











## Lesson 1: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	2 mins	Unit 1 - Song tab 		<b>Listen to the Song (I do)</b> 1. Play the song "What Do You Have?" 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 have?" and "I have ____."
	5 mins	Unit 1 - Song tab 		<b>Practice (We do)</b> 1. Play <i>Big Picture (Song)</i> from the Teacher Menu. 2. Teach the needed vocabulary words "pencil," "bag," and "friend" from the song. 3. Create actions for the words with the students. 4. Have the class practice the words and actions until they are comfortable with them.	
	3 mins	Unit 1 - Listening tab 		<b>Practice (You do)</b> 1. Play <i>Hear! Hear!</i> from the Teacher Menu. 2. Have the class point to the picture that matches what they hear. 3. Choose a student to tap the picture. 4. Have the class repeat the phrase. 5. Repeat until each student has a turn to tap a picture or all the phrases have been played.	

	5 mins	Unit 1 - Song tab 		<b>Practice (You do)</b> 1. Play the song "What Do You Have?" from the Teacher Menu. 2. Encourage students to sing along and do the actions. 3. Repeat the song several times, having the class sing along and act out the lyrics.	
4. <i>Conversational Videos</i>	5 mins	Unit 1 - Speaking tab 		1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "What do you have?" and "I have ____."	


**Lesson 1: Block B (20 mins)**



Activity	Time	Teacher Menu	Preparation	Content	Objectives
5. <i>Big Picture (Vocabulary)</i>	7 mins	Unit 1 - Vocabulary tab 		<b>Learn Vocabulary (I do)</b> 1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu. 2. Say the first vocabulary word, and have the students repeat it. 3. If possible, have the students do an action for the vocabulary word. 4. Say, "It's a ____." 5. Have the class repeat the sentence. 6. Repeat steps 2-5 with all the vocabulary words. 7. Show the pictures again, but this time, ask students to identify the words using a full sentence (e.g., "It's a bag."). 8. Invite individual students to come and tap each of the pictures to confirm the answers. 9. Show the pictures one more time. Ask the students to identify the words using a full sentence (e.g., "It's a bag."). 10. Say, "I see a ____ in this word. Do you see a ____?" (e.g., "I see a 'b' in this word. Do you see a 'b'?"). 11. Have a student come up and point to the letter. 12. Ask the class what other letters they see in the word. 13. Have the students come up and point to the letters they know. 14. Have the class repeat the names of the letters.	Learn the words "bag," "pencil," "picture," and "friend."

<p>6. <i>Word Flurry</i></p>	<p>5 mins</p>	<p>Unit 1 - Vocabulary tab</p> 		<p><b>Practice Vocabulary (We do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Word Flurry</i> from the Teacher Menu.</li> <li>2. When a word is said, ask all the students to say the word aloud.</li> <li>3. Ask the students if they see a picture of the word on the screen.</li> <li>4. Choose two students to race to the screen and tap the picture.</li> <li>5. Repeat these steps with the remaining words.</li> </ol>	
<p>7. <i>Randomonium</i></p>	<p>8 mins</p>	<p>Unit 1 - Vocabulary tab</p> 		<p><b>Play a Game with the Vocabulary (You do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Randomonium</i> from the Teacher Menu.</li> <li>2. Put each of the vocabulary pictures in a different spot around the classroom.</li> <li>3. Have the students choose a picture to stand next to.</li> <li>4. Tap the randomize button.</li> <li>5. Tap the picture that comes up.</li> <li>6. Have the class say the vocabulary word.</li> <li>7. The students standing by that picture go back to their seats.</li> <li>8. Have the remaining students spread out and stand by one of the four pictures.</li> <li>9. Repeat steps 3-7 until there is only one student left standing.</li> <li>10. If there is still time, play the game again and let the winning student tap the generator.</li> </ol>	

**Break—5 mins**



**Lesson 2: Block A (15 mins)**

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>8. <i>Conversational Videos</i></p>	<p>5 mins</p>	<p>Unit 1 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Conversational Videos</i> from the Teacher Menu.</li> <li>2. Have the class repeat the target phrases “What do you have?” and “I have ____.”</li> </ol>	<p>Review the phrases “What do you have?” and “I have ____.”</p>

<p>9. <i>Speak Up 1</i></p>	<p>5 mins</p>	<p>Unit 1 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups repeat the phrase.</li> </ol>	
<p>10. Sing a Song</p>	<p>5 mins</p>	<p>Unit 1 - Song tab</p> 		<ol style="list-style-type: none"> <li>1. Play the song "What Do You Have?" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song a few times, having the class sing along and do the actions.</li> </ol>	



Lesson 2: Block B (25 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>11. Practice Vocabulary: <i>Match the Word</i></p>	<p>10 mins</p>		<p><b>Vocabulary pictures</b> (bag, pencil, picture, friend, teacher, chair, desk) 2 of each picture</p>	<ol style="list-style-type: none"> <li>1. Put the vocabulary pictures on the ground with the picture facedown.</li> <li>2. Divide the class into two groups.</li> <li>3. Have one student from the first group choose a vocabulary picture and turn it over.</li> <li>4. Have the class say, "It's a ____," (e.g., "It's a bag.").</li> <li>5. Have a second student from the first group choose another vocabulary picture and turn it over.</li> <li>6. Have the class say, "It's a ____."</li> <li>7. If the vocabulary pictures match, the group gets to keep the vocabulary pictures.</li> <li>8. If the vocabulary pictures don't match, turn the vocabulary pictures back over.</li> <li>9. Repeat steps 3-9 with the second group.</li> <li>10. Continue giving each group a turn until all the matches are made. The team with the most matches wins.</li> <li>11. Repeat the game as time allows.</li> </ol>	<p>Review the words "bag," "pencil," "picture," and "friend."</p>

<p>12. <i>Search Party</i></p>	<p>8 mins</p>	<p>Unit 1 - Vocabulary tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Search Party</i> from the Teacher Menu.</li> <li>2. Choose a word for the students to find.</li> <li>3. Say, "Find the picture of ____."</li> <li>4. Have the class point at the picture when they find it and say, "I see it."</li> <li>5. When most of the students have found the picture, choose a student to come to the front and tap the image.</li> <li>6. If the student is incorrect, tap the incorrect button and choose a new student to come up.</li> <li>7. If the student is correct, have the class say, "It's a ____." (If reviewing previously learned vocabulary, adjust the sentence as necessary.)</li> <li>8. If it is too hard to see the picture, tap the shuffle button.</li> <li>9. Repeat these steps until all the students have had a turn to tap an image or until you have sufficiently reviewed the vocabulary.</li> </ol>	
<p>13. <i>Speak Up 2</i></p>	<p>5 mins</p>	<p>Unit 1 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups repeat the phrase.</li> </ol>	<p>Review the phrases "What do you have?" and "I have ____."</p>
<p>14. <i>Goodbye</i></p>	<p>2 mins</p>			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the students.</li> <li>3. Have the class wave and respond, "Goodbye."</li> </ol>	<p>Wrap up.</p>







## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 1 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "What Do You Have?" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. At Your Command	5 mins	Unit 1 - Action tab 		<ol style="list-style-type: none"> <li>1. Play <i>At Your Command</i> from the Teacher Menu.</li> <li>2. Have the class listen to the command twice.</li> <li>3. Have the class say the command.</li> <li>4. Evaluate what the class says and tap the corresponding correct or incorrect button.</li> </ol>	
5. Practice an Action: Draw a Shape	5 mins		Vocabulary pictures (heart, circle, star, square)	<ol style="list-style-type: none"> <li>1. Have the students stand facing the front.</li> <li>2. Hold up a shape vocabulary picture.</li> <li>3. Say, "Draw a ___ with your ___," (e.g., "Draw a heart with your foot.").</li> <li>4. Have the class repeat the sentence and draw the shape with the body part.</li> <li>5. Repeat the activity, having the students draw different shapes with different parts of their body.</li> </ol>	Learn the action "Draw a ___."

<p>6. <b>Big Picture: Short and Long</b></p>	<p>10 mins</p>	<p>Unit 1 - Resources tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: Short and Long</i> from the Teacher Menu.</li> <li>2. Show the picture of the snakes with the label “short” and “long.”</li> <li>3. Have the students point to the snake that is short.</li> <li>4. The students say, “The snake is short.”</li> <li>5. Have the students point to the snake that is long.</li> <li>6. The students say, “The snake is long.”</li> <li>7. Show the picture of the jump ropes.</li> <li>8. Have the students point to the one that is short.</li> <li>9. Choose a student to come to the front and tap the picture.</li> <li>10. Have the class repeat, “Short.”</li> <li>11. Have the class say, “The jump rope is short.”</li> <li>12. Then have another student come up and tap the other picture.</li> <li>13. Have the class repeat, “Long.”</li> <li>14. Have the class say, “The jump rope is long.”</li> <li>15. Repeat with the other pictures, alternating between having the class point at the short and long pictures (jump rope, tail, coat, hair, skirt).</li> </ol>	<p>Learn the words “short” and “long.”</p>
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**Lesson 1: Block B (15 mins)**




Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>7. <b>“Letter Actions Song: A a”</b></p>	<p>2 mins</p>	<p>Unit 1 - Letters tab</p> 	<p><b>Lyrics</b>                      This is an A and A says, “/a/.”                      Let’s achoo together.                      This is an a and a says, “/a/.”                      Let’s achoo together.</p>	<ol style="list-style-type: none"> <li>1. Play the song “Letter Actions Song: A a” from the Teacher Menu.</li> <li>2. Have the class do the action along with the kids in the video.</li> <li>3. Have the students say, “A,” whenever they see the letter.</li> <li>4. Have the class sing the song.</li> <li>5. Repeat the video until the students are comfortable with the lyrics and actions.</li> </ol>	<p>Learn the letters capital A and small a.</p>

<p>8. <b>Big Picture:</b> A a</p>	<p>3 mins</p>	<p>Unit 1 - Letters tab</p> 		<p><b>Learn Capital and Small Letters (I do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture: A a</i> from the Teacher Menu.</li> <li>2. Display capital A.</li> <li>3. Tap the capital A to play the audio, "Capital A."</li> <li>4. Have the students say, "It's capital A."</li> <li>5. Tap the capital A again. Make yourself as big as you can. Stand on your toes and reach your arms up in the sky as you say, "It's capital A."</li> <li>6. Have the students do the same action as they say, "It's capital A."</li> <li>7. Repeat these steps with small a, crouching down and making yourself small.</li> <li>8. Display the mouth and tap the board to play the video, "/a/."</li> <li>9. Have the students shout, "/a/!"</li> </ol>	
<p>9. <b>Randomonium:</b> A a</p>	<p>3 mins</p>	<p>Unit 1 - Letters tab</p> 		<p><b>Play a Letter Name and Sound Game (We do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Randomonium: A a</i> from the Teacher Menu.</li> <li>2. Tap the randomize button.</li> <li>3. Have the students do the action and say the letter or sound that comes up (e.g., Get big and say, "It's capital A.").</li> <li>4. Repeat these steps, inviting different students to come up and spin the generator.</li> </ol>	
<p>10. <b>Letter Trace:</b> A a</p>	<p>7 mins</p>	<p>Unit 1 - Letters tab</p> 		<p><b>Write the Letters (You do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Letter Trace: A a</i> from the Teacher Menu.</li> <li>2. Choose a student to come to the front and find capital A.</li> <li>3. The class says, "It's capital A."</li> <li>4. Select a different student to come to the front and trace the capital letter while the class writes the letter with their fingers on their forearms.</li> <li>5. Have the students say, "It's capital A."</li> <li>6. Repeat with the next two traces.</li> <li>7. Have a student come to the front and write capital A while the class writes it on their forearms.</li> <li>8. Choose the best capital A, or have the students vote on the capital A they feel is the best.</li> <li>9. Repeat the activity with small a.</li> </ol>	


Break—5 mins



Lesson 2: Block A (15 mins)




Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. "Letter Actions Song: A a"	2 mins	Unit 1 - Letters tab 	<b>Lyrics</b> This is an A and A says, "/a/." Let's achoo together. This is an a and a says, "/a/." Let's achoo together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: A a" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Review the letters capital A and small a.
12. <i>Big Picture:</i> A a	3 mins	Unit 1 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: A a</i> from the Teacher Menu.</li> <li>2. Display capital A.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say, "It's capital A," and do the action.</li> <li>5. Repeat these steps with small a.</li> <li>6. Display the mouth and ask, "What sound does A make?"</li> <li>7. Have the class shout, "/a/!"</li> <li>8. Tap the board to play the video, "/a/."</li> </ol>	
13. <i>First Sound Intro:</i> /a/	5 mins	Unit 1 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /a/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/a/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all of the pictures.</li> </ol>	Learn the first sound /a/.
14. Practice Hearing and Saying Sounds: /a/	5 mins		Get pictures of an apple, alligator, ant, ax, astronaut	<ol style="list-style-type: none"> <li>1. Show the class the picture of the apple.</li> <li>2. Say, "Apple. What is the first sound in apple?" putting an emphasis on the first sound in the word.</li> <li>3. Have the class say, "/a/." Monitor and provide feedback as needed.</li> <li>4. Have the class say, "/a/, apple."</li> <li>5. Repeat steps 1-4 with the rest of the words.</li> <li>6. Continue randomly holding up words and having the class say the first sound as time allows.</li> </ol>	




Lesson 2: Block B (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
15. <i>The Bag</i>	13 mins	Unit 1 - Book tab 	Paper Crayon	<ol style="list-style-type: none"> <li>1. Teach the class to say, "What do you have?"</li> <li>2. Ask the question again while you do an action for the question.</li> <li>3. Have the students repeat the question and do the action with you.</li> <li>4. Say, "Wow!" and do an excited action.</li> <li>5. Have the students repeat the exclamation and do the action with you.</li> <li>6. Show the book <i>The Bag</i> from the Teacher Menu.</li> <li>7. On the "What do you have?" pages, have the students repeat the question and do the action.</li> <li>8. Ask students to guess what will come out of the bag.</li> <li>9. Turn the page to see what the teacher actually takes out of the bag.</li> <li>10. Check with the students to see if they were correct.</li> <li>11. On the "Wow!" pages, have the students repeat the exclamation and do the action.</li> <li>12. Show the book again, having the students repeat each page and do the actions for the pages they know.</li> </ol>	Share the book <i>The Bag</i> .
16. Practice an Action: <i>Draw on My Back</i>	10 mins		Vocabulary pictures (heart, circle, star, square)	<ol style="list-style-type: none"> <li>1. Put the students in pairs.</li> <li>2. Have one student stand behind the other student.</li> <li>3. Hold up the heart.</li> <li>4. Say, "Draw a heart."</li> <li>5. The student standing behind uses their finger to draw the shape on the other student's back.</li> <li>6. Repeat with all the shapes.</li> <li>7. Have the students switch who is in front and who is behind.</li> <li>8. Repeat the activity as time allows.</li> </ol>	Review the action "Draw a ____."
17. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the students.</li> <li>3. Have the class wave and respond, "Goodbye."</li> </ol>	Wrap up.



## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 1 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "What Do You Have?" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. <i>Big Picture</i> (Vocabulary)	3 mins	Unit 1 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu.</li> <li>2. Ask the students to identify the words using a full sentence (e.g., "It's a bag.").</li> <li>3. Say, "I see a ____ in this word. Do you see a ____?" (e.g., "I see a 'b' in this word. Do you see a 'b'?").</li> <li>4. Have a student come up and point to the letter.</li> <li>5. Ask the class what other letters they see in the word.</li> <li>6. Have the students come up and point to the letters they know.</li> <li>7. Have the class repeat the names of the letters.</li> <li>8. Repeat steps 2-7 with all the words.</li> </ol>	Review the words "bag," "pencil," "picture," and "friend."
5. <i>Match Maker</i>	5 mins	Unit 1 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Match Maker</i> from the Teacher Menu.</li> <li>2. Choose a student to try and make a match.</li> <li>3. If the student makes a match, have the class say the vocabulary word.</li> <li>4. Choose a new student to come up and try to make a match.</li> <li>5. Repeat until all the matches are made.</li> <li>6. Tap on each of the pictures and have the class say, "It's a ____."</li> </ol>	


<p>6. <i>Speak Up 1</i></p>	<p>3 mins</p>	<p>Unit 1 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups of students repeat the phrase.</li> </ol>	
<p>7. <i>Speak Up 2</i></p>	<p>3 mins</p>	<p>Unit 1 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups of students repeat the phrase.</li> </ol>	
<p>8. <i>Dotty's Ditties</i></p>	<p>6 mins</p>	<p>Unit 1 - Speaking tab</p> 	<p>Objects the students know (book, pencil, scissors, doll, etc.)</p> <p>OR</p> <p><b>Vocabulary pictures</b> (teacher's choice for review) enough for each student to choose one</p> <p>Bag</p> <p><b>Lyrics</b> (Class) What do you have? What do you have? What is inside the bag? What do you have?</p> <p>(Student) I have ____. I have ____. Look! Look! I have ____. I have ____.</p>	<ol style="list-style-type: none"> <li>1. Put the objects into a bag or container.</li> <li>2. Choose a student to come to the front and take an object from the bag.</li> <li>3. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>4. Have the class sing the first part and the student who took the object sing the second part.</li> </ol> <p>For example: (Class) "What do you have? What do you have? What is inside the bag? What do you have?"</p> <p>(Student) "I have a book. I have a book. Look! Look! I have a book. I have a book."</p>	<p>Review the phrases "What do you have?" and "I have ____."</p>


### Lesson 1: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
9. Practice an Action: <i>Draw on My Back</i>	5 mins		Vocabulary pictures (heart, circle, star, square)	<ol style="list-style-type: none"> <li>Put the students in pairs.</li> <li>Have one student stand behind the other student.</li> <li>Hold up the heart.</li> <li>Say, "Draw a heart."</li> <li>The student standing behind uses their finger to draw the shape on the other student's back.</li> <li>Repeat with all the shapes.</li> <li>Have the students switch who is in front and who is behind.</li> <li>Repeat the activity as time allows.</li> </ol>	Review the action "Draw a ____."
10. Practice More Words: <i>Short String and Long String Dance</i>	10 mins		<p>A container</p> <p>Precut long and short pieces of string, enough for each student</p> <p>Music the students like</p>	<ol style="list-style-type: none"> <li>Put the pieces of string in a container all mixed up.</li> <li>Show the class a long string.</li> <li>Say, "This string is long." The class repeats.</li> <li>Show the class a short string.</li> <li>Say, "This string is short." The class repeats.</li> <li>Have each student pick a string.</li> <li>Play the music.</li> <li>Randomly stop the music and have each student find a partner.</li> <li>Have the students say to each other, "This string is ____."</li> <li>Repeat the activity as time allows.</li> </ol>	Review the words "short" and "long."


### Break—5 mins

### Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <i>First Sound Find: /a/</i>	7 mins	<p>Unit 1 - Sounds tab</p> 		<ol style="list-style-type: none"> <li>Play <i>First Sound Find: /a/</i> from the Teacher Menu.</li> <li>Tap each picture and have the class repeat the words.</li> <li>Have the class find a word that has the first sound /a/.</li> <li>Choose a student to come to the front and drag the picture to the container.</li> <li>Repeat with the remaining pictures that have the first sound /a/.</li> <li>Repeat the activity until students are comfortable hearing the sound.</li> </ol>	Review the first sound /a/.



<p>12. Practice Hearing and Saying Sounds: /a/</p>	<p>8 mins</p>		<p>Get pictures of an apple, alligator, ant, ax, astronaut, envelope, umbrella, and octopus, 2-4 of each picture</p>	<ol style="list-style-type: none"> <li>1. Show the class the pictures and review the words.</li> <li>2. Divide the class into 2-4 groups.</li> <li>3. Give each group a set of pictures.</li> <li>4. Say, "Find the pictures with the first sound /a/."</li> <li>5. Have each group find the pictures with the first sound /a/.</li> <li>6. The first group to hand you the correct 5 pictures with the first sound /a/ wins.</li> <li>7. Mix up the groups and repeat the activity several times until the students are comfortable hearing the sound.</li> </ol>	
<p>13. "Letter Actions Song: A a"</p>	<p>5 mins</p>	<p>Unit 1 - Letters tab  </p>	<p><b>Lyrics</b>                  This is an A and A says, "/a/."                  Let's achoo together.                  This is an a and a says, "/a/."                  Let's achoo together.</p>	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: A a" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	

Lesson 2: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>14. <i>First Sound Intro: /a/</i></p>	<p>3 mins</p>	<p>Unit 1 - Sounds tab  </p>		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /a/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/a/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all of the pictures.</li> </ol>	
<p>15. Show What You Learned: <i>Color First Sounds: /a/</i></p>	<p>15 mins</p>		<p><b>Color First Sounds: /a/ project</b> for each student</p> <p>Crayons</p>	<ol style="list-style-type: none"> <li>1. Give each student a <i>Color First Sounds: /a/</i> project and crayons.</li> <li>2. Go through all the pictures with the students.</li> <li>3. The students color the pictures that have the correct first sound.</li> <li>4. After the students have colored the pictures, review all the correct pictures with the students, emphasizing the first sound in the words.</li> <li>5. Tell the students to take the project home and talk about it with their parents.</li> </ol>	<p>Color pictures with the first sound /a/.</p>
<p>16. Goodbye</p>	<p>2 mins</p>			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the students.</li> <li>3. Have the class wave and respond, "Goodbye."</li> </ol>	<p>Wrap up.</p>



## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 1 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "What Do You Have?" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. Big Picture (Value)	5 mins	Unit 1 - Value tab 		<ol style="list-style-type: none"> <li>1. Use language the students understand to discuss the value.</li> <li>2. Play <i>Big Picture (Value)</i> from the Teacher Menu.</li> <li>3. Show the first picture.</li> <li>4. Ask the students what is happening in the picture.  For example: "What is the girl doing?" ("Picking a treat.") "Which treat is good?" ("The grapes are good.") "What should the girl do?" ("Eat the grapes.")</li> <li>5. Show the second picture.</li> <li>6. Ask the students what is happening in the picture.  For example: "What treat did the girl choose?" ("She chose the grapes.") "Was this a good choice?" "Yes."</li> <li>7. Show the third picture.</li> <li>8. Say, "I can choose to eat healthy food."</li> <li>9. Tap the screen and have the class repeat, "Self-discipline."</li> </ol>	Learn the value self-discipline.

<p>5. Practice a Value: Self-Discipline</p>	<p>5 mins</p>	<p>Unit 1 - Value tab</p> 	<p>Get pictures of candy and pictures of fruits and vegetables</p>	<ol style="list-style-type: none"> <li>Put the pictures where the class can see them.</li> <li>Point to a picture of candy and ask, "Is it good?"</li> <li>Have the class respond, "No." Guide them as necessary.</li> <li>Point to a picture of a fruit or vegetable and ask, "Is it good?"</li> <li>Have the class respond, "Yes." Guide them as necessary.</li> <li>Point to a picture of a fruit or vegetable and flex your muscles.</li> <li>Have the students flex their muscles.</li> <li>Play <i>Big Picture (Value)</i> from the Teacher Menu.</li> <li>Show the third picture.</li> <li>Choose a student to come to the front and choose a picture.</li> <li>If the student makes a healthy choice, have them flex their muscles.</li> <li>Repeat steps 10-11 with all the students.</li> <li>Have the students repeat, "I can choose to eat healthy food."</li> </ol>	
<p>6. <i>The Bag</i></p>	<p>10 mins</p>	<p>Unit 1 - Book tab</p> 	<p>Paper Crayon</p>	<ol style="list-style-type: none"> <li>Have the class name the different objects in the book.</li> <li>As the students name an object, make a quick drawing of each one and write the word under the drawing.</li> <li>After all the objects have been named, give the students a piece of paper and a crayon.</li> <li>Have each student choose one object from the list and draw it on the paper.</li> <li>Once every student has drawn one of the objects, have them come to the front.</li> <li>Have the class ask, "What do you have?"</li> <li>Have the student respond, "I have a _____," saying the object they drew.</li> <li>Put the student's drawing under your drawing.</li> <li>Once all the students have come to the front, count how many pictures there are of each object.</li> <li>Show the book <i>The Bag</i> from the Teacher Menu.</li> <li>Have the students read along with the book.</li> <li>When they get to the page with the object they drew, have those students stand up and clap.</li> </ol>	<p>Share the book <i>The Bag</i>.</p>



Lesson 1: Block B (15 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. "Letter Actions Song: A a"	2 mins	Unit 1 - Letters tab 	<b>Lyrics</b> This is an A and A says, "/a/." Let's achoo together. This is an a and a says, "/a/." Let's achoo together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: A a" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Review the letters capital A and small a.
8. <i>Big Picture: A a</i>	3 mins	Unit 1 - Letters tab 		<ol style="list-style-type: none"> <li>4. Play <i>Big Picture: A a</i> from the Teacher Menu.</li> <li>5. Display capital A.</li> <li>6. Ask, "What's this?"</li> <li>7. Have the class say, "It's capital A," and do the action.</li> <li>8. Repeat these steps with small a.</li> <li>9. Display the mouth and ask, "What sound does A make?"</li> <li>10. Have the class shout, "/a/!"</li> <li>11. Tap the board to play the video, "/a/."</li> </ol>	
9. <i>First Sound Intro: /a/</i>	5 mins	Unit 1 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /a/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/a/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all of the pictures.</li> </ol>	Review the first sound /a/.
10. <i>First Sound Find: /a/</i>	5 mins	Unit 1 - Sounds tab 		<ol style="list-style-type: none"> <li>6. Play <i>First Sound Find: /a/</i> from the Teacher Menu.</li> <li>7. Tap each picture and have the class repeat the words.</li> <li>8. Have the class find a word that has the first sound /a/.</li> <li>9. Choose a student to come to the front and drag the picture to the container.</li> <li>10. Repeat with the remaining pictures that have the first sound /a/.</li> <li>11. Repeat the activity until students are comfortable hearing the sound.</li> </ol>	


Break—5 mins

**Lesson 2: Block A (15 mins)**

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. Practice Vocabulary: Vocabulary Basketball	8 mins		Vocabulary pictures (bag, pencil, picture, friend)  Basket or container  2 balls	<ol style="list-style-type: none"> <li>1. Divide the class into two teams.</li> <li>2. Have each team stand in a line.</li> <li>3. Put the basket several feet away from the two lines and give the first student in each line a ball.</li> <li>4. Randomly hold up a vocabulary picture.</li> <li>5. At the same time, the first student in each line says, "It's a ____."</li> <li>6. Once the student says the correct word, they get to try and throw their ball in the basket.</li> <li>7. The first student to get their ball in the basket gets a point.</li> <li>8. The two students then go to the back of their lines.</li> <li>9. Repeat with the next two students.</li> <li>10. Once every student has had a chance, the team with the most points wins.</li> </ol>	Review the words "bag," "pencil," "picture," and "friend."
12. Practice Saying Phrases: Ask a Friend	7 mins		Vocabulary pictures (bag, pencil, picture, friend) enough for each child to have one	<ol style="list-style-type: none"> <li>1. Have the class sit in a circle.</li> <li>2. Give each student a vocabulary picture.</li> <li>3. Say, "What do you have?" to the first student.</li> <li>4. Have the class repeat the question.</li> <li>5. The first student holds up their picture and says, "I have ____."</li> <li>6. The class asks the next student, "What do you have?" and the student responds.</li> <li>7. Repeat around the circle until each child has had a turn.</li> <li>8. Have the students switch vocabulary pictures and play the game again.</li> </ol>	Review the phrases "What do you have?" and "I have ____."




**Lesson 2: Block B (25 mins)**



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

<p>14. <b>Big Picture: Short and Long</b></p>	<p>5 mins</p>	<p>Unit 1 - Resources tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: Short and Long</i> from the Teacher Menu.</li> <li>2. Show the picture of the snakes with the label “short” and “long.”</li> <li>3. Have the students point to the snake that is short.</li> <li>4. Choose a student to tap the board.</li> <li>5. Have the class says, “The snake is short.”</li> <li>6. Repeat steps 3-5 with the long snake.</li> <li>7. Repeat with the other pictures as time allows, alternating between having the class point at the short and long pictures (jump rope, tail, coat, hair, skirt).</li> </ol>	<p>Review the words “short” and “long.”</p>
<p>15. <b>Show What You Learned: Short and Long Sort Project</b></p>	<p>13 mins</p>		<p><b>Short and Long Sort project</b> for each student</p> <p>Scissors</p> <p>Glue</p> <p>Crayons</p>	<ol style="list-style-type: none"> <li>1. Give each student a <i>Short and Long Sort</i> project, scissors, glue, and crayons.</li> <li>2. The students cut out the pictures and glue them under the correct label: short or long.</li> <li>3. The students color the page when they are done gluing.</li> <li>4. As a class, go through the pictures using the phrases, “The ___ is short,” or “The ___ is long.”</li> <li>5. Tell the students to take the project home and talk about it with their parents.</li> </ol>	
<p>16. <b>Goodbye</b></p>	<p>2 mins</p>			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, “Goodbye,” and wave to the students.</li> <li>3. Have the class wave and respond, “Goodbye.”</li> </ol>	<p>Wrap up.</p>






## Lesson 1: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	2 mins	Unit 2 - Song tab 		<b>Listen to the Song (I do)</b> 1. Play the song "Do You Have Paint?" 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 have ___?", "Yes, I do," and "No, I don't."
	5 mins	Unit 2 - Song tab 		<b>Practice (We do)</b> 1. Play <i>Big Picture (Song)</i> from the Teacher Menu. 2. Review the color words "red," "blue," and "purple" from the song. 3. Make actions for the lyrics "Do you have ___ paint?," "Yes, I do," "No, I don't," and for mixing paint. 4. Review the actions and sentences until the students are comfortable with them.	
	3 mins	Unit 2 - Listening tab 		<b>Practice (You do)</b> 1. Play <i>Hear! Hear!</i> from the Teacher Menu. 2. Have the class point to the picture that matches what they hear. 3. Choose a student to tap the picture. 4. Have the class repeat the phrase. 5. Repeat until each student has a turn to tap a picture or all the phrases have been played.	

	5 mins	Unit 2 - Song tab 		<b>Practice (You do)</b> 1. Play the song "Do You Have Paint?" from the Teacher Menu. 2. Encourage students to sing along and do the actions. 3. Repeat the song several times, having the class sing along and act out the lyrics.	
4. <i>Conversational Videos</i>	5 mins	Unit 2 - Speaking tab 		1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "Do you have ___?," "Yes, I do," and "No, I don't."	


**Lesson 1: Block B (20 mins)**



Activity	Time	Teacher Menu	Preparation	Content	Objectives
5. <i>Big Picture (Vocabulary)</i>	7 mins	Unit 2 - Vocabulary tab 		<b>Learn Vocabulary (I do)</b> 1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu. 2. Say the first vocabulary word, and have the students repeat it. 3. If possible, have the students do an action for the vocabulary word. 4. Say, "It's ___." 5. Have the class repeat the sentence. 6. Repeat steps 2-5 with all the vocabulary words. 7. Show the pictures again, but this time, ask students to identify the words using a full sentence (e.g., "It's tape."). 8. Invite individual students to come and tap each of the pictures to confirm the answers. 9. Show the pictures one more time. Ask the students to identify the words using a full sentence (e.g., "It's tape."). 10. Say, "I see a _____ in this word. Do you see a _____?" (e.g., "I see a 't' in this word. Do you see a 't'?"). 11. Have a student come up and point to the letter. 12. Ask the class what other letters they see in the word. 13. Have the students come up and point to the letters they know. 14. Have the class repeat the names of the letters.	Learn the words "tape," "paint," "purple," and "gray."

<p>6. <i>Word Flurry</i></p>	<p>5 mins</p>	<p>Unit 2 - Vocabulary tab</p> 	<p><b>Practice Vocabulary (We do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Word Flurry</i> from the Teacher Menu.</li> <li>2. When a word is said, ask all the students to say the word aloud.</li> <li>3. Ask the students if they see a picture of the word on the screen.</li> <li>4. Choose two students to race to the screen and tap the picture.</li> <li>5. Repeat these steps with the remaining words.</li> </ol>	
<p>7. <i>Randomonium</i></p>	<p>8 mins</p>	<p>Unit 2 - Vocabulary tab</p> 	<p><b>Play a Game with the Vocabulary (You do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Randomonium</i> from the Teacher Menu.</li> <li>2. Divide the class into two groups.</li> <li>3. Have each group line up.</li> <li>4. Tap the randomize button.</li> <li>5. The first student in each line says, "It's _____," as the vocabulary word comes up.</li> <li>6. The student that says the word first gets a point for their team.</li> <li>7. Repeat until every student has had a turn.</li> <li>8. The team with the most points wins.</li> <li>9. Repeat the game as time allows.</li> </ol>	

Break—5 mins



Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>8. <i>Conversational Videos</i></p>	<p>5 mins</p>	<p>Unit 2 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Conversational Videos</i> from the Teacher Menu.</li> <li>2. Have the class repeat the target phrases "Do you have _____?" "Yes, I do," and "No, I don't."</li> </ol>	<p>Review the phrases "Do you have _____?" "Yes, I do," and "No, I don't."</p>

<p>9. <i>Speak Up 1</i></p>	<p>5 mins</p>	<p>Unit 2 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups repeat the phrase.</li> </ol>	
<p>10. Sing a Song</p>	<p>5 mins</p>	<p>Unit 2 - Song tab</p> 		<ol style="list-style-type: none"> <li>1. Play the song "Do You Have Paint?" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song a few times, having the class sing along and do the actions.</li> </ol>	

**Lesson 2: Block B (25 mins)**



Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>11. Practice Vocabulary: <i>Word Relay</i></p>	<p>10 mins</p>		<p><b>Vocabulary pictures</b> (tape, paint, purple, gray) a set for each team</p>	<ol style="list-style-type: none"> <li>1. Divide the students into two or more teams.</li> <li>2. The teams each form a line.</li> <li>3. Give the first person in each line the four vocabulary pictures in a random order.</li> <li>4. Tell the students that when you say, "Go," they will look at each of the pictures and say the word.</li> <li>5. After they have said all of the words, the first student hands the pictures to the next student in line and sits down.</li> <li>6. Repeat with every student in line.</li> <li>7. The first team to have all the students sitting wins.</li> </ol>	<p>Review the words "tape," "paint," "purple," and "gray."</p>



<p>12. <i>Search Party</i></p>	<p>8 mins</p>	<p>Unit 2 - Vocabulary tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Search Party</i> from the Teacher Menu.</li> <li>2. Choose a word for the students to find.</li> <li>3. Say, "Find the picture of ____."</li> <li>4. Have the class point at the picture when they find it and say, "I see it."</li> <li>5. When most of the students have found the picture, choose a student to come to the front and tap the image.</li> <li>6. If the student is incorrect, tap the incorrect button and choose a new student to come up.</li> <li>7. If the student is correct, have the class say, "It's ____." (If reviewing previously learned vocabulary, adjust the sentence as necessary.)</li> <li>8. If it is too hard to see the picture, tap the shuffle button.</li> <li>9. Repeat these steps until all the students have had a turn to tap an image or until you have sufficiently reviewed the vocabulary.</li> </ol>	
<p>13. <i>Speak Up 2</i></p>	<p>5 mins</p>	<p>Unit 2 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups repeat the phrase.</li> </ol>	<p>Review the phrases "Do you have ____?," "Yes, I do," and "No, I don't."</p>
<p>14. <i>Goodbye</i></p>	<p>2 mins</p>			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the students.</li> <li>3. Have the class wave and respond, "Goodbye."</li> </ol>	<p>Wrap up.</p>






## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 2 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Do You Have Paint?" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. At Your Command	5 mins	Unit 2 - Action tab 		<ol style="list-style-type: none"> <li>1. Play <i>At Your Command</i> from the Teacher Menu</li> <li>2. Have the class listen to the command twice.</li> <li>3. Have the class say the command.</li> <li>4. Evaluate what the class says and tap the corresponding correct or incorrect button.</li> </ol>	Learn the action "Draw a ____."

<b>5. Dotty's Ditties</b>	5 mins	Unit 2 - Action tab 	<p><b>Vocabulary pictures</b> (teacher's choice for review)</p> <p><b>Lyrics</b> Please paint a picture, Picture, picture, Please paint a picture of a ____.</p>	<ol style="list-style-type: none"> <li>1. Have the class sit in a circle.</li> <li>2. Teach students an action for "paint a picture."</li> <li>3. Have the class pretend to paint on the floor.</li> <li>4. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>5. Show the class a vocabulary picture. This is the object they will pretend to paint.</li> <li>6. Have the class sing the song while pretending to paint the object where you've told them:  For example: "Please paint a picture, Picture, picture, Please paint a picture of a heart."</li> <li>7. Review all of the words in this manner, having the students pretend to paint on a new location, such as their arms, legs, friend's back, etc., for each word.</li> </ol>	
<b>6. Big Picture: Color and Shape</b>	10 mins	Unit 2 - Resources tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: Color and Shape</i> from the Teacher Menu.</li> <li>2. Show the picture of shapes and have the students say, "Shapes."</li> <li>3. Point to each individual shape and have the students say, "A ____ is a shape."</li> <li>4. Show the picture of colors and have the students say, "Colors."</li> <li>5. Point to each of the individual colors and have the students say, "____ is a color."</li> <li>6. Show the individual pictures and have the class identify if it is a shape or a color using the phrase, "It's a ____."</li> </ol>	Learn the words "color" and "shape."

### Lesson 1: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>7. "Letter Actions Song: B b"</b>	2 mins	Unit 2 - Letters tab 	<p><b>Lyrics</b> This is a B and B says, "/b/." Let's bounce together. This is a b and b says, "/b/." Let's bounce together.</p>	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: B b" from the Teacher Menu.</li> <li>2. Have the class do the action along with the kids in the video.</li> <li>3. Have the students say, "B," whenever they see the letter.</li> <li>4. Have the class sing the song.</li> <li>5. Repeat the video until the students are comfortable with the lyrics and actions.</li> </ol>	Learn the letters capital B and small b.


8. <b>Big Picture:</b> <b>B b</b>	3 mins	Unit 2 - Letters tab 		<p><b>Learn Capital and Small Letters (I do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture: B b</i> from the Teacher Menu.</li> <li>2. Display capital B.</li> <li>3. Tap the capital B to play the audio, "Capital B."</li> <li>4. Have the students say, "It's capital B."</li> <li>5. Tap the capital B again. Make yourself as big as you can. Stand on your toes and reach your arms up in the sky as you say, "It's capital B."</li> <li>6. Have the students do the same action as they say, "It's capital B."</li> <li>7. Repeat these steps with small b, crouching down and making yourself small.</li> <li>8. Display the mouth and tap the board to play the video, "/b/."</li> <li>9. Have the students shout, "/b/!"</li> </ol>	
9. <b>Randomonium:</b> <b>B b</b>	3 mins	Unit 2 - Letters tab 		<p><b>Play a Letter Name and Sound Game (We do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Randomonium: B b</i> from the Teacher Menu.</li> <li>2. Tap the randomize button.</li> <li>3. Have the students do the action and say the letter or sound that comes up (e.g., Get big and say, "It's capital B.&gt;").</li> <li>4. Repeat these steps, inviting different students to come up and spin the generator.</li> </ol>	
10. <b>Letter Trace:</b> <b>B b</b>	7 mins	Unit 2 - Letters tab 		<p><b>Write the Letters (You do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Letter Trace: B b</i> from the Teacher Menu.</li> <li>2. Choose a student to come to the front and find capital B.</li> <li>3. The class says, "It's capital B."</li> <li>4. Select a different student to come to the front and trace the capital letter while the class writes the letter with their fingers in the air.</li> <li>5. Have the students say, "It's capital B."</li> <li>6. Repeat with the next two traces.</li> <li>7. Have a student come to the front and write capital B while the class writes it in the air.</li> <li>8. Choose the best capital B, or have the students vote on the capital B they feel is the best.</li> <li>9. Repeat the activity with small b.</li> </ol>	

Break—5 mins

## Lesson 2: Block A (15 mins)




Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. "Letter Actions Song: B b"	2 mins	Unit 2 - Letters tab 	<b>Lyrics</b> This is a B and B says, "/b/." Let's bounce together. This is a b and b says, "/b/." Let's bounce together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: B b" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Review the letters capital B and small b.
12. <i>Big Picture: B b</i>	3 mins	Unit 2 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: B b</i> from the Teacher Menu.</li> <li>2. Display capital B.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say, "It's capital B," and do the action.</li> <li>5. Repeat these steps with small b.</li> <li>6. Display the mouth and ask, "What sound does B make?"</li> <li>7. Have the class shout, "/b/!"</li> <li>8. Tap the board to play the video, "/b/."</li> </ol>	
13. <i>First Sound Intro: /b/</i>	5 mins	Unit 2 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /b/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/b/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all of the pictures.</li> </ol>	Learn first and last sound /b/.
14. <i>Last Sound Intro: /b/</i>	5 mins	Unit 2 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>Last Sound Intro: /b/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/b/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the word that is said.</li> <li>5. Have the students punch a fist in the air as they say the final sound in the word.</li> <li>6. Repeat with all of the pictures.</li> <li>7. Repeat the activity until the students are comfortable hearing the sound.</li> </ol>	



## Lesson 2: Block B (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
15. <i>My Backpack</i>	13 mins	Unit 2 - Book tab 	Draw a picture of tape, paint, a green pickle, a sandwich, two socks, a purple bird, pink blocks, rocks, and a dog on separate pieces of paper.	<ol style="list-style-type: none"> <li>1. Hang the pictures in front of the class.</li> <li>2. Make sure the pictures are out of order from how they appear in the book.</li> <li>3. Show the book <i>My Backpack</i> from the Teacher Menu.</li> <li>4. After the narrator reads, have the class repeat each page.</li> <li>5. Show the book again.</li> <li>6. As the story is read, have the students stand up and raise their hand when one of the items is taken from the backpack in the book.</li> <li>7. Choose a student to come to the board and help put the pictures in order as they occur in the story.</li> </ol>	Share the book <i>My Backpack</i> .
16. Practice an Action: <i>Action Chairs</i>	10 mins			<ol style="list-style-type: none"> <li>1. Review the actions "Jump," "Dance," "Clap your hands," "Draw a heart," "Paint a picture," and "Sit down," with the class.</li> <li>2. Have the students carefully move their chairs to make a line at the front of the room.</li> <li>3. Have the students return to their original spots and stand.</li> <li>4. Remove one chair.</li> <li>5. Say and do one of the actions.</li> <li>6. Have the class say and do the action.</li> <li>7. After you have had the students do several actions, say, "Sit down."</li> <li>8. Have the students shout, "Sit down," and rush to the chairs at the front of the room and sit down.</li> <li>9. The student without a chair is out and stands by the teacher.</li> <li>10. Remove another chair from the line.</li> <li>11. Have the students who are sitting return to their original spots.</li> <li>12. Repeat steps 5-11 until only one student is left sitting. This student is the winner.</li> <li>13. The Students who are out should keep saying and doing all the actions except "Sit down."</li> </ol>	Review actions.
17. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the students.</li> <li>3. Have the class wave and respond, "Goodbye."</li> </ol>	Wrap up.



## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	2 mins	Unit 2 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Do You Have Paint?" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. <i>Big Picture</i> (Vocabulary)	3 mins	Unit 2 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu.</li> <li>2. Ask the students to identify the words using a full sentence (e.g., "It's tape.&gt;").</li> <li>3. Say, "I see a ____ in this word. Do you see a ____?" (e.g., "I see a 't' in this word. Do you see a 't'?").</li> <li>4. Have a student come up and point to the letter.</li> <li>5. Ask the class what other letters they see in the word.</li> <li>6. Have the students come up and point to the letters they know.</li> <li>7. Have the class repeat the names of the letters.</li> <li>8. Repeat steps 2-7 with all the words.</li> </ol>	Review the words "tape," "paint," "purple," and "gray."
5. <i>Match Maker</i>	5 mins	Unit 2 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Match Maker</i> from the Teacher Menu.</li> <li>2. Choose a student to try and make a match.</li> <li>3. If the student makes a match, have the class say the vocabulary word.</li> <li>4. Choose a new student to come up and try to make a match.</li> <li>5. Repeat until all the matches are made.</li> <li>6. Tap on each of the pictures and have the class say, "It's ____."</li> </ol>	

6. <i>Speak Up 1</i>	5 mins	Unit 2 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups of students repeat the phrase.</li> </ol>	
7. <i>Speak Up 2</i>	5 mins	Unit 2 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups of students repeat the phrase.</li> </ol>	
8. Practice Saying a Phrase: <i>Musical Mystery Words</i>	5 mins		<p><b>Vocabulary pictures</b> (tape, paint, book, pencil, paper, crayons, scissors) 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"> <li>1. Have the class stand in a circle facing outward.</li> <li>2. Give each student a picture.</li> <li>3. Tell the class to hold the picture to their chest so no one else can see it.</li> <li>4. Make a separate pile using the additional set of vocabulary pictures.</li> <li>5. Select one student to be the leader.</li> <li>6. Start playing music.</li> <li>7. The leader walks around the outside of the circle.</li> <li>8. When the music stops, the leader faces the closest student and holds up their picture so the class can see it.</li> <li>9. The class asks, "Do you have ___?" (e.g., "Do you have tape?") saying the word for the picture the leader is holding up.</li> <li>10. The student facing the leader looks at their vocabulary picture.</li> <li>11. If the student does not have the matching picture, they say, "No, I don't." Start the music again and have the leader continue the game until they find a match.</li> <li>12. If the person has the matching picture, they say, "Yes, I do," and switches places with the leader, becoming the new leader.</li> <li>13. The new leader chooses a different picture from the additional copies.</li> <li>14. Repeat these steps as time allows.</li> </ol>	Review the phrases "Do you have ___?," "Yes, I do," and "No, I don't."

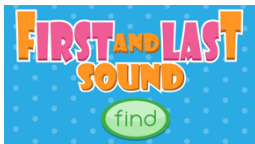
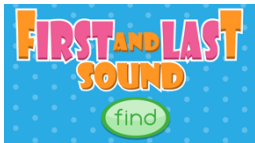

## Lesson 1: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
9. Practice an Action: <i>Action Chairs</i>	5 mins			<ol style="list-style-type: none"> <li>1. Review the actions "Jump," "Dance," "Clap your hands," "Draw a heart," "Paint a picture," and "Sit down," with the class.</li> <li>2. Have the students carefully move their chairs to make a line at the front of the room.</li> <li>3. Have the students return to their original spots and stand.</li> <li>4. Remove one chair.</li> <li>5. Say and do one of the actions.</li> <li>6. Have the class say and do the action.</li> <li>7. After you have had the students do several actions, say, "Sit down."</li> <li>8. Have the students shout, "Sit down," and rush to the chairs at the front of the room and sit down.</li> <li>9. The student without a chair is out and stands by the teacher.</li> <li>10. Remove another chair from the line.</li> <li>11. Have the students who are sitting return to their original spots.</li> <li>12. Repeat steps 5-11 until only one student is left sitting. This student is the winner.</li> <li>13. The Students who are out should keep saying and doing all the actions except "Sit down."</li> </ol>	Review actions.
10. Practice More Words: <i>Color and Shape Beanbag Toss</i>	10 mins		<p><b>Vocabulary pictures</b> (red, blue, green, yellow, orange, purple, gray, square, circle, heart, star, triangle, rectangle)</p> <p>Small beanbag</p>	<ol style="list-style-type: none"> <li>1. Arrange the pictures on the floor.</li> <li>2. Have a student toss the beanbag onto a picture.</li> <li>3. The class decides if the picture the beanbag lands on is a shape or a color using the phrase, "It's a ____."</li> <li>4. Remove the picture after each student's turn.</li> <li>5. Once all pictures are removed, shuffle the pictures and play again until all students have had a chance to toss.</li> </ol>	Review the words "color" and "shape."


Break—5 mins




## Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <i>First Sound Find: /b/</i>	7 mins	Unit 2 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Find: /b/</i> from the Teacher Menu.</li> <li>2. Tap each picture and have the class repeat the words.</li> <li>3. Have the class find a word that has the first sound /b/.</li> <li>4. Choose a student to come to the front and drag the picture to the container.</li> <li>5. Repeat with the remaining pictures that have the first sound /b/.</li> <li>6. Repeat the activity until students are comfortable hearing the sound.</li> </ol>	Review the first and last sound /b/.
12. <i>Last Sound Find: /b/</i>	8 mins	Unit 2 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>Last Sound Find: /b/</i> from the Teacher Menu.</li> <li>2. Tap each picture and have the class repeat the words.</li> <li>3. Have the class find a word that has the last sound /b/.</li> <li>4. Choose a student to come to the front and drag the picture to the container.</li> <li>5. Repeat with the remaining pictures with the last sound /b/.</li> <li>6. Repeat the activity until students are comfortable hearing the sound.</li> </ol>	
13. "Letter Actions Song: B b"	5 mins	Unit 2 - Letters tab 	<b>Lyrics</b> This is a B and B says, "/b/." Let's bounce together. This is a b and b says, "/b/." Let's bounce together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: B b" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	



## Lesson 2: Block B (20 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
14. <i>First Sound Intro: /b/</i>	3 mins	Unit 2 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /b/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/b/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all of the pictures.</li> </ol>	Color pictures with the first and last sound /b/.

15. <i>Last Sound Intro: /b/</i>	3 mins	Unit 2 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>Last Sound Intro: /b/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound “/b/.”</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the word that is said.</li> <li>5. Have the students punch a fist in the air as they say the final sound in the word.</li> <li>6. Repeat with all of the pictures.</li> <li>7. Repeat the activity until the students are comfortable hearing the sound.</li> </ol>	
16. <i>Show What You Learned: Color First and Last Sounds: /b/</i>	12 mins		<p><i>Color First and Last Sounds: /b/</i> project for each student</p> <p>Crayons</p>	<ol style="list-style-type: none"> <li>1. Give each student a <i>Color First and Last Sounds: /b/</i> project and crayons.</li> <li>2. Have the students choose two colors.</li> <li>3. Go through all the pictures with the students.</li> <li>4. The students color the pictures that have the first sound /b/ one color and the pictures with the last sound /b/ the other color.</li> <li>5. Review all the pictures with the students, emphasizing the first sound or last sound in the words.</li> <li>6. Tell the students to take the project home and talk about it with their parents.</li> </ol>	
17. <i>Goodbye</i>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, “Goodbye,” and wave to the students.</li> <li>3. Have the class wave and respond, “Goodbye.”</li> </ol>	Wrap up.



## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 2 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Do You Have Paint?" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. <i>Big Picture</i> (Value)	5 mins	Unit 2 - Value tab 		<ol style="list-style-type: none"> <li>1. Use language the students understand to discuss the value.</li> <li>2. Play <i>Big Picture (Value)</i> from the Teacher Menu.</li> <li>3. Show the first picture.</li> <li>4. Ask the students what is happening in the picture.  For example: "What do you see?" ("The girl's ball is in the tree.") "How does the girl feel?" ("The girl feels sad.")</li> <li>5. Show the second picture.</li> <li>6. Ask the students what is happening in the picture.  For example: "What is happening in the picture?" ("The boy is grabbing the ball.") "How is the boy kind?" ("The boy helps the girl get her ball.")</li> <li>7. Show the third picture.</li> <li>8. Say, "I can help others when they are in trouble."</li> <li>9. Have the class repeat after you.</li> <li>10. Tap the screen and have the class repeat, "Kindness."</li> </ol>	Learn the value kindness.

5. Practice a Value: Kindness	5 mins		Ball	<ol style="list-style-type: none"> <li>1. Choose three students to come to the front.</li> <li>2. Have one student pretend to be the tree and hold the ball high up in the air.</li> <li>3. Have a second student pretend to try and get the ball, but not be able to.</li> <li>4. Have the third student get the ball from the tree and hand it to the second student.</li> <li>5. Have the second student say, "Thank you."</li> <li>6. Have the third student say, "I am kind."</li> <li>7. Repeat steps 1-6 until all the students have had a chance to act out the picture or as time allows.</li> <li>8. Have the class say, "I am kind."</li> </ol>	
6. <i>My Backpack</i>	10 mins	Unit 2 - Book tab  <p>Written by Daniel Merrill Illustrated by Marta Jollant</p>	Paper Crayon	<ol style="list-style-type: none"> <li>1. Show students the pictures you drew of tape, paint, a green pickle, a sandwich, two socks, a purple bird, pink blocks, rocks, and a dog from the previous activity.</li> <li>2. Give the students a piece of paper and crayons.</li> <li>3. Have the students pick an item they like the best and draw it on their paper.</li> <li>4. Once all the students have drawn their picture, ask the class, "Do you have ___?" asking for one of the objects from the book.</li> <li>5. Have all the students who have drawn that object stand up, raise their picture above their head, and say, "Yes, I do," then come to the front and stand by you.</li> <li>6. Have the students still sitting say, "No, I don't."</li> <li>7. Have the students standing with you join in and ask the question, "Do you have ___?" naming another object.</li> <li>8. Repeat these steps until all the students are standing with you.</li> <li>9. Show the book <i>My Backpack</i> from the Teacher Menu.</li> <li>10. Have the students raise their picture in the air when they see it in the book.</li> </ol>	Share the book <i>My Backpack</i> .

## Lesson 1: Block B (15 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. "Letter Actions Song: B b"	2 mins	Unit 2 - Letters tab 	<b>Lyrics</b> This is a B and B says, "/b/." Let's bounce together. This is a b and b says, "/b/." Let's bounce together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: B b" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Review the letters capital B and small b.
8. <i>Big Picture: B b</i>	3 mins	Unit 2 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: B b</i> from the Teacher Menu.</li> <li>2. Display capital B.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say, "It's capital B," and do the action.</li> <li>5. Repeat these steps with small b.</li> <li>6. Display the mouth and ask, "What sound does B make?"</li> <li>7. Have the class shout, "/b/!"</li> <li>8. Tap the board to play the video, "/b/."</li> </ol>	
9. <i>First Sound Find: /b/</i>	5 mins	Unit 2 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Find: /b/</i> from the Teacher Menu.</li> <li>2. Tap each picture and have the class repeat the words.</li> <li>3. Have the class find a word that has the first sound /b/.</li> <li>4. Choose a student to come to the front and drag the picture to the container.</li> <li>5. Repeat with the remaining pictures that have the first sound /b/.</li> <li>6. Repeat the activity until students are comfortable hearing the sound.</li> </ol>	Review the first and last sound /b/.
10. <i>Last Sound Find: /b/</i>	5 mins	Unit 2 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>Last Sound Find: /b/</i> from the Teacher Menu.</li> <li>2. Tap each picture and have the class repeat the words.</li> <li>3. Have the class find a word that has the last sound /b/.</li> <li>4. Choose a student to come to the front and drag the picture to the container.</li> <li>5. Repeat with the remaining pictures with the last sound /b/.</li> <li>6. Repeat the activity until students are comfortable hearing the sound.</li> </ol>	

Break—5 mins

## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>11. Practice Vocabulary:</b> <i>Up and Down</i>	8 mins		<b>Vocabulary pictures</b> (tape, paint, purple, gray) enough for each student to have one	<ol style="list-style-type: none"> <li>1. Review the vocabulary words with the students.</li> <li>2. Give each student a picture.</li> <li>3. Have the class sit in a circle.</li> <li>4. Say one of the vocabulary words.</li> <li>5. The students who have that picture stand up and hold up their picture.</li> <li>6. Have the class says, "It's ____."</li> <li>7. Have the students sit back down.</li> <li>8. Repeat with the other words, going faster and faster as the class gets more comfortable.</li> </ol>	Review the words "tape," "paint," "purple," and "gray."
<b>12. Practice Saying Phrases:</b> <i>Find the Word</i>	7 mins		<b>Vocabulary pictures</b> (tape, paint, purple, gray) enough for each student to have one and one additional set of pictures  A ball	<ol style="list-style-type: none"> <li>1. Have the students sit in a circle.</li> <li>2. Give each student a picture and have them place it on the floor in front of them so no one can see it.</li> <li>3. Hold up one of the vocabulary pictures.</li> <li>4. Roll the ball to a student.</li> <li>5. Have the class asks, "Do you have ____?" asking for the picture you are holding up.</li> <li>6. The student with the ball holds up their vocabulary picture and says, "Yes, I do," or "No, I don't."</li> <li>7. If the answer is no, the student sets the picture faceup in front of them then rolls the ball to another student. The class again asks, "Do you have ____?"</li> <li>8. Repeat these steps until the matching vocabulary picture is found.</li> <li>9. When the matching vocabulary picture is found, the students whose pictures are showing turn their vocabulary pictures facedown.</li> <li>10. Pick a new vocabulary picture and repeat the activity.</li> </ol>	Review the phrases "Do you have ____?," "Yes, I do." and "No, I don't."

## Lesson 2: Block B (25 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
13. <i>Miss Daisy</i>	5 mins	Unit 2 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Show <i>Miss Daisy</i> from the Teacher Menu.</li> <li>2. Have students respond to the people in the video when they are prompted to speak.</li> <li>3. Evaluate what the class says.</li> <li>4. If the class answers correctly, press the button to move on.</li> <li>5. If the class answers incorrectly, repeat the question and prompt the class to say the correct answer.</li> </ol>	Practice speaking.
14. Practice an Action: <i>Action Chairs</i>	5 mins			<ol style="list-style-type: none"> <li>1. Review the actions "Jump," "Dance," "Clap your hands," "Draw a heart," "Paint a picture," and "Sit down," with the class.</li> <li>2. Have the students carefully move their chairs to make a line at the front of the room.</li> <li>3. Have the students return to their original spots and stand.</li> <li>4. Remove one chair.</li> <li>5. Say and do one of the actions.</li> <li>6. Have the class say and do the action.</li> <li>7. After you have had the students do several actions, say, "Sit down."</li> <li>8. Have the students shout, "Sit down," and rush to the chairs at the front of the room and sit down.</li> <li>9. The student without a chair is out and stands by the teacher.</li> <li>10. Remove another chair from the line.</li> <li>11. Have the students who are sitting return to their original spots.</li> <li>12. Repeat steps 5-11 until only one student is left sitting. This student is the winner.</li> <li>13. The Students who are out should keep saying and doing all the actions except "Sit down."</li> </ol>	Review actions.




<b>15. Show What You Learned: Do You Have? Project</b>	13 mins		<p><b>Do You Have? project</b> for each student</p> <p>Crayons</p> <p>Scissors</p>	<ol style="list-style-type: none"> <li>1. Give each student a <i>Do You Have?</i> project, scissors, and crayons.</li> <li>2. Review the vocabulary with the students.</li> <li>3. Have the students color and cut out the pictures.</li> <li>4. Have the students find a partner.</li> <li>5. Have student 1 mix up their pictures and put them in a pile facedown so student 2 can't see them.</li> <li>6. Have student 1 choose a picture from the pile and hold it against their chest so student 2 can't see what it is.</li> <li>7. Student 2 asks, "Do you have ___?" (e.g., "Do you have tape?").</li> <li>8. Student 1 looks at the picture and says, "Yes, I do," or "No, I don't."</li> <li>9. Student 2 continues to ask the question until Student 1 says, "Yes, I do."</li> <li>10. The students switch roles and repeat steps 5-9.</li> <li>11. Tell the students to take the project home and talk about it with their parents.</li> </ol>	<p>Review the phrases "Do you have ___?," "Yes, I do." and "No, I don't."</p>
<b>16. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the students.</li> <li>3. Have the class wave and respond, "Goodbye."</li> </ol>	<p>Wrap up.</p>








### Lesson 1: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	2 mins	Unit 3 - Song tab 		<b>Listen to the Song (I do)</b> 1. Play the song "Count the Shapes" from the Teacher Menu. 2. Have the students watch the video of the song to become familiar with the music and lyrics.	Learn the phrase "How many ___?"
	5 mins	Unit 1 - Song tab 		<b>Practice (We do)</b> 1. Play <i>Big Picture (Song)</i> from the Teacher Menu. 2. Teach the needed vocabulary words "triangle" and "rectangle" from the song. 3. Teach the phrases "How many ___ do you see?" and "Can you count the ___ with me?" 4. Create actions for the phrases and words: <ul style="list-style-type: none"> <li>• How many ___ do you see?</li> <li>• Can you count the ___ with me?</li> <li>• Numbers 1-10</li> </ul> 5. Play the song "Count the Shapes" from the Teacher Menu. 6. Encourage students to sing along and do the actions. 7. Repeat the song a few times to help the students become comfortable with the lyrics.	



	3 mins	Unit 3 - Listening tab 		<b>Practice (You do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Hear! Hear!</i> from the Teacher Menu.</li> <li>2. Have the class point to the picture that matches what they hear.</li> <li>3. Choose a student to tap the picture.</li> <li>4. Have the class repeat the phrase.</li> <li>5. Repeat until each student has a turn to tap a picture or all the phrases have been played.</li> </ol>	
	5 mins	Unit 3 - Song tab 		<b>Practice (You do)</b> <ol style="list-style-type: none"> <li>1. Play the song "Count the Shapes" from the Teacher Menu again.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	
<b>4. Conversational Videos</b>	5 mins	Unit 3 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Conversational Videos</i> from the Teacher Menu.</li> <li>2. Have the class repeat the target phrases "How many ____?"</li> </ol>	


Lesson 1: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>5. <i>Big Picture (Vocabulary)</i></p>	<p>7 mins</p>	<p>Unit 3 - Vocabulary tab</p> 		<p><b>Learn Vocabulary (I do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu.</li> <li>2. Say the first vocabulary word, and have the students repeat it.</li> <li>3. If possible, have the students do an action for the vocabulary word.</li> <li>4. Say, "It's a _____," "It's _____," or "I can _____."</li> <li>5. Have the class repeat the sentence.</li> <li>6. Repeat steps 2-5 with all the vocabulary words.</li> <li>7. Show the pictures again, but this time, ask students to identify the words using a full sentence (e.g., "It's a rectangle," "It's glue," or "I can cut.&gt;").</li> <li>8. Invite individual students to come and tap each of the pictures to confirm the answers.</li> <li>9. Show the pictures one more time. Ask the students to identify the words using a full sentence (e.g., "I can cut.&gt;").</li> <li>10. Say, "I see a _____ in this word. Do you see a _____?" (e.g., "I see a 'c' in this word. Do you see a 'c'?").</li> <li>11. Have a student come up and point to the letter.</li> <li>12. Ask the class what other letters they see in the word.</li> <li>13. Have the students come up and point to the letters they know.</li> <li>14. Have the class repeat the names of the letters.</li> </ol>	<p>Learn the words "triangle," "rectangle," "cut," and "glue."</p>
<p>6. <i>Word Flurry</i></p>	<p>5 mins</p>	<p>Unit 3 - Vocabulary tab</p> 		<p><b>Practice Vocabulary (We do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Word Flurry</i> from the Teacher Menu.</li> <li>2. When a word is said, ask all the students to say the word aloud.</li> <li>3. Ask the students if they see a picture of the word on the screen.</li> <li>4. Choose two students to race to the screen and tap the picture.</li> <li>5. Repeat these steps with the remaining words.</li> </ol>	

<p>7. <i>Randomonium</i></p>	<p>8 mins</p>	<p>Unit 3 - Vocabulary tab</p> 		<p><b>Play a Game with the Vocabulary (You do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Randomonium</i> from the Teacher Menu.</li> <li>2. Put the class into two groups.</li> <li>3. Place the vocabulary pictures at the front of the room.</li> <li>4. Have the students line up.</li> <li>5. Tap the randomize button.</li> <li>6. The first student in each line will race to the front and tap the matching picture.</li> <li>7. The first student to touch the picture will have a chance to say, "It's a _____," "It's _____," or "I can _____."</li> <li>8. If the student is correct, they get a point for their team.</li> <li>9. If the student is incorrect, the student from the other team gets a chance to say, "It's a _____," "It's _____," or "I can _____," and earn a point for their team.</li> <li>10. Have the class say, "It's a _____," "It's _____," or "I can _____."</li> <li>11. Repeat until every student has had a turn to find a matching picture.</li> </ol>	
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**Break—5 mins**

Lesson 2: Block A (15 mins)					
Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>8. <i>Conversational Videos</i></p>	<p>5 mins</p>	<p>Unit 3 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Conversational Videos</i> from the Teacher Menu.</li> <li>2. Have the class repeat the target phrase "How many _____?"</li> </ol>	<p>Review the phrase "How many _____?"</p>
<p>9. <i>Speak Up 1</i></p>	<p>5 mins</p>	<p>Unit 3 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups repeat the phrase.</li> </ol>	

<p>10. Sing a Song</p>	<p>5 mins</p>	<p>Unit 3 - Song tab</p> 	<ol style="list-style-type: none"> <li>1. Play the song "Count the Shapes" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song a few times, having the class sing along and do the actions.</li> </ol>	
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**Lesson 2: Block B (25 mins)**


Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>11. Practice Vocabulary: <i>Close and Far Words</i></p>	<p>10 mins</p>		<p><b>Vocabulary pictures</b> (triangle, rectangle, cut, glue)</p>	<ol style="list-style-type: none"> <li>1. Choose a student to leave the room.</li> <li>2. Hold up one of the vocabulary pictures so the class can see it.</li> <li>3. Have the class watch as you find a spot to hide the picture. The student shouldn't be able to see the picture when they come back in the room.</li> <li>4. Have the student come back in the classroom.</li> <li>5. The class will chant the vocabulary word as the student moves around the classroom, trying to find the vocabulary picture.</li> <li>6. If the student moves closer to the vocabulary picture, the class should chant the vocabulary word louder.</li> <li>7. If the student moves away from the vocabulary, picture the class should chant the vocabulary word softer.</li> <li>8. When the student finds the vocabulary picture, the class will say, "It's a ___," "It's ___," or "I can ___."</li> <li>9. Repeat until every student has had a turn or as time allows.</li> </ol>	<p>Review the words "triangle," "rectangle," "cut," and "glue."</p>

<p>12. <i>Search Party</i></p>	<p>8 mins</p>	<p>Unit 3 - Vocabulary tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Search Party</i> from the Teacher Menu.</li> <li>2. Choose a word for the students to find.</li> <li>3. Say, "Find the picture of ____."</li> <li>4. Have the class point at the picture when they find it and say, "I see it."</li> <li>5. When most of the students have found the picture, choose a student to come to the front and tap the image.</li> <li>6. If the student is incorrect, tap the incorrect button and choose a new student to come up.</li> <li>7. If the student is correct, have the class say, "It's a ____," "It's ____," or "I can ____." (If reviewing previously learned vocabulary, adjust the sentence as necessary.)</li> <li>8. If it is too hard to see the picture, tap the shuffle button.</li> <li>9. Repeat these steps until all the students have had a turn to tap an image or until you have sufficiently reviewed the vocabulary.</li> </ol>	
<p>13. <i>Speak Up 2</i></p>	<p>5 mins</p>	<p>Unit 3 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups repeat the phrase.</li> </ol>	<p>Review the phrase "How many ____?"</p>
<p>14. <i>Goodbye</i></p>	<p>2 mins</p>			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the students.</li> <li>3. Have the class wave and respond, "Goodbye."</li> </ol>	<p>Wrap up.</p>




## Lesson 1: Block A (30 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 3 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Count the Shapes" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. At Your Command	5 mins	Unit 3 - Action tab 		<ol style="list-style-type: none"> <li>1. Play <i>At Your Command</i> from the Teacher Menu.</li> <li>2. Have the class listen to the command twice.</li> <li>3. Have the class say the command.</li> <li>4. Evaluate what the class says and tap the corresponding correct or incorrect button.</li> </ol>	Learn the action "Cut the ____."

<b>5. Practice an Action: True or False</b>	5 mins		<b>Vocabulary pictures</b> (scissors, paint, crayons, hand)	<ol style="list-style-type: none"> <li>1. Show the picture of the scissors and say, "Cut the paper," while doing an action.</li> <li>2. Have the class repeat the command and do the action.</li> <li>3. Repeat steps 1-2 with the remaining pictures:                         <ul style="list-style-type: none"> <li>• paint- "Paint a picture."</li> <li>• crayons- "Draw a heart."</li> <li>• hand- "Clap your hands."</li> </ul> </li> <li>4. Hold up a vocabulary picture and say a phrase while doing the action.</li> <li>5. If the phrase matches the vocabulary picture you are holding, the class jumps up and down repeating the phrase.</li> <li>6. If the phrase does not match the vocabulary picture you are holding, the class sits down and says the correct phrase while doing the matching action.</li> <li>7. Repeat until the students are comfortable with all the actions.</li> </ol>	
<b>6. Big Picture: Counting</b>	10 mins	Unit 3 - Resources tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: Counting</i> from the Teacher Menu.</li> <li>2. Show the first picture.</li> <li>3. Have the class count the objects.</li> <li>4. Have the class say, "I see ____," (e.g., "I see five squares.").</li> <li>5. Choose a student to tap the board and check their answer.</li> <li>6. Repeat with each picture.</li> </ol>	Practice counting.

## Lesson 1: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>7. "Letter Actions Song: C c"</b>	2 mins	Unit 3 - Letters tab 	<b>Lyrics</b> This is a C and C says, "/c/." Let's clap together. This is a c and C says, "/c/." Let's clap together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: C c" from the Teacher Menu.</li> <li>2. Have the class do the action along with the kids in the video.</li> <li>3. Have the students say, "C," whenever they see the letter.</li> <li>4. Have the class sing the song.</li> <li>5. Repeat the video until the students are comfortable.</li> </ol>	Learn the letters capital C and small c.





8. <b>Big Picture:</b> C c	3 mins	Unit 3 - Letters tab 		<p><b>Learn Capital and Small Letters (I do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture: C c</i> from the Teacher Menu.</li> <li>2. Display capital C.</li> <li>3. Tap the capital C to play the audio, "Capital C."</li> <li>4. Have the students say, "It's capital C."</li> <li>5. Tap the capital C again. Make yourself as big as you can. Stand on your toes and reach your arms up in the sky as you say, "It's capital C."</li> <li>6. Have the students do the same action as they say, "It's capital C."</li> <li>7. Repeat these steps with small c, this time crouching down and making yourself small.</li> <li>8. Display the mouth and tap the board to play the video, "/c/."</li> <li>9. Have the students shout, "/c/!"</li> </ol>	
9. <b>Randomonium:</b> C c	3 mins	Unit 3 - Letters tab 		<p><b>Play a Letter Name and Sound Game (We do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Randomonium: C c</i> from the Teacher Menu.</li> <li>2. Tap the randomize button.</li> <li>3. Have the students do the action and say the letter or sound that comes up (e.g., Get big and say, "It's capital C.").</li> <li>4. Repeat these steps, inviting different students to come up and spin the generator.</li> </ol>	
10. <b>Letter Trace:</b> C c	7 mins	Unit 3 - Letters tab 		<p><b>Write the Letters (You do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Letter Trace: C c</i> from the Teacher Menu.</li> <li>2. Choose a student to come to the front and find capital C.</li> <li>3. The class says, "It's capital C."</li> <li>4. Select a different student to come to the front and trace the capital letter while the class writes the letter with their fingers on the floor.</li> <li>5. Have the students say, "It's capital C."</li> <li>6. Repeat with the next two traces.</li> <li>7. Have a student write capital C at the front while the class writes it on the floor.</li> <li>8. Choose the best capital C or have the students vote on the capital C they feel is the best.</li> <li>9. Repeat the activity with small c.</li> </ol>	

Break—5 mins

## Lesson 2: Block A (15 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. "Letter Actions Song: C c"	2 mins	Unit 3 - Letters tab 	<b>Lyrics</b> This is a C and C says, "/c/." Let's clap together. This is a c and C says, "/c/." Let's clap together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: C c" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times if the class is having fun.</li> </ol>	Learn the letters capital C and small c.
12. Big Picture: C c	3 mins	Unit 3 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: C c</i> from the Teacher Menu.</li> <li>2. Display capital C.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say, "It's capital C," and do the action.</li> <li>5. Repeat these steps with small c.</li> <li>6. Display the mouth and ask, "What sound does C make?"</li> <li>7. Have the class shout, "/c/!"</li> <li>8. Tap the board to play the video, "/c/."</li> </ol>	
13. <i>First Sound Intro: /c/</i>	5 mins	Unit 3 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /a/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/c/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all of the pictures.</li> </ol>	Review the first sound /c/.
14. Practice Hearing and Saying Sounds: /c/	5 mins		Get pictures of a cake, cat, car, crayons, and cow.	<ol style="list-style-type: none"> <li>1. Show the class the picture of the cake.</li> <li>2. Say, "Cake. What is the first sound in cake?" putting an emphasis on the first sound in the word.</li> <li>3. Have the class say, "/c/." Monitor and provide feedback as needed.</li> <li>4. Have the class say, "/c/, cake."</li> <li>5. Repeat steps 1-4 with the rest of the words.</li> <li>6. Continue randomly holding up words and having the class say the first sound as time allows.</li> </ol>	

## Lesson 2: Block B (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
15. <i>How Many Shapes Do You See?</i>	13 mins	Unit 3 - Book tab 		<ol style="list-style-type: none"> <li>1. Review the shapes square, triangle, rectangle, circle, heart, and star with the class.</li> <li>2. Show the book <i>How Many Shapes Do You See?</i> from the Teacher Menu.</li> <li>3. Have the class count the shapes in the picture and see how many they can find.</li> <li>4. Turn the page and have the class check if they found them all.</li> <li>5. On the last page, have the students count all the shapes again.</li> <li>6. Read through the book again. After the narrator reads, have the class repeat each page.</li> <li>7. On the page with the question, have the students draw the shape in the air.</li> </ol>	Share the book <i>How Many Shapes Do You See?</i>
16. <i>Dotty's Ditties</i>	10 mins	Unit 3 - Action tab 	Paper and scissors to model the action  <b>Lyrics:</b> Cut the paper with your ____. Cut the paper if you can. Cut up high, And cut down low. Cut the paper nice and slow. Cut the paper with your ____. Cut the paper if you can.	<ol style="list-style-type: none"> <li>1. Cut the paper with the scissors as you say, "Cut the paper."</li> <li>2. Have the class repeat the phrase, "Cut the paper."</li> <li>3. Do a cutting action with your fingers and say, "Cut the paper with your fingers."</li> <li>4. Have the students do the action and repeat, "Cut the paper with your fingers."</li> <li>5. Repeat steps 3-4 with different parts of the body (hands, toes, legs, etc.).</li> <li>6. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>7. Say a part of the body.</li> <li>8. Have the students sing the song while doing the matching action.</li> </ol> <p>For example:            "Cut the paper with your hands.            Cut the paper if you can.            Cut up high,            And cut down low.            Cut the paper nice and slow.            Cut the paper with your hands.            Cut the paper if you can."</p>	Review the action "Cut the ____."
17. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the students.</li> <li>3. Have the class wave and respond, "Goodbye."</li> </ol>	Wrap up.



## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	2 mins	Unit 3 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Count the Shapes" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. <i>Big Picture</i> (Vocabulary)	3 mins	Unit 3 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu.</li> <li>2. Ask the students to identify the words using a full sentence (e.g., "It's a triangle.")</li> <li>3. Say, "I see a ____ in this word. Do you see a ____?" (e.g., "I see a 't' in this word. Do you see a 't'?").</li> <li>4. Have a student come up and point to the letter.</li> <li>5. Ask the class what other letters they see in the word.</li> <li>6. Have the students come up and point to the letters they know.</li> <li>7. Have the class repeat the names of the letters.</li> <li>8. Repeat steps 2-7 with all the words.</li> </ol>	Review the words "triangle," "rectangle," "cut," and "glue."

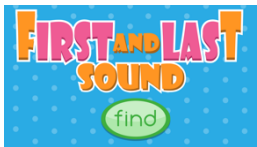

<b>5. Match Maker</b>	5 mins	Unit 3 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Match Maker</i> from the Teacher Menu.</li> <li>2. Divide the class into two groups.</li> <li>3. Have the first two students in group 1 choose a card.</li> <li>4. If the students make a match, give their group a point and have the class say the vocabulary word.</li> <li>5. Have the two students in group 1 go to the back of their line.</li> <li>6. Repeat steps 3-5 with group 2.</li> <li>7. Repeat these steps until all the matches are made.</li> <li>8. The team with the most points wins.</li> <li>9. Tap on each of the pictures and have the students repeat the vocabulary words.</li> </ol>	
<b>6. Speak Up 1</b>	5 mins	Unit 3 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups of students repeat the phrase.</li> </ol>	
<b>7. Speak Up 2</b>	5 mins	Unit 3 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups of students repeat the phrase.</li> </ol>	
<b>8. Practice saying a Phrase: Counting Shapes</b>	5 mins		<b>Vocabulary pictures</b> (rectangle, triangle, circle, star, square, heart)	<ol style="list-style-type: none"> <li>1. Have the class sit in a circle.</li> <li>2. Show the class one of the vocabulary pictures.</li> <li>3. Ask the class, "How many ___?" (e.g., "How many hearts?").</li> <li>4. Have each student hold up a number of fingers.</li> <li>5. Ask the student next to you, "How many ___?" (e.g., "How many hearts?").</li> <li>6. The whole class answers with the number of fingers they are holding up and the shape name (e.g., "Three hearts.").</li> <li>7. The student turns to the next student in the circle and asks, "How many ___?"</li> <li>8. The student shows a number with their fingers.</li> <li>9. Have the class answer.</li> <li>10. Continue around the circle until all the students have a chance to ask, "How many ___?"</li> </ol>	Review the phrase "How many ___?"

## Lesson 1: Block B (15 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
9. Practice an Action: <i>True or False</i>	5 mins		<b>Vocabulary pictures</b> (scissors, paint, crayons, hand)	<ol style="list-style-type: none"> <li>Show the picture of the scissors and say, "Cut the paper," while doing an action.</li> <li>Repeat with the remaining pictures: <ul style="list-style-type: none"> <li>paint- "Paint a picture."</li> <li>crayons- "Draw a heart."</li> <li>hand- "Clap your hands."</li> </ul> </li> <li>Hold up a vocabulary picture and say a phrase while doing the action.</li> <li>If the phrase matches the vocabulary picture you are holding, the class jumps up and down repeating the phrase.</li> <li>If the phrase does not match the vocabulary picture you are holding, the class sits down and says the correct phrase while doing the matching action.</li> <li>Repeat until the students are comfortable with all the actions.</li> </ol>	Review the words "triangle," "rectangle," "glue," and "cut."
10. Practice More Words: <i>Draw and Count</i>	10 mins		<b>Vocabulary pictures</b> (rectangle, triangle, circle, star, square, heart)  Paper for each student  Crayons	<ol style="list-style-type: none"> <li>Review the shapes with the class.</li> <li>Give the students paper and crayons.</li> <li>Have the class draw as many of the different shapes as they would like on their paper.</li> <li>When the students are finished drawing, have them find a partner.</li> <li>Have student 1 point to one of the shapes they've drawn and ask, "How many ___?" (e.g., "How many circles?").</li> <li>Have student 2 count how many of that shape student 1 drew and answer, "___ ___" (e.g., "Three circles.").</li> <li>Have the students switch roles and repeat steps 5-6.</li> <li>When the students have reviewed all their shapes, have them find a new partner.</li> </ol>	Practice counting.

Break—5 mins

## Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <i>First Sound Find: /c/</i>	7 mins	Unit 3 – Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Find: /c/</i> from the Teacher Menu.</li> <li>2. Tap each picture and have the class repeat the words.</li> <li>3. Have the class find a word that has the first sound /c/.</li> <li>4. Choose a student to come to the front and drag the picture to the container.</li> <li>5. Repeat with the remaining pictures that have the first sound /c/.</li> <li>6. Repeat the activity until students are comfortable hearing the sound.</li> </ol>	Review the first sound /c/.
12. <i>Practice Hearing and Saying Sounds: /c/</i>	8 mins		<p>Get pictures of a cake, cat, car, crayons, cow, dad, paper, bed, apple</p> <ol style="list-style-type: none"> <li>1. Show the class the pictures and review the words.</li> <li>2. Divide the class into 2-4 groups.</li> <li>3. Give each group a set of pictures.</li> <li>4. Say, "Find the pictures with the first sound /c/."</li> <li>5. Have each group find the pictures with the first sound /c/.</li> <li>6. The first group to hand you the correct 5 pictures with the first sound /c/ wins.</li> <li>7. Mix up the groups and repeat the activity several times until the students are comfortable hearing the sound.</li> </ol>		
13. <i>"Letter Actions Song: C c"</i>	5 mins	Unit 3 - Letters tab 	<p><b>Lyrics</b> This is a C and C says, "/c/." Let's clap together. This is a c and c says, "/c/." Let's clap together.</p>	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: C c" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times if the class is having fun.</li> </ol>	

## Lesson 2: Block B (20 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
14. <i>First Sound Intro: /c/</i>	3 mins	Unit 3 – Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /c/</i> from the Teacher Menu.</li> <li>2. Tap each picture and have the class repeat the words.</li> <li>3. Have the class find a word that has the first sound /c/.</li> <li>4. Choose a student to come to the front and drag the picture to the container.</li> <li>5. Repeat with the remaining pictures that have the first sound /c/.</li> </ol>	Color pictures with the first sound /c/.


<b>15. Show What You Learned:</b> <i>Color First Sounds: /c/</i>	15 mins		<b><i>Color First Sounds: /c/</i> project</b> for each student  Crayons	<ol style="list-style-type: none"> <li>1. Give each student a <i>Color First Sounds: /c/</i> project and crayons.</li> <li>2. Go through all the pictures with the students.</li> <li>3. The students color the pictures that have the correct first sound.</li> <li>4. After the students have colored the pictures, review all the correct pictures with the students, emphasizing the first sound in the words.</li> <li>5. Tell the students to take the project home and talk about it with their parents.</li> </ol>	
<b>16. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the students.</li> <li>3. Have the class wave and respond, "Goodbye."</li> </ol>	Wrap up.








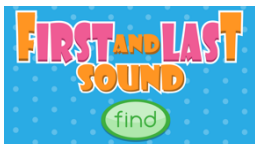
## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 3 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Count the Shapes" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song if the students are having fun.</li> </ol>	Warm up.
4. <i>Big Picture</i> (Value)	5 mins	Unit 3 - Value tab 		<ol style="list-style-type: none"> <li>1. Use language the students understand to discuss the value.</li> <li>2. Play <i>Big Picture (Value)</i> from the Teacher Menu.</li> <li>3. Show the first picture.</li> <li>4. Ask the students what is happening in the picture.  For example: "What is the girl doing?" ("She is holding a sweater.") "Does the girl like the sweater?" ("No.")</li> <li>5. Point to the second picture.</li> <li>6. Ask the students what is happening in the picture.  For example: "What did the girl do?" ("She cut colorful shapes to make it better.")</li> <li>7. Say, "I can make things better."</li> <li>8. Have the class repeat after you.</li> <li>9. Tap the screen and have the class repeat, "Positivity."</li> </ol>	Learn the value positivity.

<b>5. Practice a Value: Positivity</b>	5 mins		Paper for each student  Crayons	<ol style="list-style-type: none"> <li>1. Give the students a piece of paper and crayons.</li> <li>2. On the board or a piece of paper, draw an outline of a sweater.</li> <li>3. Have the students draw an outline of a sweater on their own paper.</li> <li>4. Have the class say, "I can make things better."</li> <li>5. Have the students decorate their own sweater.</li> </ol>	
<b>6. How Many Shapes Do You See?</b>	10 mins	Unit 3 - Book tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>How Many Shapes Do You See?</i> from the Teacher Menu.</li> <li>2. As you come to each shape in the book, have the students form groups and try to create that shape with their bodies (e.g., Have three students make a triangle).</li> <li>3. Count how many of the shape the class made.</li> <li>4. Draw the shape and write the number of shapes the class made.</li> <li>5. At the end of the book, compare the number of each shape in the book with the number of shapes the class made.</li> </ol>	Share the book <i>How Many Shapes Do You See?</i>

### Lesson 1: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>7. "Letter Actions Song: C c"</b>	2 mins	Unit 3 - Letters tab 	<b>Lyrics</b> This is a C and C says, "/c/." Let's clap together. This is a c and c says, "/c/." Let's clap together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: C c" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times if the class is having fun.</li> </ol>	
<b>8. Big Picture: C c</b>	3 mins	Unit 3 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: C c</i> from the Teacher Menu.</li> <li>2. Display capital C.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say, "It's capital C," and do the action.</li> <li>5. Repeat these steps with small c.</li> <li>6. Display the mouth and ask, "What sound does C make?"</li> <li>7. Have the class shout, "/c/!"</li> <li>8. Tap the board to play the video, "/c/."</li> </ol>	Review the letters capital C and small c.

<b>9. First Sound Intro: /c/</b>	5 mins	Unit 3 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /c/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound “/c/.”</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all of the pictures.</li> </ol>	
<b>10. First Sound Find: /c/</b>	5 mins	Unit 3 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Find: /c/</i> from the Teacher Menu.</li> <li>2. Tap each picture and have the class repeat the words.</li> <li>3. Have the class find a word that has the first sound /c/.</li> <li>4. Choose a student to come to the front and drag the picture to the container.</li> <li>5. Repeat with the remaining pictures that have the first sound /c/.</li> <li>6. Repeat the activity until students are comfortable hearing the sound.</li> </ol>	Review the first sound /c/.


## Break—5 mins


## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>11. Practice Vocabulary: Hand Slap Relay</b>	8 mins		<b>Vocabulary pictures</b> (triangle, rectangle, cut, glue), two of each picture	<ol style="list-style-type: none"> <li>1. Divide the vocabulary pictures in two piles.</li> <li>2. Divide the class into two teams.</li> <li>3. Have each team stand in a line behind one of the piles of vocabulary pictures.</li> <li>4. The first student in each line picks up the first vocabulary picture and says, “It’s a ___,” “It’s ___,” or “I can ___.”</li> <li>5. The student then passes the vocabulary picture to the next student in their line.</li> <li>6. Each student says, “It’s a ___,” “It’s ___,” or “I can ___,” before they pass the vocabulary picture to the next student.</li> <li>7. After the last student in the line says, “It’s a ___,” “It’s ___,” or “I can ___,” the other students in line hold out their hands.</li> <li>8. The last student runs from the back of the line to the front of the line, slapping each team member’s hand.</li> <li>9. The student then chooses the next vocabulary picture from the pile and repeats steps 4-8.</li> <li>10. The first team to have all the students run to the front of the line is the winner.</li> </ol>	Review the words “triangle,” “rectangle,” “cut,” and “glue.”

<p>12. Practice Saying a Phrase: <i>Guess How Many</i></p>	<p>7 mins</p>		<p>Paper Markers</p>	<ol style="list-style-type: none"> <li>1. Divide the class into two groups.</li> <li>2. Group 1 stands in a row facing the back of the room.</li> <li>3. Group 2 stands across from group 1 and faces the front of the room.</li> <li>4. Draw 1-10 of a single shape on the board or on a paper.</li> <li>5. Show group 2 the shapes you've drawn.</li> <li>6. Have the students in group 2 ask, "How many ____?" (e.g., "How many hearts?").</li> <li>7. The students in group 1 guess how many shapes.</li> <li>8. If a student in group 1 is correct, the partner in group 2 gives a thumbs up.</li> <li>9. If the student in group 1 is incorrect, the partner in group 2 says, "No."</li> <li>10. The student continues guessing until they guess the right number.</li> <li>11. Once the student guesses the correct number, both students sit down.</li> <li>12. Once the whole class is sitting, have the groups swap places and repeat steps 4-11.</li> <li>13. Repeat the activity until the students are comfortable with both asking and answering the question.</li> </ol> <p>For example: Draw five rectangles. Group 2 student says, "How many rectangles?" Group 1 student guesses, "Four rectangles." Group 2 student says, "No." Group 1 student continues to guess until they guess the correct number. The two students sit down.</p>	<p>Review the phrase "How many ____?"</p>
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Lesson 2: Block B (25 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>13. <i>Miss Daisy</i></p>	<p>5 mins</p>	<p>Unit 3 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Show <i>Miss Daisy</i> from the Teacher Menu.</li> <li>2. Have students respond to the people in the video when they are prompted to speak.</li> <li>3. Evaluate the class's speaking.</li> <li>4. If the class answers correctly, press the button to move on.</li> <li>5. If the class answers incorrectly, repeat the question and prompt the class to say the correct answer.</li> </ol>	<p>Practice speaking.</p>

<p>14. <b>Dotty's Ditties</b></p>	<p>5 mins</p>	<p>Unit 3 - Action tab</p> 	<p>Paper and scissors to model the action</p> <p><b>Lyrics:</b>          Cut the paper with your ____.          Cut the paper if you can.          Cut up high,          And cut down low.          Cut the paper nice and slow.          Cut the paper with your ____.          Cut the paper if you can.</p>	<ol style="list-style-type: none"> <li>1. Cut the paper with the scissors as you say, "Cut the paper."</li> <li>2. Have the class repeat the phrase, "Cut the paper."</li> <li>3. Do a cutting action with your fingers and say, "Cut the paper with your fingers."</li> <li>4. Have the students do the action and repeat, "Cut the paper with your fingers."</li> <li>5. Repeat these steps with different parts of the body and matching cutting actions ("hands," "toes," "legs," etc.).</li> <li>6. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>7. Say a part of the body.</li> <li>8. Have the students sing the song while doing the matching action.</li> </ol> <p>For example:          "Cut the paper with your hands.          Cut the paper if you can.          Cut up high,          And cut down low.          Cut the paper nice and slow.          Cut the paper with your hands.          Cut the paper if you can."</p>	<p>Review the action "Cut the ____."</p>
<p>15. <b>Show What You Learned: Count and Trace Project</b></p>	<p>13 mins</p>		<p><b>Count and Trace project</b> for each student</p> <p>Crayons</p>	<ol style="list-style-type: none"> <li>1. Give each student a <i>Count and Trace</i> project and crayons.</li> <li>2. Review the objects on the page with the students.</li> <li>3. Point to each picture and have the class say, "It's a ____," or "They are ____."</li> <li>4. Count the number of objects.</li> <li>5. Have the students count each of the objects on their own, trace the number, and color the project.</li> <li>6. When the students are done coloring, have them get with a partner.</li> <li>7. Student 1 asks, "How many ____?" (e.g., "How many tigers?").</li> <li>8. Student 2 finds the objects on the page and says how many (e.g., "Three tigers.").</li> <li>9. Have the partners switch roles. The person who answered now asks, "How many ____?"</li> <li>10. Tell the students to take the project home and talk about it with their parents.</li> </ol>	<p>Practice counting.</p>
<p>16. <b>Goodbye</b></p>	<p>2 mins</p>			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the students.</li> <li>3. Have the class wave and respond, "Goodbye."</li> </ol>	<p>Wrap up.</p>






## Lesson 1: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	2 mins	Unit 4 - Song tab 		<b>Listen to the Song (I do)</b> 1. Play the song "Yes, I can!" 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 ___?", "Yes, I can," and "No, I can't."
	5 mins	Unit 4 - Song tab 		<b>Practice (We do)</b> 1. Play <i>Big Picture (Song)</i> from the Teacher Menu. 2. Review and create actions for these phrases: • "Throw a ball." • "Climb the tree." • "Oh no!" • "Thanks." 3. Play the song "Yes, I Can!" from the Teacher Menu. 4. Encourage students to sing along and do the actions. 5. Repeat the song a few times to help the students become comfortable with the lyrics.	
	3 mins	Unit 4 - Listening tab 		<b>Practice (You do)</b> 1. Play <i>Hear! Hear!</i> from the Teacher Menu. 2. Have the class point to the picture that matches what they hear. 3. Choose a student to tap the picture. 4. Have the class repeat the phrase. 5. Repeat until each student has a turn to tap a picture or all the phrases have been played.	

	5 mins	Unit 4 - Song tab 		<b>Practice (You do)</b> 1. Play the song "Yes, I can!" from the Teacher Menu. 2. Encourage students to sing along and do the actions. 3. Repeat the song several times, having the class sing along and act out the lyrics.	
4. <b>Conversational Videos</b>	5 mins	Unit 4 - Speaking tab 		1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "Can you ___?", "Yes, I can," and "No, I can't."	


### Lesson 1: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
5. <b>Big Picture (Vocabulary)</b>	7 mins	Unit 4 - Vocabulary tab 		<b>Learn Vocabulary (I do)</b> 1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu. 2. Say the first vocabulary word, and have the students repeat it. 3. If possible, have the students do an action for the vocabulary word. 4. Say, "I can ___." 5. Have the class repeat the sentence. 6. Repeat steps 2-5 with all the vocabulary words. 7. Show the pictures again, but this time, ask students to identify the words using a full sentence (e.g., "I can draw a picture."). 8. Invite individual students to come and tap each of the pictures to confirm the answers. 9. Show the pictures one more time. Ask the students to identify the words using a full sentence (e.g., "I can sing a song."). 10. Say, "I see a ___ in this word. Do you see a ___?" (e.g., "I see a 'd' in this word. Do you see a 'd'?""). 11. Have a student come up and point to the letter. 12. Ask the class what other letters they see in the words. 13. Have the students come up and point to the letters they know. 14. Have the class repeat the names of the letters.	Learn the vocabulary "draw a picture," "sing a song," "throw a ball," and "read a book."



6. <i>Word Flurry</i>	5 mins	Unit 4 - Vocabulary tab 		<p><b>Practice the Vocabulary (We do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Word Flurry</i> from the Teacher Menu.</li> <li>2. When a word is said, ask all the students to say the word aloud.</li> <li>3. Ask the students if they see a picture of the word on the screen.</li> <li>4. Choose two students to race to the screen and tap the picture.</li> <li>5. Repeat these steps with the remaining words.</li> </ol>	
7. <i>Randomonium</i>	8 mins	Unit 4- Vocabulary tab 		<p><b>Play a Game with the Vocabulary (You do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Randomonium</i> from the Teacher Menu.</li> <li>2. Have the students get in a line facing the board at the back of the classroom.</li> <li>3. Tap the randomize button.</li> <li>4. As quickly as they can, the students do the action for the picture that comes up and say, "I can ____."</li> <li>5. If a student says the correct phrase and does the correct action, they take a step forward.</li> <li>6. If they are incorrect, they take a step backward.</li> <li>7. The first student to reach the front is the winner.</li> <li>8. Repeat the game as time allows, having the winner tap the randomize button.</li> </ol>	

Break—5 mins

## Lesson 2: Block A (15 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
8. <i>Conversational Videos</i>	5 mins	Unit 4 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Conversational Videos</i> from the Teacher Menu.</li> <li>2. Have the class repeat the target phrases "Can you ____?", "Yes, I can," and "No, I can't."</li> </ol>	<p>Review the phrases "Can you ____?", "Yes, I can," and "No, I can't."</p>



9. <i>Speak Up 1</i>	5 mins	Unit 4 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups repeat the phrase.</li> </ol>	
10. Sing a Song	5 mins	Unit 4 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Yes, I can!" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song a few times, having the class sing along and do the actions.</li> </ol>	



## Lesson 2: Block B (25 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. Practice Vocabulary: <i>Time Race</i>	10 mins		<b>Vocabulary pictures</b> (draw a picture, sing a song, throw a ball, read a book)  Timer	<ol style="list-style-type: none"> <li>1. Have the class stand in a circle.</li> <li>2. Choose a random time between 20 and 40 seconds. Set the timer.</li> <li>3. Show a student one of the vocabulary pictures.</li> <li>4. Have the student say, "I can ____," and do the action shown in the picture.</li> <li>5. If the student says or does the wrong action, have them keep trying until they are correct.</li> <li>6. If the student says the correct phrase and does the correct action, move to the next student in the circle.</li> <li>7. Hold up a different vocabulary picture.</li> <li>8. Repeat these steps until the timer goes off.</li> <li>9. The student you are in front of when the timer goes off sits down.</li> <li>10. Set the timer and repeat the steps again.</li> <li>11. The last student standing is the winner.</li> <li>12. Repeat the game if time allows and have the winner show the pictures.</li> </ol>	Review the vocabulary "draw a picture," "sing a song," "throw a ball," and "read a book."

12. <i>Search Party</i>	8 mins	Unit 4 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Search Party</i> from the Teacher Menu.</li> <li>2. Choose a word for the students to find.</li> <li>3. Say, "Find the picture of ____."</li> <li>4. Have the class point at the picture when they find it and say, "I see it."</li> <li>5. When most of the students have found the picture, choose a student to come to the front and tap the image.</li> <li>6. If the student is incorrect, tap the incorrect button and choose a new student to come up.</li> <li>7. If the student is correct, have the class say, "It's ____," or "It's a ____." (If reviewing previously learned vocabulary, adjust the sentence as necessary.)</li> <li>8. If it is too hard to see the picture, tap the shuffle button.</li> <li>9. Repeat these steps until all the students have had a turn to tap an image or until you have sufficiently reviewed the vocabulary.</li> </ol>	
13. <i>Speak Up 2</i>	5 mins	Unit 4 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups repeat the phrase.</li> </ol>	Review the phrases "Can you ____?," "Yes, I can," and "No, I can't."
14. <i>Goodbye</i>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the students.</li> <li>3. Have the class wave and respond, "Goodbye."</li> </ol>	Wrap up.




### Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 4 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Yes, I Can!" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. At Your Command	5 mins	Unit 4 - Action tab 		<ol style="list-style-type: none"> <li>1. Play <i>At Your Command</i> from the Teacher Menu.</li> <li>2. Have the class listen to the command twice.</li> <li>3. Have the class say the command.</li> <li>4. Evaluate what the class says and tap the corresponding correct or incorrect button.</li> </ol>	
5. Practice an Action: <i>Mixed Up Milk</i>	5 mins		<b>Vocabulary pictures</b> (milk, boy, girl, cat, dog, frog, bird, fish, monkey)	<ol style="list-style-type: none"> <li>1. Hold up the vocabulary picture of milk.</li> <li>2. Say, "Drink your milk," and do an action.</li> <li>3. The class repeats, "Drink your milk," and does an action for drinking.</li> <li>4. Hold up the picture of the girl.</li> <li>5. The girls in the class say, "Drink your milk," and do the action.</li> <li>6. Hold up the picture of the boy.</li> <li>7. The boys in the class say, "Drink your milk," and do the action.</li> <li>8. Hold up a picture of one of the animals.</li> <li>9. In a voice matching the animal, say, "Drink your milk."</li> <li>10. Pretend to drink milk in the way that the animal might (e.g., Lap the milk with your tongue like a cat or peck at the milk like a bird.).</li> <li>11. Have the students copy your actions.</li> <li>12. Repeat with all the animal vocabulary pictures.</li> </ol>	Learn the action "Drink your ____."

<p>6. <b>Big Picture: Man and Woman</b></p>	<p>10 mins</p>	<p>Unit 4 - Resources tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: Man and Woman</i> from the Teacher Menu.</li> <li>2. Show the first picture.</li> <li>3. Tap the man.</li> <li>4. Have the class repeat, "Man."</li> <li>5. Say, "This is a man."</li> <li>6. Have the class repeat after you.</li> <li>7. Tap the woman.</li> <li>8. Have the class repeat, "Woman."</li> <li>9. Say, "This is a woman."</li> <li>10. Have the class repeat after you.</li> <li>11. Show the next picture and have the students identify the "man" and "woman."</li> <li>12. Choose a student to come to the front and tap the picture to see if they are correct.</li> <li>13. Have the class say the whole sentence, "This is a ____," (e.g., "This is a woman.").</li> <li>14. Have a student click on the other picture.</li> <li>15. Have the class say the sentence.</li> <li>16. Repeat with all the pictures.</li> </ol>	<p>Learn the words "man" and "woman."</p>
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### Lesson 1: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>7. "Letter Actions Song: D d"</p>	<p>2 mins</p>	<p>Unit 4 - Letters tab</p> 	<p><b>Lyrics</b>            This is a D and D says, "/d/."            Let's dance together.            This is a d and d says, "/d/."            Let's dance together.</p>	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: D d" from the Teacher Menu.</li> <li>2. Have the class do the action with the kids in the video.</li> <li>3. Have the students say, "D," whenever they see the letter.</li> <li>4. Have the class sing the song.</li> <li>5. Repeat the video until the students are comfortable with the lyrics and actions.</li> </ol>	<p>Learn the letters capital D and small d.</p>


<p>8. <b>Big Picture:</b> <i>D d</i></p>	<p>3 mins</p>	<p>Unit 4 - Letters tab</p> 		<p><b>Learn Capital and Small Letters (I do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture: D d</i> from the Teacher Menu.</li> <li>2. Display capital D.</li> <li>3. Tap the capital D to play the audio, "Capital D."</li> <li>4. Have the students say, "It's capital D."</li> <li>5. Tap the capital D again. Make yourself as big as you can. Stand on your toes and reach your arms up in the sky as you say, "It's capital D."</li> <li>6. Have the students do the same action as they say, "It's capital D."</li> <li>7. Repeat these steps with small d, crouching down and making yourself small.</li> <li>8. Display the mouth and tap the board to play the video, "/d/."</li> <li>9. Have the students shout, "/d/!"</li> </ol>	
<p>9. <b>Randomonium:</b> <i>D d</i></p>	<p>3 mins</p>	<p>Unit 4 - Letters tab</p> 		<p><b>Play a Letter Name and Sound Game (We do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Randomonium: D d</i> from the Teacher Menu.</li> <li>2. Tap the randomize button.</li> <li>3. Have the students do the action and say the letter or sound that comes up (e.g., Get big and say, "It's capital D.&gt;").</li> <li>4. Repeat these steps, inviting different students to come up and spin the generator.</li> </ol>	
<p>10. <b>Letter Trace:</b> <i>D d</i></p>	<p>7 mins</p>	<p>Unit 4 - Letters tab</p> 		<p><b>Write the Letters (You do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Letter Trace: D d</i> from the Teacher Menu.</li> <li>2. Choose a student to come to the front and find capital D.</li> <li>3. The class says, "It's capital D."</li> <li>4. Select a different student to come to the front and trace the capital letter while the class writes the letter with their fingers on their knees.</li> <li>5. Have the students say, "It's capital D."</li> <li>6. Repeat with the next two traces.</li> <li>7. Have a student come to the front and write capital D while the class writes it on their knees.</li> <li>8. Choose the best capital D, or have the students vote on the capital D they feel is the best.</li> <li>9. Repeat the activity with small d.</li> </ol>	

Break—5 mins

## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. "Letter Actions Song: D d"	2 mins	Unit 4 - Letters tab 	<b>Lyrics</b> This is a D and D says, "/d/." Let's dance together. This is a d and d says, "/d/." Let's dance together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: D d" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Review the letters capital D and small d.
12. <i>Big Picture: D d</i>	3 mins	Unit 4 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: D d</i> from the Teacher Menu.</li> <li>2. Display capital D.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say, "It's capital D," and do the action.</li> <li>5. Repeat these steps with small d.</li> <li>6. Display the mouth and ask, "What sound does D make?"</li> <li>7. Have the class shout, "/d/!"</li> <li>8. Tap the board to play the video, "/d/."</li> </ol>	
13. <i>First Sound Intro: /d/</i>	5 mins	Unit 4 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /d/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/d/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all of the pictures.</li> </ol>	Learn the first and last sound /d/.
14. <i>Last Sound Intro: /d/</i>	5 mins	Unit 4 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>Last Sound Intro: /d/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/d/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the word that is said.</li> <li>5. Have the students punch a fist in the air as they say the final sound in the word.</li> <li>6. Repeat with all of the pictures.</li> <li>7. Repeat the activity until the students are comfortable hearing the sound.</li> </ol>	

## Lesson 2: Block B (25 mins)




Activity	Time	Teacher Menu	Preparation	Content	Objectives
15. <i>My Dog Mac</i>	13 mins	Unit 4 - Book tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>My Dog Mac</i> from the Teacher Menu.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. Show the book again.</li> <li>4. After each page is read, invite a student to tap an illustration or word to see if it is highlighted.</li> <li>5. If a word is highlighted along with the illustration, point it out to the class. Have students repeat the word.</li> <li>6. Continue steps 4-5 throughout the book.</li> <li>7. Review the actions:               <ul style="list-style-type: none"> <li>• “draw a picture”</li> <li>• “read a book”</li> <li>• “sing a song”</li> <li>• “jump”</li> </ul> </li> <li>8. Show the book again.</li> <li>9. Have the class repeat the questions from the book.</li> <li>10. Have the class repeat, “Yes, I can,” and do the action associated with the page.</li> <li>11. When the book is completed, ask the class all the questions one more time and have them answer, “Yes, I can,” as they do the action.</li> </ol>	Share the book <i>My Dog Mac</i> .
16. <i>Practice an Action: Silly Words</i>	10 mins		<p><b>Vocabulary pictures</b> (milk, water, juice), two of each</p> <p><b>Vocabulary pictures</b> (apple, cake, sandwich, pizza, fish, rice)</p>	<ol style="list-style-type: none"> <li>1. Review the vocabulary pictures that are drinks.</li> <li>2. Do an action that looks like you are drinking from a glass and say, “Drink your ____,” (e.g., “Drink your water.”).</li> <li>3. Have the students repeat the words and do the action.</li> <li>4. Review the vocabulary pictures that are food.</li> <li>5. Have the students stand in a line at the back of the room and face the front of the classroom.</li> <li>6. Mix up all the vocabulary pictures.</li> <li>7. Hold up a picture.</li> <li>8. Say, “Drink your ____.”</li> <li>9. If the picture is food, the students say, “No!” and shake their heads.</li> <li>10. If the picture is a drink, the students take a step toward the front of the classroom, pretend to drink, and repeat, “Drink your ____.”</li> <li>11. Continue until the students have reached the front of the classroom.</li> <li>12. Repeat the activity as time allows.</li> </ol>	Review actions.




17. Goodbye	2 mins		<ol style="list-style-type: none"><li>1. Wrap up the class.</li><li>2. Say, "Goodbye," and wave to the students.</li><li>3. Have the class wave and respond, "Goodbye."</li></ol>	Wrap up.
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### Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	2 mins	Unit 4 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Yes, I Can?" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. <i>Big Picture</i> (Vocabulary)	3 mins	Unit 4 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu.</li> <li>2. Ask the students to identify the words using a full sentence (e.g., "I can sing a song.").</li> <li>3. Say, "I see a ____ in this word. Do you see a ____?" (e.g., "I see a 'd' in this word. Do you see a 'd'?").</li> <li>4. Have a student come up and point to the letter.</li> <li>5. Ask the class what other letters they see in the words.</li> <li>6. Have the students come up and point to the letters they know.</li> <li>7. Have the class repeat the names of the letters.</li> <li>8. Repeat steps 4-7 with all the words.</li> </ol>	Review the vocabulary "draw a picture," "sing a song," "throw a ball," and "read a book."
5. <i>Match Maker</i>	5 mins	Unit 4 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Match Maker</i> from the Teacher Menu.</li> <li>2. Choose a student to try and make a match.</li> <li>3. If the student makes a match, have the class say the vocabulary word.</li> <li>4. Choose a new student to come up and try to make a match.</li> <li>5. Repeat until all the matches are made.</li> <li>6. Tap on each of the pictures and have the class say, "I can ____."</li> </ol>	




6. <i>Speak Up 1</i>	5 mins	Unit 4 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups of students repeat the phrase.</li> </ol>	
7. <i>Speak Up 2</i>	5 mins	Unit 4 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups of students repeat the phrase.</li> </ol>	
8. <i>Dotty's Ditties</i>	5 mins	Unit 4 - Speaking tab 	<p><b>Vocabulary pictures</b> (draw a picture, sing a song, throw a ball, read a book)</p> <p><b>Lyrics:</b> (Part 1) Can you ___? Can you ___?</p> <p>(Part 2) Yes, I can! Yes I can! I can ___! I can ___! Yes, I can! Yes I can!</p>	<ol style="list-style-type: none"> <li>1. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>2. Show a vocabulary picture and sing part 1 of the song while doing the action for the phrase.</li> <li>3. The class sings part 2 of the song and does the action.</li> <li>4. Sing the song again with the same vocabulary picture, but this time, have the class sing part 1 and you sing part 2.</li> <li>5. Repeat the activity with the remaining vocabulary pictures.</li> <li>6. You can also split the class into two groups, one for each part.</li> </ol> <p>For example: (Part 1) "Can you draw a picture? Can you draw a picture?"</p> <p>(Part 2) "Yes, I can! Yes, I can! I can draw a picture! I can draw a picture! Yes, I can! Yes, I can!"</p>	Review the phrases "Can you ___?," "Yes, I can," and "No, I can't."

## Lesson 1: Block B (15 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
9. <i>Practice an Action: Silly Words</i>	10 mins		<p><b>Vocabulary pictures</b> (milk, water, juice), two of each</p> <p><b>Vocabulary pictures</b> (apple, cake, sandwich, pizza, fish, rice)</p>	<ol style="list-style-type: none"> <li>Review the vocabulary pictures that are drinks.</li> <li>Do an action that looks like you are drinking from a glass and say, "Drink your ____," (e.g., "Drink your water.").</li> <li>Have the students repeat the words and do the action.</li> <li>Review the vocabulary pictures that are food.</li> <li>Have the students stand in a line at the back of the room and face the front of the classroom.</li> <li>Mix up all the vocabulary pictures.</li> <li>Hold up a picture.</li> <li>Say, "Drink your ____."</li> <li>If the picture is food, the students say, "No!" and shake their heads.</li> <li>If the picture is a drink, the students take a step toward the front of the classroom, pretend to drink, and repeat, "Drink your ____."</li> <li>Continue until the students have reached the front of the classroom.</li> <li>Repeat the activity as time allows.</li> </ol>	Review actions.
10. <i>Practice More Words: Musical People</i>	10 mins		<p>Get pictures of men and women, enough for each student.</p> <p>Music the students like</p>	<ol style="list-style-type: none"> <li>Review the pictures with the class saying, "This is a ____," (e.g., "This is a man.").</li> <li>Have the class repeat, "This is a ____."</li> <li>Put the students' chairs in a circle facing out.</li> <li>Place a picture on each chair.</li> <li>Play music while the students walk in a circle around the chairs.</li> <li>When the music stops, have the students grab the picture on the chair closest to them.</li> <li>Once everyone has a picture, the class faces into the circle.</li> <li>Go around the circle and have each student show their picture and say, "This is a ____," (e.g., "This is a man.").</li> <li>After the students have identified their picture, have the students put the pictures back on the chair closest to them.</li> <li>Play the music again and repeat the activity several times.</li> </ol>	Practice the words "man" and "woman."


Break—5 mins

## Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <i>First Sound Find: /d/</i>	7 mins	Unit 4 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Find: /d/</i> from the Teacher Menu.</li> <li>2. Tap each picture and have the class repeat the words.</li> <li>3. Have the class find a word that has the first sound /d/.</li> <li>4. Choose a student to come to the front and drag the picture to the container.</li> <li>5. Repeat with the remaining pictures that have the first sound /d/.</li> <li>6. Repeat the activity until students are comfortable hearing the sound.</li> </ol>	Review the first and last sound /d/.
12. <i>Last Sound Find: /d/</i>	8 mins	Unit 4 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>Last Sound Find: /d/</i> from the Teacher Menu.</li> <li>2. Tap each picture and have the class repeat the words.</li> <li>3. Have the class find a word that has the last sound /d/.</li> <li>4. Choose a student to come to the front and drag the picture to the container.</li> <li>5. Repeat with the remaining pictures with the last sound /d/.</li> <li>6. Repeat the activity until students are comfortable hearing the sound.</li> </ol>	
13. "Letter Actions Song: D d"	5 mins	Unit 4 - Letters tab 	<b>Lyrics</b> This is a D and D says, "/d/." Let's dance together. This is a d and d says, "/d/." Let's dance together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: D d" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	



## Lesson 2: Block B (20 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
14. <i>First Sound Intro: /d/</i>	3 mins	Unit 4 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /d/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/d/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all of the pictures.</li> </ol>	Color pictures with the first and last sound /d/.

<p>15. <b>Last Sound</b> <i>Intro: /d/</i></p>	<p>3 mins</p>	<p>Unit 4 - Sounds tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Last Sound Intro: /d/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound “/d/.”</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the word that is said.</li> <li>5. Have the students punch a fist in the air as they say the final sound in the word.</li> <li>6. Repeat with all of the pictures.</li> <li>7. Repeat the activity until the students are comfortable hearing the sound.</li> </ol>	
<p>16. <b>Show What You Learned:</b> <i>Color First and Last Sounds: /d/</i></p>	<p>12 mins</p>		<p><b><i>Color First and Last Sounds: /d/</i></b> project for each student</p> <p>Crayons</p>	<ol style="list-style-type: none"> <li>1. Give each student a <i>Color First and Last Sounds: /d/</i> project and crayons.</li> <li>2. Have the students choose two colors.</li> <li>3. Go through all the pictures with the students.</li> <li>4. The students color the pictures that have the first sound /d/ one color and the pictures with the last sound /d/ the other color.</li> <li>5. Review all the pictures with the students, emphasizing the first sound or last sound in the words.</li> <li>6. Tell the students to take the project home and talk about it with their parents.</li> </ol>	
<p>17. <b>Goodbye</b></p>	<p>2 mins</p>			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, “Goodbye,” and wave to the students.</li> <li>3. Have the class wave and respond, “Goodbye.”</li> </ol>	<p>Wrap up.</p>







### Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 4 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Yes, I Can" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. <i>Big Picture</i> (Value)	5 mins	Unit 4 - Value tab 		<ol style="list-style-type: none"> <li>1. Use language the students understand to discuss the value.</li> <li>2. Play <i>Big Picture (Value)</i> from the Teacher Menu.</li> <li>3. Show the first picture.</li> <li>4. Ask the students what is happening in the picture.  For example: "What is the boy doing?" ("He is holding his leg.") "What has happened?" ("The boy has fallen off his skateboard.")</li> <li>5. Show the second picture.</li> <li>6. Ask the students what is happening in the picture.  For example: "What is the boy doing?" ("He's trying to ride the skateboard again.") "How does the boy feel?" ("The boy feels happy.")</li> <li>7. Show the third picture.</li> <li>8. Say, "I can get up when I fall down."</li> <li>9. Have the class repeat after you.</li> <li>10. Tap the screen and have the class repeat, "Grit."</li> </ol>	Learn the value grit.

5. Practice a Value: Grit	5 mins			<ol style="list-style-type: none"> <li>1. Have the students act out the situation from the photos in the previous activity.</li> <li>2. Invite a student to come to the front of the class.</li> <li>3. Have the student pretend to ride a skateboard. Then have the student to pretend to fall off.</li> <li>4. Have the class say, "Oh no!"</li> <li>5. Have the student stand up and pretend to get back on the skateboard.</li> <li>6. Have the class say, "You can do it!" and cheer for the student.</li> <li>7. Say, "I can get up when I fall down."</li> <li>8. Have the class repeat after you.</li> <li>9. Repeat the activity with other students and situations.</li> </ol>	
6. <i>My Dog Mac</i>	10 mins	Unit 4 - Book tab 		<ol style="list-style-type: none"> <li>1. Divide the class into two groups.</li> <li>2. Group 1 is the boy.</li> <li>3. Group 2 is Mac.</li> <li>4. Show the book <i>My Dog Mac</i> from the Teacher Menu.</li> <li>5. Have the students repeat their character's lines from the book.</li> <li>6. Have group 2 say the lines in a funny dog voice and do the actions.</li> <li>7. Have the groups switch parts and read the book again.</li> </ol>	Share the book <i>My Dog Mac</i> .

## Lesson 1: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. "Letter Actions Song: D d"	2 mins	Unit 4 - Letters tab 	<b>Lyrics</b> This is a D and D says, "/d/." Let's dance together. This is a d and d says, "/d/." Let's dance together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: D d" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	
8. <i>Big Picture: D d</i>	3 mins	Unit 4 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: D d</i> from the Teacher Menu.</li> <li>2. Display capital D.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say, "It's capital D," and do the action.</li> <li>5. Repeat these steps with small d.</li> <li>6. Display the mouth and ask, "What sound does D make?"</li> <li>7. Have the class shout, "/d/!"</li> <li>8. Tap the board to play the video, "/d/."</li> </ol>	Review the letters capital D and small d.

<b>9. First Sound Find: /d/</b>	5 mins	Unit 4 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Find: /d/</i> from the Teacher Menu.</li> <li>2. Tap each picture and have the class repeat the words.</li> <li>3. Have the class find a word that has the first sound /d/.</li> <li>4. Choose a student to come to the front and drag the picture to the container.</li> <li>5. Repeat with the remaining pictures that have the first sound /d/.</li> <li>6. Repeat the activity until students are comfortable hearing the sound.</li> </ol>	Review the first and last sound /d/.
<b>10. Last Sound Find: /d/</b>	5 mins	Unit 4 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>Last Sound Find: /d/</i> from the Teacher Menu.</li> <li>2. Tap each picture and have the class repeat the words.</li> <li>3. Have the class find a word that has the last sound /d/.</li> <li>4. Choose a student to come to the front and drag the picture to the container.</li> <li>5. Repeat with the remaining pictures with the last sound /d/.</li> <li>6. Repeat the activity until students are comfortable hearing the sound.</li> </ol>	


**Break—5 mins**
**Lesson 2: Block A (15 mins)**

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>11. Practice Vocabulary: Teacher Says</b>	8 mins			<ol style="list-style-type: none"> <li>1. Have the students stand up and spread out in the classroom.</li> <li>2. Stand at the front of the classroom.</li> <li>3. Say, "Teacher says, _____," using one of the vocabulary phrases "draw a picture," "sing a song," "throw a ball," or "read a book."</li> <li>4. Students repeat the phrase and do the action.</li> <li>5. Repeat steps 3-4 with all the vocabulary phrases.</li> <li>6. The students only say the phrase and do the action if you say, "Teacher says, _____," before the phrase.</li> <li>7. Randomly don't say, "Teacher says," before the phrase.</li> <li>8. If you don't say, "Teacher says, _____," and the students say the word and/or do the action, they must sit down.</li> <li>9. Repeat these steps until only one student is left standing.</li> <li>10. The last student standing is the winner.</li> </ol>	Review the vocabulary "draw a picture," "sing a song," "throw a ball," and "read a book."






<b>12. Practice Saying Phrases: Musical Questions</b>	7 mins		<b>Vocabulary pictures</b> (draw a picture, sing a song, throw a ball, read a book), two of each picture  Music the students like	<ol style="list-style-type: none"> <li>1. Have the class sit in a circle.</li> <li>2. Hold up a vocabulary picture and ask, "Can you ___?" (e.g., "Can you draw a picture?").</li> <li>3. Have the class answer, "Yes, I can."</li> <li>4. Ask the class, "Can you ___?" saying a phrase you are not holding up.</li> <li>5. Have the class answer, "No, I can't."</li> <li>6. Keep one set of vocabulary pictures. Pass the other set of vocabulary pictures to different students around the circle.</li> <li>7. Start the music.</li> <li>8. The students pass the vocabulary pictures to their right around the circle.</li> <li>9. Stop the music and hold up a vocabulary picture. Ask the students, "Can you ___?"</li> <li>10. The student holding the matching vocabulary picture stands up and says, "Yes, I can." The students not holding the matching picture say, "No, I can't."</li> <li>11. Start the music again and repeat the activity with a new vocabulary picture.</li> </ol>	Review the phrases "Can you ___?", "Yes, I can," and "No, I can't."
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## Lesson 2: Block B (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>13. Miss Daisy</b>	5 mins	Unit 4 - Speaking tab  		<ol style="list-style-type: none"> <li>1. Show <i>Miss Daisy</i> from the Teacher Menu.</li> <li>2. Have students respond to the people in the video when they are prompted to speak.</li> <li>3. Evaluate what the class says.</li> <li>4. If the class answers correctly, press the button to move on.</li> <li>5. If the class answers incorrectly, repeat the question and prompt the class to say the correct answer.</li> </ol>	Practice speaking.


<b>14. Practice More Words:</b> <b>Musical Words</b>	5 mins		<p>Get pictures of men and women, enough for each student.</p> <p>Music the students like</p>	<ol style="list-style-type: none"> <li>1. Review the pictures with the class saying, "This is a ____," (e.g., "This is a man.").</li> <li>2. Have the class repeat, "This is a ____."</li> <li>3. Put the students' chairs in a circle facing out.</li> <li>4. Place a picture on each chair.</li> <li>5. Play music while the students walk in a circle around the chairs.</li> <li>6. When the music stops, have the students grab the picture on the chair closest to them.</li> <li>7. Once everyone has a picture, the class faces into the circle.</li> <li>8. Go around the circle and have each student show their picture and say, "This is a ____," (e.g., "This is a man.").</li> <li>9. After the students have identified their picture, have the students put the pictures back on the chair closest to them.</li> <li>10. Play the music again and repeat the activity several times.</li> </ol>	Practice the words "man" and "woman."
<b>15. Show What You Learned:</b> <b>Man and Woman Sort Project</b>	13 mins		<p><b>Man and Woman Sort project</b> for each student</p> <p>Scissors</p> <p>Glue</p> <p>Crayons</p>	<ol style="list-style-type: none"> <li>1. Give each student a <i>Man and Woman Sort project</i>.</li> <li>2. The students cut out the pictures and glue them under the correct label.</li> <li>3. The students color the page when they are finished gluing.</li> <li>4. Go through all the pictures with the students, saying, "This is a man," or "This is a woman."</li> <li>5. Tell the students to take the project home and talk about it with their parents.</li> </ol>	
<b>16. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the students.</li> <li>3. Have the class wave and respond, "Goodbye."</li> </ol>	Wrap up.




**Lesson 1: Block A (25 mins)**

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	2 mins	Unit 5 - Song tab 		<b>Listen to the Song (I do)</b> 1. Play the song "Hamburgers and Hot Dogs" 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 like?" and "I like ____."
	5 mins	Unit 5 - Song tab 		<b>Practice (We do)</b> 1. Play <i>Big Picture (Song)</i> from the Teacher Menu. 2. Teach the needed vocabulary words "hamburger" and "hot dog" from the song. 3. Create actions for the words with the students. 4. Have the class practice the words and actions until they are comfortable with them.	
	3 mins	Unit 5 - Listening tab 		<b>Practice (You do)</b> 1. Play <i>Hear! Hear!</i> from the Teacher Menu. 2. Have the class point to the picture that matches what they hear. 3. Choose a student to tap the picture. 4. Have the class repeat the phrase. 5. Repeat until each student has a turn to tap a picture or all the phrases have been played.	

	5 mins	Unit 5 - Song tab 		<b>Practice (You do)</b> 1. Play the song "Hamburgers and Hot Dogs" from the Teacher Menu. 2. Encourage students to sing along and do the actions. 3. Repeat the song several times, having the class sing along and act out the lyrics.	
4. <i>Conversational Videos</i>	5 mins	Unit 5 - Speaking tab 		1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "What do you like?" and "I like ____."	


**Lesson 1: Block B (20 mins)**



Activity	Time	Teacher Menu	Preparation	Content	Objectives
5. <i>Big Picture (Vocabulary)</i>	7 mins	Unit 5 - Vocabulary tab 		<b>Learn Vocabulary (I do)</b> 1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu. 2. Say the first vocabulary word, and have the students repeat it. 3. If possible, have the students do an action for the word. 4. Say, "It's a ____," or "They are ____." 5. Have the class repeat the sentence. 6. Repeat these steps with all the vocabulary words. 7. Show the pictures again, but this time, ask students to identify the words using a full sentence (e.g., "It's a hamburger," or "They are strawberries."). 8. Invite individual students to come and tap each of the pictures to confirm the answers. 9. Show the pictures one more time. Ask the students to identify the words using a full sentence (e.g., "It's a hot dog."). 10. Say, "I see an ____ in this word. Do you see an ____?" (e.g., "I see an 'h' in this word. Do you see an 'h'?"). 11. Have a student come up and point to the letter. 12. Ask the class what other letters they see in the words. 13. Have the students come up and point to the letters they know. 14. Have the class repeat the names of the letters.	Learn the words "hamburger," "hot dog," "plate," and "strawberries."

<p>6. <i>Word Flurry</i></p>	<p>5 mins</p>	<p>Unit 5 - Vocabulary tab</p> 		<p><b>Practice Vocabulary (We do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Word Flurry</i> from the Teacher Menu.</li> <li>2. When a word is said, ask all the students to say the word aloud.</li> <li>3. Ask the students if they see a picture of the word on the screen.</li> <li>4. Choose two students to race to the screen and tap the picture.</li> <li>5. Repeat these steps with the remaining words.</li> </ol>	
<p>7. <i>Randomonium</i></p>	<p>8 mins</p>	<p>Unit 5 - Vocabulary tab</p> 		<p><b>Play a Game with the Vocabulary (You do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Randomonium</i> from the Teacher Menu.</li> <li>2. Have the students spread out.</li> <li>3. Tap the randomize button.</li> <li>4. As quickly as they can, the students should do the action for the picture that comes up and say, "It's a ____," or "They are ____."</li> <li>5. If the student says the wrong thing or does the wrong action, they sit down, but continue to say, "It's a ____," or "They are ____." with the other students.</li> <li>6. The last student standing is the winner.</li> <li>7. Repeat the game as time allows. Have the winner tap the randomize button.</li> </ol>	


Break—5 mins



Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>8. <i>Conversational Videos</i></p>	<p>5 mins</p>	<p>Unit 5 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Conversational Videos</i> from the Teacher Menu.</li> <li>2. Have students repeat the target phrases "What do you like?" and "I like ____."</li> </ol>	<p>Review the phrases "What do you like?" and "I like ____."</p>

<p>9. <i>Speak Up 1</i></p>	<p>5 mins</p>	<p>Unit 5 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups repeat the phrase.</li> </ol>	
<p>10. Sing a Song</p>	<p>5 mins</p>	<p>Unit 5 - Song tab</p> 		<ol style="list-style-type: none"> <li>1. Play the song "Hamburgers and Hot Dogs" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song a few times, having the class sing along and do the actions.</li> </ol>	



Lesson 2: Block B (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>11. <i>Dotty's Ditties</i></p>	<p>10 mins</p>	<p>Unit 5 - Vocabulary tab</p> 	<p><b>Vocabulary pictures</b> (hamburger, hot dog, strawberries), enough for each child to have one</p> <p><b>Lyrics:</b> Plate, plate, I have a plate. Plate, plate, What's on your plate?</p>	<ol style="list-style-type: none"> <li>1. Have the students sit in a circle on the floor.</li> <li>2. Put a vocabulary picture facedown on the ground in front of each student.</li> <li>3. Put the plate vocabulary picture on the board.</li> <li>4. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>5. Teach the class the chant.</li> <li>6. Choose a student. Have the class chant to the student.</li> <li>7. After the class says the chant, the student holds up their vocabulary picture so everyone can see and says, "I have a ____, " or "I have ____."</li> <li>8. Have the class repeat the sentence.</li> <li>9. Have the student put their picture back on the ground faceup.</li> <li>10. Have the class say the chant to the next student in the circle.</li> <li>11. Continue around the circle until everyone has a chance to answer the chant and to show their picture.</li> </ol>	<p>Review the words "hamburger," "hot dog," "plate," and "strawberries."</p>



<p>12. <i>Search Party</i></p>	<p>8 mins</p>	<p>Unit 5 - Vocabulary tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Search Party</i> from the Teacher Menu.</li> <li>2. Choose a word for the students to find.</li> <li>3. Say, "Find the picture of ____."</li> <li>4. Have the class point at the picture when they find it and say, "I see it."</li> <li>5. When most of the students have found the picture, choose a student to come to the front and tap the image.</li> <li>6. If the student is incorrect, tap the incorrect button and choose a new student to come up.</li> <li>7. If the student is correct, have the class say, "It's a ____," or "They are ____." (If reviewing previously learned vocabulary, adjust the sentence as necessary.)</li> <li>8. If it is too hard to see the picture, tap the shuffle button.</li> <li>9. Repeat these steps until all the students have had a turn to tap an image or until you have sufficiently reviewed the vocabulary.</li> </ol>	
<p>13. <i>Speak Up 2</i></p>	<p>5 mins</p>	<p>Unit 5 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Show the video several more times, having different groups repeat the phrase.</li> </ol>	<p>Review the phrases "What do you like?" and "I like ____."</p>
<p>14. <i>Goodbye</i></p>	<p>2 mins</p>			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the students.</li> <li>3. Have the class wave and respond, "Goodbye."</li> </ol>	<p>Wrap up.</p>






## Lesson 1: Block A (30 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 5 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Hamburgers and Hot Dogs" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. At Your Command	5 mins	Unit 5 - Action tab 		<ol style="list-style-type: none"> <li>1. Play <i>At Your Command</i> from the Teacher Menu.</li> <li>2. Have the class listen to the command twice.</li> <li>3. Have the class say the command.</li> <li>4. Evaluate what the class says and tap the corresponding correct or incorrect button.</li> </ol>	Learn the action "Eat your ____."



<p>5. <i>Dotty's Ditties</i></p>	<p>5 mins</p>	<p>Unit 5 - Actions tab</p> 	<p>Crumpled pieces of paper</p> <p>A spoon for each group</p> <p><b>Lyrics:</b>  Eat your rice!  Eat your rice!  As fast as you can,  Eat your rice!</p>	<ol style="list-style-type: none"> <li>1. Divide the class into several groups.</li> <li>2. Have each group make a line at the back of the classroom.</li> <li>3. Give a small, crumpled piece of paper and a spoon to the first student in each line.</li> <li>4. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>5. Have the class sing the song:</li> <li>6. When the song ends, the student at the front of each line places the piece of crumpled paper on the spoon and carries it to the front of the class and back.</li> <li>7. If the crumpled paper falls off the spoon, the student must start over.</li> <li>8. The student that gets the paper back to their line first gets a point.</li> <li>9. The students hand the paper and spoon to the next person in line and go to the back of the line.</li> <li>10. Repeat steps 4-8 until every student has a chance to race.</li> </ol>	
<p>6. <i>Big Picture: Dirty and Clean</i></p>	<p>10 mins</p>	<p>Unit 5 - Resources tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: Dirty and Clean</i> from the Teacher Menu.</li> <li>2. Show the first pictures.</li> <li>3. Tap the dirty shirt.</li> <li>4. Have the class repeat, "Dirty."</li> <li>5. Say, "The shirt is dirty."</li> <li>6. Have the class repeat after you.</li> <li>7. Tap the clean shirt.</li> <li>8. Have the class repeat, "Clean."</li> <li>9. Say, "The shirt is clean."</li> <li>10. Have the class repeat after you.</li> <li>11. Show the next pictures and have the students identify what is clean and what is dirty.</li> <li>12. Choose a student to come to the front and tap the picture to see if they are correct.</li> <li>13. Have the class say the whole sentence, "The ___ is ___," (e.g., "The shirt is dirty.").</li> <li>14. Choose a student to click on the other picture.</li> <li>15. Have the class say the sentence.</li> <li>16. Repeat with all the pictures.</li> </ol>	<p>Learn the words "dirty" and "clean."</p>



## Lesson 1: Block B (15 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. "Letter Actions Song: E e"	2 mins	Unit 5 - Letters tab 	<b>Lyrics</b> This is an E and E says, "/e/." Let's explore together. This is an e and e says, "/e/." Let's explore together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: E e" from the Teacher Menu.</li> <li>2. Have the class do the action along with the kids in the video.</li> <li>3. Have the students say, "E," whenever they see the letter.</li> <li>4. Have the class sing the song.</li> <li>5. Repeat the video until the students are comfortable with the lyrics and actions.</li> </ol>	Learn the letters capital E and small e.
8. <i>Big Picture:</i> E e	3 mins	Unit 5 - Letters tab 		<b>Learn Capital and Small Letters (I do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture: E e</i> from the Teacher Menu.</li> <li>2. Display capital E.</li> <li>3. Tap the capital E to play the audio, "Capital E."</li> <li>4. Have the students say, "It's capital E."</li> <li>5. Tap the capital E again. Make yourself as big as you can. Stand on your toes and reach your arms up in the sky as you say, "It's capital E."</li> <li>6. Have the students do the same action as they say, "It's capital E."</li> <li>7. Repeat these steps with small e, crouching down and making yourself small.</li> <li>8. Display the mouth and tap the board to play the video, "/e/."</li> <li>9. Have the students shout, "/e/!"</li> </ol>	
9. <i>Randomonium:</i> E e	3 mins	Unit 5 - Letters tab 		<b>Play a Letter Name and Sound Game (We do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Randomonium: E e</i> from the Teacher Menu.</li> <li>2. Tap the randomize button.</li> <li>3. Have the students do the action and say the letter or sound that comes up (e.g., Get big and say, "It's capital E.").</li> <li>4. Repeat these steps, inviting different students to come up and spin the generator.</li> </ol>	

<b>10. Letter Trace:</b> E e	7 mins	Unit 5 - Letters tab 	<b>Write the Letters (You do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Letter Trace: E e</i> from the Teacher Menu.</li> <li>2. Arrange students in pairs and assign a student as partner 1 and partner 2.</li> <li>3. Choose a student to come to the front and find capital E.</li> <li>4. The class says, "It's capital E."</li> <li>5. Select a different student to come to the front and trace the capital letter while partner 1 writes the letter with their finger on partner 2's back.</li> <li>6. Have the students say, "It's capital E."</li> <li>7. Repeat with the next two traces.</li> <li>8. Have a student come to the front and write capital E while partner 2 writes it on partner 1's back.</li> <li>9. Choose the best capital E, or have the students vote on the capital E they feel is the best.</li> <li>10. Repeat the activity with small e.</li> </ol>	
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## Break—5 mins

## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>11. "Letter Actions Song: E e"</b>	2 mins	Unit 5 - Letters tab 	<b>Lyrics</b> This is an E and E says, "/e/." Let's explore together. This is an e and e says, "/e/." Let's explore together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: E e" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	
<b>12. Big Picture:</b> E e	3 mins	Unit 5 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: E e</i> from the Teacher Menu.</li> <li>2. Display capital E.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say, "It's capital E," and do the action.</li> <li>5. Repeat these steps with small e.</li> <li>6. Display the mouth and ask, "What sound does E make?"</li> <li>7. Have the class shout, "/e/!"</li> <li>8. Tap the board to play the video, "/e/."</li> </ol>	Review the letters capital E and small e.

<b>13. First Sound</b> Intro: /e/	5 mins	Unit 5 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /e/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound “/e/.”</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all of the pictures.</li> </ol>	
<b>14. Practice Hearing and Saying</b> Sounds: /e/	5 mins		Get pictures of an elephant, envelope, elbow and egg.	<ol style="list-style-type: none"> <li>1. Show the class the picture of the elephant.</li> <li>2. Say, “Elephant. What is the first sound in elephant?” putting an emphasis on the first sound in the word.</li> <li>3. Have the class say, “/e/.” Monitor and provide feedback as needed.</li> <li>4. Have the class say, “/e/, elephant.”</li> <li>5. Repeat steps 1-4 with the rest of the words.</li> <li>6. Continue randomly holding up words and having the class say the first sound as time allows.</li> </ol>	Learn the first sound /e/.




## Lesson 2: Block B (25 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>15. It's Time to Eat</b>	13 mins	Unit 5 - Book tab 	Paper  Crayons	<ol style="list-style-type: none"> <li>1. Show the book <i>It's Time to Eat</i> from the Teacher Menu.</li> <li>2. After each page is read, invite a student to tap an illustration or word to see if it is highlighted.</li> <li>3. If a word is highlighted along with the illustration, point the word out to the class. Have students repeat the word.</li> <li>4. Continue steps 2-3 throughout the book.</li> <li>5. Show the book again.</li> <li>6. Starting with page five, have the class read along with the book, using the pictures to help them.</li> <li>7. After you have finished the book, give each student a piece of paper.</li> <li>8. Have the students draw their favorite food from the book.</li> <li>9. Once all the students have drawn their favorite food, have the class sit in a circle with their pictures.</li> <li>10. Choose a student to hold up their drawing.</li> <li>11. Have the class ask, “What do you like?”</li> <li>12. Have the student answer, “I like ____.”</li> <li>13. Repeat steps 9-11 with every student.</li> </ol>	Share the book <i>It's Time to Eat</i> .

<b>16. Practice More Words: Match the Pictures</b>	10 mins		Get pictures of a clean shirt, dirty shirt, clean plate, dirty plate, clean hands, dirty hands, clean socks, dirty socks.	<ol style="list-style-type: none"> <li>1. Put the vocabulary pictures on the ground with the picture facedown.</li> <li>2. Divide the class into two groups.</li> <li>3. Have one student from the first group choose a vocabulary picture and turn it over.</li> <li>4. Have the class say, "It's a ____ ____," (e.g., "It's a dirty shirt.").</li> <li>5. Have a second student from the first group choose another vocabulary picture and turn it over.</li> <li>6. Have the class say, "It's a ____ ____."</li> <li>7. If the vocabulary pictures match (e.g., the dirty shirt and the clean shirt), the group gets to keep the vocabulary pictures.</li> <li>8. If the vocabulary pictures don't match, turn the vocabulary pictures back over.</li> <li>9. Repeat steps 3-9 with the second group.</li> <li>10. Continue giving each group a turn until all the matches are made.</li> <li>11. The team with the most matches wins.</li> <li>12. Repeat the game as time allows.</li> </ol>	Review the words "clean" and "dirty."
<b>17. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the students.</li> <li>3. Have the class wave and respond, "Goodbye."</li> </ol>	Wrap up.



## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 5 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Hamburgers and Hot Dogs" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. <i>Big Picture</i> (Vocabulary)	3 mins	Unit 5 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu.</li> <li>2. Ask the students to identify the words using a full sentence (e.g., "It's a plate.&gt;").</li> <li>3. Say, "I see a ____ in this word. Do you see a ____?" (e.g., "I see an 'h' in this word. Do you see an 'h'?").</li> <li>4. Have a student come up and point to the letter.</li> <li>5. Ask the class what other letters they see in the word.</li> <li>6. Have the students come up and point to the letters they know.</li> <li>7. Have the class repeat the names of the letters.</li> <li>8. Repeat steps 2-7 with all the words.</li> </ol>	Review the words "hamburger," "hot dog," "plate," and "strawberries."
5. <i>Match Maker</i>	5 mins	Unit 5 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Match Maker</i> from the Teacher Menu.</li> <li>2. Choose a student to try and make a match.</li> <li>3. If the student makes a match, have the class say the vocabulary word.</li> <li>4. Choose a new student to come up and try to make a match.</li> <li>5. Repeat until all the matches are made.</li> <li>6. Tap on each of the pictures and have the class say, "It's a ____," or "They are ____."</li> </ol>	

6. <i>Speak Up 1</i>	3 mins	Unit 5 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups of students repeat the phrase.</li> </ol>	Review the phrases "What do you like?" and "I like ____."
7. <i>Speak Up 2</i>	3 mins	Unit 5 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups of students repeat the phrase.</li> </ol>	
8. Practice Saying a Phrase: <i>Pair Talk</i>	6 mins		<b>Vocabulary pictures</b> (hamburger, hot dog, strawberries, apple, sandwich, pizza, juice, fish, milk, water)	<ol style="list-style-type: none"> <li>1. Divide the class into two groups.</li> <li>2. Have group 1 sit in a row facing away from you.</li> <li>3. Have group 2 sit in a row across from group 1 facing toward you.</li> <li>4. Hold up a vocabulary picture so group 2 can see it.</li> <li>5. Group 1 asks, "What do you like?"</li> <li>6. Group 2 answers, "I like ____," saying the word for the picture you are holding.</li> <li>7. Move to stand behind group 2.</li> <li>8. Hold up a new vocabulary picture so group 1 can see it.</li> <li>9. Group 2 asks, "What do you like?"</li> <li>10. Group 1 answers, "I like ____," saying the word for the picture you are holding.</li> <li>11. Repeat until you have used all the words.</li> </ol>	


### Lesson 1: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
9. Practice an Action: <i>Shout Out</i>	5 mins		<b>Vocabulary pictures</b> (triangle, rectangle, circle, square, heart, star)	<ol style="list-style-type: none"> <li>1. Put the students in pairs.</li> <li>2. Have one student stand behind the other student.</li> <li>3. Hold up the heart.</li> <li>4. Say, "Draw a heart."</li> <li>5. The student standing behind uses their finger to draw the shape on the other student's back.</li> <li>6. Repeat with all the shapes.</li> <li>7. Have the students switch who is in front and who is behind.</li> <li>8. Repeat the activity as time allows.</li> </ol>	Review the action "Eat your ____."


<b>10. Practice More Words: Match the Pictures</b>	10 mins		Get pictures of a clean shirt, dirty shirt, clean plate, dirty plate, clean hands, dirty hands, clean socks, dirty socks.	<ol style="list-style-type: none"> <li>Put the vocabulary pictures on the ground with the picture facedown.</li> <li>Divide the class into two groups.</li> <li>Have one student from the first group choose a vocabulary picture and turn it over.</li> <li>Have the class say, "It's a ____ ____," (e.g., "It's a dirty shirt.").</li> <li>Have a second student from the first group choose another vocabulary picture and turn it over.</li> <li>Have the class say, "It's a ____ ____."</li> <li>If the vocabulary pictures match (e.g., the dirty shirt and the clean shirt), the group gets to keep the vocabulary pictures.</li> <li>If the vocabulary pictures don't match, turn the vocabulary pictures back over.</li> <li>Repeat steps 3-8 with the second group.</li> <li>Continue giving each group a turn until all the matches are made.</li> <li>The team with the most matches wins.</li> <li>Repeat the game as time allows.</li> </ol>	Review the words "clean" and "dirty."
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## Break—5 mins


## Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>11. First Sound Find: /e/</b>	7 mins	Unit 5 - Sounds tab 		<ol style="list-style-type: none"> <li>Play <i>First Sound Find: /e/</i> from the Teacher Menu.</li> <li>Tap each picture and have the class repeat the words.</li> <li>Have the class find a word that has the first sound /e/.</li> <li>Choose a student to come to the front and drag the picture to the container.</li> <li>Repeat with the remaining pictures that have the first sound /e/.</li> <li>Repeat the activity until students are comfortable hearing the sound.</li> </ol>	Review the first sound /e/.






<b>12. Practice Hearing and Saying Sounds: /e/</b>	8 mins		Get pictures of an envelope, elephant, elbow, egg, ax, astronaut, umbrella, and octopus, 2-4 of each picture	<ol style="list-style-type: none"> <li>1. Show the class the pictures and review the words.</li> <li>2. Divide the class into 2-4 groups.</li> <li>3. Give each group a set of pictures.</li> <li>4. Say, "Find the pictures with the first sound /e/."</li> <li>5. Have each group find the pictures with the first sound /e/.</li> <li>6. The first group to hand you the correct 5 pictures with the first sound /e/ wins.</li> <li>7. Mix up the groups and repeat the activity several times until the students are comfortable hearing the sound.</li> </ol>	
<b>13. "Letter Actions Song: E e"</b>	5 mins	Unit 5 - Letters tab 	<b>Lyrics</b> This is an E and E says, "/e/." Let's explore together. This is an e and e says, "/e/." Let's explore together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: E e" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	

## Lesson 2: Block B (20 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>14. First Sound Intro: /e/</b>	3 mins	Unit 5 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /e/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/e/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all of the pictures.</li> </ol>	
<b>15. Show What You Learned: Color First Sounds: /e/</b>	15 mins		<b>Color First Sounds: /e/ project</b> for each student  Crayons	<ol style="list-style-type: none"> <li>1. Give each student a <i>Color First Sounds: /e/</i> project and crayons.</li> <li>2. Go through all the pictures with the students.</li> <li>3. The students color the pictures that have the correct first sound.</li> <li>4. After the students have colored the pictures, review all the correct pictures with the students, emphasizing the first sound in the words.</li> <li>5. Tell the students to take the project home and talk about it with their parents.</li> </ol>	Color pictures with the first sound /e/.
<b>16. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the students.</li> <li>3. Have the class wave and respond, "Goodbye."</li> </ol>	Wrap up.





**Lesson 1: Block A (30 mins)**

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 5 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Hamburgers and Hot Dogs" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. <i>Big Picture</i> (Value)	5 mins	Unit 5 - Value tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Value)</i> from the Teacher Menu.</li> <li>2. Show the first picture.</li> <li>3. Ask the students what is happening in the picture.  For example: "What is wrong?" ("The girl spilled her juice.") "How does the girl feel?" ("The girl feels sad that she spilled her juice.")</li> <li>4. Show the second picture.</li> <li>5. Ask the students what is happening in the picture.  For example: "What is the girl doing?" ("She is telling her mom that she spilled.")</li> <li>6. Show the third picture.</li> <li>7. Say, "I can tell the truth when I make a mistake."</li> <li>8. Have the class repeat after you.</li> <li>9. Tap the screen and have the students repeat, "Honesty."</li> </ol>	Learn the value honesty.

<b>5. Practice a Value: Honesty</b>	5 mins		Eraser or small object	<ol style="list-style-type: none"> <li>1. Choose one student to be in charge.</li> <li>2. Give the student an eraser or small object.</li> <li>3. Turn around and close your eyes, so you can't see the students.</li> <li>4. While your eyes are closed the student in charge quietly gives the eraser to one of the other students.</li> <li>5. The student that receives the eraser, hides it in their pocket.</li> <li>6. Once eraser is hidden, the student in charge taps you.</li> <li>7. Open your eyes and face the students.</li> <li>8. Ask, "Who has my eraser?"</li> <li>9. Ask each student individually if they have your eraser.</li> <li>10. Each student must answer honestly by saying, "Yes, I do, or No, I don't."</li> <li>11. When you find the student with the eraser, say, "Thank you for being honest."</li> <li>12. The student gives you back the eraser.</li> <li>13. Choose a new student to be in charge.</li> <li>14. Repeat these steps several times.</li> <li>15. At the end of the activity, have the class say, "I can be honest."</li> </ol>	
<b>6. It's Time to Eat</b>	10 mins	Unit 5 - Book tab 	<b>Vocabulary pictures</b> (rice, soup, noodles, fish, strawberries, pumpkin, pizza, sandwich, hot dog, hamburger)	<ol style="list-style-type: none"> <li>1. Hang the vocabulary pictures in the front of the class in a different order from how they appear in the book.</li> <li>2. Show the book <i>It's Time to Eat</i> from the Teacher Menu.</li> <li>3. As the story is read, have the students stand up and raise their hands when they see one of the foods in the book.</li> <li>4. Choose a student to come to the board and help put the pictures in the order they occur in the story.</li> <li>5. Once the book is finished, have the students retell the story using the sequence of pictures to help them with the order.</li> </ol>	Share the book <i>It's Time to Eat</i> .

## Lesson 1: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>7. "Letter Actions Song: E e"</b>	2 mins	Unit 5 - Letters tab 	<b>Lyrics</b> This is an E and E says, "/e/." Let's explore together. This is an e and e says, "/e/." Let's explore together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: E e" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times.</li> </ol>	Review the letters capital E and small e.


8. <b>Big Picture:</b> E e	3 mins	Unit 5 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: E e</i> from the Teacher Menu.</li> <li>2. Display capital E.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say, "It's capital E," and do the action.</li> <li>5. Repeat these steps with small e.</li> <li>6. Display the mouth and ask, "What sound does E make?"</li> <li>7. Have the class shout, "/e/!"</li> <li>8. Tap the board to play the video, "/e/."</li> </ol>	
9. <b>First Sound</b> Intro: /e/	5 mins	Unit 5 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /e/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/e/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all of the pictures.</li> </ol>	
10. <b>First Sound</b> Find: /e/	5 mins	Unit 5 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Find: /e/</i> from the Teacher Menu.</li> <li>2. Tap each picture and have the class repeat the words.</li> <li>3. Have the class find a word that has the first sound /e/.</li> <li>4. Choose a student to come to the front and drag the picture to the container.</li> <li>5. Repeat with the remaining pictures that have the first sound /e/.</li> <li>6. Repeat the activity until students are comfortable hearing the sound.</li> </ol>	Review the first sound /e/.

Break—5 mins

## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. Practice Vocabulary: <i>Whisper Relay</i>	8 mins		<b>Vocabulary pictures</b> (hamburger, hot dog, plate, strawberries)	<ol style="list-style-type: none"> <li>1. Divide the class into two teams</li> <li>2. Have each team stand in a line facing away from the front.</li> <li>3. Have the first student in each line turn and look at you.</li> <li>4. Show the students a vocabulary picture.</li> <li>5. The student whispers the word into the next student's ear.</li> <li>6. That student whispers it to the next student and so on until the word reaches the end of the line.</li> <li>7. Once the last student hears the word, they run to the front of the line and say the word out loud.</li> <li>8. If the student is incorrect, show them the picture and have them start the whispering down the line again.</li> <li>9. The first team to say the correct word out loud gets a point.</li> <li>10. Continue until every student has had a chance to start whispering a word.</li> </ol>	Review the words "hamburger," "hot dog," "plate," and "strawberries."
12. Practice Saying Phrases: <i>Food Graph</i>	7 mins		<b>Vocabulary pictures</b> (hamburger, hot dog, strawberry, apple, sandwich, pizza, juice, fish, milk, water)	<ol style="list-style-type: none"> <li>1. Review the vocabulary pictures with the class.</li> <li>2. Put the vocabulary pictures in a column on the board.</li> <li>3. Draw a smiley face and a frowny face to the right of the column of pictures.</li> <li>4. Point to the first picture in the column.</li> <li>5. Have all the students who like it stand up.</li> <li>6. Ask, "What do you like?"</li> <li>7. The students who are standing say, "I like ____."</li> <li>8. The class counts the students who are standing. Write that number in the smiley face column next to the vocabulary picture.</li> <li>9. The class then counts the students who are still sitting. Write that number in the frowny face column.</li> <li>10. Repeat with each vocabulary picture.</li> </ol>	Review the phrases "What do you like?" and "I like ____."



## Lesson 2: Block B (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
13. <i>Miss Daisy</i>	5 mins	Unit 5 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play Miss Daisy from the Teacher Menu.</li> <li>2. Have students respond to the people in the video when they are prompted to speak.</li> <li>3. Evaluate what the class says.</li> <li>4. If the class answers correctly, press the button to move on.</li> <li>5. If the class answers incorrectly, repeat the question and prompt the class to say the correct answer.</li> </ol>	Practice speaking.
14. Practice Phrases: <i>Pair Talk</i>	5 mins		<b>Vocabulary pictures</b> (hamburger, hot dog, strawberries, apple, sandwich, pizza, juice, fish, milk, water)	<ol style="list-style-type: none"> <li>1. Divide the class into two groups.</li> <li>2. Have group 1 sit in a row facing away from you.</li> <li>3. Have group 2 sit in a row across from group 1 facing toward you.</li> <li>4. Hold up a vocabulary picture so group 2 can see it.</li> <li>5. Group 1 asks, "What do you like?"</li> <li>6. Group 2 answers, "I like ____," saying the word for the picture you are holding.</li> <li>7. Move to stand behind group 2.</li> <li>8. Hold up a new vocabulary picture so group 1 can see it.</li> <li>9. Group 2 asks, "What do you like?"</li> <li>10. Group 1 answers, "I like ____," saying the word for the picture you are holding.</li> <li>11. Repeat until you have used all the words.</li> </ol>	Review the phrases "What do you like?" and "I like ____."
15. Show What You Learned: <i>Make a Menu Project</i>	13 mins		<p><b>Make a Menu project</b> for each student</p> <p>Glue</p> <p>Scissors</p> <p>Crayons</p>	<ol style="list-style-type: none"> <li>1. Show students a finished example of the menu.</li> <li>2. Open the menu and ask, "What do you like?"</li> <li>3. Point to a picture and say, "I like ____."</li> <li>4. Review the food with the students (carrot, banana, soda, hamburger, hot dog, pizza).</li> <li>5. Give each student a Make a Menu project, scissors, glue, and crayons.</li> <li>6. Have the students cut out the pictures and glue them on their menu.</li> <li>7. Have the students color the menu when they are done gluing.</li> <li>8. Pair the students.</li> <li>9. One student opens their menu and asks, "What do you like?"</li> <li>10. The other student chooses a food and says, "I like ____."</li> <li>11. Tell the students to take the project home and talk about it with their parents.</li> </ol>	Review the phrases "What do you like?" and "I like ____."

16. Goodbye	2 mins		<ol style="list-style-type: none"><li>1. Wrap up the class.</li><li>2. Say, "Goodbye," and wave to the students.</li><li>3. Have the class wave and respond, "Goodbye."</li></ol>	Wrap up.
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## Lesson 1: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 6 - Song tab 		<b>Listen to the Song (I do)</b> 1. Play the song "Yes, I Do" 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 like ___?," "Yes, I do," and "No, I don't."
	5 mins	Unit 6 - Song tab 		<b>Practice (We do)</b> 1. Play <i>Big Picture (Song)</i> from the Teacher Menu. 2. Teach the needed vocabulary words "carrot," "banana," and "soda" from the song. 3. Create actions for words with the students. 4. Create actions for "Yes, I do," "No, I don't," and burping.	
	5 mins	Unit 6 - Song tab 		<b>Practice (You do)</b> 1. Play the song "Yes, I Do" from the Teacher Menu. 2. Encourage students to sing along and do the actions. 3. Repeat the song several times, having the class sing along and act out the lyrics.	
4. Conversational Videos	5 mins	Unit 6 - Speaking tab 		1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "Do you like ___?," "Yes, I do," and "No, I don't."	





## Lesson 1: Block B (20 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
5. <i>Big Picture (Vocabulary)</i>	7 mins	Unit 6 - Vocabulary tab 		<b>Learn Vocabulary (I do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu.</li> <li>2. Say the first vocabulary word and have the students repeat it.</li> <li>3. If possible, have the students do an action for the vocabulary word.</li> <li>4. Say, "It's a _____," or "It's _____."</li> <li>5. Have the class repeat the sentence.</li> <li>6. Repeat these steps with all the vocabulary words.</li> <li>7. Show the pictures again, but this time, ask students to identify the words using a full sentence (e.g., "It's a carrot." "It's soda.&gt;").</li> <li>8. Invite individual students to come and tap each of the pictures to confirm the answers.</li> <li>9. Show the pictures one more time. Ask the students to identify the words using a full sentence (e.g., "It's a basket.&gt;").</li> <li>10. Say, "I see a _____ in this word. Do you see a _____?" (e.g., "I see a 'c' in this word. Do you see a 'c'?").</li> <li>11. Have a student come up and point to the letter.</li> <li>12. Ask the class what other letters they see in the word.</li> <li>13. Have the students come up and point to the letters they know.</li> <li>14. Have the class repeat the names of the letters.</li> </ol>	Learn the words "carrot," "banana," "lunchbox," and "soda."
6. <i>Word Flurry</i>	5 mins	Unit 6 - Vocabulary tab 		<b>Practice Vocabulary (We do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Word Flurry</i> from the Teacher Menu.</li> <li>2. When a word is said, ask all the students to say the word aloud.</li> <li>3. Ask the students if they see a picture of the word on the screen.</li> <li>4. Choose two students to race to the screen and tap the picture.</li> <li>5. Repeat these steps with the remaining words.</li> </ol>	

7. <i>Randomonium</i>	8 mins	Unit 6 - Vocabulary tab 		<p><b>Play a Game with the Vocabulary (You do)</b></p> <ol style="list-style-type: none"> <li>Put the students' chairs in a line at the front of the classroom.</li> <li>Remove one of the chairs, so there is one less chair than number of students.</li> <li>Play <i>Randomonium</i> from the Teacher Menu.</li> <li>Have the students spread out in the classroom.</li> <li>Tap the randomize button.</li> <li>If the picture is a carrot, a banana, or soda the students say, "It's a ___," or "It's ___," and do the action.</li> <li>If the picture is the lunchbox the students yell, "Lunchbox!" and run to the chairs and sit down.</li> <li>The student who doesn't have a chair is out.</li> <li>Have that student stand by you and continue to say, "It's a ___," or "It's ___," and do the action. That student will not run to a chair when the lunchbox picture comes up.</li> <li>Remove a chair from the line and repeat steps 3-9.</li> <li>The last student standing is the winner.</li> <li>Play the game again as time allows. Have the winner tap the randomize button.</li> </ol>	
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## Break—5 mins



## Lesson 2: Block A (15 mins)

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

10. Sing a Song	5 mins	Unit 6 - Song tab 	<ol style="list-style-type: none"> <li>1. Play the song "Yes, I Do" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song a few times, having the class sing along and do the actions.</li> </ol>	
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## Lesson 2: Block B (25 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. Practice Vocabulary: <i>Over and Under</i>	8 mins		Vocabulary pictures (carrot, banana, soda, lunchbox), 2 of each	<ol style="list-style-type: none"> <li>1. Divide the class into two groups.</li> <li>2. Have each group stand in a line.</li> <li>3. Hand the first student in each line a vocabulary picture.</li> <li>4. When you say, "Go!" the students holding the vocabulary picture say, "It's ____," then pass the picture over their head to the next student.</li> <li>5. Have the next student in line take the picture, say, "It's ____," and pass the card between their legs to the student behind them.</li> <li>6. The remaining students in line repeat this pattern with one student passing the picture over their head and the next student passing the picture between their legs.</li> <li>7. When the last student in line gets the picture, they race to the front of the line, hand you the picture, and say, "It's ____."</li> <li>8. The first team to do so gets a point.</li> <li>9. Repeat the activity until every student has had a chance to race to the front. The team with the most points wins.</li> </ol>	Review the words "carrot," "banana," "soda," and "lunchbox."

12. <i>Search Party</i>	8 mins	Unit 6 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Search Party</i> from the Teacher Menu.</li> <li>2. Choose a word for the students to find.</li> <li>3. Say, "Find the picture of ____."</li> <li>4. Have the class point at the picture when they find it and say, "I see it."</li> <li>5. When most of the students have found the picture, choose a student to come to the front and tap the image.</li> <li>6. If the student is incorrect, tap the incorrect button and choose a new student to come up.</li> <li>7. If the student is correct, have the class say, "It's a ____." (If reviewing previously learned vocabulary, adjust the sentence as necessary.)</li> <li>8. If it is too hard to see the picture, tap the shuffle button.</li> <li>9. Repeat these steps until all the students have had a turn to tap an image or until you have sufficiently reviewed the vocabulary.</li> </ol>	
13. <i>Speak Up 2</i>	5 mins	Unit 6 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups repeat the phrase.</li> </ol>	Review the phrases "Do you like ___?", "Yes, I do," and "No, I don't."
14. <i>Goodbye</i>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the students.</li> <li>3. Have the class wave and respond, "Goodbye."</li> </ol>	Wrap up.







## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 6 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Yes, I Do" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. At Your Command	5 mins	Unit 6 - Action tab 		<ol style="list-style-type: none"> <li>1. Play <i>At Your Command</i> from the Teacher Menu.</li> <li>2. Have the class listen to the command twice.</li> <li>3. Have the class say the command.</li> <li>4. Evaluate what the class says and tap the corresponding correct or incorrect button.</li> </ol>	
5. Dotty's Ditties	5 mins	Unit 6 - Actions tab 	<b>Vocabulary pictures</b> (feet, legs, hands, arms, head)  <b>Lyrics:</b> Wash your feet. Wash your legs. Wash your arms and wash your hands. Wash your head.	<ol style="list-style-type: none"> <li>1. Review each of the vocabulary words using the phrase, "Wash your ____."</li> <li>2. Do a washing action to each of the body parts.</li> <li>3. Have the class say the sentence and do the action with you.</li> <li>4. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>5. Have the students sing the song multiple times until they are comfortable with the lyrics.</li> <li>6. When the class can easily sing the song, have them sing the song faster and faster without the music.</li> </ol>	Learn the action "Wash your ____."

6. <b>Big Picture: Food</b>	10 mins	Unit 6 - Resources tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: Food</i> from the Teacher Menu.</li> <li>2. Show the first picture.</li> <li>3. Point to each of the foods and say, “___ is food.”</li> <li>4. Have the students repeat after you.</li> <li>5. Show the next picture.</li> <li>6. Have the students say, “It’s food,” or “It’s not food.”</li> <li>7. Choose a student to tap the board to check their answer.</li> <li>8. Repeat steps 5-7 with the rest of the pictures.</li> </ol>	Learn the word “food.”
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### Lesson 1: Block B (15 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. “Letter Actions Song: F f”	2 mins	Unit 6 - Letters tab 	<b>Lyrics</b> This is an F and F says, “/f/.” Let’s fly together. This is an f and f says, “/f/.” Let’s fly together.	<ol style="list-style-type: none"> <li>1. Play the song “Letter Actions Song: F f” from the Teacher Menu.</li> <li>2. Have the class do the action along with the kids in the video.</li> <li>3. Have the students say, “F,” whenever they see the letter.</li> <li>4. Have the class sing the song.</li> <li>5. Repeat the video until the students are comfortable with the lyrics and actions.</li> </ol>	
8. <b>Big Picture: F f</b>	3 mins	Unit 6 - Letters tab 		<b>Learn Capital and Small Letters (I do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture: F f</i> from the Teacher Menu.</li> <li>2. Display capital F.</li> <li>3. Tap the capital F to play the audio, “Capital F.”</li> <li>4. Have the students say, “It’s capital F.”</li> <li>5. Tap the capital F again. Make yourself as big as you can. Stand on your toes and reach your arms up in the sky as you say, “It’s capital F.”</li> <li>6. Have the students do the same action as they say, “It’s capital F.”</li> <li>7. Repeat these steps with small f, crouching down and making yourself small.</li> <li>8. Display the mouth and tap the screen to play the video, “/f/.”</li> <li>9. Have the students shout, “/f/!”</li> </ol>	Learn the letters capital F and small f.

9. <i>Randomonium</i> : F f	3 mins	Unit 6 - Letters tab 		<b>Play a Letter Name and Sound Game (We do)</b> 1. Play <i>Randomonium</i> : F f from the Teacher Menu. 2. Tap the randomize button. 3. Have the students do the action and say the letter or sound that comes up (e.g., Get big and say, "It's capital F"). 4. Repeat these steps, inviting different students to come up and spin the generator.	
10. <i>Letter Trace</i> : F f	7 mins	Unit 6 - Letters tab 		<b>Write the Letters (You do)</b> 1. Play <i>Letter Trace</i> : F f from the Teacher Menu. 2. Choose a student to come to the front and find capital F. 3. The class says, "It's capital F." 4. Select a different student to come to the front and trace the capital letter while the class writes the letter with their fingers on the backs of their hands. 5. Have the students say, "It's capital F." 6. Repeat with the next two traces. 7. Have a student come to the front and write capital F while the class writes it on the backs of their hands. 8. Choose the best capital F, or have the students vote on the capital F they feel is the best. 9. Repeat the activity with small f.	


Break—5 mins

## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. "Letter Actions Song: F f"	2 mins	Unit 6 - Letters tab 	<b>Lyrics</b> This is an F and F says, "/f/." Let's fly together. This is an f and f says, "/f/." Let's fly together.	1. Play the song "Letter Actions Song: F f" from the Teacher Menu. 2. Have the students sing the song and do the action with the kids in the video. 3. Repeat the song several times, having the class sing along and act out the lyrics.	Review the letters capital F and small f.

12. <b>Big Picture:</b> F f	3 mins	Unit 6 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: F f</i> from the Teacher Menu.</li> <li>2. Display capital F.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say, "It's capital F" and do the action.</li> <li>5. Repeat these steps with small f.</li> <li>6. Display the mouth and ask, "What sound does F make?"</li> <li>7. Have the class shout, "/f/!"</li> <li>8. Tap the board to play the video, "/f/."</li> </ol>	
13. <b>First Sound Intro:</b> /f/	5 mins	Unit 6 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /f/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/f/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all of the pictures.</li> </ol>	
14. <b>Practice Hearing and Saying Sounds:</b> /f/	5 mins		Get pictures of a fish, fox, foot, fan, and the numeral four.	<ol style="list-style-type: none"> <li>1. Show the class the picture of the fish.</li> <li>2. Say, "Fish. What is the first sound in fish?" putting an emphasis on the first sound in the word.</li> <li>3. Have the class say, "/f/." Monitor and provide feedback as needed.</li> <li>4. Have the class say, "/f/, fish."</li> <li>5. Repeat steps 1-4 with the rest of the words.</li> <li>6. Continue randomly holding up words and having the class say the first sound as time allows.</li> </ol>	Learn the first sound /f/.

## Lesson 2: Block B (25 mins)




Activity	Time	Teacher Menu	Preparation	Content	Objectives
15. <b>Lunch Time</b>	13 mins	Unit 6 - Book tab 	Paper Crayon	<ol style="list-style-type: none"> <li>1. Show the book <i>Lunch Time</i> from the Teacher Menu.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. Divide the class into two groups.</li> <li>4. One group will be the monsters; the other group will be the girl.</li> <li>5. Have each group create a fun voice for their character.</li> <li>6. Show the book again.</li> <li>7. As each page is read, have the corresponding group repeat the line using their voice.</li> <li>8. Once the book is finished, have the groups swap characters and come up with a new voice for the character and show the book again.</li> </ol>	Share the book <i>Lunch Time</i> .





<b>16. Practice More Words: I Like Food</b>	10 mins		<b>Vocabulary pictures</b> (apple, ice cream, cake, sandwich, pizza, fish, rice, hamburger, hot dog, strawberries, carrot, banana)  Paper  Crayon	<ol style="list-style-type: none"> <li>1. Hold up the picture of the apple so the class can see it.</li> <li>2. Ask, "What's this?"</li> <li>3. Have the class say, "It's an apple."</li> <li>4. Say, "An apple is food."</li> <li>5. Have the class repeat the sentence.</li> <li>6. Have the students who like apples jump up and say, "Yummy."</li> <li>7. Put the picture of the apple where the class can see it.</li> <li>8. Repeat steps 1-7 with the remaining pictures.</li> <li>9. Give each student paper and crayons.</li> <li>10. Have the students draw the food they like the best.</li> <li>11. When the students are done drawing, have each student stand up and show their picture.</li> <li>12. Have the class ask, "What do you like?"</li> <li>13. Have the student answer, "It's _____. I like this food," (e.g., "It's rice. I like this food.")</li> </ol>	Review the word "food."
<b>17. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the students.</li> <li>3. Have the class wave and respond, "Goodbye."</li> </ol>	Wrap up.



### Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 6 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Yes, I Do" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. <i>Big Picture</i> (Vocabulary)	3 mins	Unit 6 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu.</li> <li>2. Ask the students to identify the words using a full sentence (e.g., "It's a banana.&gt;").</li> <li>3. Say, "I see a ____ in this word. Do you see a ____?" (e.g., "I see a 'b' in this word. Do you see a 'b'?").</li> <li>4. Have a student come up and point to the letter.</li> <li>5. Ask the class what other letters they see in the word.</li> <li>6. Have the students come up and point to the letters they know.</li> <li>7. Have the class repeat the names of the letters.</li> <li>8. Repeat steps 2-7 with all the words.</li> </ol>	Review the words "carrot," "banana," "lunchbox," and "soda."
5. <i>Match Maker</i>	5 mins	Unit 6 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Match Maker</i> from the Teacher Menu.</li> <li>2. Choose a student to try and make a match.</li> <li>3. If the student makes a match, have the class say the vocabulary word.</li> <li>4. Choose a new student to come up and try to make a match.</li> <li>5. Repeat until all the matches are made.</li> <li>6. Tap on each of the pictures and have the class say, "It's a ____."</li> </ol>	



6. <i>Speak Up 1</i>	3 mins	Unit 6 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups of students repeat the phrase.</li> </ol>	
7. <i>Speak Up 2</i>	3 mins	Unit 6 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups of students repeat the phrase.</li> </ol>	
8. Practice Phrases: Yes or No	6 mins		<p><b>Vocabulary pictures</b> (doll, blocks, yo-yo, kite, basketball, run, jump, swing, draw a picture, sing a song, throw a ball, read a book)</p> <p>Paper with a smiley face</p> <p>Paper with a frowny face</p>	<ol style="list-style-type: none"> <li>1. Have the students stand in the middle of the room.</li> <li>2. Put the smiley face on one side of the room. This is the “yes” side of the room.</li> <li>3. Put the frowny face on the other side of the room. This is the “no” side of the room.</li> <li>4. Choose a student to hold up a vocabulary picture and ask, “Do you like ___?”</li> <li>5. If the students like what’s on the vocabulary picture, they move to the yes side.</li> <li>6. If the students don’t like what’s on the vocabulary picture, they move to the no side.</li> <li>7. Have the student holding the vocabulary picture ask the question again.</li> <li>8. Have the “yes” side answer, “Yes, I do,” and the “no” side answer, “No, I don’t.”</li> <li>9. Have the students come back to the center of the room. Choose a new student to hold up a vocabulary picture and ask the question.</li> <li>10. Repeat the activity with each vocabulary picture.</li> </ol>	Review the phrases “Do you like ___?”, “Yes, I do,” and “No, I don’t.”

## Lesson 1: Block B (15 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
9. Practice an Action: <i>Act It Out</i>	5 mins		Vocabulary pictures: (shirt, pants, socks, dress, legs, arms, hair, head, foot, hand, glass, plate)	<ol style="list-style-type: none"> <li>1. Divide the class into two groups.</li> <li>2. Have one group sit facing the front of the room and the other group sit facing the back of the room.</li> <li>3. Have one student from each group come to you.</li> <li>4. Show the two students a vocabulary picture.</li> <li>5. Each student stands in front of their group.</li> <li>6. Without talking, the students pretend like they are washing the object in the picture.</li> <li>7. The group guesses the object the student is washing, saying, "Wash your ____."</li> <li>8. The first group to guess correctly gets a point.</li> <li>9. Have the whole class say, "Wash your ____."</li> <li>10. Choose a new student from each group to act out the next object.</li> <li>11. Repeat the activity until every student has had a turn to act out a word.</li> </ol>	Review the action "Wash your ____."
10. Practice More Words: <i>I Like Food</i>	10 mins		<p><b>Vocabulary pictures</b> (apple, ice cream, cake, sandwich, pizza, fish, rice, hamburger, hot dog, strawberries, carrot, banana)</p> <p>Paper</p> <p>Crayon</p>	<ol style="list-style-type: none"> <li>1. Hold up the picture of the apple so the class can see it.</li> <li>2. Ask, "What's this?"</li> <li>3. Have the class say, "It's an apple."</li> <li>4. Say, "An apple is food."</li> <li>5. Have the class repeat the sentence.</li> <li>6. Have the students who like apples jump up and say, "Yummy."</li> <li>7. Put the picture of the apple where the class can see it.</li> <li>8. Repeat steps 1-7 with the remaining pictures.</li> <li>9. Give each student paper and crayons.</li> <li>10. Have the students draw the food they like the best.</li> <li>11. When the students are done drawing, have each student stand up and show their picture.</li> <li>12. Have the class ask, "What do you like?"</li> <li>13. Have the student answer, "It's ____ I like this food," (e.g., "It's rice. I like this food.")</li> </ol>	Review the word "food."

Break—5 mins

## Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <i>First Sound Find: /f/</i>	7 mins	Unit 6 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Find: /f/</i> from the Teacher Menu.</li> <li>2. Tap each picture and have the class repeat the words.</li> <li>3. Have the class find a word that has the first sound /f/.</li> <li>4. Choose a student to come to the front and drag the picture to the container.</li> <li>5. Repeat with the remaining pictures that have the first sound /f/.</li> <li>6. Repeat the activity until students are comfortable hearing the sound.</li> </ol>	Review the first sound /f/.
12. <i>Practice Hearing and Saying Sounds: /f/</i>	8 mins		<p>Get pictures of fish, fox, the numeral four, foot, crayons, triangle, and ball, 2-4 of each picture</p> <ol style="list-style-type: none"> <li>1. Show the class the pictures and review the words.</li> <li>2. Divide the class into 2-4 groups.</li> <li>3. Give each group a set of pictures.</li> <li>4. Say, "Find the pictures with the first sound /f/."</li> <li>5. Have each group find the pictures with the first sound /f/.</li> <li>6. The first group to hand you the correct 5 pictures with the first sound /f/ wins.</li> <li>7. Mix up the groups and repeat the activity several times until the students are comfortable hearing the sound.</li> </ol>		
13. "Letter Actions Song: F f"	5 mins	Unit 6 - Letters tab 	<p><b>Lyrics</b> This is an F and F says, "/f/." Let's fly together. This is an f and a says, "/f/." Let's fly together.</p>	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: F f" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	



## Lesson 2: Block B (20 mins)

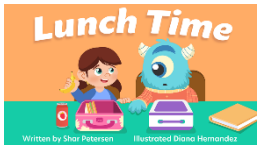
Activity	Time	Teacher Menu	Preparation	Content	Objectives
14. <i>First Sound Intro: /f/</i>	3 mins	Unit 6- Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /f/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/f/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all of the pictures.</li> </ol>	Color pictures with the first sound /f/.

<b>15. Show What You Learned:</b> <i>Color First Sounds: /f/</i>	15 mins		<b><i>Color First Sounds: /f/</i></b> <b>project</b> for each student  Crayons	<ol style="list-style-type: none"> <li>1. Give each student a <i>Color First Sounds: /f/</i> project and crayons.</li> <li>2. Go through all the pictures with the students.</li> <li>3. The students color the pictures that have the correct first sound.</li> <li>4. After the students have colored the pictures, review all the correct pictures with the students, emphasizing the first sound in the words.</li> <li>5. Tell the students to take the project home and talk about it with their parents.</li> </ol>	
<b>16. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the students.</li> <li>3. Have the class wave and respond, "Goodbye."</li> </ol>	Wrap up.




### Lesson 1: Block A (30 mins)




Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 6 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Yes, I Do" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. Big Picture (Value)	5 mins	Unit 6 - Value tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Value)</i> from the Teacher Menu.</li> <li>2. Show the first picture.</li> <li>3. Ask the students what is happening in the picture.  For example: "What is happening?" ("The girl is scared to pet the dog.")</li> <li>4. Show the second picture.</li> <li>5. Ask the students what is happening in the picture.  For example: "Now what is happening?" ("The girl is petting the dog.") "How does the girl feel?" ("The girl feels happy.")</li> <li>6. Say, "I can try new things even when I am scared."</li> <li>7. Have the class repeat after you.</li> <li>8. Tap the screen and have the students repeat, "Courage."</li> </ol>	Learn the value courage.

5. <b>Practice a Value:</b> <b>Courage</b>	5 mins			<ol style="list-style-type: none"> <li>1. Have the students act out the situation from the photos in the previous activity.</li> <li>2. Invite two students to come to the front.</li> <li>3. Have one student pretend to be the dog.</li> <li>4. Have the other student act scared to pet the dog.</li> <li>5. Encourage the student to have courage and pet the dog.</li> <li>6. After the student pets the dog, have them say, "I have courage!"</li> <li>7. Repeat activity with two more students.</li> <li>8. At the end, have all the students say, "I have courage!"</li> </ol>	
6. <b>Lunch Time</b>	10 mins	Unit 6 - Book tab 	<b>Vocabulary pictures</b> (sandwich, banana, soda, plate, lunchbox)	<ol style="list-style-type: none"> <li>1. Put the vocabulary pictures in a column on the board.</li> <li>2. Next to the pictures, draw two more columns.</li> <li>3. At the top of the first column, draw a monster.</li> <li>4. At the top of the second column, draw a girl.</li> <li>5. Show the book <i>Lunch Time</i> from the Teacher Menu.</li> <li>6. After the book is finished, point to the monster column.</li> <li>7. Tell the students to make a monster voice.</li> <li>8. Point to each of the pictures.</li> <li>9. Ask, "Do you like ___?"</li> <li>10. The students say, "No, I don't," or "Yes, I do," using their best monster voices.</li> <li>11. Put a cross for "no" or tick for "yes" in the monster column next to the pictures as you ask the questions.</li> <li>12. After you have finished asking about all the pictures for the monster, have the students use a girl voice and repeat steps 8-11.</li> </ol>	Share the book <i>Lunch Time</i> .

### Lesson 1: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. <b>"Letter Actions Song: F f"</b>	2 mins	Unit 6 - Letters tab 	<b>Lyrics</b> This is an F and F says, "/f/." Let's fly together. This is an f and f says, "/f/." Let's fly together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: F f" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times.</li> </ol>	Review the letters capital F and small f.




8. <b>Big Picture:</b> F f	3 mins	Unit 6 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: F f</i> from the Teacher Menu.</li> <li>2. Display capital F.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say, "It's capital F," and do the action.</li> <li>5. Repeat these steps with small f.</li> <li>6. Display the mouth and ask, "What sound does F make?"</li> <li>7. Have the class shout, "/f/!"</li> <li>8. Tap the board to play the video, "/f/."</li> </ol>	
9. <b>First Sound Intro:</b> /f/	5 mins	Unit 6 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /f/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/f/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all of the pictures.</li> </ol>	
10. <b>First Sound Find:</b> /f/	5 mins	Unit 6 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Find: /f/</i> from the Teacher Menu.</li> <li>2. Tap each picture and have the class repeat the words.</li> <li>3. Have the class find a word that has the first sound /f/.</li> <li>4. Choose a student to come to the front and drag the picture to the container.</li> <li>5. Repeat with the remaining pictures that have the first sound /f/.</li> <li>6. Repeat the activity until students are comfortable hearing the sound.</li> </ol>	Review the first sound /f/.

Break—5 mins

## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. Practice Vocabulary: <i>Pattern Vocabulary</i>	10 mins		Vocabulary pictures (carrot, banana, soda, lunchbox), six of each	<ol style="list-style-type: none"> <li>1. Start a pattern using the vocabulary pictures.</li> <li>2. Touch each picture and say the word with the students.</li> <li>3. When you get to the end of the pattern, have the class shout what comes next.</li> <li>4. If they are correct, put up the picture they said and then have them shout the next picture in the pattern.</li> <li>5. Repeat steps 1-4 with a new pattern of pictures.</li> <li>6. When the class seems to be getting the hang of patterns, invite a few students to the front of the classroom and give each student a vocabulary picture.</li> <li>7. Arrange the students into a simple pattern.</li> <li>8. Give other students in the class more pictures and have them finish the pattern.</li> <li>9. Repeat steps 6-8 with new students and new patterns switching the vocabulary pictures you use.</li> <li>10. Start with simple patterns and increase the difficulty.</li> </ol> <p>For example: AB, AB (carrot, banana, carrot, banana, etc.)</p> <p>ABC, ABC (carrot, banana, soda, carrot, banana, soda, etc.)</p> <p>AABB, AABB (carrot, carrot, banana, banana, carrot, carrot, banana, banana, etc.)</p>	Review the words "carrot," "banana," "lunchbox," and "soda."
12. Practice Saying Phrases: <i>Question Chain</i>	7 mins		Vocabulary pictures (teacher's choice for review)  Beanbag	<ol style="list-style-type: none"> <li>1. Have the class sit in a circle.</li> <li>2. Toss the beanbag to a student.</li> <li>3. Hold up a vocabulary picture and have the class ask the student, "Do you like ___?"</li> <li>4. Have the student answer, "Yes, I do," or "No, I don't."</li> <li>5. Have the student toss the beanbag to another student.</li> <li>6. Have the class ask the question again and have the student respond.</li> <li>7. After the question has been asked several times, hold up a new vocabulary picture and repeat the steps.</li> <li>8. Repeat with every vocabulary picture.</li> </ol>	Review the phrases "Do you like ___?" "Yes, I do," and "No, I don't."




## Lesson 2: Block B (25 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
13. <i>Miss Daisy</i>	5 mins	Unit 6 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Show <i>Miss Daisy</i> from the Teacher Menu.</li> <li>2. Have students respond to the people in the video when they are prompted to speak.</li> <li>3. Evaluate what the class says.</li> <li>4. If the class answers correctly, press the button to move on.</li> <li>5. If the class answers incorrectly, repeat the question and prompt the class to say the correct answer.</li> </ol>	Practice speaking.
14. Practice the Phrases: Yes or No	5 mins		<p><b>Vocabulary pictures</b> (doll, blocks, yo-yo, kite, basketball, run, jump, swing, draw a picture, sing a song, throw a ball, read a book)</p> <p>Paper with a smiley face</p> <p>Paper with a frowny face</p>	<ol style="list-style-type: none"> <li>1. Hold up the paper with the smiley face and say, "yes."</li> <li>2. Have the class repeat the word.</li> <li>3. Say, "yes," again and put the paper on the one side of the room.</li> <li>4. Hold up the paper with the frowny face and say, "no."</li> <li>5. Have the class repeat the word.</li> <li>6. Say, "no," again and put the paper on the one side of the room.</li> <li>7. Have the students stand in the middle of the room.</li> <li>8. Choose a student to hold up a vocabulary picture and ask, "Do you like ___?"</li> <li>9. If the students like what's on the vocabulary picture, they move to the "yes" side.</li> <li>10. If the students don't like what's on the vocabulary picture, they move to the "no" side.</li> <li>11. Have the student holding the vocabulary picture ask the question again.</li> <li>12. Have the yes side answer, "Yes, I do," and the no side answer, "No, I don't."</li> <li>13. Have the students come back to the center of the room.</li> <li>14. Choose a new student to hold up a vocabulary picture and ask the question.</li> </ol>	Review the phrases "Do you like ___?" "Yes, I do," and "No, I don't."

<b>15. Show What You Learned: Food I Like Project</b>	13 mins		<i>Food I Like project for each student</i>	<ol style="list-style-type: none"> <li>1. Give each student a <i>Food I Like</i> project and crayons.</li> <li>2. Review the vocabulary with the students.</li> <li>3. Have the students color the pictures of the food they like.</li> <li>4. They don't color the food they don't like.</li> <li>5. Once the students are done coloring, have them get in pairs.</li> <li>6. Student 1 asks, "Do you like ___?"</li> <li>7. Student 2 points to that picture on their page and responds, "Yes, I do," or "No, I don't."</li> <li>8. Student 2 then asks the question and student 1 answers.</li> <li>9. The students go back and forth until they have asked about all the pictures.</li> <li>10. Tell the students to take the project home and talk about it with their parents.</li> </ol>	
<b>16. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the students.</li> <li>3. Have the class wave and respond, "Goodbye."</li> </ol>	Wrap up.






## Lesson 1: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	2 mins	Unit 7 - Song tab 		<b>Listen to the Song (I do)</b> 1. Play the song "Head, Shoulders, Knees, and Toes" 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 can you do?" and "I can ___ my ___."
	5 mins	Unit 7 - Song tab 		<b>Practice (We do)</b> 1. Play <i>Big Picture (Song)</i> from the Teacher Menu. 2. Review the body parts "head," "shoulders," "knees," "toes," "eyes," "ears," "mouth," and "nose" from the song. 3. Tap the screen and have the students repeat the body part. 4. Have the class say, "This is my ___," or "These are my ___," and touch the body part. 5. Show the body parts again. 6. Have the class say, "I can touch my ___," and touch the body parts.	
	3 mins	Unit 7 - Listening tab 		<b>Practice (You do)</b> 1. Play <i>Hear! Hear!</i> from the Teacher Menu. 2. Have the class point to the picture that matches what they hear. 3. Choose a student to tap the picture. 4. Have the class repeat the phrase. 5. Repeat until each student has a turn to tap a picture or all the phrases have been played.	

	5 mins	Unit 7 - Song tab 		<b>Practice (You do)</b> 1. Play the song "Head, Shoulders, Knees, and Toes" from the Teacher Menu. 2. Encourage students to sing along and touch the body parts. 3. Repeat the song several times, having the class sing along. 4. Have the class sing the song several more times without the video, singing faster each time.	
4. <b>Conversational Videos</b>	5 mins	Unit 7 - Speaking tab 		1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "What can you do?" and "I can ___ my ___," (e.g., "I can tap my toes."). 3. Have the class try to do the dance with the girls.	


Lesson 1: Block B (20 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
5. <b>Big Picture (Vocabulary)</b>	7 mins	Unit 7 - Vocabulary tab 		<b>Learn Vocabulary (I do)</b> 1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu. 2. Say the first body part (e.g., "Fingers.") and have the students repeat after you. 3. Have the students touch or move the body part. 4. Say, "These are ___." 5. Have the class repeat the sentence and touch or move that body part. 6. Repeat steps 2-5 with all the body parts. 7. Show the pictures again, but this time, ask students to identify the words using a full sentence (e.g., "These are fingers."). 8. Invite individual students to come and tap each of the pictures to confirm the answers. 9. Show the pictures one more time. Ask the students to identify the words using a full sentence (e.g., "These are fingers."). 10. Say, "I see a ___ in this word. Do you see a ___?" (e.g., "I see a 'g' in this word. Do you see a 'g'?"). 11. Have a student come up and point to the letter. 12. Ask the class what other letters they see in the word. 13. Have the students come up and point to the letters they know. 14. Have the class repeat the names of the letters.	Learn the words "fingers," "shoulders," "knees," and "toes."

<p>6. <i>Word Flurry</i></p>	<p>5 mins</p>	<p>Unit 7 - Vocabulary tab</p> 		<p><b>Practice Vocabulary (We do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Word Flurry</i> from the Teacher Menu.</li> <li>2. When a word is said, ask all the students to say the word aloud.</li> <li>3. Ask the students if they see a picture of the word on the screen.</li> <li>4. Choose two students to race to the screen and tap the picture.</li> <li>5. Repeat these steps with the remaining words.</li> </ol>	
<p>7. <i>Randomonium</i></p>	<p>8 mins</p>	<p>Unit 7 - Vocabulary tab</p> 		<p><b>Play a Game with the Vocabulary (You do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Randomonium</i> from the Teacher Menu.</li> <li>2. Put each of the vocabulary pictures in a different spot around the classroom.</li> <li>3. Have the students pick a picture to stand by.</li> <li>4. Tap the randomize button.</li> <li>5. Tap the picture that comes up.</li> <li>6. The class will say the vocabulary word and touch the body part.</li> <li>7. The students standing by that picture will go back to their seat.</li> <li>8. Have the remaining students spread out and stand by one of the four pictures.</li> <li>9. Repeat steps 3-8 until there is only one student left standing.</li> <li>10. If there is still time, play the game again and let the winning student tap the generator.</li> </ol>	

**Break—5 mins**

**Lesson 2: Block A (15 mins)**



Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>8. <i>Conversational Videos</i></p>	<p>5 mins</p>	<p>Unit 7 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Conversational Videos</i> from the Teacher Menu.</li> <li>2. Have the class repeat the target phrases “What can you do?” and “I can ___ my ___,” (e.g., “I can tap my toes.”).</li> <li>3. Have the class try to do the dance with the girls.</li> </ol>	<p>Review the phrases “What can you do?” and “I can ___ my ___.”</p>

9. <i>Speak Up 1</i>	5 mins	Unit 7 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups repeat the phrase.</li> </ol>	
10. Sing a Song	5 mins	Unit 7 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song “Head, Shoulders, Knees, and Toes” from the Teacher Menu.</li> <li>2. Encourage students to sing along and touch the body parts.</li> <li>3. Have the class sing the song several more times without the video, singing faster each time.</li> </ol>	

## Lesson 2: Block B (25 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. Practice Vocabulary: <i>Match the Words</i>	10 mins		Vocabulary pictures (fingers, shoulders, knees, toes) 2 of each picture	<ol style="list-style-type: none"> <li>1. Put the vocabulary pictures on the ground with the picture facedown.</li> <li>2. Divide the class into two groups.</li> <li>3. Have one student from the first group choose a vocabulary picture and turn it over.</li> <li>4. Have the class say, “These are ____.”</li> <li>5. Have a second student from the first group choose another vocabulary picture and turn it over.</li> <li>6. Have the class say, “These are ____.”</li> <li>7. If the vocabulary pictures match, the group gets to keep the vocabulary pictures.</li> <li>8. If the vocabulary pictures don’t match, turn the vocabulary pictures back over.</li> <li>9. Repeat steps 3-8 with the second group.</li> <li>10. Continue giving each group a turn until all matches are made. The team with the most matches wins.</li> <li>11. Repeat the game as time allows.</li> </ol>	Review the words “fingers,” “shoulders,” “knees,” and “toes.”




<b>12. Search Party</b>	8 mins	Unit 7 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Search Party</i> from the Teacher Menu.</li> <li>2. Choose a word for the students to find.</li> <li>3. Say, "Find the picture of ____."</li> <li>4. Have the class point at the picture when they find it and say, "I see it."</li> <li>5. When most of the students have found the picture, choose a student to come to the front and tap the image.</li> <li>6. If the student is incorrect, tap the incorrect button and choose a new student to come up.</li> <li>7. If the student is correct, have the class say, "These are ____." (If reviewing previously learned vocabulary, adjust the sentence as necessary.)</li> <li>8. If it is too hard to see the picture, tap the shuffle button.</li> <li>9. Repeat these steps until all the students have had a turn to tap an image or until you have sufficiently reviewed the vocabulary.</li> </ol>	
<b>13. Speak Up 2</b>	5 mins	Unit 7 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups repeat the phrase.</li> </ol>	Review the phrases "What can you do?" and "I can ____ my ____."
<b>14. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the students.</li> <li>3. Have the class wave and respond, "Goodbye."</li> </ol>	Wrap up.





## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 7 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Head, Shoulders, Knees, and Toes" from the Teacher Menu.</li> <li>2. Encourage students to sing along and touch the body parts.</li> <li>3. Have the class sing the song several more times without the video, singing faster each time.</li> </ol>	Warm up.
4. At Your Command	5 mins	Unit 7 - Action tab 		<ol style="list-style-type: none"> <li>1. Play <i>At Your Command</i> from the Teacher Menu</li> <li>2. Have the class listen to the command twice.</li> <li>3. Have the class say the command.</li> <li>4. Evaluate what the class says and tap the corresponding correct or incorrect button.</li> </ol>	Learn the action "Touch your ____."

<b>5. Practice an Action: Act It Out</b>	5 mins		<b>Vocabulary pictures</b> (fingers, shoulders, knees, toes, feet, legs, hands, arms, head, nose, eyes, ears, mouth)	<ol style="list-style-type: none"> <li>1. Divide the class into two groups.</li> <li>2. Have one group sit facing the front of the room and the other group sit facing the back of the room.</li> <li>3. Have one student from each group come to you.</li> <li>4. Show the two students a vocabulary picture.</li> <li>5. Each student stands in front of their group.</li> <li>6. Without talking, the students pretend like they are washing the object in the picture.</li> <li>7. The group guesses the part of body the student is touching, saying "Touch your _____," (e.g. "Touch your fingers.").</li> <li>8. The first group to guess correctly gets a point.</li> <li>9. Have the whole class say, "Touch your _____," (e.g. "Touch your fingers.").</li> <li>10. Choose a new student from each group to touch the next part of the body.</li> <li>11. Repeat the activity until every student has had a turn to touch a body part.</li> </ol>	
<b>6. Big Picture: Color and Shape</b>	10 mins	Unit 7 - Resources tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: Color and Shape</i> from the Teacher Menu.</li> <li>2. Show the picture of shapes and have the students say, "Shapes."</li> <li>3. Show the picture of colors and have the students say, "Colors."</li> <li>4. Show the individual pictures.</li> <li>5. Ask the students, "What is the color?" and have the class identify the color by saying, "The color is _____."</li> <li>6. Ask the students, "What is the shape?" and have the class identify the shape by saying, "The shape is _____."</li> <li>7. Choose a student to tap the picture to check if they are correct.</li> </ol>	Learn the words "color" and "shape."

## Lesson 1: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>7. "Letter Actions Song: G g"</b>	2 mins	Unit 7 - Letters tab 	<b>Lyrics</b> This is a G and G says, "/g/." Let's gallop together. This is a g and g says, "/g/." Let's gallop together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: G g" from the Teacher Menu.</li> <li>2. Have the class do the action along with the kids in the video.</li> <li>3. Have the students say, "G," whenever they see the letter.</li> <li>4. Have the class sing the song.</li> <li>5. Repeat the video until the students are comfortable with the lyrics and actions.</li> </ol>	Learn the letters capital G and small g.


8. <b>Big Picture:</b> G g	3 mins	Unit 7 - Letters tab 		<b>Learn Capital and Small (I do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture: G g</i> from the Teacher Menu.</li> <li>2. Display capital G.</li> <li>3. Tap the capital G to play the audio, "Capital G."</li> <li>4. Have the students say, "It's capital G."</li> <li>5. Tap the capital G again. Make yourself as big as you can. Stand on your toes and reach your arms up in the sky as you say, "It's capital G."</li> <li>6. Have the students do the same action as they say, "It's capital G."</li> <li>7. Repeat these steps with small g, crouching down and making yourself small.</li> <li>8. Display the mouth and tap the board to play the video, "/g/."</li> <li>9. Have the students shout, "/g/!"</li> </ol>	
9. <b>Randomonium:</b> G g	3 mins	Unit 7 - Letters tab 		<b>Play a Letter Name and Sound Game (We do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Randomonium: G g</i> from the Teacher Menu.</li> <li>2. Tap the randomize button.</li> <li>3. Have the students do the action and say the letter or sound that comes up (e.g., Get big and say, "It's capital G.&gt;").</li> <li>4. Repeat these steps, inviting different students to come up and spin the generator.</li> </ol>	
10. <b>Letter Trace:</b> G g	7 mins	Unit 7 - Letters tab 		<b>Write the Letters (You do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Letter Trace: G g</i> from the Teacher Menu.</li> <li>2. Choose a student to come to the front and find capital G.</li> <li>3. The class says, "It's capital G."</li> <li>4. Select a different student to come to the front and trace the capital letter while the class writes the letter with their fingers on their forearms.</li> <li>5. Have the students say, "It's capital G."</li> <li>6. Repeat with the next two traces.</li> <li>7. Have a student come to the front and write capital G while the class writes it on their forearms.</li> <li>8. Choose the best capital G, or have the students vote on the capital G they feel is the best.</li> <li>9. Repeat the activity with small g.</li> </ol>	

Break—5 mins

## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. "Letter Actions Song: G g"	2 mins	Unit 7 - Letters tab 	<b>Lyrics</b> This is a G and G says, "/g/." Let's gallop together. This is a g and g says, "/g/." Let's gallop together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: G g" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Review the letters capital G and small g.
12. <i>Big Picture:</i> G g	3 mins	Unit 7 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: G g</i> from the Teacher Menu.</li> <li>2. Display capital G.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say, "It's capital G," and do the action.</li> <li>5. Repeat these steps with small g.</li> <li>6. Display the mouth and ask, "What sound does G make?"</li> <li>7. Have the class shout, "/g/!"</li> <li>8. Tap the board to play the video, "/g/."</li> </ol>	
13. <i>First Sound Intro:</i> /g/	5 mins	Unit 7 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /g/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/g/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all of the pictures.</li> </ol>	Learn the first and last sound /g/.
14. <i>Last Sound Intro:</i> /g/	5 mins	Unit 7 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>Last Sound Intro: /g/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/g/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the word that is said.</li> <li>5. Have the students punch a fist in the air as they say the final sound in the word.</li> <li>6. Repeat with all of the pictures.</li> <li>7. Repeat the activity until the students are comfortable hearing the sound.</li> </ol>	




## Lesson 2: Block B (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
15. <i>Look!</i>	13 mins	Unit 7 - Book tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>Look!</i> from the Teacher Menu.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. Teach the class the following words and phrases and do an action for each:               <ul style="list-style-type: none"> <li>• “Bear” (e.g., Make claw hands and growl.)</li> <li>• “Look!” (e.g., Put your hands to your eyes like binoculars.)</li> <li>• “I did it!” (e.g., Raise a fist straight up in the air.)</li> <li>• “Push” (e.g., Pretend to push something heavy with your shoulder.)</li> <li>• “Fish” (e.g., Put the palms of your hands together and wiggle your hands away from you.)</li> <li>• “I can grab it.” (e.g., Reach your hands out like you are grabbing something and pulling it towards you.)</li> <li>• “I can walk on my toes.” (e.g., Walk on your tip toes.)</li> <li>• “Run!” (e.g., Run in place.)</li> </ul> </li> <li>4. Show the book again.</li> <li>5. When the students hear one of the words or phrases from above, have them jump up, say the word or phrase, and do the action.</li> <li>6. Show the book one more time, and have the class pretend to be the boy.</li> <li>7. As the class reads the book with the narrator, have them act out the story.</li> </ol>	Share the book <i>Look!</i>
16. Practice an Action: <i>True or False</i>	10 mins		<b>Vocabulary pictures</b> (fingers, shoulders, knees, toes, feet, legs, hands, arms, head, nose, eyes, ears, mouth)	<ol style="list-style-type: none"> <li>1. Show the picture of the fingers and say, “Touch your fingers.”</li> <li>2. Have the students repeat the command and touch their fingers.</li> <li>3. Repeat steps 1-2 with the remaining pictures.</li> <li>4. Hold up a vocabulary picture without looking at it and say, “Touch your _____” (e.g. “Touch your fingers.”).</li> <li>5. If the command matches the vocabulary picture you are holding up, the class will jump up, repeat the command, and touch that body part.</li> <li>6. If the command does not match the vocabulary picture you are holding up, the class will stay seated and say the correct command while touching the correct body part.</li> <li>7. Repeat until the students are comfortable with the action and all the body parts.</li> </ol>	Practice the action “Touch your _____.”



17. Goodbye	2 mins		<ol style="list-style-type: none"><li>1. Wrap up the class.</li><li>2. Say, "See you later," and wave to the students.</li><li>3. Have the class wave and respond, "See you later."</li></ol>	Wrap up.
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## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	2 mins	Unit 7 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Head, Shoulders, Knees, and Toes" from the Teacher Menu.</li> <li>2. Encourage students to sing along and touch the body parts.</li> <li>3. Have the class sing the song several more times without the video, singing faster each time.</li> </ol>	Warm up.
4. Big Picture (Vocabulary)	3 mins	Unit 7 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu.</li> <li>2. Ask the students to identify the words using a full sentence (e.g., "These are fingers.&gt;").</li> <li>3. Say, "I see a ____ in this word. Do you see a ____?" (e.g., "I see a 'g' in this word. Do you see a 'g'?").</li> <li>4. Have a student come up and point to the letter.</li> <li>5. Ask the class what other letters they see in the word.</li> <li>6. Have the students come up and point to the letters they know.</li> <li>7. Have the class repeat the names of the letters.</li> <li>8. Repeat steps 2-7 with all the words.</li> </ol>	Review the words "fingers," "shoulders," "knees," and "toes."
5. Match Maker	5 mins	Unit 7 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Match Maker</i> from the Teacher Menu.</li> <li>2. Choose a student to try and make a match.</li> <li>3. If the student makes a match, have the class say the vocabulary word.</li> <li>4. Choose a new student to come up and try to make a match.</li> <li>5. Repeat until all the matches are made.</li> <li>6. Tap on each of the pictures and have the class say, "These are ____."</li> </ol>	



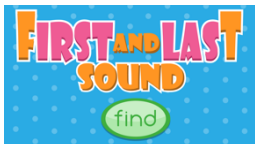
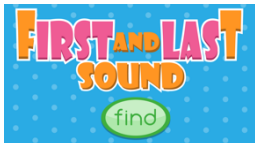

6. <i>Speak Up 1</i>	5 mins	Unit 7 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups of students repeat the phrase.</li> </ol>	Review the phrases “What can you do?” and “I can ___ my ___.”
7. <i>Speak Up 2</i>	5 mins	Unit 7 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups of students repeat the phrase.</li> </ol>	
8. Practice Saying a Phrase: Ask a Friend	5 mins		<b>Vocabulary pictures</b> (fingers, shoulders, knees, toes) enough for each child to have one	<ol style="list-style-type: none"> <li>1. Have the class sit in a circle.</li> <li>2. Give each student a vocabulary picture.</li> <li>3. Say, “What can you do?” to the first student.</li> <li>4. Have the class repeat the question.</li> <li>5. The first student holds up their picture and says, “I can touch my ___,” (e.g. “I can touch my toes.”).</li> <li>6. Have the student touch that part of their body.</li> <li>7. Have the class repeat the sentence and touch that part of their body as well.</li> <li>8. Repeat steps 4-7 with the next student in the circle until each child has had a turn.</li> <li>9. Have the students switch vocabulary pictures and play the game again.</li> </ol>	

## Lesson 1: Block B (15 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
9. Practice an Action: <i>True or False</i>	10 mins		<b>Vocabulary pictures</b> (fingers, shoulders, knees, toes, feet, legs, hands, arms, head, nose, eyes, ears, mouth)	<ol style="list-style-type: none"> <li>1. Show the picture of the fingers and say, "Touch your fingers."</li> <li>2. Have the students repeat the command and touch their fingers.</li> <li>3. Repeat steps 1-2 with the remaining pictures.</li> <li>4. Hold up a vocabulary picture without looking at it and say, "Touch your ____," (e.g. "Touch your fingers.").</li> <li>5. If the command matches the vocabulary picture you are holding up, the class will jump up, repeat the command and touch that body part.</li> <li>6. If the command does not match the vocabulary picture you are holding up, the class will stay seated and say the correct command while touching the correct body part.</li> <li>7. Repeat until the students are comfortable with the action and all the body parts.</li> </ol>	Review actions.
10. Practice More Words: <i>Color and Shape Beanbag Toss</i>	10 mins		<b>Vocabulary pictures</b> (red, blue, green, yellow, orange, purple, gray, square, circle, heart, star, triangle, rectangle)  Small beanbag	<ol style="list-style-type: none"> <li>1. Arrange the pictures on the floor.</li> <li>2. Have a student toss the beanbag onto a picture.</li> <li>3. The class decides if the picture the beanbag lands on is a shape or a color using the phrase, "It's a ____."</li> <li>4. Remove the picture after each student's turn.</li> <li>5. Once all pictures are removed, shuffle the pictures and play again until all students have had a chance to toss.</li> </ol>	Review the words "color" and "shape."

Break—5 mins

## Lesson 2: Block A (20 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <i>First Sound Find: /g/</i>	7 mins	Unit 7 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Find: /g/</i> from the Teacher Menu.</li> <li>2. Tap each picture and have the class repeat the words.</li> <li>3. Have the class find a word that has the first sound /g/.</li> <li>4. Choose a student to come to the front and drag the picture to the container.</li> <li>5. Repeat with the remaining pictures that have the first sound /g/.</li> <li>6. Repeat the activity until students are comfortable hearing the sound.</li> </ol>	Review the first and last sound /g/.
12. <i>Last Sound Find: /g/</i>	8 mins	Unit 7 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>Last Sound Find: /g/</i> from the Teacher Menu.</li> <li>2. Tap each picture and have the class repeat the words.</li> <li>3. Have the class find a word that has the last sound /g/.</li> <li>4. Choose a student to come to the front and drag the picture to the container.</li> <li>5. Repeat with the remaining pictures with the last sound /g/.</li> <li>6. Repeat the activity until students are comfortable hearing the sound.</li> </ol>	
13. "Letter Actions Song: G g"	5 mins	Unit 7 - Letters tab 	<p><b>Lyrics</b> This is a G and G says, "/g/." Let's gallop together. This is a g and g says, "/g/." Let's gallop together.</p>	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: G g" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	


## Lesson 2: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
14. <i>First Sound</i> Intro: /g/	3 mins	Unit 7 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /g/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/g/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all of the pictures.</li> </ol>	Color pictures with the first and last sound /g/.
15. <i>Last Sound</i> Intro: /g/	3 mins	Unit 7 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>Last Sound Intro: /g/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/g/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the word that is said.</li> <li>5. Have the students punch a fist in the air as they say the final sound in the word.</li> <li>6. Repeat with all of the pictures.</li> <li>7. Repeat the activity until the students are comfortable hearing the sound.</li> </ol>	
16. Show What You Learned: <i>Color First and Last Sounds: /g/</i>	12 mins		<p><b>Color First Sounds: /g/ project</b> for each student</p> <p>Crayons</p>	<ol style="list-style-type: none"> <li>1. Give each student a <i>Color First and Last Sounds: /g/</i> project and crayons.</li> <li>2. Have the students choose two colors.</li> <li>3. Go through all the pictures with the students.</li> <li>4. The students color the pictures that have the first sound /g/ one color and the pictures with the last sound /g/ the other color.</li> <li>5. Review all the pictures with the students, emphasizing the first sound or last sound in the words.</li> <li>6. Tell the students to take the project home and talk about it with their parents.</li> </ol>	
17. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the students.</li> <li>3. Have the class wave and respond, "Goodbye."</li> </ol>	Wrap up.






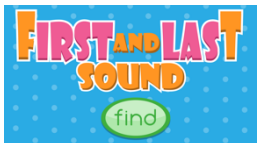
## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 7 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Head, Shoulders, Knees, and Toes" from the Teacher Menu.</li> <li>2. Encourage students to sing along and touch the body parts.</li> <li>3. Repeat the song several times, having the class sing along.</li> <li>4. Have the class sing the song several more times without the video, singing faster each time.</li> </ol>	Warm up.
4. <i>Big Picture</i> (Value)	5 mins	Unit 7 - Value tab 		<ol style="list-style-type: none"> <li>1. Use language the students understand to discuss the value.</li> <li>2. Play <i>Big Picture (Value)</i> from the Teacher Menu.</li> <li>3. Show the first picture.</li> <li>4. Ask the students what is happening in the picture.  For example: "What is the boy doing?" ("He is getting the ball out of the tree.")</li> <li>5. Show the second picture.</li> <li>6. Ask the students what is happening in the picture.  For example: "What is the girl doing?" ("She's giving the boy a hug.") "How does the girl feel?" ("The girl feels happy/grateful.") "How does the boy feel?" ("The boy feels happy.")</li> <li>7. Show the third picture.</li> <li>8. Say, "I can say, 'Thank you,' when someone helps me."</li> <li>9. Have the class repeat after you.</li> <li>10. Tap the screen and have the students repeat, "Gratitude."</li> </ol>	Learn the value gratitude.

<b>5. Practice a Value:</b> <b>Gratitude</b>	5 mins		Ball	<ol style="list-style-type: none"> <li>1. Choose three students to come to the front.</li> <li>2. Have one student pretend to be the tree and hold the ball high up in the air.</li> <li>3. Have a second student pretend to try and get the ball, but not be able to.</li> <li>4. Have the third student get the ball from the tree and hand it to the second student.</li> <li>5. Have the second student say, "I am grateful. Thank you."</li> <li>6. Have the third student say, "You're welcome."</li> <li>7. Repeat steps 1-6 until all the students have had a chance to act out the picture or as time allows.</li> <li>8. Have the class say, "I am grateful."</li> </ol>	
<b>6. Look!</b>	10 mins	Unit 7 - Book tab 	Paper  Crayon	<ol style="list-style-type: none"> <li>1. Use the board or put a large piece of paper at the front of the classroom, so the class can see.</li> <li>2. Show the book <i>Look!</i> from the Teacher Menu.</li> <li>3. After the narrator reads the following pages:                         <ul style="list-style-type: none"> <li>• Page 1 – Draw a stick figure of a boy.</li> <li>• Page 2 – Draw a small hole.</li> <li>• Page 5 – Draw a big rock.</li> <li>• Page 8 – Draw a fish.</li> <li>• Page 11 – Draw a brown bear.</li> </ul> </li> <li>4. Give each student a sheet paper and crayons.</li> <li>5. Show the book again.</li> <li>6. As the book is read, have the students draw their own story map.</li> <li>7. After the book is finished, have the students find a partner and share their story maps with each other.</li> </ol>	Share the book <i>Look!</i>

### Lesson 1: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>7. "Letter Actions Song: G g"</b>	2 mins	Unit 7 - Letters tab 	<b>Lyrics</b> This is a G and G says, "/g/." Let's gallop together. This is a g and g says, "/g/." Let's gallop together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: G g" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Review the letters capital G and small g.

8. <b>Big Picture:</b> G g	3 mins	Unit 7 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: G g</i> from the Teacher Menu.</li> <li>2. Display capital g.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say, "It's capital G," and do the action.</li> <li>5. Repeat these steps with small g.</li> <li>6. Display the mouth and ask, "What sound does G make?"</li> <li>7. Have the class shout, "/g/!"</li> <li>8. Tap the board to play the video, "/g/."</li> </ol>	
9. <b>First Sound</b> <b>Find: /g/</b>	5 mins	Unit 7 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Find: /g/</i> from the Teacher Menu.</li> <li>2. Tap each picture and have the class repeat the words.</li> <li>3. Have the class find a word that has the first sound /g/.</li> <li>4. Choose a student to come to the front and drag the picture to the container.</li> <li>5. Repeat with the remaining pictures that have the first sound /g/.</li> <li>6. Repeat the activity until students are comfortable hearing the sound.</li> </ol>	Review the first and last sound /g/.
10. <b>Last Sound</b> <b>Find: /g/</b>	5 mins	Unit 7 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>Last Sound Find: /g/</i> from the Teacher Menu.</li> <li>2. Tap each picture and have the class repeat the words.</li> <li>3. Have the class find a word that has the last sound /g/.</li> <li>4. Choose a student to come to the front and drag the picture to the container.</li> <li>5. Repeat with the remaining pictures with the last sound /g/.</li> <li>6. Repeat the activity until students are comfortable hearing the sound.</li> </ol>	


Break—5 mins

## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. Practice Vocabulary: <i>Teacher Says</i>	7 mins			<ol style="list-style-type: none"> <li>1. Have the students stand up and spread out in the classroom.</li> <li>2. Stand at the front of the classroom.</li> <li>3. Say, "Teacher says, 'Touch your ____,'" (e.g., "Teacher says, 'Touch your shoulders.'") using one of the vocabulary words.</li> <li>4. Students say, "Touch my ____," and touch that body part.</li> <li>5. Repeat steps 3-4 with all the body parts.</li> <li>6. The students only say the phrase and do the action if you say, "Teacher says, ____," before the phrase.</li> <li>7. Randomly don't say, "Teacher says," before the phrase.</li> <li>8. If you don't say, "Teacher says, ____," and the students say the word and/or do the action, they must sit down.</li> <li>9. Repeat these steps until only one student is left standing.</li> <li>10. The last student standing is the winner.</li> </ol>	Review the words "fingers," "shoulders," "knees," and "toes."
12. Practice Saying Phrases: <i>Time Race</i>	8 mins		<p><b>Vocabulary pictures</b> (fingers, shoulders, knees, toes, feet, legs, hands, arms, head, nose, eyes, ears, mouth)</p> <p>Timer</p>	<ol style="list-style-type: none"> <li>1. Have the class stand in a circle.</li> <li>2. Set the timer. Choose a random time between 20 to 40 seconds.</li> <li>3. Show a student one of the vocabulary pictures.</li> <li>4. Ask, "What can you do?"</li> <li>5. Have the student say, "I can touch my ____," (e.g., "I can touch my knees.") and touch the body part shown in the picture.</li> <li>6. If the student says or touches the wrong body part, have them keep trying until they are correct.</li> <li>7. If the student says and touches the correct body part, move to the next student in the circle.</li> <li>8. Hold up a different vocabulary picture.</li> <li>9. Repeat these steps until the timer goes off.</li> <li>10. The student you are in front of when the timer goes off will sit down.</li> <li>11. Set the timer and repeat the steps again.</li> <li>12. The last student standing is the winner.</li> <li>13. Repeat the game if time allows and have the winner show the pictures.</li> <li>14. If comfortable saying the sentences, add different actions (e.g., "I can wiggle my fingers," or "I can tap my toes.").</li> </ol>	Review the phrases "What can you do?" and "I can ____ my ____."








## Lesson 2: Block B (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
13. <i>Miss Daisy</i>	5 mins	Unit 7 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Miss Daisy</i> from the Teacher Menu.</li> <li>2. Have students respond to the people in the video when they are prompted to speak.</li> <li>3. Evaluate what the class says.</li> <li>4. If the class answers correctly, press the button to move on.</li> <li>5. If the class answers incorrectly, repeat the question and prompt the class to say the correct answer.</li> </ol>	Practice speaking.
14. Practice More Words: <i>Color and Shape Beanbag Toss</i>	5 mins		<p><b>Vocabulary pictures</b> (red, blue, green, yellow, orange, purple, gray, square, circle, heart, star, triangle, rectangle)</p> <p>Small beanbag</p>	<ol style="list-style-type: none"> <li>1. Arrange the pictures on the floor.</li> <li>2. Have a student toss the beanbag onto a picture.</li> <li>3. The class decides if the picture the beanbag lands on is a shape or a color using the phrase, "It's a ____."</li> <li>4. Remove the picture after each student's turn.</li> <li>5. Once all pictures are removed, shuffle the pictures and play again until all students have had a chance to toss.</li> </ol>	
15. Show What You Learned: <i>Shape and Color Headband Project</i>	13 mins		<p><b>Shape and Color Headband project</b> for each student, precut, with holes punched out on each side, and string attached to tie to the students' head</p> <p>Crayons</p> <p>Hole puncher</p> <p>String</p>	<ol style="list-style-type: none"> <li>1. Give each student a <i>Shape and Color Headband</i> project and crayons.</li> <li>2. Review shapes and colors with the students.</li> <li>3. Have the students color as many different shapes on their headbands as they like.</li> <li>4. When the students have finished, tie the headband to the students' heads.</li> <li>5. Have the students get in pairs.</li> <li>6. Student 1 will point to a colored shape on student 2's headband and say, "This shape is a _____. This color is _____." (e.g., "This shape is a heart. This color is red.")</li> <li>7. Student 2 will then point to a shape on student 1's headband and do the same.</li> <li>8. The students will continue to go back and forth until they run out of shapes.</li> <li>9. Have the students find a new partner and repeat the game as time allows.</li> <li>10. Tell the students to take the project home and talk about it with their parents.</li> </ol>	Practice the words "color" and "shape."
16. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "See you later," and wave to the students.</li> <li>3. Have the class wave and respond, "See you later."</li> </ol>	Wrap up.






## Lesson 1: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	2 mins	Unit 8 - Song tab 	<b>Letter Pictures</b> (E, I, O) 2 copies of E and I	<b>Listen to the Song (I do)</b> 1. Play the song "Old MacDonald Had a Farm (Part 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 "Do you have ___?", "Yes, I do," and "No, I don't."
	5 mins	Unit 8 - Song tab 		<b>Practice (We do)</b> 1. Play <i>Big Picture (Song)</i> from the Teacher Menu. 2. Review the vocabulary words "farm," "horse," and "goat" from the song. 3. Make actions for the words as well as sounds for the animals (e.g., horse – "neigh," goat – "baa"). 4. Review the actions, sounds, and words until the students are comfortable with them. 5. Put the letter pictures where the class can see them in the order E, I, E, I, then O. 6. Point to each letter and say, "E-I-E-I-O." 7. Point to the letters again and have the class repeat the letters. 8. Invite several students to come and point to the letters as the class says them.	

	3 mins	Unit 8 - Listening tab 		<b>Practice (You do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Hear! Hear!</i> from the Teacher Menu.</li> <li>2. Have the class point to the picture that matches what they hear.</li> <li>3. Choose a student to tap the picture.</li> <li>4. Have the class repeat the phrase.</li> <li>5. Repeat until each student has a turn to tap a picture or all the phrases have been played.</li> </ol>	
	5 mins	Unit 8 - Song tab 		<b>Practice (You do)</b> <ol style="list-style-type: none"> <li>1. Play the song "Old MacDonald Had a Farm (Part 1)" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	
<b>4. Conversational Videos</b>	5 mins	Unit 8- Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Conversational Videos</i> from the Teacher Menu.</li> <li>2. Have the class repeat the target phrases "Do you have ____?," "Yes, I do," and "No, I don't."</li> </ol>	

Lesson 1: Block B (20 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>5. <i>Big Picture (Vocabulary)</i></p>	<p>7 mins</p>	<p>Unit 8 - Vocabulary tab</p> 		<p><b>Learn Vocabulary (I do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu.</li> <li>2. Say the first vocabulary word, and have the students repeat it.</li> <li>3. If possible, have the students do an action for the vocabulary word.</li> <li>4. Say, "It's a ____."</li> <li>5. Have the class repeat the sentence.</li> <li>6. Repeat these steps with all the vocabulary words.</li> <li>7. Show the pictures again, but this time, ask students to identify the words using a full sentence (e.g., "It's a horse.&gt;").</li> <li>8. Invite individual students to come and tap each of the pictures to confirm the answers.</li> <li>9. Show the pictures one more time. Ask the students to identify the words using a full sentence (e.g., "It's a horse.&gt;").</li> <li>10. Say, "I see a ____ in this word. Do you see a ____?" (e.g., "I see an 'h' in this word. Do you see an 'h'?").</li> <li>11. Have a student come up and point to the letter.</li> <li>12. Ask the class what other letters they see in the word.</li> <li>13. Have the students come up and point to the letters they know.</li> <li>14. Have the class repeat the names of the letters.</li> <li>15.</li> </ol>	<p>Learn the words "horse," "farm," "goat," and "truck."</p>
<p>6. <i>Word Flurry</i></p>	<p>5 mins</p>	<p>Unit 8 - Vocabulary tab</p> 		<p><b>Practice Vocabulary (We do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Word Flurry</i> from the Teacher Menu.</li> <li>2. When a word is said, ask all the students to say the word aloud.</li> <li>3. Ask the students if they see a picture of the word on the screen.</li> <li>4. Choose two students to race to the screen and tap the picture.</li> <li>5. Repeat these steps with the remaining words.</li> </ol>	

<p>7. <i>Randomonium</i></p>	<p>8 mins</p>	<p>Unit 8 - Vocabulary tab</p> 	<p><b>Play a Game with the Vocabulary (You do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Randomonium</i> from the Teacher Menu.</li> <li>2. Divide the class into two groups.</li> <li>3. Have the groups line up.</li> <li>4. Tap the randomize button.</li> <li>5. The first student in each line will say, "It's a ____," as the vocabulary word comes up.</li> <li>6. The student that says the word first gets a point for their team.</li> <li>7. Repeat until every student has had a turn.</li> <li>8. The team with the most points wins.</li> <li>9. Repeat the game as time allows.</li> </ol>	
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**Break—5 mins**



<p><b>Lesson 2: Block A (15 mins)</b></p>					
<p><b>Activity</b></p>	<p><b>Time</b></p>	<p><b>Teacher Menu</b></p>	<p><b>Preparation</b></p>	<p><b>Content</b></p>	<p><b>Objectives</b></p>
<p>8. <i>Conversational Videos</i></p>	<p>5 mins</p>	<p>Unit 8 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Conversational Videos</i> from the Teacher Menu.</li> <li>2. Have the class repeat the target phrases "Do you have ____?," "Yes, I do," and "No, I don't."</li> </ol>	
<p>9. <i>Speak Up 1</i></p>	<p>5 mins</p>	<p>Unit 8 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups repeat the phrase.</li> </ol>	<p>Review the phrases "Do you have ____?," "Yes, I do," and "No, I don't."</p>
<p>10. <i>Sing a Song</i></p>	<p>5 mins</p>	<p>Unit 8 - Song tab</p> 		<ol style="list-style-type: none"> <li>1. Play the song "Old MacDonald Had a Farm (Part 1)" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song a few times, having the class sing along and do the actions.</li> </ol>	


Lesson 2: Block B (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. Practice Vocabulary: Word Relay	10 mins		Vocabulary pictures (horse, farm, goat, truck) a set for each team	<ol style="list-style-type: none"> <li>1. Divide the students into two or more teams.</li> <li>2. The teams will get in a line.</li> <li>3. Give the first person in each line the four vocabulary pictures in a random order.</li> <li>4. Tell the students that when you say, "Go," they will look at each of the pictures and say the word.</li> <li>5. After they have said all the words, the first student will hand the pictures to the next student in the line and sit down.</li> <li>6. Repeat with every student in line.</li> <li>7. The first team to have all the students sitting down wins.</li> </ol>	
12. Search Party	8 mins	Unit 8 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Search Party</i> from the Teacher Menu.</li> <li>2. Choose a word for the students to find.</li> <li>3. Say, "Find the picture of ____."</li> <li>4. Have the class point at the picture when they find it and say, "I see it."</li> <li>5. When most of the students have found the picture, choose a student to come to the front and tap the image.</li> <li>6. If the student is incorrect, tap the incorrect button and choose a new student to come up.</li> <li>7. If the student is correct, have the class say, "It's a ____." (If reviewing previously learned vocabulary, adjust the sentence as necessary.)</li> <li>8. If it is too hard to see the picture, tap the shuffle button.</li> <li>9. Repeat these steps until all the students have had a turn to tap an image or until you have sufficiently reviewed the vocabulary.</li> </ol>	Review the words "horse," "farm," "goat," "truck."
13. Speak Up 2	5 mins	Unit 8- Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups repeat the phrase.</li> </ol>	Review the phrases "Do you have ____?", "Yes, I do," and "No, I don't."
14. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the students.</li> <li>3. Have the class wave and respond, "Goodbye."</li> </ol>	Wrap up.



## Lesson 1: Block A (30 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	4 mins	Unit 8 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Old MacDonald Had a Farm (Part 1)" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. At Your Command	5 mins	Unit 8 - Action tab 		<ol style="list-style-type: none"> <li>1. Play <i>At Your Command</i> from the Teacher Menu</li> <li>2. Have the class listen to the command twice.</li> <li>3. Have the class say the command.</li> <li>4. Evaluate what the class says and tap the corresponding correct or incorrect button.</li> </ol>	Learn the action "Kick the ____."



<p>5. <b>Practice an Action: Say and Do</b></p>	<p>5 mins</p>		<p>5 pictures of different soccer balls</p> <p><b>Vocabulary pictures</b> (teacher’s choice for review)</p>	<ol style="list-style-type: none"> <li>1. Review the vocabulary pictures with the students.</li> <li>2. Hold up one of the soccer ball pictures and say, “Kick the soccer ball,” and do a kicking action.</li> <li>3. Have the students repeat the command and do the action.</li> <li>4. Have the students stand in a row at the back of the classroom.</li> <li>5. Mix up the pictures.</li> <li>6. Hold up a picture.</li> <li>7. Say, “Kick the soccer ball.”</li> <li>8. If the picture is not a soccer ball, the students say, “No!” and shake their head.</li> <li>9. If the picture is a soccer ball, the students take a step towards the front of the classroom, say, “Kick the soccer ball,” and do the action.</li> <li>10. Keep going until the students have reached the front of the classroom.</li> </ol>	
<p>6. <b>Big Picture: Short and Long</b></p>	<p>1 min</p>	<p>Unit 8 - Resources tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: Short and Long</i> from the Teacher Menu.</li> <li>2. Show the pictures of the snakes.</li> <li>3. Point to the short snake, say, “Short,” and hold your hands close together.</li> <li>4. Have the class repeat the word and action.</li> <li>5. Point to the long snake, say, “Long,” and hold your hands far apart.</li> <li>6. Have the class repeat the word and action.</li> <li>7. Choose a student to come up.</li> <li>8. Say “short” or “long” and have the student tap the correct picture.</li> <li>9. Repeat steps 7-8 with multiple students.</li> </ol>	<p>Learn the words “short” and “long.”</p>



<p><b>7. Practice More Words:</b> <b>Straw</b> <b>Necklace</b></p>	<p>10 mins</p>		<p>Straws cut into short pieces and long pieces</p> <p>String enough for a long necklace.</p> <p>Tape</p> <p>Put tape around one end of the string so students can easily push the string through the straw.</p>	<ol style="list-style-type: none"> <li>1. Hold up a short piece of straw and say, "Short."</li> <li>2. Hold up a long piece of straw and say, "Long."</li> <li>3. Show the students how to slide a piece of straw onto the string.</li> <li>4. Show the class a finished necklace.</li> <li>5. Have the students sit on the floor facing their chairs.</li> <li>6. Tape a piece of string to the students' chairs.</li> <li>7. Give the students multiple long and short pieces of straw.</li> <li>8. Have the students slide the pieces of straw onto the string.</li> <li>9. When the students are done making their necklaces, tie the ends of the strings together and have them put the necklaces around their necks.</li> <li>10. Have the students find a partner.</li> <li>11. Have each student talk about their necklace by touching each straw piece and saying the length (e.g., "Short, long, short, long...").</li> </ol>	
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### Lesson 1: Block B (15 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p><b>8. "Letter Actions Song: H h"</b></p>	<p>2 mins</p>	<p>Unit 8 - Letters tab</p> 	<p><b>Lyrics</b> This is an H and H says, "/h/." Let's hug together. This is an h and a says, "/h/." Let's hug together.</p>	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: H h" from the Teacher Menu.</li> <li>2. Have the class do the action along with the kids in the video.</li> <li>3. Have the students say, "H," whenever they see the letter.</li> <li>4. Have the class sing the song.</li> <li>5. Repeat the video until the students are comfortable with the lyrics and actions.</li> </ol>	
<p><b>9. Big Picture: H h</b></p>	<p>3 mins</p>	<p>Unit 8 - Letters tab</p> 		<p><b>Learn Capital and Small Letters (I do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture: H h</i> from the Teacher Menu.</li> <li>1. Display capital H.</li> <li>2. Tap the capital H to play the audio, "Capital H."</li> <li>3. Have the students say, "It's capital H."</li> <li>4. Tap the capital H again. Make yourself as big as you can. Stand on your toes and reach your arms up in the sky as you say, "It's capital H."</li> <li>5. Have the students do the same action as they say, "It's capital H."</li> <li>6. Repeat these steps with small a, crouching down and making yourself small.</li> <li>7. Display the mouth and tap the board to play the video, "/h/."</li> <li>8. Have the students shout, "/h/!"</li> </ol>	<p>Learn the letters capital H and small h.</p>

10. <i>Randomonium: H h</i>	3 mins	Unit 8 - Letters tab 		<b>Play a Letter Name and Sound Game (We do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Randomonium: H h</i> from the Teacher Menu.</li> <li>2. Tap the randomize button.</li> <li>3. Have the students do the action and say the letter or sound that comes up (e.g., Get big and say, "It's capital H.&gt;").</li> <li>4. Repeat these steps, inviting different students to come up and spin the generator.</li> </ol>	
11. <i>Letter Trace: H h</i>	7 mins	Unit 8 - Letters tab 		<b>Write the Letters (You do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Letter Trace: H h</i> from the Teacher Menu.</li> <li>2. Choose a student to come to the front and find capital H.</li> <li>3. The class says, "It's capital H."</li> <li>4. Select a different student to come to the front and trace the capital letter while the class writes the letter with their fingers in the air.</li> <li>5. Have the students say, "It's capital H."</li> <li>6. Repeat with the next two traces.</li> <li>7. Have a student come to the front and write capital H while the class writes it in the air.</li> <li>8. Choose the best capital H, or have the students vote on the capital H they feel is the best.</li> <li>9. Repeat the activity with small h.</li> </ol>	


Break—5 mins

## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
12. "Letter Actions Song: H h"	2 mins	Unit 8 - Letters tab 	<b>Lyrics</b> This is an H and H says, "/h/." Let's hug together. This is an h and h says, "/h/." Let's hug together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: H h" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Review the letters capital H and small h.

13. <b>Big Picture:</b> <i>H h</i>	3 mins	Unit 8 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: H h</i> from the Teacher Menu.</li> <li>2. Display capital H.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say, "It's capital H," and do the action.</li> <li>5. Repeat these steps with small h.</li> <li>6. Display the mouth and ask, "What sound does 'H' make?"</li> <li>7. Have the class shout, "/h/!"</li> <li>8. Tap the board to play the video, "/h/."</li> </ol>	
14. <b>First Sound</b> <i>Intro: /h/</i>	5 mins	Unit 8 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /h/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/h/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all of the pictures.</li> </ol>	
15. <b>Practice</b> <b>Hearing and</b> <b>Saying</b> <b>Sounds: /h/</b>	5 mins		Get pictures of a hat, a hand, a head, a horse, and a house.	<ol style="list-style-type: none"> <li>1. Play the class the picture of the apple.</li> <li>2. Say, "Hat. What is the first sound in hat?" putting an emphasis on the first sound in the word.</li> <li>3. Have the class say, "/h/." Monitor and provide feedback as needed.</li> <li>4. Have the class say, "/h/, hat."</li> <li>5. Repeat steps 1-4 with the rest of the words.</li> <li>6. Continue randomly holding up words and having the class say the first sound as time allows.</li> </ol>	Learn the first sound /h/.




## Lesson 2: Block B (25 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
16. <i>On This Farm</i>	13 mins	Unit 8 - Book tab 	<b>Vocabulary pictures</b> (horse, cow, truck)  Get pictures of a farmer, a rooster, and a duck	<ol style="list-style-type: none"> <li>1. Show the book <i>On This Farm</i> from the Teacher Menu.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. Show one of the pictures (e.g., "A horse").</li> <li>4. Say what the picture is (e.g. "This is a horse.").</li> <li>5. Have the class repeat the sentence.</li> <li>6. Teach the class the sound or phrase for each of the pictures:               <ul style="list-style-type: none"> <li>• rooster- "Cock-a-doodle-do."</li> <li>• truck- "Vroom, vroom."</li> <li>• duck- "Quack, quack."</li> <li>• farmer- "Good night."</li> <li>• horse- "Neigh, neigh."</li> <li>• cow- "Moo, moo."</li> </ul> </li> <li>7. Repeat these steps several times until the class is comfortable with the words and the sounds.</li> <li>8. Show this book again.</li> <li>9. If one of the words above is on the page, have the class make the sound.</li> <li>10. Show the book again.</li> <li>11. After each page is read, invite a student to tap an illustration or word to see if it is highlighted.</li> <li>12. If a word is highlighted along with the illustration, point the word out to the class. Have students repeat the word.</li> <li>13. Continue steps 11-12 throughout the book.</li> </ol>	Share the book <i>On This Farm</i> .

<b>17. Review</b> <b>Actions:</b> <b>Action Chairs</b>	10 mins			<ol style="list-style-type: none"> <li>1. Review the previously learned actions "Kick the ball," "Sit down," "Jump," "Dance," "Clap your hands," etc. with the students.</li> <li>2. Have the students carefully move their chairs to make a line at the front of the room.</li> <li>3. Have the students return to their original spots and stand.</li> <li>4. Remove one chair.</li> <li>5. Say and do one of the actions.</li> <li>6. Have the class say and do the action.</li> <li>7. After you have had the students do several actions, say, "Sit down."</li> <li>8. Have the students shout, "Sit down," and rush to the chairs at the front of the room and sit down.</li> <li>9. The student without a chair is out and stands by the teacher.</li> <li>10. Remove another chair from the line.</li> <li>11. Have the students who are sitting return to their original spots.</li> <li>12. Repeat steps 5-11 until only one student is left sitting. This student is the winner.</li> <li>13. The Students who are out should keep saying and doing all the actions except "Sit down."</li> </ol>	Review the action "Kick the ____."
<b>18. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "See you later," and wave to the students.</li> <li>3. Have the class wave and respond, "See you later."</li> </ol>	Wrap up.



## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 8 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Old MacDonald Had a Farm (Part 1)" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. Big Picture (Vocabulary)	3 mins	Unit 8 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu.</li> <li>2. Ask the students to identify the words using a full sentence (e.g., "It's a horse.").</li> <li>3. Say, "I see a ____ in this word. Do you see a ____?" (e.g., "I see an 'h' in this word. Do you see an 'h'?").</li> <li>4. Have a student come up and point to the letter.</li> <li>5. Ask the class what other letters they see in the word.</li> <li>6. Have the students come up and point to the letters they know.</li> <li>7. Have the class repeat the names of the letters.</li> <li>8. Repeat steps 2-7 with all the words.</li> </ol>	Review the words "horse," "farm," "goat," and "truck."
5. Match Maker	5 mins	Unit 8- Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Match Maker</i> from the Teacher Menu.</li> <li>2. Choose a student to try and make a match.</li> <li>3. If the student makes a match, have the class say the vocabulary word.</li> <li>4. Choose a new student to come up and try to make a match.</li> <li>5. Repeat until all the matches are made.</li> <li>6. Tap on each of the pictures and have the class say, "It's a ____."</li> </ol>	

6. <i>Speak Up 1</i>	3 mins	Unit 8 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups of students repeat the phrase.</li> </ol>	
7. <i>Speak Up 2</i>	3 mins	Unit 8 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups of students repeat the phrase.</li> </ol>	
8. Practice Saying a Phrase: Yes or No	6 mins		<p><b>Vocabulary pictures</b> (horse, farm, goat, truck, carrot, banana, pencil) enough for each student to have one plus one additional set of pictures</p> <p>Paper with a smiley face</p> <p>Paper with a frowny face</p>	<ol style="list-style-type: none"> <li>1. Hold up the paper with the smiley face and say, "Yes."</li> <li>2. Have the class repeat the word.</li> <li>3. Say, "Yes," again and put the paper on the one side of the room.</li> <li>4. Hold up the paper with the frowny face and say, "No."</li> <li>5. Have the class repeat the word.</li> <li>6. Say, "No," again and put the paper on the one side of the room.</li> <li>7. Give each student a vocabulary picture.</li> <li>8. Hold up one of the additional vocabulary pictures.</li> <li>9. Ask, "Do you have ___?" asking for the picture you are holding up.</li> <li>10. If the students have the matching vocabulary picture, they move to the "yes" side.</li> <li>11. If the students don't have the matching vocabulary picture, they move to the "no" side.</li> <li>12. Ask the question again.</li> <li>13. Have the "yes" side answer, "Yes, I do," and the "no" side answer, "No, I don't."</li> <li>14. Have the students return to their original places.</li> <li>15. Choose a new vocabulary picture and ask the question again.</li> </ol>	

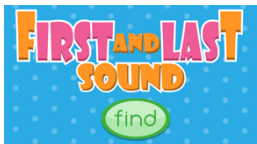

## Lesson 1: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
9. Review Actions: <i>Action Chairs</i>	8 mins			<ol style="list-style-type: none"> <li>Review the previously learned actions "Kick the ball," "Sit down," "Jump," "Dance," "Clap your hands," etc. with the students.</li> <li>Have the students carefully move their chairs to make a line at the front of the room.</li> <li>Have the students return to their original spots and stand.</li> <li>Remove one chair.</li> <li>Say and do one of the actions.</li> <li>Have the class say and do the action.</li> <li>After you have had the students do several actions, say, "Sit down."</li> <li>Have the students shout, "Sit down," and rush to the chairs at the front of the room and sit down.</li> <li>The student without a chair is out and stands by the teacher.</li> <li>Remove another chair from the line.</li> <li>Have the students who are sitting return to their original spots.</li> <li>Repeat steps 5-11 until only one student is left sitting. This student is the winner.</li> <li>The Students who are out should keep saying and doing all the actions except "Sit down."</li> </ol>	Review the action "Kick the ____."
10. Practice More Words: <i>Short String and Long String Dance</i>	7 mins		<p>A container</p> <p>Precut long and short pieces of string, enough for each student</p> <p>Music the students like</p>	<ol style="list-style-type: none"> <li>Put the pieces of string in a container all mixed up.</li> <li>Show the class a long string.</li> <li>Say, "This string is long." The class repeats.</li> <li>Show the class a short string.</li> <li>Say, "This string is short." The class repeats.</li> <li>Have each student pick a string.</li> <li>Play the music.</li> <li>Randomly stop the music and have each student find a partner.</li> <li>Have the students say, "This string is ____," to each other.</li> <li>Repeat the activity as time allows.</li> </ol>	Review the words "short" and "long."


Break—5 mins



## Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <i>First Sound Find: /h/</i>	7 mins	Unit 8 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Find: /h/</i> from the Teacher Menu.</li> <li>2. Tap each picture and have the class repeat the words.</li> <li>3. Have the class find a word that has the first sound /h/.</li> <li>4. Choose a student to come to the front and drag the picture to the container.</li> <li>5. Repeat with the remaining pictures that have the first sound /h/.</li> <li>6. Repeat the activity until students are comfortable hearing the sound.</li> </ol>	Review the first sound /h/.
12. Practice Hearing and Saying Sounds: /h/	8 mins		<p>Get pictures of a hat, head, horse, hand, house, ball, fish, cake, apple.</p> <ol style="list-style-type: none"> <li>1. Show the class the pictures and review the words.</li> <li>2. Divide the class into 2-4 groups.</li> <li>3. Give each group a set of pictures.</li> <li>4. Say, "Find the pictures with the first sound /h/."</li> <li>5. Have each group find the pictures with the first sound /h/.</li> <li>6. The first group to hand you the correct 5 pictures with the first sound /h/ wins.</li> <li>7. Mix up the groups and repeat the activity several times until the students are comfortable hearing the sound.</li> </ol>		
13. "Letter Actions Song: H h"	5 mins	Unit 8 - Letters tab 	<p><b>Lyrics</b> This is an H and H says, "/h/." Let's hug together. This is an h and a says, "/h/." Let's hug together.</p>	<ol style="list-style-type: none"> <li>1. Show the song "Letter Actions Song: H h" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	



## Lesson 2: Block B (20 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
14. <i>First Sound Intro: /h/</i>	3 mins	Unit 8- Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /h/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/h/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all of the pictures.</li> </ol>	Color pictures with the first sound /h/.

<b>15. Show What You Learned:</b> <i>Color First Sounds: /h/</i>	15 mins		<b><i>Color First Sounds: /h/</i></b> <b>project</b> for each student  Crayons	<ol style="list-style-type: none"> <li>1. Give each student a <i>Color First Sounds: /h/</i> project and crayons.</li> <li>2. Go through all the pictures with the students.</li> <li>3. The students color the pictures that have the correct first sound.</li> <li>4. After the students have colored the pictures, review all the correct pictures with the students, emphasizing the first sound in the words.</li> <li>5. Tell the students to take the project home and talk about it with their parents.</li> </ol>	
<b>16. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the students.</li> <li>3. Have the class wave and respond, "Goodbye."</li> </ol>	Wrap up.







## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 8 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Old MacDonald Had a Farm (Part 1)" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. Big Picture (Value)	5 mins	Unit 8 - Value tab 		<ol style="list-style-type: none"> <li>1. Use language the students understand to discuss the value.</li> <li>2. Play <i>Big Picture (Value)</i> from the Teacher Menu.</li> <li>3. Show the first picture.</li> <li>4. Ask the students what is happening in the picture.  For example: "What do you see?" ("Kids are playing with toys.")</li> <li>5. Show the second picture.</li> <li>6. Ask the students what is happening in the picture.  For example: "What are the kids doing?" ("They are putting the toys away.")</li> <li>7. Show the third picture.</li> <li>8. Say, "I can take care of my toys."</li> <li>9. Tap the screen and have the class repeat, "Responsibility."</li> </ol>	Learn the value responsibility.

<p>5. Practice a Value: Responsibility</p>	<p>5 mins</p>	<p>Unit 8 - Value tab</p> 	<p>Crayons and other classroom objects such as toys, books, paper, cards, etc., enough for each child to have one</p> <p>Container to put the objects in</p>	<ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Value)</i> from the Teacher Menu.</li> <li>2. Keep the third picture on the screen throughout this activity.</li> <li>3. Show the class the container of objects.</li> <li>4. Give each student an object from the container.</li> <li>5. Ask the class to help you clean up by putting the objects in the container.</li> <li>6. Go to each student and have them put their object in the container.</li> <li>7. Explain to the students that they are responsible when they take care of things in the classroom.</li> </ol>	
<p>6. <i>On This Farm</i></p>	<p>10 mins</p>	<p>Unit 8 - Book tab</p> 	<p><b>Vocabulary pictures</b> (horse, cow, truck) and pictures of a rooster and a duck, enough for each student</p> <p><b>Lyrics:</b>          Farmer Stu had a farm.          E-I-E-I-O.          And on his farm, he had a ____.          E-I-E-I-O.          With a ____ here, and a ____ there.          Here a ____, there a ____,          everywhere a ____.          Farmer Stu had a farm.          E-I-E-I-O.</p>	<ol style="list-style-type: none"> <li>1. Show the book <i>On This Farm</i> from the Teacher Menu.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. Once the book is finished, have the students stand in a circle.</li> <li>4. Give each student a picture.</li> <li>5. Choose a student to hold up their picture</li> <li>6. Have the class sing the song to the tune of "Old MacDonald Had a Farm."</li> <li>7. Fill in the Lyrics with the word and sound that the student is holding up.</li> </ol> <p>For Example:          "Farmer Stu had a farm.          E-I-E-I-O.          And on his farm, he had a truck.          E-I-E-I-O.          With a vroom vroom here, and a vroom vroom there.          Here a vroom, there a vroom, everywhere a vroom vroom.          Farmer Stu had a farm.          E-I-E-I-O."</p> <ol style="list-style-type: none"> <li>8. Have the next student in the circle hold up their picture and repeat steps 6-7.</li> <li>9. Keep going around the circle until every student has had a chance to hold up their picture.</li> </ol>	<p>Share the book <i>On This Farm</i>.</p>

## Lesson 1: Block B (15 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. "Letter Actions Song: H h"	2 mins	Unit 8 - Letters tab 	<b>Lyrics</b> This is an H and H says, "/h/." Let's hug together. This is an h and h says, "/h/." Let's hug together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: H h" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Review the letters capital H and small h.
8. <i>Big Picture: H h</i>	3 mins	Unit 8 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: H h</i> from the Teacher Menu.</li> <li>2. Display capital H.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say, "It's capital H," and do the action.</li> <li>5. Repeat these steps with small h.</li> <li>6. Display the mouth and ask, "What sound does 'H' make?"</li> <li>7. Have the class shout, "/h/!"</li> <li>8. Tap the board to play the video, "/h/."</li> </ol>	
9. <i>First Sound Intro: /h/</i>	5 mins	Unit 8 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /h/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/h/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all of the pictures.</li> </ol>	Review the first sound /h/.
10. <i>First Sound Find: /h/</i>	5 mins	Unit 8 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Find: /h/</i> from the Teacher Menu.</li> <li>2. Tap each picture and have the class repeat the words.</li> <li>3. Have the class find a word that has the first sound /h/.</li> <li>4. Choose a student to come to the front and drag the picture to the container.</li> <li>5. Repeat with the remaining pictures that have the first sound /h/.</li> <li>6. Repeat the activity until students are comfortable hearing the sound.</li> </ol>	

Break—5 mins

## Lesson 2: Block A (15 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. Practice Vocabulary: Vocabulary Basketball	7 mins		<b>Vocabulary pictures</b> (horse, farm, goat, truck)  Basket or container  2 balls	<ol style="list-style-type: none"> <li>1. Divide the class into two teams.</li> <li>2. Have each team stand in a line.</li> <li>3. Put the basket several feet away from the two lines and give the first student in each line a ball.</li> <li>4. Randomly hold up a vocabulary picture.</li> <li>5. At the same time, the first student in each line says, "It's a ____."</li> <li>6. Once the student says the correct word, they get to try and throw their ball in the basket.</li> <li>7. The first student to get their ball in the basket gets a point.</li> <li>8. The two students then go to the back of their lines.</li> <li>9. Repeat with the next two students.</li> <li>10. Once every student has had a chance, the team with the most points wins.</li> </ol>	Review the words "horse," "farm," "goat," and "truck."
12. Practice Saying Phrases: <i>Nice to Meet You</i>	8 mins		<b>Vocabulary pictures</b> (horse, farm, goat, truck) enough for each student to have one plus one additional copy of each picture	<ol style="list-style-type: none"> <li>1. Have the class stand in a circle facing outward.</li> <li>2. Give each student a picture</li> <li>3. Tell the class to hold the picture to their chest so no one else can see it.</li> <li>4. Make a separate pile using an additional set of the vocabulary pictures.</li> <li>5. Select one student to be the leader.</li> <li>6. Have the leader choose a picture from the pile.</li> <li>7. Have the leader introduce themselves to the class by saying: "Hi. My name is ____."</li> <li>8. Have the class say, "It's nice to meet you."</li> <li>9. Have the leader walk around the outside of the circle and pick a student.</li> <li>10. Have the leader point to the picture they are holding and ask, "Do you have ____?"</li> <li>11. The other student looks at their picture and answers, "Yes, I do," or "No, I don't."</li> <li>12. If the answer is yes, that student is now the leader and repeats steps 6-11.</li> <li>13. If the answer is no, have the leader repeat steps 9-11.</li> </ol>	Review the phrases "Nice to meet you," "Do you have ____?," "Yes, I do," and "No, I don't."

## Lesson 2: Block B (25 mins)




Activity	Time	Teacher Menu	Preparation	Content	Objectives
13. <i>Miss Daisy</i>	3 mins	Unit 8 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Miss Daisy</i> from the Teacher Menu.</li> <li>2. Have students respond to the people in the video when they are prompted to speak.</li> <li>3. Evaluate what the class says.</li> <li>4. If the class answers correctly, press the button to move on.</li> <li>5. If the class answers incorrectly, repeat the question and prompt the class to say the correct answer.</li> </ol>	Practice speaking.
14. Sing a Song	4 mins	Unit 8 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Old MacDonald Had a Farm (Part 1)" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	
15. Show What You Learned: <i>Old MacDonald</i>	16 mins		<p><i>Old MacDonald</i> project for each Student</p> <p>Precut dotted lines near the barn opening on each printout</p> <p>Precut out strip of animals on each printout</p> <p>Crayons</p> <p>Scissors</p>	<ol style="list-style-type: none"> <li>1. Give each student an <i>Old MacDonald</i> project and crayons.</li> <li>2. Review the animals with the students.</li> <li>3. Show the class a finished example of the project.</li> <li>4. Have the students color the farmer and the animals strip.</li> <li>5. When the students are done coloring help them feed the strip through the cut slits.</li> <li>6. Have the students find a partner.</li> <li>7. Have one student ask, "Do you have ___?" (e.g. "Do you have a dog?").</li> <li>8. The other student will put an animal in their farmer's hands then answer either, "Yes, I do," or "No, I don't."</li> <li>9. Have the students switch roles and repeat steps 7-8.</li> <li>10. Tell the students to take the project home and talk about it with their parents.</li> </ol>	Review the words "short" and "long."
16. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the students.</li> <li>3. Have the class wave and respond, "Goodbye."</li> </ol>	Wrap up.





## Lesson 1: Block A (25 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	2 mins	Unit 9 - Song tab 		<b>Listen to the Song (I do)</b> 1. Play the song "Old MacDonald Had a Farm (Part 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 "How many ____ do you have?" and "I have ____."
	5 mins	Unit 9 - Song tab 	<b>Letter Pictures</b> (E, I, O) 2 copies of E and I	<b>Practice (We do)</b> 1. Play <i>Big Picture (Song)</i> from the Teacher Menu. 2. Review the vocabulary words "farm," "pig," and "cow" from the song. 3. Make actions for the words as well as sounds for the animals (e.g., pig – "oink," cow – "moo"). 4. Review the actions, sounds, and words until the students are comfortable with them. 5. Put the letter pictures where the class can see them in the order E, I, E, I, then O. 6. Point to each letter and say, "E-I-E-I-O." 7. Point to the letters again and have the class repeat the letters. 8. Invite several students to come and point to the letters as the class says them.	



	3 mins	Unit 9 - Listening tab 		<b>Practice (You do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Hear! Hear!</i> from the Teacher Menu.</li> <li>2. Have the class point to the picture that matches what they hear.</li> <li>3. Choose a student to tap the picture.</li> <li>4. Have the class repeat the phrase.</li> <li>5. Repeat until each student has a turn to tap a picture or all the phrases have been played.</li> </ol>	
	5 mins	Unit 9 - Song tab 		<b>Practice (You do)</b> <ol style="list-style-type: none"> <li>1. Play the song "Old MacDonald Had a Farm (Part 2)" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	
<b>4. Conversational Videos</b>	5 mins	Unit 9 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Conversational Videos</i> from the Teacher Menu.</li> <li>2. Have the class repeat the target phrases "How many ___ do you have?" and "I have ___ ___."</li> </ol>	



Lesson 1: Block B (20 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>5. <i>Big Picture (Vocabulary)</i></p>	<p>7 mins</p>	<p>Unit 9 - Vocabulary tab</p> 		<p><b>Learn Vocabulary (I do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu.</li> <li>2. Say the first vocabulary word, and have the students repeat it.</li> <li>3. If possible, have the students do an action for the vocabulary word.</li> <li>4. Say, "It's a ____."</li> <li>5. Have the class repeat the sentence.</li> <li>6. Repeat steps 2-5 with all the vocabulary words.</li> <li>7. Show the pictures again, but this time, ask students to identify the words using a full sentence (e.g., "It's a cow.&gt;").</li> <li>8. Invite individual students to come and tap each of the pictures to confirm the answers.</li> <li>9. Show the pictures one more time. Ask the students to identify the words using a full sentence (e.g., "It's a basket.&gt;").</li> <li>10. Say, "I see a ____ in this word. Do you see a ____?" (e.g., "I see a 'b' in this word. Do you see a 'b'?").</li> <li>11. Have a student come up and point to the letter.</li> <li>12. Ask the class what other letters they see in the word.</li> <li>13. Have the students come up and point to the letters they know.</li> <li>14. Have the class repeat the names of the letters.</li> </ol>	<p>Learn the words "cow," "pig," "egg," and "basket."</p>
<p>6. <i>Word Flurry</i></p>	<p>5 mins</p>	<p>Unit 9 - Vocabulary tab</p> 		<p><b>Practice Vocabulary (We do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Word Flurry</i> from the Teacher Menu.</li> <li>2. When a word is said, ask all the students to say the word aloud.</li> <li>3. Ask the students if they see a picture of the word on the screen.</li> <li>4. Choose two students to race to the screen and tap the picture.</li> <li>5. Repeat these steps with the remaining words.</li> </ol>	

<p>7. <i>Randomonium</i></p>	<p>8 mins</p>	<p>Unit 9 - Vocabulary tab</p> 		<p><b>Play a Game with the Vocabulary (You do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Randomonium</i> from the Teacher Menu.</li> <li>2. Put the class into two groups.</li> <li>3. Place the vocabulary pictures at the front of the room.</li> <li>4. Have the students line up.</li> <li>5. Tap the randomize button.</li> <li>6. The first student in each line will race to the front and tap the matching picture.</li> <li>7. The first student to touch the picture will have a chance to say, "It's a(n) ____."</li> <li>8. If the student is correct, they get a point for their team.</li> <li>9. If the student is incorrect, the student from the other team gets a chance to say, "It's a(n) ____," and earn a point for their team.</li> <li>10. Have the class say, "It's a(n) ____."</li> <li>11. Repeat until every student has had a turn to find a matching picture.</li> </ol>	
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Break—5 mins



Lesson 2: Block A (15 mins)

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

<p>10. Sing a Song</p>	<p>5 mins</p>	<p>Unit 9 - Song tab</p> 	<ol style="list-style-type: none"> <li>1. Play the song "Old MacDonald Had a Farm (Part 2)" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song a few times, having the class sing along and do the actions.</li> </ol>	
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**Lesson 2: Block B (25 mins)**


Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>11. Practice Vocabulary: <i>Over and Under</i></p>	<p>10 mins</p>		<p><b>Vocabulary pictures</b> (egg, pig, cow, basket), two of each</p>	<ol style="list-style-type: none"> <li>1. Divide the class into two groups.</li> <li>2. Have each group stand in a line.</li> <li>3. Hand the first student in each line a vocabulary picture.</li> <li>4. When you say, "Go!" the students holding the vocabulary picture say, "It's ____," then pass the picture over their heads to the next student.</li> <li>5. Have the next student in line take the picture, say, "It's ____," and pass the card between their legs to the student behind them.</li> <li>6. The remaining students in line repeat this pattern with one student passing the picture over their head and the next student passing the picture between their legs.</li> <li>7. When the last student in line gets the picture, they race to the front of the line, hand you the picture, and say, "It's ____."</li> <li>8. The first team to do so gets a point.</li> <li>9. Repeat the activity until every student has had a chance to race to the front. The team with the most points wins.</li> </ol>	<p>Review the words "egg," "pig," "cow," and "basket."</p>

<p>12. <i>Search Party</i></p>	<p>8 mins</p>	<p>Unit 9 - Vocabulary tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Search Party</i> from the Teacher Menu.</li> <li>2. Choose a word for the students to find.</li> <li>3. Say, "Find the picture of ____."</li> <li>4. Have the class point at the picture when they find it and say, "I see it."</li> <li>5. When most of the students have found the picture, choose a student to come to the front and tap the image.</li> <li>6. If the student is incorrect, tap the incorrect button and choose a new student to come up.</li> <li>7. If the student is correct, have the class say, "It's a ____." (If reviewing previously learned vocabulary, adjust the sentence as necessary.)</li> <li>8. If it is too hard to see the picture, tap the shuffle button.</li> <li>9. Repeat these steps until all the students have had a turn to tap an image or until you have sufficiently reviewed the vocabulary.</li> </ol>	
<p>13. <i>Speak Up 2</i></p>	<p>5 mins</p>	<p>Unit 9 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups repeat the phrase.</li> </ol>	<p>Review the phrases "How many do you have?" and "I have ____ ____."</p>
<p>14. <i>Goodbye</i></p>	<p>2 mins</p>			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the students.</li> <li>3. Have the class wave and respond, "Goodbye."</li> </ol>	<p>Wrap up.</p>







## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 9 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Old MacDonald Had a Farm (Part 2)" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. At Your Command	5 mins	Unit 9 - Action tab 		<ol style="list-style-type: none"> <li>1. Play <i>At Your Command</i> from the Teacher Menu.</li> <li>2. Have the class listen to the command twice.</li> <li>3. Have the class say the command.</li> <li>4. Evaluate what the class says and tap the corresponding correct or incorrect button.</li> </ol>	
5. Practice an Action: Count the Animals	5 mins		<b>Vocabulary pictures</b> (cat, dog, rabbit, frog, bird, monkey, tiger, snake, fish, horse, goat, pig, cow)	<ol style="list-style-type: none"> <li>1. Display three animal vocabulary pictures in the front of the room so the class can see them. Make sure there is space between each picture.</li> <li>2. Ask the students to choose which of the three animals is their favorite and stand by the picture of that animal.</li> <li>3. Point to the first animal picture.</li> <li>4. Have the class say the animal name (e.g., "Cat.").</li> <li>5. Point to the students standing by the picture and say, "Count the ___," (e.g., "Count the cats.").</li> <li>6. Have the class count the number of students standing by the picture and say, "There are ___ ___," (e.g., "There are six cats.").</li> <li>7. Have the students standing by the picture act like cats.</li> <li>8. Repeat steps 3-7 for the other animals.</li> </ol>	Learn the action "Count the ___."

6. <b>Big Picture: Numbers</b>	10 mins	Unit 9 - Resources tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: Numbers</i> from the Teacher Menu.</li> <li>2. Show the first picture.</li> <li>3. Have the class count to ten as you point to each of the numbers.</li> <li>4. Show the next screen.</li> <li>5. Ask the students, "What number is this?"</li> <li>6. Have the students say, "It's the number ____," and hold up that many fingers.</li> <li>7. Repeat steps 4-6 for the remaining numbers.</li> </ol>	Learn the word "numbers."
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## Lesson 1: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. "Letter Actions Song: I i"	2 mins	Unit 9 - Letters tab 	<b>Lyrics</b> This is an I and I says, "/i/." Let's itch together. This is an i and i says, "/i/." Let's itch together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: I i" from the Teacher Menu.</li> <li>2. Have the class do the action along with the kids in the video.</li> <li>3. Have the students say, "I," whenever they see the letter.</li> <li>4. Have the class sing the song.</li> <li>5. Repeat the video until the students are comfortable with the lyrics and actions.</li> </ol>	
8. <b>Big Picture: I i</b>	3 mins	Unit 9 - Letters tab 		<b>Learn Capital and Small Letters (I do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture: I i</i> from the Teacher Menu.</li> <li>2. Display capital I.</li> <li>3. Tap the capital I to play the audio, "Capital I."</li> <li>4. Have the students say, "It's capital I."</li> <li>5. Tap the capital I again. Make yourself as big as you can. Stand on your toes and reach your arms up in the sky as you say, "It's capital I."</li> <li>6. Have the students do the same action as they say, "It's capital I."</li> <li>7. Repeat these steps with small i, crouching down and making yourself small.</li> <li>8. Display the mouth and tap the board to play the video, "/i/."</li> <li>9. Have the students shout, "/i/!"</li> </ol>	Learn the letters capital I and small i.



<b>9. Randomonium:</b> <i>l i</i>	3 mins	Unit 9 - Letters tab 		<b>Play a Letter Name and Sound Game (We do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Randomonium: l i</i> from the Teacher Menu.</li> <li>2. Tap the randomize button.</li> <li>3. Have the students do the action and say the letter or sound that comes up (e.g., Get big and say, "It's capital l.&gt;").</li> <li>4. Repeat these steps, inviting different students to come up and spin the generator.</li> </ol>	
<b>10. Letter Trace:</b> <i>l i</i>	7 mins	Unit 9 - Letters tab 		<b>Write the Letters (You do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Letter Trace: l i</i> from the Teacher Menu.</li> <li>2. Choose a student to come to the front and find capital l.</li> <li>3. The class says, "It's capital l."</li> <li>4. Select a different student to come to the front and trace the capital letter while the class writes the letter with their fingers on the floor.</li> <li>5. Have the students say, "It's capital l."</li> <li>6. Repeat with the next two traces.</li> <li>7. Have a student come to the front and write capital l while the class writes the letter on the floor.</li> <li>8. Choose the best capital l, or have the students vote on the capital l they feel is the best.</li> <li>9. Repeat the activity with small i.</li> </ol>	

Break—5 mins


## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>11. "Letter Actions Song: l i"</b>	2 mins	Unit 9 - Letters tab 	<b>Lyrics</b> This is an l and l says, "/i/." Let's itch together. This is an i and i says, "/i/." Let's itch together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: l i" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Review the letters capital l and small i.



<b>12. Big Picture:</b> A a	3 mins	Unit 9 - Letters tab 		<ol style="list-style-type: none"> <li>4. Play <i>Big Picture: l i</i> from the Teacher Menu.</li> <li>5. Display capital l.</li> <li>6. Ask, "What's this?"</li> <li>7. Have the class say, "It's capital l," and do the action.</li> <li>8. Repeat these steps with small i.</li> <li>9. Display the mouth and ask, "What sound does 'l' make?"</li> <li>10. Have the class shout, "/i/!"</li> <li>11. Tap the board to play the video, "/i/."</li> </ol>	
<b>13. First Sound</b> Intro: /i/	5 mins	Unit 9 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /i/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/i/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all of the pictures.</li> </ol>	
<b>14. Practice</b> Hearing and Saying Sounds: /i/	5 mins		Get pictures of an inch, insect, iguana, igloo.	<ol style="list-style-type: none"> <li>1. Show the class the picture of the igloo.</li> <li>2. Say, "Igloo. What is the first sound in igloo?" putting an emphasis on the first sound in the word.</li> <li>3. Have the class say, "/i/." Monitor and provide feedback as needed.</li> <li>4. Have the class say, "/i/, igloo."</li> <li>5. Repeat steps 1-4 with the rest of the words.</li> <li>6. Continue randomly holding up words and having the class say the first sound as time allows.</li> </ol>	Learn the first sound /i/.




## Lesson 2: Block B (25 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
15. <i>Fun on the Farm</i>	13 mins	Unit 9 - Book tab 	<b>Vocabulary pictures</b> (cow, pig, eggs)	<ol style="list-style-type: none"> <li>1. Review the phrase, "How many ____ do you have?" (e.g., "How many cows do you have?") and "I have ____," (e.g., "I have six cows.") with the class.</li> <li>2. Show the book <i>Fun on the Farm</i> from the Teacher Menu.</li> <li>3. On the pages that ask, "How many ____ do you have?" have the class guess the number of animals or objects.</li> <li>4. On the next page have the class count along with the narrator and see if they were correct.</li> <li>5. Show the book again.</li> <li>6. After the narrator reads each page, have the class repeat what was said.</li> <li>7. This time, when you stop on the pages that ask, "How many ____ do you have?," see if the students can remember the answer before turning the page.</li> <li>8. On each page, invite a student to tap on an illustration or word to see if it is highlighted.</li> <li>9. If a word is highlighted along with the illustration, point the word out to the class. Have students repeat the word.</li> <li>10. Continue steps 8-9 throughout the book.</li> </ol>	Share the book <i>Fun on the Farm</i> .
16. Practice More Words: <i>Numbers and Letters</i>	10 mins		<b>Vocabulary pictures</b> (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)  <b>Letter pictures</b> (a, b, c, d, e, f, g, h, i)  Paper with the word "numbers" written on it  Paper with the word "letters" written on it	<ol style="list-style-type: none"> <li>1. Show the number pictures.</li> <li>2. Say, "Numbers," and have the class repeat the word.</li> <li>3. Show the category label "numbers" and say, "This word is numbers."</li> <li>4. Have the class say, "Numbers."</li> <li>5. Repeat steps 1-4 with "letters."</li> <li>6. Put the category labels "numbers" and "letters" on the board in front of the class.</li> <li>7. Mix up the letter and number pictures and put them in a pile.</li> <li>8. Choose one student to draw a picture from the pile.</li> <li>9. Have the student show the picture to the class.</li> <li>10. Ask the class if the picture is a letter or number.</li> <li>11. If the picture is a letter, ask the class, "What letter is this?" Ask the class what sound the letter makes. Have the student place the letter under the "letters" label.</li> <li>12. If the picture is a number, ask the class, "What number is this?" Have the class hold up that number of fingers. Have the student place the picture under the "numbers" label.</li> <li>13. Repeat these steps until you have sorted all the pictures.</li> <li>14. Have the class help you put the numbers and letters in order.</li> </ol>	Review the words "numbers" and "letters."

17. Goodbye	2 mins		<ol style="list-style-type: none"><li>1. Wrap up the class.</li><li>2. Say, "Goodbye," and wave to the students.</li><li>3. Have the class wave and respond, "Goodbye."</li></ol>	Wrap up.
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## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 9 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Old MacDonald Had a Farm (Part 2)" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. Big Picture (Vocabulary)	3 mins	Unit 9 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu.</li> <li>2. Ask the students to identify the words using a full sentence (e.g., "It's a basket.&gt;").</li> <li>3. Say, "I see a ____ in this word. Do you see a ____?" (e.g., "I see a 'c' in this word. Do you see a 'c'?").</li> <li>4. Have a student come up and point to the letter.</li> <li>5. Ask the class what other letters they see in the word.</li> <li>6. Have the students come up and point to the letters they know.</li> <li>7. Have the class repeat the names of the letters.</li> <li>8. Repeat steps 2-7 with all the words.</li> </ol>	Review the words "cow," "pig," "egg," and "basket."
5. Match Maker	5 mins	Unit 9 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Match Maker</i> from the Teacher Menu.</li> <li>2. Choose a student to try and make a match.</li> <li>3. If the student makes a match, have the class say the vocabulary word.</li> <li>4. Choose a new student to come up and try to make a match.</li> <li>5. Repeat until all the matches are made.</li> <li>6. Tap on each of the pictures and have the class say, "It's a ____."</li> </ol>	

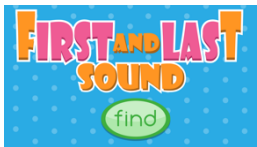

6. <i>Speak Up 1</i>	3 mins	Unit 9 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups of students repeat the phrase.</li> </ol>	
7. <i>Speak Up 2</i>	3 mins	Unit 9 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups of students repeat the phrase.</li> </ol>	
8. Practice Saying the Phrase: <b>Counting Objects</b>	6 mins		<b>Vocabulary pictures</b> (egg, pig, cow, horse, goat)	<ol style="list-style-type: none"> <li>1. Have the class sit in a circle.</li> <li>2. Show the class one of the vocabulary pictures.</li> <li>3. Ask the class, "How many ___ do you have?" (e.g., "How many eggs do you have?").</li> <li>4. Have each student hold up a number of fingers.</li> <li>5. Ask the student next to you, "How many ___ do you have?" (e.g., "How many eggs do you have?").</li> <li>6. The class looks at the number the student is showing with their fingers and the whole class answers, "I have ___ ___," (e.g., "I have three eggs.").</li> <li>7. The student turns to the next student in the circle and asks, "How many ___ do you have?"</li> <li>8. The student shows a number with their fingers.</li> <li>9. Have the class answer, "I have ___ ___."</li> <li>10. Continue around the circle until all the students have a chance to ask, "How many ___ do you have?"</li> </ol>	Review the phrases "How many do you have?" and "I have ___ ___."

## Lesson 1: Block B (15 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
9. Practice an Action: <i>Count the Word</i>	5 mins		<b>Vocabulary pictures</b> (horse, goat, pig, cow, truck, egg, basket)	<ol style="list-style-type: none"> <li>1. Divide the class into two groups.</li> <li>2. Have the groups sit in two lines on the floor facing each other.</li> <li>3. Show the class one of the vocabulary pictures and have the class say the word (e.g., "Goat.").</li> <li>4. When you say, "Go," have the students in group 1 make a number with their fingers.</li> <li>5. The students in group 1 tell their partner, "Count the ____" (e.g., "Count the goats.").</li> <li>6. Have the students in group 2 count their partner's fingers and say the total number of objects (e.g., "Six goats.").</li> <li>7. Have group 1 and group 2 switch roles.</li> <li>8. Choose a new vocabulary picture and repeat steps 3-7.</li> </ol>	Review the action "Count the ____."
10. Practice More Words: <i>Numbers and Letters</i>	10 mins		<b>Vocabulary pictures</b> (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)  <b>Letter pictures</b> (A, B, C, D, E, F, G, H, I)  Paper with the word "numbers" written on it  Paper with the word "letters" written on it	<ol style="list-style-type: none"> <li>1. Show the numbers.</li> <li>2. Say, "Numbers," and have the class repeat the word.</li> <li>3. Show the category label "numbers" and say, "This word is numbers."</li> <li>4. Have the class say, "Numbers."</li> <li>5. Repeat steps 1-4 with the letters.</li> <li>6. Put the category labels "numbers" and "letters" on the board in front of the class.</li> <li>7. Mix up the "letter" and "number" pictures and put them in a pile.</li> <li>8. Choose one student to draw a picture from the pile.</li> <li>9. Have the student show the picture to the class.</li> <li>10. Ask the class if the picture is a letter or number.</li> <li>11. If the picture is a letter, ask the class, "What letter is this?" Ask the class what sound the letter makes. Have the student place the letter under the "letters" label.</li> <li>12. If the picture is a number, ask the class, "What number is this?" Have the class hold up that number of fingers. Have the student place the picture under the "numbers" label.</li> <li>13. Repeat these steps until you have sorted all the pictures.</li> <li>14. Have the class help you put the numbers and letters in order.</li> </ol>	Review the words "numbers" and "letters."

Break—5 mins

## Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <i>First Sound Find: /i/</i>	7 mins	Unit 9 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Find: /i/</i> from the Teacher Menu.</li> <li>2. Tap each picture and have the class repeat the words.</li> <li>3. Have the class find a word that has the first sound /i/.</li> <li>4. Choose a student to come to the front and drag the picture to the container.</li> <li>5. Repeat with the remaining pictures that have the first sound /i/.</li> <li>6. Repeat the activity until students are comfortable hearing the sound.</li> </ol>	Review the first sound /i/.
12. <i>Practice Hearing and Saying Sounds: /i/</i>	8 mins		<p>Get pictures of inch, insect, iguana, igloo, apple, shirt, doll, 2-4 of each picture.</p> <ol style="list-style-type: none"> <li>1. Show the class the pictures and review words.</li> <li>2. Divide the class into 2-4 groups.</li> <li>3. Give each group a set of pictures.</li> <li>4. Say, "Find the pictures with the first sound /i/."</li> <li>5. Have each group find the pictures with the first sound /i/.</li> <li>6. The first group to hand you the correct 5 pictures with the first sound /i/ wins.</li> <li>7. Mix up the groups and repeat the activity several times until the students are comfortable hearing the sound.</li> </ol>		
13. "Letter Actions Song: I i"	5 mins	Unit 9 - Letters tab 	<p><b>Lyrics</b> This is an I and I says, "/i/." Let's itch together. This is an i and i says, "/i/." Let's itch together.</p>	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: I i" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	

## Lesson 2: Block B (20 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
14. <i>First Sound Intro: /i/</i>	3 mins	Unit 9 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /i/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/i/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all of the pictures.</li> </ol>	Color pictures with the first sound /i/.


<b>15. Show What You Learned:</b> <i>Color First Sounds: /i/</i>	15 mins		<b><i>Color First Sounds: /i/</i></b> <b>project</b> for each student  Crayons	<ol style="list-style-type: none"> <li>1. Give each student a <i>Color First Sounds: /i/</i> project and crayons.</li> <li>2. Go through all the pictures with the students.</li> <li>3. The students color the pictures that have the correct first sound.</li> <li>4. After the students have colored the pictures, review all the correct pictures with the students, emphasizing the first sound in the words.</li> <li>5. Tell the students to take the project home and talk about it with their parents.</li> </ol>	
<b>16. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the students.</li> <li>3. Have the class wave and respond, "Goodbye."</li> </ol>	Wrap up.








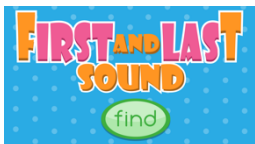
## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 9 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Old MacDonald Had a Farm (Part 2)" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. <i>Big Picture</i> (Value)	5 mins	Unit 9 - Value tab 		<ol style="list-style-type: none"> <li>1. Use language the students understand to discuss the value.</li> <li>2. Play <i>Big Picture (Value)</i> from the Teacher Menu.</li> <li>3. Show the first picture.</li> <li>4. Ask the students what is happening in the picture.  For example: "What is the girl doing?" ("The girl is doing homework") "What is happening?" ("The girl's friends want her to play.")</li> <li>5. Show the second picture.</li> <li>6. Ask the students what is happening in the picture.  For example: "Now what is happening?" ("The girl is finishing her homework.")</li> <li>7. Show the third picture.</li> <li>8. Say, "I do my schoolwork before I play with my friends."</li> <li>9. Tap the screen and have the class repeat, "Self-discipline."</li> </ol>	Learn the value self-discipline.

5. Practice a Value: Self-Discipline	5 mins			<ol style="list-style-type: none"> <li>1. Have the class sit in a circle facing each other.</li> <li>2. Stand in the middle of the circle.</li> <li>3. Explain to the students they are going to have a competition to see who can sit the longest without moving, talking, or laughing.</li> <li>4. Tell the students you are going to try to distract them, but they need to sit still and not make any noise.</li> <li>5. Once the students are sitting quietly, move around the circle and without touching the students, try to make them laugh or move.</li> <li>6. If a student laughs, talks, or moves, they are out.</li> <li>7. Continue the activity until one student is left.</li> <li>8. Repeat the activity as time allows and have the winner be in the middle of the circle.</li> </ol>	
6. <i>Fun on the Farm</i>	10 mins	Unit 9 - Book tab 	Paper  Crayon	<ol style="list-style-type: none"> <li>1. Show the book <i>Fun on the Farm</i> from the Teacher Menu.</li> <li>2. When you get to a page that counts the animals or objects, have that number of students come to the front and pretend to be that animal or object.</li> <li>3. Read the story several more times, making sure every student has had a chance to be something in the story.</li> <li>4. After the story is finished give the students a piece of paper and crayons.</li> <li>5. Have the students draw their favorite animal, person, or thing from the story.</li> <li>6. Once all the students have finished drawing, put the students into groups based on what they drew (e.g., Have all the students who drew goats stand in a group.).</li> <li>7. Ask the class, "How many ___?" (e.g., "How many goats?") for each of the groups.</li> <li>8. Have the class count the number of students in each group.</li> </ol>	Share the book <i>Fun on the Farm</i> .

## Lesson 1: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. "Letter Actions Song: I i"	2 mins	Unit 9 - Letters tab 	<b>Lyrics</b> This is an I and I says, "/i/." Let's itch together. This is an i and says, "//." Let's itch together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: I i" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Review the letters capital I and small i.


8. <b>Big Picture:</b> <i>l i</i>	3 mins	Unit 9 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: l i</i> from the Teacher Menu.</li> <li>2. Display capital l.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say, "It's capital l," and do the action.</li> <li>5. Repeat these steps with small i.</li> <li>6. Display the mouth and ask, "What sound does l make?"</li> <li>7. Have the class shout, "/i/!"</li> <li>8. Tap the board to play the video, "/i/."</li> </ol>	
9. <b>First Sound</b> <i>Intro: /i/</i>	5 mins	Unit 9 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /i/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/i/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all of the pictures.</li> </ol>	
10. <b>First Sound</b> <i>Find: /i/</i>	5 mins	Unit 9 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Find: /i/</i> from the Teacher Menu.</li> <li>2. Tap each picture and have the class repeat the words.</li> <li>3. Have the class find a word that has the first sound /i/.</li> <li>4. Choose a student to come to the front and drag the picture to the container.</li> <li>5. Repeat with the remaining pictures that have the first sound /i/.</li> <li>6. Repeat the activity until students are comfortable hearing the sound.</li> </ol>	Review the first sound /i/.

Break—5 mins

## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. Practice Vocabulary: <i>Close and Far Words</i>	8 mins		Vocabulary pictures (egg, pig, cow, basket)	<ol style="list-style-type: none"> <li>1. Choose a student to leave the room.</li> <li>2. Hold up one of the vocabulary pictures so the class can see it.</li> <li>3. Have the class watch as you find a spot to hide the picture. The student shouldn't be able to see the picture when they come back in the room.</li> <li>4. Have the student come back in the classroom.</li> <li>5. The class will chant the vocabulary word as the student moves around the classroom, trying to find the vocabulary picture.</li> <li>6. If the student moves closer to the vocabulary picture, the class should chant the vocabulary word louder.</li> <li>7. If the student moves away from the vocabulary picture, the class should chant the vocabulary word softer.</li> <li>8. When the student finds the vocabulary picture, the class will say, "It's a(n) ____."</li> <li>9. Repeat until every student has had a turn or as time allows.</li> </ol>	Review the words "cow," "pig," "egg," and "basket."
10. Practice Saying Phrases: <i>Guess How Many</i>	7 mins		Vocabulary pictures (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)  Vocabulary pictures (egg, pig, cow, horse, goat)	<ol style="list-style-type: none"> <li>1. Divide the class into two groups.</li> <li>2. Group 1 stands in a row facing the back of the room.</li> <li>3. Group 2 stands across from group 1 and faces the front of the room.</li> <li>4. Show group 2 a number and an animal vocabulary picture.</li> <li>5. Have the students in group 2 ask, "How many ____ do you have?" (e.g., "How many horses do you have?").</li> <li>6. The students in group 1 guess how many of the animal by saying, "I have ____ horses." (e.g., "I have four horses.").</li> <li>7. If a student in group 1 is correct, the partner in group 2 gives a thumbs up.</li> <li>8. If the student in group 1 is incorrect, the partner in group 2 says, "No."</li> <li>9. The student continues guessing until they guess the right number.</li> <li>10. Once the student guesses the correct number, both students sit down.</li> <li>11. Once the whole class is sitting, have the groups swap places and repeat steps 4-10.</li> <li>12. Repeat the activity until the students are comfortable with both asking and answering the question.</li> </ol>	Review the phrases "What do you have?" and "I have ____."




## Lesson 2: Block B (25 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <i>Miss Daisy</i>	5 mins	Unit 9 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Miss Daisy</i> from the Teacher Menu.</li> <li>2. Have students respond to the people in the video when they are prompted to speak.</li> <li>3. Evaluate what the class says.</li> <li>4. If the class answers correctly, press the button to move on.</li> <li>5. If the class answers incorrectly, repeat the question and prompt the class to say the correct answer.</li> </ol>	Practice speaking.
12. Practice Saying the Phrase: <i>Counting Objects</i>	5 mins		Vocabulary pictures (egg, pig, cow, horse, goat)	<ol style="list-style-type: none"> <li>1. Have the class sit in a circle.</li> <li>2. Show the class one of the vocabulary pictures.</li> <li>3. Ask the class, "How many ___ do you have?" (e.g., "How many eggs do you have?").</li> <li>4. Have each student hold up a number of fingers.</li> <li>5. Ask the student next to you, "How many ___ do you have?" (e.g., "How many eggs do you have?").</li> <li>6. The class looks at the number the student is showing with their fingers and the whole class answers, "I have ___ ___" (e.g., "I have three eggs.").</li> <li>7. The student turns to the next student in the circle and asks, "How many ___ do you have?"</li> <li>8. The student shows a number with their fingers.</li> <li>9. Have the class answer, "I have ___ ___."</li> <li>10. Continue around the circle until all the students have a chance to ask, "How many ___ do you have?"</li> </ol>	Practice saying the phrases "How many do you have? And "I have ___ ___."

<b>13. Show What You Learned: Farm Project</b>	13 mins		<p><b>Farm project</b> for each student.</p> <p>Crayons</p>	<ol style="list-style-type: none"> <li>1. Give each student a Farm project and crayons.</li> <li>2. Review the vocabulary with the students “pig,” “cow,” “horse,” and “goat.”</li> <li>3. Have the students count the number of animals on the farm and write the number in the corresponding box below.</li> <li>4. When the students are finished counting the animals, they can color the farm picture.</li> <li>5. Once the students are finished coloring, have them get in pairs.</li> <li>6. Have student 1 point to an animal on the page and ask, “How many ___ do you have?” (e.g., “How many cows do you have?”).</li> <li>7. Student 2 points to each of the animals on the page and counts them. Then student 2 responds, “I have ___ ___,” (e.g., “I have five cows.”).</li> <li>8. Have the students switch roles and repeat steps 6-7.</li> <li>9. The students go back and forth until they have asked about all the animals on the page.</li> <li>10. Tell the students to take the project home and talk about it with their parents.</li> </ol>	
<b>14. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, “Goodbye,” and wave to the students.</li> <li>3. Have the class wave and respond, “Goodbye.”</li> </ol>	Wrap up.




## Lesson 1: Block A (25 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	2 mins	Unit 10 - Song tab 		<b>Listen to the Song (I do)</b> 1. Play the song "My Family" from the Teacher Menu. 2. Have the students watch the video of the song to become familiar with the music and lyrics.	Learn the phrase "This is my ____."
	5 mins	Unit 10 - Song tab 		<b>Practice (We do)</b> 1. Play <i>Big Picture (Song)</i> from the Teacher Menu. 2. Teach the needed vocabulary words "father," "mother," "sister," "brother," "dog," and "cat" from the song. 3. Create actions for the words with the students. 4. Have the class practice the words and actions until they are comfortable with them.	
	3 mins	Unit 10 - Listening tab 		<b>Practice (You do)</b> 1. Play <i>Hear! Hear!</i> from the Teacher Menu. 2. Have the class point to the picture that matches what they hear. 3. Choose a student to tap the picture. 4. Have the class repeat the phrase. 5. Repeat until each student has a turn to tap a picture or all the phrases have been played.	

	5 mins	Unit 10 - Song tab 		<b>Practice (You do)</b> 1. Play the song "My Family" from the Teacher Menu. 2. Encourage students to sing along and do the actions. 3. Repeat the song several times, having the class sing along and act out the lyrics.	
4. <i>Conversational Videos</i>	5 mins	Unit 10 - Speaking tab 		1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrase "This is my ____."	

### Lesson 1: Block B (20 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
5. <i>Big Picture (Vocabulary)</i>	7 mins	Unit 10 - Vocabulary tab 		<b>Learn Vocabulary (I do)</b> 1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu. 2. Say the first vocabulary word, and have the students repeat it. 3. If possible, have the students do an action for the vocabulary word. 4. Say, "It's a ____." 5. Have the class repeat the sentence. 6. Repeat steps 2-5 with all the vocabulary words. 7. Show the pictures again, but this time ask students to identify the words using a full sentence (e.g., "It's a father."). 8. Invite individual students to come and tap each of the pictures to confirm the answers. 9. Show the pictures one more time. Ask the students to identify the words using a full sentence (e.g., "It's a father."). 10. Say, "I see a ____ in this word. Do you see a ____?" (e.g., "I see an 'e' in this word. Do you see a 'e'?"). 11. Have a student come up and point to the letter. 12. Ask the class what other letters they see in the word. 13. Have the students come up and point to the letters they know. 14. Have the class repeat the names of the letters.	Learn the words "father," "mother," "sister," and "brother."





6. <i>Word Flurry</i>	5 mins	Unit 10 - Vocabulary tab 		<b>Practice Vocabulary (We do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Word Flurry</i> from the Teacher Menu.</li> <li>2. When a word is said, ask all the students to say the word aloud.</li> <li>3. Ask the students if they see a picture of the word on the screen.</li> <li>4. Choose two students to race to the screen and tap the picture.</li> <li>5. Repeat these steps with the remaining words.</li> </ol>	
7. <i>Randomonium</i>	8 mins	Unit 10 - Vocabulary tab 		<b>Play a Game with the Vocabulary (You do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Randomonium</i> from the Teacher Menu.</li> <li>2. Have the students get in a line facing the board at the back of the classroom.</li> <li>3. Tap the randomize button.</li> <li>4. As quickly as they can, the students should do the action for the picture that comes up and say, "It's a ____."</li> <li>5. If the student says the correct phrase and does the correct action, they take a step forward.</li> <li>6. If they are incorrect, they take a step backward.</li> <li>7. The first student to reach the front is the winner.</li> <li>8. Repeat the game as time allows, having the winner tap the randomize button.</li> </ol>	

Break—5 mins



## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
8. <i>Conversational Videos</i>	5 mins	Unit 10 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Conversational Videos</i> from the Teacher Menu.</li> <li>2. Have the class repeat the target phrases "This is my ____."</li> </ol>	Review the phrase "This is my ____."

<p>9. <i>Speak Up 1</i></p>	<p>5 mins</p>	<p>Unit 10 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups repeat the phrase.</li> </ol>	
<p>10. Sing a Song</p>	<p>5 mins</p>	<p>Unit 10 - Song tab</p> 		<ol style="list-style-type: none"> <li>1. Play the song "My Family" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song a few times, having the class sing along and do the actions.</li> </ol>	



**Lesson 2: Block B (25 mins)**



Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>11. Practice Vocabulary: <i>Vocabulary Basketball</i></p>	<p>10 mins</p>		<p><b>Vocabulary pictures</b> (father, mother, sister, brother)</p> <p>basket or container</p> <p>2 balls</p>	<ol style="list-style-type: none"> <li>1. Divide the class into two teams.</li> <li>2. Have each team stand in a line.</li> <li>3. Put the basket several feet away from the two lines and give the first student in each line a ball.</li> <li>4. Randomly hold up a vocabulary picture.</li> <li>5. At the same time, the first student in each line says, "It's a _____."</li> <li>6. Once the student says the correct word, they get to try and throw their ball in the basket.</li> <li>7. The first student to get their ball in the basket gets a point.</li> <li>8. The two students then go to the back of their lines.</li> <li>9. Repeat with the next two students.</li> <li>10. Once every student has had a chance, the team with the most points wins.</li> </ol>	<p>Review the words "father," "mother," "sister," and "brother."</p>

12. <i>Search Party</i>	8 mins	Unit 10 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Search Party</i> from the Teacher Menu.</li> <li>2. Choose a word for the students to find.</li> <li>3. Say, "Find the picture of a ____."</li> <li>4. Have the class point at the picture when they find it and say, "I see it."</li> <li>5. When most of the students have found the picture, choose a student to come to the front and tap the image.</li> <li>6. If the student is incorrect, tap the incorrect button and choose a new student to come up.</li> <li>7. If the student is correct, have the class say, "It's a ____." (If reviewing previously learned vocabulary, adjust the sentence as necessary.)</li> <li>8. If it is too hard to see the picture, tap the shuffle button.</li> <li>9. Repeat these steps until all the students have had a turn to tap an image or until you have sufficiently reviewed the vocabulary.</li> </ol>	
13. <i>Speak Up 2</i>	5 mins	Unit 10 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups repeat the phrase.</li> </ol>	Review the phrase "This is my ____."
14. <i>Goodbye</i>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the students.</li> <li>3. Have the class wave and respond, "Goodbye."</li> </ol>	Wrap up.





### Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 10 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "My Family" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. At Your Command	5 mins	Unit 10 - Action tab 		<ol style="list-style-type: none"> <li>1. Play <i>At Your Command</i> from the Teacher Menu.</li> <li>2. Have the class listen to the command twice.</li> <li>3. Have the class say the command.</li> <li>4. Evaluate what the class says and tap the corresponding correct or incorrect button.</li> </ol>	Learn the action "Brush your ____."

<p>5. <b>Dotty's Ditties</b></p>	<p>5 mins</p>	<p>Unit 10 - Actions</p> 	<p><b>Lyrics</b>          Brush your hair with your ____.          Brush your hair if you can.          Brush your hair up high,          And brush down low.          Brush your hair nice and slow.          Brush your hair with your ____.          Brush your hair if you can.</p>	<ol style="list-style-type: none"> <li>1. Pretend to brush your hair with your hand.</li> <li>2. Tell the class to brush their hair with their hand.</li> <li>3. Play <i>Dotty's Ditties</i> from the teacher menu.</li> <li>4. Sing the song and have the students pretend to brush their hair with their hand.</li> <li>5. Choose a student to come to the front.</li> <li>6. Have the student choose a body part such as fingers, toes, feet, elbow, etc.</li> <li>7. Play the song again, but this time have the students pretend to brush their hair with the body part the student chose.</li> </ol> <p>For example:          "Brush your hair with your toes.          Brush your hair if you can.          Brush your hair up high,          And brush down low.          Brush your hair nice and slow.          Brush your hair with your toes.          Brush your hair if you can."</p> <ol style="list-style-type: none"> <li>8. Repeat steps 5-7 with different body parts.</li> </ol>	
<p>6. <b>Big Picture: Man and Woman</b></p>	<p>10 mins</p>	<p>Unit 10 - Resources tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: Man and Woman</i> from the Teacher Menu.</li> <li>2. Show the first picture.</li> <li>3. Have the class point to the man.</li> <li>4. Choose a student to tap a picture and confirm the answer.</li> <li>5. Have the class point to the woman.</li> <li>6. Choose a student to tap the picture and confirm the answer.</li> <li>7. Show the next image.</li> <li>8. Ask the class whether the person is a man or woman.</li> <li>9. Choose a student to tap the picture and confirm the answer.</li> <li>10. Once you confirm the answer, have the class say the word in a sentence. (e.g., "He is a man.")</li> <li>11. Repeat steps 2-10 with the remaining images.</li> </ol>	<p>Learn the words "man" and "woman."</p>



## Lesson 1: Block B (15 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. "Letter Actions Song: Jj"	2 mins	Unit 10 - Letters tab 	<b>Lyrics</b> This is a J and J says, "/j/." Let's jump together. This is a j and j says, "/j/." Let's jump together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: Jj" from the Teacher Menu.</li> <li>2. Have the class do the action along with the kids in the video.</li> <li>3. Have the students say, "J," whenever they see the letter.</li> <li>4. Have the class sing the song.</li> <li>5. Repeat the video until the students are comfortable with the lyrics and actions.</li> </ol>	Learn the letters capital J and small j.
8. <i>Big Picture: Jj</i>	3 mins	Unit 10 - Letters tab 		<b>Learn Capital and Small Letters (I do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture: Jj</i> from the Teacher Menu.</li> <li>2. Display capital J.</li> <li>3. Tap the capital J to play the audio, "Capital J."</li> <li>4. Have the students say, "It's capital J."</li> <li>5. Tap the capital J again. Make yourself as big as you can. Stand on your toes and reach your arms up in the sky as you say, "It's capital J."</li> <li>6. Have the students do the same action as they say, "It's capital J."</li> <li>7. Repeat these steps with small j, crouching down and making yourself small.</li> <li>8. Display the mouth and tap the board to play the video, "/j/."</li> <li>9. Have the students shout, "/j/!"</li> </ol>	
9. <i>Randomonium: Jj</i>	3 mins	Unit 10 - Letters tab 		<b>Play a Letter Name and Sound Game (We do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Randomonium: Jj</i> from the Teacher Menu.</li> <li>2. Tap the randomize button.</li> <li>3. Have the students do the action and say the letter or sound that comes up (e.g., Get big and say, "It's capital J.").</li> <li>4. Repeat these steps, inviting different students to come up and spin the generator.</li> </ol>	

<b>10. Letter Trace:</b> <i>Jj</i>	7 mins	Unit 10 - Letters tab 		<b>Write the Letters (You do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Letter Trace: Jj</i> from the Teacher Menu.</li> <li>2. Choose a student to come to the front and find capital J.</li> <li>3. The class says, "It's capital J."</li> <li>4. Select a different student to come to the front and trace the capital letter while the class writes the letter with their fingers on their knees.</li> <li>5. Have the students say, "It's capital J."</li> <li>6. Repeat with the next two traces.</li> <li>7. Have a student come to the front and write capital J while the class writes the letter on their knees.</li> <li>8. Choose the best capital J, or have the students vote on the capital J they feel is the best.</li> <li>9. Repeat the activity with small j.</li> </ol>	
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Break—5 mins

## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>11. "Letter Actions Song: Jj"</b>	2 mins	Unit 10 - Letters tab 	<b>Lyrics</b> This is an J and J says, "/j/." Let's jump together. This is an j and j says, "/j/." Let's jump together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: Jj" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Review the letters capital J and small j.
<b>12. Big Picture:</b> <i>Jj</i>	3 mins	Unit 10 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: Jj</i> from the Teacher Menu.</li> <li>2. Display capital J.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say, "It's capital J," and do the action.</li> <li>5. Repeat these steps with small j.</li> <li>6. Display the mouth and ask, "What sound does 'J' make?"</li> <li>7. Have the class shout, "/j/!"</li> <li>8. Tap the board to play the video, "/j/."</li> </ol>	

<b>13. First Sound</b> Intro: /j/	5 mins	Unit 10 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /j/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound “/j/.”</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all of the pictures.</li> </ol>	
<b>14. Practice Hearing and Saying</b> Sounds: /j/	5 mins		Get pictures of a jump rope, juice, jar, jacket, and jellyfish.	<ol style="list-style-type: none"> <li>1. Show the class the picture of the apple.</li> <li>2. Say, “Jump rope. What is the first sound in jump rope?” putting an emphasis on the first sound in the word.</li> <li>3. Have the class say, “/j/.” Monitor and provide feedback as needed.</li> <li>4. Have the class say, “/j/, jump rope.”</li> <li>5. Repeat steps 1-4 with the rest of the words.</li> <li>6. Continue randomly holding up words and having the class say the first sound as time allows.</li> </ol>	Learn the first sound /j/.

## Lesson 2: Block B (25 mins)




Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>15. My Family</b>	13 mins	Unit 10 - Book tab 	<b>Vocabulary pictures</b> (mother, father, sister, brother)	<ol style="list-style-type: none"> <li>1. Review the vocabulary words “mother,” “father,” “sister,” and “brother.”</li> <li>2. Show the book <i>My Family</i> from the Teacher Menu.</li> <li>3. After the narrator reads each page, have the class repeat what was said.</li> <li>4. Show the book again.</li> <li>5. This time have the students tap the person in the photo and notice how the text is highlighted.</li> <li>6. Help the students find the words “mother,” “father,” “sister,” and “brother” in the text.</li> </ol>	Share the book <i>My Family</i> .





<b>16. Practice an Action: Shout Out</b>	10 mins		<b>Vocabulary pictures</b> (triangle, rectangle, circle, square, heart, star)	<ol style="list-style-type: none"> <li>1. Put the shapes on the board or somewhere in front of the class so the students can all see them.</li> <li>2. Review the command, "Brush your hair," while doing pretending to brush your hair.</li> <li>3. Choose a student to leave the classroom.</li> <li>4. The class will choose one of the shapes to be the "magic" shape.</li> <li>5. Have the student come back into the room.</li> <li>6. The student will tap each of the shapes in any order they choose.</li> <li>7. When the student taps the "magic" shape, the class jumps up and shouts, "Brush your hair!"</li> <li>8. As quickly as they can, the student does the action.</li> <li>9. Choose another student to leave the classroom and repeat the game.</li> <li>10. As the students become more comfortable choose more than one "magic" shape.</li> </ol>	Review the action "Brush your ____."
<b>17. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the students.</li> <li>3. Have the class wave and respond, "Goodbye."</li> </ol>	Wrap up.



## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 10 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "My Family" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. <i>Big Picture</i> (Vocabulary)	3 mins	Unit 10 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu.</li> <li>2. Ask the students to identify the words using a full sentence (e.g., "This is a brother.").</li> <li>3. Say, "I see a ____ in this word. Do you see a ____?" (e.g., "I see an 'b' in this word. Do you see a 'b'?").</li> <li>4. Have a student come up and point to the letter.</li> <li>5. Ask the class what other letters they see in the word.</li> <li>6. Have the students come up and point to the letters they know.</li> <li>7. Have the class repeat the names of the letters.</li> <li>8. Repeat steps 2-7 with all the words.</li> </ol>	Review the words "father," "mother," "sister," and "brother."
5. <i>Match Maker</i>	5 mins	Unit 10 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Match Maker</i> from the Teacher Menu.</li> <li>2. Choose a student to try and make a match.</li> <li>3. If the student makes a match, have the class say the vocabulary word.</li> <li>4. Choose a new student to come up and try to make a match.</li> <li>5. Repeat until all the matches are made.</li> <li>6. Tap on each of the pictures and have the class say, "It's a ____."</li> </ol>	

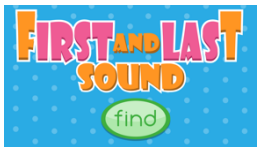

6. <i>Speak Up 1</i>	3 mins	Unit 10 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups of students repeat the phrase.</li> </ol>	Review the phrases "This is my ____."
7. <i>Speak Up 2</i>	3 mins	Unit 10 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups of students repeat the phrase.</li> </ol>	
8. <i>Practice Saying a Phrase: Catch the Word</i>	6 mins		<p><b>Vocabulary pictures</b> (mother, father, sister, brother) enough for each student to have a picture</p> <p>Ball</p>	<ol style="list-style-type: none"> <li>1. Have the class sit in a circle on the floor.</li> <li>2. Give each student a vocabulary picture and have them place it face down on the floor in front of them.</li> <li>3. Roll a ball to one of the students.</li> <li>4. Have the student stop the ball and then hold up their vocabulary picture for the class to see.</li> <li>5. The class says, "This is a ____" (e.g., "This is a mother.")</li> <li>6. Have the student place their vocabulary picture faceup on the floor in front of them.</li> <li>7. Then have the student roll the ball to another student in the circle.</li> <li>8. Repeat steps 4-7 until every student has a chance to show their vocabulary picture.</li> </ol>	

## Lesson 1: Block B (15 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
9. Practice an Action: <i>Shout Out</i>	5 mins		<b>Vocabulary pictures</b> (triangle, rectangle, circle, square, heart, star)	<ol style="list-style-type: none"> <li>Put the shapes on the board or somewhere in front of the class so the students can all see them.</li> <li>Review the command, "Brush your hair," while pretending to brush your hair.</li> <li>Choose a student to leave the classroom.</li> <li>The class will choose one of the shapes to be the "magic" shape.</li> <li>Have the student come back into the room.</li> <li>The student will tap each of the shapes in any order they choose.</li> <li>When the student taps the "magic" shape, the class jumps up and shouts, "Brush your hair!"</li> <li>As quickly as they can, the student does the action.</li> <li>Choose another student to leave the classroom and repeat the game.</li> <li>As the students become more comfortable with the activity, choose more than one "magic" shape.</li> </ol>	Review the action "Brush your ____."
10. Practice More Words: <i>Musical Words</i>	10 mins		Get pictures of men and women, enough for each student.  Music the students like	<ol style="list-style-type: none"> <li>Review the pictures with the class saying, "This is a ____," (e.g., "This is a man.").</li> <li>Have the class repeat, "This is a ____."</li> <li>Put the students' chairs in a circle facing out.</li> <li>Place a picture on each chair.</li> <li>Play music while the students walk in a circle around the chairs.</li> <li>When the music stops, have each student grab a picture that is close to them.</li> <li>Once everyone has a picture, the class faces into the circle.</li> <li>Go around the circle and have each student show their picture and say, "This is a ____," (e.g., "This is a man.").</li> <li>After the students have identified their picture, have the students put the pictures back on the chair closest to them.</li> <li>Play the music again and repeat the activity several times.</li> </ol>	Practice the words "man" and "woman."

Break—5 mins

## Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <i>First Sound Find: /j/</i>	7 mins	Unit 10 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Find: /j/</i> from the Teacher Menu.</li> <li>2. Tap each picture and have the class repeat the words.</li> <li>3. Have the class find a word that has the first sound /j/.</li> <li>4. Choose a student to come to the front and drag the picture to the container.</li> <li>5. Repeat with the remaining pictures that have the first sound /j/.</li> <li>6. Repeat the activity until students are comfortable hearing the sound.</li> </ol>	Review the first sound /j/.
12. <i>Practice Hearing and Saying Sounds: /j/</i>	8 mins		<p>Get pictures of an apple, jump rope, juice, jar, jacket, jellyfish, bear, pants, water, and blocks (2-4 of each picture).</p> <ol style="list-style-type: none"> <li>1. Show the class the pictures and review the words.</li> <li>2. Divide the class into 2-4 groups.</li> <li>3. Give each group a set of pictures.</li> <li>4. Say, "Find the pictures with the first sound /j/."</li> <li>5. Have each group find the pictures with the first sound /j/.</li> <li>6. The first group to hand you the correct 5 pictures with the first sound /j/ wins.</li> <li>7. Mix up the groups and repeat the activity several times until the students are comfortable hearing the sound.</li> </ol>		
13. "Letter Actions Song: J j"	5 mins	Unit 10 - Letters tab 	<p><b>Lyrics</b> This is a J and J says, "/j/." Let's jump together. This is a j and j says, "/j/." Let's jump together.</p>	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: J j" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	



## Lesson 2: Block B (20 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
14. <i>First Sound Intro: /j/</i>	5 mins	Unit 10 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /j/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/j/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all of the pictures.</li> </ol>	Color pictures with the first sound /j/.

<b>15. Show What You Learned:</b> <i>Color First Sounds: /j/</i>	15 mins		<b><i>Color First Sounds: /j/</i></b> <b>project</b> for each student  Crayons	<ol style="list-style-type: none"> <li>1. Give each student a <i>Color First Sounds: /j/</i> project and crayons.</li> <li>2. Go through all the pictures with the students.</li> <li>3. The students color the pictures that have the correct first sound.</li> <li>4. After the students have colored the pictures, review all the correct pictures with the students, emphasizing the first sound in the words.</li> <li>5. Tell the students to take the project home and talk about it with their parents.</li> </ol>	
<b>16. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the students.</li> <li>3. Have the class wave and respond, "Goodbye."</li> </ol>	Wrap up.





## Lesson 1: Block A (30 mins)


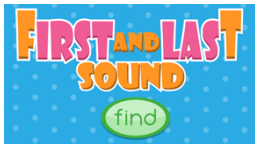
Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 10 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "My Family" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. <i>Big Picture</i> (Value)	5 mins	Unit 10 - Value tab 		<ol style="list-style-type: none"> <li>1. Use language the students understand to discuss the value.</li> <li>2. Play <i>Big Picture (Value)</i> from the Teacher Menu.</li> <li>3. Show the first picture.</li> <li>4. Ask the students what is happening in the picture.  For example: "What is the man doing?" ("The man is trying to lift the board.") "What is happening?" ("The man can't lift the board. It's too heavy.")</li> <li>5. Show the second picture.</li> <li>6. Ask the students what is happening in the picture.  For example: "Now what is happening?" ("The girl is helping the man.") "How does the girl feel?" ("The girl feels happy.")</li> <li>7. Show the third picture.</li> <li>8. Say, "I can help others."</li> <li>9. Tap the screen and have the class repeat, "Kindness."</li> </ol>	Learn the value kindness.

<b>5. Value Project: <i>I Can Help Others</i></b>	8 mins		<b><i>I Can Help Others</i> project</b> for each student.  Crayons	<ol style="list-style-type: none"> <li>1. Talk about ways the students can be kind.</li> <li>2. Give each student an <i>I Can Help Others</i> project and crayons.</li> <li>3. Have the students draw a picture of how they can help someone.</li> <li>4. After the students have colored their picture, have them get in pairs.</li> <li>5. Have each student show their picture and tell their partner how they can help others.</li> </ol>	
<b>6. <i>My Family</i></b>	7 mins	Unit 10 - Book tab   <p>Written by Joy School Photos by Steven Glauser</p>	<b>Vocabulary pictures</b> (mother, father, sister, brother, draw, read, climb, dog, basketball, computer)	<ol style="list-style-type: none"> <li>1. Review the vocabulary words “mother,” “father,” “sister,” and “brother.”</li> <li>2. Put the vocabulary pictures of the family members in a random order on the board.</li> <li>3. Show the book <i>My Family</i> from the teacher menu.</li> <li>4. As you read the book, have the class help you place the vocabulary pictures of the family members in the order they appear in the book.</li> <li>5. After reading the book, show the vocabulary pictures “draw,” “read,” “climb,” “dog,” “computer,” and “basketball.”</li> <li>6. Have the class help you place the vocabulary images next to the family member that likes that activity.</li> <li>7. Show the book again to check their answers.</li> </ol>	Share the book <i>My Family</i> .

## Lesson 1: Block B (15 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>7. “Letter Actions Song: J j”</b>	2 mins	Unit 10 - Letters tab  	<b>Lyrics</b> This is a J and J says, “/j/.” Let’s jump together. This is a j and j says, “/j/.” Let’s jump together.	<ol style="list-style-type: none"> <li>1. Play the song “Letter Actions Song: J j” from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	
<b>8. <i>Big Picture: J j</i></b>	3 mins	Unit 10 - Letters tab  		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: J j</i> from the Teacher Menu.</li> <li>2. Display capital J.</li> <li>3. Ask, “What’s this?”</li> <li>4. Have the class say, “It’s capital J,” and do the action.</li> <li>5. Repeat these steps with small j.</li> <li>6. Display the mouth and ask, “What sound does J make?”</li> <li>7. Have the class shout, “/j/!”</li> <li>8. Tap the board to play the video, “/j/.”</li> </ol>	Review the letters capital J and small j.




<b>9. First Sound Intro: /j/</b>	5 mins	Unit 10 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /j/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound “/j/.”</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all of the pictures.</li> </ol>	
<b>10. First Sound Find: /j/</b>	5 mins	Unit 10 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Find: /j/</i> from the Teacher Menu.</li> <li>2. Tap each picture and have the class repeat the words.</li> <li>3. Have the class find a word that has the first sound /j/.</li> <li>4. Choose a student to come to the front and drag the picture to the container.</li> <li>5. Repeat with the remaining pictures that have the first sound /j/.</li> <li>6. Repeat the activity until students are comfortable hearing the sound.</li> </ol>	Review the first sound /j/.

**Break—5 mins**
**Lesson 2: Block A (15 mins)**

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>11. Practice Vocabulary: Up and Down</b>	8 mins		<b>Vocabulary pictures</b> (father, mother, sister, brother)	<ol style="list-style-type: none"> <li>1. Review the vocabulary words with the students.</li> <li>2. Give each student a picture.</li> <li>3. Have the class sit in a circle.</li> <li>4. Say one of the vocabulary words.</li> <li>5. The students who have that picture stand up and hold up their picture.</li> <li>6. The class says, “It’s a ____.”</li> <li>7. The students sit back down.</li> <li>8. Repeat with the other words, going faster and faster as the class gets more comfortable.</li> </ol>	Review the words “father,” “mother,” “sister,” and “brother.”




<p>12. <b>Big Picture: Man and Woman</b></p>	<p>7 mins</p>	<p>Unit 10 - Letters tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: Man and Woman</i> from the Teacher Menu.</li> <li>2. Show the first picture.</li> <li>3. Have the class point to the man.</li> <li>4. Choose a student to tap a picture and confirm the answer.</li> <li>5. Have the class point to the woman.</li> <li>6. Choose a student to tap the picture and confirm the answer.</li> <li>7. Show the next image.</li> <li>8. Ask the class whether the person is a man or woman.</li> <li>9. Choose a student to tap the picture and confirm the answer.</li> <li>10. Once you confirm the answer, have the class say the word in a sentence. (e.g., "He is a man." "She is a woman.")</li> <li>11. Repeat steps 2-10 with the remaining images.</li> </ol>	<p>Review words "man" and "woman."</p>
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**Lesson 2: Block B (25 mins)**

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>13. <b>Miss Daisy</b></p>	<p>5 mins</p>	<p>Unit 10 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Miss Daisy</i> from the Teacher Menu.</li> <li>2. Have students respond to the people in the video when they are prompted to speak.</li> <li>3. Evaluate what the class says.</li> <li>4. If the class answers correctly, press the button to move on.</li> <li>5. If the class answers incorrectly, repeat the question and prompt the class to say the correct answer.</li> </ol>	<p>Practice speaking.</p>
<p>14. <b>Practice Saying Phrases: Catch the Word</b></p>	<p>5 mins</p>		<p><b>Vocabulary pictures</b> (mother, father, sister, brother) enough for each student to have a picture</p> <p>Ball</p>	<ol style="list-style-type: none"> <li>1. Have the class sit in a circle on the floor.</li> <li>2. Give each student a vocabulary picture and have them place it facedown on the floor in front of them.</li> <li>3. Roll a ball to one of the students.</li> <li>4. Have the student stop the ball and then hold up their vocabulary picture for the class to see.</li> <li>5. The class says, "This is a ____" (e.g., "This is a mother.")</li> <li>6. Have the student place their vocabulary picture faceup on the floor in front of them.</li> <li>7. Then have the student roll the ball to another student in the circle.</li> <li>8. Repeat steps 4-7 until every student has a chance to show their vocabulary picture.</li> </ol>	<p>Review the phrase "This is my ____."</p>


<b>15. Show What You Learned: My Family</b>	13 mins		<p><b>Vocabulary pictures</b> (mother, father, sister, brother)</p> <p>Craft sticks</p> <p>Markers/ crayons</p> <p>Make example sticks of your family to show the class.</p>	<ol style="list-style-type: none"> <li>1. Show the students the craft sticks you colored for your family members.</li> <li>2. Hold up the colored craft sticks and say, "This is my family."</li> <li>3. Introduce each person in your family by holding up the craft stick and saying, "This is my ____" (e.g., "This is my mother.").</li> <li>4. Repeat for each person in your family.</li> <li>5. Give the students a craft stick for each person in their family.</li> <li>6. Have the students color the craft sticks to look like their family members.</li> <li>7. When students are finished coloring their family craft sticks, have them get find a partner.</li> <li>8. Have one student introduce their family by saying, "This is my ____," (e.g., "This is my mother.").</li> <li>9. Repeat for each family member.</li> <li>10. Then have the other student introduce their family members.</li> <li>11. Have the students find a new partner and introduce their family.</li> </ol>	
<b>16. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the students.</li> <li>3. Have the class wave and respond, "Goodbye."</li> </ol>	Wrap up.




**Lesson 1: Block A (25 mins)**

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	2 mins	Unit 11 - Song tab 		<b>Listen to the Song (I do)</b> 1. Play the song "Who Is This?" 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 "Who is this?" and "This is my ____."
	5 mins	Unit 11 - Song tab 		<b>Practice (We do)</b> 1. Play <i>Big Picture (Song)</i> from the Teacher Menu. 2. Teach the needed vocabulary words "grandma," "grandpa," "baby," and "family" from the song. 3. Create actions for the words with the students (e.g., Rub your eyes as if crying like a baby.). 4. Have the class practice the words and actions until they are comfortable with them.	
	3 mins	Unit 11 - Listening tab 		<b>Practice (You do)</b> 1. Play <i>Hear! Hear!</i> from the Teacher Menu. 2. Have the class point to the picture that matches what they hear. 3. Choose a student to tap the picture. 4. Have the class repeat the phrase. 5. Repeat until each student has had a turn to tap a picture or all the phrases have been played.	

	5 mins	Unit 11 - Song tab 		<b>Practice (You do)</b> 1. Play the song "Who Is This?" from the Teacher Menu. 2. Encourage students to sing along and do the actions. 3. Repeat the song several times, having the class sing along and act out the lyrics.	
4. <i>Conversational Videos</i>	5 mins	Unit 11 - Speaking tab 		1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "Who is this?" and "This is my ____."	


## Lesson 1: Block B (20 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
5. <i>Big Picture (Vocabulary)</i>	7 mins	Unit 11 - Vocabulary tab 		<b>Learn Vocabulary (I do)</b> 1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu. 2. Say the first vocabulary word, and have the students repeat it. 3. If possible, have the students do an action for the vocabulary word. 4. Say, "This is a ____." 5. Have the class repeat the sentence. 6. Repeat steps 2-5 with all the vocabulary words. 7. Show the pictures again, but this time ask students to identify the words using a full sentence (e.g., "This is a grandma."). 8. Invite individual students to come and tap each of the pictures to confirm the answers. 9. Show the pictures one more time. Ask the students to identify the words using a full sentence (e.g., "This is a baby."). 10. Say, "I see a ____ in this word. Do you see a ____?" (e.g., "I see a 'g' in this word. Do you see a 'g'?"). 11. Have a student come up and point to the letter. 12. Ask the class what other letters they see in the word. 13. Have the students come up and point to the letters they know. 14. Have the class repeat the names of the letters. 15. Repeat steps 9-14 with all the words.	Learn the words "grandma," "grandpa," "baby," and "family."

<b>6. Word Flurry</b>	5 mins	Unit 11 - Vocabulary tab 		<b>Practice Vocabulary (We do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Word Flurry</i> from the Teacher Menu.</li> <li>2. When a word is said, ask all the students to say the word aloud.</li> <li>3. Ask the students if they see a picture of the word on the screen.</li> <li>4. Choose two students to race to the screen and tap the picture.</li> <li>5. Repeat these steps with the remaining words.</li> </ol>	
<b>7. Randomonium</b>	8 mins	Unit 11 - Vocabulary tab 		<b>Play a Game with the Vocabulary (You do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Randomonium</i> from the Teacher Menu.</li> <li>2. Put each of the vocabulary pictures in a different spot around the classroom.</li> <li>3. Have the students choose a picture to stand next to.</li> <li>4. Tap the randomize button.</li> <li>5. Tap the picture that comes up.</li> <li>6. Have the class say the vocabulary word.</li> <li>7. The students standing by that picture go back to their seats.</li> <li>8. Have the remaining students spread out and stand by one of the four pictures.</li> <li>9. Repeat steps 3-8 until there is only one student left standing.</li> <li>10. If there is still time, play the game again and let the winning student tap the generator.</li> </ol>	

Break—5 mins



## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>8. Conversational Videos</b>	5 mins	Unit 11 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Conversational Videos</i> from the Teacher Menu.</li> <li>2. Have the class repeat the target phrases “Who is this?” and “This is my ____.”</li> </ol>	Review the phrases “Who is this?” and “This is my ____.”

9. <i>Speak Up 1</i>	5 mins	Unit 11 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play the <i>Speak Up 1</i> video from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups repeat the phrase.</li> </ol>	
10. Sing a Song	5 mins	Unit 11 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song “Who Is This?” from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song a few times, having the class sing along and do the actions.</li> </ol>	

## Lesson 2: Block B (25 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. Practice Vocabulary: <i>Over and Under</i>	10 mins		Vocabulary pictures (grandma, grandpa, baby, family) 2 of each picture	<ol style="list-style-type: none"> <li>1. Divide the vocabulary pictures into two piles.</li> <li>2. Divide the class into two teams.</li> <li>3. Have each team stand in a line behind one of the piles of vocabulary pictures.</li> <li>4. The first student in each line picks up the first vocabulary picture and says, “It’s a ____.”</li> <li>5. The student then passes the vocabulary picture to the next student in their line.</li> <li>6. Each student says, “It’s a ____,” before they pass the vocabulary picture to the next student.</li> <li>7. After the last student in the line says, “It’s a ____,” the other students in the line hold out their hands.</li> <li>8. The last student runs from the back of the line to the front of the line, slapping each team member’s hand.</li> <li>9. The student then chooses the next vocabulary picture from the pile and repeats steps 4-8.</li> <li>10. The first team to have all the students run to the front of the line is the winner.</li> </ol>	Review the words “grandma,” “grandpa,” “baby,” and “family.”

12. <i>Search Party</i>	8 mins	Unit 11 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Search Party</i> from the Teacher Menu.</li> <li>2. Choose a word for the students to find.</li> <li>3. Say, "Find the picture of ____."</li> <li>4. Have the class point at the picture when they find it and say, "I see it."</li> <li>5. When most of the students have found the picture, choose a student to come to the front and tap the image.</li> <li>6. If the student is incorrect, tap the incorrect button and choose a new student to come up.</li> <li>7. If the student is correct, have the class say, "It's a ____." (If reviewing previously learned vocabulary, adjust the sentence as necessary.)</li> <li>8. If it is too hard to see the picture, tap the shuffle button.</li> <li>9. Repeat these steps until all the students have had a turn to tap an image or until you have sufficiently reviewed the vocabulary.</li> </ol>	
13. <i>Speak Up 2</i>	5 mins	Unit 11 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play the <i>Speak Up 2</i> video from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups repeat the phrase.</li> </ol>	Review the phrases "Who is this?" and "This is my ____."
14. <i>Goodbye</i>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the students.</li> <li>3. Have the class wave and respond, "Goodbye."</li> </ol>	Wrap up.









## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 11 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Who Is This?" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. At Your Command	5 mins	Unit 11 - Action tab 		<ol style="list-style-type: none"> <li>1. Play <i>At Your Command</i> from the Teacher Menu.</li> <li>2. Have the class listen to the command twice.</li> <li>3. Have the class say the command.</li> <li>4. Evaluate what the class says and tap the corresponding correct or incorrect button.</li> </ol>	
5. Practice an Action: Show It	8 mins		<b>Vocabulary pictures</b> (father, hamburger, mother, banana, grandma, flower, grandpa, book, baby, doll)	<ol style="list-style-type: none"> <li>1. Shuffle the pictures and hand one to each student.</li> <li>2. Ask students to listen to your command.</li> <li>3. If they hear a word for the picture they are holding, students must come to the front and show their pictures. (e.g., Give mother a flower.)</li> <li>4. The students with the respective pictures come to the front of the class and show their pictures.</li> <li>5. Have the class repeat the command.</li> <li>6. Have the students with the cards act out the command. (e.g., The student with "flower" gives their picture to the student with "mother".)</li> <li>7. Repeat with the remaining pictures.</li> </ol>	Learn the action "Give the ___ a ___."

<p><b>6. Learn More Words: Hard and Soft</b></p>	<p>7 mins</p>		<p>Get several pairs of items that feel hard and soft for students to touch.</p> <p>For example:                      Toy car (hard)                      Stuffed toy (soft)                      Rock (hard)                      Fabric or fur (soft)                      Hard ball and soft ball</p>	<ol style="list-style-type: none"> <li>1. Teach the words “hard” and “soft” using the items you have brought.</li> <li>2. Pass the items around the class and have students say the words “hard” or “soft” when they hold the item.</li> <li>3. Once all the students have touched the items, hold each item up for the class to see.</li> <li>4. Ask, “Is it hard or soft?”</li> <li>5. If students answer correctly, say, “Yes, the ___ is ___.” Have them repeat the sentence after you.</li> <li>6. If students answer incorrectly, say, “No, the ___ isn’t ___.” Have the students repeat the sentence.</li> <li>7. Then holding the same object, ask again, “Is it hard or soft?” and follow the steps for the correct answer.</li> <li>8. Repeat for all the items.</li> </ol>	<p>Learn the words “hard” and “soft.”</p>
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**Lesson 1: Block B (15 mins)**



Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p><b>7. “Letter Action Song: K k”</b></p>	<p>2 mins</p>	<p>Unit 11 - Letters tab</p> 	<p><b>Lyrics</b>                      This is a K and K says, “/k/.”                      Let’s kick together.                      This is a k and k says, “/k/.”                      Let’s kick together.</p>	<ol style="list-style-type: none"> <li>1. Play the song “Letter Action Song: K k” from the Teacher Menu.</li> <li>2. Have the class do the action along with the kids in the video.</li> <li>3. Have the students say, “K,” whenever they see the letter.</li> <li>4. Have the class sing the song.</li> <li>5. Repeat the video until the students are comfortable with the lyrics and actions.</li> </ol>	
<p><b>8. Big Picture: K k</b></p>	<p>3 mins</p>	<p>Unit 11 - Letters tab</p> 		<p><b>Learn Capital and Small Letters (I do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture: K k</i> from the Teacher Menu.</li> <li>2. Display capital K.</li> <li>3. Tap the capital K to play the audio, “Capital K.”</li> <li>4. Have the students say, “It’s capital K.”</li> <li>5. Tap the capital K again. Make yourself as big as you can. Stand on your toes and reach your arms up in the sky as you say, “It’s capital K.”</li> <li>6. Have the students do the same action as they say, “It’s capital K.”</li> <li>7. Repeat these steps with small k, crouching down and making yourself small.</li> <li>8. Display the mouth and tap the board to play the video, “/k/.”</li> <li>9. Have the students shout, “/k/!”</li> </ol>	<p>Learn the letters capital K and small k.</p>

9. <i>Randomonium</i> : K k	3 mins	Unit 11 - Letters tab 		<b>Play a Letter Name and Sound Game (We do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Randomonium</i>: K k from the Teacher Menu.</li> <li>2. Tap the randomize button.</li> <li>3. Have the students do the action and say the letter or sound that comes up (e.g., Get big and say, "It's capital K.&gt;").</li> <li>4. Repeat these steps, inviting different students to come up and spin the generator.</li> </ol>	
10. <i>Letter Trace</i> : K k	7 mins	Unit 11 - Letters tab 		<b>Write the Letters (You do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Letter Trace</i>: K k from the Teacher Menu.</li> <li>2. Arrange students in pairs and assign a student as partner 1 and partner 2.</li> <li>3. Choose a student to come to the front and find capital K.</li> <li>4. The class says, "It's capital K."</li> <li>5. Select a different student to come to the front and trace the capital letter while partner 1 writes the letter with their finger on partner 2's back.</li> <li>6. Have the students say, "It's capital K."</li> <li>7. Repeat with the next two traces.</li> <li>8. Have a student come to the front and write capital K while partner 2 writes it on partner 1's back.</li> <li>9. Choose the best capital K, or have the students vote on the capital K they feel is the best.</li> <li>10. Repeat the activity with small k.</li> </ol>	

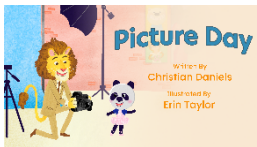
Break—5 mins

## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. "Letter Action Song: K k"	2 mins	Unit 11 - Letters tab 	<b>Lyrics</b> This is a K and K says, "/k/." Let's kick together. This is a k and k says, "/k/." Let's kick together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Action Song: K k" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Review the letters capital K and small k.




12. <b>Big Picture:</b> K k	3 mins	Unit 11 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: K k</i> from the Teacher Menu.</li> <li>2. Display capital K.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say, "It's capital K," and do the action.</li> <li>5. Repeat these steps with small k.</li> <li>6. Display the mouth and ask, "What sound does K make?"</li> <li>7. Have the class shout, "/k/!"</li> <li>8. Tap the board to play the video, "/k/."</li> </ol>	
13. <b>First Sound</b> Intro: /k/	5 mins	Unit 11 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /k/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/k/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all of the pictures.</li> </ol>	
14. <b>Practice</b> Hearing and Saying Sounds: /k/	5 mins		Get pictures of kite, kangaroo, kitchen, and key.	<ol style="list-style-type: none"> <li>1. Show the class the picture of the kite.</li> <li>2. Say, "Kite. What is the first sound in kite?" putting an emphasis on the first sound in the word.</li> <li>3. Have the class say, "/k/." Monitor and provide feedback as needed.</li> <li>4. Have the class say, "/k/, kite."</li> <li>5. Repeat steps 1-4 with the rest of the words.</li> <li>6. Continue randomly holding up words and having the class say the first sound as time allows.</li> </ol>	Learn the first sound /k/.



## Lesson 2: Block B (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
15. <i>Picture Day</i>	13 mins	Unit 11 - Book tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>Picture Day</i> from the Teacher Menu.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. On pages 11, 14, and 17 before you turn the page, ask the students, "Is this the baby sister?"</li> <li>4. On the last page, help students understand the camera is broken. Ask the class, "Who broke the camera?" Go back to page 17 if the students can't answer.</li> <li>5. Show the book again.</li> <li>6. After each page is read, invite a student to tap an illustration or word to see if it is highlighted.</li> <li>7. If the word is highlighted along with the illustration, point it out to the class. Have students repeat the word.</li> <li>8. Continue this procedure throughout the book.</li> </ol>	Share the book <i>Picture Day</i> .
16. Review Actions: <i>What's the Command?</i>	10 mins			<ol style="list-style-type: none"> <li>1. Review the commands and actions "draw," "jump," "drink," "cut," "wash," "eat," "kick," "brush," and "count" that the students have learned.</li> <li>2. Choose a student to come up and do an action.</li> <li>3. Have the class say the command for the action the student is doing. (e.g., "Wash.")</li> <li>4. Repeat steps 2-3 until all the students have had a turn to do an action.</li> </ol>	Review the actions.
17. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the students.</li> <li>3. Have the class wave and respond, "Goodbye."</li> </ol>	Wrap up.




## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 11 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Who Is This?" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. <i>Big Picture</i> (Vocabulary)	3 mins	Unit 11 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu.</li> <li>2. Ask the students to identify the words using a full sentence (e.g., "This is a family.").</li> <li>3. Say, "I see a ____ in this word. Do you see a ____?" (e.g., "I see an 'f' in this word. Do you see an 'f'?").</li> <li>4. Have a student come up and point to the letter.</li> <li>5. Ask the class what other letters they see in the word.</li> <li>6. Have the students come up and point to the letters they know.</li> <li>7. Have the class repeat the names of the letters.</li> <li>8. Repeat steps 2-7 with all the words.</li> </ol>	Review the words "grandma," "grandpa," "baby," and "family."
5. <i>Match Maker</i>	5 mins	Unit 11 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Match Maker</i> from the Teacher Menu.</li> <li>2. Choose a student to try and make a match.</li> <li>3. If the student makes a match, have the class say the vocabulary word.</li> <li>4. Choose a new student to come up and try to make a match.</li> <li>5. Repeat until all the matches are made.</li> <li>6. Tap on each of the pictures and have the class say, "This is a ____."</li> </ol>	

6. <i>Speak Up 1</i>	3 mins	Unit 11 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups of students repeat the phrase.</li> </ol>	Review the phrases "Who is this?" and "This is my ____."
7. <i>Speak Up 2</i>	3 mins	Unit 11 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups of students repeat the phrase.</li> </ol>	
8. Practice Saying a Phrase: Musical Questions	6 mins		<b>Vocabulary pictures</b> (grandma, grandpa, baby, family)	<ol style="list-style-type: none"> <li>1. Have the class sit in a circle.</li> <li>2. Hold up a vocabulary picture and ask, "Who is this?"</li> <li>3. Have the class answer, "This is a ____," (e.g., "This is a grandma.").</li> <li>4. Start the music and have the students pass the pictures around the circle.</li> <li>5. When the music stops, the class will ask, "Who is this?"</li> <li>6. Point to the students holding a picture and have them say whatever is in the picture. (e.g., "This is a grandma.").</li> <li>7. Start the music again and continue the game.</li> </ol>	


## Lesson 1: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
9. Practice an Action: <i>Pass the Pencil</i>	5 mins		Pencil	<ol style="list-style-type: none"> <li>1. Give the pencil to a student and say, "Give ____ (a name of another student) the pencil."</li> <li>2. The student who receives the pencil gives it to another student and says, "Give ____ the pencil."</li> <li>3. Continue until all the students have had a chance to participate.</li> </ol>	Practice the action, "Give ____ the ____."


<b>10. Big Picture: Hard and Soft</b>	10 mins	Unit 11 – Resources tab 	Get a hard and soft object from the lesson in Day 2.	<ol style="list-style-type: none"> <li>1. Show students a soft object.</li> <li>2. Ask students if the object is hard or soft? Then have the students say a full sentence. (e.g., "The ball is soft.")</li> <li>3. Repeat with the hard object.</li> <li>4. Play <i>Big Picture: Hard and Soft</i> from the Teacher Menu.</li> <li>5. Have students identify the item as hard or soft.</li> <li>6. Have a student tap the picture to confirm the answer.</li> <li>7. Have students say a full sentence. (e.g., "The table is hard.")</li> <li>8. Repeat for all the pictures.</li> </ol>	Review the words "hard" and "soft."
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## Break—5 mins


## Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>11. First Sound Find: /k/</b>	7 mins	Unit 11 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Find: /k/</i> from the Teacher Menu.</li> <li>2. Tap each picture and have the class repeat the words.</li> <li>3. Have the class find a word that has the first sound /k/.</li> <li>4. Choose a student to come to the front and drag the picture to the container.</li> <li>5. Repeat with the remaining pictures that have the first sound /k/.</li> <li>6. Repeat the activity until students are comfortable hearing the sound.</li> </ol>	Review the first sound /k/.
<b>12. Practice Hearing and Saying Sounds: /k/</b>	8 mins		Get pictures of a kite, kangaroo, kitchen, key, hat, star, jacket, and pencil, 2-4 of each picture.	<ol style="list-style-type: none"> <li>1. Show the class the pictures and review the words.</li> <li>2. Divide the class into 2-4 groups.</li> <li>3. Give each group a set of pictures.</li> <li>4. Say, "Find the pictures with the first sound /k/."</li> <li>5. Have each group find the pictures with the first sound /k/.</li> <li>6. The first group to hand you the correct 5 pictures with the first sound /k/ wins.</li> <li>7. Mix up the groups and repeat the activity several times until the students are comfortable hearing the sound.</li> </ol>	






13. "Letter Action Song: K k"	5 mins	Unit 11 - Letters tab 	<b>Lyrics</b> This is an K and K says, "/k/." Let's kick together. This is an a and a says, "/k/." Let's kick together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Action Song: K k" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	
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## Lesson 2: Block B (20 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
14. <i>First Sound Intro: /k/</i>	3 mins	Unit 11 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /k/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/k/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all the pictures.</li> </ol>	
15. <b>Show What You Learned:</b> <i>Color First Sounds: /k/</i>	15 mins		<b>Color First Sounds: /k/ project</b> for each student  Crayons	<ol style="list-style-type: none"> <li>1. Give each student a <i>Color First Sounds: /k/</i> project and crayons.</li> <li>2. Go through all the pictures with the students.</li> <li>3. The students color the pictures that have the correct first sound.</li> <li>4. After the students have colored the pictures, review all the correct pictures with the students, emphasizing the first sound in the words.</li> <li>5. Tell the students to take the project home and talk about it with their parents.</li> </ol>	Color pictures with the first sound /k/.
16. <b>Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the students.</li> <li>3. Have the class wave and respond, "Goodbye."</li> </ol>	Wrap up.





**Lesson 1: Block A (30 mins)**

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 11 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Who Is This?" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. <i>Big Picture</i> (Value)	5 mins	Unit 11 - Value tab 		<ol style="list-style-type: none"> <li>1. Use language the students understand to discuss the value.</li> <li>2. Play <i>Big Picture (Value)</i> from the Teacher Menu.</li> <li>3. Show the first picture.</li> <li>4. Ask the students what is happening in the picture.  For example: "What is happening?" ("The girl in the yellow pants is giving the girl in the pink shirt her backpack.")</li> <li>5. Show the second picture.</li> <li>6. Ask the students what is happening in the picture.  For example: "What is happening now?" ("The girl in the pink shirt is giving her friend in the yellow pants a high five.") "How does the girl in the pink shirt feel?" ("Happy.") "What is the girl in the pink shirt saying to her friend?" ("Thank you.")</li> <li>7. Show the third picture.</li> <li>8. Say, "I am grateful when my friend helps me."</li> <li>9. Tap the screen and have the class repeat, "Gratitude."</li> </ol>	Learn the value gratitude.

<b>5. Practice a Value: Gratitude</b>	5 mins		Sticker or small treat	<ol style="list-style-type: none"> <li>1. Invite two students to act out the value pictures.</li> <li>2. Have the two students get their school bags.</li> <li>3. One student will have both bags.</li> <li>4. The student with both bags gives the other student a bag.</li> <li>5. The student who gets the bag will high-five the other and say, "Thank you."</li> <li>6. Have the students clap for the actors.</li> <li>7. Have a student come to the front of the class.</li> <li>8. Turn away from the class so that no can see what you are doing.</li> <li>9. Give the student a sticker and whisper, "Give ____ (a student's name) the sticker."</li> <li>10. The student will give the sticker to the person you identified.</li> <li>11. The student who receives the sticker will high-five the giver and say, "Thank you."</li> <li>12. Have students put the stickers on their hands.</li> <li>13. Invite the student with the sticker to come up and repeat steps 9-12 until everyone has a sticker.</li> </ol>	
<b>6. Picture Day</b>	10 mins	Unit 11 - Book tab 		<ol style="list-style-type: none"> <li>1. Teach students an action for each character in the story.                         <ul style="list-style-type: none"> <li>• Grandpa adjusts his glasses.</li> <li>• Grandma sneezes.</li> <li>• Baby cries.</li> <li>• Family waves.</li> </ul> </li> <li>2. Practice these actions by saying the names in different orders and having the class respond with the corresponding actions.</li> <li>3. Show the book again and have students do the actions whenever they hear the words in the story.</li> </ol>	Share the book <i>Picture Day</i> .

### Lesson 1: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>7. "Letter Action Song: K k"</b>	2 mins	Unit 11 - Letters tab 	<b>Lyrics</b> This is a K and K says, "/k/." Let's kick together. This is a k and a says, "/k/." Let's kick together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Action Song: K k" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Review the letters capital K and small k.



8. <b>Big Picture:</b> K k	3 mins	Unit 11 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: K k</i> from the Teacher Menu.</li> <li>2. Display capital K.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say, "It's capital K," and do the action.</li> <li>5. Repeat these steps with small k.</li> <li>6. Display the mouth and ask, "What sound does K make?"</li> <li>7. Have the class shout, "/k/!"</li> <li>8. Tap the board to play the video, "/k/."</li> </ol>	
9. <b>First Sound</b> Intro: /a/	5 mins	Unit 11 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /a/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/a/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all of the pictures.</li> </ol>	
10. <b>First Sound</b> Find: /a/	5 mins	Unit 11 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Find: /a/</i> from the Teacher Menu.</li> <li>2. Tap each picture and have the class repeat the words.</li> <li>3. Have the class find a word that has the first sound /a/.</li> <li>4. Choose a student to come to the front and drag the picture to the container.</li> <li>5. Repeat with the remaining pictures that have the first sound /a/.</li> <li>6. Repeat the activity until students are comfortable hearing the sound.</li> </ol>	Review the first sound /a/.

Break—5 mins

## Lesson 2: Block A (15 mins)




Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>11. Practice Vocabulary:</b> <b>Pattern Vocabulary</b>	8 mins		<b>Vocabulary pictures</b> (grandma, grandpa, baby, family) 6 of each.	<ol style="list-style-type: none"> <li>1. Start a pattern using the vocabulary pictures.</li> <li>2. Touch each picture and say the word with the students.</li> <li>3. When you get to the end of the pattern, have the class shout what comes next.</li> <li>4. If they are correct, put up the picture they said and then have them shout the next picture in the pattern.</li> <li>5. Repeat steps 1-4 with a new pattern of pictures.</li> <li>6. When the class seems to be getting the hang of patterns, invite a few students to the front of the classroom and give each student a vocabulary picture.</li> <li>7. Arrange the students into a simple pattern.</li> <li>8. Give other students in the class more pictures and have them finish the pattern.</li> <li>9. Repeat steps 6-8 with new students and new patterns.</li> <li>10. Start simple patterns, increase the difficulty.</li> </ol> <p>For example:            AB, AB (baby, family, baby, family, etc.)</p> <p>ABC, ABC (baby, family, grandma, baby, family, grandma, etc.)</p> <p>AABB, AABB (baby, baby, family, family, baby, baby, family, family etc.)</p>	Review the words “grandma,” “grandpa,” “baby,” and “family.”
<b>12. Practice Saying Phrases:</b> <b>What’s Missing?</b>	7 mins		<b>Vocabulary pictures</b> (grandma, grandpa, baby, family, mother, father, sister, brother)	<ol style="list-style-type: none"> <li>1. Place the eight vocabulary pictures where the class can see them.</li> <li>2. Point to each of them and the class asks, “Who is this?” and answers, “This is a ____.”</li> <li>3. Have the class close their eyes.</li> <li>4. Remove one picture and slide the pictures together.</li> <li>5. Have the students open their eyes and ask them which picture is missing.</li> <li>6. Replace the picture, shuffle the pictures, and repeat steps 1-5.</li> <li>7. Continue until all the target words have been identified.</li> </ol>	Review the phrases “Who is this?” and “This is ____.”



## Lesson 2: Block B (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
13. <i>Miss Daisy</i>	5 mins	Unit 11 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Miss Daisy</i> from the Teacher Menu.</li> <li>2. Have students respond to the people in the video when they are prompted to speak.</li> <li>3. Evaluate what the class says.</li> <li>4. If the class answers correctly, press the button to move on.</li> <li>5. If the class answers incorrectly, repeat the question and prompt the class to say the correct answer.</li> </ol>	Practice speaking.
14. <i>Big Picture: Hard and Soft</i>	5 mins	Unit 11 - Resources tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: Hard and Soft</i> from the Teacher Menu.</li> <li>2. Have students identify the item as hard or soft.</li> <li>3. Have a student tap the picture to confirm the answer.</li> <li>4. Have students say a full sentence. (e.g., "The table is hard.")</li> <li>5. Repeat for all the pictures.</li> </ol>	Review the words "short" and "long."
15. <i>Show What You Learned: This is My Family</i>	13 mins		<p><i>This is My Family</i> project for each student</p> <p>Crayons</p>	<ol style="list-style-type: none"> <li>1. Give each student a <i>This is My Family</i> project and crayons.</li> <li>2. Have each student draw their family members.</li> <li>3. After students have completed their projects, have each of them come to the front of the room and use the new vocabulary to name the family members.</li> <li>4. Encourage students to talk in complete sentences. (e.g., "This is my grandpa.")</li> </ol>	
16. <i>Goodbye</i>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the students.</li> <li>3. Have the class wave and respond, "Goodbye."</li> </ol>	Wrap up.




## Lesson 1: Block A (25 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	2 mins	Unit 12 - Song tab 		<b>Listen to the Song (I do)</b> 1. Play the song "What Do You Like?" from the Teacher Menu. 2. Have the students watch the song to become familiar with the music and lyrics.	Learn the phrases "What do you like?" and "I like the ____."
	5 mins	Unit 12 - Song tab 	Get a picture of a toy store	<b>Practice (We do)</b> 1. Play <i>Big Picture (Song)</i> from the Teacher Menu. 2. Teach the needed vocabulary words "big puzzle," "red car," "small boat," "yellow star," and "robot" from the song. 3. Show the class the picture for "toy store" and teach the word. 4. Create actions for the words with the students. 5. Have the class practice the words and actions until they are comfortable with them.	
	3 mins	Unit 12 - Listening tab 		<b>Practice (You do)</b> 1. Play <i>Hear! Hear!</i> from the Teacher Menu. 2. Have the class point to the picture that matches what they hear. 3. Choose a student to tap the picture. 4. Have the class repeat the phrase. 5. Repeat until each student has had a turn to tap a picture or all the phrases have been played.	

	5 mins	Unit 12 - Song tab 		<b>Practice (You do)</b> 1. Play the song "What Do You Like?" from the Teacher Menu. 2. Encourage students to sing along and do the actions. 3. Repeat the song several times, having the class sing along and act out the lyrics.	
4. <i>Conversational Videos</i>	5 mins	Unit 12 - Speaking tab 		1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "What do you like?" and "I like the ____ ____," (e.g., "I like the small robot.").	

## Lesson 1: Block B (20 mins)




Activity	Time	Teacher Menu	Preparation	Content	Objectives
5. <i>Big Picture (Vocabulary)</i>	7 mins	Unit 12 - Vocabulary tab 		<b>Learn Vocabulary (I do)</b> 1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu. 2. Say the first vocabulary word, and have the students repeat it. 3. If possible, have the students do an action for the vocabulary word. 4. Say, "It's a ____." 5. Have the class repeat the sentence. 6. Repeat steps 2-5 with all the vocabulary words. 7. Show the pictures again, but this time ask students to identify the words using a full sentence (e.g., "It's a robot."). 8. Invite individual students to come and tap each of the pictures to confirm the answers. 9. Show the pictures one more time. Ask the students to identify the words using a full sentence (e.g., "It's a robot."). 10. Say, "I see a ____ in this word. Do you see a ____?" (e.g., "I see an 'r' in this word. Do you see an 'r'?"). 11. Have a student come up and point to the letter. 12. Ask the class what other letters they see in the word. 13. Have the students come up and point to the letters they know. 14. Have the class repeat the names of the letters. 15. Repeat steps 9-14 with all the words.	Learn the words "robot," "car," "puzzle," and "boat."



6. <i>Word Flurry</i>	5 mins	Unit 12 - Vocabulary tab 	<b>Practice Vocabulary (We do)</b> 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 race to the screen and tap the picture. 5. Repeat these steps with the remaining words.	
7. <i>Randomonium</i>	8 mins	Unit 12 - Vocabulary tab 	<b>Play a Game with the Vocabulary (You do)</b> 1. Put the students' chairs in a line. 2. Remove one of the chairs, so there is one fewer chair than number of students. 3. Play <i>Randomonium</i> from the Teacher Menu. 4. Have the students spread out in the classroom. 5. Tap the randomize button. 6. Have the students say, "It's a ____," and do an action. 7. After the students have correctly identified several of the objects, randomly yell, "TOY STORE!" 8. Have the class run to a chair and sit down. 9. The student who doesn't have a chair is out. That student sits by the teacher and continues to say, "It's a ____," and do the action, but they DON'T run to a chair. 10. Remove a chair from the line and repeat steps 5-9. 11. The last student standing is the winner. 12. Play the game again if the students are having fun. Have the winner tap the randomize button.	



Break—5 mins

## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
8. <i>Conversational Videos</i>	5 mins	Unit 12 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Conversational Videos</i> from the Teacher Menu.</li> <li>2. Have the class repeat the target phrases "What do you like?" and "I like the ____ ____," (e.g., "I like the small robot.").</li> </ol>	Review the phrases "What do you like?" and "I like the ____ ____."
9. <i>Speak Up 1</i>	5 mins	Unit 12 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups repeat the phrase.</li> </ol>	
10. <i>Sing a Song</i>	5 mins	Unit 12 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "What Do You Like?" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song a few times, having the class sing along and do the actions.</li> </ol>	



## Lesson 2: Block B (25 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <i>Practice Vocabulary: Up and Down</i>	10 mins		<b>Vocabulary pictures</b> (robot, car, puzzle, boat) enough for each student to have one	<ol style="list-style-type: none"> <li>1. Review the vocabulary words with the students.</li> <li>2. Give each student a picture.</li> <li>3. Have the class sit in a circle.</li> <li>4. Say one of the vocabulary words.</li> <li>5. The students who have that picture stand up and hold up their picture.</li> <li>6. The class says, "It's a ____."</li> <li>7. The students sit back down.</li> <li>8. Repeat with the other words, going faster and faster as the class gets more comfortable.</li> </ol>	Review the words "robot," "car," "puzzle," and "boat."

12. <i>Search Party</i>	8 mins	Unit 12 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Search Party</i> from the Teacher Menu.</li> <li>2. Choose a word for the students to find.</li> <li>3. Say, "Find the picture of ____."</li> <li>4. Have the class point at the picture when they find it and say, "I see it."</li> <li>5. When most of the students have found the picture, choose a student to come to the front and tap the image.</li> <li>6. If the student is incorrect, tap the incorrect button and choose a new student to come up.</li> <li>7. If the student is correct, have the class say, "It's a ____." (If reviewing previously learned vocabulary, adjust the sentence as necessary.)</li> <li>8. If it is too hard to see the picture, tap the shuffle button.</li> <li>9. Repeat these steps until all the students have had a turn to tap an image or until you have sufficiently reviewed the vocabulary.</li> </ol>	
13. <i>Speak Up 2</i>	5 mins	Unit 12 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups repeat the phrase.</li> </ol>	Review the phrases "What do you like?" and "I like the ____."
14. <i>Goodbye</i>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "See you later," and wave to the students.</li> <li>3. Have the class wave and respond, "See you later."</li> </ol>	Wrap up.







## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 12 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "What Do You Like?" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. At Your Command	5 mins	Unit 12 - Action tab 		<ol style="list-style-type: none"> <li>1. Play <i>At Your Command</i> from the Teacher Menu.</li> <li>2. Have the class listen to the command twice.</li> <li>3. Have the class say the command.</li> <li>4. Evaluate what the class says and tap the corresponding correct or incorrect button.</li> </ol>	
5. Practice an Action: Name Throw	5 mins		Ball	<ol style="list-style-type: none"> <li>1. Have the class sit in a circle.</li> <li>2. Say, "Throw the ball to ____," (e.g., "Throw the ball to Matt.").</li> <li>3. Have the class say, "Throw the ball."</li> <li>4. Throw the ball to the student you have said.</li> <li>5. Have the student either catch or get the ball.</li> <li>6. Repeat steps 2-5 as time allows or until every student has had a turn to try and catch the ball.</li> </ol>	Learn the action "Throw the ball."

6. <b>Big Picture: Dirty and Clean</b>	10 mins	Unit 12 - Resources tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: Dirty and Clean</i> from the Teacher Menu.</li> <li>2. Point to the dirty shirt.</li> <li>3. Say, "This is a dirty shirt."</li> <li>4. Have the class repeat, "This is a dirty shirt."</li> <li>5. Repeat steps 2-4 with the clean shirt.</li> <li>6. Show the next picture.</li> <li>7. Ask, "What's this?"</li> <li>8. Have the class answer, "This is a ____ ____," (e.g., "This is a clean plate.").</li> <li>9. Repeat steps 6-8 with the remaining pictures.</li> <li>10. Repeat the activity until the class is comfortable saying the sentence.</li> </ol>	Learn the words "dirty" and "clean."
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### Lesson 1: Block B (15 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. "Letter Action Song: L l"	2 mins	Unit 12 - Letters tab 	<b>Lyrics</b> This is an L and L says, "/l/." Let's laugh together. This is an l and l says, "/l/." Let's laugh together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Action Song: L l" from the Teacher Menu.</li> <li>2. Have the class do the action along with the kids in the video.</li> <li>3. Have the students say, "L," whenever they see the letter.</li> <li>4. Have the class sing the song.</li> <li>5. Repeat the video until the students are comfortable with the lyrics and actions.</li> </ol>	
8. <b>Big Picture: L l</b>	3 mins	Unit 12 - Letters tab 		<b>Learn Capital and Small Letters (I do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture L l</i> from the Teacher Menu.</li> <li>2. Display capital L/l.</li> <li>3. Tap the capital L to play the audio, "Capital L."</li> <li>4. Have the students say, "It's capital L."</li> <li>5. Tap the capital L again. Make yourself as big as you can. Stand on your toes and raise your arms up in the sky, as you say, "It's capital L."</li> <li>6. Have the students do the same action as they say, "It's capital L."</li> <li>7. Repeat these steps with small l. Crouch down and make yourself small.</li> <li>8. Display the mouth and tap the board to play the video, "/l/."</li> <li>6. Have the students shout, "/l/."</li> </ol>	Learn the letters capital L and small l.

<b>9. Randomonium:</b> L l	3 mins	Unit 12 - Letters tab 		<b>Play a Letter Name and Sound Game (We do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Randomonium: L l</i> from the Teacher Menu.</li> <li>2. Tap the randomize button.</li> <li>3. Have the students do the action and say the letter or sound that comes up (e.g., Get big and say, "It's capital L.&gt;").</li> <li>4. Repeat these steps, inviting different students to come up and spin the generator.</li> </ol>	
<b>10. Letter Trace:</b> L l	7 mins	Unit 12 - Letters tab 		<b>Write the Letters (You do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Letter Trace: L l</i> from the Teacher Menu.</li> <li>2. Choose a student to come to the front and find capital L.</li> <li>3. The class says, "It's capital L."</li> <li>4. Select a different student to come to the front and trace the capital letter while the class writes the letter with their finger on the back of their hand.</li> <li>5. Have the students say, "It's capital L."</li> <li>6. Repeat with the next two traces.</li> <li>7. Have a student come to the front and write capital L while the class writes it on back of their hand.</li> <li>8. Choose the best capital L, or have the students vote on the capital L they feel is the best.</li> <li>9. Repeat the activity with small l.</li> </ol>	


Break—5 mins

## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>11. "Letter Action Song: L l"</b>	2 mins	Unit 12 - Letters tab 	<b>Lyrics</b> This is an L and L says, "/l/." Let's laugh together. This is an l and l says, "/l/." Let's laugh together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Action Song: L l" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Review the letters capital L and small l.




12. <b>Big Picture:</b> L l	3 mins	Unit 12 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: L l</i> from the Teacher Menu.</li> <li>2. Display capital L.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say, "It's capital L," and do the action.</li> <li>5. Repeat these steps with small l.</li> <li>6. Display the mouth and ask, "What sound does 'L' make?"</li> <li>7. Have the class shout, "/l/!"</li> <li>8. Tap the board to play the video, "/l/."</li> </ol>	
13. <b>First Sound</b> Intro: /l/	5 mins	Unit 12 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /l/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/l/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all of the pictures.</li> </ol>	
14. <b>Practice</b> <b>Hearing and</b> <b>Saying</b> Sounds: /l/	5 mins		Get pictures of a leg, lion, lamp, lemon, and leaf.	<ol style="list-style-type: none"> <li>1. Show the class the picture of the leg.</li> <li>2. Say, "Leg. What is the first sound in leg?" putting an emphasis on the first sound in the word.</li> <li>3. Have the class say, "/l/." Monitor and provide feedback as needed.</li> <li>4. Have the class say, "/l/, leg."</li> <li>5. Repeat steps 1-4 with the rest of the words.</li> <li>6. Continue randomly holding up words and having the class say the first sound as time allows.</li> </ol>	Learn the first sound /l/.



## Lesson 2: Block B (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
15. <i>Toy Story</i>	13 mins	Unit 12 - Book tab 	<b>Vocabulary pictures</b> (bike, ball, doll, blocks, yo-yo, kite, balloon, robot, car, puzzle, boat, red, orange yellow, green, blue, purple pink, brown, white, black, gray)	<ol style="list-style-type: none"> <li>1. Review the toys and colors with the class.</li> <li>2. Place the toy pictures in one pile and the color pictures in another pile.</li> <li>3. Have a student come to the front and choose a picture from each pile.</li> <li>4. Have the class ask the student, "What do you like?"</li> <li>5. Have the student hold up the pictures and say, "I like the ____ ____," (e.g., "I like the red bike.")</li> <li>6. Have the class repeat the sentence.</li> <li>7. Repeat steps 3-6 until all the students have had a chance to hold up pictures.</li> <li>8. Show the book <i>Toy Store</i> from the Teacher Menu.</li> <li>9. After the narrator reads each page, have the class repeat what was said.</li> <li>10. Show the book again.</li> <li>11. After each page is read, invite a student to tap an illustration or word to see if it is highlighted.</li> <li>12. If the word is highlighted along with the illustration, point the word out to the class. Have students repeat the word.</li> <li>13. Continue steps 11-12 throughout the book.</li> </ol>	Share the book <i>Toy Store</i> .
16. Practice an Action: <i>Name Throw</i>	10 mins		Ball	<ol style="list-style-type: none"> <li>1. Have the class sit in a circle.</li> <li>2. Say, "Throw the ball to ____," (e.g., "Throw the ball to Matt.").</li> <li>3. Have the class say, "Throw the ball."</li> <li>4. Throw the ball to the student you have said.</li> <li>5. Have the student either catch or get the ball.</li> <li>6. Repeat steps 2-5 as time allows or until every student has had a turn to try and catch the ball.</li> </ol>	Practice the action "Throw the ball."
17. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the students.</li> <li>3. Have the class wave and respond, "Goodbye."</li> </ol>	Wrap up.





**Lesson 1: Block A (30 mins)**

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. <b>Check Attendance</b>	2 mins			Welcome students and take attendance.	
2. <b>Classroom Routines</b>	3 mins			Review classroom rules as necessary.	
3. <b>Sing a Song</b>	5 mins	Unit 12 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "What Do You Like?" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. <b>Big Picture (Vocabulary)</b>	3 mins	Unit 12 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu.</li> <li>2. Ask the students to identify the words using a full sentence (e.g., "It's a robot.&gt;").</li> <li>3. Say, "I see a ____ in this word. Do you see a ____?" (e.g., "I see a 'b' in this word. Do you see a 'b'?").</li> <li>4. Have a student come up and point to the letter.</li> <li>5. Ask the class what other letters they see in the word.</li> <li>6. Have the students come up and point to the letters they know.</li> <li>7. Have the class repeat the names of the letters.</li> <li>8. Repeat steps 2-7 with all the words.</li> </ol>	Review the words "robot," "car," "puzzle," and "boat."
5. <b>Match Maker</b>	5 mins	Unit 12 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Match Maker</i> from the Teacher Menu.</li> <li>2. Choose a student to try and make a match.</li> <li>3. If the student makes a match, have the class say the vocabulary word.</li> <li>4. Choose a new student to come up and try to make a match.</li> <li>5. Repeat until all the matches are made.</li> <li>6. Tap on each of the pictures and have the class say, "It's a ____."</li> </ol>	



<p>6. <i>Speak Up 1</i></p>	<p>3 mins</p>	<p>Unit 12 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups of students repeat the phrase.</li> </ol>	<p>Review the phrases “What do you like?” and “I like the ____ ____.”</p>
<p>7. <i>Speak Up 2</i></p>	<p>3 mins</p>	<p>Unit 12 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups of students repeat the phrase.</li> </ol>	
<p>8. Practice Saying a Phrase: <i>Color My Toy</i></p>	<p>6 mins</p>		<p><b>Vocabulary pictures</b> (bike, ball, doll, blocks, yo-yo, kite, basketball, robot, car, boat, puzzle)</p> <p>Paper for each student</p> <p>Crayons</p>	<ol style="list-style-type: none"> <li>1. Review each of the toy pictures with the class.</li> <li>2. Put the pictures in the front so the class can see them</li> <li>3. Give each student a piece of paper and crayon that is their favorite color.</li> <li>4. Have each student draw a toy they like with their favorite color.</li> <li>5. When the students are all done drawing, choose one student to come to the front.</li> <li>6. The class will ask, “What do you like?”</li> <li>7. The student will answer, “I like the ____ ____,” saying the color and toy they’ve drawn (e.g. “I like the orange ball.”).</li> <li>8. Repeat steps 6-7 with every student.</li> </ol>	

## Lesson 1: Block B (15 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>9. <i>Dotty's Ditties</i></p>	5 mins	Unit 12 - Actions tab 	<p><b>Lyrics:</b> (Part 1) Can you ___? Can you ___?</p> <p>(Part 2) Yes, I can! Yes, I can! I can ___! I can ___! Yes, I can! Yes, I can!</p>	<ol style="list-style-type: none"> <li>Review actions the students have previously learned and have the class do the actions.</li> <li>Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>Sing part 1 of the song.</li> <li>Have the class sing part 2 of the song and do the action.</li> <li>Sing the song again with the same action, but this time have students sing part 1 and you sing part 2.</li> <li>Repeat the activity with other actions.</li> <li>You can also split the class into 2 groups and have one group sing part 1 and the other group sing part 2.</li> </ol> <p>For example: (Part 1) "Can you draw a picture? Can you draw a picture?"</p> <p>(Part 2) "Yes, I can! Yes, I can! I can draw a picture! I can draw a picture! Yes, I can! Yes, I can!"</p>	Review actions.
<p>10. Practice More Words: <i>Dirty and Clean Hands</i></p>	10 mins		<p>Paper</p> <p>Draw an example of the activity.</p> <p>Crayons</p>	<ol style="list-style-type: none"> <li>Show the class an example of the activity. Point out the labels on the two hands.</li> <li>Give each student a piece of paper and crayons.</li> <li>Have the students draw or trace their hands on the paper.</li> <li>Have the students use brown to make one of their hands dirty.</li> <li>Have the students label the hand "dirty."</li> <li>Have the students use blue to draw soapy bubbles on their other hand.</li> <li>Have the students label the hand "clean."</li> <li>Once the students have finished drawing and labeling their hands, have them pair up.</li> <li>Have one student point to their dirty hand and say, "This is a dirty hand," then point to their clean hand and say, "This is a clean hand."</li> <li>Have the second student repeat step 9.</li> <li>Have the students find new pairs and repeat steps 8-9.</li> </ol>	Review the words "dirty" and "clean."

Break—5 mins



## Lesson 2: Block A (20 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <i>First Sound Find: /l/</i>	7 mins	Unit 12 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Find: /l/</i> from the Teacher Menu.</li> <li>2. Tap each picture and have the class repeat the words.</li> <li>3. Have the class find a word that has the first sound /l/.</li> <li>4. Choose a student to come to the front and drag the picture to the container.</li> <li>5. Repeat with the remaining pictures that have the first sound /l/.</li> <li>6. Repeat the activity until students are comfortable hearing the sound.</li> </ol>	Review the first sound /l/.
12. <i>Practice Hearing and Saying Sounds: /l/</i>	8 mins		<p>Get pictures of a leg, lion, lamp, lemon, leaf, kite, star, and bike, 2-4 of each picture.</p> <ol style="list-style-type: none"> <li>1. Show the class the pictures and review the words.</li> <li>2. Divide the class into 2-4 groups.</li> <li>3. Give each group a set of pictures.</li> <li>4. Say, "Find the pictures with the first sound /l/."</li> <li>5. Have each group find the pictures with the first sound /l/.</li> <li>6. The first group to hand you the correct 5 pictures with the first sound /l/ wins.</li> <li>7. Mix up the groups and repeat the activity several times until the students are comfortable hearing the sound.</li> </ol>		
13. <i>"Letter Actions Song: L l"</i>	5 mins	Unit 12 - Letters tab 	<p><b>Lyrics</b> This is an L and L says, "/l/." Let's laugh together. This is an l and l says, "/l/." Let's laugh together.</p>	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: L l" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	

## Lesson 2: Block B (20 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
14. <i>First Sound</i> Intro: /l/	3 mins	Unit 12 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /l/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound “/l/.”</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all of the pictures.</li> </ol>	
15. Show What You Learned: <i>Color First Sounds: /l/</i>	15 mins		<p><b><i>Color First Sounds: /l/</i></b> project for each student</p> <p>Crayons</p>	<ol style="list-style-type: none"> <li>1. Give each student a <i>Color First Sounds: /l/</i> project and crayons.</li> <li>2. Go through all the pictures with the students.</li> <li>3. The students color the pictures that have the correct first sound.</li> <li>4. After the students have colored the pictures, review all the correct pictures with the students, emphasizing the first sound in the words.</li> <li>5. Tell the students to take the project home and talk about it with their parents.</li> </ol>	Color pictures with the first sound /l/.
16. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, “See you later,” and wave to the students.</li> <li>3. Have the class wave and respond, “See you later.”</li> </ol>	Wrap up.





**Lesson 1: Block A (30 mins)**

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 12 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "What Do You Like?" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. <i>Big Picture</i> (Value)	5 mins	Unit 12 - Value tab 		<ol style="list-style-type: none"> <li>1. Use first language as necessary to help the students understand the value.</li> <li>2. Play <i>Big Picture (Value)</i> from the Teacher Menu.</li> <li>3. Show the first picture.</li> <li>4. Ask the students what is happening in the picture.  <i>For example:</i> "What is happening in the picture?" ("The kids are about to jump.")</li> <li>5. Show the second picture.</li> <li>6. Ask the students what is happening in the picture.  <i>For example:</i> "What is happening in this picture?" ("The kids are jumping.") "How do the kids feel?" ("The kids feel happy.")</li> <li>7. Show the third picture.</li> <li>8. Say, "Let's jump for joy."</li> <li>9. Have the class repeat after you and jump in the air.</li> <li>10. Tap the screen and have the class repeat, "Positivity."</li> </ol>	Learn the value positivity.

<b>5. Practice a Value: Positivity</b>	5 mins		Music the students like	<ol style="list-style-type: none"> <li>1. Play the music and have the class dance.</li> <li>2. At random intervals shout, "Jump for joy."</li> <li>3. Have the class repeat the command and then jump in the air.</li> <li>4. Continue dancing with different music as time allows.</li> <li>5. When the time is up, say, "Let's jump for joy."</li> <li>6. Have the class repeat after you and jump in the air.</li> </ol>	
<b>6. Toy Store</b>	10 mins	Unit 12 - Book tab 	Paper  Crayon	<ol style="list-style-type: none"> <li>1. Have the class name the different toys in the book.</li> <li>2. As the students name a toy, make a quick drawing of each one and write the word under the drawing.</li> <li>3. After all the toys have been named, give the students a piece of paper and a crayon.</li> <li>4. Have each student choose one toy from the list they like and draw it on the paper.</li> <li>5. Once every student has drawn one of the objects, have them come to the front.</li> <li>6. Have the class ask, "What do you like?"</li> <li>7. Have the student respond, "I like the ____ ____," saying the color and toy they drew.</li> <li>8. Put the student's drawing under your drawing.</li> <li>9. Once all the students have come to the front, count how many pictures there are of each object.</li> <li>10. Show the book <i>Toy Store</i> from the Teacher Menu.</li> <li>11. Have the students read along with the book.</li> <li>12. When they get to the page with the object they drew, have those students stand up and clap.</li> </ol>	Share the book <i>Toy Store</i> .

## Lesson 1: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>7. "Letter Actions Song: L l"</b>	2 mins	Unit 12 - Letters tab 	<b>Lyrics</b> This is an L and L says, "/l/." Let's laugh together. This is an l and l says, "/l/." Let's laugh together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: L l" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Review the letters capital L and small l.

8. <b>Big Picture:</b> L l	3 mins	Unit 12 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: L l</i> from the Teacher Menu.</li> <li>2. Display capital L.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say, "It's capital L," and do the action.</li> <li>5. Repeat these steps with small l.</li> <li>6. Display the mouth and ask, "What sound does 'L' make?"</li> <li>7. Have the class shout, "/l/!"</li> <li>8. Tap the board to play the video, "/l/."</li> </ol>	
9. <b>First Sound</b> Intro: /l/	5 mins	Unit 12 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /l/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/l/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all of the pictures.</li> </ol>	
10. <b>First Sound</b> Find: /l/	5 mins	Unit 12 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Find: /l/</i> from the Teacher Menu.</li> <li>2. Tap each picture and have the class repeat the words.</li> <li>3. Have the class find a word that has the first sound /l/.</li> <li>4. Choose a student to come to the front and drag the picture to the container.</li> <li>5. Repeat with the remaining pictures that have the first sound /l/.</li> <li>6. Repeat the activity until students are comfortable hearing the sound.</li> </ol>	Review the first sound /l/.


Break—5 mins




## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. Practice Vocabulary: <i>Whisper Relay</i>	8 mins		Vocabulary pictures (robot, car, puzzle, boat)	<ol style="list-style-type: none"> <li>1. Divide the class into two teams</li> <li>2. Have each team stand in a line facing away from the front.</li> <li>3. Have the first student in each line turn and look at you.</li> <li>4. Show the students a vocabulary picture.</li> <li>5. The student whispers the word into the next student's ear.</li> <li>6. That student whispers it to the next student and so on until the word reaches the end of the line.</li> <li>7. Once the last student hears the word, they run to the front of the line and say the word out loud.</li> <li>8. If the student is incorrect, show them the picture and have them start the whispering down the line again.</li> <li>9. The first team to say the correct word out loud gets a point.</li> <li>10. Continue until every student has had a chance to start whispering a word.</li> </ol>	Review the words "robot," "car," "puzzle," and "boat."
12. Practice Saying Phrases: <i>Pair Talk</i>	7 mins		Vocabulary pictures (robot, car, puzzle, boat, bike, doll, yo-yo, jump rope, red, orange, yellow, green, blue, purple, pink, brown, white, black)	<ol style="list-style-type: none"> <li>1. Divide the class into two groups.</li> <li>2. Have group 1 sit facing the front of the classroom.</li> <li>3. Have group 2 sit so they are facing group 1.</li> <li>4. Hold up a random color picture and one of the toy pictures.</li> <li>5. Have group 2 ask, "What do you like?"</li> <li>6. Have group 1 answer with the color and toy you are holding up (e.g. "I like the red robot.").</li> <li>7. Repeat steps 4-6 with all the toys.</li> <li>8. Have the two groups switch places and repeat the activity.</li> </ol>	Review the phrases "What do you like?" and "I like the ____."




## Lesson 2: Block B (25 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
13. <i>Miss Daisy</i>	5 mins	Unit 12 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Miss Daisy</i> from the Teacher Menu.</li> <li>2. Have students respond to the people in the video when they are prompted to speak.</li> <li>3. Evaluate what the class says.</li> <li>4. If the class answers correctly, press the button to move on.</li> <li>5. If the class answers incorrectly, repeat the question and prompt the class to say the correct answer.</li> </ol>	Practice speaking.

<p>14. <i>Conversational Videos</i></p>	<p>5 mins</p>	<p>Unit 12 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Conversational Videos</i> from the Teacher Menu.</li> <li>2. Have the class repeat the target phrases “What do you like?” and “I like the ____ _____,” (e.g., “I like the small robot.”).</li> </ol>	
<p>15. Show What You Learned: <i>I Like Puzzle Project</i></p>	<p>13 mins</p>		<p><i>I Like Puzzle project</i> for each student</p> <p>Crayons</p> <p>Scissors</p>	<ol style="list-style-type: none"> <li>1. Give each student an <i>I Like Puzzle</i> project, crayons, and scissors.</li> <li>2. Have the students draw toys they like on the puzzle project.</li> <li>3. When the students have finished drawing, have them cut out the puzzle. Help the students cut the puzzle as needed.</li> <li>4. Have the students pair up.</li> <li>5. Have student 1 ask, “What do you like?”</li> <li>6. Have student 2 put together their puzzle and then point to each of the pictures and say, “I like the ____ _____,” (e.g., “I like the big doll.”)</li> <li>7. Have the students switch roles and repeat steps 5-6.</li> <li>8. Have the students find new partner and repeat steps 5-7 as time allows.</li> <li>9. Tell the students to take the project home and talk about it with their parents.</li> </ol>	<p>Review the phrases “What do you like?” and “I like the ____ _____.”</p>
<p>16. Goodbye</p>	<p>2 mins</p>			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, “Goodbye,” and wave to the students.</li> <li>3. Have the class wave and respond, “Goodbye.”</li> </ol>	<p>Wrap up.</p>






## Lesson 1: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	2 mins	Unit 13 - Song tab 		<b>Listen to the Song (I do)</b> 1. Play the song "Toys, Toys, Toys" 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 like the ____?", "Yes, I do," and "No, I don't."
	5 mins	Unit 13 - Song tab 		<b>Practice (We do)</b> 1. Play <i>Big Picture (Song)</i> from the Teacher Menu. 2. Review the toys "green train," "white airplane," "red jump rope," and "pink and blue jump rope" from the song. 3. Make actions for the lyrics "Do you like the ____?," "Yes, I do," and "No, I don't." 4. Review the actions and sentences until the students are comfortable with them.	
	3 mins	Unit 13 - Listening tab 		<b>Practice (You do)</b> 1. Play <i>Hear! Hear!</i> from the Teacher Menu. 2. Have the class point to the picture that matches what they hear. 3. Choose a student to tap the picture. 4. Have the class repeat the phrase. 5. Repeat until each student has a turn to tap a picture or all the phrases are played.	

	5 mins	Unit 13 - Song tab 		<b>Practice (You do)</b> 1. Play the song "Toys, Toys, Toys" from the Teacher Menu. 2. Encourage students to sing along and do the actions. 3. Repeat the song several times, having the class sing along and act out the lyrics.	
4. <i>Conversational Videos</i>	5 mins	Unit 13 - Speaking tab 		1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "Do you like the ____ ____?" (e.g., "Do you like the paper airplane?"), "Yes, I do," and "No, I don't."	


## Lesson 1: Block B (20 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
5. <i>Big Picture (Vocabulary)</i>	7 mins	Unit 13 - Vocabulary tab 		<b>Learn Vocabulary (I do)</b> 1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu. 2. Say the first vocabulary word, and have the students repeat it. 3. If possible, have the students do an action for the vocabulary word. 4. Say, "It's a(n) ____." 5. Have the class repeat the sentence. 6. Repeat steps 2-5 with all the vocabulary words. 7. Show the pictures again, but this time ask students to identify the words using a full sentence (e.g., "It's a baseball."). 8. Invite individual students to come and tap each of the pictures to confirm the answers. 9. Show the pictures one more time. Ask the students to identify the words using a full sentence (e.g., "It's a baseball."). 10. Say, "I see a(n) ____ in this word. Do you see a(n) ____?" (e.g., "I see an 'l' in this word. Do you see an 'l'?"). 11. Have a student come up and point to the letter. 12. Ask the class what other letters they see in the word. 13. Have the students come up and point to the letters they know. 14. Have the class repeat the names of the letters.	Learn the words "baseball," "jump rope," "train," and "airplane."

6. <i>Word Flurry</i>	5 mins	Unit 13 - Vocabulary tab 		<b>Practice Vocabulary (We do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Word Flurry</i> from the Teacher Menu.</li> <li>2. When a word is said, ask all the students to say the word aloud.</li> <li>3. Ask the students if they see a picture of the word on the screen.</li> <li>4. Choose two students to race to the screen and tap the picture.</li> <li>5. Repeat these steps with the remaining words.</li> </ol>	
7. <i>Randomonium</i>	8 mins	Unit 13 - Vocabulary tab 		<b>Play a Game with the Vocabulary (You do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Randomonium</i> from the Teacher Menu.</li> <li>2. Have the students spread out.</li> <li>3. Tap the randomize button.</li> <li>4. As quickly as they can, the students should do the action for the picture that comes up and say, "It's a(n) ____."</li> <li>5. If the student says the wrong thing or does the wrong action, they sit down, but continue to say, "It's a(n) ____," with the other students.</li> <li>6. The last student standing is the winner.</li> <li>7. Repeat as time allows having the winner tap the randomize button.</li> </ol>	

Break—5 mins



## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
8. <i>Conversational Videos</i>	5 mins	Unit 13 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Conversational Videos</i> from the Teacher Menu.</li> <li>2. Have the class repeat the target phrases "Do you like the ____ ____?," "Yes, I do," and "No, I don't."</li> </ol>	Review the phrases "Do you like the ____ ____?," "Yes, I do," and "No, I don't."

9. <i>Speak Up 1</i>	5 mins	Unit 13 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups repeat the phrase.</li> </ol>	
10. Sing a Song	5 mins	Unit 13 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song “Toys, Toys, Toys” from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song a few times, having the class sing along and do the actions.</li> </ol>	



## Lesson 2: Block B (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. Practice Vocabulary: <i>Time Racer</i>	10 mins		<b>Vocabulary pictures</b> (baseball, jump rope, train, airplane)  Timer	<ol style="list-style-type: none"> <li>1. Have the class stand in a circle.</li> <li>2. Choose a random time between 20 and 40 seconds. Set the timer.</li> <li>3. Show a student one of the vocabulary pictures.</li> <li>4. Have the student say, “It’s a(n) _____,” and do the action for the word.</li> <li>5. If the student says or does the wrong action, have them keep trying until they are correct.</li> <li>6. If the student says the correct phrase and does the correct action, move to the next student in the circle.</li> <li>7. Hold up a different vocabulary picture.</li> <li>8. Repeat these steps until the timer goes off.</li> <li>9. The student you are in front of when the timer goes off sits down.</li> <li>10. Set the timer and repeat the steps again.</li> <li>11. The last student standing is the winner.</li> <li>12. Repeat the game if time allows and have the winner show the pictures.</li> </ol>	Review the words “baseball,” “jump rope,” “train,” and “airplane.”



12. <i>Search Party</i>	8 mins	Unit 13 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Search Party</i> from the Teacher Menu.</li> <li>2. Choose a word for the students to find.</li> <li>3. Say, "Find the picture of ____."</li> <li>4. Have the class point at the picture when they find it and say, "I see it."</li> <li>5. When most of the students have found the picture, choose a student to come to the front and tap the image.</li> <li>6. If the student is incorrect, tap the incorrect button and choose a new student to come up.</li> <li>7. If the student is correct, have the class say, "It's a(n) ____." (If reviewing previously learned vocabulary, adjust the sentence as necessary.)</li> <li>8. If it is too hard to see the picture, tap the shuffle button.</li> <li>9. Repeat these steps until all the students have had a turn to tap an image or until you have sufficiently reviewed the vocabulary.</li> </ol>	
13. <i>Speak Up 2</i>	5 mins	Unit 13 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups repeat the phrase.</li> </ol>	Review the phrases "Do you like the ____ ____?," "Yes, I do," and "No, I don't."
14. <i>Goodbye</i>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the class.</li> <li>3. Have the students wave and say, "Goodbye."</li> </ol>	Wrap up.




## Lesson 1: Block A (30 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 13 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Toys, Toys, Toys" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. At Your Command	5 mins	Unit 13 - Action tab 		<ol style="list-style-type: none"> <li>1. Play <i>At Your Command</i> from the Teacher Menu</li> <li>2. Have the class listen to the command twice.</li> <li>3. Have the class say the command.</li> <li>4. Evaluate what the class says and tap the corresponding correct or incorrect button.</li> </ol>	Learn the action "Hit the ball."



<b>5. Dotty's Ditties</b>	5 mins	Unit 13 - Action tab 	Crumpled pieces of paper  <b>Lyrics</b> Hit the ball! Hit the ball! As fast as you can, Hit the ball!	<ol style="list-style-type: none"> <li>1. Divide the class into several groups.</li> <li>2. Have each group make a line at the back of the classroom.</li> <li>3. Give a small, crumpled piece of paper to the first student in each line.</li> <li>4. Play Dotty's Ditties from the Teacher Menu.</li> <li>5. Have the class sing the song.</li> <li>6. When the song ends, the student at the front of each line tosses the ball in the air and uses their hand to hit the piece of crumpled paper to the front of the class.</li> <li>7. The student that hits the paper ball the farthest gets a point.</li> <li>8. The students get their paper ball, hand it to the next person in their line, then go to the back of their line.</li> <li>9. Repeat steps 4-8 until every student has a chance to hit the ball.</li> </ol>	
<b>6. Big Picture: Toys</b>	10 mins	Unit 13 - Resources tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: Toys</i> from the Teacher Menu.</li> <li>2. Show the first picture.</li> <li>3. Point to each of the Toys and say, "A(n) ____ is a toy."</li> <li>4. Have the students repeat after you.</li> <li>5. Show the next picture.</li> <li>6. Have the students say, "It's a toy," or "It isn't a toy."</li> <li>7. Choose a student to tap the board to check their answer.</li> <li>8. Repeat steps 5-7 with the rest of the pictures.</li> </ol>	Learn the word "toy."

## Lesson 1: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>7. "Letter Actions Song: M m"</b>	2 mins	Unit 13 - Letters tab 	<b>Lyrics</b> This is an M and M says, "/m/." Let's march together. This is an m and m says, "/m/." Let's march together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: M m" from the Teacher Menu.</li> <li>2. Have the class do the action along with the kids in the video.</li> <li>3. Have the students say, "M," whenever they see the letter.</li> <li>4. Have the class sing the song.</li> <li>5. Repeat the video until the students are comfortable with the lyrics and actions.</li> </ol>	Learn the letters capital M and small m.

8. <b>Big Picture:</b> M m	3 mins	Unit 13 - Letters tab 		<p><b>Learn Capital and Small Letters (I do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture: M m</i> from the Teacher Menu.</li> <li>1. Display capital M.</li> <li>2. Tap the capital M to play the audio, "Capital M."</li> <li>3. Have the students say, "It's capital M."</li> <li>4. Tap the capital M again. Make yourself as big as you can. Stand on your toes and reach your arms up in the sky as you say, "It's capital M."</li> <li>5. Have the students do the same action as they say, "It's capital M."</li> <li>6. Repeat these steps with small m, crouching down and making yourself small.</li> <li>7. Display the mouth and tap the board to play the video, "/m/."</li> <li>8. Have the students shout, "/m/!"</li> </ol>	
9. <b>Randomonium:</b> M m	3 mins	Unit 13 - Letters tab 		<p><b>Play a Letter Name and Sound Game (We do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Randomonium: M m</i> from the Teacher Menu.</li> <li>2. Tap the randomize button.</li> <li>3. Have the students do the action and say the letter or sound that comes up (e.g., Get big and say, "It's capital M.").</li> <li>4. Repeat these steps, inviting different students to come up and spin the generator.</li> </ol>	
10. <b>Letter Trace:</b> M m	7 mins	Unit 13 - Letters tab 		<p><b>Write the Letters (You do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Letter Trace: M m</i> from the Teacher Menu.</li> <li>2. Choose a student to come to the front and find capital M.</li> <li>3. The class says, "It's capital M."</li> <li>4. Select a different student to come to the front and trace the capital letter while the class writes the letter with their fingers on their forearms.</li> <li>5. Have the students say, "It's capital M."</li> <li>6. Repeat with the next two traces.</li> <li>7. Have a student come to the front and write capital M while the class writes it on their forearms.</li> <li>8. Choose the best capital M, or have the students vote on the capital M they feel is the best.</li> <li>9. Repeat the activity with small m.</li> </ol>	


Break—5 mins

Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. "Letter Actions Song: M m"	2 mins	Unit 13 - Letters tab 	<b>Lyrics</b> This is an M and M says, "/m/." Let's march together. This is an m and m says, "/m/." Let's march together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: M m" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Review the letters capital M and small m.
12. <i>Big Picture: M m</i>	3 mins	Unit 13 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: M m</i> from the Teacher Menu.</li> <li>2. Display capital M.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say, "It's capital M," and do the action.</li> <li>5. Repeat these steps with small m.</li> <li>6. Display the mouth and ask, "What sound does M make?"</li> <li>7. Have the class shout, "/m/!"</li> <li>8. Tap the board to play the video, "/m/."</li> </ol>	
13. <i>First Sound Intro: /m/</i>	5 mins	Unit 13 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /m/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/m/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all of the pictures.</li> </ol>	Learn first and last sound /m/.
14. <i>Last Sound Intro: /m/</i>	5 mins	Unit 13 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>Last Sound Intro: /m/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/m/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the word that is said.</li> <li>5. Have the students punch a fist in the air as they say the final sound in the word.</li> <li>6. Repeat with all of the pictures.</li> <li>7. Repeat the activity until the students are comfortable hearing the sound.</li> </ol>	

## Lesson 2: Block B (25 mins)




Activity	Time	Teacher Menu	Preparation	Content	Objectives
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<p>15. <i>No Toys!</i></p>	<p>13 mins</p>	<p>Unit 13 - Book tab</p> 	<p>An empty container (box or bin) that the students cannot see into and big enough for several toys to be put in it</p> <p>Label that says "Toys" attached to the container</p> <p>A simple paper airplane for each student</p>	<ol style="list-style-type: none"> <li>1. Indicate the container and have the class guess what it is. Confirm that it's a toy box.</li> <li>2. Select one or two students to come and look in the container. Prompt them to tell the class what they saw. (e.g., No toys.)</li> <li>3. Show the book, <i>No Toys!</i> from the Teacher Menu.</li> <li>4. After the narrator reads each page, have the class repeat what was said.</li> <li>5. Show the book again.</li> <li>6. After each page is read, invite a student to tap an illustration or word to see if it is highlighted.</li> <li>7. If a word is highlighted along with the illustration, point the word out to the class. Have students repeat the word. Continue this procedure throughout the book.</li> <li>8. Distribute the paper airplanes.</li> <li>9. Have students line up and throw their airplanes to see which ones go the farthest.</li> <li>10. Repeat if time allows. Ask the class if they like their toy airplanes.</li> </ol>	<p>Share the book <i>No Toys!</i></p>
<p>16. Practice an Action: <i>Action Chairs</i></p>	<p>10 mins</p>			<ol style="list-style-type: none"> <li>1. Review the previously learned actions "Jump," "Dance," "Wash your plate," "Brush your hair," "Hit the ball," etc. with the students.</li> <li>2. Have the students carefully move their chairs to make a line at the front of the room.</li> <li>3. Have the students return to their original spots and stand.</li> <li>4. Remove one chair.</li> <li>5. Say and do one of the actions.</li> <li>6. Have the class say and do the action.</li> <li>7. After you have had the students do several actions, say, "Sit down."</li> <li>8. Have the students shout, "Sit down," and rush to the chairs at the front of the room and sit down.</li> <li>9. The student without a chair is out and stands by the teacher.</li> <li>10. Remove another chair from the line.</li> <li>11. Have the students who are sitting return to their original spots.</li> <li>12. Repeat steps 5-11 until only one student is left sitting. This student is the winner.</li> <li>13. The students who are out should keep saying and doing all the actions except "Sit down."</li> </ol>	<p>Review actions.</p>

17. Goodbye	2 mins		<ol style="list-style-type: none"><li>1. Wrap up the class.</li><li>2. Say, "Goodbye," and wave to the class.</li><li>3. Have the students wave and say, "Goodbye."</li></ol>	Wrap up.
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## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	2 mins	Unit 13 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Toys, Toys, Toys" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. Big Picture (Vocabulary)	3 mins	Unit 13 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu.</li> <li>2. Ask the students to identify the words using a full sentence (e.g., "It's a baseball.&gt;").</li> <li>3. Say, "I see a(n) ____ in this word. Do you see a(n) ____?" (e.g., "I see an 'l' in this word. Do you see an 'l'?").</li> <li>4. Have a student come up and point to the letter.</li> <li>5. Ask the class what other letters they see in the word.</li> <li>6. Have the students come up and point to the letters they know.</li> <li>7. Have the class repeat the names of the letters.</li> <li>8. Repeat steps 2-7 with all the words.</li> </ol>	Review the words "baseball," "jump rope," "train," and "airplane."
5. Match Maker	5 mins	Unit 13 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Match Maker</i> from the Teacher Menu.</li> <li>2. Choose a student to try and make a match.</li> <li>3. If the student makes a match, have the class say the vocabulary word.</li> <li>4. Choose a new student to come up and try to make a match.</li> <li>5. Repeat until all the matches are made.</li> <li>6. Tap on each of the pictures and have the class say, "It's a(n) ____."</li> </ol>	

6. <i>Speak Up 1</i>	5 mins	Unit 13 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups of students repeat the phrase.</li> </ol>	
7. <i>Speak Up 2</i>	5 mins	Unit 13 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups of students repeat the phrase.</li> </ol>	
8. Practice Saying a Phrase: Yes or No	5 mins		<p>Pictures of different colored trains, airplanes, and jump ropes</p> <p>Paper with a smiley face</p> <p>Paper with a frowny face</p>	<ol style="list-style-type: none"> <li>1. Hold up the paper with the smiley face and say, "Yes, I do."</li> <li>2. Have the class repeat the sentence.</li> <li>3. Say, "Yes, I do," again and put the paper on the one side of the room.</li> <li>4. Hold up the paper with the frowny face and say, "No, I don't."</li> <li>5. Have the class repeat the sentence.</li> <li>6. Say, "No, I don't," again and put the paper on the one side of the room.</li> <li>7. Have the students stand in the middle of the room.</li> <li>8. Choose a student to hold up a picture and ask, "Do you like ____?" (e.g., "Do you like the red train?")</li> <li>9. If the students like what's on the picture, they move to the "yes" side.</li> <li>10. If the students don't like what's on the picture, they move to the "no" side.</li> <li>11. Have the student holding the picture ask the question again.</li> <li>12. Have the "yes" side answer, "Yes, I do," and the "no" side answer, "No, I don't."</li> <li>13. Have the students come back to the center of the room.</li> <li>14. Choose a new student to hold up a picture and ask the question.</li> </ol>	Review the phrases "Do you like the ____?" "Yes, I do," and "No, I don't."




## Lesson 1: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
9. Practice an Action: <i>Action Chairs</i>	5 mins			<ol style="list-style-type: none"> <li>Review the previously learned actions "Jump," "Dance," "Wash your plate," "Brush your hair," "Hit the ball," etc. with the students.</li> <li>Have the students carefully move their chairs to make a line at the front of the room.</li> <li>Have the students return to their original spots and stand.</li> <li>Remove one chair.</li> <li>Say and do one of the actions.</li> <li>Have the class say and do the action.</li> <li>After you have had the students do several actions, say, "Sit down."</li> <li>Have the students shout, "Sit down," and rush to the chairs at the front of the room and sit down.</li> <li>The student without a chair is out and stands by the teacher.</li> <li>Remove another chair from the line.</li> <li>Have the students who are sitting return to their original spots.</li> <li>Repeat steps 5-11 until only one student is left sitting. This student is the winner.</li> <li>The students who are out should keep saying and doing all the actions except "Sit down."</li> </ol>	Review actions.
10. Practice More Words: <i>I Like Toys</i>	10 mins		<p><b>Vocabulary pictures</b> (bike, ball, doll, blocks, kite, yo-yo, robot, puzzle, jump rope)</p> <p>Paper</p> <p>Crayon</p>	<ol style="list-style-type: none"> <li>Hold up the picture of the bike so the class can see it.</li> <li>Ask, "What's this?"</li> <li>Have the class say, "It's a bike."</li> <li>Say, "A bike is a toy."</li> <li>Have the class repeat the sentence.</li> <li>Have the students who like bikes jump up and say, "Fun."</li> <li>Put the picture of the bike where the class can see it.</li> <li>Repeat steps 1-7 with the remaining pictures.</li> <li>Give each student paper and crayons.</li> <li>Have the students draw the toy they like the best.</li> <li>When the students are done drawing, have each student stand up and show their picture.</li> <li>Have the class ask, "What do you like?"</li> <li>Have the student answer, "It's a _____. I like this toy," (e.g., "It's a robot. I like this toy.")</li> </ol>	Review the word "toy."





Break—5 mins

## Lesson 2: Block A (20 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <i>First Sound Find: /m/</i>	7 mins	Unit 13 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Find: /m/</i> from the Teacher Menu.</li> <li>2. Tap each picture and have the class repeat the words.</li> <li>3. Have the class find a word that has the first sound /m/.</li> <li>4. Choose a student to come to the front and drag the picture to the container.</li> <li>5. Repeat with the remaining pictures that have the first sound /m/.</li> <li>6. Repeat the activity until students are comfortable hearing the sound.</li> </ol>	Review the first and last sound /m/.
12. <i>Last Sound Find: /m/</i>	8 mins	Unit 13 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>Last Sound Find: /m/</i> from the Teacher Menu.</li> <li>2. Tap each picture and have the class repeat the words.</li> <li>3. Have the class find a word that has the last sound /m/.</li> <li>4. Choose a student to come to the front and drag the picture to the container.</li> <li>5. Repeat with the remaining pictures with the last sound /m/.</li> <li>6. Repeat the activity until students are comfortable hearing the sound.</li> </ol>	
13. "Letter Actions Song: M m"	5 mins	Unit 13 - Letters tab 	<p><b>Lyrics</b> This is an M and M says, "/m/." Let's march together. This is an m and m says, "/m/." Let's march together.</p>	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: M m" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	


## Lesson 2: Block B (20 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
14. <i>First Sound</i> Intro: /m/	3 mins	Unit 13 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /m/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/m/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all of the pictures.</li> </ol>	Color pictures with the first and last sound /m/.
15. <i>Last Sound</i> Intro: /m/	3 mins	Unit 13 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>Last Sound Intro: /m/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/m/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the word that is said.</li> <li>5. Have the students punch a fist in the air as they say the final sound in the word.</li> <li>6. Repeat with all of the pictures.</li> <li>7. Repeat the activity until the students are comfortable hearing the sound.</li> </ol>	
16. Show What You Learned: <i>Color First and Last Sounds: /m/</i>	12 mins		<p><i>Color First and Last Sounds: /m/</i> project for each student</p> <p>Crayons</p>	<ol style="list-style-type: none"> <li>1. Give each student a <i>Color First and Last Sounds: /m/</i> project and crayons.</li> <li>2. Have the students choose two colors.</li> <li>3. Go through all the pictures with the students.</li> <li>4. The students color the pictures that have the first sound /m/ one color and the pictures with the last sound /m/ the other color.</li> <li>5. Review all the pictures with the students, emphasizing the first sound or last sound in the words.</li> <li>6. Tell the students to take the project home and talk about it with their parents.</li> </ol>	
17. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the class.</li> <li>3. Have the students wave and say, "Goodbye."</li> </ol>	Wrap up.






## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 13 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Toys, Toys, Toys" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.

<p>4. <b>Big Picture (Value)</b></p>	<p>5 mins</p>	<p>Unit 13 - Value tab</p> 		<ol style="list-style-type: none"> <li>1. Use language the students understand to discuss the value.</li> <li>2. Play <i>Big Picture (Value)</i> from the Teacher Menu.</li> <li>3. Show the first picture.</li> <li>4. Ask the students what is happening in the picture.</li> </ol> <p>For example: "What is happening?" ("The kid forgot something.")</p> <ol style="list-style-type: none"> <li>5. Show the second picture.</li> <li>6. Ask the students what is happening in the picture.</li> </ol> <p>For example: "What is happening in this picture?" ("The kid is brushing their teeth.")</p> <ol style="list-style-type: none"> <li>7. Show the third picture.</li> <li>8. Ask the students what is happening in the picture.</li> </ol> <p>For example: "What is happening now?" ("The kid is smiling.")</p> <ol style="list-style-type: none"> <li>9. Show the fourth picture.</li> <li>10. Say, "I can take care of my body."</li> <li>11. Have the class repeat after you.</li> <li>12. Tap the screen and have the class repeat, "Responsibility."</li> </ol>	<p>Learn the value responsibility.</p>
<p>5. Practice a Value: Responsibility</p>	<p>5 mins</p>			<ol style="list-style-type: none"> <li>1. Tell the class that they can be responsible by taking care of their bodies.</li> <li>2. Explain that one way to take care of our bodies is to exercise.</li> <li>3. Lead the class in several exercises (e.g. jumping jacks, running in place, sit-ups).</li> <li>4. Have the class say, "I can take care of my body."</li> </ol>	

<p>6. <i>No Toys</i></p>	<p>10 mins</p>	<p>Unit 13 - Book tab</p> 	<p>A sheet of paper for each student</p> <p>Crayons</p>	<ol style="list-style-type: none"> <li>1. Teach students actions and sounds for the following: Train – “choo choo” and a train motion with arms Airplane – “zoom” and arms extended like wings Ball – “whoosh” and clap hands as if catching the ball</li> <li>2. Show the book <i>No Toys</i> from the Teacher Menu.</li> <li>3. Have the class do the actions and sounds when they happen in the book.</li> <li>4. Distribute paper and crayons.</li> <li>5. Have students draw a picture of the toy they liked in the story.</li> </ol>	<p>Share the book <i>No Toys</i>.</p>
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### Lesson 1: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>7. <b>Begin to Blend</b></p>	<p>3 mins</p>		<p>Vocabulary picture (red)</p> <p>Point:</p>  <p>Scoop:</p>  <p>Slide:</p> 	<p><b>Learn to Blend (I do)</b></p> <ol style="list-style-type: none"> <li>1. Hold up the picture of “red” and say, “red.”</li> <li>2. Put the picture on the board.</li> <li>3. Write the letter r on the board.</li> <li>4. Point to the letter and say, “/r/.”</li> <li>5. Write the letter e on the board to the right of the letter r.</li> <li>6. Point to the letter and say, “/e/.”</li> <li>7. Point to the bottom left of the letter r and say, “Blend.”</li> <li>8. Scoop your finger under the letters r and e as you blend the two sounds together, “/rrreee/.”</li> <li>9. Write the letter d on the board to the right of the letter e.</li> <li>10. Point to the letter d and say, “/d/.”</li> <li>11. Point to the bottom left of the letter r and say, “Blend.”</li> <li>12. Scoop your finger under all three letters as you blend the sounds together, “/rrreeed/.”</li> <li>13. Point to the bottom left of the letter r and say, “Read the word.”</li> <li>14. Slide your finger under the word as you say, “Red.”</li> </ol>	<p>Learn to blend the words “red,” and “mom.”</p>

	3 mins		<b>Vocabulary picture</b> (red)	<b>Practice Blending (We do)</b> <ol style="list-style-type: none"> <li>1. Point to the picture of "red" and have the class say, "Red."</li> <li>2. Point to the letter r and ask, "What's the sound?"</li> <li>3. Have the class say, "/r/."</li> <li>4. Point to the letter e and ask, "What's the sound?"</li> <li>5. Have the class say, "/e/."</li> <li>6. Point to the bottom left of the letter r and say, "Blend."</li> <li>7. Scoop your finger under the letters r and e as the class blends the two sounds together, "/rrreee/."</li> <li>8. Point to the letter d on the board and ask, "What's the sound?"</li> <li>9. Have the class say, "/d/."</li> <li>10. Point to the bottom left of the letter r and say, "Blend."</li> <li>11. Scoop your finger under all three letters as the class blends the sounds together, "/rrreede/."</li> <li>12. Point to the bottom left of the letter r and say, "Read the word."</li> <li>13. Slide your finger under the word as the class says, "Red."</li> </ol>	
	3 mins		<b>Vocabulary picture</b> (mom)	<b>Blend a Word (You do)</b> <ol style="list-style-type: none"> <li>1. Hold up the picture of "mom" and say, "mom."</li> <li>2. Put the picture on the board.</li> <li>3. Write the letter m on the board.</li> <li>4. Point to the letter m and ask, "What's the sound?"</li> <li>5. Have the class say, "/m/."</li> <li>6. Write the letter o on the board to the right of the letter m.</li> <li>7. Point to the letter and ask, "What's the sound?"</li> <li>8. Have the class say, "/o/."</li> <li>9. Point to the bottom left of the letter m and say, "Blend."</li> <li>10. Scoop your finger under the letters m and o as the class blends the two sounds together, "/mmmooo/."</li> <li>11. Write a second m on the board to the right of the letter o.</li> <li>12. Point to the second m and ask, "What's the sound?"</li> <li>13. Have the class say, "/m/."</li> <li>14. Point to the bottom left of the first letter m and say, "Blend."</li> <li>15. Scoop your finger under all three letters as the class blends the sounds together, "/mmmooomm/."</li> <li>16. Point to the bottom left of the first letter m and say, "Read the word."</li> <li>17. Slide your finger under the word as the class says, "Mom."</li> </ol>	

	6 mins		<p><b>Vocabulary pictures</b> (red, mom)</p> <p>Letters r, e, d, m, o, and m written on separate sheets of paper</p> <p>String attached to the top corners of each paper so students can wear the letters around their necks</p>	<p><b>Blend Words (You do)</b></p> <ol style="list-style-type: none"> <li>1. Keep the pictures of “red” and “mom” on the board.</li> <li>2. Have three students come up to the front.</li> <li>3. Put the letters around their necks to make one of the words.</li> <li>4. Repeat the blending steps from above to have the class blend the word.</li> <li>5. Have the class point to the correct word the students are wearing.</li> <li>6. Repeat steps 2-5 with different students, alternating the words as time allows.</li> </ol>	
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Break—5 mins

Lesson 2: Block A (15 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p><b>8. Practice Vocabulary: Vocabulary Basketball</b></p>	8 mins		<p><b>Vocabulary pictures</b> (baseball, jump rope, train, airplane)</p> <p>Basket or container</p> <p>2 balls</p>	<ol style="list-style-type: none"> <li>1. Divide the class into two teams.</li> <li>2. Have each team stand in a line.</li> <li>3. Put the basket several feet away from the two lines and give the first student in each line a ball.</li> <li>4. Randomly hold up a vocabulary picture.</li> <li>5. At the same time, the first student in each line says, “It’s a ____.”</li> <li>6. Once the student says the correct word, they get to try and throw their ball in the basket.</li> <li>7. The first student to get their ball in the basket gets a point.</li> <li>8. The two students then go to the back of their lines.</li> <li>9. Repeat with the next two students.</li> <li>10. Once every student has had a chance, the team with the most points wins.</li> </ol>	<p>Review the words “baseball,” “jump rope,” “train,” and “airplane.”</p>

<p><b>9. Practice Saying Phrases: Find the Word</b></p>	<p>7 mins</p>		<p><b>Vocabulary pictures</b> (tape, paint, purple, gray) enough for each student to have one and one additional set of pictures</p> <p>A ball</p>	<ol style="list-style-type: none"> <li>1. Have the students sit in a circle.</li> <li>2. Give each student a picture and have them place it on the floor in front of them so no one can see it.</li> <li>3. Hold up one of the vocabulary pictures.</li> <li>4. Roll the ball to a student.</li> <li>5. Have the class ask, "Do you have ___?" asking for the picture you are holding up.</li> <li>6. The student with the ball holds up their vocabulary picture and says, "Yes, I do," or "No, I don't."</li> <li>7. If the answer is no, the student sets the picture faceup in front of them, then rolls the ball to another student. The class again asks, "Do you have ___?"</li> <li>8. Repeat these steps until the matching vocabulary picture is found.</li> <li>9. When the matching vocabulary picture is found, the students whose pictures are showing turn their vocabulary pictures facedown.</li> <li>10. Pick a new vocabulary picture and repeat the activity.</li> </ol>	<p>Review the phrases "Do you like the ___", "Yes, I do," and "No, I don't."</p>
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**Lesson 2: Block B (25 mins)**




Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>10. <i>Miss Daisy</i></p>	<p>5 mins</p>	<p>Unit 13 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Miss Daisy</i> from the Teacher Menu.</li> <li>2. Have students respond to the people in the video when they are prompted to speak.</li> <li>3. Evaluate what the class says.</li> <li>4. If the class answers correctly, press the button to move on.</li> <li>5. If the class answers incorrectly, repeat the question and prompt the class to say the correct answer.</li> </ol>	<p>Practice speaking.</p>





<b>11. Doty's Ditties</b>	5 mins	Unit 13 - Action tab 	Crumpled pieces of paper  <b>Lyrics</b> Hit the ball! Hit the ball! As fast as you can, Hit the ball!	<ol style="list-style-type: none"> <li>1. Divide the class into several groups.</li> <li>2. Have each group make a line at the back of the classroom.</li> <li>3. Give a small, crumpled piece of paper to the first student in each line.</li> <li>4. Play <i>Doty's Ditties</i> from the Teacher Menu.</li> <li>5. Have the class sing the song.</li> <li>6. When the song ends, the student at the front of each line tosses the ball in the air and uses their hand to hit the piece of crumpled paper to the front of the class.</li> <li>7. The student that hits the paper ball the farthest gets a point.</li> <li>8. The students get their paper ball, hand it to the next person in their line, then go to the back of their line.</li> <li>9. Repeat steps 4-8 until every student has a chance to hit the ball.</li> </ol>	Review the action "Hit the ball."
<b>12. Show What You Learned: Toys I Like Project</b>	13 mins		<b>Toys I Like project</b> for each student  Crayons	<ol style="list-style-type: none"> <li>1. Give each student a <i>Toys I Like</i> project and crayons.</li> <li>2. Review the vocabulary with the students.</li> <li>3. Have the students color the pictures of the toys they like.</li> <li>4. They don't color the toys they don't like.</li> <li>5. Once the students are done coloring, have them get in pairs.</li> <li>6. Student 1 asks, "Do you like ___?"</li> <li>7. Student 2 points to that picture on their page and responds, "Yes, I do," or "No, I don't."</li> <li>8. Student 2 then asks the question and student 1 answers.</li> <li>9. The students go back and forth until they have asked about all the pictures.</li> <li>10. Tell the students to take the project home and talk about it with their parents.</li> </ol>	Review the phrases "Do you like the ___ ___?" "Yes, I do," and "No, I don't."
<b>13. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the class.</li> <li>3. Have the students wave and say, "Goodbye."</li> </ol>	Wrap up.






## Lesson 1: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	2 mins	Unit 14 - Song tab 		<b>Listen to the Song (I do)</b> 1. Play the song "In the House" from the Teacher Menu. 2. Have the students watch the video of the song to become familiar with the music and lyrics.	Learn the phrase "The ___ is in the ___."
	5 mins	Unit 14 - Song tab 		<b>Practice (We do)</b> 1. Play <i>Big Picture (Song)</i> from the Teacher Menu. 2. Teach the needed vocabulary words "house," "kitchen," "bedroom," "bathroom," "eat," "sleep," and "clean" from the song. 3. Create actions for the words with the students. 4. Have the class practice the words and actions until they are comfortable with them.	
	3 mins	Unit 14 - Listening tab 		<b>Practice (You do)</b> 1. Play <i>Hear! Hear!</i> from the Teacher Menu. 2. Have the class point to the picture that matches what they hear. 3. Choose a student to tap the picture. 4. Have the class repeat the phrase. 5. Repeat until each student has a turn to tap a picture or all the phrases are played.	

	5 mins	Unit 14 - Song tab 		<b>Practice (You do)</b> 1. Play the song "In the House" 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.	
4. <i>Conversational Videos</i>	5 mins	Unit 14 - Speaking tab 		1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrase "The ___ is in the ___." 3. Repeat the video as time allows.	


## Lesson 1: Block B (20 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
5. <i>Big Picture (Vocabulary)</i>	7 mins	Unit 14 - Vocabulary tab 		<b>Learn Vocabulary (I do)</b> 1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu. 2. Say the first vocabulary word, and have the students repeat it. 3. If possible, have the students do an action for the vocabulary word. 4. Say, "It's a ___." 5. Have the class repeat the sentence. 6. Repeat steps 2-5 with all the vocabulary words. 7. Show the pictures again, but this time ask students to identify the words using a full sentence (e.g., "It's a bedroom."). 8. Invite individual students to come and tap each of the pictures to confirm the answers. 9. Show the pictures one more time. Ask the students to identify the words using a full sentence (e.g., "It's a bedroom."). 10. Say, "I see a(n) ___ in this word. Do you see a(n) ___?" (e.g., "I see a 'b' in this word. Do you see a 'b'?"). 11. Have a student come up and point to the letter. 12. Ask the class what other letters they see in the word. 13. Have the students come up and point to the letters they know. 14. Have the class repeat the names of the letters. 15. Repeat steps 9-14 with all the words.	Learn the words "bedroom," "bathroom," "kitchen," and "living room."

6. <i>Word Flurry</i>	5 mins	Unit 14 - Vocabulary tab 	<b>Practice Vocabulary (We do)</b> 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 race to the screen and tap the picture. 5. Repeat these steps with the remaining words.	
7. <i>Randomonium</i>	8 mins	Unit 14 - Vocabulary tab 	<b>Play a Game with the Vocabulary (You do)</b> 1. Play <i>Randomonium</i> from the Teacher Menu. 2. Divide the class into two groups. 3. Have the groups line up. 4. Tap the randomize button. 5. The first student in each line will say, "It's ____," as the vocabulary word comes up. 6. The student that says the word first gets a point for their team. 7. The students go to the end of the line. 8. Repeat until every student has had a turn. 9. The team with the most points wins. 10. Repeat the game as time allows.	

Break—5 mins

## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
8. <i>Conversational Videos</i>	5 mins	Unit 14 - Speaking tab 		1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrase "The ____ is in the ____."	Review the phrase "The ____ is in the ____."

9. <i>Speak Up 1</i>	5 mins	Unit 14 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups repeat the phrase.</li> </ol>	
10. Sing a Song	5 mins	Unit 14 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "In the House" from the Teacher Menu.</li> <li>2. Encourage the students to sing along and do the actions.</li> <li>3. Repeat the song a few times, having the class sing along and do the actions.</li> </ol>	



## Lesson 2: Block B (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. Practice Vocabulary: <i>Close and Far</i>	10 mins		Vocabulary pictures (bedroom, bathroom, kitchen, and living room)	<ol style="list-style-type: none"> <li>1. Choose a student to leave the room.</li> <li>2. Hold up one of the vocabulary pictures so the class can see it.</li> <li>3. Have the class watch as you find a spot to hide the picture. The student shouldn't be able to see the picture when they come back in the room.</li> <li>4. Have the student come back in the classroom.</li> <li>5. The class will chant the vocabulary word as the student moves around the classroom trying to find the vocabulary picture.</li> <li>6. If the student moves closer to the vocabulary picture, the class should chant the vocabulary word louder.</li> <li>7. If the student moves away from the vocabulary picture, the class should chant the vocabulary word softer.</li> <li>8. When the student finds the vocabulary picture, the class will say, "It's a _____," (e.g., "It's a kitchen.&gt;").</li> <li>9. Repeat until every student has had a turn or as time allows.</li> </ol>	Review the words "bedroom," "bathroom," "kitchen," and "living room."

12. <i>Search Party</i>	8 mins	Unit 14 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Search Party</i> from the Teacher Menu.</li> <li>2. Choose a word for the students to find.</li> <li>3. Say, "Find the picture of ____."</li> <li>4. Have the class point at the picture when they find it and say, "I see it."</li> <li>5. When most of the students have found the picture, choose a student to come to the front and tap the image.</li> <li>6. If the student is incorrect, tap the incorrect button and choose a new student to come up.</li> <li>7. If the student is correct, have the class say, "It's a ____." (If reviewing previously learned vocabulary, adjust the sentence as necessary.)</li> <li>8. If it is too hard to see the picture, tap the shuffle button.</li> <li>9. Repeat these steps until all the students have had a turn to tap an image or until you have sufficiently reviewed the vocabulary.</li> </ol>	
13. <i>Speak Up 2</i>	5 mins	Unit 14 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups repeat the phrase.</li> </ol>	Review the phrases "The ____ is in the ____."
14. <i>Goodbye</i>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.




## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 14 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "In the House" from the Teacher Menu.</li> <li>2. Encourage the students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. At Your Command	5 mins	Unit 14 - Action tab 		<ol style="list-style-type: none"> <li>1. Play <i>At Your Command</i> from the Teacher Menu.</li> <li>2. Have the class listen to the command twice.</li> <li>3. Have the class say the command.</li> <li>4. Evaluate what the class says and tap the corresponding correct or incorrect button.</li> </ol>	
5. Practice an Action: <i>In the Box</i>	5 mins		Box  Bag  Several small objects (e.g., pencil, book, crayons, eraser, tape, glue, toy, car, etc.)	<ol style="list-style-type: none"> <li>1. Put the box and bag at the front of the room, so the students can see them.</li> <li>2. Place the small objects close to the students.</li> <li>3. Tell the students to put one of the objects in the box or the bag.</li> <li>4. Say, "Put the ___ in the ___," (e.g., "Put the pencil in the box.")</li> <li>5. Choose a student to find the correct item and put it in the box or bag.</li> <li>6. When the item is in the correct location, the class says, "The ___ is in the ___," (e.g., "The pencil is in the box.")</li> <li>7. Repeat steps 3-6 with the other objects.</li> </ol>	Learn the action "Put the ___ in the ___."

<p>6. <b>Learn More Words: <i>Hard and Soft</i></b></p>	<p>10 mins</p>		<p>Several pairs of items that feel hard and soft for students to touch</p>	<ol style="list-style-type: none"> <li>1. Teach the words “hard” and “soft” using the items you have brought.  For example: Toy car (hard) Stuffed toy (soft) Rock (hard) Fabric or fur (soft) Hard ball and soft ball</li> <li>2. Pass the items around the class and have students say the words “hard” or “soft” when they hold the item.</li> <li>3. Once all the students have touched the items, hold each item up for the class to see.</li> <li>4. Ask, “Is it hard or soft?”</li> <li>5. If students answer correctly, say, “Yes, this is a ____.” (e.g., “Yes, this is a hard rock.”). Have the class repeat the sentence after you.</li> <li>6. If students answer incorrectly, say, “No, this isn’t a ____.” Have the students repeat the sentence. Hold the same object up, ask again, “Is it hard or soft?” and follow the steps for the correct answer.</li> <li>7. Repeat for all the items.</li> </ol>	<p>Learn the words “hard” and “soft.”</p>
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**Lesson 1: Block B (15 mins)**




Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>7. <b>“Letter Actions Song: N n”</b></p>	<p>2 mins</p>	<p>Unit 14 - Letters tab</p> 	<p><b>Lyrics</b> This is an N, and N says “/n/.” Let’s nod together. This is an n, and n say, “/n/.” Let’s nod together.</p>	<ol style="list-style-type: none"> <li>1. Play the song “Letter Actions Song: N n” from the Teacher Menu.</li> <li>2. Have the class do the action along with the kids in the video.</li> <li>3. Have the students say “N” whenever they see the letter.</li> <li>4. Have the class sing the song.</li> <li>5. Repeat the video until the students are comfortable with the lyrics and actions.</li> </ol>	<p>Learn the letters capital N and small n.</p>




8. <b>Big Picture:</b> N n	3 mins	Unit 14 - Letters tab 		<b>Learn Capital and Small Letters (I do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture: N n</i> from the Teacher Menu.</li> <li>2. Display capital N.</li> <li>3. Tap the capital N to play the audio “capital N.”</li> <li>4. Have the students say, “It’s capital N.”</li> <li>5. Tap the capital N again. Make yourself as big as you can. Stand on your toes and reach your arms up in the sky as you say, “It’s capital N.”</li> <li>6. Have the students do the same action as they say, “It’s capital N.”</li> <li>7. Repeat these steps with small n, crouching down and making yourself small.</li> <li>8. Display the mouth and tap the board to play the video “/n/.”</li> <li>9. Have the students shout “/n/!”</li> </ol>	
9. <b>Randomonium:</b> N n	3 mins	Unit 14 - Letters tab 		<b>Play a Letter Name and Sound Game (We do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Randomonium: N n</i> from the Teacher Menu.</li> <li>2. Tap the randomize button.</li> <li>3. Have the students do the action and say the letter or sound that comes up (e.g., Get big and say, “It’s capital N.”).</li> <li>4. Repeat these steps, inviting different students to come up and spin the generator.</li> </ol>	
10. <b>Letter Trace:</b> N n	7 mins	Unit 14 - Letters tab 		<b>Write the Letters (You do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Letter Trace: N n</i> from the Teacher Menu.</li> <li>2. Choose a student to come to the front and find capital N.</li> <li>3. The class says, “It’s capital N.”</li> <li>4. Select a different student to come to the front and trace the capital letter while the class writes the letter with their fingers on their forearms.</li> <li>5. Have the students say, “It’s capital N.”</li> <li>6. Repeat with the next two traces.</li> <li>7. Have a student come to the front and write capital N while the class writes it on their forearms.</li> <li>8. Choose the best capital N, or have the students vote on the capital N they feel is the best.</li> <li>9. Repeat the activity with small n.</li> </ol>	

Break—5 mins

## Lesson 2: Block A (15 mins)




Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. "Letter Actions Song: N n"	2 mins	Unit 14 - Letters tab 	<b>Lyrics</b> This is an N, and N says /n/. Let's nod together. This is an n, and n says "/n/. Let's nod together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: N n" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Review the letters capital N and small n.
12. <i>Big Picture: N n</i>	3 mins	Unit 14 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: N n</i> from the Teacher Menu.</li> <li>2. Display capital N.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say, "It's capital N," and do the action.</li> <li>5. Repeat these steps with small n.</li> <li>6. Display the mouth and ask, "What sound does N make?"</li> <li>7. Have the class shout "/n/!"</li> <li>8. Tap the board to play the video "/n/."</li> </ol>	
13. <i>First Sound Intro: /n/</i>	5 mins	Unit 14 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /n/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/n/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all the pictures.</li> </ol>	Learn the first sound /n/.
14. <i>Last Sound Intro: /n/</i>	5 mins	Unit 14 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>Last Sound Intro: /n/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/n/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the word that is said.</li> <li>5. Have the students punch a fist in the air as they say the final sound in the word.</li> <li>6. Repeat with all the pictures.</li> <li>7. Repeat the activity until the students are comfortable hearing the sound.</li> </ol>	



Lesson 2: Block B (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>15. <i>Goldilocks and the 3 Bears</i></p>	<p>13 mins</p>	<p>Unit 14 - Book tab</p> 	<p><b>Vocabulary pictures</b> (bear, house, rice, chair, bed)</p>	<ol style="list-style-type: none"> <li>1. Review the vocabulary words.</li> <li>2. Create an action for each of the words.</li> <li>3. Show the book <i>Goldilocks and the 3 Bears</i> from the Teacher Menu.</li> <li>4. When the words appear in the story, read the sentence again and have the students do the action for the word.</li> <li>5. Show the book one more time.</li> <li>6. After each page is read, invite a student to tap an illustration or word to see if it is highlighted.</li> <li>7. If the word is highlighted along with the illustration, point to the word and have the students repeat it.</li> <li>8. Continue this procedure throughout the book.</li> </ol>	<p>Share the book <i>Goldilocks and the 3 Bears</i></p>
<p>16. Practice Vocabulary Words: <i>Match the Word</i></p>	<p>10 mins</p>		<p><b>Vocabulary pictures</b> (bedroom, bathroom, kitchen, living room), two of each picture</p>	<ol style="list-style-type: none"> <li>1. Put the vocabulary pictures on the ground with the picture facedown.</li> <li>2. Divide the class into two groups.</li> <li>3. Have one student from the first group choose a vocabulary picture and turn it over.</li> <li>4. Have the class say, "It's a ____," (e.g., "It's a kitchen.").</li> <li>5. Have a second student from the first group choose another vocabulary picture and turn it over.</li> <li>6. Have the class say, "It's a ____."</li> <li>7. If the vocabulary pictures match, the group gets to keep the vocabulary pictures.</li> <li>8. If the vocabulary pictures don't match, turn the vocabulary pictures back over.</li> <li>9. Repeat steps 3-9 with the second group.</li> <li>10. Continue giving each group a turn until all the matches are made. The team with the most matches wins.</li> <li>11. Repeat the game as time allows.</li> </ol>	<p>Review the words "bedroom," "bathroom," "kitchen," and "living room."</p>
<p>17. Goodbye</p>	<p>2 mins</p>			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	<p>Wrap up.</p>

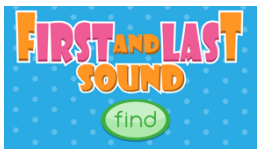



## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 14 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "In the House" from the Teacher Menu.</li> <li>2. Encourage the students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. <i>Big Picture</i> (Vocabulary)	3 mins	Unit 14 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu.</li> <li>2. Ask the students to identify the words using a full sentence (e.g., "It's a bedroom.&gt;").</li> <li>3. Say, "I see a(n) ____ in this word. Do you see a(n) ____?" (e.g., "I see a 'b' in this word. Do you see a 'b'?").</li> <li>4. Have a student come up and point to the letter.</li> <li>5. Ask the class what other letters they see in the word.</li> <li>6. Have the students come up and point to the letters they know.</li> <li>7. Have the class repeat the names of the letters.</li> <li>8. Repeat steps 2-7 with all the words.</li> </ol>	Review the words "bedroom," "bathroom," "kitchen," and "living room."
5. <i>Match Maker</i>	5 mins	Unit 14 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Match Maker</i> from the Teacher Menu.</li> <li>2. Choose a student to try and make a match.</li> <li>3. If the student makes a match, have the class say the vocabulary word.</li> <li>4. Choose a new student to come up and try to make a match.</li> <li>5. Repeat until all the matches are made.</li> <li>6. Tap on each of the pictures and have the class say, "It's a ____."</li> </ol>	

6. <i>Speak Up 1</i>	3 mins	Unit 14 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups of students repeat the phrase.</li> </ol>	
7. <i>Speak Up 2</i>	3 mins	Unit 14 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups of students repeat the phrase.</li> </ol>	
8. Practice Saying a Phrase: <i>Where's the Object?</i>	6 mins		<p><b>Vocabulary pictures</b> (bedroom, bathroom, kitchen, living room)</p> <p>Small images to fit in the rooms listed above (e.g. girl, ball, cat, book, etc.)</p>	<ol style="list-style-type: none"> <li>1. Review the "bedroom," "bathroom," "kitchen," and "living room" pictures with the students.</li> <li>2. Put the pictures of the rooms on the board or in a place where the class can see them.</li> <li>3. Choose a student to select one of the smaller images.</li> <li>4. Have the student show the image to the class and ask, "What's this?"</li> <li>5. The class responds, "It's a ____," (e.g., "It's a girl.")</li> <li>6. Have the student place the image on one of the room pictures.</li> <li>7. After the object has been placed in a room, the class says, "The ____ is in the ____," (e.g., "The girl is in the kitchen.")</li> <li>8. Choose another student to place an object in a room and repeat the activity.</li> </ol>	Review the phrases "The ____ is in the ____."


### Lesson 1: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
9. <i>First Sound Find: /n/</i>	7 mins	Unit 14 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Find: /n/</i> from the Teacher Menu.</li> <li>2. Tap each picture and have the class repeat the words.</li> <li>3. Have the class find a word that has the first sound /n/.</li> <li>4. Choose a student to come to the front and drag the picture to the container.</li> <li>5. Repeat with the remaining pictures that have the first sound /n/.</li> <li>6. Repeat the activity until students are comfortable hearing the sound.</li> </ol>	Review the first sound /n/.




10. <b>Last Sound Find: /n/</b>	8 mins	Unit 14 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>Last Sound Find: /n/</i> from the Teacher Menu.</li> <li>2. Tap each picture and have the class repeat the words.</li> <li>3. Have the class find a word that has the last sound /n/.</li> <li>4. Choose a student to come to the front and drag the picture to the container.</li> <li>5. Repeat with the remaining pictures with the last sound /n/.</li> <li>6. Repeat the activity until students are comfortable hearing the sound.</li> </ol>	
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## Break—5 mins

## Lesson 2: Block A (15 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <b>Practice an Action: In the Box</b>	5 mins		Box  Bag  Several small objects (e.g., a pencil, a book, crayons, an eraser, tape, glue, a toy car).	<ol style="list-style-type: none"> <li>1. Put the box and bag at the front of the room, so the students can see them.</li> <li>2. Place the small objects close to the students.</li> <li>3. Tell the students to put one of the objects in the box or the bag.</li> <li>4. Say, "Put the ___ in the ___" (e.g., "Put the pencil in the box.")</li> <li>5. Choose a student to find the correct item and put it in the box or bag.</li> <li>6. When the item is in the correct location, the class says, "The ___ is in the ___," (e.g., "The pencil is in the box.")</li> <li>7. Repeat steps 3-6 with the other objects.</li> </ol>	Review the action "Put the ___ in the ___."
12. <b>Practice More Words: Hard and Soft</b>	10 mins	Unit 14 - Resources tab 	Hard and soft objects from the lesson in Day 2	<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: Hard and Soft</i> from the Teacher Menu.</li> <li>2. Have students identify the item as hard or soft.</li> <li>3. Have a student tap the picture to confirm the answer.</li> <li>4. Have students say a full sentence. (e.g., "This is a hard table.")</li> <li>5. Repeat for all the pictures.</li> <li>6. Show students a soft object.</li> <li>7. Ask students if the object is hard or soft? Then have the students say a full sentence. (e.g., "This is a soft ball.")</li> <li>8. Repeat with the hard object.</li> <li>9. Randomly pass around different hard and soft objects and have the students feel them and say the sentence.</li> </ol>	Review the words "hard" and "soft."

## Lesson 2: Block B (25 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
13. "Letter Actions Song: N n"	5 mins	Unit 14 - Letters tab 	<b>Lyrics</b> This is an N, and N says "/n/." Let's nod together. This is an n, and n says "/n/." Let's nod together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: N n" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	"Letter Actions Song: N n"
14. <i>First Sound Intro: /n/</i>	3 mins	Unit 14 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /n/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/n/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all of the pictures.</li> </ol>	Color pictures with the first sound /n/.
15. <i>Last Sound Intro: /n/</i>	3 mins	Unit 14 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>Last Sound Intro: /n/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/n/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the word that is said.</li> <li>5. Have the students punch a fist in the air as they say the final sound in the word.</li> <li>6. Repeat with all of the pictures.</li> <li>7. Repeat the activity until the students are comfortable hearing the sound.</li> </ol>	
16. Show What You Learned: <i>Color First and Last Sounds: /n/</i>	12 mins		<b><i>Color First and Last Sounds: /n/</i></b> project for each student  Crayons	<ol style="list-style-type: none"> <li>1. Give each student a <i>Color First and Last Sounds: /n/</i> project and crayons.</li> <li>2. Go through all the pictures with the students.</li> <li>3. The students color the pictures that have the correct first sound.</li> <li>4. After the students have colored the pictures, review all the correct pictures with the students, emphasizing the first sound in the words.</li> <li>5. Tell the students to take the project home and talk about it with their parents.</li> </ol>	
17. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.




## Lesson 1: Block A (30 mins)




Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 14 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "In the House" from the Teacher Menu.</li> <li>2. Encourage the students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.



<p>4. <b>Big Picture (Value)</b></p>	<p>5 mins</p>	<p>Unit 14 - Value tab</p> 		<ol style="list-style-type: none"> <li>1. Use language the students understand to discuss the value honesty.</li> <li>2. Play Big Picture (Value) from the Teacher Menu.</li> <li>3. Show the first picture.</li> <li>4. Ask the students what is happening in the picture.</li> </ol> <p>For example: "What is the kid doing?" ("The kid wants to take the ball.")</p> <ol style="list-style-type: none"> <li>5. Show the second picture.</li> <li>6. Ask the students what is happening in the picture.</li> </ol> <p>For example: "What is the kid doing now?" ("The kid is taking the ball.") "What should the kid do." ("The kid should put the ball back.")</p> <ol style="list-style-type: none"> <li>7. Show the third picture.</li> <li>8. Ask the students what is happening in the picture.</li> </ol> <p>For example: "What did the kid decide to do?" ("The kid put the ball back.") "Was this a good choice?" ("Yes.")</p> <ol style="list-style-type: none"> <li>9. Show the fourth picture.</li> <li>10. Say, "I can be honest."</li> <li>11. Tap the screen and have the class repeat "honesty."</li> </ol>	<p>Learn the value honesty.</p>
<p>5. <b>Practice a Value: Honesty</b></p>	<p>5 mins</p>		<p>Several objects (e.g., a ball, a pencil, a book, crayons, etc.)</p>	<ol style="list-style-type: none"> <li>1. Give the ball to one of the students.</li> <li>2. Have the student walk away from the class and drop the ball.</li> <li>3. Choose a student to pick up the ball and give it back to the student who dropped it.</li> <li>4. When the student returns the ball, have them say, "This is your ball."</li> <li>5. The student who dropped the ball says "Thank you."</li> <li>6. Once the student has the ball back, the class says, "I can be honest."</li> <li>7. Repeat the activity using different students and objects.</li> </ol>	

6. <i>Goldilocks and the 3 Bears</i>	10 mins	Unit 14 - Book tab 	<b>Vocabulary pictures</b> (house, rice, chair, bed)	<ol style="list-style-type: none"> <li>1. Hang the vocabulary pictures in the front of the class in a different order from how they appear in the book.</li> <li>2. Show the book <i>Goldilocks and the 3 Bears</i> from the Teacher Menu.</li> <li>3. As the story is read, have the students stand up and raise their hand when they see one of the items in the book.</li> <li>4. Choose a student to come to the board and help put the pictures in the order in which they occur in the story.</li> <li>5. Once the book is finished, have the students retell the story using the sequence of pictures to help them with the order.</li> </ol>	Share the book <i>Goldilocks and the 3 Bears</i>
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## Lesson 1: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. <b>Begin to Blend</b>	3 mins		<b>Vocabulary picture</b> (run)  Point:   Scoop:   Slide: 	<b>Learn to Blend (I do)</b> <ol style="list-style-type: none"> <li>1. Hold up the picture of “run” and say “run.”</li> <li>2. Put the picture on the board.</li> <li>3. Write the letter r on the board.</li> <li>4. Point to the letter r and say “/r/.”</li> <li>5. Write the letter u on the board to the right of the letter r.</li> <li>6. Point to the letter u and say “/u/.”</li> <li>7. Point to the bottom left of the letter r and say, “Blend.”</li> <li>8. Scoop your finger under the letters r and u as you blend the two sounds together “/rruuu/.”</li> <li>9. Write the letter n on the board to the right of the letter u.</li> <li>10. Point to the letter n and say “/n/.”</li> <li>11. Point to the bottom left of the letter r and say, “Blend.”</li> <li>12. Scoop your finger under all three letters as you blend the sounds together “/rruuun/.”</li> <li>13. Point to the bottom left of the letter r and say, “Read the word.”</li> <li>14. Slide your finger under the word as you say “run.”</li> </ol>	Learn to blend the words “run” and “sun.”

	3 mins		<b>Vocabulary picture</b> (run)	<b>Practice Blending (We do)</b> <ol style="list-style-type: none"> <li>1. Point to the picture of "run" and have the class say "run."</li> <li>2. Point to the letter r and ask, "What's the sound?"</li> <li>3. Have the class say "/r/."</li> <li>4. Point to the letter u and ask, "What's the sound?"</li> <li>5. Have the class say "/u/."</li> <li>6. Point to the bottom left of the letter r and say, "Blend."</li> <li>7. Scoop your finger under the letters r and u as the class blends the two sounds together "/rruuu/."</li> <li>8. Point to the letter n on the board and ask, "What's the sound?"</li> <li>9. Have the class say "/n/."</li> <li>10. Point to the bottom left of the letter r and say, "Blend."</li> <li>11. Scoop your finger under all three letters as the class blends the sounds together "/rruuunnn/."</li> <li>12. Point to the bottom left of the letter r and say, "Read the word."</li> <li>13. Slide your finger under the word as the class says "run."</li> </ol>	
	3 mins		<b>Vocabulary picture</b> (sun)	<b>Blend a Word (You do)</b> <ol style="list-style-type: none"> <li>1. Hold up the picture of "sun" and say "sun."</li> <li>2. Put the picture on the board.</li> <li>3. Write the letter s on the board.</li> <li>4. Point to the letter s and ask, "What's the sound?"</li> <li>5. Have the class say "/s/."</li> <li>6. Write the letter u on the board to the right of the letter s.</li> <li>7. Point to the letter and ask, "What's the sound?"</li> <li>8. Have the class say "/u/."</li> <li>9. Point to the bottom left of the letter s and say, "Blend."</li> <li>10. Scoop your finger under the letters s and u as the class blends the two sounds together "/ssuuu/."</li> <li>11. Write the letter n on the board to the right of the letter u.</li> <li>12. Point to the letter n and ask, "What's the sound?"</li> <li>13. Have the class say "/n/."</li> <li>14. Point to the bottom left of the letter s and say, "Blend."</li> <li>15. Scoop your finger under all three letters as the class blends the sounds together "/ssuunnn/."</li> <li>16. Point to the bottom left of the letter s and say, "Read the word."</li> <li>17. Slide your finger under the word as the class says "sun."</li> </ol>	


	6 mins		<p><b>Vocabulary pictures</b> (run, sun)</p> <p>The letters r, u, n, s, u, and n each on its own sheet of paper</p> <p>String attached to the top corners of each paper so students can wear the letters around their necks</p>	<p><b>Blend Words (You do)</b></p> <ol style="list-style-type: none"> <li>1. Keep the pictures of “run” and “sun” on the board.</li> <li>2. Have three students come up to the front.</li> <li>3. Put the letters around their necks to make one of the words.</li> <li>4. Repeat the blending steps from above to have the class blend the word.</li> <li>5. Have the class point to the correct word the students are wearing.</li> <li>6. Repeat steps 2-5 with different students, alternating the words as time allows.</li> <li>7. If the students are comfortable with blending, point out that the words “run” and “sun” have the same last sounds.</li> </ol>	
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**Break—5 mins**

## Lesson 2: Block A (15 mins)





Activity	Time	Teacher Menu	Preparation	Content	Objectives
8. Practice More Words: <i>Hard and Soft</i>	10 mins		Several pairs of items that feel hard and soft for students to touch	<ol style="list-style-type: none"> <li>1. Teach the words “hard” and “soft” using the items you have brought.  For example: Toy car (hard) Stuffed toy (soft) Rock (hard) Fabric or fur (soft) Hard ball and soft ball</li> <li>2. Pass the items around the class and have students say the words “hard” or “soft” when they hold the item.</li> <li>3. Once all the students have touched the items, hold each item up for the class to see.</li> <li>4. Ask, “Is it hard or soft?”</li> <li>5. If students answer correctly, say, “Yes, this is a ____.” (e.g., “Yes, this is a hard rock.”). Have the class repeat the sentence after you.</li> <li>6. If students answer incorrectly, say, “No, this isn’t a ____.” Have the students repeat the sentence. Hold the same object up, ask again, “Is it hard or soft?” and follow the steps for the correct answer.</li> <li>7. Repeat for all the items.</li> </ol>	Review the words “hard” and “soft.”
9. Practice Saying a Phrase: <i>Where’s the Object?</i>	6 mins		<p><b>Vocabulary pictures</b> (bedroom, bathroom, kitchen, living room)</p> <p>Small images to fit in the rooms listed above (e.g. girl, ball, cat, book, etc.).</p>	<ol style="list-style-type: none"> <li>1. Review the room pictures with the students.</li> <li>2. Put the pictures of the rooms on the board or in a place where the class can see them.</li> <li>3. Choose one student to select one of the smaller images.</li> <li>4. Have the student show the image to the class and ask, “What’s this?”</li> <li>5. The class responds, “It’s a ____,” (e.g., “It’s a girl.”).</li> <li>6. Have the student place the image on one of the room pictures.</li> <li>7. After the object has been placed in a room, the class says, “The ____ is in the ____,” (e.g., “The girl is in the kitchen.”).</li> <li>8. Choose another student to place an object in a room and repeat the activity.</li> </ol>	Review the phrase “The ____ is in the ____.”


## Lesson 2: Block B (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
10. <i>Miss Daisy</i>	5 mins	Unit 14 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Miss Daisy</i> from the Teacher Menu.</li> <li>2. Have the students respond to the people in the video when they are prompted to speak.</li> <li>3. Evaluate what the class says.</li> <li>4. If the class answers correctly, press the button to move on.</li> <li>5. If the class answers incorrectly, repeat the question and prompt the class to say the correct answer.</li> </ol>	Practice speaking.
11. Practice an Action: Secret Actions	5 mins		Box Bag Backpack  Several small objects (e.g., a pencil, a book, crayons, an eraser, tape, glue, a toy car, etc.)	<ol style="list-style-type: none"> <li>1. Put the box, bag, and backpack in different locations in the classroom.</li> <li>2. Place the small objects in front of the class.</li> <li>3. Have a student come to the front.</li> <li>4. Whisper in the student's ear the command, "Put the ___ in the ___," saying and object and the container to put it in.</li> <li>5. Have the student pick up the object and put it in the container you whispered to them.</li> <li>6. Have the class guess the command you whispered by saying, "Put the ___ in the ___," (e.g., "Put the pencil in the box.").</li> <li>7. Repeat steps 4-6 until every student has had a turn or as time allows.</li> </ol>	Review the action "Put the ___ in the ___."
12. Show What You Learned: In the Bag Project	13 mins		<i>In the Bag</i> project for each student  Crayons	<ol style="list-style-type: none"> <li>8. Give each student an <i>In the Bag</i> project and crayons.</li> <li>9. Have each student color the bag.</li> <li>10. Give the students the cutout strips and have the students color the items on the strip.</li> <li>11. Show the class how to insert the strip in the slits. Help as necessary.</li> <li>12. Have the students practice pulling the strip through the bag and saying, "The ___ is in the bag," (e.g., "The pencil is in the bag.").</li> <li>13. Tell the students to share their projects with their parents using the new phrase, "The ___ is in the ___."</li> </ol>	Review the phrase "The ___ is in the ___."
13. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.




## Lesson 1: Block A (25 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	2 mins	Unit 15 - Song tab 		<b>Listen to the Song (I do)</b> 1. Play the song "Where is the Food?" 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 is the ___?" and "The ___ is in the ___."
	5 mins	Unit 15 - Song tab 		<b>Practice (We do)</b> 1. Play <i>Big Picture (Song)</i> from the Teacher Menu. 2. Review the words "chicken," "milk," "oven," "fridge," and "table" from the song. 3. Make actions for the words. 4. Review the actions and sentences until the students are comfortable with them.	
	3 mins	Unit 15 - Listening tab 		<b>Practice (You do)</b> 1. Play <i>Hear! Hear!</i> from the Teacher Menu. 2. Have the class point to the picture that matches what they hear. 3. Choose a student to tap the picture. 4. Have the class repeat the phrase. 5. Repeat until each student has a turn to tap a picture or all the phrases are played.	
	5 mins	Unit 15 - Song tab 		<b>Practice (You do)</b> 1. Play the song "Where is the Food?" from the Teacher Menu. 2. Encourage students to sing along and do the actions. 3. Repeat the song several times, having the class sing along and act out the lyrics.	

4. <i>Conversational Videos</i>	5 mins	Unit 15 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Conversational Videos</i> from the Teacher Menu.</li> <li>2. Have the class repeat the target phrases “Where is the ___?” and “The ___ is in the ___.”</li> </ol>	
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## Lesson 1: Block B (20 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
5. <i>Big Picture (Vocabulary)</i>	7 mins	Unit 15 - Vocabulary tab 		<p><b>Learn Vocabulary (I do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu.</li> <li>2. Say the first vocabulary word, and have the students repeat it.</li> <li>3. If possible, have the students do an action for the vocabulary word.</li> <li>4. Say, “It’s ___.”</li> <li>5. Have the class repeat the sentence.</li> <li>6. Repeat steps 2-5 with all the vocabulary words.</li> <li>7. Show the pictures again, but this time ask students to identify the words using a full sentence (e.g., “It’s watermelon.”).</li> <li>8. Invite individual students to come and tap each of the pictures to confirm the answers.</li> <li>9. Show the pictures one more time. Ask the students to identify the words using a full sentence (e.g., “It’s watermelon.”).</li> <li>10. Say, “I see a ___ in this word. Do you see a ___?” (e.g., “I see a w in this word. Do you see a w?”).</li> <li>11. Have a student come up and point to the letter.</li> <li>12. Ask the class what other letters they see in the word.</li> <li>13. Have the students come up and point to the letters they know.</li> <li>14. Have the class repeat the names of the letters.</li> <li>15. Repeat steps 9-14 with all the words.</li> </ol>	Learn the words “watermelon,” “chicken,” “fridge,” and “oven.”





<b>6. Word Flurry</b>	5 mins	Unit 15 - Vocabulary tab 		<b>Practice Vocabulary (We do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Word Flurry</i> from the Teacher Menu.</li> <li>2. When a word is said, ask all the students to say the word aloud.</li> <li>3. Ask the students if they see a picture of the word on the screen.</li> <li>4. Choose two students to race to the screen and tap the picture.</li> <li>5. Repeat these steps with the remaining words.</li> </ol>	
<b>7. Randomonium</b>	8 mins	Unit 15 - Vocabulary tab 		<b>Play a Game with the Vocabulary (You do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Randomonium</i> from the Teacher Menu.</li> <li>2. Put the class into two groups.</li> <li>3. Place the vocabulary pictures at the front of the room.</li> <li>4. Have the students line up.</li> <li>5. Tap the randomize button.</li> <li>6. The first student in each line will race to the front and tap the matching picture.</li> <li>7. The first student to touch the picture will have a chance to say, "It's a ____."</li> <li>8. If the student is correct, they get a point for their team.</li> <li>9. If the student is incorrect, the student from the other team gets a chance to say, "It's a ____," and earn a point for their team</li> <li>10. Have the class say, "It's a ____."</li> <li>11. Repeat until every student has had a turn to find a matching picture.</li> </ol>	

Break—5 mins



## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>8. Conversational Videos</b>	5 mins	Unit 15 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Conversational Videos</i> from the Teacher Menu.</li> <li>2. Have the class repeat the target phrases "Where's the ____?" and "The ____ is in the ____."</li> </ol>	Review the phrases "Where's the ____?" and "The ____ is in the ____."

9. <i>Speak Up 1</i>	5 mins	Unit 15 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups repeat the phrase.</li> </ol>	
10. Sing a Song	5 mins	Unit 15 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song “Where is the Food?” from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song a few times, having the class sing along and do the actions.</li> </ol>	



## Lesson 2: Block B (25 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. Practice Vocabulary: <i>Word Relay</i>	10 mins		Vocabulary pictures (watermelon, chicken, fridge, oven) a set for each team	<ol style="list-style-type: none"> <li>1. Divide the students into two or more teams.</li> <li>2. The teams each form a line.</li> <li>3. Give the first person in each line the four vocabulary pictures in a random order.</li> <li>4. Tell the students that when you say, “Go,” they will look at each of the pictures and say the word.</li> <li>5. After they have said all of the words, the first student hands the pictures to the next student in line and sits down.</li> <li>6. Repeat with every student in line.</li> <li>7. The first team to have all the students sitting wins.</li> </ol>	Review the words “watermelon,” “chicken,” “oven,” and “fridge.”

12. <i>Search Party</i>	8 mins	Unit 15 - Vocabulary tab  A graphic for the 'Search Party' activity. It features a yellow button with the text 'Search Party' in the center. The background is decorated with colorful autumn leaves in shades of red, orange, and blue.		<ol style="list-style-type: none"> <li>1. Play <i>Search Party</i> from the Teacher Menu.</li> <li>2. Choose a word for the students to find.</li> <li>3. Say, "Find the picture of ____."</li> <li>4. Have the class point at the picture when they find it and say, "I see it."</li> <li>5. When most of the students have found the picture, choose a student to come to the front and tap the image.</li> <li>6. If the student is incorrect, tap the incorrect button and choose a new student to come up.</li> <li>7. If the student is correct, have the class say, "It's ____." (If reviewing previously learned vocabulary, adjust the sentence as necessary.)</li> <li>8. If it is too hard to see the picture, tap the shuffle button.</li> <li>9. Repeat these steps until all the students have had a turn to tap an image or until you have sufficiently reviewed the vocabulary.</li> </ol>	
13. <i>Speak Up 2</i>	5 mins	Unit 15 - Speaking tab  A graphic for the 'Speak Up 2' activity. It shows a woman and a young boy in a park setting. The woman is holding a camera, and the boy is pointing towards the camera. The text 'Speak Up' is written in a stylized font at the top.		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups repeat the phrase.</li> </ol>	Review the phrases "Where's the ____?" and "The ____ is in the ____."
14. <i>Goodbye</i>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the class.</li> <li>3. Have the students wave and say, "Goodbye."</li> </ol>	Wrap up.







## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 15 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Where is the Food?" from the Teacher Menu.</li> <li>2. Encourage the students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. At Your Command	5 mins	Unit 15 - Action tab 		<ol style="list-style-type: none"> <li>1. Play <i>At Your Command</i> from the Teacher Menu</li> <li>2. Have the class listen to the command twice.</li> <li>3. Have the class say the command.</li> <li>4. Evaluate what the class says and tap the corresponding correct or incorrect button.</li> </ol>	
5. Practice an Action: <i>In the Box</i>	5 mins		<b>Vocabulary pictures</b> (teacher's choice for review)  Box  Bag	<ol style="list-style-type: none"> <li>1. Put a box and bag in front of the class so the students can see them.</li> <li>2. Choose a student to select a vocabulary picture.</li> <li>3. Have the student show the picture to the class and ask, "What's this?"</li> <li>4. The class answers, "It's a ____," (e.g., "It's a banana.")</li> <li>5. Point to the box or bag.</li> <li>6. The class tells the student to put the picture in the item you are pointing to (e.g., "Put your banana in the box.&gt;").</li> <li>7. The student follows the command.</li> <li>8. Repeat steps 2-7 with the remaining vocabulary pictures.</li> </ol>	Learn the action "Put your ____ in your ____."

<b>6. Big Picture: Food</b>	10 mins	Unit 15 - Resources tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: Food</i> from the Teacher Menu.</li> <li>2. Show the first picture.</li> <li>3. Point to each of the foods and say, "___ is food."</li> <li>4. Have the students repeat after you.</li> <li>5. Show the next picture.</li> <li>6. If the picture is food, have the class say, "A(n) ___ is food," (e.g., "An apple is food."), or "___ is food," (e.g., "Pizza is food.").</li> <li>7. If the picture is not food, have the class say, "A(n) ___ is not food," or "___ is not food."</li> <li>8. Choose a student to tap the board to check their answer.</li> <li>9. Repeat steps 5-8 with the rest of the pictures.</li> </ol>	Review the word "food."
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### Lesson 1: Block B (15 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>7. "Letter Actions Song: O o"</b>	2 mins	Unit 15 - Letters tab 	<b>Lyrics</b> This is an O and O says, "/o/." Let's blast off together. This is an o and o says, "/o/." Let's blast off together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: O o" from the Teacher Menu.</li> <li>2. Have the class do the action along with the kids in the video.</li> <li>3. Have the students say, "O," whenever they see the letter.</li> <li>4. Have the class sing the song.</li> <li>5. Repeat the video until the students are comfortable with the lyrics and actions.</li> </ol>	
<b>8. Big Picture: O o</b>	3 mins	Unit 15 - Letters tab 		<b>Learn Capital and Small Letters (I do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture: O o</i> from the Teacher Menu.</li> <li>1. Display capital O.</li> <li>2. Tap the capital O to play the audio, "Capital O."</li> <li>3. Have the students say, "It's capital O."</li> <li>4. Tap the capital O again. Make yourself as big as you can. Stand on your toes and reach your arms up in the sky as you say, "It's capital O."</li> <li>5. Have the students do the same action as they say, "It's capital O."</li> <li>6. Repeat these steps with small o, crouching down and making yourself small.</li> <li>7. Display the mouth and tap the board to play the video, "/o/."</li> <li>8. Have the students shout, "/o/!"</li> </ol>	Learn the letters capital O and small o.

9. <i>Randomonium:</i> O o	3 mins	Unit 15 - Letters tab 		<b>Play a Letter Name and Sound Game (We do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Randomonium</i>: O o from the Teacher Menu.</li> <li>2. Tap the randomize button.</li> <li>3. Have the students do the action and say the letter or sound that comes up (e.g., Get big and say, "It's capital O.").</li> <li>4. Repeat these steps, inviting different students to come up and spin the generator.</li> </ol>	
10. <i>Letter Trace:</i> O o	7 mins	Unit 15 - Letters tab 		<b>Write the Letters (You do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Letter Trace</i>: O o from the Teacher Menu.</li> <li>2. Choose a student to come to the front and find capital O.</li> <li>3. The class says, "It's capital O."</li> <li>4. Select a different student to come to the front and trace the capital letter while the class writes the letter with their fingers on the floor.</li> <li>5. Have the students say, "It's capital O."</li> <li>6. Repeat with the next two traces.</li> <li>7. Have a student come to the front and write capital O while the class writes on the floor.</li> <li>8. Choose the best capital O, or have the students vote on the capital O they feel is the best.</li> <li>9. Repeat the activity with small o.</li> </ol>	


Break—5 mins

## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. "Letter Actions Song: O o"	2 mins	Unit 15 - Letters tab 	<b>Lyrics</b> This is an O and O says, "/o/." Let's blast off together. This is an o and o says, "/o/." Let's blast off together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: O o" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Review the letters capital O and small o.

12. <b>Big Picture:</b> O o	3 mins	Unit 15 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: O o</i> from the Teacher Menu.</li> <li>2. Display capital O.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say, "It's capital O," and do the action.</li> <li>5. Repeat these steps with small o.</li> <li>6. Display the mouth and ask, "What sound does O make?"</li> <li>7. Have the class shout, "/o/!"</li> <li>8. Tap the board to play the video, "/o/."</li> </ol>	
13. <b>First Sound</b> Intro: /o/	5 mins	Unit 15 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /o/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/o/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all of the pictures.</li> </ol>	
14. <b>Practice</b> Hearing and Saying Sounds: /o/	5 mins		Pictures of an ostrich, octopus, olive, and ox	<ol style="list-style-type: none"> <li>1. Show the class the picture of the ostrich.</li> <li>2. Say, "'Ostrich.' What is the first sound in 'ostrich?'" putting an emphasis on the first sound in the word.</li> <li>3. Have the class say, "/o/." Monitor and provide feedback as needed.</li> <li>4. Have the class say, "/o/, ostrich."</li> <li>5. Repeat steps 1-4 with the rest of the words.</li> <li>6. Continue randomly holding up words and having the class say the first sound as time allows.</li> </ol>	Learn first and last sound /o/.

## Lesson 2: Block B (25 mins)




Activity	Time	Teacher Menu	Preparation	Content	Objectives
15. <b>Where's the Watermelon?</b>	13 mins	Unit 15 - Book tab 	<b>Vocabulary pictures</b> (Food: chicken, milk, salad, watermelon) (Objects: oven, fridge, table, cat)	<ol style="list-style-type: none"> <li>1. Review the vocabulary pictures of food and place the pictures in random order on the board.</li> <li>2. Show the book <i>Where's the Watermelon?</i> from the Teacher Menu.</li> <li>3. After the narrator reads each page, have the class repeat what was said.</li> <li>4. Show the book again.</li> <li>5. As the story is read, have the students help you arrange the vocabulary pictures of food in the order in which they appear in the story.</li> <li>6. After reading the book, show the pictures of the objects and have the students help you match them to where the food items were found.</li> </ol>	Share the book <i>Where's the Watermelon?</i>



<b>16. Practice More Words: I Like Food</b>	10 mins		<b>Vocabulary pictures</b> (apple, ice cream, sandwich, hamburger, hot dog, carrot, banana)  Paper  Crayons	<ol style="list-style-type: none"> <li>1. Hold up the picture of the apple so the class can see it.</li> <li>2. Ask, "What's this?"</li> <li>3. Have the class say, "It's an apple."</li> <li>4. Say, "An apple is food."</li> <li>5. Have the class repeat the sentence.</li> <li>6. Have the students who like apples jump up and say, "Yummy."</li> <li>7. Put the picture of the apple where the class can see it.</li> <li>8. Repeat steps 1-7 with the remaining pictures.</li> <li>9. Give each student paper and crayons.</li> <li>10. Have the students draw the food they like the best.</li> <li>11. When the students are done drawing, have each student stand up and show their picture.</li> <li>12. Have the class ask, "What do you like?"</li> <li>13. Have the student answer (e.g., "Ice cream! I like this food.").</li> </ol>	Review the word "food."
<b>17. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the students.</li> <li>3. Have the class wave and say, "Goodbye."</li> </ol>	Wrap up.






## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	2 mins	Unit 15 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Where is the Food?" from the Teacher Menu.</li> <li>2. Encourage the students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. <i>Big Picture</i> (Vocabulary)	3 mins	Unit 15 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu.</li> <li>2. Ask the students to identify the words using a full sentence (e.g., "It's watermelon.&gt;").</li> <li>3. Say, "I see a ____ in this word. Do you see a ____?" (e.g., "I see a w in this word. Do you see a w?").</li> <li>4. Have a student come up and point to the letter.</li> <li>5. Ask the class what other letters they see in the word.</li> <li>6. Have the students come up and point to the letters they know.</li> <li>7. Have the class repeat the names of the letters.</li> <li>8. Repeat steps 2-7 with all the words.</li> </ol>	Review the words "watermelon," "chicken," "fridge," and "oven."
5. <i>Match Maker</i>	5 mins	Unit 15 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Match Maker</i> from the Teacher Menu.</li> <li>2. Choose a student to try and make a match.</li> <li>3. If the student makes a match, have the class say the vocabulary word.</li> <li>4. Choose a new student to come up and try to make a match.</li> <li>5. Repeat until all the matches are made.</li> <li>6. Tap on each of the pictures and have the class say, "It's ____."</li> </ol>	

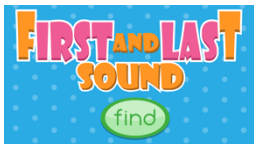

6. <i>Speak Up 1</i>	5 mins	Unit 15 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups of students repeat the phrase.</li> </ol>	
7. <i>Speak Up 2</i>	5 mins	Unit 15 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups of students repeat the phrase.</li> </ol>	
8. Practice Saying a Phrase: <i>Where Is It?</i>	5 mins		<p><b>Vocabulary pictures</b> (watermelon, chicken, carrot, banana, hamburger)</p> <p>Box, basket, and bag</p> <p>Music the students like</p>	<ol style="list-style-type: none"> <li>1. Have the class sit in a circle.</li> <li>2. Place the box, basket, and bag in the middle of the circle.</li> <li>3. Choose a student to select one of the vocabulary pictures.</li> <li>4. Have the student show the picture to the class and ask, "What's this?"</li> <li>5. The class answers, "It's a ____," (e.g., "It's a watermelon.").</li> <li>6. Play music and have the students pass the picture around the circle.</li> <li>7. When the music stops, the student holding the picture stands up.</li> <li>8. Tell the rest of the students to close their eyes.</li> <li>9. Have the student quietly place the picture in the bag, basket, or box.</li> <li>10. When the picture is inside the bag, basket, or box, have the students open their eyes.</li> <li>11. The class asks, "Where's the watermelon?"</li> <li>12. The student answers, "It's in the ____," (e.g., "It's in the box.").</li> <li>13. The student pulls out the picture and shows it to the class.</li> <li>14. Repeat steps 3-13 with the other vocabulary pictures.</li> </ol>	Review the phrases "Where's the ____?" and "The ____ is in the ____."

## Lesson 1: Block B (15 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
9. Practice an Action: <b>Secret Actions</b>	5 mins		Box, bag, backpack and several small objects (e.g. a pencil, a book, crayons, an eraser, tape, glue, a toy car)	<ol style="list-style-type: none"> <li>Put the box, bag, and backpack in different locations in the classroom.</li> <li>Place the small objects in front of the class.</li> <li>Have a student come to the front.</li> <li>Whisper in the student's ear the command, "Put the ___ in the ___," saying and object and the container to put it in.</li> <li>Have the student pick up the object and put it in the container you whispered to them.</li> <li>Have the class guess the command you whispered by saying, "Put the ___ in the ___," (e.g., "Put the pencil in the box.")</li> <li>Repeat steps 4-6 until every student has had a turn or as time allows.</li> </ol>	Review the action "Put your ___ in your ___."
10. <i>Dotty's Ditties</i>	10 mins	Unit 15 - Vocabulary tab 	<p><b>Vocabulary pictures</b> (apple, ice cream, cake, sandwich, pizza, fish, rice, hamburger, hot dog, strawberries, carrot, banana), enough for each child to have one</p> <p><b>Lyrics</b> Plate, plate, I have a plate. Plate, plate, What food is on your plate?</p>	<ol style="list-style-type: none"> <li>Have the students sit in a circle on the floor.</li> <li>Put a vocabulary picture facedown on the ground in front of each student.</li> <li>Put the plate vocabulary picture on the board.</li> <li>Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>Teach the class the chant.</li> <li>Choose a student. Have the class chant to the student.</li> <li>After the class says the chant, the student holds up their vocabulary picture so everyone can see it and says, "I have a ___," or "I have ___."</li> <li>Have the class repeat the sentence.</li> <li>Have the student put their picture back on the ground faceup.</li> <li>Have the class say the chant to the next student in the circle.</li> <li>Continue around the circle until everyone has a chance to answer the chant and to show their picture.</li> </ol>	Review the word "food."

Break—5 mins

## Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <i>First Sound Find: /o/</i>	7 mins	Unit 15 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Find: /o/</i> from the Teacher Menu.</li> <li>2. Tap each picture and have the class repeat the words.</li> <li>3. Have the class find a word that has the first sound /o/.</li> <li>4. Choose a student to come to the front and drag the picture to the container.</li> <li>5. Repeat with the remaining pictures that have the first sound /o/.</li> <li>6. Repeat the activity until students are comfortable hearing the sound.</li> </ol>	Review the first and last sound /o/.
12. <i>Practice Hearing and Saying Sounds: /o/</i>	8 mins		Pictures of an ostrich, otter, octopus, olive, ox, apple, umbrella, igloo, and ant, 2-4 of each picture	<ol style="list-style-type: none"> <li>1. Show the class the pictures and review the words.</li> <li>2. Divide the class into 2-4 groups.</li> <li>3. Give each group a set of pictures.</li> <li>4. Say, "Find the pictures with the first sound /o/."</li> <li>5. Have each group find the pictures with the first sound /o/.</li> <li>6. The first group to hand you the correct 5 pictures with the first sound /o/ wins.</li> <li>7. Mix up the groups and repeat the activity several times until the students are comfortable hearing the sound.</li> </ol>	
13. "Letter Actions Song: O o"	5 mins	Unit 15 - Letters tab 	<b>Lyrics</b> This is an O and O says, "/o/." Let's blast off together. This is an o and o says, "/o/." Let's bounce together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: O o" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	


## Lesson 2: Block B (20 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
14. <i>First Sound Intro: /o/</i>	3 mins	Unit 15 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /o/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/o/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all of the pictures.</li> </ol>	Color pictures with the first and last sound /o/.


<b>15. Show What You Learned:</b> <i>Color First Sounds: /o/</i>	15 mins		<b><i>Color First Sounds: /o/</i></b> <b>project</b> for each student  Crayons	<ol style="list-style-type: none"> <li>1. Give each student a <i>Color First Sounds: /o/</i> project and crayons.</li> <li>2. Go through all the pictures with the students.</li> <li>3. The students color the pictures that have the correct first sound.</li> <li>4. After the students have colored the pictures, review all the correct pictures with the students, emphasizing the first sound in the words.</li> <li>5. Tell the students to take the project home and talk about it with their parents.</li> </ol>	
<b>16. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the class.</li> <li>3. Have the students wave and say, "Goodbye."</li> </ol>	Wrap up.



## Lesson 1: Block A (30 mins)




Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 15 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Where is the Food?" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.

<p>4. <b>Big Picture (Value)</b></p>	<p>5 mins</p>	<p>Unit 15 - Value tab</p> 		<ol style="list-style-type: none"> <li>1. Use language the students understand to discuss the value.</li> <li>2. Play Big Picture (Value) from the Teacher Menu.</li> <li>3. Show the first picture.</li> <li>4. Ask the students what is happening in the picture.</li> </ol> <p>For example:          "What is the kid doing?" ("Playing an instrument.")          "What is the adult doing?" ("Covering their ears.")          "How does the kid feel?" ("The kid is discouraged.")</p> <ol style="list-style-type: none"> <li>5. Show the second picture.</li> <li>6. Ask the students what is happening in the picture.</li> </ol> <p>For example:          "What is the kid doing?" ("Playing an instrument.")          "What is the adult doing?" ("Covering their ears.")          "How does the kid feel?" ("The kid is discouraged.")</p> <ol style="list-style-type: none"> <li>7. Show the third picture.</li> <li>8. Ask the students what is happening in the picture.</li> </ol> <p>For example:          "What is the kid doing?" ("Playing an instrument.")          "What is the adult doing?" ("Clapping.")          "How does the kid feel?" ("Happy.")</p> <ol style="list-style-type: none"> <li>9. Show the third picture.</li> <li>10. Say, "I can keep trying."</li> <li>11. Tap the screen and have the class repeat, "Grit."</li> </ol>	<p>Learn the value grit.</p>
<p>5. <b>Practice a Value: Grit</b></p>	<p>5 mins</p>			<ol style="list-style-type: none"> <li>1. Explain that we have grit when we keep trying.</li> <li>2. Tell the students you are going to give them a challenge.</li> <li>3. Have the students grab their left foot with their left arm and balance on their right leg.</li> <li>4. See how long the students can balance on their right leg.</li> <li>5. If the students fall or lose their grasp, have them try again.</li> <li>6. Have the class say, "I have grit."</li> </ol>	

<p>6. <i>Where's the Watermelon?</i></p>	<p>10 mins</p>	<p>Unit 15 - Book tab</p> 	<p><b>Vocabulary pictures</b> (Food: chicken, milk, salad, watermelon)</p> <p>Paper</p> <p>Crayons</p>	<ol style="list-style-type: none"> <li>1. Have the class name the food items in the book.</li> <li>2. As the students name an item, put the vocabulary picture on the board.</li> <li>3. Have each student choose one of the food items to draw.</li> <li>4. Give each student a sheet of paper and a crayon.</li> <li>5. When students are finished drawing, point to one of the vocabulary pictures and have the class ask, "Where's the ___?" (e.g., "Where's the milk?")</li> <li>6. The students who drew that food item stand up, show their picture, and say, "Here it is."</li> <li>7. Repeat steps 5 and 6 with each of the food items.</li> <li>8. Show the book <i>Where's the Watermelon?</i> from the Teacher Menu.</li> <li>9. Have the students read along with the book.</li> <li>10. When they get to the page with the object they drew, have those students stand up and show their drawing.</li> <li>11. Read the book again.</li> <li>12. After each page is read, invite a student to tap on an illustration or word to see if it is highlighted.</li> <li>13. If a word is highlighted along with the illustration, point the word out to the class.</li> <li>14. Have students repeat the word. Continue this procedure throughout the book.</li> </ol>	<p>Share the book <i>Where's the Watermelon?</i></p>
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## Lesson 1: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. Begin to Blend	3 mins		<p><b>Vocabulary picture (cat)</b></p> <p>Point:</p>  <p>Scoop:</p>  <p>Slide:</p> 	<p><b>Learn to Blend (I do)</b></p> <ol style="list-style-type: none"> <li>1. Hold up the picture of “cat” and say, “Cat.”</li> <li>2. Put the picture on the board.</li> <li>3. Write the letter c on the board.</li> <li>4. Point to the letter c and say, “/c/.”</li> <li>5. Write the letter a on the board to the right of the letter c.</li> <li>6. Point to the letter a and say, “/a/.”</li> <li>7. Point to the bottom left of the letter c and say, “Blend.”</li> <li>8. Scoop your finger under the letters c and a as you blend the two sounds together, “/caaa/.”</li> <li>9. Write the letter t on the board to the right of the letter a.</li> <li>10. Point to the letter t and say, “/t/.”</li> <li>11. Point to the bottom left of the letter c and say, “Blend.”</li> <li>12. Scoop your finger under all three letters as you blend the sounds together, “/caaat/.”</li> <li>13. Point to the bottom left of the letter c and say, “Read the word.”</li> <li>14. Slide your finger under the word as you say, “Cat.”</li> </ol>	Learn to blend the words “cat,” and “hat.”
	3 mins		<p><b>Vocabulary picture (cat)</b></p>	<p><b>Practice Blending (We do)</b></p> <ol style="list-style-type: none"> <li>1. Point to the picture of cat and have the class say, “Cat.”</li> <li>2. Point to the letter c and ask, “What’s the sound?”</li> <li>3. Have the class say, “/c/.”</li> <li>4. Point to the letter a and ask, “What’s the sound?”</li> <li>5. Have the class say, “/a/.”</li> <li>6. Point to the bottom left of the letter c and say, “Blend.”</li> <li>7. Scoop your finger under the letters c and a as the class blends the two sounds together, “/caaa/.”</li> <li>8. Point to the letter t on the board and ask, “What’s the sound?”</li> <li>9. Have the class say, “/t/.”</li> <li>10. Point to the bottom left of the letter c and say, “Blend.”</li> <li>11. Scoop your finger under all three letters as the class blends the sounds together, “/caaat/.”</li> <li>12. Point to the bottom left of the letter c and say, “Read the word.”</li> <li>13. Slide your finger under the word as the class says, “Cat.”</li> </ol>	



	3 mins		<p><b>Vocabulary picture</b> (hat)</p>	<p><b>Blend a Word (You do)</b></p> <ol style="list-style-type: none"> <li>1. Hold up the picture of “hat” and say, “hat.”</li> <li>2. Put the picture on the board.</li> <li>3. Write the letter h on the board.</li> <li>4. Point to the letter h and ask, “What’s the sound?”</li> <li>5. Have the class say, “/h/.”</li> <li>6. Write the letter a on the board to the right of the letter h.</li> <li>7. Point to the letter and ask, “What’s the sound?”</li> <li>8. Have the class say, “/a/.”</li> <li>9. Point to the bottom left of the letter h and say, “Blend.”</li> <li>10. Scoop your finger under the letters h and a as the class blends the two sounds together, “/haaa/.”</li> <li>11. Write the letter t on the board to the right of the letter a.</li> <li>12. Point to the letter t and ask, “What’s the sound?”</li> <li>13. Have the class say, “/t/.”</li> <li>14. Point to the bottom left of the letter h and say, “Blend.”</li> <li>15. Scoop your finger under all three letters as the class blends the sounds together, “/haaat/.”</li> <li>16. Point to the bottom left of the letter h and say, “Read the word.”</li> <li>17. Slide your finger under the word as the class says, “Hat.”</li> </ol>	
	6 mins		<p><b>Vocabulary pictures</b> (cat, hat)</p> <p>The letters c, a, t, h, a, and t each on its own sheet of paper</p> <p>String attached to the top corners of each paper so students can wear the letters around their necks</p>	<p><b>Blend Words (You do)</b></p> <ol style="list-style-type: none"> <li>1. Keep the pictures of cat and hat on the board.</li> <li>2. Have three students come up to the front.</li> <li>3. Put the letters around their necks to make one of the words.</li> <li>4. Repeat the blending steps from above to have the class blend the word.</li> <li>5. Have the class point to the correct word the students are wearing.</li> <li>6. Repeat steps 2-5 with different students, alternating the words as time allows.</li> <li>7. If the students are comfortable with blending, point out that the words cat and hat have the same last sounds.</li> </ol>	

**Break—5 mins**

Lesson 2: Block A (15 mins)




Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>8. Practice Vocabulary: <i>Over and Under</i></p>	<p>8 mins</p>		<p>Vocabulary pictures (watermelon, chicken, oven, fridge), 2 of each</p>	<ol style="list-style-type: none"> <li>1. Divide the class into two groups.</li> <li>2. Have each group stand in a line.</li> <li>3. Hand the first student in each line a vocabulary picture.</li> <li>4. When you say, "Go," the students holding the vocabulary picture say, "It's ____," then pass the picture over their head to the next student.</li> <li>5. Have the next student in line take the picture, say, "It's ____," and pass the card between their legs to the student behind them.</li> <li>6. The remaining students in line repeat this pattern with one student passing the picture over their head and the next student passing the picture between their legs.</li> <li>7. When the last student in line gets the picture, they race to the front of the line, hand you the picture, and say, "It's ____."</li> <li>8. The first team to do so gets a point.</li> <li>9. Repeat the activity until every student has had a chance to race to the front. The team with the most points wins.</li> </ol>	<p>Review the words "watermelon," "chicken," "oven," and "fridge."</p>
<p>9. Practice Saying a Phrase: <i>Where is It?</i></p>	<p>5 mins</p>		<p>Vocabulary pictures (watermelon, chicken, carrot, banana, hamburger)</p> <p>Box, basket, bag</p> <p>Music the students like</p>	<ol style="list-style-type: none"> <li>1. Have the class sit in a circle.</li> <li>2. Place the box, basket and bag in the middle of the circle.</li> <li>3. Choose a student to select one of the vocabulary pictures.</li> <li>4. Have the student show the picture to the class and ask, "What's this?"</li> <li>5. The class answers, "It's a ____," (e.g., "It's a watermelon.").</li> <li>6. Play music and have the students pass the picture around the circle.</li> <li>7. When the music stops, the student holding the picture stands up.</li> <li>8. Tell the rest of the students to close their eyes.</li> <li>9. Have the student quietly place the picture in the bag, basket, or box.</li> <li>10. When the picture is inside the bag, basket, or box, have the students open their eyes.</li> <li>11. The class asks, "Where's the watermelon?"</li> <li>12. The student answers, "It's in the ____," (e.g., "It's in the box.").</li> <li>13. The student pulls out the picture and shows it to the class.</li> <li>14. Repeat steps 3-13 with the other vocabulary pictures.</li> </ol>	<p>Review the phrases "Where's the ____?" and "The ____ is in the ____."</p>



Lesson 2: Block B (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
10. <i>Miss Daisy</i>	5 mins	Unit 15 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Miss Daisy</i> from the Teacher Menu.</li> <li>2. Have the students respond to the people in the video when they are prompted to speak.</li> <li>3. Evaluate what the class says.</li> <li>4. If the class answers correctly, press the button to move on.</li> <li>5. If the class answers incorrectly, repeat the question and prompt the class to say the correct answer.</li> </ol>	Practice speaking.
11. <i>Dotty's Ditties</i>	10 mins	Unit 15 - Vocabulary tab 	<p><b>Vocabulary pictures</b> (apple, ice cream, cake, sandwich, pizza, fish, rice, hamburger, hot dog, strawberries, carrot, banana), enough for each child to have one</p> <p><b>Lyrics</b> Plate, plate, I have a plate. Plate, plate, What food is on your plate?</p>	<ol style="list-style-type: none"> <li>1. Have the students sit in a circle on the floor.</li> <li>2. Put a vocabulary picture facedown on the ground in front of each student.</li> <li>3. Put the plate vocabulary picture on the board.</li> <li>4. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>5. Teach the class the chant.</li> <li>6. Choose a student. Have the class chant to the student.</li> <li>7. After the class says the chant, the student holds up their vocabulary picture so everyone can see it and says, "I have a _____," or "I have _____."</li> <li>8. Have the class repeat the sentence.</li> <li>9. Have the student put their picture back on the ground faceup.</li> <li>10. Have the class say the chant to the next student in the circle.</li> <li>11. Continue around the circle until everyone has a chance to answer the chant and to show their picture.</li> </ol>	Review the word "food."
12. Show What You Learned: <i>What's on Your Plate?</i> Project	13 mins		<p><b>What's on Your Plate?</b> project for each student</p> <p>Scissors</p> <p>Glue</p> <p>Crayons</p>	<ol style="list-style-type: none"> <li>1. Give each student a <i>What's on Your Plate?</i> project.</li> <li>2. Have the students color and cut out the food pictures.</li> <li>3. Have the students find a partner.</li> <li>4. Student 1 puts a food picture on their plate.</li> <li>5. Student 2 says, "Plate. Plate. What food is on your plate?"</li> <li>6. Student 1 shows the plate and says, "I have _____" (e.g., "I have cake.").</li> <li>7. The students switch places and repeat steps 4-6.</li> <li>8. Tell the students to take the project home and talk about it with their parents.</li> </ol>	
13. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the class.</li> <li>3. Have the students wave and say, "Goodbye."</li> </ol>	Wrap up.






## Lesson 1: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 16 - Song tab 		<b>Listen to the Song (I do)</b> 1. Play the song "The Bathroom" 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 the ___ in the ___?," "Yes, it is," and "No, it isn't."
	5 mins	Unit 16 - Song tab 		<b>Practice (We do)</b> 1. Play <i>Big Picture (Song)</i> from the Teacher Menu. 2. Teach the needed vocabulary words "spider," "shower," and "sink" from the song. 3. Have the student shrug their shoulders when they ask the question, "Is the spider in the ___?" 4. Have the students nod or shake their heads when they answer the question. 5. Create a funny action for the spider in their hair.	
	3 min	Unit 16 - Listening tab 		<b>Practice (You do)</b> 1. Play <i>Hear! Hear!</i> from the Teacher Menu. 2. Have the class point to the picture that matches what they hear. 3. Choose a student to tap the picture. 4. Have the class repeat the phrase. 5. Repeat until each student has a turn to tap a picture or all the phrases are played.	

	5 mins	Unit 16 - Song tab 		<b>Practice (You do)</b> 1. Play the song "The Bathroom" 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.	
4. <b>Conversational Videos</b>	5 mins	Unit 16 - Speaking tab 		1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "Is the ___ in the ___?," "Yes, it is," and "No, it isn't." 3. Repeat the video as time allows.	


## Lesson 1: Block B (20 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
5. <b>Big Picture (Vocabulary)</b>	7 mins	Unit 16 - Vocabulary tab 		<b>Learn Vocabulary (I do)</b> 1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu. 2. Say the first vocabulary word and have the students repeat it. 3. If possible, have the students do an action for the vocabulary word. 4. Say, "It's a ___." 5. Have the class repeat the sentence. 6. Repeat these steps with all the vocabulary words. 7. Show the pictures again, but this time ask students to identify the words using a full sentence (e.g., "It's a spider."). 8. Invite individual students to come and tap each of the pictures to confirm the answers. 9. Show the pictures one more time. Ask the students to identify the words using a full sentence (e.g., "It's a spider."). 10. Say, "I see a ___ in this word. Do you see a ___?" (e.g., "I see a p in this word. Do you see a p?"). 11. Have a student come up and point to the letter. 12. Ask the class what other letters they see in the word. 13. Have the students come up and point to the letters they know. 14. Have the class repeat the names of the letters.	Learn the words "spider," "toilet," "shower," and "sink."

<b>6. Word Flurry</b>	5 mins	Unit 16 - Vocabulary tab 		<b>Practice Vocabulary (We do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Word Flurry</i> from the Teacher Menu.</li> <li>2. When a word is said, ask all the students to say the word aloud.</li> <li>3. Ask the students if they see a picture of the word on the screen.</li> <li>4. Choose two students to race to the screen and tap the picture.</li> <li>5. Repeat these steps with the remaining words.</li> </ol>	
<b>7. Randomonium</b>	8 mins	Unit 16 - Vocabulary tab 		<b>Play a Game with the Vocabulary (You do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Randomonium</i> from the Teacher Menu.</li> <li>2. Put the class into two groups.</li> <li>3. Place the vocabulary pictures at the front of the room.</li> <li>4. Have the students line up.</li> <li>5. Tap the randomize button.</li> <li>6. The first student in each line will race to the front and tap the matching picture.</li> <li>7. The first student to touch the picture will have a chance to say, "It's a ____."</li> <li>8. If the student is correct, they get a point for their team.</li> <li>9. If the student is incorrect, the student from the other team gets a chance to say, "It's a ____," and earn a point for their team.</li> <li>10. Repeat until every student has had a turn to find a matching picture.</li> </ol>	

Break—5 mins

## Lesson 2: Block A (15 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>8. Conversational Videos</b>	5 mins	Unit 16 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Conversational Videos</i> from the Teacher Menu.</li> <li>2. Have students repeat the target phrases "Is the ____ in the ____?," "Yes, it is," and "No, it isn't."</li> <li>3. Repeat video as time allows.</li> </ol>	Review the phrases "Is the ____ in the ____?," "Yes, it is," and "No, it isn't."

9. <i>Speak Up 1</i>	5 mins	Unit 16 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups repeat the phrase.</li> </ol>	
10. Sing a Song	5 mins	Unit 16 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "The Bathroom" from the Teacher Menu.</li> <li>2. Encourage the students to sing along and do the actions.</li> <li>3. Repeat the song a few times, having the class sing along and do the actions.</li> </ol>	

## Lesson 2: Block B (25 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. Practice Vocabulary: <i>Over and Under</i>	8 mins		<b>Vocabulary pictures</b> (spider, toilet, shower, sink), 2 of each	<ol style="list-style-type: none"> <li>1. Divide the class into two groups.</li> <li>2. Have each group stand in a line.</li> <li>3. Hand the first student in each line a vocabulary picture.</li> <li>4. When you say, "Go," the students holding the vocabulary picture say, "It's a ____," then pass the picture over their heads to the next student.</li> <li>5. Have the next student in line take the picture, say, "It's ____," and pass the card between their legs to the student behind them.</li> <li>6. The remaining students in line repeat this pattern with one student passing the picture over their head and the next student passing the picture between their legs.</li> <li>7. When the last student in line gets the picture, they race to the front of the line, hand you the picture, and say, "It's ____."</li> <li>8. The first team to do so gets a point.</li> <li>9. Repeat the activity until every student has had a chance to race to the front. The team with the most points wins.</li> </ol>	Review the words "spider," "toilet," "shower," and "sink."





12. <i>Search Party</i>	8 mins	Unit 16 - Vocabulary tab  A graphic for the 'Search Party' activity. It features a yellow button with the text 'Search Party' in the center. The background is decorated with red and blue floral and leaf patterns.		<ol style="list-style-type: none"> <li>1. Play <i>Search Party</i> from the Teacher Menu.</li> <li>2. Choose a word for the students to find.</li> <li>3. Say, "Find the picture of ____."</li> <li>4. Have the class point at the picture when they find it and say, "I see it."</li> <li>5. When most of the students have found the picture, choose a student to come to the front and tap the image.</li> <li>6. If the student is incorrect, tap the incorrect button and choose a new student to come up.</li> <li>7. If the student is correct, have the class say, "It's a ____." (If reviewing previously learned vocabulary, adjust the sentence as necessary.)</li> <li>8. If it is too hard to see the picture, tap the shuffle button.</li> <li>9. Repeat these steps until all the students have had a turn to tap an image or until you have sufficiently reviewed the vocabulary.</li> </ol>	
13. <i>Speak Up 2</i>	5 mins	Unit 16 - Speaking tab  A graphic for the 'Speak Up 2' activity. It shows a woman and a young boy in a park setting. The woman is holding a camera, and the boy is holding a small dog. The text 'Speak Up' is written in red above them.		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups repeat the phrase.</li> </ol>	Review the phrases "Is the ____ in the ____?," "Yes, it is," and "No, it isn't."
14. <i>Goodbye</i>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the class.</li> <li>3. Have the students wave and say, "Goodbye."</li> </ol>	Wrap up.






## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 16 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "The Bathroom" from the Teacher Menu.</li> <li>2. Encourage the students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. At Your Command	5 mins	Unit 16 - Action tab 		<ol style="list-style-type: none"> <li>1. Play <i>At Your Command</i> from the Teacher Menu</li> <li>2. Have the class listen to the command twice.</li> <li>3. Have the class say the command.</li> <li>4. Evaluate what the class says and tap the corresponding correct or incorrect button.</li> </ol>	Learn the action "Brush your teeth."

<p>5. <i>Dotty's Ditties</i></p>	<p>5 mins</p>	<p>Unit 16 - Action tab</p> 	<p><b>Lyrics</b>          This is the way you brush your teeth,          Brush your teeth,          Brush your teeth.          This is the way you brush your teeth so early in the morning.</p> <p>This is the way you wash your face,          Wash your face,          Wash your face.          This is the way you wash your face so early in the morning.</p> <p>This is the way you brush your hair,          Brush your hair,          Brush your hair.          This is way you brush your hair so early in the morning.</p>	<ol style="list-style-type: none"> <li>1. Have the class stand in a circle.</li> <li>2. Teach the students an action for “Brush your teeth,” “Wash your face,” and “Brush your hair.” Have them practice phrases with the actions several times.</li> <li>3. Teach the students the words to the song as they do the actions with you.</li> <li>4. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>5. Have the class sing the song while doing the actions.</li> <li>6. Sing the song again several times.</li> </ol>	
<p>6. <i>Big Picture: Short and Long</i></p>	<p>10 mins</p>	<p>Unit 16 - Resources tab</p> 	<p>Example of colorful a short snake and long snake drawn on a single sheet of paper</p> <p>A sheet of paper for each student</p> <p>Crayons</p>	<ol style="list-style-type: none"> <li>1. Show <i>Big Picture: Long and Short</i>.</li> <li>2. Review “short” and “long.”</li> <li>3. Distribute paper and crayons.</li> <li>4. Show your picture of the snakes. Point out details like a mouth and eyes.</li> <li>5. Have the students draw a short snake and a long snake on each of their papers.</li> <li>6. Tell the students to use lots of colors as they make their snakes.</li> <li>7. Use your drawing to model talking about the drawing. (e.g., “This my long snake,” and “This is my short snake.”)</li> <li>8. If time allows, have students name their snakes and introduce them to the class or to partners.</li> </ol>	<p>Learn the words “short” and “long.”</p>



## Lesson 1: Block B (15 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. "Letter Action Song: P p"	2 mins	Unit 16 - Letters tab 	<b>Lyrics</b> This is a P and P says, "/p/." Let's pat together. This is a p and p says, "/p/." Let's pat together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Action Song: P p" from the Teacher Menu.</li> <li>2. Have the class do the action along with the kids in the video.</li> <li>3. Have the students say, "P," whenever they see the letter.</li> <li>4. Have the class sing the song.</li> <li>5. Repeat the video until the students are comfortable with the lyrics and actions.</li> </ol>	Learn the letters capital P and small p.
8. <i>Big Picture: P p</i>	3 mins	Unit 16 - Letters tab 		<b>Learn Capital and Small Letters (I do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture: Pp</i> from the Teacher Menu.</li> <li>2. Display capital P.</li> <li>3. Tap the capital P to play the audio, "Capital P."</li> <li>4. Have the students say, "It's capital P."</li> <li>5. Tap the capital B again. Make yourself as big as you can. Stand on your toes and reach your arms up in the sky as you say, "It's capital P."</li> <li>6. Have the students do the same action as they say, "It's capital P."</li> <li>7. Repeat these steps with small b, crouching down and making yourself small.</li> <li>8. Display the mouth and tap the board to play the video, "/p/."</li> <li>9. Have the students shout, "/p/!"</li> </ol>	
9. <i>Randomonium: P p</i>	3 mins	Unit 16 - Letters tab 		<b>Play a Letter Name and Sound Game (We do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Randomonium: P p</i> from the Teacher Menu.</li> <li>2. Tap the randomize button.</li> <li>3. Have the students do the action and say the letter or sound that comes up (e.g., Get big and say, "It's capital P.&gt;").</li> <li>4. Repeat these steps, inviting different students to come up and spin the generator.</li> </ol>	

<b>10. Letter Trace:</b> P p	7 mins	Unit 16 - Letters tab 	<b>Write the Letters (You do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Letter Trace: P p</i> from the Teacher Menu.</li> <li>2. Choose a student to come to the front and find capital P.</li> <li>3. The class says, "It's capital P."</li> <li>4. Select a different student to come to the front and trace the capital letter while the class writes the letter with their fingers on their knees.</li> <li>5. Have the students say, "It's capital P."</li> <li>6. Repeat with the next two traces.</li> <li>7. Have a student come to the front and write capital P while the students write it on their knees.</li> <li>8. Choose the best capital P, or have the students vote on the capital P they feel is the best.</li> <li>9. Repeat the activity with small p.</li> </ol>	
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Break—5 mins


## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>11. "Letter Actions Song: P p"</b>	2 mins	Unit 16 - Letters tab 	<b>Lyrics</b> This is a P and P says, "/p/." Let's bounce together. This is a p and p says, "/p/." Let's pat together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: P p" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Review the letters capital P and small p.
<b>12. Big Picture:</b> P p	3 mins	Unit 16 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: P p</i> from the Teacher Menu.</li> <li>2. Display capital P.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say, "It's capital P," and do the action.</li> <li>5. Repeat these steps with small p.</li> <li>6. Display the mouth and ask, "What sound does P make?"</li> <li>7. Have the class shout, "/p/!"</li> <li>8. Tap the board to play the video, "/p/."</li> </ol>	

<b>13. First Sound</b> Intro: /p/	5 mins	Unit 16 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /p/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound “/p/.”</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all of the pictures.</li> </ol>	Learn first and last sound /p/.
<b>14. Last Sound</b> Intro: /p/	5 mins	Unit 16 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>Last Sound Intro: /p/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound “/p/.”</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the word that is said.</li> <li>5. Have the students punch a fist in the air as they say the final sound in the word.</li> <li>6. Repeat with all of the pictures.</li> <li>7. Repeat the activity until the students are comfortable hearing the sound.</li> </ol>	




## Lesson 2: Block B (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>15. My Spider</b>	13 mins	Unit 16 - Book tab 	Spider (toy or made from paper) to hide in the classroom before students arrive	<ol style="list-style-type: none"> <li>1. Tell students you saw a spider in the classroom. Ask them to help you find it.</li> <li>2. Once the spider is discovered, tell the class they are going to read a book about a spider.</li> <li>3. Show the book <i>My Spider</i> from the Teacher Menu.</li> <li>4. After the narrator reads each page, have the class repeat what was said.</li> <li>5. Have students pretend one of their hands is a spider.</li> <li>6. Tell them to have their spiders run up their arms. Model this action.</li> <li>7. Say, “Spider” several times and have the students practice running their spider hands up and down their arms.</li> <li>8. Read the book again have the students do the action whenever they hear the word “spider.”</li> </ol>	Share the book <i>My Spider</i> .



<p><b>16. Practice</b>  <b>Actions:</b>  <b>Dotty's</b>  <b>Ditties</b></p>	<p>10 mins</p>	<p>Unit 16 - Action tab</p> 	<p><b>Lyrics</b>          This is the way you brush          your teeth,          Brush your teeth,          Brush your teeth.          This is the way you brush          your teeth so early in the          morning.</p> <p>This is the way you wash          your face,          Wash your face,          Wash your face.          This is the way you wash          your face so early in the          morning.</p> <p>This is the way you brush          your hair,          Brush your hair,          Brush your hair.          This is way you brush your          hair so early in the          morning.</p>	<ol style="list-style-type: none"> <li>1. Have the class sing the song and do the actions several times.</li> <li>2. Sing the song again with the following new actions:             <ul style="list-style-type: none"> <li>• Raise your hand.</li> <li>• Wave goodbye.</li> <li>• Go to school.</li> </ul> </li> </ol>	<p>Practice</p>
<p><b>17. Goodbye</b></p>	<p>2 mins</p>			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the class.</li> <li>3. Have the students wave and say, "Goodbye."</li> </ol>	<p>Wrap up.</p>



### Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	2 mins	Unit 16 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "The Bathroom" from the Teacher Menu.</li> <li>2. Encourage the students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. Big Picture (Vocabulary)	3 mins	Unit 16 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu.</li> <li>2. Ask the students to identify the words using a full sentence (e.g., "It's a spider.&gt;").</li> <li>3. Say, "I see a ____ in this word. Do you see a ____?" (e.g., "I see a d in this word. Do you see a d?").</li> <li>4. Have a student come up and point to the letter.</li> <li>5. Ask the class what other letters they see in the word.</li> <li>6. Have the students come up and point to the letters they know.</li> <li>7. Have the class repeat the names of the letters.</li> <li>8. Repeat steps 2-7 with all the words.</li> </ol>	Review the words "spider," "toilet" "shower," and "sink."
5. Match Maker	5 mins	Unit 16 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Match Maker</i> from the Teacher Menu.</li> <li>2. Choose a student to try and make a match.</li> <li>3. If the student makes a match, have the class say the vocabulary word.</li> <li>4. Choose a new student to come up and try to make a match.</li> <li>5. Repeat until all the matches are made.</li> <li>6. Tap on each of the pictures and have the class say, "It's a ____."</li> </ol>	



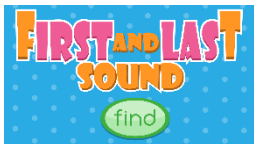


<p>6. <i>Speak Up 1</i></p>	<p>5 mins</p>	<p>Unit 16 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups of students repeat the phrase.</li> </ol>	<p>Review the phrases "Is the ___ in the ___?", "Yes, it is," and "No, it isn't."</p>
<p>7. <i>Speak Up 2</i></p>	<p>5 mins</p>	<p>Unit 16 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups of students repeat the phrase.</li> </ol>	
<p>8. Practice Saying a Phrase: <i>Ask and Answer</i></p>	<p>5 mins</p>		<p><b>Vocabulary pictures</b> (living room, bedroom, shower, sink, kitchen)</p> <p>Toy or paper spider</p>	<ol style="list-style-type: none"> <li>1. Select a student to leave the classroom.</li> <li>2. Display the six vocabulary pictures so the class can see them.</li> <li>3. Have a student choose one of the vocabulary pictures.</li> <li>4. Hide the spider behind the designated picture.</li> <li>5. Invite the student outside back to the class. Guide the student to ask, "Is the spider in the (vocabulary picture)?"</li> <li>6. The class will respond accordingly.</li> <li>7. When the spider is discovered, repeat steps 1-6.</li> </ol>	

Lesson 1: Block B (15 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>9. Practice Actions: <i>Action Chairs</i></p>	10 mins			<ol style="list-style-type: none"> <li>1. Review the actions “Brush your hair,” “Wash your face,” “Brush your teeth,” “Touch your toes,” and “Go to school,” with the class.</li> <li>2. Have the students carefully move their chairs to make a line at the front of the room.</li> <li>3. Have the students return to their original spots and stand.</li> <li>4. Remove one chair.</li> <li>5. Say and do one of the actions.</li> <li>6. Have the class say and do the action.</li> <li>7. After you have had the students do several actions, say, “Sit down.”</li> <li>8. Have the students shout, “Sit down,” and rush to the chairs at the front of the room and sit down.</li> <li>9. The student without a chair is out and stands by the teacher.</li> <li>10. Remove another chair from the line.</li> <li>11. Have the students who are sitting return to their original spots.</li> <li>12. Repeat steps 5-11 until only one student is left sitting. This student is the winner.</li> <li>13. The students who are out should keep saying and doing all the actions except “Sit down.”</li> </ol>	Review actions.
<p>10. Practice More Words: <i>Short String and Long String Dance</i></p>	5 mins		<p>A container</p> <p>Precut long and short pieces of string, enough for each student</p> <p>Music the students like</p>	<ol style="list-style-type: none"> <li>1. Put the pieces of string in a container all mixed up.</li> <li>2. Show the class a long string.</li> <li>3. Say, “This string is long.” The class repeats.</li> <li>4. Show the class a short string.</li> <li>5. Say, “This string is short.” The class repeats.</li> <li>6. Have each student pick a string.</li> <li>7. Play the music.</li> <li>8. Randomly stop the music and have each student find a partner.</li> <li>9. Have the students say to each other, “This string is ____.”</li> <li>10. Repeat the activity as time allows.</li> </ol>	Review “long” and “short.”


Break—5 mins

## Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <i>First Sound Find: /p/</i>	7 mins	Unit 16- Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Find: /p/</i> from the Teacher Menu.</li> <li>2. Tap each picture and have the class repeat the words.</li> <li>3. Have the class find a word that has the first sound /p/.</li> <li>4. Choose a student to come to the front and drag the picture to the container.</li> <li>5. Repeat with the remaining pictures that have the first sound /p/.</li> <li>6. Repeat the activity until students are comfortable hearing the sound.</li> </ol>	Review the first and last sound /p/.
12. <i>Last Sound Find: /p/</i>	8 mins	Unit 16 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>Last Sound Find: /p/</i> from the Teacher Menu.</li> <li>2. Tap each picture and have the class repeat the words.</li> <li>3. Have the class find a word that has the last sound /p/.</li> <li>4. Choose a student to come to the front and drag the picture to the container.</li> <li>5. Repeat with the remaining pictures with the last sound /p/.</li> <li>6. Repeat the activity until students are comfortable hearing the sound.</li> </ol>	
13. "Letter Actions Song: P p"	5 mins	Unit 16 - Letters tab 	<b>Lyrics</b> This is a P and P says, "/p/." Let's pat together. This is a p and p says, "/p/." Let's pat together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: P p" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	


## Lesson 2: Block B (20 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
14. <i>First Sound Intro: /p/</i>	3 mins	Unit 16 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /p/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/p/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all of the pictures.</li> </ol>	Color pictures with the first and last sound /p/.


15. <i>Last Sound Intro: /p/</i>	3 mins	Unit 16 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>Last Sound Intro: /p/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound “/p/.”</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the word that is said.</li> <li>5. Have the students punch a fist in the air as they say the final sound in the word.</li> <li>6. Repeat with all of the pictures.</li> <li>7. Repeat the activity until the students are comfortable hearing the sound.</li> </ol>	
16. <i>Show What You Learned: Color First and Last Sounds: /p/</i>	12 mins		<p><i>Color First and Last Sounds: /p/</i> project for each student</p> <p>Crayons</p>	<ol style="list-style-type: none"> <li>1. Give each student a <i>Color First and Last Sounds: /p/</i> project and crayons.</li> <li>2. Have the students choose two colors.</li> <li>3. Go through all the pictures with the students.</li> <li>4. The students color the pictures that have the first sound /p/ one color and the pictures with the last sound /p/ the other color.</li> <li>5. Review all the pictures with the students, emphasizing the first sound or last sound in the words.</li> <li>6. Tell the students to take the project home and talk about it with their parents.</li> </ol>	
17. <i>Goodbye</i>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, “Goodbye,” and wave to the class.</li> <li>3. Have the students wave and say, “Goodbye.”</li> </ol>	Wrap up.






## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 16 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "The Bathroom" from the Teacher Menu.</li> <li>2. Encourage the students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.

<p>4. <b>Big Picture (Value)</b></p>	<p>5 mins</p>	<p>Unit 16 - Value tab</p> 		<ol style="list-style-type: none"> <li>1. Use language the students understand to discuss the value.</li> <li>2. Play <i>Big Picture (Value)</i> from the Teacher Menu.</li> <li>3. Show the first picture.</li> <li>4. Ask the students what is happening in the picture.</li> </ol> <p>For example: "What do you see?" ("The kid has a present.")</p> <ol style="list-style-type: none"> <li>5. Show the second picture.</li> <li>6. Ask the students what is happening in the picture.</li> </ol> <p>For example: "What is the kid doing?" ("The kid wants to open the present.")</p> <ol style="list-style-type: none"> <li>7. Show the third picture.</li> <li>8. Ask the students what is happening in the picture.</li> </ol> <p>For example: "What does the kid do?" ("The kid waits to open the present.")</p> <ol style="list-style-type: none"> <li>9. Show the fourth picture.</li> <li>10. Say, "I can control my actions."</li> <li>11. Have the class repeat after you.</li> <li>12. Tap the screen and have the class repeat, "Self-discipline."</li> </ol>	<p>Learn the value self-discipline.</p>
<p>5. <b>Practice a Value: Self-discipline</b></p>	<p>5 mins</p>			<ol style="list-style-type: none"> <li>1. Have the class sit in a circle facing each other.</li> <li>2. Stand in the middle of the circle.</li> <li>3. Explain to the students they are going to have a competition to see who can sit the longest without moving, talking, or laughing.</li> <li>4. Tell the students you are going to try to distract them, but they need to sit still and not make any noise.</li> <li>5. Once the students are sitting quietly, move around the circle and without touching the students, try to make them laugh or move.</li> <li>6. If a student laughs, talks, or moves, they are out.</li> <li>7. Continue the activity until one student is left.</li> <li>8. Repeat the activity as time allows and have the winner be in the middle of the circle.</li> </ol>	

6. <i>My Spider</i>	10 mins	Unit 16 - Book tab 	Paper Crayons	<ol style="list-style-type: none"> <li>1. Show the book <i>My Spider</i> from the Teacher Menu.</li> <li>2. After each page is read, invite a student to tap an illustration or word to see if it is highlighted.</li> <li>3. If the word is highlighted along with the illustration, point the word out to the class. Have students repeat the word. Continue this procedure throughout the book.</li> <li>4. Draw a line down the board to create two columns.</li> <li>5. On the top of the first column, draw a spider with a check mark next to it. On the top of the second column, draw a spider with an X next to it.</li> <li>6. Explain that the check mark column means that they like spiders and the X means they don't like spiders.</li> <li>7. Have the students come up to the board and put a tally mark under one of the columns. As they make the tally mark have them say, "I like spiders, or "I don't like spiders."</li> <li>8. Have the students count the marks with you to discover how many students like spiders, and how many students don't like spiders.</li> </ol>	Share the book <i>My Spider</i>
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## Lesson 1: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. Begin to Blend	3 mins		<p><b>Vocabulary picture</b> (bed)</p> <p>Point:</p>  <p>Scoop:</p>  <p>Slide:</p> 	<p><b>Learn to Blend (I do)</b></p> <ol style="list-style-type: none"> <li>1. Hold up the picture of "bed" and say, "Bed."</li> <li>2. Put the picture on the board.</li> <li>3. Write the letter b on the board.</li> <li>4. Point to the letter b and say, "/b/."</li> <li>5. Write the letter e on the board to the right of the letter b.</li> <li>6. Point to the letter e and say, "/e/."</li> <li>7. Point to the bottom left of the letter b and say, "Blend."</li> <li>8. Scoop your finger under the letters b and e as you blend the two sounds together, "/beee/."</li> <li>9. Write the letter d on the board to the right of the letter e.</li> <li>10. Point to the letter d and say, "/d/."</li> <li>11. Point to the bottom left of the letter b and say, "Blend."</li> <li>12. Scoop your finger under all three letters as you blend the sounds together, "/beeed/."</li> <li>13. Point to the bottom left of the letter b and say, "Read the word."</li> <li>14. Slide your finger under the word as you say, "Bed."</li> </ol>	Learn to blend the words "bed" and "dad."
	3 mins		<p><b>Vocabulary picture</b> (bed)</p>	<p><b>Practice Blending (We do)</b></p> <ol style="list-style-type: none"> <li>1. Point to the picture of "bed" and have the class say, "Bed."</li> <li>2. Point to the letter b and ask, "What's the sound?"</li> <li>3. Have the class say, "/b/."</li> <li>4. Point to the letter e and ask, "What's the sound?"</li> <li>5. Have the class say, "/e/."</li> <li>6. Point to the bottom left of the letter b and say, "Blend."</li> <li>7. Scoop your finger under the letters b and e as the class blends the two sounds together, "/beee/."</li> <li>8. Point to the letter d on the board and ask, "What's the sound?"</li> <li>9. Have the class say, "/d/."</li> <li>10. Point to the bottom left of the letter b and say, "Blend."</li> <li>11. Scoop your finger under all three letters as the class blends the sounds together, "/beeed/."</li> <li>12. Point to the bottom left of the letter b and say, "Read the word."</li> <li>13. Slide your finger under the word as the class says, "Bed."</li> </ol>	




	3 mins		<p><b>Vocabulary picture</b> (dad)</p>	<p><b>Blend a Word (You do)</b></p> <ol style="list-style-type: none"> <li>1. Hold up the picture of “dad” and say, “Dad.”</li> <li>2. Put the picture on the board.</li> <li>3. Write the letter d on the board.</li> <li>4. Point to the letter d and ask, “What’s the sound?”</li> <li>5. Have the class say, “/d/.”</li> <li>6. Write the letter a on the board to the right of the letter d.</li> <li>7. Point to the letter and ask, “What’s the sound?”</li> <li>8. Have the class say, “/a/.”</li> <li>9. Point to the bottom left of the letter d and say, “Blend.”</li> <li>10. Scoop your finger under the letters d and a as the class blends the two sounds together, “/daaa/.”</li> <li>11. Write a second letter d on the board to the right of the letter a.</li> <li>12. Point to the second letter d and ask, “What’s the sound?”</li> <li>13. Have the class say, “/d/.”</li> <li>14. Point to the bottom left of the first letter d and say, “Blend.”</li> <li>15. Scoop your finger under all three letters as the class blends the sounds together, “/daaad/.”</li> <li>16. Point to the bottom left of the first letter d and say, “Read the word.”</li> <li>17. Slide your finger under the word as the class says, “Dad.”</li> </ol>	
	6 mins		<p><b>Vocabulary pictures</b> (bed, dad)</p> <p>The letters b, e, d, d, a, and d each on its own sheet of paper</p> <p>String attached to the top corners of each paper so students can wear the letters around their necks</p>	<p><b>Blend Words (You do)</b></p> <ol style="list-style-type: none"> <li>1. Keep the pictures of “bed” and “dad” on the board.</li> <li>2. Have three students come up to the front.</li> <li>3. Put the letters around their necks to make one of the words.</li> <li>4. Repeat the blending steps from above to have the class blend the word.</li> <li>5. Have the class point to the correct word the students are wearing.</li> <li>6. Repeat steps 2-5 with different students, alternating the words as time allows.</li> <li>7. If the students are comfortable with blending, point out that the words bed and dad have the same last sound.</li> </ol>	

**Break—5 mins**

## Lesson 2: Block A (15 mins)




Activity	Time	Teacher Menu	Preparation	Content	Objectives
8. Practice Vocabulary: <i>Walk by Numbers</i>	10 mins		<p><b>Vocabulary pictures</b> (sink, shower, spider, toilet, fridge, oven, table, bed, living room, family)</p> <p>Enough strong sheets of paper for each student in the class</p> <p>Sheets of paper numbered 1-10 in larger font so students can easily identify them, enough for each student</p> <p>Walking music</p>	<ol style="list-style-type: none"> <li>Put the vocabulary pictures at the front of the room, so the class can only see the backs of the pictures.</li> <li>Place the papers with the numbers in a large circle on the floor, so that the numbers are showing.</li> <li>Have the students form a circle with each student standing on a number.</li> <li>Start the music and have the students walk around the circle stepping on each number.</li> <li>Stop the music. Make sure that each student is on a number.</li> <li>Call out a number.</li> <li>Any student standing on a paper with that number selects a vocabulary picture and turns it over.</li> <li>The class says, "What do you have?"</li> <li>The student shows the picture and says, "I have a(n) ____."</li> <li>Remove the picture or pictures and repeat steps 1-7 until all the pictures have been identified.</li> <li>Repeat the game until all student have selected a picture.</li> </ol>	Review the words "spider," "toilet," "shower," "sink," "fridge," "oven," "table," "bed," "living room," and "family."
9. Practice Saying Phrases: <i>Find the Word</i>	5 mins		<p><b>Vocabulary pictures</b> (living room, sink, shower, basket, lunchbox, bedroom)</p> <p>Toy or paper spider</p>	<ol style="list-style-type: none"> <li>Select a student to leave the room.</li> <li>Display the six vocabulary pictures, so the class can see them.</li> <li>Have a student choose one of the vocabulary pictures.</li> <li>Hide the spider behind the designated picture.</li> <li>Invite the student who is outside back to the class. Guide the student to ask, "Is the spider in the ____?"</li> <li>The class will respond accordingly.</li> <li>When the spider is discovered, repeat steps 1-6.</li> </ol>	Review the phrases "Is the ____ in the ____?," "Yes, it is." and "No, it isn't."



## Lesson 2: Block B (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
10. <i>Miss Daisy</i>	5 mins	Unit 16 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Show <i>Miss Daisy</i> from the Teacher Menu.</li> <li>2. Have the students respond to the people in the video when they are prompted to speak.</li> <li>3. Evaluate what the class says.</li> <li>4. If the class answers correctly, press the button to move on.</li> <li>5. If the class answers incorrectly, repeat the question and prompt the class to say the correct answer.</li> </ol>	Practice speaking.
11. Practice an Action: Charades	5 mins			<ol style="list-style-type: none"> <li>1. Review previously learned actions by acting them out (e.g., "Brush your teeth," "Wash your face," "Touch your toes," "Wave goodbye," and "Throw a ball," etc.).</li> <li>2. Have the students shout out the corresponding commands.</li> <li>3. Invite students to come and do an action and have the class identify the command.</li> </ol>	Review actions.
12. Show What You Learned: My Spider Project	13 mins		<p><b>My Spider project</b> for each student</p> <p>A sample of the finished project</p> <p>8 pre-cut strips of black paper for spider legs for each student.</p> <p>Crayons</p> <p>Glue or Tape</p>	<ol style="list-style-type: none"> <li>1. Give each student a <i>My Spider</i> project and crayons.</li> <li>2. Have students color the body of their spiders and add eyes and any other features they want.</li> <li>3. Assist students in attaching eight legs to the spider body.</li> <li>4. Have the students name their spiders.</li> <li>5. Have students take their spiders home and tell the story of ___ the spider (e.g., Sam the spider).</li> </ol>	Review the phrases "Is the ___ in the ___?"
13. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the class.</li> <li>3. Have the students wave and say, "Goodbye."</li> </ol>	Wrap up.






## Lesson 1: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	2 mins	Unit 17 - Song tab 		<b>Listen to the Song (I do)</b> 1. Play the song "Bread and Soup" 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 like ___?", "Yes, I do," and "No, I don't."
	5 mins	Unit 17 - Song tab 		<b>Practice (We do)</b> 1. Play <i>Big Picture (Song)</i> from the Teacher Menu. 2. Teach the needed vocabulary words "bread," "bed," "soup," and "scoop" from the song. 3. Create actions for the words with the students. 4. Have the class practice the words and actions until they are comfortable with them.	
	3 mins	Unit 17 - Listening tab 		<b>Practice (You do)</b> 1. Play <i>Hear! Hear!</i> from the Teacher Menu. 2. Have the class point to the picture that matches what they hear. 3. Choose a student to tap the picture. 4. Have the class repeat the phrase. 5. Repeat until each student has a turn to tap a picture or all the phrases are played.	

	5 mins	Unit 17 - Song tab 		<b>Practice (You do)</b> 1. Play the song "Bread and Soup" from the Teacher Menu. 2. Encourage students to sing along and do the actions. 3. Repeat the song several times, having the class sing along and act out the lyrics.	
4. <b>Conversational Videos</b>	5 mins	Unit 17 - Speaking tab 		1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "Do you like the ___?" (e.g., "Do you like soup?"), "Yes, I do," and "No, I don't."	


**Lesson 1: Block B (20 mins)**



Activity	Time	Teacher Menu	Preparation	Content	Objectives
5. <b>Big Picture (Vocabulary)</b>	7 mins	Unit 17 - Vocabulary tab 		<b>Learn Vocabulary (I do)</b> 1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu. 2. Say the first vocabulary word, and have the students repeat it. 3. If possible, have the students do an action for the vocabulary word. 4. Say, "It's (a) ____." 5. Have the class repeat the sentence. 6. Repeat steps 2-5 with all the vocabulary words. 7. Show the pictures again, but this time, ask students to identify the words using a full sentence (e.g., "It's bread."). 8. Invite individual students to come and tap each of the pictures to confirm the answers. 9. Show the pictures one more time. Ask the students to identify the words using a full sentence (e.g., "It's bread."). 10. Say, "I see a ____ in this word. Do you see a ____?" (e.g., "I see a b in this word. Do you see a b?"). 11. Have a student come up and point to the letter. 12. Ask the class what other letters they see in the word. 13. Have the students come up and point to the letters they know. 14. Have the class repeat the names of the letters.	Learn the words "bread," "soup," "bowl," and "spoon."

<b>6. Word Flurry</b>	5 mins	Unit 17 - Vocabulary tab 	<b>Practice Vocabulary (We do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Word Flurry</i> from the Teacher Menu.</li> <li>2. When a word is said, ask all the students to say the word aloud.</li> <li>3. Ask the students if they see a picture of the word on the screen.</li> <li>4. Choose two students to race to the screen and tap the picture.</li> <li>5. Repeat these steps with the remaining words.</li> </ol>	
<b>7. Randomonium</b>	8 mins	Unit 17 - Vocabulary tab 	<b>Play a Game with the Vocabulary (You do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Randomonium</i> from the Teacher Menu.</li> <li>2. Have the students spread out.</li> <li>3. Tap the randomize button.</li> <li>4. As quickly as they can, the students should do the action for the picture that comes up and say, "It's (a) ____."</li> <li>5. If the student says the wrong thing or does the wrong action, they sit down, but continue to say, "It's (a) ____," with the other students.</li> <li>6. The last student standing is the winner.</li> <li>7. Repeat as time allows having the winner tap the randomize button.</li> </ol>	

Break—5 mins



## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>8. Conversational Videos</b>	5 mins	Unit 17 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Conversational Videos</i> from the Teacher Menu.</li> <li>2. Have the class repeat the target phrases "Do you like ____?" (e.g., "Do you like soup?"), "Yes, I do," and "No, I don't."</li> </ol>	Review the phrases "Do you like ____?," "Yes, I do," and "No, I don't."

<b>9. Speak Up 1</b>	5 mins	Unit 17 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups repeat the phrase.</li> </ol>	
<b>10. Sing a Song</b>	5 mins	Unit 17 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Bread and Soup" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song a few times, having the class sing along and do the actions.</li> </ol>	

## Lesson 2: Block B (25 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>11. Practice Vocabulary:</b> <i>Hand Slap Relay</i>	10 mins		<b>Vocabulary pictures</b> (bread, bowl, soup, spoon) 2 of each picture	<ol style="list-style-type: none"> <li>1. Review the vocabulary words with the students.</li> <li>2. Give each student a picture.</li> <li>3. Have the class sit in a circle.</li> <li>4. Say one of the vocabulary words.</li> <li>5. The students who have that picture stand up and hold up their picture.</li> <li>6. Have the class says, "It's ____."</li> <li>7. Have the students sit back down.</li> <li>8. Repeat with the other words, going faster and faster as the class gets more comfortable."</li> </ol>	Review the words "bread," "soup," "bowl," and "spoon."


12. <i>Search Party</i>	8 mins	Unit 17 - Vocabulary tab  A graphic for the 'Search Party' activity. It features a yellow button with the text 'Search Party' in the center. The background is decorated with red and blue floral and leaf patterns.		<ol style="list-style-type: none"> <li>1. Play <i>Search Party</i> from the Teacher Menu.</li> <li>2. Choose a word for the students to find.</li> <li>3. Say, "Find the picture of ____."</li> <li>4. Have the class point at the picture when they find it and say, "I see it."</li> <li>5. When most of the students have found the picture, choose a student to come to the front and tap the image.</li> <li>6. If the student is incorrect, tap the incorrect button and choose a new student to come up.</li> <li>7. If the student is correct, have the class say, "It's a ____." (If reviewing previously learned vocabulary, adjust the sentence as necessary.)</li> <li>8. If it is too hard to see the picture, tap the shuffle button.</li> <li>9. Repeat these steps until all the students have had a turn to tap an image or until you have sufficiently reviewed the vocabulary.</li> </ol>	
13. <i>Speak Up 2</i>	5 mins	Unit 17 - Speaking tab  A graphic for the 'Speak Up 2' activity. It shows a woman and a young boy in a park setting. The woman is holding a camera, and the boy is holding a small dog. The text 'Speak Up' is written in red above them.		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups repeat the phrase.</li> </ol>	Review the phrases "Do you like ____?," "Yes, I do," and "No, I don't."
14. <i>Goodbye</i>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the class.</li> <li>3. Have the students wave and say, "Goodbye."</li> </ol>	Wrap up.









### Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 17 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Bread and Soup" from the Teacher Menu.</li> <li>2. Encourage the students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. At Your Command	5 mins	Unit 17 - Action tab 		<ol style="list-style-type: none"> <li>1. Play <i>At Your Command</i> from the Teacher Menu.</li> <li>2. Have the class listen to the command twice.</li> <li>3. Have the class say the command.</li> <li>4. Evaluate what the class says and tap the corresponding correct or incorrect button.</li> </ol>	
5. Practice an Action: <i>In the Box</i>	5 mins		Box  Bag  Several small objects (e.g. a pencil, a book, crayons, an eraser, tape, glue, a toy car).	<ol style="list-style-type: none"> <li>1. Put the box and bag at the front of the room, so the students can see them.</li> <li>2. Place the small objects close to the students.</li> <li>3. Tell the students to put one of the objects in the box or the bag.</li> <li>4. Say, "Put the ___ in the ___," (e.g., "Put the pencil in the box.")</li> <li>5. Choose a student to find the correct item and put it in the box or bag.</li> <li>6. When the item is in the correct location, the class says, "The ___ is in the ___," (e.g., "The pencil is in the box.")</li> <li>7. Repeat steps 3-6 with the other objects.</li> </ol>	Learn the action "Put the ___ in the ___."

6. <b>Big Picture: Dirty and Clean</b>	10 mins	Unit 17 - Resources tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: Dirty and Clean</i> from the Teacher Menu.</li> <li>2. Point to the dirty shirt.</li> <li>3. Say, "This is a dirty shirt."</li> <li>4. Have the class repeat, "This is a dirty shirt."</li> <li>5. Repeat steps 2-4 with the clean shirt.</li> <li>6. Show the next picture.</li> <li>7. Ask, "What's this?"</li> <li>8. Have the class answer, "This is a ____ ____," (e.g., "This is a clean plate.").</li> <li>9. Repeat steps 6-8 with the remaining pictures.</li> <li>10. Repeat the activity until the class is comfortable saying the sentence.</li> </ol>	Learn the words "dirty" and "clean."
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## Lesson 1: Block B (15 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. "Letter Actions Song: Q q"	2 mins	Unit 17 - Letters tab 	<b>Lyrics</b> This is a Q and Q says, "/q/." Let's quack together. This is an q and q says, "/q/." Let's quack together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: Q q" from the Teacher Menu.</li> <li>2. Have the class do the action along with the kids in the video.</li> <li>3. Have the students say, "Q," whenever they see the letter.</li> <li>4. Have the class sing the song.</li> <li>5. Repeat the video until the students are comfortable with the lyrics and actions.</li> </ol>	
8. <b>Big Picture: Q q</b>	3 mins	Unit 17 - Letters tab 		<b>Learn Capital and Small Letters (I do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture: Q q</i> from the Teacher Menu.</li> <li>2. Display capital Q.</li> <li>3. Tap the capital Q to play the audio, "Capital Q."</li> <li>4. Have the students say, "It's capital Q."</li> <li>5. Tap the capital Q again. Make yourself as big as you can. Stand on your toes and reach your arms up in the sky as you say, "It's capital Q."</li> <li>6. Have the students do the same action as they say, "It's capital Q."</li> <li>7. Repeat these steps with small q, crouching down and making yourself small.</li> <li>8. Display the mouth and tap the board to play the video, "/q/."</li> <li>9. Have the students shout, "/q/!"</li> </ol>	Learn the letters capital Q and small q.

9. <i>Randomonium:</i> Q q	3 mins	Unit 17 - Letters tab 		<b>Play a Letter Name and Sound Game (We do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Randomonium: Q q</i> from the Teacher Menu.</li> <li>2. Tap the randomize button.</li> <li>3. Have the students do the action and say the letter or sound that comes up (e.g., Get big and say, "It's capital Q.").</li> <li>4. Repeat these steps, inviting different students to come up and spin the generator.</li> </ol>	
10. <i>Letter Trace:</i> Q q	7 mins	Unit 17 - Letters tab 		<b>Write the Letters (You do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Letter Trace: Q q</i> from the Teacher Menu.</li> <li>2. Arrange students in pairs and assign a student as partner 1 and partner 2.</li> <li>3. Choose a student to come to the front and find capital Q.</li> <li>4. The class says, "It's capital Q."</li> <li>5. Select a different student to come to the front and trace the capital letter while partner 1 writes the letter with their finger on partner 2's back.</li> <li>6. Have the students say, "It's capital Q."</li> <li>7. Repeat with the next two traces.</li> <li>8. Have a student come to the front and write capital Q while partner 2 writes it on partner 1's back.</li> <li>9. Choose the best capital Q, or have the students vote on the capital Q they feel is the best.</li> <li>10. Repeat the activity with small q.</li> </ol>	


Break—5 mins

## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. "Letter Actions Song: Q q"	2 mins	Unit 17 - Letters tab 	<b>Lyrics</b> This is a Q and Q says, "/q/." Let's quack together. This is a Q and q says, "/q/." Let's explore together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: Q q" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Review the letters capital Q and small q.

12. <b>Big Picture:</b> Q q	3 mins	Unit 17 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: Q q</i> from the Teacher Menu.</li> <li>2. Display capital Q.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say, "It's capital Q," and do the action.</li> <li>5. Repeat these steps with small q.</li> <li>6. Display the mouth and ask, "What sound does Q make?"</li> <li>7. Have the class shout, "/q/!"</li> <li>8. Tap the board to play the video, "/q/."</li> </ol>	
13. <b>First Sound</b> <i>Intro: /q/</i>	5 mins	Unit 17 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /q/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/q/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all of the pictures.</li> </ol>	
14. <b>Practice</b> <b>Hearing and</b> <b>Saying</b> <b>Sounds: /q/</b>	5 mins		Pictures of a quilt, queen, and quail	<ol style="list-style-type: none"> <li>1. Show the class the picture of the quilt.</li> <li>2. Say, "'Quilt.' What is the first sound in 'quilt?'" putting an emphasis on the first sound in the word.</li> <li>3. Have the class say, "/q/." Monitor and provide feedback as needed.</li> <li>4. Have the class say, "/q/, quilt."</li> <li>5. Repeat steps 1-4 with the rest of the words.</li> <li>6. Continue randomly holding up words and having the class say the first sound as time allows.</li> </ol>	Learn the first sound /q/.




## Lesson 2: Block B (25 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
15. <i>Family Party</i>	13 mins	Unit 17 - Book tab 	<b>Vocabulary pictures</b> (bread, soup, bowl, spoon)	<ol style="list-style-type: none"> <li>1. Review the vocabulary words with the students.</li> <li>2. When you review the word “soup,” have the class pretend to eat soup from a bowl.</li> <li>3. Ask the class, “Do you like soup?”</li> <li>4. Have the students that like soup stand up and say, “Yes! I like soup,” and do the action for eating soup.</li> <li>5. When you review the word “bread,” have the class pretend to eat a slice of bread.</li> <li>6. Ask the class, “Do you like bread?”</li> <li>7. Have the students that like bread stand up and say, “Yes, I like bread,” and pretend to eat a slice of bread.</li> <li>8. Show the cover of the book <i>Family Party</i>.</li> <li>9. Explain that the family is eating soup and bread at the party.</li> <li>10. Show the book <i>Family Party</i> from the Teacher Menu.</li> <li>11. After the narrator reads each page, have the class repeat what was said.</li> <li>12. Show the book again.</li> <li>13. After each page is read, invite a student to tap an illustration or word to see if it highlights.</li> <li>14. If a word is highlighted along with the illustration, point the word out to the class. Have students repeat the word.</li> <li>15. Continue this pattern throughout the book.</li> </ol>	Share the book <i>Family Party</i> .
16. Practice More Words: <i>Close and Far</i>	10 mins		<b>Vocabulary pictures</b> (bread, soup, bowl, spoon)	<ol style="list-style-type: none"> <li>1. Choose a student to leave the room.</li> <li>2. Hold up one of the vocabulary pictures so the class can see it.</li> <li>3. Have the class watch as you find a spot to hide the picture. The student shouldn’t be able to see the picture when they come back in the room.</li> <li>4. Have the student come back in the classroom.</li> <li>5. The class will chant the vocabulary word as the student moves around the classroom, trying to find the vocabulary picture.</li> <li>6. If the student moves closer to the vocabulary picture, the class should chant the vocabulary word louder.</li> <li>7. If the student moves away from the vocabulary picture, the class should chant the vocabulary word softer.</li> <li>8. When the student finds the vocabulary picture, the class will say, “It’s (a) ____.”</li> <li>9. Repeat until every student has had a turn or as time allows.</li> </ol>	Review the words “bread,” “soup,” “bowl,” and “spoon.”

17. Goodbye	2 mins		<ol style="list-style-type: none"><li>1. Wrap up the class.</li><li>2. Say, "Goodbye," and wave to the class.</li><li>3. Have the students wave and say, "Goodbye."</li></ol>	Wrap up.
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### Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 17 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Bread and Soup" from the Teacher Menu.</li> <li>2. Encourage the students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. Big Picture (Vocabulary)	3 mins	Unit 17 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu.</li> <li>2. Ask the students to identify the words using a full sentence (e.g., "It's bread.&gt;").</li> <li>3. Say, "I see a ____ in this word. Do you see a ____?" (e.g., "I see an b in this word. Do you see a b?").</li> <li>4. Have a student come up and point to the letter.</li> <li>5. Ask the class what other letters they see in the word.</li> <li>6. Have the students come up and point to the letters they know.</li> <li>7. Have the class repeat the names of the letters.</li> <li>8. Repeat steps 2-7 with all the words.</li> </ol>	Review the words "bread," "soup," "bowl," and "spoon."
5. Match Maker	5 mins	Unit 17 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Match Maker</i> from the Teacher Menu.</li> <li>2. Choose a student to try and make a match.</li> <li>3. If the student makes a match, have the class say the vocabulary word.</li> <li>4. Choose a new student to come up and try to make a match.</li> <li>5. Repeat until all the matches are made.</li> <li>6. Tap on each of the pictures and have the class say, "It's (a) ____."</li> </ol>	

6. <i>Speak Up 1</i>	3 mins	Unit 17 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups of students repeat the phrase.</li> </ol>	
7. <i>Speak Up 2</i>	3 mins	Unit 17 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups of students repeat the phrase.</li> </ol>	
8. Practice Saying a Phrase: Yes or No	6 mins		<b>Vocabulary pictures</b> (hamburger, hot dog, carrot, banana, strawberries, apple, sandwich, pizza, juice, fish, milk, water)	<ol style="list-style-type: none"> <li>1. Have the students stand in the middle of the room.</li> <li>2. Put the smiley face on one side of the room. This is the “yes” side of the room.</li> <li>3. Put the frowny face on the other side of the room. This is the “no” side of the room.</li> <li>4. Choose a student to hold up a vocabulary picture and ask, “Do you like ___?”</li> <li>5. If the students like what’s on the vocabulary picture, they move to the “yes” side.</li> <li>6. If the students don’t like what’s on the vocabulary picture, they move to the “no” side.</li> <li>7. Have the student holding the vocabulary picture ask the question again.</li> <li>8. Have the “yes” side answer, “Yes, I do,” and the “no” side answer, “No, I don’t.”</li> <li>9. Have the students come back to the center of the room. Choose a new student to hold up a vocabulary picture and ask the question.</li> <li>10. Repeat the activity with each vocabulary picture.</li> </ol>	Review the phrases “Do you like ___?” “Yes, I do,” and “No, I don’t.”

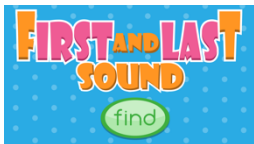



## Lesson 1: Block B (15 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
9. Practice an Action: <i>In the Box</i>	5 mins		Box  Bag  Several small objects (e.g. a pencil, a book, crayons, an eraser, tape, glue, a toy car)	<ol style="list-style-type: none"> <li>Put the box and bag at the front of the room, so the students can see them.</li> <li>Place the small objects close to the students.</li> <li>Tell the students to put one of the objects in the box or the bag.</li> <li>Say, "Put the ___ in the ___," (e.g., "Put the pencil in the box.").</li> <li>Choose a student to find the correct item and put it in the box or bag.</li> <li>When the item is in the correct location, the class says, "The ___ is in the ___," (e.g., "The pencil is in the box.").</li> <li>Repeat steps 3-6 with the other objects.</li> </ol>	Review the action "Put the ___ in the ___."
10. Practice More Words: <i>Up and Down</i>	10 mins		<b>Vocabulary pictures</b> (bread, soup, bowl, spoon) enough for each student to have one	<ol style="list-style-type: none"> <li>Review the vocabulary words with the students.</li> <li>Give each student a picture.</li> <li>Have the class sit in a circle.</li> <li>Say one of the vocabulary words.</li> <li>The students who have that picture stand up and hold up their picture.</li> <li>Have the class say, "It's ___."</li> <li>Have the students sit back down.</li> <li>Repeat with the other words, going faster and faster as the class gets more comfortable.</li> </ol>	Review the words "bread," "soup," "bowl," and "spoon."

Break—5 mins

## Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <i>First Sound Find: /q/</i>	7 mins	Unit 17 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Find: /q/</i> from the Teacher Menu.</li> <li>2. Tap each picture and have the class repeat the words.</li> <li>3. Have the class find a word that has the first sound /q/.</li> <li>4. Choose a student to come to the front and drag the picture to the container.</li> <li>5. Repeat with the remaining pictures that have the first sound /q/.</li> <li>6. Repeat the activity until students are comfortable hearing the sound.</li> </ol>	Review the first sound /q/.
12. <i>Practice Hearing and Saying Sounds: /q/</i>	8 mins		<p>Pictures of an envelope, elephant, elbow, egg, ax, astronaut, umbrella, and octopus, 2-4 of each picture</p> <ol style="list-style-type: none"> <li>1. Show the class the pictures and review the words.</li> <li>2. Divide the class into 2-4 groups.</li> <li>3. Give each group a set of pictures.</li> <li>4. Say, "Find the pictures with the first sound /q/."</li> <li>5. Have each group find the pictures with the first sound /q/.</li> <li>6. The first group to hand you the correct 5 pictures with the first sound /q/ wins.</li> <li>7. Mix up the groups and repeat the activity several times until the students are comfortable hearing the sound.</li> </ol>		
13. "Letter Actions Song: Q q"	5 mins	Unit 17 - Letters tab 	<p><b>Lyrics</b> This is a Q and Q says, "/q/." Let's quack together. This is a q and q says, "/q/." Let's quack together.</p>	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: Q q" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	


## Lesson 2: Block B (20 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
14. <i>First Sound Intro: /q/</i>	3 mins	Unit 17 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /q/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/q/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all of the pictures.</li> </ol>	Color pictures with the first sound /q/.

<b>15. Show What You Learned:</b> <i>Color First Sounds: /q/</i>	15 mins		<b><i>Color First Sounds: /q/</i></b> <b>project</b> for each student  Crayons	<ol style="list-style-type: none"> <li>1. Give each student a <i>Color First Sounds: /q/</i> project and crayons.</li> <li>2. Go through all the pictures with the students.</li> <li>3. The students color the pictures that have the correct first sound.</li> <li>4. After the students have colored the pictures, review all the correct pictures with the students, emphasizing the first sound in the words.</li> <li>5. Tell the students to take the project home and talk about it with their parents.</li> </ol>	
<b>16. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the class.</li> <li>3. Have the students wave and say, "Goodbye."</li> </ol>	Wrap up.






## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 17 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Bread and Soup" from the Teacher Menu.</li> <li>2. Encourage the students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.

<b>4. Big Picture (Value)</b>	5 mins	Unit 17 - Value tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Value)</i> from the Teacher Menu.</li> <li>2. Show the first picture.</li> <li>3. Ask the students what is happening in the picture.  For example: "What does the kid have?" ("The kid has paint.") "What is the kid going to do?" (The kid is going to paint a picture.)</li> <li>4. Show the second picture.</li> <li>5. Ask the students what is happening in the picture.  For example: "What happens?" ("The paint spilled.")</li> <li>6. Show the third picture.</li> <li>7. Ask the students what is happening in the picture.  For example: "What does the kid do?" ("The kid makes the spill a fish.")</li> <li>8. Show the fourth picture.</li> <li>9. Say, "I can solve problems."</li> <li>10. Have the class repeat after you.</li> <li>11. Tap the screen and have the students repeat, "Positivity."</li> </ol>	Learn the value positivity.
<b>5. Practice a Value: Positivity</b>	5 mins		Paper  Paint	<ol style="list-style-type: none"> <li>1. Give each student a piece of paper and paint.</li> <li>2. Have the students paint a picture.</li> <li>3. If a student makes a mistake, tell the student to fix the mistake by turning it into an object in the painting.</li> <li>4. Have the students show their painting and have them point out any mistakes they fixed.</li> <li>5. Have the class say, "I can solve problems."</li> </ol>	
<b>6. Family Party</b>	10 mins	Unit 17 - Book tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>Family Party</i> from the Teacher Menu.</li> <li>2. After each page is read, invite a student to tap an illustration or word to see if it highlights.</li> <li>3. If the word is highlighted along with the illustration, point the words out to the class. Have students repeat the word.</li> <li>4. Continue this procedure throughout the book.</li> </ol>	Share the book <i>Family Party</i> .

## Lesson 1: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. Begin to Blend	3 mins		<p><b>Vocabulary picture</b> (dog)</p> <p>Point:</p>  <p>Scoop:</p>  <p>Slide:</p> 	<p><b>Learn to Blend (I do)</b></p> <ol style="list-style-type: none"> <li>1. Hold up the picture of “dog” and say, “Dog.”</li> <li>2. Put the picture on the board.</li> <li>3. Write the letter d on the board.</li> <li>4. Point to the letter d and say, “/d/.”</li> <li>5. Write the letter o on the board to the right of the letter d.</li> <li>6. Point to the letter o and say, “/o/.”</li> <li>7. Point to the bottom left of the letter d and say, “Blend.”</li> <li>8. Scoop your finger under the letters d and o as you blend the two sounds together, “/dooo/.”</li> <li>9. Write the letter g on the board to the right of the letter o.</li> <li>10. Point to the letter g and say, “/g/.”</li> <li>11. Point to the bottom left of the letter d and say, “Blend.”</li> <li>12. Scoop your finger under all three letters as you blend the sounds together, “/dooog/.”</li> <li>13. Point to the bottom left of the letter d and say, “Read the word.”</li> <li>14. Slide your finger under the word as you say, “Dog.”</li> </ol>	Learn to blend the words “dog,” and “bag.”
	3 mins		<p><b>Vocabulary picture</b> (dog)</p>	<p><b>Practice Blending (We do)</b></p> <ol style="list-style-type: none"> <li>1. Point to the picture of “dog” and have the class say, “Dog.”</li> <li>2. Point to the letter d and ask, “What’s the sound?”</li> <li>3. Have the class say, “/d/.”</li> <li>4. Point to the letter o and ask, “What’s the sound?”</li> <li>5. Have the class say, “/o/.”</li> <li>6. Point to the bottom left of the letter d and say, “Blend.”</li> <li>7. Scoop your finger under the letters d and o as the class blends the two sounds together, “/dooo/.”</li> <li>8. Point to the letter g on the board and ask, “What’s the sound?”</li> <li>9. Have the class say, “/g/.”</li> <li>10. Point to the bottom left of the letter d and say, “Blend.”</li> <li>11. Scoop your finger under all three letters as the class blends the sounds together, “/dooog/.”</li> <li>12. Point to the bottom left of the letter d and say, “Read the word.”</li> <li>13. Slide your finger under the word as the class says, “Dog.”</li> </ol>	

	3 mins		<p><b>Vocabulary picture</b> (bag)</p>	<p><b>Blend a Word (You do)</b></p> <ol style="list-style-type: none"> <li>1. Hold up the picture of the bag and say, "Bag."</li> <li>2. Put the picture on the board.</li> <li>3. Write the letter b on the board.</li> <li>4. Point to the letter b and ask, "What's the sound?"</li> <li>5. Have the class say, "/b/."</li> <li>6. Write the letter a on the board to the right of the letter b.</li> <li>7. Point to the letter and ask, "What's the sound?"</li> <li>8. Have the class say, "/a/."</li> <li>9. Point to the bottom left of the letter b and say, "Blend."</li> <li>10. Scoop your finger under the letters b and a as the class blends the two sounds together, "/baaa/."</li> <li>11. Write the letter g on the board to the right of the letter a.</li> <li>12. Point to the letter g and ask, "What's the sound?"</li> <li>13. Have the class say, "/g/."</li> <li>14. Point to the bottom left of the letter b and say, "Blend."</li> <li>15. Scoop your finger under all three letters as the class blends the sounds together, "/baaag/."</li> <li>16. Point to the bottom left of the letter b and say, "Read the word."</li> <li>17. Slide your finger under the word as the class says, "Bag."</li> </ol>	
	6 mins		<p><b>Vocabulary pictures</b> (dog, bag)</p> <p>The letters d, o, g, b, a, and g each on separate sheets of paper</p> <p>String attached to the top corners of each paper so students can wear the letters around their necks</p>	<p><b>Blend Words (You do)</b></p> <ol style="list-style-type: none"> <li>1. Keep the pictures of dog and bag on the board.</li> <li>2. Have three students come up to the front.</li> <li>3. Put the letters around their necks to make one of the words.</li> <li>4. Repeat the blending steps from above to have the class blend the word.</li> <li>5. Have the class point to the correct word the students are wearing.</li> <li>6. Repeat steps 2-5 with different students, alternating the words as time allows.</li> <li>7. If the students are comfortable with blending, point out that the words "dog" and "bag" have the same last sound.</li> </ol>	


**Break—5 mins**

Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p><b>8. Practice an Action: <i>In the Box</i></b></p>	<p>5 mins</p>		<p>Box Bag  Several small objects (e.g. a pencil, a book, crayons, an eraser, tape, glue, a toy car)</p>	<ol style="list-style-type: none"> <li>Put the box and bag at the front of the room so the students can see them.</li> <li>Place the small objects close to the students.</li> <li>Tell the students to put one of the objects in the box or the bag.</li> <li>Say, "Put the ___ in the ___," (e.g., "Put the pencil in the box.")</li> <li>Choose a student to find the correct item and put it in the box or bag.</li> <li>When the item is in the correct location, the class says, "The ___ is in the ___."</li> <li>Repeat steps 3-6 with the other objects.</li> </ol>	<p>Review the action "Put the ___ in the ___."</p>
<p><b>9. Practice Saying a Phrase: <i>Yes or No</i></b></p>	<p>6 mins</p>		<p><b>Vocabulary pictures</b> (cake, ice cream, bread, watermelon, soup, egg, chicken, fish, juice, soda, water)</p>	<ol style="list-style-type: none"> <li>Have the students stand in the middle of the room.</li> <li>Put the smiley face on one side of the room. This is the "yes" side of the room.</li> <li>Put the frowny face on the other side of the room. This is the "no" side of the room.</li> <li>Choose a student to hold up a vocabulary picture and ask, "Do you like ___?"</li> <li>If the students like what's on the vocabulary picture, they move to the yes side.</li> <li>If the students don't like what's on the vocabulary picture, they move to the no side.</li> <li>Have the student holding the vocabulary picture ask the question again.</li> <li>Have the "yes" side answer, "Yes, I do," and the "no" side answer, "No, I don't."</li> <li>Have the students come back to the center of the room. Choose a new student to hold up a vocabulary picture and ask the question.</li> <li>Repeat the activity with each vocabulary picture.</li> </ol>	<p>Review the phrases "Do you like ___?," "Yes, I do," and "No, I don't."</p>








## Lesson 2: Block B (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
10. <i>Miss Daisy</i>	5 mins	Unit 17 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play Miss Daisy from the Teacher Menu.</li> <li>2. Have the students respond to the people in the video when they are prompted to speak.</li> <li>3. Evaluate what the class says.</li> <li>4. If the class answers correctly, press the button to move on.</li> <li>5. If the class answers incorrectly, repeat the question and prompt the class to say the correct answer.</li> </ol>	Practice speaking.
11. Practice More Words: Match the Pictures	10 mins		Pictures of clean shirt, dirty shirt, clean plate, dirty plate, clean hands, dirty hands, clean socks, dirty socks	<ol style="list-style-type: none"> <li>1. Put the vocabulary pictures on the ground with the picture facedown.</li> <li>2. Divide the class into two groups.</li> <li>3. Have one student from the first group choose a vocabulary picture and turn it over.</li> <li>4. Have the class say, "It's a ____ ____," (e.g., "It's a dirty shirt.").</li> <li>5. Have a second student from the first group choose another vocabulary picture and turn it over.</li> <li>6. Have the class say, "It's a ____ ____."</li> <li>7. If the vocabulary pictures match (e.g., the dirty shirt and the clean shirt), the group gets to keep the vocabulary pictures.</li> <li>8. If the vocabulary pictures don't match, turn the vocabulary pictures back over.</li> <li>9. Repeat steps 3-8 with the second group.</li> <li>10. Continue giving each group a turn until all the matches are made.</li> <li>11. The team with the most matches wins.</li> <li>12. Repeat the game as time allows.</li> </ol>	Review the words "clean" and "dirty."
12. Show What You Learned: Dirty and Clean Sort Project	13 mins		<p><b>Dirty and Clean Sort project</b> for each student</p> <p>Glue</p> <p>Scissors</p> <p>Crayons</p>	<ol style="list-style-type: none"> <li>1. Give each student a <i>Dirty and Clean Sort project</i>.</li> <li>2. The students cut out the pictures and glue them under the correct label.</li> <li>3. The students color the page when they are finished gluing.</li> <li>4. Go through all the pictures with the students, saying, "This shirt is dirty," or "This shirt is clean."</li> <li>5. Tell the students to take the project home and talk about it with their parents.</li> </ol>	
13. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the class.</li> <li>3. Have the students wave and say, "Goodbye."</li> </ol>	Wrap up.






## Lesson 1: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	2 mins	Unit 18 - Song tab 		<b>Listen to the Song (I do)</b> 1. Play the song "Food I Like" 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 food do you like?" and "I like ___ and ___."
	5 mins	Unit 18 - Song tab 		<b>Practice (We do)</b> 1. Play <i>Big Picture (Song)</i> from the Teacher Menu. 2. Teach or review the needed vocabulary words "grapes," "strawberries," "corn," "cheese," "soup," and "salad" from the song. 3. Create actions for words with the students.	
	3 mins	Unit 18 - Listening tab 		<b>Practice (You do)</b> 1. Play <i>Hear! Hear!</i> from the Teacher Menu. 2. Have the class point to the picture that matches what they hear. 3. Choose a student to tap the picture. 4. Have the class repeat the phrase. 5. Repeat until each student has a turn to tap a picture or all the phrases are played.	

	5 mins	Unit 18 - Song tab 		<b>Practice (You do)</b> 6. Play the song "Food I Like" from the Teacher Menu. 7. Encourage the students to sing along and do the actions. 8. Repeat the song several times, having the class sing along and act out the lyrics.	
4. <i>Conversational Videos</i>	5 mins	Unit 18 - Speaking tab 		1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "What food do you like?" and "I like ___ and ___." 3. Repeat the video as time allows.	




## Lesson 1: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
5. <i>Big Picture (Vocabulary)</i>	7 mins	Unit 18 - Vocabulary tab 		<b>Learn Vocabulary (I do)</b> 1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu. 2. Say the first vocabulary word and have the students repeat it. 3. If possible, have the students do an action for the vocabulary word. 4. Say, "It's ___." 5. Have the class repeat the sentence. 6. Repeat these steps with all the vocabulary words. 7. Show the pictures again, but this time, ask students to identify the words using a full sentence (e.g., "It's corn."). 8. Invite individual students to come and tap each of the pictures to confirm the answers. 9. Show the pictures one more time. Ask the students to identify the words using a full sentence (e.g., "It's grapes."). 10. Say, "I see a ___ in this word. Do you see a ___?" (e.g., "I see a g in this word. Do you see a g?"). 11. Have a student come up and point to the letter. 12. Ask the class what other letters they see in the word. 13. Have the students come up and point to the letters they know. 14. Have the class repeat the names of the letters.	Learn the words "grapes," "corn," "cheese," and "salad."

6. <i>Word Flurry</i>	5 mins	Unit 18 - Vocabulary tab 	<p><b>Practice Vocabulary (We do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Word Flurry</i> from the Teacher Menu.</li> <li>2. When a word is said, ask all the students to say the word aloud.</li> <li>3. Ask the students if they see a picture of the word on the screen.</li> <li>4. Choose two students to race to the screen and tap the picture.</li> <li>5. Repeat these steps with the remaining words.</li> </ol>	
7. <i>Randomonium</i>	8 mins	Unit 18 - Vocabulary tab 	<p><b>Play a Game with the Vocabulary (You do)</b></p> <ol style="list-style-type: none"> <li>1. Put the students' chairs in a line at the front of the classroom.</li> <li>2. Remove one of the chairs, so there is one fewer chair than number of students.</li> <li>3. Have the students stand</li> <li>4. Play <i>Randomonium</i> from the Teacher Menu.</li> <li>5. Have the students spread out in the classroom.</li> <li>6. Tap the randomize button.</li> <li>7. If the picture is of grapes, cheese, or corn, the students say, "It's _____," and do the action.</li> <li>8. If the picture is the salad, the students yell, "Salad!" and run to the chairs and sit down.</li> <li>9. The student who doesn't have a chair is out.</li> <li>10. Have that student stand by you and continue to say, "It's _____," and do the action. That student will not run to a chair when the lunchbox picture comes up.</li> <li>11. Remove a chair from the line.</li> <li>12. Repeat steps 3-11.</li> <li>13. The last student standing is the winner.</li> <li>14. Play the game again as time allows. Have the winner tap the randomize button.</li> </ol>	



**Break—5 mins**

## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
8. <i>Conversational Videos</i>	5 mins	Unit 18 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Conversational Videos</i> from the Teacher Menu.</li> <li>2. Have the class repeat the target phrases “What food do you like?” and “I like ___ and ___.”</li> <li>3. Repeat the video as time allows.</li> </ol>	Review the phrases “What food do you like?” and “I like ___ and ___.”
9. <i>Speak Up 1</i>	5 mins	Unit 18 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups repeat the phrase.</li> </ol>	
10. <i>Sing a Song</i>	5 mins	Unit 18 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song “Food I Like” from the Teacher Menu.</li> <li>2. Encourage the students to sing along and do the actions.</li> <li>3. Repeat the song a few times, having the class sing along and do the actions.</li> </ol>	



## Lesson 2: Block B (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>11. Practice</b> <b>Vocabulary:</b> <b>Pattern</b> <b>Vocabulary</b>	8 mins		<b>Vocabulary pictures</b> (grapes, corn, cheese, salad), six of each	<ol style="list-style-type: none"> <li>1. Start a pattern using the vocabulary pictures.</li> <li>2. Touch each picture and say the word with the students.</li> <li>3. When you get to the end of the pattern, have the class shout what comes next.</li> <li>4. If they are correct, put up the picture they said and then have them shout the next picture in the pattern.</li> <li>5. Repeat steps 1-4 with a new pattern of pictures.</li> <li>6. When the class seems to be getting the hang of patterns, invite a few students to the front of the classroom and give each student a vocabulary picture.</li> <li>7. Arrange the students into a simple pattern.</li> <li>8. Give other students in the class more pictures and have them finish the pattern.</li> <li>9. Repeat steps 6-8 with new students and new patterns switching the vocabulary pictures you use.</li> <li>10. Start with simple patterns and increase the difficulty.</li> </ol> <p>For example:            AB, AB (corn, grapes, corn, grapes, etc.)</p> <p>ABC, ABC (corn, grapes, cheese, corn, grapes, cheese, etc.)</p> <p>AABB, AABB (corn, corn, grapes, grapes, corn, corn, grapes, grapes, etc.)</p>	Review the words "grapes," "corn," "cheese," and "salad."


12. <i>Search Party</i>	8 mins	Unit 18 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Search Party</i> from the Teacher Menu.</li> <li>2. Choose a word for the students to find.</li> <li>3. Say, "Find the picture of ____."</li> <li>4. Have the class point at the picture when they find it and say, "I see it."</li> <li>5. When most of the students have found the picture, choose a student to come to the front and tap the image.</li> <li>6. If the student is incorrect, tap the incorrect button and choose a new student to come up.</li> <li>7. If the student is correct, have the class say, "It's ____." (If reviewing previously learned vocabulary, adjust the sentence as necessary.)</li> <li>8. If it is too hard to see the picture, tap the shuffle button.</li> <li>9. Repeat these steps until all the students have had a turn to tap an image or until you have sufficiently reviewed the vocabulary.</li> </ol>	
13. <i>Speak Up 2</i>	5 mins	Unit 18 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups repeat the phrase.</li> </ol>	Review the phrases "What food do you like?" and "I like ____ and ____."
14. <i>Goodbye</i>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the class.</li> <li>3. Have the students wave and say, "Goodbye."</li> </ol>	Wrap up.





## Lesson 1: Block A (30 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 18 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Food I Like" from the Teacher Menu.</li> <li>2. Encourage the students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. At Your Command	5 mins	Unit 18 - Action tab 		<ol style="list-style-type: none"> <li>1. Play <i>At Your Command</i> from the Teacher Menu.</li> <li>2. Have the class listen to the command twice.</li> <li>3. Have the class say the command.</li> <li>4. Evaluate what the class says and tap the corresponding correct or incorrect button.</li> </ol>	
5. Practice an Action: Show It	5 mins		<b>Vocabulary pictures</b> (father, mother, sister, brother, grandma, grandpa, grapes, corn, cheese, salad, watermelon, chicken)	<ol style="list-style-type: none"> <li>1. Shuffle the pictures and hand them to ten of the students.</li> <li>2. Ask the students to listen to your command.</li> <li>3. If they hear a word for the picture they are holding, students must come to the front and show their pictures (e.g., Give mother the grapes.).</li> <li>4. The students with the respective pictures come to the front of the class and show their pictures.</li> <li>5. Have the class repeat the command.</li> <li>6. Have the students with the cards act out the command (e.g., The student with "grapes" gives their picture to the student with "mother.").</li> <li>7. Repeat with the remaining pictures.</li> <li>8. Repeat the activity again until all students have had a picture.</li> </ol>	Learn the action "Give ___ a ___."



<b>6. Big Picture: Food</b>	10 mins	Unit 18 - Resources tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: Food</i> from the Teacher Menu.</li> <li>2. Show the picture of food.</li> <li>3. Point to each of the foods and say, “___ is food,” (e.g., “Pizza is food.”), “A(n) ___ is food,” (e.g., “An apple is food.”), or “___ are food,” (e.g., “Grapes are food.”).</li> <li>4. Have the students repeat after you.</li> <li>5. Ask the class, “What food do you like?”</li> <li>6. Have the students repeat the question.</li> <li>7. Choose a student to come to the front.</li> <li>8. Have the class ask, “What food do you like?”</li> <li>9. Have the student say, “I like ___,” (e.g., “I like pizza.”).</li> <li>10. Have the student tap the board.</li> <li>11. Have the class repeat, “Food.”</li> <li>12. Repeat steps 7-11 until every student has said what food they like.</li> </ol>	Review the word “food.”
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## Lesson 1: Block B (15 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>7. “Letter Actions Song: R r”</b>	2 mins	Unit 18 - Letters tab 	<b>Lyrics</b> This is an R and R says, “/r/.” Let’s run together. This is an r and r says, “/r/.” Let’s run together.	<ol style="list-style-type: none"> <li>1. Play the song “Letter Action Song: R r” from the Teacher Menu.</li> <li>2. Have the class do the action along with the kids in the video.</li> <li>3. Have the students say, “R,” whenever they see the letter.</li> <li>4. Have the class sing the song.</li> <li>5. Repeat the video until the students are comfortable with the lyrics and actions.</li> </ol>	
<b>8. Big Picture: R r</b>	3 mins	Unit 18 - Letters tab 		<b>Learn Capital and Small Letters (I do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture: R r</i> from the Teacher Menu.</li> <li>2. Display capital R.</li> <li>3. Tap the capital R to play the audio, “Capital R.”</li> <li>4. Have the students say, “It’s capital R.”</li> <li>5. Tap the capital R again. Make yourself as big as you can. Stand on your toes and reach your arms up in the sky as you say, “It’s capital R.”</li> <li>6. Have the students do the same action as they say, “It’s capital R.”</li> <li>7. Repeat these steps with small r, crouching down and making yourself small.</li> <li>8. Display the mouth and tap the screen to play the video, “/r/.”</li> <li>9. Have the students shout, “/r/!”</li> </ol>	Learn the letters capital R and small r.

<b>9. Randomonium: R r</b>	3 mins	Unit 18 - Letters tab 		<b>Play a Letter Name and Sound Game (We do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Randomonium: R r</i> from the Teacher Menu.</li> <li>2. Tap the randomize button.</li> <li>3. Have the students do the action and say the letter or sound that comes up (e.g., Get big and say, "It's capital R").</li> <li>4. Repeat these steps, inviting different students to come up and spin the generator.</li> </ol>	
<b>10. Letter Trace: R r</b>	7 mins	Unit 18 - Letters tab 		<b>Write the Letters (You do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Letter Trace: R r</i> from the Teacher Menu.</li> <li>2. Choose a student to come to the front and find capital R.</li> <li>3. The class says, "It's capital R."</li> <li>4. Select a different student to come to the front and trace the capital letter while the class writes the letter with their fingers on the backs of their hands.</li> <li>5. Have the students say, "It's capital R."</li> <li>6. Repeat with the next two traces.</li> <li>7. Have a student come to the front and write capital R while the class writes it on the backs of their hands.</li> <li>8. Choose the best capital R, or have the students vote on the capital R they feel is the best.</li> <li>9. Repeat the activity with small r.</li> </ol>	


Break—5 mins

## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>11. "Letter Actions Song: R r"</b>	2 mins	Unit 18 - Letters tab 	<b>Lyrics</b> This is an R and R says, "/r/." Let's run together. This is an r and r says, "/r/." Let's run together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: R r" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Review the letters capital R and small r.




12. <b>Big Picture:</b> R r	3 mins	Unit 18 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: R r</i> from the Teacher Menu.</li> <li>2. Display capital R.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say, "It's capital R" and do the action.</li> <li>5. Repeat these steps with small r.</li> <li>6. Display the mouth and ask, "What sound does R make?"</li> <li>7. Have the class shout, "/r/!"</li> <li>8. Tap the board to play the video, "/r/."</li> </ol>	
13. <b>First Sound</b> Intro: /r/	5 mins	Unit 18 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /r/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/r/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all of the pictures.</li> </ol>	
14. <b>Practice</b> Hearing and Saying Sounds: /r/	5 mins		Pictures of a rug, rock, rabbit, robot, rectangle	<ol style="list-style-type: none"> <li>1. Show the class the picture of the fish.</li> <li>2. Say, "'Rug.' What is the first sound in 'rug'?" putting an emphasis on the first sound in the word.</li> <li>3. Have the class say, "/r/." Monitor and provide feedback as needed.</li> <li>4. Have the class say, "/r/, rug."</li> <li>5. Repeat steps 1-4 with the rest of the words.</li> <li>6. Continue randomly holding up words and having the class say the first sound as time allows.</li> </ol>	Learn the first sound /r/.



Lesson 2: Block B (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
15. <i>Food</i>	13 mins	Unit 18 - Book tab 	Paper  Crayons	<ol style="list-style-type: none"> <li>1. Show the book <i>Food</i> from the Teacher Menu.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. Show the book again.</li> <li>4. After each page is read, invite a student to tap the photo or words to see if they are highlighted.</li> <li>5. If a word is highlighted along with the photo, point the word out to the class. Have students repeat the word. Continue this pattern throughout the book.</li> <li>6. After the book is finished, give each student a sheet of paper and crayons.</li> <li>7. Have the students draw a food from the book.</li> <li>8. Once all the students have drawn a food, have the class sit in a circle with their pictures.</li> <li>9. Choose a student to hold up their drawing.</li> <li>10. Have the class ask, "What food do you like?"</li> <li>11. Have the student answer, "I like ____."</li> <li>12. Repeat steps 9-11 with every student.</li> </ol>	Share the book <i>Food</i> .
16. Practice More Words: <i>I Like Food</i>	10 mins		<b>Vocabulary pictures</b> (corn, cheese, salad, bread, soup, watermelon, chicken, carrot, banana, hamburger, hot dog)  Paper  Crayons	<ol style="list-style-type: none"> <li>1. Hold up the picture of corn so the class can see it.</li> <li>2. Ask, "What's this?"</li> <li>3. Have the class say, "It's corn."</li> <li>4. Say, "Corn is food."</li> <li>5. Have the class repeat the sentence.</li> <li>6. Have the students who like corn jump up and say, "Yummy."</li> <li>7. Put the picture of the corn where the class can see it.</li> <li>8. Repeat steps 1-7 with the remaining pictures.</li> <li>9. Give each student paper and crayons.</li> <li>10. Have the students draw the food they like the best.</li> <li>11. When the students are done drawing, have each student stand up and show their picture.</li> <li>12. Have the class ask, "What food do you like?"</li> <li>13. Have the student answer, "It's ____ I like this food," (e.g., "It's salad. I like this food.").</li> </ol>	Review the word "food."
17. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the class.</li> <li>3. Have the students wave and say, "Goodbye."</li> </ol>	Wrap up.



### Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 18 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Food I Like" from the Teacher Menu.</li> <li>2. Encourage the students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. <i>Big Picture</i> (Vocabulary)	3 mins	Unit 18 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu.</li> <li>2. Ask the students to identify the words using a full sentence (e.g., "It's grapes.&gt;").</li> <li>3. Say, "I see a ____ in this word. Do you see a ____?" (e.g., "I see a g in this word. Do you see a g?").</li> <li>4. Have a student come up and point to the letter.</li> <li>5. Ask the class what other letters they see in the word.</li> <li>6. Have the students come up and point to the letters they know.</li> <li>7. Have the class repeat the names of the letters.</li> <li>8. Repeat steps 2-7 with all the words.</li> </ol>	Review the words "grapes," "corn," "cheese," and "salad."
5. <i>Match Maker</i>	5 mins	Unit 18 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Match Maker</i> from the Teacher Menu.</li> <li>2. Choose a student to try and make a match.</li> <li>3. If the student makes a match, have the class say the vocabulary word.</li> <li>4. Choose a new student to come up and try to make a match.</li> <li>5. Repeat until all the matches are made.</li> <li>6. Tap on each of the pictures and have the class say, "It's a ____."</li> </ol>	

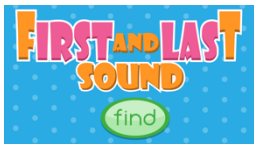

<p>6. <i>Speak Up 1</i></p>	<p>3 mins</p>	<p>Unit 18 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups of students repeat the phrase.</li> </ol>	<p>Review the phrases “What food do you like?” and “I like ___ and ___.”</p>
<p>7. <i>Speak Up 2</i></p>	<p>3 mins</p>	<p>Unit 18 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups of students repeat the phrase.</li> </ol>	
<p>8. Practice Phrases: <i>Ask a Friend</i></p>	<p>6 mins</p>		<p><b>Vocabulary pictures</b> (grapes, corn, cheese, salad, bread, soup, watermelon, chicken, carrot, banana, hamburger, hot dog, strawberries), enough for each student to have two</p>	<ol style="list-style-type: none"> <li>1. Have the class sit in a circle.</li> <li>2. Give each student two vocabulary pictures.</li> <li>3. Say, “What food do you like?” to the first student.</li> <li>4. Have the class repeat the question.</li> <li>5. The first student holds up their pictures and says, “I like ___ and ___.”</li> <li>6. The class asks the next student about the food they like and the student responds.</li> <li>7. Repeat around the circle until each child has had a turn.</li> <li>8. Have the students switch vocabulary pictures and play the game again.</li> </ol>	

Lesson 1: Block B (15 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
9. Practice an Action: <i>Pass the Picture</i>	5 mins		<b>Vocabulary pictures</b> (grapes, corn, cheese, salad)	<ol style="list-style-type: none"> <li>1. Give a student one of the pictures.</li> <li>2. Say, "Give ____ (a name of another student) the ____," (e.g., "Give Jane the corn.").</li> <li>3. The student who has the picture gives it to the student you've named and says, "Give ____ the ____."</li> <li>4. Continue until all the students have had a chance to participate.</li> <li>5. Repeat the activity with a new picture.</li> </ol>	Review the action "Give ____ the ____."
10. Practice More Words: <i>I Like Food</i>	10 mins		<b>Vocabulary pictures</b> (corn, cheese, salad, bread, soup, watermelon, chicken, carrot, banana, hamburger, hot dog)  Paper  Crayons	<ol style="list-style-type: none"> <li>1. Hold up the picture of corn so the class can see it.</li> <li>2. Ask, "What's this?"</li> <li>3. Have the class say, "It's corn."</li> <li>4. Say, "Corn is food."</li> <li>5. Have the class repeat the sentence.</li> <li>6. Have the students who like corn jump up and say, "Yummy."</li> <li>7. Put the picture of the corn where the class can see it.</li> <li>8. Repeat steps 1-7 with the remaining pictures.</li> <li>9. Give each student paper and crayons.</li> <li>10. Have the students draw the food they like the best.</li> <li>11. When the students are done drawing, have each student stand up and show their picture.</li> <li>12. Have the class ask, "What food do you like?"</li> <li>13. Have the student answer, "It's ____ . I like this food," (e.g., "It's salad. I like this food.").</li> </ol>	Review the word "food."

Break—5 mins

## Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <i>First Sound Find: /r/</i>	7 mins	Unit 18 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Find: /r/</i> from the Teacher Menu.</li> <li>2. Tap each picture and have the class repeat the words.</li> <li>3. Have the class find a word that has the first sound /r/.</li> <li>4. Choose a student to come to the front and drag the picture to the container.</li> <li>5. Repeat with the remaining pictures that have the first sound /r/.</li> <li>6. Repeat the activity until students are comfortable hearing the sound.</li> </ol>	Review the first sound /r/.
12. <i>Practice Hearing and Saying Sounds: /r/</i>	8 mins		<p>Pictures of a rug, rock, rabbit, robot, rectangle, boat, nest, paint 2-4 of each picture</p> <ol style="list-style-type: none"> <li>1. Show the class the pictures and review the words.</li> <li>2. Divide the class into 2-4 groups.</li> <li>3. Give each group a set of pictures.</li> <li>4. Say, "Find the pictures with the first sound /r/."</li> <li>5. Have each group find the pictures with the first sound /r/.</li> <li>6. The first group to hand you the correct 5 pictures with the first sound /r/ wins.</li> <li>7. Mix up the groups and repeat the activity several times until the students are comfortable hearing the sound.</li> </ol>		
13. "Letter Actions Song: R r"	2 mins	Unit 18 - Letters tab 	<p><b>Lyrics</b> This is an R and R says, "/r/." Let's run together. This is an r and r says, "/r/." Let's run together.</p>	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: R r" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	

## Lesson 2: Block B (20 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
14. <i>First Sound Intro: /r/</i>	3 mins	Unit 18- Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /r/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/r/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all of the pictures.</li> </ol>	Color pictures with the first sound /r/.





<b>15. Show What You Learned:</b> <i>Color First Sounds: /r/</i>	15 mins		<b><i>Color First Sounds: /r/</i></b> <b>project</b> for each student  Crayons	<ol style="list-style-type: none"> <li>1. Give each student a <i>Color First Sounds: /r/</i> project and crayons.</li> <li>2. Go through all the pictures with the students.</li> <li>3. The students color the pictures that have the correct first sound.</li> <li>4. After the students have colored the pictures, review all the correct pictures with the students, emphasizing the first sound in the words.</li> <li>5. Tell the students to take the project home and talk about it with their parents.</li> </ol>	
<b>16. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the class.</li> <li>3. Have the students wave and say, "Goodbye."</li> </ol>	Wrap up.






## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 18 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Food I Like" from the Teacher Menu.</li> <li>2. Encourage the students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.

<p>4. <i>Big Picture (Value)</i></p>	<p>5 mins</p>	<p>Unit 18 - Value tab</p> 	<ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Value)</i> from the Teacher Menu.</li> <li>2. Show the first picture.</li> <li>3. Ask the students what is happening in the picture.</li> </ol> <p>For example: "What did the kid find?" ("The kid found a phone.")</p> <ol style="list-style-type: none"> <li>4. Show the second picture.</li> <li>5. Ask the students what is happening in the picture.</li> </ol> <p>For example: "What is the kid doing?" ("The kid is looking in the bag for something.") "How does the kid feel?" ("The kid is frustrated.")</p> <ol style="list-style-type: none"> <li>6. Show the third picture.</li> <li>7. Ask the students what is happening in the picture.</li> </ol> <p>For example: "What are the kids doing?" ("The kid is giving the phone back.") "How do the kids feel?" ("Happy.")</p> <ol style="list-style-type: none"> <li>8. Say, "I can return things that don't belong to me."</li> <li>9. Have the class repeat after you.</li> <li>10. Tap the screen and have the students repeat, "Honesty."</li> </ol>	<p>Learn the value honesty.</p>
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<p>5. <b>Practice a Value:</b> <b>Honesty</b></p>	<p>5 mins</p>		<p>An Eraser or other small object</p>	<ol style="list-style-type: none"> <li>1. Choose one student to be in charge.</li> <li>2. Give the student an eraser or small object.</li> <li>3. Turn around and close your eyes, so you can't see the students.</li> <li>4. While your eyes are closed the student in charge quietly gives the eraser to one of the other students.</li> <li>5. The student that receives the eraser, hides it in their pocket.</li> <li>6. Once eraser is hidden, the student in charge taps you.</li> <li>7. Open your eyes and face the students.</li> <li>8. Ask, "Who has my eraser?"</li> <li>9. Ask each student individually if they have your eraser.</li> <li>10. Each student must answer honestly by saying, "Yes, I do, or No, I don't."</li> <li>11. When you find the student with the eraser, say, "Thank you for being honest."</li> <li>12. The student gives you back the eraser.</li> <li>13. Choose a new student to be in charge.</li> <li>14. Repeat these steps several times.</li> <li>15. At the end of the activity, have the class say, "I can be honest."</li> </ol>	
<p>6. <b>Food</b></p>	<p>10 mins</p>	<p>Unit 18 - Book tab</p> 	<p><b>Vocabulary pictures</b> (grapes, corn, cheese, salad)</p>	<ol style="list-style-type: none"> <li>1. Hang the vocabulary pictures in the front of the class.</li> <li>2. Have the students draw their favorite food from the book.</li> <li>3. Once all the students have drawn their favorite food, choose a student to come to the front and hold up their drawing.</li> <li>4. Have the class ask, "What food do you like?"</li> <li>5. Have the student answer, "I like ____."</li> <li>6. Put the student's picture under the vocabulary picture.</li> <li>7. Repeat steps 4-6 with every student.</li> <li>8. Once all the students have come to the front, count how many pictures there are of each food.</li> <li>9. Show the book <i>Food</i> from the Teacher Menu.</li> <li>10. Have the students read along with the book.</li> <li>11. When the students see the first page with the food they drew, have the students stand up and clap.</li> </ol>	<p>Share the book <i>Food</i>.</p>

## Lesson 1: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. Begin to Blend	3 mins		<p><b>Vocabulary picture</b> (bus)</p> <p>Point:</p>  <p>Scoop:</p>  <p>Slide:</p> 	<p><b>Learn to Blend (I do)</b></p> <ol style="list-style-type: none"> <li>1. Hold up the picture of "bus" and say, "Bus."</li> <li>2. Put the picture on the board.</li> <li>3. Write the letter b on the board.</li> <li>4. Point to the letter b and say, "/b/."</li> <li>5. Write the letter u on the board to the right of the letter b.</li> <li>6. Point to the letter u and say, "/u/."</li> <li>7. Point to the bottom left of the letter b and say, "Blend."</li> <li>8. Scoop your finger under the letters b and u as you blend the two sounds together, "/buuu/."</li> <li>9. Write the letter s on the board to the right of the letter u.</li> <li>10. Point to the letter s and say, "/s/."</li> <li>11. Point to the bottom left of the letter b and say, "Blend."</li> <li>12. Scoop your finger under all three letters as you blend the sounds together, "/buuus/."</li> <li>13. Point to the bottom left of the letter b and say, "Read the word."</li> <li>14. Slide your finger under the word as you say, "Bus."</li> </ol>	Learn to blend the words "bus" and "cut."
	3 mins		<p><b>Vocabulary picture</b> (bus)</p>	<p><b>Practice Blending (We do)</b></p> <ol style="list-style-type: none"> <li>1. Point to the picture of bug and have the class say, "Bus."</li> <li>2. Point to the letter b and ask, "What's the sound?"</li> <li>3. Have the class say, "/b/."</li> <li>4. Point to the letter u and ask, "What's the sound?"</li> <li>5. Have the class say, "/u/."</li> <li>6. Point to the bottom left of the letter b and say, "Blend."</li> <li>7. Scoop your finger under the letters b and u as the class blends the two sounds together, "/buuu/."</li> <li>8. Point to the letter s on the board and ask, "What's the sound?"</li> <li>9. Have the class say, "/s/."</li> <li>10. Point to the bottom left of the letter b and say, "Blend."</li> <li>11. Scoop your finger under all three letters as the class blends the sounds together, "/buuus/."</li> <li>12. Point to the bottom left of the letter b and say, "Read the word."</li> <li>13. Slide your finger under the word as the class says, "Bus."</li> </ol>	


	3 mins		<p><b>Vocabulary picture</b> (cut)</p>	<p><b>Blend a Word (You do)</b></p> <ol style="list-style-type: none"> <li>1. Hold up the picture of “cut” and say, “Cut.”</li> <li>2. Put the picture on the board.</li> <li>3. Write the letter c on the board.</li> <li>4. Point to the letter c and ask, “What’s the sound?”</li> <li>5. Have the class say, “/c/.”</li> <li>6. Write the letter u on the board to the right of the letter c.</li> <li>7. Point to the letter and ask, “What’s the sound?”</li> <li>8. Have the class say, “/u/.”</li> <li>9. Point to the bottom left of the letter c and say, “Blend.”</li> <li>10. Scoop your finger under the letters c and u as the class blends the two sounds together, “/cuu/.”</li> <li>11. Write the letter t on the board to the right of the letter u.</li> <li>12. Point to the letter t and ask, “What’s the sound?”</li> <li>13. Have the class say, “/t/.”</li> <li>14. Point to the bottom left of the letter c and say, “Blend.”</li> <li>15. Scoop your finger under all three letters as the class blends the sounds together, “/cuut/.”</li> <li>16. Point to the bottom left of the letter c and say, “Read the word.”</li> <li>17. Slide your finger under the word as the class says, “Cut.”</li> </ol>	
	6 mins		<p><b>Vocabulary pictures</b> (bus, cut)</p> <p>The letters b, u, s, c, u, and t each on separate sheets of paper</p> <p>String attached to the top corners of each paper so students can wear the letters around their necks</p>	<p><b>Blend Words (You do)</b></p> <ol style="list-style-type: none"> <li>1. Keep the pictures of “bus” and “cut” on the board.</li> <li>2. Have three students come up to the front.</li> <li>3. Put the letters around their necks to make one of the words.</li> <li>4. Repeat the blending steps from above to have the class blend the word.</li> <li>5. Have the class point to the correct word the students are wearing.</li> <li>6. Repeat steps 2-5 with different students, alternating the words as time allows.</li> <li>7. If the students are comfortable with blending, point out that the words bus and cut have the same vowel sound.</li> </ol>	

**Break—5 mins**

Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
8. Practice Vocabulary: <i>Whisper Relay</i>	10 mins		Vocabulary pictures (grapes, corn, cheese, salad)	<ol style="list-style-type: none"> <li>1. Divide the class into two teams</li> <li>2. Have each team stand in a line facing away from the front.</li> <li>3. Have the first student in each line turn and look at you.</li> <li>4. Show the students a vocabulary picture.</li> <li>5. The student whispers the word into the next student's ear.</li> <li>6. That student whispers it to the next student and so on until the word reaches the end of the line.</li> <li>7. Once the last student hears the word, they run to the front of the line and say the word to you.</li> <li>8. If the student is incorrect, show them the picture and have them start the whispering down the line again.</li> <li>9. The first team to say the correct word out loud gets a point.</li> <li>10. Continue until every student has had a chance to start whispering a word.</li> </ol>	Review the words "grapes," "corn," "cheese," and "salad."
9. Practice Saying Phrases: <i>Question Chain</i>	7 mins		A beanbag	<ol style="list-style-type: none"> <li>1. Have the class sit in a circle.</li> <li>2. Toss the beanbag to a student.</li> <li>3. Have the class ask the student, "What food do you like?"</li> <li>4. Have the student answer, "I like ____."</li> <li>5. Have the student toss the beanbag to another student.</li> <li>6. Have the class ask the question again and have the student respond.</li> <li>7. After the question has been asked several times, hold up a new vocabulary picture and repeat the steps.</li> <li>8. Repeat with every vocabulary picture.</li> </ol>	Review the phrases "What food do you like?" and "I like ____ and ____."

Lesson 2: Block B (25 mins)




Activity	Time	Teacher Menu	Preparation	Content	Objectives
10. <i>Miss Daisy</i>	5 mins	Unit 18 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Show <i>Miss Daisy</i> from the Teacher Menu.</li> <li>2. Have the students respond to the people in the video when they are prompted to speak.</li> <li>3. Evaluate what the class says.</li> <li>4. If the class answers correctly, press the button to move on.</li> <li>5. If the class answers incorrectly, repeat the question and prompt the class to say the correct answer.</li> </ol>	Practice speaking.



11. Practice an Action: <i>Pass the Picture</i>	5 mins		<b>Vocabulary pictures</b> (grapes, corn, cheese, salad)	<ol style="list-style-type: none"> <li>1. Give a student one of the pictures.</li> <li>2. Say, "Give ____ (a name of another student) the ____." (e.g., "Give Jane the corn.")</li> <li>3. The student who has the picture gives it to the student you've named and says, "Give ____ the ____."</li> <li>4. Continue until all the students have had a chance to participate.</li> <li>5. Repeat the activity with a new picture.</li> </ol>	
12. Show What You Learned: <i>Give Food Project</i>	13 mins		<b><i>Give Food project</i></b> for each student  Pre-cut food for each student	<ol style="list-style-type: none"> <li>1. Give each student a <i>Give Food</i> project, the food items, and crayons.</li> <li>2. Review the vocabulary with the students.</li> <li>3. Have the students color the family members and the food.</li> <li>4. Once the students are done coloring, have them get in pairs.</li> <li>5. Student 1 says, "Give ____ the ____."</li> <li>6. Student 2 finds the food and puts in on the plate for that person.</li> <li>7. Student 2 then gives the command and student 1 puts the food on the plate.</li> <li>8. The students go back and forth until they have given food to each person on their paper.</li> <li>9. Have the students find a new partner and repeat steps 5-8 as time allows.</li> <li>10. Tell the students to take the project home and talk about it with their parents.</li> </ol>	Review the action "Give ____ the ____."
13. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the class.</li> <li>3. Have the students wave and say, "Goodbye."</li> </ol>	Wrap up.








## Lesson 1: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	2 mins	Unit 19 - Song tab 		<b>Listen to the Song (I do)</b> 1. Play the song "Bugs" 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 have a ___?" "Yes, I have a ___," and "No, I don't have a ___."
	5 mins	Unit 19 - Song tab 		<b>Practice (We do)</b> 1. Play <i>Big Picture (Song)</i> from the Teacher Menu. 2. Review the words "ladybug," "red," "black," and "bee." 3. Play the song "Bugs" from the Teacher Menu. 4. Encourage the students to sing along and do the actions. 5. Repeat the song a few times to help the students become comfortable with the lyrics.	
	3 mins	Unit 19 - Listening tab 		<b>Practice (You do)</b> 1. Play <i>Hear! Hear!</i> from the Teacher Menu. 2. Have the class point to the picture that matches what they hear. 3. Choose a student to tap the picture. 4. Have the class repeat the phrase. 5. Repeat until each student has a turn to tap a picture or all the phrases are played.	

	5 mins	Unit 19 - Song tab 		<b>Practice (You do)</b> 1. Play the song "Bugs" from the Teacher Menu. 2. Encourage students to sing along and do the actions. 3. Repeat the song several times, having the class sing along and act out the lyrics.	
4. <b>Conversational Videos</b>	5 mins	Unit 19 - Speaking tab 		1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "Do you have a ___?" "Yes, I have a ___," and "No, I don't have a ___."	




## Lesson 1: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
5. <b>Big Picture (Vocabulary)</b>	7 mins	Unit 19 - Vocabulary tab 		<b>Learn Vocabulary (I do)</b> 1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu. 2. Say the first vocabulary word and have the students repeat it. 3. If possible, have the students do an action for the vocabulary word. 4. Say, "It's a ___." 5. Have the class repeat the sentence. 6. Repeat steps 2-5 with all the vocabulary words. 7. Show the pictures again, but this time, ask students to identify the words using a full sentence (e.g., "It's a ladybug."). 8. Invite individual students to come and tap each of the pictures to confirm the answers. 9. Show the pictures one more time. Ask the students to identify the words using a full sentence (e.g., "It's a ladybug."). 10. Say, "I see a(n) ___ in this word. Do you see a(n) ___?" (e.g., "I see a 'd' in this word. Do you see a 'd'?""). 11. Have a student come up and point to the letter. 12. Ask the class what other letters they see in the words. 13. Have the students come up and point to the letters they know. 14. Have the class repeat the names of the letters.	Learn the vocabulary "ladybug," "worm," "bee," and "butterfly."

6. <i>Word Flurry</i>	5 mins	Unit 19 - Vocabulary tab 		<p><b>Practice the Vocabulary (We do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Word Flurry</i> from the Teacher Menu.</li> <li>2. When a word is said, ask all the students to say the word aloud.</li> <li>3. Ask the students if they see a picture of the word on the screen.</li> <li>4. Choose two students to race to the screen and tap the picture.</li> <li>5. Repeat these steps with the remaining words.</li> </ol>	
7. <i>Randomonium</i>	8 mins	Unit 19- Vocabulary tab 		<p><b>Play a Game with the Vocabulary (You do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Randomonium</i> from the Teacher Menu.</li> <li>2. Put each of the vocabulary pictures in a different spot around the classroom.</li> <li>3. Have the students pick a picture to stand by.</li> <li>4. Tap the randomize button.</li> <li>5. Tap the picture that comes up.</li> <li>6. Have the class say the vocabulary word.</li> <li>7. The students standing by that picture will go back to their seats.</li> <li>8. Have the remaining students spread out and stand by one of the four pictures.</li> <li>9. Repeat steps 3-7 until there is only one student left standing.</li> <li>10. If there is still time, play the game again and let the winning student tap the generator.</li> </ol>	



Break—5 mins

## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
8. <i>Conversational Videos</i>	5 mins	Unit 19 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Conversational Videos</i> from the Teacher Menu.</li> <li>2. Have the class repeat the target phrases "Do you have a ___?" "Yes, I have a ___," and "No, I don't have a ___."</li> </ol>	Review the phrases "Do you have a ___?" "Yes, I have a ___," and "No, I don't have a ___."
9. <i>Speak Up 1</i>	5 mins	Unit 19 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups repeat the phrase.</li> </ol>	
10. <i>Sing a Song</i>	5 mins	Unit 19 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Bugs" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song a few times, having the class sing along and do the actions.</li> </ol>	



## Lesson 2: Block B (25 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <b>Practice Vocabulary:</b> <i>Basketball</i>	10 mins		<p><b>Vocabulary pictures</b> (ladybug, worm, bee, butterfly)</p> <p>Basket or container</p> <p>Two balls</p>	<ol style="list-style-type: none"> <li>1. Divide the class into two teams.</li> <li>2. Have each team stand in a line.</li> <li>3. Put the basket several feet away from the two lines and give the first student in each line a ball.</li> <li>4. Randomly hold up a vocabulary picture.</li> <li>5. At the same time, the first student in each line says, "It's a ___."</li> <li>6. Once the student says the correct word, they get to try and throw their ball into the basket.</li> <li>7. The first student to get their ball in the basket gets a point.</li> <li>8. The two students then go to the back of their lines.</li> <li>9. Repeat with the next two students.</li> <li>10. Once every student has had a chance, the team with the most points wins.</li> </ol>	Review the vocabulary "ladybug," "worm," "bee," and "butterfly."

12. <i>Search Party</i>	8 mins	Unit 19 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Search Party</i> from the Teacher Menu.</li> <li>2. Choose a word for the students to find.</li> <li>3. Say, "Find the picture of a ____."</li> <li>4. Have the class point at the picture when they find it and say, "I see it."</li> <li>5. When most of the students have found the picture, choose a student to come to the front and tap the image.</li> <li>6. If the student is incorrect, tap the incorrect button and choose a new student to come up.</li> <li>7. If the student is correct, have the class say, "It's a ____." (If reviewing previously learned vocabulary, adjust the sentence as necessary.)</li> <li>8. If it is too hard to see the picture, tap the shuffle button.</li> <li>9. Repeat these steps until all the students have had a turn to tap an image or until you have sufficiently reviewed the vocabulary.</li> </ol>	
13. <i>Speak Up 2</i>	5 mins	Unit 19 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups repeat the phrase.</li> </ol>	Review the phrases "Do you have a ____?" "Yes, I have a ____," and "No, I don't have a ____."
14. <i>Goodbye</i>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.







## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 19 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Bugs" from the Teacher Menu.</li> <li>2. Encourage the students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. At Your Command	5 mins	Unit 19 - Action tab 		<ol style="list-style-type: none"> <li>1. Play <i>At Your Command</i> from the Teacher Menu.</li> <li>2. Have the class listen to the command twice.</li> <li>3. Have the class say the command.</li> <li>4. Evaluate what the class says and tap the corresponding correct or incorrect button.</li> </ol>	
5. Practice an Action: <i>Clear the Table</i>	5 mins		<p>Sink (or a box with a picture of a sink taped to it)</p> <p>Plate, spoon, bowl, glass, water (use actual objects or vocabulary pictures)</p>	<ol style="list-style-type: none"> <li>1. Take the class to the sink or use a box with a picture of a sink taped to it as a "sink."</li> <li>2. Place the dishes where the students can see them.</li> <li>3. Say, "Let's clean up. Put the ___ in the sink," (e.g., "Put the plate in the sink.")</li> <li>4. Have the class repeat the command.</li> <li>5. Choose a student to find the correct item and put it in the sink.</li> <li>6. When the correct item is in the sink, have the class say, "The ___ is in the sink," (e.g., "The plate is in the sink.")</li> <li>7. Repeat steps 3-6 with the other items until every student has a turn.</li> </ol>	Learn the action "Put the ___ in the ___."

6. <b>Big Picture: Toys</b>	10 mins	Unit 19 - Resources tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: Toys</i> from the Teacher Menu.</li> <li>2. Show the first picture.</li> <li>3. Point to each of toys and say, "A(n) ____ is a toy."</li> <li>4. Have the students repeat after you.</li> <li>5. Show the next picture.</li> <li>6. Have the students say, "It is a toy." or "It isn't a toy."</li> <li>7. Choose a student to tap the board and check their answer.</li> <li>8. Repeat steps 5-7 with the rest of the pictures.</li> </ol>	Review the word "toy."
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## Lesson 1: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. "Letter Actions Song: S s"	2 mins	Unit 19 - Letters tab 	<b>Lyrics</b> This is an S, and S says "/s/." Let's swim together. This is an s, and s says "/s/." Let's swim together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: S s" from the Teacher Menu.</li> <li>2. Have the class do the action along with the kids in the video.</li> <li>3. Have the students say "S" whenever they see the letter.</li> <li>4. Have the class sing the song.</li> <li>5. Repeat the video until the students are comfortable with the lyrics and actions.</li> </ol>	
8. <b>Big Picture: S s</b>	3 mins	Unit 19 - Letters tab 		<b>Learn Capital and Small Letters (I do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture: S s</i> from the Teacher Menu.</li> <li>2. Display capital S.</li> <li>3. Tap the capital S to play the audio "capital S."</li> <li>4. Have the students say, "It's capital S."</li> <li>5. Tap the capital S again. Make yourself as big as you can. Stand on your toes and reach your arms up in the sky as you say, "It's capital S."</li> <li>6. Have the students do the same action as they say, "It's capital S."</li> <li>7. Repeat these steps with small s, crouching down and making yourself small.</li> <li>8. Display the mouth and tap the board to play the video "/s/."</li> <li>9. Have the students shout "/s/!"</li> </ol>	Learn the letters capital S and small s.
9. <b>Randomonium: S s</b>	3 mins	Unit 19 - Letters tab 		<b>Play a Letter Name and Sound Game (We do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Randomonium: S s</i> from the Teacher Menu.</li> <li>2. Tap the randomize button.</li> <li>3. Have the students do the action and say the letter or sound that comes up (e.g., Get big and say, "It's capital S.").</li> <li>4. Repeat these steps, inviting different students to come up and spin the generator.</li> </ol>	


<b>10. Letter Trace:</b> S s	7 mins	Unit 19 - Letters tab 		<b>Write the Letters (You do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Letter Trace: S s</i> from the Teacher Menu.</li> <li>2. Choose a student to come to the front and find capital S.</li> <li>3. The class says, "It's capital S."</li> <li>4. Select a different student to come to the front and trace the capital letter while the class writes the letter with their fingers on their forearms.</li> <li>5. Have the students say, "It's capital S."</li> <li>6. Repeat with the next two traces.</li> <li>7. Have a student come to the front and write capital S while the class writes it on their forearms.</li> <li>8. Choose the best capital S, or have the students vote on the capital S they feel is the best.</li> <li>9. Repeat the activity with small s.</li> </ol>	
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## Break—5 mins


## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>11. "Letter Actions Song: S s"</b>	2 mins	Unit 19 - Letters tab 	<b>Lyrics</b> This is an S, and S says "/s/." Let's swim together. This is an s, and s says "/s/." Let's swim together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: "S s" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Review the letters capital S and small s.
<b>12. Big Picture: S s</b>	3 mins	Unit 19 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: S s</i> from the Teacher Menu.</li> <li>2. Display capital S.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say, "It's capital S," and do the action.</li> <li>5. Repeat these steps with small s.</li> <li>6. Display the mouth and ask, "What sound does S make?"</li> <li>7. Have the class shout "/s/!"</li> <li>8. Tap the board to play the video "/s/."</li> </ol>	



<b>13. First Sound</b> Intro: /s/	5 mins	Unit 19 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /s/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound “/s/.”</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all of the pictures.</li> </ol>	
<b>14. Practice Hearing and Saying</b> Sounds: /s/	5 mins		Pictures of a sandwich, snake, soda, soup, spider, and socks	<ol style="list-style-type: none"> <li>1. Show the class the picture of the sandwich.</li> <li>2. Say, “Sandwich. What is the first sound in sandwich?” putting an emphasis on the first sound in the word.</li> <li>3. Have the class say “/s/.” Monitor and provide feedback as needed.</li> <li>4. Have the class say “/s/, sandwich.”</li> <li>5. Repeat steps 1-4 with the rest of the words.</li> <li>6. Continue randomly holding up words and having the class say the first sound as time allows.</li> </ol>	Learn the first sound /s/.




## Lesson 2: Block B (25 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>15. All Around</b>	13 mins	Unit 19 - Book tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>All Around</i> from the Teacher Menu.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. Show one of the pictures (e.g., “a worm”).</li> <li>4. Say what the picture is (e.g. “This is a worm.”).</li> <li>5. Have the class repeat the sentence.</li> <li>6. Repeat steps 2-5 for the rest of the book.</li> <li>7. Show this book again.</li> <li>8. On the first page, ask, “Who’s this?” The students answer with the character name (i.e., Wriggley.).</li> <li>9. On the second page, point to one of the pictures and ask, “What’s this?” The students answer with the bug name (i.e., a worm).</li> <li>10. Choose a student to tap on the word to check their answer. Then turn the page.</li> <li>11. Continue steps 8-10 throughout the book.</li> </ol>	Share the book <i>All Around</i> .

<b>16. Practice an Action: Be a Robot</b>	10 mins		<b>Vocabulary pictures</b> (shirt, bed, pants, doll, table, salad, plate, book, desk, picture)	<ol style="list-style-type: none"> <li>1. Model for the class how to move like a robot.</li> <li>2. Have the class practice moving like a robot.</li> <li>3. Choose two students to come to the front of the room.</li> <li>4. Choose one student to be the robot.</li> <li>5. Have the other student command the robot to put on of the pictures on another picture, (e.g., "Put the doll on the bed.").</li> <li>6. Have the robot follow the command, (e.g., The robot puts the picture of the "doll" on the picture of the "bed.").</li> <li>7. Repeat steps 3-6 with different students until everyone has had a turn being the robot and the child.</li> </ol>	Review the action "Put the ___ on the ___."
<b>8. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.

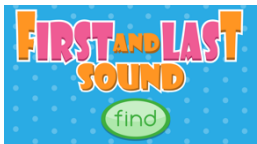


## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	2 mins	Unit 19 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Bugs" from the Teacher Menu.</li> <li>2. Encourage the students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. <i>Big Picture</i> (Vocabulary)	3 mins	Unit 19 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu.</li> <li>2. Ask the students to identify the words using a full sentence (e.g., "It's a ladybug.&gt;").</li> <li>3. Say, "I see a(n) ___ in this word. Do you see a(n) ___?" (e.g., "I see a 'b' in this word. Do you see a 'b'?").</li> <li>4. Have a student come up and point to the letter.</li> <li>5. Ask the class what other letters they see in the word.</li> <li>6. Have the students come up and point to the letters they know.</li> <li>7. Have the class repeat the names of the letters.</li> <li>8. Repeat steps 2-7 with all the words.</li> </ol>	Review the words "ladybug," "worm," "bee," and "butterfly."
5. <i>Match Maker</i>	5 mins	Unit 19 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Match Maker</i> from the Teacher Menu.</li> <li>2. Choose a student to try and make a match.</li> <li>3. If the student makes a match, have the class say the vocabulary word.</li> <li>4. Choose a new student to come up and try to make a match.</li> <li>5. Repeat until all the matches are made.</li> <li>6. Tap on each of the pictures and have the class say, "It's a(n) ___."</li> </ol>	

<p>6. <i>Speak Up 1</i></p>	<p>5 mins</p>	<p>Unit 19 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups of students repeat the phrase.</li> </ol>	
<p>7. <i>Speak Up 2</i></p>	<p>5 mins</p>	<p>Unit 19 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups of students repeat the phrase.</li> </ol>	
<p>8. Practice Saying a Phrase: Yes or No</p>	<p>5 mins</p>		<p>Pictures of a red ladybug, brown worm, yellow bee, orange butterfly, and black spider, enough for each student to have three to four pictures</p> <p>Picture of a smiley face</p> <p>Picture of a frowny face</p>	<ol style="list-style-type: none"> <li>1. Hold up a picture of a red ladybug and say, "I have a red ladybug. Do you have a red ladybug?"</li> <li>2. Have the class look at their bugs. If they have the same color of ladybug, have them hold it high in the air.</li> <li>3. Say, "Yes, I have a red ladybug."</li> <li>4. With the group of students holding up the red ladybug repeat, "Yes, I have a red ladybug," and put the smiley paper and the red ladybug picture on the one side of the room.</li> <li>5. Hold up the paper with the frowny face and say, "No, I don't have a red ladybug."</li> <li>6. Have the students without a red lady repeat the sentence.</li> <li>7. Say, "No, I don't have a red ladybug," again and put the paper on the other side of the room.</li> <li>8. Have the students stand in the middle of the room.</li> <li>9. Choose a student to hold up a picture and ask, "Do you have a ____ ____?" (e.g., "Do you have a black spider?")</li> <li>10. If the students are holding what's on the picture, they move to the "yes" side of the room.</li> <li>11. If the students don't have what's on the picture, they move to the "no" side.</li> <li>12. Have the student holding the picture ask the question again.</li> <li>13. Have the students on the "yes" side answer, "Yes, I have a ____," and the students on the "no" side answer, "No, I don't have a ____."</li> <li>14. Have the students come back to the center of the room.</li> <li>15. Choose a new student to hold up a picture and ask the question.</li> </ol>	<p>Review the phrases Do you have a ____?" "Yes, I have a ____," and "No, I don't have a ____."</p>

## Lesson 1: Block B (15 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
9. <i>First Sound Find: /s/</i>	7 mins	Unit 19 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Find: /s/</i> from the Teacher Menu.</li> <li>2. Tap each picture and have the class repeat the words.</li> <li>3. Have the class find a word that has the first sound /s/.</li> <li>4. Choose a student to come to the front and drag the picture to the container.</li> <li>5. Repeat with the remaining pictures that have the first sound /s/.</li> <li>6. Repeat the activity until students are comfortable hearing the sound.</li> </ol>	Review the first and last sound /s/.
10. Practice Hearing and Saying Sounds: /s/	8 mins		<p>Pictures of a sandwich, snake, soda, soup, spider, socks, table, water, hat, two to four of each picture</p> <ol style="list-style-type: none"> <li>1. Show the class the pictures and review the words.</li> <li>2. Divide the class into 2-4 groups.</li> <li>3. Give each group a set of pictures.</li> <li>4. Say, "Find the pictures with the first sound /s/."</li> <li>5. Have each group find the pictures with the first sound /s/.</li> <li>6. The first group to hand you the correct 5 pictures with the first sound /s/ wins.</li> <li>7. Mix up the groups and repeat the activity several times until the students are comfortable hearing the sound.</li> </ol>		

Break—5 mins

## Lesson 2: Block A (20 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. Practice an Action: <i>Clear the Table</i>	10 mins		<p><b>Vocabulary pictures</b> (chicken, soup, grapes, cheese, milk, watermelon)</p> <p>Box with the picture of a fridge taped to it</p>	<ol style="list-style-type: none"> <li>Put the “fridge” box at the front of the classroom where the students can see it.</li> <li>Place the vocabulary pictures next to the fridge.</li> <li>Say, “Let’s clean up. Put the ___ in the fridge,” (e.g., “Put the chicken in the fridge.”).</li> <li>Have the class repeat the command.</li> <li>Choose a student to find the correct item and put it in the fridge.</li> <li>When the correct item is in the fridge, have the class say, “The ___ is in the fridge,” (e.g., “The chicken is in the fridge.”).</li> <li>Repeat steps 3-6 with the other pictures until every student has a turn.</li> </ol>	Review action “Put the ___ in the ___.”
12. Practice More Words: <i>I Have Toys</i>	10 mins		<p><b>Vocabulary pictures</b> (doll, ball, car, blocks, train, yo-yo, airplane, puzzle, jump rope), enough for each to student to have one, plus one additional set of pictures</p> <p>Paper</p> <p>Crayon</p>	<ol style="list-style-type: none"> <li>Review the vocabulary words and pictures.</li> <li>Hand out one vocabulary picture to each student.</li> <li>Hold up the picture of the doll so the class can see it.</li> <li>Ask, “What’s this?”</li> <li>Have the class say, “It’s a doll.”</li> <li>Say, “A doll is a toy.”</li> <li>Choose a student to come to the front and select a picture from the additional set.</li> <li>Have the student holding the picture ask the other students, “Do you have a (an) ___?”</li> <li>Have the students who have a matching picture stand up and say, “Yes, I have a(an)___.”</li> <li>Repeat steps 7-9 with the remaining pictures.</li> <li>Give each student paper and crayons.</li> <li>Have the students draw a toy they have at home.</li> <li>When the students are done drawing, have each student stand up and show their picture.</li> <li>Have the class ask, “Do you have a toy?”</li> <li>Have the student answer, “Yes, I have a toy. It is a ___,” (e.g., “I have a toy. It is a puzzle.”).</li> </ol>	Review the word “toy.”

## Lesson 2: Block B (20 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
13. "Letter Actions Song: S s"	2 mins	Unit 19 - Letters tab 	<b>Lyrics</b> This is an S, and S says "/s/." Let's swim together. This is an s, and s says "/s/." Let's swim together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: S s" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	"Letter Actions Song: S s"
14. <i>First Sound Intro: /s/</i>	3 mins	Unit 19 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /s/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/s/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all of the pictures.</li> </ol>	
15. Show What You Learned: <i>Color First and Last Sounds: /s/</i>	13 mins		<b>Color First and Last Sounds: /s/ project</b> for each student  Crayons	<ol style="list-style-type: none"> <li>1. Give each student a <i>Color First and Last Sounds: /s/</i> project and crayons.</li> <li>2. Have the students choose two colors.</li> <li>3. Go through all the pictures with the students.</li> <li>4. Have the students color the pictures that have the first sound /s/ one color and the pictures with the last sound /s/ the other color.</li> <li>5. Review all the pictures with the students, emphasizing the first sound or last sound in the words.</li> <li>6. Tell the students to take the project home and talk about it with their parents.</li> </ol>	Color pictures with the first and last sound /s/.
16. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.




## Lesson 1: Block A (30 mins)




Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 19 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Bugs" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.



<p>4. <b>Big Picture (Value)</b></p>	<p>5 mins</p>	<p>Unit 19 - Value tab</p> 	<ol style="list-style-type: none"> <li>1. Use language the students understand to discuss the value courage.</li> <li>2. Play <i>Big Picture (Value)</i> from the Teacher Menu.</li> <li>3. Show the first picture.</li> <li>4. Ask the students what is happening in the picture.</li> </ol> <p>For example: "What is happening?" ("The girl is afraid to go in the pool.")</p> <ol style="list-style-type: none"> <li>5. Show the second picture.</li> <li>6. Ask the students what is happening in the picture.</li> </ol> <p>For example: "What is happening in this picture?" ("The girl is nervous about trying to swim.")</p> <ol style="list-style-type: none"> <li>7. Show the third picture.</li> <li>8. Ask the students what is happening in the picture.</li> </ol> <p>For example: "What is happening now?" ("The girl is brave going into the pool.")</p> <ol style="list-style-type: none"> <li>9. Show the fourth picture.</li> <li>10. Say, "I can try new things even when I'm scared."</li> <li>11. Have the class repeat after you.</li> <li>12. Tap the screen and have the class repeat "courage."</li> </ol>	<p>Learn the value courage.</p>
<p>5. <b>Practice a Value: Courage</b></p>	<p>5 mins</p>	<p>Unit 19 - Value tab</p> 	<ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Value)</i> from the Teacher Menu.</li> <li>2. Have students act out the pictures together.</li> <li>3. Show the first picture.</li> <li>4. Have the students act afraid to swim.</li> <li>5. Show the second picture.</li> <li>6. Have the students act nervous but willing to try.</li> <li>7. Show the third picture.</li> <li>8. Have the students act brave diving into the pool.</li> <li>9. Say, "I can try new things even when I'm scared."</li> <li>10. Have the class repeat after you.</li> <li>11. Say, "I can have courage."</li> <li>12. Have the class repeat, "I can have courage."</li> </ol>	

<p>6. <i>All Around</i></p>	<p>10 mins</p>	<p>Unit 19 - Book tab</p> 	<p>A sheet of paper for each student</p> <p>Crayons</p>	<ol style="list-style-type: none"> <li>Teach students actions for the following: <ul style="list-style-type: none"> <li>butterfly—flapping arms like butterfly wings</li> <li>worm—finger wiggling like a worm in the ground</li> <li>bee—“buzzzz” like the sound of a bee</li> </ul> </li> <li>Show the book <i>All Around</i> from the Teacher Menu.</li> <li>Have the class do the actions or sound when they happen in the book.</li> <li>Distribute paper and crayons.</li> <li>Have students draw a picture of the bug they liked in the story.</li> </ol>	<p>Share the book <i>All Around</i>.</p>
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### Lesson 1: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>7. <b>Begin to Blend</b></p>	<p>3 mins</p>		<p><b>Vocabulary picture (leg)</b></p> <p>Point:</p>  <p>Scoop:</p>  <p>Slide:</p> 	<p><b>Learn to Blend (I do)</b></p> <ol style="list-style-type: none"> <li>Hold up the picture of “leg” and say “leg.”</li> <li>Put the picture on the board.</li> <li>Write the letter l on the board.</li> <li>Point to the letter and say “/l/.”</li> <li>Write the letter e on the board to the right of the letter l.</li> <li>Point to the letter and say “/e/.”</li> <li>Point to the bottom left of the letter l and say, “Blend.”</li> <li>Scoop your finger under the letters l and e as you blend the two sounds together “/lllee/.”</li> <li>Write the letter g on the board to the right of the letter e.</li> <li>Point to the letter g and say “/g/.”</li> <li>Point to the bottom left of the letter l and say, “Blend.”</li> <li>Scoop your finger under all three letters as you blend the sounds together “/llleeg/.”</li> <li>Point to the bottom left of the letter l and say, “Read the word.”</li> <li>Slide your finger under the word as you say “leg.”</li> </ol>	<p>Learn to blend the words “leg” and “ten.”</p>

	3 mins		<b>Vocabulary picture</b> (leg)	<b>Practice Blending (We do)</b> <ol style="list-style-type: none"> <li>1. Point to the picture of "leg" and have the class say "leg."</li> <li>2. Point to the letter l and ask, "What's the sound?"</li> <li>3. Have the class say "/l/."</li> <li>4. Point to the letter e and ask, "What's the sound?"</li> <li>5. Have the class say "/e/."</li> <li>6. Point to the bottom left of the letter l and say, "Blend."</li> <li>7. Scoop your finger under the letters l and e as the class blends the two sounds together "/lllee/."</li> <li>8. Point to the letter g on the board and ask, "What's the sound?"</li> <li>9. Have the class say "/g/."</li> <li>10. Point to the bottom left of the letter l and say, "Blend."</li> <li>11. Scoop your finger under all three letters as the class blends the sounds together "/llleeeg/."</li> <li>12. Point to the bottom left of the letter l and say, "Read the word."</li> <li>13. Slide your finger under the word as the class says "leg."</li> </ol>	
	3 mins		<b>Vocabulary picture</b> (ten)	<b>Blend a Word (You do)</b> <ol style="list-style-type: none"> <li>1. Hold up the picture of "ten" and say "ten."</li> <li>2. Put the picture on the board.</li> <li>3. Write the letter t on the board.</li> <li>4. Point to the letter t and ask, "What's the sound?"</li> <li>5. Have the class say "/t/."</li> <li>6. Write the letter e on the board to the right of the letter t.</li> <li>7. Point to the letter and ask, "What's the sound?"</li> <li>8. Have the class say "/e/."</li> <li>9. Point to the bottom left of the letter t and say, "Blend."</li> <li>10. Scoop your finger under the letters t and e as the class blends the two sounds together "/teee/."</li> <li>11. Write a letter n on the board to the right of the letter e.</li> <li>12. Point to the letter n and ask, "What's the sound?"</li> <li>13. Have the class say "/n/."</li> <li>14. Point to the bottom left of the letter t and say, "Blend."</li> <li>15. Scoop your finger under all three letters as the class blends the sounds together "/teeennn/."</li> <li>16. Point to the bottom left of the first letter t and say, "Read the word."</li> <li>17. Slide your finger under the word as the class says "ten."</li> </ol>	

	6 mins		<p><b>Vocabulary pictures</b> (leg, ten)</p> <p>Letters l, e, g, t, and n written on separate sheets of paper</p> <p>String attached to the top corners of each paper so students can wear the letters around their necks</p>	<p><b>Blend Words (You do)</b></p> <ol style="list-style-type: none"> <li>1. Keep the pictures of “leg” and “ten” on the board.</li> <li>2. Have three students come up to the front.</li> <li>3. Put the letters around their necks to make one of the words.</li> <li>4. Repeat the blending steps from above to have the class blend the word.</li> <li>5. Have the class point to the correct word the students are wearing.</li> <li>6. Repeat steps 2-5 with different students, alternating the words as time allows.</li> </ol>	
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## Break—5 mins

## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p><b>8. Practice Vocabulary:</b> <i>Time Race</i></p>	8 mins		<p>Pictures of a red ladybug, brown worm, yellow bee, orange butterfly, and black spider</p> <p>Timer</p>	<ol style="list-style-type: none"> <li>1. Have the class stand in a circle.</li> <li>2. Choose a random time between 20 and 40 seconds. Set the timer.</li> <li>3. Show a student one of the vocabulary pictures.</li> <li>4. Have the student say, “It’s a(n) _____,” and identify the color. (e.g. “It’s an orange butterfly.”)</li> <li>5. If the student says the wrong color or bug type, have them keep trying until they are correct.</li> <li>6. If the student says the correct bug type and the correct color, move to the next student in the circle.</li> <li>7. Hold up a different vocabulary picture.</li> <li>8. Repeat these steps until the timer goes off.</li> <li>9. The student you are in front of when the timer goes off sits down.</li> <li>10. Set the timer and repeat the steps again.</li> <li>11. The last student standing is the winner.</li> <li>12. Repeat the game if time allows and have the winner show the pictures.</li> </ol>	<p>Review the words “ladybug,” “worm,” “bee,” and “butterfly.”</p>




<b>9. Practice Saying Phrases: Find the Word</b>	7 mins		<b>Vocabulary pictures</b> (robot, car, puzzle, kite, doll), enough for each student to have one and one additional set of pictures  A ball	<ol style="list-style-type: none"> <li>1. Have the students sit in a circle.</li> <li>2. Give each student a picture and have them place it on the floor in front of them so no one can see it.</li> <li>3. Hold up one of the vocabulary pictures.</li> <li>4. Roll the ball to a student.</li> <li>5. Have the class ask, "Do you have ___?" asking for the picture you are holding up.</li> <li>6. The student with the ball holds up their vocabulary picture and says, "Yes, I have a ___," or "No, I don't have a ___."</li> <li>7. If the answer is no, the student sets the picture faceup in front of them, then rolls the ball to another student. The class again asks, "Do you have a ___?"</li> <li>8. Repeat these steps until the matching vocabulary picture is found.</li> <li>9. When the matching vocabulary picture is found, the students whose pictures are showing turn their vocabulary pictures facedown.</li> <li>10. Pick a new vocabulary picture and repeat the activity.</li> </ol>	Review the phrases "Do you have a ___ ___?" "Yes, I have a ___," and "No, I don't have a ___."
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## Lesson 2: Block B (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>10. Miss Daisy</b>	5 mins	Unit 19 - Speaking tab  		<ol style="list-style-type: none"> <li>1. Play <i>Miss Daisy</i> from the Teacher Menu.</li> <li>2. Have students respond to the people in the video when they are prompted to speak.</li> <li>3. Evaluate what the class says.</li> <li>4. If the class answers correctly, press the button to move on.</li> <li>5. If the class answers incorrectly, repeat the question and prompt the class to say the correct answer.</li> </ol>	Practice speaking.


<b>11. Practice an Action: Secret Actions</b>	5 mins		<p><b>Vocabulary pictures</b> (plate, spoon, bowl, glass, watermelon, chicken, grapes, corn, cheese, salad)</p> <p>Box with the picture of a sink taped to it</p> <p>Box with the picture of a fridge taped to it</p>	<ol style="list-style-type: none"> <li>1. Review the vocabulary pictures with the class.</li> <li>2. Put the box with the fridge in front of the class and say, "Fridge."</li> <li>3. Have the class repeat, "Fridge."</li> <li>4. Repeat steps 2-3 with "sink."</li> <li>5. Put the vocabulary pictures in a pile face down so the students can't see what they are.</li> <li>6. Choose a student to come to the front and hold up the top picture.</li> <li>7. If the picture is a dish, have the class say, "Put the ___ in the sink," (e.g., "Put the plate in the sink.").</li> <li>8. If the picture is food, have the class say, "Put the ___ in the fridge," (e.g., "Put the chicken in the fridge.").</li> <li>9. Repeat steps 6-8 until every student has had a turn or as time allows.</li> </ol>	Review the action "Put the ___ in the ___."
<b>12. Show What You Learned: Do You Have? Project</b>	13 mins		<p><b>Do You Have? project</b> for each student</p> <p>Crayons</p> <p>Scissors</p>	<ol style="list-style-type: none"> <li>1. Give each student a <i>Do You Have?</i> project, scissors, and crayons.</li> <li>2. Review the vocabulary with the students.</li> <li>3. Have the students color and cut out the pictures.</li> <li>4. Have the students find a partner.</li> <li>5. Have student 1 mix up their pictures and put them in a pile face down so student 2 can't see them.</li> <li>6. Have student 1 choose a picture from the pile and hold it against their chest so student 2 can't see what it is.</li> <li>7. Student 2 asks, "Do you have a ___?" (e.g., "Do you have a ladybug?").</li> <li>8. Student 1 looks at the picture and says, "Yes, I have a ladybug," or "No, I don't have a ladybug."</li> <li>9. Student 2 continues to ask the question until Student 1 says, "Yes, I do have a worm."</li> <li>10. The students switch roles and repeat steps 5-9.</li> <li>11. Tell the students to take the project home and talk about it with their parents.</li> </ol>	Review the phrases "Do you have a ___?" "Yes, I have a ___," and "No, I don't have a ___."
<b>13. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.


**Lesson 1: Block A (25 mins)**



Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	2 mins	Unit 20 - Song tab 		<b>Listen to the Song (I do)</b> 1. Play the song "Where's the Spider?" from the Teacher Menu. 2. Have the students watch the video of the song to become familiar with the music and lyrics.	Learn the phrase "Where's the ___?" and "The ___ is (on/under) the ___."
	5 mins	Unit 20 - Song tab 		<b>Practice (We do)</b> 1. Play <i>Big Picture (Song)</i> from the Teacher Menu. 2. Review the needed vocabulary words "spider," "floor," "door," "chair," and "bear" from the song. 3. Create actions for the words with the students. For example, you could pretend to point to the floor or the door like you see the spider and you could put your hand up in front of you like a stop sign when you hear "stop." 4. Have the class practice the words and actions until they are comfortable with them.	
	3 mins	Unit 20 - Listening tab 		<b>Practice (You do)</b> 1. Play <i>Hear! Hear!</i> from the Teacher Menu. 2. Have the class point to the picture that matches what they hear. 3. Choose a student to tap the picture. 4. Have the class repeat the phrase. 5. Repeat until each student has a turn to tap a picture or all the phrases are played.	

	5 mins	Unit 20 - Song tab 		<b>Practice (You do)</b> 1. Play the song "Where's the Spider?" 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.	
4. <i>Conversational Videos</i>	5 mins	Unit 20 - Speaking tab 		1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "Where's the ___?" and "The ___ is (on/under) the ___." 3. Repeat the video as time allows.	

### Lesson 1: Block B (20 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
5. <i>Big Picture (Vocabulary)</i>	7 mins	Unit 20 - Vocabulary tab 		<b>Learn Vocabulary (I do)</b> 1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu. 2. Say the first vocabulary word, and have the students repeat it. 3. If possible, have the students do an action for the vocabulary word. 4. Say, "It's a ___." 5. Have the class repeat the sentence. 6. Repeat steps 2-5 with all the vocabulary words. 7. Show the pictures again, but this time ask students to identify the words using a full sentence (e.g., "It's a couch."). 8. Invite individual students to come and tap each of the pictures to confirm the answers. 9. Show the pictures one more time. Ask the students to identify the words using a full sentence (e.g., "It's a couch."). 10. Say, "I see a(n) ___ in this word. Do you see a(n) ___?" (e.g., "I see a 'c' in this word. Do you see a 'c'?"). 11. Have a student come up and point to the letter. 12. Ask the class what other letters they see in the word. 13. Have the students come up and point to the letters they know. 14. Have the class repeat the names of the letters. 15. Repeat steps 9-14 with all the words.	Learn the words "couch," "rug," "computer," and "lamp."





<b>6. Word Flurry</b>	5 mins	Unit 20 - Vocabulary tab 	<b>Practice Vocabulary (We do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Word Flurry</i> from the Teacher Menu.</li> <li>2. When a word is said, ask all the students to say the word aloud.</li> <li>3. Ask the students if they see a picture of the word on the screen.</li> <li>4. Choose two students to race to the screen and tap the picture.</li> <li>5. Repeat these steps with the remaining words.</li> </ol>	
<b>7. Randomonium</b>	8 mins	Unit 20 - Vocabulary tab 	<b>Play a Game with the Vocabulary (You do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Randomonium</i> from the Teacher Menu.</li> <li>2. Divide the class into two groups.</li> <li>3. Have the groups line up.</li> <li>4. Tap the randomize button.</li> <li>5. The first student in each line will say, "It's a ____," as the vocabulary word comes up.</li> <li>6. The student that says the word first gets a point for their team.</li> <li>7. The students go to the end of the line.</li> <li>8. Repeat until every student has had a turn.</li> <li>9. The team with the most points wins.</li> <li>10. Repeat the game as time allows.</li> </ol>	

Break—5 mins

## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>8. Conversational Videos</b>	5 mins	Unit 20 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Conversational Videos</i> from the Teacher Menu.</li> <li>2. Have the class repeat the target phrases "Where's the ____?" and "The ____ is (on/under) the ____."</li> </ol>	Review the phrase "Where's the ____?" and "The ____ is (on/under) the ____."

<b>9. Speak Up 1</b>	5 mins	Unit 20 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups repeat the phrase.</li> </ol>	
<b>10. Sing a Song</b>	5 mins	Unit 20 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Where's the Spider?" from the Teacher Menu.</li> <li>2. Encourage the students to sing along and do the actions.</li> <li>3. Repeat the song a few times, having the class sing along and do the actions.</li> </ol>	



## Lesson 2: Block B (25 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>11. Practice Vocabulary: Close and Far</b>	10 mins		<b>Vocabulary pictures</b> (couch, rug, computer, lamp)	<ol style="list-style-type: none"> <li>1. Choose a student to leave the room.</li> <li>2. Hold up one of the vocabulary pictures so the class can see it.</li> <li>3. Have the class watch as you find a spot to hide the picture. The student shouldn't be able to see the picture when they come back into the room.</li> <li>4. Have the student come back into the classroom.</li> <li>5. The class will chant the vocabulary word as the student moves around the classroom trying to find the vocabulary picture.</li> <li>6. If the student moves closer to the vocabulary picture, the class should chant the vocabulary word louder.</li> <li>7. If the student moves away from the vocabulary picture, the class should chant the vocabulary word softer.</li> <li>8. When the student finds the vocabulary picture, the class will say, "It's a _____," (e.g., "It's a couch.").</li> <li>9. Repeat until every student has had a turn or as time allows.</li> </ol>	Review the words "couch," "rug," "computer," and "lamp."

12. <i>Search Party</i>	8 mins	Unit 20- Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Search Party</i> from the Teacher Menu.</li> <li>2. Choose a word for the students to find.</li> <li>3. Say, "Find the picture of a ____."</li> <li>4. Have the class point at the picture when they find it and say, "I see it."</li> <li>5. When most of the students have found the picture, choose a student to come to the front and tap the image.</li> <li>6. If the student is incorrect, tap the incorrect button and choose a new student to come up.</li> <li>7. If the student is correct, have the class say, "It's a ____." (If reviewing previously learned vocabulary, adjust the sentence as necessary.)</li> <li>8. If it is too hard to see the picture, tap the shuffle button.</li> <li>9. Repeat these steps until all the students have had a turn to tap an image or until you have sufficiently reviewed the vocabulary.</li> </ol>	
13. <i>Speak Up 2</i>	5 mins	Unit 20 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups repeat the phrase.</li> </ol>	Review the phrases "Where's the ____?" and "The ____ is (on/under) the ____."
14. <i>Goodbye</i>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.







## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 20 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Where's the Spider?" from the Teacher Menu.</li> <li>2. Encourage the students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. At Your Command	5 mins	Unit 20 - Action tab 		<ol style="list-style-type: none"> <li>1. Play <i>At Your Command</i> from the Teacher Menu.</li> <li>2. Have the class listen to the command twice.</li> <li>3. Have the class say the command.</li> <li>4. Evaluate what the class says and tap the corresponding correct or incorrect button.</li> </ol>	
5. Practice an Action: Show It	5 mins		<b>Vocabulary pictures</b> (shirt, bed, pants, doll, table, salad, plate, book, desk, picture)	<ol style="list-style-type: none"> <li>1. Review the vocabulary pictures with the class.</li> <li>2. Shuffle the pictures and hand them to ten of the students.</li> <li>3. Ask students to listen to your command.</li> <li>4. If they hear a word for the picture they are holding, students must come to the front and show their pictures. (e.g., "Put the shirt on the bed." Have the students with "shirt" and "bed" come forward.)</li> <li>5. Have the class repeat the command.</li> <li>6. Have the students with the pictures act out the command. (e.g., The student with "shirt" puts their picture on the picture of the "bed" that another student is holding.)</li> <li>7. Repeat steps 3-6 until all the pictures have been used.</li> <li>8. Have the students with pictures give their pictures to a student that hasn't had a picture.</li> <li>9. Repeat the activity again until all students have had a turn.</li> </ol>	Learn the action "Put the ___ on the ___."

<p>6. <b>Big Picture: Man and Woman</b></p>	<p>10 mins</p>	<p>Unit 20 - Resources tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: Man and Woman</i> from the Teacher Menu.</li> <li>2. Show the first picture.</li> <li>3. Have the class point to the man.</li> <li>4. Choose a student to tap a picture and confirm the answer.</li> <li>5. Have the class point to the woman.</li> <li>6. Choose a student to tap the picture and confirm the answer.</li> <li>7. Show the next image.</li> <li>8. Ask the class whether the person is a man or woman.</li> <li>9. Choose a student to tap the picture and confirm the answer.</li> <li>10. Once you confirm the answer, have the class say the word in a sentence (e.g., "He is a man.").</li> <li>11. Repeat steps 2-10 with the remaining images.</li> </ol>	<p>Review the words "man" and "woman."</p>
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**Lesson 1: Block B (15 mins)**




Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>7. <b>"Letter Actions Song: T t"</b></p>	<p>2 mins</p>	<p>Unit 20 - Letters tab</p> 	<p><b>Lyrics</b>                      This is a T, and T says "/t/."                      Let's turn together.                      This is a t, and t says "/t/."                      Let's turn together.</p>	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: T t" from the Teacher Menu.</li> <li>2. Have the class do the action along with the kids in the video.</li> <li>3. Have the students say "T" whenever they see the letter.</li> <li>4. Have the class sing the song.</li> <li>5. Repeat the video until the students are comfortable with the lyrics and actions.</li> </ol>	
<p>8. <b>Big Picture: T t</b></p>	<p>3 mins</p>	<p>Unit 20 - Letters tab</p> 		<p><b>Learn Capital and Small Letters (I do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture: T t</i> from the Teacher Menu.</li> <li>1. Display capital T.</li> <li>2. Tap the capital T to play the audio "capital T."</li> <li>3. Have the students say, "It's capital T."</li> <li>4. Tap the capital T again. Make yourself as big as you can. Stand on your toes and reach your arms up in the sky as you say, "It's capital T."</li> <li>5. Have the students do the same action as they say, "It's capital T."</li> <li>6. Repeat these steps with small t, crouching down and making yourself small.</li> <li>7. Display the mouth and tap the board to play the video "/t/."</li> <li>8. Have the students shout "/t/!"</li> </ol>	<p>Learn the letters capital T and small t.</p>

<b>9. Randomonium: T t</b>	3 mins	Unit 20 - Letters tab 		<b>Play a Letter Name and Sound Game (We do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Randomonium: T t</i> from the Teacher Menu.</li> <li>2. Tap the randomize button.</li> <li>3. Have the students do the action and say the letter or sound that comes up (e.g., Get big and say, "It's capital T.").</li> <li>4. Repeat these steps, inviting different students to come up and spin the generator.</li> </ol>	
<b>10. Letter Trace: T t</b>	7 mins	Unit 20 - Letters tab 		<b>Write the Letters (You do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Letter Trace: T t</i> from the Teacher Menu.</li> <li>2. Choose a student to come to the front and find capital T.</li> <li>3. The class says, "It's capital T."</li> <li>4. Select a different student to come to the front and trace the capital letter while the class writes the letter with their fingers on their forearms.</li> <li>5. Have the students say, "It's capital T."</li> <li>6. Repeat with the next two traces.</li> <li>7. Have a student come to the front and write capital T while the class writes it on their forearms.</li> <li>8. Choose the best capital T, or have the students vote on the capital T they feel is the best.</li> <li>9. Repeat the activity with small t.</li> </ol>	


Break—5 mins

## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>11. "Letter Actions Song: T t"</b>	2 mins	Unit 20 - Letters tab 	<b>Lyrics</b> This is a T, and T says "/t/." Let's turn together. This is a t, and t says "/t/." Let's turn together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: T t" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Review the letters capital T and small t.

<p>12. <b>Big Picture:</b> T t</p>	<p>3 mins</p>	<p>Unit 20 - Letters tab</p> 		<ol style="list-style-type: none"> <li>4. Play <i>Big Picture: T t</i> from the Teacher Menu.</li> <li>5. Display capital T.</li> <li>6. Ask, "What's this?"</li> <li>7. Have the class say, "It's capital T," and do the action.</li> <li>8. Repeat these steps with small t.</li> <li>9. Display the mouth and ask, "What sound does T make?"</li> <li>10. Have the class shout "/t/!"</li> <li>11. Tap the board to play the video "/t/."</li> </ol>	
<p>13. <b>First Sound</b> Intro: /t/</p>	<p>5 mins</p>	<p>Unit 20 - Sounds tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /t/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/t/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all of the pictures.</li> </ol>	
<p>14. <b>Last Sound</b> Intro: /t/</p>	<p>5 mins</p>	<p>Unit 20 - Sounds tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Last Sound Intro: /t/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/t/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the word that is said.</li> <li>5. Have the students punch a fist in the air as they say the final sound in the word.</li> <li>6. Repeat with all of the pictures.</li> <li>7. Repeat the activity until the students are comfortable hearing the sound.</li> </ol>	<p>Learn the first sound /t/.</p>




## Lesson 2: Block B (25 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
15. <i>There's a Mouse in the House</i>	13 mins	Unit 20 - Book tab 	<b>Vocabulary pictures</b> (mouse, house, bed, kitchen, chair, computer)	<ol style="list-style-type: none"> <li>1. Review the vocabulary words.</li> <li>2. Hang the vocabulary words around the room.</li> <li>3. Show the book <i>There's a Mouse in the House</i> from the Teacher Menu.</li> <li>4. Have the students point to the correct vocabulary word when they see the word and hear it read in the story.</li> <li>5. Show the book one more time.</li> <li>6. After each page is read, invite a student to tap an illustration or word to see if it is highlighted.</li> <li>7. If the word is highlighted along with the illustration, point to the word and have the students repeat it.</li> <li>8. Continue this procedure throughout the book.</li> </ol>	Share the book <i>There's a Mouse in the House</i>
16. Practice Vocabulary Words: <i>Match the Word</i>	10 mins		<b>Vocabulary pictures</b> (couch, rug, computer, lamp), two of each picture	<ol style="list-style-type: none"> <li>1. Put the vocabulary pictures on the ground with the picture facedown.</li> <li>2. Divide the class into two groups.</li> <li>3. Have one student from the first group choose a vocabulary picture and turn it over.</li> <li>4. Have the class say, "It's a ____," (e.g., "It's a couch.&gt;").</li> <li>5. Have a second student from the first group choose another vocabulary picture and turn it over.</li> <li>6. Have the class say, "It's a ____."</li> <li>7. If the vocabulary pictures match, the group gets to keep the vocabulary pictures.</li> <li>8. If the vocabulary pictures don't match, turn the vocabulary pictures back over.</li> <li>9. Repeat steps 3-9 with the second group.</li> <li>10. Continue giving each group a turn until all the matches are made. The team with the most matches wins.</li> <li>11. Repeat the game as time allows.</li> </ol>	Review the words "couch," "rug," "computer," and "lamp."
17. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.



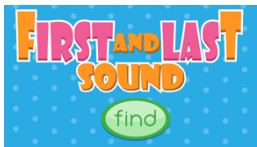
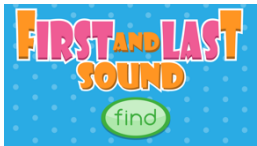


## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	2 mins	Unit 20 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Where's the Spider?" from the Teacher Menu.</li> <li>2. Encourage the students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. <i>Big Picture</i> (Vocabulary)	3 mins	Unit 20 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu.</li> <li>2. Ask the students to identify the words using a full sentence (e.g., "It's a couch.&gt;").</li> <li>3. Say, "I see a(an) ___ in this word. Do you see a(an) ___?" (e.g., "I see a 'c' in this word. Do you see a 'c'?"").</li> <li>4. Have a student come up and point to the letter.</li> <li>5. Ask the class what other letters they see in the word.</li> <li>6. Have the students come up and point to the letters they know.</li> <li>7. Have the class repeat the names of the letters.</li> <li>8. Repeat steps 2-7 with all the words.</li> </ol>	Review the words "couch," "rug," computer," and "lamp."
5. <i>Match Maker</i>	5 mins	Unit 20 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Match Maker</i> from the Teacher Menu.</li> <li>2. Choose a student to try and make a match.</li> <li>3. If the student makes a match, have the class say the vocabulary word.</li> <li>4. Choose a new student to come up and try to make a match.</li> <li>5. Repeat until all the matches are made.</li> <li>6. Tap on each of the pictures and have the class say, "It's a ___."</li> </ol>	

<p>6. <i>Speak Up 1</i></p>	<p>5 mins</p>	<p>Unit 20 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups of students repeat the phrase.</li> </ol>	
<p>7. <i>Speak Up 2</i></p>	<p>5 mins</p>	<p>Unit 20 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups of students repeat the phrase.</li> </ol>	
<p>8. Practice Saying a Phrase: <i>Where Is It?</i></p>	<p>5 mins</p>		<p><b>Vocabulary pictures</b> (couch, bed, desk, lamp, computer, ball, dog, cat, book)</p> <p>Music the students like</p>	<ol style="list-style-type: none"> <li>1. Review the vocabulary pictures with the class.</li> <li>2. Have the class sit in a semicircle.</li> <li>3. Display the pictures of the couch, bed, and desk so the students can see them.</li> <li>4. Hold up one of the remaining vocabulary pictures.</li> <li>5. Ask, "What's this?"</li> <li>6. Have the class answer, "It's a ____," (e.g., "It's a computer.").</li> <li>7. Give the student sitting at one the end of the semicircle the picture.</li> <li>8. Play music and have the students pass the picture. When the picture gets to the end of the semicircle have the students start passing it back the other way.</li> <li>9. Randomly stop the music.</li> <li>10. Have the student holding the picture stand up.</li> <li>11. Have the class close their eyes.</li> <li>12. Have the student quietly place the picture on or under the couch, bed, or desk.</li> <li>13. Have the class open their eyes.</li> <li>14. Have the student ask, "Where's the ____?" (e.g., "Where's the computer?").</li> <li>15. Have the class answers, "It's on the ____," (e.g., "It's on the desk.").</li> <li>16. Repeat steps 4-15 with the other vocabulary pictures.</li> </ol>	<p>Review the phrases "Where's the ____?" and "The ____ is (on/under) the ____."</p>

## Lesson 1: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
9. <i>First Sound Find: /t/</i>	7 mins	Unit 20 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Find: /t/</i> from the Teacher Menu.</li> <li>2. Tap each picture and have the class repeat the words.</li> <li>3. Have the class find a word that has the first sound /t/.</li> <li>4. Choose a student to come to the front and drag the picture to the container.</li> <li>5. Repeat with the remaining pictures that have the first sound /t/.</li> <li>6. Repeat the activity until students are comfortable hearing the sound.</li> </ol>	Review the first and last sound /t/.
10. <i>Last Sound Find: /t/</i>	8 mins	Unit 20 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>Last Sound Find: /t/</i> from the Teacher Menu.</li> <li>2. Tap each picture and have the class repeat the words.</li> <li>3. Have the class find a word that has the last sound /t/.</li> <li>4. Choose a student to come to the front and drag the picture to the container.</li> <li>5. Repeat with the remaining pictures with the last sound /t/.</li> <li>6. Repeat the activity until students are comfortable hearing the sound.</li> </ol>	



## Break—5 mins


## Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <i>Practice an Action: On the Table</i>	10 mins		<p>A table</p> <p>A chair</p> <p>Several small objects, enough for each student</p>	<ol style="list-style-type: none"> <li>1. Put a table and chair at the front of the room, so the students can see them.</li> <li>2. Give each student several small objects.</li> <li>3. Say, "Put the ___ on the ___," (e.g., "Put the eraser on the table.").</li> <li>4. Have the students find the correct item and quickly put it in the correct location then return to their original spot.</li> <li>5. When the items are in the correct location, have the class say, "The ___ are on the ___" (e.g., "The erasers are on the table.").</li> <li>6. Repeat steps 3-5 with the other objects.</li> </ol>	Review action "put the ___ on the ___."

<p><b>12. Practice More Words:</b> <i>Musical Words</i></p>	<p>10 mins</p>		<p>Pictures of men and women, enough for each student</p> <p>Music the students like</p>	<ol style="list-style-type: none"> <li>1. Review the pictures with the class asking, "Is this a man or a woman?"</li> <li>2. Have the class respond with the correct answer, "This is a ____." (e.g., "This is a man.")</li> <li>3. Put the students' chairs in a circle facing out.</li> <li>4. Place a picture on each chair.</li> <li>5. Play music while the students walk in a circle around the chairs.</li> <li>6. When the music stops, have each student grab a picture that is close to them.</li> <li>7. Once everyone has a picture, the class faces into the circle.</li> <li>8. Go around the circle and have each student show their picture and say, "This is a ____," (e.g., "This is a man.").</li> <li>9. After the students have identified their picture, have the students put the pictures back on the chair closest to them.</li> <li>10. Play the music again and repeat the activity several times.</li> </ol>	<p>Practice the words "man" and "woman."</p>
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**Lesson 2: Block B (20 mins)**


Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p><b>13. "Letter Actions Song: T t"</b></p>	<p>5 mins</p>	<p>Unit 20 - Letters tab</p> 	<p><b>Lyrics</b> This is a T, and T says "/t/." Let's turn together. This is an t, and t says "/t/." Let's turn together.</p>	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: T t" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	<p>"Letter Actions Song: T t"</p>
<p><b>14. First Sound Intro: /t/</b></p>	<p>3 mins</p>	<p>Unit 20 - Sounds tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /t/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/t/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all of the pictures.</li> </ol>	<p>Color pictures with the first and last sound /t/.</p>


15. <i>Last Sound Intro: /t/</i>	3 mins	Unit 20 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>Last Sound Intro: /t/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound “/t/.”</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the word that is said.</li> <li>5. Have the students punch a fist in the air as they say the final sound in the word.</li> <li>6. Repeat with all of the pictures.</li> <li>7. Repeat the activity until the students are comfortable hearing the sound.</li> </ol>	
16. <i>Show What You Learned: Color First and Last Sounds: /t/</i>	10 mins		<p><i>Color First and Last Sounds: /t/</i> project for each student</p> <p>Crayons</p>	<ol style="list-style-type: none"> <li>1. Give each student a <i>Color First and Last Sounds: /t/</i> project and crayons.</li> <li>2. Have the students choose two colors.</li> <li>3. Go through all the pictures with the students.</li> <li>4. The students color the pictures that have the first sound /t/ one color and the pictures with the last sound /t/ the other color.</li> <li>5. Review all the pictures with the students, emphasizing the first sound or last sound in the words.</li> <li>6. Tell the students to take the project home and talk about it with their parents.</li> </ol>	
17. <i>Goodbye</i>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say “Goodbye” and wave to the class.</li> <li>3. Have the students wave and say “Goodbye.”</li> </ol>	Wrap up.






## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 20 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Where's the Spider?" from the Teacher Menu.</li> <li>2. Encourage the students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.

<p>4. <b>Big Picture (Value)</b></p>	<p>5 mins</p>	<p>Unit 20 - Value tab</p> 	<ol style="list-style-type: none"> <li>1. Use language the students understand to discuss the value kindness.</li> <li>2. Play Big Picture (Value) from the Teacher Menu.</li> <li>3. Show the first picture.</li> <li>4. Ask the students what is happening in the picture.</li> </ol> <p>For example: "How does the kid feel?" ("The girl in the blue dress is sad.")</p> <ol style="list-style-type: none"> <li>5. Show the second picture.</li> <li>6. Ask the students what is happening in the picture.</li> </ol> <p>For example: "What is the other kid doing?" ("The girl in the white sweater is making a silly face.")</p> <ol style="list-style-type: none"> <li>7. Show the third picture.</li> <li>8. Ask the students what is happening in the picture.</li> </ol> <p>For example: "What happened to the sad kid?" ("Both girls are happy and making silly faces.")</p> <ol style="list-style-type: none"> <li>9. Show the fourth picture.</li> <li>10. Say, "I can help others feel happy."</li> <li>11. Tap the screen and have the class repeat "kindness."</li> </ol>	<p>Learn the value kindness.</p>
<p>5. <b>Practice a Value: Kindness</b></p>	<p>5 mins</p>		<ol style="list-style-type: none"> <li>1. Have students sit in pairs.</li> <li>2. Have student 1 pretend to look sad or lonely and try to keep a straight face.</li> <li>3. Have student 2 try to make student 1 smile by making silly faces, smiling, or saying funny things.</li> <li>4. After a minute have the students switch so that student 1 tries to make student 2 smile.</li> <li>5. Once both students have had a chance to make each other smile have the class repeat, "I can help others feel happy."</li> </ol>	

<p>6. <i>There's a Mouse in the House</i></p>	<p>10 mins</p>	<p>Unit 20 - Book tab</p> 	<p><b>Vocabulary pictures</b> (couch, bookcase, rug, computer)</p> <p>Picture of small mouse (cut out)</p>	<ol style="list-style-type: none"> <li>1. Hang the vocabulary pictures in the front of the class in a different order from how they appear in the book.</li> <li>2. Show the book <i>There's a Mouse in the House</i> from the Teacher Menu.</li> <li>3. For each page that the mouse moves, choose a student to move the mouse picture on or under the vocabulary picture mentioned in the book (e.g. For page 7, put the picture of the mouse under the picture of the couch.).</li> <li>4. After the book is finished, choose a student to come to the board and help put the pictures in the order in which they occur in the story.</li> <li>5. Once the book is finished, have the students retell the story using the sequence of pictures to help them with the order.</li> </ol>	<p>Share the book <i>There's a Mouse in the House</i></p>
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**Lesson 1: Block B (15 mins)**

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>7. <b>Begin to Blend</b></p>	<p>3 mins</p>		<p><b>Vocabulary picture</b> (sit)</p> <p>Point:</p>  <p>Scoop:</p>  <p>Slide:</p> 	<p><b>Learn to Blend (I do)</b></p> <ol style="list-style-type: none"> <li>1. Hold up the picture of "sit" and say "sit."</li> <li>2. Put the picture on the board.</li> <li>3. Write the letter s on the board.</li> <li>4. Point to the letter s and say "/s/."</li> <li>5. Write the letter i on the board to the right of the letter s.</li> <li>6. Point to the letter i and say "/i."</li> <li>7. Point to the bottom left of the letter s and say, "Blend."</li> <li>8. Scoop your finger under the letters s and i as you blend the two sounds together "/ssiii/."</li> <li>9. Write the letter t on the board to the right of the letter i.</li> <li>10. Point to the letter t and say "/t/."</li> <li>11. Point to the bottom left of the letter s and say, "Blend."</li> <li>12. Scoop your finger under all three letters as you blend the sounds together "/sssiit/."</li> <li>13. Point to the bottom left of the letter s and say, "Read the word."</li> <li>14. Slide your finger under the word as you say "sit."</li> </ol>	<p>Learn to blend the words "sit" and "kid."</p>



3 mins			<p><b>Vocabulary picture</b> (sit)</p>	<p><b>Practice Blending (We do)</b></p> <ol style="list-style-type: none"> <li>1. Point to the picture of “sit” and have the class say “sit.”</li> <li>2. Point to the letter s and ask, “What’s the sound?”</li> <li>3. Have the class say “/s/.”</li> <li>4. Point to the letter i and ask, “What’s the sound?”</li> <li>5. Have the class say “/i/.”</li> <li>6. Point to the bottom left of the letter s and say, “Blend.”</li> <li>7. Scoop your finger under the letters s and i as the class blends the two sounds together “/sssiii/.”</li> <li>8. Point to the letter t on the board and ask, “What’s the sound?”</li> <li>9. Have the class say “/t/.”</li> <li>10. Point to the bottom left of the letter s and say, “Blend.”</li> <li>11. Scoop your finger under all three letters as the class blends the sounds together “/sssiiit/.”</li> <li>12. Point to the bottom left of the letter s and say, “Read the word.”</li> <li>13. Slide your finger under the word as the class says “sit.”</li> </ol>	
3 mins			<p><b>Vocabulary picture</b> (kid)</p>	<p><b>Blend a Word (You do)</b></p> <ol style="list-style-type: none"> <li>1. Hold up the picture of “kid” and say “kid.”</li> <li>2. Put the picture on the board.</li> <li>3. Write the letter k on the board.</li> <li>4. Point to the letter k and ask, “What’s the sound?”</li> <li>5. Have the class say “/k/.”</li> <li>6. Write the letter i on the board to the right of the letter k.</li> <li>7. Point to the letter and ask, “What’s the sound?”</li> <li>8. Have the class say “/i/.”</li> <li>9. Point to the bottom left of the letter k and say, “Blend.”</li> <li>10. Scoop your finger under the letters k and i as the class blends the two sounds together “/kiii/.”</li> <li>11. Write the letter d on the board to the right of the letter i.</li> <li>12. Point to the letter d and ask, “What’s the sound?”</li> <li>13. Have the class say “/d/.”</li> <li>14. Point to the bottom left of the letter k and say, “Blend.”</li> <li>15. Scoop your finger under all three letters as the class blends the sounds together “/kiiid/.”</li> <li>16. Point to the bottom left of the letter k and say, “Read the word.”</li> <li>17. Slide your finger under the word as the class says “kid.”</li> </ol>	

	6 mins		<p><b>Vocabulary pictures</b> (sit, kid)</p> <p>The letters s, i, t, k, i, and d each on its own sheet of paper</p> <p>String attached to the top corners of each paper so students can wear the letters around their necks</p>	<p><b>Blend Words (You do)</b></p> <ol style="list-style-type: none"> <li>1. Keep the pictures of "sit" and "kid" on the board.</li> <li>2. Have three students come up to the front.</li> <li>3. Put the letters around their necks to make one of the words.</li> <li>4. Repeat the blending steps from above to have the class blend the word.</li> <li>5. Have the class point to the correct picture the students are wearing.</li> <li>6. Repeat steps 2-5 with different students, alternating the words as time allows.</li> <li>7. If the students are comfortable with blending, point out that the words "sit" and "kid" have the same middle sounds.</li> </ol>	
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Break—5 mins


Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>8. Practice More Words: <i>Man and Woman</i></p>	9 mins		<p><b>Vocabulary pictures</b> (mom, dad, grandma, grandpa, teacher)</p> <p>Pictures of other men or women to extend the activity</p>	<ol style="list-style-type: none"> <li>1. Write the word "man" on one side of the board.</li> <li>2. Say, "Man." Have the class repeat, "Man."</li> <li>3. Repeat steps 1-2 with the word "woman" on the other side of the board.</li> <li>4. Review the words "man" and "woman" using the familiar vocabulary pictures.</li> <li>5. Hold up a vocabulary picture and ask, "Who is this?"</li> <li>6. The students respond, "This is ____," (e.g., "This is a mom.").</li> <li>7. Ask, "Is this a man or a woman?"</li> <li>8. Have the students should respond, "____ is a woman," (e.g., "Mom is a woman.")</li> <li>9. Choose a student hang the picture on the correct side of the board.</li> <li>10. Repeat steps 5-9 for all the pictures.</li> <li>11. Review all the men.</li> <li>12. Review all the women.</li> <li>13. Mix up the pictures and repeat the activity as time allows.</li> </ol>	<p>Review the words "man" and "woman."</p>

<p><b>9. Practice Saying a Phrase:</b> <i>Where's the Mouse?</i></p>	<p>6 mins</p>		<p><b>Vocabulary pictures</b> (couch, rug, computer, lamp, book, desk)</p> <p>A small picture of a mouse</p>	<ol style="list-style-type: none"> <li>1. Review the vocabulary pictures with the students.</li> <li>2. Hang the vocabulary pictures on the board or in a place where the class can see them.</li> <li>3. Have the students close their eyes. Choose one student to place the mouse either on or under one of the vocabulary pictures.</li> <li>4. When the mouse is hidden the student says, "Where's the mouse?"</li> <li>5. The class opens their eyes to see where the mouse is and then responds, "The ___ is (on/under) the ___." (e.g., "The mouse is under the lamp.")</li> <li>6. Choose another student to place the mouse on or under a vocabulary picture and repeat the activity.</li> </ol>	<p>Review the phrases "Where's the ___?" and "The ___ is (on/under) the ___."</p>
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**Lesson 2: Block B (25 mins)**



Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p><b>10. Miss Daisy</b></p>	<p>5 mins</p>	<p>Unit 20 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Miss Daisy</i> from the Teacher Menu.</li> <li>2. Have the students respond to the people in the video when they are prompted to speak.</li> <li>3. Evaluate what the class says.</li> <li>4. If the class answers correctly, press the button to move on.</li> <li>5. If the class answers incorrectly, repeat the question and prompt the class to say the correct answer.</li> </ol>	<p>Practice speaking.</p>

<p>11. <i>Dotty's Ditties</i></p>	<p>5 mins</p>	<p>Unit 20 - Action tab</p> 	<p><b>Vocabulary Pictures</b> (shirt, socks, pants, dress, jacket)</p> <p>Pillow, table</p> <p><b>Lyrics</b> Put the ___ on the bed, on the bed! Put the ___ on the bed, on the bed! Put the ___ on the bed, just like your mother said. Put the ___ on the bed, on the bed.</p>	<ol style="list-style-type: none"> <li>1. Review the vocabulary words with the class.</li> <li>2. Put the pillow at one end of the table and tell the students to pretend it's a bed.</li> <li>3. Hold up one of the vocabulary pictures.</li> <li>4. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>5. Have the class sing the song.</li> </ol> <p>For example: Put the shirt on the bed, on the bed! Put the shirt on the bed, on the bed! Put the shirt on the bed, just like your mother said. Put the shirt on the bed, on the bed.</p> <ol style="list-style-type: none"> <li>6. Have the students point to the picture of a vocabulary word (e.g., shirt) hanging in the room.</li> <li>7. Choose a student to get the picture and put it on the bed.</li> <li>8. Have the class say, "Put the ___ on the bed."</li> <li>9. Repeat steps 3-8 with the remaining pictures.</li> </ol>	<p>Review the action "put the shirt on the bed."</p>
<p>12. Show What You Learned: <i>Hidden Objects</i></p>	<p>13 mins</p>		<p><b>Hidden Objects project</b> for each student</p> <p>Crayons</p>	<ol style="list-style-type: none"> <li>1. Give each student a <i>Hidden Objects</i> project and crayons.</li> <li>2. Have each student find the hidden objects and color them.</li> <li>3. When the hidden objects have been colored have the students get in pairs.</li> <li>4. Student 1 asks, "Where's the ___?" (e.g., "Where's the ball?")</li> <li>5. Student 2 looks at her picture, finds where the ball is colored, and then responds, "The ___ is (on/under) the ___." (e.g., "The ball is under the couch.")</li> <li>6. Have the students switch. Student 2 then asks where a different object is.</li> <li>7. Repeat steps 4-6 until they have discussed each hidden object.</li> <li>8. Tell the students to share their projects with their parents using the new phrase, "The ___ is (on/under) the ___."</li> </ol>	<p>Review the phrase "Where's the ___?" and "The ___ is (on/under) the ___."</p>
<p>13. Goodbye</p>	<p>2 mins</p>			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	<p>Wrap up.</p>






## Lesson 1: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	2 mins	Unit 21 - Song tab 		<b>Listen to the Song (I do)</b> 1. Play the song "Do You See?" 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 see the ___?" "No, I don't," and "Yes, I see the ___." It's (on/in/under) the ___."
	5 mins	Unit 21 - Song tab 		<b>Practice (We do)</b> 1. Play <i>Big Picture (Song)</i> from the Teacher Menu. 2. Teach or review the needed vocabulary words "turtle," "floor," "door," "ladybug," "bed," "head," "butterfly," and "tree" from the song. 3. Create actions for the words with the students. 4. Have the class practice the words and actions until they are comfortable with them.	
	3 mins	Unit 21 - Listening tab 		<b>Practice (You do)</b> 1. Play <i>Hear! Hear!</i> from the Teacher Menu. 2. Have the class point to the picture that matches what they hear. 3. Choose a student to tap the picture. 4. Have the class repeat the phrase. 5. Repeat until each student has a turn to tap a picture or all the phrases are played.	

	5 mins	Unit 21 - Song tab 		<b>Practice (You do)</b> 1. Play the song "Do You See?" from the Teacher Menu. 2. Encourage students to sing along and do the actions. 3. Repeat the song several times, having the class sing along and act out the lyrics.	
4. <i>Conversational Videos</i>	5 mins	Unit 21 - Speaking tab 		1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "Can you see ____?" "No, I don't," and "Yes, I see the _____. It's (on/in/under) the _____."	




### Lesson 1: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
5. <i>Big Picture (Vocabulary)</i>	7 mins	Unit 21 - Vocabulary tab 		<b>Learn Vocabulary (I do)</b> 1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu. 2. Say the first vocabulary word, and have the students repeat it. 3. If possible, have the students do an action for the vocabulary word. 4. Say, "This is a ____." 5. Have the class repeat the word. 6. Repeat steps 2-5 with all the vocabulary words. 7. Show the pictures again, but this time, ask the students "What do you see?" and have them identify the words using a full sentence (e.g., "I see a turtle."). 8. Invite individual students to come and tap each of the pictures to confirm the answers. 9. Show the pictures one more time. Ask the students to identify the words using a full sentence (e.g., "I see a bookcase."). 10. Say, "I see a(n) ____ in this word. Do you see a(n) ____?" (e.g., "I see a 'k' in this word. Do you see a 'k'?"). 11. Have a student come up and point to the letter. 12. Ask the class what other letters they see in the words. 13. Have the students come up and point to the letters they know. 14. Have the class repeat the names of the letters.	Learn the vocabulary "floor," "turtle," "bookcase," and "blanket."

6. <i>Word Flurry</i>	5 mins	Unit 21 - Vocabulary tab 	<p><b>Practice the Vocabulary (We do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Word Flurry</i> from the Teacher Menu.</li> <li>2. When a word is said, ask all the students to say the word aloud.</li> <li>3. Ask the students if they see a picture of the word on the screen.</li> <li>4. Choose two students to race to the screen and tap the picture.</li> <li>5. Repeat these steps with the remaining words.</li> </ol>	
7. <i>Randomonium</i>	8 mins	Unit 21- Vocabulary tab 	<p><b>Play a Game with the Vocabulary (You do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Randomonium</i> from the Teacher Menu.</li> <li>2. Have the students get in a line facing the board at the back of the classroom.</li> <li>3. Tap the randomize button.</li> <li>4. As quickly as they can, the students do the action for the picture that comes up and say, "I see a ____."</li> <li>5. If a student says the correct phrase, they take a step forward.</li> <li>6. If they are incorrect, they take a step backward.</li> <li>7. The first student to reach the front is the winner.</li> <li>8. Repeat the game as time allows, having the winner tap the randomize button.</li> </ol>	

**Break—5 mins**



## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
8. <i>Conversational Videos</i>	5 mins	Unit 21 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Conversational Videos</i> from the Teacher Menu.</li> <li>2. Have the class repeat the target phrases "Do you see the ___?" "No, I don't," and "Yes, I see the _____. It's (on/in/under) the _____."</li> </ol>	Review the phrases "Do you see the ___?" "No, I don't," and "Yes, I see the _____. It's (on/in/under) the _____."
9. <i>Speak Up 1</i>	5 mins	Unit 21 - Speaking tab 	<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups repeat the phrase.</li> </ol>		
10. <i>Sing a Song</i>	5 mins	Unit 21 - Song tab 	<ol style="list-style-type: none"> <li>1. Play the song "Do You See?" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song a few times, having the class sing along and do the actions.</li> </ol>		

## Lesson 2: Block B (25 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <b>Practice Vocabulary:</b> <i>Word Relay</i>	10 mins		<b>Vocabulary pictures</b> (floor, turtle, bookcase, blanket), set of pictures for each team	<ol style="list-style-type: none"> <li>1. Divide the students into two or more teams.</li> <li>2. The teams each form a line.</li> <li>3. Give the first person in each line the four vocabulary pictures in a random order.</li> <li>4. Tell the students that when you say "Go," they will look at each of the pictures and say the word.</li> <li>5. After they have said all of the words, the first student hands the pictures to the next student in line and sits down.</li> <li>6. Repeat with every student in line.</li> <li>7. The first team to have all the students sitting wins.</li> </ol>	Review the vocabulary "floor," "turtle," "bookcase," and "blanket."




12. <i>Search Party</i>	8 mins	Unit 21 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Search Party</i> from the Teacher Menu.</li> <li>2. Choose a word for the students to find.</li> <li>3. Say, "Find the picture of ____."</li> <li>4. Have the class point at the picture when they find it and say, "I see it."</li> <li>5. When most of the students have found the picture, choose a student to come to the front and tap the image.</li> <li>6. If the student is incorrect, tap the incorrect button and choose a new student to come up.</li> <li>7. If the student is correct, have the class say, "It's ____," or "It's a ____." (If reviewing previously learned vocabulary, adjust the sentence as necessary.)</li> <li>8. If it is too hard to see the picture, tap the shuffle button.</li> <li>9. Repeat these steps until all the students have had a turn to tap an image or until you have sufficiently reviewed the vocabulary.</li> </ol>	
13. <i>Speak Up 2</i>	5 mins	Unit 21 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups repeat the phrase.</li> </ol>	Review the phrases "Do you see the ____?" "No, I don't," and "Yes, I see the ____." It's (on/in/under) the ____."
14. <i>Goodbye</i>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.






## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 21 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Do You See?" from the Teacher Menu.</li> <li>2. Encourage the students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. At Your Command	5 mins	Unit 21 - Action tab 		<ol style="list-style-type: none"> <li>1. Play <i>At Your Command</i> from the Teacher Menu</li> <li>2. Have the class listen to the command twice.</li> <li>3. Have the class say the command.</li> <li>4. Evaluate what the class says and tap the corresponding correct or incorrect button.</li> </ol>	Learn the action "put your ____ (on, in, under) the ____."



<p>5. <b>Practice an Action:</b> <i>Follow the Leader</i></p>	<p>5 mins</p>		<p>Chair</p>	<ol style="list-style-type: none"> <li>1. Review the names of the parts of the body: eye, ear, mouth, nose, foot, hand, arm, leg, finger, shoulder, knee, toe.</li> <li>2. Say, "Touch your ____," (e.g., "Touch your ear.").</li> <li>3. Have the students do the action.</li> <li>4. Repeat steps 2-3 until you have reviewed all the previously taught body parts.</li> <li>5. Say, "Put your hand under the chair," and put your hand under the chair.</li> <li>6. Have the students repeat, "Put your hand under the chair," and put their hands under their chairs.</li> <li>7. Say, "Put your toe on the chair," and do the action.</li> <li>8. Have the students repeat, "Put your toe on the chair," and do the action.</li> <li>9. Repeat steps 5-8 with different body parts until the students are confident.</li> <li>10. Choose a student to come to the front and tell the class to put a body part "on" or "under" their chair and then do the action.</li> <li>11. Have the class repeat the command and do the action.</li> <li>12. Repeat steps 10-12 until all the students have a turn being the leader or as time allows.</li> </ol>	
<p>6. <b>Big Picture:</b> <i>Toys</i></p>	<p>10 mins</p>	<p>Unit 21 - Resources tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: Toys</i> from the Teacher Menu.</li> <li>2. Show the first picture.</li> <li>3. Point to each of the toys and say, "A ____ is a toy."</li> <li>4. Have the students repeat after you.</li> <li>5. Show the next picture.</li> <li>6. If the picture is a toy, have the class say, "A(n) ____ is a toy," (e.g., "A yo-yo is a toy.").</li> <li>7. If the picture is not a toy, have the class say, "A(n) ____ is not a toy."</li> <li>8. Choose a student to tap the board to check their answer.</li> <li>9. Repeat steps 5-8 with the rest of the pictures.</li> </ol>	<p>Review the word "toy."</p>


## Lesson 1: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. "Letter Actions Song: U u"	2 mins	Unit 21 - Letters tab 	<b>Lyrics</b> This is a U, and U says "/u/." Let's jump up together. This is a u, and u says "/u/." Let's jump up together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: U u" from the Teacher Menu.</li> <li>2. Have the class do the action along with the kids in the video.</li> <li>3. Have the students say "U" whenever they see the letter.</li> <li>4. Have the class sing the song.</li> <li>5. Repeat the video until the students are comfortable with the lyrics and actions.</li> </ol>	Learn the letters capital U and small u.
8. <i>Big Picture:</i> U u	3 mins	Unit 21 - Letters tab 		<b>Learn Capital and Small Letters (I do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture: U u</i> from the Teacher Menu.</li> <li>1. Display capital U.</li> <li>2. Tap the capital U to play the audio "capital U."</li> <li>3. Have the students say, "It's capital U."</li> <li>4. Tap the capital U again. Make yourself as big as you can. Stand on your toes and reach your arms up in the sky as you say, "It's capital U."</li> <li>5. Have the students do the same action as they say, "It's capital U."</li> <li>6. Repeat these steps with small u, crouching down and making yourself small.</li> <li>7. Display the mouth and tap the board to play the video "/u/."</li> <li>8. Have the students shout "/u/!"</li> </ol>	
9. <i>Randomonium:</i> U u	3 mins	Unit 21 - Letters tab 		<b>Play a Letter Name and Sound Game (We do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Randomonium: U u</i> from the Teacher Menu.</li> <li>2. Tap the randomize button.</li> <li>3. Have the students do the action and say the letter or sound that comes up (e.g., Get big and say, "It's capital U.").</li> <li>4. Repeat these steps, inviting different students to come up and spin the generator.</li> </ol>	


<b>10. Letter Trace:</b> <i>U u</i>	7 mins	Unit 21 - Letters tab 	<b>Write the Letters (You do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Letter Trace: U u</i> from the Teacher Menu.</li> <li>2. Choose a student to come to the front and find capital U.</li> <li>3. The class says, "It's capital U."</li> <li>4. Select a different student to come to the front and trace the capital letter while the class writes the letter with their fingers on the floor.</li> <li>5. Have the students say, "It's capital U."</li> <li>6. Repeat with the next two traces.</li> <li>7. Have a student come to the front and write capital U while the class writes on the floor.</li> <li>8. Choose the best capital U, or have the students vote on the capital U they feel is the best.</li> <li>9. Repeat the activity with small u.</li> </ol>	
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**Break—5 mins**
**Lesson 2: Block A (15 mins)**

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>11. "Letter Actions Song: U u"</b>	2 mins	Unit 21 - Letters tab 	<b>Lyrics</b> This is a U, and U says "/u/." Let's jump up together. This is a u, and u says "/u/." Let's jump up together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: U u" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Review the letters capital U and small u.
<b>12. Big Picture:</b> <i>U u</i>	3 mins	Unit 21 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: U u</i> from the Teacher Menu.</li> <li>2. Display capital U.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say, "It's capital U," and do the action.</li> <li>5. Repeat these steps with small u.</li> <li>6. Display the mouth and ask, "What sound does U make?"</li> <li>7. Have the class shout "/u/!"</li> <li>8. Tap the board to play the video "/u/."</li> </ol>	

<b>13. First Sound</b> Intro: /u/	5 mins	Unit 21 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /u/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound “/u/.”</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all the pictures.</li> </ol>	
<b>14. Practice Hearing and Saying</b> Sounds: /u/	5 mins		Pictures of an umbrella, ugly, up, under, umpire	<ol style="list-style-type: none"> <li>1. Show the class the picture of the umbrella.</li> <li>2. Say, “Umbrella. What is the first sound in umbrella?” putting an emphasis on the first sound in the word.</li> <li>3. Have the class say “/u/.” Monitor and provide feedback as needed.</li> <li>4. Have the class say “/u/, umbrella.”</li> <li>5. Repeat steps 1-4 with the rest of the words.</li> <li>6. Continue randomly holding up words and having the class say the first sound as time allows.</li> </ol>	Learn first and last sound /u/.




## Lesson 2: Block B (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>15. Turtle's Blanket</b>	13 mins	Unit 21 - Book tab 	<b>Vocabulary pictures</b> (turtle, blanket, floor, chair, glue, brother, heart), enough for each student to have one	<ol style="list-style-type: none"> <li>1. Ask the students if they have a favorite blanket or toy at home that they love to play with. Tell the students that they are going to hear a story about a turtle that has a favorite blanket. Ask the student to listen in the story for what happens to the blanket.</li> <li>2. Show the book <i>Turtle's Blanket</i> from the Teacher Menu.</li> <li>3. After the narrator reads each page, have the class repeat what was said.</li> <li>4. After the story, ask the students what happened to the blanket.</li> <li>5. After listening to the students explain, make sure the students understand the words “rip” and “hole”.</li> <li>6. Give a vocabulary picture to each student.</li> <li>7. Show the book again.</li> <li>8. As the story is read, have the students hold up their vocabulary picture when they hear it read in the story.</li> </ol>	Share the book <i>Turtle's Blanket</i>



<b>16. Practice More Words:</b> <b>Where are the Toys?</b>	10 mins		Vocabulary pictures of 5-6 toys and another set of matching pictures or matching real toys (e.g., airplane, train, baseball, doll, puzzle, robot)	<ol style="list-style-type: none"> <li>1. Hide one set of vocabulary pictures or real toys around the room when the students aren't watching.</li> <li>2. Say, "Where are the toys?"</li> <li>3. Look around the room. Say "The toys are hidden!"</li> <li>4. Hold up a picture of a baseball. Say, "Do you see the baseball?" Ask the students to look around the room for another baseball and raise their hand when they see it.</li> <li>5. When most of the hands are raised, repeat the question again, "Do you see the baseball?"</li> <li>6. Have the class answer, "Yes, I see a baseball."</li> <li>7. Choose a student to show the class where the picture or toy is hidden.</li> <li>8. Have the student hold up the picture or toy and say, "Here it is."</li> <li>9. Then the student gives the picture or toy to the teacher.</li> <li>10. Hold up the picture or toy and say, "A ___ is a toy," (e.g., "A baseball is a toy.").</li> <li>11. Have the class repeat the phrase.</li> <li>12. Repeat the activity with the remaining toys.</li> <li>13. If you have extra time, count how many toys were hidden altogether.</li> </ol>	Review the word "toys."
<b>17. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the students.</li> <li>3. Have the class wave and say "Goodbye."</li> </ol>	Wrap up.



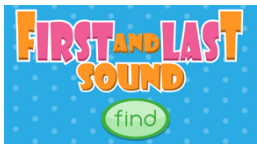
## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	2 mins	Unit 21 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Do You See?" from the Teacher Menu.</li> <li>2. Encourage the students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. <i>Big Picture</i> (Vocabulary)	3 mins	Unit 21 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu.</li> <li>2. Ask the students to identify the words using a full sentence (e.g., "It's a turtle.&gt;").</li> <li>3. Say, "I see a(n) ___ in this word. Do you see a(n) ___?" (e.g., "I see a 't' in this word. Do you see a 't'?").</li> <li>4. Have a student come up and point to the letter.</li> <li>5. Ask the class what other letters they see in the word.</li> <li>6. Have the students come up and point to the letters they know.</li> <li>7. Have the class repeat the names of the letters.</li> <li>8. Repeat steps 2-7 with all the words.</li> </ol>	Review the words "floor," "turtle," "bookcase," and "blanket."
5. <i>Match Maker</i>	5 mins	Unit 21 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Match Maker</i> from the Teacher Menu.</li> <li>2. Choose a student to try and make a match.</li> <li>3. If the student makes a match, have the class say the vocabulary word.</li> <li>4. Choose a new student to come up and try to make a match.</li> <li>5. Repeat until all the matches are made.</li> <li>6. Tap on each of the pictures and have the class say, "It's a ___."</li> </ol>	



<b>6. <i>Speak Up 1</i></b>	5 mins	Unit 21 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups of students repeat the phrase.</li> </ol>	
<b>7. <i>Speak Up 2</i></b>	5 mins	Unit 21 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups of students repeat the phrase.</li> </ol>	Review the phrases "Do you see a ___?" "No, I don't," "Yes, I see the ___." "It's (on/in/under) the ___."
<b>8. Practice Saying a Phrase: Do You See?</b>	5 mins		<b>Vocabulary pictures</b> (Teachers choice for review)  Box  Table  Chair	<ol style="list-style-type: none"> <li>1. Divide up the vocabulary pictures and place some pictures in the box, under the table, and on the chair.</li> <li>2. Choose one student to come to the front of the room. Ask the student, "Do you see a ___?" (e.g., "Do you see a lamp?")</li> <li>3. Have the class repeat the question.</li> <li>4. Have the student look for the picture.</li> <li>5. If the student does not see the object, they respond, "No, I don't."</li> <li>6. If the student does see the object, they respond, "Yes, I see the ___. It's __ the ___," (e.g., "Yes, I see the lamp. It's on the table.").</li> <li>7. Have the class repeat phrase, "It's ___ the ___," (e.g., "It's on the table.").</li> <li>8. Repeat steps 2-7 until the students feel comfortable using the phrases.</li> </ol>	Review the phrases "Do you see a ___?" "No, I don't," "Yes, I see the ___." "It's (on/in/under) the ___."

## Lesson 1: Block B (15 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
9. <i>First Sound Find: /u/</i>	7 mins	Unit 21 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Find: /u/</i> from the Teacher Menu.</li> <li>2. Tap each picture and have the class repeat the words.</li> <li>3. Have the class find a word that has the first sound /u/.</li> <li>4. Choose a student to come to the front and drag the picture to the container.</li> <li>5. Repeat with the remaining pictures that have the first sound /u/.</li> <li>6. Repeat the activity until students are comfortable hearing the sound.</li> </ol>	Review the first sound /u/.
10. <i>Practice Hearing and Saying Sounds: /u/</i>	8 mins		<p>Pictures of an umbrella, ugly, up, under, umpire, ant, iguana, elephant, two to four of each picture</p> <ol style="list-style-type: none"> <li>1. Show the class the pictures and review the words.</li> <li>2. Divide the class into 2-4 groups.</li> <li>3. Give each group a set of pictures.</li> <li>4. Say, "Find the pictures with the first sound /u/."</li> <li>5. Have each group find the pictures with the first sound /u/.</li> <li>6. The first group to hand you the correct 5 pictures with the first sound /u/ wins.</li> <li>7. Mix up the groups and repeat the activity several times until the students are comfortable hearing the sound.</li> </ol>		

Break—5 mins


## Lesson 2: Block A (20 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. Practice an Action: <i>Under the Table</i>	10 mins		A table A chair  Several small objects, enough for each student	<ol style="list-style-type: none"> <li>Put a table and chair at the front of the room, so the students can see them.</li> <li>Give each student several small objects.</li> <li>Say, "Put your ___ under the ___," (e.g., "Put the eraser under the table.").</li> <li>Have the students find the correct item and quickly put it in the correct location then return to their original spot.</li> <li>When the items are in the correct location, have the class say, "The ___ are under the ___," (e.g., "The erasers are under the table.").</li> <li>Repeat steps 3-5 with the other objects.</li> </ol>	Review action "Put your ___ under the ___."
12. Practice More Words: Word Sort	10 mins		<p><b>Food vocabulary pictures</b> (grapes, corn, cheese, salad, bread, soup, chicken)</p> <p><b>Toy vocabulary pictures</b> (a baseball, a jump rope, a robot, a puzzle, a kite, a doll, a yo-yo)</p> <p>The front board divided into two areas. One side labeled "Toys" and the other side labeled "Food"</p>	<ol style="list-style-type: none"> <li>Write the word "food" on one side of the board.</li> <li>Say, "Food," and point to the word. Have the class repeat the word.</li> <li>Write the word "toys" on the other side of the board.</li> <li>Say, "Toys," and point to the word. Have the class repeat the word.</li> <li>Review the vocabulary pictures with the class identifying if the picture is food or a toy.</li> <li>Mix up the pictures and place them in a pile facedown so the students can't see what they are.</li> <li>Invite two students to come to the front.</li> <li>Say, "What's this?"</li> <li>Show the picture on the top of the pile.</li> <li>Have the students identify if the picture is food or a toy.</li> <li>Have the class say, "___ is ___," (e.g., "Chicken is food," or "A doll is a toy.").</li> <li>Have the first student to answer correctly take the picture and hang it on the correct side of the board.</li> <li>Repeat steps 7-12 with two new students.</li> <li>Repeat the activity until all the students have had a turn to come to the front or all the pictures are sorted.</li> <li>Review all the food.</li> <li>Review all the toys.</li> </ol>	Practice the words "food" and "toys."

## Lesson 2: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
13. "Letter Actions Song: U u"	2 mins	Unit 21 - Letters tab 	<b>Lyrics</b> This is a U, and U says "/u/." Let's jump up together. This is a u, and u says "/u/." Let's jump up together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: U u" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	"Letter Actions Song: U u"
14. <i>First Sound Intro: /u/</i>	3 mins	Unit 21 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /u/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/u/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all of the pictures.</li> </ol>	
15. Show What You Learned: <i>Color First and Last Sounds: /u/</i>	13 mins		<b>Color First and Last Sounds: /u/ project</b> for each student  Crayons	<ol style="list-style-type: none"> <li>6. Give each student a <i>Color First and Last Sounds: /u/</i> project and crayons.</li> <li>7. Have the students choose two colors.</li> <li>8. Go through all the pictures with the students.</li> <li>9. The students color the pictures that have the first sound /u/ one color and the pictures with the last sound /u/ the other color.</li> <li>10. Review all the pictures with the students, emphasizing the first sound or last sound in the words.</li> <li>11. Tell the students to take the project home and talk about it with their parents.</li> </ol>	Color pictures with the first sound /u/.
16. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.





**Lesson 1: Block A (30 mins)**

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 21 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Do You See?" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.

<p>4. <b>Big Picture (Value)</b></p>	<p>5 mins</p>	<p>Unit 21 - Value tab</p> 	<ol style="list-style-type: none"> <li>1. Use language the students understand to discuss the value gratitude.</li> <li>2. Play Big Picture (Value) from the Teacher Menu.</li> <li>3. Show the first picture.</li> <li>4. Ask the students what is happening in the picture.</li>   <li>For example: "What is the kid doing?" ("Carrying a lot of toys.")</li>   <li>5. Show the second picture.</li> <li>6. Ask the students what is happening in the picture.</li>   <li>For example: "What is the second kid doing?" ("Helping to carry some toys.")</li>   <li>7. Show the third picture.</li> <li>8. Ask the students what is happening in the picture.</li>   <li>For example: "How does the first kid feel about getting help?" ("The first kid is happy for the help.")</li>   <li>9. While showing the third picture say, "I am grateful when people help me."</li> <li>10. Tap the screen and have the class repeat "gratitude."</li> </ol>	<p>Learn the value gratitude.</p>
<p>5. <b>Practice a Value: Gratitude</b></p>	<p>5 mins</p>		<ol style="list-style-type: none"> <li>1. Explain that we have gratitude when we thank others for helping us</li> <li>2. Have the students stand in a circle.</li> <li>3. Say, "I am grateful for _____ because _____." (e.g., "I am grateful for my mom because she makes me dinner.")</li> <li>4. Go around the room and let each student tell about a person they are grateful for and why.</li> <li>5. After everyone has had a chance to share, have the class say, "I am grateful when people help me."</li> </ol>	

<b>6. Practice an Action: Silly Commands</b>	10 mins		<p><b>Vocabulary pictures</b> (hands, feet, shoes, pencil, shoulders, knees, toes, floor, door, desk, chair, etc.)</p> <p>Small items for each student (e.g. pencil, paper, crayons, scissors, tape)</p>	<ol style="list-style-type: none"> <li>1. Have the students sit in a chair at a desk or table.</li> <li>2. Say, "We are going to play a listening game. Listen carefully and try to do what I say."</li> <li>3. Say, "Put your _____ (on/in/under) the _____." (e.g., Put your shoes under the chair, put your fingers in your ears, put your hands in the air, put your finger on your nose, put your pencil under the chair, put your crayons on the floor.)</li> <li>4. Do the action with the students for the first few commands.</li> <li>5. As the students get better at listening, just say the action and see if the students can do it correctly.</li> </ol> <ol style="list-style-type: none"> <li>1. Talk slower or faster to adjust the difficulty of the activity.</li> </ol>	<p>Review the action, "Put your shoes under the chair."</p> <p>Review the terms "on," "in", and "under."</p>
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### Lesson 1: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>7. Begin to Blend</b>	3 mins		<p><b>Vocabulary picture</b> (man)</p> <p>Point:  </p> <p>Scoop:  </p> <p>Slide:  </p>	<p><b>Learn to Blend (I do)</b></p> <ol style="list-style-type: none"> <li>1. Hold up the picture of "man" and say "man."</li> <li>2. Put the picture on the board.</li> <li>3. Write the letter m on the board.</li> <li>4. Point to the letter m and say "/m/."</li> <li>5. Write the letter a on the board to the right of the letter m.</li> <li>6. Point to the letter a and say "/a/."</li> <li>7. Point to the bottom left of the letter m and say, "Blend."</li> <li>8. Scoop your finger under the letters m and a as you blend the two sounds together "/mmaaa/."</li> <li>9. Write the letter n on the board to the right of the letter a.</li> <li>10. Point to the letter n and say "/n/."</li> <li>11. Point to the bottom left of the letter m and say, "Blend."</li> <li>12. Scoop your finger under all three letters as you blend the sounds together "/mmaaannn/."</li> <li>13. Point to the bottom left of the letter m and say, "Read the word."</li> <li>14. Slide your finger under the word as you say "man."</li> </ol>	<p>Learn to blend the words "man" and "mat."</p>

	3 mins		<b>Vocabulary picture</b> (man)	<b>Practice Blending (We do)</b> <ol style="list-style-type: none"> <li>1. Point to the picture of man and have the class say "man."</li> <li>2. Point to the letter m and ask, "What's the sound?"</li> <li>3. Have the class say "/m/."</li> <li>4. Point to the letter a and ask, "What's the sound?"</li> <li>5. Have the class say "/a/."</li> <li>6. Point to the bottom left of the letter m and say, "Blend."</li> <li>7. Scoop your finger under the letters m and a as the class blends the two sounds together "/mmaaa/."</li> <li>8. Point to the letter n on the board and ask, "What's the sound?"</li> <li>9. Have the class say "/n/."</li> <li>10. Point to the bottom left of the letter m and say, "Blend."</li> <li>11. Scoop your finger under all three letters as the class blends the sounds together "/mmaaannn/."</li> <li>12. Point to the bottom left of the letter m and say, "Read the word."</li> <li>13. Slide your finger under the word as the class says "man."</li> </ol>	
	3 mins		<b>Vocabulary picture</b> (mat)	<b>Blend a Word (You do)</b> <ol style="list-style-type: none"> <li>1. Hold up the picture of "mat" and say "mat."</li> <li>2. Put the picture on the board.</li> <li>3. Write the letter m on the board.</li> <li>4. Point to the letter m and ask, "What's the sound?"</li> <li>5. Have the class say "/m/."</li> <li>6. Write the letter a on the board to the right of the letter m.</li> <li>7. Point to the letter and ask, "What's the sound?"</li> <li>8. Have the class say "/a/."</li> <li>9. Point to the bottom left of the letter m and say, "Blend."</li> <li>10. Scoop your finger under the letters m and a as the class blends the two sounds together "/mmaaa/."</li> <li>11. Write the letter t on the board to the right of the letter a.</li> <li>12. Point to the letter t and ask, "What's the sound?"</li> <li>13. Have the class say "/t/."</li> <li>14. Point to the bottom left of the letter m and say, "Blend."</li> <li>15. Scoop your finger under all three letters as the class blends the sounds together "/mmaaat/."</li> <li>16. Point to the bottom left of the letter m and say, "Read the word."</li> <li>17. Slide your finger under the word as the class says "mat."</li> </ol>	



	6 mins		<p><b>Vocabulary pictures</b> (man, mat)</p> <p>The letters m, a, n, m, a, and t, each on its own sheet of paper</p> <p>String attached to the top corners of each paper so students can wear the letters around their necks</p>	<p><b>Blend Words (You do)</b></p> <ol style="list-style-type: none"> <li>1. Keep the pictures of man and mat on the board.</li> <li>2. Have three students come up to the front.</li> <li>3. Put the letters around their necks to make one of the words.</li> <li>4. Repeat the blending steps from above to have the class blend the word.</li> <li>5. Have the class point to the correct picture the students are wearing.</li> <li>6. Repeat steps 2-5 with different students, alternating the words as time allows.</li> <li>7. If the students are comfortable with blending, point out that the words man and mat have the same beginning sounds.</li> </ol>	
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## Break—5 mins


## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>8. Practice Vocabulary: <i>Whisper Relay</i></p>	8 mins		<p><b>Vocabulary pictures</b> (floor, turtle, bookcase, blanket, shoes, chair, ball)</p>	<ol style="list-style-type: none"> <li>1. Divide the class into two teams.</li> <li>2. Have each team stand in a line facing away from the front.</li> <li>3. Have the first student in each line turn and look at you.</li> <li>4. Show the students a vocabulary picture.</li> <li>5. The student whispers the word into the next student's ear.</li> <li>6. That student whispers it to the next student and so on until the word reaches the end of the line.</li> <li>7. Once the last student hears the word, they run to the front of the line and say the word out loud.</li> <li>8. If the student is incorrect, show them the picture and have them start the whispering down the line again.</li> <li>9. The first team to say the correct word out loud gets a point.</li> <li>10. Continue until every student has had a chance to start whispering a word.</li> </ol>	<p>Review the words "floor," "turtle," "bookcase," and "blanket."</p>

<b>9. Practice Saying a Phrase: What's Missing</b>	5 mins		<b>Vocabulary pictures</b> (doll, car, cat, dog, lamp, computer)  An open box	<ol style="list-style-type: none"> <li>1. Review the vocabulary pictures with the class.</li> <li>2. Place the box in front of the classroom on its side so the class can see in it.</li> <li>3. Have the class close their eyes.</li> <li>4. Place one of the pictures In, on, or under the box so the students can see it.</li> <li>5. Have the class open their eyes.</li> <li>6. Ask the class, "Do you see the ____?" (e.g., "Do you see the cat?"), asking for something that is not the picture that was placed.</li> <li>7. Have the class answer, "No, I don't."</li> <li>8. Ask the class, "Do you see the ____?" (e.g., "Do you see the cat?"), asking for the vocabulary picture.</li> <li>9. Choose a student to answer, "Yes, I see the _____. It's _____ the box," (e.g., "Yes, I see the lamp. It's on the box.")</li> <li>10. Have the class repeat the answer.</li> <li>11. Repeat steps 3-10 until all the pictures have been placed.</li> <li>12. Repeat the activity until each student has a turn or as time allows.</li> </ol>	Review the phrases "Do you see the ____?" "No, I don't," and "Yes, I see the _____. It's (on/in/under) the _____."
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## Lesson 2: Block B (25 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>10. Miss Daisy</b>	5 mins	Unit 21 - Speaking tab  		<ol style="list-style-type: none"> <li>1. Play <i>Miss Daisy</i> from the Teacher Menu.</li> <li>2. Have the students respond to the people in the video when they are prompted to speak.</li> <li>3. Evaluate what the class says.</li> <li>4. If the class answers correctly, press the button to move on.</li> <li>5. If the class answers incorrectly, repeat the question and prompt the class to say the correct answer.</li> </ol>	Practice speaking.

<b>11. Turtle's Blanket</b>	8 mins	Unit 21 - Book tab 	<b>Vocabulary pictures</b> (turtle, blanket, floor, glue, heart, brother)  Paper  Crayons	<ol style="list-style-type: none"> <li>6. Show the book <i>Turtle's Blanket</i> from the Teacher Menu.</li> <li>7. Have the students read along with the book.</li> <li>8. Have the class name the vocabulary words in the book.</li> <li>9. As the students name an item, put the vocabulary picture on the board.</li> <li>10. Read the book again. As the book is being read, have the students pretend that they are Turtle and they have a blue blanket.</li> <li>11. Have them silently act out the story in their seat with their pretend blanket, showing all the facial expressions Turtle would have throughout the story.</li> <li>12. After the book, help the students retell the story using the vocabulary pictures on the board to help them.</li> </ol>	Share the book <i>Turtle's Blanket</i>
<b>12. Show What You Learned: Turtle's Blanket Project</b>	15 mins		<b>Turtle's Blanket project</b> for each student  Crayons	<ol style="list-style-type: none"> <li>1. Give each student a <i>Turtle's Blanket</i> project and crayons.</li> <li>2. Have the students color decorate their blanket.</li> <li>3. When the students are done coloring their blanket, have them find a partner.</li> <li>4. Have the students choose who will be student 1 and who will be student 2.</li> <li>5. Have student 1 close their eyes while student 2 hides their picture somewhere nearby.</li> <li>6. When student 2 is done hiding their blanket, have them say, "Do you see my blanket?"</li> <li>7. Have student 1 open their eyes and look around.</li> <li>8. If they don't see the blanket, have them say, "No, I don't."</li> <li>9. If they see the blanket have them say, "Yes, I see the blanket. It's (on/in/under) the _____," (e.g., "It's under the table.").</li> <li>10. Have student 2 retrieve their blanket.</li> <li>11. Have the students switch roles and repeat steps 5-10.</li> <li>12. Tell the students to take the project home and talk about <i>Turtle's Blanket</i> with their parents.</li> </ol>	Review the phrases "Do you see the ___?" "No, I don't," and "Yes, I see the _____. It's (on/in/under) the ____."
<b>13. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.






## Lesson 1: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	2 mins	Unit 22 - Song tab 		<b>Listen to the Song (I do)</b> 1. Play the song "Please Find My Jacket" 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 can't find my ____." Please help me find it," "Is it (in/on/under) the ____?" "Yes, it is," and "No, it isn't. It's ____ the ____."
	5 mins	Unit 22 - Song tab 		<b>Practice (We do)</b> 1. Play <i>Big Picture (Song)</i> from the Teacher Menu. 2. Review the words "jacket," "bed," "sink," and "kite," as well as the color words from the song. 3. Make actions for the lyrics "I can't find my jacket," "Is it ____?" "Yes, it is," and "No, it isn't." 4. Review the actions and sentences until the students are comfortable with them.	
	3 mins	Unit 22 - Listening tab 		<b>Practice (You do)</b> 1. Play <i>Hear! Hear!</i> from the Teacher Menu. 2. Have the class point to the picture that matches what they hear. 3. Choose a student to tap the picture. 4. Have the class repeat the phrase. 5. Repeat until each student has a turn to tap a picture or all the phrases are played.	

	5 mins	Unit 22 - Song tab 		<b>Practice (You do)</b> 1. Play the song "Please Find My Jacket" from the Teacher Menu. 2. Encourage students to sing along and do the actions. 3. Repeat the song several times, having the class sing along and act out the lyrics.	
4. <i>Conversational Videos</i>	5 mins	Unit 22 - Speaking tab 		1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "I can't find my ____." "Please help me find it," "Is it (in/on/under) the ____?" "Yes, it is," and "No, it isn't. It's ____ the ____."	


### Lesson 1: Block B (20 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
5. <i>Big Picture (Vocabulary)</i>	7 mins	Unit 22 - Vocabulary tab 		<b>Learn Vocabulary (I do)</b> 1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu. 2. Say the first vocabulary word, and have the students repeat it. 3. If possible, have the students do an action for the vocabulary word. 4. Say, "It's a ____." 5. Have the class repeat the sentence. 6. Repeat steps 2-5 with all the vocabulary words. 7. Show the pictures again, but this time, ask students to identify the words using a full sentence (e.g., "It's a closet."). 8. Invite individual students to come and tap each of the pictures to confirm the answers. 9. Show the pictures one more time. Ask the students to identify the words using a full sentence (e.g., "It's a closet."). 10. Say, "I see a(n) ____ in this word. Do you see a(n) ____?" (e.g., "I see a 'c' in this word. Do you see a 'c'?"). 11. Have a student come up and point to the letter. 12. Ask the class what other letters they see in the word. 13. Have the students come up and point to the letters they know. 14. Have the class repeat the names of the letters.	Learn the words "closet," "skirt," "drawer," and "jacket."

6. <i>Word Flurry</i>	5 mins	Unit 22 - Vocabulary tab 	<b>Practice Vocabulary (We do)</b> 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 race to the screen and tap the picture. 5. Repeat these steps with the remaining words.	
7. <i>Randomonium</i>	8 mins	Unit 22 - Vocabulary tab 	<b>Play a Game with the Vocabulary (You do)</b> 1. Play <i>Randomonium</i> from the Teacher Menu. 2. Divide the class into two groups. 3. Have each group line up. 4. Tap the randomize button. 5. The first student in each line says, "It's a ____," as the vocabulary word comes up. 6. The student that says the word first gets a point for their team. 7. Repeat until every student has had a turn. 8. The team with the most points wins. 9. Repeat the game as time allows.	

Break—5 mins



## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
8. <i>Conversational Videos</i>	5 mins	Unit 22 - Speaking tab 		1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "I can't find my ____," "Please help me find it," "Is it (in/on/under) the ____?" "Yes, it is," and "No, it isn't. It's ____ the ____."	Review the phrases "I can't find my ____." Please help me find it," "Is it (in/on/under)

<p>9. <i>Speak Up 1</i></p>	<p>5 mins</p>	<p>Unit 22 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups repeat the phrase.</li> </ol>	<p>the ____?" "Yes, it is," and "No, it isn't. It's ____ the ____."</p>
<p>10. Sing a Song</p>	<p>5 mins</p>	<p>Unit 22 - Song tab</p> 		<ol style="list-style-type: none"> <li>1. Play the song "Please Find My Jacket" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song a few times, having the class sing along and do the actions.</li> </ol>	

Lesson 2: Block B (25 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>11. Practice Vocabulary: <i>Match the Word</i></p>	<p>10 mins</p>		<p><b>Vocabulary pictures</b> (closet, skirt, drawer, jacket, bookcase, bed, lamp), two of each picture</p>	<ol style="list-style-type: none"> <li>1. Review the vocabulary pictures with the class.</li> <li>2. Put the vocabulary pictures on the ground with the picture facedown.</li> <li>3. Divide the class into two groups.</li> <li>4. Have one student from the first group choose a vocabulary picture and turn it over.</li> <li>5. Have the class say, "It's a ____," (e.g., "It's a closet.").</li> <li>6. Have a second student from the first group choose another vocabulary picture and turn it over.</li> <li>7. Have the class say, "It's a ____."</li> <li>8. If the vocabulary pictures match, the group gets to keep the vocabulary pictures.</li> <li>9. If the vocabulary pictures don't match, turn the vocabulary pictures back over.</li> <li>10. Repeat steps 4-9 with the second group.</li> <li>11. Continue giving each group a turn until all the matches are made. The team with the most matches wins.</li> <li>12. Repeat the game as time allows.</li> </ol>	<p>Review the words "closet," "skirt," "drawer," and "jacket."</p>


<p>12. <i>Search Party</i></p>	<p>8 mins</p>	<p>Unit 22 - Vocabulary tab</p> 	<ol style="list-style-type: none"> <li>1. Play <i>Search Party</i> from the Teacher Menu.</li> <li>2. Choose a word for the students to find.</li> <li>3. Say, "Find the picture of ____."</li> <li>4. Have the class point at the picture when they find it and say, "I see it."</li> <li>5. When most of the students have found the picture, choose a student to come to the front and tap the image.</li> <li>6. If the student is incorrect, tap the incorrect button and choose a new student to come up.</li> <li>7. If the student is correct, have the class say, "It's a ____." (If reviewing previously learned vocabulary, adjust the sentence as necessary.)</li> <li>8. If it is too hard to see the picture, tap the shuffle button.</li> <li>9. Repeat these steps until all the students have had a turn to tap an image or until you have sufficiently reviewed the vocabulary.</li> </ol>	
<p>13. <i>Speak Up 2</i></p>	<p>5 mins</p>	<p>Unit 22 - Speaking tab</p> 	<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrases in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups repeat the phrases.</li> </ol>	<p>Review the phrases "I can't find my ____." "Please help me find it," "Is it (in/on/under) the ____?" "Yes, it is," and "No, it isn't. It's ____ the ____."</p>
<p>14. <i>Goodbye</i></p>	<p>2 mins</p>		<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	<p>Wrap up.</p>









## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	4 mins	Unit 22 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Please Find My Jacket" from the Teacher Menu.</li> <li>2. Encourage students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. At Your Command	5 mins	Unit 22 - Action tab 		<ol style="list-style-type: none"> <li>1. Play <i>At Your Command</i> from the Teacher Menu</li> <li>2. Have the class listen to the command twice.</li> <li>3. Have the class say the command.</li> <li>4. Evaluate what the class says and tap the corresponding correct or incorrect button.</li> </ol>	
5. Practice an Action: <i>Teacher Dress up</i>	5 mins		A variety of clothing to dress up and take off (e.g., jacket, gloves, hat, backpack, shoes, etc.)	<ol style="list-style-type: none"> <li>1. Review the names of the items with the students and put the clothing items on so you are eventually wearing everything.</li> <li>2. Point to one of the items.</li> <li>3. Have the class say, "Take off your ____." (e.g., "Take off your hat.")</li> <li>4. Remove the item of clothing.</li> <li>5. Repeat steps 2-3 until you have taken off all the items.</li> <li>6. Choose a student to come to the front and put on the clothing. Repeat the activity as time allows.</li> </ol>	Learn the action "take off your ____."

<b>6. Big Picture: Color and Shape</b>	10 min	Unit 22 - Resources tab 		<ol style="list-style-type: none"> <li>1. Play Big Picture: Color and Shape from the Teacher Menu.</li> <li>2. Show the picture of shapes and have the students say "shapes."</li> <li>3. Point to each individual shape and have the students say, "A ___ is a shape."</li> <li>4. Show the picture of colors and have the students say "colors."</li> <li>5. Point to each of the individual colors and have the students say, "___ is a color."</li> <li>6. Show the individual pictures and have the class identify if it is a shape or a color using the phrase, "It's a ___."</li> </ol>	Review the words "color" and "shape."
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### Lesson 1: Block B (15 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>7. "Letter Actions Song: V v"</b>	2 mins	Unit 22 - Letters tab 	<b>Lyrics</b> This is a V, and V says "/v/." Let's vacuum together. This is a v, and v says "/v/." Let's vacuum together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: V v" from the Teacher Menu.</li> <li>2. Have the class do the action along with the kids in the video.</li> <li>3. Have the students say "V" whenever they see the letter.</li> <li>4. Have the class sing the song.</li> <li>5. Repeat the video until the students are comfortable with the lyrics and actions.</li> </ol>	
<b>8. Big Picture: V v</b>	3 mins	Unit 22 - Letters tab 		<b>Learn Capital and Small Letters (I do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture: V v</i> from the Teacher Menu.</li> <li>1. Display capital V.</li> <li>2. Tap the capital V to play the audio "capital V."</li> <li>3. Have the students say, "It's capital V."</li> <li>4. Tap the capital V again. Make yourself as big as you can. Stand on your toes and reach your arms up in the sky as you say, "It's capital V."</li> <li>5. Have the students do the same action as they say, "It's capital V."</li> <li>6. Repeat these steps with small v, crouching down and making yourself small.</li> <li>7. Display the mouth and tap the board to play the video "/v/."</li> <li>8. Have the students shout "/v/!"</li> </ol>	Learn the letters capital V and small v.

<b>9. Randomonium:</b> V v	3 mins	Unit 22 - Letters tab 		<b>Play a Letter Name and Sound Game (We do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Randomonium: V v</i> from the Teacher Menu.</li> <li>2. Tap the randomize button.</li> <li>3. Have the students do the action and say the letter or sound that comes up (e.g., Get big and say, "It's capital V.&gt;").</li> <li>4. Repeat these steps, inviting different students to come up and spin the generator.</li> </ol>	
<b>10. Letter Trace:</b> V v	7 mins	Unit 22 - Letters tab 		<b>Write the Letters (You do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Letter Trace: V v</i> from the Teacher Menu.</li> <li>2. Choose a student to come to the front and find capital V.</li> <li>3. The class says, "It's capital V."</li> <li>4. Select a different student to come to the front and trace the capital letter while the class writes the letter with their fingers in the air.</li> <li>5. Have the students say, "It's capital V."</li> <li>6. Repeat with the next two traces.</li> <li>7. Have a student come to the front and write capital V while the class writes it in the air.</li> <li>8. Choose the best capital V, or have the students vote on the capital V they feel is the best.</li> <li>9. Repeat the activity with small v.</li> </ol>	


Break—5 mins

## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>11. "Letter Actions Song: V v"</b>	2 mins	Unit 22 - Letters tab 	<b>Lyrics</b> This is a V, and V says "/v/." Let's vacuum together. This is a v, and v says "/v/." Let's vacuum together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: V v" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Review the letters capital V and small v.

12. <b>Big Picture:</b> V v	3 mins	Unit 22 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: V v</i> from the Teacher Menu.</li> <li>2. Display capital V.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say, "It's capital V," and do the action.</li> <li>5. Repeat these steps with small v.</li> <li>6. Display the mouth and ask, "What sound does 'V' make?"</li> <li>7. Have the class shout "/v/!"</li> <li>8. Tap the board to play the video "/v/."</li> </ol>	
13. <b>First Sound</b> Intro: /v/	5 mins	Unit 22 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /v/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/v/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all the pictures.</li> </ol>	
14. <b>Practice</b> Hearing and Saying Sounds: /v/	5 mins		Pictures of a vacuum, violin, vest, van, and vet	<ol style="list-style-type: none"> <li>1. Hold up the picture of the vacuum.</li> <li>2. Say, "Vacuum. What is the first sound in vacuum?" putting an emphasis on the first sound in the word.</li> <li>3. Have the class say "/v/." Monitor and provide feedback as needed.</li> <li>4. Have the class say "/v/, vacuum."</li> <li>5. Repeat steps 1-4 with the rest of the words.</li> <li>6. Continue randomly holding up words and having the class say the first sound as time allows.</li> </ol>	Learn the first sound /v/.




## Lesson 2: Block B (25 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
15. <b>Where's My Red Jacket?</b>	13 mins	Unit 22 - Book tab 	<b>Vocabulary pictures</b> (jacket, closet, bed, box, drawer)	<ol style="list-style-type: none"> <li>1. Review the vocabulary pictures with the class.</li> <li>2. Place the pictures in random order on the board.</li> <li>3. Show the book <i>Where's My Red Jacket?</i> from the Teacher Menu.</li> <li>4. After the narrator reads each page, have the class repeat what was said.</li> <li>5. Show the book again.</li> <li>6. As the story is read, have the students help you arrange the vocabulary pictures in the order in which they appear in the story.</li> <li>7. Support the students in retelling the story using the pictures on the board.</li> </ol>	Share the book <i>Where's My Red Jacket?</i>

<b>16. Review</b> <b>Action: Act It Out</b>	10 mins		<b>Vocabulary pictures</b> (jacket, shoes, hat, backpack, socks, pants, shirt)	<ol style="list-style-type: none"> <li>1. Divide the class into two groups.</li> <li>2. Have the groups sit back to back facing away from each other.</li> <li>3. Have one student from each group come to you.</li> <li>4. Show the two students a vocabulary picture.</li> <li>5. Have each student stand in front of their group.</li> <li>6. Without talking, the students pretend like they are taking off the clothing in the picture.</li> <li>7. The group guesses the object the student is taking off, saying, "Take off your ____."</li> <li>8. The first group to guess correctly gets a point.</li> <li>9. Have the whole class say, "Take off your ____."</li> <li>10. Choose a new student from each group and repeat steps 4-9.</li> <li>11. Repeat the activity until every student has had a turn to act out a word.</li> </ol>	Review the action "take off your ____."
<b>17. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.

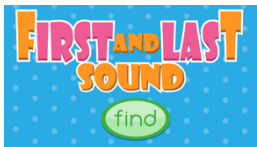


## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	2 mins	Unit 22 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Please Find My Jacket" from the Teacher Menu.</li> <li>2. Encourage the students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. <i>Big Picture</i> (Vocabulary)	3 mins	Unit 22 - Vocabulary tab 		<ol style="list-style-type: none"> <li>4. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu.</li> <li>5. Ask the students to identify the words using a full sentence (e.g., "It's a closet.&gt;").</li> <li>6. Say, "I see a(n) ___ in this word. Do you see a(n) ___?" (e.g., "I see a 't' in this word. Do you see a 't'?").</li> <li>7. Have a student come up and point to the letter.</li> <li>8. Ask the class what other letters they see in the word.</li> <li>9. Have the students come up and point to the letters they know.</li> <li>10. Have the class repeat the names of the letters.</li> <li>11. Repeat steps 2-7 with all the words.</li> </ol>	Review the words "closet," "skirt," "drawer," and "jacket."
5. <i>Match Maker</i>	5 mins	Unit 22 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Match Maker</i> from the Teacher Menu.</li> <li>2. Choose a student to try and make a match.</li> <li>3. If the student makes a match, have the class say the vocabulary word.</li> <li>4. Choose a new student to come up and try to make a match.</li> <li>5. Repeat until all the matches are made.</li> <li>6. Tap on each of the pictures and have the class say, "It's a(n) ___."</li> </ol>	

<p>6. <i>Speak Up 1</i></p>	<p>5 mins</p>	<p>Unit 22 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups of students repeat the phrase.</li> </ol>	
<p>7. <i>Speak Up 2</i></p>	<p>5 mins</p>	<p>Unit 22 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups of students repeat the phrase.</li> </ol>	
<p>8. Practice Saying a Phrase: <i>Where Is It?</i></p>	<p>5 mins</p>		<p><b>Location vocabulary pictures</b> (couch, bed, closet, desk)</p> <p><b>Object vocabulary pictures</b> (lamp, skirt, jacket, ball, dog, cat, book)</p>	<ol style="list-style-type: none"> <li>1. Review the location vocabulary pictures and put them on the board so the class can see them.</li> <li>2. Review the object vocabulary pictures and put them in a pile.</li> <li>3. Choose a student to come to the front and select a picture.</li> <li>4. Have the student show the picture to the class.</li> <li>5. Have the class say, "This is a ____."</li> <li>6. Have the student face away from the board, towards the class.</li> <li>7. Have the student close their eyes.</li> <li>8. Take the picture and quietly place it on, in, or under a picture of the couch, bed, closet, or desk.</li> <li>9. Have the student open their eyes and say, "I can't find my _____. Please help me find it. Is it ____ the ____?" (e.g. "I can't find my skirt. Please help me find it. Is it on the bed?")</li> <li>10. Have the class answer either "No, it isn't," or "Yes, it is."</li> <li>11. After three guesses, have the class say, "No, it isn't. It's ____ the _____," (e.g., "No, it isn't. It's under the desk.").</li> <li>12. Repeat steps 3-11 with the other vocabulary pictures.</li> </ol>	<p>Review the phrases "I can't find my _____. Please help me find it. Is it (in/on/under) the ____?" "Yes, it is," and "No, it isn't. It's ____ the _____."</p>

## Lesson 1: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
9. <i>First Sound Find: /v/</i>	7 mins	Unit 22 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Find: /v/</i> from the Teacher Menu.</li> <li>2. Tap each picture and have the class repeat the words.</li> <li>3. Have the class find a word that has the first sound /v/.</li> <li>4. Choose a student to come to the front and drag the picture to the container.</li> <li>5. Repeat with the remaining pictures that have the first sound /v/.</li> <li>6. Repeat the activity until students are comfortable hearing the sound.</li> </ol>	Review the first and last sound /v/.
10. <i>Practice Hearing and Saying Sounds: /v/</i>	8 mins		<p>Pictures of a vacuum, violin, vest, van, and vet, worm, bike, king, two to four of each picture</p> <ol style="list-style-type: none"> <li>1. Show the class the pictures and review the words.</li> <li>2. Divide the class into 2-4 groups.</li> <li>3. Give each group a set of pictures.</li> <li>4. Say, "Find the pictures with the first sound /v/."</li> <li>5. Have each group find the pictures with the first sound /v/.</li> <li>6. The first group to hand you the correct 5 pictures with the first sound /v/ wins.</li> <li>7. Mix up the groups and repeat the activity several times until the students are comfortable hearing the sound.</li> </ol>		

## Break—5 mins



## Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <i>Practice an Action: Student Dress up</i>	10 mins		A variety of clothing to dress up and take off (e.g., jacket, gloves, hat, backpack, shoes, etc.)	<ol style="list-style-type: none"> <li>1. Review the names of the items with the students.</li> <li>2. Choose a student to put the clothing items.</li> <li>3. Have the student point to one of the items.</li> <li>4. Have the class say, "Take off your ____." (e.g., "Take off your hat.")</li> <li>5. Remove the item of clothing.</li> <li>6. Repeat steps 2-3 until the student has taken off all the items.</li> <li>7. Repeat the activity as time allows.</li> </ol>	Review action "take off your ____."



<b>12. Practice More Words: Color and Shape Beanbag Toss</b>	10 mins		<b>Vocabulary pictures</b> (red, blue, green, yellow, orange, purple, gray, square, circle, heart, star, triangle, rectangle)  Small beanbag	<ol style="list-style-type: none"> <li>1. Arrange the pictures on the floor.</li> <li>2. Have a student toss the beanbag onto a picture.</li> <li>3. The student decides if the picture the beanbag lands on is a shape or a color using the phrase, "It's a ____."</li> <li>4. After the students decides, have the rest of the students to show if they agree by giving a thumbs up or disagree by giving a thumbs down.</li> <li>5. Give a final answer by saying, "It's a ____."</li> <li>6. Have the class repeat the sentence.</li> <li>7. Remove the picture after each turn.</li> <li>8. Once all pictures are removed, shuffle the pictures and play again until all students have had a chance to toss or as time allows.</li> </ol>	Review the words "color" and "shape."
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**Lesson 2: Block B (20 mins)**



Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>13. "Letter Actions Song: V v"</b>	2 mins	Unit 22 - Letters tab 	<b>Lyrics</b> This is a V, and V says "/v/." Let's vacuum together. This is a v, and v says "/v/." Let's vacuum together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Actions Song: V v" from the Teacher Menu.</li> <li>2. Have the students sing the song and do the action with the kids in the video.</li> </ol>	"Letter Actions Song: V v"
<b>14. First Sound Intro: /v/</b>	3 mins	Unit 22 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /v/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/v/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all of the pictures.</li> </ol>	
<b>15. Show What You Learned: Color First and Last Sounds: /v/</b>	13 mins		<b>Color First and Last Sounds: /v/ project</b> for each student  Crayons	<ol style="list-style-type: none"> <li>1. Give each student a <i>Color First and Last Sounds: /v/</i> project and crayons.</li> <li>2. Have the students choose two colors.</li> <li>3. Go through all the pictures with the students.</li> <li>4. The students color the pictures that have the first sound /v/ one color and the pictures with the last sound /v/ the other color.</li> <li>5. Review all the pictures with the students, emphasizing the first sound or last sound in the words.</li> <li>6. Tell the students to take the project home and talk about it with their parents.</li> </ol>	Color pictures with the first and last sound /v/.

16. Goodbye	2 mins		<ol style="list-style-type: none"><li>1. Wrap up the class.</li><li>2. Say “Goodbye” and wave to the class.</li><li>3. Have the students wave and say “Goodbye.”</li></ol>	Wrap up.
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## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 22 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Please Find My Jacket" from the Teacher Menu.</li> <li>2. Encourage the students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.

<p>4. <b>Big Picture (Value)</b></p>	<p>5 mins</p>	<p>Unit 22 - Value tab</p> 		<ol style="list-style-type: none"> <li>1. Use language the students understand to discuss the value.</li> <li>2. Play <i>Big Picture (Value)</i> from the Teacher Menu.</li> <li>3. Show the first picture.</li> <li>4. Ask the students what is happening in the picture.</li> </ol> <p>For example: "How does the girl feel?" ("The girl is scared.")</p> <ol style="list-style-type: none"> <li>5. Show the second picture.</li> <li>6. Ask the students what is happening in the picture.</li> </ol> <p>For example: "What is the girl doing?" ("The girl is singing a song in front of other kids.")</p> <ol style="list-style-type: none"> <li>7. Show the third picture.</li> <li>8. Ask the students what is happening in the picture.</li> </ol> <p>For example: "How does the girl feel?" ("The girl feels happy.")</p> <ol style="list-style-type: none"> <li>9. Show the fourth picture.</li> <li>10. Say, "I can do new things even when I'm scared."</li> <li>11. Tap the screen and have the class repeat "courage."</li> </ol>	<p>Learn the value courage.</p>
<p>5. <b>Practice a Value: Courage</b></p>	<p>5 mins</p>	<p>Unit 22 - Value tab</p> 	<p>A song the students know</p>	<ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Value)</i> from the Teacher Menu. Show picture four.</li> <li>2. Choose a student to come to the front.</li> <li>3. Have the student act like the girl.</li> <li>4. Have the student sing the song. Have the class be the audience.</li> <li>5. When the student is done singing, have the class cheer and the student take a bow.</li> <li>6. Repeat steps 2-5 until every student has a turn or as time allows.</li> <li>7. Have the class say, "I can do new things even when I'm scared."</li> <li>8. Say, "I can have courage."</li> <li>9. Have the class repeat, "I can have courage."</li> </ol>	

<p><b>6. Review</b> <b>Action: Act It Out</b></p>	<p>10 mins</p>		<p><b>Vocabulary pictures</b> (jacket, shoes, hat, backpack, socks, pants, shirt)</p>	<ol style="list-style-type: none"> <li>1. Divide the class into two groups.</li> <li>2. Have the groups sit back to back facing away from each other.</li> <li>3. Have one student from each group come to you.</li> <li>4. Show the two students a vocabulary picture.</li> <li>5. Have each student stand in front of their group.</li> <li>6. Without talking, the students pretend like they are taking off the clothing in the picture.</li> <li>7. The group guesses the object the student is taking off, saying, "Take off your ____."</li> <li>8. The first group to guess correctly gets a point.</li> <li>9. Have the whole class say, "Take off your ____."</li> <li>10. Choose a new student from each group and repeat steps 4-9.</li> <li>11. Repeat the activity until every student has had a turn to act out a word.</li> </ol>	<p>Review the action "take off your ____."</p>
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**Lesson 1: Block B (15 mins)**

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p><b>7. Begin to Blend</b></p>	<p>3 mins</p>		<p><b>Vocabulary picture</b> (bat)</p> <p>Point: </p> <p>Scoop: </p> <p>Slide: </p>	<p><b>Learn to Blend (I do)</b></p> <ol style="list-style-type: none"> <li>1. Hold up the picture of "bat" and say "bat."</li> <li>2. Put the picture on the board.</li> <li>3. Write the letter b on the board.</li> <li>4. Point to the letter b and say "/b/."</li> <li>5. Write the letter a on the board to the right of the letter b.</li> <li>6. Point to the letter a and say "/a/."</li> <li>7. Point to the bottom left of the letter b and say, "Blend."</li> <li>8. Scoop your finger under the letters b and a as you blend the two sounds together "/baaa/."</li> <li>9. Write the letter t on the board to the right of the letter a.</li> <li>10. Point to the letter t and say "/t/."</li> <li>11. Point to the bottom left of the letter b and say, "Blend."</li> <li>12. Scoop your finger under all three letters as you blend the sounds together "/baaat/."</li> <li>13. Point to the bottom left of the letter b and say, "Read the word."</li> <li>14. Slide your finger under the word as you say "bat."</li> </ol>	<p>Learn to blend the words "bat" and "box."</p>

	3 mins		<b>Vocabulary picture</b> (bat)	<b>Practice Blending (We do)</b> <ol style="list-style-type: none"> <li>1. Point to the picture of "bat" and have the class say "bat."</li> <li>2. Point to the letter b and ask, "What's the sound?"</li> <li>3. Have the class say "/b/."</li> <li>4. Point to the letter a and ask, "What's the sound?"</li> <li>5. Have the class say "/a/."</li> <li>6. Point to the bottom left of the letter b and say, "Blend."</li> <li>7. Scoop your finger under the letters b and a as the class blends the two sounds together "/baaa/."</li> <li>8. Point to the letter t on the board and ask, "What's the sound?"</li> <li>9. Have the class say "/t/."</li> <li>10. Point to the bottom left of the letter b and say, "Blend."</li> <li>11. Scoop your finger under all three letters as the class blends the sounds together "/baaat/."</li> <li>12. Point to the bottom left of the letter b and say, "Read the word."</li> <li>13. Slide your finger under the word as the class says "bat."</li> </ol>	
	3 mins		<b>Vocabulary picture</b> (box)	<b>Blend a Word (You do)</b> <ol style="list-style-type: none"> <li>1. Hold up the picture of "box" and say "box."</li> <li>2. Put the picture on the board.</li> <li>3. Write the letter b on the board.</li> <li>4. Point to the letter b and ask, "What's the sound?"</li> <li>5. Have the class say "/b/."</li> <li>6. Write the letter o on the board to the right of the letter b.</li> <li>7. Point to the letter and ask, "What's the sound?"</li> <li>8. Have the class say "/o/."</li> <li>9. Point to the bottom left of the letter b and say, "Blend."</li> <li>10. Scoop your finger under the letters b and o as the class blends the two sounds together "/booo/."</li> <li>11. Write the letter x on the board to the right of the letter o.</li> <li>12. Point to the letter x and ask, "What's the sound?"</li> <li>13. Have the class say "/x/."</li> <li>14. Point to the bottom left of the letter b and say, "Blend."</li> <li>15. Scoop your finger under all three letters as the class blends the sounds together "/booox/."</li> <li>16. Point to the bottom left of the letter b and say, "Read the word."</li> <li>17. Slide your finger under the word as the class says "box."</li> </ol>	

	6 mins		<p><b>Vocabulary pictures</b> (bat, box)</p> <p>The letters b, a, t, b, o, and x, each on its own sheet of paper</p> <p>String attached to the top corners of each paper so students can wear the letters around their necks</p>	<p><b>Blend Words (You do)</b></p> <ol style="list-style-type: none"> <li>1. Keep the pictures of “bat” and “box” on the board.</li> <li>2. Have three students come up to the front.</li> <li>3. Put the letters around their necks to make one of the words.</li> <li>4. Repeat the blending steps from above to have the class blend the word.</li> <li>5. Have the class point to the correct word the students are wearing.</li> <li>6. Repeat steps 2-5 with different students, alternating the words as time allows.</li> </ol>	
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## Break—5 mins

## Lesson 2: Block A (15 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p><b>8. Practice More Words: Colors and Shapes</b></p>	8 mins		<p><b>Vocabulary pictures</b> (purple, blue, red, green, yellow, orange, star, square, circle, heart, triangle, rectangle)</p>	<ol style="list-style-type: none"> <li>1. Write the word “color” on one side of the board.</li> <li>2. Say “color” and have the class repeat the word.</li> <li>3. Write the word “shape” on the other side of the board.</li> <li>4. Say “shape” and have the class repeat the word.</li> <li>5. Mix up the vocabulary pictures.</li> <li>6. Hold up a vocabulary picture and ask, “What is this?”</li> <li>7. Have the class respond with the name of the color or shape.</li> <li>8. After naming the color or shape ask, “Is this a color or a shape?”</li> <li>9. Have the class answer, “It is a ____.”</li> <li>10. Choose a student to hang the picture on the correct side of the board.</li> <li>11. Repeat for all the pictures.</li> <li>12. Review the colors. Have the class say, “These are colors.”</li> <li>13. Review the shapes. Have the class say, “These are shapes.”</li> </ol>	<p>Review the words “color” and “shape”</p>

<p><b>9. Practice Saying a Phrase: Find It</b></p>	<p>7 mins</p>		<p><b>Location vocabulary pictures</b> (closet, drawer, bed, desk)</p> <p><b>Object vocabulary pictures</b> (lamp, skirt, jacket, ball, dog, cat, book)</p>	<ol style="list-style-type: none"> <li>1. Review the vocabulary pictures with the students.</li> <li>2. Put the location vocabulary pictures on the board.</li> <li>3. Say, “___ the ___,” reviewing the prepositions for each location, pointing to the spot where the object picture would go, either on the location picture or under it. <ul style="list-style-type: none"> <li>• in the closet</li> <li>• in the drawer</li> <li>• under the bed,</li> <li>• on the desk</li> </ul> </li> <li>4. Have the class repeat the phrases.</li> <li>5. Review the objects with the class.</li> <li>6. Choose a student to come to the front.</li> <li>7. Have the class close their eyes.</li> <li>8. Have the student place an object picture in one of the locations.</li> <li>9. When the object picture is placed, have the student say, “I can't find my ____ . Please help me find it.” (e.g., “I can't find my skirt. Please help me find it.”)</li> <li>10. Have the class open their eyes, locate the picture, and say, “The ____ is in/on/under the ____.” (e.g., “The skirt is under the bed.”).</li> <li>11. Repeat steps 6-10 until all the object pictures have been placed or as time allows.</li> </ol>	<p>Review the phrase “I can't find my ____ ____ . Please help me find it,” “ Is it (in/on/under) the ____?” “Yes, it is,” and “No, it isn't. It's ____ the ____.”</p>
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**Lesson 2: Block B (25 mins)**



Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p><b>10. Miss Daisy</b></p>	<p>5 mins</p>	<p>Unit 22 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Miss Daisy</i> from the Teacher Menu.</li> <li>2. Have the students respond to the people in the video when they are prompted to speak.</li> <li>3. Evaluate what the class says.</li> <li>4. If the class answers correctly, press the button to move on.</li> <li>5. If the class answers incorrectly, repeat the question and prompt the class to say the correct answer.</li> </ol>	<p>Practice speaking.</p>




<b>11. Where's My Red Jacket?</b>	8 mins	Unit 22 - Book tab 	<b>Vocabulary pictures</b> (jacket, closet, bed, box, drawer)	<ol style="list-style-type: none"> <li>1. Review the vocabulary pictures and place them randomly on the board.</li> <li>2. Show the book <i>Where's My Red Jacket</i> from the Teacher Menu.</li> <li>3. After the book is finished, choose a student to come to the board and help put the pictures in the order in which they occur in the story.</li> <li>4. Have the students close their eyes.</li> <li>5. Hide the jacket under one of the other vocabulary pictures.</li> <li>6. Have the students open their eyes and show the book <i>Where's My Red Jacket</i> again.</li> <li>7. After each page where they look for the jacket, have a student go check up on the board to see if the jacket is there. If it's not, continue the story.</li> <li>8. If the student finds jacket, have everyone say, "I found the red jacket. It's ___ the ___."</li> <li>9. Repeat step 4-8 a few more times.</li> </ol>	Share the book <i>Where's My Red Jacket</i>
<b>12. Show What You Learned: My Jacket</b>	10 mins		<b>My Jacket project</b> for each student  Crayons	<ol style="list-style-type: none"> <li>1. Give each student a <i>My Jacket</i> project and crayons.</li> <li>2. Have each student color their jacket.</li> <li>3. When the jackets have been colored, have the students get in pairs.</li> <li>4. Student 1 closes his eyes while student 2 hides student 1's picture of the jacket somewhere nearby.</li> <li>5. When the jacket is hidden, Student 1 opens his eyes and says, "I can't find my ____. Please help me find it. Is it (in/on/under) the ___?" (e.g. "I can't find my blue jacket. Is it in the desk?")</li> <li>6. Student 2 says, "No, it isn't," or "Yes, it is."</li> <li>7. If the guess is wrong, Student 1 can guess two more times.</li> <li>8. If the guess is wrong on the third try, student 2 says, "No, it isn't. It's ___ the ___."</li> <li>9. Student 1 and student 2 switch roles and play for the rest of the time.</li> <li>10. Tell the students to share their projects with their parents using the new phrases.</li> </ol>	Review the phrase "I can't find my _____. Please help me find it," "Is it (in/on/under) the ___?" "Yes, it is," and "No, it isn't. It's ___ the ___."
<b>13. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.




**Lesson 1: Block A (25 mins)**

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 23 - Song tab 		<b>Listen to the Song (I do)</b> 1. Play the song "What's on the Bed?" 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 ___?" and "It's my ___."
	5 mins	Unit 23 - Song tab 		<b>Practice (We do)</b> 1. Play <i>Big Picture (Song)</i> from the Teacher Menu. 2. Review the needed words "bed," "doll," "ball," "chair," "bear," and "picture" from the song and make up an action for each word. 3. Have the student shrug their shoulders when they ask each question. 4. Have the students do the action for each word when they answer the question. 5. Create a funny action for the sentence "This is me."	
	3 min	Unit 23 - Listening tab 		<b>Practice (You do)</b> 1. Play <i>Hear! Hear!</i> from the Teacher Menu. 2. Have the class point to the picture that matches what they hear. 3. Choose a student to tap the picture. 4. Have the class repeat the phrase. 5. Repeat until each student has a turn to tap a picture or all the phrases are played.	

	5 mins	Unit 23 - Song tab 		<b>Practice (You do)</b> 1. Play the song "What's on the Bed?" 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.	
4. <b>Conversational Videos</b>	5 mins	Unit 23 - Speaking tab 		1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases "What's ___ the ___?" and "It's my ___." 3. Repeat the video as time allows.	



## Lesson 1: Block B (20 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
5. <b>Big Picture (Vocabulary)</b>	7 mins	Unit 23 - Vocabulary tab 		<b>Learn Vocabulary (I do)</b> 1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu. 2. Say the first vocabulary word and have the students repeat it. 3. If possible, have the students do an action for the vocabulary word. 4. Say, "It's a(n) ___." 5. Have the class repeat the sentence. 6. Repeat these steps with all the vocabulary words. 7. Show the pictures again, but this time ask students to identify the words using a full sentence (e.g., "It's a tablet."). 8. Invite individual students to come and tap each of the pictures to confirm the answers. 9. Show the pictures one more time. Ask the students to identify the words using a full sentence (e.g., "It's a tablet."). 10. Say, "I see a(n) ___ in this word. Do you see a(n) ___?" (e.g., "I see a 't' in this word. Do you see a 't'?"). 11. Have a student come up and point to the letter. 12. Ask the class what other letters they see in the word. 13. Have the students come up and point to the letters they know. 14. Have the class repeat the names of the letters.	Learn the words "tablet," "soccer ball," "umbrella," and "pillow."

6. <i>Word Flurry</i>	5 mins	Unit 23 - Vocabulary tab 		<p><b>Practice Vocabulary (We do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Word Flurry</i> from the Teacher Menu.</li> <li>2. When a word is said, ask all the students to say the word aloud.</li> <li>3. Ask the students if they see a picture of the word on the screen.</li> <li>4. Choose two students to race to the screen and tap the picture.</li> <li>5. Repeat these steps with the remaining words.</li> </ol>	
7. <i>Randomonium</i>	8 mins	Unit 23 - Vocabulary tab 		<p><b>Play a Game with the Vocabulary (You do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Randomonium</i> from the Teacher Menu.</li> <li>2. Have the students spread out.</li> <li>3. Tap the randomize button.</li> <li>4. As quickly as they can, the students should do the action for the picture that comes up and say, "It's a(n) ____."</li> <li>5. If the student says the wrong thing or does the wrong action they sit down, but continue to say, "It's a(n) ____."</li> <li>6. The last student standing is the winner.</li> <li>7. Repeat as time allows having the winner to tap the randomize button.</li> </ol>	

Break—5 mins



Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
8. <i>Conversational Videos</i>	5 mins	Unit 23 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Conversational Videos</i> from the Teacher Menu.</li> <li>2. Have the class repeat the target phrases "What's ____ the ____?" and "It's my ____."</li> <li>3. Repeat video as time allows.</li> </ol>	Review the phrases "What's ____ the ____?" and "It's my ____."
9. <i>Speak Up 1</i>	5 mins	Unit 23 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups repeat the phrase.</li> </ol>	

10. Sing a Song	5 mins	Unit 23 - Song tab 	<ol style="list-style-type: none"> <li>1. Play the song “What’s on the Bed?” from the Teacher Menu.</li> <li>2. Encourage the students to sing along and do the actions.</li> <li>3. Repeat the song a few times, having the class sing along and do the actions.</li> </ol>	
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## Lesson 2: Block B (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. Practice Vocabulary: <i>Over and Under</i>	8 mins		Vocabulary pictures (tablet, soccer ball, umbrella, pillow), 2 of each	<ol style="list-style-type: none"> <li>1. Divide the class into two groups.</li> <li>2. Have each group stand in a line.</li> <li>3. Hand the first student in each line a vocabulary picture.</li> <li>4. When you say “Go,” the students holding the vocabulary picture say, “It’s a(n) _____,” and then pass the picture over their heads to the next student.</li> <li>5. Have the next student in line take the picture, say, “It’s a(n) _____,” and pass the card between their legs to the student behind them.</li> <li>6. The remaining students in line repeat this pattern with one student passing the picture over their head and the next student passing the picture between their legs.</li> <li>7. When the last student in line gets the picture, they race to the front of the line, hand you the picture, and say, “It’s a(n) _____.”</li> <li>8. The first team to do so gets a point.</li> <li>9. Repeat the activity until every student has had a chance to race to the front. The team with the most points wins.</li> </ol>	Learn the words “tablet,” “soccer ball,” “umbrella,” and “pillow.”

12. <i>Search Party</i>	8 mins	Unit 23 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Search Party</i> from the Teacher Menu.</li> <li>2. Choose a word for the students to find.</li> <li>3. Say, "Find the picture of ____."</li> <li>4. Have the class point at the picture when they find it and say, "I see it."</li> <li>5. When most of the students have found the picture, choose a student to come to the front and tap the image.</li> <li>6. If the student is incorrect, tap the incorrect button and choose a new student to come up.</li> <li>7. If the student is correct, have the class say, "It's a(n) ____." (If reviewing previously learned vocabulary, adjust the sentence as necessary.)</li> <li>8. If it is too hard to see the picture, tap the shuffle button.</li> <li>9. Repeat these steps until all the students have had a turn to tap an image or until you have sufficiently reviewed the vocabulary.</li> </ol>	
13. <i>Speak Up 2</i>	5 mins	Unit 23 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups repeat the phrase.</li> </ol>	Review the phrases "What's ____ the ____?" and "It's my ____."
14. <i>Goodbye</i>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.






## Lesson 1: Block A (30 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 23 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "What's on the Bed?" from the Teacher Menu.</li> <li>2. Encourage the students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. At Your Command	5 mins	Unit 23 - Action tab 		<ol style="list-style-type: none"> <li>1. Play <i>At Your Command</i> from the Teacher Menu</li> <li>2. Have the class listen to the command twice.</li> <li>3. Have the class say the command.</li> <li>4. Evaluate what the class says and tap the corresponding correct or incorrect button.</li> </ol>	Learn the action "Put on your jacket."

<p><b>5. Practice an Action: <i>Put It On!</i></b></p>	<p>9 mins</p>		<p><b>Vocabulary pictures</b> (jacket, shirt, pants, hat)</p> <p>Jackets, shirts, pants, and hats, big enough for every student to put on, enough for each team</p> <p>Containers or baskets to put the clothes in, enough for each team</p>	<ol style="list-style-type: none"> <li>1. Review the vocabulary pictures with the class.</li> <li>2. Divide the class into 2-4 teams.</li> <li>3. Have each team line up on one side of the room.</li> <li>4. Place the container of clothing for each team on the other side of the room.</li> <li>5. Show the class one of the vocabulary pictures.</li> <li>6. Have the class say, "Put on your ____." (e.g., "Put on your jacket.").</li> <li>7. Have the first student in each line run to the container, put on the article of clothing, and run back to their line.</li> <li>8. The first student to get back to their line earns a point for their team.</li> <li>9. Have the student take off the article of clothing and hand it to the next student in line.</li> <li>10. Repeat steps 5-9 with the next student. Have the student put the article of clothing back in the basket before putting on the article of clothing the class said to put on.</li> <li>11. Repeat steps 5-10 until every student has a chance to put on an article of clothing.</li> <li>12. The team with the most points wins.</li> <li>13. Repeat the activity as time allows</li> </ol>	
<p><b>6. Practice More Words: <i>Hard and Soft</i></b></p>	<p>6 mins</p>		<p>Several pairs of items that feel hard and soft for students to touch (e.g., toy car (hard), stuffed toy (soft), rock (hard), fabric or fur (soft), hard ball and soft ball)</p>	<ol style="list-style-type: none"> <li>1. Teach the words "hard" and "soft" using the items you have brought.</li> <li>2. Pass the items around the class and have students say the words "hard" or "soft" when they hold the item.</li> <li>3. Once all the students have touched the items, hold each item up for the class to see.</li> <li>4. Ask, "Is it hard or soft?"</li> <li>5. If the students answer correctly, say, "Yes, this is a ____ ____." (e.g., "This is a hard car.")</li> <li>6. Have the class repeat the sentence after you.</li> <li>7. If students answer incorrectly, say, "No, this isn't a ____ ____." Have the students repeat the sentence. Hold the same object up, ask again, "Is it hard or soft?" and follow the steps for the correct answer.</li> <li>8. Repeat steps 3-9 for all the items.</li> </ol>	<p>Learn the words "hard" and "soft."</p>




## Lesson 1: Block B (15 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. "Letter Action Song: W w"	2 mins	Unit 23 - Letters tab 	<b>Lyrics</b> This is a W, and W says "/w/." Let's wave together. This is a w, and w says "/w/." Let's wave together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Action Song: W w" from the Teacher Menu.</li> <li>2. Have the class do the action along with the kids in the video.</li> <li>3. Have the students say "W" whenever they see the letter.</li> <li>4. Have the class sing the song.</li> <li>5. Repeat the video until the students are comfortable with the lyrics and actions.</li> </ol>	Learn the letters capital W and small w.
8. <i>Big Picture:</i> W w	3 mins	Unit 23 - Letters tab 		<b>Learn Capital and Small Letters (I do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture: W w</i> from the Teacher Menu.</li> <li>2. Display capital W.</li> <li>3. Tap the capital W to play the audio "capital W."</li> <li>4. Tap the capital W again. Make yourself as big as you can. Stand on your toes and reach your arms up in the sky as you say, "It's capital W."</li> <li>5. Have the students do the same action as they say, "It's capital W."</li> <li>6. Repeat these steps with small w, crouching down and making yourself small.</li> <li>7. Display the mouth and tap the board to play the video "/w/."</li> <li>8. Have the students shout "/w/!"</li> </ol>	
9. <i>Randomonium:</i> W w	3 mins	Unit 23 - Letters tab 		<b>Play a Letter Name and Sound Game (We do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Randomonium: W w</i> from the Teacher Menu.</li> <li>2. Tap the randomize button.</li> <li>3. Have the students do the action and say the letter or sound that comes up (e.g., Get big and say, "It's capital W.&gt;").</li> <li>4. Repeat these steps, inviting different students to come up and spin the generator.</li> </ol>	

<p>10. <b>Letter Trace:</b> W w</p>	<p>7 mins</p>	<p>Unit 23 - Letters tab</p> 		<p><b>Write the Letters (You do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Letter Trace: W w</i> from the Teacher Menu.</li> <li>2. Arrange students in pairs and assign a student as partner 1 and partner 2.</li> <li>3. Choose a student to come to the front and find capital W.</li> <li>4. The class says, "It's capital W."</li> <li>5. Select a different student to come to the front and trace the capital letter while partner 1 writes the letter with their finger on partner 2's back.</li> <li>6. Have the students say, "It's capital W."</li> <li>7. Repeat with the next two traces.</li> <li>8. Have a student come to the front and write capital W while partner 2 writes it on partner 1's back.</li> <li>9. Choose the best capital W, or have the students vote on the capital W they feel is the best.</li> <li>10. Repeat the activity with small w.</li> </ol>	
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Break—5 mins

Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>11. "Letter Action Song: X x"</p>	<p>2 mins</p>	<p>Unit 23 - Letters tab</p> 	<p><b>Lyrics</b></p> <p>This is an X, and X says "/x/."</p> <p>Let's make X together.</p> <p>This is an x, and x says "/x/."</p> <p>Let's make x together.</p>	<ol style="list-style-type: none"> <li>1. Play the song "Letter Action Song: X x" from the Teacher Menu.</li> <li>2. Have the class do the action along with the kids in the video.</li> <li>3. Have the students say "X" whenever they see the letter.</li> <li>4. Have the class sing the song.</li> <li>5. Repeat the video until the students are comfortable with the lyrics and actions.</li> </ol>	<p>Learn the letters capital X and small x.</p>




<p>12. <b>Big Picture:</b> X x</p>	<p>3 mins</p>	<p>Unit 23 - Letters tab</p> 		<p><b>Learn Capital and Small Letters (I do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture: X x</i> from the Teacher Menu.</li> <li>2. Display capital X.</li> <li>3. Tap the capital X to play the audio “capital X.”</li> <li>4. Have the students say, “It’s capital X.”</li> <li>5. Tap the capital X again. Make yourself as big as you can. Stand on your toes and reach your arms up in the sky as you say, “It’s capital X.”</li> <li>6. Have the students do the same action as they say, “It’s capital X.”</li> <li>7. Repeat these steps with small x, crouching down and making yourself small.</li> <li>8. Display the mouth and tap the board to play the video “/x/.”</li> <li>9. Have the students shout “/x/!”</li> </ol>	
<p>13. <b>Randomonium:</b> X x</p>	<p>3 mins</p>	<p>Unit 23 - Letters tab</p> 		<p><b>Play a Letter Name and Sound Game (We do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Randomonium: X x</i> from the Teacher Menu.</li> <li>2. Tap the randomize button.</li> <li>3. Have the students do the action and say the letter or sound that comes up (e.g., Get big and say, “It’s capital X.”).</li> <li>4. Repeat these steps, inviting different students to come up and spin the generator.</li> </ol>	
<p>14. <b>Letter Trace:</b> X x</p>	<p>7 mins</p>	<p>Unit 23 - Letters tab</p> 		<p><b>Write the Letters (You do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Letter Trace: X x</i> from the Teacher Menu.</li> <li>2. Choose a student to come to the front and find capital X.</li> <li>3. The class says, “It’s capital X.”</li> <li>4. Select a different student to come to the front and trace the capital letter while the class writes the letter with their fingers on the back of their hand.</li> <li>5. Have the students say, “It’s capital X.”</li> <li>6. Repeat with the next two traces.</li> <li>7. Have a student come to the front and write capital X while the students write it on the back of their hand.</li> <li>8. Choose the best capital X, or have the students vote on the capital X they feel is the best.</li> <li>9. Repeat the activity with small x.</li> </ol>	



## Lesson 2: Block B (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
15. <i>Scary Night</i>	13 mins	Unit 23 - Book tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>Scary Night</i> from the Teacher Menu.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. On that pages where the younger brother asks a question, have the class make a prediction of what it is before moving on to the next page.</li> <li>4. Show the book again.</li> <li>5. After each page is read, invite a student to tap an illustration or word to see if it is highlighted.</li> <li>6. If the word is highlighted along with the illustration, point it out to the class. Have students repeat the word.</li> <li>7. Continue this procedure throughout the book.</li> </ol>	Share the book <i>Scary Night</i> .
16. <i>First Sound Intro: /w/</i>	5 mins	Unit 23 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /w/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound “/w/.”</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all of the pictures.</li> </ol>	Learn first sound /w/ and last sound /x/.
17. <i>Last Sound Intro: /x/</i>	5 mins	Unit 23 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>Last Sound Intro: /x/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound “/x/.”</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the word that is said.</li> <li>5. Have the students punch a fist in the air as they say the final sound in the word.</li> <li>6. Repeat with all of the pictures.</li> <li>7. Repeat the activity until the students are comfortable hearing the sound.</li> </ol>	
18. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say “Goodbye” and wave to the class.</li> <li>3. Have the students wave and say “Goodbye.”</li> </ol>	Wrap up.





## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	2 mins	Unit 23 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "What's on the Bed?" from the Teacher Menu.</li> <li>2. Encourage the students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. <i>Big Picture</i> (Vocabulary)	3 mins	Unit 23 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu.</li> <li>2. Ask the students to identify the words using a full sentence (e.g., "It's a tablet.&gt;").</li> <li>3. Say, "I see a(n) _____ in this word. Do you see a(n) _____?" (e.g., "I see a t in this word. Do you see a t?").</li> <li>4. Have a student come up and point to the letter.</li> <li>5. Ask the class what other letters they see in the word.</li> <li>6. Have the students come up and point to the letters they know.</li> <li>7. Have the class repeat the names of the letters.</li> <li>8. Repeat steps 2-7 with all the words.</li> </ol>	Review the words "tablet," "soccer ball" "umbrella," and "pillow."
5. <i>Match Maker</i>	5 mins	Unit 23 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Match Maker</i> from the Teacher Menu.</li> <li>2. Choose a student to try and make a match.</li> <li>3. If the student makes a match, have the class say the vocabulary word.</li> <li>4. Choose a new student to come up and try to make a match.</li> <li>5. Repeat until all the matches are made.</li> <li>6. Tap on each of the pictures and have the class say, "It's a(n) _____."</li> </ol>	

<b>6. <i>Speak Up 1</i></b>	3 mins	Unit 23 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups of students repeat the phrase.</li> </ol>	Review the phrases "What's ___ the ___?" and "It's my ___."
<b>7. <i>Speak Up 2</i></b>	3mins	Unit 23 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups of students repeat the phrase.</li> </ol>	
<b>8. Practice Saying a Phrase: Ask and Answer</b>	9 mins		<b>Vocabulary pictures</b> (tablet, soccer ball, umbrella, pillow)  box, basket, bag, backpack	<ol style="list-style-type: none"> <li>1. Put a vocabulary picture inside each of the containers.</li> <li>2. Close each container.</li> <li>3. Choose a student to come to the front and choose a container.</li> <li>4. Have the class ask, "What's in the ___?" (e.g., "What's in the box?").</li> <li>5. Have the student open the container, pull out the picture and say, "It's my ___," (e.g., "It's my tablet.")</li> <li>6. Repeat steps 3-5 with the remaining containers.</li> <li>7. Repeat the activity, placing the vocabulary pictures on the containers with the picture face down so the students can't see what it is.</li> <li>8. Repeat the activity a third time, placing the pictures under the containers.</li> </ol>	

## Lesson 1: Block B (15 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>9. <i>First Sound Find: /w/</i></b>	7 mins	Unit 23- Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Find: /w/</i> from the Teacher Menu.</li> <li>2. Tap each picture and have the class repeat the words.</li> <li>3. Have the class find a word that has the first sound /w/.</li> <li>4. Choose a student to come to the front and drag the picture to the container.</li> <li>5. Repeat with the remaining pictures that have the first sound /w/.</li> <li>6. Repeat the activity until students are comfortable hearing the sound.</li> </ol>	Practice the first sound /w/ and the last sound /x/.

<b>10. Last Sound Find: /x/</b>	8 mins	Unit 23 - Sounds tab 	<ol style="list-style-type: none"> <li>1. Play <i>Last Sound Find: /x/</i> from the Teacher Menu.</li> <li>2. Tap each picture and have the class repeat the words.</li> <li>3. Have the class find a word that has the last sound /x/.</li> <li>4. Choose a student to come to the front and drag the picture to the container.</li> <li>5. Repeat with the remaining pictures with the last sound /x/.</li> <li>6. Repeat the activity until students are comfortable hearing the sound.</li> </ol>	
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## Break—5 mins

## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>11. Practice Actions: Action Chairs</b>	10 mins			<ol style="list-style-type: none"> <li>1. Review the actions “Brush your hair,” “Hit the ball,” “Brush your teeth,” “Touch your toes,” “Take off your jacket,” and “Put on your jacket,” with the class.</li> <li>2. Have the students carefully move their chairs to make a line at the front of the room.</li> <li>3. Have the students return to their original spots and stand.</li> <li>4. Remove one chair.</li> <li>5. Say and do one of the actions.</li> <li>6. Have the class say and do the action.</li> <li>7. After you have had the students do several actions, say, “Sit down.”</li> <li>8. Have the students shout, “Sit down,” and rush to the chairs at the front of the room and sit down.</li> <li>9. The student without a chair is out and stands by the teacher.</li> <li>10. Have the students who are sitting return to their original spots.</li> <li>11. Remove another chair from the line.</li> <li>12. Repeat steps 5-11 until only one student is left sitting. This student is the winner.</li> <li>13. The students who are out should keep saying and doing all the actions except “Sit down.”</li> </ol>	Review actions.


12. Practice More Words: <i>Hard and Soft</i>	5 mins	Unit 23 - Resources tab 	Hard and soft objects from the lesson in Day 2	<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: Hard and Soft</i> from the Teacher Menu.</li> <li>2. Have students identify the item as hard or soft.</li> <li>3. Have a student tap the picture to confirm the answer.</li> <li>4. Have students say a full sentence. (e.g., "This is a hard table.")</li> <li>5. Repeat for all the pictures.</li> <li>6. Show students a soft object.</li> <li>7. Ask students if the object is hard or soft? Then have the students say a full sentence. (e.g., "This is a soft ball.")</li> <li>8. Repeat with the hard object.</li> <li>9. Randomly pass around different hard and soft objects and have the students feel them and say the sentence.</li> </ol>	Review the words "hard" and "soft."
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## Lesson 2: Block B (25 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
13. Show What You Learned: <i>Color First Sounds: /w/</i>	11 mins		<p><i>Color First Sounds: /w/</i> project for each student</p> <p>Crayons</p>	<ol style="list-style-type: none"> <li>1. Give each student a <i>Color First Sounds: /w/</i> project and crayons.</li> <li>2. Go through all the pictures with the students.</li> <li>3. The students color the pictures that have the correct first sound.</li> <li>4. After the students have colored the pictures, review all the correct pictures with the students, emphasizing the first sound in the words.</li> <li>5. Tell the students to take the project home and talk about it with their parents.</li> </ol>	Practice the first sound /w/ and the last sound /x/.
14. Show What You Learned: <i>Color Last Sounds: /x/</i>	11 mins		<p><i>Color Last Sounds: /x/</i> project for each student</p> <p>Crayons</p>	<ol style="list-style-type: none"> <li>1. Give each student a <i>Color Last Sounds: /x/</i> project and crayons.</li> <li>2. Go through all the pictures with the students.</li> <li>3. The students color the pictures that have the correct last sound.</li> <li>4. After the students have colored the pictures, review all the correct pictures with the students, emphasizing the last sound in the words.</li> <li>5. Tell the students to take the project home and talk about it with their parents.</li> </ol>	
15. Goodbye	3 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.







**Lesson 1: Block A (30 mins)**

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 23 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "What's on the Bed?" from the Teacher Menu.</li> <li>2. Encourage the students to sing along and do the actions.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.

<p>4. <b>Big Picture (Value)</b></p>	<p>5 mins</p>	<p>Unit 23 - Value tab</p> 		<ol style="list-style-type: none"> <li>1. Use language the students understand to discuss the value responsibility.</li> <li>2. Play <i>Big Picture (Value)</i> from the Teacher Menu.</li> <li>3. Show the first picture.</li> <li>4. Ask the students what is happening in the picture.</li>   <li>For example: "What do you see?" ("The girl wants an apple.")</li>   <li>5. Show the second picture.</li> <li>6. Ask the students what is happening in the picture.</li>   <li>For example: "What is the girl doing?" ("The is washing her hands.")</li>   <li>7. Show the third picture.</li> <li>8. Ask the students what is happening in the picture.</li>   <li>For example: "What is the girl doing?" ("The girl is holding an apple.")</li>   <li>9. Show the fourth picture.</li> <li>10. Say, "I can wash my hands before I eat."</li> <li>11. Have the class repeat after you.</li> <li>12. Tap the screen and have the class repeat "responsibility."</li> </ol>	<p>Learn the value responsibility.</p>
<p>5. <b>Practice a Value: Responsibility</b></p>	<p>5 mins</p>		<p>A sink</p> <p>Water</p> <p>Soap</p> <p>A treat for each student</p>	<ol style="list-style-type: none"> <li>1. Have the class line up at the sink.</li> <li>2. Have the first student say, "I can wash my hands."</li> <li>3. Have the first student wash their hands.</li> <li>4. Repeat steps 2-3 with each student.</li> <li>5. Once all the students have washed their hands give each student a treat.</li> </ol>	

<p>6. <i>Scary Night</i></p>	<p>10 mins</p>	<p>Unit 23 - Book tab</p> 	<p>Paper Crayons</p>	<ol style="list-style-type: none"> <li>1. Show the book <i>Scary Night</i> from the Teacher Menu.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. After each page is read, invite a student to tap an illustration or word to see if it is highlighted.</li> <li>4. If the word is highlighted along with the illustration, point the word out to the class. Have students repeat the word. Continue this procedure throughout the book.</li> <li>5. Give each student a sheet of paper and crayons.</li> <li>6. Have each student draw something that scares them.</li> <li>7. When most of the class is done drawing, choose a student to come to the front and show their picture.</li> <li>8. Have the student say, "It's my scary ____."</li> </ol>	<p>Share the book <i>Scary Night</i></p>
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Lesson 1: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>7. <b>Begin to Blend</b></p>	<p>3 mins</p>		<p>Vocabulary picture (rug)</p> <p>Point:</p>  <p>Scoop:</p>  <p>Slide:</p> 	<p><b>Learn to Blend (I do)</b></p> <ol style="list-style-type: none"> <li>1. Hold up the picture of a rug and say "rug."</li> <li>2. Put the picture on the board.</li> <li>3. Write the letter r on the board.</li> <li>4. Point to the letter r and say "/r/."</li> <li>5. Write the letter u on the board to the right of the letter r.</li> <li>6. Point to the letter u and say "/u/."</li> <li>7. Point to the bottom left of the letter r and say, "Blend."</li> <li>8. Scoop your finger under the letters r and u as you blend the two sounds together "/rruuu/."</li> <li>9. Write the letter g on the board to the right of the letter u.</li> <li>10. Point to the letter g and say "/g/."</li> <li>11. Point to the bottom left of the letter r and say, "Blend."</li> <li>12. Scoop your finger under all three letters as you blend the sounds together "/rruuug/."</li> <li>13. Point to the bottom left of the letter r and say, "Read the word."</li> <li>14. Slide your finger under the word as you say "rug."</li> </ol>	<p>Learn to blend the words "rug" and "tub."</p>

	3 mins		<b>Vocabulary picture</b> (rug)	<b>Practice Blending (We do)</b> <ol style="list-style-type: none"> <li>1. Point to the picture of "rug" and have the class say "rug."</li> <li>2. Point to the letter r and ask, "What's the sound?"</li> <li>3. Have the class say "/r/."</li> <li>4. Point to the letter u and ask, "What's the sound?"</li> <li>5. Have the class say "/u/."</li> <li>6. Point to the bottom left of the letter r and say, "Blend."</li> <li>7. Scoop your finger under the letters r and u as the class blends the two sounds together "/rruuu/."</li> <li>8. Point to the letter g on the board and ask, "What's the sound?"</li> <li>9. Have the class say "/g/."</li> <li>10. Point to the bottom left of the letter r and say, "Blend."</li> <li>11. Scoop your finger under all three letters as the class blends the sounds together "/rruuug/."</li> <li>12. Point to the bottom left of the letter r and say, "Read the word."</li> <li>13. Slide your finger under the word as the class says "rug."</li> </ol>	
	3 mins		<b>Vocabulary picture</b> (tub)	<b>Blend a Word (You do)</b> <ol style="list-style-type: none"> <li>1. Hold up the picture of "tub" and say "tub."</li> <li>2. Put the picture on the board.</li> <li>3. Write the letter t on the board.</li> <li>4. Point to the letter t and ask, "What's the sound?"</li> <li>5. Have the class say "/t/."</li> <li>6. Write the letter u on the board to the right of the letter t.</li> <li>7. Point to the letter and ask, "What's the sound?"</li> <li>8. Have the class say "/u/."</li> <li>9. Point to the bottom left of the letter t and say, "Blend."</li> <li>10. Scoop your finger under the letters t and u as the class blends the two sounds together "/tuu/."</li> <li>11. Write the letter b on the board to the right of the letter u.</li> <li>12. Point to the letter b and ask, "What's the sound?"</li> <li>13. Have the class say "/b/."</li> <li>14. Point to the bottom left of the letter t and say, "Blend."</li> <li>15. Scoop your finger under all three letters as the class blends the sounds together "/tuuub/."</li> <li>16. Point to the bottom left of the letter t and say, "Read the word."</li> <li>17. Slide your finger under the word as the class says "tub."</li> </ol>	

	6 mins		<p><b>Vocabulary pictures</b> (rug, tub)</p> <p>The letters r, u, g, t, u, and b, each on its own sheet of paper</p> <p>String attached to the top corners of each paper so students can wear the letters around their necks</p>	<p><b>Blend Words (You do)</b></p> <ol style="list-style-type: none"> <li>1. Keep the pictures of “rug” and “tub” on the board.</li> <li>2. Have three students come up to the front.</li> <li>3. Put the letters around their necks to make one of the words.</li> <li>4. Repeat the blending steps from above to have the class blend the word.</li> <li>5. Have the class point to the correct word the students are wearing.</li> <li>6. Repeat steps 2-5 with different students, alternating the words as time allows.</li> <li>7. If the students are comfortable with blending, point out that the words bed and dad have the same last sound.</li> </ol>	
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Break—5 mins

Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>8. Practice Vocabulary: <i>Walk by Numbers</i></p>	10 mins		<p><b>Vocabulary pictures</b> (tablet, soccer ball, umbrella, pillow)</p> <p><b>Location pictures</b> (couch, bookcase, table)</p> <p>Enough strong sheets of paper for each student in the class</p> <p>Sheets of paper numbered 1-10 in larger font so students can easily identify them, enough for each student</p> <p>Walking music</p>	<ol style="list-style-type: none"> <li>1. Place the papers with the numbers in a large circle on the floor, so that the numbers are showing.</li> <li>2. Put the vocabulary pictures at the front of the room, so the class can only see the backs of the pictures.</li> <li>3. Hold up the picture of the couch.</li> <li>4. Say, “What’s on the couch?”</li> <li>5. Have the students form a circle with each student standing on a number.</li> <li>6. Start the music and have the students walk around the circle stepping on each number.</li> <li>7. Stop the music. Make sure that each student is on a number.</li> <li>8. Call out a number.</li> <li>9. Any student standing on a paper with that number selects a vocabulary picture and turns it over.</li> <li>10. Have the class ask, “What’s on the couch?”</li> <li>11. Have the student show the picture and say, “It’s my ____.”</li> <li>12. Remove the picture or pictures and repeat steps 6-10 until all the pictures have been identified.</li> <li>13. Repeat steps 2-12 with the picture of the bookcase asking, “What’s in the bookcase?”</li> <li>14. Repeat steps 2-12 with the picture of the table asking, “What’s under the table?”</li> </ol>	<p>Review the words “tablet,” “soccer ball,” “umbrella,” and “pillow.”</p>

<p><b>9. Practice Saying Phrases: Find the Word</b></p>	<p>10 mins</p>		<p>Objects the students know (e.g., a ball, crayons, a pencil, scissors) enough for each student</p> <p>A container for the objects</p> <p>A blanket</p>	<ol style="list-style-type: none"> <li>1. Have the class sit in a circle.</li> <li>2. Put the blanket in the middle of the circle.</li> <li>3. Review all the objects in the container.</li> <li>4. Choose a student to leave the room.</li> <li>5. Have each student take an object out of the container.</li> <li>6. Take the remaining object out of the container and put it under the blanket.</li> <li>7. Have the student come back in the room.</li> <li>8. Have the class ask, "What's under the blanket?"</li> <li>9. Have the student say, "It's my ____."</li> <li>10. If the student is incorrect, have the student holding that object say, "No," and hold the object above their head. Repeat steps 8-9.</li> <li>11. If the student is correct, have them lift up the blanket and take the object out.</li> <li>12. Repeat steps 4-11 as time allows.</li> </ol>	<p>Review the phrases "What's ____ the ____?" and "It's my ____."</p>
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### Lesson 2: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>10. <i>Miss Daisy</i></p>	<p>5 mins</p>	<p>Unit 23 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Show <i>Miss Daisy</i> from the Teacher Menu.</li> <li>2. Have the students respond to the people in the video when they are prompted to speak.</li> <li>3. Evaluate what the class says.</li> <li>4. If the class answers correctly, press the button to move on.</li> <li>5. If the class answers incorrectly, repeat the question and prompt the class to say the correct answer.</li> </ol>	<p>Practice speaking.</p>
<p>11. Show What You Learned: <i>What Is It? Project</i></p>	<p>13 mins</p>		<p><b>What Is It? project</b> for each student</p> <p>A sample of the finished project</p> <p>Pre-cut vocabulary icons.</p> <p>Crayons</p> <p>Tape</p>	<ol style="list-style-type: none"> <li>1. Give each student a <i>What Is It?</i> project and crayons.</li> <li>2. Have students color the locations page and the vocabulary icons.</li> <li>3. Have the students glue each of the vocabulary icons to one of the 4 location squares.</li> <li>4. Have the students get with a partner and decide which is student A and which is student B.</li> <li>5. Have student A choose one of the locations and say, "What's ____ the ____," (e.g., What's on the couch?)"</li> <li>6. Have student B answer, "It's my ____," (e.g., It's my tablet.).</li> <li>7. Have the students switch roles and repeat steps 5-7 until all the vocabulary icons on both projects have been said.</li> <li>8. Have the students find a new partner and repeat steps 4-7 as time allows.</li> </ol>	<p>Review the phrases "What's ____ the ____?" and "It's my ____."</p>



12. Goodbye	2 mins		<ol style="list-style-type: none"><li>1. Wrap up the class.</li><li>2. Say “Goodbye” and wave to the class.</li><li>3. Have the students wave and say “Goodbye.”</li></ol>	Wrap up.
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## Lesson 1: Block A (25 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 24 - Song tab 		<b>Listen to the Song (I do)</b> 1. Play the song "Valentine Counting" 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 ___ do you have?" and "I have ___ ___."
	5 mins	Unit 24 - Song tab 		<b>Practice (We do)</b> 1. Play <i>Big Picture (Song)</i> from the Teacher Menu. 2. Teach the needed vocabulary words "teddy bear," "chocolate," "sticker," and "cookie" from the song and make up an action for each word. 3. Have the student shrug their shoulders when they ask the question. 4. Have the students count on their fingers with the counting in the song.	
	3 min	Unit 24 - Listening tab 		<b>Practice (You do)</b> 1. Play <i>Hear! Hear!</i> from the Teacher Menu. 2. Have the class point to the picture that matches what they hear. 3. Choose a student to tap the picture. 4. Have the class repeat the phrase. 5. Repeat until each student has a turn to tap a picture or all the phrases are played.	



	5 mins	Unit 24 - Song tab 		<b>Practice (You do)</b> 1. Play the song “Valentine Counting” 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.	
4. <b>Conversational Videos</b>	5 mins	Unit 24 - Speaking tab 		1. Play <i>Conversational Videos</i> from the Teacher Menu. 2. Have the class repeat the target phrases “How are you?” “I’m fine. Thank you,” “How many ___ do you have?” and “I have ___ ___.” 3. Repeat the video as time allows.	




**Lesson 1: Block B (20 mins)**

Activity	Time	Teacher Menu	Preparation	Content	Objectives
5. <b>Big Picture (Vocabulary)</b>	7 mins	Unit 24 - Vocabulary tab 		<b>Learn Vocabulary (I do)</b> 1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu. 2. Say the first vocabulary word and have the students repeat it. 3. If possible, have the students do an action for the vocabulary word. 4. Say, “It’s a ___.” 5. Have the class repeat the sentence. 6. Repeat these steps with all the vocabulary words. 7. Show the pictures again, but this time ask students to identify the words using a full sentence (e.g., “It’s a cookie.”). 8. Invite individual students to come and tap each of the pictures to confirm the answers. 9. Show the pictures one more time. Ask the students to identify the words using a full sentence (e.g., “It’s a cookie.”). 10. Say, “I see a(n) ___ in this word. Do you see a(n) ___?” (e.g., “I see a 'c' in this word. Do you see a 'c'?”). 11. Have a student come up and point to the letter. 12. Ask the class what other letters they see in the word. 13. Have the students come up and point to the letters they know. 14. Have the class repeat the names of the letters.	Learn the words “cookie,” “chocolate,” “teddy bear,” and “sticker.”

6. <i>Word Flurry</i>	5 mins	Unit 24 - Vocabulary tab 	<b>Practice Vocabulary (We do)</b> 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 race to the screen and tap the picture. 5. Repeat these steps with the remaining words.	
7. <i>Randomonium</i>	8 mins	Unit 24 - Vocabulary tab 	<b>Play a Game with the Vocabulary (You do)</b> 1. Put the students' chairs in a line. 2. Remove one of the chairs, so there is one fewer chair than number of students. 3. Play <i>Randomonium</i> from the Teacher Menu. 4. Have the students spread out in the classroom. 5. Tap the randomize button. 6. Have the students say, "It's a ____," and do an action. 7. After the students have correctly identified several of the objects, randomly yell, "HAPPY VALENTINE'S DAY!" 8. Have the class run to a chair and sit down. 9. The student who doesn't have a chair is out. That student sits by the teacher and continues to say, "It's a ____," and do the action, but they DON'T run to a chair. 10. Remove a chair from the line and repeat steps 5-9. 11. The last student standing is the winner. 12. Play the game again if the students are having fun. Have the winner tap the randomize button.	



Break—5 mins

## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
8. <i>Conversational Videos</i>	5 mins	Unit 24 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Conversational Videos</i> from the Teacher Menu.</li> <li>2. Have the class repeat the target phrases "How are you?" "I'm fine. Thank you," "How many ___ do you have?" and "I have ___ ___."</li> <li>3. Repeat the video as time allows.</li> </ol>	Review the phrases "How many ___ do you have?" and "I have ___ ___."
9. <i>Speak Up 1</i>	5 mins	Unit 24 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups repeat the phrase.</li> </ol>	
10. <i>Sing a Song</i>	5 mins	Unit 24 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Valentine Counting" from the Teacher Menu.</li> <li>2. Encourage the students to sing along and do the actions.</li> <li>3. Repeat the song a few times, having the class sing along and do the actions.</li> </ol>	



## Lesson 2: Block B (25 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>11. Practice Vocabulary: Pattern Vocabulary</p>	8 mins		<p><b>Vocabulary pictures</b> (cookie, chocolate, teddy bear, sticker), 6 of each</p>	<ol style="list-style-type: none"> <li>1. Start a pattern using the vocabulary pictures.</li> <li>2. Touch each picture and say the word with the students.</li> <li>3. When you get to the end of the pattern, have the class shout what comes next.</li> <li>4. If they are correct, put up the picture they said and then have them shout the next picture in the pattern.</li> <li>5. Repeat steps 1-4 with a new pattern of pictures.</li> <li>6. When the class seems to be getting the hang of patterns, invite a few students to the front of the classroom and give each student a vocabulary picture.</li> <li>7. Arrange the students into a simple pattern.</li> <li>8. Give other students in the class more pictures and have them finish the pattern.</li> <li>9. Repeat steps 6-8 with new students and new patterns switching the vocabulary pictures you use.</li> <li>10. Start with simple patterns and increase the difficulty.</li> </ol> <p>For example: AB, AB (cookie, chocolate, cookie, chocolate etc.)</p> <p>ABC, ABC (cookie, chocolate, teddy bear, cookie, chocolate, teddy bear, etc.)</p> <p>AABB, AABB (cookie, cookie, chocolate, chocolate, cookie, cookie, chocolate, chocolate, etc.)</p>	<p>Review the words "cookie," "chocolate," "teddy bear," and "sticker."</p>

<p>12. <i>Search Party</i></p>	<p>8 mins</p>	<p>Unit 24 - Vocabulary tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Search Party</i> from the Teacher Menu.</li> <li>2. Choose a word for the students to find.</li> <li>3. Say, "Find the picture of ____."</li> <li>4. Have the class point at the picture when they find it and say, "I see it."</li> <li>5. When most of the students have found the picture, choose a student to come to the front and tap the image.</li> <li>6. If the student is incorrect, tap the incorrect button and choose a new student to come up.</li> <li>7. If the student is correct, have the class say, "It's a ____." (If reviewing previously learned vocabulary, adjust the sentence as necessary.)</li> <li>8. If it is too hard to see the picture, tap the shuffle button.</li> <li>9. Repeat these steps until all the students have had a turn to tap an image or until you have sufficiently reviewed the vocabulary.</li> </ol>	
<p>13. <i>Speak Up 2</i></p>	<p>5 mins</p>	<p>Unit 24 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups repeat the phrase.</li> </ol>	<p>Review the phrases "How many ____ do you have?" and "I have ____ ____."</p>
<p>14. <i>Goodbye</i></p>	<p>2 mins</p>			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	<p>Wrap up.</p>



### Lesson 1: Block A (30 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 24 - Song tab 		<ol style="list-style-type: none"> <li>1. Ask, "How are you?"</li> <li>2. Have the class respond, "I'm fine. Thank you."</li> <li>3. Repeat steps 1-2 with individual students.</li> <li>4. Have the class ask, "How are you?"</li> <li>5. Say, "I'm fine. Thank you."</li> <li>6. Play the song "What's on the Bed?" from the Teacher Menu.</li> <li>7. Encourage the students to sing along and do the actions.</li> <li>8. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. At Your Command	5 mins	Unit 24 - Action tab 		<ol style="list-style-type: none"> <li>1. Play <i>At Your Command</i> from the Teacher Menu</li> <li>2. Have the class listen to the command twice.</li> <li>3. Have the class say the command.</li> <li>4. Evaluate what the class says and tap the corresponding correct or incorrect button.</li> </ol>	Learn the action "Put the plate on the table."

<p>5. Practice an Action: In, On, or Under</p>	<p>9 mins</p>		<p><b>Vocabulary pictures</b> (cookie, chocolate, teddy bear, sticker) 2 of each</p> <p>Containers (box, bag, backpack, basket) 2 of each</p>	<ol style="list-style-type: none"> <li>1. Review the vocabulary pictures with the class.</li> <li>2. Review the containers.</li> <li>3. Divide the class into two teams</li> <li>4. Have each team line up on one side of the room.</li> <li>5. Place a set vocabulary pictures in front of each team.</li> <li>6. Place the containers for each team on the other side of the room.</li> <li>7. Say, "Put the ___ (in/on/under) the ___," (e.g., "Put the cookie in the box.").</li> <li>8. Have the first student in each line find the vocabulary picture, run to the correct container, put the vocabulary picture in the correct location, and then run back to their line.</li> <li>9. The first student to get back to their line earns a point for their team.</li> <li>10. Repeat steps 7-9 with the next student.</li> <li>11. Once all the pictures have been placed, collect the pictures from the containers and put them back in front of the teams.</li> <li>12. Continue the game until every student has a turn.</li> <li>13. The team with the most points wins.</li> <li>14. Repeat the activity as time allows</li> </ol>	
<p>6. <i>Big Picture: Numbers</i></p>	<p>6 mins</p>	<p>Unit 9 - Resources tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: Numbers</i> from the Teacher Menu.</li> <li>2. Show the first picture.</li> <li>3. Have the class count to ten as you point to each of the numbers.</li> <li>4. Show the next screen.</li> <li>5. Ask the students, "What number is this?"</li> <li>6. Have the students say, "It's the number ___" and hold up that many fingers.</li> <li>7. Repeat steps 4-6 for the remaining numbers.</li> </ol>	<p>Learn the word "numbers."</p>

## Lesson 1: Block B (15 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. "Letter Action Song: Y y"	2 mins	Unit 24 - Letters tab 	<b>Lyrics</b> This is a Y, and Y says "/y/." Let's yawn together. This is a y, and y says "/y/." Let's yawn together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Action Song: Y y" from the Teacher Menu.</li> <li>2. Have the class do the action along with the kids in the video.</li> <li>3. Have the students say "Y" whenever they see the letter.</li> <li>4. Have the class sing the song.</li> <li>5. Repeat the video until the students are comfortable with the lyrics and actions.</li> </ol>	Learn the letters capital Y and small y.
8. <i>Big Picture:</i> Y y	3 mins	Unit 24 - Letters tab 		<b>Learn Capital and Small Letters (I do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture: Y y</i> from the Teacher Menu.</li> <li>1. Display capital Y.</li> <li>2. Tap the capital Y to play the audio "capital Y."</li> <li>3. Have the students say, "It's capital Y."</li> <li>4. Tap the capital Y again. Make yourself as big as you can. Stand on your toes and reach your arms up in the sky as you say, "It's capital Y."</li> <li>5. Have the students do the same action as they say, "It's capital Y."</li> <li>6. Repeat these steps with small y, crouching down and making yourself small.</li> <li>7. Display the mouth and tap the board to play the video "/y/."</li> <li>8. Have the students shout "/y/!"</li> </ol>	
9. <i>Randomonium:</i> Y y	3 mins	Unit 24 - Letters tab 		<b>Play a Letter Name and Sound Game (We do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Randomonium: Y y</i> from the Teacher Menu.</li> <li>2. Tap the randomize button.</li> <li>3. Have the students do the action and say the letter or sound that comes up (e.g., Get big and say, "It's capital Y.&gt;").</li> <li>4. Repeat these steps, inviting different students to come up and spin the generator.</li> </ol>	






<b>10. Letter Trace:</b> Y y	7 mins	Unit 24 - Letters tab 		<b>Write the Letters (You do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Letter Trace: Y y</i> from the Teacher Menu.</li> <li>2. Choose a student to come to the front and find capital Y.</li> <li>3. The class says, "It's capital Y."</li> <li>4. Select a different student to come to the front and trace the capital letter while the class writes the letter with their fingers on their forearm.</li> <li>5. Have the students say, "It's capital Y."</li> <li>6. Repeat with the next two traces.</li> <li>7. Have a student come to the front and write capital Y while the students write it on their forearm.</li> <li>8. Choose the best capital Y, or have the students vote on the capital Y they feel is the best.</li> <li>9. Repeat the activity with small y.</li> </ol>	
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## Break—5 mins

## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>11. "Letter Action Song: Z z"</b>	2 mins	Unit 24 - Letters tab 	<b>Lyrics</b> This is a Z, and Z says "/z/." Let's zigzag together. This is a z, and z says "/z/." Let's zigzag together.	<ol style="list-style-type: none"> <li>1. Play the song "Letter Action Song: Z z" from the Teacher Menu.</li> <li>2. Have the class do the action along with the kids in the video.</li> <li>3. Have the students say "Z" whenever they see the letter.</li> <li>4. Have the class sing the song.</li> <li>5. Repeat the video until the students are comfortable with the lyrics and actions.</li> </ol>	Learn the letters capital Z and small z.



<p>12. <b>Big Picture:</b> Z z</p>	<p>3 mins</p>	<p>Unit 24 - Letters tab</p> 		<p><b>Learn Capital and Small Letters (I do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture: Z z</i> from the Teacher Menu.</li> <li>2. Display capital Z.</li> <li>3. Tap the capital Z to play the audio “capital Z.”</li> <li>4. Have the students say, “It’s capital Z.”</li> <li>5. Tap the capital Z again. Make yourself as big as you can. Stand on your toes and reach your arms up in the sky as you say, “It’s capital Z.”</li> <li>6. Have the students do the same action as they say, “It’s capital Z.”</li> <li>7. Repeat these steps with small z, crouching down and making yourself small.</li> <li>8. Display the mouth and tap the board to play the video “/z/.”</li> <li>9. Have the students shout “/z/!”</li> </ol>	
<p>13. <b>Randomonium:</b> Z z</p>	<p>3 mins</p>	<p>Unit 24 - Letters tab</p> 		<p><b>Play a Letter Name and Sound Game (We do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Randomonium: Z z</i> from the Teacher Menu.</li> <li>2. Tap the randomize button.</li> <li>3. Have the students do the action and say the letter or sound that comes up (e.g., Get big and say, “It’s capital Z.”).</li> <li>4. Repeat these steps, inviting different students to come up and spin the generator.</li> </ol>	
<p>14. <b>Letter Trace:</b> Z z</p>	<p>7 mins</p>	<p>Unit 24 - Letters tab</p> 		<p><b>Write the Letters (You do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Letter Trace: Z z</i> from the Teacher Menu.</li> <li>2. Choose a student to come to the front and find capital Z.</li> <li>3. The class says, “It’s capital Z.”</li> <li>4. Select a different student to come to the front and trace the capital letter while the class writes the letter in the air with their fingers.</li> <li>5. Have the students say, “It’s capital Z.”</li> <li>6. Repeat with the next two traces.</li> <li>7. Have a student come to the front and write capital Z while the students write it in the air.</li> <li>8. Choose the best capital Z, or have the students vote on the capital Z they feel is the best.</li> <li>9. Repeat the activity with small z.</li> </ol>	

## Lesson 2: Block B (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
15. <i>Valentine's Day</i>	13 mins	Unit 24 - Book tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>Valentine's Day</i> from the Teacher Menu.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. Show the book again.</li> <li>4. After each page is read, invite a student to tap an illustration or word to see if it is highlighted.</li> <li>5. If the word is highlighted along with the illustration, point it out to the class. Have students repeat the word.</li> <li>6. Continue this procedure throughout the book.</li> </ol>	Share the book <i>Valentine's Day</i> .
16. <i>First Sound Intro: /y/</i>	5 mins	Unit 24 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /y/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/y/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all of the pictures.</li> </ol>	Learn first sound /y/ and /z/.
17. <i>First Sound Intro: /z/</i>	5 mins	Unit 24 - Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Intro: /z/</i> from the Teacher Menu.</li> <li>2. Have the class repeat the sound "/z/."</li> <li>3. Choose a student to come to the front and tap the letter.</li> <li>4. Have the class repeat the sound and the word.</li> <li>5. Repeat for all of the pictures.</li> </ol>	
18. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.





## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	2 mins	Unit 24 - Song tab 		<ol style="list-style-type: none"> <li>1. Ask, "How are you?"</li> <li>2. Have the class respond, "I'm fine. Thank you."</li> <li>3. Repeat steps 1-2 with individual students.</li> <li>4. Have the class ask, "How are you?"</li> <li>5. Say, "I'm fine. Thank you."</li> <li>6. Play the song "Valentine Counting" from the Teacher Menu.</li> <li>7. Encourage the students to sing along and do the actions.</li> <li>8. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. Big Picture (Vocabulary)	3 mins	Unit 24 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu.</li> <li>2. Ask the students to identify the words using a full sentence (e.g., "It's a cookie.&gt;").</li> <li>3. Say, "I see a(n) ____ in this word. Do you see a(n) ____?" (e.g., "I see a c in this word. Do you see a c?").</li> <li>4. Have a student come up and point to the letter.</li> <li>5. Ask the class what other letters they see in the word.</li> <li>6. Have the students come up and point to the letters they know.</li> <li>7. Have the class repeat the names of the letters.</li> <li>8. Repeat steps 2-7 with all the words.</li> </ol>	Review the words "cookie," "chocolate," "teddy bear," and "sticker."

<p>5. <i>Match Maker</i></p>	<p>5 mins</p>	<p>Unit 24 - Vocabulary tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Match Maker</i> from the Teacher Menu.</li> <li>2. Choose a student to try and make a match.</li> <li>3. If the student makes a match, have the class say the vocabulary word.</li> <li>4. Choose a new student to come up and try to make a match.</li> <li>5. Repeat until all the matches are made.</li> <li>6. Tap on each of the pictures and have the class say, "It's a ____."</li> </ol>	
<p>6. <i>Speak Up 1</i></p>	<p>3 mins</p>	<p>Unit 24 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups of students repeat the phrase.</li> </ol>	
<p>7. <i>Speak Up 2</i></p>	<p>3mins</p>	<p>Unit 24 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class practice saying the phrase in the activity.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times, having different groups of students repeat the phrase.</li> </ol>	
<p>8. Practice Saying a Phrase: <i>Guess How Many</i></p>	<p>9 mins</p>		<p><b>Number vocabulary pictures</b> (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)</p> <p><b>Valentine vocabulary pictures</b> (cookie, chocolate, teddy bear, sticker, heart)</p>	<ol style="list-style-type: none"> <li>1. Divide the class into two groups.</li> <li>2. Group 1 stands in a row facing the back of the room.</li> <li>3. Group 2 stands across from group 1 and faces the front of the room.</li> <li>4. Show group 2 a number and a Valentine vocabulary picture.</li> <li>5. Have the students in group 2 ask, "How many ____ do you have?" (e.g., "How many cookies do you have?").</li> <li>6. The students in group 1 guess how many of the object by saying, "I have ____," (e.g., "I have four cookies.").</li> <li>7. If a student in group 1 is correct, the partner in group 2 gives a thumbs up.</li> <li>8. If the student in group 1 is incorrect, the partner in group 2 says "No."</li> <li>9. The student continues guessing until they guess the right number.</li> <li>10. Once the student guesses the correct number, both students sit down.</li> <li>11. Once the whole class is sitting, have the groups swap places and repeat steps 4-11.</li> <li>12. Repeat the activity until the students are comfortable with both asking and answering the question.</li> </ol>	<p>Learn the phrases "How many ____ do you have?" and "I have ____."</p>

## Lesson 1: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
9. <i>First Sound Find: /y/</i>	8 mins	Unit 24- Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Find: /y/</i> from the Teacher Menu.</li> <li>2. Tap each picture and have the class repeat the words.</li> <li>3. Have the class find a word that has the first sound /y/.</li> <li>4. Choose a student to come to the front and drag the picture to the container.</li> <li>5. Repeat with the remaining pictures that have the first sound /y/.</li> <li>6. Repeat the activity until students are comfortable hearing the sound.</li> </ol>	Practice the first sounds /y/ and /z/.
10. <i>First Sound Find: /z/</i>	7 mins	Unit 24- Sounds tab 		<ol style="list-style-type: none"> <li>1. Play <i>First Sound Find: /z/</i> from the Teacher Menu.</li> <li>2. Tap each picture and have the class repeat the words.</li> <li>3. Have the class find a word that has the first sound /z/.</li> <li>4. Choose a student to come to the front and drag the picture to the container.</li> <li>5. Repeat with the remaining pictures that have the first sound /z/.</li> <li>6. Repeat the activity until students are comfortable hearing the sound.</li> </ol>	

Break—5 mins

## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. Practice Actions: <i>Show It</i>	10 mins		<p><b>Object vocabulary pictures</b> (plate, book, tablet, soccer ball, teddy bear, jacket)</p> <p><b>Location vocabulary pictures</b> (table, bookcase, couch, rug, closet, chair)</p>	<ol style="list-style-type: none"> <li>Shuffle the pictures and hand them to twelve of the students.</li> <li>Ask students to listen to your command.</li> <li>If they hear a word for the picture they are holding, students must come to the front and show their pictures. (e.g., "Put the plate <u>on</u> the table." Students with "plate" and "table" pictures come to the front.)</li> <li>The students with the respective pictures come to the front of the class and show their pictures.</li> <li>Have the class repeat the command.</li> <li>Have the students with the cards act out the command. (e.g., The student with "plate" puts their picture on the "table" picture the other student has.)</li> <li>Repeat with the remaining pictures.</li> <li>Repeat the activity again as time allows using all the prepositions "in," "on," and "under."</li> </ol>	Review actions.
12. Practice More Words: <i>Numbers and Letters</i>	5 mins		<p><b>Vocabulary pictures</b> (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)</p> <p><b>Letter pictures</b> (a, b, c, d, e, f, g, h, i)</p> <p>Paper with the word "numbers" written on it</p> <p>Paper with the word "letters" written on it</p>	<ol style="list-style-type: none"> <li>Show the number pictures.</li> <li>Say "numbers" and have the class repeat the word.</li> <li>Show the category label "numbers" and say, "This word is numbers."</li> <li>Have the class say "numbers."</li> <li>Repeat steps 1-4 with "letters."</li> <li>Put the category labels "numbers" and "letters" on the board in front of the class.</li> <li>Mix up the letter and number pictures and put them in a pile.</li> <li>Choose one student to draw a picture from the pile.</li> <li>Have the student show the picture to the class.</li> <li>Ask the class if the picture is a letter or number.</li> <li>If the picture is a letter, ask the class, "What letter is this?" Ask the class what sound the letter makes. Have the student place the letter under the "letters" label.</li> <li>If the picture is a number, ask the class, "What number is this?" Have the class hold up that number of fingers. Have the student place the picture under the "numbers" label.</li> <li>Repeat these steps until you have sorted all the pictures.</li> <li>Have the class help you put the numbers and letters in order.</li> </ol>	Review the words "number" and "letter."


## Lesson 2: Block B (25 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
13. Show What You Learned: <i>Color First Sounds: /y/</i>	11 mins		<i>Color First Sounds: /y/</i> project for each student  Crayons	<ol style="list-style-type: none"> <li>1. Give each student a <i>Color First Sounds: /y/</i> project and crayons.</li> <li>2. Go through all the pictures with the students.</li> <li>3. The students color the pictures that have the correct first sound.</li> <li>4. After the students have colored the pictures, review all the correct pictures with the students, emphasizing the first sound in the words.</li> <li>5. Tell the students to take the project home and talk about it with their parents.</li> </ol>	Practice the first sounds /y/ and /z/.
14. Show What You Learned: <i>Color First Sounds: /z/</i>	11 mins		<i>Color First Sounds: /z/</i> project for each student  Crayons	<ol style="list-style-type: none"> <li>1. Give each student a <i>Color First Sounds: /z/</i> project and crayons.</li> <li>2. Go through all the pictures with the students.</li> <li>3. The students color the pictures that have the correct first sound.</li> <li>4. After the students have colored the pictures, review all the correct pictures with the students, emphasizing the first sound in the words.</li> <li>5. Tell the students to take the project home and talk about it with their parents.</li> </ol>	
15. Goodbye	3 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.









## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 24 - Song tab 		<ol style="list-style-type: none"> <li>1. Ask, "How are you?"</li> <li>2. Have the class respond, "I'm fine. Thank you."</li> <li>3. Repeat steps 1-2 with individual students.</li> <li>4. Have the class ask, "How are you?"</li> <li>5. Say, "I'm fine. Thank you."</li> <li>6. Play the song "Valentine Counting" from the Teacher Menu.</li> <li>7. Encourage the students to sing along and do the actions.</li> <li>8. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.

<p>4. <b>Big Picture (Value)</b></p>	<p>5 mins</p>	<p>Unit 24 - Value tab</p> 		<ol style="list-style-type: none"> <li>1. Use language the students understand to discuss the value grit.</li> <li>2. Play <i>Big Picture (Value)</i> from the Teacher Menu.</li> <li>3. Show the first picture.</li> <li>4. Ask the students what is happening in the picture.</li> </ol> <p>For example: "What do you see?" ("The girl in the white sweater is writing. The girl in the blue dress is watching.")</p> <ol style="list-style-type: none"> <li>5. Show the second picture.</li> <li>6. Ask the students what is happening in the picture.</li> </ol> <p>For example: "What is the girl doing?" ("The girl is trying to write her name. She is trying a lot.")</p> <ol style="list-style-type: none"> <li>7. Show the third picture.</li> <li>8. Ask the students what is happening in the picture.</li> </ol> <p>For example: "What do you see?" ("The girl in the white sweater can write her name. The girl in the blue dress is smiling.")</p> <ol style="list-style-type: none"> <li>9. Show the fourth picture.</li> <li>10. Say, "I can keep trying."</li> <li>11. Have the class repeat after you.</li> <li>12. Tap the screen and have the class repeat "grit."</li> </ol>	<p>Learn the value grit.</p>
<p>5. <b>Practice a Value: Grit</b></p>	<p>8 mins</p>		<p>Paper</p> <p>Pencils</p> <p>Cards with each student's name written on one</p>	<ol style="list-style-type: none"> <li>1. Give each student a sheet of paper, pencil, and the card with their name on it.</li> <li>2. Have the students write their names 5 times.</li> <li>3. Have the students circle their best name.</li> <li>4. Have the students say, "I can keep trying to write my name."</li> </ol>	

<p><b>6. Valentine's Day</b></p>	<p>7 mins</p>	<p>Unit 24 - Book tab</p> 	<p><b>Vocabulary pictures</b> (sticker, flower, cookie, chocolate, teddy bear), enough for each student</p>	<ol style="list-style-type: none"> <li>1. Review the vocabulary pictures with the class.</li> <li>2. Give each student a vocabulary picture.</li> <li>3. Show the book <i>Valentine's Day</i> from the Teacher Menu.</li> <li>4. After the narrator reads each page, have the class repeat what was said.</li> <li>5. When the students hear the word for the picture they are holding, have them jump up, hold the picture above their head and say, "I have ____," (e.g., "I have stickers.").</li> <li>6. On the pages where the girl says how many of something she has, point to each of the objects and have the class count them with you.</li> <li>7. After the book is finished, ask each student what they want for Valentine's Day.</li> <li>8. Have the student say, "I want ____."</li> </ol>	<p>Share the book <i>Valentine's Day</i>.</p>
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**Lesson 1: Block B (15 mins)**

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p><b>7. Begin to Blend</b></p>	<p>3 mins</p>		<p>Picture of a nut</p> <p>Point:</p>  <p>Scoop:</p>  <p>Slide:</p> 	<p><b>Learn to Blend (I do)</b></p> <ol style="list-style-type: none"> <li>1. Hold up the picture of a nut and say "nut."</li> <li>2. Put the picture on the board.</li> <li>3. Write the letter n on the board.</li> <li>4. Point to the letter n and say "/n/."</li> <li>5. Write the letter u on the board to the right of the letter n.</li> <li>6. Point to the letter u and say "/u/."</li> <li>7. Point to the bottom left of the letter n and say, "Blend."</li> <li>8. Scoop your finger under the letters n and u as you blend the two sounds together "/nnuuu/."</li> <li>9. Write the letter t on the board to the right of the letter u.</li> <li>10. Point to the letter t and say "/t/."</li> <li>11. Point to the bottom left of the letter n and say, "Blend."</li> <li>12. Scoop your finger under all three letters as you blend the sounds together "/nnnuut/."</li> <li>13. Point to the bottom left of the letter n and say, "Read the word."</li> <li>14. Slide your finger under the word as you say "nut."</li> </ol>	<p>Learn to blend the words "nut" and "bug."</p>

	3 mins		Picture of a nut	<p><b>Practice Blending (We do)</b></p> <ol style="list-style-type: none"> <li>1. Point to the picture of “nut” and have the class say “nut.”</li> <li>2. Point to the letter n and ask, “What’s the sound?”</li> <li>3. Have the class say “/n/.”</li> <li>4. Point to the letter u and ask, “What’s the sound?”</li> <li>5. Have the class say “/u/.”</li> <li>6. Point to the bottom left of the letter n and say, “Blend.”</li> <li>7. Scoop your finger under the letters n and u as the class blends the two sounds together “/nnuuu/.”</li> <li>8. Point to the letter t on the board and ask, “What’s the sound?”</li> <li>9. Have the class say “/t/.”</li> <li>10. Point to the bottom left of the letter n and say, “Blend.”</li> <li>11. Scoop your finger under all three letters as the class blends the sounds together “/nnuuut/.”</li> <li>12. Point to the bottom left of the letter n and say, “Read the word.”</li> <li>13. Slide your finger under the word as the class says “nut.”</li> </ol>	
	3 mins		Picture of a bug	<p><b>Blend a Word (You do)</b></p> <ol style="list-style-type: none"> <li>1. Hold up the picture of “bug” and say “bug.”</li> <li>2. Put the picture on the board.</li> <li>3. Write the letter b on the board.</li> <li>4. Point to the letter b and ask, “What’s the sound?”</li> <li>5. Have the class say “/b/.”</li> <li>6. Write the letter u on the board to the right of the letter b.</li> <li>7. Point to the letter and ask, “What’s the sound?”</li> <li>8. Have the class say “/u/.”</li> <li>9. Point to the bottom left of the letter b and say, “Blend.”</li> <li>10. Scoop your finger under the letters b and u as the class blends the two sounds together “/buuu/.”</li> <li>11. Write the letter g on the board to the right of the letter u.</li> <li>12. Point to the letter g and ask, “What’s the sound?”</li> <li>13. Have the class say “/g/.”</li> <li>14. Point to the bottom left of the letter b and say, “Blend.”</li> <li>15. Scoop your finger under all three letters as the class blends the sounds together “/buuug/.”</li> <li>16. Point to the bottom left of the letter b and say, “Read the word.”</li> <li>17. Slide your finger under the word as the class says “bug.”</li> </ol>	

	6 mins		<p>Picture of a nut and bug</p> <p>The letters n, u, t, b, u, and g each on its own sheet of paper</p> <p>String attached to the top corners of each paper so students can wear the letters around their necks</p>	<p><b>Blend Words (You do)</b></p> <ol style="list-style-type: none"> <li>1. Keep the pictures of “nut” and “bug” on the board.</li> <li>2. Have three students come up to the front.</li> <li>3. Put the letters around their necks to make one of the words.</li> <li>4. Repeat the blending steps from above to have the class blend the word.</li> <li>5. Have the class point to the correct word the students are wearing.</li> <li>6. Repeat steps 2-5 with different students, alternating the words as time allows.</li> <li>7. If the students are comfortable with blending, point out that the words bed and dad have the same last sound.</li> </ol>	
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Break—5 mins

Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>8. Practice Vocabulary: <i>Hand Slap Relay</i></p>	10 mins		<p><b>Vocabulary pictures</b> (cookie, chocolate, teddy bear, sticker), two of each picture</p>	<ol style="list-style-type: none"> <li>1. Divide the vocabulary pictures in two piles.</li> <li>2. Divide the class into two teams.</li> <li>3. Have each team stand in a line behind one of the piles of vocabulary pictures.</li> <li>4. The first student in each line picks up the first vocabulary picture and says, “It’s a ____.”</li> <li>5. The student then passes the vocabulary picture to the next student in their line.</li> <li>6. Each student says, “It’s a ____,” before they pass the vocabulary picture to the next student.</li> <li>7. After the last student in the line says, “It’s a ____,” the other students in line hold out their hands.</li> <li>8. The last student runs from the back of the line to the front of the line, slapping each team member’s hand.</li> <li>9. The student then chooses the next vocabulary picture from the pile and repeats steps 4-8.</li> <li>10. The first team to have all the students run to the front of the line is the winner.</li> </ol>	<p>Review the words “cookie,” “chocolate,” “teddy bear,” and “sticker.”</p>

<p><b>9. Practice Saying Phrases: Counting Objects</b></p>	<p>10 mins</p>		<p><b>Vocabulary pictures</b> (cookie, chocolate, teddy bear, sticker)</p>	<ol style="list-style-type: none"> <li>1. Have the class sit in a circle.</li> <li>2. Show the class one of the vocabulary pictures.</li> <li>3. Ask the class, "How many ___ do you have?" (e.g., "How many cookies do you have?").</li> <li>4. Have each student hold up a number of fingers.</li> <li>5. Ask the student next to you, "How many ___ do you have?"</li> <li>6. Have the student hold up a number of fingers.</li> <li>7. (e.g., "How many cookies do you have?").</li> <li>8. The class looks at the number the student is showing with their fingers and the whole class answers, "I have ___ ___," (e.g., "I have three cookies.").</li> <li>9. The student turns to the next student in the circle and asks, "How many ___ do you have?"</li> <li>10. The student shows a number with their fingers.</li> <li>11. Have the class answer, "I have ___ ___."</li> <li>12. Continue around the circle until all the students have a chance to ask, "How many ___ do you have?"</li> <li>13. Repeat the activity with the next picture.</li> </ol>	<p>Review the phrases "How many ___ do you have?" and "I have ___ ___."</p>
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**Lesson 2: Block B (20 mins)**

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p><b>10. Miss Daisy</b></p>	<p>5 mins</p>	<p>Unit 24 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Show <i>Miss Daisy</i> from the Teacher Menu.</li> <li>2. Have the students respond to the people in the video when they are prompted to speak.</li> <li>3. Evaluate what the class says.</li> <li>4. If the class answers correctly, press the button to move on.</li> <li>5. If the class answers incorrectly, repeat the question and prompt the class to say the correct answer.</li> </ol>	<p>Practice speaking.</p>

<b>11. Show What You Learned: Valentine Card Project</b>	13 mins		<p><b>Valentine Card project</b> for each student</p> <p>A sample of the finished project</p> <p>Pre-cut hearts in different colors.</p> <p>Stickers</p> <p>Crayons</p> <p>Glue</p>	<ol style="list-style-type: none"> <li>1. Give each student a <i>Valentine Card</i> project, glue, and crayons.</li> <li>2. Have the students practice reading “I love you!”</li> <li>3. Have students get as many pre-cut hearts and stickers as they would like to decorate their card.</li> <li>4. Have the students trace “I love you!” on their card.</li> <li>5. Have the students color their cards.</li> <li>6. Have the students glue hearts and add stickers to their card.</li> <li>7. Have the students get with a partner and decide which is student A and which is student B.</li> <li>8. Have student A ask, “How many hearts do you have?”</li> <li>9. Have student B answer, “I have ___ hearts,” (e.g., I have nine hearts.).</li> <li>10. Have the students switch roles and repeat steps 7-8.</li> <li>11. Repeat steps 7-9 with the number of stickers.</li> <li>12. Have the students find a new partner and repeat steps 6-10 as time allows</li> <li>13. Have the students take the card home and give it to someone of their choosing.</li> </ol>	<p>Review the phrase “How many ___ do you have?”</p>
<b>12. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say “Goodbye” and wave to the class.</li> <li>3. Have the students wave and say “Goodbye.”</li> </ol>	<p>Wrap up.</p>