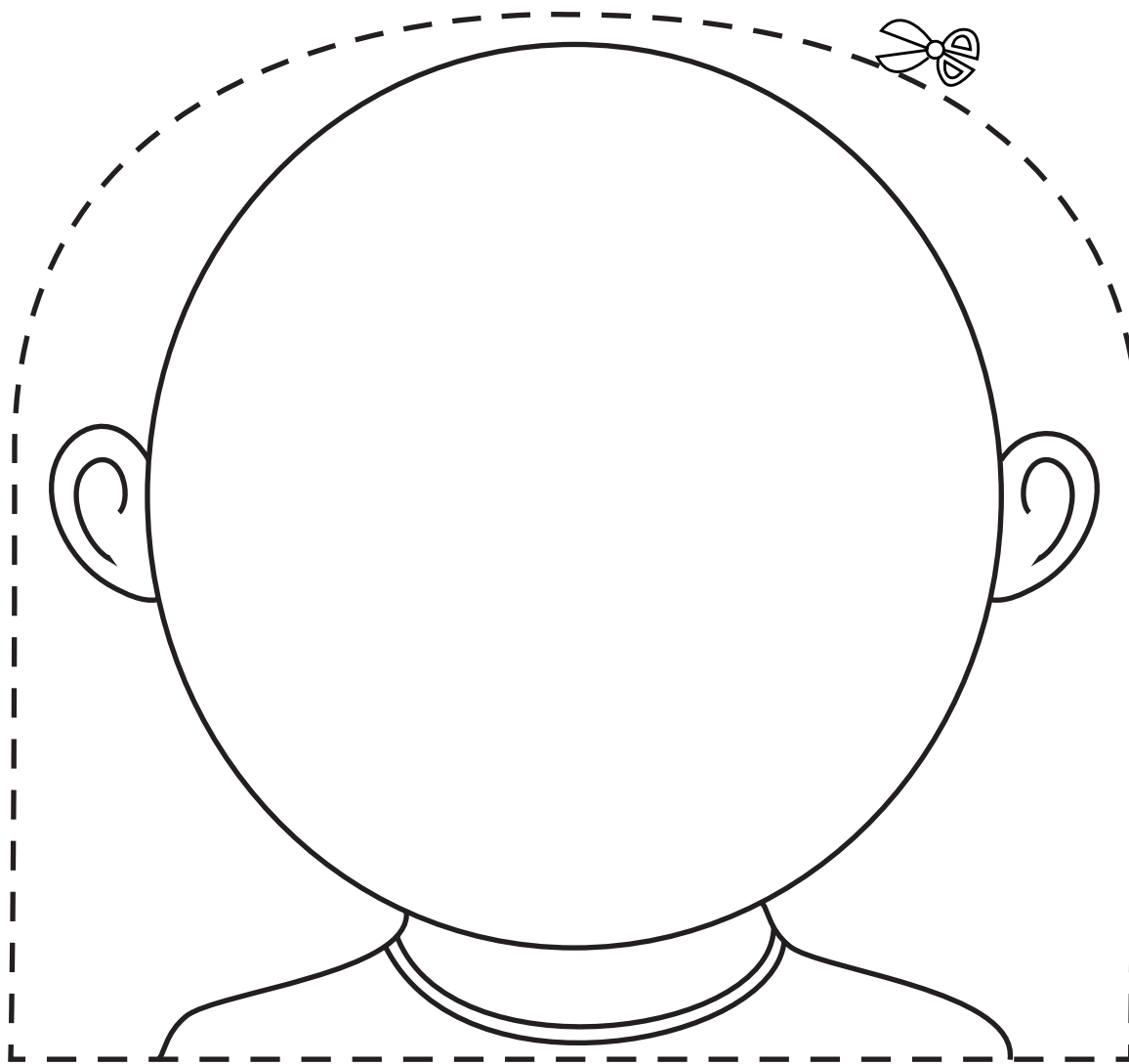


Decorate and cut. Make and say.



Unit 0

Activity 1

Objectives

Students can greet each other, introduce themselves and ask each other's names.

Vocabulary

Key: hi, meet, name, nice

Language

Key: Hi, I'm... What's your name? Nice to meet you. Nice to meet you too.

Extended: This is...

Materials

colored pencils, yarn (in the different colors of students' hair), scissors, glue, tongue depressors (2 per student)

Optional: hand mirrors

Preparation

Prepare the Cricket stick puppet, the Crissy puppet and the Cal puppet (on the Teacher's Resource CD). Print out and photocopy the Activity 1 page (1 per student).

Warm Up

Greet your students. Wave to them and say *Hi*. Encourage students to wave to each other and say *Hi* too. Next, remind students how to introduce themselves by acting out the following dialog using the Cricket stick puppet (see Preparation):

T: *Hi, I'm (Miss Renata). What's your name?*

Cricket: *I'm Cricket. Nice to meet you!*

T: *Nice to meet you too!*

Repeat the dialog with the Cricket puppet addressing different students and having them answer him.

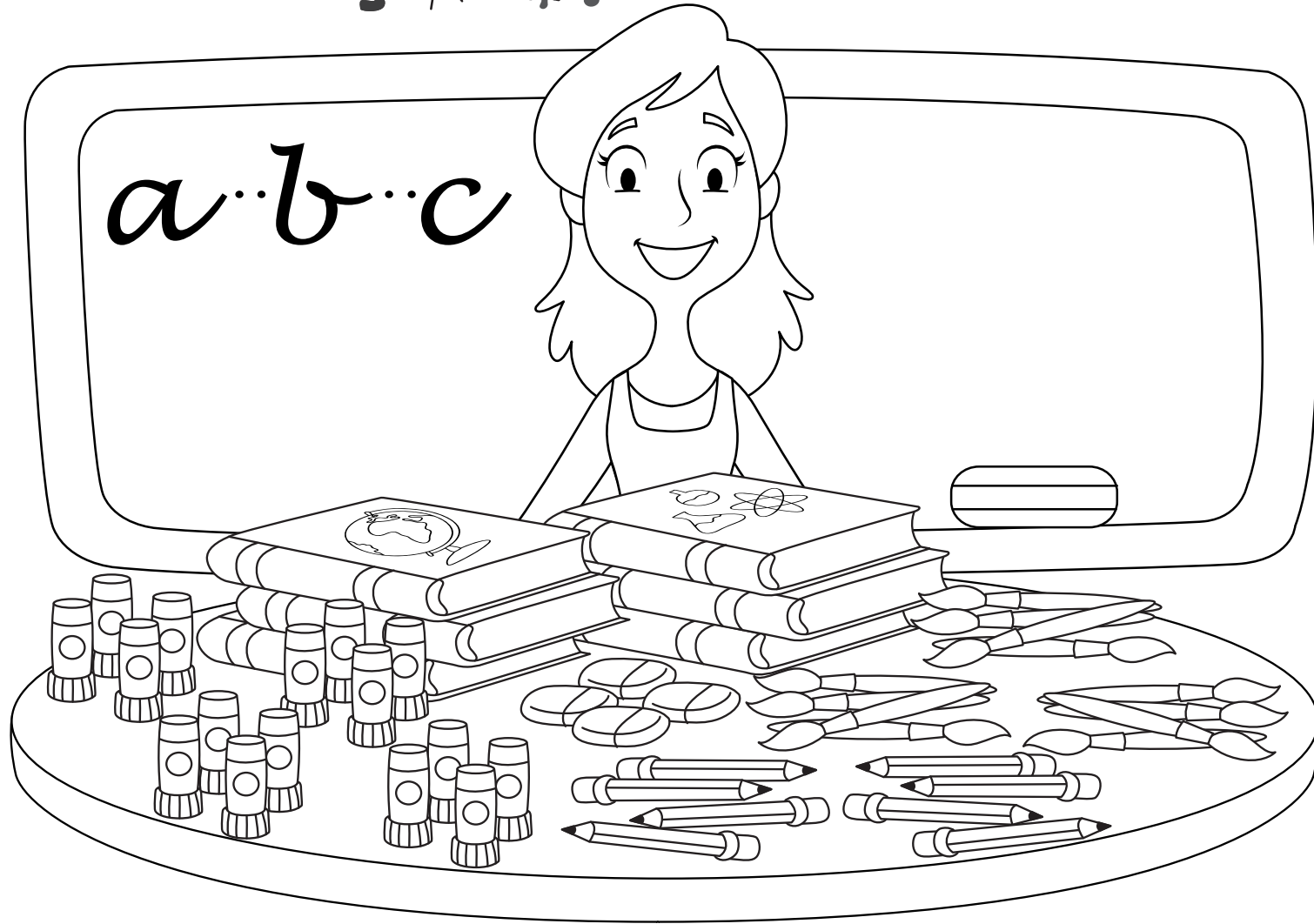
Decorate and cut. Make and say.

Distribute materials and the Activity 1 page (see Preparation). Hold up the activity page and point to the picture. Encourage students to draw their faces on the character's head. Then, have them cut and glue yarn for hair. (Students can use a mirror to observe themselves before drawing their faces and gluing their hair.) Encourage students to cut out the head and glue it onto tongue depressors (one on either side of the shoulders) to make a puppet. Form pairs and have students introduce themselves to each other using their puppets.

Closing Activity

Hold up the Crissy puppet (see Preparation) and say *This is Crissy*. Introduce the Cal puppet in the same way. Ask students to exchange the puppet they made with another student's. Then, have each student introduce his or her partner to the class, holding up the puppet: *This is (Adrian)*. Finally, display students' puppets around the classroom and have different students stand up, go to a puppet and guess which student it represents: *This is (Veronica)*.

Count and write. Color. 1 2 3  



___ books

___ paintbrushes

___ pencils

___ erasers

___ glue sticks

Unit 0

Activity 2

Objectives

Students can identify school supplies.
Students can count from 1 to 20.

Vocabulary

Key: book, eraser, glue stick, paintbrush, pencil; numbers 1–20

Language

Key: What's this? It's a...

Extended: How many... are there? Can you find...?

Materials

1 book, 1 eraser, 1 glue stick, 1 paintbrush,
1 pencil; pencils, colored pencils

Preparation

Print out and photocopy the Activity 2 page (1 per student).

Count and write. Color.

Distribute materials and the Activity 2 page (see Preparation). Hold up the activity page and point to the picture. Have students identify the school supplies.

Write ____ *books* on the board. Point to *books* and help students read it from left to right. Encourage them to point to the word on their page and repeat after you. Next, ask *How many books are there?* Count the books aloud with students and write *6* next to *books* on the board for them to copy. Do the same for the other school supplies. Finally, have students color the picture.

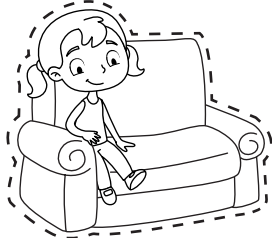
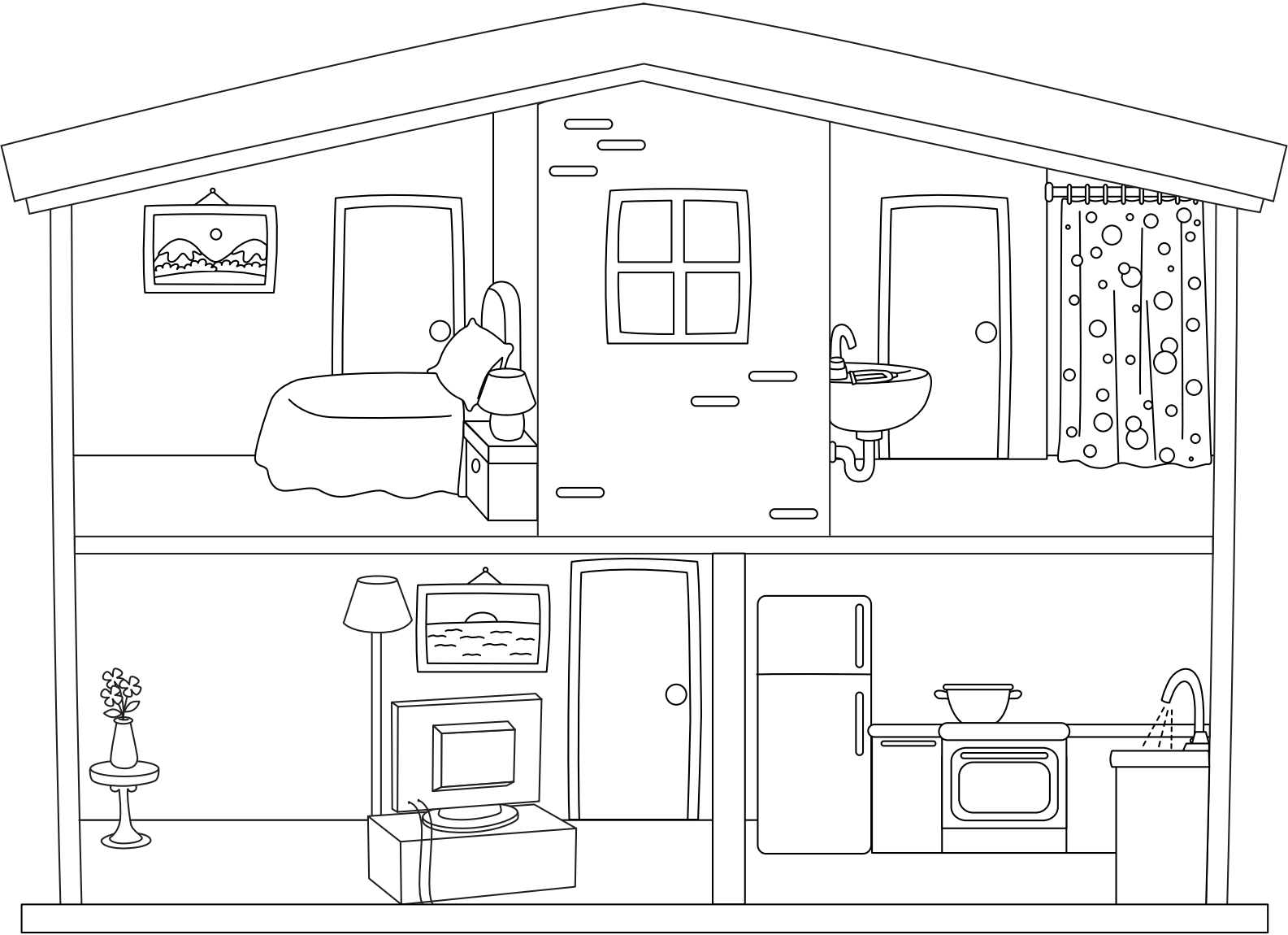
Closing Activity

Say *Can you find 12 erasers?* Have a volunteer stand up and point to 12 erasers in the classroom one by one as the rest of the students count them. Repeat with different school supplies and quantities from 1 to 20.

Warm Up

Put the following school supplies in front of you: a book, an eraser, a glue stick, a paintbrush and a pencil (see Materials). Hold up each object one by one and review its name with students by asking *What is this?* Have students answer *It's (a book).* Ask several students to take your place one by one and have them repeat the questions for their classmates to answer.

Color and cut. Listen and paste.



Unit 0

Activity 3

Objectives

Students can identify family members, actions and rooms in the house.

Vocabulary

Key: *actions:* brushing his/her teeth, drinking coffee, putting on a sweater, sitting on the sofa, washing his/her hands; *family members:* brother, dad, grandpa, mom, sister; *rooms in the house:* bathroom, bedroom, kitchen, living room

Language

Key: Dad is washing his hands. He's in the kitchen.

Materials

colored pencils, scissors, glue, white paper

Preparation

Prepare and print out pictures showing someone doing the following actions: brushing his or her teeth, drinking coffee, putting on a sweater, sitting on the sofa, washing his or her hands. Print out and photocopy the Activity 3 page (1 per student).

classmates guessing the action.

Finally, show the pictures one by one for students to say what each person is doing.

Color and cut. Listen and paste.

Distribute colored pencils, scissors, glue and the Activity 3 page (see Preparation). Hold up the activity page and point to the pictures. Have students identify first the family members and then the rooms in the house. Ask students to color the pictures. Then, ask them to cut out the family members. Say *Mom is brushing her teeth. Show me Mom.* Then, say *She's in the bathroom.* Encourage students to paste the picture of the mom in the bathroom. Repeat with *Dad-kitchen, the sister-living room, the brother-living room, Grandpa-bedroom.* Help students as necessary.

Closing Activity

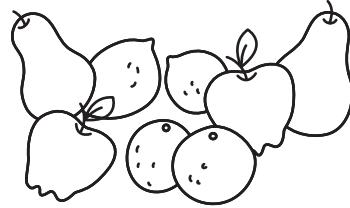
Distribute white paper. Encourage students to draw their houses with the members of their families in the different rooms. Display students' work on the classroom walls.

Warm Up

Play a game with students. Choose a picture (see Preparation). Mime the action on the picture and ask *What am I doing?* Have students guess and say *You're (putting on a sweater).* Then, repeat with different students taking a picture and miming and their

Color and say. Circle. 

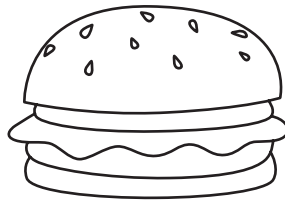
Do you like



?

Yes / No

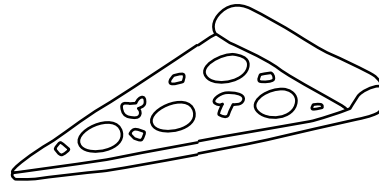
Do you like



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Yes / No

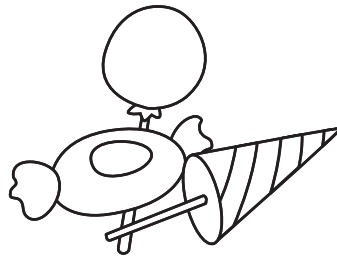
Do you like



?

Yes / No

Do you like



?

Yes / No

Do you like



?

Yes / No

Unit 0

Activity 4

Objectives

Students can identify food and talk about likes and dislikes.

Vocabulary

Key: candy, fruit, hamburger, pizza, salad

Extended: other foods you would like to review

Language

Key: Do you like...? Yes. No.

Extended: I like...

Materials

colored pencils, white paper

Preparation

Bring several items of touchable real food to class (for example, an apple, an orange, a carrot, a carton of milk, etc.) and a non-transparent bag. Print out and photocopy the Activity 4 page (1 per student).

Warm Up

Put an item of food in a bag (see Preparation). Pass the bag around the class. Have students touch the food (without looking at it) and guess what it is. When all students have guessed, take out the food for students to say what it is. Repeat with the remaining food items.

When students have guessed all the food items, show them one and say *Yum! I like (carrots)*. Show another one and say *Yuck! I don't like (milk)*. Give one of the food items to a student and ask *Do you like (carrots)?* Encourage him or her to answer Yes or No before he or she passes the food item to another student and asks the same question. Repeat with different food items until all students have participated.

Color and say. Circle.

Distribute colored pencils and the Activity 4 page (see Preparation). Hold up the activity page and point to the pictures. Have students identify the food items. Ask them to color the food. Then, help them read the sentences and Yes/No by pointing to each word, from left to right. Form pairs and have students ask each other if they like each food using the prompts. They should circle Yes or No depending on their partner's answer.

Closing Activity

Distribute white paper. Encourage students to draw their favorite food. Then, have different students show their pictures and tell the class: *I like (chicken)*. Display students' work on the classroom walls.

Look and count. Say.  **1 2 3** 



Unit 0

Activity 5

Objectives

Students can identify places in a town.
Students can count from 1 to 40.

Vocabulary

Key: airport, park, restaurant; numbers 1–40

Language

Key: Where is he going? He's going to the park.

Extended: Feet! How many steps?

Materials

chalk, white paper

Preparation

Write numbers 1 to 40 on a piece of poster paper. Print out and photocopy the Activity 5 page (1 per student).

Warm Up

Take students out to the playground. Draw a large circle on the floor using chalk (see Materials) and place poster paper with numbers on it in the middle (see Preparation). Stand with students in a larger circle around the chalk circle and play a game. Count aloud from one to five. At each count, students move one step to their left. When you stop counting, call out *Feet!* When students hear

Feet, they either put one foot in the chalk circle or they jump into it with both feet. Then, a student you name counts the total number of feet in the circle, and points to the correct number on the paper. Repeat until all students have counted. Then, take students back to the classroom.

Look and count. Say.

Distribute the Activity 5 page (see Preparation). Hold up the activity page and point to the pictures. Have students describe the people and identify the places. Point to the man and ask *Where is he going?* Encourage students to answer *He's going to the restaurant.* Ask *How many steps?* Have students count the number of steps he needs to take aloud with you. (There are 24.) Repeat with the boy (19 steps) and the woman (28 steps).

Closing Activity

Distribute white paper. Write a number from 1 to 40 on the board and have students write it on their paper by creating a sequence of dots using their colored pencils. The number of dots is the same as the number they are going to write. (For example, 24: students write the number 24 using 24 dots.) Repeat with different numbers.