

# Top Kids

# 1

Judy Baldwin • Lisa Kingsley

**Teacher's Guide**



**Seed  
Learning**

## Top Kids 1 Teacher's Guide

Judy Baldwin / Lisa Kingsley

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# Syllabus



	Lesson 1	Lesson 2	Lesson 3	Lesson 4
<b>Unit 1</b> <b>1</b> <b>Hello</b>	<b>Words</b> Lucy, Jack, Ms. West, Mr. Mack, Herby, Princess  <b>Patterns</b> • I'm <u>Lucy</u> . • You're <u>Lucy</u> .	<b>Words</b> girl, boy, woman, man, hedgehog, cat  <b>Patterns</b> • I'm not a <u>boy</u> . • You're not a <u>man</u> .  <b>Song:</b> <i>I'm Lucy!</i>	<b>Conversation</b> <b>Greetings and Leave Takings:</b> A: Hello, Mr. Mack. B: Hi, Jack. A: Goodbye. B: Bye.  <b>Value:</b> Be polite.  <b>Sounds</b> <b>Dd, Tt</b> • Dd: <u>desk</u> , <u>puddle</u> , <u>bird</u> • Tt: <u>two</u> , <u>turtle</u> , <u>cat</u>	<b>Expansion 1</b> <b>Classroom Language:</b> • Stand up. • Sit down. • Come here. • Go to the board.  <b>Plus:</b> • Critical thinking task • Personalization task • Mini project
<b>Unit 2</b> <b>2</b> <b>At School</b>	<b>Words</b> pencil, book, eraser, pen, pencil case, book bag  <b>Patterns</b> • It's a <u>pen</u> . • It's an <u>eraser</u> .	<b>Words</b> big, small, old, new, long, short  <b>Patterns</b> • It's <u>big</u> . • It's not <u>small</u> .  <b>Song:</b> <i>It's Not Short</i>	<b>Conversation</b> <b>Greetings:</b> A: How are you? B: I'm fine, thank you. A: How are you? B: Fine, thanks.  <b>Value:</b> Be respectful.  <b>Sounds</b> <b>Bb, Pp</b> • Bb: <u>boat</u> , <u>baby</u> , <u>cab</u> • Pp: <u>pear</u> , <u>puppy</u> , <u>map</u>	<b>Reading 1</b> <b>Non Fiction:</b> My First Day of School
<b>Unit 3</b> <b>3</b> <b>On the Playground</b>	<b>Words</b> bike, doll, yo-yo, ball, jump rope, kite  <b>Patterns</b> • Is it a <u>ball</u> ? • Yes, it is. • No, it isn't.	<b>Words</b> tree, flower, butterfly, bird, cloud, puddle  <b>Patterns</b> • This is a <u>tree</u> . • That's a <u>bird</u> .  <b>Song:</b> <i>Sing With Me</i>	<b>Conversation</b> <b>Asking for Personal Information:</b> A: What's your name? B: My name's Ben. A: Hi, Ben. I'm Jack.  <b>Value:</b> Make new friends.  <b>Sounds</b> <b>Gg, Kk</b> • Gg: <u>goat</u> , <u>angry</u> , <u>bug</u> • Kk: <u>key</u> , <u>monkey</u> , <u>book</u>	<b>Expansion 2</b> <b>Classroom Language:</b> • Take out your book. • Open your book. • Close your book. • Put your book away.  <b>Plus:</b> • Critical thinking task • Personalization task • Mini project
<b>Unit 4</b> <b>4</b> <b>In the Neighborhood</b>	<b>Words</b> bus, car, taxi, truck, subway, train  <b>Patterns</b> • What's this? • It's a <u>taxi</u> . • What's that? • It's a <u>subway</u> .	<b>Words</b> doctor, nurse, bus driver, teacher, student, police officer  <b>Patterns</b> • She's a <u>doctor</u> .  <b>Song:</b> <i>Look! What's That?</i>	<b>Conversation</b> <b>Greetings:</b> A: Good morning. B: Good morning. A: Have a nice day! B: You, too.  <b>Value:</b> Be friendly.  <b>Sounds</b> <b>Mm, Nn</b> • Mm: <u>mouse</u> , <u>mommy</u> , <u>jam</u> • Nn: <u>nine</u> , <u>banana</u> , <u>fan</u>	<b>Reading 2</b> <b>Fiction:</b> A Busy, Busy Town
<b>Review 1 (Units 1-4)</b>				

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
<b>Unit 5</b> <b>My Family</b>	<b>Words</b> mother, father, brother, sister, grandmother, grandfather  <b>Patterns</b> • <u>She's</u> my grandmother. • <u>She's</u> not my mother.	<b>Words</b> tall, short, young, old, handsome, beautiful  <b>Patterns</b> • Is <u>she</u> tall? • Yes, <u>she</u> is. • No, <u>he</u> isn't.  <b>Song:</b> <i>She's My Mother</i>	<b>Conversation</b> <b>Introductions:</b> A: This is my friend, Jack. B: Hello, Jack. Nice to meet you. A: Nice to meet you too.  <b>Value:</b> Love your family.  <b>Sounds</b> <b>Ss, Zz</b> • Ss: sun, sister, dress • Zz: zebra, lizard, quiz	<b>Expansion 3</b> <b>Classroom Language:</b> • Make a circle. • Make a line. • Write the word "book." • Pass out the tests.  <b>Plus:</b> • Critical thinking task • Personalization task • Mini project
<b>Unit 6</b> <b>Art Class</b>	<b>Words</b> circle, square, triangle, rectangle, star, oval  <b>Patterns</b> • Numbers 1-10 • How many <u>squares</u> ? • <u>Five squares</u> .	<b>Words</b> red, yellow, blue, green, white, black  <b>Patterns</b> • What color is it? • It's <u>white</u> .  <b>Song:</b> <i>How Many Circles?</i>	<b>Conversation</b> <b>Asking about Personal Preferences:</b> A: What's your favorite color? B: I like blue. A: Me, too.  <b>Value:</b> Be curious.  <b>Sounds</b> <b>Ff, Vv</b> • Ff: fish, waffle, leaf • Vv: violin, oven, five	<b>Reading 3</b> <b>Non Fiction:</b> Shapes in Our World
<b>Unit 7</b> <b>On the Farm</b>	<b>Words</b> duck, cow, horse, chicken, sheep, barn  <b>Patterns</b> • The <u>horse</u> is in the barn. • The <u>ducks</u> are on the barn.	<b>Words</b> hot, cold, hungry, thirsty, tired, angry  <b>Patterns</b> • Are you <u>hot</u> ? • Yes, I am. • No, I'm not.  <b>Song:</b> <i>Are You Hungry?</i>	<b>Conversation</b> <b>Accepting Politely:</b> A: Here you are. B: Thank you. A: You're welcome.  <b>Value:</b> Share things.  <b>Sounds</b> <b>Ll, Rr</b> • Ll: lion, yellow, doll • Rr: rain, carrot, bear	<b>Expansion 4</b> <b>Classroom Language:</b> • Pick up your pencil. • Put your pencil down. • Count the books. • Point to the board.  <b>Plus:</b> • Critical thinking task • Personalization task • Mini project
<b>Unit 8</b> <b>At the Park</b>	<b>Words</b> run, walk, fly, jump, swim, sing  <b>Patterns</b> • I can <u>run</u> .	<b>Words</b> dance, draw, jump rope, play baseball, ride a bike, climb a tree  <b>Patterns</b> • I can't <u>dance</u> .  <b>Song:</b> <i>I Can Run and Jump!</i>	<b>Conversation</b> <b>Expressing Concern:</b> A: Ouch! B: I'm sorry. A: That's OK.  <b>Value:</b> Care about others.  <b>Sounds</b> <b>Hh, Ww</b> • Hh: house, hand, horse • Ww: water, woman, watch	<b>Reading 4</b> <b>Fiction:</b> Everybody Is Special

**Review 2 (Units 5-8)**

**Target Pattern** I'm / You're \_\_\_\_.

**Target Words** Lucy, Jack, Ms. West, Mr. Mack, Herby, Princess

### Warm-up

- Introduce yourself to the class.  
You: *Hello. I am \_\_\_\_.*
- Greet each student by name.  
You: *Hello, (name).*
- Have the class practice the greeting as well.  
You: *(Student name)*  
Ss: *Hello, (Student name).*

### Words

#### A. Listen and point.

Track 2

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play Track 2 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

- Play Track 3. 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.
- 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 the word after the student. Then the student reads a second word aloud. Have other volunteers come up and do the same. Each volunteer should read two words for the class to repeat.

#### C. Point and say.

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

#### D. Remember the letters. Point and say.

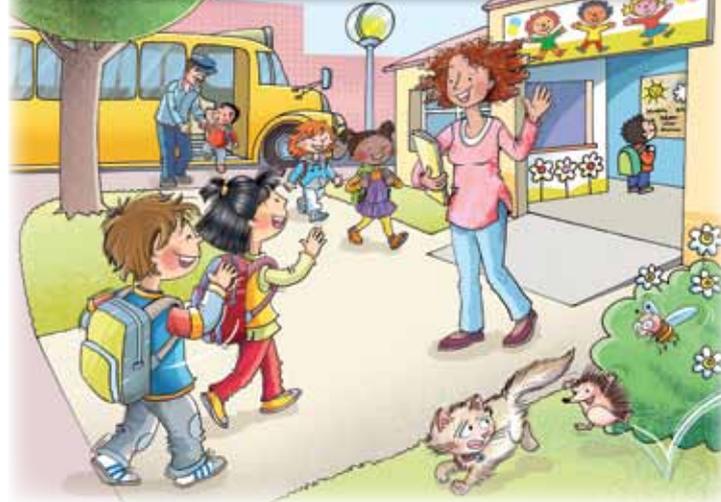
- Have the students point to each letter or projector image and say the name of the letter and the sound it makes.
- Ask for a volunteer to come to the front of the room. The volunteer should point to a letter or projector image while the rest of the class says the letter name and sound. Have other volunteers come up and do the same. Each volunteer should point to two letters for the class to say.

A. Track 2 Listen and point.

B. Track 3 Listen and say.

C. Point and say.

- |  |  |   |
|--|--|---|
| 1.  Lucy     | 2.  Jack  | 3.  Ms. West |
| 4.  Mr. Mack | 5.  Herby | 6.  Princess |



D. Remember the letters. Point and say.



4 Unit 1

### Extension

#### Catch Me If You Can

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

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

Patterns

A. **Track 4** Listen and say.



B. Read the sentences.



C. Practice with a partner. Talk about yourselves.



Unit 1 5

Patterns

Track 4

A. Listen and say.

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play Track 4 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.

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

C. Practice with a partner. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- Ask for a volunteer to come to the front of the room. The volunteer should first indicate him/herself and say, "I'm (name)." Then the student should indicate a classmate and say, "You're (name)." The student who was indicated by "You're (name)." should be the next student to speak.

- EX** Student A: I'm (S-A). You're (S-B).  
 Student B: I'm (S-B). You're (S-C).  
 Student C: I'm (S-C). etc.

Extension

You're / I'm

**What you will need:** Small pieces of paper with a character name (Lucy, Jack, Ms. West, Mr. Mack, Herby, Princess) written on each piece—enough for one per student, tape

- Tape one of the character names to the back of each student.
- Have the students walk around and read the names on their classmates' backs. When a student reads another classmate's name, the reader should say, "You're (name)." Students will find out the name on their back this way.
- If a student finds another student with the same character, one will say, "You're Lucy." Then the other student will say, "I'm Lucy!" The students then link arms and walk around together reading more names.
- When all of the students are linked up with others, ask each chain, "Who are you?" The chain can say, "I'm (name)!" or "We're (name)!"

**Target Pattern** I'm not a / You're not a \_\_\_\_.

**Target Words** girl, boy, woman, man, hedgehog, cat

### Warm-up

Review the greeting and structure from Lesson 1 using activity C from p. 5.

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

### Words

#### A. Listen and point.

Track 5

- Have the students look at the pictures and read the words sounding them out as best they can.
- Play Track 5 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 Track 6 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 two words for the class to repeat. 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 two pictures while the rest of the class says the words. Have other volunteers come up and do the same.

#### D. Read and circle.

- Have the students say what they see in the four pictures.
- Have the students read the sentences and circle the correct words. Check the answers together.

#### E. Remember. Say with a partner.

- Have the students look at the scene or projector image and say the sentences.
- Ask for a volunteer to come to the front of the room. The volunteer should indicate him/herself and say, "I'm (name)." Then the rest of the class should say, "You're (name)." Each student should have a turn in front of the class.

### Words

A. **Track 5** Listen and point.

C. **Track 5** Point and say.



1. girl



2. boy



3. woman



4. man



5. hedgehog



6. cat

D. Read and circle.



1

I'm a  
boy.  
woman.



2

I'm a  
boy.  
man.



3

I'm a  
girl.  
woman.



4

I'm a  
hedgehog.  
cat.

E. **Track 6** Remember. Say with a partner.

You're a **hedgehog**.



6 Unit 1

### 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 turns throwing a coin onto the cards.
- The student who throws the coin must say the word it lands on. If the word is correct, his/her team gets one point.
- If the coin lands on a question mark card, the student must say any word he/she knows in English. If the student says a word that has not been said in the game yet, his/her team gets a point.
- If the coin lands on the "Lose a Point" card, the team loses a point.
- The team with the most points at the end wins!

Patterns

A. **Track 7** Listen and say.



B. Read the sentences.



I'm not a woman.

You're not a girl.



I'm not a boy.

You're not a cat.

C. **Track 7** Practice with a partner. Play a guessing game.



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

Unit 1 **7**

Patterns

Track **7**

A. Listen and say.

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play Track 7 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.

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

C. Practice with a partner. Play a guessing game.

- Have the students look at the scene or projector image and say the sentences.
- Write the names of the six characters from Lesson 1 on the board (Lucy, Jack, Ms. West, Mr. Mack, Herby, and Princess).
- Ask for a volunteer to come to the front of the room. The volunteer should choose in his/her mind one of the characters. Then the student should say three sentences using “not” to give clues to the class. The class tries to guess which character the student has in mind. If the class is wrong, the student at the front gives one more clue.
- Have other students come to the front and give clues.

D. Sing the song. Go to page 76.

Track **8**

- Have the class listen to the song (Track 8) and read along with the lyrics.
- Play the song again and have the class sing as they read along.
- Divide the class into four groups. Assign each group one character (Lucy, Jack, Herby, or Princess). Play the song again, and have the group sing the verse for their character only.

## Target Dialog

Hello, \_\_\_\_.  
Bye.Hi, \_\_\_\_.  
Goodbye.

## Warm-up

- Have each student write a character's name (Lucy, Jack, Ms. West, Mr. Mack, Herby, and Princess) on a small piece of paper.
- Ask for a volunteer to come to the front of the room. The volunteer should say three sentences using "I'm" or "I'm not" to give clues to the class. The class tries to guess which character the student has written down. If the class is wrong, the student at the front gives one more clue.
- Have other students come to the front and give clues.

## 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 Track 9 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 Track 10 and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

## C. Role-play the dialog.

- Model the role-play for the class by having one student say the dialog with you. You should be Mr. Mack and the student should be Jack.

EX S: Hello, (your name).

T: Hi, (student's name).

[Student starts to walk past and away.]

T: Bye.

S: Goodbye.

- 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 dialog using their own names.

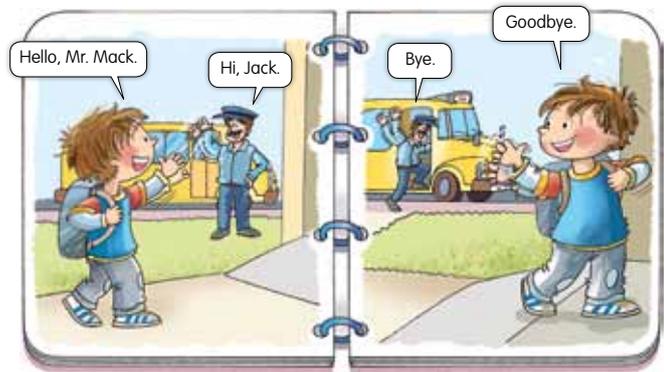
## D. Check (✓) the correct picture.

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

## Conversation

A. Track 9 Listen and point.

B. Track 10 Listen and say.



C. Role-play the dialogue.

D. Value Check (✓) the correct picture.



8 Unit 1

## Extension

## Picture Flash

**What you will need:** marker, white board, picture cards (Appendix 2) for characters only—Lucy, Jack, Ms. West, Mr. Mack, Herby, and Lucy

- Cut out the picture cards and put them face down on the desk in front of you.
- Write the label "Hello/Hi" on the right side of the board and "Goodbye/Bye" on the left side of the board. Tell the class that when you hold a character card under the "Hello/Hi" label, the students should say "Hello, \_!" for adult characters or "Hi, \_!" for children or animals. Students should add the character's name to whichever they say. When you hold a character card under the "Goodbye/Bye" label, students should say "Goodbye, \_!" for adult characters or "Bye, \_!" for children or animals.
- Pick up a card and flash it to the class holding it under either label on the board. The class should quickly shout out the correct words and the character's name.

EX (Hold up Ms. West under the "Hello/Hi" label.)

Class: Hello, Ms. West!

(Hold up Herby under the "Goodbye/Bye" label.)

Class: Bye, Herby!

- Have volunteers come up and hold up a card for the class to respond to.

Sounds

A. **Track 10** Listen and say.

<b>Dd</b>	 desk	 puddle	 bird
<b>Tt</b>	 two	 turtle	 cat

B. **Track 12** Listen and match.

C. **Track 13** Listen and write d or t.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_  
4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

Unit 1 **9**

**Target Sounds** **Dd:** desk, puddle, bird  
**Tt:** two, turtle, cat

Sounds

A. **Listen and say.** **Track 11**

- Have the students look at the letters and pictures. Ask them if they know the names of the letters and the sounds these letters make. Ask them to read the words under the pictures, sounding out the words as best they can.
- Play Track 11 and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. **Listen and match.** **Track 12**

- Have the students look at the pictures and ask them if they know the English word for any of them. If students do not know the word, it is OK. They will hear the word on the recording.
- Play Track 12 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 match each picture with either the letter "d" or "t" based on which sound they hear in the word. Check together.

C. **Listen and write d or t.** **Track 13**

- Play Track 13 and have the students repeat the words after the recording.
- Listen again and have the students write either the letter "d" or "t" based on which sound they hear in the word. Check together.

Extension

Basketball

**What you will need:** two baskets labeled "d" and "t," a small ball or wadded up paper ball, Word List of "d" and "t" words from Appendix 3

- Have the students take turns to be the thrower. Give the thrower a small ball.
- Read one of the words from the word list.
- The thrower listens to the word and decides if he/she hears a "d" or "t" 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."

## Target Language

Stand up. Sit down. Come here. Go to the board.

## Project

Name tag writing

## Warm-up

Have the class listen to the Unit 1 song (Track 8).  
Play the song again and have the class sing along.

## Expansion 1

## A. Listen and point.

Track 14

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play Track 14 and point to the images of the scenes. If it is possible to show the page using a projector, it will facilitate the activity.

## B. Listen and say.

Track 15

- Have the students listen to Track 15 and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

## C. Listen and do.

Track 16

- Have the students listen to Track 16 and repeat the words after the recording. After saying the action, students do the action.
- Have the students close their books and listen, repeating after the recording. Students should say and do the action.
- Ask for a volunteer to come to the front of the class. The volunteer should look in his/her book and read a command. The class repeats after the student and does the action. Have other volunteers come up and do the same. Each volunteer should read two commands for the class to repeat and follow.

## D. Practice with a partner.

- Have the students work in pairs or small groups. One student gives a command. His/Her partner or group does the action.
- Each student in the pair or group should have a turn giving commands.
- Challenge: Have the students give two or three commands before his/her partner or group does it.

EX Ss: Stand up. Come here. Sit down.  
or

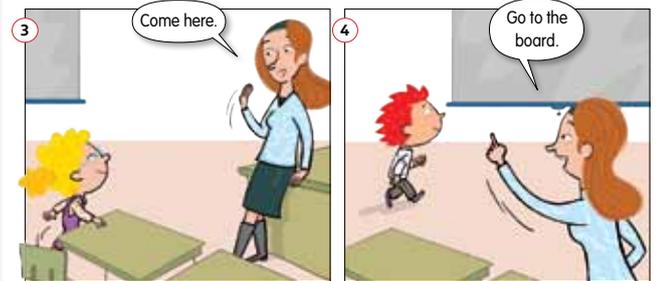
Ss: Stand up. Go to the board. Come here.

## Expansion 1

A. Track 14 Listen and point.

B. Track 15 Listen and say.

C. Track 16 Listen and do.



D. Practice with a partner.



10 Expansion 1

## Extension

## "Do It" Dialog

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

- Demonstrate the following simple dialog that students will use with each other in this activity.  
T: Hi, (name).  
S: Hello, (name).  
T: Go to the board. (Or use any command here.)  
S: OK. (Student does the action.)
- Now it is the demonstrating student's turn. He/She should begin the dialog calling out any other student's name. The other student responds, and the dialog continues.
- Let all students have a turn giving a command.
- For large classes, have the students work in smaller teams at the same time.

**E. What's next? Match.**

<p>1 </p> <p>2 </p> <p>3 </p> <p>4 </p> <p>5 </p> <p>6 </p>	<p>a  boy</p> <p>b  cat</p> <p>c  woman</p> <p>d  man</p> <p>e  girl</p> <p>f  hedgehog</p>
---	---

**F. Project. Make a name tag.**

Hello!

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

I'm a \_\_\_\_\_.

I'm not a \_\_\_\_\_.

Expansion I II

**E. What's next? Match.**

- Have the students look at the pictures in the first row. Point to the first picture and ask, "What is it?" The class should say, "Boy." Point to the next picture and ask, "What is it?" The class should say, "Girl." Repeat for all of the pictures in the first row.
- After the last picture in the row, ask "What's next?" The class should say, "Girl." Ask, "Where is the girl?" The class should say, "e." Students then match #1 with "e."
- Have the students work on their own to complete 2 through 6.
- Check by asking "What is it?" for each picture in the row and ending with "What's next?"

**F. Project. Make a name tag.**

- Draw a blank name tag on the board like the one shown on p. 11.
- Show the class how to fill in the name tag by using your information (name, I'm a woman/man., I'm not a girl/boy/hedgehog.).
- Draw a simple picture of yourself beside the information.
- Have the class make name tags for themselves.
- Ask each student to stand up and read their name tag for the class.

**Extension**

**Fun Tags**

**What you will need:** blank paper (full size or smaller) for each student to make a name tag, tape

- Have the class make name tags for people or animals, not themselves. They can make them for a character in the Top Kids series, or a famous person/character, or someone in their family.
- Tape the name tags on the wall of the classroom and let the students read each other's work.

**Target Pattern** It's a \_\_\_\_.

**Target Words** pencil, book, eraser, pen, pencil case, book bag

### Warm-up

Review the target patterns from Unit 1 by having students practice each other's names. Sit in a large circle. Say to the student on your right, "I'm (name). You're not (name). You're (name)." Then that student repeats the pattern with the student on their right.

### Words

#### A. Listen and point.

Track 17

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play Track 17 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

- Play Track 18. 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.
- 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. Then the student reads a second word aloud. Have other volunteers come up and do the same. Each volunteer should read two words for the class to repeat.

#### C. Point and say.

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

#### D. Remember. Say with a partner.

- Have the students look at the scene or projector image and say the sentences.
- Ask for two volunteers to come to the front of the room. One volunteer should indicate his/her partner and say, "You're a (boy/girl). You're not a (boy/girl/cat/man/etc.)." Then the second volunteer should do the same. Each student should have a turn in front of the class.

A. Track 17 Listen and point.

B. Track 18 Listen and say.

C. Point and say.

1.  pencil    2.  book    3.  eraser  
4.  pen    5.  pencil case    6.  book bag



D. Remember. Say with a partner.

You're a **cat**.  
You're not a **hedgehog**.

You're a **hedgehog**.  
You're not a **cat**.

12 Unit 2

### Extension

#### Think Fast

**What you will need:** pencil, book, eraser, pen, pencil case, book bag

- You will hold up realia of one of the vocabulary items (pencil, book, eraser, pen, pencil case, book bag) and ask the class: "What is it?"
- The students will call out what it is: "It's a \_\_\_\_."
- Once the students are familiar with all of the names of the items, you will call out one of the items.
- The students will look for the item around their desk. The first student to find the item and hold it up will say, "It's a \_\_\_\_."
- Challenge: If the students know more vocabulary for school supplies (e.g. ruler, glue, notebook, folder, etc.) beyond the target vocabulary of the lesson, then you can mix in those items as well.

Patterns

A. **Track 18** Listen and say.



B. Read the sentences.



It's a book.



It's a pencil case.



It's a pencil.



It's a book bag.

C. Practice with a partner. Use your own things.



Unit 2 13

Patterns

Track 19

A. Listen and say.

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play Track 19 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.

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

C. Practice with a partner. Use your own things.

- Have the students look at the scene or projector image and say the sentences.
- Ask for a volunteer to come to the front of the room. Give the student an object that the class knows (pencil, pen, eraser, book, book bag, or pencil case). The volunteer should first indicate the object and say, "It's a/an (object)." Then the student should indicate a classmate. The classmate should say, "It's a/an (object)." The student who was indicated by the first volunteer should be the next student to come to the front and name an object that you give to him/her.

Extension

Word-Be-Gone

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

- Split the class into two or three teams and assign them to a certain side or part of the whiteboard.
- Have members of each team take turns writing all of the vocabulary words on the board.
- After all teams have their word lists on the board, have the teams form into lines on the opposite side of the classroom.
- Call out a word, and the first student in each team will try to find the word and erase it from the board. The student then runs to the back of the team's line.
- The teams are scored according to the order they get back in line. If there are three teams, for example, first = 3 points, second = 2 points, and third = 1 point.
- If a student erases the wrong word, write the word again on the board before the next round begins.
- The team with the most points wins.
- Challenge: Call out a word that was erased earlier in the game and have the students write the word back on the board (adding it back to the list) before running back to their team's line. Score in the same manner.

**Target Pattern** It's / It's not \_\_\_\_.

**Target Words** big, small, old, new, long, short

### Warm-up

Review the structure from Lesson 1 using activity D from p. 12 using any vocabulary known. Each student indicates another student randomly. The indicated student becomes the next speaker.

- EX** Teacher: (to a girl) You're a girl. You're not a woman.  
 Student A: (to another girl) You're a girl. You're not a cat.  
 Student B: (to a boy) You're a boy. You're not a pencil.

### Words

#### A. Listen and point.

Track 20

- Have the students look at the pictures and read the words sounding them out as best they can.
- Play Track 20 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 21

- Have the students listen to Track 21 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 two words for the class to repeat. 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 two pictures while the rest of the class says the words. Have other volunteers come up and do the same.

#### D. Read and check (✓).

- Have the students say what they see in the eight pictures.
- Have the students read the sentences and check the correct pictures. Check the answers together.

#### E. Remember. Say with a partner.

- Have the students look at the scene or projector image and say the sentences.
- Ask for a volunteer to come to the front of the room to demonstrate the activity. Indicate yourself and say, "I'm (adjective). I'm not (adjective). The volunteer should indicate him/herself and say, "I'm (adjective). I'm not (adjective)." Then have the class work in pairs practicing the structures.

### Words

A. Track 20 Listen and point.

C. Point and say.

B. Track 21 Listen and say.



1. big



2. small



3. old



4. new

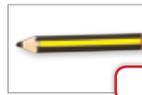


5. long



6. short

D. Read and check (✓)



It's short.



It's small.



It's new.



It's long.



E. Remember. Say with a partner.



14 Unit 2

### Extension

#### Yes or No

**What you will need:** picture cards (Appendix 4), tape, classroom objects

- Divide the room into two by putting down a long piece of tape on the floor. Designate one side as the "Yes" side and the other side as the "No" side.
- Students stand on the tape in the middle of the room to begin.
- You will show a picture card and say a statement: "It's \_\_\_\_."
- If the statement is true, students will go to the "Yes" side. If false, students go to the "No" side.
- Before telling students the correct answer, ask all the students what they think the answer is. Indicate the "Yes" side and ask, "Is it \_\_\_\_?" The students on that side say, "Yes, it's \_\_\_\_." For the "No" side, students should answer, "No, it's not \_\_\_\_." It's \_\_\_\_."
- Before having students come back to the middle for the next round, have all students on the correct side high five each other. All students on the wrong side pat each other on the back and say, "Try again."

Patterns

A. **Track 22** Listen and say.



B. Read the sentences.



It's long.



It's not short.



It's old.



It's not new.

C. Practice with a partner. Use your things.



D. **Track 23** Sing the song. Go to page 76.

Unit 2 15

Patterns

A. Listen and say.

Track 22

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play Track 22 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.

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

C. Practice with a partner. Use your things.

- Have the students look at the scene or projector image and say the sentences.
- Ask students to find an object they want to talk about. It can be an object from their book bag, desk, pocket, or in the classroom.
- Ask for a volunteer to come to the front of the room. The volunteer shows the class his/her object. Then the student should say two sentences like the example in the book.
- Have other students come to the front and talk about their objects.

D. Sing the song. Go to page 76.

Track 23

- Have the class listen to the song (Track 23) and read along with the lyrics.
- Play the song again and have the class sing as they read along.
- Divide the class into two groups. Assign each group one of the objects (pen or book). Play the song again, and have the group sing the verse for their object only. The whole class sings along for the chorus.

## Target Dialog

How are you? I'm fine, thank you.  
How are you? Fine, thanks.

## Warm-up

- Have each student write a character's name (Lucy, Jack, Mike, Wendy, Ava, Ms. West, Mr. Mack, Herby, Princess, Snap (snail), Bonnie (bee), or Cheeky (squirrel) on a small piece of paper.
- Ask for a volunteer to come to the front of the room and indicate him/herself and say, "I'm (adjective). I'm not (adjective)." The two sentences should describe the character on the student's piece of paper. The class tries to guess which character the student wrote down. If the class is wrong, the student at the front gives two more clues.
- Have other students come to the front and give clues.

## Conversation

## A. Listen and point.

Track 24

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play Track 24 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 Track 25 and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

## C. Role-play the dialog.

- Model the role-play for the class by having one student say the dialog with you. You should be Ms. West and the student should be Lucy.
- 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 dialog.

## D. Check (✓) the correct picture.

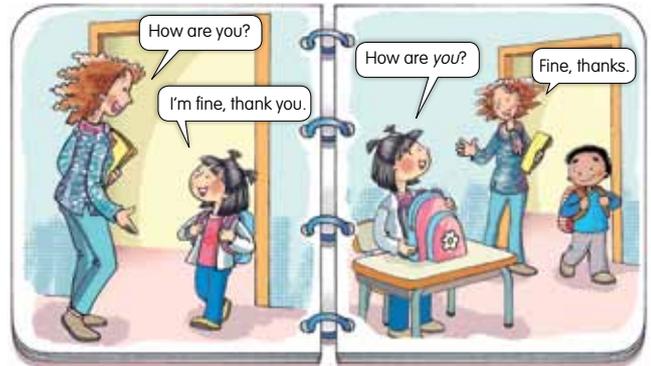
- Have the students read the sentence on the banner held by the animal characters.
- Brainstorm examples of this value from students' own experience. This discussion may be done in the students' LI, but be sure to repeat the value sentence in English to reinforce the language along with the value.
-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

## Conversation

A. Track 24 Listen and point.

B. Track 25 Listen and say.

C. Role-play the dialogue.



D. Value Check (✓) the correct picture.



16 Unit 2

## Extension

## Sentence Scramble

**What you will need:** pieces of paper with the following words: How (x2), are (x2), you (2), ? (x2), I'm (x1), fine (x1), thank (x1), you (x1), Fine (x1), thanks (x1), . (x4), . (x2)

- You will mix up the papers and hand them out to students randomly. If there are more papers than there are students, then some students may have two or more.
- Students will work together to build the conversation in order on the board.
- After all of the words or punctuation marks have been placed, you will ask two students to read the dialog and correct any mistakes.
- Challenge: Once the students are able to build the conversation accurately, you can split the class into teams and time how fast each team builds the conversation. Otherwise, the class can compete together to see what can be their fastest time.

Sounds

A. **Track 25** Listen and say.

**Bb**     
 boat baby cab

**Pp**     
 pear puppy map

B. **Track 26** Listen and circle.

1     
 b p b p b p

4     
 b p b p b p

C. **Track 28** Listen and write b or p.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_  
 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

Unit 2 17

Target Sounds

**Bb:** boat, baby, cab  
**Pp:** pear, puppy, map

Sounds

A. Listen and say.

Track 26

- Have the students look at the letters and pictures. Ask them if they know the names of the letters and the sounds these letters make. Ask them to read the words under the pictures, sounding out the words as best they can.
- Play Track 26 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 27

- Have the students look at the pictures and ask them if they know the English word for any of them. If students do not know the word, it is OK. They will hear the word on the recording.
- Play Track 27 and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Have the students circle either the letter “b” or “p” based on which sound they hear in each word. Check together. When checking, see if the class can say the word correctly from memory.

C. Listen and write b or p.

Track 28

- Play Track 28 and have the students repeat the words after the recording.
- Listen again and have the students write either the letter “b” or “p” based on which sound they hear in the word. Check together.

Extension

Letter Face-Off

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

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

## At School

## Reading

My First Day of School

## New Words

Let's, play, yes, school, fun

## Warm-up

Have the class listen to the Unit 2 song (Track 23).  
Play the song again and have the class sing along.

## Reading 1

## A. Listen and follow along.

Track 29

- Have the students look at the pictures and talk about what they see in the story. Students should predict the storyline from what they see. This discussion may be done in the students' LI.
- Play Track 29 and point to the story panels as the story is read. If it is possible to show the page using a projector, it will facilitate the activity.

## B. Listen, read and say.

Track 30

- Have the students listen to Track 30 and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

## C. Read with a partner.

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

## D. Read. Write a check (✓) or an (X).

- Have the students work individually to answer the four comprehension questions.
- To check, assign students to work in pairs. Students should take turns to orally check their partner's answers.
  - EX S-A: Number one?
  - S-B: Check. (for correct answer) OR X. (for wrong answer)
  - S-A: Yes. OR No.
  - S-B: Number two?
  - etc.
- Check answers together as a whole class to make sure everyone has all the correct answers.

## Reading 1

## My First Day of School

A. Track 29 Listen and follow along.



D. Read. Write a check (✓) or an (X).



1. I'm Julie.



2. I'm Ms. Park.

18 Reading 1

## Extension

## Swat the Fly

**What you will need:** Fly swatter (2), whiteboard, markers, teacher's list of questions/statements (Appendix 5)

- Split the class into two teams.
- Dictate the following responses and have the students from each team write them on the board.
  - OK.
  - I'm Tom.
  - I'm fine, thank you.
  - Bye, Mom.
  - Hi, I'm Julie.
  - It's big!
- Once all of the responses are written, have the writers return to their teams. Then have the first player from each team come forward and hold a fly swatter.
- Ask a question or say a statement. See the list from Appendix 5.
- The student who "swats" the correct response among their list of responses wins a point for their team.

B. Listen, read and say.

C. Read with a partner.



**New words:** • let's • play • yes • school • fun



3. I'm Tom.



4. It's a pen.



Reading 1 **19**

### Optional Extension

#### Hat Trick

**What you will need:** 2 hats, slips of paper with questions/statements (Appendix 6)

- Print two copies of Appendix 6 and cut out two sets of the same questions/statements. One question/statement should appear per slip of paper cut from the lists.
- Put all of the slips of paper in two hats, Hat A and Hat B. Each hat will have a full set of questions/statements.
- Students will be split into two teams, A and B.
- Student 1 from Team A will choose a piece of paper from Hat A and read it to the first student in Team B's line. Student 1 from Team B will have to either answer appropriately or perform the command correctly. If the student is correct, he/she stays in the game. If the student is incorrect, he/she sits down.
- The student at the front of Team B's line then chooses a slip of paper from Hat B. Each team will now choose a paper from the hat and read it to the first student in the other team's line. This will continue until all of the students have had at least one turn to read a question/statement and respond to one as well.
- Challenge: More questions and statements/commands can be added depending on the class' knowledge.

### Extension

#### Fun Tags

**What you will need:** blank paper (full size or smaller) for each student to make a name tag, tape

- Have the class make name tags for people or animals, not themselves. They can make them for a character in the Top Kids series, or a famous person/character, or someone in their family.
- Tape the name tags on the wall of the classroom and let the students read each other's work.



Teacher's Notes

# On the Playground

## Target Pattern

Is it a \_\_\_?  
Yes, it is.      No, it isn't.

## Target Words

bike, doll, yo-yo, ball, jump rope, kite

## Warm-up

Review the target patterns from Unit 2 by having students practice with objects in the classroom. Write the twelve target words from Unit 2 on the board (pencil, pen, eraser, book, book bag, pencil case, big, small, old, new, long, short). Model the patterns by holding up a pencil. Say, "It's a pencil. It's long. It's not short." Point to the words on the board as you use them. Then hold up another object. The class should say three sentences like those that were modeled.

## Words

### A. Listen and point.

Track 31

- Have the students look at the pictures and read the words sounding them out as best they can.
- Play Track 31 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 32

- Play Track 32. 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.
- 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. Then the student reads a second word aloud. Have other volunteers come up and do the same. Each volunteer should read two words for the class to repeat.

### C. Point and say.

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

### D. Remember. Play a guessing game.

- Have the students look at the scene or projector image and say the sentences.
- Write the names of the objects from Units 2 and 3 on the board (pencil, pen, eraser, book, book bag, pencil case, bike, doll, yo-yo, ball, jump rope, kite).
- Ask for a volunteer to choose in his/her mind one of the objects. Then the student should say two sentences using "not" to give clues to the class. The class tries to guess which object the student has in mind. If the class is wrong, the student at the front gives one more clue.
- Have other students come to the front and give clues.

# On the Playground

## Words

A. Track 31 Listen and point.

B. Track 32 Listen and say.

C. Point and say.

1.  bike      2.  doll      3.  yo-yo  
4.  ball      5.  jump rope      6.  kite



D. Remember. Play a guessing game.

It's not a doll.  
It's not a bike.

It's a yo-yo.

20 Unit 3

## Extension

### Guess What?

**What you will need:** vocabulary words from units 1, 2, and 3 written on index cards: Lucy, Jack, Ms. West, Mr. Mack, Princess, Herby, boy, girl, man, woman, cat, hedgehog, pencil, pen, eraser, book, book bag, pencil case, big, small, old, new, long, short, bike, doll, yo-yo, ball, jump rope, kite

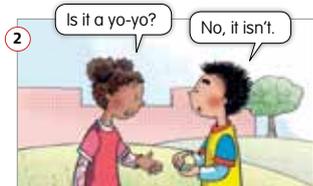
- Divide the class into teams.
- One student from the first team will hold an index card with one word on it over his/her head.
- The other students in that team will try to act it out or describe what the word is for one minute or until the student with the card guesses the word.
- If the student guesses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

Patterns

A.  Listen and say.



B. Read the sentences.



C.  Practice with a partner. Play a guessing game.



Unit 3 21

Patterns

A. Listen and say.

Track 33

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play Track 33 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.

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

C. Practice with a partner. Play a guessing game.

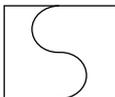
- Have the students look at the scene or projector image and say the sentences.
- Ask for a volunteer to come to the front of the room. The student should choose one of the twelve vocabulary items studied in Units 2 and 3 (pencil, pen, eraser, book, book bag, pencil case, bike, doll, yo-yo, ball, jump rope, kite). The student only thinks of the object but does not say what it is.
- The volunteer will draw one line or one part of the object on the board. The class then tries to guess the word. If the class guesses wrong, the volunteer draws another line or part.
- The student who correctly guesses the object becomes the next one to draw at the board.

Extension

Match Them Up

**What you will need:** 6 index cards per pair of students in the class

- Divide students into pairs. Give each pair 6 index cards with a pre-drawn line in the middle (see image below). This will be to make puzzle pieces.
- Each pair will write a vocabulary word (bike, doll, yo-yo, ball, jump rope, kite) on one side and draw the word on the other side.
- Then each pair will cut up each piece of paper along the pre-drawn line to make puzzle pieces.
- After cutting apart all of the cards, pairs will trade their puzzle pieces with another pair.
- All of the puzzle pieces should be mixed. When you say "Go!" each pair will try to match the puzzle pieces as quick as possible.
- When a pair finishes, they should yell, "Match them up!"
- You will then check the cards of the pair to yell "Match them up!" If all the words and the pictures match, that team wins, and everyone will trade their puzzle sets with another pair and play again.
- If the pair has made a mistake, then everyone mixes their puzzle pieces and you will yell "Go!" again.



# On the Playground

## Target Pattern

This is \_\_\_\_.  
That's \_\_\_\_.

## Target Words

tree, flower, butterfly, bird, cloud, puddle

## Warm-up

Review the structure from Lesson 1 using the activity D from p. 20.

- Ask for a volunteer to come to the front of the room. The volunteer should choose in his/her mind one of these objects: pencil, pen, eraser, book, book bag, pencil case, bike, doll, yo-yo, ball, jump rope, or kite. Then the student should say two sentences using “not” to give clues to the class. The class tries to guess which object the student has in mind. If the class is wrong, the student at the front gives one more clue.
- Have other students come to the front and give clues.

## Words

### A. Listen and point.

Track 34

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play Track 34 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 35

- Have the students listen to Track 35 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 two words for the class to repeat. 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 two pictures while the rest of the class says the words. Have other volunteers come up and do the same.

### D. Look. Read and write a, b, c or d.

- Have the students say what they see in the four pictures.
- Have the students read the sentences and write the correct letters. Check the answers together.

## Words

A. Track 34 Listen and point.

B. Track 35 Listen and say.

C. Point and say.



1. tree



2. flower



3. butterfly



4. bird

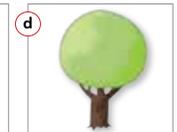
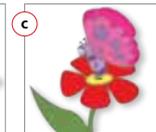
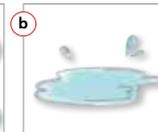
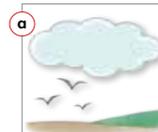


5. cloud



6. puddle

D. Look, read and write a, b, c or d.



\_\_\_\_\_ 1. It's a tree.

\_\_\_\_\_ 2. It's a cloud.

\_\_\_\_\_ 3. It's a butterfly.

\_\_\_\_\_ 4. It's a puddle.

E. Remember. Draw. Ask and answer.



22 Unit 3

### E. Remember. Draw. Ask and answer.

- Have the students look at the scene or projector image and say the sentences.
- Ask two volunteers to come to the front of the room. One volunteer should draw one of the six target vocabulary words on the board (tree, flower, butterfly, bird, cloud, puddle). The other volunteer stands with his/her back to the board so the he/she can't see what was drawn.
- The student with his/her back to the board then asks the rest of the class, “Is it a \_\_\_?” The class will respond, “No, it isn't.” or “Yes, it is.”
- Once the picture is guessed correctly, the guesser becomes the next student to draw. Before sitting down, the drawer randomly chooses a new student from the class to be the guesser.

Patterns

A. **Track 35** Listen and say.



B. Read the sentences.



That's a cloud.



This is a puddle.



That's a butterfly.



This is a flower.

C. **Practice with a partner.** Use your own things.



D. **Track 37** Sing the song. Go to page 77.

Unit 3 **23**

Patterns

A. Listen and say.

Track 36

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play Track 36 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.

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

C. Practice with a partner. Use your own things.

- Have the students look at the scene or projector image and say the sentences.
- Ask students to find two objects they want to talk about. They can be an object from their book bag, desk, pocket, or in the classroom. Students should hold one object in their hands for "this." The other object should be farther away for "that."
- Ask for a volunteer to come to the front of the room. The volunteer indicates for the class his/her objects. Then the student should say two sentences like the example in the book.
- Have other students come to the front and talk about their objects.

D. Sing the song. Go to page 77.

Track 37

- Have the class listen to the song (Track 37) and read along with the lyrics.
- Play the song again and have the class sing as they read along.
- Divide the class into two groups. Assign each group to sing either the "This is a..." or "That is a..." verses. Play the song again, and have the group sing the verse for their part only.

Extension

Pass It On

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

- You will think of two vocabulary words to make a short sentence like, "It's a bird in a tree." or "It's a kite in a puddle."
- All of the students will make a line. Whisper the sentence to the first student, followed by, "Pass it on." For example, "It's a yo-yo in a tree. Pass it on."
- The first student will whisper what you said to the next student. Each student will whisper the same thing down the line.
- When it gets to the last student, the student must say what he/she heard.
- If the final sentence is not correct, tell the class what you originally said. Play again by having student change their places in the line.

# On the Playground

## Target Dialog

What's your name?  
My name's \_\_\_\_.  
Hi, \_\_\_\_\_. I'm \_\_\_\_.

## Warm-up

- Ask for a volunteer to come to the front of the room and stand with his/her back to the board. Draw one of the six target vocabulary words on the board (tree, flower, bird, butterfly, cloud, puddle).
- The student with his/her back to the board then asks the rest of the class, "Is it a \_\_\_?" The class will respond, "No, it isn't." or "Yes, it is."
- Once the picture is guessed correctly, the guesser chooses the next student to guess while you draw another picture on the board.

## Conversation

### A. Listen and point.

Track 38

- Have the students look at the pictures and read the sentences sounding them out as best they can.
- Play Track 38 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 39

- Have the students listen to Track 39 and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

### C. Role-play the dialog.

- 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 dialog.

### D. Check (✓) the correct picture.

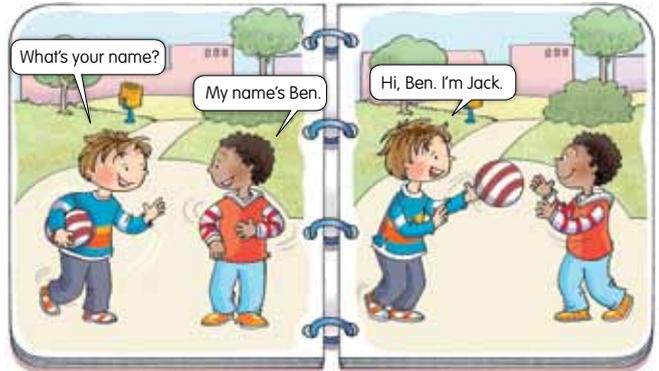
- Have the students read the sentence on the banner held by the animal characters.
- Brainstorm examples of this value from students' own experience. This discussion may be done in the students' LI, but be sure to repeat the value sentence in English to reinforce the language along with the value.
-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

## Conversation

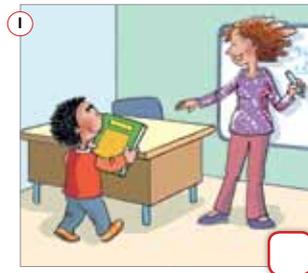
A. Track 38 Listen and point.

B. Track 39 Listen and say.

C. Role-play the dialogue.



D. Value Check (✓) the correct picture.



24 Unit 3

## Extension

### What Is It?

**What you will need:** pictures cards of the vocabulary words (Appendix 7)

- You will have three students come to the front.
- Student 1 will stand in the middle. Students 2 and 3 will each be given a picture.
- Student 2 (with a picture of a tree) will stand next to Student 1.
- Student 3 (with a picture of a flower) will stand far away.
- Student 1 will have to point to Student 2's picture and say, "This is a tree." Then, Student 1 will point to Student 3's picture and say, "That is a flower."
- You will continue calling on students until each student has had a chance to practice the sentences "This is a..." and "That is a ...."

Sounds

A. **Track 40** Listen and say.

**Gg**     
goat angry bug

**Kk**     
key monkey book

B. **Track 41** Listen. Write a check (✓) if the words begin the same.

1 

2 

3 

C. **Track 42** Listen. Write a check (✓) if the words end the same.

1 

2 

3 

D. **Track 43** Listen and write **g** or **k**.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_  
4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

Unit 3 25

Target Sounds

**Gg:** goat, angry, bug  
**Kk:** key, monkey, book

Sounds

A. Listen and say.

Track 40

- Have the students look at the letters and pictures. Ask them if they know the names of the letters and the sounds these letters make. Ask them to read the words under the pictures, sounding out the words as best they can.
- Play Track 40 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. Write a check (✓) if the words begin the same.

Track 41

C. Listen. Write a check (✓) if the words end the same.

Track 42

- Have the students look at the pictures for activities B and C, 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 Track 41 and 42 and have the students repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Play Track 41 only, and have the students check the pictures if the two words begin with the same sound.
- Play Track 42 only, and have the students check the pictures if the two words end with the same sound.
- Verify students have the correct answers by having the students say the words in each pair from memory. Then confirm whether they have written a check (✓) or not.

D. Listen and write **g** or **k**.

Track 43

- Play Track 43 and have the students repeat the words after the recording.
- Listen again and have the students write either the letter “g” or “k” based on which sound they hear in the word. Check together.

Extension

Will You Sit or Stand?

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

- Say a word from the lesson (goat, angry, bug, key, monkey, book).
- If the word has a “g” sound, then the students should sit.
- If the word has a “k” sound, then the students should stand.
- If a student sits when he/she should stand, or stands when he/she should sit, then he/she is out.
- You can start with the six words from the lesson. Once the students are comfortable with those words, you can add other words with a “g” or “k” sound.

# On the Playground

## Target Language

Take out your book.  
Open your book. Close your book.  
Put your book away.

## Project

Drawing activity

### Warm-up

Have the class listen to the Unit 3 song (Track 37).  
Play the song again and have the class sing along.

### Expansion 2

#### A. Listen and point.

Track 44

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play Track 44 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 45

- Have the students listen to Track 45 and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

#### C. Listen and do.

Track 46

- Have the students listen to Track 46 and repeat the words after the recording. After saying the action, students do the action.
- Have the students close their books and listen, repeating after the recording. Students should say and do the action.
- Ask for a volunteer to come to the front of the class. The volunteer should look in his/her book and read a command. The class repeats after the student and does the action. Have other volunteers come up and do the same. Each volunteer should read two commands for the class to repeat and follow.

#### D. Practice with a partner.

- Have the students work in pairs or small groups. One student gives a command. His/Her partner or group does the action.
- Each student in the pair or group should have a turn giving commands.
- Challenge: Include commands from Expansion 1 and have the students give two or three commands before his/her partner or group does it.

**EX** Ss: Take out your book. Stand up. Come here.  
or

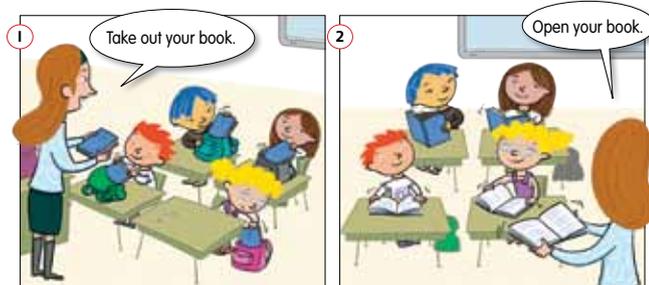
Ss: Go to the board. Open your book.

## Expansion 2

A. Track 44 Listen and point.

B. Track 45 Listen and say.

C. Track 46 Listen and do.



D. Practice with a partner.



26 Expansion 2

### Extension

#### Do What I Say, Not What I Do

**What you will need:** two books per student

- Each student should have two books on their desk.
- You will give a command:
  - Put your book away.
  - Open your book.
  - Close your book.
  - Take your book out.
- Students will have to do as you command.
- To make things more interesting, you will have your own set of books and say one command, but do something else with your book.
- If a student makes a mistake, he/she is out.
- You should continue until only a few students remain.

**E. What doesn't belong? Circle.**

1	 tree	 cloud	 yo-yo	 puddle
2	 butterfly	 boy	 girl	 woman
3	 eraser	 man	 book	 pen
4	 kite	 ball	 doll	 pencil
5	 bird	 cat	 flower	 hedgehog
6	 Lucy	 bike	 Jack	 Mr. Mack

**F. Project. Draw your things.**

- big • small • new • old • long • short

	
This is my _____.	That's my _____.
It's _____.	It's _____.

Expansion 2 **27**

**E. What doesn't belong? Circle.**

- Have the students look at the pictures in the first row and read the words aloud together as a class.
- Ask the class, "What doesn't belong?" You can also ask, "What is different?" if the class does not quite understand. The class should say "Yo-yo."
- Have the students work on their own to complete 2 through 6.
- Check by asking "What doesn't belong?" for each row. After students give the answer, ask "Why?" In order to explain the reason, students may use their LI. After students have explained the reason for the difference, try to give a simple statement in English that explains the reason. For example, for #1, students may explain that the other things are found in nature, but a yo-yo is made by people. Then you could say simply, "It's not natural." This is mainly for extra exposure to English.

**F. Project. Draw your things.**

- Draw a simple table on the board like the one shown on page 27.
- Draw something on the table, for example a big book. Then tell the class, "This is my book. It's big."
- Write the sentences that you said on the board below your picture. This is my book. It's big.
- Have the class draw two pictures for their own things.
- Divide the class into pairs. Each student should show his/her partner the pictures he/she drew and say the sentences that go with the pictures.
- NOTE: Be sure that students understand that the picture with the table should include "this" while the picture without the table indicates something not as close and should include "that."

**Extension**

**Letter Passing**

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

- You will say one of the words from the unit: tree, cloud, yo-yo, puddle, butterfly, boy, girl, woman, eraser, man, book, pen, kite, ball, doll, pencil, bird, cat, flower, bike.
- Then you will toss the ball to one student.
- That student will have to say the first letter of the word and toss the ball to Student 2.
- Student 2 will have to say the next letter of the word and toss the ball to Student 3.
- This will continue until the word is completed.
- The student who says the last letter of the word will say the word again as he/she throws the ball back to you.
- If the word was spelled incorrectly, then you will say the word again and throw the ball out to a random student to continue the round.
- If the word was spelled correctly, then you will say another word and throw the ball out to start another round.

## In the Neighborhood

## Target Pattern

What's this/that?  
It's a \_\_\_\_.

## Target Words

bus, car, taxi, truck, subway, train

## Warm-up

Review the target patterns from Unit 3 by having students practice the target vocabulary through Charades. Whisper a word to a student: bike, doll, yo-yo, ball, jump rope, kite, tree, flower, butterfly, bird, cloud, or puddle. The student should act out the word without speaking. The rest of the class tries to guess the word.

## Words

## A. Listen and point.

Track 47

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play Track 47 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 48

- Play Track 48. 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.
- 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. Then the student reads a second word aloud. Have other volunteers come up and do the same. Each volunteer should read two words for the class to repeat.

## C. Point and say.

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

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

- Have the students look at the scene or projector image and say the sentences.
- Ask for two volunteers to come to the front of the room. One volunteer should bring his/her book. The student with the book should indicate his/her book and say, "This is a \_\_\_\_." while pointing to one picture in the book. The other student should point at the book and say, "That is a \_\_\_\_." while pointing to some other picture in the book. Each student should have a turn in front of the class.

## In the Neighborhood

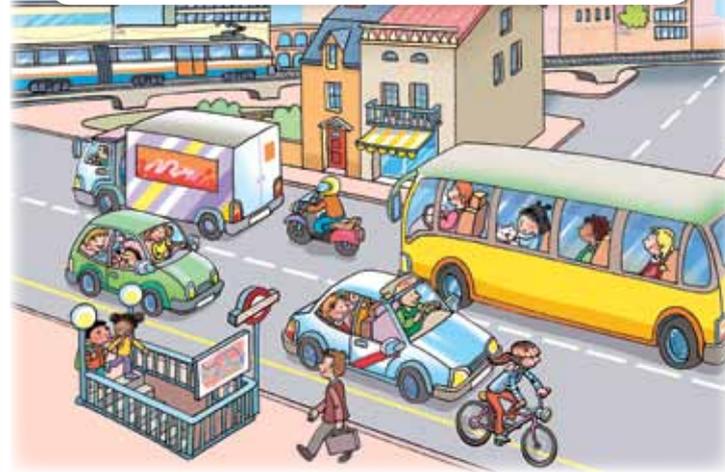
## Words

A. Track 47 Listen and point.

B. Track 48 Listen and say.

C. Point and say.

- |   |   |  |
|---|---|--|
| 1.  bus   | 2.  car    | 3.  taxi  |
| 4.  truck | 5.  subway | 6.  train |



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

This is a bus.

That's a truck.



28 Unit 4

## Extension

## Do You See What I See?

**What you will need:** pictures of the vocabulary words (Appendix 8)

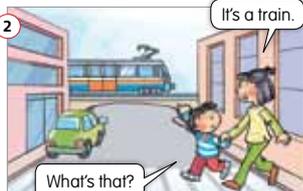
- All of the students will sit in a circle with the six picture cards in the middle.
- One student will close his/her eyes. Write one vocabulary word on the board for the rest of the class to see, but no one should say the word aloud. After all of the students read the word on the board, erase it. The student who closed his/her eyes will try to guess what the word is.
- The children take turns giving clues to the one student who is guessing.
  - "I spy with my little eye, something (color, short/long, big/small, etc)..."
  - "I spy with my little eye, something that starts with..."
- If the guesser thinks he/she knows what the word is, he/she will say, "It's a ....!" Continue giving clues until the guesser makes a correct guess.
- Choose another student to guess the next round.

Patterns

A. **Track 48** Listen and say.



B. Read the sentences.



C. Practice with a partner. Use your own things.



Unit 4 29

Patterns

A. Listen and say.

Track 49

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play Track 49 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.

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

C. Practice with a partner. Use your own things.

- Have the students look at the scene or projector image and say the sentences.
- Ask each student to find an object that the class knows (pencil, pen, eraser, book, book bag, or pencil case). Ask one student, "What's that?" The student should say what he/she is holding, "It's a \_\_\_." Then have that student choose another student to ask, "What's that?"
- Continue with the teller becoming the next asker each time.

Extension

Quick Thinking

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

- Have the students write each of the six vocabulary words (bus, car, taxi, truck, subway, train) on separate pieces of paper.
- You will show one of the picture cards.
- Students should find the correct vocabulary word and hold it up. The first student to hold up the correct word wins a point.
- Once students are comfortable with the words, you can show two picture cards at a time. Students will have to hold up both vocabulary words to get the point.
- If the pictures match, that team wins, and everyone will trade their puzzle sets with another pair and play again.
- If the pair has made a mistake, then everyone mixes their puzzle pieces and you will yell "Go!" again.

# In the Neighborhood

<b>Target Pattern</b>	He's/She's a ____.
<b>Target Words</b>	doctor, nurse, bus driver, teacher, student, police officer

## Warm-up

Review the structure from Lesson 1 using activity D from p. 28 using any vocabulary known from any page of Unit 4.

- Ask for two volunteers to come to the front of the room. One volunteer should bring his/her book. The student with the book should indicate his/her book and say, "This is a \_\_\_\_." while pointing to one picture in the book. The other student should point at the book and say, "That is a \_\_\_\_." while pointing to some other picture in the book. Each pair that speaks chooses the next pair to speak in front of the class. Each student should have a turn in front of the class.

## Words

### A. Listen and point.

Track 50

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play Track 50 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 51

- Have the students listen to Track 51 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 two words for the class to repeat. 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 two pictures while the rest of the class says the words. Have other volunteers come up and do the same.

### D. Read and match.

- Have the students say what they see in the four pictures.
- Have the students read the sentences and match each one to the correct picture. Check the answers together.

## Words

A. Track 50 Listen and point.

B. Track 51 Listen and say.



1. doctor



2. nurse



3. bus driver



4. teacher



5. student



6. police officer

D. Read and match.

1. I'm a student. •

2. I'm a nurse. •

3. I'm a police officer. •

4. I'm a teacher. •



E. Remember. Say with a partner.



30 Unit 4

### E. Remember. Say with a partner.

- Have the students look at the scene or projector image and say the sentences.
- Ask for a volunteer to come to the front of the room to demonstrate the activity. Indicate yourself and say, "I'm not a (job). I'm not a (job)." giving two clues about which job you do NOT do. The volunteer should guess the job you have in mind by saying, "You're a \_\_\_\_."
- If the student is correct, say, "Yes!" If the student is wrong, give two more clues.
- Then have the class work in pairs practicing the structure.

Patterns

A. Listen and say.



B. Read the sentences.



C. Practice with a partner. Use your books.



D. Sing the song. Go to page 77.

Unit 4 31

Patterns

A. Listen and say.

Track 52

- Have the students look at the pictures and read the sentences sounding them out as best they can.
- Play Track 52 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.

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

C. Practice with a partner. Use your books.

- Have the students look at the scene or projector image and say the sentences.
- Ask students to use the pictures in their books to practice the sentences.
- Ask for two volunteers to come to the front of the room. The volunteers show the class his/her books. Then each student should say a sentence like, "He's/ She's a \_\_\_."
- Have other students come up and show their pictures to the class.

D. Sing the song. Go to page 77.

Track 53

- Have the class listen to the song (Track 53) and read along with the lyrics.
- Play the song again and have the class sing as they read along.
- Divide the class into four groups. Assign each group two lines of the song.
  - EX Group 1: Look! What's that?
  - Group 2: It's a bus. / It's a train.
  - Group 3: She's a \_\_\_. / He's a \_\_\_.
  - Group 4: (all of the dialog expressions)
- All: (last verses with "All on the \_\_\_.")  
Play the song again, and have the group sing only their verses. But the whole class sings along for the last lines.

Extension

Can You Remember?

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

- Have the class sit in a circle.
- One student begins and says, "I'm a \_\_\_." The student can say any job from the unit.
- The student to the left then says, "I'm a \_\_\_. He/ She's a \_\_\_." This student says a job for him/herself and whatever the previous student said.
- Continue in this way going around the circle clockwise with each student adding his/her idea and repeating all the previous students' jobs.
- The student who began should be the last student and say what everyone else said.

## In the Neighborhood

Target  
Dialog

Good morning.      Good morning.  
Have a nice day.    You, too!

## Warm-up

- Write “Come in” and “Go out” on the board.
- Ask the class to tell you what they can say in English when they come into the room or go out of the room. The class should be able to tell you at least two expressions for each situation. Come in = Hello. / Hi. Go out = Goodbye. / Bye. If the class knows other good expressions, put those on the board as well.
- Tell the class they will learn some more things to say for these situations.

## 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 Track 54 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 Track 55 and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

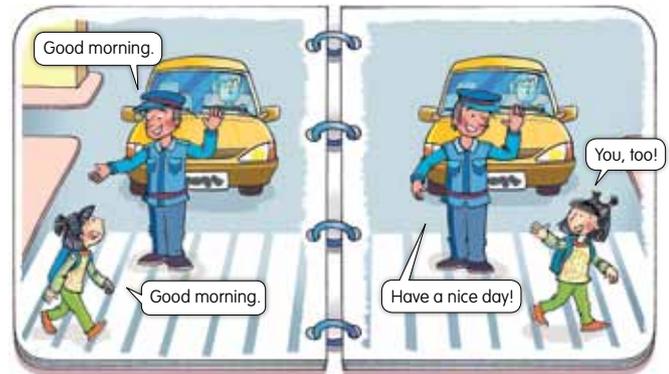
## C. Role-play the dialog.

- 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 dialog.

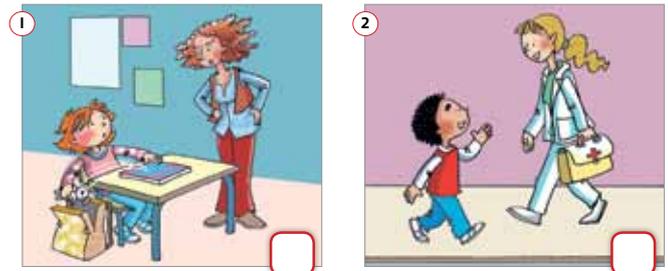
## D. Check (✓) the correct picture.

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

## Conversation

A. Track 54 Listen and point.B. Track 55 Listen and say.C.  Role-play the dialogue.

D. Value Check (✓) the correct picture.



32 Unit 4

## Extension

## Catch Me If You Can

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

- Students sit in a circle on the floor. Choose a student to be “It.” It stands up and walks around the students, tapping each on the shoulder while saying “Good morning.” at each tap.
- The student should suddenly change what he/she is saying to “Have a nice day!” and run round the circle. The student touched on “Have a nice day!” must chase and catch It before he/she takes the other student’s seat. If this student catches It, repeat the same process. If the student doesn’t catch It, he/she is now It. The new It student now chooses a word and goes around the circle.

Sounds

A. **Track 56** Listen and say.

Mm



mouse



mommy



jam

Nn



nine



banana



fan

B. **Track 57** Listen. Circle the m words.



C. **Track 58** Listen. Circle the n words.



D. **Track 59** Listen and write m or n.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_  
4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

Unit 4 33

Target Sounds

Mm: mouse, mommy, jam  
Nn: nine, banana, fan

Sounds

A. Listen and say.

Track 56

- Have the students look at the letters and pictures. Ask them if they know the names of the letters and the sounds these letters make. Ask them to read the words under the pictures, sounding out the words as best they can.
- Play Track 56 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. Circle the m words.

Track 57

C. Listen. Circle the n words.

Track 58

- Have the students look at the pictures for activities B and C, 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 Track 57 and 58 and have the students repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Play Track 57 only, and have the students circle the pictures if the word has the m sound in it.
- Play Track 58 only, and have the students circle the pictures if the word has the n sound in it.
- Check answers by having students say the words from memory. Then verify whether they circled the words or not.

D. Listen and write m or n.

Track 59

- Play Track 59 and have the students repeat the words after the recording.
- Listen again and have the students write either the letter “m” or “n” based on which sound they hear in the word. Check together.

Extension

Over or Under?

**What you will need:** a long string

- Tie a long string between two desks across the middle of the room so that it is about ½ meter off the floor.
- Each student will come up to the string one at a time. You will say a word from the lesson (mouse, mommy, jam, nine, banana, fan).
- If the word has a “m” sound, then the student should jump over the string to the other side.
- If the word has a “n” sound, then the student should crawl under the string to the other side.
- If any student does the wrong action, he/she is out.
- You can start with the six words from the lesson. Once the students are comfortable with those words, you can add other words with a “m” or “n” sound. Students can also come up in pairs to see who can do the correct action the fastest.

## In the Neighborhood

## Reading

A Busy, Busy Town

## New Words

town, busy, Oh, no!

## Warm-up

Have the class listen to the Unit 4 song (Track 53).  
Play the song again and have the class sing along.

## Reading 2

## A. Listen and follow along.

Track 60

- Have the students look at the pictures and talk about what they see in the story. Students should predict the storyline from what they see. This discussion may be done in their LI.
- Play Track 60 and point to the different parts of the picture as the story is read. If it is possible to show the page using a projector, it will facilitate the activity.

## B. Listen, read and say.

Track 61

- Have the students listen to Track 61 and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

## C. Read with a partner.

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

## D. Read. Write a check (✓) or an (X).

- Have the students work individually to answer the four comprehension questions.
- Assign students to work in pairs. Students should take turns to orally check their partner’s answers.

EX S-A: Number one?

S-B: Check. (for correct answer) OR X. (for wrong answer)

S-A: Yes. OR No.

S-B: Number two?

etc.

- Check answers together as a class to make sure everyone has all the correct answers.

## Reading 2

## A Busy, Busy Town

A. Track 60 Listen and follow along.



34 Reading 2

## Extension

## Picture Chain

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

- Have Student 1 draw a picture of an object or person/character on the far left-hand side of the whiteboard.
- Have Student 2 draw a picture of an object or person/character next to Student 1's drawing.
- Next, Student 3 will look at both pictures. If another drawing is necessary for the scene, he/she will draw a picture. If another object or person/character is not needed, Student 3 will draw a speech bubble for one of the people/characters and write a sentence learned from the lesson.
- Have the students come up one by one to draw the objects and write in the speech bubbles.
- The students' drawings and characters' speech does not necessarily need to match exactly what is drawn/written in the lesson's town scene.
- Encourage the students to be creative.



# Review 1

## Target Language

Review of words and sentences from Units 1 through 4

## Warm-up

Have the class listen to the four songs from the first half of the book (Tracks 8, 23, 37, 53). Have the class sing along with the songs.

## Review 1

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

- Have the students look at the twelve pictures and talk about what they see in each one. See if the class can suggest possible words that they learned from Units 1 through 4 for each picture. It is OK for students to suggest more than one possible word for each picture.
- Have the students look at the row of letters on the pencil and see if they can see any words in the rows of letters. Students should circle the words they find.
- Have the students draw lines from the words that they found to the matching pictures above and below the pencil.

### B. Listen and number.

Track 62

- Have the students look at the five pictures and say aloud the name of each character.
- Listen to the recording (Track 62). Students should write the number of the correct character by each picture.

### C. Read and circle.

- Have the students work individually to complete the activity by reading the sentences under each box and circling the correct picture.
- When checking the answers, see if students can say the sentence to match with the incorrect answer choice.

**EX** You: Number one?

Students: It's big. (indicating the big book)

You: And this one? (indicating the small book)

Students: It's small.

You: Number two?

Students: It's new. (indicating the new yo-yo)

You: And this one? (indicating the old yo-yo)

Students: It's old.

etc.

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

Track 63

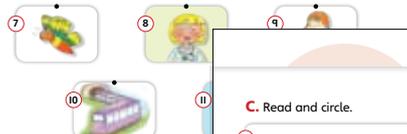
- Have the students close their books and listen as you play the recording (Track 63).
- Play the track a second time and have the students repeat after the recording.
- When you play the recording a third time, have the students mark each picture "Yes" or "No" in their books.
- Check the answers as a class. For each picture that is marked "No," ask students to say a sentence that would change the answer to "Yes."

## Review 1

A. Find and circle the words. Then match.



a o teacher a r f l o w e r c u p e n o e w o m a n m o s u b w a y u f b i k e  
t s b o y n w e r a s e r p k d o l l j a b u t t e r f l y q u t r a i n e d o c t o r



B. Listen and number.

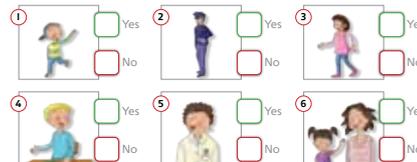
36 Review 1

Units 1-4

C. Read and circle.



D. Listen and check (✓) Yes or No.



Review 1 37

## Extension

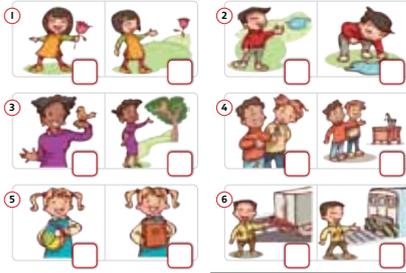
### Do You See What I See?

**What you will need:** pictures of the vocabulary words (Appendix 8)

- All of the students will sit in a circle with the six picture cards in the middle.
- One student will close his/her eyes. Write one vocabulary word on the board for the rest of the class to see, but no one should say the word aloud. After all of the students read the word on the board, erase it. The student who closed his/her eyes will try to guess what the word is.
- The children take turns giving clues to the one student who is guessing.
- "I spy with my little eye, something (color, short/long, big/small, etc)..."
- "I spy with my little eye, something that starts with..."
- If the guesser thinks he/she knows what the word is, he/she will say, "It's a ....!" Continue giving clues until the guesser makes a correct guess.
- Choose another student to guess the next round.

## Review 1

E. Listen and check (✓).



F. Read and circle.



It's a tree.  
It's not a

It's a ruler.  
It's not a

It's a bike.  
It's not a

G. Listen and match.

1

2

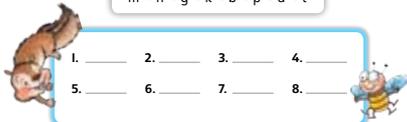
3

4



H. Listen and write the letter.

m • n • g • k • b • p • d • t



E. Listen and check (✓).

Track 64

- Have the students practice sentences using “this” and “that” to remind them of the proper usage. For example, indicate a big book on your desk and say, “This is a big book.” Then point to a small book on a student’s desk and say, “That is a small book.” Have the students make examples using “this” and “that” for objects around the room as well.
- Look at the twelve pictures and see if students can make “this” and “that” statements for all of them.
- Listen to the recording (Track 64), and have the students mark the correct picture for each statement they hear.
- Check by having the class say the answer together for each question item.
  - EX You: Number one?  
Students: That’s a flower.
  - You: Number two?  
Students: This is a puddle.  
etc.

F. Read and circle.

- Have the students work individually to complete the activity by reading the answer choices next to each picture and circling the correct choice.
- When checking the answers, see if students can say what each item is for those items in which “It’s not” is the correct choice.
  - EX You: Number one?  
Students: It’s a tree.
  - You: Number two?  
Students: It’s not long.
  - You: It’s not long. What is it?  
Students: It’s short.  
etc.

G. Listen and match.

Track 65

- Have the students close their books and listen as you play the recording (Track 65).
- Play the track a second time and have the students match the correct pictures in their book.
- Check the answers as a class.

H. Listen and write the letter.

Track 66

- Play Track 66 and have the students repeat the words after the recording.
- Listen again and have the students write the letter from the box based on which sound they hear in the word. Check together.

## Extension

### Word Volley

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

- Divide the class into two teams, and make a line in the middle of the classroom floor with the tape.
- Each team should stand on opposite sides of the line.
- The aim is for students to hit the balloon over to their opponents’ side and make it touch the floor to gain a point.
- Call out a letter from one of the phonics activities of Units 1 through 4 (d, t, b, p, g, k, m, or n). Then toss the balloon to one team to begin the game.
- Before hitting the balloon, a student must say a word that starts with the letter that was called out. The next student can say any word except for the previous word. If a student repeats the previous word or cannot think of a word before hitting the balloon and it touches the floor, then the other team gets a point.
- After the balloon touches the floor, call out a new letter and begin again.

## My Family

**Target Pattern** He's/She's not my \_\_\_\_.

**Target Words** mother, father, brother, sister, grandmother, grandfather

## Warm-up

Review the target patterns from Unit 4 by having students practice with objects in the classroom. Write the twelve target words from Unit 2 on the board (pencil, pen, eraser, book, book bag, pencil case, big, small, old, new, long, short). Model the patterns by holding up a pencil. Say, "This is a pencil. It's long." Then point to a book on a student's desk. Say, "That's a book. It's not new." Ask volunteers to model some sentences with either "This is" or "That's" using other objects in the room.

## Words

## A. Listen and point.

Track 67

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play Track 67 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 68

- Play Track 68. 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.
- 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. Then the student reads a second word aloud. Have other volunteers come up and do the same. Each volunteer should read two words for the class to repeat.

## C. Point and say.

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

## D. Remember. Draw. Talk about your family.

- Have the students look at the scene or projector image and say the sentences.
- Ask each student to draw a picture of one person from his/her family on a blank sheet of paper.
- Ask for a volunteer to come to the front of the room. The volunteer should show his/her picture and say a sentence in English telling the class who the person is. **EX** "This is my father." or "This is my brother."
- Have other student come to the front and talk about their pictures.

## My Family

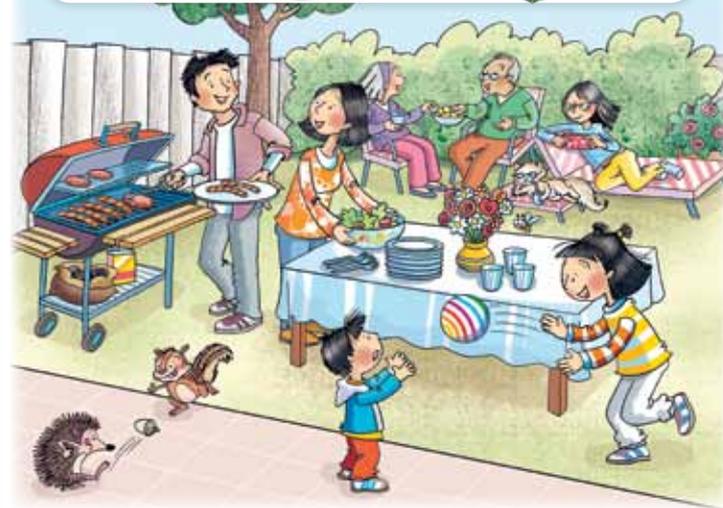
## Words

A. Track 67 Listen and point.

B. Track 68 Listen and say.

C. Point and say.

1.  mother    2.  father    3.  brother
4.  sister    5.  grandmother    6.  grandfather



D. Remember. Draw. Talk about your family.

This is my **sister**.This is my **grandfather**.

40 Unit 5

## Extension

## Basket Toss

**What you will need:** a basket, a ball, picture cards (Appendix 9)

- Line the students up into two teams.
- Show the first picture card to the first student in each team.
- Whoever says the word correctly first gets to shoot a ball into a basket.
- If the student makes the ball into the basket, he/she gets 2 points. If not, the student gets 1 point.
- Repeat until all of the students have had at least one turn.

## Patterns

A.  Listen and say.

## B. Read the sentences.



He's my father.



He's not my grandfather.



She's my mother.



She's not my sister.

C.  Practice with a partner. Draw and talk about your family.

He's my **brother**.  
He's not my **father**.



Unit 5 41

## Patterns

## A. Listen and say.

Track 69

- Have the students look at the pictures and read the sentences sounding them out as best they can.
- Play Track 69 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.

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

## C. Practice with a partner. Draw and talk about your family.

- Have the students look at the scene or projector image and say the sentences.
- Ask each student to draw a picture of one person from his/her family on a blank sheet of paper.
- Students will work in pairs. Each person in the pair should show his/her picture and say two sentences to explain who the person is.
  - EX "She's my mother. She's not my grandmother."
- Have the students change partners for extra practice.

## Extension

## Are You My Mother?

**What you will need:** picture cards (Appendix 9)

- You will pass out the picture cards to six students. Another student will stand with the six students and introduce his/her "family" to the class:
  - "She is my..."
  - "He is my..."
- Then you will put your hand over one of the six students and ask the other students who are sitting down: "Is he/she (Sue)'s grandmother?"
- The students will answer:
  - "Yes, he/she is."
  - "No, he/she is not."
- If time allows, allow other students to participate in the front as well.

# My Family

<b>Target Pattern</b>	Is he/she ___? Yes, he/she is. No, he/she isn't.
<b>Target Words</b>	tall, short, young, old, handsome, beautiful

## Warm-up

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

- Ask each student to draw a picture of one person from his/her family on a blank sheet of paper.
- Ask for a volunteer to come to the front of the room. The volunteer should show his/her picture and say a sentence in English telling the class who the person is. **EX** "This is my father." or "This is my brother."
- Have other students come to the front and talk about their pictures.

## Words

### A. Listen and point.

Track 70

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play Track 70 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 71

- Have the students listen to Track 71 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 two words for the class to repeat. 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 two pictures while the rest of the class says the words. Have other volunteers come up and do the same.

## Words

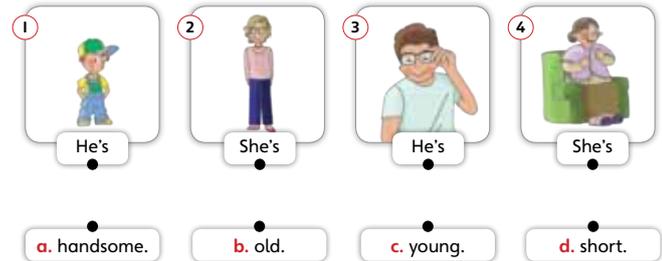
A. **Track 70** Listen and point.

B. **Track 71** Listen and say.

C. Point and say.



D. Read and match.



E. Remember. Talk about yourselves.



### D. Read and match.

- Have the students say what they see in the four pictures.
- Have the students read the sentence parts and match the right parts for each picture. Check the answers together

### E. Remember. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- Ask two volunteers to stand. One volunteer will say a sentence that includes "not" to describe him/herself. The other volunteer will say a second sentence to describe the first speaker.
- The two volunteers then get to pick the next two students to stand and talk.
- Continue as time allows.

## Patterns

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

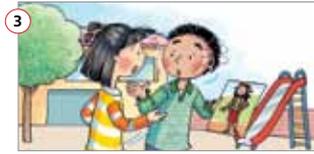
B. Read the sentences.



Is he handsome? Yes, he is.



Is she young? No, she isn't.



Is she short? No, she isn't.



Is she beautiful? Yes, she is.

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

D. **Track 72** Sing the song. Go to page 78.

Unit 5 43

## Patterns

A. Listen and say.

Track 72

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play Track 72 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.

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

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

- Have the students look at the scene or projector image and say the sentences.
- Have the students work in pairs. The pairs will take turns asking and answering questions.
- The asker can look around and indicate any other student in the classroom. He/She then asks a question to describe that other student. The asker's partner then answers with either "Yes, he/she is." or "No, he/she isn't."
- The students in the pair then switch roles.
- Continue asking and answering as time allows.

D. Sing the song. Go to page 78.

Track 73

- Have the class listen to the song (Track 73) and read along with the lyrics.
- Play the song again and have the class sing as they read along.
- Divide the class into two groups. Assign each group to sing either the statements or the questions in the song. Play the song again, and have the group sing their lines only.

## Extension

## Hot Seat

**What you will need:** 2 chairs, whiteboard, marker

- Split the class into two teams and put two chairs at the front of the class, facing the team members. These chairs are the "hot seats."
- Then Student 1 from each team will come up and sit in the chair, so they are facing their teammates and have their back to the board.
- Write one of the vocabulary words (tall, short, young, old, handsome, beautiful) on the board
- Student will list objects that are described by the adjective. For example, if the word is "tall," then Student 2 could say objects such as tree, giraffe, building, etc.
- The students in the hot seats listen to their teammates and try to guess the word.
- The first hot seat student to say the correct word wins a point for their team.
- As a new student of each team takes the hot seat, write the next adjective on the board.

## Target Dialog

This is my friend, \_\_\_\_.  
Hello, \_\_\_\_\_. Nice to meet you.  
Nice to meet you, too.

## Warm-up

- Divide the class into four groups. One group is for students with a brother. One group is for students with a sister. One group is for students who will talk about their mothers. One group is for students who will talk about their fathers.
- Use a pencil, pen, or ball of paper as a baton. Go to any student and ask a question using a target adjective: "Is your brother/sister/father/etc. tall?" Then give the baton to the student.
- The student answers "Yes, he is." or "No, he isn't." as appropriate.
- The student then goes to any other student to ask a question. After passing the baton, the student should return to his/her seat and wait for the others to finish.

## Conversation

### A. Listen and point.

Track 74

- Have the students look at the pictures and read the sentences sounding them out as best they can.
- Play Track 74 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 75

- Have the students listen to Track 75 and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

### C. Role-play the dialog.

- Have the class work in small groups of 4-6 students so that three students in each group act for the rest of the group. Students should then role-play the dialog.

### D. Check (✓) the correct picture.

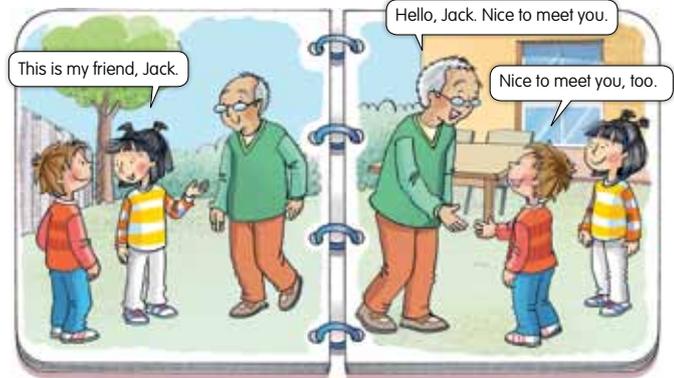
- Have the students read the sentence on the banner held by the animal characters.
- Brainstorm examples of this value from students' own experience. This discussion may be done in the students' LI, but be sure to repeat the value sentence in English to reinforce the language along with the value.
-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

## Conversation

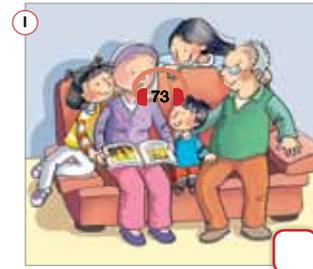
A. Track 74 Listen and point.

B. Track 75 Listen and say.

C. Role-play the dialogue.



D. Value Check (✓) the correct picture.



44 Unit 5

## Extension

### Making New Friends

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

- Have four students work in a group facing each other. The group will use the following dialog speaking in turns.  
Student I: (speaking to student on left but indicating student on right) This is my friend, (name).  
Left Student: Hello, (name). I'm (name).  
Right Student: Nice to meet you.  
Left Student: Nice to meet you, too.
- Student Left then becomes Student I in the dialog above.
- Continue with students taking each role in turn around the circle.

Sounds

A. **Track 76** Listen and say.

**Ss**  sun  sister  dress

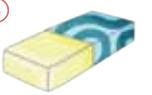
**Zz**  zebra  lizard  quiz

B. **Track 77** Listen and circle.

1.  **S Z**

2.  **S Z**

3.  **S Z**

4.  **S Z**

5.  **S Z**

6.  **S Z**

C. **Track 78** Listen and write s or z.

 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_  
4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_ 

Unit 5 45

Target Sounds

**Ss:** sun, sister, dress  
**Zz:** zebra, lizard, quiz

Sounds

A. Listen and say.

Track 76

- Have the students look at the letters and pictures. Ask them if they know the names of the letters and the sounds these letters make. Ask them to read the words under the pictures, sounding out the words as best they can.
- Play Track 76 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

- 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 Track 77 and have the students repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Play Track 77 and have the students circle the target sounds that they hear.
- Check by having the class say the words in each pair from memory and then confirming which sound to circle.

C. Listen and write s or z.

Track 78

- Play Track 78 and have the students repeat the words after the recording.
- Listen again and have the students write either the letter “s” or “z” based on which sound they hear in the word. Check together.

Extension

Find a Chair

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

- Write any twelve “s” or “z” words on the board, six of each. Words from this page include sun, sister, dress, zebra, lizard, quiz, sock, zero, puzzle, eraser, grass, fizz, sit, zoo, listen, lazy, buzz, bus.
- Make a circle of chairs so that every student except one has a chair. One student stands in the center while the other students sit in the chairs.
- Assign some of the students as “s” sounds and some students as “z” sounds. You can assign “s” to boys and “z” to girls or number students 1 or 2 with all 1s being “s” and all 2s being “z” etc.
- The center student says a word from the board.
- If the word has an “s” sound, all of the “s” students must change chairs. If the word has a “z” sound, all of the “z” students must change chairs. The center student tries to sit as well.
- The student who does not find a seat becomes the next center student.

Target  
Language

Make a circle. Make a line. Write the word "book." Pass out the tests.

## Project

Drawing activity

## Warm-up

Have the class listen to the Unit 5 song (Track 73). Play the song again and have the class sing along.

## Expansion 3

## A. Listen and point.

Track 79

- Have the students look at the pictures and read the words sounding them out as best they can.
- Play Track 79 and point to the images of the scenes. If it is possible to show the page using a projector, it will facilitate the activity.

## B. Listen and say.

Track 80

- Have the students listen to Track 80 and repeat the words, after the recording.
- Have the students close their books and listen, repeating after the recording.

## C. Listen and do.

Track 81

- Have the students listen to Track 81 and repeat the words after the recording. After saying the action, students do the action.
- Have the students close their books and listen, repeating after the recording. Students should say and do the action.
- Ask for a volunteer to come to the front of the class. The volunteer should look in his/her book and read a command. The class repeats after the student and does the action. Have other volunteers come up and do the same. Each volunteer should read two commands for the class to repeat and follow.

## D. Practice with a partner.

- Have the students work in small groups. One student gives a command. His/Her group does the action. The commands should be written on the board for student reference:
 

-Stand up.	-Sit down.
-Come here.	-Go to the board.
-Take out your book.	-Open your book.
-Close your book.	-Put your book away.
- Each student in the group should have a turn giving commands.
- Challenge: Include commands from Expansion 1 and 2 and have the students give two or three commands before his/her group does it.

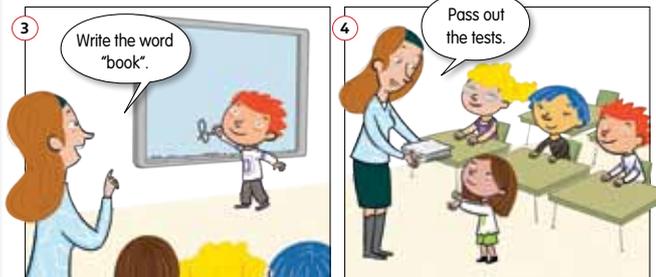
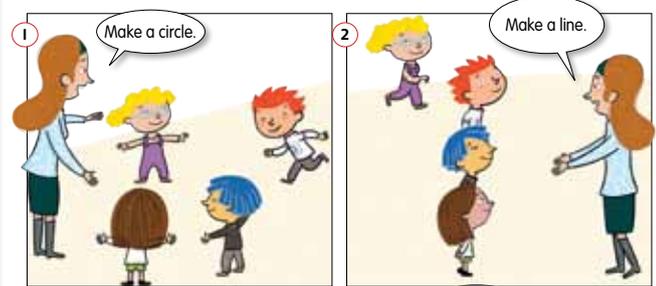
**EX** Ss: Take out your book. Stand up. Make a circle.

## Expansion 3

A. Track 79 Listen and point.

B. Track 80 Listen and say.

C. Track 81 Listen and do.



D. Practice with a partner.



46 Expansion 3

## Extension

## Mix It Up

**What you will need:** music

- You will play music as students randomly walk around the room.
- When the music stops, you will give a command:
  - Make a line of 5. (Students should make a line of 5 and hold the shoulders of the person in front of them.)
  - Make a circle of 3. (Students should make a circle of 3 and hold each other's hands.)
- Whoever is left out will be out for the round.
- You will play the music again while the students walk around. When the music stops, you will ask students again to make lines or circles in varying numbers.
- This will continue until only a few a students are left.
- After the round is over, all the students are invited back to the middle of the room and the music starts again.

**E. Read and circle. Check (✓) the correct picture.**

1. She's not old. She's young.  
She's my mother / grandmother.



2. He's young. He's not old.  
He's my father / brother.



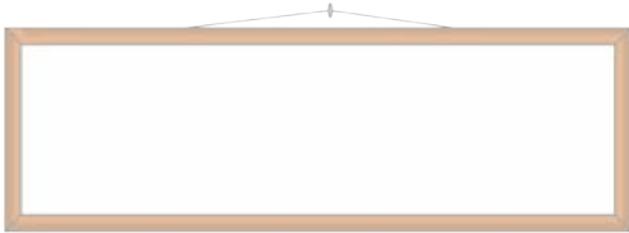
3. He's not young. He's old.  
He's my grandfather / brother.



4. She's not tall. She's short.  
She's my sister / mother.



**F. Project. Draw a picture of your family. Talk about your family.**



Expansion 3 47

**E. Read and circle. Check (✓) the correct picture.**

- Have the students look at the pictures and guess who each person might be (brother, sister, mother, father, grandmother, or grandfather).
- After guessing for all of the pictures, have the students read the descriptions and work on their own to complete the activity.
- Check by asking four students (sitting side by side in a row or one behind the other) to read aloud and answer for #1:

**EX** Student 1: She's not old.

Student 2: She's young.

Student 3: She's my mother.

Student 4: Picture 1!

- Have the next four students read aloud for #2.

**F. Project. Draw a picture of your family. Talk about your family.**

- Draw a simple picture of your family on the board. Stick figures for each person are fine, but try to include enough detail to show male/female, height differences, and age differences.
- Tell the class about three people in your family picture. Say, "This is my family. This is my father. He is tall. This is my sister. She is not young. This is my mother. She is beautiful."
- Have the class draw pictures of their own families.
- Divide the class into pairs. Each student should show his/her partner the pictures he/she has drawn and describe at least three people to his/her partner.

**Extension**

**Spelling Aerobics**

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

- Explain to the class that they will exercise while spelling. When spelling, each letter has a move according to the letter's shape. Draw a three line printing guide on the board to help students imagine the letters.  
-----  
\_\_\_\_\_
- If the letter extends above the middle line (b, d, f, h, k, l, t), students should reach their hands over their head while saying the letter.
- If the letter is written only between the bottom and middle lines: (a, c, e, i, m, n, o, r, s, u, v, w, x, z), students should put their hands on their hips while saying the letter.
- If the letter extends below the bottom line (g, j, p, q, y), students should stretch toward their toes while saying the letter.
- Call out a target word from the unit and have the students spell it aloud while making the correct motions for each letter.

## Target Pattern

Numbers 10  
How many \_\_\_?  
(Number) (item).

## Target Words

circle, square, triangle, rectangle,  
star, oval

## Warm-up

Review the target patterns from Unit 5 by having students volunteer to come to the front of the room. The volunteer should draw a simple picture of one of his/her family members and say two sentences in English telling the class who the person is and a sentence with an adjective for this person.

**EX** "This is my father. He is handsome." or "This is my brother. He is not old."

## Words

## A. Listen and point.

Track 82

- Have the students look at the pictures and read the words sounding them out as best they can.
- Play Track 82 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 83

- Play Track 83. 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.
- 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. Then the student reads a second word aloud. Have other volunteers come up and do the same. Each volunteer should read two words for the class to repeat.

## C. Point and say.

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

## D. Remember. Draw. Point and say.

- Have the students look at the scene or projector image and say the sentences.
- Ask for two volunteers to come to the front of the room. One volunteer will draw a shape on the board and say what it is.  
**EX** He/She draws an oval and says, "This is an oval."
- The second volunteer should say a sentence using "that" and "not" for the same shape.  
**EX** "That is not a square."
- The drawer sits down and the second volunteer then draws a shape. A new student comes up to say a sentence with "that" and "not."

A. Track 82 Listen and point.

B. Track 83 Listen and say.

C. Point and say.

1.  circle      2.  square      3.  triangle  
4.  rectangle      5.  star      6.  oval



D. Remember. Draw. Point and say.

This is a **triangle**.That's not a **square**.

48 Unit 6

## Extension

## Find That Shape!

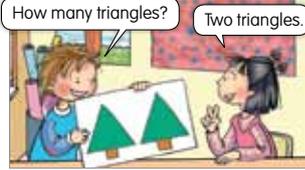
**What you will need:** (no materials are required for this activity)

- Call out one of the shapes (circle, square, triangle, rectangle, star, and oval).
- The students will then search around the classroom to find things that are the shape or have the shape on them that you called out.
- Extra: Call out several shapes at a time (i.e. stars and circles), and the students should find things with either shape.

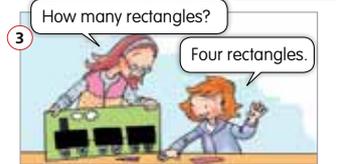
## Patterns

A.  Listen and say.

1 \_\_\_ one    2 \_\_\_ two    3 \_\_\_ three    4 \_\_\_ four    5 \_\_\_ five  
 6 \_\_\_ six    7 \_\_\_ seven    8 \_\_\_ eight    9 \_\_\_ nine    10 \_\_\_ ten



B. Read the sentences.

C.  Practice with a partner. Draw and talk about the shapes.

Unit 6 49

## Patterns

A. Listen and say.

Track 84

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play Track 84 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.

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

C. Practice with a partner. Draw and talk about the shapes.

- Have the students look at the scene or projector image and say the sentences.
- Ask each student to draw any kind of picture that includes some of the shapes from the unit (squares, rectangles, triangles, circles, stars, ovals).
- Have the students work in pairs. One student will show his/her drawing and ask, "How many \_\_\_?" The other student will find the correct number of shapes in the picture and say the answer. Then students in the pairs will switch roles.
- For extra practice, have the students find new partners and repeat the activity.

## Extension

## Hidden Shape

**What you will need:** 6 sheets of drawing paper

- Divide the class into six groups and assign each group a shape: circle, square, triangle, rectangle, star, or oval. The group should write the name of their shape at the top of their drawing paper.
- Together each group will then draw a collective scene that includes objects of all shapes. Some ideas for a drawing could be at the beach, at school, at home, etc.
- Once all the groups are finished drawing, they will count how many of their assigned shape they included in their drawing. The group will need to remember this number for their picture. Be sure to emphasize this!
- Collect all the drawings and mix them up randomly. Pass them to each group making sure that a group does not receive its own drawing.
- Each group will try to locate and count the various objects of the assigned shape in the drawings.
- At the end, groups can share how many of the shapes they found, and the group that drew the picture can confirm whether or not it matches the number they drew.

## Target Pattern

What color is it?  
It's \_\_\_\_.

## Target Words

red, yellow, blue, green, white,  
black

## Warm-up

Review the structure from Lesson 1 using activity D from p. 48, having pairs of students come to the board. One student will draw and say, "This is a (shape)." The other student will say, "That is not a (shape)." Continue with students exchanging roles and new pairs coming to the board to draw and speak.

## Words

## A. Listen and point.

Track 85

- A. Listen and point.
- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play Track 85 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 86

- Have the students listen to Track 86 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 two words for the class to repeat. 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 two pictures while the rest of the class says the words. Have other volunteers come up and do the same.

## D. Read and circle.

- Have the students say what they see in the four pictures.
- Have the students read the sentence parts and choose the right color for each object. Check the answers together.

## Words

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

1. red



2. yellow



3. blue



4. green

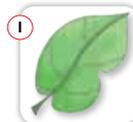


5. white



6. black

D. Read and circle.



1

It's  
green.  
white.



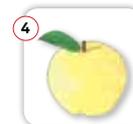
2

It's  
white.  
black.



3

It's  
blue.  
black.



4

It's  
red.  
yellow.

E.  Remember. Draw. Talk about the shapes and colors.

My **rectangle** is red.

My **oval** is blue.



50 Unit 6

## E. Remember. Draw. Talk about the shapes and colors.

- Have the students look at the scene or projector image and say the sentences.
- Ask students to draw a shape and color it red, blue, yellow, green, black, or white.
- Choose a student to be a volunteer and ask, "What color is your (shape)?" The student should answer, "My (shape) is (color)." Then have that student ask the student beside him/her.
- Continue until all of the students have had a turn to ask and answer.

## Patterns

A.  Listen and say.

## B. Read the sentences.

C.  Practice with a partner. Play a game. Use your own things.D.  Sing the song. Go to page 78.

Unit 6 51

## Patterns

## A. Listen and say.

Track 87

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play Track 87 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.

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

## C. Practice with a partner. Play a game. Use your own things.

- Have the students look at the scene or projector image and say the sentences.
- Ask students to find one thing that is a color from the unit: red, yellow, blue, green, black, or white. Each student should find one object.
- Have four students stand in front of the class. All of them should hold up their object for everyone to see. A fifth student will stand and silently choose one object.
- You should ask, "What color is it?" The student should answer with the color. NOTE: It is OK if more than one object is the same color.
- You should then say the name of the object. "It's a(n) \_\_\_\_." The student will say yes or no until the correct object is named.
- Continue with different students in each role.

## D. Sing the song. Go to page 78.

Track 88

- Have the class listen to the song (Track 88) and read along with the lyrics.
- Play the song again and have the class sing as they read along.
- Divide the class into two groups: the circle group and the star group. The star group will sing the question "How many circles?" The circle group will answer with the verses about the number and colors of the circles. Then the circle group will sing the question "How many stars?" The star group will answer with the verses about the number and colors of the stars.
- Play the song, and have each group sing only their verses.

## Extension

## Color Pages

**What you will need:** old magazines or books that students can cut up, scissors for each group, glue for each group, a sheet of construction paper for each group

- Divide the class into six groups and assign each group one of the following colors: red, yellow, blue, green, black, or white.
- Have each group choose a few magazines or books to work with. Group members will look through the magazines and books for 5-6 objects or pictures that are their assigned color. They should cut out the objects and glue them to the construction paper.
- To complete their color pages, have the students cut out large letters in order to spell their color. The letters should also be glued to the construction paper to spell out their assigned color.
- Display each group's color page on the classroom walls.

## Target Dialog

What's your favorite color?  
I like blue.  
Me, too.

## Warm-up

- Have all of the students take a blank sheet of paper. Tell the class to draw a certain number of each shape for review.  
**EX** "Draw three circles. Draw two stars. Draw four squares." etc.
- Next, have the students color their shapes as they like.
- Ask one student to stand and show the class his/her shapes. Ask the rest of the class, "How many (color) (shapes)?" The class should answer with the right color and number.
- Continue with other students showing their colored shapes. You will always ask the question about each drawing.

## Conversation

## A. Listen and point.

Track 89

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play Track 89 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 90

- Have the students listen to Track 90 and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

## C. Role-play the dialog.

- 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 dialog.

## D. Check (✓) the correct picture.

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

## Conversation

A. Track 89 Listen and point.

B. Track 90 Listen and say.

C. Role-play the dialogue.



D. Value Check (✓) the correct picture.



52 Unit 6

## Extension

## Color Match

**What you will need:** one small colored piece of paper per student

- Cut out small colored pieces of paper and give a color randomly to each student. The student should look at the color but then put it in their pocket so that others don't see it. Give out equal numbers of each color if possible.
- Write the numbers per color on the board. The aim for each student is to find all of the other students who have their same color.
- Students will go around asking other students what their favorite color is. Students should respond with the name of the color they are holding.
- If the two students hold different colors, then the conversation should go as follows:  
A: What's your favorite color?  
B: My favorite color is (assigned color). What's your favorite color?  
A: My favorite color is (assigned color).
- If the two students hold the same color, then the conversation should go as follows:  
A: What's your favorite color?  
B: My favorite color is (assigned color).  
A: Me too!
- The first color group of students to find all other students with the same color wins.

Sounds

A. **Track 90** Listen and say.

<b>Ff</b>	 fish	 waffle	 leaf
<b>Vv</b>	 violin	 oven	<b>5</b> five

B. **Track 92** Listen and match.

1 	2 	3 
<b>f</b> <b>v</b>		
4 <b>7</b>	5 	6 

C. **Track 93** Listen and write **f** or **v**.

1. _____	2. _____	3. _____
4. _____	5. _____	6. _____

Unit 6 **53**

Target Sounds

**Ff:** five, waffle, leaf  
**Vv:** violin, oven, five

Sounds

A. Listen and say.

Track 91

- Have the students look at the letters and pictures. Ask them if they know the names of the letters and the sounds these letters make. Ask them to read the words under the pictures, sounding out the words as best they can.
- Play Track 91 and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Listen and match.

Track 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 Track 92 and have the students repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Play Track 92 again and have the students match the pictures to the correct sound, “f” or “v.”
- Check by having the class say the words from memory and then confirming which sound each matches with.

C. Listen and write **f** or **v**.

Track 93

- Play Track 93 and have the students repeat the words after the recording.
- Listen again and have the students write either the letter “f” or “v” based on which sound they hear in the word. Check together.

Extension

Body Letters

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

- Divide the class into two or three teams depending on how large the class is.
- Say an “f” or “v” word.
- Depending on what sound they hear, students in each team will race to form the letter with their bodies.
- The first team to form the correct letter wins a point for their team.

**F or V word list:**

fish, waffle, leaf, violin, oven, five, vase, finger, coffee, seven, give, giraffe, very, fan, muffin, oval, live, wife, butterfly, flower, beautiful, father, bus driver

## Reading

Shapes in Our World

## New Words

we, see, everywhere, has, sides, same, round

## Warm-up

Have the class listen to the Unit 6 song (Track 88).  
Play the song again and have the class sing along.

## Reading 3

## A. Listen and follow along.

Track 94

- Have the students look at the pictures and talk about what they see. Students should predict the storyline from what they see. This discussion may be done in the students' LI.
- Play Track 94 and point to the different parts of the picture as the story is read. If it is possible to show the page using a projector, it will facilitate the activity.

## B. Listen, read and say.

Track 95

- Have the students listen to Track 95 and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

## C. Read with a partner.

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

## D. Read. Write a check (✓) or an (X).

- Have the students work individually to answer the four comprehension questions.
- Assign students to work in pairs. Students should take turns to orally check their partner's answers.

EX S-A: Number one?

S-B: Check. (for correct answer) OR X. (for wrong answer)

S-A: Yes. OR No.

S-B: Number two?

etc.

- Check answers together as a class to make sure everyone has all the correct answers.

## Reading 3

## Shapes in Our World

A. Track 94 Listen and follow along.

## We see shapes everywhere.



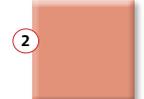
Look! It's a bus.  
What shape is it?  
It's a rectangle.  
A rectangle has four sides.  
Two sides are long.  
Two sides are short.

Look! It's a tree.  
What shape is it?  
It's a triangle.  
A triangle has three sides.



Look! It's a ball.  
What shape is it?  
It's a circle.  
A circle has no sides.  
It's round.

D. Read. Write a check (✓) or an (X).


 A rectangle has four sides.

 A square is round.

54 Reading 3

## Extension

## Bingo

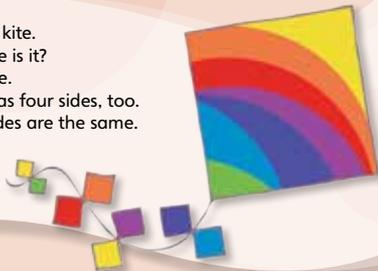
**What you will need:** Bingo sheets for each student (Appendix 10)

- Copy enough Bingo sheets so that each student can have one.
- Have the students fill in their own Bingo sheets by drawing one shape (circle, square, triangle, rectangle, star, or oval) in each square. Then have the students color their shapes using the target colors (red, yellow, blue, green, black, or white).
- Play Bingo with students using their sheets. Call out shapes and colors randomly (but keep a list for checking the winner), and students mark their Bingo cards if they have that colored shape.
- The first student to mark five colored shapes in a row (horizontally, vertically, or diagonally) wins!
- Let the winner be the next Bingo caller for extra practice.

B. Listen, read and say.

C. Read with a partner.

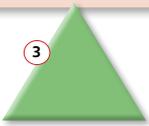
Look! It's a kite.  
What shape is it?  
It's a square.  
A square has four sides, too.  
The four sides are the same.



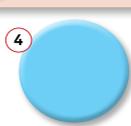
Shapes are everywhere.



**New words:** we • see • everywhere • has • sides • same • round



A triangle has four sides.



A circle has no sides.

### Optional Extension

#### Silly Shape Man

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

- Choose a student and say, "Silly Shape Man needs a (shape) head." While saying this, point to your head.
- The student can draw any shape for Silly Shape Man's head.
- Choose another student and say, "Silly Shape Man needs (shape) eyes." While saying this, point to your eyes.
- The student can draw any shape for Silly Shape Man's eyes.
- Continue choosing different students and assigning Silly Shape Man's different body parts until Silly Shape Man is fully drawn.
- Repeat the activity in order to allow all students to participate.



Teacher's Notes

## On the Farm

**Target Pattern** The \_\_\_ is in/on the \_\_\_.

**Target Words** barn, chicken, cow, duck, horse, sheep

## Warm-up

Review the target patterns from Unit 6. Ask students to draw a shape and color it one of these colors: red, blue, yellow, green, black, or white. Choose a student to be a volunteer and ask, "What color is your (shape)?" The student should answer, "My (shape) is (color)." Then have that student ask the student beside him or her. Continue until all of the students have asked and answered.

## 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 Track 96 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

- Play Track 97. 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.
- 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. Then the student reads a second word aloud. Have other volunteers come up and do the same. Each volunteer should read two words for the class to repeat.

## C. Point and say.

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

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

- Have the students look at the scene or projector image and say the sentences.
- Assign students to work in pairs. Each pair should sit with their books open in order to see the words and pictures on page 56.
- One student begins by pointing to an animal. The student will say two sentences. One sentence should be "This is a..." and the other sentence should be "This is not a..."
- Then the second student in the pair will do the same for a different animal on the page.
- Pairs continue taking turns back and forth until all six animals have been discussed.

## On the Farm

## Words

A. Track 96 Listen and point.

B. Track 97 Listen and say.

C. Point and say.

1.  duck      2.  cow      3.  horse
4.  chicken      5.  sheep      6.  barn



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

This is a horse.

This is not a duck.

56 Unit 7

## Extension

## What Am I?

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

- You will describe an animal to the students. You may give up to 3 hints to the students.
  - EX - I have two feet.
  - I am white.
  - I like to swim in the water.
- 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.
- You can start with the animals in the lesson (duck, horse, cow, chicken, and sheep). If the students are comfortable with the names of these animals, then you can include more animals that you already know.

## Patterns

A.  Listen and say.

## B. Read the sentences.



The cow is in the barn.



The chicken is on the barn.



The sheep are in the barn.



The cat and hedgehog are on the barn.

C.  Practice with a partner. Use your own things.

Unit 7 57

## Patterns

## A. Listen and say.

Track 98

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play Track 98 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.

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

## C. Practice with a partner. Use your own things.

- Have the students look at the scene or projector image and say the sentences.
- Ask for a volunteer to come to the front of the room. Give the student an object that the class knows (pencil, pen, eraser, book, book bag, or pencil case). The volunteer should place the object in or on another object that the class knows.
- Have the volunteer indicate a classmate and ask, "Where is the \_\_\_?" The student who was indicated should answer the question using a complete sentence like this: "The \_\_\_ is in/on the \_\_\_."
- The student who answered the question is the next volunteer to come to the front of the room.

## Extension

## Follow the Leader

**What you will need:** 6 small pieces of paper or index cards for each student

- Have the students draw their own pictures of the six words from this unit on the pieces of paper or cards (duck, cow, horse, chicken, sheep, barn).
- You will verbally call out two statements:
  - The duck is on the barn.
  - The chicken is in the barn.
- Students will need to demonstrate the statements by placing their animal pictures in the appropriate place. "On" should be above the barn card. "In" should be under the barn card.
- Continue giving out two statements at a time.
- If students place a wrong animal or place an animal in the wrong place, they are out.
- Once the students are comfortable with two statements, you can make it more challenging by increasing the number of statements with each round.
- When three students remain, the game is over.
- All of the students are called back in. You can choose one of the three students that remained until the end to call out the statements for the next game.

# On the Farm

<b>Target Pattern</b>	Are you ___? Yes, I am. / No, I'm not.
<b>Target Words</b>	angry, cold, hot, hungry, thirsty, tired

## Warm-up

Review the structure from Lesson 1 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 page 56.
- One student begins by pointing to an animal. The student will say two sentences. One sentence should be, "This is a..." and the other sentence should be, "This is not a..."
- Then the second student in the pair will do the same for a different animal on the page.
- Pairs continue taking turns back and forth until all six animals have been discussed.

## 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 Track 99 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 Track 100 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 two words for the class to repeat. 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 two pictures while the rest of the class says the words. Have other volunteers come up and do the same.

## Words

A. Track 99 Listen and point.

B. Track 100 Listen and say.

C. Point and say.



1. hot



2. cold



3. hungry



4. thirsty



5. tired



6. angry

D. Read and check (✓) the correct picture.



She's tired.



He's thirsty.



He's hungry.



She's cold.

E. Remember. Talk about yourselves.



58 Unit 7

### D. Read and check (✓) the correct picture.

- Have the students say what they see in the eight pictures.
- Have the students read the sentences and check the right pictures. Check the answers together.

### E. Remember. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- As a class, make up six motions to indicate each of the adjectives in this unit (hot, cold, hungry, thirsty, tired, angry).
- Have a volunteer come to the front of the room and act out one of the motions. The volunteer then indicates one classmate who must say a sentence using "not" to say what the volunteer is NOT doing. **EX** The volunteer acts out "hot." She indicates a classmate who says, "You're not tired."
- If the classmate said a correct "not" sentence, the volunteer says, "Right. I'm \_\_\_." and says what action she did.
- The indicated student then becomes the next volunteer.

Patterns

A. **Track 100** Listen and say.



B. Read the sentences.



C. Practice with a partner. Talk about yourselves.



D. **Track 102** Sing the song. Go to page 79.

Unit 7 59

Patterns

A. Listen and say.

Track 101

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play Track 101 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.

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

C. Practice with a partner. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- Have the students work in pairs. The pairs will take turns asking and answering questions.
- The asker can choose any adjective from page 58 to make a question. The asker then uses that adjective in the question, "Are you \_\_\_?"
- The other student in the pair then answers the question with either "Yes, I am." or "No, I'm not."
- The student in each pair then switch roles.
- Continue asking and answering as time allows.

D. Sing the song. Go to page 79.

Track 102

- Have the class listen to the song (Track 102) and read along with the lyrics.
- Play the song again and have the class sing as they read along.
- Divide the class into two groups. One group will sing the questions, and the other group will sing the answers. Play the song again, and have the group sing their lines only.

Extension

Bingo Questionnaire

**What you will need:** blank Bingo pages (Appendix 10) so that each student has one

- You will pass out blank Bingo cards to each student.
- Students will write questions randomly on their Bingo cards.
  - Are you hot/cold? - Are you thirsty/hungry?
  - Are you tired? -Are you angry?
- Students may also add 2 bonus questions from past lessons such as:
  - How are you? - Are you tall/short?
  - Are you young/old?
- Have the students write "Free" in the very center square of the Bingo page.
- Once all the students have their Bingo cards ready, they will go around asking students the questions. They should keep their Bingo cards hidden while they ask the question.
- If a classmate gives a positive answer (yes), then the student draws a big circle (O) in the Bingo square. If the student gives a negative answer (no), then the student will draw a big cross (X) in the square.
- The goal of each student is to get the same shape (circles or crosses) for 5 squares in a row (vertically, horizontally, or diagonally).

# On the Farm

## Target Dialog

Here you are.  
Thank you.  
You're welcome.

## Warm-up

- Have the students look at the adjectives at the top of page 58. Each student should pick an adjective for him or herself and write it on a small piece of paper. When another student asks, "Are you \_\_\_?" for that adjective, the student will answer "Yes, I am."
- Tell the class to walk around and ask the question, "Are you \_\_\_?" to each other. Each time they ask, they must wait to be asked by the other student as well. They can only ask one question before moving on to another student.
- If the student answers, "No, I'm not," then he or she is still in the game and should walk around and ask more.
- If the student answers, "Yes, I am," then he or she is out and should sit down.
- Continue playing until about half of the class is sitting down.

## 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 Track 103 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 Track 104 and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

### C. Role-play the dialog.

- Have the class work in small groups of 4-6 students so that three students in each group act for the rest of the group. Students should then role-play the dialog.

### D. Check (✓) the correct picture.

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

## Conversation

A. Track 103 Listen and point.

B. Track 103 Listen and say.

C. Role-play the dialogue.



D. Value Check (✓) the correct picture.



60 Unit 7

## Extension

### At the Restaurant

**What you will need:** tablecloth, pictures of different food, plates

- Put the students in groups of three or four.
- One student in each group will be the waiter/waitress. The other students will be customers at the restaurant.
- The waiter/waitress will come to the table with food for one customer.
  - EX - Waiter/Waitress: Here you are.
  - Customer: Thank you.
  - Waiter/Waitress: You're welcome.
- Each student will practice being a speaking customer and a waiter/waitress.

Sounds

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

**Ll**     
lion yellow doll

**Rr**     
rain carrot bear

B. **Track 106** Listen. Circle the **l** words.

1.  2.  3.  4. 

C. **Track 107** Listen. Circle the **r** words.

1.  2.  3.  4. 

D. **Track 108** Listen and write **l** or **r**.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_  
4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

Unit 7 61

Target Sounds

**Ll:** lion, yellow, doll  
**Rr:** rain, carrot, bear

Sounds

A. Listen and say.

Track 105

- Have the students look at the letters and pictures. Ask them if they know the names of the letters and the sounds these letters make. Ask them to read the words under the pictures, sounding out the words as best they can.
- Play Track 105 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. Circle the **l** words.

Track 106

C. Listen. Circle the **r** words.

Track 107

- Have the students look at the pictures for activities B and C, 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 Track 106 and 107 and have the students repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Play Track 106 only, and have the students circle the pictures if the word has the **l** sound in it.
- Play Track 107 only, and have the students circle the pictures if the word has the **r** sound in it.
- Check by having the class say the words from memory and then confirming to circle it or not.

D. Listen and write **l** or **r**.

Track 108

- Play Track 108 and have the students repeat the words after the recording.
- Listen again and have the students write either the letter “**l**” or “**r**” based on which sound they hear in the word. Check together.

Extension

Stand Like L or R

**What you will need:** list of *L* and *R* words (see Appendix II)

- All the students will need to stand up for this activity.
- Call out words that contain “**l**” and “**r**” slowly.
- If you say an “**l**” word, the students will stand straight and tall (like an “**l**”).
- If you say an “**r**” word, the students should bend or curve their bodies (like an “**r**”).
- Students must hold their position until they hear the next word and then move (or not move) accordingly.
- Students who move the wrong way are out.

<b>Target Language</b>	Pick up your pencil. Put down your pencil. Count the books. Point to the board.
<b>Project</b>	Drawing activity

### Warm-up

Have the class listen to the Unit 7 song (Track 102). Play the song again and have the class sing along.

### Expansion 4

#### A. Listen and point.

Track 109

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play Track 109 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 110

- Have the students listen to Track 110 and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

#### C. Listen and do.

Track 111

- Have the students listen to Track 111 and repeat the words after the recording. After saying the action, students do the action.
- Have the students close their books and listen, repeating after the recording. Students should say and do the action.
- Ask for a volunteer to come to the front of the class. The volunteer should look in his/her book and read a command. The class repeats after the student and does the action. Have other volunteers come up and do the same.

#### D. Practice with a partner.

- Have the students work in small groups. One student gives a command. His/Her group does the action. The commands should be written on the board for student reference:
 

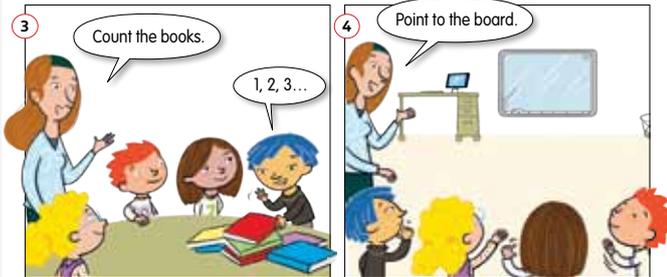
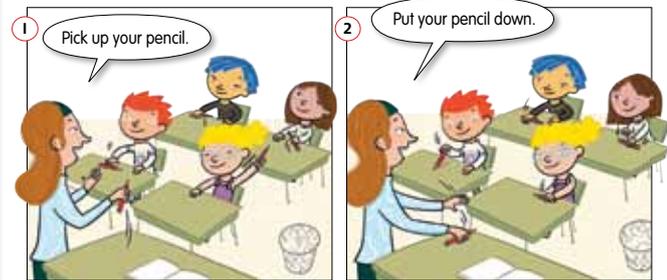
-Stand up.	-Sit down.
-Come here.	-Go to the board.
-Take out your book.	-Open your book.
-Close your book.	-Put your book away.
-Make a circle.	-Make a line.
-Write the word “_.”	-Pass out the tests.
- Each student in the group should have a turn giving commands.
- Challenge: Include commands from Expansion 1, 2, and 3, and have the students give two or three commands before his/her group does it.

**EX** Ss: Take out your book. Stand up. Point to the board.

**A.** Track 109 Listen and point.

**B.** Track 110 Listen and say.

**C.** Track 111 Listen and do.



**D.** Practice with a partner.



62 Expansion 4

### Extension

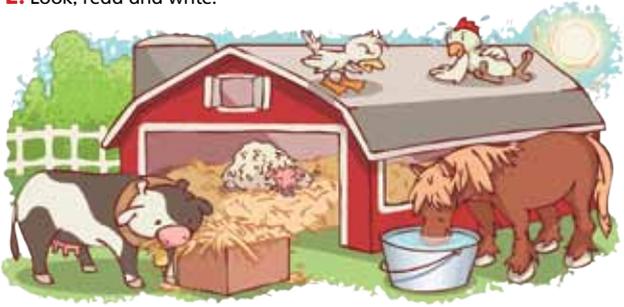
#### If You're A...

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

- Review the following commands with the class.
 

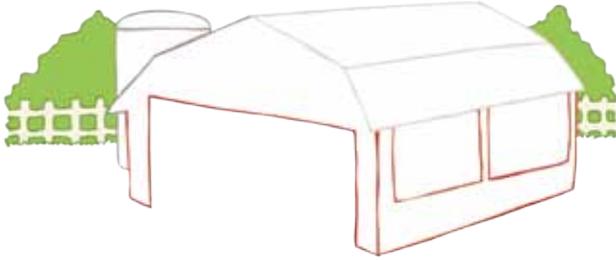
-Pick up your pencil.	-Put down your pencil.
-Count to 3.	-Point to the board.
-Make a circle.	-Make a line.
-Take out your book.	-Open your book.
-Close your book.	-Put your book away.
- Teach the class the phrase, “If you’re a...” for this game. The possible endings on this phrase will be: boy, girl, kids, brother, sister, or student.
- Give a command to the class using the statement, “If you’re a \_\_\_, (command).” Then all students who are that, should follow the command.
- Give four or five commands so that the class understands how to play. Then have a volunteer come up to the front. The volunteer will give three commands for the class to follow.
- Ask more volunteers to come to the front as time allows.

## E. Look, read and write.



1. It's not in the barn. It's not hungry. It's thirsty. What is it? It's a \_\_\_\_\_.
2. It's on the barn. It's not angry. It's hot. What is it? It's a \_\_\_\_\_.
3. It's in the barn. It's not thirsty. It's tired. What is it? It's a \_\_\_\_\_.
4. It's not in the barn. It's not hot. It's angry. What is it? It's a \_\_\_\_\_.

## F. Project. Draw your favorite farm animal or animals.



Expansion 4 63

## E. Look, read and write.

- Have the students look at the pictures and talk about where each animal is (in or on) and what it is doing or how it might feel.
- After guessing for all of the pictures, have the students read the sentences and work on their own to complete the activity.
- Check by asking five students (sitting side by side in a row or one behind the other) to read aloud and answer, like this for #1:

**EX** Student 1: It's not in the barn.

Student 2: It's not hungry.

Student 3: It's thirsty.

Student 4: What is it?

Student 5: It's a horse.

- Have the next five students read aloud for #2.

## F. Project. Draw your favorite farm animal or animals.

- Draw a simple picture of your favorite farm animal on the board. Stick animals are fine, but try to include enough detail to clearly show what the animal might be.
- Tell the class about your animal, where it is, and what it is doing, or how it feels in the picture. Say, "This is a chicken. It is in the barn. It is hungry. It is eating corn."
- Have the class draw pictures of their own.
- Divide the class into pairs. Each student should show his/her partner the picture and say three to four sentences according to the model above.

## Extension

## Letter Mix and Match

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

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

## At the Park

**Target Pattern** It/I/You/They can \_\_\_\_.

**Target Words** run, walk, fly, jump, swim, sing

## Warm-up

Review the target patterns from Unit 7 by having students volunteer to come to the front of the room. The volunteer should face the class. Write a phrase on the board behind the volunteer so that he/she can't see the phrase. The class must give clues using "not" for the student to guess first the animal and then the adjective with the phrase.

- EX** You write "a hungry chicken" on the board.  
 Class: It's not a horse. It's not a sheep.  
 Volunteer: A chicken!  
 Class: Yes! It's not angry. It's not tired.  
 Volunteer: A thirsty chicken.  
 Class: No. It's not thirsty. It's not hot. etc.

## Words

## A. Listen and point.

Track 112

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play Track 112 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 113

- Play Track 113. 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.
- 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. Then the student reads a second word aloud. Have other volunteers come up and do the same. Each volunteer should read two words for the class to repeat.

## C. Point and say.

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

## D. Remember. Tell a partner. Act it out.

- Have the students look at the scene or projector image and say the sentences.
- Ask the class to stand up. Give one student an action to do (run, walk, fly, jump, swim, sing). That student does the action and moves to touch another student.
- When the first student touches the second, he/she gives a command for the second student to do.
- The second student does the command and moves to touch a third student. Continue as time allows.

## At the Park

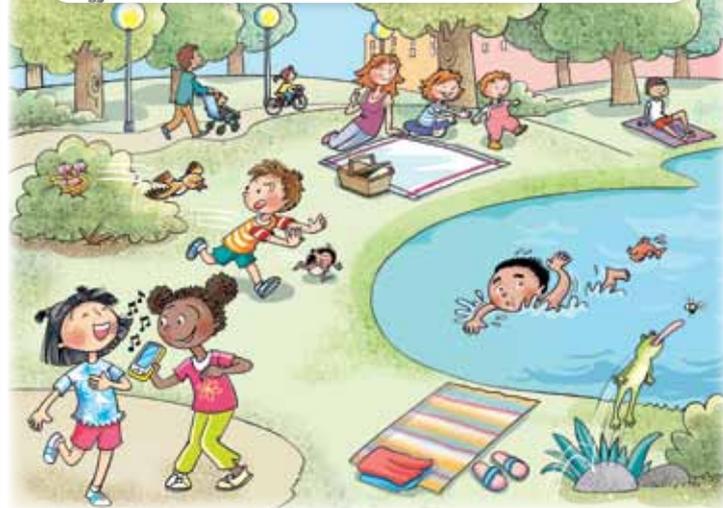
## Words

A. Track 112 Listen and point.

B. Track 113 Listen and say.

C. Point and say.

1.  run      2.  walk      3.  fly
4.  jump      5.  swim      6.  sing



D. Remember. Tell a partner. Act it out.



64 Unit 8

## Extension

## Go, You Can Go!

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

- All of the students will stand along a wall in a line, while you stand on the other side of the room.
- Say one of the verbs (run, walk, fly, jump, swim, sing).
- Turn and face the wall while the class does the action and moves towards you doing the action.
- Turn around suddenly. All the students must stop/freeze.
- If a student is still moving, he/she must go back to the starting wall.
- The first student to reach you becomes the caller and begins the next round by using one of the verbs.

Patterns

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



B. Read the sentences.



He can walk.



It can jump.



He can swim.



You can sing.

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



Unit 8 65

Patterns

Track 114

A. Listen and say.

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play Track 114 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.

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

C. Practice with a partner. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- Have the class sit in a large circle. One student will begin by saying one action he/she can do (run, walk, jump, swim, sing).

The student to the left of the first student will say one thing he/she can do and tell what the first student could do as well.

**EX** Student 1: I can run.

Student 2: I can jump. Bill can run.

- Continue going around the circle with each student adding the verb of their choice and repeating all the previous students' verbs. At the end, the first student should say all the verbs for the entire circle.

Extension

What Can It Do?

**What you will need:** animal pictures or animal toys of various kinds (bird, frog, cow, dog, chicken, kangaroo, cheetah, whale, fish, duck, etc.)

- Divide the board into six sections and write the vocabulary words on the board, one word per section.
- If the students know the animal names, show the animal picture card/toy and ask, "What is it?" After the students give the name of the animal, ask, "What can it do?"
- The students will say, "It can..."
- Ask one student to place the animal/picture on the board under the correct verb.
- Extra: Go through the verbs one by one and ask students to brainstorm other animals that can do the action.

## At the Park

**Target Pattern** It/I/You can't \_\_\_\_.

**Target Words** climb a tree, dance, draw, jump rope, play baseball, ride a bike

## Warm-up

Review the structure from Lesson 1 using activity D from p. 64. Ask the class to stand up. Give one student an action to do (run, walk, fly, jump, swim, sing). That student does the action and moves to touch another student. When the first student touches the second, he/she gives a command for the second student to do. The second student does the command and moves to touch a third student. Continue as time allows.

## Words

## A. Listen and point.

Track 115

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play Track 115 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 116

- Have the students listen to Track 116 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 two words for the class to repeat. 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 two pictures while the rest of the class says the words. Have other volunteers come up and do the same.

## D. Look, read and write a, b, c or d.

- Have the students say what they see in the four pictures.
- Have the students read the sentences and choose the right picture for each sentence. Check the answers together.

## Words

A. Track 115 Listen and point.

C. Point and say.



1. dance



2. draw



3. jump rope



4. play baseball

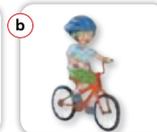


5. ride a bike



6. climb a tree

D. Look, read and write a, b, c or d.



\_\_\_\_\_ 1. You can climb a tree.

\_\_\_\_\_ 2. I can ride a bike.

\_\_\_\_\_ 3. She can play baseball.

\_\_\_\_\_ 4. He can jump rope.

E. Remember. Talk about yourselves.



66 Unit 8

## E. Remember. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- Write the twelve verbs from this unit on the board (run, walk, fly, jump, swim, sing, dance, draw, jump rope, play baseball, ride a bike, climb a tree).
- Have one volunteer come up to the board and erase one verb. He/She then must say "I can \_\_\_\_." using the verb that he/she erased. He/She must also act out the action.
- Have another volunteer come up and erase another word. Continue until all of the verbs have been erased.
- If there are more students in the class, have the next student come up and write one of the erased words back on the board, say the sentence, and do the action. The next student adds back another of the words. See if students can add back all twelve of the words from memory!

Patterns

A. **Track 117** Listen and say.



B. Read the sentences.



It can't draw.



You can't climb a tree.



He can't play baseball.



I can't jump rope.

C. Practice with a partner. Talk about yourselves.



D. **Track 118** Sing the song. Go to page 79.

Patterns

A. Listen and say.

Track 117

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play Track 117 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.

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

C. Practice with a partner. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- Have the class stand in a circle. One volunteer will start by saying a sentence that includes “can’t” to describe him/herself to student #2 on his/her left. Student #2 will turn to student #3 on his/her left and repeat what the first student said plus say what he/she can’t do.

**EX** Student #1: I can't jump rope.

Student #2: (to student #3) He can't jump rope. I can't play baseball.

Student #3: (to student #4) She can't play baseball. I can't swim. etc.

- Continue until Student #1 turns to tell Student #2 what he/she can't do again.

D. Sing the song. Go to page 79.

Track 118

- Have the class listen to the song (Track 118) and read along with the lyrics.
- Play the song again and have the class sing as they read along.
- Have the class close their books and try to sing along from memory while doing motions for run, jump, and fly in the song.

Extension

Show Me What You've Got

**What you will need:** picture cards (Appendix 12), word cards (Appendix 12)

- Divide the students into three groups.
- Give each student in Group 1 a person or animal card. Give each student in Group 2 a verb card. Students in Group 3 will speak without cards.
- The three groups will stand in lines so that the first students in each group are facing each other.
- The first two students in Group 1 and 2 will reveal the card.
- The first student in Group 3 will look at the cards and give the correct statement: “He/She/It can't...”
- Then the first student in each group will go to the end of their group line and the second student in each group will move up.
- After going through all the students in each group, the groups will rotate. After the third rotation, each student should have had the opportunity to show a card and give a statement.

## At the Park

## Target Dialog

Ouch!  
I'm sorry.  
That's OK.

## Warm-up

- Create a class survey of what students can or can't do. Start by dividing the class into small groups of four or five students each. Each group should choose verbs so that each member of the group will "research" one verb (swim, sing, dance, draw, ride a bike, play baseball).
- Students walk around and ask all other members of the class, "Can you \_\_\_?" and record how many students can and how many students can't do that verb.
- After collecting all the data, students return to their group and share what they learned. Groups can make simple graphs to share their information with the rest of the class.

## Conversation

## A. Listen and point.

Track 119

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play Track 119 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 120

- Have the students listen to Track 120 and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

## C. Role-play the dialog.

- 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 dialog.

## D. Check (✓) the correct picture.

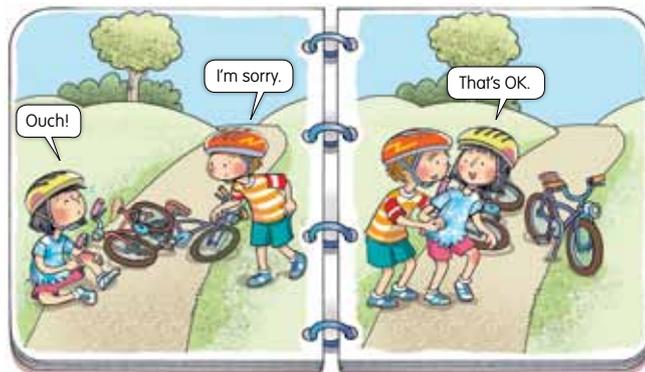
- Have the students read the sentence on the banner held by the animal characters.
- Brainstorm examples of this value from students' own experience. This discussion may be done in the students' LI, but be sure to repeat the value sentence in English to reinforce the language along with the value.
-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

## Conversation

A. Track 119 Listen and point.

B. Track 120 Listen and say.

C. Role-play the dialogue.



D. Value Check (✓) the correct picture.



68 Unit 8

## Extension

## Who Can Do What?

**What you will need:** small rectangular squares of paper (6 for each student), tape, whiteboard, marker

- Each student will draw 6 self-portraits of himself/herself.
- Divide the board into six sections with one vocabulary word written in each section: dance, draw, jump rope, play baseball, ride a bike, climb a tree.
- If students can do the action written in a section, they should tape their self-portrait in that section.
- Once all of the students have taped their self-portraits to the board, ask questions for students to answer:

**EX** You: What can (student name) do?

Student: He/She can..., ..., and ...

You: Can (student name) draw?

Student: Yes, he/she can draw. / No, he/she cannot draw.

Sounds

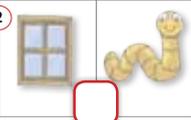
A. **Track 121** Listen and say.

**Hh**     
house hand horse

**Ww**     
water woman watch

B. **Track 122** Listen. Write a check (✓) if the words begin the same.

1. 

2. 

3. 

4. 

5. 

6. 

C. **Track 123** Listen and write **h** or **w**.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_  
4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_



Unit 8 69

Target Sounds

**Hh:** house, hand, horse  
**Ww:** water, woman, watch

Sounds

A. Listen and say.

Track 121

- Have the students look at the letters and pictures. Ask them if they know the names of the letters and the sounds these letters make. Ask them to read the words under the pictures, sounding out the words as best they can.
- Play Track 121 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. Write a check (✓) if the words begin the same.

Track 122

- Have 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 Track 122 and have the students repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Play Track 122 again and have the students check the pictures that begin with the same sound.
- Check by having the class say the words from memory and then confirming which begin with the same sound.

C. Listen and write **h** or **w**.

Track 123

- Play Track 123 and have the students repeat the words after the recording.
- Listen again and have the students write either the letter “h” or “w” based on which sound they hear in the word. Check together.

Extension

Race to the Basket

**What you will need:** two baskets, picture cards of “h” and “w” words (see Appendix 13)

- Place six picture cards (3 x “h” and 3 x “w”) around the room. Place the cards face down. Put two baskets, one labeled “H Words” and one labeled “W Words” on your desk.
- Choose two students. One student will look for “h” words. The other student will look for “w” words.
- When a student finds a picture card that corresponds with his/her assigned letter, he/she will put it in the correct basket.
- The first student to place all three cards in the basket wins.
- After each round, place three more cards for each letter (the same or new ones) around the room, and two more students will race each other to find their words.

## At the Park

## Reading

Everybody Is Special

## New Words

snail, says, happy, bee, everybody

## Warm-up

Track 118

Have the class listen to the Unit 8 song (Track 118).  
Play the song again and have the class sing along.

## Reading 4

## A. Listen and follow along.

Track 124

- Have the students look at the pictures and talk about what they see. Students should predict the storyline from what they see. This discussion may be done in the students' LI.
- Play Track 124 and point to the different parts of the picture as the story is read. If it is possible to show the page using a projector, it will facilitate the activity.

## B. Listen, read and say.

Track 125

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

## C. Read with a partner.

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

## D. Read. Write a check (✓) or an (X).

- Have the students work individually to answer the four comprehension questions.
- Assign students to work in pairs. Students should take turns to orally check their partner's answers.

EX S-A: Number one?

S-B: Check. (for correct answer) OR X. (for wrong answer)

S-A: Yes. OR No.

S-B: Number two?

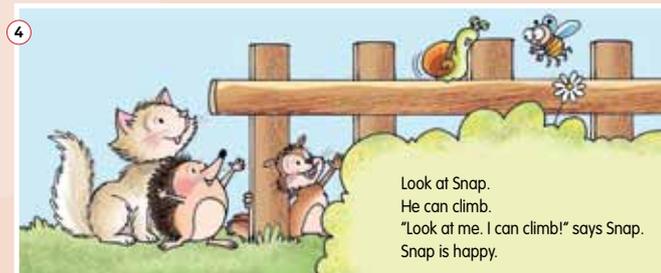
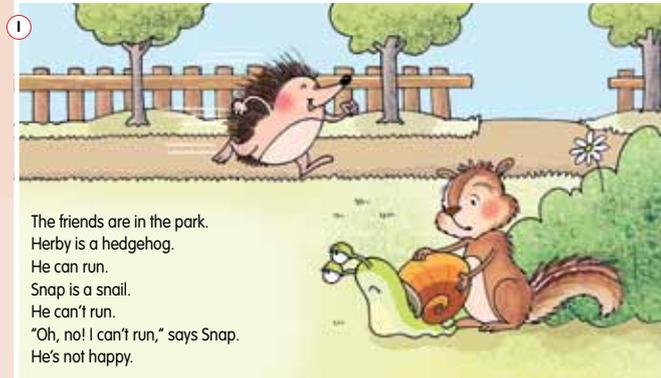
etc.

- Check answers together as a class to make sure everyone has all the correct answers.

## Reading 4

## Everybody Is Special

A. Track 124 Listen and follow along.



D. Read. Write a check (✓) or an (X).

1. Snap is a hedgehog. 2. Princess can't jump. 

70 Reading 4

## Extension

## Create A Story

**What you will need:** A4 paper, crayons

- Divide the students into 4-6 groups.
- Each group will draw a scene using a hedgehog, snail, bee, and cat.
- Once each group has drawn a scene, they will use the words they know from this lesson and previous lessons to write a story about the four animals. Each student in the group should write one or two sentences for the story.
- After the groups have written their stories, two volunteers from each group will go to the front of the class. One volunteer will hold up the picture that the group drew. The other volunteer will read aloud the sentences for the story.
- Extra: Following each group's story presentation, ask questions to the rest of the class based on that group's story.

B. Listen, read and say.

C. Read with a partner.

2 Princess is a cat.  
She can jump.  
Snap can't jump.  
"Oh, no! I can't jump," says Snap.  
He's not happy.

3 Bonnie is a bee.  
She can fly.  
Snap can't fly.  
"Oh, no! I can't fly," says Snap.  
He's not happy.

5 "Let's climb."  
It's fun.  
Everybody is happy!

**New words:** • snail • says • happy • bee • everybody



3. Bonnie is a bee.



4. Snap can climb.

Reading 4 **71**

### Optional Extension

#### Tower of Words

**What you will need:** Jenga or similar game of blocks, Word List for Top Kids I from page 80 of the student book

- You will call out a word from the word list.
- Student 1 will spell the word. If the student spells the word correctly, he/she will have the opportunity to pull out a block.
- If Student 1 spells the word wrong, then Student 2 will have an opportunity to spell the word correctly and pull out a block.
- Once the block is pulled out, the student will place it on the top.
- You will continue giving students words to spell out.
- The round is over when the tower of blocks falls.

### Extension

#### Letter Mix and Match

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

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

# Review 2

## Target Language

Review of words and sentences from Units 5 through 8

### Warm-up

Have the class listen to the four songs from the second half of the book (Tracks 73, 88, 102, 118). Have the class sing along with the songs.

### Review 2

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

- Have the students look at the twelve pictures and talk about what they see in each one. See if the class can suggest possible words that they learned from Units 1 through 4 for each picture. It is OK for students to suggest more than one possible word for each picture.
- Have the students look at the rows of letters and see if they can see any words. Students should circle the words they find.
- Have the students draw lines from the words that they found to the matching pictures above and below the rows of letters.

#### B. Listen and check (✓).

Track 126

- Have students close their books and listen to the recording (Track 126).
- Play the track a second time and have students repeat after the recording.
- When you play the recording a third time, have students check the correct pictures in their book.
- Check the answers as a class. For each picture that is not checked, ask students to say a sentence that would allow them to write a check by the picture.

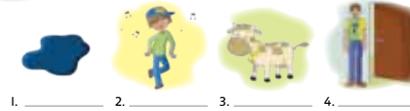
#### C. Read and match.

- Have students work individually to complete the activity by reading the answer choices next to each picture and circling the correct choice.
- After checking the answers, have the class brainstorm alternative vocabulary items to create new sentences similar to the ones in the activity. Write sentence prompts on the board, and then have the class suggest words to complete the prompts.

**EX** prompts: He's \_\_\_\_\_. / She's \_\_\_\_\_. / It's \_\_\_\_\_.  
 It's a \_\_\_\_\_. / He's a \_\_\_\_\_. / She's a \_\_\_\_\_.  
 She's my \_\_\_\_\_. / He's my \_\_\_\_\_.  
 She can \_\_\_\_\_. / He can \_\_\_\_\_.

## Review 2

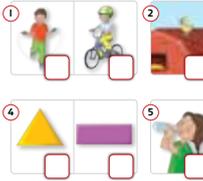
A. Find and circle the words. Then write.



c	o	w	m	s	i	s	t	e	r
z	t	i	r	e	d	t	a	l	l
v	s	i	n	g	r	b	l	u	e
s	t	a	r	f	d	a	n	c	e



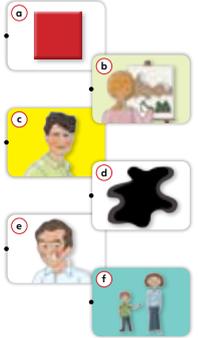
B. Listen and check (✓).



72 Review 2

C. Read and match.

1. He's handsome.
2. It's a square.
3. She's my mother.
4. He's angry.
5. She can draw.
6. It's black.



D. Listen and check (✓) Yes or No.



Review 2 73

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

Track 127

- Have the students close their books and listen as you play the recording (Track 127).
- Play the track a second time and have the students repeat after the recording.
- When you play the recording a third time, have the students mark each picture "Yes" or "No" in their books.
- Check the answers as a class. For each picture that is marked "No," ask students to say a sentence that would change the answer to "Yes."

## Review 2

E. Look, read and circle.

1  The chicken is  in  on the barn.

2  You  can  can't climb a tree.

3  He's  She's my father.

4  Is  he  she short? Yes,  he  she is. No,  he  she isn't.

5  How many  circle?  Two  circle.

6  What  How  co

F. Listen and circle.

1  Yes, he is.  No, he isn't.

3  Yes, I'm.  No, I'm not.

G. Listen and write a, b, c or d.

1 

2 

3 

4 

H. Listen and write the letter.

s • z • f • v • l • r • h • w

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_  
5. \_\_\_\_\_ 6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_

E. Look, read and circle.

- Have the students work individually to complete the activity by reading the answer choices next to each picture and circling the correct choice.

F. Listen and circle.

Track 128

- Have the students look at the pictures and brainstorm questions that could be answered with the answer choices given in the book. Students will need to brainstorm at least two questions for each picture.
- Listen to the recording (Track 128) and have the students circle the correct answer for the question they hear.

G. Listen and write a, b, c or d.

Track 129

- Have the students look at the pictures and brainstorm simple dialogs from Units 5 through 8 that might be used in each situation.
- Listen to the recording (Track 129) and have the students write the letters in the order that they hear.

H. Listen and write the letter.

Track 130

- Play Track 130 and have the students repeat the words after the recording.
- Listen again and have the students write the letter they hear at the beginning of each word. Students should use the letters provided in the box. Check together.

## Extension

### Scenes from Memory

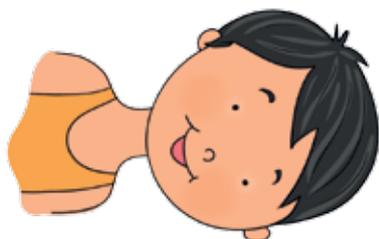
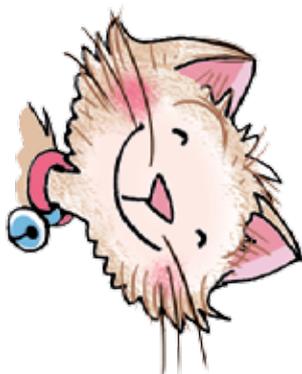
**What you will need:** (no materials are required for this activity)

- Assign student to work in pairs or groups of three.
- Each pair or group should look back through *Top Kids* / Units 1 through 8 and find a dialog 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 dialog.
- 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 dialog from memory. Be sure to have the class applaud after each pair or group performs.

# Appendix

# Appendix 1 Coin Toss

Extension | Unit 1 Lesson 2





Lose  
a Point



Lose  
a Point



?



?



# Appendix 2 Picture Flash

Extension | Unit 1 Lesson 3



# Appendix 3 Basketball

Extension | Unit 1 Lesson 3

## T-words

two

turtle

cat

towel

foot

button

tree

mitten

bat

## D-words

desk

puddle

bird

window

dog

bed

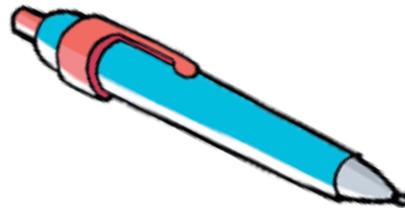
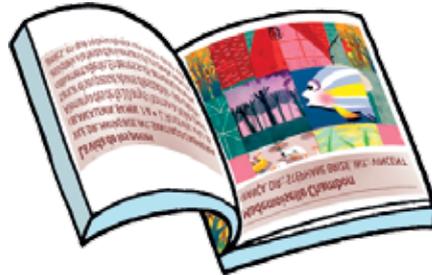
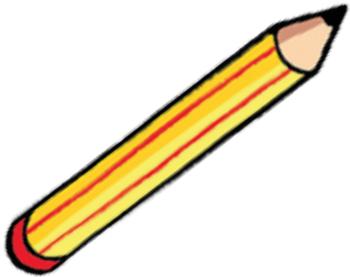
door

Monday

good

# Appendix 4 Yes or No

Extension | Unit 2 Lesson 2



# Appendix 5 Swat the Fly

Extension | Unit 2 Lesson 4

<b>Questions / Statements:</b> (Read these aloud to players.)	<b>Responses:</b> (The correct “fly” to swat.)
• Sit down.	• Yes, ma'am.
• I'm Julie.	• I'm Tom.
• How are you?	• I'm fine, thank you.
• Goodbye, Julie.	• Bye, Mom.
• Hello, I'm Ms. Park.	• Hi, I'm Julie.
• It's not small.	• It's big!

# Appendix 6 Hat Trick

Extension | Unit 2 Lesson 4



Goodbye, Julie.

Hello, I'm Ms. Park.

How are you?

Go to the board.

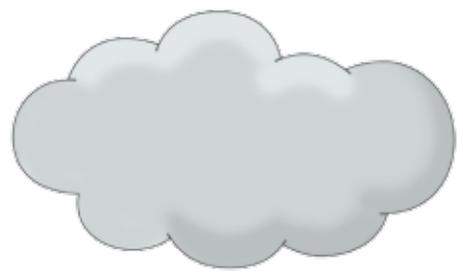
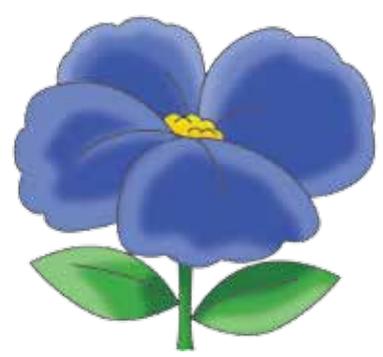
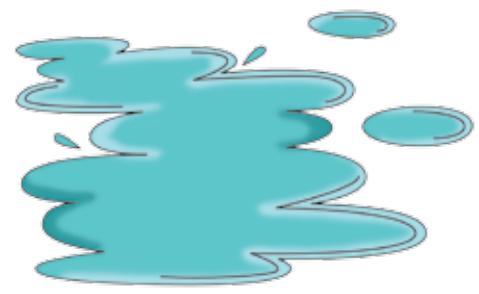
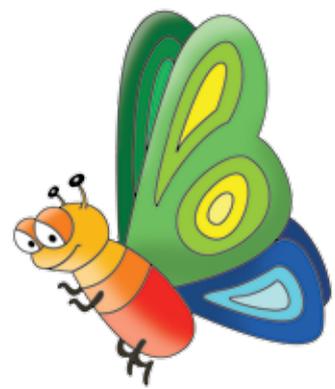
Let's play.

Is it a pencil?

Sit down.

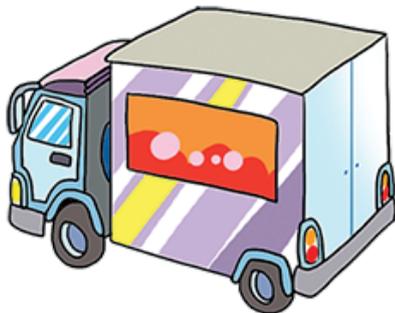
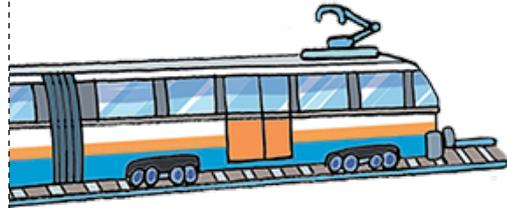
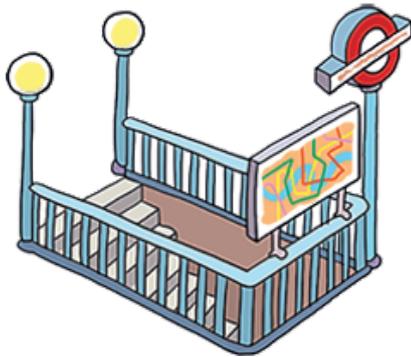
# Appendix 7 What Is It?

Extension | Unit 3 Lesson 3



# Appendix 8 Do You See What I See? / Quick Thinking

Extension | Unit 4 Lesson 1



# Appendix 9 Basket Toss / Are You My Mother?

Extension | Unit 5 Lesson 1



# Appendix 10 Bingo / Bingo Questionnaire

Extension | Unit 6 Lesson 4 / Unit 7 Lesson 2

## Bingo


# Appendix 11 Stand Like L or R

Extension | Unit 7 Lesson 3

## L-words

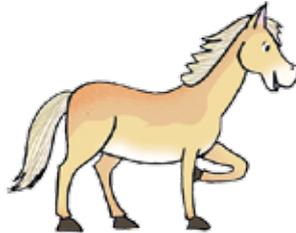
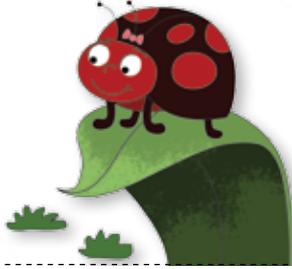
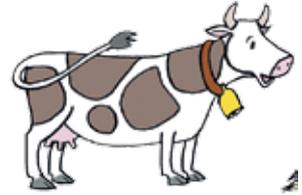
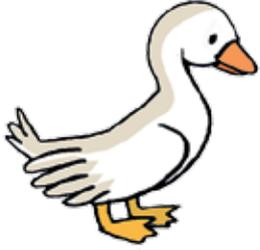
lion  
yellow  
doll  
leaf  
balloon  
pillow  
ball  
cloud  
beautiful  
old  
tall  
cold  
long  
old  
pencil  
small  
black  
blue  
oval

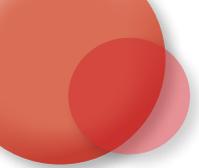
## R-words

rain  
carrot  
bear  
ring  
star  
bird  
Herby  
Princess  
rope  
tree  
father  
horse  
tired  
short  
car  
nurse  
teacher  
train  
red

# Appendix 12 Show Me What You've Got

Extension | Unit 8 Lesson 2





run	walk	fly	jump
swim	sing	dance	play baseball
stand up	sit	open a book	ride a bike
write	count	draw	say “hello”

# Appendix 13 Race to the Basket

Extension | Unit 8 Lesson 3

