Unit 1

Areas of Learning

- Personal, Social and Emotional Development
- Artistic Development
- Communication, Language and Literacy
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- Artistic Development
- Problem Solving, Reasoning and Numeracy

Vocabulary

hello, good-bye, Andy, Mandy, teacher, Gummy Drop, friends

book, chair, table, backpack, pencil, scissors, crayon, glue stick

color, cut, glue, draw, sing, paint

Language Structures

Active: Hello, Good-bye, Hello, Gummy Drop.
Passive: Look, It's Andy, Hello, (Andy). Good-bye, (Andy). I'm Andy, I'm Mandy. They're/We're friends.

Passive: Look, a book. Point to the book. This is a (chair). What's this? What's missing? Point to the crayon. This is a pencil. They're the same.

Passive: Point to sing. Let's draw. Point to the glue stick. What do you do at school?

Math Concept: Sorting Classroom Objects
Value: I Can Clean Up

Poster

1. Working with the Poster
   Display Poster 1. Identify the location (school) and the items in the scene.
   T: This is the school. This is the teacher. This is a girl.
   Make general questions to ask about the poster to activate prior knowledge.
   T: Where are the children? Where is the teacher? What are they doing?

2. Working with the Unit Opener
   Distribute finger puppets for Unit 1. Play Track 1 and have students do the actions in the song. Then give instructions to students to point to different elements in their books.
Look and stick.

Unit 1 Lesson 1
Learning Goals:
Students can say their name.
Students can greet and say good-bye.

Vocabulary:
hello, good-bye, Andy, Mandy, teacher

Language Structures:
Active: Hello. Good-bye.

Materials:
newspaper, box or bucket, tongue depressors

Before the Class
1. Greetings
   Glue a tongue depressor onto the back of each stick puppet (included in the Teacher’s cutouts section). Introduce yourself to class and say hello to students.
   T: Hello, boys and girls. I'm (Miss Liz).
   Introduce the Teacher stick puppet to the class.
   TEACHER PUPPET: Hello, boys and girls. I'm Miss Nicky.
   T: Miss Nicky is a teacher. Say hello to Miss Nicky.
   T/SS: Hello, Miss Nicky.

2. Song: Hello, What’s Your Name?
   Introduce stick puppets Mandy and Andy to students. Use the Teacher stick puppet and the song, Hello, What’s Your Name?
   TEACHER PUPPET: Hello, what’s your name?
   MANDY PUPPET: (Mandy, Mandy), that’s my name.
   TEACHER PUPPET: (Mandy, Mandy), that’s your name. We’re so happy that you came. Say hello to (Mandy).
   SS: Hello, (Mandy)!
   Repeat with Andy. Continue in the same manner, addressing different children. Play Track 2. Invite students to sing and complete the last verse with their own name.

During the Class
1. Student’s Book: Look and stick.
   Hand out the Student’s Book open to page 4. Have students identify Andy and point to him in their books.
   T: Who’s this? It’s Andy. Who’s this?
   T/SS: Hi Andy.
   T: Point to Andy.
   Distribute stickers page 1. Point to the stickers in the red section. Have students put the Andy sticker in the corresponding place in the Student’s Book. Repeat the procedure with Mandy. Finally, have students point to Andy and Mandy again and say hello to him and her.

2. Finger Puppets
   Have students put on their finger puppets again. Give students commands for pointing to the teacher and characters in their books.

After the Class
1. Game: Listen and Toss
   Have students sit in a circle. Give each student a crumpled-up piece of newspaper. Place a bucket or box in the middle. Name each child one at a time. When the child hears his or her name, he or she must throw his or her paper ball in the basket and then sit quietly until everyone’s name has been called.

2. Saying Good-bye
   When it's time to go, hold up the stick puppets (Teacher, Andy and Mandy) one at a time. Have the children say hello and good-bye to each stick puppet.

Extra Activities
1. Fast Finishers
   See Fast Finishers: Week 1, part 1, on page T5a.

   See instructions for the Activity Pad, on page T5a.
Learning Goals:
Students can say their name.
Students can greet.

Vocabulary:
Gummy Drop, Andy, Mandy, hello, friends

Language Structures:
Active: Hello, Gummy Drop.
Passive: I'm Andy, I'm Mandy. They're/We're friends.

Materials:
sticky tack, crayons, music, stuffed animal

Before the Class
1. Song: Hello, What's Your Name? 🎵
   Play Track 2. Sing the song with the Andy and Mandy stick puppets.
   Finally, greet the students with the puppets and encourage them to say hello back.

2. Game: Who’s Missing? 🤔
   Hold up the stick puppets, one at a time.
   **Gummy Drop Puppet:** Hi, I'm Gummy Drop. Hello, boys and girls.
   **T/SS:** Hello, Gummy Drop.
   **T:** Gummy Drop is our friend. Let's say hello to Gummy Drop again.
   **T/SS:** Hello, Gummy Drop.
   Repeat with Miss Nicky.
   Attach the four stick puppets onto the board with sticky tack. Have students close their eyes. Remove one puppet and have students say who is missing.
   **T:** Who’s missing?

During the Class
1. Practice
   Draw a picture of a boy’s face, a girl’s face and Gummy Drop’s face on the board. Ask the students to identify each one. Then help the children point to the different characters.
   **T:** Point to Andy.
   Next, have students draw circles in the air.
   **T:** Circle Andy.
   Help the children circle Andy. Repeat with other children. Continue in the same manner with Mandy and Gummy Drop. Talk to the children about being friends. Explain that Gummy Drop, Andy and Mandy are friends.
   **T:** They're friends.

2. Student’s Book: Circle and color. 🎨
   Hand out the Student’s Book open to page 5. Have students point to the characters.
   **T:** Point to Gummy Drop.
   Distribute crayons. Give students instructions for coloring the gumdrop and circling the characters. Explain to students that they have to follow the direction indicated by the arrow.
   **T:** Point to Mandy. Circle Mandy.

After the Class
1. Game: Pass Gummy Drop 🧸
   Play some music. Pass around a stuffed animal or the Gummy Drop stick puppet. Stop music. Then, have the class say hello to the child holding the stick puppet.
   **T:** What's your name?
   **S:** Maria.
   **T:** Maria is our friend. We’re friends. Say hello to Maria.
   **SS:** Hello, Maria.
   Repeat with several other children.

Extra Activities
1. Fast Finishers
   See Fast Finishers: Week 1, part 2, on page T5a.
Circle and color.
**Activity Pad**

**Draw and glue.**

**Materials:** pencils, crayons, confetti, glue, markers

**Instructions:** Distribute pencils and crayons. Have students draw themselves. Then write students’ names on the line with a yellow marker. Invite them to trace over their names with markers. Finally, show students how to glue confetti on the frame.

**Scrapbook:** Save students’ work for their Scrapbooks.

**Extra Activities**

**Fast Finishers: Week 1: Follow the maze.**

**Part 1:** Have students point to Andy, Mandy and the Teacher. Have them show you their index finger and trace over the maze from the children to the teacher. Then ask students to color in the pictures.

**Part 2:** Have students trace over the maze with their index finger and then with a crayon. Have students finish coloring in the pictures.

**Scrapbook:** Stick the sheet on colored paper and save students’ work for their Scrapbooks.

**Early Learning Activities**

**My Self-Portrait**

**Materials:** piece of white construction paper and a piece of colored construction paper (1 per student), tempera paint, paintbrushes, newspaper to cover tables

**Instructions:** Give students a white piece of construction paper. Help them draw a large circle on the paper. Ask students to paint the circle with skin colored paint. Once the paint is dry, have students paint on their hair and face. Cut out the paintings and glue them onto a colored piece of construction paper. Write each child’s name below his or her drawing.

**Scrapbook:** Save students’ work for their Scrapbooks or display it in the classroom.
I'm ____________.
Trace and color.
Learning Goals:
Students can identify names of school objects.
Students can name school objects.

Vocabulary:
book, chair, table, backpack

Language Structures:
Active: It's a (chair).
Passive: Look, a book. Point to the book. This is a (chair) What's this?

Materials:
piece of construction paper, crayons

Before the Class
1. Vocabulary Presentation
   Place the Teacher's cutouts depicting chair, book, table, backpack on the chalk ledge. Point to and name each cutout. Have students repeat the names.
   T: Pencil. Repeat.
   Ss: Pencil.
   Next, hold up the cutouts one at a time and have students identify them.
   T: What's this?
   Ss: It's a pencil.
   Finally, place the cutouts in different locations around the classroom. Give students commands for pointing to different cutouts.
   T: Point to the pencil.

2. Show Me!
   Distribute the mini-flashcards depicting chair, book, backpack and table.
   Hold up the cutout depicting chair.
   T: Look it's a chair. Show me the chair.
   Students hold up the chair card.
   Repeat with book and table several times varying the order.

During the Class

2. Student's Book: Trace and color.
   Hand out the Student's Book open to page 6. Name an object and have students point to the corresponding object.
   T: Point to the book.
   Distribute crayons. Then, ask students to trace over the lines with their fingers, and then with a crayon, following the direction indicated by the arrow. Finally, have them color in the objects.

3. More Practice
   Have students put on their finger puppets and turn to the Unit Opener on page 3 in their books. Have different students come up to the poster and point to different tables, backpacks, chairs and books in the Student's Book while a volunteer points to it on the poster with the Teacher finger puppet.

After the Class
1. Game: What's Behind The Wall?
   Hold up a piece of construction paper. Slowly reveal part of one of the cutouts depicting book and have students name the object.

Extra Activities
1. Fast Finishers
   See Fast Finishers: Week 2, part 1, on page T7a.