

Communication Objectives

Identify and name food items Understand and follow basic commands
Express likes and dislikes
Express wants

Target Language and Structures

What do you like? I like (fish). What do you want to eat?
Do you like (corn)? Yes, I do./ I want (chicken), please.
No, I don't.

Topics and Key Vocabulary

Food:

*meat, fish, oranges, salad,
corn, watermelon, potatoes,
chicken*

Action Verbs:

*like, want, sleep, guess, look
for, use, grow, cover, plant,
give, need, water*

Numbers:

thirteen, fourteen, fifteen

Nature and Science Words:

fruit, seeds

UNIT 5

OVERVIEW

Content Connections

Math:

Identify and trace numbers:
13, 14, 15
Count to 15

Music:

Sing and act out songs
Move to music

Nature and Science:

Observe that plants grow
from seeds

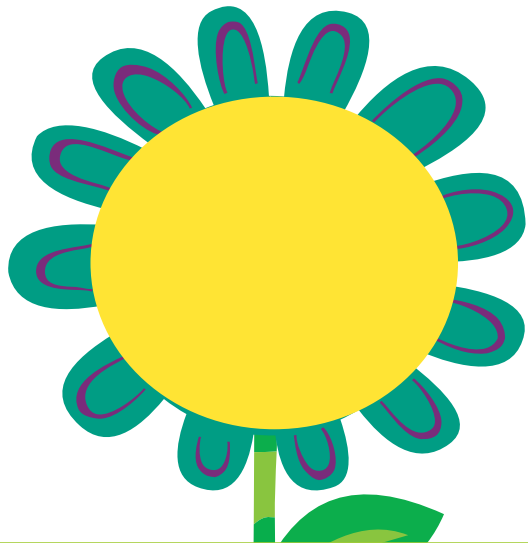
Amazing and Project

Observe that plants grow from seeds

Project: *Plant a Seed*

Little Book

I Like Apples



Competency-based Education

Competency work within the following formative areas:

Language and Communication:
Identify characteristics of the writing system; Reading Readiness page, p. T54

Discovering Our World:
Make observations about elements in nature; Amazing page, p. T58



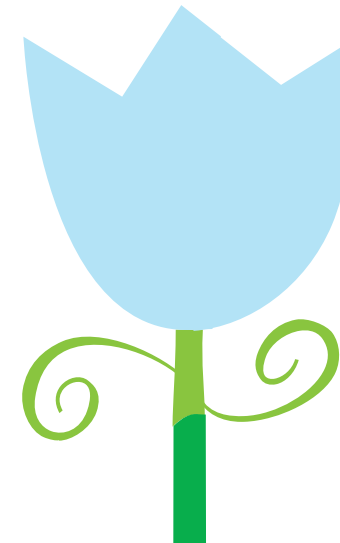
Reading and Writing Readiness

Identify initial sound /s/

Practice motor skills

Identify and write uppercase and lowercase Ss

Practice visual discrimination



Home-School Connection

Take home the Little Book

Talk about food items at home

Take home Show Time drawings

Sing songs and say chants at home

Values

Using table manners

Overview



Unit Opener

Objectives

- To predict unit topic
- To identify and name food items
- To understand and follow simple commands

Vocabulary

food, watermelon, corn, salad, apple, fish, milk, carrot, cookie, sandwich, look, predict, listen, find

Language

Is this food?

Find the watermelon!

Materials

Class Audio CD, apple, carrot, sandwich, milk carton, cookie, lunchbox, food Picture Cards, Jumpy Cricket puppet, Units 1–4 Picture Cards, music CD, beanbag, tape

BEFORE PAGE 49

Sing the “Hello Song”

A3 Children sing along and wave hello.

Guessing Game

Bring in real food items that children learned in Level 1, for example: an apple, a milk carton, a carrot, cookies, and a sandwich. Place the items on a table and make up riddles about the food: *It is red. It is a fruit.* Invite volunteers to point to the corresponding food. Repeat until all food items have been identified.

Say the “Stop, Look, and Listen Chant”

A4 Play the audio and do the actions. Have children listen and do the actions with you.

DURING PAGE 49

1 Look and predict. Listen. Predict Together

Display a lunchbox and open it. Don't let children see what is inside. Then, say: *What do you think is inside?* Encourage children to say: *Food!* Open the lunchbox and show its contents. See if children can name the food items. Provide language support if needed. Next, point to the children on page 49. Say: *Look, they are eating fruit. They are eating watermelon!* Have children repeat *watermelon*. Point to the food items inside the box. Point to the apple and ask: *What is this? It is an apple.* Then, point to the rest of the food items and ask: *Is this food?* Have children answer affirmatively. Then, name each food item and have children repeat after you: *corn, salad, fish.*

Then, play Audio A5. Have children listen. Encourage them to do the actions with you. At the end of the song, fill in the missing word: *Fun with (food)!*

Finally, play the Target Song “Food” (B1). Use Jumpy Cricket to model the questions and answers. Display the food Picture Cards around the room. Point to them as they are mentioned in the song.

Do the Find It! Activity

Point out Jumpy Cricket. Read the sentence aloud as you underline it with your finger: *Find the watermelon!* (The children on the page are eating watermelon.) Have children look for watermelons in the unit. (Watermelons can be found on pages 50, 51, 58, 60, and Little Book page 3.)

AFTER PAGE 49

Check Predictions

Flip through the pages, point to different pictures, and ask: *Is this food? Can you eat this?* Encourage children to answer Yes or No.

Food Hunt

Hide the food Picture Cards around the room. Have children stand in a circle. Say: *Let's go on a food hunt! At the count of three, turn around and start looking for food! Ready? 1, 2, 3!* When a child finds a food Picture Card encourage him or her to hand it to you: *Good job, (Jenny)!* Continue until all the cards have been found.

Sing the “Good-bye Song”

A6 Have children sing and wave good-bye.

Portfolio

Remember to put letter-sized or smaller student work into student's Portfolio Envelopes.

 See Workbook page 41.

EXTRA ACTIVITY

Hot Potato

Attach Units 1–5 Picture Cards to the board at children's eye level. Have children sit in a circle. Use a beanbag as a hot potato. Play some music and have children pass the hot potato around. Stop the music. Have the child holding the hot potato go to the board and touch a card that shows a food item. Play several rounds.

5

FOOD

A5 & B7
1 Look and predict. Listen.



Find the watermelon!



Unit Preview; FIND IT in the unit: watermelon

B2-3
2

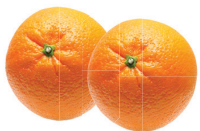
Listen and say. Find and match.



meat



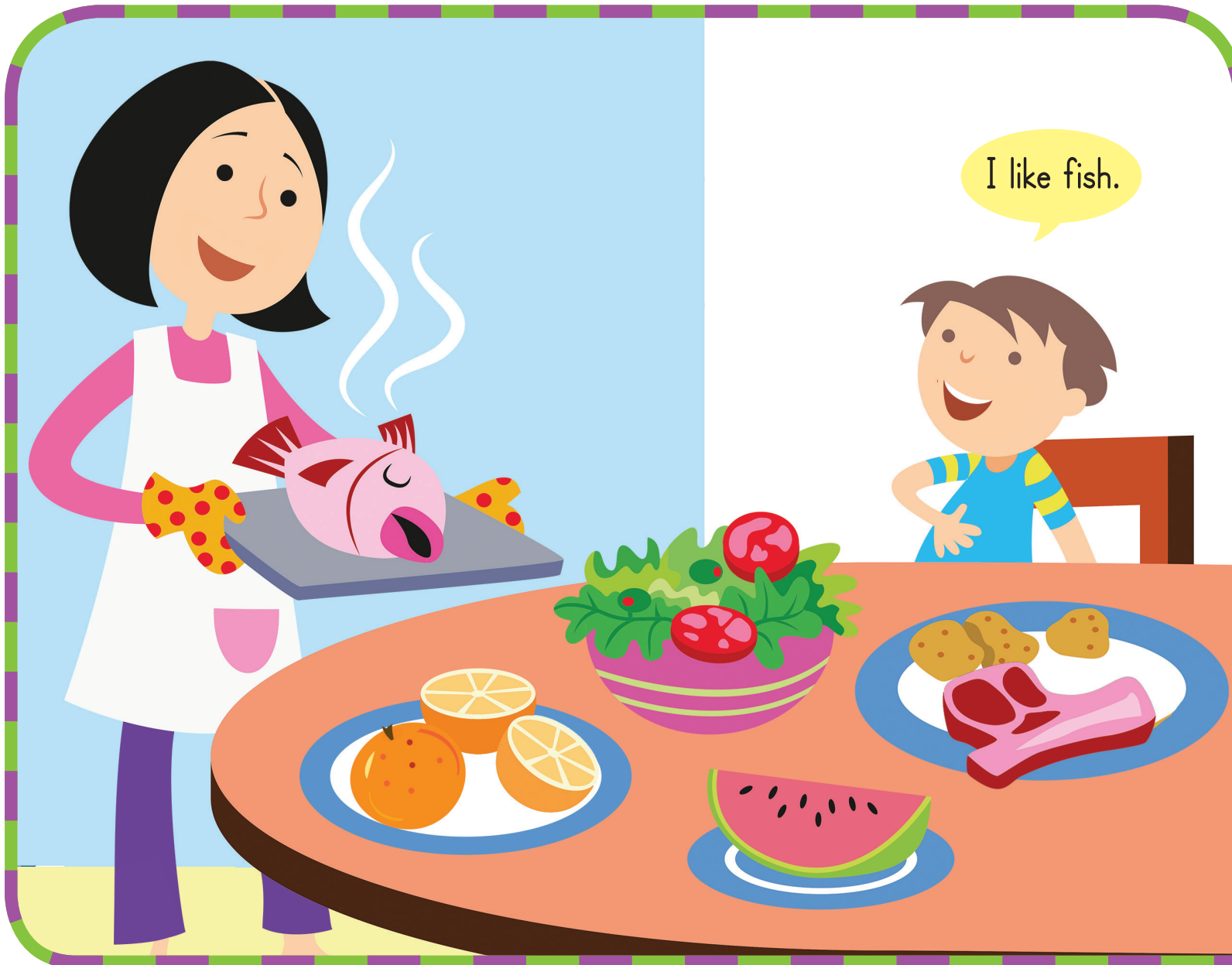
fish



oranges



salad





Objectives

- To identify food items
- To repeat names of food items
- To express likes
- To understand and follow simple commands

Vocabulary

meat, fish, oranges, salad, apples, carrots, cookies, milk, like, listen, say, find, match

Language

What do you like? I like (fish).

Materials

Class Audio CD, *meat, fish, orange,* and *salad* Picture Cards, Jumpy Cricket puppet, pictures of apples, carrots, cookies, and milk, tape, beanbag

BEFORE PAGE 50

Vocabulary Presentation

Display the *meat, fish, orange,* and *salad* Picture Cards. Hold up each card as you say the word. Say the word again and have Jumpy Cricket repeat after you. Encourage children to repeat the words after Jumpy Cricket.

Look, Point, and Say

Attach the *meat, fish, orange,* and *salad* Picture Cards to the board at children's eye level. Invite a child to come up. Say: *meat.* Have the child point to the corresponding card and repeat the word after you. Repeat with the remaining cards and other children.

Target Song "Food"

B1 Play the Target Song "Food." Attach all Unit 5 Picture Cards to the board at children's eye level. Use Jumpy Cricket to model the questions and answers in the song. He sings the children's part. Have Jumpy Cricket point to the food items as they are mentioned in the song. Have children listen and look attentively.

DURING PAGE 50

2 Listen and say. Find and match.

B2, B3 Play Audio B2. 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 food item. Next, invite children to find the *meat, fish, oranges,* and *salad* in the scene. Then, show them how to trace a line from the photo of the *meat* to the corresponding illustration in the scene. Encourage children to trace lines with their index finger before they do so with a pencil. Next, have them match the remaining photos with the corresponding illustrations.

meat fish oranges salad

Next, point to the scene and to the speech bubble. Say the dialogue that goes with the scene. Imitate a child's voice and say: *I like fish.* Play Audio B3 and point to the photos as children repeat.

What do you like? I like meat.
What do you like? I like fish.
What do you like? I like oranges.
What do you like? I like salad.

AFTER PAGE 50

What Do You Like?

Attach the pictures of apples, carrots, cookies, milk, and the *meat, fish, orange,* and *salad,* Picture Cards to the board at children's eye level. Have children sit in a semicircle. Throw a beanbag to a child and ask: *What do you like?* Have the child come up and take the corresponding card. Have him or her answer: *I like (salad).* Repeat with other children.

Say the "Stop, Look, and Listen Chant"

A4 Play the audio and say the chant for children to calm down at the end of the class. Have children listen and do the actions with you.

WB See Workbook page 42.

EXTRA ACTIVITY

What Am I Eating?

Have children sit in a semicircle. Mime eating an apple. Have children guess what you are eating: *An apple!* Repeat with the following: watermelon, corn, a cookie, and a sandwich.



Vocabulary

Objectives

- To identify food items
- To repeat names of food items
- To express likes
- To understand and follow simple commands

Vocabulary

corn, watermelon, potatoes, chicken, meat, fish, oranges, salad, like, draw, color

Language

What do you like? I like (corn).

Do you like (corn)? Yes, I do./No, I don't.

Materials

Class Audio CD, corn, watermelon, potatoes, and chicken Picture Cards, Jumpy Cricket puppet, tape, Unit 5 Picture Cards, ball

BEFORE PAGE 51

Vocabulary Presentation

Display the corn, watermelon, potatoes, and chicken Picture Cards. Hold up each card as you say the word. Say the word again and have Jumpy Cricket repeat after you. Encourage children to repeat the words after Jumpy Cricket.

Sing the Target Song "Food"

B1 Display all the food Picture Cards around the room. Play the audio and use Jumpy Cricket to help you practice the questions and answers in the song. Walk around the room and have Jumpy Cricket point to each food item as it is

mentioned on the audio. Have children listen and look attentively.

DURING PAGE 51

3 Listen and say. Find and match.

B4, B5 Play Audio B4. 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 corn, watermelon, potatoes, and chicken in the scene. Then, show them how to trace a line from the photo of the corn to the corresponding illustration in the scene. Encourage children to trace lines with their index finger before they do so with a pencil. Next, have them match the remaining photos with the corresponding illustrations.

corn watermelon potatoes chicken

Look at the scene and point to the grandmother and grandfather. Point to the speech bubbles. Say the dialogue that goes with the scene: *Do you like corn? Yes, I do.* Play Audio B5 and point to the photos as children repeat.

What do you like? I like corn.
What do you like? I like watermelon.
What do you like? I like potatoes.
What do you like? I like chicken.

Vocabulary Practice

Attach all Unit 5 Picture Cards to the board. Have children sit in a semicircle. Roll a ball to a child. Have him or her come up. Say a word and have him or her take the corresponding card. Repeat until all food items have been identified.

AFTER PAGE 51

Have Big Fun Talking!

B6 Play the audio and model the conversation with Jumpy Cricket. Then, invite a volunteer to come up and have Jumpy Cricket practice the conversation with him or her. Jumpy Cricket asks the questions. Repeat with other children.

A: Hi, Linda.
B: Hi, Enrique.
A: Do you like apples?
B: Yes, I do!
A: Do you like oranges?
B: Yes, I do!
A: Do you like watermelon?
B: Yes, I do!
A: Let's make fruit salad!
B: Yum! I love fruit salad!
A: Me, too!

See Workbook page 43.

EXTRA ACTIVITY

What Do You Like?

Attach the food Picture Cards to the board at children's eye level. Have children sit in a semicircle. Then, invite a volunteer to the front and ask: *Do you like (meat)?* If his or her answer is affirmative, have the class clap. If his or her answer is negative, continue asking until the child comes up with something he or she likes.



B4-5
3

Listen and say. Find and match.



corn



watermelon



potatoes

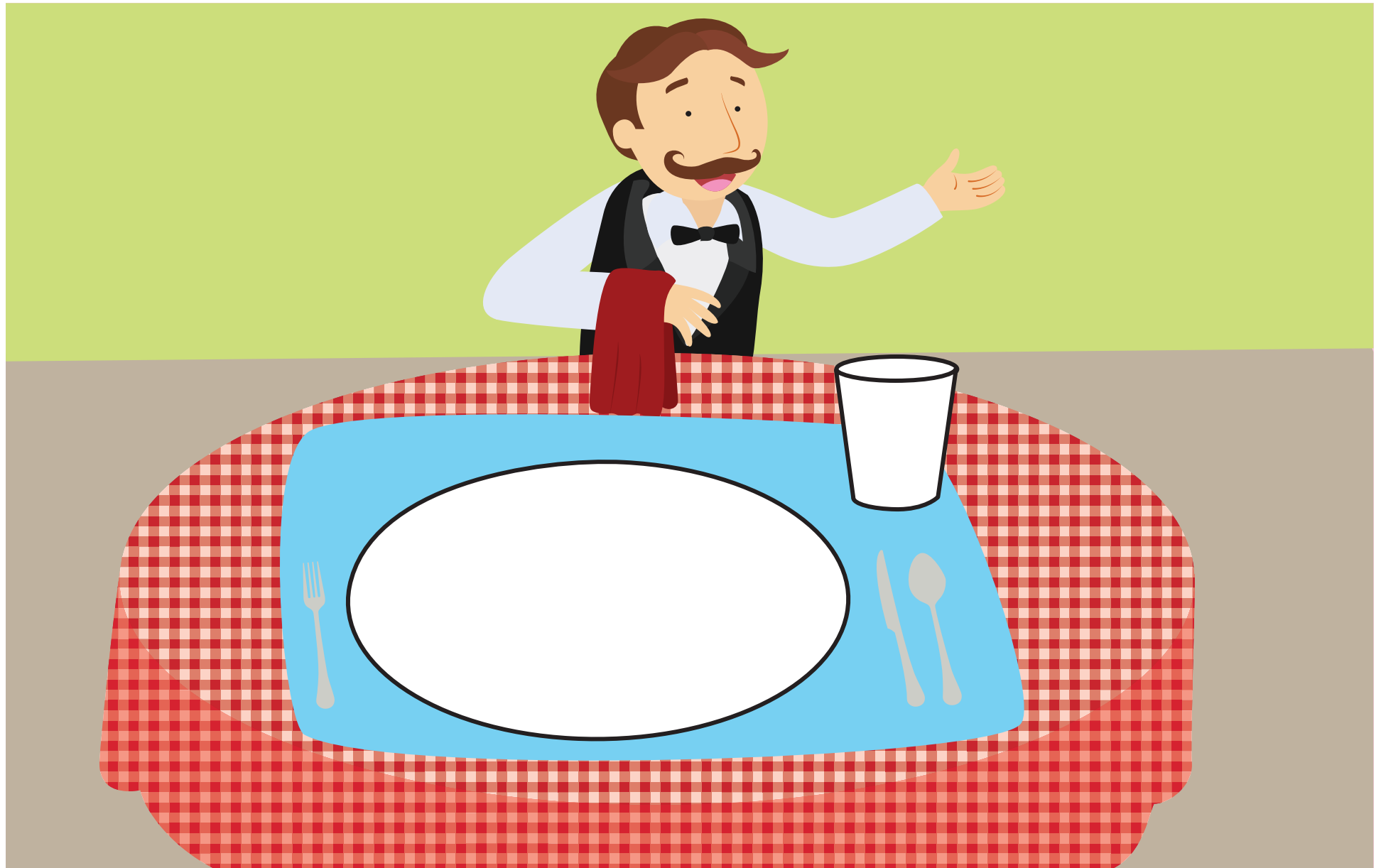


chicken



Vocabulary Presentation: corn, watermelon, potatoes, chicken
Language Presentation: Do you like (corn)? Yes, I do./No, I don't. Language Practice: What do you like? I like (fish).

4 ✂ Cut out, choose, and paste food. Color the drink.



Practice

Objectives

- To identify and name food items
- To express wants
- To practice visual discrimination
- To understand and follow simple commands

Vocabulary

meat, fish, chicken, corn, potatoes, salad, milk, lemonade, juice, please, want, eat, walk, clap, jump, march, run, pant, sit, sleep

Language

What do you want to eat? I want (chicken), please.

Materials

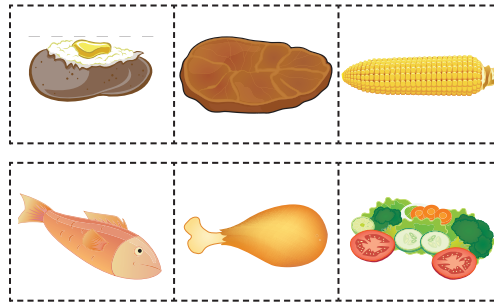
Class Audio CD, lemonade, apple juice (one cup per child), paper cups, Cutouts, scissors, glue, Jumpy Cricket puppet, plastic containers (one per table), flour, craft sticks (one per child)

BEFORE PAGE 52

Lemonade or Apple Juice?

Bring to school some lemonade and apple juice. Hold up the lemonade and say: *This is lemonade.* Have children repeat *lemonade* after you. Then, hold up the apple juice and say: *This is apple juice.* Distribute plastic cups. Go to each child's place and ask: *Do you want lemonade or apple juice?* Have them decide. Serve. Have children enjoy their drinks.

DURING PAGE 52



4 Cut out, choose, and paste food. Color the drink.

Hold up the Cutouts for page 52. Point to each Cutout. Ask: *What is it? It is (meat).* Next, help children cut them out. Have children look at page 52. Point to the waiter and say: *Look! This is a restaurant. This is the waiter.* Have children repeat *waiter* after you. Say: *Point to the table. Look. This is a plate. This is a glass.* Then, have a child look at his or her Cutouts, and ask: *What do you want to eat?* Encourage him or her to answer: *I want to eat (meat).* Explain that he or she may choose more than one food item. Repeat the procedure with other children. Finally, have children put a small amount of glue on the Cutouts of the food they want to eat and paste them on the plate. Have children color the glass according to what they want to drink. You may suggest: *Do you want lemonade? Color your glass yellow.*

TIP: Variety

It is important to use a variety of activities to teach the same vocabulary concept because all children learn in different ways and at different speeds.

AFTER PAGE 52

Target Song "Food"

B1 Play the audio and sing along. Use Jumpy Cricket to model the questions and answers in the song. Hold up the *food* Picture Cards as they are mentioned in the song.

Sing the "Actions Song"

A50 Play the audio. Sing along and do the actions. Next, play the audio again, have children do the actions, and encourage them to sing along.

 See Workbook page 44.

EXTRA ACTIVITY

Trace Eights!

Place a plastic container with flour in the center of each table. Give each child a craft stick. Then, say: *Eight!* Encourage children to take turns tracing the number 8 in the flour.



Objectives

- To learn numbers: 13, 14, 15
- To count to 15
- To review food items

Vocabulary

number, thirteen, fourteen, fifteen, cake, carrot, pizza, listen, say, trace, count, match, guess, glue, look

Language

These are (cakes).


How many (carrots) do you see?

Let's count!

Materials

Class Audio CD, blocks, pencils, plastic bottle, 15 buttons, plastic containers, uncooked pasta, glue, paper (one sheet per child), marker, box, classroom objects, ball

BEFORE PAGE 53

 **“Writing Numbers 13, 14, 15”**
Write the numbers 13, 14, and 15 on the board. Point to the number 13 and say: *This is the number 13.* Put 13 blocks on a table and count them with the children. Repeat with the numbers 14 and 15. Have children repeat after you. Then, play the audio, sing the song, and do the actions. Have children listen and look attentively. Play the audio again. Encourage children to join in by doing the actions and naming the numbers 13, 14, and 15.

DURING PAGE 53

 **5 Listen and say. Trace numbers, count, and match.**

Play the audio B8. Have children listen, and repeat each number.

thirteen fourteen fifteen

Next, display page 53. Point to each number. Say: *This is the number 13.* Have children repeat *thirteen* after you. Continue with the numbers 14 and 15. Show children how to trace the numbers 13, 14, and 15, first with their index finger and then with a pencil.

Then, direct children's attention to the food items below the numbers. Say: *These are cakes.* Have children repeat *cakes* after you. Repeat the procedure with *carrots* and *pizzas*. Next, have children count the items. Say: *Let's count.* *How many (cakes) do you see? 1, 2, 3,... 15. 15 (cakes).*

Finally, show children how to trace a line from the number 15 to the cakes. Say: *15 cakes.* Repeat the procedure with *13 carrots* and *14 pizzas*.

AFTER PAGE 53

Guessing Game

Put 15 buttons inside a transparent plastic bottle. Have children take turns guessing how many buttons are in the bottle. Write children's names on the board and their guesses next to their names. Whoever guesses the correct number of buttons or gets closest wins the game.

Pasta Numbers

Give each child some glue and a sheet of paper with a number between 1 and 15 written on it. Then, put a container with small uncooked pasta in the center of each table. Help children trace the number with the glue and then press the pasta onto the number. Have children name the number they are making. Let dry and display children's artwork.

 See Workbook page 45.

EXTRA ACTIVITY

Look and Count

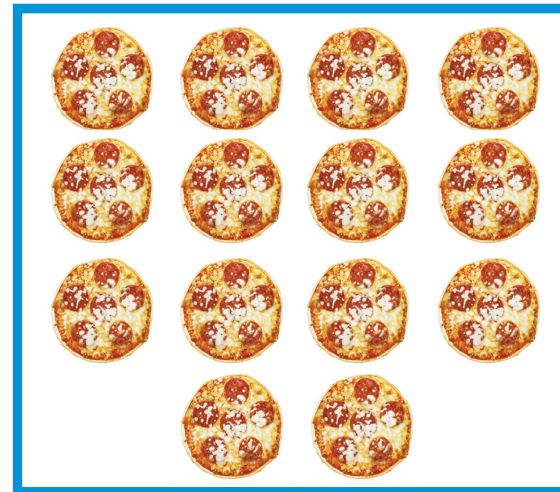
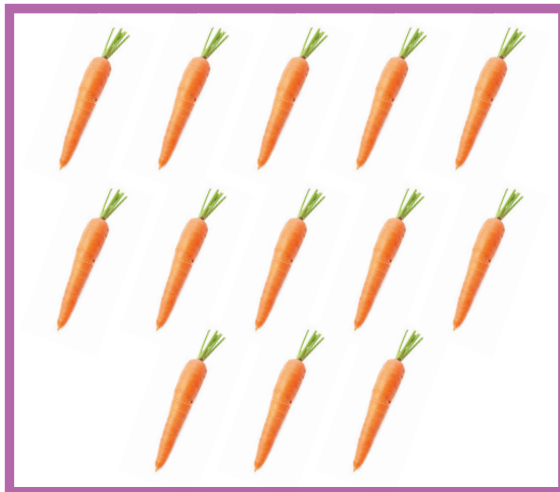
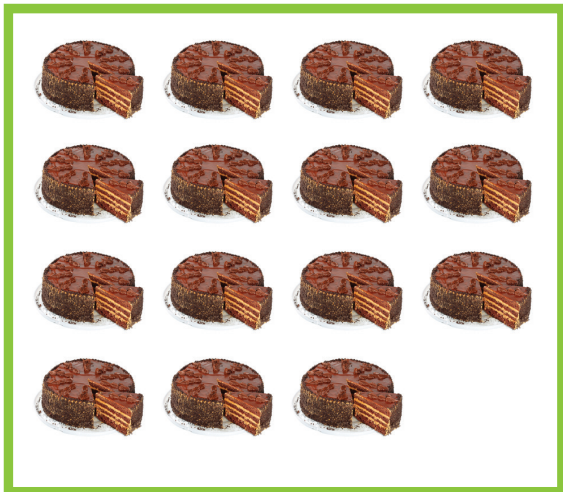
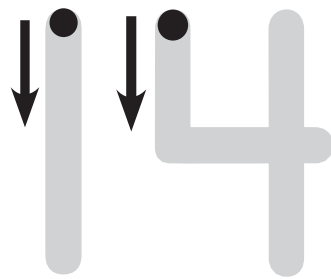
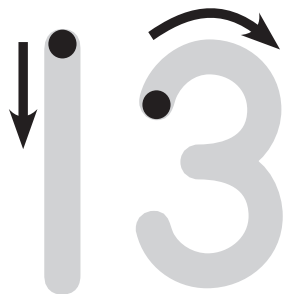
Write the numbers 1 to 15 on the board. Point to each number and have children name it. Then, put 15 objects inside a box. Put the box on a table. Invite a child to come up. Then, throw a ball to another child and have him or her say a number from 1 to 15: *Seven!* The child at the table has to take seven objects out of the box and put them on the table. Have the class count aloud: *1, 2, 3, 4, 5, 6, 7.* Then, have the child put the objects back into the box. Play several rounds.



Food

B7-8
5

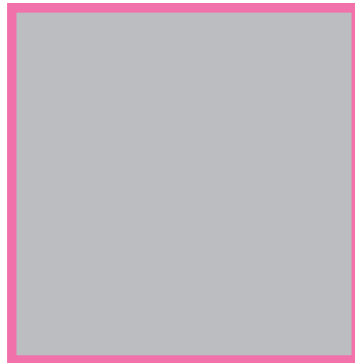
Listen and say. Trace numbers, count, and match.



Math Connection: Numbers 13, 14, 15; Vocabulary Practice



Listen and say. Cut out and paste. Trace and write.



Ss Ss

Reading Readiness

Objectives

- To learn the letter Ss
- To identify words that begin with the letter Ss
- To practice visual discrimination
- To practice fine motor skills

Vocabulary

letter, snake, soup, salad, sandwich, sun, socks, seal, listen, say, cut out, paste, trace, write, clap, look for

Language

This is the letter S.

This is big S.

This is small s.

S is for (sandwich).

Materials

Class Audio CD, pencils, storybooks

BEFORE PAGE 54

Big S, Small s

Draw a big snake and a small snake on the board at children's eye level. Point to the big snake and say: *This is a big snake*. Point to the small snake and say: *This is a small snake*. Make the corresponding gestures to clarify big and small. Then, say: *The snake says /ssss/*. Have children repeat the /s/ sound after you. Next write a big S or a small s next the corresponding snake. Say: *This is the letter S. This is big S and this is small s. S is for snake*. Have children repeat the word *snake* exaggerating the beginning sound: *Sssnake*.

Then, invite a child to come up and point to the big S. Have another child come up and point to the small s. Follow the same procedure with other words that begin with the letter Ss.

DURING PAGE 54



CBE B9, B10 6 Listen and say. Cut out and paste. Trace and write.

Point to the snakes on page 54. Say: *This is a big snake and this is a little snake*. Have children repeat *sssnake* after you exaggerating the beginning sound.

Then point to the photos of the soup, the sandwich, and the socks. Name the items and have children repeat them after you: *sssoup, sssandwich, and sssocks*. Then, say: *S is for soup, sandwich, and socks*. Next, play the audio. Have children listen and repeat the words.

soup salad sandwich sun socks seal

Show children the Cutouts for page 54. Point to the first Cutout. Say: *This is sssalad. S is for salad*. Repeat the procedure with *seal* and *sun*. Help children cut out the pictures. Then have them add some glue to the back of each Cutout. Play the audio again. Have children listen and paste the Cutouts in the correct order. Pause the audio after each word.

Next, direct children's attention to the letters S and s at the bottom of the page. Say: *This is big S, and this is small s*. Then, show them how to trace the letters first with their index finger and then with a pencil. Have them write the letters on the lines several times.

Finally, play Audio B10 and sing the "Letter S Song." Display page 54 and point to the letters and items as they are mentioned in the song. Play the audio again and encourage children to sing along.

AFTER PAGE 54

Clap for Ss

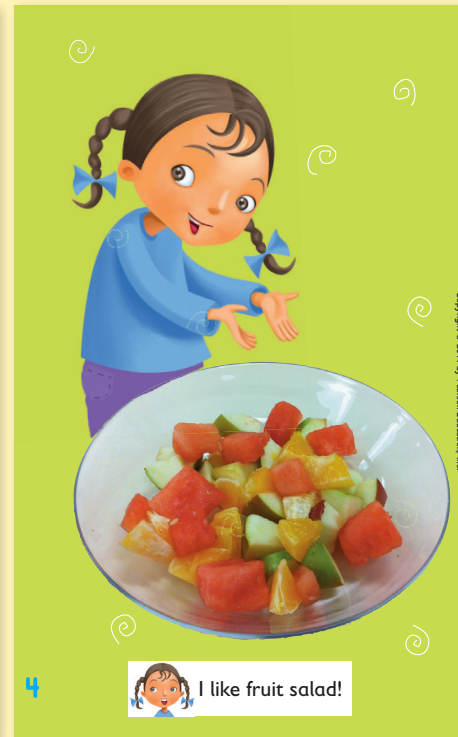
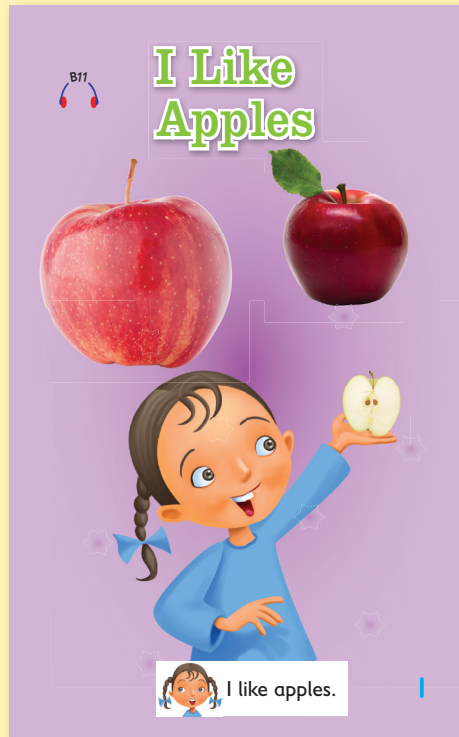
Explain to children that you will say some words. Some of them will begin with the /s/ sound and some will start with a different sound. Encourage children to clap three times if they hear a word that starts with the /s/ sound. They should remain silent if the word starts with a different sound.

See Workbook page 46.

EXTRA ACTIVITY

Look for Ss!

Divide the class into groups of four. Give each group a storybook. Have them flip through the pages and shout *S!* every time they find the letter Ss.



AUDIO SCRIPT

B11 I Like Apples

1. Marisol: I like apples.
2. Marisol: I like oranges.
3. Marisol: I like watermelon.
4. Marisol: I like fruit salad.

HOME-SCHOOL CONNECTION

Encourage children to take their Little Books home to share with their families. This story is about food and health, so there are many things to talk about. Children may enjoy preparing a fruit salad with their family members at home.

SHOW TIME PREPARATION

AFL Have children talk about their favorite food. Remind them that they are learning English for speaking in class and at home. Tell them that they can bring chopped fruit to make a fruit salad and share it with their family and friends as part of the end-of-the-year Show Time.



Objectives

- To assemble a Little Book
- To listen to and read a story
- To role-play a story
- To review food items

Vocabulary

apples, oranges, watermelon, salad, like

Language

What is this? It is (an apple).

What are these? They are (oranges).

I like (apples).

Materials

Class Audio CD, *meat, fish, orange, salad, corn, watermelon, potatoes, and chicken* Picture Cards, bags, Jumpy Cricket puppet, DVD or ActiveTeach

BEFORE THE LITTLE BOOK

What Am I Eating?

Have children sit in a circle. Place the *food* Picture Cards in bags, one picture per bag, and close the bags. Play music and have children pass the bags. Then, stop the music. One at a time, the children holding the bags peek inside at the card and then pantomime eating the food. Have the class guess what they are eating. Jumpy Cricket may help by asking simple questions, like: *Is it yellow? Is it red?*

DURING THE LITTLE BOOK

B11 I Like Apples

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 "I Like Apples."* Help children identify the page numbers on each page. Have children count with you. Next, point to the pictures next to the lines. This will help children to know who is speaking: *This is what Marisol 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 on the page that show who is speaking. Point to the illustrations and pantomime to help clarify meaning.
6. Check children's comprehension. Point to each fruit and ask: *What are these? They are (apples). What is this? It is watermelon.* Then, ask: *What does Marisol like? Apples, watermelon, and oranges. Does she like fruit salad? Yes!*

AFTER THE LITTLE BOOK

B11 Role-play

Invite a child to the front. Play the audio and encourage him or her to repeat the lines and act out the story. Have the child point to the corresponding fruits in the Little Book as he or she role-plays. Repeat with other children.

TIP: Contextual Learning

During snack time or at lunchtime, you may wish to help children talk about what they are eating.

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 47.

EXTRA ACTIVITY

Apples and Oranges

Divide the class into two teams. One team will be Apples and the other will be Oranges. Say: *Apples, jump!* Encourage the "apples" to jump in place. Then, say: *Oranges, dance!* and have the "oranges" dance. Repeat the procedure with other actions, alternating teams.



Values

Objectives

- To learn a value: Use table manners
- To use language to express a value
- To review food items

Vocabulary

table manners, apple, salt, please, good, bad, use, color

Language

Use table manners.

Salt, please?

Here you are.

Thank you.

Materials

Class Audio CD, Jumpy Cricket puppet, another puppet, two apples, Unit 5 Picture Cards, plastic utensils, paper plates (one per child), glue, old magazines (one per table), scissors

BEFORE PAGE 57

Using Table Manners

Use Jumpy Cricket and another puppet to talk to children about table manners. Put two apples on a table. Have the other puppet take an apple and mime eating it. Then, have Jumpy Cricket say: *An apple, please?* The other puppet turns around and ignores Jumpy Cricket. Shake your head and say: *These are bad table manners!* Then, have Jumpy Cricket ask again: *An apple, please?* Have the other puppet pass an apple to Jumpy Cricket: *Here you are.* Jumpy Cricket replies *Thank you* and starts eating the apple. Smile and say: *These are good table manners!*

DURING PAGE 57

7 Color the scene showing good table manners.

Display page 57. Point to the first scene and ask: *What is this? It is corn. What is this? It is salt.* Explain that the crickets are at the table. Point to the cricket holding the corn. Read the speech bubble out loud and have children repeat: *Salt, please?* Follow the same procedure with the second cricket: *Here you are!*

Next, direct children's attention to the second scene. *Look! Here are the two crickets again.* Point to the speech bubble and say: *Salt!* Have children repeat after you. Point out that the first cricket does not say *Please* and that the second cricket does not want to pass the salt. Then, encourage children to color the scene that shows good table manners. Point to the scenes and ask: *Which scene shows good table manners?* Encourage children to point to the first scene.



Do the Find It! Activity

Have children find salt on the page. Invite volunteers to point to the salt shakers. (There are four salt shakers.)

AFTER PAGE 57



Say the "We Have Finished Chant"

A15 Play the audio. Say: *Listen!* Say the chant to help children transition to the next activity.



Sing the "Being Polite Song"

B12 Play the audio and have children listen attentively. Play the audio again and encourage children to join in.



Role-play

Invite two children to come up. Have them sit at the table. Place paper plates and plastic utensils on the table. Put the *food* Picture Cards in the center of the table. Have children role-play good table manners:

A: (Chicken), please?

B: Here you are!

A: Thank you.

Repeat with other pairs of children.



See Workbook page 48.

EXTRA ACTIVITY



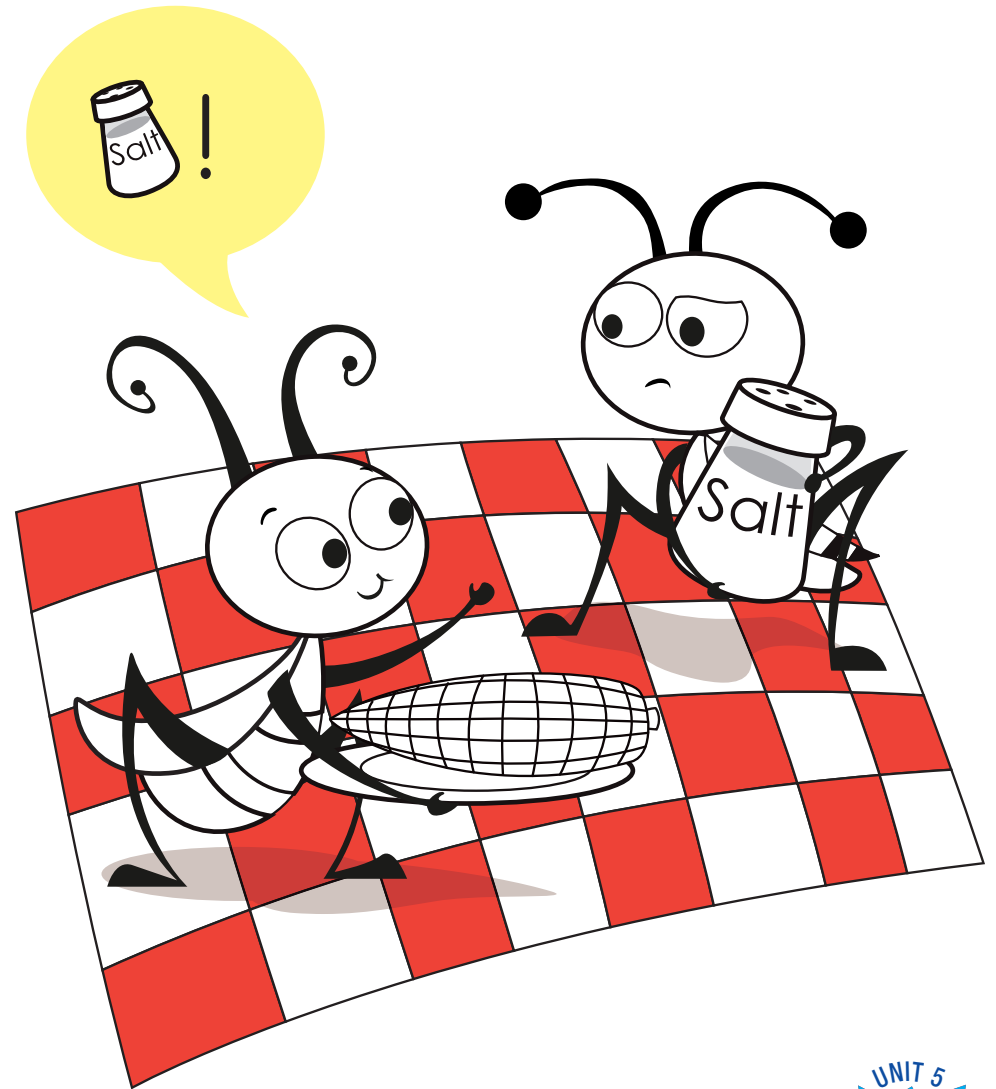
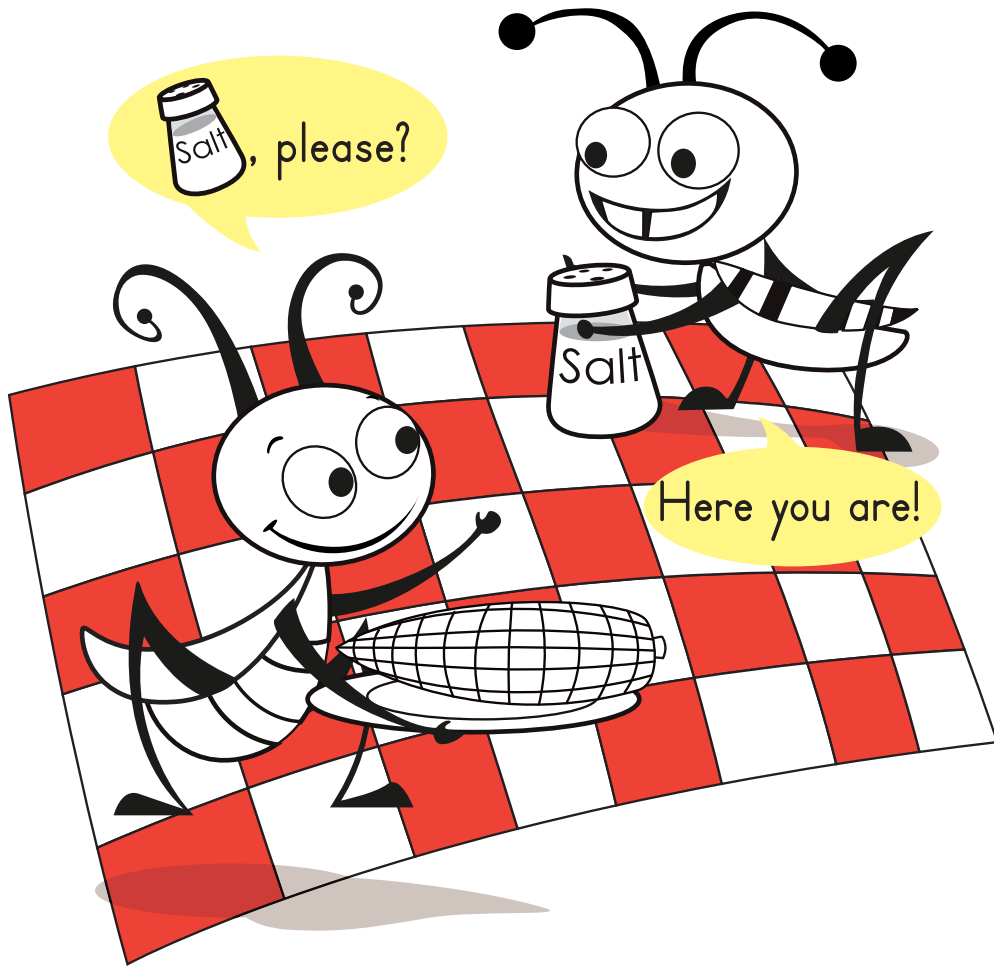
Food I Like

Have children create collages by cutting out magazine pictures of foods they like and gluing them onto paper plates. Encourage children to show their collages and talk about what they like. Provide language support as necessary.



VALUES

7 Color the scene showing good table manners.



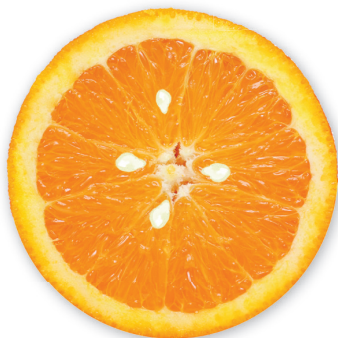
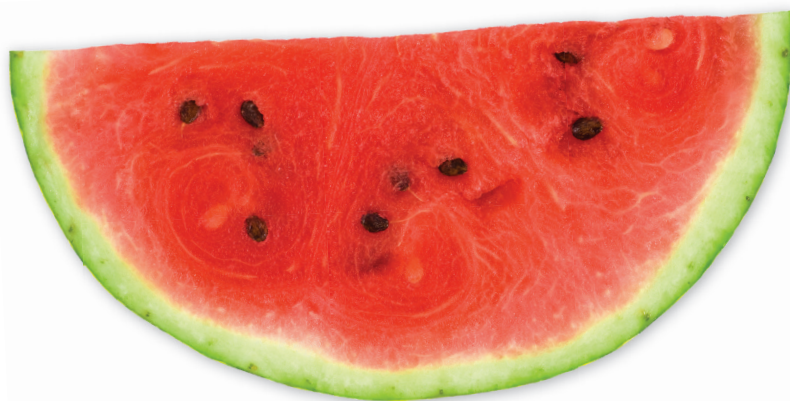
Values: Use table manners.
FIND IT: salt



AMAZING



8 Look and say. Match.



fruit

seeds

58

Critical Thinking: There are seeds in fruit. Plants grow from seeds.
Science Words: *fruit*, *seeds*



Objectives

- To appreciate nature
- To observe details
- To learn that plants grow from seeds
- To practice fine motor skills

Vocabulary

fruit, seed, plants, grow

Language

There are seeds in fruit.

Plants grow from seeds.

Materials

Class Audio CD, apple, knife, pictures of fruits with visible seeds (orange and watermelon), pencils, letter S shapes (one per child), seeds (a bunch per child), glue, round plastic lids (one per child), play dough, two plastic containers with seeds, apple seeds, orange seeds, blindfold

BEFORE PAGE 58

Build Background

Show children an apple. Ask: *What is this? It is an apple.* Cut the apple in half and point to the seeds. Say: *These are apple seeds.* Hold up one seed and say: *Plants grow from seeds.* Then, draw a seed, a plant, and an apple tree on the board so children can understand the process.

"Taking Turns Chant"

A33 Play the audio. Have children listen. Then, play the audio again and have children join in. Finally, walk around the room and show children the pictures of an orange and a watermelon.

Have them take turns pointing to the seeds. Say: *These are (orange) seeds.* Have children repeat *seeds* after you.

DURING PAGE 58

8 Look and say. Match.

Display page 58. Point to the apple, the orange, and the watermelon. Ask: *What are these? They are fruits.* Then point to the orange, apple, and watermelon seeds and ask: *What are these? They are seeds.* Point to the watermelon and ask a volunteer: *What is this? It is watermelon.* Repeat with *orange* and *apple* and other children. Then, ask children to point to the seeds that correspond to each fruit. Say: *Point to the (apple) seeds.*

Next, encourage children to trace a line from the seeds to the corresponding fruits, first with their index finger and then with a pencil. Finally, read the words *fruit* and *seeds* at the bottom of the page. Have children repeat the words after you.

AFTER PAGE 58

S Is for Seeds

Distribute letter S shapes, glue, and seeds. Hold up a letter S and ask: *What letter is it? It is letter S. Is it big S or small s? It is big S.* Then hold up a bunch of seeds and say: *What are these? They are seeds.* Next, encourage children to decorate their letters by gluing seeds on them. Let dry. Display children's work.

Seed Designs

Give each child a round plastic lid, some play dough, and a bunch of seeds. Show children how to fill the lid with play dough. Then, encourage them to press the seeds into the play dough in any way they wish. Let dry and harden. Display children's seed designs around the room.

Race and Count!

Put two plastic containers with seeds on a table at the front of the room. Divide the class into two teams, A and B. Invite a child from each team to stand at the back of the room. Then, write a number from 1 to 15 on the board. Say: *Bring me (12) seeds.* Children race to the front and take the corresponding number of seeds from the containers. The first child to do so correctly wins a point for his or her team. Put the seeds back in the containers and play several rounds. The team with most points wins the game.

 See Workbook page 49.

EXTRA ACTIVITY

Hold up two apple seeds. Say: *These seeds are the same. They are apple seeds.* Have children repeat *same* after you. Then hold up an apple seed and an orange seed. Say: *These seeds are different. This is an apple seed, and this is an orange seed.* Have children repeat *different* after you.

Next, invite a child to come up. Blindfold him or her and give him or her an orange seed and an apple seed. Have the child touch the seeds and say if they are the same or different. Repeat with other children and two same or different seeds.



Project

Objectives

- To do a science project
- To talk about seeds
- To observe that plants grow from seeds
- To use fine motor skills

Vocabulary

seed, plants, pot, soil, watering can, water, watch, put, make, cover, water (v), give, grow, need

Language

Plants grow from seeds.

Plant a seed.

Put soil in the flowerpot.

Make a hole.

Put the seed in.

Cover the seed.

Water the seed.

Give it sun.

Watch it grow.

Materials

Class Audio CD, Jumpy Cricket puppet, a variety of seeds, flowerpots, potting soil, watering cans, water, bell, beanbag, laundry basket

BEFORE PAGE 59

Build Background

Show children a pot filled with soil, a watering can, and some seeds. Point to the items and name them. Then say: *We know that plants grow from seeds. Seeds need water to grow.* Then, have Jumpy Cricket shout: *Let's plant a seed!*

DURING PAGE 59

Plant a Seed

Show page 59. Point to the title of the project and read it aloud: *Plant a Seed*. Point to the different items in the scene and name them. Have children repeat after you: *watering can, pot, soil, seeds*. Then say: *The boy is planting a seed. The seed will grow into a plant.* Draw a little seed on the board and then a plant for children to understand the process.

Before class, assemble all the supplies needed for the project. For each child, you will need a flowerpot or a container to use as a flowerpot, potting soil, and seeds. You will also need a watering can filled with water. Point out that they will be using the same materials that the boy in the picture uses. Then, show children how to follow these steps:

1. Fill the flowerpot or container with soil. Say: *Put soil in the flowerpot.*
2. Make a hole about an inch deep in the soil. Say: *Make a hole.*
3. Place the seed in the hole. Say: *Put the seed in.*
4. Cover the seed with soil. Say: *Cover the seed.*
5. Water the seed. Say: *Water the seed.*
6. Put the flowerpot in a sunny place. Say: *Give it sun and watch it grow.*

AFTER PAGE 59

Trees and Plants

Take children to the playground. Have them stand in a circle. Say: *Look around you. There are trees and plants. Now we know how they grow. They grow from seeds!* Then, ring a bell and have children walk in a circle. Stop ringing the bell and shout: *Go!* Encourage children to race to a plant or to a tree.

Sing the “Days of the Week” Song

A49 Hold up Jumpy Cricket and say: *Jumpy Cricket, we have to water our seeds every day.* Then, play the audio, sing along, and encourage children to join in.

Sing the “Little Seed Song”

Sing the following song to the tune of “Twinkle, Twinkle, Little Star.”

Little, little, little seed,
I can't wait to see you grow.
You need water.
You need sun.
You need soil.
You need love.
Little, little, little seed,
I can't wait to see you grow!

Sing the song again and encourage children to sing along.



Food

PROJECT

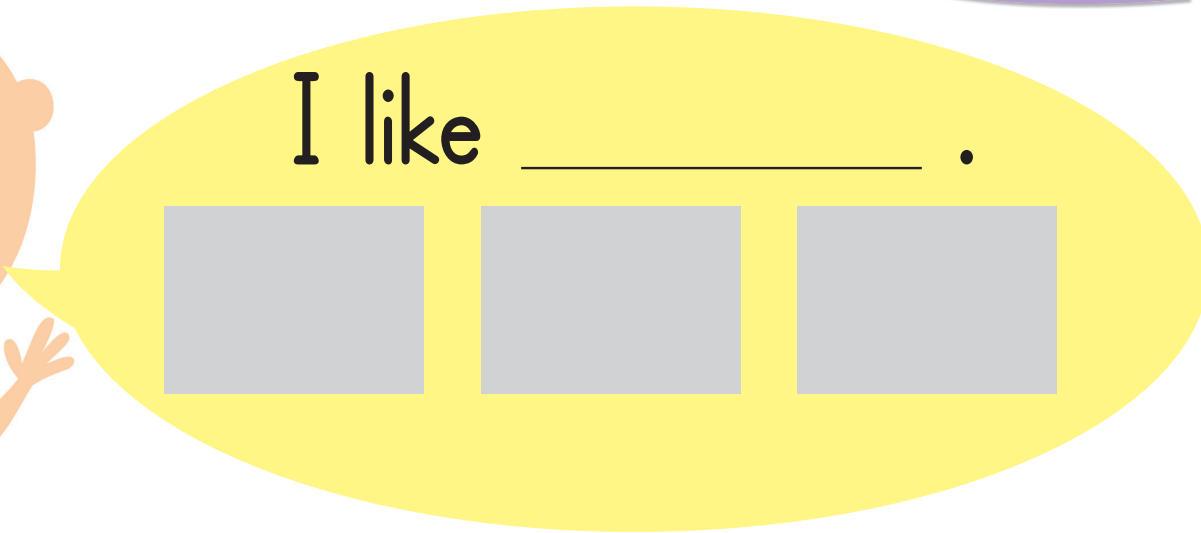
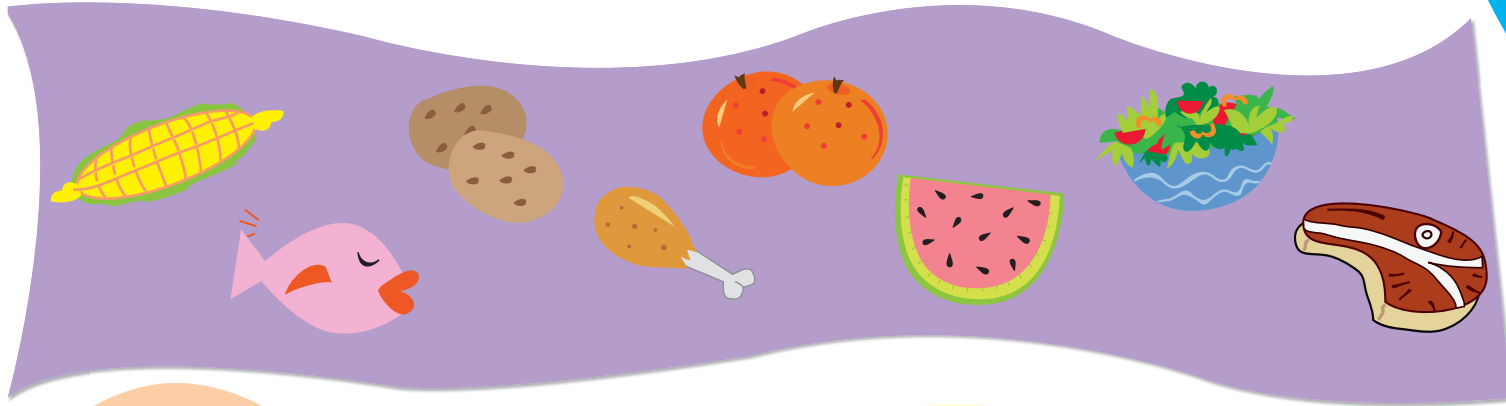
Plant a Seed



Project: Plant a seed and watch it grow.
Science Connection



9 Draw your face. Stick and say.





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

Vocabulary

corn, fish, potatoes, chicken, oranges, watermelon, salad, meat, like, want, draw, stick, say

Language

What is this? It is (meat).

What are these? They are (potatoes).

What do you like? I like (fish).

Do you like (fish). Yes, I do./No, I don't.

What do you want to eat?

I want (chicken), please.

Materials

Class Audio CD, Stickers page, crayons, Jumpy Cricket puppet

BEFORE PAGE 60

Did You Like It?

Revisit the songs and chants from Unit 5 (Audios B1, B7, B10, and B12). Play a few seconds of all the songs and chants in the unit. Have children clap if they liked the song or chant or make a sad face if they didn't. Then, choose one song, play the audio, and encourage children to sing along.

AFL Think about Learning

Review Unit 5 page by page with the children. Have them look at each page attentively, and remind them what they learned on each. Ask questions, for example: *What is this? What are these? Do you like (fish)? What do you want to eat? What number is this? What letter is this? S is for...? Do plants grow from seeds?* Finally, encourage children to clap if they liked the page or activity and to make a sad face if they didn't.

DURING PAGE 60



9 Draw your face. Stick and say.

Help children point to each vocabulary word on the banner and ask: *What is this? It is (corn). What are these? They are (potatoes).* Then point to the child on the page and say: *This is you!* Encourage children to draw their face. Next, point to the food items. Ask: *What do you like? I like (corn).* Next, direct children to the Stickers page and have them find the *meat*, *fish*, and *orange* and stick them in the boxes. Ask volunteers to show their work and read the sentence aloud: *I like (meat).* Clap for a job well done!

AFTER PAGE 60

Prepare for Show Time!

Point out the mascot with the flower at the bottom of the page. Direct children to page 104. Help them think of what they liked most from Unit 5. Say: *What I liked most from Unit 5 was planting the seed!* Say this with a very excited voice and smile as you point to the Project on

page 59. Encourage children to draw what they liked most from Unit 5: a song or chant, the Little Book story, the Amazing 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: *(Tina) liked (the Little Book). (Carlos), did you also like (the Little Book)?* 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 bring 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.

B1 Sing the Target Song

To consolidate what children have learned in the unit, play the Target Song. First, practice the questions and answers with Jumpy Cricket. 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 50.