Lesson 1  What can I see in my school?

My name's
Objectives
Students can greet each other and say good-bye.
Students can say their names.

Key Vocabulary
name

Key Language
Hello. My name's (Pedro). Good-bye.

Materials
plastic blocks, Class & Resource CD, paper plates

Preparation
Before school starts, ask parents to send a picture of their child measuring approximately 9 cm x 13 cm with his or her name written on the back. Paste the photos of the students on the paper plates (see Materials) and write their names. Prepare a plate with your picture and your name too. Finally, take students’ books and turn to page 6 in each one. Write students’ names on the lines.

Warm Up
As students come in, greet them at the door, shake their hands and say Hello, (Pedro). Say your name and have students repeat. Say, for example, Hello, my name's (Miss Sara). Have students say Hello, (Miss Sara). Have several work centers set up with blocks (see Materials) or a play corner so that students play for a moment before you all come together and start the lesson. When you are ready to start, have students sit in a circle. Wave your hand and say Hello! Encourage students to do the same.

Then, play Track 01, Hello. Have students sing along and encourage them to wave while they sing.

Track 01
Hello
Hello, hello, hello.
Hello to you and you.
Hello, hello, hello.
Hello to you and you and you.

Play the track again. Encourage students to complete the line Fine, thanks my name is..., saying their names. Demonstrate the activity. Play the track once more and have students say their names and point to their names you wrote on page 6. Then, distribute crayons and have students color the frame. Encourage students to color the picture within the lines. Help students close their books. Finally, collect Student’s Books.

Closing Activity
Distribute the plates with the students’ picture and name and crayons (see Preparation). Have students color their plates. When they have finished, hold up your plate (see Preparation) and say My name's (Sara). Encourage students to hold up their plates and say their names. Display students’ plates on the classroom walls.

Extension Activity

Gross Motor Coordination
Play Track 03, Good-bye, Children. Wave good-bye to students and say Good-bye. Encourage students to do the same. Before you leave students for the day, wave and say good-bye, and encourage them to do the same.

Track 02
Hello, What’s Your Name?
Hello, what’s your name?
How are you today?
Fine, thanks my name is Mandy.
Would you like to play?
Hello, what’s your name?
How are you today?
Fine, thanks my name is Andy.
Would you like to play?
Hello, what’s your name?
How are you today?
Fine, thanks my name is...
Would you like to play?

Track 03
Good-bye, Children
Good-bye, good-bye, good-bye.
English class is over
Good-bye, good-bye, good-bye.
I’ll see you very soon.
Good-bye, good-bye, good-bye.
Lesson 2  What can I see in my school?

Point and color. 🎨

eight
Unit 1 What can I see in my school?

Objectives
Students can say I’m a boy or I’m a girl.

Key Vocabulary
boy, girl

Key Language
I’m a boy. I’m a girl.

Materials
Class & Resource CD, Worksheet 1 (on the Class & Resource CD), flashcards (boy, girl), poster Unit 1 (on the Class & Resource CD)

Preparation
Print out Worksheet 1 (1 per student). Draw a face on each one.

Warm Up

As students come in, greet them at the door. Say Hello. Encourage them to repeat. Then, have students stand in a circle. Play Track 01 (see page 7). Alternate waving with your right and left hand while the music plays. Encourage students to do the same. Then, display the flashcards depicting boy and girl on the board (see Materials). Point to the boy and say boy. Have students repeat. Do the same with girl. Lead choral and individual repetitions. Then, ask students to stand up, and then sit down, then to stand up again. When they are all sitting down, go around and lightly touch each head as you say the name of each child and ask if he or she is a boy or a girl. Do this several times.

Point and color.

Project the poster (see Materials). Invite several students to point to the boy and girl in the poster. Next, distribute Student’s Books opened on page 8. Have a boy point to the picture of the boy and say I’m a boy. Have a girl point at the picture of the girl and say I’m a girl. Do this with all the students. Then, have all students come up to the front and say I’m a girl / boy and point to the correct picture on the poster. Ask children to go back to their places. Next, distribute crayons and have girls color the picture of the girl, and boys color the picture of the boy. Encourage students to color the pictures within the lines. While students are working, encourage them to say I’m a girl or I’m a boy. Help students close their books. Finally, collect Student’s Books.

Closing Activity

Distribute Worksheet 1 (see Preparation). Distribute crayons. Have students draw a picture of a face. Tell them to draw a boy or a girl. Go around the classroom and provide any needed assistance. Then, have students say if they drew a girl or a boy. Finally, collect students’ worksheets and put them in their portfolios.

Extension Activity

Have students sit in a circle. Show the flashcards depicting boy and girl (see Materials). As you show them, say the words and have students repeat. Place the flashcards on a table. Call out a student’s name. Say (Nelly), bring me the girl. Use body language to help the student understand that you want him or her to bring you the correct flashcard. Say Thank You, (Nelly). Do the same with the other flashcard. Repeat this several times with different students. Next, have students stand on a circle. Sing the following nursery rhyme. Point to boys when you say boys and to girls when you say girls. Move your body and encourage students to do the same. Repeat the rhyme several times, encourage students to sing along.

Boys and girls come out to play.
The moon does shine as bright as day.
Leave your supper and leave your sleep,
And join your friends up in the street.
Lesson 3  What can I see in my school?
**Objectives**
Students can identify feelings.
Students can identify boys and girls.

**Key Vocabulary**
boy, girl, happy, sad

**Key Language**
How are you feeling today? I’m happy.
I’m sad.

**Materials**
Class & Resource CD, red and blue crayons,
Worksheet 2 (on the Class & Resource CD),
music

**Preparation**
Prepare pictures of 2 sad boys and 2 happy girls. Print out Worksheet 2 (1 per student).

**Warm Up**
Present happy and sad. Have students stand in a circle. Play Track 04, Are You Happy? and have students dance along. Smile and clap when the word happy is mentioned. Make a sad face and nod your head when the word sad is mentioned. Have students observe you as they dance.

**Track 04**
Are you happy?
Are you (happy, happy, happy)?
Clap your hands. (x 5)
Are you (sad, sad, sad)?
Nod your head. (x 5)

Play the track again and have students act out the song.

**Trace and say.**
Point to your face and make a big smile. Say Look, I’m happy. Then, point to your face again and make a sad face. Say Look, I’m sad. Modulate your voice according to the emotions. Next, draw a happy face on the left side of the board and a sad face on the right. Point to each and name the feelings again. Say I’m happy, I’m sad. Have students repeat. Distribute Student’s Books opened on page 10. Ask students to point to the boys and then to the girls. Next, encourage students to point to a happy boy and then to a happy girl. Do the same with a sad boy and a sad girl. Display the pictures of the boys and girls on the board (see Preparation). Explain to students that they are going to trace over the lines to connect the faces. Demonstrate the activity on the board by drawing a line connecting the happy faces. Do the same with the sad faces. Distribute red crayons. Have students trace over the lines in their books. Encourage them to repeat happy or sad, depending on the feeling they see while they trace the lines. For example, have them say Happy, happy, happy, the boy is happy. Monitor while they work and provide help as needed. Help students close their books. Finally, collect Student’s Books.

**Closing Activity**
Distribute Worksheet 2 (see Preparation) and crayons. Ask students to trace the happy face. Demonstrate the activity on the board. Then, do the same with the sad face. Next, point to the happy face. Have students say happy. Point to the sad face. Have students say sad. Do this several times. Finally collect the worksheets and put them in the students’ portfolios.

**Extension Activity**
Have students stand in a circle. Play some music (see Materials). Sing the following song. As you do so, make a happy face and sound excited when you sing happy, and make a sad face and sound sad when you sing sad. Encourage students to mime the actions and say the words.

Happy, happy, happy!
Sad, sad, sad… (x 2)
One more time,
Happy, happy, happy!
Sad, sad, sad…
Happy, happy, happy!
Sad, sad, sad…
March (March and have students do the same.)…a nd…s top! (Everyone stops.)
I’m happy!
Color.
Unit 1 What can I see in my school?

Objectives
Students can identify the school.

Key Vocabulary
boys, Cricket, girls, school, teacher

Key Language
She’s the teacher. This is school.

Materials
Class & Resource CD, flashcards (Cricket, teacher), poster Unit 1 (on the Class & Resource CD), crayons

Warm Up
As students come in, greet them at the door. Encourage them to greet you. Once all students are in the classroom, have them stand in a circle. Play Track 05, Hello, Cricket. Encourage students to sing as you hold up the flashcard depicting Cricket (see Materials).

Track 05
Hello, Cricket

Play the track again and encourage students to say hello to Cricket.

Color. Have students stand in a line. Tell them to hold hands. Hold the hand of the first student in the line and take students around the school. While you walk, say This is school. Encourage students to repeat school. Return to the classroom. Have students sit in their places. Project the poster (see Materials). Say Look at the boys and girls. They are at school. Are they happy or sad? Elicit answers. Call students’ attention to the teacher. Say Look, she’s the teacher. I’m the teacher, too! Have students repeat teacher. Next, distribute Student’s Books opened on page 12. Ask students to point to the boys, girl and Cricket. Point to the teacher and say She’s the teacher. Encourage students to repeat. Distribute crayons and allow students to color the picture freely. Go around the classroom and provide help as needed. Help students close their books. Finally, collect Student’s Books.

Closing Activity
Display the flashcards on the board (see Materials). Have students stand up. Ask students to run to the flashcard showing teacher and touch it. Say Run to the teacher. Touch the teacher. Demonstrate the activity. Do it as a class first, and then encourage individual students to do it. Then, do the same with the flashcards depicting Cricket.

Extension Activity
Play Track 06, Good-bye, Cricket.

Track 06
Good-bye, Cricket
Goodbye, Cricket. Until we meet again. Goodbye, Cricket. See you soon, my friend.

Wave good-bye to students and say Good-bye. Encourage students to do the same.
Lesson 5  What can I see in my school?
Unit 1 What can I see in my school?

Objectives
Students can identify colors (blue and red).
Students can identify school objects.

Key Vocabulary
blue, book, crayon, red

Key Language
This is a crayon. This is the color blue.

Materials
books, crayons, some red and blue objects, flashcards (book, crayon, blue, red), 1 red and 1 blue crayon per student, poster Unit 1 (on the Class & Resource CD), masking tape, lively music

Preparation
Before the class starts, place some books and crayons in different places around the classroom. Students should be able to reach the objects. Also, prepare one blue book and one red crayon ready for language presentation.

Warm Up
Have students sit in a circle. Sing the following song, and show students the blue book or the red crayon as you mention them in the song (see Materials).

(Tune: “Are You Sleeping?”)
Book and crayon, book and crayon.
We can use, we can use.
This is a crayon, this is a crayon,
And this is a book, this is a book.

Look and color. Display the flashcards depicting blue and red on the board. Point to the flashcard depicting blue and say Blue. Blue. Blue. This is the color blue. Can you say “blue”? Have students say blue. Do the same with red. Then, project the poster (see Materials). Call out blue or red and encourage students to point to the blue and red objects they see. Next, distribute Student’s Books opened on page 14. Point to the crayon on the poster. Say crayon. Have students point to the corresponding picture on page 14. Encourage them to say crayon. Do the same with the book. Draw a book and a crayon on the board. Distribute red crayons. Say Show me your red crayon. Color the crayon red. Demonstrate the activity on the board. Go around the classroom and make sure everybody colors the crayon. While students are working, encourage them to say crayon. Now, collect the red crayons and distribute blue crayons. Say Show me your blue crayon. Color the book blue. Demonstrate the activity on the board. Go around the classroom and make sure everybody colors the book with the blue crayon. Encourage students to color the picture within the lines. Help students close their books. Finally, collect Student’s Books.

Closing Activity
Show students red and blue objects (see Materials) and ask them to identify both colors. Have them walk around the classroom and find red or blue objects. Encourage them to say red or blue when they touch an object. Demonstrate the activity before asking students to do it.

Extension Activity
Gross Motor Coordination
Trace a long line on the floor with masking tape (see Materials). Call students’ attention to the line and say This is a line. Then, say Touch the line, and model what you want them to do. Demonstrate how to walk, run and jump on the line. Play some lively music (see Materials). Say the following chant and have students perform the actions carefully on the line.

Let’s walk, walk, walk.
Let’s walk, walk, walk.
And now let’s stop!
Let’s run, run, run.
Let’s run, run, run.
And now, let’s stop!
Let’s jump, jump, jump.
Let’s jump, jump, jump.
And now, let’s stop!
Lesson 6  What can I see in my school?

Match and say.

1. Chair
2. Table
3. Book
4. Crayon
Unit 1 What can I see in my school?

Objectives
Students can identify classroom objects and colors.

Key Vocabulary
blue, book, chair, crayon, red, table

Key Language
What color is it? Red. What’s this? It’s a chair.

Materials
Flashcards (book, chair, crayon, table, blue, red), classroom objects (2 books, 2 crayons), red and blue paper, glue, Worksheet 3 (on the Class & Resource CD)

Preparation
Print out Worksheet 3 (1 per student). Make 2 strips of red paper and 2 strips of blue paper that are about 2–3 cm wide for each student.

Warm Up
Have students sit in a circle. Place two books and two crayons in the middle of the circle (see Materials). Indicate that students should close their eyes by placing their hands over their eyes. Then, take away one object. Ask students to open their eyes. Ask What’s missing? Encourage students to answer. Repeat for as long as children are interested.

Match and say.
Display the flashcards depicting table and chair on the board (see Materials). Point to the flashcard depicting table. Say Table. Table. Table. Have students repeat. Now, touch a table in the classroom and say table. Have students do the same. Continue in the same way with chair. Next, distribute Student’s Books opened on page 16. Have students point to the pictures one at a time. Say Point to the red chair. Say Red. Have students point to the corresponding picture and say red. Then, call their attention to the color blotch. Ask What color is it? Have students answer red. Continue in the same way with blue table, red book and blue crayon. Next, distribute red and blue paper strips (see Materials). Say Show me the red paper. Have students show you the red strip. Say Let’s match the red chair to the color red. Go to each student and pour some glue on the rectangle next to the red chair (see Materials). Help students glue the strip in the space provided. Do the same with the rest of the objects on the page. Monitor while they work and provide any needed assistance. Help students close their books. Finally, collect Student’s Books.

Closing Activity
Display the flashcards (see Materials) around the classroom. Call out a word and ask a student to find and touch the corresponding flashcard. Say Chair. Touch the chair. What’s this? It’s a chair. Repeat with all of the pictures. Next, display all the flashcards on the board. Sing the following song. As you sing, point to the corresponding flashcard. Encourage students to say the words and point to the pictures too as you sing. Repeat the song two more times and encourage students to sing along:

(Tune: “Are You Sleeping?”)
Book and crayon, book and crayon,
We can use. We can use.
This is a crayon, this is a crayon
And this is a book, this is a book.
Chair and table, chair and table,
We can use. We can use.
This is a table, this is a table
And this is a chair, this is a chair.

Extension Activity
Display red or blue paper on your desk (see Materials). Help students identify the colors. Then, distribute Worksheet 3 and glue (see Materials and Preparation). Help students identify what is in the picture. Ask What’s this? Elicit answers. Encourage students to take a piece of paper in the color they prefer. Then, help them make paper balls and paste them onto the picture to decorate it. Display students’ work on their classroom walls.
Lesson 7  What can I see in my school?
Unit 1 What can I see in my school?

Objectives
Students can identify the classroom.

Key Vocabulary
chair, classroom, crayon, table

Key Language
What's this? This is a classroom.

Materials
Class & Resource CD, poster Unit 1 (on the Class & Resource CD), glue

Warm Up
Project the poster (see Materials). Play Track 07, This is the Way We Point. Have students sing and point to the corresponding pictures in the poster.

Track 07
This is the Way We Point
This is the way we point to the (teacher). Point to the (teacher), point to the (teacher).
This is the way we point to the (teacher). Point, point, point.
Following verses: 1. boy; 2. girl

Next, point to the classroom in the poster and say This is the classroom. Have students say classroom. Then, sing the song again without playing the track and adding This is the way we point to the classroom. Point to the classroom, point to the classroom. Encourage students to point to the corresponding picture as they sing.

Color. Pop out and paste.
Have students stand and line up. Take them for a walk around the school to show them several classrooms and have them repeat after you: This is a classroom. Go back to your classroom. Have students sit down. Distribute Student’s Books opened on page 18. Have students point to the pictures, and encourage them to name the objects in the picture. For example say, Point to the table. Say “table.” Then, call students’ attention to the picture of the classroom and say Look, what’s this? Encourage them to say This is a classroom. Distribute crayons and ask students to color the classroom and the objects. Say Show me the red crayon. Have them color the table red. Show me the blue crayon. Have them color the crayon blue. Show me the red crayon. Have students color the chair red. Encourage students to color the pictures within the lines. Next, say Let’s put the table in the classroom.

Show students how to pop out the table. Go to each student and add some glue where he or she has to paste the table. Next, have students paste the picture in a suitable place (in front of the whiteboard) Provide any needed assistance. Do the same with the chair and the crayon. Monitor while they work. Make sure everybody pastes the pictures in suitable places (the chair in front of the whiteboard and the crayon on the whiteboard). Help students close their books. Finally, collect Student’s Books.

Closing Activity
Go to the playground, the principal’s office, the bathroom and back to the classroom singing this song.
(Tune: The first lines of “We are Going on a Bear Hunt”)
We are going to the playground. We are going to the playground. What a beautiful day! Look! The playground. Following verses: 1. the office; 2. the bathroom; 3. the classroom.
You can change the order of the places depending on the distribution of your school.

Extension Activity
Have students stand in a circle. Play Track 04 (see page 11). Sing the song, make a happy face and sound excited when you say happy, and make a sad face and sound sad when you say sad. Encourage students to mime the actions and sing.
Lesson 8  What can I see in my school?

Pop out and paste.
Unit 1 What can I see in my school?

**Objectives**
Students can identify what they can see in a classroom.

**Key Vocabulary**
book, boy, chair, classroom, crayon, table

**Key Language**
Put the book on the table. Is this a book? Yes. / No.

**Materials**
a book, a crayon, Class & Resource CD, poster Unit 1 (on the Class & Resource CD), blue and red crayons, flashcards (boy, girl, book, crayon, table, chair)

**Pop out and paste.**
Project the poster (see Materials). Play Track 08, This is the Way We Point (Karaoke Version). Sing This is the way we point to girls / teacher / books / crayons / chairs / tables. Have students point to the corresponding pictures in the poster. Next, distribute Student’s Books opened on page 20. Ask them to point to the table and say table. Do the same with the chair. Then, distribute blue crayons. Have students color the table blue. Encourage students to color the picture within the lines. Monitor and provide any needed assistance. Collect the blue crayons. Distribute the red crayons. Have students color the chairs red. Make sure everybody colors the chairs red. Collect the red crayons. Then, call students’ attention to the picture. Ask them to point to the book. Make sure everybody points to the book. Help students pop out the picture of the book. Then, go to each student and pour some glue onto the picture of the table. Say Put the book on the table. Point to the area where you want them to paste the picture. Ask students to paste the picture. Monitor and provide help as needed. Do the same with the picture of the crayons. Next, ask students to point to the girl. Help them pop out the picture of the girl. Go to each student and pour some glue onto the chair. Say Put the girl on the chair. Point to the area where you want them to paste the picture. Tell them to paste the girl onto the chair. Do the same with the boy. Help students realize that you can find, boys, girls, books, tables, etc. in a classroom. Help students close their books. Finally, collect Student’s Books.

**Closing Activity**
Have students sit in a circle. Sit in the circle, too. Show students the flashcard depicting book (see Materials). Ask Is this a crayon? Encourage students to answer No. Ask Is this a book? Encourage students to answer Yes. Continue in the same way with the rest of the flashcards.

**Extension Activity**

**Gross Motor Coordination**
Stand with your students in a circle. Everyone should hold hands. Play Track 09, Please Come In. Dance around in a circle and chant. Encourage students to chant along.

**Track 09**

Please Come In
Please, come into my circle.
My circle, my circle.
Please, come into my circle.
You’re my friend.