**Objectives**

1. Identifying school objects. Following directions. Identifying school locations and objects.


**Vocabulary**

- Objectives: door, board, poster, shelf, table, chair, boy, girl, teacher, name, friend, lunch box, backpack, classroom, playground, bathroom, drinking fountain, table, chairs, climbing frame, toilet
- Recognizing colors: red, blue, yellow, green, purple, orange, black, pink
- Identifying shapes and colors: triangle, circle, square, rectangle, candles, cake, birthday, party, hats, balloons, presents; numbers: 1–5
- Describing activities: girl, boy, teacher, school, draw, paint, glue, cut, color, wave, cutting, drawing, painting, gluing, coloring, pencil, crayon, glue stick, scissors, paintbrush, write

**Grammar**

- Point to the board. What's this? A crayon. Pick up your green crayon. Trace around the board.
- Who's he? He's David. What is his name? David. David and Mary are friends. I'm your friend. We're friends.
- What's this? It's a table. Where does the table go? In the classroom.
- What color is it? Orange. Color his lunch box orange. Does Mary have a blue backpack? No, she doesn't. What color is your backpack? Yellow. Mary has a yellow lunch box. I have a blue lunch box. Do you have a crayon? Yes, I do. / No, I don't. I have a pencil.
- What shape is this? Triangle. What color is the triangle? Purple. Color the triangles purple. It's Mary's birthday. How old is Mary? Let's count the candles. She's five years old. How old are you? I'm five. What number is this? One. How many hats do you see? Two.
- I like to paint at school. What's the boy doing? He's cutting. We cut at school. We write with our pencils.

**Domains**

- Knowing About the World and the Environment
- Language and Literacy
- Personal and Social Development

- Identifying school objects.
- Counting: 1–5.
- Reviewing school items.
Back to School Unit 1
Listen, trace, and color.
### Getting Started

#### Greetings

Greet students and introduce yourself to the class. Then introduce the puppets.

- **T:** Hello, boys and girls. My name's Miss (Wendy). I'm a teacher.
- **Hold up the Mary puppet.**
- **T:** This is Mary. Say good morning to Mary.
- **T/Ss:** Good morning, Mary.
- **Repeat with the David puppet.**

#### Song: I Clap and Say Good Morning

Play Track 1, *I Clap and Say Good Morning*. Lead students in singing and acting out the song.

#### Boys and Girls

Have a boy and a girl come to the front and stand on opposite sides of the board. Give the boy the David puppet and the girl the Mary puppet to hold. Instruct the class to point to the boy or girl.

- **T:** Point to David. David is a boy. Boys stand up.
- **Boys sit down.**

- **Sr:** (Students follow the commands.)
- **Repeat with the girls and the Mary puppet.**
- **Then invite different volunteers come to the front of the class, two at a time, and ask them their names.**

- **T:** What’s your name?
- **S:** My name’s (Pedro).
- **After everyone has had a chance to go to the front, name a student. Have the members of the class point to him or her.**

- **T:** Point to (Pedro).
- **Continue in the same manner until you have mentioned everyone in the class.**

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### Materials

- Unit 1 Poster
- Class CD
- Puppets
- Finger Pointer
- Crayons, scissors, wooden stick
- Masking tape

### Preparation

Cut out the finger pointer cutout. Laminate it and attach it to a wooden stick with masking tape.

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### Presentation

#### Vocabulary: Classroom Objects

Play Track 2, *I Can See a Board*. Use the Finger Pointer to guide students in pointing to the corresponding objects in the classroom when they are mentioned.

**Find it.**

- **Display the Unit 1 Poster.**
- **T:** This is a poster. Say, “Poster.”
- **Ss:** Poster.
- **Point to and name the different classroom objects.**
- **Have students repeat.**

**T:** This is a door. What’s this?
- **Ss:** It’s a door.

**Continue to present the new vocabulary. Then invite individual students to come to the front and stand by the poster. Give each student the Finger Pointer. Name an object, and have the student trace around the corresponding object with the Finger Pointer. Then ask the class to name the object that was traced.**

**T:** Trace around the door.
- **Sr:** (Student traces around the door on the poster.)

**T:** What’s this?
- **Ss:** A door.

**Afterward, encourage some students to choose objects to name and trace.**

### Student’s Book

#### Listen, trace, and color.

Give out Student’s Books opened to page 6. Have students identify the teacher, Mary, and David. Next, distribute crayons and review the colors with students.

**T:** Pick up your blue crayon. Repeat with the other colors, having students picking up the corresponding crayon each time. Ask students to point to and identify the classroom objects. Then have them trace around the objects, first with their fingers and then with the corresponding crayons.

**Ss:**

- **A table.**
- **T:** Trace around the table with your finger. Pick up your blue crayon. Trace around the table. Now color it.

Afterward, walk around the classroom and repeat the activity with board, chair, shelf, and door. Ask individual students to identify and describe the objects on the page.

**T:** What’s this?
- **S:** A chair.

**T:** What color is it?
- **S:** Green.

**Afterward, encourage some students to choose objects to name and trace.**

### Wrap-up

#### Song: Time to Go Home

Play Track 3, *Time to Go Home*. Teach students the words to the song and encourage them to sing.

### Activity Book

p. 41
Getting Started

Song: If Anybody Asks You Who I Am
Hold up the girl puppet, say her name, and have students repeat.
T: She's Mary. What's her name? 
Ss: Mary. 
T: Say, hello to Mary.
T/Ss: Hello, Mary.
T: Is Mary a boy or a girl? 
Ss: A girl.
Repeat the same procedure with the David puppet.
Continue to hold up the David puppet as you play Track 4, If Anybody Asks You Who I Am (karaoke version). Lead students in singing the song along with the puppet. Follow the same procedure for the Mary puppet and the second verse.
Afterward, ask individual students to come to the front. Play Track 5, If Anybody Asks You Who I Am (karaoke version). Guide students in saying their names and either boy or girl at the appropriate time.

Presentation
Concept: Friends
Sit in a circle with the class, and hold the puppets. Talk to the David puppet.
T: I'm your friend, David.
Then have the David puppet talk to the Mary puppet.
David: I'm your friend, Mary.
Then have the Mary puppet talk to the next student in the circle.
Mary: I'm your friend, (Andrea).
Extend this activity around the circle, and encourage every student to speak.

What's on your shelf?
Display the Unit 1 Poster. Review the following vocabulary: table, chair, door, shelf, board.
T: What's this? 
Ss: Chair.
Hold up and identify the backpack and lunch box cutouts. Have the class repeat both new words several times.
T: What's this? 
T/Ss: A backpack.
Then have students place the cutouts on different places on the poster.
T: Put the backpack on the table. Put the backpack on the shelf.

Student’s Book
Look and draw.
Give out Student’s Books opened to page 7.
T: Look, the children are friends.
Point to David and ask:
T: Who's he? 
Ss: David.
Have the class read his name with you.
T: Point to his name. Say his name.
T/Ss: David.
Then have students identify the object on his shelf.
T: Point to David's shelf. What's on David's shelf? 
Ss: A lunch box.
Repeat the same procedure with the picture of Mary.
Then show students the picture in the middle and ask:
T: Who are you?

Materials
Unit 1 Poster and Cutouts, Puppets, crayons, glue; per student: wooden stick, pipe cleaner, set of moveable eyes

Encourage students to answer with their own names.
Have students decide what they will draw in their cubby holes. Write student’s names in the space above the cubby hole.
T: What's on your shelf, a lunch box or a backpack? 
S: A lunch box.
Finally, have students complete their faces and draw something on their shelves. Then have them each trace over their own name on the page.

Snake Pointer
Distribute wooden sticks, pipe cleaners, and moveable eyes. Show students how to wrap the pipe cleaner around the stick to make a snake.
Then have students glue the eyes on the snake to make a Snake Pointer.
Store the Snake Pointers safely for use in future lessons throughout the year.

Activity Book p. 3
Look and draw.
Look and stick.
Objective
Identifying school locations and objects.

Vocabulary
classroom, playground, bathroom, drinking fountain, table, chairs, climbing frame, toilet

Grammar
What’s this? It’s a table. Where does the table go? In the classroom.

Materials
Unit 1 Poster and Cutouts, Class CD, Unit 1 Stickers, Snake Pointers

Getting Started

Song: I Can See a Board
Distribute Snake Pointers. Play Track 2, I Can See a Board. Lead students in singing the song as they point to the corresponding objects in the classroom.

Presentation

Vocabulary: School Locations
Display the Unit 1 Poster. Point to the different locations. Have students repeat.

T: It’s the playground. What’s this?
Ss: It’s the playground.

Repeat with drinking fountain, classroom, and bathroom.

Have two students go to the front and stand in front of the poster. Give them each a puppet to hold. Then give them commands for using the puppet to touch a location on the poster. Ask where the puppet is.

T: Mary, go to the playground.
Sr: (Student holding the Mary puppet places her on the playground.)
T: What’s this?
Ss: It’s the playground.

T: Where’s Mary?
S: On the playground.

Follow the same procedure with different students.

Where does the climbing frame go?
Show students the climbing frame and toilet cutouts.

T: It’s a climbing frame. What’s this?
Ss: It’s a climbing frame.

T: The climbing frame goes on the playground.
(Place the climbing frame cutout on the playground on the Unit 1 Poster.)
Where does it go?
Ss: On the playground.

Follow the same procedure with toilet and bathroom. Next, hold up the pencil, glue stick, crayon, scissors, paintbrush, and marker cutouts one by one. Have students repeat after you. Elicit that all of these cutouts belong in the classroom.

T: What’s this?
Ss: It’s a pencil.

T: Where does the pencil go?
Ss: In the classroom. (Have a student attach the pencil cutout to the classroom on the Unit 1 Poster.)

Next, attach the cutouts to different locations on the poster. Have students give you a thumbs-up or thumbs-down to indicate whether you placed them correctly.

T: The climbing frame goes on the playground.
Sr: (Students put their thumbs up.)
T: The pencil goes in the classroom.
Sr: (Students put their thumbs down.)

Repeat with the other cutouts.

Finally, give out the cutouts to individual students. Encourage each of them to go to the poster and attach their cutout to the corresponding location. Then the class should say where the object goes.

Ss: The toilet goes in the bathroom.

Student’s Book

Look and stick.
Give out Student’s Books opened to page 8. Have students point to each location on the page and answer questions about the characters and objects in each one.

T: What’s this?
Ss: It’s the classroom.

T: What’s in the classroom?
Ss: Board, table...

Repeat with the remaining pictures.

Distribute Unit 1 Stickers. Point to each one, and have the class identify it. Guide students in choosing where to put the stickers.

T: Where does the toilet go?
Ss: In the bathroom.

Show students how to carefully peel off the stickers and position them in the correct location.

Wrap-up

Where am I?
Mime the following actions: drinking, washing hands, climbing, and drawing. Have students guess where they take place.

T: Look at me. Where am I?
Ss: In the classroom.
Week 1, Lesson 4
Let's make a bus full of faces.

**Materials**
- Faces: white construction paper, chalk in skin tones, CD, pencil, scissors, glue, moveable eyes (one pair per student), pieces of yarn or strips of tissue paper in hair tones, black yarn for mouth, School Bus: yellow mural paper, colored construction paper, thick black marker, scissors, stapler, masking tape

**Preparation**
- Faces: On white construction paper, trace around a CD with a pencil to make a circle pattern for a face and cut it out (one per student). Cut pieces of black yarn for the mouth and pieces of yarn or strips of crepe paper in different tones for hair. School Bus: Cover a bulletin board with black construction paper. On yellow mural paper, draw a large school bus and cut it out. Cut out three or four large windows. On colored construction paper, write your school’s name with a marker. Staple the bus to the bulletin board and the school label to the side of the bus. Make a name tag for each student.

**Student's Book**
Display the Student’s Book opened to page 9. Have students to look at the girl. Ask them questions about the girl and the school bus. Tell students that they will be making their face just like the girl in their books. Distribute paper circles and pieces of chalks. Demonstrate how students can color the whole circle with chalk to represent their skin color. Then have them glue on a piece of black yarn for the mouth and a pair of moveable eyes. Invite students to glue on pieces of yarn or strips of tissue paper for hair. Direct their attention to the school bus on the bulletin board. Read your school’s name on the side. Have students use masking tape to attach their faces to the windows of the school bus. Help them attach their name tags below their faces.

**Directions**
Have students make name tags by gluing beans on top of the letters in their names. Mount the name tags on contrasting colored construction paper. Save for future use.

Hold up name tags one at a time. The corresponding student should stand up next to you. Then the rest of the class should say hello to that student. Play Track 5, If Anybody Asks You Who I Am, (karaoke version). Lead students in singing the song. Help the student next to you say his or her name at the appropriate time.

**Phonics Booklet**
- p. 6

Week 1, Extra Lesson
Let's make name tags.

**Materials**
- Class CD, confetti or beans, scissors, glue, white construction paper, colored construction paper

**Preparation**
- Cut the white construction paper into strips (approx. 8 cm x 30 cm.) Make one per student. Write students’ names in pencil on the strips.
Let’s make a bus full of faces.

School Bus
Trace and color.
Getting Started
What color is this?
Show the class a variety of different colored crayons and name them. Hide one inside your hand. Show your hand to the class. Recite the following rhyme:

T: I have a crayon you can't see. Guess the color, and then tell me.

Have students guess which color you are holding, then show it. Repeat the activity with the other colors.

Presentation
School Supplies
Hold up the backpack, lunch box, and pencil case cutouts one at a time.

T: What's this?
Ss: It's a backpack.
T: What color is it?
Ss: It's red.
T: I have a...
Ss: red backpack.
Repeat with the other cutouts.
Next, attach the cutouts to the board. Have the David puppet look at all the cutouts on the board.

David: I can't find my pencil case. Where's my pencil case?
T: Do you have a pink pencil case?
David: No, I don't have a pink pencil case.
T: Do you have a black pencil case?
David: Yes.
T: Here's your pencil case. (Remove the black pencil case from the board and show it to the puppet.)

Attach the David puppet to the board and the black pencil case next to it.

Vocabulary:
backpack, lunch box, pencil case; colors: red, blue, yellow, green, purple, orange, black, pink

Grammar:
What color is it? Orange. Color his lunch box orange. Does Mary have a blue backpack? No, she doesn't. What color is your backpack? Yellow. Mary has a yellow lunch box. I have a blue lunch box.

Materials:
Unit 1 Cutouts, Class CD, crayons

Have students point to the picture of David on the right side of the page.
T: David has an orange lunch box. Repeat.
Ss: David has an orange lunch box.
T: Color David's lunch box orange.
Repeat with the rest of David's school supplies. Then follow the same procedure with Mary's things.

Wrap-up
Pass the cutouts.
Have students sit in a circle. Distribute the School Objects cutouts. Play Track 7, Game Music, as students pass the cutouts around the circle. When the music stops, students with a cutout should each say what they are holding and describe the color of the object.
S: I have a red backpack.

Activity Book
p. 4

Student's Book
Trace and color.
Give out Student's Books opened to page 10. Have students look at each character in turn.

T: Point to David. Point to David's lunch box. Trace over the line from David to his lunch box. What color is David's lunch box?
Ss: Orange.
Getting Started

Song: I Can See a Board (karaoke version)
Display the pencil case, pencil, crayon, scissors, glue stick, marker, and paintbrush cutouts around the classroom. Distribute Snake Pointers. Play Track 8, I Can See a Board (karaoke version). Guide students in pointing to the corresponding items as you lead them in singing the song.

Presentation

Vocabulary: School Items
Show students a large pencil case containing various school items such as a pencil, a crayon, a glue stick, scissors, a marker, and a paintbrush.
Use the puppets to ask questions about the pencil case.

David: What's that?
Mary: It's a pencil case.
David: What's in the pencil case?
Mary: I don't know, let's look!

Invite students to guess what is in the pencil case. Show the items one by one. Have the puppets name each one as you take it out of the pencil case. Display the items on the chalk ledge. Have students repeat the names.

T: What's this?
Ss: It's a pencil.

What do you have?
Have five students go to the front. Give each one a real school item. Ask individual students if they have one of the school items. Guide them in responding correctly.

T: Do you have a crayon?
T/S: Yes, I do./No, I don't.
T: What do you have?

Student's Book
Color and match.
Give out Student's Books opened to page 11. Distribute crayons. Have students point to the school items in the middle of the page and name them. Then have them look at the green pencil case and name the items inside. Instruct students to color the pencil case. Next, ask them to name the school item that is missing. Ask students to draw a line from the pencil case to the correct object.

T: Point to the green pencil case. What's missing?
Ss: The scissors.
Repeat with the other pencil cases.

Wrap-up

Game: Guessing
Put a set of School Objects cutouts face down on a table. Choose a cutout without showing it to the class. Have individual students guess what it is.

Ss: Do you have a glue stick?
T: No. I don't have a glue stick.
Ss: Do you have a marker?
T: Yes, I have a marker.
Allow the student who guesses correctly to go to the front and take your place. Repeat the procedure until all the cutouts have been chosen.

Activity Book
p. 43
Color and match.
Listen, count, and color.