

More Information Vocabulary What can we see at school? ▶ Point. ■ Say. ✓ Color.

Key Language: teacher, boy, girl, school. Children point to and name each item: teacher, boy, girl, school. Then they color the picture.



**Story** 



## What Can You See?



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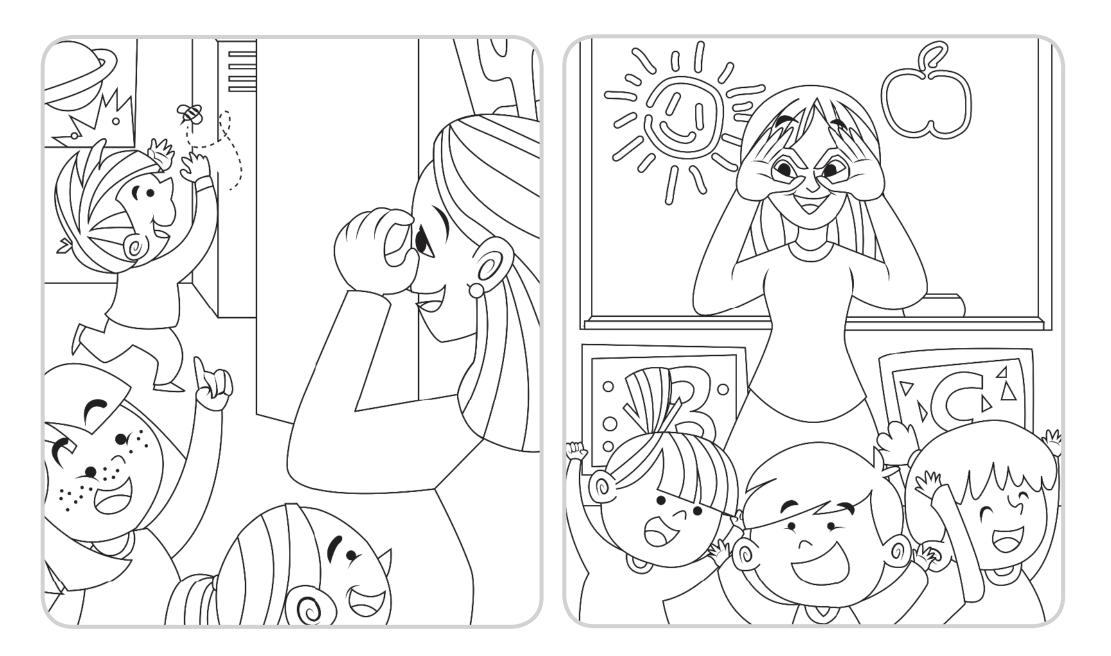
Key Language: What can you see? I can see a ... teacher, boy, girl, school, sun, tree. Children look at the story scenes. Ask: What can you see? Elicit answers using I can see a (teacher). Then ask: Can you see a (teacher)? Children circle and then color the items in the pictures.



Story





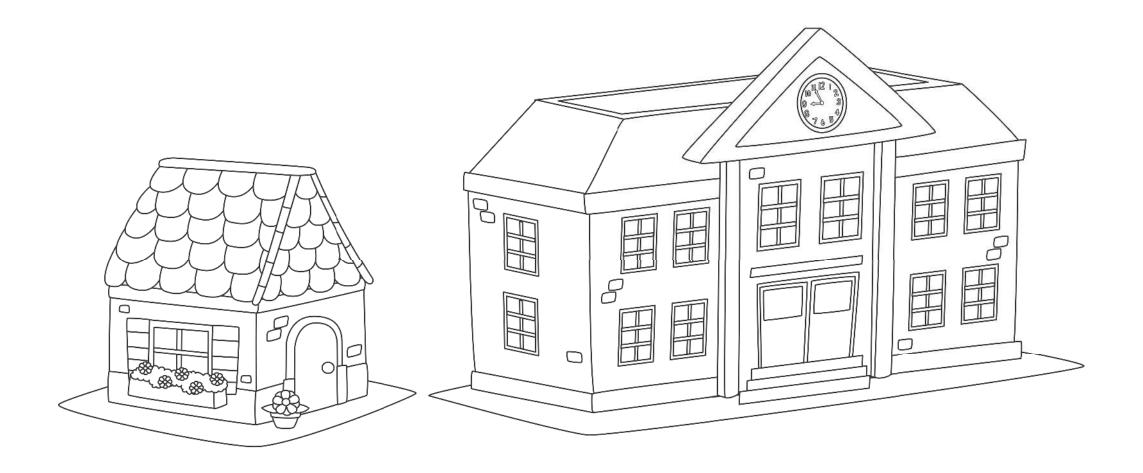


Key Language: What can you see? I can see a ... teacher, boy, girl, school, sun, tree. Children look at the story scenes. Ask: What can you see? Elicit answers using I can see a (girl). Then ask: Can you see a (girl)? Children circle and then color the items in the pictures. Finally, children retell the story in their own words. Provide language as needed.



Literacy







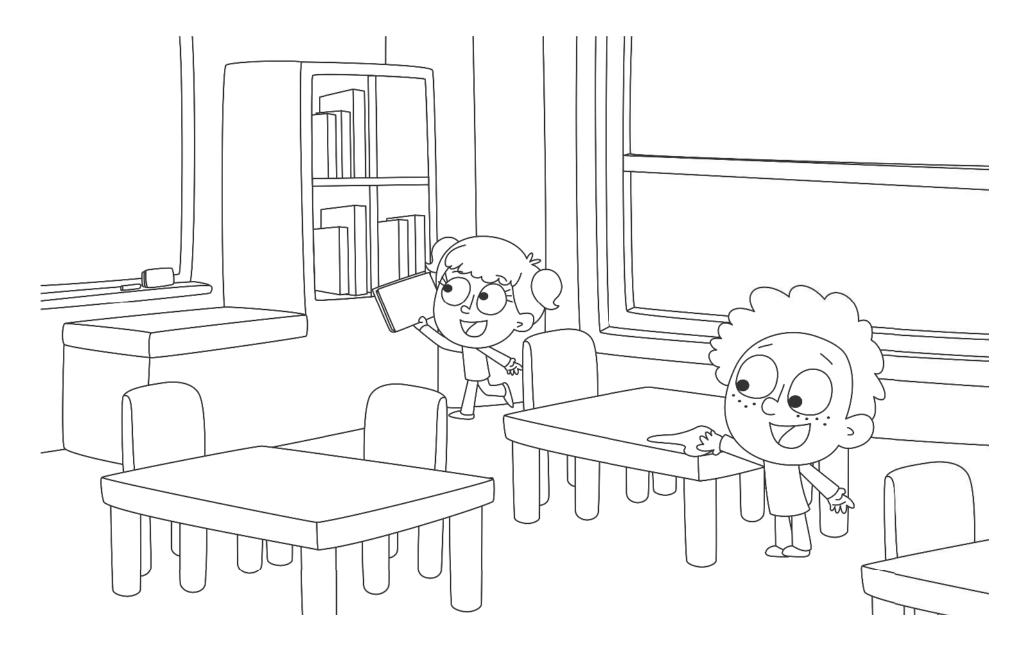
Key Language: Where does the decide story take place? In a ... Ask: Where does the story take place? Elicit answers and rephrase: Yes, in a school. Children color the picture that shows where the story takes place (school).



Values





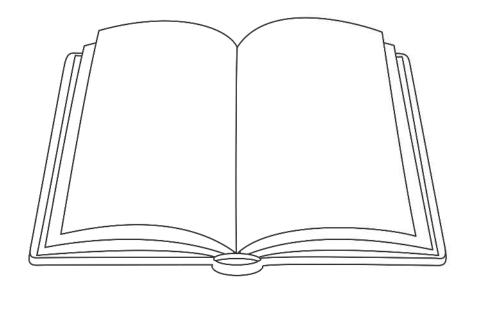


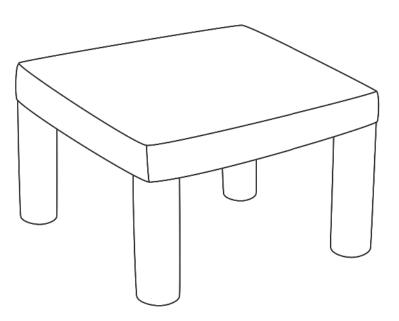
**Key Language:** *Keep our classroom clean, children, cleaning.* Look at the scene and ask children questions such as: *Where are the children?* (A classroom.) What are they doing? (Cleaning the classroom.) Discuss why it's important to keep our classroom clean. Children color the children who are keeping the classroom clean.

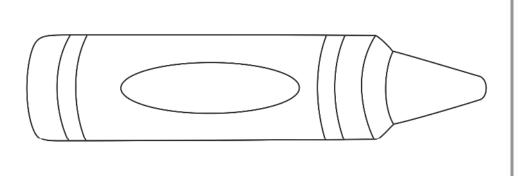


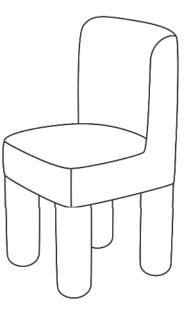
Vocabulary











Key Language: book, crayon, table, chair. Children point to and name each object: book, crayon, table, chair. Then they color the pictures.

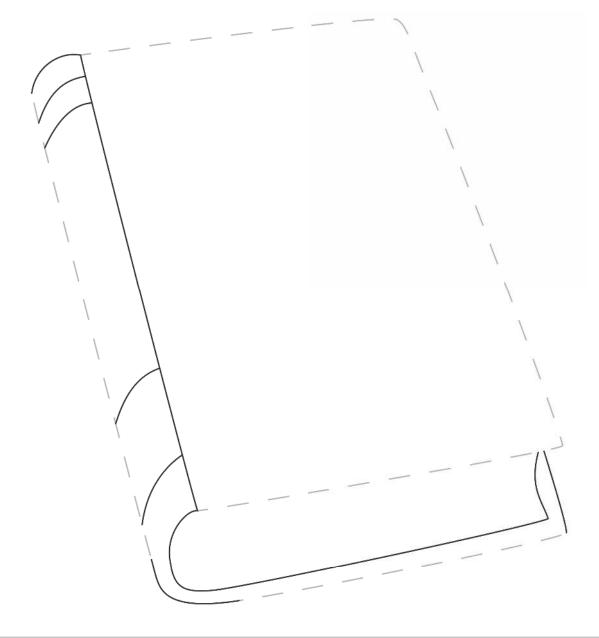
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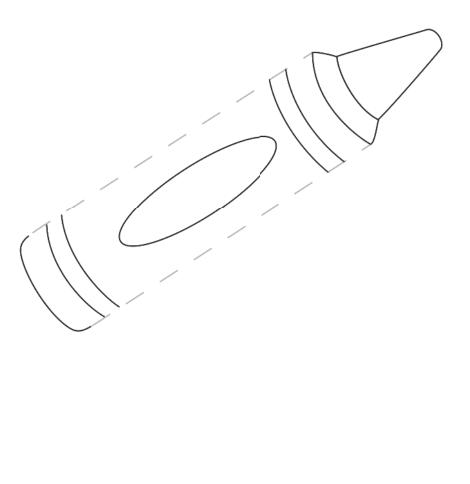


Language







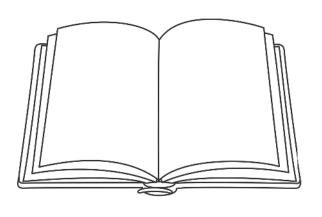


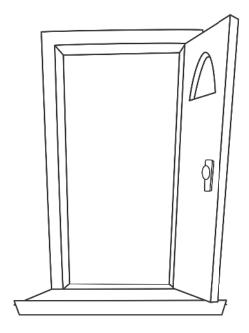
**Key Language:** Is it a (book)? Yes, it is. No, it isn't. What is it? It's a (book). Children look at the pictures. Ask several questions such as: Is it a crayon? Is it a boy? Encourage children to answer with Yes, it is or No, it isn't. Children trace the school objects by following the dotted lines. Then they color the objects. Finally, they answer the question: What is it? (It's a book.)

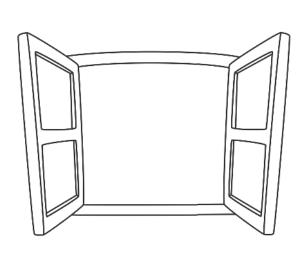


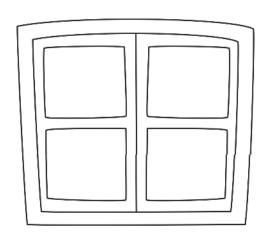
Concept

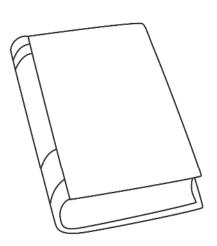


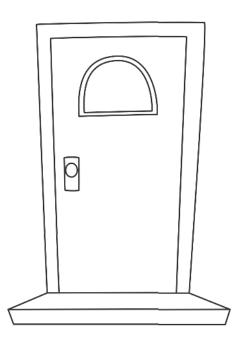












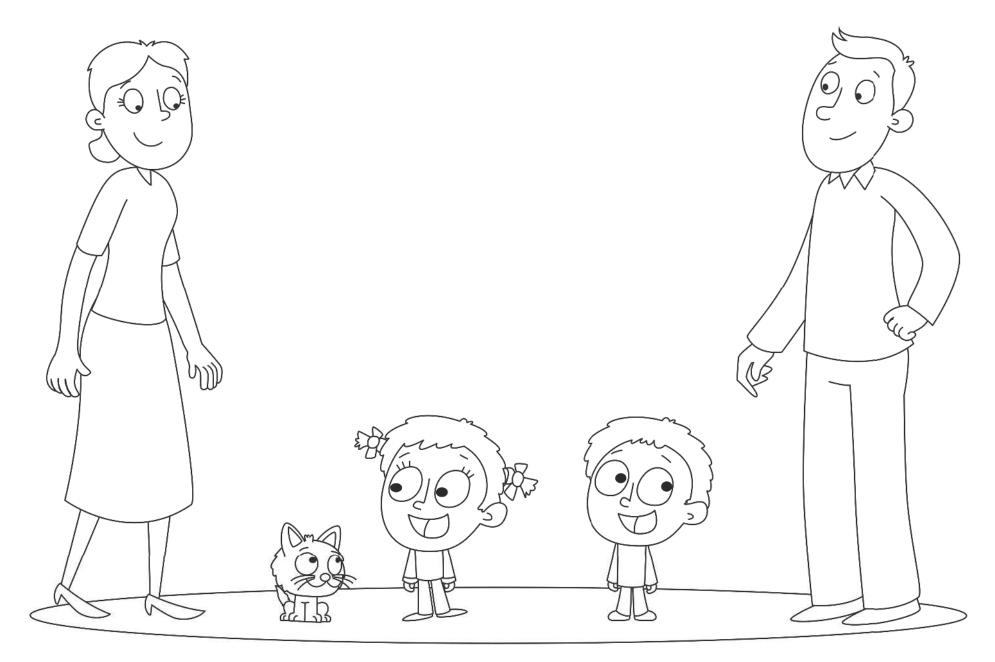
**Key Language:** open, closed, The (book) is open / closed. Children look at the items and draw lines to match the open and closed pairs. Then they point to each object and describe it: The (book) is open. The (book) is closed.



Vocabulary





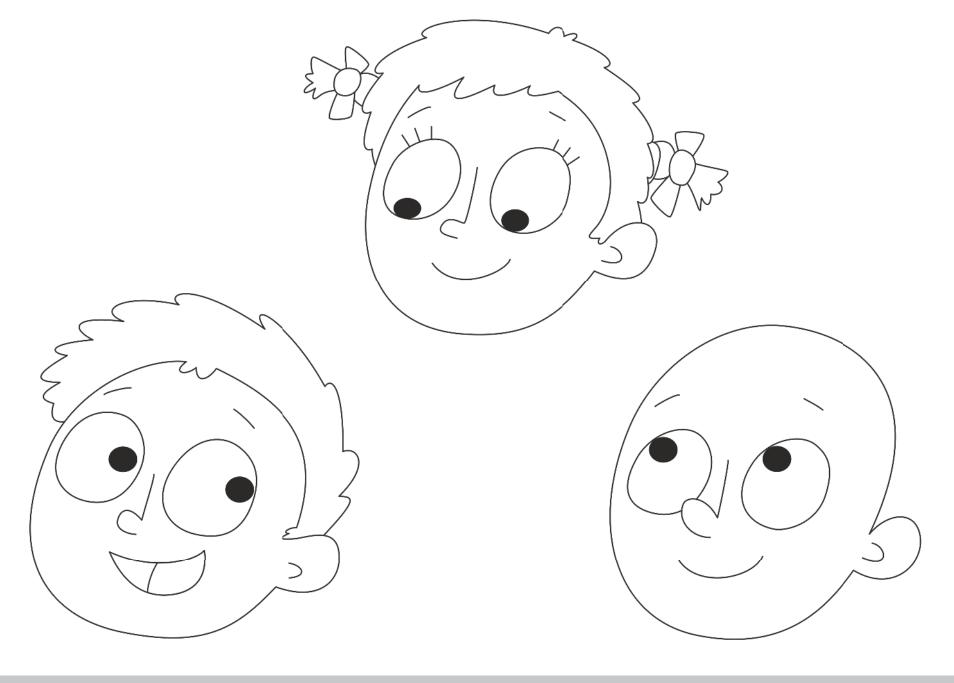


**Key Language:** *Mom, Dad, Mia, Leo, Tickles.* Point to each character and ask: *Who's this?* Children point along with you as you name the characters. Then they color the characters. Finally, children point to each character and say the name.



Language





Key Language: What's your name? My name is ... What's his / her name? His / her name is ... Point to Leo and Mia and ask in turn: What's his / her name? Children answer and color the characters. Then point to the head and explain that children should draw hair and color it to make the character look like themselves. As they work, ask each child: What's your name? and encourage them to answer: My name is ...