









Lesson 1: Block A (30 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 1 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "Puzzles" from the Teacher Menu. 2. Have the students watch the video of the song to become familiar with the music and lyrics. 	Learn the phrases "What is it?" "I don't know," "Is it a ___?" "Yes, it is," and "No, it isn't."
		Vocabulary pictures (puzzle, cub, tree, kitten, chick, sun, puppy)	<ol style="list-style-type: none"> 1. Teach the vocabulary words "puzzle," "cub," "tree," "kitten," "chick," "sun," and "puppy." 2. Create actions for the words with the students. 3. Have the class practice the words and actions until they are comfortable with them. 	
	Unit 1 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "Puzzles" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	
4. Conversational Videos	Unit 1 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "What is it?" "I don't know," "Is it a ___?" "Yes, it is," and "No, it isn't." 3. Repeat the video as time allows. 	

<p>5. Big Picture (Vocabulary)</p>	<p>Unit 1 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu. 2. Show the first picture. 3. Ask, "What is it?" and shrug your shoulders. 4. Have the class say, "It's a ____." 5. If possible, have the students do an action for the vocabulary word. 6. If they don't know what the picture is, have the class say, "I don't know." Tap the board. Say, "It's a ____." 7. Have the class repeat the sentence. 8. Repeat steps 2-7 with all the vocabulary words. 9. Show the pictures again, but this time, ask, "Is it a ____?" Alternate between saying a correct and an incorrect word in the blank. 10. Have the class answer, "Yes, it is," or "No, it's a ____." 11. Invite individual students to come and tap each of the pictures to confirm the answers. 12. Repeat steps 9-11. 13. Show the pictures one more time. Ask the students to identify the words using a full sentence (e.g., "It's a cub."). 14. Ask, "What letters do you see in this word?" 15. Have a student come up and identify a letter. 16. Have the class repeat the name of the letter. 17. Repeat steps 13-16 until all letters in the words are identified. 	<p>Learn the words "chick," "kitten," "puppy," and "cub."</p>
<p>6. Worm Holes</p>	<p>Unit 1 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Worm Holes</i> from the Teacher Menu. 2. When a word is said, ask all the students to say the word aloud. 3. Ask the students if they see a picture of the word on the screen. If they can't see the word at first, wait until students can see the word. 4. Have the students point at the picture. 5. Choose two students to come to the screen and try to tap the picture as fast as they can. 6. Repeat steps 2-5 with the remaining words. 	



Lesson 1: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>7. Conversational Videos</p>	<p>Unit 1 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "What is it?" "I don't know," "Is it a ____?" "Yes, it is," and "No, it isn't." 3. Repeat the video as time allows. 	<p>Review the phrases "What is it?" "I don't know," "Is it a ____?" "Yes, it is," and "No, it isn't."</p>


<p>8. <i>Speak Up 1</i></p>	<p>Unit 1 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 1</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	
<p>9. Practice Phrases: <i>Hidden Picture</i></p>		<p>Vocabulary pictures (chick, kitten, puppy, cub, baby, picture)</p> <p>Envelope or folder to put the picture in</p> <p>Music the students enjoy</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures. 2. Have the class sit in a circle. 3. Put one of the pictures in the envelope or folder. 4. Start the music and have the class pass the envelope around the circle. 5. Randomly stop the music. 6. Have the class ask the student with the envelope, "What is it?" 7. Have the student say, "I don't know." 8. Have the student open the envelope and look at the picture but be careful not to show what it is. 9. Have the class ask, "Is it a ___?" 10. Have the student answer either, "Yes, it is," or "No, it isn't." 11. Have the class keep guessing until they guess correctly. 12. Have the student show the picture. 13. Repeat steps 3-12 with a new picture as time allows. 	
<p>10. <i>Hear! Hear!</i></p>	<p>Unit 1 - Listening tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Hear! Hear!</i> from the Teacher Menu. 2. Have the class listen to the conversation. 3. Have the class identify the picture that matches the conversation. 4. Choose a student to tap the picture. 5. Repeat until each student has a turn to tap a picture or all the phrases are played. 	

Break—5 mins

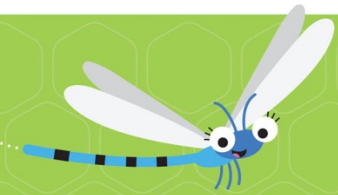
Lesson 2: Block A (20 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>11. <i>Word Flurry</i></p>	<p>Unit 1 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Word Flurry</i> from the Teacher Menu. 2. When a word is said, ask all the students to say the word aloud. 3. Ask the students if they see a picture of the word on the screen. 4. Choose two students to come to the screen and try to tap the picture first. 5. Repeat steps 2-4 with the remaining words. 6. Play the game again as time allows. 	<p>Review the words "chick," "kitten," "puppy," "cub," "baby," and "picture."</p>
<p>12. <i>Speak Up 2</i></p>	<p>Unit 1 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 2</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	
<p>13. Practice a Phrase: <i>Guess the Picture</i></p>		<p>Vocabulary pictures (chick, kitten, puppy, cub, baby, picture) with the label covered so the word can't be seen</p>	<ol style="list-style-type: none"> 1. Sit in front of the class with all the pictures in a pile on your lap, face down so you can't see what they are. 2. Lift the top picture above your head so you can't see what it is, but the class can. 3. Have the class ask you, "What is it?" 4. Say, "I don't know. Is it a ___?" 5. Have the class answer either, "Yes, it is," or "No, it isn't." 6. Keep guessing until you guess correctly. 7. Repeat steps 1-6 until you have guessed all the pictures. 8. Hold one of the vocabulary pictures against you so the class can't see what it is. 9. Ask the class, "What is it?" 10. Have the class respond, "I don't know. Is it a ___?" 11. Answer, "Yes, it is," or "No, it isn't." 12. Have the class keep guessing until they correctly guess the picture. 13. Repeat steps 8-12 with each of the pictures. 	<p>Review the phrases "What is it?" "I don't know," "Is it a ___?" "Yes, it is," and "No, it isn't."</p>



Lesson 2: Block B (20 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>14. <i>What Hit Kitten?</i></p>	<p>Unit 1 - Book tab</p> 		<p>Introduce the Title</p> <ol style="list-style-type: none"> 1. Show the book <i>What Hit Kitten?</i> from the Teacher Menu. 2. On the cover, point to the title and say, "This is the title of the book. The title is the name of the book." 3. Have the class repeat the word "title." 4. Put your hands together to look like a book and say "title." 5. Have the class repeat the action and say "title" with you. 6. Do the action and say, "The title of this book is <i>What Hit Kitten?</i>" 7. Have the class do the action and say, "The title of this book is <i>What Hit Kitten?</i>" 	<p>Share the book <i>What Hit Kitten?</i></p>
			<p>Introduce the Author</p> <ol style="list-style-type: none"> 1. Point to the author's name and say, "This is the author. The author writes the words in the book." 2. Have the class repeat the word "author." 3. Put one hand flat, palm up, and with the other hand pretend to write. Say "author." 4. Have the class repeat the action and say "author" with you. 5. Do the action and say, "The author of this book is Danny Eggers." 6. Have the class do the action and say, "The author of this book is Danny Eggers." 	
			<p>Introduce the Illustrator</p> <ol style="list-style-type: none"> 1. Point to the illustrator's name and say, "This is the illustrator. The illustrator draws the pictures." 2. Have the class repeat the word "illustrator." 3. Pretend to draw in the air and say "illustrator." 4. Have the class repeat the action and say "illustrator" with you. 5. Do the action and say, "The illustrator of this book is Diana Hernandez." 6. Have the class do the action and say, "The illustrator of this book is Diana Hernandez." 	
			<p>Make Predictions</p> <ol style="list-style-type: none"> 1. Point to the cover illustration and ask the class, "What do you see?" 2. Choose several students to tell what they see on the cover. 3. Guide the class in predicting what the story will be about. 4. Show the book. 5. After the narrator reads each page, have the class repeat what was said. 	

			<p>Read the Book</p> <ol style="list-style-type: none"> 1. Show the book again. 2. After each page is read, invite a student to tap an illustration or word to see if it is highlighted. 3. If a word is highlighted along with the illustration, point the word out to the class. Have students repeat the word. 4. Continue steps 4-5 throughout the book. 	
15. Goodbye			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know it's a kitten.") or "I can ____," (e.g., "I can ask, 'Is it a cub?'"). 3. Say goodbye to the class. 4. Have the students say goodbye in return. 	Review and wrap up.





Lesson 1: Block A (30 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 1 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "Puzzles" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Shake and Make	Unit 1 - Vocabulary tab 		<ol style="list-style-type: none"> 1. Play <i>Shake and Make</i> from the Teacher Menu. 2. Have the class read the word. 3. Click the move on arrow. 4. Choose a student to come to the front and tap the box to select a card. 5. Have the class say the word. 6. Choose another student to come to the front and shake out the letters. 7. Ask the class, "What is the first letter in the word?" 8. Have the class answer. 9. Choose a student to come to the front and drag the letter to the first spot. 10. Have the class write the letter with their finger in the air, on their leg, on their forearm, etc. 11. Repeat steps 5-8 with the remaining letters, having the class say all the letters in order as they make the word (e.g., After the second letter is placed have the class say "puppy, p, u." After the final letter is placed have the class say "puppy, p, u, p, p, y."). 12. Have the class read the word one last time. 13. Repeat steps 1-12 with all the words. 14. Repeat the activity as time allows 	Learn to read the words "chick," "kitten," "puppy," "cub," "baby," and "picture."

<p>5. Practice Reading Vocabulary Words: Pass the Picture</p>		<p>Vocabulary pictures (chick, kitten, puppy, cub, baby, picture) with the label covered so the word can't be seen</p> <p>Paper with one of the vocabulary words written on each sheet</p> <p>Music</p>	<ol style="list-style-type: none"> 1. Review all the vocabulary pictures and words. 2. Have the class sit in a circle. 3. Show the class how to pass the pictures and words around the circle without them being seen. 4. Give random students a vocabulary picture or word paper. 5. Start the music and have the students pass the pictures and words around the circle without looking at them. 6. Randomly stop the music. 7. Choose one of the students with a vocabulary picture to hold it above their head so the class can see it. but they can't see it. 8. The student with the picture asks, "Is it a ___?" (e.g., "Is it a puppy?") 9. The class answers, "Yes, it is," or "No, it isn't." 10. The student continues guessing until they guess correctly. 11. Have the students with the words look at the word and decide if their word matches the picture. 12. The student with the matching word says, "I have ___." 13. Have the student show the word to the class and have the class read the word. 14. Repeat steps 5-12 as time allows. 	
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Lesson 2: Block A (25 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
<p>6. <i>Big Picture</i> (Read Words)</p>	<p>Unit 1 - Literacy tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Big Picture</i> (Read Words) from the Teacher Menu. 2. Show the first word. 3. Point to the first letter and ask, "What sound does this letter make?" 4. Have the class say the sound. 5. Point to the second letter and ask, "What sound does this letter make?" 6. Have the class say the sound. 7. Point to the first letter in the word and say, "Blend." 8. Scoop your finger under the first and second letters as the class blends the two sounds together. 9. Point to the third letter and ask, "What sound does this letter make?" 10. Have the class say the sound. 11. Point to the first letter and say, "Blend." 12. Scoop your finger under all three letters as the class blends the sounds together. 13. Point to the first letter and say, "Read the word." 14. Slide your finger under the word as the class reads the word. 15. Show the next screen. 16. Point to the word and ask the class, "What's this word?" 17. If the class can't read the word, repeat steps 3-14 with the word. 18. If the class can read the word, repeat steps 15-18 with the remaining words. 	<p>Learn to decode and spell words ending in -ad and -at.</p>
<p>7. Spell Words</p>		<p>Pictures of rat, bat, hat, dad, mad, sad</p> <p>Cards with a, b, d, d, h, m, r, s, t, one letter on each card, a set for each student</p>	<ol style="list-style-type: none"> 1. Give each student a set of letter cards. 2. Show the picture of the rat. 3. Say, "Rat. What's the first sound in the word rat?" putting an emphasis on the first sound. 4. Have the class say the first sound. 5. Ask, "What is the first letter in the word rat?" 6. Have the class say the first letter in the word. 7. Have the students move the letter to make the word. 8. Repeat steps 2-6 with the remaining sounds in the word. 9. Have the class read the word. 10. Repeat steps 2-9 with all the words. 	

8. <i>Word Trace</i>	Unit 1 - Literacy tab 		<ol style="list-style-type: none"> 1. Play <i>Word Trace</i> from the Teacher Menu. 2. Have the class say the word. 3. Choose a student to come to the front and find the word. 4. Have the class say the word again. 5. Select a different student to come to the front and trace the word while the class writes the word with their fingers on their forearms, legs, in the air, etc. 6. Repeat steps 4-5 with the next two traces. 7. Have the class say the word again. 8. Have a student come to the front and write the word while the class writes the word with their fingers on their forearms, legs, in the air, etc. 9. Repeat steps 7-8 with one more student. 10. Choose the best word, or have the students vote on the word they feel is written the best. 11. Repeat the activity with the remaining words. 	Learn to read and write sight words.
9. Find Words		<p>Cards with the words a, the, has, is, one word on each card, a set for each student</p> <p>Paper with the words a, the, has, is, one word on each sheet, one set for you</p>	<ol style="list-style-type: none"> 1. Give each student a set of word cards. 2. Say, "Find the word ____." 3. Have the students find the word. 4. Hold up the paper with the word on it. 5. Have the class check that they found the correct word. 6. Have the class spell the word by tracing each letter with their finger as they say the letter. 7. Have the class say the word again. 8. Repeat steps 2-7 with all the words. 9. Have a student come to the front and randomly choose a word. 10. Have the students try to be the first to find the word and hold it up. 11. Have the students say they word as they trace the word with their fingers. 12. Repeat steps 9-11 as time allows. 	


Break—5 mins


Lesson 2: Block A (25 mins)

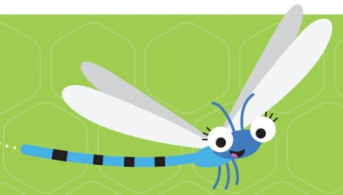
Activity	Teacher Menu	Preparation	Content	Objectives
<p>10. <i>Big Picture</i> (Read Words)</p>	<p>Unit 1 - Literacy tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Big Picture</i> (Read Words) from the Teacher Menu. 2. Show the first word. 3. Point to the first letter and ask, "What sound does this letter make?" 4. Have the class say the sound. 5. Point to the second letter and ask, "What sound does this letter make?" 6. Have the class say the sound. 7. Point to the first letter in the word and say, "Blend." 8. Scoop your finger under the first and second letters as the class blends the two sounds together. 9. Point to the third letter and ask, "What sound does this letter make?" 10. Have the class say the sound. 11. Point to the first letter and say, "Blend." 12. Scoop your finger under all three letters as the class blends the sounds together. 13. Point to the first letter and say, "Read the word." 14. Slide your finger under the word as the class reads the word. 15. Show the next screen. 16. Point to the word and ask the class, "What's this word?" 17. If the class can't read the word, repeat steps 3-14 with the word. 18. If the class can read the word, repeat steps 15-18 with the remaining words. 	<p>Learn to decode and spell words ending in -ad and -at.</p>
<p>11. Spell Words</p>		<p>Pictures of rat, bat, hat, dad, mad, sad</p> <p>Cards with a, b, d, d, h, m, r, s, t, one letter on each card, a set for each student</p>	<ol style="list-style-type: none"> 1. Give each student a set of letter cards. 2. Show the picture of the rat. 3. Say, "Rat. What's the first sound in the word rat?" putting an emphasis on the first sound. 4. Have the class say the first sound. 5. Ask, "What is the first letter in the word rat?" 6. Have the class say the first letter in the word. 7. Have the students move the letter to make the word. 8. Repeat steps 2-6 with the remaining sounds in the word. 9. Have the class read the word. 10. Repeat steps 2-9 with all the words. 	

<p>12. <i>Word Trace</i></p>	<p>Unit 1 - Literacy tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Word Trace</i> from the Teacher Menu. 2. Have the class say the word. 3. Choose a student to come to the front and find the word. 4. Have the class say the word again. 5. Select a different student to come to the front and trace the word while the class writes the word with their fingers on their forearms, legs, in the air, etc. 6. Repeat steps 4-5 with the next two traces. 7. Have the class say the word again. 8. Have a student come to the front and write the word while the class writes the word with their fingers on their forearms, legs, in the air, etc. 9. Repeat steps 7-8 with one more student. 10. Choose the best word, or have the students vote on the word they feel is written the best. 11. Repeat the activity with the remaining words. 	
<p>13. Find Words</p>		<p>Cards with the words a, the, has, is, one word on each card, a set for each student</p> <p>Paper with the words a, the, has, is, one word on each sheet, one set for you</p>	<ol style="list-style-type: none"> 1. Give each student a set of word cards. 2. Say, "Find the word ____." 3. Have the students find the word. 4. Hold up the paper with the word on it. 5. Have the class check that they found the correct word. 6. Have the class spell the word by tracing each letter with their finger as they say the letter. 7. Have the class say the word again. 8. Repeat steps 2-7 with all the words. 9. Have a student come to the front and randomly choose a word. 10. Have the students try to be the first to find the word and hold it up. 11. Have the students say they word as they trace the word with their fingers. 12. Repeat steps 9-11 as time allows. 	<p>Learn to read and write sight words.</p>


Lesson 2: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>14. <i>Conversational Videos</i></p>	<p>Unit 1 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "What is it?" "I don't know," "Is it a ____?" "Yes, it is," and "No, it isn't." 3. Repeat the video if time allows. 	<p>Review the phrases "What is it?" "I don't know," "Is it a ____?" "Yes, it is," and "No, it isn't."</p>

<p>15. <i>What Hit Kitten?</i></p>	<p>Unit 1 - Book tab</p> 	<p>Vocabulary pictures (puppy, cub, turtle, bird, ball, rock, egg, chick)</p>	<ol style="list-style-type: none"> 1. Show the book <i>What Hit Kitten?</i> from the Teacher Menu. 2. After the narrator reads each page, have the class repeat what was said. 3. After the book is read, place the pictures of the puppy, cub, turtle, and bird on the board. 4. Point to the picture of the puppy. 5. Ask, "Who does Kitten see first?" 6. Have the class say, "Kitten sees Puppy first." 7. Repeat with the remaining animals (puppy first, cub second, turtle third, bird last). 8. Show the book again. 9. As the book is read, choose a student to come to the front and match the animals to the object the animals thought hit Kitten: <ul style="list-style-type: none"> • puppy - ball • cub - rock • turtle - egg • bird - chick 10. After the book is finished, have the students help retell the story (e.g., Kitten is hit. Puppy thinks it's a ball, etc.). 	<p>Share the book <i>What Hit Kitten?</i></p>
<p>16. Goodbye</p>			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know the word 'dad.'") or "I can ____," (e.g., "I can read the word 'sat.'"). 3. Say goodbye to the class. 4. Have the students say goodbye. 	<p>Review and wrap up.</p>




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Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 1 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "Puzzles" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Review Actions: <i>Clothes Relay</i>		<p>Vocabulary pictures (shoes, socks, shirt, pants, jacket)</p> <p>Shoes, socks, shirt, pants, jacket, a set of clothes for each team, big enough that all students can put them on</p> <p>A basket or container for each team</p>	<ol style="list-style-type: none"> 1. Divide the class into teams. 2. Have the teams line up at one end of the room. 3. Put a set of clothes in each basket and put each team's basket at the other end of the room. 4. Have the first student in each line run to the basket. 5. Show the rest of the class one of the vocabulary pictures. 6. Have the class say, "Put on your ____." 7. Have the students at the baskets find that clothing item, put it on, run back to their line, take the item of clothing off, and hand it to the next student in line. 8. The first student to hand the clothing item to their teammate gets a point. 9. Have the next student in each line run the article of clothing back to the basket. 10. Repeat steps 5-9 until every student has put on an article of clothing. 11. Repeat the activity as time allows. 	Review the action "put on your ____."

<p>5. Review More Words: <i>Find Animals</i></p>		<p>Vocabulary pictures (chick, kitten, puppy, cub, computer, truck, lunchbox, robot) with the label covered so the word can't be seen</p> <p>Music</p>	<ol style="list-style-type: none"> 1. Review all the vocabulary pictures. 2. Have the class sit in a circle. 3. Show the class how to pass the picture around the circle without the picture being seen. 4. Give each vocabulary picture to a different student. 5. Have one of the students without a picture stand in the middle of the circle with their eyes closed and their hands over their eyes. 6. Start the music and have the students start passing the pictures around the circle. 7. Stop the music and have the student in the middle uncover their eyes and open them. 8. Have the student in the middle of the circle ask one of the students holding a picture, "Is it an animal?" 9. The student holding the picture will show their picture to the class and say, "Yes, it is," or "No, it isn't." 10. Have the class identify the picture and say, "It's a ____." 11. Repeat steps 8-10 until all four animals have been found. 12. Choose a new student to stand in the middle. 13. Repeat steps 6-12 as time allows. 	<p>Review the word "animals."</p>
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Lesson 1: Block B (20 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
<p>6. <i>Sentence Slinger</i></p>	<p>Unit 1 - Literacy tab</p> 	<p>Paper</p> <p>Pencils</p>	<ol style="list-style-type: none"> 1. Play <i>Sentence Slinger</i> from the Teacher Menu. 2. Point to a word and say, "This is a word." 3. Point to each word and have the class read them. 4. Slide your finger under the whole sentence and say, "This is a sentence." 5. Have the class read the sentence again. 6. Ask, "Which picture matches?" 7. Have the students point to the picture that matches the sentence. 8. Choose a student to come to the front and tap the picture. 9. Repeat steps 2-5 with each sentence. 10. Repeat the activity until the students are comfortable comprehending the sentences. 11. If the students are able and time allows, give each student paper and a pencil. Have them write one of the sentences and then draw a picture to go with it. 	<p>Comprehend sentences.</p>

<p>7. Make Sentences</p>		<p>Cards with the words rat, bat, hat, at, dad, bad, mad, sad, a, has, the, is, one word on each card, a set for each student</p> <p>Paper with the words rat, bat, hat, at, dad, bad, mad, sad, a, has, the, is, one word on each sheet, one set for you</p>	<ol style="list-style-type: none"> 1. Make up a sentence that uses some of the words on the cards. 2. Say the sentence to the class. 3. Say, "Find the first word in the sentence ____." 4. Have the students find the word and hold it up. 5. Have the class say the first word in the sentence. 6. Have the students move the word to make the sentence. 7. Choose a student to come to the front and find the word on the paper. 8. Repeat steps 2-7 until the sentence is complete. 9. Draw a period at the end of the sentence. 10. Say "period." 11. Have the students point their finger and tap the end of the sentence. 12. Have the students say "period." 13. Explain to the class that we use a period to show the sentence is done. 14. Repeat steps 1-12 with different sentences as time allows. 	<p>Review decodable words and sight words.</p>
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Break—5 mins

Lesson 2: Block A (25 mins)

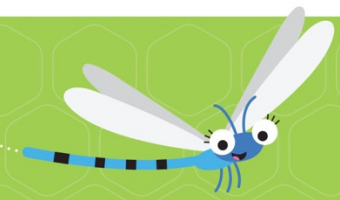
Activity	Teacher Menu	Preparation	Content	Objectives
<p>8. Conversational Videos</p>	<p>Unit 1 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "What is it?" "I don't know," "Is it a ____?" "Yes, it is," and "No, it isn't." 	<p>Review the phrases "What is it?" "I don't know," "Is it a ____?" "Yes, it is," and "No, it isn't."</p>
<p>9. Speak Up 1</p>	<p>Unit 1 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 1</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	<p>Review the phrases "What is it?" "I don't know," "Is it a ____?" "Yes, it is," and "No, it isn't."</p>

<p>10. <i>Speak Up 2</i></p>	<p>Unit 1 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 2</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	
<p>11. Review Vocabulary Words: Match Words and Pictures</p>		<p>Vocabulary pictures (chick, kitten, puppy, cub, baby, picture) with the label covered so the word can't be seen</p> <p>Papers with chick, kitten, puppy, cub, baby, picture written on them</p>	<ol style="list-style-type: none"> 1. Hold up the first vocabulary picture. 2. Ask, "What is it?" and shrug your shoulders. 3. Have the class answer, "It's a ____." 4. Repeat steps 1-3 with all the vocabulary pictures. 5. Hold up the first vocabulary word. 6. Ask, "What's this word?" 7. Have the class answer, "It's ____." 8. Choose a student to match the word with the picture. 9. Repeat steps 6-8 with all the words. 10. Mix up the pictures and repeat the activity as time allows. 	<p>Review the words "chick," "kitten," "puppy," "cub," "baby," and "picture."</p>



Lesson 2: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>12. <i>Listen and Move Project</i></p>	<p>Unit 1 - Listening tab</p> 	<p>Listen and Move project enough for each student</p> <p>Pencil or crayon</p>	<ol style="list-style-type: none"> 1. Give each student a <i>Listen and Move</i> worksheet. Make sure they have a pencil or crayon. 2. Play <i>Listen and Move</i> from the Teacher Menu. 3. Play the first audio and have the students listen. 4. When the audio finishes, have the students draw a line from the correct object to the correct location. 5. Choose a student to come to the screen and move the object to the correct location. 6. Have the students check their answers and make corrections as needed. 7. Have the students repeat the phrase (e.g., "The banana is on the chair."). 8. Repeat steps 3-8 for the remaining audio instructions. 9. Tell the students to take the project home and talk about it with their parents. 	<p>Show what you learned.</p>

13. Goodbye			<ol style="list-style-type: none">1. Wrap up the class.2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know animals.") or "I can ____," (e.g., "I can read the word 'kitten.'").3. Say goodbye to the class.4. Have the students say goodbye.	Review and wrap up.
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Lesson 1: Block A (30 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review classroom rules as necessary.	
3. Sing a Song	Unit 1 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "Puzzles" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. <i>Three Chicks</i>	Unit 1 - Value tab 		<p>Introduce the Title</p> <ol style="list-style-type: none"> 1. Show the book <i>Three Chicks</i> from the Teacher Menu. 2. On the cover, point to the title and say, "This is the title of the book. The title is the name of the book." 3. Have the class repeat the word "title." 4. Put your hands together to look like a book and say "title." 5. Have the class repeat the action and say "title" with you. 6. Do the action and say, "The title of this book is <i>Three Chicks</i>." 7. Have the class do the action and say, "The title of this book is <i>Three Chicks</i>." 	Learn the value courage.
			<p>Introduce the Author</p> <ol style="list-style-type: none"> 1. Point to the author's name and say, "This is the author. The author writes the words." 2. Have the class repeat the word "author." 3. Pretend to write on the palm of your hand. Say "author." 4. Have the class repeat the action and say "author" with you. 5. Do the action and say, "The author of this book is Shar Peterson." 6. Have the class do the action and say, "The author of this book is Shar Peterson." 	

		<p>Introduce the Illustrator</p> <ol style="list-style-type: none"> 1. Point to the illustrator’s name and say, “This is the illustrator. The illustrator draws the pictures.” 2. Have the class repeat the word “illustrator.” 3. Pretend to draw in the air and say “illustrator.” 4. Have the class repeat the action and say “illustrator” with you. 5. Do the action and say, “The illustrator of this book is Erin Taylor.” 6. Have the class do the action and say, “The illustrator of this book is Erin Taylor.” 	
		<p>Make Predictions</p> <ol style="list-style-type: none"> 1. Point to the cover illustration and ask the class, “What do you see?” 2. Choose several students to tell what they see on the cover. 3. Guide the class in predicting what the story will be about. 	
		<p>Read the Story</p> <ol style="list-style-type: none"> 1. Read the story. Have the class act like the scared chick. 2. After the book is over ask the class how the chick feels at first (scared). 3. Ask how the chick feels at the end of the book (happy). 4. Ask why the chick feels that way (He can fly.). 5. Say, “I can do new things, even when I’m scared.” 6. Have the class repeat, “I can do new things, even when I’m scared.” 7. Say, “I can have courage.” 8. Have the class repeat, “I can have courage.” 	
		<ol style="list-style-type: none"> 1. Show the book <i>Three Chicks</i> from the Teacher Menu. 2. Have 6 students act out the story. <ul style="list-style-type: none"> • scared chick • momma chick • two chicks that fly • two frogs 3. Show the story again and have different students act out the story. 4. Repeat as time allows. 	

Lesson 1: Block B (15 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
<p>5. Review Actions: Clothes Relay</p>		<p>Vocabulary picture (shoes, socks, shirt, pants, jacket)</p> <p>Shoes, socks, shirt, pants, jacket, a set of clothes for each team, big enough that all students can put them on</p> <p>A basket or container for each team</p>	<ol style="list-style-type: none"> 1. Divide the class into teams. 2. Have the teams line up at one end of the room. 3. Put a set of clothes in the baskets and put each team’s basket at the other end of the room. 4. Have the first student in each line run to the basket. 5. Show the rest of the class one of the vocabulary pictures. 6. Have the class say, “Put on your ____.” 7. Have the students at the baskets find that clothing item, put it on, run back to their line, take the item of clothing off, and hand it to the next student in line. 8. The first student to hand the clothing item to their teammate gets a point. 9. Have the next student in each line run the article of clothing back to the basket. 10. Repeat steps 5-9 until every student has put on an article of clothing. 11. Repeat the activity as time allows. 	<p>Review the action “put on your ____.”</p>
<p>6. Review More Words: <i>Find Animals</i></p>		<p>Vocabulary Pictures (chick, kitten, puppy, cub, computer, truck, lunchbox, robot) with the labels covered so the words can’t be seen</p> <p>Music</p>	<ol style="list-style-type: none"> 1. Review all the vocabulary pictures. 2. Have the class sit in a circle. 3. Show the class how to pass the picture around the circle without the picture being seen. 4. Give each vocabulary picture to a different student. 5. Have a student without a picture stand in the middle of the circle with their hands over their eyes and their eyes closed. 6. Start the music and have the students start passing the pictures around the circle. 7. Stop the music and have the student in the middle uncover their eyes and open them. 8. Have the student in the middle of the circle ask one of the students holding a picture, “Is it an animal?” 9. The student holding the picture will show their picture to the class and say, “Yes, it is,” or “No, it isn’t.” 10. Have the class then identify the picture saying, “It’s a ____.” 11. Repeat steps 8-10 until all four animals have been found. 12. Choose a new student to stand in the middle with their eyes closed and hands over their eyes. 13. Repeat steps 6-12 as time allows. 	<p>Review the word “animals.”</p>

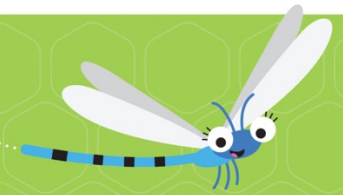
Break—5 mins

Lesson 2: Block A (15mins)




Activity	Teacher Menu	Preparation	Content	Objectives
<p>7. Practice Vocabulary Words in a Phrase: <i>Pass the Picture</i></p>		<p>Vocabulary words (chick, kitten, puppy, cub, baby, picture) with the picture covered so only the word can be seen</p> <p>Music</p>	<ol style="list-style-type: none"> 1. Review all the vocabulary pictures. 2. Have the class sit in a circle. 3. Show the class how to pass the picture around the circle without the word being seen. 4. Give one student a vocabulary word. 5. Start the music and have the students pass the word around the circle. Make sure the word is face down, so the students can't see it. 6. Randomly stop the music. 7. The student with the vocabulary word holds the word above their head so the class can read it but they can't see it. 8. The student with the word asks, "Is it a ___?" (e.g., "Is it a puppy?") 9. The class answers, "Yes, it is," or "No, it isn't." 10. The student continues guessing until they guess correctly. 11. Repeat steps 2-9 with a new word. 12. Repeat the activity as time allows. 	<p>Review the phrases "What is it?" "I don't know," "Is it a ___?" "Yes, it is," and "No, it isn't."</p>
<p>8. Practice Vocabulary Words: <i>See and Spell Project</i></p>		<p>Vocabulary pictures (chick, kitten, puppy, cub)</p> <p>See and Spell project for each student</p> <p>Pencils</p> <p>Crayons</p>	<ol style="list-style-type: none"> 1. Review each of the vocabulary pictures and words with the class. 2. Give each student a <i>See and Spell</i> project, pencils, and crayons. 3. Have students write their name at the top of the project. 4. Have the students spell each of the words on their project page. 5. If the students need extra support, display the vocabulary pictures for the students to see. 6. When the students have finished spelling each of the words, have them color the pictures. 7. While students are working, walk around the classroom and make sure the students have correctly spelled the words. Have the students practice reading the words. 8. As the students finish their project, have them get with a partner, read the words on their paper, and share their pictures. 9. Tell the students to take the project home and talk about it with their parents. 	<p>Review the words "chick," "kitten," "puppy," "cub," "baby," and "picture."</p>



Lesson 2: Block B (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>9. <i>Miss Daisy</i></p>	<p>Unit 1 - Speaking tab</p> 		<ol style="list-style-type: none"> 13. Play <i>Miss Daisy</i> from the Teacher Menu. 14. Have students respond to the people in the video when they are prompted to speak. 15. Evaluate what the class says. 16. If the class answers correctly, press the button to move on. 17. If the class answers incorrectly, repeat the question and prompt the class to say the correct answer. 	<p>Practice speaking.</p>
<p>10. Practice Vocabulary Words: <i>Read and Write My Name Project</i></p>		<p><i>Read and Write My Name project</i> for each student,</p> <p>Pencil</p> <p>Pre-written students' name on the first line of each of their projects</p>	<ol style="list-style-type: none"> 1. Give each student their <i>Read and Write My Name</i> project with their name pre-written on the top line and a pencil. 2. Have the students read their name. 3. Have the students point to the first letter in their name. 4. Help the students realize that names all start with Capital letters. 5. Have the students trace their pre-written name saying, "Capital ____, ____, ____" (e.g., "Capital A, n, n, Ann."). 6. Have the students write their name as many times as they can on their project saying, "Capital ____, ____, ____" each time they write it. 7. While students are working, walk around the classroom and provide support and correction as needed. 8. Once the students have finished their project, have them get with a partner. 9. Have the students show each other their projects and say, "My name is ____." 10. Have the students find a new partner and repeat step 7. 11. If time allows have the class practice reading their classmates names. 12. Tell the students to take the project home and talk about it with their parents. 	<p>Read, write, and say their names.</p>
<p>11. Goodbye</p>			<ol style="list-style-type: none"> 18. Wrap up the class. 19. Review with the class what they learned by having them say, "I know ____,_" (e.g., "I know baby animals.") or "I can ____,_" (e.g., "I can show courage."). 20. Say goodbye to the class. 21. Have the students say goodbye in return. 	<p>Review and wrap up.</p>






Lesson 1: Block A (30 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 2 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "What Do You Want?" from the Teacher Menu. 2. Have the students watch the video of the song to become familiar with the music and lyrics. 	Learn the phrases "What do you want?" "I want___," "Here you are," "please," and "thank you."
		Pictures of potato, tomato, berry, cherry, peas, cheese	<ol style="list-style-type: none"> 1. Teach the vocabulary words "potato," "tomato," "berry," "cherry," "peas," and "cheese." 2. Create actions for the words with the students. 3. Have the class practice the words and actions until they are comfortable with them. 	
	Unit 2 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "What Do You Want?" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	
4. Conversational Videos	Unit 2 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "What do you want?" "I want___," "Here you are," "please," and "thank you." 3. Repeat the video as time allows. 	

<p>5. Big Picture (Vocabulary)</p>	<p>Unit 2 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu. 2. Show the first picture. 3. Ask, "What is it?" and shrug your shoulders. 4. Have the class say, "It's (a) ____." 5. If possible, have the students do an action for the vocabulary word. 6. If they don't know what the picture is, have the class say, "I don't know." Tap the board. Say, "It's (a) ____." 7. Have the class repeat the sentence. 8. Repeat steps 2-7 with all the vocabulary words. 9. Show the pictures again, but this time, ask, "Is it (a) ____?" Alternate between saying a correct and an incorrect word in the blank. 10. Have the class answer, "Yes, it is," or "No, it's (a) ____." 11. Invite individual students to come and tap each of the pictures to confirm the answers. 12. Repeat steps 9-11. 13. Show the pictures one more time. Ask the students to identify the words using a full sentence (e.g., "It's a fork.>"). 14. Ask, "What letters do you see in this word?" 15. Have a student come up and identify a letter. 16. Have the class repeat the name of the letter. 17. Repeat steps 13-16 until all letters in the words are identified. 	<p>Learn the words "fork," "potato," "noodles," and "meatballs."</p>
<p>6. Worm Holes</p>	<p>Unit 2 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Worm Holes</i> from the Teacher Menu. 2. When a word is said, ask all the students to say the word aloud. 3. Ask the students if they see a picture of the word on the screen. If they can't see the word at first, wait until students can see the word. 4. Have the students point at the picture. 5. Choose two students to come to the screen and try to tap the picture as fast as they can. 6. Repeat steps 2-5 with the remaining words. 	



Lesson 1: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>7. Conversational Videos</p>	<p>Unit 2 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 1. Have the class repeat the target phrases "What do you want?" "I want____," "Here you are," "please," and "thank you." 2. Repeat the video as time allows. 	<p>Review the phrases "What do you want?" "I want____," "Here you are," "please," and "thank you."</p>

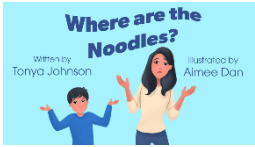
<p>8. <i>Speak Up 1</i></p>	<p>Unit 2 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 1</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	
<p>9. Practice Phrases: <i>Restaurant</i></p>		<p>Vocabulary pictures (noodles, apple, fork, potato, meatballs), enough sets for each group</p>	<ol style="list-style-type: none"> 1. Divide the class into groups of two or three students. 2. Have two students sit on the floor as "customers." 3. The third student holds the set of pictures and is the "waiter." 4. One or two students who are the customers order from the waiter. 5. Have the waiter says, "What do you want?" 6. Have each of the customer students order items by saying, "I want___, please." 7. Have the waiter student lay down that picture in front of the student and say, "Here you are." 8. Have the customer say "Thank you." 9. Students must continue asking until all the pictures are gone from the waiter's hand. 10. Repeat the game until all the students get a turn playing the different roles. 	
<p>10. <i>Hear! Hear!</i></p>	<p>Unit 2 - Listening tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Hear! Hear!</i> from the Teacher Menu. 2. Have the class listen to the conversation. 3. Have the class identify the picture that matches the conversation. 4. Choose a student to tap the picture. 5. Repeat until each student has a turn to tap a picture or all the phrases are played. 	

Break—5 mins

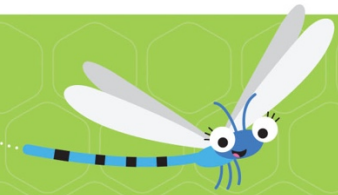
Lesson 2: Block A (20 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>11. <i>Word Flurry</i></p>	<p>Unit 2 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Word Flurry</i> from the Teacher Menu. 2. When a word is said, ask all the students to say the word aloud. 3. Ask the students if they see a picture of the word on the screen. 4. Choose two students to come to the screen and try to tap the picture first. 5. Repeat steps 2-4 with the remaining words. 6. Play the game again as time allows. 	
<p>12. Practice Vocabulary Words in a Phrase: <i>We Don't Have a Fork!</i></p>		<p>Vocabulary pictures (fork, potato, noodles, meatballs) with the labels covered so the words can't be seen, two of each</p> <p>Music the students like</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures with the class. 2. Have the students stand in a circle. 3. Give four student a picture, so the class can't see it. 4. Start the music and have the students pass the pictures around the circle. 5. Randomly stop the music. 6. Point to a student with a picture. 7. If the student has a picture of food, have the student say, "I want (a) _____," (e.g., I want noodles.) 8. If the student has a picture of the fork, have the class say, "Oh no! We don't have a fork," and have the student sit down in the middle of the circle. 9. Repeat steps 4-8 until only one student is left. 1. Repeat the activity as time allows. 	<p>Review the words "fork," "potato," "noodles," and "meatballs."</p>
<p>13. <i>Speak Up 2</i></p>	<p>Unit 2 - Speaking tab</p> 		<ol style="list-style-type: none"> 2. Play <i>Speak Up 2</i> from the Teacher Menu. 3. Have the class practice saying the phrase in the activity. 4. Divide the class into groups. 5. Play the video several more times, having different groups repeat the phrase. 	<p>Review the phrases "What do you want?" "I want _____," "Here you are," "please," and "thank you."</p>



Lesson 2: Block B (20 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>14. <i>Where Are the Noodles?</i></p>	<p>Unit 2 - Book tab</p> 		<p>Introduce the Title</p> <ol style="list-style-type: none"> 1. Show the book <i>Where Are the Noodles?</i> from the Teacher Menu. 2. On the cover, point to the title and say, "This is the title of the book. The title is the name of the book." 3. Have the class repeat the word "title." 4. Put your hands together to look like a book and say "title." 5. Have the class repeat the action and say "title" with you. 6. Do the action and say, "The title of this book is <i>Where Are the Noodles?</i>" 7. Have the class do the action and say, "The title of this book is <i>Where Are the Noodles?</i>" <p>Introduce the Author</p> <ol style="list-style-type: none"> 1. Point to the author's name and say, "This is the author. The author writes the words in the book." 2. Have the class repeat the word "author." 3. Put one hand flat, palm up, and with the other hand pretend to write. Say "author." 4. Have the class repeat the action and say "author" with you. 5. Do the action and say, "The author of this book is Tonya Johnson." 6. Have the class do the action and say, "The author of this book is Tonya Johnson." <p>Introduce the Illustrator</p> <ol style="list-style-type: none"> 1. Point to the illustrator's name and say, "This is the illustrator. The illustrator draws the pictures." 2. Have the class repeat the word "illustrator." 3. Pretend to draw in the air and say "illustrator." 4. Have the class repeat the action and say "illustrator" with you. 5. Do the action and say, "The illustrator of this book is Aimee Dan." 6. Have the class do the action and say, "The illustrator of this book is Aimee Dan." <p>Make Predictions</p> <ol style="list-style-type: none"> 1. Point to the cover illustration and ask the class, "What do you see?" 2. Choose several students to tell what they see on the cover. 3. Guide the class in predicting what the story will be about. 4. Show the book. 5. After the narrator reads each page, have the class repeat what was said. 	<p>Share the book <i>Where Are the Noodles?</i></p>

			<p>Read the Book</p> <ol style="list-style-type: none"> 1. Show the book again. 2. After each page is read, invite a student to tap an illustration or word to see if it is highlighted. 3. If a word is highlighted along with the illustration, point the word out to the class. Have students repeat the word. 4. Continue steps 4-5 throughout the book. 	
15. Goodbye			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know _____," (e.g., "I know it's a potato.") or "I can _____," (e.g., "I can ask, 'What do you want?'"). 3. Say goodbye to the class. 4. Have the students say goodbye in return. 	Review and wrap up.




Lesson 1: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 2 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "What Do You Want" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Shake and Make	Unit 1 - Vocabulary tab 		<ol style="list-style-type: none"> 1. Play <i>Shake and Make</i> from the Teacher Menu. 2. Have the class read the word. 3. Click the move on arrow. 4. Choose a student to come to the front and tap the box to select a card. 5. Have the class say the word. 6. Choose another student to come to the front and shake out the letters. 7. Ask the class, "What is the first letter in the word?" 8. Have the class answer. 9. Choose a student to come to the front and drag the letter to the first spot. 10. Have the class write the letter with their finger in the air, on their leg, on their forearm, etc. 11. Repeat steps 5-8 with the remaining letters, having the class say all the letters in order as they make the word (e.g., After the second letter is placed, have the class say "fork, f, o." After the final letter is placed have the class say "fork, f, o, r, k.>"). 12. Have the class read the word one last time. 13. Repeat steps 1-12 with all the words. Repeat the activity as time allows 	Review the words "fork," "potato," "noodles," "meatballs," "apple," and "kitchen."

5. Practice Reading Vocabulary Words in a Phrase: Seek and Find		Vocabulary pictures (fork, potato, noodles, meatballs, apple, kitchen), enough for half the class Paper with one of the vocabulary words written on each sheet, enough for the other half the class	<ol style="list-style-type: none"> 1. Give every student a picture or word so the rest of the class can't see it. 2. Say, "Go!" 3. Have the students with a vocabulary picture try to find the student who has the word that matches by walking up to a student with a vocabulary word and asking, "What do you want?" 4. Have the student with the word answer, "I want ____, please". 5. If the first student has the matching picture, have them say, "Here you are," and have the two students sit down together. 6. If the first student has a different picture, have them say, "No, I don't have ____." 7. Have the students repeat steps 3-6 until all the students are sitting. 8. Give the students new pictures or words and repeat the activity. 	Review the phrases "What do you want?" "I want____," "Here you are," "please," and "thank you."
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Lesson 1: Block B (20 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
6. Learn More Words: Beautiful or Ugly		Pictures of a beautiful dog, an ugly dog, a beautiful lamp and an ugly lamp, a beautiful car and an ugly car, a beautiful jacket and an ugly jacket Paper with the word "beautiful" written on it Paper with the word "ugly" written on it	<ol style="list-style-type: none"> 1. Hold up the paper with beautiful written on it and say "beautiful." 2. Have the class repeat the word. 3. Say "beautiful" again and put the paper on one side of the board. 4. Hold up the paper with the ugly written on it and say "ugly." 5. Have the class repeat the word. 6. Say "ugly" again and put the paper on the other side of the board. 7. Show the picture of the beautiful dog and say "beautiful." 8. Put the picture under the paper with the word "beautiful" on it. 9. Show the picture of the ugly dog and say "ugly." 10. Put the picture under the paper with the word "ugly" on it. 11. Have a student come to the front and choose a picture. 12. Have the student place the picture under the proper paper, beautiful or ugly. 13. Have the student say "beautiful" or "ugly," depending on the picture. 14. If the student chooses the incorrect label, point to the picture, say the correct label, and have the student try again, saying the correct label. 15. Have the class repeat the correct label, "beautiful" or "ugly." 	Learn the words "beautiful" and "ugly."
7. At Your Command	Unit 2 - Action tab 		<ol style="list-style-type: none"> 1. Play <i>At Your Command</i> from the Teacher Menu. 2. Have the class listen to the command twice. 3. Have the class say the command. 4. Evaluate what the class says and tap the corresponding correct or incorrect button. 5. Repeat video as time allows. 	Learn the action "take off your ____."

<p>8. Practice an Action: <i>Take off Your Shoes</i></p>			<ol style="list-style-type: none"> 1. Say, "Take off your shoes." 2. Take off your shoes. 3. Have the students repeat, "Take off your shoes." 4. Have the students remove their shoes. 5. Say, "Put on your shoes," and have the students follow the command. 6. Say, "Take off your shoes," and have the students follow the command. 7. Repeat several times until the students are comfortable saying the command and doing the action. 8. Choose different students to come to the front and give the class the commands. 9. Have the class follow the commands. 10. Repeat as time allows. 	
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Break—5 mins

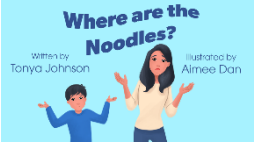
Lesson 2: Block A (25 mins)

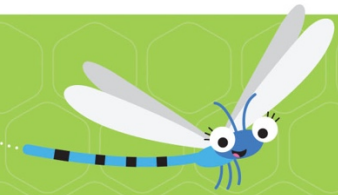
Activity	Teacher Menu	Preparation	Content	Objectives
<p>9. <i>Big Picture</i> (Read Words)</p>	<p>Unit 2 - Literacy tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Big Picture</i> (Read Words) from the Teacher Menu. 2. Show the first word. 3. Point to the first letter and ask, "What sound does this letter make?" 4. Have the class say the sound. 5. Point to the second letter and ask, "What sound does this letter make?" 6. Have the class say the sound. 7. Point to the first letter in the word and say, "Blend." 8. Scoop your finger under the first and second letters as the class blends the two sounds together. 9. Point to the third letter and ask, "What sound does this letter make?" 10. Have the class say the sound. 11. Point to the first letter and say, "Blend." 12. Scoop your finger under all three letters as the class blends the sounds together. 13. Point to the first letter and say, "Read the word." 14. Slide your finger under the word as the class reads the word. 15. Show the next screen. 16. Point to the word and ask the class, "What's this word?" 17. If the class can't read the word, repeat steps 3-14 with the word. 18. If the class can read the word, repeat steps 15-18 with the remaining words. 	<p>Learn to decode and spell words ending in -ad and -at.</p>
<p>10. Spell Words</p>		<p>Pictures of fat, sat, cat, mat, mad, sad, dad</p> <p>Cards with a, f, t, s, c, m, d, d one letter on each card, a set for each student</p>	<ol style="list-style-type: none"> 1. Give each student a set of letter cards. 2. Show the picture of the cat. 3. Say, "Cat. What's the first sound in the word cat?" putting an emphasis on the first sound. 4. Have the class say the first sound. 5. Ask, "What is the first letter in the word cat?" 6. Have the class say the first letter in the word. 7. Have the students move the letter to make the word. 8. Repeat steps 2-6 with the remaining sounds in the word. 9. Have the class read the word. 10. Repeat steps 2-9 with all the words. 	

11. <i>Word Trace</i>	Unit 2 - Literacy tab 		<ol style="list-style-type: none"> 1. Play <i>Word Trace</i> from the Teacher Menu. 2. Have the class say the word. 3. Choose a student to come to the front and find the word. 4. Have the class say the word again. 5. Select a different student to come to the front and trace the word while the class writes the word with their fingers on their forearms, legs, in the air, etc. 6. Repeat steps 4-5 with the next two traces. 7. Have the class say the word again. 8. Have a student come to the front and write the word while the class writes the word with their fingers on their forearms, legs, in the air, etc. 9. Repeat steps 7-8 with one more student. 10. Choose the best word, or have the students vote on the word they feel is written the best. 11. Repeat the activity with the remaining words. 	
12. <i>Find Words</i>		<p>Cards with the words a, has, the, is, one word on each card, a set for each student</p> <p>Paper with the words a, the, has, is, one word on each sheet, one set for you</p>	<ol style="list-style-type: none"> 1. Give each student a set of word cards. 2. Say, "Find the word ____." 3. Have the students find the word. 4. Hold up the paper with the word on it. 5. Have the class check that they found the correct word. 6. Have the class spell the word by tracing each letter with their finger as they say the letter. 7. Have the class say the word again. 8. Repeat steps 2-7 with all the words. 9. Have a student come to the front and randomly choose a word. 10. Have the students try to be the first to find the word and hold it up. 11. Have the students say they word as they trace the word with their fingers. 12. Repeat steps 9-11 as time allows. 	Learn to read and write sight words.


Lesson 2: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
13. <i>Conversational Videos</i>	Unit 2 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "What do you want?" "I want____," "Here you are," "please," and "thank you." 3. Repeat the video if time allows. 	Review the phrases "What do you want?" "I want____," "Here you are," "please," and "thank you."

<p>14. Where Are the Noodles?</p>	<p>Unit 2 - Book tab</p> 	<p>Vocabulary pictures (floor, door, bear, chair, cat, hat, car)</p>	<ol style="list-style-type: none"> 1. Write the word "on" on the board. 2. Say "on" and have the class repeat the word. 3. Draw a circle on a line next to the word "on." 4. Say, "The circle is on the line," and have the class repeat the sentence. 5. Repeat steps 1-4 with the word "under." 6. Review the vocabulary pictures with the class. 7. Show the book <i>Where are the Noodles?</i> from the Teacher Menu. 8. After the narrator reads the page, have the class repeat what they heard. 9. When they hear one of the words for the vocabulary pictures in the story, have the students either put their hands on their head if the noodles are on the object or underneath themselves if the noodles are under the object. 10. Choose a student to come to the front and put the picture under the correct word on the board. 11. Have the class repeat, "The noodles are ___ the ___." 12. Once the story is finished, review the things the noodles are on and the things the noodles are under with the class. 	<p>Share the book <i>Where Are the Noodles?</i></p>
<p>15. Goodbye</p>			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ___," (e.g., "I know the word 'has.'") or "I can ___," (e.g., "I can read the word 'mad.'"). 3. Say goodbye to the class. 4. Have the students say goodbye. 	<p>Review and wrap up.</p>




Lesson 1: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 2 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "What Do You Want" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Practice Actions: <i>Clothes Relay</i>		<p>Vocabulary picture (shoes, socks, shirt, pants, jacket)</p> <p>Shoes, socks, shirt, pants, jacket, a set of clothes for each team, big enough that all students can put them on</p> <p>A basket or container for each team</p>	<ol style="list-style-type: none"> 1. Divide the class into teams. 2. Have the teams line up at one end of the room. 3. Put a set of clothes in the baskets and put each team's basket at the other end of the room. 4. Have the first student in each line run to the basket. 5. Show the rest of the class one of the vocabulary pictures. 6. Have the class say, "Put on your ____." 7. Have the students at the baskets find that clothing item, put it on, run back to their line. 8. Have the students in the line say, "Take off your ____." 9. Have the student take off the item of clothing and hand it to the next student in line. 10. The first student to hand the clothing item to their teammate gets a point. 11. Have the next student in each line run the article of clothing back to the basket. 12. Repeat steps 5-9 until every student has put on and taken off an article of clothing. 13. Repeat the activity as time allows. 	Review the action "take off your ____."

<p>5. Review More Words: Which One?</p>		<p>Pictures of a beautiful dog, an ugly dog, a beautiful lamp and an ugly lamp, a beautiful car and an ugly car, a beautiful jacket and an ugly jacket</p>	<ol style="list-style-type: none"> 1. Review the pictures with the class and have them say the object in the picture (e.g., "This is a dog."). 2. Divide the board into two columns. 3. On one side of the board write the word "beautiful." 4. Point to the word and say, "Beautiful." 5. Have the class point and repeat the word. 6. Show the picture of the beautiful dog and say, "Beautiful dog." 7. Have the class repeat, "Beautiful dog," while you put the picture under the word on the board. 8. Repeat steps 2-6 writing the word ugly on the other side of the board. 9. Mix up the rest of the pictures and put them in a pile, facedown. 10. Choose a student to come to the front and hold up the picture on the top of the pile 11. Have the class say, "This ___ is ___." (e.g., "This lamp is ugly.") 12. Repeat steps 10-11 until all pictures are sorted. 	<p>Review the words "beautiful" and "ugly."</p>
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Lesson 1: Block B (20 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
<p>6. Sentence Slinger</p>	<p>Unit 2 - Literacy tab</p> 	<p>Paper Pencils</p>	<ol style="list-style-type: none"> 1. Play <i>Sentence Slinger</i> from the Teacher Menu. 2. Point to a word and say, "This is a word." 3. Point to each word and have the class read them. 4. Slide your finger under the whole sentence and say, "This is a sentence." 5. Have the class read the sentence again. 6. Ask, "Which picture matches?" 7. Have the students point to the picture that matches the sentence. 8. Choose a student to come to the front and tap the picture. 9. Repeat steps 2-5 with each sentence. 10. Repeat the activity until the students are comfortable comprehending the sentences. 11. If the students are able and time allows, give each student paper and a pencil. Have them write one of the sentences and then draw a picture to go with it. 	<p>Comprehend sentences.</p>

<p>7. Make Sentences</p>		<p>Cards with the words rat, bat, hat, at, dad, bad, mad, sad, a, has, the, is, one word on each card, a set for each student</p> <p>Paper with the words rat, bat, hat, at, dad, bad, mad, sad, a, has, the, is, one word on each sheet, one set for you</p>	<ol style="list-style-type: none"> 1. Make up a sentence that uses some of the words on the cards. 2. Say the sentence to the class. 3. Say, "Find the first word in the sentence ____." 4. Have the students find the word and hold it up. 5. Have the class say the first word in the sentence. 6. Have the students move the word to make the sentence. 7. Choose a student to come to the front and find the word on the paper. 8. Repeat steps 2-7 until the sentence is complete. 9. Draw a period at the end of the sentence. 10. Say "period." 11. Have the students point their finger and tap the end of the sentence. 12. Have the students say "period." 13. Explain to the class that we use a period to show the sentence is done. 14. Repeat steps 1-12 with different sentences as time allows. 	<p>Review decodable words and sight words.</p>
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Break—5 mins

Lesson 2: Block A (25 mins)

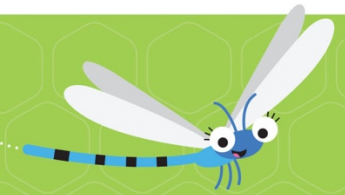
Activity	Teacher Menu	Preparation	Content	Objectives
<p>8. Conversational Videos</p>	<p>Unit 2 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "What do you want? "I want ____," "Here you are," "please," and "thank you." 	<p>Review the phrases "What do you want? "I want ____," "Here you are," "please," and "thank you."</p>
<p>9. Speak Up 1</p>	<p>Unit 2 - Speaking tab</p> 		<ol style="list-style-type: none"> 3. Play <i>Speak Up 1</i> from the Teacher Menu. 4. Have the class practice saying the phrase in the activity. 5. Divide the class into groups. 6. Play the video several more times, having different groups repeat the phrase. 	<p>Review the phrases "What do you want? "I want ____," "Here you are," "please," and "thank you."</p>

10. Speak Up 2	Unit 2 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 2</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	
11. Review Vocabulary Words: Memory		Vocabulary pictures (noodles, apple, fork, potato, kitchen, meatballs) with the labels covered so the words can't be seen, two of each	<ol style="list-style-type: none"> 1. Review vocabulary pictures with the class. 2. Randomly place both sets of vocabulary pictures on the ground 3. Choose a student to turn over one of the pictures. 4. Have the class say the vocabulary word. 5. Have the same student turn over another picture. 6. Have the class say the vocabulary word. 7. If the two pictures match, the student keeps the pictures. 8. If the two pictures do not match, the student turns the pictures back over. 9. Repeat steps 3-8 with a new student until every student has a turn or all the matches have been made. 10. Mix up the pictures and repeat the activity as time allows. 	Review the words "fork," "potato," "noodles," "meatballs," "apple," and "kitchen."



Lesson 2: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
12. Listen and Color Project	Unit 2 - Listening tab 	Listen and Color project enough for each student crayons	<ol style="list-style-type: none"> 1. Give each student a <i>Listen and Color</i> project. Make sure they have crayons. 2. Have the students write their name on their project. 3. Play <i>Listen and Color</i> from the Teacher Menu. 4. Play the first audio and have the students listen. 5. Play the audio a second time, and have the students find the object and color it the correct color. 6. Choose a student to come to the screen color the object. 7. Have the students check their answers and make corrections as needed. 8. Have the students say the phrase (e.g., "The crayon on the desk is orange."). 9. Repeat steps 3-8 for the remaining audio instructions. 10. Tell the students to take the project home and talk about it with their parents. 	Show what you learned.

<p>13. Goodbye</p>			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ____" (e.g., "I know beautiful and ugly.") or "I can ____" (e.g., "I can read the word 'apple.'"). 3. Say goodbye to the class. 4. Have the students say goodbye. 	<p>Review and wrap up.</p>
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Lesson 1: Block A (30 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review classroom rules as necessary.	
3. Sing a Song	Unit 2 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "What Do You Want?" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Put the Meatballs on the Noodles	Unit 2 - Value tab 		<p>Introduce the Title</p> <ol style="list-style-type: none"> 1. Show the book <i>Put the Meatballs on the Noodles</i> from the Teacher Menu. 2. On the cover, point to the title and say, "This is the title of the book. The title is the name of the book." 3. Have the class repeat the word "title." 4. Put your hands together to look like a book and say "title." 5. Have the class repeat the action and say "title" with you. 6. Do the action and say, "The title of this book is <i>Put the Meatballs on the Noodles</i>." 7. Have the class do the action and say, "The title of this book is <i>Put the Meatballs on the Noodles</i>." 	
			<p>Introduce the Author</p> <ol style="list-style-type: none"> 8. Point to the author's name and say, "This is the author. The author writes the words in the book." 9. Have the class repeat the word "author." 10. Put one hand flat, palm up, and with the other hand pretend to write. Say "author." 11. Have the class repeat the action and say "author" with you. 12. Do the action and say, "The author of this book is Marnae Wilson." 13. Have the class do the action and say, "The author of this book is Marnae Wilson." 	

			<p>Introduce the Illustrator</p> <ol style="list-style-type: none"> 1. Point to the illustrator's name and say, "This is the illustrator. The illustrator draws the pictures." 2. Have the class repeat the word "illustrator." 3. Pretend to draw in the air and say "illustrator." 4. Have the class repeat the action and say "illustrator" with you. 5. Do the action and say, "The illustrator of this book is Alicja Skatacka." 6. Have the class do the action and say, "The illustrator of this book is Alicja Skatacka." 	
			<p>Make Predictions</p> <ol style="list-style-type: none"> 1. Point to the cover illustration and ask the class, "What do you see?" 2. Choose several students to tell what they see on the cover. 3. Guide the class in predicting what the story will be about. 4. Show the book. 5. After the narrator reads each page, have the class repeat what was said. 	
			<p>Read the Story</p> <ol style="list-style-type: none"> 1. Read the story. Have the class act like a blind-folded child. 2. After the book is over, ask the class how the second boy feels after he cheated in the game (sad). 3. Ask how the boy feels at the end of the book (happy). 4. Ask why the boy feels that way (He played the game right. He was honest). 5. Say, "I can tell the truth instead of lying." 6. Have the class repeat, "I can tell the truth instead of lying." 7. Say, "I can be honest." 8. Have the class repeat, "I can be honest." 	Learn the value honesty.
			<ol style="list-style-type: none"> 1. Show the book <i>Put the Meatballs on the Noodles</i> from the Teacher Menu. 2. Have four students act out the story. <ul style="list-style-type: none"> • child 1 • child 2 • child 3 • mom 3. Show the story again and have different students act out the story. 4. Repeat as time allows. 	

Lesson 1: Block B (15 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
5. Review Actions: Clothes Relay		Vocabulary picture (shoes, socks, shirt, pants, jacket) Shoes, socks, shirt, pants, jacket, 2-4 sets of clothes that are big enough that all the students can put them on A basket or container for each team	<ol style="list-style-type: none"> 1. Divide the class into 2-4 teams. 2. Have the teams line up at one end of the room. 3. Put a set of clothes in the baskets and put each team's basket at the other end of the room. 4. Have the first student in each line run to the basket. 5. Show the class one of the vocabulary pictures. 6. Have the class say, "Put on your ____." 7. Have the students find that clothing item, put it on, run back to their line. The first student back to their line earns a point for their team. 8. Have the team say, "Take off your ____." 9. Have the student take off the item of clothing and hand it to the next student in line. 10. Have the next student in each line run the article of clothing back to the basket. 11. Repeat steps 5-10 until every student has put on and taken off an article of clothing. 12. Repeat the activity as time allows. 	Review the action "take off your ____."
6. Learn More Words: Beautiful or Ugly		Pictures of a beautiful dog, an ugly dog, a beautiful lamp and an ugly lamp, a beautiful car and an ugly car, a beautiful jacket and an ugly jacket	<ol style="list-style-type: none"> 1. Hold up the paper with beautiful written on it and say "beautiful." 2. Have the class repeat the word. 3. Say "beautiful" again and put the paper on one side of the board. 4. Hold up the paper with the ugly written on it and say "ugly." 5. Have the class repeat the word. 6. Say "ugly" again and put the paper on the other side of the board. 7. Show the picture of the beautiful dog and say "beautiful." 8. Put the picture under the paper with the word "beautiful" on it. 9. Show the picture of the ugly dog and say "ugly." 10. Put the picture under the paper with the word "ugly" on it. 11. Have a student come to the front and choose a picture. 12. Have the student place the picture under the proper paper, beautiful or ugly. 13. Have the student say "beautiful" or "ugly," depending on the picture. 14. If the student chooses the incorrect label, point to the picture, say the correct label, and have the student try again, saying the correct label. 15. Have the class repeat the correct label, "beautiful" or "ugly." 	Review the words "beautiful" and "ugly."

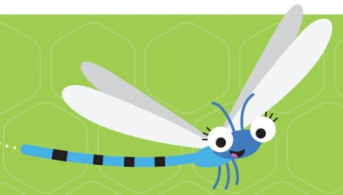
Break—5 mins

Lesson 2: Block A (15mins)




Activity	Teacher Menu	Preparation	Content	Objectives
7. Practice Vocabulary Words in a Phrase: <i>Seek and Find</i>		Vocabulary flashcards (fork, potato, noodles, meatballs, apple)	<ol style="list-style-type: none"> 1. Give every student a flashcard. They must not show their flashcard to anyone. 2. When you say "Go!", students must try to find another student who has a matching flashcard. 3. Students walk up to another student, who asks, "What do you want?" 4. The student answers, "I want (the word on their card), please". 5. If the student has that flashcard, they say, "Here you are." 6. The 2 students sit down together. 7. If the cards don't match, the student says, "No, I don't have (the word on the first card)." 8. Keep playing until all the students have found a match. 	Review the words "fork," "potato," "noodles," "meatballs," "apple," and "kitchen." Review the phrases "What do you want?" "I want____," "Here you are," "please," and "thank you."
8. Practice Vocabulary Words: <i>See and Spell Project</i>		Vocabulary Pictures (fork, potato, noodles, meatballs, apple, kitchen) See and Spell project for each student Pencils Crayons	<ol style="list-style-type: none"> 1. Review each of the vocabulary pictures and words with the class. 2. Give each student a <i>See and Spell</i> project, pencils, and crayons. 3. Have the students write their name on their project. 4. Have the students spell each of the words on their project page. 5. If the students need extra support, display the vocabulary pictures for the students to see. 6. When the students have finished spelling each of the words, have them color the pictures. 7. While students are working, walk around the classroom and make sure the students have correctly spelled the words. Have the students practice reading the words. 8. As the students finish their project, have them get with a partner, read the words on their paper, and share their pictures. 9. Tell the students to take the project home and talk about it with their parents. 	Review the words "fork," "potato," "noodles," "meatballs," "apple," and "kitchen."



Lesson 2: Block B (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
9. <i>Miss Daisy</i>	Unit 2 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Miss Daisy</i> from the Teacher Menu. 2. Have students respond to the people in the video when they are prompted to speak. 3. Evaluate what the class says. 4. If the class answers correctly, press the button to move on. 5. If the class answers incorrectly, repeat the question and prompt the class to say the correct answer. 	Practice speaking.
10. Show What You've Learned: <i>What Do You Want? Project</i>		<p><i>What Do You Want?</i> project for each student</p> <p>Pre-cut food items for each student</p> <p>Small plastic bag for each student to keep food cut-outs in</p>	<ol style="list-style-type: none"> 1. Give each student a <i>What Do You Want?</i> project, food items in a plastic bag, and crayons. 2. Have the students write their name on their project and on the back of each of their food items 3. Have the students color their plate and food items. 4. When the students have finished coloring, have them get with a partner. 5. Have the students decide who is student 1 and student 2. 6. Have student 1 ask, "What do you want?" 7. Have student 2 say, "I want ____, please." 8. Have student 1 find that food item in their bag and put it on student 2's plate. 9. Have student 1 say, "Here you are." 10. Have student 2 say, "Thank you." 11. Have the students switch roles and repeat steps 6-10. 12. After going back and forth a few times, have the students find a new partner and repeat steps 5-11 as time allows. 	Read and say the words and phrases.
11. Goodbye			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ____,." (e.g., "I know the word 'kitchen.'") or "I can ____,." (e.g., "I can say please and thank you."). 3. Say goodbye to the class. 4. Have the students say goodbye in return. 	Review and wrap up.






Lesson 1: Block A (30 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 3 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "A Pencil and a Notebook" from the Teacher Menu. 2. Have the students watch the video of the song to become familiar with the music and lyrics. 	Learn the phrases "Do you want a___?" "Yes, I want___," "No, I don't," and "I want ___."
		Vocabulary pictures (eraser, hamburger, noodles, potato, corn, pizza)	<ol style="list-style-type: none"> 1. Teach the vocabulary words "eraser," "hamburger," "noodles," "potato," "corn," and "pizza." 2. Create actions for the words with the students. 3. Have the class practice the words and actions until they are comfortable with them. 	
	Unit 3 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "A Pencil and a Notebook" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	
4. Conversational Videos	Unit 3 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "Do you want a___?" "Yes, I want___," "No, I don't," and "I want ___." 3. Repeat the video as time allows. 	

<p>5. Big Picture (Vocabulary)</p>	<p>Unit 3 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu. 2. Show the first picture. 3. Ask, "What is it?" and shrug your shoulders. 4. Have the class say, "It's a(n) ____." 5. If possible, have the students do an action for the vocabulary word. 6. If they don't know what the picture is, have the class say, "I don't know." Tap the board. Say, "It's a(n) ____." 7. Have the class repeat the sentence. 8. Repeat steps 2-7 with all the vocabulary words. 9. Show the pictures again, but this time, ask, "Is it a(n) ____?" Alternate between saying a correct and an incorrect word in the blank. 10. Have the class answer, "Yes, it is," or "No, it's a(n) ____." 11. Invite individual students to come and tap each of the pictures to confirm the answers. 12. Repeat steps 9-11. 13. Show the pictures one more time. Ask the students to identify the words using a full sentence (e.g., "It's a pen.>"). 14. Ask, "What letters do you see in this word?" 15. Have a student come up and identify a letter. 16. Have the class repeat the name of the letter. 17. Repeat steps 13-16 until all letters in the words are identified. 	<p>Learn the words "notebook," "eraser," "pen," and "bookstore."</p>
<p>6. Worm Holes</p>	<p>Unit 3 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Worm Holes</i> from the Teacher Menu. 2. When a word is said, ask all the students to say the word aloud. 3. Ask the students if they see a picture of the word on the screen. If they can't see the word at first, wait until students can see the word. 4. Have the students point at the picture. 5. Choose two students to come to the screen and try to tap the picture as fast as they can. 6. Repeat steps 2-5 with the remaining words. 	



Lesson 1: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>7. Conversational Videos</p>	<p>Unit 3 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "Do you want a____?" "Yes, I want____," "No, I don't," and "I want ____." 3. Repeat the video as time allows. 	<p>Review the phrases "Do you want a____?" "Yes, I want____," "No, I don't," and "I want ____."</p>

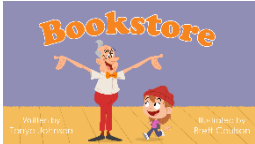
<p>8. <i>Speak Up 1</i></p>	<p>Unit 3 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 1</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	
<p>9. Practice Phrases: <i>Find a Match</i></p>		<p>Vocabulary pictures (notebook, eraser, pen, crayons) with the labels covered so the words can't be seen, enough for each student</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures. 2. Have the class sit in a circle. 3. Give each student a picture. 4. Have the students look at their picture and then place it face down on the floor so no one else can see it. 5. Choose a student to stand in the middle of the circle. This student is the leader. 6. Have the leader choose another student and show them their vocabulary picture. 7. Have the leader say, "Do you want a(n) ____?" 8. If the other student does not have the same picture as the leader, they hold up their picture and say, "No, I don't. I want a(n) ____." Have the other student set their picture face up on the floor so everyone can see it. The leader continues choosing different students until they find a match. 9. If the other student has the same picture, they will hold up their picture and say, "Yes, I want a ____." The leader will take the other student's spot in the circle and the other student becomes the leader. Give the new leader a different picture. 10. Repeat steps 4-9 with a new student as time allows. 	
<p>10. <i>Hear! Hear!</i></p>	<p>Unit 3 - Listening tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Hear! Hear!</i> from the Teacher Menu. 2. Have the class listen to the conversation. 3. Have the class identify the picture that matches the conversation. 4. Choose a student to tap the picture. 5. Repeat until each student has a turn to tap a picture or all the phrases are played. 	

Break—5 mins

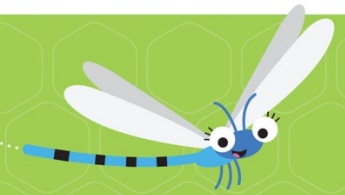
Lesson 2: Block A (20 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>11. <i>Word Flurry</i></p>	<p>Unit 3 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Word Flurry</i> from the Teacher Menu. 2. When a word is said, ask all the students to say the word aloud. 3. Ask the students if they see a picture of the word on the screen. 4. Choose two students to come to the screen and try to tap the picture first. 5. Repeat steps 2-4 with the remaining words. <ol style="list-style-type: none"> 1. Play the game again as time allows. 	
<p>12. Practice Vocabulary: <i>Missing Chairs</i></p>		<p>Vocabulary pictures (notebook, eraser, pen, bookstore) with the labels covered so the words can't be seen</p>	<ol style="list-style-type: none"> 1. Put the students' chairs in a line at the front of the classroom. 2. Remove one of the chairs, so there is one less chair than number of students. 3. Have the students spread out in the classroom. 4. Show one of the vocabulary pictures. 5. If the picture is a notebook, eraser, or pen, the students say, "It's a(n) _____," and do the action. 6. If the picture is the bookstore, the students yell "Bookstore!", run to the chairs, and sit down. 7. The student who doesn't have a chair is out. 8. Have that student stand by you and continue to say, "It's a(n) _____," and do the action. That student will not run to a chair when the bookstore picture comes up. 9. Remove a chair from the line and repeat steps 3-9. 10. The last student standing is the winner. 11. Play the game again as time allows. Have the winner hold up the pictures. 	<p>Review the words "notebook," "eraser," "pen," and "bookstore."</p>
<p>13. <i>Speak Up 2</i></p>	<p>Unit 3 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 2</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	<p>Review the phrases "Do you want a____?" "Yes, I want____," "No, I don't," and "I want _____."</p>



Lesson 2: Block B (20 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>14. <i>Bookstore</i></p>	<p>Unit 3 - Book tab</p> 		<p>Introduce the Title</p> <ol style="list-style-type: none"> 1. Show the book <i>Bookstore</i> from the Teacher Menu. 2. On the cover, point to the title and say, "This is the title of the book. The title is the name of the book." 3. Have the class repeat the word "title." 4. Put your hands together to look like a book and say "title." 5. Have the class repeat the action and say "title" with you. 6. Do the action and say, "The title of this book is <i>Bookstore</i>." 7. Have the class do the action and say, "The title of this book is <i>Bookstore</i>." <p>Introduce the Author</p> <ol style="list-style-type: none"> 1. Point to the author's name and say, "This is the author. The author writes the words in the book." 2. Have the class repeat the word "author." 3. Put one hand flat, palm up, and with the other hand pretend to write. Say "author." 4. Have the class repeat the action and say "author" with you. 5. Do the action and say, "The author of this book is Tonya Johnson." 6. Have the class do the action and say, "The author of this book is Tonya Johnson."." <p>Introduce the Illustrator</p> <ol style="list-style-type: none"> 1. Point to the illustrator's name and say, "This is the illustrator. The illustrator draws the pictures." 2. Have the class repeat the word "illustrator." 3. Pretend to draw in the air and say "illustrator." 4. Have the class repeat the action and say "illustrator" with you. 5. Do the action and say, "The illustrator of this book is Brett Coulson." 6. Have the class do the action and say, "The illustrator of this book is Brett Coulson." <p>Make Predictions</p> <ol style="list-style-type: none"> 1. Point to the cover illustration and ask the class, "What do you see?" 2. Choose several students to tell what they see on the cover. 3. Guide the class in predicting what the story will be about. 4. Show the book. 5. After the narrator reads each page, have the class repeat what was said. 	<p>Share the book <i>Bookstore</i>.</p>

			<p>Read the Book</p> <ol style="list-style-type: none"> 1. Show the book again. 2. After each page is read, invite a student to tap an illustration or word to see if it is highlighted. 3. If a word is highlighted along with the illustration, point the word out to the class. Have students repeat the word. 4. Continue steps 4-5 throughout the book. 	
15. Goodbye			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know what a bookstore is.") or "I can ____," (e.g., "I can say, 'I want a pen.'"). 3. Say goodbye to the class. 4. Have the students say goodbye in return. 	Review and wrap up.





Lesson 1: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 3 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "A Pencil and a Notebook" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Shake and Make	Unit 3 - Vocabulary tab 		<ol style="list-style-type: none"> 1. Play <i>Shake and Make</i> from the Teacher Menu. 2. Have the class read the word. 3. Click the move on arrow. 4. Choose a student to come to the front and tap the box to select a card. 5. Have the class say the word. 6. Choose another student to come to the front and shake out the letters. 7. Ask the class, "What is the first letter in the word?" 8. Have the class answer. 9. Choose a student to come to the front and drag the letter to the first spot. 10. Have the class write the letter with their finger in the air, on their leg, on their forearm, etc. 11. Repeat steps 5-8 with the remaining letters, having the class say all the letters in order as they make the word (e.g., After the second letter is placed have the class say "pen, p, e." After the final letter is placed have the class say "pen, p, e, n."). 12. Have the class read the word one last time. 13. Repeat steps 1-12 with all the words. 14. Repeat the activity as time allows 	Learn to read the words "notebook," "eraser," "pen," "bookstore," "crayons," and "draw."

<p>5. Practice Reading Vocabulary Words: Rainbow Writing</p>		<p>Vocabulary pictures (notebook, eraser, pen, bookstore, crayons, draw)</p> <p>Paper for each student, folded to make 6 rectangles</p> <p>Crayons</p>	<ol style="list-style-type: none"> 1. Review the pictures with the class. 2. Give each student a piece of paper and crayons. 3. Hold up one of the pictures. 4. Write the word on the board. 5. Have the class say each letter in the word and write it in the air as you write it on the board. 6. Have the students write the word 5 times in one of the rectangles on their paper using a different color crayon each time. 7. As they write the word, have the students whisper each letter out loud. 8. When the students finish writing the word, have them whisper the word out loud 3 times. 9. Repeat steps 3-8 with the remaining pictures. 10. If time allows, have the students draw a picture for each word on the back of their paper. 	
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Lesson 1: Block B (20 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
<p>6. Learn More Words: Old and New</p>		<p>Pictures of an old bike, a new bike, an old shirt, a new shirt, an old teddy bear, a new teddy bear, old shoes, new shoes, an old dress, a new dress</p> <p>Paper with "old" written on it</p> <p>Paper with "new" written on it</p>	<ol style="list-style-type: none"> 1. Hold up the paper with old written on it and say "old." 2. Have the class repeat the word. 3. Say "old" again and put the paper on one side of the board. 4. Hold up the paper with the new written on it and say "new." 5. Have the class repeat the word. 6. Say "new" again and put the paper on the other side of the board. 7. Show the picture of the old bike and say "old." 8. Put the picture under the paper with the word "old" on it. 9. Show the picture of the new bike and say "new." 10. Put the picture under the paper with the word "new" on it. 11. Have a student come to the front and choose a picture. 12. Have the student place the picture under the proper paper, old or new. 13. Have the student say "old" or "new," depending on the picture. 14. If the student chooses the incorrect label, point to the picture, say the correct label, and have the student try again, saying the correct label. 15. Have the class repeat the correct label, "old" or "new." 	<p>Learn the words "old" and "new."</p>
<p>7. At Your Command</p>	<p>Unit 3 - Action tab</p> 		<ol style="list-style-type: none"> 1. Play <i>At Your Command</i> from the Teacher Menu. 2. Have the class listen to the command twice. 3. Have the class say the command. 4. Evaluate what the class says and tap the corresponding correct or incorrect button. 5. Repeat video as time allows. 	<p>Learn the action "ride the ____."</p>

<p>8. Practice an Action: Ride the Bike</p>	<p>Unit 3 - Action tab</p> 	<p>Vocabulary picture (bike)</p> <p>Lyrics Ride the bike. Ride the bike. Ride the ___ bike. Ride the bike.</p>	<ol style="list-style-type: none"> 1. Show the picture of a bike. 2. Say, "Ride the bike." 3. Pretend to ride the bike. 4. Have the class say, "Ride the bike," and do the action. 5. Say, "Ride the fast bike." 6. Pretend to ride a bike fast. 7. Have the class repeat the command and do the action. 8. Repeat steps 5-7, riding a fast, slow, big, and small bike. 9. Play Dotty's Ditties from the Teacher Menu. 10. Sing the song, putting an adjective in the third line for the kind of bike the kids are riding. <p>Example Ride the bike. Ride the bike. Ride the big bike. Ride the bike.</p> <ol style="list-style-type: none"> 11. Play the song again and have the students sing and pretend to ride the bike you just sang about. 12. Repeat steps 9-11 with different adjectives. 	
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Break—5 mins


Lesson 2: Block A (25 mins)

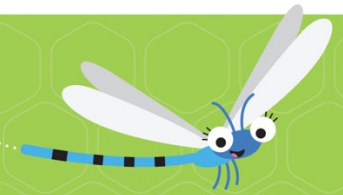
Activity	Teacher Menu	Preparation	Content	Objectives
<p>9. Big Picture (Read Words)</p>	<p>Unit 3 - Literacy tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Big Picture (Read Words)</i> from the Teacher Menu. 2. Show the first word. 3. Point to the first letter and ask, "What sound does this letter make?" 4. Have the class say the sound. 5. Point to the second letter and ask, "What sound does this letter make?" 6. Have the class say the sound. 7. Point to the first letter in the word and say, "Blend." 8. Scoop your finger under the first and second letters as the class blends the two sounds together. 9. Point to the third letter and ask, "What sound does this letter make?" 10. Have the class say the sound. 11. Point to the first letter and say, "Blend." 12. Scoop your finger under all three letters as the class blends the sounds together. 13. Point to the first letter and say, "Read the word." 14. Slide your finger under the word as the class reads the word. 15. Show the next screen. 16. Point to the word and ask the class, "What's this word?" 17. If the class can't read the word, repeat steps 3-14 with the word. 18. If the class can read the word, repeat steps 15-18 with the remaining words. 	<p>Learn to decode and spell words ending in -am and -an.</p>
<p>10. Spell Words</p>		<p>Pictures of jam, ham, yam, van, man</p> <p>Cards with j, a, m, h, y, n, v, one letter on each card, a set for each student</p>	<ol style="list-style-type: none"> 1. Give each student a set of letter cards. 2. Show the picture of the jam. 3. Say, "Jam. What's the first sound in the word Jam?" putting an emphasis on the first sound. 4. Have the class say the first sound. 5. Ask, "What is the first letter in the word jam?" 6. Have the class say the first letter in the word. 7. Have the students move the letter to make the word. 8. Repeat steps 2-6 with the remaining sounds in the word. 9. Have the class read the word. 10. Repeat steps 2-9 with all the words. 	

11. <i>Word Trace</i>	Unit 3 - Literacy tab 		<ol style="list-style-type: none"> 1. Play <i>Word Trace</i> from the Teacher Menu. 2. Have the class say the word. 3. Choose a student to come to the front and find the word. 4. Have the class say the word again. 5. Select a different student to come to the front and trace the word while the class writes the word with their fingers on their forearms, legs, in the air, etc. 6. Repeat steps 4-5 with the next two traces. 7. Have the class say the word again. 8. Have a student come to the front and write the word while the class writes the word with their fingers on their forearms, legs, in the air, etc. 9. Repeat steps 7-8 with one more student. 10. Choose the best word, or have the students vote on the word they feel is written the best. 11. Repeat the activity with the remaining words. 	Learn to read and write sight words.
12. Find Words		<p>Cards with the words in, eats, sees, a, the, is, one word on each card, a set for each student</p> <p>Paper with the words in, eats, sees, a, the, is, one word on each sheet, one set for you</p>	<ol style="list-style-type: none"> 1. Give each student a set of word cards. 2. Say, "Find the word ____." 3. Have the students find the word. 4. Hold up the paper with the word on it. 5. Have the class check that they found the correct word. 6. Have the class spell the word by tracing each letter with their finger as they say the letter. 7. Have the class say the word again. 8. Repeat steps 2-7 with all the words. 9. Have a student come to the front and randomly choose a word. 10. Have the students try to be the first to find the word and hold it up. 11. Have the students say they word as they trace the word with their fingers. 12. Repeat steps 9-11 as time allows. 	


Lesson 2: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
13. <i>Conversational Videos</i>	Unit 3 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "Do you want a____?" "Yes, I want____," "No, I don't," and "I want ____." 3. Repeat the video if time allows. 	Review the phrases "Do you want a____?" "Yes, I want____," "No, I don't," and "I want ____."

<p>14. Bookstore</p>	<p>Unit 3 - Book tab</p> 		<ol style="list-style-type: none"> 1. Write the following punctuation marks where the students can see them: . ? ! 2. Tell students these three marks help a reader know how to read a sentence. 3. Point to the period and say, "This is a period." 4. Make a period in the air with your finger. 5. Have the class repeat "period" and make a period with their finger. 6. Say, "I want a pen (PERIOD)," making a period with your finger as you say the word. 7. Have the class repeat the sentence and action. 8. Give the class several more examples of a sentence with a period. 9. Repeat steps 3-8 with the question mark (What do you want?) and the exclamation mark (Great job!) 10. Give the students other sentences, randomizing the kind of punctuation mark is at the end. 11. If the students are really understanding the punctuation, give the class a sentence and have them guess what kind of punctuation mark is at the end. 12. Show the book <i>Bookstore</i> from the teacher menu. 13. After the narrator reads each page, point out the punctuation mark. 14. Play the audio again and have the students repeat what they hear. 	<p>Share the book <i>Bookstore</i>.</p>
<p>15. Goodbye</p>			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know the word 'man.'") or "I can ____," (e.g., "I can read the word 'eats.'"). 3. Say goodbye to the class. 4. Have the students say goodbye. 	<p>Review and wrap up.</p>




Lesson 1: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 3 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "A Pencil and a Notebook" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.




<p>4. Review Actions: <i>Teacher Says</i></p>			<ol style="list-style-type: none"> Review the following phrases with the students while doing the action: <ul style="list-style-type: none"> put on your shoes take off your shoes throw the ball brush your hair touch your toes kick the soccer ball ride the bike brush your teeth Have the class repeat the phrase and do the action. Have the students spread out in the classroom. Stand at the front of the classroom. Say, "Teacher says, ' ____,'" (e.g., "Teacher says, 'Put on your shoes.'") using one of the commands. Students repeat the command and do the action. Repeat steps 5-6 several times. The students only say the phrase and do the action if you say, "Teacher says, ____," before the phrase. Randomly don't say, "Teacher says," before the phrase. If you don't say, "Teacher says, ____," and the students say the word and/or do the action, they must sit down. Repeat these steps until only one student is left standing. The last student standing is the winner. Repeat the activity as time allows. 	<p>Review the action "ride the ____."</p>
<p>5. Review More Words: <i>New and Old</i></p>		<p>Pictures of an old bike, a new bike, an old shirt, a new shirt, an old teddy bear, a new teddy bear, old shoes, new shoes, an old dress, a new dress</p> <p>Paper with "old" written on it.</p> <p>Paper with "new" written on it.</p>	<ol style="list-style-type: none"> Hold up the paper with old written on it and say "old." Have the class repeat the word. Say "old" again and put the paper on one side of the room. Hold up the paper with the new written on it and say "new." Have the class repeat the word. Say "new" again and put the paper on the other side of the room. Have the students stand in the middle of the room. Choose a student to hold up the pictures. If the picture is something old, the students move to the "old" side of the room and say, "The ____ is old." If the picture is something new, the students move to the "new" side of the room and say, "The ____ is new." If a student goes to the wrong side of the room, have them correct themselves and say the sentence again. 	<p>Review the words "new" and "old."</p>

Lesson 1: Block B (20 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
<p>6. <i>Sentence Slinger</i></p>	<p>Unit 3 - Literacy tab</p> 	<p>Paper Pencils</p>	<ol style="list-style-type: none"> 1. Play <i>Sentence Slinger</i> from the Teacher Menu. 2. Point to a word and say, "This is a word." 3. Point to each word and have the class read them. 4. Slide your finger under the whole sentence and say, "This is a sentence." 5. Have the class read the sentence again. 6. Ask, "Which picture matches?" 7. Have the students point to the picture that matches the sentence. 8. Choose a student to come to the front and tap the picture. 9. Repeat steps 2-5 with each sentence. 10. Repeat the activity until the students are comfortable comprehending the sentences. 11. If the students are able and time allows, give each student paper and a pencil. Have them write one of the sentences and then draw a picture to go with it. 	<p>Comprehend sentences.</p>
<p>7. <i>Make Sentences</i></p>		<p>Cards with the words jam, Sam, ham, yam, an, van, man, can, in, eats, sees, a, is, the, one word on each card, a set for each student</p> <p>Paper with the words jam, Sam, ham, yam, an, van, man, can, in, eats, sees, a, is, the, one word on each sheet, one set for you</p>	<ol style="list-style-type: none"> 1. Make up a sentence that uses some of the words on the cards. 2. Say the sentence to the class. 3. Say, "Find the first word in the sentence ____." 4. Have the students find the word and hold it up. 5. Have the class say the first word in the sentence. 6. Have the students move the word to make the sentence. 7. Choose a student to come to the front and find the word on the paper. 8. Repeat steps 2-7 until the sentence is complete. 9. Draw a period at the end of the sentence. 10. Say "period." 11. Have the students point their finger and tap the end of the sentence. 12. Have the students say "period." 13. Explain to the class that we use a period to show the sentence is done. 14. Repeat steps 1-12 with different sentences as time allows. 	<p>Review decodable words and sight words.</p>

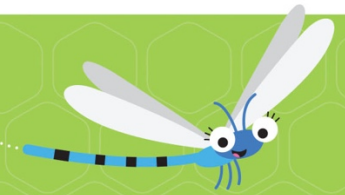
Break—5 mins

Lesson 2: Block A (25 mins)



Activity	Teacher Menu	Preparation	Content	Objectives
8. <i>Conversational Videos</i>	Unit 3 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "Do you want a___?" "Yes, I want___," "No, I don't," and "I want ___." 	Review the phrases "Do you want a___?" "Yes, I want___," "No, I don't," and "I want ___."
9. <i>Speak Up 1</i>	Unit 3 - Speaking tab 		<ol style="list-style-type: none"> 3. Play <i>Speak Up 1</i> from the Teacher Menu. 4. Have the class practice saying the phrase in the activity. 5. Divide the class into groups. 6. Play the video several more times, having different groups repeat the phrase. 	
10. <i>Speak Up 2</i>	Unit 3 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 2</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	

Lesson 2: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
11. <i>Listen and Move</i> Project	Unit 3 - Listening tab 	<i>Listen and Move</i> project enough for each student Pencils or crayons	<ol style="list-style-type: none"> 1. Give each student a <i>Listen and Move</i> project. Make sure they have a pencil or crayon. 2. Have students write their name on their project. 3. Play <i>Listen and Move</i> from the Teacher Menu. 4. Play the first audio and have the students listen. 5. When the audio finishes, have the students draw a line from the correct object to the correct location. 6. Choose a student to come to the screen and move the object to the correct location. 7. Have the students check their answers and make corrections as needed. 8. Have the students repeat the phrase (e.g., "The notebook is on the chair."). 9. Repeat steps 3-8 for the remaining audio instructions. 10. Tell the students to take the project home and talk about it with their parents. 	Show what you learned.
12. Goodbye			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know what a notebook is.") or "I can ____," (e.g., "I can read the word 'yam.'"). 3. Say goodbye to the class. 4. Have the students say goodbye. 	Review and wrap up.



Lesson 1: Block A (30 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review classroom rules as necessary.	
3. Sing a Song	Unit 3 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "A Pencil and a Notebook" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. <i>First to the Door</i>	Unit 3 - Value tab 		<p>Introduce the Title</p> <ol style="list-style-type: none"> 1. Show the book <i>First to the Door</i> from the Teacher Menu. 2. On the cover, point to the title and say, "This is the title of the book. The title is the name of the book." 3. Have the class repeat the word "title." 4. Put your hands together to look like a book and say "title." 5. Have the class repeat the action and say "title" with you. 6. Do the action and say, "The title of this book is <i>First to the Door</i>." 7. Have the class do the action and say, "The title of this book is <i>First to the Door</i>." 	Learn the value kindness.
			<p>Introduce the Author</p> <ol style="list-style-type: none"> 1. Point to the author's name and say, "This is the author. The author writes the words in the book." 2. Have the class repeat the word "author." 3. Put one hand flat, palm up, and with the other hand pretend to write. Say "author." 4. Have the class repeat the action and say "author" with you. 5. Do the action and say, "The author of this book is Marnae Wilson." 6. Have the class do the action and say, "The author of this book is Marnae Wilson." 	

		<p>Introduce the Illustrator</p> <ol style="list-style-type: none"> 1. Point to the illustrator’s name and say, “This is the illustrator. The illustrator draws the pictures.” 2. Have the class repeat the word “illustrator.” 3. Pretend to draw in the air and say “illustrator.” 4. Have the class repeat the action and say “illustrator” with you. 5. Do the action and say, “The illustrator of this book is Alicja Skatacka.” 6. Have the class do the action and say, “The illustrator of this book is Alicja Skatacka.” 	
		<p>Make Predictions</p> <ol style="list-style-type: none"> 1. Point to the cover illustration and ask the class, “What do you see?” 2. Choose several students to tell what they see on the cover. 3. Guide the class in predicting what the story will be about. 4. Show the book. 5. After the narrator reads each page, have the class repeat what was said. 	
		<p>Read the Story</p> <ol style="list-style-type: none"> 1. Read the story. Have the class act like the boy who runs and doesn't fall. 2. After the book is over ask the class how the boy feels at first (sad). 3. Ask how the boy feels at the end of the book (happy). 4. Ask why the boy feels that way (He helped his brother.). 5. Say, " If someone needs help and you help them, you are kind." 6. Have the class repeat, " If someone needs help and you help them, you are kind." 7. Say, "I can be kind." 8. Have the class repeat, "I can be kind." 	
		<ol style="list-style-type: none"> 1. Show the book <i>First to the Door</i> from the Teacher Menu. 2. Have three students act out the story. <ul style="list-style-type: none"> • boy 1 • boy 2 • mom 3. Show the story again and have different students act out the story. 4. Repeat as time allows. 	

Lesson 1: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>5. Review Actions: Teacher Says</p>			<ol style="list-style-type: none"> 1. Review the following phrases with the students while doing the action: <ul style="list-style-type: none"> • put on your shoes • take off your shoes • throw the ball • brush your hair • touch your toes. • kick the soccer ball • ride the bike • brush your teeth 2. Have the class repeat the phrase and do the action. 3. Have the students spread out in the classroom. 4. Stand at the front of the classroom. 5. Say, "Teacher says, ' ____,'" (e.g., "Teacher says, 'Put on your shoes.'") using one of the commands. 6. Students repeat the command and do the action. 7. Repeat steps 5-6 several times. 8. The students only say the phrase and do the action if you say, "Teacher says, ____," before the phrase. 9. Randomly don't say, "Teacher says," before the phrase. 10. If you don't say, "Teacher says, ____," and the students say the word and/or do the action, they must sit down. 11. Repeat these steps until only one student is left standing. 12. The last student standing is the winner. 13. Repeat the activity as time allows. 	<p>Review the action "ride the ____."</p>

6. Review More Words: <i>Old and New</i>		<p>Pictures of an old bike, a new bike, an old shirt, a new shirt, an old teddy bear, a new teddy bear, old shoes, new shoes, an old dress, a new dress</p> <p>Paper with "old" written on it.</p> <p>Paper with "new" written on it.</p>	<ol style="list-style-type: none"> 1. Review the objects with the class. 2. Hold up the paper with old written on it and say "old." 3. Have the class repeat the word. 4. Say "old" again and put the paper on one side of the room. 5. Hold up the paper with the new written on it and say "new." 6. Have the class repeat the word. 7. Say "new" again and put the paper on the other side of the room. 8. Have the students stand in the middle of the room. 9. Choose a student to hold up one of the pictures. 10. If the picture is something old, the students move to the "old" side of the room and say, "The ___ is old." 11. If the picture is something new, the students move to the "new" side of the room and say, "The ___ is new." 12. If a student goes to the wrong side of the room, have them correct themselves and say the sentence again. 	Review the words "new" and "old."
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Break—5 mins

Lesson 2: Block A (15mins)

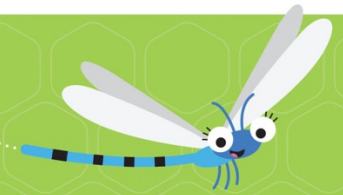
Activity	Teacher Menu	Preparation	Content	Objectives
7. Practice Vocabulary Words in a Phrase: <i>Read and Match</i>		<p>Vocabulary pictures (notebook, eraser, pen, crayons) with the labels covered so the words can't be seen</p> <p>Papers with notebook, eraser, pen, crayons written on them, enough for each student to have one.</p>	<ol style="list-style-type: none"> 1. Have the class sit in a circle. 2. Give each student a word. 3. Have the students look at their word and then place it face down on the floor so no one else can see it. 4. Choose a student to stand in the middle of the circle. 5. Have the student in the middle choose a vocabulary picture. 6. Have the student in the middle walk up to a student sitting in the circle and show them their vocabulary picture. 7. Have the student say, "Do you want a(n) ___?" 8. If the student sitting in the circle does not have the matching word, they hold up their word and say, "No, I don't." The student sitting in the circle then sets their word face up on the floor so everyone can see it. The student in the middle continues asking students sitting in the circle until they find a match. 9. If the student sitting in the circle has the matching word, they will hold up their word and say, "Yes, I want a(n) ___." Have the class read the word. The student in the middle will sit down in the circle. 10. Repeat steps 4-9 with a new student as time allows. 	<p>Review the words "notebook," "eraser," "pen," "crayons."</p> <p>Review the phrases "Do you want a ___?" "Yes, I want ___," "No, I don't," and "I want ___."</p>

<p>8. Practice Vocabulary Words: See and Spell Project</p>		<p>Vocabulary pictures (notebook, eraser, pen, bookstore, crayons, draw)</p> <p>See and Spell project for each student</p> <p>Pencils</p> <p>Crayons</p>	<ol style="list-style-type: none"> 1. Review each of the vocabulary pictures and words with the class. 2. Give each student a <i>See and Spell</i> project, pencils, and crayons. 3. Have the students write their name on their project. 4. Have the students spell each of the words on their project page. 5. If the students need extra support, display the vocabulary pictures for the students to see. 6. When the students have finished spelling each of the words, have them color the pictures. 7. While students are working, walk around the classroom and make sure the students have correctly spelled the words. Have the students practice reading the words. 8. As the students finish their project, have them get with a partner, read the words on their paper, and share their pictures. 9. Tell the students to take the project home and talk about it with their parents. 	<p>Review the words "notebook," "eraser," "pen," "bookstore," "crayons," and "draw."</p>
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Lesson 2: Block B (25 mins)



Activity	Teacher Menu	Preparation	Content	Objectives
<p>9. <i>Miss Daisy</i></p>	<p>Unit 3 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Miss Daisy</i> from the Teacher Menu. 2. Have students respond to the people in the video when they are prompted to speak. 3. Evaluate what the class says. 4. If the class answers correctly, press the button to move on. 5. If the class answers incorrectly, repeat the question and prompt the class to say the correct answer. 	<p>Practice speaking.</p>

<p>10. Show What You've Learned: Shopping Project</p>		<p>Vocabulary pictures (notebook, eraser, pen, crayons, pencil, glue)</p> <p>Shopping project for each student</p> <p>Crayons</p> <p>Pre-cut shopping items for each student</p> <p>Small plastic bag for each student to keep shopping item cut-outs in</p>	<ol style="list-style-type: none"> 6. Review each of the vocabulary pictures and words with the class. 7. Give each student a <i>Shopping</i> project, a bag with pre-cut shopping items, and crayons. 8. Have the students write their name on their project and on the back of their shopping items. 9. Have the students color the basket, bag, and shopping items. 10. When the students are done coloring have them find a partner. 11. Have the students decide who is student 1 and who is student 2. 12. Have student 1 place their shopping items on their basket. 13. Have student 1 hold up one of the icons from the basket. 14. Have student 1 ask, "Do you want ____." 15. Have student 2 answer, "Yes, I want ____," or "No, I don't want ____." 16. If student 2 says yes, have student 1 place the icon on the shopping bag. 17. If student 2 says no, have student 1 set the icon to the side. 18. Repeat steps 8-12 until all items are selected. 19. Have the students switch roles and repeat steps 7-13. 20. Have the students switch partners and repeat steps 6-14 as time allows. 21. Tell the students to take the project home and talk about it with their parents. 	<p>Practice words and phrases.</p>
<p>11. Goodbye</p>			<ol style="list-style-type: none"> 22. Wrap up the class. 23. Review with the class what they learned by having them say, "I know ____," (e.g., "I know the word 'notebook.'") or "I can ____," (e.g., "I can read the words 'old' and 'new.'"). 24. Say goodbye to the class. 25. Have the students say goodbye in return. 	<p>Review and wrap up.</p>






Lesson 1: Block A (30 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 4 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "Baseball" from the Teacher Menu. 2. Have the students watch the video of the song to become familiar with the music and lyrics. 	Learn the phrases "This is my ____," and "This is your ____."
		Vocabulary pictures (ball, bat, shoes, cap)	<ol style="list-style-type: none"> 1. Teach the vocabulary words "ball," "bat," "shoes," and "cap." 2. Create actions for the words with the students. 3. Have the class practice the words and actions until they are comfortable with them. 	
	Unit 4 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "Baseball" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	
4. Conversational Videos	Unit 4 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "This is my ____," and "This is your ____." 3. Repeat the video as time allows. 	

<p>5. Big Picture (Vocabulary)</p>	<p>Unit 4 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play Big Picture (Vocabulary) from the Teacher Menu. 2. Show the first picture. 3. Ask, "What is it?" and shrug your shoulders. 4. Have the class say, "It's a ____." 5. If possible, have the students do an action for the vocabulary word. 6. If they don't know what the picture is, have the class say, "I don't know." Tap the board. Say, "It's a ____." 7. Have the class repeat the sentence. 8. Repeat steps 2-7 with all the vocabulary words. 9. Show the pictures again, but this time, ask, "Is it a ____?" Alternate between saying a correct and an incorrect word in the blank. 10. Have the class answer, "Yes, it is," or "No, it's a ____." 11. Invite individual students to come and tap each of the pictures to confirm the answers. 12. Repeat steps 9-11. 13. Show the pictures one more time. Ask the students to identify the words using a full sentence (e.g., "It's a baseball cap."). 14. Ask, "What letters do you see in this word?" 15. Have a student come up and identify a letter. 16. Have the class repeat the name of the letter. 17. Repeat steps 13-16 until all letters in the words are identified. 	<p>Learn the words "baseball cap," "poster," "game," and "tennis racket."</p>
<p>6. Worm Holes</p>	<p>Unit 4 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Worm Holes</i> from the Teacher Menu. 2. When a word is said, ask all the students to say the word aloud. 3. Ask the students if they see a picture of the word on the screen. If they can't see the word at first, wait until students can see the word. 4. Have the students point at the picture. 5. Choose two students to come to the screen and try to tap the picture as fast as they can. 6. Repeat steps 2-5 with the remaining words. 	



Lesson 1: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>7. Conversational Videos</p>	<p>Unit 4 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 1. Have the class repeat the target phrases "This is my ____," and "This is your ____." 2. Repeat the video as time allows. 	<p>Review the phrases "This is my ____," and "This is your ____."</p>


<p>8. <i>Speak Up 1</i></p>	<p>Unit 4 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 1</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	
<p>9. Practice Phrases: <i>Finding Shoes</i></p>			<ol style="list-style-type: none"> 1. Have the class sit in a circle with both legs straight out in front of them. 2. Have each student take off one shoe and toss it into the middle of the circle. 3. Choose a student be in the middle of the circle. 4. Have the student in the middle of the circle pick up one of the shoes and find the student sitting in the circle it belongs to. 5. Have the student in the middle of the circle say, "This is your shoe," and give it to the student sitting in the circle. 6. Have the student sitting in the circle answer, "Yes, this is my shoe. Thank you," or "No, this isn't my shoe." 7. If the shoe doesn't belong to the student sitting in the circle, have the student in the middle of the circle repeat steps 5-6 with a different student until they find who the shoe belongs to. 8. Have the student sitting in the circle put their shoe back on and switch places with the student in the middle of the circle. 9. Repeat steps 4-8 until all the students have their shoes back. 10. Repeat the activity as time allows. 	
<p>10. <i>Hear! Hear!</i></p>	<p>Unit 4 - Listening tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Hear! Hear!</i> from the Teacher Menu. 2. Have the class listen to the conversation. 3. Have the class identify the picture that matches the conversation. 4. Choose a student to tap the picture. 5. Repeat until each student has a turn to tap a picture or all the phrases are played. 	

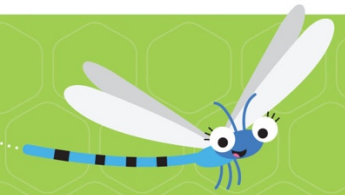
Break—5 mins

Lesson 2: Block A (20 mins)



Activity	Teacher Menu	Preparation	Content	Objectives
<p>11. <i>Word Flurry</i></p>	<p>Unit 4 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Word Flurry</i> from the Teacher Menu. 2. When a word is said, ask all the students to say the word aloud. 3. Ask the students if they see a picture of the word on the screen. 4. Choose two students to come to the screen and try to tap the picture first. 5. Repeat steps 2-4 with the remaining words. <ol style="list-style-type: none"> 1. Play the game again as time allows. 	<p>Review the words "baseball cap," "poster," "game," and "tennis racket."</p>
<p>12. <i>Speak Up 2</i></p>	<p>Unit 4 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 2</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	
<p>13. Practice Vocabulary in a Phrase: <i>Sharing</i></p>		<p>Vocabulary pictures (baseball cap, poster, game, tennis racket)</p>	<ol style="list-style-type: none"> 1. Have the class sit in a circle. 2. Choose a student to start the activity. This student is the leader. 3. Give the leader one of the vocabulary pictures. 4. Have the leader hold up the picture and say, "This is my ____." 5. Have the leader pass the picture to the student next to them. 6. Have the student show the picture to the leader and say, "This is your ____." 7. Have the student continue passing the picture to the next student and repeat step 6 until the picture gets completely around the circle. 8. Choose a new leader and repeat steps 3-7 until every student has a turn to be the leader or as time allows. 	<p>Review the phrases "This is my ____," and "This is your ____."</p>

Lesson 2: Block B (20 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>14. <i>Twins</i></p>	<p>Unit 4 - Book tab</p> 	<p>Pictures of tennis racket, video game, baseball, hat, chips, apple</p>	<p>Introduce the Book</p> <ol style="list-style-type: none"> 1. Show the book <i>Twins</i> from the Teacher Menu. 2. On the cover, review the title, author, and illustrator with the class. 3. Have the class repeat the title, author, and illustrator. 4. Have the students talk about the cover, telling what they see and making predictions of what the book will be about. <p>Read the Book</p> <ol style="list-style-type: none"> 1. Review the pictures with the class. 2. Show the book <i>Twins</i> from the Teacher Menu. 3. On the cover of the book have the students look for ways the two boys are different (their hair, the freckle) 4. Continue the book. 5. After the narrator reads each page, have the class repeat what was said. 6. On page 3 ask the class the name of each of the boys. (Sam and Dan) 7. Write the names on the board. 8. Have the students look for the ways the two boys are different. 9. Continue reading the story, having students come up and help place the correct picture under the name of the boy it belongs to in the book. 10. On the last page of the book, have the class identify which boy is Sam and which boy is Dan. 11. Take all the pictures off the board. 12. Read the book again. 13. After the book is finished, show each of the pictures again and have the class help sort them under the correct name one more time. 	<p>Share the book <i>Twins</i>.</p>
<p>15. Goodbye</p>			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know _____," (e.g., "I know what a tennis racket is.") or "I can _____," (e.g., "I can say, 'This Is my cap.'"). 3. Say goodbye to the class. 4. Have the students say goodbye in return. 	<p>Review and wrap up.</p>




Lesson 1: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 4 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "Baseball" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Shake and Make	Unit 4 - Vocabulary tab 		<ol style="list-style-type: none"> 1. Play <i>Shake and Make</i> from the Teacher Menu. 2. Have the class read the word. 3. Click the move on arrow. 4. Choose a student to come to the front and tap the box to select a card. 5. Have the class say the word. 6. Choose another student to come to the front and shake out the letters. 7. Ask the class, "What is the first letter in the word?" 8. Have the class answer. 9. Choose a student to come to the front and drag the letter to the first spot. 10. Have the class write the letter with their finger in the air, on their leg, on their forearm, etc. 11. Repeat steps 5-8 with the remaining letters, having the class say all the letters in order as they make the word (e.g., After the second letter is placed, have the class say "game, g, a." After the final letter is placed have the class say "game, g, a, m, e."). 12. Have the class read the word one last time. 13. Repeat steps 1-12 with all the words. 14. Repeat the activity as time allows 	Learn to read the words "baseball cap," "poster," "game," and "tennis racket."

<p>5. Practice Reading Vocabulary</p> <p>Words: Partner Dance</p>		<p>Vocabulary pictures (baseball cap, poster, game, tennis racket, shoes, bedroom) with the labels covered so the words can't be seen</p> <p>Papers with baseball cap, poster, game, tennis racket, shoes, bedroom written on them, enough for each student to have a word or picture</p> <p>Music the students like</p>	<ol style="list-style-type: none"> 1. Review the pictures and words with the class. 2. Have the class stand in a circle. 3. Place the vocabulary pictures and words in the middle of the circle facedown, so the students can't see what they are. 4. Start the music and have the class dance. 5. Randomly stop the music and have the students grab a word or picture. 6. The students who have a picture are looking for the student who has the word that matches. 7. Once all the students have found their matches, go around the room and have the class read each of the words. 8. Start the music and have the students dance with their match. 9. Randomly stop the music and have the class make a circle again and put their pictures and words face down in the middle of the circle. 10. Mix up the pictures and repeat steps 4-9 as time allows. 	
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Lesson 1: Block B (20 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
<p>6. Learn Category</p> <p>Words: Clothes</p>		<p>Clothes vocabulary pictures (skirt, baseball cap, shoes, jacket, pants)</p> <p>Not clothes vocabulary pictures (pencil, banana, basket, boat, jump rope)</p>	<ol style="list-style-type: none"> 1. Show the first clothes vocabulary picture. 2. Say, "___ are clothes," (e.g., "Skirts are clothes."). 3. Have the students repeat the phrase. 4. Repeat steps 2-3 with all the clothes pictures 5. Put the clothes pictures and the pictures that are not clothes in a pile and mix them up. 6. Choose a student to come to the front and hold up the first picture in the pile. 7. Have the class say either, "___ are clothes," (e.g., "Skirts are clothes.") or "___ are not clothes (e.g., "Pencils are not clothes."). 8. Repeat steps 6-7 with all the pictures having the students say the correct phrase. 	<p>Learn the word "clothes."</p>
<p>7. At Your Command</p>	<p>Unit 4 - Action tab</p> 		<ol style="list-style-type: none"> 1. Play <i>At Your Command</i> from the Teacher Menu. 2. Have the class listen to the command twice. 3. Have the class say the command. 4. Evaluate what the class says and tap the corresponding correct or incorrect button. 5. Repeat video as time allows. 	<p>Learn the action "go to bed."</p>

<p>8. Practice an Action: Go to Bed</p>		<p>Vocabulary picture (bed)</p>	<ol style="list-style-type: none"> 1. Show the picture of a bed. 2. Say, "Go to bed." 3. Pretend to sleep. 4. Have the class say, "Go to bed," and do the action. 5. Choose a student to leave the classroom. 6. Have the class help you hide the picture of the bed somewhere in the classroom. The student should not be able to see the picture when they come back in the room. 7. Have the student come back in the classroom. 8. The class will chant, "Go to bed!" as the student moves around the classroom, trying to find the picture. 9. If the student moves closer to the picture, the class should chant louder. 10. If the student moves away from the picture, the class should chant softer. 11. When the student finds the picture, the class will say once more, "Go to bed." 12. Repeat until every student has had a turn to find the bed or as time allows. 	
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Break—5 mins


Lesson 2: Block A (25 mins)

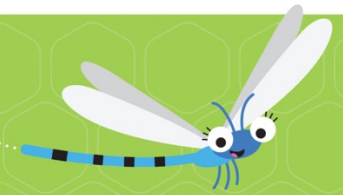
Activity	Teacher Menu	Preparation	Content	Objectives
<p>9. <i>Big Picture</i> (Read Words)</p>	<p>Unit 4 - Literacy tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Big Picture</i> (Read Words) from the Teacher Menu. 2. Show the first word. 3. Point to the first letter and ask, "What sound does this letter make?" 4. Have the class say the sound. 5. Point to the second letter and ask, "What sound does this letter make?" 6. Have the class say the sound. 7. Point to the first letter in the word and say, "Blend." 8. Scoop your finger under the first and second letters as the class blends the two sounds together. 9. Point to the third letter and ask, "What sound does this letter make?" 10. Have the class say the sound. 11. Point to the first letter and say, "Blend." 12. Scoop your finger under all three letters as the class blends the sounds together. 13. Point to the first letter and say, "Read the word." 14. Slide your finger under the word as the class reads the word. 15. Show the next screen. 16. Point to the word and ask the class, "What's this word?" 17. If the class can't read the word, repeat steps 3-14 with the word. 18. If the class can read the word, repeat steps 15-18 with the remaining words. 	<p>Learn to decode and spell words ending in -am and -an.</p>
<p>10. Spell Words</p>		<p>Pictures of ham, jam, pan, fan, man</p> <p>Cards with h, a, m, j, p, n, f, one letter on each card, a set for each student</p>	<ol style="list-style-type: none"> 1. Give each student a set of letter cards. 2. Show the picture of the ham. 3. Say "ham." What's the first sound in the word ham?" putting an emphasis on the first sound. 4. Have the class say the first sound. 5. Ask, "What is the first letter in the word ham?" 6. Have the class say the first letter in the word. 7. Have the students move the letter to make the word. 8. Repeat steps 2-6 with the remaining sounds in the word. 9. Have the class read the word. 10. Repeat steps 2-9 with all the words. 	

11. <i>Word Trace</i>	Unit 4 - Literacy tab 		<ol style="list-style-type: none"> 1. Play <i>Word Trace</i> from the Teacher Menu. 2. Have the class say the word. 3. Choose a student to come to the front and find the word. 4. Have the class say the word again. 5. Select a different student to come to the front and trace the word while the class writes the word with their fingers on their forearms, legs, in the air, etc. 6. Repeat steps 4-5 with the next two traces. 7. Have the class say the word again. 8. Have a student come to the front and write the word while the class writes the word with their fingers on their forearms, legs, in the air, etc. 9. Repeat steps 7-8 with one more student. 10. Choose the best word, or have the students vote on the word they feel is written the best. 11. Repeat the activity with the remaining words. 	Learn to read and write sight words.
12. Find Words		<p>Cards with the words no, falls, in, eats, has, the, one word on each card, a set for each student</p> <p>Paper with the words no, falls, in, eats, has, the, one word on each sheet, one set for you</p>	<ol style="list-style-type: none"> 1. Give each student a set of word cards. 2. Say, "Find the word ____." 3. Have the students find the word. 4. Hold up the paper with the word on it. 5. Have the class check that they found the correct word. 6. Have the class spell the word by tracing each letter with their finger as they say the letter. 7. Have the class say the word again. 8. Repeat steps 2-7 with all the words. 9. Have a student come to the front and randomly choose a word. 10. Have the students try to be the first to find the word and hold it up. 11. Have the students say they word as they trace the word with their fingers. 12. Repeat steps 9-11 as time allows. 	Learn to read and write sight words.


Lesson 2: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
13. <i>Conversational Videos</i>	Unit 4 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "This is my____," and "This is your____." 3. Repeat the video if time allows. 	Review the phrases "This is my____," and "This is your____."

<p>14. <i>Twins</i></p>	<p>Unit 4 - Book tab</p> 	<p>Paper Crayons</p>	<ol style="list-style-type: none"> 1. Show the book <i>Twins</i> from the Teacher Menu. 2. Check if the class can remember names of the boys on the cover. 3. See if they remember which boy is which. 4. Show the rest of the book. 5. After each page is read, invite a student to tap an illustration or word to see if it is highlighted. 6. If a word is highlighted along with the illustration, point the word out to the class. Have students repeat the word. 7. When the story is finished give each student a sheet of paper and crayons. 8. Have the students write their name on the top of their paper and draw 3 things they like. 9. When most of the students are finished drawing choose a student to come to the front and show their paper. 10. Have the student say, "My name is _____," and point to their name. 11. Have the student say, "I like _____, _____, and _____," as they point to each of their pictures. 12. Repeat steps 10-11 with all the students or as time allows. 	<p>Share the book <i>Twins</i>.</p>
<p>15. Goodbye</p>			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know _____," (e.g., "I know the word 'tennis racket,'"") or "I can _____," (e.g., "I can read the word 'jam.'"). 3. Say goodbye to the class. 4. Have the students say goodbye. 	<p>Review and wrap up.</p>




Lesson 1: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 4 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "Baseball" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.

<p>4. Practice Actions: <i>Teacher Says</i></p>		<p>Strips of paper with the actions written on them</p> <p>A container to put the strips in</p>	<ol style="list-style-type: none">1. Review the following commands with the students while doing the action:<ul style="list-style-type: none">• put on your shoes• take off your shoes• throw the ball• brush your hair• touch your toes• kick the soccer ball• ride the bike• brush your teeth• go to bed2. Have the class repeat the phrase and do the action.3. Divide the class into two teams.4. Have the two team sit back to back, facing away from each other.5. Choose one student from each team to come to the container.6. Have one of the students choose a strip of paper.7. Whisper the action to the students, so that the rest of the class can't hear.8. Have the students go back and stand in front of their team.9. Say "Go."10. Have the students do the action without saying anything.11. Have the class guess the action by saying the command.12. The first team to correctly guess the action wins a point for the team.13. Have the whole class say the command.14. Repeat steps 5-13 with a new student from each team as time allows.	<p>Review the action "go to bed."</p>
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<p>5. Practice More Words: <i>Clothes Sort</i></p>		<p>Clothes vocabulary pictures (shoes, socks, dress, pants, shirt, baseball cap, skirt, jacket)</p> <p>Not clothes vocabulary pictures (teacher's choice for review), enough so that every student will have either a clothes picture or a not clothes vocabulary picture</p> <p>Paper with "yes" written on it</p> <p>Paper with "no" written on it</p> <p>Music the students like</p>	<ol style="list-style-type: none"> 1. Review the word clothes. 2. Show each of the clothes pictures and say, "Yes. These are clothes." 3. Hold up the paper with yes written on it and say "yes." 4. Have the class repeat the word. 5. Say "yes" again and put the paper on one side of the room. 6. Hold up the paper with the no written on it and say "no." 7. Have the class repeat the word. 8. Say "no" again and put the paper on the other side of the room. 9. Have the students stand in the middle of the room. 10. Mix up all the vocabulary pictures and put them in the middle of the room facedown so the students can't see them. 11. Start the music and have the students dance. 12. Randomly stop the music and have the students all grab a picture. 13. If the picture is clothes, have the students go to the "yes" side of the room. 14. If the picture is not clothes, have the students go to the "no" side of the room. 15. Review the pictures on each side of the room and have the class decide if they are on the correct side of the room. 16. Have all the students with clothes pictures hold them above their head. Have the class say, "These are clothes." 17. Have all the students with pictures that are not clothes hold them above their head. Have the class say, "These are not clothes." 18. Repeat steps 10-17 as time allows. 	<p>Review the word "clothes."</p>
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Lesson 1: Block B (15 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
6. Sentence Slinger	Unit 4 - Literacy tab 	Paper Pencils	<ol style="list-style-type: none"> 1. Play <i>Sentence Slinger</i> from the Teacher Menu. 2. Point to a word and say, "This is a word." 3. Point to each word and have the class read them. 4. Slide your finger under the whole sentence and say, "This is a sentence." 5. Have the class read the sentence again. 6. Ask, "Which picture matches?" 7. Have the students point to the picture that matches the sentence. 8. Choose a student to come to the front and tap the picture. 9. Repeat steps 2-5 with each sentence. 10. Repeat the activity until the students are comfortable comprehending the sentences. 11. If the students are able and time allows, give each student paper and a pencil. Have them write one of the sentences and then draw a picture to go with it. 	Comprehend sentences.
7. Make Sentences		Cards with the words ham, bam, jam, Sam, Nan, pan, fan, man, no, falls, in, eats, has, the, one word on each card, a set for each student Paper with the words ham, bam, jam, Sam, Nan, pan, fan, man, no, falls, in, eats, has, the, one word on each sheet, one set for you	<ol style="list-style-type: none"> 1. Make up a sentence that uses some of the words on the cards. 2. Say the sentence to the class. 3. Say, "Find the first word in the sentence ____." 4. Have the students find the word and hold it up. 5. Have the class say the first word in the sentence. 6. Have the students move the word to make the sentence. 7. Choose a student to come to the front and find the word on the paper. 8. Repeat steps 2-7 until the sentence is complete. 9. Draw a period at the end of the sentence. 10. Say "period." 11. Have the students point their finger and tap the end of the sentence. 12. Have the students say "period." 13. Explain to the class that we use a period to show the sentence is done. 14. Repeat steps 1-12 with different sentences as time allows. 	Review decodable words and sight words.

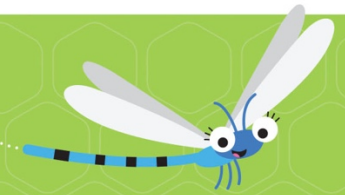
Break—5 mins

Lesson 2: Block A (25 mins)



Activity	Teacher Menu	Preparation	Content	Objectives
8. <i>Conversational Videos</i>	Unit 4 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "This is my____," and "This is your____." 	
9. <i>Speak Up 1</i>	Unit 4 - Speaking tab 		<ol style="list-style-type: none"> 3. Play <i>Speak Up 1</i> from the Teacher Menu. 4. Have the class practice saying the phrase in the activity. 5. Divide the class into groups. 6. Play the video several more times, having different groups repeat the phrase. 	Review the phrases "This is my____," and "This is your____."
10. <i>Speak Up 2</i>	Unit 4 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 2</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	
11. Review Vocabulary Words: Read and Hunt		<p>Vocabulary pictures (baseball cap, poster, game, tennis racket, shoes, bedroom) with the labels covered so the words can't be seen</p> <p>Papers with baseball cap, poster, game, tennis racket, shoes, bedroom written on them, enough for each student to have one.</p>	<ol style="list-style-type: none"> 1. Review the pictures and words with the class. 2. Tape the pictures around the room. 3. Give each student a paper with a vocabulary word written on it. 4. Tell the class they have until you count to 10 to find the picture that matches their word. 5. Start counting slowly and have the students go stand by the picture of their word. 6. All students should be standing by a picture by the time you get to 10. If not have them sit down. 7. Go to each picture and have the students with that word hold it up. 8. Have the class read it. 9. Have each student that didn't find their word hold it up. 10. Have the class help them read it and then have the student go to the correct picture. 11. Repeat the activity, giving the students new words, as time allows. 	Review the words "baseball cap," "poster," "game," "tennis racket," "shoes," and "bedroom."

Lesson 2: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
12. <i>Listen and Color</i> Project	Unit 4 - Listening tab 	<i>Listen and Color</i> project enough for each student crayons	<ol style="list-style-type: none"> 1. Give each student a <i>Listen and Color</i> project. Make sure they have crayons. 2. Have students write their name on their project. 3. Play <i>Listen and Color</i> from the Teacher Menu. 4. Play the first audio and have the students listen. 5. Play the audio a second time, and have the students find the object and color it the correct color. 6. Choose a student to come to the screen color the object. 7. Have the students check their answers and make corrections as needed. 8. Have the students say the phrase (e.g., "The shoe on the chair is red."). 9. Repeat steps 3-8 for the remaining audio instructions. 10. Tell the students to take the project home and talk about it with their parents. 	Show what you learned.
13. Goodbye			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know what a poster is.") or "I can ____," (e.g., "I can read the word 'pan.'"). 3. Say goodbye to the class. 4. Have the students say goodbye. 	Review and wrap up.



Lesson 1: Block A (30 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review classroom rules as necessary.	
3. Sing a Song	Unit 4 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "Baseball" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. <i>I Want to Play Baseball</i>	Unit 4 - Value tab 		<p>Introduce the Book</p> <ol style="list-style-type: none"> 1. Show the book <i>I Want to Play Baseball</i> from the Teacher Menu. 2. On the cover, review the title, author, and illustrator with the class. 3. Have the class repeat the title, author, and illustrator. 4. Have the students talk about the cover, telling what they see and making predictions of what the book will be about. 	Learn the value grit.
			<p>Read the Story</p> <ol style="list-style-type: none"> 1. Read the story. 2. After the narrator reads each page, have the class repeat what was said. 3. Stop on page 6 and have the class act like the girl when she can't play baseball. 4. Ask the class how the girl feels. (She feels unhappy.). 5. Continue reading the story. 6. Ask how the she feels at the end of the book. (She feels happy). 7. Ask why the girl feels that way (She learned to play baseball.). 8. Say, "I can keep trying even when things are hard." 9. Have the class repeat, "I can keep trying even when things are hard." 10. Say "grit." 11. Have the class repeat "grit." 	

		Music the students enjoy	<ol style="list-style-type: none">1. Ask the students to stand up to learn a new dance.2. Turn on the music and do the dance up to speed using the following steps:<ul style="list-style-type: none">• clap three times• turn around• jump three times• bow3. Ask the students to do the dance steps without music. Repeat until students are comfortable with the steps.4. Turn on the music and have the students do the steps slowly.5. Increase the speed the students do the steps until they are dancing up to speed.6. Turn off the music and have the students sit down.7. Ask students why they couldn't do the dance at first. (They needed to learn the steps and practice.)8. Say, "I can keep trying even when things are hard."9. Have the class repeat, "I can keep trying even when things are hard."10. Say "grit."11. Have the class repeat "grit."	
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Lesson 1: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>5. Review Actions: <i>Teacher Says</i></p>		<p>Strips of paper with the actions written on them</p> <p>A container to put the strips in</p>	<ol style="list-style-type: none"> 1. Review the following commands with the students while doing the action: <ul style="list-style-type: none"> • put on your shoes • take off your shoes • throw the ball • brush your hair • touch your toes • kick the soccer ball • ride the bike • brush your teeth • go to bed 2. Have the class repeat the phrase and do the action. 3. Divide the class into two teams. 4. Have the two team sit back to back, facing away from each other. 5. Choose one student from each team to come to the container. 6. Have one of the students choose a strip of paper. 7. Whisper the action to the students, so that the rest of the class can't hear. 8. Have the students go back and stand in front of their team. 9. Say "Go." 10. Have the students do the action without saying anything. 11. Have the class guess the action, by saying the command. 12. The first team to correctly guess the action wins a point for the team. 13. Have the whole class say the command. 14. Repeat steps 5-13 with a new student from each team as time allows. 	<p>Review the action "go to bed."</p>

6. Review More Words: Read and Hunt		<p>Vocabulary pictures (baseball cap, poster, game, tennis racket, shoes, bedroom) with the labels covered so the words can't be seen</p> <p>Papers with baseball cap, poster, game, tennis racket, shoes, bedroom written on them, enough for each student to have one</p>	<ol style="list-style-type: none"> 1. Review the pictures and words with the class. 2. Tape the pictures around the room. 3. Give each student a paper with a vocabulary word written on it. 4. Tell the class they have until you count to 10 to find the picture that matches their word. 5. Start counting slowly and have the students go stand by the picture of their word. 6. All students should be standing by a picture by the time you get to 10. If not have them sit down. 7. Go to each picture and have the students with that word hold it up. 8. Have the class read it. 9. Have each student that didn't find their word hold it up. 10. Have the class help them read it and then have the student go to the correct picture. 11. Repeat the activity, giving the students new words, as time allows. 	<p>Review the words "baseball cap," "poster," "game," "tennis racket," "shoes," and "bedroom."</p>
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Break—5 mins

Lesson 2: Block A (15mins)

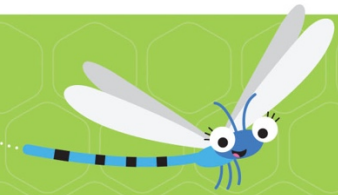
Activity	Teacher Menu	Preparation	Content	Objectives
7. Practice Vocabulary Words in a Phrase: Sharing		<p>Vocabulary pictures (baseball cap, poster, game, tennis racket, shoes, bedroom) with the labels covered so the words can't be seen</p>	<ol style="list-style-type: none"> 1. Have the class sit in a circle. 2. Choose a student to start the activity. This student is the leader. 3. Give the leader one of the vocabulary pictures. 4. Have the leader hold up the picture and say, "This is my ____." 5. Have the leader pass the picture to the student next to them. 6. Have the student show the picture to the leader and say, "This is your ____." 7. Have the student continue passing the picture to the next student and repeat step 6 until the picture gets completely around the circle. 8. Choose a new leader and repeat steps 3-7 until every student has had a turn to be the leader or as time allows. 	<p>Review the words "baseball cap," "poster," "game," and "tennis racket," "shoes," and "bedroom."</p> <p>Review the phrases "This is my ____," and "This is your ____."</p>

<p>8. Practice Vocabulary Words: See and Spell Project</p>		<p>Vocabulary Pictures (baseball cap, poster, game, tennis racket, shoes, bedroom)</p> <p>See and Spell project for each student</p> <p>Pencils</p> <p>Crayons</p>	<ol style="list-style-type: none"> 1. Review each of the vocabulary pictures and words with the class. 2. Give each student a <i>See and Spell</i> project, pencils, and crayons. 3. Have students write their name at the top of the project. 4. Have the students spell each of the words on their project page. 5. If the students need extra support, display the vocabulary pictures for the students to see. 6. When the students have finished spelling each of the words, have them color the pictures. 7. While students are working, walk around the classroom and make sure the students have correctly spelled the words. Have the students practice reading the words. 8. As the students finish their project, have them get with a partner, read the words on their paper, and share their pictures. 9. Tell the students to take the project home and talk about it with their parents. 	<p>Review the words "baseball cap," "poster," "game," "tennis racket," "shoes," and "bedroom."</p>
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Lesson 2: Block B (25 mins)



Activity	Teacher Menu	Preparation	Content	Objectives
<p>9. <i>Miss Daisy</i></p>	<p>Unit 4 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Miss Daisy</i> from the Teacher Menu. 2. Have students respond to the people in the video when they are prompted to speak. 3. Evaluate what the class says. 4. If the class answers correctly, press the button to move on. 5. If the class answers incorrectly, repeat the question and prompt the class to say the correct answer. 	<p>Practice speaking.</p>

<p>10. Show What You've Learned: My and Your Project</p>		<p>Vocabulary pictures (baseball cap, poster, game, tennis racket, shoes, bedroom)</p> <p>Pre-cut icons, a set for each student</p> <p>Crayons</p> <p>Pencils</p>	<ol style="list-style-type: none"> 1. Review each of the vocabulary pictures and words with the class. 2. Give each student a set of icons, a pencil, and crayons. 3. Have the students color the icons and trace the words. 4. As the students are coloring each icon have them say, "This is my _____," or "These are my _____." 5. When the student has finished coloring, have them get with a partner. 6. Have the two students mix up their icons and make a pile with the icons face down. 7. Have the students take turns picking up one of the icons and identifying whether the icon is theirs or their partners (e.g., "This is my baseball cap."). 8. Have the students make a pile of their icons as they figure out who each icon belongs to. 9. When the students have finished getting their icons back, have the students find a new partner and repeat steps 6-9 as time allows. 10. Tell the students to take the project home and talk about it with their parents. 	<p>Review the words "baseball cap," "poster," "game," "tennis racket," "shoes," "bedroom," "my," and "your."</p>
<p>11. Goodbye</p>			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know _____," (e.g., "I know what a baseball cap is.") or "I can _____," (e.g., "I can do a dance."). 3. Say goodbye to the class. 4. Have the students say goodbye in return. 	<p>Review and wrap up.</p>






Lesson 1: Block A (30 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 5 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "This and These (Jungle Animals 1)" from the Teacher Menu. 2. Have the students watch the video of the song to become familiar with the music and lyrics. 	Learn the phrases "Let's go to the zoo," "This is a____," and "These are ____."
		Vocabulary pictures (zebra, giraffe, snake)	<ol style="list-style-type: none"> 1. Teach the vocabulary words "zebra," "giraffe," and "snake." 2. Create actions for the words with the students. 3. Have the class practice the words and actions until they are comfortable with them. 	
	Unit 5 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "This and These (Jungle Animals 1)" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	
4. Conversational Videos	Unit 5 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "Let's go to the zoo," "This is a____," and "These are ____." 3. Repeat the video as time allows. 	

<p>5. Big Picture (Vocabulary)</p>	<p>Unit 5 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play Big Picture (Vocabulary) from the Teacher Menu. 2. Show the first picture. 3. Ask, "What is it?" and shrug your shoulders. 4. Have the class say, "It's a ____." 5. If possible, have the students do an action for the vocabulary word. 6. If they don't know what the picture is, have the class say, "I don't know." Tap the board. Say, "It's a ____." 7. Have the class repeat the sentence. 8. Repeat steps 2-7 with all the vocabulary words. 9. Show the pictures again, but this time, ask, "Is it a ____?" Alternate between saying a correct and an incorrect word in the blank. 10. Have the class answer, "Yes, it is," or "No, it's a ____." 11. Invite individual students to come and tap each of the pictures to confirm the answers. 12. Repeat steps 9-11. 13. Show the pictures one more time. Ask the students to identify the words using a full sentence (e.g., "It's a zebra."). 14. Ask, "What letters do you see in this word?" 15. Have a student come up and identify a letter. 16. Have the class repeat the name of the letter. 17. Repeat steps 13-16 until all letters in the words are identified. 	<p>Learn the words "zebra," "giraffe," "zoo," and "lizard."</p>
<p>6. Worm Holes</p>	<p>Unit 5 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Worm Holes</i> from the Teacher Menu. 2. When a word is said, ask all the students to say the word aloud. 3. Ask the students if they see a picture of the word on the screen. If they can't see the word at first, wait until students can see the word. 4. Have the students point at the picture. 5. Choose two students to come to the screen and try to tap the picture as fast as they can. 6. Repeat steps 2-5 with the remaining words. 	



Lesson 1: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>7. Conversational Videos</p>	<p>Unit 5 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "Let's go to the zoo," "This is a____," and "These are ____." 3. Repeat the video as time allows. 	<p>Review the phrases "Let's go to the zoo," "This is a____," and "These are ____."</p>

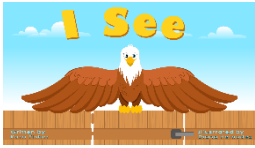
<p>8. <i>Speak Up 1</i></p>	<p>Unit 5 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 1</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	
<p>9. Practice Phrases: <i>Act Like Animals</i></p>		<p>Vocabulary pictures (zebra, giraffe, lizard, monkey, tiger, snake, cub)</p> <p>Number cube</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures with the class. 2. Put the pictures in a pile face down. 3. Choose a student to come to the front and choose a picture from the pile. 4. Have the student hold up the picture so the class can see it and say, "This is a ____." 5. Have the class repeat, "This is a ____." 6. Have the student roll the number cube. 7. Whatever number comes up on the cube, have the student pick that many classmates to come to the front and act like the animal. 8. Have the student say, "These are ____." 9. Have the class repeat, "These are ____." 10. Repeat steps 3-9 with a new student until all the pictures have been chosen. 11. Repeat the activity as time allows. 	
<p>10. <i>Hear! Hear!</i></p>	<p>Unit 5 - Listening tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Hear! Hear!</i> from the Teacher Menu. 2. Have the class listen to the conversation. 3. Have the class identify the picture that matches the conversation. 4. Choose a student to tap the picture. 5. Repeat until each student has a turn to tap a picture or all the phrases are played. 	

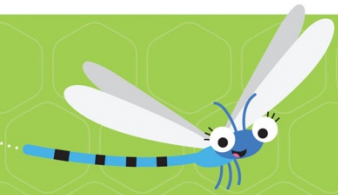
Break—5 mins

Lesson 2: Block A (20 mins)



Activity	Teacher Menu	Preparation	Content	Objectives
<p>11. <i>Word Flurry</i></p>	<p>Unit 5 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Word Flurry</i> from the Teacher Menu. 2. When a word is said, ask all the students to say the word aloud. 3. Ask the students if they see a picture of the word on the screen. 4. Choose two students to come to the screen and try to tap the picture first. 5. Repeat steps 2-4 with the remaining words. <ol style="list-style-type: none"> 1. Play the game again as time allows. 	
<p>12. Practice Vocabulary in a Phrase: <i>Four Corners</i></p>		<p>Vocabulary pictures (zebra, giraffe, zoo, lizard), two of each picture</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures with the class. 2. Using one set of vocabulary pictures, put each of the vocabulary pictures in a different spot around the classroom. 3. Have the students pick a picture to stand by. 4. Shuffle the second set of pictures and hold up a random picture. 5. Have the class say the vocabulary word. 6. The students standing by that picture will go back to their seat. 7. Have the remaining students spread out and stand by one of the four pictures. 8. Repeat steps 3-7 until there is only one student left standing. 9. If there is still time, play the game again and let the winning student hold up the pictures. 	<p>Review the words "zebra," "giraffe," "zoo," and "lizard."</p>
<p>13. <i>Speak Up 2</i></p>	<p>Unit 5 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 2</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	<p>Review the phrases "Let's go to the zoo," "This is a _____," and "These are _____."</p>

Lesson 2: Block B (20 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>14. / See</p>	<p>Unit 5 - Book tab</p> 		<p>Introduce the Book</p> <ol style="list-style-type: none"> 1. Show the book / See from the Teacher Menu. 2. On the cover, review the title, author, and illustrator with the class. 3. Have the class repeat the title, author, and illustrator. 4. Have the students talk about the cover, telling what they see and making predictions of what the book will be about. <p>Read the Book</p> <ol style="list-style-type: none"> 1. Continue reading the book. 2. After the narrator reads each page, have the class repeat what was said. 3. Show the book again. 4. After each page is read, invite a student to tap an illustration or word to see if it is highlighted. 5. If a word is highlighted along with the illustration, point the word out to the class. Have students repeat the word. 6. Point to the animal(s) on the page. 7. Ask the class, "How many ___ are there?" 8. Have the class say how many of that animal they see in the book. 9. Choose that number of students to come to the front and act like that animal. 10. Repeat steps 4-9 throughout the book. 	<p>Share the book / See.</p>
<p>15. Goodbye</p>			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ___," (e.g., "I know what a zoo is.") or "I can ___," (e.g., "I can say, 'These are zebras.'"). 3. Say goodbye to the class. 4. Have the students say goodbye in return. 	<p>Review and wrap up.</p>




Lesson 1: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 5 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "This and These (Jungle Animals 1)" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Shake and Make	Unit 5 - Vocabulary tab 		<ol style="list-style-type: none"> 1. Play <i>Shake and Make</i> from the Teacher Menu. 2. Have the class read the word. 3. Click the move on arrow. 4. Choose a student to come to the front and tap the box to select a card. 5. Have the class say the word. 6. Choose another student to come to the front and shake out the letters. 7. Ask the class, "What is the first letter in the word?" 8. Have the class answer. 9. Choose a student to come to the front and drag the letter to the first spot. 10. Have the class write the letter with their finger in the air, on their leg, on their forearm, etc. 11. Repeat steps 5-8 with the remaining letters, having the class say all the letters in order as they make the word (e.g., After the second letter is placed, have the class say "zebra, z, e." After the final letter is placed have the class say "zebra, z, e, b, r, a.>"). 12. Have the class read the word one last time. 13. Repeat steps 1-12 with all the words. 14. Repeat the activity as time allows 	Learn to read the words "zebra," "giraffe," "zoo," "lizard," "cow," and "computer."

<p>5. Practice Reading Vocabulary Words: <i>Word Find</i></p>		<p>Vocabulary pictures (zebra, giraffe, zoo, lizard, cow, computer)</p> <p>Cards, six for each student to write on</p> <p>Crayons or pencils</p>	<ol style="list-style-type: none"> 1. Review the pictures and words with the class. 2. Give each student six cards. 3. Show the class one of the pictures. Write the word on the board one letter a time. Have the class write the word on one of their cards. 4. Repeat step 3 with all the pictures. 5. Mix up the pictures. 6. Choose a student to come to the front and be the leader. 7. Have the leader hold up one of the vocabulary pictures. 8. Have the students find their card with the word for the picture and hold it up as fast as they can. 9. Have the leader turn the vocabulary picture over and show the word. 10. Have the students check that they are holding up the correct word. 11. Have the student that found the word the fastest come to the front and be the new leader. 12. Repeat steps 7-11 until all the pictures have been held up. 13. Repeat the activity as time allows. 	
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Lesson 1: Block B (20 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
<p>6. Learn Opposite Words: <i>Tall and Short</i></p>		<p>Pictures of a tall tree, a short tree, a tall person, a short person, a tall lamp, a short lamp, a tall bookcase, a short bookcase, a tall flower, a short flower</p>	<ol style="list-style-type: none"> 1. Review the pictures with the class. 2. Write the word "tall" on the board and say "tall." 3. Have the class repeat the word. 4. Say "tall" again and point to the word. 5. Repeat steps 2-4 with the word "short." 6. Show the picture of the tall tree and say, "The tree is tall." 7. Have the class repeat the sentence. 8. Put the picture under the word "tall." 9. Repeat steps 5-8 with the short tree. 10. Choose a student to come to the front and hold up a picture. 11. Have the class say, "The ___ is ___." 12. Have the student place the picture under the correct word, "tall" or "short." 13. Repeat steps 10-12 until all the pictures have been placed. 14. Mix up the pictures and repeat the activity as time allows. 	<p>Learn the words "tall" and "short."</p>
<p>7. <i>At Your Command</i></p>	<p>Unit 5 - Action tab</p> 		<ol style="list-style-type: none"> 1. Play <i>At Your Command</i> from the Teacher Menu. 2. Have the class listen to the command twice. 3. Have the class say the command. 4. Evaluate what the class says and tap the corresponding correct or incorrect button. 5. Repeat video as time allows. 	<p>Learn the action "wake up."</p>

8. Practice an Action: Let's Wake Up			<ol style="list-style-type: none">1. Show the class how to gently tag each other.2. Move all the furniture so there is a big open space to play the game.3. Have the class stand against the wall on one side of the room.4. Choose a student to be in the middle.5. Have the class say, "Go to bed."6. Have the student in the middle lay down, close their eyes, and pretend to sleep.7. Have the class say, "Wake up! Wake up! It's time to run."8. Have the student in the middle stand up and try to tag the other students.9. Have the class try to run to the opposite wall without being touched by the student in the middle.10. If a student gets tagged, they join the student in the middle and try to tag the other students.11. Repeat steps 5-10 until only one student is left. They will be the person to start in the middle.12. Repeat the activity as time allows.	
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Break—5 mins

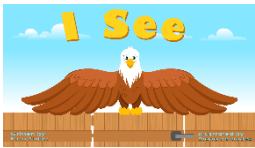
Lesson 2: Block A (25 mins)

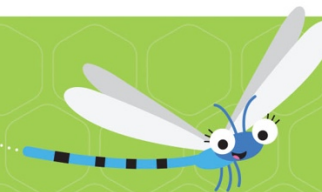
Activity	Teacher Menu	Preparation	Content	Objectives
<p>9. <i>Big Picture</i> (Read Words)</p>	<p>Unit 5 - Literacy tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Big Picture</i> (Read Words) from the Teacher Menu. 2. Show the first word. 3. Point to the first letter and ask, "What sound does this letter make?" 4. Have the class say the sound. 5. Point to the second letter and ask, "What sound does this letter make?" 6. Have the class say the sound. 7. Point to the first letter in the word and say, "Blend." 8. Scoop your finger under the first and second letters as the class blends the two sounds together. 9. Point to the third letter and ask, "What sound does this letter make?" 10. Have the class say the sound. 11. Point to the first letter and say, "Blend." 12. Scoop your finger under all three letters as the class blends the sounds together. 13. Point to the first letter and say, "Read the word." 14. Slide your finger under the word as the class reads the word. 15. Show the next screen. 16. Point to the word and ask the class, "What's this word?" 17. If the class can't read the word, repeat steps 3-14 with the word. 18. If the class can read the word, repeat steps 15-18 with the remaining words. 	<p>Learn to decode and spell words ending in -ag and -ap.</p>
<p>10. Spell Words</p>		<p>Pictures of bag, tag, wag, rag, map, cap, nap, lap</p> <p>Cards with b, a, g, t, w, r, m, p, c, n, l, one letter on each card, a set for each student</p>	<ol style="list-style-type: none"> 1. Give each student a set of letter cards. 2. Show the picture of the bag. 3. Say, "bag. What's the first sound in the word bag" putting an emphasis on the first sound. 4. Have the class say the first sound. 5. Ask, "What is the first letter in the word bag?" 6. Have the class say the first letter in the word. 7. Have the students move the letter to make the word. 8. Repeat steps 2-6 with the remaining sounds in the word. 9. Have the class read the word. 10. Repeat steps 2-9 with all the words. 	

11. Word Trace	Unit 5 - Literacy tab 		<ol style="list-style-type: none"> 1. Play <i>Word Trace</i> from the Teacher Menu. 2. Have the class say the word. 3. Choose a student to come to the front and find the word. 4. Have the class say the word again. 5. Select a different student to come to the front and trace the word while the class writes the word with their fingers on their forearms, legs, in the air, etc. 6. Repeat steps 4-5 with the next two traces. 7. Have the class say the word again. 8. Have a student come to the front and write the word while the class writes the word with their fingers on their forearms, legs, in the air, etc. 9. Repeat steps 7-8 with one more student. 10. Choose the best word, or have the students vote on the word they feel is written the best. 11. Repeat the activity with the remaining words. 	Learn to read and write sight words.
12. Find Words		Cards with the words this, my, not, I, see, is, one word on each card, a set for each student Paper with the words this, my, not, I, see, is, one word on each sheet, one set for you	<ol style="list-style-type: none"> 1. Give each student a set of word cards. 2. Say, "Find the word ____." 3. Have the students find the word. 4. Hold up the paper with the word on it. 5. Have the class check that they found the correct word. 6. Have the class spell the word by tracing each letter with their finger as they say the letter. 7. Have the class say the word again. 8. Repeat steps 2-7 with all the words. 9. Have a student come to the front and randomly choose a word. 10. Have the students try to be the first to find the word and hold it up. 11. Have the students say they word as they trace the word with their fingers. 12. Repeat steps 9-11 as time allows. 	


Lesson 2: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
13. Conversational Videos	Unit 5 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "Let's go to the zoo," "This is ____," and "These are ____." 3. Repeat the video if time allows. 	Review the phrases "Let's go to the zoo," "This is ____," and "These are ____."

14. / See	Unit 5 - Book tab 	Paper Crayons	<ol style="list-style-type: none"> 1. Show the book / See from the Teacher Menu. 2. Have the class read along with the narrator. 3. Give the students a sheet of paper and crayons. 4. Have the students choose their favorite animal and draw as many of that animal as they would like. 5. When most of the students are finished drawing, choose a student to come to the front and show their drawing. 6. Have the student point to one of the animals they have drawn and say, "This is a ____." 7. Then have them lead the class in counting all the animals they have drawn. 8. Have the student say, "These are ____ ____," (e.g., "These are three zebras.>"). 9. Repeat steps 6-8 until every student has had a turn to show their picture. 	Share the book / See.
15. Goodbye			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know what a computer is.") or "I can ____," (e.g., "I can read the word 'map.'"). 3. Say goodbye to the class. 4. Have the students say goodbye. 	Review and wrap up.




Lesson 1: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 5 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "This and These (Jungle Animals 1)" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Practice Actions: Sleeping Pictures		Vocabulary pictures (zebra, giraffe, zoo, lizard, cow, computer)	<ol style="list-style-type: none"> 1. Review the vocabulary pictures with the class. 2. Put the vocabulary pictures on the board. 3. Divide the class into two groups. 4. Have group 1 sit facing the vocabulary pictures. 5. Have one student from group 2 stand behind a student in group 1. 6. Have group 2 say, "Go to bed." 7. Have group 1 close their eyes. 8. Remove one of the vocabulary pictures from the board. 9. Have group 2 say, "Wake up." 10. Have group 1 open their eyes and guess which picture is missing. 11. When someone guesses correctly, show the picture and have the class say, "This is a ____." 12. Have the groups switch places and repeat steps 6-11. 13. Repeat the activity as time allows. 	Review the actions "go to bed" and "wake up."

<p>5. Practice More Words: <i>Tall and Short Dance</i></p>		<p>Music the students like</p>	<ol style="list-style-type: none"> 1. Review the words tall and short. 2. Have the tallest student in the class come to the front. 3. Have the shortest student in the class come to the front. 4. Have the students stand back-to-back. 5. Say, “___ is tall. ___ is short.” 6. Have the class repeat the two sentences. 7. Start the music. 8. Have the students dance around the classroom. 9. Randomly stop the music and have the students quickly find a partner. 10. Have the students figure out who is taller and who is shorter. 11. Choose a pair of students to start. 12. Have the taller student say, “I am tall.” 13. Have the shorter student say, “I am short.” 14. If they are the same height, have them say, “We are the same.” 15. Repeat steps 12-14 with all the pairs of students. 16. Start the music again and repeat steps 8-15 as time allows. 	<p>Review the words “tall” and “short.”</p>
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Lesson 1: Block B (20 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
<p>6. <i>Sentence Slinger</i></p>	<p>Unit 5 - Literacy tab</p> 	<p>Paper Pencils</p>	<ol style="list-style-type: none"> 1. Play <i>Sentence Slinger</i> from the Teacher Menu. 2. Point to a word and say, “This is a word.” 3. Point to each word and have the class read them. 4. Slide your finger under the whole sentence and say, “This is a sentence.” 5. Have the class read the sentence again. 6. Ask, “Which picture matches?” 7. Have the students point to the picture that matches the sentence. 8. Choose a student to come to the front and tap the picture. 9. Repeat steps 2-5 with each sentence. 10. Repeat the activity until the students are comfortable comprehending the sentences. 11. If the students are able and time allows, give each student paper and a pencil. Have them write one of the sentences and then draw a picture to go with it. 	<p>Comprehend sentences.</p>

7. Make Sentences		<p>Cards with the words bag, tag, wag, rag, map, cap, nap, lap, this, my, not, I, see, is, one word on each card, a set for each student</p> <p>Paper with the words bag, tag, wag, rag, map, cap, nap, lap, this, my, not, I, see, is, one word on each sheet, one set for you</p>	<ol style="list-style-type: none"> 1. Make up a sentence that uses some of the words on the cards. 2. Say the sentence to the class. 3. Say, "Find the first word in the sentence ____." 4. Have the students find the word and hold it up. 5. Have the class say the first word in the sentence. 6. Have the students move the word to make the sentence. 7. Choose a student to come to the front and find the word on the paper. 8. Repeat steps 2-7 until the sentence is complete. 9. Draw a period at the end of the sentence. 10. Say "period." 11. Have the students point their finger and tap the end of the sentence. 12. Have the students say "period." 13. Explain to the class that we use a period to show the sentence is done. 14. Repeat steps 1-12 with different sentences as time allows. 	Review decodable words and sight words.
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Break—5 mins

Lesson 2: Block A (25 mins)

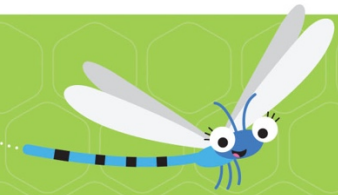
Activity	Teacher Menu	Preparation	Content	Objectives
8. Conversational Videos	Unit 5 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "Let's go to the zoo," "This is a ____," and "These are ____." 	Review the phrases "Let's go to the zoo," "This is a ____," and "These are ____."
9. Speak Up 1	Unit 5 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 1</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	Review the phrases "Let's go to the zoo," "This is a ____," and "These are ____."

10. Speak Up 2	Unit 5 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 2</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	
11. Review Vocabulary Words: Picture Move		<p>Vocabulary pictures (zebra, giraffe, zoo, lizard, cow, computer) with the label covered so the word can't be seen, enough for every student</p> <p>Papers with zebra, giraffe, zoo, lizard, cow, computer written on them</p>	<ol style="list-style-type: none"> 5. Review the pictures and words with the class. 6. Give each student a vocabulary picture. 7. Stand at one end of the classroom and have the students stand at the other end of the classroom. 8. Randomly hold up one of the words. 9. The students with the matching pictures will take one step forward. 10. If a student steps forward but doesn't have the matching picture, they must go back to the wall. 11. Repeat steps 4-6 until a student makes it to the other end of the classroom. This student is the winner. 12. Repeat the activity as time allows having the winner randomly hold up words. 	Review the words "zebra," "giraffe," "zoo" "lizard," "cow," and "computer."


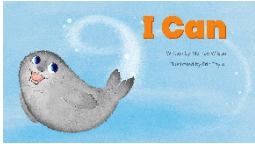
Lesson 2: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
12. Listen and Move Project	Unit 5 - Listening tab 	<p>Listen and Move project enough for each student</p> <p>Pencils or crayons</p>	<ol style="list-style-type: none"> 1. Give each student a Listen and Move project. Make sure they have a pencil or crayon. 2. Have students write their names on their project. 3. Play Listen and Move from the Teacher Menu. 4. Play the first audio and have the students listen. 5. When the audio finishes, have the students draw a line from the correct object to the correct location. 6. Choose a student to come to the screen and move the object to the correct location. 7. Have the students check their answers and make corrections as needed. 8. Have the students repeat the phrase (e.g., "The computer is on the chair."). 9. Repeat steps 3-8 for the remaining audio instructions. 10. Tell the students to take the project home and talk about it with their parents. 	Show what you learned.

<p>13. Goodbye</p>			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know what a lizard is.") or "I can ____," (e.g., "I can read the word 'see.'"). 3. Say goodbye to the class. 4. Have the students say goodbye. 	<p>Review and wrap up.</p>
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Lesson 1: Block A (30 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review classroom rules as necessary.	
3. Sing a Song	Unit 5 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "This and These (Jungle Animals 1)" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. <i>I Can</i>	Unit 5 - Value tab 		<p>Introduce the Book</p> <ol style="list-style-type: none"> 1. Show the book <i>I Can</i> from the Teacher Menu. 2. On the cover, review the title, author, and illustrator with the class. 3. Have the class repeat the title, author, and illustrator. 4. Have the students talk about the cover, telling what they see and making predictions of what the book will be about. <p>Read the Story</p> <ol style="list-style-type: none"> 1. Continue to read the story. 2. After the narrator reads each page, have the class repeat what was said. 3. Have the class act like the seal. 4. After the book is over ask the class how the seal feels at first (jealous/sad). 5. Ask how the seal feels at the end of the book (happy). 6. Ask why the seal feels that way (He can do lots of things.). 7. Say, "When you decide to be happy instead of sad, you are being positive." 8. Have the class repeat, "When you decide to be happy instead of sad, you are being positive." 9. Say, "I can be positive." 10. Have the class repeat, "I can be positive." 	Learn the value positivity.

			<ol style="list-style-type: none"> 1. Show the book <i>I Can</i> again from the Teacher Menu. 2. Have four students act out the story. <ul style="list-style-type: none"> • seal • giraffe • zebra • lizard 3. Repeat steps 1-2 with new students as time allows. 	
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Lesson 1: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
5. Review Actions: Let's Wake Up			<ol style="list-style-type: none"> 1. Show the class how to gently tag each other. 2. Move all the furniture so there is a big open space to play the game. 3. Have the class stand against the wall on one side of the room. 4. Choose a student to be in the middle. 5. Have the class say, "Go to bed." 6. Have the student in the middle lay down, close their eyes, and pretend to sleep. 7. Have the class say, "Wake up! Wake up! It's time to run." 8. Have the student in the middle stand up and try to tag the other students. 9. Have the class run to the opposite wall without being touched by the student in the middle. 10. If a student gets tagged, they join the student in the middle and try to tag the other students. 11. Repeat steps 5-10 until only one student is left. They will be the person to start in the middle. 12. Repeat the activity as time allows. 	Review the action "wake up."

<p>6. Review More Words: <i>Tall and Short Dance</i></p>		<p>Music the students like</p>	<ol style="list-style-type: none"> 1. Review the words tall and short. 2. Have the tallest student in the class come to the front. 3. Have the shortest student in the class come to the front. 4. Have the students stand back-to-back. 5. Say, “___ is tall. ___ is short.” 6. Have the class repeat the two sentences. 7. Start the music. 8. Have the students dance around the classroom. 9. Randomly stop the music and have the students quickly find a partner. 10. Have the students figure out who is taller and who is shorter. 11. Choose a pair of students to start. 12. Have the taller student say, “I am tall.” 13. Have the shorter student say, “I am short.” 14. If they are the same height have them say, “We are the same.” 15. Repeat steps 12-14 with all the pairs of students. 16. Start the music again and repeat steps 8-15 as time allows. 	<p>Review the words “tall” and “short.”</p>
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Break—5 mins

Lesson 2: Block A (15mins)

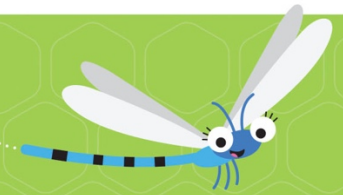
Activity	Teacher Menu	Preparation	Content	Objectives
<p>7. Practice Reading Vocabulary Words: <i>Picture Move</i></p>		<p>Vocabulary pictures (zebra, giraffe, zoo, lizard, cow, computer) with the label covered so the word can't be seen, enough for every student</p> <p>Papers with zebra, giraffe, zoo, lizard, cow, computer written on them</p>	<ol style="list-style-type: none"> 1. Review the pictures and words with the class. 2. Give each student a vocabulary picture. 3. Stand at one end of the classroom and have the students stand at the other end of the classroom. 4. Randomly hold up one of the words. 5. The students with the matching pictures will take one step forward. 6. If a student steps forward but doesn't have the matching picture, they must go back to the wall. 7. Have the class read the word. 8. Repeat steps 4-7 until a student makes it to the other end of the classroom. This student is the winner. 9. Repeat the activity as time allows having the winner randomly hold up words. 	<p>Review the words “zebra,” “giraffe,” “zoo,” “lizard,” “cow,” and “computer.”</p>

<p>8. Practice Vocabulary Words: See and Spell Project</p>		<p>Vocabulary Pictures (zebra, giraffe, zoo, lizard, cow, computer)</p> <p>See and Spell project for each student</p> <p>Pencils</p> <p>Crayons</p>	<ol style="list-style-type: none"> 1. Review each of the vocabulary pictures and words with the class. 2. Give each student a <i>See and Spell</i> project, pencils, and crayons. 3. Have students write their names at the top of the project. 4. Have the students spell each of the words on their project page. 5. If the students need extra support, display the vocabulary pictures for the students to see. 6. When the students have finished spelling each of the words, have them color the pictures. 7. While students are working, walk around the classroom and make sure the students have correctly spelled the words. Have the students practice reading the words. 8. As the students finish their project, have them get with a partner, read the words on their paper, and share their pictures. 9. Tell the students to take the project home and talk about it with their parents. 	
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Lesson 2: Block B (25 mins)



Activity	Teacher Menu	Preparation	Content	Objectives
<p>9. <i>Miss Daisy</i></p>	<p>Unit 5 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Miss Daisy</i> from the Teacher Menu. 2. Have students respond to the people in the video when they are prompted to speak. 3. Evaluate what the class says. 4. If the class answers correctly, press the button to move on. 5. If the class answers incorrectly, repeat the question and prompt the class to say the correct answer. 	<p>Practice speaking.</p>

<p>10. Show What You've Learned: Zoo Animal Memory Project</p>		<p>Zoo Animal Memory project for each student</p> <p>crayons</p> <p>Pre-cut singular and plural animal cards for each student</p>	<ol style="list-style-type: none"> 1. Review each of the animals with the class. 2. Give each student set of singular and plural animal cards, crayons, and scissors. 3. Have students write their names on the back of their cards. 4. Have students color the animals. 5. When the students have finished coloring, have them get with a partner. 6. Have students use one set of cards and mix them up then spread them out facedown, so they can't see the pictures. 7. Have the students take turns turning two cards over at a time, trying to find the singular and plural pictures of the same animal. 8. When a card is turned over, have students say, "This is a ____," or "These are ____." 9. Have students continue playing until all matches are found. 10. Have the students repeat steps 6-9 with the other student's cards. 11. Have the students find a new partner and repeat the game. 12. Tell the students to take the project home and talk about it with their parents. 	<p>Review the words "zebra," "giraffe," "lizard," and "cow."</p> <p>Review the phrases "This is a ____," and "These are ____."</p>
<p>11. Goodbye</p>			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know what wake up means.") or "I can ____," (e.g., "I can read the word 'this.'"). 3. Say goodbye to the class. 4. Have the students say goodbye in return. 	<p>Review and wrap up.</p>






Lesson 1: Block A (30 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 6 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "This and These (Jungle Animals 2)" from the Teacher Menu. 2. Have the students watch the video of the song to become familiar with the music and lyrics. 	Learn the phrases "What's this?" "This is a ____," "What are these?" and "These are ____."
		Vocabulary pictures (lion, lizard, elephant)	<ol style="list-style-type: none"> 1. Teach the vocabulary words "lion," "lizard," and "elephant." 2. Create actions for the words with the students. 3. Have the class practice the words and actions until they are comfortable with them. 	
	Unit 6 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "This and These (Jungle Animals 2)" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	
4. Conversational Videos	Unit 6 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "What's this?" "This is a ____," "What are these?" and "These are ____." 3. Repeat the video as time allows. 	

<p>5. Big Picture (Vocabulary)</p>	<p>Unit 6 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play Big Picture (Vocabulary) from the Teacher Menu. 2. Show the first picture. 3. Ask, "What is it?" and shrug your shoulders. 4. Have the class say, "It's a(n) ____." 5. If possible, have the students do an action for the vocabulary word. 6. If they don't know what the picture is, have the class say, "I don't know." Tap the board. Say, "It's a(n) ____." 7. Have the class repeat the sentence. 8. Repeat steps 2-7 with all the vocabulary words. 9. Show the pictures again, but this time, ask, "Is it a(n) ____?" Alternate between saying a correct and an incorrect word in the blank. 10. Have the class answer, "Yes, it is," or "No, it's a(n) ____." 11. Invite individual students to come and tap each of the pictures to confirm the answers. 12. Repeat steps 9-11. 13. Show the pictures one more time. Ask the students to identify the words using a full sentence (e.g., "It's a panda.>"). 14. Ask, "What letters do you see in this word?" 15. Have a student come up and identify a letter. 16. Have the class repeat the name of the letter. 17. Repeat steps 13-16 until all letters in the words are identified. 	<p>Learn the words "lion," "elephant," "kangaroo," and "panda."</p>
<p>6. Worm Holes</p>	<p>Unit 6 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Worm Holes</i> from the Teacher Menu. 2. When a word is said, ask all the students to say the word aloud. 3. Ask the students if they see a picture of the word on the screen. If they can't see the word at first, wait until students can see the word. 4. Have the students point at the picture. 5. Choose two students to come to the screen and try to tap the picture as fast as they can. 6. Repeat steps 2-5 with the remaining words. 	



Lesson 1: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>7. Conversational Videos</p>	<p>Unit 6 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 1. Have the class repeat the target phrases "What's this?" "This is a ____," "What are these?" and "These are ____." 2. Repeat the video as time allows. 	<p>Review the phrases "What's this?" "This is a ____," "What are these?" and "These are ____."</p>


<p>8. <i>Speak Up 1</i></p>	<p>Unit 6 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 1</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	
<p>9. Practice Phrases: <i>Shine</i></p>		<p>Vocabulary pictures (lion, elephant, kangaroo, panda), three of each</p> <p>Flashlight</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures with the class. 2. Put one of each vocabulary picture randomly on the board with a lot of space in between the pictures. 3. Put the remaining two of each of the vocabulary pictures in pairs randomly on the board, again keeping a lot of space. 4. Turn off the classroom lights and turn on the flashlight. 5. Shine the flashlight on one of the single vocabulary pictures. 6. Ask the class, "What's this?" 7. Have the class answer, "This is a(n) ____." 8. Shine the flashlight on a pair of vocabulary pictures. 9. Ask, "What are these?" 10. Have the class answer, "These are ____." 11. Repeat steps 5-10 until all the pictures have had the light on them. 12. Choose a student to shine the light on the vocabulary pictures and ask the corresponding question. 13. Have the class give the corresponding answer. 14. Repeat steps 12-13 with different students as time allows. 	
<p>10. <i>Hear! Hear!</i></p>	<p>Unit 6 - Listening tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Hear! Hear!</i> from the Teacher Menu. 2. Have the class listen to the conversation. 3. Have the class identify the picture that matches the conversation. 4. Choose a student to tap the picture. 5. Repeat until each student has a turn to tap a picture or all the phrases are played. 	

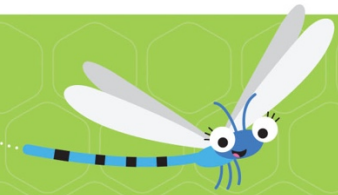
Break—5 mins

Lesson 2: Block A (20 mins)



Activity	Teacher Menu	Preparation	Content	Objectives
11. <i>Word Flurry</i>	Unit 6 - Vocabulary tab 		<ol style="list-style-type: none"> 1. Play <i>Word Flurry</i> from the Teacher Menu. 2. When a word is said, ask all the students to say the word aloud. 3. Ask the students if they see a picture of the word on the screen. 4. Choose two students to come to the screen and try to tap the picture first. 5. Repeat steps 2-4 with the remaining words. <ol style="list-style-type: none"> 1. Play the game again as time allows. 	Review the words "lion," "elephant," "kangaroo," and "panda."
12. <i>Speak Up 2</i>	Unit 6 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 2</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	
13. Practice Vocabulary in a Phrase: <i>Slap</i>		<p>Vocabulary pictures (lion, elephant, kangaroo, panda)</p> <p>2-4 flyswatters or rulers</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures with the class. 2. Put the pictures on the board. 3. Divide the class into 2-4 groups. 4. Have each group line up. 5. Give the first student in each line a flyswatter. 6. Say, "Find the ____." 7. Have the students with the flyswatters race to tap the picture. 8. Have the class say, "This is a(n) ____." 9. The student who taps the picture first earns a point for their team. 10. The students go back to their lines and give the flyswatter to the next person in line. 11. Repeat steps 5-9 until all students have tapped a picture. 12. The team with the most points wins. 	Review the phrases "What's this?" "This is a ____," "What are these?" and "These are ____."

Lesson 2: Block B (20 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>14. <i>Amazing Animals</i></p>	<p>Unit 6 - Book tab</p> 		<p>Introduce the Book</p> <ol style="list-style-type: none"> 1. Show the book <i>Amazing Animals</i> from the Teacher Menu. 2. On the cover, review the title, author, and illustrator with the class. 3. Have the class repeat the title, author, and illustrator. 4. Have the students talk about the cover, telling what they see and making predictions of what the book will be about. 5. Ask, "What animal do you see on the front of this book? (lion); What other animals do you think will be in this book?" 6. Ask students to look at what the animals they see and what the animals can do. 	<p>Share the book <i>Amazing Animals</i>.</p>
		<p>Paper folded into 4ths</p> <p>Crayons</p>	<p>Read the Book</p> <ol style="list-style-type: none"> 1. Continue to read the book. 2. After the narrator reads each page, have the class repeat what was said. 3. Once the book is finished, give each student a pre-folded paper and crayons. 4. Ask the class, "What animals are in the book?" 5. Choose a student to answer. 6. Write the word for the animal the student said on the board one letter at a time. 7. Have the students write the word for the animal with you at the top of one of the four sections of their paper. 8. Model for the class how to draw a picture of the animal. 9. Have the students draw their own picture of the animal. 10. Repeat steps 4-9 until all four animals are drawn. 11. Have the students get in pairs and share their drawings as time allows. 	
<p>15. Goodbye</p>			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know what an elephant is.") or "I can ____," (e.g., "I can draw a zebra."). 3. Say goodbye to the class. 4. Have the students say goodbye in return. 	<p>Review and wrap up.</p>




Lesson 1: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 6 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "This and These (Jungle Animals 2)" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Shake and Make	Unit 6 - Vocabulary tab 		<ol style="list-style-type: none"> 1. Play <i>Shake and Make</i> from the Teacher Menu. 2. Have the class read the word. 3. Click the move on arrow. 4. Choose a student to come to the front and tap the box to select a card. 5. Have the class say the word. 6. Choose another student to come to the front and shake out the letters. 7. Ask the class, "What is the first letter in the word?" 8. Have the class answer. 9. Choose a student to come to the front and drag the letter to the first spot. 10. Have the class write the letter with their finger in the air, on their leg, on their forearm, etc. 11. Repeat steps 5-8 with the remaining letters, having the class say all the letters in order as they make the word (e.g., After the second letter is placed, have the class say "lion, l, i." After the final letter is placed have the class say "lion, l, i, o, n.>"). 12. Have the class read the word one last time. 13. Repeat steps 1-12 with all the words. 14. Repeat the activity as time allows 	Learn to read the words "lion," "elephant," "kangaroo," "panda," "ear," and "mouth."

<p>5. Practice Reading Vocabulary Words: <i>Word Copy Relay</i></p>		<p>Vocabulary pictures (lion, elephant, kangaroo, panda, ear, mouth)</p> <p>Paper with each of the words written at the top, enough for each team to have a set</p> <p>Crayons or pencils</p>	<ol style="list-style-type: none"> 1. Review the pictures and words with the class. 2. Divide the class into 2-4 teams. 3. Have the teams sit in a line. 4. Hold up one of the vocabulary pictures. 5. Have the class say, "This is a(n) ____." 6. Give the first students in each line a crayon or pencil and the paper with the word at the top that matches the picture you are holding up. 7. Say, "Ready, set, go!" 8. Have the student write the word for the vocabulary picture under the word on the paper. 9. Have the student pass the paper and crayon to the person sitting behind them. 10. Repeat steps 8-9 until the last student in line writes the word. 11. Have the last student in line stand up and hold up their team's paper. This team gets a point. 12. Have the last student come sit at the front of their line so they are now the first student. 13. Repeat steps 4-12 with each of the vocabulary words. 14. Repeat the activity as time allows. 	
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Lesson 1: Block B (20 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
<p>6. Learn Category Words: <i>Animals</i></p>		<p>Animal vocabulary pictures (lion, elephant, kangaroo, panda, zebra, giraffe, lizard, monkey, tiger)</p> <p>Not animal vocabulary pictures (poster, pen, notebook, tennis racket, fork, potato)</p>	<ol style="list-style-type: none"> 1. Show the first animal vocabulary picture. 2. Say, "A ____ is an animal," (e.g., "A lion is an animal."). 3. Have the students repeat the phrase. 4. Repeat steps 2-3 with all the animal pictures 5. Put the animal pictures and the pictures that are not animals in a pile and mix them up. 6. Choose a student to come to the front and hold up the first picture in the pile. 7. Have the class say either, "A ____ is an animal," (e.g., "A lion is an animal.") or "A ____ is not an animal," (e.g., "A pen is not an animal."). 8. Repeat steps 6-7 with all the pictures having the students say the correct phrase. 	<p>Learn the word "animals."</p>
<p>7. <i>"At Your Command"</i></p>	<p>Unit 6 - Action tab</p> 		<ol style="list-style-type: none"> 1. Play <i>At Your Command</i> from the Teacher Menu. 2. Have the class listen to the command twice. 3. Have the class say the command. 4. Evaluate what the class says and tap the corresponding correct or incorrect button. 5. Repeat video as time allows. 	<p>Learn the action "wash your face."</p>

<p>8. Practice an Action: Washing Bodies</p>		<p>Pictures of face, hands, arms, hair, shoulders, knees, legs, toes</p>	<ol style="list-style-type: none"> 1. Show the picture of face and say "face." 2. Have the class touch their face and say "face." 3. Review the rest of the pictures with the class. 4. Say, "Wash your face," and model an action for washing your face. 5. Have the class repeat the sentence and do the action. 6. Repeat steps 4-5 with the rest of the body parts. 7. Choose a student to come to the front. 8. Secretly show the student a picture of one of the body parts so the class can't see it. 9. Have the student act out washing that body part. 10. Have the class guess the correct body part by saying, "Wash your ____." 11. The first person to correctly guess the body part gets to come to the front and act out the next body part. 12. Repeat steps 7-11 until all the body parts have been acted out or as time allows. 	
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Break—5 mins


Lesson 2: Block A (25 mins)

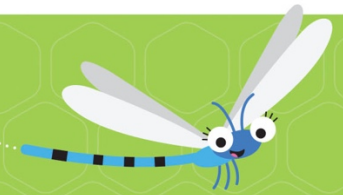
Activity	Teacher Menu	Preparation	Content	Objectives
<p>9. <i>Big Picture</i> (Read Words)</p>	<p>Unit 6 - Literacy tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Big Picture</i> (Read Words) from the Teacher Menu. 2. Show the first word. 3. Point to the first letter and ask, "What sound does this letter make?" 4. Have the class say the sound. 5. Point to the second letter and ask, "What sound does this letter make?" 6. Have the class say the sound. 7. Point to the first letter in the word and say, "Blend." 8. Scoop your finger under the first and second letters as the class blends the two sounds together. 9. Point to the third letter and ask, "What sound does this letter make?" 10. Have the class say the sound. 11. Point to the first letter and say, "Blend." 12. Scoop your finger under all three letters as the class blends the sounds together. 13. Point to the first letter and say, "Read the word." 14. Slide your finger under the word as the class reads the word. 15. Show the next screen. 16. Point to the word and ask the class, "What's this word?" 17. If the class can't read the word, repeat steps 3-14 with the word. 18. If the class can read the word, repeat steps 15-18 with the remaining words. 	<p>Learn to decode and spell words ending in -ag and -ap.</p>
<p>10. Spell Words</p>		<p>Pictures of bag, tag, wag, rag, map, cap, nap, lap</p> <p>Cards with b, a, g, t, w, r, m, c, n, l, p, one letter on each card, a set for each student</p>	<ol style="list-style-type: none"> 1. Give each student a set of letter cards. 2. Show the picture of the bag. 3. Say, "Bag. What's the first sound in the word bag?" putting an emphasis on the first sound. 4. Have the class say the first sound. 5. Ask, "What is the first letter in the word bag?" 6. Have the class say the first letter in the word. 7. Have the students move the letter to make the word. 8. Repeat steps 2-6 with the remaining sounds in the word. 9. Have the class read the word. 10. Repeat steps 2-9 with all the words. 	

<p>11. <i>Word Trace</i></p>	<p>Unit 6 - Literacy tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Word Trace</i> from the Teacher Menu. 2. Have the class say the word. 3. Choose a student to come to the front and find the word. 4. Have the class say the word again. 5. Select a different student to come to the front and trace the word while the class writes the word with their fingers on their forearms, legs, in the air, etc. 6. Repeat steps 4-5 with the next two traces. 7. Have the class say the word again. 8. Have a student come to the front and write the word while the class writes the word with their fingers on their forearms, legs, in the air, etc. 9. Repeat steps 7-8 with one more student. 10. Choose the best word, or have the students vote on the word they feel is written the best. 11. Repeat the activity with the remaining words. 	
<p>12. Find Words</p>		<p>Cards with the words we, play, run, to, you, take, one word on each card, a set for each student</p> <p>Paper with the words we, play, run, to, you, take, one word on each sheet, one set for you</p>	<ol style="list-style-type: none"> 1. Give each student a set of word cards. 2. Say, "Find the word ____." 3. Have the students find the word. 4. Hold up the paper with the word on it. 5. Have the class check that they found the correct word. 6. Have the class spell the word by tracing each letter with their finger as they say the letter. 7. Have the class say the word again. 8. Repeat steps 2-7 with all the words. 9. Have a student come to the front and randomly choose a word. 10. Have the students try to be the first to find the word and hold it up. 11. Have the students say they word as they trace the word with their fingers. 12. Repeat steps 9-11 as time allows. 	<p>Learn to read and write sight words.</p>


Lesson 2: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>13. <i>Conversational Videos</i></p>	<p>Unit 6 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "What's this?" "This is a ____," "What are these?" "These are ____." 3. Repeat the video if time allows. 	<p>Review the phrases "What's this?" "This is a ____," "What are these?" "These are ____."</p>

<p>14. Amazing Animals</p>	<p>Unit 6 - Book tab</p> 	<p>Paper Crayons</p>	<ol style="list-style-type: none"> 1. Show the book <i>Amazing Animals</i> from the Teacher Menu. 2. After each page is read, invite a student to tap an illustration or word to see if it is highlighted. 3. If a word is highlighted along with the illustration, point the word out to the class. Have students repeat the word. 4. Continue steps 4-5 throughout the book. 5. After the book is finished, ask the class, "What can ___ do?" (e.g., "What can a kangaroo do?") 6. Choose a student to answer, "___ can ___." (e.g., "A kangaroo can jump high.") 7. Have a group of students come to the front and act like the animal. 8. Repeat steps 3-5 with each of the animals. 9. Choose a student to come to the front and, without telling anyone what the animal is, act like an animal. 10. Have the class guess which animal the student is acting like. 11. Repeat steps 7-8 as time allows. 	<p>Share the book <i>Amazing Animals</i>.</p>
<p>15. Goodbye</p>			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ___," (e.g., "I know the word 'cap.'") or "I can ___," (e.g., "I can read the word 'play.'"). 3. Say goodbye to the class. 4. Have the students say goodbye. 	<p>Review and wrap up.</p>




Lesson 1: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 6 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "This and These (Jungle Animals 2)" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Practice Actions: Body Charades		Pictures of face, hands, arms, hair, shoulders, knees, legs, toes	<ol style="list-style-type: none"> 1. Show the picture of face and say "face." 2. Have the class touch their face and say "face." 3. Review the rest of the pictures with the class. 4. Say, "Wash your face," and model an action for washing your face. 5. Have the class repeat the sentence and do the action. 6. Repeat steps 4-5 with the rest of the body parts. 7. Divide the class into two teams. 8. Have the teams sit back-to-back. 9. Choose one student from each team to come to the front. 10. Secretly show the students a picture of one of the body parts so the class can't see it. 11. Have the students return to their teams and act out washing that body part. 12. Have the teams guess the correct body part by saying, "Wash your ____." 13. The first team to correctly guess the body part gets a point for their team. 14. Repeat steps 9-13 until all the body parts have been acted out. 15. The team with the most points wins. 16. Repeat the activity as time allows. 	Review the action "wash your face."

<p>5. Practice More Words: <i>Animal Draw</i></p>		<p>Vocabulary pictures (zebra, giraffe, lizard, lion, elephant, kangaroo, panda)</p> <p>Pile of paper, one for each group</p> <p>Crayons</p>	<ol style="list-style-type: none"> 1. Review the word animal. Review all the animal pictures. 2. Model drawing a simple version of each animal. 3. Divide the class into two groups. 4. Have the groups sit back-to-back. 5. Place a pile of paper and crayons in front of each group. 6. Have one student from each group come to the front. 7. Show the students an animal to draw. 8. Have the students go back to their group. 9. Have the class ask, "What animal is it?" 10. Have the students start drawing the animal. 11. Have the teams guess the animal saying, "It's a(n) ____." 12. The first team to guess the animal correctly gets a point. 13. Show the picture to the class and have them say, "It's a(n) ____." 14. Repeat steps 6-13 until all animals have been drawn. 15. The team with the most points wins. 16. Repeat the activity as time allows. 	<p>Review the word "animal."</p>
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Lesson 1: Block B (20 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
<p>6. <i>Sentence Slinger</i></p>	<p>Unit 6 - Literacy tab</p> 	<p>Paper</p> <p>Pencils</p>	<ol style="list-style-type: none"> 1. Play <i>Sentence Slinger</i> from the Teacher Menu. 2. Point to a word and say, "This is a word." 3. Point to each word and have the class read them. 4. Slide your finger under the whole sentence and say, "This is a sentence." 5. Have the class read the sentence again. 6. Ask, "Which picture matches?" 7. Have the students point to the picture that matches the sentence. 8. Choose a student to come to the front and tap the picture. 9. Repeat steps 2-5 with each sentence. 10. Repeat the activity until the students are comfortable comprehending the sentences. 11. If the students are able and time allows, give each student paper and a pencil. Have them write one of the sentences and then draw a picture to go with it. 	<p>Comprehend sentences.</p>

7. Make Sentences		<p>Cards with the words bag, tag, wag, rag, map, cap, nap, lap, we, play, run, to, you, take, one word on each card, a set for each student</p> <p>Paper with the words bag, tag, wag, rag, map, cap, nap, lap, we, play, run, to, you, take, one word on each sheet, one set for you</p>	<ol style="list-style-type: none"> 1. Make up a sentence that uses some of the words on the cards. 2. Say the sentence to the class. 3. Say, "Find the first word in the sentence ____." 4. Have the students find the word and hold it up. 5. Have the class say the first word in the sentence. 6. Have the students move the word to make the sentence. 7. Choose a student to come to the front and find the word on the paper. 8. Repeat steps 2-7 until the sentence is complete. 9. Draw a period at the end of the sentence. 10. Say "period." 11. Have the students point their finger and tap the end of the sentence. 12. Have the students say "period." 13. Explain to the class that we use a period to show the sentence is done. 14. Repeat steps 1-12 with different sentences as time allows. 	Review decodable words and sight words.
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Break—5 mins

Lesson 2: Block A (25 mins)

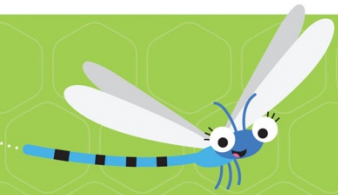
Activity	Teacher Menu	Preparation	Content	Objectives
8. Conversational Videos	Unit 6 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "What's this?" "This is a ____," "What are these?" "These are ____." 	Review the phrases "What's this?" "This is a ____," "What are these?" "These are ____."
9. Speak Up 1	Unit 6 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 1</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	Review the phrases "What's this?" "This is a ____," "What are these?" "These are ____."

10. Speak Up 2	Unit 6 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 2</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	
11. Review Vocabulary Words: Slap		<p>Vocabulary pictures (lion, elephant, kangaroo, panda, ear, mouth) with the labels covered so the students can't see the word, enough for each group</p> <p>Papers with lion, elephant, kangaroo, panda, ear, mouth written on them</p>	<ol style="list-style-type: none"> 1. Review the pictures and words with the class. 2. Put the students into groups of 3-4 students. 3. Give each group a set of pictures. 4. Have them place the pictures on the ground face up in the middle of their group. 5. Hold up a vocabulary word. 6. Have the students in each group slap the correct picture. 7. Have the first student in each group to slap the correct picture hold the picture up. 8. Have the class read the word. 9. The student holding the picture gets to hold onto the picture. 10. Repeat steps 5-9 until all the pictures are gone. The student in each group with the most pictures is the winner. 11. Mix up the groups and repeat the activity as time allows. 	Review the words "lion," "elephant," "kangaroo," "panda," "ear," and "mouth."


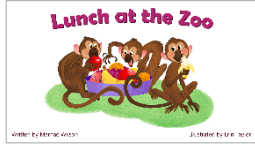
Lesson 2: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
12. Listen and Color Project	Unit 6- Listening tab 	<p>Listen and Color project enough for each student</p> <p>crayons</p>	<ol style="list-style-type: none"> 1. Give each student a <i>Listen and Color</i> project. Make sure they have crayons. 2. Have students write their name on their project. 3. Play <i>Listen and Color</i> from the Teacher Menu. 4. Play the first audio and have the students listen. 5. Play the audio a second time, and have the students find the object and color it the correct color. 6. Choose a student to come to the screen color the object. 7. Have the students check their answers and make corrections as needed. 8. Have the students say the phrase (e.g., "The panda on the chair is blue."). 9. Repeat steps 2-7 for the remaining audio instructions. 10. Tell the students to take the project home and talk about it with their parents. 	Show what you learned.

13. Goodbye			<ol style="list-style-type: none">1. Wrap up the class.2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know what animals are.") or "I can ____," (e.g., "I can read the word 'you.'").3. Say goodbye to the class.4. Have the students say goodbye.	Review and wrap up.
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Lesson 1: Block A (30 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome students and take attendance.	
2. Classroom Routines			Review classroom rules as necessary.	
3. Sing a Song	Unit 6 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "This and These (Jungle Animals 2)" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Lunch at the Zoo	Unit 6 - Value tab 		<p>Introduce the Book</p> <ol style="list-style-type: none"> 1. Show the book <i>Lunch at the Zoo</i> from the Teacher Menu. 2. On the cover, review the title, author, and illustrator with the class. 3. Have the class repeat the title, author, and illustrator. 4. Have the students talk about the cover, telling what they see and making predictions of what the book will be about. <p>Read the Story</p> <ol style="list-style-type: none"> 5. Continue to read the story. 6. Have the class act like the different animals at the zoo. 7. After the book is over ask the class how the animals feel at first (hungry). 8. Ask how the animals feel at the end of the book (happy). 9. Ask why the animals feels that way. (They got food.) 10. Say, "When someone helps you and you say thank you, you are grateful." 11. Have the class repeat, "When someone helps you and you say thank you, you are grateful." 12. Say, "I can be grateful." 13. Have the class repeat, "I can be grateful." 	Learn the value gratitude.

			<ol style="list-style-type: none"> 1. Show the book <i>Lunch at the Zoo</i> from the Teacher Menu. 2. Have six students act out the story. <ul style="list-style-type: none"> • lion • elephant • kangaroo • panda • student 1 • student 2 3. Repeat steps 1-2 as time allows. 	
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Lesson 1: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
5. Review Actions: Body Charades		Pictures of face, hands, arms, hair, shoulders, knees, legs, toes	<ol style="list-style-type: none"> 1. Show the picture of face and say "face." 2. Have the class touch their face and say "face." 3. Review the rest of the pictures with the class. 4. Say, "Wash your face," and model an action for washing your face. 5. Have the class repeat the sentence and do the action. 6. Repeat steps 4-5 with the rest of the body parts. 7. Divide the class into two teams. 8. Have the teams sit back-to-back. 9. Choose one student from each team to come to the front. 10. Secretly show the students a picture of one of the body parts so the class can't see it. 11. Have the students return to their teams and act out washing that body part. 12. Have the teams guess the correct body part by saying, "Wash your ____." 13. The first team to correctly guess the body part gets a point for their team. 14. Repeat steps 9-13 until all the body parts have been acted out. 15. The team with the most points wins. 16. Repeat the activity as time allows. 	Review the action "wash your face."

6. Review More Words: Animal Draw		Vocabulary pictures (zebra, giraffe, lizard, lion, elephant, kangaroo, panda) Pile of paper, one for each group Crayons	<ol style="list-style-type: none"> 1. Review the word animal. Review all the animal pictures. 2. Model drawing a simple version of each animal. 3. Divide the class into two groups. 4. Have the groups sit back-to-back. 5. Place a pile of paper and crayons in front of each group. 6. Have one student from each group come to the front. 7. Show the students an animal to draw. 8. Have the students go back to their group. 9. Have the class ask, "What animal is it?" 10. Have the students start drawing the animal. 11. Have the teams guess the animal saying, "It's a(n) ____." 12. The first team to guess the animal correctly gets a point. 13. Show the picture to the class and have them say, "It's a(n) ____." 14. Repeat steps 6-13 until all animals have been drawn. 15. The team with the most points wins. 16. Repeat the activity as time allows. 	Review the word "animal."
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Break—5 mins

Lesson 2: Block A (15mins)

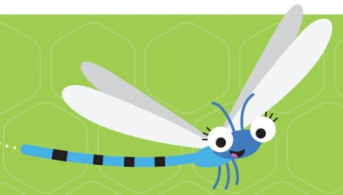
Activity	Teacher Menu	Preparation	Content	Objectives
7. Practice Phrases: Shine		Vocabulary pictures (lion, elephant, kangaroo, panda, ear, mouth), three of each Flashlight	<ol style="list-style-type: none"> 1. Review the vocabulary pictures with the class. 2. Put one of each vocabulary picture randomly on the board with a lot of space in between the pictures. 3. Put the remaining two of each of the vocabulary pictures in pairs randomly on the board, again keeping a lot of space. 4. Turn off the classroom lights and turn on the flashlight. 5. Shine the flashlight on one of the single vocabulary pictures. 6. Ask the class, "What's this?" 7. Have the class answer, "This is a(n) ____." 8. Shine the flashlight on a pair of vocabulary pictures. 9. Ask, "What are these?" 10. Have the class answer, "These are ____." 11. Repeat steps 5-10 until all the pictures have had the light on them. 12. Choose a student to shine the light on the vocabulary pictures and ask the corresponding question. 13. Have the class give the corresponding answer. 14. Repeat steps 12-13 with different students as time allows. 	Review the words "lion," "elephant," "kangaroo," "panda," "ear," and "mouth." Review the phrases "What's this?" "This is a ____," "What are these?" "These are ____."

<p>8. Practice Vocabulary Words: See and Spell Project</p>		<p>Vocabulary Pictures (lion, elephant, kangaroo, panda, ear, mouth)</p> <p>See and Spell project for each student</p> <p>Pencils</p> <p>Crayons</p>	<ol style="list-style-type: none"> 1. Review each of the vocabulary pictures and words with the class. 2. Give each student a <i>See and Spell</i> project, pencils, and crayons. 3. Have students write their name at the top of the paper. 4. Have the students spell each of the words on their project page. 5. If the students need extra support, display the vocabulary pictures for the students to see. 6. When the students have finished spelling each of the words, have them color the pictures. 7. While students are working, walk around the classroom and make sure the students have correctly spelled the words. Have the students practice reading the words. 8. As the students finish their project, have them get with a partner, read the words on their paper, and share their pictures. 9. Tell the students to take the project home and talk about it with their parents. 	<p>Review the words "lion," "elephant," "kangaroo," "panda," "ear," and "mouth."</p>
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Lesson 2: Block B (25 mins)



Activity	Teacher Menu	Preparation	Content	Objectives
<p>9. <i>Miss Daisy</i></p>	<p>Unit 6 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Miss Daisy</i> from the Teacher Menu. 2. Have students respond to the people in the video when they are prompted to speak. 3. Evaluate what the class says. 4. If the class answers correctly, press the button to move on. 5. If the class answers incorrectly, repeat the question and prompt the class to say the correct answer. 	<p>Practice speaking.</p>

<p>10. Show What You've Learned: Zoo Animals Project</p>		<p>Zoo Animals project for each student, complete one to use as an example</p>	<ol style="list-style-type: none"> 1. Review vocabulary pictures and words. 2. Give each student a <i>Zoo Animals</i> project. 3. Have the students write their name on their project. 4. Display four habitats with the labels: lions (savannah), panda (bamboo trees), elephant (forest), and kangaroos (scrublands) 5. At the bottom of the page, have four pictures: a single lion, a single elephant, two pandas, and a group of kangaroos. 6. Have students color and cut out the animal pictures. 7. Then have the students put each animal picture into the correct habitat with the correct animal label. 8. Have students find a partner. 9. One student holds up an animal picture and asks, "What is this?" if the picture shows one animal, or "What are these?" if the picture shows more than one animal. 10. The second student answers, "This is a ____," or "These are ____." 11. Then the student holding the picture places it in the proper habitat, saying the name of the animal. 12. Have the students take turns holding up an animal picture until all the pictures are placed in their proper places. 13. Tell the students to take the project home and talk about it with their parents. 	<p>Practice vocabulary and phrases.</p>
<p>11. Goodbye</p>			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know how to ask, "What is this?") or "I can ____," (e.g., "I can read the word 'take.'"). 3. Say goodbye to the class. 4. Have the students say goodbye in return. 	<p>Review and wrap up.</p>






Lesson 1: Block A (30 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 7 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "My Favorite Animal" from the Teacher Menu. 2. Have the students watch the video of the song to become familiar with the music and lyrics. 	Learn the phrases "I like ____," "What's your favorite animal?" and "My favorite animal is a ____."
		Vocabulary pictures (duck, mouse)	<ol style="list-style-type: none"> 1. Teach the vocabulary words "duck" and "mouse." 2. Create actions for the words with the students. 3. Have the class practice the words and actions until they are comfortable with them. 	
	Unit 7 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "My Favorite Animal" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	
4. Conversational Videos	Unit 7 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "I like ____," "What's your favorite animal?" and "My favorite animal is a ____." 3. Repeat the video as time allows. 	

<p>5. Big Picture (Vocabulary)</p>	<p>Unit 7 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu. 2. Show the first picture. 3. Ask, "What is it?" and shrug your shoulders. 4. Have the class say, "It's a ____." 5. If possible, have the students do an action for the vocabulary word. 6. If they don't know what the picture is, have the class say, "I don't know." Tap the board. Say, "It's a ____." 7. Have the class repeat the sentence. 8. Repeat steps 2-7 with all the vocabulary words. 9. Show the pictures again, but this time, ask, "Is it a ____?" Alternate between saying a correct and an incorrect word in the blank. 10. Have the class answer, "Yes, it is," or "No, it's a ____." 11. Invite individual students to come and tap each of the pictures to confirm the answers. 12. Repeat steps 9-11. 13. Show the pictures one more time. Ask the students to identify the words using a full sentence (e.g., "It's a duck.>"). 14. Ask, "What letters do you see in this word?" 15. Have a student come up and identify a letter. 16. Have the class repeat the name of the letter. 17. Repeat steps 13-16 until all letters in the words are identified. 	<p>Learn the words "duck," "mouse," "hippo," and "sheep."</p>
<p>6. Worm Holes</p>	<p>Unit 7 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Worm Holes</i> from the Teacher Menu. 2. When a word is said, ask all the students to say the word aloud. 3. Ask the students if they see a picture of the word on the screen. If they can't see the word at first, wait until students can see the word. 4. Have the students point at the picture. 5. Choose two students to come to the screen and try to tap the picture as fast as they can. 6. Repeat steps 2-5 with the remaining words. 	


Lesson 1: Block B (15 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
<p>7. Conversational Videos</p>	<p>Unit 7 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "I like ____," "What's your favorite animal?" and "My favorite animal is a ____." 3. Repeat the video as time allows. 	<p>Review the phrases "I like ____," "What's your favorite animal?" and "My favorite animal is a ____."</p>

<p>8. <i>Speak Up 1</i></p>	<p>Unit 7 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 1</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	
<p>9. Practice Phrases: Favorite Animals</p>		<p>Vocabulary pictures (duck, mouse, hippo, sheep, lion, elephant, kangaroo, panda, zebra, giraffe, lizard)</p> <p>Paper</p> <p>Crayons</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures. 2. Have the students choose their favorite animal. 3. Give each student a sheet of paper and crayons. 4. Have the students draw their favorite animal. 5. When most of the class is done drawing, choose a student to come to the front and show their picture. 6. Have the class ask, "What's your favorite animal?" 7. Have the student hold up their picture and say, "My favorite animal is a ____." 8. Repeat steps 6-7 until every student has shared their picture. 	
<p>10. <i>Hear! Hear!</i></p>	<p>Unit 7 - Listening tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Hear! Hear!</i> from the Teacher Menu. 2. Have the class listen to the conversation. 3. Have the class identify the picture that matches the conversation. 4. Choose a student to tap the picture. 5. Repeat until each student has a turn to tap a picture or all the phrases are played. 	


Break—5 mins

Lesson 2: Block A (20 mins)

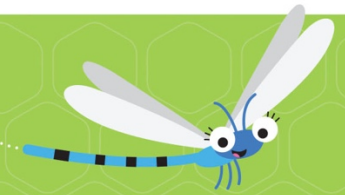
Activity	Teacher Menu	Preparation	Content	Objectives
<p>11. <i>Word Flurry</i></p>	<p>Unit 7 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Word Flurry</i> from the Teacher Menu. 2. When a word is said, ask all the students to say the word aloud. 3. Ask the students if they see a picture of the word on the screen. 4. Choose two students to come to the screen and try to tap the picture first. 5. Repeat steps 2-4 with the remaining words. 6. Play the game again as time allows. 	<p>Review the words "duck," "mouse," "hippo," and "sheep."</p>

12. Practice Vocabulary: Dancing Vocabulary		Vocabulary pictures (duck, mouse, hippo, sheep), four of each	<ol style="list-style-type: none"> Review the vocabulary pictures with the class. Create an action for each animal. Say the vocabulary word and do the action. Have the class repeat the vocabulary word and do the action. Repeat steps 3-4 until the students are confident in saying the word and doing the action. Say, "Let's do an animal dance." Have the class repeat the sentence. Mix up all the vocabulary pictures. Put one of the vocabulary pictures on the board. Point to the word. Have the class say the word and do the action. Put another picture on the board. Repeat steps 11-12 with the new picture. Starting with the first picture, point to each of the pictures on the board and have the class say the word and do the action. Repeat steps 9-14 until all the vocabulary pictures are on the board. Repeat step 14 having the class do the dance. Mix up the pictures on the board and Repeat step 14 having the class do a new "animal dance." Repeat step 17 as time allows. 	
13. Speak Up 2	Unit 7 - Speaking tab 		<ol style="list-style-type: none"> Play <i>Speak Up 2</i> from the Teacher Menu. Have the class practice saying the phrase in the activity. Divide the class into groups. Play the video several more times, having different groups repeat the phrase. 	



Lesson 2: Block B (20 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
14. My Favorite Animal	Unit 7 - Book tab 		Introduce the Book <ol style="list-style-type: none"> Show the book <i>My Favorite Animal</i> from the Teacher Menu. On the cover, review the title, author, and illustrator with the class. Have the class repeat the title, author, and illustrator. Have the students talk about the cover, telling what they see and making predictions of what the book will be about. 	Share the book <i>My Favorite Animal</i> .

		<p>Vocabulary pictures (mouse, sheep, duck, hippo), enough for each student to have one</p> <p>A “magic” wand (e.g., a stick)</p>	<p>Read the Book</p> <ol style="list-style-type: none"> 1. Continue to read the book. 2. After the narrator reads each page, have the class repeat what was said. 3. Review the vocabulary pictures with the class. 4. Have the students do an action for each of the animals. 5. Have the class practice until they are confident saying the words and doing the actions for each of the animals. 6. Give each student a picture. 7. Have the class sit in a circle. 8. Choose a student to start the game. 9. Have the student walk around the circle and gently tap another student with the wand. 10. Have the student who is tapped, stand up and do the action for the animal. 11. Have the class guess what animal the student is. 12. Once someone has guessed the correct animal, have the whole class say the animal. 13. Have the student with the wand, give it to the student who acts out the animal and take their place in the circle. 14. Repeat steps 7-11 until every student has had a turn. 15. Mix up the pictures and repeat the activity as time allows. 	
<p>15. Goodbye</p>			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, “I know ____,” (e.g., “I know what a hippo is.”) or “I can ____,” (e.g., “I can choose my favorite animal.”). 3. Say goodbye to the class. 4. Have the students say goodbye in return. 	<p>Review and wrap up.</p>




Lesson 1: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 7 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "My Favorite Animal" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Shake and Make	Unit 7 - Vocabulary tab 		<ol style="list-style-type: none"> 1. Play <i>Shake and Make</i> from the Teacher Menu. 2. Have the class read the word. 3. Click the move on arrow. 4. Choose a student to come to the front and tap the box to select a card. 5. Have the class say the word. 6. Choose another student to come to the front and shake out the letters. 7. Ask the class, "What is the first letter in the word?" 8. Have the class answer. 9. Choose a student to come to the front and drag the letter to the first spot. 10. Have the class write the letter with their finger in the air, on their leg, on their forearm, etc. 11. Repeat steps 5-8 with the remaining letters, having the class say all the letters in order as they make the word (e.g., After the second letter is placed, have the class say "duck, d, u." After the final letter is placed have the class say "duck, d, u, ck.") 12. Have the class read the word one last time. 13. Repeat steps 1-12 with all the words. 14. Repeat the activity as time allows 	Learn to read the words "duck," "mouse," "hippo," "sheep," "eyes," and "horse."

<p>5. Practice Reading Vocabulary Words: Reading Toss</p>		<p>Vocabulary pictures (duck, mouse, hippo, sheep, eye, horse)</p> <p>Paper with one of the vocabulary words written on each sheet</p> <p>Six baskets or containers with the vocabulary pictures taped to them</p> <p>Two small balls or objects to toss</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures and words with the class. 2. Divide the class into two teams. 3. Have each team stand in a line. 4. Put the six baskets in a line in front of the teams so they can see the pictures. 5. Give the first student in each line a ball. 6. Hold up one of the words. 7. The students holding the balls will try to throw their ball into the correct basket. 8. The first student to get their ball into the correct basket gets a point for their team. Have the students go to the back of their line. 9. Have the class read the word. 10. Repeat steps 5-9 until every student has had a chance to throw the ball. 11. The team with the most points wins. 12. Repeat the activity as time allows. 	
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Lesson 1: Block B (20 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
<p>6. Learn More Words: <i>Beautiful or Ugly</i></p>		<p>Pictures of a beautiful sheep and an ugly sheep, a beautiful bug and an ugly bug, a beautiful fish and an ugly fish, a beautiful flower and an ugly flower</p> <p>Paper with the word "beautiful" written on it</p> <p>Paper with the word "ugly" written on it</p>	<ol style="list-style-type: none"> 1. Hold up the paper with beautiful written on it and say "beautiful." 2. Have the class repeat the word. 3. Say "beautiful" again and put the paper on one side of the board. 4. Hold up the paper with the ugly written on it and say "ugly." 5. Have the class repeat the word. 6. Say "ugly" again and put the paper on the other side of the board. 7. Show the picture of the beautiful sheep and say "beautiful." 8. Put the picture under the paper with the word "beautiful" on it. 9. Show the picture of the ugly sheep and say "ugly." 10. Put the picture under the paper with the word "ugly" on it. 11. Have a student come to the front and choose a picture. 12. Have the student place the picture under the proper paper, beautiful or ugly. 13. Have the student say "beautiful" or "ugly," depending on the picture. 14. If the student chooses the incorrect label, point to the picture, say the correct label, and have the student try again, saying the correct label. 15. Have the class repeat the correct label "beautiful" or "ugly." 16. Have the class say, "The ___ is ___," (e.g., "The fish is beautiful.") 	<p>Learn the words "beautiful" and "ugly."</p>

7. <i>At Your Command</i>	Unit 7 - Action tab 		<ol style="list-style-type: none"> 1. Play <i>At Your Command</i> from the Teacher Menu. 2. Have the class listen to the command twice. 3. Have the class say the command. 4. Evaluate what the class says and tap the corresponding correct or incorrect button. 5. Repeat video as time allows. 	Learn the action "hide the ball."
8. Practice an Action: Hide 'N Seek		1-3 small balls	<ol style="list-style-type: none"> 1. Say, "Hide the ball." 2. Put one of the balls behind your back so the class can't see it. 3. Repeat the command and do the action. 4. Have the class repeat the command. 5. Choose a student to come to the front. Give the student the ball. 6. Have the class close their eyes. 7. Have the class say, "Hide the ball." 8. Have the student hide the ball somewhere in the classroom. 9. Have the class open their eyes and find the ball. 10. Once a student finds the ball, have them come to the front and repeat steps 6-9. 11. As the class gets more comfortable have two or three students hide one of the balls at the same time. 12. Repeat the activity as time allows. 	


Break—5 mins


Lesson 2: Block A (25 mins)

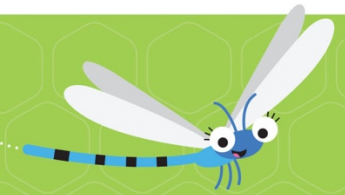
Activity	Teacher Menu	Preparation	Content	Objectives
<p>9. Big Picture (Read Words)</p>	<p>Unit 7 - Literacy tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Big Picture (Read Words)</i> from the Teacher Menu. 2. Show the first word. 3. Point to the first letter and ask, "What sound does this letter make?" 4. Have the class say the sound. 5. Point to the second letter and ask, "What sound does this letter make?" 6. Have the class say the sound. 7. Point to the first letter in the word and say, "Blend." 8. Scoop your finger under the first and second letters as the class blends the two sounds together. 9. Point to the third letter and ask, "What sound does this letter make?" 10. Have the class say the sound. 11. Point to the first letter and say, "Blend." 12. Scoop your finger under all three letters as the class blends the sounds together. 13. Point to the first letter and say, "Read the word." 14. Slide your finger under the word as the class reads the word. 15. Show the next screen. 16. Point to the word and ask the class, "What's this word?" 17. If the class can't read the word, repeat steps 3-14 with the word. 18. If the class can read the word, repeat steps 15-18 with the remaining words. 	<p>Learn to decode and spell words ending in -en and -et.</p>
<p>10. Spell Words</p>		<p>Pictures of hen, pen, men, ten</p> <p>Cards with h, e, n, p, m, t, one letter on each card, a set for each student</p>	<ol style="list-style-type: none"> 1. Give each student a set of letter cards. 2. Show the picture of the pen. 3. Say, "pen. What's the first sound in the word pen?" putting an emphasis on the first sound. 4. Have the class say the first sound. 5. Ask, "What is the first letter in the word pen?" 6. Have the class say the first letter in the word. 7. Have the students move the letter to make the word. 8. Repeat steps 2-6 with the remaining sounds in the word. 9. Have the class read the word. 10. Repeat steps 2-9 with all the words. 	

11. Word Trace	Unit 7 - Literacy tab 		<ol style="list-style-type: none"> 1. Play <i>Word Trace</i> from the Teacher Menu. 2. Have the class say the word. 3. Choose a student to come to the front and find the word. 4. Have the class say the word again. 5. Select a different student to come to the front and trace the word while the class writes the word with their fingers on their forearms, legs, in the air, etc. 6. Repeat steps 4-5 with the next two traces. 7. Have the class say the word again. 8. Have a student come to the front and write the word while the class writes the word with their fingers on their forearms, legs, in the air, etc. 9. Repeat steps 7-8 with one more student. 10. Choose the best word, or have the students vote on the word they feel is written the best. 11. Repeat the activity with the remaining words. 	Learn to read and write sight words.
12. Find Words		Cards with the words try, runs, from, come, back, the, one word on each card, a set for each student Paper with the words try, runs, from, come, back, the, one word on each sheet, one set for you	<ol style="list-style-type: none"> 1. Give each student a set of word cards. 2. Say, "Find the word ____." 3. Have the students find the word. 4. Hold up the paper with the word on it. 5. Have the class check that they found the correct word. 6. Have the class spell the word by tracing each letter with their finger as they say the letter. 7. Have the class say the word again. 8. Repeat steps 2-7 with all the words. 9. Have a student come to the front and randomly choose a word. 10. Have the students try to be the first to find the word and hold it up. 11. Have the students say they word as they trace the word with their fingers. 12. Repeat steps 9-11 as time allows. 	


Lesson 2: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
13. Conversational Videos	Unit 7 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "I like ____," "What's your favorite animal?" and "My favorite animal is a ____." 3. Repeat the video if time allows. 	Review the phrases "I like ____," "What's your favorite animal?" and "My favorite animal is a ____."

<p>14. My Favorite Animal</p>	<p>Unit 7 - Book tab</p> 	<p>Vocabulary pictures (mouse, sheep, duck, hippo, zebra, giraffe, lizard, lion, elephant, kangaroo, panda)</p> <p>Paper with yes written on it</p> <p>Paper with no written on it</p>	<ol style="list-style-type: none"> 1. Show the book <i>My Favorite Animal</i> from the Teacher Menu. 2. Have the class read along with the narrator. 3. Hold up the paper with the “yes” and say “yes.” 4. Have the class repeat the word. 5. Say “yes,” again and put the paper on the one side of the room. 6. Hold up the paper with the word “no” and say “no.” 7. Have the class repeat the word. 8. Say “no,” again and put the paper on the one side of the room. 9. Have the class stand in the middle of the room. 10. Hold up one of the animal pictures. 11. If the animal is their favorite, have the students move to the “yes” side of the room. 12. If the animal isn’t their favorite, have the students move to the “no” side of the room. 13. Ask the students on the “yes” side of the room, “What’s your favorite animal?” 14. Have the students standing on the “yes” side of the room say, “___ is my favorite animal.” 15. Have the students standing on the “no” side of the room say, “___ is not my favorite animal.” 16. Repeat steps 7-13 with all the pictures. 	<p>Share the book <i>My Favorite Animal</i>.</p>
<p>15. Goodbye</p>			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, “I know ___,” (e.g., “I know my favorite animal.”) or “I can ___,” (e.g., “I can read the word ‘duck.’”). 3. Say goodbye to the class. 4. Have the students say goodbye. 	<p>Review and wrap up.</p>




Lesson 1: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 7 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "My Favorite Animal" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Practice Actions: Ball Search		<p>3 solid cups that you can't see through that are all the same</p> <p>A small ball that can fit under the cups</p> <p>Paper with the number 1, 2 or 3 on it</p> <p>table</p>	<ol style="list-style-type: none"> 1. Tape the numbers 1, 2, and 3 to the table so the students can see them. 2. Place a cup upside down on the table behind each number. 3. Have the class say, "Hide the ball." 4. Put the ball under one of the cups. 5. Quickly move the cups around the table for a few seconds, mixing up which number the cups are behind. 6. Ask, "Where's the ball?" 7. Have the students hold up the number of fingers that correspond to the cup they think the ball is under. 8. Lift up each of the cups until the ball is found. 9. Have the students holding up that number of fingers stand up and cheer. 10. Repeat steps 3-9 as time allows. 	Review the action "hide the ball."

5. Practice More Words: Beautiful and Ugly		Paper for each student Crayons Pictures of things that are ugly and things that are beautiful that the students know An example of the beautiful and ugly drawing	<ol style="list-style-type: none"> 1. Review the pictures with the students. 2. Have the students say, “___ is ___,” (e.g., “The flower is ugly.”) for each picture. 3. Give each student a sheet of paper and crayons. 4. Hold up the example of the beautiful and ugly drawing. 5. Show the beautiful side. Say, “___ is beautiful.” 6. Repeat step 5 with the ugly side. 7. Have the students draw something they think is beautiful on one side of their paper. 8. Have the students draw something they think is ugly on the other side of the paper. 9. Choose a student to come to the front. 10. Have the student hold up their beautiful drawing. 11. Have the student say, “___ is beautiful.” 12. Repeat steps 10-11 with the ugly side. 13. Repeat steps 9-12 until every student has a turn to show their picture. 	Review the words “beautiful” and “ugly.”
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Lesson 1: Block B (20 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
6. Sentence Slinger	Unit 7 - Literacy tab 	Paper Pencils	<ol style="list-style-type: none"> 1. Play <i>Sentence Slinger</i> from the Teacher Menu. 2. Point to a word and say, “This is a word.” 3. Point to each word and have the class read them. 4. Slide your finger under the whole sentence and say, “This is a sentence.” 5. Have the class read the sentence again. 6. Ask, “Which picture matches?” 7. Have the students point to the picture that matches the sentence. 8. Choose a student to come to the front and tap the picture. 9. Repeat steps 2-5 with each sentence. 10. Repeat the activity until the students are comfortable comprehending the sentences. 11. If the students are able and time allows, give each student paper and a pencil. Have them write one of the sentences and then draw a picture to go with it. 	Comprehend sentences.

7. Make Sentences		<p>Cards with the words Jen, hen, pen, men, ten, let, get, gets, try, runs, from, come, back, the, one word on each card, a set for each student</p> <p>Paper with the words Jen, hen, pen, men, ten, let, get, gets, try, runs, from, come, back, the, one word on each sheet, one set for you</p>	<ol style="list-style-type: none"> 1. Make up a sentence that uses some of the words on the cards. 2. Say the sentence to the class. 3. Say, "Find the first word in the sentence ____." 4. Have the students find the word and hold it up. 5. Have the class say the first word in the sentence. 6. Have the students move the word to make the sentence. 7. Choose a student to come to the front and find the word on the paper. 8. Repeat steps 2-7 until the sentence is complete. 9. Draw a period at the end of the sentence. 10. Say "period." 11. Have the students point their finger and tap the end of the sentence. 12. Have the students say "period." 13. Explain to the class that we use a period to show the sentence is done. 14. Repeat steps 1-12 with different sentences as time allows. 	Review decodable words and sight words.
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Break—5 mins

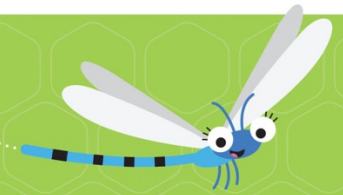
Lesson 2: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
8. Conversational Videos	Unit 7 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "I like ____," "What's your favorite animal?" and "My favorite animal is a ____." 	
9. Speak Up 1	Unit 7 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 1</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	Review the phrases "I like ____," "What's your favorite animal?" and "My favorite animal is a ____."
10. Speak Up 2	Unit 7 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 2</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	


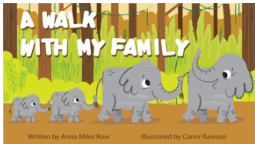
<p>11. Review Vocabulary Words: Word Runner</p>		<p>Vocabulary pictures (duck, mouse, sheep, hippo, eye, horse)</p> <p>Paper with one of the vocabulary words written on each sheet, a set for each team</p>	<ol style="list-style-type: none"> Review the vocabulary pictures and words with the class. Divide the class into teams of 3-4 students. Give each team a set of words. Mix up the vocabulary pictures. Hold up a picture. Have the teams find the matching word and hold it up. The first team to hold up the correct word gets a point. Repeat steps 5-7 until the class is confident in matching the word to the vocabulary picture. The team with the most points is the winner. 	<p>Review the words "duck," "mouse," "hippo," and "sheep."</p>
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Lesson 2: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>12. Listen and Move Project</p>	<p>Unit 7 - Listening tab</p> 	<p>Listen and Move project enough for each student</p> <p>Pencils or crayons</p>	<ol style="list-style-type: none"> Give each student a <i>Listen and Move</i> project. Make sure they have a pencil or crayon. Have the students write their name on their project. Play <i>Listen and Move</i> from the Teacher Menu. Play the first audio and have the students listen. When the audio finishes, have the students draw a line from the correct object to the correct location. Choose a student to come to the screen and move the object to the correct location. Have the students check their answers and make corrections as needed. Have the students repeat the phrase (e.g., "The sandwich is on the table."). Repeat steps 3-8 for the remaining audio instructions. Tell the students to take the project home and talk about it with their parents. 	<p>Show what you learned.</p>
<p>13. Goodbye</p>			<ol style="list-style-type: none"> Wrap up the class. Review with the class what they learned by having them say, "I know ____," (e.g., "I know the word 'beautiful.'") or "I can ____," (e.g., "I can read the word 'try.'"). Say goodbye to the class. Have the students say goodbye. 	<p>Review and wrap up.</p>



Lesson 1: Block A (30 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review classroom rules as necessary.	
3. Sing a Song	Unit 7 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "My Favorite Animal" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. A Walk with My Family	Unit 7 - Value tab 		<p>Introduce the Book</p> <ol style="list-style-type: none"> 1. Show the book <i>A Walk with My Family</i> from the Teacher Menu. 2. On the cover, review the title, author, and illustrator with the class. 3. Have the class repeat the title, author, and illustrator. 4. Have the students talk about the cover, telling what they see and making predictions of what the book will be about. 	Learn the value self-discipline.
			<p>Read the Story</p> <ol style="list-style-type: none"> 1. Read the story. Have the class act like the baby elephant. 2. After the book is over ask the class how the baby elephant feels at first (He wants to leave the path.). 3. Ask how the baby elephant feels at the end of the book (He stays with his family). 4. Ask why the baby elephant feels that way (Leaving the path is dangerous.). 5. Say, "I can make good choices." 6. Have the class repeat, "I can make good choices." 7. Say, "I can have self-discipline." 8. Have the class repeat, "I can have self-discipline." 	

			<ol style="list-style-type: none"> 1. Show the book <i>A Walk with My Family</i> from the Teacher Menu. 2. Talk about why the baby elephant needs to stay with its family. 3. Have four students act out the story. <ul style="list-style-type: none"> • baby elephant • sister elephant • mom elephant • dad elephant • tiger 4. Show the story again and have different students act out the story. 5. Repeat as time allows. 	
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Lesson 1: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
5. Review Actions: Hide 'N Seek		1-3 small balls	<ol style="list-style-type: none"> 1. Say, "Hide the ball." 2. Put one of the balls behind your back so the class can't see it. 3. Repeat the command and do the action. 4. Have the class repeat the command. 5. Choose a student to come to the front. Give the student the ball. 6. Have the class close their eyes. 7. Have the class say, "Hide the ball." 8. Have the student hide the ball somewhere in the classroom. 9. Have the class open their eyes and find the ball. 10. Once a student finds the ball, have them come to the front and repeat steps 6-9. 11. As the class gets more comfortable have two or three students hide the ball. 12. Repeat the activity as time allows. 	Review the action "hide the ball."

6. Review More Words: Beautiful and Ugly		Paper for each student Crayons Pictures of things that are ugly and things that are beautiful that the students know An example of the beautiful and ugly drawing	<ol style="list-style-type: none"> 1. Review the pictures with the students. 2. Have the students say, “___ is ___,” (e.g., “The flower is ugly.”) for each picture. 3. Give each student a sheet of paper and crayons. 4. Hold up the example of the beautiful and ugly drawing. 5. Show the beautiful side. Say, “___ is beautiful.” 6. Repeat step 5 with the ugly side. 7. Have the students draw something they think is beautiful on one side of their paper. 8. Have the students draw something they think is ugly on the other side of the paper. 9. Choose a student to come to the front. 10. Have the student hold up their beautiful drawing. 11. Have the student say, “___ is beautiful.” 12. Repeat steps 10-11 with the ugly side. 13. Repeat steps 9-12 until every student has a turn to show their picture. 	Review the words “beautiful” and “ugly.”
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Break—5 mins

Lesson 2: Block A (15mins)

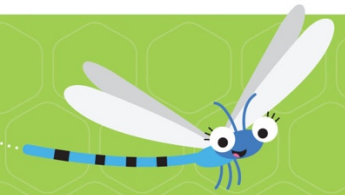
Activity	Teacher Menu	Preparation	Content	Objectives
7. Practice Reading Vocabulary Words: Word Runner		Vocabulary pictures (duck, mouse, sheep, hippo, eye, horse) Paper with one of the vocabulary words written on each sheet, a set for each team	<ol style="list-style-type: none"> 1. Review the vocabulary pictures and words with the class. 2. Divide the class into teams of 3-4 students. 3. Give each team a set of words. 4. Mix up the vocabulary pictures. 5. Hold up a picture. 6. Have the teams find the matching word and hold it up. 7. The first team to hold up the correct word gets a point. 8. Repeat steps 5-7 until the class is confident in matching the word to the vocabulary picture. 9. The team with the most points is the winner. 	Review the words “duck,” “mouse,” “hippo,” “sheep,” “eye,” and “horse.”

<p>8. Practice Vocabulary Words: See and Spell Project</p>		<p>Vocabulary pictures (duck, mouse, hippo, sheep, eye, horse)</p> <p>See and Spell project for each student</p> <p>Pencils</p> <p>Crayons</p>	<ol style="list-style-type: none"> 1. Review each of the vocabulary pictures and words with the class. 2. Give each student a <i>See and Spell</i> project, pencils, and crayons. 3. Have the students write their names on their project. 4. Have the students spell each of the words on their project page. 5. If the students need extra support, display the vocabulary pictures for the students to see. 6. When the students have finished spelling each of the words, have them color the pictures. 7. While students are working, walk around the classroom and make sure the students have correctly spelled the words. Have the students practice reading the words. 8. As the students finish their project, have them get with a partner, read the words on their paper, and share their pictures. 9. Tell the students to take the project home and talk about it with their parents. 	
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Lesson 2: Block B (25 mins)



Activity	Teacher Menu	Preparation	Content	Objectives
<p>9. <i>Miss Daisy</i></p>	<p>Unit 7 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Miss Daisy</i> from the Teacher Menu. 2. Have students respond to the people in the video when they are prompted to speak. 3. Evaluate what the class says. 4. If the class answers correctly, press the button to move on. 5. If the class answers incorrectly, repeat the question and prompt the class to say the correct answer. 	<p>Practice speaking.</p>

<p>10. Show What You've Learned: Like, Don't Like, or Favorite</p>		<p>Vocabulary pictures (dog, cat, rabbit, frog, bird, monkey, tiger, snake, horse, goat, pig, cow, turtle, zebra, giraffe, lizard, lion, elephant, kangaroo, panda, duck, mouse, hippo, sheep), with word labels the students can see</p> <p>Like, Don't Like, or Favorite project for each student, complete one to use as an example</p> <p>Pencils</p> <p>Crayons</p>	<ol style="list-style-type: none"> 1. Review the animals with the class and have them read the words. 2. Give each student a <i>Like, Don't Like, or Favorite</i> project, a pencil, and crayons. 3. Have the students choose an animal they like, and animal they don't like, and an animal that is their favorite. 4. Have the students trace the sentences on their project and fill in the blanks with the three different animals. 5. Have the students draw a picture of each of the animals in the correct box on their paper. 6. After the students have finished drawing, have the students get with a partner. 7. Have the students decide who is first and who is second. 8. Have the student who is first read each of the sentences on their paper and point to the animals they have drawn. 9. Have the student who is second repeat step 8 with their paper. 10. Have the students find a new partner and repeat steps 7-9 as time allows. 	<p>Practice the phrases "I like ____," "I don't like ____," and "My favorite animal is a ____."</p>
<p>11. Goodbye</p>			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know what 'self-discipline' is.") or "I can ____," (e.g., "I can hide a ball."). 3. Say goodbye to the class. 4. Have the students say goodbye in return. 	<p>Review and wrap up.</p>






Lesson 1: Block A (30 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 8 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "We Like Sports" from the Teacher Menu. 2. Have the students watch the video of the song to become familiar with the music and lyrics. 	Learn the phrases "What's your favorite sport?" and "My favorite sport is ____."
		Vocabulary pictures (hockey, soccer)	<ol style="list-style-type: none"> 1. Teach the vocabulary words "hockey" and "soccer." 2. Create actions for the words with the students. 3. Have the class practice the words and actions until they are comfortable with them. 	
	Unit 8 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "We Like Sports" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	
4. Conversational Videos	Unit 8 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "What's your favorite sport?" and "My favorite sport is ____." 3. Repeat the video as time allows. 	

<p>5. Big Picture (Vocabulary)</p>	<p>Unit 8 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu. 2. Show the first picture. 3. Ask, "What is it?" and shrug your shoulders. 4. Have the class say, "It's ____." 5. If possible, have the students do an action for the vocabulary word. 6. If they don't know what the picture is, have the class say, "I don't know." Tap the board. Say, "It's ____." 7. Have the class repeat the sentence. 8. Repeat steps 2-7 with all the vocabulary words. 9. Show the pictures again, but this time, ask, "Is it ____?" Alternate between saying a correct and an incorrect word in the blank. 10. Have the class answer, "Yes, it is," or "No, it's ____." 11. Invite individual students to come and tap each of the pictures to confirm the answers. 12. Repeat steps 9-11. 13. Show the pictures one more time. Ask the students to identify the words using a full sentence (e.g., "It's tennis.>"). 14. Ask, "What letters do you see in this word?" 15. Have a student come up and identify a letter. 16. Have the class repeat the name of the letter. 17. Repeat steps 13-16 until all letters in the words are identified. 	<p>Learn the words "ping pong," "soccer," "tennis," and "hockey."</p>
<p>6. Worm Holes</p>	<p>Unit 8 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Worm Holes</i> from the Teacher Menu. 2. When a word is said, ask all the students to say the word aloud. 3. Ask the students if they see a picture of the word on the screen. If they can't see the word at first, wait until students can see the word. 4. Have the students point at the picture. 5. Choose two students to come to the screen and try to tap the picture as fast as they can. 6. Repeat steps 2-5 with the remaining words. 	



Lesson 1: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>7. Conversational Videos</p>	<p>Unit 8 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "What's your favorite sport?" and "My favorite sport is ____." 3. Repeat the video as time allows. 	<p>Review the phrases "What's your favorite sport?" and "My favorite sport is ____."</p>

<p>8. <i>Speak Up 1</i></p>	<p>Unit 8 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 1</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	
<p>9. Practice Phrases: <i>Favorite Sport Dance</i></p>		<p>Vocabulary Pictures (ping pong, soccer, tennis, hockey, baseball, basketball), enough for each student to have one as well as an additional copy of each picture</p> <p>Music the students like</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures with the class. 2. Give each student a vocabulary picture. 3. Make a pile with the additional vocabulary pictures. 4. Start playing the music. 5. Have the class dance to the music. 6. Randomly stop the music. 7. Hold up a vocabulary picture from the pile. 8. Have the class ask, "What's your favorite sport?" 9. Have the students with the matching picture hold their picture up and say, "My favorite sport is ____" (e.g., "My favorite sport is ping pong."). 10. Repeat steps 3-8 until all of the vocabulary pictures are said. 11. Mix up all the vocabulary pictures and repeat steps 2-9 as time allows. 	
<p>10. <i>Hear! Hear!</i></p>	<p>Unit 8 - Listening tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Hear! Hear!</i> from the Teacher Menu. 2. Have the class listen to the conversation. 3. Have the class identify the picture that matches the conversation. 4. Choose a student to tap the picture. 5. Repeat until each student has a turn to tap a picture or all the phrases are played. 	

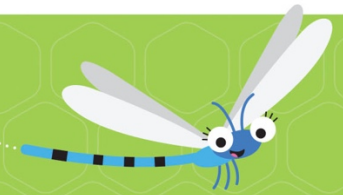
Break—5 mins

Lesson 2: Block A (20 mins)



Activity	Teacher Menu	Preparation	Content	Objectives
<p>11. <i>Word Flurry</i></p>	<p>Unit 8 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Word Flurry</i> from the Teacher Menu. 2. When a word is said, ask all the students to say the word aloud. 3. Ask the students if they see a picture of the word on the screen. 4. Choose two students to come to the screen and try to tap the picture first. 5. Repeat steps 2-4 with the remaining words. 6. Play the game again as time allows. 	
<p>12. Practice Vocabulary: <i>Guess the Sport</i></p>		<p>Vocabulary Pictures (ping pong, soccer, tennis, hockey)</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures and the actions. 2. Put the vocabulary pictures in a pile face down on a table in front of the class. 3. Choose a student to pick up a vocabulary picture and then put it back down again so that no one else sees the picture. 4. Have the student do the action for the word while the other students guess what it is by saying, "The sport is ____." 5. When the vocabulary word has been guessed correctly, the teacher holds up the vocabulary picture and all the students repeat together, "The sport is ____." 6. Repeat steps 3-5 until all the vocabulary pictures have been chosen. 7. Mix up the vocabulary pictures and repeat the game until all the students have had a chance to act out a vocabulary word or as time allows. 	<p>Review the words "ping pong," "soccer," "tennis," and "hockey."</p>
<p>13. <i>Speak Up 2</i></p>	<p>Unit 8 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 2</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	<p>Review the phrases "What's your favorite sport?" and "My favorite sport is ____."</p>

Lesson 2: Block B (20 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>14. <i>My Favorite Sport</i></p>	<p>Unit 8 - Book tab</p> 	<p>Paper</p> <p>Crayons</p>	<p>Introduce the Book</p> <ol style="list-style-type: none"> 1. Show the book <i>My Favorite Sport</i> from the Teacher Menu. 2. On the cover, review the title, author, and illustrator with the class. 3. Have the class repeat the title, author, and illustrator. 4. Have the students talk about the cover, telling what they see and making predictions of what the book will be about. <p>Read the Book</p> <ol style="list-style-type: none"> 1. Continue to read the book. 2. After the narrator reads each page, have the class repeat what was said. 3. After each page is read, invite a student to tap an illustration or word to see if it is highlighted. 4. If a word is highlighted along with the illustration, point the word out to the class. Have students repeat the word. 5. Continue steps 4-5 throughout the book. 6. Give each student a sheet of paper and crayons. 7. Have the students draw a picture of themselves playing their favorite sport. 8. When most of the class is done drawing, choose a student to come to the front. 9. Have the class ask, "What's your favorite sport?" 10. Have the student hold up their picture and say, "My favorite sport is ____." 11. Put the student's picture on the board and group the pictures by sport. 12. Choose another student to come to the front and repeat steps 9-10 until every student has shared their picture. 13. Have the class count the pictures of each sport. 14. Have the class decide which sport is the class' favorite. 	<p>Share the book <i>My Favorite Sport</i>.</p>
<p>15. Goodbye</p>			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know what 'tennis' is.") or "I can ____," (e.g., "I can draw my favorite sport."). 3. Say goodbye to the class. 4. Have the students say goodbye in return. 	<p>Review and wrap up.</p>




Lesson 1: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 8 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "We Like Sports" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Shake and Make	Unit 8 - Vocabulary tab 		<ol style="list-style-type: none"> 1. Play <i>Shake and Make</i> from the Teacher Menu. 2. Have the class read the word. 3. Click the move on arrow. 4. Choose a student to come to the front and tap the box to select a card. 5. Have the class say the word. 6. Choose another student to come to the front and shake out the letters. 7. Ask the class, "What is the first letter in the word?" 8. Have the class answer. 9. Choose a student to come to the front and drag the letter to the first spot. 10. Have the class write the letter with their finger in the air, on their leg, on their forearm, etc. 11. Repeat steps 5-8 with the remaining letters, having the class say all the letters in order as they make the word (e.g., After the second letter is placed, have the class say "foot, f, o." After the final letter is placed have the class say "foot, f, o, o, t."). 12. Have the class read the word one last time. 13. Repeat steps 1-12 with all the words. 14. Repeat the activity as time allows 	Learn to read the words "ping pong," "soccer," "tennis," "hockey," "foot," and "head."

<p>5. Practice Reading Vocabulary Words: See and Match</p>		<p>Vocabulary Pictures (ping pong, soccer, tennis, hockey, foot, head), enough for each student to have one</p> <p>Paper with one of the vocabulary words written on each sheet</p> <p>Music the students like</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures and words with the class. 2. Place the vocabulary words on the walls around the room. 3. Have the students put their chairs in a circle. 4. Put a vocabulary picture on each chair. 5. Start playing the music. 6. Have the class walk around the chairs. 7. Randomly stop the music. 8. Have the students grab the vocabulary picture closest to them. 9. Have the students find the word that matches the vocabulary picture they have and stand by it. 10. Have each group hold up their picture and read the word they are standing by. 11. Mix up the pictures and repeat steps 4-10 as time allows. 	
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Lesson 1: Block B (20 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
<p>6. Learn More Words: Standing Next To</p>			<ol style="list-style-type: none"> 1. Choose a student to come to the front. 2. Stand next to the student and say "next to." 3. Move away from the student and say "not next to." 4. Stand next to the student and say "next to." 5. Have the class say "next to." 6. Say, "I'm next to ___," saying the student's name. 7. Have the class say, "You are next to ___." 8. Move away from the student and say "not next to." 9. Have the class say "not next to." 10. Say, "I am not next to ___." 11. Have the class say, "You are not next to ___." 12. Have the students get into pairs. 13. Say "not next to." 14. Have the students move away from their partner. 15. Have the students say, "I am not next to ___." 16. Say "next to." 17. Have the students move next to their partner. 18. Have the students say, "I am next to ___." 19. Repeat steps 13-18 randomly switching between "next to" and "not next to" as time allows 	<p>Learn the preposition "next to."</p>

7. <i>At Your Command</i>	Unit 8 - Action tab 		<ol style="list-style-type: none"> 1. Play <i>At Your Command</i> from the Teacher Menu. 2. Have the class listen to the command twice. 3. Have the class say the command. 4. Evaluate what the class says and tap the corresponding correct or incorrect button. 5. Repeat video as time allows. 	Learn the action "catch the ball."
8. Practice an Action: <i>Catch!</i>		1-3 soft balls	<ol style="list-style-type: none"> 1. Throw a ball up in the air. 2. Catch the ball and say, "Catch the ball." 3. Have the class repeat the command. 4. Choose a student to come to the front. 5. Say, "Catch the ball," as you toss the ball to the student. 6. Have the student catch the ball. 7. Have the class say, "Catch the ball," as the student toss the ball back to you. 8. Have the class stand in a small circle. Divide the class into groups if the class is too big. 9. Give the ball to a student to start the game. 10. Have the class say, "Catch the ball," as the student tosses the ball to a classmate. 11. Repeat step 10 until every student has caught the ball. 12. Have the students take one step back, making the circle bigger. 13. Repeat steps 10-12 as time allows. 	


Break—5 mins

Lesson 2: Block A (25 mins)

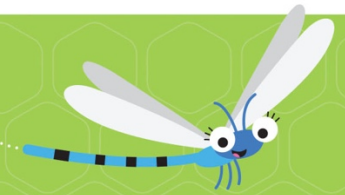
Activity	Teacher Menu	Preparation	Content	Objectives
<p>9. <i>Big Picture</i> (Read Words)</p>	<p>Unit 8 - Literacy tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Big Picture</i> (Read Words) from the Teacher Menu. 2. Show the first word. 3. Point to the first letter and ask, "What sound does this letter make?" 4. Have the class say the sound. 5. Point to the second letter and ask, "What sound does this letter make?" 6. Have the class say the sound. 7. Point to the first letter in the word and say, "Blend." 8. Scoop your finger under the first and second letters as the class blends the two sounds together. 9. Point to the third letter and ask, "What sound does this letter make?" 10. Have the class say the sound. 11. Point to the first letter and say, "Blend." 12. Scoop your finger under all three letters as the class blends the sounds together. 13. Point to the first letter and say, "Read the word." 14. Slide your finger under the word as the class reads the word. 15. Show the next screen. 16. Point to the word and ask the class, "What's this word?" 17. If the class can't read the word, repeat steps 3-14 with the word. 18. If the class can read the word, repeat steps 15-18 with the remaining words. 	<p>Learn to decode and spell words ending in -en and -et.</p>
<p>10. Spell Words</p>		<p>Pictures of ten, jet, pet, vet, wet, net</p> <p>Cards with t, e, n, j, p, v, w, one letter on each card, a set for each student</p>	<ol style="list-style-type: none"> 1. Give each student a set of letter cards. 2. Show the picture of the jet. 3. Say, "Jet. What's the first sound in the word jet?" putting an emphasis on the first sound. 4. Have the class say the first sound. 5. Ask, "What is the first letter in the word jet?" 6. Have the class say the first letter in the word. 7. Have the students move the letter to make the word. 8. Repeat steps 2-6 with the remaining sounds in the word. 9. Have the class read the word. 10. Repeat steps 2-9 with all the words. 	

11. <i>Word Trace</i>	Unit 8 - Literacy tab 		<ol style="list-style-type: none"> 1. Play <i>Word Trace</i> from the Teacher Menu. 2. Have the class say the word. 3. Choose a student to come to the front and find the word. 4. Have the class say the word again. 5. Select a different student to come to the front and trace the word while the class writes the word with their fingers on their forearms, legs, in the air, etc. 6. Repeat steps 4-5 with the next two traces. 7. Have the class say the word again. 8. Have a student come to the front and write the word while the class writes the word with their fingers on their forearms, legs, in the air, etc. 9. Repeat steps 7-8 with one more student. 10. Choose the best word, or have the students vote on the word they feel is written the best. 11. Repeat the activity with the remaining words. 	Learn to read and write sight words.
12. Find Words		<p>Cards with the words two, hi, goes, up, and, sick, one word on each card, a set for each student</p> <p>Paper with the words two, hi, goes, up, and, sick, one word on each sheet, one set for you</p>	<ol style="list-style-type: none"> 1. Give each student a set of word cards. 2. Say, "Find the word ____." 3. Have the students find the word. 4. Hold up the paper with the word on it. 5. Have the class check that they found the correct word. 6. Have the class spell the word by tracing each letter with their finger as they say the letter. 7. Have the class say the word again. 8. Repeat steps 2-7 with all the words. 9. Have a student come to the front and randomly choose a word. 10. Have the students try to be the first to find the word and hold it up. 11. Have the students say they word as they trace the word with their fingers. 12. Repeat steps 9-11 as time allows. 	


Lesson 2: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
13. <i>Conversational Videos</i>	Unit 8 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "What's your favorite sport?" and "My favorite sport is ____." 3. Repeat the video if time allows. 	Review the phrases "What's your favorite sport?" and "My favorite sport is ____."

<p>14. My Favorite Sport</p>	<p>Unit 8 - Book tab</p> 	<p>Vocabulary pictures (ping pong, soccer, tennis, hockey)</p>	<ol style="list-style-type: none"> 1. Put the vocabulary pictures in a random order on the board. 2. Show the book <i>My Favorite Sport</i> from the Teacher Menu. 3. After the narrator reads each page, have the class repeat what was said. 4. When the book is finished, ask the class, "What sport is first?" 5. Have the class answer, "Soccer is first." 6. Write the word "first" on the board. 7. Choose a student to put the soccer picture under the word "first." 8. Ask the class, "What sport is next?" 9. Have the class answer, "Hockey is next." 10. Write the word "next" on the board. 11. Choose a student to put the hockey picture under the word "next." 12. Ask the class, "Then what sport do the kids play?" 13. Have the class answer, "The kids play tennis." 14. Write the word "then" on the board. 15. Choose a student to put the tennis picture under the word "then." 16. Ask the class, "What sport is last?" 17. Have the class answer, "The last sport is ping pong." 18. Write the word "last" on the board. 19. Choose a student to put the ping pong picture under the word "last." 	<p>Share the book <i>My Favorite Sport</i></p>
<p>Paper Pencils Crayons An example of the finished sequence paper</p>	<ol style="list-style-type: none"> 1. Give each student a sheet of paper, a pencil, and crayons. 2. Show the students your example sequence paper. 3. Have the students fold their paper half, then in half again to make a 2x2 grid. 4. In the top left rectangle have the students write "first." 5. In the top right rectangle have the students write "next." 6. In the bottom left rectangle have the students write "then." 7. In the bottom right rectangle have the students write "last." 8. Have the students draw a picture of the correct sport in each of the rectangles. 9. When the students are finished drawing, have them get into pairs and retell the story as time allows. 			
<p>15. Goodbye</p>			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know the word 'hockey,'"") or "I can ____," (e.g., "I can tell my favorite sport."). 3. Say goodbye to the class. 4. Have the students say goodbye. 	<p>Review and wrap up.</p>




Lesson 1: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 8 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "We Like Sports" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Practice Actions: <i>Action Parade</i>			<ol style="list-style-type: none"> 1. Review the commands "Catch the ball," "Throw the ball," "Wash your face," "Wake up," "Go to bed," and "Ride the bike," and have the class do an action for each. 2. Have the students stand in a line. 3. Walk around the classroom and have the students follow. 4. As the class is walking around the room, say a command. 5. Have the students say and do the action for the command. 6. Repeat steps 3-5 saying different commands. 7. Once the students are confident with the commands, repeat steps 3-5, choosing a student to be the lead 8. Repeat steps 3-6 as time allows, having different students be the leader and say the commands. 	Review the action "catch the ball."

<p>5. Practice More Words: <i>Where are the Animals?</i></p>		<p>Animal vocabulary pictures (teacher's choice for review), enough for half the class to have one</p> <p>Non-animal vocabulary pictures (teacher's choice for review), enough for the other half of the class to have one</p> <p>Music the students like</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures with the class. 2. Give each student a picture. 3. Start playing the music. 4. Have the students dance around the classroom to the music. 5. Randomly stop the music. 6. Have the students with animal pictures find a partner with a non-animal picture. 7. Go around the classroom and have each pair of students say, "The ____ is next to the ____" (e.g., "The monkey is next to the tree."). 8. Have the students swap pictures. 9. Repeat steps 3-8 as time allows. 	<p>Review the preposition "next to."</p>
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Lesson 1: Block B (20 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
<p>6. <i>Sentence Slinger</i></p>	<p>Unit 8 - Literacy tab</p> 	<p>Paper</p> <p>Pencils</p>	<ol style="list-style-type: none"> 1. Play <i>Sentence Slinger</i> from the Teacher Menu. 2. Point to a word and say, "This is a word." 3. Point to each word and have the class read them. 4. Slide your finger under the whole sentence and say, "This is a sentence." 5. Have the class read the sentence again. 6. Ask, "Which picture matches?" 7. Have the students point to the picture that matches the sentence. 8. Choose a student to come to the front and tap the picture. 9. Repeat steps 2-5 with each sentence. 10. Repeat the activity until the students are comfortable comprehending the sentences. 11. If the students are able and time allows, give each student paper and a pencil. Have them write one of the sentences and then draw a picture to go with it. 	<p>Comprehend sentences.</p>

7. Make Sentences		<p>Cards with the words ten, jet, pet, vet, wet, net, two, hi, goes, up, and, sick, one word on each card, a set for each student</p> <p>Paper with the words ten, jet, pet, vet, wet, net, two, hi, goes, up, and, sick, one word on each sheet, one set for you</p>	<ol style="list-style-type: none"> 1. Make up a sentence that uses some of the words on the cards. 2. Say the sentence to the class. 3. Say, "Find the first word in the sentence ____." 4. Have the students find the word and hold it up. 5. Have the class say the first word in the sentence. 6. Have the students move the word to make the sentence. 7. Choose a student to come to the front and find the word on the paper. 8. Repeat steps 2-7 until the sentence is complete. 9. Draw a period at the end of the sentence. 10. Say "period." 11. Have the students point their finger and tap the end of the sentence. 12. Have the students say "period." 13. Explain to the class that we use a period to show the sentence is done. 14. Repeat steps 1-12 with different sentences as time allows. 	Review decodable words and sight words.
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Break—5 mins

Lesson 2: Block A (25 mins)

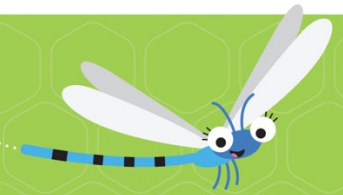
Activity	Teacher Menu	Preparation	Content	Objectives
8. Conversational Videos	Unit 8 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "What's your favorite sport?" and "My favorite sport is ____." 	Review the phrases "What's your favorite sport?" and "My favorite sport is ____."
9. Speak Up 1	Unit 8 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 1</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	Review the phrases "What's your favorite sport?" and "My favorite sport is ____."

<p>10. Speak Up 2</p>	<p>Unit 8 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 2</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	
<p>11. Review Vocabulary Words and Phrases: Clap the Words</p>		<p>Vocabulary pictures (ping pong, soccer, tennis, hockey)</p> <p>Clapping rhythm What's your fa-vorite sport? * * * * *</p> <p>My fa-vorite sport is ____. * * * * **</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures with the class. 2. Model the clapping rhythm for the students, filling in the blank with a vocabulary word. 3. Hold up a vocabulary picture and have the class practice the clapping rhythm. 4. Repeat step 3 with the different pictures until the class is comfortable with the rhythm. 5. Choose a student to come to the front and choose a picture. 6. Have the class do the question part of the clapping rhythm. 7. Have the student do the answer part of the clapping rhythm. 8. Repeat steps 5-7 until every student has had a turn. 	<p>Review the words "ping pong," "soccer," "tennis," and "hockey."</p> <p>Review the phrases "What's your favorite sport?" and "My favorite sport is ____."</p>



Lesson 2: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>12. Listen and Color Project</p>	<p>Unit 8 - Listening tab</p> 	<p>Listen and Color project enough for each student</p> <p>crayons</p>	<ol style="list-style-type: none"> 1. Give each student a <i>Listen and Color</i> project. Make sure they have crayons. 2. Have the students write their name on their project. 3. Play <i>Listen and Color</i> from the Teacher Menu. 4. Play the first audio and have the students listen. 5. Play the audio a second time, and have the students find the object and color it the correct color. 6. Choose a student to come to the screen color the object. 7. Have the students check their answers and make corrections as needed. 8. Have the students say the phrase (e.g., "The paint on the chair is yellow."). 9. Repeat steps 3-8 for the remaining audio instructions. 10. Tell the students to take the project home and talk about it with their parents. 	<p>Show what you learned.</p>

<p>13. Goodbye</p>			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know how to spell the word 'ten.'") or "I can ____," (e.g., "I can read the word 'sick.'"). 3. Say goodbye to the class. 4. Have the students say goodbye. 	<p>Review and wrap up.</p>
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Lesson 1: Block A (30 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review classroom rules as necessary.	
3. Sing a Song	Unit 8 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "We Like Sports" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. <i>I Can Jump!</i>	Unit 8 - Value tab 		<p>Introduce the Book</p> <ol style="list-style-type: none"> 1. Show the book <i>I Can Jump!</i> from the Teacher Menu. 2. On the cover, review the title, author, and illustrator with the class. 3. Have the class repeat the title, author, and illustrator. 4. Have the students talk about the cover, telling what they see and making predictions of what the book will be about. <p>Read the Story</p> <ol style="list-style-type: none"> 1. Read the story. Have the class act like the kangaroo. 2. After the book is over ask the class how the kangaroo feels at first (nervous). 3. Ask how the kangaroo feels at the end of the book (happy). 4. Ask why the kangaroo feels that way (He learned to jump.). 5. Say, "I can keep trying even when things are hard." 6. Have the class repeat, "I can keep trying even when things are hard." 7. Say, "I can have grit." 8. Have the class repeat, "I can have grit." 	Learn the value grit.

			<ol style="list-style-type: none"> 1. Show the book <i>I Can Jump!</i> from the Teacher Menu. 2. Have three students act out the story. <ul style="list-style-type: none"> • baby kangaroo • mother kangaroo • kangaroo friend 1 • kangaroo friend 2 3. Show the story again and have different students act out the story. 4. Repeat as time allows. 	
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Lesson 1: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
5. Practice an Action: Catch!		1-3 soft balls	<ol style="list-style-type: none"> 1. Have the class stand in a small circle. Divide the class into groups if the class is too big. 2. Give the ball to a student to start the game. 3. Have the class say, "Catch the ball," as the student tosses the ball to a classmate. 4. Repeat step 10 until every student has caught the ball. 5. Have the students take one step back, making the circle bigger. 6. Have the class say, "Catch the ball," as the student with the ball tosses it to a classmate. 7. If the classmate catches the ball, have the students take another step back. 8. If the classmate doesn't catch the ball, have the student take a step in. 9. Repeat steps 3-8 as time allows, trying to get the circle as big as possible . 	Review the action "catch the ball."

6. Learn More Words: <i>Dancing Next To</i>		Music the students enjoy	<ol style="list-style-type: none"> 1. Have the students get into pairs. 2. Say "not next to." 3. Have the students move away from their partner. 4. Have the students say, "I am not next to ____." 5. Say "next to." 6. Have the students move next to their partner. 7. Have the students say, "I am next to ____." 8. Start playing the music. 9. Have the class dance. 10. Randomly say "next to." 11. Have the students quickly get next to their partner. 12. Have the students say, "I am next to ____." 13. Have the students continue dancing next to their partner. 14. Randomly say "not next to." 15. Have the students quickly move away from their partner. 16. Have the students say, "I am not next to ____." 17. Repeat steps 10-16 as time allows. 	Review the preposition "next to."
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Break—5 mins

Lesson 2: Block A (15mins)

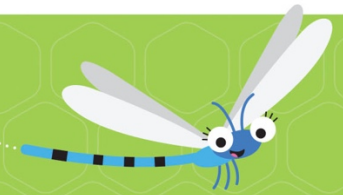
Activity	Teacher Menu	Preparation	Content	Objectives
7. Practice Reading Vocabulary Words and Saying Phrases: See and Match		<p>Vocabulary Pictures (ping pong, soccer, tennis, hockey, foot, head)</p> <p>Paper with one of the vocabulary words written on each sheet, enough for each student to have one</p> <p>Music the students like</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures and words with the class. 2. Place the vocabulary pictures on the walls around the room. 3. Have the students put their chairs in a circle. 4. Put a vocabulary word on each chair. 5. Start playing the music. 6. Have the class walk around the chairs. 7. Randomly stop the music. 8. Have the students grab the vocabulary word closest to them. 9. Have the students find the picture that matches the vocabulary word they have and stand by it. 10. Have the class ask, "What's your favorite sport?" 11. Have each group hold up their word and say, "My favorite sport is ____." 12. Mix up the words and repeat steps 4-11 as time allows. 	<p>Review the words "ping pong," "soccer," "tennis," and "hockey."</p> <p>Review the phrases "What's your favorite sport?" and "My favorite sport is ____."</p>

<p>8. Practice Vocabulary Words: See and Spell Project</p>		<p>Vocabulary pictures (ping pong, soccer, tennis, hockey, foot, head)</p> <p>See and Spell project for each student</p> <p>Pencils</p> <p>Crayons</p>	<ol style="list-style-type: none"> 1. Review each of the vocabulary pictures and words with the class. 2. Give each student a <i>See and Spell</i> project, pencils, and crayons. 3. Have the students write their names on their project. 4. Have the students spell each of the words on their project page. 5. If the students need extra support, display the vocabulary pictures for the students to see. 6. When the students have finished spelling each of the words, have them color the pictures. 7. While students are working, walk around the classroom and make sure the students have correctly spelled the words. Have the students practice reading the words. 8. As the students finish their project, have them get with a partner, read the words on their paper, and share their pictures. 9. Tell the students to take the project home and talk about it with their parents. 	<p>Review the words "ping pong," "soccer," "tennis," "hockey," "foot," and "head."</p>
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Lesson 2: Block B (25 mins)



Activity	Teacher Menu	Preparation	Content	Objectives
<p>9. <i>Miss Daisy</i></p>	<p>Unit 8 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Miss Daisy</i> from the Teacher Menu. 2. Have students respond to the people in the video when they are prompted to speak. 3. Evaluate what the class says. 4. If the class answers correctly, press the button to move on. 5. If the class answers incorrectly, repeat the question and prompt the class to say the correct answer. 	<p>Practice speaking.</p>
<p>10. Show What You've Learned: My Favorite Sport Project</p>		<p>My Favorite Sport project for each student, with two cut lines precut</p> <p>Crayons</p> <p>Precut sports icon strip for each student</p> <p>An example of the completed project</p>	<ol style="list-style-type: none"> 1. Give each student a <i>My Favorite Sport</i> project, a sports icon strip, and crayons. 2. Show the students your finished example. 3. Have the students color their projects and icon strips. 4. When the students are finished coloring, help them feed the sports icon strip through the precut lines in their project. 5. Have the students find a partner. 6. Have the students decide who is partner A and who is partner B. 7. Have partner A ask partner B, "What's your favorite sport?" 8. Have partner B move their strip so that one of the sports is showing. 9. Have partner B say, "My favorite sport is ____." 10. Have the students switch roles and repeat steps 7-9. 11. Have the students find a new partner and repeat steps 6-10 as time allows. 	<p>Review the phrases "What's your favorite sport?" and "My favorite sport is ____."</p>

<p>11. Goodbye</p>			<ol style="list-style-type: none">1. Wrap up the class.2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know what the word 'ping pong' means.") or "I can ____," (e.g., "I can keep trying when things are hard.").3. Say goodbye to the class.4. Have the students say goodbye in return.	<p>Review and wrap up.</p>
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Lesson 1: Block A (30 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 9 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "Hungry and Thirsty" from the Teacher Menu. 2. Have the students watch the video of the song to become familiar with the music and lyrics. 	Learn the phrases "What's the matter?" "I'm _____," "What do you want?" and "I want _____."
		Vocabulary pictures (popcorn, lemonade)	<ol style="list-style-type: none"> 1. Teach the vocabulary words "popcorn" and "lemonade." 2. Create actions for the words with the students. 3. Have the class practice the words and actions until they are comfortable with them. 	
	Unit 9 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "Hungry and Thirsty" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	
4. Conversational Videos	Unit 9 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "What's the matter?" "I'm _____," "What do you want?" and "I want _____." 3. Repeat the video as time allows. 	

<p>5. Big Picture (Vocabulary)</p>	<p>Unit 9 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu. 2. Show the first picture. 3. Ask, "What is it?" and shrug your shoulders. 4. Have the class say, "It's ____." 5. If possible, have the students do an action for the vocabulary word. 6. If they don't know what the picture is, have the class say, "I don't know." Tap the board. Say, "It's ____." 7. Have the class repeat the sentence. 8. Repeat steps 2-7 with all the vocabulary words. 9. Show the pictures again, but this time, ask, "Is it ____?" Alternate between saying a correct and an incorrect word in the blank. 10. Have the class answer, "Yes, it is," or "No, it's ____." 11. Invite individual students to come and tap each of the pictures to confirm the answers. 12. Repeat steps 9-11. 13. Show the pictures one more time. Ask the students to identify the words using a full sentence (e.g., "It's popcorn.>"). 14. Ask, "What letters do you see in this word?" 15. Have a student come up and identify a letter. 16. Have the class repeat the name of the letter. 17. Repeat steps 13-16 until all letters in the words are identified. 	<p>Learn the words "hungry," "thirsty," "lemonade," and "popcorn."</p>
<p>6. Worm Holes</p>	<p>Unit 9 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Worm Holes</i> from the Teacher Menu. 2. When a word is said, ask all the students to say the word aloud. 3. Ask the students if they see a picture of the word on the screen. If they can't see the word at first, wait until students can see the word. 4. Have the students point at the picture. 5. Choose two students to come to the screen and try to tap the picture as fast as they can. 6. Repeat steps 2-5 with the remaining words. 	



Lesson 1: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>7. Conversational Videos</p>	<p>Unit 9 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "What's the matter?" "I'm ____," "What do you want?" and "I want ____." 3. Repeat the video as time allows. 	<p>Review the phrases "What's the matter?" "I'm ____," "What do you want?" and "I want ____."</p>


<p>8. <i>Speak Up 1</i></p>	<p>Unit 9 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 1</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	
<p>9. Practice Phrases: <i>Hungry or Thirsty</i></p>		<p>Vocabulary pictures (hungry, thirsty)</p> <p>Vocabulary pictures (teacher's choice of food pictures to review, teacher's choice of drink pictures to review), two of each, enough for each student to have one</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures with the class. 2. Put the "hungry" picture on one side of the classroom. 3. Ask, "What's the matter?" 4. Point to the hungry picture and have the class say, "I'm hungry." 5. Repeat steps 2-4 with the "thirsty" picture and put it on the other side of the classroom. 6. Mix up the remaining pictures and give one to each student. 7. Choose a student to come to the front. 8. Have the class ask, "What's the matter?" 9. Have the student say, "I'm hungry," if the picture is something to eat or "I'm thirsty," if the picture is something to drink. 10. Have the student go stand on the correct side of the room. 11. After all the student are standing either on the hungry side of the room or the thirsty side of the room, have them choose a partner. 12. Have the partners decide who is student A and who is student B. 13. Have student A ask, "What do you want?" 14. Have student B answer, "I want _____," and say what's on the picture they have. 15. If the students' pictures match, have them sit down. 16. If the students don't have a match, have them find a new partner and repeat steps 12-16. 17. After all the students are sitting, mix up the pictures and repeat steps 7-16 as time allows. 	
<p>10. <i>Hear! Hear!</i></p>	<p>Unit 9 - Listening tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Hear! Hear!</i> from the Teacher Menu. 2. Have the class listen to the conversation. 3. Have the class identify the picture that matches the conversation. 4. Choose a student to tap the picture. 5. Repeat until each student has a turn to tap a picture or all the phrases are played. 	

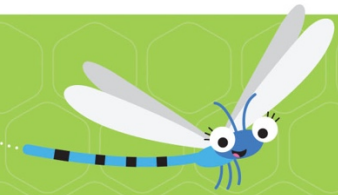
Break—5 mins

Lesson 2: Block A (20 mins)



Activity	Teacher Menu	Preparation	Content	Objectives
<p>11. <i>Word Flurry</i></p>	<p>Unit 9 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Word Flurry</i> from the Teacher Menu. 2. When a word is said, ask all the students to say the word aloud. 3. Ask the students if they see a picture of the word on the screen. 4. Choose two students to come to the screen and try to tap the picture first. 5. Repeat steps 2-4 with the remaining words. 6. Play the game again as time allows. 	
<p>12. Practice Vocabulary: <i>Beware!</i></p>		<p>Vocabulary pictures (hungry, thirsty, popcorn, lemonade), three of each picture, a taped x across one set of pictures</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures with the students. 2. Make up an action for each vocabulary word and have the class say the words and do the actions. 3. Mix up all three sets of pictures and put them on the board so the students can't see the pictures. 4. Divide the class into two teams. 5. Choose a student from the first team to come to the front and choose a picture. 6. Have the student show the picture to their team. 7. The team will say the word and do the action. 8. If the picture doesn't have an x on it, the team gets a point. 9. If the picture has an x the team loses a point. 10. Repeat steps 5-9 with the other team. 11. When all the pictures have been shown, the team with the most points wins. 12. Mix up the pictures and repeat the activity as time allows. 	<p>Review the words "hungry," "thirsty," "lemonade," and "popcorn."</p>
<p>13. <i>Speak Up 2</i></p>	<p>Unit 9 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 2</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	<p>Review the phrases "What's the matter?" "I'm _____," "What do you want?" and "I want _____."</p>

Lesson 2: Block B (20 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>14. <i>Popcorn and Lemonade</i></p>	<p>Unit 9 - Book tab</p> 		<p>Introduce the Book</p> <ol style="list-style-type: none"> 1. Show the book <i>Popcorn and Lemonade</i> from the Teacher Menu. 2. On the cover, review the title, author, and illustrator with the class. 3. Have the class repeat the title, author, and illustrator. 4. Have the students talk about the cover, telling what they see and making predictions of what the book will be about. <p>Read the Book</p> <ol style="list-style-type: none"> 1. Continue to read the book. 2. After the narrator reads each page, have the class repeat what was said. 3. Continue step 2 throughout the book. 4. Write the following punctuation marks where the students can see them: . ? ! 5. Point to the period and say, "This is a period." 6. Make a period in the air with your finger. 7. Have the class repeat "period" and make a period with their finger. 8. Say, "I'm hungry (PERIOD)," making a period with your finger as you say the word. 9. Have the class repeat the sentence and action. 10. Give the class several more examples of a sentence with a period. 11. Repeat steps 3-8 with the question mark (What's the matter?) and the exclamation mark (Look at the popcorn!) 12. Give the students other sentences, randomizing the kind of punctuation mark that is at the end. 13. If the students are really understanding the punctuation, give the class a sentence and have them guess what kind of punctuation mark is at the end. 14. Show the book <i>Popcorn and Lemonade</i> from the teacher menu. 15. After the narrator reads each page, point out the punctuation mark. 16. Play the audio again and have the students repeat what they hear. 	<p>Share the book <i>Popcorn and Lemonade</i>.</p>
<p>15. Goodbye</p>			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know what 'popcorn' is.") or "I can ____," (e.g., "I can say what I want."). 3. Say goodbye to the class. 4. Have the students say goodbye in return. 	<p>Review and wrap up.</p>




Lesson 1: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 9 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "Hungry and Thirsty" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Shake and Make	Unit 9 - Vocabulary tab 		<ol style="list-style-type: none"> 1. Play <i>Shake and Make</i> from the Teacher Menu. 2. Have the class read the word. 3. Click the move on arrow. 4. Choose a student to come to the front and tap the box to select a card. 5. Have the class say the word. 6. Choose another student to come to the front and shake out the letters. 7. Ask the class, "What is the first letter in the word?" 8. Have the class answer. 9. Choose a student to come to the front and drag the letter to the first spot. 10. Have the class write the letter with their finger in the air, on their leg, on their forearm, etc. 11. Repeat steps 5-8 with the remaining letters, having the class say all the letters in order as they make the word (e.g., After the second letter is placed, have the class say "hungry, h, u." After the final letter is placed have the class say "hungry, h, u, n, g, r, y."). 12. Have the class read the word one last time. 13. Repeat steps 1-12 with all the words. 14. Repeat the activity as time allows 	Learn to read the words "hungry," "thirsty," "popcorn," "lemonade," "juice," and "candy."

<p>5. Practice Reading Vocabulary Words in a Phrase: <i>Seek and Find</i></p>		<p>Vocabulary pictures (hungry, thirsty, popcorn, lemonade, juice, candy), enough for half the class</p> <p>Paper with one of the vocabulary words written on each sheet, enough for the other half the class</p>	<ol style="list-style-type: none"> 1. Give every student a picture or word so the rest of the class can't see it. 2. Say, "Go!" 3. Have the students with a vocabulary picture try to find the student who has the word that matches by walking up to a student with a vocabulary word and asking, "What do you want?" 4. Have the student with the word answer, "I want ____, please". 5. If the first student has the matching picture, have them say, "Here you are," and have the two students sit down together. 6. If the first student has a different picture, have them say, "No, I don't have ____." 7. Have the students repeat steps 3-6 until all the students are sitting. 8. Give the students new pictures or words and repeat the activity. 	<p>Review the phrases "What do you want?" and "I want ____."</p>
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Lesson 1: Block B (20 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
<p>6. Learn More Words: <i>He and She</i></p>		<p>Pictures of different men and women the students are familiar with</p>	<ol style="list-style-type: none"> 1. Choose a boy to come to the front. 2. Gesture to the boy and say "he." 3. Have the class repeat "he." 4. Choose a girl to come to the front. 5. Gesture to the girl and say "she." 6. Have the class repeat "she." 7. Gesture to the boy and say, "He is a boy." 8. Have the class repeat, "He is a boy." 9. Gesture to the girl and say, "She is a girl." 10. Have the class repeat, "She is a girl." 11. Hold up one of the pictures. 12. Have the class say "he" if it's a picture of a man or "she" if it's a picture of a woman. 13. Repeat steps 11-12 with the remaining pictures. 	<p>Learn the words "he" and "she."</p>
<p>7. <i>At Your Command</i></p>	<p>Unit 9 - Action tab</p> 		<ol style="list-style-type: none"> 1. Play <i>At Your Command</i> from the Teacher Menu. 2. Have the class listen to the command twice. 3. Have the class say the command. 4. Evaluate what the class says and tap the corresponding correct or incorrect button. 5. Repeat video as time allows. 	<p>Learn the action "watch T.V."</p>

<p>8. Practice an Action: <i>Funny Faces</i></p>		<p>Paper with the middle cut out to make a T.V. screen, enough for each student</p> <p>Short T.V. clips the students like</p>	<ol style="list-style-type: none"> 1. Say, "Watch T.V." 2. Play a short T.V. clip for the students. 3. Have the class say, "Watch T.V." 4. Play another short T.V. clip. 5. Hold up a paper T.V. and say, "This is my T.V." 6. Say, "Watch T.V." 7. Hold the paper T.V. up to your face. 8. Make a silly face. 9. Have the class say, "Watch T.V." 10. Repeat steps 7-8. 11. Give each student a paper T.V. 12. Have the students find a partner. 13. Have the students decide who is student A and who is student B. 14. Have student A say, "Watch T.V." 15. Have student A hold their T.V. in front of their face and make a silly face. 16. Repeat steps 14-15 with student B. 17. Have the students find new partners and repeat steps 13-16 as time allows. 	
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Break—5 mins


Lesson 2: Block A (25 mins)

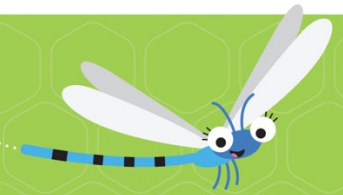
Activity	Teacher Menu	Preparation	Content	Objectives
<p>9. Big Picture (Read Words)</p>	<p>Unit 9 - Literacy tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Big Picture (Read Words)</i> from the Teacher Menu. 2. Show the first word. 3. Point to the first letter and ask, "What sound does this letter make?" 4. Have the class say the sound. 5. Point to the second letter and ask, "What sound does this letter make?" 6. Have the class say the sound. 7. Point to the first letter in the word and say, "Blend." 8. Scoop your finger under the first and second letters as the class blends the two sounds together. 9. Point to the third letter and ask, "What sound does this letter make?" 10. Have the class say the sound. 11. Point to the first letter and say, "Blend." 12. Scoop your finger under all three letters as the class blends the sounds together. 13. Point to the first letter and say, "Read the word." 14. Slide your finger under the word as the class reads the word. 15. Show the next screen. 16. Point to the word and ask the class, "What's this word?" 17. If the class can't read the word, repeat steps 3-14 with the word. 18. If the class can read the word, repeat steps 15-18 with the remaining words. 	<p>Learn to decode and spell words ending in -ed and -eg.</p>
<p>10. Spell Words</p>		<p>Pictures of red, bed, wed, leg, beg</p> <p>Cards with e, r, d, b, w, l, and g, one letter on each card, a set for each student</p>	<ol style="list-style-type: none"> 1. Give each student a set of letter cards. 2. Show the picture of the word red. 3. Say, "Red. What's the first sound in the word red?" putting an emphasis on the first sound. 4. Have the class say the first sound. 5. Ask, "What is the first letter in the word red?" 6. Have the class say the first letter in the word. 7. Have the students move the letter to make the word. 8. Repeat steps 2-6 with the remaining sounds in the word. 9. Have the class read the word. 10. Repeat steps 2-9 with all the words. 	

11. Word Trace	Unit 9 - Literacy tab 		<ol style="list-style-type: none"> 1. Play <i>Word Trace</i> from the Teacher Menu. 2. Have the class say the word. 3. Choose a student to come to the front and find the word. 4. Have the class say the word again. 5. Select a different student to come to the front and trace the word while the class writes the word with their fingers on their forearms, legs, in the air, etc. 6. Repeat steps 4-5 with the next two traces. 7. Have the class say the word again. 8. Have a student come to the front and write the word while the class writes the word with their fingers on their forearms, legs, in the air, etc. 9. Repeat steps 7-8 with one more student. 10. Choose the best word, or have the students vote on the word they feel is written the best. 11. Repeat the activity with the remaining words. 	Learn to read and write sight words.
12. Find Words		<p>Cards with the words its, my, sees, not, the, in, one word on each card, a set for each student</p> <p>Paper with the words its, my, sees, not, the, in, one word on each sheet, one set for you</p>	<ol style="list-style-type: none"> 1. Give each student a set of word cards. 2. Say, "Find the word ____." 3. Have the students find the word. 4. Hold up the paper with the word on it. 5. Have the class check that they found the correct word. 6. Have the class spell the word by tracing each letter with their finger as they say the letter. 7. Have the class say the word again. 8. Repeat steps 2-7 with all the words. 9. Have a student come to the front and randomly choose a word. 10. Have the students try to be the first to find the word and hold it up. 11. Have the students say they word as they trace the word with their fingers. 12. Repeat steps 9-11 as time allows. 	



Lesson 2: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
13. Conversational Videos	Unit 9 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "What's the matter?" "I'm ____," "What do you want?" and "I want ____." 3. Repeat the video as time allows. 	Review the phrases "What's the matter?" "I'm ____," "What do you want?" and "I want ____."

<p>14. Popcorn and Lemonade</p>	<p>Unit 9 - Book tab</p> 	<p>Paper Crayons</p>	<ol style="list-style-type: none"> 1. Show the book <i>Popcorn and Lemonade</i> from the Teacher Menu. 2. After the narrator reads each page, have the class repeat what was said. 3. Give each student a sheet of paper and crayons. 4. Have the students fold their paper half, then in half again to make a 2x2 grid. 5. Ask the students, "Who is your favorite character, grandpa or the boy." 6. In the top left rectangle have the students draw what grandpa and the boy eat. 7. In the top right rectangle have the students draw their favorite thing to eat. 8. In the bottom left rectangle have the students draw what the characters drink. 9. In the bottom right rectangle have the students draw their favorite drink. 10. When the students are finished drawing, have them get into pairs and share their pictures. 	<p>Share the book <i>Popcorn and Lemonade</i>.</p>
<p>15. Goodbye</p>			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know when to use he and she,") or "I can ____," (e.g., "I can say, 'I'm hungry.'"). 3. Say goodbye to the class. 4. Have the students say goodbye. 	<p>Review and wrap up.</p>




Lesson 1: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 9 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "Hungry and Thirsty" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Practice Actions: Dotty's Ditties	Unit 9 - Actions tab 	<p>Pictures for "Ride the bike," "Go to bed," "Catch the ball," "Hide the ball," "Watch T.V.," "Wash my face," "Brush my hair"</p> <p>Lyrics This is the way I ____, ____, ____. This is the way I ____. Look what I can do!</p>	<ol style="list-style-type: none"> 1. Review the actions by showing the pictures, having the class say the commands, and doing an action for each command. 2. Hold up the picture for "Watch T.V." 3. Play <i>Dotty's Ditties</i> from the teacher menu. 4. Sing the song for the class doing the action for "Watch T.V.," every time it is sung: This is the way I watch T.V., Watch T.V., watch T.V., This is the way I watch T.V. Look what I can do! 5. Have the class sing the song and do the action. 6. Choose a student to come to the front and pick an action. 7. Have the student hold up the action. 8. Have the class sing the song with the new action. 9. Repeat steps 6-8 as time allows. 	Review actions.

<p>5. Practice More Words: <i>He, She, Run</i></p>			<ol style="list-style-type: none"> 1. Review the words "he" and "she" with the class. 2. Have the class sit in a circle. 3. Choose a student to be the leader. 4. Have the leader walk around the outside of the circle, tapping each student, and saying "he" if the student is a boy or "she" if the student is a girl. 5. Have the leader randomly tap a student and say "run." 6. Have the leader run around the circle and try to get back to the spot the tapped student was in while the tapped student chases the leader and tries to get back to their spot first. 7. If the leader gets back to the spot first, the tapped student becomes the leader and repeats steps 4-6. 8. If the tapped student gets back to the spot first, the leader repeats steps 4-6. 9. Continue the activity as time allows. 	<p>Review the words "he and "she."</p>
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Lesson 1: Block B (20 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
<p>6. <i>Sentence Slinger</i></p>	<p>Unit 9 - Literacy tab</p> 	<p>Paper Pencils</p>	<ol style="list-style-type: none"> 1. Play <i>Sentence Slinger</i> from the Teacher Menu. 2. Point to a word and say, "This is a word." 3. Point to each word and have the class read them. 4. Slide your finger under the whole sentence and say, "This is a sentence." 5. Have the class read the sentence again. 6. Ask, "Which picture matches?" 7. Have the students point to the picture that matches the sentence. 8. Choose a student to come to the front and tap the picture. 9. Repeat steps 2-5 with each sentence. 10. Repeat the activity until the students are comfortable comprehending the sentences. 11. If the students are able and time allows, give each student paper and a pencil. Have them write one of the sentences and then draw a picture to go with it. 	<p>Comprehend sentences.</p>

7. Make Sentences		<p>Cards with the words red, bed, wed, leg, beg, its, my, sees, not, the, is, in, and any additional words to make sentences, one word on each card, a set for each student</p> <p>Paper with the words red, bed, wed, leg, beg, its, my, sees, not, the, is, in, and any additional words to make sentences, one word on each sheet, one set for you</p>	<ol style="list-style-type: none"> 1. Make up a sentence that uses some of the words on the cards. 2. Say the sentence to the class. 3. Say, "Find the first word in the sentence ____." 4. Have the students find the word and hold it up. 5. Have the class say the first word in the sentence. 6. Have the students move the word to make the sentence. 7. Choose a student to come to the front and find the word on the paper. 8. Repeat steps 2-7 until the sentence is complete. 9. Draw a period at the end of the sentence. 10. Say "period." 11. Have the students point their finger and tap the end of the sentence. 12. Have the students say "period." 13. Explain to the class that we use a period to show the sentence is done. 14. Repeat steps 1-12 with different sentences as time allows. 	<p>Review decodable words and sight words.</p>
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Break—5 mins

Lesson 2: Block A (25 mins)

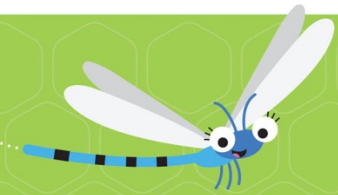
Activity	Teacher Menu	Preparation	Content	Objectives
8. Conversational Videos	Unit 9 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "What's the matter?" "I'm ____," "What do you want?" and "I want ____." 	<p>Review the phrases "What's the matter?" "I'm ____," "What do you want?" and "I want ____."</p>
9. Speak Up 1	Unit 9 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 1</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	

10. Speak Up 2	Unit 9 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 2</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	
11. Review Reading Vocabulary Words in Phrases: Word Touch		Vocabulary pictures (hungry, thirsty, popcorn, lemonade, candy, juice) Paper with one of the vocabulary words written on each sheet	<ol style="list-style-type: none"> 1. Review the vocabulary pictures and words with the class. 2. Put the vocabulary words on the board. 3. Have the students divide into pairs. 4. Have the pairs decide who is student A and who is student B. 5. Have student A ask, "What's the matter?" 6. Have student B say if they are hungry or thirsty (e.g., "I'm hungry."). 7. Have student A run and touch the correct word. 8. Have student A run back to their partner. 9. Have student A ask, "What do you want?" 10. Have student B say what they want (e.g., "I want candy."). 11. Have student A run to the board and touch the correct word. 12. Have the students switch roles and repeat steps 5-11. 13. Have the students continue switching back and forth saying different words as time allows. 	Practice reading the words "hungry," "thirsty," "popcorn," "lemonade," "juice," and "candy." Review the phrases "What's the matter?" "I'm ____," "What do you want?" and "I want ____."



Lesson 2: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
12. Listen and Move Project	Unit 9 - Listening tab 	Listen and Move project enough for each student Pencils or crayons	<ol style="list-style-type: none"> 1. Give each student a <i>Listen and Move</i> project. Make sure they have a pencil or crayon. 2. Have the students write their name on their project. 3. Play <i>Listen and Move</i> from the Teacher Menu. 4. Play the first audio and have the students listen. 5. When the audio finishes, have the students draw a line from the correct object to the correct location. 6. Choose a student to come to the screen and move the object to the correct location. 7. Have the students check their answers and make corrections as needed. 8. Have the students repeat the phrase (e.g., "The pineapple is on the chair."). 9. Repeat steps 3-8 for the remaining audio instructions. 10. Tell the students to take the project home and talk about it with their parents. 	Show what you learned.

<p>13. Goodbye</p>			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know how to read sentences,") or "I can ____," (e.g., "I can read the word 'thirsty.'"). 3. Say goodbye to the class. 4. Have the students say goodbye. 	<p>Review and wrap up.</p>
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Lesson 1: Block A (30 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review classroom rules as necessary.	
3. Sing a Song	Unit 9 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "Hungry and Thirsty" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. <i>Bill the Bird</i>	Unit 9 - Value tab 		<p>Introduce the Book</p> <ol style="list-style-type: none"> 1. Show the book <i>Bill the Bird</i> from the Teacher Menu. 2. On the cover, review the title, author, and illustrator with the class. 3. Have the class repeat the title, author, and illustrator. 4. Have the students talk about the cover, telling what they see and making predictions of what the book will be about. 	Learn the value responsibility.
			<p>Read the Story</p> <ol style="list-style-type: none"> 1. Read the story. Have the class act like the bird. 2. After the book is over ask the class how the bird feels at first (happy). 3. Ask how the bird feels in the middle of the book (sad). 4. Ask how the bird feels at the end of the book (happy). 5. Ask why the bird feels that way (The boy remembered to take care of his bird.). 6. Say, "When you do what you're supposed to do, you are being responsible." 7. Have the class repeat, "When you do what you're supposed to do, you are being responsible." 8. Say, "I can be responsible." 9. Have the class repeat, "I can be responsible." 	

			<ol style="list-style-type: none"> Show the book <i>Bill the Bird</i> from the Teacher Menu. Have two students act out the story. <ul style="list-style-type: none"> the boy the bird Show the story again and have different students act out the story. Repeat as time allows. 	
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Lesson 1: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
5. Practice Actions: Dotty's Ditties	Unit 9 - Actions tab 	Pictures for "Ride the bike," "Go to bed," "Catch the ball," "Hide the ball," "Watch T.V.," "Wash my face," "Brush my hair," Lyrics This is the way I ____, ____, ____. This is the way I ____. Look what I can do!	<ol style="list-style-type: none"> Review the actions by showing the pictures, having the class say the commands, and doing an action for each command. Hold up the picture for "Watch T.V." Play <i>Dotty's Ditties</i> from the teacher menu. Sing the song for the class doing the action for "Watch T.V.," every time it is sung: This is the way I watch T.V., Watch T.V., watch, T.V. This is the way I watch T.V. Look what I can do! Have the class sing the song and do the action. Choose a student to come to the front and pick an action. Have the student hold up the action. Have the class sing the song with the new action. Repeat steps 6-8 as time allows. 	Review actions.

6. Practice More Words: He, She, Run			<ol style="list-style-type: none"> 1. Review the words "he" and "she" with the class. 2. Have the class sit in a circle. 3. Choose a student to be the leader. 4. Have the leader walk around the outside of the circle, tapping each student, and saying "he" if the student is a boy or "she" if the student is a girl. 5. Have the leader randomly tap a student and say "run." 6. Have the leader run around the circle and try to get back to the spot the tapped student was in while the tapped student chases the leader and tries to get back to their spot first. 7. If the leader gets back to the spot first, the tapped student becomes the leader and repeats steps 4-6. 8. If the tapped student gets back to the spot first, the leader repeats steps 4-6. 9. Continue the activity as time allows. 	Review the words "he and "she."
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Break—5 mins

Lesson 2: Block A (15mins)

Activity	Teacher Menu	Preparation	Content	Objectives
7. Practice Reading Vocabulary Words in a Phrase: Seek and Find		<p>Vocabulary pictures (hungry, thirsty, popcorn, lemonade, juice, candy), enough for half the class</p> <p>Paper with one of the vocabulary words written on each sheet, enough for the other half the class</p>	<ol style="list-style-type: none"> 1. Give every student a picture or word so the rest of the class can't see it. 2. Say, "Go!" 3. Have the students with a vocabulary picture try to find the student who has the word that matches by walking up to a student with a vocabulary word and asking, "What do you want?" 4. Have the student with the word answer, "I want ____, please." 5. If the first student has the matching picture, have them say, "Here you are," and have the two students sit down together. 6. If the first student has a different picture, have them say, "No, I don't have ____." 7. Have the students repeat steps 3-6 until all the students are sitting. 8. Give the students new pictures or words and repeat the activity. 	<p>Review the words "hungry," "thirsty," "lemonade," and "popcorn."</p> <p>Review the phrases "What do you want?" and "I want ____."</p>

<p>8. Practice Vocabulary Words: See and Spell Project</p>		<p>Vocabulary pictures (hungry, thirsty, lemonade, popcorn, juice, candy)</p> <p>See and Spell project for each student</p> <p>Pencils</p> <p>Crayons</p>	<ol style="list-style-type: none"> 1. Review each of the vocabulary pictures and words with the class. 2. Give each student a <i>See and Spell</i> project, pencils, and crayons. 3. Have the students write their names on their project. 4. Have the students spell each of the words on their project page. 5. If the students need extra support, display the vocabulary pictures for the students to see. 6. When the students have finished spelling each of the words, have them color the pictures. 7. While students are working, walk around the classroom and make sure the students have correctly spelled the words. Have the students practice reading the words. 8. As the students finish their project, have them get with a partner, read the words on their paper, and share their pictures. 9. Tell the students to take the project home and talk about it with their parents. 	<p>Review the words "hungry," "thirsty," "lemonade," "popcorn," "juice," and "candy."</p>
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Lesson 2: Block B (25 mins)



Activity	Teacher Menu	Preparation	Content	Objectives
<p>9. <i>Miss Daisy</i></p>	<p>Unit 9 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Miss Daisy</i> from the Teacher Menu. 2. Have students respond to the people in the video when they are prompted to speak. 3. Evaluate what the class says. 4. If the class answers correctly, press the button to move on. 5. If the class answers incorrectly, repeat the question and prompt the class to say the correct answer. 	<p>Practice speaking.</p>
<p>10. Show What You've Learned: <i>Hungry and Thirsty</i></p>		<p>Vocabulary pictures (teacher's choice of food and drinks to review)</p> <p>Hungry and Thirsty project for each student, complete one to use as an example</p> <p>Pencils</p> <p>Crayons</p>	<ol style="list-style-type: none"> 1. Review the food and drinks with the class. 2. Give each student a <i>Hungry and Thirsty</i> project, a pencil, and crayons. 3. Have the students trace the sentences "I'm hungry," and "I'm thirsty." 4. Have the students write in the blanks a food and drink that they like. 5. Have the students draw a picture of the food on the plate and a drink in the glass. 6. Have the students finish coloring their projects. 7. When the students finish coloring, have them find a partner. 8. Have the students take turns reading their sentences and sharing their pictures. 9. Have the students find new partners and repeat step 8 as time allows. 	<p>Practice the phrases "I'm _____," and "I want _____."</p>

<p>11. Goodbye</p>			<ol style="list-style-type: none">1. Wrap up the class.2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know what the word 'lemonade' means.") or "I can ____," (e.g., "I can read the word 'bed.'").3. Say goodbye to the class.4. Have the students say goodbye in return.	<p>Review and wrap up.</p>
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Lesson 1: Block A (30 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 10 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "Let's Go to the Store" from the Teacher Menu. 2. Have the students watch the video of the song to become familiar with the music and lyrics. 	Learn the phrases "Let's go to the store," "What do you want?" "I don't know," "Do you want ___?" "Yes, I want___," and "No, I don't. I want ___."
		Vocabulary pictures (mango, banana, tomato, pineapple, store)	<ol style="list-style-type: none"> 1. Teach the vocabulary words "mango," " banana," "tomato," "pineapple," "store." 2. Create actions for the words with the students. 3. Have the class practice the words and actions until they are comfortable with them. 	
	Unit 10 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "Let's Go to the Store" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	
4. Conversational Videos	Unit 10 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "Let's go to the store," "What do you want?" "I don't know," "Do you want ___?" "Yes, I want___," and "No, I don't. I want ___." 3. Repeat the video as time allows. 	

<p>5. Big Picture (Vocabulary)</p>	<p>Unit 10 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu. 2. Show the first picture. 3. Ask, "What is it?" and shrug your shoulders. 4. Have the class say, "It's a ____." 5. If possible, have the students do an action for the vocabulary word. 6. If they don't know what the picture is, have the class say, "I don't know." Tap the board. Say, "It's a ____." 7. Have the class repeat the sentence. 8. Repeat steps 2-7 with all the vocabulary words. 9. Show the pictures again, but this time, ask, "Is it a ____?" Alternate between saying a correct and an incorrect word in the blank. 10. Have the class answer, "Yes, it is," or "No, it's a ____." 11. Invite individual students to come and tap each of the pictures to confirm the answers. 12. Repeat steps 9-11. 13. Show the pictures one more time. Ask the students to identify the words using a full sentence (e.g., "It's a mango."). 14. Ask, "What letters do you see in this word?" 15. Have a student come up and identify a letter. 16. Have the class repeat the name of the letter. 17. Repeat steps 13-16 until all letters in the words are identified. 	<p>Learn the words "mango," "pineapple," "tomato," and "store."</p>
<p>6. Worm Holes</p>	<p>Unit 10 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Worm Holes</i> from the Teacher Menu. 2. When a word is said, ask all the students to say the word aloud. 3. Ask the students if they see a picture of the word on the screen. If they can't see the word at first, wait until students can see the word. 4. Have the students point at the picture. 5. Choose two students to come to the screen and try to tap the picture as fast as they can. 6. Repeat steps 2-5 with the remaining words. 	



Lesson 1: Block B (15 mins)

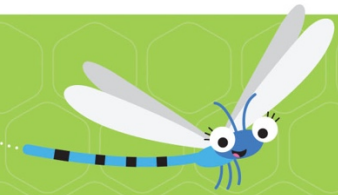
Activity	Teacher Menu	Preparation	Content	Objectives
<p>7. Conversational Videos</p>	<p>Unit 10 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "Let's go to the store," "What do you want?" "I don't know," "Do you want ____?" "Yes, I want ____," and "No, I don't. I want ____." 3. Repeat the video as time allows. 	<p>Review the phrases "Let's go to the store," "What do you want?" "I don't know," "Do you want ____?" "Yes, I</p>

8. <i>Speak Up 1</i>	Unit 10 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 1</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	want____," and "No, I don't. I want ____."
9. Practice Phrases: <i>Let's Shop</i>		Vocabulary pictures (mango, pineapple, tomato, potato, noodles, meatballs) Paper cut into fourths Crayon	<ol style="list-style-type: none"> 1. Review the vocabulary pictures with the class. 2. Give each student a sheet of paper cut into fourths. 3. On each of the four sheets, have the students draw one of the foods. 4. Have the students write their name on the back of their pictures. 5. Have the students get into pairs. 6. Tell the students not to show each other their pictures. 7. Have the students decide who is student A and who is student B. 8. Have both students say, "Let's go to the store." 9. Have student A ask, "What do you want?" 10. Have student B say, "I don't know." 11. Have student A show student B one of their pictures and ask, "Do you want _____," (e.g., "Do you want tomatoes?"). 12. Have student B look at their pictures. 13. If they don't have a picture of the same food have them say, "No, I don't." 14. If they have a picture of the same food, have them say, "Yes, I do," and show their matching picture to student A. Have student B take student A's picture and put the two pictures in front of them. 15. Have the students switch roles and repeat steps 8-14. 16. Have the students go back and forth until they have found all the matches. The student with the most matches is the winner. 17. Have the students find a new partner and repeat the activity as time allows. 	
10. <i>Hear! Hear!</i>	Unit 10 - Listening tab 		<ol style="list-style-type: none"> 1. Play <i>Hear! Hear!</i> from the Teacher Menu. 2. Have the class listen to the conversation. 3. Have the class identify the picture that matches the conversation. 4. Choose a student to tap the picture. 5. Repeat until each student has a turn to tap a picture or all the phrases are played. 	



Break—5 mins

Lesson 2: Block A (20 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
11. <i>Word Flurry</i>	Unit 10 - Vocabulary tab 		<ol style="list-style-type: none"> 1. Play <i>Word Flurry</i> from the Teacher Menu. 2. When a word is said, ask all the students to say the word aloud. 3. Ask the students if they see a picture of the word on the screen. 4. Choose two students to come to the screen and try to tap the picture first. 5. Repeat steps 2-4 with the remaining words. 6. Play the game again as time allows. 	Review the words "mango," "pineapple," "tomato," and "store."
12. Practice Vocabulary in a Phrase: <i>Toss and Roll</i>		Vocabulary pictures (mango, pineapple, tomato, store) 2-4 beanbags 2-4 number cube or dice	<ol style="list-style-type: none"> 1. Review the vocabulary pictures with the class. 2. Divide the class into 2-4 teams. 3. Have the teams stand in a line. 4. Put the vocabulary pictures on the ground in front of the teams. 5. Give the first student in each line a beanbag and have them toss the beanbag onto one of the pictures. 6. Have the student say the picture their beanbag landed on. 7. If they say the correct word have the student roll the number cube. The number that is showing is the number of points their team gets. 8. Have the next student in line move to the front and repeat steps 5-7. 9. Continue to repeat steps 5-8 as time allows. The team with the most points wins. 	
13. <i>Speak Up 2</i>	Unit 10 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 2</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	Review the phrases "Let's go to the store," "What do you want?" "I don't know," "Do you want ___?" "Yes, I want ___," and "No, I don't. I want ___."




Lesson 1: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 10 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "Let's Go to the Store" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Shake and Make	Unit10 - Vocabulary tab 		<ol style="list-style-type: none"> 1. Play <i>Shake and Make</i> from the Teacher Menu. 2. Have the class read the word. 3. Click the move on arrow. 4. Choose a student to come to the front and tap the box to select a card. 5. Have the class say the word. 6. Choose another student to come to the front and shake out the letters. 7. Ask the class, "What is the first letter in the word?" 8. Have the class answer. 9. Choose a student to come to the front and drag the letter to the first spot. 10. Have the class write the letter with their finger in the air, on their leg, on their forearm, etc. 11. Repeat steps 5-8 with the remaining letters, having the class say all the letters in order as they make the word (e.g., After the second letter is placed, have the class say "mango, m, a." After the final letter is placed have the class say "mango, m, a, n, g, o."). 12. Have the class read the word one last time. 13. Repeat steps 1-12 with all the words. 14. Repeat the activity as time allows 	Learn to read the words "mango," "pineapple," "tomato," "store," "banana," and "hamburger."

<p>5. Practice Reading Vocabulary Words: Word Chain</p>		<p>Vocabulary pictures (mango, pineapple, tomato, store, banana, hamburger)</p> <p>Paper with one of the vocabulary words written on each sheet, enough for each student</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures and words with the class. 2. Put the vocabulary pictures on one side of the room. 3. Put the vocabulary words on the other side of the room. 4. Have the class spread out in a line across the classroom. 5. Have the student closest to the vocabulary pictures choose one of the vocabulary pictures and turn to the student next to them and say the word. 6. Have the students say the word all the way down the line to the other end. 7. Have the student at the end closest to the words find the word. 8. Have the student read the word then pass it to the student next to them. 9. Have the students continue reading the word back down the line to the other end. 10. Have the student at the end closest to the pictures put the word under the matching picture. 11. Have the students mix up the lines so new students are at each end and repeat steps 5-10. 12. Repeat the activity until all the words are under the pictures. 13. Move the vocabulary words back to the other side of the room and play the game again as time allows. 	
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Lesson 1: Block B (20 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
<p>6. Learn More Words: Old and New</p>		<p>Pictures of an old tennis racket, a new tennis racket, an old baseball cap, a new baseball cap, an old soccer ball, a new soccer ball, an old notebook, a new notebook, an old eraser, a new eraser</p> <p>Paper with "old" written on it</p> <p>Paper with "new" written on it</p>	<ol style="list-style-type: none"> 1. Hold up the paper with old written on it and say "old." 2. Have the class repeat the word. 3. Say "old" again and put the paper on one side of the board. 4. Hold up the paper with the new written on it and say "new." 5. Have the class repeat the word. 6. Say "new" again and put the paper on the other side of the board. 7. Show the picture of the old tennis racket and say "old." 8. Put the picture under the paper with the word "old" on it. 9. Show the picture of the new tennis racket and say "new." 10. Put the picture under the paper with the word "new" on it. 11. Have a student come to the front and choose a picture. 12. Have the student place the picture under the proper paper, old or new. 13. Have the student say "old" or "new," depending on the picture. 14. If the student chooses the incorrect label, point to the picture, say the correct label, and have the student try again, saying the correct label. 15. Have the class repeat the correct label, "old" or "new." 	<p>Learn the words "old" and "new."</p>

7. At Your Command	Unit 10 - Action tab 		<ol style="list-style-type: none"> 1. Play <i>At Your Command</i> from the Teacher Menu. 2. Have the class listen to the command twice. 3. Have the class say the command. 4. Evaluate what the class says and tap the corresponding correct or incorrect button. 5. Repeat video as time allows. 	
8. Practice an Action: Play and Freeze		Vocabulary pictures (baseball, basketball, jump rope, tablet, game, ping pong, soccer, tennis, hockey)	<ol style="list-style-type: none"> 1. Review the vocabulary words with the class and have them do an action for each one. 2. Have the students pick their favorite game and do the action. 3. Say, "Play a game." 4. Have the students repeat the command and do the action. 5. Say, "Freeze!" 6. Have the students stop moving and stand perfectly still. 7. Repeat steps 3-6 until the students are comfortable with both commands. 8. Continue to repeat steps 3-6, but if the students don't stop moving have them sit down. The sitting students should continue to say the command. 9. Continue repeating steps 3-6, trying to catch the students moving, until only one student is left standing. This student is the winner. 10. Continue the game, having the winner give the commands and catch the moving students, as time allows. 	Learn the action "play a game."



Break—5 mins

Lesson 2: Block A (25 mins)

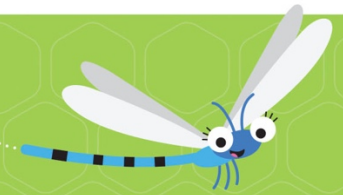
Activity	Teacher Menu	Preparation	Content	Objectives
<p>9. <i>Big Picture</i> (Read Words)</p>	<p>Unit 10 - Literacy tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Big Picture</i> (Read Words) from the Teacher Menu. 2. Show the first word. 3. Point to the first letter and ask, "What sound does this letter make?" 4. Have the class say the sound. 5. Point to the second letter and ask, "What sound does this letter make?" 6. Have the class say the sound. 7. Point to the first letter in the word and say, "Blend." 8. Scoop your finger under the first and second letters as the class blends the two sounds together. 9. Point to the third letter and ask, "What sound does this letter make?" 10. Have the class say the sound. 11. Point to the first letter and say, "Blend." 12. Scoop your finger under all three letters as the class blends the sounds together. 13. Point to the first letter and say, "Read the word." 14. Slide your finger under the word as the class reads the word. 15. Show the next screen. 16. Point to the word and ask the class, "What's this word?" 17. If the class can't read the word, repeat steps 3-14 with the word. 18. If the class can read the word, repeat steps 15-18 with the remaining words. 	<p>Learn to decode and spell words ending in -ed and -eg.</p>
<p>10. Spell Words</p>		<p>Pictures of bed, red, wed, leg, beg</p> <p>Cards with bed, red, wed, leg, beg, one letter on each card, a set for each student</p>	<ol style="list-style-type: none"> 1. Give each student a set of letter cards. 2. Show the picture of the bed. 3. Say, "Bed. What's the first sound in the word bed?" putting an emphasis on the first sound. 4. Have the class say the first sound. 5. Ask, "What is the first letter in the word bed?" 6. Have the class say the first letter in the word. 7. Have the students move the letter to make the word. 8. Repeat steps 2-6 with the remaining sounds in the word. 9. Have the class read the word. 10. Repeat steps 2-9 with all the words. 	

<p>11. <i>Word Trace</i></p>	<p>Unit 10 - Literacy tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Word Trace</i> from the Teacher Menu. 2. Have the class say the word. 3. Choose a student to come to the front and find the word. 4. Have the class say the word again. 5. Select a different student to come to the front and trace the word while the class writes the word with their fingers on their forearms, legs, in the air, etc. 6. Repeat steps 4-5 with the next two traces. 7. Have the class say the word again. 8. Have a student come to the front and write the word while the class writes the word with their fingers on their forearms, legs, in the air, etc. 9. Repeat steps 7-8 with one more student. 10. Choose the best word, or have the students vote on the word they feel is written the best. 11. Repeat the activity with the remaining words. 	
<p>12. <i>Find Words</i></p>		<p>Cards with the words tree, her, stay, fun, falls, from, one word on each card, a set for each student</p> <p>Paper with the words tree, her, stay, fun, falls, from, one word on each sheet, one set for you</p>	<ol style="list-style-type: none"> 1. Give each student a set of word cards. 2. Say, "Find the word ____." 3. Have the students find the word. 4. Hold up the paper with the word on it. 5. Have the class check that they found the correct word. 6. Have the class spell the word by tracing each letter with their finger as they say the letter. 7. Have the class say the word again. 8. Repeat steps 2-7 with all the words. 9. Have a student come to the front and randomly choose a word. 10. Have the students try to be the first to find the word and hold it up. 11. Have the students say they word as they trace the word with their fingers. 12. Repeat steps 9-11 as time allows. 	<p>Learn to read and write sight words.</p>


Lesson 2: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
13. Conversational Videos	Unit 10 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "Let's go to the store," "What do you want?" "I don't know," "Do you want ___?" "Yes, I want___," and "No, I don't. I want ___." 3. Repeat the video if time allows. 	Review the phrases "Let's go to the store," "What do you want?" "I don't know," "Do you want ___?" "Yes, I want___," and "No, I don't. I want ___."
14. My Store	Unit 10 - Book tab 		<ol style="list-style-type: none"> 1. Show the book <i>My Store</i> from the teacher menu. 2. After each page is read, invite a student to tap an illustration or word to see if it is highlighted. 3. If a word is highlighted along with the illustration, point the word out to the class. Have students repeat the word. 4. Continue steps 4-5 throughout the book. 5. Write the following punctuation marks where the students can see them: . ? ! 6. Point to the period and say, "This is a period." 7. Make a period in the air with your finger. 8. Have the class repeat "period" and make a period with their finger. 9. Say, "I'm hungry (PERIOD)," making a period with your finger as you say the word. 10. Have the class repeat the sentence and action. 11. Give the class several more examples of a sentence with a period. 12. Repeat steps 3-8 with the question mark (What's the matter?) and the exclamation mark (Look at the popcorn!) 13. Give the students other sentences, randomizing the kind of punctuation mark that is at the end. 14. If the students are really understanding the punctuation, give the class a sentence and have them guess what kind of punctuation mark is at the end. 15. Show the book again and have the students identify the punctuation marks. 	Share the book <i>My Store</i> .

15. Goodbye			<ol style="list-style-type: none">1. Wrap up the class.2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know the word 'pineapple.'") or "I can ____," (e.g., "I can read the word 'stay.'").3. Say goodbye to the class.4. Have the students say goodbye.	Review and wrap up.
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Lesson 1: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 10 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "Let's Go to the Store" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Practice Actions: <i>Acting Actions</i>		Pictures to show the actions "Put on your shoes," "Take off your shoes," "Ride the bike," "Go to bed," "Wake up," "Wash your face," "Throw the ball," "Catch the ball," "Watch T.V.," and "Play a game."	<ol style="list-style-type: none"> 1. Review the actions with the class. 2. Divide the class into two teams. 3. Have the teams sit back to back facing away from each other. 4. Choose a student from each team. 5. Show the students one of the pictures without the rest of the class seeing. 6. Have the students go stand in front of their teams. 7. Say, "Go," and have the students act out the action. 8. The first team to correctly guess the action gets a point for their team. 9. Repeat steps 4-8 until every student has a turn or until all the actions have been reviewed. 10. The team with the most points wins. 11. Mix up the teams and repeat the activity as time allows. 	Review the action "play a game."

<p>5. Practice More Words: <i>New and Old</i></p>		<p>Pictures of an old tennis racket, a new tennis racket, an old baseball cap, a new baseball cap, an old soccer ball, a new soccer ball, an old notebook, a new notebook, an old eraser, a new eraser</p> <p>Paper with "old" written on it</p> <p>Paper with "new" written on it</p>	<ol style="list-style-type: none"> 1. Hold up the paper with old written on it and say "old." 2. Have the class repeat the word. 3. Say "old" again and put the paper on one side of the room. 4. Hold up the paper with the new written on it and say "new." 5. Have the class repeat the word. 6. Say "new" again and put the paper on the other side of the room. 7. Have the students stand in the middle of the room. 8. Choose a student to hold up the pictures. 9. If the picture is something old, the students move to the "old" side of the room and say, "The ___ is old." 10. If the picture is something new, the students move to the "new" side of the room and say, "The ___ is new." 11. If a student goes to the wrong side of the room, have them correct themselves and say the sentence again. 	<p>Review the words "old" and "new."</p>
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Lesson 1: Block B (20 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
<p>6. <i>Sentence Slinger</i></p>	<p>Unit 10 - Literacy tab</p> 	<p>Paper</p> <p>Pencils</p>	<ol style="list-style-type: none"> 1. Play <i>Sentence Slinger</i> from the Teacher Menu. 2. Point to a word and say, "This is a word." 3. Point to each word and have the class read them. 4. Slide your finger under the whole sentence and say, "This is a sentence." 5. Have the class read the sentence again. 6. Ask, "Which picture matches?" 7. Have the students point to the picture that matches the sentence. 8. Choose a student to come to the front and tap the picture. 9. Repeat steps 2-5 with each sentence. 10. Repeat the activity until the students are comfortable comprehending the sentences. 11. If the students are able and time allows, give each student paper and a pencil. Have them write one of the sentences and then draw a picture to go with it. 	<p>Comprehend sentences.</p>

<p>7. Make Sentences</p>		<p>Cards with the words bed, Ted, red, wed, leg, Meg, Peg, beg, tree, her, stay, fun, falls, from, one word on each card, a set for each student</p> <p>Paper with the words bed, Ted, red, wed, leg, Meg, Peg, beg, tree, her, stay, fun, falls, from, one word on each sheet, one set for you</p>	<ol style="list-style-type: none"> 1. Make up a sentence that uses some of the words on the cards. 2. Say the sentence to the class. 3. Say, "Find the first word in the sentence ____." 4. Have the students find the word and hold it up. 5. Have the class say the first word in the sentence. 6. Have the students move the word to make the sentence. 7. Choose a student to come to the front and find the word on the paper. 8. Repeat steps 2-7 until the sentence is complete. 9. Draw a period at the end of the sentence. 10. Say "period." 11. Have the students point their finger and tap the end of the sentence. 12. Have the students say "period." 13. Explain to the class that we use a period to show the sentence is done. 14. Repeat steps 1-12 with different sentences as time allows. 	<p>Review decodable words and sight words.</p>
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Break—5 mins

Lesson 2: Block A (25 mins)

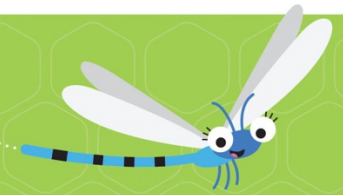
Activity	Teacher Menu	Preparation	Content	Objectives
<p>8. Conversational Videos</p>	<p>Unit 10 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "Let's go to the store," "What do you want?" "I don't know," "Do you want ____?" "Yes, I want____," and "No, I don't. I want ____." 	<p>Review the phrases "Let's go to the store," "What do you want?" "I don't know," "Do you want ____?" "Yes, I want____," and "No, I don't. I want ____."</p>
<p>9. Speak Up 1</p>	<p>Unit 10 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 1</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	

10. Speak Up 2	Unit 10 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 2</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	
11. Review Reading Vocabulary Words: Vocabulary Dance		<p>Vocabulary pictures (mango, pineapple, tomato, store, banana, hamburger), enough for half the students</p> <p>Paper with one of the vocabulary words written on each sheet, enough for half of the students</p> <p>Music the students like</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures and words with the class. 2. Give each student a vocabulary picture or word. 3. Start the music and have the students dance. 4. Randomly stop the music and have the students find their match. If the students have a picture, they need to find the person that has the word. If the students have a word, they need to find the person that has the picture. 5. Once all the students have found their match, start the music again and have the students dance with their partner. 6. Randomly stop the music and have the students mix up the words and pictures. 7. Repeat steps 3-6 as time allows. 	Review the words "mango," "pineapple," "tomato," "store," "banana," and "hamburger."



Lesson 2: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
12. Listen and Color Project	Unit 10 - Listening tab 	<p>Listen and Color project enough for each student</p> <p>crayons</p>	<ol style="list-style-type: none"> 1. Give each student a <i>Listen and Color</i> project. Make sure they have crayons. 2. Have the students write their name on their project. 3. Play <i>Listen and Color</i> from the Teacher Menu. 4. Play the first audio and have the students listen. 5. Play the audio a second time, and have the students find the object and color it the correct color. 6. Choose a student to come to the screen color the object. 7. Have the students check their answers and make corrections as needed. 8. Have the students say the phrase (e.g., "The banana on the chair is yellow."). 9. Repeat steps 3-8 for the remaining audio instructions. 10. Tell the students to take the project home and talk about it with their parents. 	Show what you learned.

13. Goodbye			<ol style="list-style-type: none">1. Wrap up the class.2. Review with the class what they learned by having them say, "I know ____" (e.g., "I know how to spell the word 'red.'") or "I can ____" (e.g., "I can read the word 'from.'").3. Say goodbye to the class.4. Have the students say goodbye.	Review and wrap up.
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Lesson 1: Block A (30 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review classroom rules as necessary.	
3. Sing a Song	Unit 10 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "Let's Go to the Store" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. <i>The Jacket</i>	Unit 10 - Value tab 		<p>Introduce the Book</p> <ol style="list-style-type: none"> 1. Show the book <i>The Jacket</i> from the Teacher Menu. 2. On the cover, review the title, author, and illustrator with the class. 3. Have the class repeat the title, author, and illustrator. 4. Have the students talk about the cover, telling what they see and making predictions of what the book will be about. <p>Read the Story</p> <ol style="list-style-type: none"> 1. Read the story. Have the class act like the girl who finds the jacket. 2. After the book is over ask the class how the girl feels at first (excited). 3. Ask how the girl feels in the middle of the book (sorry). 4. Ask how the girl feels at the end of the book (happy). 5. Ask why the girl feels that way (She gave the jacket back.). 6. Say, "When you give things back that don't belong to you, you are being honest." 7. Have the class repeat, "When you give things back that don't belong to you, you are being honest." 8. Say, "I can be honest." 9. Have the class repeat, "I can be honest." 	Learn the value honesty.

			<ol style="list-style-type: none"> 1. Show the book <i>The Jacket</i> from the Teacher Menu. 2. Have three students act out the story. <ul style="list-style-type: none"> • girl 1 who finds the jacket • girl 2 the friend • girl 3 the owner of the jacket 3. Show the story again and have different students act out the story. 4. Repeat as time allows. 	
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Lesson 1: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
5. Practice an Action: <i>Play and Freeze</i>		Vocabulary pictures (baseball, basketball, jump rope, tablet, game, ping pong, soccer, tennis, hockey)	<ol style="list-style-type: none"> 1. Review the vocabulary words with the class and have them do an action for each one. 2. Have the students pick their favorite game and do the action. 3. Say, "Play a game." 4. Have the students repeat the command and do the action. 5. Say, "Freeze!" 6. Have the students stop moving and stand perfectly still. 7. Repeat steps 3-6 until the students are comfortable with both commands. 8. Continue to repeat steps 3-6, but if the students don't stop moving have them sit down. The sitting students should continue to say the command. 9. Continue repeating steps 3-6, trying to catch the students moving, until only one student is left standing. This student is the winner. 10. Continue the game, having the winner give the commands and catch the moving students, as time allows. 	Review the action "play a game."


<p>6. Learn More Words: <i>Old and New</i></p>		<p>Pictures of an old tennis racket, a new tennis racket, an old baseball cap, a new baseball cap, an old soccer ball, a new soccer ball, an old notebook, a new notebook, an old eraser, a new eraser</p> <p>Paper with "old" written on it</p> <p>Paper with "new" written on it</p>	<ol style="list-style-type: none"> 1. Hold up the paper with old written on it and say "old." 2. Have the class repeat the word. 3. Say "old" again and put the paper on one side of the board. 4. Hold up the paper with the new written on it and say "new." 5. Have the class repeat the word. 6. Say "new" again and put the paper on the other side of the board. 7. Show the picture of the old tennis racket and say "old." 8. Put the picture under the paper with the word "old" on it. 9. Show the picture of the new tennis racket and say "new." 10. Put the picture under the paper with the word "new" on it. 11. Have a student come to the front and choose a picture. 12. Have the student place the picture under the proper paper, old or new. 13. Have the student say "old" or "new," depending on the picture. 14. If the student chooses the incorrect label, point to the picture, say the correct label, and have the student try again, saying the correct label. 15. Have the class repeat the correct label, "old" or "new." 	<p>Review the words "old" and "new."</p>
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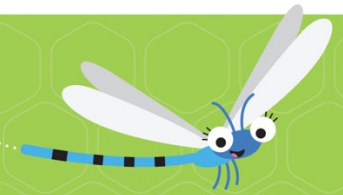
Break—5 mins

Lesson 2: Block A (15mins)




Activity	Teacher Menu	Preparation	Content	Objectives
<p>7. Practice Reading Vocabulary Words: <i>Word Chain</i></p>		<p>Vocabulary pictures (mango, pineapple, tomato, store, banana, hamburger)</p> <p>Paper with one of the vocabulary words written on each sheet, enough for each student</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures and words with the class. 2. Put the vocabulary pictures on one side of the room. 3. Put the vocabulary words on the other side of the room. 4. Have the class spread out in a line across the classroom. 5. Have the student closest to the vocabulary pictures choose one of the vocabulary pictures and turn to the student next to them and say the word. 6. Have the students say the word all the way down the line to the other end. 7. Have the student at the end closest to the words find the word. 8. Have the student read the word then pass it to the student next to them. 9. Have the students continue reading the word back down the line to the other end. 10. Have the student at the end closest to the pictures put the word under the matching picture. 11. Have the students mix up the lines so new students are at each end and repeat steps 5-10. 12. Repeat the activity until all the words are under the pictures. 13. Move the vocabulary words back to the other side of the room and play the game again as time allows. 	<p>Review the words "mango," "pineapple," "tomato," and "store."</p>
<p>8. Practice Vocabulary Words: <i>See and Spell Project</i></p>		<p>Vocabulary pictures (mango, pineapple, tomato, store, banana, hamburger)</p> <p>See and Spell project for each student</p> <p>Pencils</p> <p>Crayons</p>	<ol style="list-style-type: none"> 1. Review each of the vocabulary pictures and words with the class. 2. Give each student a <i>See and Spell</i> project, pencils, and crayons. 3. Have the students write their names on their project. 4. Have the students spell each of the words on their project page. 5. If the students need extra support, display the vocabulary pictures for the students to see. 6. When the students have finished spelling each of the words, have them color the pictures. 7. While students are working, walk around the classroom and make sure the students have correctly spelled the words. Have the students practice reading the words. 8. As the students finish their project, have them get with a partner, read the words on their paper, and share their pictures. 9. Tell the students to take the project home and talk about it with their parents. 	



Lesson 2: Block B (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
9. <i>Miss Daisy</i>	Unit 10 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Miss Daisy</i> from the Teacher Menu. 2. Have students respond to the people in the video when they are prompted to speak. 3. Evaluate what the class says. 4. If the class answers correctly, press the button to move on. 5. If the class answers incorrectly, repeat the question and prompt the class to say the correct answer. 	Practice speaking.
10. Show What You've Learned: <i>Vocabulary Game</i>		<p>Vocabulary Game project for each student, complete one to use as an example</p> <p>Crayons</p> <p>Precut vocabulary words and characters for each student</p>	<ol style="list-style-type: none"> 1. Give each student a <i>Vocabulary Game</i> project, crayons, and a set of words and characters. 2. Review all the vocabulary icons and words with the class. 3. Have the students color their game and characters and write their name on the back of their game, vocabulary words, and characters. 4. When the students are done coloring, have them get into pairs and play the game. 5. Have the students choose one of their games to use. 6. Have each student choose a character and put it on the start space. 7. Have the students mix up the vocabulary words face down so they can't see the words. 8. Have the students say, "Play a game." 9. Have the students decide which student will go first. 10. Have the first student pick one of the vocabulary word cards, read it, and move their character to the closest space forward on the game board with the matching icon. 11. Have the second student repeat step 10. 12. Have the students go back and forth until one of the students moves their character on the end space. That student is the winner. 13. Have the student start over and play the game again as time allows. 	Practice actions and reading vocabulary words.
11. Goodbye			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know how to read the word 'tree.'") or "I can ____," (e.g., "I can say, 'I don't know.'"). 3. Say goodbye to the class. 4. Have the students say goodbye in return. 	Review and wrap up.






Lesson 1: Block A (30 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 11 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "How Many Do You Want?" from the Teacher Menu. 2. Have the students watch the video of the song to become familiar with the music and lyrics. 	Learn the phrases "Can I have ___? Yes. No," "How many ___ do you want?" and "I want ___ ___."
		Vocabulary pictures (cookie, candy, sticker)	<ol style="list-style-type: none"> 1. Teach the vocabulary words "cookie," "candy," and "sticker." 2. Create actions for the words with the students. 3. Have the class practice the words and actions until they are comfortable with them. 	
	Unit 11 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "How Many Do You Want?" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	
4. Conversational Videos	Unit 11 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "Can I have ___? Yes. No," "How many ___ do you want?" and "I want ___ ___." 3. Repeat the video as time allows. 	

<p>5. Big Picture (Vocabulary)</p>	<p>Unit 11 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu. 2. Show the first picture. 3. Ask, "What is it?" and shrug your shoulders. 4. Have the class say, "It's a(n) ____." 5. If possible, have the students do an action for the vocabulary word. 6. If they don't know what the picture is, have the class say, "I don't know." Tap the board. Say, "It's a(n) ____." 7. Have the class repeat the sentence. 8. Repeat steps 2-7 with all the vocabulary words. 9. Show the pictures again, but this time, ask, "Is it a(n) ____?" Alternate between saying a correct and an incorrect word in the blank. 10. Have the class answer, "Yes, it is," or "No, it's a(n) ____." 11. Invite individual students to come and tap each of the pictures to confirm the answers. 12. Repeat steps 9-11. 13. Show the pictures one more time. Ask the students to identify the words using a full sentence (e.g., "It's a twelve.>"). 14. Ask, "What letters do you see in this word?" 15. Have a student come up and identify a letter. 16. Have the class repeat the name of the letter. 17. Repeat steps 13-16 until all letters in the words are identified. 	<p>Learn the words "eleven," "twelve," "thirteen," "fourteen," and "fifteen."</p>
<p>6. Worm Holes</p>	<p>Unit 11 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Worm Holes</i> from the Teacher Menu. 2. When a word is said, ask all the students to say the word aloud. 3. Ask the students if they see a picture of the word on the screen. If they can't see the word at first, wait until students can see the word. 4. Have the students point at the picture. 5. Choose two students to come to the screen and try to tap the picture as fast as they can. 6. Repeat steps 2-5 with the remaining words. 	



Lesson 1: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>7. Conversational Videos</p>	<p>Unit 11 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "Can I have ____? Yes. No," "How many ____ do you want?" and "I want ____ ____." 3. Repeat the video as time allows. 	<p>Review the phrases "Can I have ____? Yes. No," "How many ____ do you want?" and "I want ____ ____."</p>


8. <i>Speak Up 1</i>	Unit 11 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 1</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	
9. Practice Phrases: <i>At the Store</i>		<p>Number vocabulary pictures (11, 12, 13, 14, 15), enough for each group to have one set</p> <p>Food vocabulary pictures (teacher's choice to review), enough for each group to have one set</p>	<ol style="list-style-type: none"> 1. Review the vocabulary words with the class. 2. Display the number pictures and the food pictures on the board. 3. Choose a student to come to the front. 4. Ask, "Can I have ___?" (e.g., "Can I have mangoes?"). 5. Have the student say "yes" and hold up the picture of the food you asked for. 6. Have the student ask, "How many ___ do you want?" (e.g., "How many mangoes do you want?"). 7. Say, "I want ___ ___," (e.g., "I want thirteen mangoes."). 8. Have the student hold up the number asked for. 9. Divide the students into groups of 2-3 students. 10. Give each group a set of number pictures and a set of food pictures. 11. Have one student be the cashier and the other students be the customers. 12. Have a customer student ask, "Can I have ___?" 13. Have the cashier student say "yes" and hand the customer the food picture. 14. Have the cashier student ask, "How many ___ do you want?" 15. Have the customer student say, "I want ___ ___." 16. Have the cashier student hand the customer the number picture they said. 17. Have the cashier and customer student switch roles and repeat steps 11-15 with a new customer student. 18. Have the students repeat steps 10-16 as time allows. 	
10. <i>Hear! Hear!</i>	Unit 11 - Listening tab 		<ol style="list-style-type: none"> 1. Play <i>Hear! Hear!</i> from the Teacher Menu. 2. Have the class listen to the conversation. 3. Have the class identify the picture that matches the conversation. 4. Choose a student to tap the picture. 5. Repeat until each student has a turn to tap a picture or all the phrases are played. 	

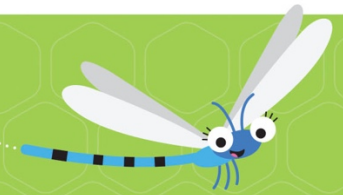
Break—5 mins

Lesson 2: Block A (20 mins)



Activity	Teacher Menu	Preparation	Content	Objectives
11. <i>Word Flurry</i>	Unit 11 - Vocabulary tab 		<ol style="list-style-type: none"> 1. Play <i>Word Flurry</i> from the Teacher Menu. 2. When a word is said, ask all the students to say the word aloud. 3. Ask the students if they see a picture of the word on the screen. 4. Choose two students to come to the screen and try to tap the picture first. 5. Repeat steps 2-4 with the remaining words. 6. Play the game again as time allows. 	Review the words "eleven," "twelve," "thirteen," "fourteen," and "fifteen."
12. Practice Vocabulary: <i>Making Teens</i>		<p>Paper with the number 10 written on it, enough for each student</p> <p>½ sheet of paper with 1, 2, 3, 4, and 5 written on it, one number on each, a set for each student</p>	<ol style="list-style-type: none"> 1. Hold up a paper with the number 10 it. 2. Ask, "What number is this?" 3. Have the class answer, "It's the number 10." 4. Put the paper with the number 1 over the 0 in the number ten. 5. Ask, "What number is this?" 6. Have the class answer, "It's the number 11." 7. Repeat steps 4-6 to review the numbers 12-15. 8. Give each student a number 10 and a set of numbers 1-5. 9. Say, "Make the number ____." 10. Have the students make the number. 11. Have the class say, "This is the number ____." 12. Choose a student to come to the front and repeat steps 9-11. 13. Repeat steps 9-12 with different students as time allows. 	
13. <i>Speak Up 2</i>	Unit 11 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 2</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	Review the phrases "Can I have ____? Yes. No," "How many ____ do you want?" and "I want ____ ____."

Lesson 2: Block B (20 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
14. <i>The Tallest Tower</i>	Unit 11 - Book tab 	 Paper Crayons	<p>Introduce the Book</p> <ol style="list-style-type: none"> 1. Show the book <i>The Tallest Tower</i> from the Teacher Menu. 2. On the cover, review the title, author, and illustrator with the class. 3. Have the class repeat the title, author, and illustrator. 4. Have the students talk about the cover, telling what they see and making predictions of what the book will be about. <p>Read the Book</p> <ol style="list-style-type: none"> 1. Continue reading the book. 2. After the narrator reads each page, have the class repeat what was said. 3. On the counting pages, choose a student to come to the front and point to each of the blocks as the class counts them. 4. When the book is finished, give each student a sheet of paper and crayons. 5. Have the students draw their own towers out of squares on their paper. 6. Have the students count the squares and write that number on their paper. 7. Have the students color their towers. 8. When the students are done coloring, have them get into pairs. 9. Have each student say, "This is my tower. It has ___ blocks." 10. Repeat steps 10-11 having the students get in different pairs as time allows. 	 Share the book <i>The Tallest Tower</i> .
15. Goodbye			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ___," (e.g., "I know the word 'eleven.'") or "I can ___," (e.g., "I can say, 'I want twelve.'"). 3. Say goodbye to the class. 4. Have the students say goodbye in return. 	Review and wrap up.




Lesson 1: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 11 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "How Many Do You Want" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Shake and Make	Unit 11 - Vocabulary tab 		<ol style="list-style-type: none"> 1. Play <i>Shake and Make</i> from the Teacher Menu. 2. Have the class read the word. 3. Click the move on arrow. 4. Choose a student to come to the front and tap the box to select a card. 5. Have the class say the word. 6. Choose another student to come to the front and shake out the letters. 7. Ask the class, "What is the first letter in the word?" 8. Have the class answer. 9. Choose a student to come to the front and drag the letter to the first spot. 10. Have the class write the letter with their finger in the air, on their leg, on their forearm, etc. 11. Repeat steps 5-8 with the remaining letters, having the class say all the letters in order as they make the word (e.g., After the second letter is placed, have the class say "eleven, e, l. After the final letter is placed have the class say "eleven, e, l, e, v, e, n." 12. Have the class read the word one last time. 13. Repeat steps 1-12 with all the words. 14. Repeat the activity as time allows 	Learn to read the words "eleven," "twelve," "thirteen," "fourteen," and "fifteen."

5. Practice Reading Vocabulary Words: Number Race		Vocabulary pictures (11, 12, 13, 14, 15) Paper with one of the number words written on each sheet, enough for each team	<ol style="list-style-type: none"> 1. Review the numbers and words with the class. 2. Put the number pictures on the board. 3. Divide the class into teams of 3-5 students. 4. Have each team stand in a line. 5. Mix up the sets of number words and put a set, facedown, in front of each team. 6. Say, "Go." 7. Have the first person in each line pick up the top number word and read it. 8. Have the student run to the front and put the number word under the matching number picture. 9. Have the student go to the back of the line. 10. Have the next student in line repeat steps 7-9 until all number words are under their matching number picture. 11. The first team to have all number words under the number pictures wins. 12. Mix up the teams and repeat the game as time allows. 	
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Lesson 1: Block B (20 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
6. Learn More Words: <i>He and She</i>		Pictures of different men and women the students are familiar with	<ol style="list-style-type: none"> 1. Choose a boy to come to the front. 2. Gesture to the boy and say "he." 3. Have the class repeat "he." 4. Choose a girl to come to the front. 5. Gesture to the girl and say "she." 6. Have the class repeat "she." 7. Gesture to the boy and say, "He is a boy." 8. Have the class repeat, "He is a boy." 9. Gesture to the girl and say, "She is a girl." 10. Have the class repeat, "She is a girl." 11. Hold up one of the pictures. 12. Have the class say "he" if it's a picture of a man or "she" if it's a picture of a woman. 13. Repeat steps 11-12 with the remaining pictures. 	Learn the words "he" and "she."
7. At Your Command	Unit 11 - Action tab 		<ol style="list-style-type: none"> 1. Play <i>At Your Command</i> from the Teacher Menu. 2. Have the class listen to the command twice. 3. Have the class say the command. 4. Evaluate what the class says and tap the corresponding correct or incorrect button. 5. Repeat video as time allows. 	Learn the action "count to fifteen."

8. Practice Actions: Number Dance		Vocabulary pictures (11, 12, 13, 14, 15) Music the students like	<ol style="list-style-type: none"> 1. Review the numbers with the class. 2. Say, "Count to 11." 3. Have the class count to 11. 4. Have the class say, "Count to 12." 5. Have the class count to 12. 6. Repeat steps 4-5 with the numbers 13-15. 7. Start playing the music. 8. Randomly stop the music and give a student a number to hold up and show the class. 9. Have the class say, "Count to ____." 10. Have the class count to that number. 11. Repeat steps 7-10 as time allows switching up the numbers. 	
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Break—5 mins

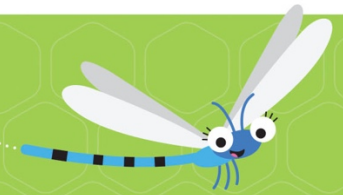
Lesson 2: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
9. Big Picture (Read Words)	Unit 11 - Literacy tab 		<ol style="list-style-type: none"> 1. Play <i>Big Picture (Read Words)</i> from the Teacher Menu. 2. Show the first word. 3. Point to the first letter and ask, "What sound does this letter make?" 4. Have the class say the sound. 5. Point to the second letter and ask, "What sound does this letter make?" 6. Have the class say the sound. 7. Point to the first letter in the word and say, "Blend." 8. Scoop your finger under the first and second letters as the class blends the two sounds together. 9. Point to the third letter and ask, "What sound does this letter make?" 10. Have the class say the sound. 11. Point to the first letter and say, "Blend." 12. Scoop your finger under all three letters as the class blends the sounds together. 13. Point to the first letter and say, "Read the word." 14. Slide your finger under the word as the class reads the word. 15. Show the next screen. 16. Point to the word and ask the class, "What's this word?" 17. If the class can't read the word, repeat steps 3-14 with the word. 18. If the class can read the word, repeat steps 15-18 with the remaining words. 	Learn to decode and spell words with short i.


10. Spell Words		<p>Pictures of dig, big, rip, fix, pin, pit</p> <p>Cards with d, l, b, g, r, p, f, x, n, t, one letter on each card, a set for each student</p>	<ol style="list-style-type: none"> 1. Give each student a set of letter cards. 2. Show the picture of the pin. 3. Say, "Pin. What's the first sound in the word pin?" putting an emphasis on the first sound. 4. Have the class say the first sound. 5. Ask, "What is the first letter in the word pin?" 6. Have the class say the first letter in the word. 7. Have the students move the letter to make the word. 8. Repeat steps 2-6 with the remaining sounds in the word. 9. Have the class read the word. 10. Repeat steps 2-9 with all the words. 	
11. Word Trace	Unit 11 - Literacy tab 		<ol style="list-style-type: none"> 1. Play <i>Word Trace</i> from the Teacher Menu. 2. Have the class say the word. 3. Choose a student to come to the front and find the word. 4. Have the class say the word again. 5. Select a different student to come to the front and trace the word while the class writes the word with their fingers on their forearms, legs, in the air, etc. 6. Repeat steps 4-5 with the next two traces. 7. Have the class say the word again. 8. Have a student come to the front and write the word while the class writes the word with their fingers on their forearms, legs, in the air, etc. 9. Repeat steps 7-8 with one more student. 10. Choose the best word, or have the students vote on the word they feel is written the best. 11. Repeat the activity with the remaining words. 	Learn to read and write sight words.
12. Find Words		<p>Cards with the words like, they, by, yes, house, tree, one word on each card, a set for each student</p> <p>Paper with the words like, they, by, yes, house, tree, one word on each sheet, one set for you</p>	<ol style="list-style-type: none"> 1. Give each student a set of word cards. 2. Say, "Find the word ____." 3. Have the students find the word. 4. Hold up the paper with the word on it. 5. Have the class check that they found the correct word. 6. Have the class spell the word by tracing each letter with their finger as they say the letter. 7. Have the class say the word again. 8. Repeat steps 2-7 with all the words. 9. Have a student come to the front and randomly choose a word. 10. Have the students try to be the first to find the word and hold it up. 11. Have the students say they word as they trace the word with their fingers. 12. Repeat steps 9-11 as time allows. 	Learn to read and write sight words.

Lesson 2: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
13. <i>Conversational Videos</i>	Unit 11 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "Can I have ____? Yes. No," "How many ____ do you want?" and "I want ____ ____." 3. Repeat the video if time allows. 	Review the phrases "Can I have ____? Yes. No," "How many ____ do you want?" and "I want ____ ____."
14. <i>The Tallest Tower</i>	Unit 11 - Book tab 	Paper Crayons	<ol style="list-style-type: none"> 1. Show the book <i>The Tallest Tower</i> from the Teacher Menu. 2. After each page is read, invite a student to tap an illustration or word to see if it is highlighted. 3. If a word is highlighted along with the illustration, point the word out to the class. Have students repeat the word. 4. Continue steps 4-5 throughout the book. 5. After the book is finished, give each student a sheet of paper and crayons. 6. Have the students pick their favorite toy. 7. Have the students draw 11-15 of that toy. 8. When most of the class is done drawing, choose a student to come to the front and share their picture. 9. Have the student say, "I have ____ ____," (e.g., "I have thirteen dolls."). 10. Have the student point to each toy and have the class count them together. 11. Choose another student to come to the front and repeat steps 9-10. 	Share the book <i>The Tallest Tower</i> .
15. <i>Goodbye</i>			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know how to read the word 'tree.'") or "I can ____," (e.g., "I can count to 15."). 3. Say goodbye to the class. 4. Have the students say goodbye. 	Review and wrap up.




Lesson 1: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 11 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "How Many Do You Want" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Practice Actions: Counting Mats		Vocabulary pictures (11, 12, 13, 14, 15) Paper Pencils Small objects or stickers the students can count	<ol style="list-style-type: none"> 1. Review the numbers with the class. 2. Write the number 11 on the board. 3. Say, "Count to 11." 4. Have the class count to 11. 5. Write the number 12 on the board. 6. Have the class say, "Count to 12." 7. Have the class count to 12. 8. Repeat steps 5-7 with the numbers 13-15. 9. Give each student a sheet of paper and a pencil. 10. Have the students write the numbers spread out on their paper. 11. Give each students a set of small objects to count. 12. Say, "Count to ____." 13. Have the students repeat the command. 14. Have the students count the objects and put them on that number on their paper. 15. Repeat steps 12 -14 with a new object set for each of the numbers. 	Review the action "count to fifteen."

<p>5. Practice More Words: <i>He, She, Run</i></p>			<ol style="list-style-type: none"> 1. Review the words "he" and "she" with the class. 2. Have the class sit in a circle. 3. Choose a student to be the leader. 4. Have the leader walk around the outside of the circle, tapping each student, and saying "he" if the student is a boy or "she" if the student is a girl. 5. Have the leader randomly tap a student and say "run." 6. Have the leader run around the circle and try to get back to the spot the tapped student was in while the tapped student chases the leader and tries to get back to their spot first. 7. If the leader gets back to the spot first, the tapped student becomes the leader and repeats steps 4-6. 8. If the tapped student gets back to the spot first, the leader repeats steps 4-6. 9. Continue the activity as time allows. 	<p>Review the words "he and "she."</p>
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Lesson 1: Block B (20 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
<p>6. <i>Sentence Slinger</i></p>	<p>Unit 11 - Literacy tab</p> 	<p>Paper Pencils</p>	<ol style="list-style-type: none"> 1. Play <i>Sentence Slinger</i> from the Teacher Menu. 2. Point to a word and say, "This is a word." 3. Point to each word and have the class read them. 4. Slide your finger under the whole sentence and say, "This is a sentence." 5. Have the class read the sentence again. 6. Ask, "Which picture matches?" 7. Have the students point to the picture that matches the sentence. 8. Choose a student to come to the front and tap the picture. 9. Repeat steps 2-5 with each sentence. 10. Repeat the activity until the students are comfortable comprehending the sentences. 11. If the students are able and time allows, give each student paper and a pencil. Have them write one of the sentences and then draw a picture to go with it. 	<p>Comprehend sentences.</p>

<p>7. Make Sentences</p>		<p>Cards with the words dig, big, Jim, Sis, rip, fix, pin, pit, like, they, by, yes, house, tree, one word on each card, a set for each student</p> <p>Paper with the words dig, big, Jim, Sis, rip, fix, pin, pit, like, they, by, yes, house, tree, one word on each sheet, one set for you</p>	<ol style="list-style-type: none"> 1. Make up a sentence that uses some of the words on the cards. 2. Say the sentence to the class. 3. Say, "Find the first word in the sentence ____." 4. Have the students find the word and hold it up. 5. Have the class say the first word in the sentence. 6. Have the students move the word to make the sentence. 7. Choose a student to come to the front and find the word on the paper. 8. Repeat steps 2-7 until the sentence is complete. 9. Draw a period at the end of the sentence. 10. Say "period." 11. Have the students point their finger and tap the end of the sentence. 12. Have the students say "period." 13. Explain to the class that we use a period to show the sentence is done. 14. Repeat steps 1-12 with different sentences as time allows. 	<p>Review decodable words and sight words.</p>
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Break—5 mins

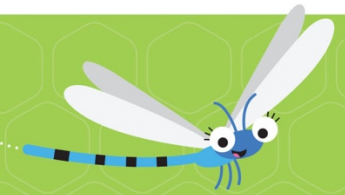
Lesson 2: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>8. Conversational Videos</p>	<p>Unit 11 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "Can I have ____? Yes. No," "How many ____ do you want?" and "I want ____ ____." 	<p>Review the phrases "Can I have ____? Yes. No," "How many ____ do you want?" and "I want ____ ____."</p>
<p>9. Speak Up 1</p>	<p>Unit 11 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 1</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	



<p>10. Speak Up 2</p>	<p>Unit 11 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 2</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	
<p>11. Review Vocabulary Words in Phrases: <i>Find the Food</i></p>		<p>Vocabulary pictures (mango, pineapple, tomato), enough for each student to have one plus an extra set</p> <p>Cards with the numbers 11, 12, 13, 14, 15 written on them, one number on each card, a set for each student</p>	<ol style="list-style-type: none"> 1. Review the vocabulary words and numbers with the class. 2. Have the students sit in a circle. 3. Give each student a set of numbers. 4. Give each student a vocabulary picture so that the rest of the class can't see it. 5. Choose a student to be the leader. 6. Have the leader go around the circle and choose a student to ask, "Can I have ___?" (e.g., "Can I have mangoes?") asking for the picture they have. Have the class repeat the sentence. 7. If the student doesn't have the matching picture, have the student say, "No, I don't have ___." Have the leader repeat step 6. 8. If the student has the matching picture, have them say, "Yes. How many do you want?" Have the class repeat the question. 9. Have the leader say, "I want ___ ___," (e.g., "I want fifteen mangoes."). Have the students hold up the number the leader asked for and say the number. 10. Have the leader get a new picture from the extra pile without the class seeing what it is. 11. Have the student that had the matching picture switch places with the leader and repeat steps 6-10. 12. Continue the activity as time allows. 	<p>Review the phrases "Can I have ___? Yes. No," "How many ___ do you want?" and "I want ___ ___."</p> <p>Review the words "eleven," "twelve," "thirteen," "fourteen," and "fifteen."</p>

Lesson 2: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
12. <i>Listen and Move Project</i>	Unit 11 - Listening tab 	<i>Listen and Move project</i> enough for each student Pencils or crayons	<ol style="list-style-type: none"> 1. Give each student a <i>Listen and Move</i> project. Make sure they have a pencil or crayon. 2. Have the students write their name on their project. 3. Play <i>Listen and Move</i> from the Teacher Menu. 4. Play the first audio and have the students listen. 5. When the audio finishes, have the students draw a line from the correct object to the correct location. 6. Choose a student to come to the screen and move the object to the correct location. 7. Have the students check their answers and make corrections as needed. 8. Have the students repeat the phrase (e.g., "The pineapple is on the chair."). 9. Repeat steps 3-8 for the remaining audio instructions. 10. Tell the students to take the project home and talk about it with their parents. 	Show what you learned.
13. Goodbye			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know the word 'house.'") or "I can ____," (e.g., "I can count to fifteen."). 3. Say goodbye to the class. 4. Have the students say goodbye. 	Review and wrap up.



Lesson 1: Block A (30 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review classroom rules as necessary.	
3. Sing a Song	Unit 11 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "How Many Do You Want" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. <i>Red and the Wolf</i>	Unit 11 - Value tab 		<p>Introduce the Book</p> <ol style="list-style-type: none"> 1. Show the book <i>Red and the Wolf</i> from the Teacher Menu. 2. On the cover, review the title, author, and illustrator with the class. 3. Have the class repeat the title, author, and illustrator. 4. Have the students talk about the cover, telling what they see and making predictions of what the book will be about. 	Learn the value self-discipline.
			<p>Read the Story</p> <ol style="list-style-type: none"> 1. Read the story. Have the class act like Red. 2. After the book is over ask the class how Red feels at first (She wants to leave the path.). 3. Ask how Red feels at the end of the book (safe). 4. Ask why Red feels that way (She didn't leave the path.). 5. Say, "When you follow directions, you use self-discipline." 6. Have the class repeat, "When you follow directions, you use self-discipline." 7. Say, "I can have self-discipline." 8. Have the class repeat, "I can have self-discipline." 	

			<ol style="list-style-type: none"> Show the book <i>Red and the Wolf</i> from the Teacher Menu. Have four students act out the story. <ul style="list-style-type: none"> a mother Red a wolf a grandma Show the story again and have different students act out the story. Repeat as time allows. 	
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Lesson 1: Block B (15 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
5. Practice Actions: <i>Number Dance</i>		Vocabulary pictures (11, 12, 13, 14, 15) Music the students like	<ol style="list-style-type: none"> Review the numbers with the class. Say, "Count to 11." Have the class count to 11. Have the class say, "Count to 12." Have the class count to 12. Repeat steps 4-5 with the numbers 13-15. Start playing the music. Randomly stop the music and give a student a number to hold up and show the class. Have the class say, "Count to ____." Have the class count to that number. Repeat steps 7-10 as time allows switching up the numbers. 	Review the action "count to fifteen."
6. Practice More Words: <i>He, She, Run</i>			<ol style="list-style-type: none"> Review the words "he" and "she" with the class. Have the class sit in a circle. Choose a student to be the leader. Have the leader walk around the outside of the circle, tapping each student, and saying "he" if the student is a boy or "she" if the student is a girl. Have the leader randomly tap a student and say "run." Have the leader run around the circle and try to get back to the spot the tapped student was in while the tapped student chases the leader and tries to get back to their spot first. If the leader gets back to the spot first, the tapped student becomes the leader and repeats steps 4-6. If the tapped student gets back to the spot first, the leader repeats steps 4-6. Continue the activity as time allows. 	Review the words "he" and "she."

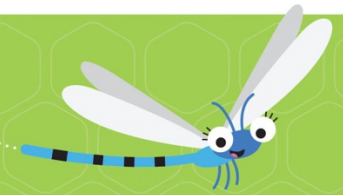
Break—5 mins

Lesson 2: Block A (15mins)




Activity	Teacher Menu	Preparation	Content	Objectives
7. Practice Reading Vocabulary Words: Number Race		Vocabulary pictures (11, 12, 13, 14, 15) Paper with one of the number words written on each sheet, enough for each team	<ol style="list-style-type: none"> 1. Review the numbers and words with the class. 2. Put the number pictures on the board. 3. Divide the class into teams of 3-5 students. 4. Have each team stand in a line. 5. Mix up the sets of number words and put a set, facedown, in front of each team. 6. Say, "Go." 7. Have the first person in each line pick up the top number word and read it. 8. Have the student run to the front and put the number word under the matching number picture. 9. Have the student go to the back of the line. 10. Have the next student in line repeat steps 7-9 until all number words are under their matching number picture. 11. The first team to have all number words under the number pictures wins. 12. Mix up the teams and repeat the game as time allows. 	Review the words "eleven," "twelve," "thirteen," "fourteen," and "fifteen."
8. Practice Vocabulary Words: See and Spell Project		Vocabulary pictures (eleven, twelve, thirteen, fourteen, fifteen) See and Spell project for each student Pencils Crayons	<ol style="list-style-type: none"> 1. Review each of the vocabulary pictures and words with the class. 2. Give each student a <i>See and Spell</i> project, pencils, and crayons. 3. Have the students write their names on their project. 4. Have the students spell each of the words on their project page. 5. If the students need extra support, display the vocabulary pictures for the students to see. 6. When the students have finished spelling each of the words, have them color the pictures. 7. While students are working, walk around the classroom and make sure the students have correctly spelled the words. Have the students practice reading the words. 8. As the students finish their project, have them get with a partner, read the words on their paper, and share their pictures. 9. Tell the students to take the project home and talk about it with their parents. 	



Lesson 2: Block B (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
9. <i>Miss Daisy</i>	Unit 11 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Miss Daisy</i> from the Teacher Menu. 2. Have students respond to the people in the video when they are prompted to speak. 3. Evaluate what the class says. 4. If the class answers correctly, press the button to move on. 5. If the class answers incorrectly, repeat the question and prompt the class to say the correct answer. 	Practice speaking.
10. Show What You've Learned: <i>Count and Match</i>		<p>Count and Match project for each student, complete one to use as an example</p> <p>Crayons</p> <p>Pencils</p> <p>Glue</p> <p>Precut food pictures for each student</p>	<ol style="list-style-type: none"> 1. Give each student a <i>Count and Match</i> project, a pencil, crayons, glue, and a set of food pictures. 2. Have the students glue the food pictures in the baskets on their project page. 3. Have the students count each of the foods and write the number in the square next to the basket. 4. Have the students color their projects. 5. When the students are done coloring, have them get into pairs. 6. Have the students decide who will be student A and who will be student B. 7. Have student A point to a basket on student B's project and say, "Can I have ____," (e.g., "Can I have potatoes?"). 8. Have student B ask, "How many ____ do you want?" (e.g., "How many potatoes do you want?"). 9. Have student A say, "I want ____ ____," (e.g., "I want fourteen potatoes."), saying the number written next to the basket. 10. Have the students switch roles and repeat steps 7-9 until they have talked about all of the food. 11. Have the students find a new partner and repeat steps 6-10 as time allows. 	Practice counting and writing numbers.
11. Goodbye			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know how to say, 'I want.'") or "I can ____," (e.g., "I can spell the word 'eleven.'"). 3. Say goodbye to the class. 4. Have the students say goodbye in return. 	Review and wrap up.






Lesson 1: Block A (30 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 12 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "This and These (Water Animals)" from the Teacher Menu. 2. Have the students watch the video of the song to become familiar with the music and lyrics. 	Learn the phrases "Let's go the beach," "What are these?" and "These are ____."
		Vocabulary pictures (shark, crab, otter)	<ol style="list-style-type: none"> 1. Teach the vocabulary words "shark," "crab," "otter." 2. Create actions for the words with the students. 3. Have the class practice the words and actions until they are comfortable with them. 	
	Unit 12 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "This and These (Water Animals)" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	
4. Conversational Videos	Unit 12 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "Let's go the beach," "What are these?" and "These are ____." 3. Repeat the video as time allows. 	

<p>5. Big Picture (Vocabulary)</p>	<p>Unit 12 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu. 2. Show the first picture. 3. Ask, "What is it?" and shrug your shoulders. 4. Have the class say, "It's a ____." 5. If possible, have the students do an action for the vocabulary word. 6. If they don't know what the picture is, have the class say, "I don't know." Tap the board. Say, "It's a ____." 7. Have the class repeat the sentence. 8. Repeat steps 2-7 with all the vocabulary words. 9. Show the pictures again, but this time, ask, "Is it a ____?" Alternate between saying a correct and an incorrect word in the blank. 10. Have the class answer, "Yes, it is," or "No, it's a ____." 11. Invite individual students to come and tap each of the pictures to confirm the answers. 12. Repeat steps 9-11. 13. Show the pictures one more time. Ask the students to identify the words using a full sentence (e.g., "It's a crab.>"). 14. Ask, "What letters do you see in this word?" 15. Have a student come up and identify a letter. 16. Have the class repeat the name of the letter. 17. Repeat steps 13-16 until all letters in the words are identified. 	<p>Learn the words "crab," "shark," "shell," and "beach."</p>
<p>6. Worm Holes</p>	<p>Unit 12 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Worm Holes</i> from the Teacher Menu. 2. When a word is said, ask all the students to say the word aloud. 3. Ask the students if they see a picture of the word on the screen. If they can't see the word at first, wait until students can see the word. 4. Have the students point at the picture. 5. Choose two students to come to the screen and try to tap the picture as fast as they can. 6. Repeat steps 2-5 with the remaining words. 	


Lesson 1: Block B (15 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
<p>7. Conversational Videos</p>	<p>Unit 12 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "Let's go the beach," "What are these?" and "These are ____." 3. Repeat the video as time allows. 	<p>Review the phrases "Let's go the beach," "What are these?" and "These are ____."</p>

8. <i>Speak Up 1</i>	Unit 12 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 1</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	
9. Practice Phrases: <i>Pass the Picture</i>		<p>Vocabulary pictures (grapes, cookies, noodles, meatballs, fingers, shoulders, knees, toes, strawberries)</p> <p>Timer randomly set to go off at between 20 and 40 seconds</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures with the class. 2. Have the class sit in a circle. 3. Start the timer. 4. Hold up one of the pictures and ask the next student in the circle, "What are these?" 5. Have the student answer, "These are _____," (e.g., "These are grapes."). 6. Have the student take the picture and repeat steps 4-5. 7. When the timer goes off, have the student holding the picture leave the circle. 8. Continue steps 4-7 with a new picture until one student remains. This student is the winner. 9. Repeat the activity as time allows. 	
10. <i>Hear! Hear!</i>	Unit 12 - Listening tab 		<ol style="list-style-type: none"> 1. Play <i>Hear! Hear!</i> from the Teacher Menu. 2. Have the class listen to the conversation. 3. Have the class identify the picture that matches the conversation. 4. Choose a student to tap the picture. 5. Repeat until each student has a turn to tap a picture or all the phrases are played. 	


Break—5 mins

Lesson 2: Block A (20 mins)

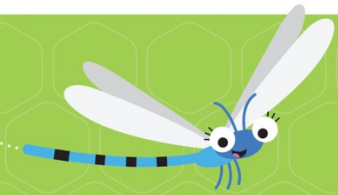
Activity	Teacher Menu	Preparation	Content	Objectives
11. <i>Word Flurry</i>	Unit 12 - Vocabulary tab 		<ol style="list-style-type: none"> 1. Play <i>Word Flurry</i> from the Teacher Menu. 2. When a word is said, ask all the students to say the word aloud. 3. Ask the students if they see a picture of the word on the screen. 4. Choose two students to come to the screen and try to tap the picture first. 5. Repeat steps 2-4 with the remaining words. 6. Play the game again as time allows. 	Review the words "crab," "shark," "shell," and "beach."

12. Practice Vocabulary: <i>Four Pictures</i>		Vocabulary pictures (crab, shark, shell, beach), 2 sets of each	<ol style="list-style-type: none"> 1. Review the vocabulary pictures with the class. 2. Put each of the vocabulary pictures in a different spot around the classroom. 3. Have the students pick a picture to stand by. 4. Randomly hold up a picture from the extra pile. 5. Have the class say the vocabulary word. 6. Have the students standing by that picture go back to their seat. 7. Place the used picture back into the extra pile. 8. Have the remaining students spread out and stand by one of the four pictures. 9. Repeat steps 3-7 until there is only one student left standing. 10. If there is still time, play the game again and let the winning student hold up the pictures. 	
13. Speak Up 2	Unit 12 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 2</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	Review the phrases "Let's go the beach," "What are these?" and "These are ____."



Lesson 2: Block B (20 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
14. <i>What's in the Water?</i>	Unit 12 - Book tab 		Introduce the Book <ol style="list-style-type: none"> 1. Show the book <i>What's in the Water</i> from the Teacher Menu. 2. On the cover, review the title, author, and illustrator with the class. 3. Have the class repeat the title, author, and illustrator. 4. Have the students talk about the cover, telling what they see and making predictions of what the book will be about. 	Share the book <i>What's in the Water</i> .

		<p>Vocabulary pictures (shark, crab, shell)</p> <p>Paper</p> <p>Crayons</p> <p>Example of the favorite and thing you don't like drawing</p>	<p>Read the Book</p> <ol style="list-style-type: none"> 1. Continue to read the book. 2. After the narrator reads each page, have the class repeat what was said. 3. Review the vocabulary pictures with the class, doing an action for each picture. 4. Show the book again. 5. When the students see one of the vocabulary pictures in the book, have them do the action. 6. After each page is read, invite a student to tap an illustration or word to see if it is highlighted. 7. If a word is highlighted along with the illustration, point the word out to the class. Have students repeat the word. 8. Continue steps 5-7 throughout the book. 9. Talk to the students about your favorite part of the book. 10. Show the class your drawing of your favorite part of the book. 11. Tell the students the thing you don't like in the book. 12. Show the class your drawing of the thing you don't like in the book. 13. Give each student a sheet of paper and crayons. 14. Have the students draw their favorite things and the things they don't like from the book. 15. When the students are done drawing, have the students get into pairs and talk about their drawings as time allows. 	
15. Goodbye			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know what the word 'shell' means.") or "I can ____," (e.g., "I can say, 'Let's go to the beach.'"). 3. Say goodbye to the class. 4. Have the students say goodbye in return. 	Review and wrap up.





Lesson 1: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 12 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "This and These (Water Animals)" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Shake and Make	Unit 12 - Vocabulary tab 		<ol style="list-style-type: none"> 1. Play <i>Shake and Make</i> from the Teacher Menu. 2. Have the class read the word. 3. Click the move on arrow. 4. Choose a student to come to the front and tap the box to select a card. 5. Have the class say the word. 6. Choose another student to come to the front and shake out the letters. 7. Ask the class, "What is the first letter in the word?" 8. Have the class answer. 9. Choose a student to come to the front and drag the letter to the first spot. 10. Have the class write the letter with their finger in the air, on their leg, on their forearm, etc. 11. Repeat steps 5-8 with the remaining letters, having the class say all the letters in order as they make the word (e.g., After the second letter is placed, have the class say "crab, c, r. After the final letter is placed have the class say "crab, c, r, a, b." 12. Have the class read the word one last time. 13. Repeat steps 1-12 with all the words. 14. Repeat the activity as time allows 	Learn to read the words "crab," "shark," "shell," "beach," "water," and "book."

<p>5. Practice Reading Vocabulary Words: <i>Read and Race</i></p>		<p>Vocabulary pictures (crab, shark, shell, beach, water, book)</p> <p>Paper with one of the vocabulary words written on each sheet, enough for each student</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures and words with the class. 2. Put the vocabulary pictures around the room. 3. Give each student a vocabulary word so they can't see what it is. 4. Say, "Read your word!" 5. Have the students look at their word. 6. Have the students find the matching picture as quickly as they can and go stand by it. 7. Gesture to the students under a picture and have them hold up their words. 8. Have the class read the word. 9. Repeat steps 8-9 for each picture. 10. Have the class return to their seats. 11. Repeat steps 3-11 as time allows. 	
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Lesson 1: Block B (20 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
<p>6. Learn More Words: <i>Singular and Plural Animals</i></p>		<p>6-7 pictures of individual animals the students know</p> <p>Pictures of 2-4 of the same animals</p>	<ol style="list-style-type: none"> 1. Review the animals with the class. 2. Mix up the singular and multiple animal pictures and put them in a pile facedown so the students can't see what they are. 3. Choose a student to come to the front. 4. Have the student hold up the picture. 5. Have the class say either, "This is a ____," (e.g., "This is a duck."), or "These are ____," (e.g., "These are ducks."). 6. Have the class say either "This is an animal" or "These are animals." 7. Repeat steps 3-6 with all the pictures. 	<p>Learn the category "animals."</p>
<p>7. <i>At Your Command</i></p>	<p>Unit 12 - Action tab</p> 		<ol style="list-style-type: none"> 1. Play <i>At Your Command</i> from the Teacher Menu. 2. Have the class listen to the command twice. 3. Have the class say the command. 4. Evaluate what the class says and tap the corresponding correct or incorrect button. 5. Repeat video as time allows. 	<p>Learn the action "feed the cat."</p>

<p>8. Practice an Action: Dotty's Ditties</p>	<p>Unit 12 - Actions Tab</p> 	<p>Vocabulary pictures (cat, bird, snake frog, mouse, horse, giraffe, shark, crab)</p> <p>Lyrics Feed the ____. Feed the ____. The ____ is hungry. Feed the ____.</p>	<ol style="list-style-type: none"> Review the vocabulary pictures with the class. Play <i>Dotty's Ditties</i> from the Teacher Menu. Hold up the cat picture and have the class sing: For example: Feed the cat. Feed the cat. The cat is hungry. Feed the cat. Have the students pretend to be a cat eating. Repeat steps 3-4 with the other animal pictures. Choose different students to come to the front and hold up a picture and repeat the activity. 	
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Break—5 mins


Lesson 2: Block A (25 mins)

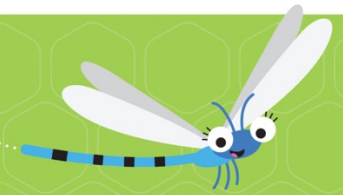
Activity	Teacher Menu	Preparation	Content	Objectives
<p>9. <i>Big Picture</i> (Read Words)</p>	<p>Unit 12 - Literacy tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Big Picture</i> (Read Words) from the Teacher Menu. 2. Show the first word. 3. Point to the first letter and ask, "What sound does this letter make?" 4. Have the class say the sound. 5. Point to the second letter and ask, "What sound does this letter make?" 6. Have the class say the sound. 7. Point to the first letter in the word and say, "Blend." 8. Scoop your finger under the first and second letters as the class blends the two sounds together. 9. Point to the third letter and ask, "What sound does this letter make?" 10. Have the class say the sound. 11. Point to the first letter and say, "Blend." 12. Scoop your finger under all three letters as the class blends the sounds together. 13. Point to the first letter and say, "Read the word." 14. Slide your finger under the word as the class reads the word. 15. Show the next screen. 16. Point to the word and ask the class, "What's this word?" 17. If the class can't read the word, repeat steps 3-14 with the word. 18. If the class can read the word, repeat steps 15-18 with the remaining words. 	<p>Learn to decode and spell words with short i.</p>
<p>10. Spell Words</p>		<p>Pictures of tip, pig, pigs, six, sit, fit, bin</p> <p>Cards with p, t, i, g, s, x, f, b, n, one letter on each card, a set for each student</p>	<ol style="list-style-type: none"> 1. Give each student a set of letter cards. 2. Show the picture of the pig. 3. Say, "Pig. What's the first sound in the word pig?" putting an emphasis on the first sound. 4. Have the class say the first sound. 5. Ask, "What is the first letter in the word pig?" 6. Have the class say the first letter in the word. 7. Have the students move the letter to make the word. 8. Repeat steps 2-6 with the remaining sounds in the word. 9. Have the class read the word. 10. Repeat steps 2-9 with all the words. 	

<p>11. <i>Word Trace</i></p>	<p>Unit 12 - Literacy tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Word Trace</i> from the Teacher Menu. 2. Have the class say the word. 3. Choose a student to come to the front and find the word. 4. Have the class say the word again. 5. Select a different student to come to the front and trace the word while the class writes the word with their fingers on their forearms, legs, in the air, etc. 6. Repeat steps 4-5 with the next two traces. 7. Have the class say the word again. 8. Have a student come to the front and write the word while the class writes the word with their fingers on their forearms, legs, in the air, etc. 9. Repeat steps 7-8 with one more student. 10. Choose the best word, or have the students vote on the word they feel is written the best. 11. Repeat the activity with the remaining words. 	
<p>12. Find Words</p>		<p>Cards with the words baby, look, do, oh, no, see, one word on each card, a set for each student</p> <p>Paper with the words baby, look, do, oh, no, see, one word on each sheet, one set for you</p>	<ol style="list-style-type: none"> 1. Give each student a set of word cards. 2. Say, "Find the word ____." 3. Have the students find the word. 4. Hold up the paper with the word on it. 5. Have the class check that they found the correct word. 6. Have the class spell the word by tracing each letter with their finger as they say the letter. 7. Have the class say the word again. 8. Repeat steps 2-7 with all the words. 9. Have a student come to the front and randomly choose a word. 10. Have the students try to be the first to find the word and hold it up. 11. Have the students say they word as they trace the word with their fingers. 12. Repeat steps 9-11 as time allows. 	<p>Learn to read and write sight words.</p>


Lesson 2: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>13. <i>Conversational Videos</i></p>	<p>Unit 12 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "Let's go the beach," "What are these?" and "These are ____." 3. Repeat the video if time allows. 	<p>Review the phrases "Let's go the beach," "What are these?" and "These are ____."</p>

<p>14. <i>What's in the Water?</i></p>	<p>Unit 12 - Book tab</p> 	<p>Paper Crayons</p>	<ol style="list-style-type: none"> 1. Give each student a sheet of paper and crayons. 2. Have the students fold their paper into thirds. 3. Show the book <i>What's in the Water?</i> from the Teacher Menu. 4. After the narrator reads each page, have the class repeat what was said. 5. Have the students draw what the book is talking about (e.g., Draw a shark with fins and teeth.). 6. When the book is finished and all three animals are drawn, have the students get into pairs. 7. Have the students talk about their pictures. 8. Repeat steps 6-7 as time allows. 	<p>Share the book <i>What's in the Water?</i></p>
<p>15. Goodbye</p>			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know the word "shark."") or "I can ____," (e.g., "I can read the word 'baby.'"). 3. Say goodbye to the class. 4. Have the students say goodbye. 	<p>Review and wrap up.</p>




Lesson 1: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 12 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "This and These (Water Animals)" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Practice an Action: <i>Feeding Animals</i>		<p>Animal vocabulary pictures (lion, sheep, rabbit, monkey, horse, mouse)</p> <p>Food vocabulary pictures (meatballs, corn, salad, banana, apple, cheese), enough for each student to have one</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures with the class. 2. Put the animal pictures around the classroom. 3. Give each student a food picture. 4. Say, "Feed the ____," (e.g., "Feed the lion meatballs."). 5. Have the class repeat the command. 6. Have the students holding that vocabulary picture go stand by the correct animal. 7. Repeat steps 4-6 until all students have "fed" an animal. 8. Mix up the students' pictures and repeat the activity. 	Review the action "feed the ____."

<p>5. Practice More Words: <i>Animal Dance</i></p>		<p>Animal vocabulary pictures (teacher's choice of animals to review), 2 of each, enough for each student to have one</p> <p>Music the students like</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures with the class. 2. Give each student a picture. 3. Start the music. 4. Have the students dance around the room. 5. Randomly stop the music. 6. Have the students find the student with a matching picture. 7. Go around the room and have each pair say, "___ are animals," (e.g., "Crabs are animals."). 8. Start the music again and have the students move like the animal they are holding. 9. Take the pictures from the students and mix them up. 10. Repeat steps 2-9 as time allows. 	<p>Review the category "animals."</p>
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Lesson 1: Block B (20 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
<p>6. <i>Sentence Slinger</i></p>	<p>Unit 12 - Literacy tab</p> 	<p>Paper</p> <p>Pencils</p>	<ol style="list-style-type: none"> 1. Play <i>Sentence Slinger</i> from the Teacher Menu. 2. Point to a word and say, "This is a word." 3. Point to each word and have the class read them. 4. Slide your finger under the whole sentence and say, "This is a sentence." 5. Have the class read the sentence again. 6. Ask, "Which picture matches?" 7. Have the students point to the picture that matches the sentence. 8. Choose a student to come to the front and tap the picture. 9. Repeat steps 2-5 with each sentence. 10. Repeat the activity until the students are comfortable comprehending the sentences. 11. If the students are able and time allows, give each student paper and a pencil. Have them write one of the sentences and then draw a picture to go with it. 	<p>Comprehend sentences.</p>

<p>7. Make Sentences</p>		<p>Cards with the words tip, Pip, pig, pigs, six, sit, fit, bin, baby, look, do, oh, no, see, one word on each card, a set for each student</p> <p>Paper with the words tip, Pip, pig, pigs, six, sit, fit, bin, baby, look, do, oh, no, see one word on each sheet, one set for you</p>	<ol style="list-style-type: none"> 1. Make up a sentence that uses some of the words on the cards. 2. Say the sentence to the class. 3. Say, "Find the first word in the sentence ____." 4. Have the students find the word and hold it up. 5. Have the class say the first word in the sentence. 6. Have the students move the word to make the sentence. 7. Choose a student to come to the front and find the word on the paper. 8. Repeat steps 2-7 until the sentence is complete. 9. Draw a period at the end of the sentence. 10. Say "period." 11. Have the students point their finger and tap the end of the sentence. 12. Have the students say "period." 13. Explain to the class that we use a period to show the sentence is done. 14. Repeat steps 1-12 with different sentences as time allows. 	<p>Review decodable words and sight words.</p>
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Break—5 mins

Lesson 2: Block A (25 mins)

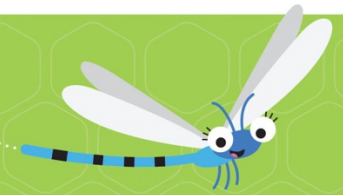
Activity	Teacher Menu	Preparation	Content	Objectives
<p>8. Conversational Videos</p>	<p>Unit 12 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. Have the class repeat the target phrases "Let's go the beach," "What are these?" and "These are ____." 	<p>Review the phrases "Let's go the beach," "What are these?" and "These are ____."</p>
<p>9. Speak Up 1</p>	<p>Unit 12 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 1</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	<p>Review the phrases "Let's go the beach," "What are these?" and "These are ____."</p>

<p>10. Speak Up 2</p>	<p>Unit 12 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 2</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	
<p>11. Review Reading Vocabulary Words: Vocabulary Beach</p>		<p>Vocabulary pictures (crab, shark, shell, beach, water, book)</p> <p>Paper with one of the vocabulary words written on each sheet</p> <p>Paper</p> <p>Pencils</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures and words with the class. 2. Put the vocabulary words on the board so the students can see them. 3. Give each student a sheet of paper. 4. Have the students fold their paper into thirds, and then into thirds again. 5. Have the students randomly write the vocabulary words into the rectangles on their paper, writing three of the words twice. 6. Once the students have finished writing, hold up a vocabulary picture. 7. Have the class say the vocabulary word. 8. Have the students find the word on their paper and cross it out. If they wrote the word twice have them cross out both of the words. 9. Have the first student who crosses out three rectangles in a row vertically, horizontally, or diagonally yell, "Let's go to the beach!" This student is the winner. 10. Repeat steps 3-9 as time allows, having the winner hold up the pictures. 	<p>Review the words "crab," "shark," "shell," "beach," "water," and "book."</p>



Lesson 2: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>12. Listen and Color Project</p>	<p>Unit 12 - Listening tab</p> 	<p>Listen and Color project enough for each student</p> <p>crayons</p>	<ol style="list-style-type: none"> 1. Give each student a <i>Listen and Color</i> project. Make sure they have crayons. 2. Have the students write their name on their project. 3. Play <i>Listen and Color</i> from the Teacher Menu. 4. Play the first audio and have the students listen. 5. Play the audio a second time, and have the students find the object and color it the correct color. 6. Choose a student to come to the screen color the object. 7. Have the students check their answers and make corrections as needed. 8. Have the students say the phrase (e.g., "The crab on the chair is red."). 9. Repeat steps 3-8 for the remaining audio instructions. 10. Tell the students to take the project home and talk about it with their parents. 	<p>Show what you learned.</p>

13. Goodbye			<ol style="list-style-type: none">1. Wrap up the class.2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know the color 'brown.'") or "I can ____," (e.g., "I can read the word 'pigs.'").3. Say goodbye to the class.4. Have the students say goodbye.	Review and wrap up.
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Lesson 1: Block A (30 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review classroom rules as necessary.	
3. Sing a Song	Unit 12 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "This and These (Water Animals)" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Fun with Cereal	Unit 12 - Value tab 		<p>Introduce the Book</p> <ol style="list-style-type: none"> 1. Show the book <i>Fun with Cereal</i> from the Teacher Menu. 2. On the cover, review the title, author, and illustrator with the class. 3. Have the class repeat the title, author, and illustrator. 4. Have the students talk about the cover, telling what they see and making predictions of what the book will be about. <p>Read the Story</p> <ol style="list-style-type: none"> 1. Read the story. Have the class act like the girl. 2. After the book is over ask the class how the girl feels at first (sad). 3. Ask how the girl feels at the end of the book (happy). 4. Ask why the girl feels that way (She does something fun with her cereal.). 5. Say, "When you change a sad thing to a happy thing, you are being positive." 6. Have the class repeat, "When you change a sad thing to a happy thing, you are being positive." 7. Say, "I can be positive." 8. Have the class repeat, "I can be positive." 	Learn the value positivity.

			<ol style="list-style-type: none"> 1. Show the book <i>Fun with Cereal</i> from the Teacher Menu. 2. Have two students act out the story. <ul style="list-style-type: none"> • the girl • the dad 3. Show the story again and have different students act out the story. 4. Repeat as time allows. 	
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Lesson 1: Block B (15 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
5. Practice an Action: Dotty's Ditties	Unit 12 - Actions Tab 	Vocabulary pictures (cat, bird, snake frog, mouse, horse, giraffe, shark, crab) Lyrics Feed the ____. Feed the ____. The ____ is hungry. Feed the ____. Music the students like	<ol style="list-style-type: none"> 1. Review the vocabulary pictures with the class. 2. Play <i>Dotty's Ditties</i> from the Teacher Menu. 3. Hold up the cat picture and have the class sing: For example: Feed the cat. Feed the cat. The cat is hungry. Feed the cat. 4. Have the students pretend to be a cat eating. 5. Repeat steps 3-4 with the other animal pictures. 6. Choose different students to come to the front and hold up a picture and repeat the activity. 	Review the action "feed the cat."
6. Practice More Words: Animal Dance		Animal vocabulary pictures (teacher's choice of animals to review), 2 of each, enough for each student to have one Music the students like	<ol style="list-style-type: none"> 1. Review the vocabulary pictures with the class. 2. Give each student a picture. 3. Start the music. 4. Have the students dance around the room. 5. Randomly stop the music. 6. Have the students find the student with a matching picture. 7. Go around the room and have each pair say, "____ are animals," (e.g., "Crabs are animals."). 8. Start the music again and have the students move like the animal they are holding. 9. Take the pictures from the students and mix them up. 10. Repeat steps 2-9 as time allows. 	Review the category "animals."

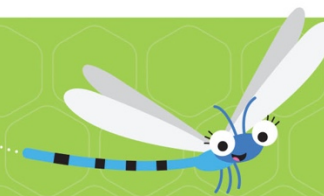
Break—5 mins

Lesson 2: Block A (15mins)




Activity	Teacher Menu	Preparation	Content	Objectives
7. Practice Reading Vocabulary Words: Read and Race		Vocabulary pictures (crab, shark, shell, beach, water, book) Paper with one of the vocabulary words written on each sheet, enough for each student	<ol style="list-style-type: none"> 1. Review the vocabulary pictures and words with the class. 2. Put the vocabulary pictures around the room. 3. Give each student a vocabulary word so they can't see what it is. 4. Say, "Read your word!" 5. Have the students look at their word. 6. Have the students find the matching picture as quickly as they can and go stand by it. 7. Gesture to the students under a picture and have them hold up their words. 8. Have the class read the word. 9. Repeat steps 8-9 for each picture. 10. Have the class return to their seats. 11. Repeat steps 3-11 as time allows. 	<p>Review the words "crab," "shark," "shell," and "beach."</p> <p>Review the phrases "Let's go the beach," "What are these?" and "These are ____."</p>
8. Practice Vocabulary Words: See and Spell Project		Vocabulary pictures (crab, shark, shell, beach, water, brown) See and Spell project for each student Pencils Crayons	<ol style="list-style-type: none"> 1. Review each of the vocabulary pictures and words with the class. 2. Give each student a <i>See and Spell</i> project, pencils, and crayons. 3. Have the students write their names on their project. 4. Have the students spell each of the words on their project page. 5. If the students need extra support, display the vocabulary pictures for the students to see. 6. When the students have finished spelling each of the words, have them color the pictures. 7. While students are working, walk around the classroom and make sure the students have correctly spelled the words. Have the students practice reading the words. 8. As the students finish their project, have them get with a partner, read the words on their paper, and share their pictures. 9. Tell the students to take the project home and talk about it with their parents. 	<p>Review the words "crab," "shark," "shell," "beach," "water," and "brown."</p>



Lesson 2: Block B (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
9. <i>Miss Daisy</i>	Unit 12 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Miss Daisy</i> from the Teacher Menu. 2. Have students respond to the people in the video when they are prompted to speak. 3. Evaluate what the class says. 4. If the class answers correctly, press the button to move on. 5. If the class answers incorrectly, repeat the question and prompt the class to say the correct answer. 	Practice speaking.
10. Show What You've Learned: <i>On the Beach Project</i>		<p><i>On the Beach</i> project for each student, complete one to use as an example</p> <p>crayons</p>	<ol style="list-style-type: none"> 1. Give each of the students an <i>On the Beach</i> project and crayons. 2. Have the students draw crabs, shells, towels and any other beach objects and animals they would like. 3. Have the students color the rest of their beach. 4. When the students are done drawing, have them get into pairs. 5. Have the students take turns pointing to each other's pictures and asking, "What are these?" 6. Have the students answer, "These are ____." 7. Have the students find new partners and repeat steps 5-6 as time allows. 	Review the phrases "What are these?" and "These are ____."
11. Goodbye			<p>6. Wrap up the class.</p> <ol style="list-style-type: none"> 1. Review with the class what they learned by having them say, "I know ____," (e.g., "I know how to be positive.") or "I can ____," (e.g., "I can ask, "What are these?"). 2. Say goodbye to the class. 3. Have the students say goodbye in return. 	Review and wrap up.






Lesson 1: Block A (30 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 13 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "The Beach" from the Teacher Menu. 2. Have the students watch the video of the song to become familiar with the music and lyrics. 	Learn the phrases "there is ____" and "there are ____."
		Vocabulary pictures (water, towel, sand, people)	<ol style="list-style-type: none"> 1. Teach the vocabulary words "water," "towel," "sand," and "people." 2. Create actions for the words with the students. 3. Have the class practice the words and actions until they are comfortable with them. 	
	Unit 13 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "The Beach" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	
4. Conversational Videos	Unit 13 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "there is ____" and "there are ____." 3. Repeat the video as time allows. 	

<p>5. Big Picture (Vocabulary)</p>	<p>Unit 13 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu. 2. Show the first picture. 3. Ask, "What is it?" and shrug your shoulders. 4. Have the class say, "It's a photo." 5. If possible, have the students do an action for the vocabulary word. 6. If they don't know what the picture is, have the class say, "I don't know." Tap the board. Say, "It's a photo." 7. Have the class repeat the sentence. 8. Repeat steps 2-7 with all the vocabulary words. 9. Show the pictures again, but this time, ask, "Is it a camera?" Alternate between saying a correct and an incorrect word in the blank. 10. Have the class answer, "Yes, it is," or "No, it's a photo." 11. Invite individual students to come and tap each of the pictures to confirm the answers. 12. Repeat steps 9-11. 13. Show the pictures one more time. Ask the students to identify the words using a full sentence (e.g., "It's a photo.>"). 14. Ask, "What letters do you see in this word?" 15. Have a student come up and identify a letter. 16. Have the class repeat the name of the letter. 17. Repeat steps 13-16 until all letters in the words are identified. 	<p>Learn the words "photo," "camera," "towel," and "sand."</p>
<p>6. Worm Holes</p>	<p>Unit 13 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Worm Holes</i> from the Teacher Menu. 2. When a word is said, ask all the students to say the word aloud. 3. Ask the students if they see a picture of the word on the screen. If they can't see the word at first, wait until students can see the word. 4. Have the students point at the picture. 5. Choose two students to come to the screen and try to tap the picture as fast as they can. 6. Repeat steps 2-5 with the remaining words. 	


Lesson 1: Block B (15 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
<p>7. Conversational Videos</p>	<p>Unit 13 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "there is ____" and "there are ____." 3. Repeat the video as time allows. 	<p>Review the phrases "there is ____" and "there are ____."</p>

8. <i>Speak Up 1</i>	Unit 13 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 1</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	
9. Practice Phrases: <i>Flip the Picture</i>		Vocabulary pictures (towel, sand, crab, shark, shell, water) Pictures with multiple objects in them (towels, crabs, sharks, and shells)	<ol style="list-style-type: none"> 1. Review all the pictures with the class. 2. Put all the pictures on the board randomly, with the pictures toward the board so the students can't see what the pictures are. 3. Choose a student to come to the board and choose a picture. 4. Have the student turn the picture over and hold it up. 5. Have the class say, "At the beach, there is ____," (e.g., "At the beach, there is a towel."), or "At the beach, there are ____," (e.g., "At the beach, there are towels). 6. Repeat steps 3-5 until all the pictures have been turned over. 7. Mix up the pictures and repeat steps 2-6 as time allows. 	
10. <i>Hear! Hear!</i>	Unit 13 - Listening tab 		<ol style="list-style-type: none"> 1. Play <i>Hear! Hear!</i> from the Teacher Menu. 2. Have the class listen to the conversation. 3. Have the class identify the picture that matches the conversation. 4. Choose a student to tap the picture. 5. Repeat until each student has a turn to tap a picture or all the phrases are played. 	


Break—5 mins

Lesson 2: Block A (20 mins)

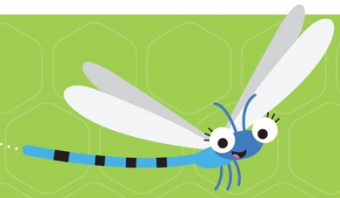
Activity	Teacher Menu	Preparation	Content	Objectives
11. <i>Word Flurry</i>	Unit13 - Vocabulary tab 		<ol style="list-style-type: none"> 1. Play <i>Word Flurry</i> from the Teacher Menu. 2. When a word is said, ask all the students to say the word aloud. 3. Ask the students if they see a picture of the word on the screen. 4. Choose two students to come to the screen and try to tap the picture first. 5. Repeat steps 2-4 with the remaining words. 6. Play the game again as time allows. 	Review the words "photo," "camera," "towel," and "sand."

12. Speak Up 2	Unit 13 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 2</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	Review the phrases "there is ____" and "there are ____."
13. Practice Vocabulary in a Phrase: Rapid Vocabulary		Vocabulary Pictures (photo, camera, towel, sand), a set for each student	<ol style="list-style-type: none"> 1. Review the vocabulary pictures with the class. 2. Have the class sit in a circle 3. Give each student a set of vocabulary words. 4. Choose a student to start. 5. Have the student think of one of the vocabulary pictures and say, "There is ____," (e.g., "There is a photo."). 6. Have the rest of the class find the picture as fast as they can and hold it up. 7. Once all of the students are holding up the correct picture, have the class repeat, "There is ____." 8. Repeat steps 4-7 until all the students have a chance to think of a picture. 9. Repeat the activity as time allows. 	



Lesson 2: Block B (20 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
14. <i>At the Beach</i>	Unit 13 - Book tab 		Introduce the Book <ol style="list-style-type: none"> 1. Show the book <i>At the Beach</i> from the Teacher Menu. 2. On the cover, review the title, author, and illustrator with the class. 3. Have the class repeat the title, author, and illustrator. 4. Have the students talk about the cover, telling what they see and making predictions of what the book will be about. 5. Say, "This book is about playing at the beach." 6. Have the students repeat the sentence. 	Share the book <i>At the Beach</i> .

			<p>Read the Book</p> <ol style="list-style-type: none"> 1. Continue reading the book <i>At the Beach</i>. 2. After the narrator reads each page, have the class repeat what was said. 3. Once the book is finished, ask the students to raise their hand if they have ever played at a beach? 4. Ask the students, "Do you like the beach?" Wait for their response and then ask, "What do you like to do at the beach?" 5. Let the students say what they like about the beach. 6. Show the book a second time. 7. This time ask the students to raise their hands if they see a capital letter. Then choose a student to come and point to the capital letter on the screen. 8. Help the students understand that sentences start with capital letters. 9. Remind the students that names also start with capital letters. 10. Read the book one last time. 11. This time, after each page is read, invite the students to act out the words in the book together (e.g., digging in the sand, running in the water, etc.). 	
15. Goodbye			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know the word 'sand.'") or "I can ____," (e.g., "I can say, 'There is a camera.'"). 3. Say goodbye to the class. 4. Have the students say goodbye in return. 	Review and wrap up.




Lesson 1: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 13 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "The Beach" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Shake and Make	Unit13 - Vocabulary tab 		<ol style="list-style-type: none"> 1. Play <i>Shake and Make</i> from the Teacher Menu. 2. Have the class read the word. 3. Click the move on arrow. 4. Choose a student to come to the front and tap the box to select a card. 5. Have the class say the word. 6. Choose another student to come to the front and shake out the letters. 7. Ask the class, "What is the first letter in the word?" 8. Have the class answer. 9. Choose a student to come to the front and drag the letter to the first spot. 10. Have the class write the letter with their finger in the air, on their leg, on their forearm, etc. 11. Repeat steps 5-8 with the remaining letters, having the class say all the letters in order as they make the word (e.g., After the second letter is placed, have the class say "camera, c, a." After the final letter is placed have the class say "camera, c, a, m, e, r, a."). 12. Have the class read the word one last time. 13. Repeat steps 1-12 with all the words. 14. Repeat the activity as time allows 	Learn to read the words "photo," "camera," "towel," "sand," "family," and "mother."

<p>5. Practice Reading Vocabulary Words: Vocabulary Hunt</p>		<p>Vocabulary pictures (camera, photo, towel, sand, family, mother)</p> <p>Paper with a list of the vocabulary words on it, the words spaced out so the students can draw a picture next to it, one for each student</p> <p>Crayons</p>	<ol style="list-style-type: none"> 1. Hold up one of the vocabulary pictures and have the class say, "This is _____," (e.g., "This is a camera."). 2. Write the vocabulary word on the board. 3. Read the word together as a class. "This word is _____." 4. Repeat steps 1-2 with all the vocabulary words. 5. Hide the vocabulary pictures around the room. 6. Give each student crayons and a list of the vocabulary words. 7. Have the students get into pairs. 8. Have the pairs of students walk around the room looking for the pictures that match the words on the list. 9. When they find a picture, have them say, "This is _____." 10. Have the students draw a picture of the word next to the word they found. 11. Have the students continue to look for the rest of the words and repeat steps 9-10 until they have found all the words on the list. 	
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Lesson 1: Block B (20 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
<p>6. Learn More Words: <i>Count and Draw</i></p>		<p>Vocabulary pictures (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15)</p> <p>Paper</p> <p>Pencils</p>	<ol style="list-style-type: none"> 1. Hold up the number 1. 2. Have the class say "one." 3. Repeat steps 1-2 with numbers 2-15 in order. 4. Choose a student to come to the front and point to each of the numbers as the class counts from 1 to 15. 5. Repeat step 4 with several students. 6. Give each student a piece of paper and a pencil. 7. Say, "Write the number _____." 8. Have the students write the number on their paper. 9. When the students have written the number, hold the number picture up. 10. Have the students check the number they have written with the number held up. 11. Have the class count from 1 to the number held up. 12. Repeat steps 7-11 with different numbers as time allows. 	<p>Learn counting to fifteen.</p>
<p>7. <i>At Your Command</i></p>	<p>Unit 13 - Action tab</p> 		<ol style="list-style-type: none"> 1. Play <i>At Your Command</i> from the Teacher Menu. 2. Have the class listen to the command twice. 3. Have the class say the command. 4. Evaluate what the class says and tap the corresponding correct or incorrect button. 5. Repeat video as time allows. 	<p>Learn the action "take a photo."</p>

<p>8. Practice an Action: <i>Take a Photo</i></p>		<p>Vocabulary Pictures (crab, shark, shell, beach, sand)</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures with the class. 2. Hang the vocabulary pictures around the room. 3. Point to one of the pictures and say, "Look! There is a crab! Take a photo." 4. Hold your hands up to your eyes like a camera, pretend to take a photo, and say "click." 5. Have the class repeat, "Look! There is a crab! Take a photo," and have the class pretend to take a photo. 6. Have the class say "click" as they pretend to take a photo. 7. Repeat steps 4-6 with all the vocabulary pictures. 8. Choose a student to come to the front. 9. Have the student choose one of the pictures and say, "Look! There is a crab! Take a photo." 10. Have the class pretend to take a photo and say "click." 11. Repeat steps 8-10 as time allows. 12. Say, "Look! It's you. Take a photo." 13. Have the class pretend to take a photo of themselves and say "click." 	
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Break—5 mins


Lesson 2: Block A (25 mins)

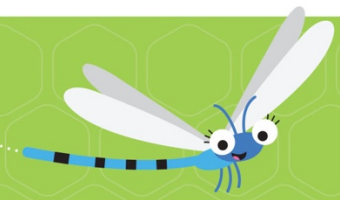
Activity	Teacher Menu	Preparation	Content	Objectives
<p>9. <i>Big Picture</i> (Read Words)</p>	<p>Unit 13 - Literacy tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Big Picture (Read Words)</i> from the Teacher Menu. 2. Show the first word. 3. Point to the first letter and ask, "What sound does this letter make?" 4. Have the class say the sound. 5. Point to the second letter and ask, "What sound does this letter make?" 6. Have the class say the sound. 7. Point to the first letter in the word and say, "Blend." 8. Scoop your finger under the first and second letters as the class blends the two sounds together. 9. Point to the third letter and ask, "What sound does this letter make?" 10. Have the class say the sound. 11. Point to the first letter and say, "Blend." 12. Scoop your finger under all three letters as the class blends the sounds together. 13. Point to the first letter and say, "Read the word." 14. Slide your finger under the word as the class reads the word. 15. Show the next screen. 16. Point to the word and ask the class, "What's this word?" 17. If the class can't read the word, repeat steps 3-14 with the word. 18. If the class can read the word, repeat steps 15-18 with the remaining words. 	<p>Learn to decode and spell words with a short o.</p>
<p>10. Spell Words</p>		<p>Pictures of pot, hot, hog, log, dog, pop, cop</p> <p>Cards with pot, hot, hog, log, dog, pop, cop, one letter on each card, a set for each student</p>	<ol style="list-style-type: none"> 1. Give each student a set of letter cards. 2. Show the picture of the pot. 3. Say, "Pot. What's the first sound in the word pot?" putting an emphasis on the first sound. 4. Have the class say the first sound. 5. Ask, "What is the first letter in the word pot?" 6. Have the class say the first letter in the word. 7. Have the students move the letter to make the word. 8. Repeat steps 2-6 with the remaining sounds in the word. 9. Have the class read the word. 10. Repeat steps 2-9 with all the words. 	


<p>11. <i>Word Trace</i></p>	<p>Unit 13 - Literacy tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Word Trace</i> from the Teacher Menu. 2. Have the class say the word. 3. Choose a student to come to the front and find the word. 4. Have the class say the word again. 5. Select a different student to come to the front and trace the word while the class writes the word with their fingers on their forearms, legs, in the air, etc. 6. Repeat steps 4-5 with the next two traces. 7. Have the class say the word again. 8. Have a student come to the front and write the word while the class writes the word with their fingers on their forearms, legs, in the air, etc. 9. Repeat steps 7-8 with one more student. 10. Choose the best word, or have the students vote on the word they feel is written the best. 11. Repeat the activity with the remaining words. 	
<p>12. Find Words</p>		<p>Cards with the words on, please, help, they, my, goes, one word on each card, a set for each student</p> <p>Papers with the words on, please, help, they, my, goes, one word on each sheet, one set for you</p>	<ol style="list-style-type: none"> 1. Give each student a set of word cards. 2. Say, "Find the word ____." 3. Have the students find the word. 4. Hold up the paper with the word on it. 5. Have the class check that they found the correct word. 6. Have the class spell the word by tracing each letter with their finger as they say the letter. 7. Have the class say the word again. 8. Repeat steps 2-7 with all the words. 9. Have a student come to the front and randomly choose a word. 10. Have the students try to be the first to find the word and hold it up. 11. Have the students say they word as they trace the word with their fingers. 12. Repeat steps 9-11 as time allows. 	<p>Learn to read and write sight words.</p>

Lesson 2: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>13. <i>Conversational Videos</i></p>	<p>Unit 13 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "there is ____" and "there are ____." 3. Repeat the video if time allows. 	<p>Review the phrases "there is ____" and "there are ____."</p>


<p>14. At the Beach</p>	<p>Unit 13 - Book tab</p> 	<p>Paper Crayons</p>	<ol style="list-style-type: none"> 1. Show the book <i>At the Beach</i> from the Teacher Menu. 2. Have the class read along with the narrator. 3. Give the students a sheet of paper and crayons. 4. Have the students draw a “photo” of the beach. Encourage them to draw animals and other things they would see at the beach. 5. When most of the students are finished drawing, choose a student to come to the front and show their drawing. 6. Have the student point to one of the animals or objects they have drawn and say, “There is a ____.” 7. Then have them lead the class in counting all the animals or objects they have drawn. 8. Have the student say, “There are ____ ____,” (e.g., “There are three crabs.”). 9. Repeat steps 6-8 until every student has had a turn to show their picture. 	<p>Share the book <i>At the Beach</i>.</p>
<p>15. Goodbye</p>			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, “I know ____,” (e.g., “I know what ‘take a photo’ means.”) or “I can ____,” (e.g., “I can read the word ‘please.’”). 3. Say goodbye to the class. 4. Have the students say goodbye. 	<p>Review and wrap up.</p>


Lesson 1: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 13 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "The Beach" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Practice Actions: Take a Walk			<ol style="list-style-type: none"> 1. Hold your hands up to your eyes like a camera and pretend to take a photo and say "click." 2. Have the class repeat the action and say "click." 3. Have your class form a line behind you. Say, "We are going on a walk. Get your camera." 4. Have the students pretend to pack their camera. 5. Walk around the classroom, the school, or outside. 6. Point out words that the students have learned and different objects and things the students know. 7. Talk about the things you see (e.g., "Look, there is a red bike.") and say, "Take a photo." 8. Have the class repeat the command and pretend to take a photo saying "click." 9. Choose a student to find something to take a picture of. 10. Have the student talk about what they see and say, "Take a photo." 11. Have the class repeat the command and pretend to take a photo saying "click." 12. Repeat steps 9-11 with different students, continuing to walk around. 13. Continue the activity as time allows. 14. After the walk, have the students talk about what they saw and took photos of. 	Review the action "take a photo."

<p>5. Practice More Words: <i>Mixed Up Numbers</i></p>		<p>Vocabulary pictures (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15)</p> <p>Paper with the word "numbers" written on it</p>	<ol style="list-style-type: none"> 1. Review the numbers with the class. 2. Hold up the word "numbers." 3. Say, "This is the word 'numbers.'" 4. Have the class repeat "numbers." 5. Put the word "numbers" on the board. 6. Mix up the number pictures and put them in a pile. 7. Have one student choose a picture from the pile. 8. Have the student show the picture to the class. 9. Have the student ask the class, "What number is this?" 10. Have the class say the number and hold up that number of fingers alone or with a classmate. 11. Have the student place the number picture under the word "numbers." 12. Repeat steps 7-11 until all the numbers on the board. 13. Have the class help put the numbers in order. 14. Have the students read the numbers out loud in order. 	<p>Review counting to fifteen.</p>
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Lesson 1: Block B (20 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
<p>6. <i>Sentence Slinger</i></p>	<p>Unit 13 - Literacy tab</p> 	<p>Paper</p> <p>Pencils</p>	<ol style="list-style-type: none"> 1. Play <i>Sentence Slinger</i> from the Teacher Menu. 2. Point to a word and say, "This is a word." 3. Point to each word and have the class read them. 4. Slide your finger under the whole sentence and say, "This is a sentence." 5. Have the class read the sentence again. 6. Ask, "Which picture matches?" 7. Have the students point to the picture that matches the sentence. 8. Choose a student to come to the front and tap the picture. 9. Repeat steps 2-5 with each sentence. 10. Repeat the activity until the students are comfortable comprehending the sentences. 11. If the students are able and time allows, give each student paper and a pencil. Have them write one of the sentences and then draw a picture to go with it. 	<p>Comprehend sentences.</p>

<p>7. Make Sentences</p>		<p>Cards with the words pot, hot, got, hog, log, dog, pop, cop, on, please, help, they, my, goes, one word on each card, a set for each student</p> <p>Papers with the words pot, hot, got, hog, log, dog, pop, cop, on, please, help, they, my, goes one word on each sheet, one set for you</p>	<ol style="list-style-type: none"> 1. Make up a sentence that uses some of the words on the cards. 2. Say the sentence to the class. 3. Say, "Find the first word in the sentence ____." 4. Have the students find the word and hold it up. 5. Have the class say the first word in the sentence. 6. Have the students move the word to make the sentence. 7. Choose a student to come to the front and find the word on the paper. 8. Repeat steps 2-7 until the sentence is complete. 9. Draw a period at the end of the sentence. 10. Say "period." 11. Have the students point their finger and tap the end of the sentence. 12. Have the students say "period." 13. Explain to the class that we use a period to show the sentence is done. 14. Repeat steps 1-12 with different sentences as time allows. 	<p>Review decodable words and sight words.</p>
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Break—5 mins

Lesson 2: Block A (25 mins)

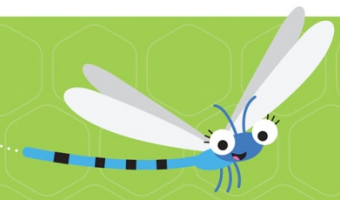
Activity	Teacher Menu	Preparation	Content	Objectives
<p>8. Conversational Videos</p>	<p>Unit 13 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "there is ____" and "there are ____." 	<p>Review the phrases "there is ____" and "there are ____."</p>
<p>9. Speak Up 1</p>	<p>Unit 13 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 1</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	

10. Speak Up 2	Unit 13 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 2</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	
11. Review Vocabulary Words: Vocabulary Move		<p>Vocabulary pictures (camera, photo, towel, sand, family, mother), enough for each student to have one</p> <p>Paper with a list of the vocabulary words on it, one for each student</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures and words with the class. 2. Give each student a vocabulary picture. 3. Have the students stand against the wall on one side of the classroom. 4. Stand on the other side of the classroom, mix up the words, and put them in a pile. 5. Randomly hold up one of the words. 6. Have the students with the matching pictures take one step forward. 7. If a student steps forward but doesn't have the matching picture, they must go all the way back to the wall. 8. Have the class read the word out loud. 9. Repeat steps 5-8 until a student makes it to the other side of the classroom. This student is the winner. 10. Repeat the activity as time allows, having the winner randomly hold up the words. 	Review the words "photo," "camera," "towel," "sand," "family," and "mother."



Lesson 2: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
12. Listen and Move Project	Unit 13 - Listening tab 	<p>Listen and Move project enough for each student</p> <p>Pencils or crayons</p>	<ol style="list-style-type: none"> 1. Give each student a <i>Listen and Move</i> project. Make sure they have a pencil or crayon. 2. Have the students write their name on their project. 3. Play <i>Listen and Move</i> from the Teacher Menu. 4. Play the first audio and have the students listen. 5. When the audio finishes, have the students draw a line from the correct object to the correct location. 6. Choose a student to come to the screen and move the object to the correct location. 7. Have the students check their answers and make corrections as needed. 8. Have the students repeat the phrase (e.g., "The towel is on the chair."). 9. Repeat steps 3-8 for the remaining audio instructions. 10. Tell the students to take the project home and talk about it with their parents. 	Show what you learned.

13. Goodbye			<ol style="list-style-type: none">1. Wrap up the class.2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know the word 'camera.'") or "I can ____," (e.g., "I can read the word 'help.'").3. Say goodbye to the class.4. Have the students say goodbye.	Review and wrap up.
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Lesson 1: Block A (30 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review classroom rules as necessary.	
3. Sing a Song	Unit 13 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "The Beach" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Boom!	Unit 13 - Value tab 		<p>Introduce the Book</p> <ol style="list-style-type: none"> 1. Show the book <i>Boom!</i> from the Teacher Menu. 2. Say, "This book is about kindness." 3. Have the students repeat the sentence. 4. On the cover, review the title, author, and illustrator with the class. 5. Have the class repeat the title, author, and illustrator. 6. Have the students talk about the cover, telling what they see and making predictions of what the book will be about. 	Learn the value kindness.

			<p>Read the Story</p> <ol style="list-style-type: none"> 1. Continue to read the story. 2. After the narrator reads each page, have the class repeat what was said. 3. Every time they hear the word “jump” or “jumping,” have the students jump as high as they can. 4. On page 4, ask the class how the other boys feel. 5. Talk with the class about how things we do can make others feel. 6. Have the class think about things that might make them mad. 7. After the book is over ask the class what Alex did when he saw that jumping made the other kids mad. 8. Talk to the class about things they can do to be kind. 9. Ask the class how the kids feel at the end of the book. 10. Say, "When you try to make people happy, you are being kind." 11. Have the class repeat, "When you try to make people happy, you are being kind." 12. Say, "I can be kind." 13. Have the class repeat, "I can be kind." 	
			<ol style="list-style-type: none"> 1. Show the book <i>Boom!</i> again from the Teacher Menu. 2. Have four to six students act out the story. <ul style="list-style-type: none"> • Alex • 3-5 kids 3. Repeat steps 1-2 with new students as time allows. 	

Lesson 1: Block B (15 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
5. Practice an Action: <i>Take a Photo</i>		Vocabulary Pictures (teacher's choice to review)	<ol style="list-style-type: none"> Review the vocabulary pictures with the class. Hang the vocabulary pictures around the room. Point to one of the pictures and say, "Look! There is a ____! Take a photo," or "Look! There are ____! Take a photo." Hold your hands up to your eyes like a camera and pretend to take a photo and say "click." Have the class repeat the sentences and pretend to take a photo. Have the class say "click" as they pretend to take a photo. Repeat steps 4-6 with all the vocabulary pictures. Choose a student to come to the front. Have the student choose one of the pictures and say, "Look! There is a ____! Take a photo," or "Look! There are ____! Take a photo." Have the class pretend to take a photo and say "click." Repeat steps 8-10 as time allows. Say, "Look! It's you. Take a photo." Have the class pretend to take a photo of themselves and say "click." 	Review the action "take a photo."
6. Practice More Words: <i>Mixed Up Numbers</i>		Vocabulary pictures (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15) Paper with the word "numbers" written on it	<ol style="list-style-type: none"> Review the numbers with the class. Hold up the word "numbers." Say, "This is the word 'numbers.'" Have the class repeat "numbers." Put the word "numbers" on the board. Mix up the number pictures and put them in a pile. Have one student choose a picture from the pile. Have the student show the picture to the class. Have the student ask the class, "What number is this?" Have the class say the number and hold up that number of fingers alone or with a classmate. Have the student place the number picture under the word "numbers." Repeat steps 7-11 until all the numbers on the board. Have the class help put the numbers in order. Have the students read the numbers out loud in order. 	Review counting to fifteen.

Break—5 mins

Lesson 2: Block A (15mins)




Activity	Teacher Menu	Preparation	Content	Objectives
<p>7. Review Vocabulary Words: Vocabulary Move</p>		<p>Vocabulary pictures (camera, photo, towel, sand, family, mother), enough for each student to have one</p> <p>Paper with a list of the vocabulary words on it, one for each student</p>	<ol style="list-style-type: none"> Review the vocabulary pictures and words with the class. Give each student a vocabulary picture. Have the students stand against the wall on one side of the classroom. Stand on the other side of the classroom, mix up the words, and put them in a pile. Randomly hold up one of the words. Have the students with the matching pictures take one step forward. If a student steps forward but doesn't have the matching picture, they must go all the way back to the wall. Have the class read the word out loud. Repeat steps 5-8 until a student makes it to the other side of the classroom. This student is the winner. Repeat the activity as time allows, having the winner randomly hold up the words. 	<p>Review the words "photo," "camera," "towel," "sand," "family," and "mother."</p>
<p>8. Practice Vocabulary Words: See and Spell Project</p>		<p>Vocabulary pictures (photo, camera, towel, sand, family, mother)</p> <p>See and Spell project for each student</p> <p>Pencils</p> <p>Crayons</p>	<ol style="list-style-type: none"> Review each of the vocabulary pictures and words with the class. Give each student a <i>See and Spell</i> project, pencils, and crayons. Have the students write their names on their project. Have the students spell each of the words on their project page. If the students need extra support, display the vocabulary pictures for the students to see. When the students have finished spelling each of the words, have them color the pictures. While students are working, walk around the classroom and make sure the students have correctly spelled the words. Have the students practice reading the words. As the students finish their project, have them get with a partner, read the words on their paper, and share their pictures. Tell the students to take the project home and talk about it with their parents. 	<p>Review the words "photo," "camera," "towel," "sand," "family," and "mother."</p>



Lesson 2: Block B (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
9. <i>Miss Daisy</i>	Unit 13 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Miss Daisy</i> from the Teacher Menu. 2. Have students respond to the people in the video when they are prompted to speak. 3. Evaluate what the class says. 4. If the class answers correctly, press the button to move on. 5. If the class answers incorrectly, repeat the question and prompt the class to say the correct answer. 	Practice speaking.
10. Show What You've Learned: At the Beach Project		<p>Vocabulary pictures (towel, sand, family, crab, shark, shell, beach)</p> <p>At the Beach project for each student, complete one to use as an example</p> <p>Precut cameras and photos for each student</p> <p>Paper</p> <p>Crayons</p> <p>Glue</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures with the class. 2. Put the vocabulary pictures around the room on the walls. 3. Give each student a camera, a set of photos, a sheet of paper, glue and crayons. 4. Have students color the camera and the photos. 5. When the students have finished coloring, have them get with a partner. 6. Have students walk around the room looking for the vocabulary pictures of things they see at the beach. 7. When they see a picture on the wall, have students say, "There is _____. Take a photo." 8. Have the students pretend to take a photo with their camera. 9. Have students find their own matching photo. 10. Have the students repeat steps 6-9 with the other pictures around the room. 11. When the students have taken photos of all the vocabulary pictures, have them return to their seat and glue their photos onto their paper. 12. Tell the students to take the project home and talk about it with their parents. 	Review the phrases and vocabulary.
11. Goodbye			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know _____," (e.g., "I know what it means to be kind.") or "I can _____," (e.g., "I can spell the word 'towel.'"). 3. Say goodbye to the class. 4. Have the students say goodbye in return. 	Review and wrap up.






Lesson 1: Block A (30 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 14 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "What's in the Water?" from the Teacher Menu. 2. Have the students watch the video of the song to become familiar with the music and lyrics. 	Learn the phrases "How many ___ are there?" and "There are ___ ___."
		Vocabulary pictures (crabs, fish, toes)	<ol style="list-style-type: none"> 1. Teach the vocabulary words "crabs," "fish," and "toes." 2. Create actions for the words with the students. 3. Have the class practice the words and actions until they are comfortable with them. 	
	Unit 14 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "What's in the Water?" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	
4. Conversational Videos	Unit 14 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "How many ___ are there?" and "There are ___ ___." 3. Repeat the video as time allows. 	

<p>5. Big Picture (Vocabulary)</p>	<p>Unit 14 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu. 2. Show the first picture. 3. Ask, "What is it?" and shrug your shoulders. 4. Have the class say, "It's a(n) ____." 5. If possible, have the students do an action for the vocabulary word. 6. If they don't know what the picture is, have the class say, "I don't know." Tap the board. Say, "It's a(n) ____." 7. Have the class repeat the sentence. 8. Repeat steps 2-7 with all the vocabulary words. 9. Show the pictures again, but this time, ask, "Is it a(n) ____?" Alternate between saying a correct and an incorrect word in the blank. 10. Have the class answer, "Yes, it is," or "No, it's a(n) ____." 11. Invite individual students to come and tap each of the pictures to confirm the answers. 12. Repeat steps 9-11. 13. Show the pictures one more time. Ask the students to identify the words using a full sentence (e.g., "It's a sixteen."). 14. Ask, "What letters do you see in this word?" 15. Have a student come up and identify a letter. 16. Have the class repeat the name of the letter. 17. Repeat steps 13-16 until all letters in the words are identified. 	<p>Learn the words "sixteen," "seventeen," "eighteen," "nineteen," and "twenty."</p>
<p>6. Worm Holes</p>	<p>Unit 14 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Worm Holes</i> from the Teacher Menu. 2. When a word is said, ask all the students to say the word aloud. 3. Ask the students if they see a picture of the word on the screen. If they can't see the word at first, wait until students can see the word. 4. Have the students point at the picture. 5. Choose two students to come to the screen and try to tap the picture as fast as they can. 6. Repeat steps 2-5 with the remaining words. 	



Lesson 1: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>7. Conversational Videos</p>	<p>Unit 14 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "How many ____ are there?" and "There are ____." 3. Repeat the video as time allows. 	<p>Review the phrases "How many ____ are there?" and "There are ____."</p>


8. <i>Speak Up 1</i>	Unit 14 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 1</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	
9. Practice Phrases: <i>Counting Shapes</i>		<p>Vocabulary Pictures (16, 17, 18, 19, 20)</p> <p>Paper with 20 stars drawn on it</p> <p>Paper with 19 circles drawn on it</p> <p>Paper with 18 squares drawn on it</p> <p>Paper with 17 triangles drawn on it</p> <p>Paper with 16 rectangles drawn on it</p>	<ol style="list-style-type: none"> 1. Review the numbers with the class. 2. Put the numbers on one side of the board. 3. Put the papers with the shapes on the other side of the board. 4. Choose a student to come up to the board. 5. Have the student point to one of the shape papers and ask, "How many ___ are there?" 6. Have the class repeat the question. 7. Give the students some time to try to count the shapes on their own. 8. Have the student ask again, "How many ___ are there?" 9. Choose one or more students to say how many of the shapes they counted. 10. Have the class count the shape again as a class, having the student point to each one as the class says the number. 11. When the class finishes counting, have them say, "There are ___ ___," (e.g., "There are 20 stars.') 12. Have the student find the matching number on the other side of board and put the shape next to the number. 13. Repeat steps 4-12 with the rest of the shapes. 	
10. <i>Hear! Hear!</i>	Unit 14 - Listening tab 		<ol style="list-style-type: none"> 1. Play <i>Hear! Hear!</i> from the Teacher Menu. 2. Have the class listen to the conversation. 3. Have the class identify the picture that matches the conversation. 4. Choose a student to tap the picture. 5. Repeat until each student has a turn to tap a picture or all the phrases are played. 	

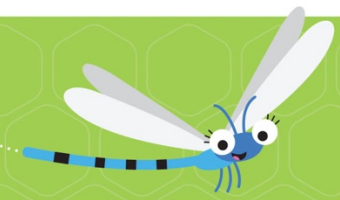
Break—5 mins

Lesson 2: Block A (20 mins)



Activity	Teacher Menu	Preparation	Content	Objectives
11. <i>Word Flurry</i>	Unit 14 - Vocabulary tab 		<ol style="list-style-type: none"> 1. Play <i>Word Flurry</i> from the Teacher Menu. 2. When a word is said, ask all the students to say the word aloud. 3. Ask the students if they see a picture of the word on the screen. 4. Choose two students to come to the screen and try to tap the picture first. 5. Repeat steps 2-4 with the remaining words. <ol style="list-style-type: none"> 1. Play the game again as time allows. 	Review the words "sixteen," "seventeen," "eighteen," "nineteen," and "twenty."
12. <i>Speak Up 2</i>	Unit 14 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 2</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	
13. Practice Vocabulary in a Phrase: <i>What's the Number?</i>		<p>Vocabulary Pictures (16, 17, 18, 19, 20)</p> <p>A bag with 16 of one small item in it</p> <p>A bag with 17 of one small item in it</p> <p>A bag with 18 of one small item in it</p> <p>A bag with 19 of one small item in it</p> <p>A bag with 20 of one small item in it</p> <p>Paper</p> <p>Crayons</p>	<ol style="list-style-type: none"> 1. Review the numbers with the class. 2. Put the numbers on the board. 3. Give each student a sheet of paper and crayons. 4. Divide the class into 4-5 groups. 5. Give each group a bag of items. 6. Have each group say, "How many ___ are there?" (e.g., "How many pencils are there?"). 7. Have each group to count the number of items in their bag. 8. After they have counted the items, have them write the number on their paper and either draw a picture of the item or write the word next to the number. 9. Have the groups trade bags and repeat steps 6-8 until they have had all 5 bags. 10. Hold up one of the bags and ask the class, "How many ___ are there?" 11. Have the students look at their paper and say, "There are ___." 12. Have the class count the items as you hold them up. 13. Have the students check their paper to see if their number matches. 14. Repeat steps 10-13 with all the bags. 	Review the phrases "How many ___ are there?" and "There are ___."

Lesson 2: Block B (20 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
14. <i>Birds on a Wire</i>	Unit 14 - Book tab 		Introduce the Book <ol style="list-style-type: none"> 1. Show the book <i>Birds on a Wire</i> from the Teacher Menu. 2. On the cover, review the title, author, and illustrator with the class. 3. Have the class repeat the title, author, and illustrator. 4. Have the students talk about the cover, telling what they see and making predictions of what the book will be about. 5. Say, "This book is about counting birds." 6. Have the class repeat the sentence. 	Share the book <i>Birds on a Wire</i> .
		A long piece of string, long enough for 20 students to stand on	Read the Book <ol style="list-style-type: none"> 1. Continue reading the book <i>Birds on a Wire</i>. 2. As the narrator counts the numbers on the pages, have the class repeat the numbers with the narrator. 3. Pause on Page 11 and ask the students to predict what will happen next. 4. At the end of the story, ask the students to raise their hand if they guessed what would happen to the birds. 5. Show the book again. 6. This time point out any capital letters you see on the page. 7. Ask the students to raise their hands if they see a capital letter. Then choose one student to come up and point to the capital letter on the screen. 8. After the book is read, lay the string on the floor in a straight line and ask how many students can fit on a "wire." 9. Choose a student to stand on the string. 10. Count the students on the string. 11. Repeat steps 9-10 counting the students until you reach 20 students or until all the students are standing on the string. 12. After you finish counting say, "There are ___ students on a wire." 	
15. Goodbye			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ___," (e.g., "I know what 'how many' means.") or "I can ___," (e.g., "I can count to twenty."). 3. Say goodbye to the class. 4. Have the students say goodbye in return. 	Review and wrap up.




Lesson 1: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 14 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "What's in the Water?" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Shake and Make	Unit 14 - Vocabulary tab 		<ol style="list-style-type: none"> 1. Play <i>Shake and Make</i> from the Teacher Menu. 2. Have the class read the word. 3. Click the move on arrow. 4. Choose a student to come to the front and tap the box to select a card. 5. Have the class say the word. 6. Choose another student to come to the front and shake out the letters. 7. Ask the class, "What is the first letter in the word?" 8. Have the class answer. 9. Choose a student to come to the front and drag the letter to the first spot. 10. Have the class write the letter with their finger in the air, on their leg, on their forearm, etc. 11. Repeat steps 5-8 with the remaining letters, having the class say all the letters in order as they make the word (e.g., After the second letter is placed, have the class say "sixteen, s, i. After the final letter is placed have the class say "sixteen, s, i, x, t, e, e, n."). 12. Have the class read the word one last time. 13. Repeat steps 1-12 with all the words. 14. Repeat the activity as time allows 	Learn to read the words "sixteen," "seventeen," "eighteen," "nineteen," and "twenty."


<p>5. Practice Reading Vocabulary Words: Number Cover</p>		<p>Vocabulary pictures (16, 17, 18, 19, 20)</p> <p>Papers with one of the vocabulary words written on each sheet</p> <p>Paper folded into a 3 x 3 grid</p> <p>Pencils</p> <p>Small objects, enough for each student to have 6-7</p> <p>Simple prizes such as stickers</p>	<ol style="list-style-type: none"> 1. Review the numbers and words with the class. 2. Point out that most of the numbers combine two words (e.g., “six” and “teen.”) When you put them together it says, “___teen.” 3. Put the numbers on the board. 4. Give each student a folded sheet of paper, a pencil, and 6-7 small objects. 5. Have the students randomly write one of the numbers 16-20 in each of the rectangles on their paper. They will need to write four of the numbers twice. 6. Put the number words in a pile. 7. Choose a student to come to the front. 8. Have the student choose a number word and hold it up. 9. Have each student put one of the small objects on the rectangle(s) with the number that matches the word. 10. Put the number word on the board. 11. Repeat steps 7-10 until a student has covered three rectangles in a row horizontally, vertically, or diagonally. 12. When a student has covered three rectangles in a row, have the student stand up and yell, “I have three!” 13. Have the first student to stand up and yell say one of the three numbers they have in a row. 14. Point to the number word and have the class read it. 15. Repeat steps 13-14 with all three number words. 16. If the student says a number but the number word isn’t on the board, have them sit back down and ask if any other students have three in a row. If another student has three in a row, repeat steps 13-14. If not, repeat steps 7-10 until a student has three in a row. 17. Once a student successfully has three in a row, they are the winner. Give the student a prize and repeat the activity as time allows. 	
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Lesson 1: Block B (20 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
6. Learn More Words: He and She		<p>Pictures of different men and women the students are familiar with, enough for each student to have one</p> <p>Paper with "he" written on it</p> <p>Paper with "she" written on it</p> <p>Music the students like</p>	<ol style="list-style-type: none"> Review "he" and "she" with the class. Have the class sit in a circle. Give each student a picture. Have each student hold up their picture and say "he" or "she." Once each student has held up their picture, hold up the word "he" and say, "This is the word 'he.'" Have the class say "he." Put the word "he" on one side of the room. Hold up the word "she" and say, "This is the word 'she.'" Have the class say "she." Put the word "she" on the other side of the room. Start the music and have the class dance. Randomly stop the music. Have the students stand on the side of the room with the word that matches their picture. Have each side of the room hold up their pictures and say "he" or "she." Mix up the pictures and give each student a new picture Repeat steps 11-15 as time allows. 	Learn the words "he" and "she."
7. At Your Command	Unit 14 - Action tab 		<ol style="list-style-type: none"> Play <i>At Your Command</i> from the Teacher Menu. Have the class listen to the command twice. Have the class say the command. Evaluate what the class says and tap the corresponding correct or incorrect button. Repeat video as time allows. 	
8. Practice an Action: Action Counting		<p>Vocabulary Pictures (10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20)</p> <p>Papers with actions written on them, each sheet of paper should say a different action (e.g., clap, high five, jump, walk, hop on one foot, etc.)</p>	<ol style="list-style-type: none"> Review the numbers and actions with the class. Mix up the numbers and put them in a pile. Mix up the action papers and put them in a pile. Choose a student to pick a number from the number pile and a student to pick an action from the action pile. Have the class do the action as many times as the number picked (e.g., clap 17 times), counting each action. Repeat steps 4-5 for all the action cards. Mix up the numbers and action papers and repeat the activity as time allows. 	Learn the action "count to twenty."


Break—5 mins


Lesson 2: Block A (25 mins)

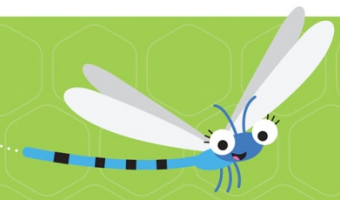
Activity	Teacher Menu	Preparation	Content	Objectives
<p>9. <i>Big Picture</i> (Read Words)</p>	<p>Unit 14 - Literacy tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Big Picture (Read Words)</i> from the Teacher Menu. 2. Show the first word. 3. Point to the first letter and ask, "What sound does this letter make?" 4. Have the class say the sound. 5. Point to the second letter and ask, "What sound does this letter make?" 6. Have the class say the sound. 7. Point to the first letter in the word and say, "Blend." 8. Scoop your finger under the first and second letters as the class blends the two sounds together. 9. Point to the third letter and ask, "What sound does this letter make?" 10. Have the class say the sound. 11. Point to the first letter and say, "Blend." 12. Scoop your finger under all three letters as the class blends the sounds together. 13. Point to the first letter and say, "Read the word." 14. Slide your finger under the word as the class reads the word. 15. Show the next screen. 16. Point to the word and ask the class, "What's this word?" 17. If the class can't read the word, repeat steps 3-14 with the word. 18. If the class can read the word, repeat steps 15-18 with the remaining words. 	<p>Learn to decode and spell words with short o.</p>
<p>10. Spell Words</p>		<p>Pictures of mom, fox, box, nod, hop, pop, cop</p> <p>Cards with mom, fox, box, nod, hop, pop, cop, one letter on each card, a set for each student</p>	<ol style="list-style-type: none"> 1. Give each student a set of letter cards. 2. Show the picture of the mom. 3. Say, "Mom. What's the first sound in the word mom?" putting an emphasis on the first sound. 4. Have the class say the first sound. 5. Ask, "What is the first letter in the word mom?" 6. Have the class say the first letter in the word. 7. Have the students move the letter to make the word. 8. Repeat steps 2-6 with the remaining sounds in the word. 9. Have the class read the word. 10. Repeat steps 2-9 with all the words. 	

11. <i>Word Trace</i>	Unit 14 - Literacy tab 		<ol style="list-style-type: none"> 1. Play <i>Word Trace</i> from the Teacher Menu. 2. Have the class say the word. 3. Choose a student to come to the front and find the word. 4. Have the class say the word again. 5. Select a different student to come to the front and trace the word while the class writes the word with their fingers on their forearms, legs, in the air, etc. 6. Repeat steps 4-5 with the next two traces. 7. Have the class say the word again. 8. Have a student come to the front and write the word while the class writes the word with their fingers on their forearms, legs, in the air, etc. 9. Repeat steps 7-8 with one more student. 10. Choose the best word, or have the students vote on the word they feel is written the best. 11. Repeat the activity with the remaining words. 	Learn to read and write sight words.
12. Find Words		<p>Cards with the words puts, toy, does, like, the, a, one word on each card, a set for each student</p> <p>Papers with the words puts, toy, does, like, the, a, one word on each sheet, one set for you</p>	<ol style="list-style-type: none"> 1. Give each student a set of word cards. 2. Say, "Find the word ____." 3. Have the students find the word. 4. Hold up the paper with the word on it. 5. Have the class check that they found the correct word. 6. Have the class spell the word by tracing each letter with their finger as they say the letter. 7. Have the class say the word again. 8. Repeat steps 2-7 with all the words. 9. Have a student come to the front and randomly choose a word. 10. Have the students try to be the first to find the word and hold it up. 11. Have the students say they word as they trace the word with their fingers. 12. Repeat steps 9-11 as time allows. 	


Lesson 2: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
13. <i>Conversational Videos</i>	Unit 14 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "How many ____ are there?" and "There are ____." 3. Repeat the video if time allows. 	Review the phrases "How many ____ are there?" and "There are ____."

<p>14. <i>Birds on a Wire</i></p>	<p>Unit 14 - Book tab</p> 	<p>Paper Crayons</p>	<ol style="list-style-type: none"> 1. Show the book <i>Birds on a Wire</i> from the Teacher Menu. 2. Have the class count along with the narrator. 3. Give each of the students a sheet of paper and crayons. 4. Have the students draw birds on a wire. Encourage them to draw more than 10 birds but let them decide how many and the type of bird they want to draw. 5. Have the student write the number of birds they drew on their paper. 6. When most of the students are finished drawing, choose a student to come to the front and show their drawing. 7. Have the class ask the student, "How many birds are on the wire?" 8. Have the student show their drawing and say, "There are ____ birds on the wire." 9. Have the student lead the class in counting all the birds they have drawn. 10. Have the class say, "There are ____ birds on a wire," (e.g., "There are eleven birds on a wire."). 11. Choose another student and repeat steps 7-10 until every student has had a turn to show their picture or as time allows. 	<p>Share the book <i>Birds on a Wire</i>.</p>
<p>15. Goodbye</p>			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know the difference between 'he' and 'she.'") or "I can ____," (e.g., "I can spell the word 'eighteen.'"). 3. Say goodbye to the class. 4. Have the students say goodbye. 	<p>Review and wrap up.</p>




Lesson 1: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 14 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "What's in the Water?" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Practice Actions: Act Out Numbers		<p>Vocabulary Pictures (10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20)</p> <p>Papers with actions written on them, one action on each sheet (e.g., clap, high five, jump, walk, hop on one foot, etc.)</p>	<ol style="list-style-type: none"> 1. Review the numbers and actions with the class. 2. Mix up the numbers and put them in a pile. 3. Mix up the action papers and put them in a pile. 4. Choose 2 students come to the front. Each student picks a card from one of the piles. 5. Without showing the class what the number or action is, have the two students act out the number and action together (e.g., 19 jumping jacks). Help the students read the action as needed. 6. Have the class count the number out loud as the students do the action. 7. When the students are finished ask the class, "How many jumping jacks?" 8. Chose a student to respond. "___ jumping jacks," 9. Repeat steps 4-8 until every student has a chance to do an action, or as time allows. 	Review the action "count to twenty."

<p>5. Practice More Words: <i>He, She, Run</i></p>			<ol style="list-style-type: none"> 1. Review the words "he" and "she" with the class. 2. Have the class sit in a circle. 3. Choose a student to be the leader. 4. Have the leader walk around the outside of the circle, tapping each student, and saying "he" if the student is a boy or "she" if the student is a girl. 5. Have the leader randomly tap a student and say "run." 6. Have the leader run around the circle and try to get back to the spot the tapped student was in while the tapped student chases the leader and tries to get back to their spot first. 7. If the leader gets back to the spot first, the tapped student becomes the leader and repeats steps 4-6. 8. If the tapped student gets back to the spot first, the leader repeats steps 4-6. 9. Continue the activity as time allows. 	<p>Review the words "he" and "she."</p>
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Lesson 1: Block B (20 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
<p>6. <i>Sentence Slinger</i></p>	<p>Unit 14 - Literacy tab</p> 	<p>Paper Pencils</p>	<ol style="list-style-type: none"> 1. Play <i>Sentence Slinger</i> from the Teacher Menu. 2. Point to a word and say, "This is a word." 3. Point to each word and have the class read them. 4. Slide your finger under the whole sentence and say, "This is a sentence." 5. Have the class read the sentence again. 6. Ask, "Which picture matches?" 7. Have the students point to the picture that matches the sentence. 8. Choose a student to come to the front and tap the picture. 9. Repeat steps 2-5 with each sentence. 10. Repeat the activity until the students are comfortable comprehending the sentences. 11. If the students are able and time allows, give each student paper and a pencil. Have them write one of the sentences and then draw a picture to go with it. 	<p>Comprehend sentences.</p>

7. Make Sentences		<p>Cards with the words mom, fox, box, Don, nod, hop, pop, cop, puts, toy, does, like, the, a, one word on each card, a set for each student</p> <p>Papers with the words mom, fox, box, Don, nod, hop, pop, cop, puts, toy, does, like, the, a, one word on each sheet, one set for you</p>	<ol style="list-style-type: none"> 1. Make up a sentence that uses some of the words on the cards. 2. Say the sentence to the class. 3. Say, "Find the first word in the sentence ____." 4. Have the students find the word and hold it up. 5. Have the class say the first word in the sentence. 6. Have the students move the word to make the sentence. 7. Choose a student to come to the front and find the word on the paper. 8. Repeat steps 2-7 until the sentence is complete. 9. Draw a period at the end of the sentence. 10. Say "period." 11. Have the students point their finger and tap the end of the sentence. 12. Have the students say "period." 13. Explain to the class that we use a period to show the sentence is done. 14. Repeat steps 1-12 with different sentences as time allows. 	<p>Review decodable words and sight words.</p>
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Break—5 mins

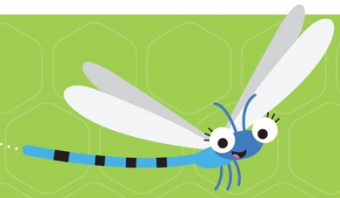
Lesson 2: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
8. Conversational Videos	Unit 14 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "How many ____ are there?" and "There are ____." 	<p>Review the phrases "How many ____ are there?" and "There are ____."</p>
9. Speak Up 1	Unit 14 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 1</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	<p>Review the phrases "How many ____ are there?" and "There are ____."</p>



10. Speak Up 2	Unit 14 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 2</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	
11. Review Vocabulary Words: <i>Find the Word</i>		<p>Vocabulary pictures (16, 17, 18, 19, 20)</p> <p>Papers with one of the vocabulary words written on each sheet, a set for each team</p>	<ol style="list-style-type: none"> 1. Review the numbers and words with the class. 2. Point out that most of the numbers combine two words (e.g., "six" and "teen.") When you put the words together, the new word says "___teen." 3. Divide the class into teams of 2-3 students. 4. Give each team a set of number words. 5. Put the numbers in a pile. 6. Choose a number from the pile. 7. Show the number to the class. 8. Say, "Find the word." 9. Have the teams find the matching word as quickly as they can and hold it up. 10. The team that holds up the correct word the fastest gets a point. 11. Have the class say, "We have the word ___," (e.g., "We have the word 'sixteen.'"). 12. Repeat steps 6-11 for the rest of the numbers. The team with the most points wins. 13. Repeat the activity as time allows. 	Review the words "sixteen," "seventeen," "eighteen," "nineteen," and "twenty."

Lesson 2: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
12. <i>Listen and Color Project</i>	Unit 14 - Listening tab 	<i>Listen and Color project</i> enough for each student crayons	<ol style="list-style-type: none"> 1. Give each student a <i>Listen and Color</i> project. Make sure they have crayons. 2. Have the students write their name on their project. 3. Play <i>Listen and Color</i> from the Teacher Menu. 4. Play the first audio and have the students listen. 5. Play the audio a second time. Then have the students find the object and color it the correct color. 6. Choose a student to come to the screen and color the object. 7. Have the students check their answers and make corrections as needed. 8. Have the students say the phrase (e.g., "The hat on the floor is brown."). 9. Repeat steps 3-8 for the remaining audio instructions. 10. Tell the students to take the project home and talk about it with their parents. 	Show what you learned.
13. Goodbye			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know the word 'nineteen.'") or "I can ____," (e.g., "I can ask, 'How many?'"). 3. Say goodbye to the class. 4. Have the students say goodbye. 	Review and wrap up.



Lesson 1: Block A (30 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review classroom rules as necessary.	
3. Sing a Song	Unit 14 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "What's in the Water?" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Whose Car?	Unit 14 - Value tab 		<p>Introduce the Book</p> <ol style="list-style-type: none"> 1. Show the book <i>Whose Car?</i> from the Teacher Menu. 2. Say, "This book is about honesty." 3. Have the students repeat the sentence. 4. On the cover, review the title, author, and illustrator with the class. 5. Have the class repeat the title, author, and illustrator. 6. Have the students talk about the cover, telling what they see and making predictions of what the book will be about. 	Learn the value honesty.

			<p>Read the Story</p> <ol style="list-style-type: none"> Continue to read the story. After the narrator reads each page, have the class repeat what was said. At the end of page 16, ask the class what they think Peter should do? How would Charlie feel if Peter kept the car? Talk about the importance of doing the right thing no matter what. Finish reading the story. Ask how everyone feels at the end of the book. Ask the students if they can think of a time that they were honest. Let the students share their experience either with the class or with a partner. Say, "I can be honest when I return things that belong to others." Have the class repeat, "I can be honest when I return things that belong to others." 	
		<p>Paper</p> <p>Crayons</p>	<ol style="list-style-type: none"> Show the book <i>Whose Car?</i> again from the Teacher Menu. Briefly talk about other ways people show honesty. (e.g., telling the truth, doing what you say you'll do) Have the students draw an example of someone practicing honesty. After the students are done drawing, have students share their pictures and talk about the example they drew. 	

Lesson 1: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>5. Practice an Action: Action Counting</p>		<p>Vocabulary Pictures (10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20)</p> <p>Papers with actions written on them, each sheet of paper should say a different action (e.g., clap, high five, jump, walk, hop on one foot, etc.)</p>	<ol style="list-style-type: none"> Review the numbers and actions with the class. Mix up the numbers and put them in a pile. Mix up the action papers and put them in a pile. Choose a student to pick a number from the number pile and a student to pick an action from the action pile. Have the class, do the action as many times as the number picked (e.g., clap 17 times), counting each action. Repeat steps 4-5 for all the action cards. Mix up the cards and repeat the activity as time allows. 	<p>Review the action "count to twenty."</p>


<p>6. Learn More Words: <i>He and She</i></p>		<p>Pictures of different men and women the students are familiar with, enough for each student to have one</p> <p>Paper with "he" written on it</p> <p>Paper with "she" written on it</p> <p>Music the students like</p>	<ol style="list-style-type: none"> 1. Review "he" and "she" with the class. 2. Have the class sit in a circle. 3. Give each student a picture. 4. Have each student hold up their picture and say "he" or "she." 5. Once each student has held up their picture, hold up the word he and say, "This is the word 'he.'" 6. Have the class say "he." 7. Put the word "he" on one side of the room. 8. Hold up the word she and say, "This is the word 'she.'" 9. Have the class say "she." 10. Put the word "she" on the other side of the room. 11. Start the music and have the class dance. 12. Randomly stop the music. 13. Have the students stand on the side of the room with the word that matches their picture. 14. Have each side of the room hold up their pictures and say "he" or "she." 15. Mix up the pictures and give each student a new picture. 16. Repeat steps 11-15 as time allows. 	<p>Review the words "he" and "she."</p>
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Break—5 mins

Lesson 2: Block A (15mins)




Activity	Teacher Menu	Preparation	Content	Objectives
<p>7. Review Vocabulary Words:</p>		<p>Vocabulary pictures (16, 17, 18, 19, 20)</p> <p>Papers with one of the vocabulary words written on each sheet, a set for each team</p>	<ol style="list-style-type: none"> Review the numbers and words with the class. Point out that most of the numbers combine two words (e.g., “six” and “teen.”) When you put the words together, the new word says “__teen.” Divide the class into teams of 2-3 students. Give each team a set of number words. Put the numbers in a pile. Choose a number from the pile. Show the number to the class. Say, “Find the word.” Have the teams find the matching word as quickly as they can and hold it up. The team that holds up the correct word the fastest gets a point. Have the class say, “We have the word __,” (e.g., “We have the word ‘sixteen.’”). Repeat steps 6-11 for the rest of the numbers. The team with the most points wins. Repeat the activity as time allows. 	<p>Review the words “sixteen,” “seventeen,” “eighteen,” “nineteen,” and “twenty.”</p>
<p>8. Practice Vocabulary Words: <i>See and Spell Project</i></p>		<p>Vocabulary pictures (sixteen, seventeen, eighteen, nineteen, twenty)</p> <p>See and Spell project for each student</p> <p>Pencils</p> <p>Crayons</p>	<ol style="list-style-type: none"> Review each of the vocabulary pictures and words with the class. Give each student a <i>See and Spell</i> project, pencils, and crayons. Have the students write their names on their project. Have the students spell each of the words on their project page. If the students need extra support, display the vocabulary pictures for the students to see. When the students have finished spelling each of the words, have them color the pictures. While students are working, walk around the classroom and make sure the students have correctly spelled the words. Have the students practice reading the words. As the students finish their project, have them get with a partner, read the words on their paper, and share their pictures. Tell the students to take the project home and talk about it with their parents. 	<p>Review the words “sixteen,” “seventeen,” “eighteen,” “nineteen,” and “twenty.”</p>



Lesson 2: Block B (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
9. <i>Miss Daisy</i>	Unit 14 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Miss Daisy</i> from the Teacher Menu. 2. Have students respond to the people in the video when they are prompted to speak. 3. Evaluate what the class says. 4. If the class answers correctly, press the button to move on. 5. If the class answers incorrectly, repeat the question and prompt the class to say the correct answer. 	Practice speaking.
10. Show What You've Learned: <i>Counting Project</i>		<p>Vocabulary pictures (16, 17, 18, 19, 20)</p> <p>Papers with one of the vocabulary words written on each sheet</p> <p>Counting project for each student, complete one to use as an example</p> <p>Pencils</p> <p>Crayons</p>	<ol style="list-style-type: none"> 1. Give each student a <i>Counting</i> project, a pencil, and crayons. 2. In the first column, have the student color the number of objects they would like between 16-20. Have the students color a different number for each set of objects, so that they have a set of 16, 17, 18, 19, and 20. (e.g., Color 16 crabs or 18 sharks.) 3. In the second column, have the students write the number that matches how many objects they colored. 4. In the third column, have the students write the number word that matches. 5. When the students have finished their project, have them get into pairs. 6. Have the students choose who is student A and who is student B. 7. Have student A ask, "How many ___ do you have?" (e.g., "How many crabs do you have?"). 8. Have both students count the objects. 9. Have student B say, "I have ___ ___." 10. Have the students switch roles and repeat steps 7-9 until they've counted all the objects on both projects. 11. Have the students find a new partner and repeat steps 6-10 as time allows. 12. Tell the students to take the project home and talk about it with their parents. 	Review numbers.
11. Goodbye			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ___," (e.g., "I know how to spell the word 'twenty.'") or "I can ___," (e.g., "I can be honest."). 3. Say goodbye to the class. 4. Have the students say goodbye in return. 	Review and wrap up.






Lesson 1: Block A (30 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 15 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "Help Me" from the Teacher Menu. 2. Have the students watch the video of the song to become familiar with the music and lyrics. 	Learn the phrases "Is this your ___?" "No, it isn't," and "Yes, it is."
		Vocabulary pictures (suitcase, watch, shirt, phone)	<ol style="list-style-type: none"> 1. Teach the vocabulary words "suitcase," "watch," shirt," and "phone." 2. Create actions for the words with the students. 3. Have the class practice the words and actions until they are comfortable with them. 	
	Unit 15 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "Help Me" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	
4. Conversational Videos	Unit 15 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "Is this your ___?" "No, it isn't," and "Yes, it is." 3. Repeat the video as time allows. 	

<p>5. Big Picture (Vocabulary)</p>	<p>Unit15 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu. 2. Show the first picture. 3. Ask, "What is it?" and shrug your shoulders. 4. Have the class say, "It's a ____." 5. If possible, have the students do an action for the vocabulary word. 6. If they don't know what the picture is, have the class say, "I don't know." Tap the board. Say, "It's a ____." 7. Have the class repeat the sentence. 8. Repeat steps 2-7 with all the vocabulary words. 9. Show the pictures again, but this time, ask, "Is it a ____?" Alternate between saying a correct and an incorrect word in the blank. 10. Have the class answer, "Yes, it is," or "No, it's a ____." 11. Invite individual students to come and tap each of the pictures to confirm the answers. 12. Repeat steps 9-11. 13. Show the pictures one more time. Ask the students to identify the words using a full sentence (e.g., "It's a phone.>"). 14. Ask, "What letters do you see in this word?" 15. Have a student come up and identify a letter. 16. Have the class repeat the name of the letter. 17. Repeat steps 13-16 until all letters in the words are identified. 	<p>Learn the words "phone," "watch," "suitcase," and "ticket."</p>
<p>6. Worm Holes</p>	<p>Unit 15 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Worm Holes</i> from the Teacher Menu. 2. When a word is said, ask all the students to say the word aloud. 3. Ask the students if they see a picture of the word on the screen. If they can't see the word at first, wait until students can see the word. 4. Have the students point at the picture. 5. Choose two students to come to the screen and try to tap the picture as fast as they can. 6. Repeat steps 2-5 with the remaining words. 	



Lesson 1: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>7. Conversational Videos</p>	<p>Unit 15 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "Is this your ____?" "No, it isn't," and "Yes, it is." 3. Repeat the video as time allows. 	<p>Review the phrases "Is this your ____?" "No, it isn't," and "Yes, it is."</p>


8. <i>Speak Up 1</i>	Unit 15 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 1</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	
9. Practice Phrases: <i>Find the Match</i>		Vocabulary pictures (phone, watch, suitcase, ticket), enough for each student to have one	<ol style="list-style-type: none"> 1. Review the vocabulary pictures. 2. Have the class sit in a circle. 3. Give each student a picture. 4. Have the students look at their picture and then place it face down on the floor so no one else can see it. 5. Choose a student to stand in the middle of the circle. This student is the leader. 6. Have the leader walk up to another student in the circle and ask, "Is this your ___?" 7. If the student in the circle has the matching vocabulary, have the student say, "Yes, it is." 8. If the pictures do not match, the student should say, "No, it isn't." The leader continues choosing different students until they find a match. 9. Choose another student from the circle to be the next leader. 10. Repeat steps 6-9 with a new student as time allows. 	
10. <i>Hear! Hear!</i>	Unit 15 - Listening tab 		<ol style="list-style-type: none"> 1. Play <i>Hear! Hear!</i> from the Teacher Menu. 2. Have the class listen to the conversation. 3. Have the class identify the picture that matches the conversation. 4. Choose a student to tap the picture. 5. Repeat until each student has a turn to tap a picture or all the phrases are played. 	

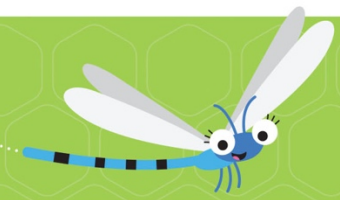
Break—5 mins

Lesson 2: Block A (20 mins)



Activity	Teacher Menu	Preparation	Content	Objectives
11. <i>Word Flurry</i>	Unit 15 - Vocabulary tab 		<ol style="list-style-type: none"> 1. Play <i>Word Flurry</i> from the Teacher Menu. 2. When a word is said, ask all the students to say the word aloud. 3. Ask the students if they see a picture of the word on the screen. 4. Choose two students to come to the screen and try to tap the picture first. 5. Repeat steps 2-4 with the remaining words. 6. Play the game again as time allows. 	Review the words "phone," "watch," "suitcase," and "ticket."
12. <i>Speak Up 2</i>	Unit 15 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 2</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	
13. Practice Vocabulary: <i>Slap</i>		<p>Vocabulary pictures (phone, watch, suitcase, ticket)</p> <p>2-4 flyswatters or rulers</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures with the class. 2. Put the pictures on the board. 3. Divide the class into 2-4 groups. 4. Have each group line up. 5. Give the first student in each line a flyswatter. 6. Say, "Find the ____." 7. Have the students with the flyswatters race to tap the picture. 8. Have the class say, "This is a ____." 9. The student who taps the picture first earns a point for their team. 10. The students go back to their lines and give the flyswatter to the next person in line. 11. Repeat steps 5-9 until all students have tapped a picture. 12. The team with the most points wins. 	Review the phrases "Is this your ____?" "No, it isn't," and "Yes, it is."

Lesson 2: Block B (20 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
14. <i>Are You Ready?</i>	Unit 15 - Book tab 		Introduce the Book <ol style="list-style-type: none"> 1. Show the book <i>Are You Ready</i> from the Teacher Menu. 2. On the cover, review the title, author, and illustrator with the class. 3. Have the class repeat the title, author, and illustrator. 4. Have the students talk about the cover, telling what they see and making predictions of what the book will be about. 5. Say, "This book is about finding lost things." 6. Have the students repeat the sentence. 	Share the book <i>Are You Ready?</i>
			Read the Book <ol style="list-style-type: none"> 1. Continue reading the book <i>Are You Ready?</i> 2. After the narrator reads each page, have the class repeat what was said. 3. Each time the students repeat "I don't know," have the students put their hands palms up in the air and shrug their shoulders. 4. Put the students in pairs and show the book a second time. 5. Assign one of the students to be the parent and the other student to be the child. 6. Have the students act out the book as it is read. The student acting as the mom repeats and acts out the words the mom says. The student acting as the child responds and acts out and the words the child says. 7. Have the students switch roles and listen to the book a third time. 8. If time permits, let the students try to re-enact the book on their own. 	
15. Goodbye			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know _____," (e.g., "I know what the word 'watch' means.") or "I can _____," (e.g., "I can say, 'Yes, it is.'"). 3. Say goodbye to the class. 4. Have the students say goodbye in return. 	Review and wrap up.




Lesson 1: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 15 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "Help Me" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Shake and Make	Unit 15 - Vocabulary tab 		<ol style="list-style-type: none"> 1. Play <i>Shake and Make</i> from the Teacher Menu. 2. Have the class read the word. 3. Click the move on arrow. 4. Choose a student to come to the front and tap the box to select a card. 5. Have the class say the word. 6. Choose another student to come to the front and shake out the letters. 7. Ask the class, "What is the first letter in the word?" 8. Have the class answer. 9. Choose a student to come to the front and drag the letter to the first spot. 10. Have the class write the letter with their finger in the air, on their leg, on their forearm, etc. 11. Repeat steps 5-8 with the remaining letters, having the class say all the letters in order as they make the word (e.g., After the second letter is placed, have the class say "watch, w, a." After the final letter is placed have the class say "watch, w, a, t, c, h.") 12. Have the class read the word one last time. 13. Repeat steps 1-12 with all the words. 14. Repeat the activity as time allows 	Learn to read the words "phone," "watch," "suitcase," "ticket," "father," and "table."


<p>5. Practice Reading Vocabulary Words: Vocabulary Sentences</p>		<p>Vocabulary Pictures (phone, watch, suitcase, ticket, father, table), with a 1-6 taped on the back</p> <p>Papers with one of the vocabulary words written on each sheet</p> <p>Number cube</p> <p>Paper</p> <p>Pencils</p> <p>Vocabulary Sentences</p> <ul style="list-style-type: none"> • [Father] put his [watch] on the [table]. • Is this your [suitcase]? • The [ticket] is on my [phone]. 	<ol style="list-style-type: none"> 1. Review the vocabulary pictures and words with the class. 2. Write the vocabulary sentences on the board using the vocabulary pictures in place of the written words. The vocabulary pictures should be placed towards the board, so the picture isn't showing, but the number is showing. 3. Place the written words in a column on the side of the board. 4. Choose a student to roll the number cube. 5. Turn over the picture on the board that coordinates with the number on the cube. If the number has been rolled before, keep rolling until a new number is shown. 6. Choose another student to find the matching written word on the side of the board. Place the written word under the picture in the sentence. 7. Repeat steps 3-4 until all the pictures of one sentence have been uncovered. 8. Read the sentence to the class slowly, pointing to each word in the sentence as you say it. 9. Read the sentence again with the class, again pointing to each word as you say it. 10. Repeat steps 3-4 until you uncover all the pictures in another sentence and then repeat steps 6-7. 11. When all the sentences have been uncovered and read, remove all the pictures from the board and read through the sentences one more time with the class. 12. Give each student a sheet of paper and a pencil. 13. Have the students write the sentences on their paper. 14. Remind the class that sentences start with a capital letter. 15. When the students have finished writing their sentences, have them get into pairs and practice reading them to each other as time allows. 	
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Lesson 1: Block B (20 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
6. Learn Opposite Words: <i>Tall and Short</i>		Pictures of a tall tree, a short tree, a tall person, a short person, a tall lamp, a short lamp, a tall bookcase, a short bookcase, a tall flower, a short flower, and other tall and short things the students are familiar with	<ol style="list-style-type: none"> 1. Review the pictures with the class. 2. Write the word "tall" on the board and say "tall." 3. Have the class repeat the word. 4. Say "tall" again and point to the word. 5. Repeat steps 2-4 with the word "short." 6. Show the picture of the tall tree and say, "The tree is tall." 7. Have the class repeat the sentence. 8. Put the picture under the word "tall." 9. Repeat steps 5-8 with the short tree. 10. Choose a student to come to the front and hold up a picture. 11. Have the class say, "The ___ is ___." 12. Have the student place the picture under the correct word, "tall" or "short." 13. Repeat steps 10-12 until all the pictures have been placed. 14. Mix up the pictures and repeat the activity as time allows. 	Learn the words "tall" and "short."
7. <i>At Your Command</i>	Unit 15 - Action tab 		<ol style="list-style-type: none"> 1. Play <i>At Your Command</i> from the Teacher Menu. 2. Have the class listen to the command twice. 3. Have the class say the command. 4. Evaluate what the class says and tap the corresponding correct or incorrect button. 5. Repeat video as time allows. 	
8. Practice an Action: <i>Write Your Name</i>		Vocabulary pictures (finger, toe, head, nose, knee, ear, shoulder)	<ol style="list-style-type: none"> 1. Have the class stand up. 2. Have the students hold up a finger in the air and say, "Write your name." 3. Have the class say, "Write my name." 4. Have the students write their name in the air with their finger. 5. Choose a student to pick a card from the pile. 6. Have the student show the card to the class and say, "Write your name with your ___," (e.g., "Write your name with your toe."). 7. Have the class say, "Write my name with my ___." 8. Have the students write their name in the air with the body part shown on the card. (e.g., The students write their names in the air with their toes.) 9. Repeat steps 5-8 until all the have a chance to draw a card or as time allows. 	Learn the action "write your name."


Break—5 mins


Lesson 2: Block A (25 mins)

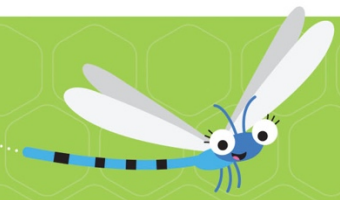
Activity	Teacher Menu	Preparation	Content	Objectives
<p>9. Big Picture (Read Words)</p>	<p>Unit 15 - Literacy tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Big Picture (Read Words)</i> from the Teacher Menu. 2. Show the first word. 3. Point to the first letter and ask, "What sound does this letter make?" 4. Have the class say the sound. 5. Point to the second letter and ask, "What sound does this letter make?" 6. Have the class say the sound. 7. Point to the first letter in the word and say, "Blend." 8. Scoop your finger under the first and second letters as the class blends the two sounds together. 9. Point to the third letter and ask, "What sound does this letter make?" 10. Have the class say the sound. 11. Point to the first letter and say, "Blend." 12. Scoop your finger under all three letters as the class blends the sounds together. 13. Point to the first letter and say, "Read the word." 14. Slide your finger under the word as the class reads the word. 15. Show the next screen. 16. Point to the word and ask the class, "What's this word?" 17. If the class can't read the word, repeat steps 3-14 with the word. 18. If the class can read the word, repeat steps 15-18 with the remaining words. 	<p>Learn to decode and spell words ending in -ub, -ut, and -ud.</p>
<p>10. Spell Words</p>		<p>Pictures of cub, tub, hut, nut, nuts, cut, mud, bud</p> <p>Cards with c, t, b, u, h, n, s, m, d, one letter on each card, a set for each student</p>	<ol style="list-style-type: none"> 1. Give each student a set of letter cards. 2. Show the picture of the cub. 3. Say, "Cub. What's the first sound in the word cub?" putting an emphasis on the first sound. 4. Have the class say the first sound. 5. Ask, "What is the first letter in the word cub?" 6. Have the class say the first letter in the word. 7. Have the students move the letter to make the word. 8. Repeat steps 2-6 with the remaining sounds in the word. 9. Have the class read the word. 10. Repeat steps 2-9 with all the words. 	

<p>11. <i>Word Trace</i></p>	<p>Unit 15 - Literacy tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Word Trace</i> from the Teacher Menu. 2. Have the class say the word. 3. Choose a student to come to the front and find the word. 4. Have the class say the word again. 5. Select a different student to come to the front and trace the word while the class writes the word with their fingers on their forearms, legs, in the air, etc. 6. Repeat steps 4-5 with the next two traces. 7. Have the class say the word again. 8. Have a student come to the front and write the word while the class writes the word with their fingers on their forearms, legs, in the air, etc. 9. Repeat steps 7-8 with one more student. 10. Choose the best word, or have the students vote on the word they feel is written the best. 11. Repeat the activity with the remaining words. 	<p>Learn to read and write sight words.</p>
<p>12. Find Words</p>		<p>Cards with the words wants, a, the, oh, no, eats, one word on each card, a set for each student</p> <p>Papers with the words wants, a, the, oh, no, eats, one word on each sheet, one set for you</p>	<ol style="list-style-type: none"> 1. Give each student a set of word cards. 2. Say, "Find the word ____." 3. Have the students find the word. 4. Hold up the paper with the word on it. 5. Have the class check that they found the correct word. 6. Have the class spell the word by tracing each letter with their finger as they say the letter. 7. Have the class say the word again. 8. Repeat steps 2-7 with all the words. 9. Have a student come to the front and randomly choose a word. 10. Have the students try to be the first to find the word and hold it up. 11. Have the students say they word as they trace the word with their fingers. 12. Repeat steps 9-11 as time allows. 	


Lesson 2: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>13. <i>Conversational Videos</i></p>	<p>Unit 15 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "Is this your ____?" "No, it isn't," and "Yes, it is." 3. Repeat the video if time allows. 	<p>Review the phrases "Is this your ____?" "No, it isn't," and "Yes, it is."</p>

<p>14. <i>Are You Ready?</i></p>	<p>Unit 15 - Book tab</p> 	<p>Paper Crayons</p>	<ol style="list-style-type: none"> 1. Show the book <i>Are you Ready?</i> from the Teacher Menu. 2. After the narrator reads each page, have the class repeat what was said. 3. Point out any capital letters you see on a few of the pages. 4. On 2-3 of the pages, ask the students to stand up if they see a capital letter, then choose one student to come out and point to the Capital Letter on the screen. 5. When the book is finished, give each of the students a sheet of paper and crayons. 6. Ask the students, "What would you put in your suitcase for a trip?" 7. Have them draw a large rectangle on their paper for a suitcase. 8. Ask the students to draw things in the "suitcase" that they would bring on their trip. 9. When the students are done drawing, choose a student to come to the front and share their picture. 10. Have the student say, "I put ___ in my suitcase." 11. Have the student repeat step 10 with all the objects on their paper. 12. Choose a new student and repeat steps 10-11 as time allows. 	<p>Share the book <i>Are You Ready?</i></p>
<p>15. Goodbye</p>			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ___," (e.g., "I know what the word 'suitcase' means.") or "I can ___," (e.g., "I can read the word 'mud.'"). 3. Say goodbye to the class. 4. Have the students say goodbye. 	<p>Review and wrap up.</p>




Lesson 1: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 15 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "Help Me" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Practice Actions: <i>Acting Actions</i>		Small papers with actions written on them (e.g., Write your name, Count to 20, Take a photo, Feed the cat, Catch the ball, etc.)	<ol style="list-style-type: none"> 1. Review the actions with the class. 2. Put the action papers in a pile face down on a table in front of the class. 3. Choose a student to come to the front and choose an action. (If the student can't read the phrase, whisper it in the student's ear.) 4. Have the student act out the action while the other students guess what it is. 5. When the action has been guessed correctly, have the class repeat the command and do the action. 6. Repeat steps 3-5 with a different student. 7. When all the phrases have been acted out, mix up the phrases and repeat the game as time allows. 	Review the action "write your name."

<p>5. Practice More Words: <i>Tall and Short Dance</i></p>		<p>Music the students like</p>	<ol style="list-style-type: none"> 1. Review the words "tall" and "short." 2. Have the tallest student in the class come to the front. 3. Have the shortest student in the class come to the front. 4. Have the students stand back-to-back. 5. Say, "___ is tall. ___ is short." 6. Have the class repeat the two sentences. 7. Start the music. 8. Have the students dance around the classroom. 9. Randomly stop the music and have the students quickly find a partner. 10. Have the students figure out who is taller and who is shorter. 11. Choose a pair of students to start. 12. Have the taller student say, "I am tall." 13. Have the shorter student say, "I am short." 14. If they are the same height, have them say, "We are the same." 15. Repeat steps 12-14 with all the pairs of students. 16. Start the music again and repeat steps 8-15 as time allows. 	<p>Review the words "tall" and "short."</p>
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Lesson 1: Block B (20 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
<p>6. <i>Sentence Slinger</i></p>	<p>Unit 15 - Literacy tab</p> 	<p>Paper Pencils</p>	<ol style="list-style-type: none"> 1. Play <i>Sentence Slinger</i> from the Teacher Menu. 2. Point to a word and say, "This is a word." 3. Point to each word and have the class read them. 4. Slide your finger under the whole sentence and say, "This is a sentence." 5. Have the class read the sentence again. 6. Ask, "Which picture matches?" 7. Have the students point to the picture that matches the sentence. 8. Choose a student to come to the front and tap the picture. 9. Repeat steps 2-5 with each sentence. 10. Repeat the activity until the students are comfortable comprehending the sentences. 11. If the students are able and time allows, give each student paper and a pencil. Have them write one of the sentences and then draw a picture to go with it. 	<p>Comprehend sentences.</p>

<p>7. Make Sentences</p>		<p>Cards with the words cub, tub, hut, nut, nuts, cut, mud, bud, wants, a, the, oh, no, eats, one word on each card, a set for each student</p> <p>Papers with the words cub, tub, hut, nut, nuts, cut, mud, bud, wants, a, the, oh, no, eats, one word on each sheet, one set for you</p>	<ol style="list-style-type: none"> 1. Make up a sentence that uses some of the words on the cards. 2. Say the sentence to the class. 3. Say, "Find the first word in the sentence ____." 4. Have the students find the word and hold it up. 5. Have the class say the first word in the sentence. 6. Have the students move the word to make the sentence. 7. Choose a student to come to the front and find the word on the paper. 8. Repeat steps 2-7 until the sentence is complete. 9. Draw a period at the end of the sentence. 10. Say "period." 11. Have the students point their finger and tap the end of the sentence. 12. Have the students say "period." 13. Explain to the class that we use a period to show the sentence is done. 14. Repeat steps 1-12 with different sentences as time allows. 	<p>Review decodable words and sight words.</p>
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Break—5 mins

Lesson 2: Block A (25 mins)

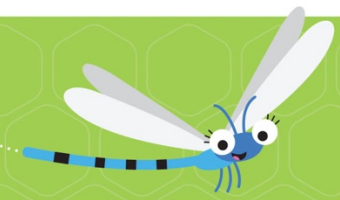
Activity	Teacher Menu	Preparation	Content	Objectives
<p>8. Conversational Videos</p>	<p>Unit 15 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "Is this your ____?" "No, it isn't," and "Yes, it is." 	<p>Review the phrases "Is this your ____?" "No, it isn't," and "Yes, it is."</p>
<p>9. Speak Up 1</p>	<p>Unit 15 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 1</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	<p>Review the phrases "Is this your ____?" "No, it isn't," and "Yes, it is."</p>

10. Speak Up 2	Unit 15 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 2</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	
11. Review Vocabulary Words: Vocabulary Memory		Vocabulary Pictures (phone, watch, suitcase, ticket, father, table), enough for each team Papers with one of the vocabulary words written on each sheet, enough for each team	<ol style="list-style-type: none"> 1. Review the vocabulary pictures and words with the class. 2. Divide the students into groups of 2-3. 3. Give each group a set of mixed-up vocabulary words and pictures. 4. Have each group lay the pictures and words face down in a 3 x 4 grid. 5. Have each group choose a student to turn a picture and a word face up. If the student makes a match, they keep the picture and word. If the student doesn't make a match, they flip the picture and the word back over. 6. Have the next student in the group take a turn and repeat steps 5-6. 7. When all the pictures and words have been matched, the student with the most matches wins. 8. Have the students mix up the pictures and words and play the game again as time allows. 	Review the words "phone," "watch," "suitcase," "ticket," "father," and "table."



Lesson 2: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
12. Listen and Move Project	Unit 15 - Listening tab 	Listen and Move project enough for each student Pencils or crayons	<ol style="list-style-type: none"> 1. Give each student a <i>Listen and Move</i> project. Make sure they have a pencil or crayon. 2. Have the students write their name on their project. 3. Play <i>Listen and Move</i> from the Teacher Menu. 4. Play the first audio and have the students listen. 5. When the audio finishes, have the students draw a line from the correct object to the correct location. 6. Choose a student to come to the screen and move the object to the correct location. 7. Have the students check their answers and make corrections as needed. 8. Have the students repeat the phrase (e.g., "The shoes are on the rug."). 9. Repeat steps 3-8 for the remaining audio instructions. 10. Tell the students to take the project home and talk about it with their parents. 	Show what you learned.

13. Goodbye			<ol style="list-style-type: none">1. Wrap up the class.2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know how to say, 'Is this your ticket?'") or "I can ____," (e.g., "I can say the word 'wants'").3. Say goodbye to the class.4. Have the students say goodbye.	Review and wrap up.
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Lesson 1: Block A (30 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review classroom rules as necessary.	
3. Sing a Song	Unit 15 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "Help Me" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Clean Room	Unit 15 - Value tab 		<p>Introduce the Book</p> <ol style="list-style-type: none"> 1. Show the book <i>Clean Room</i> from the Teacher Menu. 2. Say, "This book is about responsibility." 3. Have the students repeat the sentence. 4. On the cover, review the title, author, and illustrator with the class. 5. Have the class repeat the title, author, and illustrator. 6. Have the students talk about the cover, telling what they see and making predictions of what the book will be about. 	Learn the value responsibility.
			<p>Read the Story</p> <ol style="list-style-type: none"> 1. Continue to read the story. 2. After page 14 ask, "What keeps happening to Anna?" (She keeps getting distracted by her toys.) 3. Ask, "What does Anna do that helps her be responsible? (She keeps remembering that her mom asked her to clean her room.)" 4. Ask, "What can you do to help you stay focused on a task and not get distracted?" 5. Let the students brainstorm ideas of what they can do to stay on task and be responsible to complete their tasks. 6. Say, "I can be responsible when I clean up my things." 7. Have the class repeat, "I can be responsible when I clean up my things." 	

			<ol style="list-style-type: none"> 1. Briefly talk about other ways people show responsibility. 2. Have the students practice responsibility by cleaning up the classroom. 3. When the students are finished, talk about how nice the classroom looks. 4. Show the book <i>Clean Room</i> again from the Teacher Menu. 5. Have two students act out the story. <ul style="list-style-type: none"> • Anna • Anna’s mother 6. Show the story again and have different students act out the story. 7. Repeat as time allows. 	
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Lesson 1: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
5. Practice Actions: Acting Actions		Small papers with actions written on them (e.g., Write your name, Count to 20, Take a photo, Feed the cat, Catch the ball, etc.)	<ol style="list-style-type: none"> 1. Review the actions with the class. 2. Put the action papers in a pile face down on a table in front of the class. 3. Choose a student to come to the front and choose an action. (If the student can’t read the phrase, whisper it in the student’s ear.) 4. Have the student act out the action while the other students guess what it is. 5. When the action has been guessed correctly, have the class repeat the command and do the action. 6. Repeat steps 3-5 with a different student. 7. When all the phrases have been acted out, mix up the phrases and repeat the game as time allows. 	Review the action “write your name.”

6. Practice More Words: Tall and Short Dance		Music the students like	<ol style="list-style-type: none"> 1. Review the words "tall" and "short." 2. Have the tallest student in the class come to the front. 3. Have the shortest student in the class come to the front. 4. Have the students stand back-to-back. 5. Say, "___ is tall. ___ is short." 6. Have the class repeat the two sentences. 7. Start the music. 8. Have the students dance around the classroom. 9. Randomly stop the music and have the students quickly find a partner. 10. Have the students figure out who is taller and who is shorter. 11. Choose a pair of students to start. 12. Have the taller student say, "I am tall." 13. Have the shorter student say, "I am short." 14. If they are the same height, have them say, "We are the same." 15. Repeat steps 12-14 with all the pairs of students. 16. Start the music again and repeat steps 8-15 as time allows. 	Review the words "tall" and "short."
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Break—5 mins

Lesson 2: Block A (15mins)

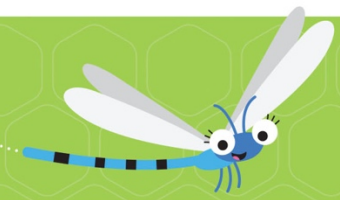
Activity	Teacher Menu	Preparation	Content	Objectives
7. Review Vocabulary Words: Vocabulary Memory		<p>Vocabulary Pictures (phone, watch, suitcase, ticket, father, table), enough for each team</p> <p>Papers with one of the vocabulary words written on each sheet, enough for each team</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures and words with the class. 2. Divide the students into groups of 2-3. 3. Give each group a set of mixed-up vocabulary words and pictures. 4. Have each group lay the pictures and words face down in a 3 x 4 grid. 5. Have each group choose a student to turn a picture and a word face up. If the student makes a match, they keep the picture and word. If the student doesn't make a match, they flip the picture and the word back over. 6. Have the next student in the group take a turn and repeat steps 5-6. 7. When all the pictures and words have been matched, the student with the most matches wins. 8. Have the students mix up the pictures and words and play the game again as time allows. 	Review the words "phone," "watch," "suitcase," and "ticket."

<p>8. Practice Vocabulary Words: See and Spell Project</p>		<p>Vocabulary pictures (phone, watch, suitcase, ticket, father, table)</p> <p>See and Spell project for each student</p> <p>Pencils</p> <p>Crayons</p>	<ol style="list-style-type: none"> 1. Review each of the vocabulary pictures and words with the class. 2. Give each student a <i>See and Spell</i> project, pencils, and crayons. 3. Have the students write their names on their project. 4. Have the students spell each of the words on their project page. 5. If the students need extra support, display the vocabulary pictures for the students to see. 6. When the students have finished spelling each of the words, have them color the pictures. 7. While students are working, walk around the classroom and make sure the students have correctly spelled the words. Have the students practice reading the words. 8. As the students finish their project, have them get with a partner, read the words on their paper, and share their pictures. 9. Tell the students to take the project home and talk about it with their parents. 	<p>Review the words "phone," "watch," "suitcase," "ticket," "father," and "table."</p>
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Lesson 2: Block B (25 mins)



Activity	Teacher Menu	Preparation	Content	Objectives
<p>9. <i>Miss Daisy</i></p>	<p>Unit 15 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Miss Daisy</i> from the Teacher Menu. 2. Have students respond to the people in the video when they are prompted to speak. 3. Evaluate what the class says. 4. If the class answers correctly, press the button to move on. 5. If the class answers incorrectly, repeat the question and prompt the class to say the correct answer. 	<p>Practice speaking.</p>

<p>10. Show What You've Learned: Lost and Found Project</p>		<p>Lost and Found project for each student</p> <p>Precut icon cards for each student</p> <p>Crayons</p> <p>Pencils</p>	<ol style="list-style-type: none"> 1. Give each student a set of icon cards, crayons, and a pencil . 2. Have each student color their pictures, trace the words, and write their name on the line at the bottom of the cards. 3. When the student finish coloring, have them get into groups of 4 or 5 students. 4. Have the groups mix up their cards and put them in a pile. 5. Have the group choose a leader. 6. Have the leader pick up a card from the pile. 7. Have the leader say, "Is this your ___?" (e.g., "Is this your phone?") and show the card to another student in the group. 8. If the card doesn't belong to the student, have them say, "No, it isn't," and have the leader ask another student until he finds who the card belongs to. 9. If the card belongs to the student, have them say, "Yes, it is." Have the leader give the card to the student. 10. Have the group repeat steps 5-9 with a new leader until all the cards have been given back to the correct student. 11. Have the students take their project home and share with their parents what they learned. 	<p>Practice vocabulary and phrases.</p>
<p>11. Goodbye</p>			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ___," (e.g., "I know how to spell the word 'table.'") or "I can ___," (e.g., "I can be responsible."). 3. Say goodbye to the class. 4. Have the students say goodbye in return. 	<p>Review and wrap up.</p>






Lesson 1: Block A (30 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 16 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "The Park" from the Teacher Menu. 2. Have the students watch the video of the song to become familiar with the music and lyrics. 	Learn the phrases "Let's go to the park," "Look!" and "___ is ___."
		Vocabulary pictures (park, biking, running, sliding, skateboarding)	<ol style="list-style-type: none"> 1. Teach the vocabulary words "park," biking," running," "sliding," and "skateboarding." 2. Create actions for the words with the students. 3. Have the class practice the words and actions until they are comfortable with them. 	
	Unit 16 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "The Park" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	
4. Conversational Videos	Unit 16 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "Let's go to the park," "Look!" and "___ is ___." 3. Repeat the video as time allows. 	

<p>5. Big Picture (Vocabulary)</p>	<p>Unit 16 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu. 2. Show the first picture. 3. Ask, "What is it?" and shrug your shoulders. 4. Have the class say, "It's a ____." 5. If possible, have the students do an action for the vocabulary word. 6. If they don't know what the picture is, have the class say, "I don't know." Tap the board. Say, "It's a ____." 7. Have the class repeat the sentence. 8. Repeat steps 2-7 with all the vocabulary words. 9. Show the pictures again, but this time, ask, "Is it a ____?" Alternate between saying a correct and an incorrect word in the blank. 10. Have the class answer, "Yes, it is," or "No, it's a ____." 11. Invite individual students to come and tap each of the pictures to confirm the answers. 12. Repeat steps 9-11. 13. Show the pictures one more time. Ask the students to identify the words using a full sentence (e.g., "It's a park.>"). 14. Ask, "What letters do you see in this word?" 15. Have a student come up and identify a letter. 16. Have the class repeat the name of the letter. 17. Repeat steps 13-16 until all letters in the words are identified. 	<p>Learn the words "skateboarding," "sliding," "running," and "park."</p>
<p>6. Worm Holes</p>	<p>Unit 16 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Worm Holes</i> from the Teacher Menu. 2. When a word is said, ask all the students to say the word aloud. 3. Ask the students if they see a picture of the word on the screen. If they can't see the word at first, wait until students can see the word. 4. Have the students point at the picture. 5. Choose two students to come to the screen and try to tap the picture as fast as they can. 6. Repeat steps 2-5 with the remaining words. 	



Lesson 1: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>7. Conversational Videos</p>	<p>Unit 16 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "Let's go to the park," "Look!" and "____ is ____." 3. Repeat the video as time allows. 	<p>Review the phrases "Let's go to the park," "Look!" and "____ is ____."</p>


8. <i>Speak Up 1</i>	Unit 16 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 1</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	
9. Practice Phrases: <i>Act It Out</i>		Vocabulary pictures (skateboarding, sliding, running, swing, jump, eat, wave, draw, sing, dance, clap, cut, read a book), enough for each student	<ol style="list-style-type: none"> 1. Review the vocabulary pictures with the class. Make sure to use the -ing form of the verb (e.g., swinging, jumping, eating). 2. Have the students stand in a circle. 3. Give each student a vocabulary picture. 4. Tell the students not to show their picture. 5. Have the class say, "Let's go to the park." 6. Choose one student to start. 7. Have the student do the action for their picture. 8. Have the class guess what picture the student has by saying, "Look, ___ is ___," (e.g., "Look, Ann is running.>"). 9. When the right action is guessed, have the student show their card to the class. 10. Have the whole class repeat together, "___ is ___," (e.g., "Ann is running.>"). 11. Have the next student in the circle repeat steps 7-10 until every student has a turn. 	
10. <i>Hear! Hear!</i>	Unit 16 - Listening tab 		<ol style="list-style-type: none"> 1. Play <i>Hear! Hear!</i> from the Teacher Menu. 2. Have the class listen to the conversation. 3. Have the class identify the picture that matches the conversation. 4. Choose a student to tap the picture. 5. Repeat until each student has a turn to tap a picture or all the phrases are played. 	

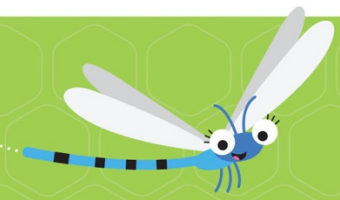
Break—5 mins

Lesson 2: Block A (20 mins)



Activity	Teacher Menu	Preparation	Content	Objectives
11. <i>Word Flurry</i>	Unit 16 - Vocabulary tab 		<ol style="list-style-type: none"> 1. Play <i>Word Flurry</i> from the Teacher Menu. 2. When a word is said, ask all the students to say the word aloud. 3. Ask the students if they see a picture of the word on the screen. 4. Choose two students to come to the screen and try to tap the picture first. 5. Repeat steps 2-4 with the remaining words. 6. Play the game again as time allows. 	Review the words "skateboarding," "sliding," "running," and "park."
12. <i>Speak Up 2</i>	Unit 16 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 2</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	
13. Practice Vocabulary in a Phrase: <i>Vocabulary Chairs</i>		<p>Vocabulary pictures (skateboarding, sliding, running), 3-4 of each</p> <p>Vocabulary pictures (park)</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures with the class. 2. Mix up all the vocabulary pictures in a pile face down. 3. Have the students carefully move their chairs to make a line at the front of the room. 4. Have the students return to their original spots and stand. 5. Remove one chair. 6. Choose a student to come to the front and hold up a vocabulary picture. 7. If the student holds up an action picture, have the student do the action for the word while the class says, "___ is ___," (e.g., "James is skateboarding."). Have the class do the action. 8. If the student holds up the park vocabulary picture, have the students shout, "Let's go to the park," rush to the chairs at the front of the room, and sit down. 9. The student without a chair is out and stands by the teacher. 10. Remove another chair from the line. 11. Have the students who are sitting return to their original spots. 12. Mix up all the vocabulary pictures. 13. Repeat steps 5-12 until only one student is left sitting. This student is the winner. 14. The students who are out should keep saying the sentence and doing the actions except "Let's go to the park" and rushing to the chairs. 15. Mix up the vocabulary pictures and repeat the game until all the students have had a chance to act out a vocabulary word or as time allows. 	Review the phrases "Let's go to the park," "Look!" and "___ is ___."

Lesson 2: Block B (20 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
14. <i>Skate Park</i>	Unit 16 - Book tab 		Introduce the Book <ol style="list-style-type: none"> 1. Show the book <i>Skate Park</i> from the Teacher Menu. 2. On the cover, review the title, author, and illustrator with the class. 3. Have the class repeat the title, author, and illustrator. 4. Have the students talk about the cover, telling what they see and making predictions of what the book will be about. 5. Say, "This book is about playing at a skate park." 6. Have the students repeat the sentence. 	Share the book <i>Skate Park</i> .
		Paper Crayons	Read the Book <ol style="list-style-type: none"> 1. Continue reading the book <i>Skate Park</i>. 2. After the narrator reads each page, have the class repeat what was said. 3. After each page is read, invite a student to tap an illustration or word to see if it is highlighted. 4. If a word is highlighted along with the illustration, point the word out to the class. Have students repeat the word. 5. Continue steps 2-4 throughout the book. 6. Give each student a sheet of paper and crayons. 7. Have the students draw a picture of themselves playing at the park. 8. When most of the class is done drawing, choose a student to come to the front. 9. Have the student hold up their picture and have everyone else say, "___ is ___," (e.g., "Kate is swinging.>"). 10. Put the student's picture on the board and group the pictures that are similar. 11. Choose another student to come to the front and repeat steps 9-10 until every student has shared their picture. 12. Count how many different things the students like to do at the park. 	
15. Goodbye			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ___," (e.g., "I know what the word 'skateboarding' means.") or "I can ___," (e.g., "I can say, 'Let's go to the park.'"). 3. Say goodbye to the class. 4. Have the students say goodbye in return. 	Review and wrap up.





Lesson 1: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 16 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "The Park" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Shake and Make	Unit 16 - Vocabulary tab 		<ol style="list-style-type: none"> 1. Play <i>Shake and Make</i> from the Teacher Menu. 2. Have the class read the word. 3. Click the move on arrow. 4. Choose a student to come to the front and tap the box to select a card. 5. Have the class say the word. 6. Choose another student to come to the front and shake out the letters. 7. Ask the class, "What is the first letter in the word?" 8. Have the class answer. 9. Choose a student to come to the front and drag the letter to the first spot. 10. Have the class write the letter with their finger in the air, on their leg, on their forearm, etc. 11. Repeat steps 5-8 with the remaining letters, having the class say all the letters in order as they make the word (e.g., After the second letter is placed, have the class say "park, p, a." After the final letter is placed have the class say "park, p, a, r, k.") 12. Have the class read the word one last time. 13. Repeat steps 1-12 with all the words. 14. Repeat the activity as time allows 	Learn to read the words "skateboarding," "sliding," "running," "park," "friend," and "balloon."

<p>5. Practice Reading Vocabulary Words: See and Match</p>		<p>Vocabulary pictures (skateboarding, sliding, running, park, friend, balloon), enough for each student to have one</p> <p>Papers with one of the vocabulary words written on each sheet</p> <p>Music the students like</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures and words with the class. 2. Place the vocabulary words on the walls around the room. 3. Have the students put their chairs in a circle. 4. Put a vocabulary picture on each chair. 5. Start playing the music. 6. Have the class walk around the chairs. 7. Randomly stop the music. 8. Have the students grab the vocabulary picture closest to them. 9. Have the students find the word that matches the vocabulary picture they have and stand by it. 10. Have each group hold up their picture and read the word they are standing by. 11. Mix up the pictures and repeat steps 4-10 as time allows. 	
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Lesson 1: Block B (20 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
<p>6. Learn More Words: Standing Next To</p>			<ol style="list-style-type: none"> 1. Choose a student to come to the front. 2. Stand next to the student and say, "Next to." 3. Move away from the student and say, "Not next to." 4. Stand next to the student and say, "Next to." 5. Have the class say, "Next to." 6. Say, "I'm next to ____," saying the student's name. 7. Have the class say, "You are next to ____." 8. Move away from the student and say, "Not next to." 9. Have the class say, "Not next to." 10. Say, "I am not next to ____." 11. Have the class say, "You are not next to ____." 12. Have the students get into pairs. 13. Say, "Not next to." 14. Have the students move away from their partner. 15. Have the students say, "I am not next to ____." 16. Say, "Next to." 17. Have the students move next to their partner. 18. Have the students say, "I am next to ____." 19. Repeat steps 13-18 randomly switching between "next to," and "not next to," as time allows. 	<p>Learn the preposition "next to."</p>

7. At Your Command	Unit 16 - Action tab 		<ol style="list-style-type: none"> 1. Play <i>At Your Command</i> from the Teacher Menu. 2. Have the class listen to the command twice. 3. Have the class say the command. 4. Evaluate what the class says and tap the corresponding correct or incorrect button. 5. Repeat video as time allows. 	Learn the action "ride the horse."
8. Practice an Action: Dotty's Ditties	Unit 16 - Action tab 	Vocabulary pictures (horse) Lyrics Ride the horse. Ride the horse. Ride the ___ horse, of course. Ride the horse.	<ol style="list-style-type: none"> 1. Show the picture of a horse. 2. Say, "Ride the horse." 3. Pretend to ride the horse. 4. Have the class say, "Ride the horse," and do the action. 5. Say, "Ride the horse fast." 6. Pretend to ride a horse fast. 7. Have the class repeat the command and do the action. 8. Repeat steps 5-7, riding different kinds of horses (e.g., slow, big, small). 9. Have a student choose a way to ride the horse. 10. Play <i>Dotty's Ditties</i> from the Teacher Menu. 11. Sing along and pretend to ride your horse in that way. <p>For example: Ride the horse. Ride the horse. Ride the fast horse, of course. Ride the horse.</p> <ol style="list-style-type: none"> 12. Repeat steps 9-11 with different adjectives. 	


Break—5 mins

Lesson 2: Block A (25 mins)

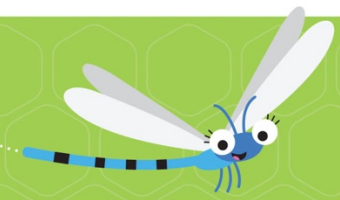
Activity	Teacher Menu	Preparation	Content	Objectives
<p>9. <i>Big Picture</i> (Read Words)</p>	<p>Unit 16 - Literacy tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Big Picture</i> (Read Words) from the Teacher Menu. 2. Show the first word. 3. Point to the first letter and ask, "What sound does this letter make?" 4. Have the class say the sound. 5. Point to the second letter and ask, "What sound does this letter make?" 6. Have the class say the sound. 7. Point to the first letter in the word and say, "Blend." 8. Scoop your finger under the first and second letters as the class blends the two sounds together. 9. Point to the third letter and ask, "What sound does this letter make?" 10. Have the class say the sound. 11. Point to the first letter and say, "Blend." 12. Scoop your finger under all three letters as the class blends the sounds together. 13. Point to the first letter and say, "Read the word." 14. Slide your finger under the word as the class reads the word. 15. Show the next screen. 16. Point to the word and ask the class, "What's this word?" 17. If the class can't read the word, repeat steps 3-14 with the word. 18. If the class can read the word, repeat steps 15-18 with the remaining words. 	<p>Learn to decode and spell words ending in -ub, -ut, and -ud.</p>
<p>10. Spell Words</p>		<p>Pictures of rub, tub, cub, nut, cut, bud, mud, suds</p> <p>Cards with r, u, b, t, c, n, d, m, s, s, one letter on each card, a set for each student</p>	<ol style="list-style-type: none"> 1. Give each student a set of letter cards. 2. Show the picture of the tub. 3. Say, "Tub. What's the first sound in the word tub?" putting an emphasis on the first sound. 4. Have the class say the first sound. 5. Ask, "What is the first letter in the word tub?" 6. Have the class say the first letter in the word. 7. Have the students move the letter to make the word. 8. Repeat steps 2-6 with the remaining sounds in the word. 9. Have the class read the word. 10. Repeat steps 2-9 with all the words. 	

11. Word Trace	Unit 16 - Literacy tab 		<ol style="list-style-type: none"> 1. Play <i>Word Trace</i> from the Teacher Menu. 2. Have the class say the word. 3. Choose a student to come to the front and find the word. 4. Have the class say the word again. 5. Select a different student to come to the front and trace the word while the class writes the word with their fingers on their forearms, legs, in the air, etc. 6. Repeat steps 4-5 with the next two traces. 7. Have the class say the word again. 8. Have a student come to the front and write the word while the class writes the word with their fingers on their forearms, legs, in the air, etc. 9. Repeat steps 7-8 with one more student. 10. Choose the best word, or have the students vote on the word they feel is written the best. 11. Repeat the activity with the remaining words. 	Learn to read and write sight words.
12. Find Words		Cards with the words rose, vase, with, have, for, put, one word on each card, a set for each student Papers with the words rose, vase, with, have, for, put, one word on each sheet, one set for you	<ol style="list-style-type: none"> 1. Give each student a set of word cards. 2. Say, "Find the word ____." 3. Have the students find the word. 4. Hold up the paper with the word on it. 5. Have the class check that they found the correct word. 6. Have the class spell the word by tracing each letter with their finger as they say the letter. 7. Have the class say the word again. 8. Repeat steps 2-7 with all the words. 9. Have a student come to the front and randomly choose a word. 10. Have the students try to be the first to find the word and hold it up. 11. Have the students say they word as they trace the word with their fingers. 12. Repeat steps 9-11 as time allows. 	


Lesson 2: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
13. Conversational Videos	Unit 16 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "Let's go to the park," "Look!" and "____ is ____." 3. Repeat the video if time allows. 	Review the phrases "Let's go to the park," "Look!" and "____ is ____."

<p>14. <i>Skate Park</i></p>	<p>Unit 16 - Book tab</p> 	<p>Vocabulary pictures (skateboarding, sliding, running, park)</p>	<ol style="list-style-type: none"> Put the vocabulary pictures in a random order on the board. Show the book <i>Skate Park</i> from the Teacher Menu. After the narrator reads each page, have the class repeat what was said. Point out the capital letters in the book. Remind the class that sentences and names start with a capital letter. When the book is finished, ask the class, "What happened first?" Have the class answer, "First, the kids are skateboarding." Write the word "first" on the board. Choose a student to put the skateboarding picture under the word "first." Ask the class, "What happened next?" Have the class answer, "Next, Kim falls and is sliding." Write the word "next" on the board. Choose a student to put the sliding picture under the word "next." Ask the class, "Then what happens?" Have the class answer, "Then, Alex is running to help and falls." Write the word "then" on the board. Choose a student to put the running picture under the word "then." Ask the class, "What happens last?" Have the class answer, "Last, the girl helps Kim and Alex and they have fun at the park." Write the word "last" on the board. Choose a student to put the park picture under the word "last." 	<p>Share the book <i>Skate Park</i>.</p>
		<p>Paper Pencils Crayons Example of the finished sequence</p>	<ol style="list-style-type: none"> Give each student a sheet of paper, a pencil, and crayons. Show the students your example sequence paper. Have the students fold their paper in half, then in half again to make a 2x2 grid. In the top left rectangle, have the students write "first." In the top right rectangle, have the students write "next." In the bottom left rectangle, have the students write "then." In the bottom right rectangle, have the students write "last." Have the students draw a picture of events in each of the rectangles in the correct sequence. When the students are finished drawing, have them get into pairs and retell the story as time allows. 	
<p>15. Goodbye</p>			<ol style="list-style-type: none"> Wrap up the class. Review with the class what they learned by having them say, "I know ____," (e.g., "I know the word 'rose.'") or "I can ____," (e.g., "I can read the word 'rub.'"). Say goodbye to the class. Have the students say goodbye. 	<p>Review and wrap up.</p>




Lesson 1: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 16 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "The Park" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Practice Actions: <i>Teacher Says</i>			<ol style="list-style-type: none"> 1. Review some commands the students have learned with the students while doing the actions: 2. Have the class repeat the command and do the action. 3. Have the students spread out in the classroom. 4. Stand at the front of the classroom. 5. Say, "Teacher says, '___'" (e.g., "Teacher says, 'Throw the ball.'") using one of the commands. 6. Students repeat the command and do the action. 7. Repeat steps 5-6 several times. 8. The students only say the phrase and do the action if you say "teacher says" before the phrase. 9. Randomly don't say "teacher says" before the phrase. 10. If you don't say "teacher says" and the students say the word and/or do the action, they must sit down. 11. Repeat these steps until only one student is left standing. 12. The last student standing is the winner. 13. Repeat the activity as time allows. 	Review actions.

5. Practice More Words: Guess the Picture		Vocabulary pictures (teacher's choice for review), 12+ pictures	<ol style="list-style-type: none"> 1. Review the vocabulary pictures with the class. 2. Hang the vocabulary pictures in pairs around the room. 3. Say, "I'm thinking of a picture that is next to the _____. What is next to the _____?" (e.g., "I'm thinking of a picture that is next to the potato. What is next to the potato?") 4. Choose a student to answer the question by saying, "The _____ is next to the _____" (e.g., "The mango is next to the potato."), or "The _____ are next to the _____" (e.g., "The grapes are next to the tree."). 5. If the student guesses the wrong picture, choose another student to guess again. 6. If the student answers correctly, let that student choose a picture around the room. 7. Have that student repeat steps 3-6 and continue until everyone has a turn or as time allows. 	Review the preposition "next to."
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Lesson 1: Block B (20 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
6. Sentence Slinger	Unit 16 - Literacy tab 	Paper Pencils	<ol style="list-style-type: none"> 1. Play <i>Sentence Slinger</i> from the Teacher Menu. 2. Point to a word and say, "This is a word." 3. Point to each word and have the class read them. 4. Slide your finger under the whole sentence and say, "This is a sentence." 5. Have the class read the sentence again. 6. Ask, "Which picture matches?" 7. Have the students point to the picture that matches the sentence. 8. Choose a student to come to the front and tap the picture. 9. Repeat steps 2-5 with each sentence. 10. Repeat the activity until the students are comfortable comprehending the sentences. 11. If the students are able and time allows, give each student paper and a pencil. Have them write one of the sentences and then draw a picture to go with it. 	Comprehend sentences.

<p>7. Make Sentences</p>		<p>Cards with the words rub, tub, cub, nut, cut, bud, mud, suds, rose, vase, with, have, for, put, one word on each card, a set for each student</p> <p>Papers with the words rub, tub, cub, nut, cut, bud, mud, suds, rose, vase, with, have, for, put, one word on each sheet, one set for you</p>	<ol style="list-style-type: none"> 1. Make up a sentence that uses some of the words on the cards. 2. Say the sentence to the class. 3. Say, "Find the first word in the sentence ____." 4. Have the students find the word and hold it up. 5. Have the class say the first word in the sentence. 6. Have the students move the word to make the sentence. 7. Choose a student to come to the front and find the word on the paper. 8. Repeat steps 2-7 until the sentence is complete. 9. Draw a period at the end of the sentence. 10. Say "period." 11. Have the students point their finger and tap the end of the sentence. 12. Have the students say "period." 13. Explain to the class that we use a period to show the sentence is done. 14. Repeat steps 1-12 with different sentences as time allows. 	<p>Review decodable words and sight words.</p>
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Break—5 mins

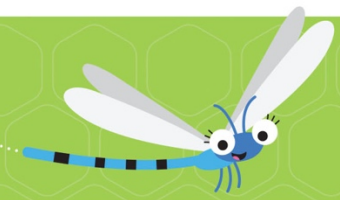
Lesson 2: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>8. Conversational Videos</p>	<p>Unit 16 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "Let's go to the park," "Look!" and "____ is ____." 	<p>Review the phrases "Let's go to the park," "Look!" and "____ is ____."</p>
<p>9. Speak Up 1</p>	<p>Unit 16 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 1</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	<p>Review the phrases "Let's go to the park," "Look!" and "____ is ____."</p>



<p>10. Speak Up 2</p>	<p>Unit 16 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 2</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	
<p>11. Review Vocabulary Words: Vocabulary Hunt</p>		<p>Vocabulary pictures (skateboarding, sliding, running, park, friend, balloon)</p> <p>Papers with one of the vocabulary words written on each sheet</p> <p>Paper folded into a 3x3 grid, enough for each student</p> <p>Crayons</p> <p>Pencils</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures and words with the class. 2. Hang the vocabulary pictures at the front of the room. 3. Give each student a sheet of paper and crayons. 4. Have the students draw a vocabulary picture in each rectangle on their paper. 5. Hide the vocabulary words around the room. 6. Give each student a pencil. 7. Have the students walk around the room and find a vocabulary word. 8. Have the students write the word in the rectangle with the matching picture. 9. Have the students repeat steps 7-8 until they have found all the words. 	<p>Review the words "skateboarding," "sliding," "running," "park," "friend," and "balloon."</p>

Lesson 2: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
12. <i>Listen and Color Project</i>	Unit 16 - Listening tab 	<i>Listen and Color project</i> enough for each student crayons	<ol style="list-style-type: none"> 1. Give each student a <i>Listen and Color</i> project. Make sure they have crayons. 2. Have the students write their name on their project. 3. Play <i>Listen and Color</i> from the Teacher Menu. 4. Play the first audio and have the students listen. 5. Play the audio a second time, and have the students find the object and color it the correct color. 6. Choose a student to come to the screen and color the object. 7. Have the students check their answers and make corrections as needed. 8. Have the students say the phrase (e.g., "The book on the desk is purple."). 9. Repeat steps 3-8 for the remaining audio instructions. 10. Tell the students to take the project home and talk about it with their parents. 	Show what you learned.
13. Goodbye			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know what the word 'balloon' means.") or "I can ____," (e.g., "I can read the word 'have.'"). 3. Say goodbye to the class. 4. Have the students say goodbye. 	Review and wrap up.



Lesson 1: Block A (30 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review classroom rules as necessary.	
3. Sing a Song	Unit 16 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "The Park" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Spark	Unit 16 - Value tab 		<p>Introduce the Book</p> <ol style="list-style-type: none"> 1. Show the book <i>Spark</i> from the Teacher Menu. 2. Say, "This book is about courage." 3. Have the students repeat the sentence. 4. On the cover, review the title, author, and illustrator with the class. 5. Have the class repeat the title, author, and illustrator. 6. Have the students talk about the cover, telling what they see and making predictions of what the book will be about. 	Learn the value courage.
			<p>Read the Story</p> <ol style="list-style-type: none"> 1. Continue to read the story. 2. After page 10 ask, "What should the girl do?" or "How does the girl feel?" 3. At the end of the book ask, "How does the girl have courage? (She goes into the dark hole.)" 4. Ask the class, "How can you have courage?" 5. Have several students say the ways they can have courage. 6. Say, "I can have courage to do things that are scary." 7. Have the class repeat, "I can have courage to do things that are scary." 	

			<ol style="list-style-type: none"> 1. Show the book <i>Spark</i> from the Teacher Menu. 2. Have two students act out the story. <ul style="list-style-type: none"> • the girl • the lizard 3. Show the story again and have different students act out the story. 4. Repeat as time allows. 	
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Lesson 1: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
5. Practice Actions: <i>Teacher Says</i>			<ol style="list-style-type: none"> 1. Review the following commands with the students while doing the actions: <ul style="list-style-type: none"> • throw the ball • brush your hair • ride the bike • brush your teeth • take a photo • feed the cat • play a game • write your name • ride the horse 2. Have the class repeat the phrase and do the action. 3. Have the students spread out in the classroom. 4. Stand at the front of the classroom. 5. Say, "Teacher says, '___,'" (e.g., "Teacher says, 'Throw the ball.'") using one of the commands. 6. Students repeat the command and do the action. 7. Repeat steps 5-6 several times. 8. The students only say the phrase and do the action if you say "teacher says" before the phrase. 9. Randomly don't say "teacher says" before the phrase. 10. If you don't say "teacher says" and the students say the word and/or do the action, they must sit down. 11. Repeat these steps until only one student is left standing. 12. The last student standing is the winner. 13. Repeat the activity as time allows. 	Review actions.

<p>6. Practice More Words: Guess the Picture</p>		<p>Vocabulary pictures (teacher’s choice for review), 12+ pictures</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures with the class. 2. Hang the vocabulary pictures in pairs around the room. 3. Say, “I’m thinking of a picture that is next to the _____. What is next to the _____?” (e.g., “I’m thinking of a picture that is next to the potato. What is next to the potato?”). 4. Choose a student to answer the question by saying, “The _____ is next to the _____” (e.g., “The mango is next to the potato.”), or “The _____ are next to the _____” (e.g., “The grapes are next to the tree.”). 5. If the student guesses the wrong picture, choose another student to guess again. 6. If the student answers correctly, let that student choose a picture on the board. 7. Have that student repeat steps 3-6 and continue until everyone has a turn or as time allows. 	<p>Review the preposition “next to.”</p>
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Break—5 mins

Lesson 2: Block A (15mins)

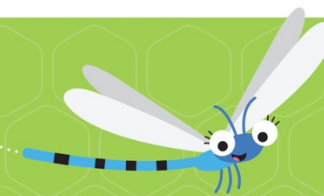
Activity	Teacher Menu	Preparation	Content	Objectives
<p>7. Practice Reading Vocabulary Words: See and Match</p>		<p>Vocabulary pictures (skateboarding, sliding, running, park, friend, balloon)</p> <p>Papers with one of the vocabulary words written on each sheet, enough for each student to have one</p> <p>Music the students like</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures and words with the class. 2. Place the vocabulary words on the walls around the room. 3. Have the students put their chairs in a circle. 4. Put a vocabulary word on each chair. 5. Start playing the music. 6. Have the class walk around the chairs. 7. Randomly stop the music. 8. Have the students grab the vocabulary word closest to them. 9. Have the students find the picture that matches the vocabulary word they have and stand by it. 10. Have each group hold up their words and read them. 11. Mix up the words and repeat steps 4-10 as time allows. 	<p>Review the words “skateboarding,” “sliding,” “running,” “park,” “friend,” and “balloon.”</p>

<p>8. Practice Vocabulary Words: See and Spell Project</p>		<p>Vocabulary pictures (skateboarding, sliding, running, park, friend, balloon)</p> <p>See and Spell project for each student</p> <p>Pencils</p> <p>Crayons</p>	<ol style="list-style-type: none"> 1. Review each of the vocabulary pictures and words with the class. 2. Give each student a <i>See and Spell</i> project, pencils, and crayons. 3. Have the students write their names on their project. 4. Have the students spell each of the words on their project page. 5. If the students need extra support, display the vocabulary pictures for the students to see. 6. When the students have finished spelling each of the words, have them color the pictures. 7. While students are working, walk around the classroom and make sure the students have correctly spelled the words. Have the students practice reading the words. 8. As the students finish their project, have them get with a partner, read the words on their paper, and share their pictures. 9. Tell the students to take the project home and talk about it with their parents. 	<p>Review the words "skateboarding," "sliding," "running," "park," "friend," and "balloon."</p>
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Lesson 2: Block B (25 mins)



Activity	Teacher Menu	Preparation	Content	Objectives
<p>9. <i>Miss Daisy</i></p>	<p>Unit 16 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Miss Daisy</i> from the Teacher Menu. 2. Have students respond to the people in the video when they are prompted to speak. 3. Evaluate what the class says. 4. If the class answers correctly, press the button to move on. 5. If the class answers incorrectly, repeat the question and prompt the class to say the correct answer. 	<p>Practice speaking.</p>
<p>10. Show What You've Learned: <i>Action Dot-To-Dot</i></p>		<p>Action Dot-To-Dot project for each student, complete one to use as an example</p> <p>Pencils</p> <p>Crayons</p>	<ol style="list-style-type: none"> 1. Give each an <i>Action Dot-To-Dot</i> project, a pencil and crayons. 2. Have the students write their name in the first fill in the blank of the sentence at the top of each rectangle. 3. Show the students how to start at the number 1 and draw a line to the number 2, then to number 3 and so on to 20. 4. Have the students write the word for the action the kid is doing in the dot-to-dot in the second fill in the blank. 5. When the students are done with the dot-to-dots and writing, have them color their projects. 6. When the students are done coloring their project, have them get into pairs and take turns reading the sentences. 7. Tell the students to take their projects home and share what they learned with their parents. 	<p>Practice vocabulary and phrases.</p>

11. Goodbye			<ol style="list-style-type: none">1. Wrap up the class.2. Review with the class what they learned by having them say, "I know ____" (e.g., "I know the words 'next to.'") or "I can ____" (e.g., "I can have courage.").3. Say goodbye to the class.4. Have the students say goodbye in return.	Review and wrap up.
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Lesson 1: Block A (30 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 17 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "What Are You Doing?" from the Teacher Menu. 2. Have the students watch the video of the song to become familiar with the music and lyrics. 	Learn the phrases "What's ____ doing?" and "She's ____."
		Vocabulary pictures (climbing a tree, riding a bike, kicking a ball, flying a kite)	<ol style="list-style-type: none"> 1. Teach the vocabulary words "climbing a tree," "riding a bike," "kicking a ball," and "flying a kite." 2. Create actions for the words with the students. 3. Have the class practice the words and actions until they are comfortable with them. 	
	Unit 17 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "What Are You Doing?" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	
4. Conversational Videos	Unit 17 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "What's ____ doing?" and "She's ____." 3. Repeat the video as time allows. 	

<p>5. Big Picture (Vocabulary)</p>	<p>Unit 17 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu. 2. Show the first picture. 3. Ask, "What is it?" and shrug your shoulders. 4. Have the class say, "It's a ____." 5. If possible, have the students do an action for the vocabulary word. 6. If they don't know what the picture is, have the class say, "I don't know." Tap the board. Say, "It's a ____." 7. Have the class repeat the sentence. 8. Repeat steps 2-7 with all the vocabulary words. 9. Show the pictures again, but this time, ask, "Is it a ____?" Alternate between saying a correct and an incorrect word in the blank. 10. Have the class answer, "Yes, it is," or "No, it's a ____." 11. Invite individual students to come and tap each of the pictures to confirm the answers. 12. Repeat steps 9-11. 13. Show the pictures one more time. Ask the students to identify the words using a full sentence (e.g., "It's a girl riding a bike.>"). 14. Ask, "What letters do you see in this word?" 15. Have a student come up and identify a letter. 16. Have the class repeat the name of the letter. 17. Repeat steps 13-16 until all letters in the words are identified. 	<p>Learn the words "riding a bike," "climbing a tree," "kicking a ball," and "flying a kite."</p>
<p>6. Worm Holes</p>	<p>Unit 17 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Worm Holes</i> from the Teacher Menu. 2. When a word is said, ask all the students to say the word aloud. 3. Ask the students if they see a picture of the word on the screen. If they can't see the word at first, wait until students can see the word. 4. Have the students point at the picture. 5. Choose two students to come to the screen and try to tap the picture as fast as they can. 6. Repeat steps 2-5 with the remaining words. 	



Lesson 1: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>7. Conversational Videos</p>	<p>Unit 17 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "What's ____ doing?" and "She's ____." 3. Repeat the video as time allows. 	<p>Review the phrases "What's ____ doing?" and "She's ____."</p>


8. <i>Speak Up 1</i>	Unit 17 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 1</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	
9. Practice Phrases: <i>Guess It</i>		Vocabulary pictures (riding a bike, climbing a tree, kicking a ball, flying a kite, throw a ball, hockey, skateboarding, running, sliding)	<ol style="list-style-type: none"> 1. Review the vocabulary pictures with the class doing an action for each picture. 2. Choose a student to come to the front. This student is the leader. 3. Have the leader choose a picture without showing the class. 4. Have the class ask, "What's ___ doing?" 5. Have the leader do the action for the picture they chose. 6. Have the class guess the picture the leader chose by saying, "He's ___," (e.g., "He's riding a bike."), or "She's ___," (e.g., "She's climbing a tree.>"). 7. Once a student correctly guesses what the leader is doing, have the class say, "He's ___," (e.g., "He's riding a bike."), or "She's ___," (e.g., "She's climbing a tree.>"). 8. Repeat steps 2-7 until each student has a turn to choose a vocabulary picture or as time allows. 	
10. <i>Hear! Hear!</i>	Unit 17 - Listening tab 		<ol style="list-style-type: none"> 1. Play <i>Hear! Hear!</i> from the Teacher Menu. 2. Have the class listen to the conversation. 3. Have the class identify the picture that matches the conversation. 4. Choose a student to tap the picture. 5. Repeat until each student has a turn to tap a picture or all the phrases are played. 	

Break—5 mins

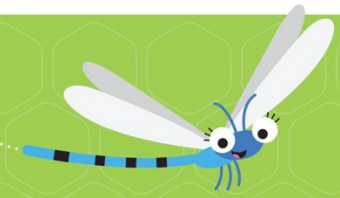
Lesson 2: Block A (20 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
11. <i>Word Flurry</i>	Unit 17 - Vocabulary tab 		<ol style="list-style-type: none"> 1. Play <i>Word Flurry</i> from the Teacher Menu. 2. When a word is said, ask all the students to say the word aloud. 3. Ask the students if they see a picture of the word on the screen. 4. Choose two students to come to the screen and try to tap the picture first. 5. Repeat steps 2-4 with the remaining words. 6. Play the game again as time allows. 	
12. Practice Vocabulary in a Phrase: <i>Act It Out</i>		Vocabulary pictures (riding a bike, climbing a tree, kicking a ball, flying a kite)	<ol style="list-style-type: none"> 1. Review the vocabulary words with the class 2. Choose a student to come to the front of the room. This student is the guesser. 3. Have the guesser close their eyes. 4. Show the class one of the vocabulary pictures and then put it down so the guesser doesn't know what it is. 5. Have the guesser open their eyes. 6. Have the class act out the picture. 7. Ask the guesser, "What's the class doing?" 8. The student should respond with the correct vocabulary phrase (e.g., "riding a bike"). 9. Have the class repeat the vocabulary phrase. 10. Repeat steps 2-9 until each student has had a chance to be the guesser or as time allows. 	Review the words "riding a bike," "climbing a tree," "kicking a ball," and "flying a kite."
13. <i>Speak Up 2</i>	Unit 17 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 2</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	Review the phrases "What's ____ doing?" and "She's ____."



Lesson 2: Block B (20 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
14. <i>Flying a Kite</i>	Unit 17 - Book tab 		<p>Introduce the Book</p> <ol style="list-style-type: none"> 1. Show the book <i>Flying a Kite</i> from the Teacher Menu. 2. On the cover, review the title, author, and illustrator with the class. 3. Have the class repeat the title, author, and illustrator. 4. Have the students talk about the cover, telling what they see and making predictions of what the book will be about. 5. Say, "This book is about flying a kite." 6. Have the students repeat the sentence. <p>Read the Book</p> <ol style="list-style-type: none"> 1. Continue reading the book <i>Flying a Kite</i>. 2. After the narrator reads each page, have the class repeat what was said. 3. Continue step 2 throughout the book. 4. Write the following punctuation marks where the students can see them: . ? ! 5. Point to the period and say, "This is a period." 6. Make a period in the air with your finger. 7. Have the class repeat "period" and make a period with their finger. 8. Say, "We are riding to the park (PERIOD)," making a period with your finger as you say the word. 9. Have the class repeat the sentence and action. 10. Give the class several more examples of a sentence with a period. 11. Repeat steps 3-8 with the question mark (Can Mark's kite fly?) and the exclamation mark (Look!). 12. Give the students other sentences, randomizing the kind of punctuation mark that is at the end. 13. If the students are really understanding the punctuation, give the class a sentence and have them guess what kind of punctuation mark is at the end. 14. Show the book <i>Flying a Kite</i> from the teacher menu. 15. After the narrator reads each page, point out the punctuation mark. 16. Play the audio again and have the students repeat what they hear. 17. Point out the capital letters as well. Remind the class that sentences and names start with a capital letter. 	Share the book <i>Flying a Kite</i> .

15. Goodbye			<ol style="list-style-type: none">1. Wrap up the class.2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know what 'climbing a tree' means.") or "I can ____," (e.g., "I can say, 'She's kicking a ball.'").3. Say goodbye to the class.4. Have the students say goodbye in return.	Review and wrap up.
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Lesson 1: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 17 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "What Are You Doing?" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Shake and Make	Unit 17 - Vocabulary tab 		<ol style="list-style-type: none"> 1. Play <i>Shake and Make</i> from the Teacher Menu. 2. Have the class read the word. 3. Click the move on arrow. 4. Choose a student to come to the front and tap the box to select a card. 5. Have the class say the word. 6. Choose another student to come to the front and shake out the letters. 7. Ask the class, "What is the first letter in the word?" 8. Have the class answer. 9. Choose a student to come to the front and drag the letter to the first spot. 10. Have the class write the letter with their finger in the air, on their leg, on their forearm, etc. 11. Repeat steps 5-8 with the remaining letters, having the class say all the letters in order as they make the word (e.g., After the second letter is placed, have the class say "boy, b, o." After the final letter is placed have the class say "boy, b, o y.") 12. Have the class read the word one last time. 13. Repeat steps 1-12 with all the words. 14. Repeat the activity as time allows 	Learn to read the words "bike," "tree," "ball," "kite," "boy," and "girl."

<p>5. Practice Reading Vocabulary Words: Picture Sentences</p>		<p>Vocabulary pictures (riding a bike, climbing a tree, kicking a ball, flying a kite, boy girl), enough for each student to have one</p> <p>Papers with one of the vocabulary words or phrases written on each sheet</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures, words, and phrases with the class. 2. On the board, write the "The ___ is ___," leaving space for the vocabulary pictures and words to fit in the blanks. 3. For each sentence, put the picture of the boy or girl in the first blank and a vocabulary picture for a verb in the second blank. Place the pictures on the board so they are facing the board and can't be seen (e.g., "The boy is riding a bike[.]"). 4. Place the words in a column on the side of the board. 5. Choose a student to come to the board and flip over one of the pictures. 6. Choose another student to find the matching word from the side of the board and place it under the picture. 7. Repeat steps 6-7 with the second picture and word. 8. Have the class read the sentence aloud, pointing to each word as it is said. 9. Repeat steps 4-9 until the boy and girl have done all the verbs. 10. Have the students create their own sentences with the vocabulary words as time allows. 	
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Lesson 1: Block B (20 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
<p>6. Learn More Words: Count and Draw</p>		<p>Vocabulary pictures (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20)</p> <p>Paper</p> <p>Pencils</p>	<ol style="list-style-type: none"> 1. Display the numbers across the board. 2. Hold up the number 1. 3. Have the class say "one." 4. Repeat steps 1-2 with numbers 2-20 in order. 5. Choose a student to come to the front and point to each of the numbers as the class counts from 1 to 20. 6. Repeat step 4 with several students. 7. Give each student a piece of paper and a pencil. 8. Say, "Write the number ___." 9. Have the students write the number on their paper. 10. When the students have written the number, hold the number picture up. 11. Have the students check the number they have written with the number held up. 12. Have the class count from 1 to the number held up. 13. Repeat steps 7-11 with different numbers as time allows. 	<p>Learn counting to twenty.</p>

<p>7. At Your Command</p>	<p>Unit 17 - Action tab</p> 		<ol style="list-style-type: none"> 1. Play <i>At Your Command</i> from the Teacher Menu. 2. Have the class listen to the command twice. 3. Have the class say the command. 4. Evaluate what the class says and tap the corresponding correct or incorrect button. 5. Repeat video as time allows. 	<p>Learn the action "climb the tree."</p>
<p>8. Practice an Action: Dotty's Ditties</p>	<p>Unit 17 - Action tab</p> 	<p>Vocabulary pictures (tree)</p> <p>Lyrics This is the way we climb the tree, Climb the tree, Climb the tree. This is the way we climb the tree. We climb the tree so ____.</p>	<ol style="list-style-type: none"> 1. Show the picture of a tree. 2. Say "climb the tree." 3. Pretend to climb a tree. 4. Have the class say "climb the tree" and do the action. 5. Say, "Climb the tree fast." 6. Pretend to climb the tree fast. 7. Have the class repeat the command and do the action. 8. Repeat steps 5-7, climbing a tree in different ways (e.g., fast, slow, happy, sad, big, small). 9. Decide a way you want to climb the tree. 10. Play <i>Dotty's Ditties</i> from the Teacher Menu. 11. Sing along and pretend to climb the tree in that way. <p>For example: This is the way we climb the tree, Climb the tree, Climb the tree. This is the way we climb the tree. We climb the tree so fast.</p> <ol style="list-style-type: none"> 12. Repeat steps 9-11 with different ways of climbing. 	


Break—5 mins


Lesson 2: Block A (25 mins)

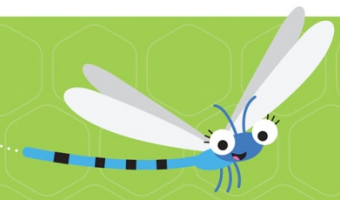
Activity	Teacher Menu	Preparation	Content	Objectives
<p>9. Big Picture (Read Words)</p>	<p>Unit 17 - Literacy tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Big Picture (Read Words)</i> from the Teacher Menu. 2. Show the first word. 3. Point to the first letter and ask, "What sound does this letter make?" 4. Have the class say the sound. 5. Point to the second letter and ask, "What sound does this letter make?" 6. Have the class say the sound. 7. Point to the first letter in the word and say, "Blend." 8. Scoop your finger under the first and second letters as the class blends the two sounds together. 9. Point to the third letter and ask, "What sound does this letter make?" 10. Have the class say the sound. 11. Point to the first letter and say, "Blend." 12. Scoop your finger under all three letters as the class blends the sounds together. 13. Point to the first letter and say, "Read the word." 14. Slide your finger under the word as the class reads the word. 15. Show the next screen. 16. Point to the word and ask the class, "What's this word?" 17. If the class can't read the word, repeat steps 3-14 with the word. 18. If the class can read the word, repeat steps 15-18 with the remaining words. 	<p>Learn to decode and spell words ending in -us, -un, and -ug.</p>
<p>10. Spell Words</p>		<p>Pictures of bus, sun, bun, fun, mug, bug, rug</p> <p>Cards with b, u, s, n, f, m, g, r, one letter on each card, a set for each student</p>	<ol style="list-style-type: none"> 1. Give each student a set of letter cards. 2. Show the picture of the bus. 3. Say, "Bus. What's the first sound in the word bus?" putting an emphasis on the first sound. 4. Have the class say the first sound. 5. Ask, "What is the first letter in the word bus?" 6. Have the class say the first letter in the word. 7. Have the students move the letter to make the word. 8. Repeat steps 2-6 with the remaining sounds in the word. 9. Have the class read the word. 10. Repeat steps 2-9 with all the words. 	

<p>11. <i>Word Trace</i></p>	<p>Unit 17 - Literacy tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Word Trace</i> from the Teacher Menu. 2. Have the class say the word. 3. Choose a student to come to the front and find the word. 4. Have the class say the word again. 5. Select a different student to come to the front and trace the word while the class writes the word with their fingers on their forearms, legs, in the air, etc. 6. Repeat steps 4-5 with the next two traces. 7. Have the class say the word again. 8. Have a student come to the front and write the word while the class writes the word with their fingers on their forearms, legs, in the air, etc. 9. Repeat steps 7-8 with one more student. 10. Choose the best word, or have the students vote on the word they feel is written the best. 11. Repeat the activity with the remaining words. 	<p>Learn to read and write sight words.</p>
<p>12. Find Words</p>		<p>Cards with the words beach, now, from, he, they, eats, one word on each card, a set for each student</p> <p>Papers with the words beach, now, from, he, they, eats, one word on each sheet, one set for you</p>	<ol style="list-style-type: none"> 1. Give each student a set of word cards. 2. Say, "Find the word ____." 3. Have the students find the word. 4. Hold up the paper with the word on it. 5. Have the class check that they found the correct word. 6. Have the class spell the word by tracing each letter with their finger as they say the letter. 7. Have the class say the word again. 8. Repeat steps 2-7 with all the words. 9. Have a student come to the front and randomly choose a word. 10. Have the students try to be the first to find the word and hold it up. 11. Have the students say they word as they trace the word with their fingers. 12. Repeat steps 9-11 as time allows. 	


Lesson 2: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>13. <i>Conversational Videos</i></p>	<p>Unit 17 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "What's ____ doing?" and "She's ____." 3. Repeat the video if time allows. 	<p>Review the phrases "What's ____ doing?" and "She's ____."</p>

14. <i>Flying a Kite</i>	Unit 17 - Book tab 	Paper Crayons	<ol style="list-style-type: none"> 1. Show the book <i>Flying a Kite</i> from the Teacher Menu. 2. After the narrator reads each page, have the class repeat what was said. 3. Divide the students into pairs. 4. Have the students decide who will be the main boy and who will be Mark. 5. Show the book again and have the students act out their parts. 6. Have the students switch roles and repeat step 5. 7. Give each student a sheet of paper. 8. Have the students draw their favorite part of the book. 9. Choose students to come to the front and share their pictures with the class as time allows. 	Share the book <i>Flying a Kite</i> .
15. Goodbye			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know what the words 'kicking a ball' mean.") or "I can ____" (e.g., "I can spell the word 'sun.'"). 3. Say goodbye to the class. 4. Have the students say goodbye. 	Review and wrap up.




Lesson 1: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 17 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "What Are You Doing?" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Practice Actions: <i>Action Match</i>		Vocabulary pictures (climbing a tree, horse, photo, cat, 20), 2 of each picture, enough for each student to have one	<ol style="list-style-type: none"> 1. Review the commands "Climb the tree," "Ride the horse," "Take a photo," "Feed the cat," and "Count to 20." 2. Show each of the vocabulary pictures, and have the class say the command and do the action. 3. Give each student a vocabulary picture so the class can't see it. 4. Have the students look at their cards but not show anyone else. 5. Have the students spread out in the classroom. 6. When you say "go," have the students say the command for their picture. 7. Have the students continue saying their command as they go around the classroom and find the other student saying the same command. 8. When the students find the person saying the same command, have the students show each other their pictures and start doing the action silently. 9. When all the students have found their match, go around the classroom and have the class say the command for the action each pair is doing. 10. Repeat the activity as time allows. 	Review the action "climb the tree."

<p>5. Practice More Words: Action Counting</p>		<p>Vocabulary Pictures (10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20)</p> <p>Papers with actions written on them, each sheet of paper should say a different action (e.g., clap, high five, jump, walk, hop on one foot, etc.)</p>	<ol style="list-style-type: none"> 1. Review the numbers and actions with the class. 2. Mix up the numbers and put them in a pile. 3. Mix up the action papers and put them in a pile. 4. Choose a student to pick a number from the number pile and a student to pick an action from the action pile. 5. Have the class do the action as many times as the number picked (e.g., clap 17 times), counting each action. 6. Repeat steps 4-5 for all the action papers. 7. Mix up the numbers and action papers and repeat the activity as time allows. 	<p>Review counting to twenty.</p>
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Lesson 1: Block B (20 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
<p>6. Sentence Slinger</p>	<p>Unit 17 - Literacy tab</p> 	<p>Paper</p> <p>Pencils</p>	<ol style="list-style-type: none"> 1. Play <i>Sentence Slinger</i> from the Teacher Menu. 2. Point to a word and say, "This is a word." 3. Point to each word and have the class read them. 4. Slide your finger under the whole sentence and say, "This is a sentence." 5. Have the class read the sentence again. 6. Ask, "Which picture matches?" 7. Have the students point to the picture that matches the sentence. 8. Choose a student to come to the front and tap the picture. 9. Repeat steps 2-5 with each sentence. 10. Repeat the activity until the students are comfortable comprehending the sentences. 11. If the students are able and time allows, give each student paper and a pencil. Have them write one of the sentences and then draw a picture to go with it. 	<p>Comprehend sentences.</p>

<p>7. Make Sentences</p>		<p>Cards with the words Rus, bus, sun, bun, fun, mug, bug, rug, beach, now, from, he, they, eats, one word on each card, a set for each student</p> <p>Papers with the words Rus, bus, sun, bun, fun, mug, bug, rug, beach, now, from, he, they, eats, one word on each sheet, one set for you</p>	<ol style="list-style-type: none"> 1. Make up a sentence that uses some of the words on the cards. 2. Say the sentence to the class. 3. Say, "Find the first word in the sentence ____." 4. Have the students find the word and hold it up. 5. Have the class say the first word in the sentence. 6. Have the students move the word to make the sentence. 7. Choose a student to come to the front and find the word on the paper. 8. Repeat steps 2-7 until the sentence is complete. 9. Draw a period at the end of the sentence. 10. Say "period." 11. Have the students point their finger and tap the end of the sentence. 12. Have the students say "period." 13. Explain to the class that we use a period to show the sentence is done. 14. Repeat steps 1-12 with different sentences as time allows. 	<p>Review decodable words and sight words.</p>
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Break—5 mins

Lesson 2: Block A (25 mins)

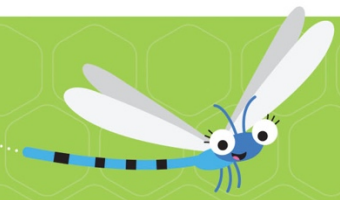
Activity	Teacher Menu	Preparation	Content	Objectives
<p>8. <i>Conversational Videos</i></p>	<p>Unit 17 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "What's ____ doing?" and "She's ____." 	<p>Review the phrases "What's ____ doing?" and "She's ____."</p>
<p>9. <i>Speak Up 1</i></p>	<p>Unit 17 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 1</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	

10. Speak Up 2	Unit 17 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 2</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	
11. Review Reading Vocabulary Words: Vocabulary Dance		<p>Vocabulary pictures (riding a bike, climbing a tree, kicking a ball, flying a kite, boy girl), enough for each student to have one</p> <p>Papers with one of the vocabulary words written on each sheet</p> <p>Music the students like</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures and words with the class. 2. Give each student a vocabulary picture or word. 3. Start the music and have the students dance. 4. Randomly stop the music and have the students find their match. If the students have a picture, they need to find the person that has the word. If the students have a word, they need to find the person that has the picture. 5. Once all the students have found their match, start the music again and have the students dance with their partner. 6. Randomly stop the music and have the students mix up the words and pictures. 7. Repeat steps 3-6 as time allows. 	Review the words "bike," "tree," "ball," "kite," "boy," and "girl."



Lesson 2: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
12. Listen and Move Project	Unit 17 - Listening tab 	<p>Listen and Move project enough for each student</p> <p>Pencils or crayons</p>	<ol style="list-style-type: none"> 1. Give each student a <i>Listen and Move</i> project. Make sure they have a pencil or crayon. 2. Have the students write their name on their project. 3. Play <i>Listen and Move</i> from the Teacher Menu. 4. Play the first audio and have the students listen. 5. When the audio finishes, have the students draw a line from the correct object to the correct location. 6. Choose a student to come to the screen and move the object to the correct location. 7. Have the students check their answers and make corrections as needed. 8. Have the students repeat the phrase (e.g., "The doll is on the chair."). 9. Repeat steps 3-8 for the remaining audio instructions. 10. Tell the students to take the project home and talk about it with their parents. 	Show what you learned.

13. Goodbye			<ol style="list-style-type: none">1. Wrap up the class.2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know what the words 'flying a kite' mean.") or "I can ____," (e.g., "I can use the word 'beach.'").3. Say goodbye to the class.4. Have the students say goodbye.	Review and wrap up.
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Lesson 1: Block A (30 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review classroom rules as necessary.	
3. Sing a Song	Unit 17 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "What Are You Doing?" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. <i>The New Girl</i>	Unit 17 - Value tab 		<p>Introduce the Book</p> <ol style="list-style-type: none"> 1. Show the book <i>The New Girl</i> from the Teacher Menu. 2. Say, "This book is about kindness." 3. Have the students repeat the sentence. 4. On the cover, review the title, author, and illustrator with the class. 5. Have the class repeat the title, author, and illustrator. 6. Have the students talk about the cover, telling what they see and making predictions of what the book will be about. 	Learn the value kindness.
			<p>Read the Story</p> <ol style="list-style-type: none"> 1. Read the story. Have the class act like Eva. 2. After the book is over ask the class how Eva feels at first (afraid). 3. Ask how Eva feels at the end of the book (happy). 4. Ask why Eva feels that way (She has new friends.). 5. Say, "When you help someone, you are being kind." 6. Have the class repeat, "When you help someone, you are being kind." 7. Say, "I can be kind." 8. Have the class repeat, "I can be kind." 	

			<ol style="list-style-type: none"> Show the book <i>The New Girl</i> from the Teacher Menu. Have five students act out the story. <ul style="list-style-type: none"> Eva mom teacher girl 1 girl 2 Show the story again and have different students act out the story. Repeat as time allows. 	
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Lesson 1: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
5. Practice an Action: <i>Dotty's Ditties</i>	Unit 17 - Action tab 	Vocabulary pictures (tree) Lyrics This is the way we climb the tree, Climb the tree, Climb the tree. This is the way we climb the tree. We climb the tree so _____.	<ol style="list-style-type: none"> Show the picture of a tree. Say "climb the tree." Pretend to climb a tree. Have the class say "climb the tree" and do the action. Say, "Climb the tree fast." Pretend to climb the tree fast. Have the class repeat the command and do the action. Repeat steps 5-7, climbing a tree in different ways (e.g., fast, slow, happy, sad, big, small). Decide a way you want to climb the tree. Play <i>Dotty's Ditties</i> from the Teacher Menu. Sing along and pretend to climb the tree in that way. <p>For example: This is the way we climb the tree, Climb the tree, Climb the tree. This is the way we climb the tree. We climb the tree so fast.</p> <ol style="list-style-type: none"> Repeat steps 9-11 with different ways of climbing. 	Review the action "climb the tree."

6. Practice More Words: Action Counting		Vocabulary Pictures (10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20) Papers with actions written on them, each sheet of paper should say a different action (e.g., clap, high five, jump, walk, hop on one foot, etc.)	<ol style="list-style-type: none"> 1. Review the numbers and actions with the class. 2. Mix up the numbers and put them in a pile. 3. Mix up the action papers and put them in a pile. 4. Choose a student to pick a number from the number pile and a student to pick an action from the action pile. 5. Have the class do the action as many times as the number picked (e.g., clap 17 times), counting each action. 6. Repeat steps 4-5 for all the action cards. <ol style="list-style-type: none"> 1. Mix up the numbers and action papers and repeat the activity as time allows. 	Review counting to twenty.
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Break—5 mins

Lesson 2: Block A (15mins)

Activity	Teacher Menu	Preparation	Content	Objectives
7. Practice Vocabulary Words in a Phrase: Guess It		Vocabulary pictures (riding a bike, climbing a tree, kicking a ball, flying a kite)	<ol style="list-style-type: none"> 1. Review the vocabulary pictures with the class doing an action for each picture. 2. Choose a student to come to the front. This student is the leader. 3. Have the leader choose a picture without showing the class. 4. Have the class ask, "What's ___ doing?" 5. Have the leader do the action for the picture they chose. 6. Have the class guess the picture the leader chose by saying, "He's ___," (e.g., "He's riding a bike."), or "She's ___," (e.g., "She's climbing a tree."). 7. Once a student correctly guesses what the leader is doing, have the class say, "He's ___," (e.g., "He's riding a bike."), or "She's ___," (e.g., "She's climbing a tree."). 8. Repeat steps 2-7 until each student has a turn to choose a vocabulary picture or as time allows. 	<p>Review the words "riding a bike," "climbing a tree," "kicking a ball," and "flying a kite."</p> <p>Review the phrases "What's ___ doing?" and "She's ___."</p>

<p>8. Practice Vocabulary Words: See and Spell Project</p>		<p>Vocabulary pictures (riding a bike, climbing a tree, kicking a ball, flying a kite)</p> <p>See and Spell project for each student</p> <p>Pencils</p> <p>Crayons</p>	<ol style="list-style-type: none"> 1. Review each of the vocabulary pictures and words with the class. 2. Give each student a <i>See and Spell</i> project, pencils, and crayons. 3. Have the students write their names on their project. 4. Have the students spell each of the words on their project page. 5. If the students need extra support, display the vocabulary pictures for the students to see. 6. When the students have finished spelling each of the words, have them color the pictures. 7. While students are working, walk around the classroom and make sure the students have correctly spelled the words. Have the students practice reading the words. 8. As the students finish their project, have them get with a partner, read the words on their paper, and share their pictures. 9. Tell the students to take the project home and talk about it with their parents. 	<p>Review reading the words “riding,” “climbing,” “kicking,” “flying,” “boy,” and “girl.”</p>
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Lesson 2: Block B (25 mins)



Activity	Teacher Menu	Preparation	Content	Objectives
<p>9. <i>Miss Daisy</i></p>	<p>Unit 17 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Miss Daisy</i> from the Teacher Menu. 2. Have students respond to the people in the video when they are prompted to speak. 3. Evaluate what the class says. 4. If the class answers correctly, press the button to move on. 5. If the class answers incorrectly, repeat the question and prompt the class to say the correct answer. 	<p>Practice speaking.</p>
<p>10. Show What You've Learned: Park Activities Project</p>		<p>Park Activities project for each student, with two cut lines precut</p> <p>Crayons</p> <p>Precut sports icon strip for each student</p> <p>An example of the completed project</p>	<ol style="list-style-type: none"> 1. Give each student a <i>Park Activities</i> project, an activity icon strip, and crayons. 2. Show the students your finished example. 3. Have the students color their projects and icon strips. 4. When the students are finished coloring, help them feed the sports icon strip through the precut lines in their project. 5. Have the students find a partner. 6. Have the students decide who is partner A and who is partner B. 7. Have partner A say, “Let’s go to the park.” 8. Have partner B move their strip to one of the activities. 9. Have partner B say, “Look! ___ is ___,” saying a student’s name and the activity showing (e.g., “Look! Sam is skateboarding.”). 10. Have the students switch roles and repeat steps 7-9. 11. Have the students find a new partner and repeat steps 6-10 as time allows. 	<p>Practice vocabulary and phrases.</p>

11. Goodbye			<ol style="list-style-type: none">1. Wrap up the class.2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know how to count to twenty.") or "I can ____," (e.g., "I can be kind.").3. Say goodbye to the class.4. Have the students say goodbye in return.	Review and wrap up.
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Lesson 1: Block A (30 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 18 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "It's Hot Outside" from the Teacher Menu. 2. Have the students watch the video of the song to become familiar with the music and lyrics. 	Learn the phrases "What are you wearing?" and "I'm wearing ____."
		Song Vocabulary pictures (shorts, sandals, t-shirt, hat)	<ol style="list-style-type: none"> 1. Teach the vocabulary words "shorts," "sandals," "T-shirt," and "hat." 2. Create actions for the words with the students. 3. Have the class practice the words and actions until they are comfortable with them 	
	Unit 18 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "It's Hot Outside" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	
4. <i>Conversational Videos</i>	Unit 18 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "What are you wearing?" and "I'm wearing ____." 3. Repeat the video as time allows. 	

<p>5. Big Picture (Vocabulary)</p>	<p>Unit 18 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu. 2. Show the first picture. 3. Ask, "What is it?" and shrug your shoulders. 4. Have the class say, "It's (a) ____." 5. If possible, have the students do an action for the vocabulary word. 6. If they don't know what the picture is, have the class say, "I don't know." Tap the board. Say, "It's a ____." 7. Have the class repeat the sentence. 8. Repeat steps 2-7 with all the vocabulary words. 9. Show the pictures again, but this time, ask, "Is it (a) ____?" Alternate between saying a correct and an incorrect word in the blank. 10. Have the class answer, "Yes, it is," or "No, it's (a) ____." 11. Invite individual students to come and tap each of the pictures to confirm the answers. 12. Repeat steps 9-11. 13. Show the pictures one more time. Ask the students to identify the words using a full sentence (e.g., "It's shorts.>"). 14. Ask, "What letters do you see in this word?" 15. Have a student come up and identify a letter. 16. Have the class repeat the name of the letter. 17. Repeat steps 13-16 until all letters in the words are identified. 	<p>Learn the words "shorts," "jeans," "sandals," and "T-shirt."</p>
<p>6. Worm Holes</p>	<p>Unit 18 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Worm Holes</i> from the Teacher Menu. 2. When a word is said, ask all the students to say the word aloud. 3. Ask the students if they see a picture of the word on the screen. If they can't see the word at first, wait until students can see the word. 4. Have the students point at the picture. 5. Choose two students to come to the screen and try to tap the picture as fast as they can. 6. Repeat steps 2-5 with the remaining words. 	



Lesson 1: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>7. Conversational Videos</p>	<p>Unit 18 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "What are you wearing?" and "I'm wearing ____." 3. Repeat the video as time allows. 	<p>Review the phrases "What are you wearing?" and "I'm wearing ____."</p>

8. <i>Speak Up 1</i>	Unit 18 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 1</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	
9. Practice Phrases: <i>Picture Share</i>		<p>Vocabulary pictures (shorts, jeans, sandals, T-shirt, skirt, jacket, pants dress, socks, shoes)</p> <p>Paper</p> <p>Crayons</p> <p>An example of the drawing</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures with the class. 2. Hang the vocabulary pictures on the board. 3. Give each student a sheet of paper and some crayons. 4. Show the class the example drawing. 5. Have each student draw a picture of themselves and the clothing they are wearing. 6. When the children are finished, have them sit in a circle. 7. Hold up the example drawing and say, "I'm wearing ____," and describe the clothes you are wearing. 8. Ask the student sitting next in the circle, "What are you wearing?" 9. Have the class ask the student, "What are you wearing?" 10. Have the student hold up the picture of themselves and describe what they're wearing by saying, "I'm wearing ____," (e.g., "I'm wearing a red T-shirt and blue jeans."). 11. Continue repeating steps 8-10 until every student has a turn to share. 	
10. <i>Hear! Hear!</i>	Unit 18 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Hear! Hear!</i> from the Teacher Menu. 2. Have the class listen to the conversation. 3. Have the class identify the picture that matches the conversation. 4. Choose a student to tap the picture. 5. Repeat until each student has a turn to tap a picture or all the phrases are played. 	

Break—5 mins

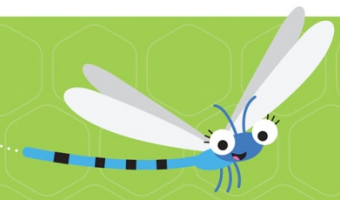
Lesson 2: Block A (20 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
11. <i>Word Flurry</i>	Unit 18 - Vocabulary tab 		<ol style="list-style-type: none"> 1. Play <i>Word Flurry</i> from the Teacher Menu. 2. When a word is said, ask all the students to say the word aloud. 3. Ask the students if they see a picture of the word on the screen. 4. Choose two students to come to the screen and try to tap the picture first. 5. Repeat steps 2-4 with the remaining words. 6. Play the game again as time allows. 	Review the words "shorts," "jeans," "sandals," and "T-shirt."
12. <i>Speak Up 2</i>	Unit 18 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 2</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	
13. Practice Vocabulary in a Phrase: <i>Four Corners</i>		Vocabulary pictures (shorts, jeans, sandals, T-shirt), two of each	<ol style="list-style-type: none"> 1. Review the vocabulary pictures with the class. 2. Using one set of vocabulary pictures, put each of the vocabulary pictures in a different spot around the classroom. 3. Have the students pick a picture to stand by. 4. Shuffle the second set of pictures and hold up a random picture. 5. Have the class say the vocabulary word. 6. The students standing by that picture will go back to their seats. 7. Have the remaining students spread out and stand by one of the four pictures. 8. Repeat steps 3-7 until there is only one student left standing. 9. If there is still time, play the game again and let the winning student hold up the pictures. 	Review the phrases "What are you wearing?" and "I'm wearing ____."



Lesson 2: Block B (20 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
14. <i>Where Is Dad?</i>	Unit 18 - Book tab 		Introduce the Book <ol style="list-style-type: none"> 1. Show the book <i>Where Is Dad?</i> from the Teacher Menu. 2. On the cover, review the title, author, and illustrator with the class. 3. Have the class repeat the title, author, and illustrator. 4. Have the students talk about the cover, telling what they see and making predictions of what the book will be about. 5. Say, "This book is about _____," (e.g., "This book is about a kid finding his dad at the beach."). 6. Have the students repeat the sentence. 	Share the book <i>Where Is Dad?</i>
			Read the Book <ol style="list-style-type: none"> 1. Continue reading the book <i>Where Is Dad?</i> 2. After the narrator reads each page, have the class repeat what was said. 3. Continue step 2 throughout the book. 4. Each time the book says, "Which one is Dad?" let a few students guess which character in the book they think might be the dad. 5. Listen to the book <i>Where Is Dad?</i> again. 6. As you go through each page, ask the students to point out any punctuation marks they see (periods, question marks, or exclamation marks). 7. After reading pages 7, 10, and 13, have students stand up if they are wearing the same type of clothing item as the dad (e.g., a T-shirt). 8. Have the class stand up. 9. Choose a student in your head. 10. Say, "I'm thinking of a student wearing _____," (e.g., "I'm thinking of a student wearing a red T-shirt."). 11. Have any students not wearing that item of clothing sit down. 12. Have the class guess which student you are thinking of. 13. If they are correct repeat steps 9-12 with a new student as time allows. 14. If they are not correct repeat steps 10-11 saying another thing the student is wearing. 	

15. Goodbye			<ol style="list-style-type: none">1. Wrap up the class.2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know what 'sandals' are.") or "I can ____," (e.g., "I can say, 'What are you wearing?'").3. Say goodbye to the class.4. Have the students say goodbye in return.	Review and wrap up.
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Lesson 1: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 18 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "It's Hot Outside" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Shake and Make	Unit 18 - Vocabulary tab 		<ol style="list-style-type: none"> 1. Play <i>Shake and Make</i> from the Teacher Menu. 2. Have the class read the word. 3. Click the move on arrow. 4. Choose a student to come to the front and tap the box to select a card. 5. Have the class say the word. 6. Choose another student to come to the front and shake out the letters. 7. Ask the class, "What is the first letter in the word?" 8. Have the class answer. 9. Choose a student to come to the front and drag the letter to the first spot. 10. Have the class write the letter with their finger in the air, on their leg, on their forearm, etc. 11. Repeat steps 5-8 with the remaining letters, having the class say all the letters in order as they make the word (e.g., After the second letter is placed, have the class say "shorts, s, h." After the final letter is placed have the class say "shorts, s, h, o, r, t, s.") 12. Have the class read the word one last time. 13. Repeat steps 1-12 with all the words. 14. Repeat the activity as time allows 	Learn to read the words "shorts," "jeans," "sandals," "T-shirt," "brother," and "drawer."

<p>5. Practice Reading Vocabulary Words: Word Find</p>		<p>Vocabulary pictures (shorts, jeans, sandals, T-shirt, brother, drawer)</p> <p>Cards, six for each student to write on</p> <p>Crayons or pencils</p>	<ol style="list-style-type: none"> 1. Review the pictures and words with the class. 2. Give each student six cards. 3. Show the class one of the pictures. Write the word on the board one letter a time. Have the class write the word on one of their cards. 4. Repeat step 3 with all the pictures. 5. Mix up the pictures. 6. Choose a student to come to the front and be the leader. 7. Have the leader hold up one of the vocabulary pictures. 8. Have the students find their card with the word for the picture and hold it up as fast as they can. 9. Have the leader turn the vocabulary picture over and show the word. 10. Have the students check that they are holding up the correct word. 11. Have the student that found the word the fastest come to the front and be the new leader. 12. Repeat steps 7-11 until all the pictures have been held up. 13. Repeat the activity as time allows. 	
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Lesson 1: Block B (20 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
<p>6. Learn More Words: Old and New</p>		<p>Pictures of an old towel, a new towel, an old photo, a new photo, an old suitcase, a new suitcase, an old T-shirt, a new T-shirt, old jeans, new jeans</p> <p>Paper with "old" written on it</p> <p>Paper with "new" written on it</p>	<ol style="list-style-type: none"> 1. Hold up the paper with "old" written on it and say "old." 2. Have the class repeat the word. 3. Say "old" again and put the paper on one side of the board. 4. Hold up the paper with "new" written on it and say "new." 5. Have the class repeat the word. 6. Say "new" again and put the paper on the other side of the board. 7. Show the picture of the old tennis racket and say "old." 8. Put the picture under the paper with the word "old" on it. 9. Show the picture of the new tennis racket and say "new." 10. Put the picture under the paper with the word "new" on it. 11. Have a student come to the front and choose a picture. 12. Have the student place the picture under the proper paper, "old" or "new." 13. Have the student say "old" or "new," depending on the picture. 14. If the student chooses the incorrect label, point to the picture, say the correct label, and have the student try again, saying the correct label. 15. Have the class repeat the correct label, "old" or "new." 	<p>Learn the words "old" and "new."</p>

7. At Your Command	Unit 18 - Action tab 		<ol style="list-style-type: none"> 1. Play <i>At Your Command</i> from the Teacher Menu. 2. Have the class listen to the command twice. 3. Have the class say the command. 4. Evaluate what the class says and tap the corresponding correct or incorrect button. 5. Repeat video as time allows. 	Learn the action "wash your hands."
8. Practice an Action: Wash Your Hands	Unit 18 - Action tab 	Vocabulary picture (hands) Lyrics Wash, wash, wash your hands. Wash your hands so clean. Wash the top, and down below, And scrub them in between.	<ol style="list-style-type: none"> 1. Show the picture of hands. 2. Say, "Wash Your Hands." 3. Pretend that you touched something dirty and then pretend to wash your hands. 4. Have the class say, "Wash your hands," and do the action. 5. Play Dotty's Ditties from the Teacher Menu. 6. Play Dotty's Ditties again and sing along as you pretend to wash your hands. 7. Have the class gather around a sink. While singing the song, demonstrate how to wash your hands well with soap. 8. Have the students take turns washing their hands with soap while singing the hand washing song. 	


Break—5 mins


Lesson 2: Block A (25 mins)

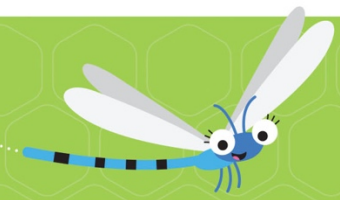
Activity	Teacher Menu	Preparation	Content	Objectives
<p>9. Big Picture (Read Words)</p>	<p>Unit 18 - Literacy tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Big Picture (Read Words)</i> from the Teacher Menu. 2. Show the first word. 3. Point to the first letter and ask, "What sound does this letter make?" 4. Have the class say the sound. 5. Point to the second letter and ask, "What sound does this letter make?" 6. Have the class say the sound. 7. Point to the first letter in the word and say, "Blend." 8. Scoop your finger under the first and second letters as the class blends the two sounds together. 9. Point to the third letter and ask, "What sound does this letter make?" 10. Have the class say the sound. 11. Point to the first letter and say, "Blend." 12. Scoop your finger under all three letters as the class blends the sounds together. 13. Point to the first letter and say, "Read the word." 14. Slide your finger under the word as the class reads the word. 15. Show the next screen. 16. Point to the word and ask the class, "What's this word?" 17. If the class can't read the word, repeat steps 3-14 with the word. 18. If the class can read the word, repeat steps 15-18 with the remaining words. 	<p>Learn to decode and spell words ending in -up and -ug.</p>
<p>10. Spell Words</p>		<p>Pictures of pup, up, cup, run, runs, rug, tug, jug</p> <p>Cards with p, u, p, c, r, n, s, g, t, j, one letter on each card, a set for each student</p>	<ol style="list-style-type: none"> 1. Give each student a set of letter cards. 2. Show the picture of the pup. 3. Say, "Pup. What's the first sound in the word pup?" putting an emphasis on the first sound. 4. Have the class say the first sound. 5. Ask, "What is the first letter in the word pup?" 6. Have the class say the first letter in the word. 7. Have the students move the letter to make the word. 8. Repeat steps 2-6 with the remaining sounds in the word. 9. Have the class read the word. 10. Repeat steps 2-9 with all the words. 	

<p>11. <i>Word Trace</i></p>	<p>Unit 18 - Literacy tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Word Trace</i> from the Teacher Menu. 2. Have the class say the word. 3. Choose a student to come to the front and find the word. 4. Have the class say the word again. 5. Select a different student to come to the front and trace the word while the class writes the word with their fingers on their forearms, legs, in the air, etc. 6. Repeat steps 4-5 with the next two traces. 7. Have the class say the word again. 8. Have a student come to the front and write the word while the class writes the word with their fingers on their forearms, legs, in the air, etc. 9. Repeat steps 7-8 with one more student. 10. Choose the best word, or have the students vote on the word they feel is written the best. 11. Repeat the activity with the remaining words. 	<p>Learn to read and write sight words.</p>
<p>12. Find Words</p>		<p>Cards with the words hides, sees, a, the, now, no, one word on each card, a set for each student</p> <p>Papers with the words hides, sees, a, the, now, no, one word on each sheet, one set for you</p>	<ol style="list-style-type: none"> 1. Give each student a set of word cards. 2. Say, "Find the word ____." 3. Have the students find the word. 4. Hold up the paper with the word on it. 5. Have the class check that they found the correct word. 6. Have the class spell the word by tracing each letter with their finger as they say the letter. 7. Have the class say the word again. 8. Repeat steps 2-7 with all the words. 9. Have a student come to the front and randomly choose a word. 10. Have the students try to be the first to find the word and hold it up. 11. Have the students say they word as they trace the word with their fingers. 12. Repeat steps 9-11 as time allows. 	


Lesson 2: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>13. <i>Conversational Videos</i></p>	<p>Unit 18 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "What are you wearing?" and "I'm wearing ____." 3. Repeat the video if time allows. 	<p>Review the phrases "What are you wearing?" and "I'm wearing ____."</p>

<p>14. <i>Where Is Dad?</i></p>	<p>Unit 18 - Book tab</p> 	<p>Paper Crayons Pencil</p>	<ol style="list-style-type: none"> 1. Show the book <i>Where Is Dad?</i> from the Teacher Menu. 2. Give each student a sheet of paper, a pencil, and crayons. 3. Have the students draw their own dad, brother, grandpa, or another male that is wearing similar clothes to the dad in the book. 4. Have the student label the picture. 5. When the students are finished with their pictures, choose a student to share their picture with the class. 6. Have the student say, "This is my ____." 7. Have the class ask, "What is he wearing?" 8. Have the student respond, "He's wearing ____." 9. Repeat steps 5-8 as time allows. 	<p>Share the book <i>Where Is Dad?</i></p>
<p>15. Goodbye</p>			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know what the word 'jeans' means.") or "I can ____," (e.g., "I can read the word 'hides.'"). 3. Say goodbye to the class. 4. Have the students say goodbye. 	<p>Review and wrap up.</p>




Lesson 1: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 18 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "It's Hot Outside" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Practice Actions: Act It Out		Vocabulary pictures (teacher's choice to represent actions the class is familiar with to review)	<ol style="list-style-type: none"> 1. Review the commands using the vocabulary pictures. 2. Have the class do an action for each of the commands. 3. Put the vocabulary pictures in a pile. 4. Choose a student to come to the front, choose a vocabulary picture, and say the command, (e.g., "Wash your hands."). 5. Have the class do the action as quickly as they can. 6. Have the student hold up the vocabulary picture for the class to see. 7. Have the class say the command and do the action again. 8. Repeat steps 4-7 until you have gone through all the cards. 	Review actions.


<p>5. Practice More Words: <i>Musical New and Old</i></p>		<p>Pictures of an old towel, a new towel, an old photo, a new photo, an old suitcase, a new suitcase, an old T-shirt, a new T-shirt, old jeans, new jeans, an old pair of sandals, a new pair of sandals, an old bike, a new bike, an old phone, a new phone, an old camera, a new camera, enough for each student to have a picture</p> <p>Paper with "old" written on it</p> <p>Paper with "new" written on it</p> <p>Music the students like</p>	<ol style="list-style-type: none"> 1. Review the pictures with the class. 2. Have the students carefully put their chairs in a circle. 3. Place a picture face down on each of the chairs. 4. Hold up the paper with the word "old" written on it and say "old." 5. Have the class repeat the word. 6. Say "old" again and put the paper on one side of the room. 7. Hold up the paper with the word "new" written on it and say "new." 8. Have the class repeat the word. 9. Say "new" again and put the paper on the other side of the room. 10. Start the music and have the class dance around the outside of the chairs. 11. Randomly stop the music and have the students grab the picture closest to them. 12. Have the students look at their picture and go to the correct side of the room. 13. Have the students standing on the "old" side of the room one by one hold up their picture and say, "The ___ is old." 14. Have the students on the "new" side of the room one by one hold up their picture and say, "The ___ is new." 15. If a student goes to the wrong side of the room, have them correct themselves and say the sentence again. 16. Have the students place their pictures on a chair, one picture per chair. 17. Repeat steps 10-16 as time allows. 	<p>Review the words "old" and "new."</p>
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Lesson 1: Block B (20 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
<p>6. <i>Sentence Slinger</i></p>	<p>Unit 18 - Literacy tab</p> 	<p>Paper Pencils</p>	<ol style="list-style-type: none"> 1. Play <i>Sentence Slinger</i> from the Teacher Menu. 2. Point to a word and say, "This is a word." 3. Point to each word and have the class read them. 4. Slide your finger under the whole sentence and say, "This is a sentence." 5. Have the class read the sentence again. 6. Ask, "Which picture matches?" 7. Have the students point to the picture that matches the sentence. 8. Choose a student to come to the front and tap the picture. 9. Repeat steps 2-5 with each sentence. 10. Repeat the activity until the students are comfortable comprehending the sentences. 11. If the students are able and time allows, give each student paper and a pencil. Have them write one of the sentences and then draw a picture to go with it. 	<p>Comprehend sentences.</p>
<p>7. <i>Make Sentences</i></p>		<p>Cards with the words pup, up, cup, run, runs, rug, tug, jug, hides, sees, a, the, now, no, one word on each card, a set for each student</p> <p>Papers with the words pup, up, cup, run, runs, rug, tug, jug, hides, sees, a, the, now, no, one word on each sheet, one set for you</p>	<ol style="list-style-type: none"> 1. Make up a sentence that uses some of the words on the cards. 2. Say the sentence to the class. 3. Say, "Find the first word in the sentence ____." 4. Have the students find the word and hold it up. 5. Have the class say the first word in the sentence. 6. Have the students move the word to make the sentence. 7. Choose a student to come to the front and find the word on the paper. 8. Repeat steps 2-7 until the sentence is complete. 9. Draw a period at the end of the sentence. 10. Say "period." 11. Have the students point their finger and tap the end of the sentence. 12. Have the students say "period." 13. Explain to the class that we use a period to show the sentence is done. 14. Repeat steps 1-12 with different sentences as time allows. 	<p>Review decodable words and sight words.</p>

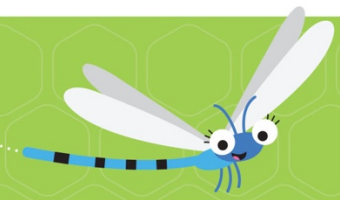
Break—5 mins

Lesson 2: Block A (25 mins)



Activity	Teacher Menu	Preparation	Content	Objectives
8. <i>Conversational Videos</i>	Unit 18 - Speaking tab 		1. Play <i>Conversational Videos</i> from the Teacher Menu. Have the class repeat the target phrases "What are you wearing?" and "I'm wearing ____."	
9. <i>Speak Up 1</i>	Unit 18 - Speaking tab 		1. Play <i>Speak Up 1</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase.	Review the phrases "What are you wearing?" and "I'm wearing ____."
10. <i>Speak Up 2</i>	Unit 18 - Speaking tab 		1. Play <i>Speak Up 2</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase.	
11. Review Vocabulary Words: Read and Hunt		Vocabulary pictures (shorts, jeans, sandals, T-shirt, brother, drawer) Papers with one of the vocabulary words written on each sheet, enough for each student to have one	1. Review the vocabulary pictures and words with the class. 2. Put the vocabulary pictures around the room. 3. Give each student a paper with a vocabulary word written on it. 4. Tell the class they have until you count to 10 to find the picture that matches their word. 5. Start counting slowly and have the students go stand by the picture of their word. 6. All students should be standing by a picture by the time you get to 10. If not have them sit down. 7. Go to each picture and have the students with that word hold it up. 8. Have the class read it. 9. Have each student that didn't find their word hold it up. 10. Have the class help them read the word, and then have the student go to the correct picture. 11. Repeat the activity, giving the students new words, as time allows.	Review the words "shorts," "jeans," "sandals," "T-shirt," "brother," and "drawer."

Lesson 2: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
12. <i>Listen and Color Project</i>	Unit 18 - Listening tab 	<i>Listen and Color</i> project enough for each student crayons	<ol style="list-style-type: none"> 1. Give each student a <i>Listen and Color</i> project. Make sure they have crayons. 2. Have the students write their name on their project. 3. Play <i>Listen and Color</i> from the Teacher Menu. 4. Play the first audio and have the students listen. 5. Play the audio a second time, and have the students find the object and color it the correct color. 6. Choose a student to come to the screen and color the object. 7. Have the students check their answers and make corrections as needed. 8. Have the students say the phrase (e.g., "The car on the couch is black."). 9. Repeat steps 3-8 for the remaining audio instructions. 10. Tell the students to take the project home and talk about it with their parents. 	Show what you learned.
13. Goodbye			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know the difference between 'old' and 'new.'") or "I can ____," (e.g., "I can say what I am wearing."). 3. Say goodbye to the class. 4. Have the students say goodbye. 	Review and wrap up.



Lesson 1: Block A (30 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review classroom rules as necessary.	
3. Sing a Song	Unit 18 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "It's Hot Outside" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Alice's New Shirt	Unit 18 - Value tab 		Introduce the Book <ol style="list-style-type: none"> 1. Show the book <i>Alice's New Shirt</i> from the Teacher Menu. 2. Say, "This book is about grit." 3. Have the students repeat the sentence. 4. On the cover, review the title, author, and illustrator with the class. 5. Have the class repeat the title, author, and illustrator. 6. Have the students talk about the cover, telling what they see and making predictions of what the book will be about. 	Learn the value grit.
			Read the Story <ol style="list-style-type: none"> 1. Continue to read the story. Have the class act like Alice. 2. After the book is over ask the class how Alice feels at first (unhappy). 3. Ask how Alice feels at the end of the book (proud). 4. Ask why the Alice feels that way (She worked hard to make something.). 5. Say, "When you keep trying to do something hard, you have grit." 6. Have the class repeat, "When you keep trying to do something hard, you have grit." 7. Say, "I can have grit." 8. Have the class repeat, "I can have grit." 	

			<ol style="list-style-type: none"> 1. Show the book <i>Alice's New Shirt</i> from the Teacher Menu. 2. Have three students act out the story. <ul style="list-style-type: none"> • Alice • mother • friend 3. Show the story again and have different students act out the story. 4. Repeat as time allows. 	
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Lesson 1: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
5. Practice Actions: Act It Out		Vocabulary pictures (teacher's choice to represent actions the class is familiar with to review)	<ol style="list-style-type: none"> 1. Review the commands using the vocabulary pictures. 2. Have the class do an action for each of the commands. 3. Put the vocabulary pictures in a pile. 4. Choose a student to come to the front and choose a vocabulary picture and say the command, (e.g., "Wash your hands."). 5. Have the class do the action as quickly as they can. 6. Have the student hold up the vocabulary picture for the class to see. 7. Have the class say the command and do the action again. 8. Repeat steps 4-7 until you have gone through all the cards. 	Review actions.


<p>6. Practice More Words: <i>Musical New and Old</i></p>		<p>Pictures of an old towel, a new towel, an old photo, a new photo, an old suitcase, a new suitcase, an old T-shirt, a new T-shirt, old jeans, new jeans, an old pair of sandals, a new pair of sandals, an old bike, a new bike, an old phone, a new phone, an old camera, a new camera, enough for each student to have a picture</p> <p>Paper with "old" written on it</p> <p>Paper with "new" written on it</p> <p>Music the students like</p>	<ol style="list-style-type: none"> 1. Review the pictures with the class. 2. Have the students carefully put their chairs in a circle. 3. Place a picture face down on each of the chairs. 4. Hold up the paper with the word "old" written on it and say "old." 5. Have the class repeat the word. 6. Say "old" again and put the paper on one side of the room. 7. Hold up the paper with the word "new" written on it and say "new." 8. Have the class repeat the word. 9. Say "new" again and put the paper on the other side of the room. 10. Start the music and have the class dance around the outside of the chairs. 11. Randomly stop the music and have the students grab the picture closest to them. 12. Have the students look at their picture and go to the correct side of the room. 13. Have the students standing on the "old" side of the room one by one hold up their picture and say, "The ___ is old." 14. Have the students on the "new" side of the room one by one hold up their picture and say, "The ___ is new." 15. If a student goes to the wrong side of the room, have them correct themselves and say the sentence again. 16. Have the students place their pictures on a chair, one picture per chair. 17. Repeat steps 10-16 as time allows. 	<p>Review the words "old" and "new."</p>
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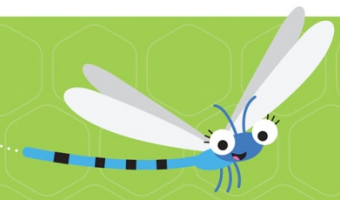
Break—5 mins

Lesson 2: Block A (15mins)




Activity	Teacher Menu	Preparation	Content	Objectives
<p>7. Review Vocabulary Words: Read and Hunt</p>		<p>Vocabulary pictures (shorts, jeans, sandals, T-shirt, brother, drawer)</p> <p>Papers with one of the vocabulary words written on each sheet, enough for each student to have one</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures and words with the class. 2. Put the vocabulary pictures around the room. 3. Give each student a paper with a vocabulary word written on it. 4. Tell the class they have until you count to 10 to find the picture that matches their word. 5. Start counting slowly and have the students go stand by the picture of their word. 6. All students should be standing by a picture by the time you get to 10. If not have them sit down. 7. Go to each picture and have the students with that word hold it up. 8. Have the class read it. 9. Have each student that didn't find their word hold it up. 10. Have the class help them read the word, and then have the student go to the correct picture. 11. Repeat the activity, giving the students new words, as time allows. 	<p>Review the words "shorts," "jeans," "sandals," "T-shirt," "brother," and "drawer."</p>
<p>8. Practice Vocabulary Words: See and Spell Project</p>		<p>Vocabulary pictures (shorts, jeans, sandals, T-shirt, brother, drawer)</p> <p>See and Spell project for each student</p> <p>Pencils</p> <p>Crayons</p>	<ol style="list-style-type: none"> 1. Review each of the vocabulary pictures and words with the class. 2. Give each student a <i>See and Spell</i> project, pencils, and crayons. 3. Have the students write their names on their project. 4. Have the students spell each of the words on their project page. 5. If the students need extra support, display the vocabulary pictures for the students to see. 6. When the students have finished spelling each of the words, have them color the pictures. 7. While students are working, walk around the classroom and make sure the students have correctly spelled the words. Have the students practice reading the words. 8. As the students finish their project, have them get with a partner, read the words on their paper, and share their pictures. 9. Tell the students to take the project home and talk about it with their parents. 	<p>Review the words "shorts," "jeans," "sandals," "T-shirt," "brother," and "drawer."</p>



Lesson 2: Block B (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
9. <i>Miss Daisy</i>	Unit 18 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Miss Daisy</i> from the Teacher Menu. 2. Have students respond to the people in the video when they are prompted to speak. 3. Evaluate what the class says. 4. If the class answers correctly, press the button to move on. 5. If the class answers incorrectly, repeat the question and prompt the class to say the correct answer. 	Practice speaking.
10. Show What You've Learned: <i>Summer Clothes Project</i>		<p>Summer Clothes project for each student, complete one to use as an example</p> <p>Crayons</p> <p>A small bag to keep the clothes in, one for each student</p> <p>Precut doll and clothes for each student</p>	<ol style="list-style-type: none"> 1. Give each student a paper doll, a set of clothes, and crayons. 2. Have the students color the paper doll and clothes. 3. Have the students put clothes on their doll. 4. Have the students get in pairs and decide who is student 1 and who is student 2. 5. Have Student 1 ask "What are you wearing?" 6. Have Student 2 show their doll and say, "I'm wearing ____," (e.g., "I'm wearing red shorts."). 7. Have the students switch roles and repeat steps 5-6. 8. When the students have finished saying everything their dolls are wearing, have them find a new partner and repeat steps 4-8. 9. Encourage the students to take their projects home and share what they learned with their parents. 	Practice phrases and words.
11. Goodbye			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know what 'wash your hands' means.") or "I can ____," (e.g., "I can have grit."). 3. Say goodbye to the class. 4. Have the students say goodbye in return. 	Review and wrap up.






Lesson 1: Block A (30 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 19 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "It's Cold Outside" from the Teacher Menu. 2. Have the students watch the video of the song to become familiar with the music and lyrics. 	Learn the phrases "Can you see ___? No." "What's he wearing?" and "He's wearing a ___ - ___."
		Vocabulary pictures (scarf, gloves, sweater)	<ol style="list-style-type: none"> 1. Teach the vocabulary words "scarf," "gloves," and "sweater." 2. Create actions for the words with the students. 3. Have the class practice the words and actions until they are comfortable with them. 	
	Unit 19 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "It's Cold Outside" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	
4. Conversational Videos	Unit 19 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "Can you see ___? No." "What's he wearing?" and "He's wearing a ___ ___." 3. Repeat the video as time allows. 	

<p>5. Big Picture (Vocabulary)</p>	<p>Unit19 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu. 2. Show the first picture. 3. Ask, "What is it?" and shrug your shoulders. 4. Have the class say, "It's (a) ____." 5. If possible, have the students do an action for the vocabulary word. 6. If they don't know what the picture is, have the class say, "I don't know." Tap the board. Say, "It's a ____." 7. Have the class repeat the sentence. 8. Repeat steps 2-7 with all the vocabulary words. 9. Show the pictures again, but this time, ask, "Is it (a) ____?" Alternate between saying a correct and an incorrect word in the blank. 10. Have the class answer, "Yes, it is," or "No, it's (a) ____." 11. Invite individual students to come and tap each of the pictures to confirm the answers. 12. Repeat steps 9-11. 13. Show the pictures one more time. Ask the students to identify the words using a full sentence (e.g., "It's a coat.>"). 14. Ask, "What letters do you see in this word?" 15. Have a student come up and identify a letter. 16. Have the class repeat the name of the letter. 17. Repeat steps 13-16 until all letters in the words are identified. 	<p>Learn the words "coat," "scarf," "gloves," and "sweater."</p>
<p>6. Worm Holes</p>	<p>Unit19 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Worm Holes</i> from the Teacher Menu. 2. When a word is said, ask all the students to say the word aloud. 3. Ask the students if they see a picture of the word on the screen. If they can't see the word at first, wait until students can see the word. 4. Have the students point at the picture. 5. Choose two students to come to the screen and try to tap the picture as fast as they can. 6. Repeat steps 2-5 with the remaining words. 	



Lesson 1: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>7. Conversational Videos</p>	<p>Unit 19 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "Can you see ____? No." "What's he wearing?" and "He's wearing a ____." 3. Repeat the video as time allows. 	<p>Review the phrases "Can you see ____? No." "What's he wearing?" and "He's wearing a ____ - ____."</p>


8. <i>Speak Up 1</i>	Unit 19 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 1</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	
9. Practice Phrases: <i>Guess Who</i>		<p>Vocabulary Pictures (coat, scarf, gloves, sweater, skirt, jacket, pants, dress, socks, shoes, shorts, jeans, sandals, T-shirt)</p> <p>Pictures of people or paper dolls wearing a variety of clothes with different names written on the back</p>	<ol style="list-style-type: none"> 1. Put the vocabulary pictures on the board and review them with the class. 2. Hang up the pictures of people wearing a variety of clothes. 3. Ask the students, "Can you see ___?" (e.g., "Can you see Jane?"). 4. Have the students respond, "No. What's (s)he wearing?" 5. Say, "(S)He's wearing ___ ___" (e.g., "She's wearing a red coat."). 6. Have the students stand up if they think they know which one is the mystery person. 7. Choose a student standing and ask, "What else is (s)he wearing?" 8. Have the student respond, "(S)He's wearing ___ ___" (e.g., "She's wearing white gloves."). 9. If the student correctly identifies clothes the person is wearing, have the student come and touch the picture of the person. If they touch the correct picture say, "Yes. That is ___," (e.g., "Yes. That is Jane."). 10. If the student does not correctly identify clothing or the picture of the person, say, "No. That isn't ___," (e.g., "No. That isn't Jane."). 11. Continue repeating steps 3-10 until the class has identified all the pictures. 	
10. <i>Hear! Hear!</i>	Unit 19 - Listening tab 		<ol style="list-style-type: none"> 1. Play <i>Hear! Hear!</i> from the Teacher Menu. 2. Have the class listen to the conversation. 3. Have the class identify the picture that matches the conversation. 4. Choose a student to tap the picture. 5. Repeat until each student has a turn to tap a picture or all the phrases are played. 	

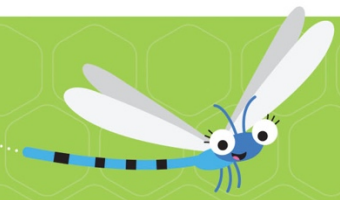
Break—5 mins

Lesson 2: Block A (20 mins)



Activity	Teacher Menu	Preparation	Content	Objectives
11. <i>Word Flurry</i>	Unit 19 - Vocabulary tab 		<ol style="list-style-type: none"> 1. Play <i>Word Flurry</i> from the Teacher Menu. 2. When a word is said, ask all the students to say the word aloud. 3. Ask the students if they see a picture of the word on the screen. 4. Choose two students to come to the screen and try to tap the picture first. 5. Repeat steps 2-4 with the remaining words. 6. Play the game again as time allows. 	
12. Practice Vocabulary: <i>Beware!</i>		<p>Vocabulary pictures (coat, scarf, gloves, sweater), three of each picture, a taped x across one set of pictures</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures with the students. 2. Make up an action for each vocabulary word. Have the class say the words and do the actions. 3. Mix up all three sets of pictures and put them on the board so the students can't see the pictures. 4. Divide the class into two teams. 5. Choose a student from the first team to come to the front and choose a picture. 6. Have the student show the picture to their team. 7. The team will say the word and do the action. 8. If the picture doesn't have an x on it, the team gets a point. 9. If the picture has an x, the team loses a point. 10. Repeat steps 5-9 with the other team. 11. When all the pictures have been shown, the team with the most points wins. 12. Mix up the pictures and repeat the activity as time allows. 	Review the words "coat," "scarf," "gloves," and "sweater."
13. <i>Speak Up 2</i>	Unit 19 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 2</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	Review the phrases "Can you see ___? No." "What's he wearing?" and "He's wearing a ___ - ___."

Lesson 2: Block B (20 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
14. <i>The Snowman</i>	Unit 19 - Book tab 		Introduce the Book <ol style="list-style-type: none"> 1. Show the book <i>The Snowman</i> from the Teacher Menu. 2. On the cover, review the title, author, and illustrator with the class. 3. Have the class repeat the title, author, and illustrator. 4. Have the students talk about the cover, telling what they see and making predictions of what the book will be about. 5. Say, "This book is about ____," (e.g., "This book is about a snowman."). 6. Have the students repeat the sentence. 	Share the book <i>The Snowman</i> .
		A hat, sweater, coat, scarf, gloves	Read the Book <ol style="list-style-type: none"> 1. Continue reading the book <i>The Snowman</i>. 2. After the narrator reads each page, have the class repeat what was said. 3. Continue step 2 throughout the book. 4. Each time the book says a piece of clothing, have the students pretend to put on that article of clothing. 5. Give the hat, sweater, coat, scarf, and gloves to different students. 6. Invite another student to stand in front of the class and be the snowman. 7. Show the book <i>The Snowman</i> again. 8. On pages 2-6, have the student with the article of clothing come and put it on the snowman. 9. Choose students to be a bird, rabbit, fox, cat, and bear. 10. On pages 8-12 have the students pretend to be their assigned animal, take the piece of clothing off the snowman, and put it on themselves. 11. At the end of the book, ask the students how they think the snowman felt at the end of the book and why (e.g., "The snowman felt happy because he likes to be cold."). 	
15. Goodbye			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know what the word 'sweater' means.") or "I can ____," (e.g., "I can say what someone is wearing."). 3. Say goodbye to the class. 4. Have the students say goodbye in return. 	Review and wrap up.





Lesson 1: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 19 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "It's Cold Outside" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Shake and Make	Unit 19 - Vocabulary tab 		<ol style="list-style-type: none"> 1. Play <i>Shake and Make</i> from the Teacher Menu. 2. Have the class read the word. 3. Click the move on arrow. 4. Choose a student to come to the front and tap the box to select a card. 5. Have the class say the word. 6. Choose another student to come to the front and shake out the letters. 7. Ask the class, "What is the first letter in the word?" 8. Have the class answer. 9. Choose a student to come to the front and drag the letter to the first spot. 10. Have the class write the letter with their finger in the air, on their leg, on their forearm, etc. 11. Repeat steps 5-8 with the remaining letters, having the class say all the letters in order as they make the word (e.g., After the second letter is placed, have the class say "coat, c, o." After the final letter is placed have the class say "coat, c, o, a, t.") 12. Have the class read the word one last time. 13. Repeat steps 1-12 with all the words. 14. Repeat the activity as time allows 	Learn to read the words "coat," "scarf," "gloves," "sweater." "living room," and "house."

<p>5. Practice Reading Vocabulary Words: <i>Word Chain</i></p>		<p>Vocabulary pictures (coat, scarf, gloves, sweater, living room, house)</p> <p>Papers with one of the vocabulary words written on each sheet, enough for each student</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures and words with the class. 2. Put the vocabulary pictures on one side of the room. 3. Put the vocabulary words on the other side of the room. 4. Have the class spread out in a line across the classroom. 5. Have the student closest to the vocabulary pictures choose one of the vocabulary pictures, turn to the student next to them, and say the word. 6. Have the students say the word all the way down the line to the other end. 7. Have the student at the end closest to the words find the word. 8. Have the student read the word and then pass it to the student next to them. 9. Have the students continue reading the word back down the line to the other end. 10. Have the student at the end closest to the pictures put the word under the matching picture. 11. Have the students mix up the lines so new students are at each end and repeat steps 5-10. 12. Repeat the activity until all the words are under the pictures. 13. Move the vocabulary words back to the other side of the room and play the game again as time allows. 	
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Lesson 1: Block B (20 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
<p>6. Learn Category Words: <i>Clothes</i></p>		<p>Clothes vocabulary pictures (coat, scarf, gloves, sweater, shorts, jeans, sandals, T-shirt)</p> <p>Not clothes vocabulary pictures (phone, camera, suitcase, poster, game, tennis racket)</p>	<ol style="list-style-type: none"> 1. Show the first clothes vocabulary picture. 2. Say, “___ are clothes,” (e.g., “Shorts are clothes.”). 3. Have the students repeat the phrase. 4. Repeat steps 2-3 with all the clothes pictures 5. Put the clothes pictures and the pictures that are not clothes in a pile and mix them up. 6. Choose a student to come to the front and hold up the first picture in the pile. 7. Have the class say either, “___ are clothes,” (e.g., “Shorts are clothes.”) or “___ are not clothes (e.g., “Phones are not clothes.”). 8. Repeat steps 6-7 with all the pictures having the students say the correct phrase. 	<p>Learn the category “clothes.”</p>

7. <i>At Your Command</i>	Unit 19 - Action tab 		<ol style="list-style-type: none"> 1. Play <i>At Your Command</i> from the Teacher Menu. 2. Have the class listen to the command twice. 3. Have the class say the command. 4. Evaluate what the class says and tap the corresponding correct or incorrect button. 5. Repeat video as time allows. 	Learn the action "dry your hands."
8. Practice an Action: <i>Dotty's Ditties</i>	Unit 19 - Action tab 	Vocabulary picture (hands) Lyrics Dry your hands. Please dry your hands. Rub and shake. Make no mistake. Please dry your hands.	<ol style="list-style-type: none"> 1. Show the picture of hands. 2. Say, "Wash your hands." 3. Pretend to wash your hands. 4. Say, "Dry your hands." 5. Pretend to dry your hands. 6. Have the class say, "Dry your hands," and do the action. 7. Play <i>Dotty's Ditties</i> from the Teacher Menu. 8. Play <i>Dotty's Ditties</i> again and sing along as you pretend to dry your hands. 9. Have the class gather around a sink. 10. Wash your hands. Then demonstrate how to dry your hands thoroughly and throw away any garbage. 11. Have the students take turns washing and then drying their hands while singing the hand drying song. 	



Break—5 mins

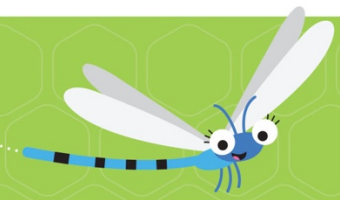
Lesson 2: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
9. Teach digraphs: qu-, -ck		Pictures of a queen, quilt, duck, sock	<ol style="list-style-type: none"> Write the letters qu on the board. Say, "These letters make the sound /kw/." Have the class repeat the sound. Show the picture of the queen. Say "/kw/, /kw/, queen." Have the class repeat the sound and word. Repeat steps 4-6 with the picture of quilt. Write the letters ck on the board. Say, "These letters make the sound /k/." Have the class repeat the sound. Show the picture of the duck. Say "duck, /k/, /k/." Have the class repeat the sound and word. Repeat steps 11-13 with the picture of sock. 	Learn the digraphs qu, and ck.
10. Big Picture (Read Words)	Unit 19 - Literacy tab 		<ol style="list-style-type: none"> Play <i>Big Picture (Read Words)</i> from the Teacher Menu. Show the first word. Point to the first letter and ask, "What sound does this letter make?" Have the class say the sound. Point to the second letter and ask, "What sound does this letter make?" Have the class say the sound. Point to the first letter in the word and say, "Blend." Scoop your finger under the first and second letters as the class blends the two sounds together. Point to the third letter and ask, "What sound does this letter make?" Have the class say the sound. Point to the first letter and say, "Blend." Scoop your finger under all three letters as the class blends the sounds together. Point to the first letter and say, "Read the word." Slide your finger under the word as the class reads the word. Show the next screen. Point to the word and ask the class, "What's this word?" If the class can't read the word, repeat steps 3-14 with the word. If the class can read the word, repeat steps 15-18 with the remaining words. 	Learn to decode and spell words starting with qu- or ending in -ck.


<p>11. Spell Words</p>		<p>Pictures of quit, quick, quiz, rock, pack, picks, kicks</p> <p>Cards with qu, i, t, ck, z, r, o, p, a, i, s, k, one letter on each card, a set for each student</p>	<ol style="list-style-type: none"> 1. Give each student a set of letter cards. 2. Show the picture of the rock. 3. Say, "Rock. What's the first sound in the word 'rock?'" putting an emphasis on the first sound. 4. Have the class say the first sound. 5. Ask, "What is the first letter in the word 'rock?'" 6. Have the class say the first letter in the word. 7. Have the students move the letter to make the word. 8. Repeat steps 2-6 with the remaining sounds in the word. 9. Have the class read the word. 10. Repeat steps 2-9 with all the words. 	
<p>12. Word Trace</p>	<p>Unit 19 - Literacy tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Word Trace</i> from the Teacher Menu. 2. Have the class say the word. 3. Choose a student to come to the front and find the word. 4. Have the class say the word again. 5. Select a different student to come to the front and trace the word while the class writes the word with their fingers on their forearms, legs, in the air, etc. 6. Repeat steps 4-5 with the next two traces. 7. Have the class say the word again. 8. Have a student come to the front and write the word while the class writes the word with their fingers on their forearms, legs, in the air, etc. 9. Repeat steps 7-8 with one more student. 10. Choose the best word, or have the students vote on the word they feel is written the best. 11. Repeat the activity with the remaining words. 	<p>Learn to read and write sight words.</p>
<p>13. Find Words</p>		<p>Cards with the words her, she, says, snake, likes, to, one word on each card, a set for each student</p> <p>Papers with the words her, she, says, snake, likes, to, one word on each sheet, one set for you</p>	<ol style="list-style-type: none"> 1. Give each student a set of word cards. 2. Say, "Find the word ____." 3. Have the students find the word. 4. Hold up the paper with the word on it. 5. Have the class check that they found the correct word. 6. Have the class spell the word by tracing each letter with their finger as they say the letter. 7. Have the class say the word again. 8. Repeat steps 2-7 with all the words. 9. Have a student come to the front and randomly choose a word. 10. Have the students try to be the first to find the word and hold it up. 11. Have the students say they word as they trace the word with their fingers. 12. Repeat steps 9-11 as time allows. 	

Lesson 2: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
14. <i>Conversational Videos</i>	Unit 19 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "Can you see ___? No." "What's he wearing?" and "He's wearing (a) ___ ___." Repeat the video if time allows. 	Review the phrases "Can you see ___?" "What's he wearing?" and "He's wearing (a) ___ - ___."
15. <i>The Snowman</i>	Unit 19 - Book tab 	Paper Crayons	<ol style="list-style-type: none"> 1. Show the book <i>The Snowman</i> from the Teacher Menu. 2. When the book is finished, give each student a sheet of paper and crayons. 3. Have the students draw a picture of their own snowman wearing winter clothes. 4. When the students are finished with their drawings, choose a student to come to the front and show their snowman. 5. Ask, "What's your snowman wearing?" 6. Have the student answer, "It's wearing ___." 7. Allow as many students to share their snowmen as time permits. 	Share the book <i>The Snowman</i> .
16. Goodbye			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ___" (e.g., "I know what the word 'quick' means.") or "I can ___" (e.g., "I can read the word 'she.'"). 3. Say goodbye to the class. 4. Have the students say goodbye. 	Review and wrap up.




Lesson 1: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 19 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "It's Cold Outside" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Practice Actions: <i>Acting Actions</i>		Pictures representing actions the students know to review	<ol style="list-style-type: none"> 1. Review the actions with the class. 1. Divide the class into two teams. 2. Have the teams sit back to back, facing away from each other. 3. Choose a student from each team. 4. Show the students one of the pictures so the rest of the class can't see. 5. Have the students go stand in front of their teams. 6. Say "go," and have the students act out the action. 7. The first team to correctly guess the action gets a point for their team. 8. Repeat steps 3-7 until every student has a turn or until all the actions have been reviewed. 9. The team with the most points wins. 10. Mix up the teams and repeat the activity as time allows. 	Review the action "dry your hands."




<p>5. Practice More Words: <i>Musical Clothes Sort</i></p>		<p>Clothes vocabulary pictures (shorts, jeans, sandals, T-shirt, dress, baseball cap, socks, gloves, coat, scarf, sweater)</p> <p>Not clothes vocabulary pictures (teacher's choice for review), enough so that every student will have either a clothes picture or a not clothes vocabulary picture</p> <p>Paper with "yes" written on it</p> <p>Paper with "no" written on it</p> <p>Music the students like</p>	<ol style="list-style-type: none"> 1. Review the word "clothes." 2. Show each of the clothes vocabulary pictures and say, "These are clothes." 3. Hold up the paper with "yes" written on it and say "yes." 4. Have the class repeat the word. 5. Say "yes" again and put the paper on one side of the room. 6. Hold up the paper with "no" written on it and say "no." 7. Have the class repeat the word. 8. Say "no" again and put the paper on the other side of the room. 9. Have the students stand in the middle of the room. 10. Mix up all the vocabulary pictures and put them in the middle of the room face down so the students can't see them. 11. Start the music and have the students dance. 12. Randomly stop the music and have the students all grab a picture. 13. If the picture is clothes, have the students go to the "yes" side of the room. 14. If the picture is not clothes, have the students go to the "no" side of the room. 15. Review the pictures on each side of the room and have the class decide if they are on the correct side of the room. 16. Have all the students with clothes pictures hold them above their head. Have the class say, "These are clothes." 17. Have all the students with pictures that are not clothes hold them above their head. Have the class say, "These are not clothes." 18. Repeat steps 10-17 as time allows. 	<p>Review the category "clothes."</p>
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Lesson 1: Block B (20 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
<p>6. <i>Sentence Slinger</i></p>	<p>Unit 19 - Literacy tab</p> 	<p>Paper</p> <p>Pencils</p>	<ol style="list-style-type: none"> 1. Play <i>Sentence Slinger</i> from the Teacher Menu. 2. Point to a word and say, "This is a word." 3. Point to each word and have the class read them. 4. Slide your finger under the whole sentence and say, "This is a sentence." 5. Have the class read the sentence again. 6. Ask, "Which picture matches?" 7. Have the students point to the picture that matches the sentence. 8. Choose a student to come to the front and tap the picture. 9. Repeat steps 2-5 with each sentence. 10. Repeat the activity until the students are comfortable comprehending the sentences. 11. If the students are able and time allows, give each student paper and a pencil. Have them write one of the sentences and then draw a picture to go with it. 	<p>Comprehend sentences.</p>
<p>7. <i>Make Sentences</i></p>		<p>Cards with the words <i>Quin, quit, quick, quiz, rock, pack, picks, kicks, her, she, says, snake, likes, to,</i> and other words the students know that can be used to make sentences, one word on each card, a set for each student</p> <p>Papers with the words <i>Quin, quit, quick, quiz, rock, pack, picks, kicks, her, she, says, snake, likes, to,</i> and other words the students know that can be used to make sentences, one word on each sheet, one set for you</p>	<ol style="list-style-type: none"> 1. Make up a sentence that uses some of the words on the cards. 2. Say the sentence to the class. 3. Say, "Find the first word in the sentence ____." 4. Have the students find the word and hold it up. 5. Have the class say the first word in the sentence. 6. Have the students move the word to make the sentence. 7. Choose a student to come to the front and find the word on the paper. 8. Repeat steps 2-7 until the sentence is complete. 9. Draw a period at the end of the sentence. 10. Say "period." 11. Have the students point their finger and tap the end of the sentence. 12. Have the students say "period." 13. Explain to the class that we use a period to show the sentence is done. 14. Repeat steps 1-12 with different sentences as time allows. 	<p>Review decodable words and sight words.</p>

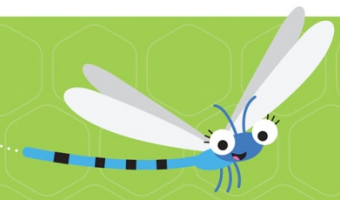
Break—5 mins

Lesson 2: Block A (25 mins)



Activity	Teacher Menu	Preparation	Content	Objectives
8. <i>Conversational Videos</i>	Unit 19 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "Can you see ____?" "What's he wearing?" and "He's wearing (a) ____ ____." 	
9. <i>Speak Up 1</i>	Unit 19 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 1</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	Review the phrases "Can you see ____?" "What's he wearing?" and "He's wearing (a) ____ - ____."
10. <i>Speak Up 2</i>	Unit 19 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 2</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	
11. Review Vocabulary Words: Word Find		<p>Vocabulary pictures (coat, scarf, gloves, sweater, living room, house)</p> <p>Papers with one of the vocabulary words written on each sheet, a set for each team</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures and words with the class. 2. Divide the class into teams of 3-4 students. 3. Give each team a set of words. 4. Mix up the vocabulary pictures. 5. Hold up a picture. 6. Have the teams find the matching word and hold it up. 7. The first team to hold up the correct word gets a point. 8. Repeat steps 5-7 until the class is confident matching the word to the vocabulary picture. 9. The team with the most points is the winner. 10. Mix up the teams and repeat the activity as time allows. 	Review the words "coat," "scarf," "gloves," "sweater," "living room," and "house."

Lesson 2: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
12. <i>Listen and Move Project</i>	Unit 19 - Listening tab 	<i>Listen and Move project</i> enough for each student Pencils or crayons	<ol style="list-style-type: none"> 1. Give each student a <i>Listen and Move</i> project. Make sure they have a pencil or crayon. 2. Have the students write their name on their project. 3. Play <i>Listen and Move</i> from the Teacher Menu. 4. Play the first audio and have the students listen. 5. When the audio finishes, have the students draw a line from the correct object to the correct location. 6. Choose a student to come to the screen and move the object to the correct location. 7. Have the students check their answers and make corrections as needed. 8. Have the students repeat the phrase (e.g., "The tennis racket is on the table."). 9. Repeat steps 3-8 for the remaining audio instructions. 10. Tell the students to take the project home and talk about it with their parents. 	Show what you learned.
13. Goodbye			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know what the word 'quiz' means.") or "I can ____," (e.g., "I can read the word 'likes.'"). 3. Say goodbye to the class. 4. Have the students say goodbye. 	Review and wrap up.




Lesson 1: Block A (30 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review classroom rules as necessary.	
3. Sing a Song	Unit 19 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "It's Cold Outside" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. <i>I Don't Want Help</i>	Unit 19 - Value tab 		<p>Introduce the Book</p> <ol style="list-style-type: none"> 1. Show the book <i>I Don't Want Help</i> from the Teacher Menu. 2. Say, "This book is about gratitude." 3. On the cover, review the title, author, and illustrator with the class. 4. Have the class repeat the title, author, and illustrator. 5. Have the students talk about the cover, telling what they see and making predictions of what the book will be about. 	Learn the value gratitude.
			<p>Read the Story</p> <ol style="list-style-type: none"> 1. Read the story. Have the class act like the girl. 2. After the book is over ask the class how the girl feels at first (She thinks she doesn't need help). 3. Ask how the girl feels at the end of the book (She is thankful that her dad helped her). 4. Ask why the girl feels that way (Her dad helped her get her cat out of the tree.). 5. Say, "When I say 'thank you,' I am grateful." 6. Have the class repeat, "When I say 'thank you,' I am grateful." 7. Say, "I can be grateful." 8. Have the class repeat, "I can be grateful." 	

			<ol style="list-style-type: none"> 1. Show the book <i>I Don't Want Help</i> from the Teacher Menu. 2. Have four students act out the story. <ul style="list-style-type: none"> • girl • mom • dad • cat 3. Show the story again and have different students act out the story. 4. Repeat as time allows. 	
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Lesson 1: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
5. Practice an Action: <i>Dotty's Ditties</i>	Unit 19 - Action tab 	Vocabulary picture (hands) Lyrics Dry your hands. Please dry your hands. Rub and shake. Make no mistake. Please dry your hands.	<ol style="list-style-type: none"> 1. Show the picture of hands. 2. Say, "Wash your hands." 3. Pretend to wash your hands. 4. Say, "Dry your hands." 5. Pretend to dry your hands. 6. Have the class say, "Dry your hands," and do the action. 7. Play <i>Dotty's Ditties</i> from the Teacher Menu. 8. Play <i>Dotty's Ditties</i> again and sing along as you pretend to dry your hands. 9. Have the class gather around a sink. 10. Wash your hands, and then demonstrate how to dry your hands thoroughly and throw away any garbage. 11. Have the students take turns washing and then drying their hands while singing the hand drying song. 	Review the action "dry your hands."


<p>6. Practice More Words: <i>Musical Clothes Sort</i></p>		<p>Clothes vocabulary pictures (shorts, jeans, sandals, T-shirt, dress, baseball cap, socks, gloves, coat, scarf, sweater)</p> <p>Not clothes vocabulary pictures (teacher’s choice for review), enough so that every student will have either a clothes picture or a not clothes vocabulary picture</p> <p>Paper with “yes” written on it</p> <p>Paper with “no” written on it</p> <p>Music the students like</p>	<ol style="list-style-type: none"> 1. Review the word clothes. 2. Show each of the clothes vocabulary pictures and say, “These are clothes.” 3. Hold up the paper with “yes” written on it and say “yes.” 4. Have the class repeat the word. 5. Say “yes” again and put the paper on one side of the room. 6. Hold up the paper with “no” written on it and say “no.” 7. Have the class repeat the word. 8. Say “no” again and put the paper on the other side of the room. 9. Have the students stand in the middle of the room. 10. Mix up all the vocabulary pictures and put them in the middle of the room face down so the students can’t see them. 11. Start the music and have the students dance. 12. Randomly stop the music and have the students all grab a picture. 13. If the picture is clothes, have the students go to the “yes” side of the room. 14. If the picture is not clothes, have the students go to the “no” side of the room. 15. Review the pictures on each side of the room and have the class decide if they are on the correct side of the room. 16. Have all the students with clothes pictures hold them above their head. Have the class say, “These are clothes.” 17. Have all the students with pictures that are not clothes hold them above their head. Have the class say, “These are not clothes.” 18. Repeat steps 10-17 as time allows. 	<p>Review the category “clothes.”</p>
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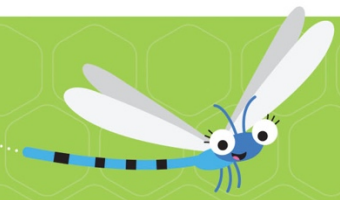
Break—5 mins

Lesson 2: Block A (15mins)




Activity	Teacher Menu	Preparation	Content	Objectives
<p>7. Practice Reading Vocabulary Words: <i>Word Chain</i></p>		<p>Vocabulary pictures (coat, scarf, gloves, sweater, living room, house)</p> <p>Papers with one of the vocabulary words written on each sheet, enough for each student</p>	<ol style="list-style-type: none"> Review the vocabulary pictures and words with the class. Put the vocabulary pictures on one side of the room. Put the vocabulary words on the other side of the room. Have the class spread out in a line across the classroom. Have the student closest to the vocabulary pictures choose one of the vocabulary pictures and turn to the student next to them and say the word. Have the students say the word all the way down the line to the other end. Have the student at the end closest to the words find the word. Have the student read the word and then pass it to the student next to them. Have the students continue reading the word back down the line to the other end. Have the student at the end closest to the pictures put the word under the matching picture. Have the students mix up the lines so new students are at each end and repeat steps 5-10. Repeat the activity until all the words are under the pictures. Move the vocabulary words back to the other side of the room and play the game again as time allows. 	<p>Review the words "coat," "scarf," "gloves," "sweater," "living room," and "house."</p>
<p>8. Practice Vocabulary Words: <i>See and Spell Project</i></p>		<p>Vocabulary pictures (coat, scarf, gloves, sweater, living room, house)</p> <p>See and Spell project for each student</p> <p>Pencils</p> <p>Crayons</p>	<ol style="list-style-type: none"> Review each of the vocabulary pictures and words with the class. Give each student a <i>See and Spell</i> project, pencils, and crayons. Have the students write their names on their project. Have the students spell each of the words on their project page. If the students need extra support, display the vocabulary pictures for the students to see. When the students have finished spelling each of the words, have them color the pictures. While students are working, walk around the classroom and make sure the students have correctly spelled the words. Have the students practice reading the words. As the students finish their project, have them get with a partner, read the words on their paper, and share their pictures. Tell the students to take the project home and talk about it with their parents. 	



Lesson 2: Block B (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
9. <i>Miss Daisy</i>	Unit 19 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Miss Daisy</i> from the Teacher Menu. 2. Have students respond to the people in the video when they are prompted to speak. 3. Evaluate what the class says. 4. If the class answers correctly, press the button to move on. 5. If the class answers incorrectly, repeat the question and prompt the class to say the correct answer. 	Practice speaking.
10. Show What You've Learned: <i>Winter Clothes Project</i>		<p>Winter Clothes project for each student, complete one to use as an example</p> <p>Crayons</p> <p>A small bag to keep the clothes in, one for each student</p> <p>Precut doll and clothes for each student</p>	<ol style="list-style-type: none"> 1. Give each student a paper doll, a set of clothes, and crayons. 2. Have the students color the paper doll and clothes. 3. Have the students put clothes on their doll. 4. Have the student give their doll a name. 5. Have the students get in pairs and decide who is student 1 and who is student 2. 6. Have Student 1 ask, "Can you see ___?" (e.g., "Can you see Ann?"). 7. Have Student 2 ask, "What's ___ wearing?" 8. Have Student 1 show their doll and say, "___ wearing ___ ___," (e.g., "Ann's wearing a red coat."). 9. Have the students switch roles and repeat steps 6-8. 10. When the students have finished saying everything their dolls are wearing, have them find a new partner and repeat steps 5-9. 11. Encourage the students to take their projects home and share what they learned with their parents. 	Practice phrases and words.
11. Goodbye			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ___," (e.g., "I know what 'dry your hands' means.") or "I can ___," (e.g., "I can show gratitude."). 3. Say goodbye to the class. 4. Have the students say goodbye in return. 	Review and wrap up.






Lesson 1: Block A (30 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 20 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "The Garden" from the Teacher Menu. 2. Have the students watch the video of the song to become familiar with the music and lyrics. 	Learn the phrases "I have ____," "Look at ____," and "He has ____."
		Vocabulary pictures (pumpkin, apple, strawberry)	<ol style="list-style-type: none"> 1. Teach the vocabulary words "pumpkin," "apple," and "strawberry." 2. Create actions for the words with the students. 3. Have the class practice the words and actions until they are comfortable with them. 	
	Unit 20 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "The Garden" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	
4. Conversational Videos	Unit 20 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "I have ____," "Look at ____," and "He has ____." 3. Repeat the video as time allows. 	

<p>5. Big Picture (Vocabulary)</p>	<p>Unit 20 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu. 2. Show the first picture. 3. Ask, "What is it?" and shrug your shoulders. 4. Have the class say, "It's a(n) ____." 5. If possible, have the students do an action for the vocabulary word. 6. If they don't know what the picture is, have the class say, "I don't know." Tap the board. Say, "It's a(n) ____." 7. Have the class repeat the sentence. 8. Repeat steps 2-7 with all the vocabulary words. 9. Show the pictures again, but this time, ask, "Is it a(n) ____?" Alternate between saying a correct and an incorrect word in the blank. 10. Have the class answer, "Yes, it is," or "No, it's a(n) ____." 11. Invite individual students to come and tap each of the pictures to confirm the answers. 12. Repeat steps 9-11. 13. Show the pictures one more time. Ask the students to identify the words using a full sentence (e.g., "It's a garden."). 14. Ask, "What letters do you see in this word?" 15. Have a student come up and identify a letter. 16. Have the class repeat the name of the letter. 17. Repeat steps 13-16 until all letters in the words are identified. 	<p>Learn the words "garden," "onion," "pear," and "lemon."</p>
<p>6. Worm Holes</p>	<p>Unit 20 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Worm Holes</i> from the Teacher Menu. 2. When a word is said, ask all the students to say the word aloud. 3. Ask the students if they see a picture of the word on the screen. If they can't see the word at first, wait until students can see the word. 4. Have the students point at the picture. 5. Choose two students to come to the screen and try to tap the picture as fast as they can. 6. Repeat steps 2-5 with the remaining words. 	


Lesson 1: Block B (15 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
<p>7. Conversational Videos</p>	<p>Unit 20 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "I have ____," "Look at ____," and "He has ____." 3. Repeat the video as time allows. 	<p>Review the phrases "I have ____," "Look at ____," and "He has ____."</p>

<p>8. <i>Speak Up 1</i></p>	<p>Unit 20 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 1</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	
<p>9. Practice Phrases: <i>Garden Food</i></p>		<p>Vocabulary pictures (onion, pear, lemon, mango, pineapple, tomato, potato, strawberries, carrot, banana, watermelon, grapes, corn, apple, pumpkin), enough for each student to have one</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures with the class. 2. Have the students stand in a circle. 3. Give each student a picture. 4. Choose a student and say, "Look at _____. (S)He has _____," (e.g., "Look at Sam. He has a carrot.>"). 5. Have the student say, "I have _____," (e.g., "I have a carrot.>"). Then have the student choose someone else and say, "Look at _____. (S)He has _____," (e.g., "Look at Ann. She has an onion.>"). Have the student sit down. 6. Repeat step 5 until all the students are sitting. 7. Mix up the pictures and repeat the activity as time allows. 	
<p>10. <i>Hear! Hear!</i></p>	<p>Unit 20 - Listening tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Hear! Hear!</i> from the Teacher Menu. 2. Have the class listen to the conversation. 3. Have the class identify the picture that matches the conversation. 4. Choose a student to tap the picture. 5. Repeat until each student has a turn to tap a picture or all the phrases are played. 	


Break—5 mins

Lesson 2: Block A (20 mins)

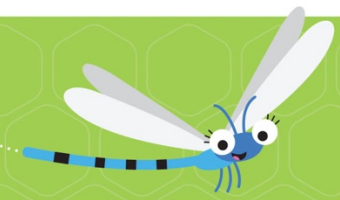
Activity	Teacher Menu	Preparation	Content	Objectives
<p>11. <i>Word Flurry</i></p>	<p>Unit 20 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Word Flurry</i> from the Teacher Menu. 2. When a word is said, ask all the students to say the word aloud. 3. Ask the students if they see a picture of the word on the screen. 4. Choose two students to come to the screen and try to tap the picture first. 5. Repeat steps 2-4 with the remaining words. 6. Play the game again as time allows. 	<p>Review the words "garden," "onion," "pear," and "lemon."</p>

12. Speak Up 2	Unit 20 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 2</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	Review the phrases "I have ____," "Look at ____," and "He has ____."
13. Practice Vocabulary in a Phrase: Garden Chairs		Vocabulary pictures (onion, pear, lemon), three of each (garden), one picture	<ol style="list-style-type: none"> 1. Review the vocabulary pictures with the class. 2. Have the students carefully put their chairs in a line at the front of the classroom. 3. Remove one of the chairs, so there is one less chair than number of students. 4. Mix up the pictures and place them in a pile. 5. Choose a student to come to the front and hold up a picture from the pile. 6. If the picture is an onion, a pear, or a lemon have the class say, "Look at ____." (S)He has ____." 7. If the picture is the garden, have the students yell, "Garden!" and run to the chairs and sit down. 8. The student who doesn't have a chair is out. 9. Have that student stand by the teacher and continue to say, "Look at ____." (S)He has ____." That student will not run to a chair when the garden picture is held up. 10. Have the students who are sitting spread back out in the classroom and remove another chair from the line and repeat steps 3-10. 11. The last student standing is the winner. 12. Play the game again as time allows. 	



Lesson 2: Block B (20 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
14. Food in the Garden	Unit 20 - Book tab 		Introduce the Book <ol style="list-style-type: none"> 1. Show the book <i>Food in the Garden</i> from the Teacher Menu. 2. On the cover, review the title, author, and illustrator with the class. 3. Have the class repeat the title, author, and illustrator. 4. Have the students talk about the cover, telling what they see and making predictions of what the book will be about. 5. Say, "This book is about ____," (e.g., "This book is about gardens."). 6. Have the students repeat the sentence. 	Share the book <i>Food in the Garden</i> .

		<p>Vocabulary pictures (lemon, pear, apple, watermelon, pumpkin, grapes, tomatoes, carrots, potatoes, onions)</p> <p>Paper with “above the ground” written on it</p> <p>Paper with “on the ground” written on it</p> <p>Paper with “below the ground” written on it</p>	<p>Read the Book</p> <ol style="list-style-type: none"> 1. Continue reading the book <i>Food in the Garden</i>. 2. After the narrator reads each page, have the class repeat what was said. 3. Once the book is finished, ask the students to raise their hand if they have ever worked in a garden. 4. Ask the students, “What food have you seen growing in a garden?” 5. Let the students say what they know about gardens. 6. Show the book a second time. 7. Place the food pictures randomly on the board. 8. Hang the three phrases on the board 9. After page 4, have three students find the three food pictures that grow above the ground. Have the students place the pictures under the phrase “above the ground,” and have the class say the name of each food. 10. On page 7, have four students find the four food pictures that grow on the ground. Have the students place the pictures under the phrase “on the ground,” and have the class say the name of each food. 11. On page 10, have three students find the three food pictures that grow under the ground. Have the students place the pictures under the phrase “under the ground,” and have the class say the name of each food. 12. After the book is over, take the food pictures off the board and mix them up. 13. Place the pictures face down in a pile. 14. Choose a student to pick a picture and place it under the right category on the board according to where it grows. 15. Repeat step 14 until all the pictures are placed under the correct categories. 	
15. Goodbye			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, “I know _____,” (e.g., “I know what the word ‘garden’ means.”) or “I can _____,” (e.g., “I can say what grows in a garden.”). 3. Say goodbye to the class. 4. Have the students say goodbye in return. 	Review and wrap up.




Lesson 1: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 20 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "The Garden" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Shake and Make	Unit 20 - Vocabulary tab 		<ol style="list-style-type: none"> 1. Play <i>Shake and Make</i> from the Teacher Menu. 2. Have the class read the word. 3. Click the move on arrow. 4. Choose a student to come to the front and tap the box to select a card. 5. Have the class say the word. 6. Choose another student to come to the front and shake out the letters. 7. Ask the class, "What is the first letter in the word?" 8. Have the class answer. 9. Choose a student to come to the front and drag the letter to the first spot. 10. Have the class write the letter with their finger in the air, on their leg, on their forearm, etc. 11. Repeat steps 5-8 with the remaining letters, having the class say all the letters in order as they make the word (e.g., After the second letter is placed, have the class say "garden, g, a." After the final letter is placed have the class say "garden, g, a, r, d, e, n."). 12. Have the class read the word one last time. 13. Repeat steps 1-12 with all the words. 14. Repeat the activity as time allows 	Learn to read the words "garden," "onion," "pear," "lemon," "flower," and "carrot."

<p>5. Practice Reading Vocabulary Words: Pass the Picture</p>		<p>Vocabulary pictures (garden, onion, pear, lemon, flower, carrot)</p> <p>Papers with one of the vocabulary words written on each sheet</p> <p>Music</p>	<ol style="list-style-type: none"> 1. Review all the vocabulary pictures and words with the class. 2. Have the students sit in a circle. 3. Show the students how to pass the pictures and words around the circle without them being seen. 4. Give random students a vocabulary picture or word paper. 5. Start the music and have the students pass the pictures and words around the circle without looking at them. 6. Randomly stop the music. 7. Choose one of the students with a vocabulary picture to hold it above their head so the class can see it, but they can't see it. 8. The student with the picture asks, "Is it a ___?" (e.g., "Is it a pear?") 9. The class answers, "Yes, it is," or "No, it isn't." 10. The student continues guessing until they guess correctly. 11. Have the students with the words look at their word and decide if their word matches the picture. 12. The student with the matching word says, "I have ___." 13. Have the student show the word to the class and have the class read the word. 14. Repeat steps 5-13 as time allows. 	
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Lesson 1: Block B (20 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
<p>6. Learn More Words: Beautiful or Ugly</p>		<p>Pictures of a beautiful and ugly things the students are familiar with to review</p> <p>Paper with the word "beautiful" written on it</p> <p>Paper with the word "ugly" written on it</p>	<ol style="list-style-type: none"> 1. Hold up the paper with beautiful written on it and say "beautiful." 2. Have the class repeat the word. 3. Say "beautiful" again and put the paper on one side of the board. 4. Hold up the paper with the ugly written on it and say "ugly." 5. Have the class repeat the word. 6. Say "ugly" again and put the paper on the other side of the board. 7. Show a picture of something beautiful and say "beautiful." 8. Put the picture under the paper with the word "beautiful" on it. 9. Show a picture of something ugly and say "ugly." 10. Put the picture under the paper with the word "ugly" on it. 11. Have a student come to the front and choose a picture. 12. Have the student place the picture under the proper paper, beautiful or ugly. 13. Have the student say "beautiful" or "ugly," depending on the picture. 14. If the student chooses the incorrect label, point to the picture, say the correct label, and have the student try again, saying the correct label. 15. Have the class repeat the correct label "beautiful" or "ugly." 16. Have the class say, "The ___ is ___," (e.g., "The fish is beautiful.") 	<p>Learn the words "beautiful" and "ugly."</p>

7. <i>At Your Command</i>	Unit 20 - Action tab 		<ol style="list-style-type: none"> 1. Play <i>At Your Command</i> from the Teacher Menu. 2. Have the class listen to the command twice. 3. Have the class say the command. 4. Evaluate what the class says and tap the corresponding correct or incorrect button. 5. Repeat video as time allows. 	Learn the action "bounce the ball."
8. Practice an Action: Bounce		Balls that bounce, enough for each group to have one	<ol style="list-style-type: none"> 1. Bounce a ball on the ground in front of you. 2. Bounce the ball again and say, "Bounce the ball." 3. Have the class repeat the command. 4. Choose a student to come to the front and give him a ball. 5. Say, "Bounce the ball." 6. Have the student bounce the ball. 7. Have the class say, "Bounce the ball," as the student bounces the ball back to you. 8. Have the class stand in a small circle. Divide the class into groups if the class is too big. 9. Give the ball to a student to start the game. 10. Have the class say, "Bounce the ball," as the student bounces the ball once in front of themselves and then to a classmate. 11. Repeat step 10 until every student has bounced the ball. 12. Have the students take one step back, making the circle bigger. 13. Repeat steps 10-12 as time allows. 	


Break—5 mins


Lesson 2: Block A (25 mins)

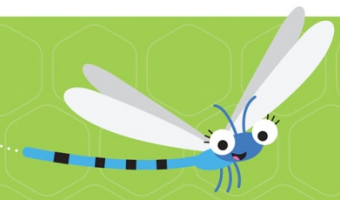
Activity	Teacher Menu	Preparation	Content	Objectives
<p>9. <i>Big Picture</i> (Read Words)</p>	<p>Unit 20 - Literacy tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Big Picture (Read Words)</i> from the Teacher Menu. 2. Show the first word. 3. Point to the first letter and ask, "What sound does this letter make?" 4. Have the class say the sound. 5. Point to the second letter and ask, "What sound does this letter make?" 6. Have the class say the sound. 7. Point to the first letter in the word and say, "Blend." 8. Scoop your finger under the first and second letters as the class blends the two sounds together. 9. Point to the third letter and ask, "What sound does this letter make?" 10. Have the class say the sound. 11. Point to the first letter and say, "Blend." 12. Scoop your finger under all three letters as the class blends the sounds together. 13. Point to the first letter and say, "Read the word." 14. Slide your finger under the word as the class reads the word. 15. Show the next screen. 16. Point to the word and ask the class, "What's this word?" 17. If the class can't read the word, repeat steps 3-14 with the word. 18. If the class can read the word, repeat steps 15-18 with the remaining words. 	<p>Learn to decode and spell words beginning with qu- and words ending in -ck.</p>
<p>10. Spell Words</p>		<p>Pictures of quack, quick, quiz, sack, dock, duck, back</p> <p>Cards with qu, a, ck, i, z, s, d, u, b, one letter on each card, a set for each student</p>	<ol style="list-style-type: none"> 1. Give each student a set of letter cards. 2. Show the picture of the duck. 3. Say, "Duck. What's the first sound in the word duck?" putting an emphasis on the first sound. 4. Have the class say the first sound. 5. Ask, "What is the first letter in the word duck?" 6. Have the class say the first letter in the word. 7. Have the students move the letter to make the word. 8. Repeat steps 2-6 with the remaining sounds in the word. 9. Have the class read the word. 10. Repeat steps 2-9 with all the words. 	

<p>11. <i>Word Trace</i></p>	<p>Unit 20 - Literacy tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Word Trace</i> from the Teacher Menu. 2. Have the class say the word. 3. Choose a student to come to the front and find the word. 4. Have the class say the word again. 5. Select a different student to come to the front and trace the word while the class writes the word with their fingers on their forearms, legs, in the air, etc. 6. Repeat steps 4-5 with the next two traces. 7. Have the class say the word again. 8. Have a student come to the front and write the word while the class writes the word with their fingers on their forearms, legs, in the air, etc. 9. Repeat steps 7-8 with one more student. 10. Choose the best word, or have the students vote on the word they feel is written the best. 11. Repeat the activity with the remaining words. 	<p>Learn to read and write sight words.</p>
<p>12. Find Words</p>		<p>Cards with the words rides, his, he, goes, sees, says, one word on each card, a set for each student</p> <p>Papers with the words rides, his, he, goes, sees, says, one word on each sheet, one set for you</p>	<ol style="list-style-type: none"> 1. Give each student a set of word cards. 2. Say, "Find the word ____." 3. Have the students find the word. 4. Hold up the paper with the word on it. 5. Have the class check that they found the correct word. 6. Have the class spell the word by tracing each letter with their finger as they say the letter. 7. Have the class say the word again. 8. Repeat steps 2-7 with all the words. 9. Have a student come to the front and randomly choose a word. 10. Have the students try to be the first to find the word and hold it up. 11. Have the students say they word as they trace the word with their fingers. 12. Repeat steps 9-11 as time allows. 	


Lesson 2: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>13. <i>Conversational Videos</i></p>	<p>Unit 20 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "I have ____," "Look at ____," and "He has ____." 3. Repeat the video if time allows. 	<p>Review the phrases "I have ____," "Look at ____," and "He has ____."</p>

<p>14. <i>Food in the Garden</i></p>	<p>Unit 20 - Book tab</p> 	<p>Paper Crayons Pencils</p>	<ol style="list-style-type: none"> 1. Show the book <i>Food in the Garden</i> from the Teacher Menu. 2. Ask the students to raise their hands if they see a capital letter. Then choose a student to come and point to the capital letter on the screen. 3. Remind the students that sentences start with capital letters. 4. Show the book a second time. 5. Give each student a sheet of paper, a pencil, and crayons. 6. Have the students draw a picture of their own real or imagined garden. Ask them to include pictures of food that grows below the ground, on the ground, and above the ground. Have the students write their name on their paper. 7. When the students are finished with their drawings, divide the students into pairs. 8. Have the students decide who is Student 1 and who is Student 2. 9. Have Student 1 ask, "What do you have in your garden?" 10. Have Student 2 say, "I have ___ in my garden," (e.g., "I have [tomatoes] in my garden.>"). 11. Have the students swap roles and repeat steps 9-10, taking turns sharing their pictures. 12. Have the students find new partners and repeat steps 8-11. 	<p>Share the book <i>Food in the Garden</i>.</p>
<p>15. Goodbye</p>			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ___," (e.g., "I know what the word 'beautiful' means.") or "I can ___," (e.g., "I can read the word 'quack.'"). 3. Say goodbye to the class. 4. Have the students say goodbye. 	<p>Review and wrap up.</p>




Lesson 1: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 20 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "The Garden" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Practice Actions: <i>Action Parade</i>			<ol style="list-style-type: none"> 1. Review the commands "Take a photo," "Ride the bike," "Climb the tree," "Wash your face," "Throw the ball," "Catch the ball," and "Bounce the ball," and have the class do an action for each. 2. Have the students stand in a line. 3. Walk around the classroom and have the students follow. 4. As the class is walking around the room, say a command. 5. Have the students repeat the command and do the action. 6. Repeat steps 3-5 saying different commands. 7. Once the students are confident with the commands, repeat steps 3-5, choosing a student to be the leader. 8. Repeat steps 3-6 as time allows, having different students be the leader and say the commands. 	Review the action "bounce the ball."

<p>5. Practice More Words: <i>Musical Sort</i></p>		<p>Pictures of a beautiful and ugly things the students are familiar with to review, enough for each student to have one</p> <p>Paper with the word "beautiful" written on it</p> <p>Paper with the word "ugly" written on it</p> <p>Music the students like</p>	<ol style="list-style-type: none"> 1. Review the pictures with the class. 2. Hold up the paper with "beautiful" written on it and say "beautiful." 3. Have the class repeat the word and put the paper on one side of the room. 4. Hold up the paper with "ugly" written on it and say "ugly." 5. Have the class repeat the word and put the paper on the other side of the room. 6. Have the students stand in a circle. 7. Put the pictures in the middle of the circle. 8. Start the music and have the students dance. 9. Randomly stop the music and have the students quickly grab a picture and go stand under the proper paper, beautiful or ugly. 10. Choose a student to hold up their picture and say, "The ___ is ___," (e.g., "The fish is beautiful."). 11. Have the class repeat the sentence. 12. Repeat steps 10-11 with each student. 13. Mix up the pictures and repeat steps 6-12 as time allows. 	<p>Review the words "beautiful" and "ugly."</p>
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Lesson 1: Block B (20 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
<p>6. Sentence Slinger</p>	<p>Unit 20 - Literacy tab</p> 	<p>Paper</p> <p>Pencils</p>	<ol style="list-style-type: none"> 1. Play <i>Sentence Slinger</i> from the Teacher Menu. 2. Point to a word and say, "This is a word." 3. Point to each word and have the class read them. 4. Slide your finger under the whole sentence and say, "This is a sentence." 5. Have the class read the sentence again. 6. Ask, "Which picture matches?" 7. Have the students point to the picture that matches the sentence. 8. Choose a student to come to the front and tap the picture. 9. Repeat steps 2-5 with each sentence. 10. Repeat the activity until the students are comfortable comprehending the sentences. 11. If the students are able and time allows, give each student paper and a pencil. Have them write one of the sentences and then draw a picture to go with it. 	<p>Comprehend sentences.</p>

<p>7. Make Sentences</p>		<p>Cards with the words Jack, quack, quick, quiz, sack, dock, duck, back, rides, his, he, goes, sees, says, and other words the students know that can be used to make sentences, one word on each card, a set for each student</p> <p>Papers with the words Jack, quack, quick, quiz, sack, dock, duck, back, rides, his, he, goes, sees, says, and other words the students know that can be used to make sentences, one word on each sheet, one set for you</p>	<ol style="list-style-type: none"> 1. Make up a sentence that uses some of the words on the cards. 2. Say the sentence to the class. 3. Say, "Find the first word in the sentence ____." 4. Have the students find the word and hold it up. 5. Have the class say the first word in the sentence. 6. Have the students move the word to make the sentence. 7. Choose a student to come to the front and find the word on the paper. 8. Repeat steps 2-7 until the sentence is complete. 9. Draw a period at the end of the sentence. 10. Say "period." 11. Have the students point their finger and tap the end of the sentence. 12. Have the students say "period." 13. Explain to the class that we use a period to show the sentence is done. 14. Repeat steps 1-12 with different sentences as time allows. 	<p>Review decodable words and sight words.</p>
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Break—5 mins

Lesson 2: Block A (25 mins)

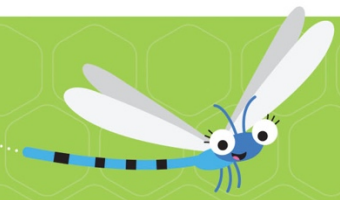
Activity	Teacher Menu	Preparation	Content	Objectives
<p>8. Conversational Videos</p>	<p>Unit 20 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "I have ____," "Look at ____," and "He has ____." 	<p>Review the phrases "I have ____," "Look at ____," and "He has ____."</p>
<p>9. Speak Up 1</p>	<p>Unit 20 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 1</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	<p>Review the phrases "I have ____," "Look at ____," and "He has ____."</p>

<p>10. Speak Up 2</p>	<p>Unit 20 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 2</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	
<p>11. Review Reading Vocabulary Words: Vocabulary Dance</p>		<p>Vocabulary pictures (garden, onion, pear, lemon, flower, carrot), enough for half the students</p> <p>Papers with one of the vocabulary words written on each sheet, enough for half of the students</p> <p>Music the students like</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures and words with the class. 2. Give each student a vocabulary picture or word. 3. Start the music and have the students dance. 4. Randomly stop the music and have the students find their match. If the students have a picture, they need to find the person that has the word. If the students have a word, they need to find the person that has the picture. 5. Once all the students have found their match, start the music again and have the students dance with their partner. 6. Randomly stop the music and have the students mix up the words and pictures. 7. Repeat steps 3-6 as time allows. 	<p>Review the words "garden," "onion," "pear," "lemon," "flower," and "carrot."</p>



Lesson 2: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>12. Listen and Color Project</p>	<p>Unit 20 - Listening tab</p> 	<p>Listen and Color project enough for each student</p> <p>crayons</p>	<ol style="list-style-type: none"> 1. Give each student a <i>Listen and Color</i> project. Make sure they have crayons. 2. Have the students write their name on their project. 3. Play <i>Listen and Color</i> from the Teacher Menu. 4. Play the first audio and have the students listen. 5. Play the audio a second time, and have the students find the object and color it the correct color. 6. Choose a student to come to the screen and color the object. 7. Have the students check their answers and make corrections as needed. 8. Have the students say the phrase (e.g., "The dog on the chair is black."). 9. Repeat steps 3-8 for the remaining audio instructions. 10. Tell the students to take the project home and talk about it with their parents. 	<p>Show what you learned.</p>

13. Goodbye			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know what the word 'bounce' means.") or "I can ____," (e.g., "I can read the word 'quiz.'"). 3. Say goodbye to the class. 4. Have the students say goodbye. 	Review and wrap up.
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Lesson 1: Block A (30 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review classroom rules as necessary.	
3. Sing a Song	Unit 20 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "The Garden" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. A Fun Bird	Unit 20 - Value tab 		<p>Introduce the Book</p> <ol style="list-style-type: none"> 1. Show the book <i>A Fun Bird</i> from the Teacher Menu. 2. Say, "This book is about courage." 3. On the cover, review the title, author, and illustrator with the class. 4. Have the class repeat the title, author, and illustrator. 5. Have the students talk about the cover, telling what they see and making predictions of what the book will be about. 	Learn the value courage.
			<p>Read the Story</p> <ol style="list-style-type: none"> 1. Read the story. Have the class act like the girl meeting the bird. 2. After the book is over ask the class how the girl feels at first (afraid). 3. Ask how the girl feels at the end of the book (She likes the bird). 4. Ask why the girl feels that way (She played with the bird.). 5. Say, "When you try something that scares you, you have courage." 6. Have the class repeat, "When you try something that scares you, you have courage." 7. Say, "I can have courage." 8. Have the class repeat, "I can have courage." 	

			<ol style="list-style-type: none"> 1. Show the book <i>A Fun Bird</i> from the Teacher Menu. 2. Have three students act out the story. <ul style="list-style-type: none"> • girl who owns the bird • girl meeting the bird • bird 3. Show the story again and have different students act out the story. 4. Repeat as time allows. 	
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Lesson 1: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>5. Practice an Action: <i>Bounce</i></p>		Balls that bounce, enough for each group to have one	<ol style="list-style-type: none"> 1. Bounce a ball on the ground in front of you. 2. Bounce the ball again and say, "Bounce the ball." 3. Have the class repeat the command. 4. Choose a student to come to the front and give him a ball. 5. Say, "Bounce the ball." 6. Have the student bounce the ball. 7. Have the class say, "Bounce the ball," as the student bounces the ball back to you. 8. Have the class stand in a small circle. Divide the class into groups if the class is too big. 9. Give the ball to a student to start the game. 10. Have the class say, "Bounce the ball," as the student bounces the ball once in front of themselves and then bounces the ball to a classmate. 11. Repeat step 10 until every student has bounced the ball. 12. Have the students take one step back, making the circle bigger. 13. Repeat steps 10-12 as time allows. 	Review the action "bounce the ball."

<p>6. Practice More Words: <i>Musical Sort</i></p>		<p>Pictures of a beautiful and ugly things the students are familiar with to review, enough for each student to have one</p> <p>Paper with the word "beautiful" written on it</p> <p>Paper with the word "ugly" written on it</p> <p>Music the students like</p>	<ol style="list-style-type: none"> 1. Review the pictures with the class. 2. Hold up the paper with "beautiful" written on it and say "beautiful." 3. Have the class repeat the word and put the paper on one side of the room. 4. Hold up the paper with "ugly" written on it and say "ugly." 5. Have the class repeat the word and put the paper on the other side of the room. 6. Have the students stand in a circle. 7. Put the pictures in the middle of the circle. 8. Start the music and have the students dance. 9. Randomly stop the music and have the students quickly grab a picture and go stand under the proper paper, beautiful or ugly. 10. Choose a student to hold up their picture and say, "The ___ is ___," (e.g., "The fish is beautiful."). 11. Have the class repeat the sentence. 12. Repeat steps 10-11 with each student. 13. Mix up the pictures and repeat steps 6-12 as time allows. 	<p>Review the words "beautiful" and "ugly."</p>
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Break—5 mins

Lesson 2: Block A (15mins)

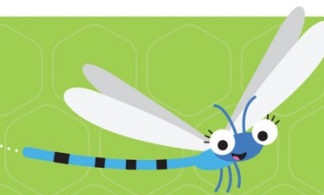
Activity	Teacher Menu	Preparation	Content	Objectives
<p>7. Practice Vocabulary Words in a Phrase: <i>Garden Words</i></p>		<p>Vocabulary pictures (garden, onion, pear, lemon, flower, carrot), enough for half the students</p> <p>Papers with one of the vocabulary words written on each sheet, enough for half of the students</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures with the class. 2. Have the students stand in a circle. 3. Give each student a vocabulary picture or vocabulary word. 4. Choose a student with a vocabulary word. 5. Have the class read the word. 6. Have the student find the person with the matching picture and say, "I have ___. Look at ___. (S)He has ___," (e.g., "I have carrot. Look at Sam. He has a carrot."). 7. Have the class repeat, "Look at ___. (S)He has ___," then have the students sit together. 8. Repeat steps 4-7 until all the students are sitting. 9. Mix up the pictures and words and repeat the activity as time allows. 	<p>Review the words "garden," "onion," "pear," and "lemon."</p> <p>Review the phrases "I have ___," "Look at ___," and "He has ___."</p>

<p>8. Practice Vocabulary Words: See and Spell Project</p>		<p>Vocabulary pictures (garden, onion, pear, lemon, flower, carrot)</p> <p>See and Spell project for each student</p> <p>Pencils</p> <p>Crayons</p>	<ol style="list-style-type: none"> 1. Review each of the vocabulary pictures and words with the class. 2. Give each student a <i>See and Spell</i> project, pencils, and crayons. 3. Have the students write their names on their project. 4. Have the students spell each of the words on their project page. 5. If the students need extra support, display the vocabulary pictures for the students to see. 6. When the students have finished spelling each of the words, have them color the pictures. 7. While students are working, walk around the classroom and make sure the students have correctly spelled the words. Have the students practice reading the words. 8. As the students finish their project, have them get with a partner, read the words on their paper, and share their pictures. 9. Tell the students to take the project home and talk about it with their parents. 	<p>Review the words "garden," "onion," "pear," "lemon," "flower," and "carrot."</p>
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Lesson 2: Block B (25 mins)



Activity	Teacher Menu	Preparation	Content	Objectives
<p>9. <i>Miss Daisy</i></p>	<p>Unit 20 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Miss Daisy</i> from the Teacher Menu. 2. Have students respond to the people in the video when they are prompted to speak. 3. Evaluate what the class says. 4. If the class answers correctly, press the button to move on. 5. If the class answers incorrectly, repeat the question and prompt the class to say the correct answer. 	<p>Practice speaking.</p>
<p>10. Show What You've Learned: My Garden Project</p>		<p>Vocabulary pictures (pear, lemon, mango, apple, tomato, watermelon, grapes, pumpkin, onion, potato, carrot)</p> <p>My Garden project for each student, complete one to use as an example</p> <p>Crayons</p> <p>Pencils</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures with the class and talk about where each one grows (e.g., "Pears grow on trees."). 2. Give each student a <i>My Garden</i> project, crayons, and a pencil. 3. Have the students draw their favorite food that grows in each of the locations in the correct box on their project. 4. Have the students label the food they've drawn. 5. Have the students finish coloring their gardens. 6. When the students are done coloring, have them get into pairs. 7. Have the students decide who is Student 1 and who is Student 2. 8. Have Student 1 share what they have in their garden saying, "I have ____, ____, and ____ in my garden." 9. Have Student 2 choose one of the things Student 1 has drawn say, "Look at _____. (S)He has _____." 10. Have the students swap roles and repeat steps 8-9. 11. Have the students find a new partner and repeat steps 7-10. 	<p>Practice phrases and words.</p>

11. Goodbye			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ____" (e.g., "I know what the words 'beautiful' and 'ugly' mean.") or "I can ____" (e.g., "I can have courage."). 3. Say goodbye to the class. 4. Have the students say goodbye in return. 	Review and wrap up.
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Lesson 1: Block A (30 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 21 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "Time for Lunch" from the Teacher Menu. 2. Have the students watch the video of the song to become familiar with the music and lyrics. 	Learn the phrases "This is my ____," "These are my ____," "This is your ____," and "These are your ____."
		Vocabulary pictures (orange, pie, chips, peas)	<ol style="list-style-type: none"> 1. Teach the vocabulary words "orange," "pie," "chips," and "peas." 2. Create actions for the words with the students. 3. Have the class practice the words and actions until they are comfortable with them. 	
	Unit 21 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "Time for Lunch" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	
4. Conversational Videos	Unit 21 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "This is my ____," "These are my ____," "This is your ____," and "These are your ____." 3. Repeat the video as time allows. 	

<p>5. Big Picture (Vocabulary)</p>	<p>Unit21 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu. 2. Show the first picture. 3. Ask, "What is it?" and shrug your shoulders. 4. Have the class say, "It's (a/an) ____." 5. If possible, have the students do an action for the vocabulary word. 6. If they don't know what the picture is, have the class say, "I don't know." Tap the board. Say, "It's (a/an) ____." 7. Have the class repeat the sentence. 8. Repeat steps 2-7 with all the vocabulary words. 9. Show the pictures again, but this time, ask, "Is it (a/an) ____?" Alternate between saying a correct and an incorrect word in the blank. 10. Have the class answer, "Yes, it is," or "No, it's (a/an) ____." 11. Invite individual students to come and tap each of the pictures to confirm the answers. 12. Repeat steps 9-11. 13. Show the pictures one more time. Ask the students to identify the words using a full sentence (e.g., "It's peas.>"). 14. Ask, "What letters do you see in this word?" 15. Have a student come up and identify a letter. 16. Have the class repeat the name of the letter. 17. Repeat steps 13-16 until all letters in the words are identified. 	<p>Learn the words "peas," "chips," "orange," and "pie."</p>
<p>6. Worm Holes</p>	<p>Unit 21 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Worm Holes</i> from the Teacher Menu. 2. When a word is said, ask all the students to say the word aloud. 3. Ask the students if they see a picture of the word on the screen. If they can't see the word at first, wait until students can see the word. 4. Have the students point at the picture. 5. Choose two students to come to the screen and try to tap the picture as fast as they can. 6. Repeat steps 2-5 with the remaining words. 	



Lesson 1: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>7. Conversational Videos</p>	<p>Unit 21 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "This is my _____," "These are my _____," "This is your _____," and "These are your _____." 3. Repeat the video as time allows. 	<p>Review the phrases "This is my _____," "These are my _____," "This is your _____," and "These are your _____."</p>


8. <i>Speak Up 1</i>	Unit 21 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 1</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	
9. Practice Phrases: <i>Find the Owner</i>		Vocabulary pictures (peas, chips, grapes, strawberries, orange, pie, pear, lemon, onion), enough for each student, with a student's name taped to the back of each picture	<ol style="list-style-type: none"> 1. Review the vocabulary pictures with the class. 2. Mix up the vocabulary pictures and choose a student to come to the front. 3. Have the student choose a picture. 4. Have the student hold up the vocabulary picture and say, "I have ___," or "I have a/an ___" (e.g., "I have peas."). 5. Have the student read the name on the back of the picture and find that person. 6. Have the student show the person their name and say, "These are your ___" or "This is your ___" (e.g., "These are your peas.") 7. Have the person take the vocabulary picture with their name on it and say, "Thank you." 8. Repeat steps 3-7 with the person. 9. Continue the activity until all students have been given their pictures. 10. Choose a student to hold up their vocabulary picture and say, "This is my ___" or "These are my ___" (e.g. "This is my orange.") 11. Go around the classroom repeating step 11 until everyone has had a turn. 	
10. <i>Hear! Hear!</i>	Unit 21 - Listening tab 		<ol style="list-style-type: none"> 1. Play <i>Hear! Hear!</i> from the Teacher Menu. 2. Have the class listen to the conversation. 3. Have the class identify the picture that matches the conversation. 4. Choose a student to tap the picture. 5. Repeat until each student has a turn to tap a picture or all the phrases are played. 	

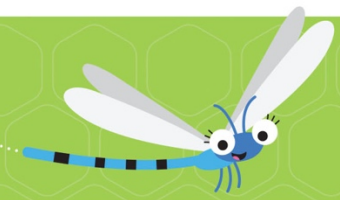
Break—5 mins

Lesson 2: Block A (20 mins)



Activity	Teacher Menu	Preparation	Content	Objectives
11. <i>Word Flurry</i>	Unit 21 - Vocabulary tab 		<ol style="list-style-type: none"> 1. Play <i>Word Flurry</i> from the Teacher Menu. 2. When a word is said, ask all the students to say the word aloud. 3. Ask the students if they see a picture of the word on the screen. 4. Choose two students to come to the screen and try to tap the picture first. 5. Repeat steps 2-4 with the remaining words. 6. Play the game again as time allows. 	
12. Practice Vocabulary in a Phrase: <i>Toss and Roll</i>		<p>Vocabulary pictures (peas, chips, orange, pie)</p> <p>2-4 beanbags</p> <p>2-4 number cubes or dice</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures with the class. 2. Divide the class into 2-4 teams. 3. Have the teams stand in a line. 4. Put the vocabulary pictures on the ground in front of the teams. 5. Give the first student in each line a beanbag and have them toss the beanbag onto one of the pictures. 6. Have the student say the picture their beanbag landed on. 7. If they say the correct word, have the student roll the number cube. The number that is showing is the number of points their team gets. 8. Have the next student in line move to the front and repeat steps 5-7. 9. Continue to repeat steps 5-8 as time allows. The team with the most points wins. 	Review the words "peas," "chips," "orange," and "pie."
13. <i>Speak Up 2</i>	Unit 21 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 2</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	Review the phrases "This is my ____," "These are my ____," "This is your ____," and "These are your ____."

Lesson 2: Block B (20 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
14. <i>Is This Your Lunch?</i>	Unit 21 - Book tab 		<p>Introduce the Book</p> <ol style="list-style-type: none"> 1. Show the book <i>Is This Your Lunch?</i> from the Teacher Menu. 2. On the cover, review the title, author, and illustrator with the class. 3. Have the class repeat the title, author, and illustrator. 4. Have the students talk about the cover, telling what they see and making predictions of what the book will be about. 5. Say, "This book is about ____," (e.g., "This book is about kids eating lunch."). 6. Have the students repeat the sentence. <p>Read the Book</p> <ol style="list-style-type: none"> 1. Continue reading the book <i>Is This Your Lunch?</i> 2. After the narrator reads each page, have the class repeat what was said. 3. At the end of the book, ask the students, "What do you like to eat for lunch?" 4. Continue to repeat the question and have the students take turns saying, "I like to eat ____." 5. Show the book again. 6. Each time the word "my" is said, have the students point to themselves. 7. Each time the word "your" is said, have the students point to someone else. 8. Give the students a piece of paper and crayons. Have them draw a lunchbox and several foods they like to eat for lunch. 9. After the students finish their drawings, choose a student to share their picture and say, "This is my lunch. This is my _____. These are my _____," (e.g., "This is my sandwich. These are my chips.") 10. Repeat step 9 until every student has shared their picture or as time allows. 	Share the book <i>Is This Your Lunch?</i>
15. Goodbye			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know _____," (e.g., "I know what chips are.") or "I can _____," (e.g., "I can say, 'This is my orange.'"). 3. Say goodbye to the class. 4. Have the students say goodbye in return. 	Review and wrap up.




Lesson 1: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 21 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "Time for Lunch" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Shake and Make	Unit 21 - Vocabulary tab 		<ol style="list-style-type: none"> 1. Play <i>Shake and Make</i> from the Teacher Menu. 2. Have the class read the word. 3. Click the move on arrow. 4. Choose a student to come to the front and tap the box to select a card. 5. Have the class say the word. 6. Choose another student to come to the front and shake out the letters. 7. Ask the class, "What is the first letter in the word?" 8. Have the class answer. 9. Choose a student to come to the front and drag the letter to the first spot. 10. Have the class write the letter with their finger in the air, on their leg, on their forearm, etc. 11. Repeat steps 5-8 with the remaining letters, having the class say all the letters in order as they make the word (e.g., After the second letter is placed, have the class say "peas, p, e." After the final letter is placed have the class say "peas, p, e, a, s.") 12. Have the class read the word one last time. 13. Repeat steps 1-12 with all the words. 14. Repeat the activity as time allows 	Learn to read the words "peas," "chips," "orange," "pie," "bread," and "watermelon."

5. Practice Reading Vocabulary Words: Read and Race		Vocabulary pictures (peas, chips, orange, pie, bread, watermelon) Papers with one of the vocabulary words written on each sheet, enough for each student	<ol style="list-style-type: none"> 1. Review the vocabulary pictures and words with the class. 2. Put the vocabulary pictures around the room. 3. Give each student a vocabulary word so they can't see what it is. 4. Say, "Read your word!" 5. Have the students look at their word. 6. Have the students find the matching picture as quickly as they can and go stand by it. 7. Gesture to the students under a picture and have them hold up their words. 8. Have the class read the word. 9. Repeat steps 7-8 for each picture. 10. Have the class return to their seats. 11. Repeat steps 3-10 as time allows. 	
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Lesson 1: Block B (20 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
6. Learn More Words: Count and Draw		Vocabulary pictures (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20) Paper Pencils	<ol style="list-style-type: none"> 1. Display the numbers across the board. 2. Hold up the number 1. 3. Have the class say "one." 4. Repeat steps 1-2 with numbers 2-20 in order. 5. Choose a student to come to the front and point to each of the numbers as the class counts from 1 to 20. 6. Repeat step 4 with several students. 7. Give each student a piece of paper and a pencil. 8. Say, "Write the number ____." 9. Have the students write the number on their paper. 10. When the students have written the number, hold the number picture up. 11. Have the students check the number they have written with the number held up. 12. Have the class count from 1 to the number held up. 13. Repeat steps 7-11 with different numbers as time allows. 	Learn counting to twenty.
7. At Your Command	Unit 21 - Action tab 		<ol style="list-style-type: none"> 1. Play <i>At Your Command</i> from the Teacher Menu. 2. Have the class listen to the command twice. 3. Have the class say the command. 4. Evaluate what the class says and tap the corresponding correct or incorrect button. 5. Repeat video as time allows. 	Learn the action "hold the ball."


<p>8. Practice an Action: <i>Hold It!</i></p>		<p>Basketballs or other bouncy balls, enough for each pair of students</p>	<ol style="list-style-type: none"> 1. Bounce a ball on the ground in front of you. 2. Say, "Hold the ball." Stop bouncing the ball and hold it. 3. Have the class repeat the command. 4. Put the ball down next to you. 5. With the class, say, "Hold the ball." Pick up the ball and hold it. 6. Choose a student to come to the front and give them a ball. 7. Say, "Bounce the ball." 8. Have the student bounce the ball back and forth with you. 9. Say, "Hold the ball." The student should stop bouncing the ball and hold it. 10. Have the students get into pairs. 11. Give each pair of students a ball to start the game. 12. Say, "Bounce the ball." 13. Have the student bounce the ball to each other. 14. Have the students continue bouncing the ball back and forth for about 5 seconds. Then say, "Hold the ball." 15. One of the students should immediately hold the ball. 16. Say, "Bounce the ball," again to have the students begin bouncing the ball again. 17. Repeat steps 12-16 as time allows. 	
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Break—5 mins


Lesson 2: Block A (25 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
<p>9. Teach digraphs: sh</p>		<p>Pictures of shoes, a shirt, a shower, a fish, washing hands, a brush</p>	<ol style="list-style-type: none"> 1. Write the letters sh on the board. 2. Say, "These letters make the sound /sh/." 3. Have the class repeat the sound. 4. Show the picture of the shoes. 5. Say "/sh/, /sh/, shoes." 6. Have the class repeat the sound and word. 7. Repeat steps 4-6 with the pictures of shirt and shower. 8. Show the picture of the fish. 9. Say "fish, /sh/, /sh/." 10. Have the class repeat the sound and word. 11. Repeat steps 8-10 with the pictures of wash and brush. 	<p>Learn the digraph sh.</p>

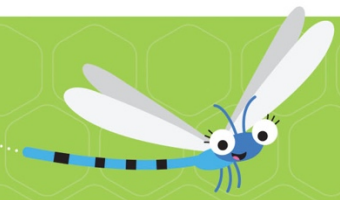
<p>10. Big Picture (Read Words)</p>	<p>Unit 21 - Literacy tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Big Picture (Read Words)</i> from the Teacher Menu. 2. Show the first word. 3. Point to the first letter and ask, "What sound does this letter make?" 4. Have the class say the sound. 5. Point to the second letter and ask, "What sound does this letter make?" 6. Have the class say the sound. 7. Point to the first letter in the word and say, "Blend." 8. Scoop your finger under the first and second letters as the class blends the two sounds together. 9. Point to the third letter and ask, "What sound does this letter make?" 10. Have the class say the sound. 11. Point to the first letter and say, "Blend." 12. Scoop your finger under all three letters as the class blends the sounds together. 13. Point to the first letter and say, "Read the word." 14. Slide your finger under the word as the class reads the word. 15. Show the next screen. 16. Point to the word and ask the class, "What's this word?" 17. If the class can't read the word, repeat steps 3-14 with the word. 18. If the class can read the word, repeat steps 15-18 with the remaining words. 	<p>Learn to decode and spell words beginning with sh- or ending in -sh.</p>
<p>11. Spell Words</p>		<p>Pictures of ship, shop, shut, shock, fish, wish, dish, wash</p> <p>Cards with sh, i, p, o, u, t, ck, f, w, d, a, one letter on each card, a set for each student</p>	<ol style="list-style-type: none"> 1. Give each student a set of letter cards. 2. Show the picture of the ship. 3. Say, "Ship. What's the first sound in the word ship?" putting an emphasis on the first sound. 4. Have the class say the first sound. 5. Ask, "What is the first letter in the word ship?" 6. Have the class say the first letter in the word. 7. Have the students move the letter to make the word. 8. Repeat steps 2-6 with the remaining sounds in the word. 9. Have the class read the word. 10. Repeat steps 2-9 with all the words. 	

<p>12. <i>Word Trace</i></p>	<p>Unit 21 - Literacy tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Word Trace</i> from the Teacher Menu. 2. Have the class say the word. 3. Choose a student to come to the front and find the word. 4. Have the class say the word again. 5. Select a different student to come to the front and trace the word while the class writes the word with their fingers on their forearms, legs, in the air, etc. 6. Repeat steps 4-5 with the next two traces. 7. Have the class say the word again. 8. Have a student come to the front and write the word while the class writes the word with their fingers on their forearms, legs, in the air, etc. 9. Repeat steps 7-8 with one more student. 10. Choose the best word, or have the students vote on the word they feel is written the best. 11. Repeat the activity with the remaining words. 	<p>Learn to read and write sight words.</p>
<p>13. Find Words</p>		<p>Cards with the words lucky, gives, one, shark, please, do, one word on each card, a set for each student</p> <p>Papers with the words lucky, gives, one, shark, please, do, one word on each sheet, one set for you</p>	<ol style="list-style-type: none"> 1. Give each student a set of word cards. 2. Say, "Find the word ____." 3. Have the students find the word. 4. Hold up the paper with the word on it. 5. Have the class check that they found the correct word. 6. Have the class spell the word by tracing each letter with their finger as they say the letter. 7. Have the class say the word again. 8. Repeat steps 2-7 with all the words. 9. Have a student come to the front and randomly choose a word. 10. Have the students try to be the first to find the word and hold it up. 11. Have the students say they word as they trace the word with their fingers. 12. Repeat steps 9-11 as time allows. 	


Lesson 2: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>14. <i>Conversational Videos</i></p>	<p>Unit 21 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "This is my ____," "These are my ____," "This is your ____," and "These are your ____." 3. Repeat the video if time allows. 	<p>Review the phrases "This is my ____," "These are my ____," "This is your ____," and "These are your ____."</p>

<p>15. <i>Is This Your Lunch?</i></p>	<p>Unit 21 - Book tab</p> 	<p>Vocabulary pictures (orange, pear, peas, chips, girl, boy), one of each</p> <p>Vocabulary pictures (sandwich, pie), two of each</p> <p>Paper</p> <p>Crayons</p>	<ol style="list-style-type: none"> 1. Show the book <i>Is This Your Lunch?</i> from the Teacher Menu. 2. Ask the students to raise their hands if they see a period, question mark or exclamation mark. Then choose a student to come and point to the punctuation mark on the screen. 3. Point out the difference in meaning on pages 8 and 9 because of the question mark and the word order at the beginning of the phrase. 4. Hang up the pictures on the board. Hang the girl picture on one side of the board and the boy picture on the other side of the board. 5. Show the book again. 6. As you go through the book, identify who the food belongs to and choose a student to place the picture under the right person. 7. After all the food is placed on the board, show the book again. Talk about which foods got mixed up. 8. Give each student a sheet of paper and crayons. 9. Have the students fold the paper in half vertically to make two long columns. 10. Have the students draw the girl at the top of one column and the boy at the top of the other. 11. Under each character have the students draw what the kids had in their lunch. 12. When the students have finished drawing, have them find a partner. 13. Have the students take turns talking about the story saying, "She has ___ in her lunch," or "He has ___ in his lunch." 14. Have the students continue to get into partners and talk about the story as time allows. 	<p>Share the book <i>Is This Your Lunch?</i></p>
<p>16. Goodbye</p>			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ___," (e.g., "I know how to spell the word 'fish.')" or "I can ___," (e.g., "I can read the word 'please.'"). 3. Say goodbye to the class. 4. Have the students say goodbye. 	<p>Review and wrap up.</p>




Lesson 1: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 21 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "Time for Lunch" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Practice Actions: <i>Action Ball</i>		Basketballs or other bouncy balls, enough for each student	<ol style="list-style-type: none"> 1. Give each student a ball. 2. Review the following commands and actions: <ul style="list-style-type: none"> • "Catch the ball," - throw the ball in the air and catch it • "Hide the ball," - put the ball behind their back • "Bounce the ball," - bounce the ball on the ground and catch it • "Hold the ball," - hold the ball out in front of them 3. Randomly call out one of the commands. 4. Have the students quickly repeat the command and do the action. 5. Repeat steps 3-4 several times until the class is comfortable. 6. Have the class stand in a circle. 7. Call out one of the commands. 8. Have the students quickly repeat the command and do the action. 9. If a student does the wrong action, that student sits down. Have the student continue to repeat the command. 10. Continue calling out the actions more quickly until only one student is standing. That student is the winner. 	Review the action "hold the ball."

<p>5. Practice More Words: <i>Action Counting</i></p>		<p>Vocabulary Pictures (10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20)</p> <p>Papers with actions written on them, each sheet of paper should say a different action (e.g., clap, jump, walk, hop on one foot, raise your hand, touch your toes, write your name, etc.)</p>	<ol style="list-style-type: none"> 1. Review the numbers and actions with the class. 2. Mix up the numbers and put them in a pile. 3. Mix up the action papers and put them in a pile. 4. Choose a student to pick a number from the number pile and a student to pick an action from the action pile. 5. Have the class do the action as many times as the number picked (e.g., clap 17 times), counting each action. 6. Repeat steps 4-5 for all the action papers. 7. Mix up the numbers and action papers and repeat the activity as time allows. 	<p>Review counting to twenty.</p>
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Lesson 1: Block B (20 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
<p>6. Sentence Slinger</p>	<p>Unit 21 - Literacy tab</p> 	<p>Paper</p> <p>Pencils</p>	<ol style="list-style-type: none"> 1. Play <i>Sentence Slinger</i> from the Teacher Menu. 2. Point to a word and say, "This is a word." 3. Point to each word and have the class read them. 4. Slide your finger under the whole sentence and say, "This is a sentence." 5. Have the class read the sentence again. 6. Ask, "Which picture matches?" 7. Have the students point to the picture that matches the sentence. 8. Choose a student to come to the front and tap the picture. 9. Repeat steps 2-5 with each sentence. 10. Repeat the activity until the students are comfortable comprehending the sentences. 11. If the students are able and time allows, give each student paper and a pencil. Have them write one of the sentences and then draw a picture to go with it. 	<p>Comprehend sentences.</p>

<p>7. Make Sentences</p>		<p>Cards with the words ship, shop, shut, shock, fish, wish, dish, wash, lucky, gives, one, shark, please, do, and other words the students know that can be used to make sentences, one word on each card, a set for each student</p> <p>Papers with the words ship, shop, shut, shock, fish, wish, dish, wash, lucky, gives, one, shark, please, and other words the students know that can be used to make sentences, one word on each sheet, one set for you</p>	<ol style="list-style-type: none"> 1. Make up a sentence that uses some of the words on the cards. 2. Say the sentence to the class. 3. Say, "Find the first word in the sentence ____." 4. Have the students find the word and hold it up. 5. Have the class say the first word in the sentence. 6. Have the students move the word to make the sentence. 7. Choose a student to come to the front and find the word on the paper. 8. Repeat steps 2-7 until the sentence is complete. 9. Draw a period at the end of the sentence. 10. Say "period." 11. Have the students point their finger and tap the end of the sentence. 12. Have the students say "period." 13. Explain to the class that we use a period to show the sentence is done. 14. Repeat steps 1-12 with different sentences as time allows. 	<p>Review decodable words and sight words.</p>
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Break—5 mins

Lesson 2: Block A (25 mins)

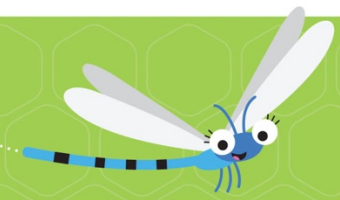
Activity	Teacher Menu	Preparation	Content	Objectives
<p>8. Conversational Videos</p>	<p>Unit 21 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "This is my ____," "These are my ____," "This is your ____," and "These are your ____." 	<p>Review the phrases "This is my ____," "These are my ____," "This is your ____," and "These are your ____."</p>
<p>9. Speak Up 1</p>	<p>Unit 21 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 1</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	<p>Review the phrases "This is my ____," "These are my ____," "This is your ____," and "These are your ____."</p>

10. <i>Speak Up 2</i>	Unit 21 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 2</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	
11. Review Vocabulary Words: Vocabulary Memory		<p>Vocabulary pictures (peas, chips, orange, pie, bread, watermelon), enough for each group</p> <p>Papers with one of the vocabulary words written on each sheet, enough for each group</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures and words with the class. 2. Divide the students into groups of 2-3. 3. Give each group a set of mixed-up vocabulary words and pictures. 4. Have each group lay the pictures and words face down in a 3 x 4 grid. 5. Have each group choose a student to turn a picture and a word face up. If the student makes a match, they keep the picture and word. If the student doesn't make a match, they flip the picture and the word back over. 6. Have the next student in the group take a turn and repeat steps 5-6. 7. When all the pictures and words have been matched, have each student show the pictures and words they have and say, "This is my ____," or "These are my ____." 8. The student with the most matches wins. 9. Have the students mix up the pictures and words and play the game again as time allows. 	Review the words "peas," "chips," "orange," "pie," "bread," and "watermelon."



Lesson 2: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
12. <i>Listen and Move Project</i>	Unit 21 - Listening tab 	<p>Listen and Move project enough for each student</p> <p>Pencils or crayons</p>	<ol style="list-style-type: none"> 1. Give each student a <i>Listen and Move</i> project. Make sure they have a pencil or crayon. 2. Have the students write their name on their project. 3. Play <i>Listen and Move</i> from the Teacher Menu. 4. Play the first audio and have the students listen. 5. When the audio finishes, have the students draw a line from the correct object to the correct location. 6. Choose a student to come to the screen and move the object to the correct location. 7. Have the students check their answers and make corrections as needed. 8. Have the students repeat the phrase (e.g., "The ticket is on the desk."). 9. Repeat steps 3-8 for the remaining audio instructions. 10. Tell the students to take the project home and talk about it with their parents. 	Show what you learned.

13. Goodbye			<ol style="list-style-type: none">1. Wrap up the class.2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know the word 'lucky.'") or "I can ____," (e.g., "I can hold a ball.").3. Say goodbye to the class.4. Have the students say goodbye.	Review and wrap up.
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Lesson 1: Block A (30 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review classroom rules as necessary.	
3. Sing a Song	Unit 21 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "Time for Lunch" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. A Good House	Unit 21 - Value tab 		<p>Introduce the Book</p> <ol style="list-style-type: none"> 1. Show the book <i>A Good House</i> from the Teacher Menu. 2. Say, "This book is about self-discipline." 3. On the cover, review the title, author, and illustrator with the class. 4. Have the class repeat the title, author, and illustrator. 5. Have the students talk about the cover, telling what they see and making predictions of what the book will be about. 	Learn the value self-discipline.
			<p>Read the Story</p> <ol style="list-style-type: none"> 1. Read the story. Have the class act like the last of the three pigs. 2. After the book is over ask the class how the last pig feels at first (He works instead of playing). 3. Ask how the last pig feels at the end of the book (He is happy.). 4. Ask why the last pig feels that way (He is happy because he has a safe house.). 5. Say, "When we do the right thing even if we don't want to, we have self-discipline." 6. Have the class repeat, "When we do the right thing even if we don't want to, we have self-discipline." 7. Say, "I can have self-discipline." 8. Have the class repeat, "I can have self-discipline." 	

			<ol style="list-style-type: none"> 1. Show the book <i>A Good House</i> from the Teacher Menu. 2. Have four students act out the story. <ul style="list-style-type: none"> • pig 1 • pig 2 • pig 3 3. Show the story again and have different students act out the story. 4. Repeat as time allows. 	
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Lesson 1: Block B (15 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
5. Practice Actions: Action Ball		Basketballs or other bouncy balls, enough for each student	<ol style="list-style-type: none"> 1. Give each student a ball. 2. Review the following commands and actions: <ul style="list-style-type: none"> • “Catch the ball,” - throw the ball in the air and catch it • “Hide the ball,” - put the ball behind their back • “Bounce the ball,” - bounce the ball on the ground and catch it • “Hold the ball,” - hold the ball out in front of them 3. Randomly call out one of the commands. 4. Have the students quickly repeat the command and do the action. 5. Repeat steps 3-4 several times until the class is comfortable. 6. Have the class stand in a circle. 7. Call out one of the commands. 8. Have the students quickly repeat the command and do the action. 9. If a student does the wrong action, that student sits down. Have the student continue to repeat the command. 10. Continue calling out the actions more quickly until only one student is standing. That student is the winner. 	Review the action “hold the ball.”
6. Practice More Words: Action Counting		Vocabulary Pictures (10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20) Papers with actions written on them, each sheet of paper should say a different action (e.g., clap, jump, walk, hop on one foot, raise your hand, touch your toes, write your name, etc.)	<ol style="list-style-type: none"> 1. Review the numbers and actions with the class. 2. Mix up the numbers and put them in a pile. 3. Mix up the action papers and put them in a pile. 4. Choose a student to pick a number from the number pile and a student to pick an action from the action pile. 5. Have the class do the action as many times as the number picked (e.g., clap 17 times), counting each action. 6. Repeat steps 4-5 for all the action papers. 7. Mix up the numbers and action papers and repeat the activity as time allows. 	Review counting to twenty.

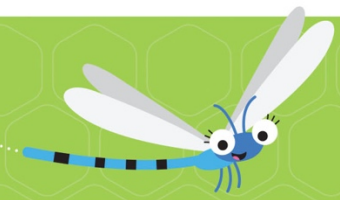
Break—5 mins

Lesson 2: Block A (15mins)




Activity	Teacher Menu	Preparation	Content	Objectives
<p>7. Review Vocabulary Words: Vocabulary Memory</p>		<p>Vocabulary pictures (peas, chips, orange, pie, bread, watermelon) enough for each group</p> <p>Papers with one of the vocabulary words written on each sheet, enough for each group</p>	<ol style="list-style-type: none"> Review the vocabulary pictures and words with the class. Divide the students into groups of 2-3. Give each group a set of mixed-up vocabulary words and pictures. Have each group lay the pictures and words face down in a 3 x 4 grid. Have each group choose a student to turn a picture and a word face up. If the student makes a match, they keep the picture and word. If the student doesn't make a match, they flip the picture and the word back over. Have the next student in the group take a turn and repeat steps 5-6. When all the pictures and words have been matched, have each student show the pictures and words they have and say, "This is my ____," or "These are my ____." The student with the most matches wins. Have the students mix up the pictures and words and play the game again as time allows. 	<p>Review the words "peas," "chips," "orange," "pie," "bread," and "watermelon."</p> <p>Review the phrases "This is my ____," and "These are my ____."</p>
<p>8. Practice Vocabulary Words: See and Spell Project</p>		<p>Vocabulary pictures (peas, chips, orange, pie, bread, and watermelon)</p> <p>See and Spell project for each student</p> <p>Pencils</p> <p>Crayons</p>	<ol style="list-style-type: none"> Review each of the vocabulary pictures and words with the class. Give each student a <i>See and Spell</i> project, pencils, and crayons. Have the students write their names on their project. Have the students spell each of the words on their project page. If the students need extra support, display the vocabulary pictures for the students to see. When the students have finished spelling each of the words, have them color the pictures. While students are working, walk around the classroom and make sure the students have correctly spelled the words. Have the students practice reading the words. As the students finish their project, have them get with a partner, read the words on their paper, and share their pictures. Tell the students to take the project home and talk about it with their parents. 	<p>Review the words "peas," "chips," "orange," "pie," "bread," and "watermelon."</p>



Lesson 2: Block B (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
9. <i>Miss Daisy</i>	Unit 21 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Miss Daisy</i> from the Teacher Menu. 2. Have students respond to the people in the video when they are prompted to speak. 3. Evaluate what the class says. 4. If the class answers correctly, press the button to move on. 5. If the class answers incorrectly, repeat the question and prompt the class to say the correct answer. 	Practice speaking.
10. Show What You've Learned: <i>Lunchbox Project</i>		<p>Lunchbox project for each student, complete one to use as an example</p> <p>Crayons</p> <p>Pencils</p> <p>Precut icons for each student</p> <p>Glue</p>	<ol style="list-style-type: none"> 1. Review the food and drinks with the class. 2. Give each student a <i>Lunchbox project</i>, a set of food icons, glue, a pencil, and crayons. 3. Have the students glue one of the singular foods and one of the plural foods in their lunchbox. 4. Have the students trace the sentences, "This is my _____," and "These are my _____." 5. Have the students glue one of the remaining singular foods and one of the plural foods in the other lunchbox. 6. Have the students trace the sentences, "This is your _____," and "These are your _____." 7. Have the students color their projects. 8. When the students finish coloring, have them find a partner. 9. Have the students take turns reading their sentences and showing their projects 10. Have the students repeat steps 8-9 as time allows. 	Review vocabulary and phrases.
11. Goodbye			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know _____," (e.g., "I know how to count to twenty.") or "I can _____," (e.g., "I can have self-discipline."). 3. Say goodbye to the class. 4. Have the students say goodbye in return. 	Review and wrap up.






Lesson 1: Block A (30 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 22 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "Making Cookies" from the Teacher Menu. 2. Have the students watch the video of the song to become familiar with the music and lyrics. 	Learn the phrases "What are you making?" "I'm making a ___," "Where are the ___?" and "The ___ are next to the ___."
		Vocabulary pictures (cookie, egg, fridge, peas, chocolates, table, oven)	<ol style="list-style-type: none"> 1. Teach the vocabulary words "cookie," "egg," "fridge," "peas," "chocolates," "table," "oven." 2. Create actions for the words with the students. 3. Have the class practice the words and actions until they are comfortable with them. 	
	Unit 22 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "Making Cookies" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	
4. Conversational Videos	Unit 22 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "What are you making?" "I'm making a ___," "Where are the ___?" and "The ___ are next to the ___." 3. Repeat the video as time allows. 	

<p>5. Big Picture (Vocabulary)</p>	<p>Unit 22 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu. 2. Show the first picture. 3. Ask, "What is it?" and shrug your shoulders. 4. Have the class say, "It's a ____." 5. If possible, have the students do an action for the vocabulary word. 6. If they don't know what the picture is, have the class say, "I don't know." Tap the board. Say, "It's a ____." 7. Have the class repeat the sentence. 8. Repeat steps 2-7 with all the vocabulary words. 9. Show the pictures again, but this time, ask, "Is it a ____?" Alternate between saying a correct and an incorrect word in the blank. 10. Have the class answer, "Yes, it is," or "No, it's a ____." 11. Invite individual students to come and tap each of the pictures to confirm the answers. 12. Repeat steps 9-11. 13. Show the pictures one more time. Ask the students to identify the words using a full sentence (e.g., "It's a marker."). 14. Ask, "What letters do you see in this word?" 15. Have a student come up and identify a letter. 16. Have the class repeat the name of the letter. 17. Repeat steps 13-16 until all letters in the words are identified. 	<p>Learn the words "marker," "box," "guitar," and "school."</p>
<p>6. Worm Holes</p>	<p>Unit 22 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Worm Holes</i> from the Teacher Menu. 2. When a word is said, ask all the students to say the word aloud. 3. Ask the students if they see a picture of the word on the screen. If they can't see the word at first, wait until students can see the word. 4. Have the students point at the picture. 5. Choose two students to come to the screen and try to tap the picture as fast as they can. 6. Repeat steps 2-5 with the remaining words. 	



Lesson 1: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>7. Conversational Videos</p>	<p>Unit 22 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "What are you making?" "I'm making a ____," "Where are the ____?" and "The ____ are next to the ____." 3. Repeat the video as time allows. 	<p>Review the phrases "What are you making?" "I'm making a ____," "Where are the ____?" and "The ____"</p>


8. <i>Speak Up 1</i>	Unit 22 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 1</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	are next to the ____."
9. Practice Phrases: <i>Making Shapes</i>		<p>Vocabulary pictures (star, circle, heart, square, rectangle, triangle), three of each</p> <p>Play dough, chenille stems, yarn, or anything that can be used to form shapes</p> <p>A small table</p>	<ol style="list-style-type: none"> 1. Review the shapes with the class. 2. Put two of each shape next to two of another shape in sets of four (e.g., two star pictures next to two rectangle pictures), in random spots on the board. 3. Mix up the remaining shape pictures. 4. Put the play dough on the small table at the front of the room. 5. Choose a student to come to the front. 6. Have the student choose a shape picture. 7. Have the class ask, "What are you making?" 8. Have the student say, "I'm making a ____" (e.g., "I'm making a star."). 9. Have the student make the shape with the play dough. 10. When the student has made the shape, have them ask, "Where are the ____?" (e.g., "Where are the stars?"). 11. Have the class answer, "The ____ are next to the ____," (e.g., "The stars are next to the rectangles."). 12. Repeat steps 5-11 until all the shapes have been made. 13. Repeat the activity until every student has made a shape or as time allows. 	
10. <i>Hear! Hear!</i>	Unit 22 - Listening tab 		<ol style="list-style-type: none"> 1. Play <i>Hear! Hear!</i> from the Teacher Menu. 2. Have the class listen to the conversation. 3. Have the class identify the picture that matches the conversation. 4. Choose a student to tap the picture. 5. Repeat until each student has a turn to tap a picture or all the phrases are played. 	

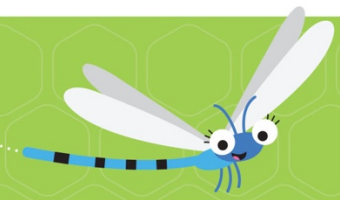
Break—5 mins

Lesson 2: Block A (20 mins)



Activity	Teacher Menu	Preparation	Content	Objectives
11. <i>Word Flurry</i>	Unit 22 - Vocabulary tab 		<ol style="list-style-type: none"> 1. Play <i>Word Flurry</i> from the Teacher Menu. 2. When a word is said, ask all the students to say the word aloud. 3. Ask the students if they see a picture of the word on the screen. 4. Choose two students to come to the screen and try to tap the picture first. 5. Repeat steps 2-4 with the remaining words. 6. Play the game again as time allows. 	
12. Practice Vocabulary in a Phrase: <i>Four Corners</i>		Vocabulary pictures (marker, box, guitar, school), two of each	<ol style="list-style-type: none"> 1. Review the vocabulary pictures with the class. 2. Using one set of vocabulary pictures, put each of the vocabulary pictures in a different spot around the classroom. 3. Have the students pick a picture to stand by. 4. Shuffle the second set of pictures and hold up a random picture. 5. Have the class say the vocabulary word. 6. The students standing by that picture will go back to their seats. 7. Have the remaining students spread out and stand by one of the four pictures. 8. Repeat steps 3-7 until there is only one student left standing. 9. If there is still time, play the game again and let the winning student hold up the pictures. 	Review the words "marker," "box," "guitar," and "school."
13. <i>Speak Up 2</i>	Unit 22 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 2</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	Review the phrases "What are you making?" "I'm making a ____," "Where are the ____?" and "The ____ are next to the ____."

Lesson 2: Block B (20 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
14. <i>The Poster</i>	Unit 22 - Book tab 		Introduce the Book <ol style="list-style-type: none"> 1. Show the book <i>The Poster</i> from the Teacher Menu. 2. On the cover, review the title, author, and illustrator with the class. 3. Have the class repeat the title, author, and illustrator. 4. Have the students talk about the cover, telling what they see and making predictions of what the book will be about. 5. Say, "This book is about _____," (e.g., "This book is about kids making a poster."). 6. Have the students repeat the sentence. 	Share the book <i>The Poster</i> .
		Vocabulary pictures (marker, box, guitar, school)	Read the Book <ol style="list-style-type: none"> 1. Continue reading the book <i>The Poster</i>. 2. After the narrator reads each page, have the class repeat what was said. 3. At the end of the book, ask the students, "What is the brother making?" (a poster) 4. Ask the students, "What does the sister want?" (to help) 5. Review the vocabulary pictures with the class. 6. Show the book again. 7. Have the students stand up and clap each time they hear one of the vocabulary words in the book. 8. Have a student come to the front and tap the word. 9. Have the class repeat the word. 10. At the end of the book ask the students, "What can you do?" 11. Choose a student to come to the front and show the class what they can do for a talent. 12. Repeat steps 10-11 until every student has a chance to show a talent or as time allows. 	
15. Goodbye			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know _____," (e.g., "I know what a marker is.") or "I can _____," (e.g., "I can tell you what I am making."). 3. Say goodbye to the class. 4. Have the students say goodbye in return. 	Review and wrap up.




Lesson 1: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 22 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "Making Cookies" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Shake and Make	Unit 22 - Vocabulary tab 		<ol style="list-style-type: none"> 1. Play <i>Shake and Make</i> from the Teacher Menu. 2. Have the class read the word. 3. Click the move on arrow. 4. Choose a student to come to the front and tap the box to select a card. 5. Have the class say the word. 6. Choose another student to come to the front and shake out the letters. 7. Ask the class, "What is the first letter in the word?" 8. Have the class answer. 9. Choose a student to come to the front and drag the letter to the first spot. 10. Have the class write the letter with their finger in the air, on their leg, on their forearm, etc. 11. Repeat steps 5-8 with the remaining letters, having the class say all the letters in order as they make the word (e.g., After the second letter is placed, have the class say "marker, m, a." After the final letter is placed have the class say "marker, m, a, r, k, e, r."). 12. Have the class read the word one last time. 13. Repeat steps 1-12 with all the words. 14. Repeat the activity as time allows 	Learn to read the words "marker," "box," "guitar," "school," "robot," and "pencil."

<p>5. Practice Reading Vocabulary</p> <p>Words: Rainbow Writing</p>		<p>Vocabulary pictures (marker, box, guitar, school, robot, pencil)</p> <p>Papers for each student, folded to make 6 rectangles</p> <p>Crayons</p>	<ol style="list-style-type: none"> 1. Review the pictures with the class. 2. Give each student a piece of paper and crayons. 3. Hold up one of the pictures. 4. Write the word on the board. 5. Have the class say each letter in the word and write it in the air as you write it on the board. 6. Have the students write the word 5 times in one of the rectangles on their paper using a different color of crayon each time. 7. As they write the word, have the students whisper each letter out loud. 8. When the students finish writing the word, have them whisper the word out loud 3 times. 9. Repeat steps 3-8 with the remaining pictures. 10. If time allows, have the students draw a picture for each word on the back of their paper. 	
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Lesson 1: Block B (20 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
<p>6. Learn More</p> <p>Words: Standing Next To</p>			<ol style="list-style-type: none"> 1. Choose a student to come to the front. 2. Stand next to the student and say "next to." 3. Move away from the student and say "not next to." 4. Stand next to the student and say "next to." 5. Have the class say "next to." 6. Say, "I'm next to ____," saying the student's name. 7. Have the class say, "You are next to ____." 8. Move away from the student and say "not next to." 9. Have the class say "not next to." 10. Say, "I am not next to ____." 11. Have the class say, "You are not next to ____." 12. Have the students get into pairs. 13. Say "not next to." 14. Have the students move away from their partner. 15. Have the students say, "I am not next to ____." 16. Say "next to." 17. Have the students move next to their partner. 18. Have the students say, "I am next to ____." 19. Repeat steps 13-18 randomly switching between "next to" and "not next to" as time allows. 	<p>Learn the preposition "next to."</p>

7. <i>At Your Command</i>	Unit 22 - Action tab 		<ol style="list-style-type: none"> 1. Play <i>At Your Command</i> from the Teacher Menu. 2. Have the class listen to the command twice. 3. Have the class say the command. 4. Evaluate what the class says and tap the corresponding correct or incorrect button. 5. Repeat video as time allows. 	Learn the action "turn on the light."
8. Practice an Action: <i>Turn on the Light</i>		Flashlight	<ol style="list-style-type: none"> 1. Have the class sit in a circle. 2. Turn off the classroom light. 3. Say, "Turn on the light," and turn the flashlight on. 4. Turn the flashlight off again and have the students repeat, "Turn on the light." 5. Turn the flashlight on. 6. Turn the flashlight off. 7. Hand the flashlight to the next student in the circle. 8. Have the class say, "Turn on the light." 9. Have the student turn on the flashlight. 10. Have the student turn off the flashlight. 11. Repeat steps 7-10 until each student has a chance to turn on the light. 12. Say, "Turn on the light," and turn the classroom light back on. 	



Break—5 mins

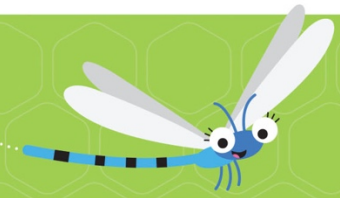
Lesson 2: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>9. Big Picture (Read Words)</p>	<p>Unit 22 - Literacy tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Big Picture (Read Words)</i> from the Teacher Menu. 2. Show the first word. 3. Point to the first letter and ask, "What sound does this letter make?" 4. Have the class say the sound. 5. Point to the second letter and ask, "What sound does this letter make?" 6. Have the class say the sound. 7. Point to the first letter in the word and say, "Blend." 8. Scoop your finger under the first and second letters as the class blends the two sounds together. 9. Point to the third letter and ask, "What sound does this letter make?" 10. Have the class say the sound. 11. Point to the first letter and say, "Blend." 12. Scoop your finger under all three letters as the class blends the sounds together. 13. Point to the first letter and say, "Read the word." 14. Slide your finger under the word as the class reads the word. 15. Show the next screen. 16. Point to the word and ask the class, "What's this word?" 17. If the class can't read the word, repeat steps 3-14 with the word. 18. If the class can read the word, repeat steps 15-18 with the remaining words. 	<p>Learn to decode and spell words beginning with sh- and words ending in -sh.</p>
<p>10. Spell Words</p>		<p>Pictures of ship, shop, shut, shock, fish, wish, dish, wash</p> <p>Cards with sh, i, p, o, u, t, ck, f, w, d, a, one letter on each card, a set for each student</p>	<ol style="list-style-type: none"> 1. Give each student a set of letter cards. 2. Show the picture of the ship. 3. Say, "Ship. What's the first sound in the word ship?" putting an emphasis on the first sound. 4. Have the class say the first sound. 5. Ask, "What is the first letter in the word ship?" 6. Have the class say the first letter in the word. 7. Have the students move the letter to make the word. 8. Repeat steps 2-6 with the remaining sounds in the word. 9. Have the class read the word. 10. Repeat steps 2-9 with all the words. 	


<p>11. Word Trace</p>	<p>Unit 22 - Literacy tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Word Trace</i> from the Teacher Menu. 2. Have the class say the word. 3. Choose a student to come to the front and find the word. 4. Have the class say the word again. 5. Select a different student to come to the front and trace the word while the class writes the word with their fingers on their forearms, legs, in the air, etc. 6. Repeat steps 4-5 with the next two traces. 7. Have the class say the word again. 8. Have a student come to the front and write the word while the class writes the word with their fingers on their forearms, legs, in the air, etc. 9. Repeat steps 7-8 with one more student. 10. Choose the best word, or have the students vote on the word they feel is written the best. 11. Repeat the activity with the remaining words. 	<p>Learn to read and write sight words.</p>
<p>12. Find Words</p>		<p>Cards with the words here, me, for, like, this, and, one word on each card, a set for each student</p> <p>Papers with the words here, me, for, like, this, and, one word on each sheet, one set for you</p>	<ol style="list-style-type: none"> 1. Give each student a set of word cards. 2. Say, "Find the word ____." 3. Have the students find the word. 4. Hold up the paper with the word on it. 5. Have the class check that they found the correct word. 6. Have the class spell the word by tracing each letter with their finger as they say the letter. 7. Have the class say the word again. 8. Repeat steps 2-7 with all the words. 9. Have a student come to the front and randomly choose a word. 10. Have the students try to be the first to find the word and hold it up. 11. Have the students say they word as they trace the word with their fingers. 12. Repeat steps 9-11 as time allows. 	

Lesson 2: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
13. <i>Conversational Videos</i>	Unit 22 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "What are you making?" "I'm making a _____," "Where are the _____?" and "The _____ are next to the _____." 3. Repeat the video if time allows. 	Review the phrases "What are you making?" "I'm making a _____," "Where are the _____?" and "The _____ are next to the _____."
14. <i>The Poster</i>	Unit 22 - Book tab 	Paper Crayons Pencils or markers Stickers, glue, magazines, and other supplies Example of the finished poster	<ol style="list-style-type: none"> 1. Show the book <i>The Poster</i> from the Teacher Menu. 2. Ask the students to raise their hands if they see a period, question mark, or exclamation mark. Then choose a student to come and point to the punctuation mark on the screen. 3. Show the book a second time. 4. On the last page of the book, ask the class what they see on the poster. 5. Give each student a sheet of paper, a pencil, crayons, and whatever additional art supplies they have. 6. Write "My Talent" on the board. 7. Have the students copy the words on their paper. 8. Have the students make their own poster of their talent. 9. When most of the class has finished making their poster, choose a student to come to the front. 10. Have the student hold up their poster and say, "My talent is _____," (e.g., "My talent is dancing."). 	Share the book <i>The Poster</i> .
15. <i>Goodbye</i>			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know _____," (e.g., "I know how to read the word 'shop.'") or "I can _____," (e.g., "I can spell the word 'here.'"). 3. Say goodbye to the class. 4. Have the students say goodbye. 	Review and wrap up.




Lesson 1: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 22 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "Making Cookies" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Practice Actions: <i>Action Parade</i>			<ol style="list-style-type: none"> 1. Review the commands "Turn on the light," "Wash your hands," "Dry your hands," "Wake up," "Go to bed," "Take a photo," "Take off your shoes," "Put on your shoes," and "Ride the bike," and have the class do an action for each. 2. Have the students stand in a line. 3. Walk around the classroom and have the students follow. 4. As the class is walking around the room, say a command. 5. Have the students say and do the action for the command. 6. Repeat steps 3-5 saying different commands. 7. Once the students are confident with the commands, repeat steps 3-5, choosing a student to be the lead. 8. Repeat steps 3-6 as time allows, having different students be the leader and say the commands. 	Review actions.

<p>5. Practice More Words: Guess the Picture</p>		<p>Vocabulary pictures (teacher's choice for review), 12 or more pictures</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures with the class. 2. Hang the vocabulary pictures in pairs around the room. 3. Say, "I'm thinking of a picture that is next to the _____. What is next to the _____?" (e.g., "I'm thinking of a picture that is next to the guitar. What is next to the guitar?") 4. Choose a student to answer the question by saying, "The _____ is next to the _____" (e.g., "The box is next to the guitar.>"). 5. If the student guesses the wrong picture, choose another student to guess. 6. If the student answers correctly, have the class repeat, "The _____ is next to the _____." 7. Have the student choose a picture and repeat steps 3-6. 8. Continue the activity until everyone has a turn to choose a picture or as time allows. 	<p>Review the preposition "next to."</p>
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Lesson 1: Block B (20 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
<p>6. Sentence Slinger</p>	<p>Unit 22 - Literacy tab</p> 	<p>Paper Pencils</p>	<ol style="list-style-type: none"> 1. Play <i>Sentence Slinger</i> from the Teacher Menu. 2. Point to a word and say, "This is a word." 3. Point to each word and have the class read them. 4. Slide your finger under the whole sentence and say, "This is a sentence." 5. Have the class read the sentence again. 6. Ask, "Which picture matches?" 7. Have the students point to the picture that matches the sentence. 8. Choose a student to come to the front and tap the picture. 9. Repeat steps 2-5 with each sentence. 10. Repeat the activity until the students are comfortable comprehending the sentences. 11. If the students are able and time allows, give each student paper and a pencil. Have them write one of the sentences and then draw a picture to go with it. 	<p>Comprehend sentences.</p>

<p>7. Make Sentences</p>		<p>Cards with the words ship, shop, shut, shock, fish, wish, dish, wash, here, me, for, like, this, and, and other words the students know that can be used to make sentences, one word on each card, a set for each student</p> <p>Papers with the words ship, shop, shut, shock, fish, wish, dish, wash, here, me, for, like, this, and, and other words the students know that can be used to make sentences, one word on each sheet, one set for you</p>	<ol style="list-style-type: none"> 1. Make up a sentence that uses some of the words on the cards. 2. Say the sentence to the class. 3. Say, "Find the first word in the sentence ____." 4. Have the students find the word and hold it up. 5. Have the class say the first word in the sentence. 6. Have the students move the word to make the sentence. 7. Choose a student to come to the front and find the word on the paper. 8. Repeat steps 2-7 until the sentence is complete. 9. Draw a period at the end of the sentence. 10. Say "period." 11. Have the students point their finger and tap the end of the sentence. 12. Have the students say "period." 13. Explain to the class that we use a period to show the sentence is done. 14. Repeat steps 1-12 with different sentences as time allows. 	<p>Review decodable words and sight words.</p>
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Break—5 mins

Lesson 2: Block A (25 mins)

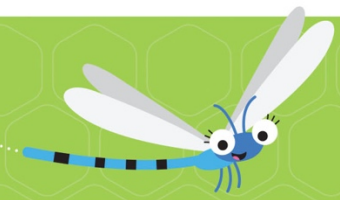
Activity	Teacher Menu	Preparation	Content	Objectives
<p>8. Conversational Videos</p>	<p>Unit 22 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "What are you making?" "I'm making a ____," "Where are the ____?" and "The ____ are next to the ____." 	<p>Review the phrases "What are you making?" "I'm making a ____," "Where are the ____?" and "The ____ are next to the ____."</p>
<p>9. Speak Up 1</p>	<p>Unit 22 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 1</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	<p>Review the phrases "What are you making?" "I'm making a ____," "Where are the ____?" and "The ____ are next to the ____."</p>

10. Speak Up 2	Unit 22 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 2</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	
11. Review Vocabulary Words: Vocabulary Hunt		<p>Vocabulary pictures (marker, box, guitar, school, robot, pencil)</p> <p>Papers with one of the vocabulary words written on each sheet</p> <p>Paper folded into a 3x3 grid, enough for each student</p> <p>Crayons</p> <p>Pencils</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures and words with the class. 2. Hang the vocabulary pictures at the front of the room. 3. Give each student a sheet of paper and crayons. 4. Have the students draw a vocabulary picture in each rectangle on their paper. 5. Hide the vocabulary words around the room. 6. Give each student a pencil. 7. Have the students walk around the room and find a vocabulary word. 8. Have the students write the word in the rectangle with the matching picture. 9. Have the students repeat steps 7-8 until they have found all the words. 	Review the words "marker," "box," "guitar," "school," "robot," and "pencil."



Lesson 2: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
12. Listen and Color Project	Unit 22 - Listening tab 	<p>Listen and Color project enough for each student</p> <p>crayons</p>	<ol style="list-style-type: none"> 1. Give each student a <i>Listen and Color</i> project. Make sure they have crayons. 2. Have the students write their name on their project. 3. Play <i>Listen and Color</i> from the Teacher Menu. 4. Play the first audio and have the students listen. 5. Play the audio a second time, and have the students find the object and color it the correct color. 6. Choose a student to come to the screen and color the object. 7. Have the students check their answers and make corrections as needed. 8. Have the students say the phrase (e.g., "The bird on the house is yellow."). 9. Repeat steps 3-8 for the remaining audio instructions. 10. Tell the students to take the project home and talk about it with their parents. 	Show what you learned.

13. Goodbye			<ol style="list-style-type: none">1. Wrap up the class.2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know the word 'guitar.'") or "I can ____," (e.g., "I can spell the word 'this.'").3. Say goodbye to the class.4. Have the students say goodbye.	Review and wrap up.
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Lesson 1: Block A (30 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review classroom rules as necessary.	
3. Sing a Song	Unit 22 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "Making Cookies" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. <i>Fun in the Snow</i>	Unit 22 - Value tab 		<p>Introduce the Book</p> <ol style="list-style-type: none"> 1. Show the book <i>Fun in the Snow</i> from the Teacher Menu. 2. Say, "This is a book about positivity." 3. On the cover, review the title, author, and illustrator with the class. 4. Have the class repeat the title, author, and illustrator. 5. Have the students talk about the cover, telling what they see and making predictions of what the book will be about. 	Learn the value positivity.
			<p>Read the Story</p> <ol style="list-style-type: none"> 1. Read the story. Have the class act like the second girl. 2. After the book is over ask the class how the second girl feels at first (She doesn't like snow). 3. Ask how the second girl feels at the end of the book (She has fun in the snow). 4. Ask why the second girl feels that way (She tried playing in the snow with her friend.). 5. Say, " When you change a sad thing to a happy thing, you are being positive." 6. Have the class repeat, "When you change a sad thing to a happy thing, you are being positive." 7. Say, "I can be positive." 8. Have the class repeat, "I can be positive." 	

			<ol style="list-style-type: none"> 1. Show the book <i>Fun in the Snow</i> from the Teacher Menu. 2. Have three students act out the story. <ul style="list-style-type: none"> • girl 1 • girl 2 • boy 3. Show the story again and have different students act out the story. 4. Repeat as time allows. 	
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Lesson 1: Block B (15 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
5. Practice Actions: <i>Action Parade</i>			<ol style="list-style-type: none"> 1. Review the commands "Turn on the light," "Wash your hands," "Dry your hands," "Wake up," "Go to bed," "Take a photo," "Take off your shoes," "Put on your shoes," and "Ride the bike," and have the class do an action for each. 2. Have the students stand in a line. 3. Walk around the classroom and have the students follow. 4. As the class is walking around the room, say a command. 5. Have the students say and do the action for the command. 6. Repeat steps 3-5 saying different commands. 7. Once the students are confident with the commands, repeat steps 3-5, choosing a student to be the lead. 8. Repeat steps 3-6 as time allows, having different students be the leader and say the commands. 	Review actions.
6. Practice More Words: <i>Guess the Picture</i>		Vocabulary pictures (teacher's choice for review), 12 or more pictures	<ol style="list-style-type: none"> 1. Review the vocabulary pictures with the class. 2. Hang the vocabulary pictures in pairs around the room. 3. Say, "I'm thinking of a picture that is next to the _____. What is next to the _____?" (e.g., "I'm thinking of a picture that is next to the guitar. What is next to the guitar?") 4. Choose a student to answer the question by saying, "The _____ is next to the _____," (e.g., "The box is next to the guitar."). 5. If the student guesses the wrong picture, choose another student to guess. 6. If the student answers correctly, have the class repeat, "The _____ is next to the _____." 7. Have the student choose a picture and repeat steps 3-6. 8. Continue the activity until everyone has a turn to choose a picture or as time allows. 	Review the preposition "next to."

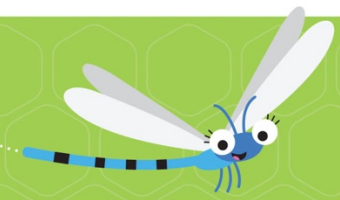
Break—5 mins

Lesson 2: Block A (15mins)




Activity	Teacher Menu	Preparation	Content	Objectives
7. Practice Vocabulary in a Phrase: Six Corners		Vocabulary pictures (marker, box, guitar, school, robot, pencil) Papers with one of the vocabulary words written on each sheet	<ol style="list-style-type: none"> Review the vocabulary pictures and words with the class. Put each of the vocabulary pictures in a different spot around the classroom. Have the students pick a picture to stand by. Shuffle the vocabulary words and hold up a random word. Have the class read the vocabulary word. The students standing by the matching picture will go back to their seats. Have the remaining students spread out and stand by one of the six pictures. Repeat steps 3-7 until there is only one student left standing. If there is still time, play the game again and let the winning student hold up the words. 	Review the words "marker," "box," "guitar," "school," "robot," and "pencil."
8. Practice Vocabulary Words: See and Spell Project		Vocabulary pictures (marker, box, guitar, school, robot, pencil) See and Spell project for each student Pencils Crayons	<ol style="list-style-type: none"> Review each of the vocabulary pictures and words with the class. Give each student a <i>See and Spell</i> project, pencils, and crayons. Have the students write their names on their project. Have the students spell each of the words on their project page. If the students need extra support, display the vocabulary pictures for the students to see. When the students have finished spelling each of the words, have them color the pictures. While students are working, walk around the classroom and make sure the students have correctly spelled the words. Have the students practice reading the words. As the students finish their project, have them get with a partner, read the words on their paper, and share their pictures. Tell the students to take the project home and talk about it with their parents. 	Review the words "marker," "box," "guitar," "school," "robot," and "pencil."



Lesson 2: Block B (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
9. <i>Miss Daisy</i>	Unit 22 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Miss Daisy</i> from the Teacher Menu. 2. Have students respond to the people in the video when they are prompted to speak. 3. Evaluate what the class says. 4. If the class answers correctly, press the button to move on. 5. If the class answers incorrectly, repeat the question and prompt the class to say the correct answer. 	Practice speaking.
10. Show What You've Learned: <i>School Supplies Project</i>		<p>School Supplies project for each student, complete one to use as an example</p> <p>Glue</p> <p>Crayons</p> <p>Precut school supply icons for each student</p>	<ol style="list-style-type: none"> 1. Review the vocabulary icons with the class. 2. Give each student a <i>School Supplies</i> project, a set of icons, glue, and crayons. 3. Have the students glue a school supply icon in each box on their project. 4. Have the students color their project. 5. When the students are done coloring, have them get into pairs. 6. Have the students decide who is student 1 and who is student 2. 7. Have student 1 ask, "Where are the ___?" (e.g., "Where are the markers?"). 8. Have student 2 point to the icon on their project and say, "The ___ are next to the ___," (e.g., "The markers are next to the desk."). 9. Have the students switch roles and repeat steps 7-8 until both students have pointed to all of their icons. 10. Have the students find a new partner and repeat steps 6-9 as time allows. 11. Encourage the students to take the project home and talk about it with their parents. 	Practice phrases and vocabulary.
11. Goodbye			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ___," (e.g., "I know what 'next to' means.") or "I can ___," (e.g., "I can be positive."). 3. Say goodbye to the class. 4. Have the students say goodbye in return. 	Review and wrap up.






Lesson 1: Block A (30 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 23 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "It's My Birthday" from the Teacher Menu. 2. Have the students watch the video of the song to become familiar with the music and lyrics. 	Learn the phrases "Can you see ___?" "What's he doing?" "What's she doing?" "He's ___," and "She's ___."
		Vocabulary pictures (wrapping a present, making a card, playing a game, baking a cake, singing a song)	<ol style="list-style-type: none"> 1. Teach the vocabulary words "wrapping a present," "making a card," "playing a game," "baking a cake," and "singing a song." 2. Create actions for the words with the students. 3. Have the class practice the words and actions until they are comfortable with them. 	
	Unit 23 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "It's My Birthday" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	
4. Conversational Videos	Unit 23 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases ""Can you see ___?" "What's he doing?" "What's she doing?" "He's ___," and "She's ___." 3. Repeat the video as time allows. 	

<p>5. Big Picture (Vocabulary)</p>	<p>Unit 23 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play Big Picture (Vocabulary) from the Teacher Menu. 2. Show the first picture. 3. Ask, "What is it?" and shrug your shoulders. 4. Have the class say, "It's ____." 5. If possible, have the students do an action for the vocabulary word. 6. If they don't know what the picture is, have the class say, "I don't know." Tap the board. Say, "It's ____." 7. Have the class repeat the sentence. 8. Repeat steps 2-7 with all the vocabulary words. 9. Show the pictures again, but this time, ask, "Is it ____?" Alternate between saying a correct and an incorrect word in the blank. 10. Have the class answer, "Yes, it is," or "No, it's ____." 11. Invite individual students to come and tap each of the pictures to confirm the answers. 12. Repeat steps 9-11. 13. Show the pictures one more time. Ask the students to identify the words using a full sentence (e.g., "It's making a card.>"). 14. Ask, "What letters do you see in this word?" 15. Have a student come up and identify a letter. 16. Have the class repeat the name of the letter. 17. Repeat steps 13-16 until all letters in the words are identified. 	<p>Learn the words "making a card," "singing a song," "playing a game," and "giving a present."</p>
<p>6. Worm Holes</p>	<p>Unit 23 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Worm Holes</i> from the Teacher Menu. 2. When a word is said, ask all the students to say the word aloud. 3. Ask the students if they see a picture of the word on the screen. If they can't see the word at first, wait until students can see the word. 4. Have the students point at the picture. 5. Choose two students to come to the screen and try to tap the picture as fast as they can. 6. Repeat steps 2-5 with the remaining words. 	



Lesson 1: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>7. Conversational Videos</p>	<p>Unit 23 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "Can you see ____?" "What's he doing?" "What's she doing?" "He's ____," and "She's ____." 3. Repeat the video as time allows. 	<p>Review the phrases "Can you see ____?" "What's he doing?" "What's she doing?" "He's ____," and "She's ____."</p>


8. <i>Speak Up 1</i>	Unit 23 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 1</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	
9. Practice Phrases: <i>Guess It</i>		Vocabulary Pictures (making a card, singing a song, playing a game, giving a present, riding a bike, climbing a tree, kicking a ball, flying a kite, throw a ball, hockey, skateboarding, running, sliding)	<ol style="list-style-type: none"> 1. Review the vocabulary pictures with the class, doing an action for each picture. 2. Choose a student to come to the front. This student is the leader. 3. Have the leader choose a picture without showing the class. 4. Say, "Can you see ___?" (e.g., "Can you see Dan?"). 5. Have the class ask, "What's ___ doing?" (e.g., "What's he doing?"). 6. Have the leader do the action for the picture they chose. 7. Have the class guess the picture the leader chose by saying, "He's ___," (e.g., "He's riding a bike."), or "She's ___," (e.g., "She's singing a song."). 8. Once someone correctly guesses what the leader is doing, have the class say, "He's ___," (e.g., "He's riding a bike."), or "She's ___," (e.g., "She's singing a song."). 9. Repeat steps 2-8 until each student has a turn to choose a vocabulary picture or as time allows. 	
10. <i>Hear! Hear!</i>	Unit 23 - Listening tab 		<ol style="list-style-type: none"> 1. Play <i>Hear! Hear!</i> from the Teacher Menu. 2. Have the class listen to the conversation. 3. Have the class identify the picture that matches the conversation. 4. Choose a student to tap the picture. 5. Repeat until each student has a turn to tap a picture or all the phrases are played. 	

Break—5 mins

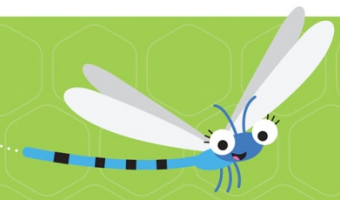
Lesson 2: Block A (20 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
11. <i>Word Flurry</i>	Unit 23 - Vocabulary tab 		<ol style="list-style-type: none"> 1. Play <i>Word Flurry</i> from the Teacher Menu. 2. When a word is said, ask all the students to say the word aloud. 3. Ask the students if they see a picture of the word on the screen. 4. Choose two students to come to the screen and try to tap the picture first. 5. Repeat steps 2-4 with the remaining words. 6. Play the game again as time allows. 	
12. Practice Vocabulary: <i>Acting Actions</i>		Vocabulary pictures (making a card, singing a song, playing a game, giving a present)	<ol style="list-style-type: none"> 1. Review the vocabulary words with the class. 2. Divide the class into 2 teams. 3. Have the teams sit facing away from each other. 4. Choose a student from each team to come to the front of the room. 5. Show the students a vocabulary picture so the rest of the class can't see it. 6. Have the students stand in front of their team. 7. Ask the class, "What are ___ and ___ doing?" (e.g., "What are Sam and Ann doing?"). 8. Have the students do the action for the picture they saw. 9. The first team to guess the correct vocabulary phrase gets a point. 10. Have the class repeat the vocabulary phrase. 11. Repeat steps 3-10 until each student has had a chance to be an actor or as time allows. 	Review the words "making a card," "singing a song," "playing a game," and "giving a present."
13. <i>Speak Up 2</i>	Unit 23 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 2</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	Review the phrases "Can you see ___?" "What's he doing?" "What's she doing?" "He's ___," and "She's ___."



Lesson 2: Block B (20 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
14. <i>Birthday Presents</i>	Unit 23 - Book tab 		<p>Introduce the Book</p> <ol style="list-style-type: none"> 1. Show the book <i>Birthday Presents</i> from the Teacher Menu. 2. On the cover, review the title, author, and illustrator with the class. 3. Have the class repeat the title, author, and illustrator. 4. Have the students talk about the cover, telling what they see and making predictions of what the book will be about. 5. Say, "This book is about ____," (e.g., "This book is about a birthday."). 6. Have the students repeat the sentence. <p>Read the Book</p> <ol style="list-style-type: none"> 1. Continue reading the book <i>Birthday Presents</i> 2. After the narrator reads each page, have the class repeat what was said. 3. On each page invite a student to tap an illustration or word to see if it is highlighted. 4. If a word is highlighted along with the illustration, point the word out to the class. 5. Have students repeat the word. 6. Show the book <i>Birthday Presents</i> from the Teacher Menu a second time. 7. On page 3, after it says, "Can you see Nick in the kitchen?" choose a student to see if they remember who was in the kitchen. 8. Have the student respond, "No, I can see ____." 9. Ask the students to give a thumbs up if they agree or a thumbs down if they disagree with what the student said. 10. Turn the page to see if the response is correct. 11. On page 5, after it says, "What's she doing?" choose another student to see if they remember what Mom was doing. 12. Have the student respond, "She's ____." 13. Ask the students to give a thumbs up if they agree or a thumbs down if they disagree with what the student said. 14. Turn to the next page to see if the response is correct. 15. Repeat this pattern for the rest of the book, testing the students recall of people, places, and actions mentioned in the book. 	Share the book <i>Birthday Presents</i> .

15. Goodbye			<ol style="list-style-type: none">1. Wrap up the class.2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know what 'making a card' means.") or "I can ____," (e.g., "I can ask, 'What's she doing?'").3. Say goodbye to the class.4. Have the students say goodbye in return.	Review and wrap up.
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Lesson 1: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 23 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "It's My Birthday" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Shake and Make	Unit 23 - Vocabulary tab 		<ol style="list-style-type: none"> 1. Play <i>Shake and Make</i> from the Teacher Menu. 2. Have the class read the word. 3. Click the move on arrow. 4. Choose a student to come to the front and tap the box to select a card. 5. Have the class say the word. 6. Choose another student to come to the front and shake out the letters. 7. Ask the class, "What is the first letter in the word?" 8. Have the class answer. 9. Choose a student to come to the front and drag the letter to the first spot. 10. Have the class write the letter with their finger in the air, on their leg, on their forearm, etc. 11. Repeat steps 5-8 with the remaining letters, having the class say all the letters in order as they make the word (e.g., After the second letter is placed, have the class say "(milk, m, i." After the final letter is placed have the class say "milk, m, i, l, k." 12. Have the class read the word one last time. 13. Repeat steps 1-12 with all the words. 14. Repeat the activity as time allows 	Learn to read the words "card," "song," "game," "present," "milk," and "chocolate."

<p>5. Practice Reading Vocabulary Words: Partner Dance</p>		<p>Vocabulary pictures (making a card, singing a song, playing a game, giving a present, milk, chocolate) with the labels covered so the words can't be seen, enough for half the class</p> <p>Papers with one of the vocabulary words or phrases written on each sheet, enough for the other half the class</p> <p>Music the students like</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures and words with the class. 2. Have the class stand in a circle. 3. Place the vocabulary pictures and words in the middle of the circle face down, so the students can't see what they are. 4. Start the music and have the class dance. 5. Randomly stop the music and have the students grab a word or picture. 6. The students who have a picture are looking for the student who has the word or phrase that matches. 7. Once all the students have found their matches, go around the room and have the class read each of the words. 8. Start the music and have the students dance with their match. 9. Randomly stop the music and have the class make a circle again and put their pictures and words face down in the middle of the circle. 10. Mix up the pictures and repeat steps 4-9 as time allows. 	
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Lesson 1: Block B (20 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
<p>6. Review More Words: Tall and Short Dance</p>		<p>Music the students like</p>	<ol style="list-style-type: none"> 1. Review the words tall and short. 2. Have the tallest student in the class come to the front. 3. Have the shortest student in the class come to the front. 4. Have the students stand back-to-back. 5. Say, "___ is tall. ___ is short." 6. Have the class repeat the two sentences. 7. Start the music. 8. Have the students dance around the classroom. 9. Randomly stop the music and have the students quickly find a partner. 10. Have the students figure out who is taller and who is shorter. 11. Choose a pair of students to start. 12. Have the taller student say, "I am tall." 13. Have the shorter student say, "I am short." 14. If they are the same height, have them say, "We are the same." 15. Repeat steps 12-14 with all the pairs of students. 16. Start the music again and repeat steps 8-15 as time allows. 	<p>Learn the words "tall" and "short."</p>

7. <i>At Your Command</i>	Unit 23 - Action tab 		<ol style="list-style-type: none"> 1. Play <i>At Your Command</i> from the Teacher Menu. 2. Have the class listen to the command twice. 3. Have the class say the command. 4. Evaluate what the class says and tap the corresponding correct or incorrect button. 5. Repeat video as time allows. 	Learn the action "turn off the light."
8. Practice an Action: <i>Turn on the Light</i>		Flashlight	<ol style="list-style-type: none"> 1. Have the class sit in a circle. 2. Turn off the classroom light. 3. Turn on the flashlight. 4. Say, "Turn off the light," and turn the flashlight off. 5. Turn the flashlight on again and have the students repeat, "Turn off the light." 6. Turn the flashlight off. 7. Turn the flashlight on. 8. Hand the flashlight to the next student in the circle. 9. Have the class say, "Turn off the light." 10. Have the student turn off the flashlight. 11. Have the student turn on the flashlight. 12. Repeat steps 7-11 until each student has a chance to turn off the light. 13. Say, "Turn on the light," and turn the classroom light back on. 	



Break—5 mins

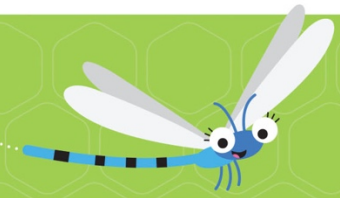
Lesson 2: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
9. Teach digraphs: ch		Pictures of chair, cheese, chips, sandwich, couch, beach	<ol style="list-style-type: none"> 1. Write the letters 'ch' on the board. 2. Say, "These letters make the sound /ch/." 3. Have the class repeat the sound. 4. Show the picture of the chair. 5. Say "/ch/, /ch/, chair." 6. Have the class repeat the sound and word. 7. Repeat steps 4-6 with the pictures of cheese and chips. 8. Show the picture of the sandwich. 9. Say "sandwich, /ch/, /ch/." 10. Have the class repeat the sound and word. 11. Repeat steps 8-10 with the pictures of couch and beach. 	Learn the digraph ch.
10. <i>Big Picture</i> (Read Words)	Unit 23 - Literacy tab 		<ol style="list-style-type: none"> 1. Play <i>Big Picture (Read Words)</i> from the Teacher Menu. 2. Show the first word. 3. Point to the first letter and ask, "What sound does this letter make?" 4. Have the class say the sound. 5. Point to the second letter and ask, "What sound does this letter make?" 6. Have the class say the sound. 7. Point to the first letter in the word and say, "Blend." 8. Scoop your finger under the first and second letters as the class blends the two sounds together. 9. Point to the third letter and ask, "What sound does this letter make?" 10. Have the class say the sound. 11. Point to the first letter and say, "Blend." 12. Scoop your finger under all three letters as the class blends the sounds together. 13. Point to the first letter and say, "Read the word." 14. Slide your finger under the word as the class reads the word. 15. Show the next screen. 16. Point to the word and ask the class, "What's this word?" 17. If the class can't read the word, repeat steps 3-14 with the word. 18. If the class can read the word, repeat steps 15-18 with the remaining words. 	Learn to decode and spell words beginning with ch- and ending in -ch.


<p>11. Spell Words</p>		<p>Pictures of chip, chips, chin, chick, chop</p> <p>Cards with ch, i, p, s, n, ck, o, p, one letter on each card, a set for each student</p>	<ol style="list-style-type: none"> 1. Give each student a set of letter cards. 2. Show the picture of the chip. 3. Say, "Chip. What's the first sound in the word chip?" putting an emphasis on the first sound. 4. Have the class say the first sound. 5. Ask, "What is the first letter in the word chip?" 6. Have the class say the first letter in the word. 7. Have the students move the letter to make the word. 8. Repeat steps 2-6 with the remaining sounds in the word. 9. Have the class read the word. 10. Repeat steps 2-9 with all the words. 	
<p>12. Word Trace</p>	<p>Unit 23 - Literacy tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Word Trace</i> from the Teacher Menu. 2. Have the class say the word. 3. Choose a student to come to the front and find the word. 4. Have the class say the word again. 5. Select a different student to come to the front and trace the word while the class writes the word with their fingers on their forearms, legs, in the air, etc. 6. Repeat steps 4-5 with the next two traces. 7. Have the class say the word again. 8. Have a student come to the front and write the word while the class writes the word with their fingers on their forearms, legs, in the air, etc. 9. Repeat steps 7-8 with one more student. 10. Choose the best word, or have the students vote on the word they feel is written the best. 11. Repeat the activity with the remaining words. 	<p>Learn to read and write sight words.</p>
<p>13. Find Words</p>		<p>Cards with the words so, makes, mess, are, friends, beach, one word on each card, a set for each student</p> <p>Papers with the words so, makes, mess, are, friends, beach, one word on each sheet, one set for you</p>	<ol style="list-style-type: none"> 1. Give each student a set of word cards. 2. Say, "Find the word ____." 3. Have the students find the word. 4. Hold up the paper with the word on it. 5. Have the class check that they found the correct word. 6. Have the class spell the word by tracing each letter with their finger as they say the letter. 7. Have the class say the word again. 8. Repeat steps 2-7 with all the words. 9. Have a student come to the front and randomly choose a word. 10. Have the students try to be the first to find the word and hold it up. 11. Have the students say they word as they trace the word with their fingers. 12. Repeat steps 9-11 as time allows. 	

Lesson 2: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
14. <i>Conversational Videos</i>	Unit 23 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "Can you see ____?" "What's she doing?" and "She's ____." 3. Repeat the video if time allows. 	Review the phrases "Can you see ____?" "What's she doing?" and "She's ____."
15. <i>Birthday Presents</i>	Unit 23 - Book tab 	<p>Vocabulary pictures (making a card, singing a song, playing a game, giving a present)</p> <p>Papers with the words "Mom," "Dad," "Anna," and "brother and sister" written on each sheet</p> <p>Paper</p> <p>Pencils</p> <p>Crayons</p> <p>A finished paper as an example</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures and the character words with the students. 2. Show the book <i>Birthday Presents</i> from the Teacher Menu. 3. On page 2 ask, "What are the brother and sister doing?" 4. Help the class say, "Hiding presents." 5. On the pages that say what each of the characters are doing ask the class, "What's ____ doing?" (e.g., "What's Mom doing?"). 6. Have the class say what the character is doing. 7. When the book is finished, give each student a sheet of paper, a pencil, and crayons. 8. Show the students the finished example paper. 9. Have the students fold their paper into fourths. 10. Have the students write one of the characters at the top of each of the rectangles on their paper. 11. Under each label, have the students draw a picture of what that character is doing in the book. 12. When the students are done drawing, have them get in pairs and take turns saying what each of the characters are doing. 	Share the book <i>Birthday Presents</i> .
16. Goodbye			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know what the word 'chop' means.") or "I can ____," (e.g., "I can read the word 'friend.'"). 3. Say goodbye to the class. 4. Have the students say goodbye. 	Review and wrap up.




Lesson 1: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 23 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "It's My Birthday" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Practice Actions: <i>Musical Lights</i>		Flashlight Music the students like	<ol style="list-style-type: none"> 1. Have the class stand in a circle. 2. Have the class say, "Turn off the light." 3. Choose a student to turn off the classroom light. 4. Start the music. 5. Have the students start passing the flashlight around the circle. 6. Randomly stop the music. 7. Have the class say, "Turn on the light." 8. Have the student holding the flashlight turn on the light. 9. Repeat steps 3-5. 10. Have the class say, "Turn off the light." 11. Have the student holding the flashlight turn off the light. 12. Repeat steps 3-10 as time allows. 13. Have the class say, "Turn on the light." 14. Choose a student to turn on the classroom light. 	Review the action "turn off the light."

5. Practice More Words: Tall and Short		Pictures of a tall tree, a short tree, a tall person, a short person, a tall lamp, a short lamp, a tall bookcase, a short bookcase, a tall flower, a short flower, and other tall and short pictures the students are familiar with, enough for each student to have one Music the students like	<ol style="list-style-type: none"> 1. Review the pictures and the words “tall” and “short.” 2. Have the students stand in a circle. 3. Put the pictures in the middle of the circle. 4. Start the music and have the class dance. 5. Randomly stop the music. 6. Have the students get a picture. 7. Have the students find the person with the opposite of their picture (e.g., the student with the tall tree finds the person with the short tree). 8. Have each student say, “My ___ is ___,” (e.g., “My tree is tall.”). 9. Repeat steps 3-8 as time allows. 	Review the words “tall” and “short.”
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Lesson 1: Block B (20 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
6. Sentence Slinger	Unit 23 - Literacy tab 	Paper Pencils	<ol style="list-style-type: none"> 1. Play <i>Sentence Slinger</i> from the Teacher Menu. 2. Point to a word and say, “This is a word.” 3. Point to each word and have the class read them. 4. Slide your finger under the whole sentence and say, “This is a sentence.” 5. Have the class read the sentence again. 6. Ask, “Which picture matches?” 7. Have the students point to the picture that matches the sentence. 8. Choose a student to come to the front and tap the picture. 9. Repeat steps 2-5 with each sentence. 10. Repeat the activity until the students are comfortable comprehending the sentences. 11. If the students are able and time allows, give each student paper and a pencil. Have them write one of the sentences and then draw a picture to go with it. 	Comprehend sentences.

7. Make Sentences		<p>Cards with the words Chad, chip, chips, chin, chick, chop, much, such, so, makes, mess, are, friends, beach, one word on each card, a set for each student</p> <p>Papers with the words Chad, chip, chips, chin, chick, chop, much, such, so, makes, mess, are, friends, beach, one word on each sheet, one set for you</p>	<ol style="list-style-type: none"> 1. Make up a sentence that uses some of the words on the cards. 2. Say the sentence to the class. 3. Say, "Find the first word in the sentence ____." 4. Have the students find the word and hold it up. 5. Have the class say the first word in the sentence. 6. Have the students move the word to make the sentence. 7. Choose a student to come to the front and find the word on the paper. 8. Repeat steps 2-7 until the sentence is complete. 9. Draw a period at the end of the sentence. 10. Say "period." 11. Have the students point their finger and tap the end of the sentence. 12. Have the students say "period." 13. Explain to the class that we use a period to show the sentence is done. 14. Repeat steps 1-12 with different sentences as time allows. 	Review decodable words and sight words.
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Break—5 mins

Lesson 2: Block A (25 mins)

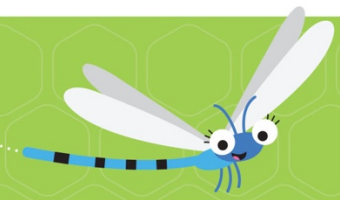
Activity	Teacher Menu	Preparation	Content	Objectives
8. Conversational Videos	Unit 23 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "Can you see ____?" "What's she doing?" and "She's ____." 	Review the phrases "Can you see ____?" "What's she doing?" and "She's ____."
9. Speak Up 1	Unit 23 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 1</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	

10. Speak Up 2	Unit 23 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 2</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	
11. Review Vocabulary Words: Word Runner		<p>Vocabulary Pictures (making a card, singing a song, playing a game, giving a present, milk, chocolate)</p> <p>Papers with one of the vocabulary words written on each sheet, a set for each team</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures and words with the class. 2. Divide the class into teams of 2-3 students. 3. Give each team a set of words/phrases. 4. Mix up the vocabulary pictures. 5. Hold up a picture. 6. Have the teams find the matching words and hold it up. 7. The first team to hold up the correct words gets a point. 8. Repeat steps 5-7 until the class is confident in matching the word to the vocabulary picture. 9. The team with the most points is the winner. 	Review the words "making a card," "singing a song," "playing a game," "giving a present," "milk," and "chocolate."



Lesson 2: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
12. Listen and Move Project	Unit 23 - Listening tab 	<p>Listen and Move project enough for each student</p> <p>Pencils or crayons</p>	<ol style="list-style-type: none"> 1. Give each student a <i>Listen and Move</i> project. Make sure they have a pencil or crayon. 2. Have the students write their name on their project. 3. Play <i>Listen and Move</i> from the Teacher Menu. 4. Play the first audio and have the students listen. 5. When the audio finishes, have the students draw a line from the correct object to the correct location. 6. Choose a student to come to the screen and move the object to the correct location. 7. Have the students check their answers and make corrections as needed. 8. Have the students repeat the phrase (e.g., "The tomato is on the table."). 9. Repeat steps 3-8 for the remaining audio instructions. 10. Tell the students to take the project home and talk about it with their parents. 	Show what you learned.

13. Goodbye			<ol style="list-style-type: none">1. Wrap up the class.2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know what 'tall' and 'short' mean.") or "I can ____," (e.g., "I can say, 'Turn off the light.'").3. Say goodbye to the class.4. Have the students say goodbye.	Review and wrap up.
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Lesson 1: Block A (30 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review classroom rules as necessary.	
3. Sing a Song	Unit 23 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "It's My Birthday" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Thank You Cards	Unit 23 - Value tab 		<p>Introduce the Book</p> <ol style="list-style-type: none"> 1. Show the book <i>Thank You Cards</i> from the Teacher Menu. 2. Say, "This book is about gratitude." 3. On the cover, review the title, author, and illustrator with the class. 4. Have the class repeat the title, author, and illustrator. 5. Have the students talk about the cover, telling what they see and making predictions of what the book will be about. 	Learn the value gratitude.
			<p>Read the Story</p> <ol style="list-style-type: none"> 1. Read the story. Have the class act like Eva. 2. After the book is over ask the class how the Eva feels at first (She's sad because she doesn't have money to buy presents.). 3. Ask how Eva feels at the end of the book (She is happy because she made presents.). 4. Ask why the Eva feels that way (She said 'thank you' to the members of her family.). 5. Say, "When I say 'thank you,' I show gratitude." 6. Have the class repeat, "When I say 'thank you,' I show gratitude." 7. Say, "I can show gratitude." 8. Have the class repeat, "I can show gratitude." 	

		Paper Pencils Crayons	<ol style="list-style-type: none"> 1. Show the book <i>Thank You Cards</i> from the Teacher Menu. 2. Ask the students who they are thankful for. 3. Write. "Dear ____, Thank you for ____. Love, ____" on the board. 4. Give each student a sheet of paper, a pencil, and crayons. 5. Have the students make their own Thank You cards. 6. Let the students take turns sharing their Thank You cards with each other. 7. Have the students take their cards home and give them to the person they made them for. 	
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Lesson 1: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
5. Practice Actions: Musical Lights		Flashlight Music the students like	<ol style="list-style-type: none"> 1. Have the class stand in a circle. 2. Have the class say, "Turn off the light." 3. Choose a student to turn off the classroom light. 4. Start the music. 5. Have the students start passing the flashlight around the circle. 6. Randomly stop the music. 7. Have the class say, "Turn on the light." 8. Have the student holding the flashlight turn on the light. 9. Repeat steps 3-5. 10. Have the class say, "Turn off the light." 11. Have the student holding the flashlight turn off the light. 12. Repeat steps 3-10 as time allows. 13. Have the class say, "Turn on the light." 14. Choose a student to turn on the classroom light. 	Review the action "turn off the light."
6. Practice More Words: Tall and Short		Pictures of a tall tree, a short tree, a tall person, a short person, a tall lamp, a short lamp, a tall bookcase, a short bookcase, a tall flower, a short flower, and other tall and short pictures the students are familiar with, enough for each student to have one Music the students like	<ol style="list-style-type: none"> 1. Review the pictures and the words "tall" and "short." 2. Have the students stand in a circle. 3. Put the pictures in the middle of the circle. 4. Start the music and have the class dance. 5. Randomly stop the music. 6. Have the students get a picture. 7. Have the students find the person with the opposite of their picture (e.g., the student with the tall tree finds the person with the short tree). 8. Have each student say, "My ____ is ____," (e.g., "My tree is tall."). 9. Repeat steps 3-8 as time allows. 	Review the words "tall" and "short."

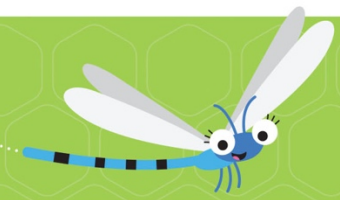
Break—5 mins

Lesson 2: Block A (15mins)




Activity	Teacher Menu	Preparation	Content	Objectives
7. Review Vocabulary Words: <i>Word Runner</i>		Vocabulary Pictures (making a card, singing a song, playing a game, giving a present, milk, chocolate) Papers with one of the vocabulary words written on each sheet, a set for each team	<ol style="list-style-type: none"> 1. Review the vocabulary pictures and words with the class. 2. Divide the class into teams of 2-3 students. 3. Give each team a set of words/phrases. 4. Mix up the vocabulary pictures. 5. Hold up a picture. 6. Have the teams find the matching words and hold it up. 7. The first team to hold up the correct words gets a point. 8. Repeat steps 5-7 until the class is confident in matching the word to the vocabulary picture. 9. The team with the most points is the winner. 	
8. Practice Vocabulary Words: <i>See and Spell Project</i>		Vocabulary pictures (making a card, singing a song, playing a game, giving a present, milk, chocolate) <i>See and Spell</i> project for each student Pencils Crayons	<ol style="list-style-type: none"> 1. Review each of the vocabulary pictures and words with the class. 2. Give each student a <i>See and Spell</i> project, pencils, and crayons. 3. Have the students write their names on their project. 4. Have the students spell each of the words on their project page. 5. If the students need extra support, display the vocabulary pictures for the students to see. 6. When the students have finished spelling each of the words, have them color the pictures. 7. While students are working, walk around the classroom and make sure the students have correctly spelled the words. Have the students practice reading the words. 8. As the students finish their project, have them get with a partner, read the words on their paper, and share their pictures. 9. Tell the students to take the project home and talk about it with their parents. 	Review the words "making a card," "singing a song," "playing a game," "giving a present," "milk," and "chocolate."



Lesson 2: Block B (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
9. <i>Miss Daisy</i>	Unit 23 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Miss Daisy</i> from the Teacher Menu. 2. Have students respond to the people in the video when they are prompted to speak. 3. Evaluate what the class says. 4. If the class answers correctly, press the button to move on. 5. If the class answers incorrectly, repeat the question and prompt the class to say the correct answer. 	Practice speaking.
10. Show What You've Learned: <i>Birthday Party Project</i>		<p><i>Birthday Party project</i> for each student, complete one to use as an example</p> <p>Crayons</p> <p>Glue</p> <p>Precut action icons for each student</p>	<ol style="list-style-type: none"> 1. Give each student a <i>Birthday Party</i> project, a set of action icons, crayons, and glue. 2. Show the students a finished project. 3. Ask the class, "Can you see ___?" (e.g., "Can you see the mom?"). 4. Choose a student to come point to the mom. 5. Ask the class, "What's she doing?" 6. Have the class answer, "She's ___" (e.g., "She's singing a song."). 7. Have the students glue the action icons on their project. 8. Have the students color their project. 9. When the students are done coloring, have them find a partner. 10. Have the students decide who is Student 1 and who is Student 2. 11. Have Student 1 ask, "Can you see ___?" 12. Have Student 2 say, "What's she doing?" 13. Have Student 1 say, "She' ___." 14. Have the students switch roles and repeat steps 11-13. 15. When the students have talked about all the characters on their paper, have them find a new partner and repeat steps 10-14 as time allows. 	Practice phrases and vocabulary.
11. Goodbye			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ___," (e.g., "I know what 'singing a song' means.") or "I can ___," (e.g., "I can show gratitude."). 3. Say goodbye to the class. 4. Have the students say goodbye in return. 	Review and wrap up.






Lesson 1: Block A (30 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 24 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "I Found It" from the Teacher Menu. 2. Have the students watch the video of the song to become familiar with the music and lyrics. 	Learn the phrases "Where's my ___?" "It's ___ the___," "Where are your ___?" and "They're ___ my ___."
		Vocabulary pictures (grandma, armchair, book, clock, wall, sticker, pocket)	<ol style="list-style-type: none"> 1. Teach the vocabulary words "grandma," armchair," "book" "clock," "wall," "sticker," "pocket." 2. Create actions for the words with the students. 3. Have the class practice the words and actions until they are comfortable with them. 	
	Unit 24 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "I Found It" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	
4. <i>Conversational Videos</i>	Unit 24 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "Where's my ___?" "It's ___ the___," "Where are your ___?" and "They're ___ my ___." 3. Repeat the video as time allows. 	

<p>5. Big Picture (Vocabulary)</p>	<p>Unit 24 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu. 2. Show the first picture. 3. Ask, "What is it?" and shrug your shoulders. 4. Have the class say, "It's a(n) ____." 5. If possible, have the students do an action for the vocabulary word. 6. If they don't know what the picture is, have the class say, "I don't know." Tap the board. Say, "It's a(n) ____." 7. Have the class repeat the sentence. 8. Repeat steps 2-7 with all the vocabulary words. 9. Show the pictures again, but this time, ask, "Is it a(n) ____?" Alternate between saying a correct and an incorrect word in the blank. 10. Have the class answer, "Yes, it is," or "No, it's a(n) ____." 11. Invite individual students to come and tap each of the pictures to confirm the answers. 12. Repeat steps 9-11. 13. Show the pictures one more time. Ask the students to identify the words using a full sentence (e.g., "It's an armchair."). 14. Ask, "What letters do you see in this word?" 15. Have a student come up and identify a letter. 16. Have the class repeat the name of the letter. 17. Repeat steps 13-16 until all letters in the words are identified. 	<p>Learn the words "armchair," "handbag," "wall," and "pocket."</p>
<p>6. Worm Holes</p>	<p>Unit 24 - Vocabulary tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Worm Holes</i> from the Teacher Menu. 2. When a word is said, ask all the students to say the word aloud. 3. Ask the students if they see a picture of the word on the screen. If they can't see the word at first, wait until students can see the word. 4. Have the students point at the picture. 5. Choose two students to come to the screen and try to tap the picture as fast as they can. 6. Repeat steps 2-5 with the remaining words. 	



Lesson 1: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>7. Conversational Videos</p>	<p>Unit 24 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "Where's my ____?" "It's ____ the____," "Where are your ____?" and "They're ____ my ____." 3. Repeat the video as time allows. 	<p>Review the phrases "Where's my ____?" "It's ____ the____," "Where are your ____?" and "They're ____ my ____."</p>


8. <i>Speak Up 1</i>	Unit 24 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 1</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	
9. Practice Phrases: <i>Where Is It?</i>		Vocabulary Pictures (handbag, phone, gloves, sandals)	<ol style="list-style-type: none"> 1. Review the vocabulary pictures with the class. 2. Have the class close their eyes. 3. Hide the picture of the handbag somewhere in the classroom. 4. Say, "Where's my handbag?" 5. Have the students help you look around the room. 6. When a student sees where the picture is hidden, they should stand still and raise their hand. 7. When several students are raising their hand, have the class freeze in place. 8. Then repeat the question, "Where's my handbag?" 9. Choose a student to respond, "It's ___ the ___," (e.g., "It's next to the bookcase.") 10. If the student is not correct, call on another student to help. 11. If the student is correct, have the class repeat the student's response. 12. Hold up the picture for the whole class to see. 13. Repeat steps 2-12 with all of the pictures. If the picture is of gloves or sandals, change the question to "Where are my ___?" and the answer to "They're ___ the ___." 14. Continue to hide the pictures until the class is comfortable answering the question with both singular and plural items or as time allows. 	
10. <i>Hear! Hear!</i>	Unit 24 - Listening tab 		<ol style="list-style-type: none"> 1. Play <i>Hear! Hear!</i> from the Teacher Menu. 2. Have the class listen to the conversation. 3. Have the class identify the picture that matches the conversation. 4. Choose a student to tap the picture. 5. Repeat until each student has a turn to tap a picture or all the phrases are played. 	

Break—5 mins

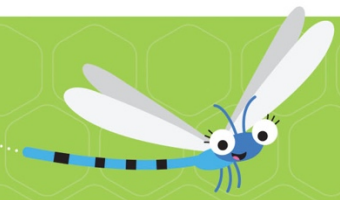
Lesson 2: Block A (20 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
11. <i>Word Flurry</i>	Unit 24 - Vocabulary tab 		<ol style="list-style-type: none"> 1. Play <i>Word Flurry</i> from the Teacher Menu. 2. When a word is said, ask all the students to say the word aloud. 3. Ask the students if they see a picture of the word on the screen. 4. Choose two students to come to the screen and try to tap the picture first. 5. Repeat steps 2-4 with the remaining words. 6. Play the game again as time allows. 	
12. Practice Vocabulary: <i>Slap</i>		Vocabulary pictures (armchair, handbag, wall, pocket) Flyswatters, enough for each team	<ol style="list-style-type: none"> 1. Review the vocabulary pictures with the class. 2. Put the pictures on the board. 3. Divide the class into 2-4 groups. 4. Have each group line up. 5. Give the first student in each line a flyswatter. 6. Say, "Find the ____." 7. Have the students with the flyswatters race to tap the picture. 8. Have the class say, "This is a ____." 9. The student who taps the picture first earns a point for their team. 10. The students go back to their lines and give the flyswatter to the next person in line. 11. Repeat steps 5-9 until all students have tapped a picture. 12. The team with the most points wins. 	Review the words "armchair," "handbag," "wall," and "pocket."
13. <i>Speak Up 2</i>	Unit 24 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 2</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	Review the phrases "Where's my ____?" "It's ____ the ____," "Where are your ____?" and "They're ____ my ____."



Lesson 2: Block B (20 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
14. <i>Grandma's Magic</i>	Unit 24 - Book tab 		<p>Introduce the Book</p> <ol style="list-style-type: none"> 1. Show the book <i>Grandma's Magic</i> from the Teacher Menu. 2. On the cover, review the title, author, and illustrator with the class. 3. Have the class repeat the title, author, and illustrator. 4. Have the students talk about the cover, telling what they see and making predictions of what the book will be about. 5. Say, "This book is about _____," (e.g., "This book is about a magic grandma."). 6. Have the students repeat the sentence. <p>Read the Book</p> <ol style="list-style-type: none"> 1. Show the book again. 2. After each page is read, invite a student to tap an illustration or word to see if it is highlighted. 3. If a word is highlighted along with the illustration, point the word out to the class. Have students repeat the word. 4. Continue steps 4-5 throughout the book. 5. Read the book again. 6. After the narrator reads each page, have the class repeat what was said. 7. Continue step 2 throughout the book. 8. Write the following punctuation marks where the students can see them: . ? ! 9. Review what each punctuation mark is and what it's used for. 10. Show the book <i>Grandma's Magic</i> from the teacher menu again. 11. On page 1, read the sentence "Grandma is here" three times using each of the different punctuation marks. 12. Ask the students to listen to how all three sentences are different, and then have the class practice saying the phrase "Grandma is here" in all three ways. 13. On each page, tally up how many times each type of punctuation is used. 14. At the end of the book, count with the class how many periods, question marks, and exclamation marks were used in the book. 	Share the book <i>Grandma's Magic</i> .

15. Goodbye			<ol style="list-style-type: none">1. Wrap up the class.2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know the word 'armchair,'"") or "I can ____," (e.g., "I can ask where my stickers are.").3. Say goodbye to the class.4. Have the students say goodbye in return.	Review and wrap up.
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Lesson 1: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 24 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "I Found It" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Shake and Make	Unit 24 - Vocabulary tab 		<ol style="list-style-type: none"> 1. Play <i>Shake and Make</i> from the Teacher Menu. 2. Have the class read the word. 3. Click the move on arrow. 4. Choose a student to come to the front and tap the box to select a card. 5. Have the class say the word. 6. Choose another student to come to the front and shake out the letters. 7. Ask the class, "What is the first letter in the word?" 8. Have the class answer. 9. Choose a student to come to the front and drag the letter to the first spot. 10. Have the class write the letter with their finger in the air, on their leg, on their forearm, etc. 11. Repeat steps 5-8 with the remaining letters, having the class say all the letters in order as they make the word (e.g., After the second letter is placed, have the class say "armchair, a, r." After the final letter is placed have the class say "armchair, a, r, m, c, h, a, i, r.") 12. Have the class read the word one last time. 13. Repeat steps 1-12 with all the words. 14. Repeat the activity as time allows 	Learn to read the words "armchair," "handbag," "wall," "pocket," "grandma," and "grandpa."


<p>5. Practice Reading Vocabulary Words: Vocabulary Sentences</p>		<p>Vocabulary Pictures (armchair, handbag, wall, pocket, grandma, grandpa), with the numbers 1-6 taped on the back</p> <p>Papers with one of the vocabulary words written on each sheet</p> <p>Number cube</p> <p>Paper</p> <p>Pencils</p> <p>Vocabulary Sentences</p> <ul style="list-style-type: none"> • [Grandma] puts her [handbag] on the [wall]. • Is [Grandpa] sitting in the [armchair]? • Grandma has her keys in her [pocket]. 	<ol style="list-style-type: none"> 1. Review the vocabulary pictures and words with the class. 2. Write the vocabulary sentences on the board using the vocabulary pictures in place of the vocabulary words. The vocabulary pictures should be facing the board, so the number is showing. 3. Place the written words in a column on the side of the board. 4. Choose a student to roll the number cube. 5. Turn over the picture on the board that coordinates with the number on the cube. If the number has been rolled before, keep rolling until a new number is shown. 6. Choose another student to find the matching written word on the side of the board. Place the written word under the picture in the sentence. 7. Repeat steps 3-4 until all the pictures of one sentence have been uncovered. 8. Read the sentence to the class slowly, pointing to each word in the sentence as you say it. 9. Read the sentence again with the class, again pointing to each word as you say it. 10. Repeat steps 3-4 until you uncover all the pictures in another sentence, and then repeat steps 6-7. 11. When all the sentences have been uncovered and read, remove all the pictures from the board and read through the sentences one more time with the class. 12. Give each student a sheet of paper and a pencil. 13. Have the students write the sentences on their paper. 14. Remind the class that sentences start with a capital letter. 15. When the students have finished writing their sentences, have them get into pairs and practice reading them to each other as time allows. 	
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Lesson 1: Block B (20 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
6. Learn Category Words: Clothes		Clothes vocabulary pictures (coat, scarf, gloves, sweater, shorts, jeans, sandals, T-shirt) Not clothes vocabulary pictures (phone, camera, guitar, box, wall, armchair)	<ol style="list-style-type: none"> Show the first clothes vocabulary picture. Say, “___ are clothes,” (e.g., “Shorts are clothes.”). Have the students repeat the phrase. Repeat steps 2-3 with all the clothes pictures. Put the clothes pictures and the pictures that are not clothes in a pile and mix them up. Choose a student to come to the front and hold up the first picture in the pile. Have the class say either, “___ are clothes,” (e.g., “Shorts are clothes.”) or “___ are not clothes (e.g., “Phones are not clothes.”). Repeat steps 6-7 with all the pictures having the students say the correct phrase. 	Learn the category “clothes.”
7. At Your Command	Unit 24 - Action tab 		<ol style="list-style-type: none"> Play <i>At Your Command</i> from the Teacher Menu. Have the class listen to the command twice. Have the class say the command. Evaluate what the class says and tap the corresponding correct or incorrect button. Repeat video as time allows. 	Learn the action “eat the cookies.”
8. Practice an Action: Eating Cookies		Cookies, several for each student Paper Crayons	<ol style="list-style-type: none"> Show the students a cookie and say, “Eat the cookie.” Eat the cookie or have someone else eat the cookie if you cannot. Give each student a cookie. Say, “Eat the cookie.” Have the students eat the cookie. Choose a student to come to the front. Have the class say, “Eat the cookie.” Have the student eat the cookie. Repeat steps 6-8 until each student eats a cookie. Repeat steps 6-9 as time allows. 	


Break—5 mins


Lesson 2: Block A (25 mins)

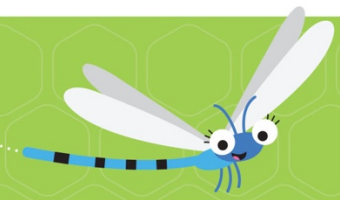
Activity	Teacher Menu	Preparation	Content	Objectives
<p>9. Big Picture (Read Words)</p>	<p>Unit 24 - Literacy tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Big Picture (Read Words)</i> from the Teacher Menu. 2. Show the first word. 3. Point to the first letter and ask, "What sound does this letter make?" 4. Have the class say the sound. 5. Point to the second letter and ask, "What sound does this letter make?" 6. Have the class say the sound. 7. Point to the first letter in the word and say, "Blend." 8. Scoop your finger under the first and second letters as the class blends the two sounds together. 9. Point to the third letter and ask, "What sound does this letter make?" 10. Have the class say the sound. 11. Point to the first letter and say, "Blend." 12. Scoop your finger under all three letters as the class blends the sounds together. 13. Point to the first letter and say, "Read the word." 14. Slide your finger under the word as the class reads the word. 15. Show the next screen. 16. Point to the word and ask the class, "What's this word?" 17. If the class can't read the word, repeat steps 3-14 with the word. 18. If the class can read the word, repeat steps 15-18 with the remaining words. 	<p>Learn to decode and spell words beginning with ch- and ending in -ch.</p>
<p>10. Spell Words</p>		<p>Pictures of chop, chops, chick, chips</p> <p>Cards with ch, o, p, s, i, ck, p, one letter on each card, a set for each student</p>	<ol style="list-style-type: none"> 1. Give each student a set of letter cards. 2. Show the picture of the chick. 3. Say, "Chick. What's the first sound in the word chick?" putting an emphasis on the first sound. 4. Have the class say the first sound. 5. Ask, "What is the first letter in the word chick?" 6. Have the class say the first letter in the word. 7. Have the students move the letter to make the word. 8. Repeat steps 2-6 with the remaining sounds in the word. 9. Have the class read the word. 10. Repeat steps 2-9 with all the words. 	

<p>11. Word Trace</p>	<p>Unit 24 - Literacy tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Word Trace</i> from the Teacher Menu. 2. Have the class say the word. 3. Choose a student to come to the front and find the word. 4. Have the class say the word again. 5. Select a different student to come to the front and trace the word while the class writes the word with their fingers on their forearms, legs, in the air, etc. 6. Repeat steps 4-5 with the next two traces. 7. Have the class say the word again. 8. Have a student come to the front and write the word while the class writes the word with their fingers on their forearms, legs, in the air, etc. 9. Repeat steps 7-8 with one more student. 10. Choose the best word, or have the students vote on the word they feel is written the best. 11. Repeat the activity with the remaining words. 	<p>Learn to read and write sight words.</p>
<p>12. Find Words</p>		<p>Cards with the words wood, each, good, nest, make, with, one word on each card, a set for each student</p> <p>Papers with the words wood, each, good, nest, make, with, one word on each sheet, one set for you</p>	<ol style="list-style-type: none"> 1. Give each student a set of word cards. 2. Say, "Find the word ____." 3. Have the students find the word. 4. Hold up the paper with the word on it. 5. Have the class check that they found the correct word. 6. Have the class spell the word by tracing each letter with their finger as they say the letter. 7. Have the class say the word again. 8. Repeat steps 2-7 with all the words. 9. Have a student come to the front and randomly choose a word. 10. Have the students try to be the first to find the word and hold it up. 11. Have the students say they word as they trace the word with their fingers. 12. Repeat steps 9-11 as time allows. 	


Lesson 2: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
<p>13. Conversational Videos</p>	<p>Unit 24 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "Where's my ____?" "It's ____ the____," "Where are your ____?" and "They're ____ my ____." 3. Repeat the video if time allows. 	<p>Review the phrases "Where's my ____?" "It's ____ the____," "Where are your ____?" and "They're ____ my ____."</p>

<p>14. <i>Grandma's Magic</i></p>	<p>Unit 24 - Book tab</p> 	<p>Paper Crayons</p>	<ol style="list-style-type: none"> 1. Show the book <i>Grandma's Magic</i> from the Teacher Menu. 2. When the book is finished, give each student a sheet of paper and crayons. 3. Have the students fold their paper half, then in half again to make a 2x2 grid. 4. Ask the students, "Who is your favorite character, grandma, the girl, or the boy?" 5. In the top left rectangle have the students draw their favorite character. 6. In the top right rectangle have the students draw their favorite magic object, the robot or the rag. 7. In the bottom left rectangle have the students draw what that object cleans, the house or the dishes. 8. In the bottom right rectangle have the students draw their own magic object. 9. When the students are finished drawing, have them get into pairs and share their pictures. 	<p>Share the book <i>Grandma's Magic</i>.</p>
<p>15. Goodbye</p>			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ____," (e.g., "I know what 'clothes' are.") or "I can ____," (e.g., "I can read the word 'armchair.'") 3. Say goodbye to the class. 4. Have the students say goodbye. 	<p>Review and wrap up.</p>




Lesson 1: Block A (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review the classroom rules as necessary.	
3. Sing a Song	Unit 24 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "I Found It" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. Practice Actions: <i>Acting Actions</i>		<p>Small papers with actions written on them (e.g., Eat the cookies, Turn off the light, Dry your hands, Bounce the ball, Watch TV, Ride the bike, Wake up, Put on your shoes, etc.)</p> <p>A container for the action papers</p>	<ol style="list-style-type: none"> 1. Review the actions with the class. 2. Put the action papers in the container. 3. Choose a student to come to the front and pull out an action from the container. (If the student can't read the action, whisper it in the student's ear.) 4. Have the student act out the action while the class guesses what it is. 5. When the action has been guessed correctly, have the class repeat the command and do the action. 6. Have the first student to guess the action come to the front and repeat steps 3-5. 7. Repeat the activity until every student has a turn to act out an action or as time allows. 	Review actions.




<p>5. Practice More Words: Clothing Sort</p>		<p>Vocabulary pictures (shorts, jeans, t-shirt, sandals, coat, gloves, scarf, sweater, skirt, jacket, dress, socks, shoes, pants)</p> <p>Paper with the word "hot"</p> <p>Paper with the word "cold"</p> <p>Paper with the word "both"</p>	<ol style="list-style-type: none"> 1. Review the word 'clothing.' Review all the clothing pictures. 2. Put the pictures on the board. 3. Say "hot," hold up the word hot, do an action for the word hot, and have the class repeat the word and action. 4. Ask, "What do you wear when it's hot?" 5. Choose a student to come choose one of the pictures on the board that they wear when it's hot. 6. Have the class say, "I wear ____." 7. Repeat steps 4-6 until all the "hot" clothes have been chosen. 8. Repeat steps 3-7 with the word "cold." 9. Hold up the word "both" and say "both." 10. Have the class repeat the word both. 11. Hold up the jeans picture. 12. Say, "I wear jeans when it's BOTH hot and cold." 13. Ask the class, "What do you wear when it's BOTH hot and cold." 14. Choose a student to come to the front and choose clothing they would wear when it's both hot and cold. 15. If the student chooses an incorrect picture, help guide them to understand what both means. 16. Put the word "hot" on one end of the board, the word "cold" at the other end of the board, and the word "both" between the words "hot" and "cold." 17. Mix up the pictures and have a student come and choose one. 18. Have the student say, "I wear these clothes when it's ____," (e.g., "I wear these clothes when it's both hot and cold."). 19. Repeat steps 17-18 as time allows. 	<p>Review the category "clothes."</p>
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Lesson 1: Block B (20 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
<p>6. Sentence Slinger</p>	<p>Unit 24 - Literacy tab</p> 	<p>Paper</p> <p>Pencils</p>	<ol style="list-style-type: none"> 1. Play <i>Sentence Slinger</i> from the Teacher Menu. 2. Point to a word and say, "This is a word." 3. Point to each word and have the class read them. 4. Slide your finger under the whole sentence and say, "This is a sentence." 5. Have the class read the sentence again. 6. Ask, "Which picture matches?" 7. Have the students point to the picture that matches the sentence. 8. Choose a student to come to the front and tap the picture. 9. Repeat steps 2-5 with each sentence. 10. Repeat the activity until the students are comfortable comprehending the sentences. 11. If the students are able and time allows, give each student paper and a pencil. Have them write one of the sentences and then draw a picture to go with it. 	<p>Comprehend sentences.</p>
<p>7. Make Sentences</p>		<p>Cards with the words chop, chops, chick, chips, Chet, Rich, wood, each, good, nest, make, with, one word on each card, a set for each student</p> <p>Papers with the words chop, chops, chick, chips, Chet, Rich, wood, each, good, nest, make, with, one word on each sheet, one set for you</p>	<ol style="list-style-type: none"> 1. Make up a sentence that uses some of the words on the cards. 2. Say the sentence to the class. 3. Say, "Find the first word in the sentence ____." 4. Have the students find the word and hold it up. 5. Have the class say the first word in the sentence. 6. Have the students move the word to make the sentence. 7. Choose a student to come to the front and find the word on the paper. 8. Repeat steps 2-7 until the sentence is complete. 9. Draw a period at the end of the sentence. 10. Say "period." 11. Have the students point their finger and tap the end of the sentence. 12. Have the students say "period." 13. Explain to the class that we use a period to show the sentence is done. 14. Repeat steps 1-12 with different sentences as time allows. 	<p>Review decodable words and sight words.</p>

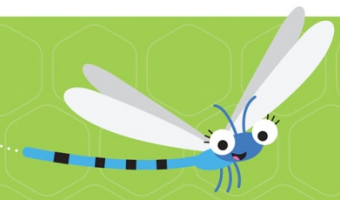
Break—5 mins

Lesson 2: Block A (25 mins)



Activity	Teacher Menu	Preparation	Content	Objectives
<p>8. <i>Conversational Videos</i></p>	<p>Unit 24 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "Where's my ___?" "It's ___ the___," "Where are your ___?" and "They're ___ my ___." 	
<p>9. <i>Speak Up 1</i></p>	<p>Unit 24 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 1</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	<p>Review the phrases "Where's my ___?" "It's ___ the___," "Where are your ___?" and "They're ___ my ___."</p>
<p>10. <i>Speak Up 2</i></p>	<p>Unit 24 - Speaking tab</p> 		<ol style="list-style-type: none"> 1. Play <i>Speak Up 2</i> from the Teacher Menu. 2. Have the class practice saying the phrase in the activity. 3. Divide the class into groups. 4. Play the video several more times, having different groups repeat the phrase. 	
<p>11. Review Vocabulary Words: Vocabulary Move</p>		<p>Vocabulary Pictures (armchair, handbag, wall, pocket, grandma, grandpa), enough for each student to have one</p> <p>Papers with one of the vocabulary words written on each sheet</p>	<ol style="list-style-type: none"> 1. Review the vocabulary pictures and words with the class. 2. Give each student a vocabulary picture. 3. Have the students stand against the wall on one side of the classroom. 4. Stand on the other side of the classroom and mix up the vocabulary words. 5. Randomly hold up one of the vocabulary words. 6. Have the students with the matching picture take one step forward. 7. If a student steps forward but doesn't have the matching picture, they must go back to the wall. 8. Have the class read the word out loud. 9. Repeat steps 5-8 until a student makes it to the other side of the classroom. This student is the winner. 10. Mix up the pictures the students are holding and repeat the activity as time allows, having the winner hold up the vocabulary words. 	<p>Review the words "armchair," "handbag," "wall," "pocket," "grandma," and "grandpa."</p>

Lesson 2: Block B (15 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
12. <i>Listen and Color Project</i>	Unit 24 - Listening tab 	<i>Listen and Color</i> project enough for each student crayons	<ol style="list-style-type: none"> 1. Give each student a <i>Listen and Color</i> project. Make sure they have crayons. 2. Have the students write their name on their project. 3. Play <i>Listen and Color</i> from the Teacher Menu. 4. Play the first audio and have the students listen. 5. Play the audio a second time, and have the students find the object and color it the correct color. 6. Choose a student to come to the screen and color the object. 7. Have the students check their answers and make corrections as needed. 8. Have the students say the phrase (e.g., “The glass on the chair is purple.”). 9. Repeat steps 3-8 for the remaining audio instructions. 10. Tell the students to take the project home and talk about it with their parents. 	Show what you learned.
13. Goodbye			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, “I know _____” (e.g., “I know the word 'good.'”) or “I can _____” (e.g., “I can read the word 'make.'”). 3. Say goodbye to the class. 4. Have the students say goodbye. 	Review and wrap up.



Lesson 1: Block A (30 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance			Welcome the students and ask them how they are. Take attendance.	
2. Classroom Routines			Review classroom rules as necessary.	
3. Sing a Song	Unit 24 - Song tab 		<ol style="list-style-type: none"> 1. Play the song "I Found It" from the Teacher Menu. 2. Encourage the students to sing along and do the actions. 3. Play the song again. Point to the lyrics as the students sing the song. 4. Repeat the song several times, having the class sing along and act out the lyrics. 	Warm up.
4. <i>Grace Grows a Plant</i>	Unit 24 - Value tab 		<p>Introduce the Book</p> <ol style="list-style-type: none"> 1. Show the book <i>Grace Grows a Plant</i> from the Teacher Menu. 2. Say, "This is a book about responsibility." 3. On the cover, review the title, author, and illustrator with the class. 4. Have the class repeat the title, author, and illustrator. 5. Have the students talk about the cover, telling what they see and making predictions of what the book will be about. 	Learn the value responsibility.
			<p>Read the Story</p> <ol style="list-style-type: none"> 1. Read the story. Have the class act like Grace. 2. After the book is over ask the class how Grace feels at first (She wants to grow a plant.). 3. Ask how Grace feels at the end of the book (She is happy.). 4. Ask why Grace feels that way (She was able to grow a plant.). 5. Say, "When you do what you're supposed to do, you are being responsible." 6. Have the class repeat, "When you do what you're supposed to do, you are being responsible." 7. Say, "I can be responsible." 8. Have the class repeat, "I can be responsible." 	

		Paper Crayons	<ol style="list-style-type: none"> 1. Show the book <i>Grace Grows a Plant</i> from the Teacher Menu. 2. Ask the students what kind of plant they would grow if they could choose. 3. Have the students draw a picture of how their own plant would look after they were responsible in taking care of it for a month. 4. Let the students take turns sharing their pictures with each other. 	
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Lesson 1: Block B (15 mins)


Activity	Teacher Menu	Preparation	Content	Objectives
5. Practice Actions: <i>Acting Actions</i>		<p>Small papers with actions written on them (e.g., Eat the cookies, Turn off the light, Dry your hands, Bounce the ball, Watch TV, Ride the bike, Wake up, Put on your shoes, etc.)</p> <p>A container for the action papers</p>	<ol style="list-style-type: none"> 1. Review the actions with the class. 2. Put the action papers in the container. 3. Choose a student to come to the front and pull out an action from the container. (If the student can't read the action, whisper it in the student's ear.) 4. Have the student act out the action while the class guesses what it is. 5. When the action has been guessed correctly, have the class repeat the command and do the action. 6. Have the first student to guess the action come to the front and repeat steps 3-5. 7. Repeat the activity until every student has a turn to act out an action or as time allows. 	Review actions.
6. Practice More Words: <i>Clothing Sort</i>		<p>Vocabulary pictures (shorts, jeans, t-shirt, sandals, coat, gloves, scarf, sweater, skirt, jacket, dress, socks, shoes, pants), enough for each student to have one</p> <p>Paper with the word "hot"</p> <p>Paper with the word "cold"</p> <p>Paper with the word "both"</p>	<ol style="list-style-type: none"> 1. Review the word clothing. Review all the clothing pictures. 2. Put the pictures on the board. 3. Say "hot," hold up the word hot, do an action for the word hot, and have the class repeat the word and action. 4. Put the paper on one side of the room. 5. Say "cold," hold up the word cold, do an action for the word cold, and have the class repeat the word and action. 6. Put the paper on the other side of the room. 7. Say "both," hold up the word both, and have the class repeat the word. 8. Put the paper in the middle of the room. 9. Have the students stand in a circle. 10. Mix up the pictures and have the students choose one. 11. Have the students go stand under the word that tells when they would wear the clothes. 12. Go around the room and have the students say, "I wear these clothes when it's ____," (e.g., "I wear these clothes when it's both hot and cold."). 13. Repeat steps 10-12 as time allows. 	Review the category "clothes."

Break—5 mins

Lesson 2: Block A (15mins)

Activity	Teacher Menu	Preparation	Content	Objectives
7. Review Vocabulary Words: Vocabulary Move		Vocabulary Pictures (armchair, handbag, wall, pocket, grandma, grandpa), enough for each student to have one Papers with one of the vocabulary words written on each sheet	<ol style="list-style-type: none"> Review the vocabulary pictures and words with the class. Give each student a vocabulary picture. Have the students stand against the wall on one side of the classroom. Stand on the other side of the classroom and mix up the vocabulary words. Randomly hold up one of the vocabulary words. Have the students with the matching picture take one step forward. If a student steps forward but doesn't have the matching picture, they must go back to the wall. Have the class read the word out loud. Repeat steps 5-8 until a student makes it to the other side of the classroom. This student is the winner. Mix up the pictures the students are holding and repeat the activity as time allows, having the winner hold up the vocabulary words. 	Review the words "armchair," "handbag," "wall," "pocket."
8. Practice Vocabulary Words: See and Spell Project		Vocabulary pictures (armchair, handbag, wall, pocket, grandma, grandpa) See and Spell project for each student Pencils Crayons	<ol style="list-style-type: none"> Review each of the vocabulary pictures and words with the class. Give each student a <i>See and Spell</i> project, pencils, and crayons. Have the students write their names on their project. Have the students spell each of the words on their project page. If the students need extra support, display the vocabulary pictures for the students to see. When the students have finished spelling each of the words, have them color the pictures. While students are working, walk around the classroom and make sure the students have correctly spelled the words. Have the students practice reading the words. As the students finish their project, have them get with a partner, read the words on their paper, and share their pictures. Tell the students to take the project home and talk about it with their parents. 	Review the words "armchair," "handbag," "wall," "pocket," "grandma," and "grandpa."

Lesson 2: Block B (25 mins)

Activity	Teacher Menu	Preparation	Content	Objectives
9. <i>Miss Daisy</i>	Unit 24 - Speaking tab 		<ol style="list-style-type: none"> 1. Play <i>Miss Daisy</i> from the Teacher Menu. 2. Have students respond to the people in the video when they are prompted to speak. 3. Evaluate what the class says. 4. If the class answers correctly, press the button to move on. 5. If the class answers incorrectly, repeat the question and prompt the class to say the correct answer. 	Practice speaking.
10. Show What You've Learned: <i>Around the House Project</i>		<p><i>Around the House project</i> for each student, complete one to use as an example</p> <p>Crayons</p> <p>Glue</p> <p>Precut icons for each student</p>	<ol style="list-style-type: none"> 1. Give each student an <i>Around the House</i> project, icons, crayons, and glue. 2. Show the students a finished example of the project. 3. Review the icons and locations with the students. 4. Ask, "Where's my ___?" (e.g., "Where's my watch?") or "Where are my ___?" (e.g., "Where are my tennis rackets?") 5. Choose a student to find the icon you asked for and say, "It's ___ your ___," (e.g., "It's on your bed.") or "They're ___ your ___," (e.g., "They're under your couch."). 6. Repeat steps 3-4 with several icons. 7. Have the students glue the icons on their project. 8. Have the students color their project. 9. When the students are done coloring, have them find a partner. 10. Have the students decide who is student 1 and who is student 2. 11. Have student 1 ask, "Where's my ___?" or "Where are my ___?" 12. Have student 2 say, "It's ___ your ___," or "They're ___ your ___." 13. Have the students switch roles and repeat steps 11-12. 14. When the students have talked about all the icons on their paper, have them find a new partner and repeat steps 10-13 as time allows. 	Practice the phrases "Where's my ___?" "It's ___ the ___," "Where are your ___?" and "They're ___ my ___."
11. Goodbye			<ol style="list-style-type: none"> 1. Wrap up the class. 2. Review with the class what they learned by having them say, "I know ___," (e.g., "I know how to spell the word 'pocket.'") or "I can ___," (e.g., "I can be responsible."). 3. Say goodbye to the class. 4. Have the students say goodbye in return. 	Review and wrap up.