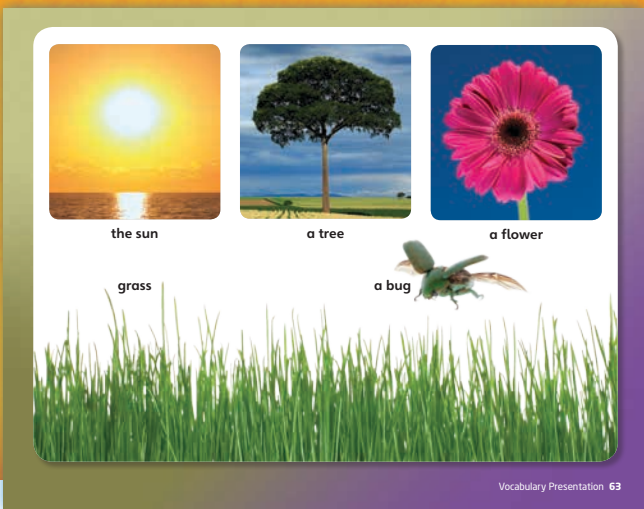


LESSON 2
Vocabulary Presentation
Student Book p. 63

Objective
Identify and name: *sun, tree, grass*



Language

- New:** sun, tree, grass
- Review:** bug, flower
- Receptive:** What is this?; Be [a bug]!; [Flowers] are outside.; Let's learn new words for things outside.; Where is [the sun]?; Good! Let's color the sun.; Is this right?; Now you do it!

- Resources**
- Video: Routine and SC 2
 - Audio: TR 2–5, 67–68
 - Picture Cards 61–65
 - Teacher's Resource CD-ROM: Worksheet 1.8.2 (optional)
 - Activity Book p. 35
- Materials**
- half-sheets of green construction paper
 - scissors
 - crayons (optional)
 - glue (optional)
 - construction paper (optional)
 - cotton balls (optional)
 - cups (optional)
 - grass seed (optional)
 - spray bottle (optional)
 - paper (optional)

1 Warm Up

- Put children in pairs and have them sing the **Hello Song** (Audio: TR 2 / Video: Routine) to each other.

2 Review

- Show children the flower picture card. Ask *What is this?* Show children the bug picture card and ask the question again.
- Say *Be a bug!* Have children move around like a bug.
- Say *Be a flower!* Have children pose like a flower and be still in that position.
- Play the **Unit 8 Chant** (Audio: TR 67) two times. The first time let children just listen to the chant. Hold up the bug and flower picture cards when each word is heard in the chant. The second time, encourage children to say the chant.

3 Teach the Vocabulary

- Point to a window and say *Flowers are outside. Bugs are outside. Let's learn new words for things outside.* Play Audio: TR 68 while showing the picture cards for *sun*, *tree*, and *grass*. Have children repeat each word two times.

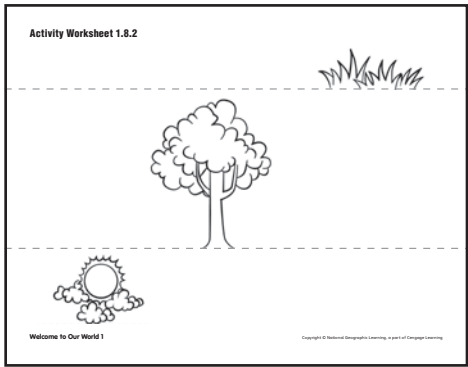
the sun the sun
a tree a tree
grass grass

Video Option Show children the vocabulary presentation of the words *sun*, *tree*, and *grass* on the video. Use Video: SC 2.

- Say *Be a tree!* Show children how to stretch their body as tall as they can. Model stretching your body upward while saying *Tall, tall, tall!* Then show children how to reach their arms up in a Y-shape to stand like a tree. Have children stay still for as long as they can.

- Encourage one or two children to pretend to be birds flying around the trees and making bird sounds. **Challenge!** While children are pretending to be a tree, a bird, or the sun, have them say *I am [a tree / a bird / the sun]*.
- Have children stand an arm's length apart from one another. Have them get down on the floor. Say *Be the sun.* Show children how to get up and stretch their arms over their heads. Then, have children slowly bring their arms down to their sides, forming a circle.
- Give each child scissors and half a piece of green construction paper. Show children how to make small cuts along one of the long sides of the construction paper. The cuts should only go halfway across the paper. Bend the pieces up to look like grass. Then, have children make their own grass. Move around the room, providing help as needed.

- Play the **Transition Song** (Audio: TR 3 / Video: Routine) as you give a copy of Worksheet 1.8.2 and green, yellow, and brown crayons to each child.



- **Worksheet** Hold up the worksheet. Ask *Where is the sun?* Have a child come up to you and point to the sun on the worksheet. Say *Good! Let's color the sun.*
- Show children as you select the yellow crayon and begin to color the sun. Have children color their sun.

- Ask *Where is the grass?* Have a child come up and point to the grass on the worksheet. Ask *Where is the tree?* Have another child come up and point to the tree.
- Have children color the grass and tree.
- Now have children cut the worksheet on the cutting lines. Move around the classroom, providing help as needed.
- Place two strips in the wrong order. For example, place the tree strip on top of the sun. Show children and ask *Is this right?* (no) Now show the sun strip on top of the tree strip and ask *Is this right?* (yes)
- Say *Good! Now you do it!* Walk around the room, providing help as needed. Have children show you their finished puzzles.
- Review the finished puzzles together. Point to each piece of the puzzle, from the top to the bottom of the picture. As you point, have

children tell you the name of each item. **NOTE:** If time allows, have children glue their puzzles onto a piece of construction paper.

4 End the Lesson

- Sing the **Clean Up Song** (Audio: TR 4 / Video: Routine) while children help you clean up the materials used in the lesson.
- Sing the **Goodbye Song** (Audio: TR 5 / Video: Routine). Have children wave goodbye to each other as they sing.

Activity Book p. 35.
Teacher notes available on pp. 170–171.

Teacher Tip

Have parents bring an extra set of clothing to leave at school. These extra clothes can be used when children get wet or dirty from outside play, have accidents, or get craft material on themselves.

Additional Activities

- Have children grow grass seeds. Give each child a cup. Turn the cup upside down. Wet a cotton ball and place it on top of the cup. Sprinkle a bit of grass seed on top of the wet cotton balls and set the cups next to a sunny window. Fill a spray bottle with water and let children spray their cotton balls and seeds every other day or so to keep the cotton balls wet. Encourage children to check the cups often to watch their grass grow.
- Take children outside and let them choose a tree. Give each child a piece of paper and a crayon. If there are wrappers on the crayons, take them off first. (Children may enjoy helping unwrap the crayons.) One at a time, hold a child's paper against the tree. Let the child rub the long side of the crayon lightly over the paper to create a tree rubbing.