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| 1    | • Communication, Language and Literacy  
• Personal, Social and Emotional Development  
• Problem Solving, Reasoning and Numeracy | birthday, boy, cake, candles, girl, party, party hat, presents; colors, numbers 1 to 6, shapes | Active: My name’s (James.) Hello. One, two, three, four, five. Five candles. I’m five. Triangle. It’s a circle. It’s yellow.  
Passive: What’s your name? Hello, (James). How many candles are there on her cake? How old are you? What shape is this? What color is it? |
| 2    | • Communication, Language and Literacy  
• Personal, Social and Emotional Development  
• Artistic Development | color, count, cut, glue, paint, play, read, ride a bike, sing, speak English, swim, write | Active: He can paint. Yes, I can. No, I can't ride a bike.  
I can ride a bike. I can swim. She can read. I can read, too.  
Passive: She can play computer games. Can you? Can you ride a bike? What can you do? |
| 3    | • Communication, Language and Literacy  
• Artistic Development | boy, dog, butterfly, clap, fish, fly, frog, jump, hop, parrot, rabbit, run, seal, skip, slither, snake, swim, talk | Active: I can hop. The snake can slither. I can talk like a parrot. I can clap like a seal. Yes, I can. No, I can’t. Run.  
Passive: What can the boy do? What can the snake do?  
Can you skip like the boy? Can you clap like a seal?  
Can you run? What can the dog do? |

**Math Concept:** Shapes  
**Value:** We Are Friends

**Poster**

1. **Working with the Poster**
   Display Poster 1. Have students look at it and have them say where the children are.
   
   **T:** Look, where are they?  
   **T/SS:** In the classroom.

2. **Working with the Unit Opener**
   Cut out the Gummy Drop, Billy, Teacher and Emily cutouts and glue them onto a tongue depressor to make stick puppets. Display Poster 1. Distribute the finger puppets for Unit 1. Have students point to the actions in their books. Play Track 1, Point To...  
   Encourage students to sing and point to the boy or girl doing the action mentioned in the song as you point to them on the poster with the Teacher stick puppet.
I'm 6.

I'm 5.
Learning Goals:
Students can use new words they have heard.

Vocabulary:
birthday, boy, cake, candles, girl; numbers 1 to 6

Language Structures:
Active: My name’s (James.) Hello. One, two, three, four, five. Five candles. I’m five.
Passive: What’s your name? Hello, (James). How many candles are there on her cake? How old are you?

Materials:
crayons, plastic containers, play dough, straws

Before the Class
1. Greetings
Introduction yourself and say hello to students.

T: Hello, boys and girls. I’m Miss (Kelly).

Introduce the Teacher stick puppet to the class.

TEACHER PUPPET: Hello, boys and girls. I’m Miss Martha.

T: Miss Martha is a teacher. Say hello to Miss Martha.

T/SS: Hello, Miss Martha.

2. Game: What’s Your Name
Introduce the Billy and Emily stick puppets to students using the Teacher stick puppet.

TEACHER PUPPET: Hello, what’s your name?

BILLY PUPPET: My name’s Billy.

TEACHER PUPPET: Hello, Billy. Say hello to Billy.

SS: Hello, Billy!
Repeat with Emily. Then ask students their names.

TEACHER PUPPET: Hello, what’s your name?

S: My name’s (James).

TEACHER PUPPET: Hello, James.
Continue until all students have said their names.

During the Class
1. Presentation: How Old Is Emily?
Draw a birthday cake with five candles on the board. Explain that it’s Emily’s birthday.

T: (Hold up the Emily stick puppet.) It’s Emily’s birthday. Look at her cake. How many candles are there on her cake? Let’s count.

T/SS: One, two, three, four, five. Five candles.
T: How old is Emily?
SS: Five.
Continue in the same manner with Billy and six candles on the cake.

2. How old are you?
Use the stick puppets to ask the students how old they are. Help them respond.

BILLY PUPPET: Hello, (Karla).

S: Hello, Billy.

BILLY PUPPET: I’m six. How old are you?

T/SS: I’m five.
Repeat with several students.

3. Student’s Book: Count and color.
Hand out the Student’s Book open to page 4. Distribute crayons. Have students identify the characters on the page and say their ages.

T: Who’s this?
SS: Emily.
T: How old is Emily?
SS: Five.

Have students count and color the candles on her cake.

T: Let’s count the candles on her cake. One, two, three, four, five. She’s five. Color the candles and the cake.
Continue in the same manner with Billy.

After the Class
1. Birthday Cake
Distribute plastic containers, play dough, and straws. Have students put the play dough in their containers to make a cake. Give each student a straw cut into five or six pieces.

T: Put five candles on your cake.
Repeat with different numbers between 1 and 5, at random.

Extra Activities
1. Fast Finishers
See Fast Finishers: Week 1, part 1, on page T5a.
Learning Goals:
Students can identify shapes.
Students can use new words they have
heard appropriately in familiar contexts.

Vocabulary:
birthday, cake, candles, party,
party hat, presents; colors, shapes

Language Structures:
Active: Triangle. It's a circle. It's yellow.
Passive: What shape is this? What color is it?

Materials:
backpack, crayons

Before the Class
1. **Song: Where Is Jimmy?**
   Play Track 2, Where Is Jimmy? Encourage
   students to sing the song three times.

2. **Presentation: Shapes**
   Introduce the **shape cutouts**. Have students
   name the shapes and their colors.
   **T:** This is a triangle. What shape is this?
   **SS:** Triangle.
   **T:** What color is the triangle?
   **SS:** Red.
   Then put the **shape cutouts** in a backpack.
   Reveal just a small part of one of the shapes
   in the top of the backpack. Ask the class to
   guess what shape it is.
   **T:** What shape is this? Is it a circle? Is it a square?

During the Class
1. **Song: The Shape Song**
   Distribute the **shape cutouts**. Have students
   stand in a line with their shapes laid out on
   the floor in front of them. Play Track 3, The
   Shape Song. Encourage students to sing and
   act out the song.

2. **Student's Book: Stick and color.**
   Hand out the **Student's Book** open to page 5.
   Tell students it is Billy's birthday. Have them
   point to and identify the objects in the scene.
   **T:** Point to the hats. Point to the balloon. Point to
   the presents. Point to the cake.
   Have students observe the candles on the
   cake. Ask them how old Billy is. Then have
   them identify the shapes of the objects.
   **T:** (Point to a hat.) What shape is this hat?
   Repeat with the presents, and the balloon.
   Distribute the **stickers** in the red section
   and have students identify the shapes. Have them
   put the **stickers** in the correct place in their
   books. Finally, distribute crayons and give
   instructions for coloring the objects as follows:
   triangle-yellow, circle-purple, square-blue, and
   rectangle-orange.

After the Class
1. **Review: Shapes**
   Call four students to the front of the
   classroom. Give them a **shape cutout**. Have
   the class name and describe the shapes the
   students are holding.
   **T:** What shape does (Rick) have?
   **SS:** It's a circle.
   **T:** What color is it?
   **SS:** It's yellow.
   Next, attach the **shape cutouts** to different
   locations in the classroom. Give individual
   students instructions to go to one of the
   shapes.
   **T:** (Claudia), walk to the triangle.

Extra Activities
1. **Fast Finishers**
   See Fast Finishers: Week 1, part 2, on page
   T5a.

2. **Activity Pad: Make a cake.**
   See instructions for the **Activity Pad**, on page
   T5a.
Stick and color.
Activity Pad

Make a cake.

Materials: colored pencils, scissors, glue sticks, glitter, sequins

Instructions: First, have students color in the cake, candles and banner. Then, have them cut out the pictures. Explain to students that they must glue the number of candles onto the cake according to their age. Help each student write his or her age on the banner and glue it at the bottom of the cake. Finally, allow students to decorate their cake with glitter and sequins.

Scrapbook: Save students’ work for their Scrapbooks.

Extra Activities

Fast Finishers: Week 1:
Cut and play.

Part 1: Have students color in the pictures and cut them out.

Part 2: Divide the class into pairs. Explain to students how to play the game. Have students shuffle their cards together and place them face down on the table. Each student takes turns, turning two cards over. If the cards match, the student keeps the pair. The student with the most number of pairs wins the game.

Early Learning Activities

Game: Party Hats

Materials: construction paper (5 different colors), scissors, stapler, markers

Preparation: Cut a large triangle from colored construction paper and a 6-cm circle (1 per student). Cut lots of circles, squares, triangles and rectangles.

Directions: Distribute circles. Have a student come to the front of the room with a circle. Ask about his or her age. Help him or her write his or her age on the circles. Do the same with the rest of the class. Put all the large triangles and small shapes in piles on a table. Next, allow students to come up and choose a triangle shape and the corresponding number of small shapes to represent their age. For example, if they are 6, they choose any six shapes they want. Have students glue the small shapes onto the triangle and their circle onto the top to make a party hat. Have individual students come up to tell the class how old they are and to describe the shapes on their hats.
I’m _____ years old.
Learning Goals:
Students can communicate their own abilities and the ability of others.

Vocabulary:
color, count, cut, glue, paint, play, read, ride a bike, sing, speak English, swim, write

Language Structures:
Active: He can paint. Yes, I can. No, I can't ride a bike.
Passive: She can play computer games. Can you? Can you ride a bike?

Materials:
crayons

Before the Class
1. **Song: Where Is Jimmy?**
   Play Track 2. Encourage students to sing the song three times.

2. **Presentation: Actions**
   Display the action cutouts. Name each action and have students repeat as they mime the corresponding action.
   - **T:** He can paint.
   - **Ss:** He can paint. (Students mime painting.)

During the Class
1. **Chant: Let’s All Sing**
   Play Track 4, *Let’s All Sing*. Teach the words to the chant as students do the actions. Repeat the chant three times.

2. **Presentation: Can You Ride A Bike?**
   Hold up an action cutout and ask the Billy stick puppet if he can perform the action.
   - **T:** (Hold up the cutout of the boy riding a bike.)
   - **Billy stick puppet:** No, I can't ride a bike. Can you ride a bike?
   - **T:** Yes, I can. Raise your hand if you can ride a bike.
   - **Ss:** (Students who can do the action raise their hand.)
   - **T:** Repeat with the remaining action cutouts.

3. **Student’s Book: Look and stick.**
   Hand out the Student’s Books open to page 6. Describe each action and have students identify the corresponding picture.
   - **T:** She can play computer games.
   - **Ss:** (Students point to the corresponding picture.) *She can play computer games.*
   - **T:** Distribute the stickers in the blue section. Have students carefully peel off the stickers and put them in the corresponding place in their books.
   - **T:** Finally, distribute crayons and describe an action. Ask students if they can do it or not.

   If they can, have them color the circle.
   - **T:** She can play computer games. Can you?
   - **S1:** Yes, I can.
   - **T:** Color the circle blue.

After the Class
1. **Song: Good-bye**
   Play Track 5, *Good-bye*. Encourage students to sing the song three times.

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