

### Communication Objectives

- |  |   |
|--|---|
| Identify and name parts of a house             | Identify activities families do at home |
| Identify and name furniture items              | Indicate location of furniture items    |
| Indicate location of family members in a house | Understand and follow simple commands   |

### Target Language and Structures

- |   |  |
|---|--|
| <i>Where is (Baby)? (He) is (in the bedroom).</i>           | <i>Where is the (bed)? It is (in the bedroom).</i> |
| <i>Where is (Sister)? (She) is (in the hallway).</i>        |  |
| <i>What is (she) doing? (She) is (playing with a ball).</i> |  |

### Topics and Key Vocabulary

#### Parts of a House:

*kitchen, living room, bedroom, bathroom, hallway, stairs, closet, dining room*

#### Furniture Items:

*bed, stove, sofa, toilet, fridge, TV, lamp, sink*

#### Numbers:

*thirty to thirty-nine*

#### Action Verbs:

*raise (your hand), start, have fun, crawl, drink, talk, take care, do, cook, catch, glue, hang*

#### Nature and Science Words:

*spider, web, fly*

### Content Connections

#### Math:

Identify and trace numbers: 30–39

Count to 39

Identify and count sets of 10

#### Nature and Science:

Observe that spiders make webs to catch their food

#### Art:

Make spiders

#### Music:

Sing and act out songs

Move to music

#### Language Arts:

Say and act out chants

Role-play

# UNIT 3

## OVERVIEW

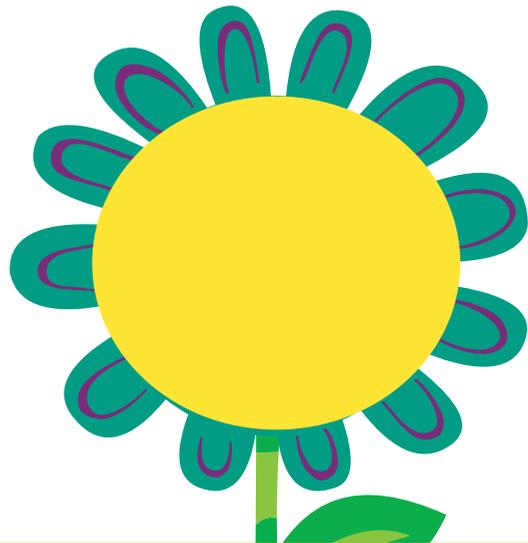
## Amazing and Project

Observe that spiders make webs to catch their food

**Project:** *Make Spiders*

## Little Book

*Where Is Meg?*



## Competency-based Education

Competency work within the following formative areas:

### Social Development:

Develop sensitivity toward the needs, viewpoints, and feelings of others; Values section, p. T30

### Language and Communication:

Identify characteristics of the writing system; Reading and Writing Readiness page, p. T30

# UNIT 3 OVERVIEW



## Reading and Writing Readiness

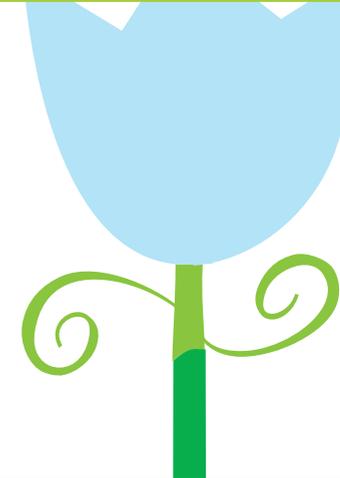
Identify initial sounds: /n/, /k/, /g/, /l/

Practice motor skills

Practice visual discrimination

Trace letters: *Nn, Cc, Gg, Ll*

Trace words and use rebuses to read simple sentences



## Home-School Connection

Take home the Little Book

Talk about house and furniture items at home

Take home Show Time drawings

Sing songs and say chants at home

## Values

Respecting differences

Overview



# Unit Opener

## Objectives

- To predict unit topic
- To identify and name parts of a house
- To review numbers: 1–20
- To review shapes
- To understand and follow simple commands

## Vocabulary

*hello, good-bye, tree house, bedroom, living room, house, home, family, look, predict, draw, listen, find, raise (your hand)*

## Language

*This is (a tree house).  
Find the beds.*

## Materials

Class Audio CD, classroom calendar, Happy Caterpillar puppet, white paper (one sheet per child), crayons, twenty milk cartons, Portfolio Envelopes, plastic bags

## BEFORE PAGE 25

 **Sing the “Good Morning Song”**  
A3 Play the audio. Have children sing along.

 **Calendar Work**  
A4 Work daily with a large classroom calendar. Have Happy Caterpillar point to the day on the calendar. Ask: *What day is today, Happy Caterpillar? It is (Monday).* Have the class repeat after Happy Caterpillar. Then play the audio and have children listen. Play the audio again and encourage them to join in singing as best they can. Praise all efforts.

## DURING PAGE 25

 **1 Look, predict, and draw. Listen. Predict Together**

Display page 25. Point to the pictures on the page and have children look at them carefully. Say: *Our house is our...* Encourage children to say: *home!* Then say: *Houses have many...* Encourage children to answer: *rooms.* Invite them to name rooms in a house. Children may use their native language if necessary.

Then play Audio A5. Have children listen. Encourage them to mime the actions with you. At the end of the song, have children insert the topic in the final verse of the song: *Fun with (my home)!*

Next, have children close their books. Distribute drawing paper and crayons. Ask children to draw one thing they think will appear in the unit and that is not on page 25. Then hold up children’s drawings and name the vocabulary items children predict will appear.

## Check Predictions

Encourage children to look through the unit to check if their predictions were correct. Have them clap if they see the item they predicted.

Next, have children open their books again to page 25. Point to the picture cues on the page and teach the four items that appear there: *tree house, bedroom, living room, and house.* Say: *This is (a tree house).* Have children repeat the words after you.

Play the Target Song “My House” to expose children to the new vocabulary. Use Happy Caterpillar to model the questions and answers in the song. Sing the song and do the actions that go with it. Have children listen attentively. Next, play the audio again. Have children raise their hands when they hear the words they just learned: *tree house, bedroom, living room, and house.*

 **Do the Find It! Activity**

Point to Happy Caterpillar and read his speech bubble: *Find the beds!* Have children look for beds in the unit. (Beds can be found on pages 25, 26, 27, 28, and 36.)

## AFTER PAGE 25

 **Number Train**

Give children twenty small milk cartons or boxes with the tops cut off and labeled with the numbers 1 to 20. Have them work together to place these “train cars” in sequential order. Finally, count all the train cars, point to the number on each, and check if they were sequenced correctly.

 **Sing the “Good-bye Song”**

A7 Have children sing and wave good-bye.

 **Portfolio**

Remember to put letter-sized or smaller student work into each student’s Portfolio Envelope. Help children decide what work they want in their Portfolio.

 **WB** See Workbook page 21.

## EXTRA ACTIVITY

 **Counting Shapes**

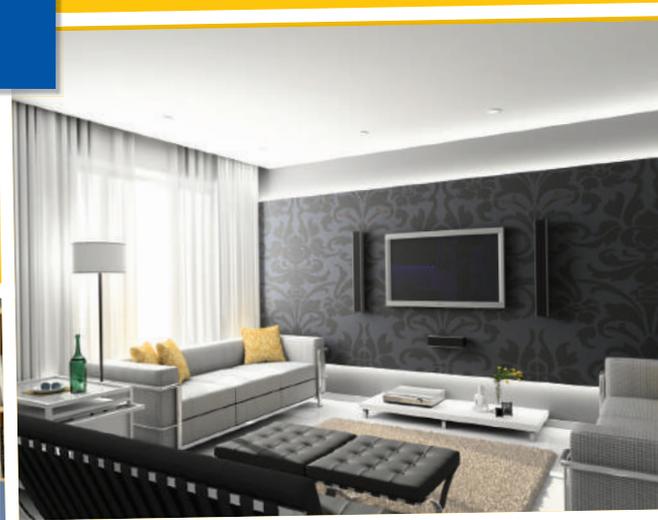
Divide the class into four teams and assign a shape (circle, square, triangle, or rectangle) to each. Challenge teams to find at least five small items with their shape in the classroom. Provide each team with a plastic bag and have them put the items they find inside the bag. Then have each team count the items with their shape and report to the class.

# 3

# HOME

A5 & A36

1 Look, predict, and draw. Listen.



Find the beds!



Unit Preview; FIND IT in the unit: *beds*

A37-38  
2

## Listen and say. Find and match.



kitchen



living room



bedroom



bathroom



26

Vocabulary Presentation: *kitchen, living room, bedroom, bathroom*; Review: family members  
Language Presentation: *Where is (Baby)? (He) is in the (bedroom).*

# Vocabulary

## Objectives

- To identify rooms in a house
- To repeat names of rooms in a house
- To indicate the location of family members in a house
- To review family members
- To review pets
- To understand and follow simple commands

## Vocabulary

*kitchen, living room, bedroom, bathroom, Mom, Dad, Baby, Brother, Grandma, cat, start, have fun, listen, say, find, match*

## Language

*What is this? It is the (kitchen).*

*Where is (Baby)? (He) is (in the bedroom).*

## Materials

Class Audio CD, beanbag, music CD, *kitchen, living room, bedroom, bathroom, hallway, and stairs* Picture Cards, pencils, Happy Caterpillar puppet, a pot, a towel, a pillow, a book, a spoon, a blanket, a bottle of shampoo

## BEFORE PAGE 26

### Vocabulary Presentation

Draw a house on the board. Ask: *What is this? It is a house.* Next, display the *kitchen, living room, bedroom, and bathroom* Picture Cards. Hold up the cards as you say the words. Then hold up the *kitchen* Picture Card. Ask: *What is this?* Happy Caterpillar answers: *It is the kitchen.* Have children repeat *kitchen* after Happy Caterpillar. Repeat the procedure with *living room, bedroom, and bathroom.*

## Hot Potato

Attach the *kitchen, living room, bedroom, and bathroom* Picture Cards to the board. Have children sit in a circle. Give a child a beanbag, which will be the hot potato. Play some music and have children pass the hot potato around. Stop the music. Name a room in a house: (*Kitchen*). Invite the child with the beanbag to stand up and point to the corresponding card on the board. Repeat with the remaining cards. Play several rounds.

## DURING PAGE 26

**2 Listen and say. Find and match.**  
A37, A38 Play Audio A37. Point to the photos of the vocabulary items, say the words, and have children repeat. Underline each word with your finger as you name each item. Next, invite children to find the kitchen, living room, bedroom, and bathroom in the scene. Then show children how to trace a line from the kitchen to the corresponding illustration in the scene. Encourage children to trace lines with their index finger before they do so with a pencil. Repeat the procedure with *living room, bedroom, and bathroom.*

kitchen living room bedroom bathroom

Explain to children that *Mom, Dad, Grandma, and Grandpa* are affectionate names for *Mother, Father, Grandmother, and Grandfather.*

Next, point to the scene and to the speech bubbles. Say the dialogue that goes with the scene: *Where is Mom? She is in the kitchen.* Play Audio A38 and point to the scene as children repeat.

Where is Mom? She is in the kitchen.  
Where is Grandma? She is in the living room.

Where is Baby? He is in the bedroom.  
Where is the cat? It is in the bathroom. It is playing with some yarn!

## Say the "We Have Finished Chant"

A6 Play the audio and have children join in. Invite them to sing and do the actions that go with the song.

## AFTER PAGE 26

### Target Song "My House"

A36 Play the Target Song "My House" to expose children to the new vocabulary. Display the *bedroom, hallway, stairs, and living room* Picture Cards around the room. Use Happy Caterpillar to model the questions and answers in the song. He sings the children's part. Walk around the room and have Happy Caterpillar point to the cards as they are mentioned in the song. Have children listen and look attentively.

WB See Workbook page 22.

## EXTRA ACTIVITY

### Where Can You Find This?

Attach the *kitchen, living room, bedroom, and bathroom* Picture Cards to the board at children's eye level. Hold up a pot and ask: *Where can you find this?* Have Happy Caterpillar answer: *In the kitchen!* Repeat with other objects: a towel, pillow, book, spoon, blanket, bottle of shampoo, and so on. Then pose the same questions to the children. Accept all logical answers.

# Vocabulary

## Objectives

- To identify rooms and parts of a house
- To repeat names of rooms and parts of a house
- To review family members
- To review pets
- To indicate the location of family members in a house
- To identify activities families do at home
- To understand and follow simple commands

## Vocabulary

*kitchen, living room, bedroom, bathroom, hallway, stairs, closet, dining room, upstairs, downstairs, ball, cat, dog, water, Sister, Baby, Mom, Grandma, Dad, Brother, play, crawl, sleep, drink, talk, read, take care, eat*

## Language

*Where is (Sister)? (She) is (in the hallway).  
What is (she) doing? (She) is (playing with a ball).*

## Materials

Class Audio CD, *hallway, stairs, closet, dining room, bedroom, and living room* Picture Cards, Happy Caterpillar puppet, pencils, soft ball, white paper (one sheet per child), crayons

## BEFORE PAGE 27

### Vocabulary Presentation

Draw a house on the board. Ask: *What is it? It is a house.* Say: *Let's learn other rooms and parts of a house.* Hold up the *hallway, stairs, closet, and dining room* Picture Cards. Name the new words and have children repeat after you.

### Target Song "My House"

A36 Attach the *bedroom, hallway, stairs, and living room* Picture Cards to the board. Play the Target Song and point to the cards as they are mentioned. Use Happy Caterpillar to model the questions and answers. He sings the children's part. Have children listen and look attentively.

## DURING PAGE 27

### 3 Listen and say. Find and match.

A39-A41 Play Audio A39. Point to the photos of the vocabulary items, say the words, and have children repeat. Next, invite children to find the hallway, the stairs, the closet, and the dining room in the scene. Then show children how to trace a line from the photo of the hallway to the corresponding illustration in the scene. Encourage children to trace lines with their index finger before they do so with a pencil.

hallway stairs closet dining room

Next, have children match the remaining photos with the corresponding pictures. Point to the scene and to the speech bubbles. Say the dialogue that goes with the scene: *Where is Baby? He is crawling up the stairs!*

Play Audios A40 and A41 and point to the scene as children repeat.

Where is Sister? She is upstairs. She is in the hallway.  
What is she doing? She is playing with a ball.  
Where is Baby? He is on the stairs.  
What is he doing? He is crawling up the stairs!  
Where is the cat? It is in the closet.  
What is it doing? It is sleeping.  
Where is Mom? She is in the dining room.  
What is she doing? She is drinking water and talking to Grandma.

Where is Dad? He is upstairs. He is in the bedroom.  
What is he doing? He is reading.  
Where is Brother? He is in the living room.  
What is he doing? He is taking care of Baby!  
Where is the dog? It is in the kitchen.  
What is it doing? It is eating.  
Where is Grandma? She is in the dining room.  
What is she doing? She is eating and talking to Mom!

## Vocabulary Practice

Display page 26. Invite a child to come up. Ask: *Where is (Mom)? (She) is (in the kitchen).* Repeat with other family members and other children and for page 27.

## AFTER PAGE 27

### Upstairs, Downstairs

Display page 27. Ask: *Is Dad upstairs or downstairs?* Have Happy Caterpillar answer: *Upstairs.* Then throw a soft ball to a child. Ask: *Is Sister upstairs or downstairs?* Elicit: *Upstairs.* Repeat with other family members and other children. Play several rounds.

**WB** See Workbook page 23.

## EXTRA ACTIVITY

### My House

Distribute drawing paper and crayons. Encourage children to draw their homes. Finally, invite children to come up and show their drawings to the rest of the class. Have them name the rooms in their homes.

A39-47  
3

# Listen and say. Find and match.



hallway



stairs



closet



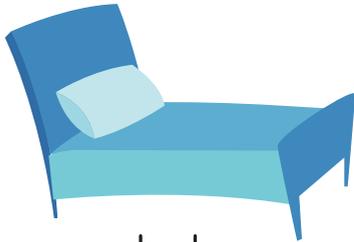
dining room



Vocabulary Presentation: hallway, stairs, closet, dining room; Review: upstairs, downstairs  
Language Presentation: Where is (Sister)? (She) is (in the hallway). What is (she) doing? (She) is (playing with a ball).

A42-43  
4

# Listen, look, and match.



bed



stove



sofa



sink



28

Vocabulary Presentation: *bed, stove, sofa, sink, toilet, fridge, TV, lamp*; Vocabulary Practice: *bathroom, bedroom, kitchen, dining room*  
Language Presentation: *Where is the (bed)? It is in the (bedroom).*

## Practice

### Objectives

- To identify and name furniture items
- To indicate location of furniture items
- To understand and follow simple commands

### Vocabulary

*bed, stove, sofa, sink, toilet, fridge, TV, lamp, bathroom, bedroom, living room, kitchen, dining room, listen, look, match, trace, find, sing*

### Language

*What is this? It is (a bed).*

*Where is the (bed)? It is in the (bedroom).*

### Materials

Class Audio CD, Happy Caterpillar puppet, pictures of a bed, a stove, a sofa, a sink, a lamp, a toilet, a fridge, and a TV, pencils, *bedroom, kitchen, bathroom, and living room* Picture Cards

### BEFORE PAGE 28

#### What Is This?

Hold up the picture of the bed. Ask: *What is this?* Happy Caterpillar answers: *It is a bed.* Have children repeat *bed* after Happy Caterpillar. Repeat with: *stove, sofa, and sink.*

Next, attach the pictures of the bed, stove, sofa, sink, lamp, toilet, fridge, and TV to the board at children's eye level. Invite a child to come up. Happy Caterpillar points to a picture and asks the child: *What is this?* The child answers: *It is (a bed).* Repeat with the rest of the pictures and other children.

### DURING PAGE 28

 **4 Listen, look, and match.**  
 Display page 28. Play Audio A42. Point to the pictures as children repeat.

It is a bed. Where is the bed? It is in the bedroom.

It is a stove. Where is the stove? It is in the kitchen.

It is a sofa. Where is the sofa? It is in the living room.

It is a sink. Where is the sink? It is in the bathroom.

Next, distribute pencils and encourage children to trace a line from each item to the shaded area in the corresponding room.

Play Audio A43 and have children find the closet, the lamp, the toilet, the fridge, and the TV in the rooms at the bottom of the page. Invite volunteers to answer each question by completing the sentence: *It is in the...*

Find the closet. Where is the closet?  
Find the lamp. Where is the lamp?  
Find the toilet. Where is the toilet?  
Find the fridge. Where is the fridge?  
Find the TV. Where is the TV?

### AFTER PAGE 28



#### The Bed Is in the Bedroom

Place the *bedroom, kitchen, bathroom, and living room* Picture Cards around the room. Have children sit in a circle. Walk around the circle. Stop and tap a child on the shoulder. Hand him or her the picture of the bed. Say: *The bed is in the bedroom.* Have the child walk around the room and look for the *bedroom* Picture Card. Encourage him or her to hold up the card and the picture and say: *The bed is in the bedroom.*

Repeat the procedure with *kitchen/stove, bathroom/sink, and living room/sofa.*

#### **Target Song “My House”**

 Play the audio. Sing the song along with Happy Caterpillar. He sings the children's part. Play the audio again and encourage children to join in as best they can. Praise all efforts.



See Workbook page 24.

### EXTRA ACTIVITY

#### Let's Sing!

Sing the following song to the tune of “For He's a Jolly Good Fellow.”

The stove is in the kitchen.  
The lamp is in the living room.  
The closet is in the bedroom.  
Everything is in place!  
The table is in the dining room.  
The sink in the bathroom.  
The fridge is in the kitchen.  
Everything is in place!

## Reading Readiness

### Objectives

- To identify uppercase and lowercase letters: *Nn, Cc, Gg, li*
- To identify initial sounds: /n/, /k/, /g/, /l/
- To discriminate initial sounds
- To understand and follow simple commands

### Vocabulary

*letter, nurse, nest, nine, lion, cat, cake, car, banana, fish, garden, gate, guitar, ice cream, iguana, igloo, truck, listen, cross out*

### Language

*This is big (N).*  
*This is small (n).*  
*(N) is for (nose).*

### Materials

Class Audio CD, pencils, craft sticks, sandbox

### BEFORE PAGE 29

 **Sing the “Let’s Wiggle!” Song**  
A29 Sing this song to get children started. Play the audio and encourage children to join in as best they can. Praise all efforts.

### N Is for Nose

Write the letter *Nn* on the board. Point to uppercase *N* and say: *This is big N*. Point to lowercase *n* and say: *This is small n*. Then point to your nose and say: *Nnnose starts with the /n/ sound*. *N is for nose*. Have children repeat *nnnose* after you, exaggerating the /n/ sound. Follow the same procedure with the letters *Cc*, *Gg*, and *li* and words that begin with each letter.

### DURING PAGE 29

 **5 Listen and cross out the picture that has a different initial sound.**

Point to the letters *Nn, Cc, Gg*, and *li* and have children identify them. Then point to the photos in each box, name the items, and have children repeat after you. Exaggerate the beginning sounds.

Next, play Audio A44. Distribute pencils. Encourage children to cross out the word that has a different initial sound in each group of four. Before the activity, draw a big X on the board and say: *Cross out*.

nurse nest nine lion  
cat banana cake car  
fish garden gate guitar  
ice cream iguana igloo truck

Finally, have volunteers say which picture they crossed out in each group.

### AFTER PAGE 29

 **“Let’s Make Letters!” Song**  
A45 Explain to children that they will make letters with their bodies. Set furniture aside and divide children into groups of four. Play the audio, sing along, and have children listen.

Play the audio again. At the end of the song, fill in the blank with a letter and encourage children to form it with their bodies.

### Trace Letters

Take children to the playground. Have them stand around the sandbox. Hand a stick to a child and say: *Nnnest starts with the /n/ sound*. Encourage the child to write the uppercase and lowercase letter *Nn*. Repeat the procedure with other children and the letters *Gg, Cc*, and *li*.



See Workbook page 25.

### EXTRA ACTIVITY

#### Same or Different?

Say a pair of words: *nnnine/nnnurse*. Exaggerate the initial sounds. Have children clap if the words have the same initial sound and ask them to remain silent if the words have different initial sounds. Repeat with other pairs of words and the /n/, /k/, /g/, and /l/ sounds.



Home

Listen and cross out the picture that has a different initial sound.

N  
n



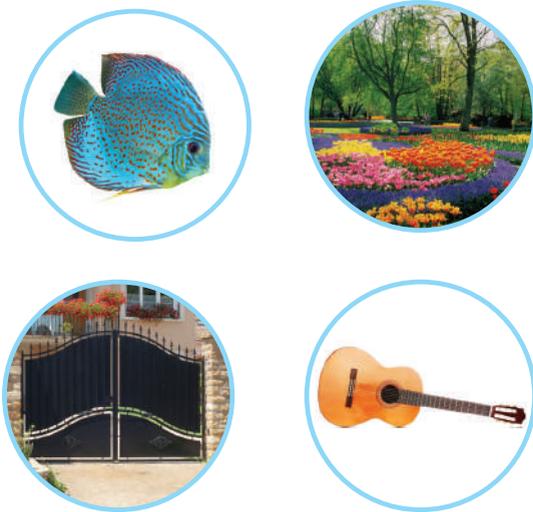
A 2x2 grid of images: a female nurse in blue scrubs, a bird's nest made of twigs, a large green number 9, and a male lion.

C  
c



A 2x2 grid of images: a grey cat sitting, a yellow banana, a round chocolate cake with a slice cut out, and a small red car.

G  
g



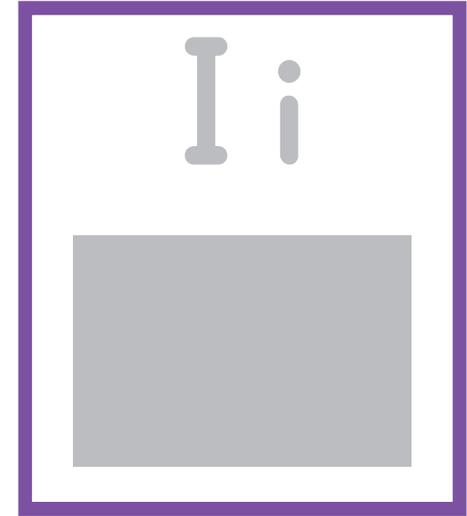
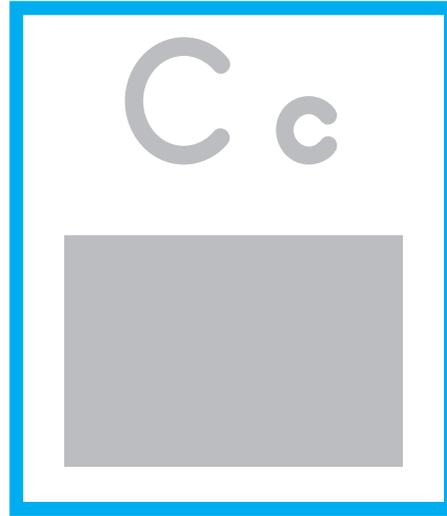
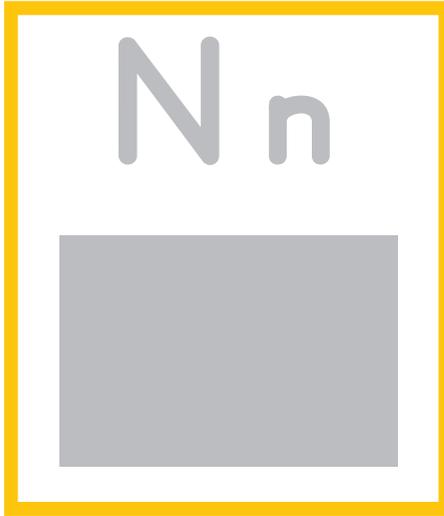
A 2x2 grid of images: a blue and white spotted fish, a garden with colorful flowers, a black metal gate, and an acoustic guitar.

I  
i



A 2x2 grid of images: an ice cream cone with three scoops, a green iguana, an igloo in the snow, and a red truck.

6 ✂ Trace letters. Cut out and paste. Trace and read.

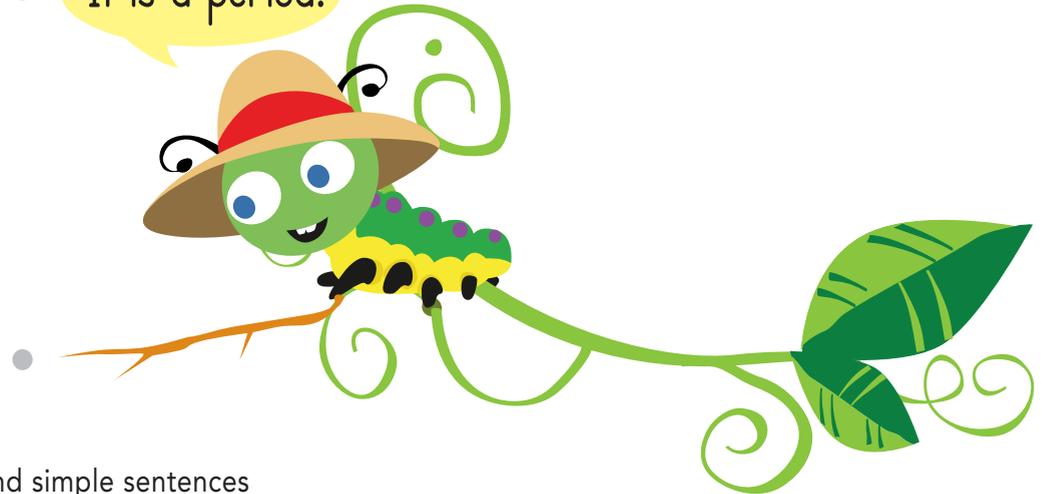
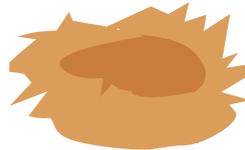


It is a



• It is a period.

It is a



### Objectives

- To identify and trace letters: *Nn, Cc, Gg, li*
- To discriminate initial sounds
- To read and write simple sentences
- To practice fine motor skills
- To learn a value: We respect differences
- To use language to express a value
- To understand and follow simple commands

### Vocabulary

*letter, sound, nurse, cat, girl, igloo, differences, trace, cut out, paste, read, respect, care*

### Language

*What letter is this? It is the letter (N).*

*(N) is for (nose).*

*It is a car.*

*It is a period.*

*We respect differences.*

### Materials

Class Audio CD, Happy Caterpillar puppet, Cutouts, scissors, glue, pencils, *Values* Poster, white paper (one sheet per child), crayons

### BEFORE PAGE 30

#### Yes or No

Write the letters *Nn, Cc, Gg, and li* on the board. Point to them and have children identify them. Next, say: *N is for nnnose*. Exaggerate the beginning sound. Have Happy Caterpillar say: *Yes!* Then say: *C is for nnnest*. Have Happy Caterpillar say: *No!* Next, have Happy Caterpillar say: *(C) is for ccccar*. Invite a volunteer to say *Yes!* or *No!* If his or her answer is correct, have the class clap. Repeat several rounds with the letters *Nn, Cc, Gg, and li* and other children.

### DURING PAGE 30



#### **CBE** 6 Trace letters. Cut out and paste. Trace and read.

Point to the letters *Nn, Cc, Gg, and li* and have children identify them: *What letter is this? It is the letter (N)*. Next, distribute pencils and encourage children to trace the letters.

Then hold up the Cutouts for page 30. Point to each Cutout. Name the items and have children repeat after you: *nurse, cat, girl, and igloo*. Exaggerate the beginning sounds.

Next, have children cut out the Cutouts and put a small amount of glue on the back of each. Explain they will have to paste each Cutout under the letter the word begins with.

Next, direct children's attention to the words and rebuses below the letters and Cutouts. Encourage children to trace the words.

Then read the first sentence aloud with the class. Underline each word and point to the rebus as you read: *It is a car*. Then have the class read both sentences aloud. Invite volunteers to read the sentences.

Finally, read the speech bubble: *It is a period*. Have children repeat after you and point to the periods at the ends of the sentences. Explain that we always use a period at the end of a sentence. Have children trace the periods.

### AFTER PAGE 30

#### VALUES ACTIVITY

##### **CBE** Value: Respecting Differences

Display the *Values* Poster. Have children sit in a semicircle. Point to the value: *Respect differences*. Read it aloud and have children repeat after you. Then point to the two children. Say: *Look, at the boys' drawings. They are bicycles*. Point to the bike on the left. Then invite a child to come up, and ask: *What color is this bike? It is red*. Then point to the bike on the right: *What color is this bike? It is purple. Very good! The two drawings are bikes, but they are different. One is red, and the other one is purple. The two bikes are pretty! These boys respect differences! We respect differences, too!*

Next, have children go back to their seats. Distribute drawing paper and crayons. Encourage the boys to draw a toy car and the girls a doll. Next, invite a pair of girls to the front and have them show their dolls to the rest of the class. Describe each doll and then ask: *Are the dolls different? Yes!* Then say: *The dolls are different, and they are very pretty*. Encourage the children to clap and then say: *We respect differences*.

Repeat with a pair of boys. Continue until all children have shown their drawings to the class. Praise all efforts.

**WB** See Workbook page 26.

#### EXTRA ACTIVITY

**A16** **"Values Are Important" (Part 1)**  
Play the audio and have children listen. Play the audio again and encourage children to sing along as best they can. Praise all efforts.



**AUDIO SCRIPT**

**A46 Where Is Meg?**

1. Pam: Hello, is Meg here?  
Mom: Hello, Pam. Meg is in our living room.
2. Pam: Meg, I'm here. Where are you?  
Meg: I'm here. Find me!
3. Pam: What are you doing?  
Meg: I am cooking.
4. Meg: I'm cooking in my kitchen.  
Pam: In your living room? Oh!

**HOME-SCHOOL CONNECTION**

 Encourage children to take their Little Books home to share with their families. This book is about children playing and about rooms in a house. The girls in the story play with a stove made out of a cardboard box. Children may enjoy making a stove out of a box and playing with their family members at home.

**SHOW TIME PREPARATION**

 Tell children that role-playing the story is something they can do as part of the end-of-the-year Show Time! Remind children that they are learning English for speaking in class and at home, but also for their Show Time celebration. Encourage them to use art supplies, clothes, props, and the stove they made as they role-play.



## Little Book

### Objectives

- To assemble a Little Book
- To listen to and read a story
- To role-play a story
- To review family members and rooms in a house
- To understand and follow simple commands

### Vocabulary

hello, living room, kitchen, bathroom, bedroom, dining room, box, play, do, cook, find

### Language

What is this? It is (a box).

Who is this? It is (Mom).

Meg is in our living room.

Where are you?

I'm here.

Find me.

What are you doing?

I am cooking.

### Materials

Class Audio CD, Happy Caterpillar puppet, hallway, stairs, bedroom, and living room Picture Cards, tape, large box, five medium-sized boxes, colored paper, crayons, art supplies, blocks, DVD or ActiveTeach

### BEFORE THE LITTLE BOOK

 **Sing the Target Song “My House”**  
A36 Before you sing the Target Song, attach the bedroom, hallway, stairs, and living room Picture Cards to the board at children’s eye level and draw a tree house and a TV next to the cards. Name each item and invite children to come up and point to it. Then play the audio. Use Happy Caterpillar to model the conversation. Have children listen. Stop the audio every time an item

is mentioned and invite a child to come up and point to it.

### DURING THE LITTLE BOOK

#### A46 **Where Is Meg?**

1. Carefully tear out the page along the margin and fold it in half to make a Little Book.
2. Preview the story with the class. Show children each page and ask: *What do you see?* Children can name people, colors, shapes, and clothes.
3. Point to the title and say: *This is the title. The title of the story is “Where Is Meg?”* Point to the numbers on each page for children to identify the page numbers.

Next, point to the pictures next to the lines. This will help children know who is speaking: *This is what Mom says. This is what Meg says. This is what Pam says.*

4. Play the audio while you show children the pages. Have them listen.
5. Play the audio again. This time, point to the pictures next to the lines that show who is speaking on each page. Point to the scenes and pantomime to help clarify meaning.
6. Check children’s comprehension. Point to the different items and characters and ask: *What is this? It is (a box). Who is this? It is (Mom).* Next, point to the first scene. Say: *Pam wants to play with Meg. Who opens the door? Mom. Where is Meg? In the living room.* Turn to page 2. Ask: *What does Meg say? Find me!* Display page 3. Ask: *What is Meg doing? She is cooking.*

Finally, turn to page 4. Point to the box and ask: *What is this? It is a stove. Where is the stove? In the living room.* Then say: *Pam and Meg are playing with a toy stove in the living room. Where can we find a real stove?* Encourage children to answer: *In the kitchen!*

### AFTER THE LITTLE BOOK

#### **Role-play**

Role-play the story with Happy Caterpillar. Next, invite three children to come up. Assign a character to each, say the lines, and have children repeat after you. Provide them with a box so they can use it as a toy stove as they role-play.

#### **Home-School Connection**

Have children take the story home to share with their families. Children can look at the pictures to remember the story and role-play with their families.

#### **Play the DVD**

As a final reward, show children the animated version of the story on the *Big Fun* DVD or in the ActiveTeach.

 See Workbook page 27.

### EXTRA ACTIVITY

#### **Build a Room**

Cover the inside of five medium-sized boxes with different colored paper. Tell children that each box will be a room in a house— bedroom, dining room, bathroom, living room, or kitchen. Divide the class into five groups. Provide a box and assign a room to each group. Provide blocks and art supplies for children to draw and furnish their rooms.



### Objectives

- To learn numbers: 30–39
- To count to 39
- To count sets of ten
- To review shapes
- To understand and follow simple commands

### Vocabulary

number, fork, set, listen, say, count, stick, trace, run

### Language

We have thirty forks.

Each set has ten forks.

Let's count by tens.

How many forks do we have? Thirty forks.

### Materials

Class Audio CD, 30 plastic forks, three rubber bands, pencils, Stickers, flashlight, kitchen, living room, bedroom, bathroom, hallway, stairs, closet, and dining room Picture Cards

### BEFORE PAGE 33

#### Sing the "Shape Song"

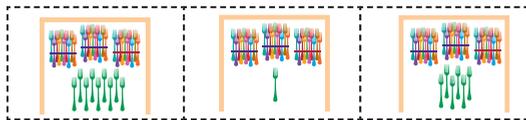
A35 Play the audio and have children listen. Play the audio again. Pause after each shape's description and have children guess the shape. Finally, play the audio again and encourage children to join in singing as best they can. Praise all efforts.

#### Say the "Thirties Family Chant"

A47 Play the audio and have children listen. Play the audio and invite children to chant along. Before the chant, write the numbers 30 to 39 on the board and point to them as they are mentioned in the audio.

Next, put thirty plastic forks on a table. Have children stand around the table and have them count the forks with you: 1, 2, 3,... 30! Say: *We have thirty forks!* Then make three sets of ten forks and put a rubber band around each set. Say: *Each set has ten forks. We have three sets of ten forks each. Let's count by tens. Ready? 10, 20, 30. How many forks do we have?* Encourage children to answer: *Thirty forks.*

### DURING PAGE 33



#### A48 **7 Listen and say. Count, stick, and trace.**

Have children count the forks at the top of the page along with you. Say: *Let's count the forks by tens: 10, 20, 30... 30 forks!* Next, point to the number 30 and ask: *What number is this?* Invite a volunteer to answer: *30! Very good! This is the number 30.* Have children repeat *thirty* after you. Then point to Happy Caterpillar on the page and say: *Look! Happy Caterpillar has three sets of ten forks each.* Hold up the three sets you used in the previous activity. Say: *Each set has ten forks.* Finally, ask: *How many forks does Happy Caterpillar have?* Encourage children to answer: *Thirty!*

Play the audio. Have children listen and repeat as they point to the corresponding number on the page.

thirty thirty-one thirty-two thirty-three  
thirty-four thirty-five thirty-six  
thirty-seven thirty-eight thirty-nine

Then show the Stickers for page 33. Have children count the forks on each Sticker. Remind children that each set has ten forks, so they

can count by tens and then count the individual forks. Next, have children stick the Stickers in the correct boxes. Then have them count the forks in each box on the page. Finally, show children how to trace the numbers 30 to 39, first with their index finger and then with a pencil.

### AFTER PAGE 33

#### Flashlight Fun!

Play a numbers guessing game. Turn off the lights and pull down the shades so the room is dark. Then turn on a flashlight and draw big numbers, from 1 to 39, on the wall. See if children can guess the numbers correctly!

#### TIP: Hints

In the "Flashlight Fun!" game you can give children hints to make it easier, such as: *I am writing a number between 30 and 39.*

See Workbook page 28.

### EXTRA ACTIVITY

#### On the Count of Three!

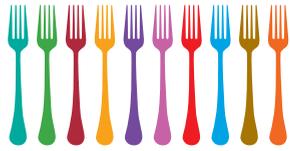
Take children to the playground. Put the *bedroom, bathroom, living room, dining room, hallway, closet, stairs, and kitchen* Picture Cards around the playground. Have children stand in a circle in the center of the playground. Then say: *On the count of three, let's all run to the kitchen. Ready? One, two, three, kitchen!* Have children race and look around the playground for the *kitchen* Picture Card. Repeat the procedure with the remaining cards.



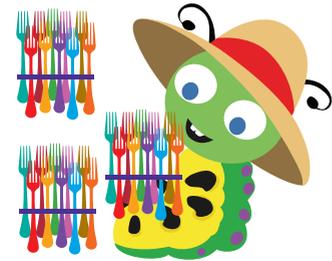
Home

A47-48  
7

Listen and say. Count, stick, and trace.



= 30 =



30

31

32

33

34

35

36

37

38

39

Math Connection: Numbers 30–39; sets of 10



AMAZING

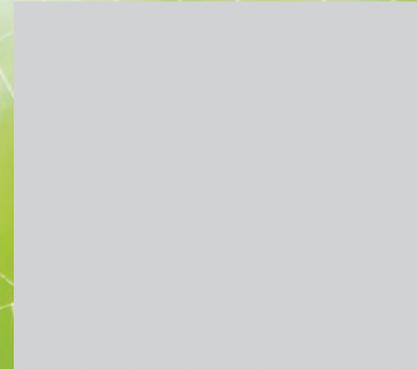


8

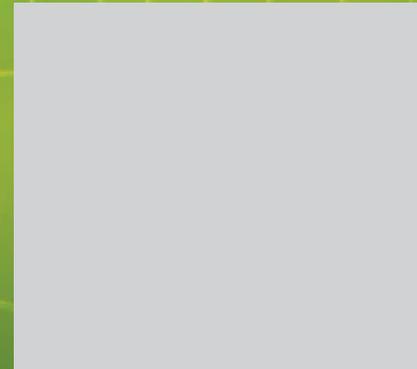


Look closely. Cut out and paste the cutouts in order.

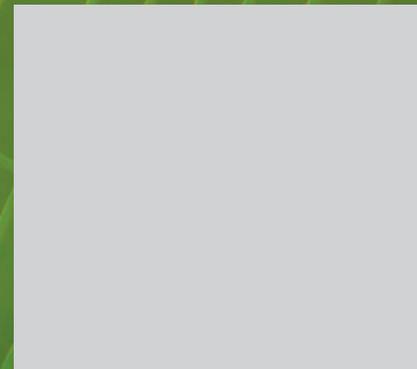
1



2



3



34

Critical Thinking: Spiders catch food in their webs.  
Science Words: spider, fly, web

# Amazing

## Objectives

- To appreciate nature
- To observe details
- To learn how spiders catch food in their webs
- To practice fine motor skills
- To understand and follow simple commands

## Vocabulary

spider, fly, web, food, catch, make, look, cut out, paste

## Language

Spiders catch food in their webs.  
Spiders eat flies.

## Materials

Class Audio CD, Happy Caterpillar puppet, pictures or drawings of a spider, a spider web, and a fly, Cutouts, scissors, glue, string, chalk, sponge ball

### BEFORE PAGE 34

#### Sing the “Amazing Nature” Song

A20 Play the audio and have children listen. Play the audio again and encourage children to sing along as best they can. Praise all efforts.

#### Build Background

Attach the pictures of a spider, a web, and a fly to the board at children’s eye level. Point to each item and name it. Have children repeat after you. Then explain that spiders make webs to catch their food. Then have Happy Caterpillar say: *Spiders eat flies.* Have him point to the fly on the board. Have Happy Caterpillar ask children: *Do you eat flies? No!*

#### Sing the “Spider Web Song”

A49 Play the audio. Have children listen as you sing and do the actions. Then play the audio and encourage children to do the actions with you. Encourage them to join in singing as best they can. Praise all efforts.

### DURING PAGE 34



#### 8 Look closely. Cut out and paste the cutouts in order.

Display page 34. Say: *Look at the spider. It makes a web to catch flies. Spiders catch food in their webs.* Have children point to the spider and to the web. Have them repeat *spider* and *web* after you.

Next, show the Cutouts for page 34. Describe each Cutout. Have children cut out the pictures. Ask them to put a small amount of glue on each Cutout. Children will have to paste the Cutouts in order: 1: fly, 2: fly caught in the web, 3: spider eats the fly.

### AFTER PAGE 34

#### Let’s Make a Giant Spider Web!

Take children to the playground. Have them form five concentric circles. Pass out string and guide them in passing it around in such a way that the class forms a giant spider web.

#### Catch Flies!

Draw a giant spider web on the playground with chalk. One child is the spider and the rest are flies. Hand a sponge ball to the spider. Have the flies run around the spider web. The spider cannot leave the web. The spider has to throw the ball and hit a child. If the ball hits a child, he or she gets caught by the spider and has to jump into the web. Continue playing until the spider has caught several flies. Play several rounds so children take turns being spiders and/or flies.

 See Workbook page 29.

### EXTRA ACTIVITY

#### Sing the “Eensey Weensy Spider Song”

Sing the song and do the actions. Have children listen. Then sing it again and encourage children to do the actions and to sing along with you as best they can. Praise all efforts.

Eensey weensy spider  
Went up the water spout. *(move your fingers to simulate a walking spider)*  
Down came the rain  
And washed the spider out. *(wiggle your fingers to simulate rain)*  
Out came the sun  
And dried up all the rain. *(draw a sun on the board)*  
And eensey weensy spider  
Went up the spout again. *(move your fingers to simulate a walking spider)*



## Project

### Objectives

- To do an art project
- To talk about spiders
- To learn how spiders make webs to catch their food
- To use fine motor skills
- To understand and follow simple commands

### Vocabulary

*spider, pom-pom, legs, ceiling, look, say, make, bend, glue, stick, hang*

### Language

*What are these? They are spiders.*

*Glue the pom-poms.*

*Stick the legs into the body.*

*Bend the legs.*

*Glue the eyes.*

*Hang your spider from the ceiling!*

### Materials

Class Audio CD, pom-poms (one bigger than the other, two per child), pipe cleaners cut in half (eight halves per child), glue, string, scissors, glue gun (optional), and googly eyes (two per child), tape, white cards, scissors, markers, candy, Unit 3 Picture Cards, pictures of a spider, a spider web, and a fly

### BEFORE PAGE 35

#### Revisit the “Spider Web Song”

A49 Play the audio. Sing the song and do the actions. Play the audio again. Invite children to do the actions with you. Encourage them to sing along as best they can. Praise all efforts.

#### Look and Say

Divide the class into two teams: A and B. Invite a member of each team to come up. Show the children the pictures of a spider, a web, and a fly briefly, one at a time. Ask the two children to look at the pictures and try to remember the order in which they appeared.

Have the child from team A name the items in order. If his or her response is correct, the child wins a point for his or her team. If not, the child from Team B has a chance to answer. Continue playing. During the second round, the child who gets to answer first is the child from Team B. Play several rounds with other pairs. The team with the most points wins the game.

### DURING PAGE 35

#### Make Spiders

Before class, assemble the materials needed for the project. You will need: pom-poms, pipe cleaners cut in half, glue, string, and googly eyes. Show children page 35 and read the title of the project aloud: *Make Spiders*.

Then show children how to follow these steps:

1. Glue two pom-poms together. (The smaller one will be the spider’s head. The larger one will be the spider’s body). Say: *Glue the pom-poms*.
2. Stick the ends of eight pipe cleaner halves into the larger pom-pom. Say: *Stick the legs into the body*.
3. Bend the pipe cleaners. Say: *Bend the legs*.
4. Glue the eyes onto the smaller pom-pom. Say: *Glue the eyes*.

Point to Happy Caterpillar and read his speech bubble aloud. Underline each word as you read: *Hang your spider from the ceiling!* Then point to the ceiling. Glue a string onto the larger pom-pom of each spider and use tape to hang the spiders from the ceiling.

(If you notice that glue does not keep all the materials together, you might wish to use a glue gun and help children assemble their spiders. Make sure children do not touch the glue gun). Have children look at the ceiling, and ask: *What are these? They are spiders!*

### AFTER PAGE 35

#### Spider or Candy?

Before class, draw four spiders and four pieces of candy on white cards and cut them out. Move furniture aside and have children sit in a circle. Ask children to close their eyes, and tape the spiders and candies randomly in the center of the circle.

Put a Picture Card from Unit 3 on top of each spider or candy. Invite a child to choose a card. Have him or her name the item depicted on the card. If the response is correct, invite the child to lift up the card. If there is a spider under the card, have the child leave the card on the floor and put the spider on top of it. If there is a candy, the child gets a real piece of candy and can take the card. Continue playing until all items have been identified. Play several rounds.



Home

PROJECT

# Make Spiders

Hang your spider from the ceiling!



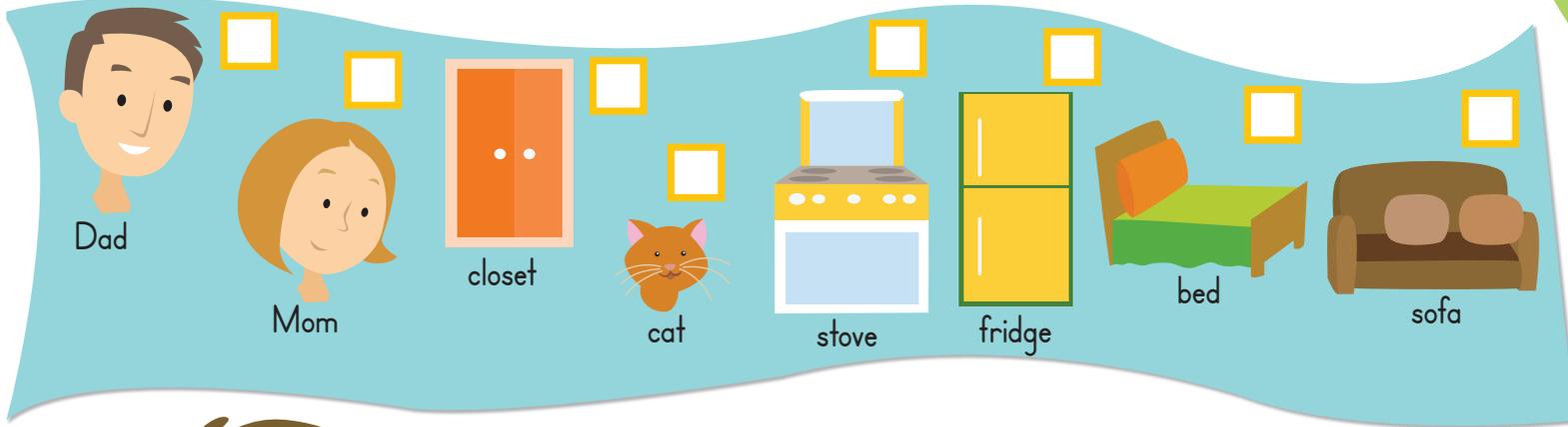
Amazing Project: Make hanging spiders.  
Science and Art Connections

UNIT 3

35



9 Ask, answer, and check.



Where is Dad?

He is in the living room.



GO TO SHOW TIME Page 102



## Wrap-up

### Objectives

- To assess vocabulary and language learned in the unit
- To prepare for Unit 9 Show Time
- To use Assessment for Learning to reflect on their own learning
- To understand and follow simple commands

### Vocabulary

*Dad, Mom, closet, cat, stove, fridge, bed, sofa, ask, answer, check*

### Language

*Who is (he)? He is (Dad).*

*What is this? It is (a closet).*

*Where is (Dad)? (He) is (in the living room).*

*Where is (Sister)? (She) is (in the hallway).*

*What is (she) doing? (She) is (playing ball).*

*Where is the (bed)? It is (in the bedroom).*

*Is (N) for (nnnest)? Yes.*

*Is (N) for (gguitar)? No.*

*Spiders catch food with their webs.*

### Materials

Class Audio CD, pencils, crayons, Happy Caterpillar puppet, Portfolio Envelopes

### BEFORE PAGE 36

AFL



#### Songs and Chants

Revisit the Songs and Chants from Unit 3 (Audios A36, A45, A47, and A49). Divide the class into four groups and assign a song to each one. Play the audios and encourage each group to sing along and do the actions.

### AFL Think about Learning

Review Unit 3 page by page with children. Have them look at each page attentively and remind them what they learned on each, for example: *Look. Where is (Mom)? (She) is (in the kitchen). Where is (Sister)? (She) is (in the hallway). What is (she) doing? (She) is (playing ball). Where is the (bed)? It is (in the bedroom). Is (N) for (nnnest)? Yes. Is (N) for (gguitar)? No! Spiders catch food with their webs.* Encourage children to clap if they liked the page or to make a sad face if they didn't.

### DURING PAGE 36

#### 9 Ask, answer, and check.

Elicit each of the vocabulary items pictured on the banner: *Who is (he)? (He) is (Dad). What is this? It is (a closet).* Next, point to the boy and the girl and read the speech bubbles: *Where is Dad? He is in the living room.*

Next, elicit the second item on the banner: *Mom.* Invite a pair of children to come up. Have one child ask the question: *Where is Mom?* Have the second child look into the house and answer: *She is in the bedroom.* Then ask the class to check off the pictures of Mom and Dad in their books because they have already asked and answered questions about them. Continue the activity with the remaining items on the banner and other pairs of children. Finally, clap for a job well done!

### AFTER PAGE 36

#### Prepare for Show Time!

Point out the mascot with the flower at the bottom of the page. Direct children to page 102. Help them think of what they liked most from Unit 3. Say: *I liked how spiders make webs to catch their food!* Say this with a very excited voice and smile as you point to the spider on page 34. Encourage children to draw what they

liked most from Unit 3: a song or chant, the Little Book story, the Amazing page, the project, or just a word. Reassure them that any personal response is fine! Revisit their ideas from Think about Learning.

### AFL Children Decide!

After children complete their drawings, invite them to display them. Hold up a drawing and say: *(Betty) liked (to trace numbers and to count to thirty-nine)! (Jimmy) what is your favorite part of Unit 3?* Provide English language support when needed. Repeat the procedure with the remaining drawings. Take notes on children's preferences so you can determine what to include in the end-of-the-year show.



#### Home-School Connection

Have children take home their drawings to show family members. Help children practice talking about their work so they can use English when they show it to their families.



#### Sing the Target Song "My House"

A36 To consolidate what children have learned in the unit, play the Target Song. First, practice the questions and answers with Happy Caterpillar. Then encourage children to join in and sing their part.



#### Portfolio

Have children review the things in their Portfolio Envelopes to date. Walk to each child's place and have him or her show you his or her favorite work so far. Make sure children put all pages back inside the Portfolio.



See Workbook page 30.

