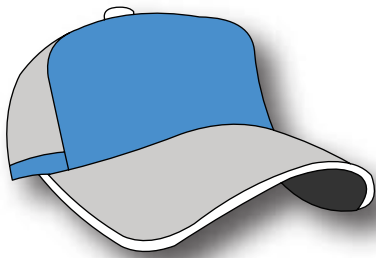




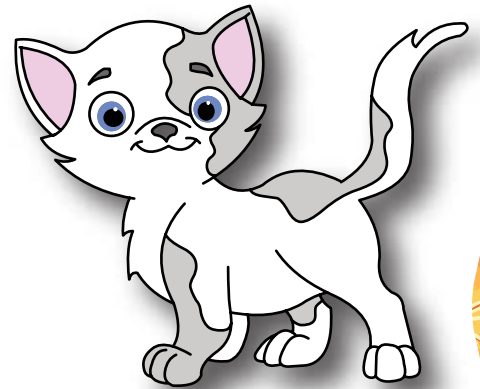
Unit 3: Cute Cats



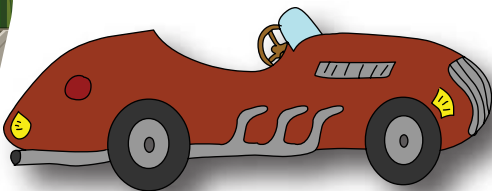
Cap



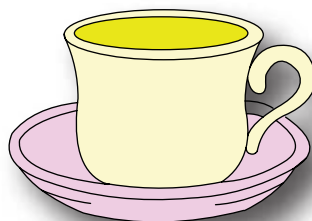
Cake



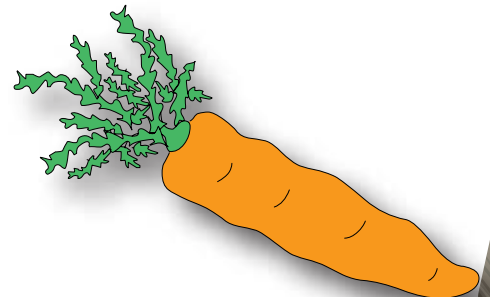
Cat



car



cup



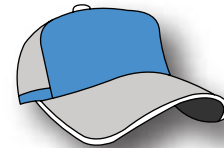
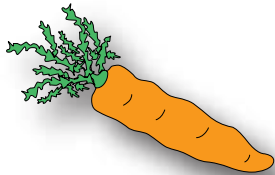
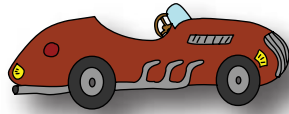
carrot



Cute Cats

Vocabulary

Name the picture and trace the C.



Write the letter.

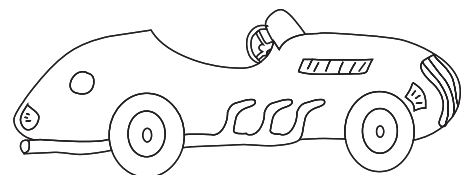
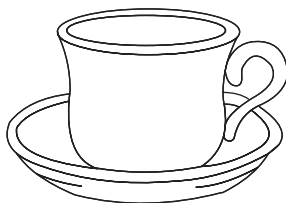
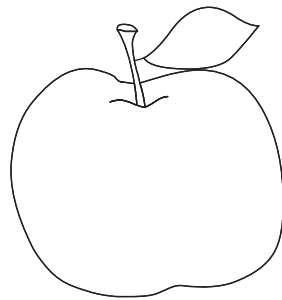
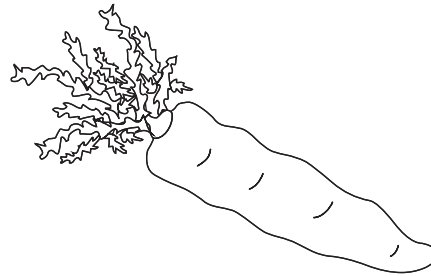
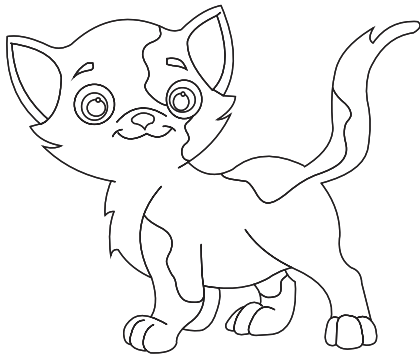
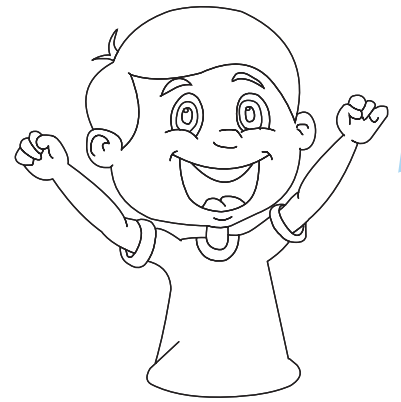
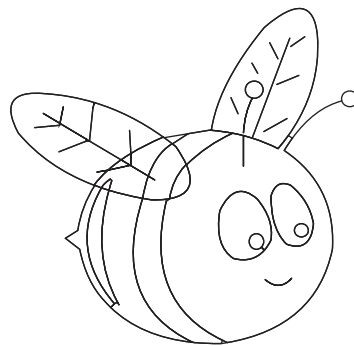
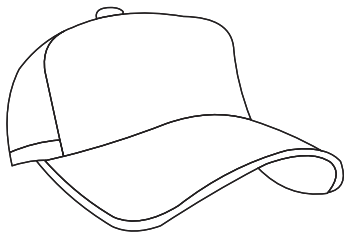
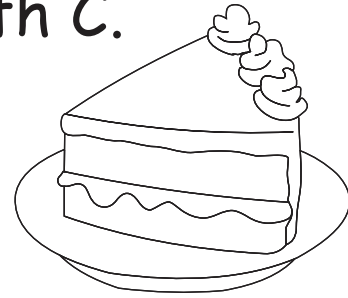




Cute Cats

Repetition and Recognition

Color the words that start with C.

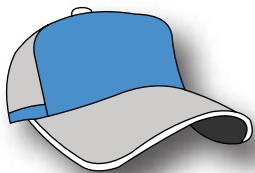




Cute Cats

Cognitive Sheet

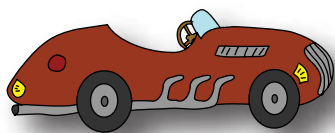
Say the word and trace the letters.



Cap



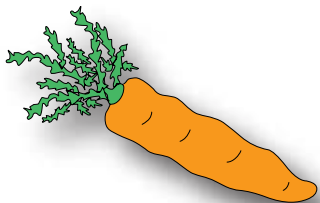
Cake



Car



cup



carrot



cat



Cute Cats

Communicative Activation

Kevin is in the garden.



Hi caterpillar.
I'm Kevin.

Hi Kevin. Nice
hat.

OK. I have a
cup.

Let's play. I
have a car.



I have some
cake.

I have a carrot.



What's that?
Is that a big
caterpillar?



No! It's a
big alligator!

Cute Cats - Lesson Plan

This lesson plan covers 90 minutes of classtime (2, 45-minute classes or 3, 30-minute classes). It is divided into interchangeable blocks that the teacher can move to fit the needs of their class. It is suggested that the warm-up section is delivered at the beginning of each class. The teacher should choose which sections and activities will work best for their class.

Warm-up The goal of the warm-up section is to get the students ready for English class. Students will do simple tasks like greet the teachers, introduce the conductors, and introduce or review the lesson for that day.

Time: 3 - 5 minutes	Local Teacher's Role:	GEC Teacher Role:	Please see the 'Warm-up' scripts.
Lead: GEC Teacher	<ul style="list-style-type: none"> Group students (4-6 per group) Choose the group conductors Help students use the necessary technology Have the students sit on the floor in front of the GEC teacher / screen 	<ul style="list-style-type: none"> Greet the students Introduction (GEC teacher and conductors) Warm up question examples: (How is the weather? What day is it today?) Intro song if applicable Introduce today's lesson (Cute Cats) 	
Support: Local Teacher			
Materials: none			

Vocabulary The goal of the vocabulary section is to introduce the lesson's targeted vocabulary words. The GEC Teacher will model the vocabulary for the conductors, who will then model it for their group members. Pages 1 and 2 of the PDF are used with this section.

Time: ___ minutes	Local Teacher's Role:	GEC Teacher Role:	Please see the 'Vocabulary' scripts.
Lead: GEC Teacher	<ul style="list-style-type: none"> Monitor student behavior Encourage students to participate when needed Explain instructions when needed Set-up the Directed Play activity Hand out PDFs to the conductors to pass to their groups 	<p>This is a focused activity for the students. They need to learn the vocabulary words to prepare for the directed play activity</p> <ul style="list-style-type: none"> Model vocabulary words for the students (cap, cake, cat, car, cup, carrot) Model the Town Hall meeting vocabulary scripts for the conductors Make sure the correct page is on display for the students 	
Support: Local Teacher		Self Study:	<ul style="list-style-type: none"> Students return to their desks to complete the PDF worksheets The conductor leads their group in completing pages 1 and 2 of the PDF using the Town Hall Method
Materials: PDF pg 1-2			

Directed Play - Musical Chairs (The directed play is optional and takes place after the focused activity.)

This game is good for vocabulary. The teacher places an image on the screen. There are 6 or 8 vocabulary words to choose from. The teacher slowly says all the words one at a time while the students continue to circle the chairs. When the teacher says the word that matches the picture they compete to find a seat. The last one standing is eliminated, one chair is removed, and the game continues with the next image.

Repetition & Recognition The goal of the Repetition & Recognition section is to have the students repeat and recognize the vocabulary words in different contexts. This section utilizes the online lesson, but a PDF worksheet (page 3) may be used in addition to or as an alternative.

Time: ___ minutes	Local Teacher's Role:	GEC Teacher Role:	Please see the 'R & R' script.
Lead: GEC Teacher	<ul style="list-style-type: none"> Monitor student behavior. Encourage students to participate when needed Explain instructions when needed Help students with their technology devices Set-up the Directed Play activity 	<p>This is a focus time for the students. They need to recognize words that start with C.</p> <ul style="list-style-type: none"> Model the Town Hall meeting scripts for the conductors Make sure the correct page is on display for the students Model the online Practice with the conductors and class Model the worksheet with the conductors. Always use sentences, for example: "I have a cap. I have a car." 	
Support: Local Teacher		Self Study:	<ul style="list-style-type: none"> Students return to their desks to complete the PDF worksheets The conductor leads their group in completion of a portion of the online lesson or the PDF worksheet using the Town Hall method
Materials: Online Lesson: Cute Cats Pg 3 PDF			

Directed Play - I Spy (The directed play is optional and takes place after the focused activity.)

This game is good for recognition. The teacher displays all images or all words on the screen. There are 6 or 8 words to choose from. Each student has a stack of sticky notes with their name on each note. The teacher selects one of the items and gives a clue. Then the students must guess which item the teacher has chosen. They do so by placing one of their sticky notes under the image or word they want to guess. The teacher removes the sticky notes that were placed incorrectly. Correct guesses stay on the board, and the game continues. Count the slips to find the winners.

Cognitive Integration After completing several questions online, the students will enter the Cognitive Integration section of the class. This section can be completed with more online questions and with the use of a worksheet (page 4).

Time: ___ minutes	Local Teacher's Role:	GEC Teacher Role:	Please see the 'CI' script.
Lead: GEC Teacher	<ul style="list-style-type: none"> Monitor student behavior. Encourage students to participate when needed. Explain instructions when needed Help students with their technology devices. Set-up the Directed Play activity 	<p>This is a focus activity for the students. They should understand and use C words.</p> <ul style="list-style-type: none"> Model the CI Town Hall meeting script for the conductors Make sure the correct page is on display for the students Model the online lesson with the class Model the worksheet with the students "Say the C words and trace the letters." 	
Support: Local Teacher		Self Study:	<ul style="list-style-type: none"> Students return to their desks to complete the PDF worksheet or the online lesson The conductor leads the group in completion of a portion of the online lesson or the PDF worksheet using the Town Hall method.
Materials: PDF pg. 4 Online Lesson Vocabulary Flashcards			

Directed Play - Telephone Race (The directed play is optional and takes place after the focused activity.)

This game is good for cognition integration when used with instructions. Prompt students to answer language tasks to another student, who races to find it on the board. Flashcards are needed for this activity. Have the groups sit in lines at the front of the class. The GEC teacher whispers the instructions quietly to the conductors. Then they sit down at the front of their group. When the teacher says go, they turn around and whisper the instruction to the student behind them. That student repeats the process until the last student receives the instruction. They must stand up and race to the board to grab the targeted vocabulary. Instructions include: I have a cap. I have cake. I have a car. I have a cup. I have a carrot. I have a cat.

Communicative Activation

The final section of the class is Communicative Activation. The students should return to the front of the class and sit on the floor. The students will watch the animation, act out the role play and sing a song.

Time: ___ minutes	Local Teacher's Role:	GEC Teacher Role:	Please see the 'CA' script.
Lead: GEC Teacher	<ul style="list-style-type: none"> • Monitor student behavior. • Encourage students to participate when needed • Explain instructions when needed • Help students with their technology devices • Set-up the Directed Play activity 	This is a focus activity for the students. They need to recognize words that start with A. <ul style="list-style-type: none"> • Model the Town Hall meeting scripts for the conductors • Watch the short animated video: Cute Cats • Have students act out the short role play activity • Teach the verse for the continuing song. 	
Support: Local Teacher			
Materials: Pg 4 PDF Online Lesson Vocabulary Flashcards		Self Study:	<ul style="list-style-type: none"> • Students watch the video on their devices • Practice singing the song

Directed Play - Song with Action

This song is a continuing song that has verses added on after each unit is completed. Sing to the melody of 'The Alphabet Song'. The teacher models the verse one line at a time so the students can learn the words. Once they are familiar with the words, actions can be incorporated to the song.

Town Hall Meeting Script Samples

T (GEC Teacher), S (Students), C (Conductor)

These Town Hall Meeting scripts should be used in class by the GEC teacher and the students. The GEC teacher should model the key phrases for the conductors. The conductors will then repeat and model them to their group members.

The teachers can make small adjustments if they feel it is necessary. However, by consistently following the script, the students will quickly recognize and feel comfortable with the lesson pattern.

Each script is color coded to match its related section in the lesson guide. The Repetition and Recognition, and the Cognitive Integration scripts are interchangeable depending on whether you are doing the online lesson or the worksheet.

It will be difficult with Kindergarten students to lead their groups using the Town Hall Meeting method. It is suggested to have the conductors with their group while you model the instructions. The conductor should repeat the instructions to their group. Then the students in the group complete the task. The teacher should supervise the process.

Greetings

T - Hello everyone.
S - Hello teacher.
T - How are you?
S - I'm happy.
T - That's great. I'm happy too.
T - How is the weather?
S - It is sunny.
T - Terrific. I like sunny days.
T - Who are my conductors.
Can they stand up?
T - Great. I'm _____. What are your names?
C - I'm _____. (all conductors say their names).
T - Wonderful. It's nice to meet you.

Warm Up

Lesson Introduction

T - Today we are studying the letter A.
T - Can you say A.
S - A
T - Perfect. There is a big A and a small a.
Use your finger to make an A in the air.
Are you ready. Follow me.
T - C can you lead the class. Say "Draw a big A."
C - Draw a big A.
T - Great. Now say "Draw a small a."
C - Draw a small a.

Vocabulary

T - Now, what words start with the letter.
T - Conductors, can you say **ant**?
C - **Ant**
T - Now lead the class. Say 'Can you say **ant**?'
C - Can you say **ant**?
S - Ant
(this process is repeated for all vocabulary words on pg 1)
T - Now, it is time to do the worksheet. Please go to your tables.
T - Conductors, lead your group. Say, "**It's an ant.**"
C - **It's an ant.**
S - **It's an ant.**
(repeat for all vocabulary words in part 1 on pg 2)
T - Conductors, lead your group. Say, "**Trace the big A.**"
C - Trace the big A.
The students trace the **big A** on their worksheet.
T - Conductors, lead your group. Say, "**Trace the small a.**"
C - **Trace the small a.**
The students trace the small a on their worksheet.
T - Great work everyone. Now it is time to play a game.
Let's play **Musical Chairs**.

Repetition and Recognition (R & R) (Online Lesson Script)

T - Everybody, please look at the screen.
T - Conductor 1 (use name) can you do question 1?
C1 - Yes, I can.
T - Listen to the audio, then repeat what you hear.
The conductor listens to the audio for question 1 and repeats what they hear.
T - Now, can you answer question 1?
The conductor answers question 1.
T - Good job.
T - Now, can you lead conductor 2 (use name).
C1 - Yes, I can.
T - Good. Say, "Can you do question 2?"
C1 - "Can you do question 2?"
C2 - Yes, I can.
T - Good. Conductor 1, say "Listen and answer."
C1 - "Listen and answer."
C2 listens and answers question 2.
This is repeated for all the conductors if there is enough time.
T - Now, it is time to do your own work. Please complete the online lesson on your devices.

Cognitive Integration (CI) (Worksheet Script)

T - Conductors, please hand out the worksheet. Thank you.
T - Conductor 1 (say name) what **begins with a**?
C1 - **Ant begins with a.**
T - Good, now ask Conductor 2 (say name), say '**What begins with a?**'
C1 - **What begins with a?**
C2 - **Arm begins with a.**
T - Great, now C2 as Conductor 3. Say '**What begins with a?**'
C2 - **What begins with a?**
C3 - **Apple begins with a.**
This process is repeated for all the words that start with A.
T - Now lead your groups. Find the **A words then color them red.**

T - Now it is time to trace the words.
T - Conductors say '**Trace ash.**'
C - Trace **ash.**
T - Good
This process is repeated for all the words in the activity.

Communicative Activation (CA)

T - Let's watch the animation: **Awesome Ants.**
T - Conductors, let's act it out.
The teacher assigns roles to the conductors. The conductors try to repeat the words as best they can. The teacher will need to help them.
T - Great job. Everybody clap.

T - Now, it is time for the song. Let's learn the words. Everyone repeat after me.
T - **I like apples.**
S - **I like apples.**
T - **Ants do too.**
S - **Ants do too.**
T - **Alligators like them.**
S - **Alligators like them.**
T - **What about you?**
S - **What about you?**
This should be repeated several times until the students can remember the words.