## Overview

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| 1–4     | To identify family members  
To repeat the names of family members  
To identify and name family members  
To correct false sentences  
To say how many sisters or brothers one has  
To introduce one’s family with help | family, mommy, daddy, sister, brother, baby, cell phone, big, little | This is (Mommy). Who’s this? It is (Mommy). Look at my family. Put your finger on Jimmy’s (mommy). Show me your (yellow) crayon. Put the (baby sister) on the poster. I have a (little brother). What’s your name? My name is (Kara). This is my family. I love my family. This is my (mommy). Her name is (Ann). |
| 5–8     | To identify and name family members, including grandparents  
To sort people into two groups: young and old  
To identify everyday activities  
To say what one likes to do with a grandparent’s help  
To identify characters in a story  
To listen to a chant/story and follow along  
To act out a chant | family, mommy, daddy, sister, brother, baby, big, little, grandma, grandpa, young, old, cook, jump, trampoline, big brother, little sister, dinosaur, bed | Who’s he/she? This is Grandpa/Grandma. This is my grandpa. I love my grandpa/grandma. Who’s this? Grandpa. Grandpa is old. Is he young or old? He is young. I like to (cook) with my grandpa. I like to (jump) with my grandma. Do you like to play games with your family? What do you like to do with your (grandpa)? Circle the (little sister) with your (red) crayon. |
| 9–12    | To identify family members and family activities  
To describe what students like to do with each family member  
To describe what students like to do with their families  
To identify family members  
To role-play being different family members | family members, play games, play ball, draw pictures, read books, play blocks, do puzzles, ride bikes, walk in the park, play ball, have a picnic, mommy, daddy, sister, grandma, tie, necklace, glasses, bottle | This is my mommy/daddy. What do you like to do with your mommy/family? I like to play games with my mommy. I like to do puzzles with my daddy. Do you like to (read books) with? This is my little brother. I like to play blocks with my little brother. I like to do puzzles/ride bikes with my family. We like to ride bikes. Who’s this? She’s the grandma. What color is the grandma? She’s green. Role Play: I’m the (mommy). |
| 13–16   | To identify story characters  
To listen to and follow a story  
To start to make predictions about what will happen in a story  
To answer questions about a story  
To recognize number 3  
To count objects to 3  
To act out a story  
To learn about loving family members | hats, balloons, presents, birthday cake, candles, one, two, three, dots, heart | What do you have? I have the (hats). Who has the hats? Sister has the hats. Show me (three). How many fingers? Color (one) dot. Point to number 1. What do you see? Hats. How many hats? Let’s count. One, two, three. Color one hat. Dino loves his mommy and daddy. Put your finger on the (red) heart. Color the heart (red). |
Informative Reader Pre-reading Activities: Meet My Family

1 Introduce the Topic
   Show students Poster 3 with the family members Cutouts attached.
   T: Look! I see a mommy. She’s at home with her family.
   I see a daddy, too. He’s at home with his family.
   Point to and identify all the family members Cutouts on Poster 3 to introduce the topic.

2 Develop Concepts of Print
   Display the front and back of the Big Book cover. Model how to hold the book properly. (See page x.)

3 Talk About the Cover
   Point to the title and read it. Point to the cover illustration and link it to the theme of the lesson.
   T: Look! I see a brother. This is his sister. (Point.) This is his mommy and daddy. He looks happy. He loves his family.

4 Making Predictions
   Display the front cover of the Big Book. Have students predict what’s in the book.
   Pretend to check the book without showing the pages. If students say something in their native language, repeat it in English. (See page x.)
   Place the family members Cutouts in a pile: grapes, grandpa, and (Unit 4) sister, brother, little brother, baby sister, grandma and grandpa; (Unit 4) grapes and (Unit 8) butterfly. Point to the Big Book cover.
   T: What’s in the book?
   Hold up a family members Cutout. T: Is this in the book?
   Show the (mommy) Cutout. Students nod and say yes or shake their heads and say no. Repeat with the remaining Cutouts.

5 Picture-read the Book
   Display the Big Book one page at a time. Ask students to name family members.
   T: Who do you see?
   Have students look at the pages with you again. Ask volunteers to point to family members. Have students repeat the words and then look at the family members Cutouts to find matching vocabulary items. Have them point to and name each one.
   After pages 3, 5 and 7, invite a volunteer to turn the page.

First Reading: Big Book

1 Listen and Follow
   Display the Big Book. Read the title. Display the look, listen and be quiet CLCs. Play Track 43, Meet My Family. Point to the pictures and gesture to convey meaning.

2 Game: Scan and Find
   See page xi for instructions on how to play Scan and Find. Display the cover of your Meet My Family Big Book.

Second Reading: After Lesson 4

1 Assemble and Distribute Mini-readers
   Model book handling and concepts of print with one Informative Mini-reader. (See page x.)

2 Listen and Follow
   Display the cover of the Big Book. Have students show their covers. Play Track 43, Meet My Family. Point to the pictures and turn the pages when you hear the bell.

3 Listen and Point
   Display the Big Book one page at a time and read the text.
   Have volunteers point to items with the Finger Pointer while students look for the pictures in their Mini-readers.
   T: Look! A (mommy)! Put your finger on the (mommy).
   Point to known vocabulary items again and have students name them with you.
   T: This is a…
   SS: …(mommy).

4 Check Comprehension
   Pages 2–3: Point to family members. Ask, Is this a daddy? Is this a daddy? Is this a brother? Are these books? Who’s this? What’s this? Pages 4–7: Reread and have students name family members.

Third Reading: After Lesson 8

1 Listen and Follow
   Play Track 43, Meet My Family, and have students follow along in their Informative Mini-readers.

2 Oral Cloze
   Read the text on each page, leaving out key words for students to supply orally.
   T: This is my…
   Point to the mommy.
   SS: …(mommy).

3 Back Cover: Find the Pictures
   Point to the back cover of the Big Book. Have students point to and name each one. (See page x for instructions.)

Fourth Reading: After Lesson 12

2 Check Comprehension
   Display the Big Book one page at a time. Have students respond to your questions using the vocabulary and language structures presented in the unit.
   P2: Point to David and ask, Is this a brother? Do you have a brother?
   P3: Point to the daddy and ask, Is this a daddy? Is he happy? Who’s this? What are they doing?
   Point to the girl and ask, Is this a sister? What’s this? Who’s this? What are they doing?
   P5: Point to David and ask, Is he a big brother? Who’s this? Is this a ball? What are they doing? How many brothers do you see?
   P6: Point to the grandpa and ask, Who’s this? Is this a mommy? Do you have a grandma? Do you have a brother?
   P7: Point to the family members and ask, Is this a sister? Are they brothers? Who’s this? Are they happy?

Home Connection: Ask students to share the informative Mini-readers with their families.
Circle Time 1

1 Make a Circle Routine [CLC]

Show the make a circle and sit down CLCs. Play Track 7, Make a Circle. Lead students in singing the song and guide them in making a circle. Have them sit down quietly as they sing the last line.

2 Vocabulary: Family Members

Display the family members Cutouts. Point to each family member as you name him or her.

T: This is (Mommy). (Mommy.)
Ss: This is (Mommy).

Point to the different family members and ask students to identify them.

T: Who’s this?
T/Ss: (Mommy.)

3 Language Presentation: Look at my family.

This is my (mommy). [P]

Display the following family members Cutouts: mommy, daddy, sister, baby brother. Hold the baby brother Cutout and use him to introduce his Cutout family.

B: Look at my family. This is my (mommy). (Point.)

Introduce each family member. Use the brother Cutout to attach his family members to Poster 3. Then have the brother Cutout point to and describe his family.

B: Look. This is my (sister). (Sister.)

Encourage students to repeat.

4 Song: This Is My Family [4]

Attach the family member Cutouts to Poster 3. Point to all of the family members on the poster and have students repeat.

T: This is my family, as you can see.
T/Ss: This is my family, as you can see.
T: I love my family, and they love me!
T/Ss: I love my family, and they love me!

Point to the mommy Cutout and encourage students to complete your prompts.

T: This is my…
T: …as you…
T: I love my…
T: …and she…
T/Ss: …mommy…
T/Ss: …can see.
T/Ss: …mommy…
T/Ss: …loves me.

Repeat with the other family members.

Play Track 44, This Is My Family, encouraging students to sing along.

5 Game: Go to the...

See page xi for instructions on how to play Go to the... Use the family members Cutouts.

Work Time

1 Mini-flashcards: Show Me

Hand out the mommy, daddy, sister, brother Mini-flashcards. Use the Kelly Stick Puppet to introduce her family. Display the mommy Mini-flashcard.

T: Who’s this? [KP: This is my mommy.]
T: Show me Mommy

Students hold up the mommy Mini-flashcard. Repeat with all of the family members several times.

2 Student’s Book: Listen and color. [CLC] [SB]

Show the listen and work time CLCs. Hand out Student’s Books opened to page 41. Distribute crayons. Use the Kelly Stick Puppet to have students point to and identify each member of her family and color their t-shirts.

KP: Put your finger on my (mommy)! (Model.)
T: Show me your (red) crayon. Color the mommy’s t-shirt (red).

Repeat with Kelly’s remaining family members.

Circle Time 2

Game: What’s Missing? [P]

See page xi for instructions on how to play What’s Missing? Use Poster 3 and the family members Cutouts.

Closing

Time to Go Routine [CLC]

Show the stand up and line up CLCs. T: It’s time to go home. Line up.

Guide students in gathering their belongings and lining up. Hold up the mommy Cutout.

T: Let’s sing good-bye to Mommy.

Play Track 22, Good-bye, Children (karaoke version). Lead the class in singing to the mommy Cutout as they stand in line. Repeat with other family members Cutouts.

Extension Activity

Activity Book: Make finger puppets. [SB]

Go to page 57, Lesson 1.
My Family

Listen and color.
Listen and trace.
Early Learning Goals: To identify and name family members; To correct false sentences
Vocabulary: family, mommy, daddy, sister, brother, baby, cell phone
Language: This is (Mommy). Who’s this? It is (Mommy). This is my (mommy). Put your finger on Jimmy’s (mommy). Show me your (yellow) crayon.
Materials: CLCs, family members Cutouts, Poster 3, Dino Puppet, crayons, cell phone/tablet pictures or drawings of your family, Jimmy Stick Puppet
Preparation: Assemble your personal photos showing a variety of your family members. Use a cell phone, tablet, photographs, or a simple drawing.

Opening
1 Song: It’s English Time! Play Track 1, It’s English Time! Do the routine to signal the beginning of class.
2 Review Song: Hello, Dino! Play Track 3, Hello, Dino! (karaoke version). Have individual students come to the front of the class. Sing hello to two boys and two girls.

Circle Time 1
1 Make a Circle Routine CLCs. Play Track 7, Make a Circle. Lead students in singing the song and guide them in making a circle. Have them sit down quietly as you sing the last line.
2 Game: Step Forward See page xii for instructions on how to play Step Forward. Use the family members Cutouts.

Work Time
1 Family Pictures CLC. Show the look CLC. Show pictures of your family to the class. You can use a cell phone or a tablet to share your photos, or you can make a simple drawing.
T: Look. This is my (brother).
T/SS: (Brother)
T: It is...
T/SS: ...(Sister).
Continue with the rest of the family members.
2 Student’s Book: Listen and trace. SB. Show the look and work time CLCs. Hand out Student’s Books opened to page 42. Distribute crayons. Point to Jimmy.
T: Look. This is Jimmy. This is his cell phone.

3 Who’s he? Who’s she? P CLC. Hold up the family members Cutouts one by one, and have students name them.
Hold up the daddy Cutout.
T: Who’s this? It is...
T/SS: ...(Daddy).
Follow the same procedure with the mommy, brother and sister Cutouts.
4 Song: This Is My Family CLC SB. Display the look CLC. Display the family members Cutouts at students’ eye level. Call a volunteer to the front of the class. Play Track 44, This Is My Family. As you play the track, have the student point to the corresponding Cutouts. Have students point to all of the family members Cutouts. Repeat with several volunteers.

B Correct Dino: Family Members P CLC SB. Attach the family members Cutouts to Poster 3. Have Dino point to and incorrectly identify a family member. Identify the correct family member along with the class.
DP: This is (Brother).
T: Is this (Brother)?
T: It is...
T/SS: ...(Sister).
Continue with the rest of the family members.

Circle Time 2
Game: Who’s Hiding? See page xii for instructions on how to play Who’s Hiding? Use the family members Cutouts.

Closing
Time to Go Routine CLC SB. Hold up one of the family members Cutouts. Play Track 22, Good-bye, Children (karaoke version). Have students sing, Good-bye, (Mommy) and wave. Repeat with other family member Cutouts.

Explain that Jimmy is showing pictures of his family members on his cell phone. Use the Jimmy Stick Puppet to point to the different family member pictures.
JP: Look. This is my (mommy). (Point.)
Give students instructions for pointing to the family member.
T: Put your finger on Jimmy’s (mommy).
T: Show me your (yellow) crayon. Trace around the frame of (Mommy’s) picture.
Show students how to trace the line around the picture of Jimmy’s (mommy). Repeat with the remaining family members, using the corresponding cell phone colors.
Once students have completed the Student’s Book activity, call out a color.
T: (Yellow.)
Have students point to the (yellow) cell phone on their Student’s Book page and respond with the corresponding family member.
Ss: (Mommy)
Repeat the activity for each family member photo. Call out pink for the middle cell phone. Students should respond by saying, family.

SS: (Mommy.)
Repeat the activity for each family member photo. Call out pink for the middle cell phone. Students should respond by saying, family.
Opening

1 Song: It's English Time

Play Track 1, It's English Time! Do the routine to signal the beginning of class.

2 Name the Family Members

Display the family members Cutouts in a row at the front of the class. Point to each family member and have students name them. Change the order and repeat the activity several times.

Circle Time 1

1 Make a Circle Routine

Show the make a circle and sit down CLCs. Play Track 7, Make a Circle. Lead students in singing the song and guide them in making a circle. Have them sit down quietly as you sing the last line.

2 Build a Family

Display Poster 3. Place the family members Cutouts next to the poster. Ask a volunteer to come to the front of the class. Instruct the student to attach a family member Cutout to the poster. Ask students to help you build a family.

3 Game: Go to the...

See page xi for instructions on how to play Go to the... Use the family members Cutouts.

Work Time

1 Chant: Open, Close Them

Play Track 8, Open, Close Them. Lead students in saying and acting out the chant.

2 Student's Book: Look and stick

Show the look and work time CLCs. Hand out Student's Books opened to page 43. 

T: Look! Kelly has a big sister. Kelly has a little brother.

Point to Kelly’s family members as you name them.

T: A (big sister) and a (little brother).

Repeat with Jimmy’s family members in the second row.

Distribute Stickers and give instructions.

T: Put your finger on Kelly’s (big sister). Put Kelly’s (big sister) in your book.

Repeat with the remaining family members Stickers.

Use the Kelly and Jimmy Stick Puppets to make true and false statements about their family members. If the statement is true, have students stand up. If the statement is false, have students remain seated.

KP: I have a little sister.

Students remain seated.

JP: I have a little brother.

Students stand up.

Repeat several times, prompting students to stand up or remain seated, if necessary.

4 I have a...

Distribute the Mini-flashcards on a ring. Use the Kelly Stick Puppet to identify her family members (big sister and little brother) and have students repeat.

KP: I have a (big sister).

Students hold up the corresponding Mini-flashcard. Repeat this procedure several times.

5 Song: I Have a Big Sister

Play Track 45, I Have a Big Sister. As you play the track, hold up the corresponding family member Cutout for each verse. Encourage students to stand up if the end of the verse is true for them. Have them sit back down before the beginning of the next verse.

Closing

Time to Go Routine

Show the stand up and line up CLCs.

T: It’s good-bye time. Line up.

Play Track 21, Good-bye, Children. Lead the class in singing and waving as they stand in line.

Extension Activity

Activity Book: Look and match

Go to page 11, Lesson 3.
Look and stick.
Help Dino finish his family picture.
**Opening**

1 Song: **It's English Time!**

Play Track 1, It's English Time! Do the routine to signal the beginning of class.

2 Song: **Hello, Dino!**

Play Track 2, Hello, Dino! Lead students in singing to Dino. When you have finished singing, have three or four students come to the front of the class. Have Dino ask the students their names.

**Work Time**

**Student's Book: Help Dino...**

Hold up your Student's Book opened to page 44. Have Dino talk about his family members in the picture.

DP: What's your name? (Point.) Have students repeat.

DP: This is my family. I love my family. (Point.) Have students point to the correct family member in your book. Repeat with each family member.

**Extra Lesson**

1 **End-of-the-week Review Activities**

Review the songs, This is My Family (Track 44) and I Have a Big Sister (Track 45).

2 **Look For It!**

Display Student's Book pages 41–44, one at a time. Show the look CLC.

T: Look at the picture. Tell students to say Stop and signal with their hands when they see a (mommy). Repeat with the other family members.

3 **Finish Off Work**

Have students finish off any incomplete work from their Student's Book. Time permitting, do additional fine-motor options from Activity Book pages.

**Presentation Time**

**Students Introduce Their Families**

Show your family pictures you used in Lesson 2 with the class.

T: Look at the pictures. Ask individual students the following:

T: Are you a sister/brother/mother/father?

T: Point to the boy. Is he a (daddy)? Is he a (brother)? Is he a (sister)?

Students nod yes or shake their heads accordingly. Ask individual students questions:

T: Are you a (mommy/sister/brother)?

**Revisiting Big Book: Meet My Family**

1 **Talk About the Cover**

Display your copy of Meet My Family. Show the cover and read the title. Run your finger under the text and ask, What's in the book? Prompt students to say what they remember about the story. Go to the Second Reading section of page TG41B for more review activity ideas.

2 **Listen and Follow**

Distribute assembled Meet My Family Informative Mini-readers. Play Track 43, Meet My Family. Help students follow along in their books.

3 **Check Comprehension**

Distribute thumbs up and thumbs down Response Fans. Have students point to each family member. Ask questions and model responses.

Page 2

T: Point to the boy. Is he a (daddy)? Is he a (brother)? Is he a (sister)?

Page 3

T: Point to the boy. Is he a (daddy)? Is he a (brother)? Is he a (sister)?

Students nod yes or shake their heads accordingly. Ask individual students the following:

T: Are you a sister/brother/mother/father? Model responses and have students repeat.


Opening

1 Song: It’s English Time!
   Play Track 1, “It’s English Time!” Do the routine to signal the beginning of class.

2 Review Song: This Is My Family
   Play Track 44, “This Is My Family,” encouraging students to sing along.

Circle Time 1

1 Make a Circle Routine
   Show the make a circle and sit down CLCs. Play Track 7, “Make a Circle.” Lead students in singing the song and guide them in making a circle. Have them sit down quietly on the last line.

2 Review: Family Members
   Display Poster 3. Place the family members Cutouts near the poster. Name a family member.
   T: (Little brother.)
   Call a student to the front of the class. Have him or her choose the corresponding Cutout and put it on the poster.
   S: This is the (little brother).

3 Vocabulary: Grandma and Grandpa
   Display the grandma and grandpa Cutouts. Point to each grandparent as you name him or her.
   T: Grandma and Grandpa.

4 Song: “This Is My Grandma and Grandpa”
   Attach the grandma and grandpa Cutouts to Poster 3. Point to the grandma Cutout, and encourage students to complete your prompts.
   T: This is my…
   T/Ss: …grandma…
   T: …as you…
   T/Ss: …can see.
   T: I love my…
   T/Ss: …grandma…
   T: …and she…
   T/Ss: …loves me.
   Repeat with grandpa. Play Track 46, “This Is My Grandma and Grandpa,” encouraging students to sing along.

5 Game: Who’s Hiding?
   See page xii for instructions on how to play Who’s Hiding? Use the family members Mini-flashcards.

Work Time

1 Mini-flashcards: Show Me
   Distribute Mini-flashcards rings with the six family members on top. Instruct students to identify each family member.
   T: Show me (Sister).
   Ask students to hold up the appropriate Mini-flashcard.
   Repeat with all of the family members several times.

2 Song: Touch Your Face
   Play Track 33, “Touch Your Face.” Lead the class in singing and acting out the song.

3 Student’s Book: Listen and draw.
   Show the listen and work time CLCs. Hand out Student’s Books opened to page 45. Distribute crayons. Explain that Jimmy is showing a picture of his grandpa and grandma. Use the Jimmy Stick Puppet to introduce his family members.

Closing

Time to Go Routine
   Play Track 6, “Good-bye, Dino!” (karaoke version). Have individual students come to the front of the class. Sing good-bye to two boys and two girls.

Extension Activity

Activity Book: Draw and color.
   Go to page 12, Lesson 5.

Early Learning Goal: To identify and name family members, including grandparents

Vocabulary: family, mommy, daddy, sister, brother, baby, big, little, grandma, grandpa

Language: Who’s he/she? This is Grandpa/Grandma. This is my grandpa. I love my grandma/grandma.

Materials: CLCs, Poster 3, family members Cutouts, family members Mini-flashcards, crayons, Jimmy Stick Puppet, Activity Book

TG45

Unit 3 My Family Lesson 5
Listen and draw.
Look and trace.
Early Learning Goals: To name family members; To sort people into two groups: young and old
Vocabulary: grandpa, grandma, young, old
Language: Who’s he? Grandpa. Who’s this? Grandpa is old. Is he young or old? He is young.
Materials: family members Cutouts, CLCs, magazine pictures of old and young people, grandma, baby brother and grandpa Mini-flashcards, Kelly Stick Puppet, Dino Puppet, red and yellow crayons, two large pieces of paper to make posters, glue sticks, Fast Finishers Lesson 6 (on Teacher’s Resource CD)
Preparation: Print Fast Finishers Lesson 6 (on Teacher’s Resource CD) for each student.

Opening

1 Song: It’s English Time!
Play Track 1, It’s English Time! Do the routine to signal the beginning of class.

2 Song: Hello, Dino!
Hold up the grandma Cutout. Play Track 3, Hello, Dino! (karaoke version). Lead students in singing hello to grandma. Repeat with grandpa.

Circle Time 1

1 Make a Circle Routine
Show the make a circle and sit down CLCs. Play Track 7, Make a Circle. Lead students in singing the song and guide them in making a circle. Have them sit down quietly as you sing the last line.

2 Concept Presentation: Young and Old
Use the grandma, grandpa, baby sister and little brother Cutouts. Hold up the grandpa Cutout.
T: Who’s he? T/Ss: Grandpa.
T: Grandpa is old.
Repeat with the baby sister Cutout.
T: Who’s this? T/Ss: Baby sister.
T: Baby sister is young.
Use magazine pictures of old and young people. Hold up each picture quickly and have students say young or old.

3 Young and Old Patterns
Hold up a magazine picture with an old person.
T: Is (he) young or old? T/Ss: Old.
Display the picture at the front of the class. Then hold up a magazine picture with a young person.
T: Is (she) young or old? T/Ss: Young.
Display the young picture next to the old picture. Continue several times until you’ve created a pattern of old, young, old, young. Lead the students in describing the pattern.
T: Old, young, old, young, old, young. What comes next? Ss: Old.

4 Song: Young or Old?
Distribute the grandma, baby brother and grandpa Mini-flashcards. Use the Kelly Stick Puppet to ask and answer questions about her family members.
T: Who is she? Students point to the grandma Mini-flashcard.
KP: She’s my grandma.
T: Is she young or old? KP: She is old.
Repeat with the baby brother Mini-flashcard, but pause this time so that students can join in.
T: Is he…? T/Ss: …young or old? KP: He is… T/Ss: …young.
Play Track 47, Young or Old? Point to the grandpa Mini-flashcard as the question, Who is he? Is asked in the first line of the song. Sing the response and encourage students to join in. Repeat the activity, pointing to the grandma Cutout in the second verse.

5 Correct Dino
Attach several magazine pictures showing young and old people to the board. Point to one of the pictures. Have Dino respond incorrectly and prompt students to correct him.
T: Dino, is he young or old? DP: He’s old.
T: No, Dino. He’s… T/Ss: …young.
Continue with the rest of the pictures.

Work Time

1 Student’s Book: Look and trace.
Show the listen and work time CLCs. Hand out Student’s Books opened to page 46. Explain that the pictures at the top of the page show Kelly’s grandma and grandpa, and Kelly and her little brother.
T: Put your finger on (grandpa). (Model.) Hold up your book to demonstrate.
T: Look, Kelly’s (grandpa). Is (grandpa) young or old? T/Ss: (Grandpa) is old.
Repeat with Kelly’s grandma, Kelly and Kelly’s little brother. Distribute red and yellow crayons. Identify each picture in turn, and give students instructions to trace the frames using a red crayon for old family members and a yellow crayon for young family members.
T: Put your finger on (Kelly). Is (she) young or old? T/Ss: (She) is (young). T: What color is (young)? T/Ss: (Yellow.) Continue asking about the other family members.

Circle Time 2

Sort by Young and Old
Attach two large pieces of paper to the board. Label one paper young and the other old. Place magazine pictures of old and young people in a pile near the two pieces of paper. Call individual students to the board. Have them randomly pick one of the magazine pictures and ask about it.
T: Old or young? S: (Old.) Students then glue the picture onto the corresponding paper to make a poster.

Closing

Time to Go Routine
Show the stand up and line up CLCs.
T: It’s good-bye time. Line up.
Play Track 21, Good-bye, Children. Lead the class in singing and waving as they stand in line.

Extension Activity
Go to the Teacher’s Resource CD and have the class do the Fast Finishers Lesson 6 activity.
**Early Learning Goals:** To identify everyday activities; To say what one likes to do with a grandparent's help

**Vocabulary:** grandpa, grandma, cook, jump, trampoline

**Language:** I like to (cook) with my grandpa. I like to (jump) with my grandma. Do you like to play games with your grandma? What do you like to do with your (grandpa)?

**Materials:** CLCs, Poster 3. Jimmy and Kelly Stick Puppets, grandma and grandpa Cutouts, Response Fans (in Student’s Resource Book), Stickers

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**Opening**

1. **Song: It’s English Time!**
   - Play Track 1, It’s English Time! Do the routine to signal the beginning of class.

2. **Review Song: Young or Old?**
   - Play Track 47, Young or Old? and encourage students to sing along.

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**Circle Time 1**

1. **Make a Circle Routine**
   - Show the make a circle and sit down CLCs. Play Track 7, Make a Circle. Lead students in singing the song and guide them in making a circle. Have them sit down quietly as you sing the last line.

2. **Everyday Activities**
   - Display Poster 3. Have the Jimmy Stick Puppet point to and describe the four pictures on the edges of the poster, starting with the top left.
   - T: Look at the poster, Jimmy. What do you see?
   - JP: A boy and books. Continue asking Jimmy about the remaining three rooms. Then have Jimmy point to the top left room again.
   - JP: Read books. I like to read books.
   - Have students repeat. Continue with the three remaining rooms, having Jimmy introduce the activities in the pictures.
   - JP: He likes to read. She likes to play games. She likes to play ball. He likes to draw.

3. **Activities with Grandma and Grandpa**
   - Display Poster 3 and the grandma and grandpa Cutouts. Have Jimmy point to the top left room.
   - JP: I like to read books with my (grandpa). Attach the grandpa Cutout next to the boy reading a book on the poster. Distribute Response Fans. Ask students if they like to do the same activity with their grandpa.
   - T: Do you like to read books with your (grandpa)? Students nod yes or shake their heads no as they hold up the thumbs up or thumbs down Response Fans.
   - Repeat with grandma and the remaining activities.
   - T: Do you like to play games with your (grandpa)?

4. **Song: What Do You Like to Do with Your Family?**
   - Display Poster 3. Attach the grandpa Cutout next to the boy playing a game in the top right picture. Attach the grandma Cutout next to the boy drawing in the bottom right picture.
   - Ask a volunteer to come to the front of the class. Play Track 48, What Do You Like to Do with Your Family? As you play the track, have the volunteer point to the corresponding family members Cutout and picture on the poster. Repeat with several volunteers.

**Closing**

**Time to Go Routine**
   - I like to (cook) with my (grandpa).

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**Work Time**

1. **Chant: Open, Close Them**
   - Play Track 8, Open, Close Them. Lead the class in saying and acting out the chant.

2. **Student’s Book: Look and stick.**
   - Show the listen and work time CLCs. Hand out Student’s Books opened to page 47. Give out Stickers and help students identify them. Show students how to carefully peel off the Stickers and put them in the correct places in their books. Once they’ve finished, use the Kelly Stick Puppet to say what she likes to do with her grandma or grandpa.
   - KP: I like to (cook) with my (grandpa).
   - Have Kelly ask individual students what they like to do with their grandma or grandpa.

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**Unit 3 My Family Lesson 7**