

Judy Baldwin • Lisa Kingsley

### **Teacher's Guide**





#### Top Kids 5 Teacher's Guide

Judy Baldwin / Lisa Kingsley

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# Syllabus

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Unit 1 A Birthday Party	Words decorate the room, wrap the present, sign the card, frost the cake, plan the games, invite friends, color the party hats, prepare the food Patterns Past Tense: Positive Statements (regular) • <u>I wrapped the present</u> .	Words greet friends, open presents, play musical chairs, pick a prize, watch the clown, serve the cake, pass out party favors, help clean up Patterns Past Tense: Negative Statements (regular) • <u>1</u> didn't <u>serve the cake</u> . Chant: <i>1 Didn't Serve the Cake</i>	Conversation Complimenting, Leave Taking: A: Wow! It's late. We should go now. B: Thanks for coming. A: Thank you. We had a great time. B: Come again soon. A: OK. Bye B: Take care. Value: Be polite. Sounds • /rz/: boxes, buses, dishes	Reading 1 Fiction: A Family Party Plus: • Critical thinking task • Personalization task • Simple project activities
Unit 2 Spring at School	Words look for bugs, water plants, fix the gate, paint a fence, plant seeds, pick lemons, pull weeds, watch birds Patterns Past Tense: Yes/No Q&A (regular) • Did <u>you plant seed</u> at school yesterday? • Yes, I did. • No, <u>she</u> didn't.	Words throw a ball, catch a ball, hit a ball, eat outside, blow bubbles, dig a hole, make a sandcastle, sit under a tree Patterns Past Tense: Positive Statements (irregular) • <u>I hit a ball</u> on the playground yesterday. Chant: I Caught a Ball	Conversation Agreeing: A: Spring is my favorite season. B: <u>Mine</u> , too. A: We always have picnics in the spring. <u>And you</u> ? A: We go camping. B: <u>Cooll</u> I love camping. A: I do, too. Value: Be interested in others. Sounds • /s/: sharks • /z/: balls • /tz/: roses	Reading 2 Non Fiction: Springtime Plus: • Critical thinking task • Personalization task • Simple project activities
Unit 3 In Town	Words         take the subway, go to the mall, meet a friend, buy a dress, eat fried chicken, have a smoothie, get a haircut, see a movie         Patterns         Past Tense: Wh- Q&A (irregular)         • What did <u>you</u> do last Saturday?         • <u>I</u> went to the mall.	Words drugstore, post office, coffee shop, supermarket, movie theater, toy store, department store, restaurant Patterns Reflexive Pronouns: myself, yourself, herself, himself • <u>I</u> went to <u>the toy store</u> by <u>myself</u> . Chant: All by Myself	Conversation Asking for Directions, Clarification: A: Excuse me. Can you help me? B: Of course. A: Where's the <u>bookstore</u> ? B: It's <u>not far</u> . Go straight. It's on the right. A: The right? B: Yes. It's <u>across from</u> the coffee shop. Value: Be helpful. Sounds • Soft c: city, rice • Hard c: cake, popcorn • Soft g: giraffe, cage • Hard g: goat, frog	Reading 3 Fiction: Kenny Forgets Plus: • Critical thinking task • Personalization task • Simple project activities
Unit Generation Class	Words climb a rope, do sit-ups, do a somersault, jump up and down, bounce a ball, run a race, jump rope, play volleyball <b>Grammar Vocab:</b> quickly, slowly, badly, well Patterns Adverbs of manner: Positive Statements • <u>1</u> did a somersault badly.	Words piano, violin, flute, drums, cymbals, trumpet, cello, recorder Grammar Vocab: happily, sadly, loudly, softly Patterns Adverbs of manner: Q&A • How did <u>you</u> play the <u>drums</u> ? • <u>1</u> played the <u>drums happily</u> . Chant: How Did He Play the Cello?	Conversation Asking for Clarification: A: Put the cello over there. B: Could you repeat that please? A: Put the cello over there. B: I don't <u>understand</u> . What's a cello? A: It's the big, brown thing over there. B: Got it! Value: Be sure to understand. Sounds • Voiced th: that, mother • Voiceless th: thin, bath	Reading 4 Non Fiction: Healthy Habits Plus: • Critical thinking task • Personalization task • Simple project activities

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Unit 5 The Petting Zoo	Words goats, donkeys, rabbits, ponies, sheep, llamas, geese, peacocks Patterns Comparatives: _er than • The <u>llama is bigger</u> than the <u>pony</u> .	Words stubborn, colorful, gentle, popular, dangerous, comfortable, expensive, crowded Patterns Comparatives: morethan • <u>This chair is</u> more <u>comfortable</u> than <u>that chair</u> . Chant: A Donkey and a Pony	Conversation Reprimanding, Apologizing: A: Hey! B: Yes? A: Please don't feed the donkey your <u>chips</u> . B: Why not? A: It's not good for them. B: Sorry. I didn't know. Value: Speak up. Sounds • oi: coin • oy: boy • ow: brown	Reading 5 Non Fiction: All About Llamas Plus: • Critical thinking task • Personalization task • Simple project activities
Unit 6 My Room	Words posters, stuffed animals, robots, model airplanes, toy boxes, coloring books, puzzles, cushions Patterns Comparatives: Q&A • <u>Is the big puzzle newer</u> than <u>the small puzzle</u> ? • Yes, it is. • No, they aren't.	Words gloves, scarf, coat, T–shirt, sandals, raincoat, rain boots, poncho Patterns Time Clause with When • ! wear a raincoat when it's rainy. • <u>She</u> wears <u>gloves</u> when it's <u>snowy</u> . Chant: We Wear T-shirts	Conversation Complimenting, Asking for Help: A: That's a cool model airplane. B: Thanks. I made it by myself. A: Really? You're amazing! Was it hard? B: No, it was easy. A: Can you show me how to make one? B: Of course! Value: Say nice things to others. Sounds • ar: park • or: fork	Reading 6 Fiction: A Rainy Saturday Plus: • Critical thinking task • Personalization task • Simple project activities
Unit 7 Camping	Words backpacks, tents, sleeping bags, water bottles, cameras, hiking boots, flashlights, first-aid kit Patterns Infinitives: Positive Statement have to • I have to <u>carry the first-aid kit</u> . • <u>He</u> has to <u>carry the tents</u> .	Words put up a tent, make a fire, take photos, ride a horse, climb a mountain, look at the stars, sleep in a sleeping bag, cook over a fire Patterns Infinitives: Negative Statement want to/have to •! don't have to make a fire. • She doesn't want to ride a horse. Chant: He Doesn't Want to Take a Photo	Conversation Expressing Physical Needs, Offering, Accepting and Refusing: A: Would you like a cookie, Mike? B: No, thanks. A: How about some chips? B: No, thanks. Do we have any mangoes? A: Let me look. Yes, here you go. B: Thanks you. I'm really hungry. Value: Eat healthy food. Sounds • (short) oo: book, cookie • (long) oo: spoon, tooth	Reading 7 Fiction: The Friends' Camping Trip Plus: • Critical thinking task • Personalization task • Simple project activities
Unit B Around the House Review 2 (Units	Words make the bed, clean my room, put away my toys, feed the dog, sweep the floor, set the table, wash the car, take out the trash Patterns Infinitives: Q&A have to • Do you have to take out the trash? • Yes, I do. • Does she have to set the table? • No, she doesn't.	Words listen to music, read a poem, practice English, talk with friends, play cards, use the computer, play with my cat, watch movies Patterns Future: Positive Statements • <u>I</u> will play with my cat tonight. Chant: We Will Talk to Friends Tonight	Conversation Asking Permission, Admitting Mistakes: A: Mom, can I go <u>out and</u> play? B: Did you clean your room this morning? A: Yeah. B: Did you make your bed? A: Of course I did. B: You're a good kid! Go and <u>have some fun</u> . Value: Be responsible. Sounds • ng: swinging, young • nk: pink, monkey	Reading 8 Non Fiction: How to Practice English Plus: • Critical thinking task • Personalization task • Simple project activities

### Lesson 1 A Birthday Party

Target Pattern	Ied the
Target Words	decorate the room, wrap the present, sign the card, frost the cake, plan the games, invite friends, color the party hats, prepare the food

#### 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.

Unit

#### 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.

#### 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 p. 4.
- One student asks, "How do you prepare for a party?"
- The other student in the pair should answer with one of the target phrases for the unit. Then the student who answered asks, "How do you prepare for a party?"
- Pairs continue taking turns asking and answering to practice all of the target phrases on p. 4.



#### **Extension**

#### Show Me!

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

 Ask the class to make up motions for the eight actions listed at the top of p. 4 of Unit I. If the class has trouble thinking of a good action, you can suggest the following:

decorate the room - raise hands as if tying balloons above your head

wrap the present - wrapping motions

sign the card - sign your name in the air in big letters frost the cake - frosting motions

plan the games - put finger to side of head as if thinking

invite friends - wave to right and left as if calling friends to come

color the party hats - hold hands on top of head as if putting on a party hat

prepare the food - make food chopping motions Have the students stand up. Say to the class, "Show

- Have the students stand up. Say to the class, "Snow me how to \_\_\_\_\_!" Then the whole class should make the motion that was chosen.
- Continue asking until all of the actions have been made for the target phrases of the unit. You can also ask for volunteers to come up and say "Show me!" for one or two actions.
- Challenge: Say two motions at once for the class to do by saying, "Show me how to \_\_\_\_\_ and \_\_\_\_!"



#### Extension

#### Who Did It?

They

You

3

What you will need: a small piece of paper for each student, a small ball or wadded up piece of paper to toss

- Give each student a small piece of paper. The student should choose one target phrase from p. 4 of Unit I and write that phrase on the piece of paper.
- Have the class sit in a circle. Give one student the ball or wadded up paper to begin. He/She will ask the question, "Who for the party?" to the student on his/her left. The blank should be filled in with the phrase that the student wrote on his/her paper using the past tense.
  - **EX** (SI wrote "wrap the present") SI: Who wrapped the present for the party?
- The student on the left will answer with the name of any student in the class.
  - **EX** S2: Jill wrapped the present for the party.
- The first student will then toss the ball or wadded up paper to Jill. Jill will then ask the student on her left the question and fill in the blank with the phrase she wrote on her paper.
- Continue until all of the students have had a chance to ask and answer.



Lesson 1

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

- Have the students point to each scene or projector
- 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 answer after the student. Have other volunteers come up and do the same for

#### C. Practice with a partner. Use your books.

- Have the students look at the scenes or projector
- Ask students to work in pairs and use the pictures in their books to practice the sentences.

### Lesson 2 A Birthday Party

Target Pattern	I/He/She didn't
Target Words	greet friends, open presents, play musical chairs, pick a prize, watch a clown, serve the cake, pass out party favors, help clean up

#### Warm-up

Review the greeting from Lesson I 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.

Jnit

#### 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.

#### 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 student 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.
- Ask students to think of things they do (or don't do) using verbs they have learned in the *Top Kids* series. List the verbs on the board as students suggest them. Some verbs from this series include climb trees, ride a bicycle, cook dinner, play hide and seek, sleep, wash your hands, watch TV, read books, take a nap, study English, brush your teeth, eat breakfast, have a snack, take a shower.

	Words	
A. Take D Listen and point. B.	Track C Listen and say.	C. 槷 Point and say.
greet friends open pr	esents play musical	chairs pick a prize
watch a clown serve th	e cake pass out p favors	
D. Read and write.		
	hairs • party favors	cake • prosents
	. ,	
I. We always open		
2. We never play		
3. My mother often serves th	e	
4. We sometimes watch a		
5. I always pass out		
E. 奱 Remember. Talk about y	ourselves.	
O you dlways help         Yes, I do.           Gen up at a party?         Junit I		

• Have the student work in pairs asking and answering according to the example but using the question, "Do you always \_\_\_\_\_ at home?" with the verbs on the board.

#### 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 words for the card it lands on. If the words are 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!



(T

3

Pairs continue taking turns back and forth as time allows.

#### D. Say the chant. Go to page 76.

- Have the class listen to the chant and read along with the lyrics.
- Play the chant again and have the class chant as they read along.
- Divide the class into two groups. One group will chant the first verse, and the other group will chant the next verse.

Track 8

### A Birthday Party

Target Dialogue

Unit

Lesson 3

Wow! It's late. We should go now. Thanks for coming. Thank you. We had a great time. Come again soon. OK. Bye. Take care.

#### Warm-up

- Have the students review the structure from lesson 2 using the target phrase from p. 4 and 6.
- Write two sentence prompts on the board: "I \_\_\_\_\_ed at my party." and "I didn't \_\_\_\_\_ at my party."
- Assign students to work in pairs. They can use their books to remember the target phrases for Unit I. Pairs should take turns making sentences saying what they did or didn't do at their last party.

#### 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 Dialogueue 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.

### E. Which sentences show the value? Read and check $(\checkmark)$ .

- Have the students read the sentence in large bold letters.
- Have the students individually read through the numbered items and check (✓) the ones that match the value.
- Check by reading through the numbered items and asking if the class checked the item or not. For each item, brainstorm examples of situations in which the statement might be used. This discussion may be done in the students' LI. Be sure to have the students talk about how the sentence does or doesn't reflect the value in each situation.

A. INST Listen and point. B. INST Listen and say. B. I

- C. Tak III Listen. Then practice with the new words.
  - Oh, no! wonderful See you soon.

#### D. 🤍 Role-play the dialogue.

**E. Value.** Which sentences show the value? Read and check ( $\checkmark$ ).



#### Extension

#### Sentence Scramble

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

Wow! It's late. We should go now. Thanks for coming. Thank you. We had a great time. Come again soon. OK. Bye. Take care.

- 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.

Conversation



- she hears a "final /ez/" or "final /s/" 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."
- Tell the class to open their books. Listen again and have the students circle the words that they hear which have the final /ez/ sound.

#### D. Read the sentence.

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

# A Birthday Party

Reading	A Family Party	
New Words	grandparents, anniversary, arrive, dry, wipe, empty	
Project	Chart making	

#### Warm-up

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

#### **Reading 1**

#### A. Why do people have parties?

Jnit

- Have the students read the pre-reading question.
- As a class, talk about some ideas related to the question. This discussion can be done in the students' LI, but be sure to remind students of English words they have learned in *Top Kids* when they talk about things that are possible for them to say in English.
- B. Listen and follow along.

#### Track 15

- Have the students look at the picture and talk about what they see. Students should predict the storyline from what they see. This discussion may be done in their LI.
- Play the audio track and have the students follow along, indicating words with their finger as they hear them. If it is possible to show the page using a projector, it will facilitate the activity.

#### C. Listen, read 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.

#### D. 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.

#### E. Circle the correct words.

- Have the students individually read through the sentences, circling the correct words according to the story.
- Check by orally asking the class questions to go with each answer that the class should give. Have the class answer together in unison.
  - **EX** I. What kind of party was it?
    - 2. Did the grandparents arrive at 7:00?
    - 3. Did the family play games?
    - 4. Who cleaned up?



F. Think about a family party. How did you help?

#### F. Think about a family party. How did you help?

- Assign the students to work in small groups.
- Write three questions on the board for group members to ask others.
  - I. What kind of party was it?

IO Reading I

- 2. What time did guests/people arrive?
- 3. Who cleaned up?
- One student in each group will begin. The other members of the group will ask the questions to that speaker about a family party. After answering the questions, the speaker chooses the next group member to speak.

G. Read. Check (✓) the one that doesn't belong.



H. Project. Look at the model. Then make your own card. Talk about it.



- G. Read. Check (1) the one that doesn't belong.
  - Ask the students to read through the choices for each item. One of the choices in each group does not fit the sentence. Students should check that choice.
  - After students have had a chance to complete the activity, check aloud. Choose one student to start. That student reads the sentence correctly with one of the good choices. The next student also reads the sentence correctly with the other good choice. Then you say aloud, "The one that doesn't belong is \_\_\_\_\_."
- Continue in this same manner with the other sentences.
- H. Project. Look at the model. Then make your own card. Talk about it.
- Have the students look at the example in the book and read the example sentences.
- Give each student a blank sheet of paper. Students should fold the paper in half to create a card that can be opened.
- Allow students to create their own cards for a birthday, anniversary, thank you, get well, etc. Students should draw pictures and color their cards as well. All cards should include some English on the front and inside.
- Assign students to work in small groups. Members should tell the other students in their group about their cards according to the example sentences in their books.
  - **EX** This is a <u>card for</u>. I decorated/drew it. I colored/wrote it. I signed it here.



# Spring at School

Target Patterns	Did you/he/she at school yesterday? Yes, I/he/she did. No, I/he/she didn't.
Target Words	look for bugs, water plants, fix a gate, paint a fence, plant seeds, pick lemons, pull weeds, watch birds

#### Warm-up

Review the target patterns from Unit I.

- Ask students to think of things they do (or don't do) using verbs they have learned in the *Top Kids* series. List the verbs on the board as students suggest them. Some verbs from this series include climb trees, ride a bicycle, cook dinner, play hide and seek, sleep, wash your hands, watch TV, read books, take a nap, study English, brush your teeth, eat breakfast, have a snack, take a shower.
- Have the students work in pairs asking and answering according to the example but using the question, "Do you always \_\_\_\_\_ at home?" with the verbs on the board.

#### Words

#### A. Listen and point.

Unit

- 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 18

Track 17

- 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 p. I2.
- Pairs take turns asking questions according to the example.



#### Extension

#### Work for a Chair

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

- Write the following five gardening jobs on the board so that students can refer to the list during the game: look for bugs, water plants, plant seeds, pick lemons, pull weeds.
- 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 all call "All jobs!" Then all students change chairs.



#### **Extension**

#### True or Not?

What you will need: one sheet of paper per student, white board, marker

- Give each student a sheet of blank paper. The students should fold the paper in half and then in half again. Have the students open their papers. Each sheet of paper should have four squares in which students will draw scenes.
- Ask the students to quickly draw sketches of four things they did yesterday. Three of the sketches should show things the student actually did. One sketch should be an activity the student did NOT really do.
- After everyone has finished their sketches, assign the students to work in pairs.
- On the board, write three questions for students to ask in their groups: I) Who did you do it with? 2) Where did you do it? 3) When did you do it?
- In their pairs, one student will begin by asking the three questions about each of the four sketches that their partner drew. After hearing all of the answers, the asking-student should guess which of the activities his/her partner did not really do. The partner will then say if that guess is correct. Students then switch roles asking and answering questions.

# Track 19

- are speaking. If it is possible to show the page using a
- Have the students listen to the track again and repeat
- Have the students close their books and listen.
- Have the students point to each scene or projector
- Give the students a few minutes to work on their own,
- 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 guestion under it. The rest of the class responds with the appropriate answer for the picture. Have other volunteers come up and do

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

- Have the students look at the scenes or projector
- List on the white board all the school/playaround related activities that students have learned in previous levels of Top Kids: climb a tree, dance, draw, use a computer, paint a picture, play basketball, laugh, eat lunch, study English, take a test, play with friends.
- Assign students to work in pairs. Each pair should sit with their books open in order to see the words and pictures on p. 12 along with all of the words listed on the board.
- Pairs take turns asking questions according to the example.

### Lesson 2 Spring at School

Target Pattern	I/He/She <u>(irregular past verb)</u> on the playground yesterday.
Target Words	throw a ball, catch a ball, hit a ball, eat outside, blow bubbles, dig a hole, make a sandcastle, sit under a tree

#### Warm-up

Review the structure from Lesson I using activity D from p. I2 using any vocabulary known.

- Assign students to work in pairs. Each pair should sit with their books open in order to see the words and pictures on p. I2.
- Pairs take turns asking questions according to the example.

#### Words

#### A. Listen and point.

Jnit

#### Track 20

- 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.

- 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. Correct the underlined words.

- Have the students work individually reading the sentences and correcting the underlined words. If students have trouble, you can tell them that all verb phrases should match the phrases in part A on p. 14.
- Check the answers together.

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

- Have the students look at the scene or projector image and say the sentences.
- Brainstorm frequency words that students have learned in the *Top Kids* series and list the words on the board as students suggest them: always, often, usually, sometimes, never.
- Go around the class having volunteers make sentences according to the example using any frequency word listed on the board along with any outdoor activity that students know in English.



#### Extension

#### Phrase-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 I6 phrases on the board: throw a ball, catch a ball, hit a ball, eat outside, blow bubbles, dig a hole, make a sandcastle, sit under a tree, look for bugs, water plants, fix a gate, paint a fence, plant seeds, pick lemons, pull weeds, watch birds.
- 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 phrase and the first student in each team will try to find the phrase 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 = I point.



#### Patterns

#### A. Track 22 Listen and say



He dua a hole on the playground yesterday throw  $\rightarrow$  threw  $catch \rightarrow$ hit  $\rightarrow$ eat → blow  $\rightarrow$  blew diq  $\rightarrow$  dug make -> made sit  $\rightarrow$ 

vesterday. (blow)

Read the sentences. Write the words.





caught

hit

ate

sat

a sandcastle on the playground yesterday. (make)



4



a ball on the playground You vesterday. (catch)

Practice with a partner. Talk about yourselves.



- If a student erases the wrong phrase, they must write the phrase again on the board before the next round begins.
- Continue calling out phrases as time permits.
- The team with the most points wins.
- Challenge: Call out a phrase that was erased earlier in the game and have the students write the phrase back on the board (adding it back to the list) before running back to their team's line. Score in the same manner.

#### Patterns Track 22 A. Listen and say. 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 did they/she/you do on the playground yesterday?" 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.
- List on the white board verbs that students have learned in previous levels of *Top Kids*: climb a tree, dance, draw, jump rope, use a computer, paint a picture, play basketball, ride a skateboard, laugh, eat lunch, study English, take a test, play with friends, etc.
- Go around the class having students make a sentence according to the example about any activity they did yesterday. Students should NOT use a verb or verb phrase said by any student before them. In this way, students will be able to hear a wide variety of past tense verbs.

#### D. Say the chant. Go to page 76.

- Track 23
- Have the class listen to the chant and read along with the lyrics.
- Play the chant again and have the class chant as they read along.
- Divide the class into two groups. Have the first group chant the first verse, and the second group chant the second verse.

### Lesson 3 Spring at School

Target<br/>DialogueSpring is my favorite season.<br/>Mine, too.We always have picnics in the spring. And you?<br/>We go camping.<br/>Cool! I love camping.<br/>I do, too.

#### Warm-up

- Have the students review the structure from lesson 2 using activity C from p. 15.
- List on the white board verbs that students have learned in previous levels of *Top Kids*: climb a tree, dance, draw, jump rope, use a computer, paint a picture, play basketball, ride a skateboard, laugh, eat lunch, study English, take a test, play with friends, etc.
- Go around the class having students make a sentence according to the example about any activity they did yesterday. Students should NOT use a verb or verb phrase said by any student before them. In this way, students will be able to hear a wide variety of past tense verbs.

#### **Conversation**

#### A. Listen and point.

Unit

- Track 24
- 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 25

- 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 26

- 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. Which sentences show the value? Read and check $(\checkmark)$ .

- Have the students read the sentence in large bold letters.
- Have the students individually read through the numbered items and check (✓) the ones that match the value.
- Check by reading through the numbered items and asking if the class checked the item or not. For each



item, brainstorm examples of situations in which the question might be used. This discussion may be done in the students' LI. Be sure to have the students talk about how the question does or doesn't reflect the value in each situation.

6.

How are you?

Where's the restroom?

How much is this?

What's for dinner?

What's your name?

What's the matter?

#### Extension

#### Sentence Scramble

3.

5.

6 Unit 2

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

- Spring is my favorite season.
- Mine, too.
- I do, too.
- We always have picnics in the spring.
- And you?
- We go camping.
- Cool!
- I love camping.
- 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.



you will say a word that ends with either /s/ or /ez/. If the word ends with /s/, students should point to

the Sharks wall. If the word ends with /ez/, student

• Have all of the students stand up. Read any word

from the word list and wait for all students in the

class to point to either the Sharks wall or the Roses

If some students are pointing to the wrong wall, say,

"Listen again." The repeat the word. Keep repeating

until all students are pointing to the correct wall.

should point to the Roses wall.

Then read a new word from the list.

wall.

- 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 ending sounds of the words are the same. Students should write an X if the ending sounds in the pair are not the same.

#### D. Read the sentence.

- Have the students read the sentence aloud, making sure to pronounce the final /s/ or /ez/ sound for the indicated words.
- **Challenge:** Ask the students to write a sentence of their own using 3-4 words with the final /s/ or /ez/ sounds. They can use any word listed on p. I7. Have volunteers write their sentences on the board for the rest of the class to read.

# Spring at School

Reading	Springtime
New Words	sunshine, bud, bloom, wake up, nest, garden
Project	Book making

#### Warm-up

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

#### Reading 2

#### A. What do you like about spring?

- Have the students read the pre-reading question.
- As a class, talk about some ideas related to the question. This discussion can be done in the students' LI, but be sure to remind students of English words they have learned in *Top Kids* when they talk about things that are possible for them to say in English.

B. Listen and follow along.

Jnit

#### Track 30

- Have the students look at the picture and talk about what they see. Students should predict the storyline from what they see. This discussion may be done in their LI.
- Play the audio track and have the students follow along, indicating words with their finger as they hear them. If it is possible to show the page using a projector, it will facilitate the activity.

#### C. Listen, read 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.

#### D. 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.

#### E. Write the words.

- Have the students individually read through the sentences, filling in the missing words according to the story.
- Check by orally asking the class questions to go with each answer that the class should give. Have the class answer together in unison.
  - **EX** I. Which season does spring come after?
    - 2. What grows on trees and plants?
    - 3. What do bears do in the spring?
    - 4. What do people do in the park?



#### F. Think about a sunny spring day. What did you do?

- Assign the students to work in small groups.
- Write three questions on the board for group members to ask others.
  - I. What did you do?
  - 2. Where did you do this?
  - 3. Who were you with?
- One student in each group will begin. The other members of the group will ask the questions to that speaker about a spring day. After answering the questions, the speaker chooses the next group member to speak.

G. Read. Circle the one that doesn't belong.

I. They planted _			
a. trees	<b>b.</b> bugs	<b>c.</b> flowers	<b>d.</b> seeds
2. My mother fixe	d the	<b>.</b>	
<b>a</b> . gate	<b>b.</b> car	<b>c.</b> computer	<b>d.</b> bubble
<b>3.</b> I made a	•		
<b>a.</b> plant	<b>b.</b> sandwich	<b>c.</b> sandcastle	<b>d.</b> card
4. The farmer pick	ed		
a. lemons	<b>b.</b> cucumbers	c. eggs	<b>d.</b> strawberries
5. My father painted the			
<b>a.</b> weeds	<b>b.</b> house	<b>c.</b> fence	<b>d.</b> room

H. Project. Look at the model. Then make your own book about spring. Talk about it.



#### G. Read. Circle the one that doesn't belong.

- Ask the students to read through the choices for each item. One of the choices in each group does not fit the sentence. Students should circle that choice.
- After students have had a chance to complete the activity, check aloud. Choose one student to start. That student reads the sentence correctly with one of the good choices. A second student also reads the sentence correctly with another good choice. A third student also reads the sentence correctly with sentence correctly with the last good choice. Then you say aloud, "The one that doesn't belong is \_\_\_\_\_."
- Continue in this same manner with the other sentences.
- H. Project. Look at the model. Then make your own book about spring. Talk about it.
  - Have the students look at the example in the book and read the example sentences.
  - Give each student a blank sheet of paper. Students should fold the paper in half. Then have student fold this in half again. Hold this folded paper so the bottom is open and the top is a fold. Cut along the top fold and staple the papers in the middle to create a small book with six inside pages.
  - Allow students to create their own books by writing one sentence on each inside page and drawing a picture to go with the sentence. Have students refer to the reading on p. 18 for sentence structures to copy but using their own ideas as well.
  - Assign students to work in small groups. Each member of the group should read aloud his/her book to the group and show the pictures in the book.





Target Pattern	What did you/he/she do last Saturday? I/He/She <u>(irregular past)</u>
Target Words	take the subway, go to the mall, meet a friend, buy a dress, eat fried chicken, have a smoothie, get a haircut, see a movie

#### Warm-up

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

- Brainstorm frequency words that students have learned in the *Top Kids* series and list the words on the board as students suggest them: always, often, usually, sometimes, never.
- Write the following sentence pattern on the board: I (adverb) (activity) in the spring.
- Go around the class having volunteers make sentences according to the example, using any frequency word listed on the board along with any outdoor activity that students know in English.

#### Words

#### A. Listen and point.

Track 32

- 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 33

- 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 p. 20.
- Pairs take turns asking and answering about what they did yesterday according to the example.



#### Extension

#### Guess What?

What you will need: vocabulary words from units I, 2, and 3 written on index cards: decorate, cake, greet, open, present, sign, watch, serve, blow, catch, dig, fix, hit, fence, lemon, throw, buy, subway, mall, meet, chicken, smoothie, haircut, movie

- 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 I 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.



#### **Extension**

#### **Silly Stories**

What did you

What

What

We

He

#### 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 completing the following sentence: Last Saturday, Ι...
- 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 step above so that the stories are 5-6 sentences long.
- Have all students unfold the papers and read their stories aloud to their small groups.



using irregular past forms when necessary.

Lesson 1

E In Town					
Target Pattern	I went to the by myself. He went to the by himself.				
Target Words	drugstore, post office, coffee shop, supermarket, movie theater, toy store, department store, restaurant				

Lesson 2

Unit

#### Warm-up

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

- Assign students to work in pairs. Each pair should sit with their books open in order to see the words and pictures on p. 20.
- Pairs take turns asking and answering about what they did on previous days according to the example: "What did you do yesterday/last Saturday/last Tuesday?" "I

#### Words

#### A. Listen and point.

#### Track 35

- 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 36

- 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 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.
- Assign the students to work in pairs. Each student in the pair will take turns asking questions about places near their partner's home according to the example.



#### Extension

#### Yesterday, I went...

🕗 Unit 3

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

- As a class, brainstorm a list of places and write the words on the board. In addition to the places learned in this lesson, students might suggest these places previously learned in the *Top Kids* series: friend's house, library, park, pet store, ballet class, beach, amusement park, swimming pool, water park.
- Have the class sit in a circle. The first student in the circle chooses any of the places listed on the board and says, "Yesterday, I went to the \_\_\_\_\_."
- The second student in the circle chooses any of the places, says the sentence above, and then repeats what the first student said as well.
- Continue around the circle with each student adding their choice. Students may repeat the same place as a student before them. The key is to remember all the previous sentences in order.
- See if the class can go all the way around the circle. The first student then has to repeat everything in order.



#### D. Say the chant. Go to page 77.

Track 38

- Have the class listen to the chant and read along with the lyrics.
- Play the chant again and have the class chant as they read along.
- Divide the class into three groups. Have the first group chant the first verse, the second group chant the second verse, and the third group chant the third verse.

Lesson 3 In Tow

Jnit

	Excuse me. Can you help me?
	Of course.
Target	Where's the bookstore?
Dialogue	It's not far. Go straight. It's on the right.
	The right?
	Yes. It's across from the coffee shop.

#### Warm-up

- Have the students review the structure from lesson 2 using activity C from p. 23.
- Assign the students to work in pairs. Each student in the pair will take turns making sentences about things he/she did alone on previous days (yesterday, last Saturday, last Thursday, etc).

**EX** I went to the park by myself last Sunday.

 Monitor the pairs to be sure that students are correctly using regular and irregular past verb forms.

#### Conversation

#### A. Listen and point.

#### Track 39

- 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 40

- 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 41
- 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. Which sentences show the value? Read and check $(\checkmark)$ .

- Have the students read the sentence in large bold letters.
- Have the students individually read through the numbered items and check (✓) the ones that match the value.
- Check by reading through the numbered items and asking if the class checked the item or not. For each item, brainstorm examples of situations in which the



#### C. Teck Disten. Then practice with the new words.

candy store over there next to

#### D. 🤜 Role-play the dialogue.

E. Value. Which sentences show the value? Read and check (✓).



question might be used. This discussion may be done in the students' LI. Be sure to have the students talk about how the question does or doesn't reflect the value in each situation.

#### **Extension**

#### Sentence Scramble

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

- Excuse me.
- Can you help me?
- Of course.
- Where's the bookstore?
- It's not far. Go straight.
- It's on the right.
- The right?
- Yes. It's across from the coffee shop.
- 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.



#### **Extension**

#### Spelling Ball

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

- Say any word with a hard or soft c or g sound that students have learned in the *Top Kids* series: cat, dog, goldfish, cage, class, computer, clean, clock, orange, rug, excited, giraffe, cracker, cucumber, popcorn, cereal, egg, cartoon, cook, motorcycle, carrot, cup, clay, good, gift, foggy, jungle, game, gate, dig, bug.
- 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 throws the ball out to start another round.



#### A. Listen and say.

Track 42

Track 43

- 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.

- Have 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 open their books and circle the correct hard or soft sound for each picture. Review the answers together, having the class say the word for each picture if they can remember it.

#### C. Listen and match.

- Track 44
- 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 the number with the hard or soft sound that they hear in each word.
- Check by having the class listen a final time and say the sound that they matched with the word for that number item after each one. 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 hard or soft c and g sounds.
- **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 p. 25. Have volunteers write their sentences on the board for the rest of the class to read.



Reading	Kenny Forgets		
New Words	envelope, stamp, chase, treat, forget		
Project	Map making		

#### Warm-up

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

#### **Reading 3**

#### A. What are some things people forget to do?

- Have the students read the pre-reading question.
- As a class, talk about some ideas related to the question. This discussion can be done in the students' LI, but be sure to remind students of English words they have learned in *Top Kids* when they talk about things that are possible for them to say in English.
- B. Listen and follow along.

#### Track 45

- Have the students look at the picture and talk about what they see. Students should predict the storyline from what they see. This discussion may be done in their LI.
- Play the audio track and have the students follow along, indicating words with their finger as they hear them. If it is possible to show the page using a projector, it will facilitate the activity.

#### C. Listen, read and say.

#### Track 46

- 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.

#### D. 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.

#### E. Read and write the letter.

- Have the students individually read through the sentences, choosing the correct word to complete each item according to the story.
- Check by orally asking the class questions to go with each answer that the class should give. Have the class answer together in unison.

**EX** I. Who or what is Gus?

- 2. What do Kenny and Gus do?
- 3. What did Gus and Kenny have?
- 4. Where did Kenny forget to go?

### **Reading 3**

A. What are some things people forget to do?

C. 🔤 Listen, read and say.

D. 🥏 Read with a partner.

Track CO Listen and follow along.

#### Kenny Forgets

Mrs. Lake needed some things. "Kenny! Please go to the post office. Buy some **envelopes** and **stamps**." "OK, Mom. Can Gus go, too?" "Yes, but hurry."

Kenny and Gus walked down the street. Gus saw some squirrels in the park. Kenny and Gus **chased** the squirrels. They had fun.

Then Kenny saw some friends. "Come and play," they said. They played ball. They chased Gus. They had a good time.

Kenny and Gus walked by a coffee shop Kenny bought a smoothie. They walked by a pet store. Kenny bought Gus a **treat**. Then they went home.



"Kenny! Where are my things?" asked Mrs. Lake. "Did you go to the post office?" "Oh, no! I **forgot** to go!" said Kenny. "I can go now." "OK," said Mrs. Lake. "But Gus stays home this time!"

### New Words : • envelope • stamp • chase • treat • forget E. Read and write the letter.

- I. Gus is Kenny's (a. brother b. dog).
- 2. Kenny and Gus (a. chased b. caught) squirrels.
- 3. Gus had a treat and Kenny had (a. stamps b. a smoothie).
- **4.** Kenny forgot to go (a. to the post office b. home).

F. Think about a time you forgot to do something? What did you forget to do?

### \_\_\_\_\_

- F. Think about a time you forgot to do something. What did you forget to do?
  - Assign the students to work in small groups.
  - Write three questions on the board for group members to ask others.
    - I. What did you forget to do?
    - 2. Where were you?
    - 3. Who was with you?
- One student in each group will begin. The other members of the group will ask the questions to that speaker about something he/she forgot to do. After answering the questions, the speaker chooses the next group member to speak.



H. Project. Look at the model. Then make a map of a street in your neighborhood. Talk about it.



- G. Look and write the places.
  - Ask the students to look at each group of pictures and name the items they see in each group. Have the student suggest a place where they might find or use these items. Students should write the name of the place for each group of items.
- H. Project. Look at the model. Then make a map of a street in your neighborhood. Talk about it.
  - Have the students look at the example in the book and read the example sentences.
  - Give each student a blank sheet of paper. Allow students some time to create maps of their own neighborhoods. While the students are working, draw your neighborhood on the white board.
  - Demonstrate for the class how to talk about their maps by explaining three places on the map you drew.
    - **EX** This is a map of my street. I live here. There's a coffee shop in the building next to my apartment. There's a restaurant across the street. There's a bus stop in front of the restaurant.
  - Assign students to work in small groups. Each member of the group should explain his/her map to the group and talk about two or three places shown on the map.



### Lesson 1 Fun in Class

Target Pattern	I <u>(past exercise)</u> + ADV.	
Target Words	climb a rope, do sit-ups, do a somersault, jump up and down, bounce a ball, run a race, jump rope, play volleyball	

#### Warm-up

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

- Assign the students to work in pairs. Each student in the pair will take turns asking questions about past days (last Saturday, yesterday, last Monday, etc).
   EX What did you do last Saturday?
- Monitor the pairs to be sure that students are correctly using past forms when necessary.

#### Words

#### A. Listen and point.

Jnit

#### Track 47

Track 48

- 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.

- 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. Act it out.

- Have the students look at the scene or projector image and say the sentences.
- Ask for volunteers to come to the front of the room to perform an exercise. Before each volunteer does an action, he/she should ask the class, "What am I doing?" The student will then do the exercise he/ she has in mind. The class should call out the correct exercise according to the example.



#### Extension

#### **Quick Thinking**

What you will need: 6 pieces of paper per student, picture cards (Appendix 3)

- Have the students write each of the six target phrases (climb a rope, do sit-ups, do a somersault, jump up and down, bounce a ball, run a race, jump rope, play volleyball) 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.



#### **Extension**

#### **Teacher Says!**

3

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

- Have the class stand up to play "Teacher Says" with you leading the game.
- Explain that if you say "Teacher says..." before an activity, everyone should do that activity. But if you don't say "Teacher says..." before an activity, students should not do the activity. Instead, they should just keep doing whatever they are doing at that moment. Students who do the wrong thing should sit down.
- Begin by calling out, "Teacher says jump rope slowly." All students should act like they are jumping rope slowly. Continue calling out activities along with adverbs with or without "Teacher says" until only three students remain standing.
- Play again and see if different students remain in the game until the end.

### Track 49 Play the audio track and point to the characters who are speaking. If it is possible to show the page using a Have the students listen to the track again and repeat

- Have the students close their books and listen.
- Have the students point to each scene or projector
- Give the students a few minutes to work on their own,
- 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 aloud the sentence under it. The rest of the class repeats the sentence after the student. Then a new volunteer reads the sentence for

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

- Have the students look at the scenes or projector
- Assign students to work in pairs. Each pair should sit with their books open in order to see the words and
- Pairs take turns making sentences about how they did exercises in the past. They should think about how they did these things one year ago, two years ago, or three years ago.
- Walk around and monitor pairs to be sure students are using past tense correctly and adding adverbs to their sentences.

### Lesson 2 Fun in Class

Target Pattern	How did you/he/she? I/He/She <u>(past verb)</u> + ADV.
Target Words	piano, violin, flute, drums, cymbals, trumpet, cello, recorder

#### Warm-up

Review the structure from Lesson I using activity D from p. 28.

• Ask for volunteers to come to the front of the room to perform an exercise. Before each volunteer does an action, he/she should ask the class, "What am I doing?" The student will then do the exercise he/ she has in mind. The class should call out the correct exercise according to the example.

#### Words

#### A. Listen and point.

Jnit

#### Track 50

Track 51

- 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.

- 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. After the class has read the clues, ask, "What is it?" The class should respond with the full sentence, "It's a \_\_\_\_\_."
- Have the students fill in the blanks with the right words as they respond.

#### E. 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 p. 30.
- Pairs take turns making sentences about instruments they can or can't play.



#### Extension

#### The Whisper Game

🚺 Unit 4

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 to the front two students two sentences saying "I can play the \_\_\_\_\_. I can't play the \_\_\_\_\_." Fill in the blanks using target words from p. 30 or any other musical instrument that students know. Be sure that none of the other students hear the sentences.
- When you say, "Go!", students must whisper the two sentences to the next student, going on down the line until the end. When the end students hear the sentences, they must run all the way to the front and write the sentences on the board. Check the sentences to see if they are written correctly.
- The end students now stand at the front, each student moves down, and a new sentence is whispered.



''

#### D. Say the chant. Go to page 77.

- Have the class listen to the chant and read along with the lyrics.
- Play the chant again and have the class chant as they ٠ read along.
- Divide the class into two groups. One group will chant the questions in the first verse of the chant, and the other group will chant the answer lines in the first verse. Then the groups switch roles asking and answering for the second verse. For the third verse, have the whole class chant the questions, and you chant the answer.

# Fun in Class

Target Dialogue

Jnit

Put the cello over there. Could you repeat that, please? Sure. Put the cello over there. I don't understand. What's a cello? It's the big, brown thing over there. Got it!

#### Warm-up

- Have the students review the structure from lesson 2 using activity E from p. 30.
- Assign students to work in pairs. Pairs take turns making sentences about instruments they can or can't play.

#### Conversation

#### A. Listen and point.

#### Track 54

- 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 55

- 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 56

- 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. Which sentences show the value? Read and check $(\checkmark)$ .

- Have the students read the sentence in large bold letters.
- Have the students individually read through the numbered items and check (✓) the ones that match the value.
- Check by reading through the numbered items and asking if the class checked the item or not. For each item, brainstorm examples of situations in which the sentence might be used. This discussion may be done in the students' LI. Be sure to have the students talk about how the sentence does or doesn't reflect the value in each situation.



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



#### D. 💛 Role-play the dialogue.

E. Value. Which sentences show the value? Read and check (🗸 ).



#### Extension

#### Sentence Scramble

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

- Put the cello over there.
- Could you repeat that, please?
- Sure.
- Put the cello over there.
- I don't understand.
- What's a cello?
- It's the big, brown thing over there.
- Got 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.



#### Basketball

What you will need: two baskets labeled "voiced th" and "voiceless th," a small ball or wadded up paper ball, word list from Appendix 4

- Have the students take turns to be the thrower. Give the thrower a small ball.
- Say one of the words from the word list. The thrower must link about the "th" sound they hear in the word and throw the ball into the corresponding basket.
- If correct, cheer for the student and say, "Good job!." If the student is incorrect, say, "Better luck next time."
- Continue by having another student come up to be the next thrower.

#### C. Are the th sounds the same? Listen and write a check ( $\checkmark$ ) or an X.

board for the class to see.

Track 59

 Ask the students to close their books. Play the audio track and have the students repeat the words after the recording.

can remember it while you write the words on the

 Tell the class to open their books. Listen again and have the students check the numbers for which the two words have the same th sound (voiced or voiceless). If the two words have different th sounds, students should write an X for the number.

#### D. Read the sentence.

- Have the students read the sentence aloud, making sure to pronounce the voiced or voiceless th sounds 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 p. 33. Have volunteers write their sentences on the board for the rest of the class to read.

# Fun in Class

Jnit

Reading	Healthy Habits
New Words	important, muscle, heart, brain, touch, toe
Project	Chart making

#### Warm-up

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

#### **Reading 4**

#### A. What are some healthy habits?

- Have the students read the pre-reading question.
- As a class, talk about some ideas related to the question. This discussion can be done in the students' LI, but be sure to remind students of English words they have learned in *Top Kids* when they talk about things that are possible for them to say in English.

B. Listen and follow along.

#### Track 60

- Have the students look at the picture and talk about what they see. Students should predict the storyline from what they see. This discussion may be done in their LI.
- Play the audio track and have the students follow along, indicating words with their finger as they hear them. If it is possible to show the page using a projector, it will facilitate the activity.

#### C. Listen, read and say.

#### Track 61

- 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.

#### D. 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.

#### E. Read and circle *True* or *False*.

- Have the students individually read through the sentences, choosing True or False for each item according to the story.
- Check by orally asking the class to change any False statements in order to make them True.

### Reading 4

A. What are some healthy habits?

- C. 🎟 🖬 Listen, read and say.
- Track ID Listen and follow along.
- D. 🤍 Read with a partner.

#### Healthy Habits

Healthy habits are **important.** We need to eat fruits and vegetables. We need to go to bed early and keep clean. We need to play with friends and have fun.

Exercise is an important healthy habit. Exercise makes your **muscles** strong. Your **heart** is a muscle and it needs exercise. Exercise is good for your **brain**, too, and it's fun.

Exercise helps you move well. It helps you **touch** your **toes**. It helps you do somersaults, too.

Most boys and girls get exercise every day. They bounce balls and play games on the playgroun They ride their bikes and jump rope at the park. They do sit-ups and run races in gym class.

Think about your day. What exercises do you do? What healthy habits do you have?

New Words : • important • muscle • heart • brain • touch • toe

E. Read and circle *True* or *False*.

I. Keeping clean is a healthy habit.	True	False
2. Exercise is important.	True	False
3. Exercise is good for our hearts.	True	False
4. We can't get exercise in a lot of places.	True	False
F. What's your favorite way to get exercise?		

#### F. What's your favorite way to get exercise?

- Assign the students to work in small groups.
- Write three questions on the board for group members to ask others.
  - I. What's your favorite way to get exercise?
  - 2. Where do you do/play this?
  - 3. Who do you do/play this with?
- One student in each group will begin. The other members of the group will ask the questions to that speaker about how he/she exercises. After answering the questions, the speaker chooses the next group member to speak.
#### G. Read and write.

• violin • flute • drums • trumpet • cymbals • cello • recorder		
Blow into These	Hit These	Neither

H. Project. Look at the model. Then make an exercise chart. Talk about it.



#### G. Read and write.

- Ask the students to read through the list of words in the box and sort them according to the chart. Students should write the words on the blanks in each category.
- Check by asking students, "How do you play \_\_\_\_?" and pantomime the action of that instrument. (NOTE: Do not ask about violin or cello. Save those for last.) Students should respond with "Blow into these!" or "Hit these!"
- For violin and cello, you can ask, "Which instruments do you play without blowing into or hitting?"
- H. Project. Look at the model. Then make an exercise chart. Talk about it.
  - Have the students look at the example in the book and read the example sentences.
  - Give each student four blank sheets of paper. Have the students fold each sheet in half and then tape the tops and bottoms of the sheets together to make a long chart with 8 squares. Students can cut the extra square off their charts if they wish to.
  - Have the students write a day of the week at the top of each square. Then students should write the kind of exercise they do each day.
  - Assign students to work in small groups. Each member of the group should explain his/her exercise chart to the group and talk about the activities he/she did during the previous week using past tense.







- Have the students fill in the chart with the phrases from the box.
- Check as a class by drawing the chart on the white board and filling in the categories as the class suggests for each phrase.
- B. Listen and write a check (✓).
- Track 62
- 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 open their books and 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 the one that doesn't belong.

- Ask the students to read through the choices for each item. One of the choices in each group does not match the others. Students should circle that choice.
- After students have had a chance to complete the activity, check aloud. Choose one student to start. That student reads the two choices that go together for the item. Ask the class if anyone can guess what those two things have in common (they are exercise, you do them at a party, etc.). Then ask the class, "What doesn't belong?" The class should respond with the odd choice.
- Continue in this same manner with the other items.

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

- Track 63
- 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 open their books and mark each picture "Yes" or "No" based on the information they hear and see.
- 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."



#### Extension

#### Word Cheer

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

- Have the class stand up and explain that you will lead the class in a cheer. They just need to follow what you do and what you say.
- Begin by spelling a word that the class knows. As you call out each letter, make a cheerleader pose for the students to imitate.
  - EX You: Give me an M! (pose with elbows above head)

Class: M! (students pose like you) You: Give me an O! (pose with hands over head forming a big O) Class: O! (students pose like you) You: etc. (continue to spell "mother")...

• End the word by cheering, "What's that spell?" Then wait for the class to cheer back your word.

EX You: What's that spell? (pose listening for response) Class: Mother!

• Have volunteers from the class come up and lead their own word cheers.



#### E. Look and write.

- Have the students look at the four pictures and talk about what they see.
- Have the students work individually to complete the activity by filling in the blanks for each 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. Look and write. Use the correct forms of the verbs.
- Have the students work individually, filling in the blanks using the words from the word bank. For some sentences, the verb should be changed to the past form.
- Check together by calling on individual students to read aloud the answer that they wrote.
- G. Listen and number. Then match. Track 64
- 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 number the pictures according to the order of the Dialogues.
- Play the audio track a third time. Pause after each Dialogue, and ask the class which picture matches with the Dialogue. After the class identifies the picture, ask, "What value matches this Dialogue?" The class should choose one of the four values (a, b, c, or d) that corresponds with the Dialogue.
- Continue in this way to check the other Dialogues.
- H. Read the word. Then circle.
- Have the students work individually, reading through the items and choosing the correct sound for the given word.
- Check by saying, "What sound do you hear in \_\_\_\_\_?" Fill in the blank with the given word. Be sure to pronounce the word once normally and once slowly with exaggeration. Allow the class to call out the correct answer.
- I. Listen. Are the final s sounds the same? Circle Yes or No.
- Track 65
- 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 circle Yes or No as they listen to each pair of words.
- Play the audio track a third time. Pause after each word pair, and ask, "Are they the same?" Allow the class to call out the correct answer.
- Continue in this way to check the other items.

### Lesson 1 The Petting Zoo

Target Pattern	The iser than the
Target Words	goats, donkeys, rabbits, ponies, sheep, llamas, geese, peacocks

#### Warm-up

Review the target patterns from Unit 4 using activity C from p. 3I.

- Assign students to work in pairs. Each pair should sit with their books open in order to see the words and pictures on p. 31.
- Pairs take turns asking and answering about the scenes on the page.
  - **EX** *SI*: How did she play the flute? *S2*: She played the flute softly.

#### Words

#### A. Listen and point.

Jnit

#### Track 66

- 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 67

- 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 the petting zoo.

- Have the students look at the scene or projector image and say the sentences.
- Choose a random student to begin. Ask that student, "Which animals do you like?" The student should respond with two animals shown in the picture on p. 40.
- Have the student who answered the question become the next asker. The asking student chooses any other student in the class and asks, "Which animals do you like?"
- Continue until all students in the class have answered and asked.



D. 🤜 Remember. Talk about the petting zoo.



#### Extension

#### How Many Are There?

What you will need: a sheet of paper for each student in the class

- Give each student in the class a blank sheet of paper. Tell the students to choose any animal listed on p. 40 and write that animal on their paper.
- After all of the students have chosen and written their animal, ask for each kind of animal to stand and count them. Record the number for each kind of animal on the white board.
  - EX You: All goats stand up! (All students who wrote goat stand and you count them. Then all students sit.) You: All donkeys stand up! etc.
- After all of the animals are counted, find the animal with the highest count. All students who wrote that animal are out of the game. NOTE: If two kinds of animals have the highest number, both of those kinds of animals are out.
- All students mark out their first animals and choose another animal (or the same animal) to play again. Continue until three or fewer students remain.



#### Compare the Animals

What you will need: an index card for each student in the class

- Pass out the index cards to the students so that each student has one card. Students should choose any animal that they know in English and write that animal on their card.
- Students will walk around and find a partner to speak with. When two students become partners, they look at each other's index cards. Each student in the pair should then make a sentence comparing the two animals.
  - EX (two students have a cat and a fish) SI: A cat is bigger than a fish. S2: A fish is wetter than a cat.
- After making their sentences, pairs should separate again and find new partners to speak with.
- Continue as time allows.

# Ask for two volunteers to come to the front of the classroom. Using adjectives from the list on the white board, each volunteer should make a sentence according to the example in the book, comparing him or herself to another student in the class.

• After both volunteers have made a sentence, they each choose one other student to come up and take their place at the front of the classroom. The new students then make sentences about themselves according to the example in the book.

# The Petting Zoo

Target Pattern	The is more than the This is more than that
Target Words	stubborn, colorful, gentle, popular, dangerous, comfortable, expensive, crowded

#### Warm-up

Review the structure from Lesson I using activity C from p. 41.

- As a class, brainstorm adjectives that you can use to talk about people. List the words that students suggest on the white board.
- Ask for two volunteers to come to the front of the classroom. Using adjectives from the list on the white board, each volunteer should make a sentence comparing him or herself to another student in the class.

#### **EX** I'm shorter than Kevin.

 After both volunteers have made a sentence, they choose other students to come up and make sentences about themselves.

#### Words

#### A. Listen and point.

Jnit

- Track 69
- 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 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.
- 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 circle.

- Have the students work individually to choose the correct word to complete each sentence.
- Check by calling on a volunteer to read one of the sentences aloud.



- D. Read and circle.
  - I. Mary is very popular / stubborn. Everyone likes her.
  - 2. There are too many people at the mall. It's very comfortable / crowded.
  - 3. Skateboards are sometimes dangerous / gentle. Be careful!
  - 4. This video game is too colorful / expensive. I don't have enough money to buy it.





#### E. 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 p. 42.
- Pairs take turns making sentences about things that can be described using the adjectives from this lesson.



#### **Questions and Answers**

What you will need: whiteboard, marker, a sheet of paper for each small group

- Write the eight adjectives from this lesson on the board: stubborn, colorful, gentle, popular, dangerous, comfortable, expensive, crowded.
- Divide the class into small groups of three or four students each. Give each group one sheet of paper.
- Tell the groups to choose any four words from the white board. On the group's paper, they should write a question using the words they choose. Students should leave space below each question for another group to write the answer.
- After all of the groups have written four guestions, the groups should give their papers to any other group. The group should read the paper they receive and answer the questions.
- After all groups have answered the questions they received, they should return the sheet of questions back to the group that wrote the questions. Groups should read the answers that were written for their questions.

# Track 71

Lesson 2

- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a
- Have the students listen to the track again and repeat
- Have the students close their books and listen.

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

- Have the students point to each scene or projector
- 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

#### C. Practice with a partner. Compare things.

- Have the students look at the scenes or projector
- Ask for two volunteers to come to the front of the classroom. Using adjectives from this lesson, each volunteer should make a sentence according to the example in the book comparing any two things, places, or people.
- After both volunteers have made a sentence, they each choose one other student to come up and take their place at the front of the classroom. The new students then make sentences comparing things according to the example in the book.

#### D. Say the chant. Go to page 78.

- Have the class listen to the chant and read along with the lyrics.
- Play the chant again and have the class chant as they read along.
- Divide the class into three groups. Assign each group to chant a different verse. Play the chant again and have the groups chant only their verse.

Track 72

### The Petting Zoo

Lesson 3

Jnit

Target

Dialogue

Hey! Yes? Please don't feed the donkey your chips. Why not? It's not good for them. Sorry. I didn't know.

#### Warm-up

Have the students review the structure from lesson 2 using activity C from p. 43.

 Ask for two volunteers to come to the front of the classroom. Using adjectives from lesson 2, each volunteer should make a sentence according to the example in the book comparing any two things, places, or people.

**EX** Snakes are more dangerous than frogs.

 After both volunteers have made a sentence, they each choose one other student to come up and take their place at the front of the classroom. The new students then make sentences comparing things according to the example in the book.

#### Conversation

A. Listen and point.

- Track 73
- 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 74

- 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 75

- 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. Which sentences show the value? Read and check $(\checkmark)$ .

- Have the students read the sentence in large bold letters.
- Have the students individually read through the numbered items and check (🗸) the ones that match the value.



 Check by reading through the numbered items and asking if the class checked the item or not. For each item, brainstorm examples of situations in which the sentence might be used. This discussion may be done in the students' LI. Be sure to have the students talk about how the sentence does or doesn't reflect the value in each situation.

#### Extension

#### What Can We Feed It?

### What you will need: one sheet of paper for each small group

- Divide the class into small groups of three or four students. Give each small group a sheet of paper.
- Have the groups brainstorm animals among themselves. Each group should choose one animal and write that animal on their paper.
- Each group should pass their paper to the next group. The group that receives the paper should look at the animal on it and think of a good food to feed that animal. Groups should write that food by the animal's name.
- After writing a food for the animal on the paper, the group thinks of a new animal to write on the paper. The group writes the animal and passes the paper to the next group.
- Continue adding animals and thinking of foods to feed the animals as time allows.



#### Shock Phonics

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

- Have the class stand up in a circle. Students should hold hands with the students on their left and right. You should also join the circle as well.
- Explain that you will pretend to touch a wire on the floor with your toe and get a shock. When shocked, you will call out either an oi, oy, ou, or ow word and begin to pass a shock either left or right around the circle. The next student in the circle must call out the word and pretend to be shocked as well. The word should pass all the way around the circle back to you. Once the shock returns to you, everyone can stop pretending to be shocked.
  - EX You: (touch your toe to the floor) Coin! (start shaking your right arm like you are shocked) Student to right: Coin! (starts shaking) Next student to right: Coin! etc.
- Continue passing words left or right as time allows.

Target Sounds	• oi: • ou:	coin house	• oy: • ow:	boy brown	

#### Sounds

#### A. Listen and say.

- 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 77

Track 76

- 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 letter combinations for the words they hear.
- Check by having the class say the word in each picture from memory, writing the word on the white board and then confirming which letter combination appears in the word.

#### C. Listen and match.

#### Track 78

- 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 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 p. 45. Have volunteers write their sentences on the board for the rest of the class to read.

# The Petting Zoo

Reading	All About Llamas	
New Words	carry, lie down, heavy, wool, spit, amazing	
Project	Poster making	

#### Warm-up

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

#### **Reading 5**

#### A. What do you know about llamas?

- Have the students read the pre-reading question.
- As a class, talk about some ideas related to the question. This discussion can be done in the students' LI, but be sure to remind students of English words they have learned in *Top Kids* when they talk about things that are possible for them to say in English.

B. Listen and follow along.

Jnit

#### Track 79

- Have the students look at the picture and talk about what they see. Students should predict the storyline from what they see. This discussion may be done in their LI.
- Play the audio track and have the students follow along, indicating words with their finger as they hear them. If it is possible to show the page using a projector, it will facilitate the activity.

#### C. Listen, read and say.

#### Track 80

- 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.

#### D. 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.

#### E. Circle the correct words.

- Have the students individually read through the sentences, circling the correct words according to the story.
- Check by orally asking the class questions to go with each answer that the class should give. Have the class answer together in unison.

**EX** I. What are llamas?

- 2. What else are llamas?
- 3. What special thing do llamas have?
- 4. When do llamas spit?



### All About Llamas

Llamas are smart and help people a lot.

They **carry** things for people in the mountains. They **lie down** if the things are too **heavy**! Llamas help farmers, too. They keep their sheep safe from dangerous animals

Llamas have very soft **wool**. People make things with their wool. Then they sell them.

The blankets, sweaters and hats are expensive. Llamas are very gentle.

Some llamas visit sick people in hospitals. They make the people happy. Some people have llamas as pets.

Llamas can live for thirty years. They eat grass and they don't need a lot of water. They can climb mountains with their special feet.

Llamas need to be with other llamas. If they aren't, they're lonely. Llamas **spit** at other llamas when they're angry. Llamas are **amazing** animals.



E. Circle the correct words.

- I. Llamas are helpful / lazy.
- 2. Llamas are dangerous / gentle.
- 3. Llamas have special teeth / feet.
- 4. Llamas spit when they're angry / happy.

F. Would you like a llama as a pet? Why or why not?

46 Reading 5

#### F. Would you like a llama as a pet? Why or why not?

- Assign the students to work in small groups.
- Write three questions on the board for group members to ask others.
  - I. Where can you keep a llama?
  - 2. What can you feed a llama?
  - 3. What can you do with a llama?
- One student in each group will begin. The other members of the group will ask the questions to that speaker about llamas. After answering the questions, the speaker chooses the next group member to speak.

G. Read. Circle the one that doesn't belong.

I. These things are colorful.			
<b>a</b> . flowers	<b>b.</b> a cloud	<b>c.</b> crayons	<b>d.</b> a peacock
2. These things a	re expensive.		
<b>a.</b> a car	<b>b.</b> a pencil case	<b>c.</b> a house	<b>d.</b> a laptop computer
3. These places a	re sometimes crov	vded.	
<b>a.</b> the jungle	<b>b.</b> the mall	<b>c.</b> the subway	<b>d.</b> the beach
4. These animals	are usually gentle	2.	
<b>a.</b> llamas	<b>b.</b> rabbits	c. sheep	<b>d.</b> sharks
5. These things help us feel comfortable.			
<b>a</b> . a pillow	<b>b.</b> a bed	<b>c.</b> a dresser	<b>d.</b> a blanket

H. Project. Look at the model. Then make a poster about an amazing animal. Talk about it.



#### G. Read. Circle the one that doesn't belong.

- Ask the students to read through the choices for each item. One of the choices in each group does not fit the sentence. Students should circle that choice.
- After students have had a chance to complete the activity, check aloud. Choose one student to start. That student reads the sentence and says one of the good choices. A second student also reads the sentence and says another good choice. A third student also reads the sentence with the last good choice. Then you say aloud, "The one that doesn't belong is \_\_\_\_."
- Continue in this same manner with the other sentences.
- H. Project. Look at the model. Then make a poster about an amazing animal. Talk about it.
  - Have the students look at the example in the book and read the example sentences.
  - Give each student a blank sheet of paper. Allow students time to create their own posters by writing a few sentences and drawing a picture to go with the information. Have students refer to the reading on p. 46 for sentence structures to copy but use their own ideas as well.
  - Assign students to work in small groups. Each member of the group should read aloud his/her poster to the group and show the picture on it.





Target Pattern	Is/Are the (adj + noun)er than the (adj + noun)? Yes, it is. / No, it isn't. Yes, they are. / No, they aren't.
Target Words	posters, stuffed animals, robots, model airplanes, toy boxes, coloring books, puzzles, cushions

#### Warm-up

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

- Ask for two volunteers to come to the front of the classroom. Using adjectives from the lesson (stubborn, colorful, gentle, popular, dangerous, comfortable, expensive, crowded), each volunteer should make a sentence comparing any two things, places, or people.
- After both volunteers have made a sentence, they each choose one other student to come up and make sentences comparing things.

#### Words

#### A. Listen and point.

#### Track 81

- 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 82

- 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 p. 48.
- Pairs take turns making sentences about things they have or don't have in their rooms according to the example.



#### **Extension**

#### Make a Puzzle

### What you will need: a sheet of paper for each student, scissors

- Have the student choose one of the target words from this lesson (posters, stuffed animals, robots, model airplanes, toy boxes, coloring books, puzzles, cushions) and draw a picture of that item.
- Below the picture, have the student write the sentence, "This is a \_\_\_\_\_ in my room." Students should fill in the blank with the word for the item.
- Tell students to cut up their pictures to make them into puzzles of eight or ten pieces.
- Assign students to work in pairs. Partners in each pair should share the puzzle they made and have their partner make it.
- After completing their puzzles, have the students switch pairs to make the puzzles of other students.



#### 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 R, O, B, O, T and S on the paper. They tear the paper so "R" is on one small piece, "O" is on one small piece, etc. All six target words for the lesson are written and torn in this way.
- When all groups have finished, together with their other group members they make other words that they know from the letter pieces. Give groups a few minutes to work before checking their words.
- Challenge: Give groups a time limit and they can only make words that are 5+ or 6+ or 7+ letters long.

- are speaking. If it is possible to show the page using a
- Have the students listen to the track again and repeat
- Give the students a few minutes to work on their own,
- 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 guestion under it. The rest of the class responds with the answer aloud after the student. Then a new volunteer reads the question
- C. Practice with a partner. Compare things in your
  - Have the students look at the scene or projector image
- Brainstorm a list of comparative adjectives that the students know. List the adjectives on the board as students suggest them.
- Ask the class to look around the classroom to find things to compare.
- Call pairs of students to stand in front of the class. Each student in the pair should ask the other student, \_er than the \_ \_?" The other student "Is the should respond with the appropriate answer.
- 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.

(	My Room		
	Target Pattern	I/They/We wear when it's He/She wears when it's	
	Target Words	gloves, scarf, coat, T-shirt, sandals, raincoat, rain boots, poncho	

#### Warm-up

Review the structure from Lesson I using activity D from p. 48.

- Assign students to work in pairs. Each pair should sit with their books open in order to see the words and pictures on p. 48.
- Pairs take turns making sentences about things they have or don't have in their rooms according to the example.

#### Words

#### A. Listen and point.

Unit

Lesson

#### Track 84

- 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 85

- 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. Complete the chart.

- Have the students work individually to sort the words listed at the top of p. 50 into the chart categories according to where each article of clothing is worn.
- Check by asking, "What can you wear on your neck?" The class should respond with the appropriate answer.

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

- Have the students look at the scene or projector image and say the sentences.
- List the eight articles of clothing from this lesson on the board. Then brainstorm with the class and list other articles of clothing that they know.
- Ask students to think about examples of the articles of clothing listed on the board that they own.





• Call on students one at a time to tell the class a sentence about one of their articles of clothing according to the example in the book.

#### Extension

#### **Character Clothing Hangman**

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

- Lead the class in playing Hangman. Think of a sentence like, "\_\_\_\_\_ is wearing (adj) (article of clothing)." or "\_\_\_\_\_ has on a (adj) (article of clothing." The subject of the sentence should be one of the *Top Kids* characters: Lucy, Jack, Wendy, Princess, Herby, Snap, etc.
- For each letter in your sentence, draw a short line on the board. Leave spaces to indicate where one word ends and another begins.
- Have the student in the class guess letters. If the letter is anywhere in your sentence, write it on the blank(s). If the letter is not in your sentence, draw a part of the hanging man: head, neck, body, 2 arms, 2 legs, 2 hands, 2 feet.
- Can the class guess your sentence before the hanging man is completed?
- Play again with a new sentence that uses an article of clothing from this lesson.



Unit 6 互

Track 86

#### example in the book. D. Say the chant. Go to page 78.

another scene.

pictures on p. 50.

image and say the sentences.

 Have the class listen to the chant and read along with the lyrics.

student. Then a new volunteer reads the sentences for

C. Practice with a partner. Talk about yourselves. • Have the students look at the scenes or projector

Assign students to work in pairs. Each pair should sit

 Pairs take turns making sentences about what they wear in different kinds of weather according to the

with their books open in order to see the words and

- Play the chant again and have the class say the chant as they read along.
- Divide the class into two or four groups. Assign one group to chant the first verse and another (or the other) group to chant the second verse. If you have four groups, each group should chant a verse. Play the chant again, and have the groups say their verses only.



T

He

We

Track 87

Lesson 3 Room

Target Dialogue

Unit

That's a cool model airplane. Thanks. I made it by myself. Really? You're amazing! Was it hard? No, it was easy. Can you show me how to make one? Of course!

#### Warm-up

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

- Assign students to work in pairs. Each pair should sit with their books open in order to see the words and pictures on p. 50.
- Pairs take turns making sentences about what they wear in different kinds of weather according to the example in the book.

#### Conversation

#### A. Listen and point.

#### Track 88

- 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 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. Listen. Then practice with the new words. Track 90
- 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. Which sentences show the value? Read and check **(∕)**.
  - Have the students read the sentence in large bold letters.
  - Have the students individually read through the numbered items and check  $(\checkmark)$  the ones that match the value.
  - Check by reading through the numbered items and asking if the class checked the item or not. For each item, brainstorm examples of situations in which the sentence might be used. This discussion may be done in the students' LI. Be sure to have the students talk about how the sentence does or doesn't reflect the value in each situation.



Conversation

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

stuffed animal I can't believe it! No problem.

#### D. 🤜 Role-play the dialogue.

E. Value. Which sentences show the value? Read and check (



#### Extension

#### Pass the Conversation

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

- Write the following Dialogue on the board for student reference:
  - A: (name), what can you make?
  - B: I can make (a)
  - A: Really? Is it hard?
  - B: No, it's easy.
- A: Can you show me how to make (a) \_\_\_\_\_. B: Of course!
- Begin by demonstrating with a student. Call the student's name and begin the conversation as Speaker A. The student should answer with Speaker B's lines and fill in the blank with any idea of his/her own
- After Speaker B says "Of course!" at the end, he/she then chooses any other student, calls that student by name and begins the conversation as Speaker A. The student whose name was called becomes Speaker B.
- Continue until all students have had a chance to say the lines of both speakers.



#### Word-Be-Gone

#### What you will need: white board, 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: poster, stuffed, robot, model, toy, coloring, puzzle, cushion, gloves, scarf, coat, T-shirt, sandal, raincoat, boots, poncho.
- 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. For three teams, for example, first = 3 points, second = 2 points, and third = I 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.
- 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 Sounds	• ar: • ir: • or:	park girl fork
	So	ounds
A. Listen and say		Track 91
pictures. Ask the	em if th	at the letter sounds and ey know the pronunciation that ake. Ask them to read the words

 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.

under the pictures, sounding out the words as best

- 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.

they can.

#### Track 92

- 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 match the picture with the letter combination they hear in each word.
- Check by having the class say the word in each picture from memory and then confirming which letters match it.

#### C. Listen and circle.

- Track 93 Have the students read the words in each pair, sounding them out as best they can.
- Play the audio track and have the students circle the word that they hear after the number.

#### 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 p. 53. Have volunteers write their sentences on the board for the rest of the class to read.

### Jnit Lesson 4 My Room

Reading	A Rainy Saturday	
New Words	inside, hate, nothing, unhappily, ask, interesting	
Project	Book making	

#### Warm-up

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

#### **Reading 6**

#### A. How often do you play outside on the weekend?

- Have the students read the pre-reading question.
- As a class, talk about some ideas related to the question. This discussion can be done in the students' LI, but be sure to remind students of English words they have learned in *Top Kids* when they talk about things that are possible for them to say in English.

B. Listen and follow along.

#### Track 94

- Have the students look at the picture and talk about what they see. Students should predict the storyline from what they see. This discussion may be done in their LI.
- Play the audio track and have the students follow along, indicating words with their finger as they hear them. If it is possible to show the page using a projector, it will facilitate the activity.

#### C. Listen, read and say.

#### Track 95

- 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.

#### D. 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.

#### E. Write the words.

- Have the students individually read through the sentences, filling in the blanks with the correct words according to the story.
- Check by orally asking the class questions to go with each answer that the class should give. Have the class answer together in unison.
- EX 1. When can't Marie and Timmy play outside? 2. How do they feel when they can't play outside? 3. What did their father help them do?
  - 4. What did Marie and Timmy not do?

### Reading 6

A. How often do you play outside on the B. The Listen and follow along. weekend?

C. Track 55 Listen, read and say.

D. 🤜 Read with a partner.

#### A Rainy Saturday

Marie and Timmy Hill love to play outside on Saturdays. But last Saturday was rainy. They couldn't go outside. They had to stay **inside**.

"Mom, we **hate** rainy days. There's **nothing** to do! We're bored," they said. "Do a puzzle or play a board game," said Mrs. Hill. "That's not much fun," they said **unhappily**.

- Then their dad walked into the room. He had two boxes.
- "What's inside those boxes?" they **asked** "They're model airplanes. You can build them," he said. Marie and Timmy started to build the model airplanes.

Their dad helped them. It was **interesting** and fun.

They were happy. "Marie! Timmy! It's sunny. You can go outside now!" said Mrs. Hill.

"No, thanks, Mom. We're having too much fun inside!" they said.

New Words : • inside • hate • nothing • unhappily • ask • interesting

E. Write the words.

- Marie and Timmy can't play outside when it's \_\_\_\_\_\_.
   Marie and Timmy are \_\_\_\_\_\_ when they can't play outside.
- 3. Their father helped them \_\_\_\_\_ model airplanes.
- 4. Marie and Timmy didn't go outside when it was \_\_\_\_\_

F. What do you do on rainy days? Say three things.

54 Reading 6

#### F. What do you do on rainy days? Say three things.

- Assign the students to work in small groups.
- Write three questions on the board for group members to ask others.
  - I. Who do you do these things with?
  - 2. Which of these things do you like to do best?
  - 3. Do you do any of these things on sunny days?
- One student in each group will begin. The other members of the group will ask the questions to that speaker about a rainy day. After answering the questions, the speaker chooses the next group member to speak.



**H. Project**. Look at the model. Then make a rainy-day book. Talk about it.



#### G. Read and write.

- Ask the students to read through the sentences and fill in the blanks with their own ideas.
- After students have had a chance to complete the activity, check aloud. Choose one student to read the complete sentence. After hearing that answer, ask if anyone filled in a different word for that sentence.
- Continue in this same manner with the other sentences.
- H. Project. Look at the model. Then make a rainy-day book. Talk about it.
  - Have the students look at the example in the book and read the example sentences.
  - Give each student a blank sheet of paper. Students should fold the paper in half. Then have student fold this in half again. Hold this folded paper so the bottom is open and the top is a fold. Cut along the top fold and staple the papers in the middle to create a small book with six inside pages.
  - Allow students to create their own books by writing one sentence on each inside page and drawing a picture to go with the sentence. Have the students refer to the reading on p. 54 for sentence structures to copy but use their own ideas as well.
  - Assign students to work in small groups. Each member of the group should read aloud his/her book to the group and show the pictures in it.





Target Pattern	I/We/They have to carry the He/She has to carry the
Target Words	backpacks, tents, sleeping bags, water bottles, cameras, hiking boots, flashlights, first-aid kit

#### Warm-up

Review the target pattern from Unit 6 by using activity C from p. 5I.

- Assign students to work in pairs. Each pair should sit with their books open in order to see the words and pictures on p. 50.
- Pairs take turns making sentences about what they wear in different kinds of weather.

EX SI: I wear a poncho when it's rainy. S2: I wear a coat when it's cold.

#### Words

#### A. Listen and point.

#### Track 96

- 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 97

- 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. Compare things.

- 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 p. 56.
- Pairs take turns making sentences comparing the objects listed at the top of page according to the example in the book.



#### Extension

#### What Is It?

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

- Describe an object used for camping or hiking to the students. Give three hints to the students.
  - EX (for a backpack)
    - It is like a suitcase.
    - It can open and close.
    - You can wear it.
- 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 in the lesson (backpack, tent, sleeping bag, water bottle, camera, hiking boot, flashlights, first-aid kit). If the students are comfortable with these things, then include more objects for hiking or camping that the students already know from lower levels of the *Top Kids* series.



Unit 7 57

#### **Extension**

#### We All Have Chores

Thev

bags.

3

She

flashlights.

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

- Have the class sit in a circle.
- Begin by saying, "At home, I have to \_\_\_\_\_." Fill in the blank with any chore you have to do at home.
- The next student adds a chore he or she does at home and repeats what you said.
  - **EX** You: At home, I have to cook dinner. SI: At home, I have to feed the dog. Ms. West has to cook dinner.
- Continue around the circle with each student adding their own chore. It is OK for students to repeat chores that were already said by other students. 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.

#### Track 98

- 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
- Have the students listen to the track again and repeat
- Have the students point to each scene or projector
- Give the students a few minutes to work on their own,
- 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 after the student. Then a new volunteer reads the sentence for another
- C. Practice with a partner. What do you have to do at
  - Have the students look at the scene or projector image and say the sentences.
  - Ask the class to brainstorm a list of chores that kids do at home. Write the chores on the white board as students suggest them.
  - Call on students one at a time to make a sentence about something they have to do at home using the chores listed on the board.



Target Pattern         I/We/They don't have to           He/She doesn't have to	
Target Words	put up a tent, make a fire, take photos, ride a horse, climb a mountain, look at the stars, sleep in a sleeping bag, cook over a fire

#### Warm-up

Review the structure from Lesson I using activity D from p. 56.

- Assign students to work in pairs. Each pair should sit with their books open in order to see the words and pictures on p. 56.
- Pairs take turns making sentences comparing the objects listed at the top of page.
  - EX SI: A flashlight is smaller than a backpack. S2: A tent is bigger than a sleeping bag.

#### Words

#### A. Listen and point.

#### Track 99

- 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 100

- 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. Correct the underlined words.

- Have the students work individually to change the underlined words by using words from the phrases at the top of p. 58.
- Check by asking volunteers to read the sentences aloud.

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

- Have the students look at the scene or projector image and say the sentences.
- Ask for three volunteers to come to the front of the class. Give a command related to the target phrases



for this lesson (put up a tent, make a fire, take photos, ride a horse, climb a mountain, look at the stars, sleep in a sleeping bag, cook over a fire).

- The three students should all make up an action to demonstrate the command you have given. It is OK for the students to watch each other and/or copy each other's actions. The point is for students to physically act out the command they have heard.
- After all three students have completed the action, call up three more students to perform a different command that you give.



#### **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 phrase "climb a mountain" 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 (put up a tent, make a fire, take photos, ride a horse, look at the stars, sleep in a sleeping bag, cook over a fire) 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.

- Have the students point to each scene or projector
- Give the students a few minutes to work on their own,
- 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

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

- Ask students to think of two sentences. One sentence should be about something they don't have to do. The other sentence should be about something they don't want to do. Students might want to write down their sentences so that they can remember them.
- Call on students one at a time to tell the class one of the sentences they thought of according to the example in the book.

#### D. Say the chant. Go to page 79.

#### Track 102

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

### Lesson 3 Camping

Target Dialogue

Jnit

Would you like a cookie, Mike? No, thanks. How about some chips? No, thanks. Do we have any mangoes? Let me look. Yes, here you go. Thank you. I'm really hungry.

#### Warm-up

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

- Ask students to think of two sentences. One sentence should be about something they don't have to do. The other sentence should be about something they don't want to do. Students might want to write down their sentences so that they can remember them.
- Call on students one at a time to tell the class one of the sentences they thought of.

#### Conversation

#### A. Listen and point.

#### Track 103

- 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 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.
- C. Listen. Then practice with the new words. Track 105
- 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. Which sentences show the value? Read and check $(\checkmark)$ .

- Have the students read the sentence in large bold letters.
- Check by reading through the numbered items and asking if the class checked the item or not. For each item, brainstorm examples of situations in which the sentence might be used. This discussion may be done in the students' LI. Be sure to have the students talk about how the sentence does or doesn't reflect the value in each situation.

#### A. TEXEND Listen and point. B. TEXEND Listen and say. B. TEXEND Listen an

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

Do you want grapes Let's see.

#### D. 🤜 Role-play the dialogue.

**E. Value.** Which sentences show the value? Read and check ( $\checkmark$ ) .



#### Extension

#### Do You Have Any?

What you will need: four index cards or small square pieces of paper per student, white board, marker

- Divide the class into small groups of four or five students each. Give each student four index cards.
- Ask the class to brainstorm a list of foods, and write the students' suggestions on the white board. These foods can be fruits, vegetables, snacks, etc.
- Each student should choose two food items from the white board. They will write the word for these food items on two cards.
  - **EX** One student chooses "cookie" and "chips." He/ She writes the word "cookie" on two cards and "chips" on two cards. NOTE: The students in the groups should tell their other group members which foods they will write. All students in the group should choose unique food items.
- All students in the group should put their cards face down and mix them together. Then each student chooses four cards at random from the "pool." Students in the groups will play Go Fish by asking each other, "Do you have any \_\_\_\_?" A student may only ask for a food item that he or she has.
- If Student A asks Student B for something Student B has, Student B says, "Let me look. Yes, here you go." Then Student B gives Student A the card with the food item written on it. Student A puts the two matching cards down on the desk in front of him or her. Student A may then ask again for some other food item from any member of the group.
- If Student A asks Student B for something Student B does not have, Student B says, "Let me look. No, I don't." Then Student A's turn is over.

l the

Conversation



#### **Point to It**

What you will need: word list of oo /u/ and oo /u/ words (see Appendix 5), a "cookie" sign, a "tooth" sign

- On a sheet of paper, draw a simple image for "cookie." This will be your cookie sign. On another sheet of paper draw a simple image for "tooth." This will be your tooth sign. Tape the cookie sign on one wall of the classroom. Tape the tooth sign on the opposite wall.
- Call out words that from the word list one at a time.
- If you say a oo /v/ word, the students should point to the cookie sign.
- If you say a oo /u/ word, the student should point to the tooth 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?

Track 106 pictures. Ask them if they know the pronunciation that these letter patterns make. Ask them to read the words Have the students listen to the track again and repeat Track 107 and ask them if they know the English word for any of them. If students do not know the word, it is OK. They Have the students listen to the track again and repeat repeating after the recording. Have the students open their books and listen again. Students should check the pictures with words that have the same oo sound in them. If the words have different oo sounds in them, students should write an Х. • Check by having the class say the word for each picture from memory and then confirming if the words have the same or different oo sounds.

#### C. Listen and write the word.

- Track 108
- 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 words that they hear.
- Check by playing the audio track again and writing the words on the white board as they are spoken.

#### 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 p. 6I. Have volunteers write their sentences on the board for the rest of the class to read.

# Camping

Jnit

Reading	The Friends' Camping Trip		
New Words	forget, berry, bring, light, firefly, bright		
Project	Drawing or photo activity		

#### Warm-up

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

#### Reading 7

#### A. Do you want to go camping? Why or why not?

- Have the students read the pre-reading question.
- As a class, talk about some ideas related to the question. This discussion can be done in the students' LI, but be sure to remind students of English words they have learned in *Top Kids* when they talk about things that are possible for them to say in English.
- B. Listen and follow along.

#### Track 109

- Have the students look at the picture and talk about what they see. Students should predict the storyline from what they see. This discussion may be done in their LI.
- Play the audio track and have the students follow along, indicating words with their finger as they hear them. If it is possible to show the page using a projector, it will facilitate the activity.

#### C. Listen, read and say.

#### Track 110

- 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.

#### D. 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.

#### E. Read and write the letter.

- Have the students individually read through the sentences choosing the correct word to complete each item according to the story.
- Check by orally asking the class questions to go with each answer that the class should give. Have the class answer together in unison.

#### **EX** I. What did Herby forget?

- 2. What did they eat?
- 3. What did Bonnie do with the flashlights?
- 4. Who are Bonnie's friends?

### Reading 7

 A. Do you want to go camping? Why or why not?
 C. INSTRUCT Listen, read and say.

B. Track 100 Listen and follow along.

D. 🤍 Read with a partner.

#### The Friends' Camping Trip

Herby and his friends went camping. Everyone had to carry things.

It started to rain. "Uh-oh! I **forgot** the ponchos," said Herby. "That's OK. We can make ponchos," said Cheeky. They made ponchos from big leaves.

Soon they were hungry. "Uh-oh! I forgot the food," said Snap. "We can find food in the forest," said Princess. They found **berries** and nuts and ate them all.

That evening they wanted to put up the tent. "Uhoh! I forgot it," said Princess. "That's OK. I **brought** a blanket," said Herby. So they made a wonderful blanket tent.

Then it was nighttime and it was dark. "Uh-oh. I forgot the flashlight," said Bonnie. "But I didn't forget my friends." The **light** from Bonnie's **firefly** friends was **bright**. The friends had fun all night.

They all forgot things, but they still had a great time

#### New Words: • forget • berry • bring • light • firefly • bright

#### E. Read and write the letter.

- I. Herby forgot the (a. ponchos b. raincoats).
- 2. They ate (a. bread and nuts b. berries and nuts).
- **3.** Bonnie (a. brought b. forgot) the flashlight.
- **4.** Bonnie's friends are (a. fireflies b. bees).

F. What are other things people can forget when they go camping?

#### 62 Reading 7

### F. What are other things people can forget when they go camping?

- Assign the students to work in small groups.
- Write three questions on the board for group members to ask others.
  - I. What can people forget?
  - 2. What do they need that for?
  - 3. Do you have that/one of those at home?
- One student in each group will begin. The other members of the group will ask the questions to that speaker about camping. After answering the questions, the speaker chooses the next group member to speak.



- I. You can sleep in this when there isn't a bed. It's a \_\_\_\_\_
- 2. You can carry your things in this. It's a \_\_\_\_\_
- 3. This helps you see at night. It's a \_\_\_\_\_
- 5. This is your house when you go camping. It's a \_\_\_\_
- H. Project. Look at the model. Then take photos or draw pictures of things you see outside. Talk about them.



#### G. Read and write.

- Ask the students to read through the sentences and fill in the blanks with their own ideas.
- After students have had a chance to complete the activity, check aloud. Choose one student to read the complete sentence.
- Continue in this same manner with the other sentences.
- H. Project. Look at the model. Then take photos or draw pictures of things you see outside. Talk about them.
  - Have the students look at the example in the book and read the example sentences.
  - If students have electronic devices with photos on them, have them choose a few photos of natural things to share with the class. For students who do not have electronic devices, have them draw pictures of natural things they have seen.
  - Demonstrate for the class how to talk about their photos or drawings.
    - **EX** I took a photo of a squirrel at the park. It was funny. It was cool at the park. I took a photo of some ducks by the water. They were cold.
  - Assign students to work in small groups. Each member of the group should explain his/her photos or drawings.



#### Lesson 1

Jnit

### **Around the House**

Target Pattern	Do you/they have to? Yes, I/they do. / No, I/they don't. Does he/she have to? Yes, he/she does. / Do, he/she doesn't.
Target Words	make the bed, clean my room, put away my toys, feed the dog, sweep the floor, set the table, wash the car, take out the trash

#### Warm-up

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

- Ask for three volunteers to come to the front of the class. Give a command related to the target phrases for this lesson (put up a tent, make a fire, take photos, ride a horse, climb a mountain, look at the stars, sleep in a sleeping bag, cook over a fire). The three students should all make up an action to demonstrate the command you have given.
- After all three students have completed the action, call up three more students to perform a different command that you give.

#### Words

#### A. Listen and point.

Track 111

- 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 112
- 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 p. 64.



• Students take turns making sentences about things they have to do at home according to the example in the book.

#### **Extension**

#### **Quick Thinking**

What you will need: 8 pieces of paper per student, picture cards (Appendix 6)

- Have the students write each of the eight target phrases (make the bed, clean my room, put away my toys, feed the dog, sweep the floor, set the table, wash the car, take out the trash) 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 phrases to get the point.



#### I Have to Do It

### 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 chore studied in lesson I (make the bed, clean my room, put away my toys, feed the dog, sweep the floor, set the table, wash the car, take out the trash) and says, "I have to \_\_\_\_\_ at home."
- The second student in the circle chooses any of chore and says the sentence above. If a previous student said the same chore, the student should add, "And (name) has to do it, too."
- Continue around the circle with each student adding their choice and possibly naming any one previous student who said the same chore. The key is to remember at least one student who said the same chore 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) has to do it, too." should now repeat their choice and add the second sentence as well.

#### Students should take turns asking and answering questions about things they have to do at home according to the example in the book.

#### Lesson 2

Jnit

### Around the House

Target Pattern	I/He/She/They will tonight.	
Target Words	listen to music, read a poem, practice English, talk with friends, play cards, use the computer, play with my cat, watch movies	

#### Warm-up

Review the structure from Lesson I using what students learned from activity C from p. 65.

- Assign students to work in pairs. Each pair should sit with their books open in order to see the words and pictures on p. 64.
- Students should take turns asking and answering questions about things they have to do at home.
  - EX SI: Do you have to clean your room? S2: Yes, I do.

#### Words

#### A. Listen and point.

#### Track 114

- 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 115

- 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 work individually to write the correct word to complete each sentence.
- Check by calling on a volunteer to read one of the sentences aloud.

#### E. 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 p. 66.
- Students should take turns asking and answering



questions about things they want to do according to the example in the book.

#### **Extension**

#### Grab Bag

0 Unit 8

What you will need: a bag or a box that students can reach into, word cards (Appendix 7)

- Cut out the word cards and put them all into the bag or box. Put the box at the front of the classroom.
- Divide the class into two teams. The teams should stand in a line at the back of the classroom.
- When you say "Go!" the first student from each team runs to the bag/box and takes out one card. The student reads the phrase on the card, says aloud the sentence, "I want to \_\_\_\_\_." and pantomimes doing that action.
- You will judge if the action that the student does is correct. If it is correct, the student puts the card back into the bag/box and runs back to tag the next student on his/her team. Then that student runs to the front to take a card out of the box.
- If the student does not do the correct action or does not understand the phrase, say, "No, try again." The student must put the card back into the bag and take out a new card to read and pantomime.
- Continue until all students on one team finish.



 Students take turns making sentences about things they will do tonight according to the example in the book.

#### D. Say the chant. Go to page 79.

- Have the class listen to the chant and read along with the lyrics.
- Play the chant again and have the class chant as they read along.
- Divide the class into three groups. Assign one group to chant the first verse, one group to chant second verse, and the third group to chant the last verse. Play the chant and have the groups chant only their assigned verses.

Track 116

Track 117

Lesson 3

Jnit

### Around the House

Target Dialogue	Mom, can I go out and play? Did you clean your room this morning? Yeah. Did you make your bed? Of course I did. You're a good kid! Go and have some fun.
	fun.

#### Warm-up

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

- Assign students to work in pairs. Each pair should sit with their books open in order to see the words and pictures on p. 66.
- Students take turns making sentences about things they will do tonight.
  - **EX** SI: I'll talk with my friends tonight. S2: I'll practice English tonight.

#### **Conversation**

#### A. Listen and point.

#### Track 118

- 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 119

- 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 120
- 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. Which sentences show the value? Read and check $(\checkmark)$ .

- Have the students read the sentence in large bold letters.
- Have the students individually read through the numbered items and check (✓) the ones that match the value.
- Check by reading through the numbered items and asking if the class checked the item or not. For each item, brainstorm examples of situations in which the sentence might be used. This discussion may be done in the students' LI. Be sure to have the students talk about how sentences do/don't reflect the value in each situation.



#### D. 🤜 Role-play the dialogue.

E. Value. Which sentences show the value? Read and check (🗸 ).



#### Extension

#### Did or Didn't?

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

- Give each student a blank sheet of paper. Have the student fold the paper in half. Then have the students fold that in half again. Tell all of the students to unfold their papers. Each sheet should now have four squares divided by the folds on it.
- Have the class draw four simple pictures, one in each square on their papers. Three of the pictures should show chores that the student actually did. One picture should show a chore that the student did not do (or has never done).
- Divide the class into small groups of four or five students each. Students should show the other members of the group their drawings. The group members should first guess what each picture shows. The drawer should confirm the guesses or explain what the picture really shows.
- After all group members know what the four pictures show, they should guess which chore the drawer did not really do. Once all guesses have been made, the drawer tells the answer.
- The next member of the group should then show his/her pictures to continue.



#### **Basketball**

What you will need: two baskets labeled "ng" and "nk," a small ball or wadded up paper ball, word list of "ng" and "nk" words from Appendix 8

- 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 "ng" or "nk" 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.'

Track 121 • 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 Play the audio track and point to the images of the words. If it is possible to show the page using a

Have the students listen to the track again and repeat

#### Track 122

Track 123

- 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
- the words. If it is possible to show the page using a
- Have the students listen to the track again and repeat
- repeating after the recording.
- Have the students open their books and listen again. Students should circle the letter combinations for the words they hear.
- Check by having the class say the word in each picture from memory, writing the word on the white board and then confirming which letter combination appears in the word.

#### C. Listen and write ng or nk.

- 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 letter combination that they hear in each word.
- Check by playing the audio track again and writing the words on the white board as they are spoken.

#### 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 p. 69. Have volunteers write their sentences on the board for the rest of the class to read.

#### Lesson 4

Jnit

### Around the House

Reading	How to Practice English		
New Words	world , language, idea, look up, dictionary, worry		
Project	Calendar making		

#### Warm-up

Have the class listen to the Unit 8 chant. Play the chant again and have the class chant along.

#### Reading 8

#### A. What are some fun ways to practice English?

- Have the students read the pre-reading question.
- As a class, talk about some ideas related to the question. This discussion can be done in the students' LI, but be sure to remind students of English words they have learned in *Top Kids* when they talk about things that are possible for them to say in English.

#### B. Listen and follow along.

#### Track 124

- Have the students look at the picture and talk about what they see. Students should predict the storyline from what they see. This discussion may be done in their LI.
- Play the audio track and have the students follow along, indicating words with their finger as they hear them. If it is possible to show the page using a projector, it will facilitate the activity.

#### C. Listen, read and say.

#### Track 125

- 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.

#### D. 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.

#### E. Read and circle True or False.

- Have the students individually read through the sentences choosing True or False according to the story.
- Check by orally reading each statement. Have the class answer together in unison True or False. For those statements that are False, ask the class, "How can we make this one True?" Write the revised True statement on the board as the class suggests it.

### Reading 8

A. What are some fun ways to practice English?

B. make 120 Listen and follow along.

C. 📧 Listen, read and say.

D. 槷 Read with a partner.

#### How to Practice English

A lot of people in the **world** speak English. If you go to another country, English can help you talk to people there. There are many things we have to do to learn a new **language**. We have to go to class, do our homework and practice it. These are some fun **ldeas** to help you practice English.

- Read English storybooks. Look at the pictures to help you understand the story. Look up words you don't know in a dictionary.
- 2. Watch an English movie, TV show or cartoon every week. Don't **worry** if you don't understand every word. Listening to English is important!
- 3. Teach your family the songs you learned in class. You can sing them together!
- 4. Play games in English with your friends.

Remember! Practicing English is easier when you're having fun.

New Words: • world • language • idea • look up • dictionary • worry

#### E. Read and circle *True* or *False*.

<ol> <li>English can't help us make friends when we go to other countries.</li> </ol>	True	False
2. Pictures can help us understand a story.	True	False
<ol> <li>You can use a dictionary when you don't understand words.</li> </ol>	True	False
<ol> <li>It's important to understand every word in a movie or TV show.</li> </ol>	True	False
F. How do you practice English?		

#### F. How do you practice English?

- Assign the students to work in small groups.
- Write three questions on the board for group members to ask others.
  - I. When do you practice English outside of class?
  - 2. Who do you practice with?
  - 3. How do you practice?
- One student in each group will begin. The other members of the group will ask the questions to that speaker about practicing English. After answering the questions, the speaker chooses the next group member to speak.

**G.** Read. Circle the one that doesn't belong.

I. play with	<b>a.</b> my cat	<b>b.</b> my room	<b>c.</b> my friends
<b>2</b> . read	<b>a.</b> a storybook	<b>b.</b> a poem	c. a movie
3. make	<b>a.</b> a flashlight	<b>b.</b> the bed	<b>c.</b> a fire
4. wash	<b>a.</b> the bed	<b>b.</b> my hands	<b>c.</b> the car
5. feed	<b>a</b> . the baby	,	c. lemons
5. feed	<b>a.</b> the baby	<b>b.</b> the dog	<b>c.</b> lemons

H. Project. Look at the model. Then make a weekend calendar. Talk about your weekend plans.



#### G. Read. Circle the one that doesn't belong.

- Ask the students to read through the choices for each item. One of the choices in each group does not fit the sentence. Students should circle that choice.
- After students have had a chance to complete the activity, check aloud. Choose one student to start. That student reads the sentence correctly with one of the good choices. A second student also reads the sentence correctly with another good choice. A third student also reads the sentence correctly with the last good choice. Then you say aloud, "The one that doesn't belong is \_\_\_\_\_."
- Continue in this same manner with the other sentences.
- H. Project. Look at the model. Then make a weekend calendar. Talk about your weekend plans.
  - Have the students look at the example in the book and read the example sentences.
  - Give each student a blank sheet of paper. Students should fold the paper in half. The half can be top and bottom or side by side. In one half of the paper, students should write their plans for Saturday. In the other half of the paper, students should write their plans for Sunday.
  - Allow students time to create their calendars. Encourage students to add activities that they plan to do in the morning, in the afternoon, and in the evening.
  - Assign students to work in small groups. Each member of the group should read aloud his/her calendar pages being sure to use "will" when they talk about their plans.







- Have the students work individually to read the numbered clues and write the word in the blank.
- After all of the blanks are filled in, students should search the letters in the yellow boxes to find seven of the words that they wrote.
- Check by having students say aloud the spelling for each word and saying whether or not that word can be found in the yellow box.
- B. What did they do yesterday? Listen and match. Track 126
  - 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. Where can you do these things? Complete the chart.

- Have the students read the phrases in the box and think about where each action can be done.
- Have the students fill in the chart with the phrases from the box by sorting the phrases according to if that action can be done only inside, only outside, or both inside and outside.
- Check as a class by drawing the chart on the white board and filling in the categories as the class suggests for each phrase.
- D. Listen and check (✓) Yes or No.
  - 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.

Track 127

• Play the audio track and have the students check either "Yes" or "No" as they listen.







#### **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* 5 Units I 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.

#### E. Unscramble and write.

- Have the students work individually to write the given words in the correct order for each sentence.
- Assign students to work in pairs. Pairs should compare their sentences to confirm that they put all of the words in the same order.

#### F. Look and write.

- Have the students look at the pictures and talk about what they see.
- Have the student work individually to read the sentences below each picture and fill in the blanks to complete the sentences.
- Check by choosing two students to read their answers for one of the pictures. One student will read the question aloud, and the other student will read the answer aloud.
- G. Listen and number. Then match.
  - 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 numbers by the pictures in the order that they hear the appropriate Dialogues.
- After numbering all of the pictures, students should match the appropriate value that is illustrated by the Dialogue.

#### 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 for a picture. As the student spells the word, write it on the board for the class to see.
- I. Are they the same or different? Listen and write a check (✓) or an X. Track 129
- 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 a check for the numbered items which have two words with the same diphthong (oo, ou, oy, oi, ow). Students should write a check for the numbered items which have two words with different diphthongs.
- Check by playing the audio track again and writing the words on the white board as they are spoken.
   By seeing the words, students can confirm which numbered items should be checked and which should be Xed.

Track 128



### Appendix 1 Coin Toss / Basketball

Extension | Unit 1 Lesson 2 / Unit 1 Lesson 3

Final /s/ words	
tests	
cats	
books	
steaks	
shorts	
sharks	
elephants	
nuts	
chips	
jump ropes	
ants	
rabbits	
boats	
laptops	
hats	
presents	
naps	
greets	
helps	

### Appendix 2 Sharks or Roses?

### Extension | Unit 1 Lesson 3

Final /s/ words	Final /z/ words	
hats	balls	
chips	dogs	
kites	puppies	
cups	lemons	
nuts	eggs	
gates	cars	
donuts	houses	
walks	clowns	
sticks	cages	
plates	bowls	
forks	apples	
parks	peaches	
pants	trees	

### Appendix 3 Quick Thinking

Extension | Unit 4 Lesson 1



### Appendix 4 Basketball

Extension | Unit 4 Lesson 3

Voiceless "th" words
thirsty
bathroom
thirty
math
Thursday
teeth
thing
throw
theater
thank
throat
south
thin
path
thorn
birthday
month

### Appendix 5 Point to It

Extension | Unit 7 Lesson 3

<b>oo</b> /ʊ/	<b>oo</b> /u/
book cook good look hook wool foot	smoothie balloon bathroom school food loose kangaroo cartoon scooter spoon cool pool boots

### Appendix 6 Quick Thinking

Extension | Unit 8 Lesson 1



### Appendix 7 Grab Bag

Extension | Unit 8 Lesson 2

2				
	listen to music	read a poem	practice English	talk with friends
	play cards	use the computer	play with my cat	watch movies
	make my bed	clean my room	feed my dog	sweep the floor
	wash the car	take out the trash	jump rope	climb a tree
	fly a kite	paint a picture	play the guitar	wash my hands
	go to bed	take a shower	practice the piano	blow bubbles

### Appendix 8 Basketball

Extension | Unit 8 Lesson 3

Words with ng	Words with nk
long	blanket
young	pink
rectangle	drink
triangle	donkey
angry	junk food
hungry	thank
sing	sink
English	monkey
kung fu	think
orange	honk
kangaroo	
penguin	
pudding	
shopping	
spring	
jungle	
hiking	
swing	
Ping-Pong	