. Cut apples out of red colored paper and put some tape on the back of each apple. Attach the tree to the board at children’s eye level. Place the apples face down on a table. Invite a volunteer to the front and ask him/her to paste a red apple on the tree. Have children repeat after you: *Red apple*. Continue until there are no apples left. Finally, point to each apple and play the “Color Song” (Red) as you point to each apple. Encourage children to try singing along.

#### Sing the “Good-bye Song”

A6 Play the audio. Sing the song and invite children to wave good-bye. Some may be ready to sing along.



See Workbook page 6.

### EXTRA ACTIVITY

#### Touch Red!

Distribute red items around the room. Children walk around the room looking for the red items. When a child touches a red item, he/she says: *Red!* The class repeats *Red* and claps.



### AUDIO SCRIPT

#### A17 School Days

1. [no audio on this page]
2. Ms. Sanchez: What is this?
3. Ms. Sanchez: It is a puppet.
4. Carlos: Oh! It's a puppet.

### HOME-SCHOOL CONNECTION

Encourage children to take their Little Book home to share with their families. This book is about school, school supplies, and shyness, so there are many things to talk about. The children in the story draw pictures and play with a puppet at school. Children may enjoy doing these activities at home as well.

### SHOW TIME PREPARATION

**AFL** Children will have the opportunity to participate in a show at the end of the year. In their Show Time celebration, they will show their families what they have learned in English class. Start talking about Show Time by suggesting ideas for the program, such as role-playing this story, for example.

# Little Book

## Objectives

- To assemble a Little Book
- To listen to and read a story
- To role-play a story

## Vocabulary

*paper, table, crayon, chair, school, book, title, story, page*

## Language

*What is this? It is (a puppet).*

*Is this (a table) or (a puppet)? It is (a table).*

*This is the title.*

*This is page (1).*

## Materials

Class Audio CD, Busy Ant puppet, DVD or ActiveTeach, red items, *chair, shelf, and table* Picture Cards, beanbag

## BEFORE THE LITTLE BOOK

### **Sing the "Hello Song"**

A3 Play the audio. Invite children to wave hello. Start encouraging them to sing along.

### **Sing the "Color Song"**

A16 Play the audio and do the gestures. Play it again and have children join in. Say: *Show me red.* Have Busy Ant demonstrate touching or pointing to something red. Then ask volunteers to show you red things around the classroom.

### **Access Prior Knowledge**

Smile and say: *I feel happy.* Draw a happy face on the board. Next say, *I feel sad.* Draw a sad face. Tell children they are going to read a story about a boy who felt sad on his first day of school. Invite children to say how they felt on their first day of school, happy or sad. Provide language support as necessary.

## DURING THE LITTLE BOOK

### **School Days**

1. Have children turn to page 7. Carefully tear out the page along the margin and fold it in half to make a Little Book.

2. Preview the story with the class. Show children each page and ask: *What do you see?* Children can name people, colors, shapes, and things. Praise and encourage all efforts.

3. Explain the conventions of the Little Books to children. Point to the title and say: *This is the title. The title of the story is "School Days."* Draw four sets of dots on the board. Point to each set and count the dots. Have children count with you. Then point to the dots on page 1 and say: *This is page 1.* Repeat for the remaining pages. Next, point to the drawing of the teacher next to the lines and say: *This is what the teacher says.* Invite a child to point to the boy and to the corresponding drawing next to the lines. Ask: *Who is talking now?* Encourage children to answer: *The boy.*

4. Play the audio while you show children the pages. Do not point or gesture, just let them listen and look at the book.

5. Play the audio again. This time, for pages 2 and 3, point to the drawing of the character that shows who is speaking: *the teacher.* On page 4, point to Carlos and then to the words he says. Use the pictures and pantomime to help children understand what is happening.

6. Check children's comprehension. Point to different items in the story and ask: *Is this (a table) or (a puppet)?*

## AFTER THE LITTLE BOOK

### **Role-play**

Act out the story with the puppet to reinforce comprehension. Try to copy the expressive voices used by the characters. Invite children to participate. Say the lines while children act out the story.

### **Parade around the Room**

A2 Play the "Big Fun Theme Song" during the parade. Have children stand in a line behind you and march around the room. Call out an action and have the children do the action while following: *jump, walk, dance, clap, and raise your hand.* At the end, say: *Sit down.* Have children return to their seats.

### **Play the DVD**

As a reward, show the story on the *Big Fun* video or in the ActiveTeach.

### **Sing the "Good-bye Song"**

A6 Play the audio. Have children listen and wave good-bye. Encourage children to sing along. Some may be ready to do so.

 See Workbook page 7.

## EXTRA ACTIVITY

### **Chair, Table, Shelf**

Have children sit in a circle. Throw a beanbag to a child and show the *chair* Picture Card. Have the child stand up and run to a chair. Have him/her stand next to the chair and remain there. Repeat the procedure with *table* and *shelf*. Continue playing until there are no children in the circle.



# Values

## Objectives

- To learn a value: Working together
- To use language to express a value

## Vocabulary

value, work, together, draw, color, yourself

## Language

We work together.

## Materials

Class Audio CD, crayons, Unit 1 Picture Cards, Busy Ant puppet, classroom and non-classroom objects

### BEFORE PAGE 9

#### Sing the “Hello Song”

A3 Play the audio. Invite children to wave hello. Start encouraging them to sing along.

#### Sing the Target Song

A7 Revisit the Target Song “My Class.” Play the audio and use Busy Ant to model the conversation. Stop the audio when a classroom object is mentioned. Invite a volunteer to stand up and look around the room for that item. Repeat with other items and volunteers. You may encourage children to start singing their part. Praise all efforts.

#### Let’s Work Together

Tell Busy Ant: *Make a circle.* He thinks about it, takes some chalk, and draws a circle on the board. Say: *Let’s work together. Let’s make a circle.* Draw half of a circle on the board at children’s eye level and have the puppet finish it. Say: *We work together.* Use body language to show the meaning of the word *together*.

Invite a volunteer to the board. Use gestures and say: *Let’s make a circle together. You, me, and Busy Ant.* Draw part of a circle. Have the puppet draw the second part, and have the volunteer connect the last part. Say: *We work together.*

Have all children stand up. Reach your hands out and say: *Let’s make a big circle. Let’s work together.* Guide the children in getting into a big circle, holding hands. Say: *We work together.*

#### I See You!

Invite children to stand in a circle and play a quick game of *Peek-a-boo*. Cover your eyes and then uncover them. Gesture to one of the children in the circle and say: *I see YOU! Hello, (Jenny).* The child responds: *Hello, (Teacher).*

#### Musical Cues

A4, A14 Use the “Hand Signal Chart” to direct children from the circle back to their seats. On the last line say: *Sit down in your chair.*

Then, sing “Let’s Start Working” to cue children that it is time to begin working in their books. Display page 9. Say: *Open your books to page 9.*

### DURING PAGE 9

#### 7 Draw and color yourself.

Point to the page and say: *The children work together to water the plant.* Point to the boy and the girl and say: *This is a boy. This is a girl.* Next, point to the child in the center and say: *This is you!* Have children draw and color a picture of themselves. Remind them to include all facial features.

### AFTER PAGE 9

#### Who’s Wearing Red?

Walk around and tap children who are wearing something red. Point to the red clothing or item and say: *Red.* Invite volunteers to follow your lead. They can tap the same children or find new ones.

(If children wear uniforms, you can do an alternate activity: Give them each a different colored crayon to hold and tap the children holding red.)

#### Sing the “Action Game Song”

A10 Play the audio. Have children listen and do the actions. This will help them review classroom commands.

#### Sing the “Good-bye Song”

A6 Play the audio and have children listen and wave good-bye. Encourage children to sing along.

 See Workbook page 8.

### EXTRA ACTIVITY

#### Odd One Out

Place a crayon, a sheet of paper, and an apple on a table. Have children stand around the table. Then, invite a volunteer to point to the object that is not a classroom object. If he/she points to the apple, have the class clap. Repeat for several rounds with other items and children.

SAMPLE UNIT

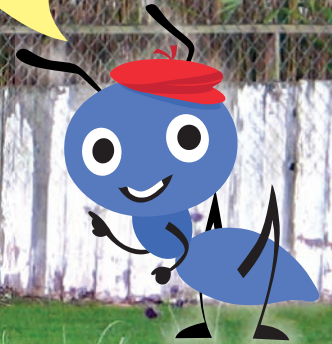






8 Look closely. Trace the circles.

This is my garden!





# Amazing

## Objectives

- To appreciate nature
- To learn about gardens
- To observe details

## Vocabulary

grass, flower, ladybug, garden


## Language

What is this? This is (a ladybug).

## Materials

Class Audio CD, Busy Ant puppet, pencils, puppet, shelf, table, crayon, paper, and chair Picture Cards, photos or illustrations of gardens, a flower, grass, and a ladybug, shoebox, garden items from home, green construction paper, scissors, tape, white sheets of paper, small cards, marker

## BEFORE PAGE 10


 **Sing the “Hello Song”**  
A3 Play the audio. Encourage children to sing along and wave hello.

## Memory Game

Place the puppet, shelf, table, crayon, paper, and chair Picture Cards on a table. Model with Busy Ant. Say: *Show me the table, chair, and paper.* The puppet has to find the cards and show them in the same order. Have him find the table Picture Card, but then pretend not to know which cards come next. Ask the class for help. Say: *Work together. Help Busy Ant. Which cards come next?* Encourage children to answer: *Chair and paper.* After another round, invite pairs of children to play. Have them work together to show the cards in order, saying each word as they do so.

## Build Background

Display pictures for *grass*, *flower*, and *ladybug*. Say each word and have children repeat. Display photos or illustrations of gardens. Say, *This is a garden.* Ask: *What do you see?* Point out the grass, flowers, animals, trees, bugs, and other living things. Ask: *Do you have a garden? What do you see in it?* Children may use their native language if necessary. Finally, take children to the playground and have them point to things they can see in a garden: trees, grass, flowers, etc.


 **Sing “Let’s Start Working”**  
A14 Play “Let’s Start Working” to cue children to open their books to page 10.

## DURING PAGE 10

  **8 Look closely. Trace the circles.**

Point to the garden scene and play the “Amazing Chant.” Have children listen as you chant. Then play the chant again and encourage children to sing along. Point to each circled picture and ask: *What is this?* Have children answer chorally: *This is (a ladybug).*

Read the directions aloud. Model how to trace the circle around the grass. Distribute pencils. Have children trace the other two circles on their own. Walk around while children work and ask: *What is this?* Help them answer: *This is (a ladybug).*

 **Sing “My Garden”**  
A19 Play the audio and have children listen. Then play the audio again and stop it every time a garden item is mentioned. Have children point to the item on the page. Then, play the song again and encourage children to sing along.


## AFTER PAGE 10

### Classroom or Garden?

To play the game, shuffle all Picture Cards and the photos or illustrations of the garden, grass, ladybug, and flower. Then slowly show one at a time. Have children jump when they see an item that belongs in a garden. Ask them to sit down if they see an item that belongs in the classroom. Play the game several rounds.

### Make a Class Garden

Have the class work together to create a class garden diorama. Have children bring something from home that might be found in a garden, such as a flower, a leaf, some grass, or a rock. Some children may simply draw a picture. Arrange the items in a shoebox covered with green construction paper and labeled *Our Class Garden*. Use small cards to label all the items in the display.

 **Sing the “Good-bye Song”**  
A6 Play the audio. Invite children to wave good-bye. Invite them to sing along. By now, most children should be able to do so.

 See Workbook page 9.

## EXTRA ACTIVITY

### Garden!

Take children to the playground. Have them stand in a circle. Next, encourage them to walk around and point to something that belongs in a garden: *a flower, a bee, grass, etc.* Have them shout the word *Garden!* when they find one.

# Project

## Objectives

- To make an art project
- To follow directions
- To talk about gardens

## Vocabulary

*garden, draw, grass, flower, ladybug, trees*

## Language

*This is my garden.*

*What is this?*

*This is (a flower).*

## Materials

Class Audio CD, Busy Ant puppet, crayons and other art supplies

## BEFORE PAGE 11

### Sing the "Hello Song"

A3 Play the audio. Have children wave hello and encourage them to sing along. Next, invite a child to stand up, walk to a classmate, and greet him/her: *Hello, (Maria)*. Repeat with other children.

### Revisit the Amazing Garden

Look back at Student Book page 10. Point to the scene and ask: *What is this?* Prompt children to answer: *It is (a garden)*.

### Sing "Let's Start Working"

A14 Play the audio and sing the song to cue children that it is time to work in their books. Have them open their book to page 11. Hand out crayons and art supplies.

## DURING PAGE 11

### Draw a Garden

Read the project title aloud: *Draw a Garden*. Brainstorm to list some of the items children might include in their garden. Provide language support if necessary. Record their ideas in pictures on the board. Support and encourage children to use as much English as they can. Distribute art supplies.

As children draw, circulate and point to items in their pictures. Ask: *What is this?* Help them answer: *This is (grass)*. Provide English words for items they cannot name.

## AFTER PAGE 11

### Busy Ant Says

Children will finish their projects at different times. Invite early finishers to join in playing a few rounds of *Busy Ant Says*. Encourage children to follow the actions that *Busy Ant* says. If they do not hear "*Busy Ant Says...*" before the command, they have to stand still.

### Show Your Garden

A19 Play the audio and sing the song "My Garden." After you sing the song together a few times, invite volunteers to show their projects to the class. Make sure everyone can point to and say one thing about his or her picture, such as: *This is a ladybug. It is red. It is a flower*. Praise all efforts, even if a child can produce only a single word.

### Statue Game

Play this game to review vocabulary children have learned in this unit. Say a word and encourage children to become a statue of the item and freeze. Tell children that there are no wrong answers. Here are some ideas:

Chair: pretend to sit  
Table: get down on hands and knees like a table  
Crayon: stand tall and straight  
Paper: lie on the floor with arms and legs out  
Circle: form a circle with your arms  
Flower: stand tall with arms stretched out like leaves  
Grass: stand tall and straight in a group with others  
Ladybug: curl up into a tiny ball on the floor like a bug

### Sing the "Good-bye Song"

A6 Play the audio. Have children wave good-bye and encourage them to sing along.

PROJECT

# Draw a Garden

SAMPLE UNIT

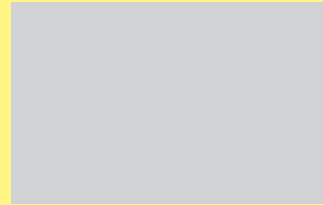


9 Point and say. Stick and say.



SAMPLE UNIT

It is a





## Wrap-up

### Objectives

- To assess vocabulary and language learned in the unit
- To prepare for Unit 9 Show Time
- To use Assessment for Learning to reflect on their own learning

### Vocabulary

puppet, chair, table, crayon, paper, sticker, stick, say

### Language

What is it? What color is it?

Where can you see it?

I like it! It is fun! I don't like it. It is not fun!

### Materials


Class Audio CD, Busy Ant puppet, Stickers, Portfolio Envelopes, white sheets of paper, art supplies

### BEFORE PAGE 12

#### Sing the "Hello Song"

A3 Have children sing and wave hello.

#### Did You Like It?

 Play a few notes of a song from Unit 1

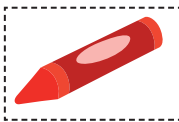
1. Clap and say: *I like it!* Repeat the procedure, but now fold your arms and frown. Say: *I don't like it!* Then play a few notes of all the songs in Unit 1 (Audios A4, A5, A7, A10, A14, A15, A16, A18, and A19) and have children decide whether they liked them or not by repeating your gestures.

Play the first few notes of any Unit 1 song and pause the audio to see if children can sing the first line. Repeat the procedure with other songs.

### Think about Learning

Review Unit 1 page by page with the children. Show Busy Ant a page in Unit 1. Have him clap and say: *I like it! It is fun!* Then show him another page. Have Busy Ant draw a sad face on the board and say: *I don't like it. It is not fun!* Then, show children Unit 1 page by page and have them clap or make a sad face depending on whether they liked the activity.

### DURING PAGE 12



#### 9 Point and say. Stick and say.

Help children point to each vocabulary word on the banner and say: *It is (a puppet).* Then point to the item that the boy is holding. Ask: *What is this?* Direct children to the Stickers page and have them find the crayon and stick it in the box. Ask volunteers to show their work. Clap for a job well done!

### AFTER PAGE 12

#### Prepare for Show Time!

Point out the mascot with the flower at the bottom of the page. Direct children to page 100. Help children think of what they like most from Unit 1. Say: *What I like most from Unit 1 is the puppet!* Say this with a very excited voice and smile. Explain that they should make a drawing of what they like most from Unit 1: a song or chant, the Little Book story, the Amazing project, or just a word. Reassure them that any personal response is fine! Revisit their ideas from Think about Learning and remind children they are working toward the end-of-the-year Show Time.

### TIP: Model Responses

Create an example of the personal response drawing and use it to show children what to do. For example, draw a garden and explain that your favorite part of Unit 1 was drawing a garden for the Project page.

### Children Decide!

After children complete their drawings, invite them to display them. Hold up a drawing and say: *(Maria) likes the ant puppet. (Andy), did you also like the ant puppet?* Repeat the procedure with the remaining drawings. Take notes on children's preferences so you can determine what to include in the end-of-the-year show.

### Home-School Connection

Have children take home their drawings to show family members. Help children practice talking about their work so they can use English when they show it to their families.

#### Sing the Target Song

A7 To consolidate what children have learned in the unit, play the Target Song and encourage children to sing their part. Praise all efforts.

#### Sing the "Good-bye Song"

A6 Have children sing and wave good-bye.

### Portfolio

Have children review the things in their Portfolio Envelope and share their work with the class. You may ask each child simple questions about his or her work: *What is it? What color is it? Where can you see it? In your classroom? In a garden?*

 See Workbook page 10.