



# Top Kids 4

Judy Baldwin • Lisa Kingsley

**Teacher's Guide**

Seed  
Learning

## Top Kids 4 Teacher's Guide

Judy Baldwin / Lisa Kingsley

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Acquisitions Editor: Casey Malarcher

Content Editor: Kelly Daniels

Copy Editor: Samantha Town

Design: AC Estudio Editorial SL

Illustrators: Ángeles Peinador, Javier Monsalvett, Jocar,  
Miguel Calero

Typeset: Integra Software Services Pvt. Ltd.

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# Syllabus



	Lesson 1	Lesson 2	Lesson 3	Lesson 4
<b>Unit 1</b> <b>The Weekend</b>	<b>Words</b> toast, butter, waffles, cereal, donuts, fried eggs <b>Patterns</b> • Do <u>you</u> want some <u>donuts</u> ? • Yes, <u>I</u> do. • No, <u>I</u> don't.	<b>Words</b> go shopping, watch, cartoons, take a walk, visit my grandmother, practice the piano, bake cookies <b>Patterns</b> • <u>She</u> <u>bakes</u> <u>cookies</u> on the weekend. <b>Song:</b> <i>I Take a Walk on the Weekend</i>	<b>Conversation</b> <b>Asking for Something:</b> A: Please pass the <u>toast</u> . B: Here you go. A: Thanks. Could I have some butter please? B: <u>Of course</u> . <b>Value:</b> Speak politely. <b>Sounds</b> <b>Long u (u-e, ue, ui)</b> • u-e: <u>flute</u> • ue: <u>glue</u> • ui: <u>juice</u>	<b>Expansion 1</b> • Critical thinking task • Personalization task • Mini project
<b>Unit 2</b> <b>At Work</b>	<b>Words</b> chef, cook food, salesclerk, sell things, firefighter, put out fires <b>Patterns</b> • A <u>chef</u> doesn't <u>sell</u> <u>things</u> . • A <u>chef</u> <u>cooks</u> <u>food</u> .	<b>Words</b> minivan, scooter, motorcycle, ferry, helicopter, plane <b>Patterns</b> • How does <u>she</u> go to work? • <u>She</u> goes to work by <u>scooter</u> . <b>Song:</b> <i>The Firefighter Song</i>	<b>Conversation</b> <b>Asking for Repetition:</b> A: What's your <u>last</u> name? B: <u>Pardon</u> ? A: What's your <u>last</u> name? B: Chang. C-H-A-N-G. A: Got it. Thanks. <b>Value:</b> Pay attention <b>Sounds</b> <b>Long u and Short u</b> • Long u: <u>cute</u> , <u>blue</u> • Short u: <u>gun</u> , <u>rug</u>	<b>Reading 1</b> <b>Non Fiction:</b> People in Our Community
<b>Unit 3</b> <b>Eating Outdoors</b>	<b>Words</b> plate, bowl, fork, spoon, cup, napkin <b>Patterns</b> • There's a <u>bowl</u> . • There are some <u>forks</u> .	<b>Words</b> strawberry, watermelon, pineapple, tomato, carrot, lettuce <b>Patterns</b> • Is there any <u>lettuce</u> ? • Yes, there is/isn't. • Are there any <u>tomatoes</u> ? • No, there are/aren't. <b>Song:</b> <i>Are There Any Carrots?</i>	<b>Conversation</b> <b>Telephone Conversation:</b> A: Hello. B: Hello. This is Lucy. Is Jack there, please? A: No, he isn't. He's at <u>the park</u> . B: OK. Thanks you. I'll call back <u>later</u> . A: OK. Bye, Lucy. <b>Value:</b> Be polite on the phone. <b>Sounds</b> <b>br, fr, gr</b> • br: <u>brush</u> • fr: <u>frog</u> • gr: <u>green</u>	<b>Expansion 2</b> • Critical thinking task • Personalization task • Mini project
<b>Unit 4</b> <b>Art Class</b>	<b>Words</b> glue, paint, chalk, tape, paper, clay <b>Grammar Vocab:</b> a little, some, a lot of <b>Patterns</b> • How much <u>clay</u> is there? • There's <u>a lot of</u> <u>clay</u> . • There isn't <u>any</u> <u>chalk</u> .	<b>Words</b> stick, tube, piece, roll, sheet, box <b>Patterns</b> • How many <u>sticks</u> of <u>glue</u> are there? • There are <u>nine</u> <u>sticks</u> of <u>glue</u> . <b>Song:</b> <i>How Many Rolls of Tape?</i>	<b>Conversation</b> <b>Giving Encouragement:</b> A: Ugh! I can't <u>draw</u> ! B: Yes, you can. A: No, I can't! I give up! B: Come on. Let me show you. A: Hey! This is <u>fun</u> ! B: See! You can do it. <b>Value:</b> Encourage your friends. <b>Sounds</b> <b>cr, dr, tr</b> • cr: <u>crayon</u> • dr: <u>draw</u> • tr: <u>truck</u>	<b>Reading 2</b> <b>Fiction:</b> Cheeky's Friends
<b>Review 1 (Units 1-4)</b>				

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Unit <b>5</b> <b>Fun in the Kitchen</b>	<b>Words</b> sweet, salty, good, terrible, hard, soft <b>Grammar Vocab:</b> taste, smell, feel <b>Patterns</b> <ul style="list-style-type: none"> <li>The <u>cookies</u> <u>taste sweet</u>.</li> <li>The <u>fish</u> <u>smells terrible</u>.</li> </ul>	<b>Words</b> wash, peel, cut, pour, stir, boil <b>Patterns</b> <ul style="list-style-type: none"> <li>Wash the <u>potatoes</u>!</li> <li>Peel the <u>carrots</u>!</li> </ul> <b>Song:</b> <i>Make a Salad</i>	<b>Conversation</b> <b>Giving and Receiving Compliments:</b> A: This <u>soup</u> is really good! B: I'm glad you like it. A: Could I have some more? B: <u>Sure</u> . <b>Value:</b> Say nice things. <b>Sounds</b> <b>ch, sh</b> <ul style="list-style-type: none"> <li>ch: <u>chicken</u>, <u>watch</u></li> <li>sh: <u>shirt</u>, <u>fish</u></li> </ul>	<b>Expansion 3</b> <ul style="list-style-type: none"> <li>Critical thinking task</li> <li>Personalization task</li> <li>Mini project</li> </ul>
Unit <b>6</b> <b>The Seasons</b>	<b>Words</b> spring, summer, fall, winter, warm, cool <b>Patterns</b> <ul style="list-style-type: none"> <li>What's the weather like in the <u>fall</u>?</li> <li>It's <u>cool</u>.</li> </ul>	<b>Words</b> plant flowers, eat ice-cream bars, go to the beach, pick apples, make a snowman, drink hot chocolate <b>Grammar Vocab:</b> always, often, sometimes, never <b>Patterns</b> <ul style="list-style-type: none"> <li>I <u>often</u> go to the <u>beach</u> in the <u>summer</u>.</li> </ul> <b>Song:</b> <i>We Plant Flowers in the Spring</i>	<b>Conversation</b> <b>Self Introductions:</b> A: Hi. I'm <u>your new neighbor</u> . I'm Amy. B: Hi, Amy. My name's Lucy. A: What grade are you in? B: I'm in <u>second</u> grade. <b>Value:</b> Make new friends. <b>Sounds</b> <b>sn, st, sw</b> <ul style="list-style-type: none"> <li>sn: <u>snack</u></li> <li>st: <u>student</u></li> <li>sw: <u>swim</u></li> </ul>	<b>Reading 3</b> <b>Non Fiction:</b> The Four Seasons
Unit <b>7</b> <b>Travel</b>	<b>Words</b> suitcase, sweater, sunglasses, backpack, bathing suit, towel <b>Patterns</b> <ul style="list-style-type: none"> <li>Which <u>backpack(s)</u> do you want?</li> <li>I want the <u>big</u> one(s).</li> </ul>	<b>Words</b> hotel, swimming pool, water park, gift shop, snack bar, amusement park <b>Patterns</b> <ul style="list-style-type: none"> <li>I was at <u>the swimming pool</u> at <u>7:00</u>.</li> </ul> <b>Song:</b> <i>I Was at the Water Park</i>	<b>Conversation</b> <b>Asking for Location:</b> A: Excuse me. B: Yes? A: Where's the <u>restroom</u> ? B: It's over there. By the <u>door</u> . A: I see it. Thank you. <b>Value:</b> Ask for help. <b>Sounds</b> <b>Final y</b> <ul style="list-style-type: none"> <li>/ai/: <u>cry</u>, <u>fly</u></li> <li>/i/: <u>candy</u>, <u>bakery</u></li> </ul>	<b>Expansion 4</b> <ul style="list-style-type: none"> <li>Critical thinking task</li> <li>Personalization task</li> <li>Mini project</li> </ul>
Unit <b>8</b> <b>Nature</b>	<b>Words</b> desert, island, mountain, forest, jungle, beach <b>Patterns</b> <ul style="list-style-type: none"> <li>I wasn't <u>on an island</u> last weekend.</li> </ul>	<b>Words</b> sunny, cloudy, rainy, snowy, windy, foggy <b>Patterns</b> <ul style="list-style-type: none"> <li>Was it <u>foggy</u> yesterday?</li> <li>Yes, it was.</li> <li>No, it wasn't.</li> </ul> <b>Song:</b> <i>Was It Sunny Yesterday?</i>	<b>Conversation</b> <b>Asking to Borrow Something:</b> A: It's <u>rainy</u> . Can I borrow your <u>umbrella</u> ? B: Why? Where's yours? A: I can't find it. B: OK. Don't lose it. <b>Value:</b> Be prepared. <b>Sounds</b> <b>Final s</b> <ul style="list-style-type: none"> <li>/s/: <u>chips</u>, <u>pants</u>, <u>sharks</u></li> <li>/z/: <u>bags</u>, <u>hills</u>, <u>pandas</u></li> </ul>	<b>Reading 4</b> <b>Fiction:</b> Jerry's Vacation

## Review 2 (Units 5-8)

## The Weekend

## Target Pattern

Do you want some \_\_\_\_?  
Yes, I do. / No, I don't.

## Target Words

toast, butter, waffles, cereal, donuts,  
fried eggs

## Warm-up

- Introduce yourself to the class.  
*Teacher: Hello. I am \_\_\_\_.*
- Greet each student by name.  
*Teacher: Hello, (name).*
- Have the class practice the greeting as well.  
*Teacher: (Student A)*  
*SA: Hello, (Student B).*  
*SB: Hello, (Student C).*

## Words

## A. Listen and point.

Track 2

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.

## B. Listen and say.

Track 3

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Ask for a volunteer to come to the front of the class. The volunteer should look in his/her book and read a word. The class repeats after the student. Have other volunteers come up and do the same. Each volunteer should read two words for the class to repeat.

## C. Point and say.

- Have the students point to each picture or projector image and say the word.
- Ask for a volunteer to come to the front of the room. The volunteer should point to a picture or projector image while the rest of the class says the word. Have other volunteers come up and do the same.

## D. Remember. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- Assign students to work in pairs. Each pair should sit with their books open in order to see the words and pictures on page 4.
- One student will speak first. At the same time, both students point to pictures in their books.
- The speaker asks, "Do you eat...for breakfast?" and indicates one of the pictures on page 4. The other student in the pair then answers yes or no to the question.
- Pairs continue taking turns asking about other breakfast foods back and forth as time allows.

## The Weekend

## Words

A. Track 2 Listen and point.

B. Track 3 Listen and say.

C. Point and say.

- |   |   |   |
|---|---|---|
| 1.  toast  | 2.  butter | 3.  waffles    |
| 4.  cereal | 5.  donuts | 6.  fried eggs |



D. Remember. Talk about yourselves.



4 Unit 1

## Extension

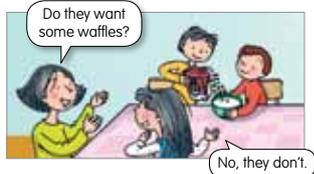
## Catch Me If You Can

**What you will need:** (no materials required)

- Students sit in a circle on the floor. Choose a student to be "It." The It student stands up and walks around the students, tapping each on the shoulder while saying a word from the unit. It should be the same word each time, e.g. butter.
- The It student should change the word suddenly and run round the circle. The last student touched must chase and catch It before he/she takes the other student's seat. If this student catches It, repeat the same process. If the student doesn't catch It, he/she is now It. The new It now chooses a word and goes around the circle.

Patterns

A. **Track 1** Listen and say.



B. Read the sentences. Write the words.



\_\_\_\_\_ you \_\_\_\_\_ some toast?  
No, we \_\_\_\_\_.



\_\_\_\_\_ they \_\_\_\_\_ some cereal?  
Yes, they \_\_\_\_\_.



\_\_\_\_\_ you want \_\_\_\_\_ butter?  
Yes, we \_\_\_\_\_.



\_\_\_\_\_ you want \_\_\_\_\_ fried eggs?  
No, I \_\_\_\_\_.

C. Practice with a partner. Talk about yourselves.



Unit 1 5

Patterns

A. Listen and say.

Track 4

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Read the sentences. Write the words.

- Have the students point to each scene or projector image and say the sentence.
- Give the students a few minutes to work on their own, writing the words that fill in each blank.
- To check, ask for a volunteer to come to the front of the room. The volunteer should point to a scene or projector image and read the question under it. The rest of the class says the answer. Have other volunteers come up and do the same for the rest of the pictures.

C. Practice with a partner. Use your books.

- Have the students look at the scenes or projector image and say the sentences.
- Ask students to work in pairs and use the pictures in their books to practice the sentences.
- Speaker 1 asks his/her partner, "Do you want some...?" and asks about a breakfast food. The other student in the pair should answer yes or no.
- Pairs continue taking turns asking about other breakfast foods back and forth as time allows.

Extension

Breakfast Memory Game

**What you will need:** (no materials required)

- Have the class sit in a large circle.
- The first student will think of a food and say, "I want some \_\_\_\_\_ for breakfast." The student will fill in the blank with the food he/she thought of.
- The next student in the circle will then think of a food and say the same sentence with his/her food in the blank. In addition, the second student must repeat what the first student said.

**EX Student 1:** I want some eggs for breakfast.  
**Student 2:** I want some toast for breakfast.  
(Student 1's Name) wants some eggs for breakfast.

- Continue around the circle with each student repeating what all other students before him/her said.
- When it comes back to the first student's turn again, he/she must try to say all of the other students' sentences from memory. Can he/she do it?

## The Weekend

**Target Pattern** He/She \_\_\_\_ on the weekend.

**Target Words** go shopping, watch cartoons, take a walk, visit my grandmother, practice the piano, bake cookies

## Warm-up

Review the greeting from Lesson 1 to help students learn each other's names. Have the class stand in a circle and talk about the student to their left.

**EX** *Teacher: Hello. I'm (name). You're (S-A name).*  
*Student A: Hello, I'm (name). You're (S-B name).*  
*Student B: Hello, I'm (name). etc.*

## Words

## A. Listen and point.

Track 5

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.

## B. Listen and say.

Track 6

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Ask for a volunteer to come to the front of the class. The volunteer should look in his/her book and read a word. The class repeats after the student. Have other volunteers come up and do the same. Each volunteer should read two words for the class to repeat.

## C. Point and say.

- Have the students point to each picture or projector image and say the word.
- Ask for a volunteer to come to the front of the room. The volunteer should point to a picture or projector image while the rest of the class says the word. Have other volunteers come up and do the same. Each volunteer should point to two pictures for the class to say.

## D. Read, write and match.

- Have the students say what they see in the four pictures.
- Have the students read the sentence prompts and fill in the blanks with the right words. Students should also match the first part of each sentence with the correct ending. Check the answers together.

## E. Remember. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- Ask students to think of something they often do on one day of the week. Students should write the word or phrase for that activity on a small piece of paper.

## Words

**A.** Track 5 Listen and point. **B.** Track 6 Listen and say. **C.** Track 7 Point and say.



go shopping



watch cartoons



take a walk



visit my grandmother



practice the piano



bake cookies

## D. Read, write and match.

- |                    |   |                              |   |
|--------------------|---|------------------------------|---|
| 1. I watch         | • | • a. _____ on Sundays.       |  |
| 2. They bake       | • | • b. _____ at 4:00.          |  |
| 3. We practice the | • | • c. _____ in the evening.   |  |
| 4. You visit your  | • | • d. _____ in the afternoon. |  |

## E. Remember. Talk about yourselves.



6 Unit 1

- Have the students walk around the room talking to other students. When two students are together, one student tells his/her partner, "I \_\_\_\_ on (day of week)." The partner will also tell what he or she does.
- Continue as time allows so that students are able to practice with many different classmates.

Patterns

A. Track 7 Listen and say.



B. Read the sentences. Write the words.



C. Practice with a partner. Use your books. Point and say.



D. Track 8 Sing the song. Go to page 76.

Unit 1 7

Patterns

A. Listen and say.

Track 7

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Read the sentences. Write the words.

- Have the students point to each scene or projector image and say the sentence.
- Give the students a few minutes to work on their own, writing the words that fill in each blank.
- To check, ask for a volunteer to come to the front of the room. The volunteer should point to a scene or projector image and ask, "What does he/she do?" The rest of the class says the answer. Have other volunteers come up and do the same for the rest of the pictures.

C. Practice with a partner. Use your books. Point and say.

- Have the students look at the scenes or projector image and say the sentences.
- Ask students to work in pairs and use the pictures in their books to practice the sentences.
- Speaker 1 tells his/her partner about any one of the six small scenes on page 7. The other student in the pair should tell his/her partner about a different scene.
- Pairs continue taking turns talking about the scenes back and forth as time allows.

D. Sing the song. Go to page 76.

Track 8

- Have the class listen to the song and read along with the lyrics.
- Play the song again and have the class sing as they read along.
- Divide the class into two groups. One group will sing one line of the song, and the other group will sing the next line. The groups go back and forth, singing alternate lines through the rest of the song. Play the song again, and have the groups switch the verses

Extension

Coin Toss

**What you will need:** picture cards (Appendix I), a coin

- Cut out the picture cards and put them in a row on a desk.
- Divide the class into two teams. Teams will take turns sending one member to toss the coin on their team's turn.
- Students take it in turns to throw a coin onto the cards.
- The student who throws the coin must say the word or phrase for the card it lands on. If the student is correct, his/her team gets one point.
- If the coin lands on a question mark card, the student must say any word he/she knows in English. If the student says a word that has not been said in the game yet, his/her team gets a point.
- If the coin lands on the "Lose a Point" card, the team loses a point.
- The team with the most points at the end wins!

## The Weekend

## Target Dialogue

Please pass the toast.  
Here you go.  
Thanks. Could I have some butter, please?  
Of course.

## Warm-up

- Have the students review the structure from lesson 2 using activity C from page 7.
- Ask students to work in pairs and use the pictures in their books to practice the sentences.
- Speaker 1 tells his/her partner about any one of the six small scenes on page 7. The other student in the pair should tell his/her partner about a different scene.
- Pairs continue taking turns talking about the scenes back and forth as time allows.

## Conversation

## A. Listen and point.

Track 9

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.

## B. Listen and say.

Track 10

- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

## C. Listen. Then practice with the new words.

Track 11

- Have the students listen to the track again and repeat the words after the recording.
- Have the students read the Dialogue aloud in pairs while substituting in the new words where indicated.

## D. Role-play the dialogue.

- Model the role-play for the class asking one student to say the Dialogue with you. You should be Jack's mother and the student should be Jack.
- Have the class work in small groups of 4-6 students so that two students in each group act for the rest of the group. Students should then role-play the Dialogue using their own names.

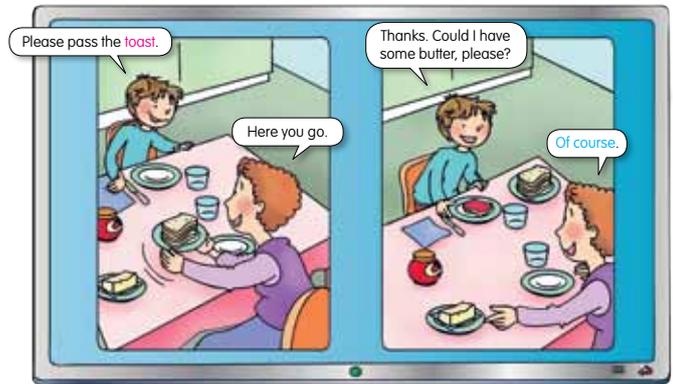
## E. Write a check (✓) or an X.

- Have the students read the sentence on the banner held by the animal characters.
- Brainstorm examples of this value from students' own experience. This discussion may be done in the students' LI, but be sure to repeat the value sentence in English to reinforce the language along with the value.
- Have the class look at the scenes and describe what is happening in each scene.
- Have the students mark each scene that matches the value presented in the activity with a check (✓). If the scene does not match, mark it with an X.

## Conversation

A. Track 9 Listen and point.

B. Track 10 Listen and say.



C. Track 11 Listen. Then practice with the new words.

waffles Certainly

D. Role-play the dialogue.

E. Value. Write a check (✓) or an X.



8 Unit 1

## Extension

## Move to Make a Sentence

**What you will need:** index cards with the following words written on them (one word per card): can, may, I, have, some, butter, waffles, eggs, please.

- Give six index cards to six students (one card per student). Those students should come to the front of the class and stand in a line, shoulder to shoulder. They can stand in any order. NOTE: When giving out six index cards, always give out *I, have, some,* and *please*. The other two cards should include either *can* or *may* and *butter, waffles,* or *eggs*.
- The students in front of the class should each hold his/her index card on his/her forehead without looking at the card. The rest of the class should be able to read all of the cards.
- The class should then direct the students in the line how to move in order to make the correct order for a polite question: *Can/May I have some eggs, please?* Or *Can/May I please have some eggs?* Or *Please, may/can I have some eggs?* etc. Students should direct their classmates saying, "John, stand between Mary and Tom." etc.
- After the students are in the right order, give out six index cards to new students and repeat.

Sounds

A. **Track 12** Listen and say.

Long **U**

flute glue juice

B. **Track 13** Listen and write a check (✓) or an X.

1  2  3

4  5  6

C. **Track 12** Listen and match.

1 tube 2 due 3 tune 4 dune 5 duke

D. Read the sentence.

Sue plays a **tune** on her **blue** flute.

Unit 1 9

**Target Sound** Long u: flute, glue, juice

Sounds

A. Listen and say.

Track 12

- Have the students look at the letter sound and pictures. Ask them if they know the pronunciation that these letter patterns make. Ask them to read the words under the pictures, sounding out the words as best they can.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Listen and write a check (✓) or an X.

Track 13

- Have the students look at the pictures and ask them if they know the English word for any of them. If students do not know the word, it is OK. They will hear the word on the recording.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Have the students check each picture with a long u sound based on what they have heard. The pictures without a long u sound should be marked with an X. Review the answers together, having the class say the word for each picture if they can remember it.

C. Listen and match.

Track 14

- Have the students read the words in the colored boxes, sounding them out as best they can.
- Ask the students to close their books. Play the audio track and have the students repeat the words after the recording.
- Tell the class to open their books. Listen again and have the students match each number with the word that they hear after the number.

D. Read the sentence.

- Have the students read the sentence aloud, making sure to pronounce the long u sound for the indicated words.
- **Challenge:** Ask the students to write a sentence of their own using 3-4 words with the long u sound. They can use any word listed on page 9. Have volunteers write their sentences on the board for the rest of the class to read.

Extension

Basketball

**What you will need:** two baskets labeled “long u” and “short u,” a small ball or wadded up paper ball, word list of “long u” and “short u” words from Appendix 2

- Have the students take turns to be the thrower. Give the thrower a small ball.
- Read one of the words from the word list.
- The thrower listens to the word and decides if he/she hears a “long u” or “short u” in the word. The thrower then throws the ball into the corresponding basket.
- If the thrower threw the ball into the correct basket, say, “Right!” and have the class cheer. If the thrower threw the ball into the wrong basket, say, “Oops! Better luck next time.”

## The Weekend

## Target Language

Review and then student states experience and opinion using "I eat," "I want" and "I do."

## Project

Drawing activity

## Warm-up

Have the class listen to the Unit 1 song. Play the song again and have the class sing along.

## Expansion 1

## A. Look, read and write.

- Have the students look at the pictures and say what they see.
- Have the students read the sentences below each picture.
- Ask the class to complete the activity on their own by writing the correct answer in each blank.

## B. Look, read and write.

- Have the students look at the pictures and say what they see. Ask students to guess what activity each group of objects suggests (shopping, watching TV, playing music, baking).
- Have the students read the sentence prompts beside each number. Students should follow the line to the appropriate group of objects and write the words that should go in each blank.
- To check, ask volunteers from the class to say each complete sentence and spell the missing words aloud.

## Expansion 1

## A. Look, read and write.



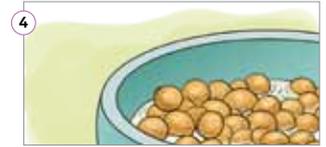
1 I like \_\_\_\_\_.



2 She's eating \_\_\_\_\_.



3 You want a \_\_\_\_\_.



4 He's having some \_\_\_\_\_.

## B. Look, read and write.

1. He \_\_\_\_\_  
on the weekend.

2. She \_\_\_\_\_  
on the weekend.

3. He \_\_\_\_\_  
on the weekend.

4. She \_\_\_\_\_  
on the weekend.



10 Expansion 1

## Extension

## Letter Bee

**What you will need:** (no materials required)

- Have the students line up in a straight line. Say one of the unit target words (toast, butter, waffle, cereal, donut, fried egg, shopping, cartoon, walk, visit, practice, bake).
- One by one the students say a letter each to spell out the word. For example, if the word is "walk," student 1 will say "w," student 2 will say "a," student 3 will say "l," and student 4 will say "k." If all four students have said the correct letter, then student 5 should say "done."
- If at any time a student says the wrong letter, he/she is out and must sit down.
- Continue giving words until there are only 3 students remaining.

C. What about you? Read, check (✓) and write.

1. I eat  donuts  toast  
 fried eggs  cereal for breakfast.

2. I want some  waffles.  toast.  
 butter.  cereal.

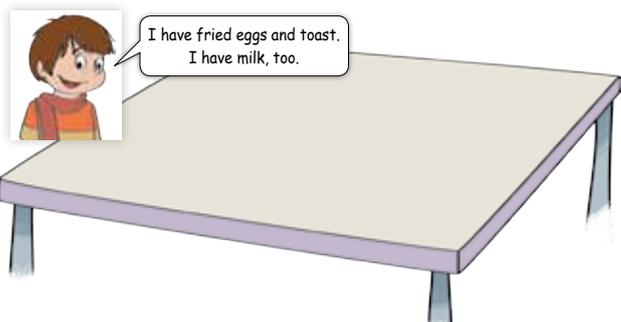
3. I  take a walk  
 practice the piano  
 go shopping on the weekend.  
 watch cartoons

I never \_\_\_\_\_ on the weekend.



D. Project. What do you have for breakfast? Draw. Then talk about it.

I have fried eggs and toast.  
I have milk, too.



Expansion I II

C. What about you? Read, check (✓) and write.

- Ask the students to read through the choices for each item. They are free to choose one of the given options or write their own idea.
- After students have had a chance to complete their personal information, put the students in pairs or groups of three. Each student in the pair or group should read the information he/she wrote aloud.

D. Project. What do you have for breakfast? Draw. Then talk about it.

- Draw a blank table on the board like the one shown on page 11.
- Draw a simple picture of the foods you usually have for breakfast.
- Demonstrate for the class how to talk about their drawings. Point to different parts of your drawing as you explain.  
**EX** You: *I have cereal and milk for breakfast. I have coffee, too.*
- Have the class draw their own breakfast pictures.
- Students can work in pairs or small groups, sharing and talking about the pictures they have drawn.

## Extension

### Telephone

**What you will need:** (no materials required)

- Put students into two teams. The teams must stand in lines, from the front to the back of the classroom.
- Whisper a sentence to the front two students. Be sure that none of the other students hear the sentence. The sentence should practice the language of Unit 1. Use two students' names in the sentence.  
**EX** You: *Donna watches cartoons with Grace on Saturdays.*
- Students must now whisper what they heard to the next student, going on down the line until the end. When the end students hear the sentence, they must run all the way to the front and whisper what they heard to you. If the sentence is correct, that team wins. If the sentence is not correct, the other team can continue to see if the last student whispers the correct sentence to you.
- Play again by having the end students now stand at the front, each student moves down, and a new sentence is whispered.

## Target Pattern

A \_\_\_\_ doesn't \_\_\_\_.  
A \_\_\_\_ V + DO.

## Target Words

chef, cook food, salesclerk, sell things,  
firefighter, put out fires

## Warm-up

Review the target patterns from Unit 1 by having students work in pairs.

- As a class, brainstorm a list of things that students usually do on weekends (go shopping, take a walk, practice the piano, watch cartoons, etc.)
- Have the students draw a simple picture of something they did on the weekend.
- Students should walk around and show each other their pictures. They should ask about the pictures they see by asking, "What do you do on the weekend?" The student should answer, "I \_\_\_\_ on the weekend." Then they switch roles.
- Continue having students ask others about their pictures as time allows.

## Words

## A. Listen and point.

Track 15

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.

## B. Listen and say.

Track 16

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Ask for a volunteer to come to the front of the class. The volunteer should look in his/her book and read a word. The class repeats after the student. Have other volunteers come up and do the same. Each volunteer should read two words for the class to repeat.

## C. Point and say.

- Have the students point to each picture or projector image and say the word.
- Ask for a volunteer to come to the front of the room. The volunteer should point to a picture or projector image while the rest of the class says the word. Have other volunteers come up and do the same.

## D. Remember. Use your books. Point and say.

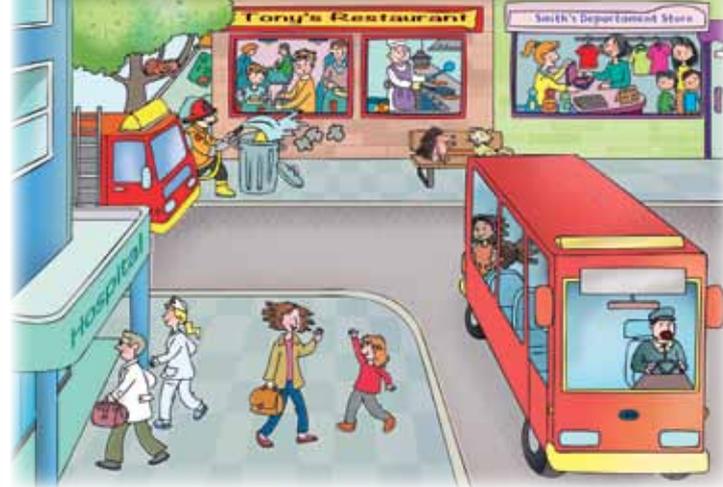
- Have the students look at the scene or projector image and say the sentences.
- Assign students to work in pairs. Each pair should sit with their books open in order to see the words and pictures on page 12.
- Pairs take turns making statements about the characters' jobs.

A. Track 15 Listen and point.

B. Track 16 Listen and say.

C. Point and say.

1.  chef      2.  cook food      3.  salesclerk  
4.  sell things      5.  firefighter      6.  put out fires



D. Remember. Use your books. Point and say.

She's a salesclerk.

She's not a chef.



12 Unit 2

## Extension

## Work for a Chair

**What you will need:** white board, marker

- Write the following jobs on the board so that students can refer to the list during the game: teacher, doctor, chef, salesclerk, firefighter.
- Assign each student in the class one of the five jobs listed on the board. Multiple students can have the same job. Students must remember their job while playing the game.
- Make a circle of chairs so that all but one student can sit in a chair. The last student will begin by standing in the center of the circle.
- The center student will call out any job. All students with that job must stand up and find a new chair to sit in (one of the empty chairs among the other standing students). However, the middle student will also try to sit in one of the empty chairs. The student who does not find a chair must stand in the middle and call the next job. The student in the middle may also call "All jobs!" Then all students change chairs.
- Continue as time allows.

Patterns

A. **Track 17** Listen and say.



B. Read the sentences. Write the words.



A firefighter \_\_\_\_\_ cook food.



A firefighter \_\_\_\_\_ out fires.



A salesclerk \_\_\_\_\_ put out fires.



A salesclerk \_\_\_\_\_ things.

C. Practice with a partner. Use your books. Point and say.



Unit 2 13

Patterns

A. Listen and say.

Track 17

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Read the sentences. Write the words.

- Have the students point to each scene or projector image and say the sentence.
- Give the students a few minutes to work on their own, writing the words that fill in each blank.
- To check, ask for a volunteer to come to the front of the room. The volunteer should point to a scene or projector image and read the sentence under it. The rest of the class asks the appropriate question for the picture. The student at the front of the room should then answer with the correct statement.

**EX** Picture 1: Does a firefighter cook food? No. A firefighter doesn't cook food.

C. Practice with a partner. Use your books. Point and say.

- Have the students look at the scenes or projector image and say the sentences.
  - List on the white board all the jobs that students have learned in previous levels of *Top Kids*: teacher, bus driver, doctor, nurse, police officer, taxi driver, chef, salesclerk, firefighter.
  - Assign students to work in pairs. In each pair, one student will begin by saying what one of the jobs does NOT do. The other student should then say what the job does do.
- EX** S1: A bus driver doesn't cook food.  
S2: A bus driver drives a bus.
- It is then the other student's turn to begin by choosing any job from the list and saying what that job does NOT do.
  - Continue until all of the jobs have been talked about.

Extension

Guess the Job

**What you will need:** (no materials required)

- Ask the students to think of someone they know with one of the jobs listed in Activity C on page 13. The person may be their mother, father, aunt, uncle, grandmother, grandfather, friend's mother, neighbor, etc.
- Have a volunteer come to the front of the class. The class will ask questions to this student and try to guess the job of the person he/she thought of.
- The student at the front of the class should begin by saying, "My \_\_\_\_\_ has a job." The class will then ask questions by asking, "Does your \_\_\_\_\_ (action for a job)?" The student at the front will answer, "Yes, he/she does. / No, he/she doesn't." When the class guesses the correct action for the job, they should say, "Your \_\_\_\_\_ is a \_\_\_\_\_!"
- A new volunteer then goes to the front of the class.

**EX** S: My uncle has a job.  
Class: Does your uncle drive a bus?  
S: No, he doesn't.  
Class: Does your uncle cook food?  
S: Yes, he does.  
Class: Your uncle is a chef!

## Target Pattern

How does he/she go to work?  
He/She goes to work by \_\_\_\_\_.

## Target Words

minivan, scooter, motorcycle, ferry,  
helicopter, plane

## Warm-up

Review the structure from Lesson 1 using activity D from page 12 using any vocabulary known. Assign students to work in pairs. Partners should take turns making statements about the different characters.

## Words

## A. Listen and point.

Track 18

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.

## B. Listen and say.

Track 19

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Ask for a volunteer to come to the front of the class. The volunteer should look in his/her book and read a word. The class repeats after the student. Have other volunteers come up and do the same.

## C. Point and say.

- Have the students point to each picture or projector image and say the word.
- Ask for a volunteer to come to the front of the room. The volunteer should point to a picture or projector image while the rest of the class says the word. Have other volunteers come up and do the same.

## D. Unscramble and match.

- Have the students say what they see in the four pictures on the right.
- Have the students read the sentence prompts and fill in the blanks with the right words. After students write the correct word using the given letters, they should match the sentence to the correct picture. Check the answers together.

## E. Remember. Use your books.

- Have the students look at the scene or projector image and say the sentences.
- Assign the students to work in pairs talking about the pictures on page 14 and reviewing the colors that they know (red, black, silver, yellow, purple, green).

## Words

A. Listen and point. B. Listen and say. C. Point and say.

1



minivan

2



scooter

3



motorcycle

4



ferry

5



helicopter

6



plane

D. Unscramble and match.

1. It's a \_\_\_\_\_ .  
(e a n l p)
2. It's a \_\_\_\_\_ .  
(n m n v i a i)
3. It's a \_\_\_\_\_ .  
(o r c e o t s)
4. It's a \_\_\_\_\_ .  
(r f y e r)

a



b



c



d



E. Remember. Use your books.

This is a red minivan.

This is a silver plane.



14 Unit 2

## Extension

## Word-Be-Gone

**What you will need:** whiteboard, board eraser, marker

- Split the class into two or three teams and assign them to a certain side or part of the whiteboard.
- Have each team take turns writing the following vocabulary words on the board: chef, cook, salesclerk, sell, firefighter, fire, minivan, scooter, motorcycle, ferry, helicopter, plane.
- Once all of the teams have the words written on their part of the board, have each member of the team stand in a line.
- Call out a word and the first student in each team will try to find the word as quickly as they can and erase it from the board and run to the back of their team's line.

## Patterns

A. Track 20 Listen and say.

## B. Read the sentences. Write the words.



How \_\_\_\_\_ go to work?  
\_\_\_\_\_ to work by helicopter.



How \_\_\_\_\_ go to work?  
\_\_\_\_\_ to work by ferry.



How \_\_\_\_\_ go to work?  
\_\_\_\_\_ to work by motorcycle.



How \_\_\_\_\_ go to work?  
\_\_\_\_\_ to work by plane.

## C. Practice with your partner. Talk about yourselves.

D. Track 21 Sing the song. Go to page 76.

Unit 2 15

## Patterns

## A. Listen and say.

Track 20

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

## B. Read the sentences. Write the words.

- Have the students point to each scene or projector image and say the sentence.
- Give the students a few minutes to work on their own, writing the words that fill in each blank.
- To check, ask for a volunteer to come to the front of the room. The volunteer should point to a scene or projector image and ask, "How \_\_\_\_\_ go to work?" The rest of the class says the answer. Have other volunteers come up and do the same for the rest of the pictures.

## C. Practice with a partner. Talk about yourselves.

- Have the students look at the scenes or projector image and say the sentences.
- Remind the class of other forms of transportation they have learned in the *Top Kids* series by listing these on the board: bus, bike, train, subway, taxi, walking.
- Ask students to work in pairs. They should ask and answer about how different people they know go to work.

## D. Sing the song. Go to page 76.

Track 21

- Have the class listen to the song and read along with the lyrics.
- Play the song again and have the class sing as they read along.
- Have the class add hand motions to the song as they sing. Divide the class into two or three groups. Allow each group to make its own hand motions for the verses in the song. Then have the groups perform their assigned verses with motions.

- The teams are scored according to the order they get back in line. If there are three teams, for example, first = 3 points, second = 2 points, and third = 1 point.
- If a student erases the wrong word, they must write the word again on the board before the next round begins.
- Continue calling out words as time permits.
- The team with the most points wins.
- **Challenge:** Call out a word that was erased earlier in the game and have the students write the word back on the board (adding it back to the list) before running back to their team's line. Score in the same manner.

## Target Dialogue

What's your last name?  
 Pardon?  
 Chang. C-H-A-N-G.  
 Got it. Thanks.

## Warm-up

- Have the students review the structure from lesson 2 using activity C from page 15.
- Ask students to work in pairs. They should ask and answer about how different people they know go to work.

## Conversation

## A. Listen and point.

Track 22

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.

## B. Listen and say.

Track 23

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

## C. Listen. Then practice with the new words.

Track 24

- Have the students listen to the track again and repeat the words after the recording.
- Have the students read the Dialogue aloud in pairs while substituting in the new words where indicated.

## D. Role-play the dialogue.

- Model the role-play for the class, asking one student to say the Dialogue with you.
- Have the class work in small groups of 4-6 students so that two students in each group act for the rest of the group. Students should then role-play the Dialogue using their own names.

## E. Write a check (✓) or an X.

- Have the students read the sentence on the banner held by the animal characters.
- Brainstorm examples of this value from students' own experience. This discussion may be done in the students' LI, but be sure to repeat the value sentence in English to reinforce the language along with the value.
- Have the class look at the scenes and describe what is happening in each scene.
- Have the students mark each scene that matches the value presented in the activity with a check (✓). If the scene does not match, mark it with an X.

## Conversation

A. Track 22 Listen and point.

B. Track 23 Listen and say.



C. Track 24 Listen. Then practice with the new words.

family Excuse me

D. Role-play the dialogue.

E. Value. Write a check (✓) or an X.



16 Unit 2

## Extension

## Sentence Scramble

**What you will need:** 12 pieces of paper per group with the following words: What's (X2), your (X2), last (X2), name? (X2), Pardon?, Chang., Got it., Thanks.

- Assign the students to work in small groups of three or four students each. Hand out a word set to each group.
- Groups will work together to build the conversation in order by arranging the pieces of paper.
- After all of the words have been placed, ask two students to read the Dialogue.
- If the Dialogue is not correct, the two students should rearrange the words to correct it.

Sounds

A. **Track 24** Listen and say.

Long <b>u</b>			Short <b>u</b>		
	tube	blue		gum	rug

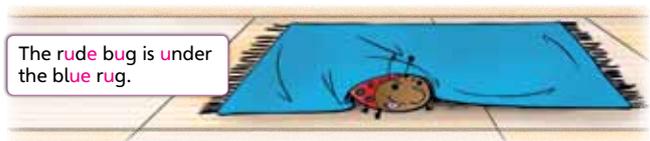
B. **Track 25** Listen and circle.

1 	2 	3 
long u   short u	long u   short u	long u   short u
4 	5 	6 
long u   short u	long u   short u	long u   short u

C. **Track 26** Are they the same? Write a check (✓) or an X.

1       2       3       4

D. Read the sentence.



Unit 2 17

Target Sounds

Long u: tube, blue  
Short u: gum, rug

Sounds

A. Listen and say.

Track 25

- Have students look at the letter sounds and pictures. Ask them if they know the pronunciation that these letter patterns make. Ask them to read the words under the pictures, sounding out the words as best they can.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Listen and circle.

Track 26

- Have the students look at the pictures and ask them if they know the English word for any of them. If students do not know the word, it is OK. They will hear the word on the recording.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Have the students circle either long u or short u below each picture based on what they have heard. Review the answers together, having the class say the word for each picture if they can remember it.

C. Are they the same? Write a check (✓) or an X.

Track 27

- Ask the students to close their books. Play the audio track and have the students repeat the words after the recording.
- Tell the class to open their books. Listen again and have the students check (✓) the numbers for which the vowel sound (either long u or short u) is the same in the pair. Students should write an X if the vowel sounds in the pair are not the same.

D. Read the Sentence.

- Have the students read the sentence aloud, making sure to pronounce the long u or short u sound appropriate for each word.
- **Challenge:** Ask the students write a sentence of their own using 3-4 words from this page. They can use any word listed on page 17. Have volunteers write their sentences on the board for the rest of the class to read.

Extension

Letter Face-Off

**What you will need:** (no materials required)

- Split the class into two teams and have them line up facing each other. Assign the long u sound to one team and the short u sound to the other team.
- The first student of the “Long u team” will say a word that has the long u sound in it. The student can say a word from the new vocabulary list or any other word that he/she knows. If the word has the long u sound, then that student will go to the end of his/her team’s line. If the word that is said does not have the long u sound, the student will sit down.
- Then, the first student of the “Short u team” will say a word that has the short u sound in it. If the word has the short u sound, then that student will go to the end of his/her team’s line. If the word that is said does not have the short u sound, the student will sit down.
- Each team will go back and forth until there are only 3 students remaining on one team. The team with the most students at that time wins.

## Reading

People in Our Community

## New Words

community, learn, keep, safe, sick, grow

## Warm-up

Have the class listen to the Unit 2 song. Play the song again and have the class sing along.

## Reading 1

## A. Listen and follow along.

Track 28

- Have the students look at the pictures and talk about what they see in the story. Students should predict the storyline from what they see. This discussion may be done in the LI.
- Play the audio track and point to the story panels as the story is read. If it is possible to show the page using a projector, it will facilitate the activity.

## B. Listen, read and say.

Track 29

- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

## C. Read with a partner.

- Assign students to work in pairs. One student in each pair will begin as the “Reader” while the other student begins as the “Coach.”
- The “Reader” reads the story aloud while the “Coach” listens. The “Coach” follows along and corrects any mistakes he/she hears or sees.
- Have the pair switch roles. The “Reader” rereads the same text, and the “Coach” provides corrective feedback.

## D. Read and write Yes or No.

- Have the students work individually to answer the four comprehension questions.
- Assign students to work in pairs. Students should take turns to orally check their partner’s answers.
  - EX S-A: Number one. Students help people learn.
  - S-B: No. Number two. Firefighters keep people safe.
  - S-A: Yes. Number three...
- Check answers together as a class to make sure everyone has all the correct answers.

## Reading 1

## People in Our Community

A. Track 28 Listen and follow along.



Some people live in a city. Some people live in the country. But everybody lives in a **community**. People work together in communities, too. People in our community keep us safe, healthy and happy.

Teachers help people **learn**. Students work hard. They learn new things.



Police officers help people. They **keep us safe**. Firefighters put out fires. They keep people safe, too.

D. Read and write Yes or No.

1. Students help people learn. \_\_\_\_\_ 2. Firefighters keep people safe. \_\_\_\_\_

18 Reading 1

## Extension

## Silly Stories

**What you will need:** a small piece of paper for each student in the class

- Give each student in the class a small piece of paper. Tell students to write any word they know in English, but it should be a noun, verb, or adjective. You can list examples on the board to help students understand.
- After all students have written their word, they should give their paper to another student in the class. Be sure that each student has a piece of paper at the end of trading. You should have a word as well.
- Begin a simple story by saying one or two sentences. You must use the word on your piece of paper in one of your sentences. Then choose any other student to go next.
- The next student then adds to the story and includes the word on his/her paper.
- Continue until all students have added to the story.

B. Track 29 Listen, read and say.C.  Read with a partner.

Doctors and nurses keep people healthy. They help **sick** people, too. Some animals need doctors. These special doctors keep animals healthy.



People on farms **grow** food. Salesclerks sell the food. Chefs cook the food. Good food keeps us healthy.



What about your community? What people do you see every day? Who keeps your community safe, happy and healthy?

**New Words:** • community • learn • keep • safe • sick • grow

3. Nurses put out fires, too. \_\_\_\_\_ 4. Good food keeps us healthy. \_\_\_\_\_

Reading 1 **19**

## Optional Extension

### Job Charades

**What you will need:** (no materials required)

- Put students into teams. One student from each team will be the actor.
- Secretly tell all of the actors a word that they will act out. The word can be the name of any job that students have learned in the Top Kids series: teacher, bus driver, doctor, nurse, police officer, taxi driver, chef, salesclerk, firefighter.
- When you say "Go!" all the actors must "act" the word they have heard (No words or sounds!) and their team must shout out guesses.
- The first team to correctly shout out the answer gets a point.
- Continue this for as many words as you want to review.



## Teacher's Notes

## Eating Outdoors

## Target Pattern

There's a \_\_\_\_ on the table.  
There are some \_\_\_\_ on the table.

## Target Words

plate, bowl, fork, spoon, cup, napkin

## Warm-up

Review the target patterns from Unit 2 by having students work in pairs.

- List on the white board all the jobs that students have learned in previous levels of *Top Kids*: teacher, bus driver, doctor, nurse, police officer, taxi driver, chef, salesclerk, firefighter.
- Assign students to work in pairs. In each pair, one student will begin by saying what one of the jobs does NOT do. The other student should then say what the job does do. Students then switch roles.

**EX S1:** A bus driver doesn't cook food.  
**S2:** A bus driver drives a bus.

- Continue until all of the jobs have been talked about.

## Words

## A. Listen and point.

Track 30

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.

## B. Listen and say.

Track 31

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Ask for a volunteer to come to the front of the class. The volunteer should look in his/her book and read a word. The class repeats after the student. Have other volunteers come up and do the same.

## C. Point and say.

- Have the students point to each picture or projector image and say the word.
- Ask for a volunteer to come to the front of the room. The volunteer should point to a picture or projector image while the rest of the class says the word. Have other volunteers come up and do the same.

## D. Remember. Use your books. Point and say.

- Have the students look at the scene or projector image and say the sentences.
- Assign students to work in pairs. Each pair should sit with their books open in order to see the words and pictures on page 20.
- Pairs taking turns asking and answering about the objects in the picture.

## Eating Outdoors

## Words

A. Track 30 Listen and point.

B. Track 31 Listen and say.

C. Point and say.

1.  plate      2.  bowl      3.  fork
4.  spoon      5.  cup      6.  napkin



D. Remember. Use your books. Point and say.

They're next to the forks.

Where are the spoons?



20 Unit 3

## Extension

## Guess What?

**What you will need:** vocabulary words from units 1, 2, and 3 written on index cards: bake, cookie, butter, cereal, donut, practice, toast, visit, waffle, watch, cartoon, chef, cook, ferry, firefighter, helicopter, minivan, motorcycle, plan, scooter, sell, bowl, cup, fork, napkin, plate, spoon

- Divide the class into teams.
- One student from the first team will hold an index card with one word on it over his/her head.
- The other students in that team will try to act it out or describe what the word is for one minute or until the student with the card guesses the word.
- If the student guesses the word in less than a minute, then he/she will hold up another index card and the team will continue acting out the word or describing until 1 minute is up. The team scores one point for each correct word guessed by the holder.
- Then the next team has a turn to play.
- If all of the index cards are used, shuffle the cards together to mix them and continue playing.
- The team with the most points wins.

## Patterns

A.  Listen and say.

## B. Read the sentences. Write the words.



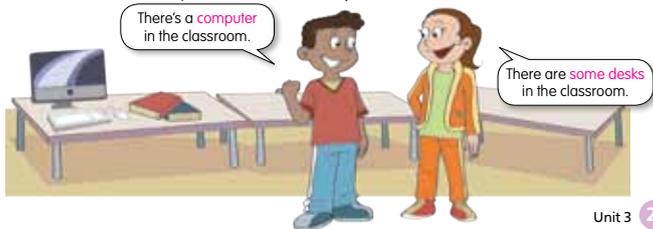
\_\_\_\_\_ some plates on the table.

\_\_\_\_\_ a napkin on the table.



\_\_\_\_\_ a cup on the table.

\_\_\_\_\_ some spoons on the table.

C.  Practice with a partner. Talk about your classroom.

Unit 3 21

## Patterns

## A. Listen and say.

Track 32

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

## B. Read the sentences. Write the words.

- Have the students point to each scene or projector image and say the sentence.
- Give the students a few minutes to work on their own, writing the words that fill in each blank.
- To check, ask for a volunteer to come to the front of the room. The volunteer should point to a scene or projector image and ask, "What is on the table?" The rest of the class answers with the correct information related to the picture.

## C. Practice with a partner. Talk about your classroom.

- Have the students look at the scenes or projector image and say the sentences.
- Assign the students to work in pairs. Each student in the pair will take turns looking around the room and naming something that they see in the room.
- Monitor the pairs to be sure that students are correctly using "a \_\_\_\_" and "some \_\_\_\_" to talk about singular or plural objects.

## Extension

## Two Pictures

**What you will need:** one piece of blank paper for each student

- Give each student a blank piece of paper. Tell students they will draw their own picture on the paper, but they should follow what you say. When you tell the class to draw "something," it can be anything! (So the pictures can be funny.) Lead the students in drawing by saying the following:  
*You: Draw a table. Draw a plate or a napkin on the table. Draw something on the plate or napkin. Draw a cup or bowl on the table. Draw something in the cup or bowl. Draw a fork on the table. Draw something on the fork.*
- After students have drawn their pictures, assign them to work in pairs. One student in the pair will tell the other what to draw on the back (blank side) of his/her drawing. The student should say the thing he/she drew for all "somethings" you said. Pairs then switch roles in describing and drawing pictures.

**EX SI:** Draw a table. Draw a plate on the table. Draw a puppy on the plate. Draw a cup on the table. Draw a goldfish in the cup. Draw a fork on the table. Draw a doll on the fork. (Then students switch roles.)

## Eating Outdoors

## Target Pattern

Is/Are there any \_\_\_\_ in/on the \_\_\_\_.  
Yes, there is. / No, there isn't.  
Yes, there are. / No, there aren't.

## Target Words

strawberry, watermelon, pineapple,  
tomato, carrot, lettuce

## Warm-up

Review the structure from Lesson 2 using activity D from page 20.

- Assign students to work in pairs. Each pair should sit with their books open in order to see the words and pictures on page 20.
- Pairs taking turns asking and answering about the objects in the picture.

**EX** *There is a \_\_\_\_ in the classroom. / There are some \_\_\_\_ in the classroom.*

## Words

## A. Listen and point.

Track 33

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.

## B. Listen and say.

Track 34

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Ask for a volunteer to come to the front of the class. The volunteer should look in his/her book and read a word. The class repeats after the student. Have other volunteers come up and do the same.

## C. Point and say.

- Have the students point to each picture or projector image and say the word.
- Ask for a volunteer to come to the front of the room. The volunteer should point to a picture or projector image while the rest of the class says the word. Have other volunteers come up and do the same.

## D. Look and write.

- Have the students say what they see in the four pictures.
- Have the students read the sentence prompts and fill in the blanks with the right words. Check the answers together.

## E. Remember. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- Call students by turn to ask about fruits and vegetables (or other foods) they like or don't like following the example in the book. Remind students

## Words

A. **Track 33** Listen and point. B. **Track 34** Listen and say. C. **Point and say.**



strawberry



watermelon



pineapple



tomato



carrot



lettuce

D. Look and write.



I'm eating \_\_\_\_\_.



He has a \_\_\_\_\_.



She wants a \_\_\_\_\_.



It's having some \_\_\_\_\_.

E. **Remember.** Talk about yourselves.

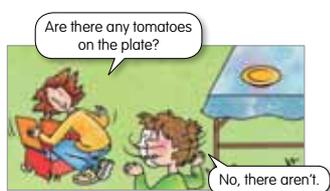


22 Unit 3

of other foods they have learned in the *Top Kids* series: chocolate milk, lemonade, chicken, cookies, hamburgers, hot dogs, French fries, pasta, pizza, salad, steak, sushi, cake, candy, apple pie, eggs, bread, cheese, cucumbers, nuts, pears.

Patterns

A. **Track 32** Listen and say.



B. Read the sentences. Write the words.



\_\_\_\_\_ any pineapple on the plate?  
No, \_\_\_\_\_.



\_\_\_\_\_ any strawberries in the bowl?  
Yes, \_\_\_\_\_.



\_\_\_\_\_ carrots on the plate?  
No, \_\_\_\_\_.



\_\_\_\_\_ watermelon in the bowl?  
Yes, \_\_\_\_\_.

C. **Practice with a partner.** Talk about your classroom.



D. **Track 33** Sing the song. Go to page 77.

Unit 3 **23**

Patterns

A. Listen and say.

Track 35

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Read the sentences. Write the words.

- Have the students point to each scene or projector image and say the sentence.
- Give the students a few minutes to work on their own, writing the words that fill in each blank.
- To check, ask for a volunteer to come to the front of the room. The volunteer should point to a scene or projector image and ask the question under the picture. The rest of the class says the answer. Have other volunteers come up and do the same for the other pictures.

C. Practice with a partner. Talk about your classroom.

- Have the students look at the scenes or projector image and say the sentences.
- Assign the students to work in pairs. Each student in the pair will take turns looking around the room and naming something that they see or don't see in the room.
- Monitor the pairs to be sure that students are correctly using "Are there any" and "Is there any" to talk about countable or uncountable objects.

D. Sing the song. Go to page 77.

Track 36

- Have the class listen to the song and read along with the lyrics.
- Play the song again and have the class sing as they read along.
- Divide the class into two groups. One group will sing the questions in the first verse of the song, and the other group will sing the answers. Then the groups switch roles singing the questions and answers for the second verse.

Extension

Apple, Carrot, Watermelon

**What you will need:** (no materials required for this activity)

- Have the class sit in a circle.
- Show the class a motion to do for each kind of food item.  
Apple = polish the apple on your shirt and take a bite  
Carrot = hold the carrot beside your mouth and take a crunchy bite  
watermelon = hold two hands in front of your face and move your head as if slurping up a big slice of watermelon
- The first student in the circle chooses any of the three things to eat, says the word, and does the action.
- The second student in the circle chooses any of the things to eat, says the word, does the motion, and then repeats what the first student did as well.
- Continue around the circle with each student adding their choice. Students may repeat the same item as the student right before them. The key is to remember all the previous things in the correct order.
- See if the class can go all the way around the circle. The first student then has to repeat everything in order with words and motions.

## Eating Outdoors

## Target Dialogue

Hello.  
Hello. This is Lucy. Is Jack there, please?  
No, he isn't. He's at the park.  
OK. Thank you. I'll call back later.  
OK. Bye, Lucy.

## Warm-up

- Have the students review the structure from lesson 2 using activity C from page 23.
- Assign the students to work in pairs. Each student in the pair will take turns looking around the room and naming something that they see or don't see in the room.
- Monitor the pairs to be sure that students are correctly using "Are there any" and "Is there any" to talk about countable or uncountable objects.

**EX S1:** Are there any hamsters in the classroom?  
**S2:** No, there aren't.

## Conversation

## A. Listen and point.

Track 37

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.

## B. Listen and say.

Track 38

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

## C. Listen. Then practice with the new words.

Track 39

- Have the students listen to the track again and repeat the words after the recording.
- Have the students read the Dialogue aloud in pairs while substituting in the new words where indicated.

## D. Role-play the dialogue.

- Model the role-play for the class asking one student to say the Dialogue with you.
- Have the class work in small groups of 4-6 students so that two students in each group act for the rest of the group. Students should then role-play the Dialogue using their own names.

## E. Write a check (✓) or an X.

- Have the students read the sentence on the banner held by the animal characters.
- Brainstorm examples of this value from students' own experience. This discussion may be done in the students' LI, but be sure to repeat the value sentence in English to reinforce the language along with the value.
- Have the class look at the scenes and describe what is happening in each scene.

## Conversation

## A. Track 37 Listen and point.

## B. Track 38 Listen and say.



## C. Track 39 Listen. Then practice with the new words.

kung-fu class tomorrow

## D. Role-play the dialogue.

## E. Value. Write a check (✓) or an X.



24 Unit 3

- Have the students mark each scene that matches the value presented in the activity with a check (✓). If the scene does not match, mark it with an X.

## Extension

## Sentence Scramble

**What you will need:** 8 pieces of paper per group with the following words:

Hello?  
Hello. This is Lucy.  
Is Jack there, please?  
No, he isn't.  
He's at the park.  
OK. Thank you.  
I'll call back later.  
OK. Bye, Lucy.

- Assign the students to work in small groups of three or four students each. Hand out a word set to each group.
- Groups will work together to build the conversation in order by arranging the pieces of paper.
- After all of the words have been placed, ask two students to read the Dialogue.
- If the Dialogue is not correct, the two students should rearrange the words to correct it.

Sounds

A. **Track 39** Listen and say.

<b>br</b>  brush	<b>fr</b>  frog	<b>gr</b>  green
---	--	---

B. **Track 40** Listen and circle.

1  br fr gr	2  br fr gr	3  br fr gr
4  br fr gr	5  br fr gr	6  br fr gr

C. **Track 41** Listen and write *br, fr or gr*.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

D. Read the sentence.

Great **gr**andmother **br**ings  
fresh **fr**uit for **br**eatfast.



Unit 3 25

Target Sounds

**br:** brush  
**fr:** frog  
**gr:** green

Sounds

A. Listen and say.

Track 40

- Have the students look at the letter sounds and pictures. Ask them if they know the pronunciation that these letter patterns make. Ask them to read the words under the pictures, sounding out the words as best they can.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Listen and circle.

Track 41

- Have the students look at the pictures and ask them if they know the English word for any of them. If students do not know the word, it is OK. They will hear the word on the recording.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Have the students circle the correct consonant blend (br, fr, gr) for each picture based on what they have heard. Review the answers together, having the class say the word for each picture if they can remember it.

C. Listen and write *br, fr, or gr*.

Track 42

- Ask the students to close their books. Play the audio track and have the students repeat the words after the recording.
- Tell the class to open their books. Listen again and have the students write the consonant blend (br, fr, gr) that they hear in each word.
- Check by having the class say the blend they wrote along with the word for that number item if they can remember it. As an extra challenge, see if the class can correctly spell the whole word for each number item.

D. Read the sentence.

- Have the students read the sentence aloud, making sure to pronounce the consonant blends appropriately for each word.
- **Challenge:** Ask the students write a sentence of their own using 3-4 words from this page. They can use any word listed on page 25. Have volunteers write their sentences on the board for the rest of the class to read.

Extension

Spelling Ball

**What you will need:** a ball or wadded up piece of paper

- Say any word with a consonant blend of br, fr, or gr that students have learned in the *Top Kids* series: brother, brush, breakfast, brown, bread, friendly, French, Friday, frog, grandfather, grandmother, green, angry, hungry, grapes.
- Then, toss the ball to one student.
- That student says the first letter of the word and tosses the ball to Student 2. Student 2 says the next letter of the word and tosses the ball to Student 3.
- This continues until the word is completed.
- The student who says the last letter of the word says the word again and throws the ball back to you.
- If the word was spelled incorrectly, then say the word again and throw the ball out to a random student to continue the round.
- If the word was spelled correctly, then say another word and throw the ball out to start another round.

## Eating Outdoors

## Target Language

Review and then student states experience and opinion

## Project

Drawing activity

## Warm-up

Have the class listen to the Unit 3 song. Play the song again and have the class sing along.

## Expansion 2

## A. Read and write.

- Have the students read the sentence prompts and work individually to complete each statement. Students should write their answers in the space provided.
- Check the activity by having a student read a sentence aloud. That student should pick any other student in the class to read the next sentence.

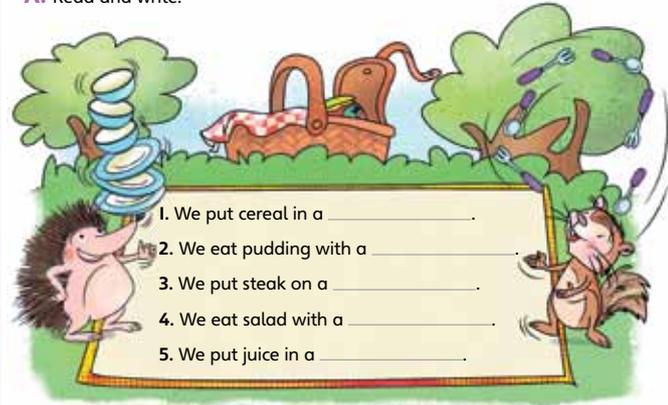
## B. Look and match.

- Have the students look at the four pictures. Ask students to say what each object appears to be.
- After students have said what the pictures are, have them read the statements in the second and third rows. Students should work individually to match those statements with the pictures. Row 1 matches with Row 2, and Row 2 matches with Row 3.
- Check the activity by randomly selecting a student to read the answer for each item.

**EX** *SI: Number 1. It's small. It's a strawberry.*

## Expansion 2

## A. Read and write.



## B. Look and match.

1 	2 	3 	4 
a It's very big.	b It's green.	c It's small.	d It's orange.
e It's lettuce.	f It's a strawberry.	g It's a carrot.	h It's watermelon.

26 Expansion 2

## Extension

## Silly Lunch Story

**What you will need:** *silly story with blanks from Appendix 3, a small piece of paper for each student in the class*

- Give each student in the class a small piece of paper. Tell the students to write any one food item (fruit, vegetable, fast food, dinner food, drink, etc.) on their paper.
- Tell the class that you are going to tell a silly story. You need five volunteers to come to the front of the class. Have the five students stand in a row.
- Read aloud the story from the Appendix to the class, and as you come to each blank, have the next student in the row fill in the blank with the food item they wrote on their paper. The story will probably be very silly!
- Choose five other students to come up. Have any other student read the silly story with these volunteers.

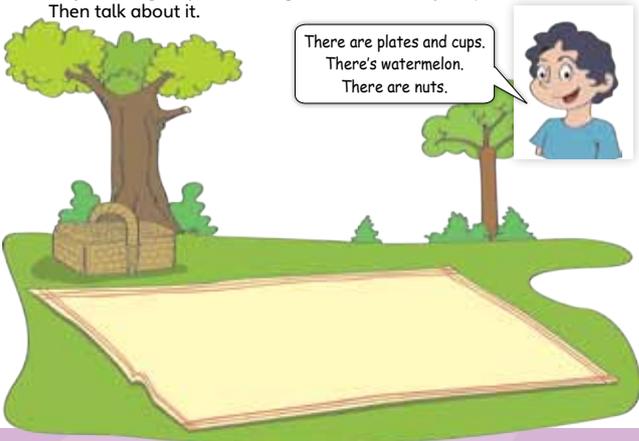
C. What about you? Read, check (✓) and write.

1. I use  a plate  a bowl  
 a cup  a napkin for breakfast.  
 a spoon  a fork

2. We have  carrots  lettuce  
 tomatoes  strawberries at home.  
 pineapple  watermelon

I like \_\_\_\_\_ best.

D. Project. Imagine you're eating outdoors. Draw your picnic. Then talk about it.



Expansion 2 27

C. What about you? Read. Check (✓) and write.

- Ask the students to read through choices and the sentence prompt. Individually, students should check the choices based on what is true for them.
- After students have had a chance to complete their personal information, put the students in pairs or groups of three. Each student in the pair or group should read aloud the information he/she checked and wrote.

D. Project. Imagine you're eating outdoors. Draw your picnic. Then talk about it.

- Draw a blank picnic blanket on the board like the one shown on page 27.
- Draw simple picnic items and food items on your blanket.
- Demonstrate for the class how to talk about their drawings. Point to different items in your drawing as you explain.  
**EX** You: *There are napkins and forks. There are cookies. There's lemonade.*
- Have the class draw their own ideas for a picnic.
- Students can work in pairs or small groups, sharing and talking about their drawings.

### Optional Extension

#### The A to Z Picnic List

**What you will need:** white board, marker

- Tell the class that together you are going to make a list of things to bring to a picnic. However, you will only bring one item for each letter of the alphabet!
- Ask the class for ideas of what they can take to the picnic that begin with the letter A. Write one of the suggestions on the board. Then ask for an item with the letter B. Continue and see if the class can think of something for every letter of the alphabet! **NOTE:** Not every item needs to be a food item. They can bring pets, friends, toys, etc.

## Art Class

Target  
Patterns

How much \_\_\_\_ is there?  
There's a lot of \_\_\_\_.  
There isn't any \_\_\_\_.

## Target Words

glue, paint, chalk, tape, paper, clay

## Warm-up

Review the target patterns from Unit 3 by having students work in pairs.

- Each student in the pair will take turns looking around the room and naming something that they see in the room. Students should use "There's a \_\_\_\_ in the classroom." or "There are some \_\_\_\_ in the classroom."
- Monitor the pairs to be sure that students are correctly using "a \_\_\_\_" and "some \_\_\_\_" to talk about singular or plural objects.

## Words

## A. Listen and point.

Track 43

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.

## B. Listen and say.

Track 44

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Ask for a volunteer to come to the front of the class. The volunteer should look in his/her book and read a word. The class repeats after the student. Have other volunteers come up and do the same.

## C. Point and say.

- Have the students point to each picture or projector image and say the word.
- Ask for a volunteer to come to the front of the room. The volunteer should point to a picture or projector image while the rest of the class says the word. Have other volunteers come up and do the same.

## D. Remember. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- On a small piece of paper, have the students choose three of the target words from page 28 and write those words. Students then put this paper in their book bags.
- Have the students work in pairs. Partners take turns asking about what is in the other person's book bag using the question, "Is there any \_\_\_\_ in your bag?" The partner will answer yes or no depending on the words he/she wrote.

## Art Class

## Words

A. Track 43 Listen and point.

B. Track 44 Listen and say.

C. Point and say.

1. glue 2. paint 3. chalk  
4. tape 5. paper 6. clay



D. Remember. Talk about yourselves.



28 Unit 4

## Extension

## Quick Thinking

**What you will need:** 6 pieces of paper per student, picture cards (Appendix 4)

- Have the students write each of the six target words (glue, paint, chalk, tape, paper, clay) on separate pieces of paper.
- You will show one of the picture cards.
- Students should find the correct phrase and hold it up. The first student to hold up the correct phrase wins a point.
- Once students are comfortable with the words, you can show two picture cards at a time. Students will have to hold up both vocabulary words to get the point.

Patterns

A. **Track 43** Listen and say.

How much clay is there?

How much chalk is there?



There's a lot of clay.



There isn't any chalk.

a little



some



a lot of



B. Read the sentences. Write the words.



\_\_\_\_\_ paper is there?

There's \_\_\_\_\_ paper.



\_\_\_\_\_ glue is there?

There's \_\_\_\_\_ glue.



\_\_\_\_\_ paint is there?

There's \_\_\_\_\_ paint.



\_\_\_\_\_ tape is there?

There \_\_\_\_\_ tape.

C. Practice with a partner. Use your books. Point and say.

How much **paper** is there?

There's **a lot of paper**.



Unit 4 29

Patterns

A. Listen and say.

Track 45

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Read the sentences. Write the words.

- Have the students point to each scene or projector image and say the sentence.
- Give the students a few minutes to work on their own, writing the words that fill in each blank.
- To check, ask for a volunteer to come to the front of the room. The volunteer should point to a scene or projector image and question under it. The rest of the class answers aloud with the correct sentence after the student. Then a new volunteer reads the question for another scene.

C. Practice with a partner. Use your books. Point and say.

- Have the students look at the scenes or projector image and say the sentences.
- Assign students to work in pairs. Each pair should sit with their books open in order to see the words and pictures on page 29.
- Pairs taking turns asking and answering about the objects in the picture.
- Continue as time allows.

Extension

How much is there?

**What you will need:** a piece of paper for each student

- Have the students choose one of the target words from page 28 and write that word on their paper.
- Randomly choose five or six students to stand in front of the class. Those students should hold their papers so the rest of the class can read the words they wrote.
- Ask the class, "How much \_\_\_\_\_ is there?" The class should answer by reading the words that the standing students are holding. If 4+ students are holding the word, the class should say, "There's a lot of \_\_\_\_\_!" If 2-3 students are holding the word, the class should say, "There's some \_\_\_\_\_!" If 1 student is holding the word, the class should say, "There a little \_\_\_\_\_!" If no student is holding the word, the class should say, "There isn't any \_\_\_\_\_!"
- Choose another group of students to come up and hold up their words.
- Continue by calling up all the girls, all the boys, students in the back row, etc.

## Target Patterns

How many \_\_\_\_ of \_\_\_\_ are there?  
There are \_\_\_\_ of \_\_\_\_.

## Target Words

stick, tube, piece, roll, sheet, box

## Warm-up

Review the structure from Lesson 1 using activity D from page 28.

- On a small piece of paper, have the students choose three of the target words from page 28 and write those words. Students then put this paper in their book bags.
- Have the students work in pairs. Partners take turns asking about what is in the other person's book bag using the question, "Is there any \_\_\_\_ in your bag?" The partner will answer yes or no depending on the words he/she wrote.

## Words

## A. Listen and point.

Track 46

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.

## B. Listen and say.

Track 47

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Ask for a volunteer to come to the front of the class. The volunteer should look in his/her book and read a word. The class repeats after the student. Have other volunteers come up and do the same.

## C. Point and say.

- Have the students point to each picture or projector image and say the word.
- Ask for a volunteer to come to the front of the room. The volunteer should point to a picture or projector image while the rest of the class says the word. Have other volunteers come up and do the same.

## D. Read and write.

- Have the students read the sentences aloud. As they read, draw the four objects on the board when students say each one (tape, chalk, paper, glue). Draw the objects to look like a roll of tape, a piece of chalk, a sheet of paper, and a stick of glue.
- Have the students fill in the blanks with the right words. Check by having the class read the complete sentences aloud.

## E. Remember. Talk about your classroom.

- Have the students look at the scene or projector image and say the sentences.
- Ask the class to look around the room and say what they see following the example in the book.

## Words

- A. Track 46 Listen and point. B. Track 47 Listen and say. C. Point and say.



stick



tube



piece



roll

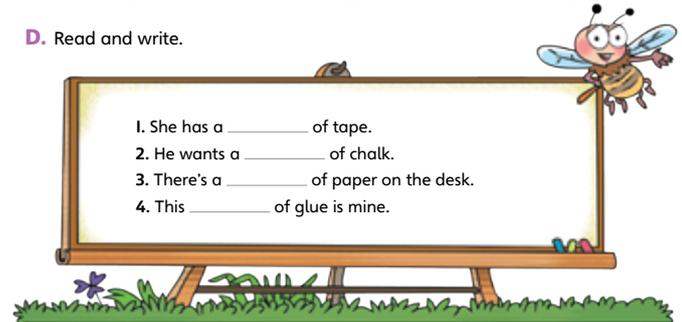


sheet



box

- D. Read and write.



1. She has a \_\_\_\_\_ of tape.
2. He wants a \_\_\_\_\_ of chalk.
3. There's a \_\_\_\_\_ of paper on the desk.
4. This \_\_\_\_\_ of glue is mine.

- E. Remember. Talk about your classroom.



30 Unit 4

Patterns

A. **Track 42** Listen and say.



B. Read the sentences. Write the words.

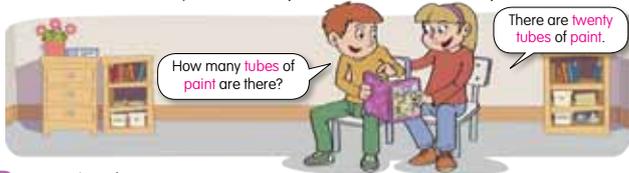
1 \_\_\_\_\_ of paper are there?  
\_\_\_\_\_ fifty \_\_\_\_\_ of paper.

2 \_\_\_\_\_ of tape are there?  
\_\_\_\_\_ ten \_\_\_\_\_ of tape.

3 \_\_\_\_\_ of paint are there?  
\_\_\_\_\_ twenty \_\_\_\_\_ of paint.

4 \_\_\_\_\_ of chalk are there?  
\_\_\_\_\_ eight \_\_\_\_\_ of chalk.

C. Practice with a partner. Use your books. Point and say.



D. **Track 43** Sing the song. Go to page 77.

Unit 4 **31**

Patterns

A. Listen and say.

**Track 48**

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Read the sentences. Write the words.

- Have the students point to each scene or projector image and say the sentence.
- Give the students a few minutes to work on their own, writing the words that fill in each blank.
- To check, ask for a volunteer to come to the front of the room. The volunteer should point to a scene or projector image and read the question under it. The rest of the class answers with the correct statement.

C. Practice with a partner. Use your books. Point and say.

- Have the students look at the scenes or projector image and say the sentences.
- Assign students to work in pairs. Each pair should sit with their books open in order to see the words and pictures on page 31.
- Pairs take turns asking and answering about the objects in the picture.
- Continue as time allows.

D. Sing the song. Go to page 77.

**Track 49**

- Have the class listen to the song and read along with the lyrics.
- Play the song again and have the class sing as they read along.
- Divide the class into two groups. One group will sing the questions in the first verse of the song, and the other group will sing the answer lines in the first verse. Then the groups switch roles asking and answering for the second verse.

Extension

The Whisper Game

**What you will need:** (no materials are required for this activity)

- Put students into two teams. The teams must stand in lines, from the front to the back of the classroom.
- Whisper a sentence saying "I can see (a number) \_\_\_\_\_s of \_\_\_\_\_ in our room." to the front two students. Fill in the blanks using target words from the unit (stick of glue, tube of paint, piece of chalk, roll of tape, sheet of paper, box of clay). Be sure that none of the other students hear the sentence.
- When you say, "Go!", students must whisper the sentence to the next student, going on down the line until the end. When the end students hear the sentence, they must run all the way to the front and write the sentence on the board. Check the sentence to see if it is written correctly.
- The end students now stand at the front, each student moves down, and a new sentence is whispered.

Target  
Dialogue

Ugh! I can't draw!  
Yes, you can.  
No, I can't. I give up!  
Come on. Let me show you.  
Hey! This is fun!  
See! You can do it.

## Warm-up

- Have the students review the structure from lesson 2 using activity E from page 30.
- Ask the class to look around the room and say what they see following the example in the book: I can see (number) \_\_\_\_s of \_\_\_\_.

## Conversation

## A. Listen and point.

Track 50

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.

## B. Listen and say.

Track 51

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

## C. Listen. Then practice with the new words.

Track 52

- Have the students listen to the track again and repeat the words after the recording.
- Have the students read the Dialogue aloud in pairs while substituting in the new words where indicated.

## D. Role-play the dialogue.

- Model the role-play for the class, asking one student to say the Dialogue with you.
- Have the class work in small groups of 4-6 students so that two students in each group act for the rest of the group. Students should then role-play the Dialogue using their own names.

## E. Write a check (✓) or an X.

- Have the students read the sentence on the banner held by the animal characters.
- Brainstorm examples of this value from students' own experience. This discussion may be done in the students' LI, but be sure to repeat the value sentence in English to reinforce the language along with the value.
- Have the class look at the scenes and describe what is happening in each scene.
- Have the students mark each scene that matches the value presented in the activity with a check (✓). If the scene does not match, mark it with an X.

## Conversation

## A. Track 50 Listen and point.

## B. Track 51 Listen and say.



## C. Track 52 Listen. Then practice with the new words.

paint easy

## D. Role-play the dialogue.

## E. Value. Write a check (✓) or an X.



32 Unit 4

## Extension

## Sentence Scramble

**What you will need:** 8 pieces of paper per group with the following sentences:

Ugh! I can't draw!  
Yes, you can.  
No, I can't.  
I give up!  
Come on.  
Let me show you.  
Hey! This is fun!  
See! You can do it.

- Assign the students to work in small groups of three or four students each. Hand out a word set to each group.
- Groups will work together to build the conversation in order by arranging the pieces of paper.
- After all of the words have been placed, ask two students to read the Dialogue.
- If the Dialogue is not correct, the two students should rearrange the words to correct it.

Sounds

A. **Track 53** Listen and say.

<b>cr</b>  crayon	<b>dr</b>  draw	<b>tr</b>  truck
--	--	---

B. **Track 53** Listen and match.

1 	2 	3 
<b>cr</b>	<b>dr</b>	<b>tr</b>
4 	5 	6 

C. **Track 53** Listen and circle.

1 cr dr tr	2 cr dr tr	3 cr dr tr	4 cr dr tr	5 cr dr tr
------------------	------------------	------------------	------------------	------------------

D. Read the sentence.

The **cr**ab and the **dr**agon **dr**aw a **tr**uck on a **cr**ooked **tr**ee.



Unit 4 33

Target Sounds

- cr:** crayon
- dr:** draw
- tr:** truck

Sounds

A. Listen and say.

Track 53

- Have the students look at the letter sounds and pictures. Ask them if they know the pronunciation that these letter patterns make. Ask them to read the words under the pictures, sounding out the words as best they can.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Listen and match.

Track 54

- Have the students look at the pictures and ask them if they know the English word for any of them. If students do not know the word, it is OK. They will hear the word on the recording.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Have the students listen again and match the pictures with the correct blend (cr, dr, tr) for the words they hear. Review the answers together, having the class say the word for each picture if they can remember it while you write the words on the board for the class to see.

C. Listen and circle.

Track 55

- Ask the students to close their books. Play the audio track and have the students repeat the words after the recording.
- Tell the class to open their books. Listen again and have the students circle the blend sounds for the words they hear.

D. Read the sentence.

- Have the students read the sentence aloud, making sure to pronounce the consonant blends appropriately for each word.
- **Challenge:** Ask the students to write a sentence of their own using 3-4 words from this page. They can use any word listed on page 33. Have volunteers write their sentences on the board for the rest of the class to read.

Extension

Cry, Dream, Trip

**What you will need:** white board, marker

- Write the words cry, dream, and trip on the board. Explain that for this game, students need to listen for the cr, dr, and tr sounds. When students hear a word with the cr sound, they should cry (saying boo hoo!). When students hear a word with the dr sound, they should sleep and dream (making snoring sounds). When they hear a word with the tr sound, they should trip (and pretend to almost fall while saying whoa!).
- Have the class stand up to play.
- Call out a word that students have learned in the *Top Kids* series or other easy words. When students recognize the cr, dr, or tr sound in the word, they should do the action and make the appropriate noise.
- **Challenge:** Have volunteers come up to say words for the class. Write the word for the volunteer to read aloud, but don't let the class see the word.  
 cr words: crayon, ice cream, cracker, crab, crazy  
 dr words: bus driver, draw, get dressed, dry, dresser, drink, drop  
 tr words: tree, train, truck, triangle, trash, remote-control, true

## Reading

Cheeky's Friends

## New Words

move, think, sign, surprised,  
wonderful

## Warm-up

Have the class listen to the Unit 4 song. Play the song again and have the class sing along.

## Reading 2

## A. Listen and follow along.

Track 56

- Have the students look at the pictures and talk about what they see in the story. Students should predict the storyline from what they see. This discussion may be done in their LI.
- Play the audio track and point to the different parts of the picture as the story is read. If it is possible to show the page using a projector, it will facilitate the activity.

## B. Listen, read and say.

Track 57

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

## C. Read with a partner.

- Assign students to work in pairs. One student in each pair will begin as the "Reader" while the other student begins as the "Coach."
- The "Reader" reads the story aloud while the "Coach" listens. The "Coach" follows along and corrects any mistakes he/she hears or sees.
- Have the pair switch roles. The "Reader" rereads the same text, and the "Coach" provides corrective feedback.

## D. Read and write Yes or No.

- Have the students work individually to answer the four comprehension questions.
- Assign students to work in pairs. Students should take turns to orally check their partner's answers.
  - EX** S-A: Number one. Cheeky moves far away.
  - S-B: No. Number two. The animals make signs and pictures.
  - S-A: Yes. Number three...
- Check answers together as a class to make sure everyone has all the correct answers.

## Reading 2

## Cheeky's Friends

A. Track 56 Listen and follow along.



Cheeky loves her brother. He **moves** far away. Cheeky's lonely. She's very sad, too.

Cheeky's friends are sad, too. Cheeky cries. She doesn't play. Her friends **think** and think.



The animals get paint. They get chalk and tape, too. They make a picture. They make a **sign**, too.



D. Read and write Yes or No.

1. Cheeky moves far away. \_\_\_\_ 2. The animals make signs and pictures. \_\_\_\_

34 Reading 2

## Extension

## Value Posters

**What you will need:** poster board per group, sheets of colored paper, paints, scissors, pencils, crayons, any materials students might use for poster making

- Have the students work in small groups. Each group should look through Units 1-4 of *Top Kids* and choose one of the "Value" lessons. The group will write that value on their poster and draw a scene to illustrate the value.
- As groups complete their posters, have them put them up on the classroom walls. Students may then view these posters throughout the week or month to remember the value lesson.

B. Track 57 Listen, read and say.

C. Read with a partner.



They get carrots and lettuce.  
They put them on a plate.  
They get nuts for Cheeky.  
They put them in a bowl.

Here comes Cheeky.  
She sees her friends.  
She's very **surprised!**  
She's excited, too.



The animals eat the food.  
They play games and sing songs.  
They have a **wonderful** party.  
Everyone is happy.

**New Words:** • move • think • sign • surprised • wonderful

3. Cheeky loves carrots. \_\_\_\_ 4. Cheeky has good friends. \_\_\_\_

### Optional Extension

#### Letter Bee

**What you will need:** (no materials are required for this activity)

- Have the students line up in a straight line.
- Say one of the words from the lesson: glue, paint, chalk, tape, paper, clay, stick, tube, piece, roll, sheet, box, crayon, draw, truck, move, think, sign, surprised, or wonderful.
- One by one the students will say one letter to spell out the word. For example, if the word is "use," student 1 will say "u," student 2 will say "s," and student 3 will say "e." If all three students have said the correct letter, then student 4 will say "done."
- If at any time a student says the wrong letter, he/she is out and must sit down.
- Continue giving words until there are only 3 students remaining.



Teacher's Notes

# Review 1

## Target Language

Review of words and sentences from Units 1 through 4

## Warm-up

Have the class listen to the four songs from the first half of the book (Units 1, 2, 3, and 4). Have the class sing along with the songs.

## Review 1

### A. Find and circle the words. Then write.

- Have the students read the sentences and predict the words to fill in each blank. As students predict words, have them look at the letters on the tape above the sentences. When students find the predicted word among the letters, they should circle the word.
- Have the students fill in the blanks with the words that they circled.

### B. Listen and write a check (✓).

Track 58

- Have the students close their books and listen as you play the audio track.
- Play the track a second time and have the students repeat after the recording.
- When you play the recording a third time, have the students mark the correct picture with a ✓ if the information matches the picture.
- Check the answers as a class. For each picture that is not checked, ask students to say a sentence that matches that picture.

### C. Read, circle and write.

- As a class, go through the twelve illustrated objects, having the students say the word for each object.
- After naming all of the illustrated objects, have the class read the partial sentences and circle the correct object to fill in the blank.
- Have the students write the missing word in each sentence. Check by writing the missing word on the board as students say the word so that the class can see the correct spelling of each word.

### D. Listen and check (✓) Yes or No.

Track 59

- Have the students close their books and listen as you play the audio track.
- Play the track a second time and have the students repeat after the recording.
- When you play the recording a third time, have the students mark each picture "Yes" or "No" in their books.
- Check the answers as a class. For each picture that is marked "No," ask students to say a sentence that would change the answer to "Yes."

## Review 1

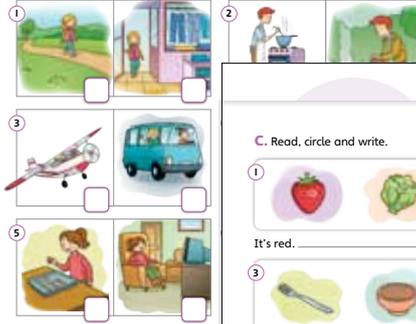
A. Find and circle the words. Then write.

bacwafflescutoastcfespoonarwclayaibboxseyplateandp

1. I can make a helicopter with \_\_\_\_\_.
2. His fried eggs and donuts are on a \_\_\_\_\_.
3. I eat \_\_\_\_\_ with butter.
4. The salesclerk put my new sneakers in a \_\_\_\_\_.
5. I eat cereal with a \_\_\_\_\_.
6. \_\_\_\_\_ have squares on them.

The letters are on \_\_\_\_\_.

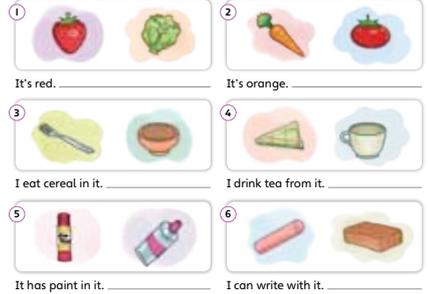
B. Listen and write a check (✓).



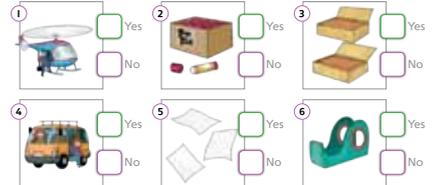
36 Review 1

Units 1-4

C. Read, circle and write.



D. Listen and check (✓) Yes or No.



Review 1 37

## Extension

### Word Volley

**What you will need:** tape, a balloon

- Divide the class into two teams, and make a line in the middle of the classroom on the floor with the tape.
- Each team should stand on opposite sides of a line. Blow up a balloon.
- The aim is to hit the balloon over to their opponent's side and make it touch the floor to gain a point.
- Call out a sound/blend from one of the phonics focus pages of Units 1 through 4 (long u, short u, br, fr, gr, cr, dr, or tr). Then toss the balloon to one team to begin the game.
- Each time before the balloon is hit, a student must say a word that has the sound/blend in it that was called out. The next student can say any word except for the previous word. If a student repeats a word that was already said or cannot think of a word before hitting the balloon and it touches the floor, then the other team gets a point.
- For each sound/blend that you call out, allow four hits on the balloon before calling out a new sound/blend.
- After the balloon touches the floor, stop play. Begin the next round by tossing the balloon to one team and calling out a new sound/blend.

## Review 1

E. Read. Then write the answers.



Do you want some pineapple?



Is there any lettuce?



Do they want some cereal?



Are there any napkins?

F. Look and write.



There \_\_\_\_\_ plates.



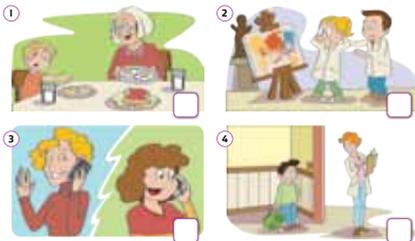
He \_\_\_\_\_ his grandmother on the weekend.



She \_\_\_\_\_ a walk on the weekend.

38 Review 1

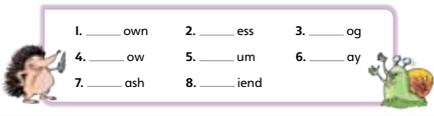
G. Listen and write a check (✓) or an X.



H. Say the word and circle.



I. Listen and write *br, cr, dr, fr, gr* or *tr*.



Review 1 39

### E. Read. Then write the answer.

- Have the students look at the four pictures and talk about what they see.
- Have the students work individually to complete the activity by answering each question based on the illustration.
- Assign students to work in pairs. Partners should take turns asking the question and saying the answer. Students should be checking for correct word forms and spelling as they go through the questions and answers.
- Check as a class by asking a random student the question below an illustration and having the student say the answer that he/she wrote.

### F. Listen and write.

- Have the students close their books and listen as you play the audio track.
- Ask students to open their books and try to fill in the blanks from memory based on what they heard.
- Play the track a second time and have the students check the answers that they wrote for the blanks.

### G. Listen and write a check (✓) or an X.

Track 60

- Have the students close their books and listen as you play the audio track.
- Ask the students to open their books. Play the track a second time and have the students write a check (✓) next to the picture if the illustration matches the Dialogue.
- Check the answers as a class. For an illustration that was marked with an X, ask students to explain why the picture did not match what they heard.

### H. Say the word and circle.

- Have the students look at the pictures and talk about what they see. See if the class can suggest possible words that they learned from Units 1 through 4 for each picture. As students guess, write the correct word on the board without saying the word. Have only the class say the word without your help.
- After the word is written on the board, have the students circle either long u or short u in their books for the vowel sound they hear in the word.
- When all four items have been completed, check as a class. This time you will say the correct pronunciation out loud for students to hear.

### I. Listen and write *br, cr, dr, fr, gr* or *tr*.

Track 61

- Have the students brainstorm possible words that match the partial spelling shown for the numbered items. Accept multiple suggestions for each item if students can think of more than one word to match the partial spelling.
- Listen to the audio track and have student write the missing letters for the words that they hear.

## Fun in the Kitchen

## Target Pattern

The \_\_\_\_ taste \_\_\_\_.  
The \_\_\_\_ feel \_\_\_\_.  
The \_\_\_\_ smell \_\_\_\_.

## Target Words

sweet, salty, good, terrible, hard, soft

## Warm-up

Review the target patterns from Unit 4 using activity C from page 31.

- Assign students to work in pairs. Each pair should sit with their books open in order to see the words and pictures on page 31.
- Pairs taking turns asking and answering about the objects in the picture.

## Words

## A. Listen and point.

Track 62

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.

## B. Listen and say.

Track 63

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Ask for a volunteer to come to the front of the class. The volunteer should look in his/her book and read a word. The class repeats after the student. Have other volunteers come up and do the same.

## C. Point and say.

- Have the students point to each picture or projector image and say the word.
- Ask for a volunteer to come to the front of the room. The volunteer should point to a picture or projector image while the rest of the class says the word. Have other volunteers come up and do the same.

## D. Remember. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- As a class brainstorm a list of food words that students know. Write the words on the board as students suggest them.
- Call on students turn by turn to make sentences about the foods according to the example in the book.

## Fun in the Kitchen

## Words

A. Track 62 Listen and point.

B. Track 63 Listen and say.

C. Point and say.

1. sweet 2. salty 3. good  
4. terrible 5. hard 6. soft



D. Remember. Talk about yourselves.

Candy is sweet.

Lettuce isn't salty.



40 Unit 5

## Extension

## What I Say, Not What I Do

**What you will need:** (no materials required for this activity)

- Have the class stand up to play Simon Says using the words they have studied so far.
- Show the class a motion to do for each word.  
sweet = pantomime licking a lollipop  
salty = pantomime shaking a salt shaker  
good = rub stomach with one hand  
terrible = hold nose with two fingers  
hard = pantomime knocking on something hard  
soft = pantomime kneading soft dough
- Lead the class in Simon Says by saying, "Some foods are \_\_\_\_." and doing a motion. Students should all make the motion of what you said NOT what you did (if different than what you said). Students who do the wrong motion should sit down
- Continue until one student remains. He/She becomes the next caller for Simon Says.

Patterns

A. **Track 63** Listen and say.



B. Read the sentences. Write the words.



The bread \_\_\_\_\_ good.



The carrots \_\_\_\_\_ hard.



The tomatoes \_\_\_\_\_ soft.



The cheese \_\_\_\_\_ salty.

C. Practice with a partner. Use your books. Point and say.



Unit 5 41

Patterns

A. Listen and say.

Track 64

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Read the sentences. Write the words.

- Have the students point to each scene or projector image and say the sentence.
- Give the students a few minutes to work on their own, writing the words that fill in each blank.
- To check, ask for a volunteer to come to the front of the room. The volunteer should point to a scene or projector image and read the sentence under it. The rest of the class repeats the sentence aloud after the student. Then a new volunteer reads the sentences for another scene.

C. Practice with a partner. Use your books. Point and say.

- Have the students look at the scene or projector image and say the sentences.
- Assign students to work in pairs. Each pair should sit with their books open in order to see the words and pictures on page 41.
- Pairs taking turns asking and answering about the foods in the pictures.

Extension

What Do You Have?

**What you will need:** enough of the following picture cards for students to receive one each: sweet, salty, good, terrible, hard, soft (Appendix 5)

- Pass out the picture cards to the students so that each student has one card.
- Students will walk around and tell other students, "My food is..." When a student meets another student with the same food, the students should walk around together.
- As pairs or groups of students walk around together, they must say, "Our food is..." instead of "My food is..." as they talk to others.
- Continue until all students have formed themselves into six groups, one group for each kind of picture card.

## Fun in the Kitchen

**Target Pattern** \_\_\_\_ the \_\_\_\_!

**Target Words** wash, peel, cut, pour, stir, boil

## Warm-up

Review the structure from Lesson 1 using activity D from page 40.

- Write the six adjectives from Lesson 1 on the board: sweet, salty, good, terrible, hard, soft. As a class, brainstorm a list of food words that go with each adjective. Write the foods on the board beside the appropriate adjective as students suggest them.

## Words

## A. Listen and point.

Track 65

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.

## B. Listen and say.

Track 66

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Ask for a volunteer to come to the front of the class. The volunteer should look in his/her book and read a word. The class repeats after the student. Have other volunteers come up and do the same.

## C. Point and say.

- Have the students point to each picture or projector image and say the word.
- Ask for a volunteer to come to the front of the room. The volunteer should point to a picture or projector image while the rest of the class says the word. Have other volunteers come up and do the same.

## D. Match and write.

- Have the students talk about what they see in the four pictures.
- Have the students read the phrase prompts, match the picture to the correct phrase, and fill in the blanks with the right words. Check the answers together.

## E. Remember. Act it out.

- Have the students look at the scene or projector image and say the sentences.
- Choose one volunteer to act first. Ask that student to come to the front of the room and do an action for one of the target words for this lesson (wash, peel, cut, pour, stir, boil).
- Have the class guess the target phrase. Then choose another student to act out a different phrase.

## Words

A. Track 65 Listen and point. B. Track 66 Listen and say. C. Point and say.



wash



peel



cut



pour



stir



boil

D. Match and write.



a. I \_\_\_\_ the apple.

b. I \_\_\_\_ the milk.

c. I \_\_\_\_ the soda.

d. I \_\_\_\_ the potato.

E. Remember. Act it out.



42 Unit 5

## Extension

## Three Step Recipes

**What you will need:** whiteboard, marker

- Tell the class that you will make some easy recipes. Each recipe you make has three steps.
- Write the name of the first recipe on the board: Apple Slices. Ask the class what to do first to make apple slices. As the class suggests each step, write it on the board. Guide the class to end up with this recipe:
 

Apple Slices	1. Wash the apples.
	2. Peel the apples.
	3. Cut the apples.
- Have the class try another recipe.
 

Soup	1. Stir the soup.
	2. Boil the soup.
	3. Pour the soup.
- Ask the class to suggest their own simple recipe. Write their ideas on the whiteboard.

Patterns

A. **Track 67** Listen and say.



B. Read the sentences. Write the words.



the tomatoes!



the water!



the soup!



the soup!

C. **Practice with a partner. Act it out.**



D. **Track 68** Sing the song. Go to page 78.

Unit 5 **43**

Patterns

A. Listen and say.

**Track 67**

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Read the sentences. Write the words.

- Have the students point to each scene or projector image and say the sentence.
- Give the students a few minutes to work on their own, writing the words that fill in each blank.
- To check, ask for a volunteer to come to the front of the room. The volunteer should point to a scene or projector image and read the first sentence under it. The rest of the class repeats the sentence aloud after the student. Then a new volunteer reads the sentences for another scene.

C. Practice with a partner. Act it out.

- Have the students look at the scenes or projector image and say the sentences.
  - Choose one volunteer to act first. Ask that student to come to the front of the room and do an action for a sentence. The sentence should include a verb and a noun like the example in the book.
- EX** *Pour the milk. Cut the apple. Stir the soup. etc.*
- Have the class guess the target sentence. Students will need to act out different actions for the verb and the noun in order for others to guess the whole sentence.
  - Invite other volunteers to come up and act out additional sentences.

D. Sing the song. Go to page 78.

**Track 68**

- Have the class listen to the song and read along with the lyrics.
- Play the song again and have the class sing as they read along.
- Divide the class into two or three groups. Have each group make up their own motions to go along with the verbs in the song (wash, peel, cut, make). After the groups have decided on their actions, have the groups take turns singing for the rest of the class while doing their actions.

## Fun in the Kitchen

## Target Dialogue

This soup is really good.  
I'm glad you like it.  
Could I have some more?  
Sure.

## Warm-up

- Have the students review the structure from lesson 2 using activity C from page 43.
- Choose one volunteer to act first. Ask that student to come to the front of the room and do an action for a sentence. The sentence should include a verb and a noun like the example in the book.  
**EX** *Pour the milk. Cut the apple. Stir the soup. etc.*
- Have the class guess the target sentence. Students will need to act out different actions for the verb and the noun in order for others to guess the whole sentence.
- Invite other volunteers to come up and act out additional sentences.

## Conversation

## A. Listen and point.

Track 69

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.

## B. Listen and say.

Track 70

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

## C. Listen. Then practice with the new words.

Track 71

- Have the students listen to the track again and repeat the words after the recording.
- Have the students read the Dialogue aloud in pairs while substituting in the new words where indicated.

## D. Role-play the dialogue.

- Model the role-play for the class, asking one student to say the Dialogue with you.
- Have the class work in small groups of 4-6 students so that two students in each group act for the rest of the group. Students should then role-play the Dialogue using their own names.

## E. Write a check (✓) or an X.

- Have the students read the sentence on the banner held by the animal characters.
- Brainstorm examples of this value from students' own experience. This discussion may be done in the students' LI, but be sure to repeat the value sentence in English to reinforce the language along with the value.
- Have the class look at the scenes and describe what is happening in each scene.
- Have the students mark each scene that matches the value presented in the activity with a check (✓). If the scene does not match, mark it with an X.

## Conversation

## A. Track 69 Listen and point.

## B. Track 70 Listen and say.



## C. Track 71 Listen. Then practice with the new words.

salad Of course

## D. Role-play the dialogue.

## E. Value. Write a check (✓) or an X.



44 Unit 5

## Extension

## Silly Soup

**What you will need:** one index card for each student in the class, a large pot or bowl

- Give each student an index card. The students should write any food of their choice on the index card. Then collect all of the cards from the students.
- Invite two students to come to the front of the class. One student will be the cook. The other student will be the soup taster.
- Mix the index cards and have the cook choose any two cards. The cook should read the cards and then put the cards into the pot/bowl. The cook can then pretend to stir the soup.
- Have the soup taster pantomime tasting a spoonful of soup. Then the taster should say, "This soup is really good. What is it?"
- The cook say what was written on the two cards. "This is \_\_\_\_ soup!"
- Call up two new volunteers to be the cook and the soup taster.

Sounds

A. **Track 72** Listen and say.

<b>ch</b>			<b>sh</b>		
	chicken	watch		shirt	fish

B. **Track 73** Listen and circle.

<b>1</b>	<b>ch</b>	a 	b 	c 	d 
<b>2</b>	<b>sh</b>	a 	b 	c 	d 

C. **Track 73** Listen. Are they the same? Write a check (✓) or an X.

1     2     3     4     5

D. Read the sentence.

Trish and Mitch **sh**op for **ch**ese, **ch**ocolate and **sh**op.



Unit 5 45

Target Sounds

**ch:** chicken, watch  
**sh:** shirt, fish

Sounds

A. Listen and say.

Track 72

- Have the students look at the letter sounds and pictures. Ask them if they know the pronunciation that these letter patterns make. Ask them to read the words under the pictures, sounding out the words as best they can.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Listen and circle.

Track 73

- Have the students look at the pictures for activity B, and ask them if they know the English word for any of them. If students do not know the word, it is OK. They will hear the word on the recording.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Have the students open their books and listen again. Students should circle the pictures for which they hear the target sound, ch or sh.
- Check by having the class say the word in each picture from memory and then confirming if the word has the ch or sh sound.

C. Listen. Are they the same? Write a check (✓) or an X.

Track 74

- Have the students close their books and listen, repeating after the recording.
- Have the students open their books and listen again. Students should check the item number if the two words begin with the same sound (ch or sh). If the two words do not begin with the same sound, students should X the item number.
- Tell the class to open their books. Listen again and confirm which items should be marked with a check or marked with an X.

D. Read the sentence.

- Have the students read the sentence aloud, making sure to pronounce each word appropriately.
- **Challenge:** Ask the students to write a sentence of their own using 3-4 words from this page. They can use any word listed on page 45. Have volunteers write their sentences on the board for the rest of the class to read.

Extension

Look and Find

**What you will need:** a sheet of paper for each small group, items with ch or sh sounds their words (OPTIONAL)

- Divide the class into small groups of three or four students. Give each group a blank sheet of paper.
- Tell the class that they should look around the room and find things that have the ch or sh sound in their words. When they find something, they should write the word on their paper.
- Allow students some time to look around or walk around the room finding things to write. If few things in your room have the required sounds in them, you can bring some items to class to put around the room to find (chicken, cheese, sheep, brush, etc.)
- To check the lists, have groups name one thing on their list by turns. As each item is name, write it on the board. If another group also has that item, put a star by it. Once all items are listed on the white board, groups can score their list by getting one point for each starred item and two points for all items without a star.

## Fun in the Kitchen

## Target Language

Review and then student states experience and opinion with a guided activity.

## Project

Chart making activity

## Warm-up

Have the class listen to the Unit 5 song. Play the song again and have the class sing along.

## Expansion 3

## A. Read and circle.

- Have the students read the words in the activity aloud for review.
- Ask the class to work individually to read each group of words and circle the foods in each group that match the given words.
- Check the activity by asking the class, "Which food is \_\_\_?" for each number.

## B. Read and write a check (✓) or an X.

- Allow students some time to work individually to think about each picture and what can be done to that food item. Students should check all verbs that can/should be done for that food. They should X all verbs that can't/shouldn't be done.
- Check the activity by asking the class, "Do you \_\_\_ a (food item)?" filling in the blank with each verb. The class should respond yes for verbs that they marked with a check and no for verbs that they marked with an X.

## Expansion 3

## A. Read and circle.

1 sweet

- a. cucumbers
- b. candy
- c. cookies

2 salty

- a. French fries
- b. watermelon
- c. cheese

3 hard

- a. lettuce
- b. potatoes
- c. carrots

4 soft

- a. fried eggs
- b. pudding
- c. pineapple



## B. Read and write a check (✓) or an X.

banana



- peel
- wash
- pour
- cut

water



- peel
- wash
- pour
- cut

strawberry



- peel
- wash
- pour
- cut

potato



- peel
- wash
- pour
- cut

## Extension

## Body Spelling

**What you will need:** (no materials required for this activity)

- Assign the students to work in small groups of three, four, or five.
- Secretly, so that no other group can hear, tell each group a word for the group. If a group has three students, the group word should have three letters. If the group has four students, the group word should have four letters, etc.
- Allow the groups a few minutes to plan how they will use their bodies to spell the word together. When they shape the letters for the words, students can shape capital or small letters.
- Call each group to the front of the class. The group will spell the word with their bodies without speaking. The rest of the class must try to read the word and say it aloud.

C. What about you? Read, check (✓) and write.

1. I like  sweet  salty foods.  
 hard  soft

2. \_\_\_\_\_ smells good.  
 \_\_\_\_\_ tastes terrible.  
 \_\_\_\_\_ feels hard.

3. I  wash fruit  
 peel vegetables at home.  
 pour milk  
 boil water

D. Project. Make a food chart with your favorite foods.

My favorite sweet foods are ice cream and candy.



My Favorite Food Chart	
sweet	
salty	
hard	
soft	

C. What about you? Read, check (✓) and write.

- Ask the students to read through the sentence prompts and choices for each item. For the prompts, students should check the answers. They are free to write their own idea in the blanks for #2.
- After students have had a chance to complete their personal information, put the students in pairs or groups of three. Each student in the pair or group should read the information he/she wrote aloud.

D. Project. Make a food chart with your favorite foods.

- Demonstrate the activity by first drawing a simple chart on the board. Add two items for your favorite foods in each category of the chart.
- Tell the class about your chart.  
**EX** You: My favorite sweet foods are pudding and strawberries. My favorite salty foods are chips and nuts.
- Allow the class some time to complete their own charts.
- Divide the class into pairs. Each student talk about what is written in his/her chart.

Extension

Sing Off!

**What you will need:** songs from *Top Kids 4 Units 1 through 5*

- Divide the class into small groups, making up to five different groups. Assign each group one of the songs from *Top Kids 4 Units 1 through 5*.
- Have each group read through their assigned song at the back of the book so that they can recall the words and the tune of their song.
- Call each group to the front of the room to perform their song for the rest of the class. Which small group gives the best performance? Have the students vote.

## The Seasons

## Target Pattern

What's the weather like in the \_\_\_\_?  
It's \_\_\_\_.

## Target Words

spring, summer, fall, winter, warm, cool

## Warm-up

Review the target pattern from Unit 5 using activity C from page 43.

- Choose one volunteer to act first. Ask that student to come to the front of the room and do an action for a sentence. The sentence should include a verb and a noun.

**EX** *Pour the milk. Cut the apple. Stir the soup. etc.*

- Have the class guess the target sentence. Students will need to act out different actions for the verb and the noun in order for others to guess the whole sentence.
- Invite other volunteers to come up and act out additional sentences.

## Words

## A. Listen and point.

Track 75

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.

## B. Listen and say.

Track 76

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Ask for a volunteer to come to the front of the class. The volunteer should look in his/her book and read a word. The class repeats after the student. Have other volunteers come up and do the same.

## C. Point and say.

- Have the students point to each picture or projector image and say the word.
- Ask for a volunteer to come to the front of the room. The volunteer should point to a picture or projector image while the rest of the class says the word. Have other volunteers come up and do the same.

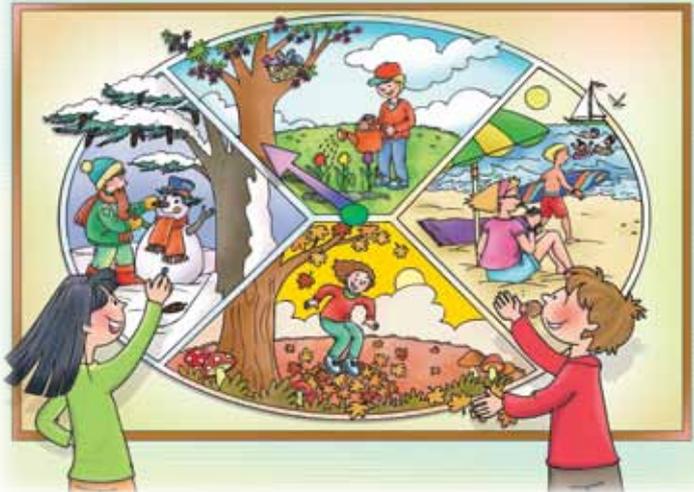
## D. Remember. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- Have the students walk around and find a partner to speak with. Partners take turns asking and answering about their favorite season according to the example in the book.
- After both partners have asked and answered, students should find a new partner to speak with. Continue as time allows.

## The Seasons

A. **Track 75** Listen and point.B. **Track 75** Listen and say.C. **Track 75** Point and say.

1.  spring      2.  summer      3.  fall
4.  winter      5.  23°C warm      6.  15°C cool

D. **Track 76** Remember. Talk about yourselves.

What's your favorite season?

I like the fall.

48 Unit 6

## Extension

## Eat, Drink, Do

**What you will need:** white board, marker, paper for each student

- Write the four seasons on the board: spring, summer, fall, winter.
- Ask the class to brainstorm a few things they eat in each season. As students suggest things, write those foods on the board under the appropriate season.
- Ask the class to brainstorm a few things they drink in each season. As students suggest things, write those drinks on the board under the appropriate season.
- Ask the class to brainstorm a few things they do in each season. As students suggest things, write those activities on the board under the appropriate season.
- End the activity by giving each student a piece of paper. Have the students draw a collage of one season by drawing images of the things for that season that are listed on the board. Display the collages of the seasons on the classroom walls.

Patterns

A. **Track 77** Listen and say.



B. Read the sentences. Write the words.



\_\_\_ the weather like \_\_\_ summer?  
\_\_\_ hot.



\_\_\_ the weather like \_\_\_ winter?  
\_\_\_ warm.

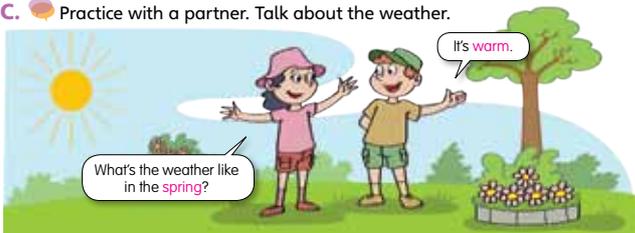


\_\_\_ the \_\_\_ like \_\_\_ spring?  
\_\_\_ cold.



\_\_\_ the \_\_\_ like \_\_\_ summer?  
\_\_\_ cool.

C. Practice with a partner. Talk about the weather.



Unit 6 49

Patterns

A. Listen and say.

Track 77

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Read the sentences. Write the words.

- Have the students point to each scene or projector image and say the sentence.
- Give the students a few minutes to work on their own, writing the words that fill in each blank.
- To check, ask for a volunteer to come to the front of the room. The volunteer should point to a scene or projector image and read the question under it. The rest of the class responds with the answer aloud after the student. Then a new volunteer reads the question for another scene.

C. Practice with a partner. Talk about the weather.

- Have the students look at the scene or projector image and say the sentences.
- Assign students to work in pairs. Each pair should sit with their books open in order to see the words and pictures on pages 48 and 49.
- Pairs taking turns asking and answering about the four seasons according to the example in the book.

Extension

Words into Words

**What you will need:** a blank sheet of paper for each small group

- Divide the class into small groups with three or four students per group. Give each group a blank sheet of paper.
- Tell the groups to write the letters of all the words they have learned for this lesson in capital letters on the paper. Each letter should have some space around it so that students can tear the paper into small pieces with one letter on each small piece.

**EX** Students write W, A, R, and M on the paper. They tear the paper so "W" is on one small piece, "A" is on one small piece, etc. All six words for the lesson are written and torn in this way.

- When all groups have finished writing and tearing apart the letters, together with their other group members they make other words that they know from the letter pieces. Give groups a few minutes to build words and then check the words they made.
- **Challenge:** Give groups a time limit and they can only make words that are 5+ or 6+ or 7+ letters long.

## The Seasons

## Target Pattern

I/They always/often/never \_\_\_\_ in \_\_\_\_.  
He/She always/sometimes/never \_\_\_\_ in \_\_\_\_.

## Target Words

plant flowers, eat ice-cream bars, go to the beach, pick apples, make a snowman, drink hot chocolate

## Warm-up

Review the structure from Lesson 1 using activity C from page 49.

- Assign students to work in pairs. Each pair should sit with their books open in order to see the words and pictures on pages 48 and 49.
- Pairs taking turns asking and answering about the four seasons according to the example in the book.

## Words

## A. Listen and point.

Track 78

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.

## B. Listen and say.

Track 79

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Ask for a volunteer to come to the front of the class. The volunteer should look in his/her book and read a word. The class repeats after the student. Have other volunteers come up and do the same.

## C. Point and say.

- Have the students point to each picture or projector image and say the word.
- Ask for a volunteer to come to the front of the room. The volunteer should point to a picture or projector image while the rest of the class says the word. Have other volunteers come up and do the same.

## D. Unscramble and match.

- Have the students work individually to unscramble the letters and make verbs. Students should match each verb with a noun in the right column.
- Check by asking, "What can you \_\_\_\_?" The class should respond with the noun.

## E. Remember. Act it out. Guess.

- Have the students look at the scene or projector image and say the sentences.
- Choose one volunteer to act first. Ask that student to come to the front of the room and do an action for any verb + noun combination they know.

## Words

- A. Listen and point. B. Listen and say. C. Point and say.

1



plant flowers

2



eat ice-cream bars

3



go to the beach

4



pick apples

5



make a snowman

6



drink hot chocolate

## D. Unscramble and match.

1. i k r n d \_\_\_\_\_ • a. a snowman.
2. e m k a \_\_\_\_\_ • b. apples.
3. t l a p n \_\_\_\_\_ • c. flowers.
4. i c k p \_\_\_\_\_ • d. hot chocolate.

## E. Remember. Act it out. Guess.



50 Unit 6

- Have the class guess the phrase. Then choose another student to act out a different phrase.

Patterns

A. **Track 80** Listen and say.



80%

always		100%
often		80%
sometimes		50%
never		0%

B. Read the sentences. Write the words.



100%

They \_\_\_\_\_ plant flowers \_\_\_\_\_ spring.



80%

She \_\_\_\_\_ makes a snowman \_\_\_\_\_ winter.



50%

We \_\_\_\_\_ pick apples \_\_\_\_\_ fall.



0%

You \_\_\_\_\_ drink hot chocolate \_\_\_\_\_ summer.

C. Practice with a partner. Talk about yourselves.



D. **Track 81** Sing the song. Go to page 78.

Unit 6 51

Patterns

A. Listen and say.

Track 80

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Read the sentences. Write the words.

- Have the students point to each scene or projector image and say the sentence.
- Give the students a few minutes to work on their own, writing the words that fill in each blank.
- To check, ask for a volunteer to come to the front of the room. The volunteer should point to a scene or projector image and read the sentence under it. The rest of the class repeats the sentence aloud after the student. Then a new volunteer reads the sentences for another scene.

C. Practice with a partner. Talk about yourselves.

- Have the students look at the scenes or projector image and say the sentences.
- Assign students to work in pairs. Each pair should sit with their books open in order to see the words and pictures on page 51.
- Pairs take turns making sentences about what they do or don't do in different seasons according to the example in the book.

D. Sing the song. Go to page 78.

Track 81

- Have the class listen to the song and read along with the lyrics.
- Play the song again and have the class sing as they read along.
- Divide the class into two groups. Assign one group to sing the first verse and the other group to sing the second verse. Play the song again, and have the groups sing their verses only.

Extension

Think of One

**What you will need:** enough index cards for each small group to have 4

- Divide the class into small groups of three or four students each.
- Call out one of the following verbs for all the groups to think about: eat, drink, make, pick. As a group, students should brainstorm examples of things that go along with each verb and together choose one to write on their index card.

**EX** You call out "eat." Groups think of foods and write down one food for their choice.

- Each group tells the class their choice. If another group wrote down the same thing, both groups are out for that round. After all groups have shared, each team that wrote a unique word gets one point. Then call out the next verb for groups to brainstorm about.

## The Seasons

## Target Dialogue

Hi. I'm your new neighbor. I'm Amy.  
Hi, Amy. My name's Lucy.  
What grade are you in?  
I'm in second grade.

## Warm-up

Have the students review the structure from lesson 2 using activity C from page 51.

- Assign students to work in pairs. Each pair should sit with their books open in order to see the words and pictures on page 51.
- Pairs take turns making sentences about what they do or don't do in different seasons according to the example in the book.

## Conversation

## A. Listen and point.

Track 82

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.

## B. Listen and say.

Track 83

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

## C. Listen. Then practice with the new words.

Track 84

- Have the students listen to the track again and repeat the words after the recording.
- Have the students read the Dialogue aloud in pairs while substituting in the new words where indicated.

## D. Role-play the dialogue.

- Model the role-play for the class asking one student to say the Dialogue with you.
- Have the class work in small groups of 4-6 students so that two students in each group act for the rest of the group. Students should then role-play the Dialogue using their own names.

## E. Write a check (✓) or an X.

- Have the students read the sentence on the banner held by the animal characters.
- Brainstorm examples of this value from students' own experience. This discussion may be done in the students' LI, but be sure to repeat the value sentence in English to reinforce the language along with the value.
- Have the class look at the scenes and describe what is happening in each scene.
- Have the students mark each scene that matches the value presented in the activity with a check (✓). If the scene does not match, mark it with an X.

## Conversation

## A. Track 82 Listen and point.

## B. Track 83 Listen and say.



## C. Track 84 Listen. Then practice with the new words.

a new student    third

## D. Role-play the dialogue.

## E. Value. Write a check (✓) or an X.



52 Unit 6

## Extension

## Ordinal Number Review

**What you will need:** white board, marker, paper

- Show the class the order of ordinal numbers for review by writing the following on the board: 1=first, 2=second, 3=third, 4=fourth.
- Give each student a piece of paper. Tell the students to draw one thing on their paper. That thing should be related to spring, summer, fall, or winter.
- Ask all of the students who drew something for spring to raise their hands. Randomly choose four of those students to come to the front of the room and stand in a line shoulder to shoulder and show the class their pictures.
- Ask the rest of the class that is sitting down, "What is first?" The class should respond, "First is \_\_\_\_." Then ask, "What is second?" etc.
- Continue by bringing up four other students who drew pictures for a different season. As the class gets better at responding, mix up the order for asking.

**EX** You: What is third?  
Class: (answer)  
You: What is first? etc.

Sounds

A. **Track 85** Listen and say.

sn  snack	st  student	sw  swim
--	--	---

B. **Track 85** Listen and circle.

1  sn st sw	2  sn st sw	3  sn st sw
4  sn st sw	5  sn st sw	6  sn st sw

C. **Track 87** Listen and write sn, st or sw.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

D. Read the sentence.

Snowy the swan swims and stares at the stars.



Unit 6 53

Target Sounds

- sn: snack
- st: student
- sw: swim

Sounds

A. Listen and say.

Track 85

- Have the students look at the letter sounds and pictures. Ask them if they know the pronunciation that these letter patterns make. Ask them to read the words under the pictures, sounding out the words as best they can.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Listen and circle.

Track 86

- Have the students look at the pictures for activity B, and ask them if they know the English word for any of them. If students do not know the word, it is OK. They will hear the word on the recording.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Have the students open their books and listen again. As they listen, students should circle the sound pattern they hear for each word.
- Check by having the class say the word in each picture from memory and then confirming which letters to circle.

C. Listen and write sn, st or sw.

Track 87

- Have the students close their books and listen, repeating after the recording.
- Have the students open their books and listen again. As they listen, students should write the sound they hear that begins each word.
- Check by listening again and then confirming which letters to write.

D. Read the sentence.

- Have the students read the sentence aloud, making sure to pronounce each word appropriately.
- **Challenge:** Ask the students to write a sentence of their own using 3-4 words from this page. They can use any word listed on page 53. Have volunteers write their sentences on the board for the rest of the class to read.

Extension

Word-Be-Gone

**What you will need:** whiteboard, board eraser, marker

- Split the class into two or three teams and assign them to a certain side or part of the whiteboard.
- Have each team take turns writing the following words on the board: spring, summer, snowman, snack, student, swim, sneakers, snowy, star, steak, store, sweet, swing.
- Once all of the teams have the words written on their part of the board, have each member of the team stand in a line.
- Call out a word and the first student in each team will try to find the word as quickly as they can and erase it from the board and run to the back of their team's line.
- The teams are scored according to the order they get back in line. If there are three teams, for example, first = 3 points, second = 2 points, and third = 1 point.
- If a student erases the wrong word, they must write the word again on the board before the next round begins.
- Continue calling out words as time permits.
- The team with the most points wins.
- **Challenge:** Call out a word that was erased earlier in the game and have the students write the word back on the board (adding it back to the list) before running back to their team's line. Score in the same manner.

## The Seasons

## Reading

The Four Seasons

## New Words

special, rain, leaf, start, snow

## Warm-up

Have the class listen to the Unit 6 song. Play the song again and have the class sing along.

## Reading 3

## A. Listen and follow along.

Track 88

- Have the students look at the pictures and talk about what they see in the story. Students should predict the storyline from what they see. This discussion may be done in their LI.
- Play the audio track and point to the different parts of the picture as the story is read. If it is possible to show the page using a projector, it will facilitate the activity.

## B. Listen, read and say.

Track 89

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

## C. Read with a partner.

- Assign students to work in pairs. One student in each pair will begin as the “Reader” while the other student begins as the “Coach.”
- The “Reader” reads the story aloud while the “Coach” listens. The “Coach” follows along and corrects any mistakes he/she hears or sees.
- Have the pair switch roles. The “Reader” rereads the same text, and the “Coach” provides corrective feedback.

## D. Read and write Yes or No.

- Have the students work individually to answer the four comprehension questions.
- Assign students to work in pairs. Students should take turns to orally check their partner’s answers.
  - EX S-A: Number one. There are five seasons.
  - S-B: No. Number two. It always rains in the spring.
  - S-A: No. Number three...
- Check answers together as a class to make sure everyone has all the correct answers.

## Reading 3

## The Four Seasons

A. Track 88 Listen and follow along.



There are four seasons in a year. They are spring, summer, fall and winter. All of the seasons are **special**.

The first season is spring. It's warm in the spring. Sometimes it **rains**. We plant flowers in the spring.



Summer comes after spring. It's hot in the summer. Boys and girls like summer. They don't go to school in the summer.

D. Read and write Yes or No.

1. There are five seasons. \_\_\_\_\_ 2. It always rains in the spring. \_\_\_\_\_

54 Reading 3

## Extension

## Bingo

**What you will need:** Bingo sheets for each student

- Copy enough Bingo sheets (Appendix 6) so that each student can have one.
- Have the students fill in their own Bingo sheets by writing one word per box from the word list of Units 1 through 6 on page 80 of the student book.
- Play Bingo with students using their sheets. Call out words from the word list in any order.
- The first student to mark five boxes in a row (horizontally, vertically, or diagonally) wins!
- Let the winner be the next Bingo caller for extra practice.

B.  Listen, read and say.C.  Read with a partner.

Fall comes after summer.  
It's cool in the fall.  
The **leaves** turn orange, red and yellow.  
School **starts** in the fall.

Winter comes after fall.  
It's cold in the winter.  
Sometimes it **snows**.  
We drink hot chocolate in the winter.



Which season  
do you like best?

**New Words:** • special • rain • leaf • start • snow

3. Summer comes after fall. \_\_\_\_ 4. Boys and girls go to school in the fall. \_\_\_\_

Reading 3 55

## Optional Extension

### Picture Guessing

**What you will need:** (no materials required for this activity)

- Demonstrate the activity by first choosing any picture in the student book from the first page of a unit, the large pictures that open each unit. Tell the class which page to look at.
- In your mind, choose one character in the picture. Students will ask questions about what the characters have or what they are doing in order to guess the character you have in mind. You will answer only yes or no to the questions.  
**EX** Does he or she have...? Is he or she \_\_\_\_ing?
- The student who correctly guesses your character will get to choose the next picture and next character. The class will ask that student yes/no questions to try and guess who he/she has in mind.



## Teacher's Notes

## Target Patterns

Which \_\_\_\_ do you want?  
I want the \_\_\_\_ one(s).

## Target Words

suitcase, sweater, sunglasses,  
backpack, bathing suit, towel

## Warm-up

Review the target pattern from Unit 6 by using activity C from page 49.

- Assign students to work in pairs. Each pair should sit with their books open in order to see the words and pictures on pages 48 and 49.
- Pairs taking turns asking and answering about the four seasons.

**EX** *S1: What's the weather like in the spring?*  
*S2: It's warm.*

## Words

## A. Listen and point.

Track 90

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.

## B. Listen and say.

Track 91

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Ask for a volunteer to come to the front of the class. The volunteer should look in his/her book and read a word. The class repeats after the student. Have other volunteers come up and do the same.

## C. Point and say.

- Have the students point to each picture or projector image and say the word.
- Ask for a volunteer to come to the front of the room. The volunteer should point to a picture or projector image while the rest of the class says the word. Have other volunteers come up and do the same.

## D. Remember. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- Assign students to work in pairs. Each pair should sit with their books open in order to see the words and pictures on pages 56.
- Pairs take turns asking and answering about things they have or don't have in their bedrooms according to the example in the book.

- A. Listen and point. B. Listen and say.  
C. Point and say.

1. suitcase    2. sweater    3. sunglasses  
4. backpack    5. bathing suit    6. towel



- D. Remember. Talk about yourselves.

Is there a **towel** in your bedroom?

No, there isn't.

## Extension

## What Is It?

**What you will need:** (no materials are needed for this activity)

- Describe an object or an item of clothing to the students. Give three hints to the students.
 

**EX** (for a suitcase)

  - It is big.
  - It can open and close.
  - It can be hard or soft.
- The students can discuss and give one collective answer. If it is correct, then the students get a point. If it is incorrect, you get a point.
- Begin with the objects and clothing in the lesson (suitcase, sweater, sunglasses, backpack, bathing suit, towel). If the students are comfortable with these things, then include more objects or clothing items that the students already know from lower levels of the *Top Kids* series.

Patterns

A. **Track 92** Listen and say.



B. Read the sentences. Write the words.



\_\_\_\_\_ sunglasses \_\_\_\_\_ you \_\_\_\_\_?  
I \_\_\_\_\_ the silver \_\_\_\_\_.



\_\_\_\_\_ suitcase \_\_\_\_\_ you \_\_\_\_\_?  
I \_\_\_\_\_ the big \_\_\_\_\_.



\_\_\_\_\_ backpacks \_\_\_\_\_ you \_\_\_\_\_?  
We \_\_\_\_\_ the small \_\_\_\_\_.



\_\_\_\_\_ sweater \_\_\_\_\_ you \_\_\_\_\_?  
I \_\_\_\_\_ the white \_\_\_\_\_.

C. Practice with a partner. Talk about yourselves.



Unit 7 57

Patterns

A. Listen and say.

Track 92

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Read the sentences. Write the words.

- Have the students point to each scene or projector image and say the sentence.
- Give the students a few minutes to work on their own, writing the words that fill in each blank.
- To check, ask for a volunteer to come to the front of the room. The volunteer should point to a scene or projector image and read the question under it. The rest of the class responds with the answer. Then a new volunteer reads the question for another scene.

C. Practice with a partner. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- Ask the class to look around their desks or classroom to find things in pairs or collections that they can hold. Students should take what they find back to their seats.
- Call pairs of students to stand in front of the class and show the items they found. Each student in the pair should ask the other student, "Which \_\_\_\_\_ do you want?" The other student should answer, "I want the \_\_\_\_\_ one(s)."
- After both students in a pair have asked and answered, call up two other students to the front. Continue until all students have asked and answered with a partner.

Extension

I Am Going to the Beach

**What you will need:** (no materials are required for this activity)

- Have the class sit in a circle.
  - Begin by saying, "I am going to the beach. I take \_\_\_\_\_." Fill in the blank with any object or article of clothing you want to take to the beach.
  - The next student repeats what you said and adds another object or item of clothing.
- EX** You: I am going to the beach. I take sunglasses.  
SI: I am going to the beach. I take sunglasses and a towel.
- Continue around the circle with each student adding something to take. Encourage students to add unique things to the list. The key is to remember all the previous things in the correct order.
  - See if the class can go all the way around the circle. You then have to repeat everything in order at the end.

**Target Pattern** I/She/He was at the \_\_\_\_ at 10:00.

**Target Words** hotel, swimming pool, water park, gift shop, snack bar, amusement park

### Warm-up

Review the structure from Lesson 1 using activity D from page 56.

- Assign students to work in pairs. Each pair should sit with their books open in order to see the words and pictures on pages 56.
- Pairs take turns asking and answering about things they have or don't have in their bedrooms.

**EX S1:** *Is there a towel in your bedroom?*  
**S2:** *No, there isn't.*

### Words

#### A. Listen and point.

Track 93

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.

#### B. Listen and say.

Track 94

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Ask for a volunteer to come to the front of the class. The volunteer should look in his/her book and read a word. The class repeats after the student. Have other volunteers come up and do the same.

#### C. Point and say.

- Have the students point to each picture or projector image and say the word.
- Ask for a volunteer to come to the front of the room. The volunteer should point to a picture or projector image while the rest of the class says the word. Have other volunteers come up and do the same.

#### D. Look and write.

- Have the students talk about what they see in the four pictures.
- Have the students use a word at the top of page 58 to fill in the blank below each picture. Check the answers together.

#### E. Remember. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- Write the adverbs of frequency that students have learned on the board: always, often, sometimes, never.
- Assign the students to work in pairs. Pairs take turns saying sentences using adverbs of frequency according to the example in the book.

### Words

**A.** Track 93 Listen and point. **B.** Track 94 Listen and say. **C.** Point and say.



hotel



swimming pool



water park



gift shop



snack bar



amusement park

**D.** Look and write.



He's at a \_\_\_\_\_.



She's at a \_\_\_\_\_.



They're at a \_\_\_\_\_.



She's at an \_\_\_\_\_.

**E.** Remember. Talk about yourselves.

I never go to a gift shop.

I sometimes go to a swimming pool.



58 Unit 7

### Extension

#### Silly Stories

**What you will need:** one piece of blank paper for each student

- Give each student a blank piece of paper. Tell students they will write silly stories together in groups. Assign the students to work in groups of three or four students.
- Explain that students will write one sentence of the story and then fold their paper to hide the sentence. They will pass their story to the person beside them. That person will continue the story without looking at the previous sentences.
- Have all of the students begin their story by writing a sentence that includes the word "hotel" in it.
- Tell all the students to fold the top of their paper down to cover their sentence and pass the paper to their left. The next student then adds any sentence to continue the story.
- Repeat the previous two steps requiring the first, third, fifth, etc. writer to include one of the other target words for the unit (swimming pool, water park, gift shop, snack bar, amusement park) but the second, fourth, etc. writer can add any sentence.
- After six sentences are written, have all students unfold the papers and read their stories aloud to their small groups.

Patterns

A. **Track 92** Listen and say.



B. Read the sentences. Write the words.



He \_\_\_\_\_ at the water park  
\_\_\_\_\_ 10:00.



She \_\_\_\_\_ at the snack bar  
\_\_\_\_\_ 10:00.



I \_\_\_\_\_ at the hotel \_\_\_\_\_ 10:00.



He \_\_\_\_\_ at the amusement park  
\_\_\_\_\_ 10:00.

C. **Track 93** Practice with a partner. Talk about yourselves.



D. **Track 94** Sing the song. Go to page 79.

Unit 7 **59**

Patterns

A. Listen and say.

Track 95

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Read the sentences. Write the words.

- Have the students point to each scene or projector image and say the sentence.
- Give the students a few minutes to work on their own, writing the words that fill in each blank.
- To check, ask for a volunteer to come to the front of the room. The volunteer should point to a scene or projector image and say the sentence. The rest of the class repeats after the student. Have other volunteers come up and do the same for the other pictures.

C. Practice with a partner. Talk about yourselves.

- Have the students look at the scenes or projector image and say the sentences.
- Ask students to think about a place where they were earlier in the day or at some time yesterday.
- Call on students one at a time to tell the class a sentence about where they were at and at what time according to the example in the book.

D. Sing the song. Go to page 79.

Track 96

- Have the class listen to the song and read along with the lyrics.
- Play the song again and have the class sing as they read along.
- Divide the class into two groups. Assign each group to sing one of the verses. Play the song again, and have the groups sing their verses only.

Target  
Dialogue

Excuse me.  
Yes?  
Where's the restroom?  
It's over there. By the door.  
I see it. Thank you.

## Warm-up

Have the students review the structure from lesson 2 using activity C from page 59.

- Ask students to think about a place where they were earlier in the day or at some time yesterday.
- Call on students one at a time to tell the class a sentence about where they were at and at what time.

**EX** *I was at home at 7:00.*

## Conversation

## A. Listen and point.

Track 97

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.

## B. Listen and say.

Track 98

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

## C. Listen. Then practice with the new words.

Track 99

- Have the students listen to the track again and repeat the words after the recording.
- Have the students read the Dialogue aloud in pairs while substituting in the new words where indicated.

## D. Role-play the Dialogue.

- Model the role-play for the class, asking one student to say the Dialogue with you.
- Have the class work in small groups of 4-6 students so that two students in each group act for the rest of the group. Students should then role-play the Dialogue using their own names.

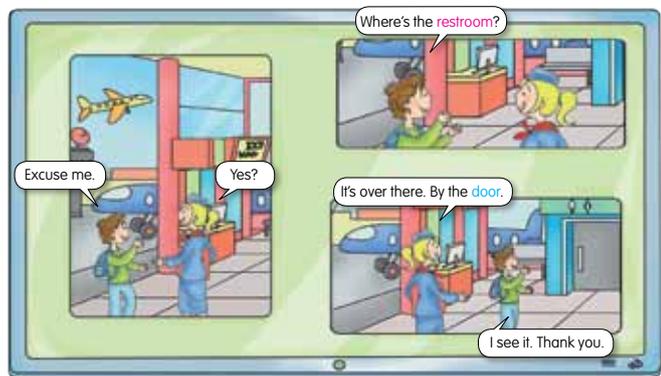
## E. Write a check (✓) or an X.

- Have the students read the sentence on the banner held by the animal characters.
- Brainstorm examples of this value from students' own experience. This discussion may be done in the students' LI, but be sure to repeat the value sentence in English to reinforce the language along with the value.
- Have the class look at the scenes and describe what is happening in each scene.
- Have the students mark each scene that matches the value presented in the activity with a check (✓). If the scene does not match, mark it with an X.

## Conversation

## A. Track 97 Listen and point.

## B. Track 98 Listen and say.



## C. Track 99 Listen. Then practice with the new words.

ticket counter stairs

## D. Role-play the dialogue.

## E. Value. Write a check (✓) or an X.



60 Unit 7

## Extension

## I Spy

**What you will need:** (no materials are required for this activity)

- Demonstrate how to play "I Spy" for the class by choosing any object in the classroom. Tell the class, "This thing is over there. By the window."
- Students can guess the object you have in mind by saying, "Is it a \_\_\_\_?" You should only answer yes or no.
- When a student correctly guesses the object, he/she becomes the next person to choose an object and say, "This thing is over there. By the \_\_\_\_."
- Continue as time allows.

Sounds

A. Track 100 Listen and say.

Final <b>y</b>	 cry	 fly	Final <b>y</b>	 candy	 bakery
-------------------	--	--	-------------------	--	---

B. Track 101 Listen and circle.

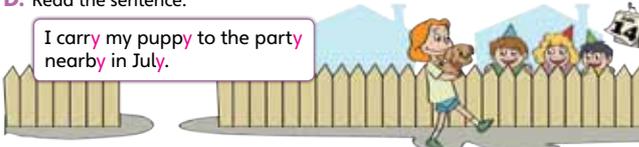
1  cry	a 	b 	c 	d 
2  candy	a 	b 	c 	d 

C. Track 102 Listen. Are the final y sounds the same? Write a check (✓) or an X.

1 marry my <input type="checkbox"/>	2 sly shy <input type="checkbox"/>	3 hurry Harry <input type="checkbox"/>
4 reply ready <input type="checkbox"/>	5 city celery <input type="checkbox"/>	

D. Read the sentence.

I carry my puppy to the party nearby in July.



Unit 7 61

Target Sounds

Final y: cry, fly  
Final y: candy, bakery

Sounds

A. Listen and say.

Track 100

- Have the students look at the letter sound and pictures. Ask them if they know the pronunciation that these letter patterns make. Ask them to read the words under the pictures, sounding out the words as best they can.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Listen and circle.

Track 101

- Have the students look at the pictures for activity B, and ask them if they know the English word for any of them. If students do not know the word, it is OK. They will hear the word on the recording.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Have the students open their books and listen again. Students should circle the pictures with words that have the same final y sound as the first picture.
- Check by having the class say the word for each picture from memory and then confirming if the word has the correct final y sound.

C. Listen. Are the final y sounds the same? Write a check (✓) or an X.

Track 102

- Have the students read the word in each pair.
- Ask the students to close their books. Play the audio track and have the students repeat the words after the recording.
- Tell the class to open their books. Listen again and have the students mark each word pair with a check if the final y sounds are the same or an X if they are different.

D. Read the sentence.

- Have the students read the sentence aloud making sure to pronounce each word appropriately.
- **Challenge:** Ask the students to write a sentence of their own using 3-4 words from this page. They can use any word listed on page 61. Have volunteers write their sentences on the board for the rest of the class to read.

Extension

Point to It

**What you will need:** word list of final y /aɪ/ and final y /i/ words (see Appendix 7), a “cry” sign, a “candy” sign

- On a sheet of paper, draw a simple image for “cry.” This will be your cry sign. On another sheet of paper draw a simple image for “candy.” This will be your candy sign. Tape the cry sign on one wall of the classroom. Tape the candy sign on the opposite wall.
- Call out words that from the word list one at a time.
- If you say a final y /aɪ/ word, the students should point to the cry sign.
- If you say a final y /i/ word, the student should point to the candy sign.
- **Challenge:** Have two students stand in front of the class. When you call out a word, see which student points to the right sign first. That student stays standing, and the slower student sits back down. Call up another student to take the slower student’s place. Who can stay in front of the class the longest?

**Target Language**

Review and then student states experience and opinion.

**Project**

Drawing activity

**Warm-up**

Have the class listen to the Unit 7 song. Play the song again and have the class sing along.

**Expansion 4****A. Write the words.**

- Have the students read the words in the activity aloud for review.
- Ask the class to work individually to sort the given words into the categories.
- Check the activity by asking the class, “Which things can you open?” or “Which things can’t you open?”

**B. Read and match.**

- Allow students some time to work individually to read the clues about each place and match them to the answer.
- Check the activity by asking the class, “Where do we have \_\_\_\_?” filling in the blank with information from that particular numbered item. The class should respond with the answer that matches the number.

**Expansion 4****A. Write the words.**

- towel • suitcase • bathing suit • sunglasses
- backpack • sweater

Things we open	Things we don't open

**B. Read and match.**

- 1 We buy hot dogs and hamburgers at a
- 2 We sleep in a
- 3 We have swimming classes at a
- 4 We buy T-shirts at a
- 5 We play in the water at a
- 6 We play games and go on rides at an

- a hotel.
- b amusement park.
- c gift shop.
- d snack bar.
- e swimming pool.
- f water park.

62 Expansion 4

**Extension****Survey: I Was There!**

**What you will need:** a blank sheet of paper for each student

- Give each student a sheet of paper and divide the class into groups with two or three students each. This activity will work with up to six groups. If you have more groups than that, use other common locations that students know.
- Assign each group one of the target vocabulary locations from this unit to ask other students about. One group will ask about hotels, one about water parks, one about amusement parks, etc.
- Within each group, individual students should choose a time to ask about: last week, last month, or last year. For groups with two students, the group will only find out about two time periods. One student in each group will ask about that group’s location and that time period.

**EX For the group with “gift shop”**

Student A will ask “Did you visit a gift shop last week?”

Student B will ask “Did you visit a gift shop last month?”

Student C will ask “Did you visit a gift shop last year?”

- All students walk around the class to survey all other students with their particular question. As they ask other students, they need to record on their paper the names of students who answer yes to their question.
- After collecting all of their data, students return to their groups and share the information they collected. Groups will then report back to the class their findings.

**EX For the group with “gift shop”**

Student A: No students in our class visited a gift shop last week.

Student B: One student in our class visited a gift shop last month.

Student C: Five students in our class visited a gift shop last year.

C. What about you? Read, check (✓) and write.

1. I have  a sweater  
 a towel in my room.  
 a backpack

2. I take  a towel  
 sunglasses to the swimming pool.  
 a suitcase  
 a bathing suit

3. We sometimes go to  a swimming pool.  
 a hotel.  
 a snack bar.

We never go to \_\_\_\_\_

D. Project. What's your favorite place? What can you do there? Draw. Then talk about it.

My favorite place is a water park.  
I can play in the water.

**My Favorite Place**

Expansion 4 63

C. What about you? Read, check (✓) and write.

- Ask the students to read through the sentence prompts and choices for each item and select their own answers.
- After students have had a chance to complete their personal information, put the students in pairs or groups of three. Each student in the pair or group should read the information he/she wrote aloud.

D. Project. What's your favorite place? What can you do there? Draw. Then talk about it.

- Draw a simple picture of a place you will talk about on the board. Add enough detail to make the picture interesting.
- Tell the class about your picture.  
**EX** You: *My favorite place is an amusement park. I can ride fast rides there.*
- Divide the class into pairs. Each student should show his/her partner the picture and talk about what was drawn.

Extension

Letter Mix and Match

**What you will need:** 10 small squares of paper for each student, Word List from page 80 of the student book

- Give each student 10 small squares of paper, and have the students write any letter they wish on each of the papers. One letter should be written per piece of paper.
- Put the students into groups of three or four students each. The groups will combine all the letters they have written and work as a group.
- Call out a word from any Unit 1 through 7 for the groups to spell. The groups must search through their letters and try to spell the word. If they do not have a certain letter that they need among all of their letters, they cannot spell the word.
- Score points for each group as they spell words: Fastest group for the word = 3 points, second fastest = 2 points, and third fastest = 1 point.
- Groups then mix all of their letters again before you call out the next word to spell.
- Continue playing as time allows.

## Nature

## Target Pattern

I/He/She wasn't in/at/on a \_\_\_\_ last weekend.

## Target Words

desert, island, mountain, forest, jungle, beach

## Warm-up

Review the target patterns from Unit 7 by using activity E from page 58.

- Write the adverbs of frequency that students have learned on the board: always, often, sometimes, never.
- Assign the students to work in pairs. Pairs take turns saying sentences using adverbs of frequency and locations they have or haven't been.

**EX** *I never go to a water park. I sometimes go to a hotel.*

## Words

## A. Listen and point.

Track 103

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.

## B. Listen and say.

Track 104

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Ask for a volunteer to come to the front of the class. The volunteer should look in his/her book and read a word. The class repeats after the student. Have other volunteers come up and do the same.

## C. Point and say.

- Have the students point to each picture or projector image and say the word.
- Ask for a volunteer to come to the front of the room. The volunteer should point to a picture or projector image while the rest of the class says the word. Have other volunteers come up and do the same.

## D. Remember. Use your books. Point and say.

- Have the students look at the scene or projector image and say the sentences.
- Assign students to work in pairs. Each pair should sit with their books open in order to see the words and pictures on page 64.
- Students should take turns asking and answering questions about the locations shown in the picture according to the example in the book.

## Nature

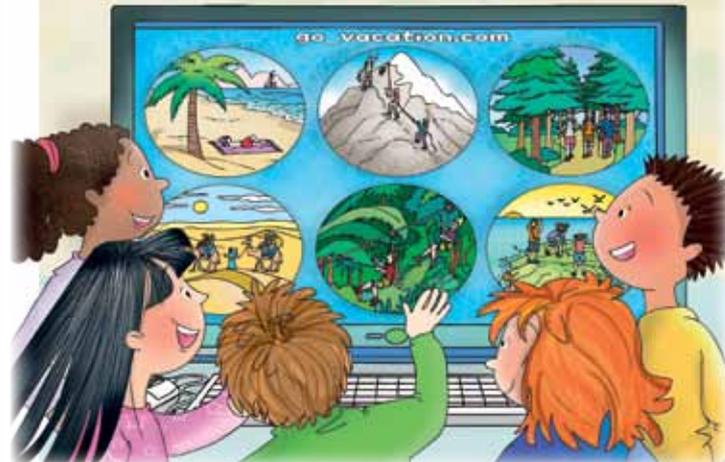
## Words

A. Track 103 Listen and point.

B. Track 104 Listen and say.

C. Point and say.

- |   |   |   |
|---|---|---|
| 1.  desert | 2.  island | 3.  mountain |
| 4.  forest | 5.  jungle | 6.  beach    |



D. Remember. Use your books. Point and say.



64 Unit 8

## Extension

## Find It in My Picture

**What you will need:** a sheet of paper for each student

- Give each student in the class a piece of paper. Tell students to choose one of the places listed on page 64 (desert, island, mountain, forest, jungle, beach). The student should draw a picture of this place and include four things you might find there.
- **EX** *A student chooses "beach." The student can draw a crab, a towel, a person in a swimming suit, and a big (beach) ball.*
- Assign students to work in small groups of three or four students per group. Each student in the group should show his/her picture to the others. The other students should name the four things that the student drew in this location.
- Mix the groups and have the students show their pictures to others in the class as time allows.

## Patterns

A. **Track 105** Listen and say.

## B. Read the sentences. Write the words.



She \_\_\_\_\_ on a mountain \_\_\_\_\_ weekend.



I \_\_\_\_\_ in a forest \_\_\_\_\_ weekend.



I \_\_\_\_\_ in a desert \_\_\_\_\_ weekend.



He \_\_\_\_\_ at a beach \_\_\_\_\_ weekend.

## C. Practice with a partner. Talk about yourselves.



Unit 8 65

## Patterns

## A. Listen and say.

Track 105

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

## B. Read the sentences. Write the words.

- Have the students point to each scene or projector image and say the sentence.
- Give the students a few minutes to work on their own, writing the words that fill in each blank.
- To check, ask for a volunteer to come to the front of the room. The volunteer should point to a scene or projector image and read the sentence under it. The rest of the class repeats after the student. Then a new volunteer reads the sentence for another scene.

## C. Practice with a partner. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- As a class, make a list on the white board of places where the students were NOT last weekend. As the class suggests different sentences according to the example in the book, write the sentences on the white board. Help students use the appropriate preposition required for different locations (at, on, in).

## Extension

## I Want to Go

**What you will need:** (no materials required for this activity)

- Have the class sit in a circle. The first student in the circle chooses any location studied in lesson 1 (desert, island, mountain, forest, jungle, beach) and says, "I want to go to a \_\_\_\_\_."
- The second student in the circle chooses any of location and says the sentence above. If a previous student said the same location, the student should add, "And (name) wants to go there, too."
- Continue around the circle with each student adding their choice and possibly naming any previous student who said the same location. The key is to remember at least one student who said the same location previously.
- See if the class can go all the way around the circle. The first few students who did not have a chance to say the sentence "And (name) wants to go there, too." should now repeat their choice and add the second sentence as well.

## Target Pattern

Was it \_\_\_\_ yesterday?  
Yes, it was.  
No, it wasn't.

## Target Words

sunny, cloudy, rainy, snowy, windy,  
foggy

## Warm-up

Review the structure from Lesson 1 using what students learned from activity D from page 64.

- Assign students to work in pairs. Each pair should sit with their books open in order to see the words and pictures on page 64.
- Students should take turns asking and answering questions about the locations shown in the picture.

**EX** *S1: Is this a jungle?*

*S2: No, it isn't. / Yes, it is.*

## Words

## A. Listen and point.

Track 106

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.

## B. Listen and say.

Track 107

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Ask for a volunteer to come to the front of the class. The volunteer should look in his/her book and read a word. The class repeats after the student. Have other volunteers come up and do the same.

## C. Point and say.

- Have the students point to each picture or projector image and say the word.
- Ask for a volunteer to come to the front of the room. The volunteer should point to a picture or projector image while the rest of the class says the word. Have other volunteers come up and do the same.

## D. Look and write.

- Have the students talk about what they see in the four pictures.
- Have the students use a word at the top of page 66 to fill in the blanks in the column on the right that go with each picture. Check the answers together.

## E. Remember. Talk about the weather.

- Have the students look at the scene or projector image and say the sentences.
- Ask the class to tell you what the weather is like today. Can they make the correct sentence according to the example in the book?

## Words

A. Track 106 Listen and point. B. Track 107 Listen and say. C. Point and say.



sunny



cloudy



rainy



snowy



windy



foggy

D. Look and write.



2



4



It's \_\_\_\_\_.

It's \_\_\_\_\_.

It's \_\_\_\_\_.

It's \_\_\_\_\_.

E. Remember. Talk about the weather.



Patterns

A. **Track 108** Listen and say.



B. Read the sentences. Write the words.



\_\_\_\_\_ it cloudy \_\_\_\_\_?  
Yes, it \_\_\_\_\_.



\_\_\_\_\_ it rainy \_\_\_\_\_?  
No, it \_\_\_\_\_.



\_\_\_\_\_ it windy \_\_\_\_\_?  
No, it \_\_\_\_\_.



\_\_\_\_\_ it sunny \_\_\_\_\_?  
Yes, it \_\_\_\_\_.

C. Practice with a partner. Talk about the weather.



D. **Track 109** Sing the song. Go to page 79.

Unit 8 **67**

Patterns

A. Listen and say.

Track 108

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Read the sentences. Write the words.

- Have the students point to each scene or projector image and say the sentence.
- Give the students a few minutes to work on their own, writing the words that fill in each blank.
- To check, ask for a volunteer to come to the front of the room. The volunteer should point to a scene or projector image and say the question. The rest of the class answers with the correct response. Have other volunteers come up and do the same for the other pictures.

C. Practice with a partner. Talk about the weather.

- Have the students look at the scenes or projector image and say the sentences.
- Make a list of past times for students to talk about on the board: this morning, yesterday, last night, last weekend.
- Assign students to work in pairs. Each pair should sit with their books open in order to see the words and pictures on page 66.
- Students should take turns asking and answering questions about the weather at different past times according to the example in the book.

D. Sing the song. Go to page 79.

Track 109

- Have the class listen to the song and read along with the lyrics.
- Play the song again and have the class sing as they read along.
- Divide the class into two groups. Assign one group to sing the questions for the first verse and one group to sing the answers. Both groups should sing the line that begins, "Oh! Sunny here. Windy there..." For the second verse, the groups switch roles singing the questions and answers. Play the song and have the groups sing their assigned verses.

Extension

Quick Thinking

**What you will need:** 12 small pieces of paper per student, picture cards (Appendix 8)

- Have the students write each of the twelve vocabulary words (desert, island, mountain, forest, jungle, beach, sunny, cloudy, rainy, snowy, windy, foggy) on separate pieces of paper.
- You will show one of the picture cards.
- Students should find the correct vocabulary word and hold it up. The first student to hold up the correct word wins a point.
- Once students are comfortable with the words, you can show two picture cards at a time. Students will have to hold up both vocabulary words to get the point.

## Target Dialogue

It's rainy. Can I borrow your umbrella?  
Why? Where's yours?  
I can't find it.  
OK. Don't lose it.

## Warm-up

Practice the target language from lesson 2 by using activity C on page 67.

- Make a list of past times for students to talk about on the board: this morning, yesterday, last night, last weekend.
- Assign students to work in pairs. Each pair should sit with their books open in order to see the words and pictures on page 66.
- Students should take turns asking and answering questions about the weather at different past times.

**EX** S1: Was it cloudy yesterday?  
S2: No, it wasn't. / Yes, it was.

## Conversation

## A. Listen and point.

Track 110

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.

## B. Listen and say.

Track 111

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

## C. Listen. Then practice with the new words.

Track 112

- Have the students listen to the track again and repeat the words after the recording.
- Have the students read the Dialogue aloud in pairs while substituting in the new words where indicated.

## D. Role-play the dialogue.

- Model the role-play for the class asking one student to say the Dialogue with you.
- Have the class work in small groups of 4-6 students so that two students in each group act for the rest of the group. Students should then role-play the Dialogue using their own names.

## E. Write a check (✓) or an X.

- Have the students read the sentence on the banner held by the animal characters.
- Brainstorm examples of this value from students' own experience. This discussion may be done in the students' LI, but be sure to repeat the value sentence in English to reinforce the language along with the value.
- Have the class look at the scenes and describe what is happening in each scene.
- Have the students mark each scene that matches the value presented in the activity with a check (✓). If the scene does not match, mark it with an X.

## Conversation

A. Track 110 Listen and point.

B. Track 110 Listen and say.



C. Track 112 Listen. Then practice with the new words.

sunny hat

D. Role-play the dialogue.

E. Value. Write a check (✓) or an X.



68 Unit 8

## Extension

## Be Careful What You Borrow

**What you will need:** white board, marker, index cards for each student

- As a class, brainstorm eight items that students might use in different seasons or weather. Any eight items are fine. Some suggestions to get students thinking might include umbrella, hat, sunglasses, mittens, jacket, sweater, backpack, etc.
- Give each student in the class an index card. Students should choose any item written on the board and write that item on their card. It is fine if lots of students write the same item. Having a random number of students for each item will make the game interesting.
- Students should walk around the room and ask other students, "Can I borrow your \_\_\_\_?" Students fill in the blank with any word from the board. If the other student doesn't have that item, he/she should say, "I'm sorry. I don't have one." If the student has the item, he/she should say, "Sure." and give the index card with that word to the other student. NOTE: When a student successfully borrows an item, he/she should give his/her original index card to the other student so that all students always hold a card.
- After students have attempted borrowing for a minute or two, call "Stop! All students with a \_\_\_\_ sit down!" Any student holding a card with that item on it should sit down.
- The students who are still standing then continue asking to borrow things. After a minute or two, call stop again and have another group of students sit down.
- How many students are left standing when there is only one item you have not called to sit?

Sounds

A. **Track 113** Listen and say.

Final **S**

chips pants sharks bags hills pandas

B. **Track 114** Listen. Are the final s sounds the same? Write a check (✓) or an X.

1 2 3

4 5 6

C. **Track 115** Listen. Circle the words with the same final s sound.

1 bits bids bins 2 days dues dates 3 hands hats homes 4 peas pans pots 5 rocks roads roots

D. Read the sentence.

James **bakes** pies and Tess **cooks** eggs.



Unit 8 69

Target Sounds

Final s

- /s/: chips, pants, sharks
- /z/: bags, hills, pandas

Sounds

A. Listen and say.

Track 113

- Have the students look at the letter sound and pictures. Ask them if they know the pronunciation that these letter patterns make. Ask them to read the words under the pictures, sounding out the words as best they can.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Listen. Are the final s sounds the same? Write a check (✓) or an X.

Track 114

- Have the students look at the pictures for activity B, and ask them if they know the English word for any of them. If students do not know the word, it is OK. They will hear the word on the recording.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students to close their books. Play the audio track and have the students repeat the words after the recording.
- Have the class to open their books. Listen again and have the students mark each pair of pictures with a check if the final s sounds are the same or an X if they are different.
- Check by slowly exaggerating the pronunciation of each word and confirming if the words have the same or different final s sounds.

C. Listen. Circle the words with the same final s sound.

Track 115

- Have the students read the words in each group.
- Ask the students to close their books. Play the audio track and have the students repeat the words after the recording.
- Tell the class to open their books. Listen again and have the students circle the words that have the same final s sounds.
- Check by slowly exaggerating the pronunciation of each word and confirming which words have the same final s sounds.

D. Read the sentence.

- Have the students read the sentence aloud, making sure to pronounce each word appropriately.
- **Challenge:** Ask the students to write a sentence of their own using 3-4 words from this page. They can use any word listed on page 69. Have volunteers write their sentences on the board for the rest of the class to read.

Extension

Basketball

**What you will need:** two baskets labeled "final /s/" and "final /z/," a small ball or wadded up paper ball, word list of "final /s/" and "final /z/" words from Appendix 9

- Have the students take turns to be the thrower. Give the thrower a small ball.
- Read one of the words from the word list.
- The thrower listens to the word and decides if he/she hears a "final /s/" or "final /z/" in the word. The thrower then throws the ball into the corresponding basket.
- If the thrower threw the ball into the correct basket, say, "Right!" and have the class cheer. If the thrower threw the ball into the wrong basket, say, "Oops! Better luck next time."

## Reading

Jerry's Vacation

## New Words

vacation, ski, ice-skate, outside,  
throw snowballs

## Warm-up

Have the class listen to the Unit 8 song. Play the song again and have the class sing along.

## Reading 4

## A. Listen and follow along.

Track 116

- Have the students look at the pictures and talk about what they see in the story. Students should predict the storyline from what they see. This discussion may be done in their LI.
- Play the audio track and point to the different parts of the picture as the story is read. If it is possible to show the page using a projector, it will facilitate the activity.

## B. Listen, read and say.

Track 117

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

## C. Read with a partner.

- Assign students to work in pairs. One student in each pair will begin as the "Reader" while the other student begins as the "Coach."
- The "Reader" reads the story aloud while the "Coach" listens. The "Coach" follows along and corrects any mistakes he/she hears or sees.
- Have the pair switch roles. The "Reader" rereads the same text, and the "Coach" provides corrective feedback.

## D. Read and write Yes or No.

- Have the students work individually to answer the four comprehension questions.
- Assign students to work in pairs. Students should take turns to orally check their partner's answers.
  - EX** S-A: Number one. Jerry loves the beach.
  - S-B: Yes. Number two. They're going to the beach this year.
  - S-A: No. Number three...
- Check answers together as a class to make sure everyone has all the correct answers.

## Reading 4

## Jerry's Vacation

A. Track 116 Listen and follow along.



Jerry and his family go on a vacation every year. They always go to the beach. Jerry loves the beach. It's hot and sunny there.

Jerry puts his bathing suit in his suitcase. "No, Jerry," says his mother. "This isn't a beach vacation. It's a vacation in the mountains."



Jerry isn't happy. He doesn't like the mountains. It's cold and snowy. He can't swim there.



D. Read and write Yes or No.

1. Jerry loves the beach. \_\_\_\_\_ 2. They're going to the beach this year. \_\_\_\_\_

70 Reading 4

## Extension

## Create A Story

**What you will need:** A4 paper, crayons

- Divide the students into 4-6 groups.
- Each group will draw a scene using a hedgehog, snail, bee, and cat.
- Once each group has drawn a scene, they will use the words they know from this lesson and previous lessons to write a story about the four animals. Each student in the group should write one or two sentences for the story.
- After the groups have written their stories, two volunteers from each group will go to the front of the class. One volunteer will hold up the picture that the group drew. The other volunteer will read aloud the sentences for the story.
- Extra: Following each group's story presentation, ask questions to the rest of the class based on the group's story.

B.  Listen, read and say.C.  Read with a partner.

"Let's **ski**," says his brother.  
 "Let's **ice-skate**," says his sister.  
 "No!" says Jerry. He sits in the hotel.  
 He watches TV.



Jerry looks out the window.  
 His family is playing in the snow.  
 Jerry gets his jacket. He goes  
**outside**.



They ski and ice-skate. They  
 make a snowman. They **throw**  
**snowballs**. It's a lot of fun.  
 Jerry likes the mountains now.

**New Words:** • vacation • ski • ice-skate • outside • throw snowballs

3. Jerry watches TV in the hotel. \_\_\_\_\_

4. Jerry and his family have a fun vacation. \_\_\_\_\_

Reading 4 **71**

## Optional Extension

### Tower of Words

**What you will need:** Jenga or similar game of blocks, Word List for Top Kids 4 from page 80 of the student book

- Call out a word from the word list.
- Student 1 will spell the word. If the student spells the word correctly, he/she will have the opportunity to pull out a block.
- If Student 1 spells the word wrong, then Student 2 will have an opportunity to spell the word correctly and pull out a block.
- Once the block is pulled out, the student will place it on the top.
- Continue giving students words to spell out.
- The round is over when the tower of blocks falls.



## Teacher's Notes

# Review 2

## Target Language

Review of words and sentences from Units 5 through 8

### Warm-up

Have the class listen to the four songs from the second half of the book (Units 5, 6, 7, and 8). Have the class sing along with the songs.

### Review 2

#### A. Read and complete the puzzle. Write the words.

- Have the students work individually to read the numbered clues and write the word in the appropriate squares in the puzzle.
- After all of the words are filled in, students should read the letters in the gray boxes to find the answer for the last clue in the pink box.
- Check by having students say aloud the spelling for each word.

#### B. Where are Jim's things? Listen and match. Track 118

- Have the students close their books and listen as you play the audio track.
- Play the track a second time and have the students repeat after the recording.
- Have the students open their books. Give the students a few minutes to match the words and pictures that they can remember. Then play the audio track a final time so that students can match the numbered items that they did not remember.
- Check the answers as a class.

#### C. Look and write.

- Have the students look at the pictures and talk about what they see.
- Allow students to work individually to fill in the blanks for each picture.
- Check by calling on volunteers to read aloud the complete sentence for one of the pictures. As students read aloud their answers, write the sentences on the board so that students can check their spelling for all words.

#### D. Listen and check (✓) Yes or No. Track 119

- Have the students look at each picture and predict a sentence they might hear to check the picture "Yes." Write the sentences that the students suggest on the board as they say them.
- Play the audio track and have the students check either "Yes" or "No" as they listen.

## Review 2

A. Read and complete the puzzle. Write the words.

1. They're red or green. We pick them in the fall.
2. It's warm in this season.
3. We drink this hot in the winter.
4. They're a lot of colors. We plant them in the spring.
5. It's hot in this season.
6. It's a fun place. We go here in the summer.
7. It's cold in this season.



It's cold and white.  
We can make one in the winter.

B. Where are Jim's things? Listen and match.

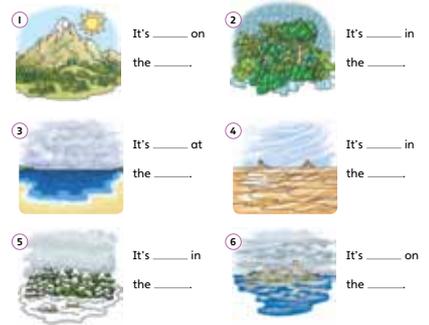
- towel
- sunglasses
- suitcase
- bathing suit
- backpack



72 Review 2

Units 5-8

C. Look and write.



D. Listen and check (✓) Yes or No.



Review 2 73

## Review 2

E. Write, match and circle.



F. Look, read and circle.

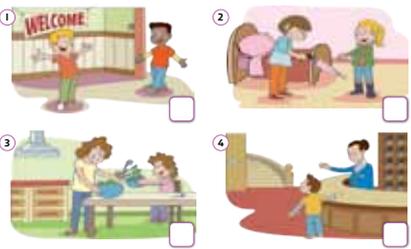


She \_\_\_\_\_ at the swimming pool at 3:00.  
a. was      b. wasn't

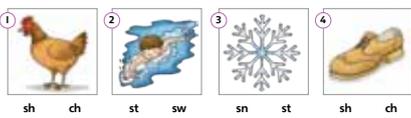


She \_\_\_\_\_ does homework in the morning.  
a. sometimes      b. never

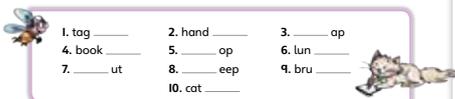
G. Listen and write a, b, c or d.



H. Say the word and circle.



I. Listen and write.



E. Write, match and circle.

- Have the students work individually to complete the activity, filling in the blanks for the pictures across the top row. Students should also match the top row of pictures to the bottom row of pictures and circle the best word to complete the sentences below each picture in the bottom row.
- Check by calling on pairs of students to read their answers. One student will read the sentence for the picture in the top row. The other student will read the sentence for the matching picture in the bottom row.

F. Look, read and circle.

- Have the students look at the pictures and talk about what they see.
- Have the students work individually to read the sentences below each picture and choose the best words to complete the sentences.
- Check as a class.

G. Listen and write a, b, c, or d.

Track 120

- Have the students look at the pictures and brainstorm simple Dialogues from Units 5 through 8 that might be used in each situation.
- Listen to the audio track and have the students write letters by the pictures in the order that they hear the appropriate Dialogues.

H. Say the word and circle.

- Have the students look at the pictures and guess the word for each one. As students say aloud the correct word, ask, "Does that word have \_\_\_\_ or \_\_\_\_?" filling in the blanks with the letter combinations below the picture. The class should say the correct answer choice.
- Check by asking for a volunteer to spell aloud the whole word a picture. As the student spells the word, write it on the board for the class to see.

I. Listen and write.

Track 121

- Have the students brainstorm possible words that match the partial spelling shown for the numbered items. Accept multiple suggestions for each item if students can think of more than one word to match the partial spelling.
- Listen to the audio track and have students write the missing letters for the words that they hear.

## Extension

### Scenes from Memory

**What you will need:** (no materials are required for this activity)

- Assign students to work in pairs or groups of three.
- Each pair or group should look back through *Top Kids 4* Units 1 through 8 and find a Dialogue from one of the units that they want to perform for the class. It is OK for more than one pair or group to perform the same Dialogue.
- The students in the groups should assign roles among themselves and study their lines so that they can say them from memory.
- Ask each pair or group to come to the front of the class and role play their Dialogue from memory. Be sure to have the class applaud after each pair or group performs.

# Appendix

# Appendix 1 Coin Toss

Extension | Unit 1 Lesson 2



A large dashed-line box containing eight smaller images arranged in a 4x2 grid. A scissors icon is in the top-left corner of the dashed box.



Lose  
a Point



Lose  
a Point



?



?

# Appendix 2 Basketball

Extension | Unit 1 **Lesson 3**

Long u	Short u
flute	gum
glue	rug
juice	bus
tube	duck
due	cup
tune	bug
duke	sun
blue	nut
June	hug
suit	mud
fruit	rub
Sue	run

# Appendix 3 Silly Lunch Story

Extension | Unit 3 **Lesson 4**

\_\_\_\_\_ will come to my house for lunch.  
(student's name)

I put a plate on the table.

I put **[Student #1 food item]** on the plate.

Next to that, I put **[Student #2 food item]**.

I put a bowl on the table.

I put **[Student #3 food item]** in the bowl.

On top of that, I put **[Student #4 food item]**.

I put a cup on the table.

I put **[Student #5 food item]** in the cup.

Do you think \_\_\_\_\_ will like my lunch?  
(student's name)

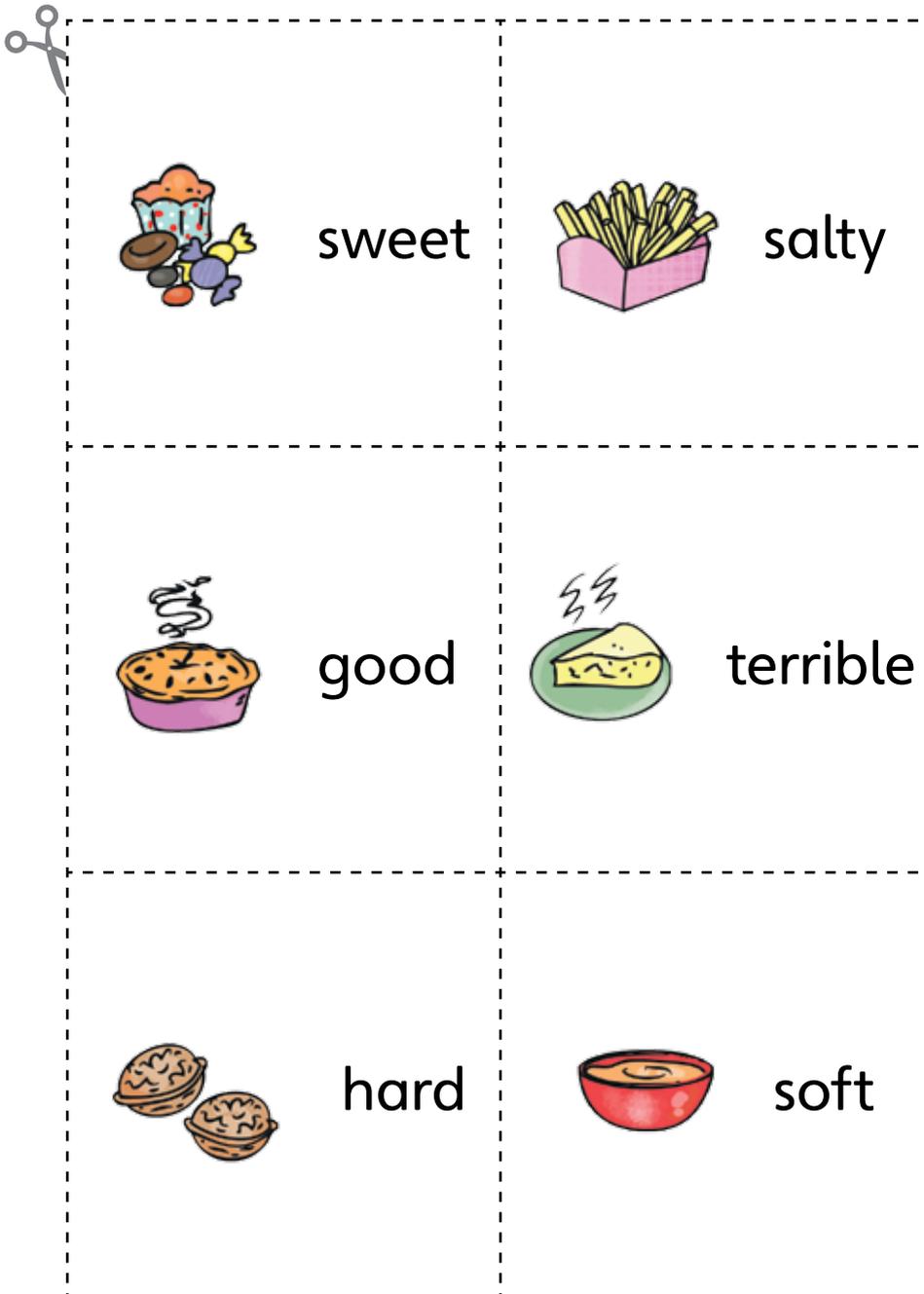
# Appendix 4 Quick Thinking

Extension | Unit 4 **Lesson 1**



# Appendix 5 What Do You Have?

Extension | Unit 5 Lesson 1



	sweet		salty
	good		terrible
	hard		soft

# Appendix 6 Bingo

Extension | Unit 6 **Lesson 4**

## Bingo


# Appendix 7 Point to It

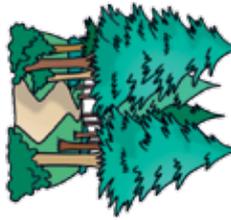
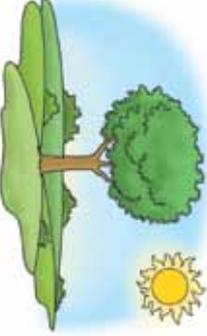
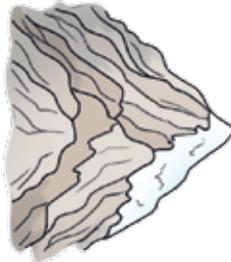
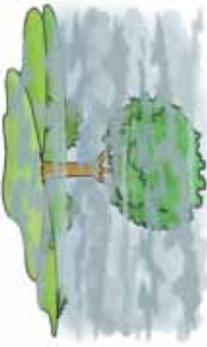
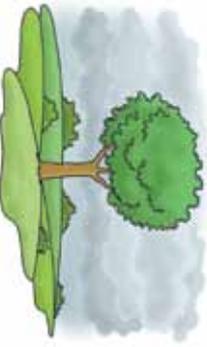
Extension | Unit 7 **Lesson 3**

Final y /aɪ/	Final y /i/
butterfly	Lucy
fly	thirsty
dry	hungry
my	busy
fry	friendly
shy	scary
sky	ugly
try	fifty
why	twenty
by	bakery
buy	key
	story
	puppy
	ferry
	strawberry
	salty

# Appendix 8 Quick Thinking

Extension | Unit 8 Lesson 2



# Appendix 9 Basketball

Extension | Unit 8 **Lesson 3**

Final s /s/		Final s /z/	
chips	tʃɪps	bags	bægz
pants	pænts	hills	hɪlz
sharks	ʃɑːks	pandas	pændəz
forks	fɔːks	towels	taʊəlz
carrots	kærəts	flowers	flaʊərz
lamps	læmps	beds	bɛdz
parrots	pærəts	eggs	ɛgz
books	bʊks	pies	paɪz
nuts	nʌts	islands	aɪləndz
cats	kæts	jungles	dʒʌŋɡəlz
forests	fɔːrɛsts	mountains	maʊntənz
shops	ʃɒps	sweaters	swɛtərz
snacks	snæks	pools	pʊlz
parks	pɑːks	apples	æpəlz
drinks	dɪŋks	pieces	piːsəz
chefs	tʃɛfs	boxes	bɒksəz
cups	kʌps	spoons	spʊnz