### Unit Overview

## What makes me special?

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<td><strong>What do I look like?</strong>&lt;br&gt;&lt;br&gt;Across Subjects – Science</td>
<td>• identify and name the parts of their face and body.&lt;br&gt;• identify physical characteristics.&lt;br&gt;• say the phonemes /h/, /l/ and /f/.&lt;br&gt;• write the letters h, l and f.&lt;br&gt;• identify similarities between animals.</td>
<td>blond, calf, chick, cub, curly, eyes, frog, giraffe, hair, long, penguin, short, straight, tadpole, tall; colors, family members</td>
<td>He has short black hair. His hair is curly. He has blue eyes. I have long blond hair. My hair is straight, too. I’m short. Who do you look like? I look like my mom. Do you have long hair? Yes, I do. / No, I don’t. A penguin chick looks like an adult penguin.</td>
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<td><strong>How do I keep my body healthy?</strong>&lt;br&gt;&lt;br&gt;Across Subjects – Science</td>
<td>• identify healthy habits.&lt;br&gt;• identify and name healthy habits.&lt;br&gt;• identify numbers 11 to 20.&lt;br&gt;• say the phonemes /h/, /e/ and /f/.&lt;br&gt;• write the letters h, e and f.&lt;br&gt;• classify food.</td>
<td>body, brush hair, brush teeth, clean, cover mouth, cough, drink water, do exercise, eat, eat vegetables, food, fruit, grains, healthy, neat, proteins, sleep well, soap, take a bath, tissue, toothbrush, toothpaste, wash hands, water; body parts; numbers 11 to 20</td>
<td>What are you doing to keep neat and healthy? I’m sleeping well. How do I keep my body healthy? Number eleven eats vegetables. Number twelve drinks a lot of water. To have a healthy body. Wash your hands. Are bananas grains? Are bananas fruit? No. / Yes.</td>
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<td><strong>What happens when I feel sick?</strong>&lt;br&gt;&lt;br&gt;Across Subjects – Science</td>
<td>• identify what people feel when they are sick.&lt;br&gt;• follow and understand a story.&lt;br&gt;• count from 1 to 14.&lt;br&gt;• understand what happens when people are sick.&lt;br&gt;• identify easy steps to prevent disease transmission.</td>
<td>bars of soap, bed, blow, brush teeth, clean, combs, cough, doctor, fever, friend, fruit, germs, glass of water, good food, headache, healthy, healthy food, home, medicine, mouth, neat, nose, sick, soap, sore throat, sleeve, stomachache, tissues, toothbrush, toothpaste, vegetables, water; numbers 1 to 14</td>
<td>What’s the matter? I have a headache, Take some medicine. Mr. Frick is very sick. He has a sore throat and a headache, too. Take this medicine and eat healthy food, like me. Where are the vegetables? Where is the fruit? The following day, poor Mr. Frick wants to be healthy and clean, but he can’t find the tissues or combs. When you cough, cover your mouth with your sleeve or a tissue.</td>
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<tr>
<td><strong>How do I stay safe?</strong>&lt;br&gt;&lt;br&gt;Across Subjects – Social Studies</td>
<td>• identify safety rules.&lt;br&gt;• understand rules to stay safe when crossing the street.&lt;br&gt;• say the phonemes /g/, /o/, /b/ and /r/.&lt;br&gt;• write the letters g, o, b and r.&lt;br&gt;• identify traffic signs.</td>
<td>blue, car, careful, cross, go, green, green light, hand, left, obey, orange, red, right, road, safe, sidewalk, sign, stop, street, traffic light, traffic signs, walk</td>
<td>Always walk on the sidewalk. Look, the traffic light is red. Hold someone’s hand to cross! Don’t walk on the road. Look left and look right. Obey the “Walk” sign. The car is green / orange / blue / red. Green always means “Walk.” Red always means “Stop.”</td>
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</table>
Students can:

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.

Cognitive Skills: Students will use information they already know about the human body and health to acquire new related information. They will talk about events in sequenced order. They will also classify objects and identify their similarities and differences.

Phonemic Awareness and phonics:

Beginning sounds /h/, /l/, /f/, /e/, /g/, /o/, /b/ and /r/.

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.

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

Story

In Unit 2, students will read and enjoy the story Mr. Frick is Very Sick (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.

blond hair

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.
Listen and point. Trace.
**Objectives**
Students can identify and name the parts of their face and body.
Students can identify physical characteristics.

**Vocabulary**
**Key:** blond, curly, eyes, hair, long, short, straight, tall, colors
**Extended:** classmates, ears, mouth, nose

**Language**
**Key:** He has short black hair. His hair is curly. He has blue eyes. I have long blond hair. My hair is straight, too. I have brown eyes. I’m short.
**Extended:** Does Mandy have brown hair? No. Does she have blond straight hair? Yes.

**Materials**
poster (on the Teacher’s Resource CD), stick puppets, Class CD, flashcards Unit 2 (blond, long hair, curly hair, short hair), sheets of construction paper (1 per student), finger paint

**Warm Up**
Review vocabulary related to facial features and body parts. Do the activity Simon Says, on page xxix of the Games section. Review the following vocabulary words: face, hair, nose, mouth, eyes and ears.

**Engage**
Project the poster (see Materials). Present the words tall and short, as well as curly / straight / long / short / blond / black / brown hair and green / blue / brown eyes. Do the activity Repeat!, on page xxi of the Vocabulary Presentation and Review section. Use the stick puppets (see Materials). Then, hold up the flashcards, one at a time (see Materials). Ask students to name each picture and then look for a classmate with those characteristics. For example, hold up the flashcard depicting curly hair. Encourage students to say curly hair and say the name of a classmate who has curly hair.

**Listen and point. Trace.**
Distribute Student’s Books. Have students open their books on page 20. Make sure everybody has opened their book on the correct page. Call students’ attention to the picture. Say Look, this is Mandy and Ben. They have a photo. It’s a photo of themselves and their classmate. They are all different! Let’s listen to hear what they look like. Next, play Track 15. Have students point to the pictures as they are mentioned. Make sure everybody points to the correct picture.

**Track 15**
Mandy: Hello. I’m Mandy. This is a picture of my classmates. This is Ben. He has short black hair. His hair is curly. He has blue eyes. This is Christina. She has long brown hair. Her hair is straight. She’s tall. This is me. I have long blond hair. My hair is straight, too. I have brown eyes. I’m short.

Next, distribute colored pencils. Point to Mandy. Ask Does Mandy have brown hair? Does she have curly hair? Encourage students to answer No. Does Mandy have blond straight hair? Help students answer Yes. Then, point to Ben. Ask Does Ben have blond straight hair? Encourage students to answer No. Ask Does he have black curly hair? Help students answer Yes. Then, say Trace the curly hair. Have them trace over Ben’s hair.

Encourage them to say His hair is curly, as they trace over the lines. Monitor and provide help as needed. Finally, have students close their books.

**Closing Activity**
Divide the board in two parts. On one side, attach the flashcard depicting straight hair; on the other side, attach the flashcard depicting curly hair. Point to the flashcards, one at a time, and say the corresponding words aloud. Have students come to the front and stand on the side of the board with the flashcard depicting the type of hair they have. Demonstrate the activity and say, for example, My hair is curly. Encourage students to describe their hair, too. Do the same with the flashcards depicting long hair and short hair.

**Extension Activity**
Distribute construction paper and finger paint (see Materials). Encourage students to paint a picture of their face and their hair. Ask follow up questions, such as What color is your hair? Is it long or short? Is it curly or straight? What color are your eyes? Keep student’s work in their portfolios.

**Explore**
Have students complete page 20 of the Practice Book. Have students draw themselves in the picture. Ask them to color the rest of the picture.

What makes me special? Unit 2
Objectives
Students can identify and name physical characteristics.
Students can discriminate among pictures.

Vocabulary
Key: blond, curly, eyes, hair, long, short, straight; colors, family members
Extended: black, boy, grandma, grandpa, green, nose, toes

Language
Key: Who do you look like? I look like my mom. She has long curly hair and brown eyes. I have short curly hair and brown eyes.
Extended: Do you have your grandma’s hair? Who do I look like? I’ll tell you who I look like… I look like… Me!

Materials
flashcards Unit 2 (blond, long hair, curly hair, short hair), Class CD, picture of the teacher’s family, markers, sheets of paper (1 per student), Physical Characteristics page for the Practice Book

Preparation
Print out the Physical Characteristics page (1 per student).

Warm Up
Do the activity Ostrich Dance Game, on page xxxi of the Flashcards and Mini-flashcards Activities section.

Explain
Do the activity All Together, on page xxiv, of the Language Presentation and Review section to present the following language: Who do you look like? I look like… Show the photograph of your family (see Materials). Point to a family member you resemble and say I look like my (sister). I have long / short curly / straight hair and brown / blue / green eyes. Encourage students to ask you Who do you look like? and repeat the description, pointing to the physical characteristics that you and your relative have in common.

Listen and point. Match.
Distribute Student’s Books. Have students open their books on page 21. Make sure everybody opens their book on the correct page. Call students’ attention to the picture of the boy and encourage them to describe him by saying, for example, He has short black hair. His hair is curly. Then, point to the rest of the pictures and say Look, this is the boy’s family. Who does he look like? Invite students to listen to the description of the family. Play Track 16 and have students point to the people as they are mentioned.

Track 16
Narrator: Who do you look like?
Boy: I look like my mom. She has long curly hair and brown eyes. I have short curly hair and brown eyes.
Narrator: Who does your sister look like?
Boy: My little sister looks like my dad. She has blond hair and blue eyes.

Next, distribute colored pencils. Point to the pictures, one at a time, and help students describe each person by saying, for example, She has short blond hair. Next, have students match the pictures of the people that have similar characteristics. Say, for example, Point to the people with blond hair. Draw a line to match the people with blond hair. Monitor and provide help as needed. Finally, have students close their books.

Closing Activity
Play Track 17, Who Do You Look Like? Do the activity Clap!, on page xxvi of the Songs and Chants Activities section.

Extension Activity
Distribute markers and sheets of paper (see Materials). Have students draw the family member they think they look like. Display students’ drawings on the classroom walls and ask follow up questions about their drawing, such as Is your (mom’s) hair long? What color is her hair? Keep students’ work in their portfolios.

Track 17
Who do you look like?
Who do you look like?
Do you have your dad’s eyes?
Do you have your mom’s nose?
Do you have your grandma’s hair?
Do you have your grandpa’s toes?
Who do I look like? I’ll tell you who I look like… I look like… Me!

Then, play the track again and have students say the chant.
Unit 2 What do I look like?
Listen and repeat. Circle and say.

Listen and repeat. Circle and say. 🎵 🎉 🎁 🎉 🎁

e  h  p

p  c  l

c  s  f

Unit 2  What do I look like?
What makes me special? Unit 2

What do I look like?

Objectives
Students can say the phonemes /h/, /l/ and /f/.
Students can write the letters h, l and f.

Vocabulary
Key: father, hair, long
Extended: short

Language
Key: Do you have long hair? Yes, I do. / No, I don’t.
Extended: H is for hair.

Materials
Class CD, small ball, flashcards and mini-flashcards Unit 2 (blond, long hair, curly hair, short hair), 3 clothespins, pages 1a to 1c of phonemic awareness and phonics (on the Teacher’s Resource CD), Father Card (on the Teacher’s Resource CD), Letter H Template (on the Teacher’s Resource CD), old magazines, glue, scissors

Preparation
Print out the Father Card. Print out the pages of phonemic awareness and phonics (1 per student). Write the letters h, l and f on the clothespins (a letter per clothespin). Print out the Letter H template (1 per student).

Warm Up
Use the small ball (see Materials) and do the activity Bowling, on page xxx of the Flashcards and Mini-flashcards Activities section.

What do I look like?

Explain
Do the activity Sound Match-Up, on page xix of the Phonemic Awareness and Phonics section to practice the beginning sounds /h/, /l/ and /f/. Use the clothespins, the flashcards depicting short hair, long hair and the Father Card (see Materials and Preparation).

Listen and repeat.

Circle and say. SB 18
Distribute Student’s Books. Have students open their books on page 22. Make sure everybody opens theirs book on the correct page. Ask What can you see? and encourage students to identify the pictures. Then, call out each letter and encourage students to point to it. Next, say the letter and its corresponding sound and have students repeat. Then, play Track 18. Have students listen to the words and point to the corresponding letters.

Track 18
Boy: Do you have long hair?
Girl: Yes, I do.
Boy: Do you have short hair?
Girl: No, I don’t.
Boy 1: Do you look like your father?
Boy 2: Yes, I do.

Play the track again and have students repeat the letter sound and the words. Then, distribute crayons. Say the sound /h/ and say Circle /h/. Have students point to and circle the corresponding letter. Encourage them to say the letter sound and the word hair aloud.

Do the same with the remaining letters. Monitor and provide help as needed. Check. Next, ask students Do you have long / short hair? Encourage them to answer Yes, I do. / No, I don’t. Finally, have students close their books.

Closing Activity
Do the activity Criss-Cross Phonics, on page xix of the Phonemic Awareness and Phonics section. Then, distribute the pages of phonemic awareness and phonics (see Preparation). Help students do the activities suggested.

Extension Activity
Distribute templates, old magazines, glue and scissors (see Materials and Preparation). Ask students to cut out magazine pictures of hair and paste them onto the letter h or around it. When they are done, encourage them to say H is for hair.

What makes me special? Unit 2

Explain
Have students complete page 22 of the Practice Book. Have students identify the pictures. Then, help them read the words and match them to the corresponding pictures. Finally, have students trace the words and say them aloud.
Objectives
Students can identify similarities between animals.

Vocabulary
Key: calf, chick, cub, frog, giraffe, penguin, tadpole
Extended: adult, baby, black, father, legs, mother, neck, tail, white, young

Language
Key: A penguin chick looks like an adult penguin.
Extended: These animals are adult, like your mom and dad. These animals are young, like you.

Materials
Class CD, Animals and Their Babies Cards (on the Teacher’s Resource CD), music

Preparation
Print out the Animals and Their Babies Cards.

Warm Up
Use the Animals and Their Babies Cards (see Preparation) to present and review the words panda, penguin, frog, giraffe, chick, tadpole, cub and calf. Do the activity Vanishing Flashcards, on page xxi of the Vocabulary Presentation and Review section.

Elaborate
Play Track 17 (see page T21). Do the activity A Cappella, on page xxxvi of the Songs and Chants Activities section.

Listen and point.
Write and match.
Distribute Student’s Books. Have students open their books on page 23. Make sure everybody opens their book on the correct page. Call students’ attention to the pictures and have students identify them. Then, point to the adult animals and say These animals are adult, like your mom and dad. Point to the young animals and say These animals are young, like you. Sometimes they look like their mom and dad. Sometimes they are very different. Say the following and have students listen and point to the corresponding pictures. Help students identify the similarities and differences you mention.

T: A penguin chick looks like an adult penguin. A tadpole does not look like a frog. A tadpole has a tail and a frog does not have a tail. A tadpole does not have legs. A baby giraffe is called a calf. The calf looks like its mother. It has long legs and a long neck. A baby panda is called a cub. A baby panda is black and white. A baby panda cub looks exactly like its mother and father.

Next, distribute colored pencils. Help students read the words aloud; encourage them to point to the words from left to right as they read them. Then, have them trace the words. Monitor and provide help as needed. Next, have students draw a line to match the young animals to their parents. Monitor and check. Finally, have students close their books.

Closing Activity
Review the information students have just learned. Do the activity True and False Game, on page xxxi of the Flashcards and Mini-flashcards Activities section. Use the Animals and Their Babies Cards (see Preparation) to say sentences such as A tadpole has legs. A baby giraffe is called a calf, etc. Take time to discuss with students that both animals and human beings have different characteristics that make them special.

Extension Activity
Do the activity Musical Pictures, on page xxiv of the Language Presentation and Review section. Use the Animals and Their Babies Cards to review the words panda, penguin, frog, giraffe, chick, tadpole, cub and calf.

Evaluate
Have students complete page 23 of the Practice Book. Say the following and have students circle the corresponding picture:

Column 1. He has short hair.
Column 2. She has straight hair.
Column 3. I look like my father.
Column 4. We have blond hair.

Across Subjects – Science
Listen and point. Write and match.
Listen and point. Repeat and act out.
Objectives
Students can identify healthy habits.

Vocabulary
Key: brush hair, brush teeth, drink water, do exercise, eat well, healthy, neat, sleep well, take a bath, wash hands
Extended: body, friends

Language
Key: What are you doing to keep neat and healthy? I’m sleeping well.
Extended: Look, this is what the children do to keep neat and healthy.

Materials
poster (on the Teacher’s Resource CD), Class CD

Warm Up
Project the poster (see Materials). Do the activity Look at the Poster, on page xxiv of the Language Presentation and Review section. Present I’m sleeping well. I’m blowing my nose. I’m washing my hands. I’m brushing my teeth. I’m brushing my hair. I’m taking a bath. I’m doing exercise. I’m drinking water. I’m eating well. Then, check comprehension by doing the activity Mime It!, also on page xxiv.

Engage
Project the poster again (see Materials). Point to the pictures showing healthy habits and say Look, this is what the children do to keep neat and healthy. Help students understand the meaning of the word healthy. Tell them it is something you do to keep your body clean and in good condition. Help students give more examples of healthy habits.

Listen and point.
Repeat and act out.
Distribute Student’s Books. Have students open their books on page 24. Make sure everybody opens their book on the correct page. Call students’ attention to the pictures and ask What are you doing to keep neat and healthy? Then, have students point to the pictures as they are mentioned.

Track 19
Narrator: Look at Cricket and his friends. What are you doing to keep neat and healthy?
Cricket: I’m sleeping well.
Crissy: I’m blowing my nose.
Cal: I’m washing my hands.
Cricket: I’m brushing my teeth.
Crissy: I’m brushing my hair.
Cal: I’m taking a bath.
Cricket: I’m doing exercise.
Crissy: I’m drinking water.
Cal: I’m eating well.

Play Track 19 again. Have students repeat and act out the verbs first as a class and then individually. Monitor and provide help as needed. Finally, have students close their books.

Closing Activity
Review the language students have learned. Do the activity Charades, on page xxviii of the Games section.

Extension Activity
Do the activity Follow Me!, on page xxi of the Warm-Up and Closing Activities section.

Explore
Have students complete page 24 of the Practice Book. Have them call out the healthy habits depicted. Ask them to cross out the habit that is not healthy.
Objectives
Students can identify and name healthy habits. Students can identify numbers 11 to 20.

Vocabulary
Key: body, brush hair, brush teeth, clean, cover mouth, cough, drink water, do exercise, eat vegetables, healthy, sleep well, soap, take a bath, tissue, toothbrush, toothpaste, wash hands, water; numbers 11 to 20
Extended: breakfast, cookies, Cricket, friends, healthy habits; numbers 1 to 10

Language
Key: How do I keep my body healthy? Number eleven eats vegetables. Number twelve drinks a lot of water.
Extended: He brushes his hair every day. It’s number… Fifteen.

Materials
poster (on the Teacher’s Resource CD), Class CD, stick puppets, blown-up balloon, Number Cards (11 to 20, on the Teacher’s Resource CD), plastic bag, Numbers Extra Practice page for the Student’s Book (10 to 20, on the Teacher’s Resource CD)

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

Warm Up
Project the poster (see Materials). Do the activity Actions!, on page xxiii of the Vocabulary Presentation and Review section. Review brush hair, brush teeth, drink water, do exercise, eat well, sleep well, take a bath, wash hands. Then, do the activity Repeat!, on page xxii of the same section, to present toothbrush, toothpaste, tissue and soap.

Then, call out the actions, one at a time, and encourage students to say the number of the child that does the action. For example, say He brushes his hair every day. It’s number… Encourage students to point to the corresponding picture in their book and complete the sentence by saying Fifteen. Continue in the same way with all the pictures. Then, encourage students to say what they do to keep their bodies healthy. Finally, have students close their books.

Closing Activity
Distribute the Numbers Extra Practice Page (see Preparation). Have students identify and trace the numbers. Then, help them write the words.

Extension Activity
Do the activity Listen to the Number, on page xxix of the Games section. Review numbers 10 to 20.

How do I keep my body healthy?
Listen and point. Say.
Listen and repeat. Match.

H h E e F f

food hands exercise

Unit 2 How do I keep my body healthy?