

6

What do we do in restaurants?



Stick.



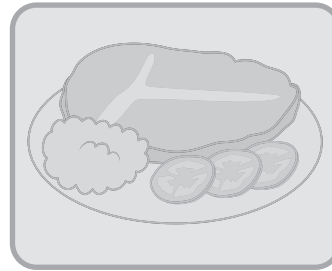
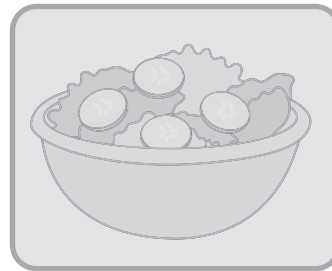
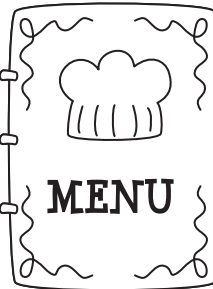
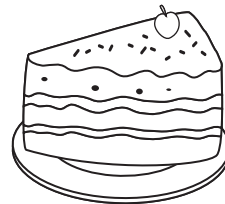
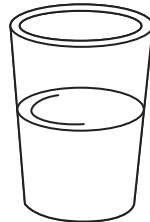
Say.



Match.



Trace.

menu •• dessertdrink •• main dishwaiter •• side dish

Vocabulary: *waiter, menu, drink, main dish, side dish, dessert.* Point to each picture and say the word. Children point to the pictures and repeat after you. Say: (Main dish / Side dish). Stick the (main dish / side dish). Children stick each sticker as you say it. Then point to the first word and say: Menu. Children repeat and draw a line to match the word with the correct picture. Repeat with the other words. Finally, children trace the words. Children can color the pictures in colors of their preference.

Circle. Say.

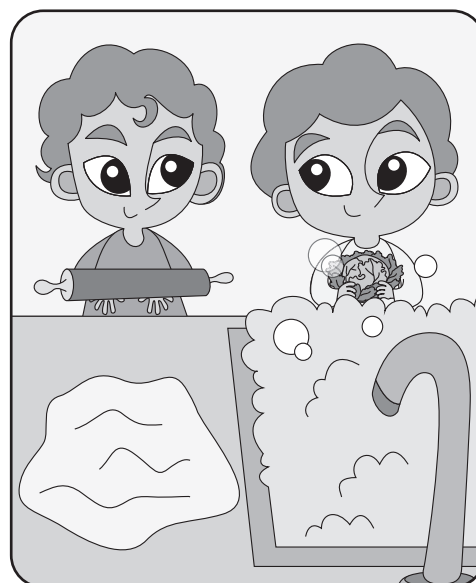
Story



1 2 3 4



1 2 3 4

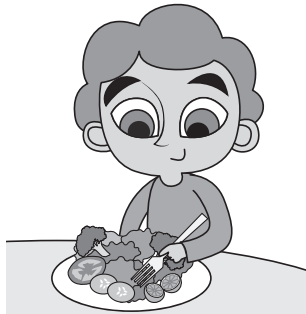


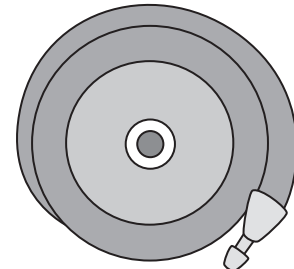



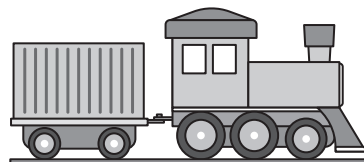


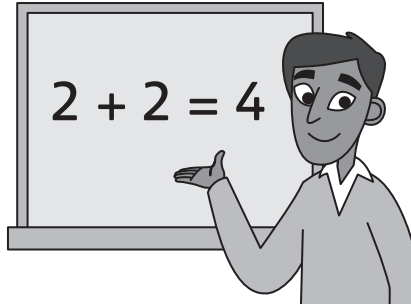



1 2 3 4



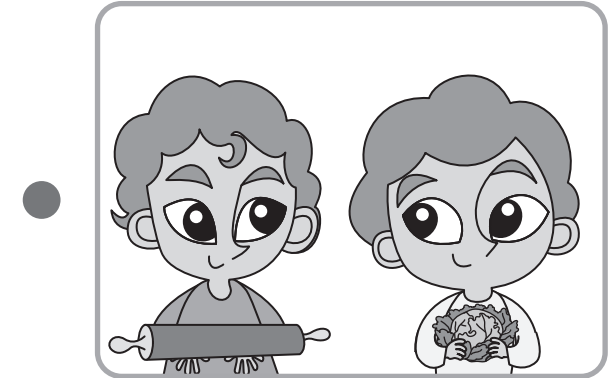
1 2 3 4

 Say.  Follow.  Trace.

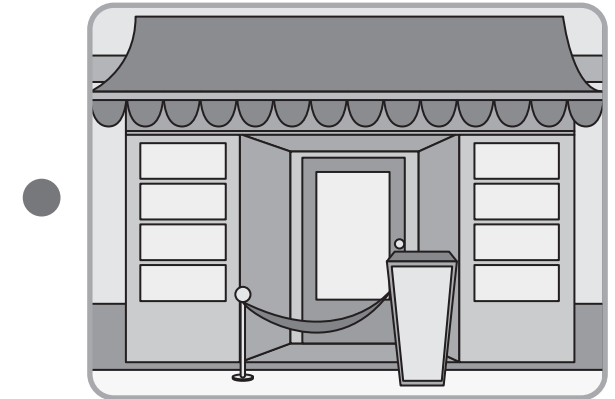
 <p><u>e</u>at</p>	 <p>m<u>ee</u>t</p>	 <p>t<u>ie</u></p>	 <p>h<u>o</u>se</p>
 <p>c<u>a</u>ke</p>	 <p>b<u>ee</u></p>	 <p>r<u>ea</u>d</p>	 <p>tr<u>ai</u>n</p>
 <p>r<u>u</u>le</p>	 <p>S<u>ue</u></p>	 <p>t<u>ea</u>ch</p>	 <p>t<u>ree</u></p>

Phonics: *meet, eat, teach, see* /i:/. Point to each picture and say the word. Children repeat. Point to *eat*, and say the word, emphasizing the /i:/ sound. Say: /i:/, *eat*. Same sound? (Yes.) Repeat with *meet* (Yes) and *tie* (No). Children draw the path through the maze, moving only to words with the /i:/ sound. Finally, children trace the letters that make the /i:/ sound, saying the words as they do so.

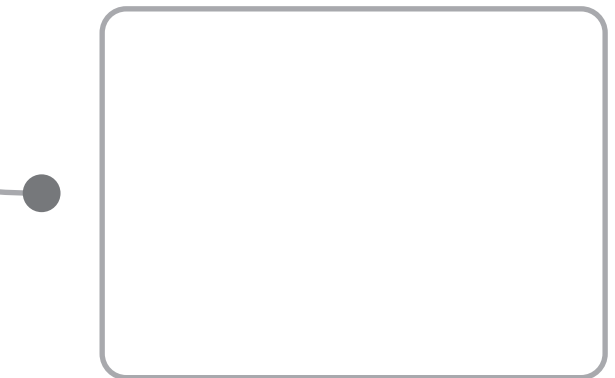
1 Where does the story take place? ●



2 What happens at the restaurant? ●

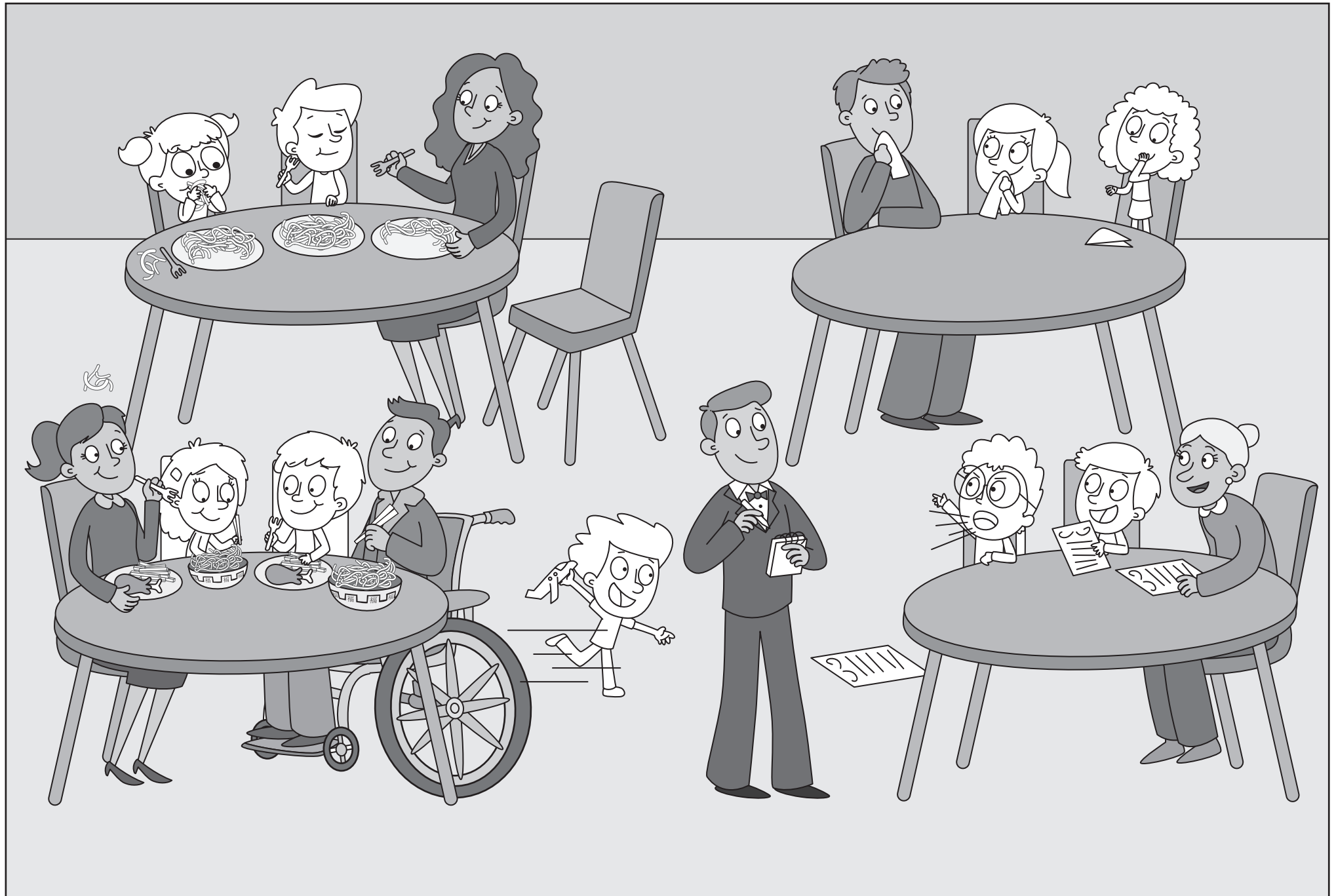


3 Who are the four characters? ●



Do you like the story?

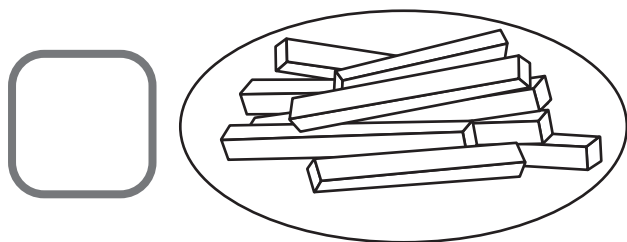




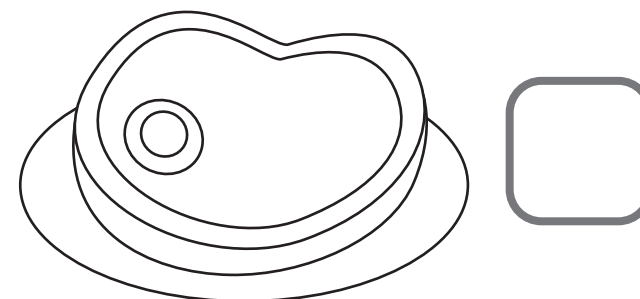
Values: Being polite. Point to one of the children being polite. Ask: *Is he / she being polite?* Then point to a child not being polite and repeat. Discuss why not and what the child could do better. Finally, children identify and color the children who are being polite.

 Say.  Trace.  Write.  Color.

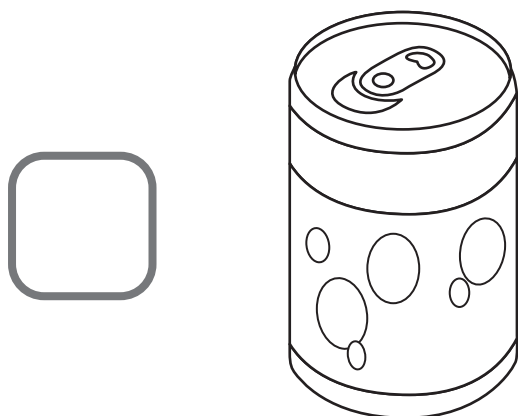
Vocabulary



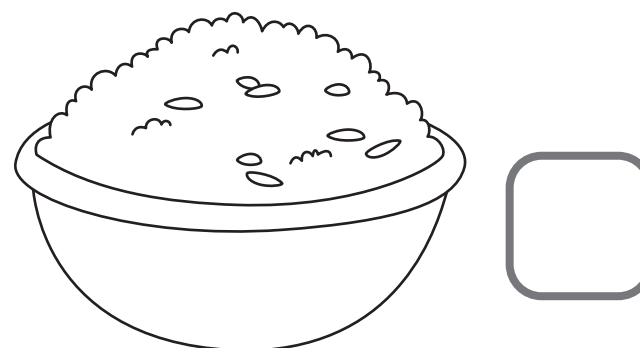
1 soda



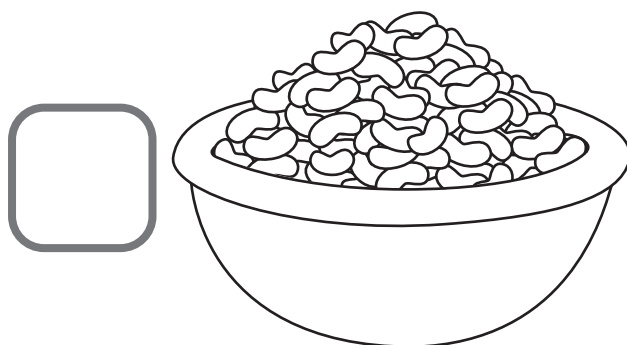
2 beans



3 steak

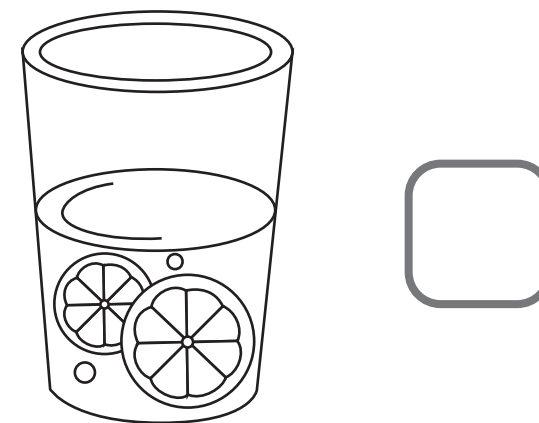


4 rice



5 lemonade

6 French fries



Look. Say. Color. Draw.

Language



She likes lemonade.



She doesn't like lemonade.



She likes French fries.



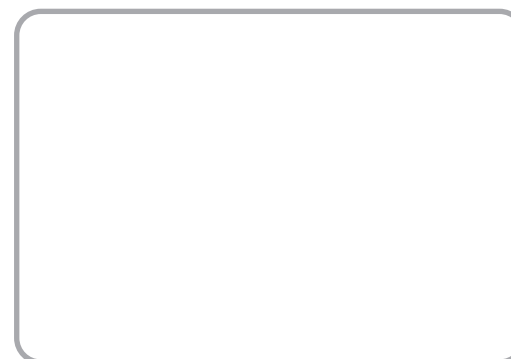
She doesn't like French fries.



He likes beans.



He doesn't like beans.



I like steak.

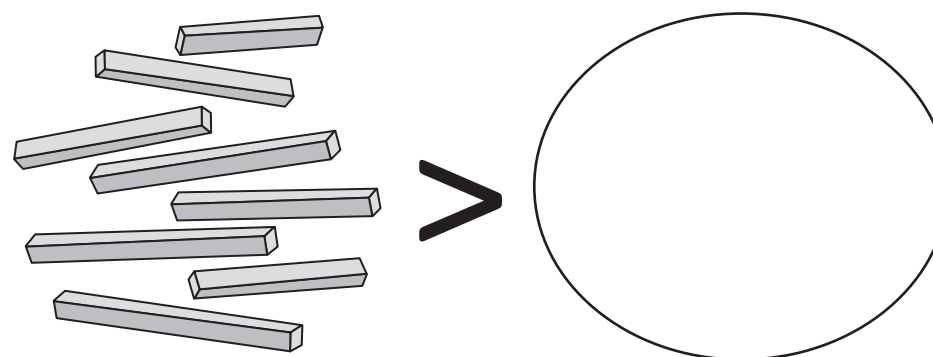
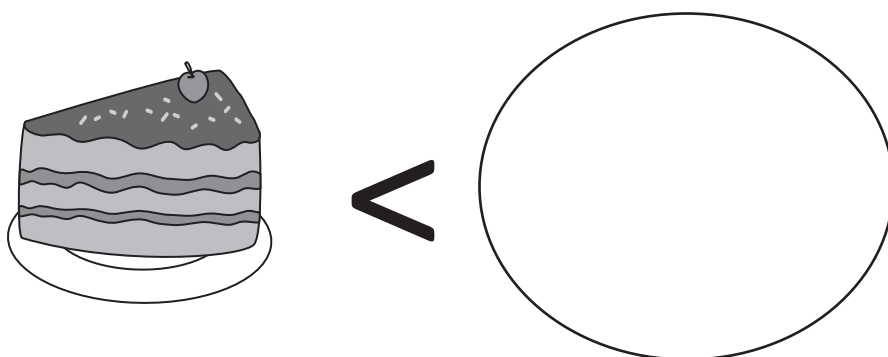
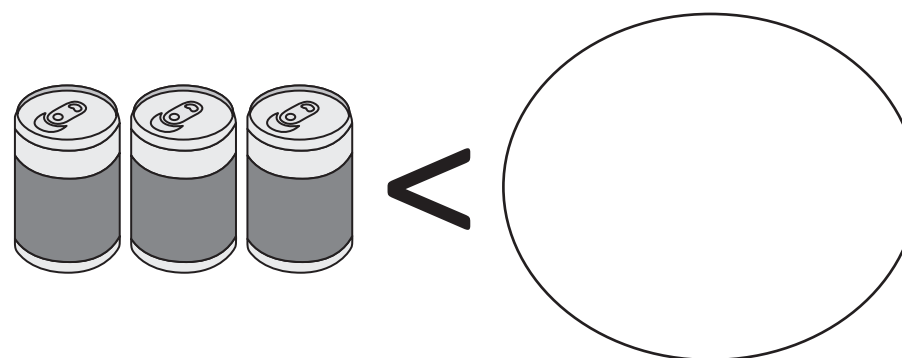
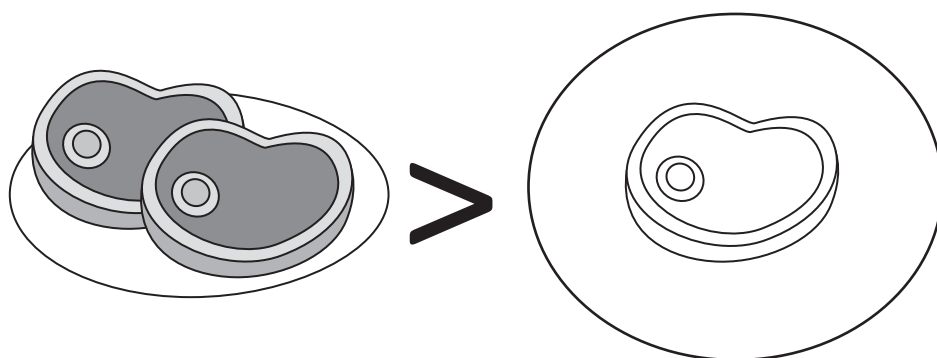
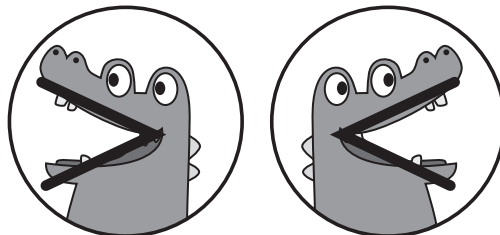


I don't like steak.

Language: (She) likes (beans). She / He doesn't like (lemonade). Do you like steak? Yes, I do. No, I don't. I like steak. I don't like steak. Point to the first picture and read the two sentences, making a happy and a sad face each time. Children mime and repeat. Then ask: Does she like lemonade? (No.) Point to the sentence and sad face and say: She doesn't like lemonade. Children repeat and color the correct face. Repeat with the other pictures. For the last one, children decide which sentence is true for themselves. They draw themselves with a steak in the box and color the correct face.

1 2 3 Count.  Say.  Draw.

Concept



Concept: more, less. Review the signs $<$, $>$. Use the language *Less than* and *More than*. Direct children's attention to the first picture. Point and say: *How many? Let's count.* Count the steaks together as a class. Then point to the sign. Ask: *Do we need more than two, or less than two here? (Less than.) What is less than two? (One.)* Draw children's attention to the example steak on the plate. Children say: *One is less than two.* Repeat with the other plates. Children draw a correct number of the food or drink on each plate. Accept all possible answers.

 Say.  Trace.  Write.  Color.

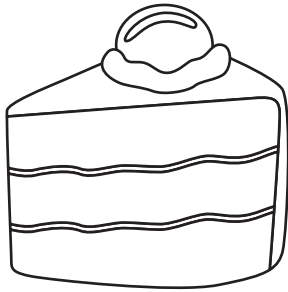
Vocabulary

cheeseburger

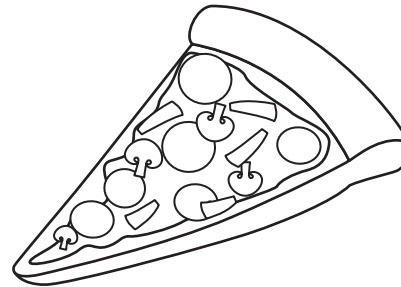
pizza

vegetables

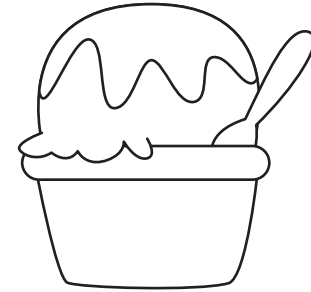
ice cream



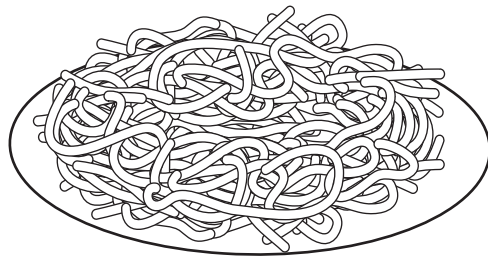
chocolate cake



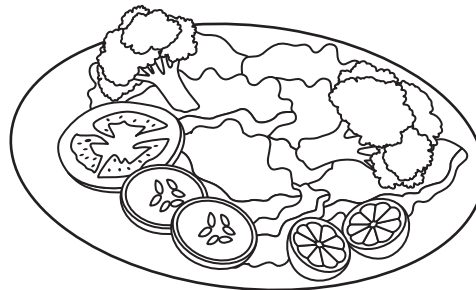
p _ _ _ _



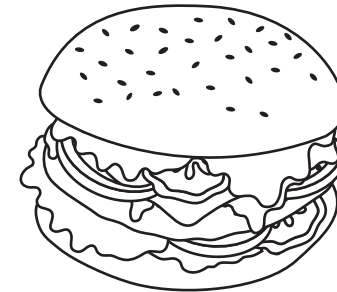
i _ _ _ _



spaghetti



v _ _ _ _

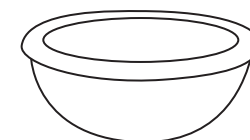
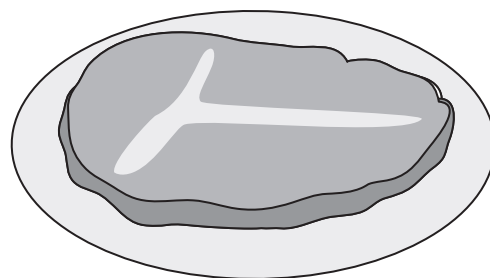
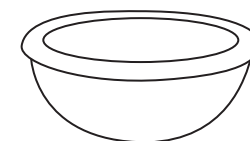
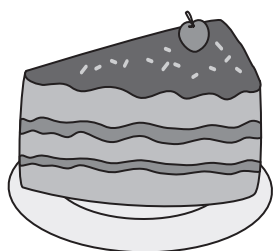
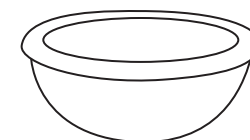
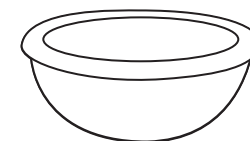
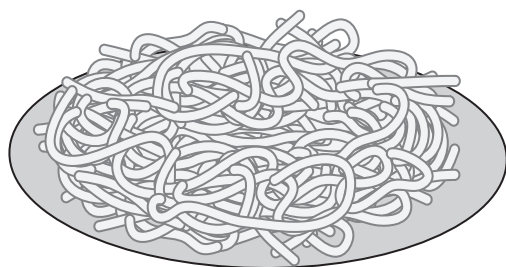


c _ _ _ _

Vocabulary: *spaghetti, pizza, ice cream, chocolate cake, vegetables, cheeseburger*. Point to the picture of the chocolate cake and say: *What's this?* Children answer and trace the word. Repeat with the picture of the spaghetti. Then point to and read the words in the box at the top. Children repeat after you, pointing to each word as they say it. Point to the picture of the pizza and say: *What's this?* Children answer and trace the first letter, then write the rest of the word. Repeat with the other pictures. Finally, they color the pictures of the food they like.

Look. Say. Color.

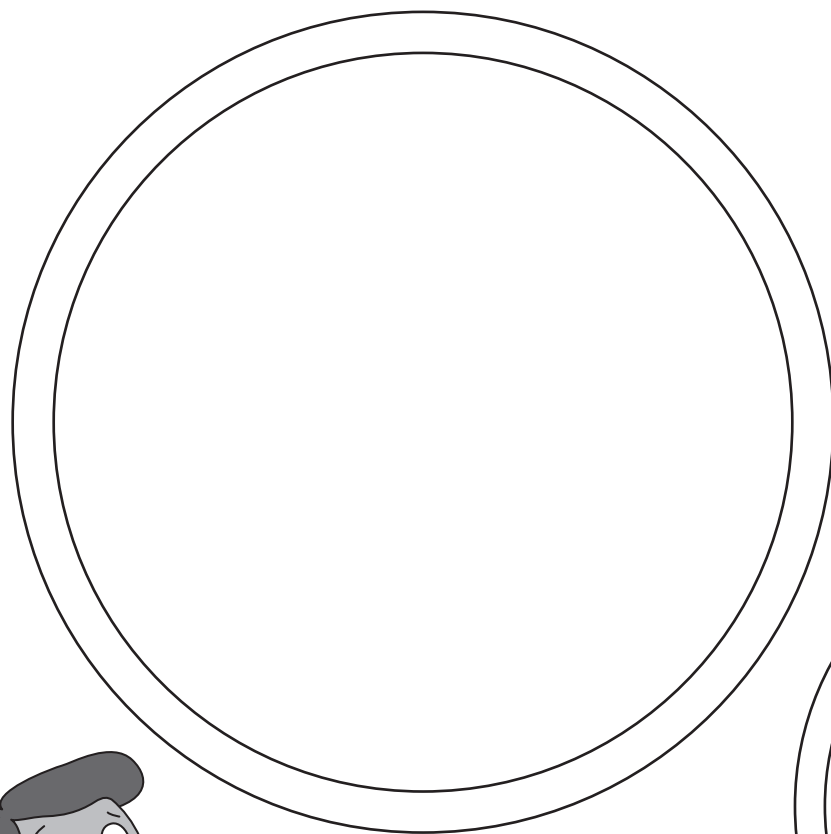
Language



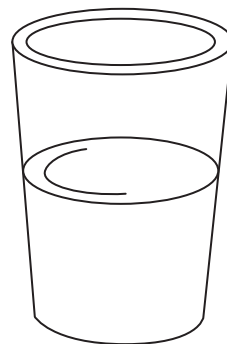
Language: What do we need to eat (spaghetti)? We need a (fork / spoon / knife) and a (plate / bowl) to eat (spaghetti). Children look at each food item and name it. Ask: What do we need to eat spaghetti? Elicit answers using the language: We need a fork and a plate to eat spaghetti. Children color the fork and plate in the top row. Note there are different possible answers and allow children to share how they eat different foods. Continue in the same manner with the remaining food items.

 Draw.  Say.

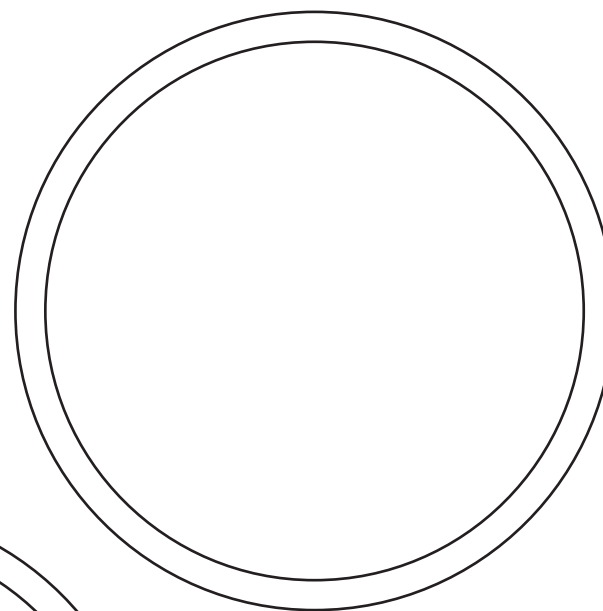
Main Dish



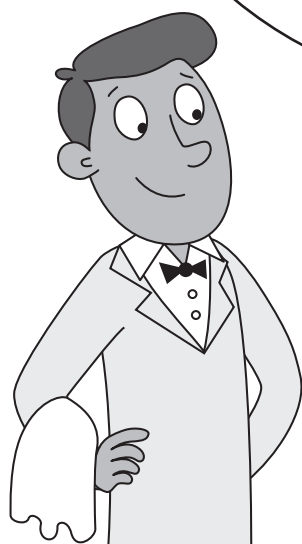
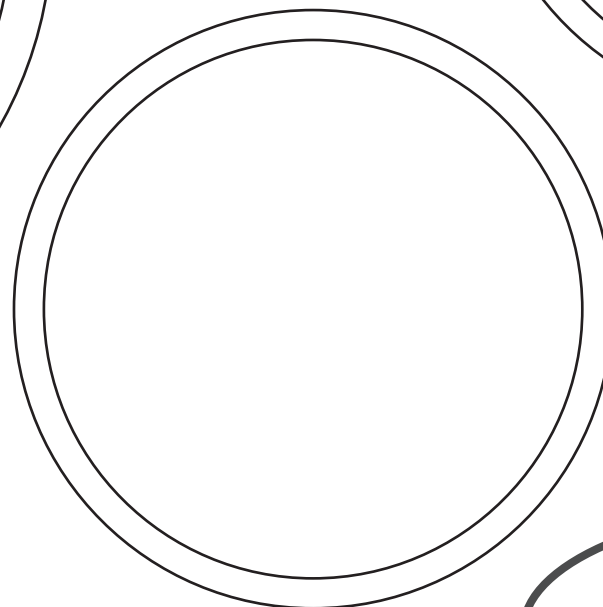
Drink



Dessert



Side Dish



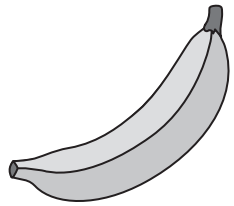
What would you like?

I would like some orange juice, please.

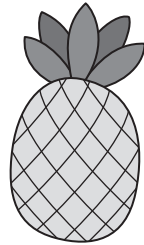
Language: *What would you like to (drink)? I would like some (orange juice), please. Would you like a (main dish)? Yes, please. Anything for dessert? Some (chocolate cake), please.* Read the speech bubbles and have children repeat after you. Then read the labels and elicit ideas for foods and drinks for each section. Children draw and color what they would like to eat and drink for each part of the meal. Ask individual children to share their pictures with the class and say what they would like to eat and drink, using the language: *I would like (pizza, orange juice, and ice cream), please.* Children can then practice acting out ordering in a restaurant in pairs or groups.

Look.  Match.  Draw.  Say.

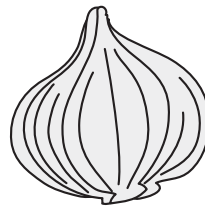
Cross-curricular: Science



banana



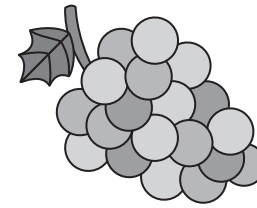
pineapple



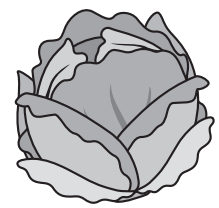
onion



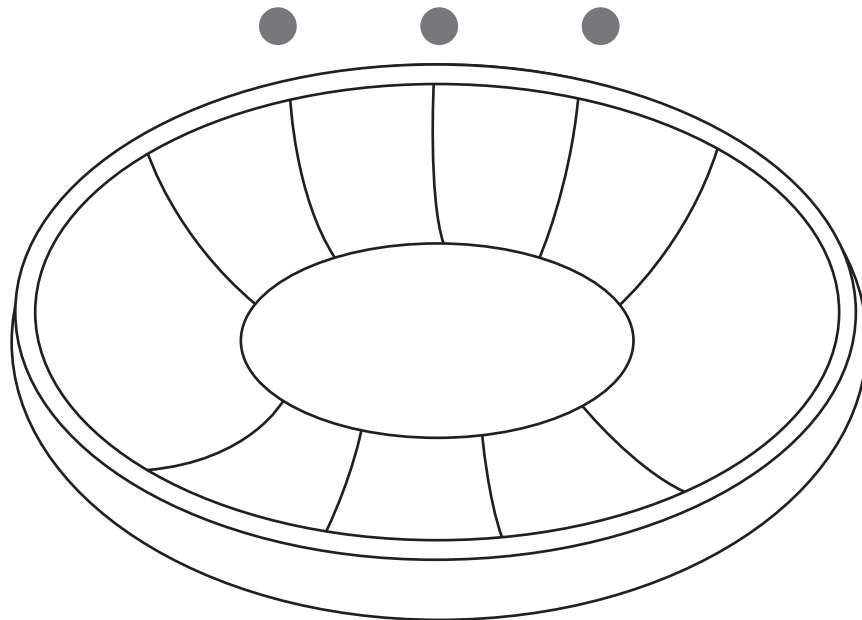
broccoli



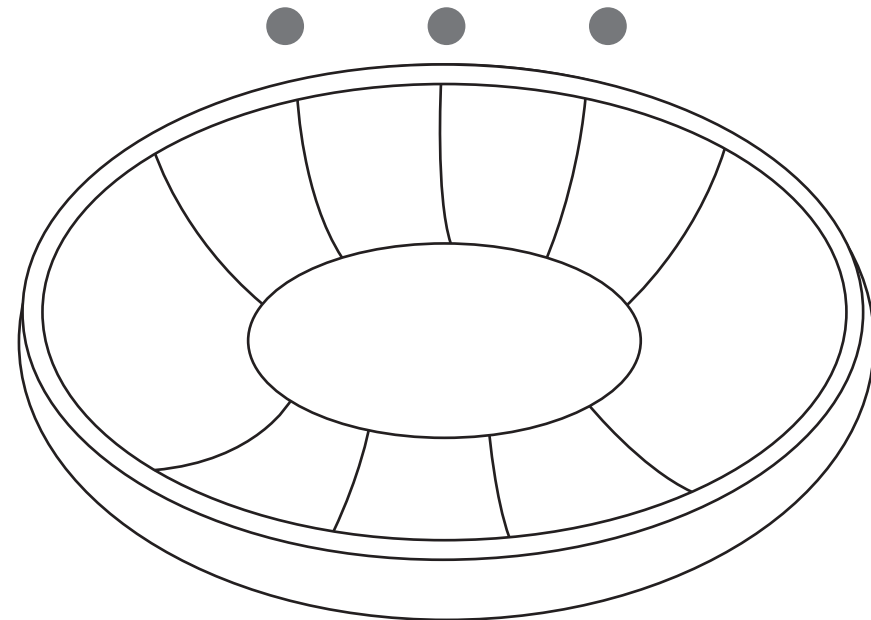
grapes



lettuce



fruit



vegetable

10

20

30

40

50

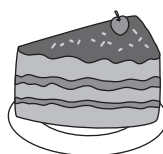
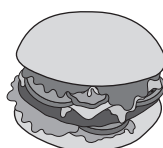
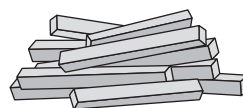
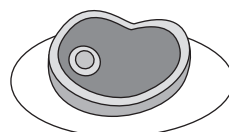
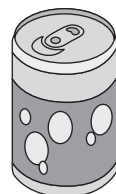
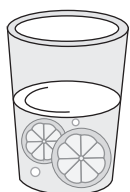
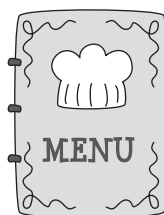
60

70



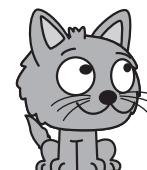
Numeracy: seventy. Point to the first column of bananas and ask: *How many bananas can you see?* Count the bananas in the first column (10), then say: *Let's count by tens.* Children count and answer, then color the bananas in the last two columns and trace numbers 60 and 70. Finally, children practice counting by tens to seventy.

What do we do in restaurants?



My favorite word in Unit 6 is:

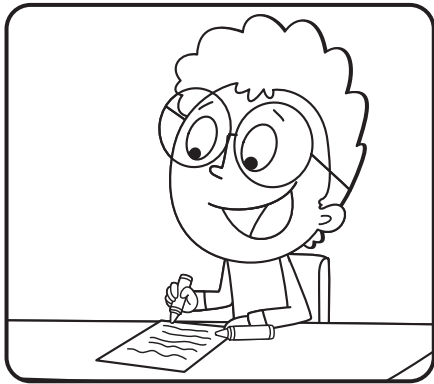
Unit 6



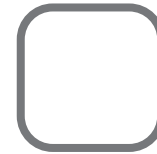
7

What is a routine?

Stick. Write. Say. Trace.



do homework



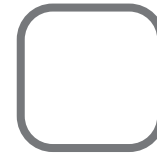
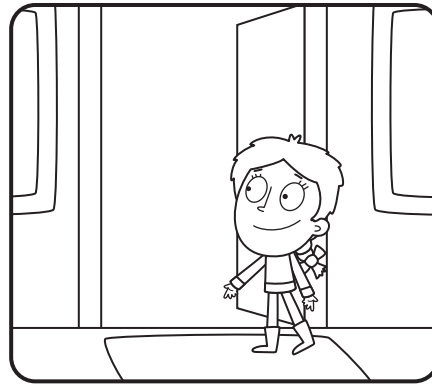
go to school



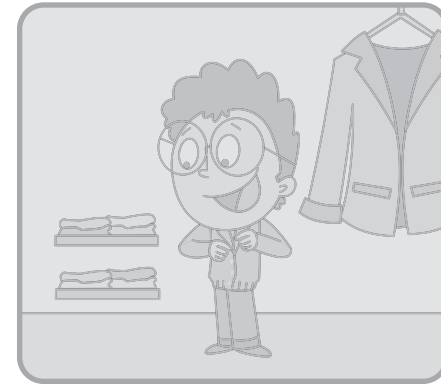
get up



have breakfast

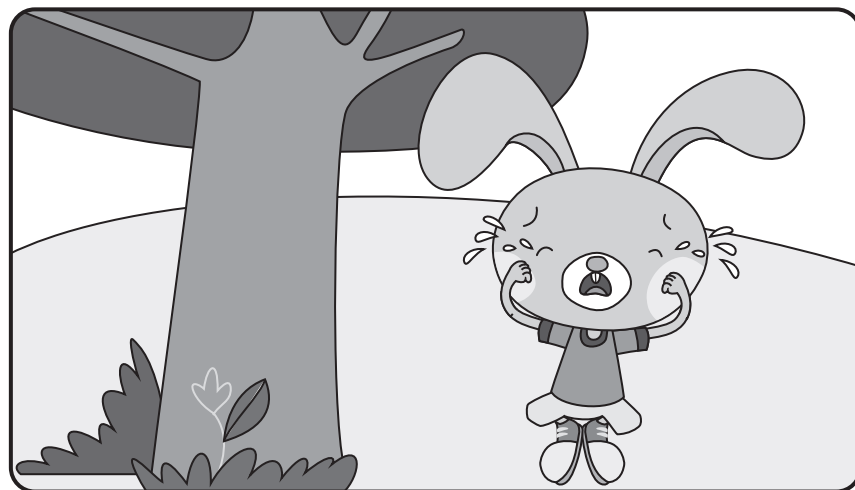
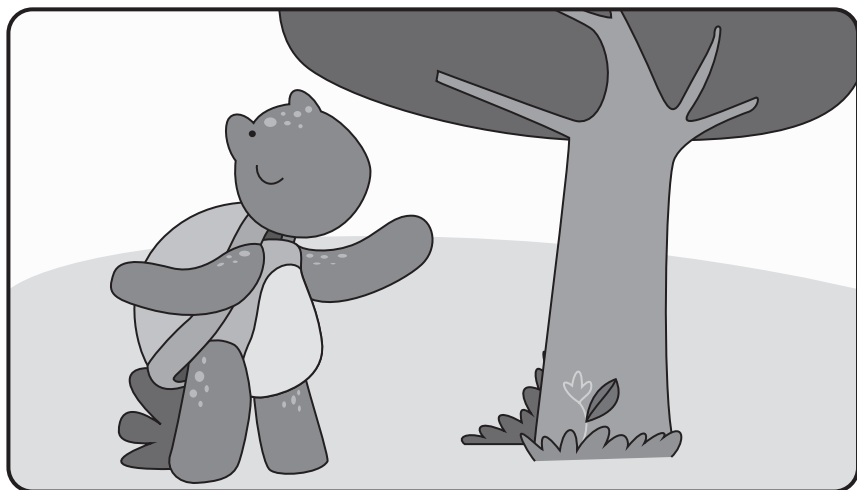
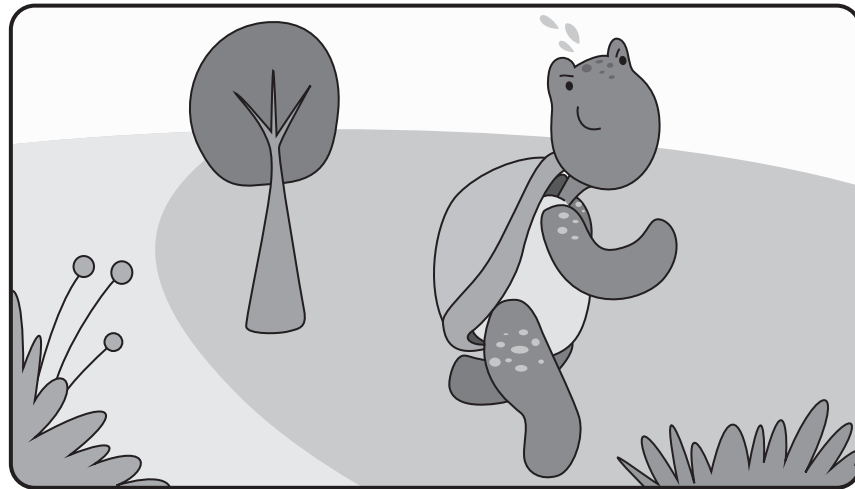
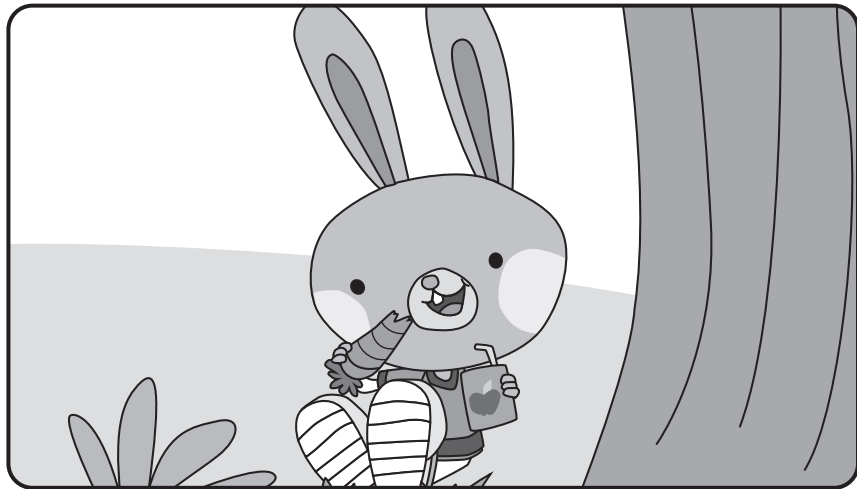


go home



get dressed

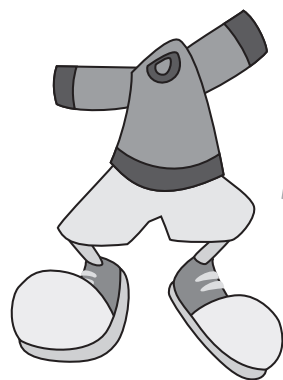
Vocabulary: *get up, get dressed, have breakfast, go to school, go home, do homework.* Point to the first picture and say the phrase. Children point to the picture and repeat the phrase. Repeat with the other phrases. Say: (*Have breakfast / Get dressed*). Stick (*have breakfast / get dressed*). Children stick each sticker as you say it. Then ask: *What do you do first?* Children number the activities in the order they usually do them. Say: 1. Children take turns to say the activity they do first. Repeat with numbers 2–6 and the rest of the activities. Finally, children trace the words. Children can color the pictures in colors of their preference.



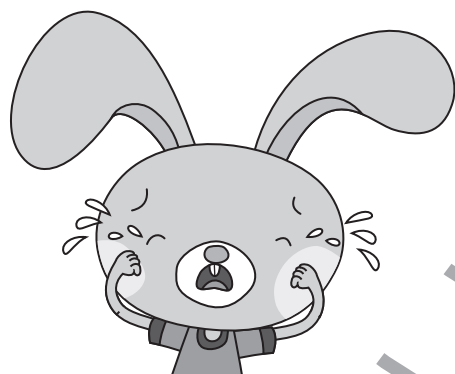
 Say.  Follow.  Write.

Phonics

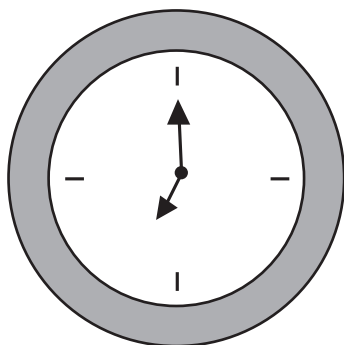
cl cr



__ __ ock



__ __ othes



__ __ y

Phonics: *clock*, *clothes* /kl/; *cry* /kr/ (consonant blends). Point to the consonant blends in the box and read them aloud. Children repeat, pointing to each consonant blend as they say it. Point to each picture and say the word. Children repeat. Point to the picture of clothes. Children follow the path with their finger to find the word. They then draw a line to match the picture to the word. Say the word again, emphasizing the /kl/ sound. Say: /kl/, *clothes*. Children point to the correct letters in the box at the top. They write the letters to complete the word. Repeat with the other pictures and words.

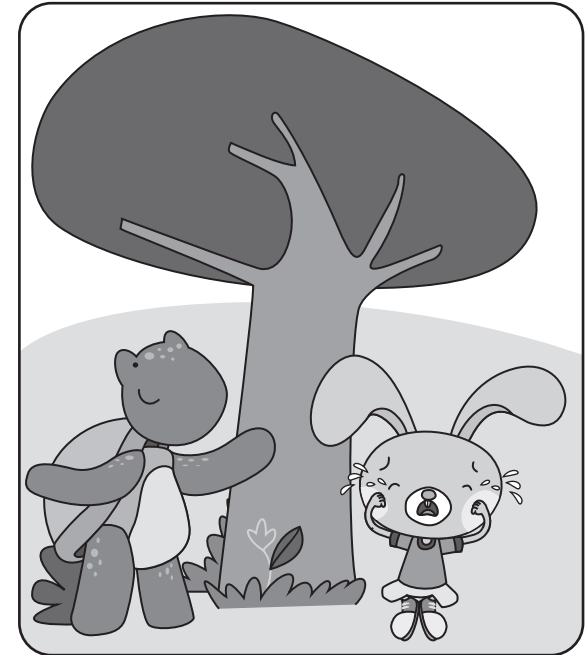
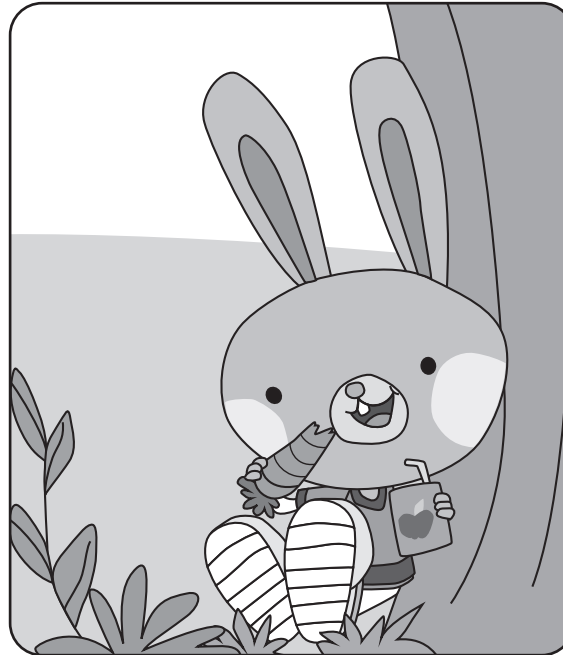
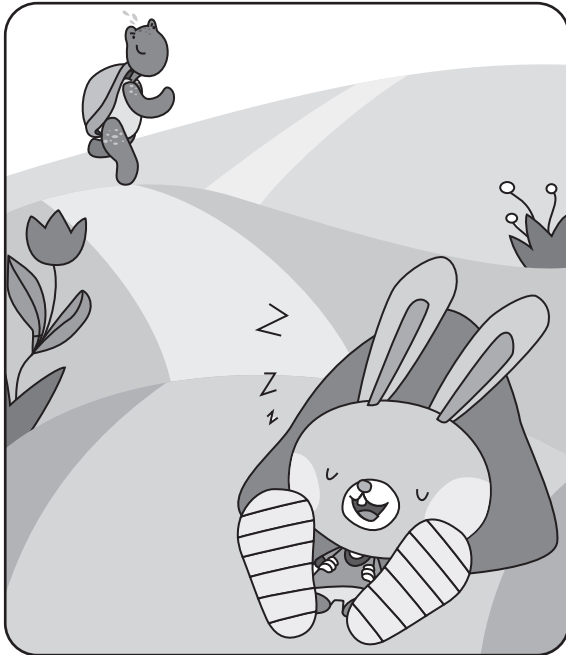
Look. Match. Say. Color.

Literacy

First

Next

Last



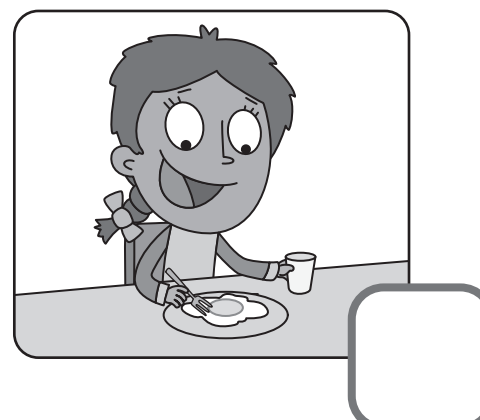
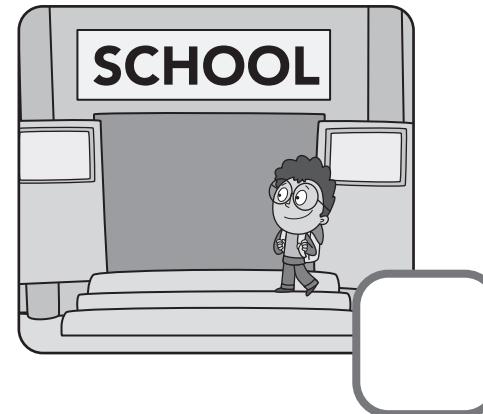
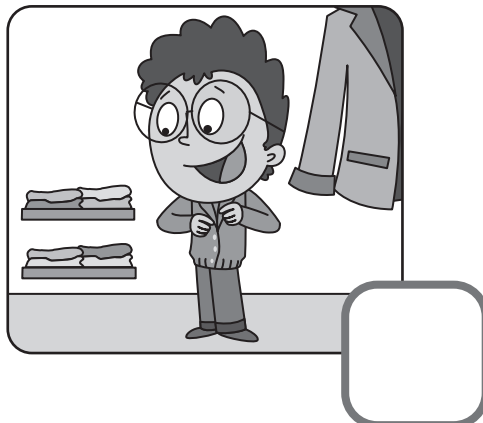
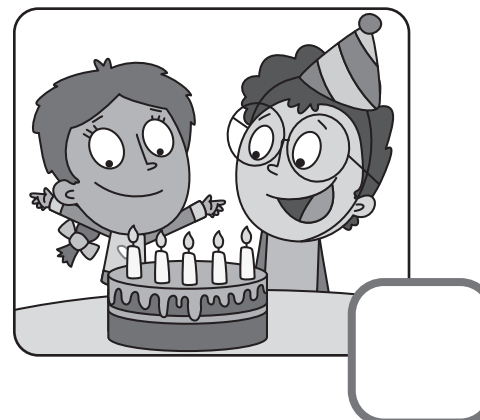
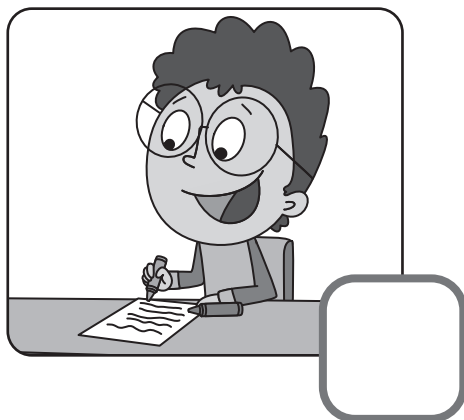
Do you like the story?



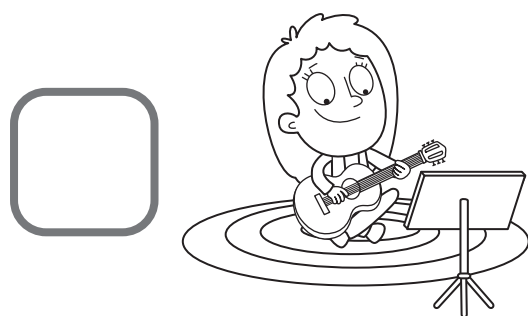
Literacy: Identifying the sequence of a story. Ask children to think about the story and remember what happens. Look at the words at the top of the page and read them aloud. Children repeat. Point to the first scene and ask: *Is this picture first in the story?* (No.) Ask: *Which picture is first?* Children point to the correct scene. They draw a line to match the word to the scene. Repeat with *next* and *last*. Children then retell the story, using the scenes for reference. Finally, ask: *Do you like the story?* Children color the face that shows their opinion of the story.

Look. ✓ Mark. Say.

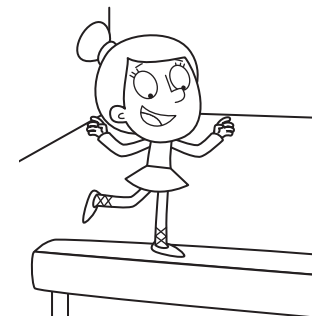
Values



Values: Having a routine. Point to the first picture and elicit the activity (*do homework*). Ask: *Is this in your routine? Do you do it every day?* If they do the activity every day, children put a check mark in the box. Then repeat with the second picture (*have a party*). Ask: *Do you do this every day?* Repeat with all the pictures. Children put a check mark in the boxes next to the activities they do every day. They point and say: *I (get up) every day*. Discuss with children the difference between activities in our routine and those we do sometimes.

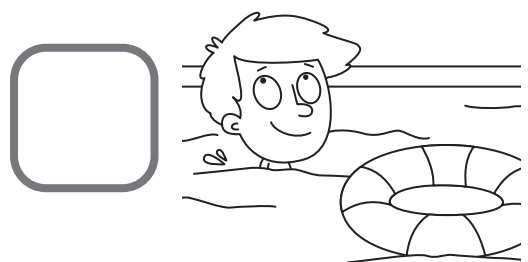


play music



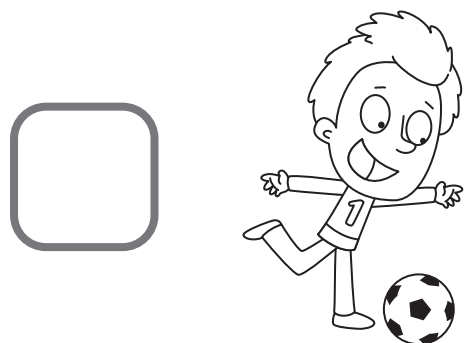
1 dance class

2 soccer practice



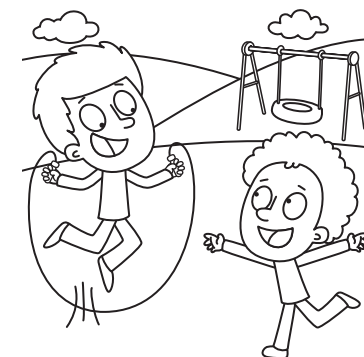
3 m_____ lessons

4 swimming lessons



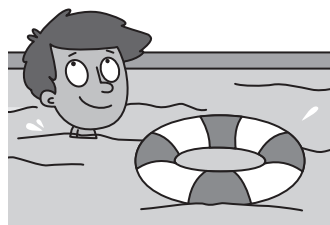
5 p_____ with friends

6 gymnastics

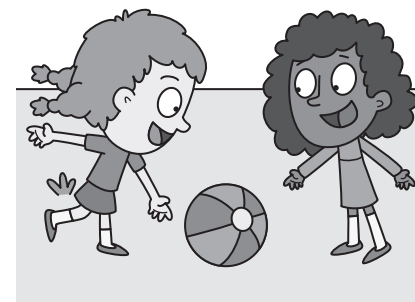


Circle. Draw. Say. Write.

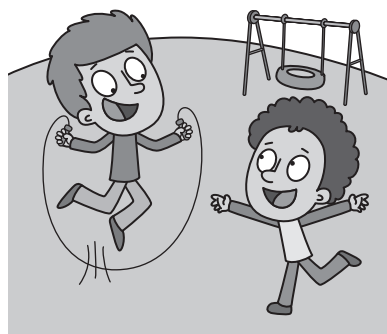
Language



He has music lessons.



She plays with friends.



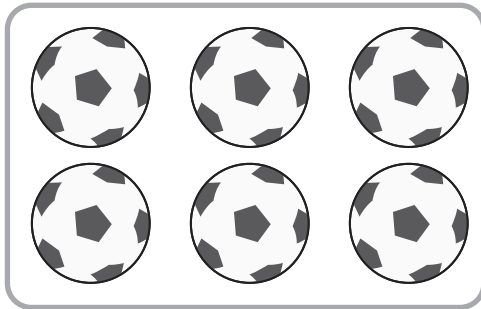
He has soccer practice.

I _____.

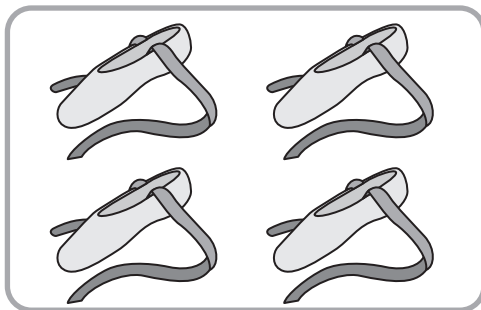
Language: *What does he / she do after school? He / She (has dance class). He / She (plays with friends). What do you do after school? I (have swimming lessons).* Point to the first sentence and read it aloud. Children point and repeat after you. Elicit which picture is correct, and have children point, then circle the correct picture. Repeat with the other sentences. Then focus on the final section. Say: *And you? What do you do after school?* Elicit ideas. Children draw themselves doing an after-school activity, then complete the sentence. They can look at the Student's Book page to help with spelling.

1 2 3 Count. ✕ Cross. ✨ Match. ✂ Write.

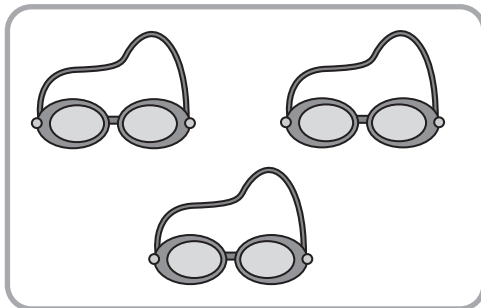
Concept



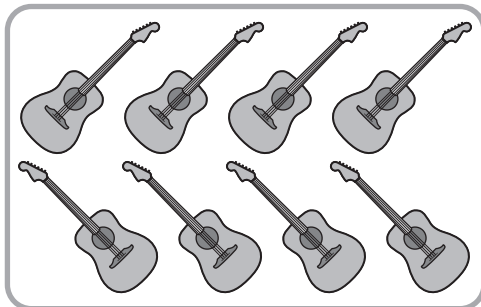
$$6 - 1 = \underline{\quad}$$



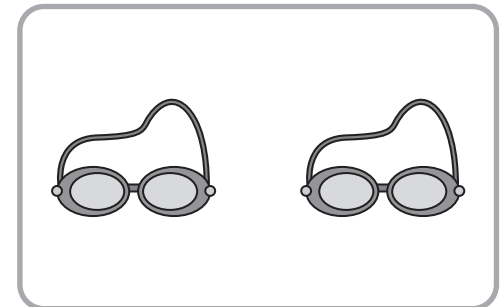
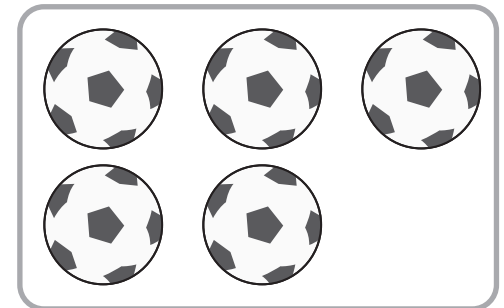
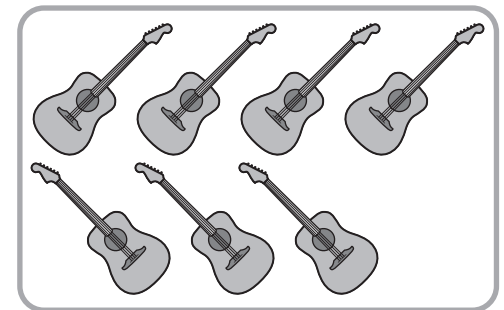
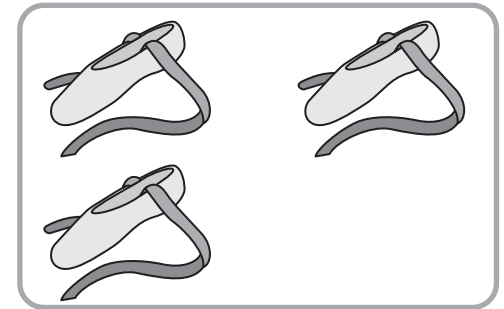
$$4 - 1 = \underline{\quad}$$



$$3 - 1 = \underline{\quad}$$



$$8 - 1 = \underline{\quad}$$



 Say.  Trace.  Write.  Point.

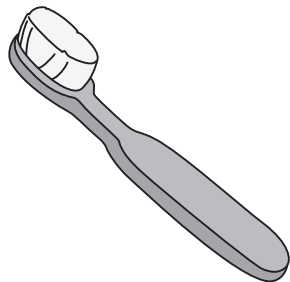
Vocabulary

take a bath

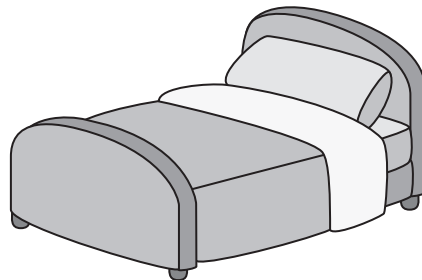
read a book

go to bed

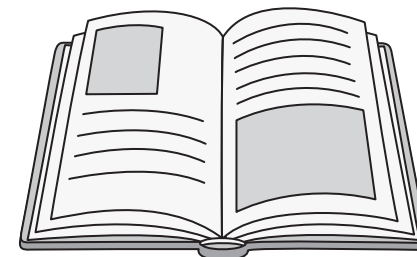
eat dinner



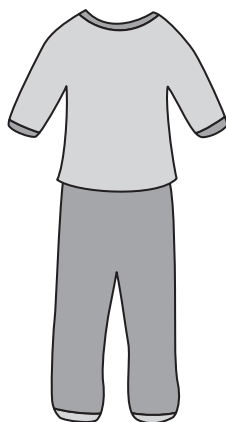
brush my teeth



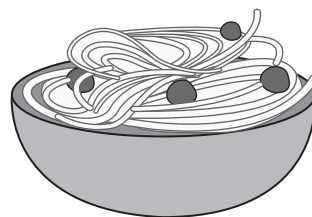
g _ _ _ _



r _ _ _ _



put on pajamas



e _ _ _ _



t _ _ _ _

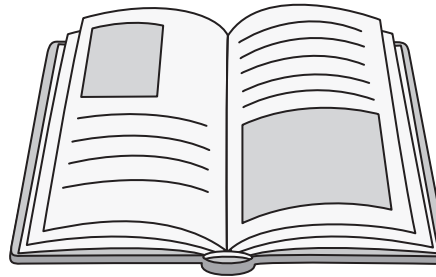
Vocabulary: *eat dinner, take a bath, brush my teeth, put on pajamas, read a book, go to bed.* Point to the picture of the toothbrush and have children name the activity and trace the phrase. Repeat with the picture of the pajamas. Then point to and read the phrases in the box at the top. Children repeat after you, pointing to each phrase as they say it. Point to the picture of the bed and elicit the activity. Children trace the first letter, then write the rest of the phrase. Repeat with the other pictures. Children work in pairs, taking turns to point to an activity for their partner to name.

Look. Write. Say.

Language

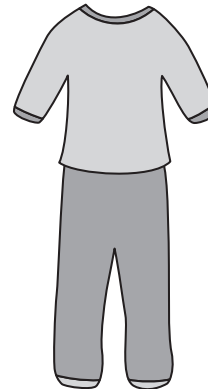
always sometimes never

1 I _____



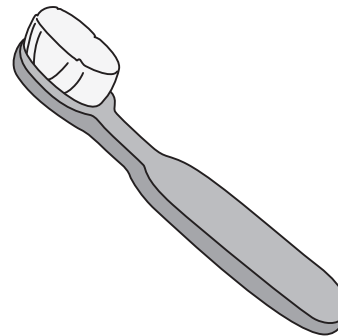
in the evening.

2 I _____



in the evening.

3 I _____

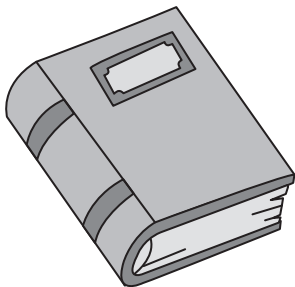
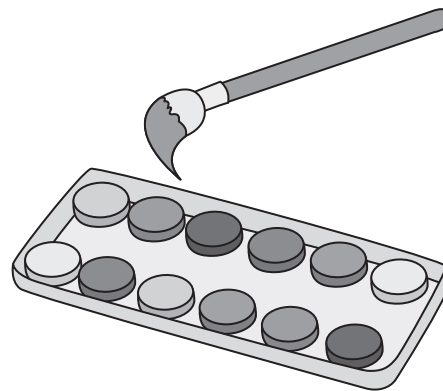
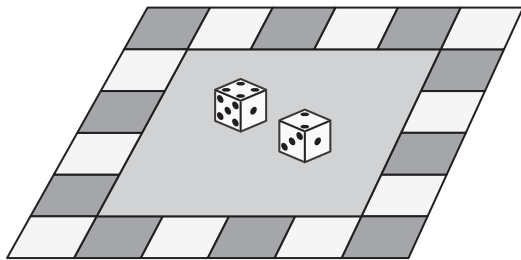


in the evening.



What do you want to do?

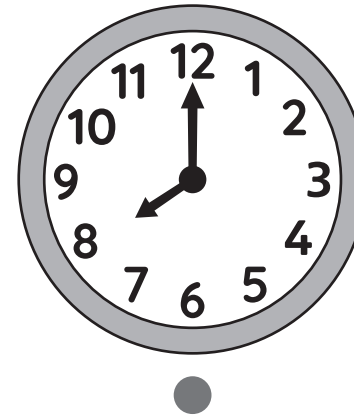
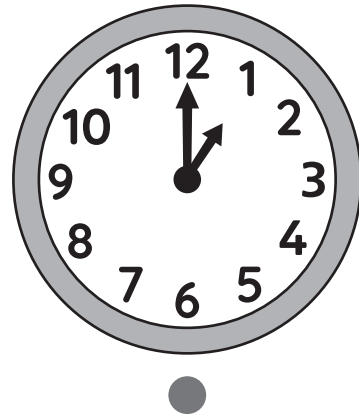
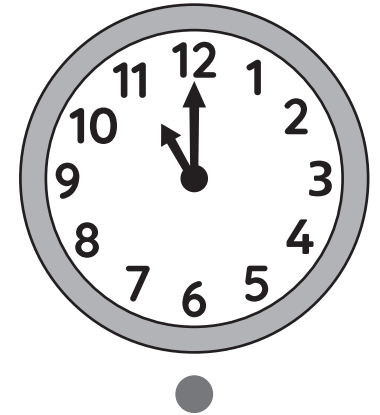
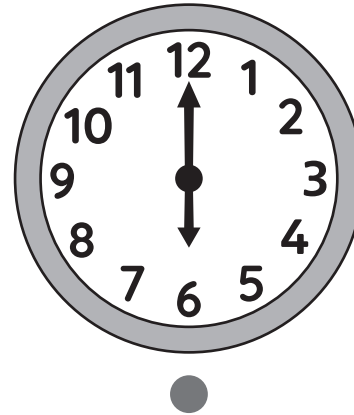
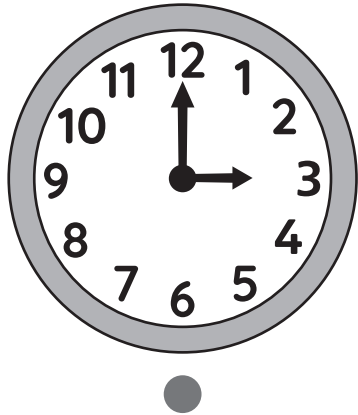
Let's paint!



Language: *I'm bored. What do you want to do? I don't know. Let's (paint).* Point to Leo and Mia and read the question and answer aloud. Children repeat. Look at the pictures in the box and elicit the activities. Children choose one activity they want to do and circle it. Children move around the classroom asking and answering the question until they find someone who has chosen the same activity as them. Then, they sit down together. When everyone is sitting down, elicit what each group wants to do. Children answer and mime the activity. Then repeat the activity, asking children to circle another activity in a different color.

Look. Say. Match.

Cross-curricular: Math



It's 6 o'clock.

It's 3 o'clock.

It's 11 o'clock.

It's 8 o'clock.

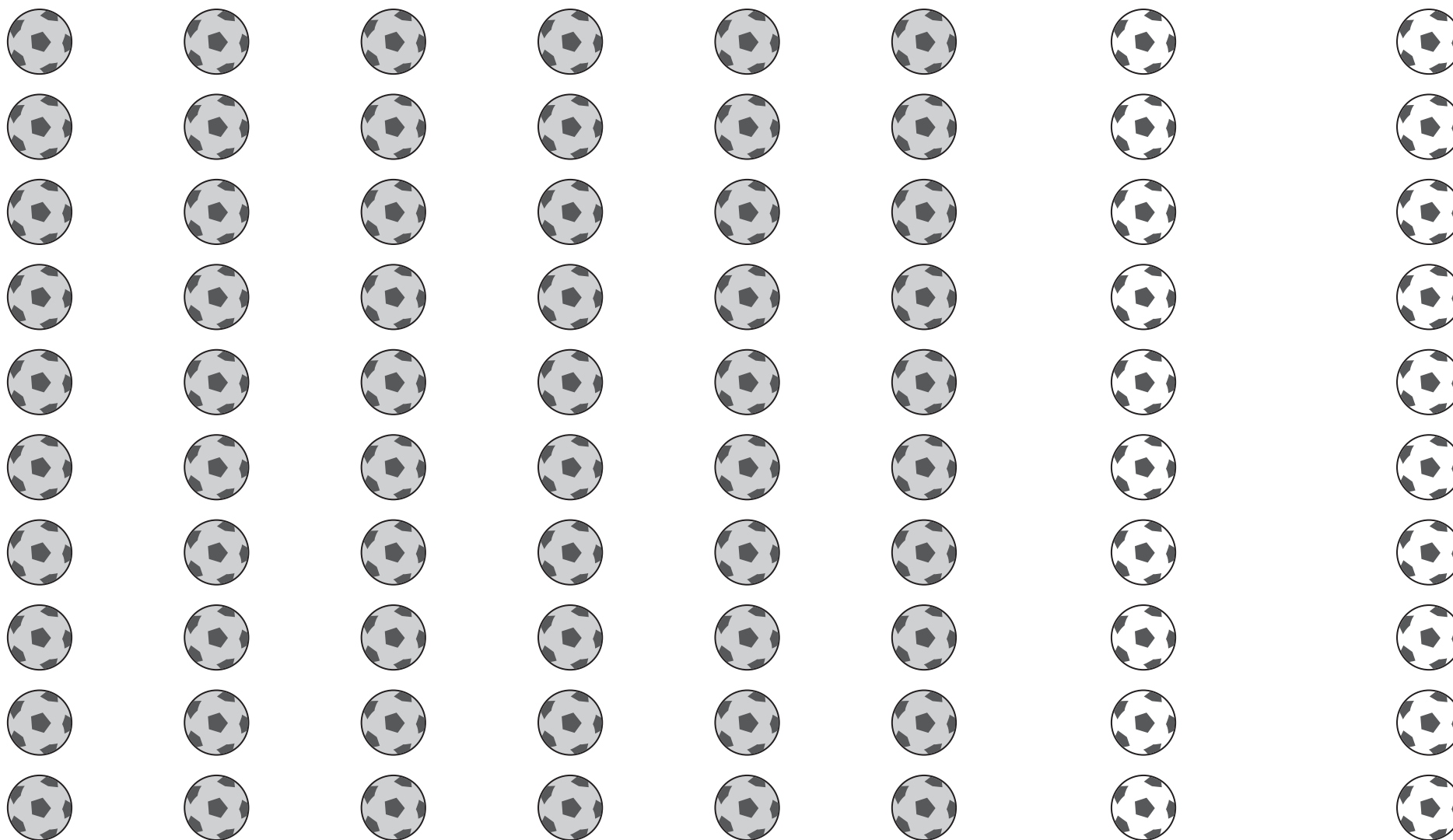
It's 1 o'clock.

1 2 3 Count. Color. Trace.

Numeracy

10 20 30 40 50 60

70 80



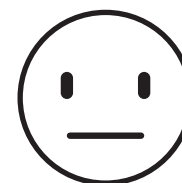
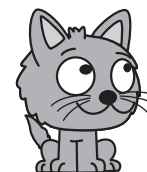
Numeracy: eighty. Point to the first column of soccer balls and ask: *How many balls can you see?* Count the balls in the first column (10), then say: *Let's count by tens.* Children count and answer, then color the balls in the last two columns and trace numbers 70 and 80. Finally, children practice counting by tens to eighty.

What is a routine?



My favorite word in Unit 7 is:

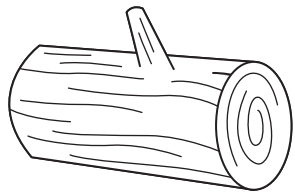
Unit 7



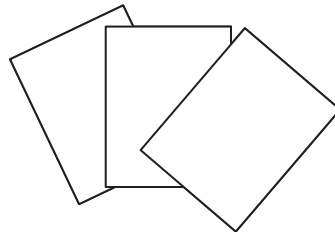
8

How can we care for the Earth?

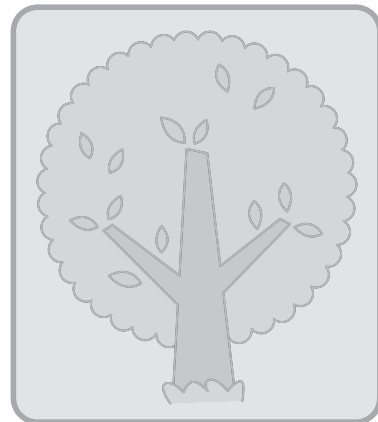
Stick. Match. Say. Trace.



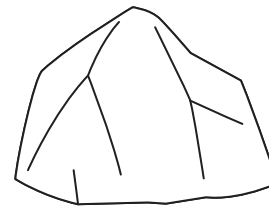
wood



paper



natural



rock



human-made



plastic



Vocabulary: *natural, human-made, wood, rock, paper, plastic.* Point to the first picture and say the word. Children point to the correct picture and repeat the word. Repeat with the other words. Say: (*Natural / Human-made*). Stick (*natural / human-made*). Children stick each sticker as you say it. Then point to the picture of the wood and ask: *Is it natural or human-made?* (*Natural.*) Children match the items to the correct adjective. They then point to each item saying: (*Wood*) is (*natural*). Finally, children trace the words. Children can color the objects in colors of their preference.

Circle. Say.

Story



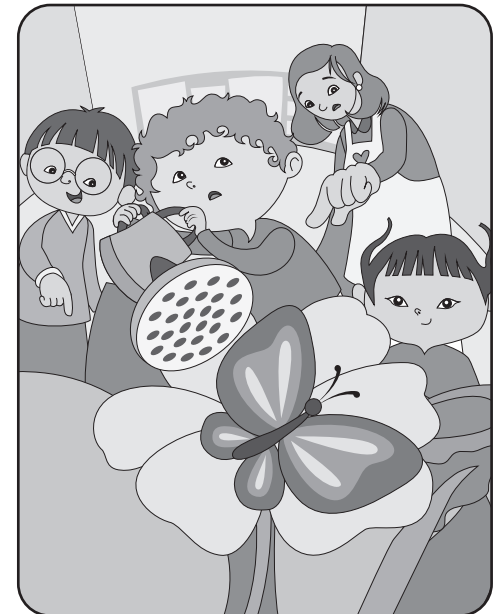
1 2 3 4



1 2 3 4



1 2 3 4



1 2 3 4

Say. Write.

Phonics

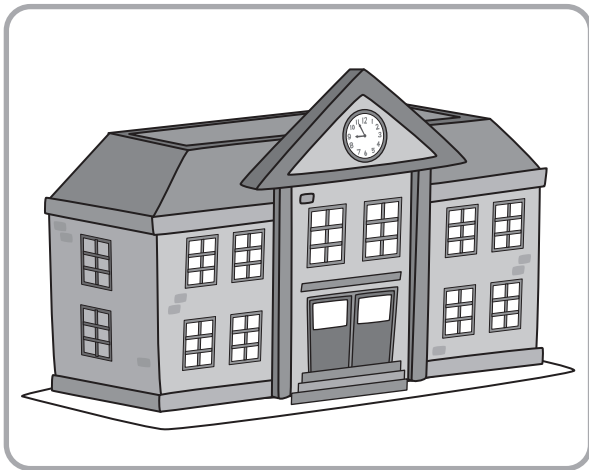
st sc



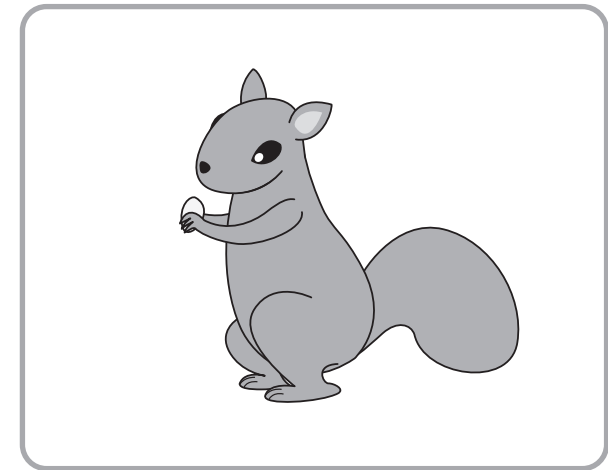
__ __ atter



__ __ evie



__ __ hool

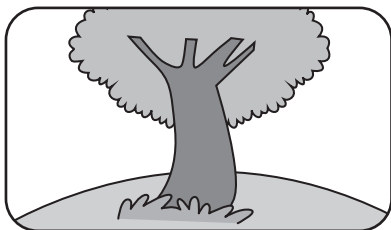


__ __ and

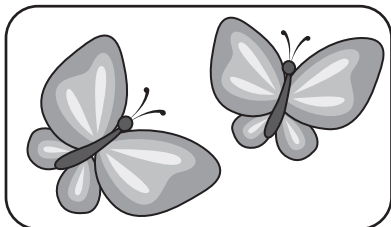
Phonics: *Stevie*, *stand* /st/; *school*, *scatter* /sk/ (consonant blends). Point to the consonant blends in the box and read them aloud. Children repeat pointing to each consonant blend. Point to the first picture, read the gapped word below it and elicit the complete word (*scatter*). Say the word again emphasizing the /sk/ sound and encourage children to point to the correct consonant blend in the box. Then, children write the letters to complete the word. Repeat with the other pictures and words. For *Stevie*, demonstrate how to write a capital 'S' on the board.

 Say.  Cross.  Mark.  Color.

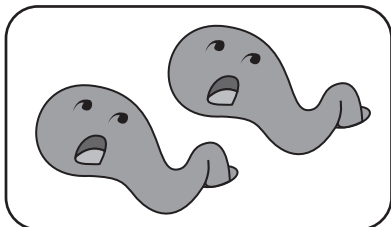
1 Stevie waters the


☐

2 Stevie feeds the


☐

3 Stevie sees two


☐

4 Stevie takes care of the


☐

Do you like the story?



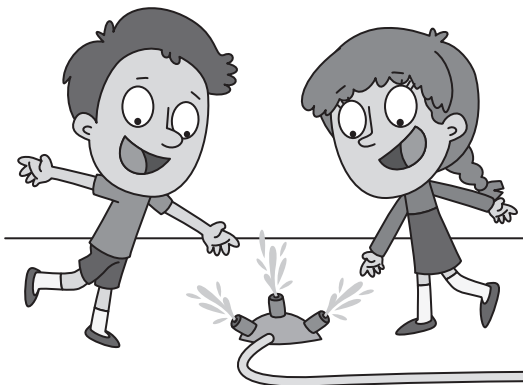
Literacy: Identifying a character's actions in a story. Point to the first picture and ask children what they see (*a tree*). Then point to the first sentence and read it aloud with children: *Stevie waters the ...*. Elicit *tree* as you point to the picture. Ask: *Is this correct?* (*No.*) Children put an X in the box next to the picture. Ask: *What does Stevie water in the story?* Elicit the correct answer. (*Plants at school / Flowers.*) Repeat with the other sentences. Children put an X next to the things Stevie doesn't do (he doesn't feed the butterflies and he doesn't see two worms) and a check mark next to the things he does do (he takes care of the yard). Finally, ask: *Do you like the story?* Children color the face that shows their opinion of the story.

✓ Color. ○ Circle. ☹ Say.

Values

☁ = ☺ save water

☁ = ☹ waste water



Values: Saving water. Focus on each picture and ask: *What's he / she doing? Is he / she saving water?* For the pictures where the children are wasting water, discuss what they could do differently. Children choose two colors to represent *save water* and *waste water*, and complete the key at the top of the page. They then circle each picture in the correct color according to their key. They point to each picture and describe it: *(She)'s (wasting) water.*



Say.



Trace.



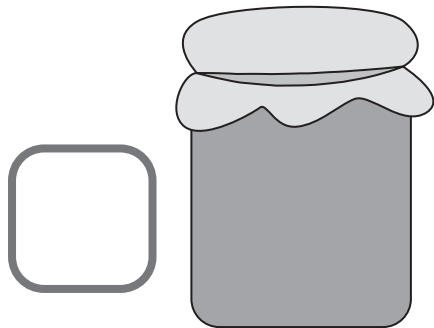
Write.

Vocabulary

glass

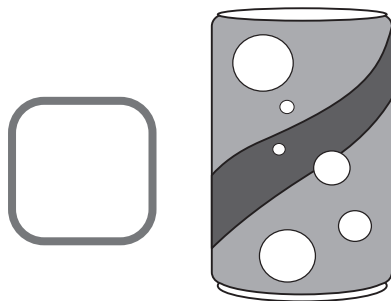
cardboard

soda



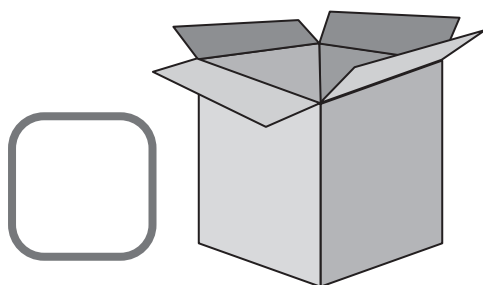
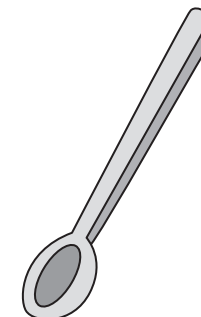
1 spoon

2 jar



3 newspaper

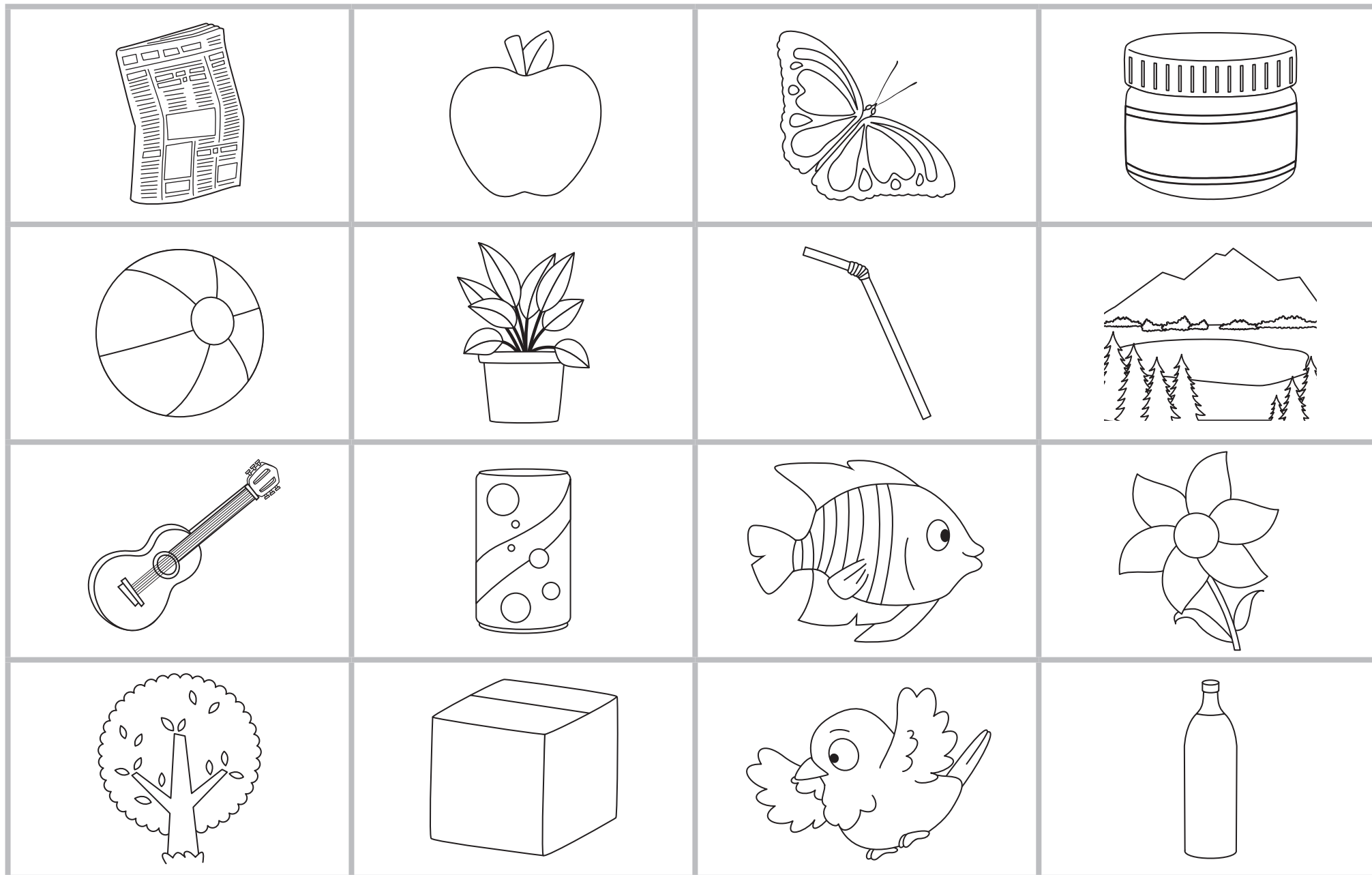
4 s _ _ _ _ can



5 c _ _ _ _ _ box

6 g _ _ _ _ bottle



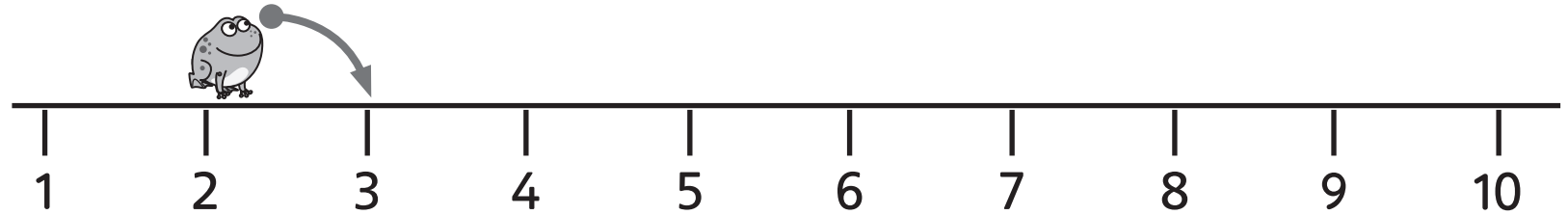


Language: *What is it? It's a (soda can). Is it natural or human-made? I think it's (human-made).* Children look at the objects on the game board. Explain that some are natural and some are human-made. Tell them you are going to play a game where they need to listen and color, and that the objective is to get four colored objects in a row (across or down). Say: *Color something natural!* and children choose one item to color from anywhere in the game. Next say: *Color something human-made* and they do the same. Continue in this way, randomly choosing natural or human-made. When a child has colored four items in a row, they point to each and say *natural* or *human-made*.

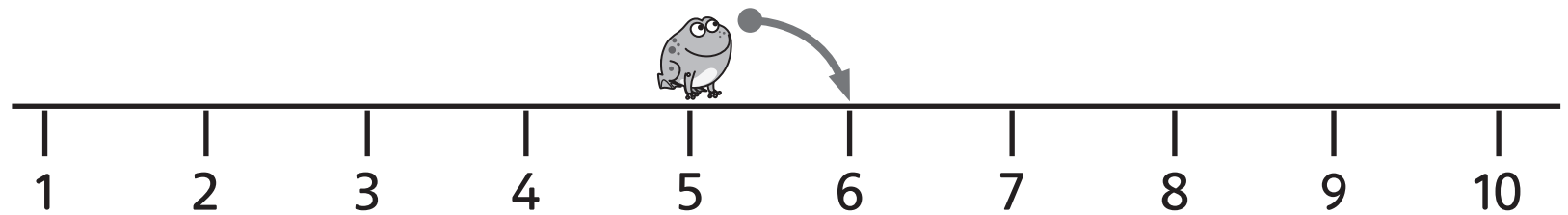
1 2 3 Count.  Draw.  Write.  Say.

Concept

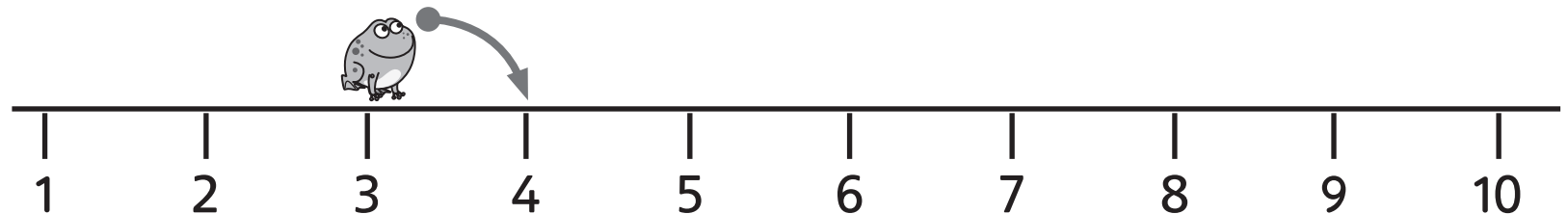
$$2 + 4 = \underline{\quad}$$



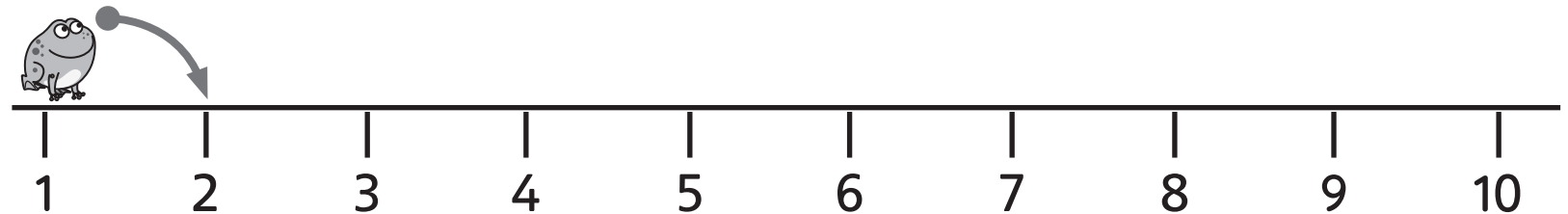
$$5 + 2 = \underline{\quad}$$



$$3 + 6 = \underline{\quad}$$



$$1 + 9 = \underline{\quad}$$



 Say.  Trace.  Write.  Color.

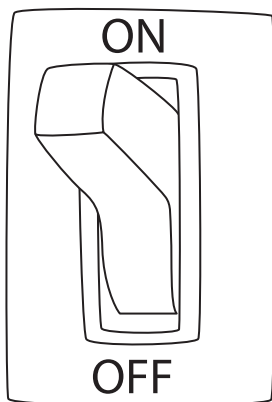
Vocabulary

plastic bag

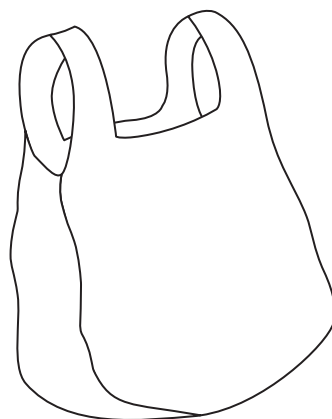
garbage can

recycle

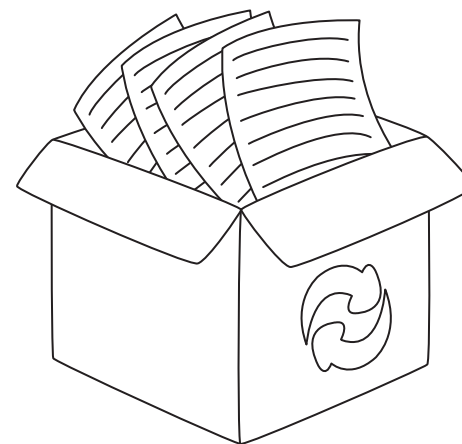
cloth bag



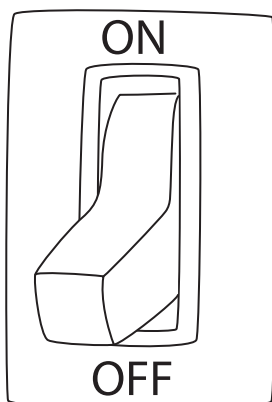
turn on



p



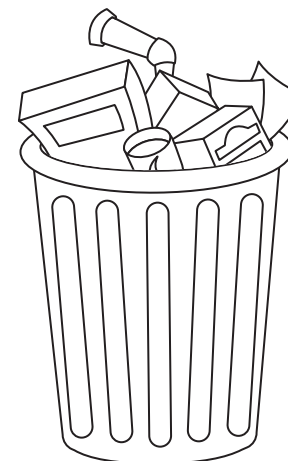
r



turn off



c



g

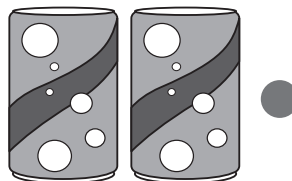
Vocabulary: *plastic bag, cloth bag, recycle, garbage can, turn on, turn off.* Point to each picture and have children name the object or action. Repeat several times. Then point to *turn on* and have children trace the word. Repeat with *turn off*. Then point to the first word in the box and say: *Plastic bag*. Children repeat and point to the correct picture. They trace the first letter, then write the rest of the word. Repeat with the other words in the box. Then point to each picture and ask: *Does this help the Earth?* Children color the pictures showing things that help the Earth.

 Draw.  Write.  Match.  Say.

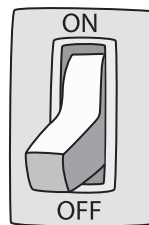
Language

bottles plastic turn off soda cans

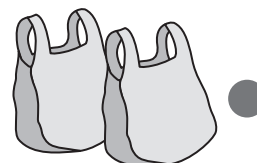
1 I recycle _____.



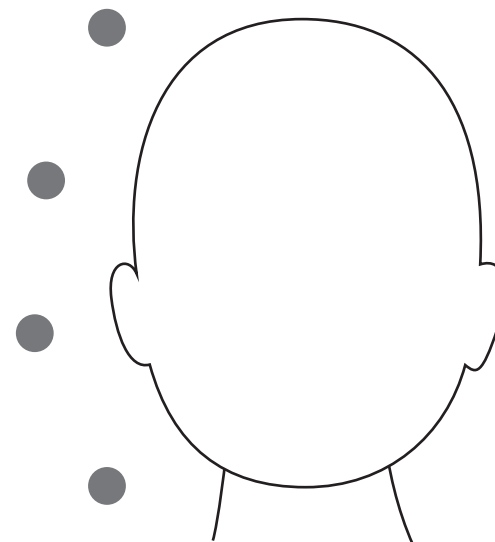
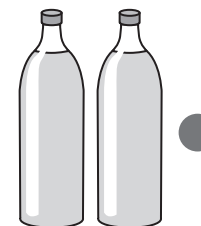
2 I _____ lights.



3 I don't use _____ bags.

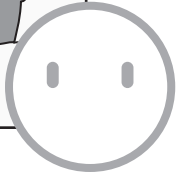
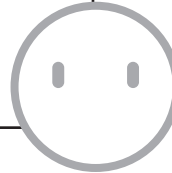
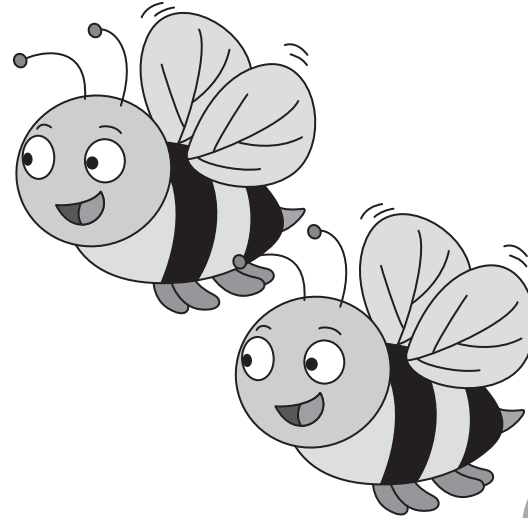


4 I don't put _____ in the garbage can.

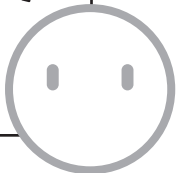
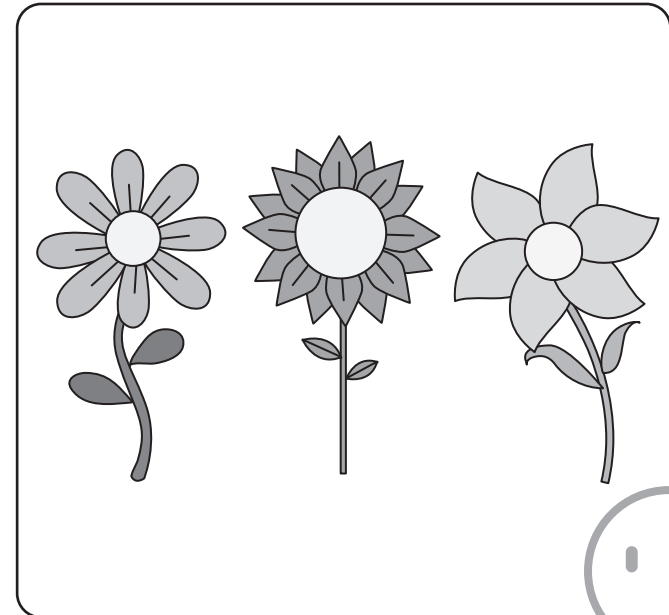
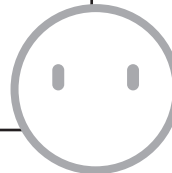
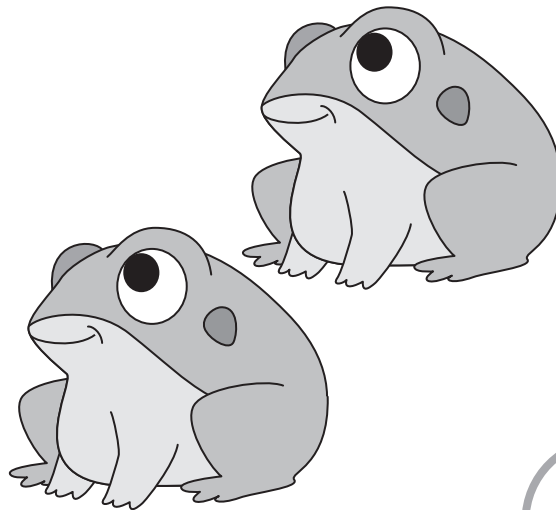


Look. Draw. Say.

What do you think about bees?



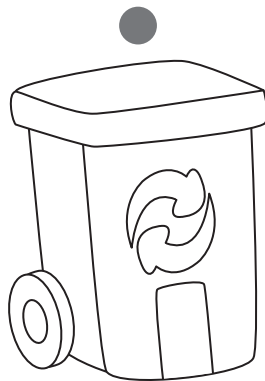
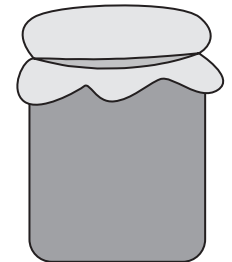
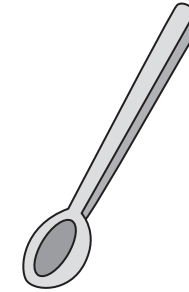
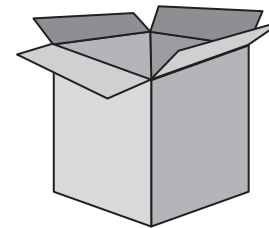
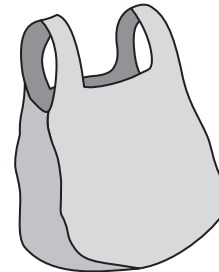
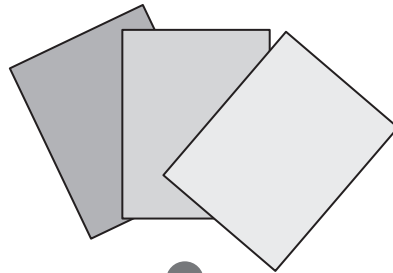
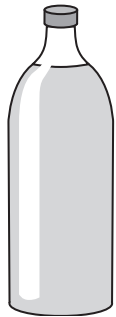
I think bees are beautiful.



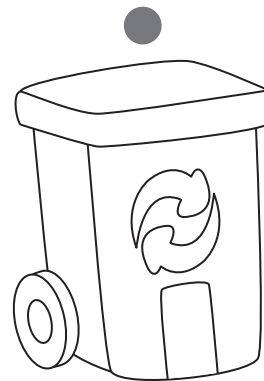
Language: *What do you think about (bees)? I think (bees) are (beautiful). I think (pollution) is (terrible).* Point to Leo and read the question. Then point to the girl and read her answer. Children repeat. Then point to each picture and ask: *What do you think about (bees)?* Children think and draw a happy or a sad expression on the faces. Finally, repeat the question and invite children to give their opinions using the language: *I think (bees) are (beautiful).* Children can work in pairs, taking turns to ask and answer the questions.

Look. Say. Color. Match.

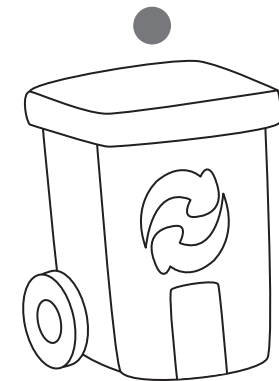
Cross-curricular: Social Studies



plastic

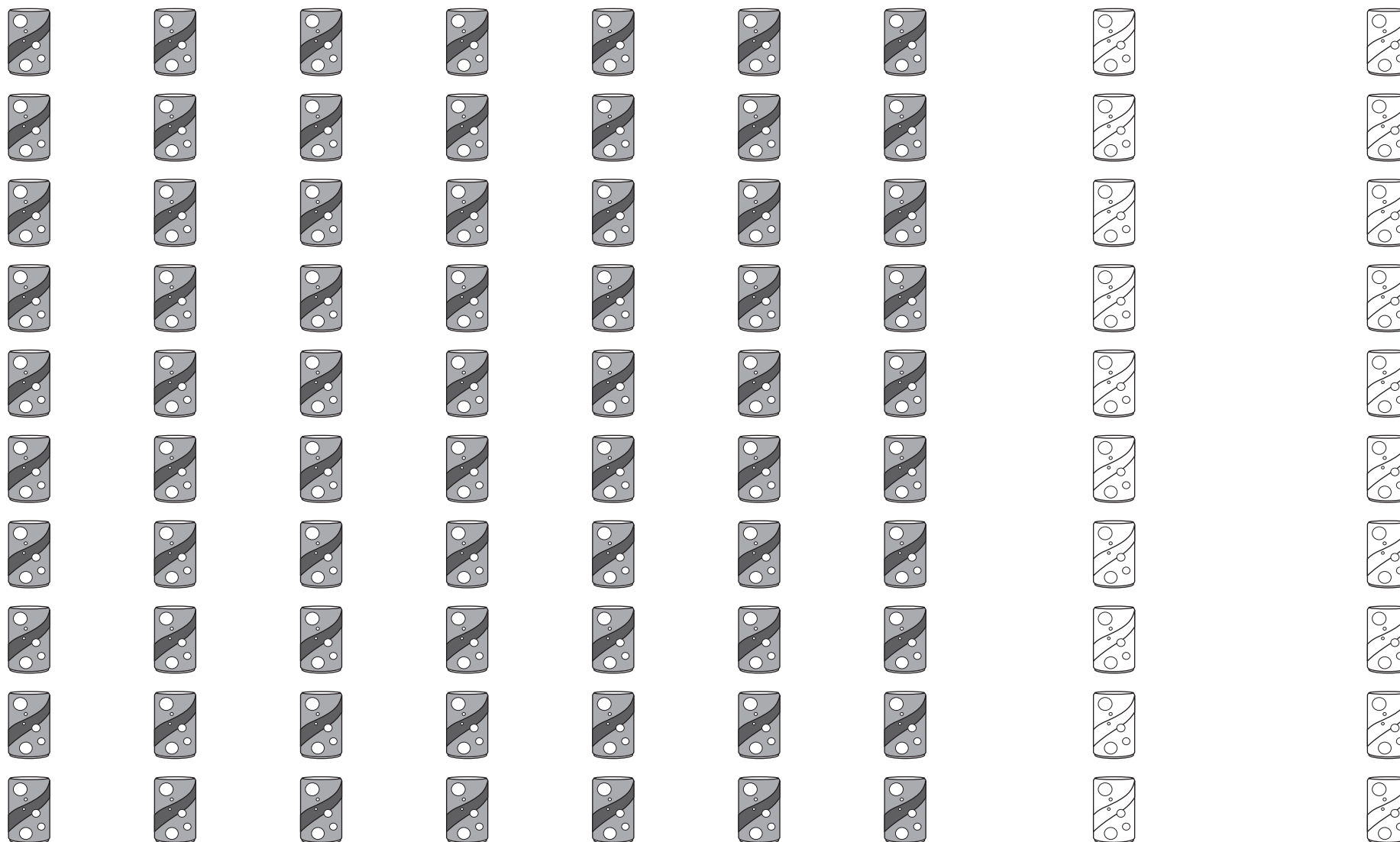


paper



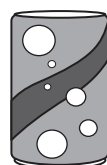
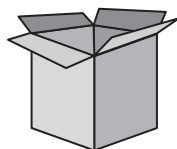
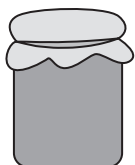
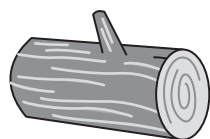
glass

10 20 30 40 50 60 70 80 90



Numeracy: ninety. Point to the first column of soda cans and ask: *How many soda cans can you see?* Count the cans in the first column (10), then say: *Let's count by tens.* Children count and answer, then color the cans in the last two columns and trace numbers 80 and 90. Finally, children practice counting by tens to ninety.

How can we care for the Earth?



My favorite word in Unit 8 is:

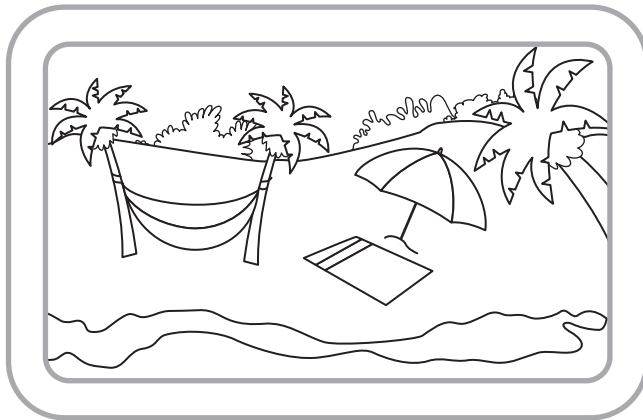
Unit 8



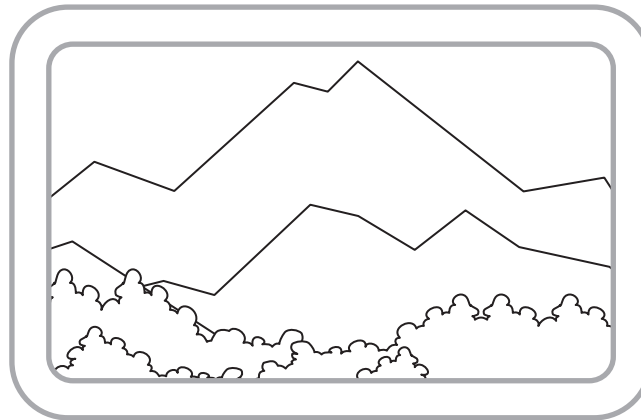


What do we do on vacation?

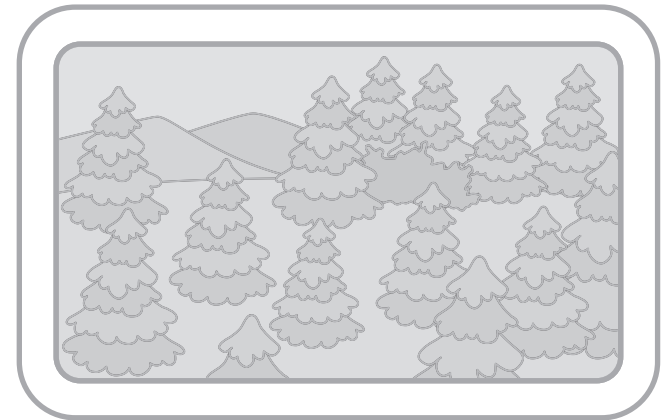
 Stick.  Color.  Say.  Trace.



beach



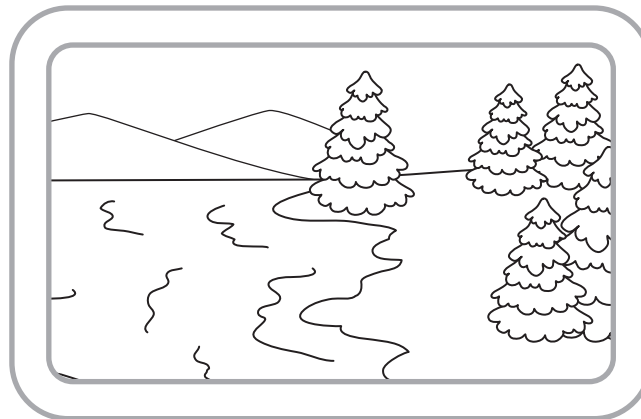
mountains



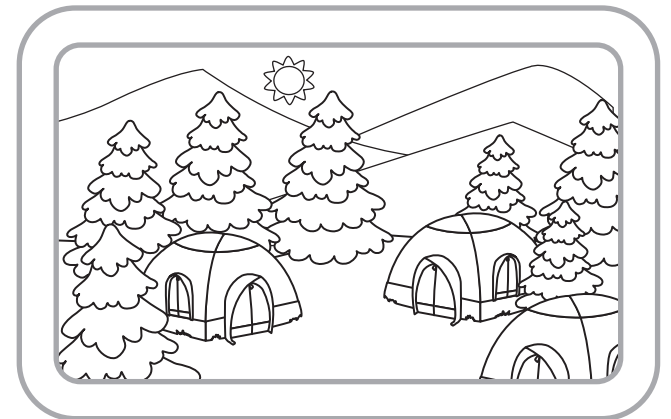
forest



amusement park

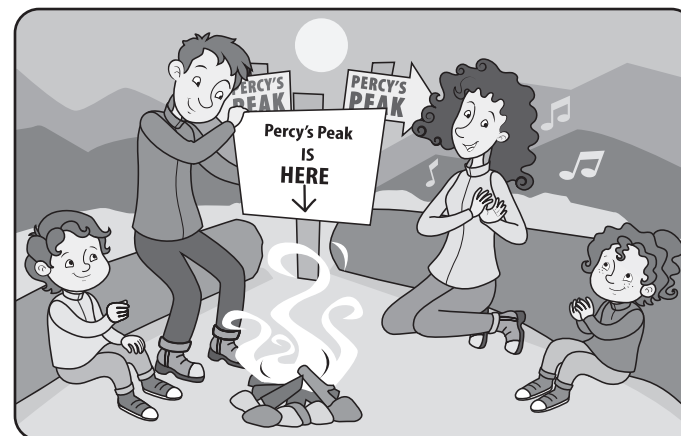
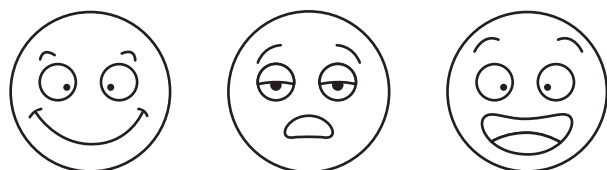
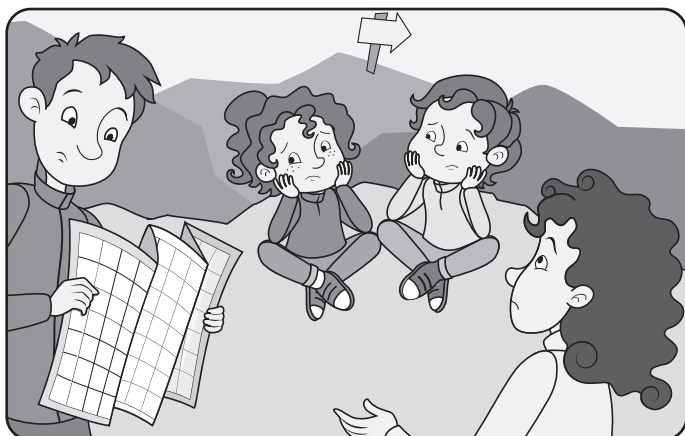
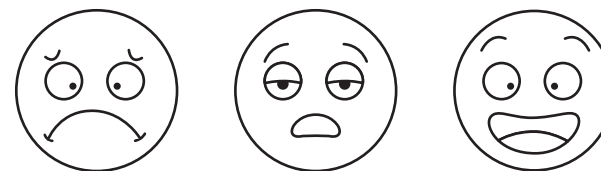
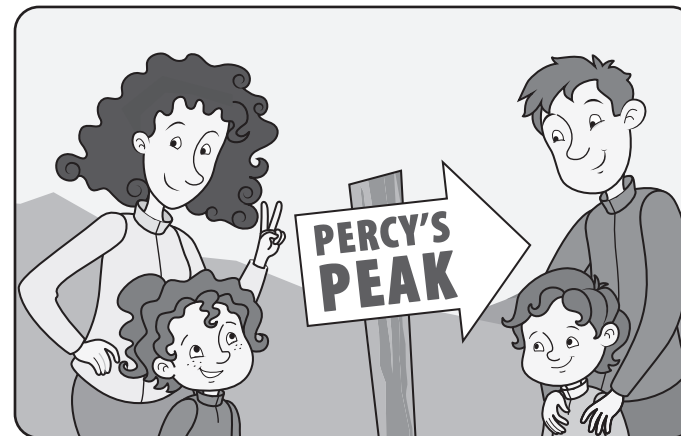


lake



summer camp

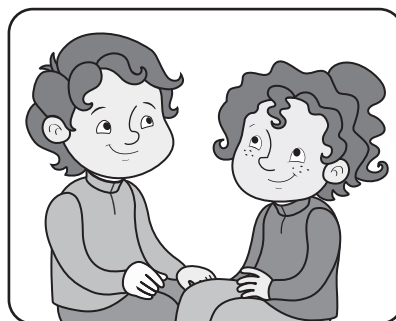
Language: *beach, mountains, forest, lake, amusement park, summer camp.* Point to the beach and say the word. Children point to the picture and repeat the word. Repeat with the other words. Say: (Forest / Amusement park). Stick the (forest / amusement park). Children stick each sticker as you say it. Then name the other places. Children point to each place as you say it. Children color the frame of their favorite place and they take turns to say its name. Finally, children trace the words. Children can color the places in colors of their preference.



ng sh cl ch st



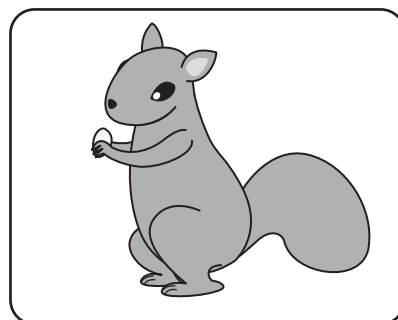
__ine



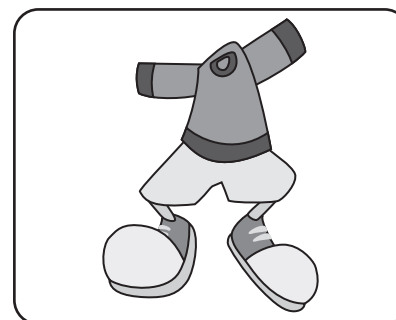
__ildren



si__



__and



__othes



Match.



Draw.



Say.



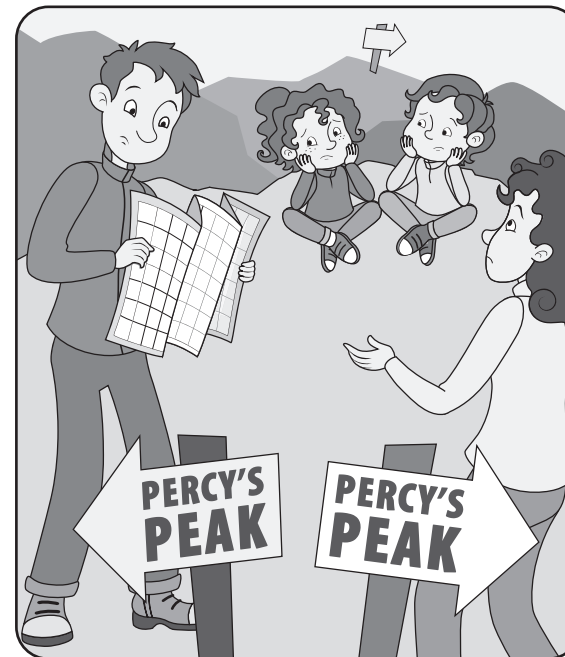
Color.

Literacy

First

Next

Last



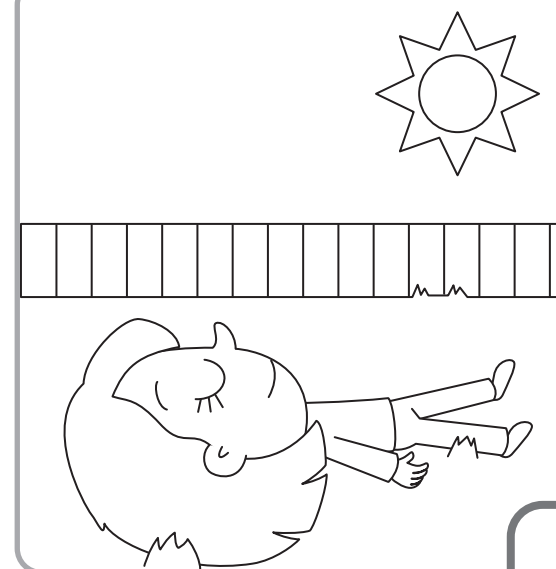
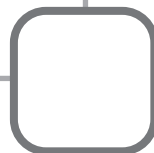
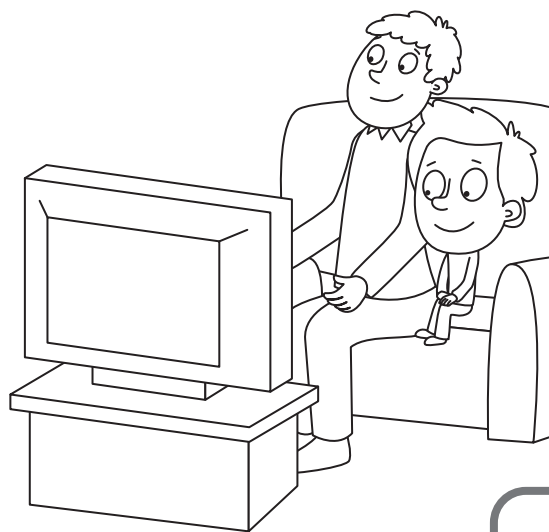
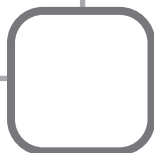
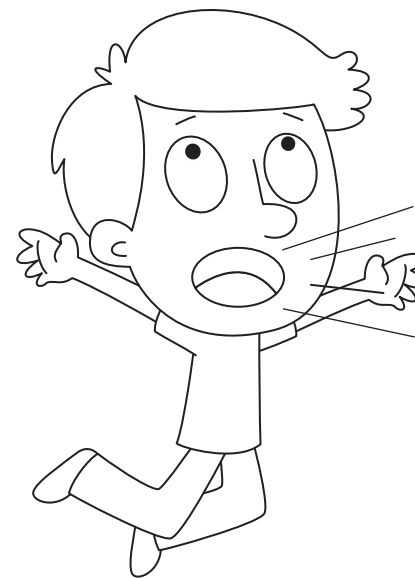
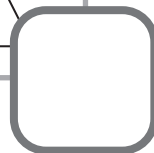
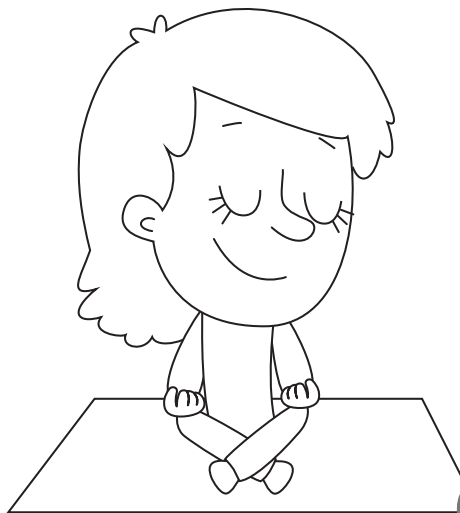
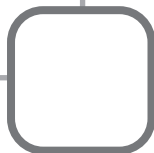
Do you like the story?



Literacy: Identifying the sequence of a story. Look at the words at the top of the page and read them aloud. Children repeat. Point to the first scene and ask: *Is this picture first in the story? (No.)* Ask: *Which picture is first?* Children point to the correct scene. They draw a line to match the word to the scene. Repeat with *next* and *last*. They draw the missing fire in the scene on the left. Children then retell the story, using the scenes for reference. Finally, ask: *Do you like the story?* Children color the face that shows their opinion of the story.

✓ Mark. ✎ Color. 😊 Say.

Values



Values: Relaxing and being calm. Focus on each picture and ask: *What's he / she doing? Is he / she relaxing?* Children put a check mark in the boxes next to the pictures that show someone relaxing and being calm. Then point to each picture again and ask: *Do you do this? How do you feel when you do this?* Children color the pictures that show things they do to relax. They then point to each picture and describe it.



Trace.



Write.



Talk.




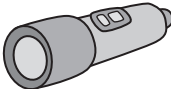




Mark.

Vocabulary

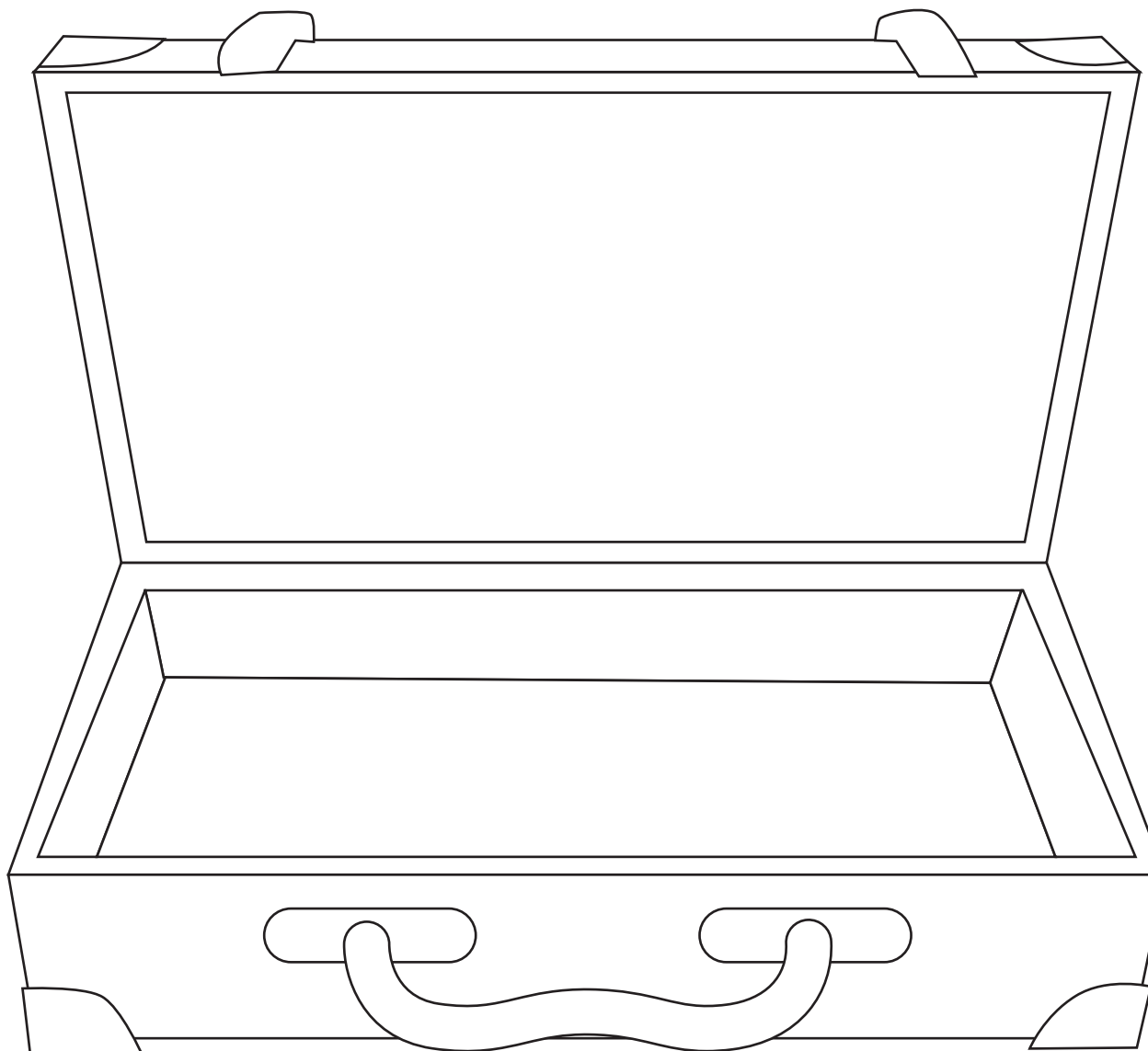
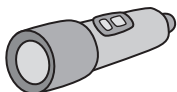
sleeping bag

backpack

<u>cap</u>			
<u>towel</u>			
<u>sunglasses</u>			
<u>flashlight</u>			
<u>s</u> _ _ _ _ _			
<u>b</u> _ _ _ _ _			

Vocabulary: *towel, flashlight, sleeping bag, sunglasses, cap, backpack.* Point to each picture and name the item. Children repeat. They trace the words for the first four items. Then point to and read the words in the box. Children repeat. They trace the first letter, then write the rest of each word next to the correct picture. Choose a confident child, and write their name at the top of the table. Ask: *Do you have a (cap)?* Record their answers with check marks or Xs. Children write their name at the top of the first column and complete it for themselves. They then work in pairs, taking turns to ask and answer and complete the next column for their partner. Repeat with different partners.

 Draw.  Write.  Say.



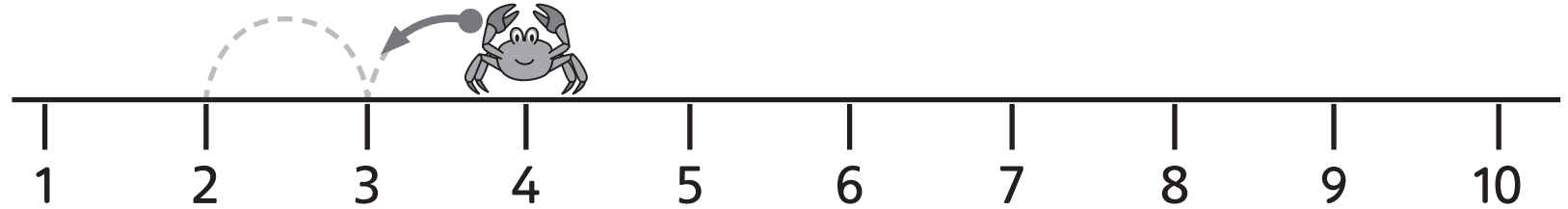
I take a _____ and a _____ to the beach.

Language: *What do you take to the beach? I take (a towel) to the beach. What else do you take to the beach?* Point to the items on the left and ask children to name them. Then focus on the empty suitcase and ask: *What do you take to the beach?* Then read the sentence at the bottom. Children repeat. Children draw what they want to take in their suitcase, and complete the sentences. They can look at the Student's Book page to help with spelling. Finally, they present their suitcases.

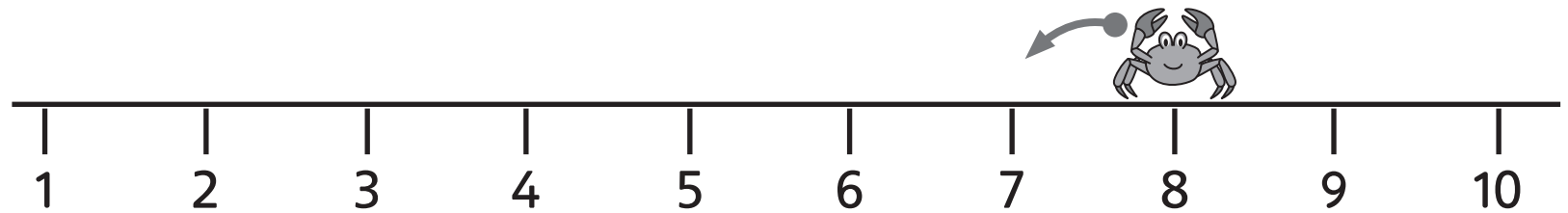
1 2 3 Count. Draw. Write. Say.

Concept

$$4 - 2 = \underline{\quad}$$



$$8 - 5 = \underline{\quad}$$



$$10 - 8 = \underline{\quad}$$



$$7 - 6 = \underline{\quad}$$



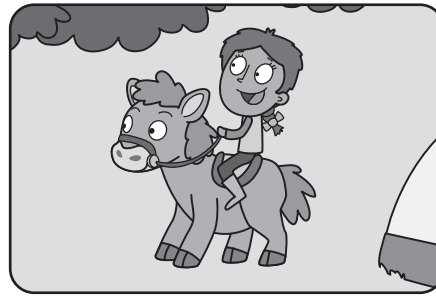
Point. Say. Trace. Write.

Vocabulary

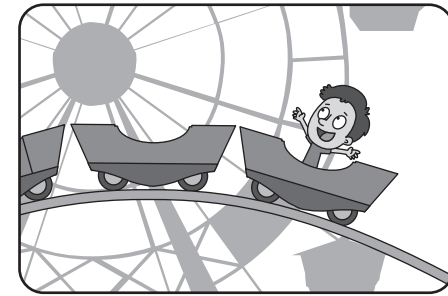
hike make a campfire go on rides ride a horse row a boat build a sandcastle



b _ _ _ _



r _ _ _ _



g _ _ _ _



r _ _ _ _



h _ _ _ _



m _ _ _ _

Vocabulary: *build a sandcastle, hike, make a campfire, go on rides, row a boat, ride a horse.* Children point to the pictures and name each activity. Point to and read the words / phrases in the box at the top. Children repeat after you, pointing to each word / phrase as they say it. Point to the first picture on the left and elicit the activity. Children trace the first letter, then write the rest of the phrase. Repeat with the other pictures. Children work in pairs, taking turns to point to an activity for their partner to name.

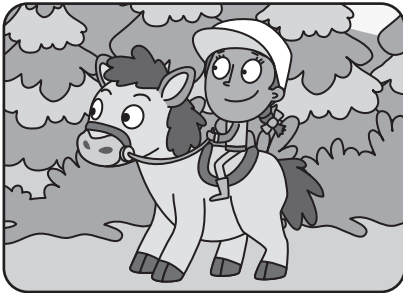
Look. Write. Say.

Language

mountains beach forest



1 She builds sandcastles at the _____.



2 She rides a horse in the _____.

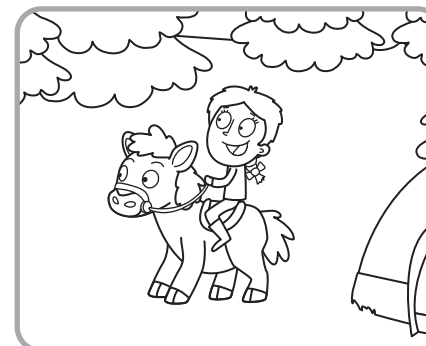
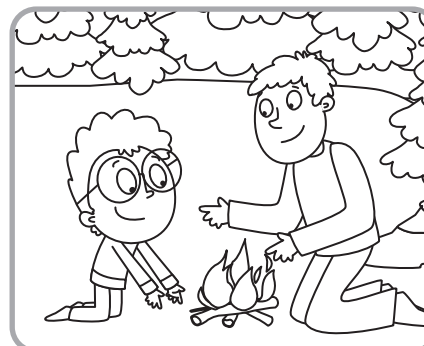
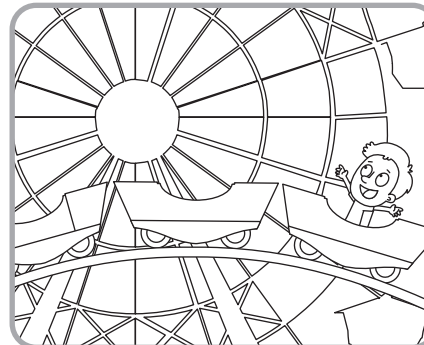
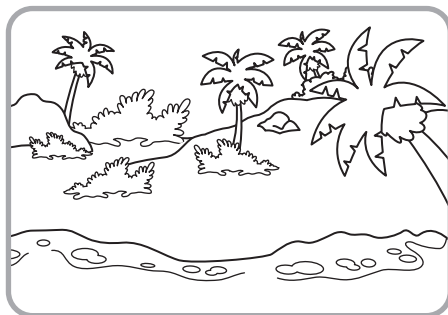
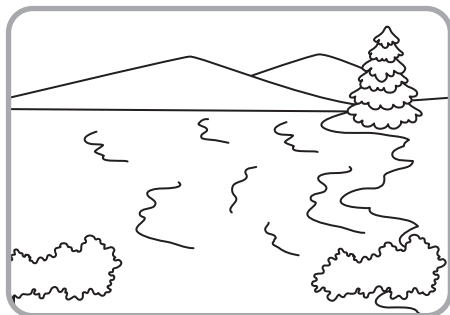
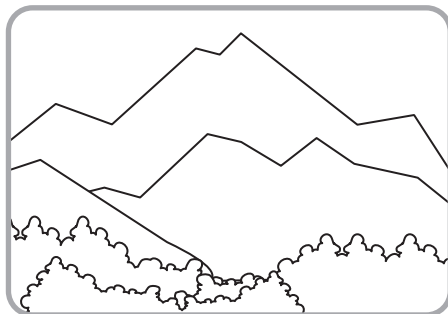
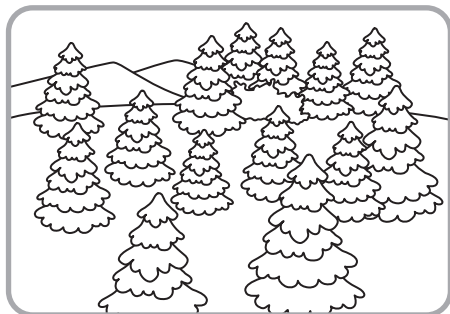


3 She hikes in the _____.



Where are you going on vacation?

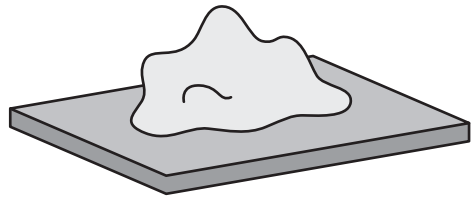
I'm going to a lake.



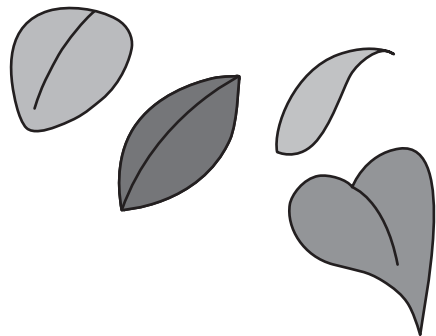
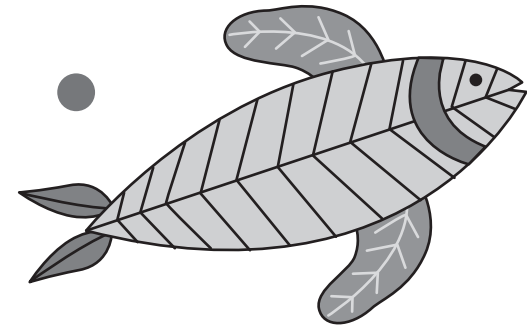
Language: *Where are you going on vacation? I'm going to (the beach). What are you going to do (at the beach)? I'm going to (build a sandcastle).* Point to the question and answer in the speech bubbles and read them aloud. Children repeat. Children choose one of the places on the left to go to, and color the picture. Then focus on the activities on the right of the page and elicit the words. Ask: *What are you going to do (at the beach)?* Children choose two or three activities and color them. Ask the questions again and elicit answers from several children. Children ask and answer the questions in pairs.

Point. Match. Circle. Write.

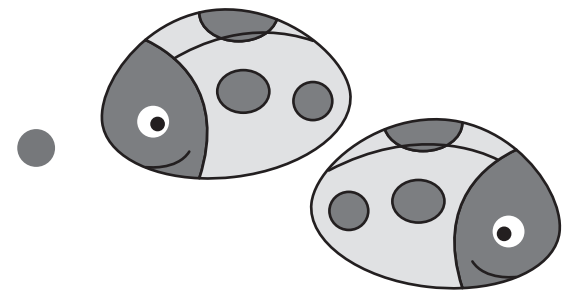
Cross-curricular: Art



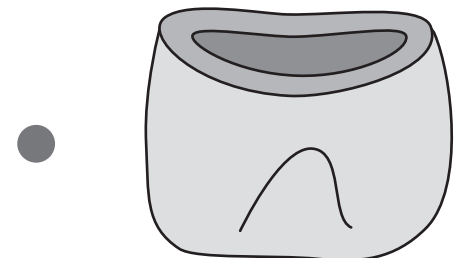
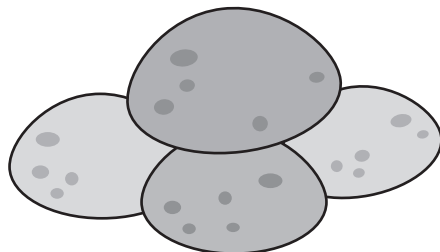
stones



clay



leaves



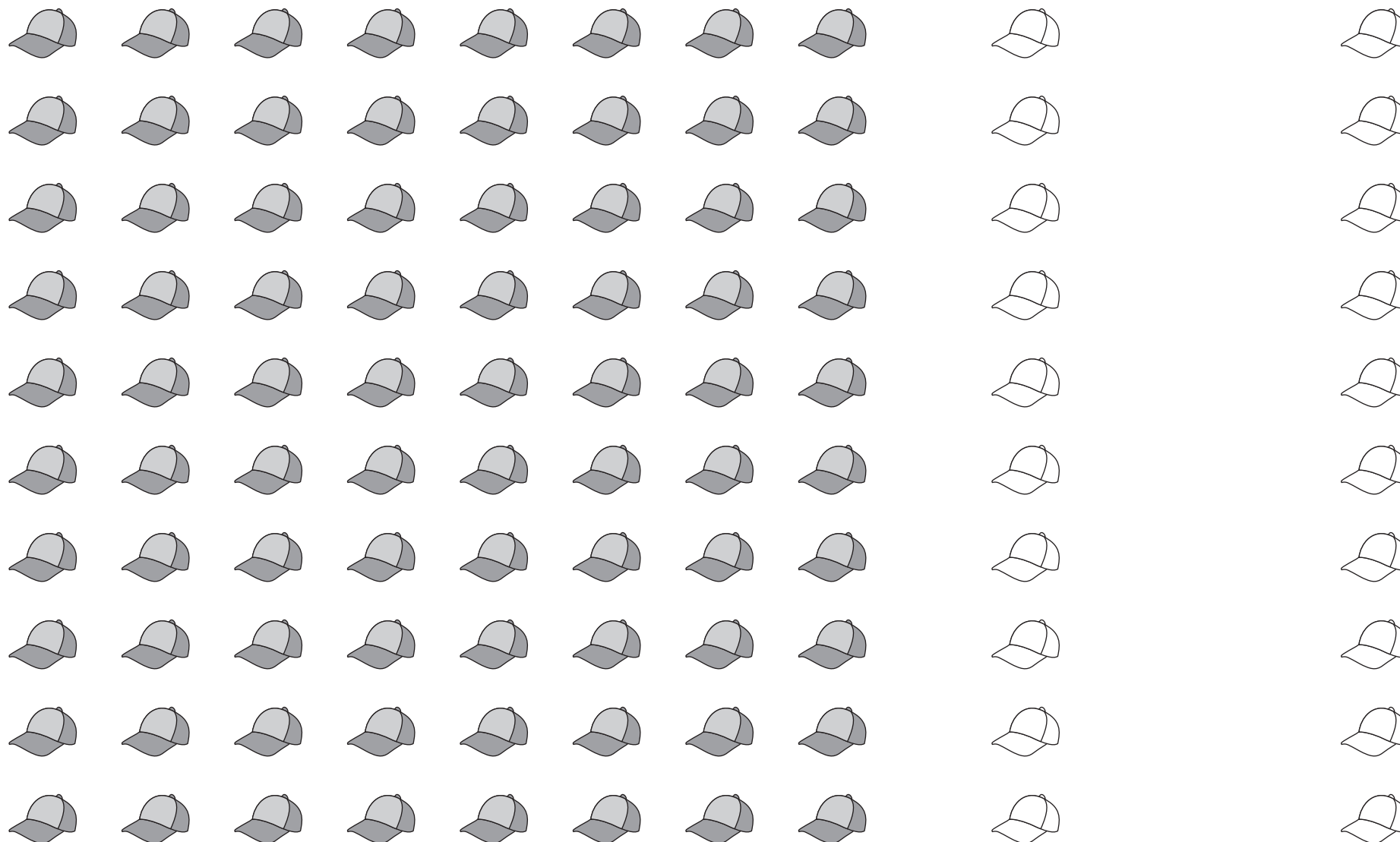
I can make art with _____.

1 2 3 Count. Color. Trace.

Numeracy

10 20 30 40 50 60 70 80

90 100



Numeracy: one hundred. Point to the first column of caps and ask: *How many caps can you see?* Count the caps in the first column (10), then say: *Let's count by tens.* Children count and answer, then color the caps in the last two columns and trace numbers 90 and 100. Finally, children practice counting by tens to one hundred.