



USAID
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Read Liberia Activity Kindergarten

Teacher Instruction Guide



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The Alphabet

Aa Bb Cc Dd

Ee Ff Gg Hh

Ii Jj Kk Ll

Mm Nn Oo

Pp Qq Rr Ss

Tt Uu Vv Ww

Xx Yy Zz

Read Liberia Activity

Teacher Instruction Guide

Kindergarten



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TEACHER INSTRUCTION GUIDE

Kindergarten

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Foreword
Kindergarten 2

June 18, 2018

Dear Teachers, Parents, Community Members and Students,

I am pleased to introduce to you the **Read Liberia Activity** learning and teaching materials for improved reading instruction in Kindergarten. The books, which should be used in Kindergarten 2, will support students' oral language development, such as listening, speaking, and vocabulary skills, all of which make up the foundation for becoming independent and lifelong readers. These materials, along with ongoing training and coaching by the **Read Liberia Activity**, will provide teachers with evidence-based best practices for improving literacy and learning outcomes of young children in Liberia.

The core set of Kindergarten materials include:

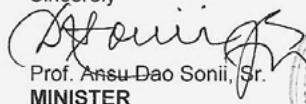
- A Student Activity book, which is to be used daily in class by students.
- A Teacher Instructional Guide which is to be used daily in class by teachers.

The activities in these books can be used alongside the Ministry of Education's Early Childhood Education Curriculum and are expected to take approximately 30 minutes per day. Teachers will receive training on how to use these materials, and school-based support from instructional coaches during the year.

At this stage, the materials are part of a pilot project in 60 schools and are not for general distribution. The purpose of this pilot is to field test and collect feedback from teachers, principals, and parents on this approach to daily, sequenced language activities for students. This feedback will serve to inform the MOE and our partners for future editions of teaching and learning materials that best support student learning and development.

The Liberia Ministry of Education extends thanks and appreciation for the time and collaborative efforts of the team that developed these materials. The Ministry greatly values the financial and technical support of the United States Agency for International Development (USAID) through the Read Liberia Activity, and the Bureau for Early Childhood Education whose officials took part in reviewing this material and training the teachers. The publications would not have been possible without the technical leadership of RTI International and the valuable contribution of Brattle Publishing Group with content development, book design, and production.

Sincerely


Prof. Ansu Dao Sonii, Sr.
MINISTER



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Welcome to *Read Liberia Activity*. This multi-year program was designed to support the oral language and literacy skills of children from kindergarten through Grade 2. The kindergarten materials have been developed to build foundational oral language and emergent literacy skills needed for children to become independent and lifelong readers. *Read Liberia Activity, Kindergarten* will begin in the 2018–2019 school year and run through 2020. The two-year pilot program will be implemented in 60 schools across 6 counties to test instructional approaches to build oral language and vocabulary skills. It is anticipated that *Read Liberia Activity, Kindergarten* will reach 2,700 kindergarten students at the end of Year 2.

Read Liberia Activity, Kindergarten has two main components: a teacher’s instructional guide (TIG) and a student activity book (SAB).

The *Read Liberia Activity, Kindergarten Teacher Instruction Guide* (TIG) was created with support of USAID funding and technical guidance from RTI’s early-childhood-development and language and literacy experts through a carefully designed and consultative process. The team created a scope and sequence, which became a roadmap for the development of the TIG. The scope and sequence relied upon the existing curriculum to ensure that all activities were integrated into the themes outlined for the week. Through developmentally appropriate activities, emphasis was placed on the sequenced development of foundational oral language and emergent literacy skills, such as listening and speaking skills, expressive and receptive vocabulary, phonological awareness, and alphabet knowledge.

There is an intentional pattern of activities followed each week to promote the implementation of activities. The following table outlines the typical pattern of activities in each week.

	Day 1	Day 2	Day 3	Day 4	Day 5
Main Activities	Oral Story	Phonological Awareness and Vocabulary	Oral Story	Phonological Awareness and Rhyme	Oral Story

Skills Overview

Oral Language Proficiency: Reading aloud to children is one of the best strategies to boost oral language skills. Each week, children will listen to an oral story that is read aloud by the teacher and partake in whole-group and small-group activities about the story to build oral language skills such as listening comprehension and expressive and receptive vocabulary.

Phonological Awareness: Phonological awareness is a child’s ability to identify and manipulate sounds and is an essential emergent literacy skill. There are two explicit activities to build phonological awareness skills each week and other opportunities embedded within other activities daily.

Vocabulary: Expressive (ability to use vocabulary through communication) and receptive (language that we take in or understand) vocabulary skills are directly linked to later reading comprehension. Each week, three new vocabulary words are introduced and reinforced throughout the daily activities. The vocabulary words have been carefully selected to align with the weekly themes outlined in the curriculum. As a result, children are provided multiple opportunities to extend understanding and use new vocabulary words throughout the week.

How to Use This Manual

The Teacher Instruction Guide (TIG) was developed to provide teachers with daily, sequenced guidance on promoting oral language and emergent literacy skills. The TIG provides 30-minute lesson plans that teachers can integrate into their daily routines. There are five lessons each week for 36 weeks, which align with the national ECD curriculum.

Each lesson has three parts: an introduction, a main activity, and a conclusion. The main activity is made up of two parts—a whole-group and a small-group activity.

See picture below for more information.

The **overview** gives a summary of what students will do that day, including the theme and sub-theme, a list of objectives, vocabulary words, and a list of materials.

The **week** and the **day** of each lesson is identified. Each lesson is 30 minutes.

An **introduction** prepares students for the skills they will learn that day.

An estimate of how long the activity might take is included.

Whole group activities bring children together to allow them to work and learn as a class.

During **Alphabet Recognition**, students learn to recognize letters of the alphabet.

Theme	My Neighborhood
Sub-Theme	Water and Air Transportation
Vocabulary	boats, float, sail
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> Identify the letter s Listen to a short story Answer simple questions Relate the story to everyday life
Suggested Resources	Alphabet Chart <i>Student Activity Book</i> , page 91



Discussion questions motivate students to make connections and to listen carefully, and provide feedback for the teacher regarding the extent of student understanding.

Small group activities help students work collaboratively and reinforce the skills learned that day. Activities include drawing, pretend-writing, playing games, and discussing with partners.

The **conclusion** allows students to summarize what they have learned by playing games or answering questions, and teachers to check for understanding.

Introduction 5 minutes

Sing the alphabet song, pointing to the letters on the Alphabet Chart.

Use the vocabulary words **boats**, **float**, and **sail** to introduce the story.

- Today you will hear a story about a boy named Alex.
- You will find out some things about boats that float and sail.
- What are some kinds of boats that you know?

WHOLE GROUP 10 minutes

Alphabet Recognition
Point to the letter **s** on the Alphabet Chart.

- This is the **s** letter we will learn today. Its name is **s**.
- Say **s** with me: **s, s, s**.

Read Aloud: Big Boats, Small Boats
Have students look at page 91 of the *Student Activity Book*. Point to each word in the title as you read it aloud.

- This title is four words: **Big Boats, Small Boats**.
- Point to the **s** in **boats** and say its name.
- Now, as I read the story, look at the picture and listen for different kinds of boats Alex sees.

Big Boats, Small Boats
Alex likes to look at the **boats** with Mama. All boats **float** on the water. There are many different kinds of boats. Alex sees a fishing boat with nets to catch fish. Alex sees a sailboat. The wind pushes its **sail** to make it go. Alex sees a motor boat. It goes fast. Alex sees a small rowboat. It goes slow. Alex sees a great big ship. It carries cargo.

Discussion Questions

1. What are some kinds of boats Alex sees?
2. What is one thing that all boats do?
3. What does a fishing boat do?
4. What makes a sailboat go?

SMALL GROUP 10 minutes

Discussing
Model pointing to the picture as you retell the first thing Alex saw.

In groups of 3, have students point to parts of the picture as they retell the things Alex saw.

- As you walk around, ask:
- Can you point to one boat you learned about?
 - What kind of boat is this? What does it do?

Conclusion 5 minutes

Allow students to share real-life experiences with boats.

Teacher TIP ✓

- To extend the discussion, ask:
- When have you seen a boat in real life? What was it doing?
 - Have you ever played with a toy boat? How is it like a real boat?

Remarks

Read Alouds expose students to stories that help them develop key understanding and vocabulary skills. Each story helps students make connections to their own life experiences.

Week 19 - Day 2

Theme: **My Neighborhood**

Sub-Theme: **Water and Air Transportation**

Vocabulary: **boats, float, sail**

Objectives: By the end of the lesson, student should begin to:

- Segment words into onset (initial sound) and rime (sounds that come after it)
- Correctly point to pictures of vocabulary words

Suggested Resources: **Student Activity Book**, page 92

Introduction 2 minutes

- Today, we will learn to say the first sound in a word and then the rest of the word.
- Listen as I say the word boat. The first sound is /b/.
- The rest of the word is oat. /b/-oat, boat.

WHOLE GROUP 12 minutes

Phonological Awareness

- Listen to the word I say. The word is sail, /s/-all, sail.
- Now you try it with me. Say the first sound in sail, /s/.
- Say the rest of the word, ail.
- Say the whole word, sail.

Repeat with ship (/sh/-ip) and dock (/d/-ock).

Vocabulary

Have students look at the pictures on page 92 of the **Student Activity Book**.

Point to each picture as you name **boats, float, and sail**. Have students touch each picture as you talk about it. Explain that **float** means to move on top of the water.

- Can you point to the **boats**?
- What does a **sail** do?
- What do you think happens if a boat does not **float**?

Teacher TIP ✓

- Demonstrating words helps students' understanding.
- Show how a small object can float in a cup of water.
- Blow on a piece of paper to demonstrate a sail.

Phonological Awareness involves hearing and repeating oral sounds in words.

Vocabulary words are words that students will hear in the Read Alouds. These words help students improve their listening and speaking skills.

Teacher tips provide teachers hints about extending the lesson, why an activity is valuable, or how to organize a classroom more effectively.

Week 19 - Day 4

Theme: **My Neighborhood**

Sub-Theme: **Water and Air Transportation**

Vocabulary: **boats, float, sail**

Objectives: By the end of the lesson, student should begin to:

- Segment words into onset and rime
- Listen to a rhyme
- Answer simple questions about the rhyme
- Act out the rhyme

Suggested Resources: Alphabet Chart, **Student Activity Book**, page 94

Introduction 5 minutes

Sing the alphabet song, pointing to the letters on the Alphabet Chart.

- Today, we will practice saying the first sound of a word and then the rest of the word.

WHOLE GROUP 10 minutes

Phonological Awareness

- Listen to the word I say. The word is sun, /s/-un, sun.
- Now you try it with me. Say the first sound in sun, /s/.
- Say the rest of the word, un.
- Say the whole word, sun.

Repeat with wave (/w/-ave) and shell (/sh/-ell).

Rhyme

- Today we will be learning a new rhyme!
- Listen carefully.

Say the rhyme using gestures to model the words *under, floats, rowing, sailing, and fishing*.

A submarine goes under the water.
A sailboat always floats.
Rowing, shipping, sailing, fishing.
All are kinds of boats.

Have students repeat the rhyme with you using gestures.

- Can you hear words that sound similar? (floats, boats)
- What is the same about those words?
- What are other words that rhyme with floats, boats?

Have students look at the rhyme and pictures on page 94 of the **Student Activity Book**.

- Follow along with your finger in your activity book as we read the rhyme aloud.

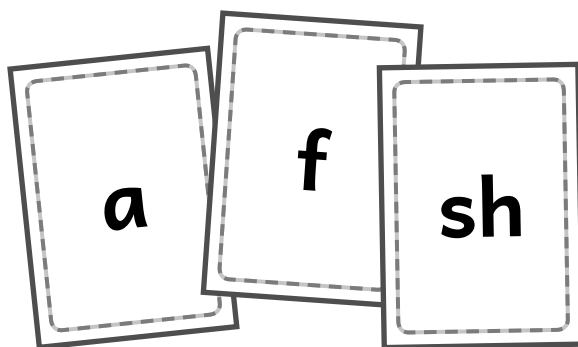
Have students say the rhyme with

Rhymes are fun. They help students experience the rhythm of language and work with sounds within words.

Teaching Tools



The **Alphabet Chart** is an integral component of Alphabet Recognition. Students see the poster everyday in their classrooms, and teachers can use it as a reference in the lessons.



The **Letter and Syllable Cards** are visual tools to teach Alphabet Recognition and Phonological Awareness. Teachers can use these cards to help students learn the alphabet and see the letters that stand for the oral sounds they are learning.

Methodology

Read Liberia Activity, Kindergarten materials adopt a developmental approach to curriculum development. They emphasize instructional scaffolding through a play-based, child-centered, interactive, and integrated learning strategy. A significant emphasis is placed on oral language and emergent literacy skills development, which are the foundation for later reading success. Research shows that the ability to read and write is directly linked to oral language proficiency.¹ The daily language and literacy activities have been carefully designed and sequenced in order to support learning and progression of critical oral language and emergent literacy skills, from Kindergarten through Grade 2.

Extending Conversations: Central to the development of oral language skills is the teacher’s ability to engage children in meaningful dialogue. Conversation in the classroom provides opportunities for students to practice oral language skills and for teachers to scaffold student learning. The TIG provides guidance to teachers on strategies to extend conversations with children to promote speaking and listening skills, such as questioning, modeling, use of prompts, making connections to student’s experiences, and facilitating small group activities.

Formative Assessment: It is important for teachers to use multiple sources of information to understand how children are progressing through language and literacy development. The conclusion of each activity provides opportunities for teachers to check for understanding in various ways. The student activity book is also another source of valuable information on student learning that can be observed over time. For example, seeing changes in student drawing over time and their abilities to share and discuss their work is a good demonstration of learning and skill progression. Teachers are encouraged to keep records and monitor student learning.

1 ED Hirsch Jr - Charlottesville, VA: Core Knowledge Foundation, 2010

Make New Friends



Read Liberia Activity, Kindergarten 1

Theme	Make New Friends
Sub-Theme	
Vocabulary	boy, girl, friend(s)
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Learn the names of other students • Listen to a short story • Answer simple questions about the story • Relate the story to everyday life
Suggested Resources	Student Activity Book , page 1

Introduction 5 minutes

Divide the class into 4 or 5 groups. Have each group talk about making new friends. Ask the following questions as you walk around the class.

- Raise your hand if you know someone in the class.
- Can you tell the person's name?
- What are some ways that we make new friends?
- Today we will hear a story about making friends.

WHOLE GROUP 10 minutes

Read Aloud: Make New Friends

Have students look at the picture on page 1 of the **Student Activity Book**.

- This is the name of the story. The name of a story is called the title.

Point to and read the title.

- Can you put your finger on the title?
- What do you see in the picture?
- What do you think the story will be about?
- When I read, can you listen for the words **friend, boy, and girl**?

Read the story aloud with expression and gestures.

Make New Friends

Fatuma is a **girl**. Her brother Armah is a **boy**. Fatuma and Armah did not know anyone on their first day of school. A **girl** smiled at them. "Hello. I am Yammah," said the **girl**. "I do not know anyone at school. May I walk with you?" "We do not know anyone either," said Fatuma. "My name is Fatuma. This is Armah. Now we know each other! You can be our **friend**!"

Discussion Questions

1. Who is the boy in the story? Who are the girls?
2. What happened on Fatuma's, Armah's, and Yammah's first day of school?
3. How did the children in the story make a friend?
4. How was your first day of school?

Teacher TIP

If the child says the boy in the story is Fatuma's brother, you might want to ask what his name is to ensure that the student's listening skill is being developed.

SMALL GROUP 10 minutes

Introductions Activity

Ask a volunteer to stand as you model getting to know names.

- I am _____. What is your name?

Have the volunteer say: "I am _____."

Repeat with other students and names.

In groups of 3, have students take turns greeting each other. One student says, "I am _____. What is your name?" The other student says, "I am _____."

Conclusion 5 minutes

Have a few students take turns saying their name and the name of someone they met.

Remarks



boy



girl



friend(s)

Theme	Make New Friends
Sub-Theme	
Vocabulary	boy, girl, friend(s)
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify different sounds in the environment • Learn the meaning of boy, girl, and friend
Suggested Resources	Student Activity Book , page 2

Introduction

5 minutes

- Today, you will listen to different sounds.

Snap your fingers. Tell students the name of the sound (snapping).

Click your tongue. Tell students the name of the sound (clicking).

WHOLE GROUP

10 minutes

Phonological Awareness

Have students close their eyes.

Make each sound.

Have students name the sound and repeat it.

Make both sounds (snap, click) one after the other. Have students name the sounds in order.

Play a few more times. Ask a student to lead in varying sounds and their order.

Vocabulary

Have students look at the pictures on page 2 of the **Student Activity Book**.

Model touching each picture as you name **boy, girl,** and **friend**.

Have students touch each picture as you talk about it.

- If you are a **boy**, stand up. Then sit down.
- If you are a **girl**, stand up. Then sit down.
- A **friend** is someone you like to spend time with.
- How do you spend time with a friend?

SMALL GROUP

10 minutes

Role-playing

Explain and model role-play by asking someone if you can play with him or her.

Have one student pretend to play.

Model how to ask that student if you can play.

- *Can I play with you, [child's name]?*

Then model how the student should respond.

- *Yes, you can play with me.*

Have several students demonstrate the role-play for the class.

In groups of 3, have students role-play, taking turns asking if they can play with someone.

Conclusion

5 minutes

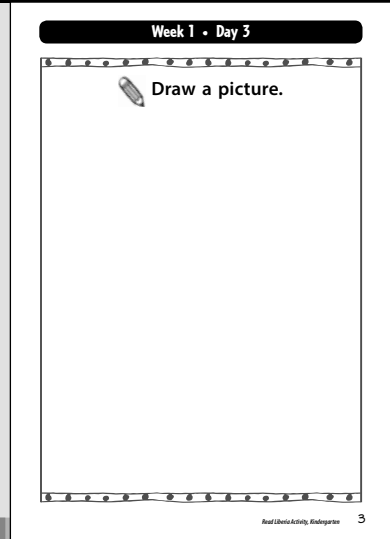
Have students take turns pointing to a friend in class, telling their friend's name and if they are a boy or girl.

Model first by pointing to a student.

- *This is my friend, [child's name]. My friend is a ____.*

Remarks

Theme	Make New Friends
Sub-Theme	
Vocabulary	boy, girl, friend(s)
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Listen to a short story • Answer simple questions about the story • Relate the story to everyday life • Draw a picture about one of the children in the story
Suggested Resources	<i>Student Activity Book</i> , pages 1, 3



Introduction **5 minutes**

Tell how you saw students playing together or talking to each other.

Tell about learning names, sharing, and taking turns.

- *What do you like to do with your friends?*
- *We are on our way to making new friends!*

WHOLE GROUP **10 minutes**

Read Aloud: Make New Friends

Have students look at the picture on page 1 of the ***Student Activity Book***.

- *Let's all point to the title of the story as I read it aloud.*
- *What do you remember about the story?*
- *Look at the picture as I read the story.*
- *Listen for the words **boy, girl, and friend**.*

Read the story aloud with expression.

Make New Friends

Fatuma is a **girl**. Her brother Armah is a **boy**. Fatuma and Armah did not know anyone on their first day of school. A **girl** smiled at them. "Hello. I am Yammah," said the **girl**. "I do not know anyone at school. May I walk with you?" "We do not know anyone either," said Fatuma. "My name is Fatuma. This is Armah. Now we know each other! You can be our **friend!**"

- Discussion Questions**
1. *Who is Fatuma's brother?*
 2. *Is a brother a boy or girl?*
 3. *What did Yammah do to make a new friend?*
 4. *How do you make new friends?*
 5. *What is the same? What is different?*

SMALL GROUP **10 minutes**

Drawing

Have students draw a picture of one child in the story on page 3 of the ***Student Activity Book***.

In groups of 3, have students tell about their pictures.

As you walk around, ask:

- *Who is in your picture?*
- *Is ___ a boy or a girl?*
- *What is he/she doing?*
- *Does ___ have a friend?*
- *What do they do together?*

Conclusion **5 minutes**

Have a few students come to the front of the room to tell about their pictures.

Remarks



Good morning, my friend!



I am glad you are here.



Say your name for us to hear!

Introduction

5 minutes

- Today, you will listen to more sounds.

Buzz. Tell students the name of the sound (*buzzing*).

Teacher TIP ✓

Tell students that buzzing is a sound made by bees, mosquitos, and flies.

Sigh. Tell students the name of the sound (*sighing*).

Pound your fist on the desk. Tell students the name of the sound (*pounding*).

WHOLE GROUP

10 minutes

Phonological Awareness

Have students close their eyes. Make each sound.

Have students name the sound and repeat it.

Make two sounds (*buzz, sigh*) one after the other. Have students name the sounds in order.

Make three sounds (*buzz, sigh, pound*) and have students name the sounds.

Play a few more times. Ask a student to lead.

Rhyme

- Today we will be learning a new rhyme!
- Does anyone know what a rhyme is?
- Rhyming words are words that have the same end sounds. For example: *hat–bat, fan–can, hi–bye*.

Say the rhyme using gestures.

*Good morning, my friend!
I am glad you are here.
Say your name for us to hear!*

Repeat the rhyme again. Call on a student to say his or her name.

Theme	Make New Friends
Sub-Theme	
Vocabulary	boy, girl, friend(s)
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify sounds in the environment • Listen to a rhyme • Follow the rhyme from top to bottom • Learn names of other students
Suggested Resources	Student Activity Book , page 4

Model how to respond: My name is ____.

- Class, let's all say the name. (Say it with students.)
- Let's clap the name. (Model, then clap with students.)
- Let's whisper the name. (Model, then whisper with students.)

Repeat several times, with different students.

Have students look at the rhyme and pictures on page 4 of the **Student Activity Book**.

Model how to read from top to bottom.

- What pictures do you see?
- What are the children doing in the pictures?

Have the class say the rhyme with you.

Discuss **girl's** names and **boy's** names. Do any students have the same name? If yes, what is the name?

SMALL GROUP

10 minutes

Saying Names

In groups of 3, have students say their names.

Have the other students clap the names and whisper the names.

Conclusion

5 minutes

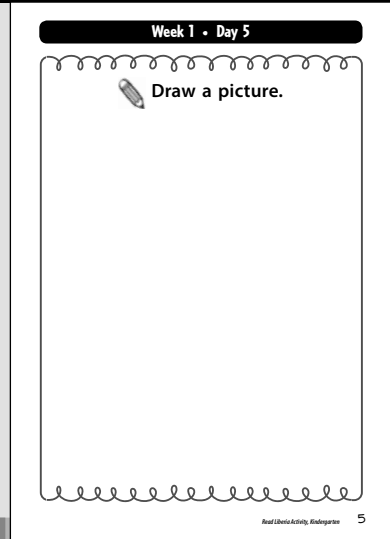
Repeat the rhyme.

Have a few students say their names, while showing an action (*stomp their feet, point to themselves, wave their hands*).

Have the class repeat the name and action.

Remarks

Theme	Make New Friends
Sub-Theme	
Vocabulary	boy, girl, friend(s)
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Listen to a short story • Answer simple questions about a story
Suggested Resources	Student Activity Book , pages 1, 5



Introduction 5 minutes

- Does anyone remember the rhyme we learned yesterday?

Say the rhyme aloud.

*Good morning, my friend!
I am glad you are here.
Say your name for us to hear!*

Say the rhyme again with students.

Guide students to greet a friend by saying: "Good morning, my friend, [child's name]. I'm glad you are here."

- This week we learned ways to make new friends.
- What are some of those ways?

WHOLE GROUP 10 minutes

Read Aloud: Make New Friends

Have students look at the picture on page 1 of the **Student Activity Book**.

- Now let's listen to the story about our friends Fatuma, Armah, and Yammah.
- Can you remember the title of the story?
- Let's point to the title as I read it aloud.
- What do you remember about the story?
- Look at the picture while I read the story.

As you read, direct students to point to each character in the picture.

Make New Friends

Fatuma is a **girl**. Her brother Armah is a **boy**. Fatuma and Armah did not know anyone on their first day of school. A **girl** smiled at them. "Hello. I am Yammah," said the **girl**. "I do not know anyone at school. May I walk with you?" "We do not know anyone either," said Fatuma. "My name is Fatuma. This is Armah. Now we know each other! You can be our **friend**!"

Discussion Questions

1. Who are the brother and sister in the story?
2. Who do Fatuma and Armah see on the first day of school?
3. What does Yammah do when she sees Fatuma and Armah?
4. Turn to a partner. Smile and say hello.
5. Discuss how a friendly smile and greeting can help you make a friend.

SMALL GROUP 10 minutes

Drawing

On page 5 of the **Student Activity Book**, have each student draw a picture of something they learned from the story about making friends.

In groups of 3, have students tell about their pictures and ask questions to each other.

- As you walk around, ask:
- Who is in your picture?
 - What is/are he/she/they doing?
 - Why is that a good way to make friends?

Have several students share their pictures.

Conclusion 5 minutes

Have students finish this sentence: To make a new friend, I can _____.

Remarks

Fatuma and Armah Run



Theme	Me and My Family
Sub-Theme	My Body
Vocabulary	legs, feet, arms
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Listen to a short story • Tell who the story is about • Act out the story
Suggested Resources	Student Activity Book , page 6

Introduction

5 minutes

Use the vocabulary words **legs, feet, arms** to introduce the story.

- Today you will listen to another story about Fatuma, Armah, and Yammah. You will find out what they are good at. This is something they use their legs for.
- What do we use our legs for? Our feet? Our arms?
- What do you think Fatuma and Armah are good at? Listen and find out.

WHOLE GROUP

10 minutes

Read Aloud: Fatuma and Armah Run

Have students look at the picture on page 6 of the **Student Activity Book**.

Point to and read the title.

- This is the name of the story.
- Who can remember what the name of a story is called? (title)
- Let's look at the picture together. What do you think the story will be about?

Read the story aloud with expression and gestures.

Fatuma and Armah Run

Fatuma and Armah love to run. They can run fast. Their **feet** move fast. Their **arms** move fast. Fatuma and Armah race home from school. They pass their friend, Yammah, walking slowly along the road. "Wow!" Yammah said, "your **legs** move so fast!" "Thanks Yammah!" said Fatuma. "See you at school tomorrow, Yammah," said Armah.

Discussion Questions

1. Who are the children in this story?
2. What do Fatuma and Armah love to do?
3. What is the name of Fatuma and Armah's friend?
4. Look at the picture. What parts of Fatuma's body are moving when she runs?

SMALL GROUP

10 minutes

Role-playing

Ask 3 students to act out the story.

Model one role to start.

In groups of 3, have students act out the story, using the picture to help them remember it.

As you walk around, ask:

- How did you decide who was Fatuma? Armah? Yammah?
- Where do you think Fatuma and Armah are running to?
- Where do you like running to?

Teacher TIP

Remember to ask questions that relate the story to everyday life.

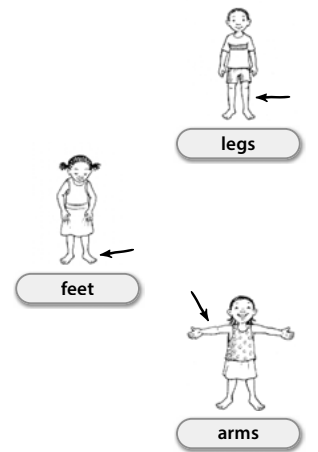
Conclusion

5 minutes

Have students act out the story again, replacing running and walking with other actions (*hopping, skipping, jumping*).

Remarks

Theme	Me and My Family
Sub-Theme	My Body
Vocabulary	legs, feet, arms
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Name different sounds in the environment • Act out the vocabulary words
Suggested Resources	Student Activity Book , page 7



Introduction 5 minutes

- Today, you will listen to and name different sounds.

Make the sound of a drum by tapping on the desk. Tell students the name of the sound (*drumming*).

Whistle. Tell students the name of the sound (*whistling*).

WHOLE GROUP 10 minutes

Phonological Awareness

Have students close their eyes. Make each sound.

Have students name the sound and repeat it.

Make both sounds (*drum, whistle*) one after the other.

Have students name the sounds in order.

Play a few more times. Ask a student to lead.

Vocabulary

Have students look at the pictures on page 7 of the **Student Activity Book**.

Model touching each picture as you name **legs, feet,** and **arms**.

Have students touch each picture as you talk about it. Describe **legs** and actions we do with our legs. Repeat for **feet** and **arms**.

- Where are your legs?
- Can you show me something you can do with your legs?

SMALL GROUP 10 minutes

Game: Copy Cat

- Today we are going to play a game called Copy Cat. In this game you have to copy what I do.
- What am I doing? (jump)
- Can you copy me?

Repeat with other actions (walk, hop on one foot, run).

In groups of 3, have students play the game, taking turns modeling actions.

One student models an action, and the other students copy the action.

Conclusion 5 minutes

Have a few students show their actions to the class. Have the class say the action and copy it.

Remarks

Draw a picture.

Theme	Me and My Family
Sub-Theme	My Body
Vocabulary	legs, feet, arms
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Listen to a short story • Answer simple questions about the story • Draw a picture about one of the children in the story
Suggested Resources	Student Activity Book , pages 6, 8

Introduction

5 minutes

- Today you will listen to the story about Fatuma and Armah.
- You will draw a picture about one of the children in the story.

Have students look at the picture on page 6 of the **Student Activity Book**.

- What do you remember about the story?

WHOLE GROUP

10 minutes

Read Aloud: Fatuma and Armah Run

Point to the title.

- Let's all point to the title of the story as I read it aloud.
- Now let's look at the pictures as I read the story.
- Listen for words that tell about how the children move in the story.

Read the story aloud with expression and gestures.

Fatuma and Armah Run

Fatuma and Armah love to run. They can run fast. Their **feet** move fast. Their **arms** move fast. Fatuma and Armah race home from school. They pass their friend, Yammah, walking slowly along the road. "Wow!" Yammah said, "your **legs** move so fast!" "Thanks Yammah!" said Fatuma. "See you at school tomorrow, Yammah," said Armah.

Discussion Questions

1. What word describes how Fatuma and Armah run? Run in place to show running fast.
2. What word describes how Yammah is walking? Demonstrate walking slowly.
3. What types of animals move fast? What types of animals move slowly?

SMALL GROUP

10 minutes

Drawing

Have each student draw a picture of one child in the story on page 8 of the **Student Activity Book**.

In groups of 3, have students tell about their pictures and ask questions to each other.

As you walk around, ask:

- Who is in your picture?
- What is he/she doing?


Have several students share their picture with the class.

Conclusion


5 minutes

Have students go outside to demonstrate walking slowly and running fast. Then have a class race.

Remarks

Walking, walking, 

Hop, hop, hop. 

Running, running, 

Now let's stop. 

Theme	Me and My Family
Sub-Theme	My Body
Vocabulary	legs, feet, arms
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify sounds in the environment • Listen to a rhyme • Act out the rhyme
Suggested Resources	Student Activity Book , page 9

Introduction 5 minutes

- Today, you will listen to more sounds.

Clap. Tell students the name of the sound (*clapping*).

Stomp your feet. Tell students the name of the sound (*stomping*).

Knock on the desk. Tell students the name of the sound (*knocking*).

WHOLE GROUP 10 minutes

Phonological Awareness

Have students close their eyes.

Make each sound. Have students identify the sound and repeat it.

Make two sounds (*clap, stomp*) one after the other. Have students name the sounds in order.

Make three sounds (*clap, stomp, knock*) one after the other. Have students name the sounds in order.

Play a few more times. Ask a student to lead.

Rhyme

- Today we will be learning a new rhyme!
- Listen carefully.

Say the rhyme using movement.

Walking, walking
Hop, hop, hop.
Running, running,
Now let's stop.

Repeat the rhyme again.

Have students repeat each line with you using movements.

Have students look at the rhyme and pictures on page 9 of the **Student Activity Book**.

Model how to read from top to bottom.

- What pictures do you see?
- What are the boys and girls doing in the pictures?

Read the rhyme again with students as they act it out.

SMALL GROUP 10 minutes

Acting Out

In groups of 3, have students say and act out the rhyme.

Have them make up new actions (*swimming, skipping, clapping, eating, etc.*).

As you walk around, ask:

- What new actions are you using?
- How did you think of that?

Conclusion 5 minutes

Have a few groups take turns saying and acting out the rhyme with the new actions.

Remarks

Draw a picture.

Theme	Me and My Family
Sub-Theme	My Body
Vocabulary	legs, feet, arms
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Listen to a story • Answer simple questions about a story • Make a prediction
Suggested Resources	Student Activity Book , pages 6, 10

Introduction

5 minutes

- Let's practice the rhyme we learned yesterday!

Say the rhyme aloud with actions.

*Walking, walking,
Hop, hop, hop.
Running, running,
Now let's stop.*

Say the rhyme again with students as they act it out.

WHOLE GROUP

10 minutes

Read Aloud: Fatuma and Armah Run

Have students look at the picture on page 6 of the **Student Activity Book**.

- Now let's listen to the story about our friends Fatuma, Armah, and Yammah.
- Point to the title as I read it aloud.
- How do Fatuma and Armah get home from school?
- How do you get home from school?
- Raise your hand if you walk.
- Raise your hand if you hop.
- Raise your hand if you run.
- Look at the picture while I read the story.

Fatuma and Armah Run

Fatuma and Armah love to run. They can run fast. Their **feet** move fast. Their **arms** move fast. Fatuma and Armah race home from school. They pass their **friend**, Yammah, walking slowly along the road. "Wow!" Yammah said, "your **legs** move so fast!" "Thanks Yammah!" said Fatuma. "See you at school tomorrow, Yammah," said Armah.

Discussion Questions

1. What do Fatuma and Armah do as they go home from school?
2. What does Yammah do as she goes home from school?
3. Ask several students to tell what they do as they go home from school.
4. I wonder what Yammah will do tomorrow when she goes home from school. Will Yammah walk or run with Fatuma and Armah?

Have students turn to a partner and discuss what they think. Call on a few students to tell what they decided.

SMALL GROUP

10 minutes

Drawing

On page 10 of the **Student Activity Book**, have students draw a picture of what they think Yammah will do tomorrow on her way home from school.

In groups of 3, have students tell about their pictures and ask questions to each other.

As you walk around, ask:

- What is Yammah doing?
- Why do you think that's what she will do?

Have several students share their pictures with the class.

Conclusion

5 minutes

- Today we are going to use vocabulary words to play a game called Simon Says.
- Simon says shake your arms.
- Simon says bend your legs.
- Simon says move your feet.

Remarks

Friends Play a Game



Theme	Me and My Family
Sub-Theme	My Body
Vocabulary	hands, fingers, elbows
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Listen to a short story • Tell who a story is about • Act out the story • Relate the story to everyday life
Suggested Resources	Student Activity Book , page 11

Introduction

5 minutes

Use the vocabulary words **hands, fingers, elbows** to introduce the story.

- Today you will listen to a story about Fatuma, Armah, and Yammah.
- You will find out some things their hands, fingers, and elbows can do.

Point to your hands (fingers, elbows).

- What do we call this body part?
- Where is this part on your body?
- What can your hands (fingers, elbows) do?

WHOLE GROUP

10 minutes

Read Aloud: Friends Play a Game

Have students look at the picture on page 11 of the **Student Activity Book**.

Point to and read the title.

- This is the title, or name, of the story.
- The title of the story is *Friends Play a Game*.
- What is happening in this picture?
- What do you think this story will be about?

Read the story aloud with expression and gestures.

Friends Play a Game

Fatuma, Armah, and Yammah decided to play a game. First, Fatuma snapped her **fingers**. "What can **fingers** do?" Fatuma asked. "**Fingers** can snap," said Armah. Next, Armah clapped his **hands**. "What can **hands** do?" Armah asked. "**Hands** can clap," said Yammah. Then Yammah bent her **elbows**. "What can **elbows** do?" Yammah asked. "**Elbows** can bend," said Fatuma. The friends said, "This game is fun! Let's play again!"

Discussion Questions

1. Who is this story about?
2. What do Fatuma, Armah, and Yammah decide to do?
3. What does Fatuma do with her fingers? Can you try snapping?
4. What does Armah do with his hands? Let's practice clapping.
5. What does Yammah do with her elbows? What else can elbows do?

SMALL GROUP

10 minutes

Role-playing

Ask 3 students to act out the story.

Model one role to start.

In groups of 3, have students act out the story, using the picture to help them remember it.

As you walk around, ask:

- How did you decide who was Fatuma? Armah? Yammah?
- What does Fatuma do with her fingers? What does Armah do? Yammah?
- How do the friends take turns?

Conclusion

5 minutes

Have students do actions with their hands, fingers, and elbows.

Remarks



hands



fingers



elbows

Theme	Me and My Family
Sub-Theme	My Body
Vocabulary	hands, fingers, elbows
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Repeat pattern of sounds • Act out the vocabulary words
Suggested Resources	Student Activity Book , page 12

Introduction

5 minutes

- Today, you will listen to and repeat the order of different sounds.

Clap. Review the name of the sound (*clapping*).

Stomp. Review the name of the sound (*stomping*).

Tap on the desk with your finger. Tell students the name of the sound (*tapping*).

WHOLE GROUP

10 minutes

Phonological Awareness

Have students close their eyes. Make each sound.

Have students name the sound and repeat it.

Make two sounds (*clap, stomp*) one after the other. Have students name and repeat the sounds in order.

Make three sounds (*clap, stomp, tap*). Have students name and repeat the sounds in order.

Play a few more times. Ask a student to lead.

Vocabulary

Have students look at the pictures on page 12 of the **Student Activity Book**.

Model touching each picture as you name **hands**, **fingers**, and **elbows**.

Have students touch each picture as you name it.

- *Where are your hands?*
- *Can you show me something you can do with your hands?*

Repeat for **fingers** and **elbows**.

SMALL GROUP

10 minutes

Game: Copy Cat

Play the game *Copy Cat* by modeling an action and having students copy it.

- *What am I doing?* (clapping)
- *Can you copy me?*

Repeat with other actions (*wiggling your fingers, touching your elbows*).

In groups of 3, have students play the game, taking turns modeling an action.

One student models an action, and the other students say the action.

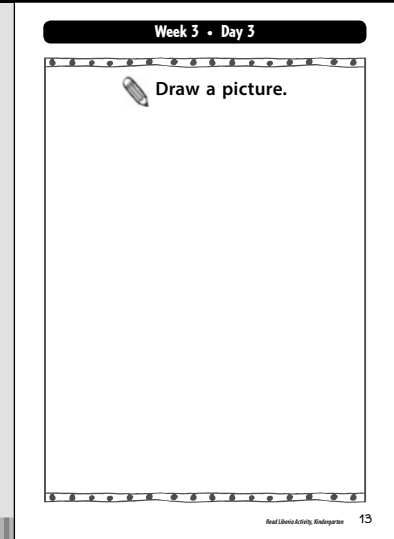
Conclusion

5 minutes

Have a few students show their actions to the class. Have the class say the action and copy it.

Remarks

Theme	Me and My Family
Sub-Theme	My Body
Vocabulary	hands, fingers, elbows
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Listen to a short story • Answer simple questions about the story • Draw a picture about one of the children in the story
Suggested Resources	Student Activity Book , pages 11, 13



Introduction 5 minutes

- Today you will listen to the story about Fatuma, Armah, and Yammah.
- You will draw a picture about one of the children in the story.

Have students look at the picture on page 11 of the **Student Activity Book**.

- What do you remember about the story?

WHOLE GROUP 10 minutes

Read Aloud: Friends Play a Game

Point to the title.

- Let's all point to the title of the story as I read it aloud.
- Now let's look at the picture as I read the story.
- Listen for words that tell what the children do in the story.

Read the story aloud with expression and gestures.

Friends Play a Game

Fatuma, Armah, and Yammah decided to play a game. First, Fatuma snapped her **fingers**. "What can **fingers** do?" Fatuma asked. "**Fingers** can snap," said Armah. Next, Armah clapped his **hands**. "What can **hands** do?" Armah asked. "**Hands** can clap," said Yammah. Then Yammah bent her **elbows**. "What can **elbows** do?" Yammah asked. "**Elbows** can bend," said Fatuma. The friends said, "This game is fun! Let's play again!"

Discussion Questions

1. What do the children do in the story?
2. What game do you like to play?
3. What can the children do with their hands (fingers, elbows)?
4. What can you do with your hands (fingers, elbows)?

SMALL GROUP 10 minutes

Drawing

Have each student draw a picture of one event in the story on page 13 of the **Student Activity Book**.

In groups of 3, have students tell about their pictures and ask questions to each other.

As you walk around, ask:

- Who is in your picture?
- What is he/she doing?
- What body part is he/she using?

Have several students share their picture with the class.

Conclusion 5 minutes

Play *Simon Says* using actions that involve hands, fingers, or elbows.

Remarks

Fingers on elbows,



Tap, tap, tap!



Hands together,



Clap, clap, clap!



Theme	Me and My Family
Sub-Theme	My Body
Vocabulary	hands, fingers, elbows
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Repeat pattern of sounds • Listen to a rhyme • Answer simple questions about the rhyme • Act out the rhyme
Suggested Resources	Student Activity Book , page 14

Introduction

5 minutes

- Today, you will listen to more sounds.

Snap. Review the name of the sound (*snapping*).

Click your tongue. Review the name of the sound (*clicking*).

Cough. Tell students the name of the sound (*coughing*).

Blow. Tell students the name of the sound (*blowing*).

WHOLE GROUP

10 minutes

Phonological Awareness

Have students close their eyes.

Make each sound. Have students name the sound and repeat it.

Make two sounds (*snap, click*) one after the other. Have students repeat the sounds in order.

Make three sounds (*snap, click, cough*) one after the other. Have students repeat the sounds in order.

Make four sounds (*snap, click, cough, blow*). Have students repeat the sounds in order.

Play a few more times. Ask a student to lead.

Rhyme

- Today we will be learning a new rhyme!
- Listen carefully.

Say the rhyme using gestures.

*Fingers on elbows,
Tap, tap, tap!
Hands together,
Clap, clap, clap!*

Repeat the rhyme again.

Have students repeat each line with you using gestures.

- Can you hear words that sound similar? (tap, clap)
- What is the same about those words?

Have students look at the rhyme and pictures on page 14 of the **Student Activity Book**.

- What pictures do you see?
- What are the children doing in the pictures?

Model how to read from top to bottom.

Tell students to follow the pictures as you read the rhyme using movement.

Read the rhyme again with students as they act it out.

Discuss what **hands**, **fingers**, and **elbows** can do: hold, touch, jab, make a fist, and so on.

SMALL GROUP

10 minutes

Acting Out

In groups of 3, have students say and act out the rhyme. Have them make up new actions.

As you walk around, ask:

- What new actions are you using?
- How did you think of that?

Conclusion

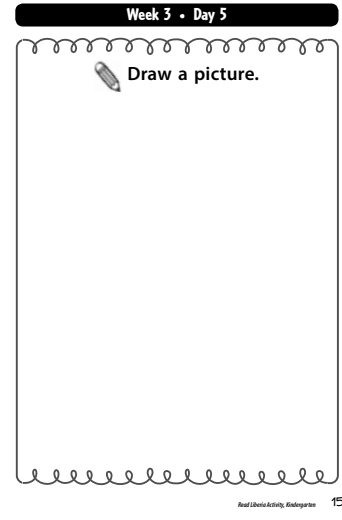
5 minutes

Go outside and play a game called *Statue*. Have students dance or move their hands, fingers, or elbows. When you say, "Stop," they must stand still and be very quiet.

If appropriate, beat a drum or play music while students dance and move.

Remarks

Theme	Me and My Family
Sub-Theme	My Body
Vocabulary	hands, fingers, elbows
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Listen to a story • Answer simple questions about a story • Make a prediction
Suggested Resources	Student Activity Book , pages 11, 15



Introduction 5 minutes

- Does anyone remember the rhyme we learned yesterday?

Say the rhyme aloud with actions.

*Fingers on elbows,
Tap, tap, tap!
Hands together,
Clap, clap, clap!*

Say the rhyme again with students as they act it out.

WHOLE GROUP 10 minutes

Read Aloud: Friends Play a Game

Have students look at the picture on page 11 of the **Student Activity Book**.

- Now, lets listen to the story about our friends Fatuma, Armah, and Yammah.
- Point to the title as I read it aloud.
- What do you remember about the story?
- What do you think is going to happen next in this story?

Friends Play a Game

Fatuma, Armah, and Yammah decided to play a game. First, Fatuma snapped her **fingers**. "What can **fingers** do?" Fatuma asked. "**Fingers** can snap," said Armah. Next, Armah clapped his **hands**. "What can **hands** do?" Armah asked. "**Hands** can clap," said Yammah. Then Yammah bent her **elbows**. "What can **elbows** do?" Yammah asked. "**Elbows** can bend," said Fatuma. The friends said, "This game is fun! Let's play again!"

Discussion Questions

1. Who are the friends in the story?
2. What do the friends do?
3. Ask several students to tell what they play with their friends.
4. I wonder what Fatuma, Armah, and Yammah will do next. Will they play the game again? Will they show more things hands, fingers, and elbows can do? Will they play a new game? Will they go home?

Have students turn to a partner and discuss what they think. Call on a few students to tell what they decided.

SMALL GROUP 10 minutes

Drawing

On page 15 of the **Student Activity Book**, have students draw pictures of what they think will happen next in the story.

In groups of 3, have students tell about their pictures and ask questions to each other.

As you walk around, ask:

- Who is in your picture?
- What is/are he/she/they doing?
- Why do you think that's what he/she/they will do?

Have several students share their pictures with the class.

Conclusion 5 minutes

- Another fun thing we can do with our fingers is count!
- Let's count our fingers together.

As a group, count to 5 using the fingers on one hand.

Practice a few times.

Remarks

Guess the Object



16

Introduction

5 minutes

Use the vocabulary words **rough**, **smooth**, and **soft** to introduce the senses and the story.

- *There are 5 ways to learn about the world around us: touch, see, hear, smell, and taste.* (Point to the part of the body used as you list each of the five senses.)
- *These are called our five senses.*
- *This week we will learn about touch.*
- *We can tell how things feel when we touch them.*

Tell the students to touch their desks (or wall).

- *What does this feel like?*
- *Is it rough? Is it soft? Is it smooth?*

Practice describing how objects feel.

- *Today we will listen to another story about our friends Fatuma, Armah, and Yammah.*

They will also be using their sense of touch to guess objects that feel **rough**, **smooth**, or **soft**.

WHOLE GROUP

10 minutes

Read Aloud: Guess the Object

Have students look at the picture on page 16 of the *Student Activity Book*.

Write the title on the board. Move your finger under the words from left to right as you read the title aloud.

- *Can you point to the title of the story in your book?*
- *Let's practice moving our fingers across the words of the title.*
- *Let's look at the picture.*

Talk about what the students see in the picture.

Read the story aloud with expression and gestures.

Theme	Me and My Family
Sub-Theme	Senses
Vocabulary	rough, smooth, soft
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Listen to a short story • Answer questions about the setting and what is happening in the story • Act out the story • Relate the story to everyday life
Suggested Resources	<i>Student Activity Book</i> , page 16

Guess the Object

Fatuma, Armah, and Yammah played a game at school. Fatuma closed her eyes. Yammah gave Fatuma a book. Fatuma touched the book with her fingers. Fatuma said, "This feels **smooth**. Is it a book?" Yammah closed her eyes. Armah gave Yammah a bumpy rock. Yammah touched the rock. Yammah said, "This feels **rough**. Is it a rock?" Armah closed his eyes. He touched a cloth. Armah said, "This feels **soft**. Is it a cloth?"

Discussion Questions

1. *Where are the children in the story?*
2. *What are they doing?*
3. *What do they touch?*
4. *What is rough? Smooth? Soft?*

SMALL GROUP

10 minutes

Role-playing

Ask 3 students to act out the story. Model one role to start.

In groups of 3, have students act out the story, using the picture to help them remember it.

Have students use real objects (*rock, book, cloth*), if available.

As you walk around, ask:

- *What did Fatuma (Yammah, Armah) touch?*
- *How did it feel?*
- *What helped her/him guess the object?*

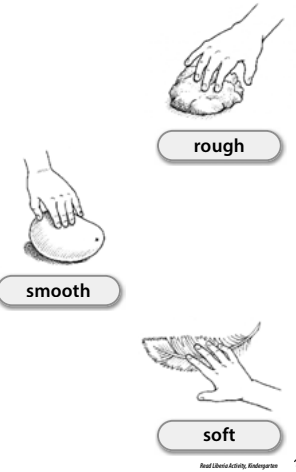
Conclusion

5 minutes

Collect a few objects from around the room.

Ask a volunteer to close his or her eyes. Place an object in his or her hand and ask the student to identify the object. Encourage the student to describe what he or she feels.

Theme	Me and My Family
Sub-Theme	Senses
Vocabulary	rough, smooth, soft
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Learn about words that rhyme • Act out the vocabulary words
Suggested Resources	Rough, smooth, and soft objects for each group (e.g., soft cloth, sand, rocks, sticks); Student Activity Book , page 17



Introduction 5 minutes

- Today, we will learn about words that rhyme.

WHOLE GROUP 10 minutes

Phonological Awareness

Emphasize the rhyming words as you say:

- I see a **pet** in a **jet**.
- Can you hear words that sound alike? (pet, jet)
- **Pet** and **jet** sound alike. They have the same end sound (/et/).
- **Pet** and **jet** rhyme. Say the words that rhyme with me: **pet, jet**.
- Now listen: The **jet** has a **net**.
- Can you hear words that sound alike? (jet, net)
- **Jet** and **net** sound alike. They have the same ending: /et/.
- Say them with me: **jet, net**.
- **Pet, jet, net**. All three words have the same ending: /et/.
- Let's say all three words that rhyme: **pet, jet, net**.
- Can you think of other words that rhyme with **pet, jet, net**? (bet, get, let, met, wet)

Vocabulary

Have students look at the pictures on page 17 of the **Student Activity Book**.

Model touching each picture as you name **rough**, **smooth**, and **soft**.

Have students touch each picture as you name it.

SMALL GROUP 10 minutes

Touching

Give each group objects to touch (*something rough, smooth, soft*).

Model touching an object and describing how it feels. For example, touch a bench.

- It feels *smooth* (or *rough*).

In groups of 3, have students take turns. Have them touch an object and say *rough, smooth, or soft* to tell how it feels.

Conclusion 5 minutes

Have students look around the room to name things they can touch.

- What can you touch?

Call on students to say, "I can touch the _____."

Remarks

Draw a picture.

Theme	Me and My Family
Sub-Theme	Senses
Vocabulary	rough, smooth, soft
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Listen to a story • Answer simple questions about the story • Draw a picture about the setting of the story
Suggested Resources	Student Activity Book , pages 16, 18

Introduction

5 minutes

- Today you will listen to the story about Fatuma, Yammah, and Armah.
- You will draw a picture about where the story takes place.

Have students look at the picture on page 16 of the **Student Activity Book**.

- What do you remember about the story?
- What do you remember about touch?
- What are some words we use to describe how things feel when we touch them?

WHOLE GROUP

10 minutes

Read Aloud: Guess the Object

Write the title on the board.

Move a finger under the title from left to right as you read the title.

- When we follow words, we move our eyes from left to right.
- Everyone put a finger under the first word. Move your finger as I read the words.
- As I read the story, listen for where the story takes place.

Read the story aloud with expression and gestures.

As you read, point out details about where the story takes place.

Guess the Object

Fatuma, Armah, and Yammah played a game at school. Fatuma closed her eyes. Yammah gave Fatuma a book. Fatuma touched the book with her fingers. Fatuma said, "This feels **smooth**. Is it a book?" Yammah closed her eyes. Armah gave Yammah a bumpy rock. Yammah touched the rock. Yammah said, "This feels **rough**. Is it a rock?" Armah closed his eyes. He touched a cloth. Armah said, "This feels **soft**. Is it a cloth?"

Discussion Questions

1. What word tells the name of where the story takes place?
2. Look at the picture. What do you see that tells you the story takes place at a school?
3. Who touched a rock (book, cloth)?
4. How did it feel?

SMALL GROUP

10 minutes

Drawing

Have each student draw a picture of where the story takes place on page 18 of the **Student Activity Book**.

In groups of 3, have students tell about their pictures and ask questions to each other.

As you walk around, ask:

- What place does your picture show?
- How is it like our school? How is it different?

Conclusion

5 minutes

- Setting is where a story takes place.

Have a few students share their pictures and tell about how they showed the setting.

Remarks

I use my hands to touch, touch, touch.



I like to touch things very much.



I use my feet to touch things, too.



Then I can tell how they feel to you.



Theme	Me and My Family
Sub-Theme	Senses
Vocabulary	rough, smooth, soft
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Learn about words that rhyme • Listen to a rhyme • Answer simple questions about the rhyme • Act out the rhyme
Suggested Resources	Student Activity Book , page 19

Introduction **5 minutes**

- Today, you will learn about more words that rhyme.
- Remember: Words that rhyme sound the same at the end, like **pet** and **jet**.

WHOLE GROUP **10 minutes**

Phonological Awareness

Emphasize the rhyming words as you say:

- **Roy** is a **boy**.
- Do you hear words that sound alike? (Roy, boy)
- **Roy** and **boy** sound alike. They have the same end sound (/oy/).
- **Roy** and **boy** rhyme. Say the rhyming words with me: **Roy, boy**.

Repeat with this sentence: **Roy has a toy**. Identify the rhyming words.

- **Roy, boy, toy**. All three words have the same ending: /oy/.
- All three words rhyme. Let's say them: **Roy, boy, toy**.
- Can you think of another word that rhymes with Roy, boy, toy? (joy)

Rhyme

- Today we will be learning a new rhyme! Listen carefully.

Say the rhyme using gestures.

*I use my hands to touch, touch, touch.
I like to touch things very much.
I use my feet to touch things, too.
Then I can tell how they feel to you.*

Repeat the rhyme again.

Have students repeat each line with you using gestures.

- Can you hear words that sound similar? (touch/much, too/you)
- What is the same about these words?

Have students look at the rhyme and pictures on page 19 of the **Student Activity Book**.

- What pictures do you see?
- What is happening in each picture?

Read the rhyme using expression, gestures, and movement.

Tell students to follow the pictures as you read the rhyme with movement.

Read the rhyme again with students as they act it out.

SMALL GROUP **10 minutes**

Acting Out

In groups of 3, have students say and act out the rhyme. Have them make up new actions, touching other objects.

As you walk around, ask:

- What new actions are you using?
- How did you think of that?

Conclusion **5 minutes**

Have a few students name other things that feel rough, soft, or smooth. Suggest they think about things on their own bodies. (*My pants feel rough on my legs. My shirt feels soft on my arms. My skin feels smooth when I touch it.*)

Remarks

Draw a picture.

Theme	Me and My Family
Sub-Theme	Senses
Vocabulary	rough, smooth, soft
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Listen to a story • Answer simple questions about a story • Make a prediction
Suggested Resources	Student Activity Book , pages 16, 20

Introduction

5 minutes

- Does anyone remember the rhyme we learned yesterday?

Say the rhyme aloud with actions.

I use my hands to touch, touch, touch.

I like to touch things very much.

I use my feet to touch things, too.

Then I can tell how they feel to you.

Say the rhyme again with students as they act it out.

WHOLE GROUP

10 minutes

Read Aloud: Guess the Object

Have students look at the picture on page 16 of the **Student Activity Book**.

Write the title on the board.

Move a finger under the title from left to right.

- When we follow words, we move our eyes from left to right.
- Everyone put a finger under the first word. Move your finger as I read the words.
- Look at the picture. What do you remember about the story?
- As I read the story, listen for how the children use their sense of touch.

Read the story aloud with expression and gestures.

Guess the Object

Fatuma, Armah, and Yammah played a game at school. Fatuma closed her eyes. Yammah gave Fatuma a book. Fatuma touched the book with her fingers. Fatuma said, "This feels **smooth**. Is it a book?" Yammah closed her eyes. Armah gave Yammah a bumpy rock. Yammah touched the rock. Yammah said, "This feels **rough**. Is it a rock?" Armah closed his eyes. He touched a cloth. Armah said, "This feels **soft**. Is it a cloth?"

Discussion Questions

1. How do the children use touch?
2. Why do the children close their eyes?
3. I wonder what might happen next. Will the children play again? What will they touch that is soft? Rough? Smooth?
4. Will they touch something hard? Wet? Dry?

Have students turn to a partner and discuss what they think. Call on a few students to tell what they decided.

SMALL GROUP

10 minutes

Drawing

On page 20 of the **Student Activity Book**, have students draw a picture of what they think will happen next.

In groups of 3, have students tell about their pictures and ask questions to each other.

As you walk around, ask:

- What are the children doing?
- Why do you think that's what they will do?

Have students share their pictures with the group.

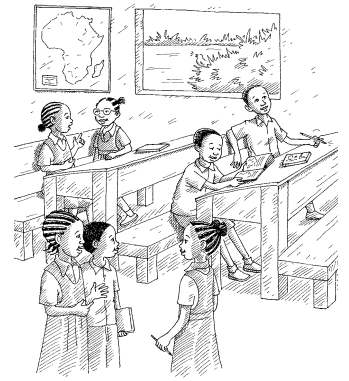
Conclusion

5 minutes

Play *Simon Says* having students move like they touched something rough, smooth, soft, hot, yucky, etc.

Remarks

What We See and Hear



Theme	Me and My Family
Sub-Theme	Senses
Vocabulary	bench, book, pencil
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Listen to a short story • Name things we see and things we hear • Act out the story • Relate the story to everyday life
Suggested Resources	Student Activity Book , page 21

Introduction

5 minutes

- Our five senses help us learn about the world around us.
- Last week we learned about our sense of touch. This week we will learn about hearing and seeing.
- We can tell how things sound when we hear them.
- We can tell how things look when we see them.

Point to your ears.

- We hear with our ears. Point to your ears.
- We can hear loud (speak loud) sounds and quiet (speak quietly) sounds.

Point to your eyes.

- We see with our eyes. Point to your eyes.
- We can see many things around us.
- We can see colors, shapes, and sizes.
- Today we will listen to another story about our friends Fatuma, Armah, and Yammah. They will use their senses of hearing and seeing.

WHOLE GROUP

10 minutes

Read Aloud: What We See and Hear

Have students look at the picture on page 21 of the **Student Activity Book**.

Write the title on the board.

Move your finger under the words from left to right as you read the title aloud.

- Can you point to the title of the story in your book?
- Let's practice moving our fingers across the words of the title.

Have students practice moving their fingers from left to right as you read the title aloud.

- Let's look at the picture.

Talk about what students see in the picture.

Read the story aloud with expression and gestures.

What We See and Hear

Armah, Fatuma, and Yammah were in their classroom. There were many things to see and hear. Armah said, "I see a **bench** to sit on." Fatuma said, "I see a **book** to read." Yammah said, "I see a **pencil** to write with." Then they closed their eyes and listened. Yammah said, "I hear children talking." Armah said, "I hear a pencil tapping." Fatuma said, "I hear pages turning."

Discussion Questions

1. Who is the story about?
2. The setting is where the story takes place. What is the setting?
3. What did Fatuma, Armah, and Yammah see in the classroom? Point to the bench (book, pencil).
4. What did Fatuma, Armah, and Yammah hear?

SMALL GROUP

10 minutes

Role-playing

Ask 3 students to act out the story. Model one role.

In groups of 3, have students act out the story.

Teacher TIP



Use the picture to help students remember the story.

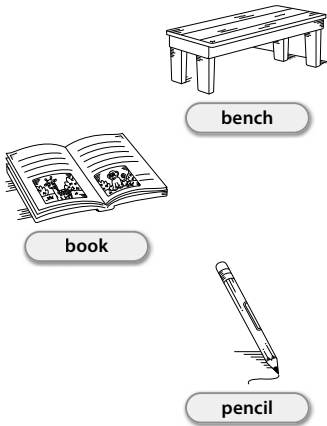
As you walk around, ask:

- What did Fatuma (Armah, Yammah) see in the story?
- What did Fatuma (Armah, Yammah) hear in the story?

Conclusion

5 minutes

- We learn about our world by using our senses.
- We see (point to your eyes) and we hear (point to your ears).
- What do you see? What do you hear?



Theme	Me and My Family
Sub-Theme	Senses
Vocabulary	bench, book, pencil
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Learn about words that rhyme • Act out the vocabulary words
Suggested Resources	Glass and water to pour into it, scissors and paper; Student Activity Book , page 22

Introduction

5 minutes

- Today we will play a hearing game.

Have students close their eyes.

Make sounds, such as pouring water into a glass, cutting or crumpling paper, whistling, or stomping your foot.

Have students name what they hear.

WHOLE GROUP

10 minutes

Phonological Awareness

Emphasize the rhyming words as you say:

- **Dell** had a **bell**.
- Can you hear words that sound alike? (Dell, bell)
- **Dell** and **bell** sound alike. They have the same end sound: /el/.
- **Dell** and **bell** rhyme. Say the words that rhyme with me: Dell, bell.
- Now listen: The **bell fell** in a **well**.
- Can you hear words that sound alike? (bell, fell, well)
- **Bell, fell,** and **well** sound alike. They have the same end sound: /el/.
- **Bell, fell,** and **well** rhyme. Say the words that rhyme with me: bell, fell, well.
- All these words rhyme: **Dell, bell, fell, well**. Say them with me.
- Can you think of other words that rhyme with Dell, bell, fell, and well? (sell, tell, yell)

Vocabulary

Have students look at the pictures on page 22 of the **Student Activity Book**.

Model touching each picture as you name **bench, book,** and **pencil**.

Have students touch each picture as you talk about it.

- What is something you sit on? Read? Write with?
- Do you see a bench (book, pencil) in our classroom? Point to it.

SMALL GROUP

10 minutes

Game: Guess What I See

Play a game by modeling the action *seeing*. Put your hand above your eyes as if looking around.

- What do I see?

Describe what you see and have students guess what it is.

In groups of 3, have students take turns playing *Guess What I See*.

One student describes what he or she sees, and the other students guess what it is.

Then, play *Guess What I Hear*.

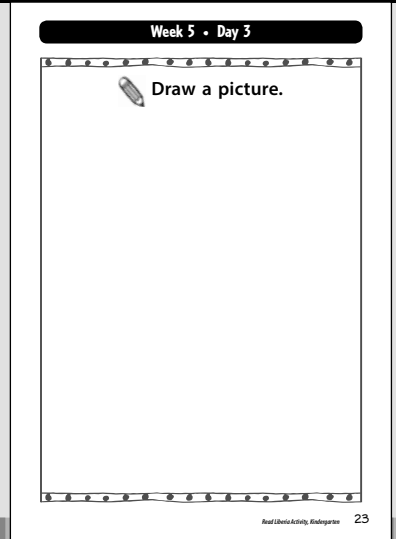
Conclusion

5 minutes

Have a few students describe what they see to the class (putting their hands above their eyes as if looking around). Have the class guess what it is.

Remarks

Theme	Me and My Family
Sub-Theme	Senses
Vocabulary	bench, book, pencil
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Listen to a story • Answer simple questions about the story • Draw a picture about the setting
Suggested Resources	Student Activity Book , pages 21, 23



Introduction

5 minutes

- Today you will listen to the story about Fatuma, Armah, and Yammah.
- You will draw a picture about the setting.

Have students look at the picture on page 21 of the **Student Activity Book**.

- The setting is where the story takes place. What do you remember about the setting?
- What else do you remember about the story?
- What things did the children see in the classroom?
- What things did they hear?

WHOLE GROUP

10 minutes

Read Aloud: What We See and Hear

Write the title on the board.

Move a finger under the title from left to right as you read the title.

Have students touch the title as you read it aloud.

- Remember, when we follow words, we move our eyes from left to right.
- Everyone put a finger under the first word. Move your finger as I read the words.
- Look at the picture as I read the story.
- As I read the story, listen for more information about the setting.

Read the story aloud with expression and gestures.

As you read, point out details about the setting.

What We See and Hear

Armah, Fatuma, and Yammah were in their classroom. There were many things to see and hear. Armah said, "I see a **bench** to sit on." Fatuma said, "I see a **book** to read." Yammah said, "I see a **pencil** to write with." Then they closed their eyes and listened. Yammah said, "I hear children talking." Armah said, "I hear a pencil tapping." Fatuma said, "I hear pages turning."

Discussion Questions

1. What is the setting?
2. What did the children see in the classroom?
3. What did the children hear in the classroom?
4. Look at the picture. How is this classroom like our classroom? How is it different?

SMALL GROUP

10 minutes

Drawing

Have each student draw a picture of the setting on page 23 of the **Student Activity Book**.

In groups of 3, have students tell about their pictures and ask questions to each other.

As you walk around, ask:

- What can we see in the classroom you drew?
- What can we hear?

Have students share what they drew.

Conclusion

5 minutes

Have a few students go to the front of the class and tell about their pictures.

Remarks

Use your eyes to look and see.



If you are wearing sneakers, wave at me.



Use your ears to listen and hear.



If you hear clapping, touch your ear.



Theme	Me and My Family
Sub-Theme	Senses
Vocabulary	bench, book, pencil
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Repeat pattern of sounds • Listen to a rhyme • Answer simple questions about the rhyme • Act out the rhyme
Suggested Resources	Student Activity Book , page 24

Introduction

5 minutes

- Today, you will listen to more rhymes.
- Remember, words that rhyme sound the same at the end, like **boy** and **toy**.

WHOLE GROUP

10 minutes

Phonological Awareness

Emphasize the rhyming words as you say:

- A **man** has a **fan**.
- Can you hear words that sound alike? (man, fan)
- **Man** and **fan** sound alike. They have the same end sound: /an/.
- **Man** and **fan** rhyme. Say the words that rhyme with me: man, fan.

Repeat with this sentence: *The fan is in a tan van.*

Identify the rhyming words.

- **Man, fan, tan, van.** All four words have the same ending (/an/).
- All four words rhyme. Let's say them: man, fan, tan, van.
- Can you think of other words that rhyme with **man, fan, tan, and van**?

Rhyme

- Today we will be learning a new rhyme! Listen carefully.

Say the rhyme using gestures. After the last line, clap your hands.

Use your eyes to look and see.

If you are wearing sneakers, wave at me.

Use your ears to listen and hear.

If you hear clapping, touch your ear.

Repeat the rhyme again.

Have students repeat each line with you using gestures.

- Can you hear words that sound similar? (see/me, hear/ear)
- What is the same about these words?

Have students look at the rhyme and pictures on page 24 of the **Student Activity Book**.

- What pictures do you see?
- What are the children doing in each picture?

Tell students to follow the pictures as you read the rhyme using movement.

Read the rhyme again with students as they act it out.

Change words in the rhyme, substituting other things to see and hear (*brown shoes, the color red; clapping, stomping; etc.*). Have students act out the new rhyme.

SMALL GROUP

10 minutes

Acting Out

In groups of 3, have students say and act out the rhyme. Have them make up new actions.

As you walk around, ask:

- What new actions are you using?
- How did you think of that?

Conclusion

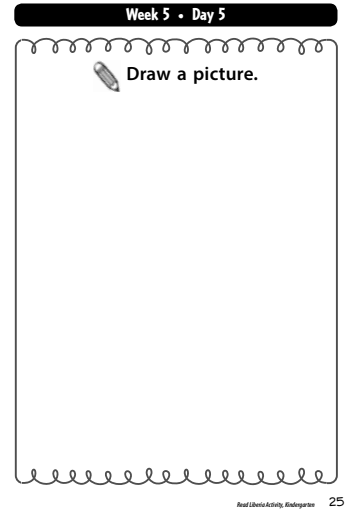
5 minutes

Go outside. Have students be quiet for a minute, and then tell what they hear.

Walk for a few minutes and tell students to remember one thing they see. Then call on students to describe what they saw.

Remarks

Theme	Me and My Family
Sub-Theme	Senses
Vocabulary	bench, book, pencil
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Listen to a story • Answer simple questions about a story • Make a prediction
Suggested Resources	Student Activity Book , pages 21, 25



Introduction 5 minutes

- Does anyone remember the rhyme we learned yesterday?

Say the rhyme aloud with actions.

Use your eyes to look and see.

If you are wearing sneakers, wave at me.

Use your ears to listen and hear.

If you hear clapping, touch your ear.

Say the rhyme again with students as they act it out.

WHOLE GROUP 10 minutes

Read Aloud: What We See and Hear

Have students look at the picture on page 21 of the **Student Activity Book**.

Write the title on the board.

Move a finger under the title from left to right.

- When we follow words, we move our eyes from left to right.
- Everyone put a finger under the first word. Move your finger as I read the words.
- What do you remember about the story?
- As I read the story, look at the picture.

What We See and Hear

Armah, Fatuma, and Yammah were in their classroom. There were many things to see and hear. Armah said, "I see a **bench** to sit on." Fatuma said, "I see a **book** to read." Yammah said, "I see a **pencil** to write with." Then they closed their eyes and listened. Yammah said, "I hear children talking." Armah said, "I hear a pencil tapping." Fatuma said, "I hear pages turning."

Discussion Questions

1. What do the children talk about in the story?
2. What does Yammah see in the classroom?
3. What does Fatuma hear in the classroom?
4. I wonder what else the children can see. Will they see the teacher? Will they see children writing? I wonder what they will hear.

Have students turn to a partner and discuss what they think. Call on a few students to tell what they decided.

SMALL GROUP 10 minutes

Drawing

On page 25 of the **Student Activity Book**, have students draw pictures of what else they think the children might see or hear.

In groups of 3, have students tell about their pictures and ask questions to each other.

As you walk around, ask:

- What else do the children see?
- What else do the children hear?

Conclusion 5 minutes

Write the words *touch*, *see*, and *hear* across the board.

Call on a student to name something. Call on another student to tell if you should write it under *touch*, *see*, or *hear*.

Discuss if there is another place to write it.

Remarks

Yammah, Fatuma, and Armah Eat



26 Read Liberia Activity, Kindergarten

Theme	Me and My Family
Sub-Theme	Senses
Vocabulary	smell, taste, delicious
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Listen to a short story • Name one event in the story • Act out the story • Relate the story to everyday life
Suggested Resources	Student Activity Book , page 26

Introduction

5 minutes

- We have been learning how our senses help us learn about the world around us.
- So far we learned about touch, hear, and see.
- This week we will learn about taste and smell.

Point to your nose.

- We smell with our nose. Point to your nose.

Point to your mouth and tongue.

- We taste with our mouth and tongue.
- Point to your mouth. Stick out your tongue.

Practice describing how things smell and taste.

- Today we will listen to another story about our friends Fatuma, Armah, and Yammah.
- You will find out about how they use their senses of smell and taste.

WHOLE GROUP

10 minutes

Read Aloud: Yammah, Fatuma, and Armah Eat

Have students look at the picture on page 26 of the **Student Activity Book**.

Write the title on the board. Move your finger under the words from left to right as you read the title aloud.

- Can you point to the title of the story in your book?
- Let's practice moving our fingers across the words of the title.

Have students practice moving their fingers from left to right as you read the title aloud.

- Let's look at the picture.
- What do you see in the picture?
- What do you think the story will be about?
- What do you think the children taste? Smell?

Read the story aloud with expression and gestures.

Yammah, Fatuma, and Armah Eat

Yammah, Fatuma, and Armah sat down to eat. They could **smell** the food. Fatuma said, "I **smell** something **delicious!**" The children decided to **taste** the fufu first. Then they dipped it in the palava. Armah said, "The fufu is **delicious**. It has a salty taste." Yammah said, "The palava is **delicious**, too. It has a spicy taste." Fatuma said, "I like the plum best. It tastes sweet."

Discussion Questions

1. Where does the story take place?
2. Name one thing that happens in the story.
3. What did the children smell?
4. What did the children taste?

SMALL GROUP

10 minutes

Role-playing

Ask 3 students to act out the story. Model one role to start.

In groups of 3, have students act out the story, using the picture to help them remember it.

As you walk around, ask:

- What did Fatuma say about the smell of the food?
- What did Armah (Fatuma, Yammah) say about the taste of the food?

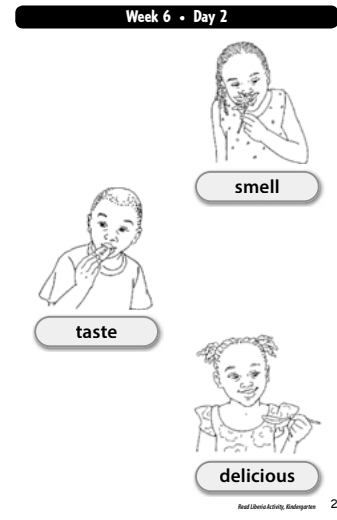
Conclusion

5 minutes

- We learn about our world by using our senses.
- We see (point to eyes) and we hear (point to ears).
- What do you see? What do you hear?

Remarks

Theme	Me and My Family
Sub-Theme	Senses
Vocabulary	smell, taste, delicious
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify words that rhyme • Act out the vocabulary words
Suggested Resources	Student Activity Book , page 27



Introduction 5 minutes

Have students finish the following sentences.
To model, say one sentence aloud and touch the appropriate body part.

- I see with my ____.
- I feel with my ____.
- I hear with my ____.
- I smell with my ____.
- I taste with my ____.

WHOLE GROUP 10 minutes

Phonological Awareness

- Emphasize the rhyming words as you say:
- **Pam** and **Sam** see a **ram**.
 - Can you hear words that sound alike? (Pam, Sam, ram)
 - **Pam, Sam, and ram** sound alike. They have the same ending: /am/.
 - **Pam, Sam, and ram** rhyme. Say the words that rhyme with me: **Sam, Pam, ram**.
 - Can you think of other words that rhyme with **Pam, Sam** and **ram**? (ham, jam)

Vocabulary

Have students look at the pictures on page 27 of the **Student Activity Book**.
Model touching each picture as you name **smell, taste,** and **delicious**.
Have students touch each picture as you talk about it.
Suggest words to describe **smell** and **taste** such as *sweet, sour, good, bad*, and give examples of each.
Describe **delicious** as a taste or smell that is very pleasing.

SMALL GROUP 10 minutes

Guessing Game

Model how to act if something smells bad (hold your nose, make a yucky face) or good/delicious (sniff and smile).

- *What do I smell?*
- Have students name something that smells bad (or good/delicious) to reflect your action.
Repeat for something that tastes delicious (or bad).
In groups of 3, have students play the game, taking turns modeling an action.

One student models an action, and asks, "What do I smell/taste?"
The other students name something that reflects the action.

Conclusion 5 minutes

Hold up an object and use senses to describe it. For example: *I see a yellow pencil. It feels smooth, but its point is sharp. It does not make any noise, but if I tap on the desk, I hear a tapping noise. It smells like pencil lead. I do not want to taste it.*

Or pretend to eat something. Tell how it looks, feels, sounds, and what it smells and tastes like. Students guess what you are describing.

Remarks

Draw a picture.

Theme	Me and My Family
Sub-Theme	Senses
Vocabulary	smell, taste, delicious
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Listen to a story • Answer simple questions about the story • Draw a picture about an event in the story
Suggested Resources	Student Activity Book , pages 26, 28

Introduction

5 minutes

- Today you will listen to the story about Yammah, Fatuma, and Armah.
- You will draw a picture about something that happens in the story.

Have students look at the picture on page 26 of the **Student Activity Book**.

- What do you remember about the story?

WHOLE GROUP

10 minutes

Read Aloud: Yammah, Fatuma, and Armah Eat

Write the title on the board.

Move a finger under the title from left to right as you read the title.

Have students touch the title as you read it aloud.

- Remember, when we follow words, we move our eyes from left to right.
- Everyone put a finger under the first word. Move your finger as I read the words.
- Look at the picture as I read the story.
- As I read the story, listen for more information about what happens.

Read the story aloud with expression and gestures. As you read, point out details in the picture.

Yammah, Fatuma, and Armah Eat

Yammah, Fatuma, and Armah sat down to eat. They could **smell** the food. Fatuma said, "I **smell** something **delicious!**" The children decided to **taste** the fufu first. Then they dipped it in the palava. Armah said, "The fufu is **delicious**. It has a salty taste." Yammah said, "The palava is **delicious**, too. It has a spicy taste." Fatuma said, "I like the plum best. It tastes sweet."

Discussion Questions

1. What happens after the children sit down to eat?
2. Who smells something delicious?
3. Which food has a spicy (salty, sweet) taste?
4. What do you eat that tastes spicy (salty, sweet)?

SMALL GROUP

10 minutes

Drawing

Have students draw a picture of one event in the story on page 28 of the **Student Activity Book**.

In groups of 3, have students tell about their pictures and ask questions to each other.

As you walk around, ask:

- Who is in your picture?
- What is happening in your picture?
- What does (character's name) smell?
- What does (character's name) taste?

Conclusion

5 minutes

Have a few students go to the front of the class and tell about their pictures.

Remarks

I can smell things with my nose. 

Like flowers, 

Or stinky toes. 

I can taste things with my mouth and tongue. 

Like a delicious pawpaw, 

Yum, yum, yum! 

Read Liberia Activity, Kindergarten 29

Theme	Me and My Family
Sub-Theme	Senses
Vocabulary	smell, taste, delicious
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify words that rhyme • Listen to a rhyme • Act out the rhyme
Suggested Resources	Objects with strong smells: piece of onion, lemon, flower, spice or herb, leaves, soap; Student Activity Book , page 29

Introduction **5 minutes**

Pass objects (e.g., piece of onion, lemon, flower, spice or herb, leaves, soap) down each row for students to smell.

Call on a few students to hold up an object and tell how it smells.

WHOLE GROUP **10 minutes**

Phonological Awareness

- Emphasize the rhyming words as you say:
- The **cop** can **hop** to the **top**.
 - Can you hear words that sound alike? (cop, hop, top)
 - **Cop, hop, and top** sound alike. They have the same ending: /op/.
 - **Cop, hop, and top** rhyme. Say the words that rhyme with me: **cop, hop, top**.
 - Can you think of other words that rhyme with **cop, hop, and top**? (mop, pop, stop)

Teacher TIP ✓

Help students to understand that **cop** is another word for **police**.

Rhyme

- Today we will be learning a new rhyme! Listen carefully.

Say the rhyme using gestures.

I can smell things with my nose.
Like flowers,
Or stinky toes.
I can taste things with my mouth and tongue.
Like a delicious pawpaw,
Yum, yum yum!

Read the rhyme again as students act it out.

Have students repeat each line with you using gestures.

- Can you hear words that sound similar? (nose/toes)
- What is the same about these words?
- What senses are in the rhyme?

Have students look at the rhyme and pictures on page 29 of the **Student Activity Book**.

- What pictures do you see?
- What are the children doing in the pictures?

Tell students to follow the pictures as you read the rhyme using movement.

Read the rhyme again with students as they act it out.

Change the rhyme. Substitute other things to smell and taste.

SMALL GROUP **10 minutes**

Acting Out

In groups of 3, have students say and act out the rhyme. Have them suggest other things to smell and taste.

As you walk around, ask:

- What new things are you using to smell and taste?
- How did you think of that?

Conclusion **5 minutes**

Play a game. Name something (a star in the sky, a bird chirping, a leaf, a banana, garbage) and students say if you see it, hear it, touch it, taste it, or smell it. Some things may fit in more than one category.

Remarks

Draw a picture.

Theme	Me and My Family
Sub-Theme	Senses
Vocabulary	smell, taste, delicious
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Listen to a story • Answer simple questions about a story • Make a prediction
Suggested Resources	Student Activity Book , pages 26, 30

Introduction

5 minutes

- Does anyone remember the rhyme we learned yesterday?

Say the rhyme aloud with actions.

I can smell things with my nose.

Like flowers,

Or stinky toes.

I can taste things with my mouth and tongue.

Like a delicious pawpaw,

Yum, yum yum!

Say the rhyme again with students as they act it out.

WHOLE GROUP

10 minutes

Read Aloud: Yammah, Fatuma, and Armah Eat

Have students look at the picture on page 26 of the **Student Activity Book**.

Write the title on the board.

Move a finger under the title from left to right.

- When we follow words, we move our eyes from left to right.
- Everyone put a finger under the first word. Move your finger as I read the words.
- What do you remember about the story?
- As I read, think about what happens in the story and what might happen next.

Yammah, Fatuma, and Armah Eat

Yammah, Fatuma, and Armah sat down to eat. They could **smell** the food. Fatuma said, "I **smell** something **delicious!**" The children decided to **taste** the fufu first. Then they dipped it in the palava. Armah said, "The fufu is **delicious**. It has a salty taste." Yammah said, "The palava is **delicious**, too. It has a spicy taste." Fatuma said, "I like the plum best. It tastes sweet."

Discussion Questions

1. What happens in the story?
2. What do you think will happen next? Will the children smell something else? Will the children eat more food? Will the children eat something that tastes bad?
3. What do you think the children will do if it starts to rain?
4. What do you think the children will do when they are done eating?

Have students turn to a partner and discuss what they think. Call on a few students to tell what they decided.

SMALL GROUP

10 minutes

Drawing

On page 30 of the **Student Activity Book**, have students draw a picture of what they think might happen next.

In groups of 3, have students tell about their pictures and ask questions to each other.

As you walk around, ask:

- Who is in your picture?
- What is/are he/she/they doing?
- What else do/does he/she/they smell?
- What else do/does he/she/they taste?

Have students tell each other about their pictures.

Conclusion

5 minutes

- Pretend you are going to a new village or city.
- How can you learn about this new place using your 5 senses?

Call on students to share their answers.

Remarks



Theme	Me and My Family
Sub-Theme	Feelings
Vocabulary	happy, sad, mad
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Listen to a short story • Answer simple questions about the story • Act out the story • Relate the story to everyday life
Suggested Resources	Student Activity Book , page 31

Introduction 5 minutes

Use the vocabulary words **happy, sad, and mad** to introduce the story.

Teacher TIP ✓

For large group activities, you may want to limit the number of groups who participate when it is not possible to include the entire class.

- Smile and say:
- *I am smiling because I feel **happy** today.*
 - *I am **happy** because you are all here at school.*
 - *Today you will listen to a story about Fatuma, Armah, and Yammah. You will find out about how they are feeling.*
 - *When I read, listen for the words **happy, sad, and mad**.*

WHOLE GROUP 10 minutes

Read Aloud: Fatuma and Armah Share Feelings
Have students look at the picture on page 31 of the **Student Activity Book**.

- Tell students to move a finger from left to right as you read the title aloud.
- *What do you see in the picture?*
 - *What do you think the story will be about?*
 - *Who do you think feels sad (mad)? Why do you think that?*

Read the story aloud with expression and gestures.

Fatuma and Armah Share Feelings

When Yammah came to play with Fatuma, Fatuma was frowning. Yammah asked, "Why are you **sad**?" Fatuma said, "I am **sad** because I can not play. I have chores to do." Yammah walked away. Then she saw Armah kicking the ground. Yammah asked, "Why are you **mad**?" Armah pointed to some big boys. Armah said, "The boys said I am too small to play with them." Yammah said, "I will play with you." Armah was **happy**.

Discussion Questions

1. *What is the setting of the story?*
2. *Who feels sad (mad) in the story? How do you know?*
3. *Why does Fatuma (Armah) feel sad (mad)?*
4. *Why does Armah feel happy?*
5. *Tell about a time you felt sad (mad, happy).*

SMALL GROUP 10 minutes

Ask 3 students to act out the story. Model one role to start.

In groups of 3, have students act out the story, using the picture to help them remember it.

- As you walk around, ask:
- *How did you decide who was Fatuma? Armah? Yammah?*
 - *What does Fatuma do to show she feels sad?*
 - *What does Armah do to show he feels mad?*

Conclusion 5 minutes

- *Let's name the feelings in the story.*
- *What makes you feel happy? Sad? Mad?*
- *What do you do when you feel happy? Sad? Mad?*



happy



sad



mad

Theme	Me and My Family
Sub-Theme	Feelings
Vocabulary	happy, sad, mad
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify words that rhyme • Act out the vocabulary words
Suggested Resources	Student Activity Book , page 32

Introduction

5 minutes

- Today, you will listen for and say words that rhyme.
- Remember, words that rhyme are words that sound the same at the end, like pet and jet.
- Listen as I say some words.
- If the words rhyme, show thumbs-up. (Demonstrate.)
- If the words do not rhyme, show thumbs-down. (Demonstrate.)

Say these word pairs one at a time: *hop, top; cat, hat; toy, man; bug, rug.*

Check for students giving thumbs up or thumbs down after each word pair.

WHOLE GROUP

10 minutes

Phonological Awareness

Have students close their eyes.

- I am going to say three words. One of them does not belong.
- The three words are bed, head, cat.
- Which of those words (*bed, head, cat*) does not belong? Why?
- Which two words rhyme?

Repeat with other groups of three words. For example: *goat, boat, rock; lake, cake, sun; dish, wish, cup; bee, rat, tree; ten, men, leaf; mat, feet, meet.*

Vocabulary

Have students look at the pictures on page 32 of the **Student Activity Book**.

Point to each picture as you name and model **happy** (smile or laugh), **sad** (pout or cry), and **mad** (clench fists, grit your teeth).

Have students point to each picture as you name it.

- What makes you happy?
- Can you show how you look when you are happy?

SMALL GROUP

10 minutes

Game: Copy Cat

Play the game *Copy Cat* by modeling a feeling and having students copy it.

- What am I feeling? (*mad*)
- Can you copy me?

Repeat with other feelings (*happy, sad*).

In groups of 3, have students play the game, taking turns modeling a feeling.

One student models a feeling, and the other students say the feeling.

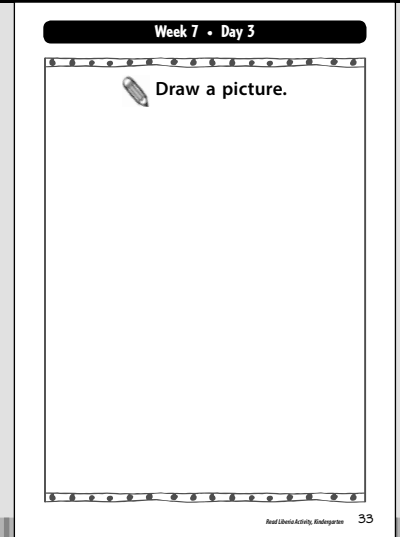
Conclusion

5 minutes

Have a few students model the feelings to the class. Have the class say the feeling.

Remarks

Theme	Me and My Family
Sub-Theme	Feelings
Vocabulary	happy, sad, mad
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Listen to a short story • Answer simple questions about the story • Draw a picture about an event in the story
Suggested Resources	Student Activity Book , pages 31, 33



Introduction 5 minutes

- Today you will listen to the story about Yammah, Fatuma, and Armah.
- You will draw a picture about something that happens in the story.

Have students look at the picture on page 31 of the **Student Activity Book**.

- What do you remember about the story?

WHOLE GROUP 10 minutes

Read Aloud: Fatuma and Armah Share Feelings

Point to the title.

- Let's all point to the title of the story.
- Move a finger from left to right as I read it aloud.
- Now look at the picture as I read the story.
- Listen for what happens in the story.

Read the story aloud with expression and gestures.

As you read, point to the picture and point out details about what is happening.

Fatuma and Armah Share Feelings

When Yammah came to play with Fatuma, Fatuma was frowning. Yammah asked, "Why are you **sad**?" Fatuma said, "I am **sad** because I can not play. I have chores to do." Yammah walked away. Then she saw Armah kicking the ground. Yammah asked, "Why are you **mad**?" Armah pointed to some big boys. Armah said, "The boys said I am too small to play with them." Yammah said, "I will play with you." Armah was **happy**.

Discussion Questions

1. Events tell us what happens in a story. Events tell what the characters do. What happens first in this story?
2. What happens after Fatuma says she cannot play?
3. What happens when Yammah sees Armah kicking the dirt?
4. What happens after Armah tells Yammah why he is mad?

SMALL GROUP 10 minutes

Drawing

Have each student draw a picture of one event in the story on page 33 of the **Student Activity Book**.

In groups of 3, have students tell about their pictures and ask questions to each other.

As you walk around, ask:

- Who is in your picture?
- What event does it show?
- How does Fatuma (Armah, Yammah) feel in your picture? Why?

Conclusion 5 minutes

Have a few students go to the front of the class and tell about their pictures.

Remarks

I smile when I am happy.



I frown when I am sad.



I get a little grumpy,



When something makes me mad.



Theme	Me and My Family
Sub-Theme	Feelings
Vocabulary	happy, sad, mad
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify words that rhyme • Listen to a rhyme • Answer simple questions about the rhyme • Act out the rhyme
Suggested Resources	Student Activity Book , page 34

Introduction

5 minutes

- Today, you will listen to more rhyming words.

Review that rhyming words are words that sound the same at the end, like *goat* and *boat*.

Ask students for other examples.

WHOLE GROUP

10 minutes

Phonological Awareness

Have students close their eyes.

- I am going to say three words. One of them does not belong.
- The three words are dot, hot, moon.
- Which of those words (dot, hot, moon) does not belong? Why?
- Which two words rhyme?

Repeat with other groups of three words. For example: *leg, beg, hand; nap, tap, pet; win, grin, soft; nut, big, hut; name, same, hear; tree, light, night*.

Rhyme

- Today we will be learning a new rhyme!
- Listen carefully.

Say the rhyme using facial expressions and gestures.

*I smile when I am happy.
I frown when I am sad.
I get a little grumpy.
When something makes me mad.*

Repeat the rhyme again.

Have students repeat each line with you using gestures.

- Can you hear words that sound similar? (sad, mad)
- What is the same about those words?

Have students look at the rhyme and pictures on page 34 of the **Student Activity Book**.

Tell students to follow the pictures as you read the rhyme again using gestures.

SMALL GROUP

10 minutes

Acting Out

In groups of 3, have students say and act out the rhyme. Have them make up new feelings. (tired, scared, excited)

Conclusion

5 minutes

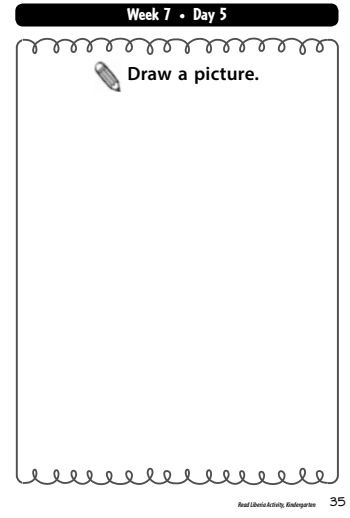
Sing "If You're Happy and You Know It."

*If you're happy and you know it, clap your hands.
(Clap, Clap)
If you're happy and you know it, clap your hands.
(Clap, Clap)
If you're happy and you know it, and you really want to show it,
If you're happy and you know it, clap your hands.
(Clap, Clap)*

Change words in the song, substituting feelings (*sad, mad, etc.*) and actions (say "boo hoo," *stomp your feet, etc.*).

Remarks

Theme	Me and My Family
Sub-Theme	Feelings
Vocabulary	happy, sad, mad
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Listen to a story • Answer simple questions about a story • Make a prediction
Suggested Resources	Student Activity Book , pages 31, 35



Introduction 5 minutes

- Does anyone remember the rhyme we learned yesterday?

Say the rhyme aloud with gestures.

*I smile when I am happy.
I frown when I am sad.
I get a little grumpy,
When something makes me mad.*

Say the rhyme again with students as they act it out.

WHOLE GROUP 10 minutes

Read Aloud: Fatuma and Armah Share Feelings
Have students look at the picture on page 31 of the **Student Activity Book**.

- What do you remember about the story?
- Now let's listen to the story about our friends Fatuma, Armah, and Yammah.
- Point to the title. Move a finger from left to right as I read it aloud.

Fatuma and Armah Share Feelings

When Yammah came to play with Fatuma, Fatuma was frowning. Yammah asked, "Why are you **sad**?" Fatuma said, "I am **sad** because I can not play. I have chores to do." Yammah walked away. Then she saw Armah kicking the ground. Yammah asked, "Why are you **mad**?" Armah pointed to some big boys. Armah said, "The boys said I am too small to play with them." Yammah said, "I will play with you." Armah was **happy**.

Discussion Questions

1. Why did Fatuma feel sad? What might change her feelings?
2. Why did Armah feel mad? How did his feelings change?
3. What happened to change Armah's feelings?
4. What do you think might happen to change Armah's feelings again?

Have students turn to a partner and discuss what they think. Call on a few students to tell what they decided.

SMALL GROUP 10 minutes

Drawing

On page 35 of the **Student Activity Book**, have students draw pictures of their predictions.

In groups of 3, have students tell about their pictures and ask questions to each other.

As you walk around, ask:

- How did Fatuma's (Armah's) feelings change?
- Why do you think that happened?

Have several students share their picture with the class.

Conclusion 5 minutes

Play *Simon Says* having students act out emotions.

Remarks

A Thunder Storm



Theme	Me and My Family
Sub-Theme	Feelings
Vocabulary	scared, excited, shy
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Listen to a short story • Answer simple questions about the story • Act out the story • Relate the story to everyday life
Suggested Resources	Student Activity Book , page 36

Introduction

5 minutes

Use the vocabulary words **excited**, **shy**, and **scared** to introduce the story.

- What makes us feel scared? Excited? Shy?
- Today you will listen to a story about Fatuma, Armah, and Yammah.
- You will find out some things that make them feel scared, shy, and excited.

WHOLE GROUP

10 minutes

Read Aloud: A Thunder Storm

Have students look at the picture on page 36 of the **Student Activity Book**.

Tell students to move a finger from left to right as you read the title aloud.

- What do you see in the picture?
- What do you think this story will be about?

Read the story aloud with expression and gestures.

A Thunder Storm

One rainy day, Fatuma and Armah were at Yammah's house. Armah jumped up and down and said, "I am **excited**. The rain will make big puddles to play in." Then there was a big clap of thunder. Boom! Armah covered his ears. He shook. Fatuma said, "Don't be **scared**." Yammah and Fatuma made noise. They sang, clapped, and stomped as loud as they could. They made so much noise that Armah could not hear the thunder.

Discussion Questions

1. Who is the story about?
2. What is the setting of the story?
3. Tell about one thing that happened in the story.
4. How do you feel when it rains? How do you feel when you hear thunder?

Teacher TIP ✓

Remember not ask questions that require *yes* or *no* answers. Ask open-ended questions such as, "Tell me about _____. What do you think about _____."

SMALL GROUP

10 minutes

Role-playing

Ask 3 students to act out the story.

Model one role to start.

In groups of 3, have students act out the story, using the picture to help them remember it.

As you walk around, ask:

- How did you decide who was Fatuma? Armah? Yammah?
- What does Armah do to show he feels excited?
- What does Armah do to show he feels scared?

Conclusion

5 minutes

- Let's name the feelings in the story.
- What makes you feel excited? Scared?
- What do you do when you feel excited? Scared?

Remarks

Theme	Me and My Family
Sub-Theme	Feelings
Vocabulary	scared, excited, shy
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Segment sentences into words • Act out the vocabulary words
Suggested Resources	Student Activity Book , page 37



Introduction **5 minutes**

- A sentence is made up of words.
- Today, you will listen for each word in a sentence.

WHOLE GROUP **10 minutes**

Phonological Awareness

Say a 3-word sentence and model how to segment the sentence into words.

- Listen while I say this sentence: I am sad.
- Now listen and watch as I hold up a finger for each word in the sentence: I-am-sad.
- This time, you hold up a finger for each word as I say the sentence again.

Repeat with other simple 3-word sentences.
Have the students practice holding up a finger for each word in the sentence.

Vocabulary

Have students look at the pictures on page 37 of the **Student Activity Book**.

Point to each picture as you name and model **excited**, **scared**, and **shy**.

Use facial expressions and body language to model how you show you are excited, scared, and shy.

Have students touch each picture and model facial expressions.

Give an example of something that might make you feel each way.

- What makes you excited?
- Can you show me how you look when you are excited?

Repeat for **scared** and **shy**.

SMALL GROUP **10 minutes**

Game: Copy Cat

Play the game *Copy Cat* by modeling a feeling and having students copy it.

- What am I feeling? (excited)
- Can you copy me?

Repeat with other feelings (*scared, shy, happy, sad, mad*).

In groups of 3, have students play the game, taking turns modeling a feeling.

One student models a feeling, and the other students say the feeling.

Conclusion **5 minutes**

Have a few students model feelings to the class. Have the class say the feeling.

Remarks

Draw a picture.

Theme	Me and My Family
Sub-Theme	Feelings
Vocabulary	scared, excited, shy
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Listen to a short story • Answer simple questions about the story • Draw a picture to show the beginning of the story
Suggested Resources	Student Activity Book , pages 36, 38

Introduction

5 minutes

- Today you will listen to the story about Yammah, Fatuma, and Armah.
- You will draw a picture to show the beginning of the story.

Have students look at the picture on page 36 of the **Student Activity Book**.

- What do you remember about the story?

WHOLE GROUP

10 minutes

Read Aloud: A Thunder Storm

Point to the title.

- Can you point to the title of the story?
- Can you move a finger from left to right as I read it aloud?

Have several students stand in a line facing the same direction. Point out the beginning, middle, and end of the line.

- Stories have a beginning, middle, and an end.
- The beginning is when the story starts. It is the first part.
- The middle is what happens next.
- The end is the last part of the story.
- Now let's look at the picture as I read the story.
- Listen for the beginning of the story.

Read the story aloud with expression and gestures.

A Thunder Storm

One rainy day, Fatuma and Armah were at Yammah's house. Armah jumped up and down because he was **excited**. Armah said, "The rain will make puddles to play in." Then there was a big clap of thunder. Boom! Armah covered his ears. He shook. Fatuma said, "Don't be **scared**." Yammah and Fatuma made noise. They sang, clapped, and stomped as loud as they could. They made so much noise that Armah could not hear the thunder.

Discussion Questions

- In the beginning of the story, we learn the characters (who) and setting (where).
 1. Who are the characters?
 2. What is the setting?
 3. The middle comes after the beginning. What happens in the middle of this story?
 4. The end is the last part of the story. What happens at the end of this story?

SMALL GROUP

10 minutes

Drawing

Have students draw the beginning of the story on page 38 of the **Student Activity Book**.

In groups of 3, have students tell about their pictures and ask questions to each other.

As you walk around, ask:

- Who are the characters in your picture?
- What is the setting?
- What happens when the story starts?

Conclusion

5 minutes

Have a few students go to the front of the class and tell about their pictures.

Sometimes I feel excited. 

Sometimes I feel shy. 

Sometimes I feel scared. 

I wonder why. 

Read Liberia Activity, Kindergarten 39

Theme	Me and My Family
Sub-Theme	Feelings
Vocabulary	scared, excited, shy
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Segment sentences to words • Listen to a rhyme • Answer simple questions about the rhyme • Act out the rhyme
Suggested Resources	Student Activity Book , page 39

Introduction **5 minutes**

- A sentence is made up of words.
- Today, you will listen for the words in sentences.

WHOLE GROUP **10 minutes**

Phonological Awareness

Say a 3-word sentence and model how to segment the sentence into words.

- Listen while I say this sentence: *I am excited.*
- Now listen and watch as I hold up a finger for each word in the sentence: *I-am-excited.*
- This time, you hold up a finger for each word as I say the sentence again.

Have the students practice holding up 1 finger for each word of the sentence.

Repeat with other simple 3-word sentences.

Rhyme

- Today we will be learning a new rhyme!
- Listen carefully.

Say the rhyme using expressions and gestures.

*Sometimes I feel excited.
 Sometimes I feel shy.
 Sometimes I feel scared.
 I wonder why.*

Repeat the rhyme again.

Have students repeat each line with you using expressions and gestures.

- Can you hear words that sound similar? (shy, why)
- What is the same about those words?
- What other words can you think of that rhyme with shy and why?

Have students look at the rhyme and pictures on page 39 of the **Student Activity Book**.

Tell students to follow the pictures as you read the rhyme using gestures.

Read the rhyme again with students as they act it out.

Discuss what makes them feel **excited, shy, or scared**.

Change the rhyme. Insert other feelings such as *surprised, lonely, glad, bored, grumpy, happy, sad, and mad*.

Demonstrate using facial expressions and body language to act out the feelings of **excited, shy, scared**, and other feelings.

SMALL GROUP **10 minutes**

Acting Out

In groups of 3, have students say and act out the rhyme. Have them make up new feelings.

Conclusion **5 minutes**

Call out a feeling and have the class act it out. Or describe the feeling in a sentence and have students act it out.

- *I feel shy when I meet new people.*
- *I feel sad when I am late to school.*
- *I feel happy when my teacher likes the picture I drew.*
- *I feel grumpy when I am tired.*

Remarks

Draw a picture.

Theme	Me and My Family
Sub-Theme	Feelings
Vocabulary	scared, excited, shy
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Listen to a story • Answer simple questions about a story • Draw a picture about the ending of the story
Suggested Resources	Student Activity Book , pages 36, 40

Introduction

5 minutes

- Does anyone remember the rhyme we learned yesterday?

Say the rhyme aloud with expressions and gestures.

Encourage students to join in saying the rhyme with you.

*Sometimes I feel excited.
 Sometimes I feel shy.
 Sometimes I feel scared.
 I wonder why.*

Say the rhyme again with students as they act it out.

WHOLE GROUP

10 minutes

Read Aloud: A Thunder Storm

Have students look at the picture on page 36 of the **Student Activity Book**.

- What do you remember about the story?
- Now let's listen to the story about our friends Fatuma, Armah, and Yammah.
- Point to the title. Move a finger from left to right as I read it aloud.
- When I read, think about the beginning, middle, and end of the story.

A Thunder Storm

One rainy day, Fatuma and Armah were at Yammah's house. Armah jumped up and down because he was **excited**. Armah said, "The rain will make puddles to play in." Then there was a big clap of thunder. Boom! Armah covered his ears. He shook. Fatuma said, "Don't be **scared**." Yammah and Fatuma made noise. They sang, clapped, and stomped as loud as they could. They made so much noise that Armah could not hear the thunder.

Discussion Questions

1. What do we call the first part of the story?
Tell about the beginning.
2. What do we call the next part of the story?
Tell about the middle.
3. What do we call the last part of the story?
Tell about the end.

Have students turn to a partner and discuss what they think. Call on a few students to tell what they decided.

SMALL GROUP

10 minutes

Drawing

On page 40 of the **Student Activity Book**, have each student draw a picture of the story ending.

In groups of 3, have students tell about their pictures and ask questions to each other.

As you walk around, ask:

- What does your picture show?
- How do you know it is the end of the story?

Have several students share their picture with the class.

Conclusion

5 minutes

Write these words across the board: *happy, sad, mad, scared, excited, shy*. Call on a student to name a situation that makes them feel *happy (sad, mad, scared, excited, or shy)*. Write it under the appropriate column head.

Have students tell what other feeling it might go under. (A trip to the city: *scared, excited, happy, shy*)

Remarks

Fatuma's Family



Theme	Me and My Family
Sub-Theme	My Family
Vocabulary	brother, sister, grandparents
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Listen to a short story • Act out the story • Relate the story to everyday life
Suggested Resources	Student Activity Book , page 41

Introduction 5 minutes

Use the vocabulary words **sister, brother, grandparents** to introduce the story.

- What is a family?
- Who are some people in a family?
- Are all families the same? Why not?
- What is a girl child called in a family?
- What is a boy child called in a family?

WHOLE GROUP 10 minutes

Read Aloud: Fatuma's Family

Have students look at the picture on page 41 of the **Student Activity Book**.

Tell students to move a finger from left to right as you read the title aloud.

- Point to the title of the story.
- The title of this story is Fatuma's Family.
- Can you point to the people in this picture?
- Who do you see?
- Who else? What do you think they are called?

Read the story aloud with expression.

Fatuma's Family

One day, Fatuma said, "Let me tell you about my family. Armah is my **brother**. I am Armah's big **sister**. I help my **brother** with his homework. Our **grandparents** help look after us. My grandmother cooks delicious food. She helps me fix my hair. My grandfather tells us stories. He and Armah go for walks. Armah helps our grandfather walk along the dirt road. I love my family! We all help care for each other!"

Discussion Questions

1. What is the setting of the story?
2. Who are the people in Fatuma's family?
3. What do they do to help one another?
4. What do you do to help in your family?

Teacher TIP ✓

Welcome student opinions and ideas. Praise students who answer questions.

SMALL GROUP 10 minutes

Role-playing

Ask 4 students to act out the story.

Model one role to start.

In groups of 4, have students act out the story, using the picture to help them remember it.

As you walk around, ask:

- How did you decide who was Fatuma? Armah? Grandmother? Grandfather?
- How does Fatuma's grandmother help?
- How does Armah help his grandfather?
- What other things can family members help out with?
- Can you act that out?

Conclusion 5 minutes

- Each family may use different words for members of their family.
- What are the words for people in your family?
- What do you call your mother? Father? Grandmother? Grandfather?

Remarks



brother



sister



grandparents

Theme	Me and My Family
Sub-Theme	My Family
Vocabulary	brother, sister, grandparents
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Segment sentences into words • Act out the vocabulary words
Suggested Resources	Student Activity Book , page 42

Introduction

5 minutes

- A sentence is made up of words.
- Today, you will listen for each word in a sentence.

WHOLE GROUP

10 minutes

Phonological Awareness

Say a 4-word sentence and model how to segment the sentence into words.

- Listen while I say this sentence: *My mom bakes bread.*
- Now, listen and watch as I hold up a finger for each word in the sentence: *My-mom-bakes-bread.*
- This time, you hold up a finger for each word as I say the sentence again.

Repeat with other simple 3- and 4-word sentences.

Vocabulary

Have students look at the pictures on page 42 of the **Student Activity Book**.

Point to each picture as you name **brother, sister,** and **grandparents**.

Have students touch each picture as you name and describe it.

Discuss what each person does in a family and how they care for each other.

- Who takes care of you?
- What does that person do?

SMALL GROUP

10 minutes

Role-playing

Play a game by modeling how to act out a person in a family doing something to take care of the family.

- *What am I doing?* (cooking)

Repeat with other actions (*sweeping, building, rocking a baby, etc.*).

In groups of 4, have students play the game, taking turns modeling an activity a family member can do to help the family.

One student models an action and the other students say what it is.

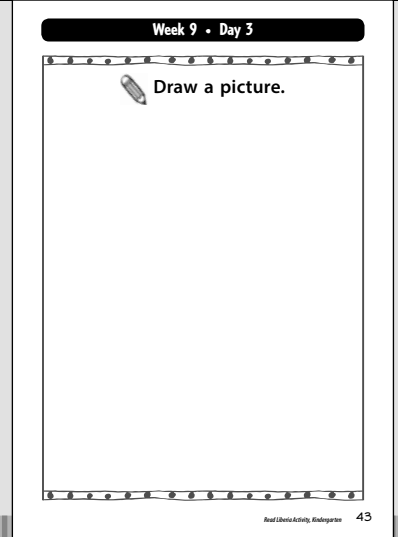
Conclusion

5 minutes

Have a few students go to the front of the room to act out what one family member can do to help their family. Have the class guess the family member and the action.

Remarks

Theme	Me and My Family
Sub-Theme	My Family
Vocabulary	brother, sister, grandparents
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Listen to a short story • Answer simple questions about the story • Understand <i>same</i> and <i>different</i> • Draw a picture about their family
Suggested Resources	Student Activity Book , pages 41, 43



Introduction 5 minutes

- Today you will listen to the story about Fatuma and her family.
- You will draw a picture about your family.

Have students look at the picture on page 41 of the **Student Activity Book**.

- What do you remember about the story?

WHOLE GROUP 10 minutes

Read Aloud: Fatuma’s Family

Point to the title.

- Let’s all point to the title of the story.
- Move a finger from left to right as I read it aloud.
- Now let’s look at the picture as I read the story.
- Listen for ways members of Fatuma’s family help each other.

Read the story aloud with expression.

Fatuma’s Family

One day, Fatuma said, “Let me tell you about my family. Armah is my **brother**. I am Armah’s big **sister**. I help my **brother** with his homework. Our **grandparents** help look after us. My grandmother cooks delicious food. She helps me fix my hair. My grandfather tells us stories. He and Armah go for walks. Armah helps our grandfather walk along the dirt road. I love my family! We all help care for each other!”

Discussion Questions

Teach the meanings of *different* and *same*.

Hold up two pencils and say:

- These are the same. They are both pencils.
- Things that are the same are alike.

Hold up a pencil and a book and say:

- These are different. One is a pencil and one is a book.
- Things that are different are not alike.

1. How is your family the same as Fatuma’s family?
2. How is your family different from Fatuma’s family?

SMALL GROUP 10 minutes

Drawing

Have students draw pictures of their own families on page 43 of the **Student Activity Book**.

In groups of 3, have students tell about their pictures. They can tell how it is the same or different from the family in the story. Have students ask questions to each other.

As you walk around, ask:

- Who is in your picture?
- What are they doing?
- How is your family the same as the family in the story?
- How is your family different from the family in the story?

Conclusion 5 minutes

Have a few students go to the front of the class and show and tell about their pictures.

Remarks



Families are made up of people,

Each one has a name.



Brother, sister, mother, father,

No two families
are the same.



Theme	Me and My Family
Sub-Theme	My Family
Vocabulary	brother, sister, grandparents
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Segment sentences into words • Listen to a rhyme • Answer simple questions about the rhyme • Act out the rhyme
Suggested Resources	Student Activity Book , page 44

Introduction

5 minutes

- A sentence is made up of words.
- Today, you will listen for the words in a sentence.

WHOLE GROUP

10 minutes

Phonological Awareness

Say a 4-word sentence and model how to segment the sentence into words.

- Listen while I say this sentence: *I help my sister.*
- Now, listen and watch as I hold up a finger for each word in the sentence: *I-help-my-sister.*
- This time, you hold up a finger for each word as I say the sentence again.

Repeat with other simple 3- and 4-word sentences.

Rhyme

- Today we will be learning a new rhyme!
- Listen carefully.

Families are made up of people, (Point to people in class.)

Each one has a name.

Brother, sister, mother, father, (Point to self for brother or sister.)

No two families are the same.

Repeat the rhyme again using gestures and actions.

Have students repeat each line with you using gestures.

- Can you hear words that sound similar? (name, same)
- What is the same about those words?
- Can you think of another word that rhymes with name and same?

Have students look at the rhyme and pictures on page 44 of the **Student Activity Book**.

Tell students to follow the pictures as you read the rhyme using gestures.

Read the rhyme again with students as they act it out.

Repeat the rhyme, changing names. Use *aunt, uncle, son, daughter, grandmother, grandfather, cousin*.

SMALL GROUP

10 minutes

Discussing Special Occasions

Model a discussion about celebrating a special occasion, such as a wedding, holiday, or party with your family.

- Each family has special occasions that they celebrate.
- My family celebrates New Year's Day.
- My aunts and uncles and cousins come.
- We have a party.
- We sing and dance and eat delicious food.

In groups of 3, have students talk about a special occasion in their families.

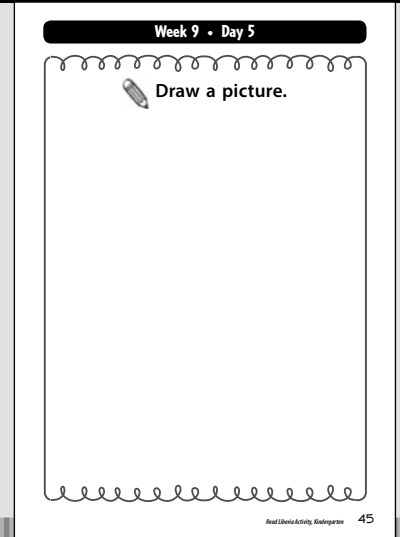
Conclusion

5 minutes

Call on students to name a special occasion. Then have them provide details such as who comes to the celebration, special foods people eat, special clothes they wear, or what happens.

Remarks

Theme	Me and My Family
Sub-Theme	My Family
Vocabulary	brother, sister, grandparents
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Listen to a story • Answer simple questions about a story • Make a prediction
Suggested Resources	Student Activity Book , pages 41, 45



Introduction **5 minutes**

- Does anyone remember the rhyme we learned yesterday?

Say the rhyme aloud with gestures.

Families are made up of people, (Point to people in class.)

Each one has a name.

Brother, sister, mother, father, (Point to self for brother or sister.)

No two families are the same.

Say the rhyme again with students as they act it out.

WHOLE GROUP **10 minutes**

Read Aloud: Fatuma’s Family

Have students look at the picture on page 41 of the **Student Activity Book**.

- What do you remember about the story?
- Now let’s listen to the story about our friends Fatuma and Armah.
- Point to the title as I read it aloud.
- When I read, think about ways people in Fatuma’s family help each other.
- Think about another way someone in Fatuma’s family might help.

Fatuma’s Family

One day, Fatuma said, “Let me tell you about my family. Armah is my **brother**. I am Armah’s big **sister**. I help my **brother** with his homework. Our **grandparents** help look after us. My grandmother cooks delicious food. She helps me fix my hair. My grandfather tells us stories. He and Armah go for walks. Armah helps our grandfather walk along the dirt road. I love my family! We all help care for each other!”

Discussion Questions

1. How do the grandparents help the family?
2. How do Fatuma and Armah help the family?
3. How do you help your family?
4. I wonder what other ways the people in the family help each other. Do the grandparents buy food and clothes? Do they fix things? Do Fatuma and Armah do chores?

Have students turn to a partner and discuss what they think. Call on a few students to tell what they decided.

SMALL GROUP **10 minutes**

Drawing

On page 45 of the **Student Activity Book**, have students draw pictures of other ways they predict someone in Fatuma’s family will help the others.

In groups of 3, have students tell about their pictures and ask questions to each other.

As you walk around, ask:

- What family member(s) is (are) in your picture?
- How is (are) the family member(s) helping?

Have students share their pictures.

Conclusion **5 minutes**

- Stand up if you have a brother.
- Stand up if you have a sister.
- Stand up if you are the oldest child.
- Stand up if you are the youngest child.

Remarks

Fatuma and Armah's House



Theme	Me and My Family
Sub-Theme	My Home
Vocabulary	walls, roof, floor
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Listen to a short story • Answer simple questions about the story, including setting • Act out the story • Relate the story to everyday life
Suggested Resources	Student Activity Book , page 46

Introduction

5 minutes

Use the vocabulary words **wall**, **floor**, and **roof** to introduce the story.

- Today we are going to talk about houses.
- People live in different kinds of houses.
- Some are big and some are small, but they are all home to the people who live in them.
- They all have walls, a roof, and a floor.
- Today you will listen to a story about Fatuma, Armah, and Yammah.
- You will find out about the houses they live in.

WHOLE GROUP

10 minutes

Read Aloud: Fatuma and Armah's House

Have students look at the picture on page 46 of the **Student Activity Book**.

Tell students to move a finger from left to right as you read the title aloud.

- What do you see in the picture?
- What do you think this story will be about?
- Listen for a description of the house Fatuma and Armah live in.

Read the story aloud with expression.

Fatuma and Armah's House

Fatuma, Armah, and Yammah talk about their houses. Fatuma and Armah say, "Our house is small. It is made of cement blocks." Then Fatuma says, "The **roof** is made of metal. It is gray." Armah says, "The **walls** are painted pink. The **floor** is made of cement. The cement floor feels rough." Yammah says, "My house is big. It has a cement floor, too. There are plastic mats on top of the floor. The mats feel smooth."

Discussion Questions

1. What is the setting of the story?
2. What are some things you learned about Fatuma and Armah's house?
3. How is Fatuma and Armah's house the same as yours?
4. How is Fatuma and Armah's house different from yours?

SMALL GROUP

10 minutes

Role-playing

Ask 3 students to act out the story.

Model one role to start.

In groups of 3, have students act out the story, using the picture to help them remember it.

As you walk around, ask:

- How did you decide who would be Fatuma? Armah? Yammah?
- How do Fatuma and Armah describe their house?
- What do you learn about Yammah's house?

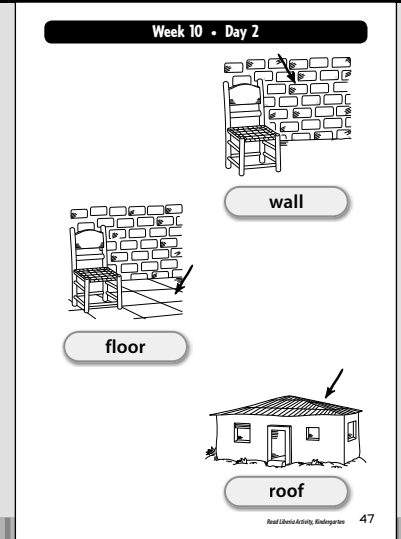
Conclusion

5 minutes

Discuss different kinds of houses in the area near the school (*big, small, the roofs you see, etc.*).

Remarks

Theme	Me and My Family
Sub-Theme	My Home
Vocabulary	walls, roof, floor
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Segment sentences into words • Act out the vocabulary words
Suggested Resources	Student Activity Book , page 47



Introduction 5 minutes

- *Riddle, riddle,
Riddle me a riddle.
I built my house with one stick.
What am I?*

Encourage students to guess the riddle. The answer is an umbrella.

- *Do we build our houses with one stick?*
- *What do we have in our houses? (walls, roof, floor, etc.)*

WHOLE GROUP 10 minutes

Phonological Awareness

Say a 4- or 5-word sentence and model how to segment the sentence into words.

- *Listen while I say this sentence: I live in a house.*
- *Now listen and watch as I hold up a finger for each word in the sentence: I-live-in-a-house.*

Repeat with another 4- or 5-word sentence.

Say another 4- or 5-word sentence and have students segment the sentence into words.

Vocabulary

Have students look at the pictures on page 47 of the **Student Activity Book**.

Point to each picture as you name **walls, floor,** and **roof**.

Have students touch each picture as you name it. Describe **walls, floor,** and **roof**. Tell them where they are in a house and the function of each.

SMALL GROUP 10 minutes

Describing

Model describing the roof in your house.

- *What am I describing? (roof)*

Repeat with **walls** and **floor**.

In groups of 3, have students take turns describing the roof, walls, and floor in one room of their house.

One student describes the roof, walls, or floor, and the other students say what it is.

Conclusion 5 minutes

Make up a riddle for students to guess. For example: I am on top of the house. I help keep the house dry. What am I? (*roof*) Repeat with riddles for walls and floor, or have a few students make up riddles for the class to guess.

Remarks

Draw a picture.

Theme	Me and My Family
Sub-Theme	My Home
Vocabulary	walls, roof, floor
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Listen to a short story • Answer simple questions about describing words • Talk about <i>same</i> and <i>different</i> • Draw a picture about his or her own house
Suggested Resources	Student Activity Book , pages 46, 48

Introduction

5 minutes

- Today you will listen to the story about Yammah, Fatuma, and Armah.
- You will draw a picture of your house.

Have students look at the picture on page 46 of the **Student Activity Book**.

- What do you remember about the story?

WHOLE GROUP

10 minutes

Read Aloud: Fatuma and Armah's House

Point to the title.

- Let's all point to the title of the story.
- Move a finger from left to right as I read it aloud.
- Now let's look at the picture as I read the story.
- Listen for descriptions about the house.
- Listen for words that describe the roof, walls, and floor.

Read the story aloud with expression.

As you read, point to the picture and point out details that are described in the story.

Fatuma and Armah's House

Fatuma, Armah, and Yammah talk about their houses. Fatuma and Armah say, "Our house is small. It is made of cement blocks." Then Fatuma says, "The **roof** is made of metal. It is gray." Armah says, "The **walls** are painted pink. The **floor** is made of cement. The cement floor feels rough." Yammah says, "My house is big. It has a cement floor, too. There are plastic mats on top of the floor. The mats feel smooth."

Discussion Questions

1. What is the setting of the story?
2. Let's talk about some things Fatuma and Armah described about their house.
3. Let's review same and different. Things that are the same are alike. Things that are different are not alike. How is your house the same as Fatuma and Armah's house? How is it different?
4. What things did you learn about Yammah's house?

SMALL GROUP

10 minutes

Drawing

Have students draw pictures of their own houses on page 48 of the **Student Activity Book**.

In groups of 3, have students tell about their pictures and ask questions to each other.

As you walk around, ask:

- How is your house the same as the house in the story?
- How is your house different from the house in the story?

Conclusion

5 minutes

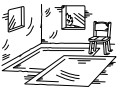
Have a few students go to the front of the class and show and tell about their pictures.

Remarks

I live in a little
brown house



With walls and
a floor inside.



It's got a roof on top
to keep me dry,



And a place outside
to hide.



Theme	Me and My Family
Sub-Theme	My Home
Vocabulary	walls, roof, floor
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Segment sentences into words • Listen to a rhyme • Answer simple questions about the rhyme • Act out the rhyme
Suggested Resources	Student Activity Book , page 49

Introduction **5 minutes**

- Today, you will listen for the words in sentences.

WHOLE GROUP **10 minutes**

Phonological Awareness

Say a 4- or 5-word sentence and model how to segment the sentence into words.

- Listen while I say this sentence: *My house has a roof.*
- Now listen and watch as I hold up a finger for each word in the sentence: *My-house-has-a-roof.*

Repeat with another simple 4- or 5-word sentence.

Say another simple 4- or 5-word sentence and have students segment the sentence into words.

Rhyme

- Today we will be learning a new rhyme!
- Listen carefully.

I live in a little brown house (Point to self.)
With walls and a floor inside. (Point to walls, stomp on floor.)
It's got a roof on top to keep me dry, (Hold hands over head in roof shape.)
And a place outside to hide. (Cover eyes with hands.)

Repeat the rhyme again using gestures.

Have students repeat each line with you using gestures.

- Can you hear words that sound similar? (inside, hide)
- What is the same about those words?

Have students look at the rhyme and pictures on page 49 of the **Student Activity Book**.

Tell students to follow the pictures as you read the rhyme using gestures.

Read the rhyme again with students as they act it out.

Change the rhyme. Repeat and insert other parts of the house such as *door, window, ceiling*.

SMALL GROUP **10 minutes**

Guessing Game

Model how to play a guessing game. Describe a roof, walls, or floor.

- *What is it?*

Have students guess what you are describing.

In groups of 3, have students play the game, taking turns describing a wall, floor, roof, or other part of a house.

One student gives a description and asks, "What is it?"

The other students guess what it is.

Conclusion **5 minutes**

Go outside and have students look around.

- Can you see houses from the schoolyard?
- What do you see? (colors of roofs, color of walls, doors, windows)

Remarks

Draw a picture.

Theme	Me and My Family
Sub-Theme	My Home
Vocabulary	walls, roof, floor
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Listen to a story • Answer simple questions about a story • Make a prediction
Suggested Resources	Student Activity Book , pages 46, 50

Introduction

5 minutes

- Does anyone remember the rhyme we learned yesterday?

Say the rhyme aloud with gestures.

*I live in a little brown house (Point to self.)
 With walls and a floor inside. (Point to walls, stomp on floor.)
 It's got a roof on top to keep me dry, (Hold hands over head in roof shape.)
 And a place outside to hide. (Cover eyes with hands.)*

Say the rhyme again with students as they act it out.

WHOLE GROUP

10 minutes

Read Aloud: Fatuma and Armah's House

Have students look at the picture on page 46 of the **Student Activity Book**.

- What do you remember about the story?
- Now let's listen to the story about our friends Fatuma, Armah, and Yammah.
- Point to the title. Move a finger from left to right as I read it aloud.
- Listen for the description of the house.
- After I read, let's predict what you might see inside the house.

Fatuma and Armah's House

Fatuma, Armah, and Yammah talk about their houses. Fatuma and Armah say, "Our house is small. It is made of cement blocks." Then Fatuma says, "The **roof** is made of metal. It is gray." Armah says, "The **walls** are painted pink. The **floor** is made of cement. The cement floor feels rough." Yammah says, "My house is big. It has a cement floor, too. There are plastic mats on top of the floor. The mats feel smooth."

Discussion Questions

1. What does the story tell you about the outside of Fatuma and Armah's house?
2. What does the story tell you about the inside of the house?
3. I wonder what I would see if I were inside Fatuma and Armah's house. What would the walls look like? Would I see a place for Fatuma and Armah to sleep? A place for them to eat? What else might I see?

Have students turn to a partner and discuss what they predict they would see inside the house. Call on a few students to tell what they decided.

SMALL GROUP

10 minutes

Drawing

On page 50 of the **Student Activity Book**, have students draw pictures of their predictions.

In groups of 3, have students tell about their pictures and ask questions to each other.

As you walk around, ask:

- What does your picture show?
- Why do you think you would see that inside Fatuma and Armah's house?

Have several students share their pictures with the class.

Conclusion

5 minutes

Talk about the building your school is in. Ask students to point to and describe the floor, walls, and roof.

- Why do houses (and buildings like the school) have walls? Floors? A roof?

Remarks



Theme	Me and My Family
Sub-Theme	My Home
Vocabulary	kitchen, bedroom, living room
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Listen to a short story • Answer simple questions about the story, including setting • Act out the story • Relate the story to everyday life
Suggested Resources	Student Activity Book , page 51

Introduction 5 minutes

Ask students to answer the following riddle:

- *The longer it stands, the shorter it becomes.*
- *What is it?*

Encourage students to guess the riddle. The answer is a candle.

- *Do we find candles in houses?*
- *Where do we find cooking pots? In the bedroom?*

Use the vocabulary words **kitchen**, **bedroom**, and **living room** to introduce the story.

WHOLE GROUP 10 minutes

Read Aloud: Inside Fatuma and Armah's House

Have students look at the picture on page 51 of the **Student Activity Book**.

Tell students to move their fingers from left to right as you read the title aloud.

- *What do you see in the picture?*
- *What do you think this story will be about?*
- *Listen for a description of the rooms inside Fatuma and Armah's house.*

Read the story aloud with expression.

Inside Fatuma and Armah's House

Fatuma and Armah invited Yammah into their house. First they went into the **kitchen**. Yammah saw a stove and cooking pots. Fatuma said, "The **kitchen** is where our grandmother cooks." Then they went into the **bedroom**. Yammah saw beds and clothing. Armah said, "The **bedroom** is where we sleep." Last, they went into the **living room**. Yammah saw chairs. Fatuma said, "This is where we sit with our family."

Discussion Questions

1. *What did you learn about the rooms in Fatuma and Armah's house?*
2. *How are the rooms in the house the same as yours?*
3. *How are the rooms different from yours?*

SMALL GROUP 10 minutes

Role-playing

Ask 3 students to act out the story.

Model one role to start.

In groups of 3, have students act out the story, using the picture to help them remember it.

As you walk around, ask:

- *How did you decide who would be Fatuma? Armah? Yammah?*
- *How does Fatuma describe the rooms in her house?*
- *How does Armah describe the rooms?*

Conclusion 5 minutes

Discuss different kinds of rooms in your school.

Discuss different kinds of rooms in houses in the community.

Remarks



kitchen



bedroom



living room

Theme	Me and My Family
Sub-Theme	My Home
Vocabulary	kitchen, bedroom, living room
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Segment sentences into words • Act out the vocabulary words
Suggested Resources	Student Activity Book, page 52

Introduction

5 minutes

- A sentence is made up of words.
- Today, you will listen for each word in a sentence.

WHOLE GROUP

10 minutes

Phonological Awareness

Say a 4- or 5-word sentence and model how to segment the sentence into words.

- Listen while I say this sentence: *I sleep in the bedroom.*
- Now listen and watch as I hold up a finger for each word in the sentence: *I-sleep-in-the-bedroom.*

Repeat with another 4- or 5-word sentence.

Say another 4- or 5-word sentence and have students segment the sentence into words.

Vocabulary

Have students look at the pictures on page 52 of the **Student Activity Book**.

Point to each picture as you name **kitchen, bedroom,** and **living room**.

Have students touch each picture as you name it. Describe the function of each room in a house, and what you might find in each room.

SMALL GROUP

10 minutes

Describing

Model describing the kitchen in your house.

- *What am I describing?* (kitchen)

Repeat with **bedroom** and **living room**.

In groups of 3, have students take turns describing a room in their own house.

One student describes a room (*kitchen, bedroom, living room*) and the other students say what it is.

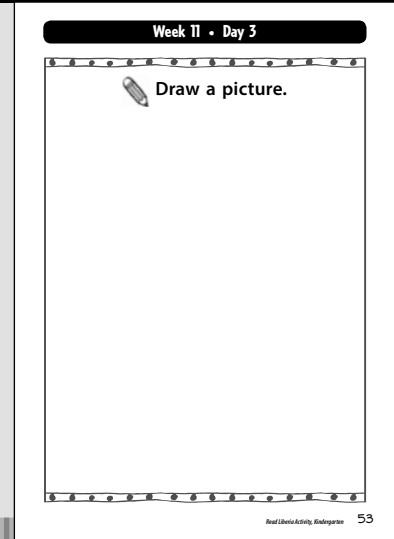
Conclusion

5 minutes

Make up a riddle for students to guess. For example: I am a room in a house. I have beds to sleep on. People keep their clothes here. What am I? (*bedroom*) Repeat with riddles for kitchen and living room, or have a few students make up riddles for the class to guess.

Remarks

Theme	Me and My Family
Sub-Theme	My Home
Vocabulary	kitchen, bedroom, living room
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Listen to a short story • Answer simple questions about describing words • Talk about <i>same</i> and <i>different</i> • Draw a picture of a room in their own house
Suggested Resources	<i>Student Activity Book</i> , pages 51, 53



Introduction 5 minutes

- Today you will listen to the story about Fatuma, Armah, and Yammah.
 - You will draw a picture of a room in your house.
- Have students look at the picture on page 51 of the ***Student Activity Book***.
- What do you remember about the story?

WHOLE GROUP 10 minutes

Read Aloud: Inside Fatuma and Armah’s House
 Point to the title.

- Let’s all point to the title of the story.
- Move a finger from left to right as I read it aloud.
- Now let’s look at the picture as I read the story.
- Listen for descriptions of rooms in the house.

Read the story aloud with expression.

As you read, point to the picture and point out details that are described in the story.

Inside Fatuma and Armah’s House

Fatuma and Armah invited Yammah into their house. First they went into the **kitchen**. Yammah saw a stove and cooking pots. Fatuma said, “The **kitchen** is where our grandmother cooks.” Then they went into the **bedroom**. Yammah saw beds and clothing. Armah said, “The **bedroom** is where we sleep.” Last, they went into the **living room**. Yammah saw chairs. Fatuma said, “This is where we sit with our family.”

Discussion Questions

1. What is the setting of the story?
2. Let’s talk about some things Fatuma and Armah described about the rooms in their house.
3. Let’s review same and different. Things that are the same are alike. Things that are different are not alike. How is your bedroom the same as Fatuma and Armah’s? How is it different?

SMALL GROUP 10 minutes

Drawing
 Have students draw pictures of a room in their own houses on page 53 of the ***Student Activity Book***.

In groups of 3, have students tell about their pictures and ask questions to each other.

As you walk around, ask:

- How is your room the same as a room in the house in the story?
- How is your room different from a room in the house in the story?

Conclusion 5 minutes

Have a few students go to the front of the class and show and tell about their pictures.

Remarks

My house has
3 bedrooms, 1, 2, 3.



We sleep in them
happily.



We cook in one room,



We sit in another,



And the front porch
is where I play
with my brother.



Theme	Me and My Family
Sub-Theme	My Home
Vocabulary	kitchen, bedroom, living room
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Segment sentences into words • Listen to a rhyme • Answer simple questions about the rhyme • Act out the rhyme
Suggested Resources	Student Activity Book , page 54

Introduction

5 minutes

- Today, you will listen for the words in sentences.

WHOLE GROUP

10 minutes

Phonological Awareness

Say a 4- or 5-word sentence and model how to segment the sentence into words.

- Listen while I say this sentence: *We cook in the kitchen.*
- Now listen and watch as I hold up a finger for each word in the sentence: *We-cook-in-the-kitchen.*

Repeat with another simple 4- or 5-word sentence.

Say another simple 4- or 5-word sentence and have students segment the sentence into words.

Rhyme

- Today we will be learning a new rhyme!
- Listen carefully.

My house has 3 bedrooms, 1, 2, 3. (Hold up 3 fingers.)

We sleep in them happily.

We cook in one room, (Hold up 1 finger.)

We sit in another, (Hold up 2 fingers.)

And the front porch is where I play with my brother.
(Hold up 3 fingers.)

Repeat the rhyme again using gestures.

Have students repeat each line with you using gestures.

- Can you hear words that sound similar? (three, happily; another, brother)
- What is the same about those words?

Have students look at the rhyme and pictures on page 54 of the **Student Activity Book**.

Tell students to follow the pictures as you read the rhyme using gestures.

Read the rhyme again with students as they act it out.

Change the rhyme. Insert other descriptions for the rooms.

SMALL GROUP

10 minutes

Guessing Game

Model how to play a guessing game.

- What room do you find a bed (cooking pans, a candle, etc.) in?

Have students guess the room.

In groups of 3, have students play the game, taking turns asking a question about something you might find in a particular room of a house.

One student asks, "What room do you find [*name an object*] in?"

The other students guess the room.

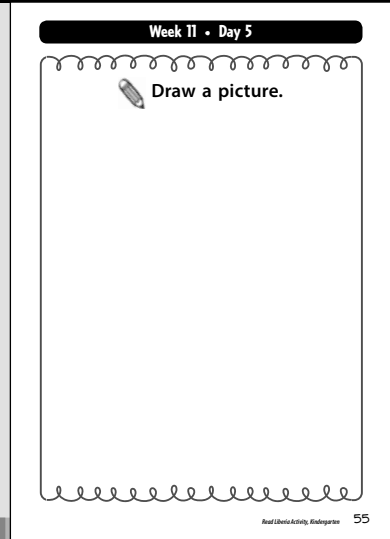
Conclusion

5 minutes

Have a few students name other things you might find in a bedroom, kitchen, or living room and tell what they are used for. Suggest they think about things in the rooms in their own houses.

Remarks

Theme	Me and My Family
Sub-Theme	My Home
Vocabulary	kitchen, bedroom, living room
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Listen to a story • Answer simple questions about a story • Make a prediction
Suggested Resources	Student Activity Book , pages 51, 55



Introduction 5 minutes

- Does anyone remember the rhyme we learned yesterday?

Say the rhyme aloud with gestures.

My house has 3 bedrooms, 1, 2, 3. (Hold up 3 fingers.)
We sleep in them happily.
We cook in one room, (Hold up 1 finger.)
We sit in another, (Hold up 2 fingers.)
And the front porch is where I play with my brother.
(Hold up 3 fingers.)

Say the rhyme again with students as they act it out.

WHOLE GROUP 10 minutes

Read Aloud: Inside Fatuma and Armah’s House
 Have students look at the picture on page 51 of the **Student Activity Book**.

- What do you remember about the story?
- Now let’s listen to the story about our friends Fatuma, Armah, and Yammah.
- Point to the title. Move a finger from left to right as I read it aloud.
- Listen for the description of the rooms in the house.
- Think about what happens in the beginning, middle, and end of the story.

Inside Fatuma and Armah’s House

Fatuma and Armah invited Yammah into their house. First they went into the **kitchen**. Yammah saw a stove and cooking pots. Fatuma said, “The **kitchen** is where our grandmother cooks.” Then they went into the **bedroom**. Yammah saw beds and clothing. Armah said, “The **bedroom** is where we sleep.” Last, they went into the **living room**. Yammah saw chairs. Fatuma said, “This is where we sit with our family.”

Discussion Questions

1. What does the story tell you about the rooms in Fatuma and Armah’s house?
 2. Who can tell us what we call the first part of a story? Tell about the beginning of this story.
 3. Who can tell us what we call the next part of a story? Tell about the middle of this story.
 4. Who can tell us what we call the last part of a story? Tell about the end of this story.
- Have students turn to a partner and discuss what they think. Call on a few students to tell what they decided.

SMALL GROUP 10 minutes

Drawing
 On page 55 of the **Student Activity Book**, have students draw pictures of the beginning of the story.

In groups of 3, have students tell about their pictures and ask questions to each other.

As you walk around, ask:

- What does your picture show?
- How do you know it is the beginning of the story?

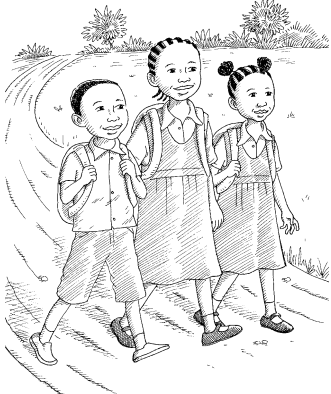
Have several students share their pictures with the class.

Conclusion 5 minutes

Go outside. Draw in the dirt with chalk or a stick. Draw a house with rooms (big enough for students to stand in). Have students act out the story in the “house” or role-play different actions in each room.

Remarks

Fatuma and Armah's Clothing



56 Read Liberia Activity, Kindergarten

Theme	Me and My Family
Sub-Theme	Clothing
Vocabulary	shirt, pants, shoes
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Listen to a short story • Answer simple questions about the story • Act out the story • Relate the story to everyday life
Suggested Resources	Student Activity Book , page 56

Introduction

5 minutes

Introduce the topic of clothing. Use the vocabulary words **shirt, pants, shoes**.

- What do we wear for school?
- What do we wear for playtime?
- What do we wear for special celebrations?
- What do we wear to keep warm? To protect us from the sun?

WHOLE GROUP

10 minutes

Read Aloud: Fatuma and Armah's Clothing

Have students look at the picture on page 56 of the **Student Activity Book**.

Tell students to move a finger from left to right as you read the title aloud.

- What do you see in the picture?
- What do you think this story will be about?
- Listen for a description of the clothing Fatuma and Armah wear.

Read the story aloud.

Fatuma and Armah's Clothing

In the morning, Fatuma and Armah put on their uniforms for school. Fatuma puts on a white **shirt** and blue skirt. Armah puts on a white **shirt** and blue **pants**. They put on socks and **shoes**. Fatuma and Armah meet Yammah on their way to school. At school, all the boys and girls wear uniforms. After school, the children go home and change to play clothes. Armah puts on a **shirt** and **shorts**. Fatuma wears a dress. They both wear plastic **shoes**.

Discussion Questions

1. What did you learn about the clothing Fatuma and Armah wear to school?
2. How is their school clothing like yours? How is it different?
3. What did you learn about Fatuma and Armah's play clothes?
4. How are their play clothes like yours? How are they different?

SMALL GROUP

10 minutes

Role-playing

Ask 3 students to act out the story.

Model one role to start.

In groups of 3, have students act out the story, using the picture to help them remember it.

As you walk around, ask:

- How did you decide who was Fatuma? Armah? Yammah?
- What does Fatuma (Armah, Yammah) put on to go to school?
- What does Fatuma (Armah, Yammah) put on for play?

Conclusion

5 minutes

Discuss different types of clothing for different purposes (*school, playtime, celebrations*).

Remarks



shirt



pants



shoes

Theme	Me and My Family
Sub-Theme	Clothing
Vocabulary	shirt, pants, shoes
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Segment words into syllables • Act out the vocabulary words
Suggested Resources	Examples of different materials used for clothing for each group (e.g., cotton cloth, raw wool or wool cloth, leather, plastic) or garments made from these materials; Student Activity Book , page 57

Introduction **5 minutes**

- Last week, we learned that sentences are made of parts called words.
- Words are made of parts, too!
- Today, you will listen for parts in a word.

WHOLE GROUP **10 minutes**

Phonological Awareness

Model how to clap your hands to segment a word into parts (syllables).

- I am going to say a word and clap one time for each part of the word. You tell me how many parts you hear.
- Listen while I say this word: hap-py.
- Now listen and watch. Count the number of claps as I say the word again: hap-py.

Clap two times as you say hap-py emphasizing the syllables. Then have students say the word and clap with you.

Repeat with other 2- and 3- syllable words, such as brother, sister, grandparents.

Vocabulary

Have students look at the pictures on page 57 of the **Student Activity Book**.

Point to each picture as you name **shirt, pants, and shoes**.

Have students touch each picture as you name it. Describe the function of each article of clothing.

- Clothes are made out of different materials: cotton, wool, leather, and plastic.
- If you are wearing a shirt (pants, shoes), stand up and touch your shirt (pants, shoes).

Point to a student who is standing and tell what his or her shirt is made of.

Repeat for pants and shoes. If girls are wearing skirts or dresses, you might want to call those out as well.

SMALL GROUP **10 minutes**

Feeling and Discussing

Give each group small pieces of cotton cloth, wool cloth, leather, and plastic (or articles of clothing made from these materials) to feel and discuss.

Model touching a material or article of clothing and describing how it feels.

- It feels soft (or rough, or smooth).

In groups of 3, have students take turns. Have them touch a material (or article of clothing) and describe how it feels.

Conclusion **5 minutes**

Have students name garments made out of cotton cloth, wool, leather, and plastic.

Remarks

Draw a picture.

Theme	Me and My Family
Sub-Theme	Clothing
Vocabulary	shirt, pants, shoes
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Listen to a short story • Answer simple questions about describing words • Recognize beginning, middle, ending of a story • Draw a picture of beginning, middle, or ending
Suggested Resources	Student Activity Book , pages 56, 58

Introduction

5 minutes

- Today you will listen to the story about Fatuma, Armah, and Yammah.
- You will draw a picture of the beginning, middle, or ending of the story.

Have students look at the picture on page 56 of the **Student Activity Book**.

- What do you remember about the story?

WHOLE GROUP

10 minutes

Read Aloud: Fatuma and Armah's Clothing

Point to the title.

- Let's all point to the title of the story.
- Move a finger from left to right as I read it aloud.
- Now let's look at the picture as I read the story.
- Listen for the beginning, middle, and ending of the story.

Read the story aloud with expression.

Fatuma and Armah's Clothing

In the morning, Fatuma and Armah put on their uniforms for school. Fatuma puts on a white **shirt** and blue skirt. Armah puts on a white **shirt** and blue **pants**. They put on socks and **shoes**. Fatuma and Armah meet Yammah on their way to school. At school, all the boys and girls wear uniforms. After school, the children go home and change to play clothes. Armah puts on a **shirt** and **shorts**. Fatuma wears a dress. They both wear plastic **shoes**.

Discussion Questions

1. Who remembers what we call the first part of a story? The next part? The last part?
2. Let's talk about what happens in the beginning, middle, and ending of this story.

Model retelling the important things in the story in order.

SMALL GROUP

10 minutes

Drawing

Have each student draw a picture of the beginning, middle, or ending of the story on page 58 of the **Student Activity Book**.

In groups of 3, have students tell about their pictures and ask questions to each other.

As you walk around, ask:

- What does your picture show?
- Does it show the beginning, middle, or ending of the story?
- How do you know?

Conclusion

5 minutes

Have a student who drew the beginning of the story go to the front of the room, followed by a student who drew the middle, and a student who drew the end. Have them stand in order and use their pictures to retell the story.

Restate the correct retelling.

Remarks

Put on your socks
and pants,



Your skirt and shoes.



We're going to
school,



There's no time
to lose.



Theme	Me and My Family
Sub-Theme	Clothing
Vocabulary	shirt, pants, shoes
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Segment words into syllables • Listen to a rhyme • Answer simple questions about the rhyme • Act out the rhyme
Suggested Resources	Student Activity Book , page 59

Introduction 5 minutes

- Last week, we learned that sentences are made of parts called words.
- Words are made of parts, too!
- Today, you will listen for parts in a word.

WHOLE GROUP 10 minutes

Phonological Awareness

Model how to clap your hands to segment a word into parts (syllables).

- I am going to say a word and clap one time for each part of the word. You tell me how many parts you hear.
- Listen while I say this word: pen-cil.
- Now listen and watch. Count the number of claps as I say the word again: pen-cil.

Clap two times as you say *pen-cil*, emphasizing the syllables. Then have students say the word and clap with you.

Repeat with other 2- and 3- syllable words, such as *teacher, sweater, morning, afternoon*.

Rhyme

- Today we will be learning a new rhyme!
- Listen carefully.

*Put on your socks and pants,
Your skirt and shoes.
We're going to school,
There's no time to lose.*

Repeat the rhyme again.

Have students repeat each line with you using gestures.

- Can you hear words that sound similar? (shoes, lose)
- What is the same about those words?

Have students look at the rhyme and pictures on page 59 of the **Student Activity Book**.

Tell students to follow the pictures as you read the rhyme using gestures.

Read the rhyme again with students as they act it out.

Change the rhyme. Insert other articles of clothing or activities (e.g., *out to play*).

SMALL GROUP 10 minutes

Acting Out

In groups of three, have students say and act out the rhyme. Have them make up new articles of clothing or places they are going.

As you walk around, ask:

- What new clothing are you using?
- How did you think of that?

Conclusion 5 minutes

Have a few students name the clothing they are wearing. Have students feel their own clothes and tell what they are made of. If students don't know what their clothing is made of, suggest they feel their clothing and describe how it feels.

Remarks

Draw a picture.

Theme	Me and My Family
Sub-Theme	Clothing
Vocabulary	shirt, pants, shoes
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Listen to a story • Answer simple questions about a story • Make a prediction
Suggested Resources	Student Activity Book , pages 56, 60

Introduction

5 minutes

- Does anyone remember the rhyme we learned yesterday?

Say the rhyme aloud with gestures.

*Put on your socks and pants,
Your skirt and shoes.
We're going to school,
There's no time to lose.*

Say the rhyme again with students as they act it out.

WHOLE GROUP

10 minutes

Read Aloud: Fatuma and Armah's Clothing

Have students look at the picture on page 56 of the **Student Activity Book**.

- What do you remember about the story?
- Now let's listen to the story about our friends Fatuma, Armah, and Yammah.
- Point to the title. Move a finger from left to right as I read it aloud.
- When I read, think about what happens in the beginning, middle, and end of the story.

Fatuma and Armah's Clothing

In the morning, Fatuma and Armah put on their uniforms for school. Fatuma puts on a white **shirt** and blue skirt. Armah puts on a white **shirt** and blue **pants**. They put on socks and **shoes**. Fatuma and Armah meet Yammah on their way to school. At school, all the boys and girls wear uniforms. After school, the children go home and change to play clothes. Armah puts on a **shirt** and **shorts**. Fatuma wears a dress. They both wear plastic **shoes**.

Discussion Questions

1. What important things happen in this story?
2. What happens in the beginning of this story?
3. What happens in the middle of this story?
4. What happens at the end of this story?

Model retelling the important things in the story.

SMALL GROUP

10 minutes

Drawing

On page 60 of the **Student Activity Book**, have students draw pictures of the beginning, middle, or ending of the story.

In groups of 3, have students decide who will draw the beginning, who will draw the middle, and who will draw the ending.

Have students put their pictures together and retell the story.

As you walk around, ask:

- What does your picture show?
- How do you know it is the beginning (middle or end) of the story?

Conclusion

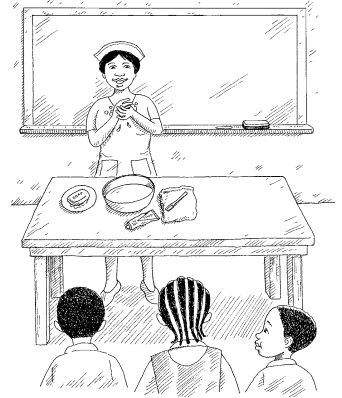
5 minutes

Have one or two small groups go to the front of the room with their pictures. Have the students arrange themselves in the correct order, and use their pictures to retell the story.

If needed, restate the students' retell so it is correct.

Remarks

How to Stay Healthy



Read Liberia Activity, Kindergarten 61

Theme	Staying Healthy and Safe
Sub-Theme	Keeping My Body Healthy
Vocabulary	sick, healthy, germs
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Listen to a short story • Answer simple questions about the story • Act out the story • Relate the story to everyday life
Suggested Resources	Student Activity Book , page 61

Introduction **5 minutes**

- *Riddle, riddle, riddle me a riddle:*
 - *What is it in life that only goes up and never goes down?*
- Encourage students to guess the riddle. The answer is *age*.
- Use the riddle and the words **sick**, **healthy**, and **germs** to introduce the topic of keeping ourselves healthy.
- *What do you think germs are?*
 - *How do you feel when you are sick? Healthy?*
 - *What do you think we can do to keep ourselves healthy?*

WHOLE GROUP **10 minutes**

Read Aloud: How to Stay Healthy
 Have students look at the picture on page 61 of the **Student Activity Book**.

Tell students to move a finger from left to right as you read the title aloud.

- *What do you see in the picture?*
- *Who do you think the woman is?*
- *What do you think she is doing?*
- *What do you think the story will be about?*
- *When I read, can you listen for ways to stay healthy?*

Read the story aloud with expression and gestures.

How to Stay Healthy

Nurse Kamah came to Fatuma and Armah’s school today. She talked to the children about **germs**. Nurse Kamah said, “**Germs** are so tiny we cannot see them. But **germs** can make us **sick**.” Armah said, “I don’t want to get **sick**.” Fatuma asked, “How can we stay **healthy**?” Nurse Kamah said, “One way to stay **healthy** is to keep clean. Wash your hands with soap. Brush your teeth. If you have to cough or sneeze, cough or sneeze into your elbow.”

- Discussion Questions**
1. *The characters are the people in the story. Who are the characters in the story?*
 2. *What is the setting of the story?*
 3. *What is one thing Nurse Kamah tells the children to do to stay healthy?*
 4. *What is something you do to stay healthy?*

SMALL GROUP **10 minutes**

Ask 3 students to act out the story. Model one role to start.

In groups of 3, have students act out the story, using the picture to help them remember it.

As you walk around, ask:

- *How did you decide who was Fatuma? Armah? Nurse Kamah?*
- *What does Nurse Kamah talk about?*

Conclusion **5 minutes**

Discuss different times we wash our hands: before eating or touching food; after touching a cut or sore; after going to the bathroom; after coughing, sneezing, or blowing our nose; after playing outside; after playing with a loose tooth.

Remarks



sick



healthy



germs

Theme	Staying Healthy and Safe
Sub-Theme	Keeping My Body Healthy
Vocabulary	sick, healthy, germs
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Segment words into syllables • Act out the vocabulary words
Suggested Resources	Student Activity Book , page 62

Introduction

1 minute

- Last week we listened and clapped for parts in a word.
- Today we will listen and clap for parts in more words.

WHOLE GROUP

14 minutes

Phonological Awareness

Model how to clap your hands to segment a word into parts (syllables).

Teacher TIP

Dividing words into parts, or chunks, helps students read words more accurately and fluently.

- I am going to say a word and clap one time for each part of the word. You tell me how many parts you hear.
- Listen while I say this word: healthy.
- Now listen and watch.
- Count the number of claps as I say the word again: health-y.

Clap two times as you say *health-y*, emphasizing the syllables. Then have students say the word and clap with you.

Repeat with other 2- and 3-syllable words, such as: *sto-ry, pic-ture, med-i-cine*.

Vocabulary

Have students look at the pictures on page 62 of the **Student Activity Book**.

Point to each picture as you name **sick**, **healthy**, and **germs**. Have students touch each picture as you name it.

Describe **germs** as tiny bugs that we can't see, but can make us sick.

Discuss how **germs** can spread and how keeping clean is a way to prevent **germs** from spreading.

- What does it mean to be **healthy**?
- What does it mean to be **sick**?
- Can you tell me about a time that you were sick?

SMALL GROUP

10 minutes

Acting Out Good Health Practices

Model washing your hands or coughing and sneezing into your elbow.

- *Oooh, dirt.* [Act out washing your hands.]
- *Oooh, a sneeze (or cough).* [Pretend to sneeze or cough into your elbow.]

In groups of 3, have students take turns describing a situation and modeling an action.

One student says, "Oooh, dirt" and models washing hands and the other students mimic the action.

They repeat for sneezes and coughs.

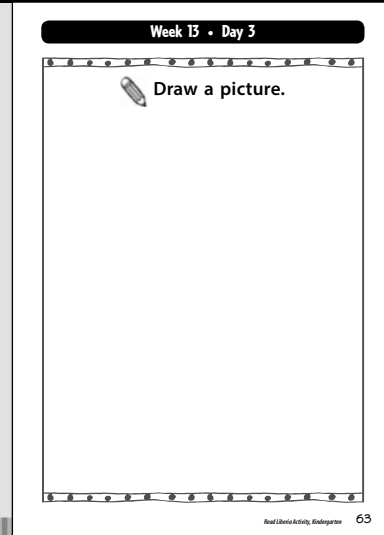
Conclusion

5 minutes

Play *Germ Tag*. Go outside and divide the class into two groups: germs and soap bubbles. Soap bubbles chase the germs. When a germ is tagged, that student is out of the game. Play until all the germs are out. Reassign the germs and soap bubbles and play again.

Remarks

Theme	Staying Healthy and Safe
Sub-Theme	Keeping My Body Healthy
Vocabulary	sick, healthy, germs
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Listen to a short story • Recognize and talk about story characters • Draw a picture of a story character
Suggested Resources	Student Activity Book , pages 61, 63



Introduction 5 minutes

- Today you will listen to the story about Fatuma, Armah, and Nurse Kamah.
- Fatuma, Armah, and Nurse Kamah are characters in the story.
- You will draw a picture about one of the characters.

Have students look at the picture on page 61 of the **Student Activity Book**.

- What do you remember about the story?

WHOLE GROUP 10 minutes

Read Aloud: How to Stay Healthy

Point to the title.

- Let's all point to the title of the story.
- Move a finger from left to right as I read it aloud.
- Now look at the picture as I read the story.
- Listen for the characters in the story and what they say or do.

Read the story aloud with expression.

As you read, point to the picture and point out details that relate to what is happening.

How to Stay Healthy

Nurse Kamah came to Fatuma and Armah's school today. She talked to the children about **germs**. Nurse Kamah said, "**Germs** are so tiny we cannot see them. But **germs** can make us **sick**." Armah said, "I don't want to get **sick**." Fatuma asked, "How can we stay **healthy**?" Nurse Kamah said, "One way to stay **healthy** is to keep clean. Wash your hands with soap. Brush your teeth. If you have to cough or sneeze, cough or sneeze into your elbow."

Discussion Questions

1. Who are the characters in this story?
2. Does anyone know a nurse? What does he or she do?

SMALL GROUP 10 minutes

Drawing

Have each student draw a picture of a character from the story on page 63 of the **Student Activity Book**.

In groups of 3, have students tell about their pictures and ask questions to each other.

As you walk around, ask:

- Who is in your picture?
- What does your picture show?
- Why did you decide to draw a picture of this character?

Conclusion 5 minutes

Have all of the students who drew Armah meet in one corner of the room, all the students that drew Fatuma in another corner, and all the students that drew Nurse Kamah in the middle of the room. Have students in each group talk about the character they drew and tell why they drew that character.

Remarks



Brush your teeth,
brush your teeth,



Give your teeth
a treat.



Brush up
and down
and all around,



To keep them
clean and neat.

Theme	Staying Healthy and Safe
Sub-Theme	Keeping My Body Healthy
Vocabulary	sick, healthy, germs
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Segment words into syllables • Listen to a rhyme • Answer simple questions about the rhyme • Act out the rhyme
Suggested Resources	Student Activity Book , page 64

Introduction

1 minute

- Today we will listen and clap for parts in more words.

WHOLE GROUP

14 minutes

Phonological Awareness

Model how to clap your hands to segment a word into parts (syllables).

- I am going to say a word and clap one time for each part of the word. You tell me how many parts you hear.
- Listen while I say this word: bubbles.
- Now listen and watch.
- Count the number of claps as I say the word again: bub-bles.

Clap two times as you say *bub-bles* emphasizing the syllables. Then have students say the word and clap with you.

Repeat with other 2- and 3-syllable words, such as: *wash-ing, soap-y, fam-i-ly*.

Rhyme

- Today we will be learning a new rhyme!
- Listen carefully.

Say the rhyme using gestures.

Brush your teeth, brush your teeth, (Model brushing.)

Give your teeth a treat.

Brush up and down and all around, (Model brushing up, down, and around.)

To keep them clean and neat. (Smile.)

Repeat the rhyme. Have students repeat each line with you using gestures.

- Can you hear words that sound similar? (treat, neat)
- What is the same about those words?
- Can you think of another word that rhymes with treat, neat?

Have students look at the rhyme and pictures on page 64 of the **Student Activity Book**.

Tell students to follow the pictures as you read the rhyme using gestures.

Say the rhyme several times, changing some words to reflect other good health practices.

SMALL GROUP

10 minutes

Acting Out

In groups of 3, have students say and act out the rhyme. Have them make up new actions to reflect good health practices (*floss your teeth, wash your hands, wash your hair, etc.*).

Conclusion

5 minutes

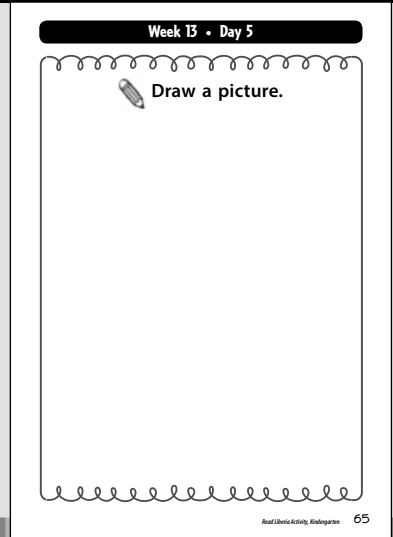
Act out washing your hands as you describe the steps.

- When I wash my hands, first I wet my hands.
- Second, I rub on soap.
- Third, I rub and rub.
- Fourth, I rinse.
- Fifth, I dry my hands.

Repeat and ask students to act out the steps with you.

Remarks

Theme	Staying Healthy and Safe
Sub-Theme	Keeping My Body Healthy
Vocabulary	sick, healthy, germs
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Listen to a story • Answer simple questions about a story • Make a prediction
Suggested Resources	Student Activity Book , pages 61, 65



Introduction **5 minutes**

- Does anyone remember the rhyme we learned yesterday?

Say the rhyme aloud with gestures.

Brush your teeth, brush your teeth, (Model brushing.)

Give your teeth a treat.

Brush up and down and all around, (Model brushing up, down, and around.)

To keep them clean and neat. (Smile.)

Say the rhyme again with students as they act it out.

WHOLE GROUP **10 minutes**

Read Aloud: How to Stay Healthy

Have students look at the picture on page 61 of the **Student Activity Book**.

- What do you remember about the story?
- Now let's listen to the story about our friends Fatuma, Armah, and Nurse Kamah.
- Point to the title. Move a finger from left to right as I read it aloud.

How to Stay Healthy

Nurse Kamah came to Fatuma and Armah's school today. She talked to the children about **germs**. Nurse Kamah said, "**Germs** are so tiny we cannot see them. But **germs** can make us **sick**." Armah said, "I don't want to get **sick**." Fatuma asked, "How can we stay **healthy**?" Nurse Kamah said, "One way to stay **healthy** is to keep clean. Wash your hands with soap. Brush your teeth. If you have to cough or sneeze, cough or sneeze into your elbow."

Discussion Questions

1. What ways to stay healthy did we read about in the story?
2. What are some other ways to stay healthy?
3. Discuss other good health practices, such as getting enough rest, getting vaccinations, eating healthful food, and being careful what we put in our mouths.

SMALL GROUP **10 minutes**

Drawing

On page 65 of the **Student Activity Book**, have students draw pictures of other ways to keep healthy.

In groups of 3, have students tell about their pictures and ask questions to each other.

As you walk around, ask:

- What does your picture show?
- How can it help you stay healthy?

Conclusion **5 minutes**

Have several students share their pictures with the class. Have students tell how the pictures show ways to help stay healthy.

Remarks

More Ways to Stay Healthy



Theme	Staying Healthy and Safe
Sub-Theme	Keeping My Body Healthy
Vocabulary	exercise, moving, strong
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Listen to a short story • Answer simple questions about the story • Act out the story • Relate the story to everyday life
Suggested Resources	Student Activity Book , page 66

Introduction

5 minutes

Use the words **exercise, moving,** and **strong** to introduce the story.

- How do we stay strong?
- What do you think the word exercise means?
- What are some ways we exercise?
- Moving your body to play games or do other activities provides exercise.
- When we exercise, we move our bones and muscles.
- Exercising is another way to help us stay healthy.

WHOLE GROUP

10 minutes

Read Aloud: More Ways to Stay Healthy

Have students look at the picture on page 66 of the **Student Activity Book**.

Tell students to move a finger from left to right as you read the title aloud.

- What do you see in the picture?
- How are Fatuma and Armah moving?
- Why are they moving like that? What do you think they are doing?
- When I read, can you listen for ways to exercise?

Read the story aloud with expression.

More Ways to Stay Healthy

Nurse Kamah talked to the children in Fatuma and Armah's school. Nurse Kamah said, "**Exercise** helps you stay healthy. **Exercise** helps keep your bones and muscles **strong**. You get **exercise** when you are **moving**. You can dance, run, play, or move in other ways." Going home from school, Fatuma said, "Let's see how many ways we can **exercise**." Fatuma and Armah walked, ran, hopped, and skipped. At home, Armah said, "Now let's play. We can exercise some more!"

Discussion Questions

1. Who are the characters in the story?
2. What is the setting of the story?
3. What does Nurse Kamah tell the children to do to stay healthy?
4. How do Fatuma and Armah exercise in the story?
5. What do you do to exercise?

SMALL GROUP

10 minutes

Ask 3 students to act out the story.

Model one role to start.

In groups of 3, have students act out the story, using the picture to help them remember it.

As you walk around, ask:

- How did you decide who was Fatuma? Armah? Nurse Kamah?
- What does Nurse Kamah talk about?
- What do Fatuma and Armah do on their way home from school?

Conclusion

5 minutes

Review different ways of moving to exercise.

- Stand up if you can run. Let's all run in place.
- Stand up if you can hop. Let's all hop in place (jump rope, dance, etc.).

Remarks



exercise



moving



strong

Theme	Staying Healthy and Safe
Sub-Theme	Keeping My Body Healthy
Vocabulary	exercise, moving, strong
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Segment words into syllables • Act out the vocabulary words
Suggested Resources	Student Activity Book , page 67

Introduction 1 minute

- Last week we listened and clapped for parts in a word. For example, health-y (clap two times as you say health-y) has two parts.
- Today we will listen and clap for parts in more words.

WHOLE GROUP 14 minutes

Phonological Awareness

Model how to clap your hands to segment a word into parts (syllables).

- Listen while I say this word: exercise.
- Now listen and watch. Count the number of times I clap as I say the word: ex-er-cise.
- Now, you clap and say the word with me: ex-er-cise.

Repeat with other 2-, 3-, and 4-syllable words, such as mov-ing, mus-cles, el-e-phant, and con-ver-sa-tion.

Vocabulary

Have students look at the pictures on page 67 of the **Student Activity Book**.

Point to each picture as you name **exercise, moving,** and **strong**.

Have students touch each picture as you name it. Discuss how **exercise** involves **moving** body parts and how it helps to keep bones and muscles **strong**.

Demonstrate how students can feel their muscles and bones.

- What are some ways you **exercise**?
- What are some ways to keep your arms strong? Your legs strong?
- How does exercise help keep you **healthy**?

SMALL GROUP 10 minutes

Game: Copy Cat

Play the game *Copy Cat*. Model **exercise, moving,** and demonstrating you are **strong** and having students copy what you do.

- What am I doing? (dancing)
- Can you copy me?

Repeat with other examples (*stretch, jump, make a muscle*).

In groups of 3, have students play the game, taking turns modeling an action to show one of the vocabulary words.

One student models an action and the other students copy the action.

Conclusion 5 minutes

Sing a song and have students dance in place, or have them run in place for a minute without music instead. Show students how to do different exercises, such as stretching and jumping jacks.

Remarks

Draw a picture.

Theme	Staying Healthy and Safe
Sub-Theme	Keeping My Body Healthy
Vocabulary	exercise, moving, strong
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Listen to a short story • Ask questions about the story • Draw a picture
Suggested Resources	Student Activity Book , pages 66, 68

Introduction

5 minutes

- Today you will listen to the story about Fatuma, Armah, and Nurse Kamah.
- You will ask a question about the story.

Have students look at the picture on page 66 of the **Student Activity Book**.

- What do you remember about the story?

WHOLE GROUP

10 minutes

Read Aloud: More Ways to Stay Healthy

Point to the title.

- Let's all point to the title of the story.
- Move a finger from left to right as I read it aloud.
- Now look at the picture as I read the story.
- After you listen to the story, think about something you want to know or did not understand.

Read the story aloud with expression and gestures.

More Ways to Stay Healthy

Nurse Kamah talked to the children in Fatuma and Armah's school. Nurse Kamah said, "**Exercise** helps you stay healthy. **Exercise** helps keep your bones and muscles **strong**. You get **exercise** when you are **moving**. You can dance, run, play, or move in other ways." Going home from school, Fatuma said, "Let's see how many ways we can **exercise**." Fatuma and Armah walked, ran, hopped, and skipped. At home, Armah said, "Now let's play. We can exercise some more!"

Discussion Questions

1. Sometimes when you hear a story, you may have questions about the story. When we ask a question, we start the question with *Why? How? What? Who? Where? or When?*
2. Is there something you did not understand in the story? Ask me a question about it.
3. Is there something or someone you want to know more about? Ask me a question about it.

SMALL GROUP

10 minutes

Drawing

Have each student draw a picture of a character exercising on page 68 of the **Student Activity Book**.

In groups of 3, have students take turns holding up their pictures while the others ask questions.

As you walk around, ask:

- Who is in your picture?
- What is [name of character] doing in your picture?
- Why is [name of character] doing that?

Conclusion

5 minutes

Have a student go to the front of the room and display his or her picture. Then have class members raise a hand and ask questions about the picture.

Remarks



Stretch up, up, high,
Bend down low to the floor.



Then stand up again,
And do some more.

Theme	Staying Healthy and Safe
Sub-Theme	Keeping My Body Healthy
Vocabulary	exercise, moving, strong
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Segment words into syllables • Listen to a rhyme • Answer simple questions about the rhyme • Act out the rhyme
Suggested Resources	Student Activity Book , page 69

Introduction **1 minute**

- Today we will listen and clap for parts in more words.

WHOLE GROUP **14 minutes**

Phonological Awareness

Model how to clap your hands to segment a word into parts (syllables).

- Listen while I say this word: kindergarten.
- Now listen and watch. Count the number of times I clap as I say the word: kin-der-gar-ten.
- Now you clap and say the word with me: kin-der-gar-ten.

Repeat with other 2-, 3-, and 4-syllable words, such as *stretch-ing*, *ba-nan-a*, and *cel-e-bra-tion*.

Rhyme

- Today we will be learning a new rhyme!
- Listen carefully.

Say the rhyme using facial expressions and gestures.

*Stretch up, up, high,
Bend down low to the floor.
Then stand up again,
And do some more.*

Repeat the rhyme. Have students repeat each line with you using gestures.

- Can you hear words that sound similar? (floor, more)
- What is the same about those words?
- What are other words that rhyme with floor, more?

Have students look at the rhyme and pictures on page 69 of the **Student Activity Book**.

- Let's read the rhyme together.
- Point to each word with me as I read it.

Model moving your finger from left to right and top to bottom as you read the rhyme.

Say the rhyme several times, changing some of the words to reflect other movements. Match gestures to the words.

SMALL GROUP **10 minutes**

Acting Out

In groups of 3, have students say and act out the rhyme. Have them make up new actions.

Conclusion **5 minutes**

Take the class outside and encourage students to skip, hop, run, jump, etc.

Teacher TIP ✓

Understanding syllables can help students learn to spell words correctly.

Remarks

Draw a picture.

Theme	Staying Healthy and Safe
Sub-Theme	Keeping My Body Healthy
Vocabulary	exercise, moving, strong
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Listen to a story • Make a prediction • Ask questions
Suggested Resources	Student Activity Book , pages 66, 70

Introduction

5 minutes

- Does anyone remember the rhyme we learned yesterday?

Say the rhyme aloud with gestures.

*Stretch up, up, high,
Bend down low to the floor.
Then stand up again,
And do some more.*

Say the rhyme again with students as they act it out.

WHOLE GROUP

10 minutes

Read Aloud: More Ways to Stay Healthy

Have students look at the picture on page 66 of the **Student Activity Book**.

- What do you remember about the story?
- Now let's listen to the story about our friends Fatuma, Armah, and Nurse Kamah.
- Point to the title. Move a finger from left to right as I read it aloud.

More Ways to Stay Healthy

Nurse Kamah talked to the children in Fatuma and Armah's school. Nurse Kamah said, "**Exercise** helps you stay healthy. **Exercise** helps keep your bones and muscles **strong**. You get **exercise** when you are **moving**. You can dance, run, play, or move in other ways." Going home from school, Fatuma said, "Let's see how many ways we can **exercise**." Fatuma and Armah walked, ran, hopped, and skipped. At home, Armah said, "Now let's play. We can exercise some more!"

Discussion Questions

1. What way to stay healthy did we read about in the story?
2. What did you learn about exercise? How does it help you stay healthy?
3. How do you exercise?
4. What do you predict might happen if the children in the story don't exercise?

SMALL GROUP

10 minutes

Drawing

Have each student draw a picture of his or her prediction on page 70 of the **Student Activity Book**.

In groups of 3, have students take turns holding up their pictures while the others ask questions.

As you walk around, ask:

- What does your picture show?
- Why do you predict that will happen?

Conclusion

5 minutes

Have a student go to the front of the room and display his or her picture. Then have class members raise their hands and ask questions about the picture.

Remarks



Theme	Staying Healthy and Safe
Sub-Theme	Caring for Our Community
Vocabulary	community, litter, helping
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Listen to a short story • Answer simple questions about the story • Act out the story • Relate the story to everyday life
Suggested Resources	Student Activity Book , page 71

Introduction 5 minutes

- Introduce the topic of caring for our **community**.
- We learned about how to keep our bodies healthy.
 - Now let's learn how to keep our community healthy.
 - A community is all the living things in one place.
 - Can you guess what communities you are part of? (classroom, family, friends, village)
 - How do you think we can keep our community healthy?

WHOLE GROUP 10 minutes

Read Aloud: Our Classroom Community
 Have students look at the picture on page 71 of the **Student Activity Book**.

- Tell students to move a finger from left to right as you read the title aloud.
- What do you see in the picture?
 - What are Fatuma and Armah thinking about?
 - How are these ways to keep their community healthy?
 - When I read, can you listen for ways to keep our community healthy?

Read the story aloud with expression.

Our Classroom Community

Teacher Farah and the children played a game. Teacher Farah said, "Your classroom is a **community**. I'm thinking of ways you can keep your classroom **community** healthy. Can you guess what they are?" Armah said, "We can keep our classroom clean. We are **helping** when we pick up **litter**. We are **helping** when throw away trash." Fatuma said, "We can be helpful and kind to each other. We are **helping** when we take turns and share."

Discussion Questions

1. Who are the characters in the story?
2. What is the setting of the story?
3. What is one thing the children can do to keep their classroom community healthy?
4. What can you do to keep your classroom community healthy?

SMALL GROUP 10 minutes

Ask 3 students to act out the story. Model one role to start.

In groups of 3, have students act out the story, using the picture to help them remember it.

- As you walk around, ask:
- How did you decide who was Fatuma? Armah? Teacher Farah?
 - What does Teacher Farah want the children to guess?
 - What do Fatuma and Armah guess?

Conclusion 5 minutes

Discuss ways kindergarten students can help others at school and in the larger community.

Remarks



community



litter



helping

Theme	Staying Healthy and Safe
Sub-Theme	Caring for Our Community
Vocabulary	community, litter, helping
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Segment words into syllables • Act out the vocabulary words • Learn sequence
Suggested Resources	Student Activity Book, page 72

Introduction

1 minute

- We have been listening and clapping for parts in a word.
- Today we will listen and clap for parts in more words.

WHOLE GROUP

14 minutes

Phonological Awareness

Model how to clap your hands to segment words into parts (syllables).

- Listen while I say this word: litter.
- Now listen and watch. Count the number of times I clap as I say the word: lit-ter.
- Now, you clap and say the word with me: lit-ter.

Repeat with other 2-, 3-, and 4- syllable words, such as *help-ing*, *class-room*, *ar-e-a*, and *com-mu-ni-ty*.

Vocabulary

Have students look at the pictures on page 72 of the **Student Activity Book**.

Point to each picture as you name **community**, **litter**, and **helping**. Have students touch each picture as you name it.

Give examples of different kinds of communities, as well as situations where students might find **litter** and ways they can **help** people or things in their community.

- What is a way you can **help** your **community**?

SMALL GROUP

10 minutes

Describing or Acting Out

Model describing or acting out one of the vocabulary words.

- Which vocabulary word am I describing? (helping)

Describe ways to help someone without using the word *helping*.

Repeat with *community* and *litter*.

In groups of 3, have students take turns describing or acting out one of the vocabulary words.

One student describes or models an action and the other students say what it is.

Conclusion

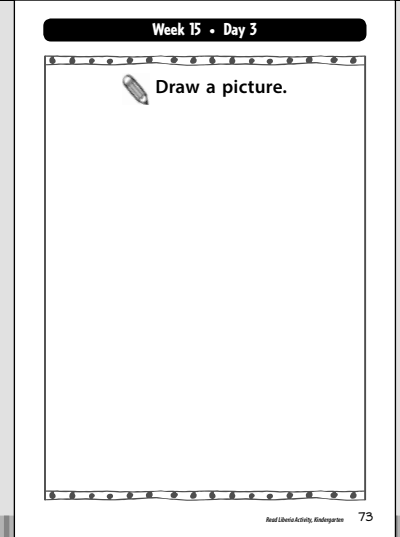
5 minutes

Have students quickly clean up the area around where they are sitting.

Have students take turns asking someone who is sitting near them, "Are you having a good day, today? Can you tell me about it?"

Remarks

Theme	Staying Healthy and Safe
Sub-Theme	Caring for Our Community
Vocabulary	community, litter, helping
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Listen to a short story • Ask questions about the story • Draw a picture
Suggested Resources	Student Activity Book , pages 71, 73



Introduction 5 minutes

- Today you will listen to the story about Fatuma, Armah, and Teacher Farah.
- You will draw a picture about the story.
- You will ask a question about the story.

Have students look at the picture on page 71 of the **Student Activity Book**.

- What do you remember about the story?

WHOLE GROUP 10 minutes

Read Aloud: Our Classroom Community

Point to the title.

- Let's all point to the title of the story.
- Move a finger from left to right as I read it aloud.
- Now look at the picture as I read the story.
- After you listen to the story, think about something you want to know or did not understand.

Read the story aloud.

Our Classroom Community

Teacher Farah and the children played a game. Teacher Farah said, "Your classroom is a **community**. I'm thinking of ways you can keep your classroom **community** healthy. Can you guess what they are?" Armah said, "We can keep our classroom clean. We are **helping** when we pick up **litter**. We are **helping** when throw away trash." Fatuma said, "We can be helpful and kind to each other. We are **helping** when we take turns and share."

Discussion Questions

1. Sometimes when you hear a story, you may have questions about the story. When we ask a question, we start the question with *Why? How? What? Who? Where? or When?*
2. Is there something you did not understand in the story? Ask me a question about it.
3. Is there something or someone you want to know more about? Ask me a question about it.

SMALL GROUP 10 minutes

Drawing

Have each student draw a picture to show a way to keep the classroom community healthy on page 73 of the **Student Activity Book**.

In groups of 3, have students take turns holding up their pictures while the others ask questions.

As you walk around, ask:

- Who is in your picture?
- What does your picture show?
- How does that help keep your classroom community healthy?

Conclusion 5 minutes


Have all the students that drew pictures of keeping the classroom clean stand in one corner of the room and all the students that drew pictures of helping stand in another corner of the room. Have students in each group talk about what their pictures show. Call attention to the different ways to keep the classroom clean and to help others.

Remarks


You and me,
you and me,




We are part of
a community.



We try our best
to keep it clean.



We are kind and
helpful, never mean.



Theme	Staying Healthy and Safe
Sub-Theme	Caring for Our Community
Vocabulary	community, litter, helping
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Segment words into syllables • Listen to a rhyme • Answer simple questions about the rhyme • Act out the rhyme
Suggested Resources	Student Activity Book , page 74

Introduction

1 minute

- Today we will listen and clap for parts in more words.

WHOLE GROUP

14 minutes

Phonological Awareness

Model how to clap your hands to segment a word into word parts (syllables).

- Listen while I say this word: paper.
- Now listen and watch. Count the number of times I clap as I say the word: pa-per.
- Now, you clap and say the word with me: pa-per.

Repeat with other 2-, 3-, and 4- syllable words, such as car-ing, teach-er, um-brel-la, and an-y-bod-y.

Rhyme

- Today we will be learning a new rhyme!
- Listen carefully.

Say the rhyme using facial expressions and gestures.

*You and me, you and me,
We are part of a community.
We try our best to keep it clean.
We are kind and helpful, never mean.*

Repeat the rhyme. Have students repeat each line with you using gestures.

- Can you hear words that sound similar?
(me, community; clean, mean)
- What is the same about those words?
- What other words rhyme with (or sound like) me, community? Clean, mean?

Have students look at the rhyme and pictures on page 74 of the **Student Activity Book**.

- Let's read the rhyme together.
- Point to each word with me as I read it.

Model moving your finger from left to right and top to bottom as you read the rhyme.

Have students chant the rhyme with you.

Say the rhyme several times, changing some words to reflect other ways to take care of your community. Match gestures to the words.

SMALL GROUP

10 minutes

Acting Out

In groups of 3, have students say and act out the rhyme. Have them make up new actions.

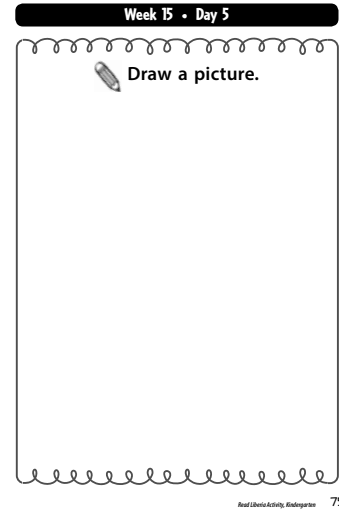
Conclusion

5 minutes

First, talk about what kind of litter is safe to pick up and what is not safe to pick up. Then take the class outside to pick up litter.

Remarks

Theme	Staying Healthy and Safe
Sub-Theme	Caring for Our Community
Vocabulary	community, litter, helping
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Listen to a story • Answer simple questions about the story • Draw a picture of reusing something
Suggested Resources	Student Activity Book , pages 71, 75



Introduction **5 minutes**

- Does anyone remember the rhyme we learned yesterday?

Say the rhyme aloud with gestures.

*You and me, you and me,
We are part of a community.
We try our best to keep it clean.
We are kind and helpful, never mean.*

Say the rhyme again with students as they act it out.

WHOLE GROUP **10 minutes**

Read Aloud: Our Classroom Community

Have students look at the picture on page 71 of the **Student Activity Book**.

- What do you remember about the story?
- Now let's listen to the story about our friends Fatuma, Armah, and Teacher Farah.
- Point to the title. Move a finger from left to right as I read it aloud.

Our Classroom Community

Teacher Farah and the children played a game. Teacher Farah said, "Your classroom is a **community**. I'm thinking of ways you can keep your classroom **community** healthy. Can you guess what they are?" Armah said, "We can keep our classroom clean. We are **helping** when we pick up **litter**. We are **helping** when throw away trash." Fatuma said, "We can be helpful and kind to each other. We are **helping** when we take turns and share."

Discussion Questions

1. What ways to take care of our community did we read about in the story?
2. What are some other ways we can take care of our classroom and community?
3. One thing we can do is reuse materials instead of throwing them away. Can you think of things you might be able to reuse instead of throwing away?
4. How could you reuse paper or cloth? How could you reuse clothing that you have outgrown?

SMALL GROUP **10 minutes**

Drawing

Have each student draw a picture of reusing something on page 75 of the **Student Activity Book**.

In groups of 3, have students tell about their pictures and ask questions to each other.

As you walk around, ask:

- What does your picture show?
- What is being reused?
- How is it being reused?

Conclusion **5 minutes**

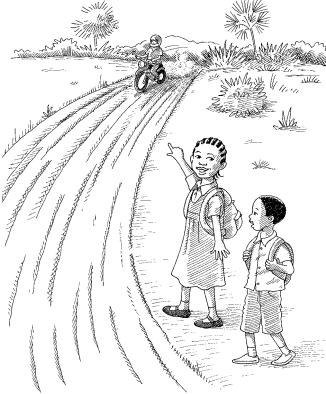
Encourage students to brainstorm. Ask:

- What do we throw away in our classroom that we could reuse?
- How could we reuse it?

Or, talk about what students and their families do with the clothes and toys students have gotten too old for.

Remarks

Walking to School



76 Read Liberia Activity, Kindergarten

Theme	Staying Healthy and Safe
Sub-Theme	Caring for Our Community
Vocabulary	danger, safe, traffic
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Listen to a short story • Answer simple questions about the story • Act out the story • Relate the story to everyday life
Suggested Resources	Student Activity Book , page 76

Introduction

5 minutes

Introduce the topic of caring for our community so we can be safe.

Have students raise their hands if they walk to school.

- *What you see and hear when you walk to school?*
- *What do you need to be careful about when walking to school?*

WHOLE GROUP

10 minutes

Read Aloud: Walking to School

Have students look at the picture on page 76 of the **Student Activity Book**.

Tell students to move a finger from left to right as you read the title aloud.

- *What do you see in the picture?*
- *Where do you think Fatuma and Armah are going?*
- *What kind of danger might they face?*
- *What can they do to be safe?*
- *When I read, can you listen for ways to keep safe when you walk to school?*

Read the story aloud with expression.

Walking to School

Fatuma and Armah walk to school along the side of the road. When it is time to cross the road, Armah says, "Let's run!" Fatuma says, "No. We could be in **danger**. We must stop first. Then we must look both ways for **traffic**. We must listen, too. A motorcycle is coming, so we must wait. When the motorcycle passes, we will look both ways again, to see if it is **safe** to walk across."

Discussion Questions

1. *Who are the characters in the story?*
2. *What is the setting of the story?*
3. *What are the children doing to keep safe?*
4. *What can you do to keep safe when walking to school?*

SMALL GROUP

10 minutes

Acting Out

Ask 3 students to act out the story.

Model one role to start.

In groups of 3, have students act out the story, using the picture to help them remember it.

As you walk around, ask:

- *How did you decide who was Fatuma? Armah? The bike rider?*
- *Why doesn't Fatuma want Armah to run across the road?*
- *What road sounds might Fatuma and Armah hear?*

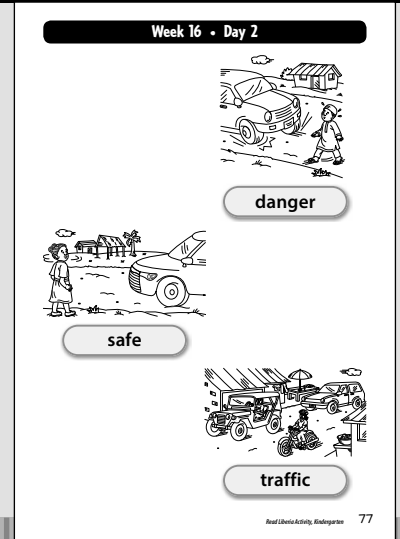
Conclusion

5 minutes

Discuss walking and road safety. Point out how being careful keeps us healthy and safe and helps keep the community safe.

Remarks

Theme	Staying Healthy and Safe
Sub-Theme	Caring for Our Community
Vocabulary	danger, safe, traffic
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Segment words into syllables • Act out the vocabulary words • Learn sequence
Suggested Resources	Student Activity Book , page 77



Introduction 1 minute

- We have been listening and clapping for parts in words.
- Today we will listen and clap for parts in more words.

WHOLE GROUP 14 minutes

Phonological Awareness

Model how to clap your hands to segment a word into parts (syllables).

- Listen while I say this word: danger.
- Now listen and watch. Count the number of times I clap as I say the word: dan-ger.
- Now, you clap and say the word with me: dan-ger.

Repeat with other 2-, 3-, and 4- syllable words, such as traf-fic, safe-ty, bi-cy-cle, and mo-tor-cy-cle.

Vocabulary

Have students look at the pictures on page 77 of the **Student Activity Book**.

Point to each picture as you name **danger**, **safe**, and **traffic**. Have students touch each picture as you name it.

Give examples of different kinds of **danger** and discuss what it means to be **safe**.

Provide examples of **traffic** where students live or places they might visit.

- What is something that might be a **danger** to you?
- How do you feel when you are **safe**?
- What kind of **traffic** do you see on your way to school? When you go to the market?

SMALL GROUP 10 minutes

Game: Copy Cat

Play the game *Copy Cat*. Model demonstrating you are in **danger**, **safe**, or an example of **traffic**.

- What am I doing? (driving a car)
- Can you copy me?

Repeat with other examples.

In groups of 3, have students play the game, taking turns modeling an action to show one of the vocabulary words.

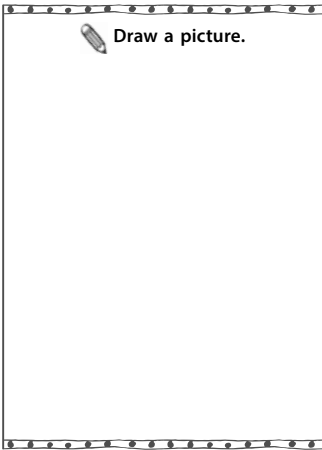
One student models an action and the other students copy the action.

Conclusion 5 minutes

Discuss what we do first, second, and third when crossing the road.

- First, stop. Second, look both ways and listen. Third, cross the road.

Remarks



Theme	Staying Healthy and Safe
Sub-Theme	Caring for Our Community
Vocabulary	danger, safe, traffic
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Listen to a short story • Ask questions about the story • Draw a picture
Suggested Resources	Student Activity Book , pages 76, 78

Introduction

5 minutes

- Today you will listen to the story about Fatuma and Armah walking to school.
- You will draw a picture.
- You will ask questions.

Have students look at the picture on page 76 of the **Student Activity Book**.

- What do you remember about the story?

WHOLE GROUP

10 minutes

Read Aloud: Walking to School

Point to the title.

- Let's all point to the title of the story.
- Move a finger from left to right as I read it aloud.
- Now look at the picture as I read the story.
- As I read, listen for the order of how things happen.

Read the story aloud.

Walking to School

Fatuma and Armah walk to school along the side of the road. When it is time to cross the road, Armah says, "Let's run!" Fatuma says, "No. We could be in **danger**. We must stop first. Then we must look both ways for **traffic**. We must listen, too. A motorcycle is coming, so we must wait. When the motorcycle passes, we will look both ways again, to see if it is **safe** to walk across."

Discussion Questions

1. Demonstrate a 3-step task, such as bending down, picking up a piece of paper, and putting the paper on a desk. Use the words first, second, and third to describe what you are doing in order.
2. Let's think about the order things happened in the story. What happened first? How do you know?
3. What happened second? Third? How do you know?
4. Do you have any questions about the story? What are they?

SMALL GROUP

10 minutes

Drawing

Have each student draw a picture of one event in the story on page 78 of the **Student Activity Book**.

In groups of 3, have students discuss what happened first, second, and third.

As you walk around, ask:

- What does your picture show?
- Did it happen first, second, or third?
- How do you know?

Conclusion

5 minutes

Have three students stand in a row and identify their order as first, second, and third. Use the words *before* and *after* as you explain that the student at the beginning of the line is first, the student in the middle is second, and the student at the end is third. For example: *Armah is first. Fatuma is second. She is after Armah.*

Remarks

First I STOP
before the street,
To see if any cars
I'll meet.



Then I LOOK first
left and right.



I LISTEN for cars not in sight.
I WALK—not run—I take it slow.
I watch and listen as I go.

Theme	Staying Healthy and Safe
Sub-Theme	Caring for Our Community
Vocabulary	danger, safe, traffic
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Segment words into syllables • Listen to a rhyme • Answer simple questions about the rhyme • Act out the rhyme
Suggested Resources	Student Activity Book , page 79

Introduction **1 minute**

- Today we will listen and clap for parts in more words.

WHOLE GROUP **14 minutes**

Phonological Awareness

Model how to clap your hands to segment a word into word parts (syllables).

- Listen while I say this word: listen.
- Now listen and watch. Count the number of times I clap as I say the word: lis-ten.
- Now, you clap and say the word with me: lis-ten.

Repeat with other 2-, 3, and 4- syllable words, such as a-cross, walk-ing, in-jur-y, and in-ter-sec-tion.

Rhyme

- Today we will be learning a new rhyme!
- Listen carefully.

Say the rhyme using gestures.

First I STOP before the street, (Hold up hand to signal stop.)
To see if any cars I'll meet. (Hold hand above eyes.)
Then I LOOK first left and right. (Look left, then right.)
I LISTEN for cars not in sight. (Cup hand behind ear.)
I WALK—not run—I take it slow. (Walk.)
I watch and listen as I go.

Repeat the rhyme. Have students repeat each line with you using gestures.

- Can you hear words that sound similar? (street, meet; right, sight; slow, go)
- What is the same about those words?
- What other words rhyme with street, meet? Right, sight? Slow, go?

Have students look at the rhyme and pictures on page 79 of the **Student Activity Book**.

- Let's read the rhyme together.
- Point to each word with me as I read it.

Model moving your finger from left to right and top to bottom as you read the rhyme.

Have students chant the rhyme with you several times.

SMALL GROUP **10 minutes**

Acting Out

In groups of 3, have students say and act out the rhyme.

Conclusion **5 minutes**

Discuss various kinds of danger students might encounter on the way to school (*a bumpy road, a bicycle or motor bike coming down the road*). Have students name something they learned about keeping safe when walking to school.

Remarks

Draw a picture.

Theme	Staying Healthy and Safe
Sub-Theme	Caring for Our Community
Vocabulary	danger, safe, traffic
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Listen to a story • Answer simple questions about the story • Make a prediction
Suggested Resources	Student Activity Book , pages 76, 80

Introduction

5 minutes

- Does anyone remember the rhyme we learned yesterday?

Say the rhyme aloud with gestures.

First I STOP before the street, (Hold up hand to signal stop.)

To see if any cars I'll meet. (Hold hand above eyes.)

Then I LOOK first left and right. (Look left, then right.)

I LISTEN for cars not in sight. (Cup hand behind ear.)

I WALK—not run—I take it slow. (Walk.)

I watch and listen as I go.

Say the rhyme again with students as they act it out.

WHOLE GROUP

10 minutes

Read Aloud: Walking to School

Have students look at the picture on page 76 of the **Student Activity Book**.

- What do you remember about the story?
- Now let's listen to the story about our friends Fatuma and Armah walking to school.
- Point to the title.
- Move a finger from left to right as I read it aloud.

Walking to School

Fatuma and Armah walk to school along the side of the road. When it is time to cross the road, Armah says, "Let's run!" Fatuma says, "No. We could be in **danger**. We must stop first. Then we must look both ways for **traffic**. We must listen, too. A motorcycle is coming, so we must wait. When the motorcycle passes, we will look both ways again, to see if it is **safe** to walk across."

Discussion Questions

1. Why do you think Fatuma and Armah walk along the side of the road and not in the middle?
2. How does Fatuma help keep her younger brother safe?
3. What is something you can do to help keep younger children safe near a road?

SMALL GROUP

10 minutes

Drawing

Have each student draw a picture of keeping younger children safe near a street or road on page 80 of the **Student Activity Book**.

In groups of 3, have students take turns showing their pictures and having others ask questions.

As you walk around, ask:

- Who is in your picture?
- What is ___ doing to help keep a younger child safe?

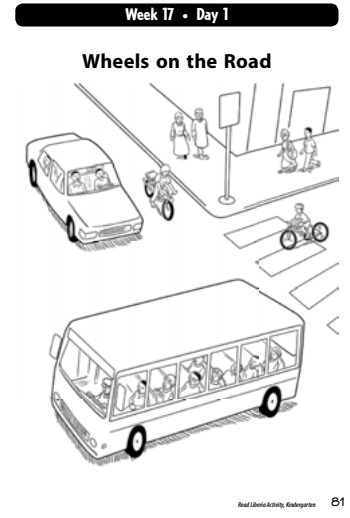
Conclusion

5 minutes

Go outside and play *Red Light, Green Light*. To play, students stand in a horizontal line at one end of the playing field and you, the caller, stand at the other end with your back to them. When you call "green light," students run forward toward you. When you call "red light," they must stop in their tracks. At any time you can say "red light," and turn around. If you see anyone moving, they must go back to the starting line. The first one to cross the finish line becomes the new caller.

Remarks

Theme	My Neighborhood
Sub-Theme	Road Transportation
Vocabulary	wheels, road, cars
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter a • Listen to a short story • Answer simple questions • Relate the story to everyday life
Suggested Resources	Alphabet Chart Student Activity Book , page 81



Introduction 5 minutes

Sing the alphabet song, pointing to the letters on the Alphabet Chart.

Use the vocabulary words **wheels, road,** and **car** to introduce the story.

- Today you will hear a story about cars and other things we see on the road.
- Cars have wheels.
- Tell something else you know about cars.

WHOLE GROUP 10 minutes

Alphabet Recognition

Write the letter **a** on the board and point to it.

- This is a letter. Its name is **a**.
- Say it with me: **a, a, a**.

Teacher TIP ✓

As the students learn the alphabet, you might want to write some of their names on the board and show them the letters in their names.

Read Aloud: Wheels on the Road

Have students look at the picture on page 81 of the **Student Activity Book**.

Tell students to move a finger from left to right as you read the title aloud.

- Find the letter **a** in the title.
- Put your finger on it and say its name.

Read the story aloud.

Wheels on the Road

People go to work, to the market, and to school on the **road**. **Wheels** help them go. A bicycle has two wheels. You pedal a bicycle with your feet. A motorcycle has two wheels. A motor makes it go. A bike and a motorcycle can carry one person. A **car** has four wheels. It can carry several people. A bus has four wheels and carries many people at once!

- Discussion Questions**
1. How can you go to work? To the market? To school?
 2. What do you pedal with your feet?
 3. Where might people take the bus?
 4. Look at the picture. What else do you see?

SMALL GROUP 10 minutes

Discussing

Call on students to point to the picture and tell something they learned.

Model one example to start.

In groups of 3, have students take turns pointing to different parts of the picture and naming something from the story.

- As you walk around, ask:
- What did you learn?
 - Where do you think the person on the bicycle is going? The person on the motorcycle? In the car?
 - What are reasons the people might be riding the bus?

Conclusion 5 minutes

- When have you seen something with wheels in real life? What was it doing?
- Have you ever played with a toy car? How is it like a real car?



wheels



road



car

Theme	My Neighborhood
Sub-Theme	Road Transportation
Vocabulary	wheels, road, cars
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Segment words into syllables • Correctly point to pictures of vocabulary words
Suggested Resources	<i>Student Activity Book</i> , page 82

Introduction

1 minute

- We have been listening for parts in words and clapping for each part we hear.
- Today we will listen for parts in words and hold up a finger for each part we hear.

WHOLE GROUP

14 minutes

Phonological Awareness

Model how to segment words into syllables. Say a 2-syllable word in parts holding up a finger for each part.

- Listen while I say this word: taxi.
- Now listen and watch. I will hold up a finger for each part as I say the word: tax-i.
- Now, you say the word and hold up a finger for each part you hear: tax-i.
- The word taxi has 2 parts.

Repeat with *steer-ing*, *wind-screen*, and *han-dle*.

Vocabulary

Have students look at the pictures on page 82 of the *Student Activity Book*.

Point to each picture as you name **wheels**, **road**, and **car**.

Have students touch each picture as you talk about it. Explain that **wheels** are round and they turn to make things go; a **road** is the surface cars drive on; and a **car** has 4 wheels and takes people places.

SMALL GROUP

10 minutes

Guessing Game

Model how to play a guessing game. Describe a car, road, and wheels.

- *What is it?*

Have students guess what you are describing by pointing to the picture on *Student Activity Book* page 82 and naming the word.

In groups of 3, have students continue to play the game, taking turns asking and answering questions about the vocabulary words.

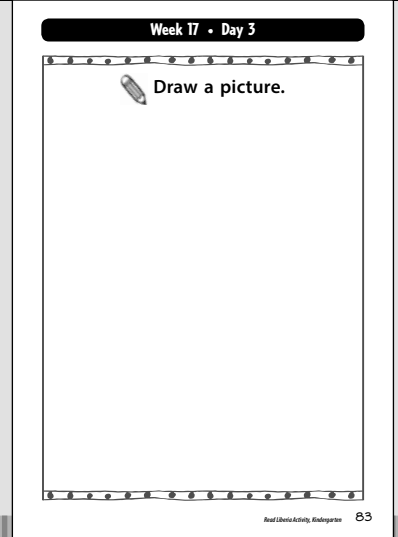
Conclusion

5 minutes

Point to each picture on page 82 of the *Student Activity Book* and have students name it.

Remarks

Theme	My Neighborhood
Sub-Theme	Road Transportation
Vocabulary	wheels, road, cars
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter a • Ask questions about the story • Draw a picture about something in the story
Suggested Resources	Alphabet Chart Student Activity Book , pages 81, 83



Introduction 5 minutes

Sing the alphabet song, point to the letters on the Alphabet Chart.

- Today you will listen to the story about what goes on a road.
- You will draw a picture about one thing you learned in the story.

Have students look at the picture on page 81 of the **Student Activity Book**.

WHOLE GROUP 10 minutes

Alphabet Recognition

Write the letter **a** on the board and point to it.

- This is a letter. Its name is **a**.
- Say it with me: **a, a, a**.

Read Aloud: Wheels on the Road

- Let's all point to the title of the story.
- Point to the letter **a** in the title.
- Move a finger from left to right as I read the title aloud.
- Now look at the picture as I read the story.

Read the story aloud.

Wheels on the Road

People go to work, to the market, and to school on the **road**. **Wheels** help them go. A bicycle has two wheels. You pedal a bicycle with your feet. A motorcycle has two wheels. A motor makes it go. A bike and a motorcycle can carry one person. A **car** has four wheels. It can carry several people. A bus has four wheels and carries many people at once!

Discussion Questions

1. What has two wheels? Four wheels?
2. What do you pedal with your feet?
3. What has a motor?

SMALL GROUP 10 minutes

Drawing

Have each student draw a picture of something he or she learned about from the story on page 83 of the **Student Activity Book**.

In groups of 3, have students talk about their pictures and ask each other questions.

As you walk around, ask:

- What is in your picture?
- What does the picture show about how you can go from one place to another?

Have several students share their pictures with the class.

Conclusion 5 minutes

Review different kinds of vehicles. Review road safety. Have students demonstrate what to do when they are walking down the street and they see a bicycle, bus, or car coming.

Remarks



Wheels on a bike, a truck, a car.
Let's count how many wheels there are.



A bike has two. A car has four.



Look, that big bus has even more!

Theme	My Neighborhood
Sub-Theme	Road Transportation
Vocabulary	wheels, road, cars
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Segment words into syllables • Listen to a rhyme • Answer simple questions about the rhyme • Act out the rhyme
Suggested Resources	Alphabet Chart Student Activity Book , page 84

Introduction

5 minutes

Sing the alphabet song, pointing to the letters on the Alphabet Chart.

- Today we will listen for parts in more words. We will hold up a finger for each part we hear.

WHOLE GROUP

10 minutes

Phonological Awareness

Model how to segment a word into word parts (syllables), holding up a finger for each word part.

- Listen while I say this word: buses.
- Now listen and watch. I will hold up a finger for each part as I say the word: bus-es.
- This time, you say the word and hold up a finger for each part you hear: bus-es.

Repeat with *mo-tor*, *traf-fic*, and *ped-als*.

Rhyme

- Today we will be learning a new rhyme!
- Listen carefully.

Say the rhyme using gestures.

*Wheels on a bike, a truck, a car.
Let's count how many wheels there are.
A bike has two. A car has four.
Look, that big bus has even more!*

Repeat the rhyme. Have students repeat each line with you using gestures.

- Can you hear words that sound similar? (car, are, four, more)
- What is the same about those words?
- What other words rhyme with car, are? Four, more?

Have students look at the rhyme and pictures on page 84 of the **Student Activity Book**.

- Let's read the rhyme together.
- Point to each word with me as I read it.

Have students chant the rhyme with you several times.

SMALL GROUP

10 minutes

Acting Out

In groups of 3, have students say the rhyme as they act out driving something. Have them tell what they are pretending to drive and how many wheels it has.

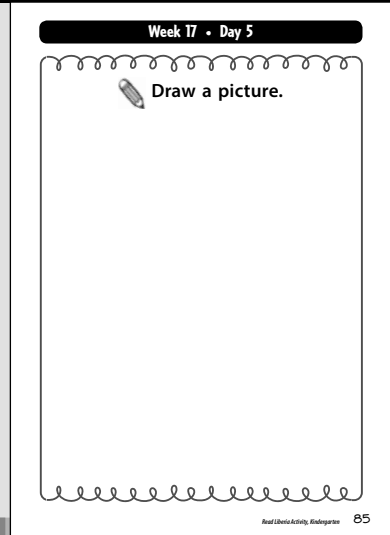
Conclusion

5 minutes

Have students take turns naming things that drive on the road. If a student names a train, explain that a train runs on tracks.

Remarks

Theme	My Neighborhood
Sub-Theme	Road Transportation
Vocabulary	wheels, road, cars
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter a • Listen to a story • Answer simple questions about a story • Make a prediction
Suggested Resources	Student Activity Book , pages 81, 85



Introduction 5 minutes

- Does anyone remember the rhyme we learned yesterday?

Say the rhyme using gestures (*picking, loading, driving*).

*Wheels on a bike, a truck, a car.
Let's count how many wheels there are.
A bike has two. A car has four.
Look, that big bus has even more!*

Say the rhyme again with students as they act it out.

WHOLE GROUP 10 minutes

Alphabet Recognition

Write the letter **a** on the board and point to it.

- Who remembers the name of the new letter we learned this week?
- The name of this letter is **a**.
- Say it with me: **a, a, a**.

Read Aloud: Wheels on the Road

Have students look at the picture on page 81 of the **Student Activity Book**.

- Point to the title as I read it aloud.
- Look at the picture while I read the story.

Wheels on the Road

People go to work, to the market, and to school on the **road**. **Wheels** help them go. A bicycle has two wheels. You pedal a bicycle with your feet. A motorcycle has two wheels. A motor makes it go. A bike and a motorcycle can carry one person. A **car** has four wheels. It can carry several people. A bus has four wheels and carries many people at once!

Discussion Questions

1. What can hold only one person? Many people?
2. What may anyone ride in?
3. What are used only by the family that owns them?

Have students turn to a partner and discuss what they think. Call on a few students to tell what they decided.

SMALL GROUP 10 minutes

Drawing

On page 85 of the **Student Activity Book**, have students draw pictures of what they think they will see on the road on their way home from school today.

In groups of 3, have students tell about their pictures and ask each other questions.

As you walk around, ask:

- What is this?
- Why do you think you will see this ___?

Have several students share their picture with the class.

Conclusion 5 minutes

Have students go outside and tell what they see outside of the school.

Remarks

Farm Vehicles



86 Read Liberia Activity, Kindergarten

Theme	My Neighborhood
Sub-Theme	Road Transportation
Vocabulary	trucks, farm, vehicles
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter m • Listen to a short story • Answer simple questions • Relate the story to everyday life
Suggested Resources	Alphabet Chart Student Activity Book , page 86

Introduction

5 minutes

Use the vocabulary words **trucks, farm,** and **vehicles** to introduce the story.

- Today you will hear a story about vehicles that help us do work.
- Vehicles are things with wheels that carry people or things.
- Trucks are one kind of vehicle.

WHOLE GROUP

10 minutes

Alphabet Recognition

Point to the letter **m** on the Alphabet Chart.

- This is a letter. Its name is **m**.
- Say it with me: **m, m, m**.

Read Aloud: Farm Vehicles

Have students look at the picture on page 86 of the **Student Activity Book**.

Tell students to move a finger from left to right as you read the title aloud. Then point to the word **Farm** in the title.

- This is the word **farm**. A word is made up of letters.
- Find the letter **a** in the word **farm**. Put your finger on it and say its name.
- Find the letter **m** in the word **farm**. Put your finger on it and say its name.

Teacher TIP

Knowing the difference between letters and words is one step in students' understanding of print.

Read the story aloud.

Farm Vehicles

Vehicles help people do work on a **farm**. A tractor may help dig the soil and plant the crops. Workers pick crops and put them in the back of pickup **trucks**. The **trucks** take crops like bananas to the market. Sometimes an even bigger truck called a trailer truck is used. The back of this truck is like a big box. Trailer **trucks** can keep the bananas cool on a long journey.

Discussion Questions

1. What do you learn about in this story?
2. Which farm vehicle helps to dig soil and plant crops?
3. Look at the picture. How does the truck help the workers?
4. What kind of truck can keep bananas cool on a long journey?

SMALL GROUP

10 minutes

Discussing

Call on students to point to the picture and tell something they learned.

Model one example to start.

In groups of 3, have students take turns pointing to different parts of the picture and tell something they learned from the story.

As you walk around, ask:

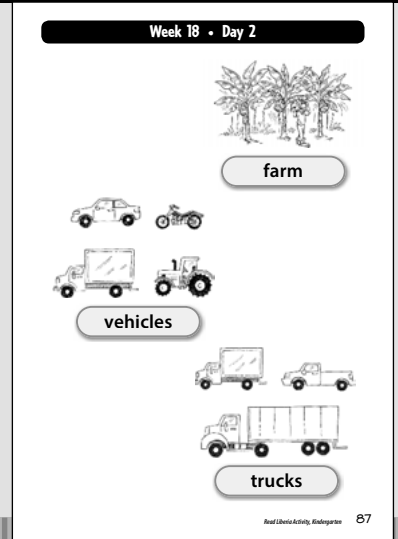
- What did you learn?
- What is one way that vehicles help on a farm?
- How do trucks help fruit get to the market?

Conclusion

5 minutes

Have students compare the vehicles they learned about last week to the vehicles they have learned about this week.

Theme	My Neighborhood
Sub-Theme	Road Transportation
Vocabulary	trucks, farm, vehicles
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Segment words into syllables • Correctly point to pictures of vocabulary words
Suggested Resources	Student Activity Book , page 87



Introduction 1 minute

- Today we will continue to listen for word parts and hold up a finger for each part we hear.

WHOLE GROUP 14 minutes

Phonological Awareness

- Listen while I say this word: tractor.
- Now listen and watch. I will hold up a finger for each part as I say the word: trac-tor.
- Now, you say the word and hold up a finger for each part you hear: trac-tor.
- The word tractor has 2 parts.

Repeat for farmer (farm-er) and vehicle (ve-hi-cle).

Vocabulary

Have students look at the pictures on page 87 of the **Student Activity Book**.

Point to each picture as you name **farm**, **vehicles**, and **trucks**.

Have students touch each picture as you talk about it. Explain that **vehicles** are all things with wheels that drive on the road. **Trucks** are a special kind of work vehicle. Trucks are often used on a **farm**.

SMALL GROUP 10 minutes

Guessing Game

Model how to play a guessing game. Describe each vocabulary word. For example, say:

- Bananas and cassava grow here.
- What is it?

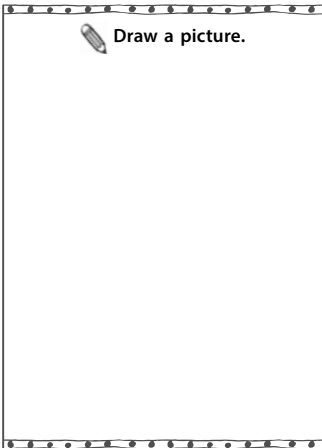
Have students guess what you are describing by pointing to the picture on page 87 of the **Student Activity Book** and naming the word.

In groups of 3, students continue to play the game, taking turns asking and answering questions about the vocabulary words.

Conclusion 5 minutes

Point to each picture on page 87 of the **Student Activity Book** and have students name it.

Remarks



Theme	My Neighborhood
Sub-Theme	Road Transportation
Vocabulary	trucks, farm, vehicles
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter m • Ask questions about the story • Understand <i>same</i> and <i>different</i> • Draw a picture of two vehicles
Suggested Resources	Alphabet Chart <i>Student Activity Book</i> , pages 86, 88

Introduction

5 minutes

Sing the alphabet song, pointing to the letters on the Alphabet Chart.

- Today you will listen to the story about kinds of vehicles.
- You will tell how they are the same and different.
- You will draw a picture.

Have students look at the picture on page 86 of the ***Student Activity Book***.

WHOLE GROUP

10 minutes

Alphabet Recognition

Point to the letter **m** on the Alphabet Chart.

- This is a letter. Its name is **m**.
- Say it with me: **m, m, m**.

Read Aloud: Farm Vehicles

- Let's all point to the title of the story.
- Move a finger from left to right as I read the title aloud.
- Point to the word **farm** in the title.
- Point to the letter **a** in **farm**. Point to the letter **m** in **farm**.

Read the story aloud, and use gestures to imitate the vehicles' movements.

Farm Vehicles

Vehicles help people do work on a **farm**. A tractor may help dig the soil and plant the crops. Workers pick crops and put them in the back of pickup trucks. The **trucks** take crops like bananas to the market. Sometimes an even bigger truck called a trailer truck is used. The back of this truck is like a big box. Trailer trucks can keep the bananas cool on a long journey.

Discussion Questions

1. How are a tractor and a truck the same? Different?
2. Which is bigger, a pickup truck or a trailer truck?
3. How are a pickup truck and a trailer truck the same?

SMALL GROUP

10 minutes

Drawing

Have each student draw a picture of two vehicles from the story on page 88 of the ***Student Activity Book***.

In groups of 3, have students tell about their pictures and ask questions to each other.

As you walk around, ask:

- What vehicles are in your picture?
- How are the vehicles the same? How are they different?

Have several students share their picture with the class.

Conclusion

5 minutes

Make a comparison chart on the board with categories such as *Farm Vehicles*, *Road Vehicles*, and *Trucks*. Have students suggest vehicles to list in each category. Some vehicles can go in more than one category.

Remarks

Pick the fruit.
Pick, pick, pick.



Load the truck.
Quick, quick, quick.



Drive to the market.
Off you go.



Not too fast and
not too slow.



Theme	My Neighborhood
Sub-Theme	Road Transportation
Vocabulary	trucks, farm, vehicles
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Segment words into syllables • Listen to a rhyme • Answer simple questions about the rhyme • Act out the rhyme
Suggested Resources	Alphabet Chart Student Activity Book , page 89

Introduction 5 minutes

Sing the alphabet song, pointing to the letters on the Alphabet Chart.

- Today, we will listen for parts in more words. We will hold up a finger for each part we hear.

WHOLE GROUP 10 minutes

Phonological Awareness

- Listen while I say this word: banana.
- Now listen and watch. I will hold up a finger for each part as I say the word: ba-nan-a.
- Now, you say the word and hold up a finger for each part you hear: ba-nan-a.
- The word banana has 3 parts.

Repeat for driver (dri-ver) and cassava (cas-sa-va).

Rhyme

- Today we will be learning a new rhyme!
- Listen carefully.

Say the rhyme using gestures (picking, loading, driving).

Pick the fruit. Pick, pick, pick.

Load the truck. Quick, quick, quick.

Drive to the market. Off you go.

Not too fast and not too slow.

Repeat the rhyme. Have students repeat each line with you using gestures.

- Can you hear words that sound similar? (pick, quick; go, slow)
- What is the same about those words?
- What other words rhyme with pick, quick? Go, slow?

Have students look at the rhyme and pictures on page 89 of the **Student Activity Book**.

- Let's read the rhyme together.
- Point to each word with me as I read it.

Have students chant the rhyme with you several times.

SMALL GROUP 10 minutes

Acting Out

In groups of 3, have students say the rhyme as they act it out.

Conclusion 5 minutes

Have students act out different tasks people use farm vehicles for, such as digging soil with a tractor, loading a truck with fruit, and driving a truck to market.

Remarks

Draw a picture.

Theme	My Neighborhood
Sub-Theme	Road Transportation
Vocabulary	trucks, farm, vehicles
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter m • Listen to a story • Answer simple questions about a story • Make a prediction
Suggested Resources	Alphabet Chart Student Activity Book , pages 86, 90

Introduction

5 minutes

- Does anyone remember the rhyme we learned yesterday?

Say the rhyme using gestures (*picking, loading, driving*).

*Pick the fruit. Pick, pick, pick.
Load the truck. Quick, quick, quick.
Drive to the market. Off you go.
Not too fast and not too slow.*

Say the rhyme again with students as they act it out.

WHOLE GROUP

10 minutes

Alphabet Recognition

Point to the letter **m** on the Alphabet Chart.

- Who remembers the name of the new letter we learned this week?
- The name of this letter is **m**.
- Say it with me: **m, m, m**.

Read Aloud: Farm Vehicles

Have students look at the picture on page 86 of the **Student Activity Book**.

- Point to the title as I read it aloud.
- Look at the picture while I read the story.

Farm Vehicles

Vehicles help people do work on a **farm**. A tractor may help dig the soil and plant the crops. Workers pick crops and put them in the back of pickup trucks. The **trucks** take crops like bananas to the market. Sometimes an even bigger truck called a trailer truck is used. The back of this truck is like a big box. Trailer trucks can keep the bananas cool on a long journey.

Discussion Questions

1. What are some things all the vehicles in this story can do?
2. How is a tractor different from the other vehicles?
3. How is a pickup truck different from the other vehicles?
4. How is a trailer truck different from the other vehicles?

Have students turn to a partner and discuss what they think. Call on a few students to tell what they decided.

SMALL GROUP

10 minutes

Drawing

On page 90 of the **Student Activity Book**, have each student draw a picture of two different vehicles. In groups of 3, have students tell about their pictures and ask each other questions.

As you walk around, ask:

- How are the two vehicles the same? Different?

Have several students share their picture with the class.

Conclusion

5 minutes

Discuss the kinds of roads in the area such as paved, dirt, bumpy, smooth. Are there traffic lights or stop signs?

Remarks



Theme	My Neighborhood
Sub-Theme	Water and Air Transportation
Vocabulary	boats, float, sail
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter s • Listen to a short story • Answer simple questions • Relate the story to everyday life
Suggested Resources	Alphabet Chart Student Activity Book , page 91

Introduction 5 minutes

Sing the alphabet song, pointing to the letters on the Alphabet Chart.

Use the vocabulary words **boats, float,** and **sail** to introduce the story.

- Today you will hear a story about a boy named Alex.
- You will find out some things about boats that float and sail.
- What are some kinds of boats that you know?

WHOLE GROUP 10 minutes

Alphabet Recognition
Point to the letter **s** on the Alphabet Chart.

- This is the new letter we will learn today. Its name is **s**.
- Say **s** with me: **s, s, s**.

Read Aloud: Big Boats, Small Boats
Have students look at page 91 of the **Student Activity Book**. Point to each word in the title as you read it aloud.

- This title is four words: **Big Boats, Small Boats**.
- Point to the **s** in **boats** and say its name.
- Now, as I read the story, look at the picture and listen for different kinds of boats Alex sees.

Big Boats, Small Boats

Alex likes to look at the **boats** with Mama. All boats **float** on the water. There are many different kinds of boats. Alex sees a fishing boat with nets to catch fish. Alex sees a sailboat. The wind pushes its **sail** to make it go. Alex sees a motor boat. It goes fast. Alex sees a small rowboat. It goes slow. Alex sees a great big ship. It carries cargo.

Discussion Questions

1. What are some kinds of boats Alex sees?
2. What is one thing that all boats do?
3. What does a fishing boat do?
4. What makes a sailboat go?

SMALL GROUP 10 minutes

Discussing
Model pointing to the picture as you retell the first thing Alex saw.

In groups of 3, have students point to parts of the picture as they retell the things Alex saw.

As you walk around, ask:

- Can you point to one boat you learned about?
- What kind of boat is this? What does it do?

Conclusion 5 minutes

Allow students to share real-life experiences with boats.

Teacher TIP ✓

To extend the discussion, ask:

- When have you seen a boat in real life? What was it doing?
- Have you ever played with a toy boat? How is it like a real boat?

Remarks



boats



float



sail

Theme	My Neighborhood
Sub-Theme	Water and Air Transportation
Vocabulary	boats, float, sail
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Segment words into onset (initial sound) and rime (sounds that come after it) • Correctly point to pictures of vocabulary words
Suggested Resources	Student Activity Book , page 92

Introduction

2 minutes

- Today, we will learn to say the first sound in a word and then the rest of the word.
- Listen as I say the word boat. The first sound is /b/.
- The rest of the word is oat. /b/-oat, boat.

WHOLE GROUP

13 minutes

Phonological Awareness

- Listen to the word I say. The word is sail, /s/-ail, sail.
- Now you try it with me. Say the first sound in sail, /s/.
- Say the rest of the word, ail.
- Say the whole word, sail.

Repeat with *ship* (/sh/-ip) and *dock* (/d/-ock).

Vocabulary

Have students look at the pictures on page 92 of the **Student Activity Book**.

Point to each picture as you name **boats**, **float**, and **sail**. Have students touch each picture as you talk about it. Explain that **float** means to move on top of the water.

- Can you point to the **boats**?
- What does a **sail** do?
- What do you think happens if a boat does not **float**?

Teacher TIP ✓

Demonstrating words helps students' understanding.

- Show how a small object can float in a cup of water.
- Blow on a piece of paper to demonstrate a sail.

SMALL GROUP

10 minutes

Game: Show and Tell Me

Model how to play by pointing to a picture that illustrates a vocabulary word and telling something about it.

- Show and tell me about a **boat**.
- Show and tell me about a **sail**.
- Show and tell me what it means to **float**.

In groups of 3, students play the game, taking turns asking each other to show and tell about different pictures.

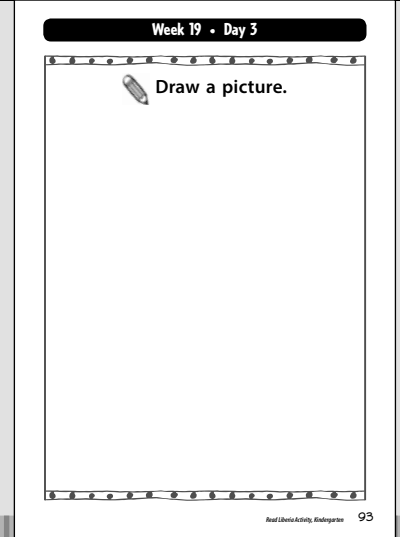
Conclusion

5 minutes

Have a few students ask "show and tell me" questions to the class. Have the class point to the pictures and tell something about them.

Remarks

Theme	My Neighborhood
Sub-Theme	Water and Air Transportation
Vocabulary	boats, float, sail
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter s • Draw a picture about something in the story • Identify descriptions in the story • Tell what is the same and different
Suggested Resources	Alphabet Chart Student Activity Book , pages 91, 93



Introduction **5 minutes**

Sing the alphabet song, pointing to the letters on the Alphabet Chart.

- Today you will listen to the story about different kinds of boats.
- You will use words that describe what you learned.
- You will draw a picture of something in the story.

Have students look at the picture on page 91 of the **Student Activity Book**.

WHOLE GROUP **10 minutes**

Alphabet Recognition

Point to the letter **s** on the Alphabet Chart.

- This is a letter. Its name is **s**.
- Say **s** with me: **s, s, s**.

Read Aloud: Big Boats, Small Boats

Direct students to move their finger left to right under the title as you read it aloud. Then have students point to the **s** in **boats** and say its name.

- Now let's look at the picture as I read the story.
- As I read, listen for how the boats are the same and different.

Big Boats, Small Boats

Alex likes to look at the **boats** with Mama. All boats **float** on the water. There are many different kinds of boats. Alex sees a fishing boat with nets to catch fish. Alex sees a sailboat. The wind pushes its **sail** to make it go. Alex sees a motor boat. It goes fast. Alex sees a small rowboat. It goes slow. Alex sees a great big ship. It carries cargo.

Teacher TIP ✓

If students have trouble answering the questions, read the story, ask the questions, and then read the story again.

Discussion Questions

1. How are all boats the same?
2. What makes a sailboat different from all the other boats?
3. How are a rowboat and a motor boat the same? Different?

SMALL GROUP **10 minutes**

Drawing

Have each student draw a picture of two boats on page 93 of the **Student Activity Book**.

In groups of 3, have students tell about how the boats in their pictures are alike and ask each other questions.

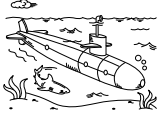
As you walk around, ask:

- What boats are in your picture?
- How are the boats the same?

Conclusion **5 minutes**

Call on students to share their pictures with the class and tell how the boats in their picture are the same and different.

Remarks



A submarine goes under the water.



A sailboat always floats.



Rowing, shipping, sailing, fishing.
All are kinds of boats.

Theme	My Neighborhood
Sub-Theme	Water and Air Transportation
Vocabulary	boats, float, sail
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Segment words into onset and rime • Listen to a rhyme • Answer simple questions about the rhyme • Act out the rhyme
Suggested Resources	Alphabet Chart Student Activity Book , page 94

Introduction

5 minutes

Sing the alphabet song, pointing to the letters on the Alphabet Chart.

- Today, we will practice saying the first sound of a word and then the rest of the word.

WHOLE GROUP

10 minutes

Phonological Awareness

- Listen to the word I say. The word is sun, /s/-un, sun.
- Now you try it with me. Say the first sound in sun, /s/.
- Say the rest of the word, un.
- Say the whole word, sun.

Repeat with wave (/w/-ave) and shell (/sh/-ell).

Rhyme

- Today we will be learning a new rhyme!
- Listen carefully.

Say the rhyme using gestures to model the words *under*, *floats*, *rowing*, *sailing*, and *fishing*.

*A submarine goes under the water.
A sailboat always floats.
Rowing, shipping, sailing, fishing.
All are kinds of boats.*

Have students repeat the rhyme with you using gestures.

- Can you hear words that sound similar? (floats, boats)
- What is the same about those words?
- What are other words that rhyme with floats, boats?

Have students look at the rhyme and pictures on page 94 of the **Student Activity Book**.

- Follow along with your finger in your activity book as we read the rhyme aloud.

Have students say the rhyme with you several times.

SMALL GROUP

10 minutes

Act It Out

In groups of 3, have students practice acting out the rhyme.

Conclusion

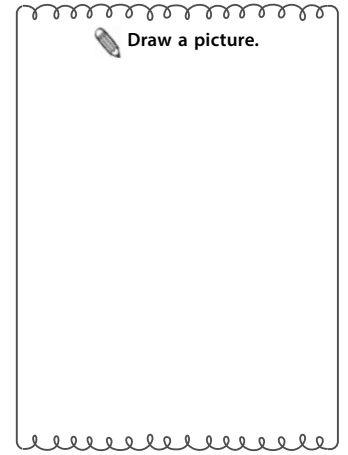
5 minutes

Play a guessing game with students. Say clues about different boats. Have students guess which boat you are describing. Here are some examples.

- It goes under water. What is it? (a submarine)
- You can use two oars to make it go. What is it? (a rowboat)
- It is moved by the wind and sails. What is it? (a sailboat)

Remarks

Theme	My Neighborhood
Sub-Theme	Water and Air Transportation
Vocabulary	boats, float, sail
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter s • Listen to a story • Answer simple questions about a story • Tell what is the same and different
Suggested Resources	Alphabet Chart Student Activity Book , pages 91, 95



Introduction 5 minutes

- Does anyone remember the rhyme we learned yesterday?

Say the rhyme aloud with gestures and actions.

*A submarine goes under the water.
A sailboat always floats.
Rowing, shipping, sailing, fishing.
All are kinds of boats.*

Say the rhyme again with students as they act it out.

WHOLE GROUP 10 minutes

Alphabet Recognition

Point to the letter **s** on the Alphabet Chart.

- This week we learned the letter **s**.
- Say **s** with me: **s, s, s**.

Read Aloud: Big Boats, Small Boats

Have students look at the picture on page 91 of the **Student Activity Book**.

- Point to the title as I read it aloud.
- Look at the picture as I read the story.

Big Boats, Small Boats

Alex likes to look at the **boats** with Mama. All boats **float** on the water. There are many different kinds of boats. Alex sees a fishing boat with nets to catch fish. Alex sees a sailboat. The wind pushes its **sail** to make it go. Alex sees a motor boat. It goes fast. Alex sees a small rowboat. It goes slow. Alex sees a great big ship. It carries cargo.

Discussion Questions

1. How are a rowboat and a sailboat the same? Different?
2. How are a ship and a fishing boat the same? Different?

Have students turn to a partner and discuss what they think. Call on a few students to tell what they decided.

SMALL GROUP 10 minutes

Drawing

On page 95 of the **Student Activity Book**, have each student draw a picture of two different boats.

In groups of 3, have students tell about their pictures and ask each other questions.

As you walk around, ask:

- How are the two boats the same?
- How are the two boats different?

Conclusion 5 minutes

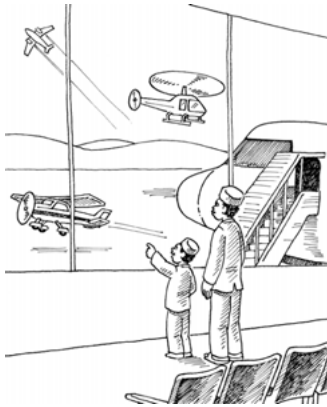
Play *Stand Up, Sit Down*. Say a word or phrase that describes a type of boat (size, speed, work it does). Have students look at their pictures. If their pictures match the description, they stand up. If they don't match, they sit. Call on a few students to share what boats they drew. Point out how different kinds of boats can be similar.

Teacher TIP ✓

Use physical activities to help children learn and remember new information.

Remarks

Airplanes and Helicopters



96 Read Liberia Activity, Kindergarten

Theme	My Neighborhood
Sub-Theme	Water and Air Transportation
Vocabulary	airplane, helicopter, fly
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter p • Listen to a short story • Answer simple questions • Relate the story to everyday life
Suggested Resources	Alphabet Chart Student Activity Book , page 96

Introduction

5 minutes

Sing the alphabet song, pointing to the letters on the Alphabet Chart.

Use the vocabulary words **airplane**, **helicopter**, and **fly** to introduce the story.

- Today you will hear another story about our friend Alex.
- You will find out some things about vehicles that fly.
- Raise your hand if you have seen an airplane or a helicopter.
- Tell me about it.

WHOLE GROUP

10 minutes

Alphabet Recognition

Point to the letter **p** on the Alphabet Chart.

- This is the new letter we will learn today. Its name is **p**.
- Say **p** with me: **p, p, p**.

Read Aloud: Airplanes and Helicopters

Have students look at the picture on page 96 of the **Student Activity Book**. Point to each word in the title as you read it aloud. Then point to **airplanes**.

- This title is three words: **Airplanes and Helicopters**.
- This is the word **airplanes**. It has the letter **p** in it.
- Put your finger on **p** and say its name.
- As I read the story, listen for the different kinds of flying vehicles.

Airplanes and Helicopters

Alex goes to the airport with Papa to look at vehicles that **fly**. A small **airplane** is taking off. Its wings help it fly. A propeller in the front goes around to make it go. Alex sees a **helicopter** landing. Helicopters do not have wings. They have spinning blades to make them fly.

Discussion Questions

1. Where is Alex in this story?
2. What kinds of flying vehicles does Alex see?
3. What makes a propeller plane fly?
4. What makes a helicopter fly?

SMALL GROUP

10 minutes

Discussing

Model pointing to the picture as you retell the first thing Alex saw.

In groups of 3, have students point to parts of the picture as they retell all the things Alex saw.

As you walk around, ask:

- What part of the story did you tell about?
- What is this vehicle called?
- What helps this vehicle to fly?

Conclusion

5 minutes

Allow students to share real-life experiences with airplanes and helicopters.

Teacher TIP

Extend the discussion. Ask:

- When have you seen an airplane or a helicopter?
- Have you or someone you know ever been in an airplane or helicopter?
- What do you think it feels like to fly?

Remarks



airplane



helicopter



fly

Theme	My Neighborhood
Sub-Theme	Water and Air Transportation
Vocabulary	airplane, helicopter, fly
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Segment words into onset and rime • Act out and point to pictures of vocabulary words
Suggested Resources	Student Activity Book , page 97

Introduction 5 minutes

- Today, we will learn to say the first sound in a word and then the rest of the word.
- Listen as I say the word jet. The first sound is /j/.
- The rest of the word is et. /j/-et, jet.

WHOLE GROUP 10 minutes

Phonological Awareness

- Listen to the word I say. The word is wing, /w/-ing, wing.
- Now you try it with me. Say the first sound in wing, /w/.
- Say the rest of the word, ing.
- Say the whole word, wing.

Repeat with *fast* (/f/-ast) and *land* (/l/-and).

Vocabulary

Have students look at the pictures on page 97 of the **Student Activity Book**.

Point to each picture as you name **airplane**, **helicopter**, and **fly**. Have students touch each picture and the label as you name it.

- Can you point to the helicopter?
- Can you point to the airplane?
- What are some sounds that helicopters and airplanes make?

SMALL GROUP 10 minutes

Game: Show and Tell Me

Model how to play by pointing to a picture that illustrates a vocabulary word and telling something about it.

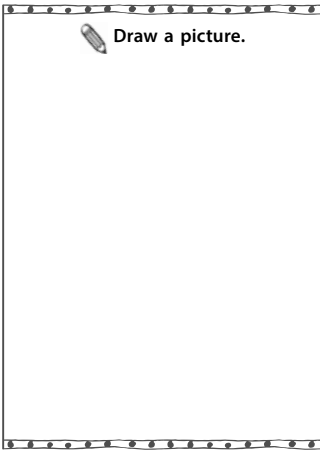
- Show and tell me about an **airplane**.
- Show and tell me about a **helicopter**.
- Show and tell me how an airplane can **fly**.

In groups of 3, have students play the game, taking turns asking each other to show and tell about different pictures.

Conclusion 5 minutes

Have a few students ask “show and tell me” questions to the class. Have the class point to the pictures and tell something about them.

Remarks



Theme	My Neighborhood
Sub-Theme	Water and Air Transportation
Vocabulary	airplane, helicopter, fly
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter p • Draw a picture • Identify descriptions in the story • Tell what is the same and different
Suggested Resources	Alphabet Chart Student Activity Book , pages 96, 98

Introduction

5 minutes

Sing the alphabet song, pointing to the letters on the Alphabet Chart.

- Today you will listen to the story about Alex.
- You will draw a picture of things in the story.

Have students look at the picture on page 96 of the **Student Activity Book**.

- What do you remember about vehicles that fly?

WHOLE GROUP

10 minutes

Alphabet Recognition

Point to the letter **p** on the Alphabet Chart.

- This is a letter. Its name is **p**.
- Say **p** with me: **p, p, p**.

Read Aloud: Airplanes and Helicopters

Direct students to move their fingers left to right under the title as you read it aloud. Then have students point to and say the letter **p** in the words **Airplanes** and **Helicopters**.

- Now let's look at the picture as I read the story.
- As I read, listen for words that tell how flying vehicles are the same and different.

Airplanes and Helicopters

Alex goes to the airport with Papa to look at vehicles that **fly**. A small **airplane** is taking off. Its wings help it fly. A propeller in the front goes around to make it go. Alex sees a **helicopter** landing. Helicopters do not have wings. They have spinning blades to make them fly.

Discussion Questions

1. How are airplanes and helicopters the same? Different?
2. Look at the picture. Can you find a jet plane? A jet plane has big wings and huge jet engines to make it go.
3. How is a jet plane the same as an airplane? A helicopter?
4. How is a jet plane different from an airplane? A helicopter?

SMALL GROUP

10 minutes

Drawing

Have each student draw a picture of two flying vehicles on **Student Activity Book** page 98.

In groups of 3, have students tell how the vehicles in their pictures are the same and ask each other questions.

As you walk around, ask:

- What vehicles are in your picture?
- How are they the same?

Conclusion

5 minutes

Call on students to share their pictures with the class and tell how the flying vehicles in their picture are the same and different.

Remarks



An airplane has two long, flat wings to take off and to fly.



A helicopter's spinning blades lift it into the sky.

Theme	My Neighborhood
Sub-Theme	Water and Air Transportation
Vocabulary	airplane, helicopter, fly
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Segment words into onset and rime • Listen to a rhyme • Answer simple questions about the rhyme • Act out the rhyme
Suggested Resources	Alphabet Chart Student Activity Book , page 99

Introduction 5 minutes

Sing the alphabet song, pointing to the letters on the Alphabet Chart.

- Today, we will practice saying the first sound of a word and then the rest of the word.

WHOLE GROUP 10 minutes

Phonological Awareness

- Listen to the word I say. The word is map, /m/-ap, map.
- Now you try it with me. Say the first sound in map, /m/.
- Say the rest of the word, ap.
- Say the whole word, map.

Repeat with *wind* (/w/-ind) and *sit* (/s/-it).

Rhyme

- Today we will be learning a new rhyme!
- Listen carefully.

Say the rhyme using gestures and actions.

*An airplane has two long, flat wings
to take off and to fly.
A helicopter's spinning blades
lift it into the sky.*

Have students repeat the rhyme with you using gestures and actions.

- Can you hear words that sound similar? (fly, sky)
- What is the same about those words?
- What are other words that rhyme with fly, sky?

Have students look at the rhyme and pictures on page 99 of the **Student Activity Book**.

- Follow along with your finger in your activity book as we read the rhyme aloud.

Have students say the rhyme with you several times.

SMALL GROUP 10 minutes

Act It Out

In groups of 3, have students practice acting out the rhyme.

Conclusion 5 minutes

Give students paper airplanes. Have them go outside and fly the planes. Discuss how the air under the wings helps the plane fly.

Teacher TIP ✓

Look up directions for and make several paper airplanes ahead of time. Have students take turns flying the airplanes.

Remarks

Draw a picture.

Theme	My Neighborhood
Sub-Theme	Water and Air Transportation
Vocabulary	airplane, helicopter, fly
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter p • Listen to a story • Answer simple questions about a story • Tell what is the same and different
Suggested Resources	Alphabet Chart Student Activity Book , pages 96, 100

Introduction

5 minutes

- Does anyone remember the rhyme we learned yesterday?

Say the rhyme with students using gestures and actions.

*An airplane has two long, flat wings
to take off and to fly.
A helicopter's spinning blades
lift it into the sky.*

WHOLE GROUP

10 minutes

Alphabet Recognition

Point to the letter **p** on the Alphabet Chart.

- This week we learned the letter **p**.
- Say **p** with me: **p, p, p**.

Read Aloud: Airplanes and Helicopters

Have students look at the picture on page 96 of the **Student Activity Book**.

- Point to the title as I read it aloud.
- Look at the picture as I read the story.

Read the story aloud.

Airplanes and Helicopters

Alex goes to the airport with Papa to look at vehicles that **fly**. A small **airplane** is taking off. Its wings help it fly. A propeller in the front goes around to make it go. Alex sees a **helicopter** landing. Helicopters do not have wings. They have spinning blades to make them fly.

Discussion Questions

1. How are all flying vehicles alike?
2. Which vehicle in the story is small? Which is big?
3. How are flying vehicles like and unlike vehicles that go on the ground and in the water?

Have students turn to a partner and discuss what they think. Call on a few students to tell what they decided.

SMALL GROUP

10 minutes

Drawing

On page 100 of the **Student Activity Book**, have each student draw a picture of two different flying vehicles.

In groups of 3, have students tell about their pictures and ask each other questions.

As you walk around, ask:

- What did you draw?
- How are the two flying vehicles different?

Conclusion

5 minutes

Play *What Am I?* with students. Give clues such as, "I have two wings. What am I?"

Have the class answer. Then allow individual students to come to the front of the room to ask a question.

Remarks

At the Market



Read Liberia Activity, Kindergarten 101

Theme	My Neighborhood
Sub-Theme	Markets and Playgrounds
Vocabulary	neighborhood, market, buy
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter t • Listen to a short story • Answer simple questions • Act out the story • Relate the story to everyday life
Suggested Resources	Alphabet Chart Student Activity Book , page 101

Introduction **5 minutes**

Sing the alphabet song, pointing to the letters on the Alphabet Chart.

Use the vocabulary words **neighborhood, market,** and **buy** to introduce the story.

- In today's story our friend Alex goes to the neighborhood market with his mother.
- Tell us some things you know about markets.

WHOLE GROUP **10 minutes**

Alphabet Recognition

Point to the letter **t** on the Alphabet Chart.

- This is the new letter we will learn today. Its name is **t**.
- Say **t** with me: **t, t, t**.

Read Aloud: At the Market

Have students look at the picture on page 101 of the **Student Activity Book**.

Point to each word in the title as you read it aloud.

- This title is three words: **At the Market**.
- Put your finger on the letter **t** in one of the words. Say its name.
- Now, as I read the story, listen for what you can learn about markets.

At the Market

Alex walks to the **neighborhood** market with Mama. The **market** is not far from their home. Shopkeepers sell fresh fruits and vegetables. Others have big baskets of rice and beans. Some people **buy** meat and fish. Some shop for colorful clothes. Mama buys *plums*. She gives the shopkeeper money. The shopkeeper gives the *plums* to Alex. Alex puts the *plums* in his basket. Alex can't wait to eat a sweet, juicy *plum*!

Discussion Questions

1. Where is the neighborhood market?
2. What are some things people buy and sell at the market?
3. What do the shopkeepers do at the market?
4. Why does Alex's mother give the shopkeeper money?

SMALL GROUP **10 minutes**

Role-playing

Model one role to start.

In groups of 3, have students act out the story, using the picture to help them remember it.

As you walk around, ask:

- How did you decide who was Alex? Mama? The shopkeeper?
- What does Alex do? Mama? The shopkeeper?
- What did Alex and Mama buy at the market?

Conclusion **5 minutes**

Ask students to share stories about a time they went to a market in their neighborhood.

Remarks



neighborhood



market



buy

Theme	My Neighborhood
Sub-Theme	Markets and Playgrounds
Vocabulary	neighborhood, market, buy
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Segment words into onset and rime • Act out and point to pictures of vocabulary words
Suggested Resources	Alphabet Chart Student Activity Book , page 102

Introduction

5 minutes

Sing the alphabet song, pointing to the letters on the Alphabet Chart.

- Today, we will practice saying the first sound in a word and then the rest of the word.
- Listen as I say the word sell. The first sound is /s/.
- The rest of the word is ell. /s/-ell, sell.

WHOLE GROUP

10 minutes

Phonological Awareness

- Listen to the word I say. The word is fish, /f/-ish, fish.
- Now you try it with me. Say the first sound in fish, /f/.
- Say the rest of the word, ish.
- Say the whole word, fish.

Repeat with *meat* (/m/-eat) and *bean* (/b/-ean).

Vocabulary

Have students look at the pictures on page 102 of the **Student Activity Book**.

Point to and describe each vocabulary word. Use the pictures to ask questions.

- A **neighborhood** is a part of a town with houses and stores.
- A **market** is where people sell the things we need to live.
- When you **buy** something, you give someone money in return for a thing you want.

Have students touch each picture as you talk about it.

SMALL GROUP

10 minutes

Game: Show and Tell Me

Model how to play by acting out each vocabulary word or pointing to its picture and telling something about it.

- Show and tell me about a **neighborhood**.
- Show and tell me about a **market**.
- Show and tell me what you do when you **buy** something.

In groups of 3, have students play the game, taking turns asking each other to “show and tell me.”

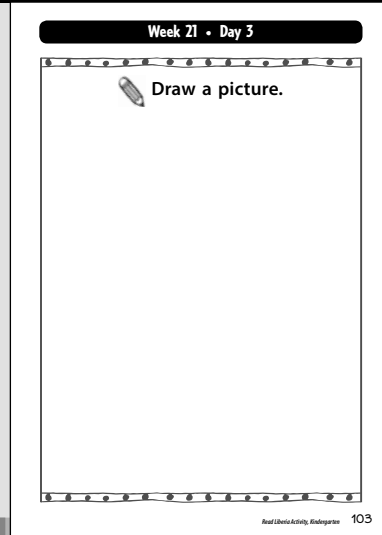
Conclusion

5 minutes

- What do you see in your neighborhood?
- What might you buy at the market?

Remarks

Theme	My Neighborhood
Sub-Theme	Markets and Playgrounds
Vocabulary	neighborhood, market, buy
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter t • Ask questions about a story • Use describing words • Categorize
Suggested Resources	Alphabet Chart Student Activity Book , pages 101, 103



Introduction 5 minutes

Have students look at the picture on page 101 of the **Student Activity Book**.

- *What do you remember about the market?*

WHOLE GROUP 10 minutes

Alphabet Recognition

Point to the letter **t** on the Alphabet Chart.

- *This is the letter **t**.*
- *Say **t** with me: **t, t, t**.*

Read Aloud: At the Market

- *Move your finger from left to right under the title as I read it aloud.*
- *Point to the letter **t** in each word and say its name.*
- *Now let's look at the picture.*
- *These words describe some things at the market: fresh, big, colorful, sweet, juicy.*
- *As I read the story, listen for words that describe.*

At the Market

Alex walks to the **neighborhood** market with Mama. The **market** is not far from their home. Shopkeepers sell fresh fruits and vegetables. Others have big baskets of rice and beans. Some people **buy** meat and fish. Some shop for colorful clothes. Mama buys plums. She gives the shopkeeper money. The shopkeeper gives the plums to Alex. Alex puts the plums in his basket. Alex can't wait to eat a sweet, juicy plum!

Discussion Questions

1. *What does the word fresh describe?*
2. *What word describes the size of the baskets of rice and beans at the market?*
3. *What is colorful at the market?*
4. *What words describe the plum Alex wants to eat?*

SMALL GROUP 10 minutes

Drawing

Have students draw a picture of one thing sold at the market on page 103 of the **Student Activity Book**. Tell them to use describing words from the story to decide how to draw the item.

In groups of 3, have students take turns using describing words to tell about the picture they drew.

As you walk around, ask:

- *What is in your picture?*
- *What words describe your picture?*


Teacher TIP ✓

Point out that the word **market** begins with the letter **m**. This might be a good time to start a word list on the board. As students learn a new letter, write the letter on the board and add words to the list throughout the year. Use words from this week's story for letters that have already been introduced: *a-and, s-some, p-puts, t-to.*


Conclusion 5 minutes

Make categories on the board such as *Fruits, Vegetables, Meat, and Clothing*. Call on students to share their pictures. Help them place their pictures in the correct category.

Remarks



To market,
to market,
to buy a fat pig.
Home again, home again,
jiggety jig.



To market,
to market,
to buy a fat hog.
Home again, home again,
jiggety jog.

Theme	My Neighborhood
Sub-Theme	Markets and Playgrounds
Vocabulary	neighborhood, market, buy
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Segment words into onset and rime • Listen to a rhyme • Act out the rhyme
Suggested Resources	Student Activity Book , page 104

Introduction

1 minute

- Today, you will practice saying the first sound of a word and then the rest of the word.

WHOLE GROUP

14 minutes

Phonological Awareness

- Listen to the word I say. The word is pig, /p/-ig, pig.
- Now you try it with me. Say the first sound in pig, /p/.
- Say the rest of the word, ig.
- Say the whole word, pig.

Repeat with hog (/h/-og) and hat (/h/-at).

Rhyme

- Today we will be learning a new rhyme!
- Listen carefully.

Say the rhyme using gestures.

*To market, to market, to buy a fat pig.
Home again, home again, jiggety jig.
To market, to market, to buy a fat hog.
Home again, home again, jiggety jog.*

Have students repeat the rhyme with you, using gestures.

- Can you hear words that sound similar? (pig, jig; hog, jog)
- What is the same about those words?
- What are other words that rhyme with pig, jig? hog, jog?

Have students look at the rhyme and pictures on page 104 of the **Student Activity Book**.

- Follow along with your finger in your activity book as we read the rhyme aloud.

Have students chant the rhyme with you several times. Make new rhymes such as egg/jiggety jeg and yam/jiggety jam.

SMALL GROUP

10 minutes

Rhyme Time

In groups of 3, have students think of new things they can buy at the market. Have them say and act out the rhyme with those new things.

Conclusion

5 minutes

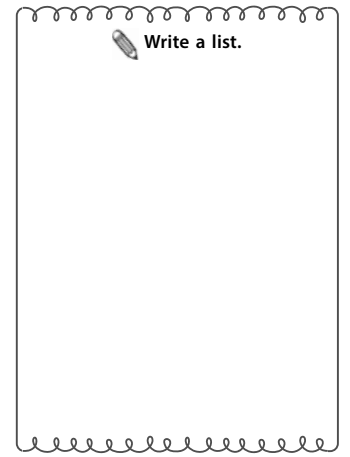
Have groups share the things from the market they added to their rhyme. Write some of them on the board:

*To market, to market, to buy a fat _____.
Home again, home again, jiggety _____.*

Read the whole rhyme aloud.

Remarks

Theme	My Neighborhood
Sub-Theme	Markets and Playgrounds
Vocabulary	neighborhood, market, buy
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter t • Listen to a story • Answer simple questions • Pretend-write
Suggested Resources	Alphabet Chart Student Activity Book , pages 101, 105



Introduction 5 minutes

- Does anyone remember the rhyme we learned yesterday?

Say the rhyme with students using gestures and actions.

*To market, to market, to buy a fat pig.
Home again, home again, jiggety jig.
To market, to market, to buy a fat hog.
Home again, home again, jiggety jog.*

WHOLE GROUP 10 minutes

Alphabet Recognition
Point to the letter **t** on the Alphabet Chart.

- This week we learned the letter **t**.
- Say **t** with me: **t, t, t**.

Read Aloud: At the Market
Have students look at page 101 of the **Student Activity Book**.

- Point to the title as I read it aloud.
- As I read the story, listen for things at the market and point to them in the picture.

At the Market

Alex walks to the **neighborhood** market with Mama. The **market** is not far from their home. Shopkeepers sell fresh fruits and vegetables. Others have big baskets of rice and beans. Some people **buy** meat and fish. Some shop for colorful clothes. Mama buys plums. She gives the shopkeeper money. The shopkeeper gives the plums to Alex. Alex puts the plums in his basket. Alex can't wait to eat a sweet, juicy plum!

Discussion Questions

1. What new things did you learn about markets this week?
2. What did you learn about the things people sell at the market?
3. What did you learn about people who work at the market?
4. What did you learn about how people buy things at the market?

SMALL GROUP 10 minutes

Pretend-Write
Model writing a shopping list of things to buy at the market. Point to and read each word.

- A word is a group of letters.
- I leave a space between each word.

On page 105 of the **Student Activity Book**, have students pretend-write their own shopping lists.

In groups of 3, have students share and explain their lists.

As you walk around, ask:

- What will you shop for at the market?
- Can you show me where you wrote that on your list?

Teacher TIP ✓

Pretend-writing exposes children to the many uses of print. Accept drawing and scribbling.

Conclusion 5 minutes

Set up a pretend market in the classroom or outside. Have students take turns shopping with their lists and being shopkeepers.

Playground Time



106 Read Liberia Activity, Kindergarten

Theme	My Neighborhood
Sub-Theme	Markets and Playgrounds
Vocabulary	playground, climb, slide
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter i • Listen to a short story • Answer simple questions • Act out the story • Relate the story to everyday life
Suggested Resources	Alphabet Chart Student Activity Book , page 106

Introduction

5 minutes

Sing the alphabet song, pointing to the letters on the Alphabet Chart.

Use the vocabulary words **playground**, **climb**, and **slide** to introduce the story.

- *In today's story, Alex, Mae, and Emma play at a playground.*
- *Has anyone ever been to a playground?*
- *What can you tell me about playgrounds? What are some things that you do at the playground?*

WHOLE GROUP

10 minutes

Alphabet Recognition

Point to the letter **i** on the Alphabet Chart.

- *This is the new letter we will learn today. Its name is **i**.*
- *Say **i** with me: **i, i, i**.*

Read Aloud: Playground Time

Have students look at page 106 of the **Student Activity Book**. Point to each word in the title as you read it aloud. Point to the letter **i** in the title.

- *This title is two words: **Playground Time**.*
- *The letter **i** is in the word **Time**.*
- *Put your finger on **i** and say its name.*
- *Now, as I read the story, look at the picture and listen for what you can learn about playgrounds.*

Playground Time

Alex and his friends Emma and Mae like to play on the **playground**. The playground is at the children's school. Alex likes to go up the steps to the top of the **slide**. Then he slides down fast! Mae likes to swing on the swings. She tries to swing as high as she can. Emma loves to **climb** and jump. She climbs the bars. Then she takes a big jump down!

Discussion Questions

1. *Who are the characters in the story?*
2. *Where is the playground?*
3. *What kinds of things do the children play on?*
4. *Is this like a playground you know? How is it the same? How is it different?*

SMALL GROUP

10 minutes

Role-playing

Model one role to start.

In groups of 3, have students act out the story using the picture to help them remember it.

As you walk around, ask:

- *How did you decide who was Alex? Mae? Emma?*
- *What does Alex do? Mae? Emma?*

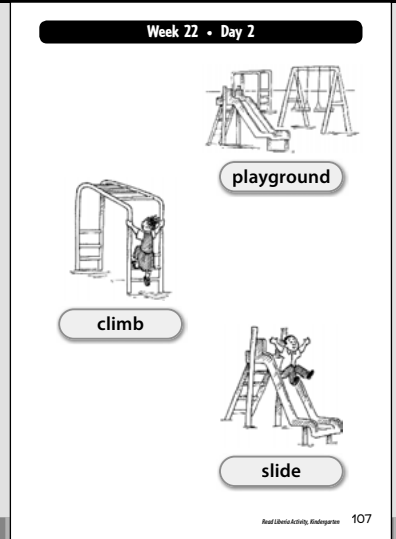
Conclusion

5 minutes

Ask students to share a time they went to a playground. Have them share where it was and what they did there.

Remarks

Theme	My Neighborhood
Sub-Theme	Markets and Playgrounds
Vocabulary	playground, climb, slide
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Segment words into onset and rime • Act out and point to pictures of vocabulary words
Suggested Resources	Alphabet Chart Student Activity Book , page 107



Introduction 5 minutes

Sing the alphabet song, pointing to the letters on the Alphabet Chart.

- Today, we will practice saying the first sound in a word and then the rest of the word.
- Listen as I say the word jump. The first sound is /j/.
- The rest of the word is ump. /j/-ump, jump.

WHOLE GROUP 10 minutes

Phonological Awareness

- Listen to the word I say. The word is hop, /h/-op, hop.
- Now you try it with me. Say the first sound in hop, /h/.
- Say the rest of the word, op.
- Say the whole word, hop.

Repeat with sit (/s/-it) and walk (/w/-alk).

Vocabulary

Have students look at the pictures on page 107 of the **Student Activity Book**.

Point to and describe each vocabulary word. Model the word, when appropriate. Use the pictures to ask questions.

- A **playground** is an outdoor area for children to play in.
- When you **climb** something, you go up.
- You can play on a **slide** at the playground. **Slide** is also the word for how you move on something slippery.

Have students touch each picture as you talk about it.

Teacher TIP ✓

Examples and connections to real-life experience help students learn new words.

SMALL GROUP 10 minutes

Game: Show and Tell Me

Model how to play by acting out the vocabulary words or pointing to the pictures.

- Show and tell me about the **playground**.
- Show and tell me about how you **climb**.
- Show me the **slide**. Show and tell me how you move when you **slide**.

In groups of 3, have students play the game, taking turns asking each other to “show and tell.”

Conclusion 5 minutes

- Have you played at a playground? What was it like?
- Which do you like to do more at a playground, slide or climb?
- What other things have you done at the playground? (run, hang, swing)

Remarks

Draw a picture.

Theme	My Neighborhood
Sub-Theme	Markets and Playgrounds
Vocabulary	playground, climb, slide
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter i • Ask questions about a story • Use describing words • Draw a picture
Suggested Resources	Alphabet Chart Student Activity Book , pages 106, 108

Introduction

5 minutes

Have students look at the picture on page 106 of the **Student Activity Book**.

- What do you remember about playgrounds?

WHOLE GROUP

10 minutes

Alphabet Recognition

Point to the letter **i** on the Alphabet Chart.

- This is the letter **i**.
- Say **i** with me: **i, i, i**.

Read Aloud: Playground Time

- Move your finger from left to right under the title as I read it aloud.
- Point to the letter **i** in the word **Time**.
- Now let's look at the picture.
- These words describe how the children move on the playground: up, down, fast, high, and big.
- As I read the story, listen for words that describe.

Playground Time

Alex and his friends Emma and Mae like to play on the **playground**. The playground is at the children's school. Alex likes to go up the steps to the top of the **slide**. Then he slides down fast! Mae likes to swing on the swings. She tries to swing as high as she can. Emma loves to **climb** and jump. She climbs the bars. Then she takes a big jump down!

Discussion Questions

1. What does the word fast describe?
2. What word describes how Mae likes to swing on the swings?
3. What words describe how Emma jumps?
4. What is a word that describes something you like to do on the playground?

SMALL GROUP

10 minutes

Drawing

Have each student draw a picture of one thing he or she likes to do at the playground on page 108 of the **Student Activity Book**.

In groups of 3, have students take turns using describing words to tell about the pictures they drew.

As you walk around, ask:

- What did you draw?
- What words describe what you are doing in your picture?

Conclusion

5 minutes

Call individual students to the front of the class to share their pictures. Help students use describing words to describe their pictures and lead the class in an action that demonstrates each describing word.

Remarks

We swing on the swings.



We slide on the slide.



We climb on the bars.



We run and we hide.



Theme	My Neighborhood
Sub-Theme	Markets and Playgrounds
Vocabulary	playground, climb, slide
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Segment words into onset and rime • Listen to a rhyme • Act out the rhyme
Suggested Resources	Student Activity Book , page 109

Introduction **1 minute**

- Today, you will practice saying the first sound of a word and then the rest of the word.

WHOLE GROUP **14 minutes**

Phonological Awareness

- Listen to the word I say. The word is hide, /h/-ide, hide.
- Now you try it with me. Say the first sound in hide, /h/.
- Say the rest of the word, ide.
- Say the whole word, hide.

Repeat with *run* (/r/-un) and *race* (/r/-ace).

Rhyme

- Today we will be learning a new rhyme!
- Listen carefully.

Say the rhyme, using gestures.

*We swing on the swings.
We slide on the slide.
We climb on the bars.
We run and we hide.*

Have students repeat the rhyme with you, using gestures.

- Can you hear words that sound similar? (slide, hide)
- What is the same about those words?
- What are other words that rhyme with slide, hide?

Have students look at the rhyme and pictures on page 109 of the **Student Activity Book**.

- Point to the words in your activity book as we read the rhyme aloud.

Have students say the rhyme with you several times using gestures.

SMALL GROUP **10 minutes**

Act It Out

In groups of 3, have students say and act out the rhyme.

Teacher TIP ✓

Have students form groups with the children closest to them. They can stand up to say and act out the rhyme.

Conclusion **5 minutes**

Have groups of 3 come to the front of the room and share how they acted out the rhyme.

Remarks

Write a list.

Theme	My Neighborhood
Sub-Theme	Markets and Playgrounds
Vocabulary	playground, climb, slide
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter i • Listen to a story • Answer simple questions • Pretend-write
Suggested Resources	Alphabet Chart Student Activity Book , pages 106, 110

Introduction

5 minutes

- Does anyone remember the rhyme we learned yesterday?

Say the rhyme with students, using gestures and actions.

*We swing on the swings.
We slide on the slide.
We climb on the bars.
We run and we hide.*

WHOLE GROUP

10 minutes

Alphabet Recognition

Point to the letter **i** on the Alphabet Chart.

- This week we learned the letter **i**.
- Say **i** with me: **i, i, i**.

Read Aloud: Playground Time

Have students look at page 106 of the **Student Activity Book**.

- Point to the title as I read it aloud.
- As I read the story, listen for what the children do on the playground and point to them in the picture.

Playground Time

Alex and his friends Emma and Mae like to play on the **playground**. The playground is at the children's school. Alex likes to go up the steps to the top of the **slide**. Then he slides down fast! Mae likes to swing on the swings. She tries to swing as high as she can. Emma loves to **climb** and jump. She climbs the bars. Then she takes a big jump down!

Discussion Questions

1. What new things did you learn about playgrounds this week?
2. What are some things you can play on at the playground?
3. What words describe things you can do at the playground?
4. What are some things you want to do at the playground?

SMALL GROUP

10 minutes

Pretend-Write

Model writing a list of things you want to do at the playground.

- I can make a list of the things I want to do at the playground.
- Each word on the list is a group of letters.
- I leave a space between each word.

On page 110 of the **Student Activity Book**, have students pretend-write their own lists.

In groups of 3, have students share and explain their lists.

As you walk around, ask:

- What do you want to do at the playground?
- Can you show me where you wrote that on your list?

Conclusion

5 minutes

Take students to a playground or to an outdoor space where they can play. Have them do or pretend to do the things they wrote on their playground list.

Remarks

Helpers in Our Community



Theme	My Neighborhood
Sub-Theme	Community Helpers
Vocabulary	postal worker, police officer, teacher
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter f • Listen to a short story • Answer simple questions • Act out the story • Relate the story to everyday life
Suggested Resources	Alphabet Chart Student Activity Book , page 111

Introduction 5 minutes

Sing the alphabet song, pointing to the letters on the Alphabet Chart.

Use the vocabulary words **postal worker, police officer**, and **teacher** to discuss community helpers and introduce the story.

- *What do you know about workers who help in your community?*
- *Who helps keep people safe? Delivers the mail?*
- *What does a teacher do? A police officer? A postal worker?*

WHOLE GROUP 10 minutes

Alphabet Recognition

Point to the letter **f** on the Alphabet Chart.

- *This is the new letter we will learn today. Its name is **f**.*
- *Say **f** with me: **f, f, f**.*

Read Aloud: Helpers in Our Community

Have students look at the picture on page 111 of the **Student Activity Book**. Point to each word in the title as you read it aloud. Help students identify the letters they know.

- *Now, as I read the story, look at the picture and listen for what you can learn about community helpers.*

Helpers in Our Community

Edwin and Faith walk to school. They see a **postal worker**. He carries a big bag of mail. A **police officer** holds up one hand to stop the traffic so the children can cross the street. She helps keep people safe. The **teacher** waves from the doorway of the school. She helps children learn.

Discussion Questions

1. *Who are the children in the story? Where are they walking?*
2. *What community helpers do the children see?*
3. *Which helpers have you seen in your community?*

SMALL GROUP 10 minutes

Role-playing

Model one role to start.

In groups of 3, have students act out the story, pretending to be each community helper.

As you walk around, ask:

- *What did you do to pretend to be the postal worker?*
- *What did you do when you were the police officer? Show me.*

Teacher TIP ✓

Encourage students to role-play beyond the story. Suggest they come up with their own story based on the characters and setting. To help students stay on track, move from group to group, pausing to ask questions.

Conclusion 5 minutes

Have students share what they know about community helpers in their community.

Remarks



postal worker



police officer



teacher

Theme	My Neighborhood
Sub-Theme	Community Helpers
Vocabulary	postal worker, police officer, teacher
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Segment words into onset and rime • Point to pictures of vocabulary words
Suggested Resources	Alphabet Chart Student Activity Book , page 112

Introduction

5 minutes

Sing the alphabet song, pointing to the letters on the Alphabet Chart.

- Today, we will practice saying the first sound in a word and then the rest of the word.
- Listen as I say the word bag. The first sound is /b/.
- The rest of the word is ag. /b/-ag, bag.

WHOLE GROUP

10 minutes

Phonological Awareness

- Listen to the word I say. The word is hat, /h/-at, hat.
- Now you try it with me. Say the first sound in hat, /h/.
- Say the rest of the word, at.
- Say the whole word, hat.

Repeat with *can* (/k/-an) and *cap* (/k/-ap).

Vocabulary

Have students look at the pictures on page 112 of the **Student Activity Book**.

Point to and describe each vocabulary word. Use the pictures to ask questions.

- A **postal worker** makes sure we get our mail.
- A **police officer** keeps our community safe.
- A **teacher** helps children learn.

Have students touch each picture as you describe the word.

Teacher TIP

Having students share real-life experiences about community helpers will help them learn and remember the new vocabulary words.

SMALL GROUP

10 minutes

Role-playing

In groups of 3, have students role-play or play a game using one or more of the vocabulary words.

As you walk around, ask:

- What game are you playing?
- How did you decide what community helper to be?

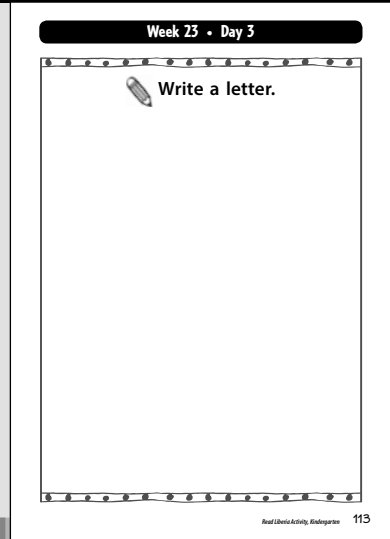
Conclusion

5 minutes

Extend the discussion. Help students think of other helpers in their community. Have volunteers act out what those helpers do.

Remarks

Theme	My Neighborhood
Sub-Theme	Community Helpers
Vocabulary	postal worker, police officer, teacher
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter f • Ask questions about a story • Use describing words • Pretend-write
Suggested Resources	Alphabet Chart Student Activity Book , pages 111, 113



Introduction 5 minutes

Sing the alphabet song, pointing to the letters on the Alphabet Chart.

Have students look at the picture on page 111 of the **Student Activity Book**.

- *What do you remember about community helpers?*

WHOLE GROUP 10 minutes

Alphabet Recognition

Point to the letter **f** on the Alphabet Chart.

- *This is the letter f.*
- *Say f with me: f, f, f.*

Read Aloud: Helpers in Our Community

Write the title on the board. Move your finger under the title as you read it aloud. Point out letters students know.

- *Point to the letter ___ in the title. Say its name with me.*
- *Let's look at the picture. What are the community helpers doing?*
- *As I read, listen for words that describe what the community helpers do.*

Helpers in Our Community

Edwin and Faith walk to school. They see a **postal worker**. He carries a big bag of mail. A **police officer** holds up one hand to stop the traffic so the children can cross the street. She helps keep people safe. The **teacher** waves from the doorway of the school. She helps children learn.

Discussion Questions

1. *What does the postal worker carry?*
2. *What words describe what the police officer does?*
3. *Who waves from the school?*

SMALL GROUP 10 minutes

Pretend-Write

Model writing a letter to thank a community helper for the work they do. Begin the letter with *Dear _____*. Write a sentence thanking a community helper. Sign the letter.

In groups of 3, students work together to pretend-write their own letters on **Student Activity Book** page 113. Accept drawing and scribbling. Encourage students to include the three parts of the letter as best they can.

As you walk around, ask:

- *Who is this letter to?*
- *What are you thanking this person for?*
- *Did you remember to put your name at the bottom of the letter?*

Have several students share their letters with the class.

Conclusion 5 minutes

Discuss where a letter goes when it is mailed and how postal workers help to deliver it.

Teacher TIP ✓

Have students share a time when they received a letter or something in the mail.

Remarks

I put my letter
in the box,



and wondered
where it went.



The postal worker
picked it up,



and made sure
that it was sent.



Theme	My Neighborhood
Sub-Theme	Community Helpers
Vocabulary	postal worker, police officer, teacher
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Segment words into onset and rime • Listen to a rhyme • Act out the rhyme
Suggested Resources	Alphabet Chart Student Activity Book , page 114

Introduction

5 minutes

Sing the alphabet song, pointing to the letters on the Alphabet Chart.

- Today, you will practice saying the first sound of a word and then the rest of the word.

WHOLE GROUP

10 minutes

Phonological Awareness

- Listen to the word I say. The word is mail, /m/-ail, mail.
- Now you try it with me. Say the first sound in mail, /m/.
- Say the rest of the word, ail.
- Say the whole word, mail.

Repeat with *help* (/h/-elp) and *teach* (/t/-each).

Rhyme

- Today we will be learning a new rhyme!
- Listen carefully.

Say the rhyme using gestures.

*I put my letter in the box,
and wondered where it went.
The postal worker picked it up,
and made sure that it was sent.*

Have students repeat the rhyme with you, using gestures.

- Can you hear words that sound similar? (went, sent)
- What is the same about those words?
- What are other words that rhyme with went, sent?

Have students look at the rhyme and pictures on page 114 of the **Student Activity Book**.

- Follow along with your finger in your activity book as we read the rhyme aloud.

SMALL GROUP

10 minutes

Act It Out

In groups of 3, have students say and act out the rhyme.

Conclusion

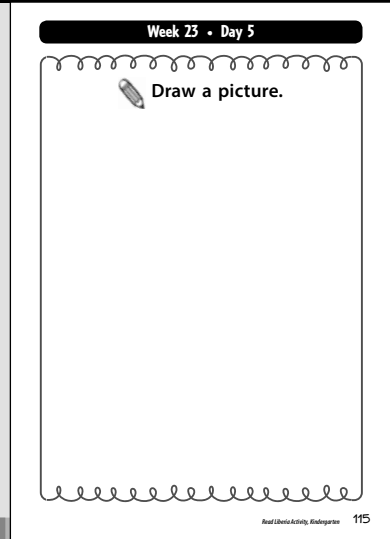
5 minutes

Discuss why we need community helpers.

- What would happen if there were no postal workers? No police officers? No teachers?
- What other helpers do we need in our community?

Remarks

Theme	My Neighborhood
Sub-Theme	Community Helpers
Vocabulary	postal worker, police officer, teacher
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter f • Listen to a story • Answer simple questions • Draw a picture
Suggested Resources	Alphabet Chart Student Activity Book , pages 111, 115



Introduction 5 minutes

- Does anyone remember the rhyme we learned yesterday?

Say the rhyme with students, using gestures and actions.

*I put my letter in the box,
and wondered where it went.
The postal worker picked it up,
and made sure that it was sent.*

WHOLE GROUP 10 minutes

Alphabet Recognition

Point to the letter **f** on the Alphabet Chart.

- This week we learned the letter **f**.
- Say **f** with me: **f, f, f**.

Read Aloud: Helpers in Our Community

Have students look at page 111 of the **Student Activity Book**. Point to each word in the title as you read it aloud. Help students find letters they know.

- Now, as I read the story, look at the picture and listen for words that describe what community helpers do.

Helpers in Our Community

Edwin and Faith walk to school. They see a **postal worker**. He carries a big bag of mail. A **police officer** holds up one hand to stop the traffic so the children can cross the street. She helps keep people safe. The **teacher** waves from the doorway of the school. She helps children learn.

Discussion Questions

1. What new things did you learn about community helpers this week?
2. What are some ways people help in the story?
3. What are some ways people help in your community?
4. What more would you like to learn about community helpers?

SMALL GROUP 10 minutes

Drawing

On page 115 of the **Student Activity Book**, have each student draw a picture of his or her favorite community helper.

In groups of 3, have students tell about their pictures and ask each other questions.

As you walk around, ask:

- Who is in your picture?
- What is/are he/she/they doing?
- Why is this person your favorite community helper?

Conclusion 5 minutes

Have several students show their pictures to the class. Encourage them to tell who the community helper is, what the helper is doing, and why we need the helper.

Remarks

Marie Goes to the Doctor



116 Read Liberia Activity, Kindergarten

Theme	My Neighborhood
Sub-Theme	Community Helpers
Vocabulary	hospital, doctor, nurse
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter d • Listen to a short story • Answer simple questions • Act out the story • Relate the story to everyday life
Suggested Resources	Alphabet Chart Student Activity Book , page 116

Introduction

5 minutes

Sing the alphabet song, pointing to the letters on the Alphabet Chart.

Use the vocabulary words **hospital**, **doctor**, and **nurse** to discuss community health workers.

- Today we will read a story about a girl, Marie, who goes to see a doctor when she is sick.
- Tell us what you know about how doctors and nurses help us.
- Tell us what you know about the kinds of tools doctors and nurses use.

WHOLE GROUP

10 minutes

Alphabet Recognition

Point to the letter **d** on the Alphabet Chart.

- This is the new letter we will learn today. Its name is **d**.
- Say **d** with me: **d, d, d**.

Read Aloud: Marie Goes to the Doctor

Have students look at page 116 of the **Student Activity Book**. Have them point to each word in the title as you read it aloud. Help students identify letters they know.

- Now, as I read the story, look at the picture and listen for what you can learn about health workers and their tools.

Marie Goes to the Doctor

When Marie fell sick, her mother took her to the **hospital**. A **nurse** felt Marie's forehead. She said, "You feel very warm." The nurse took Marie's temperature with a thermometer. She said, "You have a fever. I will get the **doctor**." Dr. Mulbah entered. He wore a white coat. He listened to Marie's heart with a stethoscope. Then he gave Marie some medicine.

Discussion Questions

1. Where does Marie go?
2. What does the nurse do? The doctor?
3. What do you think a thermometer is? A stethoscope?

SMALL GROUP

10 minutes

Role-playing

Model one role to start.

In groups of 3, have students act out the story, using the picture to help them mimic the actions of each character.

As you walk around, ask:

- What character did you play?
- Did you use any tools? What tools did you use?

Conclusion

5 minutes

Have students share real-life experiences with doctors and nurses.

Teacher TIP ✓

Some students may have fear about doctors, nurses, and illness. Allow them to express their concerns. Focus on how doctors and nurses help patients get well.

Remarks



hospital



doctor



nurse

Theme	My Neighborhood
Sub-Theme	Community Helpers
Vocabulary	hospital, doctor, nurse
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Segment words into phonemes • Point to pictures of vocabulary words
Suggested Resources	Alphabet Chart Student Activity Book , page 117

Introduction 5 minutes

Sing the alphabet song, pointing to the letters on the Alphabet Chart.

- Today, we will learn to say each sound in a word.
- The word is hat. Listen as I say each sound in hat: /h/-/ă/-/t/, hat.
- There are three sounds in hat.

WHOLE GROUP 10 minutes

Phonological Awareness

- I will say a word. I will say the sounds in that word. Then you will say the sounds in the word with me.
- The word is sit, /s/-/ĭ/-/t/, sit.
- Now you say the sounds in sit with me: /s/-/ĭ/-/t/, sit.
- There are three sounds in sit.

Repeat with fan (/f/-/ă/-/n/) and cup (/k/-/ŭ/-/p/).

Vocabulary

Have students look at the pictures on page 117 of the **Student Activity Book**.

Point to and describe each vocabulary word. Use the pictures to ask questions.

- A **hospital** is the place we go to get well when we are sick.
- A **doctor** helps sick people get well.
- A **nurse** helps the doctors.

Have students touch each picture as you describe the word.

SMALL GROUP 10 minutes

Game: Show and Tell Me

Model how to play by acting out the vocabulary word or pointing to its picture.

- Show and tell me about the **hospital**.
- Show and tell me something a **doctor** does.
- Show me the picture of the **nurse**. Show and tell me something a **nurse** does.

In groups of 3, have students play the game, taking turns asking other students to “show and tell me.”

Conclusion 5 minutes

Extend the discussion about hospitals and health workers.

- What have we learned about health workers? Hospitals?
- What are some other things a doctor or nurse might do?
- Who are some other people who help us stay healthy?

Remarks

Draw a picture.

Theme	My Neighborhood
Sub-Theme	Community Helpers
Vocabulary	hospital, doctor, nurse
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter d • Ask questions about a story • Make an inference about a character in a story • Draw a picture
Suggested Resources	Alphabet Chart Student Activity Book , pages 116, 118

Introduction

5 minutes

Have students look at the picture on page 116 of the **Student Activity Book**.

- *What do you remember about community helpers?*

WHOLE GROUP

10 minutes

Alphabet Recognition

Point to the letter **d** on the Alphabet Chart.

- *This is the letter **d**.*
- *Say **d** with me: **d, d, d**.*
- *The letter **d** makes the sound /d/.*
- *The word **doctor** (emphasize the /d/) begins with the sound /d/.*
- *Say it with me: /d/, **doctor**.*

Teacher TIP

You may want to review these letters and introduce these sounds: *a /ă/, m /m/, s /s/, p /p/, t /t/, i /i/, f /f/.*

Read Aloud: Marie Goes to the Doctor

Have students move their fingers under the title as you read it aloud. Point out letters students know.

- *Point to the letter ___ in the title. Say its name with me.*
- *Let's look at the picture. What are the doctor and nurse doing?*
- *As I read the story, listen for what the doctor and nurse do.*

Marie Goes to the Doctor

When Marie fell sick, her mother took her to the **hospital**. A **nurse** felt Marie's forehead. She said, "You feel very warm." The nurse took Marie's temperature with a thermometer. She said, "You have a fever. I will get the **doctor**." Dr. Mulbah entered. He wore a white coat. He listened to Marie's heart with a stethoscope. Then he gave Marie some medicine.

Discussion Questions

1. *Why does Marie need to go to the hospital?*
2. *What does the nurse do?*
3. *Why do you think she took Marie's temperature?*
4. *What does it mean to feel warm?*

SMALL GROUP

10 minutes

Drawing

On page 118 of the **Student Activity Book**, have each student draw a picture of one of the community helpers in the story. Have students use details from the story.

In groups of 3, have students tell about their pictures and ask each other questions.

As you walk around, ask:

- *Who is in your picture?*
- *I can tell this person is a doctor/nurse because you included this detail: _____.*

Conclusion

5 minutes

Play *Guess Who?* Have individual students come to the front of the room and mimic the actions of one of the community helpers they have learned about. Have the class guess who the student is pretending to be.

Remarks

I went to the doctor
because I was sick.



The doctor, he helped me
to feel better quick!



I went to the nurse
because I got a sprain.

The nurse, she helped me
feel better again!

Theme	My Neighborhood
Sub-Theme	Community Helpers
Vocabulary	hospital, doctor, nurse
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Segment words into phonemes • Listen to a rhyme • Act out the rhyme
Suggested Resources	Alphabet Chart Student Activity Book , page 119

Introduction 5 minutes

Sing the alphabet song, pointing to the letters on the Alphabet Chart.

- Today, you will practice saying each sound in a word.

WHOLE GROUP 10 minutes

Phonological Awareness

- I will say a word. I will say the sounds in that word. Then you will say the sounds in the word with me.
- The word is top, /t/-/ɒ/-/p/, top.
- Now you say the sounds in top with me: /t/-/ɒ/-/p/, top.
- Tell how many sounds you hear in the word.

Repeat with *bug* (/b/-/ü/-/g/) and *can* (/k/-/ă/-/n/).

Rhyme

- Today we will be learning a new rhyme!
- Listen carefully.

Say the rhyme using gestures.

*I went to the doctor because I was sick.
The doctor, he helped me to feel better quick!
I went to the nurse because I got a sprain.
The nurse, she helped me feel better again!*

Have students repeat the rhyme with you, using gestures.

- Can you hear words that sound similar? (sick, quick)
- What is the same about those words?
- What are other words that rhyme with sick, quick?

Have students look at the rhyme and pictures on page 119 of the **Student Activity Book**.

- Follow along with your finger in your activity book as we read the rhyme aloud.

SMALL GROUP 10 minutes

Act It Out

In groups of 3, have students say and act out the rhyme.

Conclusion 5 minutes

Discuss why we need community health workers.

- Why do we need health workers such as doctors and nurses?
- What do you think would happen if there were no health workers in our community?

Remarks

Write a list.

Theme	My Neighborhood
Sub-Theme	Community Helpers
Vocabulary	hospital, doctor, nurse
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter d • Listen to a story • Answer simple questions • Pretend-write
Suggested Resources	Alphabet Chart Student Activity Book , pages 116, 120

Introduction

5 minutes

- Does anyone remember the rhyme we learned yesterday?

Say the rhyme with students using gestures and actions.

*I went to the doctor because I was sick.
The doctor, he helped me to feel better quick!
I went to the nurse because I got a sprain.
The nurse, she helped me feel better again!*

WHOLE GROUP

10 minutes

Alphabet Recognition

Point to the letter **d** on the Alphabet Chart.

- This week we learned the letter **d**.
- Say **d** with me: **d, d, d**.

Read Aloud: Marie Goes to the Doctor

Have students look at page 116 of the **Student Activity Book**. Point to each word in the title as you read it aloud. Help students find letters they know.

- Now as I read the story, think about things the doctor does and why you think he does them.

Marie Goes to the Doctor

When Marie fell sick, her mother took her to the **hospital**. A **nurse** felt Marie's forehead. She said, "You feel very warm." The nurse took Marie's temperature with a thermometer. She said, "You have a fever. I will get the **doctor**." Dr. Mulbah entered. He wore a white coat. He listened to Marie's heart with a stethoscope. Then he gave Marie some medicine.

Discussion Questions

1. What does the doctor do in the story?
2. Why do you think the doctor listened to Marie's heart?
3. Why do you think the doctor gave Marie medicine?

Teacher TIP

Ask students to say how they think Marie felt after she took the medicine. Have them explain why they think as they do.

SMALL GROUP

10 minutes

Pretend-Write

On page 120 of the **Student Activity Book**, have each student pretend-write a list of ways to get well and stay healthy. Model writing the list.

- Pretend you are a doctor. Write a list of things your patient should do to get well and stay healthy.
- See how each word on our list is a group of letters.
- Leave a space between each word.

In groups of 3, have students share and explain their lists. Accept drawing and scribbling.

As you walk around, ask:

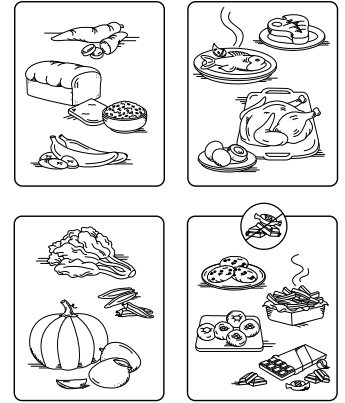
- What is on your list?
- How will this help your patient?

Conclusion

5 minutes

Ask students how community health workers help people. Make a list on the board. Call on students to act out each item on the list.

Healthy Food, Healthy Body



Read Liberia Activity, Kindergarten 121

Theme	Food We Eat
Sub-Theme	Eating Healthy Food
Vocabulary	healthy, energy, grow
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter n • Listen to a short story • Answer simple questions • Retell what they learned from the story • Relate the story to everyday life
Suggested Resources	Alphabet Chart Student Activity Book , page 121

Introduction 5 minutes

Sing the alphabet song, pointing to the letters on the Alphabet Chart.

Use the vocabulary words **healthy**, **energy**, and **grow** to introduce the topic.

- Today we will learn about healthy foods that give you energy and help you grow.
- I am thinking of a healthy food. Try to guess what it is.
- I come from a tree. I have milk inside. You can crack me open. (a coconut)

Teacher TIP ✓

Connect to students' experiences. Ask what foods they like to eat. Ask which foods they think are healthy.

WHOLE GROUP 10 minutes

Alphabet Recognition

Point to the letter **n** on the Alphabet Chart.

- This is the new letter we will learn today. Its name is **n**.
- Say **n** with me: **n, n, n**.
- The letter **n** makes the sound /n/. Say it with me.
- Let's think of some words that start with the sound /n/.

Read Aloud: Healthy Food, Healthy Body

Have students look at page 121 of the **Student Activity Book**. Point to each word in the title as you read it aloud.

- As I read the story, look at the picture and listen for what you can learn about healthy foods.

Healthy Food, Healthy Body

Eating good food keeps your body **healthy**. When you eat foods like cassava, bread, rice, and plantains, your body has **energy** to run, jump, and play. Eating meat, fish, chicken, and eggs builds strong muscles. Fruits and vegetables help children's bodies **grow** in a healthy way. Some foods are not so healthy. If you eat too much sugary, salty, or fried food, you may feel ill.

Discussion Questions

1. Why should we eat healthy food?
2. What foods are healthy? Not healthy?
3. Why shouldn't we eat too much sugary, salty, or fried food?

SMALL GROUP 10 minutes

Retelling

Call on a few students to point to the picture and tell something they learned about healthy food.

In groups of 3, have students take turns pointing to different parts of the picture and retell what they learned in the story.

As you walk around, ask:

- What did you learn?
- What can you tell me about this food group?

Conclusion 5 minutes

Have students share what their favorite foods are. Discuss whether the food is healthy or unhealthy and how you know.

Remarks



healthy



energy



grow

Theme	Food We Eat
Sub-Theme	Eating Healthy Food
Vocabulary	healthy, energy, grow
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Segment words into phonemes • Point to pictures of vocabulary words
Suggested Resources	Alphabet Chart Student Activity Book , page 122

Introduction

5 minutes

Sing the alphabet song, pointing to the letters on the Alphabet Chart.

- Today, we will learn to say each sound in a word.
- The word is ham. Listen as I say each sound in ham: /h/-/ă/-/m/, ham.
- Tell me how many different sounds are in the word ham.

WHOLE GROUP

10 minutes

Phonological Awareness

- I will say a word. I will say the sounds in that word. Then you say the sounds in the word with me.
- The word is fish, /f/-/ī/-/sh/, fish.
- Now you say the sounds in fish with me: /f/-/ī/-/sh/, fish.
- Tell me how many different sounds you hear. (3)

Repeat with *meat* (/m/-/ē/-/t/) and *lick* (/l/-/ī/-/k/).

Vocabulary

Have students look at the pictures on page 122 of the **Student Activity Book**.

Point to and describe each picture as you give an example of the word.

- When you are **healthy** your body feels good and doesn't get sick.
- When you have **energy** your body can do lots of things without getting tired.
- When you **grow**, you get bigger and taller.

Have students touch each picture as you discuss the word. Use the pictures to ask questions.

Teacher TIP ✓

Connect vocabulary to students' experience by asking:

- What do you do when you have energy?
- What helps you feel healthy?
- How much did you grow from the time you were a baby?

SMALL GROUP

10 minutes

Game: Show and Tell Me

Model how to play by acting out the vocabulary word or pointing to its picture and telling something about it.

- Show and tell me about the picture for **healthy**.
- Show me an action that shows you have **energy**. Tell me about it.
- Show and tell me what happens when you **grow**.

In groups of 3, have students play the game, taking turns asking other students to "show and tell me."

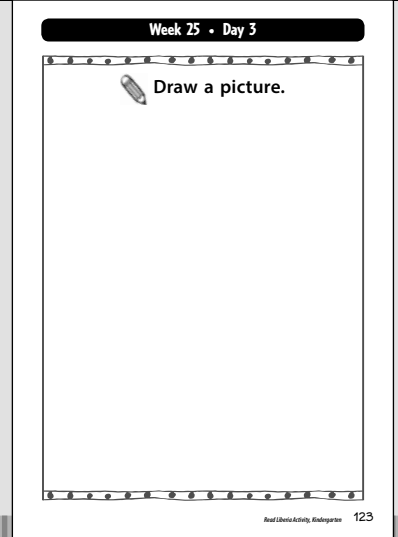
Conclusion

5 minutes

Call on groups to share the actions they did for the vocabulary words.

Remarks

Theme	Food We Eat
Sub-Theme	Eating Healthy Food
Vocabulary	healthy, energy, grow
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter n • Ask questions about a story • Identify cause and effect • Draw a picture
Suggested Resources	Alphabet Chart Student Activity Book , pages 121, 123



Introduction 5 minutes

Have students look at the picture on page 121 of the **Student Activity Book**.

- What do you remember about healthy foods?

WHOLE GROUP 10 minutes

Alphabet Recognition

Point to the letter **n** on the Alphabet Chart.

- This is the letter **n**.
- Say **n** with me: **n, n, n**.
- The letter **n** makes the sound /n/.

Read Aloud: Healthy Food, Healthy Body

Move your finger under the title as you read it aloud. Point out letters students know.

- Point to the letter ___ in the title. Say its name with me.
- Let's look at the picture. What are the healthy foods?
- As I read the story, listen for what happens to your body when you eat different kinds of healthy foods.

Healthy Food, Healthy Body

Eating good food keeps your body **healthy**. When you eat foods like cassava, bread, rice, and plantains, your body has **energy** to run, jump, and play. Eating meat, fish, chicken, and eggs builds strong muscles. Fruits and vegetables help children's bodies **grow** in a healthy way. Some foods are not so healthy. If you eat too much sugary, salty, or fried food, you may feel ill.

Discussion Questions

1. What does good food do for your body?
2. What foods help to give your body energy?
3. What happens when you eat meat, fish, chicken, or eggs?
4. Tell me about the types of food you like to eat.

SMALL GROUP 10 minutes

Drawing

On page 123 of the **Student Activity Book**, have students draw pictures of themselves eating healthy foods.

In groups of 3, have students tell about their pictures and ask each other questions.

As you walk around, ask:

- What healthy foods are in your picture?
- Can you label your picture by writing the name of your food?

Conclusion 5 minutes

Draw a line down the middle of the chalkboard. Write Healthy on one side and Unhealthy on the other side.

- Can you help me make a list of foods that are healthy and unhealthy?

Make a list of foods on the board, making connections to letters that children may recognize.

Remarks



What makes us strong?
 What helps us grow?
 What healthy foods do you know?



Vegetables and fruits and meat.
 Healthy foods are good to eat!

Theme	Food We Eat
Sub-Theme	Eating Healthy Food
Vocabulary	healthy, energy, grow
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Segment words into phonemes • Listen to a rhyme • Replace some words in a rhyme
Suggested Resources	Alphabet Chart Student Activity Book , page 124

Introduction

5 minutes

Sing the alphabet song, pointing to the letters on the Alphabet Chart.

- Today, you will practice saying each sound in a word.

WHOLE GROUP

10 minutes

Phonological Awareness

- I will say a word. I will say the sounds in that word. Then you say the sounds in the word with me.
- The word is food, /f/-/ōō/-/d/, food.
- Now you say the sounds in food with me: /f/-/ōō/-/d/, food.
- Tell me how many sounds you hear in the word.

Repeat with fit (/f/-/i/-/t/) and bite (/b/-/i/-/t/).

Rhyme

- Today we will be learning a new rhyme!
- Listen carefully.

Say the rhyme using gestures.

*What makes us strong?
 What helps us grow?
 What healthy foods do you know?
 Vegetables and fruits and meat.
 Healthy foods are good to eat!*

Have students repeat the rhyme with you using gestures.

- Can you hear words that sound similar? (grow, know; meat, eat)
- What is the same about those words?
- What are other words that rhyme with grow, know? Meat, eat?

Have students look at the rhyme and pictures on page 124 of the **Student Activity Book**.

- Follow along with your finger in your activity book as we read the rhyme aloud.

Teacher TIP ✓

Ask students to name healthy foods they like to eat. Replace foods in Line 4 of the rhyme with students' suggestions. Read the rhyme again.

SMALL GROUP

10 minutes

Say the Rhyme

In groups of 3, have students say the rhyme several times. Encourage them to replace words in the rhyme with healthy foods they know.

Conclusion

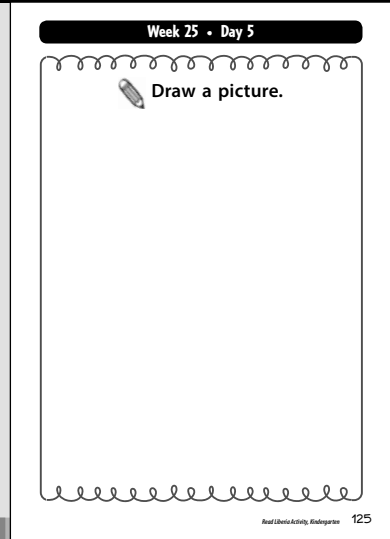
5 minutes

Discuss eating healthy foods.

- Why do we need to eat healthy foods?
- What are some healthy foods you eat?

Remarks

Theme	Food We Eat
Sub-Theme	Eating Healthy Food
Vocabulary	healthy, energy, grow
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter n • Listen to a story • Answer simple questions • Identify cause and effect
Suggested Resources	Alphabet Chart Student Activity Book , pages 121, 125



Introduction 5 minutes

- Does anyone remember the rhyme we learned yesterday?

Say the rhyme with students using gestures and actions.

*What makes us strong?
What helps us grow?
What healthy foods do you know?
Vegetables and fruits and meat.
Healthy foods are good to eat!*

WHOLE GROUP 10 minutes

Alphabet Recognition

Point to the letter **n** on the Alphabet Chart.

- This week we learned the letter **n**.
- Say **n** with me: **n, n, n**.
- The letter **n** makes the sound /n/.
- Let's think of words that start with the sound /n/.

Read Aloud: Healthy Food, Healthy Body

Have students look at page 121 of the **Student Activity Book**. Point to each word in the title as you read it aloud. Help students find letters they know and say the letter names.

- Now as I read the story, listen for what happens when people eat healthy foods.

Healthy Food, Healthy Body

Eating good food keeps your body **healthy**. When you eat foods like cassava, bread, rice, and plantains, your body has **energy** to run, jump, and play. Eating meat, fish, chicken, and eggs builds strong muscles. Fruits and vegetables help children's bodies **grow** in a healthy way. Some foods are not so healthy. If you eat too much sugary, salty, or fried food, you may feel ill.

Discussion Questions

1. What happens in your body when you eat cassava, rice, bread, and plantains? Other fruits and vegetables?
2. What do you need to eat for strong muscles?
3. What do you think would happen if you didn't eat enough healthy food?

SMALL GROUP 10 minutes

Drawing

On page 125 of the **Student Activity Book**, have students draw a big circle that they will pretend is a dinner plate. Demonstrate on the board.

In groups of 3, have students think about and draw healthy foods on their plates and pretend to enjoy dinner together.

As you walk around, ask:

- What foods are on your dinner plate?

Have several groups share with the class what they had for dinner.

Conclusion 5 minutes

Play a game about eating healthy food. Point to and name a food in the picture on **Student Activity Book** page 121. Have students tell what the healthy food does for their body when they eat it (gives energy, grows muscles, or helps you grow).

Remarks

Food from Plants



126 Read Liberia Activity, Kindergarten

Theme	Food We Eat
Sub-Theme	Meats, Fruit, Vegetables
Vocabulary	fruit, vegetables, beans
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter r • Listen to a short story • Answer simple questions • Retell what they learned from the story • Relate the story to everyday life
Suggested Resources	Alphabet Chart Student Activity Book , page 126

Introduction

5 minutes

Use the vocabulary words **fruit, vegetables,** and **beans** to introduce the topic.

- Last week we learned that fruits and vegetables are good for us to eat.
- Today we will learn more about them.
- Tell us about some fruits and vegetables you eat at home.

WHOLE GROUP

10 minutes

Alphabet Recognition

Point to the letter **r** on the Alphabet Chart.

- This is the new letter we will learn today. Its name is **r**.
- Say **r** with me: **r, r, r**.
- The letter **r** makes the sound /r/. Say it with me.

Read Aloud: Food from Plants

Have students look at page 126 of the **Student Activity Book**.

Point to each word in the title as you read it aloud. Point to the letter **r** and other letters students know. Have students say the letter names with you.

- As I read the story, listen for what you can learn about food from plants.

Food from Plants

Fruits and **vegetables** are delicious and healthy. Fruits and vegetables come from plants. Cassava and carrots are root vegetables. They grow underground. Cabbage and lettuce are vegetable leaves. Fruits are the sweet, juicy part of the plant, such as plum and orange. Fruits have seeds. We eat some seeds, such as peas and **beans**. We can also plant seeds in the earth. New fruits and vegetables grow from the seeds.

Discussion Questions

1. Where do fruits and vegetables come from?
2. What are some kinds of fruits? Vegetables?
3. What are beans?

SMALL GROUP

10 minutes

Retelling

Call on a few students to point to a fruit or vegetable in the picture and tell something they learned.

In groups of 3, have students take turns pointing to different parts of the picture and retell what they learned in the story.

As you walk around, ask:

- What did you learn?
- What can you tell me about this fruit/vegetable?

Conclusion

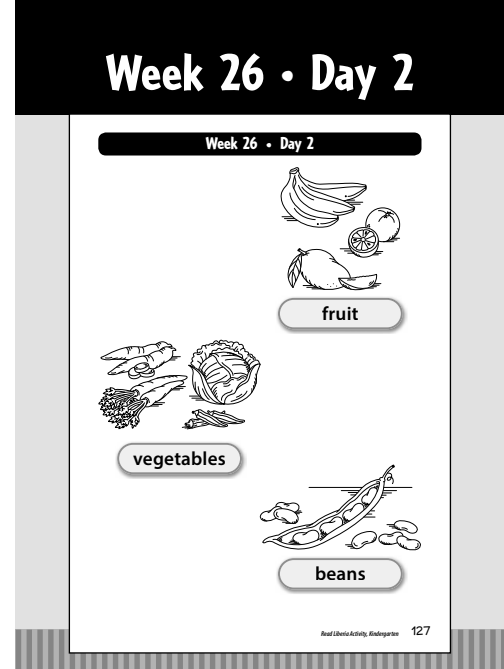
5 minutes

Have students share their own experiences.

- Does your family buy fruits and vegetables at the market or grow them in a garden?
- What kinds of fruits and vegetables grow near where we live?

Remarks

Theme	Food We Eat
Sub-Theme	Meats, Fruit, Vegetables
Vocabulary	fruit, vegetables, beans
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Segment words into phonemes • Point to pictures of vocabulary words
Suggested Resources	Alphabet Chart Student Activity Book , page 127



Introduction 5 minutes

Sing the alphabet song, pointing to the letters on the Alphabet Chart.

- Today, we will learn to say each sound in a word.
- The word is root. Listen as I say each sound: /r/-/ō/-/t/, root.
- Tell me how many different sounds are in the word root.

WHOLE GROUP 10 minutes

Phonological Awareness

- I will say a word. I will say the sounds in that word. Then you say the sounds in the word with me.
- The word is leaf, /l/-/ē/-/f/, leaf.
- Now you say the sounds in leaf with me: /l/-/ē/-/f/, leaf.
- Tell me how many different sounds you hear.

Repeat with *seed* (/s/-/ē/-/d/) and *pick* (/p/-/ī/-/k/).

Vocabulary

Have students look at the pictures on page 127 of the **Student Activity Book**.

Point to and describe each picture as you give an example of the word:

- **Fruit** is sweet and juicy to eat.
- **Vegetables** are parts of plants that we eat.
- **Beans** are seeds that we eat.

Use the pictures to ask questions about the vocabulary words.

SMALL GROUP 10 minutes

Game: Show and Tell Me

Model how to play by pointing to the picture of each vocabulary word and telling something about it.

- Show and tell me about a fruit.
- Show and tell me about a vegetable.
- Show and tell me about a bean.

In groups of 3, have students play the game, taking turns asking other students to “show and tell me.”

Teacher TIP ✓

Form mixed-ability groups. Have more able students help less able students.

Conclusion 5 minutes

Have students name as many fruits and vegetables as they know. Draw or write a list on the board.

Remarks

Draw a picture.

Theme	Food We Eat
Sub-Theme	Meats, Fruit, Vegetables
Vocabulary	fruit, vegetables, beans
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter r • Ask questions about a story • Identify descriptions • Draw a picture
Suggested Resources	Alphabet Chart Student Activity Book , pages 126, 128

Introduction

5 minutes

Sing the alphabet song, pointing to the letters on the Alphabet Chart.

Have students look at the picture on page 126 of the **Student Activity Book**.

- What do you remember about fruits and vegetables?

WHOLE GROUP

10 minutes

Alphabet Recognition

Point to the letter **r** on the Alphabet Chart.

- This is the letter **r**.
- Say **r** with me: **r, r, r**.
- Tell me the sound that the letter **r** makes.

Read Aloud: Food from Plants

Move your finger under the title as you read it aloud. Point out letters students know.

- Point to the letter ___ in the title. Say its name with me.
- Let's look at the picture. What fruits a vegetables do you see?
- As I read the story, listen for words that describe fruits and vegetables.

Food from Plants

Fruits and **vegetables** are delicious and healthy. Fruits and vegetables come from plants. Cassava and carrots are root vegetables. They grow underground. Cabbage and lettuce are vegetable leaves. Fruits are the sweet, juicy part of the plant, such as plum and orange. Fruits have seeds. We eat some seeds, such as peas and **beans**. We can also plant seeds in the earth. New fruits and vegetables grow from the seeds.

Discussion Questions

1. What words describe fruits and vegetables at the beginning of the story?
2. Which vegetables grow underground? Which are leaves?
3. What words describe what fruits are like?

SMALL GROUP

10 minutes

Drawing

On page 128 of the **Student Activity Book**, have students draw pictures of their favorite fruits or vegetables.

Encourage students to try to label their pictures.

In groups of 3, have students use describing words to tell about their fruits or vegetables and ask each other questions.

As you walk around, ask:

- What is your favorite fruit/vegetable? Why?
- What shape/size/color is your fruit/vegetable?
- How does your fruit/vegetable smell and taste?

Conclusion

5 minutes

Discuss that it is important to eat fruits and vegetables every day to stay healthy. It is best to eat as many different colors of fruits and vegetable as possible.

- What fruits and vegetables have you eaten today? What fruits and vegetables do you usually eat at home?

Remarks



Plum, plum,
I want some.



Banana, banana,
Yum, yum, yum!

Theme	Food We Eat
Sub-Theme	Meats, Fruit, Vegetables
Vocabulary	fruit, vegetables, beans
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Segment words into phonemes • Listen to a rhyme • Act out the rhyme
Suggested Resources	Alphabet Chart Student Activity Book , page 129

Introduction **5 minutes**

Sing the alphabet song, pointing to the letters on the Alphabet Chart.

- Today, you will practice saying each sound in a word.

WHOLE GROUP **10 minutes**

Phonological Awareness

- I will say a word. I will say the sounds in that word. Then you say the sounds in the word with me.
- The word is bean, /b/-/ē/-/n/, bean.
- Now you say the sounds in bean with me: /b/-/ē/-/n/, bean.
- Tell me how many sounds you hear in the word.

Repeat with nut (/n/-/ü/-/t/) and bit (/b/-/ī/-/t/).

Rhyme

- Today we will be learning a new rhyme!
- Listen carefully.

Say the rhyme using gestures. (Rub your tummy for the word yum.)

Plum, plum,
I want some.
Banana, banana,
Yum, yum, yum!

Have students repeat the rhyme with you using gestures.

- Can you hear words that sound similar? (plum, some, yum)
- What is the same about those words?
- What other words rhyme with plum, some, yum?

Have students look at the rhyme and pictures on page 129 of the **Student Activity Book**.

- Follow along with your finger in your activity book as we read the rhyme aloud.

Repeat the rhyme, replacing the words *plum* and *banana* with students' suggestions.

SMALL GROUP **10 minutes**

Act It Out

In groups of 3, have students act out the rhyme, replacing *plum* and *banana* with different fruits and vegetables. Tell them to pretend to eat the fruit/vegetable in the rhyme.

- Is it crunchy? Is it juicy? Does it have a peel? A seed?

Conclusion **5 minutes**

Have students share their favorite fruits and vegetables. List them on the board. Take a vote to see which fruit or vegetable is the class favorite.

Remarks

Draw a picture.

Theme	Food We Eat
Sub-Theme	Meats, Fruit, Vegetables
Vocabulary	fruit, vegetables, beans
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter r • Listen to a story and a rhyme • Answer simple questions • Categorize and classify
Suggested Resources	Alphabet Chart Student Activity Book , pages 126, 130

Introduction

5 minutes

- Does anyone remember the rhyme we learned yesterday?

Say the rhyme with students using gestures.

Plum, plum,
I want some.
Banana, banana,
Yum, yum, yum!

WHOLE GROUP

10 minutes

Alphabet Recognition

Point to the letter **r** on the Alphabet Chart.

- This week we learned the letter **r**.
- Say **r** with me: **r, r, r**.
- Tell me what sound the letter **r** makes.
- Let's think of words that start with the sound /r/.

Read Aloud: Food from Plants

Have students look at page 126 of the **Student Activity Book**. Point to each word in the title as you read it aloud. Help students find letters they know and say the letter names.

- Now as I read the story, listen for words that describe fruits and vegetables.

Food from Plants

Fruits and **vegetables** are delicious and healthy. Fruits and vegetables come from plants. Cassava and carrots are root vegetables. They grow underground. Cabbage and lettuce are vegetable leaves. Fruits are the sweet, juicy part of the plant, such as plum and orange. Fruits have seeds. We eat some seeds, such as peas and **beans**. We can also plant seeds in the earth. New fruits and vegetables grow from the seeds.

Discussion Questions

1. What is the sweet, juicy part of the plant?
2. How is a carrot different from cabbage?
3. How are fruits and vegetables alike? Different?

SMALL GROUP

10 minutes

Drawing

On page 130 of the **Student Activity Book**, have students draw a line down the middle of the page. Have them draw vegetables on one side and fruits on the other side. Demonstrate on the board.

In groups of 3, have students take turns naming a fruit or vegetable. Then all students in the group draw it in the correct column on their paper.

As you walk around, ask:

- How do you know this is a fruit? A vegetable?

Have several groups share their drawings with the class.

Conclusion

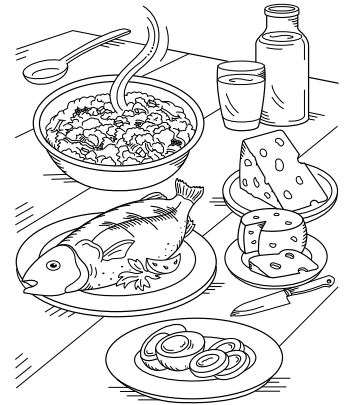
5 minutes

Make a big Fruit/Vegetable chart on the board. Have students name fruits and vegetables they drew and where you should write or draw it on the chart.

Have children come up and draw a fruit/vegetable in the correct column.

Remarks

Food from Animals



Read Liberia Activity, Kindergarten 131

Theme	Food We Eat
Sub-Theme	Meats, Fruit, Vegetables
Vocabulary	meat, eggs, dairy
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter o • Listen to a short story • Answer simple questions • Retell what they learned from the story • Relate the story to everyday life
Suggested Resources	Alphabet Chart Student Activity Book , page 131

Introduction 5 minutes

Use the vocabulary words **meat, eggs,** and **dairy** to introduce the topic.

- Today we will learn about foods that come from animals: meat, eggs, and dairy.
- I am thinking of a food that comes from an animal. Try to guess what it is.
- I come from a chicken. I have a hard shell, but it can crack easily. (an egg)

WHOLE GROUP 10 minutes

Alphabet Recognition

Point to the letter **o** on the Alphabet Chart.

- This is the new letter we will learn today. Its name is **o**.
- Say **o** with me: **o, o, o**.
- The letter **o** makes the sound /ō/. Say it with me.

Read Aloud: Food from Animals

Have students look at the picture on page 131 of the **Student Activity Book**.

Point to each word in the title as you read it aloud. Point to the letter **o** and other letters students know. Have students say the letter names with you.

- As I read the story, look at the picture and listen for what you can learn about food from animals.

Food from Animals

Eggs, dairy, and **meat** are foods that come from animals. A chicken lays eggs. We can eat the eggs. Dairy is food from milk. Goats, sheep, and cows give milk. Milk can also be made into cheese. Sometimes we eat meat from animals. Pork is meat from pigs. Beef is meat from cows. We also eat fish and chicken. All foods from animals contain protein. Protein gives us energy and helps us grow strong.

Discussion Questions

1. What are some foods we get from animals?
2. What is dairy? What are two kinds of dairy foods?
3. What are some kinds of meats?

SMALL GROUP 10 minutes

Retelling

Call on a few students to point to a food in the picture and tell whether it is meat, eggs, or dairy.

In groups of 3, have students take turns pointing to foods in the picture and retell what they learned in the story.

As you walk around, ask:

- What food is this?
- Is this meat, dairy, or egg?
- What else did you learn about this food?

Conclusion 5 minutes

Have students share their own experiences.

- What meats, eggs, or dairy do you eat at home?
- Does your family buy meats, dairy, and eggs at the market or do you get these things from animals at home or elsewhere?

Remarks



eggs



dairy



meat

Theme	Food We Eat
Sub-Theme	Meats, Fruit, Vegetables
Vocabulary	meat, eggs, dairy
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Segment words into phonemes • Point to pictures of vocabulary words
Suggested Resources	Alphabet Chart Student Activity Book , page 132

Introduction

5 minutes

Sing the alphabet song, pointing to the letters on the Alphabet Chart.

- Today, we will learn to say each sound in a word.
- The word is meat. Listen as I say each sound: /m/-/ē/-/t/, meat.
- Tell me how many different sounds are in the word meat.

WHOLE GROUP

10 minutes

Phonological Awareness

- I will say a word. I will say the sounds in that word. Then you say the sounds in the word with me.
- The word is fish, /f/-/ī/-/sh/, fish.
- Now you say the sounds in fish with me: /f/-/ī/-/sh/, fish.

Repeat with *cheese* (/ch/-/ē/-/z/) and *beef* (/b/-/ē/-/f/).

Vocabulary

Have students look at the pictures on page 132 of the **Student Activity Book**.

Point to and describe each picture as you give an example of the word:

- A hen lays **eggs**.
- Milk and cheese are kinds of **dairy** foods.
- We sometimes eat goat **meat**.

Use the pictures to ask questions about the vocabulary words and talk about what foods come from each animal.

Guide students to trace the dotted lines to connect each animal and the food that comes from it.

SMALL GROUP

10 minutes

Game: Show and Tell Me

Model how to play by pointing to the picture of each vocabulary word and telling something about it.

- Show and tell me about eggs.
- Show and tell me about a dairy food.
- Show and tell me about a kind of meat.

In groups of 3, have students play the game, taking turns asking other students to “show and tell me.”

Teacher TIP ✓

Form mixed-ability groups. Have more able students help less able students.

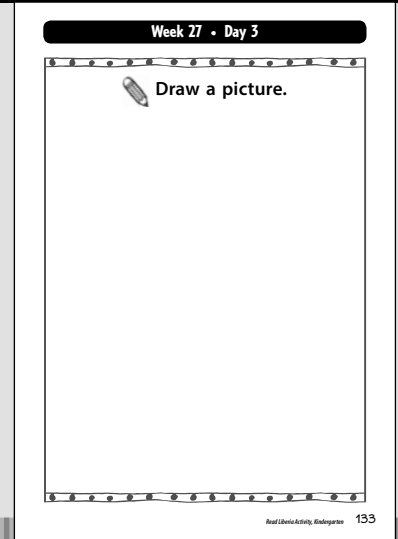
Conclusion

5 minutes

Make three columns on the board. Label each column with a picture and word for **meat**, **eggs**, and **dairy**. Have students name foods. List what they say in the correct column.

Remarks

Theme	Food We Eat
Sub-Theme	Meats, Fruit, Vegetables
Vocabulary	meat, eggs, dairy
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter o • Ask questions about a story • Use descriptive words • Draw a picture
Suggested Resources	Alphabet Chart Student Activity Book , pages 131, 133



Introduction 5 minutes

Sing the alphabet song, pointing to the letters on the Alphabet Chart.

Have students look at the picture on page 131 of the **Student Activity Book**.

- *What do you remember about eggs, dairy, and meat?*

WHOLE GROUP 10 minutes

Alphabet Recognition

Point to the letter **o** on the Alphabet Chart.

- *This is the letter **o**.*
- *Say **o** with me: **o, o, o**.*
- *Tell me the sound the letter **o** makes.*

Read Aloud: Food from Animals

Have students move their fingers under the title as you read it aloud. Point out letters students know.

- *Point to the letter ___ in the title. Say its name with me.*
- *Let's look at the picture. What food from animals do you see?*
- *As I read the story, listen for words that describe eggs, meat, and dairy.*

Food from Animals

Eggs, dairy, and meat are foods that come from animals. A chicken lays eggs. We can eat the eggs. Dairy is food from milk. Goats, sheep, and cows give milk. Milk can also be made into cheese. Sometimes we eat meat from animals. Pork is meat from pigs. Beef is meat from cows. We also eat fish and chicken. All foods from animals contain protein. Protein gives us energy and helps us grow strong.

Discussion Questions

1. *What are some foods from animals?*
2. *What food can be made into cheese?*
3. *What do all foods from animals contain?*
4. *Why is it good to eat foods with protein?*

SMALL GROUP 10 minutes

Drawing

Model drawing a plate of food that contains ½ fruits and vegetables; ¼ meats, dairy, and eggs; and ¼ grains and starch. On page 133 of the **Student Activity Book**, have students draw their own plates of healthy foods.

In groups of 3, have students describe what is on their plate and ask each other questions. Ask students to pretend to enjoy a meal together.

As you walk around, ask:

- *What foods did you draw?*
- *Which of the foods are meats? Eggs? Dairy?*

Teacher TIP ✓

Allow students 5 minutes for independent drawing and 5 minutes for discussion.

Conclusion 5 minutes

Have several students show their drawings. Explain that eating mostly fruits and vegetables with some meats, dairy, eggs, and grains is the best way to keep our bodies healthy.

Remarks



Meat and eggs,
good to eat.



Milk and cheese,
What a treat!

Theme	Food We Eat
Sub-Theme	Meats, Fruit, Vegetables
Vocabulary	meat, eggs, dairy
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Segment words into phonemes • Listen to a rhyme • Act out the rhyme
Suggested Resources	Alphabet Chart Student Activity Book , page 134

Introduction

1 minute

- Today, you will practice saying each sound in a word.

WHOLE GROUP

14 minutes

Phonological Awareness

- I will say a word. I will say the sounds in that word. Then you say the sounds in the word with me.
- The word is goat, /g/-/ō/-/t/, goat.
- Now you say the sounds in goat with me: /g/-/ō/-/t/, goat.
- Tell me how many sounds you hear in the word.

Repeat with hen (/h/-/ē/-/n/) and pig (/p/-/ī/-/g/).

Rhyme

- Today we will be learning a new rhyme!
- Listen carefully.

Say the rhyme using gestures.

*Meat and eggs,
good to eat.
Milk and cheese,
What a treat!*

Have students repeat the rhyme with you using gestures.

- Can you hear words that sound similar? (eat, treat)
- What is the same about those words?
- What other words rhyme with eat, treat?

Have students look at the rhyme and pictures on page 134 of the **Student Activity Book**.

- Follow along with your finger in your activity book as we read the rhyme aloud.

Repeat the rhyme again, replacing the words *meat*, *eggs*, *milk*, and *cheese* with students' food suggestions.

SMALL GROUP

10 minutes

Act It Out

In groups of 3, have students say and act out the rhyme. Tell them to pretend to eat each food in the rhyme and think about how it feels and tastes.

- Is it soft? Hard? Salty? Sweet?

Teacher TIP

Have each member of the group say and act out the original rhyme. If they have extra time, tell them to say the rhyme again with different foods.

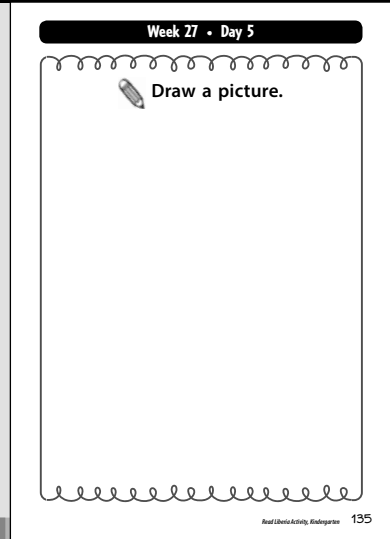
Conclusion

5 minutes

Have students share their favorite foods made from eggs, dairy, and meats. List them on the board. Take a vote to see which food is the class favorite.

Remarks

Theme	Food We Eat
Sub-Theme	Meats, Fruit, Vegetables
Vocabulary	meat, eggs, dairy
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter o • Listen to a story • Answer simple questions • Draw a picture
Suggested Resources	Alphabet Chart Student Activity Book , pages 131, 135



Introduction 5 minutes

• Does anyone remember the rhyme we learned yesterday?
Say the rhyme with students using gestures.

*Meat and eggs,
good to eat.
Milk and cheese,
What a treat!*

WHOLE GROUP 10 minutes

Alphabet Recognition

- Point to the letter **o** on the Alphabet Chart.
- This week we learned the letter **o**.
 - Say **o** with me: **o, o, o**.
 - Tell me what sound the letter **o** makes.
 - Let's think of words that start with the sound /ō/.

Read Aloud: Food from Animals

Have students look at page 131 of the **Student Activity Book**. Point to each word in the title as you read it aloud. Help students find letters they know and say the letter names.

• Now as I read the story, listen for what animals different foods come from.

Food from Animals

Eggs, dairy, and meat are foods that come from animals. A chicken lays eggs. We can eat the eggs. Dairy is food from milk. Goats, sheep, and cows give milk. Milk can also be made into cheese. Sometimes we eat meat from animals. Pork is meat from pigs. Beef is meat from cows. We also eat fish and chicken. All foods from animals contain protein. Protein gives us energy and helps us grow strong.

Discussion Questions

1. What animal do eggs come from?
2. What animal do milk and cheese come from?
3. What animal does beef come from? Pork?

SMALL GROUP 10 minutes

Drawing

On page 135 of the **Student Activity Book**, have students draw a line down the middle of the page. Have them draw a food on one side and the animal that food comes from on the other side. Demonstrate on the board.

In groups of 3, have students take turns explaining their drawing and asking each other questions.

As you walk around, ask:

- What food is this?
- What animal does this food come from?

Conclusion 5 minutes

Review the animals that foods come from. Draw pictures on the board to show that we get more than one kind of food from some animals, such as milk and beef from cows.

Remarks

Growing Food



136 Read Liberia Activity, Kindergarten

Theme	Food We Eat
Sub-Theme	Growing and Preparing Healthy Food
Vocabulary	soil, water, sunlight
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter g • Listen to a short story • Answer simple questions • Act out the story • Relate the story to everyday life
Suggested Resources	Alphabet Chart Student Activity Book , page 136

Introduction

5 minutes

Use the vocabulary words **soil, water, and sunlight** to introduce the topic.

- In today's story, Hawa and Samuel help their mother work to grow food in their garden.
- Tell us what you know about the things that plants need to grow.

WHOLE GROUP

10 minutes

Alphabet Recognition

Point to the letter **g** on the Alphabet Chart.

- This is the new letter we will learn today. Its name is **g**.
- Say **g** with me: **g, g, g**.
- The letter **g** makes the sound /g/. Say it with me.

Read Aloud: Growing Food

Have students look at the picture on page 136 of the **Student Activity Book**.

Point to each word in the title as you read it aloud. Point to the letter **g** and other letters students know. Have students say the letter names with you.

- As I read the story, look at the picture and listen for what you can learn about growing food.

Growing Food

Hawa and Samuel help their mother in the garden. They grow cassava, sweet potatoes, corn, and beans. Hawa plants bean seeds in the **soil**. Samuel waters the seeds. Little plants start to grow. **Sunlight** and **water** help the plants grow big and healthy. After some weeks, the vegetables have grown. They are ready to harvest. Hawa and Samuel pick beans and corn. Mama helps dig up sweet potatoes and cassava. The vegetables will make a good meal!

Discussion Questions

1. What are Hawa and Samuel doing with their mother?
2. What vegetables are growing in the garden?
3. What are three things the plants need to grow?
4. Why is the family growing vegetables?

SMALL GROUP

10 minutes

Role-playing

Model one role to start.

In groups of 3, have students act out the story using the picture to help them remember it.

As you walk around, ask:

- How did you decide who was Hawa? Samuel? Their mother?
- Show me what your character did in the story.

Conclusion

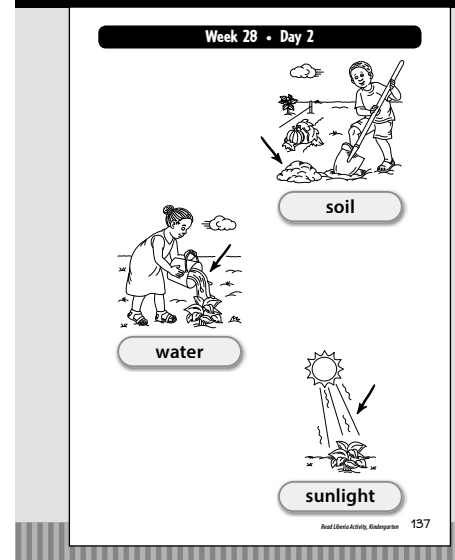
5 minutes

Have students connect to their own experiences.

- Does your family have a garden at home?
- What grows there?
- Do you help with the garden? What do you do?

Remarks

Theme	Food We Eat
Sub-Theme	Growing and Preparing Healthy Food
Vocabulary	soil, water, sunlight
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Segment words into phonemes • Point to pictures of vocabulary words
Suggested Resources	Alphabet Chart Student Activity Book , page 137



Introduction 5 minutes

Sing the alphabet song, pointing to the letters on the Alphabet Chart.

- Today, we will learn to say each sound in a word.
- The word is seed. Listen as I say each sound: /s/-/ē/-/d/, seed.
- Tell me how many different sounds are in the word seed.

WHOLE GROUP 10 minutes

Phonological Awareness

- I will say a word. I will say the sounds in that word. Then you say the sounds in the word with me.
- The word is sun, /s/-/ŭ/-/n/, sun.
- Now you say the sounds in sun with me: /s/-/ŭ/-/n/, sun.

Repeat with *light* (/l/-/ī/-/t/), *rain* (/r/-/ā/-/n/), and *wet* (/w/-/ĕ/-/t/).

Vocabulary

Have students look at the pictures on page 137 of the **Student Activity Book**.

Point to and describe each picture as you give an example of the word.

- **Soil** is the earth that plants grow in.
- **Sunlight** is light from the sun that helps plants grow.
- We need **water** to drink, and plants need water to grow.

Use the pictures to ask questions about the vocabulary words.

SMALL GROUP 10 minutes

Game: Tell Me

Model how to play by pointing to a picture of a vocabulary word and saying what you know about the word.

- This is **water**. Water is wet. We drink water. Plants need water.

Repeat for **sunlight** and **soil**.

In groups of 3, have students play the game, taking turns asking other students to “tell me.”

Conclusion 5 minutes

Show students how to plant a seed in soil in a small container, give it water, and place it in a sunny spot to grow. If you do not have a seed, draw pictures of the steps for growing a plant from a seed on the board.

Teacher TIP ✓

- What do we need to do to make sure this seed grows?
- How long do you think it will take for the seed to grow?

Remarks

Write a list.

Theme	Food We Eat
Sub-Theme	Growing and Preparing Healthy Food
Vocabulary	soil, water, sunlight
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter g • Ask questions about a story • Pretend-write
Suggested Resources	Alphabet Chart Student Activity Book , pages 136, 138

Introduction

5 minutes

Sing the alphabet song, pointing to the letters on the Alphabet Chart.

Have students look at the picture on page 136 of the **Student Activity Book**.

- What do you remember about what we need to do to grow food?

WHOLE GROUP

10 minutes

Alphabet Recognition

Point to the letter **g** on the Alphabet Chart.

- This is the letter **g**.
- Say **g** with me: **g, g, g**.
- Tell me the sound that the letter **g** makes.

Read Aloud: Growing Food

Move your finger under the title as you read it aloud. Point out letters students know.

- As I read the story, listen for the steps Hawa and Samuel take to grow food.

Growing Food

Hawa and Samuel help their mother in the garden. They grow cassava, sweet potatoes, corn, and beans. Hawa plants bean seeds in the **soil**. Samuel waters the seeds. Little plants start to grow. **Sunlight** and **water** help the plants grow big and healthy. After some weeks, the vegetables have grown. They are ready to harvest. Hawa and Samuel pick beans and corn. Mama helps dig up sweet potatoes and cassava. The vegetables will make a good meal!

Discussion Questions

1. What does Hawa do with the bean seeds?
2. Next, what does Samuel do to help the seeds grow?
3. What else helps the little plants to grow big and healthy?
4. What do Hawa, Samuel, and their mother do when the vegetables have grown?

SMALL GROUP

10 minutes

Pretend-Write

Model how to write steps for how to grow a plant. Draw a picture next to each step.

1. Plant the seed in soil.
2. Water the seed.
3. Put the plant in a sunny place.

- I can make a list of steps for how to grow a plant.
- Each word on the list is a group of letters.
- I leave a space between each word.
- I can also draw a picture for what happens in each step.

Have students work in groups of 3. On page 138 of the **Student Activity Book**, have students pretend-write and illustrate their own lists.

As you walk around, ask:

- What steps did you write?
- Which step is first? Second? Third?
- How do the pictures show what happens in the steps?

Conclusion

5 minutes

Discuss why it is important for a plant to have all three things (*soil, water, sunlight*) to grow.

Remarks



Plant it.



Water it.



Give it sun.



Harvest it.



Eat it.
The day is done.

Theme	Food We Eat
Sub-Theme	Growing and Preparing Healthy Food
Vocabulary	soil, water, sunlight
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Segment words into phonemes • Listen to a rhyme • Act out the rhyme
Suggested Resources	Alphabet Chart Student Activity Book , page 139

Introduction 5 minutes

Sing the alphabet song, pointing to the letters on the Alphabet Chart.

- Today, you will practice saying each sound in a word.

WHOLE GROUP 10 minutes

Phonological Awareness

- I will say a word. I will say the sounds in that word. Then you will say the sounds in the word with me.
- The word is seed, /s/-/ē/-/d/, seed.
- Now you say the sounds in seed with me: /s/-/ē/-/d/, seed.

Repeat with leaf (/l/-/ē/-/f/), nut (/n/-/ü/-/t/), and bean (/b/-/ē/-/n/).

Rhyme

- Today we will be learning a new rhyme!
- Listen carefully.

Read the rhyme, using gestures.

Plant it.
Water it.
Give it sun.
Harvest it.
Eat it.
The day is done.

Have students repeat the rhyme with you using gestures.

- Can you hear words that sound similar? (sun, done)
- What is the same about those words?
- What other words rhyme with sun, done?

Have students look at the rhyme and pictures on page 139 of the **Student Activity Book**.

- Follow along with your finger in your activity book as we read the rhyme aloud.

SMALL GROUP 10 minutes

Act It Out

In groups of 3, have students say and act out the rhyme.

As you walk around say:

- Show me how you act out “plant it.”

Repeat with other lines from the rhyme.

Teacher TIP ✓

If students in a group have trouble recalling the rhyme, say it with them a few times.

Conclusion 5 minutes

Have students pretend to be a growing plant. Have them begin by squatting down at their seats and move to show what happens as they get sunlight and water.

Remarks

Draw a picture.

Theme	Food We Eat
Sub-Theme	Growing and Preparing Healthy Food
Vocabulary	soil, water, sunlight
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter g • Listen to a story • Answer simple questions • Draw a picture • Make a prediction
Suggested Resources	Alphabet Chart Student Activity Book , pages 136, 140

Introduction

5 minutes

- Does anyone remember the rhyme we learned yesterday?

Say the rhyme with students using gestures and actions.

Plant it.
Water it.
Give it sun.
Harvest it.
Eat it.
The day is done.

WHOLE GROUP

10 minutes

Alphabet Recognition

Point to the letter **g** on the Alphabet Chart.

- This week we learned the letter **g**.
- Say **g** with me: **g, g, g**.
- Tell me what sound the letter **g** makes.
- Let's think of words that start with the sound /g/.

Read Aloud: Growing Food

Have students look at page 136 of the **Student Activity Book**. Point to each word in the title as you read it aloud. Help students find letters they know and say the letter names.

- Now as I read the story, listen for what the children do in the garden.

Growing Food

Hawa and Samuel help their mother in the garden. They grow cassava, sweet potatoes, corn, and beans. Hawa plants bean seeds in the **soil**. Samuel waters the seeds. Little plants start to grow. **Sunlight** and **water** help the plants grow big and healthy. After some weeks, the vegetables have grown. They are ready to harvest. Hawa and Samuel pick beans and corn. Mama helps dig up sweet potatoes and cassava. The vegetables will make a good meal!

Discussion Questions

1. How do Hawa and Samuel work together to help the plants grow?
2. What do you think would happen to Hawa's seeds if she didn't plant them in soil?
3. What do you think would happen if Hawa planted the seeds in a spot where there was no sun?
4. What do you think would happen if Samuel did not water the plants?

SMALL GROUP

10 minutes

Drawing

On page 140 of the **Student Activity Book**, have students draw a line down the middle of the page. On one side, have them draw how they think a plant with enough soil, sun, and water would look. On the other side, have them draw what they predict the plant would look like without all the things it needs. Demonstrate on the board.

In groups of 3, have students take turns explaining their drawings and asking each other questions.

As you walk around, ask:

- Which is the healthy plant?
- Which plant did not get all the things it needs? How did you show this?

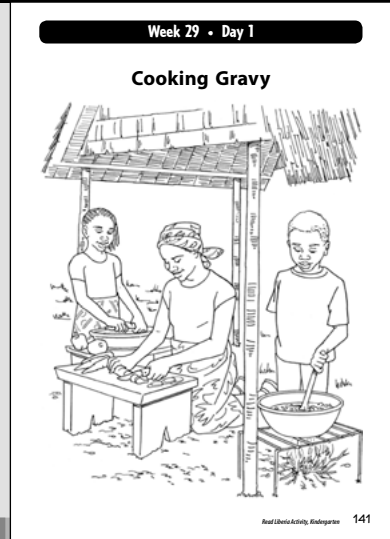
Conclusion

5 minutes

Take students outside to look for healthy plants and unhealthy plants. Help them notice where the plant is growing and what might make it healthy or unhealthy (dry or wet soil, sunny location).

Remarks

Theme	Food We Eat
Sub-Theme	Growing and Preparing Healthy Food
Vocabulary	pot, knife, spoon
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter e • Listen to a short story • Answer simple questions • Act out the story • Relate the story to everyday life
Suggested Resources	Alphabet Chart Student Activity Book , page 141



Introduction 5 minutes

Use the vocabulary words **pot, knife,** and **spoon** to introduce the topic.

- In today's story, Hawa and Samuel help their mother cook.
- Tell us what you know about cooking.

WHOLE GROUP 10 minutes

Alphabet Recognition
Point to the letter **e** on the Alphabet Chart.

- This is the new letter we will learn today. Its name is **e**.
- Say **e** with me: **e, e, e**.
- The letter **e** makes the sound /è/. Say it with me.

Read Aloud: Cooking Gravy
Have students look at the picture on page 141 of the **Student Activity Book**. Point to each word in the title as you read it aloud.

- As I read the story, look at the picture and listen for what you do to make gravy.

Cooking Gravy

Hawa and Samuel help Mama prepare gravy. First, Hawa washes the vegetables. Next, Mama peels and cuts the vegetables with a sharp **knife**. She puts the vegetables into a big **pot** with meat, fish, and pepper. Then she adds water. The pot cooks on the fire. Samuel stirs the gravy with a cook-**spoon**. Mama watches. They must be careful because the fire is hot. Soon, the gravy is ready to eat!

Discussion Questions

1. What are Hawa and Samuel making with their mother?
2. What does Samuel do to the vegetables?
3. What does Mama do to the vegetables?
4. What does Hawa do to the gravy?

SMALL GROUP 10 minutes

Role-playing
Model one role to start.

In groups of 3, have students act out the story using the picture to help them remember it. Tell them to think about the order in which the characters wash, peel, chop, add, and stir.

As you walk around, ask:

- Which part of the story did you act out?
- Can you show me what it looks like when you wash (peel, chop) the vegetables? When you stir the gravy?

Conclusion 5 minutes

Ask students to share about a time they helped prepare food. Ask them to say and act out what they did.

Remarks



pot



knife



spoon

Theme	Food We Eat
Sub-Theme	Growing and Preparing Healthy Food
Vocabulary	pot, knife, spoon
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Segment words into phonemes • Point to pictures of vocabulary words
Suggested Resources	Alphabet Chart Student Activity Book , page 142

Introduction

5 minutes

Sing the alphabet song, pointing to the letters on the Alphabet Chart.

- Today, we will learn to say each sound in a word.
- The word is food. Listen as I say each sound: /f/-/ōō/-/d/, food.
- Tell me how many different sounds are in the word food.

WHOLE GROUP

10 minutes

Phonological Awareness

- I will say a word. I will say the sounds in that word. Then you say the sounds in the word with me.
- The word is cook, /k/-/ōō/-/k/, cook.
- Now you say the sounds in cook with me: /k/-/ōō/-/k/, cook.

Repeat with *pot* (/p/-/ō/-/t/), *pan* (/p/-/ā/-/n/), and *knife* (/n/-/ī/-/f/).

Vocabulary

Have students look at the pictures on page 142 of the **Student Activity Book**.

Point to and describe each picture as you give an example of the word:

- We use a **pot** to cook soup and gravy.
- We use a **knife** to cut and chop things.
- We use a **spoon** to stir and mix.

Use the pictures to ask questions about the vocabulary words.

SMALL GROUP

10 minutes

Game: Show Me

Model how to play by pointing to the picture of each vocabulary word and using an action to show the word.

- Show me a pot. Show me something you can do with a pot.

In groups of 3, have students play the game, taking turns asking other students to “show me.”

Conclusion

5 minutes

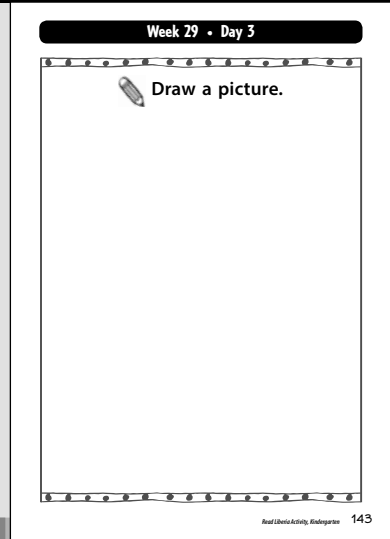
Call on students to act out how they might use a pot, knife, and spoon.

Teacher TIP

Ask students to name other kitchen equipment they know and act out how they have seen it used.

Remarks

Theme	Food We Eat
Sub-Theme	Growing and Preparing Healthy Food
Vocabulary	pot, knife, spoon
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter e • Ask questions about a story • Draw a picture
Suggested Resources	Alphabet Chart Student Activity Book , pages 141, 143



Introduction 5 minutes

Sing the alphabet song, pointing to the letters on the Alphabet Chart.

Have students look at the picture on page 141 of the **Student Activity Book**.

- *What do you remember about things we do to cook food?*

WHOLE GROUP 10 minutes

Alphabet Recognition
Point to the letter **e** on the Alphabet Chart.

- *This is the letter e.*
- *Say e with me: e, e, e.*
- *Tell me the sound the letter e makes.*

Read Aloud: Cooking Gravy
Have students move their fingers under the title as you read it aloud. Point out letters students know.

- *As I read the story, listen for words that give ingredients. Ingredients are the foods we use to cook something.*

Cooking Gravy

Hawa and Samuel help Mama prepare gravy. First, Hawa washes the vegetables. Next, Mama peels and cuts the vegetables with a sharp **knife**. She puts the vegetables into a big **pot** with meat, fish, and pepper. Then she adds water. The pot cooks on the fire. Samuel stirs the gravy with a cook-**spoon**. Mama watches. They must be careful because the fire is hot. Soon, the gravy is ready to eat!

- Discussion Questions**
1. *What ingredient does Mama peel and cut?*
 2. *What other ingredients are in the gravy pot?*
 3. *Why do you think water is an ingredient in gravy?*
 4. *What ingredient would you add if you were helping to make this gravy?*

SMALL GROUP 10 minutes

Drawing
On page 143 of the **Student Activity Book**, have students draw pictures of their favorite foods or of how food is cooked by their family at home.

In groups of 3, have students take turns explaining their drawings and asking each other questions.

As you walk around, ask:

- *What food did you draw?*
- *Do you know any of the ingredients in this food?*

Conclusion 5 minutes

Have some students show their pictures. Discuss which foods students in the class like most. Ask students to explain what they know about how their favorite foods are cooked in their home.

Remarks

Chop the yam.



Cook the meat.



Stir the pot.



Time to eat!



Theme	Food We Eat
Sub-Theme	Growing and Preparing Healthy Food
Vocabulary	pot, knife, spoon
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Segment words into phonemes • Listen to a rhyme • Act out the rhyme
Suggested Resources	Alphabet Chart Student Activity Book , page 144

Introduction

5 minutes

Sing the alphabet song, pointing to the letters on the Alphabet Chart.

- Today, you will practice saying each sound in a word.

WHOLE GROUP

10 minutes

Phonological Awareness

- I will say a word. I will say the sounds in that word. Then you will say the sounds in the word with me.
- The word is yam, /y/-/ă/-/m/, yam.
- Now you say the sounds in yam with me: /y/-/ă/-/m/, yam.

Repeat with *soup* (/s/-/oŭ/-/p/), *mix* (/m/-/ĭ/-/k/ /s/), and *meal* (/m/-/ē/-/l/).

Rhyme

- Today we will be learning a new rhyme!
- Listen carefully.

Read the rhyme, using gestures and actions.

Chop the yam.
Cook the meat.
Stir the pot.
Time to eat!

Have students repeat the rhyme with you using gestures and actions.

- Can you hear words that sound similar? (meat, eat)
- What is the same about those words?
- What other words rhyme with meat, eat?

Have students look at the rhyme and pictures on page 144 of the **Student Activity Book**.

- Follow along with your finger in your activity book as we read the rhyme aloud.

SMALL GROUP

10 minutes

Act It Out

In groups of 3, have students say and act out the rhyme.

- Show me how you "chop the yam."

Repeat with other lines from the rhyme.

Teacher TIP ✓

Have students form groups of 3 with children seated closest to them.

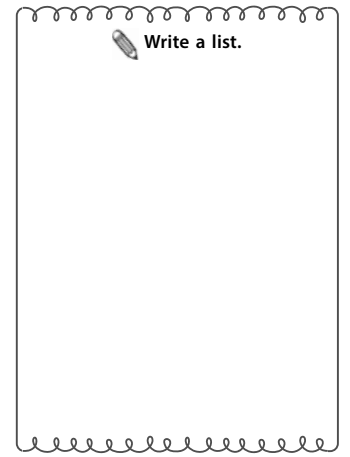
Conclusion

5 minutes

Review what the rhyme shows about cooking food. Have students suggest new foods and actions to add to the rhyme. Say and act out the new lines together.

Remarks

Theme	Food We Eat
Sub-Theme	Growing and Preparing Healthy Food
Vocabulary	pot, knife, spoon
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter e • Listen to a story • Identify sequence • Pretend-write
Suggested Resources	Alphabet Chart Student Activity Book , pages 141, 145



Introduction 5 minutes

- Does anyone remember the rhyme we learned yesterday?

Say the rhyme with students using gestures and actions.

*Chop the yam.
Cook the meat.
Stir the pot.
Time to eat!*

WHOLE GROUP 10 minutes

Alphabet Recognition

Point to the letter **e** on the Alphabet Chart.

- This week we learned the letter **e**.
- Say **e** with me: **e, e, e**.
- Tell me what sound the letter **e** makes.
- Let's think of words that start with the sound /ĕ/.

Read Aloud: Cooking Gravy

Have students look at page 141 of the **Student Activity Book**. Point to each word in the title as you read it aloud. Help students find letters they know and say the letter names.

- Now as I read the story, listen for the words first, next, and then.
- These words tell the order in which to do things when cooking.

Cooking Gravy

Hawa and Samuel help Mama prepare gravy. First, Hawa washes the vegetables. Next, Mama peels and cuts the vegetables with a sharp **knife**. She puts the vegetables into a big **pot** with meat, fish, and pepper. Then she adds water. The pot cooks on the fire. Samuel stirs the gravy with a cook-**spoon**. Mama watches. They must be careful because the fire is hot. Soon, the gravy is ready to eat!

Discussion Questions

1. What is the first step to prepare the gravy?
2. What is the next step after Hawa washes the vegetables?
3. What does Mama do after she cuts and peels the vegetables?
4. What happens after the vegetables are added to the pot?

SMALL GROUP 10 minutes

Pretend-Write

Model how to write a list of steps for making vegetable gravy:

1. Wash the vegetables.
2. Cut and peel the vegetables.
3. Put the vegetables in a pot with water.
4. Cook the vegetables.

Review the order of steps and how you leave a space between each word. Point out that you can also draw a picture to show what happens in each step.

Have students work in groups of 3. On page 145 of the **Student Activity Book**, have students pretend-write and illustrate their own list of steps. Have them share and explain their lists.

As you walk around, ask:

- Which step is first? Next? Last?
- How do your pictures show what happens in the steps?

Conclusion 5 minutes

Review how a recipe gives us steps that tell us how to cook something in order.

Remarks

Seasons and Weather in Liberia



146 Read Liberia Activity, Kindergarten

Theme	My Environment
Sub-Theme	Seasons and Weather
Vocabulary	temperature, weather, seasons
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter I • Listen to a short story • Answer simple questions • Retell the story • Relate the story to everyday life
Suggested Resources	Alphabet Chart Student Activity Book , page 146

Introduction

5 minutes

Use the vocabulary words **season**, **weather**, and **temperature** to introduce the topic.

- In today's story, you will learn about the seasons, weather, and temperature in Liberia.
- What is the weather like outside today? Is it dry or wet? Is the temperature hot or cool?
- What else do you know about the weather in Liberia?

WHOLE GROUP

10 minutes

Alphabet Recognition

Point to the letter **I** on the Alphabet Chart.

- This is the new letter we will learn today. Its name is **I**.
- Say **I** with me: **I, I, I**.
- The letter **I** makes the sound /I/. Say it with me.

Read Aloud: Seasons and Weather in Liberia

Have students look at the picture on page 146 of the **Student Activity Book**. Point to each word in the title as you read it aloud.

- As I read the story, look at the picture and listen for words that describe weather.

Seasons and Weather in Liberia

Liberia has two **seasons**: rainy and dry. In the rainy season, the **weather** is wet. It rains. The **temperature** feels cool. John helps his father plant crops. Rain makes the crops grow big. In the dry season, the weather is dry. It is sunny. The temperature feels hot. Musu must help her mother harvest the crops before the hot, dry weather makes the plants dry up. When the rainy season comes again, new crops can be planted.

Discussion Questions

1. What are the two seasons in Liberia?
2. What is the weather like in the rainy season? In the dry season?
3. What do John and his father do in the rainy season?
4. What do Musu and her mother do in the dry season?

SMALL GROUP

10 minutes

Retelling

Point to something in the picture and retell what you learned about it in the story.

In groups of 3, have students take turns retelling things they learned in the story using the picture to help them remember.

As you walk around, ask:

- Did you retell something you learned about weather, seasons, or temperature?
- What did you learn?

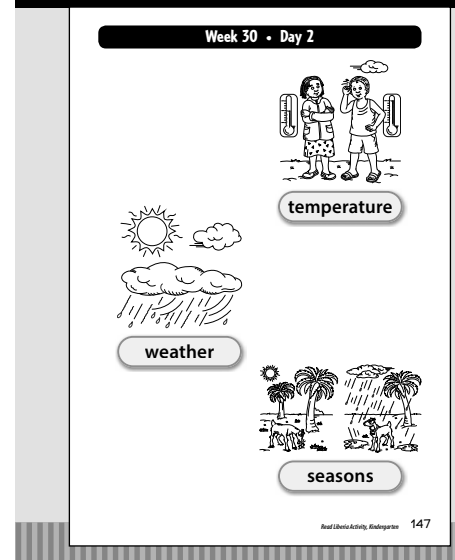
Conclusion

5 minutes

Review weather and seasons in Liberia. Model gestures that show what you do or feel when it is cold, hot, sunny, and rainy. Then name a kind of weather and call on students to show what they do or feel in that weather.

Remarks

Theme	My Environment
Sub-Theme	Seasons and Weather
Vocabulary	temperature, weather, seasons
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Segment words into phonemes • Point to pictures of vocabulary words
Suggested Resources	Alphabet Chart Student Activity Book , page 147



Introduction 5 minutes

Sing the alphabet song, pointing to the words on the Alphabet Chart.

- Today, we will learn to say each sound in a word.
- The word is drum. Listen as I say each sound: /d/-/r/-/ü/-/m/, drum.

WHOLE GROUP 10 minutes

Phonological Awareness

- I will say a word. I will say the sounds in that word. Then you say the sounds in the word with me.
- The word is wind, /w/-/ī/-/n/-/d/, wind.
- Now you say the sounds in wind with me: /w/-/ī/-/n/-/d/, wind.

Repeat with *sand* (/s/-/ă/-/n/-/d/), *crop* (/k/-/r/-/ö/-/p/), and *dust* (/d/-/ü/-/s/-/t/).

Vocabulary

Have students look at the pictures on page 147 of the **Student Activity Book**.

Point to and describe each picture as you ask questions to give an example of the word:

- **Temperature** is how hot or cold it is. What is the temperature now?
- **Weather** is what it is like outside. What is the weather today?
- **Seasons** are times of the year with the same weather. What season are we in now?

SMALL GROUP 10 minutes

Game: Show and Tell Me

Model how to play by pointing to the picture of each vocabulary word and telling something you know about the word.

- Show and tell me about seasons (weather, temperature).

In groups of 3, have students play the game, taking turns asking other students to “show and tell me.”

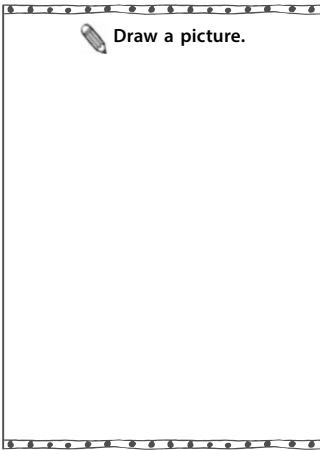
Teacher TIP ✓

Have students form groups with the students sitting closest to them, regardless of ability.

Conclusion 5 minutes

Call on students to share what they know about each vocabulary word. Ask for a volunteer to try to use all three vocabulary words in a sentence about the kind of weather they like best and why.

Remarks



Theme	My Environment
Sub-Theme	Seasons and Weather
Vocabulary	temperature, weather, seasons
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter I • Ask questions about a story • Identify cause and effect • Draw a picture
Suggested Resources	Alphabet Chart Student Activity Book , pages 146, 148

Introduction

5 minutes

Sing the alphabet song, pointing to the letters on the Alphabet Chart.

Have students look at the picture on page 146 of the **Student Activity Book**.

- What do you remember about seasons and weather in Liberia?

WHOLE GROUP

10 minutes

Alphabet Recognition

Point to the letter I on the Alphabet Chart.

- This is the letter I.
- Say I with me: I, I, I.
- Tell me the sound the letter I makes.

Read Aloud: Seasons and Weather in Liberia

Have students move their fingers under the title as you read it aloud. Point out letters students know.

- As I read the story, listen for how the seasons and weather affect how we live.

Seasons and Weather in Liberia

Liberia has two **seasons**: rainy and dry. In the rainy season, the **weather** is wet. It rains. The **temperature** feels cool. John helps his father plant crops. Rain makes the crops grow big. In the dry season, the weather is dry. It is sunny. The temperature feels hot. Musu must help her mother harvest the crops before the hot, dry weather makes the plants dry up. When the rainy season comes again, new crops can be planted.

Discussion Questions

1. What kind of weather does the rainy season cause?
2. What do John and his father do in the rainy season?
3. What kind of weather does the dry season cause?
4. What do Musu and her mother do in the dry season?

SMALL GROUP

10 minutes

Drawing

On page 148 of the **Student Activity Book**, have students draw a line across the middle of the page. Have them draw a picture of something their family does in the dry season on the top half, and something they do in the rainy season on the bottom half. Demonstrate on the chalkboard.

In groups of 3, have students take turns explaining their drawing and asking each other questions.

As you walk around, ask:

- What did you draw to show the dry/rainy season?
- What is your family doing?
- Why do you do this in the dry/rainy season?

Teacher TIP

Encourage students to label their pictures, even if they just scribble.

Conclusion

5 minutes

Encourage students to tell what their families do in the dry and rainy seasons and how the activities are different in each season.

Remarks



When the season is dry,
the sun feels hot.

When the season is rainy,
it rains a lot.



Theme	My Environment
Sub-Theme	Seasons and Weather
Vocabulary	temperature, weather, seasons
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Segment words into phonemes • Listen to a rhyme • Act out the rhyme
Suggested Resources	Alphabet Chart Student Activity Book , page 149

Introduction **1 minute**

- Today, you will practice saying each sound in a word.

WHOLE GROUP **14 minutes**

Phonological Awareness

- I will say a word. I will say the sounds in that word. Then you say the sounds in the word with me.
- The word is stick, /s/-/t/-/ī/-/k/, stick.
- Now you say the sounds in stick with me: /s/-/t/-/ī/-/k/, stick.

Repeat with jump (/j/-/ŭ/-/m/-/p/), trim (/t/-/r/-/ī/-/m/), and speak (/s/-/p/-/ē/-/k/).

Rhyme

- Today we will be learning a new rhyme!
- Listen carefully.

Read the rhyme, using gestures. (Fan yourself for “hot” and pretend to shield yourself from rain for “rain.”)

*When the season is dry,
the sun feels hot.
When the season is rainy,
it rains a lot.*

Have students repeat the rhyme with you using gestures.

- Can you hear words that sound similar? (hot, lot)
- What is the same about those words?
- What other words rhyme with hot, lot?

Have students look at the rhyme and pictures on page 149 of the **Student Activity Book**.

- Follow along with your finger in your activity book as we read the rhyme aloud.

SMALL GROUP **10 minutes**

Act It Out

In groups of 3, have students say and act out the rhyme.

Teacher TIP ✓

Have students say and act out the rhyme together as a group to allow less-proficient students to follow along with more proficient students.

Conclusion **5 minutes**

Talk about how the weather and seasons affect students’ lives.

- What do you do to keep dry when it rains? What do you wear? Where do you go?
- What do you do to keep cool when it is sunny and hot?
- How is what you do in the dry season different from what you do in the rainy season?

Remarks

Draw a picture.

Theme	My Environment
Sub-Theme	Seasons and Weather
Vocabulary	temperature, weather, seasons
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter I • Listen to a story and a rhyme • Identify cause and effect • Draw a picture
Suggested Resources	Alphabet Chart Student Activity Book , pages 146, 150

Introduction

5 minutes

- Does anyone remember the rhyme we learned yesterday?

Say the rhyme with students, using actions and gestures.

*When the season is dry,
the sun feels hot.
When the season is rainy,
it rains a lot.*

WHOLE GROUP

10 minutes

Alphabet Recognition

Point to the letter **I** on the Alphabet Chart.

- This week we learned the letter **I**.
- Say **I** with me: **I, I, I**.
- Tell me what sound the letter **I** makes.
- Let's think of words that start with the sound **/I/**.

Read Aloud: Seasons and Weather in Liberia

Have students look at page 146 of the **Student Activity Book**. Point to each word in the title as you read it aloud. Help students find letters they know and say the letter names.

- Now as I read the story, listen for how the seasons in Liberia affect people and things.

Seasons and Weather in Liberia

Liberia has two **seasons**: rainy and dry. In the rainy season, the **weather** is wet. It rains. The **temperature** feels cool. John helps his father plant crops. Rain makes the crops grow big. In the dry season, the weather is dry. It is sunny. The temperature feels hot. Musu must help her mother harvest the crops before the hot, dry weather makes the plants dry up. When the rainy season comes again, new crops can be planted.

Discussion Questions

1. What causes the crops to grow big?
2. How does the rainy season affect what John and his father do?
3. How does dry weather affect the plants?
4. How does the dry season affect what Musu and her mother do?

SMALL GROUP

10 minutes

Drawing

On page 150 of the **Student Activity Book**, have each student draw a picture of the sun, rain, and a plant they know. Demonstrate on the board.

In groups of 3, have students share their pictures and take turns asking each other questions.

As you walk around, ask:

- What does your picture show?
- How do the sun and rain affect the plant?
- What would happen if there was no rain? No sun?

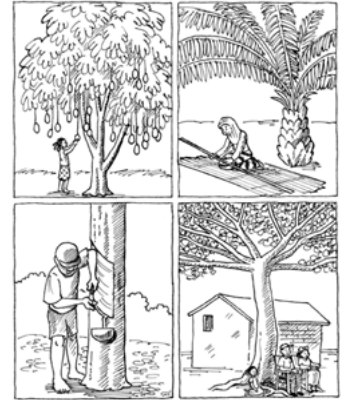
Conclusion

5 minutes

Take students outside to observe and review weather, seasons, and temperature.

Remarks

Helpful Trees



Read Liberia Activity, Kindergarten 151

Theme	My Environment
Sub-Theme	Plants
Vocabulary	trees, shade, wood
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter u • Listen to a short story • Answer simple questions • Retell the story • Relate the story to everyday life
Suggested Resources	Alphabet Chart Student Activity Book , page 151

Introduction 5 minutes

Use the vocabulary words **trees, shade,** and **wood** to introduce the topic.

- In today's story, you will learn about trees and why they are important.
- Tell us what you already know about trees.

WHOLE GROUP 10 minutes

Alphabet Recognition

Point to the letter **u** on the Alphabet Chart.

- This is the new letter we will learn today. Its name is **u**.
- Say **u** with me: **u, u, u**.
- The letter **u** makes the sound /ü/. Say it with me.

Read Aloud: Helpful Trees

Have students look at the picture on page 151 of the **Student Activity Book**. Point to each word in the title as you read it aloud. Put your finger on letter **u** and other letters students know and say the letter names.

- As I read the story, look at the picture and listen for new things you learn about trees.

Helpful Trees

Trees are important plants. They provide food such as plums and avocados. The oil palm gives us oil. We also use palm leaves to weave mats or baskets. We harvest sap from the rubber tree to make rubber. The famira tree provides us with **shade** when it is hot and sunny. We get **wood** from trees to make fire and to build furniture and homes. Some animals make their homes in trees. Trees help to clean the air we breathe.

Discussion Questions

1. What are trees?
2. What are some different kinds of trees?
3. What are some ways trees help people?
4. How do trees help animals?

SMALL GROUP 10 minutes

Retelling

Point to something in the picture and retell what you learned about it in the story.

In groups of 3, have students take turns retelling things they learned in the story, using the picture to help them remember.

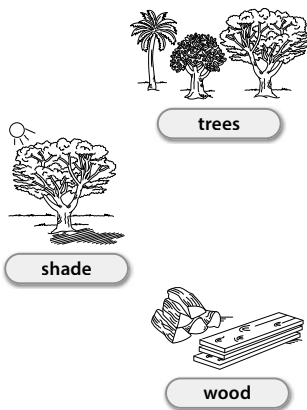
As you walk around, ask:

- What is something you learned about trees?
- Point to a tree in the picture. What did you learn about it?

Conclusion 5 minutes

Connect to students' own experiences with trees. Encourage them to tell what it is like to sit in the shade of a tree or pick fruit from a tree. If their family uses wood or leaves from a tree, ask them to tell what they use it for.

Remarks



Theme	My Environment
Sub-Theme	Plants
Vocabulary	trees, shade, wood
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Segment words into phonemes • Point to pictures of vocabulary words
Suggested Resources	Alphabet Chart Student Activity Book , page 152

Introduction

5 minutes

Sing the alphabet song, pointing to the words on the Alphabet Chart.

- Today, we will learn to say each sound in a word.
- Listen as I say each sound in the word **trees**: /t/-/r/-/ē/-/z/, **trees**.

WHOLE GROUP

10 minutes

Phonological Awareness

- I will say a word. I will say the sounds in that word. Then you say the sounds in the word with me.
- The word is green, /g/-/r/-/ē/-/n/, green.
- Now you say the sounds in green with me: /g/-/r/-/ē/-/n/, green.

Repeat with *black* (/b/-/l/-/ă/-/k/), *snack* (/s/-/n/-/ă/-/k/), and *snake* (/s/-/n/-/ā/-/k/).

Vocabulary

Have students look at the pictures on page 152 of the **Student Activity Book**.

Point to and describe each picture as you explain each word. When possible, point to a real example in the classroom or outside:

- **Trees** are large plants that are important in many ways.
- We sit in the **shade** when it is hot and sunny.
- Our classroom chairs are made of **wood**.

Use the pictures to ask questions about the vocabulary words.

SMALL GROUP

10 minutes

Game: Show and Tell Me

Model how to play by pointing to the picture of each word (or an example in the classroom) and telling something you know about it.

- Show and tell me about **trees**.

Repeat for **shade** and **wood**.

In groups of 3, have students play the game, taking turns asking other students to “show and tell me.”

Conclusion

5 minutes

Call on students to point to things in the classroom that are made of wood. Go outside and have students find a shade tree to stand under.

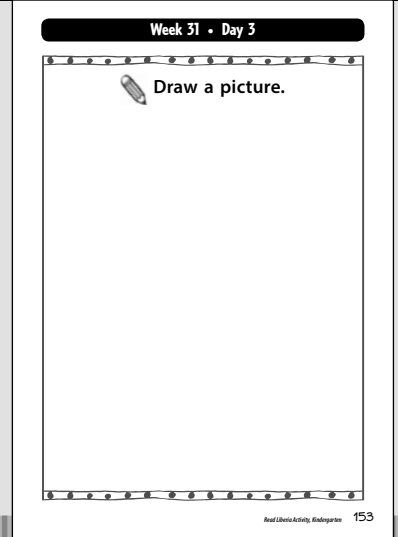
Teacher TIP



Call on a few students to use one or more of the vocabulary words to tell about how trees are important to them at home.

Remarks

Theme	My Environment
Sub-Theme	Plants
Vocabulary	trees, shade, wood
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter h • Ask questions about a story • Draw a picture
Suggested Resources	Alphabet Chart Student Activity Book , pages 151, 153



Introduction 5 minutes

Sing the alphabet song, pointing to the letters on the Alphabet Chart.

Have students look at the picture on page 151 of the **Student Activity Book**.

- *What do you remember about trees?*

WHOLE GROUP 10 minutes

Alphabet Recognition

Point to the letter **h** on the Alphabet Chart.

- *This is the new letter we will learn today. Its name is **h**.*
- *Say **h** with me: **h, h, h**.*
- *The letter **h** makes the sound /h/. Say it with me.*

Read Aloud: Helpful Trees

Move your finger under the title as you read it aloud. Point out letters students know.

- *As I read the story, listen for things that trees provide for us.*

Helpful Trees

Trees are important plants. They provide food such as plums and avocados. The oil palm gives us oil. We also use palm leaves to weave mats or baskets. We harvest sap from the rubber tree to make rubber. The famira tree provides us with **shade** when it is hot and sunny. We get **wood** from trees to make fire and to build furniture and homes. Some animals make their homes in trees. Trees help to clean the air we breathe.

Discussion Questions

1. *What foods does the story tell us trees provide?*
2. *What is something we can do with the leaves of trees?*
3. *What is something we can make from the sap of trees?*
4. *What are some things we can do with the wood from trees?*

SMALL GROUP 10 minutes

Drawing

On page 153 of the **Student Activity Book**, have each student draw a picture of something trees provide.

In groups of 3, have students take turns explaining their drawings and asking each other questions.

As you walk around, ask:

- *What did you draw?*
- *How does this thing help us?*

Conclusion 5 minutes

Have several students show their pictures to the class and explain what they show. Review some of the things trees provide.

Remarks

It gives fruit



and shade to me.



What can it be?
It is a tree!



Theme	My Environment
Sub-Theme	Plants
Vocabulary	trees, shade, wood
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Segment words into phonemes • Listen to a rhyme • Replace words in a rhyme
Suggested Resources	Alphabet Chart Student Activity Book , page 154

Introduction

1 minute

- Today, you will practice saying each sound in a word.

WHOLE GROUP

14 minutes

Phonological Awareness

- I will say a word. I will say the sounds in that word. Then you say the sounds in the word with me.
- The word is drop, /d/-/r/-/ɒ/-/p/, drop.
- Now you say the sounds in drop with me: /d/-/r/-/ɒ/-/p/, drop.

Repeat with hunt (/h/-/ʌ/-/n/-/t/), frog (/f/-/r/-/ɒ/-/g/), and stop (/s/-/t/-/ɒ/-/p/).

Rhyme

- Today we will be learning a new rhyme!
- Listen carefully.

Read the rhyme, using gestures.

*It gives fruit
and shade to me.
What can it be?
It is a tree!*

Have students repeat the rhyme with you using gestures.

- Can you hear words that sound similar? (me, be, tree)
- What is the same about those words?
- What other words rhyme with me, be, tree?

Have students look at the rhyme and pictures on page 154 of the **Student Activity Book**.

- Follow along with your finger in your activity book as we read the rhyme aloud.

Say the rhyme again several times, replacing *fruit* and *shade* with other things a tree gives such as *rubber*, *wood*, *paper*, and *clean air*.

SMALL GROUP

10 minutes

Act It Out

In groups of 3, have students say the rhyme. Have them use the words *fruit* and *shade* the first time, then replace those words with other things trees give.

Conclusion

5 minutes

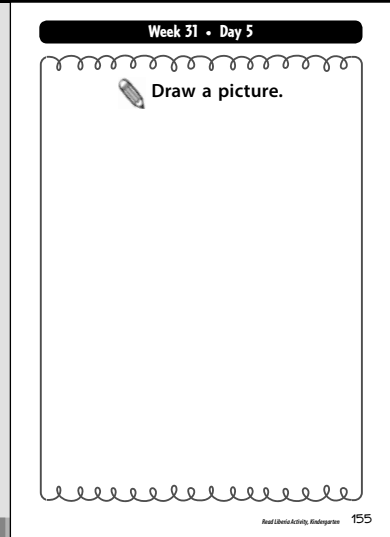
Play a call-and-response game with students, using the rhyme to name the different things trees provide.

- It gives _____ (fruit, shade, wood, sap) to me. What can it be?

Have students respond: *It's a tree!*

Remarks

Theme	My Environment
Sub-Theme	Plants
Vocabulary	trees, shade, wood
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letters u and h • Listen to a story • Draw a picture
Suggested Resources	Alphabet Chart Student Activity Book , pages 151, 155



Introduction 5 minutes

- Does anyone remember the rhyme we learned yesterday?

Say the rhyme with students using gestures.

*It gives fruit
and shade to me.
What can it be?
It is a tree!*

WHOLE GROUP 10 minutes

Alphabet Recognition

Point to the letters **h** and **u** on the Alphabet Chart.

- This week we learned the letters **h** and **u**.
- (Point to **h**.) Say **h** with me: **h, h, h**.
- Tell me the sound the letter **h** makes.
- Let's think of words that start with the sound /h/.

Repeat for the letter **u**.

Read Aloud: Helpful Trees

Have students look at page 151 of the **Student Activity Book**. Point to each word in the title as you read it aloud. Help students find letters they know and say the letter names.

- Now as I read the story, listen for things trees provide.

Helpful Trees

Trees are important plants. They provide food such as plums and avocados. The oil palm gives us oil. We also use palm leaves to weave mats or baskets. We harvest sap from the rubber tree to make rubber. The famira tree provides us with **shade** when it is hot and sunny. We get **wood** from trees to make fire and to build furniture and homes. Some animals make their homes in trees. Trees help to clean the air we breathe.

Discussion Questions

1. What are some things a palm tree provides for us?
2. What does a rubber tree provide for us? A famira tree?
3. How do trees affect the air we breathe?

SMALL GROUP 10 minutes

Drawing

Have each student draw a picture of a tree on page 155 of the **Student Activity Book**.

If possible, bring students outside and find trees to draw.

In groups of 3, have students share their pictures and ask each other questions.

As you walk around, ask:

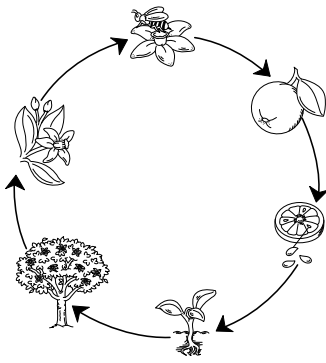
- Can you tell me something about your tree?
- Why did you choose this tree?

Conclusion 5 minutes

Go outside and have the class make a circle around a tree by holding hands. Chant the rhyme together as you move around the tree.

Remarks

How Flowers Grow



156 Read Liberia Activity, Kindergarten

Theme	My Environment
Sub-Theme	Plants
Vocabulary	flowers, petals, nectar
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter c • Listen to a short story • Answer simple questions • Retell the story • Relate the story to everyday life
Suggested Resources	Alphabet Chart Student Activity Book , page 156

Introduction

5 minutes

Use the vocabulary words **flowers, petals,** and **nectar** to introduce the topic.

- *In today's story, you will learn about how flowers grow.*
- *Tell us what you know about flowers and colorful petals.*

WHOLE GROUP

10 minutes

Alphabet Recognition

Point to the letter **c** on the Alphabet Chart.

- *This is the new letter we will learn today. Its name is **c**.*
- *Say **c** with me: **c, c, c**.*
- *The letter **c** can make the sound /k/. Say it with me.*

Read Aloud: How Flowers Grow

Have students look at the picture on page 156 of the **Student Activity Book**. Point to each word in the title as you read it aloud.

- *As I read the story, look at the picture and listen for information about how flowers grow.*

How Flowers Grow

All plants grow from seeds. A seed is planted in the ground. A little plant starts to grow. The plant grows leaves and **flowers**. All flowers have **petals** and contain sweet **nectar** and pollen. When insects visit flowers to eat nectar, they move the pollen from plant to plant. This pollinates the flowers. That means the flower can grow into a fruit. Inside each fruit are seeds. From those seeds, new plants can grow!

Discussion Questions

1. *What do plants grow from?*
2. *What are two parts of a plant?*
3. *What do all flowers have?*
4. *What is inside a fruit?*

SMALL GROUP

10 minutes

Retelling

Hold up page 156 of the **Student Activity Book**. Retell parts of the story as you point to different parts of the diagram. Show students how to follow the arrows in the diagram.

In groups of 3, have students take turns retelling what they learned in the story, using the diagram to help them remember.

As you walk around, point to parts of the diagram and ask:

- *How does a plant begin to grow?*
- *What happens next? What happens after that?*

Conclusion

5 minutes

Connect to students' own experience with plants.

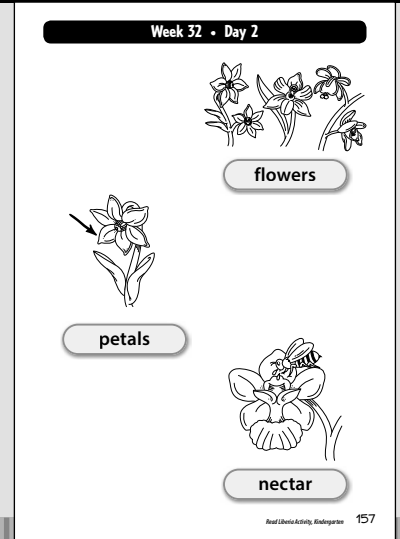
- *Have you ever seen bees on a flower?*
- *What do you think they are doing?*
- *Can you describe some different flowers you have seen?*

Teacher TIP ✓

If possible, take students outside to observe plants and flowers. Discuss their parts and how they are alike and different.

Remarks

Theme	My Environment
Sub-Theme	Plants
Vocabulary	flowers, petals, nectar
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Say the first sound in a word • Point to pictures of vocabulary words
Suggested Resources	Alphabet Chart Student Activity Book , page 157



Introduction 5 minutes

Sing the alphabet song, pointing to the letters on the Alphabet Chart.

- Today, we will learn to say the first sound in a word.

WHOLE GROUP 10 minutes

Phonological Awareness

- Listen to the word I say: milk.
- The first sound in milk is /m/. Milk, /m/
- Say the word and the first sound with me: milk, /m/.

Repeat with *need* (/n/), *pen* (/p/), *run* (/r/), and *sip* (/s/).

Vocabulary

Have students look at the pictures on page 157 of the **Student Activity Book**.

Point to each picture as you explain each word.

- **Flowers** grow on plants. Some flowers smell sweet.
- **Petals** are like colorful leaves that make up a flower.
- **Nectar** is the sticky sweet part of the flower that bees eat.

Use the pictures to ask questions about the vocabulary words.

SMALL GROUP 10 minutes

Game: Show and Tell Me

Model how to play by pointing to the picture of each word and telling something you know about it.

- Show and tell me about **flowers**.

Repeat for **petals** and **nectar**.

In groups of 3, have students play, taking turns asking other students to “show and tell me.”

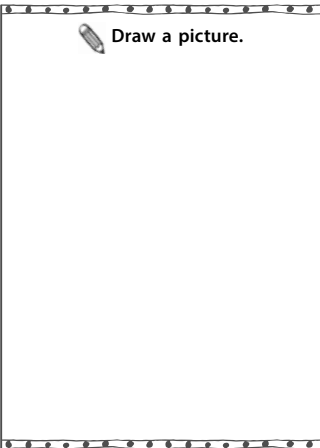
Conclusion 5 minutes

Draw a picture of a flower on the board. Have students name the parts of the flower they know.

Teacher TIP ✓

Call on a few students to use one or more of the vocabulary words to tell more about what they know about flowers.

Remarks



Theme	My Environment
Sub-Theme	Plants
Vocabulary	flowers, petals, nectar
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter b • Ask questions about a story • Draw a picture
Suggested Resources	Alphabet Chart <i>Student Activity Book</i> , pages 156, 158

Introduction

5 minutes

Sing the alphabet song, pointing to the letters on the Alphabet Chart.

Have students look at the picture on page 156 of the ***Student Activity Book***.

- *What do you remember about how plants and flowers grow?*

WHOLE GROUP

10 minutes

Alphabet Recognition

Point to the letter **b** on the Alphabet Chart.

- *This is the new letter we will learn today. Its name is **b**.*
- *Say **b** with me: **b, b, b**.*
- *The letter **b** makes the sound /b/. Say it with me.*

Read Aloud: How Flowers Grow

Move your finger under the title as you read it aloud. Point out letters students know,

- *As I read the story, listen for how flowers grow and for things flowers provide.*

How Flowers Grow

All plants grow from seeds. A seed is planted in the ground. A little plant starts to grow. The plant grows leaves and **flowers**. All flowers have **petals** and contain sweet **nectar** and pollen. When insects visit flowers to eat nectar, they move the pollen from plant to plant. This pollinates the flowers. That means the flower can grow into a fruit. Inside each fruit are seeds. From those seeds, new plants can grow!

Discussion Questions

1. *What do flowers provide for insects?*
2. *How do flowers provide food for people and animals?*
3. *How do insects help flowers to grow?*
4. *Why do you think seeds are important?*

SMALL GROUP

10 minutes

Drawing

On page 158 of the ***Student Activity Book***, have students draw pictures of flowers. Have them include parts of a flower such as stem, leaves, and petals. Demonstrate on the board.

In groups of 3, have students take turns explaining their drawings and asking each other questions.

As you walk around, ask:

- *What are the parts of your flower?*

Conclusion

5 minutes

Have some students show their pictures to the class. Compare the different kinds of flowers students drew. Point out that even though they are different colors, shapes, and sizes, they all have the same parts.

Teacher TIP

If possible, have students observe and compare different kinds of real flowers.

Remarks



Colorful petals.
Leaves of green.
How many flowers
have you seen?



Theme	My Environment
Sub-Theme	Plants
Vocabulary	flowers, petals, nectar
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Say the first sound in a word • Listen to a rhyme • Describe different flowers
Suggested Resources	Alphabet Chart Student Activity Book , page 159

Introduction 1 minute

- Today, you will practice saying the first sound in a word.

WHOLE GROUP 14 minutes

Phonological Awareness

- Listen to the word I say: leaf.
- The first sound in leaf is /l/. Leaf, /l/.
- Say the word and the first sound with me: leaf, /l/.

Repeat with hot (/h/), jump (/j/), keep (/k/), and look (/l/).

Rhyme

- Today we will be learning a new rhyme!
- Listen carefully.

Read the rhyme, using gestures.

*Colorful petals.
Leaves of green.
How many flowers
have you seen?*

Have students repeat the rhyme with you using gestures.

- Can you hear words that sound similar? (green, seen)
- What is the same about those words?
- What other words rhyme with green, seen?

Have students look at the rhyme and pictures on page 159 of the **Student Activity Book**.

- Follow along with your finger in your activity book as we read the rhyme aloud.

Point to the Liberian national flower, the pepper flower, in the picture. Help students count the petals. Explain that this flower gives us pepper.

Say the rhyme again. Have students describe flowers they have seen.

SMALL GROUP 10 minutes

Act It Out

In groups of 3, have students say the rhyme several times. Each time they say the rhyme, have them describe the color, size, or shape of a flower they have seen.

Conclusion 5 minutes

Discuss the different flowers students described. If possible, bring in flowers for students to see. Have them tell the color of the flower and whether it has a lot of petals or a few.

Remarks

Draw a picture.

Theme	My Environment
Sub-Theme	Plants
Vocabulary	flowers, petals, nectar
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letters b and c • Listen to a story • Draw a picture
Suggested Resources	Alphabet Chart Student Activity Book , pages 156, 160

Introduction

5 minutes

- Does anyone remember the rhyme we learned yesterday?

Say the rhyme with students using gestures.

*Colorful petals.
Leaves of green.
How many flowers
have you seen?*

WHOLE GROUP

10 minutes

Alphabet Recognition

Point to the letters **b** and **c** on the Alphabet Chart.

- This week we learned the letters **b** and **c**.
- (Point to **b**.) Say **b** with me: **b, b, b**.
- Tell me the sound the letter **b** makes.
- Let's think of words that start with the sound /b/.

Repeat for the letter **c**.

Read Aloud: How Flowers Grow

Have students look at page 156 of the **Student Activity Book**. Point to each word in the title as you read it aloud. Help students find letters they know and say the letter names.

- Now as I read the story, listen for how flowers grow.

How Flowers Grow

All plants grow from seeds. A seed is planted in the ground. A little plant starts to grow. The plant grows leaves and **flowers**. All flowers have **petals** and contain sweet **nectar** and pollen. When insects visit flowers to eat nectar, they move the pollen from plant to plant. This pollinates the flowers. That means the flower can grow into a fruit. Inside each fruit are seeds. From those seeds, new plants can grow!

Discussion Questions

1. What is the first step that happens in order for a plant to grow?
2. What is the next step that happens after the little plant starts to grow?
3. What do insects do after the flowers bloom?
4. What happens after insects pollinate the flowers?

SMALL GROUP

10 minutes

Drawing

Review the steps of how a flower grows in the correct order. Make a simple drawing on the board to show each step. Have each student draw a picture to show one step of how a flower grows on page 160 of the **Student Activity Book**.

In groups of 3, have students share their pictures and use them to explain how flowers grow.

As you walk around, ask:

- What does your picture show?
- What happens after (or before) that step?

Conclusion

5 minutes

Review the steps and call on a student who drew each step to stand in the front of the room showing his or her picture. Help students arrange themselves in the correct order to show how a flower grows.

Remarks

Caring for Farm Animals



Read Liberia Activity, Kindergarten 161

Theme	My Environment
Sub-Theme	Farm Animals and Pets
Vocabulary	farm, shelter, care
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter v • Listen to a short story • Answer simple questions • Act out the story • Relate the story to everyday life
Suggested Resources	Alphabet Chart Student Activity Book , page 161

Introduction 5 minutes

Use the vocabulary words **farm, shelter,** and **care** to introduce the topic.

- In today's story, you will learn about farm animals.
- Tell us what you already know about farm animals.

Make a chart on the board of what students know.

WHOLE GROUP 10 minutes

Alphabet Recognition

Point to the letter **v** on the Alphabet Chart.

- This is the new letter we will learn today. Its name is **v**.
- Say **v** with me: **v, v, v**.
- The letter **v** makes the sound /v/. Say it with me.

Read Aloud: Caring for Farm Animals

Have students look at the picture on page 161 of the **Student Activity Book**. Point to each word in the title as you read it aloud.

- As I read the story, look at the picture and listen for new things to learn about farm animals.

Caring for Farm Animals

Farm animals are living things. They need food, water, and **shelter** just like people. Sia and Tamba help **care** for their family's farm animals. Sia feeds the chickens and collects eggs to eat. Tamba gives water to the goats. Mama milks the cow. The family will drink the milk. Papa fixes the shelter so the animals can be cool from the sun, dry from the rain, and safe from wild animals.

Discussion Questions

1. What are farm animals?
2. What do farm animals need?
3. What do Sia and Tamba help to do?
4. What do farm animals give people?

SMALL GROUP 10 minutes

Role-Play

Model one role to start.

In groups of 4, have students act out the story, using the picture to help them mimic the actions of the characters.

As you walk around, ask:

- What character did you play?
- What did your character do to take care of farm animals?
- Did anyone act out one of the animals?

Conclusion 5 minutes

Review that farm animals are living things that need food, water, and shelter.

Teacher TIP ✓

Ask students to share their own experiences caring for farm animals.

Remarks



farm



shelter



care

Theme	My Environment
Sub-Theme	Farm Animals and Pets
Vocabulary	farm, shelter, care
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Say the first sound in a word • Point to pictures of vocabulary words
Suggested Resources	Alphabet Chart Student Activity Book , page 162

Introduction

5 minutes

Sing the alphabet song, pointing to the letters on the Alphabet Chart.

- Today, we will learn to say the first sound in a word.

WHOLE GROUP

10 minutes

Phonological Awareness

- Listen to the word I say: care.
- The first sound in care is /k/. Care, /k/.
- Say the word and the first sound with me: care, /k/.

Repeat with *feed* (/f/), *duck* (/d/), *mule* (/m/), and *goose* (/g/).

Vocabulary

Have students look at the pictures on page 162 of the **Student Activity Book**.

Point to each picture as you explain each word:

- A **farm** is a place where people raise animals and food.
- **Shelter** is something that keeps farm animals safe from the weather and wild animals.
- We **care** for farm animals by giving them food, water, shelter, and by making sure they are safe and happy.

Use the pictures to ask questions about the vocabulary words.

SMALL GROUP

10 minutes

Game: Show and Tell Me

Model how to play by pointing to the picture of each word and telling something you know about it.

- Show and tell me about the **farm**.

Repeat for **shelter** and **care**.

In groups of 3, have students play the game, taking turns asking other students to “show and tell me.”

Teacher TIP ✓

If groups finish early, have students take turns acting out different types of farm animals and have other group members guess what they are.

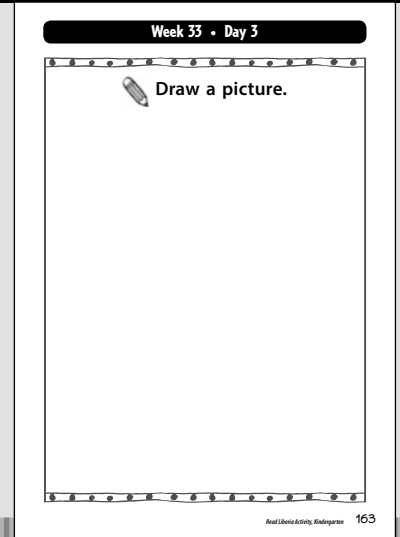
Conclusion

5 minutes

Call on students to use the vocabulary words **farm**, **shelter**, and **care** to tell something they learned about farm animals.

Remarks

Theme	My Environment
Sub-Theme	Farm Animals and Pets
Vocabulary	farm, shelter, care
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter k • Ask questions about a story • Draw a picture
Suggested Resources	Alphabet Chart Student Activity Book , pages 161, 163



Introduction 5 minutes

Sing the alphabet song, pointing to the letters on the Alphabet Chart.

Have students look at the picture on page 161 of the **Student Activity Book**.

- *What do you remember about farm animals?*

WHOLE GROUP 10 minutes

Alphabet Recognition

Point to the letter **k** on the Alphabet Chart.

- *This is the new letter we will learn today. Its name is **k**.*
- *Say **k** with me: **k, k, k**.*
- *The letter **k** makes the sound /k/. Say it with me.*

Teacher TIP ✓

Point out that the letters **c** and **k** can both have the sound /k/.

Read Aloud: Caring for Farm Animals

Move your finger under the title as you read it aloud. Point out letters students know.

- *As I read the story, listen for how people care for farm animals.*

Caring for Farm Animals

Farm animals are living things. They need food, water, and **shelter** just like people. Sia and Tamba help **care** for their family's farm animals. Sia feeds the chickens and collects eggs to eat. Tamba gives water to the goats. Mama milks the cow. The family will drink the milk. Papa fixes the shelter so the animals can be cool from the sun, dry from the rain, and safe from wild animals.

Discussion Questions

1. *How does Sia care for the chickens?*
2. *How does Tamba care for the goats?*
3. *How does Mama care for the cow?*
4. *How does papa care for the animals?*

SMALL GROUP 10 minutes

Drawing

On page 163 of the **Student Activity Book**, have each student draw a picture of someone taking care of a farm animal.

In groups of 3, have students take turns explaining their drawing and asking each other questions.

As you walk around, ask:

- *What animal is in this picture?*
- *Who is the person?*
- *What is the person doing to take care of the farm animal?*

Conclusion 5 minutes

Have several students show their pictures at the front of the room. Point to each and review different ways people care for farm animals.

Remarks



Cluck, cluck, cluck!
says the hen in the pen.



Cluck, cluck, cluck!
says the hen once again.

Theme	My Environment
Sub-Theme	Farm Animals and Pets
Vocabulary	farm, shelter, care
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Say the first sound in a word • Listen to a rhyme • Replace words in a rhyme • Name farm animal sounds
Suggested Resources	Alphabet Chart Student Activity Book , page 164

Introduction

1 minute

- Today, you will practice saying the first sound in a word.

WHOLE GROUP

14 minutes

Phonological Awareness

- Listen to the word I say: hen.
- The first sound in hen is /h/. Hen, /h/.
- Say the word and the first sound with me: hen, /h/.

Repeat with goat (/g/), sheep (/sh/), cow (/k/), and pig (/p/).

Rhyme

- Today we will be learning a new rhyme!
- Listen carefully.

Read the rhyme using expression and gestures.

Cluck, cluck, cluck!
says the hen in the pen.
Cluck, cluck, cluck!
says the hen once again.

Have students repeat the rhyme with you using expression and gestures.

- Can you hear words that sound similar? (pen, again)
- What is the same about those words?
- What other words rhyme with pen, again?

Have students look at the rhyme and pictures on page 164 of the **Student Activity Book**.

- Follow along with your finger in your activity book as we read the rhyme aloud.

Say the rhyme again several times, replacing the words *hen* and *cluck* with other farm animals and the sounds they make.

SMALL GROUP

10 minutes

Act It Out

In groups of 3, have students say the rhyme, using a different animal and animal sound each time they say it.

Teacher TIP ✓

Review different farm animals and the sounds they make before students work in small groups.

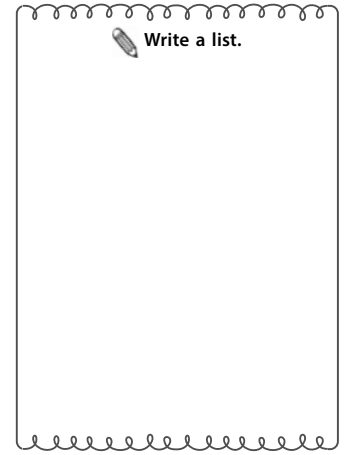
Conclusion

5 minutes

Call on a student to name a farm animal and its sound. Lead the whole class in reciting the rhyme with that animal and sound. Repeat several times.

Remarks

Theme	My Environment
Sub-Theme	Farm Animals and Pets
Vocabulary	farm, shelter, care
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letters v and k • Listen to a story • Pretend-write
Suggested Resources	Alphabet Chart Student Activity Book , pages 161, 165



Introduction 5 minutes

- Does anyone remember the rhyme we learned yesterday?

Say the rhyme with students.

Cluck, cluck, cluck!
says the hen in the pen.
Cluck, cluck, cluck!
says the hen once again.

WHOLE GROUP 10 minutes

Alphabet Recognition

Point to the letters **v** and **k** on the Alphabet Chart.

- This week we learned the letters **v** and **k**.
- (Point to **v**.) Say **v** with me: **v, v, v**.
- Tell me the sound the letter **v** makes.
- Let's think of words that start with the sound /v/.

Repeat for the letter **k**.

Read Aloud: Caring for Farm Animals

Have students look at page 161 of the **Student Activity Book**. Point to each word in the title as you read it aloud. Help students find letters they know and say the letter names.

- Now as I read the story, listen for information about farm animals.

Caring for Farm Animals

Farm animals are living things. They need food, water, and **shelter** just like people. Sia and Tamba help **care** for their family's farm animals. Sia feeds the chickens and collects eggs to eat. Tamba gives water to the goats. Mama milks the cow. The family will drink the milk. Papa fixes the shelter so the animals can be cool from the sun, dry from the rain, and safe from wild animals.

Discussion Questions

1. What do chickens provide for the family? What do cows provide?
2. Why do the animals need shelter?
3. What other information did you learn about farm animals?

SMALL GROUP 10 minutes

Pretend-Write

Model writing a list of things people should do to take care of farm animals (*feed them, give them water, give them shelter*).

- I can make a list of ways to take care of farm animals.
- Each word on the list is a group of letters.
- I leave a space between each word. (Point to the spaces.)

On page 165 of the **Student Activity Book**, have students pretend-write their own lists. Accept scribbling and drawing.

In groups of 3, have students share and explain their lists.

As you walk around, ask:

- What is one way you wrote to take care of a farm animal?
- Can you show me where you wrote that on your list?

Conclusion 5 minutes

Review what students have learned about farm animals. Make a list on the board.

Remarks

Keeping Pets



166 Read Liberia Activity, Kindergarten

Theme	My Environment
Sub-Theme	Farm Animals and Pets
Vocabulary	pets, cat, dog
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter j • Listen to a short story • Answer simple questions • Act out the story • Relate the story to everyday life
Suggested Resources	Alphabet Chart Student Activity Book , page 166

Introduction

5 minutes

Use the vocabulary words **pets, cat,** and **dog** to introduce the topic.

- In today's story, you will learn about **pets**.
- What do you know about **pets**?
- Who has a pet? What kind of pet is it? What do you call it?

Make a chart on the board of what students know.

WHOLE GROUP

10 minutes

Alphabet Recognition

Point to the letter **j** on the Alphabet Chart.

- This is the new letter we will learn today. Its name is **j**.
- Say **j** with me: **j, j, j**.
- The letter **j** makes the sound /j/. Say it with me.

Read Aloud: Keeping Pets

Have students look at the picture on page 166 of the **Student Activity Book**. Point to each word in the title as you read it aloud.

- As I read the story, look at the picture and listen for new things to learn about **pets**.

Keeping Pets

Sia and Tamba love their **pets**. They play with their **pets**. They make sure their **pets** have food, water, and shelter. Tamba's **dog** Minzi barks when a stranger or wild animal comes near. This helps keep the family and their farm animals safe. Sia's **cat** Nandi catches mice and rats when they try to eat the rice. Nandi says "meow" when she wants Sia to pet her. Sia and Tamba are kind to their **pets** because they want them to be happy.

Discussion Questions

1. What kind of **pets** do Tamba and Sia have?
2. What do Tamba and Sia do to take care of their **pets**?

SMALL GROUP

10 minutes

Role-Play

Model acting out one thing the children do to take care of their **pets**.

In groups of 4, have students act out the story, using the picture to help them remember it.

As you walk around, ask:

- What part of the story did you act out?
- Can you show me what you did?

Conclusion

5 minutes

Review the kinds of care **pets** need. Explain that good care is important to keep **pets** happy and healthy.

Teacher TIP



Ask students to share their own experiences caring for **pets**.

Remarks



pets



cat



dog

Theme	My Environment
Sub-Theme	Farm Animals and Pets
Vocabulary	pets, cat, dog
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Say the first sound in a word • Point to pictures of vocabulary words
Suggested Resources	Alphabet Chart Student Activity Book , page 167

Introduction 5 minutes

Sing the alphabet song, pointing to letters on the Alphabet Chart.

- Today, you will listen for and say the first sound in a word.

WHOLE GROUP 10 minutes

Phonological Awareness

- Listen to the word I say: pet.
- The first sound in pet is /p/. Pet, /p/. Say it with me.
- Now I am going to say a word and you tell me the first sound you hear.
- The word is cat. What is the first sound in cat? (/k/)

Repeat with *dog* (/d/), *bird* (/b/), and *mouse* (/m/). Say each word and have students say the first sound.

Vocabulary

Have students look at the pictures on page 167 of the **Student Activity Book**.

Point to each picture as you explain each word:

- **Pets** are animals people keep at home.
- A pet **dog** may bark to tell its owners when someone is approaching.
- A pet **cat** has sharp claws. It may help keep mice and rats away from its owners' home.

Use the pictures to ask questions about the vocabulary words.

SMALL GROUP 10 minutes

Game: Show and Tell Me

Model how to play by pointing to the picture of each vocabulary word and telling something you know about the word.

- Show and tell me about a **cat**.

Repeat for **pets** and **dog**.

In groups of 3, have students play, taking turns asking other students to "show and tell me."

Teacher TIP ✓

Have students form groups with the students sitting closest to them, regardless of ability.

Conclusion 5 minutes

Make a list of pets on the board (*dog, cat, bird, lizard*) and compare them.

- Which pets have fur? Feathers? Scales?
- Which have four legs? Two legs?
- Which have sharp teeth? Which have claws?
- Which help people? How?

Remarks



Theme	My Environment
Sub-Theme	Farm Animals and Pets
Vocabulary	pets, cat, dog
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter w • Ask questions about a story • Draw a picture
Suggested Resources	Alphabet Chart Student Activity Book , pages 166, 168

Introduction

5 minutes

Sing the alphabet song, pointing to the letters on the Alphabet Chart.

Have students look at the picture on page 166 of the **Student Activity Book**.

- *What do you remember about pets?*

WHOLE GROUP

10 minutes

Alphabet Recognition

Point to the letter **w** on the Alphabet Chart.

- *This is the new letter we will learn today. Its name is **w**.*
- *Say **w** with me: **w, w, w**.*
- *The letter **w** makes the sound /w/. Say it with me.*

Read Aloud: Keeping Pets

Move your finger under the title as you read it aloud. Point out letters students know.

- *As I read the story, listen for things pets do.*

Keeping Pets

Sia and Tamba love their **pets**. They play with their **pets**. They make sure their **pets** have food, water, and shelter. Tamba's **dog** Minzi barks when a stranger or wild animal comes near. This helps keep the family and their farm animals safe. Sia's **cat** Nandi catches mice and rats when they try to eat the rice. Nandi says "meow" when she wants Sia to pet her. Sia and Tamba are kind to their **pets** because they want them to be happy.

Discussion Questions

1. *What sound does a pet dog make?*
2. *Why might a pet dog bark?*
3. *What sound does a pet cat make?*
4. *Why might a pet cat meow?*

SMALL GROUP

10 minutes

Drawing

On page 168 of the **Student Activity Book**, have students draw pictures of their own pets or pets they would like to have. Have them draw themselves doing something to take care of the pet.

In groups of 3, have students take turns explaining their drawing and asking each other questions.

As you walk around, ask:

- *Is this your own pet in the picture?*
- *Why did you choose to draw this pet?*
- *What are you doing in the picture to take care of the pet?*

Conclusion


Have several students come to the front of the room and show their pictures. Encourage the other students to discuss the different pictures and kinds of pets students drew. Talk about how the pets are alike and different and what sounds they make.


Teacher TIP


Allow students to share personal stories about what their own pets are like or what their pets do.

Remarks

Theme	My Environment
Sub-Theme	Farm Animals and Pets
Vocabulary	pets, cat, dog
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Say the first sound in a word • Listen to a rhyme • Replace words in a rhyme
Suggested Resources	Alphabet Chart Student Activity Book , page 169

I have a little dog. 

He is my little pet. 

I love my little dog.
He is the best pet yet. 

Introduction **1 minute**

- Today, you will practice listening for and saying the first sound in a word.

WHOLE GROUP **14 minutes**

Phonological Awareness

- Listen to the word I say: love.
- The first sound in love is /l/. Love, /l/. Say it with me.
- Now I am going to say a word and you tell me the first sound you hear.
- The word is best. What is the first sound in best? (/b/)

Repeat with yet (/y/), fun (/f/), and run (/r/). Say each word and have students say the first sound.

Rhyme

- Today we will be learning a new rhyme!
- Listen carefully.

Read the rhyme using expression and gestures.

*I have a little dog.
He is my little pet.
I love my little dog.
He is the best pet yet.*

Have students repeat the rhyme with you using expression and gestures.

- Can you hear words that sound similar? (pet, yet)
- What is the same about those words?
- What other words rhyme with pet, yet?

Have students look at the rhyme and pictures on page 169 of the **Student Activity Book**.

- Follow along with your finger in your activity book as we read the rhyme aloud.

Say the rhyme again several times, replacing **dog** with other types of pets.

Teacher TIP ✓

Call on students to tell the names of their pets. For each pet, have the class say the rhyme.

SMALL GROUP **10 minutes**

Act It Out

In groups of 3, have students say the rhyme, using their own pet or other pets they know.

Conclusion **5 minutes**

Review what students have learned about pets so far. Make a list on the board.

Remarks

Write a list.

Theme	My Environment
Sub-Theme	Farm Animals and Pets
Vocabulary	pets, cat, dog
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letters j and w • Listen to a story • Pretend-write
Suggested Resources	Alphabet Chart Student Activity Book , pages 166, 170

Introduction

5 minutes

- Does anyone remember the rhyme we learned yesterday?

Say the rhyme with students.

*I have a little dog.
He is my little pet.
I love my little dog.
He is the best pet yet.*

WHOLE GROUP

10 minutes

Alphabet Recognition

Point to the letters **j** and **w** on the Alphabet Chart.

- This week we learned the letters **j** and **w**.
- (Point to **j**.) Say **j** with me: **j, j, j**.
- Tell me the sound the letter **j** makes.
- Let's think of words that start with the sound /j/.

Repeat for the letter **w**.

Read Aloud: Keeping Pets

Have students look at page 166 of the **Student Activity Book**. Point to each word in the title as you read it aloud. Help students find letters they know and say the letter names.

- Now as I read the story, listen for information about pets and how people and pets help each other.

Keeping Pets

Sia and Tamba love their **pets**. They play with their **pets**. They make sure their **pets** have food, water, and shelter. Tamba's **dog** Minzi barks when a stranger or wild animal comes near. This helps keep the family and their farm animals safe. Sia's **cat** Nandi catches mice and rats when they try to eat the rice. Nandi says "meow" when she wants Sia to pet her. Sia and Tamba are kind to their **pets** because they want them to be happy.

Discussion Questions

1. How does the pet dog help the family?
2. How does the pet cat help the family?
3. Why are Sia and Tamba kind to their pets?

SMALL GROUP

10 minutes

Pretend-Write

Model writing a list of things people can do to take care of their pets (*feed them, give them water, play with them, treat them kindly*).

- I can make a list of ways to take care of a pet.
- Each word on the list is a group of letters.
- I leave a space between each word. (Point to the spaces.)

On page 170 of the **Student Activity Book**, have students pretend-write their own lists. Accept scribbling and drawing.

In groups of 3, have students share and explain their lists.

As you walk around, ask:

- What is one way you wrote to take care of a pet?
- Can you show me where you wrote that on your list?

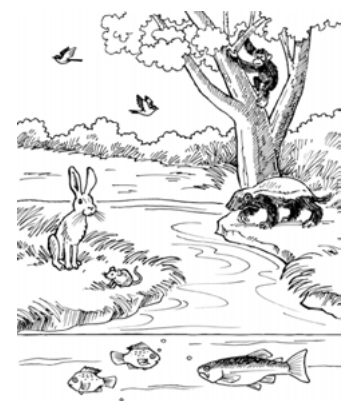
Conclusion

5 minutes

Review what students have learned about pets. Make a list on the board.

Remarks

Small Wild Animals



Theme	My Environment
Sub-Theme	Small Animals
Vocabulary	mammals, birds, fish
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter x • Listen to a short story • Answer simple questions • Relate the story to everyday life
Suggested Resources	Alphabet Chart Student Activity Book , page 171

Introduction **5 minutes**

Use the vocabulary words **mammals**, **birds**, and **fish** to and introduce the topic.

- We have been reading about farm animals and pets. Today we will read a story about small animals that might live nearby in the wild.
- Tell us what you know about small animals that live on or in the ground.
- Tell us what you know about animals that fly and animals that live in water.

WHOLE GROUP **10 minutes**

Alphabet Recognition

Point to the letter **x** on the Alphabet Chart.

- This is the new letter we will learn today. Its name is **x**.
- Say **x** with me: **x, x, x**.
- The letter **x** makes the sound /ks/. Say it with me.

Read Aloud: Small Wild Animals

Have students look at the picture on page 171 of the **Student Activity Book**. Point to each word in the title as you read it aloud.

- As I read the story, look at the picture and listen for what you can learn about small wild animals.

Small Wild Animals

Many kinds of small animals live in the wild. Some are **mammals**, **birds**, and **fish**. **Mammals** are animals that have fur or hair. Mice are mammals. Hares are mammals, too. Many **mammals** live on the ground. They can walk, and run, and hop, and jump. **Birds** are animals that have feathers. **Birds** have wings that help them fly. **Fish** are animals that have scales. **Fish** live in water where they can swim.

Discussion Questions

1. What do you learn about in the story?
2. Which animals are mammals?
3. What kind of animals can fly? Swim?
4. What kind of small animals have you seen?

SMALL GROUP

Retelling

Call on students to point to an animal in the picture and tell something they learned about it. Model one example to start.

In groups of 3, have students take turns pointing to an animal in the picture and telling something they learned about it.

As you walk around, ask:

- What did you learn?
- What animal is a mammal?
- What is special about mammals? Birds? Fish?

Teacher TIP ✓

If appropriate, create opportunities for students to observe small animals near the school and talk about what they see.

Conclusion **5 minutes**

Take students outside and ask them to listen for sounds of animal noises. Then talk about what they heard.

Remarks



mammals



birds



fish

Theme	My Environment
Sub-Theme	Small Animals
Vocabulary	mammals, birds, fish
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Say the first sound in a word • Correctly point to pictures of vocabulary words
Suggested Resources	Alphabet Chart Student Activity Book , page 172

Introduction

5 minutes

Sing the alphabet song, pointing to the letters on the Alphabet Chart.

- Today you will listen for and say the first sound in words.

WHOLE GROUP

10 minutes

Phonological Awareness

- Listen to the word I say: bird.
- The first sound in bird is /b/. Bird, /b/. Say it with me.
- Now I am going to say a word and you tell me the first sound you hear.
- The word is fish. What is the first sound in fish? (/f/)

Repeat with *boy* (/b/), *mouse* (/m/), and *feet* (/f/). Say each word and have students say the first sound.

Vocabulary

Have students look at the pictures on page 172 of the **Student Activity Book**.

Point to each picture as you name and describe **mammals, birds, and fish**.

Talk about one or two **mammals, birds, and fish** students have actually seen.

- Where did you see the animal?
- What did it look like? What was it doing?

Teacher TIP ✓

If appropriate, ask students to bring in things they find related to small animals in their surroundings (*grass, feathers, old nest or egg shells*). Tell them they must not disturb or harm the animals—e.g., take a nest from a tree or eggs from a nest. Encourage them to talk about what they brought.

SMALL GROUP

10 minutes

Game: Guess the Animal

Play a game by giving students a clue to a vocabulary word. Have them answer by pointing to the picture on **Student Activity Book** page 172 and naming the word you described.

- What has hair or fur and can move by running? (mammals)
- What has feathers and moves by flying? (birds)
- What has scales and moves by swimming? (fish)

In groups of 3, have students continue playing the game, taking turns asking and answering questions about the vocabulary words.

Students can also act out different types of animals.

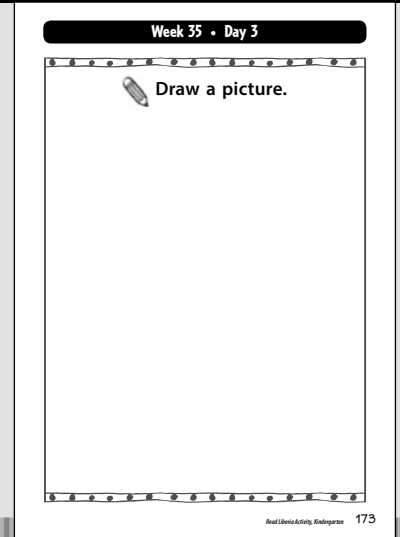
Conclusion

5 minutes

Draw three columns on the board. Label them *Mammal*, *Fish*, and *Bird*. Ask students to try to identify different animals for each category. Point to letters students may recognize in the words.

Remarks

Theme	My Environment
Sub-Theme	Small Animals
Vocabulary	mammals, birds, fish
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter y • Draw a picture • Tell how small wild animals are alike and different
Suggested Resources	Alphabet Chart Student Activity Book , pages 171, 173



Introduction 5 minutes

Sing the alphabet song, pointing to the letters on the Alphabet Chart.

Have students look at the picture on page 171 of the **Student Activity Book**.

- *What do you remember about small wild animals?*

WHOLE GROUP 10 minutes

Alphabet Recognition

Point to the letter **y** on the Alphabet Chart.

- *This is the new letter we will learn today. Its name is **y**.*
- *Say **y** with me: **y, y, y**.*
- *The letter **y** makes the sound /y/. Say it with me.*

Read Aloud: Small Wild Animals

Move your finger under the title as you read it aloud. Point out letters students know.

- *As I read the story, listen for ways the animals are alike and different.*

Small Wild Animals

Many kinds of small animals live in the wild. Some are **mammals, birds, and fish**. **Mammals** are animals that have fur or hair. Mice are mammals. Hares are mammals, too. Many **mammals** live on the ground. They can walk, and run, and hop, and jump. **Birds** are animals that have feathers. **Birds** have wings that help them fly. **Fish** are animals that have scales. **Fish** live in water where they can swim.

Discussion Questions

1. *What is one way the animals in the story are alike?*
2. *What is different about where the animals live?*
3. *In what other ways are the animals different?*

SMALL GROUP 10 minutes

Drawing

On page 173 of the **Student Activity Book**, have each student draw a picture of two small wild animals that have something alike and two small animals that have something different.

In groups of 3, have students take turns discussing their pictures.

As you walk around, ask:

- *What animals are in your picture?*
- *How are the animals alike?*
- *How are the animals different?*

Conclusion 5 minutes

Talk about the different ways animals move. Then take students outside and have them move like different animals. For example: fly like a bird, swim like a fish, hop like a hare, run like a mouse.

Remarks



Pretty bird, pretty bird,



Have you got a song?



Tweet, tweet, tweet!



The whole day long!

Theme	My Environment
Sub-Theme	Small Animals
Vocabulary	mammals, birds, fish
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Say the first sound in a word • Listen to a rhyme • Act out the rhyme
Suggested Resources	Alphabet Chart Student Activity Book , page 174

Introduction

1 minute

- Today you will practice listening for and saying the first sound in a word.

WHOLE GROUP

14 minutes

Phonological Awareness

- Listen to the word I say: dog.
- The first sound in dog is /d/. Dog, /d/. Say it with me.
- Now I am going to say a word and you tell me the first sound you hear.
- The word is hat. What is the first sound in hat? (/h/)

Repeat with dirt (/d/), him (/h/), and goat (/g/). Say each word and have students say the first sound.

Rhyme

- Today we will be learning a new rhyme!
- Listen carefully.

Read the rhyme using expression and gestures.

Pretty bird, pretty bird,
Have you got a song?
Tweet, tweet, tweet!
The whole day long!

Have students repeat the rhyme with you using expression and gestures.

- Can you hear words that sound similar? (song, long)
- What is the same about those words?

Have students look at the rhyme and pictures on page 174 of the **Student Activity Book**.

- Follow along with your finger in your activity book as we read the rhyme aloud.

Say the rhyme again several times. Help students find these letters in the rhyme: **y, b, v, w**, or other letters they know.

SMALL GROUP

10 minutes

Act It Out

In groups of 3, have students say the rhyme several times and act it out.

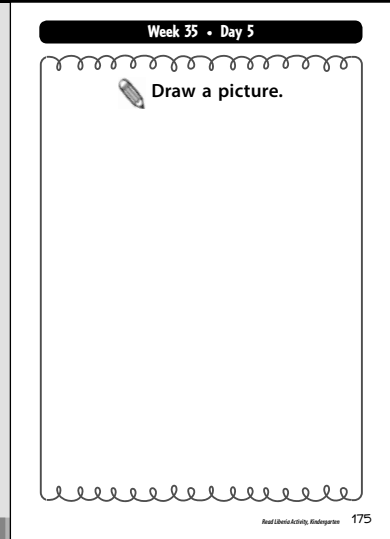
Conclusion

5 minutes

Discuss some small animals and the sounds they make (if any). Have students take turns mimicking the sounds.

Remarks

Theme	My Environment
Sub-Theme	Small Animals
Vocabulary	mammals, birds, fish
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letters x and y • Listen to a story • Identify ways small wild animals are alike and different
Suggested Resources	Alphabet Chart Student Activity Book , pages 171, 175



Introduction 5 minutes

- Does anyone remember the rhyme we learned yesterday?

Say the rhyme with students.

*Pretty bird, pretty bird,
 Have you got a song?
 Tweet, tweet, tweet!
 The whole day long!*

WHOLE GROUP 10 minutes

Alphabet Recognition

Point to the letters **x** and **y** on the Alphabet Chart.

- This week we learned the letters **x** and **y**.
- (Point to **x**.) Say **x** with me: **x, x, x**.
- Tell me the sound the letter **x** makes.
- The word *six* has the sound /ks/ at the end.

Repeat for the letter **y**. Help students think of words that start with the sound /y/.

Read Aloud: Small Wild Animals

Have students look at page 171 of the **Student Activity Book**. Point to each word in the title as you read it aloud. Help students find letters they know and say the letter names.

- Now as I read the story, listen for ways the animals are alike and different.

Small Wild Animals

Many kinds of small animals live in the wild. Some are **mammals, birds, and fish**. **Mammals** are animals that have fur or hair. Mice are mammals. Hares are mammals, too. Many **mammals** live on the ground. They can walk, and run, and hop, and jump. **Birds** are animals that have feathers. **Birds** have wings that help them fly. **Fish** are animals that have scales. **Fish** live in water where they can swim.

Discussion Questions

1. What kind of animals did we read about in the story?
2. How are mammals like birds? How are they different?
3. How are mammals like fish? How are they different?
4. How are birds like fish? How are they different?

Have students turn to a partner and discuss what they think. Call on a few students to tell what they decided.

SMALL GROUP 10 minutes

Drawing

Have students draw a picture of two different mammals on page 175 of the **Student Activity Book**.

In groups of 3, have students tell about their pictures and describe how the mammals are alike and how they are different.

As you walk around, ask:

- What mammals does your picture show?
- How are they alike? Different?

Conclusion 5 minutes

Summarize what students have learned about small wild animals.

Name an animal and ask:

- What does it look like?
- What is its body covered with?
- How does it move?
- Where does it live?

Remarks

Other Kinds of Small Wild Animals



176 Read Liberia Activity, Kindergarten

Theme	My Environment
Sub-Theme	Small Animals
Vocabulary	reptiles, amphibians, scales
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter z • Listen to a short story • Answer simple questions • Relate the story to everyday life
Suggested Resources	Alphabet Chart Student Activity Book , page 176

Introduction

5 minutes

Use the vocabulary words **reptiles**, **amphibians**, and **scales** to introduce the story.

- Last week we read about mammals, birds, and fish. Today we will read a story about other kinds of small animals that might live nearby.
- Tell us what you know about small wild animals.

WHOLE GROUP

10 minutes

Alphabet Recognition

Point to the letter **z** on the Alphabet Chart.

- This is the new letter we will learn today. Its name is **z**.
- Say **z** with me: **z, z, z**.
- The letter **z** makes the sound /z/. Say it with me.

Read Aloud: Other Kinds of Small Wild Animals

Have students look at the picture on page 176 of the **Student Activity Book**. Point to each word in the title as you read it aloud.

- As I read the story, look at the picture and listen for what you can learn about small wild animals.

Other Kinds of Small Wild Animals

Reptiles and **amphibians** are small animals. Most **reptiles** have dry skin covered with **scales**. Snakes and lizards are **reptiles**. Tortoises are **reptiles** that have hard shells. Most **reptiles** live on the ground. They crawl from place to place. Some live in the water. **Amphibians** have skin that is smooth and wet. Amphibians live in water and on the ground. Salamanders and frogs are **amphibians**. Frogs swim in water and jump on the ground. Salamanders walk in or on the ground, in trees, or at the bottom of ponds.

Discussion Questions

1. What do you learn about in the story?
2. Which animals are reptiles? Amphibians?
3. What kind of animals walk? Crawl? Jump?
4. What kind of reptiles or amphibians have you seen?

SMALL GROUP

10 minutes

Discussing

Call on students to point to an animal in the picture and tell something they learned about it. Model one example to start.

In groups of 3, have students take turns pointing to an animal in the picture and telling something they learned about it.

As you walk around, ask:

- What did you learn?
- What animal is a reptile? An amphibian?
- What is special about reptiles? Amphibians?

Teacher TIP ✓

If appropriate, create opportunities for students to observe small animals near the school and talk about what they see.

Conclusion

5 minutes

To extend the discussion, have students tell something they learned about reptiles and amphibians.

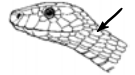
Remarks



reptiles



amphibians



scales

Theme	My Environment
Sub-Theme	Small Animals
Vocabulary	reptiles, amphibians, scales
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Say the first sound in a word • Correctly point to pictures of vocabulary words
Suggested Resources	Alphabet Chart Student Activity Book , page 177

Introduction **5 minutes**

Sing the alphabet song, pointing to the letters on the Alphabet Chart.

- Today we will practice listening for and saying the first sound in a word.

WHOLE GROUP **10 minutes**

Phonological Awareness

- Listen to the word I say: log.
- The first sound in log is /l/. Log, /l/. Say it with me.
- Now I am going to say a word and you tell me the first sound you hear.
- The word is rock. What is the first sound you hear in rock? (/r/)

Repeat with pond (/p/), sun (/s/), talk (/t/), and walk (/w/). Say each word and have students say the first sound.

Vocabulary

Have students look at the pictures on page 177 of the **Student Activity Book**.

Point to each picture as you name **reptiles**, **amphibians**, and **scales**.

Talk about one or two **reptiles** and **amphibians** students have actually seen.

- Where did you see the animal?
- What did the animal look like? What was it doing?
- Can you name another kind of animal that has scales? (fish)

SMALL GROUP **10 minutes**

Game: Guess the Animal

Play a game by giving students a clue to a vocabulary word. Have them answer by pointing to the picture on **Student Activity Book** page 177 and naming the word you described.

- What animals have scales and move by crawling? (reptiles)
- What animals live on land and in the water? (amphibians)

In groups of 3, have students continue playing, taking turns asking and answering questions about the vocabulary words.

Conclusion **5 minutes**

Make two columns on the board, labeled *Reptiles* and *Amphibians*. Have students generate a list of animals for each category.

Remarks

Draw a picture.

Theme	My Environment
Sub-Theme	Small Animals
Vocabulary	reptiles, amphibians, scales
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letter q • Draw a picture • Tell how small wild animals are alike and different
Suggested Resources	Alphabet Chart Student Activity Book , pages 176, 178

Introduction

5 minutes

Sing the alphabet song, pointing to the letters on the Alphabet Chart.

Have students look at the picture on page 176 of the **Student Activity Book**.

- *What do you remember about small wild animals?*

WHOLE GROUP

10 minutes

Alphabet Recognition

Point to the letter **q** on the Alphabet Chart.

- *This is the new letter we will learn today. Its name is **q**.*
- *Say **q** with me: **q, q, q**.*
- *The letter **q**, followed by the letter **u** makes the sound /kw/. Say it with me.*

Read Aloud: Other Kinds of Small Wild Animals

Move your finger under the title as you read it aloud. Point out letters students know.

- *As I read the story, listen for ways the animals are alike and different.*

Other Kinds of Small Wild Animals

Reptiles and **amphibians** are small animals. Most **reptiles** have dry skin covered with **scales**. Snakes and lizards are **reptiles**. Tortoises are **reptiles** that have hard shells. Most **reptiles** live on the ground. They crawl from place to place. Some live in the water. **Amphibians** have skin that is smooth and wet. Amphibians live in water and on the ground. Salamanders and frogs are **amphibians**. Frogs swim in water and jump on the ground. Salamanders walk in or on the ground, in trees, or at the bottom of ponds.

Discussion Questions

1. *What is one way the animals in the story are alike?*
2. *What is different about where the animals live?*
3. *What is different about how the animals move? What are their bodies covered with?*

Depending on students' interest, talk about other similarities and differences, such as number of legs, how they reproduce (eggs), sounds they make, how dangerous they are.

SMALL GROUP

10 minutes

Drawing

On page 178 of the **Student Activity Book**, have students draw a picture of two small wild animals that have something alike and two small animals that have something different.

In groups of 3, have students take turns discussing their pictures.

As you walk around, ask:

- *What animals are in your picture?*
- *How are the animals alike?*
- *How are the animals different?*

Conclusion

5 minutes

Take students outside to play *Catch the Snake's Tail*. Have students form a chain by holding the waist of the child in front of them. The child in the front is the "head" of the snake and the child at the back is the "tail." The aim is for the head to catch the tail, but the tail tries not to be caught. When you say, "go," the head chases the tail. Once the tail is caught, the child at the head can join the tail end and the next child becomes the head.

Remarks


A wee little frog
in a pond am I,



Hippity, hippity, hop.



I can jump in the air so high,



Hippity, hippity, hop.



Read Liberia Activity, Kindergarten 179

Theme	My Environment
Sub-Theme	Small Animals
Vocabulary	reptiles, amphibians, scales
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Say the first sound in a word • Listen to a rhyme • Act out the rhyme
Suggested Resources	Alphabet Chart Student Activity Book , page 179

Introduction **1 minute**

- Today you will practice listening for and saying for the first sound in a word.

WHOLE GROUP **14 minutes**

Phonological Awareness

- Listen to the word I say: jump.
- The first sound in jump is /j/. Jump, /j/. Say it with me.
- Now I am going to say a word and you tell me the first sound you hear.
- The word is vine. What is the first sound you hear in vine? (/v/)

Repeat with jeep (/j/), kiss (/k/), and visit (/v/). Say each word and have students say the first sound.

Rhyme

- Today we will be learning a new rhyme!
- Listen carefully.

Say the rhyme using expression and gestures.

*A wee little frog in a pond am I,
Hippity, hippity, hop.
I can jump in the air so high,
Hippity, hippity hop.*

Have students repeat the rhyme with you using expression and gestures.

- Can you hear words that sound similar? (I, high)
- What is the same about those words?
- Can you think of other words that rhyme with I, high?

Have students look at the rhyme and pictures on page 179 of the **Student Activity Book**.

- Follow along with your finger in your activity book as we read the rhyme aloud.

Have students chant the rhyme with you.

Say the rhyme again. Help students find the letters **j** and **w** in the rhyme, or other letters they know.

SMALL GROUP **10 minutes**

Act It Out

In groups of 3, have students say the rhyme several times and act it out.

Conclusion **5 minutes**

Talk about the different ways animals move. Then take students outside and have them move like different animals. For example: jump like a frog, crawl or slither like a snake, walk slowly like a tortoise, walk or run like a salamander.

Remarks

Draw a picture.

Theme	My Environment
Sub-Theme	Small Animals
Vocabulary	reptiles, amphibians, scales
Objectives	By the end of the lesson, student should begin to: <ul style="list-style-type: none"> • Identify the letters q and z • Listen to a story • Identify ways small wild animals are alike and different
Suggested Resources	Alphabet Chart Student Activity Book , pages 176, 180

Introduction

5 minutes

- Does anyone remember the rhyme we learned yesterday?

Say the rhyme with students using gestures and actions.

*A wee little frog in a pond am I,
Hippity, hippity, hop.
I can jump in the air so high,
Hippity, hippity hop.*

WHOLE GROUP

10 minutes

Alphabet Recognition

Point to the letters **q** and **z** on the Alphabet Chart.

- This week we learned the letters **q** and **z**.
- (Point to **q**.) Say **q** with me: **q, q, q**.
- Let's think of words that start with the sound /kw/.

Repeat for the letter **z**.

Read Aloud: Other Kinds of Small Wild Animals

Have students look at page 176 of the **Student Activity Book**. Point to each word in the title as you read it aloud. Help students find letters they know and say the letter names.

- Now as I read the story, listen for ways the animals are alike and different.

Other Kinds of Small Wild Animals

Reptiles and **amphibians** are small animals. Most **reptiles** have dry skin covered with **scales**. Snakes and lizards are **reptiles**. Tortoises are **reptiles** that have hard shells. Most **reptiles** live on the ground. They crawl from place to place. Some live in the water. **Amphibians** have skin that is smooth and wet. Amphibians live in water and on the ground. Salamanders and frogs are **amphibians**. Frogs swim in water and jump on the ground. Salamanders walk in or on the ground, in trees, or at the bottom of ponds.

Discussion Questions

1. What kind of animals did we read about in the story?
2. How are reptiles like amphibians? How are they different?
3. How do you think a reptile's skin would feel if you touch it? An amphibian's skin?

Have students turn to a partner and discuss what they think. Call on a few students to tell what they decided.

SMALL GROUP

10 minutes

Drawing

Have each student draw a picture of one reptile and one amphibian on page 180 of the **Student Activity Book**.

In groups of 3, have students tell about their pictures and describe how the animals are alike and how they are different.

As you walk around, ask:

- What animals does your picture show?
- How are they alike? Different?

Conclusion

5 minutes

Summarize what students have learned about small wild animals.

Name an animal and ask:

- What does it look like?
- What is its body covered with?
- How does it move? Where does it live?
- Is it a reptile or an amphibian?

Answer Key

Week 1

Day 1 Whole Group, Read Aloud

Answers may vary. Students may note that they see three children walking, a boy and two girls. Students may note the buildings and trees in the background. They may point out the girls are wearing identical clothing. Students may suggest the story will be about the children going somewhere together, their friendship, or something they like to do together.

Day 1 Discussion Questions

1. Armah; Fatuma, Yammah **2.** Answers may vary. The children didn't know anyone. They made a friend. **3.** Answers may vary. A girl named Yammah said hello and asked to walk with them. The children told each other their names. **4.** Answers may vary. Students might talk about how they make new friends on the first day of school.

Day 3 Whole Group, Read Aloud

Answers may vary. Students may say that Fatuma and Armah are sister and brother, that they didn't know anyone on their first day of school. They may say that a girl named Yammah smiled, said hello, and introduced herself. Fatuma said hello, gave her name, and introduced Armah. The children became friends and walked to school together.

Day 3 Discussion Questions

1. Armah **2.** boy **3.** Yammah said hello. She told Fatuma and Armah her name. She asked to walk with them. **4.** Answers may vary. **5.** Answers may vary. Students might say they introduce themselves, say hello, and play games to make new friends.

Day 4 Whole Group, Rhyme

Answers may vary. Students may say that the children in the pictures are greeting one another and introducing themselves. The pictures show two children, Fatuma and Armah, meeting a girl named Yammah. Yammah tells the children her name. Students may note that the children are smiling.

Day 5 Whole Group, Read Aloud

The title of the story is *Make New Friends*. Answers may vary. Students may say the story is about how Fatuma and her brother, Armah, met and became friends with a girl named Yammah. The children walked to school together.

Day 5 Discussion Questions

1. Armah and Fatuma **2.** Yammah **3.** Yammah smiles and says hello. **4.** Students should practice smiling and greeting each other. **5.** Answers may vary. Students might discuss how smiling makes people seem

friendly and happy. A greeting helps people know you want to talk to them and meet them.

Week 2

Day 1 Whole Group, Read Aloud

Answers may vary. Students may suggest that the story will be about a race or a game at school.

Day 1 Discussion Questions

1. Fatuma, Armah, Yammah **2.** run **3.** Yammah **4.** legs and arms

Day 2 Whole Group, Vocabulary

Students should point to or touch their legs. Students may walk, bend their knees, jog or run in place, dance in place, or mimic kicking to show some things they can do with their legs.

Day 3 Introduction

Answers may vary. Students may say that Fatuma and Armah race home from school, they love to run, and their legs move fast. Students may say that Yammah watches her friends run and that Yammah walks slowly home from school.

Day 3 Discussion Questions

1. fast **2.** slowly **3.** Answers may vary. Cheetahs, antelope, and lions are some animals that move fast. Tortoises, sloths, and koalas are some animals that move slowly.

Day 4 Whole Group, Rhyme

Answers may vary. The pictures show a girl walking, a boy hopping, a girl running, and three children standing still.

Day 5 Whole Group, Read Aloud

Fatuma and Armah run home from school. Students' answers may vary. They may walk, hop, run, take a bus, or use another form of transportation to go home from school.

Day 5 Discussion Questions

1. Fatuma and Armah run fast after school. **2.** Yammah walks slowly after school **3.** Answers may vary. Students should describe how they go home from school. **4.** Answers may vary. Students should explain why they think Yammah will walk slowly or run with her friends after school.

Week 3

Day 1 Read Aloud

Answers may vary. Students may say the pictures show children playing different games. One game has

children snapping fingers, moving arms, and clapping. Another game has two boys kicking a ball. One child is standing alone. Students may say the story will be about games girls and boys play together or about including others in games.

Day 1 Discussion Questions

1. Answers may vary. Students may say the story is about Fatuma, Armah, and Yammah playing a game together. **2.** They decide to play a game. **3.** Fatuma snaps her fingers. **4.** Armah claps his hands. **5.** Yammah bends her elbows. Answers may vary. Students may say that elbows can rest on tables, touch knees, and touch each other.

Day 2 Whole Group, Vocabulary

Students should raise their hands or point to their hands. Some examples of what hands can do: raise in the air, snap fingers, shake hands, wave, pat, squeeze fingers, wiggle fingers, hold a pencil, hold a spoon or fork, write, draw, clap, throw or catch a ball, and play a musical instrument.

Day 3 Introduction

Answers may vary. Students may say that Fatuma, Armah, and Yammah decide to play a game. Fatuma snaps her fingers. Armah claps his hands. Yammah bends her elbows.

Day 3 Discussion Questions

1. The children decide to play a game. **2.** Answers may vary. Students may say clapping games, games with balls, racing games, and jumping rope. **3.** Fatuma snaps her fingers. Armah claps his hands. Yammah bends her elbows. **4.** Answers may vary. Students may suggest that hands can shake, wave, touch, tap, drum, and pat. Fingers can wiggle, touch, point, and squeeze. Elbows can bend and rest on things.

Day 4 Whole Group, Rhyme

Tap and *clap* have the same ending sound, *-ap*. The first two pictures show a girl putting her fingers on her elbow and tapping it. The third picture shows a boy putting his hands together. The last picture shows a girl clapping.

Day 5 Whole Group, Read Aloud

Answers may vary. Students may remember that in the story, Fatuma, Armah, and Yammah decide to play a game. Fatuma snaps her fingers. Armah claps his hands. Yammah bends her elbows. Students may predict that next in the story the children will mimic each other's actions or find new actions to make with their hands, fingers, and elbows.

Day 5 Discussion Questions

1. Fatuma, Armah, and Yammah are friends. **2.** The friends play a game to show what they can do with

their fingers, hands, and elbows. Fatuma snaps her fingers. Armah claps his hands. Yammah bends her elbows. **3.** Students may say clapping games, games with balls, racing games, and jumping rope. **4.** Answers may vary. Students should explain what they think the friends will do next in the story and give reasons for their answers.

Week 4

Day 1 Discussion Questions

1. The children are at school. **2.** They are playing a game to guess objects by how they feel. **3.** They touched a book, a rock, and a cloth. **4.** The rock is rough. The book is smooth. The cloth is soft.

Day 1 Small Group

Fatuma touched the book. It felt smooth. Answers may vary; students may note that Fatuma may have felt the smooth cover and the page to help her guess it was a book. Yammah touched the bumpy rock. It was rough. Students may note that Yammah may have felt the rough bumps and the shape of the object to help her guess it was a rock. Armah touched a cloth. It felt soft. Students may note that Armah may have felt the soft fabric to help him guess it was a cloth.

Day 3 Introduction

Answers may vary. Students may remember that in the story the children play a game to guess objects by how they feel. They may note that touch is one of the senses we use to learn about the world around us. They may say that *smooth*, *rough*, and *soft* are some words we use to describe how things feel when we touch them.

Day 3 Discussion Questions

1. school. **2.** Answers may vary. Students may say that the picture shows the story takes place at school because it has a chalkboard and a chart with the alphabet and numbers on the wall. It also shows a bench and a desk with a book, a notebook, and a pencil on it and two students working together. **3.** Fatuma touched a book. Yammah touched a bumpy rock. Armah touched a cloth. **5.** The book felt smooth; the rock felt rough; the cloth felt soft.

Day 4 Whole Group, Rhyme

Touch and *much* have the same ending sound. *Too* and *you* have the same ending sound. Answers may vary. The pictures show a hand touching the bark of a tree, a hand touching grass, a girl walking barefoot across a field, and a girl walking barefoot into a stream. Students may say that the pictures show how hands and feet can tell us how things feel (rough bark, soft grass, rough or soft ground in a field, and smooth water in a stream).

Day 5 Discussion Questions

1. The children use touch by feeling things with their fingers. **2.** They close their eyes so they don't see the objects and they can identify the objects only by feeling them. **3.** Answers may vary. Students should say what they think happens next and explain why. Students can share ideas for objects that are soft, rough, or smooth. **4.** Students can share ideas for objects that are hard, wet, or dry.

Week 5

Day 1 Discussion Questions

1. The story is about Armah, Fatuma, and Yammah. **2.** The setting is their classroom. **3.** Armah saw a bench. Fatuma saw a book. Yammah saw a pencil. **4.** Yammah heard children talking. Armah heard a pencil tapping. Fatuma heard pages turning.

Day 2 Whole Group, Vocabulary

Answers may vary. Prompt students to say that a bench is something to sit on, a book is something to read, and a pencil is something to write with.

Day 3 Introduction

Answers may vary. Students may remember that the setting of the story is the children's classroom. Students may say that Fatuma, Armah, and Yammah named things they could see and hear in their classroom. Armah saw a bench. Fatuma saw a book. Yammah saw a pencil. Yammah heard children talking. Armah heard a pencil tapping. Fatuma heard pages turning.

Day 3 Discussion Questions

1. The setting is the classroom. **2.** The children saw a bench, a book, and a pencil. **3.** They heard children talking, a pencil tapping, and pages turning. **4.** Answers may vary. Students may note that their desks, seats, books, notebooks, wall decorations, and view from the window are like or different from those in the picture.

Day 4 Whole Group, Phonological Awareness

Answers may vary. Some words that rhyme with *man*, *fan*, *tan*, and *van* are *pan*, *ran*, and *an*.

Day 4 Whole Group, Rhyme

See and *me* have the same ending sound. *Hear* and *ear* have the same ending sound.

The pictures show a boy looking with his eyes to see something, a girl waving, a girl cupping her ear to show she is listening and hearing something, and a boy clapping.

Day 5 Whole Group, Read Aloud

Answers may vary. Students may remember that Fatuma, Armah, and Yammah named things they saw and heard in their classroom. They saw a bench, a

book and a pencil. They heard children talking, a pencil tapping, and pages turning.

Day 5 Discussion Questions

1. The children talk about the things they see and hear in their classroom. **2.** Yammah sees a pencil to write with. **3.** Fatuma hears pages turning. **4.** Answers may vary. Students may suggest the children will see the teacher writing on the board, students reading books and writing, or people moving around the classroom. Students may suggest the children will hear the teacher speaking, books opening, pencils writing, and a bell ringing.

Week 6

Day 1 Whole Group, Read Aloud

Answers may vary. Students may say they see three friends eating a meal outside together. Students may suggest the story will be about different foods children like, eating meals together at school, or what different foods taste like. Students may suggest a variety of foods the children will taste and smell.

Day 1 Discussion Questions

1. The story takes place outside, on a bench. **2.** Answers may vary. The children sit down to eat. They taste fufu, palava, and plum. **3.** The children smelled the food. **4.** The children tasted salty fufu, spicy palava, and sweet plum.

Day 3 Discussion Questions

1. They smell the food. **2.** Fatuma **3.** Palava tastes spicy; fufu tastes salty; plum tastes sweet. **4.** Answers may vary. Students will say a variety of spicy, salty, and sweet food.

Day 4 Whole Group, Rhyme

The words *nose* and *toes* rhyme because they have the same ending sound, /z/. The senses of smell and taste are in the rhyme.

Day 5 Discussion Questions

1. The children sit down to eat. They smell food. They taste salty, spicy, and sweet foods. **2.** Answers may vary. Students may suggest the children will smell other delicious food, eat more of the food they like best, or feel full and eat no more food. **3.** Answers may vary. Students may suggest the children will go inside if it starts to rain, or they may play in the rain. **4.** Answers may vary. Students may suggest the children will put away their dishes, play a game, or go inside.

Week 7

Day 1 Whole Group, Read Aloud

Answers may vary. Students may note the girl (Fatuma) with the mop and bucket, the boy (Armah) motioning

with his arm and kicking with his feet, and the girl (Yammah) talking to the boy. Students may note the children are outside, in front of a house. Students may predict the story will be about doing chores or playing outside. Students may say that the boy feels mad because his face looks angry and he is kicking the ground.

Day 1 Discussion Questions

1. The setting is outside, in front of Fatuma and Armah's house. **2.** Armah feels mad. Armah explains why he is mad. The picture shows him looking angry and kicking the ground. **3.** Fatuma is sad because she has to do chores and cannot play with Yammah. Armah is mad because the big boys said he is too small to play with them. **4.** Armah feels happy because Yammah says she will play with him. **5.** Answers may vary. Students may say they felt sad when a friend moved away or they lost a toy, mad when another child hurt them in the schoolyard, and happy at a family celebration.

Day 1 Conclusion

Answers may vary. Students may suggest playing with friends makes them happy, someone hurting their feelings makes them sad, and someone taking a toy from them makes them mad. They may say they smile and laugh when they are happy, cry when they are sad, and frown when they are mad.

Day 2 Whole Group, Phonological Awareness

The word *cat* does not belong because it does not have the same ending sound as the words *bed* and *head*. *Bed* and *head* rhyme.

Day 2 Whole Group, Vocabulary

Answers may vary. Students may suggest some of the following things make them happy: playing with friends, celebrating, visiting a new place, listening to stories, going to school, helping family and friends. They may demonstrate how they look when they are happy by smiling, laughing, jumping up and down, hugging themselves, or showing other gestures.

Day 3 Whole Group, Introduction

Answers may vary. Students may remember that Yammah asks Fatuma to play. Fatuma is sad because she has to do chores and cannot play. Yammah sees Armah kicking the ground. Yammah asks why he is mad. Armah says he is mad because the big boys said he was too small to play with them. Yammah says she will play with him. Armah is happy.

Day 3 Discussion Questions

1. Yammah comes to play with Fatuma. **2.** Yammah sees Armah kicking the ground. **3.** Yammah asks Armah why he is mad. **4.** Yammah says she will play with Armah.

Day 4 Whole Group, Phonological Awareness

The word *moon* does not belong because it does not have the same ending sound as the words *dot* and *hot*. *Dot* and *hot* rhyme.

Day 5 Whole Group, Read Aloud

Answers may vary. Students may remember that Yammah asks Fatuma to play. Fatuma is sad because she has to do chores and cannot play. Yammah sees Armah kicking the ground. Yammah asks why he is mad. Armah says he is mad because the big boys said he was too small to play with them. Yammah says she will play with him. Armah is happy.

Day 5 Discussion Questions

1. Fatuma was sad because she had to do chores and could not play with Yammah. Answers may vary. Students may say Fatuma would feel happy if Yammah helped her with chores. **2.** Armah felt mad because the big boys said he was too small to play with them. He became happy. **3.** Yammah said she would play with him. **4.** Answers may vary. Students may suggest that Armah's feelings could change if he fell down and got hurt or if Yammah changed her mind and did not want to play.

Week 8

Day 1 Whole Group, Read Aloud

Answers may vary. Students may note the picture shows a boy covering his ears and looking scared as a girl comforts him. The picture also shows a thunderstorm outside. Students may predict the story will be about a thunderstorm or about how a boy is afraid of thunderstorms.

Day 1 Discussion Questions

1. The story is about Fatuma, Armah, and Yammah. **2.** The story takes place at Yammah's house. **3.** Answers may vary. Students may say that the children were at Yammah's house. Armah was excited because the rain would make big puddles to play in. The thunder scared Armah and he covered his ears. Yammah and Fatuma made noise and he did not hear the thunder. **4.** Answers may vary. Students may say they feel scared, excited, happy, or other emotions when it rains and they hear thunder.

Day 2 Whole Group, Vocabulary

Answers may vary. Students may say celebrations, holidays, surprises, storms, and games are some things that make them excited. They may demonstrate smiles, clapping, and jumping up and down as examples of how they look when they are excited.

Day 3 Introduction

Answers may vary. Students may remember that the children were at Yammah's house. Armah was excited about the rain because it would make big puddles

for him to play in. The thunder boomed. Armah was scared and covered his ears. Armah shook. Fatuma told him not to be scared. Yammah and Fatuma made noise by singing, clapping, and stomping. Armah could not hear the thunder anymore.

Day 3 Discussion Questions

1. Fatuma, Armah, and Yammah are the characters. **2.** The setting is Yammah's house. **3.** In the middle of the story, the thunder booms. Armah puts his hands over his ears. Armah shakes. **4.** At the end of the story, Fatuma and Yammah make noise by singing, clapping, and stomping so Armah doesn't hear the thunder.

Day 4 Whole Group, Rhyme

Shy and *why* have the same ending sound. They rhyme. Answers may vary. Students may suggest *my, tie, by, fry, lie, and cry*.

Day 5 Whole Group, Read Aloud

Answers may vary. Students may remember that the children were at Yammah's house. Armah was excited about the rain because it would make big puddles for him to play in. The thunder boomed. Armah was scared and covered his ears. Armah shook. Fatuma told him not to be scared. Yammah and Fatuma made noise by singing, clapping, and stomping. Armah could not hear the thunder anymore.

Day 5 Discussion Questions

1. The first part of the story is the beginning. Answers may vary. Students may say that the children were at Yammah's house. Armah jumped up and down and said he was excited because the rain would make big puddles to jump in. **2.** The next part of the story is the middle. The thunder booms. Armah puts his hands over his ears and shakes because he is scared. **3.** The last part of the story is the end. Fatuma tells Armah not to be scared. Fatuma and Yammah make noise, singing clapping and stomping. Armah could not hear the thunder anymore.

Week 9

Day 1 Introduction

Students' answers may vary. They may say a family is people who are related, or people who live together. Students may note that not all families are the same because there are different people in each family and some families are big and others small. A girl child in a family can be called a daughter or sister. A boy child in a family can be called a son or brother.

Day 1 Whole Group, Read Aloud

Answers may vary. Students may say they see a girl (Fatuma) with a woman, such as a mother, aunt, or grandmother. They may say they see a boy (Armah) with a man, such as a father, uncle, or grandfather. Students may suggest several different names for

the people: for the girl, Fatuma, sister; for the boy, Armah, brother; for the woman, Mama, mother, Aunt, Grandmother; for the man, Papa, Father, Uncle, Grandfather.

Day 1 Discussion Questions

1. The setting is outside at Fatuma and Armah's home. **2.** The people are Fatuma, Armah, the grandmother, and the grandfather. **3.** Fatuma helps Armah with homework. The grandmother cooks food and fixes Fatuma's hair. The grandfather tells stories. Armah helps his grandfather walk along the dirt road. **4.** Answers may vary. Students may suggest helping with chores, shopping, and caring for siblings as some ways they help.

Day 2 Whole Group, Vocabulary

Answers may vary. Students may suggest that a parent, grandparent, aunt, uncle, sibling, or other person takes care of them. They may suggest that the person who cares for them cooks, helps with homework, gives them clothes, takes them to school, and does other things to care for them.

Day 3 Introduction

Answers may vary. Students may remember that Fatuma tells about her family and how they help each other. She helps her brother Armah with homework. Their grandmother cooks and fixes Fatuma's hair. Their grandfather tells stories. Armah helps the grandfather walk along the dirt road.

Day 3 Discussion Questions

1. Answers may vary. Students may describe how their families have grandparents, sisters, and brothers. They may describe how their family members do the same things to help each other. **2.** Answers may vary. Students may describe how their families are bigger or smaller than Fatuma's family and who the people are in their families.

Day 4 Whole Group, Rhyme

Name and *same* have the same ending sound. They rhyme. Some words that rhyme with *name* and *same* include *game, lame, frame, tame, and blame*.

Day 5 Whole Group, Read Aloud

Students may remember that Fatuma tells about her family and how they help each other. She helps her brother Armah with homework. Their grandmother cooks and fixes Fatuma's hair. Their grandfather tells stories. Armah helps the grandfather walk along the dirt road.

Day 5 Discussion Questions

1. The grandmother cooks and fixes Fatuma's hair. The grandfather tells stories. **2.** Fatuma helps her brother with his homework. Armah helps the grandfather walk along the dirt roads. **3.** Answers may vary. Students

may suggest helping with chores, shopping, and caring for siblings as some ways they help. **4.** Answers may vary. Students may agree that the grandparents buy food and clothes and fix things and that Fatuma and Armah do chores. Students may suggest that the grandparents clean the house, do the shopping, and take the children places. Students may suggest the children help clean, take care of animals or a garden, and run errands.

Week 10

Day 1 Whole Group, Read Aloud

Answers may vary. The picture shows Fatuma, Armah, and Yammah outside a house. Students may suggest the story will be about a game the children play or something else they do together.

Day 1 Discussion Questions

1. The setting is outside Fatuma and Armah's house. **2.** Answers may vary. The house is small and made of cement blocks. The roof is metal and gray. The walls are painted pink. The floor is made of cement. The floor feels rough. **3.** Answers may vary. Students may say their houses are small or made of similar materials or painted pink. **4.** Answers may vary. Students may say their houses are big or made of different materials or painted different colors.

Day 3 Introduction

Answers may vary. Students may remember that Fatuma, Armah, and Yammah talk about their houses. Fatuma and Amah have a small house made of cement blocks. It has a gray metal roof and pink painted walls. The floor is cement. It feels rough. Yammah's house is big. It has a cement floor. There are plastic mats on top of the floor. The mats feel smooth.

Day 3 Discussion Questions

1. The setting is outside Fatuma and Armah's house. **2.** Answers may vary. Students may discuss how Fatuma and Armah's house is small, made of cement blocks, has a gray metal roof and a rough cement floor. **3.** Answers may vary. Students may note their houses are the same as Fatuma and Armah's house because they have a roof, walls, and a floor too. Their houses may be different from Fatuma and Armah's house in size, the materials used to build them, and the colors used. **4.** Answers may vary. Yammah's house is big, has a cement floor, and has plastic mats on the floor that feel smooth.

Day 4 Whole Group, Rhyme

Inside and *hide* have the same ending sound. They rhyme.

Day 5 Whole Group, Read Aloud

Answers may vary. Students may remember that Fatuma, Armah, and Yammah talk about their houses.

Fatuma and Amah have a small house made of cement blocks. It has a gray metal roof and pink painted walls. The floor is cement. It feels rough. Yammah's house is big. It has a cement floor. There are plastic mats on top of the floor. The mats feel smooth.

Day 5 Discussion Questions

1. The walls are made of cement blocks. The roof is metal and gray. **2.** The walls are painted pink. The floor is made of cement. It feels rough. **3.** Answers may vary. Students may suggest that the inside of the house would have pictures on the walls, a table and chairs, beds or sleeping mats, pots and pans, books, clothing, and other items.

Day 5 Conclusion

Answers may vary. Students may say that houses and buildings have walls to keep animals and insects away and to keep people warm or cool inside. They have floors to keep dirt out and to keep people warm or cool inside. They have a roof to protect people from rain and the hot sun.

Week 11

Day 1 Introduction

Answers may vary. Candles are often found in houses. Cooking pots are found in houses, schools, restaurants, and other places. In houses, cooking pots are usually found in the kitchen.

Day 1 Discussion Questions

1. Answers may vary. The kitchen has a stove and cooking pots. It is where the grandmother cooks. The bedroom has beds and clothing. It is where they sleep. The living room has chairs. It is where they sit together. **2.** Answers may vary. Students may have some of the same rooms and objects in each room. **3.** Answers may vary. Students may say they have different rooms, more or fewer rooms, or different objects in their rooms.

Day 3 Introduction

Answers may vary. Students may remember that Fatuma and Armah invite Yammah into their house. They describe the rooms in their house and what each room is used for. The kitchen has a stove and cooking pots. It is where the grandmother cooks. The bedroom has beds and clothing. It is where they sleep. The living room has chairs. It is where they sit together.

Day 3 Discussion Questions

1. The setting is Fatuma and Armah's house. **2.** Students may discuss each room in the house (kitchen, bedroom, living room), what is in each room (stove and pots and pans, clothes and a bed, chairs), and what each room is used for (cooking, sleeping, sitting). **3.** Answers may vary. Students may say that they share a bedroom with a sibling and that their

bedrooms have clothes and beds, too. Students may say that they do not share a room with anyone and that their bedrooms have more or fewer beds or clothes.

Day 4 Whole Group, Rhyme

Three and *happily* have the same ending sound. They rhyme. *Another* and *brother* have the same ending sound. They rhyme.

Day 5 Whole Group, Read Aloud

Answers may vary. Students may remember that Fatuma and Armah invite Yammah into their house. They describe the rooms in their house and what each room is used for. The kitchen has a stove and cooking pots. It is where the grandmother cooks. The bedroom has beds and clothing. It is where they sleep. The living room has chairs. It is where they sit together.

Day 5 Discussion Questions

1. The rooms in the house are a kitchen with a stove, pots, and pans where they eat; a bedroom with clothes and a bed where they sleep; and a living room with chairs where they sit. **2.** The first part of a story is the beginning. In the beginning, Fatuma and Armah invite Yammah to their house. First they show her the kitchen. **3.** The next part of a story is the middle. In the middle, Fatuma and Armah show Yammah the bedroom. **4.** The last part of a story is the end. In the end, Fatuma and Armah show her the living room.

Week 12

Day 1 Introduction

Answers may vary. Students may say they wear uniforms, shirts, pants, shorts, jumpers, skirts, dresses, and shoes to school. Students may say they wear shirts, jumpers, shorts, sneakers, or no shoes at all for playtime. Students may say they wear fancy or colorful clothing for celebrations. Students may say they wear pants, long-sleeved shirts, coats, and hats to keep warm. Students may say they wear hats and long-sleeved shirts to protect them from the sun.

Day 1 Whole Group, Read Aloud

Answers may vary. Students may say they see three children (Armah, Fatuma, and Yammah) walking on a road. Students may predict the story will be about something that happens on the way to or from school or a day at school.

Day 1 Discussion Questions

1. Fatuma and Armah wear uniforms to school. Fatuma wears a white shirt and blue skirt. Armah wears a white shirt and blue pants. They both wear socks and shoes. **2.** Answers may vary. Students may say they wear uniforms to school, too, or clothes like Fatuma and Armah wear. Students may say they do not wear

uniforms to school or their clothes look different than what Fatuma and Armah wear. **3.** Fatuma wears a dress to play. Armah wears a shirt and shorts to play. They both wear plastic shoes. **4.** Answers may vary. Students may say they wear clothes like the ones Fatuma and Armah wear to play. Students may describe play clothes that are different from Fatuma's and Armah's play clothes.

Day 3 Introduction

Answers may vary. Students may remember that Fatuma and Armah wear uniforms to school. Fatuma wears a white shirt and blue skirt. Armah wears a white shirt and blue pants. They both wear socks and shoes. The children change to play clothes after school. Fatuma wears a dress to play. Armah wears a shirt and shorts to play. They both wear plastic shoes.

Day 3 Discussion Questions

1. The first part of a story is the beginning. The next part is the middle. The last part is the end. **2.** In the beginning, Fatuma and Armah put on their uniforms for school. In the middle, Fatuma and Armah meet Yammah. In the end, the children go home after school to change into play clothes.

Day 4 Whole Group, Rhyme

Shoes and *lose* have the same ending sound. The words rhyme.

Day 5 Whole Group, Read Aloud

Answers may vary. Students may remember that Fatuma and Armah wear uniforms to school. Fatuma wears a white shirt and blue skirt. Armah wears a white shirt and blue pants. They both wear socks and shoes. The children change to play clothes after school. Fatuma wears a dress to play. Armah wears a shirt and shorts to play. They both wear plastic shoes.

Day 5 Discussion Questions

1. The children put on clothes (uniforms) for school. They meet Yammah on the way to school. The children go home after school to change into play clothes. **2.** In the beginning, Fatuma and Armah put on their uniforms for school. **3.** In the middle, Fatuma and Armah meet Yammah. **4.** In the end, the children go home after school to change into play clothes.

Week 13

Day 1 Introduction

Answers may vary. Students may say that germs are bugs, dirt, or bacteria or something that makes people sick. They may say they feel bad, sad, weak, or unhealthy when they are sick and good, happy, and strong when they are healthy. Students may suggest that people can wash their hands and food, eat healthful food, and get exercise to stay healthy.

Day 1 Whole Group, Read Aloud

Students may say that they see a woman and some students in the picture. They may suggest that the woman is a teacher or a nurse and that she is showing the students how to wash their hands properly. Students may predict that the story will be about staying healthy or how to wash properly.

Day 1 Discussion Questions

1. Nurse Kamah, Fatuma, Armah **2.** Fatuma and Armah's school **3.** Answers may vary. Students may say keep clean, wash your hands with soap, brush your teeth, and cough or sneeze into your elbow. **4.** Answers may vary. Students may say they wash their hands with soap, brush their teeth, cough or sneeze into their elbows, eat healthful food, or get exercise.

Day 2 Whole Group, Vocabulary

Answers may vary. Students may say that being healthy means being not sick, free from germs, strong, and feeling well. Students may say that being sick means not feeling well, having an illness or disease, having germs, and feeling weak.

Day 3 Introduction

Answers may vary. Students may remember that Nurse Kamah visited Fatuma and Armah's school. She talked about germs and ways to stay healthy.

Day 3 Discussion Questions

1. Nurse Kamah, Fatuma, Armah **2.** Answers may vary. Students may say that nurses help keep people healthy; they work in hospitals, clinics, and medical offices; they help students who are sick or hurt at school; and they teach people how to stay healthy.

Day 4 Whole Group, Rhyme

Treat and *neat* have the same ending sound. The words rhyme. Other words that rhyme with *treat* and *neat* include *seat*, *meat*, *feet*, *greet*, *heat*, and *wheat*.

Day 5 Whole Group, Read Aloud

Answers may vary. Students may remember that Nurse Kamah visited Fatuma and Armah's school. She talked about germs and ways to stay healthy.

Day 5 Discussion Questions

1. Keeping clean, washing your hands with soap, brushing your teeth, and coughing or sneezing into your elbow **2.** Answers may vary. Students may say eating healthful food, exercising, avoiding people who are sick, washing fruits and vegetables, and visiting a doctor for checkups. **3.** Encourage students to share the good health practices that they follow.

Week 14

Day 1 Introduction

Answers may vary. Students may say that being strong means having strong muscles, being able to lift heavy things, or being able to run far. Students may say that the word exercise means to move your body or to work to build a strong body. Students may say that running, swimming, playing games, walking, and riding bicycles are some ways we exercise.

Day 1 Whole Group, Read Aloud

The picture shows Nurse Kamah waving and Fatuma and Amah moving their arms and legs. Answers may vary. Students may say they Armah is hopping and Fatuma is skipping or walking quickly. Students may suggest that Fatuma and Armah are moving like that for fun or for exercise.

Day 1 Discussion Questions

1. Nurse Kamah, Fatuma, Armah **2.** Fatuma and Armah's school **3.** Nurse Kamah tells the children to exercise to stay healthy. **4.** Fatuma and Armah walked, ran, hopped and skipped home from school. **5.** Answers may vary. Students may suggest that running, swimming, playing games, walking, and riding bicycles are some ways they exercise.

Day 2 Whole Group, Vocabulary

Answers may vary. Students may say that they walk, run, hop, skip, jump, play games, swim, and ride bicycles to exercise. They may say they carry books, groceries and other things, swim, and throw balls to keep their arms strong. They may say they walk, run, hop, skip, climb, swim, ride bicycles, and jump to keep their legs strong. Students may say that exercise keeps them healthy by helping them move their body parts and keeping their bones and muscles strong.

Day 3 Introduction

Answers may vary. Students may remember that Nurse Kamah told the children about exercise and how it keeps them healthy.

Day 3 Discussion Questions

Answers may vary. Encourage students to ask questions about the story that begin with Why? How? What? Who? Where? or When?

Day 4 Whole Group, Rhyme

Floor and *more* have the same ending sound. The words rhyme. Other words that rhyme with *floor* and *more* include *door*, *store*, *four*, *bore*, *core*, and *wore*.

Day 5 Whole Group, Read Aloud

Answers may vary. Students may remember that Nurse Kamah told the children about exercise and how it keeps them healthy.

Day 5 Discussion Questions

1. Exercise **2.** Answers may vary. Students may say exercise helps you stay healthy. Exercise helps keep your bones and muscles strong. You get exercise when you are moving. **3.** Answers may vary. Students may suggest that running, swimming, playing games, walking, and riding bicycles are some ways they exercise. **4.** Answers may vary. Students may predict that if the children in the story do not exercise, they will not have strong bones and muscles and they may not stay healthy.

Week 15

Day 1 Introduction

Answers may vary. Students may suggest they can keep their communities healthy by keeping themselves and their surroundings clean, sharing resources, and helping one another.

Day 1 Whole Group, Read Aloud

Answers may vary. Students may say they see a man (perhaps a teacher) with a boy (Armah) and girl (Fatuma). Armah is thinking about how he can pick up litter. Fatuma is thinking about how she can visit with an older person (perhaps her grandmother). These ways of helping can keep their community healthy by keeping it clean and by making people happy.

Day 1 Discussion Questions

1. Teacher Farah, Armah, and Fatuma **2.** The setting is at Armah and Fatuma's school. **3.** Answers may vary. Students may suggest they can keep their classroom community healthy by picking up trash, tidying their desks, putting away supplies, washing their hands, taking turns, and sharing with each other. **4.** Answers may vary. Some things students may suggest are picking up litter, throwing away trash, taking turns, and sharing with each other.

Day 2 Whole Group, Vocabulary

Answers may vary. Students may say they can help their community by keeping it clean, picking up trash and throwing it away, caring for other people, sharing and taking turns, and caring for nature.

Day 3 Introduction

Answers may vary. Students may remember that Teacher Farah played a game at school. He was thinking of ways they could keep their classroom community healthy. He asked the children to guess the ways. Armah guessed they could keep the classroom clean. Fatuma guessed they could be helpful and kind to each other.

Day 3 Discussion Questions

Answers may vary. Encourage students to ask questions about the story that begin with Why? How? What? Who? Where? or When?

Day 4 Whole Group, Rhyme

Me and *community* have the same ending sound. The words rhyme. *Clean* and *mean* have the same ending sound. The words rhyme. Other words that rhyme with *me* and *community* include *see, be, unity, agree, silly,* and *city*. Other words that rhyme with *clean* and *mean* include *seen, bean, green, queen, machine,* and *magazine*.

Day 5 Whole Group, Read Aloud

Answers may vary. Students may remember that Teacher Farah played a game at school. He was thinking of ways they could keep their classroom community healthy. He asked the children to guess the ways. Armah guessed they could keep the classroom clean. Fatuma guessed they could be helpful and kind to each other.

Day 5 Discussion Questions

1. Students may say they read about keeping the classroom clean, picking up litter, throwing away trash, being kind and helpful to each other, taking turns, and sharing. **2.** Answers may vary. Students may suggest they can help keep the classroom healthy by sweeping the floors and cleaning the chalkboard. They may suggest they can help keep their community healthy by planting things such as bushes, trees, and gardens; helping others with projects to fix up houses and buildings; and creating art to make the community pretty and make people happy. **3.** Answers may vary. Students may think of reusing paper to wrap things or for art projects and cans for holding pencils, beads, and other items. **4.** Answers may vary. Students may think of reusing paper by writing on blank sides or by wrapping items in it. They may suggest passing their outgrown clothing to smaller siblings or cousins or donating it to a community group or using worn clothing to stuff pillows, create rugs, or for cleaning rags.

Week 16

Day 1 Introduction

Answers may vary. Students may describe different people, animals, buildings, roads, vehicles, and other things they see on the way to school. Students may suggest they need to be careful about crossing the streets, walking along the roads, or remembering the way to school.

Day 1 Whole Group, Read Aloud

Answers may vary. Students may say they see Fatuma and Armah walking next to a road. Fatuma is pointing to a motorcycle that is riding on the street toward them. Students may say they think the children are going to school or to town, that they will face the danger of motorcycles and other vehicles on the

streets, and that they can look both ways to be sure no vehicles are coming before they cross any streets.

Day 1 Discussion Questions

1. Fatuma, Armah, motorcycle (or bike) rider **2.** A road on the way to school **3.** They look both ways for traffic, listen for traffic, and wait for the motorcycle to pass. **4.** Answers may vary. Students may say they should stay off the roads, walk alongside the roads, watch and listen for traffic, look both ways before crossing, and wait for traffic to pass before crossing.

Day 2 Whole Group, Vocabulary

Answers may vary. Student may say that traffic in streets, fire, and deep water are some things that might be a danger to them. They may say they feel happy or calm when they are safe. Students may say they see different kinds of traffic on the way to school and the market, such as many or few cars, buses, taxis, trucks, carts, motorcycles, and bicycles.

Day 3 Introduction

Answers may vary. Students may say they remember Fatuma and Armah walking to school along the side of a road. Armah wants to run across the road. Fatuma stops him and tells him about the danger of traffic. She tells him they must stop and look both ways, and listen for traffic. They see a motorcycle and need to wait for it to pass. Then they look both ways again to see if it is safe to cross the road.

Day 3 Discussion Questions

1. Be sure students use the words *first*, *second*, and *third* to describe your action. **2.** First, Fatuma and Armah walked to school along the side of the road. The story describes this at the beginning. **3.** Second, Armah says "Let's run" when it's time to cross. Third, Fatuma says "No" and tells him about the danger and how to cross safely. **4.** Answers may vary. Encourage students to use the words *who*, *what*, *when*, *where*, *why*, and *how* when they ask their questions.

Day 4 Whole Group, Rhyme

Street and *meet* have the same ending sound. The words rhyme. *Right* and *sight* have the same ending sound. The words rhyme. *Slow* and *go* have the same ending sound. The words rhyme. Other words that rhyme with *street* and *meet* include *seat*, *feet*, *beat*, and *compete*. Other words that rhyme with *right* and *sight* include *night*, *might*, *fight*, and *tight*. Other words that rhyme with *slow* and *go* include *row*, *no*, *show*, and *blow*.

Day 4 Conclusion

Answers may vary. Students may name watching and listening for traffic and looking both ways before crossing a road.

Day 5 Whole Group, Read Aloud

Answers may vary. Students may say they remember Fatuma and Armah walking to school along the side of a road. Armah wants to run across the road. Fatuma stops him and tells him about the danger of traffic. She tells him they must stop and look both ways, and listen for traffic. They see a motorcycle and need to wait for it to pass. Then they look both ways again to see if it is safe to cross the road.

Day 5 Discussion Questions

1. Answers may vary. Students may say that it is dangerous for the children to walk in the middle of the road, that different vehicles could hit them if they walk in the middle of the road, and that the side of the road is a safer place to walk. **2.** Fatuma stops her brother from running across the road. She teaches him how to stop, look both ways and listen for traffic, and wait for any traffic to pass before they look again and then cross. Fatuma also puts her arm in front of her brother to stop him from running out. **3.** Answers may vary. Students may say they can keep younger children safe near a road by holding their hands, explaining where to walk and how to cross safely, and walking with them.

Week 17

Day 1 Discussion Questions

1. Answers may vary. Students may suggest they can go to work, the market, and school by different ways: walk; ride in a car, bus, cart, or train; and ride a bicycle. **2.** A bicycle **3.** Answers may vary. People might take a bus to school, to a town, or to a market. **4.** Answers may vary. Students may say they see a bus with a driver and passengers, a taxi with a driver and passengers, a motorcycle and rider, a person riding a bicycle, and people walking on the side of the road.

Day 2 Conclusion

Answers may vary. Students may say the pictures show wheels, a road, and a car. They may also describe other things in the pictures, such as a road, a building, trees, and a cloud.

Day 3 Discussion Questions

1. Bicycles and motorcycles have two wheels. Cars and buses have four wheels. Students may also say that some trucks have four wheels. **2.** We pedal a bicycle with our feet. **3.** Motorcycles, cars, and buses have motors. Students may also say that trucks have motors.

Day 4 Whole Group, Rhyme

Car and *are* have the same ending sound. The words rhyme. *Four* and *more* have the same ending sound. The words rhyme. Other words that rhyme with *car* and *are* include *far*, *tar*, *bar*, and *star*. Other words that

rhyme with *four* and *more* include *floor, door, tour,* and *store*.

Day 5 Discussion Questions

1. Answers may vary. A bike and a motorcycle usually carry only one person. A car and a bus can carry several people. **2.** Answers may vary. Anyone may ride in a bus. **3.** Answers may vary. Cars are used only by the family that owns them.

Week 18

Day 1 Discussion Questions

1. Answers may vary. Students may say they learned about farm vehicles, including pickup trucks, trailer trucks, and tractors. **2.** Tractors **3.** The truck holds and carries all the bananas. **4.** Trailer trucks

Day 3 Discussion Questions

1. Tractors and trucks both help farm workers do their jobs. Tractors help dig the soil and plant the crops. Trucks carry and help move the crops. **2.** Trailer truck **3.** A pickup truck and a trailer truck both carry and help move crops.

Day 4 Whole Group, Rhyme

Pick and *quick* have the same ending sound. The words rhyme. *Go* and *slow* have the same ending sound. The words rhyme. Other words that rhyme with *pick* and *quick* include *kick, sick, brick,* and *lick*. Other words that rhyme with *go* and *slow* include *show, grow, no, flow,* and *tow*.

Day 5 Discussion Questions

1. All the vehicles in the story can do work on a farm and help farm workers do their jobs. **2.** A tractor can dig the soil and help plant crops. **3.** A pickup truck is a small truck. It has space in the back for workers to place the crops. **4.** A trailer truck is big and has a back like a big box. It can keep crops cool on long journeys.

Day 5 Conclusion

Answers may vary. Encourage students to describe the roads in their community using descriptive words.

Week 19

Day 1 Introduction

Answers may vary. Students may discuss boats such as rowboats, sailboats, motorboats, toy boats, ships, and passenger boats.

Day 1 Discussion Questions

1. Alex sees a fishing boat, a sailboat, a motorboat, a rowboat, and a big ship. **2.** All boats float on the water. **3.** A fishing boat catches fish. **4.** The wind makes a sailboat go.

Day 2 Whole Group, Vocabulary

Answers may vary. Students may say that a sail catches wind and makes a sailboat go. They may say that if a boat does not float it will sink in the water.

Day 3 Discussion Questions

1. All boats float on the water. **2.** A sailboat has a sail that uses wind to make the sailboat go. **3.** A rowboat and a motorboat are the same because they both float on water. They are different because a rowboat goes slow and a motorboat goes fast.

Day 4 Whole Group, Rhyme

Floats and *boats* have the same ending sound. The words rhyme. Other words that rhyme with *floats* and *boats* include *oats, notes, votes,* and *goats*.

Day 5 Discussion Questions

1. A rowboat and a sailboat are the same because they both float on the water. They are different because a sailboat uses a sail to catch wind to make it move and a rowboat does not. **2.** A ship and a fishing boat are the same because they both float on the water. They are different because a ship is very big and carries cargo. A fishing boat catches fish.

Week 20

Day 1 Discussion Questions

1. At an airport **2.** Alex sees an airplane and a helicopter. **3.** A propeller that goes around makes a propeller plane fly. **4.** Spinning blades make a helicopter fly.

Day 3 Introduction

Answers may vary. Students may remember that some vehicles that fly are airplanes and helicopters. Some airplanes have propellers that go around to make the planes fly. Helicopters have blades that spin to make them go.

Day 3 Discussion Questions

1. Airplanes and helicopters are the same because they both fly. They are different because helicopters have blades that spin to make them fly. **2.** Have students point to the jet plane near the top of the picture. **3.** The jet plane is the same as an airplane and a helicopter because they all fly. **4.** A jet plane is different from an airplane and a helicopter because it has big wings and huge jet engines to make it go.

Day 4 Whole Group, Rhyme

Fly and *sky* have the same ending sound. The words rhyme. Other words that rhyme with *fly* and *sky* include *my, shy, buy, fry, tie, lie,* and *try*.

Day 5 Discussion Questions

1. Answers may vary. Students may say that all flying vehicles move through the air in the sky. **2.** The

airplane is small. The helicopter is big. **3.** Flying vehicles are like vehicles that go on the ground and in the water because they can carry people and things. Flying vehicles are unlike vehicles that go on the ground and in the water because they go through the air in the sky and the other vehicles cannot fly.

Week 21

Day 1 Introduction

Answers may vary. Students may suggest that markets are big or small; they may describe food and other goods people buy in markets; they may discuss how they go to a market in their community and what they see there.

Day 1 Discussion Questions

1. The market is in Alex and Mama's neighborhood, not far from their home. **2.** People buy and sell fruits, vegetables, rice, beans, meat, fish, and clothes. **3.** Shopkeepers sell the food and goods. **4.** Alex's mother gives the shopkeeper money to pay for the plums.

Day 1 Conclusion

Answers may vary. Encourage students to share details about their trips.

Day 2 Conclusion

Answers may vary. Encourage students to share details about the people and places in their neighborhoods. Have students describe the different food and goods they buy at their markets.

Day 3 Introduction

Answers may vary. Students may remember that the market is in Alex and Mama's neighborhood. Shopkeepers sell food and clothes. Mama buys plums. She gives money to the shopkeeper.

Day 3 Discussion Questions

1. Fruits and vegetables **2.** Big **3.** Clothes **4.** Sweet, juicy

Day 4 Whole Group, Rhyme

Pig and *jig* have the same ending sound. The words rhyme. *Hog* and *jog* have the same ending sound. The words rhyme. Other words that rhyme with *pig* and *jig* include *big*, *dig*, *fig*, and *rig*. Other words that rhyme with *hog* and *jog* include *log*, *fog*, and *dog*.

Day 5 Discussion Questions

1. Answers may vary. Students may say they learned about shopkeepers selling food and clothes and how people buy things by giving shopkeepers money. **2.** Answers may vary. Students may say they learned that people sell fruits, vegetables, rice, beans, meat,

fish, and clothes. **3.** Answers may vary. Students may say that people who work at the market are called shopkeepers and that the shopkeepers display their goods in big baskets. **4.** Answers may vary. Students may say they learned that people buy things at the market by paying with money.

Week 22

Day 1 Introduction

Answers may vary. Students may say playgrounds have swings, slides, climbing bars, grass, sand, children playing, and other things. They may say that they can swing, slide, climb, hang, run, jump, play games, and do other things at a playground.

Day 1 Discussion Questions

1. Alex, Emma, Mae **2.** At the children's school. **3.** Slides, swings, bars **4.** Answers may vary. Students may say their playgrounds are at their school and have slides, swings, and bars to play on. Students may say their playgrounds have other things, such as a sandbox, grass, and playing fields.

Day 2 Conclusion

Answers may vary. Encourage students to describe a playground they have played at. Students should say whether they like to slide or climb more. They should describe other things they like to do at the playground.

Day 3 Introduction

Answers may vary. Students may remember that playgrounds have things to play on such as swings, slides, and bars.

Day 3 Discussion Questions

1. *Fast* describes how Alex goes down the slide. **2.** *High* describes how Mae likes to swing on the swings. **3.** *Big* describes how Emma jumps. **4.** Answers may vary. Students may say they like to slide, swing, climb, hang, jump, run, and play games.

Day 4 Whole Group, Rhyme

Slide and *hide* have the same ending sound. The words rhyme. Other words that rhyme with *slide* and *hide* include *ride*, *side*, *cried*, *fried*, and *lied*.

Day 5 Discussion Questions

1. Answers may vary. Students may say they learned about new things to do at playgrounds. **2.** Answers may vary. Students may say slides, swings, bars, or other things to play on. **3.** Answers may vary. Students may say words such as swing, slide, climb, hang, run, jump, or hide. **4.** Answers may vary. Encourage students to describe what they like to do at the playground and why.

Week 23

Day 1 Introduction

Answers may vary. Students may talk about the different workers they know such as teachers, postal workers, police officers, fire fighters, taxi drivers, sanitation workers, doctors, and nurses. They may say that police officers and firefighters help keep people safe. They may say that a teacher helps and teaches students, a police officer helps people and makes sure people obey laws, and a postal worker delivers mail to people.

Day 1 Discussion Questions

1. Edwin and Faith are the children in the story. They are walking to school. **2.** They see a postal worker, a police officer, and a teacher. **3.** Answers may vary. Students may say they have seen helpers such as a teacher, police officer, fire fighter, sanitation worker, postal worker, doctor, nurse, and lifeguard.

Day 3 Introduction

Answers may vary. Students may remember that there are many kinds of community helpers. Postal workers carry mail. Police officers keep them safe. Teachers help children learn.

Day 3 Discussion Questions

1. A big bag of mail **2.** "A police officer holds up one hand to stop the traffic so the children can cross the street. She helps keep people safe." **3.** The teacher

Day 4 Whole Group, Rhyme

Went and *sent* have the same ending sound. The words rhyme. Other words that rhyme with *went* and *sent* include *rent*, *meant*, *dent*, *spent*, and *cement*.

Day 4 Conclusion

Answers may vary. Encourage students to think of the jobs community helpers do and what the community might be like if no one did those jobs. For example, no mail would be delivered, children might not be able to cross the street, there would be no schools. Encourage students to think of problems in their community that could be helped by community helpers.

Day 5 Discussion Questions

1. Answers may vary. Students may say they learned about different jobs that community helpers do. **2.** A postal worker carries and delivers mail. The police officer stops traffic so children can cross the street. The teacher helps children learn. **3.** Answers may vary. Students may discuss the ways police officers keep people safe, workers keep the community clean, teachers help them learn, and postal workers handle the mail. They may also discuss how other people such as bus and taxi drivers, shopkeepers, and elected officials help. **4.** Answers may vary. Students may

say they want to learn how community helpers do their jobs.

Week 24

Day 1 Discussion Questions

1. To the hospital **2.** The nurse felt Marie's forehead and took her temperature with a thermometer. The doctor listened to Marie's heart with a stethoscope and gave her medicine. **3.** Answers may vary. Students may say a thermometer is a tool for testing a patient's temperature and a stethoscope is a tool for listening to a patient's heart, lungs, and other organs.

Day 2 Conclusion

Answers may vary. Students may say that some health workers are doctors and nurses. Hospitals are places people go to get well when they are sick. Doctors and nurses might check a patient's temperature with a thermometer or listen to their heart with a stethoscope. Students may suggest that parents, teachers and other caregivers help them stay healthy.

Day 3 Introduction

Answers may vary. Students may remember that community helpers help in different ways. Police officers keep people safe. Teachers help children learn. Postal workers carry and deliver mail. Doctors and nurses keep people healthy.

Day 3 Discussion Questions

1. Marie needs to go the hospital because she feels sick. **2.** The nurse feels her forehead and takes her temperature with a thermometer. **3.** She took Marie's temperature to see if she had a fever. **4.** Answers may vary. Students may say that to feel warm means a person has a fever.

Day 4 Whole Group, Rhyme

Sick and *quick* have the same ending sound. The words rhyme. Other words that rhyme with *sick* and *quick* include *lick*, *brick*, *slick*, *trick*, *pick*, and *click*.

Day 4 Conclusion

Answers may vary. Students may say that health workers keep people healthy. Students may say that people could get very sick and possibly die if there were no health workers in the community.

Day 5 Discussion Questions

1. The doctor listens to Marie's heart with a stethoscope. **2.** Answers may vary. Students may say the doctor was listening to see if her heart was healthy, or beating too quickly or slowly. **3.** Answers may vary. Students may say the doctor gave Marie medicine to help her feel better or to help bring her fever down.

Day 5 Conclusion

Encourage students to list the community workers they learned about this week as well as others in their community.

Week 25

Day 1 Discussion Questions

1. Eating healthy food keeps people's bodies healthy. **2.** Foods such as cassava, bread, rice, plantains, meat, fish, chicken, eggs, fruits, and vegetables are healthy. Foods that are too sugary, salty, or fried are not healthy. **3.** Eating too much sugary, salty, or fried foods can make people feel ill.

Day 2 Introduction

There are three different sounds in the word *ham*: /h/-/ă/-/m/.

Day 3 Introduction

Answers may vary. Students may remember that eating healthy food keeps people's bodies healthy. Foods such as cassava, bread, rice, plantains, meat, fish, chicken, eggs, fruits, and vegetables are healthy. Foods that are too sugary, salty or fried are not healthy. Eating too much sugary, salty, or fried foods can make people feel ill.

Day 3 Discussion Questions

1. Good food keeps your body healthy. **2.** Foods like cassava, bread, rice, and plantains give your body energy. **3.** Eating meat, fish, chicken, and eggs builds strong muscles. **4.** Answers may vary. Encourage students to name the healthy foods they like to eat and why.

Day 3 Conclusion

Answers may vary. Encourage students to think of the food they eat every day and whether it is healthy or unhealthy.

Day 4 Whole Group, Phonological Awareness

There are three sounds in the word *food*: /f/-/ō/-/d/.

Day 4 Whole Group, Rhyme

Grow and *know* have the same ending sound. The words rhyme. Other words that rhyme with *grow* and *know* include *show*, *slow*, *no*, *flow*, and *tow*. *Meat* and *eat* have the same ending sound. The words rhyme. Other words that rhyme with *meat* and *eat* include *seat*, *treat*, *feet*, *greet*, *heat*, and *wheat*.

Day 4 Conclusion

Answers may vary. Students may say people need to eat healthy foods to keep their bodies healthy, to build strong bones and muscles, to give them energy, and to help them grow. Encourage students to say some meats, fish, fruits, and vegetables they eat to keep them healthy.

Day 5 Discussion Questions

1. When you eat cassava, bread, rice, and plantains your body gets energy. When you eat other fruits and vegetables, your body grows in a healthy way. **2.** People need meat, fish, chicken, and eggs to build strong muscles. **3.** Answers may vary. Students may say they might get sick, not grow properly, or not have any energy if they didn't eat enough healthy food.

Week 26

Day 1 Introduction

Answers may vary. Students may say they eat bananas, plantains, oranges, cassava, carrots, plums, peas, beans, and other fruits and vegetables.

Day 1 Discussion Questions

1. Fruits and vegetables come from plants. **2.** Answers may vary. Some fruits are plums and oranges. Some vegetables are cassava, carrots, cabbage, and lettuce. **3.** Beans are seeds.

Day 2 Introduction

There are three different sounds in the word *root*: /r/-/ō/-/t/.

Day 2 Whole Group, Phonological Awareness

There are three sounds in *leaf*: /l/-/ē/-/f/. There are three sounds in *seed*: /s/-/ē/-/d/. There are three sounds in *pick*: /p/-/ī/-/k/.

Day 3 Introduction

Answers may vary. Students may remember that fruits and vegetables are delicious and healthy foods. They come from plants. Some grow underground.

Day 3 Whole Group, Read Aloud

Answers may vary. Students may see cabbages, plums, and plantains, among others.

Day 3 Discussion Questions

1. Delicious, healthy **2.** Root vegetables such as carrots and cassava grow underground. **3.** Sweet, juicy

Day 3 Conclusion

Answers may vary. Encourage students to share which fruits and vegetables they like best.

Day 4 Whole Group, Phonological Awareness

There are three sounds in *bean*: /b/-/ē/-/n/. There are three sounds in *nut*: /n/-/ü/-/t/. There are three sounds in *bit*: /b/-/ī/-/t/.

Day 4 Whole Group, Rhyme

Plum, *some*, and *yum* have the same ending sound. They rhyme. Some words that rhyme with *plum*, *some*, and *yum* include *drum*, *come*, *sum*, and *from*.

Day 5 Discussion Questions

1. Fruits are the sweet, juicy part of the plant. 2. A carrot is a root vegetable that grows underground. Cabbages are vegetable leaves. 3. Fruits and vegetables are both delicious and healthy and come from plants. Some vegetables grow underground. Some vegetables are seeds. Some vegetables are plant leaves.

Week 27

Day 1 Discussion Questions

1. Some foods we get from animals are eggs, milk, cheese, and meat. 2. Dairy is food from milk. Milk and cheese are dairy foods. 3. Some meats are pork and beef.

Day 1 Conclusion

Answers may vary. Students should describe the meats, eggs, and dairy they eat at home and tell where they get each food.

Day 2 Introduction

There are three sounds in *meat*: /m/-/ē/-/t/.

Day 3 Introduction

Answers may vary. Students may remember that eggs, dairy, and meat are foods that come from animals. Dairy is food from milk. All foods from animals contain protein, which gives us energy and helps us grow strong.

Day 3 Discussion Questions

1. Some foods from animals are eggs, dairy, and meats. 2. Milk can be made into cheese. 3. All foods from animals contain protein. 4. It is good to eat foods with protein because protein gives us energy and helps us grow strong.

Day 4 Whole Group, Phonological Awareness

There are three sounds in *goat*: /g/-/ō/-/t/. There are three sounds in *hen*: /h/-/ē/-/n/. There are three sounds in *pig*: /p/-/i/-/g/.

Day 5 Discussion Questions

1. Chickens (some students may say ducks, quail, or other birds) 2. Goats, sheep, and cows 3. Beef comes from cows. Pork comes from pigs.

Week 28

Day 1 Introduction

Answers may vary. Students may suggest that plants need soil, water, and sunlight to grow.

Day 1 Discussion Questions

1. Hawa and Samuel are helping their mother in the garden. They plant bean seeds, water the seeds, and pick the vegetables. 2. Cassava, sweet potatoes,

corn, and beans 3. Soil, sunlight, water 4. They grow vegetables for food.

Day 2 Introduction

There are three sounds in *seed*: /s/-/ē/-/d/.

Day 3 Introduction

Answers may vary. Students may remember that people need to dig gardens and plant seeds and that people need to give plants soil, sunlight, and water to grow.

Day 3 Discussion Questions

1. Hawa plants the bean seeds. 2. Samuel waters the seeds. 3. Sunlight and more water help the plants grow big and healthy. 4. They pick the vegetables.

Day 3 Conclusion

Answers may vary. Students may say that soil is needed for the roots to grow, water is needed for plants to drink, and sunlight helps the plants grow with light (energy) from the sun.

Day 4 Whole Group, Rhyme

Sun and *done* have the same ending sound. They rhyme. Some words that rhyme with *sun* and *done* include *fun*, *run*, *none*, *begun*, and *won*.

Day 5 Discussion Questions

1. Hawa plants the seeds and Samuel waters them. 2. Answers may vary. Students may say Hawa's seeds wouldn't grow if she didn't plant them in soil. 3. Answers may vary. Students may say Hawa's seeds would not grow if they did not get any sunlight. 4. Answers may vary. Students may say the plants would dry up and die if Samuel did not water them.

Week 29

Day 1 Introduction

Answers may vary. Students may discuss the foods they know how to cook, who they cook with, and the tools they use.

Day 1 Discussion Questions

1. Gravy 2. Samuel washes the vegetables. 3. Mama peels and cuts the vegetables and puts them in a pot. 4. Hawa stirs the gravy.

Day 2 Introduction

There are three sounds in *food*: /f/-/ō/-/d/.

Day 3 Introduction

Answers may vary. Students may remember that people wash food, cut it, put it in pots, and stir it to cook it.

Day 3 Discussion Questions

1. Vegetables 2. Meat, fish, pepper 3. Answers may vary. Students may say that the water helps bring

the other ingredients together to become gravy.

4. Encourage students to explain their choice of ingredient.

Day 4 Whole Group, Rhyme

Meat and *eat* have the same ending sound. The words rhyme. Other words that rhyme with *meat* and *eat* include *sweet, neat, feet, greet, seat, and treat*.

Day 5 Discussion Questions

1. The first step is to wash the vegetables **2.** After Samuel washes the vegetables, Mama cuts and peels them with a sharp knife. **3.** Mama puts the vegetables in a big pot. **4.** Mama adds water and the pot cooks on the fire.

Week 30

Day 1 Introduction

Answers may vary. Encourage students to use words such as dry, wet, hot, and cool to describe the weather and temperature today and the weather in Liberia in general.

Day 1 Discussion Questions

1. Rainy season, dry season **2.** In the rainy season, the weather is wet, it rains, and the temperature feels cool. In the dry season, the weather is dry. It is sunny. The temperature feels hot. **3.** John and his father plant crops in the rainy season. **4.** Musu and her mother harvest the crops in the dry season.

Day 3 Introduction

Answers may vary. Students may remember that Liberia has two seasons. In the rainy season, the weather is wet, it rains, and the temperature feels cool. In the dry season, the weather is dry. It is sunny. The temperature feels hot.

Day 3 Discussion Questions

1. The rainy season causes wet weather. **2.** John and his father plant crops in the rainy season. **3.** They dry season causes dry weather. **4.** Musu and her mother harvest the crops in the dry season.

Day 3 Conclusion

Answers may vary. Encourage students to use the words dry, wet, hot, and cool to describe the weather in each season.

Day 4 Whole Group, Rhyme

Hot and *lot* have the same ending sound. The words rhyme. Other words that rhyme with *hot* and *lot* include *got, not, pot, taught, fought, and rot*.

Day 4 Conclusion

Answers may vary. Students may say they wear raincoats and boots and use an umbrella when it rains and they go inside. They may say they keep cool in the

shade or inside a cool house when it is sunny and hot. They may say that the things they do in the dry season are often outside and they need protection from the sun. The things they do in the rainy season are often inside but when outside require proper clothing to keep them dry.

Day 5 Discussion Questions

1. Rain makes the crops grow big. **2.** Answers may vary. Students may say that the rainy season allows John and his father to plant the crops because it is cool outside and the rain makes the plants grow. **3.** The dry weather makes the plants dry up. **4.** The dry season is hot so Musu and her mother must harvest the crops before the plants dry up.

Week 31

Day 1 Introduction

Answers may vary. Students may say that trees grow in the ground, they have trunks and leaves, and they can be large or small. Students may say that some trees can give shade and some trees have fruit.

Day 1 Discussion Questions

1. Trees are important plants that provide food, shade, wood, and other things. Trees provide homes for some animals and clean the air. **2.** Answers may vary. Some kinds of trees are the oil palm, rubber, and famira trees. **3.** Some ways trees help people are by providing food, oil, sap for rubber, shade on hot and sunny days, and wood to make fire, furniture, and homes. Trees also clean the air people breathe. **4.** Trees help animals by providing homes and by cleaning the air they breathe.

Day 2 Conclusion

Answers may vary. Students may point to desks, chairs, rulers, door frames, window frames, and other things made of wood.

Day 3 Introduction

Answers may vary. Students may remember that trees are very important plants that help people and animals. Trees provide food and shade and things such as rubber, wood, and oil. Trees provide homes for animals. They clean the air we breathe.

Day 3 Discussion Questions

1. Plums, avocados, oil **2.** We can weave mats and baskets. **3.** We can make rubber from the sap of trees. **4.** We can make fire and build furniture and homes from the wood from trees.

Day 4 Whole Group, Rhyme

Me, be, and tree have the same ending sound. The words rhyme. Other words that rhyme with *me, be, and tree* include *he, see, she, we, free, and tea*.

Day 5 Discussion Questions

1. A palm tree provides oil and leaves for making mats and baskets. 2. A rubber tree provides sap for making rubber. A famira tree provides shade. 3. Trees clean the air we breathe.

Week 32

Day 1 Introduction

Answers may vary. Students may describe the different flowers and colorful petals they have seen. They may describe how they feel and smell.

Day 1 Discussion Questions

1. All plants grow from seeds. 2. Answers may vary. Students may say flowers, stem, leaves, petals, nectar, pollen. 3. All flowers have petals, nectar, and pollen. 4. Inside a fruit are seeds.

Day 1 Conclusion

Answers may vary. Encourage students to think of what flowers have that insects might need. Have students use descriptive words to tell about the flowers they have seen.

Day 3 Introduction

Answers may vary. Students may remember that plants and flowers grow from seeds. They may say that plants and flowers need soil, sunlight, and water to grow.

Day 3 Discussion Questions

1. Answers may vary. Students may say flowers provide nectar, or food, for insects. 2. Flowers grow into fruit for people and animals. 3. Answers may vary. Insects move pollen from flower to flower. Pollen helps flowers grow into fruit for people and animals to eat. 4. Answers may vary. Students may say that seeds are important because they grow into fruits and vegetables for people and animals to eat.

Day 4 Whole Group, Rhyme

Green and *seen* have the same ending sound. The words rhyme. Other words that rhyme with *green* and *seen* include *mean*, *bean*, *lean*, *screen*, *clean*, and *queen*.

Day 5 Discussion Questions

1. A seed is planted in the ground. 2. The plant grows leaves and flowers. 3. Insects visit the flowers for nectar and move pollen from plant to plant. 4. Flowers grow into fruit.

Week 33

Day 1 Discussion Questions

1. Answers may vary. Students may describe farm animals such as chickens, goats, cows, pigs, horses, and sheep. 2. Farm animals need food, water, and shelter. 3. Sia and Tamba help care for the farm

animals. Sia feeds the chickens and collects eggs to eat. Tamba gives water to the goats. 4. Answers may vary. Students may say farm animals give eggs, milk, and meat for people to eat.

Day 3 Introduction

Answers may vary. Students may say that farm animals are living things and need food, water, and shelter.

Day 3 Discussion Questions

1. Sia feeds the chickens and collects eggs to eat. 2. Tamba gives water to the goats. 3. Mama milks the cow. 4. Papa fixes the shelter.

Day 4 Whole Group, Rhyme

Pen and *again* have the same ending sound. The words rhyme. Other words that rhyme with *pen* and *again* include *men*, *when*, *den*, and *wren*.

Day 5 Discussion Questions

1. The chickens provide eggs. The cows provide milk. 2. The animals need shelter to be cool from the sun, dry from the rain, and safe from wild animals. 3. Answers may vary. Students may say they learned that farm animals are living things and need food, water, and shelter. They may discuss what the animals provide for the family and how the family cares for the animals.

Week 34

Day 1 Introduction

Answers may vary. Students may say that pets are animals that live with people. They may say that dogs, cats, and other animals can be good pets.

Day 1 Discussion Questions

1. Tamba has a dog. Sia has a cat. 2. They make sure their pets have food, water, and shelter.

Day 2 Conclusion

Dogs and cats have fur. Birds have feathers. Lizards have scales. Dogs, cats, and most lizards have four legs. Birds and some lizards have two legs. Dogs and cats have sharp teeth. Birds have claws. Dogs help people by barking to tell owners when someone is approaching. Cats help people by hunting mice, rats, and other rodents.

Day 3 Introduction

Answers may vary. Students may remember that pets are animals that live with people. Some kinds of pets are dogs, cats, birds, and lizards. People play with their pets and give them food, water, and shelter.

Day 3 Discussion Questions

1. A pet dog barks. 2. A dog may bark when a stranger or wild animal comes near. 3. A pet cat meows. 4. A cat may meow to be petted.

Day 4 Whole Group, Rhyme

Pet and *yet* have the same ending sound. The words rhyme. Other words that rhyme with *pet* and *yet* include *get*, *set*, *let*, and *wet*.

Day 5 Discussion Questions

1. The pet dog barks when a stranger or wild animal comes near. 2. The pet cat catches mice and rats when they try to eat the rice. 3. Sia and Tamba are kind to their pets because they want them to be happy.

Week 35

Day 1 Introduction

Answers may vary. Some small animals that live on or in the ground are mice, hares, and foxes. Students may talk about how they move and eat and where they live. Some animals that fly are birds and bats. Students may talk about what they eat and how far they can fly. Some animals that live in water are fish, some snakes, and eels. Students may talk about how they swim and what they eat.

Day 1 Discussion Questions

1. Answers may vary. Students learned about small wild animals in the story, including mammals, birds, and fish. 2. Mammals are animals that have fur or hair. 3. Birds can fly. Fish can swim. 4. Answers may vary. Encourage students to think of wild animals they have seen, such as mice, fox, bats, birds, fish, snakes, and hares.

Day 2 Whole Group, Vocabulary

Answers may vary. Encourage students to use details to describe their observations.

Day 3 Introduction

Answers may vary. Students may remember that there are many kinds of small animals that live in the wild. Some are fish, mammals, or birds.

Day 3 Discussion Questions

1. All the animals in the story are living things, all live in the wild, and all are small. 2. Some live on land, some live in water, some live in the sky. 3. Some have fur, some have feathers, some have scales. They move differently: some fly and some swim.

Day 4 Whole Group, Rhyme

Song and *long* have the same ending sound. The words rhyme. Other words that rhyme with *song* and *long* include *wrong*, *song*, and *along*.

Day 5 Discussion Questions

1. Mammals, fish, birds 2. Mammals and birds are alike because they are both wild animals. Mammals and birds are different because mammals have fur or hair and birds have feathers. 3. Mammals and fish are alike because they are both wild animals. Mammals and fish

are different because mammals have fur or hair and fish have scales; mammals live on the ground and fish live in water.

Week 36

Day 1 Introduction

Answers may vary. Students may say that some small wild animals are mammals, some are birds, and some are fish. Some live on land; others live in water.

Day 1 Discussion Question

1. Other kinds of wild animals such as reptiles and amphibians 2. Snakes, lizards, and tortoises are reptiles. Salamanders and frogs are amphibians. 3. Some amphibians walk; reptiles crawl; some amphibians jump. 4. Answers may vary. Student should name the reptiles and amphibians they have seen and describe how they looked or moved.

Day 3 Introduction

Answers may vary. Students may remember that there are many kinds of small animals that live in the wild. Some are fish, mammals, or birds.

Day 3 Discussion Questions

1. All the animals in the story are wild. 2. Most reptiles live on land. Amphibians live on land and in water. 3. Reptiles crawl (and some can swim). Amphibians swim (and some can walk). Reptiles' bodies have dry skin covered with scales. Amphibians' bodies are smooth and wet.

Day 4 Whole Group, Rhyme

I and *high* have the same ending sound. The words rhyme. Other words that rhyme with *I* and *high* include *cry*, *shy*, *my*, *try*, and *sigh*.

Day 5 Discussion Questions

1. Reptiles and amphibians 2. Reptiles and amphibians are both small and wild. Most reptiles have dry, scaly skin. Amphibians have smooth, wet skin. Most reptiles live on land and crawl around. Most amphibians live in water and swim. 3. A reptile's skin would feel dry and scaly. An amphibian's skin would feel smooth and wet.



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