

**Objective**

Talk about observations using the language *Look at the [flower]!*



**Language**

- New:** Look at the [flower]!
- Review:** blue, red, yellow, I like [the tree], bug, flower, sun, tree, grass, pink, green, purple, orange
- Receptive:** Who is standing on [orange]?; What color do you have?; What is this?; Color the picture with crayons.; What color is your [bug]? Do you like [bugs]?; What a nice [tree]!; Listen. You say it.; What do you like in your picture?

**Resources**

- Video: Routine and SC 5
- Audio: TR 2–5, 69, 72
- Picture Cards for Units 1–7, 66–69
- Teacher’s Resource CD-ROM: Worksheet 1.8.7 (optional)

**Materials**

- blue, yellow, red, pink, purple, orange, and green crayons
- pink, purple, orange, and green squares cut from construction paper
- tape
- scissors (optional)
- a completed copy of Worksheet 1.8.7 (optional)

**1 Warm Up**

- Say *Hello!* or *Hi!* to each child. Encourage children to greet you and each other.
- Have children sing the **Hello Song** (Audio: TR 2 / Video: Routine).
- Sing the **Unit 8 Song: Let’s Go, Everyone** (Audio: TR 69 / Video: SC 3) with children. Use the song gestures while you sing. Encourage children to use them as well.

**2 Review**

- Place the picture cards for the colors pink, purple, orange, and green around the classroom. Say one of the colors, and have children go to that color. Repeat until children have gone to each color at least once.
- Tape squares of pink, purple, orange, and green construction paper on the floor in a big circle. There should be as many squares as there are children. Play **Let’s Go, Everyone** (Audio: TR 69 / Video: SC 3) and have children walk or dance around the circle. Pause the music. Ask *Who is standing on orange?* Have those children raise their hands. Ask this question about the other colors, so that each child has a chance to raise his or her hand.
- Play the music again. Have children walk or dance around the circle. Pause the music again. This time ask *What color do you have?* Go around in a circle and have each child call out the color he or she is standing on.

**3 Use Language**

- **Bookwork** Have children sit at tables in small groups. At each table, place crayons of the following colors: red, blue, yellow, green, orange, pink, and purple.
- Show children p. 69 of the student book. One at a time, point to the sun, tree, flower, bug, and grass and ask *What is this?*
- Hold up some crayons and say *Color the picture with crayons.*
- Give children time to color the picture. As they color, move around the room, taking this time to give each child some one-on-one time. Ask children one or two questions about their pictures, for example *What color is your bug? Do you like bugs?*
- Check that all children are finished coloring. Walk around the room, giving compliments on the pictures. First point to something in each child’s picture and say *Look at the [bug]!* Then say things such as *I like your [bug]! What a nice [tree]!*
- Hold up a picture that a child has colored. Point to the flower and say *Look at the flower!*

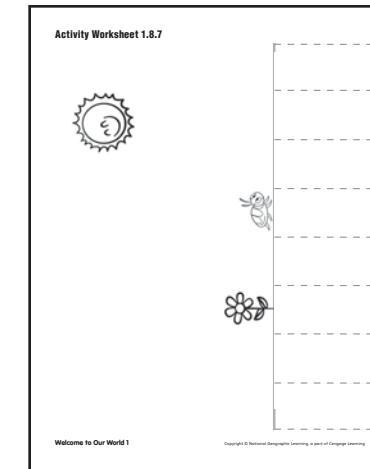
**Teacher Tip**

Whenever possible, find time to work with children one-on-one. Sometimes you can do this while the class is working on a longer coloring, painting, or craft activity. Children enjoy the individual attention, and this time helps you get to know each child better. This is also a good time to ask questions that will help you understand each child’s progress.

**Additional Activities**

- Give each child a picture card for one of the words learned in this unit or a previous unit. Have children take turns holding up their cards and saying *Look at the [cookie]!*

- Say *Listen*. Play the audio of the language model two times (Audio: TR 72).
- **Monkey:** *Look at the flower! Look at the flower!*
- **Video Option** Let children view the language model on the video. Use Video: SC 5.
- Point to children and say *You say it*. Give each child a chance to hold up their picture, point to the flower, and say *Look at the flower!*
- Ask *What do you like in your picture? I like the [tree]. Look at the [tree]!*
- Encourage children to hold up their pictures one at a time, point to something they like, and say *Look at the [bug]!*
- Play the **Transition Song** (Audio: TR 3 / Video: Routine) as you give a copy of Worksheet 1.8.7 and a pair of scissors to each child. Children can continue to share the crayons they used in the previous activity.



- **Worksheet** Have children color the part of the worksheet that has the cutting lines green on both sides.
- Then have children color the flower and the bug on their worksheet, as well as the sun.
- Next, have them cut the bottom part of the worksheet into strips, following the cutting lines. Model how to cut along the cutting lines. Provide help with the cutting as needed.

**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.

- When children finish cutting, show them how to fold the strips up so that they cover the flower and the bug they colored. Again, provide help as needed.
- Show children a completed worksheet you made yourself. Bend the grass down to show the flower and say *Look at the flower!* Then bend the grass down to show the bug and say *Look at the bug!*
- Have children take turns bending back their grass, showing the other children the bug and flower they colored, and saying *Look at the [bug]!*