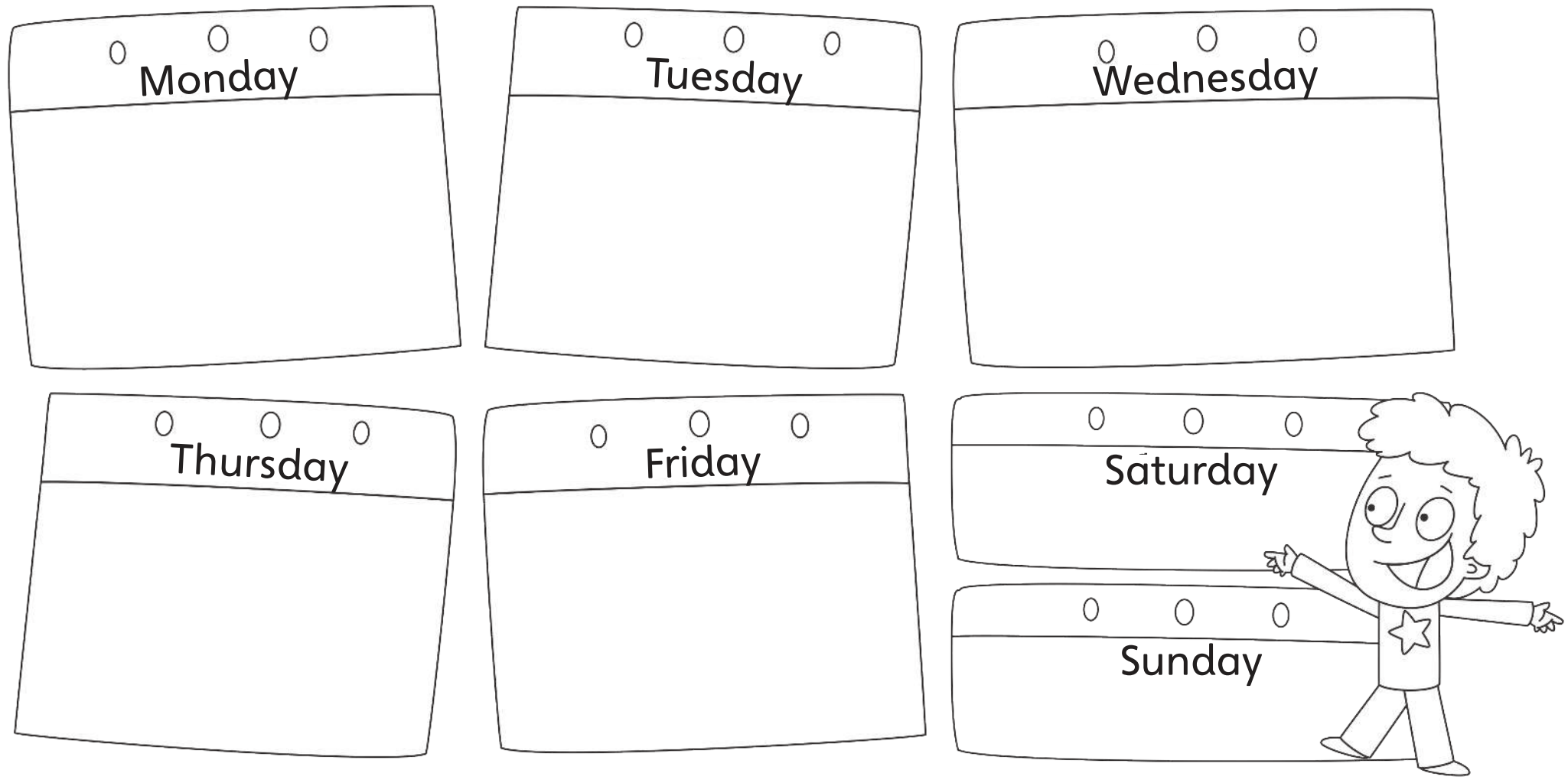
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1 What do we do at school?

Point. Say. Draw



Key Language: ***Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.*** Children point to, and name, each day of the week. Have a class discussion about what they do in school from Monday to Friday and encourage all children to say what they do each day of the week. Finally, children choose a weekday and draw a picture of one thing that they do at school on that day.

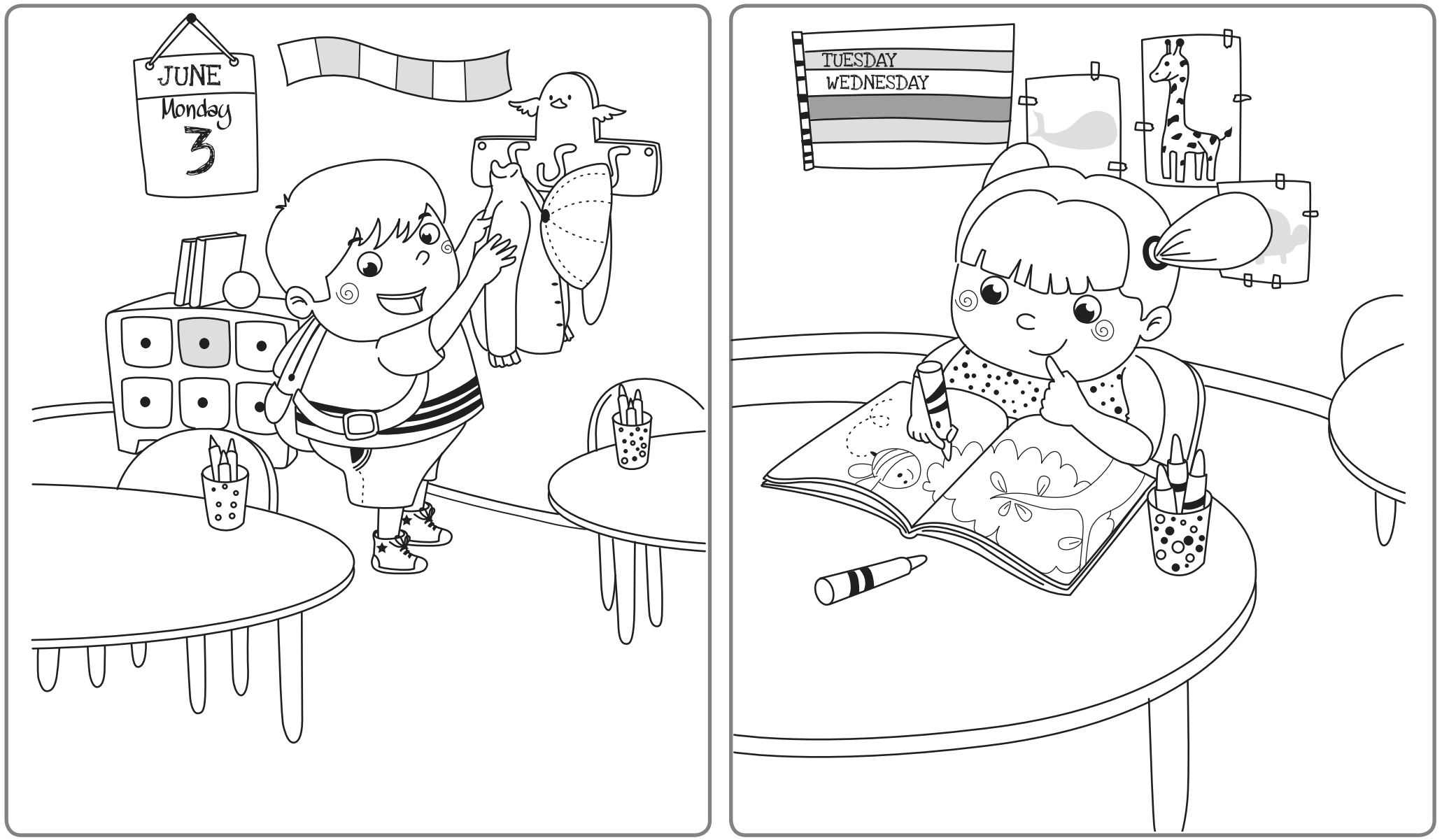
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Say. Circle. Color.

We Learn at School!



Key Language: ***What can you see? Who are the characters? Where does the story take place? What's happening? hat, coat, bee, tree, wing.*** Children look at the story scenes. Ask the literacy questions. Then ask: *Can you see a coat? Can you see a hat? Can you see a bee? Can you see wings? Can you see a tree?* Children circle, then color the items in the picture.

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Say. Circle. Color.





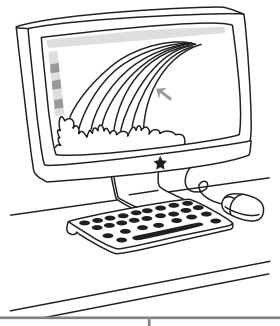
Key Language: ***What can you see? Who are the characters? Where does the story take place? What's happening? screen, Thursday, Friday.*** Children look at the story scenes. Ask the literacy questions. Then ask *Can you see a screen? Can you see Thursday? Can you see Friday?* Help them to understand the days of the week on the calendars. Children circle and then color the items in the picture. Finally, children retell the story in their own words. Provide language as needed.

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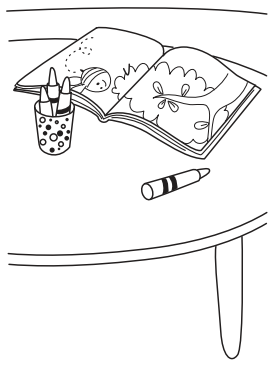
Point. Say. Trace.



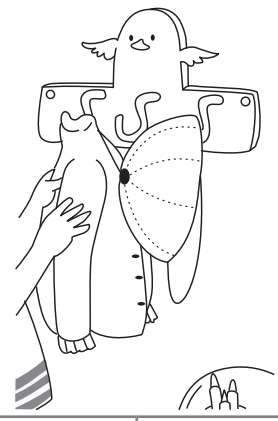
1	2	3	4



1	2	3	4



1	2	3	4



1	2	3	4

Do you like the story?



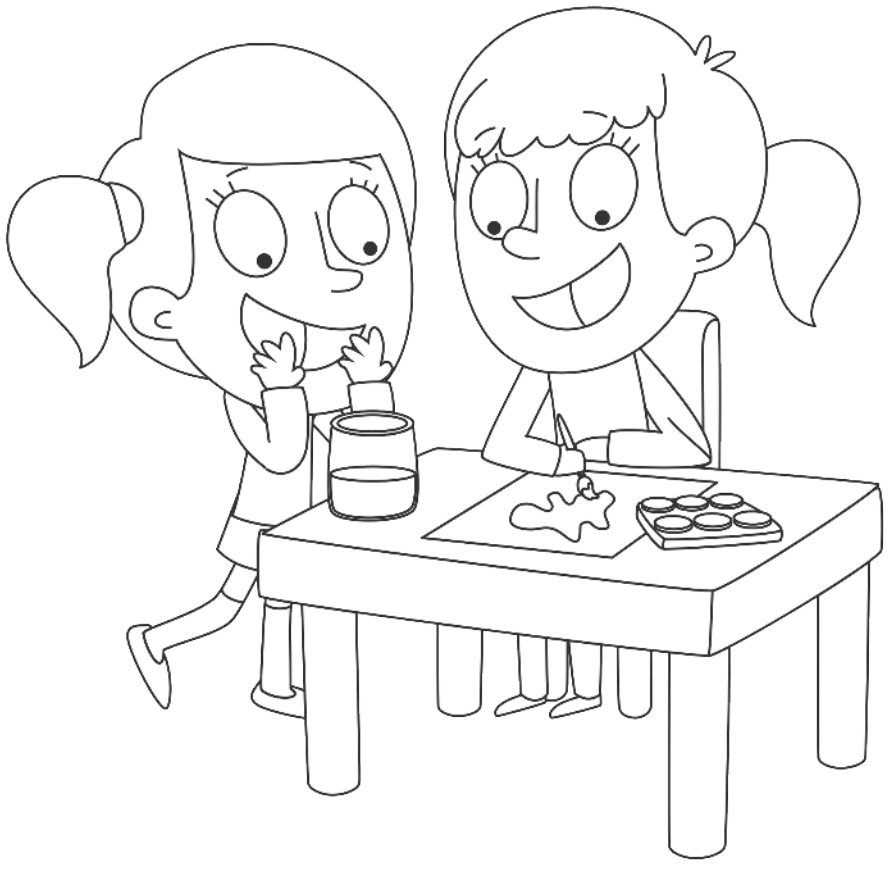
Key Language: ***Can you remember? What happened first / next / at the end?*** Retell the story together as much as possible. Children then look at the scenes. Ask: *Can you remember? What happened first?* Children point to the correct scene (coat and hat). Continue, asking: *What happened next?* with the second and third scenes and: *What happened at the end?* for the final scene. Repeat, this time children tracing or circling the numbers to indicate the correct story order. Finally, ask: *Do you like the story? (Yes. / No.)* Children color the happy face or the sad face.

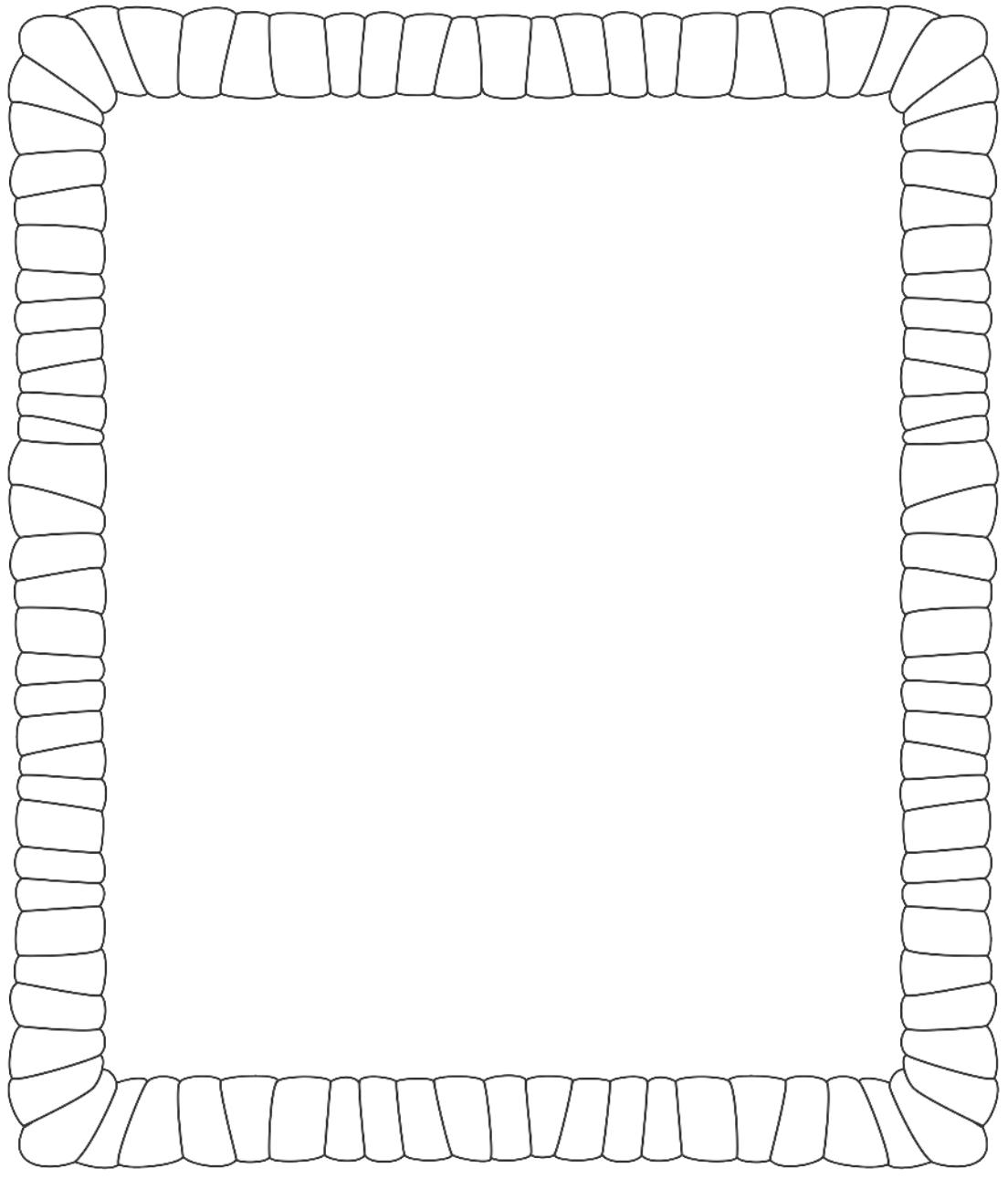
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Look. Say. Draw





Key Language: ***Be kind to others, How can we be kind?*** Children look at the picture. Ask children what they think the girl standing up might be saying. Do they think she is complimenting the girl"s painting? Discuss what it means to be kind. Ask: *How can we be kind? (helping, sharing, complimenting others, telling them they are good at something).* Invite children to share experiences of when they were complimented and how they felt. Finally, children draw a picture of a situation at school that shows kindness.

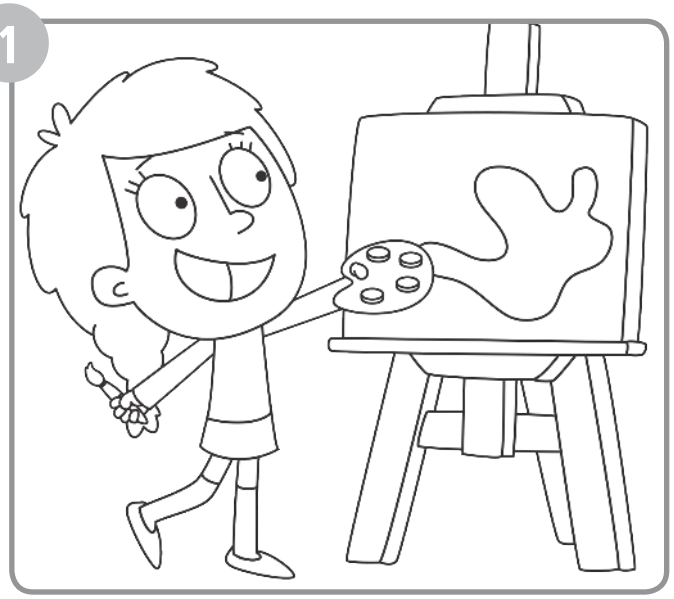
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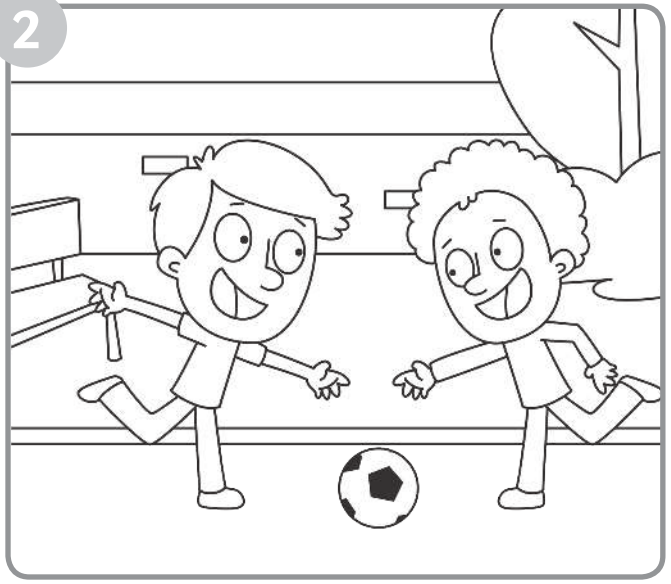
Say. Color. Trace.

1



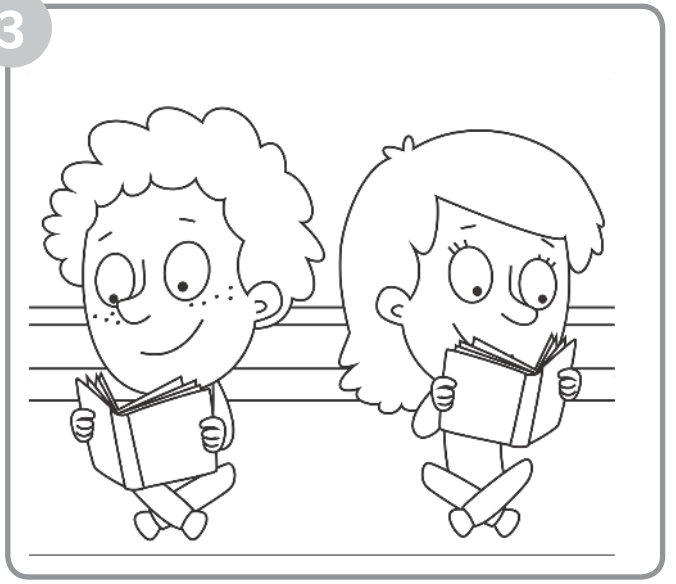
Art

2



Physical Education

3



Reading

Key Language: ***Science, Art, Math, Writing, Reading, Physical Education.*** Point to each picture and elicit the subject name and have all children repeat. Then ask children to listen carefully and instruct them to color one element from each subject, e.g., the soccer ball, the painting, the books. Say, e.g., *Color the painting red!* Optional: Children trace the words as they repeat them aloud. Then write *Science, Math* and *Writing* on the board and draw simple pictures to illustrate them. Have children identify the subjects.

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Look. Draw. Say.



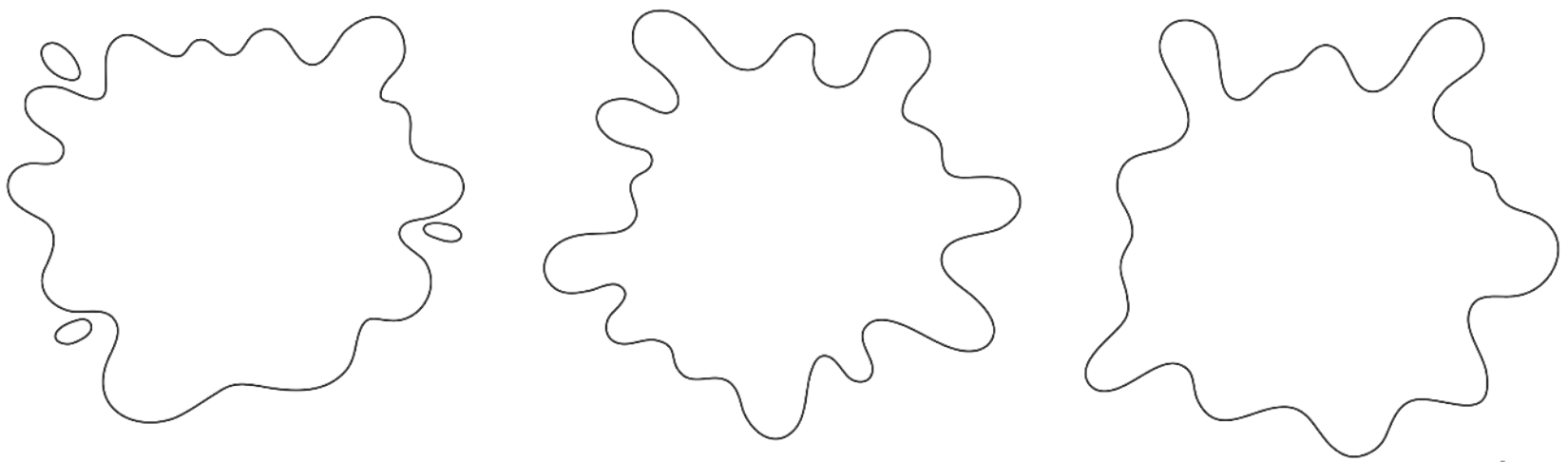
Key Language: ***What day is today? (Monday.) What do we have on (Mondays)? We have (Art).*** Point to each icon, name the subject and have children repeat. Then ask: *What do we have on Mondays?* Elicit some possible answers, encouraging children to say: *We have (Art). We have (Reading).* Then point to each day of the week, say the word and have children repeat. Children draw at least one of the icons for each day. Finally, children share one of their drawings, saying, e.g., *On Tuesdays, we have Math.*

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Paint. Say. Trace.



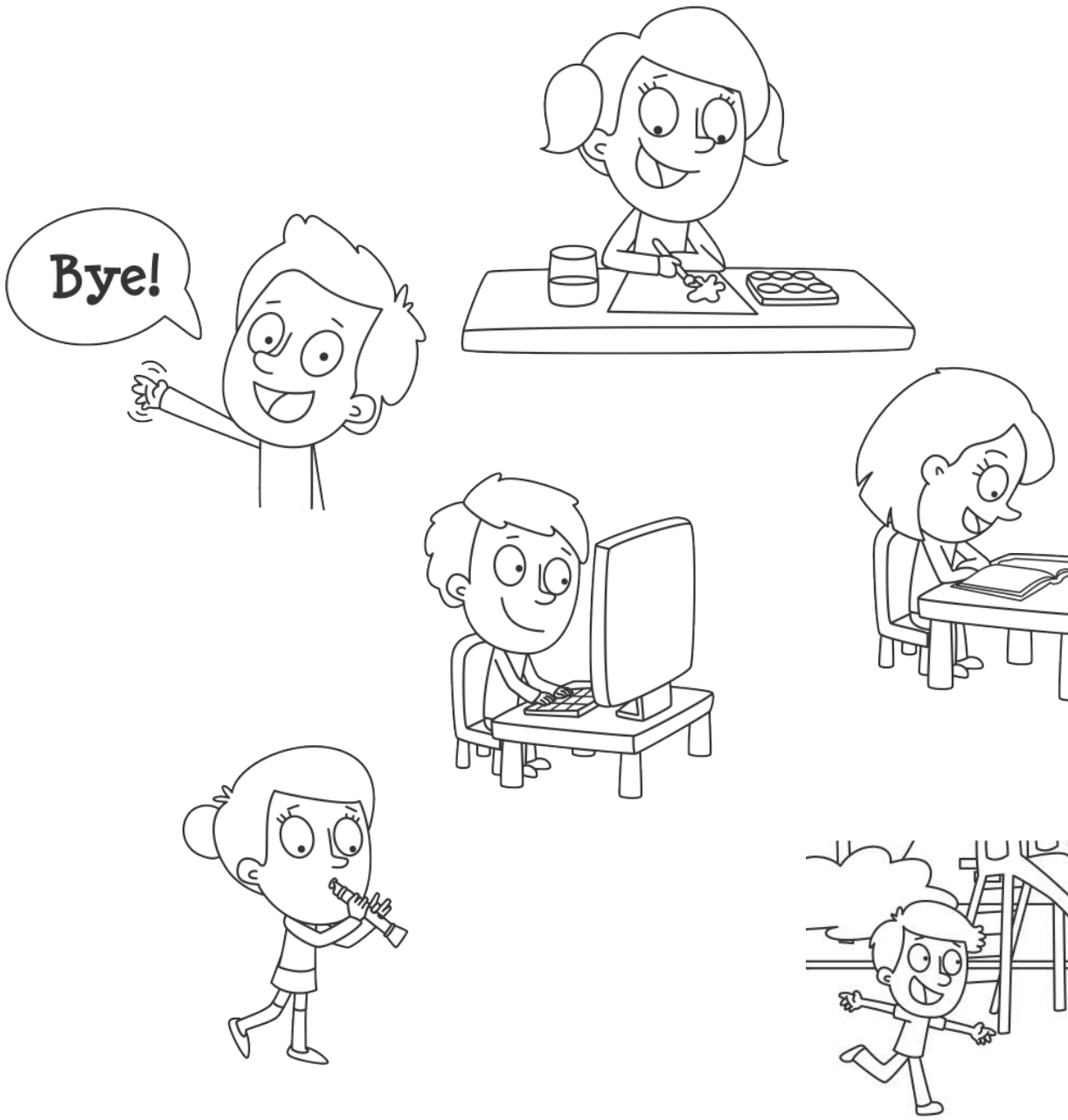
Key Language: ***green, orange, purple, pink, black, gray, brown, What color is it? It's (red). This is (red).*** Point to each color word and read together, children repeating the words aloud. Distribute watercolor paints. Children find the correct color and paint the splotches above the corresponding words. Finally, they present their work, saying: *This is (green). This is (pink).* etc. Optional: Children trace the words.

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Match. Color. Trace.



- use a computer
- play music
- speak English
- paint with watercolors
- read books
- play in the playground

Key Language: ***use a computer, play music, speak English, paint with watercolors, read books, play in the playground.*** Point to and say each vocabulary item and ask children to repeat after you. Then children draw lines to match the words to the corresponding pictures. Finally, they listen carefully and color a key element from each picture. Say, e.g., *Color the computer purple!* Optional: Children trace the words.

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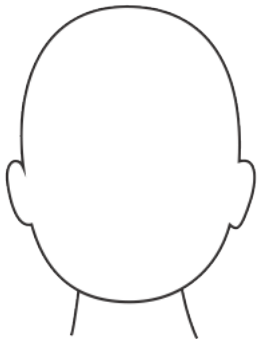
1   and  at 

.

2  

and  at 

.

3  and at 

.

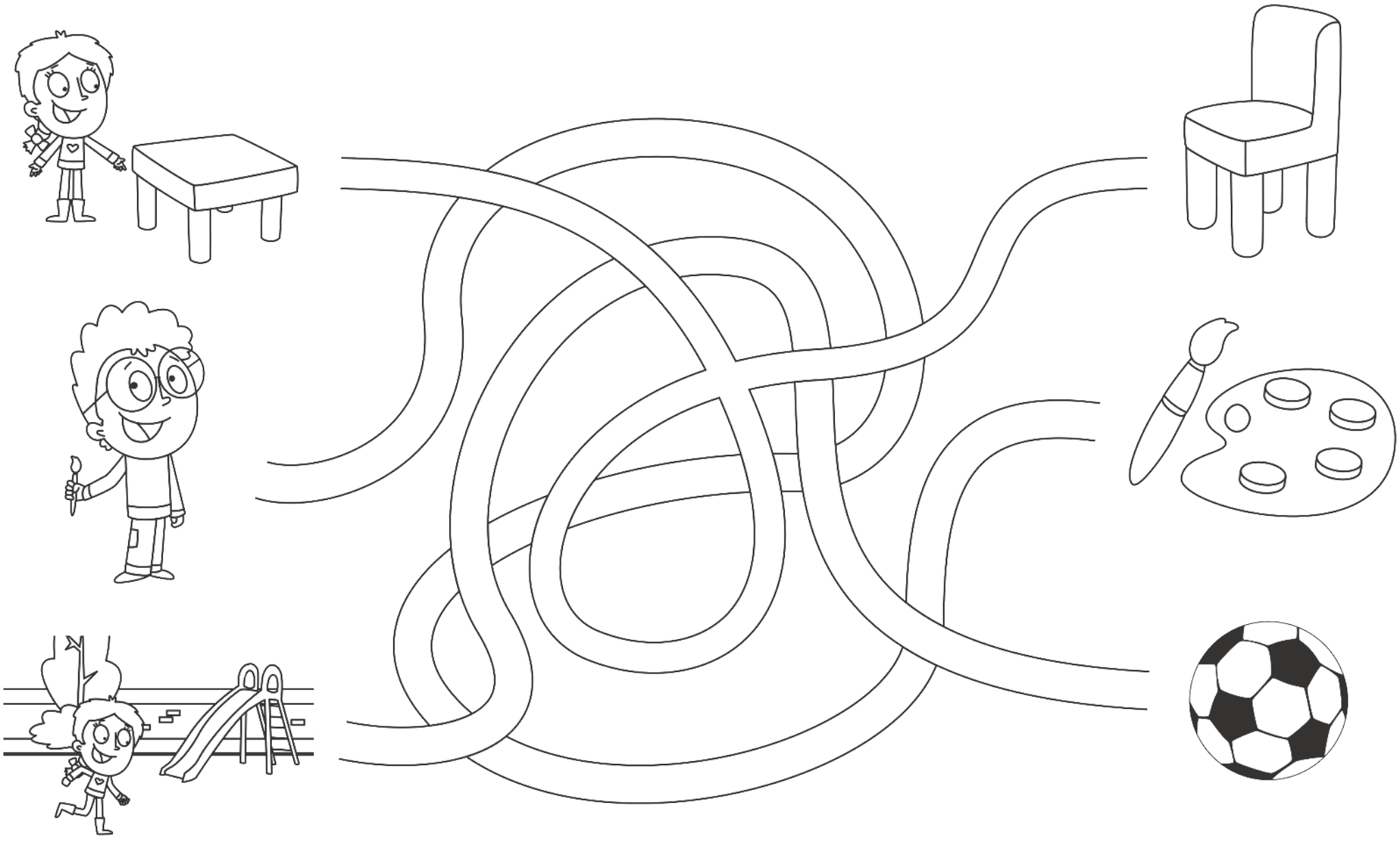
Key Language: ***What does Leo / Mia do at school? S/he plays music / uses a computer / speaks English / paints with watercolors / reads books / plays in the playground.*** Point to the first sentence and ask: *What does Leo do at school?* Point to each picture and read the sentence together, e.g., *Leo uses a computer and plays music at school.* Repeat with Mia. Then children draw a friend and two different activities the friend does at school. Ask volunteers to share their drawings and say what their friend does at school.

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Follow. Say. Draw.



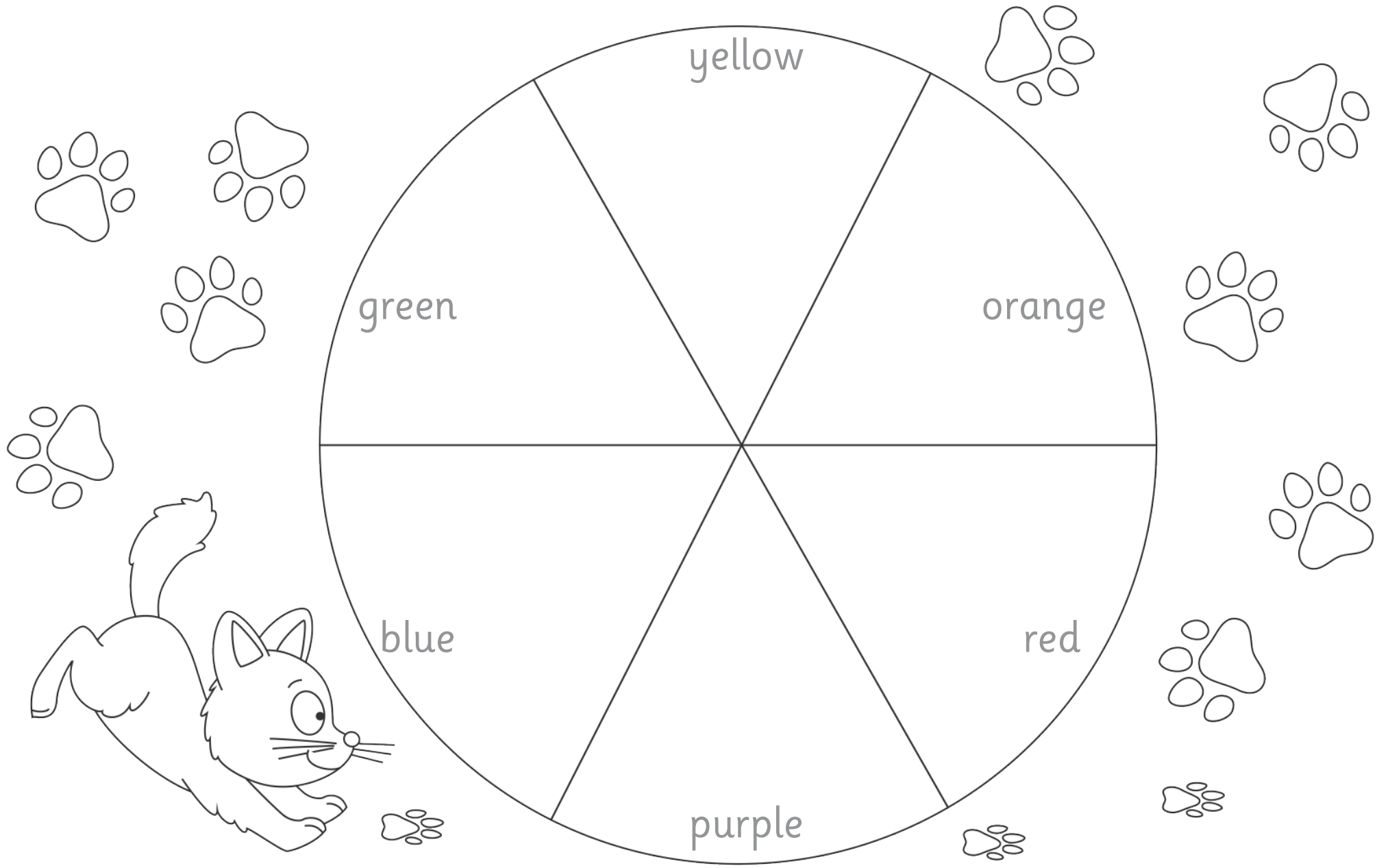
Key Language: ***What does s/he need? S/he needs (a chair / paint / a ball).*** Point to the first picture and ask: *What does Mia need?* Point to the three options on the right side of the page and ask children: *A chair? Paint? A ball?* Elicit answers. Children follow the maze with their finger and say: *She needs a chair.* Repeat with the remaining pictures. Children then draw the correct paths through the maze using different colored crayons or pencils for each situation.

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Draw. Color. Say.



Key Language: ***color wheel, primary colors (red, yellow, blue), secondary colors (orange, green, purple).*** Point to the color wheel and ask children: *What are the primary colors?* and then point and read the words together. Repeat for secondary colors. Then ask children to name items that are each color, e.g., *What is yellow? (Sun, banana, chick…) What is green? (Leaves, lizard, grapes …).* Children then draw and color an item of their choice in each section. Finally, they present one of their drawings, saying: *This is a (carrot). It's (orange). It's a (secondary) color.*

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Count. Color. Trace.



Key Language: ***How many (balls) can you see? Let's count: one, two, three ... nineteen, twenty.*** Point to the scene and say: *How many balls can you see? Let's count!* Children look at the scene and count the soccer balls. Say*: Twenty! Twenty balls.* Children color the 20 balls and count again. Optional: Children trace the number 20.

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Say. Draw.

What do we do at school?

Draw four new words you learned.

Draw a picture of your favorite part of the unit.

How did you do?



Key Language: ***Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, What day is today? Science, Art, Math, Writing, Reading, Physical Education, My favorite subject is (Art), We have (Math) on Tuesdays, use a computer, play music, speak English, paint with watercolors, read books, play in the playground, What does s/he do at school? S/he (plays music).*** Ask the Big Question: *What do we do at school?* Children look back through the unit to recall what they have learned. Then read the task together and children choose four new things from the unit to draw. Continue with the second task. Finally, guide children to read the last question and have them give themselves a "grade" by drawing a happy or a sad face.

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