

Unit 6 Let's Eat

OVERVIEW

Theme

Food and preferences

Developmental Focus

Social Studies and Personal Development

In this unit, children learn to express their feelings by talking about foods that they like and do not like. They also use polite language (*please, thank you, and you're welcome*) to ask for food.

Scientific Knowledge and Exploration

Children explore the world around them by looking inside fruits and examining the seeds. They sprout bean seeds and examine the growing roots and leaves.

Language and Literacy

Language Structures

I like (cookies). I don't like (soup). Me, too! Do you like (soup)? Two (bananas), please. Here you are. Look inside.

Vocabulary

apple, banana, cake, candy, cookie, grape, milk, orange, plum, soup, strawberry, seed, purple, white, big, little

Receptive Language

Let's eat.

Songs and Chants

Lesson 1:  *I Like Bananas* (Track 14)

Lesson 3: *The Question Song* (Track 46)

Lesson 6: *Cassie Likes Cookies* (Track 49)

Phonemic Awareness and Early Literacy

Children begin to develop the important early literacy skill of phonemic awareness in this unit by listening for and reproducing the /k/ sound in words such as *cookie, cake, carrot*, etc. Children also learn to recognize symbols that represent emotions and use those symbols in sentences.



Lesson 5: Sprout some seeds

Course Materials

Student Book, pp. 34–39

Activity Book, pp. 35–42

Early Letters, pp. 22–24

Early Numbers, pp. 23–26

Big Book, pp. 13–14

Vocabulary Stickers: Unit 6

Concept Mats: Food, Colors and Shapes

Hat People Cut-Outs/Puppets: Sam, Cassie

Photo Cards: *apple, banana, cake, candy, carrot, cat, cookie, grape, milk, orange, plum, soup, strawberry*

Teacher Website: Print and Play Pictures: *apple, banana, cake, candy, carrot, cat, cookie, crayon, grape, happy, milk, orange, plum, sad, soup, strawberry*; Unit 6 Parent–Child Activity Sheet; Unit 6 “I Can ...” Assessment; BLM 1

Discovery Disc: Unit 6 Games; Interactive Story; Songs; Parent–Child Activity Sheet

Interactive Classroom CD–ROM: Unit 6

Unit Planner

Course Materials	Key Language	Communication and Early Literacy	Additional Content Areas
Lesson 1 SB, p. 34 AB, p. 35 EN, p. 23	<i>I like (cookies). apple, banana, cookie</i>	Learn a TPR song. 🎵 Build print awareness: rebus sentences. Find matching pictures.	Math: Sort foods you like; patterns. Art: Make playdough fruit.
Lesson 2 SB, p. 35 AB, p. 36 EN, p. 25	<i>(Two) (bananas), please. Here you are. Me, too! orange, plum</i>	“Read” shopping lists. State likes and dislikes. Begin to read and write numerals 1–3.	Math: Count 1 to 3. Social Studies: Act out a shopping role-play; use polite language. Art: Mix playdough to make orange.
Lesson 3 SB, p. 36 AB, pp. 37–38 EN, p. 26	<i>Do you like (soup)? I don’t like (soup). cake, candy, milk, soup</i>	Learn a question song. 🎵 Express likes and dislikes.	Math: Sort and classify. Social Studies: Express preferences.
Lesson 4 SB, p. 37 AB, pp. 39–40	<i>grape, strawberry, purple, white</i>	Describe colors and patterns.	Math: “Read” and create patterns. Health: Investigate food; wash hands. Science: Explore color-mixing.
Lesson 5 SB, p. 38 BB, pp. 13–14 AB, p. 41 EL, p. 22	<i>Look inside. big, little, seed</i>	Build print awareness: picture captions. Learn a chant.	Science: Explore fruit; compare seeds; sprout bean seeds.
Lesson 6 SB, p. 39 AB, p. 42 EL, pp. 23–24	Unit review	Review and consolidate language and concepts. Build phonemic awareness. Build test-taking skills.	Math: Make patterns. Art: Make bean pictures.

SB = Student Book EN = Early Numbers
 AB = Activity Book BB = Big Book
 EL = Early Letters

Learning Centers in a Box

Described below are four suggested Learning Centers. Choose as many as you feel appropriate. To introduce each activity, spend time practicing it together as a class. Then, when children demonstrate sufficient confidence and understanding, place the materials in an area of the classroom where children can work independently. You may wish to make duplicate sets of certain Learning Centers so that the class, working in small groups, can work simultaneously on one or two activities. Move around the classroom as children are working; watch, listen, converse, and provide support as needed.



Math Center: Sorting Food I Like (introduced in Lesson 1)

Learning Objectives: Children select pictures of foods they like and glue them on a paper plate: *I like (cookies). I like (cake).*

Materials: Food pictures from magazines, grocery fliers, or Print and Play Pictures (make multiple copies for plural foods); glue; paper plates.

Lesson 1: *apple, banana, carrot, cookie*

Lesson 2: *add orange, plum*

Lesson 3: *add cake, candy, milk, soup*

Lesson 4: *add grape, strawberry*

Conversation Starters: *What's this? Do you like (carrots)? Me, too!*



Math Center: Shopping Lists (introduced in Lesson 2)

Learning Objectives: Children practice counting and one-to-one correspondence as they collect food for a “shopping list.”

Materials: Shopping lists (e.g. a piece of paper with a numeral—1, 2, or 3—plus 1, 2, or 3 pictures of a given food); collection of food Print and Play Pictures, magazine pictures, or plastic toy food to match with the shopping lists.

Lesson 2: *apple, banana, carrot, cookie, orange, plum*

Lesson 3: *add cake and candy*

Lesson 4: *add strawberry*

Conversation Starters: *What's this? Let's count. 1, 2 ...*



Science Center: Seeds (introduced in Lesson 5)

Learning Objectives: Children examine seeds and sort them according to type.

Materials: Collection of edible seeds: dried peas, beans, lentils, etc. for kids to sort; egg cartons or other containers for sorting. You may want to provide a magnifying glass for taking a closer look.

Conversation Starters: *Show me the green seeds. Is this a black seed? What color is this seed? Is this the same? Is this big or little?*

Teacher-to-Teacher

Feel free to continue using Learning Centers from previous units if children are still enjoying them. Each Learning Center is designed to be refreshed and reused whenever you wish.



Early Literacy Center: Listen to the Sound

(introduced in Lesson 6)

Learning Objectives: Children sort pictures that begin with the same sound: /k/.

Materials: BLM 1: Cassie and Print and Play Pictures (or images from other sources) to sort. Include pictures that begin with the /k/ sound: *cake, candy, carrot, cat, cookie, crayon* plus a few distracters, for example: *milk, pencil, shirt*.

Conversation Starters: *Cassie, cake. Is it the same? Cassie, shirt. Is it the same? Once the pictures are sorted, have children name all the pictures beginning with /k/. Say: *Cassie likes (cats). Do you like (cats)? Me, too!**

Let's Eat

I



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I



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I



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2 bananas, please.

Here you are.



Me, too!



Key Language: (Two) (bananas), please. Here you are. Me, too! orange, plum
Objectives: Role-play a conversation. Practice counting to three.

Unit 6 Lesson 1

Key Language: *I like (cookies). apple, banana, cookie*

Review: *I have (an apple). How many (apples)? Is it the same? one, two, three, yes, no, please, thank you*

Receptive Lang.: *Let's eat.*

Materials: real food: three apples, three bananas, cookies; Print and Play Pictures: *apple, banana*; Sam Cut-Out/Puppet; Vocabulary Stickers; red and yellow playdough

Circle Time

Introduce Key Language

Show the apples and bananas. (Keep the cookies hidden.) Have children repeat: *Look! Apples. I have apples. Bananas. I have bananas.*

Count together: *1, 2, 3 apples. 1, 2, 3 bananas.*

Create and Read a Pattern

Hand each child an *apple* or *banana* Print and Play Picture.

Hold up the real apple and say: *I have an apple.* Have children with apples hold up their cards and echo: *I have an apple.* Repeat with bananas.

Have four children stand up with their cards, arranged in a row: *apple, banana, apple, banana.* Chant the pattern with the class and ask: *What's next?* Let a volunteer with an apple join the row. Repeat.

Preview the Song

Say: *I like bananas. Yum, yum, yum* (rub your tummy). Have children repeat your words and actions:

I like, like, like ... bananas. (repeat × 2)
Yummy, yum, yum, yum.

Repeat with **apples**.

Slice the apples and bananas and offer them to the kids: *Do you want an apple or a banana?* Have them reply (*Apple*), *please* or *No, thank you.*

Build on Key Language

Act out a scene with the Sam Cut-Out/Puppet.

Sam: *Teacher, teacher. Look, look!*
Teacher: *What Sam? What is it?* (Sam leads you to cookies.)
Teacher: *Cookies! I like cookies.* (Have kids repeat.)

Offer cookies to kids. Then say: *Let's eat!*

With the Book

Explore the Page

Have children point to and name each picture (*bananas, apples, cookies*). Then have them look for each item in the Lesson 2 scene.

Develop Early Literacy Skills: Read Sentences

Have children point to the words and picture, and "read" with you: *I like (bananas)*. Have children place the matching sticker on the picture.

14 Song: I Like Bananas

Play the CD and sing along. For each verse, have children point to the matching sticker, then rub their tummies as they sing: *Yummy, yum, yum, yum.*

I like, like, like bananas. (repeat × 3)
Yummy, yum, yum, yum.

Verse 2: **apples** Verse 3: **cookies**

Identify Matching Pictures

Point to Cassie's cookie and ask: *What's this?* Point to each cookie in the row, asking: *Is it the same?* Have children circle the cookie that is the same.

Activity Book, p. 35: Complete the tree. Color the fruit.

Explore Some More

Make Playdough Fruit

Provide playdough for making apples, bananas, and cookies. Demonstrate how to roll a small ball then squish it into a circle cookie, using a cup or your hand.



Math Center: Sorting Food I Like

Demonstrate how to use the Learning Center materials (p. T98). Review the food names. Paste pictures of two foods you like on a paper plate and say: *I like (rice). I like (bananas)*. Leave the plate in the Learning Center as a model.

Early Numbers, pp. 23-24: Cut out the pictures and paste them in the correct order.


Unit 6 Lesson 2


Key Language: *(Two) (bananas), please. Here you are. Me, too! orange, plum*

Review: *I like (oranges). How many (apples)? You're welcome. apple, banana, carrot, cookie, one, two, three, please, thank you*

Materials: pencils, glue sticks, pictures, books, and crayons (enough of each for half the class); plastic play food; Photo Cards and Print and Play Pictures: *apple, banana, carrot, cookie, orange, plum*; real plums and oranges (optional); red and yellow playdough

Circle Time

12  **Warm Up Chant: Look at Me! 1, 2, 3!**
Play the actions game (Unit 4, Lesson 3). Then let kids take turns leading the action.

32  **Song: A Pencil, Please**
Place pencils, glue sticks, pictures, books, and crayons on a table (enough of each for half the class). Play the CD and act out the story (Unit 3, Lesson 4).

Introduce Key Vocabulary
Use Photo Cards and/or plastic play food to teach and review *apple, banana, orange, plum, carrot, cookie*. If possible, let kids taste real plums and oranges.

Play a Memory Game
Display a row of four Photo Cards. Point and chant the words several times. Have children close their eyes as you remove one card and hide the picture against your chest. Have children open their eyes. Tap the back of the card you are holding and ask: *What's this?*

Math Center: Shopping Lists
Display the Learning Center materials (p. T98). Put plastic play food and/or Print and Play Pictures on a table: three of each item. Introduce the "shopping lists." Ask: *How many (bananas)?* Count the pictures together and say: *One, two. (Two) (bananas).*

Choose four kids to be your first shopkeepers and shoppers. Hold up a shopping list for the class to "read" together, then hand it to your "shoppers." Prompt kids as needed as they act out the role-play:

Shoppers: *Two plums, please.*
Shopkeepers (handing them the food): *Here you are.*
Shoppers: *Thank you!*
Shopkeepers: *You're welcome.*

Teacher-to-Teacher

Having two children play a role together in a role-play helps kids with various skill levels participate happily. Shy kids, or kids with less advanced language, can join in with a classmate or point to the object as the classmate says the words.

With the Book

Explore the Photo

Have children name the items they know in the photo. Count each type of fruit together. Talk about the colors: *Point to a (banana). What color is it?*

14 Song: I Like Plums

Play the song *I Like Bananas* and add the following verses. Have children sing along.

Verse 4: **plums** Verse 5: **carrots** Verse 6: **oranges**

Role-play a Conversation

Have children fill in the last word as you read Sam's speech bubble: *I like ... oranges*. Have the children role-play the characters Sam and Mom in two groups. Have children take turns picking up the Print and Play Pictures of a favorite food and saying: *I like (bananas)*. Children who agree should stand up and say: *Me, too!*

Activity Book, p. 36: Make the two boxes look the same by drawing the fruit. Color the apples red.

Explore Some More

Play a Shopping Game

Give shopping lists to pairs. Have kids take turns picking a Photo Card and checking to see if it matches their shopping list.

37 Song: Mix It Together

Distribute small lumps of yellow and red playdough. Sing the song as children mix the colors together. Have children use the orange playdough to make carrots and oranges.

Early Numbers, p. 25: Count the fruit. Write the number.

Discovery Disc: Send home the *I Like Plums* Parent-Child Activity Sheet for children and parents to enjoy together.

Do You Like Soup?

I like soup!



Unit 6 Lesson 3

Key Language: *Do you like (soup)? I don't like (soup). cake, candy, milk, soup*
Review: *I like (milk). banana, carrot, cookie, orange, yes, no, thank you, cat*
Materials: Print and Play Pictures: *happy, orange* (multiple copies), *sad*, Photo Cards: *cake, candy, carrot, cat, cookie, milk, soup*; Sam and Cassie Cut-Outs/Puppets; bookmark for each child

Circle Time

14 Warm Up Song: I Like Plums

Play the song and have children sing along.

Introduce Key Language

Draw a happy face on the board. Draw a sad face some distance away. Display the *orange* Print and Play Pictures and talk with Cut-Outs/Puppets, Sam and Cassie.

Teacher: *Sam, do you like oranges?*
Sam: *Yes. I like oranges.*

Place Sam by the happy face sign. Have kids repeat: *I like oranges.*

Teacher: *Cassie, do you like oranges?*
Cassie: *No. I don't like oranges.*

Place Cassie by the sad face sign. Have kids shake their heads and repeat: *I don't like oranges.*

Preview the Song

Ask each child: *Do you like oranges? Yes or no?* Have the child answer and stand near the happy or sad face. When all children are sorted (Group A = I like oranges; Group B = I don't like oranges), teach the words to the song as a chant:

Do you like oranges? A: Yes, yes. (repeat)
Do you like oranges? A: Yes, thank you.
I like oranges.

Do you like oranges? B: No, no. (repeat)
Do you like oranges? B: No, thank you.
I don't like oranges.

Introduce More Vocabulary

Use Photo Cards to introduce *soup, milk, cake, candy*. Pass out *happy* and *sad* Print and Play Pictures. Hold up a Photo Card and ask the class: *Do you like (soup)?* Let kids hold up a card and say *Yes* or *No*.

Have all the kids who said *Yes* stand up with their cards and say: *I like (soup)*.

Have all the kids who said *No* stand up with their cards and say: *I don't like (soup)*. Have the groups take turns chanting to each other.

With the Book

Explore the Page

Have kids name each food shown on the page. Hand each child a bookmark and *happy* and *sad* Print and Play Pictures.

46 Song: The Question Song

Play the CD. Hold up the Photo Card as you hear each food item and have kids display an answer card (*happy* = *yes*; *sad* = *no*).

Have *Yes* kids stand up (Group A). Have the rest of the class join you in singing the question. Then have the *No* kids stand up (Group B).

Do you like soup? A: Yes, yes. (repeat)

Do you like soup? A: Yes, thank you. I like soup.

Do you like milk? B: No, no. (repeat)

Do you like milk? B: No, I don't. I don't like milk.

Verse 3: **cake; yes** Verse 4: **candy; no**

When both parts of a song verse have been sung, help children place their bookmark under the row and circle the answer of their choice.

Draw children's attention to the picture of Sam. Read Sam's speech bubble. Have children pose like Sam and repeat the speech bubble.

Activity Book, p. 37: Draw a line from each child to the food they like.

Activity Book, p. 38: Find and circle the hidden foods in the picture.

Explore Some More

Guess Your Classmates' Favorite Foods

Have children draw a picture of their favorite food. Have a child come to the front and hold their picture so the rest of the class can't see it. Have the class ask questions to guess the child's favorite food, e.g: *Do you like (soup)? (No.) Do you like (candy)? (Yes.)*

Early Numbers, p. 26: Connect the dots and color the carrot to complete the picture.

Unit 6 Lesson 4

Key Language: *grape, strawberry, purple, white*

Review: *crayon, paper, banana, orange, plum, red*

Materials: Colors and Shapes Concept Mat; Sam and Cassie Cut-Outs/Puppets; four bowls; fresh bananas, oranges, strawberries, grapes; a paper plate and skinny coffee stirrer per child; tray; Photo Cards and Print and Play Pictures (colored red and purple): *grape, strawberry*; purple paper, purple crayon; red and blue paint and playdough; resealable plastic bags; Food Concept Mat

Circle Time

35 36 Warm Up Songs: Look for Red and Look for a Square

Play the CD. Have children use the Colors and Shapes Concept Mat as they sing and play.

Teach the word *white* by pointing to the white shapes at the end of each row. Give TPR directions: (*Boys*), *put your finger on the white (circle)*.

Sing a new verse of the song together:

White, white. Look for white ... etc.

Create and Read Patterns

Use Photo Cards to introduce *strawberry* and *grape*. Clap your hands for the syllables in *strawberry*. Slap your thighs for the one syllable in *grape*. Chant:

Straw-ber-ry, grape; straw-ber-ry, grape, etc.

Make a *strawberry-grape-strawberry-grape* pattern with Print and Play Pictures on the board. Leave it in place.



Teach *purple* as you hold up purple paper and a purple crayon.

Return to the Print and Play Pictures *strawberry-grape* pattern and say the pattern as colors: *red, purple, red, purple*.

With the Book

Explore the Page

Have children name the four fruits in the *You need* pictures and find each in the photo scene.

Point to the fruit on the first girl's kabob stick and say the pattern together, first as fruits, then as colors: *banana, grape, banana, grape, banana; white, purple, white, purple, white*.

Repeat with the other girl's kabob: *orange, strawberry, orange, strawberry, orange; orange, red, orange, red, orange*.

Hands-On Discovery: Try It Out!

Prepare four bowls with bananas, oranges, strawberries, and grapes. Have children wash their hands. (You could sing the *Wash Your Hands* song.) Give each child a paper plate.

Carry the bowls on a tray. Let each child choose the fruits he or she would like. Give each child a coffee stirrer or other thin stick. Show children how to carefully push the fruit onto the stick.

Teacher-to-Teacher

Some children will be more interested in eating the fruit than assembling a pattern on the stick. That's fine!

Activity Book, p. 39: Cut and glue fruit on a kabob stick.

Activity Book, p. 40: Circle a happy or a sad face.

Explore Some More

Investigate Mixing Colors

Let children mix blue and red paint in resealable plastic bags (see Unit 4, Lesson 4). Sing a new verse to the *Mix It Together* song using *blue* and *red*.

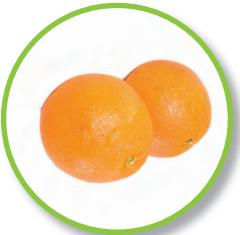
Make blue and red playdough and let children blend the colors. Encourage them to make purple plums (big) and purple grapes (little) then place the playdough fruit in a pattern.

Food Concept Mat: Grocery Shopping

Place food Photo Cards near the Food Concept Mat. Let children take turns choosing a Photo Card, then finding that food in the "store." They can send Sam or Cassie down the aisle to "fetch" the item.

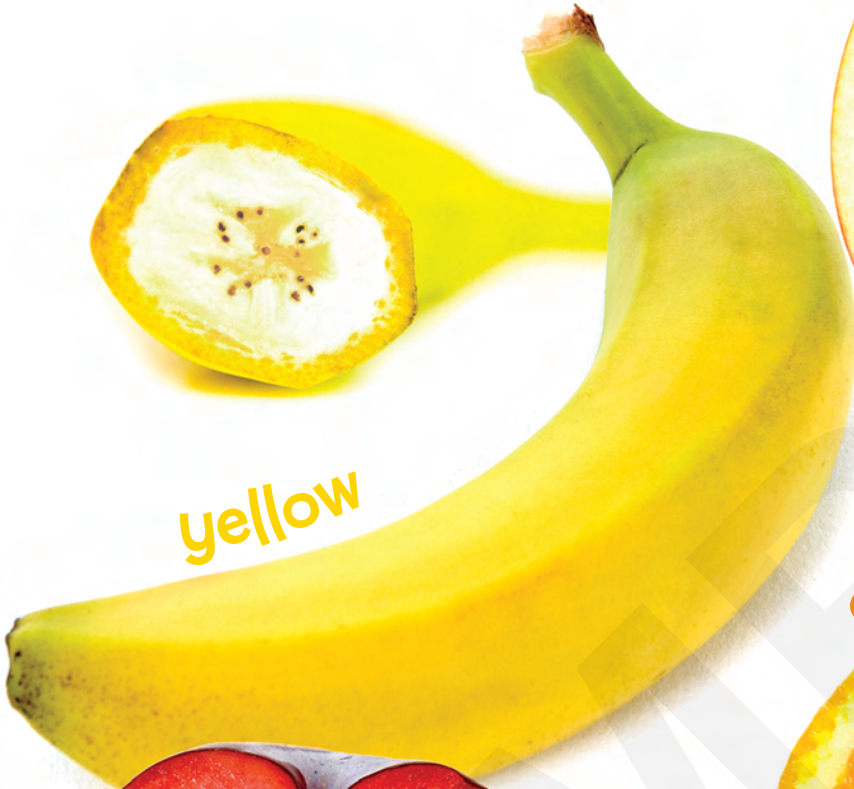
Yummy

You need





Look Inside



yellow



orange

red



purple



Find the  .

Unit 6 Lesson 5

Key Language: *Look inside. big, little, seed*
Review: *What color is it / this? Is it the same? black, green, orange, purple, red, white, yellow, apple, banana, bean, orange, plum*
Materials: Photo Cards: *apple, banana, cake, candy, milk, orange, plum, soup*; fresh beans (several types, if possible); fresh fruit; dried beans soaked overnight (regular, edible beans from a food store); damp cotton balls or paper towel; resealable plastic bags

Circle Time

46 Warm Up: The Question Song

Play the CD. Hold up the Photo Card for each verse. Have children stand up as they answer: Yes, yes or No, no.

Introduce Key Vocabulary

Chant the words *little* and *big* as you do various little and big movements. Have children join you. For example, curl up small then stretch up tall or make a little circle with your fingers, then a big circle with your arms.

Explore Beans and Seeds

Bring in fresh shelled beans, at least one for each child. If possible, include several types of beans. Hold up a bean and ask: *What color is this?* (Green.) Say: *Look inside.* Let children open the pods to discover the seeds. Practice the word *seed*. Ask: *What color is your seed?* You may want to collect the seeds to use in the Science Center.

With the Book

Big Book: Do a Picture Walk

Read the title on p. 13: *Look Inside*. Point to each picture and, with the children, “read” the caption.

Chant: Red, Red Apples

Point to the picture in the Big Book and teach the following chant:

Red, red apples. (Red, red apples.)
Orange oranges. (Orange oranges.)
Yellow bananas. (Yellow bananas.)
Purple plums. (Purple plums.)

Read Cassie’s speech bubble and have kids repeat: *Look inside!* Turn the page.

Big Book: Explore the Story

Point to each picture on p. 14 and ask: *What’s this? What color is it?* Turn back to p. 13 and look at the color of the outside of the fruit. Ask: *Is it the same?* Point to the seeds and read the caption. Have children repeat. Give directions, such as: *Point to the apple. Point to the seeds. Point to one big seed.*

47 Student Book: Listen and Point

Hold up a book and read the title and sentence: *Look inside.* Help children explore the page: *Point to the (apple). Point to the seeds.*

Play the CD as children point to the pictures in their books. Play it again, pausing for kids to repeat each line.

Yellow bananas.

Red apples.

Purple plums.

Orange oranges.

Look inside. Find the seeds.

Look at the apple. Black seeds.

Look at the orange. White seeds.

Look at the plum. One big seed.

Look at the banana. Little seeds.

Activity Book, p. 41: Match the fruit, inside and out.

Explore Some More

Investigate Real Fruit and Seeds

Cut open some fruit in your classroom and look at the seeds. Talk about the colors. Look for the seeds on a strawberry (they’re little, yellow, and on the outside).

Sprout Some Seeds

Soak some dry beans overnight—any bean used for cooking or sprouting works well, e.g. pinto, kidney, or mung beans. Let each child put three beans and a damp cotton ball or paper towel in a resealable plastic bag. Write the child’s name on the bag. The beans should sprout in four to five days. Have children observe and draw pictures.

Science Center: Seeds

Demonstrate how to use the Learning Center materials (p. T99).

Early Letters, p. 22: Make fingerprints along each line to follow the story of the seed.

Unit 6 Lesson 6

Key Language: Unit review
Materials: Photo Cards from the unit; shopping lists from the Math Learning Center; Print and Play Pictures: *cake, candy, carrot, cat, cookie*; orange and purple playdough; pieces of candy; bookmark for each child (optional); Teacher Hat; glue; dried beans; Unit 6 Vocabulary Stickers

Circle Time

Sing Your Favorite Songs

Sing *I Like Bananas* and *The Question Song*, (Tracks 14 and 46), and other favorite songs/chants.

Review Key Language

Have a child hold up a food Photo Card of his or her choice and say: *I like (cake)*. All other children who like that food should stand up and say: *Me, too!*

Role-Play Grocery Shopping

Use the shopping lists from the Math Learning Center and do shopping role-plays using food and food pictures.

Develop Math Skills: Make Patterns

Have kids make pattern rows with food Print and Play Pictures, little and big pieces of candy, and circles of orange and purple playdough.

Play a Memory Game

Make two copies of each of the following Print and Play Pictures (or other pictures): *candy, cookie, carrot, cake, cat*. Place all pictures face down on the table top and have a child turn two cards over at a time to try and find a pair. As each child turns over a card, have them say the word, noticing that all cards start with the /k/ sound.

With the Book

Explore the Page

Ask: *What's this?* as you point to each object on the page and encourage children to name it. Say the name yourself and have the class repeat after you. Invite children to wear the Teacher Hat and play teacher as they name a picture on the page for classmates to point to.

48 Assessment: Listen and Circle

Make sure all children are looking at row 1. It is helpful to have children place their bookmark under the row. Read the script below or play the CD. Repeat each item one or two times. Have children draw a circle around the correct item. Have children move their bookmark under row 2 and repeat the steps. Repeat for row 3.

1. *I like cookies.*
2. *I don't like soup.*
3. *A purple plum.*

49 Phonemic Awareness Chant: Cassie Likes Cookies

Say: *Point to Cassie*. Have children join you in naming the items in the picture, emphasizing the initial /k/ sound: *Cassie, cookies, cake, carrots*.

Have children point to the pictures as they listen to the chant on the CD and then join in:

- Cassie likes cookies.*
Cassie likes cake.
Cassie likes carrots, too!

Praise the children's efforts.

Activity Book, p. 42: Draw a line from Cassie to each picture that begins with a /k/ sound.

Explore Some More

Early Literacy Center: Listen to the Sound

Demonstrate how to use the Learning Center Materials (p. T99).

Develop Art Skills: Bean Pictures

Let kids use glue and the dried beans from the Science Center to make pictures, or write each child's name and let kids glue beans on top of the letters.

Teacher Hat and Vocabulary Stickers

Have children name the Unit 1–5 stickers on the Teacher Hat. Display the Unit 6 stickers (*apple, banana, cookie*). Have a child choose a sticker, name it, and place it on the Teacher Hat. Repeat with two other volunteers.

"I Can ..." Assessment

Observe and assess each learner. When the child successfully completes a task, place a star after that item. Send the sheet home when all of the competencies have been met.

Early Letters, pp. 23–24: Draw the plates. Cut out and fold to make a take-home book.

Unit Review

1



2



3

