

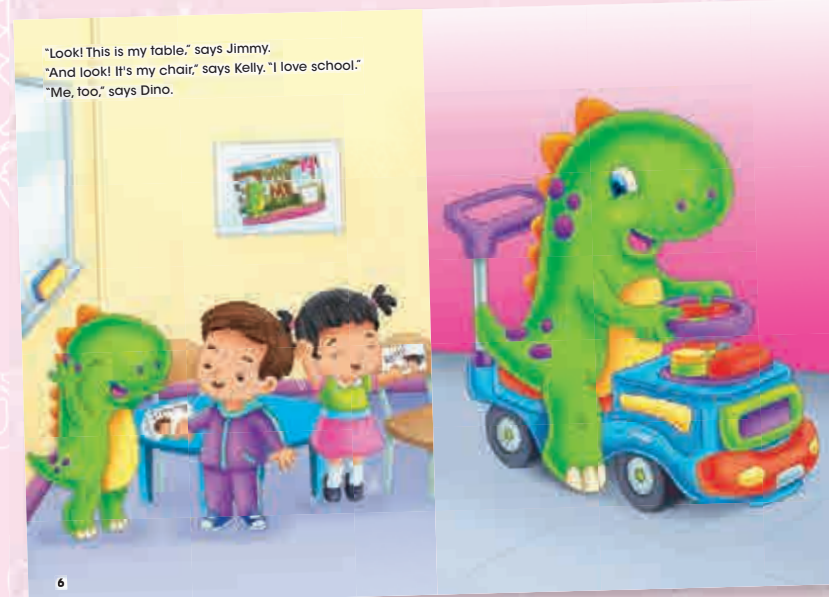
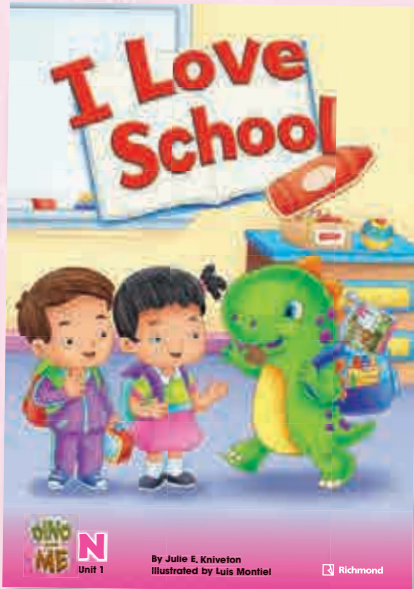
# Overview

# Unit 1

Lessons	Early Learning Goals	Vocabulary	Language
1	To say <i>hello</i> and greet each other by name To say <i>good-bye</i> Fine Motor (FM): To wave both hands	hello, good-bye	<i>Hello, (Jimmy). Good-bye, (Kelly). What's your name? I'm (Dino).</i>
2	To present people To identify gender Fine Motor (FM): To do finger exercises	boy, girl	<i>I'm a (boy/girl). This is (name). He's/She's a (boy/girl).</i>
3	To learn about school	teacher, school	<i>What's your name? I'm (name). I'm a (teacher). This is (person's name).</i>
4	To hold a book, turn the pages and find pictures Gross Motor (GM): To run and jump	book, teacher, school	<i>It's a book. My book.</i>
5	To recognize school objects Fine Motor (FM): To practice directionality moving from left to right Fine Motor (FM): To do finger exercises	crayon, book	<i>It's a crayon. My crayon.</i>
6	To describe some school objects in the classroom Fine Motor (FM): To practice directionality moving an object up and down	table, chair, classroom, girl, boy	<i>There's a table in my classroom.</i>
7	To identify and review classroom objects To listen to a chant and retell parts of it To sort school objects by category	backpack, book, crayon, table, chair, teacher, school, boy, girl	<i>What is it? It's (a backpack).</i>
8	To recognize and describe school objects in the classroom Fine Motor (FM): To do finger exercises	Review vocabulary ( <i>boy, girl, teacher, school, book, crayon, table, chair, backpack, classroom</i> )	<i>Is it a crayon? Yes./No. It's a book.</i>



# Narrative Big Book: I Love School



**Early Learning Goals:** To say *hello* and greet each other by name; To say *good-bye*; Fine Motor (FM): To wave both hands

**Vocabulary:** *hello, good-bye*

**Language:** *Hello, (Jimmy). Good-bye, (Kelly). What's your name? I'm (Dino).*

**Materials:** **Dino Stick Puppet**, finger paint, craft sticks (one for each student and yourself), glue, special box or bag for storing **Dino Stick Puppet**

**Preparation:** Cut out the **Dino Stick Puppet** on page TG155. Glue a craft stick on the back so it can be used throughout the school year.

NOTE: You can use crayons and tape instead of finger paint and glue for this first lesson.

## Opening

### Song: *Welcome* <sup>1</sup>

Welcome students as they enter the classroom. Greet them by waving with one hand and saying *hello*. Encourage them to wave back. Play Track 1, *Welcome* (instrumental version). Lead students in walking around and waving to their classmates as they listen to the song.

## Circle Time

### 1 Make a Circle Routine <sup>2</sup>

Play Track 2, *Make a Circle*. Call students by their names and tell them to stand up and come join you. As they reach you, have them hold hands to form a circle. Tell them to sit down. Use the **Dino Stick Puppet** to sing the song.

#### Track 2

##### Song: *Make a Circle*

Come and make a circle,  
A circle, a circle.

Come and make a circle,  
It's time to sit down.

### 2 Song: *Hello* <sup>3</sup>

Remind students how to wave their hands to say *hello*. First, wave your right hand, then your left hand, and then both hands. Say *hello* while you are waving. Have students wave their hands after you.

Play Track 3, *Hello*. Encourage students to wave their hands as they say *hello*. Use the **Dino Stick Puppet** to sing the song.

#### Track 3

##### Song: *Hello*

I wave and say *hello*,  
*Hello, hello.*

I wave and say *hello*,  
To everyone I see.

## 3 Introduce Yourself

Point to your chest and introduce yourself.

**T:** *I'm (your name).* (Repeat it as many times as necessary.)  
If you have pets or cuddly toys in the classroom, ask them to say their names and respond for them.

**T:** *What's your name?*

**T:** *I'm (Bunny).* (Hold the pet or toy and say its name in a funny voice.)

Ask a few students to say their names. Answer for them until they understand what you are doing.

**T:** *What's your name?*

**T/SS:** *I'm (student's name).*

At the end of the activity, ask students to go back to their seats.

## Work Time

### 1 Student's Book: Finger paint and pop out. SB

Hand out the **Student's Books**. Point to Dino on the front cover and ask what his name is. Invite students to repeat his name after you.

**T:** *What's his name?*

**T/SS:** *Dino.*

Show the **Dino Stick Puppet** and have students wave and say *hello*.

**T:** *Say hello to Dino.*

**T/SS:** *Hello, Dino.*

Open the **Student's Book** to page 5. Point to Dino and have students greet him.

**T:** *Look! It's Dino. Hello, Dino.* (Wave your hands, saying *hello*.)

**SS:** *Hello, Dino.* (Students wave their hands, saying *hello*.)

Using finger paints or crayons, have students paint Dino's T-shirt in the student's favorite color. Then help students to pop Dino out when they are done painting or coloring.

Hand out craft sticks and help students glue or tape them to the back of their pop-outs to create their own Dino stick puppets. Write each student's name on the back of their Dino pop-outs so they can use them later in other units.

## 2 Review Song: *Hello* <sup>3</sup>

Play Track 3, *Hello*. Encourage students to walk around the classroom waving at their classmates and your **Dino Stick Puppet** as they sing along.

## 3 Say Hello to Dino

Have students walk around the classroom again, this time with their Dino pop-outs. Lead them in introducing themselves to Dino. Show them how to do, this by prompting a few individual students.

**T:** *Hello, Dino. I'm (your name).*

**SS:** *Hello, Dino. I'm (student's name).*

Collect the Dino pop-outs and store them in the special box or bag to keep them for later use.

## 4 Say Good-bye

Use the **Dino Stick Puppet** to wave *good-bye* to the students. Say *good-bye* to Dino and then use the students' names.

**T:** *Good-bye, Dino.*

**T:** *Good-bye, (student's name).*

Encourage students to say *good-bye* to Dino and to you.

## Closing

### Good-bye Routine <sup>4</sup>

Play Track 4, *Good-bye*. Use the **Dino Stick Puppet** to lead students in singing and waving as they say *good-bye*. This is the *good-bye* routine. At the end of the activity, store the **Dino Stick Puppet** in the special box or bag.

#### Track 4

##### Song: *Good-bye*

I wave and say *good-bye*,  
*Good-bye, good-bye.*

I wave and say *good-bye*,  
To everyone I see.

## Fun Activity

### Game: *Good-bye Line*

Have students line up in two lines, facing each other. Tell them to say *good-bye* by waving their hands. Encourage them to use the names of their classmates: *Good-bye, (Ana)*. Have students move around so they say *good-bye* to more than one classmate.

Finger paint and pop out.



**Early Learning Goals:** To present people; To identify gender; Fine Motor (FM): To do finger exercises

**Vocabulary:** *boy, girl*

**Language:** *What's your name? I'm a (boy/girl). This is (name). He's/She's a (boy/girl).*

**Materials:** **Dino Stick Puppet**, *boy* and *girl* **Flashcards**, **Jimmy** and **Kelly Stick Puppets**, finger paints

**Preparation:** Cut out the **Dino**, **Kelly** and **Jimmy Stick Puppets** on pages TG155, TG157 and TG159. Glue a craft stick on the back of each so they can be used throughout the school year.

## Opening

### Welcome to Class

Play Track 3, *Hello* (see page TG5). This is the beginning of class routine. Walk around the classroom waving at each student to say *hello* as you sing the song with the **Dino Stick Puppet**. Invite them to sing along and wave *hello* back at you.

## Circle Time

### 1 Make a Circle Routine

Play Track 2, *Make a Circle* (see page TG5). Guide students in sitting in a circle.

### 2 Boys and Girls

Point to students in the classroom and introduce them.

**T:** *This is (boy's name). He's a boy.*

**T:** *This is (girl's name). She's a girl.*

Let students say the names of their classmates.

### 3 Game: *Line Up*

Walk around the classroom and gently pat three boys and three girls on their backs and say *boy* or *girl*. Hold up the *boy* **Flashcard** in one hand and the *girl* **Flashcard** in the other hand. Invite the boys whose backs you patted to stand under the *boy* **Flashcard** and the girls to stand under the *girl* **Flashcard**. Repeat the activity with different groups of boys and girls.

At the end of the activity, ask students to go back to their seats.

## Work Time

### 1 Finger Gym

Model how to point with the index finger. Tell students to point to their classmates.

**T:** *Point to (name of a boy or a girl).*

Then have them hold up their index fingers and trace horizontal lines in the air. Do an extension activity by drawing lines on the board for students to trace over with their index fingers.

### 2 Meet Jimmy and Kelly

Use the **Jimmy** and **Kelly Stick Puppets** to introduce the characters.

**T:** *This is Jimmy.* (Show the **Jimmy Stick Puppet**.)

**T:** *This is Kelly.* (Show the **Kelly Stick Puppet**.)

Have students greet the characters by waving *hello* with one hand.

**T/SS:** *Hello, Jimmy. Hello, Kelly.*

Display page 7 of the **Student's Book**. Point to the pictures and say who they are.

**T:** *This is Jimmy. He's a boy.*

**T:** *This is Kelly. She's a girl.*

### 3 Boy or Girl?

Point to Jimmy in the **Student's Book** and encourage students to say *boy*. Do the same with Kelly and the word *girl*.

Hold up the **Jimmy** and **Kelly Stick Puppets** and say the name of one of the characters. Have students point to the corresponding **Stick Puppet**. Say *girl* and ask students to point to the **Kelly Stick Puppet**. Do the same for the word *boy*.

At the end of the activity, store the **Jimmy** and **Kelly Stick Puppets** in the special box or bag.

### 4 Student's Book: Say and finger paint.

Hand out the **Student's Books** opened to page 7. Have students use finger paints to paint the circle below the character that is of the same gender as they are. Encourage them to say, *I'm a (girl)*.

## Closing

### Good-bye Routine

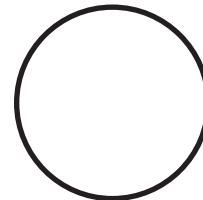
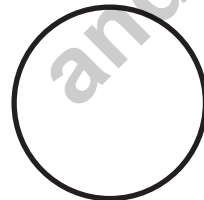
Play Track 4, *Good-bye* (see page TG5). Do the *good-bye* routine. Play the song again and show the *girl* **Flashcard**. Invite all the girls to sing along. Do the same with the *boy* **Flashcard**.

## Fun Activity

### Game: *Popcorn*

Play *Popcorn* with the students' names and genders. Call out someone's name and have them stand up quickly. Repeat the activity with the names of all the students in the class. Play the game again with gender recognition. When you say *boys*, have all the boys stand up. When you say *girls*, have all the girls stand up.

Say and finger paint.



**Early Learning Goal:** To learn about school

**Vocabulary:** *teacher, school*

**Language:** *What's your name? I'm (name). I'm a (teacher). This is (person's name).*

**Materials:** **Dino Stick Puppet**, *teacher* and *school Flashcards, Teacher* and **Dino Stick Puppets**, glue, *I Love School Big Book*

**Preparation:** Cut out the **Teacher Stick Puppet** on page TG161. Glue a craft stick on the back so it can be used throughout the school year.

## Opening

### Song: *School Is Fun* 5

Play Track 5, *School Is Fun*. This is another song for the beginning of class routine. Teach students gestures they can use as they sing.

#### Track 5

**Song:** *School Is Fun*

Hello, hello.

Now be quiet.

School is fun.

Let me see.

Hello, hello.

Are you ready?

And welcome!

Look at me!

## Circle Time

### 1 Make a Circle Routine 2

Play Track 2, *Make a Circle* (see page TG5). Guide students in sitting in a circle.

### 2 Review: Introduce Yourself

Say your name and tell students you are the teacher.

**T:** *Hello. I'm (your name). I'm a teacher.*

As you say the word *teacher*, hold up the **Teacher Stick Puppet** to emphasize meaning. Ask students to say their names.

**T:** *What's your name?*

**S:** *I'm (student's name).*

At the end of the activity, ask students to go back to their seats.

## Work Time

### 1 Presentation

Use the *teacher* and *school Flashcards* to teach the words. Place the **Teacher Stick Puppet** over the *school Flashcard* to demonstrate the relationship.

**T:** *This is a teacher. She's at school.*

### 2 Student's Book: Pop out and glue.

Hand out the **Student's Books** opened to page 9. Point to the pictures and say what they are.

**T:** *This is a (teacher).*

Have students point to the pictures in their books as they say the words.

**T:** *Point to the (teacher).* (Students point to the teacher.)

**T/SS:** *(Teacher).*

Point to the teacher or the school and lead students into completing the sentence:

**T:** *This is a...* (Point to the teacher.)

**T/SS:** *...(teacher).*

Help students to pop out the picture of the teacher. Put some glue on the page and have them glue the teacher in the correct place.

## Story Time: *I Love School*

### 1 Story Time Circle 6

Play Track 6, *Story Time*. Use the **Dino Stick Puppet** to say the chant as you help students to sit in a circle on the floor.

#### Track 6

**Chant:** *Story Time*

It's story time.

It's story time.

One, two, three.

One, two, three.

It's story time.

It's story time.

Come read with me.

Come read with me. Shhh!

### 2 Introduce the Topic

Display the cover of the *I Love School Big Book*. Point to Dino and ask who it is. Invite some students to come and point to him. Do the same with Jimmy and Kelly. Have students identify where they are. Help them say, *They are at school.*

### 3 Picture-Read the Book

Display the **Big Book** one page at a time. Point to the people in the pictures and the school supplies (chair, table). Introduce the teacher (Miss Gloria) and say the name of the school supplies as you point to them. Then read the story and point to the characters as they appear in the story. Try to use different voices for each character.

### 4 Listen to the Story 7

Play Track 7, *Big Book: I Love School*. Have students listen to the story and look at the pictures.

Present the characters in the story and point to them.

**T:** *This is Miss Gloria.*

Repeat with Jimmy and Kelly. Point to Dino and say, *Dino is at school, too.*

Ask some students to come and point to each character. Have them greet the characters, too. Remind them how to do that by waving and saying, *Hello, (Jimmy).*

#### Track 7

**Narrative Big Book:** *I Love School*

"Hello, children. I'm Miss Gloria.

What's your name?" asks the teacher.

"Hello, Miss Gloria. I'm Jimmy."

"And I'm Kelly."

"Hi! I'm Dino," says Dino.

"Welcome to school," says Miss Gloria.

"This is your classroom."

"Oh, wow!" says Kelly.

There are lots of chairs. There are lots of tables.

"Where is my table?" asks Jimmy.

"Where is my chair?" asks Kelly.

"Look! This is my table," says Jimmy.

"And look! It's my chair," says Kelly.

"I love school."

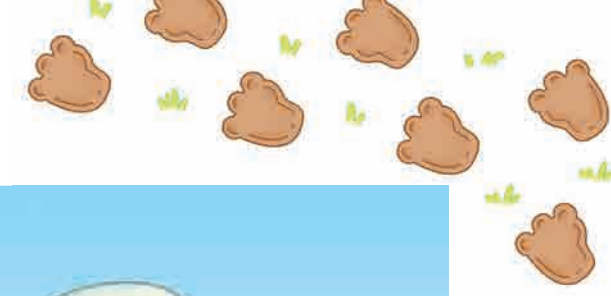
"Me, too," says Dino.

## Closing

### Good-bye Routine 4

Play Track 4, *Good-bye* (see page TG5). Do the *good-bye* routine.

Pop out and glue.



**Early Learning Goals:** To hold a book, turn the pages and find pictures; Gross Motor (GM): To run and jump

**Vocabulary:** *book*

**Language:** *It's a book. My book.*

**Materials:** several children's books, magazine cutouts (see **Preparation**), glue, *book*, *teacher* and *school* **Flashcards**,

**Dino Stick Puppet**

**Preparation:** Cut out pictures from magazines of unit vocabulary (boy, girl, teacher, school, book, crayon) for students.

## Opening

### Welcome to Class 5

Play Track 5, *School Is Fun* (see page TG9). Do the beginning of class routine.

### Circle Time SB

#### 1 Make a Circle Routine 2

Play Track 2, *Make a Circle* (see page TG5). Guide students in sitting in a circle.

#### 2 Language Presentation: Book SB

Put some children's books in the middle of the circle and encourage students to open them up and look through them. Hold up a book and say, *It's a book*. Look around the classroom and point to all the books you can see.

Encourage students to look around the classroom, find books and point to them. Tell them books come in different sizes and colors.

Model how to open a book correctly. Hand out the **Student's Books** with the book covers facing up.

**T:** *It's a book.* (Encourage students to repeat after you.)

**SS:** *It's a book.*

Help students to open their books correctly.

At the end of the activity, ask students to go back to their seats and to take their **Student's Books** with them.

## Work Time

### 1 Chant: *My Book* 8 SB

Play Track 8, *My Book*. Have students flip through their **Student's Books** as they listen to the chant. When the chant stops, ask students to point to the picture on the page they are looking at and shout, *Look!*

Play the chant again. This time teach them to use gestures to say the chant.

#### Track 8

##### Chant: *My Book*

This is my book. (Flip through your book.)

Look! Look! Look! (Tap near your eye three times.)

I open my book. (Open your book.)

Look! Look! Look! (Tap near your eye three times.)

I love my book. (Put your hands on your chest.)

Look! Look! Look! (Tap near your eye three times.)

I love my book. (Put your hands on your chest.)

Look! Look! Look! (Tap near your eye three times.)

### 2 Student's Book: Glue and say. SB

Help students open their **Student's Books** to page 11. Explain to students that they are going to make their own books.

Distribute magazine cutouts (see **Preparation**) and glue. Have students glue pictures onto the space provided in their books.

Walk around while they are doing the activity and encourage them to say, *My book*.

### 3 Flashcard Run

Show the *teacher*, *school* and *book* **Flashcards** and review the words with students. Place the **Flashcards** around the classroom. Call out a word and have students run to that **Flashcard**.

Vary the activity by calling out the name or names of specific students. Then ask them to run or jump to specific **Flashcards**.

**T:** *Eduardo and Carmen, jump to the book.*

## Closing

### Good-bye Routine 4

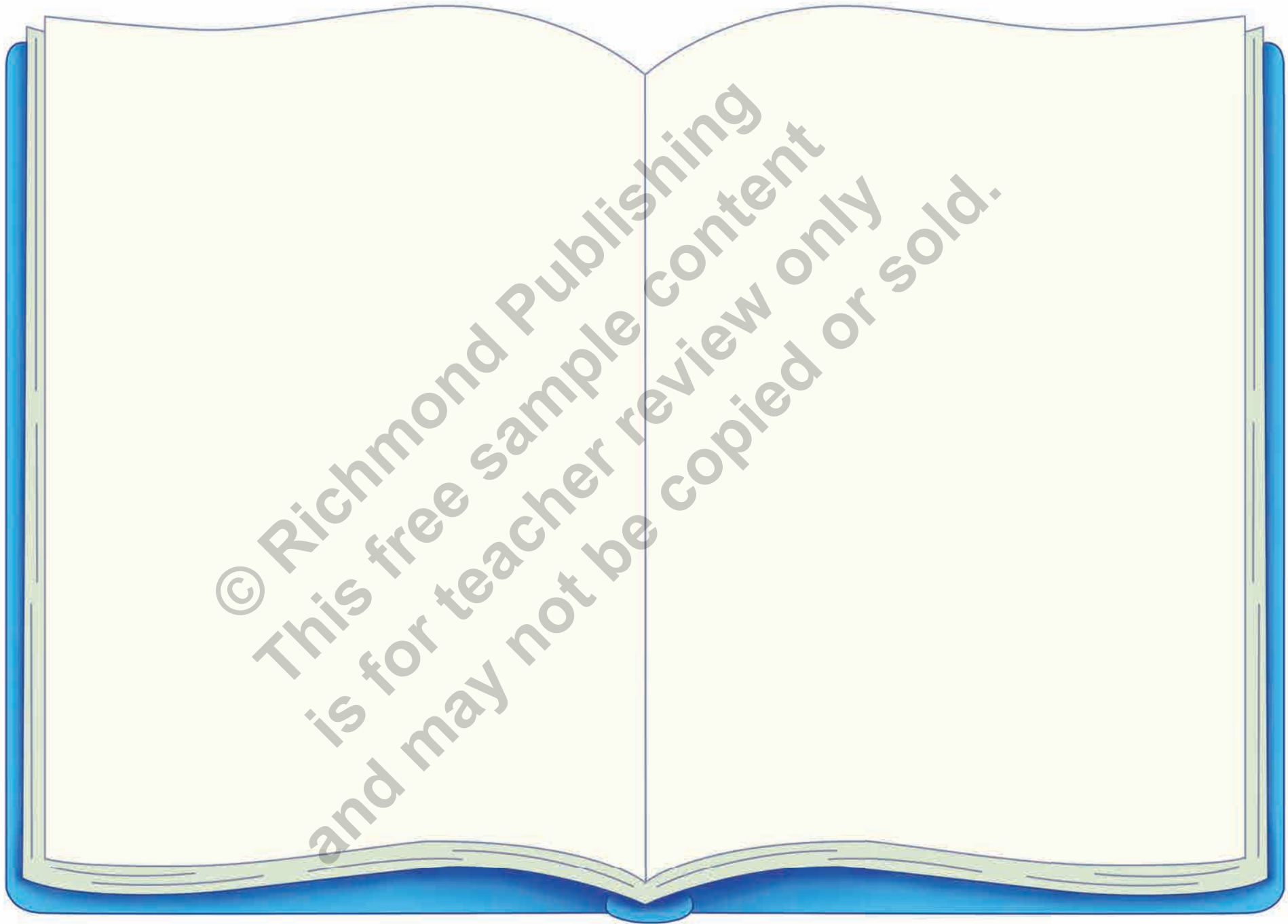
Play Track 4, *Good-bye* (see page TG5). Do the *good-bye* routine.

## Fun Activity

### Where's Dino?

Show **Dino Stick Puppet** and say, *It's Dino*. Ask students to look for pictures of Dino in their books. Tell them to wave and point to Dino and say, *It's Dino* every time they find one.

Glue and say.



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**Early Learning Goals:** To recognize school objects  
Fine Motor (FM): To practice drawing lines from left to right;  
Fine Motor (FM): To do finger exercises

**Vocabulary:** *crayon*

**Language:** *It's a crayon. My crayon.*

**Materials:** **Dino Stick Puppet**, small balls of cotton, wool or tissue paper (1 per student), crayons and books (for each student), **book** and **crayon Flashcards**, lively music

## Opening

### Welcome to Class

Play Track 3, *Hello* (see page TG5). Do the beginning of class routine.

## Circle Time

### 1 Make a Circle Routine

Play Track 2, *Make a Circle* (see page TG5). Guide students in sitting in a circle.

### 2 Song: *Finger Play*

Ask students to show you their thumbs and their index fingers. Give each student a small ball of cotton, wool or tissue paper and have them roll it between their thumb and index finger. Play Track 9, *Finger Play*, as they do this. At the end of the activity, ask students to go back to their seats.

#### Track 9

##### Song: *Finger Play*

Finger play, finger play.

Hooray, hooray!

Roll the ball, roll the ball.

Make it small.

Finger play, finger play.

Hooray, hooray!

Roll the ball, roll the ball.

Make it small.

## Work Time

### 1 Identify Objects

Hand out multiple crayons to each student. Hold up a crayon and say:

**T:** *Crayon. It's a crayon.*

Repeat using the **crayon Flashcard** and different colored crayons so that students identify the word with the object, and not with the color. Have them repeat the word after you. Ask them to show you a crayon and hold it up.

### 2 Book or Crayon?

Give out a book and a crayon to each student. Call out the name of one of the objects and have them hold that object up in the air.

### 3 Follow the Leader

Give the **book Flashcard** to one student who will be the book leader, and the **crayon Flashcard** to another student who will be the crayon leader. Play some lively music. Ask the leaders to walk around the classroom and to show their **Flashcards** to the student nearest to them when the music stops. That student then shows the leader his or her book or crayon. Repeat the activity several times until all students have participated.

### 4 Student's Book: Point and trace.

Draw a large crayon on the board with three lines inside it (like the one on **Student's Book** page 13). Invite different students to come to the board to trace the lines with their index fingers.

Hand out the **Student's Books** opened to page 13. Ask students to say what they see.

**T:** *What is it?* (Point to the crayon.)

**SS:** *It's a crayon.*

Point to the large dot that shows where they should start tracing. Ask them to trace over the lines. First, have them trace with their index finger, and then have them trace with a crayon. Have them choose any color crayon and hold it up. Make sure they go from left to right.

## 5 Present Their Work

Play Track 10, *My Book* (karaoke version), and ask students to do the same gestures you do (see page TG11) when discussing the crayon on **Student's Book** page 13. Have students take turns holding up their **Student's Books** to show their crayons and say what they have.

**T:** *Show me your picture. What do you have there?*

**S:** *My crayon.*

Say the chant together using the word *crayon* (instead of book).

#### Track 10

##### Karaoke Version: *My Book*

This is my \_\_\_\_\_.

Look! Look! Look!

\_\_\_\_\_.

Look! Look! Look!

I love my \_\_\_\_\_.

Look! Look! Look!

I love my \_\_\_\_\_.

Look! Look! Look!

## Closing

### Good-bye Routine

Play Track 4, *Good-bye* (see page TG5). Do the *good-bye* routine.

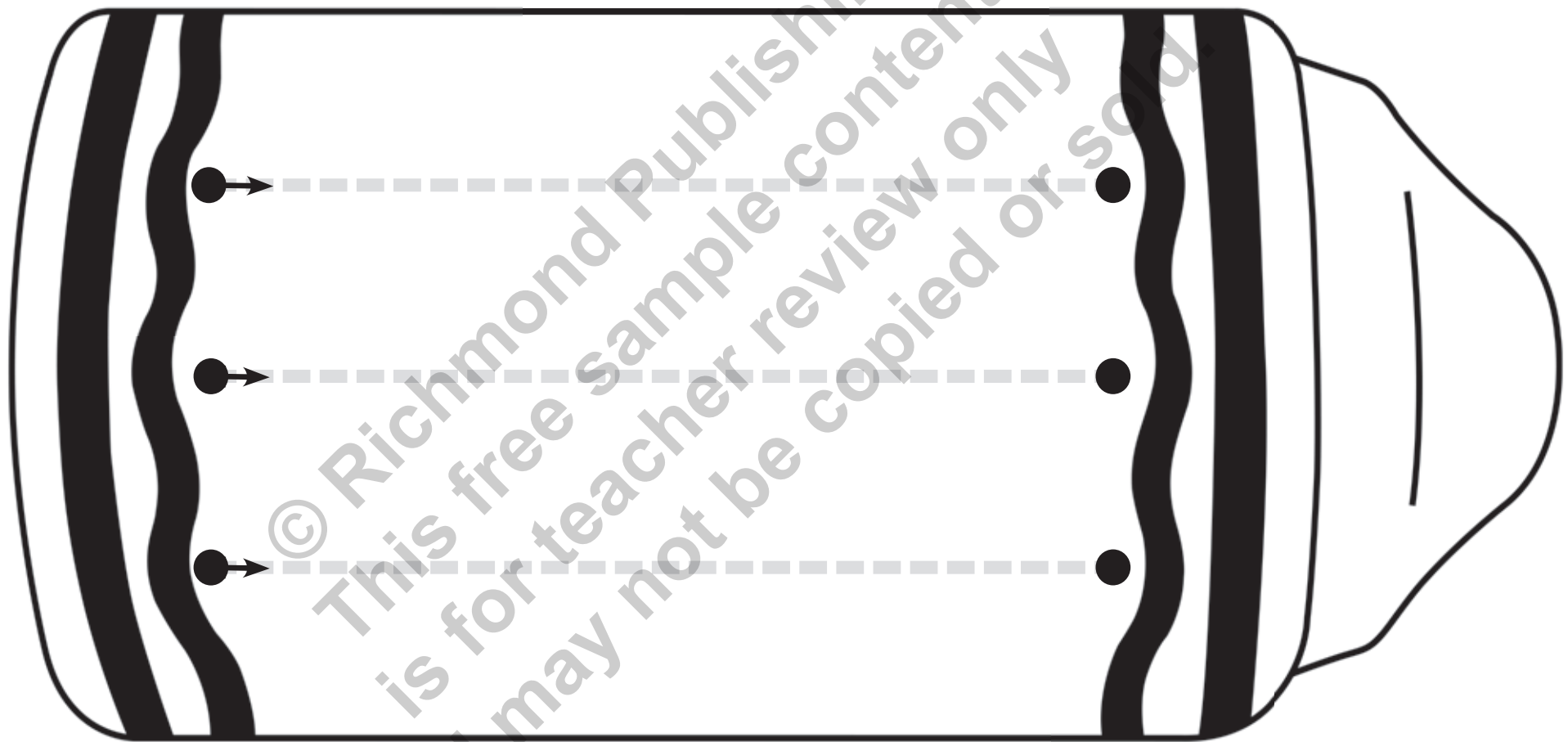
## Fun Activity

### Game: *Word Jump*

Play *Word Jump*. Place the **crayon** and **book Flashcards** on the floor. Have students take turns jumping from one **Flashcard** to the other, calling out each name. If they get the name wrong, the next student has a turn.

Alternatively, ask them to jump next to each **Flashcard** to avoid damaging the cards.

Point and trace.



**Early Learning Goals:** To describe some school objects in the classroom; Fine Motor (FM): To practice directionality moving an object up and down

**Vocabulary:** *table, chair, classroom*

**Language:** *There's a (table) in my classroom.*

**Materials:** **Dino Stick Puppet**, small towels (1 per student), Unit 1 **Flashcards** (except *backpack*), different colored finger paints, *I Love School Big Book*, lively music

**Preparation:** Before students come in, hide the *table* and *chair Flashcards* somewhere in the classroom.

## Opening

### Welcome to Class 5

Play Track 5, *School is Fun!* (see page TG9). Do the beginning of class routine.

### Circle Time

#### 1 Make a Circle Routine 2

Play Track 2, *Make a Circle* (see page TG5). Guide students in making a circle.

#### 2 Song: *Up and Down* 11

Give each student a small towel. Model how to wave the towel in the air. Play Track 11, *Up and Down*. Have students wave their towels as they listen to the song. At the end of the activity, ask students to go back to their seats.

#### Track 11

##### Song: *Up and Down*

Waving, waving,	Up and down,
Up and down,	Up and down.
Up and down,	Up, up, up so high,
Up and down.	I am waving in the sky.
Up, up, up so high,	Down, down, down so low,
I am waving in the sky.	I am waving down below.
Down, down, down so low,	Up...
I am waving down below.	Down...
Waving, waving,	Up and down,
Up and down,	Up and down.

## Work Time

### 1 Look and Say

Teach the new words *table*, *chair* and *classroom*. Gesture around the room and say:

**T:** *This is a classroom. We are in the classroom. Where are we?*

**T/SS:** *In the classroom.*

Point to a table in the classroom and say *table*. Repeat with a chair. Have students do the same. Point to different tables and chairs, and say:

**T:** *Look. There's a (table) in the classroom.* (Point to the table.)

### 2 Flashcard Fun

Have students look for the **Flashcards** you hid before the class began (see **Preparation**). Tell them that the first student to find one of the **Flashcards** has to pick it up and put it on a table, (if it is the *table Flashcard*), or on a chair (if it is the *chair Flashcard*). Repeat the activity several times. (Have students close their eyes while you hide the **Flashcards**.)

### 3 Student's Book: Paint and say.

Hand out the **Student's Books** opened to page 15. Ask students to identify the table and the chair. Have students finger paint the table and chair using their favorite colors.

### 4 Describe the Classroom

Point to different school objects in the classroom and ask students to help you describe the classroom.

**T:** *In the classroom, there is a...* (Point to a chair.)

**SS:** *(chair).*

Do the same to review *book* and *crayon*.

### Story Time: *I Love School*

#### 1 Story Time Circle 6

Have students sit in a circle. Play Track 6, *Story Time*, as students get settled (see page TG9).

#### 2 Picture Walk

Show the cover of the *I Love School Big Book* and help students to remember the names of the characters and to point to them.

Ask them to say where the characters are.

**T:** *Look. Where are they?*

**T/SS:** *At school./In the classroom.*

Show pages 3 through 5 and point to the pictures and say:

**T:** *Look! The children and the teacher are in the classroom.*

Point to the tables, chairs and the posters on the walls and ask:

**T:** *What is this?* (Point to the poster of the table.)

**SS:** *It's a (table).*

### 3 Listen and Follow 7

Play Track 7, *Big Book: I Love School* (see page TG9). Notice that at the end of each page (in the audio), there is a "magical" bell sound. Ask a volunteer to help you turn the page when they hear the "magical" bell. On pages 5 and 6, ask questions to help comprehension.

**T:** *Where is Jimmy's table? Where is Kelly's chair?*

Let students look at the pages to locate the objects and point to them.

### Closing 4

#### Good-bye Routine 4

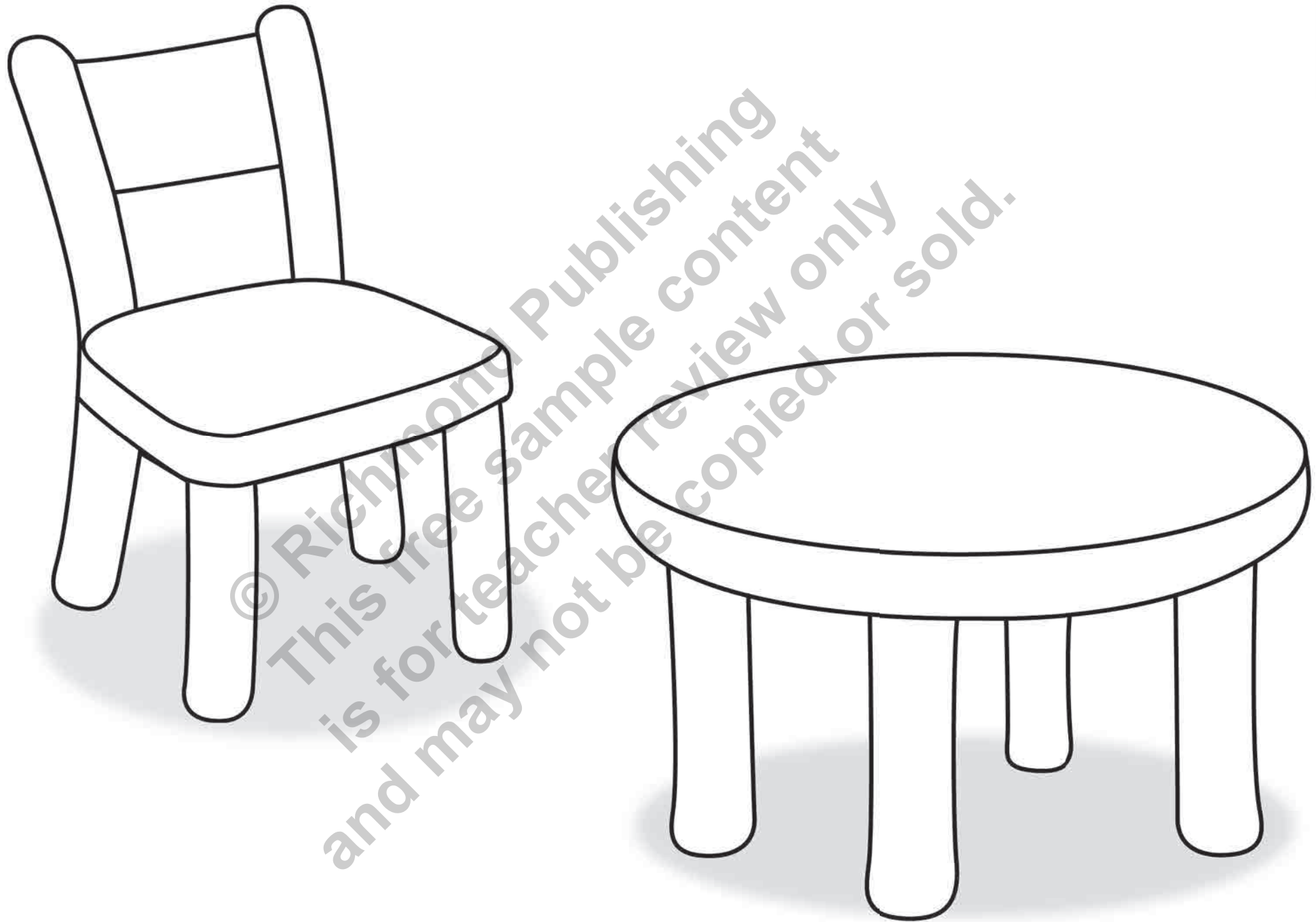
Play Track 4, *Good-bye* (see page TG5). Do the *good-bye* routine.

## Fun Activity

### Game: *Musical Chairs*

Play *Musical Chairs*. Line up students' chairs back to back. Place the unit **Flashcards** (except *backpack*) on different chairs. Play some lively music and lead students in walking around the chairs. Pause the music and have students sit on the nearest chair. Ask students with cards to pick them up and identify them. Have the students put the cards back on the chairs and play the music again. Play the game as many times as necessary.

Paint and say.



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**Early Learning Goals:** To identify and review classroom objects; To listen to a chant and retell parts of it; To sort school objects by category

**Vocabulary:** *book, crayon, backpack, table, chair, teacher, school, boy, girl*

**Language:** *What is it? It's a (book).*

**Materials:** books and crayons (1 per student and yourself), 2 boxes, a backpack, glue, *I Love School Big Book*, Unit 1

**Flashcards**

**Preparation:** Put a crayon and a book inside the backpack.

## Opening

### Welcome to Class 5

Play Track 5, *School Is Fun* (see page TG9). Do the beginning of class routine.

## Circle Time

### 1 Make a Circle Routine 2

Play Track 2, *Make a Circle* (see page TG5). Guide students in sitting in a circle.

### 2 School Object Sort

Place a pile of books and crayons in the middle of the circle. Put one box to the left of the circle and another box to the right. Ask students to watch you as you put a book in one box and a crayon in the other. Invite them to pick up an item from the pile and put it in the correct box.

At the end of the activity, ask students to go back to their seats.

## Work Time

### 1 School Supplies: Name the Objects

Hold up a backpack and say *backpack*. Alternate using the real backpack and the backpack **Flashcard** to emphasize meaning. Have students repeat after you. Have students hold up their backpacks. Open your backpack and take out a crayon. Ask students to say what it is.

**T:** *What is it? It's a...*

**SS:** *...crayon.*

Do the same with a book.

## 2 Student's Book: Pop out and glue. SB

Hand out the **Student's Books** opened to page 17. Have students point to the school objects the children are carrying.

**T:** *Point to the (book).*

Ask questions about the characters and help students answer them.

**T:** *Who is it?* (Point to Jimmy.)

**SS:** *(Jimmy).*

**T:** *Look. What is it?* (Point to the book.)

**SS:** *It's a (book).*

Repeat with *crayon* and Kelly.

Have students look for the backpack. Help them to pop it out and glue it on to Dino's back. Ask questions about the backpack.

**T:** *Look. What is it? It's a...*

**SS:** *...backpack.*

## 3 Chant: Ready for School 12 SB

Play Track 12, *Ready for School*. Point to the pictures in your **Student's Book** while students listen to the chant and follow along.

### Track 12

#### Chant: Ready for School

Look, look!

It's a crayon.

It's a crayon for Kelly.

Look, look!

It's a book.

It's a book for Jimmy.

Look, look!

It's a backpack.

It's a backpack for Dino.

We are ready for school.

## 4 Storytelling SB

Point to each character on page 17, one at a time. Read the *Ready for School* chant, and lead students into saying some of the key words with you.

**T:** *Look, look! It's a (crayon). It's a (crayon) for Kelly.* (Point to the crayon.)

**SS:** *It's a (crayon).*

Repeat with Jimmy and *book* and Dino and *backpack*.

**T:** *We are ready for school.* (Point to the school.)

**SS:** *It's a school.*

## Story Time: I Love School

### 1 Make a Circle Routine 6

Play Track 6, *Story Time*, as you help students to sit in a circle on the floor (see page TG9).

### 2 Review the Story 7

Display the *I Love School Big Book*. Ask students if they remember the names of the characters.

Play Track 7, *Big Book: I Love School* (see page TG9). Have a student turn the pages when the "magical" bell sounds. Stop the audio after page 5. Ask where Kelly's chair and Jimmy's table are.

**T:** *Where is Kelly's chair?* (Turn to page 6 and point to the picture on page 6.) *Look, here is Kelly's chair. Where is Jimmy's table? Look, here is Jimmy's table.*

Have students point to the table and the chair. Then ask them to point to their own tables and chairs.

**T:** *Where is your (table)?* (Wait for students to point to their tables.)

**T:** *That's right! That's your table! Hurray!* (Give them a thumbs up.)

## Closing

### Good-bye Routine 4

Play Track 4, *Good-bye* (see page TG5). Do the *good-bye* routine.

## Fun Activity

### Game: Inside My Backpack

Put the *backpack Flashcard* on the table and the rest of Unit 1 **Flashcards** around it, but facing down. Have students take turns turning over a **Flashcard** and deciding if it belongs in the backpack. If it does, they put it under the *backpack Flashcard*. If it doesn't, they give it to you.

**SS:** *It's a (book). Yes!*

**T:** *Yes. Put the (book) in the backpack.*

Pop out and glue.



**Early Learning Goals:** To recognize and describe school objects in the classroom; Fine Motor (FM): To do finger exercises

**Vocabulary:** *crayon, book, backpack, table, chair, classroom, teacher*

**Language:** *Is it a backpack? Yes./No. It's a book.*

**Materials:** Unit 1 **Flashcards**, crayons

## Opening

### Welcome to Class 5

Play Track 5, *School Is Fun* (see page TG9). Do the beginning of class routine.

## Circle Time

### 1 Make a Circle Routine 2

Play Track 2, *Make a Circle* (see page TG5). Guide students in sitting in a circle.

### 2 School Object Review

Have students practice putting their thumbs up and their thumbs down. Explain that *thumbs up* means something is good or right (smile and say, *Yes* as you do a thumbs-up gesture), and *thumbs down* means something is bad or wrong (look sad and say, *No* as you do a thumbs-down gesture). Use the Unit 1 **Flashcards**. Hold up the (*chair*)

**Flashcard** and ask:

**T:** *Is it a chair?*

Ask students to put their thumbs up and reply:

**T/SS:** *Yes.*

Get the word wrong sometimes so that students can correct you.

**T:** *Is it a crayon?* (Hold up the *book* **Flashcard**.)

Ask students to put their thumbs down and reply:

**T/SS:** *No.*

Encourage them to repeat the word if it is right (*Yes. It's a chair.*), or correct the word if it is wrong (*No. It's a book.*).

At the end of the activity, ask students to go back to their seats.

## Work Time

### 1 Finger Walk

Show students how to “finger walk.” Help them to move their first two fingers along their tables.

### 2 Student's Book: Point and color.

Hand out the **Student's Books** opened to page 19. Have students look at the pictures. Point to the table and the chair and say the words. Invite students to repeat after you. Have them color Jimmy's table and Kelly's chair using their favorite color of crayons.

### 3 Song: *My School Things* 13

Use your fingers to walk across the pictures of the table and the chair in your book. Have students say the words as they finger walk across the objects in their books.

Play Track 13, *My School Things*. Show students how to finger walk across the school objects mentioned in the song that are around the classroom. Play the song again and let them finger walk across the objects that they have close to them.

#### Track 13

##### Song: *My School Things*

I'm at school and I can see,  
Lots and lots of things.  
There's a table.  
There's a chair.  
There's a backpack.  
There are things everywhere.

I'm at school and I can see,  
Lots and lots of things.  
There's a crayon.  
There's a book.  
There's my teacher.  
Come and take a look!

## Closing

### Good-bye Routine 4

Play Track 4, *Good-bye* (see page TG5). Do the *good-bye* routine.

## Fun Activity

### Game: *Word Jump*

Place Unit 1 **Flashcards** on the floor and have students hop with two feet from one picture to the other. They should say the word as they land on the **Flashcard**. Alternatively, ask them to jump next to each **Flashcard** to avoid damaging the cards.

Point and color.

