## Unit Overview

### How are families alike and different?

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| Who is in a family? Across Subjects – Social Studies | • name and identify family members.  
• understand what a family is.  
• understand that all families are different.  
• identify family members in an animal family. | baby brother, brother, brothers, dad, dog, family, grandpa, grandma, mom, neighbor, only child, puppy, sister, sisters | This is a family. This is Mom / Dad / Sister. Hello, I’m Elena. I’m three. This is my mom. Her name is Juliet. Who is this? This is Mom. I don’t have any brothers or sisters. I’m an only child. These are my brothers. I have two brothers. |
| How do I feel about my family? Across Subjects – Science | • name and identify family members.  
• identify feelings.  
• name the actions different family members can perform.  
• express feelings for their family.  
• compare human families to animal families. | animals, baby, big, book, brother, buck, cake, dad, dance, doe, door, mom, family, good-bye, grandma, grandpa, happy, joey, kangaroo, love, present, read, run, sad, sister, small, talk | I’m so happy when Grandpa’s near. I love you, Grandpa, I really do. Mom is reading to me. I am happy when Mom reads to me. Grandma is saying, ‘Good-bye.’ I am sad when grandma says ‘Good-bye.’ How do you feel when your mom reads to you? I love my dad. My dad can read; my dad can dance. I can run, too! Baby can’t read. Baby can’t talk. But baby can dance. A baby kangaroo is called a ‘joey.’ A dad kangaroo is called a ‘buck.’ A mom kangaroo is called a ‘doe.’ |
| Why do families have pets? Across Subjects – Science | • name and identify pets.  
• discriminate between animals, people and things.  
• follow and understand a story.  
• realize pets are part of a family. | animals, baby, brother, brush, cat, dad, day, dogs, family, food, geckos, grandma, grandpa, house, hug, I, light, love, mom, night, parrots, pets, people, pets, rabbits, sing, sister, song, sunbathe, things, water, yard | We play with our pets. We love our pets. Pets are not things. Love your pet. Is this a pet? My family is people and pets. My mom has a cat. My mom has a cat she loves. She gives it food. She gives it a brush. It’s part of our family now. I have four rabbits. I have four rabbits I love. Geckos can be pets, too. Geckos need a house. Geckos come out at night. |
| How do I have fun with my family? Across Subjects – Science | • name recreational activities they do with their family.  
• count from 1 to 6.  
• identify how animals have fun together. | balls, books, bunnies, bunny, drawing, eat, Frisbee, fun, groom, indoors, jumping, large, love, outdoors, play, puzzle, rope, throw, together, tops, trucks, turn; numbers 1 to 6 | They’re having fun together. We all have fun together. They are drawing. What can you do with the books? We can read the books. How many Frisbees are there? Let’s count. Come on, Mom. Come and play trucks with me. Trucks are fun. Your turn. Rabbits have large families. Brother and sister bunnies like to play together. This bunny is grooming his brother to show he loves him. |
Cognitive Skills: Students will classify objects by likeness or difference. Students will interpret visual stimuli and give examples. Students will count and use numbers. They will also understand the difference between the truth and a story (fact or fiction).

Phonemic Awareness: Beginning sound /l/, /f/

Values
Watch the video clip of the Values Series and go to the Using Videos in the Classroom section for general ideas on how to use the video clip in class. You can find the activities to work with the video clip on the link www.richmond.com.mx/crickets

Extra Resources
Refer to the Methodology, Cognitive Skills and Classroom Management sections when preparing your lesson.

Story
In Unit 4, students will read and enjoy the story A Family is People and Pets (pages 61 and 62). You will find a cycle of reading activities for this story in Cricket Tales (pages 17 to 20) and extra reading activities on the Teacher’s Resource CD.

Fast Finishers
Use the Fast Finishers pages, included on the Teacher’s Resource CD, for students who finish activities before the rest of the class. This gives them the opportunity to continue learning and helps you have a better control of the group.

Home Connection
Print out and distribute the Home Connection pages for this unit. Tell students to give them to their parents so that they have a clear idea of the objectives of this unit as well as the instructions to carry out the Practice Book activities.
Listen and point. Color.
Objectives
Students can name and identify family members.
Students can understand what a family is.

Vocabulary
Key: brother, dad, family, grandma, grandpa, mom, sister
Extended: numbers 1 to 5, colors

Language
Key: This is a family. This is Mom / Dad / Sister.
Extended: What numbers are these? How many brothers are there? How many sisters are there?

Materials
poster (on the Teacher’s Resource CD), stick puppets, Class CD, flashcards and mini-flashcards Unit 4 (brother, grandpa, grandma, dad, mom, sister)

Warm Up
Project the poster (see Materials). Present the words related to family members (see Key Vocabulary). Do the activity Repeat!, on page xxi of the Vocabulary Presentation and Review section. Use the stick puppets (see Materials). Then do the activity Work with the Poster, also on page xxi.

Engage
Do the activity Pass It on page xxi of the Vocabulary Presentation and Review section. Use the flashcards (see Materials).

Listen and point. Color.
Distribute Student’s Books opened on page 52. Point to the picture and ask Who is in the picture? Encourage students to answer A family. Have them identify mom, dad, grandma, grandpa, brother and sister. Ask Are they happy or sad? Encourage students to answer. Continue saying Yes, they are happy together. This is a family. Let’s listen to a chant about this family.

Track 39
This is a Family
This is a family, family, family.
This is Mom.
This is a family, family, family.
This is Dad.
This is Grandpa. This is Grandma.
This is a fa-a-a-mi-ly.

Play the track again and do the activity Clap, on page xxvi of the Songs and Chants Activities section. Have students clap when they hear the word family. Then do the activity Sing the Song, also on page xxvi.

Next, distribute crayons. Point to the numbers. Ask What numbers are these? Elicit answers from students. Then tell students Show me your yellow crayon. Have students hold up the corresponding crayon and color number one. Continue in the same way with the rest of the numbers. Have students color number two red, number three pink, number four blue and number five brown. Monitor and provide help as needed. Check. Now ask students to count the boys and girls in the picture. Ask How many brothers are there? How many sisters are there? Encourage students to answer. Finally, have students close their books.

Closing Activity
Do the activity Family Members, on page xxviii, of the Games section. Have students hold up the mini-flashcard (see Materials) of the family member they represent.

Extension Activity
Do the activity Erase the Number, on page xxviii, of the Games section.

Explore
Have students complete page 52 of the Practice Book. Have students draw their family.
Objectives
Students can identify and name family members.

Vocabulary
Key: baby brother, dad, family, grandma, grandpa, mom, sister
Extended: hello, three

Language
Key: Hello, I’m Elena. I’m three. This is my family. This is my mom. Her name is Juliet. Who is this? This is my mom
Extended: Hello, Dad

Materials
Class CD, flashcards and mini-flashcards
Unit 4 (baby, grandpa, grandma, dad, mom, sister), Cricket Family flashcard (on the Teacher’s Resource CD), Cricket stick puppet, photograph of students’ family

Preparation
Print out the Cricket Family flashcard.

Warm Up
Play Track 39 (see page T52) and do the activity Sing with Puppets, on page xxvi of the Songs and Chants Activities section. Use the stick puppets (see Materials).

Display the flashcards (see Materials) on the board. Present the word baby and review the rest of the vocabulary. Point to the flashcards, one by one, and say, for example, Hello, mom. Hello dad. Hello, baby, etc. Have students repeat. Then encourage individual students to say hello to the people in the flashcards.

Listen, point and repeat.
Display the Cricket Family flashcards (see Preparation) on the board. Practice the question Who is this? using the cricket stick puppet. Invite individual students to point to a character and ask Who is this? Have Cricket answer, for example, This is my mom / dad / baby sister, me, etc. Next, distribute Student’s Books opened on page 53. Point to the girl speaking (the one in the middle). Say This is Elena. Point to the family members and say This is her family. Let’s meet Elena’s family. Play Track 40 and have students listen and point to the family members as they are mentioned.

Track 40
Elena: Hello, I’m Elena. I’m three. This is my family. This is my mom. Her name is Juliet. This is my dad. His name is Robert. This is my sister. Her name is Carla. This is my baby brother. His name is Albert. This is my grandpa. His name is Henry. This is my grandma. Her name is Lila. This is me.

Now play the track again and have students point and repeat. Finally, have students close their books.

Closing Activity
Play Track 41, Who is This? Do the activity Sing the Song, on page xxvi of the Songs and Chants Activities section. Have students hold up the corresponding mini-flashcards (see Materials).

Track 41
Who is This?
Narrator: Who is this?
Elena: This is my mom.
Narrator: Who is this?
Elena: This is my dad.
Narrator: Who is this?
Elena: This is my sister.
Narrator: Who is this?
Elena: This is my baby brother.
Narrator: This is my grandma. This is my grandpa.

Extension Activity
Make sure all students have the photograph of their family (see Materials). Have them work in pairs and ask Who is this? about the people in the photograph. Encourage them to answer This is my… His / her name is… provide help as needed.

Have students complete page 53 of the Practice Book. Have them identify the shapes and the family members. Next, have students color the triangles red, the circles pink and the squares green.
Listen, point and repeat.
Listen and point. Color.
Objectives
Students can identify and name family members.
Students can understand that all families are different.
Students can count from 1 to 5.

Vocabulary
Key: brothers, family, grandma, mom, neighbor, only child, sisters
Extended: boy, girl, house

Language
Key: I’m Carol. I don’t have any brothers or sisters. I’m an only child. This is my neighbor, Billy. This is my grandma. These are my brothers. I have two brothers.
Extended: This is Billy. He lives in this house. Carol and Billy are neighbors. Do you want to know these families?

Materials
Class CD, flashcards and mini-flashcards
Unit 4 (baby, grandpa, grandma, dad, mom, sister), Number Cards (on the Teacher’s Resource CD), opaque plastic bag

Preparation
Print out the Cards with numbers 1 to 5.

Warm Up
Review numbers 1 to 5. Do the activity Number Bag, on page xxii of the Vocabulary Presentation and Review section. Use the number cards and the plastic bag (see Preparation and Materials).

Who is in a family?

Listen and point. Color.

Distribute Student’s Books opened on page 54. Point to the picture and have students identify the family members. Then point to each family and say Look, these are two different families. Point to the house on the left and to the girl. Say This is Carol. She lives in this house. Now point to the house on the right and to the boy speaking. Say This is Billy. He lives in this house. Carol and Billy are neighbors. Do you want to know these families? Let’s listen. Play Track 42. Have students point to the family members as they are mentioned.

Track 42
Carol: I’m Carol. I don’t have any brothers or sisters. I’m an only child. This is my neighbor, Billy. This is another family.
Billy: Hi! I’m Billy. This is my family. This is my grandma. These are my brothers. I have two brothers.

Close Activity
Play Track 43, I Have One Brother. Do the activity Clap!, on page xxvi of the Songs and Chants Activities section.

Track 43
I have one brother. I have four brothers. I have ten brothers. Well, I have more. I have a brother. His name is Ray. He’s a boy and we play all day. I have a sister. Her name is Kay. She’s a girl and we play all day. My sisters are girls. My brothers are boys. We play all day. We play with toys.

Extension Activity
Do the activity Listen to the Number on page xxix of the Games section. Review numbers 1 to 5.

Explain
Have students complete page 54 of the Practice Book. Have them match the families that are the same.
Objectives
Students can identify family members in an animal family.
Students can count from 1 to 5.

Vocabulary
Key: brother, dad, dog, family, mom, puppy, sister
Extended: baby, grandma, grandpa, jump, only child, play, sleep

Language
Key: I’m a puppy. This is my family.
I have two brothers and two sisters.
We can play and jump. We like to sleep. We can sleep all day.
Extended: What can you see? This is a puppy. Animals can have families, like humans.

Materials
picture of students’ family, scraps of cloth, foam, colored paper, glue, Picture Frame template (from the Teacher’s Resource CD), flashcards and mini-flashcards Unit 4 (baby, dog, grandpa, grandma, dad, mom, sister), Class CD, watercolors, paintbrushes, poster paper

Preparation
Print out the Picture Frame template (1 per student).

Warm Up
Distribute the Picture Frame template (see Preparation). Have students decorate the frame with cloth scraps, foam or colored paper. Then have them paste their family picture (see Materials). Have them say This is my brother / sister. His / Her name is… or I’m an only child.

Elaborate
To introduce the word dog, do the activity Hold Up the Mini-flashcards, on page xxx of the Flashcards and Mini-flashcards Activities section. Then do the activity What’s Hiding?, on page xxxi of the same section.

Listen and point.
Circle the brother and the sister.

Distribute Student’s Books opened on page 55. Ask What can you see? Encourage students to say Dogs. Say This is a puppy (point to the puppy in the middle). And this is his family. Animals can have families, like humans. Do you want to know about this family? Let’s listen. Play Track 44 and have students listen and point to the family members mentioned.

Track 44
Hi! I’m a puppy. This is my family.
I have two brothers and two sisters. Their names are Fred, Frank, Frida and Fanny. This is my mom and this is my dad. Her name is Fifi and his name is Fido. We can play and jump. We like to sleep. We can sleep all day.

Then distribute crayons. Tell students they have to circle the brother and the sister. Point to the dad and ask Is this the brother? Encourage students to answer No. Point to the brother and ask Is this the brother? Encourage students to answer Yes. Have students circle the brother. Then, point to the mom and ask Is this the mom? Encourage students to answer Yes. Have students circle the mom. Then, point to the sister and ask Is this the sister? Encourage students to answer Yes. Have students circle the sister. Monitor and provide any needed help. Now, ask How many brothers are there? How many sisters are there? How many brothers and sisters are there? Help students count. Finally, have students close their books.

Closing Activity
Give each student a family member role to play, that is Mom, dad, sister, brother, grandma, grandpa and baby. Ask students to get together to make a family. Then go around the classroom and ask each student which member of the family they are. For example, ask Who are you? Encourage them to answer I’m the mom, dad, baby, etc.

Extension Activity
Distribute the poster paper, the watercolors and the paintbrushes (see Materials). Do the activity Paint a Picture, on page xxi of the Warm-Up and Closing Activities section.

Evaluate
Have students complete page 55 of the Practice Book. Say the following and have students color the correct picture. Column 1. This is my dad. Have students color the correct picture. Column 2. This is my sister. Column 3. This is my mom. Column 4. This is my baby brother.
Listen and point. Circle the brother and sister.
Listen, point and repeat. Trace.
Objectives
Students can identify and name family members.
Students can identify feelings.

Vocabulary
Key: baby, brother, cake, dad, mom, grandma, grandpa, happy, love, present, sister
Extended: birthday party, cat, dog, sad

Language
Key: Hello, Grandpa! Grandpa’s here! I’m so happy when Grandpa’s near. I love you, Grandpa, I really do.
Extended: Look, this family is having a birthday party. Are they happy or sad? Is the boy happy or sad? The boy is happy because grandpa is here! The boy loves Grandpa.

Materials
Class CD, flashcards and mini-flashcards Unit 4 (cat, dog), Family Members template (on the Teacher’s Resource CD), popsicle sticks, glue

Preparation
Print out the Family Members template (1 per student).

Warm Up
Present the word cat and review the word dog. Hold up the flashcard, say the word aloud and have students repeat, as they hold up the corresponding mini-flashcard. Then do the activity Draw and Guess, on page xxviii of the Games section. Play until all students have participated.

Engage
Draw a large happy face on the board. Point to the picture as you smile and say I’m happy. Happy. Have students repeat and smile. Repeat the activity with a sad face and say I’m sad.

Listen, point and repeat. Trace.
Distribute Student’s Books opened on page 56. Point to the scene and ask Who is in the picture? Encourage students to name the family members and the pets. Then say Look, this family is having a birthday party. Say They have a cake and presents. Point to the corresponding parts of the picture and have students do the same in their Student’s Books. Ask Are they happy or sad? Elicit answers from students. Say Let’s listen and point. Play Track 45, Hello, Grandpa. Have students listen to the recording and point to the corresponding parts of the picture in their books.

Track 45
Hello, Grandpa
Knock! Knock!
Hello, Grandpa! Grandpa’s here!
I’m so happy when Grandpa’s near.
Come in! Come in! Don’t be late!
We are ready to have some cake.
Here’s a present just for me.
I wonder what it could be.
I love you, Grandpa, I really do.

Next, do the activity Sing the Song, on page xxvi of the Songs and Chants Activities section. Now distribute crayons. Say, for example, Point to Grandma. Point to Mom, etc. Say Point to Grandpa. Trace Grandpa.

Closing Activity
Play Track 46, Grandma, Grandma. Do the activity Act Out the Song, on page xxvi of the Songs and Chants Activities section. Encourage students to act out the expression I love you.

Track 46
Grandma, Grandma
Grandma, Grandpa, Grandma, Grandpa,
I love you, I love you.
Mom and Dad, Mom and Dad,
I love you, I love you.
Brother, sister, baby, brother, sister, baby,
I love you, I love you.
You love me too. I know you do.

Extension Activity
Distribute templates (see Preparation). Have students cut out the pictures. Finally, show them how to glue the popsicle sticks onto the back of the pictures. Play Track 46 again and have students hold up the pictures when the family members are mentioned in the song.

Explore
Have students complete page 56 of the Practice Book. Have them name the family members and color the grandparents.

How are families alike and different? Unit 4 T56
Unit 4 How are families alike and different?

Objectives
Students can identify and name family members.
Students can express feelings for their family.

Vocabulary
Key: book, door, good bye, grandma, happy, mom, sad
Extended: boy, girl

Language
Key: Mom is reading to me. I am happy when Mom reads to me. Grandma is saying ‘Good-bye.’ I am sad when Grandma says ‘Good-bye.’ How do you feel when your mom reads to you?
Extended: Who can you see in the picture? I like to read. I don’t like to say good-bye.

Materials
Class CD, mirrors (1 per student), sheets of paper, markers

Warm Up
Distribute the mirrors (see Materials). Then do the activity Faces, on page xxviii of the Games section.

Introduce the verb read (see Materials). Hold up the Student’s Book opened on page 57. Make sure all students see the first picture clearly. Say Point to Mom. Have students point to the corresponding part of the picture. Then say Look, Mom is reading a book. Point to the book and to the mom, and have students repeat the sentence. Encourage them to mime the action. Then do the activity Attention!, on page xx of the Warm-Up and Closing Activities section. Say Read a book and have students mime the action.

Listen and point. Say and trace. SB 47
Distribute Student’s Books opened on page 57. Say Who can you see in the picture? Encourage students to say Mom, Grandma, a boy and a girl. Then ask Look at the boy. Is he happy or sad? Look at the girl. Is she happy or sad? Let’s listen. Play Track 47 and ask students to point to the pictures as they are mentioned.

Track 47
Boy: Mom is reading to me. I like to read. I am happy when Mom reads to me.
Girl: Grandma is saying, ‘Good-bye.’ I don’t like to say ‘good-bye.’ I am sad when Grandma says ‘Good-bye.’

Play the track again and have students make a happy or a sad face when the corresponding feeling is mentioned in the recording. Then distribute crayons. Say Point to the mom reading. How does the boy feel? Is he happy or sad when Mom reads to him? Encourage students to answer and have them trace the book. Then say Point to the grandma saying good-bye. How does the girl feel? Is she happy or sad when Grandma says good-bye? Encourage students to answer and have them trace the door. Then ask How do you feel when your mom reads to you? How do you feel when your grandma says good-bye? Have students answer. Finally, have students close their books.

Closing Activity
Do the activity Facial Expressions, on page xxiv of the Language Presentation and Review section. Review the expressions I’m happy when Mom reads to me. I’m sad when Grandma says good-bye.

Extension Activity
Have students complete page 57 of the Practice Book. Have them identify the feelings and circle the odd one out.

How do I feel about my family?
Listen and point. Say and trace.
Listen, point and repeat. Color.