**Splash! Kindergarten Coursebook Book 2 Audio Transcript**

**Track 2**

**W:** Hello song!

**[Hello Song]**

Hello my friend

How are you today?

Hello my friend, come in, sit down!

Hello my friend

How are you today?

Hello my friend, come in, sit down!

**Track 3**

**W:** Goodbye song!

**[Good-bye Song]**

Goodbye my friend

We had fun today

Goodbye my friend, stand up, let's go!

Goodbye my friend

We had fun today

Goodbye my friend, stand up, let's go!

**Unit 1: Can I Have a Pencil?**

**Track 4**

**W:**  Unit 1. Can I Have a Pencil? 1. Listen and look.

Can I have a pencil, can I have a pencil please?

Can I have a pencil, can I have a pencil please?

Can I have a pencil, can I have a pencil please?

Yes, you can, yes you can! Here you are!

Can I have a paintbrush, can I have a paintbrush please?

Can I have a paintbrush, can I have a paintbrush please?

Can I have a paintbrush, can I have a paintbrush please?

Yes, you can, yes you can! Here you are!

Can I have some scissors, can I have some scissors please?

Can I have some scissors, can I have some scissors please?

Can I have some scissors, can I have some scissors please?

Yes, you can, yes you can! Here you are!

Can I have some glue, can I have some glue please?

Can I have some glue, can I have some glue please?

Can I have some glue, can I have some glue please?

Yes, you can, yes you can! Here you are!

Can I have a crayon, can I have a crayon please?

Can I have a crayon, can I have a crayon please?

Can I have a crayon, can I a crayon please?

Yes, you can, yes you can! Here you are!

**Track 5**

**Words**. 1. Listen and circle.

M1:

1. pencil

2. paintbrush

3. glue

4. crayon

5. scissors

Track 6

**Sentences**. 1. Listen, trace, and say.

W: 1

B1: Can I have a paintbrush?

G1: Yes, you can.

W: 2

G1: Can I have a crayon?

G2: Yes, you can.

W: 3

G2: Can I have some scissors?

B: Yes, you can.

**Track 7**

**Story**: Art Time.

B1: Can I have some scissors?

G2: Yes, you can. Be careful.

B1: Can I have some glue, please?

G1: Yes, you can.

G1: What are you making?

B1: It’s you! (*laughs*)

**Track 8**

**Values**: Be Safe with Scissors! 1. Listen and look.

G2: Be safe with scissors!

It’s fun to cut with scissors. But be careful.

Cut slowly. Ask an adult to help you.

Don’t run with scissors.

Have fun with scissors. And be safe, too.

**Track 9**

**Phonics**: A to Z Review. 1. Listen and point.

(spoken) Let’s review the alphabet!

A!

Apple! Apple! /a/! /a/! Apple!

B!

Boy! Boy! /b/! /b/! Boy!

C!

Cow! Cow! /c/! /c/! Cow!

D!

Dress! Dress! /d/! /d/! Dress!

E!

Egg! Egg! /e/! /e/! Egg!

F!

Fan! Fan! /f/!/f/! Fan!

G!

Girl! Girl! /g//g/ Girl!

H!

Hat! Hat! /h/! /h/! Hat!

I!

Igloo! Igloo! /i/! /i/! Igloo!

J!

Jam! Jam! /j/! /j/! Jam!

K!

Kiwi! Kiwi! /k/! /k/! Kiwi!

L!

Lamp! Lamp! /l/! /l/! Lamp!

M!

Map! Map! /m/! /m/! Map!

N!

Nest! Nest! /n/! /n/! Nest!

O!

Octopus! Octopus! /o/ /o/ Octopus

P!

Penguin! Penguin! /p/! /p/! Penguin!

Q!

Queen! Queen! /q/! /q/! Queen!

R!

Rat! Rat! /r/! /r/! Rat!

S!

Snake! Snake! /s/! /s/! Snake!

T!

Truck! Truck! /t/! /t/! Truck!

U!

Uncle! Uncle! /u/! /u/! Uncle!

V!

Van! Van! /v/! /v/! Van!

W!

Watch! Watch! /w/! /w/! Watch!

X!

X-ray! X-ray! /x/!/x/! X-ray!

Y!

Yo-yo! Yo-yo! /y/! /y/! Yo-yo!

Z!

Zoo! Zoo! /z/! /z/! Zoo!

**Track 10**

**Math**: 1 to 10 Review, 11. 1. Listen and count.

G1: Look at all the crayons in my pencil case.

I have pink, red, orange, yellow, green, blue, purple, brown, white, gray, and black crayons!

Let’s count them. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11! I have 11 crayons.

Would you like a crayon? Here you are!

**Track 11**

**Social Studies**: Fun at School. 1. Listen and look.

M1: Soon you’ll go to school. School is lots of fun.

You can paint in art class. You can use glue and scissors.

You can play in the playground. You can run and jump.

You can sing in music class. You can dance, too.

Yes, school is lots of fun!

**Track 12**

**Project**: Toilet Roll Pencil Holder. 1. Listen and look.

W: Step 1: Get some toilet rolls, colored paper, glue, colored pencils, and scissors.

Step 2: Cut and glue the colored paper onto the toilet rolls. Glue them together.

Step 3: Decorate your toilet roll pencil holder with the colored pencils. Now, put in your pencils, scissors, and paintbrushes!

**Track 13**

**Review**. 1. Listen and say.

B: Can I have a crayon?

G2: Yes, you can. Here you are.

B: Thank you.

**Unit 2: How Are You Today?**

**Track 14**

**Unit** 2. How Are You Today? 1. Listen and look.

**spoken:** Hey, kids! How are you today?

If you're happy and you know it clap your hands (clap clap)

If you're happy and you know it clap your hands (clap clap)

If you’re happy and you know it and you really want to show it

If you’re happy and you know it clap your hands

If you're sad and you know it say boo hoo (boo hoo)

If you're sad and you know it say boo hoo (boo hoo)

If you’re sad and you know it and you really want to show it

If you're sad and you know it say boo hoo

If you're angry and you know it stomp your feet (stomp stomp)

If you're angry and you know it stomp your feet (stomp stomp)

If you’re angry and you know it and you really want to show it

If you're angry and you know it stomp your feet

If you're excited and you know it say hooray (hooray)

If you're excited and you know it say hooray (hooray)

If you’re excited and you know it and you really want to show it

If you're excited and you know it say hooray

If you're surprised and you know it jump up high

If you're surprised and you know it jump up high

If you’re surprised and you know it and you really want to show it

If you're surprised and you know it jump up high

**Track 15**

Words. 1. Listen and circle.

**W:**

1. happy

2. excited

3. surprised

4. angry

5. sad

Track 16

Sentences. 1. Listen, trace, and say.

 W: 1.

G2: How are you today?

G1: I’m happy!

 W: 2.

B: How are you today?

G2: I’m excited!

 **W:** 3.

G1: How are you today?

B1: I’m angry!

**Track 17**

**Story**: How Are You?

G2: How are you today?

G1: I’m happy. It’s Friday!

G1: How are you?

G2: I’m excited. I’m going to the playground after school!

G1: Oh, hi, Tony! How are you?

B1: I’m sad. We lost our game.

G2: Don’t be sad, Tony. You’ll win next time.

**Track 18**

Values: Calm Yourself Down. 1. Listen and look.

B1: Sometimes you feel sad. Sometimes you feel angry. Sometimes you feel worried. Sometimes you feel scared.

But it’s okay. You can calm down. Count from 1 to 10.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

Smile! Do you feel happy now? Good!

**Track 19**

Phonics: Beginning Consonants *c* and *g*. 1. Listen and point.

Card! Card! /k/! /k/! Card!

Cup! Cup! /k/!/k/! Cup!

Game! Game! /g/!/g/! Game!

Gum! Gum! /g/! /g/! Gum!

Put your gum into the cup!

Let’s play a game of cards!

**Track 20**

Math: 11 to 12. 1. Listen and count.

W: Look at all these children. How do they feel? Let’s see.

1, 2, 3, 4, 5.

They’re happy.

6.

She’s surprised.

7, 8.

They’re angry.

9, 10, 11.

They’re sad.

12.

She’s excited!

12 children!

**Track 21**

Social Studies: Be a Good Winner and Loser. 1. Listen and look.

W: You won the game. You’re happy. Winning is always fun. But be a good winner. Say “Good game!” and shake hands. That’s a good winner!

You lost the game. You’re angry. That’s okay. But you must be a good loser. Say “Good game!” and shake hands. That’s a good loser!

**Track 22**

Project: **Feelings Mask**. 1. Listen and look.

M1: Step 1: Get some paper plates, markers, yarn, and tape.

Step 2: Draw different expressions on the plates.

Step 3: Tape a piece of yarn to the sides of the plates. Wear your mask! Hi! How are you today?

**Track 23**

Review. 1. Listen and say.

B: How are you today?

G2: I’m angry.

**Unit 3: I Like Bread**

**Track 24**

Unit 3. I Like Bread. 1. Listen and look.

Pasta, bread, burger rice, burger rice.

Pasta, bread, burger rice, burger rice.

I like jam in sandwiches

Pasta, bread, burger rice, burger rice!

Pasta, bread, burger rice, burger rice.

Pasta, bread, burger rice, burger rice.

I like eggs in sandwiches

Pasta, bread, burger rice, burger rice!

Pasta, bread, burger rice, burger rice.

Pasta, bread, burger rice, burger rice.

I don’t like cheese in sandwiches

Pasta, bread, burger rice, burger, rice!

**Track 25**

Words. 1. Listen and circle.

M1:

1. bread

2. sandwich

3. burger

4. rice

5. pasta

**Track 26**

Sentences. 1. Listen, trace, and say.

W: 1.

G1: I like burgers.

W: 2

G2: I like pasta.

W: 3

G1: I don't like pasta.

W: 4

G2: I don’t like rice.

**Track 27**

Story: Lunchtime.

G2: Can I have pasta, please? I like pasta.

W: Here you go. Enjoy your lunch!

B1: Can I have a sandwich, please? I like sandwiches.

W: Here you go. Enjoy your lunch!

B1: Your pasta looks yummy, Lulu.

G2: Thanks! I like pasta. I don’t like rice.

G1: These potato chips are so yummy.

B1: Ana! Don’t eat lots of snacks. Have some of my sandwich.

**Track 28**

Values: Don’t Eat Lots of Snacks. 1. Listen and look.

G1: Snacks are yummy.

You can eat fruit or candy as a snack.

But don’t eat lots of snacks between meals.

If you do, then you can’t eat your sandwich at lunch.

You can’t eat your pasta at dinner.

**Track 29**

Phonics: Beginning Consonants *h* and *s*. 1. Listen and point.

Hippo! Hippo! h! /h/! Hippo!

Honey! Honey! h! /h/! Honey!

Seed! Seed! s! /s/! Seed!

Slide! Slide! s! /s/! Slide!

There’s a hippo on the slide!

There are seeds in the honey!

**Track 30**

Math: 11 to 13. 1. Listen and count.

M1: Look at all this rice.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13. 13 bowls of rice.

Would you like some? Here you go! Yummy.

**Track 31**

W: Health: Sweet or Salty? 1. Listen and look.

M1: Do you like sweet or salty food? Sweet food has a lot of sugar. Salty food has a lot of salt. Ice cream is sweet. Pizza and pasta are salty. Be careful! Eating too much salty and sweet food is bad for you. Only eat a little.

**Track 32**

Project: Paper Lunch. 1. Listen and look.

W: Step 1: Get a paper plate, glue, scissors, and colored paper.

Step 2: Scrunch up or cut the paper to make food. You can make mashed potato, eggs, carrots, or anything you like.

Step 3: Glue the food to the plate. Let’s eat!

**Track 33**

Review. 1. Listen and say.

G1: Can I have rice, please? I like rice. I don’t like pasta.

M: Here you are.

G1: Thank you.

**Unit 4: I Have 10 Fingers**

**Track 34**

Unit 4. I Have 10 Fingers. 1. Listen and look.

Do you have two arms, yes, I have two arms,

Me too! Me too!

Yes, I have two arms, we all have two arms.

Do you have two hands, yes, I have two hands,

Me too! Me too!

Yes, I have two hands, we all have two hands.

Do you have ten fingers, yes, I have fingers

Me too! Me too!

Yes, I have ten fingers, we all have ten fingers

Do you have two legs, yes, I have two legs,

Me too! Me too!

Yes, I have two legs, we all have two legs.

Do you have two feet, yes, I have two feet,

Me too! Me too!

Yes, I have two feet, we all have two feet.

Do you have ten toes, yes, I have toes

Me too! Me too!

Yes, I have ten toes, we all have ten toes

**Track 35**

Words. 1. Listen and circle.

W:

1. arm

2. hand

3. finger

4. leg

5. foot

6. toe

**Track 36**

Sentences. 1. Listen, trace, and say.

 W: 1.

M: Do you have two legs?

G1: Yes, I have two legs.

 W: 2

M: Do you have two hands?

G2: Yes, I have two hands.

 W: 3

M: Do you have twelve toes?

B: No, I have ten toes.

**Track 37**

Story: It Has 4 Arms!

G1: Does it have 2 arms?

B1: Yes, it has 2 arms.

B2: How many legs does it have?

G2: It has 2 legs.

G1: Now it has 4 arms!

G2: And it has 6 legs! (laughs)

**Track 38**

Values: Don't Push in Line. 1. Listen and look.

G2: It’s lunchtime! You’re hungry, but you must wait in line. Don’t push and keep your hands to yourself. Your turn is coming soon.

It’s time to go home! Line up for the bus. But don’t push. You will get on the bus soon.

Be kind and wait in line.

**Track 39**

Phonics: Ending Consonants *d* and *m*. 1. Listen and point.

Bed! Bed! /d/! /d/! Bed!

Mud! Mud! /d/! /d/! Mud!

Drum! Drum! /m/! /m/! Drum!

Ram! Ram! /m/! /m/! Ram!

The drum is on the bed!

The ram is in the mud!

**Track 40**

Math: 11 to 14. 1. Listen and count.

M1:

Look at the jellyfish!

1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

10 tentacles!

Wait … 11, 12, 13, 14.

The jellyfish has 14 tentacles!

**Track 41**

 Science: Spiders’ Legs. 1. Listen and look.

W: Spiders are cool! How many legs do they have? Not two... eight! How many eyes do they have? Not two... eight! They eat bugs and make pretty webs! They’re great for gardens. Don’t touch them, though!

**Track 42**

Project: Spider Web. 1. Listen and look.

M1: Step 1: Get a paper plate, scissors, a hole puncher, tape, and some black yarn.

Step 2: Ask your teacher to cut a hole in the middle of the paper plate. Carefully punch holes around the edge of the plate.

Step 3: Thread the yarn through all the holes of the paper plate. Go from one side to the other. Tape the yarn to the back of the plate. Draw a spider and put it in its web!

**Track 43**

Review. 1. Listen and say.

B: How many feet do you have?

G1: I have two feet.

B: Do you have ten toes?

G2: Yes, I have ten toes.

**Unit 5: We Can See Trees**

**Track 44**

Unit 5: We Can See Trees. 1. Listen and look.

Let's all go to see the trees! See the trees? See the trees!

Let's all go to see the trees, can you see them?

Yes, I can see the trees! See the trees? See the trees!

Yes, I can see the trees, I can see them.

Let's all go to see the river! See the river? See the river!

Let's all go to see the river, can you see it?

Yes, I can see the river! See the river? See the river!

Yes, I can see the river, I can see it.

Let's all go to see the mountain! See the mountain? See the mountain!

Let's all go to see the mountain, can you see it?

Yes, I can see the mountain! See the mountain? See the mountain!

Yes, I can see the mountain, I can see it.

Let's all go to see the lake,! See the lake? See the lake!

Let's all go to see the lake, can you see it?

Yes, I can see the lake! See the lake? See the lake!

Yes, I can see the lake, I can see it.

Let's all go to see the hill! See the hill? See the hill!

Let's all go to see the hill, can you see it?

Yes, I can see the hill! See the hill? See the hill!

Yes, I can see the hill, I can see it.

**Track 45**

 Words. 1. Listen and circle.

M1:

1. lake

2. mountain

3. tree

4. river

5. hill

**Track 46**

 Sentences. 1. Listen, trace, and say.

 W: 1.

G1: I can see a mountain! Let’s go!

 W: 2

B1: I can see a river! Let’s go!

 W: 3

G2: I can see a lake! Let’s go!

**Track 47**

Story: Out in Nature.

B1: Look! I can see a frog! Let’s go to the river!

G1: Look! I can see sunflowers! Let’s go to the hill!

G2: Look! I can see butterflies! Let’s go to the lake!

Everyone: Look! I can see an ice cream truck! Let’s eat ice cream!

B1: But look, I can see trash. Let’s not litter.

**Track 48**

Values: Respect Nature. 1. Listen and look.

B1: Nature is our home. We should respect nature. First, don’t litter. Throw trash in a trash can. Don’t hurt animals. Be nice to them. Also, help save nature. Plant trees and flowers. Let’s respect nature.

**Track 49**

Phonics: Ending Consonants *p* and *t*. 1. Listen and point.

Hop! Hop! /p/! /p/! Hop!

Top! Top! /p/! /p/! Top!

Mat! Mat! /t/! /t/! Mat!

Net! Net! /t/! /t/! Net!

Hop on the mat!

See the top of the net!

**Track 50**

Math: 11 to 15. 1. Listen and count.

W: Look!

1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

I can see 10 trees!

Wait! 11, 12, 13, 14, 15.

I can see 15 trees!

**Track 51**

Science: Parts of a Flower. 1. Listen and look.

W: Look at the pretty flowers! See their colorful petals. These petals are red. Those petals are yellow. Touch the soft green leaves. Hold the hard brown stem. Smell the pretty flower. Go outside. Look for flowers. What parts can you see?

**Track 52**

Project: Fingerprint Tree. 1. Listen and look.

M1: Step 1: Get some white paper, brown colored paper, glue, a pencil, scissors, a paper plate, and paint.

Step 2: Put your hand and arm on the brown paper. Draw around it and cut it out.

Step 3: Glue it to the white paper. Pour the paint onto the paper plate. Put your finger in the green paint to make the leaves of your tree. Add some fruit to your tree.

**Track 53**

 Review. 1. Listen and say.

G1: I can see a lake!

B: Let’s go!

**Unit 6: That Is a Horse**

**Track 54**

Unit 6: That Is a Horse. 1. Listen and look.

Old MacDonald has a farm, ee-i ee-i-o!

And on that farm he has a horse, ee-i ee-i-o

With a neigh neigh here! And a neigh neigh there!

Here a neigh, there a neigh, everywhere a neigh neigh

Old MacDonald has a farm, ee-i ee-i-o!

Old MacDonald has a farm, ee-i ee-i-o!

And on that farm he has a sheep, ee-i ee-i-o

With a baa baa here! And a baa baa there!

Here a baa, there a baa, everywhere a baa baa

Old MacDonald has a farm, ee-i ee-i-o!

Old MacDonald has a farm, ee-i ee-i-o!

And on that farm he has a duck, ee-i ee-i-o

With a quack quack here! And a quack quack there!

Here a quack, there a quack, everywhere a quack quack

Old MacDonald has a farm, ee-i ee-i-o!

Old MacDonald has a farm, ee-i ee-i-o!

And on that farm he has a chicken, ee-i ee-i-o

With a cluck cluck here! And a cluck cluck there!

Here a cluck, there a cluck, everywhere a cluck cluck

Old MacDonald has a farm, ee-i ee-i-o!

Old MacDonald has a farm, ee-i ee-i-o!

And on that farm he has a donkey, ee-i ee-i-o

With an ee-ore here! And an ee-ore there!

Here ee-ore, there ee-ore, everywhere an ee-ore

Old MacDonald has a farm, ee-i ee-i-o!

**Track 55**

Words. 1. Listen and circle.

1. chicken

2. sheep

3. donkey

4. duck

5. horse

**Track 56**

 Sentences. 1. Listen, match, and say.

 W: 1.

G1: What is that?

M: That is a horse.

 W: 2

B1: What are those?

M: Those are ducks.

 W: 3

G2: What is that?

M: That is a donkey.

**Track 57**

Story: On the Farm.

B1: What is that?

G1: That is a horse.

G2: Can I pet the horse?

M: Yes, but be gentle.

G1: What are those?

B1: Those are rats!

G2: Can I pet the rats?

M: No! They might bite!

**Track 58**

Values: Pet Animals Gently. 1. Listen and look.

G1: Do you like farm animals, like horses?

Do you like pets, like cats?

Can you pet these animals? Sometimes you can.

But ask an adult before you pet them.

Pet animals gently. Don’t hurt them. Don’t make them angry.

Be safe around animals.

**Track 59**

Phonics: Short *a*. 1. Listen and point.

Bat! Bat /**æ**/! /**æ**/! Bat!

Flag! Flag! /**æ**/! /**æ**/! Flag!

Man! Man! /**æ**/! /**æ**/! Man!

Pan! Pan! **/æ**/! /**æ**/! Pan!

The bat hits a flag!

The man has a pan!

**Track 60**

Math: 11 to 16. 1. Listen and count.

M: There are lots of ducks on the farm.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

There are 10 ducks.

Look, there are chickens, too.

 11, 12, 13, 14, 15, 16.

There are 16 ducks and chickens on the farm!

**Track 61**

Science: Food from Farms. 1. Listen and look.

W: Lots of food comes from farms.

Cheese comes from milk.

Milk comes from cows and sheep.

Eggs come from chickens. They also come from ducks.

Some farms have bees. Bees make honey!

**Track 62**

Project: Paper Plate Animals. 1. Listen and look.

W: Step 1: Get some paper plates, colored paper, cotton balls, glue, scissors, and colored pencils.

Step 2: To make a sheep, glue cotton balls to one of the paper plates. Draw legs and a head, cut them out, and stick them to the plate.

Step 3: To make a chicken, draw its hair, beak, and eyes. Cut them out and stick them to another paper plate.

**Track 63**

Review. 1. Listen and say.
B: What is that?

G1: That is a donkey.

G2: What are those?

B: Those are sheep.

**Unit 7: It Isn’t Short**

**Track 64**

Unit 7: It Isn’t Short. 1. Listen and look.

The kids in my class are short and tall

Short and tall, short and tall

The kids in my class are short and tall

Short and tall, short and tall

The kids in my class are short and tall

Yes, they are!

The trees in the park are thick and thin.

Thick and thin, thick and thin

The trees in the park are thick and thin.

Thick and thin, thick and thin

The trees in the park are thick and thin.

Yes, they are!

The houses on the street are big and small.

Big and small, big and small

The houses on the street are big and small.

Big and small, big and small

The houses on the street are big and small.

Yes, they are!

**Track 65**

Words. 1. Listen and circle.

M1:

1. thick

2. thin

3. small

4. big

5. short

6. tall

**Track 66**

Sentences. 1. Listen, match, and say.

W: 1.

B: Is it big? No, it isn’t big. It’s small.

 W: 2

G2: Is it tall? No, it isn’t tall. It’s short.

 W: 3

G1: Is it thick? No, it isn’t thick. It’s thin.

**Track 67**

Story: At the Park.

G2: Look at that tree.

B1: Which tree? Is it tall?

G2: No, it isn’t tall. It’s short.

G2: Look at that bird.

G1: Which bird? Is it big?

G2: No, it isn’t big. It’s small.

B1: Look at that dog.

G1: Which dog? Is it big?

B1: No, it isn’t big. It’s small.

G2: That isn’t a dog. That’s a cat!

**Track 68**

Values: Respect Differences. 1. Listen and look.

G2: I have many friends.

My friends all look different.

Some friends are boys.

Some friends are girls.

Some friends are tall.

Some friends are short.

Some friends are big.

Some friends are small.

My friends are all different.

But they’re all my friends!

**Track 69**

Phonics: Short *e*. 1. Listen and point.

Hen! Hen! /ɛ/! /ɛ/! Hen!

Pen! Pen! /ɛ/! /ɛ/! Pen!

Web! Web! /ɛ/! /ɛ/! Web!

Wet! Wet! /ɛ/! /ɛ/! Wet!

The hen sees a pen!

The web is wet!

**Track 70**

Math: 11 to 17. 1. Listen and count.

W: Look at these books. They’re thin.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

There are 10 thin books.

Look at those books. They’re thick.

11, 12, 13, 14, 15, 16, 17.

There are 17 thin and thick books!

**Track 71**

Science: Big and Small Animals. 1. Listen and look.

M: Animals are all different sizes.

Some fish are small. Some fish are big.

Sharks are very big fish!

Some cats are small. Some cats are big.

Lions are very big cats!

Animals can be very small or very big.

**Track 72**

Project: Stretching Dog. 1. Listen and look.

M: Step 1: Get colored paper, crayons, glue, scissors, and pom poms.

Step 2: Draw the head of a dog. Draw the back of a dog. Decorate them and cut them out.

Step 3: Cut a long strip of paper and fold it. Glue everything together. Look at the dog get longer and shorter!

**Track 73**

Review. 1. Listen and say.

G1: Is it small?

B: No, it isn’t small. It’s big.

**Unit 8: I Like Watching TV**

**Track 74**

Unit 8: I Like Watching TV. 1. Listen and look.

Drawing pictures, reading books

Watching TV, Playing games

Riding my bike up and down,

left and right, through the town

I like doing all these things, next time join me when I sing!

Drawing pictures, reading books

Watching TV, Playing games

Riding my bike up and down,

left and right, through the town

I like doing all these things, next time join me when I sing!

Next time join me when I sing!

**Track 75**

Words. 1. Listen and circle.

M1:

1. watch TV

2. ride my bike

3. read books

4. play games

5. draw pictures

**Track 76**

Sentences. 1. Listen, match, and say.

W: 1.

G1**:** I like playing games.

W: 2

B1: I like drawing pictures. I like reading books, too.

W: 3

G2: I like watching TV. I like riding my bike, too.

**Track 77**

Story: Play Time.

G1: Do you like playing games?

B1: Yes, I like playing games.

B1: Do you like riding a bike?

G2: Yes, I like riding my bike.

G2: Do you like jumping rope?

B1: Yes, I like jumping rope.

G1: I like jumping rope, too.

B1: Let’s take turns!

**Track 78**

Values: Take Turns. 1. Listen and look.

B1: You are playing games with your friends. You want to drink water. Your friends want to drink, too. But you can’t all drink at the same time. What do you do? You take turns.

When there are many people who want to do something at the same time, wait your turn.

**Track 79**

Phonics: Short *i*. 1. Listen and point.

Hit! Hit! /ɪ/! /ɪ/! Hit!

Lid! Lid! /ɪ/! /ɪ/! Lid!

Mix! Mix! /ɪ/! /ɪ/! Mix!

Wig! Wig! /ɪ/! /ɪ/! Wig!

Mix the wigs!

Hit the lids!

**Track 80**

Math: 11 to 18. 1. Listen and count.

W: Mix the soup and put it in the pots. Look at all the pots. How many pots with lids?

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18.

There are 18 pots with lids!

**Track 81**

Social Studies: Collecting Things. 1. Listen and look.

M: A hobby is something you like doing.

Collecting things can be a hobby.

Many people like collecting coins.

Some people like collecting leaves.

They keep their collection in a book.

Try collecting things.

It’s a fun hobby.

**Track 82**

Project: Collections Box. 1. Listen and look.

W: Step 1: Get wrapping paper, a shoe box, scissors, and glue or tape.

Step 2: Wrap the box with wrapping paper and tape or glue it to the box.

Step 3: Put the things you collect in your pretty box!

**Track 83**

Review. 1. Listen and say.

G2: Do you like reading books?

B: Yes, I like reading books.

**Unit 9: You Have to Wash Your Hands**

**Track 84**

Unit 9: You Have to Wash Your Hands. 1. Listen and look.

Oh, do you have to wash your hands, wash your hands, wash your hands?

Do you have to wash your hands? Yes, I do

Oh yes, I have to wash my hands, wash my hands, wash my hands,

Yes, I have to wash my hands, I wash them every day

Oh, do you have to cook and clean, cook and clean, cook and clean?

Do you have to cook and clean? Yes, I do

Oh yes, I have to cook and clean, cook and clean, cook and clean,

Yes, I have to cook and clean, I do it every day

Oh, do you have to wake up, get dressed, wake up, get dressed, wake up, get dressed?

Do you have to wake up, get dressed? Yes, I do

Oh yes, I have to wake up, get dressed, wake up, get dressed, wake up, get dressed,

Yes, I have to wake up, get dressed, I do it every day!

**Track 85**

Words. 1. Listen and circle.

W:

1. wake up

2. get dressed

3. wash my hands

4. cook

5. clean

**Track 86**

Sentences. 1. Listen, match, and say.

W: 1.

G1: Lulu, do you have to cook today?

G2: No, I don’t. I have to clean my room today.

W: 2

G2: Do you have to get dressed, Ana?

G1: No, I don’t. I have to wash my hands.

W: 3

B1: Do I have to get dressed now?

M: Yes, you do. You have to get dressed now.

**Track 87**

Story: Doing Chores.

B1: Lulu, let’s ride bikes today.

G2: Sorry, I have to brush my teeth.

B1: Let’s ride bikes after.

G2: Sorry, I have to clean my room today.

B1: Okay, bye!

B1: Ana, do you have to clean your room today?

G1: No, I don’t.

B1: Oh! Let’s ride bikes!

G1: Sorry, I have to cook lunch. Are you hungry?

B1: Yes, I am!

**Track 88**

Values: Brush Your Teeth. 1. Listen and look.

G1: I like eating sweet food.

But I don’t like dirty teeth.

Dirty teeth are yucky.

Dirty teeth are not healthy.

You have to brush your teeth.

First, put toothpaste on your toothbrush.

Then, brush your teeth clean.

I’m happy when my teeth are clean.

**Track 89**

Phonics: Short *o*. 1. Listen and point.

Fox! Fox! /ɑː/! /ɑː/! Fox!

Frog! Frog! /ɑː/! /ɑː/! Frog!

Log! Log! /ɑː/! /ɑː/! Log!

Ox! Ox! /ɑː/! /ɑː/! Ox!

A fox sees an ox!

A frog sits on a log!

**Track 90**

Math: 11 to 19. 1. Listen and count.

W: There are many toothbrushes in the store. There are pink, green, blue, and yellow toothbrushes.

Let’s count them.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19.

There are 19 toothbrushes.

I have to brush my teeth now. Which toothbrush should I use?

**Track 91**

W: Home Economics: Baking a Cake. 1. Listen and look.

M1: Do you have to do chores at home? Do you like baking? Help your parents bake a cake!

Baking a cake is messy. But it’s fun. You can make a big cake. You can make small cupcakes. You can make the cake look pretty.

Cakes are yummy! But you have to wash the dishes after eating!

**Track 92**

Project: Chore Chart. 1. Listen and look.

W: Step 1: Get crayons and poster paper.

Step 2: Draw the sun at the top of the paper, and the moon at the bottom. Color them. Draw six circles in between. Connect them with arrows.

Step 3: Draw the routine or chores you have to do in a day. Put up your chart!

**Track 93**

Review. 1. Listen and say.

G1: Do I have to get dressed?

M: Yes, you do.

**Unit 10: It’s Snowy**

**Track 94**

Unit 10: It’s Snowy. 1. Listen and look.

What's the weather like today?

It’s rainy, rainy rain today,

Rainy morning, rainy evening.

Now I can't go out and play.

What's the weather like today?

It’s rainy, rainy, rain, rain, rain.

What's the weather like today?

It’s cloudy, cloudy, clouds today,

Cloudy morning, cloudy evening.

Now I can't go out and play.

What's the weather like today?

It’s cloudy, cloudy, cloud, cloud, cloud.

What's the weather like today?

It’s snowy, snowy, snow today,

Snowy morning, snowy evening.

Now I can't go out and play.

What's the weather like today?

It’s snowy, snowy, snow, snow, snow.

What's the weather like today?

It’s windy, windy, wind today,

Windy morning, windy evening.

Now I can't go out and play.

What's the weather like today?

It’s windy, windy, wind, wind, wind.

What's the weather like today?

It’s sunny, sunny, sun today,

Sunny morning, sunny evening.

Now I can go out and play!

What's the weather like today?

It’s sunny, sunny, sun, sun, sun!

**Track 95**

Words. 1. Listen and circle.

M1:

1. windy

2. sunny

3. cloudy

4. rainy

5. snowy

**Track 96**

Sentences. 1. Listen, match, and say.

W: 1.

G1: What’s the weather like?

B1: It’s sunny and windy.

W: 2

B1: What’s the weather like?

G2: It’s cloudy and snowy.

W: 3

B1: What’s the weather like today?

G1: It’s rainy! Where’s my umbrella?

**Track 97**

Story: It’s Sunny!

B1: Let’s ride bikes.

G1: But it’s rainy!

G2: Let’s go to the playground.

B1: But it’s snowy!

B1: It’s sunny!

B1: (gasps)

G1: It’s sunny, but it’s windy, too!

**Track 98**

Values: Dress for the Weather. 1. Listen and look.

G2: Always dress for the weather.

When it’s sunny, wear sunglasses.

When it’s rainy, wear a raincoat.

When it’s snowy, wear a thick coat.

You don’t want to get sick. So dress for the weather.

Oh, no! It’s windy [*SFX: wind*] What do I wear?

**Track 99**

Phonics: Short *u*. 1. Listen and point.

Bug! Bug! /ʌ/! /ʌ/! Bug!

Bun! Bun! /ʌ/! /ʌ/! Bun!

Nut! Nut! /ʌ/! /ʌ/! Nut!

Rug! Rug! /ʌ/! /ʌ/! Rug!

There are bugs on the rug! Yuck!

There are nuts in the bun! Yum!

**Track 100**

Math: 11 to 20. 1. Listen and count.

M1: It’s cloudy!

What’s this?

It’s raining!

1, 2, 3, 4, 5, 6, 7, 8, 9, 10. 10 raindrops!

It’s raining even more!

11, 12, 13, 14, 15, 16, 17, 18, 19, 20. 20 raindrops!

Don’t forget your umbrella!

**Track 101**

Science: Extreme Weather. 1. Listen and look.

M1: The weather can be rainy, snowy, windy, or sunny.

Sometimes the weather can get very bad.

It can rain so much that water is everywhere.

It can snow so much that you can’t walk.

It can get so windy that things fly away.

It can get so hot that you feel sick.

During extreme weather, stay safe. Stay inside!

**Track 102**

Project: Rain Cloud Mobile. 1. Listen and look.

W: Step 1: Get colored paper, yarn, glue, cotton pads, a pencil, scissors, and a cup.

Step 2: Cut 6 long pieces of yarn. Draw raindrops on the colored paper and cut them out.

Step 3: Glue the raindrops to the yarn. Glue the yarn to the bottom of the cup. Tear and glue cotton balls to the cup. Cut and glue one more piece of yarn to the top of the cup. Watch the rainstorm in your home!

**Track 103**

Review. 1. Listen and say.

B: What’s the weather like?

G1: It’s windy.