

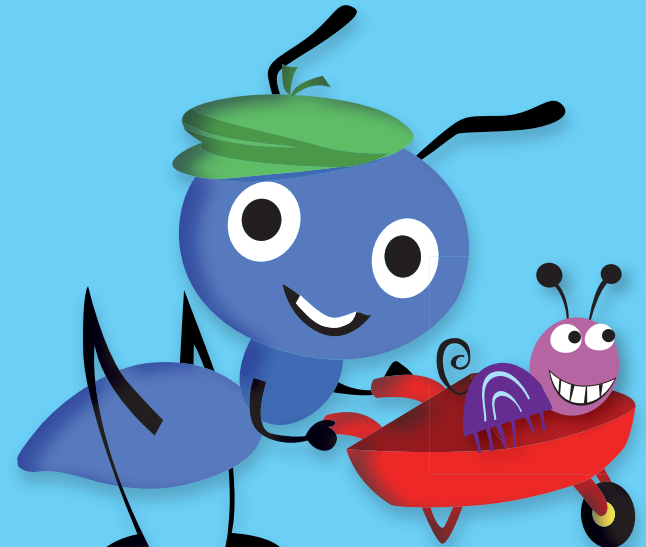
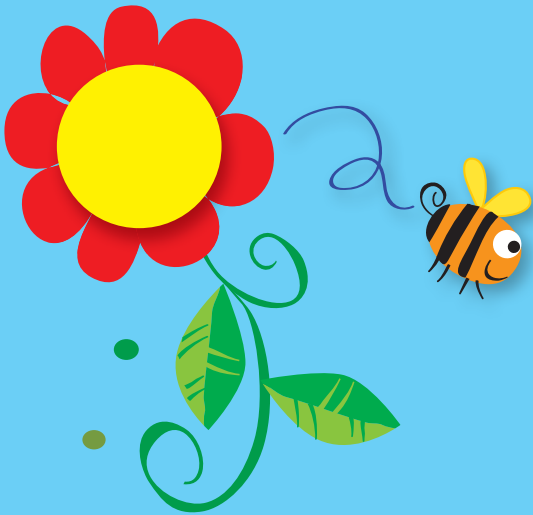
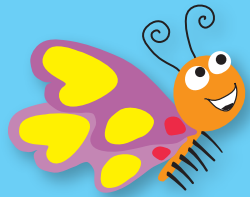
Teacher Resource Files

BIG

1

FUN

Mario Herrera
Barbara Hojel

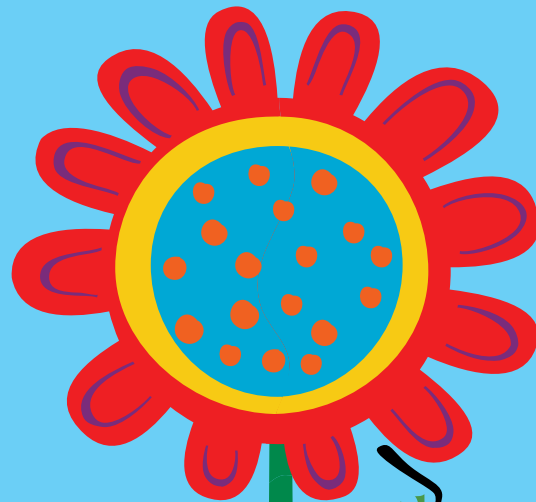
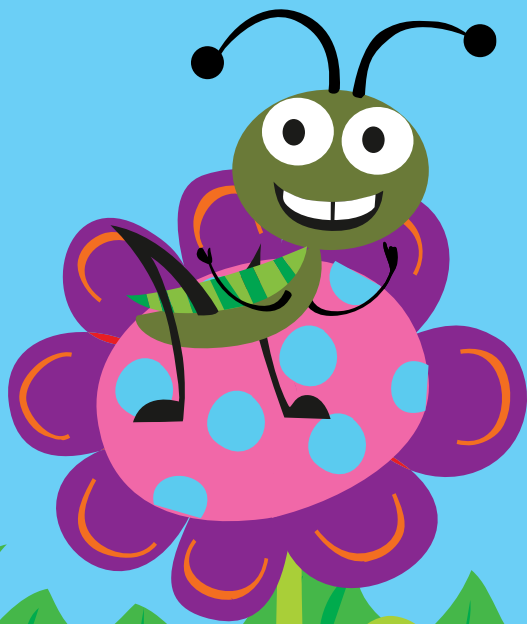


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TIPS AND TECHNIQUES



Planning Classes

Working with very young children requires a lesson plan that incorporates active and passive activities. Your classes will also be more effective when you include several short activities that rely on a variety of materials.

Here is an outline of a sample lesson that integrates these strategies:

1. Have children stand in a circle and sing the “Hello Song.”
2. Have children sit down and listen to the puppet as it quickly reviews the vocabulary with flashcards or introduces a new concept using the *Big Fun Class Audio CD* or *Big Fun DVD*.
3. Have children stand up again. Lead them in the corresponding gestures as they listen to the Class Audio CD or DVD.
4. Have children sit down. Use a *Big Fun Poster* or write on the board to introduce the material on the Student Book page.
5. Distribute Student Books and materials. Guide children in doing the activity.
6. Have children stand up and chant the “Hand Signal Chant.” Alternatively, have children play a game.

By working in this way, your classes will support all learning styles—visual, auditory, and kinesthetic learners.

If you have activities that you have used before that are related to the theme of the unit, by all means, add them to the lesson plan. The Teacher’s Edition offers further ideas for maintaining a lively class rhythm so that children are constantly engaged.

Tips for Better English Classes

With children from Level 3, begin to ask: *What activity did you like best today?* Model the answers by asking the puppet first and having it answer: *I liked singing the “Color Song”* (have the puppet start singing the song) or *I liked playing this game* (have the puppet explain in simple terms or demonstrate the game).

Try to speak in English only. Do not translate the instructions. Children will soon grasp what they must do or say if they watch you model the activity as they listen to your instructions.

Children learn by practicing, practicing, and then practicing some more! Sing the songs as children line up to start or finish the day. Children also love to listen to you read stories. Select works of children’s literature that are linked to the themes and topics you are working with.

Be sure to praise all of the children’s attempts to speak and work in English. Don’t pressure the children to speak—those who are more reticent will eventually catch on and feel confident to try to speak in English as well.

Have a hand signal that means children should stop, look, and listen to you. By using this hand signal, you can avoid raising your voice to get the children's attention! For example, raise your hand, clap three times, and say: *Red light!* Or, repeat a simple poem again and again: *One, two three; One, two, three; Turn around and (look at me/listen to me)!*

You will find many more tips in the Tips for Teachers section on p. vii of the Teacher's Edition. There are also green boxes with teaching tips sprinkled throughout the lessons pages of the Teacher's Edition.

Understanding the Big Fun Unit Structure for Level 1

The **first page** of each unit helps you discover children's prior knowledge of the topic or theme. Children are asked to predict what they will be learning about by listening to a song and observing photos or drawings. Predicting is an important skill that will help children when they begin to read and write.

The **second and third pages** of each unit highlight the TARGET LANGUAGE both in isolation and in context. On these pages, children will learn the TARGET SONG, which presents the TARGET LANGUAGE in a fun way.

On the **fourth page**, children will have the opportunity to PRACTICE TARGET LANGUAGE AND VOCABULARY in context. In level 1, PRESS-OUTS are used as a fun way of consolidating vocabulary items.

On the **fifth page**, children work on MATH skills. They learn to identify numbers, shapes, count objects, and match the objects they have counted to the corresponding numeral. This seems like an easy task, but, in fact, it is challenging for little ones.

The **sixth page** helps children master the skills that are the bases for reading and writing in English. The READING AND WRITING READINESS page ensures that each level steadily progresses in building the necessary skills in order for children to be successful when they begin to read and write. For this level, the focus is on colors, since sounds and letters have still not been introduced.

The **seventh and eighth pages** feature a pull-out LITTLE BOOK that offers a review of the language children already know while reinforcing the language they are currently learning. The LITTLE BOOK has been ANIMATED for children's enjoyment. The animated version of the storybook can be found on the ACTIVETEACH and on the DVD.

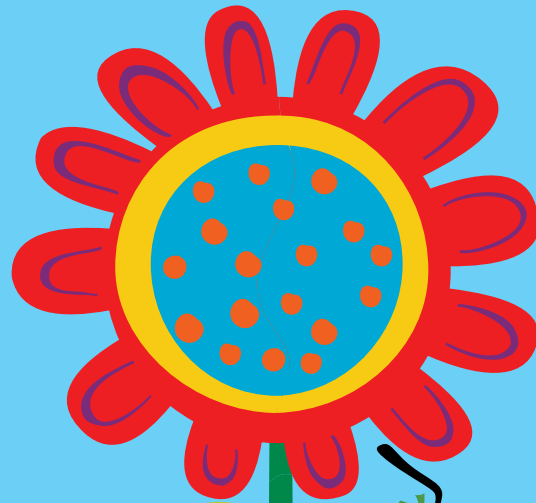
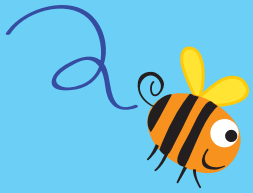
VALUES are presented on the **ninth page**. One value is featured in each unit. There are games and activities to exemplify the values, and there is a CHANT or a SONG linked to each value. As the children sing the songs throughout the year, they are constantly reminded of the values.

The **tenth and eleventh pages** of each unit allow children to use all of the language they have learned with something completely different: AMAZING! The tenth page presents a nature concept and includes a variety of activities, games, role-plays, and songs to complement the lesson. The eleventh page features a project linked to the new concept being learned and practiced. This is another instance where the children can use all of the language they have learned as well as produce something and display what they have done. This page develops problem-solving, critical thinking, and creativity, while putting into practice the values that they have been learning throughout the program.

The **last page** of the unit is where children can REVIEW the core material and REFLECT ON what they have learned in the unit as part of the ASSESSMENT FOR LEARNING process. For the final activity of the unit, children turn to the final pages of their book and draw a picture of the activity that they liked best. Children's personal responses on these pages should be collected, placed in their Portfolio Envelopes, and reused at the end of the school year to plan the Unit 9 Show Time performance.



Vocabulary Playing Cards



Vocabulary Playing Cards

The vocabulary playing cards are a fun and versatile resource that can be used in a variety of ways to reinforce children's understanding of the key vocabulary items they have seen throughout the level. Here are some ideas to put into practice:

Vocabulary Bingo

Print out one copy of the Vocabulary Cards and divide the class into eight teams. Distribute a page of vocabulary cards and colored crayons to each team and elicit the items as a class. Then, draw an item on the board, have the class name it, and invite the team with the corresponding item to color it in on their paper. Continue the procedure, ensuring that you call out vocabulary from all units at random, until a team has colored in all of their items. Have that team shout *Bingo!* and ensure that the items correspond to those that you called out. You may repeat the procedure several times, mixing up the groups and Vocabulary Cards each time.

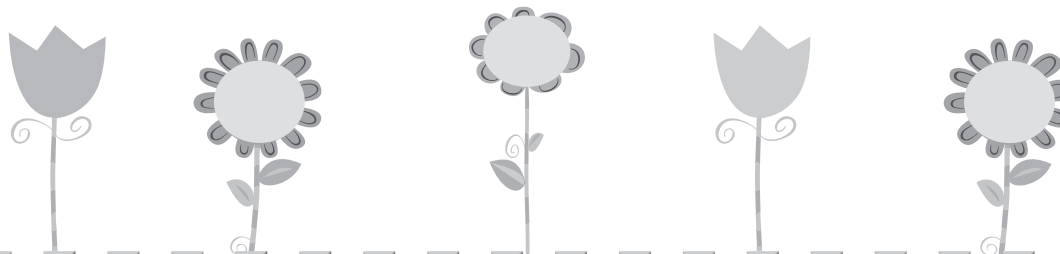
Concentration

Make two copies of the Vocabulary Cards for the same unit and cut them out. Distribute the Vocabulary Cards and hand out colored crayons. Invite children to color in the vocabulary items. Then, collect all cards and place

them picture side down in a central space where children can sit around them. Invite children to take turns picking up two cards, naming each item, and identifying whether they are the same. When a child picks up two items that are the same, have him/her say *Snap!* and keep the cards. The child may then have a second turn. Continue the procedure until all pairs have been found. Repeat the procedure for the remaining units' Vocabulary Cards.

Vocabulary Hunt

Make a copy of the Vocabulary Cards of four units. Divide the class into four groups and distribute a page and colored crayons to each. Have children color in the Vocabulary Cards and, when finished, help children cut out the cards with scissors. Collect all the cards and have children put their heads on their desks and close their eyes. Hide the cards around the classroom in random places that children can reach. When you're done, ask children to sit up and open their eyes. Next, draw a vocabulary item on the board and elicit what it is. Once children have correctly guessed the item, invite children to hunt for that Vocabulary Card in the room. Once the correct card has been found, have the child return it to you, and continue the procedure. Once all cards have been retrieved, repeat the procedure for the remaining four units' Vocabulary Cards.



Classifying Vocabulary

Make a copy of all Vocabulary Cards. Cut out the cards and have children form small groups. Divide the cards equally among the groups and hand out colored crayons. Have children color in their Vocabulary Cards. Next, write the name of one of the eight topics on the board and say it aloud (for example, *Animals*). Invite children to look at their Vocabulary Cards and identify any that correspond to the topic. Have children hold up and name the cards that they think belong to the topic mentioned and invite the rest of the class to confirm or reject them. Once all cards have been identified correctly, collect them and go through each one in turn, having children name them. Repeat the procedure for the remaining topics.

Guessing Vocabulary

Make a copy of all Vocabulary Cards. Divide the pages among eight teams and hand out colored crayons. Have children color in the pictures and help cut them out. Have children fold their cards in half so that the picture cannot be seen. Then, collect all the folded papers and place them in a container or hat. Invite a child to take and unfold a paper from the hat without showing the rest of the class. Have the child show only you the card, and tell the rest of the class what topic the card falls under (for example, *Toys*). Invite the rest of the class to guess the vocabulary item. Give them one minute to guess the item before having the child reveal it. Repeat the procedure for the rest of the cards.

Cards on Chairs

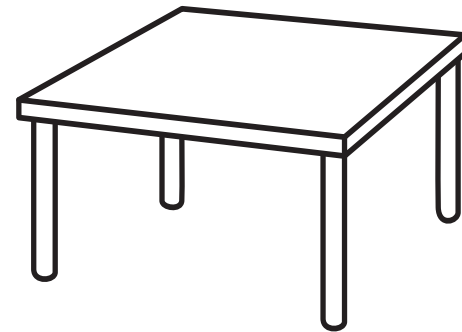
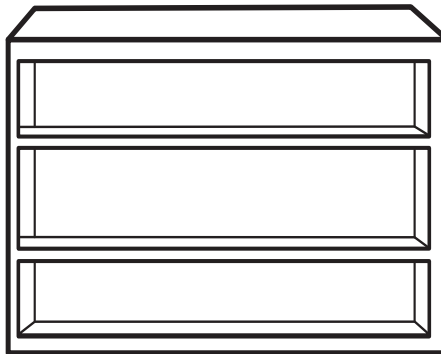
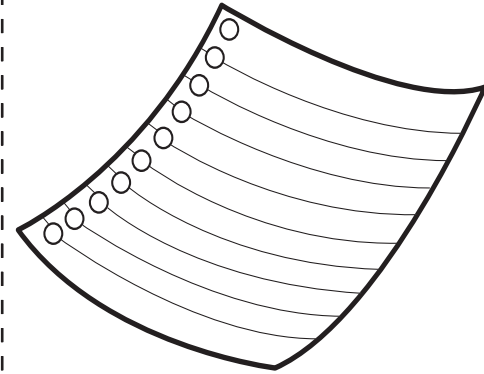
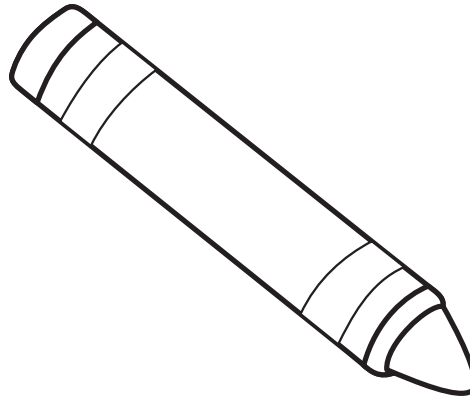
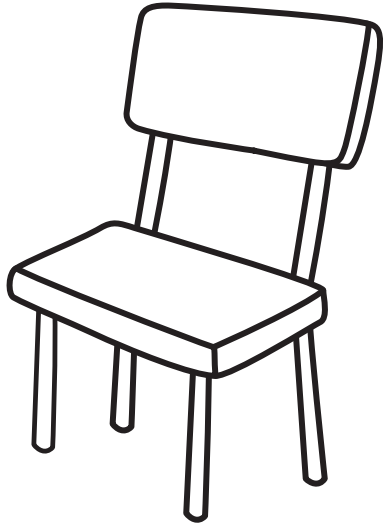
Arrange chairs in a circle or square, one chair per child. Have the backs of the chairs face the inside and the seats outside so that children can sit down quickly. Make copies of as many cards as you need. Put a picture card face up on each chair. Have the children walk around the circle or square slowly as you play the music. When the music stops, children sit on the nearest chair. Give a clue, such as *A yellow fruit* or *He puts out fires*. The children look at the pictures on their seats and identify the cards that match what you have said. Each student who sat on a card you named and who identified it correctly gets a point. The first student to get to (ten) points is the winner of the game.

Swat

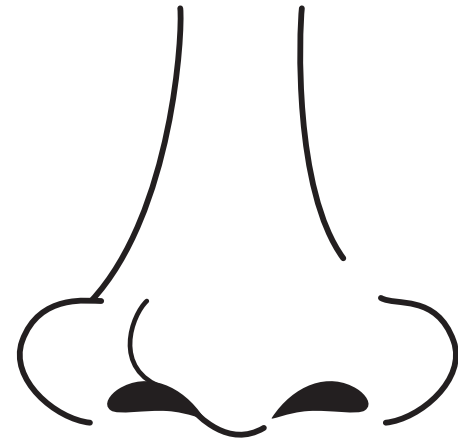
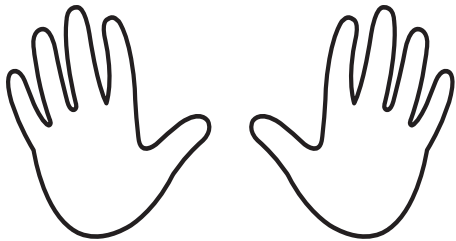
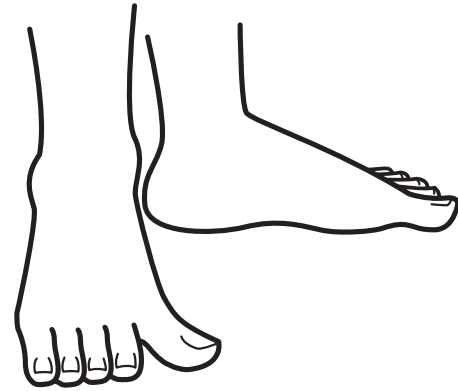
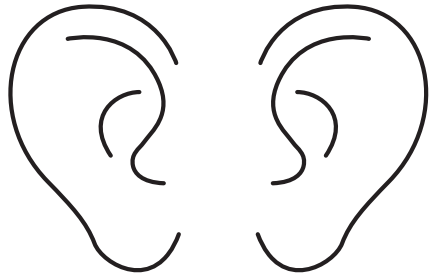
Arrange a number of cards on the floor or stick them to a bulletin board or chalkboard. Divide the class into two teams and give each team a flyswatter. When you call out a word, one member from each team should run to the cards and try to be the first to identify and swat the correct card with his/her flyswatter. The first one to swat the correct card gets one point. Then that same child has a chance to get two points for his/her team by using the word pictured on the card correctly in a sentence. Make sure all team members get a chance to use the flyswatter.



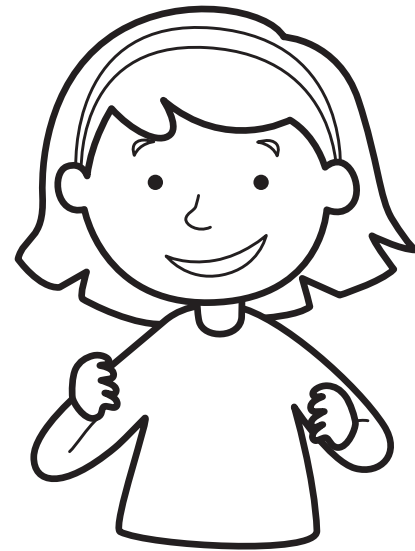
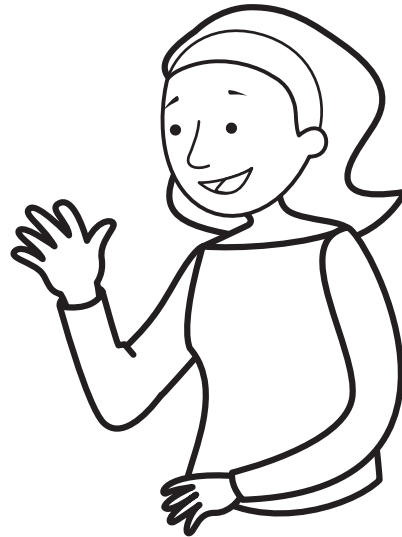
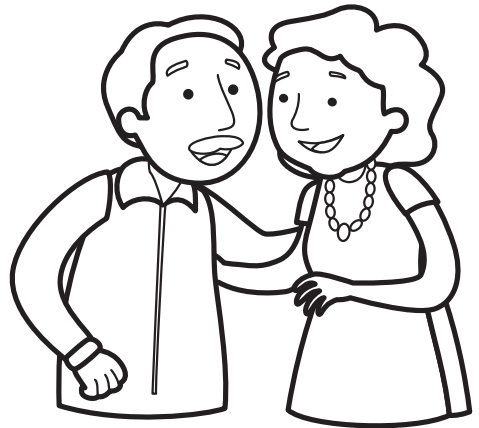
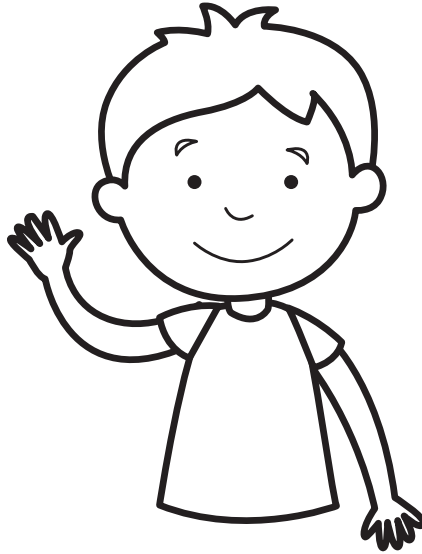
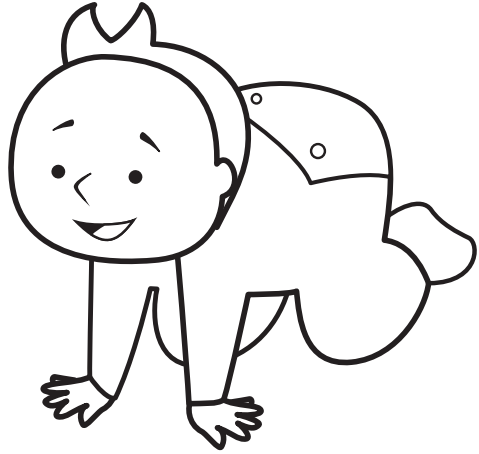
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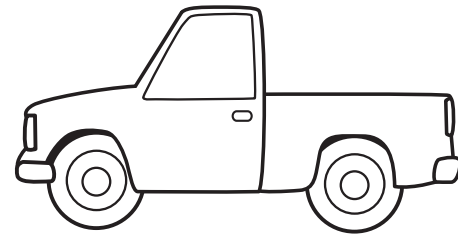
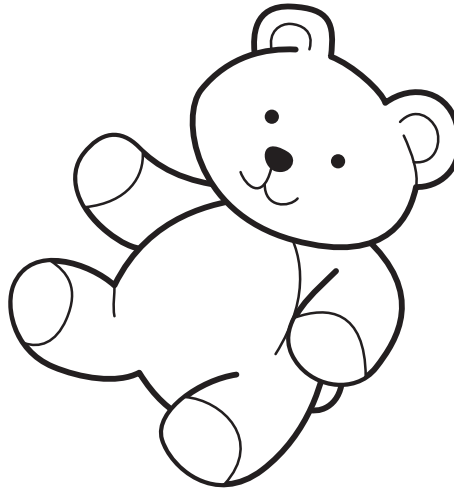
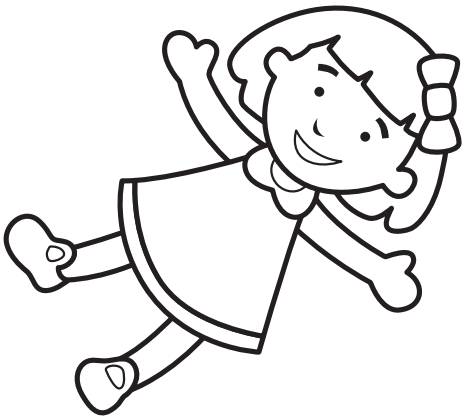
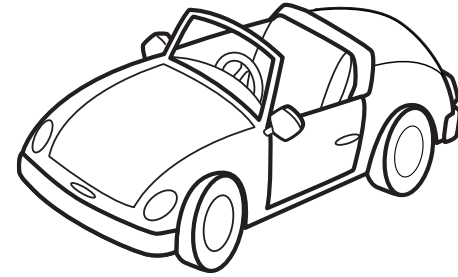
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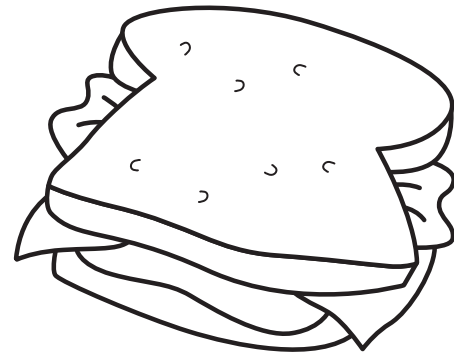
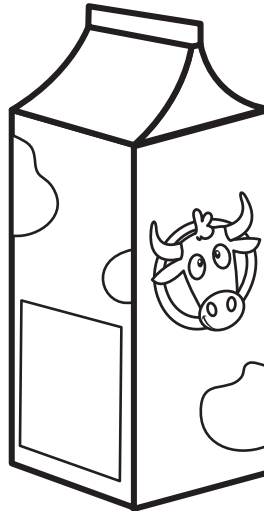
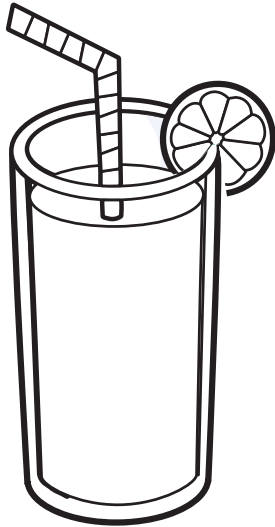
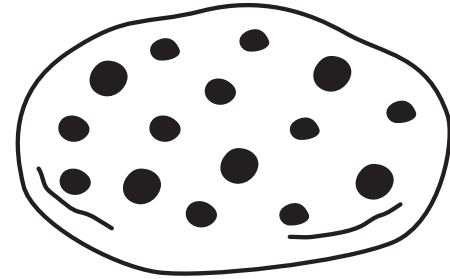
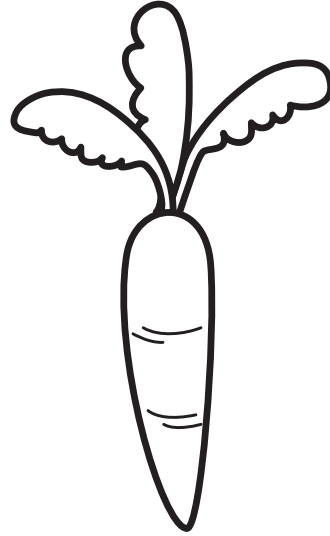
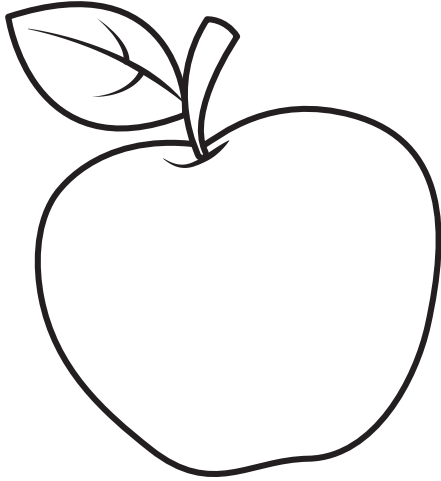
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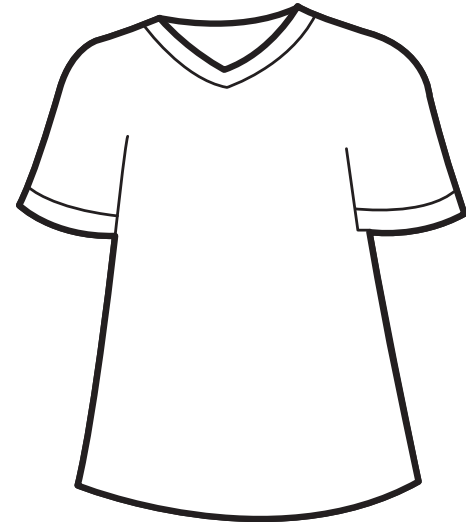
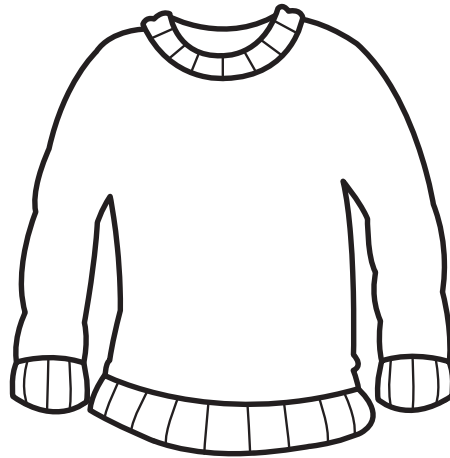
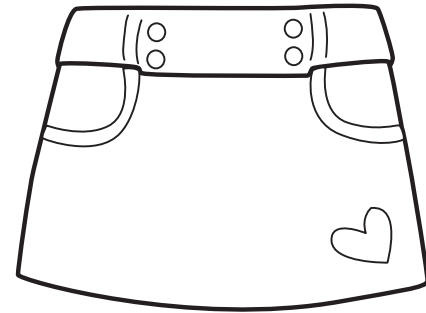
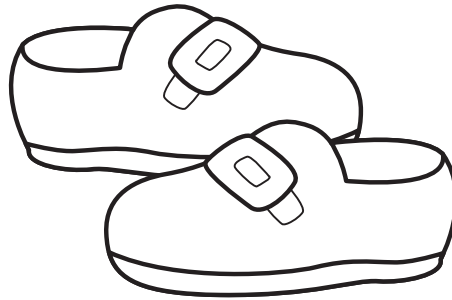
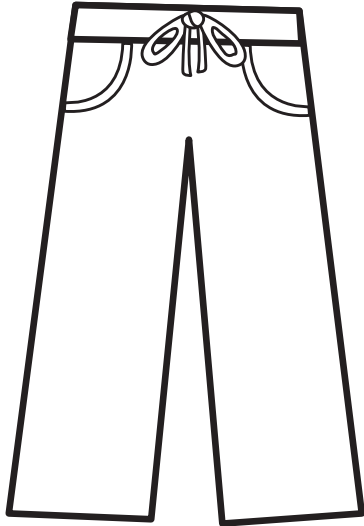
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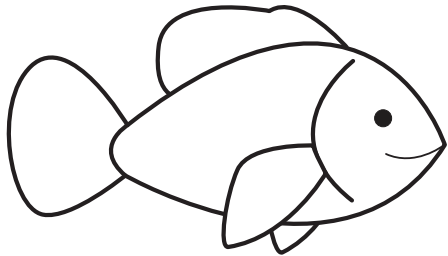
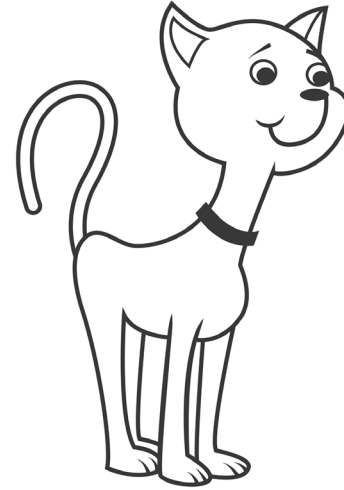
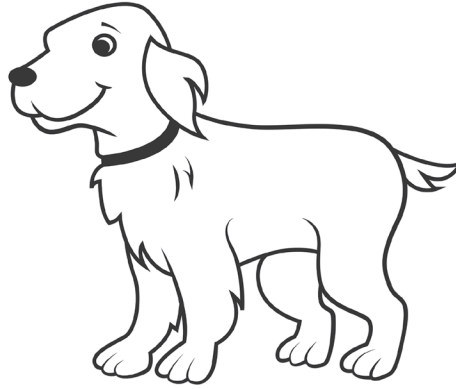
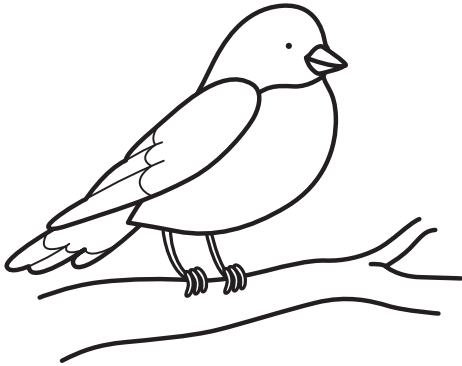
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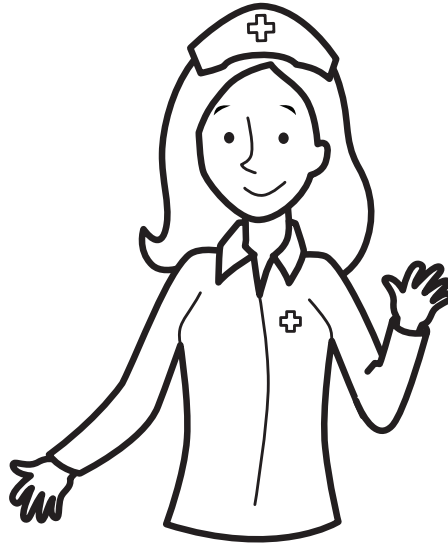
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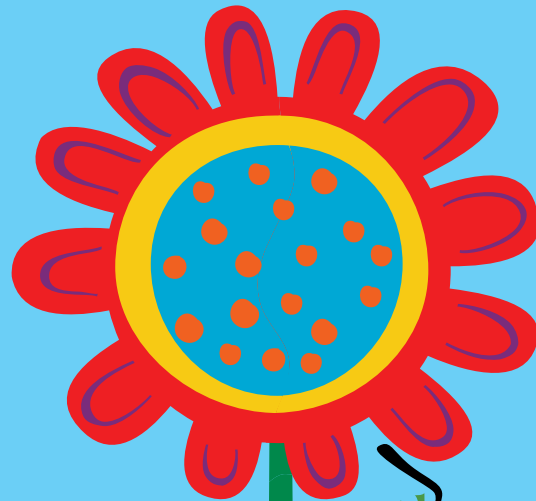
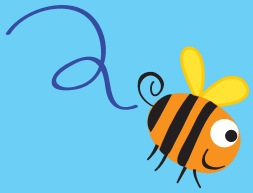
Unit 7



Unit 8



Games



Conversation Cube

Use the Conversation Cube to increase children's speaking opportunities. The Conversation Cube is ideal for class warm-ups and for closing activities when there are just a few minutes before class ends.

Making the Cube

- Paste or draw a small picture on each side of the cube.

OR

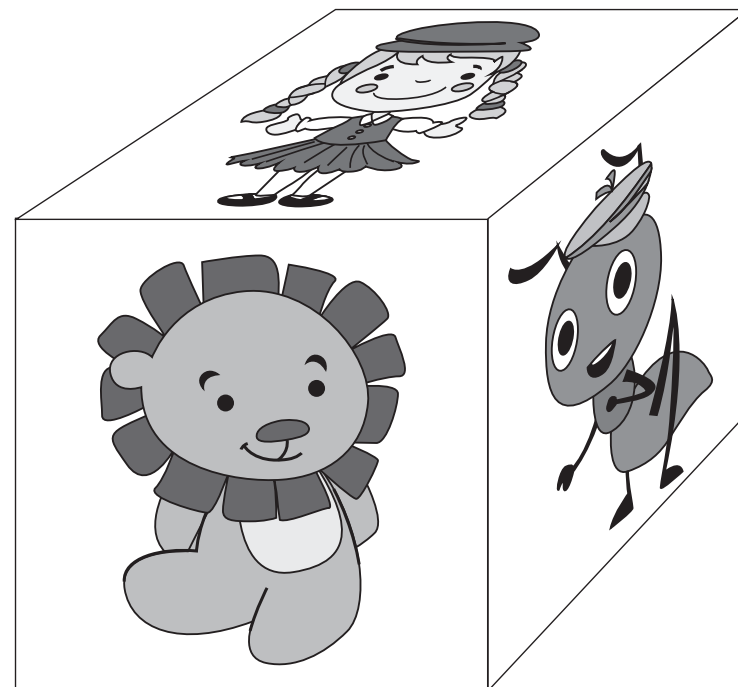
- Enlarge the cube shape on a photocopier to make it large enough to paste a full-sized photo on each side.

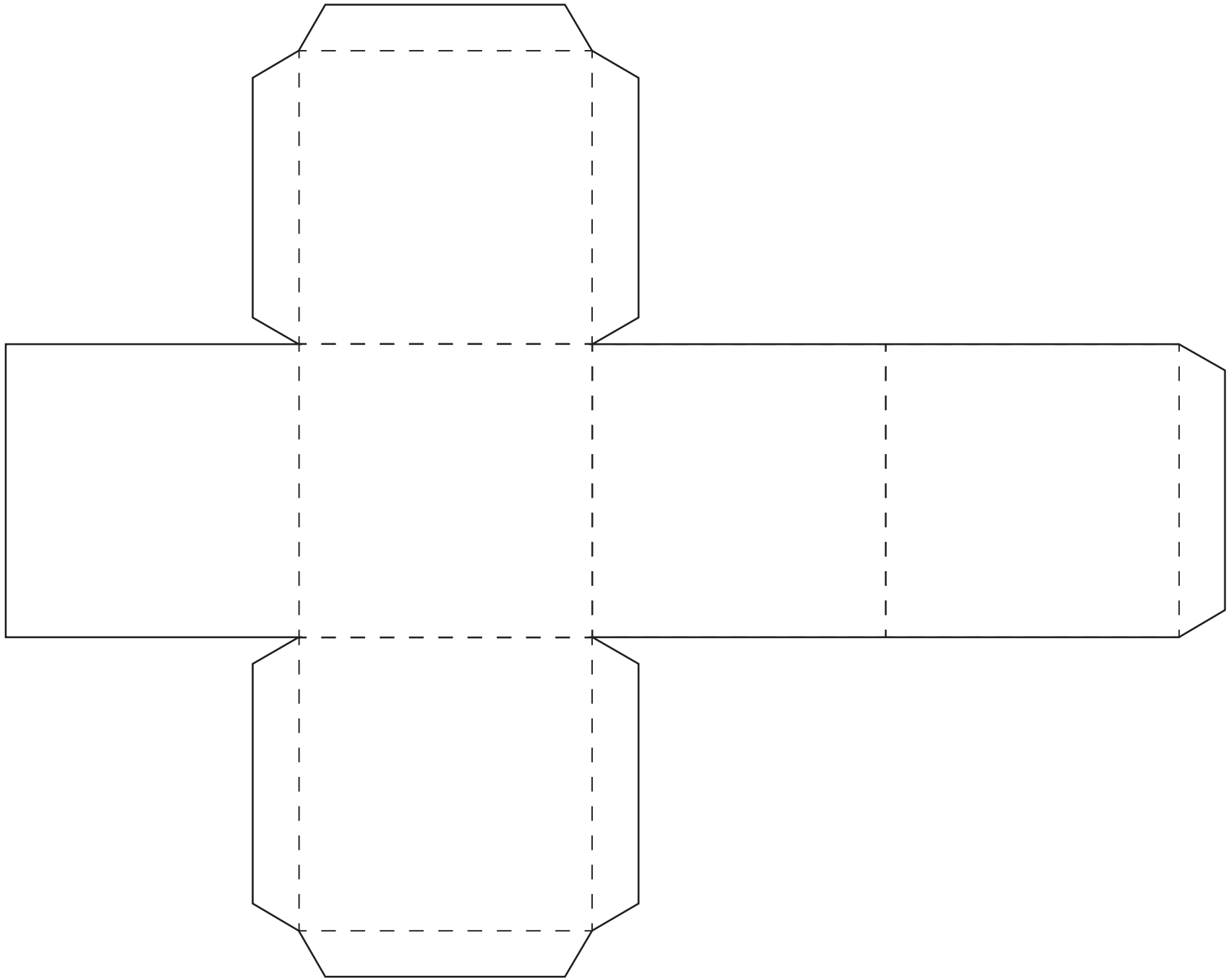
OR

- Write a number or draw a picture to illustrate a number on each side.

Steps

1. One child gently throws the cube in the same way dice are thrown.
2. The child must talk about whatever comes up on the TOP side of the cube (in the sample, *doll*).
3. After the child has said a sentence or two, the other children in the group ask the child questions about the drawing, photo, or words used.
4. Children in the group take turns tossing the cube and speaking.





Make Your Move! All-purpose Game Board

Keep this game board as a MASTER and make copies from it to use for each game you develop.

You can enlarge this game board on a copier so that you can fit normal-sized pictures on the squares OR you can draw whatever you want, then shrink the images on a copier, and cut and paste them into the squares.

This game board can be used in many ways:

1. as a “getting-to-know-you” activity for the first day of class or during the first week of school,
2. as a way to practice speaking and conversation on a controlled topic,
3. as a way to review course content, or
4. as a way to use specific grammar constructions.

You can control the time it takes to play the game in several ways:

1. You can eliminate some of the squares by using white correction fluid or you can put in stickers, drawings, or symbols in random squares to make the game go faster.

2. You can set a time limit at the beginning of the game and then end the game, regardless of the progress students have made around the board.
3. You can make the game more complex by adding requirements, such as a rule that each person in the group must ask the speaker one question before the next turn.
4. You can build in suspense by putting in such steps as *Go back 2 squares* or *Go forward 2 squares*.
5. You can add in silly instructions, such as *Sing a few lines from your favorite song* or *Make a sound like a farm animal*.

Keep copies of ALL the games you make, as they can be used again and again.

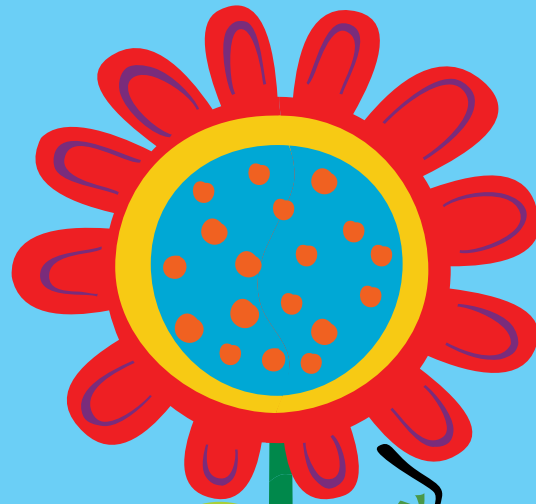
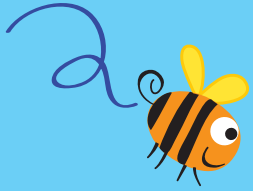
Have your students make up the content of the games as a group project from time to time.



START 

**Play a
Game**

Letters Home in Spanish





Querido

Este mes estamos aprendiendo acerca de la escuela. Necesitamos practicar diciendo frases como éstas:

What is this? It is a chair.

Necesitamos practicar usando estas palabras:

puppet, chair, table, crayon, paper, shelf

¿También me puedes ayudar a practicar estas cosas?

1. Encontrar cosas que sean rojas
2. Encontrar cosas con forma de círculos
3. Demostrar o hablar sobre el valor: trabajar juntos

Me encanta mostrarte lo que estoy aprendiendo.

¡Gracias por ayudarme a practicar inglés!

Para el maestro: Instruya a sus estudiantes para que dibujen y colorean a su familia y/o al personal que los cuida, en la parte superior de la página. Pídale que se dibujen a sí mismos y que escriban sus nombres en la caja en la parte inferior de la página.





Querido

Este mes estamos aprendiendo acerca de nuestros cuerpos. Necesitamos practicar diciendo frases como éstas:

What are these? They are eyes.

Necesitamos practicar usando estas palabras:

eyes, nose, mouth, ears, feet, hands

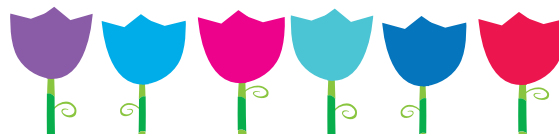
¿También me puedes ayudar a practicar estas cosas?

1. Encontrar cosas que sean amarillas
2. Encontrar cosas con forma de círculos o cuadrados
3. Demostrar o hablar sobre el valor: respetar a los demás

Me encanta mostrarte lo que estoy aprendiendo.

¡Gracias por ayudarme a practicar inglés!

Para el maestro: Instruya a sus estudiantes para que dibujen y coloreen a su familia y/o al personal que los cuida, en la parte superior de la página. Pídales que se dibujen a sí mismos y que escriban sus nombres en la caja en la parte inferior de la página.





Querido

Este mes estamos aprendiendo acerca de nuestra familia. Necesitamos practicar diciendo frases como éstas:

Who is this? This is my sister.

Necesitamos practicar usando estas palabras:

mother, father, baby, brother, sister, grandparents

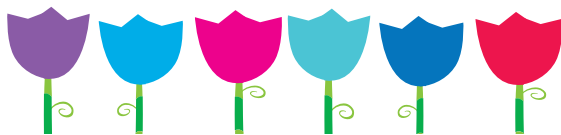
¿También me puedes ayudar a practicar estas cosas?

1. Encontrar cosas que sean azules
2. Encontrar cosas con forma de círculos, cuadrados o triángulos
3. Demostrar o hablar sobre el valor: respetar las cosas de los demás

Me encanta mostrarte lo que estoy aprendiendo.

¡Gracias por ayudarme a practicar inglés!

Para el maestro: Instruya a sus estudiantes para que dibujen y colorean a su familia y/o al personal que los cuida, en la parte superior de la página. Pídale que se dibujen a sí mismos y que escriban sus nombres en la caja en la parte inferior de la página.





Querido

Este mes estamos aprendiendo acerca de los juguetes. Necesitamos practicar diciendo frases como éstas:

What do you want? I want a car, please.

Necesitamos practicar usando estas palabras:

doll, car, truck, teddy bear, airplane, ball

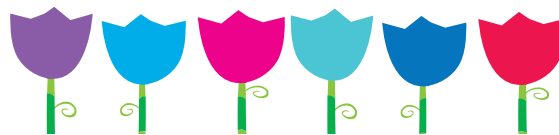
¿También me puedes ayudar a practicar estas cosas?

1. Encontrar cosas que sean verdes
2. Encontrar cosas con forma de círculos, cuadrados, triángulos y rectángulos
3. Demostrar o hablar sobre el valor: compartir

Me encanta mostrarte lo que estoy aprendiendo.

¡Gracias por ayudarme a practicar inglés!

Para el maestro: Instruya a sus estudiantes para que dibujen y colorean a su familia y/o al personal que los cuida, en la parte superior de la página. Pídeles que se dibujen a sí mismos y que escriban sus nombres en la caja en la parte inferior de la página.





Querido

Este mes estamos aprendiendo acerca de la comida. Necesitamos practicar diciendo frases como éstas:

What do you have? I have a sandwich.

Necesitamos practicar usando estas palabras:

sandwich, lemonade, apple, cookie, carrot, milk, banana

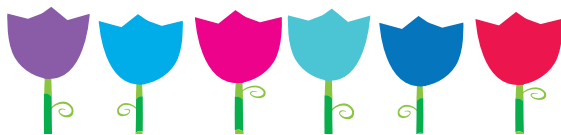
¿También me puedes ayudar a practicar estas cosas?

1. Encontrar cosas que sean anaranjadas y moradas
2. Encontrar cosas con forma de círculos, cuadrados, triángulos y rectángulos
3. Demostrar y hablar sobre los valores: respetar las diferencias e intentar cosas nuevas

Me encanta mostrarte lo que estoy aprendiendo.

¡Gracias por ayudarme a practicar inglés!

Para el maestro: Instruya a sus estudiantes para que dibujen y colorean a su familia y/o al personal que los cuida, en la parte superior de la página. Pídale que se dibujen a sí mismos y que escriban sus nombres en la caja en la parte inferior de la página.





Querido

Este mes estamos aprendiendo acerca de la ropa. Necesitamos practicar diciendo frases como éstas:

What do you want? I want a skirt, please.

Necesitamos practicar usando estas palabras:

pants, skirt, sweater, shoes, socks, T-shirt

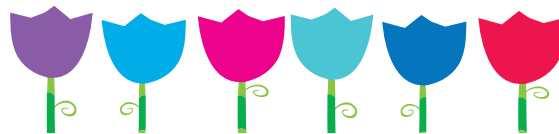
¿También me puedes ayudar a practicar estas cosas?

1. Encontrar cosas que sean cafés y rosas
2. Encontrar cosas con forma de círculos, cuadrados, triángulos y rectángulos
3. Contar el número 1
4. Buscar el número 1
5. Demostrar o hablar sobre el valor: ayudarse unos a otros

Me encanta mostrarte lo que estoy aprendiendo.

¡Gracias por ayudarme a practicar inglés!

Para el maestro: Instruya a sus estudiantes para que dibujen y colorean a su familia y/o al personal que los cuida, en la parte superior de la página. Pídeles que se dibujen a sí mismos y que escriban sus nombres en la caja en la parte inferior de la página.





Querido

Este mes estamos aprendiendo acerca de los animales. Necesitamos practicar diciendo frases como éstas:

What do you see? I see a bird.

Necesitamos practicar usando estas palabras:

bird, fish, cat, dog, puppy, kitten

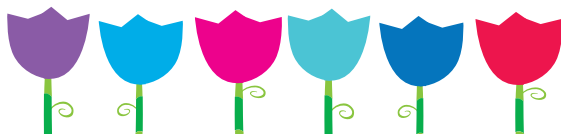
¿También me puedes ayudar a practicar estas cosas?

1. Encontrar cosas que sean blancas y negras
2. Encontrar cosas con forma de círculos, cuadrados, triángulos y rectángulos
3. Contar cosas hasta el número 2
4. Buscar el número 2
5. Demostrar o hablar sobre el valor: cuidar a nuestras mascotas

Me encanta mostrarte lo que estoy aprendiendo.

¡Gracias por ayudarme a practicar inglés!

Para el maestro: Instruya a sus estudiantes para que dibujen y colorean a su familia y/o al personal que los cuida, en la parte superior de la página. Pídale que se dibujen a sí mismos y que escriban sus nombres en la caja en la parte inferior de la página.





Querido

Este mes estamos aprendiendo acerca de los servidores públicos. Necesitamos practicar diciendo frases como éstas:

How many firefighters do you see? I see two firefighters.

Necesitamos practicar usando estas palabras:

firefighter, police officer, bus driver, dentist, doctor, nurse, gardener

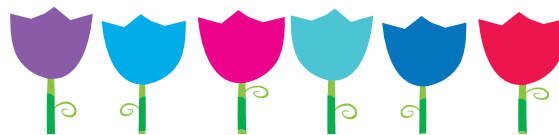
¿También me puedes ayudar a practicar estas cosas?

1. Encontrar cosas que sean rojas, amarillas, azules, verdes, anaranjadas, moradas, cafés, rosas, negras, y blancas
2. Encontrar cosas con forma de círculos, cuadrados, triángulos y rectángulos
3. Contar cosas hasta el número 3
4. Buscar el número 3
5. Demostrar o hablar sobre el valor: reciclar

Me encanta mostrarte lo que estoy aprendiendo.

¡Gracias por ayudarme a practicar inglés!

Para el maestro: Instruya a sus estudiantes para que dibujen y colorean a su familia y/o al personal que los cuida, en la parte superior de la página. Pídeles que se dibujen a sí mismos y que escriban sus nombres en la caja en la parte inferior de la página.





¡Ven a nuestro espectáculo!

Fecha

Hora

Lugar

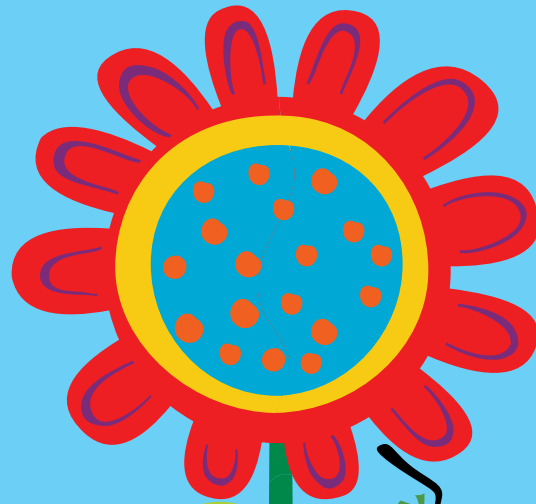
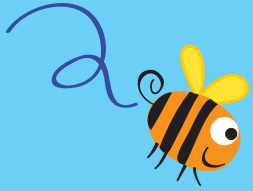
Nombre



Para el maestro: Pida a sus estudiantes que dibujen y colorean una imagen de su espectáculo.

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Letters Home in English





Dear

We are learning about school this month. We need to practice saying sentences like these:

What is this? It is a chair.

We need to practice using these words:

puppet, chair, table, crayon, paper, shelf

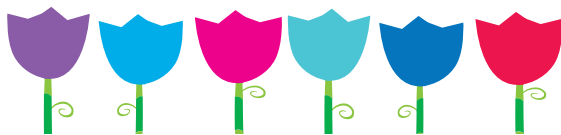
Can you also help me practice these things?

1. Finding things that are red
2. Finding things shaped like circles
3. Demonstrating or talking about the value: working together

I love showing you what I'm learning.

Thank you for helping me practice English!

To the Teacher: Have your students draw and color their family and/or caregivers in the box at the top of the page. Have them draw pictures of themselves in the box at the bottom of the page and sign their names.





Dear

We are learning about our bodies this month. We need to practice saying sentences like these:

What are these? They are eyes.

We need to practice using these words:

eyes, nose, mouth, ears, feet, hands

Can you also help me practice these things?

1. Finding things that are yellow
2. Finding things shaped like circles and squares
3. Demonstrating or talking about the value: greeting one another

I love showing you what I'm learning.

Thank you for helping me practice English!

To the Teacher: Have your students draw and color their family and/or caregivers in the box at the top of the page. Have them draw pictures of themselves in the box at the bottom of the page and sign their names.





Dear

We are learning about families this month. We need to practice saying sentences like these:

Who is this? This is my sister.

We need to practice using these words:

mother, father, baby, brother, sister, grandparents

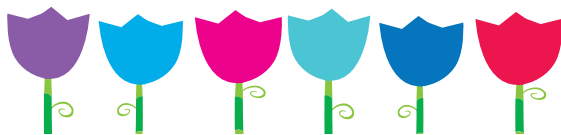
Can you also help me practice these things?

1. Finding things that are blue
2. Finding things shaped like circles, squares, and triangles
3. Demonstrating or talking about the value: respecting others' things

I love showing you what I'm learning.

Thank you for helping me practice English!

To the Teacher: Have your students draw and color their family and/or caregivers in the box at the top of the page. Have them draw pictures of themselves in the box at the bottom of the page and sign their names.





Dear

We are learning about toys this month. We need to practice saying sentences like these:

What do you want? I want a car, please.

We need to practice using these words:

doll, car, truck, teddy bear, airplane, ball

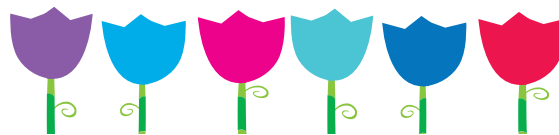
Can you also help me practice these things?

1. Finding things that are green
2. Finding things shaped like circles, squares, triangles, and rectangles
3. Demonstrating or talking about the value: sharing

I love showing you what I'm learning.

Thank you for helping me practice English!

To the Teacher: Have your students draw and color their family and/or caregivers in the box at the top of the page. Have them draw pictures of themselves in the box at the bottom of the page and sign their names.





Dear

We are learning about food this month. We need to practice saying sentences like these:

What do you have? I have a sandwich.

We need to practice using these words:

sandwich, lemonade, apple, cookie, carrot, milk, banana

Can you also help me practice these things?

1. Finding things that are orange and purple
2. Finding things shaped like circles, squares, triangles, and rectangles
3. Demonstrating or talking about the values: trying new things

I love showing you what I'm learning.

Thank you for helping me practice English!

To the Teacher: Have your students draw and color their family and/or caregivers in the box at the top of the page. Have them draw pictures of themselves in the box at the bottom of the page and sign their names.





Dear

We are learning about clothes this month. We need to practice saying sentences like these:

What do you want? I want a skirt, please.

We need to practice using these words:

pants, skirt, sweater, shoes, socks, T-shirt

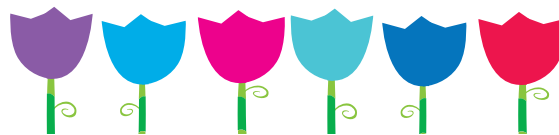
Can you also help me practice these things?

1. Finding things that are brown and pink
2. Finding things shaped like circles, squares, triangles, and rectangles
3. Counting to 1
4. Looking for the number 1
5. Demonstrating or talking about the value: helping each other

I love showing you what I'm learning.

Thank you for helping me practice English!

To the Teacher: Have your students draw and color their family and/or caregivers in the box at the top of the page. Have them draw pictures of themselves in the box at the bottom of the page and sign their names.





Dear

We are learning about animals this month. We need to practice saying sentences like these:

What do you see? I see a bird.

We need to practice using these words:

bird, fish, cat, dog, puppy, kitten

Can you also help me practice these things?

1. Finding things that are black and white
2. Finding things shaped like circles, squares, triangles, and rectangles
3. Counting to 2
4. Looking for the number 2
5. Demonstrating or talking about the value: taking care of our pets

I love showing you what I'm learning.

Thank you for helping me practice English!

To the Teacher: Have your students draw and color their family and/or caregivers in the box at the top of the page. Have them draw pictures of themselves in the box at the bottom of the page and sign their names.





Dear

We are learning about community workers this month. We need to practice saying sentences like these:

How many firefighters do you see? I see two firefighters.

We need to practice using these words:

firefighter, police officer, bus driver, dentist, doctor, nurse, gardener

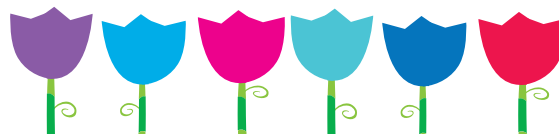
Can you also help me practice these things?

1. Finding things that are red, yellow, blue, green, orange, purple, brown, pink, black, and white
2. Finding things shaped like circles, squares, triangles, and rectangles
3. Counting to 3
4. Looking for the number 3
5. Demonstrating or talking about the value: recycling

I love showing you what I'm learning.

Thank you for helping me practice English!

To the Teacher: Have your students draw and color their family and/or caregivers in the box at the top of the page. Have them draw pictures of themselves in the box at the bottom of the page and sign their names.





Please come to our show!

Date

Time

Place

Name



To the Teacher: Have your students draw and color a picture of their show.

Templates

