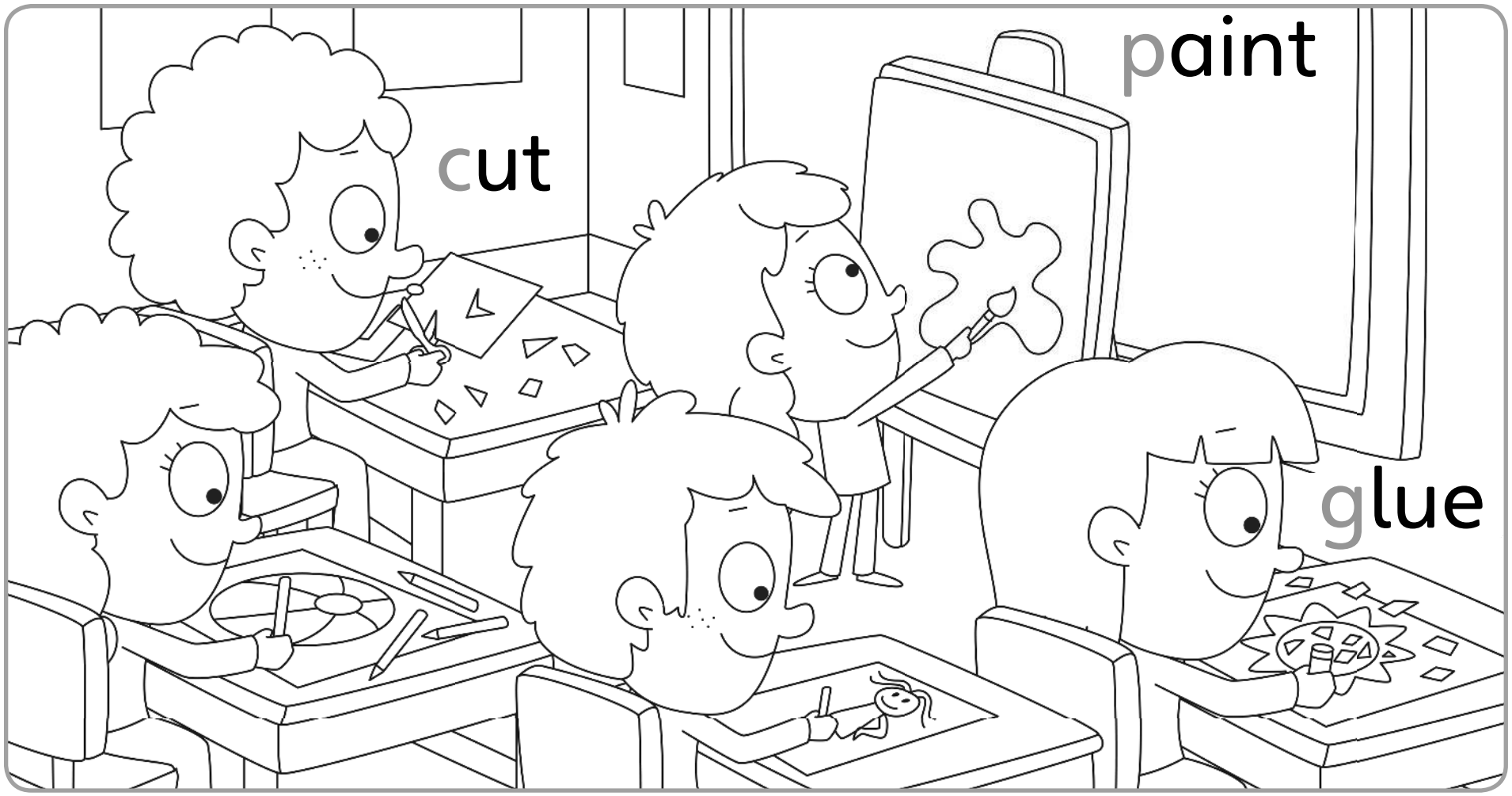
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Gabriela Zapiain
Excerpt
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1 What do you like about school?

Say. Color. Trace.



Key Language: ***cut, color, paint, draw, glue.*** Children point to and name each action: *paint, draw, color, cut, glue.* Then they color the child and the activity they like the most. Optional: Children trace the initial letters of each word.

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Say. Circle. Color.

My Favorite Thing



Key Language: ***What's the story about? What can you see? house, mouse, teacher, sad, happy.*** Children look at the story scenes. Ask the literacy questions. Elicit answers using *I can see …* Then ask: *Can you see a house / a mouse? Can you see a teacher? Can you see someone sad / happy?* Children circle and then color the items in the pictures.

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Say. Circle. Color.





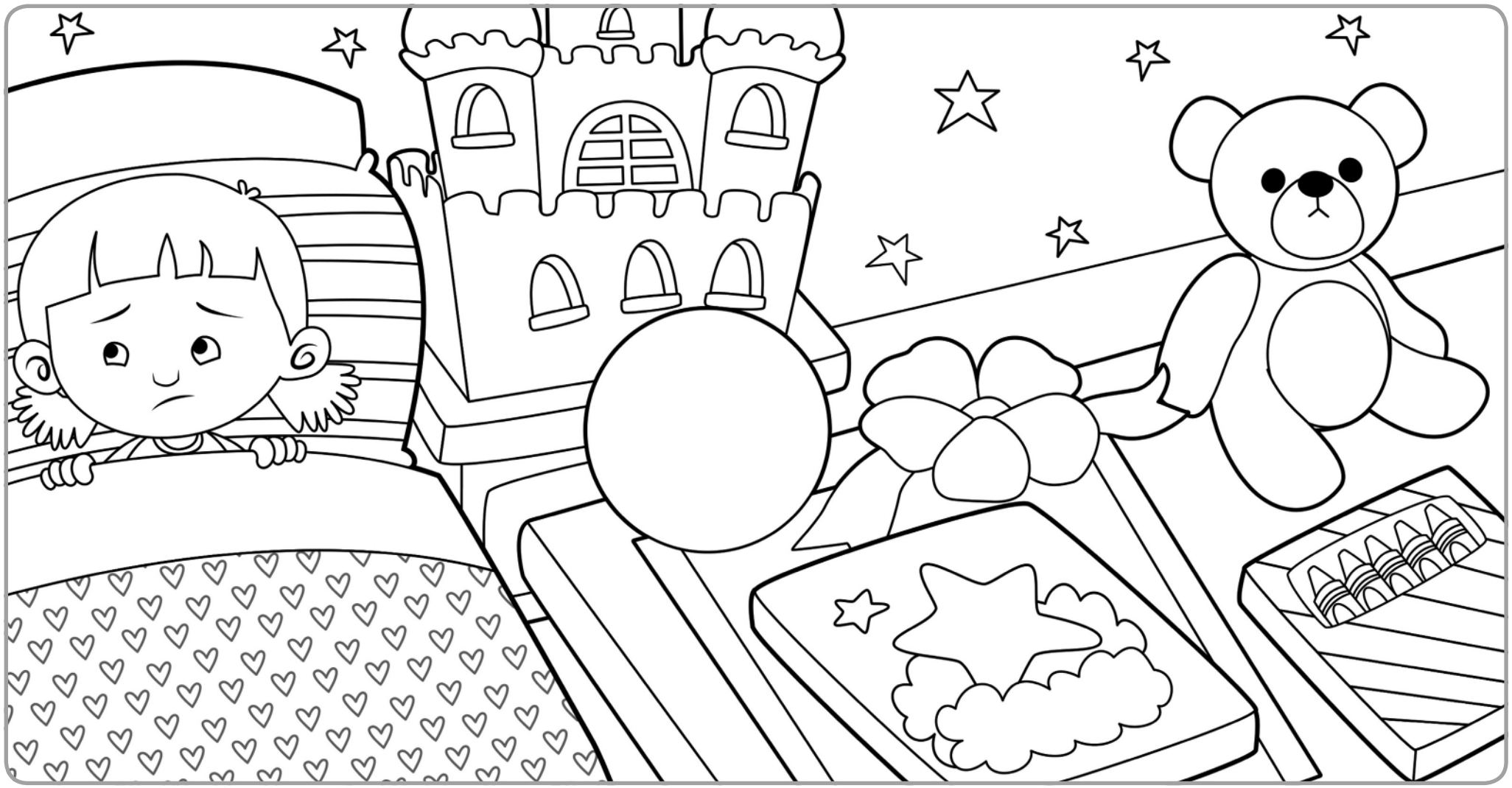
Key Language: ***What's the story about? What can you see? book, sad, happy.*** Children look at the story scenes. Ask the literacy questions. Elicit answers using *I can see ...* Then ask: *Can you see someone cutting / coloring? Can you see a book? Can you see someone sad / happy?* Children circle and then color the items in the pictures. Finally, children retell the story in their own words. Provide language as needed.

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Point. Say. Color.



Do you like the story?





Key Language: ***What is the story about? Think about the story. Can you remember?*** Ask the literacy questions, and specifically: *Can you remember the presents Betty received?* Ask: *Which are Betty's presents?* Children point to, name, and color Betty's presents *(coloring book and crayons).* Finally, ask: *Do you like the story? (Yes. / No.)* Children color the happy face or the sad face.

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Look. Say. Color.



Key Language: ***clean up, Let's clean up our classroom.*** Children look at the scene. Ask: *What are the children doing? (cleaning up the paint and paintbrushes, cleaning up the classroom).* Discuss why it is important to keep our classroom clean and tidy. *(So we know where to find toys and books and crayons. So it is a pleasant environment for everyone).* Discuss what we can do to keep our classroom clean. *(Pick up toys or crayons, pencils, etc. Put things back where we found them. Throw garbage away.)* Finally, children color the children who are keeping the classroom clean.

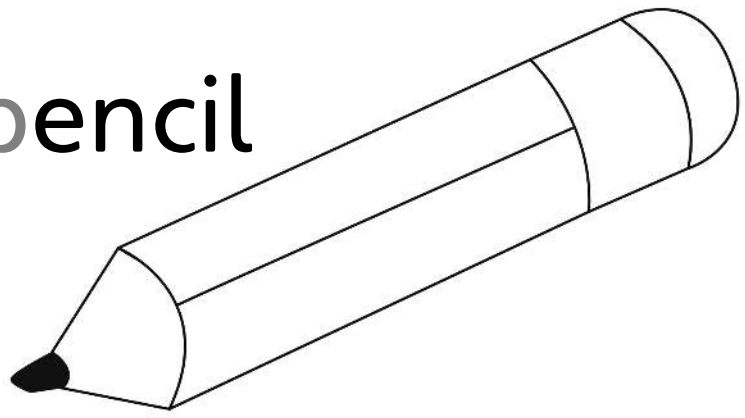
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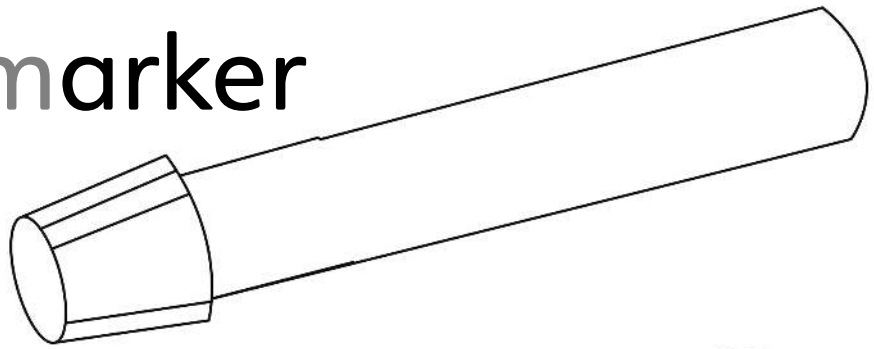
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Say. Color. Trace.

pencil

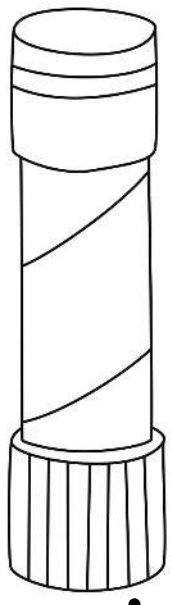


marker

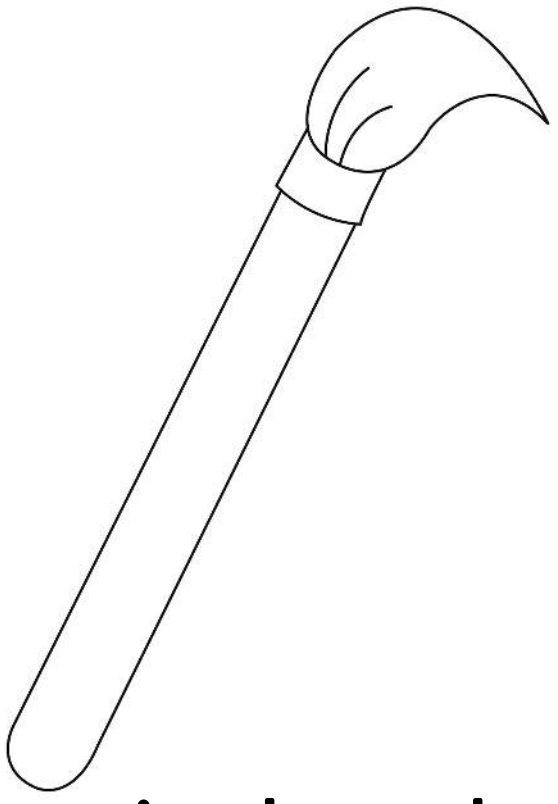




scissors



glue stick



paintbrush

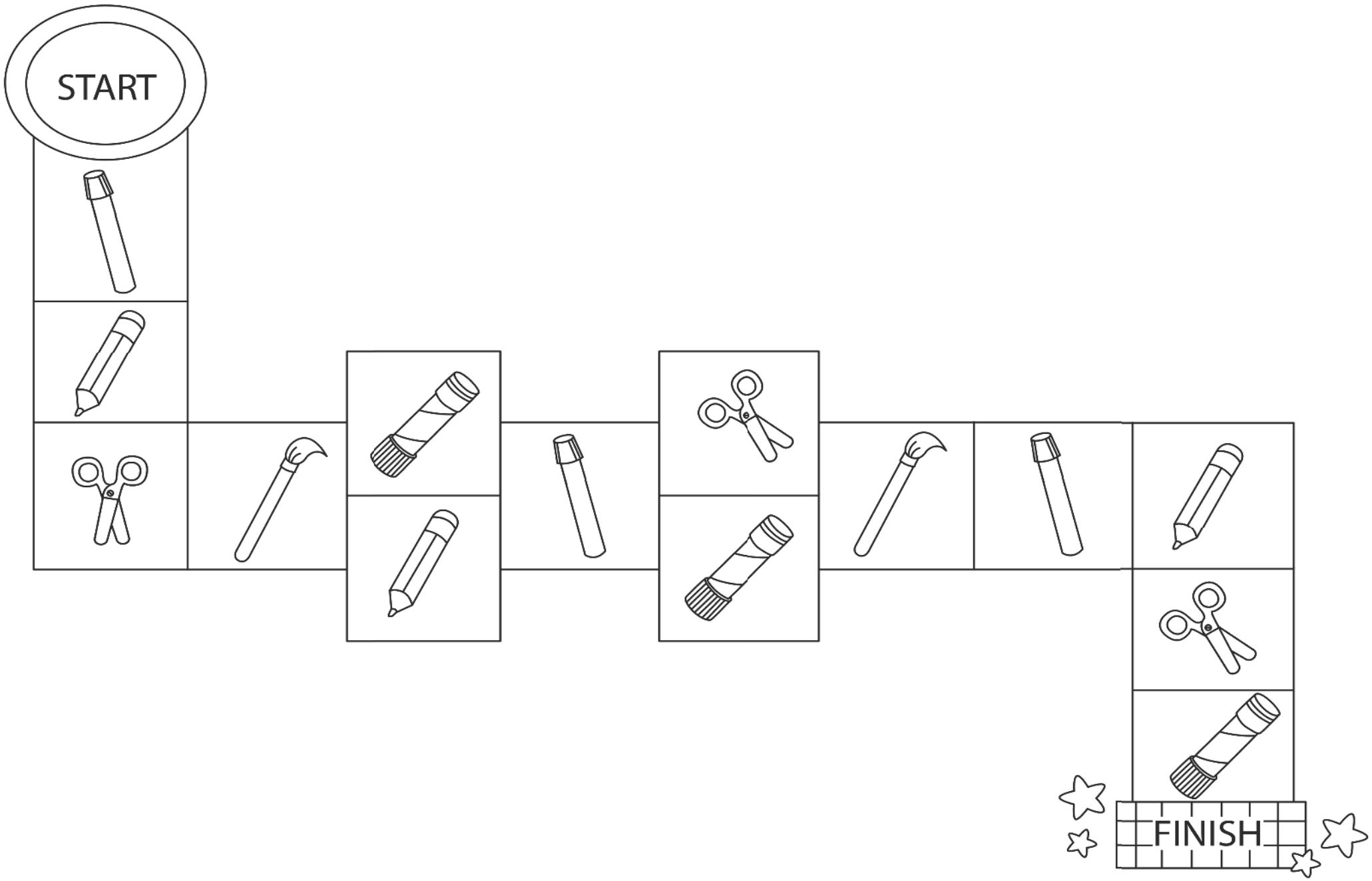
Key Language: ***pencil, marker, paintbrush, glue stick, scissors.*** Children point to and name each object: *pencil, marker, paintbrush, glue stick, scissors*. Then they color the items. Optional: Children trace the initial letters of each word.

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Count. Say. Color.



Key Language: ***I (draw / paint / stick / cut) with (a pencil / a marker / a paint brush / a glue stick / scissors).*** Look at the game together. Identify the start and finish places and then demonstrate how to roll a dice, count and move the corresponding number of squares. Explain that, when children land on a square, they must name the object, say what they do with the object and then color it. Model a few times, saying e.g., *I draw with a pencil. I cut with scissors.* Distribute crayons and dice, then guide and support children as they play in groups.

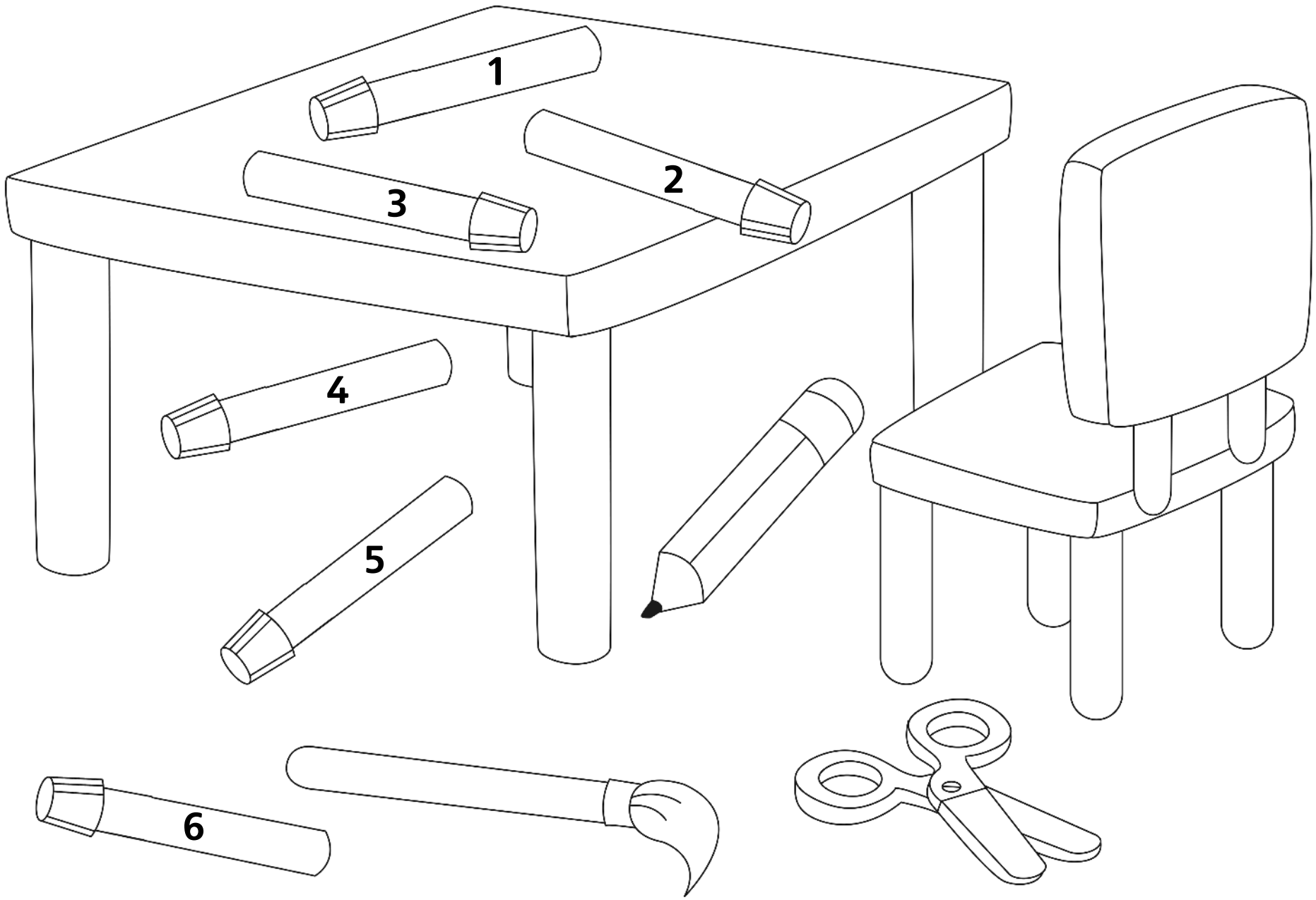
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Color. Say.

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2
3
4
5
6



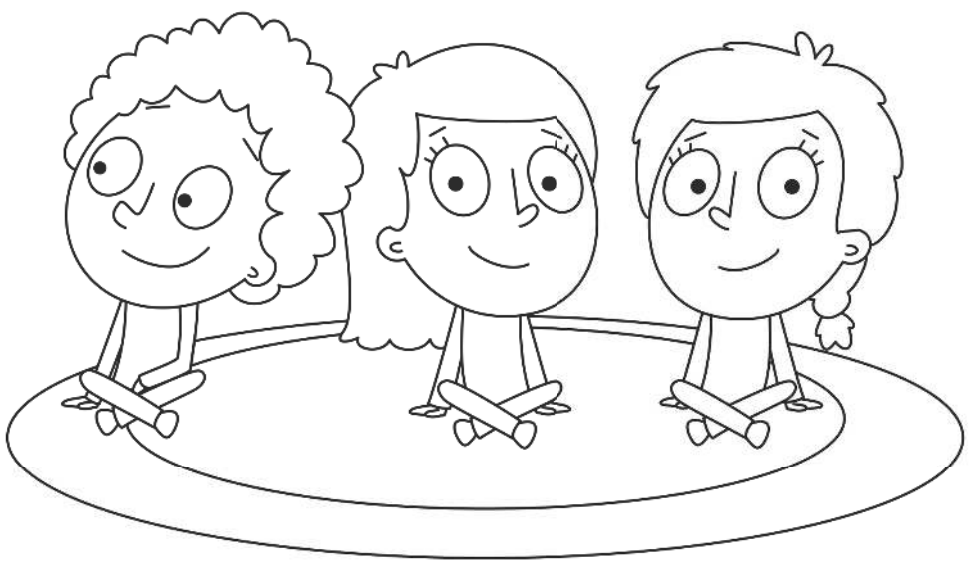
Key Language: ***red, blue, yellow, green, orange, purple.*** Distribute crayons in the 6 key colors. Point to the color key and instruct children to color, saying: *Color number 1 red.* etc. (2 yellow, 3 green, 4 orange, 5 blue, 6 purple). When they're finished, say a number. Children respond with the correct color. Draw children's attention to the numbers on the markers in the picture. Explain that they should use the color code to color the markers.

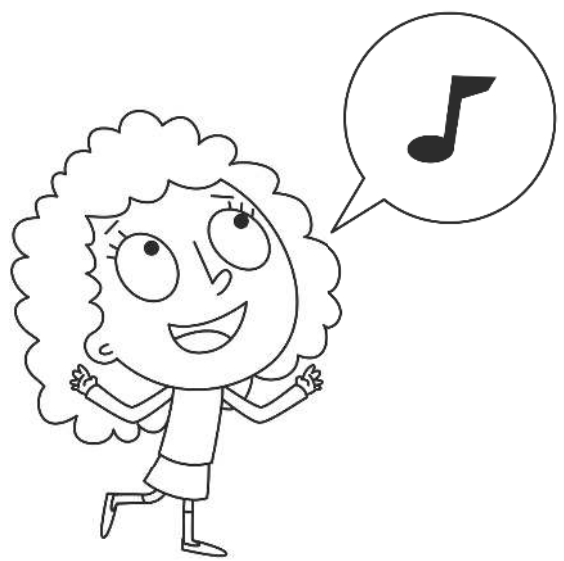
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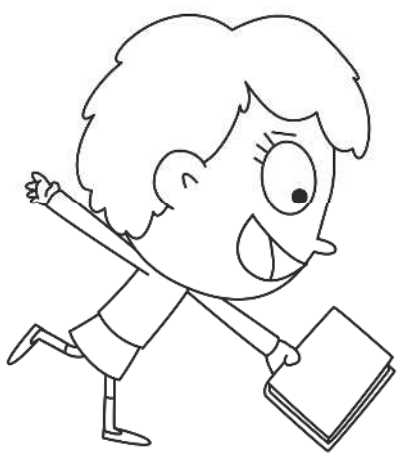
Say. Color. Trace.



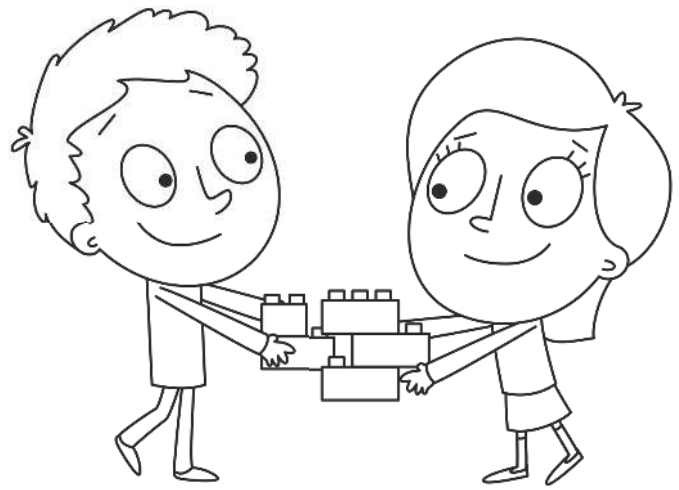


listen to stories

sing songs







clean up

eat lunch

play with friends

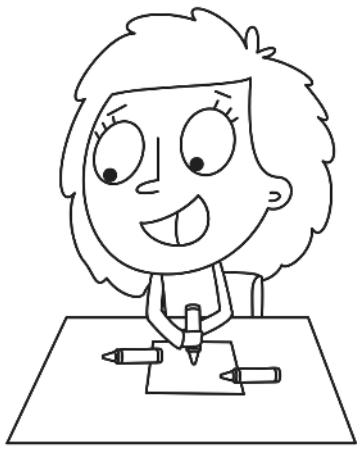
Key Language: ***What do you do at school? listen to stories, sing songs, clean up, eat lunch, play with friends.*** Point to each activity and encourage children to repeat as you name each of them. Ask: *What do you do at school?* Children respond by pointing or saying, e.g., *I sing songs (at school).* Children color the activities they do at school. Optional: Children trace the initial letters of each word.

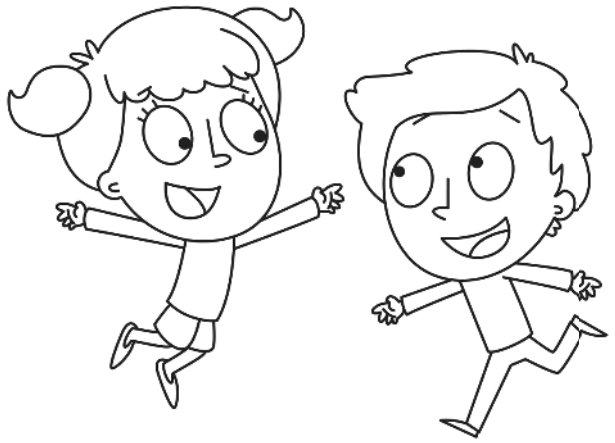
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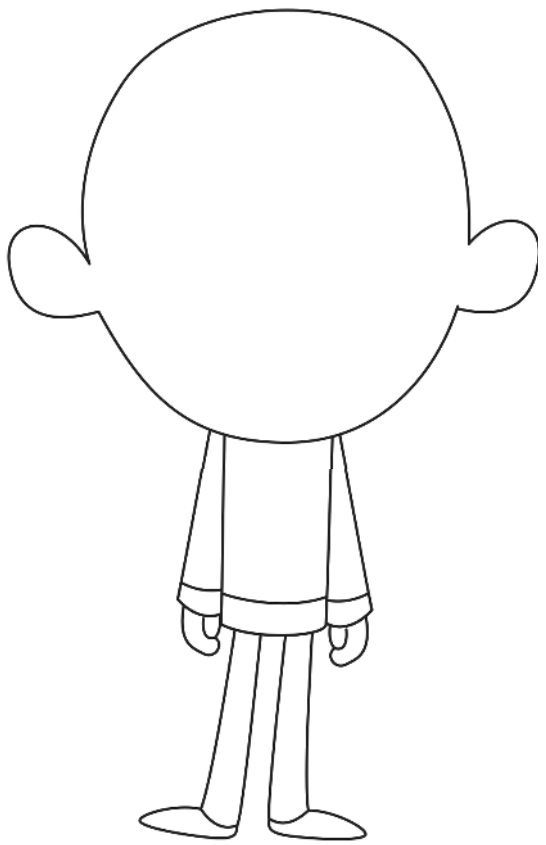
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Say. Draw. Color.



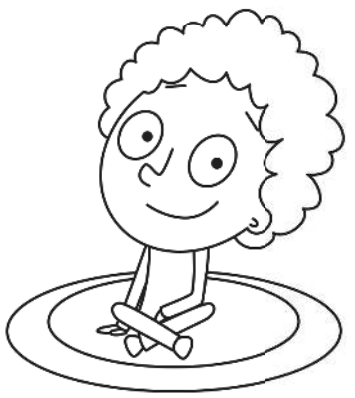












Key Language: ***What do you like to do? I like to (sing / clean up / play with friends / listen to stories).*** Ask: *What do you like to do at school?* Allow several children to answer by pointing to the pictures or by saying, e.g., *I like to sing songs. I like to color with markers. I like to play with friends.* Children draw and color the child in the center of the page to look like themselves. Then they draw lines from this to the activities they like to do. Finally, they present their work and say: *I like to ….*

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