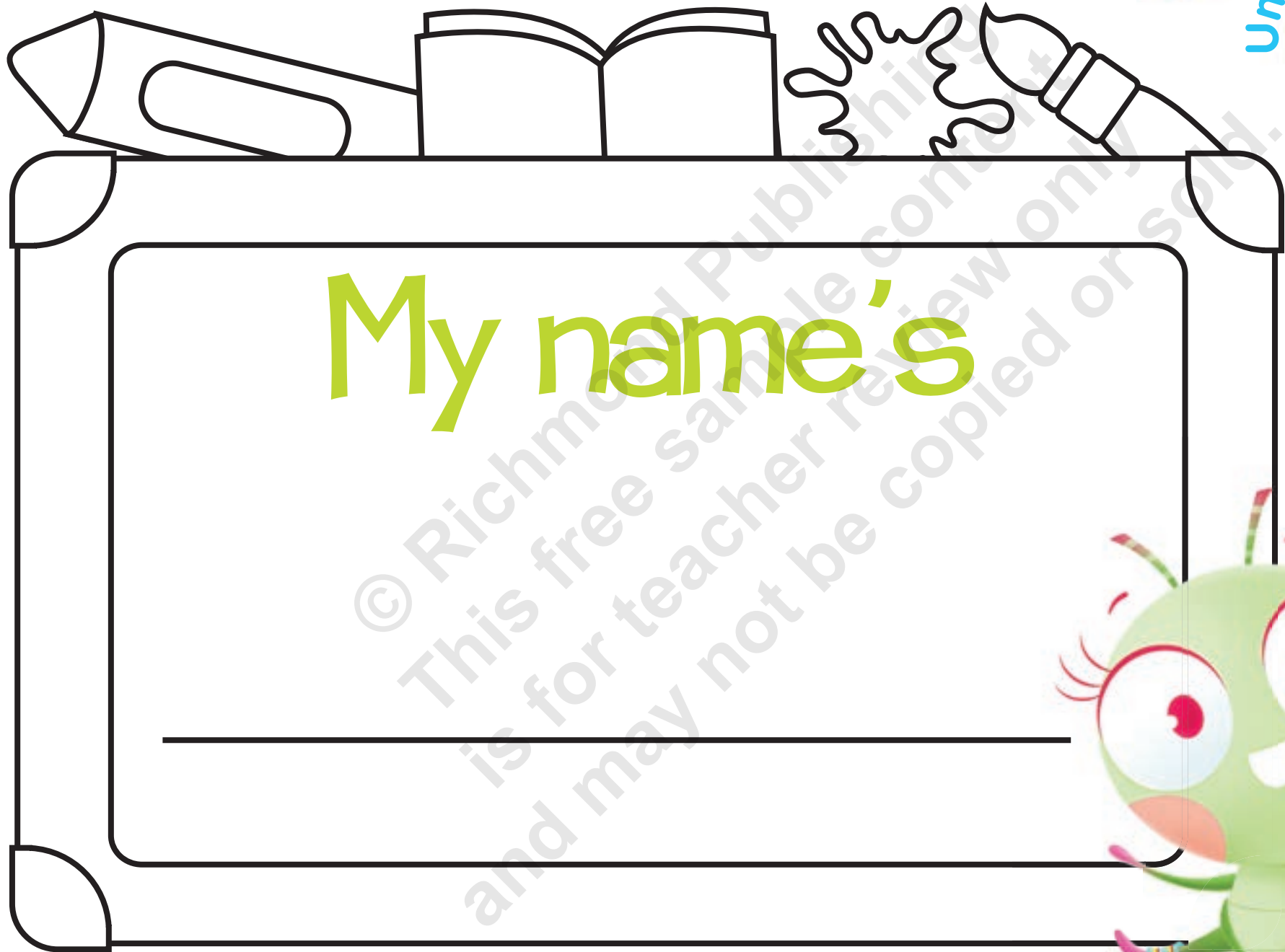


Color.



Unit

1



# Unit 1 What can I see in my school?

## Lesson 1

### Objectives

Students can greet each other and say good-bye.  
Students can say their names.

### Key Vocabulary

name

### Key Language

Hello. My name's (Pedro). Good-bye.

### Materials

plastic blocks, Class & Resource CD, paper plates

### Preparation

Before school starts, ask parents to send a picture of their child measuring approximately 9 cm x 13 cm with his or her name written on the back. Paste the photos of the students on the paper plates (see Materials) and write their names. Prepare a plate with your picture and your name too. Finally, take students' books and turn to page 6 in each one. Write students' names on the lines.

### Warm Up <sup>01</sup>

As students come in, greet them at the door, shake their hands and say *Hello, (Pedro)*. Say your name and have students repeat. Say, for example, *Hello, my name's (Miss Sara)*. Have students say *Hello, (Miss Sara)*. Have several work centers set up with blocks (see Materials) or a play corner so that students play for a moment before you all come together and start the lesson. When you are ready to start, have students sit in a circle. Wave your hand and say *Hello!* Encourage students to do the same.

Then, play Track 01, *Hello*. Have students sing along and encourage them to wave while they sing.

### Track 01

*Hello*

*Hello, hello, hello.*

*Hello to you and you.*

*Hello, hello, hello.*

*Hello to you and you and you.*

### Color. <sup>02</sup>

Distribute Student's Books opened on page 6. Say *Hello, my name's (Miss Sara)*. Tell students they are going to sing a song. Explain that every time they sing *Hello* they have to wave their hands. Demonstrate by singing the first line and waving your hand. Then, play Track 02, *Hello, What's Your Name*, encouraging them to sing along with you.

### Track 02

*Hello, What's Your Name?*

*Hello, what's your name?*

*How are you today?*

*Fine, thanks my name is Mandy.*

*Would you like to play?*

*Hello, what's your name?*

*How are you today?*

*Fine, thanks my name is Andy.*

*Would you like to play?*

*Hello, what's your name?*

*How are you today?*

*Fine, thanks my name is...*

*Would you like to play?*

Play the track again. Encourage students to complete the line *Fine, thanks my name is...*, saying their names. Demonstrate the activity. Play the track once more and have students say their names and point to their names you wrote on page 6. Then, distribute crayons and have students color the frame. Encourage students to color the picture within the lines. Help students close their books. Finally, collect Student's Books.

### Closing Activity

Distribute the plates with the students' picture and name and crayons (see Preparation). Have students color their plates. When they have finished, hold up your plate (see Preparation) and say *My name's (Sara)*. Encourage students to hold up their plates and say their names. Display students' plates on the classroom walls.

### Extension Activity <sup>03</sup>

#### Gross Motor Coordination

Play Track 03, *Good-bye, Children*. Wave good-bye to students and say *Good-bye*. Encourage students to do the same.

Before you leave students for the day, wave and say good-bye, and encourage them to do the same.

### Track 03

*Good-bye, Children*

*Good-bye, good-bye, good-bye.*

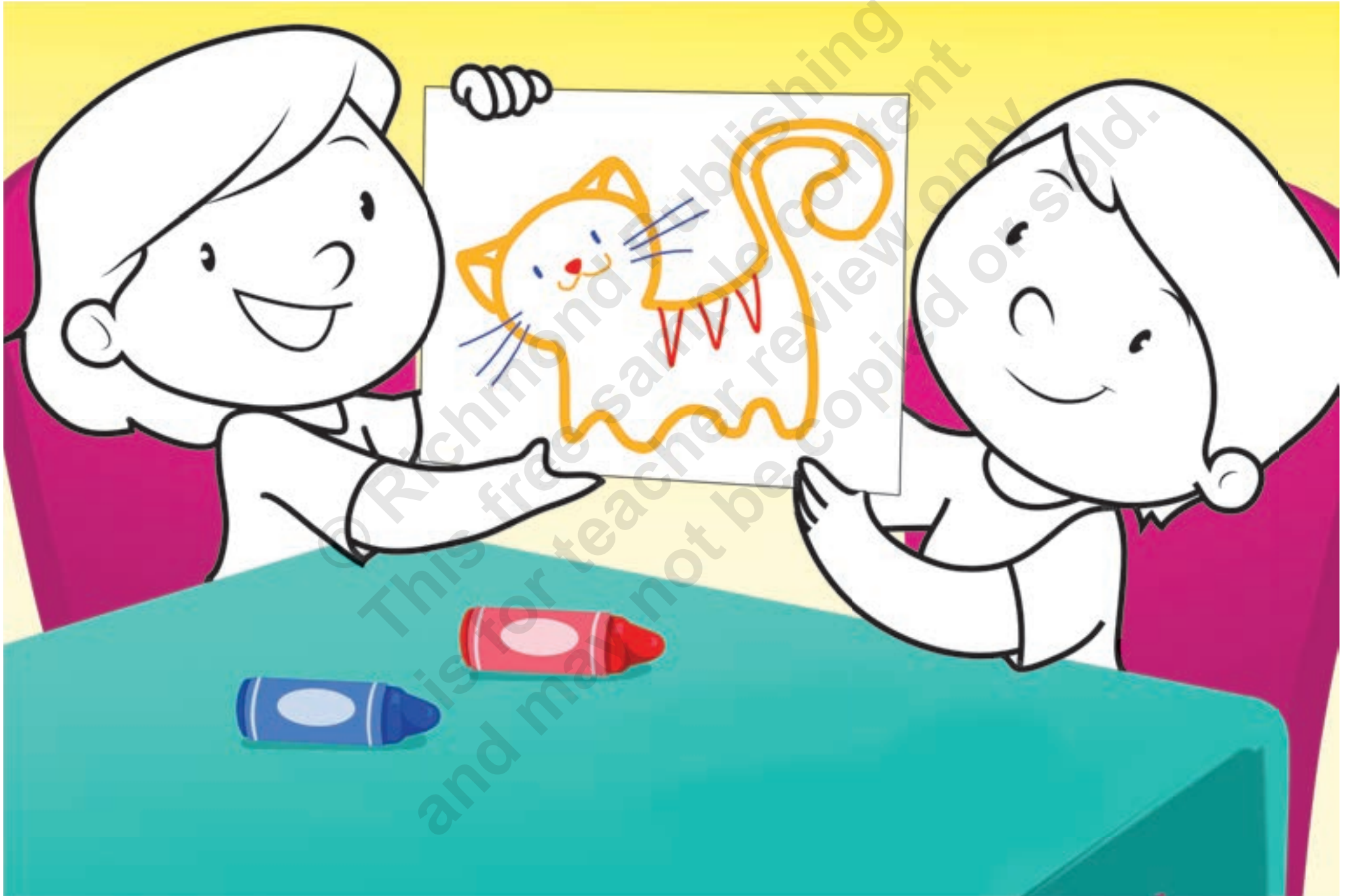
*English class is over.*

*Good-bye, good-bye, good-bye.*

*I'll see you very soon.*

*Good-bye, good-bye, good-bye.*

Point and color. 🌍 🖍️



# Unit 1 What can I see in my school?

## Lesson 2

### Objectives

Students can say *I'm a boy* or *I'm a girl*.

### Key Vocabulary

boy, girl

### Key Language

*I'm a boy. I'm a girl.*

### Materials

Class & Resource CD, Worksheet 1 (on the Class & Resource CD), flashcards (*boy, girl*), poster Unit 1 (on the Class & Resource CD)

### Preparation

Print out Worksheet 1 (1 per student). Draw a face on each one.

### Warm Up <sup>01</sup>

As students come in, greet them at the door. Say *Hello*. Encourage them to repeat. Then, have students stand in a circle. Play Track 01 (see page 7). Alternate waving with your right and left hand while the music plays. Encourage students to do the same.

Then, display the flashcards depicting *boy* and *girl* on the board (see Materials). Point to the boy and say *boy*. Have students repeat. Do the same with *girl*. Lead choral and individual repetitions. Then, ask students to stand up, and then sit down, then to stand up again. When they are all sitting down, go around and lightly touch each head as you say the name of each child and ask if he or she is a boy or a girl. Do this several times.

### Point and color.



Project the poster (see Materials). Invite several students to point to the boy and girl in the poster. Next, distribute Student's Books opened on page 8. Have a boy point to the picture of the boy and say *I'm a boy*. Have a girl point at the picture of the girl and say *I'm a girl*. Do this with all the students. Then, have all students come up to the front and say *I'm a girl / boy* and point to the correct picture on the poster. Ask children to go back to their places. Next, distribute crayons and have girls color the picture of the girl, and boys color the picture of the boy. Encourage students to color the pictures within the lines. While students are working, encourage them to say *I'm a girl* or *I'm a boy*. Help students close their books. Finally, collect Student's Books.

### Closing Activity

Distribute Worksheet 1 (see Preparation). Distribute crayons. Have students draw a picture of a face. Tell them to draw a boy or a girl. Go around the classroom and provide any needed assistance. Then, have students say if they drew a girl or a boy. Finally, collect students' worksheets and put them in their portfolios.

### Extension Activity

Have students sit in a circle. Show the flashcards depicting *boy* and *girl* (see Materials). As you show them, say the words and have students repeat. Place the flashcards on a table. Call out a student's name. Say (*Nelly*), *bring me the girl*. Use body language to help the student understand that you want him or her to bring you the correct flashcard. Say *Thank You, (Nelly)*. Do the same with the other flashcard. Repeat this several times with different students. Next, have students stand on a circle. Sing the following nursery rhyme. Point to boys when you say *boys* and to girls when you say *girls*. Move your body and encourage students to do the same. Repeat the rhyme several times, encourage students to sing along.

*Boys and girls come out to play.  
The moon does shine as bright as day.  
Leave your supper and leave your sleep,  
And join your friends up in the street.*



Trace and say.



### Objectives

Students can identify feelings.  
Students can identify boys and girls.

### Key Vocabulary

boy, girl, happy, sad

### Key Language

How are you feeling today? I'm happy.  
I'm sad.

### Materials

Class & Resource CD, red and blue crayons,  
Worksheet 2 (on the Class & Resource CD),  
music

### Preparation

Prepare pictures of 2 sad boys and 2 happy girls. Print out Worksheet 2 (1 per student).

### Warm Up 04

Present *happy* and *sad*. Have students stand in a circle. Play Track 04, *Are You Happy?* and have students dance along. Smile and clap when the word *happy* is mentioned. Make a sad face and nod your head when the word *sad* is mentioned. Have students observe you as they dance.

### Track 04

*Are You Happy?*  
*Are you (happy, happy, happy)?*  
*Clap your hands. (x 5)*  
*Are you (sad, sad, sad)?*  
*Nod your head. (x 5)*

Play the track again and have students act out the song.

### Trace and say.

Point to your face and make a big smile. Say *Look, I'm happy*. Then, point to your face again and make a sad face. Say *Look, I'm sad*. Modulate your voice according to the emotions. Next, draw a happy face on the left side of the board and a sad face on the right. Point to each and name the feelings again. Say *I'm happy, I'm sad*. Have students repeat. Distribute Student's Books opened on page 10. Ask students to point to the boys and then to the girls. Next, encourage students to point to a happy boy and then to a happy girl. Do the same with a sad boy and a sad girl. Display the pictures of the boys and girls on the board (see Preparation). Explain to students that they are going to trace over the lines to connect the faces. Demonstrate the activity on the board by drawing a line connecting the happy faces. Do the same with the sad faces. Distribute red crayons. Have students trace over the lines in their books. Encourage them to repeat *happy* or *sad*, depending on the feeling they see while they trace the lines. For example, have them say *Happy, happy, happy, the boy is happy*. Monitor while they work and provide help as needed. Help students close their books. Finally, collect Student's Books.

### Closing Activity

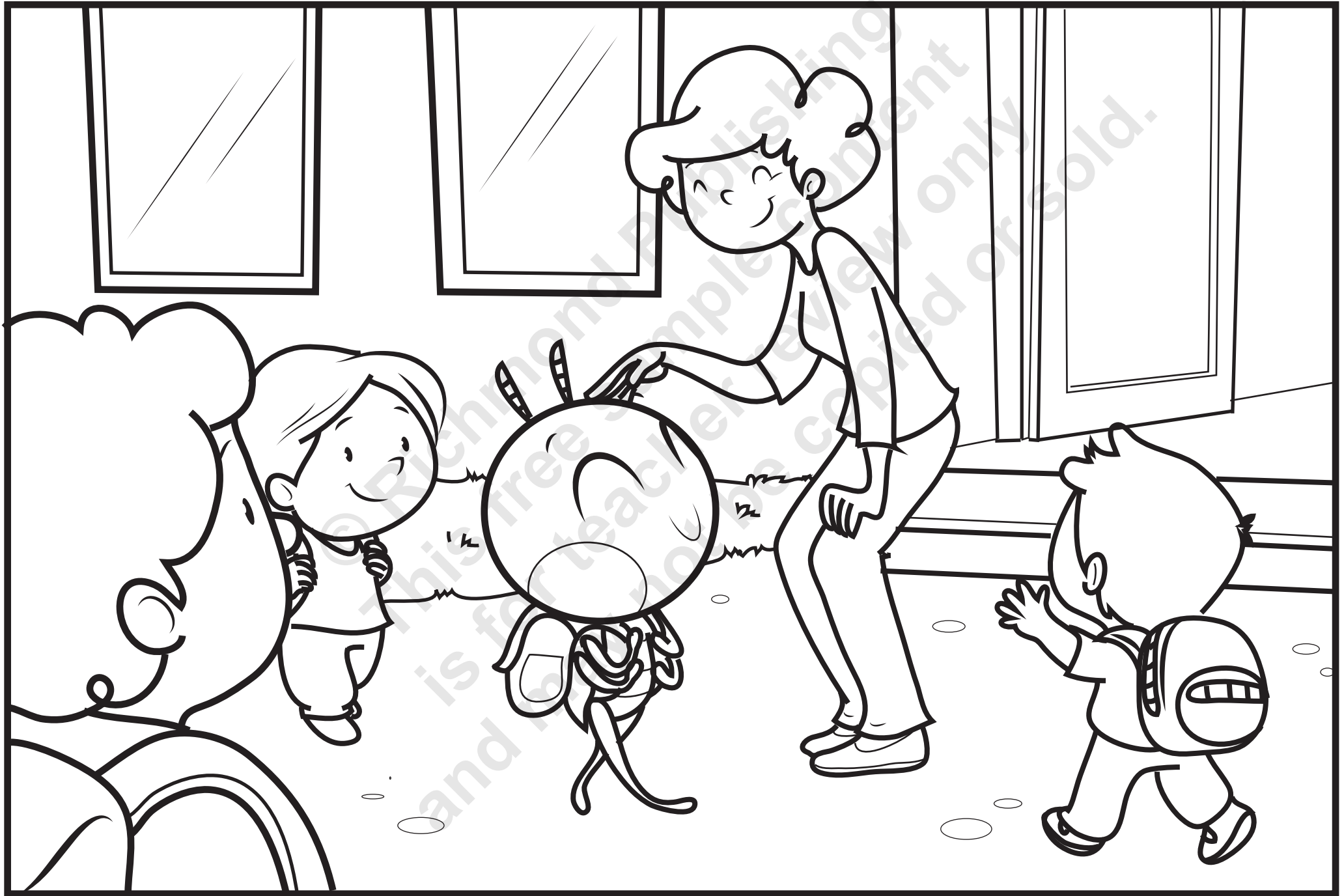
Distribute Worksheet 2 (see Preparation) and crayons. Ask students to trace the happy face. Demonstrate the activity on the board. Then, do the same with the sad face. Next, point to the happy face. Have students say *happy*. Point to the sad face. Have students say *sad*. Do this several times. Finally collect the worksheets and put them in the students' portfolios.

### Extension Activity

Have students stand in a circle. Play some music (see Materials). Sing the following song. As you do so, make a happy face and sound excited when you sing *happy*, and make a sad face and sound sad when you sing *sad*. Encourage students to mime the actions and say the words.

*Happy, happy, happy!*  
*Sad, sad, sad... (x 2)*  
*One more time,*  
*Happy, happy, happy!*  
*Sad, sad, sad...*  
*Happy, happy, happy!*  
*Sad, sad, sad...*  
*March (March and have students do the same)...and...stop! (Everyone stops.)*  
*I'm happy!*

Color. 



# Unit 1 What can I see in my school?

## Objectives

Students can identify the school.

## Key Vocabulary

boys, Cricket, girls, school, teacher

## Key Language

She's the teacher. This is school.

## Materials

Class & Resource CD, flashcards (*Cricket, teacher*), poster Unit 1 (on the Class & Resource CD), crayons

## Warm Up



As students come in, greet them at the door. Encourage them to greet you. Once all students are in the classroom, have them stand in a circle. Play Track 05, *Hello, Cricket*. Encourage students to sing as you hold up the flashcard depicting *Cricket* (see Materials).

### Track 05

*Hello, Cricket*

*Hello, Cricket. It's nice to see you again.*

*Hello, Cricket. I'm happy you're my friend.*

*Hello, boys. Hello, girls. It's nice to see you again.*

*Hello, boys. Hello, girls. I'm happy you're my friends.*

Play the track again and encourage students to say hello to Cricket.

## Color.



Have students stand in a line. Tell them to hold hands. Hold the hand of the first student in the line and take students around the school. While you walk, say *This is school*. Encourage students to repeat *school*. Return to the classroom. Have students sit in their places. Project the poster (see Materials). Say *Look at the boys and girls. They are at school. Are they happy or sad?* Elicit answers. Call students' attention to the teacher. Say *Look, she's the teacher. I'm the teacher, too!* Have students repeat *teacher*. Next, distribute Student's Books opened on page 12. Ask students to point to the boys, girl and Cricket. Point to the teacher and say *She's the teacher*. Encourage students to repeat. Distribute crayons and allow students to color the picture freely. Go around the classroom and provide help as needed. Help students close their books. Finally, collect Student's Books.

## Closing Activity



Display the flashcards on the board (see Materials). Have students stand up. Ask students to run to the flashcard showing *teacher* and touch it. Say *Run to the teacher. Touch the teacher*. Demonstrate the activity. Do it as a class first, and then encourage individual students to do it. Then, do the same with the flashcards depicting *Cricket*.

## Extension Activity



Play Track 06, *Good-bye, Cricket*.

### Track 06

*Good-bye, Cricket*

*Goodbye, Cricket.*

*Until we meet again.*

*Goodbye, Cricket.*

*See you soon, my friend.*

Wave good-bye to students and say *Good-bye*. Encourage students to do the same.



Look and color.



### Objectives

Students can identify colors (blue and red).  
Students can identify school objects.

### Key Vocabulary

blue, book, crayon, red

### Key Language

This is a crayon. This is the color blue.

### Materials

books, crayons, some red and blue objects, flashcards (*book, crayon, blue, red*), 1 red and 1 blue crayon per student, poster Unit 1 (on the Class & Resource CD), masking tape, lively music

### Preparation

Before the class starts, place some books and crayons in different places around the classroom. Students should be able to reach the objects. Also, prepare one blue book and one red crayon ready for language presentation.

### Warm Up



Have students sit in a circle. Sing the following song, and show students the blue book or the red crayon as you mention them in the song (see Materials).

(Tune: "Are You Sleeping?")  
*Book and crayon, book and crayon.*  
*We can use, we can use.*  
*This is a crayon, this is a crayon,*  
*And this is a book, this is a book.*

Sing the song three times. Encourage students to sing the words *book* and *crayon*. Display the flashcards depicting *book* and *crayon* on the board (see Materials). Invite students to come up and touch the item you call out.

### Look and color.



Display the flashcards depicting *blue* and *red* on the board. Point to the flashcard depicting *blue* and say *Blue. Blue. Blue. This is the color blue. Can you say "blue"?* Have students say *blue*. Do the same with *red*. Then, project the poster (see Materials). Call out blue or red and encourage students to point to the blue and red objects they see. Next, distribute Student's Books opened on page 14. Point to the crayon on the poster. Say *crayon*. Have students point to the corresponding picture on page 14. Encourage them to say *crayon*. Do the same with the book. Draw a book and a crayon on the board. Distribute red crayons. Say *Show me your red crayon. Color the crayon red*. Demonstrate the activity on the board. Go around the classroom and make sure everybody colors the crayon. While students are working, encourage them to say *crayon*. Now, collect the red crayons and distribute blue crayons. Say *Show me your blue crayon. Color the book blue*. Demonstrate the activity on the board. Go around the classroom and make sure everybody colors the book with the blue crayon. Encourage students to color the picture within the lines. Help students close their books. Finally, collect Student's Books.

### Closing Activity

Show students red and blue objects (see Materials) and ask them to identify both colors. Have them walk around the classroom and find red or blue objects. Encourage them to say *red* or *blue* when they touch an object. Demonstrate the activity before asking students to do it.

### Extension Activity

#### Gross Motor Coordination

Trace a long line on the floor with masking tape (see Materials). Call students' attention to the line and say *This is a line*. Then, say *Touch the line*, and model what you want them to do. Demonstrate how to walk, run and jump on the line. Play some lively music (see Materials). Say the following chant and have students perform the actions carefully on the line.

*Let's walk, walk, walk.*  
*Let's walk, walk, walk.*  
*And now let's stop!*  
*Let's run, run, run.*  
*Let's run, run, run.*  
*And now, let's stop!*  
*Let's jump, jump, jump.*  
*Let's jump, jump, jump.*  
*And now, let's stop!*

Match and say.



Empty box for matching the red chair.

Empty box for matching the blue table.

Empty box for matching the red book.

Empty box for matching the blue crayon.



### Objectives

Students can identify classroom objects and colors.

### Key Vocabulary

blue, book, chair, crayon, red, table

### Key Language

What color is it? Red. What's this? It's a chair.

### Materials

flashcards (*book, chair, crayon, table, blue, red*), classroom objects (2 books, 2 crayons), red and blue paper, glue, Worksheet 3 (on the Class & Resource CD)

### Preparation

Print out Worksheet 3 (1 per student). Make 2 strips of red paper and 2 strips of blue paper that are about 2–3 cm wide for each student.

### Warm Up

Have students sit in a circle. Place two books and two crayons in the middle of the circle (see Materials). Indicate that students should close their eyes by placing their hands over their eyes. Then, take away one object. Ask students to open their eyes. Ask *What's missing?* Encourage students to answer. Repeat for as long as children are interested.

### Match and say.

Display the flashcards depicting *table* and *chair* on the board (see Materials). Point to the flashcard depicting *table*. Say *Table. Table. Table*. Have students repeat. Now, touch a table in the classroom and say *table*. Have students do the same. Continue in the same way with *chair*. Next, distribute Student's Books opened on page 16. Have students point to the pictures one at a time. Say *Point to the red chair*. Say *Red*. Have students point to the corresponding picture and say *red*. Then, call their attention to the color blotch. Ask *What color is it?* Have students answer *red*. Continue in the same way with *blue table, red book and blue crayon*. Next, distribute red and blue paper strips (see Materials). Say *Show me the red paper*. Have students show you the red strip. Say *Let's match the red chair to the color red*. Go to each student and pour some glue on the rectangle next to the red chair (see Materials). Help students glue the strip in the space provided. Do the same with the rest of the objects on the page. Monitor while they work and provide any needed assistance. Help students close their books. Finally, collect Student's Books.

### Closing Activity

Display the flashcards (see Materials) around the classroom. Call out a word and ask a student to find and touch the corresponding flashcard. Say *Chair. Touch the chair. What's this? It's a chair*. Repeat with all of the pictures. Next, display all the flashcards on the board. Sing the following song. As you sing, point to the corresponding flashcard. Encourage students to say the words and point to the pictures too as you sing. Repeat the song two more times and encourage students to sing along:

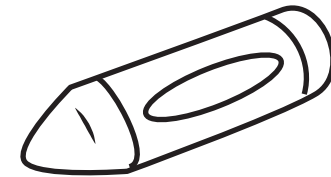
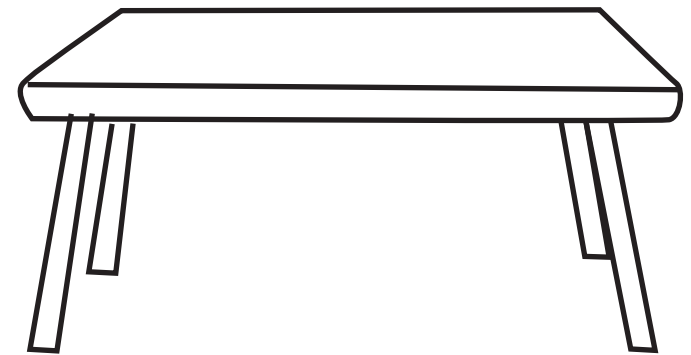
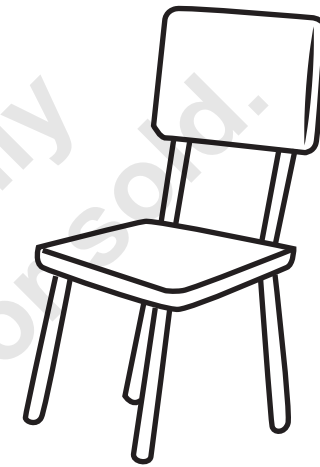
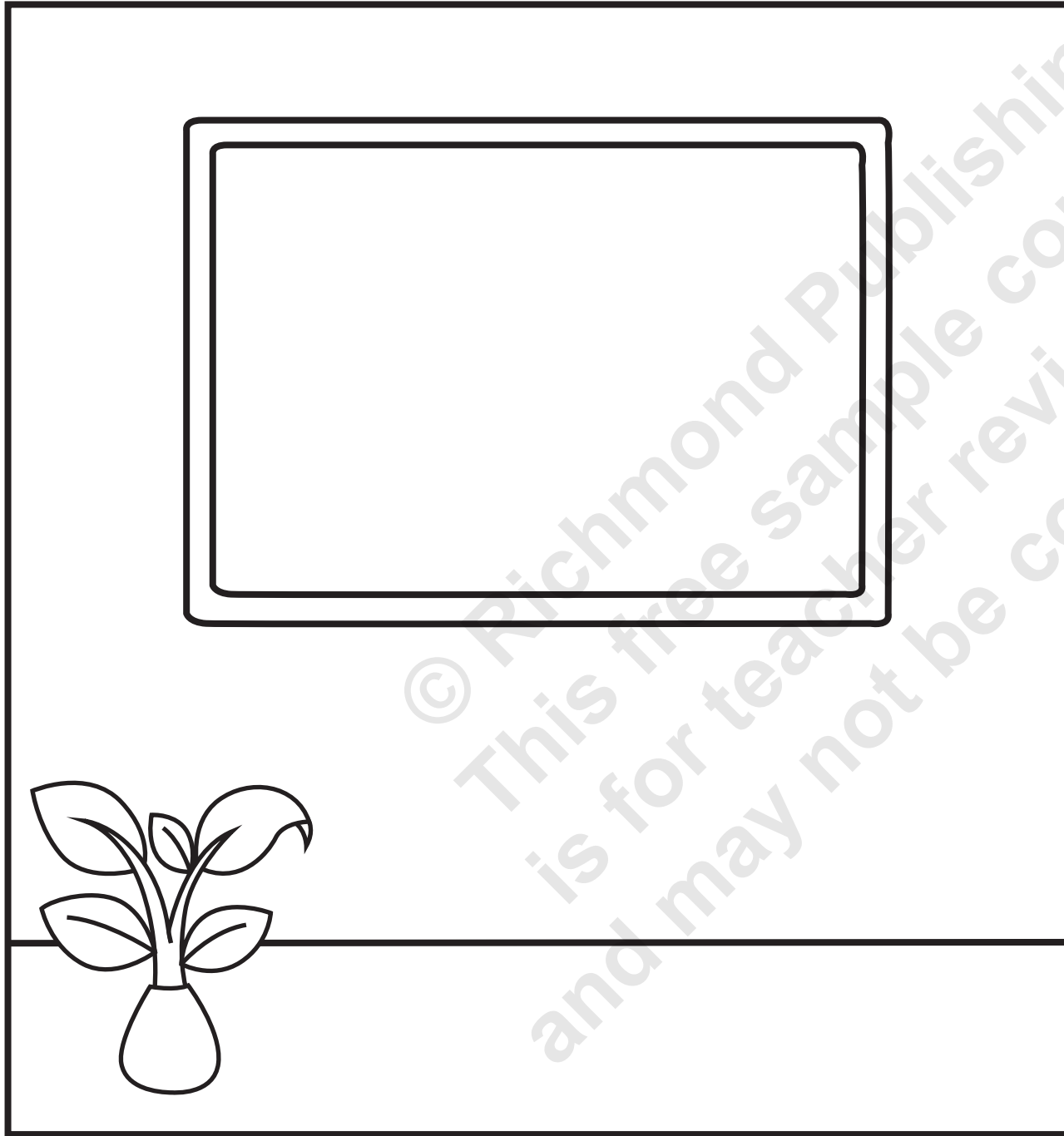
(Tune: "Are You Sleeping?")  
*Book and crayon, book and crayon,  
We can use. We can use.  
This is a crayon, this is a crayon  
And this is a book, this is a book.  
Chair and table, chair and table,  
We can use. We can use.  
This is a table, this is a table  
And this is a chair, this is a chair.*

### Extension Activity

Display red or blue paper on your desk (see Materials). Help students identify the colors. Then, distribute Worksheet 3 and glue (see Materials and Preparation). Help students identify what is in the picture. Ask *What's this?* Elicit answers. Encourage students to take a piece of paper in the color they prefer. Then, help them make paper balls and paste them onto the picture to decorate it. Display students' work on their classroom walls.



Color. Pop out and paste.



# Unit 1 What can I see in my school?

## Lesson 7

### Objectives

Students can identify the classroom.

### Key Vocabulary

chair, classroom, crayon, table

### Key Language

What's this? This is a classroom.

### Materials

Class & Resource CD, poster Unit 1 (on the Class & Resource CD), glue

### Warm Up



Project the poster (see Materials). Play Track 07, *This is the Way We Point*. Have students sing and point to the corresponding pictures in the poster.

### Track 07

#### *This is the Way We Point*

*This is the way we point to the (teacher).*

*Point to the (teacher), point to the (teacher).*

*This is the way we point to the (teacher).*

*Point, point, point.*

Following verses: 1. *boy*; 2. *girl*

Next, point to the classroom in the poster and say *This is the classroom*. Have students say *classroom*. Then, sing the song again without playing the track and adding *This is the way we point to the classroom*. *Point to the classroom, point to the classroom*. Encourage students to point to the corresponding picture as they sing.

### Color. Pop out and paste.

Have students stand and line up. Take them for a walk around the school to show them several classrooms and have them repeat after you: *This is a classroom*. Go back to your classroom. Have students sit down. Distribute Student's Books opened on page 18. Have students point to the pictures, and encourage them to name the objects in the picture. For example say, *Point to the table*. Say "table." Then, call students' attention to the picture of the classroom and say *Look, what's this?* Encourage them to say *This is a classroom*. Distribute crayons and ask students to color the classroom and the objects. Say *Show me the red crayon*. Have them color the table red. *Show me the blue crayon*. Have them color the crayon blue. *Show me the red crayon*. Have students color the chair red. Encourage students to color the pictures within the lines. Next, say *Let's put the table in the classroom*.

Show students how to pop out the table. Go to each student and add some glue where he or she has to paste the table. Next, have students paste the picture in a suitable place (in front of the whiteboard) Provide any needed assistance. Do the same with the chair and the crayon. Monitor while they work. Make sure everybody pastes the pictures in suitable places (the chair in front of the whiteboard and the crayon on the whiteboard). Help students close their books. Finally, collect Student's Books.

### Closing Activity

Go to the playground, the principal's office, the bathroom and back to the classroom singing this song.

*(Tune: The first lines of "We are Going on a Bear Hunt")*

*We are going to the playground. We are going to the playground. What a beautiful day! Look! The playground.*

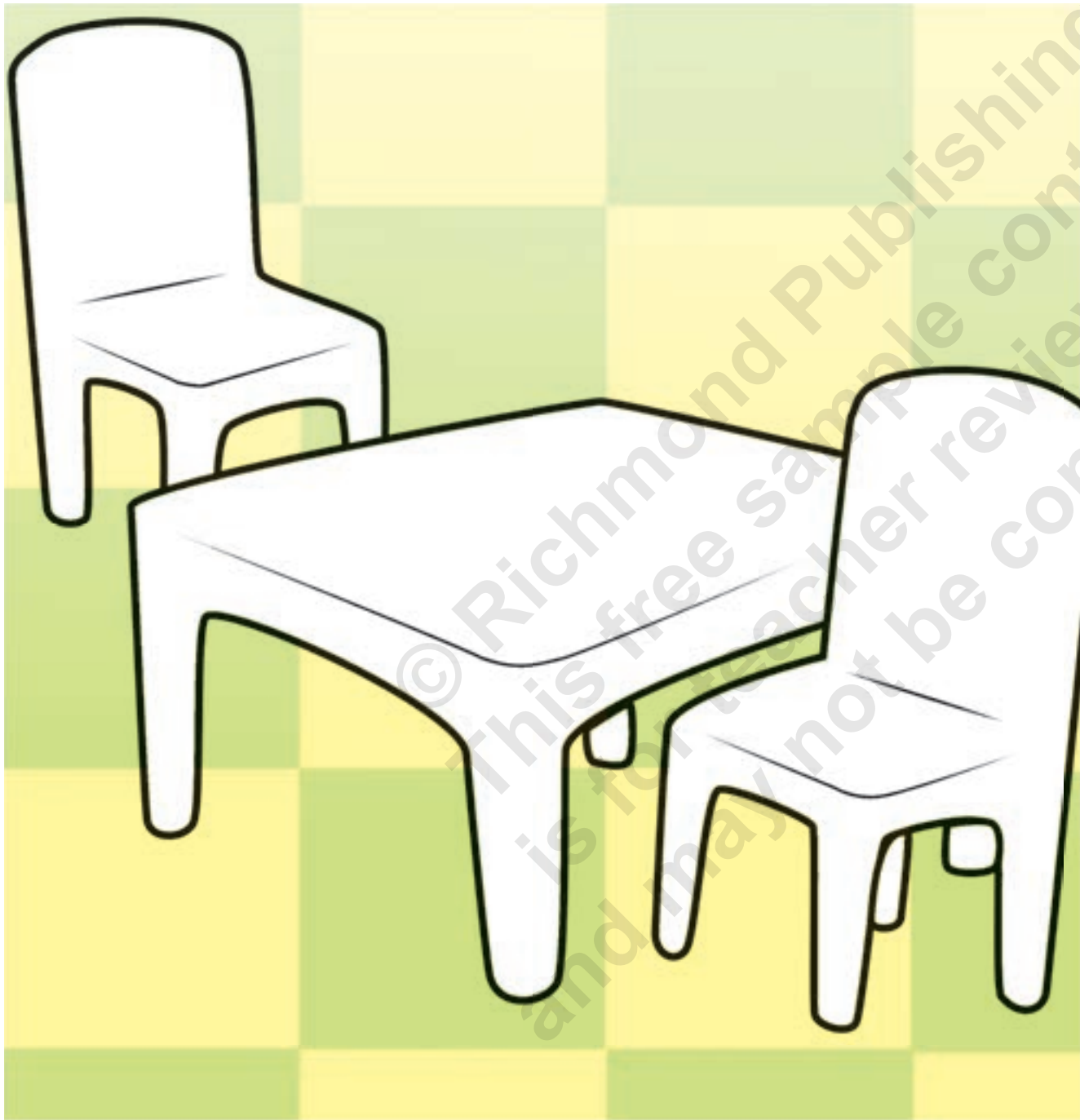
Following verses: 1. *the office*; 2. *the bathroom*; 3. *the classroom*.

You can change the order of the places depending on the distribution of your school.

### Extension Activity

Have students stand in a circle. Play Track 04 (see page 11). Sing the song, make a happy face and sound excited when you say *happy*, and make a sad face and sound sad when you say *sad*. Encourage students to mime the actions and sing.

Pop out and paste.



### Objectives

Students can identify what they can see in a classroom.

### Key Vocabulary

book, boy, chair, classroom, crayon, table

### Key Language

Put the book on the table. Is this a book?  
Yes. / No.

### Materials

a book, a crayon, Class & Resource CD, poster Unit 1 (on the Class & Resource CD), blue and red crayons, flashcards (*boy, girl, book, crayon, table, chair*)

### Warm Up

Have students sit in a circle. Take a book and a crayon (see Materials). Put them in the middle of the circle. Pick up the book and say *book*. Have students point to the book and say *book*. Pick up the crayon and say *crayon*. Have students point to the crayon and say *crayon*. Leave the objects in the middle of the circle. Have students stand up. Say *book* and jump towards the book. Encourage students to do the same. Make the circle again. Say *crayon* and jump towards the crayon, encourage students to do the same. Form the circle again. Repeat several times.

### Pop out and paste.



Project the poster (see Materials). Play Track 08, *This is the Way We Point* (Karaoke Version). Sing *This is the way we point to girls / teacher / books / crayons / chairs / tables*.

Have students point to the corresponding pictures in the poster. Next, distribute Student's Books opened on page 20. Ask them to point to the table and say *table*. Do the same with the chair. Then, distribute blue crayons. Have students color the table blue. Encourage students to color the picture within the lines. Monitor and provide any needed assistance. Collect the blue crayons. Distribute the red crayons. Have students color the chairs red. Make sure everybody colors the chairs red. Collect the red crayons. Then, call students' attention to the picture. Ask them to point to the book. Make sure everybody points to the book. Help students pop out the picture of the book. Then, go to each student and pour some glue onto the picture of the table. Say *Put the book on the table*. Point to the area where you want them to paste the picture. Ask students to paste the picture. Monitor and provide help as needed. Do the same with the picture of the crayons. Next, ask students to point to the girl. Help them pop out the picture of the girl. Go to each student and pour some glue onto the chair. Say *Put the girl on the chair*. Point to the area where you want them to paste the picture. Tell them to paste the girl onto the chair. Do the same with the boy. Help students realize that you can find, boys, girls, books, tables, etc. in a classroom. Help students close their books. Finally, collect Student's Books.

### Closing Activity



Have students sit in a circle. Sit in the circle, too. Show students the flashcard depicting book (see Materials). Ask *Is this a crayon?* Encourage students to answer *No*. Ask *Is this a book?* Encourage students to answer *Yes*. Continue in the same way with the rest of the flashcards.

### Extension Activity



#### Gross Motor Coordination

Stand with your students in a circle. Everyone should hold hands. Play Track 09, *Please Come In*. Dance around in a circle and chant. Encourage students to chant along.

#### Track 09

##### *Please Come In*

*Please, come into my circle.*

*My circle, my circle.*

*Please, come into my circle.*

*You're my friend.*