<table>
<thead>
<tr>
<th>Objectives</th>
<th>Vocabulary</th>
<th>Grammar</th>
<th>Domains</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greetings and saying farewell. Identifying oneself as a boy or girl. Identifying objects that are the same.</td>
<td>Hello, goodbye, boy, girl, teacher, same, stand up, sit down.</td>
<td>What's your name? My name's (David). Hello, I'm a girl. They are the same.</td>
<td>Language and Literacy, Personal and Social Development</td>
</tr>
<tr>
<td>Identifying school objects. Recognizing objects that are the same. Recognizing differences in objects. Carrying out commands.</td>
<td>Poster, board, chair, table, book, crayon, same, different.</td>
<td>This is a poster. Put the boy on the poster.</td>
<td>Language and Literacy, Mathematics, Artistic Development</td>
</tr>
</tbody>
</table>
My School

Unit 1
Look and color.

Annie

Timmy
Objectives
Introducing oneself as a boy or girl.
Greetings and saying farewell.

Vocabulary
Hello, goodbye, name.

Grammar
What's your name? My name's (David).

Materials
Beanbag, crayons, Puppets, Class CD.

Getting Started
Greetings
Greet students and introduce yourself to the class.

T: Hello, boys and girls. My name's Miss (Wendy).

Use a different voice for each puppet.

Puppet: Hello, boys and girls. My name's (Annie).

Ss: Hello.

Repeat with the Timmy puppet.

Presentation
Vocabulary: What's Your Name?
Hold up Annie puppet.

T: This is Annie. Let's sing to Annie.

Play Track 1, Hello, What's Your Name? Encourage the students to sing along.

Follow the same procedure with the Timmy puppet.

Ask a student to go to the front of the class.

T: What's your name?

S: (David).

T: His name's (David). Let's sing to (David).

Lead the rest of the class in singing to the student, following the tune, Hello, What's Your Name? Have the student sing his or her name at the appropriate time.

Repeat with other students.

Name the Puppets
Hold up the Annie puppet, and put the Timmy puppet behind your back.

T: What's her name?

Ss: (Annie).

Switch positions, and have the students name Timmy.

Repeat several times at a fast pace until the students can name the characters.

Student's Book Page
Look and color.

Give out Student's Books opened to page 6.
Point to Annie, and ask students to name, point to and greet the characters.

T: What's her name?

Ss: (Annie).

T: Point to Annie.

Ss: (Point to Annie.)

T: Say, "Hello, Annie."

Ss: Hello, Annie.

Follow the same procedure with Timmy.

Say the name on each tag, and have students point to them.

Ask students to color in the pictures with crayons.

Wrap-up
Song: Goodbye, Children
Play Track 2, Goodbye, Children. Hold up the puppets.

Students wave to them as they sing the second verse of Track 2, Goodbye, Children.

Extension Activity
Game: Toss a Beanbag
Toss a beanbag to a student. Lead the class in asking the student his or her name.

T: What's your name?

S: (Isabel).

Repeat several times.
## Personal and Social Development

### Objectives
- Greetings and saying farewell.
- Identifying oneself as a boy or girl.

### Vocabulary
- Boy, girl, teacher, hello, goodbye, stand up, sit down.

### Grammar
- Hello. I’m (Isabel). I’m a girl.
- Commands.

### Materials
- Crayons, Cutouts Unit 1, Class CD, Puppets.

### Getting Started

#### Greetings
- Greet students.
- **T:** Good morning, boys and girls.
- **Ss:** Good morning, Miss (Wendy).
- Hold up the Annie puppet.
- **T:** Hello, Annie. Say hello to Annie.
- **Ss:** Hello, Annie.
- Repeat with the Timmy puppet.
- Use the puppets to greet individual students.
  - **Puppet:** Hello, (Pedro).
  - **S:** Hello.

#### Presentation

- **Vocabulary:** Boy, Girl, Teacher
- Attach the boy cutout to the board.
  - **T:** Look, he’s a boy. Say “boy.”
  - **Ss:** Boy.
- Repeat with girl cutout.
- Hold up the Timmy puppet.
  - **Puppet:** I’m a boy.
- Have a boy come up and stand next to the boy cutout.
  - **T:** Look. He’s a boy, too.
- Follow the same procedure with the Annie puppet and a girl.
- Ask a boy to stand up.
  - **T:** (Pedro), stand up. Is he a boy or a girl?
  - **Ss:** Boy.
- Repeat with other students, both boys and girls.
- Attach the teacher cutout to the board.
  - **T:** Look, she’s a teacher. What is she?
  - **Ss:** Teacher.
- **T:** I’m a teacher. What am I?
  - **Ss:** Teacher.

#### Song: This Is the Way We Point
- Display the teacher, boy and girl cutouts in different areas of the room.
- Play Track 3, *This Is the Way We Point*, and lead the class in pointing to the corresponding cutouts for each verse.

#### Student’s Book Page

- **Look and trace.**
- Hand out Student’s Books opened to page 7.
- Have students point to the different characters.
  - **T:** Point to the teacher. Point to Annie. Is Annie a boy or a girl?
  - **Ss:** Girl.
- Repeat with Timmy.
- Distribute crayons. Have students trace over the line from the teacher to Annie, first with their fingers and then with a crayon.
- Follow the same procedure with Timmy.

#### Extension Activity

- **Stand up and Sit down**
- Give students commands for standing up and sitting down.

#### Wrap-up

- **Song: Goodbye, Children**
- Play Track 2, *Goodbye, Children*. Encourage students to join in singing the first verse. Then ask a boy to come up. Lead the class in singing the song to the boy and then repeat with a girl.

### Activity Book Page 41
Look and trace.
Look and color.
Objectives
Identifying oneself as a boy or girl.
Identifying objects that are the same.

Vocabulary
Boy, girl, teacher, same, stand up, sit down.

Grammar
Point to the boy. Show me another boy. Are you a boy or a girl? I'm a boy. He's a boy. She's a girl.

Materials
Crayons, Poster and Cutouts
Unit 1, Class CD.

Getting Started

Song: Hello, What's Your Name?
Ask a girl to come to the front.
Play Track 1, Hello, What's Your Name?
Lead the class in singing to her.
Repeat with a boy.

Presentation

Concept: Same
Display Poster 1.
Ask three students to come up and distribute the following cutouts: teacher, boy and girl.
Point to each one and have students identify it. Then have the student holding the teacher cutout step forward.
T: She’s a teacher. Show me another teacher.
Have the students point to the teacher on the poster.
Point to both and say:
T: Teacher, teacher. They’re the same.
Repeat with boy and girl cutouts.
Next, have a selection of boys and girls come to the front. Point to a boy.
T: Is he a boy or a girl?
Sr: Boy.
Have students identify the gender of each student in the line, then point to the first boy again.
T: He’s a boy. Show me another boy.
Have a volunteer come up and point to the other boy.
T: He’s a boy and he’s a boy. They’re the same.
Follow the same procedure with girls.

Student’s Book Page

Look and color.
Give out Student’s Books opened to page 8.
Distribute crayons.
T: Point to the boy.
Sr: (Students point to the boy.)
T: He’s a boy. Show me another boy.
Sr: (Students point to the other boy in the first row.)
T: Color the boy. Follow the same procedure with the remaining two rows.
Afterward, ask students to name the pictures they colored in each row.

Wrap-up
Stand up and Sit down
Give students commands for standing up and sitting down.

Extension Activity

Whispers
Play Track 4, Boys and Girls Listen to Me! Teach students the chant.
Use it every time you want the students to work silently. Tell students that they must be very quiet for this activity.
Put the boy cutout on one side of the board and the girl cutout on the other. Explain that when you whisper a student’s name, he/she should stand up and walk to the corresponding cutout and answer a question.
T: (Miguel).
S: (Stands by boy cutout.)
T: Are you a boy or a girl? I’m a boy. He’s a boy. She’s a girl.
T: (Whispers.)
S: I’m a boy. (Whispers.)
Repeat with other students.
**Unit 1 Lesson 4**

**Make a name tag.**

**Materials**
- Brightly colored red, yellow, and blue construction paper
- glue
- large and small sequins
- box

**Preparation**
- Cut construction paper into 12 x 30 cm strips.
- Write students’ names in large letters on the strips.
- Capitalize the first letter.

**Student’s Book Page**

**Make a name tag.**

Display the Student’s Book opened to page 9.

Have students point to and identify the boy and the girl.

T: **Point to the girl.**
Sr: (Students point to the girl.)
Repeat with the boy.

Explain to the students that the boy and the girl are making name tags and that they are going to make their own name tags.

Distribute paper strips and small sequins. Help students put glue on the letters of their names. Have students glue sequins onto the letters of their names to make a name tag.

Distribute large sequins. Have students glue the sequins around the edge to make a border.

**Extension Activity**

**Game: Whose Name Tag Is This?**

Put the name tags in a box.

Hold up a name tag. Help the owner of the name tag come to the front.

T: **What’s his name?**
Sr: (Mario.)
T: **Is he a boy or a girl?**
Sr: Boy.
T: **That’s right, he’s a boy.**
Repeat with several students.

**Phonics Booklet**

p. 6

**Week 1, Extra Lesson**

**Lit Corner: Traditional Nursery Rhyme: Mary Had a Little Lamb**

**Materials**
- Chalk
- two pieces of white construction paper
- marker
- hole punch
- yarn
- Class CD

**Preparation**
- Draw a picture of Mary and her lamb on the board.
- Draw a picture of Mary and her lamb on the board.
- Ask students questions:
  - **Can a lamb go to school?**
  - **What would you do if a lamb came to school?**
  - **Would it make you laugh?**
- Tell the students that they are going to learn a song about Mary.
- Play Track 5, *Mary Had a Little Lamb*. Lead the students in singing the song.

**Directions**

**Act It Out**

Afterwards, choose a girl to come up to be Mary and a boy to be the lamb.

Draw a squiggly line with chalk on the floor from where Mary is standing to the other side of the classroom. Have another student come up to be the school and stand on the opposite side of the line. Give out the prop necklaces.

Play Track 5, *Mary Had a Little Lamb*, and have the lamb walk behind Mary on the line while the rest of the class sings the song.

Repeat the activity with other students.

Change the action from walking to jumping, hopping, or crawling.
Make a name tag.
Look and stick.
Objectives
Identifying school objects.
Carrying out commands.

Vocabulary
Poster, board, chair, table, crayon, book.

Grammar
Look, a poster. It's a poster. This is a boy. Put the boy on the poster. Stand up. Sit down.

Materials
Poster and Cutouts Unit 1, Stickers Unit 1, Class CD; Finger Pointer: wooden stick, tape.

Preparation
Finger Pointer: Cut out the finger pointer cutout. Laminate and attach to a wooden stick with tape.

Getting Started
Song: Hello, What's Your Name?
Ask a boy to come to the front.
Play Track 1 and sing Hello, What's Your Name? to the boy with the students.
Repeat with a girl.
Make sure everyone has a chance to come up throughout the unit.

Presentation
Vocabulary: School Objects
Display Poster 1. Present the word poster.
Encourage students to repeat chorally and individually.
Ss: Poster.
Repeat the procedure with real objects: board, chair, book, crayon and table.
Display the following cutouts on the board: book, chair, table, crayon and board.
Use the Finger Pointer to point to a cutout. Name each cutout and have the students repeat after you.
T: It's a chair.
Ss: It's a chair.
Remove the cutouts and display them in different locations in the classroom.
Play Track 6, the karaoke version of the song This Is the Way We Point. Use the Finger Pointer to lead the students in pointing to the corresponding cutouts as they sing along.

Student's Book Page
Look and stick.
Hand out Student's Books opened to page 10.
Have students point to and identify Annie and Timmy. Distribute table, board, crayon, book, and chair stickers.
Give students instructions for pointing to each one.
T: Point to the chair.
Show students how to carefully peel off the stickers and stick them in the corresponding outlines on page 10.

Wrap-up
Commands
Lead the class in following the commands.
T: Boys stand up. Girls stand up. Boys and girls sit down.

Extension Activity
Listen and do.
Display Poster 1.
Point to the board.
T: This is a...
Ss: board...
Repeat with other objects on Poster 1.

Display the boy, girl and teacher cutouts on a table.
Hold them up one at a time, and have the students identify them.
Give commands to different students to place cutouts on the poster.
T: Find the boy. Put the boy on the board.
S: (Student attaches the cutout to the board.)
T: The boy is on the...
S: board.
Continue giving commands similar to the following:
T: Put the teacher on the poster. Put the girl on the chair. Put the teacher on the table.
Objectives
Identifying school objects.
Recognizing objects that are the same.

Vocabulary
Table, chair, book, crayon, same.

Grammar
Point to the table. Show me another table. What’s this? It’s a table. This is a table.

Materials
Crayons, bag, Finger Pointer (see page TG10); Poster and Cutouts Unit 1, Class CD.

Getting Started
Greetings
Students line up outside the classroom door.
Greet each student and shake his or her hand as he or she comes in the classroom.
T: Hello (Linda).
S: Hello.
T: (Linda), come in and sit down.

Presentation
Vocabulary: School Objects
Hold up a book.
T: Look. This is a book. Say “book.”
Ss: Book.
Repeat with a crayon.
Attach the book, crayon, table, chair, poster and board cutouts to the board.
Ask a student to come to the front and give him or her the Finger Pointer. Ask the student to point to the chair cutout.
Play Track 6, the karaoke version of the song This Is the Way We Point.
Have the student with the Finger Pointer, point to the chair as the rest of the students sing along.
Pause at the end of the verse.
Have different students come up and point to other cutouts, and play the track again.

Extension Activity
Find it.
Display Poster 1.
Attach school object cutouts to the board.
Ask a student to come to the front.
Point to the chair cutout.
T: What’s this?
Ss: Chair.
Ask the student to show you another chair on Poster 1.
T: This is a chair and this is a chair. They are the same.
Repeat the procedure with other cutouts.

Student’s Book Page
Trace and color.
Hand out Student’s Books opened to page 11.
Give students instructions for pointing to different objects.
T: Point to the table.
Sr: (Students point to the table at the top of the page.)
T: Show me another (table).
Sr: (Students point to the table at the bottom of the page.)
Distribute crayons.
Show students how to trace over the line between the two tables first with their fingers and then with their crayons.
Follow the procedure with the remaining objects.
Finally, have students color in the pictures to match.

Wrap-up
Game: What’s in the Bag?
Put the following cutouts in a bag: table, chair, poster, board, crayon, and book.
Ask the students to sit in a circle.
Take out one cutout at a time, and ask students to identify it.
T: What’s this?
Ss: It’s a table.
Put the cutouts back in the bag.
Play Track 7, Game Music.
Have the students pass the bag around the circle.
Pause Track 7 again. The student holding the bag removes a cutout. Lead the class in asking the student to identify the cutout.
T: What is it?
S: Chair.
Put the cutout in the middle of the circle, and continue playing until all of the cutouts have been removed.

Activity Book Page 43
Trace and color.
Look and circle.