

## 5

## What meals do we eat?



Point.



Stick.



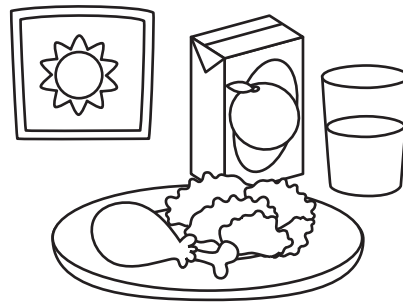
Color.



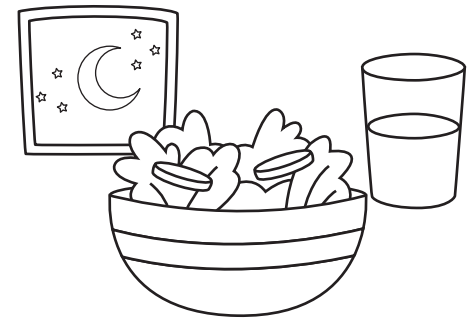
Say.



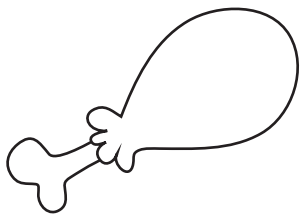
breakfast



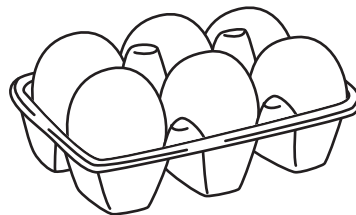
lunch



dinner



chicken

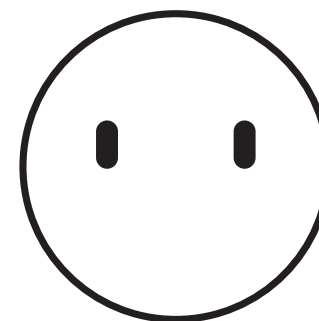
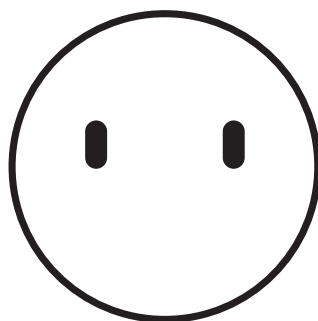
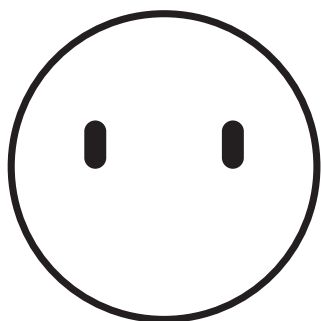


eggs



salad

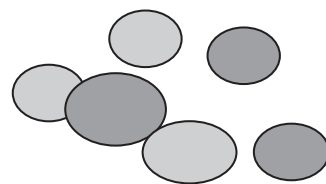
**Vocabulary:** *breakfast, lunch, dinner, eggs, chicken, salad.* Say each new word, and children point to each item as you say it. Say: (*Breakfast / Salad*). Stick the (*breakfast / salad*). Children stick each sticker as you say it. Then name the other items. Children color each item as you say it. They then point to and name each item. Finally, children can trace the words.



Look. Say. Match. Trace.



Pat



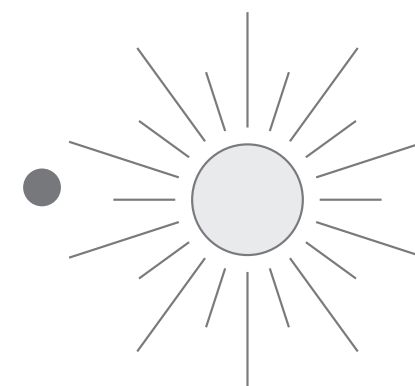
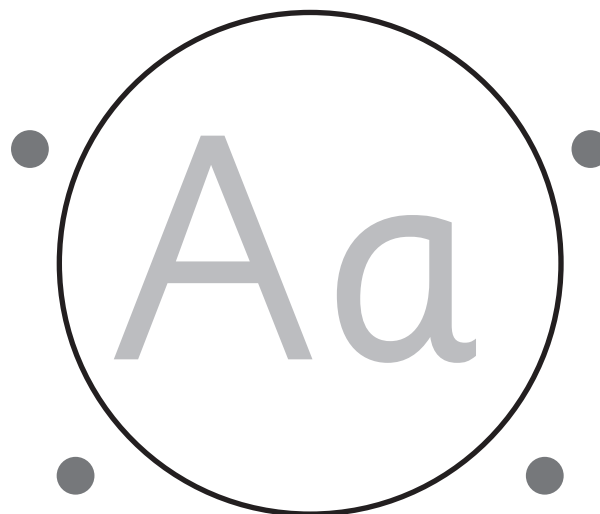
six



Dad



sad



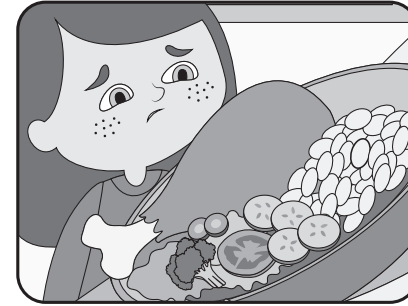
sun

**Phonics:** *Pat*, *sad*, *Dad* /æ/. Point to the letters in the middle and say the sound /æ/. Children repeat. Then point to the first picture (*Pat*), and say: A - a - a - *Pat*? (Yes.) Show children how to draw a line from the picture to the letters in the middle because it has the /æ/ sound. Repeat with the other pictures. Children draw lines from the pictures with the /æ/ sound to the letters Aa in the middle. Children point to these pictures and say the words. Finally, they follow the letters of the words with their finger, then trace the letters and the words with a pencil.

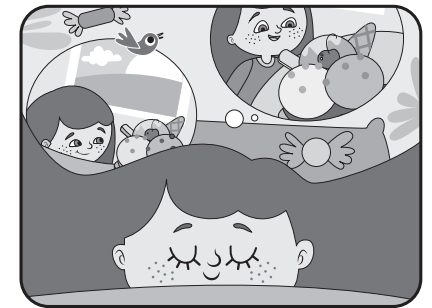
Look. Match. Say. Color.

Literacy

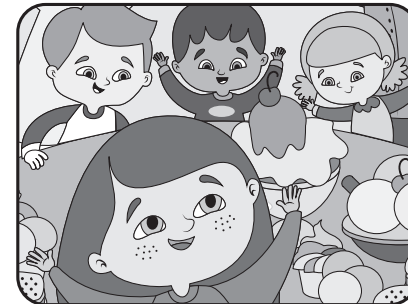
1.



2.



3.



4.

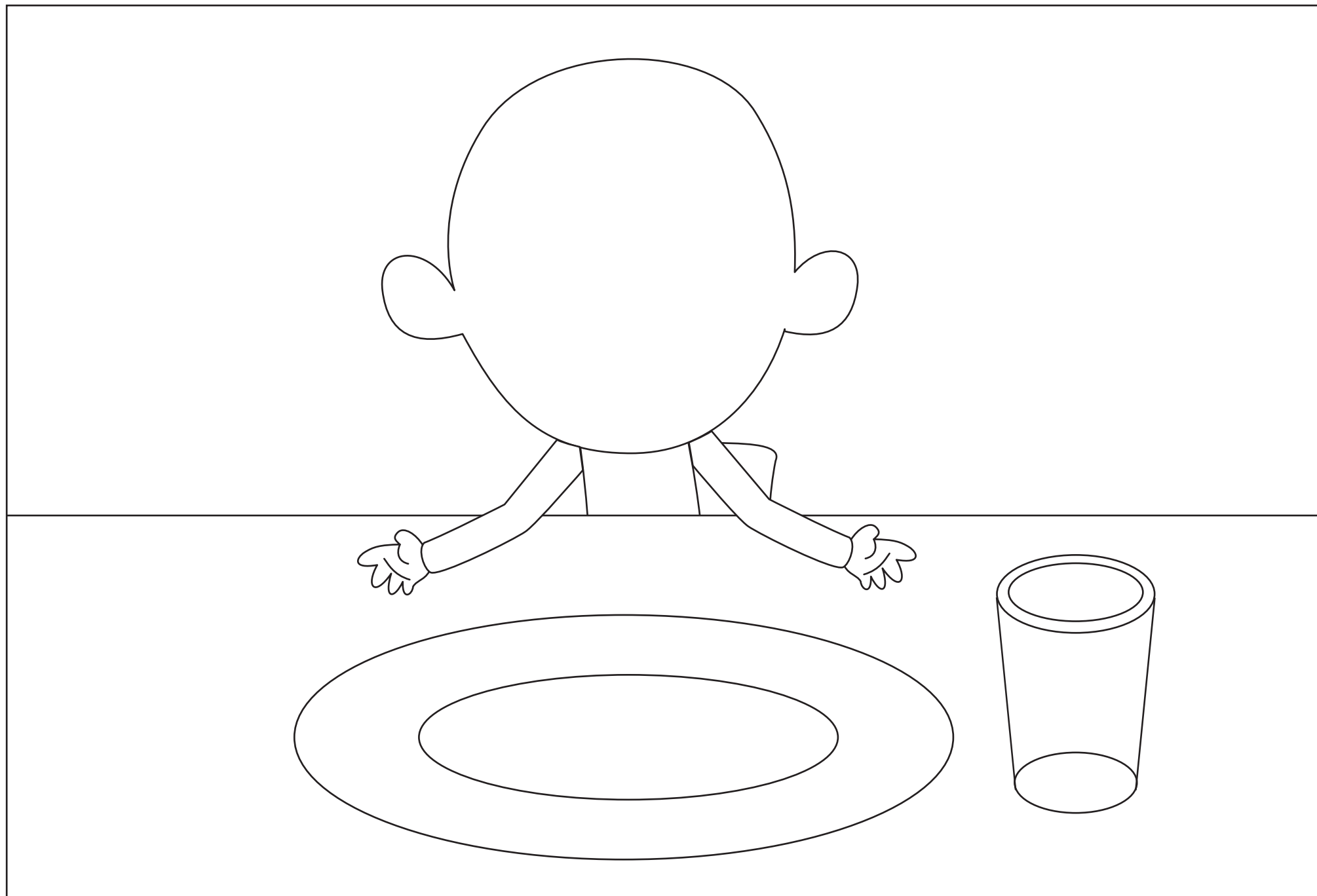


Do you like the story?



 **Draw.**  **Say.**

**Values**



**Values: Eating a healthy breakfast.** Ask: *What do you eat for breakfast?* Children draw themselves eating breakfast. They draw the food and drink that they have. Then they point and say: *I eat a healthy breakfast!*

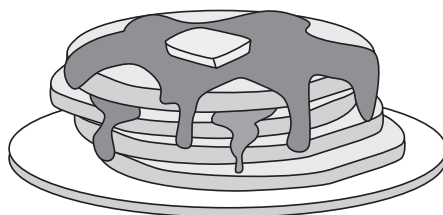
Look.  Match.  Say.

# Vocabulary

water



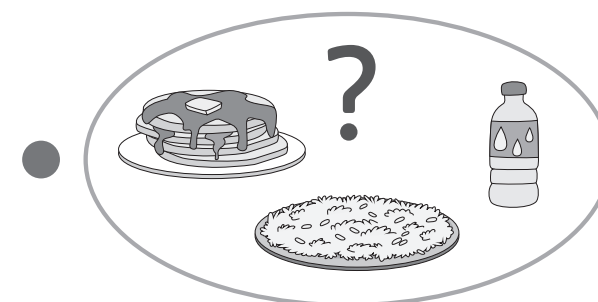
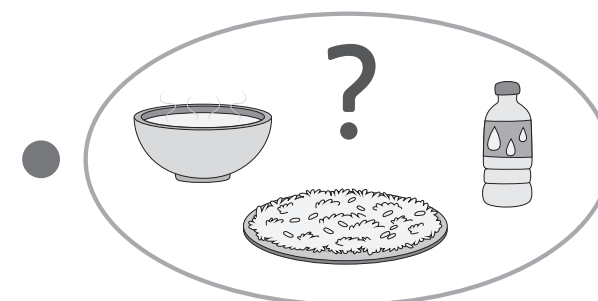
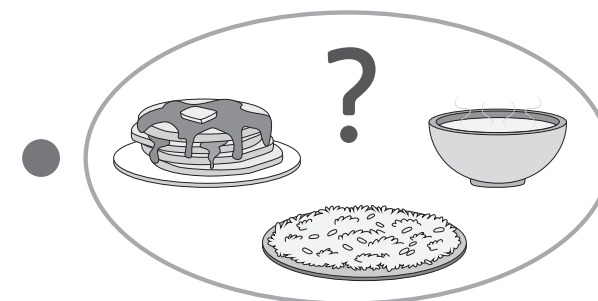
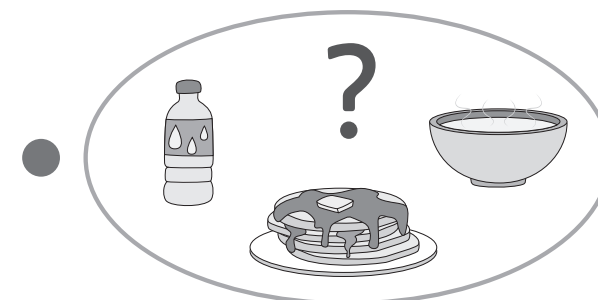
pancakes



soup



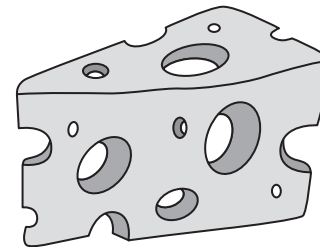
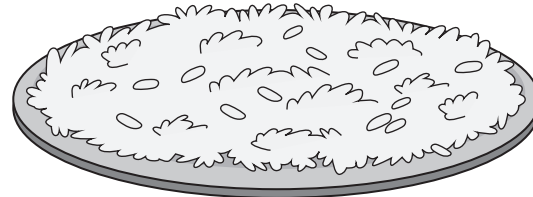
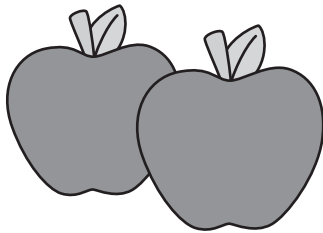
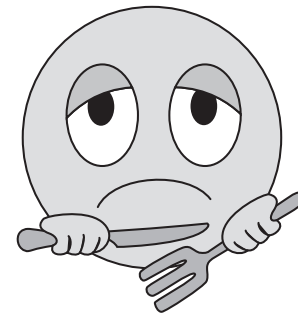
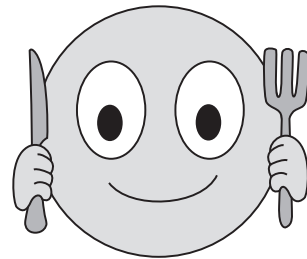
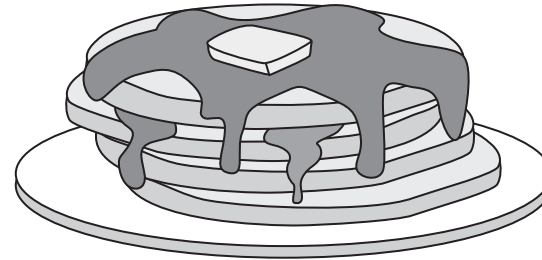
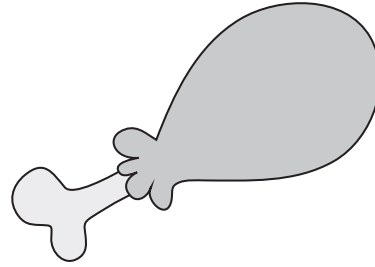
rice





Match.  Say.  Think.

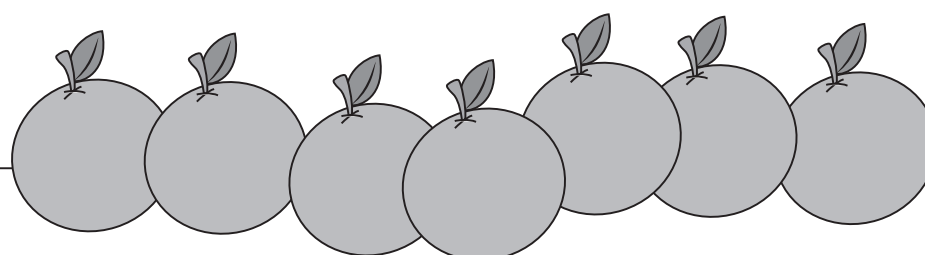
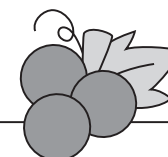
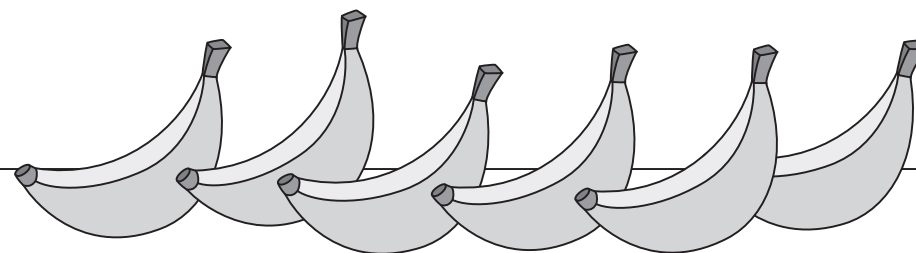
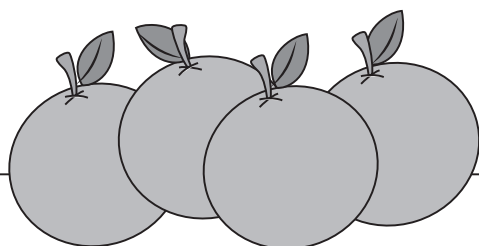
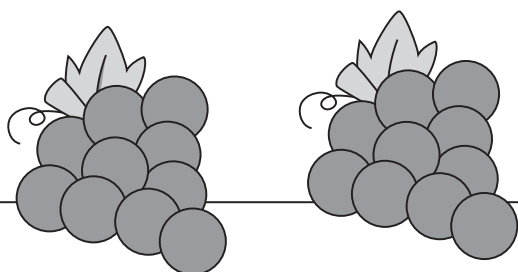
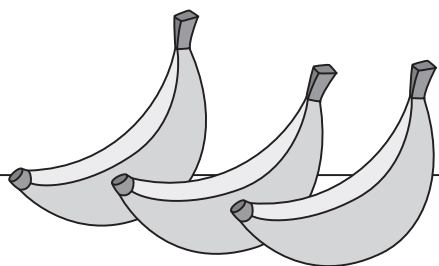
Language



**Language:** *What food do you like? I like (soup). I don't like (cheese).* Point to the food pictures and children say the words. Point to one food and say: *Mmm! I like (chicken)!* With your finger draw a line from the food to the happy face. Repeat with another food and *don't like*. Children look at all the foods, think about whether they like them, and draw lines to match them to the right face for them. Ask a child: *What food do you like?* They point to different foods in their book and say: *I like (soup). I don't like (apples).* Then ask the class: *What does (Alex) like?* They try to remember, and say: *He (likes) (rice).*

Look. Say. Draw.


Concept





 Say.  Check.

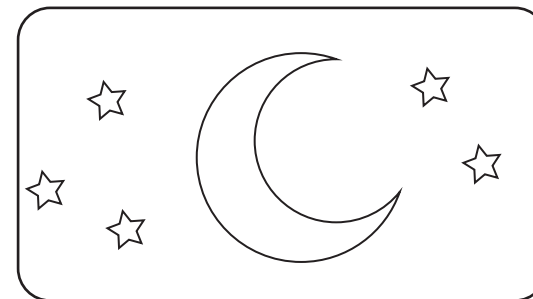
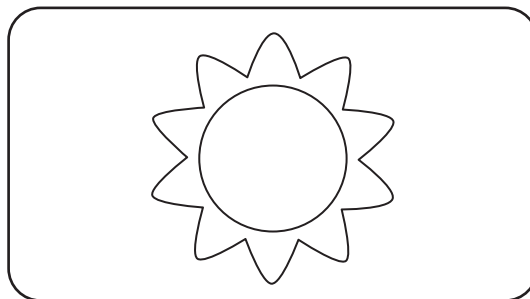
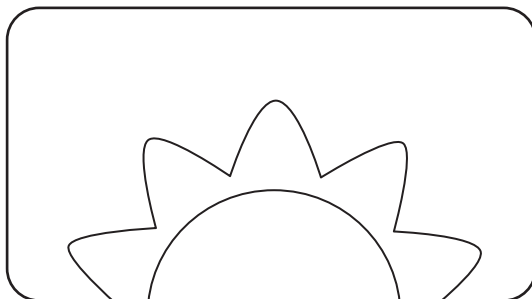
Vocabulary

				
milk				
orange juice				
cereal				
fish				
strawberries	 			

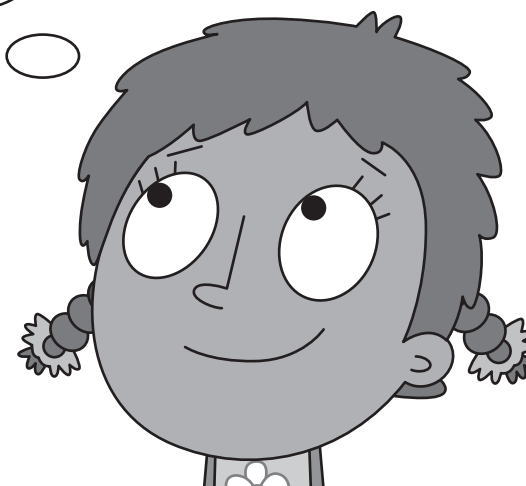
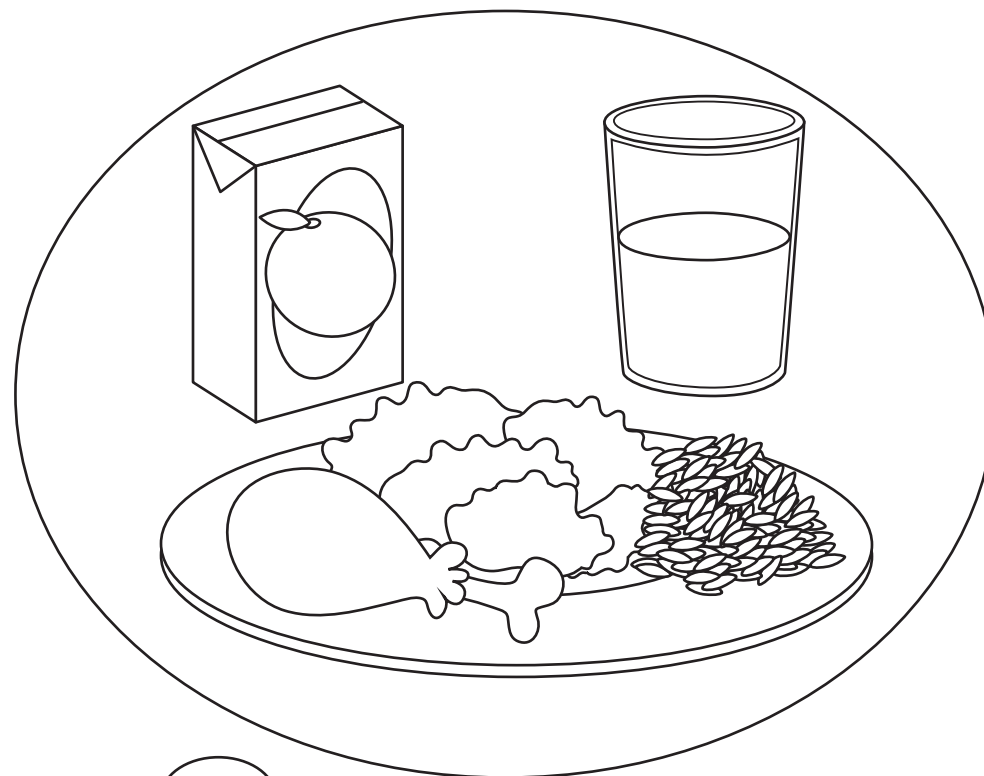
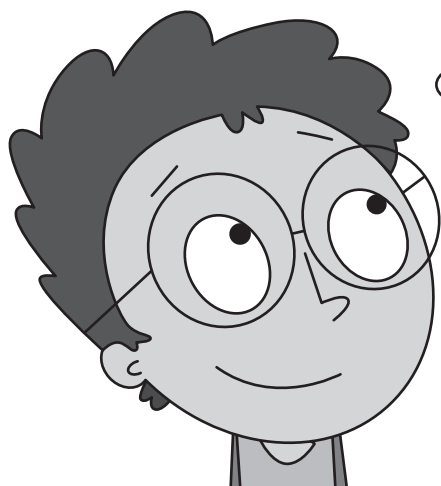
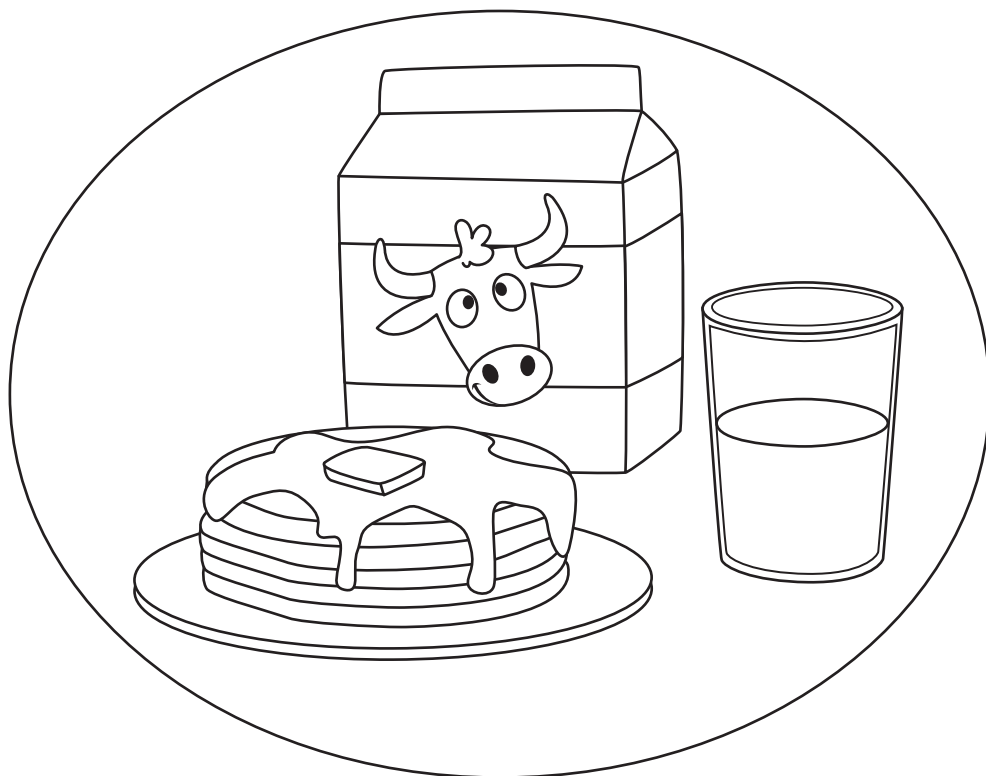
**Vocabulary:** *milk, orange juice, cereal, fish, strawberries*. Point to the three pictures across the top and explain that they show different times of day when we eat our meals. Elicit which represents *breakfast, lunch, and dinner*. Children look at the food and drinks and name each. They then think about when they eat or drink that item and put checks in the spaces accordingly. Point out that they can check more than one space if, for example, they drink milk at breakfast and also at dinner. Finally, children can trace the words.

 **Color.**  **Draw.**  **Say.**

**Language**



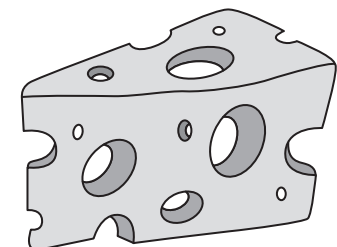
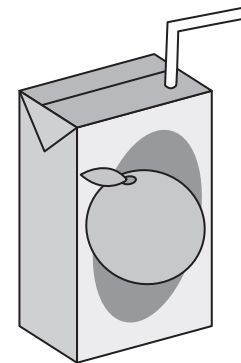
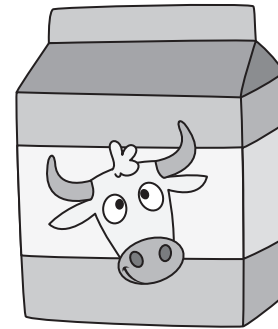
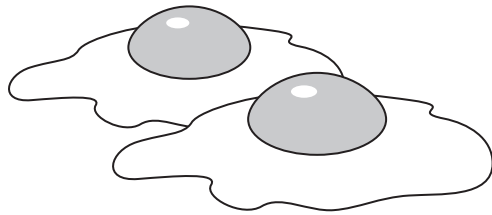
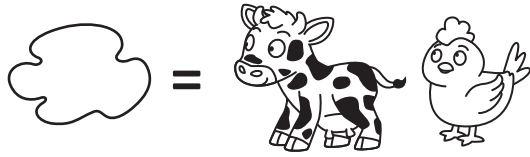
**Language:** *What do you have for (breakfast)? I have (eggs) for breakfast. We have (breakfast) in the (morning).* Point to the pictures at the top of each box and discuss what times of day they represent and what meal we eat at each time. Then ask: *What do you have for breakfast?* Children color the pictures that represent times of day and draw what they eat and drink at each time. Finally, they describe their meals: *I have (breakfast) in the (morning). I have (eggs) for (breakfast).*



**Language:** *What do you want for (breakfast)? (Milk), please.* Point to Leo's thought bubble and ask: *Breakfast or lunch? (Breakfast.)* Ask what food children can see. Then ask: *Leo, what do you want for breakfast?* and children repeat. Say: *Milk and pancakes, please.* Children repeat. Repeat with Mia and lunch. Divide the class into two groups, and tell one group they are Leo and the other group they are Mia. Point to Leo, and have the Mia group ask: *What do you want for breakfast?* The Leo group answers. Repeat with the other picture. Repeat several times with large and small groups of children. You could invite confident children to come to the front and act Leo or Mia with you as the other character. Finally, children can color the meal that they would like to eat.

Look. Color. Circle. Say.

Cross-curricular: Science



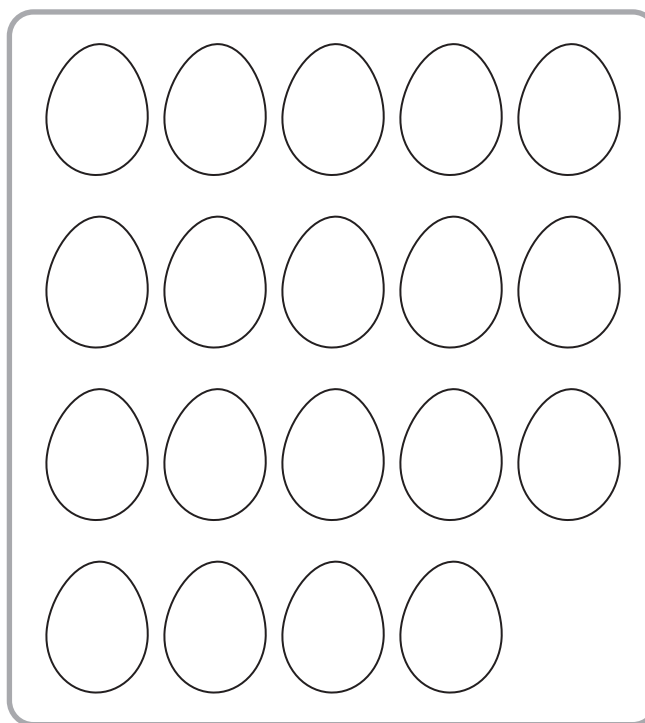
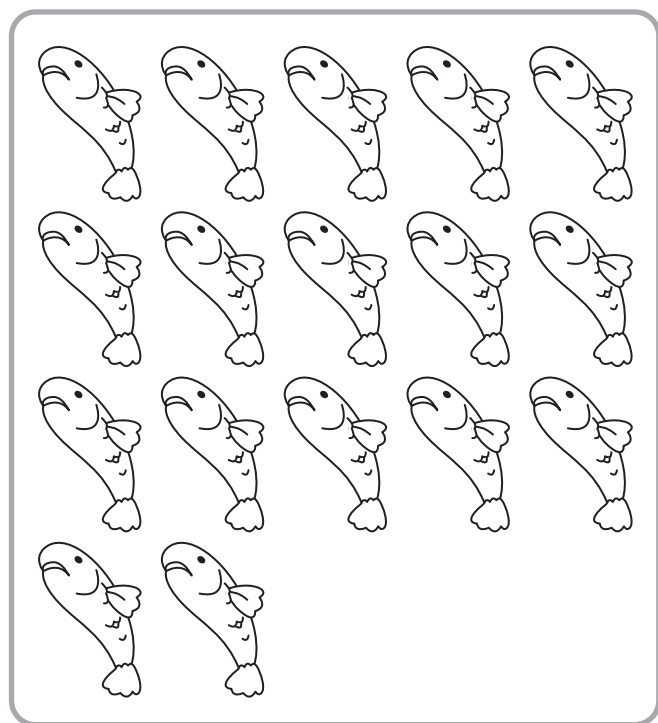
Trace.  1 2 3 Count.  Match.  Color.

Numeracy

17

18

19



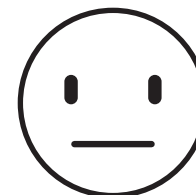
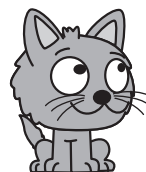
**Numeracy: nineteen.** Lead children in counting to 19. They trace the numbers 17, 18, and 19. Point to the fish and say: *How many fish? Let's count!* Repeat with the other foods. Children match the numbers to the foods. Finally, they can color the foods.

## What meals do we eat?



My favorite thing in Unit 5:

Unit 5



## 6

# What clothes do we wear?



Point.



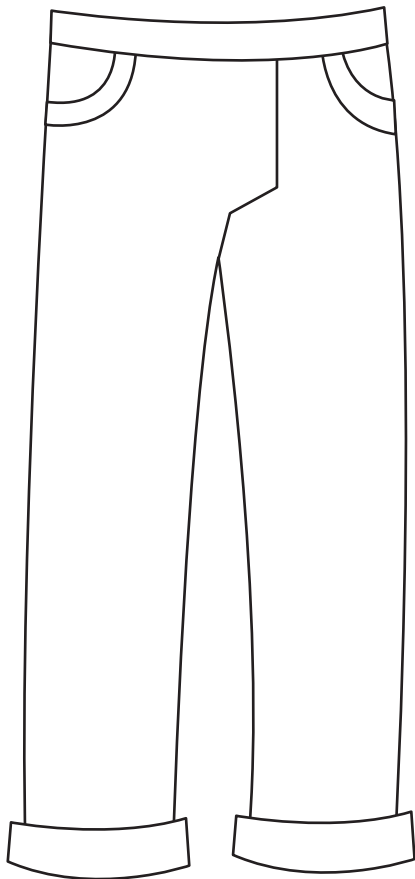
Stick.



Color.



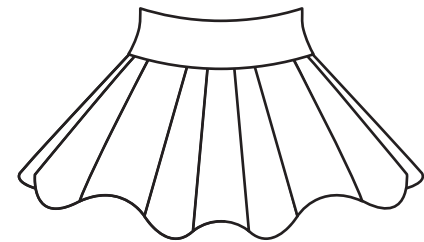
Say.



pants



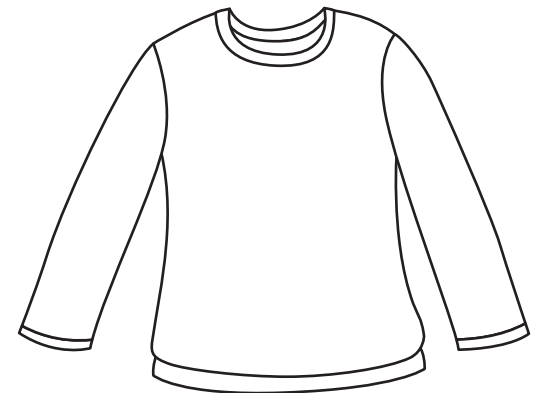
shoes



skirt



T-shirt



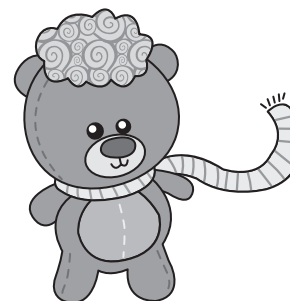
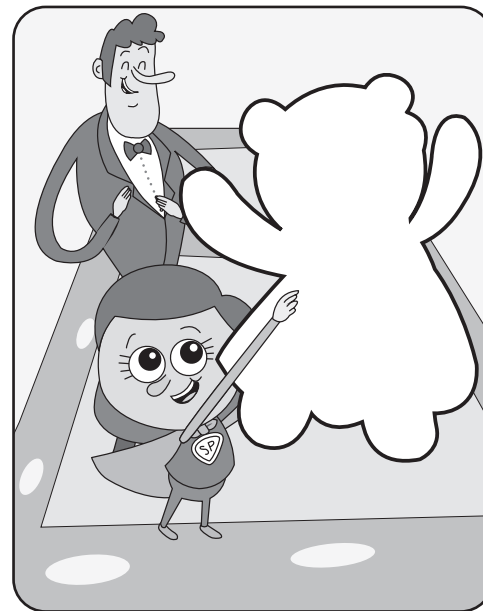
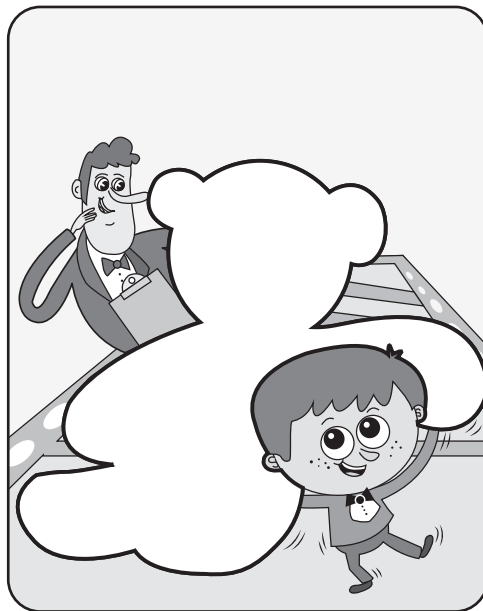
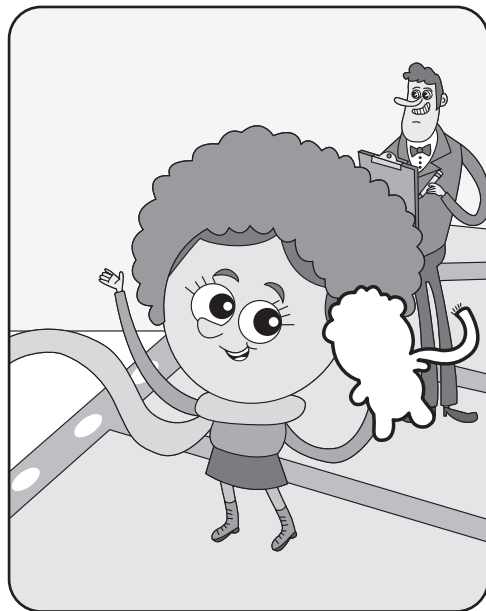
sweater

**Vocabulary:** *pants, shoes, T-shirt, skirt, sweater.* Say each new word, and children point to each item as you say it. Say: (*Shoes / T-shirt*). Stick the (*shoes / T-shirt*). Children stick each sticker as you say it. Then name the other items. Children color each item as you say it. They then point to and name each item. Finally, children can trace the words.



Match. Say.

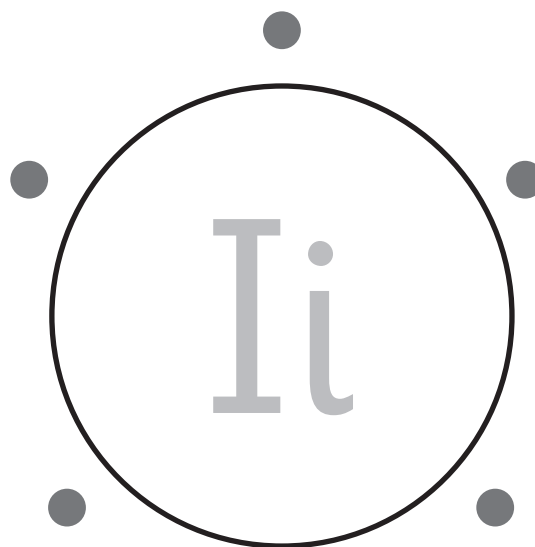
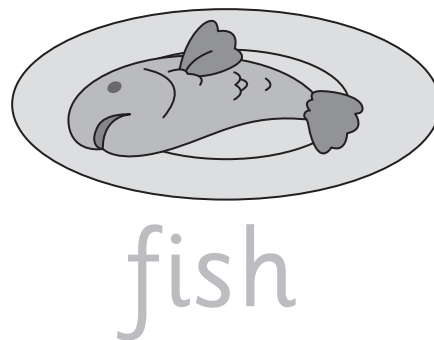
Story



Language: Which teddy bear is missing? What is this teddy bear wearing? It's wearing (a scarf). scarf, wig, tie, shoes, cape, teddy bear. Ask children to remember the story. Point to the first frame and ask: Which teddy bear is missing? Children draw a line to match the missing teddy bear to the picture. Repeat with the other pictures. Point to each teddy bear and ask: What is this teddy bear wearing? Children answer: It's wearing (a tie). Encourage them to say the colors from the story too if they remember, e.g., It's wearing a pink tie.



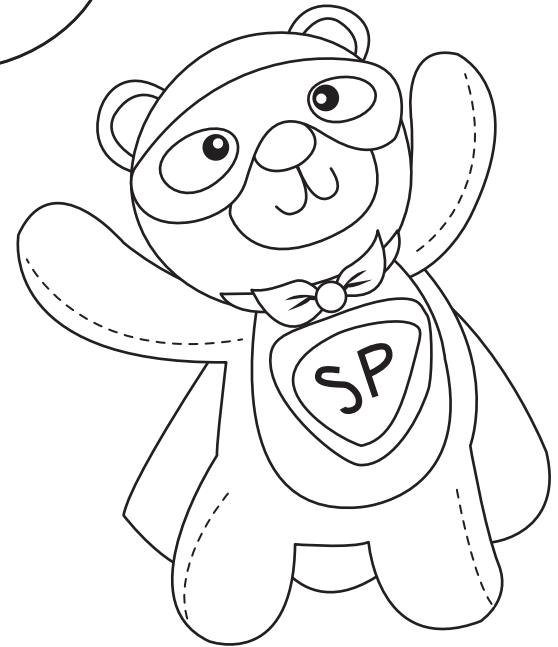
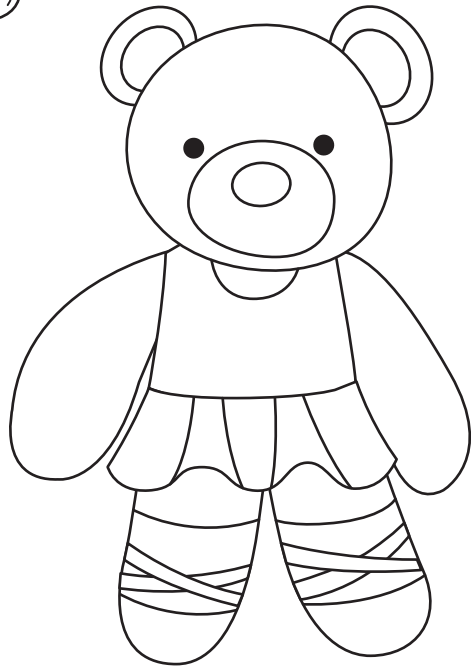
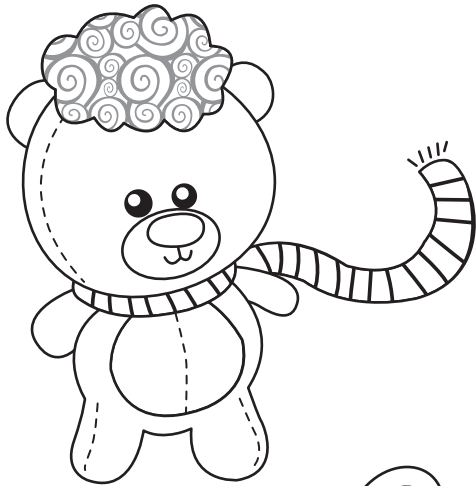
Look. Say. Match. Trace.



**Phonics:** wig, big, pink /i/. Point to the letters Ii in the middle and say the sound /i/. Children repeat. Then point to the first picture (wig), and say: I - i - i - Wig. Show me i. Children point to the i in the word wig. Children draw a line to match the picture to the letters in the middle. Children look at all the pictures and words, and draw lines to match the ones with the /i/ sound to the letters in the middle. They can also underline the i in each word. Finally, they follow the letters of the words with their finger, then trace the letters and the words with a pencil.

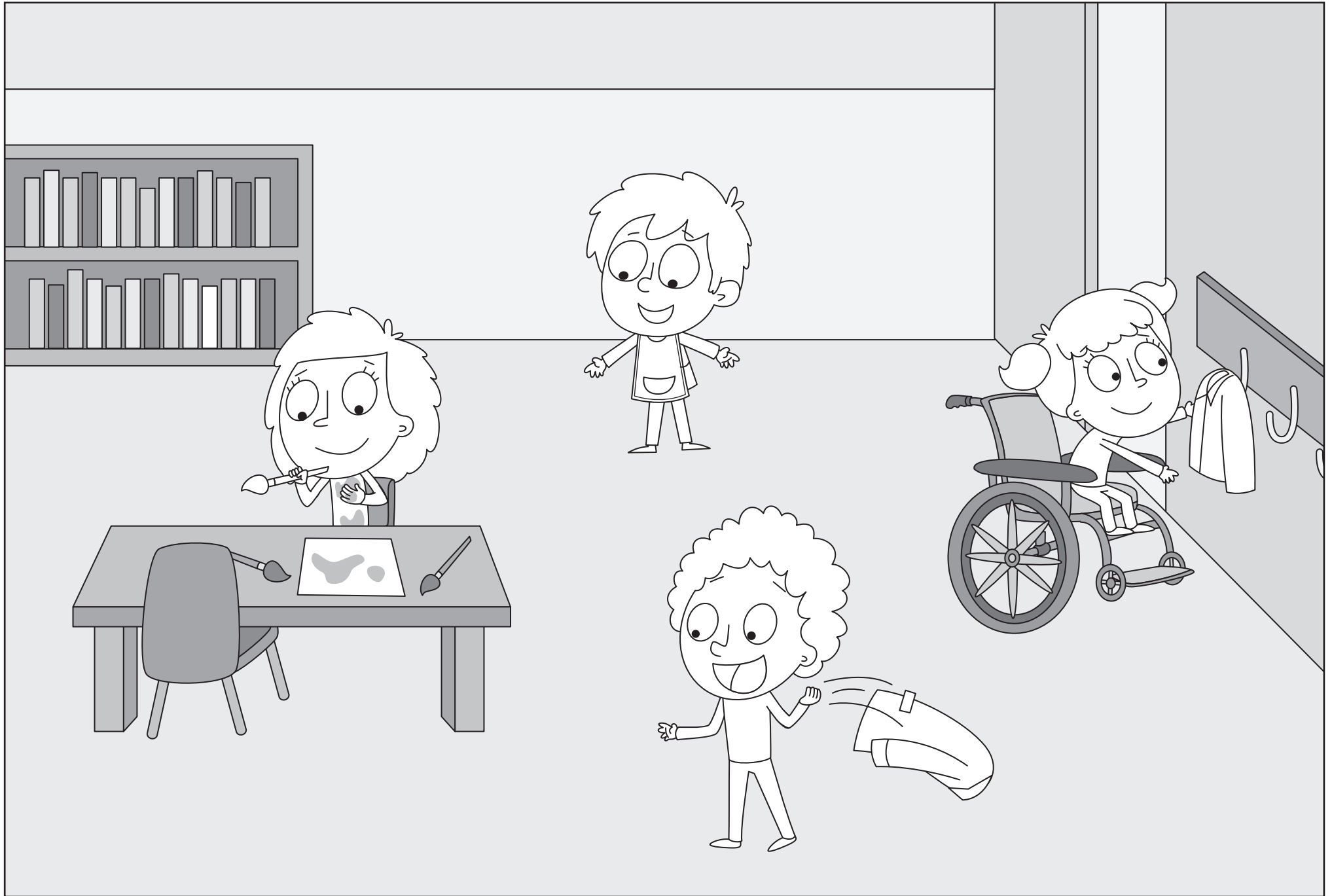
 Look.  Color.  Say.

Literacy



Do you like the story?

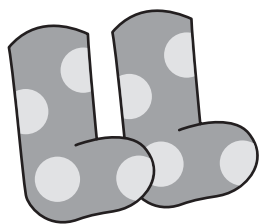




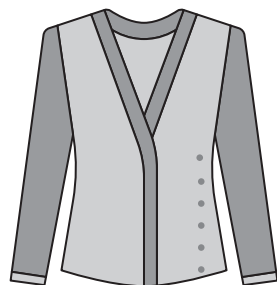
**Values: Taking care of our clothes.** Point to the girl hanging up her jacket. Ask: *What's she doing?* (Taking care of her clothes.) Then point to the boy throwing his jacket on the floor and ask: *Is he taking care of his clothes?* (No.) Discuss why not and what the child could do better. Finally, children identify and color the children who are taking care of their clothes.

 Say. 1<sup>2</sup><sub>3</sub> Count.  Write.

## Vocabulary



socks



jacket



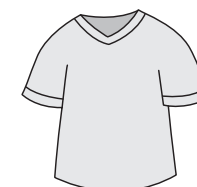
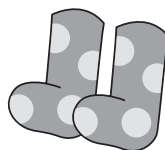
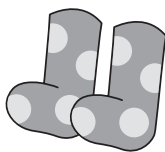
raincoat

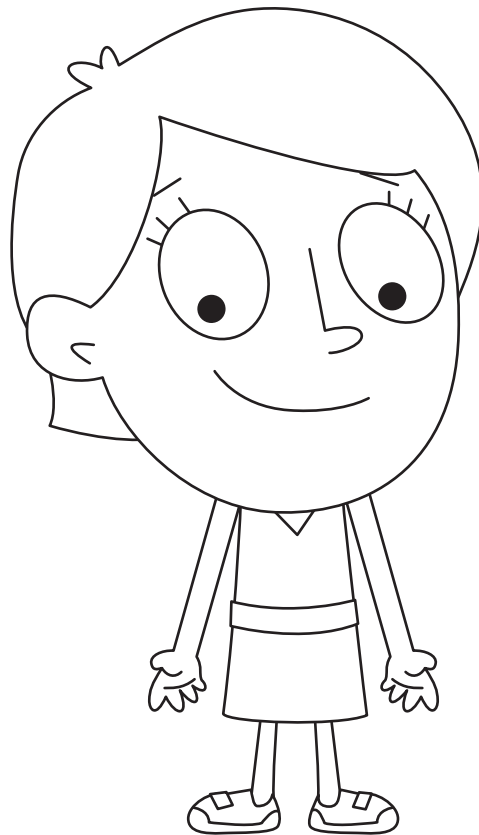
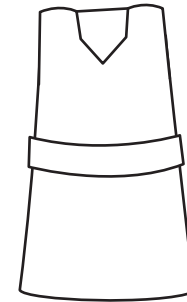
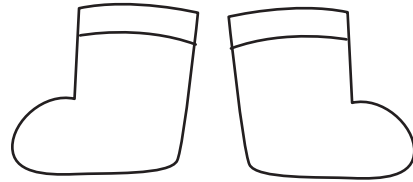


boots



dress

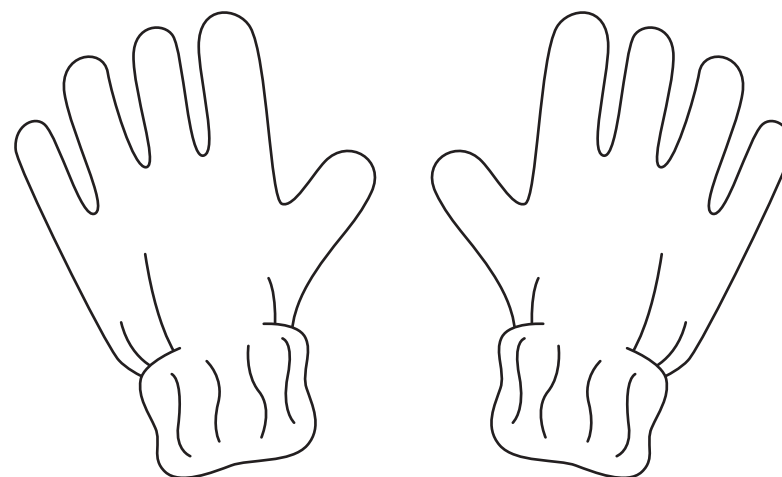
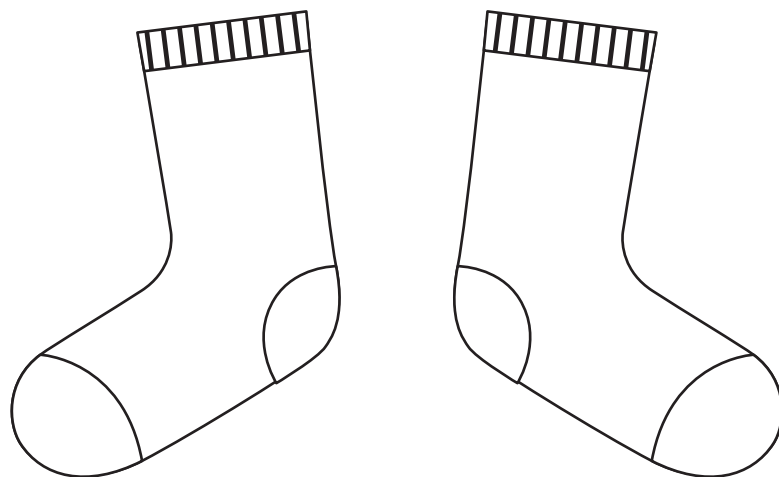
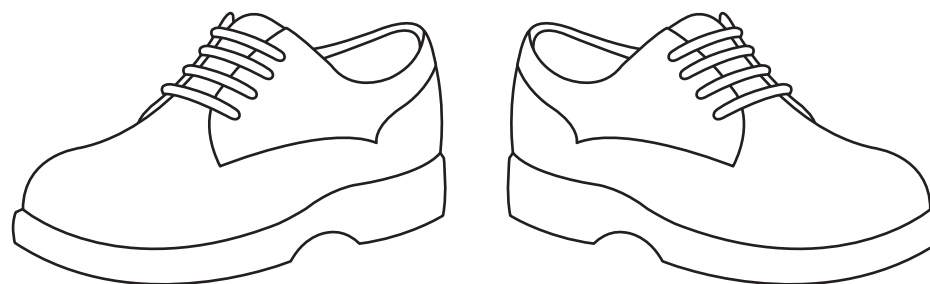
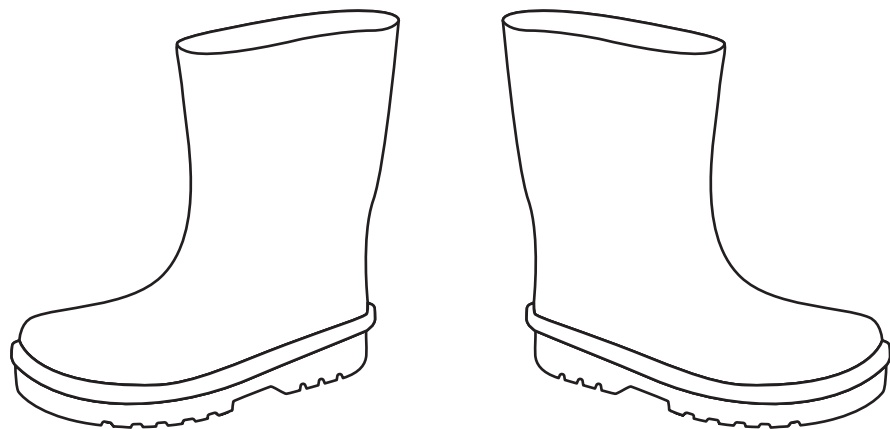




**Language:** *What color is the (raincoat)? What color are the (shoes)? What's he / she wearing? He's / She's wearing (a yellow raincoat and red boots).* Point to each item of clothing across the top as children name them. Then distribute crayons and ask children to color each item in a different color. Children work in pairs and take turns asking: *What color is the (dress)? What color are the (shoes)? The (dress) is (purple). The (shoes) are (black).* They color the children's clothes according to their partner's key. Finally, they share their coloring and take turns describing the children, saying: *He's / She's wearing (a purple dress and black shoes).*

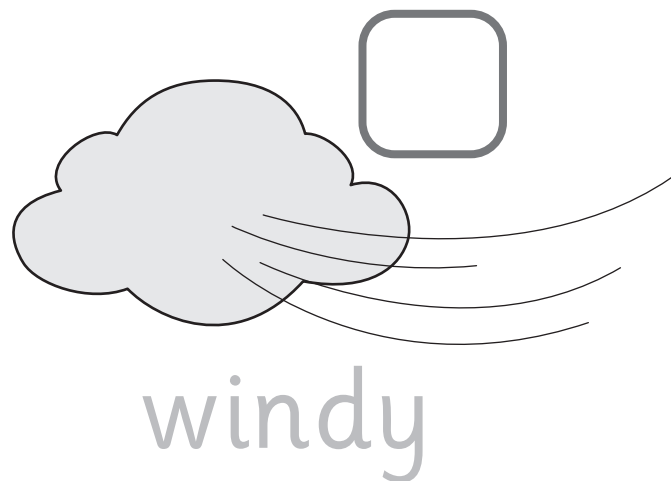
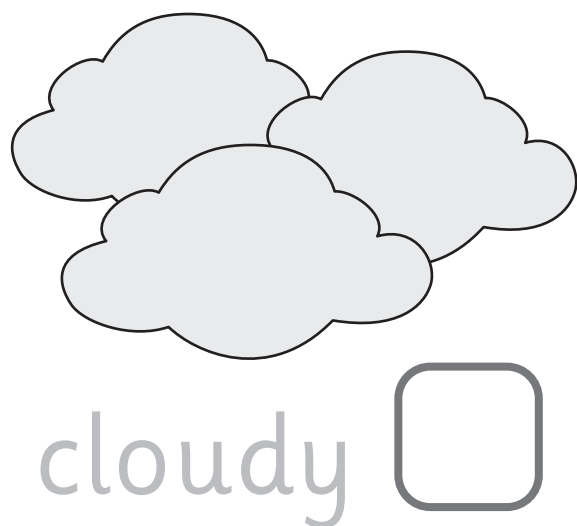
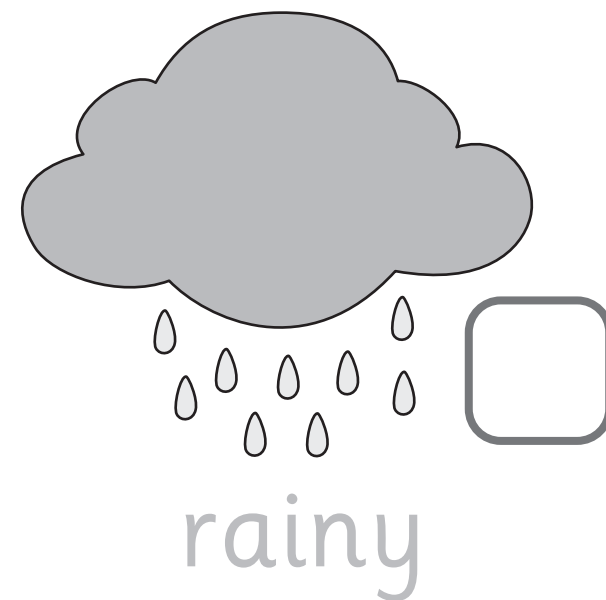
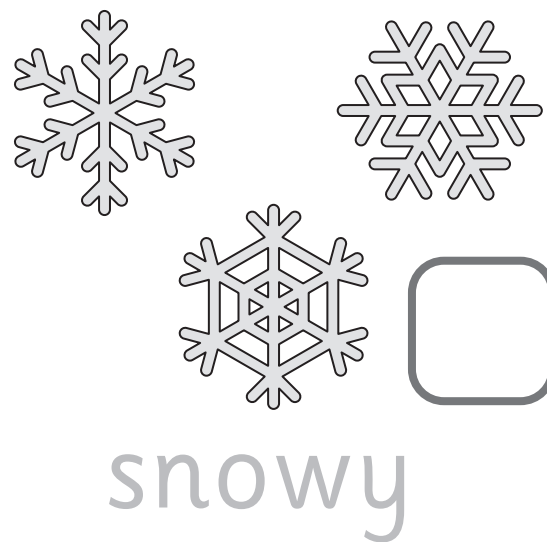
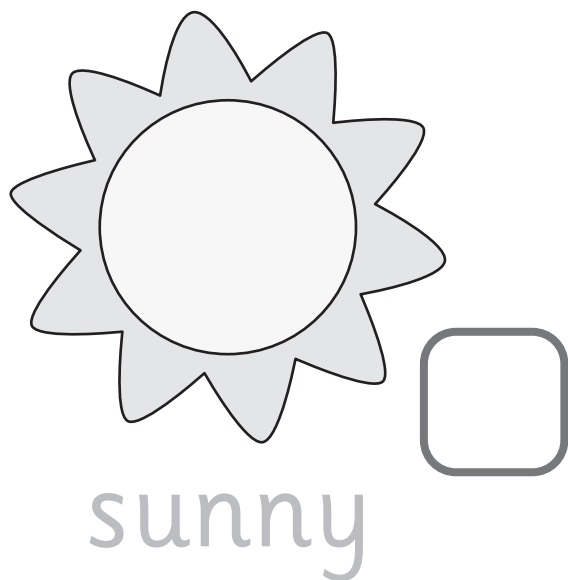
👁️ Look. ✍️ Color. 😊 Say.

Concept



 Say.  Check.

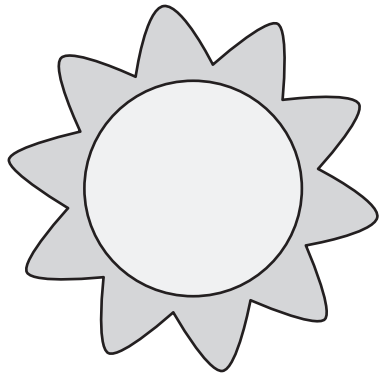
## Vocabulary



**Vocabulary:** *sunny, snowy, cloudy, windy, rainy*. If possible, take the children outside, or gather them by a window, to look at the weather today. Ask: *What's the weather like?* Make sure they understand that we can often use more than one word to describe the weather. It could be *cloudy, windy, and rainy*. On the page, point to each picture, and children say the word. They then check the pictures that describe the weather today. Finally, children can trace the words and say them aloud.

Look. Circle. Say.

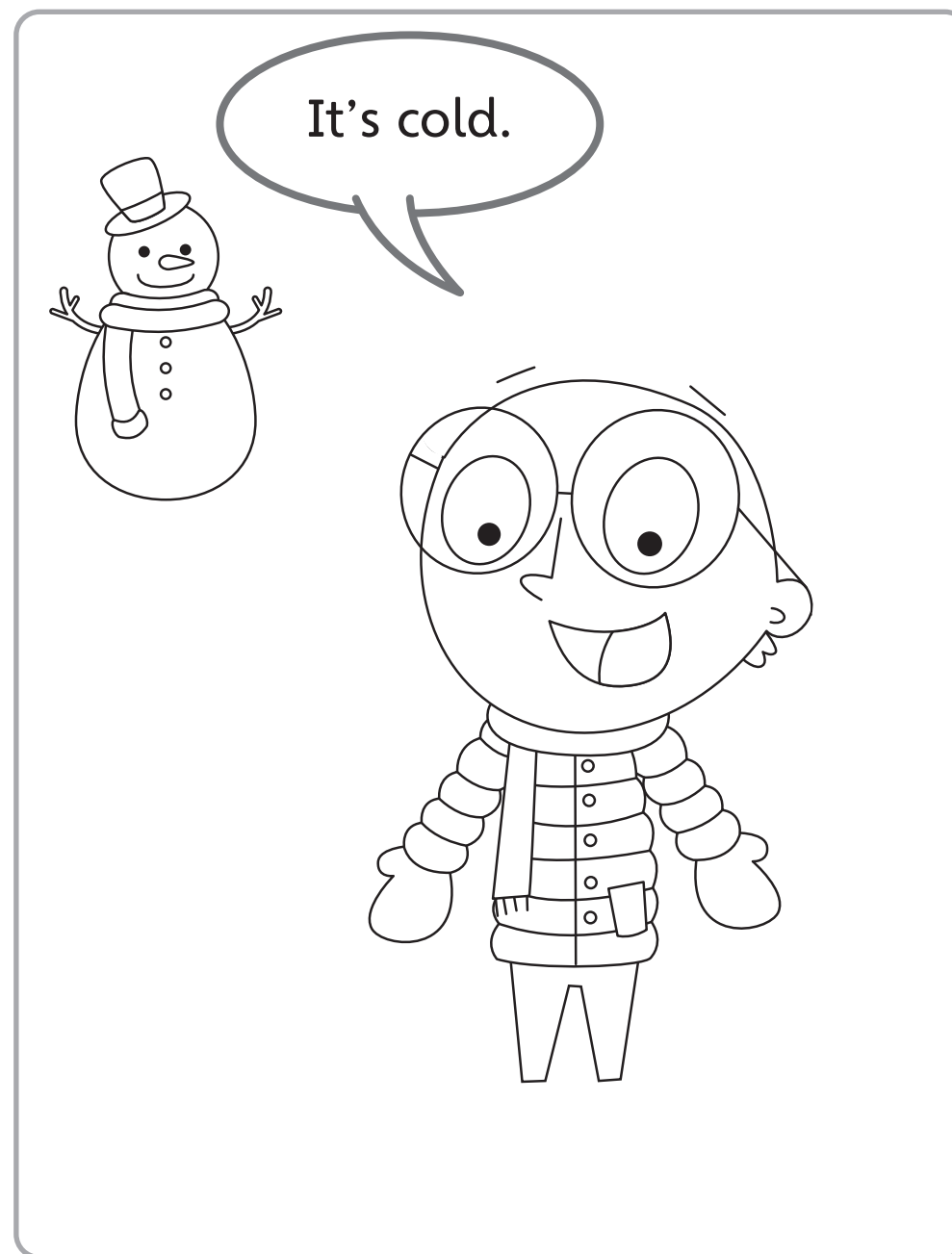
Language





Look. Say. Draw.

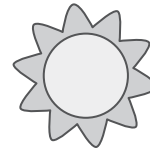
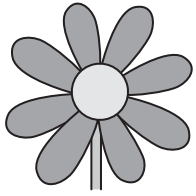
Speaking



**Language:** *What's the weather like today? It's (rainy). Put on your (raincoat)!* Point to each picture and ask: *What's the weather like?* Children respond: *It's rainy. It's snowy / cold.* Point to Mia and ask: *What can we say to Mia? Put on your raincoat!* Children repeat. They draw Mia's raincoat. Repeat with Leo and his hat and boots. Divide the class into two groups, and tell one group they are Mia and the other group they are Leo. Point to Mia and have the Mia group say: *It's rainy.* The Leo group answers: *Put on your raincoat!* Repeat with the other picture. Repeat several times with large and small groups of children. You could invite confident children to come to the front and act Leo or Mia with you as the other character.

 Look.  Draw.  Say.

Cross-curricular: Science



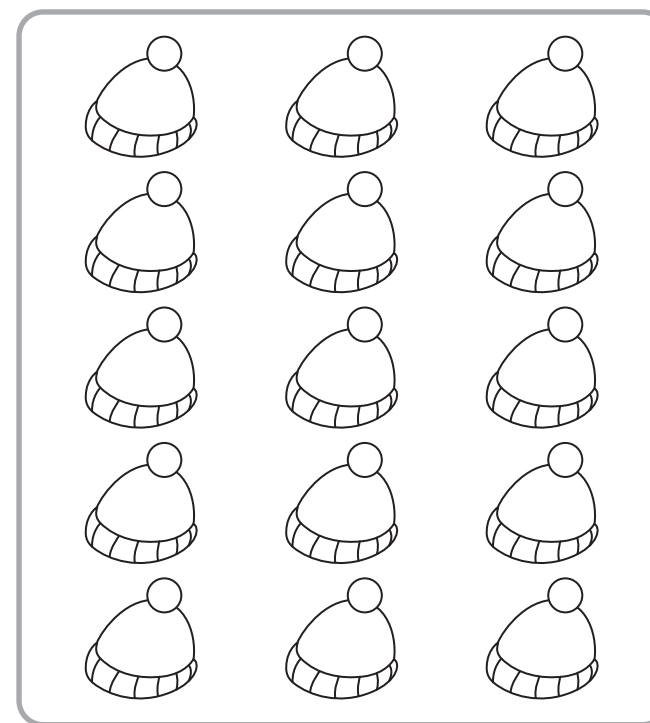
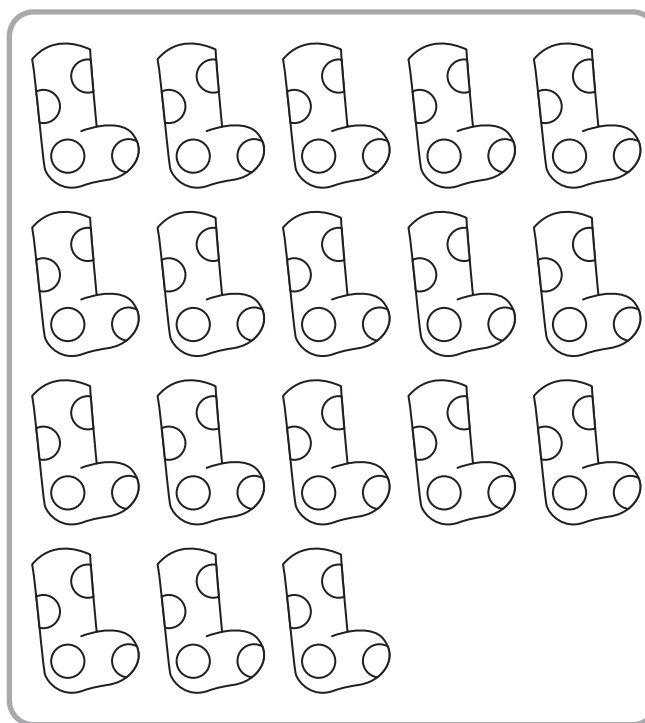
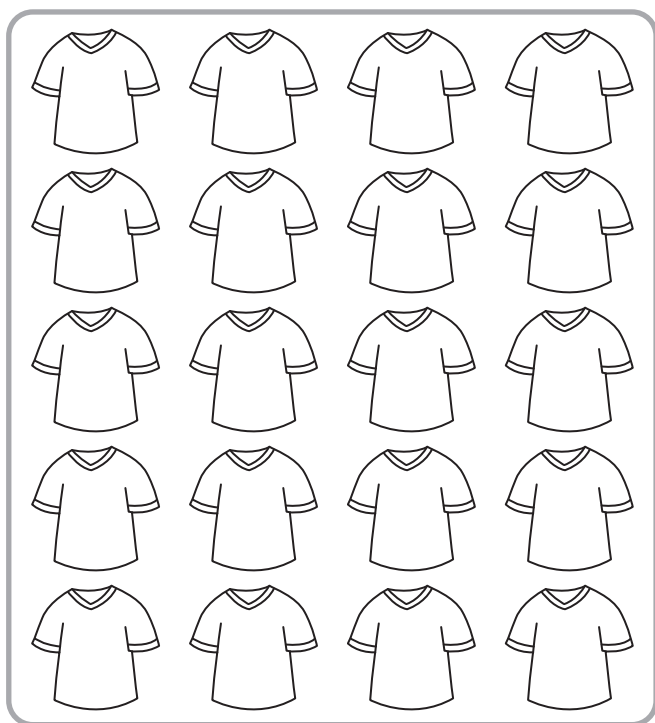
Trace. <sup>1</sup><sub>2</sub><sup>3</sup> Count. Match. Color.

Numeracy

15

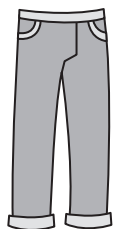
18

20



**Numeracy: twenty.** Lead children in counting to 20. They trace the numbers 15, 18, and 20. Point to the T-shirts and say: *How many T-shirts? Let's count!* Repeat with the other clothes. Children match the numbers to the clothes. Finally, they can color the clothes in colors of their preference.

## What clothes do we wear?



My favorite thing in Unit 6:

Unit 6

