

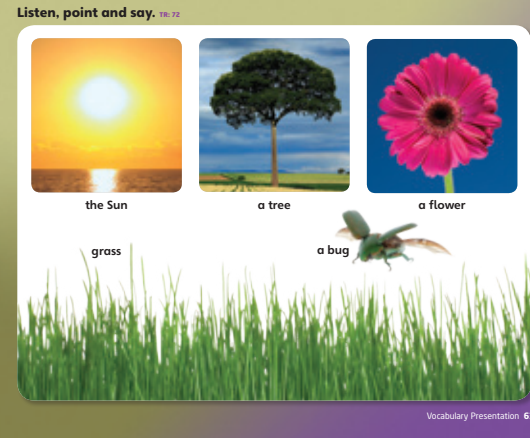
# Unit 8

## LESSON 1 Topic Introduction Student's Book pages 62–63

### Objective

Identify and name: *bug, flower*

## 8 Look at the Bug!



### 1 Warm Up

- Wave to children and say *Hello*. Encourage them to wave and say *Hello* back to you.
- Ask children to sing the **Hello Song** (Audio: TR 2 / Video: Routine) as they wave hello to each other.

### 2 Introduce the Topic

- Bookwork** Help children open their books at pages 62–63. Say *Look!* Point to the yellow bug on page 62 and say *This is a bug*. Ask questions about the bug:
  - What colour is the bug?* (It's yellow.)
  - Point to the bug's eyes and ask *What are these?*
  - Point to the bug's mouth and ask *What is this?*
  - How many bugs are there?* (two)
- Point to a window in the classroom and say *Bugs are outside*.
- Show children page 62 again. This time, point to the flower and say

*This is a flower.* Point out of the window again and say *Flowers are outside, too*. If there are flowers in sight out of the window, invite children to come to the window to look at the flowers.

- Say *Look! These things are all outside*. Point out of the window as you say *Outside*. Slowly show Flashcards 61–65. Don't say the words for the objects on the cards.

**IWB / Website: Video Option**  
Show the vocabulary presentation for things found outside on the video, without playing the audio. Use Video: Sc. 2, Vocabulary.

- Say *Let's learn about things outside!*

### 3 Teach the Vocabulary

- Bookwork** Show children the pictures of the bug and the flower on page 63.
- Say *Let's say the words*. Play Audio: TR 70 while showing Flashcards 61 and 64 (a bug, a flower). Ask children to point to the photo on page 52 and to repeat each word two times.

*a bug a bug*  
*a flower a flower*

**IWB / Website: Video Option**  
Show the vocabulary presentation of *bug* and *flower* on the video, this time with sound. Use Video: Sc. 2, Vocabulary.

- Say *Let's be bugs*. Tell children to get down on the floor and pretend to be bugs. Show children movements made by different kinds of bugs. First, show children how to crawl like an ant. Then ask them to crawl. Next show children how to fly around like a bee. Then tell them to pretend to fly around the room.
- Now say *Let's be flowers*. Show children how to get on their knees and hold their arms open and upwards like a flower. Encourage children to be very still in the position.
- Say *Let's listen to a chant*. Play the **Unit 8 Chant** (Audio: TR 71). The first time, tell children just to listen. Hold up Flashcard 61 (a bug) during the part about the bug and Flashcard 64 (a flower) during the part about the flower.

## Language

**New:** bug, flower

**Review:** 2 (two), blue, yellow, big, small, It's (yellow/small).

**Receptive:** Look!; This is a (bug).; What colour is the bug?; What are these?; What is this?; How many bugs are there?; (Flowers) are outside, too.; These things are all outside.; Let's learn about things outside!; Let's say the words.; Let's be (bugs).; Let's listen to a chant. Colour the (bug) blue and yellow.; Now let's watch and listen as children sing a song about nature! They are from Mexico.; Now we are outside!

**NOTE:** Repeat each line two times.

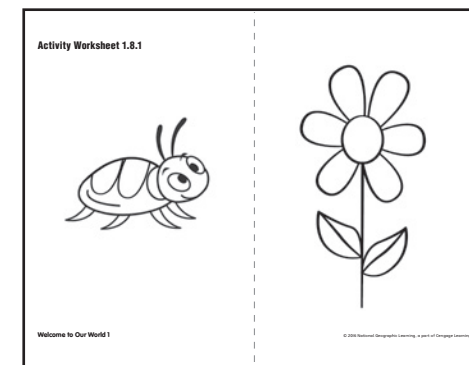
*A bug, a bug. A small, small bug.*

*A bug, a bug. A blue and yellow bug.*

*A flower, a flower. A small, small flower.*

*A flower, a flower. A blue and yellow flower.*

- Play the chant again. This time tell children to say it with you. Hold your hands together to show *small* as you say the word in the chant. Encourage children to do the same.
- Play the **Transition Song** (Audio: TR 3 / Video: Routine) as you give a copy of Worksheet 1.8.1, scissors, a blue crayon and a yellow crayon to each child.
- Worksheet** Hold up the worksheet. Point to the bug and the flower one at a time and ask *What is this?*
- Hold up the blue and yellow crayons. Say *Colour the bug blue and yellow*. Emphasise the word *and*. Show children as you begin to colour the bug with both the blue and the yellow crayons.



### Resources

- Class Audio CD: TR 2–4, 70–71
- IWB: Video Routine and Sc. 1–2, Big Book 1: *Let's Play!*
- Website: Video Routine and Sc. 1–2
- Teacher's Resource CD-ROM / Website: Worksheet 1.8.1 (optional), Home-School Connection Letter
- Flashcards 61–65
- Big Book 1: *Let's Play!*

### Materials

- scissors (optional)
- blue and yellow crayons (optional)
- a jar of ants (optional)
- white paper (optional)
- paint (optional)
- a black pen (optional)

### 4 End the Lesson

- Play the **Tidy Up Song** (Audio: TR 4 / Video: Routine) while children help you tidy up the materials used in the lesson.
- Say *Now let's watch and listen as children sing a song about nature! They are from Mexico*. Play Video: Sc. 1, Listen to the Song.
- Wave and say *Goodbye!* to each child as the children leave.

### Around the World

The bugs in the photo are called *damselflies*. Damselflies look similar to dragonflies, but they are smaller and more delicate. Damselflies can be found near freshwater habitats in many parts of the world.

### Around the World Video: Scene 1

This song is of Mayan origin. The children singing it are in Mexico. Today it is sung as a lullaby in Mexico. It is sung in both Spanish and the Mayan languages.



### Additional Activities

- Bring a jar of ants to class. Be sure to make air holes on the lid. Put the jar on the table and let children watch the ants. Remember to take the ants outside after class and let them out of the jar.
- Let children make fingerprint bugs. Give each child a piece of white paper. Put a small amount of paint on each child's fingers. Tell children to press their fingers

onto the paper, one at a time. For each fingerprint, add legs and antennae with a black pen to create bugs.

- If the weather is nice, take children outside. When you step outside, say *Now we are outside!* Encourage children to look for bugs and flowers. Encourage them to move around on the grass like bugs, making tiny bug noises.