Unit 2

What makes me special?

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<th>Essential Question</th>
<th>Objectives Students can:</th>
<th>Key Vocabulary</th>
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<tr>
<td>What are the parts of my body? Across Subjects – Math</td>
<td>• identify and name the parts of their body.</td>
<td>arm(s), eat, elbow(s), fingers, hug, jump, knees, legs, mouth, neck, run, teeth, tooth; numbers 1 to 10</td>
<td>What are these? The teeth. What is this? An arm. What are these? These are my arms. Can you hug with your arms? Yes, I can. / No, I can’t. I have two arms. I can hug with my arms. How many fingers are there in the picture? Let’s count. How many fingers do we have? Let’s count. I have 10 fingers to count.</td>
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<tr>
<td>What makes animals special? Across Subjects – Science</td>
<td>• identify characteristics of animals.</td>
<td>animals, bears, big, elephants, excellent, fast, giraffe, lions, mane, monkey, neck, nine, nose, parrots, seals, small, snout, special, swim, swimmers, tail, teeth, trunk</td>
<td>Elephants have tails and trunks. Seals and bears have snouts. Parrots are small and they have no teeth. What makes elephants special, Cricket? Elephants are big. Elephants have a trunk. What makes bears special? Giraffes have a long neck. This is the number nine. Parrots don’t have a nose. Elephants live on the land, but they can swim. Lions can swim too, but they are not very good swimmers.</td>
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<tr>
<td>What makes insects special? Across Subjects – Science</td>
<td>• identify the characteristics of insects.</td>
<td>ant, antennae, bee, butterfly, buzzing, caterpillar, fly, garden, head, honey, insects, ladybug, legs, run, special, talk, walk, wasp, wings</td>
<td>Some insects have six legs. Some insects have wings and they have antennae, too. Adam has six legs and two antennae. Cleo has a lot of legs. Bee, Wasp and Ladybug have six legs and they have wings. They can fly! We can’t fly like you, so high. I can run and I can walk. I can eat and I can talk…but I can’t fly. Cleo says nothing. What makes bees special? Bees are insects. They have six legs, two antennae, a head and two wings.</td>
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<tr>
<td>What are my senses? Across Subjects – Science</td>
<td>• identify the five senses.</td>
<td>ears, eyes, feel, fingers, hear, insects, mane, monkey, mouth, nose, see, smell, taste, tongue</td>
<td>I can see with my eyes. I can smell with my nose. What can you do with your eyes, Cricket? I can see. I can taste with my mouth. Point to the mouth. Lions have a mane. Point to the mane. There are things we can smell, like perfumes and flowers. What can you do with perfumes and flowers? Smell.</td>
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Cognitive Skills: Students will use information they already know about human and animal bodies to acquire new related information. They will talk about events in sequenced order. They will also classify objects and identify similarities and differences.

Phonemic Awareness and phonics: Beginning sounds /a/, /n/, /f/, /i/ and /m/.

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

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 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.

Story
In Unit 2, students will read and enjoy the story Adam Ant and Cleo Caterpillar (pages 29 and 30). You will find a cycle of reading activities for this story in Cricket Tales (pages 9 to 12) and extra reading activities on the Teacher’s Resource CD.

Remember, the poster is on the Teacher’s Resource CD. You can also find a projectable version of the flashcards on the same component.

Refer to the Methodology, Cognitive Skills and Classroom Management sections when preparing your lesson.
Listen and point. Circle the neck.
Objectives
Students can identify and name the parts of their body.

Vocabulary
Key: arm, elbow, fingers, knees, legs, mouth, neck, teeth, tooth
Extended: boys, girls, teacher

Language
Key: What are these?
The teeth. What is this? An arm.
Extended: Who can you see in the picture?
Where are they? Boys and girls. A teacher.
What are they doing? Is this the neck?
Yes. / No.

Materials
poster (on the Teacher’s Resource CD), stick puppets, Class CD, mirrors (1 per student), finger paint, sheets of paper, Parts of the Body Labels for the Practice Book (on the Teacher’s Resource CD)

Preparation
Print out the Parts of the Body Labels for the Practice Book (1 per student).

Warm Up
Review vocabulary related to body parts. Do the activity Simon Says, on page xxiii of the Vocabulary Presentation and Review section. Review the following vocabulary words: arm, fingers, legs, mouth, knees and neck.

Engage
Project the poster (see Materials). Present the words tooth, teeth, fingers and elbow. Do the activity Repeat!, on page xxii of the Vocabulary Presentation and Review section. Use the stick puppets (see Materials).

Listen and point.
Circle the neck.

Distribute Student’s Books opened on page 20. Call students’ attention to the picture. Ask Who can you see in the picture? Have students answer Boys and girls. A teacher. Then, ask What are they doing? Help students realize they are learning the body parts. Say What are the body parts? Let’s listen. Next, play Track 15. Have students point to the pictures as they are mentioned. Make sure everybody points to the correct picture.

Track 15
Teacher: Let’s see if you remember the parts of the body. What is this?
Children: A tooth.
Teacher: What are these?
Children: The teeth.
Teacher: What is this?
Children: An arm.
Teacher: What are these?
Children: The legs.
Teacher: What is this?
Children: The neck.
Teacher: What are these?
Children: The knees.
Teacher: What is this?
Children: An elbow.
Teacher: Finally, what are these?
Children: The fingers!
Teacher: Excellent. You have a very good memory!

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Closing Activity
Distribute mirrors (see Materials). Do the activity Faces, on page xxviii of the Games section. Review the following vocabulary words: arm, mouth, legs, knees, neck, tooth, teeth, fingers and elbow.

Extension Activity
Distribute sheets of paper and finger paint (see Materials). Encourage students to paint a picture of themselves. Encourage them to use different colors for their arms, mouth, legs, knees, neck and elbow. Keep student’s work in their portfolio.

Explore
Have students complete page 20 of the Practice Book. Distribute the Parts of the Body Labels for the Practice Book. Help students read the words. Have them cut out the labels and paste them in the corresponding space. Ask them to point to and name the body parts.
Objectives
Students can identify and name body parts.
Students can say what they can do with their body.

Vocabulary
Key: arms, eat, hug, jump, legs, mouth, neck, run
Extended: head, shoulders, knees and toes

Language
Key: What are these? These are my arms. Can you hug with your arms? Yes, I can. / No, I can’t.
Extended: Who can you see? It’s Cricket and Crissy.

Materials
Class CD, ball

Warm Up
Do the activity Commando, on page xx of the Warm-Up and Closing Activities section. Review run, walk, jump and eat; present hug.

Listen and point. 
Distribute Student’s Books opened on page 21. Call students’ attention to the pictures. Ask Who can you see? Have students answer It’s Cricket and Crissy. Encourage students to point to the characters’ legs, arms, knees and arms. Then, say Look, they can do many things with their body. Let’s listen. Play Track 16 and have students point to the people as they are mentioned.

Track 16
Cricket: What are these?
Crissy: These are my legs.
Cricket: Can you jump with your legs?
Crissy: Yes, I can.
Cricket: What are these?
Crissy: These are my arms.
Cricket: Can you hug with your arms?
Crissy: Yes, I can.
Cricket: What is this?
Crissy: This is my mouth.
Cricket: Can you eat with your mouth?
Crissy: Yes, I can.
Cricket: Can you run with your arms?
Crissy: No, I can’t. That’s not possible!

Next, play the track again. Stop it after each question. Have students point to the corresponding picture and encourage them to answer. Finally, have students close their books.

Closing Activity
Sing Head, Shoulders, Knees and Toes (see lyrics below). Do the activity Act Out the Song, on page xxvi of the Songs and Chants Activities section.

Head, Shoulders, Knees and Toes
Head, shoulders, knees and toes,
Knees and toes. (x2)
And eyes, and ears, and mouth,
And nose.
Head, shoulders, knees and toes,
Knees and toes.

Sing the song again and do the activity A Cappella, also on page xxvi.

Extension Activity
Do the activity Ball!, on page xxviii of the Games section. Ask, for example, Can you jump with your legs? Can you hug with your mouth? Have students answer Yes, I can or No, I can’t. Use the ball (see Materials). Take the opportunity to talk to students about the different abilities that we all have.

Have students complete page 21 of the Practice Book. Help them read the sentences and match them to the corresponding pictures.
Listen and point.
Listen and repeat. Write and match.

neck

elbows

arms

Aa Nn
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Objectives
Students can say the phonemes /a/ and /n/.
Students can write the letters a and n.

Vocabulary
Key: arms, elbows, neck
Extended: hug, jump, one, two

Language
Key: I have two arms. I can hug with my arms.
Extended: This is the letter “n.” It makes the sound /n/. Point to the letter “n.” Say /n/.

Materials
Class CD, small ball, flashcards Unit 2 (elbow, neck), Arms Card (on the Teacher's Resource CD), 2 clothespins, page 1a of phonemic awareness and phonics (on the Teacher's Resource CD)

Preparation
Print out the Arms Card. Print out the page of phonemic awareness and phonics (1 per student). Write the letters a and n on the clothespins (one letter per clothespin).

Warm Up
Display the Arms Card and the flashcards depicting elbow and neck (see Materials and Preparation) on the board. Point to the pictures, call out the words and have students repeat. Then, do the activity Two Sounds, on page xix, of the Phonemic Awareness and Phonics section.

What are the parts of my body?

Do the activity Sound Match-Up, on page xix of the Phonemic Awareness and Phonics section to practice the beginning sounds /a/ as in arms and /n/ as in neck. Use the Alphabet Card (see Preparation).

Listen and repeat. Write and match.

Distribute Student’s Books opened on page 22. Have students point to the pictures of the neck, elbows and arms. Encourage students to call out the words emphasizing the beginning sounds. Then, call students’ attention to the letters n and a. Point to the letter n and say, Say This is the letter “n.” It makes the sound /n/. Point to the letter “n.” Say /n/. Have students point to both the capital and the small letters. Encourage them to say the corresponding sound. Help them realize that both the capital and the small letter sound the same. Do the same with the letter a. Then, say Let’s listen to the words. Play Track 17. Have students listen and point to the corresponding pictures.

Track 17
I have one neck. I can’t eat with my neck.
/n/ /n/ /n/. Neck.
I have two elbows. I can’t jump with my elbows.
/e/ /e/ /e/. Elbows.
Narrator: I have two arms. I can hug with my arms.
/a/ /a/ /a/. Arms.

Play the track again and have students repeat, as they point to the pictures. Then distribute crayons. Say the sound /n/ and have students point to the letters. Then, ask them to write the capital and the small letter, first in the air and then in their books. Do the same with the letter a. Now, hold up the Student’s Book page so that students can see it clearly. Point to the word neck and read it out loud with students. Have them point to each letter, from left to right, as they sound it out. Next, have students draw a line to match the word to the corresponding letter. Do the same with the word arms. Now read the word elbow. Help students realize that the letter e is not on the page, so they should not match the word to either the letter n or the letter a. Monitor and provide help as needed. Check. Finally, have students close their books.

Closing Activity
Do the activity Star, on page xix of the Phonemic Awareness and Phonics section. Review the beginning sounds /e/, /a/ and /n/. Then, distribute the page of phonemic awareness and phonics (see Preparation). Help students do the activities suggested.

Extension Activity
Sing Head, Shoulders, Knees and Toes (see page T21) and do the activity Dance!, also on page xxvi of the Songs and Chants Activities section.

Have students complete page 22 of the Practice Book. Have students identify the pictures. Then, help them connect the letters and read the words. Finally, have students say the words aloud.
Objectives

Students can count from 1 to 10.

Vocabulary

Key: numbers 1 to 10
Extended: count, fingers

Language

Key: How many fingers are there in the picture? Let’s count. How many fingers do we have? Let’s count. I have 10 fingers to count.
Extended: What can you see? Fingers.

Materials

Number Cards (1 to 10, on the Teacher’s Resource CD), bag, Numbers Extra Practice page for the Student’s Book (1 to 10, on the Teacher’s Resource CD), sheets of construction paper, markers, tissue paper, glue

Preparation

Print out the Number Cards (1 per student). Print out the Numbers Extra Practice page (1 per student).

Warm Up

Review vocabulary related to body parts. Do the activity Simon Says, on page xxiii of the Vocabulary Presentation and Review section. Review the following vocabulary words: arm, fingers, legs, mouth, knees and neck.

Elaborate

Review numbers 1 to 10. Do the activity Number Bag, on page xxii of the Vocabulary Presentation and Review section. Use the Number Cards and the bag (see Materials and Preparation).

Write and count. Read. SB 📚

Distribute Student’s Books opened on page 23. Hold up the Student’s Book page so that students can see it clearly. Ask What can you see? and have students answer Fingers. Then, encourage them to identify the numbers. Next, say How many fingers are there in the picture? Let’s count. Encourage students to point to each finger as they count from 1 to 10. Have students count the fingers and answer There are ten. Now distribute colored pencils. Say Point to the number one. Write over number 1. Do the same with the remaining numbers. Next, say How many fingers do we have? Let’s count. Count from 1 to 10 using your fingers. Have students do the same. Hold up the Student’s Book page again. Say Let’s read. Point to the sentence. Encourage students to read it with you. Point to the word I as you read it aloud. Have students repeat as they point to the word. Do the same with have and 10. Then, point to the picture and prompt students to call out fingers. Then, point to the phrase to count, as you read it aloud. Have students repeat as they point to the words. Help students read the complete sentence I have 10 fingers to count. Encourage them to point to the words and picture from left to right. Finally, have students close their books.

Closing Activity

Distribute the Numbers Extra Practice Page (see Preparation). Call out each number and have students repeat. Then, help them trace the numbers.

Extension Activity

Distribute sheets of construction paper, markers, tissue paper and glue (see Materials). Have students trace their hands on the sheet of construction paper. Trace your hands on the board. Point to the first finger and say One. Draw one dot inside the finger. Now, point to the second finger and say Two and draw two dots inside the finger. Continue in the same way with the remaining fingers. Instruct them to count their fingers and glue the corresponding number of tissue paper balls onto each, as you did on the board. Keep students’ work in their portfolio.

Evaluate ✔️ 📚

Have students complete page 23 of the Practice Book. Have students identify the numbers. Have them count how many necks, legs and fingers the boy on the right has. Encourage students to write the corresponding number in the space provided, next to the corresponding picture.

Across Subjects - Math
Write and count. Read. 🐞 1 2 🌽

I have 10 to count.
Listen and point. Color the trunk.
What makes me special? Unit 2

Objectives
Students can identify characteristics of animals.

Vocabulary
Key: animals, bears, elephants, giraffe, lions, mane, monkey, neck, parrots, seals, snout, special, tail, teeth, trunk
Extended: big, long, small

Language
Key: Elephants have tails and trunks. Seals and bears have snouts. Parrots are small and they have no teeth.
Extended: Look, it’s Cricket. He’s with some animals. What animals can you see? What makes these animals special?

Materials
Animals Cards (on the Teacher’s Resource CD), Class CD, flashcards and mini-flashcards Unit 2 (mane, trunk, tail, neck, snout, teeth), bag

Preparation
Print out the Animals Cards.

Warm Up
Present giraffe, bear, seal and lion. Review monkey, parrot and elephant. Do the activity Picture Bag, on page xxii of the Vocabulary Presentation and Review section. Use the Animals Cards and the bag (see Materials and Preparation).

Engage
Present mane, trunk, tail and snout. Review neck and teeth. Do the activity Hold Up the Mini-flashcards, on page xxx of the Flashcards and Mini-flashcards Activities section. Use the flashcards and mini-flashcards (see Materials).

Listen and point.
Color the trunk. 18
Distribute Student’s Books opened on page 24. Call students’ attention to the pictures and say Look, it’s Cricket. He’s with some animals. What animals can you see? Elicit answers. Then, say What makes these animals special? Let’s listen. Hold up the Student’s Book page so that students can see it clearly. Play Track 18. Point to the pictures as they are mentioned and have students do the same in their books.

Track 18
Cricket: Animals are very special. Elephants have tails and trunks. Seals and bears have snouts. Lions have manes and big teeth. Parrots are small and they have no teeth. Giraffes have long necks. Monkeys have long tails.

Play the track again. Have students use body language to convey the meaning of big, small and long. Demonstrate the activity. Next, distribute colored pencils. Hold up the Student’s Book page again. Point to the lion’s mane. Ask Is this the trunk? Encourage students to answer No. Ask What is it? Have students answer The mane. Now point to the trunk. Ask Is this the trunk? Have students answer Yes. Ask What color is the trunk? Have students answer Gray. Tell them to color the trunk gray. Monitor and provide help as needed. Finally, have students close their books.

Closing Activity
Do the activity Complete the Sentences, on page xxi of the Warm-Up and Closing Activities section. Have students complete sentences about the characteristic of animals, like Today we learned that lions have manes. Today we learned that elephants have trunks, etc.

Extension Activity
Do the activity Follow Me!, on page xxi of the Warm-Up and Closing Activities section. Encourage students to compare the human body parts with animal body parts. Ask, for example, Do elephants have hands? Can they wrap their hands around their shoulders? Can monkeys shake their arms?, etc.

Explore
Have students complete page 24 of the Practice Book. Help them read and write the words. Next, say Elephants have… Encourage students to say trunks. Ask them to match the word to the corresponding picture. Do the same with the remaining words and pictures.

What makes animals special?

What makes me special? Unit 2
Unit 2 What makes me special?

Objectives
Students can identify characteristics of animals.

Vocabulary
Key: bears, big, elephants, giraffe, lions, mane, neck, small, special, tall, trunk
Extended: animals, monkey, neck, parrot, seal, snout, tail, teeth

Language
Key: What makes elephants special, Cricket?
Elephants are big. Elephants have a trunk.
What makes bears special?
Extended: Look, they are talking about the animals. What animals can you see? Are they big? Are they small? Are they short? Are they tall? What are elephants like?

Materials
Animals Cards (see page T24), Class CD, flashcards and mini-flashcards Unit 2 (mane, trunk, tail, neck, snout, teeth), stuffed animal

Warm Up
Review vocabulary. Do the activity Flash!, on page xx of the Warm-Up and Closing Activities section. Use the Animal Cards and the flashcards (see Materials).

Present short and tall. Review big and small. Call out the corresponding words and use body language to make the concepts clear. Then, have students march with you in the classroom. Say short, tall, big and small and have students mime the word as they march.

Listen and point. [SB 19]
Distribute Student’s Books opened on page 25. Ask Who can you see? Encourage students to answer Cricket and Cal. Say Look, they are talking about the animals. What animals can you see? Elicit answers. Then, ask What makes these animals special? Let’s listen. Play Track 19. Have students point to the pictures as they are mentioned.

Track 19
Cal: What makes elephants special, Cricket?
Cricket: Elephants are big. Elephants have a trunk.
Cal: What makes giraffes special?
Cricket: Giraffes are tall.
Cal: What makes lions special?
Cricket: Lions have a mane.
Cal: What makes bears special?
Cricket: Bears are big. Bears have a snout.

Play the track again. Have students use body language to convey the meaning of big, small, tall and short when they hear the corresponding words. Next, call students’ attention to Cricket and Cal’s conversation. Help them read the question and answer. Encourage them to point to each word, from left to right. Then, do the activity Puppets, on page xxiv of the Language Presentation and Review section. Use the stuffed animal (see Materials) to ask students What makes giraffes special? What makes lions special? What makes bears special? Play Track 19 again, if necessary. Finally, have students close their books.

Closing Activity
Play Track 20, What Makes Elephants Special? Do the activity Sing Along, on page xxvi of the Songs and Chants Activities section.

Track 20
What makes elephants special?
What are elephants like?
Are they big? Are they small?
Are they short? Are they tall?
What makes giraffes special?
What are giraffes like?
Are they big? Are they small?
Are they short? Are they tall?
What makes lions special?
What are lions like?
Are they big? Are they small?
Are they short? Are they tall?

Extension Activity
Play Track 20 again. Do the activity Dance!, on page xxvi of the Songs and Chants Activities section. Have students act out big, small, tall and short as they listen.

Have students complete page 25 of the Practice Book. Help them read and write the words. Next, say Giraffes are... Encourage students to say tall. Ask them to match the word to the corresponding picture. Do the same with the remaining words and pictures.
Listen and point.

Giraffes are tall.

What makes giraffes special?

Unit 2  What makes animals special?
Listen and repeat. Match and say.

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