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Introduce the Color: Red

Use the following activities to introduce the color red.

- Name students in your classroom who are wearing something red, and ask them to stand up. Then ask the rest of the class to tell what color these students are all wearing. When they say *red*, have the students identify the red items of clothing.
- Ask the students to think of some things to eat that are red. Suggestions might include apples, strawberries, watermelon, and tomatoes and tomato products (ketchup, spaghetti sauce, pizza). Then ask students to name other things that are red, such as fire trucks, stoplights, and roses. Use the K–3 Vocabulary Picture Card for *red* and any cards that show red items. Look for ways to add to the students' English vocabularies. Add *red* to the Word Wall.

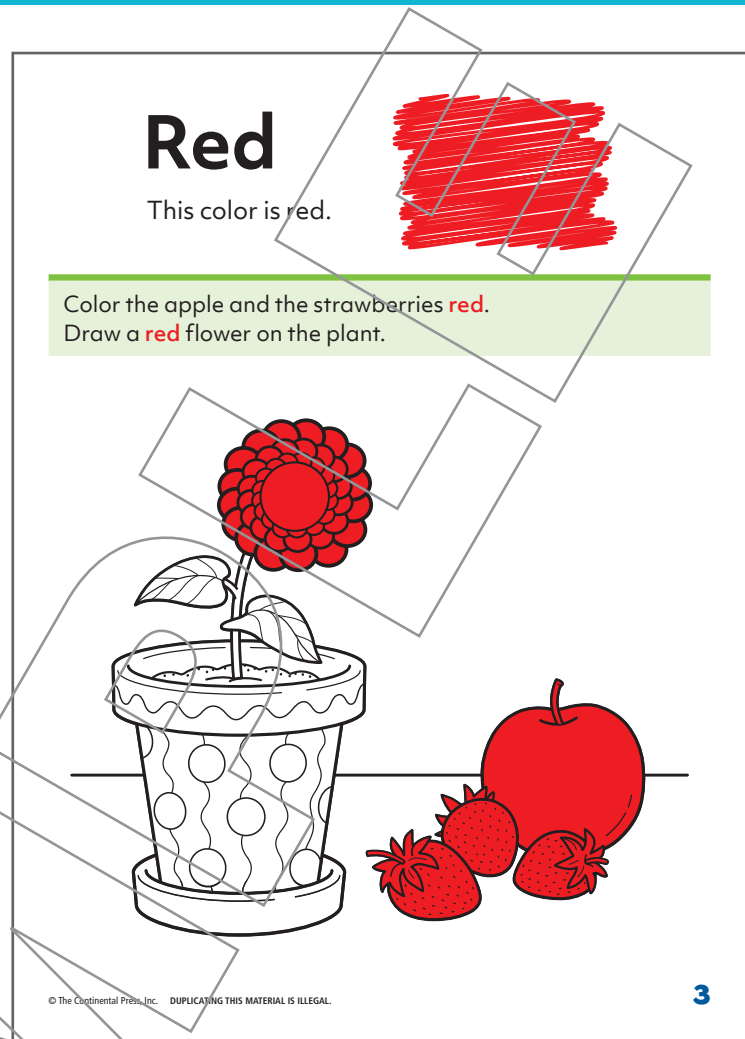
Explore the Color: Red

- Tell the students to look around the classroom for objects that are red. Ask volunteers to go to the object they found, point to it, and name it. Correct pronunciation as needed.
- Have the students cut pictures of red things from old magazines and glue them to red construction paper. Display them on a bulletin board labeled *RED*.
- Let students use red finger paint to draw something they like to eat, such as pizza or a plate of spaghetti or a fruit. When the paintings are dry, students can add crayon decorations using other colors.
- Encourage students to investigate the books in your classroom to find those with red covers.

🔊 Complete Page 3

Say: Red. This color is red.

Identify the color red on the page. Discuss the picture on the page with the students. Be sure each student can name the objects shown in the



picture. Hold up a red crayon. Ask the students to find their red crayons and hold them up.

Say: Color the apple and the strawberries red. Draw a red flower on the plant.

Let students complete the page independently.

Enrich the Lesson

Use a puzzle with large pieces of a red object, such as a fire truck or a pizza. Or make a puzzle by cutting a laminated picture of a red object into puzzle pieces. Hide these puzzle pieces around the room so that at least a part of the piece is visible. Tell students how many pieces there are, and let them collect all the pieces. Then have them assemble the puzzle and identify the object and its color.

Introduce the Shape: Square

Create a stick puppet of a square by cutting out a large square and putting it on a stick. Draw a friendly face on the square. Use the puppet to introduce the square. You may want to give it a name, such as Squeaky Square.

- Invite the students to sit on the floor on carpet squares as you introduce squares. Hold up the square puppet, and ask students what they notice about the shape of the square. Encourage them to point out the number of sides, the corners, and the equal length of the sides. Use the K–3 Vocabulary Picture Card for *square*. Add *square* to the Word Wall.
- Pair students, and have them use their arms to form the shape of a square.

Explore the Shape: Square

- Play a game of Four Square outdoors. Use chalk to draw outlines of four squares in groups. Teach the students to bounce the ball once as they pass it to a student in another square.
- Draw some incomplete squares on laminated cards. In learning centers, let the students practice making squares by filling in one line, two lines, or three lines to complete the squares.
- Provide students with pre-cut one-inch squares of various colors of construction paper. Let them work together to combine the small squares into larger squares.

Complete Page 8

Say: Square. This shape is a square. This square is blue.

Point out the square shape as well as its color on the page.

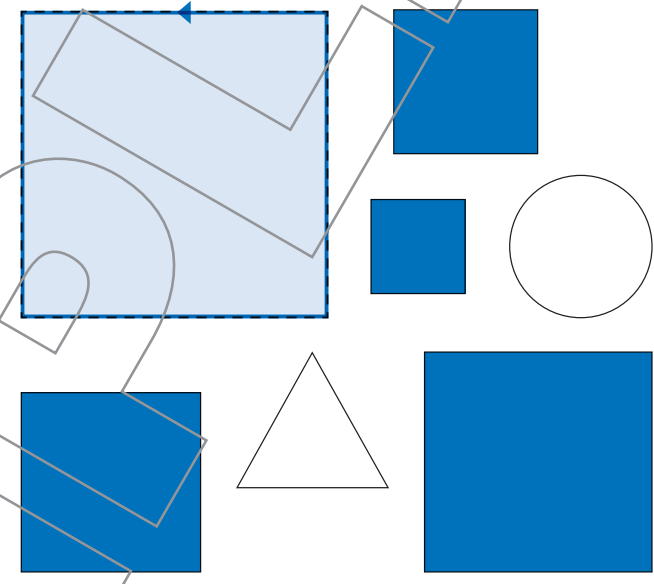
Say: Begin at the arrow. Trace the dashed square with a blue crayon. Then color each square blue.

Have students find their blue crayons. Instruct them to trace the square at the top of the page,

Square

This shape is a square.

Begin at the arrow. Trace the dashed square with a blue crayon. Then color each square blue.



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beginning at the arrow and following the direction shown. Then let them complete the page independently.

Enrich the Lesson

Give each student a large square cut from poster board to construct a shape puzzle. Have them draw a picture on the square and color it. Then tell them to cut the square into five or six pieces. Store each puzzle in an envelope. Then have students trade puzzles with a friend to put them together.

Introduce Numerals

Use the number cards from the back of the teacher's edition (7, 9) and real objects to represent these numbers as you introduce them.

- Show the numeral 7, and ask the students to tell you the name of the number. Let them trace the numeral in the air with their fingers and count the seven objects.
- Repeat the same process for the numeral 9.

Explore Numerals 7 and 9

- On the board, write the numerals 7 and 9. Have students trace the numerals with their fingers on their desks. Have several students write both numerals on the board. Point out how the two numerals are alike and different.
- Let students work in small groups to do this activity. One student is the "teacher," and the other students in the group each have ten objects, such as pencils, beans, or craft sticks. When the "teacher" holds up a number card, each student holds up the right number of objects. Have students take turns being the "teacher."

Numerals

In each row, **circle** the numbers that are like the key number.

7
1
4
7
9
7
2
7
5
7

9
6
9
3
9
3
0
9
8
9

7
7
6
1
7
7
2
9
8
7

9
4
9
7
2
8
9
7
9
1

Draw a triangle around each 7.
Draw a circle around each 9.

7
9
9
7
9

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🔊 Complete Page 31

Ask questions, such as these: Where are the pictures, at the beginning or the end of the row? Which row has a picture of spoons?

Say: In each row, circle the numbers that are like the key number.

Look at the first row. Point to the 7 in the circle. Count the spoons. Draw a circle around each 7 in the row.

Complete the first row as a class.

Say: Look at the second row. Point to the 9 in the circle. Count the forks. Draw a circle around each 9 in the row.

Complete the second row as a class. Then have students complete the third and fourth rows independently.

Say: Look at the bottom of the page. Draw a triangle around each 7. Draw a circle around each 9.

Review the shapes as necessary. Then have students complete the last activity independently.

Enrich the Lesson

Provide construction paper and several kinds of materials for students to make the numerals they have been using so far. You might use colored glue, yarn, pasta, chalk, or packing peanuts.

Introduce Writing Numerals: 1, 2

Use the number cards to review the numerals 1 and 2.

- Show students the card for the numeral 1. Have them draw the number in the air while saying the following directions:
down straight
- Show students the card for the numeral 2. Have them draw the number in the air while saying the following directions:
curve forward and back, then across the bottom

Explore the Number Shapes

- Use puffy paint to make number cards for each student with the numerals 1 and 2. Have students trace each numeral with their fingers while saying the number name.
- Have students use small whiteboards to practice writing the numerals 1 and 2.

🔊 Complete Page 41

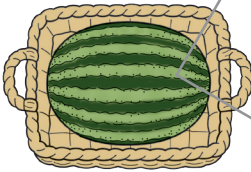
Say: Look at the pictures at the top of the page. This basket has one watermelon. This basket has two oranges.

Identify the numerals 1 and 2, and talk about the pictures as you point to them. Have students practice with finger-writing, and then move to tracing the numerals with fingers and pencils.

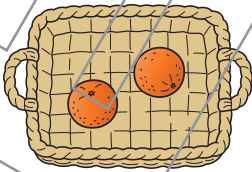
Say: Trace the numbers. Then write the numbers.

Have students complete the page independently.

Writing Numerals



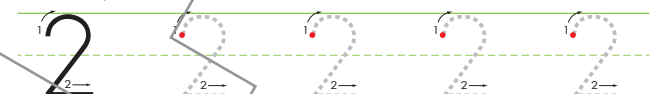



1



2

Trace the numbers. Then write the numbers.

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