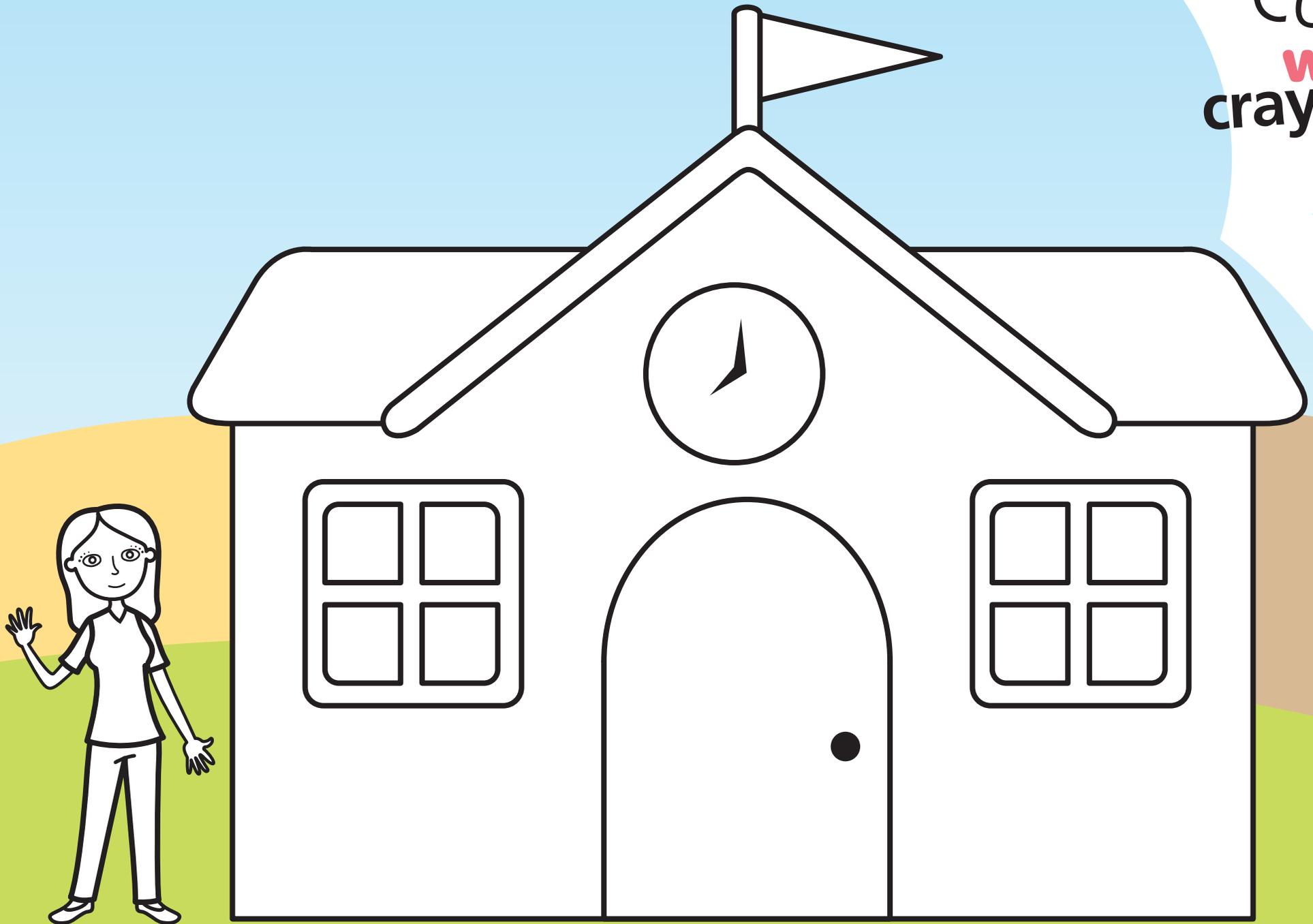


Color
with
crayons.



My School

Color with crayons.

Materials:

- crayons, name tags, toys, stickers

Preparation:

1. Write students' names on name tags.

Instructions:

Warm-up: Stick students' name tags on their clothes. Greet each student, *Hello, (Ricardo)*. Give each student a toy. Allow some time for students to play with their toys. Allow time for students to feel comfortable with their new teacher. Finally, invite them to put the toys away.

Song, *How Are You?*: Explain to students that they are going to listen to a song. Play Track 1, *How Are You?* Sing and act out the song. Invite students to act out or dance to the rhythm of the song. Play the song several times.

Presentation, *My School*: Talk to students about all the things they can do at school, for example, play, sing, color, etc. Ask students if they like their school.

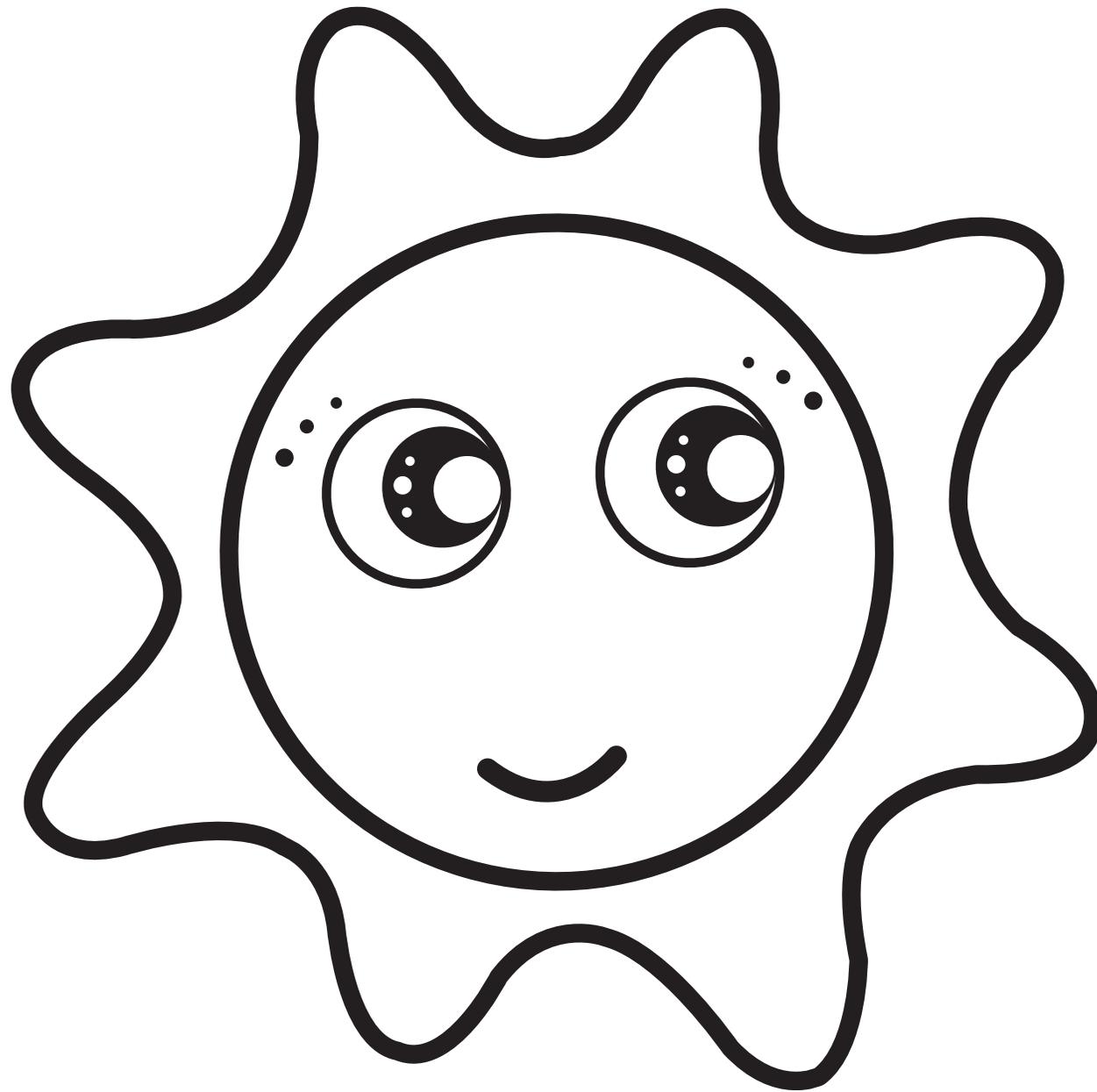
Student's Book: Hand in student's books open to page 5. Explain to students that it is a picture of a school and a teacher. Tell students that they will learn about school in this unit. Distribute crayons and allow students to color the picture freely.

Note: Save students' work for their portfolios.

Wrap-up: Congratulate students on their first day of school. Give them a sticker as you say *bye-bye* to each one.



Make
a
stick puppet.



Good morning!

Make a stick puppet.

Materials:

- yellow crayons, tongue depressors, glue

Instructions:

Warm-up: Play Track 1, *How Are You?* Sing and act out the song. Invite students to do the same.

Presentation, Good Morning!: Draw a sun on the board and say, *Look, it's the sun! It's morning. Look at the sun outside.* Explain to students that when it's early in the morning and the sun comes out, we say *good morning*, and that we are going to color the sun. Say, *Good morning*, several times. Encourage students to say *Good morning* back. Do not worry if students cannot produce anything. Allow students to get used to the new language.

Value, Greetings: Explain to students that it is important to say *good morning* to people.

Student's Book: Hand in student's books open to page 7. Distribute yellow crayons. Encourage students to color the sun within the lines. Monitor the activity. Then pop out the sun and have students glue the tongue depressor onto the back of the sun to make a stick puppet.

Note: Keep the sun stick puppets for further use.

Song, I Clap and Say Good Morning: Play Track 2, *I Clap and Say Good Morning.* Give stick puppets to students and have them listen to the song as they wave their stick puppets to the rhythm of the music.

Wrap-up: Explain to students that we greet each other in the morning and when it's time to go, we say *good-bye*. Say *good-bye* to each student as you wave your hand. Invite students to wave back as you leave the classroom.



Follow the maze.

Materials:

- stick puppets from previous lesson, photograph of students' school, finger paint, plastic containers

Preparation:

1. Pour finger paint into containers.

Instructions:

Warm-up: Distribute stick puppets to students as you say, *Good morning*. Play Track 2, *I Clap and Say Good Morning*. Have students mime the song. If possible, invite students to sing along.

Presentation, School: Show students the photograph of their school. Ask them if they can identify the place. Say, *¿is is our school. School*. Repeat the word school several times. Give students enough time to listen to the word. Attach the picture to the board. Invite different students to come up and point to the picture, *Carlos, point to the school*. Invite students to repeat the word school if possible, *Can you say the word school?*

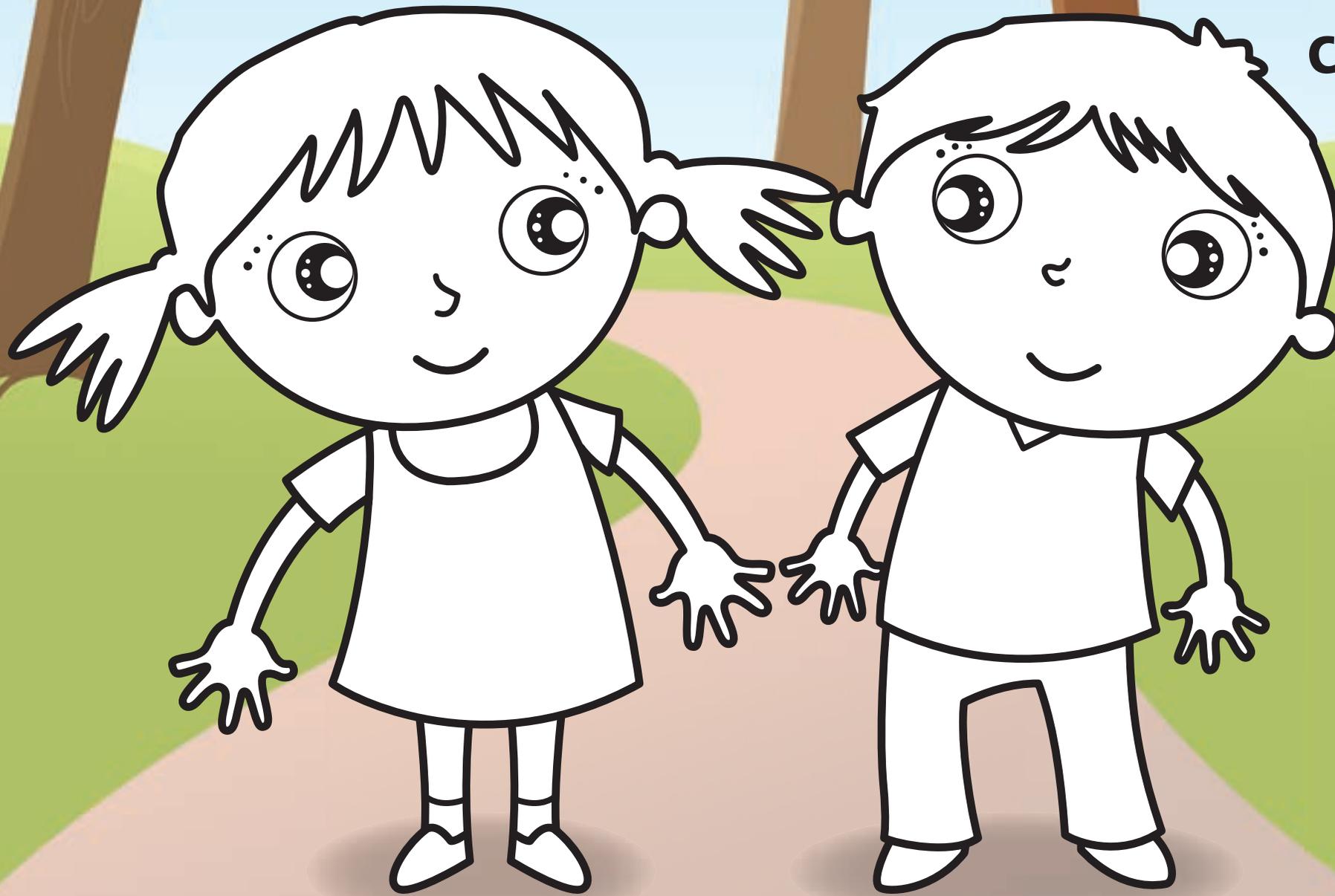
Student's Book: Hand in student's books open to page 9. Explain to students that we go to school almost every day. Ask students who takes them to school. Have students look at the maze and identify the children and the school. Distribute finger paint. Help students imprint a fingerprint on each circle so they can take the characters to school.

Visiting Our School: Take students around the school. Show them where the principal's office, the restrooms, the yard, and the infirmary are. Introduce the school's staff to the children. Encourage them to greet the different school members, *Good morning, Miss Martha*.

Wrap-up: Play Track 3, *Good-bye Song*. Encourage students to mime the actions for saying *good-bye*.



Color
with
crayons.



girl

boy

Color with crayons.

Materials:

- crayons, pictures or cutouts of girls and boys

Instructions:

Warm-up: Play Track 2, *I Clap and Say Good Morning*. Have students mime the song. Invite students to sing along if possible.

Presentation, Girl and Boy: Divide the board into two sections. Attach the pictures of girls on one side and the pictures of boys on the other. Point to a picture of a girl and say, *☐ is is a girl. Girl, girl.* Continue in the same manner with the rest of the girl pictures. Then name all the girls and have them stand in front of the girl pictures, *Gaby is a girl. Maria is a girl. Carmen is a girl.* Repeat the procedure with the boys.

Student's Book: Hand in student's books open to page 11. Ask students to identify the girl and the boy. Ask each child to point to the corresponding picture and say if he / she is a boy or a girl, *☐na, are you a boy or a girl?* Distribute the crayons. Then have students color the corresponding picture.

Note: Save students' work for their portfolios.

Boys and Girls Can Do the Same Things: Tell students that boys and girls can do the same things. Girls can play with dolls toy cars and boys, too. Give more examples to students of activities and games that boys and girls can do.

Wrap-up: Play Track 3, *Good-bye Song*. Encourage students to mime the actions. Invite students to sing along if possible.



Glue
pieces
of cloth.



teacher

Glue pieces of cloth.

Materials:

- scissors, glue stick, pieces of cloth

Instructions:

Warm-up: Play Track 2, *I Clap and Say Good Morning*. Have students mime the song. If possible, invite students to sing along.

Review, Girl and Boy: Divide the class into two groups: boys and girls. Give each group simple instructions. Mime the instructions so students can follow them: *Girls, stand up. Boys, stand up. Girls jump!*

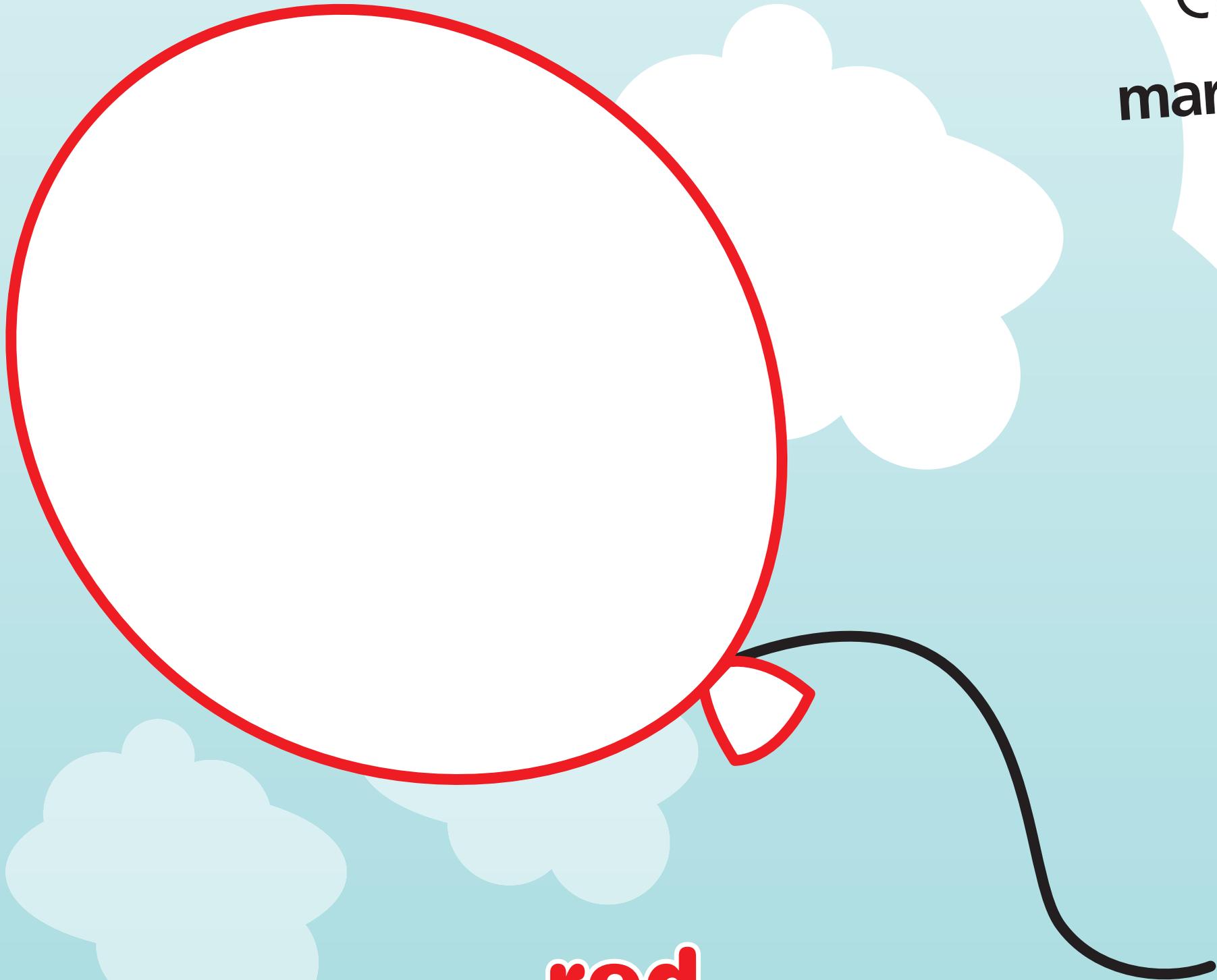
Presentation, Teacher: Invite a little boy and girl up to the front of the class. Say, *Betty is a girl. Rael is a boy. I am your teacher. Teacher. Can you say teacher?* Talk to students about what teachers do with students, for example, they read stories, they play, they help us learn, they sing, etc.

Student's Book: Hand in student's books open to page 13. Ask students to identify the teacher in the book. Distribute the materials. Then invite students to glue pieces of cloth on the teacher's dress.

Wrap-up: Play Track 3, *Good-bye Song*. Encourage students to mime the actions.



Color
with
markers.



red

Color with markers.

Materials:

- red markers, red objects, red blown-up balloons (1 per student)

Instructions:

Warm-up: Play Track 2, *I Clap and Say Good Morning*. Have students mime the song. Invite students to sing along if possible.

Presentation, Red: Have students sit in a circle. Place red objects in the middle of the circle. Hold up an object and ask students its color, *What color is it? Red, red. Can you say red?* Invite students to repeat if possible. Repeat with the rest of the objects. Then ask each student to take an object and ask him or her what color it is. If he or she cannot answer, give the answer. Continue in the same manner until all students have participated.

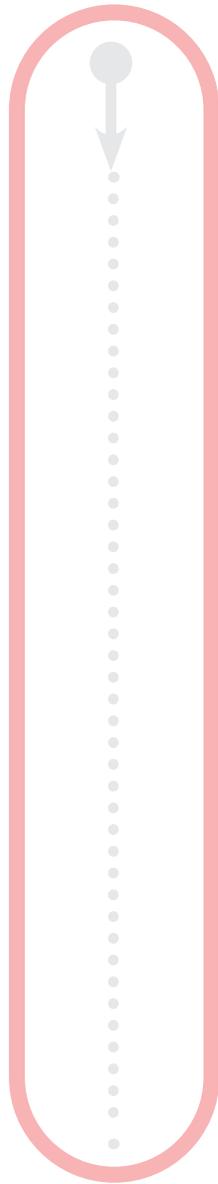
Student's Book: Hand in student's books open to page 15. Ask students to identify what color the balloon is. Distribute the markers. Then invite students to color the balloon red. Encourage students to color the picture within the lines.

Playing with Red Balloons: Take students to the playground. Distribute red balloons to each student, *What color is the balloon? Red. Can you say red?* Allow students some free time to play with the balloons. Monitor the activity.

Wrap-up: Play Track 3, *Good-bye Song*. Encourage students to mime the actions.



Trace
with
paint.



one

Trace with paint.

Materials:

- finger paint, plastic containers, book, crayon, toy, marker

Preparation:

1. Pour finger paint into containers.

Instructions:

Warm-up: Play Track 2, *I Clap and Say Good Morning*. Have students mime the song. Invite students to sing along if possible. Then ask the girls to stand up and sing and dance to the song. Repeat the procedure with the boys.

Presentation, One: Place a book, a crayon, a toy, and a marker on your desk. Explain to students that they are going to count objects. Show the book and ask how many books they see, *How many books? One, one*. Write number one on the board as you show one finger. Invite students to show one finger, too. Continue in the same manner with the rest of the objects.

Student's Book: Hand in student's books open to page 17. Write number one on the board. Ask students to identify the number in their book. Have students trace number one with their fingers in their books. Ask students how many boys they see, *How many boys? One, one. Can you say one?* Distribute finger paint and have the children use their index finger to trace the number with the paint several times. Monitor the activity.

Song, Show Me One: Play Track 4, *Show Me One (Part 1)*. Show students one finger as you move it to the rhythm of the music. Invite students to show you one finger. Repeat the song several times. Have students sing the song if possible.

Wrap-up: Play Track 3, *Good-bye Song*. Encourage students to mime the actions.



Pop out
and
glue.



Review



Pop out and glue.

Materials:

- glue stick, old magazines, cardboard, school objects (a book, a pencil, etc.)

Instructions:

Warm-up: Play Track 2, *I Clap and Say Good Morning*. Have students mime the song. Invite students to sing along if possible. Then ask the girls to stand up and sing and dance to the song. Repeat the procedure with the boys.

Review, Girl and Boy: Divide the class into two groups: boys and girls. Give each group simple instructions. Mime the actions and encourage students to follow along: *Girls, stand up. Boys, stand up. Girls jump!*

Review, Red: Give the children old magazines. Ask students to find red objects and cut them out. Glue the pictures to a piece of cardboard. Ask students the color of the objects, *What color is it? Red.*

Review, One: Display several objects on your desk. Make sure there is one object of each. Ask students to count the objects. Point to an object and ask, *How many (books)? One. Can you say one?* Then play Track 4, *Show Me One (Part 1)*. Show students one finger as you move it to the rhythm of the music. Invite students to show you one finger. Repeat the song several times. Have students sing the song if possible.

Student's Book: Hand in student's books open to page 19. Help the children pop out the characters and glue them to the scene. Invite students to point to the characters, *Point to the girl. Point to the boy. Point to the teacher.*

Wrap-up: Play Track 3, *Good-bye Song*. Encourage students to mime the actions.

