

Judy Baldwin • Lisa Kingsley

Teacher's Guide



Top Kids 2 Teacher's Guide

Judy Baldwin / Lisa Kingsley

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Syllabus a



	Lesson 1	Lesson 2	Lesson 3	Lesson 4
In the Classroom	words crayon, marker, notebook, ruler, table, shelf Patterns • There is one table. • There are sixteen markers. • Numbers 11-20	Words desk, chair, window, door, trash can, computer Patterns • These are windows. • Those are doors. Song: There Are Tables!	Conversation Complimenting: A: Wow! That's a beautiful picture. B: Thank you. A: You're welcome. Value: Be nice. Sounds Jj, Yy Jj: jacket, jet, jar Yy: yarn, yellow, yogurt	Expansion 1 Classroom Language • Raise your hand. • Put your hand down. • Write your name. • Read page 5. Plus: • Critical thinking task • Personalization task • Mini project
Animals All Around	Words ant, frog, rabbit, squirrel, spider, bee Patterns • What are these? • They're ants. • What are those? • They're rabbits.	words cute, ugly, smart, busy, scary, friendly Patterns • You're cute. • We're busy. • They're busy. Song: They're Very Busy	Conversation Reprimanding, Apologizing: A: Oh, no! A spider! B: Don't hurt it! A: OK. Sorry. Value: Be kind to animals. Sounds Cc, Qq • Cc: cat, coat, cupcake • Qq: queen, quilt, quiz	Reading 1 Fiction: A Busy Day at School
Unit 3 At the Park	words row a boat, play the guitar, do a cartwheel, paint a picture, make a smoothie, fly a kite Patterns Can you fly a kite? Yes, I can. No, they can't.	words soda, juice, water, lemonade, iced tea, chocolate milk Patterns • I like soda. Song: Juice and Lemonade!	Conversation Offering: A: Would you like a soda? B: No, thank you. A: How about a smoothie? B: Yes, please. Yum! Value: Be generous. Sounds Short a • ant, man, bag	Expansion 2 Classroom Language Close your eyes. Touch your ears. Stop talking. Start writing. Plus: Critical thinking task Personalization task Mini project
Unit Let's Eat!	Words pasta, pizza, chicken, salad, steak, sushi Patterns • I don't like steak.	Words hamburger, hot dog, sandwich, French fries, cookie, ice-cream cone Patterns • Do you like sandwiches? • Yes, I do. • No, they don't. Song: Do You Like Cookies?	Conversation Refusing Politely: A: Have some sushi. B: No, thanks. I don't like rice. A: Come on. Try it. B: Hey, it's good! Value: Try new things. Sounds Short e • egg, pen, red	Reading 2 Non Fiction: Healthy Food

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Fun and Games	Words smartphone, laptop computer, computer game, game console, tablet, remote-control car Patterns • I have a game console.	Words basketball, skateboard, board game, dollhouse, art set, teddy bear Patterns • I don't have a skateboard. Song: I Don't Have a Skateboard	Conversation Helping Friends: A: Uh-oh! B: What's the matter? A: I can't find my tablet! B: Let's look together. Value: Be helpful. Sounds Short i • insect, swim, six	Expansion 3 Classroom Language:
A Birthday Party	Words cake, balloon, hat, present, card, candy Patterns • Do you have a present? • Yes, I do. • No, they don't.	words sing, laugh, cry, shout, play a game, open a present Patterns • She's laughing. Song: Singing and Laughing	Conversation Responding to a Set Phrase: A: How old are you? B: I'm seven years old. A: This is for you. Happy birthday! B: Thank you very much. Value: Be thoughful. Sounds Short o ox, sock, mop	Reading 3 Fiction: Wendy Buys an Art Set
7 At Home	watch TV, cook dinner, sleep, play hide and seek, wash my hands, clean up Patterns • What's she doing? • She's cooking dinner.	Words living room, kitchen, bedroom, bathroom, yard, garage Patterns • Where are you? • I'm in the living room. Song: Where Is Lucy?	Conversation Giving and Responding to Commands: A: Jack! B: I'm coming. A: Clean up the yard, please. B: OK, Mom. I'll do it now. Value: Help out at home. Sounds Short u • umbrella, butterfly, duck	Expansion 4 Classroom Language: • Hand in your homework • Turn to page 12. • Clean up your desks. • Take a break. Plus: • Critical thinking task • Personalization task • Mini project
Schoolwork	Words Numbers 20-30, 40, 50, 60 Patterns • What time is it? • It's 9:00.	words read a book, take a test, eat lunch, take a nap, draw a picture, study English Patterns • Are you reading a book? • Yes, I am. • No, they're not. Song: What Time Is It?	Conversation Helping Someone Be Punctual: A: Are you finished? It's 8:00. B: No, not yet. A: Hurry up! We're late. B: OK. I'm ready. Value: Be on time. Sounds Short a, e, i, o, u • cat, desk, big, hot, bus	Reading 4 Non Fiction: Happy Homes



Target Pattern

Numbers 11-20 There is/are ___ s.

Target Words

crayon, marker, notebook, ruler, table, shelf

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: Hello, (Student name).
 Ss: Hello, (your 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

- Have the students listen to Track 3 and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Ask for a volunteer to come to the front of the class.
 The volunteer should look in his/her book and read a word. The class repeats after the student. Have other volunteers come up and do the same. Each volunteer should read two words for the class to repeat.

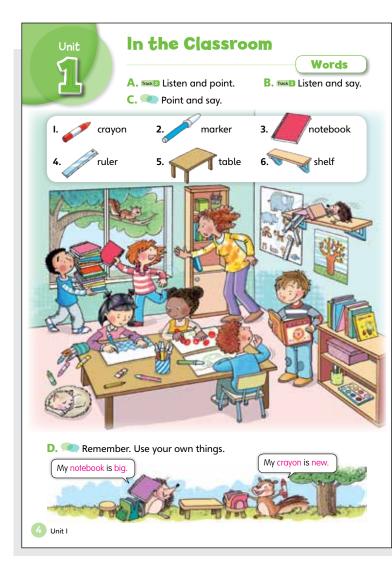
C. Point and say.

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

D. Remember. Use your own things.

- Have the students look at the scene or projector image and say the sentences.
- Ask for a volunteer to choose any classroom object he/ she knows the English word for. The volunteer should stand and say, "My (object) is (adjective)." Then the student should indicate the next classmate to speak.

NOTE: If the class has trouble with adjectives to use in the sentence, review the adjectives taught in Top Kids I by writing them on the board: big, long, new, old, short, small, beautiful, old, short, tall, black, blue, green, red, white, or yellow.

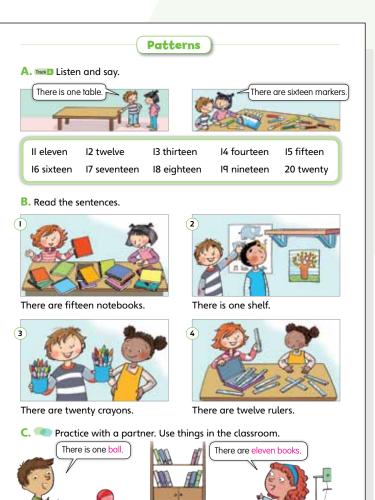


Extension

Catch Me If You Can

What you will need: (no materials required)

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



Bingo

What you will need: Bingo sheets for each student

- Copy enough Bingo sheets Appendix I so that each student can have one.
- Have the students fill in their own Bingo sheets by writing a number from II to 20 in each square.
- Play Bingo with students using their sheets. Call out numbers randomly (but keep a list for checking the winner), and students mark their Bingo cards if they have that number.
- The first student to mark five numbers in a row (horizontally, vertically, or diagonally) wins!
- Let the winner be the next Bingo caller for extra practice.

Patterns

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

C. Practice with a partner. Use things in the classroom.

- Have the students look at the scene or projector image and say the sentences.
- Put students in pairs. Each student should take turns looking around the room and finding something to talk about using the sentence "There is/are (number) (object)."

Challenge: Tell the pairs to take turns, but each time, the speaker should find something with one more item than the previous number.

EX Student #I: There is one ball.

Student #2: There are two windows.

Student #3: There are three blue chairs.

etc.

Unit I



Target Pattern

These/Those are ___s.

Target Words

desk, chair, window, door, trash can, computer

Warm-up

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

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

Words

A. Listen and point.

Track 5

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



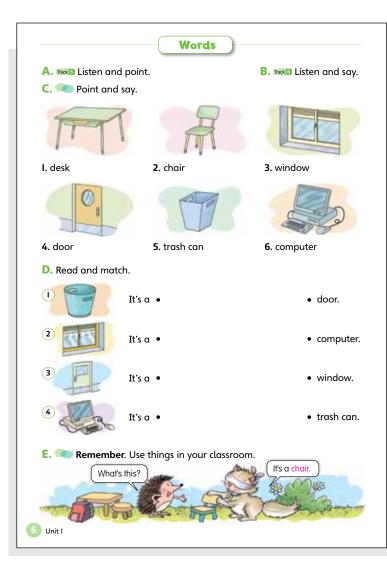
- Have the students listen to Track 6 and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Ask for a volunteer to come to the front of the class.
 The volunteer should look in his/her book and read a word. The class repeats after the student. Have other volunteers come up and do the same. Each volunteer should read two words for the class to repeat.

C. Point and say.

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

D. Read and match.

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



E. Remember. Use things in your classroom.

- Have the students look at the scene or projector image and say the sentences.
- Ask students to think of an object they want to talk about.
- Ask for a volunteer to come to the front of the room.
 The volunteer draws his/her object on the board. Then the student should choose one student in the class.
 Using that student's name, the volunteer should ask, "(name), what's this?" The named student should answer.
- Have other students come to the front and draw and ask about their objects.

Patterns

A. Track D Listen and say.





B. Read the sentences.





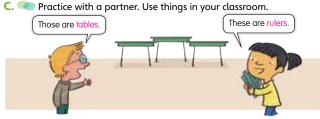
Those are computers.





These are trash cans

Those are desks.



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



Extension

Coin Toss

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

- Cut out the picture cards and put them in a row on a desk.
- Divide the class into two teams. Teams will take turns sending one member to toss the coin on their team's turn.
- Students take it in turns to throw a coin onto the
- 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. 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 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 things in your classroom.

- Have the students look at the scene or projector image and say the sentences.
- Assign the students to work in pairs. Before talking with their partners, all students should walk around the classroom and find objects that they will use to say "these." The student should take the objects back to do the pair work.
- In the pairs, students take turns making sentences about things in the classroom or things they hold. The sentences should be "These are (held objects)." and "Those are (other objects in classroom)."
- Have the students change seats to practice with new partners as time allows.

D. Sing the song. Go to page 76.



- 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 two groups, a table group and a window group. Play the song again, and have the group sing the verse for their object only.



Target Dialoque Wow. That's a beautiful picture. Thank you. You're welcome.

Warm-up

- Have the students review the structure from lesson 2 using activity C from page 7.
- Assign the students to work in pairs. Before talking
 with their partners, all students should walk around
 the classroom and find objects that they will use to
 say "these." The students should take the objects back
 to do the pair work.
- In the pairs, students take turns making sentences about things in the classroom or things they hold. The sentences should be "These are (held objects)." and "Those are (other objects in classroom)."
- Have the students change seats to practice with new partners as time allows.

Conversation

A. Listen and point.

Track 9

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

C. Role-play the dialogue.

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

D. Check (\checkmark) 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. make Listen and point.

B. Track 10 Listen and say.

C. Role-play the dialogue.



D. Value Check () the correct picture.







Unit

Extension

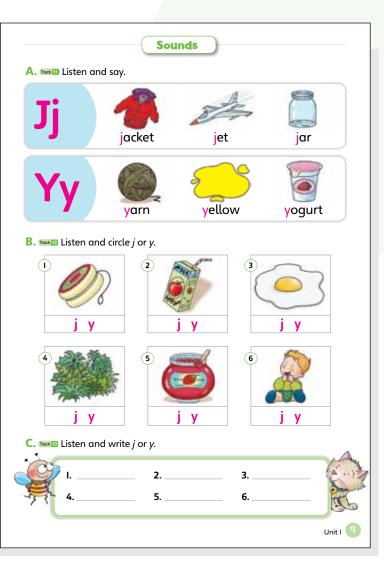
Polite Ball Toss

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

- Have the class sit or stand in a large circle.
- Toss the ball or wadded up piece of paper to a student. Say the name of the student who catches the ball and give him/her a compliment.
 - EX You: (tossing ball to Jill) Jill, I like your shoes. Jill: Thank you.

You: You're welcome.

- After this, it is the student's turn to toss the ball and give a compliment to another student. The student who threw the ball can compliment how the other student looks, the other student's clothes, or something the other student does.
- Continue until all of the students have had a chance to give a compliment to another student.



Basketball

What you will need: two baskets labeled "j" and "y," a small ball or wadded up paper ball, Word List of "j" and "y" 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 "j" or "y" in the word. The thrower then throws the ball into the corresponding hasket
- 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."

Taraet

Jj: jacket, jet, jar

Yy: yarn, yellow, yogurt

Sounds

A. Listen and say.

Track 11

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play Track II 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. Listen and circle j or y.

Track 12

- Have students look at the pictures and ask them if they know the English word for any of them. If students do not know the word, it is OK. They will hear the word on the recording.
- Play Track I2 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.
- Tell the class to open their books and play the track again. Have the students circle either the letter "j" or "y" based on which sound they hear in the word. Check together.

C. Listen and write j or y.



- Play Track I3 and have the students repeat the words after the recording.
- Listen again and have the students write either the letter j or y based on which sound they hear in the word. Check together.



Target Language

Raise your hand. Put your hand down. Write your name. Read page 5.

Drawing activity

Warm-up

Have the class listen to the Unit I 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 words. If it is possible to show the page using a projector, it will facilitate the activity.

B. Listen and say.



- Have the students listen to the track again 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 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 words for the class to repeat.

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 each student give two or three commands before his/her partner or group does them in order. Review the commands taught in Top Kids I as well:
 - -Sit down. -Stand up.
 - -Come here. -Go/Point to the board.
 - -Open/Close your book. -Take out/Put away your book.
 - -Make a line/circle. -Write the word " ... -Pick up/Put down your ___. -Count the ___.

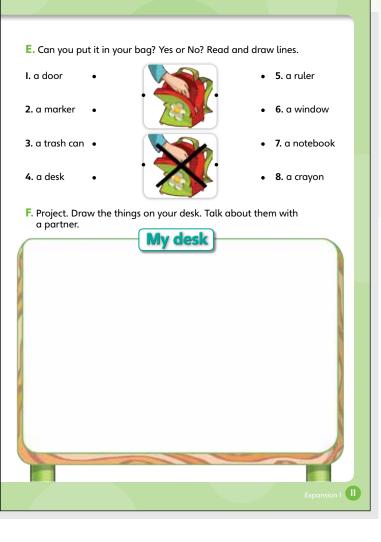


Extension

"Do It" Dialoque

What you will need: (no materials required)

- Demonstrate the following simple dialogue that students will use with each other in this activity.
 - EX 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 dialogue calling out any other student's name. The other student responds, and the dialogue continues.
- Let all students have a turn giving a command.
- For large classes, have the students work in smaller teams at the same time.



What's in it?

What you will need: boxes or bags, enough for each group to have at least one

- Divide the class into groups of three or four students each. Give each group one or more boxes/bags that they will put some objects in.
- For each box or bag that the group received, the students should choose objects to put inside (one crayon, three pens, two erasers, etc.). The group should then close the box or close the top of the bag.
- Collect all of the boxes/bags and put them randomly in a row on your desk at the front of the room.
- Call up a volunteer to choose a box/bag. The volunteer may lift the box/baq to see how heavy it is, but he/she may not shake the box or feel the bag more than that. The volunteer must then make a prediction about what is inside. He/She can say, "This is a ___." or "These are __."
- After making a prediction, the volunteer should dump out the box/bag so the class can see what was inside. If the prediction is wrong (and it probably will be), the class should say, "No! That is __!" or "No! Those are ___!"
- At the end of the game, be sure to return all items to the right students.

E. Can you put it in your bag? Yes or No? Read and draw lines.

- Demonstrate the concept for the activity by putting a book bag on your desk. Then show the class two classroom objects: a large one and a small one. Ask, "Can I put it in my bag?" Then put the small object in the bag. Say, "Yes!" Then ask again, "Can I put it in my bag?" Try to put the big object in. It should be too big to fit in the bag. Say, "No!"
- Have the students work on their own matching the objects named in the activity with whether it can go into a bag or not.
- Check by reading aloud the names of the objects and showing the object or pointing to it. Ask the class, "Can you put it in your bag?" The class should answer together "Yes" or "No."

F. Project. Draw things on your desk. Talk about them with a partner.

- Draw a blank desk shape on the board like the one shown on page II.
- Draw a few of the items on your desk, either from your classroom desk or your desk at home.
- Demonstrate for the class how to ask and answer about the objects drawn. Have a volunteer ask, "What is this/that?" or "What are these/those?" You will answer by saying, "This/That is my ___." or "These/ Those are my
- Have the class draw objects on their own desks.
- Students can work in pairs or small groups asking about the pictures they have drawn.

Unit A

Lesson 1 Animals All Around

Target Pattern

What are these/those? They're s.

Target Words

ant, frog, rabbit, squirrel, spider, bee

Warm-up

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

- Before talking with their partners, all students should walk around the classroom and find objects that they will use to say "these." The students should take the objects back to do the pair work.
- In the pairs, students take turns making sentences about things in the classroom or things they hold. The sentences should be "These are (held objects)." and "Those are (other objects in classroom)."
- Have the students change seats to practice with new partners as time allows.

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

- Have the students listen to Track 18 and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Ask for a volunteer to come to the front of the class.
 The volunteer should look in his/her book and read a word. The class repeats after the student. Have other volunteers come up and do the same. Each volunteer should read two words for the class to repeat.

C. Point and say.

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

D. Point and say.

- Have the students look at the scene or projector image and say the sentences.
- Assign students to work in pairs. Partners should take turns indicating one of the insects or animals in the book and asking "How many ___?" The other student in the pair should answer with the correct number.



Extension

Who Has It?

What you will need: picture cards so that each student has one picture (see Appendix 4)

- Write all the target words from Unit 2 on the board to help students remember them during the game.
- Give each student a different picture card from unit 2.
- Ask the students who has a specific word from the list on the board (e.g. "Who has the rabbit?") All of the students with the rabbit cards must answer in a full sentence (e.g. "I have the rabbit.")
- When all the students with that card are standing, ask, "How many rabbits?" The students who are still sitting down should count all of the standing students and answer with the correct number.
- Continue calling out words from the unit and counting students until all of the words have been reviewed.

Challenge: Call out two animals from the list and have the students count all of the standing students by asking, "How many __s and __s?"

Patterns

A. rak 10 Listen and sav.





B. Read the sentences.





What are these? They're spiders.

What are those?

They're frogs.





What are those? They're squirrels.

What are these?

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







Extension

Word-Be-Gone

What you will need: whiteboard, board eraser, marker

- Split the class into two or three teams and assign them to a certain side or part of the whiteboard.
- Have each team take turns writing all of the vocabulary words from Units I and 2 on the board.
- Have each member of the team stand in a line.
- Call out a word and the first student in each team will try to find the word 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.

Patterns

A. Listen and say.

Track 19

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play Track I9 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

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

- Have the students look at the scene or projector image and say the sentences.
- Next, ask the students to find an object that they can talk about (know the word for) and that they can hold in their hands. If they can find more than one example of the object, they should hold a few of them.
- Ask for a volunteer to come to the front of the room. Show the student the objects that you are holding (pencils, pens, erasers, books) and ask, "What are these?" The volunteer should respond, "They're __s."
- Give your objects to the student so that he/she is now holding your objects in one hand and his/her objects in the other. Have a second student come up to the front.
- The first student should ask, "What are these?" while holding out either your objects or his/her objects. The other student should respond. After responding, the asker hands the named objects to the answerer.
- Continue until all students have had a turn as the asker.

Lesson 2 Animals All Around

Target Words

They/We/You're

cute, ugly, smart, busy, scary, friendly

Warm-up

Review the structure from Lesson I using activity D from page 12 using any vocabulary known. Assign students to work in pairs. Partners should take turns indicating one of the insects or animals in the book and asking "How many ___?" The other student in the pair should answer with the correct number.

Words

A. Listen and point.

- 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 a word. The class repeats after the student. Have other volunteers come up and do the same. Each volunteer should read two words for the class to repeat.

C. Point and say.

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

D. Look, read and circle.

- Have the students say what they see in the four pictures. For this part of the activity, it is OK for students to use their LI. If you know that certain words are known to students in English, be sure to say the English words for the class.
- Have the students read the sentences and circle the right words. Check the answers together.



E. Remember. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- Ask to think of three people they know (themselves, their families, their friends) and a word to describe each of those people (cute, ugly, smart, busy, scary, friendly). They can write down their ideas in order to remember them.
- Have the students work in pairs. Each member of the pair shares one sentence about a person they thought of. Then the other member of the pair shares a person. Continue until both members have talked about all three people they wrote about.

Patterns

A. mak 22 Listen and say.





B. Read the sentences.





We're friendly.

They're ugly.



You're smart.

C. Practice with a partner. Talk about yourselves.



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



Extension

The Whisper Game

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

- Put students into two teams. The teams must stand in lines, from the front to the back of the classroom.
- Whisper a phrase or sentence that includes target words from the unit to the front two students. Be sure that none of the other students hear the word.
- When you say, "Go!", students must whisper to the next student, going on down the line until the end. When the students at the end of the lines hear the words, they must run all the way to the front and write the phrase or sentence on the board. Check both sentences to see if they are written correctly.
- The end students now stand at the front, each student moves down, and a new phrase is whispered.

Patterns

A. Listen and say.



- 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 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 a scene for the class

C. Practice with a partner. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- Assign the students to work in pairs. Each pair should choose an adjective to describe themselves by saying, "We're ___." Adjectives could include cute, smart, busy, friendly, scary, or adjectives from Top Kids I (short, beautiful, handsome, tall, young, tired).
- Have the students stand in pairs in large circle. Leave some space between pairs, so it is clear which students are together.
- The first pair should say their adjective, "We're The pair to their left will say, "We're . You're The second sentence repeats what the first pair said. The third pair will say, "We're ___. You're ___. They're _." The "you're" sentence is for the pair beside them and the "they're" sentence is for the first pair.
- Continue around the circle with each pair saying their own sentence plus the sentences of the previous two pairs (for "you're" and "they're").

D. Sing the song. Go to page 76.



- 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 verses ("ants and rabbits" or "frogs and spiders"). Play the song again, and have the group sing their verse only.

Target Dialogue Oh, no! A spider! Don't hurt it. OK. Sorry!

Warm-up

- Review the target language of lesson 2. Ask students to think of three people they know (themselves, their families, their friends) and a word to describe each of those people (cute, ugly, smart, busy, scary, friendly). They can write down their ideas in order to remember them.
- Have the students work in pairs. Each member of the pair shares one sentence about a person they thought of. Then the other member of the pair shares a person. Continue until both members have talked about all three people they wrote about.

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

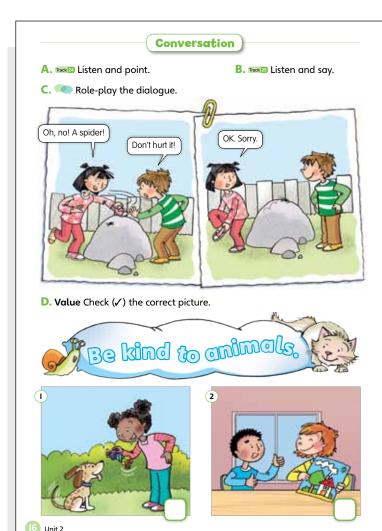
- Have the students listen Track 25 again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

C. Role-play the dialogue.

- Model the role-play for the class asking one student to say the dialogue with you. You should be Lucy and the student should be Jack.
- Have the class work in small groups of 4-6 students so that two students in each group act for the rest of the group. Students should then role-play the dialogue.

D. Check (\checkmark) the correct picture.

- Have the students read the sentence on the banner held by the animal characters.
- Brainstorm examples of this value from the 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.

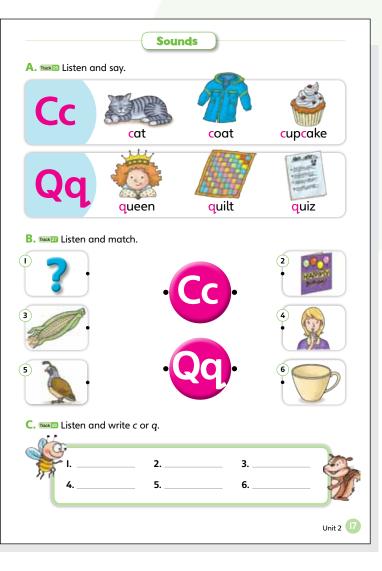


Extension

Sentence Scramble

What you will need: 8 pieces of paper per group with the following words: Oh no!, A, spider!, Don't, hurt, it!, OK., Sorry.

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



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 "C" to one team and the letter "Q" to the other team.
- The first student of the "C team" will say a word that begins with the hard "c" sound. The student can say a word from the new vocabulary list or any other word that he/she knows. If the word has the hard c sound, then that student will go to the end of his/her team's line. If the word that is said does not have the hard c sound, the student will sit down.
- Then, the first student of the "Q team" will say a word that begins with "q." If the word has the letter q, 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 q, 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. For extra fun, you can play the game again with different letter sounds since there are usually few "Q" words that kids know.

Taraet

Cc: cat, coat, cupcake Qq: queen, quilt, quiz

Sounds

A. Listen and say.



- 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 match.



- 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 match each picture to either the letter "c" or "q" based on which sound they hear in each word. Check together.

C. Listen and write c or q.



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

Lesson 4 Unit Animals All Around

A Busy Day at School

animal, drum, rope, gym, all

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.



- Have the students look at the pictures and talk about what they see in the story. Students should predict the storyline from what they see. This discussion may be done in the LI.
- Play 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.



- 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 (\checkmark) 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.

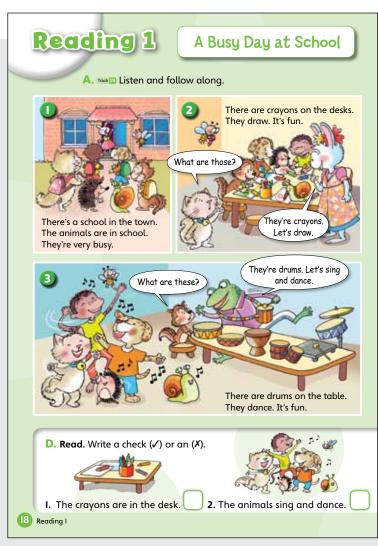
EX S-A: Number one?

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

S-A: Yes. OR No.

S-B: Number two?

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

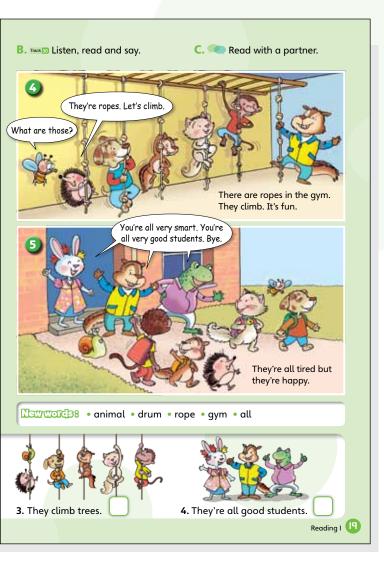


Extension

Swat the Fly

What you will need: Flyswatter (2), whiteboard, dry erase markers, teacher's list of questions/statements from Appendix 5.

- Split the class into two teams.
- Dictate responses that students from each team will write on the board.
 - Two frogs.
 - Yes, it is.
 - No, they're not.
 - They're bees.
 - Yes, I am.
 - It's a rabbit.
- Once all of the responses are written, you will ask a guestion or say a statement. See the list from Appendix 5.
- The student that "swats" the correct response, wins a point for their team.



Optional Extension

Hat Trick

What you will need: 2 hats, slips of paper with questions/statements

- Write 2 sets of the same questions/statements on slips of paper
 - What are those? - Your picture is beautiful.
 - Raise your hand. - Write your name.
 - What are these? - Are spiders scary?
 - Don't hurt animals.
- Put all of the slips of paper in 2 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 I 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 I from Team B will have to either answer appropriately or perform the command correctly.

NOTE: For the guestions "What are those?" and "What are these?", students should indicate something in the classroom (far or near) that everyone knows how to name in English.

- If Student I from Team B is correct, he/she stays in the game. If the student is incorrect, he/she sits
- The student at the front of Team B's line then chooses a slip of paper from Hat B and reads it to the first student in Team A'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.



Target Pattern

Can you/he/she ? Yes, I/he/she can. No, I/he/she can't.

row a boat, play the guitar, do a cartwheel, paint a picture, make a smoothie, fly a kite

Warm-up

Review the target patterns from Unit 2 by having students practice talking about people they know.

- Ask to think of three people they know (themselves, their families, their friends) and a word to describe each of those people (cute, ugly, smart, busy, scary, friendly). They can write down their ideas in order to remember them.
- Have the students work in pairs. Each member of the pair shares one sentence about a person they thought of. They can say, "He's/She's ___." Then the other member of the pair shares a person. Continue until both members have talked about all three people they wrote about.

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 3I and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.

B. Listen and say.

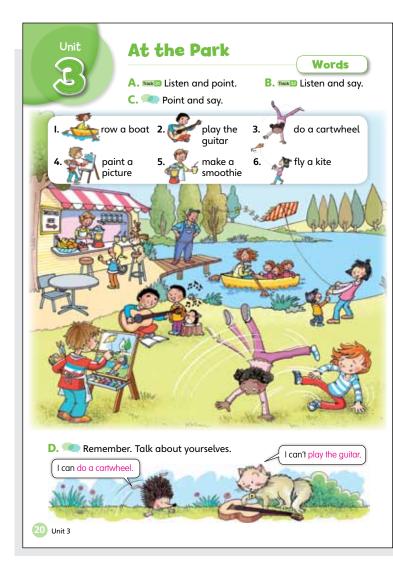
- Have the students listen to Track 32 and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Ask for a volunteer to come to the front of the class. The volunteer should look in his/her book and read a word. The class repeats after the student. Have other volunteers come up and do the same. Each volunteer should read two words for the class to repeat.

C. Point and say.

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

D. Remember. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- Ask the class to walk around and talk to other students in the class. When talking to a classmate, students should say one thing they can do and one thing they can't do.
- As students listen to classmates, they should remember the names of students who can/can't do the same things they can/can't. They can report names to wrap up the activity.

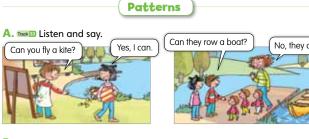


Extension

Guess What?

What you will need: vocabulary words from units I, 2, and 3 written on index cards: crayon, marker, notebook, ruler, table, shelf, desk, chair, window, door, trash can, computer, ant, frog, rabbit, squirrel, spider, bee, cute, ugly, smart, busy, scary, friendly, row, quitar, cartwheel, paint, smoothie, 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 the word or describing until I minute is up. The team scores one point for each correct word guessed by the holder.
- Then the next team has a turn to play.
- If all of the index cards are used, shuffle the cards together to mix them and continue playing.
- The team with the most points wins.



B. Read the sentences.



Can he make a smoothie? Yes, he can.



Can you play the guitar? No. I can't.



Can you paint a picture? No. we can't.



Can she do a cartwheel? Yes, she can.



Coin Toss

What you will need: picture cards from Appendix 6, a coin

- Put the picture cards in a row on a desk.
- Students take turns to throw the coin onto the cards
- The student who throws the coin must ask another student about the action on the card. The student who is asked must answer with "Yes, I can." or "No. I can't."

Patterns

A. Listen and say.



- 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 sentences. Have other volunteers come up and do the same.

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. You will ask the student a "Can you?" question. The student will answer and then ask a "Can you?" question in return. The student should try to ask a question to get the same answer as he/she gave.
 - EX You: Can you make a smoothie?

Student: No, I can't. (Now the student tries to ask a question so you will answer "No, I can't.") Can you do a cartwheel?

You: No, I can't.

 Have new pairs of students come to the front and ask similar questions. If both students answer the same (Yes, I can./No, I can't.), then the pair "wins." They can sit down. If the students in the pair do NOT answer the same, they must ask two more questions to each other until they answer the same.



Target Pattern

I/You/They/We like __

Target Words

soda, juice, water, lemonade, iced tea, chocolate milk

Warm-up

Review the structure from Lesson I using activity C from page 2I.

- Ask for a volunteer to come to the front of the room. You will ask the student a "Can you?" question.
 The student will answer and then ask a "Can you?" question in return. The student should try to ask a question to get the same answer as he/she gave.
- Have new pairs of students come to the front and ask similar questions. If both students answer the same (Yes, I can./No, I can't.), then the pair "wins." They can sit down. If the students in the pair do NOT answer the same, they must ask two more questions to each other until they answer the same.

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.

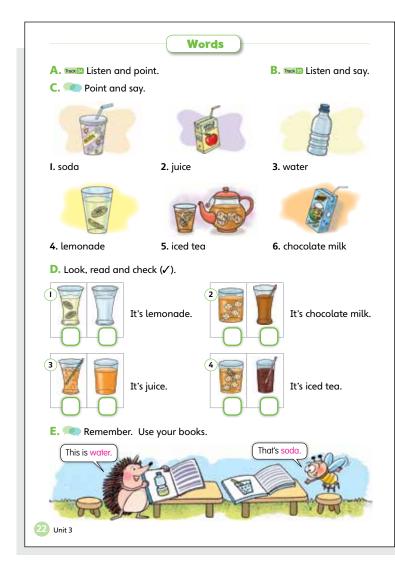
B. Listen and say.

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 a word. The class repeats after the student. Have other volunteers come up and do the same. Each volunteer should read two words for the class to repeat.

C. Point and say.

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



D. Look, read and check (✓).

- 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. Use your books.

- 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 22.
- One student will speak first. At the same time, both students point to pictures in their books.
- The speaker says, "This is..." about the picture he/she is pointing to. The speaker also says, "That's..." about the picture his/her partner is pointing to
- Pairs continue taking turns back and forth as time allows.

Patterns

A. Track 200 Listen and say.





B. Read the sentences.





You like chocolate milk.

We like water.

I like lemonade.

You like juice.



D. Tack Sing the song. Go to page 77.

Unit 3 23

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 students, tapping each on the shoulder while saying a word from the lesson (soda, juice, water, lemonade, iced tea, chocolate milk). It should be the same word each time, e.g. water.
- The student should change the word suddenly and run round the circle. The last student to be touched must chase and catch It before he/she takes the other student's seat. If this student catches It, repeat the same process. If the student doesn't catch It, he/she now becomes It. The new It student now chooses a word and goes around the circle.

Patterns

A. Listen and say.



- 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 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 a scene 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 students to brainstorm a list of drinks that they know in English. List any words that the students suggest on the board along with the six words of the lesson (soda, water, lemonade, juice, chocolate milk, iced tea).
- Ask students to choose one drink that they like. They will talk about this drink for the activity.
- Have the students walk around and tell each other what they like by saying, "I like..." When two students say the same drink, they link arms to form a chain. Continue walking around until all students are linked. Which drink chain is the longest?

D. Sing the song. Go to page 77.



- 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 one of the verses ("juice and lemonade" or "soda and chocolate milk"). Play the song again, and have the group sing their verse only.



Target Dialogue Would you like a soda? No, thank you. How about a smoothie? Yes, please. Yum!

Warm-up

- Ask students to brainstorm a list of drinks that they know in English. List any words that the students suggest on the board along with the six words of the lesson (soda, water, lemonade, juice, chocolate milk, iced tea).
- Ask students to choose one drink that they like. They
 will talk about this drink for the activity.
- Have the students walk around and tell each other what they like by saying, "I like..." When two students say the say drink, they link arms to form a chain. Continue walking around until all students are linked. Which drink chain is the longest?

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 dialogue.

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

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.



Extension

What Is It?

What you will need: picture cards (Appendix 7)

- Have 3 students come to the front.
- Student I should stand in the middle. Give Student 2 and 3 a picture each (for example water and soda).
- Student 2 (with a picture of water) should stand next to Student I.
- Student 3 (with a picture of soda) should stand far away.
- Student I should point to Student 2's picture and say, "This is water." Then, Student I should point to Student 3's picture and say, "That is soda."
- Continue calling on students until each student has had a chance to practice the sentences "This is (a)..." and "That is (a)...."



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 short a sound, then the students should stand.
- If the word does not have a short a sound, then the students should sit.
- If a student sits when he/she should stand, or stands when he/she should sit, then he/she is out.
 - —Words with short a: ant, man, bag, jam, cat, pan, black, sad, can, dance, bat, fan, tan, van, cap, map, nap, hat, rat, sat, rabbit
 - —Other a words: quitar, paint, make, water, tea, smart, crayon, table, chair, thank, small, ball, car, subway, teacher, train, father, tall, square, angry, barn, draw, walk

Taraet

Short a: ant, man, bag

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 word has a short a sound.



- 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 41 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, and have the students check the pictures if the words have a short a sound.
- Check by having the class say the words in each pair from memory and then confirming whether they checked (\checkmark) the word or not.

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



- Have the students read the words for each number. Correct student's pronunciation if they do not say the short a sound correctly.
- Play Track 42 and have the students write the letter when they hear the printed word. Check together and replay the track if students have made any mistakes.

D. Read the words.

- Have the students read the three words in each list. Ask students if they see the part in each word that sounds the same (-an, -ap, -at).
- As a class, brainstorm more words that end with the same sounds. Some words from Top Kids that students might remember include cat, man, and (trash) can.



Target Language

Close your eyes. Touch your ears. Stop talking. Start writing.

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 43

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play Track 43 and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.

B. Listen and say.

Track 44

- Have the students listen to Track 44 and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

C. Listen and do.

Track 45

- Have the students close their books and listen to Track 45, 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 words for the class to repeat.

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 I and have the students give two or three commands before his/her partner or group does it.
 - **EX** Student: Raise your hand. Close your eyes. Put down your hand.

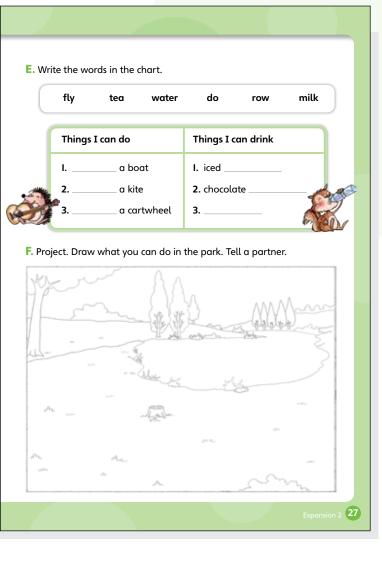


Extension

Do What I Say, Not What I Do

What you will need: two books per student, one pencil per student

- Each student should have two books and one pencil on their desk.
- You will give a command:
 - -Stand up. -Sit down. -Go to the board.
 - -Open your book.
- -Close your book.
- -Open your book. -Clo -Put away your book. -Tak
 - -Take out your book.
- -Point to the board.
- -Count the books.
- -Pick up your pencil.
- -Put down your pencil.
- -Raise your hand.
- -Put down your hand.
- -Close your eyes.
- -Touch your eyes.
- Students will have to do as you command.
- To make things more interesting, you will have your own set of books and a pencil 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.



Spelling Ball

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

- Say one of the words from the unit: row, boat, play, guitar, cartwheel, paint, picture, smoothie, fly, kite, soda, juice, water, lemonade, tea, chocolate, milk, like, or can.
- Then, toss the ball to one student.
- That student says the first letter of the word and tosses the ball to Student 2.
- Student 2 says the next letter of the word and tosses the ball to Student 3.
- This continues until the word is completed.
- The student who says the last letter of the word says the word again as he/she throws the ball back to you.
- If the word was spelled incorrectly, then you should 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 say another word and throw the ball out to start another round.

E. Write the words in the chart.

- Have the students read the words in the box along with the chart. Students should write the words in the correct blanks.
- After checking the answer, brainstorm as a class additional items for each box of the chart, "Things I can do" and "Things I can drink." List all of the ideas that students suggest on the board.

F. Project. Draw what you can do in the park. Tell a partner.

- Draw a simple park scene on the board like the one shown on page 27.
- Draw something that you can do in the park. Then tell the class about your drawing.
 - **EX** "I can read a book in the park."
- Write the sentences that you said on the board below your picture. I can read a book in the park.
- Have the class draw pictures for their own ideas.
- 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.



Target Pattern

Target Words

I/You/They/We don't like .

pasta, pizza, chicken, salad, steak, sushi

Warm-up

Review the target language from Unit 3 by having students practice the target vocabulary with a game of Charades. Whisper a word to a student: row, boat, guitar, cartwheel, paint, picture, smoothie, or kite. 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 46

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play Track 46 and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.

B. Listen and say.

Track 47

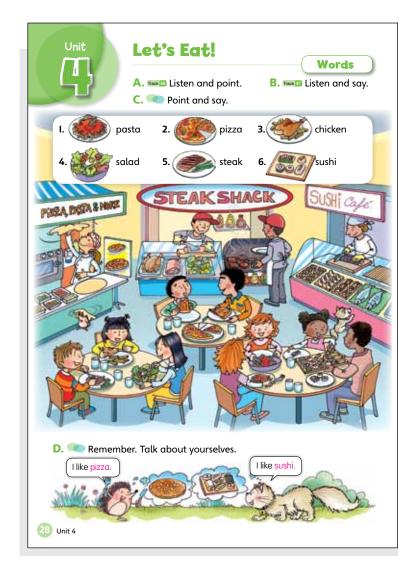
- Have the students listen to Track 47 and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Ask for a volunteer to come to the front of the class.
 The volunteer should look in his/her book and read a word. The class repeats after the student. Have other volunteers come up and do the same. Each volunteer should read two words for the class to repeat.

C. Point and say.

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

D. Remember. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- Ask students to brainstorm a list of foods that they
 know in English. List any words that the students
 suggest on the board along with the six words of the
 lesson (pasta, pizza, chicken, salad, steak, sushi).
- Ask students to choose one food that they like. They will talk about this food for the activity.
- Have the students walk around and tell each other what they like by saying, "I like..." When two students say the same food, they link arms to form a chain. Continue walking around until all students are linked. Which food chain is the longest?



Extension

Do You See What I See?

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

- Show all the students except Student I the vocabulary word. Student I will try to guess what the word is.
- The other students take turns giving clues to Student I.
 - **EX** "I spy with my little eye, something (color, short/long, big/small,etc)..."
 - "I spy with my little eye, something that starts with..."
- If Student I thinks he/she knows what the word is, he/she will say, "It's a!"
- If Student I guesses incorrectly, the other students will say, "No, it's not a ..." and continue to provide clues.
- If Student I guesses correctly, the round ends and you choose another student to guess the next round.

Patterns

A. 📾 Listen and say.





B. Read the sentences.





They don't like sushi.



You don't like pasta.

I don't like chicken.

C. Practice with a partner. Talk about yourselves.







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 (chicken, pasta, pizza, salad, steak, sushi) 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.

Patterns

A. Listen and say.



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

C. Practice with a partner. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- Tell the class to think of one food that they don't like. The food can be from the vocabulary list of the unit or from the list students brainstormed earlier in the lesson. Each student needs to remember his/her food item for the activity.
- Have all of the students sit in chairs in a large circle. There should be one fewer chairs than students. The extra student stands in the middle.
- The middle student will say a sentence about a food, like this: "I don't like ." Any food item can go in the blank.
- Students who do not like that food item must stand up and find a new chair. The middle student will also try to sit while students are moving. The student who does not find a chair becomes the new middle student.



Target Pattern

Do you/they like ? Yes, I/they do. No, I/they don't.

hamburger, hot dog, sandwich, French fries, cookie, ice-cream cone

Warm-up

Review the structure from Lesson I using activity D from page 28, but this time students will think of food that they don't like. Students walk around and say what they don't like. When they find another student who does not like the same food, the two students link arms to form a chain. Which chain is the longest?

Words

A. Listen and point.

Track 49

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play Track 49 and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.

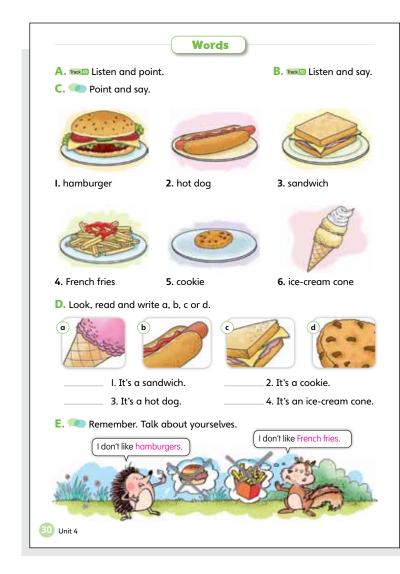
B. Listen and say.

Track 50

- Have the students listen to Track 50 and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Ask for a volunteer to come to the front of the class. The volunteer should look in his/her book and read a word. The class repeats after the student. Have other volunteers come up and do the same. Each volunteer should read two words for the class to repeat.

C. Point and say.

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



D. 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.

E. Remember. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- Have the students work in pairs. Pairs will talk about specific fast foods by adding restaurant names that they know.
 - EX #1: I don't like McDonald's hamburgers. #2: I don't like Burger King hamburgers.
- Pairs will talk about all six fast foods in this way.

Patterns

A. Track 13 Listen and say.





B. Read the sentences.



Do you like hot dogs? Yes, we do.



Do they like ice-cream cones? Yes, they do.



Do you like cookies? No. I don't.



Do you like hamburgers?

C. Practice with a partner. Talk about yourselves.



D. sing the song. Go to page 77.



Extension

Make a Meal

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

- Have the students work in pairs or groups of three.
- Each small group will think of a meal that has a main course, a side dish, a drink, and a dessert.
 Students should look back through Units 3 and 4 of Top Kids 2 for all of the food vocabulary they have learned.
- The group should draw a picture of their meal and write all the foods in the meal below the picture.
- Have each group share their meal ideas with the class.

Patterns

A. Listen and say.



- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play Track 5I 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 a scene 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.
- Assign students to work in groups of three or four students.
 Each group should choose three or four food items to ask about.
 Each member of the group will ask other students in the class about that food item.
 It is OK for students from different groups to ask about the same food item.
- After all members of the groups have decided about a food item to research, all students will walk around and ask all other members of the class, "Do you like ___?" The asking student should record yes or no for each student.
- After collecting all of the data for their food items, students return to their small groups and share how many students said yes (they like) each food. Groups should draw a simple graph to compare the three/four food items their group researched. Which food item is liked by the most students?

D. Sing the song. Go to page 77.



- Have the class listen to the song (Track 52) and read along with the lyrics.
- Play the song again and have the class sing as they read along.
- Divide the class into three groups. One group will be the "question askers" (Group A), one group will be "first answers" (Group B), and one group will be "second answers" (Group C). Play the song again and have all students in Group A indicate which group they are asking about for each verse.
 - Do you like cookies? (Group A indicates Group B and Group B sings the answer.)

Do you like hot dogs? (Group A indicates Group C and Group C sings the answer.)

Do they like sushi? (Group A indicates Group C and Group B sings the answers.)

Do they like chicken? (Group A indicates Group B and Group C sings the answers.)

NOTE: The questions with "they" might be tricky, so help Group A indicate the correct group! Kids will laugh and have fun when group members make mistakes.



Target Dialogue Have some sushi. No, thanks. I don't like rice. Come on. Try it. Hey, it's good!

Warm-up

- Practice the target language from previous lessons by playing a cheer game. Have the students stand in a circle facing inward.
- Start the cheer by saying, "I like ____. Yes, I do. I like ____. How about you?" Indicate a student to speak next after the last question. The indicated student repeats the cheer by inserting food items of his/her choice.

Conversation

A. Listen and point.

Track 53

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play Track 53 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 54

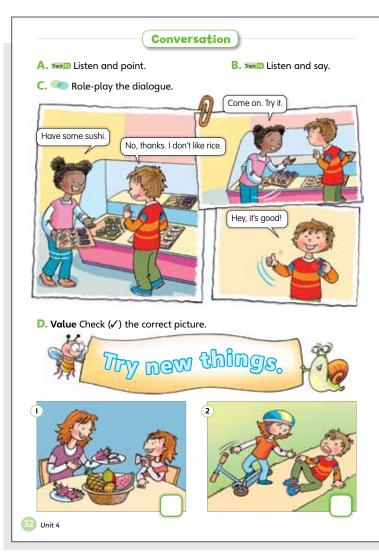
- Have the students listen to Track 54 and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

C. Role-play the dialogue.

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

D. Check (\checkmark) the correct picture.

- Have the students read the sentence on the banner held by the animal characters.
- Brainstorm examples of this value from the 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.

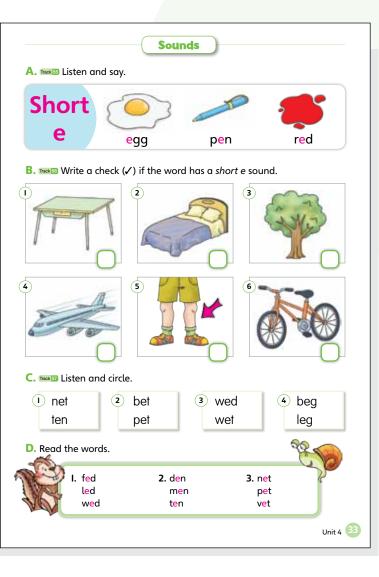


Extension

The Whisper Game

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

- Put students into two teams. The teams must stand in lines, from the front to the back of the classroom.
- Whisper two sentences saying "I like ____. I don't like ___." to the front two students. Be sure that none of the other students hear the sentences.
- When you say, "Go!", students must whisper the sentences to the next student, going on down the line until the end. When the end students hear the sentences, they must run all the way to the front and write the two sentences on the board. Check both sentences to see if they are written correctly.
- The end students now stand at the front, each student moves down, and two new sentences are whispered.



Bee Sounds

What you will need: word cards (Appendix 9), white board marker of a different color for each team

- Copy and cut out a set of words cards.
- Draw three large bee hives on the board and label the hives "short a," "short e," and "other."
- Divide the class into teams. This activity can be done with two or three teams. Teams should stand in a line so that students in the team will take turns looking at the word cards. Give each team a different colored white board marker.
- Divide the word cards evenly between the teams and put the team's stack of word cards face down at the front of the team.
- When you say go, the first player in each team will turn over the word card, read it, and then run to the board to write the word in the correct category (short e, short a, or other) for its vowel sound. After writing the word, the player returns to his/ her team to give the marker to the next student.
- Team members can change where their team's words (known by color) are written to correct mistakes by other students.

Short e: egg, pen, red

Sounds

A. Listen and say.

Track 55

- Have the students look at the letter and pictures. Ask them if they know the name of the letters and the sounds this letter makes. Ask them to read the words under the pictures, sounding out the words as best they can.
- Play Track 55 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. Write a check (\checkmark) if the word has a short e sound.

- 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 56 and have the students repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Play Track 56 again, and have the students check the pictures if the word has the short e sound in it.
- Check by having the class say the words from memory and then confirming whether they checked (\checkmark) it or not.

C. Listen and circle.

- Play Track 57 and have the students repeat the words after the recording.
- Listen again and have the students circle the correct word based on which word they hear. Check together.

D. Read the words.

- Have the students read the three words in each list. Ask students if they see the part in each word that sounds the same (-ed, -en, -et).
- As a class, brainstorm more words that end with the same sounds. Some words from this page or previous units in Top Kids that students might remember include bed, red, hen, pen, bet, get, jet, let, and wet.
 - The first team to write all of their team's words in the correct categories on the board is the winner. short e: egg, pen, red, bed, jet, leg, net, ten, wet, men short a: ant, man, bag, jam, cat, rat, sad, can, bat, fan other: new, ball, tree, tall, car, day, bee, key, May, see



Healthy Food

healthy, food, us, eat, every, day, fruit, vegetable

Warm-up

Have the class listen to the Unit 4 song (Track 52). Play the song again and have the class sing along.

Reading 2

A. Listen and follow along.



- 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 58 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.



- Have the students listen to Track 59 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 (\checkmark) 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.



Extension

Picture Chain

What you will need: whiteboard, marker

- Have Student I draw a picture of an object or person/character on the far left-hand side of the whiteboard.
- Then, have Student 2 draw a picture of an object or person/character next to Student I'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 in the lesson's target language. They can use any words or phrases they have learned.
- Encourage the students to be creative.



Optional Extension

Letter Bee

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

- Have the students line up in a straight line.
- Say one of the words from the lesson: healthy, food, good, eat, every, day, fruit, banana, pear, apple, vegetable, salad, milk, egg, fish, chicken, soda, favorite, hamburger, or sandwich.
- One by one the students will say one letter to spell out the word. For example, if the word is "eat," student I will say "e," student 2 will say "a," and student 3 will say "t." If all three students have said the correct letter, then student 4 will say "done."
- If at any time a student says the wrong letter, he/ she is out and must sit down.
- Continue giving words until there are only 3 students remaining.





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, 52). Have the class sing along with the songs.

Review 1

A. Look, read and circle.

- Have the students look at the picture and talk about what they see. See if the class can suggest possible words that they learned from Units I through 4 for each part of the picture. It is OK for students to suggest more than one possible word for each part of the picture.
- Have the students look at the numbered items below the picture. Each number item has a letter-number pair to indicate a particular part of the main picture.
 Students should look at the correct part of the picture and read to match the sentence that goes with that part. Students should circle the matching part to complete each sentence.

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



- Have the students close their books and listen as you play the recording (Track 60).
- 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 with a ✓ if the information matches the picture or an X if the information does not match.
- Check the answers as a class. For each picture that is marked with an X, ask students to say a sentence that would change their answer to a ✓.

C. Read, circle and match.

- Have the students work individually to complete the activity by reading the sentence clues beside each set of three pictures. The clues eliminate two of the picture choices for each set. Students should circle the picture choice that is the correct answer.
- After circling the picture choice, students should read the words in the column on the right to match the numbered items to the correct word for the picture choice.
- Check by having different students read each sentence for the clues. As the correct answer choice is read, indicate the correct picture that students should have circled. The third reader should also say the letter choice for the matching word.



D. Listen and check (/) Yes or No.



- Have the students close their books and listen as you play the recording (Track 61).
- 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."



Word Volley

What you will need: tape, a balloon

- Divide the class into two teams, and make a line in the middle of the classroom on the floor with the tape.
- Each team should stand on opposite sides of a line. Blow up a balloon.
- The aim is to hit the balloon over to their opponent's side and make it touch the floor to gain a point.
- Call out a letter/sound from one of the phonics focus pages of Units I through 4 (j, y, c, q, short a, or short e). Then toss the balloon to one team to begin the game.
- Each time before the balloon is hit, a student must say a word that 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/sound and begin again.

E. Look, read and write a, b, c, d, e, or f.

- Have the students look at the six pictures and talk about what they see. See if the class can suggest possible words that they learned from Units I through 4 for each picture. It is OK for students to suggest more than one possible word for each part of the picture.
- Have the students work individually to complete the activity. Students should read all of the questions above the pictures. Next, as they read each answer to a question below the picture, students should match the correct question for the given answer.
- Check by asking two students to answer aloud for each picture. One student reads the question aloud, and the second student reads the answer aloud.

F. Listen and check (\checkmark) .



- Have the students close their books and listen as you play the recording (Track 62).
- Play the track a second time and have the students check (\checkmark) the correct pictures in their book.
- Check the answers as a class. See if students can suggest a sentence to go with each unchecked picture in the activity.

G. Listen and match.



- 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 match the numbers with the correct pictures in their book.
- Check the answers as a class.

H. Listen and write the letter.



- Play Track 64 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.



Target Pattern

Target Words

I/You/They have a ___

smartphone, laptop computer, computer game, game console, tablet, remote-control car

Warm-up

Review the target patterns from Unit 4 by having students practice with food and restaurant names. Students should choose a food. They should say a restaurant where they like that food and a restaurant where they don't like it.

EX #I: I like Paris Bakery sandwiches. I don't like Sub Shop sandwiches.

#2: I like Chester's pizza. I don't like Pizza Castle pizza.

etc.

Words

A. Listen and point.

Track 65

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play Track 65 and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.

B. Listen and say.

Track 66

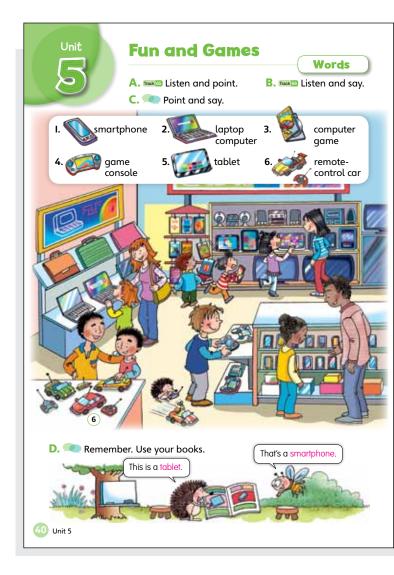
- Have the students listen to Track 66 and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Ask for a volunteer to come to the front of the class.
 The volunteer should look in his/her book and read a
 word. The class repeats after the student. Have other
 volunteers come up and do the same. Each volunteer
 should read two words for the class to repeat.

C. Point and say.

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

D. Remember. Use your books.

- Have the students look at the scene or projector image and say the sentences.
- Ask students to work in pairs and use the pictures in their books to practice the sentences.
- Ask for two volunteers to come to the front of the room. One volunteer shows the class his/her book.
 Then each student should say a sentence. The student holding the book will use "This is a..." and the other student will indicate the book and say "That is a..."
- Have other students come up in pairs and talk about pictures for the class.



Extension

Basket Toss

What you will need: a basket, a ball, picture cards for computer game, game console, laptop computer, remote control car, smart phone, tablet (Appendix 10)

- 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 I point.
- Repeat until all of the students have had at least one turn.

Patterns

A. 🔤 Listen and say.





B. Read the sentences.





(2

We have tablets.





You have smartphones.

I have a computer game.

You have a laptop.





Extension

What Do You Have?

What you will need: enough of the following picture cards for students to receive one each: computer game, game console, laptop computer, remote control car, smart phone, tablet (Appendix 10)

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

Patterns

A. Listen and say.



- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play Track 67 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 sentences. Have other volunteers come up and do the same.

C. Practice with a partner. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- Practice the target language "I have a..." by playing a simple memory game. Have all of the students sit in a
- The first student says, "I have a..." and add some kind of electronic device he/she owns such as the target vocabulary items for the unit.
- The student to the left of the first student says one sentence for what he/she has and also "You have a..." repeating what the first student said.
- The student to the left of the second student says one sentence for what he/she has and also "You have a..." repeating what the second student said. Continue in this way around the circle until all students have had a chance to speak.



Target Pattern I/You/They don't have a ___.

basketball, skateboard, board game, dollhouse, art set, teddy bear

Warm-up

Review the structure from Lesson I using activity C from page 4I. Have all of the students work in groups of six to eight students each. The first student says, "I have a..." and add some kind of electronic device he/she owns such as the target vocabulary items for the unit. The student to the left of the first student says one sentence for what he/she has and also "You have a...," repeating what the first student said. The student to the left of the second student says one sentence for what he/she has and also "You have a..." repeating what the second student said. Continue in this way around the circle until all students in the group have had a chance to speak.

Words

A. Listen and point.

Track 68

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play Track 68 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 69

- Have the students listen to Track 69 and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Ask for a volunteer to come to the front of the class.
 The volunteer should look in his/her book and read a word. The class repeats after the student. Have other volunteers come up and do the same. Each volunteer should read two words for the class to repeat.

C. Point and say.

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



D. Read and write a (\checkmark) or an (X).

- Have the students say what they see in the four pictures.
- Have the students read the sentence parts and check (or don't check) the picture. When going over the answers, ask students to say the correct sentence for pictures that were not checked.

E. Remember. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- Ask a volunteer to begin by saying one thing he/she has from the target vocabulary list of this lesson.
- All students who also have the item should stand up.
 Count the total number of students and write the information on the board.
- Repeat this with one volunteer standing and saying one of the items he/she has. If students know the names of other play items in English, those can be counted as well.

Patterns

A. mak D Listen and say. I don't have a skateboard



B. Read the sentences.





You don't have a basketball.





I don't have a board game. You don't have dollhouses.

C. Practice with a partner. Talk about yourselves.





D. Took 10 Sing the song. Go to page 78.

Unit 5 43

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 I 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 (art set, basketball, board game, dollhouse, skateboard, teddy bear) on the board.
- Students will say clues about the object without using the object's name or part of the object's name in any of the clues.
- The students in the hot seats listen to their teammates and try to guess the word.
- The first hot seat student to say the word wins a point for their team.
- Then have a new student of each team take their place in their team's hot seat.
- Write the next word on the board to start the next round.

Patterns

A. Listen and say.



- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play Track 70 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 a scene 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 small groups of three or four students.
- All members of each group should draw three items from the lesson's target vocabulary list on a sheet of paper. Each member of the group will have his/ her own sheet of paper with the three pictures he/she draws.
- Students take turns showing their sheet of paper to their group. All other group members should say one item NOT on the paper. "You don't have a..."
- For extra practice, have three students come to the front of the class. Those three students compare their pictures and then tell the class one item none of them have. "We don't have..."

D. Sing the song. Go to page 78.



- Have the class listen to the song (Track 7I) 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 skateboard verse or the smart phone verse in the song. Play the song again, and have the group sing their verses only.



Target Dialogue Uh-oh! What's the matter? I can't find my tablet! Let's look together.

Warm-up

 Have the whole class stand up. Choose one student to begin. That student says something he/she doesn't have, using the sentence, "I don't have a..." Any student who DOES have that item sits down. The next student then says an item he/she doesn't have. Continue until only one student remains standing.

Conversation

A. Listen and point.

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.

B. Listen and say.

Track 73

- Have the students listen to Track 73 and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

C. Role-play the dialogue.

 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 dialogue.

D. Check (\checkmark) 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.



Extension

I Can't Find It!

What you will need: marker, white board, picture cards for the target vocabulary of Unit 5 (Appendix 10), enough for each student to have one card.

- Give each student in the class a picture card.
 Students should look at their card but not show it to any other student.
- Write the dialogue on the board, but leave a blank where the word "tablet" appears.
- Demonstrate the activity by being the first seeker.
 Think of any one of the target vocabulary items to ask about. Go to a random student and say the dialogue on the board putting the item you thought of into the blank.
- If the student does NOT have the item you are looking for on his/her card, the student will say, "Let's look together." If the student does have the item, he/she will say, "Here it is!" After a student says, "Let's look together," move to another student and repeat the dialogue. Continue until you find a student with your item. After a student says, "Here it is!" take the picture card from the student. That student then becomes the seeker. He/She can seek for any target vocabulary item from Unit 5.



Find a Chair

What you will need: marker, white board, a small piece of paper for each student

- Write the following eighteen words on the board for short a, short e, and short i sounds:
 - (short a) ant man sad bag cat nap (short e) egg pen red bed jet leg (short i) swim fish wia kid lid
- 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.
- Each student chooses any word from the board and writes it down on his/her piece of paper.
- The center student says one word from the board or a sound category (short a, short e, or short i).
- If the word or the sound category matches what a sitting student wrote on his/her paper, the sitting student must stand and find a new seat. The center student will also be trying to find an empty seat at the same time.
- The student who does not find a seat becomes the next center student.

Taraet

Short i: insect, swim, six

Sounds

A. Listen and say.

Track 74

- 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 74 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 for the short i sound. Circle Yes or No. Track 75

- 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 75 and have the students repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Play Track 75 and have the students circle Yes if the hear a short i sound in the word or No if they don't.
- Check by having the class say the word in each picture from memory and then confirming if the word has a short i sound or not.

C. Listen and circle.



- Play Track 76 and have the students repeat the words after the recording.
- Listen again and have the students circle the correct letters based on which word they hear. Check together.

D. Read the words.

- Have the students read the three words in each list. Ask students if they see the part in each word that sounds the same (-id, -ig, -ip).
- As a class, brainstorm more words that end with the same sounds. Some words that students might know include big, dig, pig, hip, rip, and tip.



Target Language Spell the word "pen." Say the word "computer." Draw a cat. Look at the board.

Project

Drawing activity

Warm-up

Have the class listen to the Unit 5 song (Track 7I). Play the song again and have the class sing along.

Expansion 3

A. Listen and point.

Track 77

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play Track 77 and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.

B. Listen and say.



- Have the students listen to Track 78 and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

C. Listen and do.



- Have the students close their books and listen to Track 79, 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.
- Each student in the group should have a turn giving commands.
- Challenge: Include commands from Expansion I and 2 and have the students give two or three commands before his/her group does it.

The commands should be written on the board for student reference:

- -Raise your hand.
- -Put down your hand.
- -Write your name.
- -Read page 5.
- -Close your eyes.
- -Touch your eyes.
- -Stop talking.
- -Start writing.



Extension

Body Spelling

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

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



Sing Off!

What you will need: songs from Top Kids 2 Units I through 5

- Divide the class into small groups, making up to five different groups. Assign each group one of the songs from Top Kids 2 Units I through 5.
- Have each group read through their assigned song at the back of the book so that they can recall the words and the tune of their song.
- Call each group to the front of the room to perform their song for the rest of the class. Which small group gives the best performance? Have the students vote.

E. Look, read and circle.

- Have the students look at the five pictures in the left column and talk about what each person is doing. Guide students in talking about what a person might need to do this activity.
- After guessing for the five pictures, have the students read the sentence prompt and work on their own to complete the activity by circling the correct words to fill in the blanks.
- Check together as a class.

F. Project. Draw three things you have in your room. Talk about them.

- Draw a simple picture of your room on the board. Add three items that you have in your room which students know the words for.
- Tell the class about your picture. Say, "This is my room. I have a computer in my room. I have many books in my room. I have a beautiful picture in my room. "
- Include one sentence to say one thing you don't have in your room. "I don't have a dollhouse in my room."
- Divide the class into pairs. Each student should show his/her partner the picture and talk about what was drawn. Students should also say one thing they don't have in their rooms.



Target Pattern

Do you/they have (a) ___?
Yes, I/they do. No, I/they don't.

Target Words

cake, balloon, hat, present, card, candy

Warm-up

Review the target patterns from Unit 5 by having students write three target words from Unit 5 on a piece of paper (smart phone, laptop computer, computer game, game console, tablet, remote control car, basketball, skateboard, board game, dollhouse, art set, or teddy bear). Call three students to come to the front of the class. Those three students compare their lists and then tell the class one item among the target words of Unit 5 that none of them have. "We don't have..." Repeat with three different students.

Words

A. Listen and point.

Track 80

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play Track 80 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 81

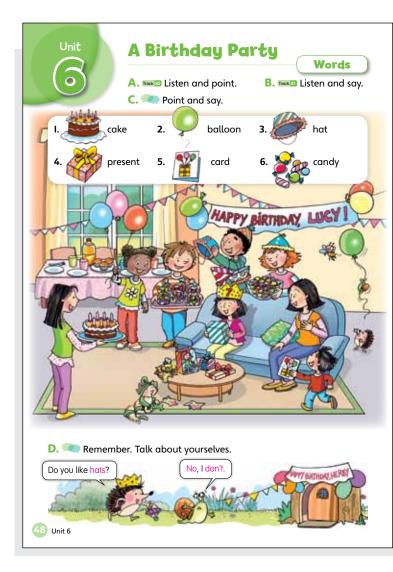
- Have the students listen to Track 8I and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Ask for a volunteer to come to the front of the class.
 The volunteer should look in his/her book and read a
 word. The class repeats after the student. Have other
 volunteers come up and do the same. Each volunteer
 should read two words for the class to repeat.

C. Point and say.

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

D. Remember. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- Ask a student to come to the front. You will ask, "Do you like...?" and say any word from the lesson. The student can answer, "Yes, I do." or "No, I don't."
- The next student comes up. The first student (who just answered your question) asks that student, "Do you like...?" and says any word from the lesson. Continue until all students have asked and answered.



Extension

Think of One

What you will need: enough index cards for each small group to have 6

- Divide the class into small groups of three or four students each.
- Call out a "category" for all the groups to think about. As a group, students should brainstorm examples of that category and together choose one to write on their index card. EX: You call out "balloon colors." Groups think of colors and write down one color for their choice.
- Each group tells the class their choice. If another group wrote down the same choice, both groups are out for that round. After all groups have shared, each team that wrote a unique choice gets one point. Then call out the next category for groups to brainstorm about.

CATEGORIES:

Balloon colors Hats Cakes What cards say Presents Candy

Patterns





B. Read the sentences.





Do you have cake? No, we don't.

Do you have a card? Yes, I do.





Do they have candy? Yes, they do.

Do you have a hat? No, I don't.

C. Practice with a partner. Talk about yourselves.







Extension

Words into Words

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

- Divide the class into small groups with three or four students per group. Give each group a blank sheet of paper.
- Tell the groups to write the letters of all the words they have learned for this lesson in capital letters on the paper. Each letter should have some space around it so that students can tear the paper into small pieces with one letter on each small piece. EX: Students write C, A, K, and E on the paper. They tear the paper so "C" is on one small piece, "A" is on one small piece, etc. All six words for the lesson are written and torn in this way.
- When all groups have finished writing and tearing apart the letters, together with their other group members they make other words that they know from the letter pieces. Give groups a few minutes to build words and then check the words they made.
- Challenge: Give groups a time limit and they can only make words with 5+ or 6+ or 7+ letters.

Patterns

A. Listen and say.



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

C. Practice with a partner. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- Divide the class into groups of six students each. If there are not enough students, some groups can have four or five students. Assign the groups letters: A, B, C, D, etc.
- Within each group, each student should choose one item from the unit (cake, balloon, hat, present, card, candy) that they "have." Each member of the group should have a different item.
- Group A sends one member to the front to be the Answerer. Group B sends one member to the front to be the Asker. The Asker asks, "Do you have...?" and asks about any vocabulary item from the unit. The Answerer will answer "No, I don't." if that is not the item that student chose. If it is the item that student chose, the Answerer must say, "Yes, I do." If the Answerer says Yes, he/she is out and must sit down.
- The Asker then becomes the next Answerer, and Group C sends up a new Asker.
- Play as time allows. The group with the most students still in the game at the end is the winner.



Target Pattern

He's/She's/It's ___ing.

Target Words

sing, laugh, cry, shout, play a game, open a present

Warm-up

Review the structure from Lesson I by having student each write two of the target words (cake, balloon, hat, present, card, candy) on a piece of paper. Each student writes their own two words. Choose any two students to come to the front. Those students look at their papers to see all of the items they "have." Ask one student from the class to ask the two at the front a question like "Do you have...?" The two students look at their lists to see if that item is on either list. The students at the front then say, "No, we don't." or "Yes, we do." Call two new students to the front and continue.

Words

A. Listen and point.

Track 83

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play Track 83 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 84

- Have the students listen to Track 84 and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Ask for a volunteer to come to the front of the class.
 The volunteer should look in his/her book and read a word. The class repeats after the student. Have other volunteers come up and do the same. Each volunteer should read two words for the class to repeat.

C. Point and say.

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

D. Unscramble and match.

- Have the students say what they see in the four pictures in the second row.
- Have the students read the letters and rewrite them to form a word to match one picture. Check the answers together.



E. Remember. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- Make a small ball from a piece of paper by wadding up the paper.
- Have the class sit in a large circle. One student will toss the paper ball to another and ask "Can you...?" Students may use any verb that they have learned to complete the question. The student with the ball must answer "Yes, I can." or "No, I can't."
- The student with the paper ball chooses who to throw it to next.

Patterns

A. Track 33 Listen and say.





B. Read the sentences.





He's playing a game.

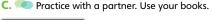




She's opening a present.

He's shouting

It's singing.







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

Unit 6 🗐

Extension

Let's Hear You!

What you will need: marker, white board

- Write the following "cheer" on the white board:
 - Yes, I do. I know how to ___.
 - Let's hear you! I know how to .
- Explain to the class that they will need to sing, cry, laugh, or shout in a certain way for this activity. For each of these actions, students should say only the following:

sing: La la la! cry: Boo hoo hoo! laugh: Ha ha ha! shout: Hip hooray!

- Have the class stand in a large circle.
- Begin the cheer by saying it with one of the above verbs in the blank and then indicating a random student at the end. That student must make the appropriate sound and then say the cheer next. That student can add the verb of his/her choice.
- Continue until all students have done the cheer.

Patterns

A. Listen and say.



- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play Track 85 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 a scene 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.
- Assign the students to work in pairs. Initially, pairs should practice making sentences using the pictures on page 51.
- Once pairs are ready to try different verbs, allow them to look through all of the pages of Top Kids 2 from Units I through 5. For any picture they find, students should make a sentence to tell their partner.
- Continue as time allows.

D. Sing the song. Go to page 78.



- Have the class listen to the song (Track 86) and read along with the lyrics.
- Play the song again and have the class sing as they read along.
- Divide the class into two groups. Assign one group to be the verses about "he." The other group has the verses about "she."
- Play the song, and have the group sing only their verses.



Target Dialogue How old are you? I'm seven years old. This is for you. Happy birthday! Thank you very much.

Warm-up

- Divide the class into groups of five or six students per group. Each group should write six verbs on a blank sheet of paper. The group should then tear the paper so that one verb is on each torn piece.
- Choose one group to go first. That group sends one of their members to any other group. The "sent" student chooses one of the torn pieces of paper from the group he/she visits. The student must then act out that verb for his/her group to guess. Students should guess using the sentence, "You are __ing." or say just the verb with -ing on the end.
- Continue as time allows with students acting charades for their other group members to guess.

Conversation

A. Listen and point.



- 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.

B. Listen and say.



- Have the students listen to Track 88 and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

C. Role-play the dialogue.

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

D. Value 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.



Extension

Pass the Question

What you will need: a small object to pass, like a ball or interesting toy

 Write the lesson dialogue on the board with blanks.

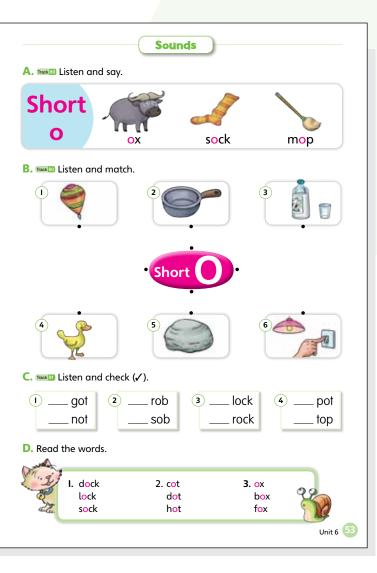
How old are you?

I'm years old.

This is for you.

Thank you very much.

- Have the class stand in a large circle. Give the object to pass to one student to begin.
- The student with the object will ask the student on his/her left, "How old are you?" The student to the left will answer with his/her age. The first student then says, "This is for you," and hands the object to the second student. The second student responds with, "Thank you very much."
- Continue with the student who is holding the object asking the student on his/her left the question to begin a new dialog.



Word-Be-Gone

What you will need: whiteboard, board eraser, marker

- Split the class into two or three teams and assign them to a certain side or part of the whiteboard.
- Have each team take turns writing the following short o words on the board: ox, sock, mop, top, pot, rock, got, not, lock, hot, box, fox.
- Once all of the teams have the words written on their part of the board, have each member of the team stand in a line.
- Call out a word and the first student in each team will try to find the word as quickly as they can and erase it from the board and run to the back of their team's line.
- The teams are scored according to the order they get back in line. If there are three teams, for example, first = 3 points, second = 2 points, and third = 1 point.
- If a student erases the wrong word, they must write the word again on the board before the next round begins.
- Continue calling out words as time permits.
- The team with the most points wins.
- Challenge: Call out a word that was erased earlier in the game and have the students write the word back on the board (adding it back to the list) before running back to their team's line. Score in the same manner.

Target Sounds

Short o: ox, sock, mop

Sounds

A. Listen and say.

Track 89

- 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 89 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.



- 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 90 and have the students repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Play Track 90 again and have the students match the pictures to the short o icon if the word has the sound in it.
- Check by having the class say the words from memory and then confirming which words have the short o sound.

C. Listen and check (✓).



- Play Track 9I and have the students repeat the words after the recording.
- Listen again and have the students check the words they hear. Check together.

D. Read the words.

- Have the students read the three words in each list.
 Ask students if they see the part in each word that sounds the same (-ock, -ot, -ox).
- As a class, brainstorm more words that end with the same sounds. Some words that students might know include rock, tock (as in "tick-tock"), lot (as in "a lot"), not, and pot.



Reading

Wendy Buys an Art Set

New Words

help, toy store, thirty, twenty, idea, best

Warm-up

Have the class listen to the Unit 6 song (Track 86). Play the song again and have the class sing along.

Reading 3

A. Listen and follow along.



- Have the students look at the pictures and talk about what they see in the story. Students should predict the storyline from what they see. This discussion may be done in the LI.
- Play Track 92 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.



- Have the students listen to Track 93 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 (\checkmark) 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?

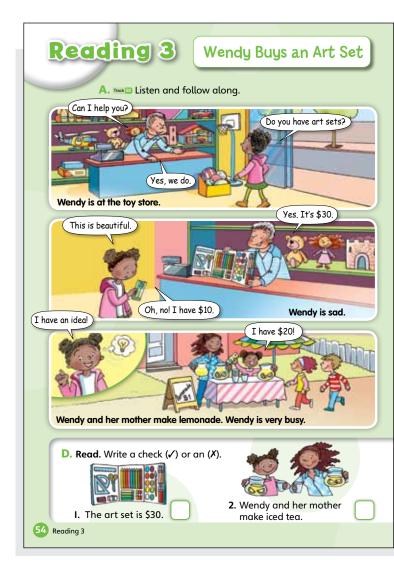
S-B: Check. (for correct answer) OR X. (for wrong answer)

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.



Extension

Binac

What you will need: Bingo sheets for each student

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



Optional Extension

Picture Guessing

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

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





What's he/she/it doing? He's/She's/It's ing.

watch TV, cook dinner, sleep, play hide and seek, wash my hands, clean up

Warm-up

Review the target patterns from Unit 6 by having students practice review the "ball toss" activity. Make a small ball from a piece of paper by wadding up the paper. Have the class sit in a large circle. One student will toss the paper ball to another and ask "Can you...?" Students may use any verb that they have learned to complete the question. The student with the ball must answer "Yes, I can." or "No, I can't." Then the student with the paper ball choose who to throw it to next.

Words

A. Listen and point.

Track 94

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play Track 94 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 95

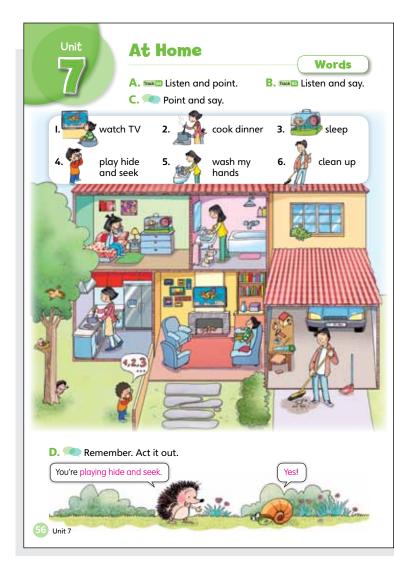
- Have the students listen to Track 95 and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Ask for a volunteer to come to the front of the class. The volunteer should look in his/her book and read a word. The class repeats after the student. Have other volunteers come up and do the same. Each volunteer should read two words for the class to repeat.

C. Point and say.

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

D. Remember. Act it out.

- Have the students look at the scene or projector image and say the sentences.
- As a class, brainstorm a list of verbs that students know. Write the verbs on the board as a phrase commonly used with the verb. EX: If students suggest "climb," write "climb a tree" on the board. Be sure to include the six target phrases from this unit. Make a list of 20+ verb phrases.
- One student stands in front of the class and acts out one of the verbs. The rest of the class tries to guess what the verb phrase is.
- The student who guesses becomes the next actor.



Extension

What Do I Do?

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

- You will describe an activity to the students. You may give up to 3 hints to the students.
 - **EX** (for the activity "watch TV")
 - -I do this in my house.
 - -I do this at night.
 - -I do this after dinner.
- 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 activities in the lesson (clean up, cook dinner, play hide and seek, sleep, wash my hands, and watch TV). If the students are comfortable with these activities, then you can include more activities that the students already know.

Patterns

A. Track 100 Listen and say. She's cooking What's she doing?



B. Read the sentences.



2

What's he doing? He's watching TV.





What's she doing? She's washing her hands.

What's he doing? He's playing hide and seek.



Unit 7 📴

Extension

Follow the Leader

What you will need: marker, white board

- List on the board the following 12 verb phrases:
 - -play hide and seek -cook dinner -clean up
 - -sleep on a bed -wash my hands -watch TV
 - -eat some cake -sing a song -play a game
 - -paint a picture -make a sandwich -row a boat
- Have the class stand up for the activity.
- Call out a phrase and do an action at the same time. The spoken phrase and the action should match part of the time, but not match at other times.
 - -Clean up! (act like you are cleaning)
 - -Row a boat! (act like you are sleeping)
- Students will need to follow the action you say, not the action you do. Any student who does not follow what you say is out and should sit down.
- Continue until only one student is standing.
- If time allows, have the winner call out and do the actions for another round.

Patterns

A. Listen and say.



- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play Track 96 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 sentences. Have other volunteers come up and do the same.

C. Practice with a partner. Use your books.

- Have the students look at the scene or projector image and say the sentences.
- Divide the class into two teams. The teams should line up on opposite sides of the room.
- Ask the first person from each team to go to the front of the class. One student will point to a picture in his/her book and ask, "What's he/she/it doing?" The student from the other team should answer. Then the answering student will point to a picture and ask, "What's he/she/it doing?" for the other student to answer
- Continue until students have had a chance asking and answering.



Target Patterr

Where are you/they? I'm/They're in the .

Target Words

living room, kitchen, bedroom, bathroom, yard, garage

Warm-up

Review the structure from Lesson I using activity D from page 56. Write a list of I2 verb phrases on the board including the six target phrases from Lesson I. The class can help brainstorm verb phrases that they remember. One student stands in front of the class and acts out one of the verbs. The rest of the class tries to guess what the verb phrase is. The student who guesses becomes the next actor.

Words

A. Listen and point.



- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play Track 97 and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.

B. Listen and say.



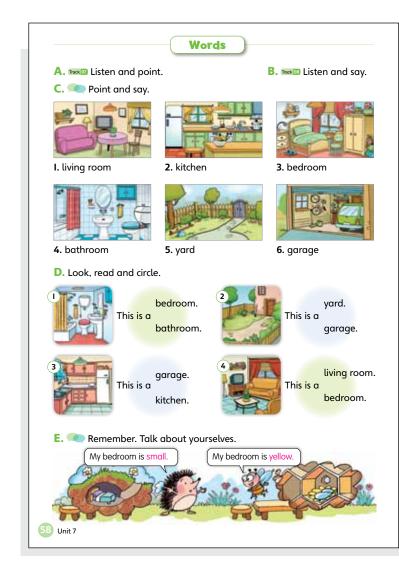
- Have the students listen to Track 98 and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Ask for a volunteer to come to the front of the class.
 The volunteer should look in his/her book and read a word. The class repeats after the student. Have other volunteers come up and do the same. Each volunteer should read two words for the class to repeat.

C. Point and say.

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

D. Look, read and circle.

- Have the students say what they see in the four pictures. Have the students name objects that they know in English.
- Have the students read the sentences and circle the right words to complete the sentences. 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, brainstorm a list of adjectives that can describe rooms in a house. Adjectives that students have learned in the Top Kids series include big, old, small, black, blue, red, white, yellow, and cute.
 Student may know other words as well.
- Have the students work in pairs and talk about the different rooms of their houses or apartments using the adjectives listed on the board.

Patterns





B. Read the sentences



Where are they? They're in the bedroom.

It's in the bathroom.



Where is he? He's in the yard.



Where is it?



Where are you? We're in the kitchen.

C. Practice with a partner. Use your books.



D. Issue Sing the song. Go to page 79.

Unit 7 🛂

Extension

Bingo Questionnaire

What you will need: blank Bingo cards (9×9) , pencils

- Pass out blank Bingo cards to each student.
- The middle space will be a free space.
- Students will write questions randomly on their Bingo cards. All guestions should be yes/no questions based on rooms in a home.
 - **EX** -Is your bedroom yellow?-Is your living room big? -Is your garage small? -Is your kitchen white?
- Students may also add 2 bonus questions from past lessons such as:
 - -Can you sing? -Are you tall/short? -Do you like basketball?
- 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 answers a positive answer (yes), then the student draws a big circle (O) in the Bingo square. If the student answers 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).

Patterns

A. Listen and say.



- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play Track 99 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 a scene 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.
- Have the students work in pairs. The pairs will take turns asking and answering questions.
- The asker can choose any picture from pages 56, 57, or 58 to make a question. The asker then uses that picture to ask the question, "Where is he/she/it?" or "Where are they?"
- The other student in the pair then answers the question with either "He's/She's/It's in the ___." or "They're in the ___."
- Students in each pair then switch roles.
- Continue asking and answering as time allows.

D. Sing the song. Go to page 79.



- Have the class listen to the song (Track 100) and read along with the lyrics.
- Play the song again and have the class sing as they read along.
- Divide the class into two groups. Assign one group to ask the questions in the first verse and the second group to answer. Then the second group will ask the questions in the second verse while the first group answers.



Target Dialogue Jack! I'm coming. Clean up the yard, please. OK, Mom. I'll do it now.

Warm-up

- Have the class write three short sentences as "clues" about a room in their house/apartment. You can write the following examples on the board to help students with their writing.
 - -This room is big/small.
 - -This room is yellow/red/white.
 - -I watch TV/play computer games in this room.
- Ask a volunteer to come to the front of the class and read his/her three clues. The class will then try to guess which room it is. Students should keep guessing until they guess the correct room.
- Continue as time allows or until all students have read their clues for the class.

Conversation

A. Listen and point.

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.

B. Listen and say.

Track 102

- Have the students listen to Track 102 and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

C. Role-play the dialogue.

 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 dialogue.

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 IIII Listen and point.

B. Track 102 Listen and say.

C. Role-play the dialogue.



D. Value Check () the correct picture.







Extension

The Silly Family Story

What you will need: a blank sheet of paper for each student, marker, white board

- Put the students in groups of three or four.
- Each student should have a blank piece of paper.
 Show students how to fold their paper six times,
 accordion style. At the top of the paper, all students should write the title "The Silly Family at Home."
- On the white board, write each line of the story in turns. Students will fill in the blanks with the words of their choice. Students pass their paper to the left between turns, so a different student is continuing the story.

EX Turn I: Dad is in the ___. (pass the paper)

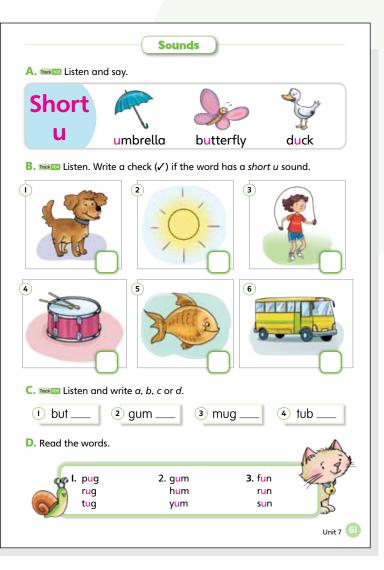
Turn 2: He is ___. (pass the paper)

Turn 3: Mom is in the ___. (pass the paper)

Turn 4: ___ is in the ___. [Brother/Sister/The dog] (pass the paper)

Turn 5: He/She/It is ___. (pass the paper)

• Each student in the group should read aloud for the group the silly story he/she is holding after the last turn.



Make O or U

What you will need: Word List of short o and short u words (see Appendix I2)

- All the students will need to stand up for this activity.
- Call out words that contain short o or short u sounds slowly.
- If you say a short o word, the students will stand with their arms above their heads in a big circle like an "O."
- If you say a short u word, the students should stand with their arms up in a big "U" shape.
- Students must hold their position until they hear the next word and then move (or not move) accordingly.
- Students who move their arms the wrong way are

Taraet

Short u: umbrella, butterfly, duck

Sounds

A. Listen and say.

Track 103

- 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 103 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 word has a short u sound.



- 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 104 and have the students repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Play Track 104, and have the students check the pictures if the words have a short u sound.
- Check by having the class say the words in each pair from memory and then confirming whether they checked (✓) the word or not.

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

Track 105

- Have the students read the words for each number. Correct student pronunciation if they do not say the short u sound correctly.
- Play Track 105 and have the students write the letter when they hear the printed word. Check together and replay the track if students have made any mistakes.

D. Read the words.

- Have the students read the three words in each list. Ask students if they see the part in each word that sounds the same (-ug, -um, -un).
- As a class, brainstorm more words that end with the same sounds. Some words that students might know include bug, hug, jug, mug, mum, bun, and gun.



Target Language Hand in your homework. Turn to page 12. Clean up your desks. Take a break.

Drawing activity

Warm-up

Have the class listen to the Unit 7 song (Track 100). Play the song again and have the class sing along.

Expansion 4

A. Listen and point.

Track 106

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play Track 106 and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.

B. Listen and say.

Track 107

- Have the students listen to Track 107 and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

C. Listen and do.

Track 108

- Have the students close their books and listen to Track 108, 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.
- Each student in the group should have a turn giving commands.
- Challenge: Include commands from Expansion I, 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. The commands should be written on the board for student reference:

-Raise your hand.

-Put down your hand.

-Write your name.

-Read page ___.

-Close your eyes.

- -Stop talking.
- -Touch your ___. -Start writing.
- -Spell the word "_
- -Say the word "
- -Draw a ___.
- -Look at the board.

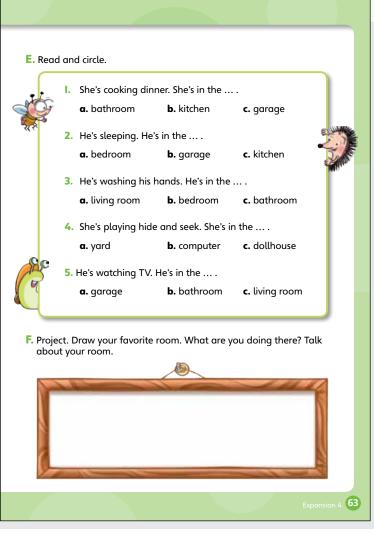


Extension

If You're A...

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

- Review the following commands with the class.
 - -Pick up your pencil.
- -Put down your pencil.
- -Look at ___.
- -Point to the board.
- -Spell the word "
- -Open your book.
- -Raise your hand.
- -Close your book.
- -Touch your ___.
- -Start __ing.
- Teach the class the phrase, "If you're a..." for this game. The possible endings on this phrase will be: boy, girl, kid, 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 knows well 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.



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 IO 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 I 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.

E. Read and circle.

- Have the students work on their own to read through the sentences and circle the correct answer for each item
- Draw a simple house shape on the board with five empty room spaces (kitchen, living room, garage, bedroom, and bathroom). As you check the answers as a class, you will fill in the rooms.
- Check by asking a student to read #I with the correct answer. After the student reads, draw a simple stick woman in one of the empty room spaces. Add a simple stove and pan to show she is cooking there.
- Continue by having students read the sentences while you draw other stick people in the various rooms of the house. One stick figure will be in the yard playing.
- At the end, ask the students what the last room should be. (It should be the garage.) Ask students who is in the garage and what that person is doing there. A possible answer might be "Dad is in the garage. He is washing the car."

F. Project. Draw your favorite room. What are you doing there? Talk about your room.

- Draw a simple picture of your favorite room on the board. Try to include enough detail to clearly show what the room is and what you enjoy doing there.
- Tell the class about your room, how big or small it is, what is in it, what color it is, and what you do there. Say, "This is my kitchen. It is small. It is white. There is a small table in it. I cook in my kitchen."
- 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.



Target Pattern

What time is it? It's (time).

Target Words

Numbers 20-30, 40, 50, 60

Warm-up

Review the target patterns from Unit 7 by listing on the board common items in a home: bed, computer, TV, bookshelf, tub, and bike. Also write on the board the example question, "In your house, where is your ___?" Students will ask the question to each other and fill in the blank with one of the items. The other student should answer, "It's in my/the ___." Students can then switch roles asking and answering.

Words

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

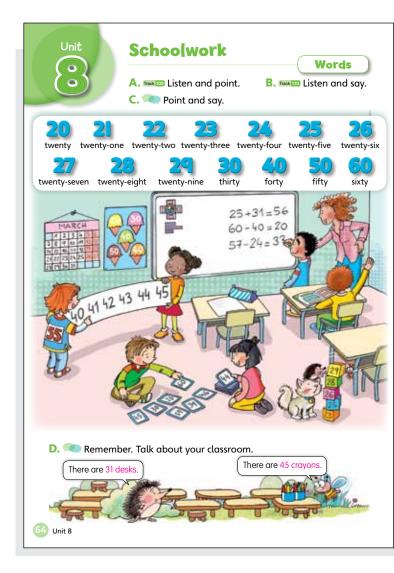
- Have the students listen to Track IIO and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Ask for a volunteer to come to the front of the class.
 The volunteer should look in his/her book and read a word. The class repeats after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

C. Point and say.

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

D. Remember. Talk about your classroom.

- Have the students look at the scene or projector image and say the sentences.
- Ask the students to stand up and find something to count. It is OK if several students count the same items. Have the students count the item of their choice.
- When all of the students have finished counting, they can report to the class how many there are of the item they counted.



Extension

Fuzz Buzz

What you will need: markers (two colors), white board

- Write the following numbers on the board using one color marker (black): 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60. Write these numbers on the board using the other color marker (red): 7, 14, 21, 28, 35, 42, 49, 56.
- Have the class stand in a large circle. Students will begin counting with the first student saying "I" and the second student saying "2" etc. Counting will go around the circle by turns.
- Any student who should say one of the black numbers on the board should say "Fuzz" instead of the number. Any student who should say one of the red numbers should say "Buzz."
- When a student makes a mistake and says the number instead of "Fuzz" or "Buzz," the round ends. The next student in the circle must start again from the number I.
- See if the class can continue without a mistake all the way to 60!

Patterns A. Tack IIII Listen and say. It's 10:15 It's 9:00. What time is it? What time is it? B. Read the sentences. 2 What time is it? It's 11:45. What time is it? It's 1:00. 4 What time is it? It's 2:15. What time is it? It's 3:30. C. Practice with a partner. Use your books. It's 11:45. What time is it?

Extension

Unit 8 65

I'm a Clock!

What you will need: six index cards—three cards should have "H" written on them and three cards should have "M" written on them

- Divide the class into three teams.
- Have one volunteer from each team come to the front of the class. Give each volunteer one "H" card and one "M" card. Explain that students should hold one card in their right hand and one card in their left hand. The hand that holds the "H" card is their "hour hand." The hand that holds the "M" card is their "minute hand."
- Call out a time, and the three volunteers need to position their arms like a clock to indicate the time you called. For example, if you said "3:30!" then the students should hold their hour hands straight out to the left (where 3 would be on a clock) and their minute hands straight down (where 6 would be on a clock).
- The fastest team gets a point.

Patterns

A. Listen and say.

Track 111

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

C. Practice with a partner. Use your books.

- Have the students look at the scene or projector image and say the sentences.
- Assign the class to work in small groups. Each group will need one blank sheet of paper. The group should tear the paper into eight equal size pieces.
- Each member of the group should take one piece of paper and write any time that they wish on it (1:00, 2:45, 3:30, 4:15, etc.). If there are more blank pieces of paper, group members should write a time on those as well.
- Put all of the papers face down in the center of the group and mix them. Then group members will take turns choosing a piece of paper, showing the time to any other group member and asking, "What time is it?" The other group member should answer with the correct time.
- Continue until all of the times that were written have been practiced. For extra practice, groups may exchange papers with other groups.



Target Pattern

Are you/they __ing? Yes, I am/they are. No, I'm not/they're not.

Target Words

read a book, take a test, eat lunch, take a nap, draw a picture, study English

Warm-up

Review the structure from Lesson I using what students learned from activity D from page 64. Ask the class if they remember how many of a particular classroom item were counted in the previous lesson. If the class cannot remember, recount the item together. Check several classroom items in this way.

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 II2 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

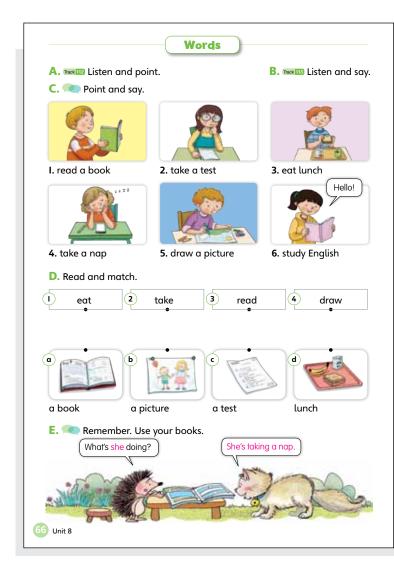
- Have the students listen to Track II3 and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Ask for a volunteer to come to the front of the class.
 The volunteer should look in his/her book and read a word. The class repeats after the student. Have other volunteers come up and do the same. Each volunteer should read two words for the class to repeat.

C. Point and say.

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

D. Read and match.

- Have the students say what they see in the four pictures.
- Have the students read the words and phrases and match the right words. Check the answers together.



E. Remember. Use your books.

- 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 picture from any unit in the book to make a question. The asker then uses that picture to ask the question, "What's he/she/it doing?"
- The other student in the pair then answers the question with either "He's/She's/It's __ing."
- Students in each pair then switch roles.
- Continue asking and answering as time allows.

Patterns

A. mak 1110 Listen and say.





B. Read the sentences.



Are you eating lunch? Yes, we are.



Are you drawing a picture? No. I'm not.



Are they taking a test? Yes, they are.



Are you studying English? No. we're not.

C. Practice with a partner. Act it out. Then guess.



D. sing the song. Go to page 79.



Extension

Quick Thinking

What you will need: 6 pieces of paper per student, picture cards (Appendix 13)

- Have the students write each of the six vocabulary words (read a book, take a test, eat lunch, take a nap, draw a picture, study English) 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.

Patterns

A. Listen and say.



- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play Track II4 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 a scene for the class to say.

C. Practice with a partner. Act it out. Then guess.

- Have the students look at the scene or projector image and say the sentences.
- Assign the students to work in groups of three or four students each. The members of each group should decide on three target words to act out for the lesson. If the group has four members, then two students in the group will act out the same word.
- When the groups have chosen their three words, each group will go to the front of the class. All members of the group will act out the words at the same time. The rest of the class will say what each student is doing using the sentences "He's/She's __ing." or "They're ing."
- The next group will then come forward to act out their words.

D. Sing the song. Go to page 79.



- Have the class listen to the song (Track II5) and read along with the lyrics.
- Play the song again and have the class sing as they read along.
- Divide the class into two groups. Assign one group to ask the questions in the first verse and the second group to answer. Then the second group will ask the questions in the second verse while the first group answers.



Target Dialogue Are you finished? It's 8:00. No, not yet. Hurry up! We're late. OK. I'm ready.

Warm-up

 Practice the target language from lesson 2 by having students look through their books and choose any picture where a character is doing something. Have the students work in small groups. Students show their picture to the group and ask, "What is he/ she/it doing?" The group should answer, "He's/She's/ It's ing."

Conversation

A. Listen and point.



- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play Track II6 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.



- Have the students listen to Track II7 and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

C. Role-play the dialogue.

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

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.



Extension

When Will You Do That?

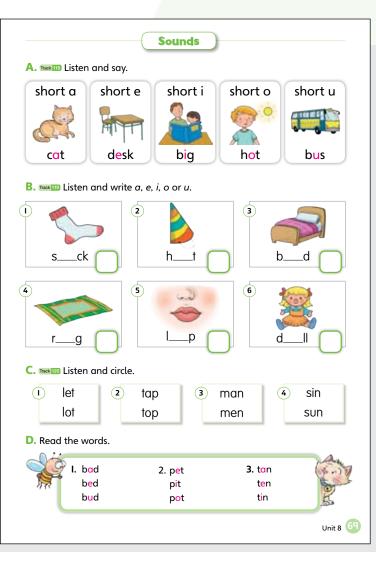
What you will need: small rectangular squares of paper (3 for each student), tape, whiteboard, marker

- Each student will draw 3 self-portraits of himself/ herself.
- Divide the board into six sections with one vocabulary word written in each section: read a book, take a test, eat lunch, take a nap, draw a picture, study English.
- The students will tape a self-portrait of himself/ herself in three sections of the board that have activities he/she will do later in the day.
- Once all of the students have taped their selfportraits to the board, ask questions for students to answer:

You: What will (student name) do? Class: He/She will....,, and

You: (to the student) ..., when will you...?

Student: I will...at.... (answer using a specific time)



List of Rhymes

What you will need: enough blank sheets of paper for each group to have one

- Divide the class into small groups of three or four students each.
- Each group will need one blank sheet of paper. You will call out a word. The group members will then brainstorm words that rhyme (have the same ending vowel + consonant combination) with your word. The groups should list as many rhyming words as possible in one minute. For example, if you call out "sun," groups can write bun, fun, gun,
- After one minute, have the groups read aloud their list of words. If two or more groups wrote the same word, then all groups mark that word off their lists.
- Groups score one point for each word not marked off after all groups have checked their lists.
- Call out a new word to begin another round.

short a: cat short e: desk short i: big short o: hot short u: bus

Sounds

A. Listen and say.

Track 118

- 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 II8 and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Listen and write a. e. i. o. or u.

Track 119

- 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 II9 and have the students repeat the words after the recording.
- Have the students close their books and listen. repeating after the recording.
- Play Track II9 again and have the students write the letter for the sound they hear in each word.
- Check by having the class say the words from memory and then confirming which sound each word has.

C. Listen and circle.

Track 120

- Play Track I20 and have the students repeat the words after the recording.
- Listen again and have the students circle the word that they hear. Check together.

D. Read the words.

 Have the students read the three words in each list. Ask students if they see which short vowel sound is missing from each list. Have the students say the pattern with missing vowel sounds and explain any real words that are formed that students do not know (bid, pat, put).



Happy Homes

New Words

apartment, live, city, neighbors, house, country

Warm-up

Have the class listen to the Unit 8 song (Track II5). Play the song again and have the class sing along.

Reading 4

A. Listen and follow along.



- Have the students look at the pictures and talk about what they see in the story. Students should predict the storyline from what they see. This discussion may be done in the LI.
- Play Track 121 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.



- Have the students listen to Track I22 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 (\checkmark) 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
 - 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.



Extension

Create A Story

What you will need: A4 paper, crayons

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



Letter Mix and Match

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

- 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 I 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 = I point.
- Groups then mix all of their letters again before you call out the next word to spell.
- Continue playing as time allows.

Optional Extension

Tower of Words

What you will need: Jenga or similar game of blocks, Word List for Top Kids 2 from page 80 of the student book

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



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 71, 86, 100, 115). Have the class sing along with the songs.

Review 2

A. Find, circle and number.

- Have the students look at the picture and find the hidden objects in it. As students circle the objects that they find, they should also write the number of the word from the word box above the picture.
- Check by having students answer orally the question, "Where is the ___?" Most questions can be answered with "It is in/on the ___." Supply students with vocabulary they may not have learned such as bush, roof, and chimney.

B. Listen and write a, b, c, d, e or f.



- Have the students close their books and listen as you play the recording (Track 123).
- 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 write the letter by the picture that matches the information heard.
- Check the answers as a class.

C. Write and match.

- Write the numbers 10, 20, 30, 40, 50, and 60 on the board for reference.
- Have the students read each word chorally as a class. Point to one of the numbers written on the board and ask, "Is it this one?" The class should respond "No" until you indicate the correct number. Then students can write that number in the blank in their books.
- Have the students look at each set of dots and count them. Students should match the numbers on the left with the correct box of dots on the right.

D. Listen and check (/) Yes or No.



- Have the students look at each picture and predict a sentence they might hear to check the picture "Yes." Write the sentences that the students suggest on the board as they say them.
- Play the recording (Track I24) and have the students check either "Yes" or "No" as they listen.





Extension

Scenes from Memory

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

- Assign students to work in pairs or groups for three.
- Each pair or group should look back through Top Kids 2 Units I through 8 and find a dialogue from one of the units that they want to perform for the class. It is OK for more than one pair or group to perform the same dialogue.
- The students in the groups should assign roles among themselves and study their lines so that they can say them from memory.
- Ask each pair or group to come to the front of the class and role play their dialogue from memory. Be sure to have the class applaud after each pair or group performs.

E. 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, match and check (\checkmark) .



- Have the students close their books and listen as you play the recording (Track 125).
- 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 match the number with the picture that goes with the information heard. Then students can read the sentences to the right of the pictures and check the correct choice.
- Check the answers as a class.

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



- Have the students look at the pictures and brainstorm simple dialogues from Units 5 through 8 that might be used in each situation.
- Listen to the recording (Track 126) and have the students write letters by the pictures in the order that they hear the appropriate dialogues.

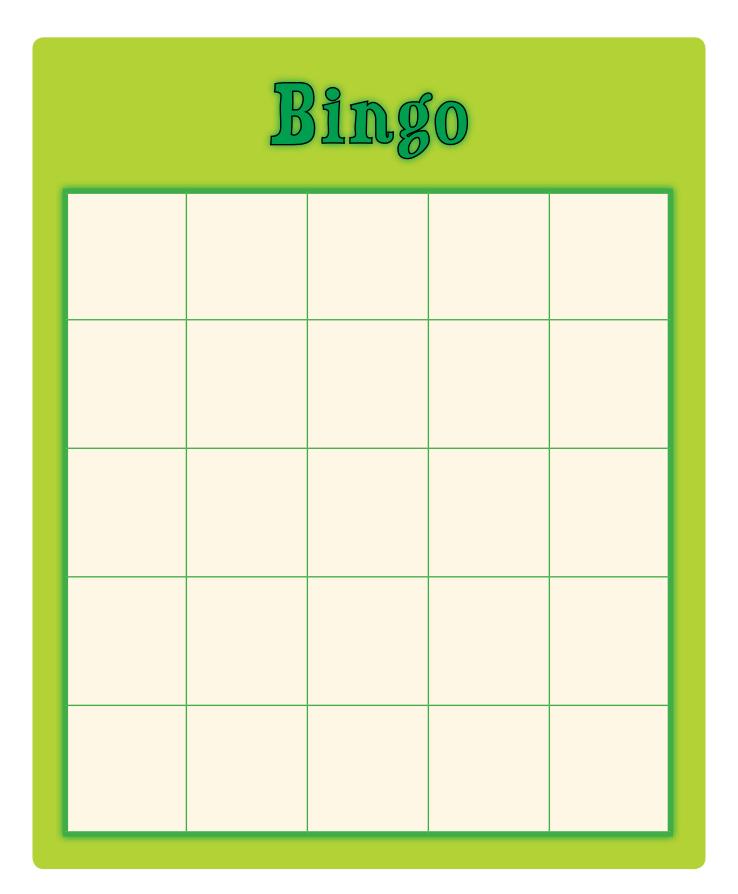
H. Listen and write the letter.



- Play Track I27 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.

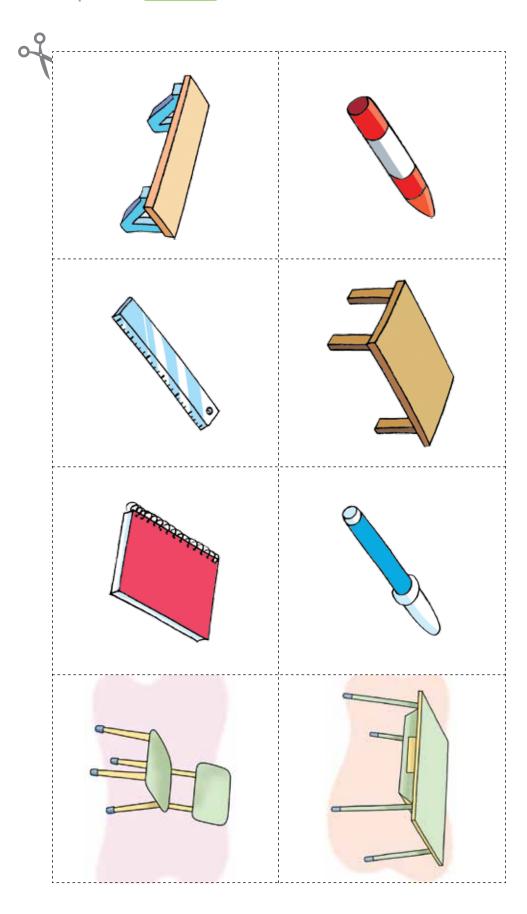
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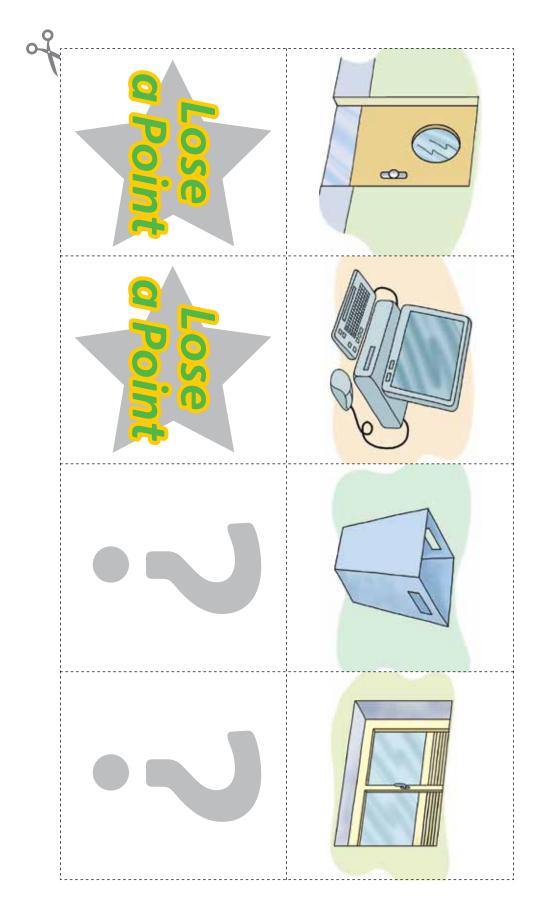


Appendix 2 Coin Toss

Extension | Unit 1 Lesson 2



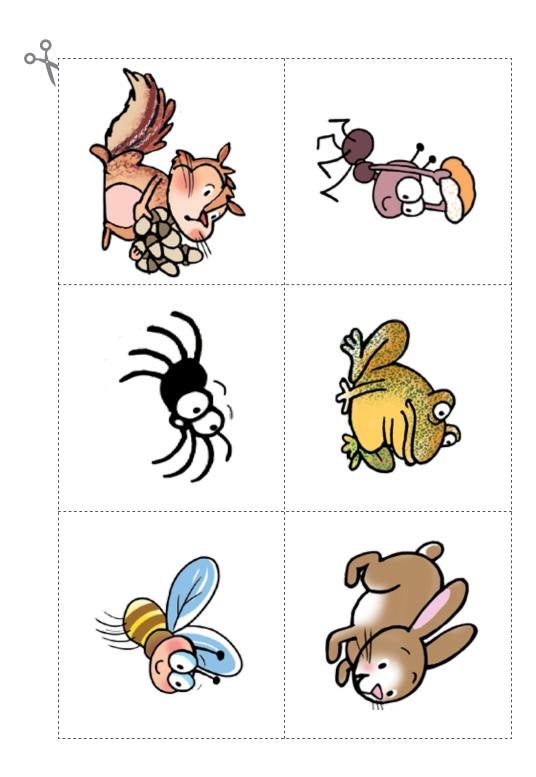






J-words	Y-words
jacket	yak
jam	yam
jar	yarn
jelly	yawn
jet	yellow
jug	yogurt
juice	yolk
jump	young
jungle	уо-уо

Appendix 4 Who Has It? Extension | Unit 2 Lesson 1





Questions and Answers for "Swat the Right Fly"

Questions	Responses
1. How many frogs?	1. Two frogs.
2. Is that a squirrel?	2. Yes, it is.
3. Are those ants?	3. No, they're not.
4. What are those?	4. They're bees.
5. Are you busy?	5. Yes, I am.
6. What is that?	6. It's a rabbit.

Appendix 6 Coin Toss Extension | Unit 3 Lesson 1



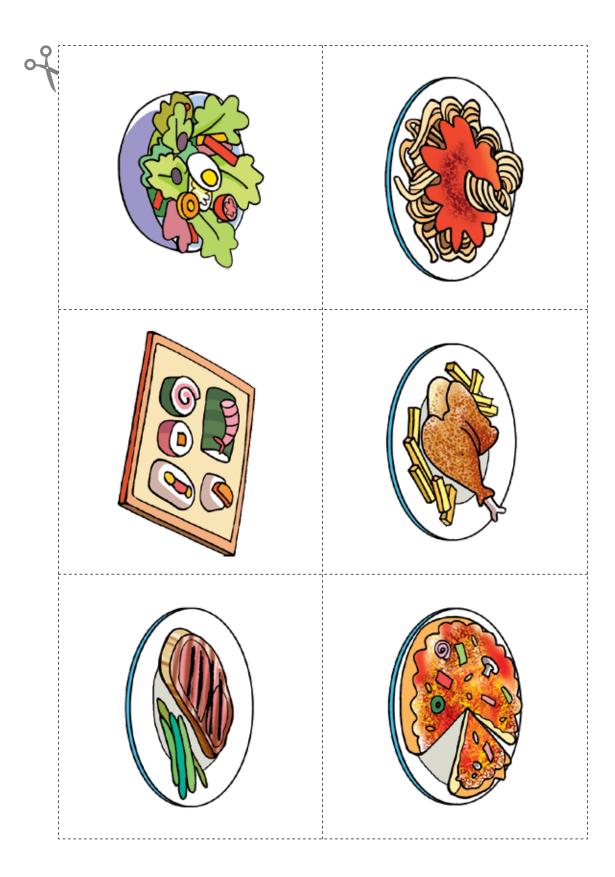
Appendix 7 What Is It? Extension | Unit 3 Lesson 3





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

Extension | Unit 4 Lesson 1



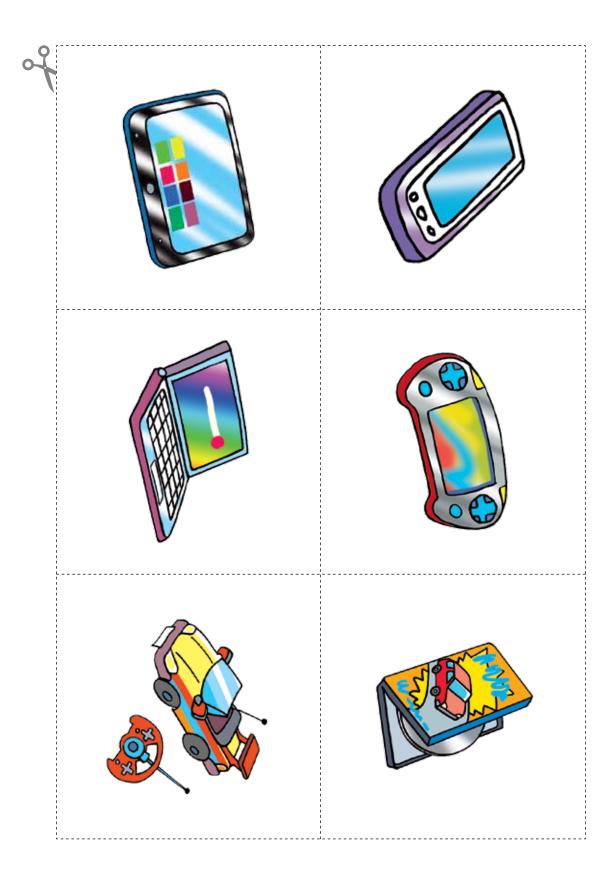
Appendix 9 Bee Sounds Extension | Unit 4 Lesson 3

of	egg	pen	red	bed	jet
	leg	net	ten	wet	men
	ant	man	bag	jam	cat
	rat	sad	can	bat	fan
	new	ball	tree	tall	car
	day	bee	key	May	see



Appendix 10 Basket Toss / What Do You Have? / I Can't Find It!

Extension | Unit 5 Lesson 1 / Lesson 3





Bingo				



Short O and Short U Word List

Short o words	Short u words		
box	bumblebee		
doll	bus		
dot	but		
fox	butterfly		
frog	drum		
hot	duck		
lock	fun		
mop	gum		
not	gum		
off	jump		
ОХ	mug		
pot	rug		
rock	run		
sob	sun		
sock	tub		
song	ugly		
sorry	umbrella		
top	yum		



Appendix 13 Quick Thinking

Extension | Unit 8 Lesson 2

