

Pockets 1



Posters



PEARSON
Longman



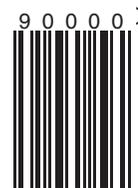
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Unit 1: My Classroom

Key Vocabulary

chair, crayon, door, glue, paper, table

Extended Vocabulary

boy, girl, teacher, classroom, pencil, book; look

Color: red

Shape: circle

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 crayon in the Poster and say, “*This is a crayon.*” Then hold up a real crayon and say, “*This is a crayon.*” Repeat for different objects in the Poster. Then have children point to and name the items in the Poster with you.

Play the Song

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

Classroom Song

Look! A table.
Look! A chair.
I can find them—yay!

Look! A crayon.
Look! Glue.
I can find them—yay!

Look! Paper.
Look! A door.
Yay! Yay! Yay!

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, “*Look!*”, and 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

red string or tape; red crayon; black crayon; red paper; white paper; red book; blue book; red crepe paper

1. **Red, Red, Red!** Clear a space in the classroom. Take some red string or red tape and make three circles on the floor. The circles should touch each other. In the first circle, place a red crayon and a black crayon. In the second circle place a red piece of paper and a white piece of paper. In the third circle, place a red book and a blue book. Begin by pointing to a red object in the Poster and say, “*This is red!*” Then have each child jump from circle to circle one at a time. In each circle, they will stop and pick up the red object and say, “This is red.” Have the other children clap for each correct object picked up. Repeat with more children.
2. **It’s a Circle** Give each child a piece of red crepe paper. It should be about a foot and a half long. Then point to a circle in the Poster and say, “*It’s a circle.*” Show the children how to make big, red circles in the air with the crepe paper. Have them hold the very end of the paper and move their arms in a big circle over and over again. Next, have the children take their red crepe paper and make a circle with it on their desks.
3. **Find the Object** Use the same circles and objects that you used in Activity 1. But this time, remove all the objects that are *not* red from the circles. Children should be able to see the Poster. Choose an object from the Poster that is also in one of the circles. Then point to it and say, “*This is a pencil.*” Next, call on a child to find the same object in the circles. They should jump to the correct circle, pick the object up, and say what the object is. The other children can clap for a correct answer. Then the child places the object back in the circle. Repeat with several children.

Teacher: This is a pencil. Julia, find a pencil.

Julia: (*Jumps in the circle with a pencil and picks it up.*) *This is a pencil.*

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: My Body

Key Vocabulary

arms, ears, eyes, legs, mouth, nose

Extended Vocabulary

hands, feet, happy, sad

Colors: blue, red

Shape: circle

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 nose in the Poster and say, “*This is a nose.*” Point to your nose and say, “*This is a nose.*” Next, say “*Point to your nose.*” Repeat for different parts of the body shown in the Poster. Then have children point to and name the items in the Poster with you.

Play the Song

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

Body Song

Eyes and ears and nose and mouth
Jump up and down and turn around.
Eyes and ears and nose and mouth

Wiggle, wiggle, wiggle with me, yeah.
Wiggle, wiggle, wiggle with me.

Shake your legs and wave your arms.
Touch your toes and touch your nose.
Shake your legs and wave your arms.

Wiggle, wiggle, wiggle with me, yeah.
Wiggle, wiggle, wiggle with me.

Sing the song one time. Then point to the different parts of the body in the Poster as you sing the song again jumping, shaking, and wiggling along. Have individual children go to the Poster and point to the parts of the body while the class sings and acts out the song.

Activities

Materials

paper; blue and red crayons

1. **Nose, Nose, Nose!** Clear a space in the classroom. Have the children stand in a large circle. Stand by the Poster. Point to a body part and say, “*This is a nose.*” Next tell the children to touch their noses. Start naming body parts in a logical order from top to bottom. Then mix the order. And finally begin to call out the parts of the body more quickly. Each child who points to the wrong body part sits down. Everyone can clap for the last child standing.
2. **Draw a Picture** Give each child a piece of white paper and a blue and red crayon. Show the children the circles on the Poster. Tell the children to draw a face but have them only use circles in their picture. Then call on several children and ask them questions about their drawings. You could say, “*Show me the nose. What color is it?*”
3. **Blue and Red** Give each child a piece of drawing paper. Then give half of the children red crayons and give the other half of the class blue crayons. Have everyone look at the Poster. Tell the children with the red crayons to draw a red item they see in the Poster. Tell the children with the blue crayons to draw a blue item they see in the Poster. Call on individual children from the red group to hold up the items they drew. Have a child from the blue group go to the Poster and point to each object as it is held up. Then call on children from the blue group to hold up the items they drew. Have a child from the red group go to the Poster and point to each object as it is held up.
4. **Happy or Sad?** Have the children look at the Poster. Point to one of the happy people in the Poster and say, “*Happy.*” Then make a happy face and point to it. Next say, “*Sad.*” Then make a sad face and point to it. Then a little more quickly say, “*Happy,*” and make a happy face. Then say, “*Sad,*” and make a sad face. Do this several times. Now motion to the children to do the same thing. Say, “*Happy,*” and motion to the children to make a happy face. Repeat using the word sad. Finally, call on individual children and say either, “*Happy*” or “*Sad.*” Tell the child to make the correct face. Each time a child makes the right face have the other children clap.

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: My Toys

Key Vocabulary

boat, doll, game, puppet, teddy bear, train

Extended Vocabulary

top, ball, toy car; want

Colors: red, blue, yellow

Shapes: circle, square

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 and real toys to present new vocabulary. Hold up the Happy Monkey puppet and say, "This is a puppet." Next call on a child to point out the puppet in the Poster by saying, "Show me a puppet." Repeat for different toys in the Poster.

Play the Song

24 Use the song from Unit 3 to teach and reinforce vocabulary.

The Toy Song

Hello, girls and boys
Play a game with me.
Look at all of the toys.
Come play with me.

I want to play with a doll.
Play everywhere.
With a boat or a teddy bear
Come on and play with me.

Hello, girls and boys
Play a game with me.
With a puppet and a train
Come play with me.

(Repeat second verse.)

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

Activities

Materials

Happy Monkey Puppet, red, blue, and yellow construction paper; masking tape

1. **I Want a Boat** Approach the Poster with Happy Monkey. Take turns with Happy Monkey, saying which toys you and Happy Monkey want. First, you say, "I want a train." Then Happy Monkey says, "I want a boat." Point to the toys as each is named. Continue until all the toys in the Poster are named. Next, call on children to say which toy they want. Help them use the construction, "I want _____." And ask them to point to that toy on the Poster. Repeat until all children have had a turn.
2. **What Color Is It?** Have a stack of red, blue, and yellow construction paper. Let children choose a sheet from the stack. Next, call on a child to point out something blue in the Poster. Then call on children to point out something red and yellow in the Poster. Now ask children who have red paper to raise their pieces of paper. Then ask the children with blue paper to raise their sheets. Finally, ask the children with yellow paper to raise their sheets.
3. **Let's Make a Train!** Clear a space in the classroom. Take masking tape and make a large circle on the floor. Standing beside the Poster, call on a child to point out the train. Then ask what color it is. Tell children they're going to make a train. You will be the engine. Stand on the circle. Next, invite the children to stand behind you on the circle. Start slowly walking around the circle, making train noises. Continue moving more quickly until the whole train is moving smoothly. Encourage the children to make train noises with you.
4. **Circles and Squares** Divide the children into three groups. Ask one group to stand in a circle. The other groups watch. They can clap if the group makes a circle. Ask another group to stand in a square. Again, the other children watch and clap if the group makes a square. Then whisper to the last group the shape they need to stand in. The others watch and call out what the shape is.

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: My Family

Key Vocabulary

baby, brother, father, grandparents, mother, sister

Extended Vocabulary

family, grandmother, grandfather, house, garden

Colors: red, blue, yellow, green

Shapes: circle, square

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. Use several family portraits or photos from magazines. Show one of the pictures or photos to the class and say, "This is the mother." Then have a child go to the Poster and point to the mother. Repeat for the different family members shown in the Poster.

Play the Song

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

Family Song

There's the father. There's the mother.
There's the sister. There's the brother.
There's the father. There's the mother.
They are a family.

Clap hands. Clap hands. They all love each other.

(Repeat first line twice.)

They are a family.

Grandfather. Grandmother.
Oh, look, there's the baby brother.
Grandfather. Grandmother.
They are a family.

(Repeat second verse twice.)

They are a family.

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

Activities

Materials

butcher or drawing paper; paper; crayons

1. **Who's This?** Divide the class into two groups. Start with one group. Point to a family member in the Poster and ask, "Who's this?" If the child answers correctly, then do the same thing with another child in the group. Continue until a child gives a wrong answer. The child who gives the wrong answer sits down. Repeat with the other group until someone gives a wrong answer. Continue with the first group. The group with the last child standing wins.
2. **What Color Is It?** Point to the grass in the Poster. Say, "It's green." Then point to different red, blue, yellow, and green objects in the Poster and ask, "What color is it?" Call on individual children for answers. Next walk around the classroom and point to different red, blue, yellow, and green objects. Ask, "What color is it?" Continue asking the color of objects in your classroom.
3. **It's Green** Divide the class into groups of three. To each group hand out a large sheet of butcher paper or drawing paper and green crayons. Have them look at the Poster and then draw a house and garden like they see in the Poster. Then tell them to color things in their drawing green. For example, they should color the grass and tree leaves green. Hang the drawings around the classroom. Look at each drawing with the children and discuss.
4. **Draw the Shape** Give each child a sheet of white paper and a crayon. Tell them to draw a circle or square on their sheets of paper. Then have them draw a person from their family in the shape. When they are finished, invite each child to the front of the class to tell their classmates the name of each shape and family member on their paper. The other children clap if all the shapes are identified correctly.

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: Our Pets

Key Vocabulary

bird, cat, dog, fish, rabbit, turtle

Extended Vocabulary

pet, birdcage, brush, fish bowl, big, little; hug, brush, feed

Colors: red, blue, yellow, green, orange

Shapes: circle, square, triangle

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. Have stuffed toy animals representing each of the animals in the key vocabulary. Hold up a dog and say, "This is a dog." Then call on a child to point out the dog in the Poster by saying, "Point to a dog." Repeat for the different pets in the Poster.

4. Play the Song

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

We Love Pets

We love pets. We love pets.
We love pets. We love pets.
Big and small!
Hey! We love them all.
We love pets.

I see a rabbit. I see a cat.
I see a turtle. Well, look at that!
I see a fish swimming in a bowl.
I see a dog digging in a hole.

(Repeat first verse.)

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

Activities

Materials

stuffed animals including a dog, cat, bird, fish, turtle, and rabbit; feeding dish; brush; big and little triangles, circles, and squares; bag

1. **This Is My Pet!** Point to each pet in the Poster. Say what it is and encourage children to repeat its name. Then invite children to the Poster to point out their pet. Then ask the other children, "What is it?" Repeat until all children have had a turn.
2. **Hug, Brush, Feed** Point out the dog in the Poster. Say, "This is a dog." Repeat and encourage the children to say it with you. Next take the stuffed dog and hug it. Then give the stuffed dog to a child and say, "Hug the dog." Praise the child for hugging the dog. Place all the stuffed animals on the floor in a pile in the front of the class. Also place a small feeding dish and a brush next to the pile of stuffed animals. Call on individual children, giving each a command. For example, say, "Brush the cat." For each child change the animal and the command. Have the class clap after each child performs the correct action.
3. **Big Triangle, Little Triangle** Review the shapes circle and square with children. Then review the shape of a triangle. Before class cut out five little triangles, circles, and squares as well as five big triangles, circles, and squares. Place them in a bag. Show the children a little triangle and say, "It's a triangle. It's little." Show the children a big triangle and say, "It's a triangle. It's big." Next, call on individual children to choose a shape from the bag. Have them hold it up to the class and say what shape it is and if it is big or little. Continue until all children have had a turn.
4. **Name the Color** Stand by the Poster and point to objects that are red, blue, yellow, green, or orange. Call on individual children and ask, "What color is this?"

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: My Clothes

Key Vocabulary

dress, jacket, pajamas, pants, shoes, T-shirt

Extended Vocabulary

clothes, hat, skirt, shorts; big, little

Colors: red, blue, green, yellow, orange, purple

Shapes: circle, square, triangle

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 shoes you are wearing and say, “*These are shoes.*” Then call on a child to go to the Poster and point out all the shoes. Repeat for the different clothes in the Poster. Point out that the pajamas the baby in the poster wears look different from pajamas they may wear.

Play the Song

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

My Clothes Song

I have pants. I have shoes.
I have a jacket. It is blue.
I see a T-shirt. I see a dress.
I sleep in pajamas. Yes! Yes! Yes!

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

Activities

Materials

articles of clothes including a dress, jacket, pajamas, pants, shoes, and T-shirt; box or piece of cloth; photocopies of stick figure drawings; crayons; photocopies of various drawings; two containers; tape; purple construction paper

1. **Matching Game** On a large table place a dress, a jacket, pajamas, pants, a pair of shoes, and a T-shirt. Try to use either doll clothes or baby clothes. Have

children identify them. Then cover each piece of clothing with a box or piece of cloth. Next have a child go to the Poster. Say, “*Point to the dress.*” Then tell the child to go to the table and guess where that piece of clothing is on the table. Invite the child to name each piece of clothing as he or she lifts one of the boxes. When the correct piece of clothing is found, have the other children clap. Then mix the boxes up and repeat.

2. **Dress the Picture** Before class draw three stick figures on a sheet of white paper: two big and one little. Be sure one of the big ones is a girl and one is a boy. Then make enough copies for each child in class. During class review the clothing that the brother, sister, and baby are wearing in the Poster. Then give each child crayons and the sheets of paper with the stick figures on it. Ask the class to point to the brother, the sister, and the baby. Then have the children draw clothes on each stick figure. When the children have finished, have them show you the different pieces of clothing they drew. For example, say, “*Show me the shoes.*” Praise the children for drawing the clothing.
3. **Big, Big, Little** Review the meaning of *big* and *little* by using hand gestures for *big* and *little*. Repeat and invite the children to do as you do. Next have the children look at the sheet of paper in front of them. Tell them to draw a square around one of the big people, a circle around the other big person, and a triangle around the little person. When they have finished, ask them to show you the big people and the little person.
4. **Color Me Purple!** Before class draw and make photocopies of three objects that are usually purple (a bunch of grapes, a flower, a butterfly) and three objects that are never purple (a tree, a banana, a dog). The drawings should be simple line drawings with no color. During class, divide children into groups of three. Give each group a set of the six drawings and purple crayons. Tell the children to color the objects that should be purple. Next, collect all the drawings. Mix them up and hold up one of the drawings. Ask, “*Is this purple?*” Let the children answer and then praise them for their correct answer. Repeat several more times.

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: Party Food

Key Vocabulary

cake, ice cream, lemonade, orange juice, pizza, sandwich

Extended Vocabulary

present, balloon, party hat, party food; big, little; want; like

Colors: red, blue, yellow, green, orange, purple, pink

Shapes: circle, triangle, square, rectangle

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. Find individual photos or drawings of the party foods. During class, hold up one photo or drawing at a time and say *"This is ice cream."* Then have the Happy Monkey puppet say, *"I like ice cream."* Next, call on a child to point out the party food in the Poster by saying, *"Point to the ice cream."* Repeat for the different party foods in the Poster.

Play the Song

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

Party Song

It's a party, a party, a party.
It's a party, a party for everyone!
We have ice cream and sandwiches,
Lemonade and cake.
So let's eat and let's have fun.

It's a party, a party, a party.
It's a party, a party for everyone!
We have pizza and orange juice,
Lemonade and cake.
So let's eat and let's have fun.
So let's eat and let's have fun.

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

Activities

Materials

pink and purple objects; boxes; pink and purple construction paper; twelve paper rectangles

1. **What Do You Want?** Call on children and ask, *"What do you want?"* Have the children go to the Poster, point to the food item, and say what they want. For example, *"I want cake."*
2. **Do You Like Cake?** Stand by the Poster. Ask a child, *"Do you like (cake)?"* Then point to the cake in the Poster. Have the child answer and include the name of the food item you pointed to. Repeat this with the other party foods.
3. **Four Clues** Call on a child to stand with you by the Poster. Choose an item from the Poster and whisper it to the child. The other children ask questions to guess the item such as *"Is it a circle?"* Then after four questions, children who think they know the answer raise their hands. The child by the Poster calls on the children. The child who guesses the right answer goes to stand by the Poster. Choose another item from the Poster and whisper it to the new child. If the class can't guess the item, the child standing by the Poster can point to the item and say what it is.
4. **Pink and Purple!** Bring in different pink and purple objects. Place the objects in different locations around the room where children can reach them. Place two boxes at the front of the room. Tape a pink sheet of construction paper onto one box and a purple sheet onto the other box. Tell the children to find all the pink and purple objects and sort them in the pink box or the purple box.
5. **Little Rectangle, Big Rectangle** Before class cut out twelve paper rectangles. During class, trace a rectangle in the Poster with your finger and say, *"It's a rectangle."* Next, divide the class into three groups and hand each group four rectangles. Have the children use the four small rectangles to make one large rectangle. Walk around and ask about the new shapes. For example, you can ask, *"Is it a rectangle?"* or *"Is it big or little?"*

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: Around My Home

Key Vocabulary

apartments, park, slide, store, swings, tricycle

Extended Vocabulary

house, bench, trash can

Colors: red, blue, yellow, green, orange, purple, pink, brown

Shapes: circle, square, triangle, rectangle

Prepositions: in front of, next to, behind

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. Use Happy Monkey to point out the different items in the Poster and say, “*This is a (slide).*” Encourage children to repeat the name of the item. Next call on a child to go to the Poster to point out an item by saying, “*Show me a (slide).*” Repeat for different items in the Poster.

Play the Song

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

Around This Town

Walk, walk, walk.
Come let's walk, walk, walk.
Such a beautiful day.
Let's take a walk.

Look, there's a house.
Look, there's a park.
Let's take a walk
Around this town.

Look, there's a store.
Look, there're apartments.
Take a walk
Around this town.

(Repeat first verse.)

Take a walk with me.

Sing the song and walk in place as you sing “*Walk, walk, walk.*” Then point to the different items in the Poster as you sing the song again. Have individual children go to the Poster and point to the items while the class sings and walks along with the song.

Activities

Materials

paper; crayons; circle, square, triangle, and rectangle cutouts; tape; box

1. **This Is My Neighborhood** Point out the key vocabulary in the Poster. Give each child a piece of paper and a crayon. Invite children to draw a neighborhood. After the children have finished, divide the class into groups of three. Have each child describe her or his drawing to the others in the group. Walk around and ask things about the different drawings. For example, you could point to something in the drawing and ask, “*What is it?*”
2. **Stand Here** Clear a big space at the front of the classroom. Invite one child to stand up. Then call on another child to stand in front of, next to, or behind the child already standing. Continue until you have called on each child. If a child doesn't move to the correct position, that child must sit back down. After you've called on all the children one time, give the children who had to sit back down another chance. Praise the children after everyone is standing.
3. **Match the Shape** Before class, cut out rectangles, circles, squares, and triangles. Choose four desks and tape one shape on the front of a desk. During class stand by the Poster. Point out a shape and trace it with your finger. Then ask the class, “*Is it a rectangle?*” Review the other shapes in the Poster in the same way. Next, place all the cut-out shapes in a box or on the floor in the center of the room. Then invite the children to take the shapes from the pile on the floor or in the box and put them on the correct desk. When the children have finished, praise them for their good work. Then hold up a shape and ask children what shape it is. For example, you can ask, “*Is it a triangle or a rectangle?*” Repeat until all the shapes have been identified by the children.

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: Nature Around Us

Key Vocabulary

bugs, dirt, flower, grass, sun, tree

Extended Vocabulary

nature, nest, twig, ladybug, beetle, bee; want, have

Colors: red, blue, yellow, green, orange, purple, pink, brown, black, white

Shapes: circle, square, triangle, rectangle

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. Use Happy Monkey to point out different items in the Poster. Have children repeat each item. Next call on a child to point out an item in the Poster by saying, “*Show me a (flower).*” Repeat for different items in the Poster.

Play the Song

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

We Love Bugs

Bugs, bugs, we love bugs.
Bugs, bugs, we love bugs.

We see flowers and we see trees.
We see dirt and we see bees.
We love the sun and we love to sing.
But most of all we love one thing!
Bugs, bugs, we love bugs.
Bugs, bugs, we love bugs.

(Repeat second verse.)
WE LOVE BUGS!

(Repeat first verse.)
Bugs, bugs, we love bugs.

Sing the song one time. Gesture with your hand over your eyes when you sing the word see. Then point to the different parts of nature in the Poster as you sing the song again. Have individual children go to the Poster and point to the parts of nature while the class sings the song.

Activities

Materials

drawings of items in nature; pictures or photos of items in nature; chalk

1. **Match the Picture** Before class, draw the objects from the key vocabulary on sheets of paper. Be sure to draw only one object on a sheet of paper. Then make enough photocopies so that each child has two pictures. Then mix up the pictures. During class, give each child two pictures. Stand by the Poster and point to one of the key vocabulary objects on the Poster and say, “*I want a flower.*” Then invite all the children with pictures of flowers to bring their pictures to you and say, “*I have a flower.*” He or she then hands you the picture and sits back down. Continue until you have all the pictures.
2. **I Have a Tree!** Bring to class individual pictures or photos of bugs, dirt, flowers, grass, sun, and trees and place them on a table in the front of the room. Next have the children stand and divide them into two groups. Let the two groups face each other. Next, stand by the Poster and point to one of the key vocabulary words. The first child in the first group then goes to the table and finds the picture or photo of that object and says, “*I have a (tree).*” The first child in the second group then says, “*I want a (tree).*” The first child gives the picture or photo to the second child and they sit down. Continue with the next children in line.
3. **Draw the Shape** Invite several children to the board at one time. The children will draw different shapes on the board according to your directions. For example, you may say, “*Draw a circle.*” Then the children go to the Poster to point out the shape they just drew on the board. The first one to show you the correct shape gets to stay at the board for another turn. The other children sit down. Continue until all the children have had a turn.

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.