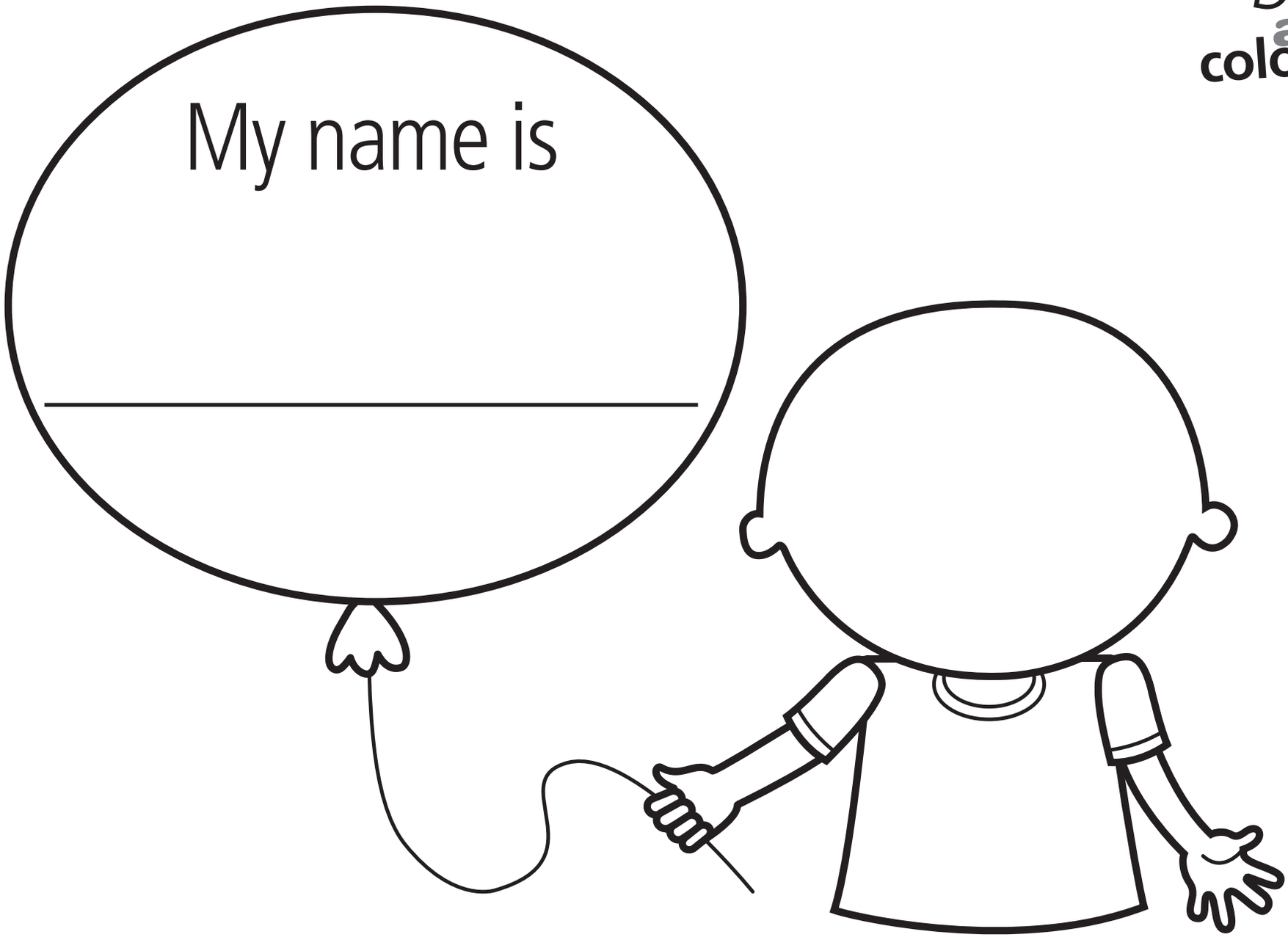
Draw and color.

My name is

_____



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This unit will be very useful during the first days of classes, when students do not always have all of their materials. It can also be used as a review and a means of getting to know your new group and assessing their level of English.

Learning Goals:
Students can say hello and good-bye.
Students can say their name.

Language Structures:
Hello. What's your name? My name is (Ana).

Materials:
crayons, yellow marker

1. Hello!

Say *Hello* to students as you wave your hand.
Encourage students to say *Hello* to you.

T: *Hello.* (Wave your hand.)
S: *Hello.*

Introduce yourself to students. Ask each students his or her name.

T: *My name is (Carmen). What's your name?*
S: *My name is (Ana).*

2. Song: *What's Your Name?*

Play Track 0 (from the *Teacher's Resource CD*). Encourage students to sing and say their names to complete the song.

3. Draw and color.

Print out and photocopy page 1 of Unit 0 (1 per student). Use a yellow marker to write each student's name on the line. Distribute photocopies and crayons. Have students draw their face and color in the rest of the picture. Then ask them to trace over your writing with crayons.

Comments

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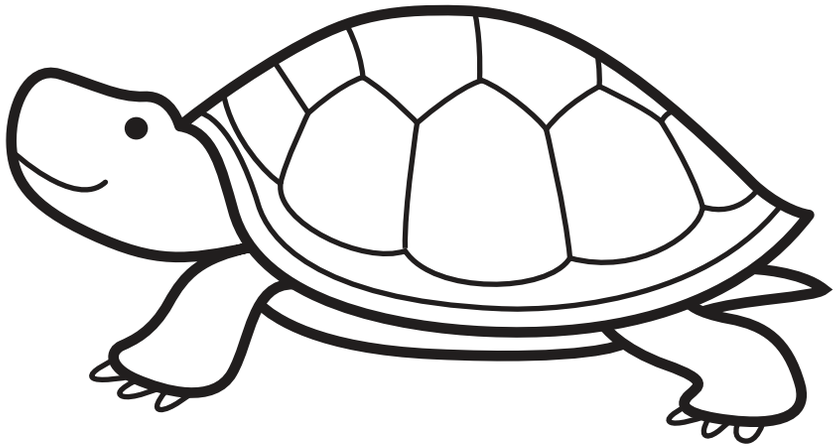
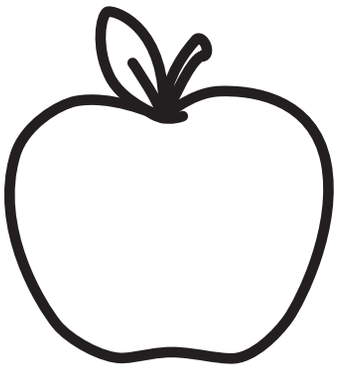
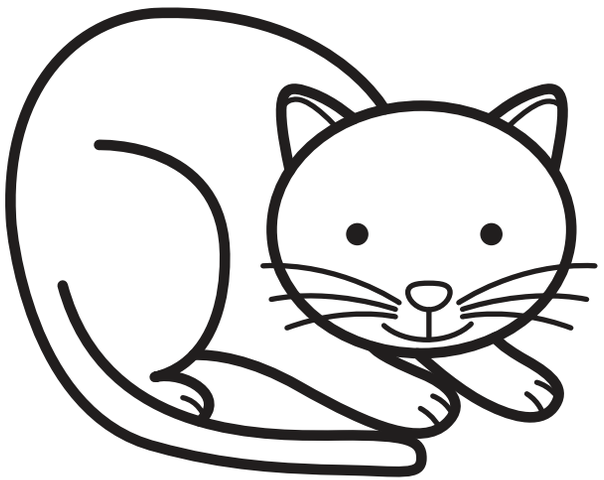
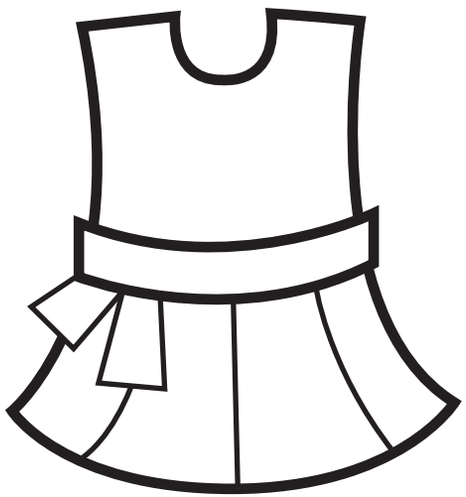
Listen and color.









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Learning Goals:
Students can identify colors.

Language Structures:
What's this? It's an apple. What color is it? It's red.

Materials:
crayons

1. **Song: *What's Your Name?*** TCR
   Play Track 0 (from the *Teacher's Resource CD*). Encourage students to sing and say their names to complete the song.

2. **Listen and color.**
   Draw the following pictures on the board: a red apple, a yellow banana, a brown cat, a green turtle and an orange dress. Ask students about the color of each object.

T: *Whta's this?*
Ss: *It's an apple.*
T: *What color is it?*
Ss: *It's red.*

Continue in the same way with the rest of the pictures.
Print out and photocopy page 3 of Unit 0 (1 per student).
Distribute crayons and photocopies. Say a color.
Ask students to hold up the corresponding crayon.

T: *Show me the red crayon.*

Point to the apple and ask students to color it red.

T: *Color the apple red.*

Walk around the classroom to monitor de activity. Repeat the procedure until students have colored all the pictures.

Comments

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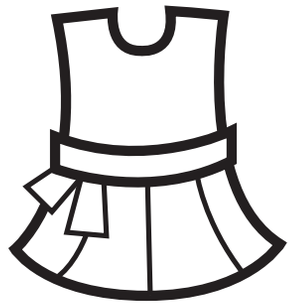
Count and color.

1



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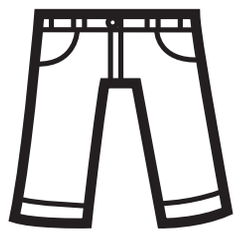

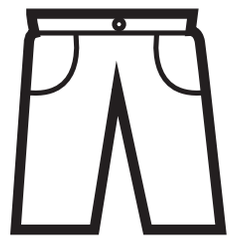

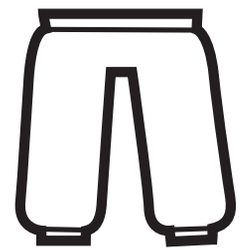

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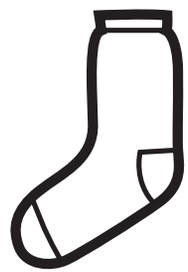

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Learning Goals:	Language Structures:	Materials:
Students can identify numbers 1 to 3.	*Let's count. One. Two. Three*	crayons

1. Rhyme: *Numbers*

Write numbers 1 to 3 on the board. Point to each number and name it. Hold up the corresponding number of fingers. Then point to each number again and have students repeat, holding up their fingers, accodingly. Teach students the following rhyme:

One, one,
Look at number one.
One, one,
Number one like this. (Hold up one finger.)
Two, two,
Look at number two.
Two, two,
Number two like this. (Hold up two fingers.)
Continue in the same manner with the number 3.

2. Count and color.

Print out and photocopy page 5 of Unit 0 (1 per student). Distribute photocopies and crayons. Point to the numbers and have students identify them.

T: *What number is this?*
Ss: *(One.)*

Then ask them to color the numbers.

T: *Color number one red.*

Next, have students color the corresponding number of socks, dresses or pants in each row.

T: *Look, They're socks. Hold up your blue crayon. Let's count three socks.*
T/Ss: *One, two, three.*
T: *Color three socks blue.*

Comments

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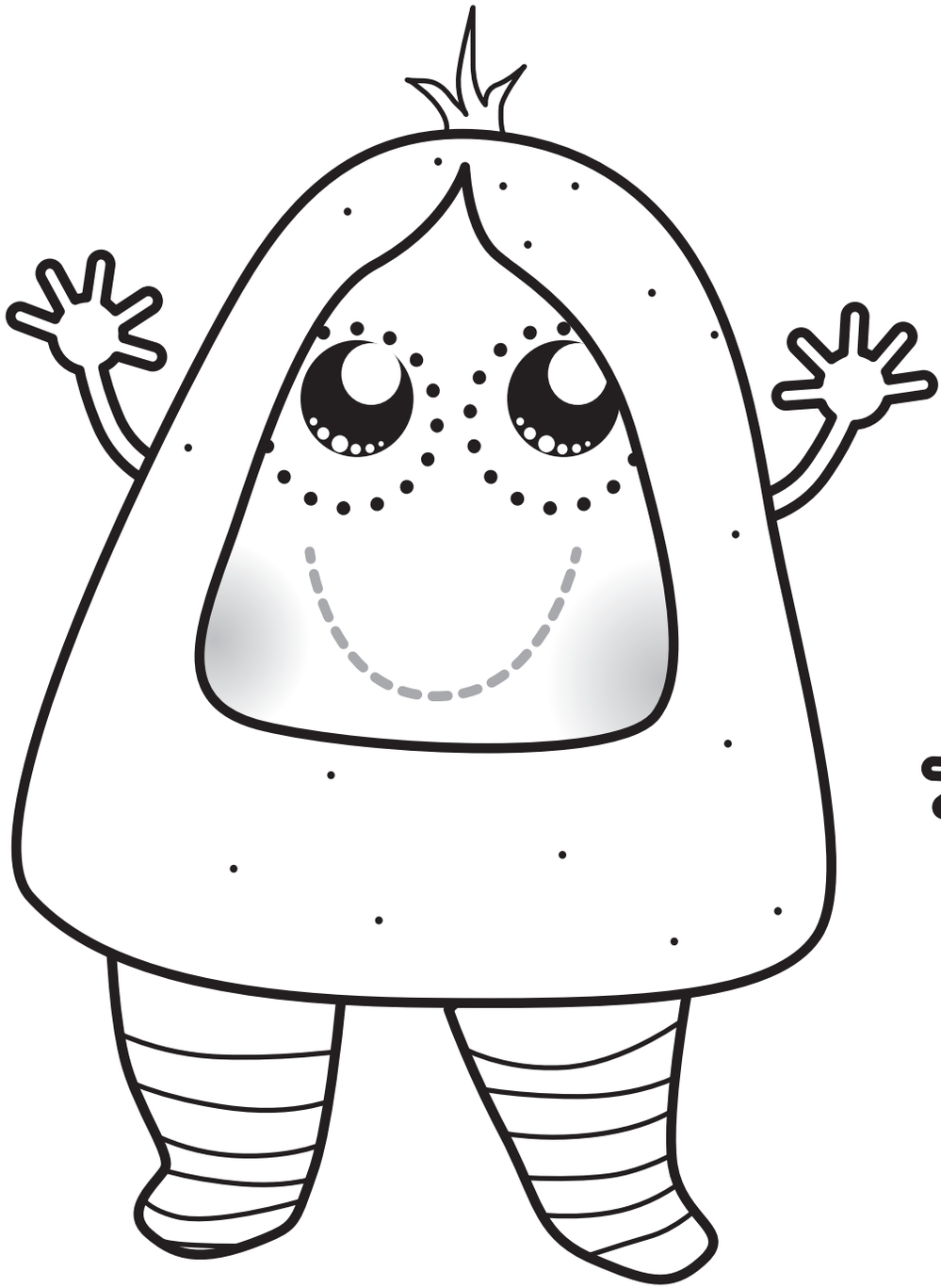
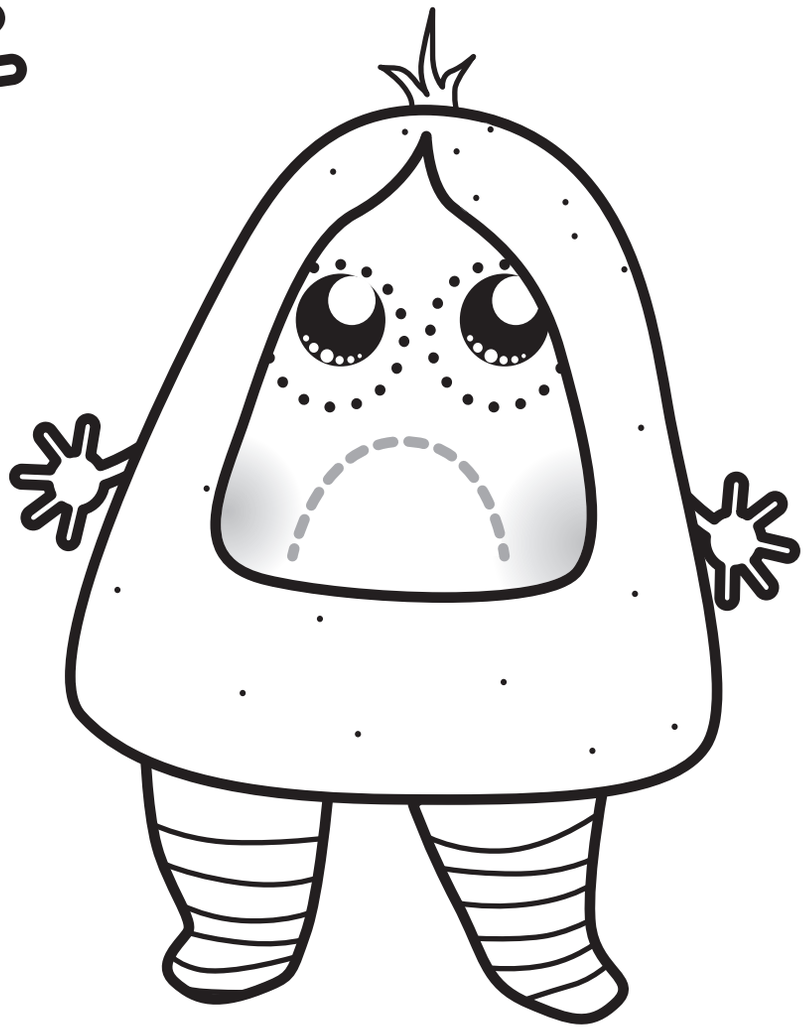
Trace and color.





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Learning Goals:
Students can identify feelings.
Students can identify size.

Language Structures:
Is the gumdrop happy or sad? Happy. Sad.
Color the small gumdrop brown.

Materials:
markers

1. Presentation

Draw a happy gumdrop and a sad gumdrop on the board. Point to the happy gumdrop. Ask students if it is happy or sad and help them answer.

T: *Is the gumdrop happy or sad? Happy.*
Ss: *Happy.*

Continue in the same manner with *sad*.

2. Trace and color.

Print out and photocopy page 7 of Unit 0 (1 per student). Distribute photocopies and markers. Ask students to point to the happy and sad gumdrops.

T: *Point to the happy gumdrop. Point to the sad gumdrop.*

Tell them to trace over the dotted lines to draw a happy or a sad face. Then have students identify the big and the small gumdrops. Finally, ask students to color in the pictures.

T: *Color the small gumdrop brown.*

Comments

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