

# Pockets®2

Second  
Edition



## Posters



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**Pockets 2, Second Edition  
Posters**

- Unit 1:** At School
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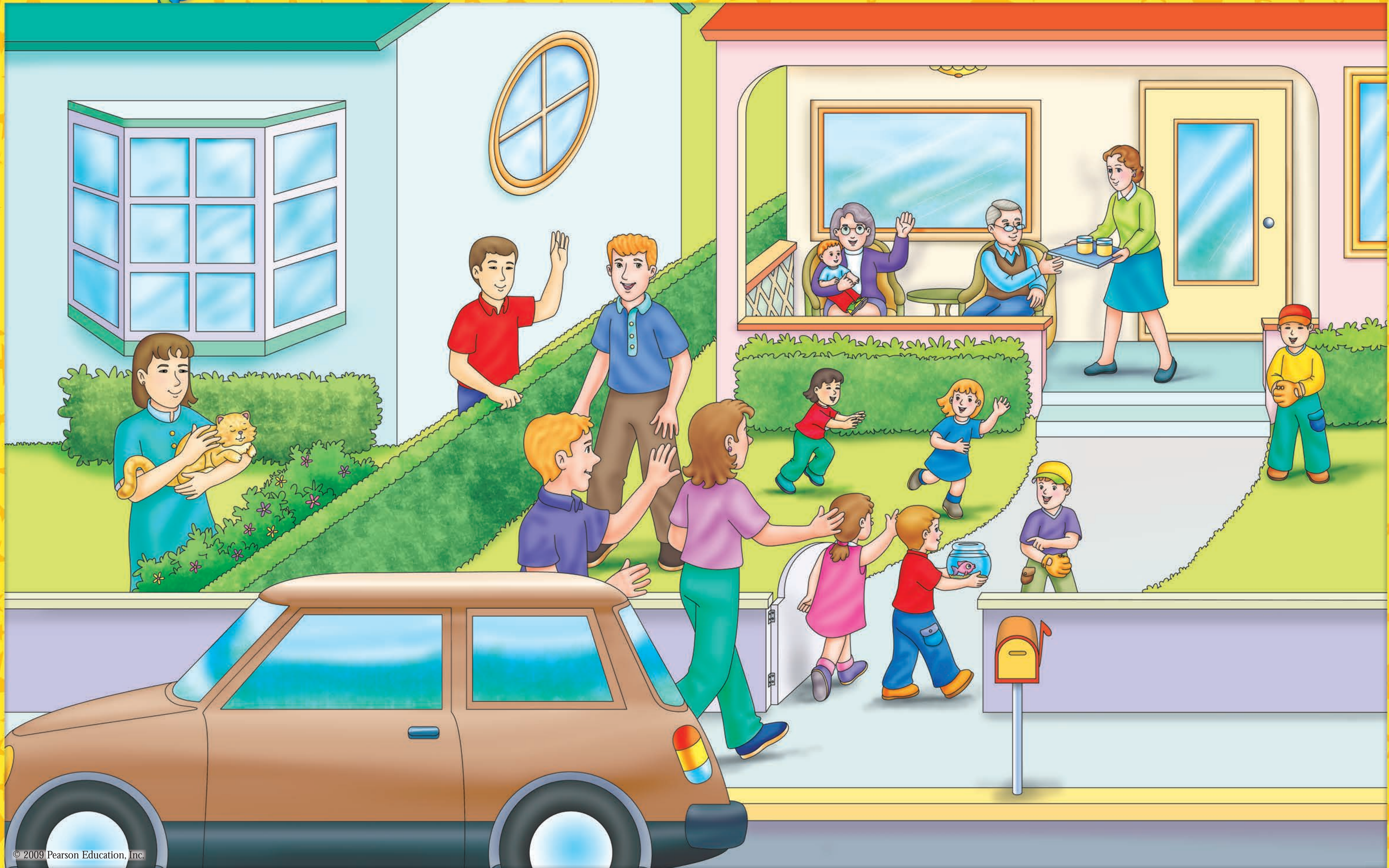
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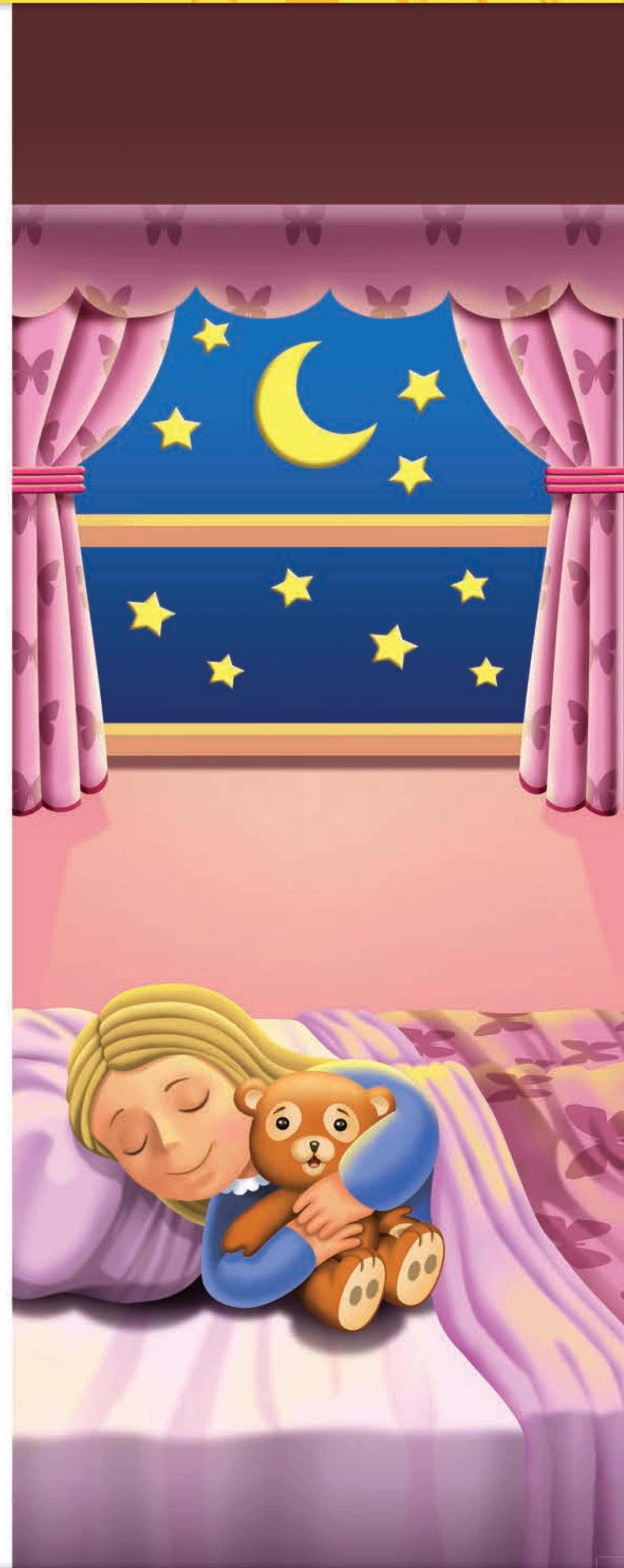
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## Unit 1: At School

### Key Vocabulary

ball, book, hula hoop, jungle gym, scissors, shelf

### Extended Vocabulary

teacher, crayons, paper, glue, door, table, chair; playground, jungle gym, slide, swing set; inside, outside; climb, cut, draw, jump, run, swing, walk, bounce, read, hop, throw, catch; *colors, shapes*

### Present the Poster

1. Display the Poster in the classroom.
2. Call on children to name as many items as they can and talk about what they see.
3. Use the Poster to present new vocabulary. Point to a book on the Poster and say, “*This is a book.*” Then hold up a real book and say, “*This is a book.*” Repeat for key vocabulary. Then have children point to and name the items on the Poster with you.

### Play the Song

 Use the song for Unit 1 to teach and reinforce vocabulary.

#### Inside, Outside

Inside the classroom,  
What do you see?  
A teacher and a book,  
Boys and girls,  
Scissors and glue,  
Crayons and paper  
on a shelf,  
That’s what I see!

Outside on the playground,  
What do you see?  
A teacher and a hula hoop,  
Boys and girls,  
A ball, a slide, and a jungle gym,  
That’s what I see!

Sing the song one time. Then point to the different items in the Poster as you sing the song again. Gesture toward your own classroom when you sing, “*Inside the classroom.*” Gesture out the window or door when you sing, “*Outside.*” Have children gesture with you. Have individual children go to the Poster and point to the items while the class sings the song.

### Activities

#### Materials

photos of classroom and playground objects; box or bag; drawing paper; red, blue, yellow, and green crayons

1. **This Is a Ball** Before class, collect photos (or draw pictures) of classroom and playground objects that are shown in the Poster. Hold up each photo, name it, and encourage children to repeat after you. Place these photos in a bag. Display the Poster. Model choosing a photo from the bag and naming it. “*This is a (ball).*” Then find and name the object in the Poster. “*This is a (ball), too.*” Help individual children follow your model to choose a photo, name it, and find and name the object in the Poster. Continue until all the photos have been named.
2. **Circle, Rectangle** Use the Poster to review shapes (circle, rectangle, square, triangle) and colors (red, blue, yellow, green). Point to a (rectangle) and say “*I see a (rectangle).*” Then call on a child. “*Show me a (rectangle).*” Help the child to find and name another rectangle in the Poster. “*This is a (rectangle), too.*” Then give children paper and red, blue, yellow, and green crayons. Say, “*Draw a (red circle).*” Have children draw what you say. Continue until you’ve called out each color and shape. Use their shapes to make mobiles to decorate the classroom.
3. **Do As I Say** Review action verbs with students using the Poster. Point to the girl in the Poster using the scissors and say, “*She’s cutting.*” Pantomime the action. Then have children follow your oral model and pantomime the action. Do this for all the action verbs. Then continue the activity, but sometimes pantomime the wrong action. For example, pantomime cutting but say, “*She’s reading.*” If you do the correct action, have children give thumbs up. If you do the wrong action, have the children give thumbs down.

### Display and Review

Display the Poster in an easy-to-see location in your classroom. Refer back to the Poster as you teach the unit. Use the Poster to help review Unit 1.



## Unit 2: Our Senses

### Key Vocabulary

hear, see, smell, taste, touch


### Extended Vocabulary

hands, feet, fingers, eyes, nose, mouth, ears, tongue;  
lamp, ball, hula hoop, tree, cat, doll, perfume, flower,  
cake, pizza, ice cream, lemonade, bird, bell, train;  
*colors, shapes*

### Present the Poster

1. Display the Poster in the classroom.
2. Call on the children to name as many items as they can and talk about what they see.
3. Use the Poster to present new vocabulary. Point to the top left face on the Poster and say, “*She sees.*” Then have the children point to the face and say, “*She sees.*” Next, point to the lamp next to the face and say, “*She sees a lamp.*” Then have the children point to the same object and say, “*She sees a lamp.*” Continue introducing the other objects she sees then the other senses shown on the Poster.

### Play the Song

 A13 Use the song for Unit 2 to teach and reinforce vocabulary.

#### My Senses

I have five senses.  
One, two, three,  
Four, five senses  
Just for me.  
My eyes can see a ball.  
My hands can touch a tree.  
My nose can smell a cake.  
My mouth can taste ice cream.  
My ears can hear a train.  
I have five senses.  
One, two, three,  
Four, five senses.  
Just for me.

Sing the song one time. Point to each part of the body and item in the Poster as you sing it in the song. Have children gesture with you. Have individual children go to the Poster and point to the parts of the body and items while the class sings the song. Show children how to count on their fingers as they sing. “*One, two, three, four, five senses.*”

### Activities

#### Materials

shape drawings: two green circles, two yellow squares, two red rectangles, two blue triangles

1. **It’s a Mouth** Review the parts of the body using the Poster. Point to your mouth and say, “*Show me a mouth.*” Have children point to their mouths and say, “*This is a mouth.*” Repeat for the other parts of the body. Then point to a mouth on the Poster. Say “*Show me a ...*” Have children point to their mouths and say “*Mouth!*” Repeat for the other parts of the body.
2. **Taste, See, Smell** Review the senses using the Poster. Point to a nose on the Poster, pretend to smell something, and say, “*A nose smells.*” Repeat for seeing, tasting, touching, and hearing, showing a different gesture for each sense. Then have everyone stand. Point to your nose and say, “*A nose smells.*” Have children do the gesture you taught for smelling. Repeat for the other senses. Finally, just say the action (“*Smell.*”) and have children perform the gesture. Students who give incorrect gestures sit back down. To make the game more challenging, give a series of commands, such as, “*Taste, see, smell.*”
3. **Match the Color** Before class, draw the following, each on a separate sheet of paper: two green circles, two yellow squares, two red rectangles, two blue triangles. Place the sheets of paper face down on a table. During class, review colors and shapes with children using the Poster. Then invite children to stand around the sheets of paper. Call on a child to turn over one sheet of paper and name the shape and color. Then invite another child to turn over another sheet of paper to try to find a match. The child names the new shape and color. If it’s a match, that child turns over the first paper for the next round. If not, a new child tries for a match. Continue until all shapes have been matched.

### Display and Review

Display the Poster in an easy-to-see location in your classroom. Refer back to the Poster as you teach the unit. Use the Poster to help review Unit 2.



## Unit 3: At the Fair

### Key Vocabulary

airplane ride, balloons, clown, merry-go-round, popcorn, train ride

### Extended Vocabulary

dark, light; funny, sad, happy, mad; like, count, ride; up, down; round; *colors, numbers 1–4, shapes*

### Present the Poster

1. Display the Poster in the classroom.
2. Call on children to name as many items as they can and talk about what they see.
3. Use the Poster to present new vocabulary. Point to a clown on the Poster and say, “*This is a clown.*” Repeat for key vocabulary. Then have students point to and name the items on the Poster with you.

### Play the Song

 Use the song for Unit 3 to teach and reinforce vocabulary.

#### Fun at the Fair

We have fun at the fair.  
I’ll show you where.  
We ride the merry-go-round.  
It goes round and round!  
The airplane ride goes up and down.  
We laugh with the funny clown.

We see an airplane ride here,  
We eat popcorn over there.  
We see balloons. We see our friends.  
We have fun at the fair!  
We have fun at the fair!

Sing the song one time. Make circles in the air with your hand when you sing, “*It goes round and round.*” Have children gesture with you. Then raise your hand up and down as you sing, “*The airplane ride goes up and down.*” Again, have children gesture with you. Then point to the different items in the Poster as you sing the song again. Call on individual children to go to the Poster and point to the items while the class sings the song.

### Activities

#### Materials

Smiley Tiger puppet; light blue, dark blue, light green, and dark green pieces of construction paper

**1. I Like the Clown!** Stand by the Poster with the Smiley Tiger puppet. Point to the merry-go-round and say, “*I like the merry-go-round!*” Then use Smiley Tiger to point to the clown. Have Smiley Tiger say, “*I like the clown!*” Continue until all the fair objects have been named. Then invite individual children to the Poster and let them point to and name something they like. Continue until each child has had a turn.

**2. Light Blue, Dark Blue** Before class, collect an equal number of light blue, dark blue, light green, and dark green pieces of construction paper. There should be enough paper so each child has one piece. During class, review light and dark colors using the Poster. Distribute the colored construction paper to children. Point to something that is light blue on the Poster and say, “*This is light blue.*” Have children with light blue paper hold it up and say, “*This is light blue, too.*” Repeat for the green shades. For added practice, have children find a classmate who has the same color construction paper, but the opposite shade (light/dark). After children find a match, have each pair of children come to the front of the class and say what color paper they have. Encourage children to use light or dark in their answers.

**3. Happy, Sad, Mad!** Review *happy*, *sad*, and *mad* with children using the Poster. Point to a (happy) boy in the Poster, make a (happy) face, and say, “*He’s (happy).*” Have children repeat after you. Repeat for *sad* and *mad*. Next tell the children to stand. Call out a feeling word and guide children in making the appropriate facial expression. Have children who make the wrong expression sit down. To make the activity more challenging, call out a series of three feeling words, and have the children make the expressions one after the other.

**4. Focus on the Number** Go over the numbers *1*, *2*, *3*, and *4* with children using the Poster. Point to the airplanes in the airplane ride and count, “*One, two, three, four.*” Have children count with you. Next, give each child a piece of paper with either *1*, *2*, *3*, or *4* on it. Divide children into four groups, based on their number. All the “1”s gather one item (a pencil, a book, a doll, and so on). All the “2”s gather two items (two pencils, two books, two dolls, and so on). All the “3”s gather three items. All the “4”s gather four items. Each group names what they have collected.

**5. Count the Objects** Stand at the Poster. Point to four children in the Poster and count, “*One, two, three, four children.*” Invite children to go to the Poster and count different objects.

### Display and Review

Display the Poster in an easy-to-see location in your classroom. Refer back to the Poster as you teach the unit. Use the Poster to help review Unit 3.



## Unit 4: People We Know

### Key Vocabulary

aunt, cousin, family, friend, neighbor, uncle


### Extended Vocabulary

tall, short; father, mother, brother, sister, baby, grandma, grandpa; dark, light; wear, see; *numbers 1–7, colors*

### Present the Poster

1. Display the Poster in the classroom.
2. Call on children to name as many items as they can and talk about what they see.
3. Use the Poster to present new vocabulary. Point to the uncle and say, “*This is the uncle.*” Repeat for key vocabulary. Then have children point to and name the people on the Poster with you.

### Play the Song

 A38 Use the song for Unit 4 to teach and reinforce vocabulary.

#### People We Know

We know lots of people.  
What about you?  
We know fathers,  
We know mothers,  
Sisters and brothers, too!  
We know aunts,  
We know uncles,  
We know cousins, too!  
We know grandpas,  
We know grandmas,  
Friends and neighbors, too!  
We know lots of people.  
What about you?

Sing the song one time. Then point to the different people in the Poster as you sing the song again. Have individual children go to the Poster and point to the people while the class sings the song.

### Activities

#### Materials

drawing paper, crayons

1. **Family Fun** Play a game of charades about the people in the Poster. Pretend to be one of the people in the Poster by pantomiming what he or she is doing. For example, pretend to hand drinks to the grandparents as the mother does. Invite a volunteer to point to the Poster to show who you are and name the person. “*You’re the mother.*” Repeat a few times and then invite children to pantomime for each other.
2. **Short and Tall** Point to one of the fathers in the Poster and say, “*This is the father. He’s tall.*” Continue pointing to different people to illustrate the difference between short and tall. Next, give children drawing paper and crayons. Have them draw the different people in their family. Then invite individual children to the front of the class to tell whom they drew and who is short and who is tall. Continue until all children have shown their pictures.
3. **Light and Dark** Point to different examples of light and dark colors in the Poster. For example, say, “*This is light green.*” Next, point to what you are wearing and say, “*I am wearing a (light blue) (shirt).*” Then ask children about their clothes. Ask, “*Who is wearing (dark green)?*” Have children raise their hands if they are wearing something (dark green). Continue until you’ve asked about all the colors of clothing the children are wearing.
4. **How Many Do You See?** Stand by the Poster. Ask children, “*How many people do you see?*” Then point to people in the Poster and count. Next, have children put their heads down on their desks so they can’t see. Explain that if they feel a tap on the shoulder, they should open their eyes and stand. Walk around the room and tap one, two, three, four, or five children on the shoulder. Have the rest of the class open their eyes and count how many children are standing. Repeat as often as you like.

### Display and Review

Display the Poster in an easy-to-see location in your classroom. Refer back to the Poster as you teach the unit. Use the Poster to help review Unit 4.



## Unit 5: Zoo Animals

### Key Vocabulary

elephant, giraffe, lion, monkey, seal, zebra


### Extended Vocabulary

zoo, zookeeper, fish, animal, children, soda, sandwich; see, swim, swing, roar, run; big, tall; *colors, numbers 1–10*

### Present the Poster

1. Display the Poster in the classroom.
2. Call on children to name as many items as they can and talk about what they see.
3. Use the Poster to present new vocabulary. Point to a giraffe on the Poster and say, “*This is a giraffe.*” Repeat for key vocabulary. Then have children point to the items on the Poster with you.

### Play the Song

 Use the song for Unit 5 to teach and reinforce vocabulary.

#### At the Zoo

At the zoo,  
At the zoo,  
Seals swim.  
Monkeys swing  
At the zoo!

At the zoo,  
At the zoo,  
Elephants are big.  
Giraffes are tall  
At the zoo!

At the zoo,  
At the zoo,  
Lions roar.  
Zebras run.  
Going to the zoo is fun!

Sing the song one time. Then point to the different animals in the Poster as you sing the song again. Spread your hands wide apart when you sing, “*Elephants are big.*” Have children gesture with you. Raise your hand high over your head when you sing, “*Giraffes are tall.*” Have children gesture with you. Next, call on individual children to point to the animals in the Poster as they are named in the song.

### Activities

#### Materials

papers with different colored circles; photos of animals

1. **These Are Seals!** Point to each group of zoo animals in the Poster. Say what the group of animals is and have the children repeat the name with you. Then invite the children to the Poster to point out and name their favorite group of animals. “*These are (giraffes).*” Repeat until all children have had a turn.
2. **What Color Is It?** Give children pieces of paper, each with a different color circle on it. Point to something on the Poster that is (yellow) and ask, “*What color is it?*” Hold up a piece of paper with a (yellow) circle on it and say, “*It’s (yellow).*” Repeat with other colors, and invite children to hold up the colored paper that matches and answer on their own.
3. **Let’s Go to the Zoo** Before class, collect photos (or draw pictures) of different animals found in the Poster. There can be more than one photo of an animal, and be sure to have one photo for each child. Have the children sit in a circle. Tell children that the inside of the circle is a zoo. Have children hold their photos over their eyes so they can’t see. Explain that if they are tapped on the shoulder, they should open their eyes and go in the “zoo.” Tap all the children holding a (giraffe). Once everyone is in the “zoo,” have the class open their eyes and name the animal using this chant:

One, two, three.  
What do you see?  
I see a (giraffe).  
One, two, three.

Then invite one volunteer to go to the Poster and find and name the animal there. Repeat with the other animals.

4. **Show Me Ten** Use the Poster to review numbers one through ten. Call out a number and hold up that number of fingers. Then go to the Poster and find the same number of animals. Say “*I see (two) (lions).*” Count them. “*(One, two.)*” Repeat a few times to model. Then call out a number and have children hold up fingers to show how many. Invite one volunteer to the Poster to find and count that many animals, people, or items. Children can count ten people or ten bars in a fence.

### Display and Review

Display the Poster in an easy-to-see location in your classroom. Refer back to the Poster as you teach the unit. Use the Poster to help review Unit 5.



## Unit 6: Clothes for All Weather

### Key Vocabulary

bathing suit, shorts, socks, sweater, raincoat, underwear


### Extended Vocabulary

cold, hot, sunny, windy, snowy, rainy; clothes, dress, pants, jacket, hat, umbrella, hat, boots, coat, gloves, T-shirt, shoes, scarf, towel; big, little; this, that; like; my, your

### Present the Poster

1. Display the Poster in the classroom.
2. Call on children to name as many items as they can and talk about what they see.
3. Use the Poster to present new vocabulary. Point to a sweater and say, “*This is a sweater.*” Repeat for key vocabulary. Then have students point to and name the items on the Poster with you.

### Play the Song

 B1 Use the song for Unit 6 to teach and reinforce vocabulary.

#### I Like My Clothes

I like my clothes. I like my clothes.  
A T-shirt and shorts when it's hot.  
A T-shirt and shorts when it's hot.  
And a bathing suit too.

I like my clothes. I like my clothes.  
A jacket and sweater when it's cold.  
A jacket and sweater when it's cold.  
And warm mittens, too.

I like my clothes. I like my clothes.  
A rain hat and boots when it rains.  
A rain hat and boots when it rains.  
And a raincoat, too.

I like my clothes. I like my clothes.  
Shoes and socks every day.  
Shoes and socks every day.  
And underwear, too.

Sing the song one time. Then point to the different items in the Poster as you sing the song again. Point to your clothes when you sing, “*I like my clothes.*” Make up movements to help explain the words in the song, such as wrapping your arms around yourself and shivering to show *cold*. Have the children gesture with you. Then call on individual children to go to the Poster and point to the items while the class sings the song.

### Activities

#### Materials

photos of different types of weather; drawing paper; crayons; 4 or 5 big T-shirts, shorts, and socks; 4 or 5 little T-shirts, shorts, and socks

1. **It's Rainy** Before class, find photos (or draw pictures) showing a snowy scene, a sunny scene, a rainy scene, and a windy scene. During class, hold up one photo at a time and name the type of weather. “*It's (rainy).*” Then point to the same weather in the Poster and identify it. “*It's (rainy).*” Repeat for the three other photos, inviting children to find the scene in the Poster that matches each photo.
2. **I Have a Hat** Display the Poster and help children identify what the characters are wearing for each type of weather. Then invite children to each choose one scene and draw themselves dressed in clothing appropriate for that type of weather. Invite them to share their work and describe the weather and clothing they drew. Collect their drawings and post them around the Poster; place all the same weather scenes together (rainy scenes by the rainy section of the Poster, and so on).
3. **Big, Little** Place all of the clothes in one big pile on the floor. Try to have as many pieces of clothing as possible. Have the children separate the clothes into two groups: big and little. When they've finished, hold up each article of clothing and have the children say what it is and its size. Mix the piles up again and repeat the activity.
4. **My Sweater, Your Sweater** Divide children into pairs. Have children face their partners. Instruct children to take turns naming the different items of clothing they're wearing. Each child will point to clothing he or she is wearing and say, “*This is my (T-shirt).*” Then the same child will point to clothing her or his partner is wearing and say, “*That is your (T-shirt).*” Model the activity with a volunteer a few times before asking children to do it on their own.

### Display and Review

Display the Poster in an easy-to-see location in your classroom. Refer back to the Poster as you teach the unit. Use the Poster to help review Unit 6.



## Unit 7: Foods We Like

### Key Vocabulary

apples, bananas, chicken, corn, salad, soup


### Extended Vocabulary

pizza, hamburger, hot dog, food, cake, ice cream, lemonade, orange juice, milk, cookies; fork, spoon, knife, plate, glass; eat, drink, see, show me, like, don't like; *family members, shapes, numbers 1–16*

### Present the Poster

1. Display the Poster in the classroom.
2. Call on children to name as many items as they can.
3. Use the Poster to present new vocabulary. Point to the plate of chicken and say, “*This is chicken.*” Repeat for key vocabulary. Then have the children point to and name items on the Poster with you.

### Play the Song

 Use the song for Unit 7 to teach and reinforce vocabulary.

#### Foods I Like

Many foods are on the table.  
Some I like to eat and drink.  
Some I don't like, but that's okay.  
I see many good things to eat!

I see soup and salad,  
Hot dogs and hamburgers,  
Pizza and chicken,  
Apples and bananas.

I see milk and lemonade,  
Orange juice and cake,  
Cookies and ice cream.  
Let's eat now! Yum, yum, yum!

Sing the song one time. Then point to the different items in the Poster as you sing the song again. Rub your stomach and smile when you sing, “*Some I like to eat and drink.*” Have the children gesture with you. Then shake your head no and then shrug your shoulders when you sing, “*Some I don't like, but that's okay.*” Have the children gesture with you. Have individual children go to the Poster and point to the items while the class sings the song.

### Activities

#### Materials

pictures of key vocabulary food items; cut-out circles and ovals, crayons; 16 wrapped candies (or other food item that can be counted)

1. **It's a Banana!** Before class, cut out pictures and photos of key vocabulary and glue each one to a piece of paper. It's okay to have more than one picture of each key vocabulary word. Distribute the pictures so that each child has one. Review the vocabulary words in the Poster by pointing to each one and calling out its name. Then point to an item in the Poster and say “*I see (soup). Show me (soup).*” Prompt all the children with a (soup) picture to hold it up and say “*(soup).*” Repeat for the other words. Then repeat the activity, but don't name the item when you point to the Poster. Say, “*I see . . .*” and have children call out the word. Children with the same picture then hold it up and name it for the class.
2. **Circles and Ovals** Before class, cut out a series of circles and ovals. Trace the cutouts with your finger as you say “*oval*” or “*circle*” and invite children to trace the shapes in the air. Next give each child a cutout, either a circle or oval, and explain that it's a plate. Ask them to draw a food item on each plate. Refer to the Poster for ideas. Invite children to describe their finished drawings, naming the food item and telling whether the plate is oval or circular. Hang children's drawings on mobiles to display in the classroom.
3. **Count the Foods** Point to different foods in the Poster and count them. Then set candies in four piles of four candies. Invite children to sit in a circle around the piles of candies. Count all sixteen candies. Invite different children to count the candies in each pile (four, four, four, four). Then take two candies from one of the piles and place them in a different pile, so you have two candies, four candies, four candies, and six candies. Count all sixteen candies and invite different children to count the candies in each pile. Continue taking candies from one pile and putting them in another so children can practice counting. Eventually, allow children to manipulate the candies. You can also have children count the sixteen utensils (forks, spoons, and knives) in the Poster. There are twelve on the table with the fruits and desserts. And there are four being used by family members.

### Display and Review

Display the Poster in an easy-to-see location in your classroom. Refer back to the Poster as you teach the unit. Use the Poster to help review Unit 7.



## Unit 8: Our Neighborhood

### Key Vocabulary

ambulance, fire station, fire truck, hospital, post office, restaurant


### Extended Vocabulary

driver, waiter, firefighter, doctor, nurse, mail carrier, apartment building, park, grocery store; letters

### Present the Poster

1. Display the Poster in the classroom.
2. Call on children to name as many items as they can and talk about what they see.
3. Use the Poster to present new vocabulary. Point to the restaurant on the Poster and say, “*This is a restaurant.*” Repeat for key vocabulary. Then have the children point to and name the items on the Poster.

### Play the Song

 Use the song for Unit 8 to teach and reinforce vocabulary.

#### My Neighborhood

I see people.  
They are eating food.  
Hello, people at the restaurant!

I see people.  
They are mailing letters.  
Hello, people at the post office!

I see doctors and nurses.  
They are helping people.  
Hello, doctors and nurses at the hospital!

Hello, people in my neighborhood.  
Nice to see you today.

Sing the song one time. Then point to the different items in the Poster as you sing the song again. Point to your eyes when you sing, “*I see . . .*” Have the children gesture with you. Have individual children go to the Poster and point to the items while the class sings the song.

### Activities

#### Materials

pictures of the following: hospital, post office, restaurant, ambulance, fire station, apartment building, fire station, grocery store, a park; paper

1. **Tour Guide!** Before class, collect pictures of the following: hospital, post office, restaurant, ambulance, fire station, apartment building, fire station, grocery store, a park. Display the Poster and help students name as many places, people, and things as they can. Hold up each picture and invite children to name it. Then have children help you lay the pictures out in the same design as the Poster, making your classroom a much larger scale copy of the scene in the Poster. Lead children on a “tour” of the town, stopping by each place and naming it. Later on, children can draw pictures to add details to each place or make a new town, and they can act as tour guides for one another.
2. **What Is It?** Stand facing the class and hold one of the pictures from Activity 1 over your head. The children should be able to see the picture, but you should not. Ask them, “*Is it a (restaurant)?*” Have a volunteer point to the (restaurant) on the Poster. Children should answer, “*Yes, it is.*” or “*No, it isn’t.*” Continue until you guess the correct picture. Repeat with other pictures. Eventually you may have children hold a picture and guess.
3. **Who Am I?** Pretend to be one of the characters in the Poster. Use gestures to pantomime the character’s actions, and words to describe his or her location in the Poster. For example, pretend to carry groceries and say, “*I’m in front of the grocery store.*” Invite a volunteer to come to the Poster to point out the character. Repeat a few times and then invite children to pretend to be characters.

### Display and Review

Display the Poster in an easy-to-see location in your classroom. Refer back to the Poster as you teach the unit. Use the Poster to help review Unit 8.



## Unit 9: The Sky

### Key Vocabulary

clouds, lightning, moon, rainbow, stars, sun

### Extended Vocabulary

rain, snow, sky, morning, afternoon, night; see, sleep; in, on, under, over, behind; happy, sad

### Present the Poster

1. Display the Poster in the classroom.
2. Call on children to name as many items as they can and talk about what they see.
3. Use the Poster to present new vocabulary. Point to the clouds on the Poster and say, “*I see clouds.*” Repeat for key vocabulary. Then have the children point to and name the items on the Poster with you.

### Play the Song

 Use the song for Unit 9 to teach and reinforce vocabulary.

#### The Sky

The sky is big, big, big!  
It has lots of things to see.  
Let's look at the sky.  
What do we see?  
We see clouds, light and puffy.  
It's a beautiful day.  
Oh, no! The clouds are changing.  
The clouds are getting gray.  
We see lightning! We hear thunder!  
Oh no! It's a rainy day.  
Now look at the sky.  
What do we see?  
The sun and a beautiful rainbow!  
We can go outside!  
But now the sky is dark.  
What do we see?  
We see the moon and the stars,  
And a little girl.  
Shhh! It's time to sleep.

Sing the song one time. Then point to the different items in the Poster as you sing the song again. Point to your eyes each time you sing “*see*” and point to your ears each time you sing “*hear*”. Have the children gesture with you. Call on individual children to go to the Poster and point to the items while the class sings the song.

### Activities

#### Materials

drawing paper; crayons

1. **Happy Day!** Point out the expressions on children's faces in the different weather scenes in the Poster. Ask children to talk about how the children looking at the lightning might feel. Then have them talk about how the same children look sitting in the pool on a sunny day. Invite children to draw weather that makes them feel happy. Divide the class into pairs so children can share what they've drawn.
2. **I See Clouds** Distribute drawing paper and crayons. Invite children to draw one of the key vocabulary words. Display the Poster and point to one of the items. Say, “*I see (clouds). Where (are) the (clouds)?*” Prompt children who drew the same picture to hold it up and say, “*Here (are) the (clouds).*” Then collect children's drawings. Place a box on a table at the front of the room. Take each picture, one at a time, and place it in, on, under or behind the box. Ask, “*Where (are) the (clouds)?*” Prompt children to respond, “*The (clouds) (are) (under) the box.*” Repeat until you have used each child's drawing.
3. **What Do You See?** Point to one of the scenes in the Poster. Then point to all the key vocabulary words in the scene and name each thing. “*I see (stars) and the (moon).*” Then name the key vocabulary items in another scene without pointing to them. Ask, “*Where am I?*” Invite children to point to the correct scene. Repeat with the other two scenes. Then have volunteers name key vocabulary items so the class can continue guessing scenes.

### Display and Review

Display the Poster in an easy-to-see location in your classroom. Refer back to the Poster as you teach the unit. Use the Poster to help review Unit 9.