# Unit 1

## Lessons

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<td>What’s your (his / her) name? My (His / Her) name is (Dino). Where is (Jimmy)? He’s / She’s not here. What can Jimmy and Kelly do at school? They can sing. Are you a boy or a girl? I’m a (boy / girl). How old are you? I’m (five) years old.</td>
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<td>To understand the importance of working hard to learn new things</td>
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## Vocabulary

- school days, PE, art, computer class, music, science, clock, time, numbers 1–12, days of the school week (Monday, Tuesday, Wednesday, Thursday, Friday)
- weekday, weekend (Saturday, Sunday), go to the supermarket, visit my grandparents, go to the movies, stay home, play with my pet, play with my toys, play with my friends, watch TV, ride my bike, morning, afternoon, evening
- karate, science, soccer, swimming, math, love, hate, good at, excited, scared, afraid, angry, bored, proud, sad, ride a bike, play tennis, do karate, play the recorder

## Language

- What is today? Today is Monday. When do they have art? They have art on Tuesday. Do we have music? Yes, we do / No, we don’t. Do you like science? Yes, I do / No, I don’t. What time is it? It’s six o’clock. Is it 8 o’clock? Yes, it is. / No, it isn’t. It’s 7 o’clock.

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**Unit 1 My Busy Week**

**I Can**

1. To describe one’s favorite things
2. To say what Dino’s favorite things are
3. To describe school routines one likes or doesn’t like to do
4. To say one’s gender and age
5. To say which school activities one can do
6. To say one’s name and to greet others
7. To identify special school activities and times
8. To trace the days of the school week
9. To name the days of the school week
10. To review numbers 1–20
11. To say when one has special classes and whether he / she likes them
12. To learn how to tell time on the hour
13. To identify special school activities and times
14. To name and trace the days of the school week
15. To identify and name weekend (recreational) activities
16. To trace days of the weekend
17. To say which activities one likes to do on the weekend
18. To trace days of the weekend
19. To identify and trace the parts of the day
20. To identify more special classes
21. To listen attentively to a story
22. To predict what a story is about
23. To identify characters and feelings in a story
24. To sequence events in a story
25. To talk about activities one is good at and a new skill one would like to learn
26. To understand the importance of working hard to learn new things

**Colors, Toys, Friend, Play, Paint**

- colors, toys, friend, play, paint

**Listen Attentively to a Story**

- listen to stories, clean up, food, colors, toys, friend, play, paint

**Identify Special School Activities and Times**

- identify special school activities and times

**Identify Special Classes at School**

- identify special classes at school

**Tell Time on the Hour**

- learn how to tell time on the hour

**Identify Special Classes at School**

- identify special classes at school

**Describe School Routines One Likes or Doesn’t Like to Do**

- describe school routines one likes or doesn’t like to do

**Describe One’s Favorite Things**

- describe one’s favorite things

**Say One’s Gender and Age**

- say one’s gender and age

**Say Which School Activities One Can Do**

- say which school activities one can do

**Say One’s Name and to Greet Others**

- say one’s name and to greet others
Informative Reader: We Have Fun at School

Pre-reading Activities: During Lesson 1

1 Introduce the Topic
   Show students the school activities at the bottom of Poster 1. Point out the first two pictures.
   T: Look! Jimmy and Kelly are doing activities at school. Jimmy and Kelly are singing songs. They are speaking English.
   Point to some of the remaining school activities on Poster 1 and then mime them to introduce the topic. Ask students if they do similar activities at school.

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

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 girl in a classroom. She looks happy. She’s in front of a calendar. What day is it? It’s Monday!
   Point to Monday above the calendar.

4 Making Predictions
   Display the front cover. Ask, 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.
   Place Poster 1 Cutouts in a pile: go to the park, music class, PE, art class, science class, go to the movies, play with my pet, visit my grandparents, ride my bike, play video games, play with my toys, go to the supermarket, computer class, play with friends. Point to the Big Book cover.
   T: What’s in the book? (Hold up a Cutout.)
   T: Is this in the book? (Hold up a Cutout.)
   Students nod and say yes or shake their heads and say no. Flip through the pages for them to confirm their predictions. When they see a school activity, they hold up their hands and say Stop.

5 Picture-Read the Book
   Display the Big Book one page at a time. Ask students to name school activities.
   T: What do you see?

First Reading: During Lesson 1

1 Listen to the Story
   Display the Big Book. Read the title. Display the look, listen and be quiet CLCs. Play Track 16, We Have Fun at School. Point to the pictures and use gestures to convey meaning.

2 Game: Scan and Find
   Display the cover of the Big Book.
   T: What’s in the book?
   Hold up the Cutouts from Making Predictions in the Pre-reading activity.
   T: Is this in the book? (Hold up a Cutout.)
   Students nod and say yes or shake their heads and say no. Flip through the pages for them to confirm their predictions. When they see a school activity, they hold up their hands and say Stop.

Second Reading: After Lesson 4

Check Comprehension
   Display the Big Book, one page at a time. Ask volunteers to point to children doing school activities with the Finger Pointer. Then ask questions and encourage responses from the students.
   Pages 2-3: Point to the children and talk about their activities. Are these children playing a game? Is this boy drawing a picture? Is the teacher helping the girl? Is the boy reading a book? Continue with Pages 4-7.

Third Reading: After Lesson 8

Oral Cloze
   Distribute Mini-readers to the students. Read the text on each page, leaving out key words for students to supply aloud.
   T: My name is...(Point to David.)
   Ss: ... (David).

Fourth Reading: After Lesson 12

Game: Choose an Object
   Have students look through their Informative Mini-readers and find a picture of a school activity (sing songs, count, listen to stories, paint pictures, play games, do experiments, use computers). Have them point to the picture while remaining quiet. When everyone has found a school activity, ask a volunteer to point to it in the Big Book. Name the school activity together.

After Review Pages

Review the Story
   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 Andrea. Ask, Is David five years old? Are David and Andrea in math class? Are they having fun at school? Do you have fun at school?
   P3: Point to the children and ask, Are they in science class? Are the children doing experiments? What’s this?
   P4: Point to the children sitting at the table and ask, Are they reading books? Is David helping Andrea? What day do the children have computer lab class?
   P5: Point to the children sitting at the front table and ask, Are the children in art class? Are they cutting paper? What is the boy painting green?
   P6: Point to the teacher and children and ask, Is the teacher playing music? Does Luis like music class? Who’s this? What day is gym class? Do you run in gym class?
   P7: Point to the child and his parent. Ask, Are they riding bikes? Are they at a grocery store? What do you like to do on the weekend?

Home Connection: Ask students to share the Informative Mini-readers with their families.
Opening

1 Song: Come into the Classroom

Show the line up CLCs. Use gestures to line students up outside the door in order to start the lesson. Play Track 1, Come into the Classroom. Sing along with the track, and encourage students to join in. Indicate that you want them to come in and sit on their chairs.

2 Song: I Like to Say Hello

Explain that you will use a song to help students say hello to Dino, Jimmy, Kelly and the class. Play Track 2, I Like to Say Hello. Encourage students to wave and sing to Dino Puppet. Repeat with the Jimmy and Kelly Stick Puppets. Then play Track 3, I Like to Say Hello (karaoke version). Sing new versions of the song using students’ names.

3 Attendance Routine Song: Where Is Jimmy?

Play Track 4, Where Is Jimmy? Hold up the Jimmy Stick Puppet as you lead the students in singing the song. Explain to students how the song will be used to take attendance. Then, play Track 5, Where Is Jimmy? (karaoke version). NOTE: If wanted, hold up each student’s name tag as you say their name.

Choose a student and lead the class in singing the song, replacing Jimmy with that student’s name. Choose different students to sing to as you take attendance each day. When a student is absent, the class responds, ‘He’s / She’s not here.’

Circle Time

1 Make a Circle Routine

T: Make a circle.
Show the make a circle and sit down CLCs. Lead the students in making a circle and sitting down quietly.

2 Language Presentation: They Can Sing

Display Poster 1. Point to the pictures at the bottom of the poster. Elicit the activities Jimmy and Kelly do at school: sing, speak English, write, count, cut, draw and color, listen to stories, clean up. Use Dino Puppet to help. Point to the picture of Jimmy and Kelly singing.

T: What can Jimmy and Kelly do at school?
T/Ss: They can sing.

T: Can we sing at school?
T/Ss: Yes, we can.

3 Chant: Together at School

Play Track 17, Together at School. Have Dino Puppet use the Finger Pointer to point to the activities on Poster 1 as you lead the students in saying the chant. Then Play Track 18, Together at School (karaoke version) using other activities from Poster 1.

Story Time: We Have Fun at School

1 Introduce the Topic

Go to the Pre-reading Activities section of page TG5B for ideas about introducing the story.

2 Listen to the Story

Go to the First Reading section of page TG5B for ideas about reading the story.

Work Time

1 Rhyme: I Wiggle My Fingers

Play Track 19, I Wiggle My Fingers. Lead students in saying and acting out the rhyme.

2 Student’s Book: Stick and color

Show the listen, stick and work time CLCs. Hand out the Student’s Books opened to page 5. Distribute Stickers. Have students point to and identify the Stickers, starting with the sing songs Sticker.

T: What can Jimmy and Kelly do at school?
T/Ss: They can sing.

Then have students match the Stickers to the activities on the page. Stick them onto the corresponding outlines. Distribute crayons. Describe one of the activities and have students color the dots.

T: They are singing. Show me your (pink) crayon. Color the dot (pink).

Repeat for the remaining pictures, choosing different colors for students to color each dot. Then choose a dot color and have students describe the activity and do it.

T: Pink. T/S1: I can sing at school. Students mime singing.

Closing

Time to Go Routine

Show the stand up, children Line up. (Guide students in making a line.) Tell students it’s time for Dino to go. Good-bye, Dino. Put Dino Puppet away in his special box or bag while students wait in line. Play Track 15, It’s Time to Say Good-bye. Sing along with the track, and encourage students to join in.

Extension Activity

Activity Book: Color, cut and play memory

Go to page 41, Lesson 1.
My Busy Week

Stick and color.

Hello, Kelly!
Hi, Jimmy!

Unit 1 My Busy Week Lesson 1

five 5
Draw, trace and color.
Opening

1 Song: Come into the Classroom

Show the line up CLCs. Play Track 1, Come into the Classroom. Do the routine to signal the beginning of class.

2 Song: I Like to Say Hello

Play Tracks 2 and 3, I Like to Say Hello. Lead students in singing to Dino Puppet and Jimmy and Kelly Stick Puppets and then to each other.

3 Attendance Routine

Play Tracks 4 and 5, Where Is Jimmy? Hold up the Jimmy Stick Puppet as you lead the students in singing the song and taking attendance. Count the number of students together.

4 Review Chant: Together at School

Play Track 17, Together at School (karaoke version). Put students in pairs and have them do the actions together.

Circle Time 1

1 Make a Circle Routine

T: Make a circle.

Show the make a circle and sit down CLCs. Lead the students in making a circle and sitting down quietly.

2 Vocabulary Review: School Activities

Display Poster 1. Point to the pictures at the bottom of the poster and ask questions.

T: What are they doing?

T/Ss: They are singing.

T: Can you sing? (Point to yourself). And so can you. (Point to your partner).

Repeat this procedure with the second verse of the chant with Kelly / counting to five.

Then play Track 21, We Can Do It! (karaoke version). Use the remaining activities pictured at the bottom of the poster. (They’re singing a song. He’s writing his name. She’s cutting with scissors. He’s drawing a picture. They’re listening to a story. They’re cleaning up the classroom.)

Work Time

Student’s Book: Draw, trace and color.

Show the listen and work time CLCs. Hand out Student’s Books opened to page 6. Have students point to and identify the school activities. Then point to Kelly counting.

T: What is he doing?

T/Ss: He’s counting to five.

Show the color CLCs. Distribute colored pencils and crayons. Focus students’ attention on the blank face in the middle of the page. Have students draw in the face and hair and color them in. Then give instructions for tracing the dotted lines around each school activity.

3 Chant: We Can Do It!

Display Poster 1. Divide students into pairs to act out the chant. Point to Jimmy and Kelly speaking English at the bottom of the poster. Play the first verse of Track 20, We Can Do It! Ask students questions and help students respond together.

T: What is he doing?

T/Ss: He’s speaking in English. (X3)

T/Ss: Can you do it, too?

T/Ss: I can speak in English. (Point to yourself) and so can you. (Point to your partner)

Repeat this procedure with the remaining pictures: speaking English, writing, counting, cutting, drawing and coloring, listening to stories, cleaning up.

Circle Time 2

1 Game: Concentration

See page xi for instructions on how to play Concentration. Students use the cards from Activity Book, Lesson 1, page 41.

2 Game: Listen and Toss

Have students sit in a circle and give each one a pompom or a bean bag. Put a box in the middle of the circle. Put students’ name tags in a pile near you, face down. Choose a name tag.

T: I’m thinking of someone whose name starts with /t/, /t/, /t/. (Say the initial sound.) Toss your pompom in the box if your name starts with /t/, /t/, /t/.

Students whose names begin with T toss their pompoms in the box. Next, hold up the name tag from your pile so all the students can see it.

T: Whose name is this?

T/Ss: Tomas.

T: Say hello to Tomas.

T/Ss: Hello!

Repeat with the remaining name tags.

Closing

Time to Go Routine

Show the stand up and line up CLCs.

T: It’s time to say good-bye. Line up.

Play Track 15, It’s Time to Say Good-bye! Lead the class in singing and waving.
Opening

1 Song: Come into the Classroom

Show the line up CLC. Play Track 1, Come into the Classroom. Do the routine to signal the beginning of class.

2 Song: I Like to Say Hello

Play Tracks 2 and 3, I Like to Say Hello. Lead students in singing to Dino Puppet and Jimmy and Kelly Stick Puppets and then to each other.

3 Attendance Routine

Play Tracks 4 and 5, Where Is Jimmy? Hold up the Jimmy Stick Puppet as you lead the students in singing the song and taking attendance.

Circle Time

1 Make a Circle Routine

Show the make a circle and sit down CLCs. Lead the students in making a circle and sitting down quietly.

2 Review: How Old Are You?

Draw a simple birthday cake on the board and write the following beneath it: My name is ___. I am a ___ years old.

Ask the Kelly Stick Puppet questions.

T: What’s your name? KP: My name is Kelly.

T: How old are you? KP: I’m six years old.

Have Kelly draw six candles on the cake. Play Track 12, How Old Are You? Lead the class in singing to Kelly and have her respond at the appropriate time. Next, have Kelly tell the class her name, gender and age and then complete the sentences: My name is Kelly. I’m a girl. I’m six years old.

Ask questions about Kelly.

T: What’s her name? Is Kelly a boy or a girl? How old is she?

Students respond by answering:

Ss: Her name is Kelly. She’s a girl. She’s six years old.

Call students to the front and repeat the procedure several times.

3 Bean Bag Toss: How Old Are You?

Have students stand in a circle. Have them toss a bean bag to each other and ask and answer questions.

T: How old are you?

S1: I’m (five) years old. How old are you?

S2: I’m (six) years old.

4 Language Presentation: I like to... / I don’t like to...

Display Poster 1. Have students name the school activities at the bottom of the poster. Act out one of the school activities.

T: (Smile and mime singing a song.) Look! I’m singing. What am I doing?

T/SS: You’re singing.

T: Yes! I like to sing. What do I like to do?

T/SS: You like to sing.

Repeat with something you don’t like to do.

T: (Frown and mime counting.) I’m counting. What am I doing?

T/SS: You’re counting.

T: I don’t like to count. What don’t I like to do?

T/SS: You don’t like to count.

Ask students about their likes / dislikes.

Extension Activity

Fast Finishers: Draw, write and color.

Go to the Teacher’s Resource CD and have the class do the Lesson 3 Fast Finishers activity.

倒闭 Time

Student’s Book: Write, draw and color.

Show the listen and work time CLCs. Hand out Student’s Books opened to page 7.

Distribute crayons. Have them complete the two sentences above and below the blank face: My name is ___. I’m a boy / girl.

Have students complete the rest of the page, guiding them as needed.

Top right: Write age and draw corresponding number of candles; Bottom left (right): Write an activity they like (don’t like) to do and draw it. Then have students color the pictures. Invite them to come to the front and describe their Student Book pages.

S1: My name is (Kai). I’m a (boy). I am (five) years old. I like to (listen to stories). I don’t like to (clean up).

Closing

Time to Go Routine

Show the stand up and line up CLCs.

T: It’s time to say good-bye. Line up.

Play Track 15, It’s Time to Say Good-bye! Lead the class in singing and waving.

Early Learning Goals:
To say one’s gender and age; To describe school routines one likes or doesn’t like to do

Vocabulary:
boy, girl, sing, speak English, write, count, cut, draw and color; listen to stories, clean up

Language:
What’s your (his / her) name? My (His / Her) name is (Kelly). Are you a boy or a girl? I’m a (boy / girl).

How old are you? I’m (five) years old. I like to (speak English). I don’t like to (count). How old is he / she?

What does he / she like to do? He / She likes / doesn’t like to (draw).

Materials: Dino Puppet, Stick Puppets (Jimmy and Kelly), CLCs, bean bag, Poster 1, crayons, Fast Finishers Lesson 3 (on Teacher’s Resource CD)
Write, draw and color.

My name is ________________.

I'm a ________________.

I am ____________ years old.

I like to ________________.

I don't like to ________________.

Unit 1  My Busy Week  Lesson 3
Look and color.

Dino's Favorite Things

What do you like to do?

Unit 1  My Busy Week  Lesson 4
Opening

1 Song: Come into the Classroom
Show the line up CLC. Play Track 1, Come into the Classroom.

2 Song: I Like to Say Hello
Play Tracks 2 and 3, I Like to Say Hello. Lead students in singing to Dino Puppet and Jimmy and Kelly Stick Puppets and then to each other.

3 Attendance Routine
Play Tracks 4 and 5, Where Is Jimmy? Hold up the Jimmy Stick Puppet as you lead the students in singing the song and taking attendance.

Chant Time: Dino’s Favorite Things

1 Chant Preview: Look and Point
Hand out Student’s Book opened to page 8. Display your book and read the title, Dino’s Favorite Things.

2 Name Dino’s Favorite Things
Have students point to and name Dino’s favorite things on the Student’s Book page 8. Prompt with beginning sounds if necessary.

Extra Lesson

End-of-the-Week Review Activities
Review songs and chants from Lessons 1 to 4 as well as activities (and any incomplete work) from the Student’s Book and Activity Book. Have students look for items in the Student’s Book and say Stop when they see them. For example, Look for a teacher reading a story.

Presentation Time

Students Present Their Favorite Things
Invite volunteers to come forward and show and describe their favorite things for the class (from Activity Book, page 3). Use Dino Puppet to model with students responding after Dino.

DP: Hello! My name is Dino. I’m a dinosaur. My favorite food is chicken...

Story Time: We Have Fun at School

1 Talk About the Cover
Display the Big Book, We Have Fun at School. Show students the cover on their books. Ask, What’s in the book?

2 Listen and Follow
Distribute assembled Informative Mini-readers. Play Track 16, We Have Fun at School. Help students follow along in their books.

3 Check Comprehension
Distribute Response Fans. Give instructions for holding up the thumbs up and thumbs down Response Fans and feelings Response Fan. Ask questions similar to the following.

Page 2
T: Point to David. Is he nine years old?
Ss: Yes. / No.
T: Is David happy or angry?
Ask individual students the following:
T: Point to the calendar. What day (month) is it?
T/S: It’s Monday (September).
Model responses and have students repeat.
Go to the Second Reading section of page TGSB for an additional activity.
**Opening**

1 **Song: Come into the Classroom**
   
   Show the line up CLC. Play Track 1, Come into the Classroom.

2 **Song: I Like to Say Hello**
   
   Play Tracks 2 and 3, I Like to Say Hello. Lead students in singing to Dino Puppet and Jimmy and Kelly Stick Puppets and then to each other.

3 **Attendance Routine**
   
   Play Tracks 4 and 5, Where Is Jimmy? Hold up the Jimmy Stick Puppet as you lead the students in singing the song and taking attendance.

**Circle Time 1**

1 **Make a Circle Routine**
   
   Lead the students in making a circle and sitting down quietly.

**2 Vocabulary: Days of the Week**

Draw a large calendar on the board with the Days of the Week cards along the top. Attach the Numbers Cards 1–20 to the calendar for the days that have already gone by this month. Display the remaining Numbers Cards nearby and write additional numbers from 21 to 31. Have a volunteer come forward.

T: What day is today? (Guide student to point to the corresponding day.)

T/S1: Today is (Monday).

T: Right! Today is (Monday), (August) (25th), 20XX. (Include the correct year.)

Write the date on the board. Guide the volunteer to find the corresponding Numbers Card (or written number) for the calendar.

Now play Track 8, Every Week Has Seven Days. Use Dino Puppet and the Finger Pointer to point to the days of the week on the calendar as you lead the students in singing. Finally, point at the Days of the Week Cards for Monday through Friday on the board.

T: These are the days of the week that we go to school. Monday, Tuesday, Wednesday, Thursday, Friday. They are the weekdays. How many days do we go to school? Let’s count. One, two, three, four, five.

Point to each day, name it and have students repeat after you. Have a volunteer come to the front and point to the corresponding day on the calendar drawn on the board.

**3 Presentation: Special Classes**

Display Poster 1. Attach the special classes Cutouts (music, art, science, PE, computer class) below each day on the poster. In preparation for Today is Monday song in the next activity, attach the Cutouts: Monday / music, Tuesday / art, Wednesday / PE, Thursday / computer class, Friday / science. Hold up the Jimmy and Kelly Stick Puppets and explain to students that they have a special class each day of the school week.

T: Jimmy and Kelly have music on Monday. When do they have music?

T/Ss: They have music on Monday.

**4 Song: Today Is Monday**

Display Poster 1. Play Track 23, Today Is Monday. Lead students in singing the song as you point to the corresponding Cutouts.

Play the track again and have a volunteer point to the Cutouts with the Finger Pointer. Then attach different special classes Cutouts on Poster 1 on the days when your class actually has them (if applicable).

T: Do we have (computer class)?

T/Ss: Yes, we do. / No, we don’t.

T: When do we have (computer class)?

T/Ss: We have (computer class) on (Thursdays).

Next, play Track 24, Today Is Monday (karaoke version). Sing a new version of the song with different classes.

**5 Game: Find the Cutouts**

Show the look and listen CLCs. See page xi for instructions on how to play Find the Cutouts. Use the special classes Cutouts and say, They (We) have science on Friday.

**Work Time**

**Student’s Book: Trace and stick.**

Show the listen, stick and work time CLCs. Hand out Student’s Books opened to page 9. Distribute colored pencils. Have students point to and trace the days of the week. Then distribute Stickers. Have students point to and identify the Stickers and then attach them to the page.

T: When do they have music?

Ss: They have music on Monday.

Guide students in writing their own favorite special class at the bottom of the page.

**Closing**

**Time to Go Routine**

Show the stand up and line up CLCs.

T: It’s time to say good-bye. Line up. Play Track 15, It’s Time to Say Good-bye. Lead the class in singing and waving.