

Judy Baldwin • Lisa Kingsley

Teacher's Guide



Top Kids 3 Teacher's Guide

Judy Baldwin / Lisa Kingsley

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Syllabus



	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Unit 1 In the Neighborhood	Words park, library, bakery, store, school, house Patterns • Where's <u>he</u> going? • <u>He's</u> going to <u>the park</u> .	Words baseball, storybook, apple pie, egg, workbook, key Patterns • <u>He</u> has <u>a baseball</u> . Song: Hey! Where's He Going?	Conversation Asking for Personal Information: A: Where do you live? B: Ilive in Baytown. A: Really? <u>Me, too.</u> B: It's a friendly place. Value: Be friendly. Sounds Long a • a_e: cake • ai: paint • ay: gray	Expansion 1 • Critical thinking task • Personalization task • Mini project
Unit 2 Pets	Words Kitten, puppy, goldfish, hamster, turtle, parrot Patterns • <u>She</u> doesn't have a <u>puppy</u> .	Words dog bed, cat toy, goldfish bowl, dog house, pet food, hamster cage Patterns • What does <u>she</u> have? • <u>She</u> has <u>a dog bed</u> . Song: What Does She Have?	Conversation Offering Help: A: Ugh! This is heavy. B: Let me help you. A: Thanks a lot. B: <u>No problem</u> . Value: Be helpful. Sounds Long a and Short a • Long a: cage, play, rain • Short a: bag, cat, pan	Reading 1 Fiction: Herby Gets a Pet
Unit 3 After School	Words Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday Grammar Vocab: today, tomorrow, the day after tomorrow Patterns • What day is today? • It's Monday.	Words English class, math class, computer class, music class, kung fu class, ballet class Patterns • I have English class on Friday. • He has music class on Saturday. Song: On Monday	Conversation Inviting and Refusing an Invitation: A: Can you come over today? B: No, I can't. I have to practice. A: Practice what? B: Kung fu. I have kung fu class on Friday. Value: Work hard. Sounds Long e • ee: bee, jeep • ea: eat, leaf	Expansion 2 • Critical thinking task • Personalization task • Mini project
Unit Daily Activities	Words get dressed, play with friends, do chores, have a snack, brush my teeth, take a shower Grammar Vocab: in the morning, in the afternoon, in the evening Patterns •] don't get dressed in the evening.	Words eat breakfast, go to school, go home, do homework, have dinner, go to bed Patterns • Do you go to bed at 9:30? • Yes, I do. • No, they don't. Song: Do You Go to School at 8:00?	Conversation Offering Help: A: What's for dinner? B: <u>Chicken</u> and salad. A: Yum! Can I help? B: Yes. Bring me the <u>milk</u> , please. Value: Help at home. Sounds Long e and Short e • Long e: tea, green • Short e: egg, pen	Reading 2 Non Fiction: Ellie Peters and Her Family
Review 1 (Units	1-4)			

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Unit 5 Things We Wear	Words jacket, shirt, pants, shorts, jeans, sneakers Grammar Vocab: • I – my, you – your • he – his, she – her • they – their, we – our Patterns • This is my jacket. • These are my shorts.	Words wet, dry, clean, dirty, tight, loose Patterns • This jacket is dry. • This is a dry jacket. • These sneakers are wet. • These are wet sneakers. Song: Tight Jeans	Conversation Showing Sympathy/ Concern: A: Oh, no! B: What's wrong? A: Look! My jeans are <u>ripped</u> . B: Don't worry. Your mom can <u>fix</u> them. Value: Care about others. Sounds Long i • i_e: rice, lime • igh: night	Expansion 3 • Critical thinking task • Personalization task • Mini project
Unit 6 My Room	Words alarm clock, pillow, blanket, dresser, lamp, rug Grammar Vocab: under, in front of Patterns • The alarm clock is behind the lamp.	Words purple, orange, brown, pink, gold, silver Patterns • Where's the <u>alarm clock?</u> • It's <u>next to</u> the <u>goldfish</u> <u>bowl</u> . Song: Where's the Blanket?	Conversation Giving Orders: A: Your room is messy! B: Sorry. A: <u>Pick up</u> your toys! B: OK. I'll do it <u>tomorrow</u> . A: No! Please do it now! Value: Listen to your parents. Sounds Long i and Short i • Long i: bike, kite • Short i: six, pin	Reading 3 Fiction: Brothers
Unit 7 Show and Tell	Words panda, elephant, giraffe, kangaroo, shark, penguin Grammar Vocab: • I – mine, you – yours • he – his, she – hers Patterns • Whose <u>shark</u> is this? • It's <u>mine</u> .	Words nervous, bored, excited, scared, worried, proud Grammar Vocab: • I – me • he – him, she – her Patterns • Look at me. I'm nervous. Song: I'm Excited!	Conversation Apologizing: A: This is fun. B: Yes, it is. I want to go next. A: You can't. It's her turn. B: Sorry. I was <u>rude</u> . Value: Take turns. Sounds Long o • oa: goat, road • o_e: home, nose	Expansion 4 • Critical thinking task • Personalization task • Mini project
Unit 8 At the Supermarket	Words cheese, peanut butter, bread, cucumber, potato, pear Patterns •] want some <u>pears</u> .	Words potato chips, nuts, crackers, popcorn, pudding, gum Patterns • I don't want any <u>crackers</u> . Song: I Don't Want Any Nuts!	Conversation Buying Something: A: Excuse me. How much is this? B: Two dollars. A: And the gum? B: One dollar. A: Here's your change. Two dollars. B: Thank you very much. Value: Be polite. Sounds Long o and Short o • Long o: coat, note • Short o: box, pot	Reading 4 Non Fiction: Amy and Sam's Habits

In the Neighborhood

Target Pattern	Where's he/she going? He's/She's going
Target Words	park, library, bakery, store, school, house

Warm-up

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

Words

A. Listen and point.

Unit

Track 2

Track 3

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

B. Listen and say.

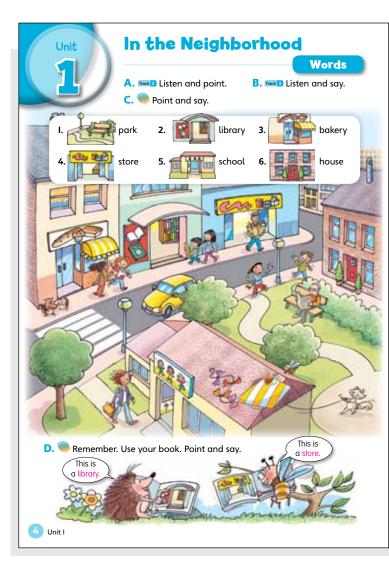
- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Ask for a volunteer to come to the front of the class. The volunteer should look in his/her book and read a word. The class repeats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

C. Point and say.

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

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

- Have the students look at the scene or projector image and say the sentences.
- Assign students to work in pairs. Each pair should sit with their books open in order to see the words and pictures on page 4.
- One student will speak first. At the same time, both students point to pictures in their books.
- The speaker says, "This is..." about the picture he/she is pointing to. The speaker also says, "This is..." about the picture his/her partner is pointing to.
- Pairs continue taking turns back and forth as time allows.

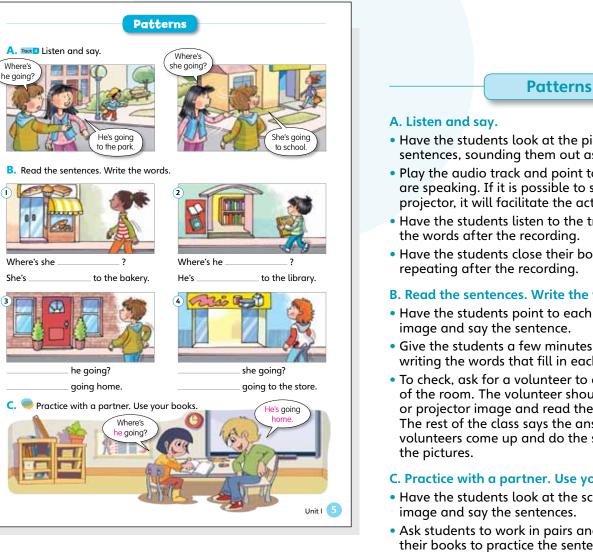


Extension

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.



Extension

Where Are You Going?

What you will need: 6 index cards

- Write a location on each index card: park, library, bakery, store, school, house.
- Have the students brainstorm at least three ideas for what kids can do in each location. You can prompt students by asking, "What can you do at school?/ at home?/at the library?/etc." As students say things (sleep, read, drink something, play soccer, etc.) write the words on the board for reference later.
- Ask six students to come to the front of the room. Give each student one index card. He/She should read the card to see where he/she is going. These students will stand in a line by number I through 6.
- Any other student sitting down can ask Student I, "What can you do?" Student I should say one thing he/she can do in the place on his/her index card, such as (for bakery) "I can eat there." The class should then guess, "You are going...!"
- If the class is right, Student I gives his/her card back to you and sits down. If the class is wrong, any student can ask Student 2, "What can you do there?"

Track 4

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

B. Read the sentences. Write the words.

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

C. Practice with a partner. Use your books.

- Have the students look at the scenes or projector image and say the sentences.
- Ask students to work in pairs and use the pictures in their books to practice the sentences.
- 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 ask "Where's he/she going?" and the other student will look at the picture indicated in the book and say "He/She's going..."
- Have other students come up in pairs and talk about pictures for the class.

 Questioning goes down the line of students and then back to any students still standing after asking Student 6. The second time around, standing students must say a different thing they can do in their location before the class guesses.

In the Neighborhood

Target Pattern	He/She has a He/She hass.
Target Words	baseball, storybook, apple pie, egg, workbook, key

Warm-up

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

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

Words

A. Listen and point.

Unit

Track 5

Track 6

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

B. Listen and say.

• Have the students listen to the audio track and repeat the words after the recording.

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

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



E. Remember. Practice with a partner.

- 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. Students should write the word for that object on a small piece of paper.
- Have the students work in pairs. One students asks his/her partner, "Do you have a(n) ___?" The partner will answer "Yes, I do." or "No, I don't."
- If the partner answers no, the first student should ask again. After answering no three times, the partner should tell the other student, "I have a(n) ___." Then switch roles.

Track 7

Patterns





Read the sentences. Write the words.



Extension

Coin Toss

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

- Cut out the picture cards and put them in a row on a desk.
- Divide the class into two teams. Teams will take turns sending one member to toss the coin on their team's turn.
- Students take it in turns to throw a coin onto the cards.
- The student who throws the coin must say the word 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!

A. Listen and say.

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

Patterns

- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Read the sentences. Write the words.

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

C. Talk about your classmates' things.

- Have the students look at the scene or projector image and say the sentences.
- Ask each student to find an object either at his/ her desk, in his/her book bag, or from inside the classroom. Each student should hold the object he/she finds.
- Divide the class into two teams. Each team should line up on opposite sides of the classroom. The students at the front of each line come forward together to say what the other has: He has a ___. / She has a ___.
- Continue until all students have come forward to talk about another student.

D. Sing the song. Go to page 76.

Track 8

- Have the class listen to the song and read along with the lyrics.
- Play the song again and have the class sing as they read along.
- Divide the class into three groups, a has-group, a heygroup, and a going-group. Play the song again, and have the groups sing their verses for He/She has, Hey! Where, or He/She's going.

Lesson 3

In the Neighborhood

Target Dialogue

Where do you live?I live in Baytown.Really? Me, too.It's a friendly place.



- Have the students review the structure from lesson 2 using activity C from page 7.
- Ask each student to find an object either at his/her desk, in his/her book bag, or from inside the classroom. Each student should hold the object he/she finds.
- Divide the class into two teams. Each team should line up on opposite sides of the classroom. The students at the front of each line come forward together to say what the other has: He has a ____. / She has a ___.
- Continue until all students have come forward to talk about another student.

Conversation

A. Listen and point.

Track 9

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

B. Listen and say.

Track 10

Track 11

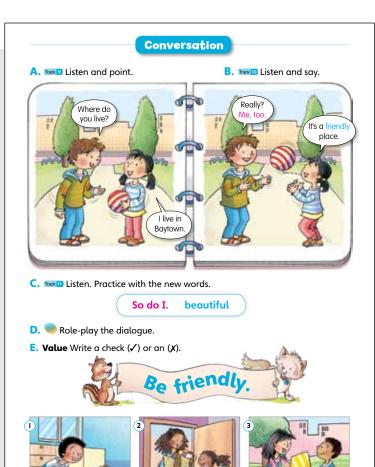
- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- C. Listen. Practice with the new words.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students read the dialogue aloud in pairs while substituting in the new words where indicated.

D. Role-play the dialogue.

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

E. Write a check (✓) or an X.

- Have the students read the sentence on the banner held by the animal characters.
- Brainstorm examples of this value from students' own experience. This discussion may be done in the students' LI, but be sure to repeat the value sentence in English to reinforce the language along with the value.
- Have the class look at the scenes and describe what is happening in each scene.
- Have the students mark each scene that matches the value presented in the activity with a check (1). If the scene does not match, mark it with an X.



Extension

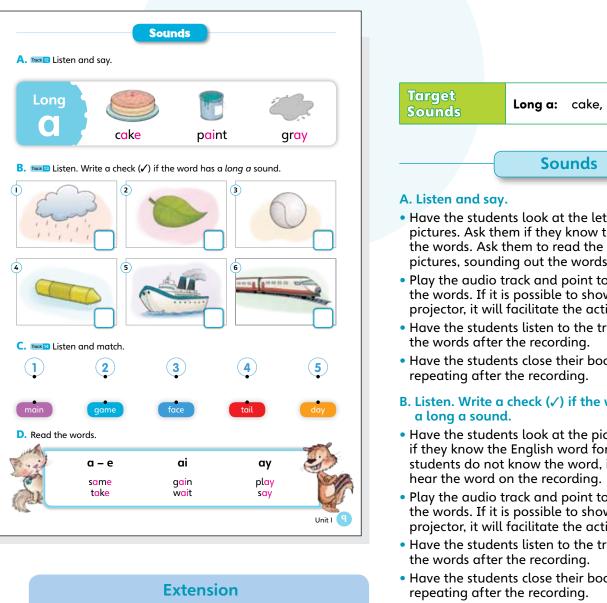
Friendly Ball Toss

Unit I

What you will need: a ball or a wadded up piece of paper, white board marker

- Write the following question prompt on the white board: "___, do you want to go to ___ with me?" Explain to the class that they will fill in the first blank with someone's name and the second blank with a place that was learned in lesson I (park, library, bakery, store, school, my house). Also write a few possible answers to the question on the board: "Sure. / OK. / That sounds like fun. / etc."
- 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 ask the question on the board.
 - EX You: (tossing ball to Jill) Jill, do you want to go to the library with me? Jill: OK. / Sure. / That sounds fun.
- After this, it is the student's turn to toss the ball and ask the question to another student.
- Continue until all of the students have had a chance to ask and answer.

Unit



Stand Up, Sit Down

What you will need: white board marker, Word List Appendix 2

- Explain to the class that you will say a word. If the word that they hear has a long a sound, they should stand up. If the word that they hear has a short a sound, they should sit down.
- Read one of the words from page 9 of the student book or any short a word that students have learned in the Top Kids series. (See Appendix 2 for a reference list.)
- Read a word and students should stand or sit as required.
- Challenge: Rather than say the word out loud, write the word on the board. Students must then decide how to pronounce the word for themselves and stand up or sit down accordingly. After students have made their decision, say the word and see who was correct or incorrect.

Long a: cake, paint, gray Track 12 Have the students look at the letter sound and pictures. Ask them if they know thow to pronounce the words. Ask them to read the words under the pictures, sounding out the words as best they can. • Play the audio track and point to the images of

- the words. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat
- Have the students close their books and listen,
- B. Listen. Write a check (\checkmark) if the word has

Track 13

Lesson 3

- 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
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat
- Have the students close their books and listen,
- Have the students check each picture with a long a sound based on what they have heard. Review the answers together, having the class say the word for each picture if they can remember it.

C. Listen and match.

Track 14

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

D. Read the words.

- Have the students read the word lists, sounding out each word as best they can.
- Give the class a pop spelling guiz. Ask the students to close their books. Say any of the words from the list and have the students write the word on a sheet of paper. After saying all of the words, check as a class by asking volunteers to go to the board and write the words as you say each one.

Lesson 4

Unit

In the Neighborhood

Target Language	Review and then student states experience and opinion using "I like" and "I have"
Project	Drawing activity

Warm-up

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

Expansion 1

A. Look, read and circle.

- Have the students look at the pictures and say what they see.
- Have the students read the sentences beside each character. Students should read two sentences per character, substituting the given words as required.
- Ask the class to complete the activity on their own by circling their choice for the correct answers.

B. Read, match and write.

- Have the students look at the pictures and say what they see. Each character appears to be holding something, but the object is not shown. Ask students to guess what the invisible object might be.
- Have the students read the sentence prompts beside each number. Students should follow the line to the appropriate character and write the word that should go in each blank.
- To check, ask volunteers from the class to say each complete sentence and spell the missing word aloud.

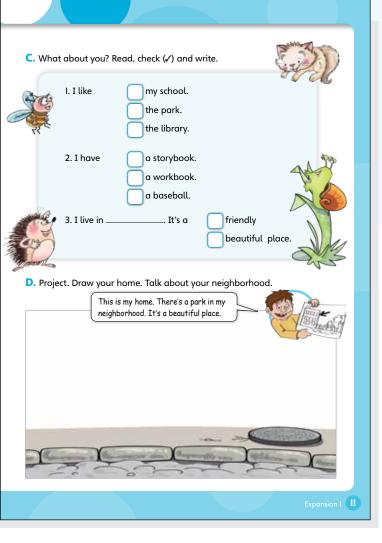


Extension

Letter Bee

What you will need: (no materials required)

- Have the students line up in a straight line. Say one of the unit target words (park, library, bakery, store, school, house, baseball, storybook, apple, pie, egg, workbook, key).
- One by one the students say a letter each to spell out the word. For example, if the word is "pie," student I will say "p," student 2 will say "i," and student 3 will say "e." If all three students have said the correct letter, then student 4 should say "done."
- If at any time a student says the wrong letter, he/ she is out and must sit down.
- Continue giving words until there are only 3 students remaining.



Extension

Telephone

What you will need: (no materials required)

- Put students into two teams. The teams must stand in lines, from the front to the back of the classroom.
- Whisper two sentences to the front two students. Be sure that none of the other students hear the sentences. These sentences should practice the language of Unit I. Use a student's name in the sentences.

EX You: Bob has a baseball. He is going to the park.

- Students must now whisper what they heard to the next student, going on down the line until the end. When the end students hear the sentences, they must run all the way to the front and whisper what they heard to you. If the sentences are correct, that team wins. If the sentences are not correct, the other team can continue to see if the last student whispers the correct sentences to you.
- Play again by having the end students now stand at the front, each student moves down, and new sentences are whispered.

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

- Ask the students to read through the choices for each item. They are free to choose one of the given options or write their own idea in the blank space by each item.
- After students have had a chance to complete their personal information, put the students in pairs or groups of three. Each student in the pair or group should read the information he/she wrote aloud.
- D. Project. Draw your home. Talk about your neighborhood.
- Draw a blank street on the board like the one shown on page II.
- Draw a few simple buildings or houses to represent your neighborhood.
- Demonstrate for the class how to talk about their drawings. Point to different parts of your drawing as you explain.
 - **EX** You: This is my home. There's a <u>in my</u> neighborhood. I like to go there with my friend.
- Have the class draw their own neighborhoods.
- Students can work in pairs or small groups, sharing and talking about the pictures they have drawn.

Lesson 1

Unit

	-	▁	_
2		ТQ	
		•	

Target Pattern	She/He doesn't have a
Target Words	kitten, puppy, goldfish, hamster, turtle, parrot

Warm-up

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

- Before talking with their partners, all students should think of a place to go (bakery, school, home, park, library, store) and write that place on a small piece of paper to carry with them.
- Have the students walk around and ask each other "Where are you going?" Students should answer with the place they wrote down. After the first student answers, he/she should ask "Where are you going?" to the other student. When the second student answers, he/she should add
 - "OK, bye." if the other student is going to a different place.

"Me, too!" if the other student is going to the same place.

Words

A. Listen and point.

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

B. Listen and say.

Track 16

Track 15

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

C. Point and say.

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

D. Remember. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- Assign students to work in pairs. Each pair should sit with their books open in order to see the words and pictures on page I2.
- Pairs taking turns asking and answering about animals.



Extension

Who Has It?

What you will need: picture cards so that each student has one picture (see Appendix 3)

- 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 turtle?") All of the students with the turtle cards must answer in a full sentence (e.g. "I have the turtle.").
- When all the students with that card are standing, ask, "How many turtles?" 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 <u>s</u> and <u>s</u>?"

Lesson 1

Track 17

Patterns

A. Track 17 Listen and say.





Read the sentences. Write the words.





a parrot.

She





Practice with a partner. Talk about your classmates.



Extension

Who Doesn't Have One?

What you will need: blank paper (one sheet per student)

- Divide the class into small groups with either three or six members per group.
- Each group will first collect information for their members by asking each student in the group, "Do you have a ___?" The blank will be filled with the animals listed on page I2 of the student book. The group should record how many students have or don't have each of the animals.
- Next, have the groups decide which members will ask other students in the class about certain animals. If the group has six members, each member chooses one animal to ask others about. If the group has three members, each member chooses two animals to ask others about.
- Have all the students walk around and interview other classmates to collect the information they need as assigned by their group.
- After collecting information about the rest of the class, students return to their groups and share information about how many others in the class have or don't have certain animals.
- Which animals do most people in the class have?

A. Listen and say.

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

Patterns

- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Read the sentences. Write the words.

- Have the students point to each scene or projector image and say the sentence.
- Give the students a few minutes to work on their own, writing the words that fill in each blank.
- To check, ask for a volunteer to come to the front of the room. The volunteer should point to a scene or projector image and read the sentence under it. The rest of the class asks, "What does he have?" The student at the front of the room should then answer with the correct animal saying, "He/She has a ____."

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

- Have the students look at the scenes or projector image and say the sentences.
- Ask students to find one item from their desks, book bags, or the classroom. It should be an item they can hold and carry.
- Ask several volunteers to come to the front of the room. Each volunteer will show the class the item he/ she is holding. Stand behind one of the volunteers and ask the class, "Does he/she have a ___?" The class will answer either "Yes, he/she has a ___." or "No, he/she answer either "Yes, he/she has a ____ doesn't have a ____." Continue by moving behind each volunteer and asking the question to the class.
- Have another group of volunteers come to the front. Continue until all students have had a turn showing their items to the class.



Target Pattern	What does he/she have? He/She has a
Target Words	dog bed, cat toy, goldfish bowl, dog house, pet food, hamster cage

Warm-up

Review the structure from Lesson I using activity D from page I2 using any vocabulary known. Assign students to work in pairs. Partners should take turns asking about different animals. The other student in the pair should answer with "Yes, I do." or "No, I don't."

Words

A. Listen and point.

Track 18

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

B. Listen and say.

Track 19

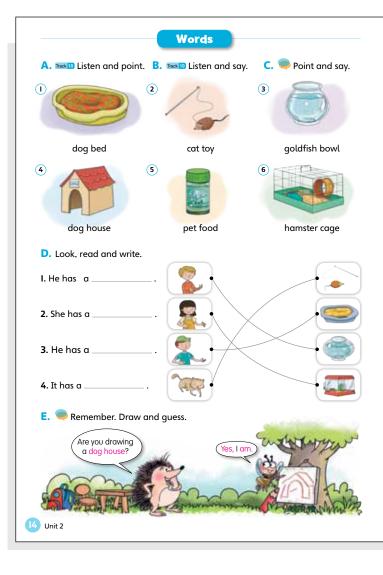
- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Ask for a volunteer to come to the front of the class. The volunteer should look in his/her book and read a word. The class repeats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

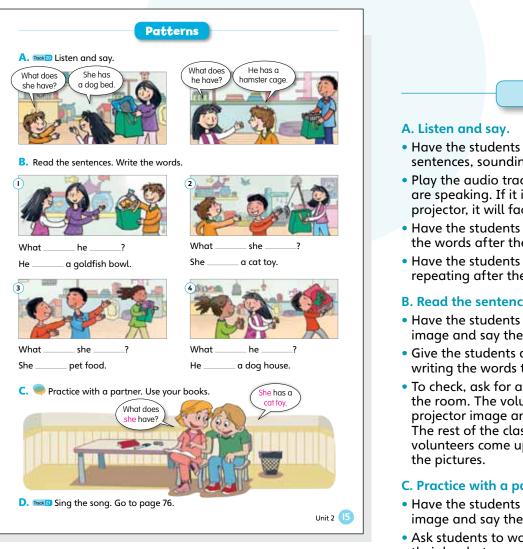
D. Look, read and write.

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



E. Remember. Draw and guess.

- Have the students look at the scene or projector image and say the sentences.
- Ask students to think of an object they want to draw. Have one volunteer come to the board and draw one line for the object they have in mind. The class will then guess, "Are you drawing a ___?" The volunteer should answer yes or no. If no, the volunteer then draws another line to continue the drawing.
- After the class correctly guessed the object, have a new volunteer come up to draw.



Extension

Word-Be-Gone

What you will need: whiteboard, board eraser, marker

- Split the class into two or three teams and assign them to a certain side or part of the whiteboard.
- Have each team take turns writing the following vocabulary words on the board: kitten, puppy, goldfish, hamster, parrot, turtle, dog bed, dog house, čat toy, goldfish bowl, hamster cage, pet food.
- 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.

Track 20

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

Patterns

- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Read the sentences. Write the words.

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

C. Practice with a partner. Use your books.

- Have the students look at the scenes or projector image and say the sentences.
- Ask students to work in pairs and use the pictures in their books to practice the sentences.
- For extra practice, have the students come to the front of the class in pairs and talk about pictures for the class.

D. Sing the song. Go to page 76.

Track 21

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



Pets

Taraet Dialogue Ugh! This is heavy. Let me help you. Thanks a lot. No problem.

Warm-up

- Have the students review the structure from lesson 2 using activity C from page I5.
- Ask students to work in pairs and use the pictures in their books to practice the sentences.

Conversation

A. Listen and point.

Track 22

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

B. Listen and say.

Track 23

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

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

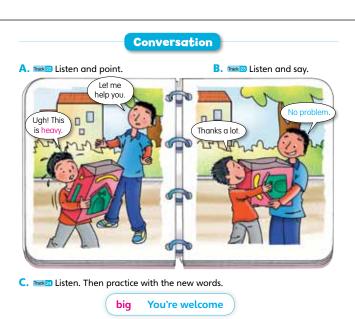
- Have the students listen to the track again and repeat the words after the recording.
- Have the students read the dialogue aloud in pairs while substituting the new words where indicated.

D. Role-play the dialogue.

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

E. Write a check (\checkmark) or an X.

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



- D.
 Role-play the dialogue.
- E. Value Write a check (✓) or an (X).



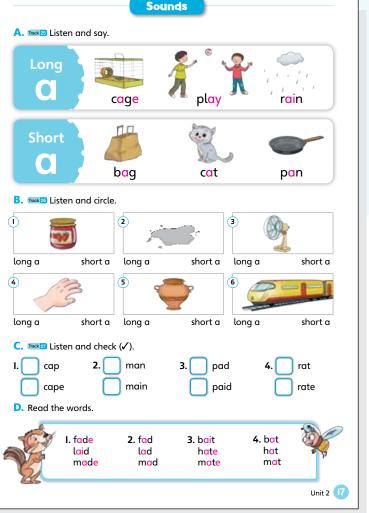
Extension

Sentence Scramble

What you will need: 8 pieces of paper per group with the following words: Ugh!, This is, heavy., Let me, help you., Thanks, a lot., No problem.

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

Lesson 3

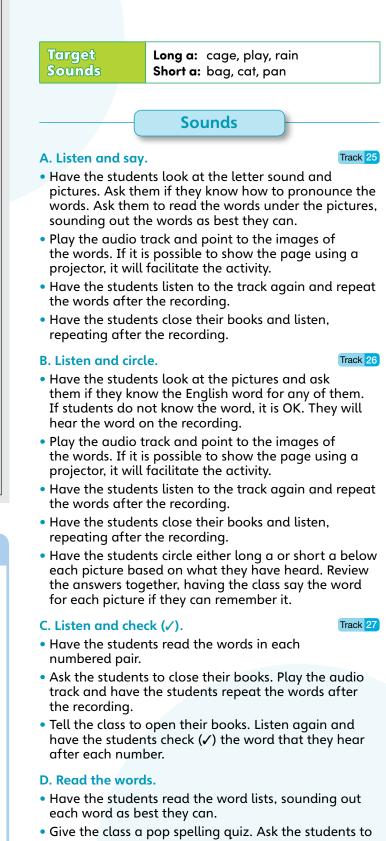


Extension

Letter Face-Off

What you will need: (no materials required)

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



by asking volunteers to go to the board and write the words as you say each one.

close their books. Say any of the words from the list

and have the students write the word on a sheet of

paper. After saying all of the words, check as a class



Reading	Herby Gets a Pet
New Words	pet, look for, give, together, love

Warm-up

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

Reading 1

A. Listen and follow along.

Track 28

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

Track 29

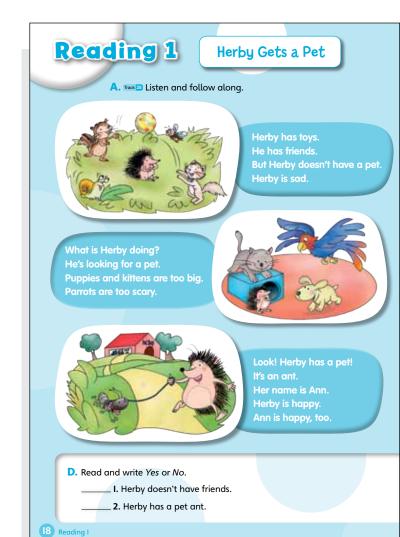
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

C. Read with a partner.

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

D. Read and write Yes or No.

- Have the students work individually to answer the four comprehension questions.
- Assign students to work in pairs. Students should take turns to orally check their partner's answers.
 - EX S-A: Number one. Herby doesn't have friends.S-B: No. Number two. Herby has a pet ant.S-A: Yes. Number three...
- Check answers together as a class to make sure everyone has all the correct answers.



Extension

Rock, Scissor, Paper Pets

What you will need: white board, marker

- Write the following pet words that students have learned on the white board: ant, goldfish, parrot, cat, dog.
- Tell the class that they will all start as ants and they must walk around the room like ants. They can make ants noises as well if they wish.
- Allow students to walk around for 10-20 seconds, then call "Stop!" When you call stop, all students should find another student to play "Rock, Scissors, Paper" with. If there are an odd number of students, three students may play together.
- The winner of the "Rock, Paper, Scissors" match becomes the next animal on the list on the white board. For example, all ant winners become goldfish.
- Continue as above. Students move around the room as their animal again until you call stop and then find a partner to play a match against.
- Once a few students have become dogs, play championship rounds with ants playing in pairs until a single ant is the champion. All goldfish play in pairs until a single goldfish is champion, etc.

B. Track 29 Listen, read and say.

Lesson 4



Optional Extension

Silly Stories

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

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



Lesson 1 After School

Unit

Target WordsMonday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday	Target Pattern	What day is today? It's
	Target Words	Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Warm-up

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

- Ask students to find one item from their desks, book bags, or the classroom. It should be an item they can hold and carry.
- Ask several volunteers to come to the front of the room. Each volunteer will show the class the item he/ she is holding. Stand behind one of the volunteers and ask the class, "Does he/she have a ___?" The class will answer either "Yes, he/she has a ___." or "No, he/she doesn't have a ___." Continue by moving behind each volunteer and asking the question to the class.
- Have another group of volunteers come to the front. Continue until all students have had a turn showing their items to the class.

Words

A. Listen and point.

Track 30

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

B. Listen and say.

Track 31

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

C. Point and say.

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

D. Remember. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- Choose one volunteer to ask first. Ask that student, "What's your favorite day?" The student can answer with any day of the week.
- Have the student who answered choose any other student in the class to ask. Continue until all students have asked and answered.



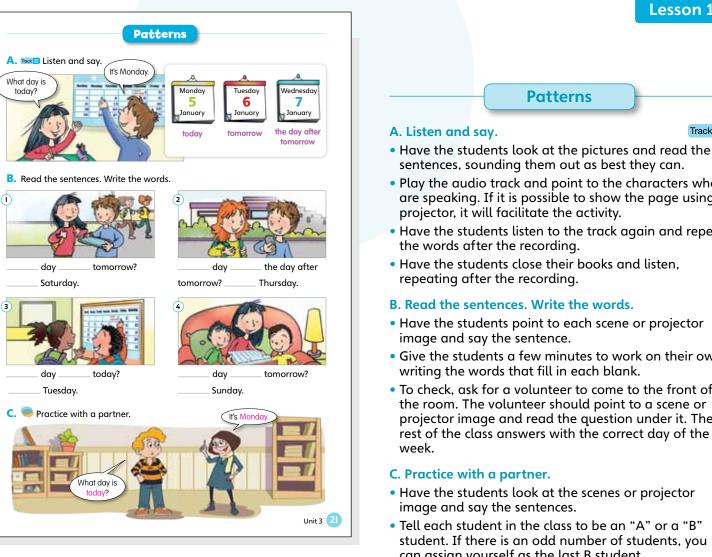
Extension

Order the Days

What you will need: seven pieces of paper with one day of the week written on each piece

- Choose seven students from the class and give each student one of the papers with a day of the week written on it.
- Have the seven students stand in front of the class and hold their papers so that the class can read the day written on each one. The class will direct the students to stand in order according to the days of the week starting from Monday: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.
- Once the students are in the correct order, the standing students say their day of the week aloud for the class, one after the other.
- Each standing student then chooses another student in the class to give his/her paper to. The new students come to the front of the class to stand in line.

Challenge: Assign a different day other than Monday as the first student in line at the front.



Extension

What Day Is It?

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

- Have the class sit in a large circle.
- Choose any day of the week and say that day. Then ask the first student in the circle, "What day is ?" Fill in the blank with either today, tomorrow, the day after tomorrow. The student should answer with the correct day of the week.
- The student who answered then says "It's ___." (to set the "new" reference day) and asks the next student in the circle the question. Continue asking and answering all the way around the circle.
 - **EX** You: Tuesday. What day is tomorrow?

SI: Wednesday. (turning to next student) It's Wednesday. What day is the day after tomorrow?

S2: Friday. (turning to next student) It's Friday... etc.

- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a
- Have the students listen to the track again and repeat
- Have the students close their books and listen,
- Have the students point to each scene or projector
- Give the students a few minutes to work on their own,
- To check, ask for a volunteer to come to the front of the room. The volunteer should point to a scene or projector image and read the question under it. The rest of the class answers with the correct day of the
- Have the students look at the scenes or projector
- Tell each student in the class to be an "A" or a "B" student. If there is an odd number of students, you can assign yourself as the last B student.
- Ask the class to find any other student to work with, but each pair will need one A student and one B student.
- In pairs, the A student will ask, "What day is ?" The blank should be filled with today, tomorrow, or the day after tomorrow. A students may ask in any order. B students should answer with the correct day referencing "today" as the actual day of the week.
- After all A students have asked all three questions, have the class find new partners to work with. All pairs again need one A and one B student. This time B students ask the three questions and A students answer.

Lesson 1

Track 32

Lesson 2 After School

Target Pattern	I have class on He/She has class on
Target Words	English class, math class, computer class, music class, kung fu class, ballet class

Warm-up

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

- Choose one volunteer to ask first. Ask that student, "What's your favorite day?" The student can answer with any day of the week.
- Have the student who answered choose any other student in the class to ask. Continue until all students have asked and answered.

Words

A. Listen and point.

Unit

- Track 33
- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.

B. Listen and say.

Track 34

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

C. Point and say.

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

D. Look and write.

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

E. Remember. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- Call students by turn to tell the class one class they like and one class they don't like following the example in the book.



Extension

Get Moving for Class

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

- Have the class stand up to play Simon Says using the names of classes they have studied.
- Show the class a motion to do for each kind of class.

English = put hand beside mouth as if talking Math = point one finger to head as if thinking Computer = motion like typing on a keyboard music = wave hands as if conducting music kung fu = make a pose like a martial arts move ballet = stand on one foot with hands over head in a circle

- Lead the class in Simon Says by saying, "I like _____ class." and doing a motion. Students should all make the motion of what you said NOT what you did (if different than what you said). Students who do the wrong motion should sit down
- Continue until one student remains. He/She becomes the next caller for Simon Says.

Track 35





Read the sentences. Write the words.





They ballet class Tuesday.



4 5×5= 5X6=

kung fu class You Thursday.

We math class Wednesday.

Monday.

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



A. Listen and say.

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

Patterns

- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Read the sentences. Write the words.

- Have the students point to each scene or projector image and say the sentence.
- Give the students a few minutes to work on their own writing the words that fill in each blank. While students work, write two example questions on the board: What does he/she have on ? and What do they/you have on ?

• To check, ask for a volunteer to come to the front of the room. The volunteer should point to a scene or projector image and ask, "What does he/she have on ?" or "What do they/you have on ?" The rest of the class says the answer. Have other volunteers come up and do the same for the other pictures.

C. Practice with a partner. Talk about yourselves.

- Have the students look at the scenes or projector image and say the sentences.
- Ask students to write the name of one class and one day of the week on a small piece of paper.
- Have the class stand up and walk around to find a partner to speak with. Partners should say the example sentence "I have ___ class on ___." according to what they wrote.
- After both students have said their sentence, the students trade papers. Then everyone finds a new partner to speak with.
- Continue speaking, trading papers, and finding new partners as time allows.

D. Sing the song. Go to page 77.

Track 36

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

Lesson 3 After School

Target Dialogue

Unit

Can you come over today? No, I can't. I have to practice. Practice what? Kung fu. I have kung fu class on Friday.

Warm-up

- Have the students review the structure from lesson 2 using activity C from page 23.
- Students should write a class name and a day of the week on a piece of paper.
- Have the class stand up and walk around to find a partner to speak with. Partners should say the example sentence "I have __ class on __." according to what they wrote.
- After both students have said their sentence, the students trade papers. Then everyone finds a new partner to speak with.

Conversation

A. Listen and point.

Track 37

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

B. Listen and say.

Track 38

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

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

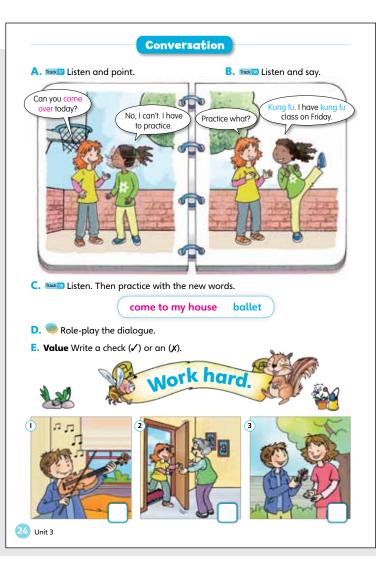
- Have the students listen to the track again and repeat the words after the recording.
- Have the students read the dialogue aloud in pairs while substituting in the new words where indicated.

D. Role-play the dialogue.

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

E. Write a check (✓) or an X.

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



Extension

Sentence Scramble

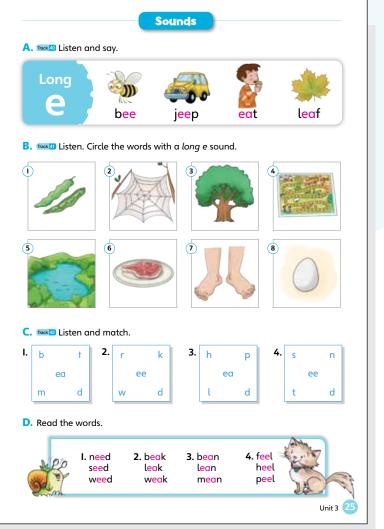
What you will need: 8 pieces of paper per group with the following sentences and phrases:

Can you come over today?

No, İ can't. I have to practice today. Practice what?

Kung fu. I have kung fu class on Friday.

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

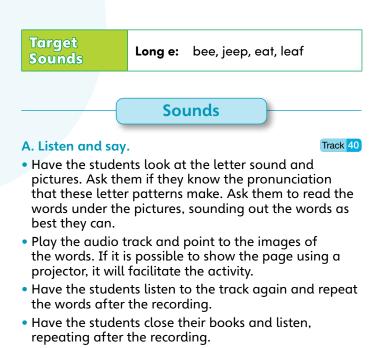


Extension

Spelling Ball

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

- Say any word with a long e sound that students have learned in the Top Kids series: eraser, tree, taxi, teacher, green, angry, hungry, sheep, bee, busy, scary, ugly, tea, smoothie, cookie, sushi, candy, clean, seek, sleep, eat, fifty, sixty, study, key, library, storybook, puppy, English.
- Then, toss the ball to one student.
- That student says the first letter of the word and toss the ball to Student 2. Student 2 says the next letter of the word and toss the ball to Student 3.
- This continues until the word is completed.
- The student who says the last letter of the word says the word again and throws the ball back to you.
- If the word was spelled incorrectly, then you say the word again and throw the ball out to a random student to continue the round.
- If the word was spelled correctly, then say another word and throw the ball out to start another round.



B. Listen. Circle the words with a long e sound. Track 41

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

C. Listen and match.

Track 42

- Have the students read the letters in each box. As students read across each box, have them phonetically read aloud the possible words to create (four possible words per box).
- Ask the students to close their books. Play the audio track and have the students repeat the words after the recording.
- Tell the class to open their books. Listen again and have the students match the letters to spell what they hear.

D. Read the words.

- Have the students read the word lists sounding out each word as best they can.
- Give the class a pop spelling quiz. Ask the students to close their books. Say any of the words from the list and have the students write the word on a sheet of paper. After saying all of the words, check as a class by asking volunteers to go to the board and write the words as you say each one.

Lesson 4 After School

Target Language	Review and then student states experience and opinion using "I like" and "I have"
Project	Complete a calendar

Warm-up

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

Expansion 2

A. Read and write.

Unit

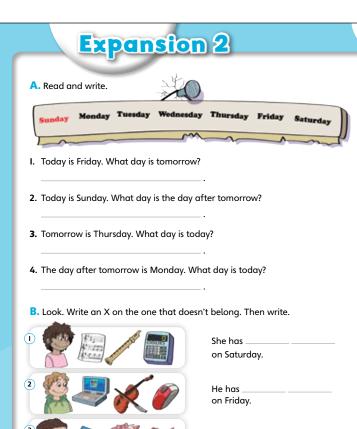
- Have the students read the words in the word box aloud for review.
- Ask the class to work individually to read the statements and answer the questions. Students should write their answers in the space provided.
- Check the activity by having a student read the statement and question. That student should pick any other student in the class to answer. The answering student then reads the statement and question for the next item.

B. Look. Write an X on the one that doesn't belong. Then write.

• Have the students look at the pictures next to each character. Ask students to say what kind of class that object might be used in.

EX For #I: Music class. Music class. Math class.

- After students have said where all of the items might be used, ask the class to look for one item in each group that should be crossed out with an X. Students should work individually to X those items and write the class that the character has in the blanks.
- Check the activity by randomly selecting a student to read the answer for each item.



She has

on Tuesday.

He has on Wednesday.

Extension

I Have, She Has, He Has

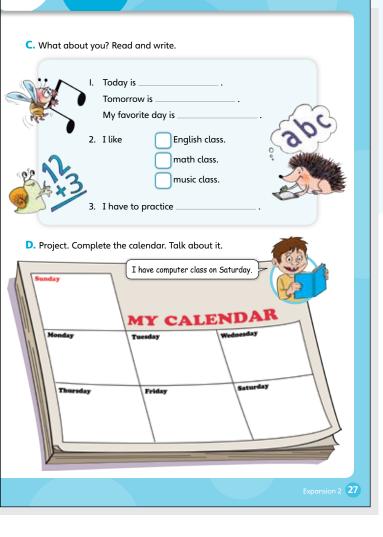
26 Expar

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

- Have the class sit in a large circle.
- Begin by saying for yourself, "I have ___ class on ." Fill in the blanks with any class and any day of the week.
- The next student in the circle then says a sentence for him/herself along with repeating your information. Continue around the circle with students adding their sentence while trying to remember all previous sentences.
 - **EX** You: I have ballet class on Monday.

SI: I have math class on Friday. She has ballet class on Monday.

S2: I have English class on Tuesday. He has math class on Friday. She has ballet class on Monday.



Extension

Class Survey

What you will need: white board, marker

- Lead the class in doing a survey of the classes they have during the week. As you lead the class, you will record answers on the board.
- Ask any student, "What classes do you have?" That student will answer with any classes he/she has during the week. As you listen, write the class names on the board and put one tally mark below each name.
- The student who answered should then ask any other student in the class, "What classes do you have?" As the next student answers, add tally marks below classes that are already on the board or write the names of new classes.
- Continue until all students have asked and answered. Which class has the most tally marks under it?

C. What about you? Read and write.

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

D. Project. Complete the calendar. Talk about it.

- Draw a blank calendar on the board like the one shown on page 27.
- Choose two or three days of the week and draw a few simple images to represent a class on each of those days, for example ballet shoes on one day, a hand chopping a board on one day, and simple music notes on one day.
- Demonstrate for the class how to talk about their calendars. Point to different days and your drawing as you explain.
 - **EX** You: I have ballet class on Monday. I have kung fu class on Thursday. I have music class on Friday.
- Have the class draw their own images for classes on their calendars. Be sure that students know that is OK for them to draw either classes they really have or don't really have.
- Students can work in pairs or small groups sharing and talking about their calendars.



Target Pattern	I/You/We/They don't in the morning. in the afternoon. in the evening
Target Words	get dressed, play with friends, do chores, have a snack, brush my teeth, take a shower

Warm-up

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

- Tell each student in the class to be an "A" or a "B" student. If there is an odd number of students, you can assign yourself as the last B student.
- Ask the class to find any other student to work with, but each pair will need one A student and one B student.
- In pairs, the A student will ask, "What day is ___?" The blank should be filled with today, tomorrow, or the day after tomorrow. A students may ask in any order. B students should answer with the correct day referencing "today" as the actual day of the week.
- After all A students have asked all three questions, have the class find new partners to work with. All pairs again need one A and one B student. This time B students ask the three questions and A students answer.

Words

A. Listen and point.

Unit

Track 43

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

B. Listen and say.

Track 44

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

C. Point and say.

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

D. Remember. Act it out and guess.

- Have the students look at the scene or projector image and say the sentences.
- Choose one volunteer to act first. Ask that student to come to the front of the room and do an action for one of the target phrases for this unit (get dressed, play with friends, do chores, have a snack, brush my teeth, take a shower).
- Have the class guess the target phrase. Then choose another student to act out a different phrase.



Extension

Quick Thinking

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

- Have the students write each of the six target phrases (get dressed, play with friends, do chores, have a snack, brush my teeth, take a shower) on separate pieces of paper.
- You will show one of the picture cards.
- Students should find the correct phrase and hold it up. The first student to hold up the correct phrase, wins a point.
- Once students are comfortable with the words, you can show two picture cards at a time. Students will have to hold up both vocabulary words to get the point.

Track 45

Patterns

A. Track 45 Listen and say.



B. Read the sentences. Write the words.





in the morning

in the afternoor

in the evening

You _____ play with friends in the evening.

You _____ take a shower in the afternoon.



We



have a snack in the

They _____ do chores in the morning.



Extension

I Don't!

What you will need: white board, marker

- Write the following action phrases on the board: get dressed, play with friends, do chores, have a snack, brush my teeth, take a shower, jump rope, climb trees, ride my bicycle, run, swim, play the guitar, play computer games, cook dinner, wash my hands, watch TV, take a nap, study English, read books.
- Have all the students stand up.
- Choose any student to begin. That student should say, "I don't (action) (time phrase)." To complete the sentence students say any action listed on the board and a time phrase like in the morning, in the afternoon, in the evening.
- If a student DOES this action at that time, he/she must sit down.
- The next standing student then says a new sentence, "I don't (action) (time phrase)."
- Continue until only three students are left standing.

A. Listen and say.

• Have the students look at the pictures and read the sentences, sounding them out as best they can.

Patterns

- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Read the sentences. Write the words.

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

C. Practice with a partner. Talk about yourselves.

- Have the students look at the scenes or projector image and say the sentences.
- Give each student two small pieces of paper. On one piece of paper, the student should write a target phrase from pg 28 (get dressed, play with friends, do chores, have a snack, brush my teeth, take a shower). On the other piece of paper, the student should write a time phrase (in the morning, in the afternoon, in the evening).
- Have the students walk around and find a partner to speak with. Each student says a sentence according to the two pieces of paper he/she holds: I don't (action phrase) (time phrase).
- Call out one type of papers for the students in each pair to exchange. Say, "Trade actions!" Then students trade the papers with the action phrases on them. Say, "Trade times!" Then students trade papers with the time phrases on them.
- Have the students walk around and find a new partner to speak with. Each student says a sentence according to the two pieces of paper he/she holds: I don't (action phrase) (time phrase).
- Continue as time allows.

Lesson 2 Daily Activities

Target Pattern	Do you/they at? Yes, I/they do. / No, I/they don't.
Target Words	eat breakfast, go to school, go home, do homework, have dinner, go to bed

Warm-up

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

- Choose one volunteer to act first. Ask that student to come to the front of the room and do an action for one of the target phrases for this unit (get dressed, play with friends, do chores, have a snack, brush my teeth, take a shower).
- Have the class guess the target phrase. Then choose another student to act out a different phrase.

Words

A. Listen and point.

Unit

Track 46

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

B. Listen and say.

Track 47

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

C. Point and say.

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

D. Circle and write.

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

E. Remember. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- Call students by turn to tell the class something they do at a certain time of day following the example in the book.



Extension

The Whisper Game

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

- Put students into two teams. The teams must stand in lines, from the front to the back of the classroom.
- Whisper a sentence saying "I (action) (time of day)." to the front two students. Be sure that none of the other students hear the sentences.
- When you say, "Go!", students must whisper the sentence to the next student, going on down the line until the end. When the end students hear the sentence, they must run all the way to the front and write the sentence on the board. Check the sentence to see if it is written correctly.
- The end students now stand at the front, each student moves down, and a new sentence is whispered.

Track 48

Patterns

Do they go to

school at 7:00?

No, they don't

A. makes Listen and say.



B. Read the sentences. Write the words.



_____ you eat breakfast at 9:00? No, we don't.





go home at 3:30?

Do they have dinner at 7:45? _____, they don't.

Do you do your homework at 4:00? No, I _____.

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



Do

A. Listen and say.

• Have the students look at the pictures and read the sentences, sounding them out as best they can.

Patterns

- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Read the sentences. Write the words.

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

C. Practice with a partner. Talk about yourselves.

- Have the students look at the scenes or projector image and say the sentences.
- Assign the students to work in pairs.
- With their books open to page 3I, students make questions to ask each other based on the example. For the time, students may say any time of day.
- Students in each pair take turns asking and answering questions.

D. Sing the song. Go to page 77.

- Track 49
- Have the class listen to the song and read along with the lyrics.
- Play the song again and have the class sing as they read along.
- Divide the class into two groups. One group will sing the questions in the first verse of the song, and the other group will sing the one line "Yes, I do. Do you?" in the first verse. Then the groups switch roles asking and answering for the second verse.

Lesson 3 Daily Activities

Target Dialogue

Unit

What's for dinner? Chicken and salad. Yum! Can I help? Yes. Bring me the milk, please.

Warm-up

- Have the students review the structure from lesson 2 using activity E from page 30.
- Assign students to work in pairs. Students will take turns saying sentences about an action they do in the morning, in the afternoon, and in the evening.
 - EX SI: I wash my hands in the morning.S2: I eat breakfast in the morning.SI: I walk home in the afternoon. etc.

Conversation

A. Listen and point.

Track 50

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

B. Listen and say.

Track 51

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

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

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

D. Role-play the dialogue.

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

E. Write a check (✓) or an X.

- Have the students read the sentence on the banner held by the animal characters.
- Brainstorm examples of this value from students' own experience. This discussion may be done in the students' LI, but be sure to repeat the value sentence in English to reinforce the language along with the value.
- Have the class look at the scenes and describe what is happening in each scene.
- Have the students mark each scene that matches the value presented in the activity with a check (1). If the scene does not match, mark it with an X.



Extension

Sentence Scramble

Unit 4

What you will need: 6 pieces of paper per group with the following sentences and phrases:

What's for dinner? Chicken and salad. Yum! Can I help? Yes. Bring me the milk, please.

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

35

Unit 4

Track 53

Track 54

Track 55

the words after the recording. repeating after the recording. B. Listen and check (\checkmark). • Have the students look at the pictures and ask them if they know the English word for any of them. If students do not know the word, it is OK. They will hear the word on the recording. Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.

- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Have the students listen again and check the pictures for the words they hear. Review the answers together having the class say the word for each checked picture if they can remember it.

C. Listen and match.

- Have the students read the word in each colored box.
- Ask the students to close their books. Play the audio track and have the students repeat the words after the recording.
- Tell the class to open their books. Listen again and have the students match the numbers to the words they hear.

D. Read the words.

- Have the students read the word lists sounding out each word as best they can.
- Give the class a pop spelling quiz. Ask the students to close their books. Say any of the words from the list and have the students write the word on a sheet of paper. After saying all of the words, check as a class by asking volunteers to go to the board and write the words as you say each one.
 - 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, get, pet

long e: tree, teacher, green, sheep, bee, cartwheel, tea, cream, clean, seek, sleep, eat, read, teeth

Bee Sounds

What you will need: word cards (Appendix 5), white board marker for each team

Extension

- Copy and cut out a set of words cards.
- Divide the white board in half and draw two large bee hives on each half of the board. There should be four hives on the board in total. Label the hives "short e" and "long e" on each side of the board.
- Divide the class into two 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 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 or long e) 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 are written to correct mistakes by other students.

A. Listen and say.

Taraet

Sounds

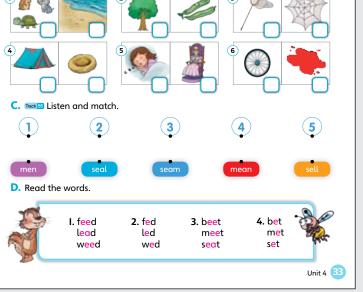
 Have the students look at the letter sound and pictures. Ask them if they know the pronunciation that these letter patterns make. Ask them to read the words under the pictures, sounding out the words as best they can.

Long e: tea, green

Short e: egg, pen

Sounds

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



Short

mack 54 Listen and check (✓).

Sounds

<mark>e</mark>gg

qreen

pen

Lesson 4 **Daily Activities**

Reading	Ellie Peters and Her Family
New Words	same, fix, after, use

Warm-up

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

Reading 2

A. Listen and follow along.

Track 56

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

Unit

- Track 57
- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

C. Read with a partner.

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

D. Read and write Yes or No.

- Have the students work individually to answer the four comprehension questions.
- Assign students to work in pairs. Students should take turns to orally check their partner's answers.
 - **EX** S-A: Number one. The Peters get up at 5:30. S-B: Yes. Number two. Ellie and Sarah milk the cows.
 - S-A: No. Number three...
- Check answers together as a class to make sure everyone has all the correct answers.

Reading 2

Ellie Peters and Her Family

A. 🔤 Listen and follow along.





Ellie Peters and her family live on a farm. The girls get eggs. Mark and Mr. Peters milk the cows.

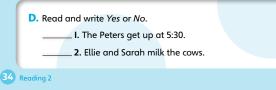


They all get up at 5:30 in the morning.



They eat breakfast at 7:00. They have eggs, bread, fruit and milk. It's a healthy breakfast.

The children go to school at 8:00. They go to the same school. They go by bus. The school is small.



Extension

My Day Pictures

What you will need: one sheet of paper per student

- Give each student in the class a sheet of paper. Tell the students to fold their paper in half and then in half again. When students unfold their papers, the sheet should have four square areas designated by the creases of the folds.
- Have the students draw a picture in each of the four areas. The first square should be "in the morning." The next square should be "in the afternoon." The third square should be "in the evening." The last square should be "at night."
- After the students have completed their drawings, assign them to work in small groups. Each student in the group should explain what he/she is doing at each time of day. Students should say a specific time for each activity.
 - **EX** SI: I eat breakfast at 7 in the morning. I have math class at I in the afternoon. I play with my friends at 7:30 in the evening. I go to bed at 10 at night.





Optional Extension

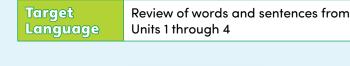
Letter Bee

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

- Have the students line up in a straight line.
- Say one of the words from the lesson: dressed, friends, chores, snack, brush, teeth, shower, morning, afternoon, evening, breakfast, school, home, homework, dinner, same, fix, after, or use.
- One by one the students will say one letter to spell out the word. For example, if the word is "use," student I will say "u," student 2 will say "s," and student 3 will say "e." If all three students have said the correct letter, then student 4 will say "done."
- If at any time a student says the wrong letter, he/ she is out and must sit down.
- Continue giving words until there are only 3 students remaining.







Have the class listen to the four songs from the first half of the book (Tracks 8, 21, 36, 49). Have the class sing along with the songs.

Review 1

Warm-up

A. Complete the puzzle. Then write and draw.

- Have the students look at the pictures and talk about what they see. See if the class can suggest possible words that they learned from Units I through 4 for each picture. It is OK for students to suggest more than one possible word for each picture.
- Have the students fill in the puzzle with their suggested words for each number. Reading down the gray boxes, students will find a hidden word to answer the question, "What does he have?" After students write the hidden word in the blank, they should draw an appropriate picture on the cover of the book that the boy is holding.

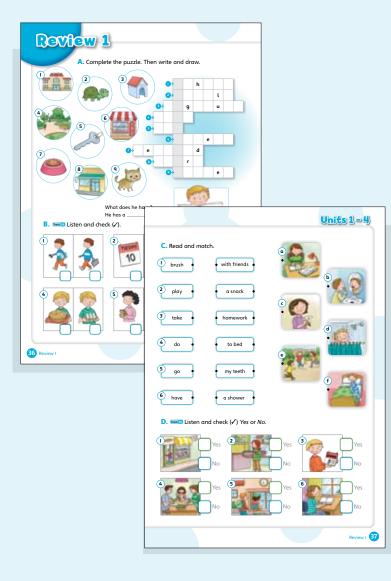
B. Listen and check (✓).

Track 58

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

C. Read and match.

- Have the students work individually to complete the activity by reading the word clues in the two left columns. Each verb matches with one of the words or phrases in the second column.
- After creating complete phrases with the two columns on the left, students should match each phrase with a picture.
- Check by having the class read aloud each phrase. As the correct answer choices is read, indicate the correct picture that students should have circled.



D. Listen and check (✓) Yes or No.

Track 59

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



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 (long a, short a, long e, 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 has the vowel sound in it that was called out. The next student can say any word except for the previous word. If a student repeats a word that was already said or cannot think of a word before hitting the balloon and it touches the floor, then the other team gets a point.
- After the balloon touches the floor, call out a new letter sound and begin again.

E. Write have, has, don't have, or doesn't have.

- Have the students look at the five 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 sentence prompts beside the pictures. Each blank should be filled with have, has, don't have, or doesn't have.
- Check by asking a random student to read aloud the sentence.

F. Listen and circle.

Track 60

- Have the students close their books and listen as you play the audio track.
- Play the track a second time and have the students circle the correct question in their book to go with the information they hear.
- Check the answers as a class. See if students can suggest a sentence to go with each question that was not circled in the activity.

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

- Track 61
- Have the students close their books and listen as you play the audio track.
- Play the track a second time and have the students write the letter next to the correct pictures in their book to match the situation of the dialogue.
- Check the answers as a class.

H. Say the word and circle.

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

Lesson 1 Things We Wear

Target Pattern	This is (possessive pr) These are (possessive pr)
Target Words	jacket, shirt, pants, shorts, jeans, sneakers

Warm-up

Review the target patterns from Unit 4 by having students talk about activities that they do at certain times of the day.

- Write the three following time expressions on the white board for students to see: in the morning, in the afternoon, in the evening.
- Call students by turn to tell the class something they do at a certain time of day following this example.

EX I do homework in the afternoon.

Words

A. Listen and point.

Unit

Track 62

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

B. Listen and say.

Track 63

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

C. Point and say.

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

D. Remember. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- As a class brainstorm a list of color words that students know. Write the words on the board as students suggest them.
- Call on students turn by turn to tell the class about one of the clothing items they are wearing according to the example in the book.



Extension

Basket Toss

What you will need: a basket, a ball, picture cards for jacket, shirt, pants, shorts, jeans, sneakers (Appendix 6)

- 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.



What Do You Have?

What you will need: enough of the following picture cards for students to receive one each: jacket, shirt, pants, shorts, jeans, sneakers (Appendix 6)

- Pass out the picture cards to the students so that each student has one card.
- Students will walk around and tell other students, "This is my..." 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, "These are our..." instead of "This is my..." as they talk to others.
- Continue until all students have formed themselves into six groups, one group for each kind of picture card.

- Track 64
- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a
- Have the students listen to the track again and repeat
- Have the students close their books and listen,
- Have the students point to each scene or projector
- Give the students a few minutes to work on their own
- To check, ask for a volunteer to come to the front of the room. The volunteer should point to a scene or projector image and read the sentence under it. The rest of the class repeats the sentence aloud after the student. Then a new volunteer reads the sentences for

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

- Have the students look at the scene or projector
- Assign the students to work in pairs. One student in the pair is Student A, and the other student is Student
- Begin by having pairs only talk about things that Student A has or is wearing. Partners in each pair take turns making sentences according to the example in the book.
- Next, have pairs talk about things that Student B has or is wearing.

Things We Wear

Target Pattern	This (noun) is (adj). This is a (adj) (noun). These (noun) are (adj). These are (adj) (noun).
Target Words	wet, dry, clean, dirty, tight, loose

Warm-up

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

- Assign the students to work in pairs. One student in the pair is Student A, and the other student is Student B.
- Begin by having pairs only talk about things that Student A has or is wearing. Partners in each pair take turns making sentences according to the example.

EX SA: These are my pants.

Lesson 2

SB: That is your shirt.

• Next, have pairs talk about things that Student B has or is wearing.



A. Listen and point.

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

B. Listen and say.

Track 66

Track 65

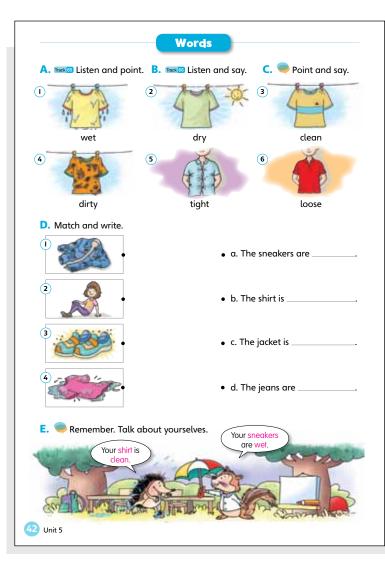
- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Ask for a volunteer to come to the front of the class. The volunteer should look in his/her book and read a word. The class repeats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

C. Point and say.

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

D. Match and write.

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



E. Remember. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- Give each student two index cards or two small pieces of paper. Each student should choose on word from page 40 and one word from page 42. Have the students write one of their words on one piece of paper and the other word on the other piece of paper.
- Have all of the students stand up and walk around to find another student to speak with. As students find a partner, they should show the two words they are holding. Their partner should make a sentence according to the example using the two words written on the papers: Your __ is/are __. Then students walk around to find another partner.
- After a few minutes call out, "Trade nouns!" All students then trade their papers with nouns on them. Then students continue the activity with the new words that they hold.
- After a few minutes call out, "Trade adjectives!" All students then trade their papers with nouns on them. Then students continue the activity with the new words that they hold.

Unit



Track 67

Patterns





Read the sentences. Write the words.



3

These



That is a





are

Those are



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 (wet, dry, clean, dirty, tight, loose) on the board.
- Students will say clues about the word without saying the word.
- 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.

A. Listen and say.

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

Patterns

- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Read the sentences. Write the words.

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

C. Practice with a partner. Talk about yourselves.

- Have the students look at the scenes or projector image and say the sentences.
- Assign the students to work in pairs. One student in the pair is Student A, and the other student is Student B.
- Begin by having pairs only talk about things that Student A has or is wearing. Partners in each pair take turns making sentences according to the example in the book.
- Next, have pairs talk about things that Student B has or is wearing.

D. Sing the song. Go to page 78.

- Track 68
- Have the class listen to the song and read along with the lyrics.
- Play the song again and have the class sing as they read along.
- Divide the class into two groups. Assign each group to sing either the verses that are sentences or the verses with "very" in them. Play the song again, and have the group sing their verses only.

Lesson 3 Things We Wear

Target Dialogue

Unit

Oh, no! What's wrong? Look! My jeans are ripped. Don't worry. Your mom can fix them.

Warm-up

- Have the students review the structure from lesson 2 using activity C from page 43.
- Assign the students to work in pairs. One student in the pair is Student A, and the other student is Student B.
- Begin by having pairs only talk about things that Student A has or is wearing. Partners in each pair take turns making sentences according to the example.
 EX SA: These pants are clean. SB: Those are clean pants.
- Next, have pairs talk about things that Student B has or is wearing.

Conversation

A. Listen and point.

Track 69

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

B. Listen and say.

Track 70

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

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

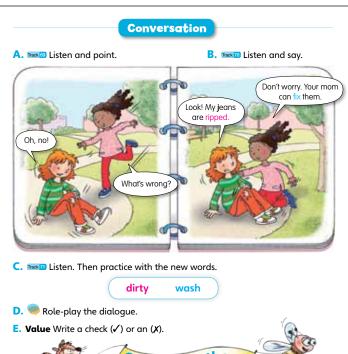
- Have the students listen to the track again and repeat the words after the recording.
- Have the students read the dialogue aloud in pairs while substituting in the new words where indicated.

D. Role-play the dialogue.

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

E. Write a check (✓) or an X.

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



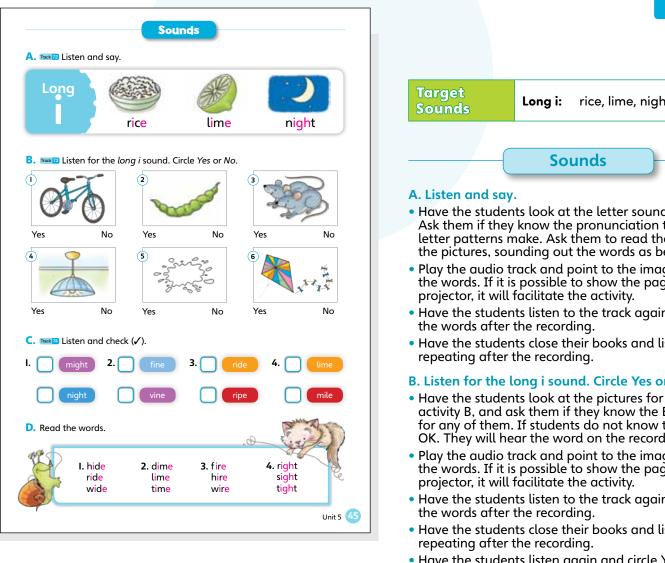


Extension

Clothes Memory

What you will need: marker, white board

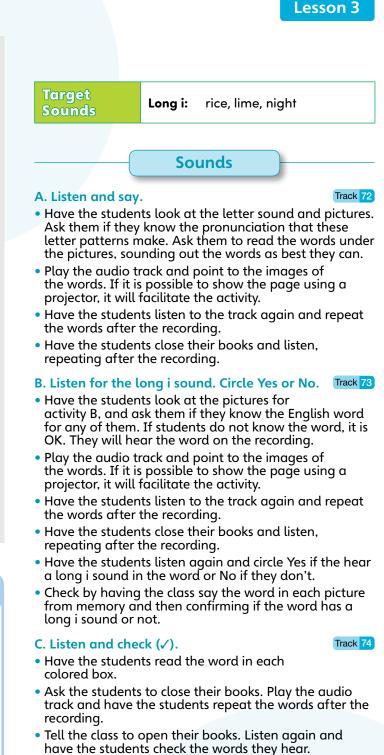
- Divide the class into small groups with three or four students per group.
- Choose one group to be first. All members of that group should step out of the room or move to some place where no students can see them for a short period.
- Say the name of one student from that group, and ask the class to tell you what that student was wearing. Students should suggest adjectives to go with clothing items when possible. Write the descriptions on the board as the class says them.
- Call the group back into the room or back to their seats. Compare the description written on the board with what the student you named is actually wearing.
- Repeat with the other groups, sending them out of sight and then asking the class to describe what only a certain member of that group was wearing.



Look and Find

What you will need: a sheet of paper for each small group, items with long i in their words (OPTIONAL)

- Divide the class into small groups of three or four students. Give each group a blank sheet of paper.
- Tell the class that they should look around the room and find things that have the letter "i" in their words. When they find something, they would write the word on their paper. The things can also have adjectives with them (ex. white paper), so if the adjective has an "i" in it, they can write it down.
- Allow students some time to look around or walk around the room finding things to write. If few things in your room have "i" in them, you can bring some items to class to put around the room to find (dime, wire, lime, wide things, tight things, etc.)
- To check the lists, have groups name one thing on their list turn by turn. As each item is name, write it on the board. If another group also has that item, put a star by it. Once all items are listed on the white board, groups can score their list by getting one point for each starred item and two points for all items without a star.



D. Read the words.

- Have the students read the word lists sounding out each word as best they can.
- Give the class a pop spelling quiz. Ask the students to close their books. Say any of the words from the list and have the students write the word on a sheet of paper. After saying all of the words, check as a class by asking volunteers to go to the board and write the words as you say each one.

Things We Wear

Lesson 4

Unit

Target Language	Review and then student states experience and opinion using "My is" and "My are"
Project	Drawing activity

Warm-up

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

Expansion 3

A. Write an X on the one that doesn't belong.

- Have the students read the words in the activity aloud for review.
- Ask the class to work individually to read each group of words and X the word that doesn't belong.
- Check the activity by asking the class, "Which word doesn't belong?" for each number. As students answer, ask, "Why not __?" Students may answer in their LI or say something like "You wear it here!" or "You don't wear it here!"

B. Look, read and match. Then match the opposites.

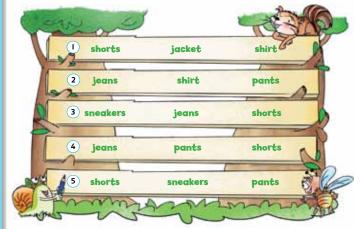
• Have the students look at the pictures. Ask students to say what each thing is and how it looks. More than one answer is OK as students brainstorm about each picture.

EX For #I: Jacket! Coat! It's new! It's clean!

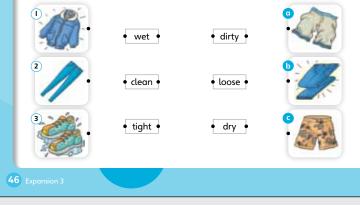
- Next, ask students to work individually to read the words and match them to a picture.
- Check the activity by randomly selecting a student to say the answer for each number. After all of the matching answers for pictures have been given, ask the class to match the opposite words in the center.

Expansion 3

A. Write an X on the one that doesn't belong.



B. Look, read and match. Then match to the opposites.

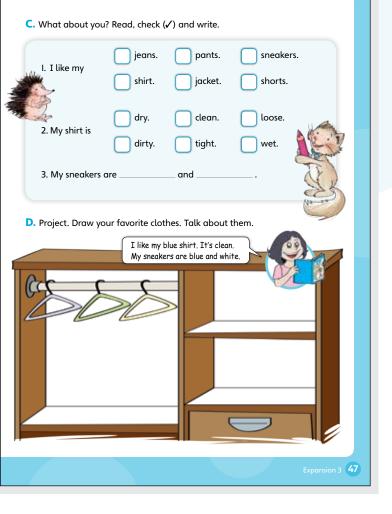


Extension

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.



Sing Off!

What you will need: songs from Top Kids 3 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 3 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.

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

- Ask the students to read through the sentence prompts and choices for each item. For the prompts, students should check the answers. They are free to write their own idea in the blanks for #3.
- After students have had a chance to complete their personal information, put the students in pairs or groups of three. Each student in the pair or group should read the information he/she wrote aloud.
- F. Project. Draw your favorite clothes. Talk about them.
- Draw a simple picture of a closet on the board. Add a few items that you have in your closet which students know the words for.
- Tell the class about your picture.
 - **EX** You: I like my black jacket. It is long. My jeans are blue and new.
- Divide the class into pairs. Each student should show his/her partner the picture and talk about what was drawn.



Target Pattern	of the
Target Words	alarm clock, pillow, blanket, dresser, lamp, rug

Warm-up

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

- Assign the students to work in pairs. One student in the pair is Student A, and the other student is Student B.
- Begin by having pairs only talk about things that Student A has or is wearing. Partners in each pair take turns making sentences according to the example.

EX SA: These pants are clean.

SB: Those are clean pants.

• Next, have pairs talk about things that Student B has or is wearing.



A. Listen and point.

Track 75

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

B. Listen and say.

Track 76

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

C. Point and say.

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

D. Remember. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- Assign the students to work in pairs. Pairs take turns making sentences about things that they have in their bedrooms at home according to the example in the book.



Extension

What I Say, Not What I Do

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

- Have the class stand up to play Simon Says using the names of the things they have studied.
- Show the class a motion to do for each object. alarm clock = fingers in ears pillow = two hands by head, lay head on hands blanket = pantomime pulling up blanket dresser = pantomime opening dresser drawer lamp = pantomime pulling cord to turn on lamp rug = wipe feet on floor
- Lead the class in Simon Says by saying, "I have a ___." and doing a motion. Students should all make the motion of what you said NOT what you did (if different than what you said). Students who do the wrong motion should sit down
- Continue until one student remains. He/She becomes the next caller for Simon Says.

Track 77

Patterns

A. maker Listen and say





Read the sentences. Write the words.





The keys are the rua.

The blanket is

the door.





The baseballs are the dresser.

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



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 L, A, M, and P on the paper. They tear the paper so "L" is on one small piece, "A" is on one small piece, etc. All six words for the lesson are written and torn in this way.
- When all groups have finished writing and tearing apart the letters, together with their other group members they make other words that they know from the letter pieces. Give groups a few minutes to build words and then check the words they made.
- Challenge: Give groups a time limit and they can only make words that are 5+ or 6+ or 7+ letters long.

A. Listen and say.

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

Patterns

- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Read the sentences. Write the words.

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

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

- Have the students look at the scene or projector image and say the sentences.
- Ask the class to look around the room and say what they see following the example in the book. Try to have the class find two or three examples of things that are behind, in front of, and under.
- Write the sentences that students suggest on the white board.



Target Pattern	Where's the? It's next to/between the
Target Words	purple, orange, brown, pink, gold, silver

Warm-up

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

- Ask the class to look around the room and say what they see following the example in the book. Try to have the class find two or three examples of things that are behind, in front of, and under.
- Write the sentences that students suggest on the white board.

Words

Track 78

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

B. Listen and say.

A. Listen and point.

Track 79

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

C. Point and say.

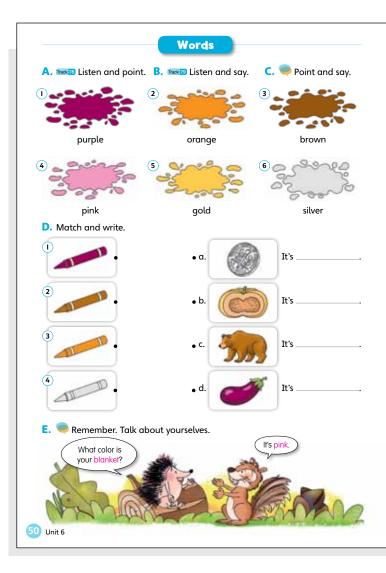
- Have the students point to each picture or projector image and say the word.
- Ask for a volunteer to come to the front of the room. The volunteer should point to a picture or projector image while the rest of the class says the word. Have other volunteers come up and do the same.

D. Match and write.

- Have the students talk about what they see in the eight pictures.
- Have the students match the pictures by color and object. Then students fill in the blanks with the right words to describe the object's color. Check the answers together.

E. Remember. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- Assign the students to work in pairs. Pairs take turns asking questions about things that they have in their bedrooms at home according to the example in the book.

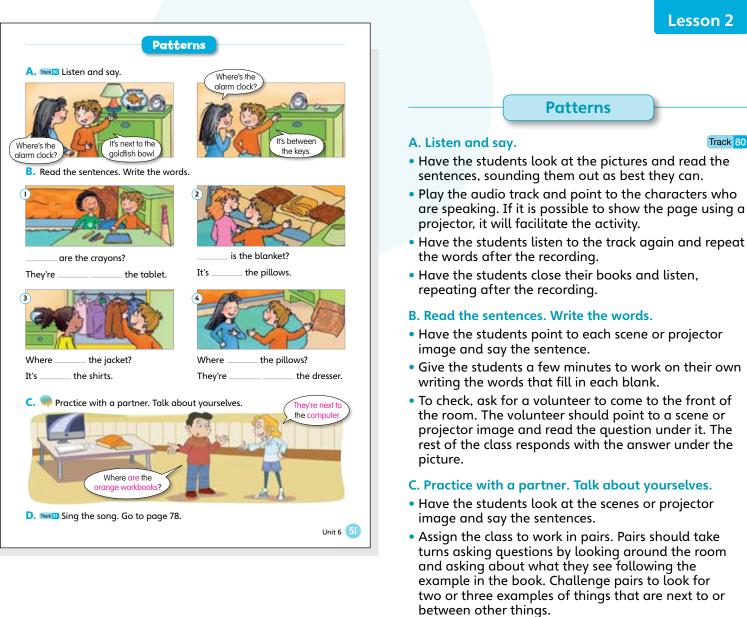


Extension

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



D. Sing the song. Go to page 78.

Track 81

Track 80

- Have the class listen to the song and read along with the lyrics.
- Play the song again and have the class sing as they read along.
- Divide the class into three groups. Assign each group to sing only the questions for one of the verses. The rest of the class should sing the answer for each verse. All groups sing, "Purple blanket. Brown dresser. Purple blanket. Brown dresser. Oh, oh, oh, oh..." Play the song again, and have the groups sing their verses only

Lesson 3 v Room

Unit

0

	Your room is messy!
Terret	Sorry.
Target Dialogue	Pick up your toys!
Diatogue	OK. I'll do it tomorrow.
	No! Please do it now!

Warm-up

- Have the students review the structure from lesson 2 using activity C from page 5I.
- Assign the class to work in pairs. Pairs should take turns asking questions by looking around the room and asking about what they see following the example in the book. Challenge pairs to look for two or three examples of things that are next to or between other things.

Conversation

A. Listen and point.

Track 82

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

B. Listen and say.

Track 83

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

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

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

D. Role-play the dialogue.

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

E. Write a check (\checkmark) or an X.

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



Extension

Action Practice

What you will need: white board, marker

- Write a list of basic commands that students have learned in the Top Kids series on the board: -Sit down.
 - -Stand up.

board.

-Come here.

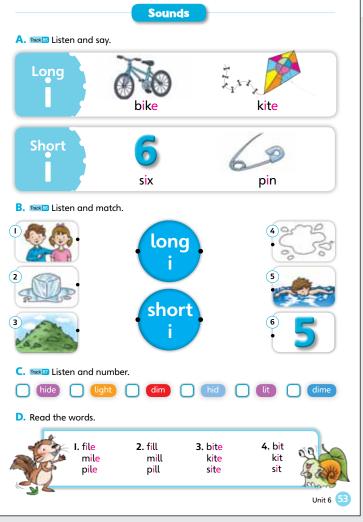
-Point to the board.

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

-Go to the board.

- -Close your book. -Make a circle. -Pick up a pencil.
 - -Count the desks.
- Assign student to work in small groups of four or five students each.
- One student in the group begins by giving a command to the rest of the group. The other students in the group should do the action. Each student in the group should have a turn giving a command.
- Challenge: Have the students give two or three commands before his/her group does them in order. **EX** Ss: Take out your book. Stand up. Point to the

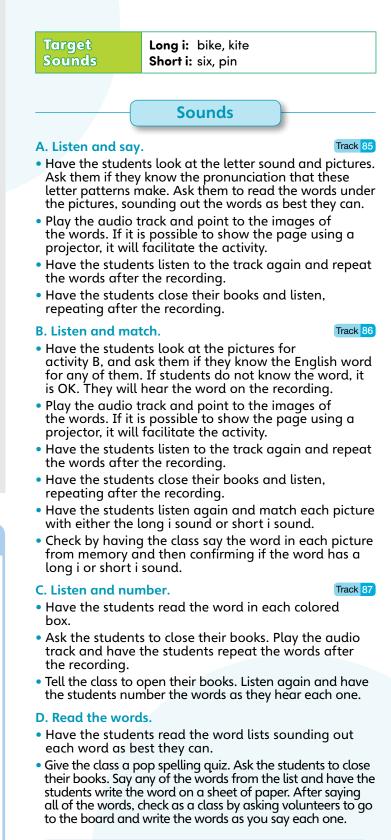




Word-Be-Gone

What you will need: whiteboard, board eraser, marker

- Split the class into two or three teams and assign them to a certain side or part of the whiteboard.
- Have each team take turns writing the following words on the board: bike, kite, six, pin, white, ice, swim, hill, five, hide, light, dim, hid, lit, dime.
- 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.
 - Unit 6 53

Lesson 4 My Room

Unit

Reading	Brothers
New Words	noisy, move, lonely, miss, knock, hug

Warm-up

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

Reading 3

A. Listen and follow along.

Track 88

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

B. Listen, read and say.

Track 89

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

C. Read with a partner.

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

D. Read and write Yes or No.

- Have the students work individually to answer the four comprehension questions.
- Assign students to work in pairs. Students should take turns to orally check their partner's answers.
 - **EX** S-A: Number one. Ben and Tim are brothers.
 - S-B: Yes. Number two. Ben's family moves to a small house.
 - S-A: No. Number three...
- Check answers together as a class to make sure everyone has all the correct answers.



Extension

Bingo

What you will need: Bingo sheets for each student (Appendix 7)

- Copy enough Bingo sheets 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 lists 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. You will answer only yes or no to the questions.

EX Does he or she have...? Is he or she <u>ing</u>?

• 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.



Lesson 1 Show and Tell

Target Pattern	Whose is this? It's mine/yours/his/hers.
Target Words	panda, elephant, giraffe, kangaroo, shark, penguin

Warm-up

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

• Ask the class to look around the room and say what they see following the example in the book. Try to have the class find two or three examples of things that are behind, in front of, and under.

EX The table is in front of the window.

• Write the sentences that students suggest on the white board.



A. Listen and point.

Unit

Track 90

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

B. Listen and say.

Track 91

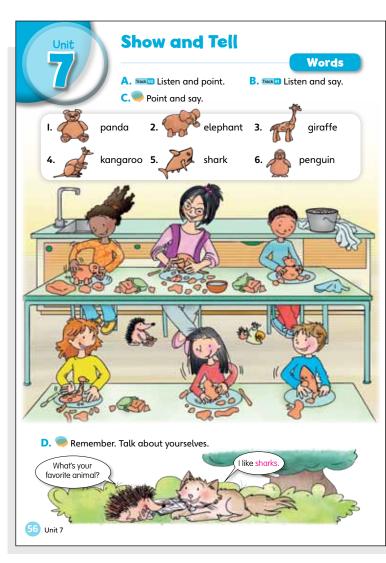
- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Ask for a volunteer to come to the front of the class. The volunteer should look in his/her book and read a word. The class repeats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

C. Point and say.

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

D. Remember. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- Do a class survey to ask students about their favorite animals. Begin by asking a student, "What's your favorite animal?" Write that animal on the board and put a mark beside it.
- Have that student ask the student next to him/her. As students say new animals, write those animals on the board and put a mark beside them. If a student says an animal already on the board, add a mark beside that animal.
- Which animal receives the most marks beside it?



Extension

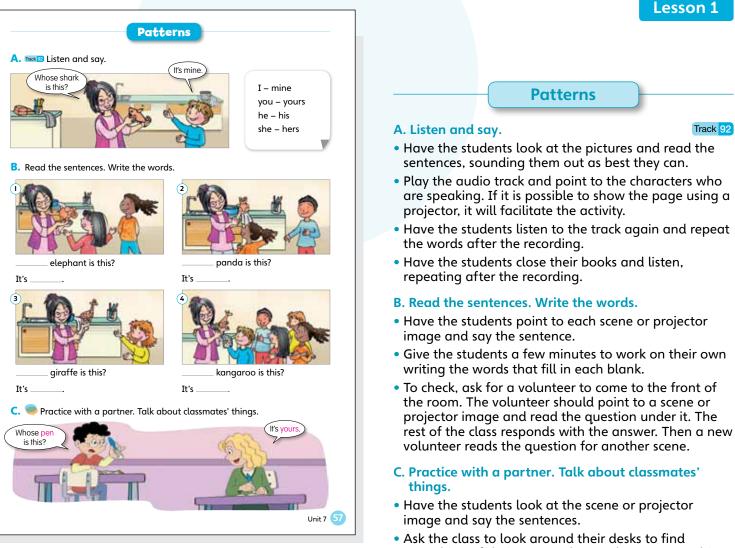
What Is It?

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

• Describe an animal to the students. Give three hints to the students.

EX (for a panda)

- -It is big.
- -It is black and white.
- -It lives in China.
- The students can discuss and give one collective answer. If it is correct, then the students get a point. If it is incorrect, you get a point.
- Begin with the animals in the lesson (panda, elephant, giraffe, kangaroo, shark, penguin). If the students are comfortable with these animals, then include more animals that the students already know.



Whose Is It?

What you will need: six pieces of paper, marker, white board

- Write the name of one animal on each sheet of paper. Then choose six students to begin. Those six students will stand in front of the class. Give each of these students one piece of paper with an animal name on it. That is the student's animal.
- Write the question "Whose part is this?" on the board. This is the question students will use in the game.
- Draw an animal part on the board and call on one student by name asking the question on the board.

EX (You draw an elephant's trunk.)

You: Bill, whose part is this?

- The student (Bill) should then indicate the student holding the paper that says "elephant" and say, "It's his/hers."
- Draw another body part and ask another student.
- Change students holding the papers and ask a volunteer to draw and ask more questions.

- Ask the class to look around their desks to find something of their own to show or borrow something from a classmate sitting beside them.
 Have the students stand in front of the class one at a time and show the item they found. The standing student should ask the class, "Whose is this?"
- student should ask the class, "Whose __ is this?" The class should respond with the answer using a possessive pronoun.

Lesson 2 Show and Tell

Target Pattern	Look at me. I'm Look at him/her. He's/She's
Target Words	nervous, bored, excited, scared, worried, proud

Warm-up

Review the structure from Lesson I using activity C from page 57.

- Ask the class to look around their desks to find something of their own to show or borrow something from a classmate sitting beside them.
- Have the students stand in front of the class one at a time and show the item they found. The standing student should ask the class, "Whose __ is this?" The class should respond with the answer using a possessive pronoun.

Words

A. Listen and point.

Track 93

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

B. Listen and say.

Track 94

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

C. Point and say.

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

D. Look and write.

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

E. Remember. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- Assign the students to work in pairs. Pairs take turns asking questions to each other according to the example in the book. NOTE: It is OK if students answer "No" to all questions for this activity.

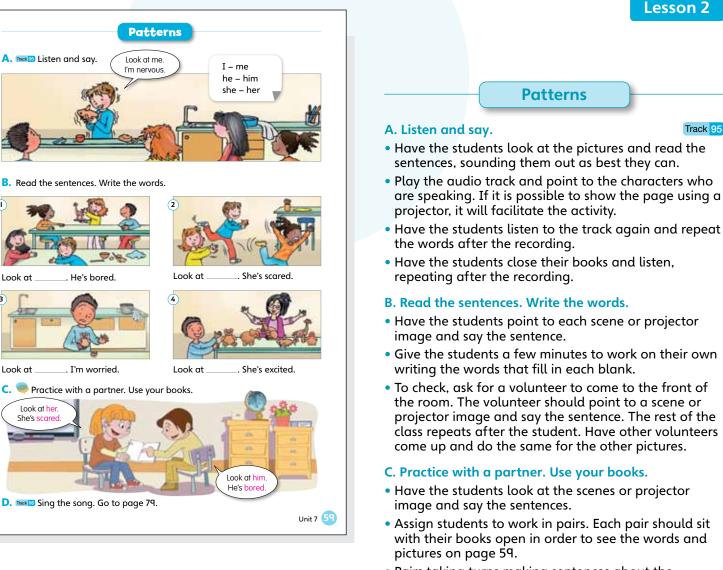


Extension

Silly Stories

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

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



Pairs taking turns making sentences about the characters in the pictures.

D. Sing the song. Go to page 79.

Track 96

Track 95

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

Show and Tell

Lesson 3

Target Dialogue This is fun. Yes, it is. I want to go next. You can't. It's her turn. Sorry. I was rude.

Warm-up

- Have the students review the structure from lesson 2 using activity C from page 59.
- Assign students to work in pairs. Each pair should sit with their books open in order to see the words and pictures on page 59.
- Pairs taking turns making sentences about the characters in the pictures.

Conversation

A. Listen and point.

Track 97

Track 98

60) Unit 7

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

B. Listen and say.

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

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

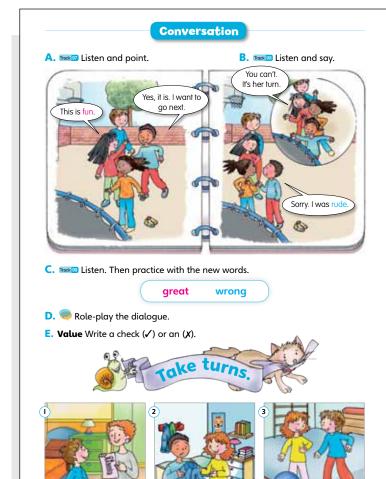
- Have the students listen to the track again and repeat the words after the recording.
- Have the students read the dialogue aloud in pairs while substituting in the new words where indicated.

D. Role-play the dialogue.

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

E. Write a check (✓) or an X.

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



Funny Faces

What you will need: markers, white board

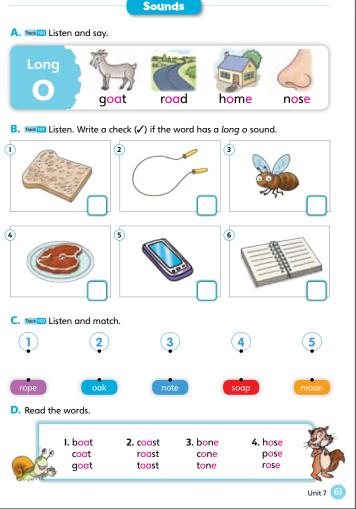
• Have three or four students stand at the white board and give each student a marker.

Extension

- Tell all of the students to draw a big circle. This circle will be a face (like an emoticon), and they will need to draw the face/emoticon for the word you say.
- Say one of the words that students have learned in Unit 7: nervous, bored, excited, scared, worried, proud, rude, wrong.
- Allow all of the students to finish drawing, and then collect the markers from them. The class should enjoy seeing the faces that were drawn. Talk about any faces that show the emotion really well or seem to show some other kind of emotion.
- Call up four new students to draw and have them draw a different face/emoticon.

Unit

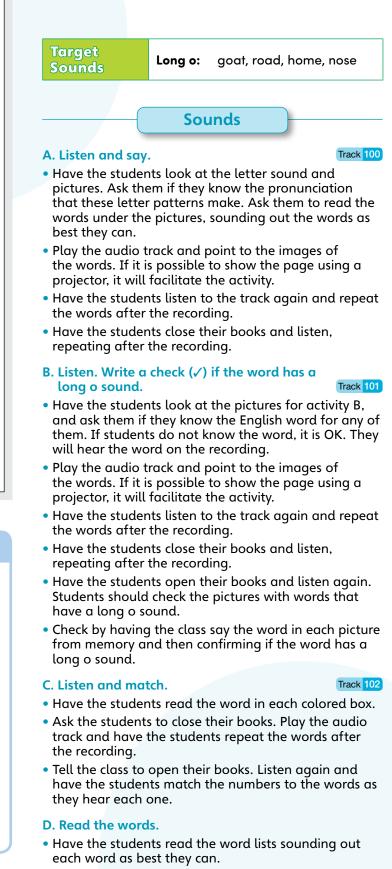




Make the O

What you will need: Word List of long o and short o words (see Appendix 8)

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



• Give the class a pop spelling quiz. Ask the students to close their books. Say any of the words from the list and have the students write the word on a sheet of paper. After saying all of the words, check as a class by asking volunteers to go to the board and write the words as you say each one.

Lesson 4 Show and Tell

Target Language	Review and then student states experience and opinion using "I can " "I like" and "I am"
Project	Drawing activity

Warm-up

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

Expansion 4

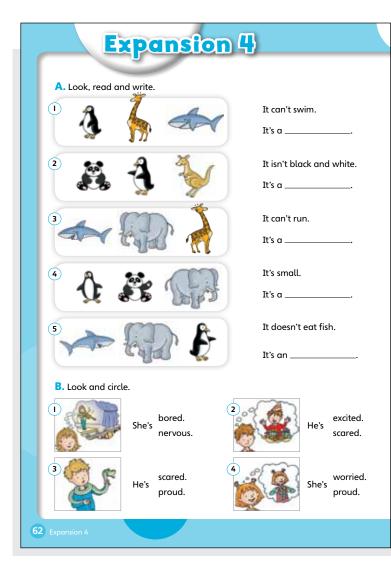
A. Look, read and write.

Unit

- Have the students identify aloud the three animals in each group for review.
- Ask the class to work individually to read the clue for each item and write the animal in the blank.
- Check the activity by reading aloud the clue. The class should then say the answer. After each item, ask a follow question related to the answer.
 - EX I. What can it do?
 - 2. What color is it?
 - 3. What can it do?
 - 4. What color is it?
 - 5. What does it eat?

B. Look and circle.

- Have the students look at the pictures. Ask students to tell you about each situation. Students may need to talk about the situations in their LI.
- Next, ask students to work individually to read the words and choose the right one to complete each sentence.
- Check the activity by randomly selecting a student to say the answer for each number.



Extension

Animal Charades

What you will need: six index cards or small pieces of paper for each group

- Divide the class into two or three large groups and give each group six index card or small pieces of paper. Have each group think of six animals. The groups should write one animal on each index card or piece of paper.
- Choose one group to go first. A volunteer from that group goes to another group and chooses one of their cards or papers. The volunteer must act out that animal for his/her group to guess.
- Allow the student to act for one minute. If the group guesses the animal, the group gets a point. If the group does not guess in one minute, the group that wrote down the animal gets a point.
- Continue as time allows so that each group gets an equal number of acting turns.

C. What about you? Read, check (1) and write.
I. I can make a/an panda. giraffe. shark. elephant. kangaroo. penguin.
2. I like giraffes. elephants. pandas. penguins. sharks. kangaroos.
3. I am bored excited worried today.
D. Project. Draw your favorite animal. Talk about it. I like penguins. They're black and white. They're small and cute. They eat fish.
Expansion 4 63

Letter Mix and Match

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

- Give each student 10 small squares of paper, and have the students write any letter they wish on each of the papers. One letter should be written per piece of paper.
- Put the students into groups of three or four students each. The groups will combine all the letters they have written and work as a group.
- Call out a word from any Unit 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.

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

- Ask the students to read through the sentence prompts and choices for each item and select their own answers.
- After students have had a chance to complete their personal information, put the students in pairs or groups of three. Each student in the pair or group should read the information he/she wrote aloud.
- D. Project. Draw your favorite animal. Talk about it.
- Draw a simple picture of an animal on the board. Add enough detail to make the picture interesting.
- Tell the class about your picture.
 - **EX** You: I like cats. Some cats have long hair. I like cats with short hair. Cats like to drink milk.
- Divide the class into pairs. Each student should show his/her partner the picture and talk about what was drawn.

At the Supermarket

Target Pattern	I want some They want some
Target Words	cheese, peanut butter, bread, cucumber, potato, pear

Warm-up

Review the target patterns from Unit 7 by using activity C from page 57.

- Ask the class to look around their desks to find something of their own to show or borrow something from a classmate sitting beside them.
- Have the students stand in front of the class one at a time and show the item they found. The standing student should ask the class, "Whose __ is this?" The class should respond with the answer using a possessive pronoun.

Words

A. Listen and point.

Track 103

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

B. Listen and say.

Track 104

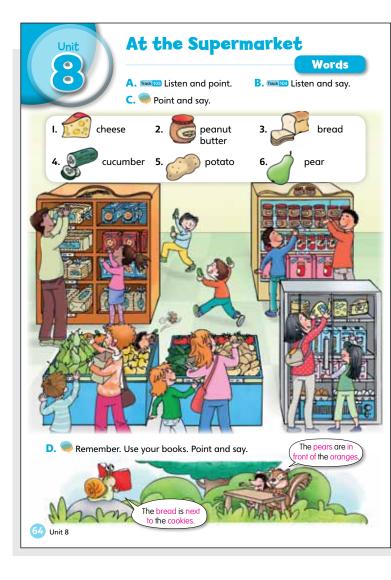
- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Ask for a volunteer to come to the front of the class. The volunteer should look in his/her book and read a word. The class repeats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

C. Point and say.

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

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

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



Extension

Peanut Butter Chant

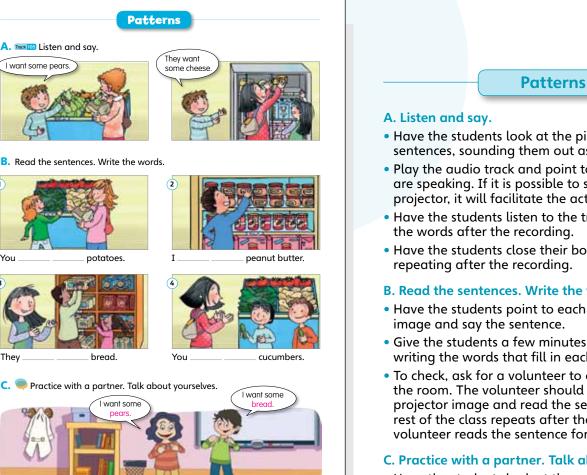
What you will need: white board, marker

- Write the following three words on the board for students to read while doing this chant activity: crunch, squish, spread.
- Demonstrate the three words to the class so that everyone understands the meaning.
 smash = pound one hand on your open palm squish = squeeze with your hands like your squeezing out a wet towel
 spread = motion as if spreading butter
- Have the class follow along with this simple chant, doing motions where appropriate.

[refrain] Peanut, Peanut Butter, and Jelly Peanut, Peanut Butter, and Jelly First you take the peanuts And you smash 'em! You smash 'em! You smash 'em, smash 'em smash 'em! [refrain] Then you take your grapes And you squish 'em! You squish 'em! You squish 'em, squish 'em, squish 'em! [refrain] Then you take your bread And you spread it! You spread it! You spread it, spread it! You spread it, spread it! [refrain] Then you take your sandwich And you eat it! You eat it! You eat it, eat it! [refrain]

Unit

.



Unit 8 65

Extension

I Want, He Wants, She Wants

You

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

- Have the class sit in a circle. The first student in the circle chooses any food and says, "I want to eat
- The second student in the circle chooses any of food, says the sentence above, and then repeats what the first student said as well using "he" or "she" in the sentence as appropriate.
- Continue around the circle with each student adding their choice. Students may repeat the same foods as a student before them. The key is to remember all the previous sentences in order.
- See if the class can go all the way around the circle. The first student then has to repeat everything in order.

Track 105

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

B. Read the sentences. Write the words.

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

C. Practice with a partner. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- Assign students to work in pairs. Each pair should sit with their books open in order to see the words and pictures on page 65.
- Students should take turns making sentences about the what they want (to eat) according to the example in the book.

Lesson 2 At the Supermarket

Target Pattern	I/They don't want any
Target Words	potato chips, nuts, crackers, popcorn, pudding, gum

Warm-up

Review the structure from Lesson I using activity C from page 65.

- Ask the class to look around the room and say what they see following the example in the book. Try to have the class find two or three examples of things that are behind, in front of, and under.
- Write the sentences that students suggest on the white board.

Words

A. Listen and point.

Unit

.

Track 106

Track 107

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

B. Listen and say.

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

C. Point and say.

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

D. Match and write.

- Have the students talk about what they see in the eight pictures.
- Have the students match the pictures by color and object. Then students fill in the blanks with the right words to describe the object's color. Check the answers together.

E. Remember. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- Assign the students to work in pairs. Pairs take turns asking questions about things that they have in their bedrooms at home according to the example in the book.



Extension

Quick Thinking

What you will need: 12 small pieces of paper per student, picture cards (Appendix 9)

- Have students write each of the twelve vocabulary words (cheese, peanut butter, bread, cucumber, potato, pear, potato chips, nuts, crackers, popcorn, pudding, gum) 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.



 Assign the class to work in pairs. Pairs should take turns asking questions by looking around the room and asking about what they see following the

example in the book. Challenge pairs to look for two or three examples of things that are next to or between other things.

D. Sing the song. Go to page 79.

Track 109

- Have the class listen to the song and read along with the lyrics.
- Play the song again and have the class sing as they read along.
- Divide the class into three groups. Assign each group to sing only the questions for one of the verses. The rest of the class should sing the answer for each verse. All groups sing, "Purple blanket. Brown dresser. Purple blanket. Brown dresser. Oh, oh, oh, oh..." Play the song again, and have the groups sing their verses only

Lesson 2

Track 108

Unit

6

At the Supermarket

	Excuse me. How much is this?
	Two dollars.
Target	And the gum?
Dialogue	One dollar.
Ŭ	Here's your change. Two dollars.

Lesson 3

Warm-up

Thank you very much.

- Practice the target language from lesson 2 by using activity E on page 66.
- Have all of the students stand up and walk around to find a partner. Partners take turns asking "What's your favorite snack?" to each other.
- After each student has responded to the question, they should walk around more to find new partners to ask.

Conversation

A. Listen and point.

Track 110

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

B. Listen and say.

Track 111

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

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

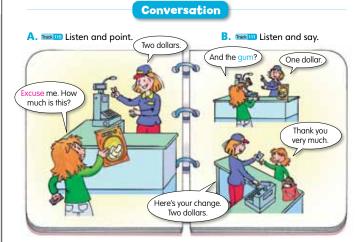
- Have the students listen to the track again and repeat the words after the recording.
- Have the students read the dialogue aloud in pairs while substituting in the new words where indicated.

D. Role-play the dialogue.

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

E. Write a check (✓) or an X.

- Have the students read the sentence on the banner held by the animal characters.
- Brainstorm examples of this value from students' own experience. This discussion may be done in the students' LI, but be sure to repeat the value sentence in English to reinforce the language along with the value.
- Have the class look at the scenes and describe what is happening in each scene.
- Have the students mark each scene that matches the value presented in the activity with a check (1). If the scene does not match, mark it with an X.



- C. Track 112 Listen. Then practice with the new words.
 - Pardon nuts
- **D.** Role-play the dialogue.



Extension

Shopping

What you will need: white board, marker

- Ask the class to name six snack foods (from this lesson or other snack foods the know) and write them on the board. Then ask the class to give a price for each one. The prices should be even dollar amounts (\$1, \$2, \$3, etc.). Write the prices under each snack food.
- Choose a volunteer to begin as the shopper. You will begin as the salesclerk. The student will come up and say, "I want ___." Student can say more than one item if they wish.
- Tell the student the price for all the items he/she wants to buy and ask about the money he/she has. EX: That will be __. How much do you have?
- The student can say any amount that he/she has, either \$5, \$10, or \$20.
- Say, "Here's your change."
- Now the shopping student becomes the salesclerk and a new volunteer becomes the shopper.
- Continue until all students have had a chance to buy and sell things.

A. mack 113 Listen and say Long note <u>Short</u> box pot Track 114 Listen and circle. (T 2 long o short o lona o short o long o short o 4 5 6 short o short o long o long o short o long o C. 🔤 Listen and check (🗸). goat 2. joke soap note got liock sop not D. Read the words. 3. hope **4**. hop I. code 2. cod mode mod mope mop rode rod pope pop Unit 8

Sounds

Extension

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 "pot," groups can write hot, got, not, etc.
- 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.

Sounds A. Listen and say. Track 113 Have the students look at the letter sound and pictures. Ask them if they know the pronunciation that these letter patterns make. Ask them to read the words under the pictures, sounding out the words as best they can. Play the audio track and point to the images of the words. If it is possible to show the page using a

coat, note

box, pot

Long o:

Short o:

- 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.

Taraet

Sounds

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

C. Listen and check (\checkmark).

- Have the students read the words in each pair.
- Ask the students to close their books. Play the audio track and have the students repeat the words after the recording.
- Tell the class to open their books. Listen again and have the students check the words that they hear.

D. Read the words.

- Have the students read the word lists sounding out each word as best they can.
- Give the class a pop spelling quiz. Ask the students to close their books. Say any of the words from the list and have the students write the word on a sheet of paper. After saying all of the words, check as a class by asking volunteers to go to the board and write the words as you say each one.

B. Listen and circle.

Track 114

Track 115

Lesson 4

Unit

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At the Supermarket

Reading	Amy and Sam's Habits
New Words	habit, never, late, always, exercise

Warm-up

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

Reading 4

A. Listen and follow along.

Track 116

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

Track 117

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

C. Read with a partner.

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

D. Read and write Yes or No.

- Have the students work individually to answer the four comprehension questions.
- Assign students to work in pairs. Students should take turns to orally check their partner's answers.
 - **EX** S-A: Number one. Sam has healthy habits.
 - S-B: No. Number two. Amy runs to school.
 - S-A: Yes. Number three...
- Check answers together as a class to make sure everyone has all the correct answers.

Reading 4

Amy and Sam's Habits

A. Track 116 Listen and follow along.



This is Amy. She has healthy habits.

She eats good food. She likes nuts

and pears



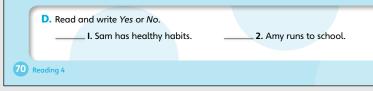
This is Sam. He doesn't have healthy habits. He likes pudding and popcorn.





Amy gets up at 6:30. She eats a healthy breakfast. She runs to school. She's never late.

Sam gets up at 7:30. He doesn't eat breakfast. He walks to school. He's always late.



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 with hold up the picture that the group drew. The other volunteer will read aloud the sentences for the story.
- Extra: Following each group's story presentation, ask questions to the rest of the class based on the group's story.

B. Track 117 Listen, read and say.



Amy likes exercise. After school, Amy goes to the park. She and her friends ride their bikes.





Sam doesn't like exercise. He watches

C. Read with a partner.

After dinner, Amy does homework. She takes a shower and brushes her teeth. She goes to bed at 8:30. Sam watches TV after dinner. He takes a shower, but he doesn't brush his teeth. He goes to bed at II:00.

Who are you like, Amy or Sam?

Newwords • habit • never	• late • always • exercise
3. Sam likes exercise.	4. Amy watches TV at night.
	Reading 4 7

Optional Extension

Tower of Words

What you will need: Jenga or similar game of blocks, Word List for Top Kids 3 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



Have the class listen to the four songs from the second half of the book (Tracks 68, 81, 96, 109). Have the class sing along with the songs.

Review 2

A. Look and complete the puzzles.

- Have the students look at the pictures and guess the word for each one. As students say aloud the correct word, they should also write the word in the appropriate squares in the puzzle.
- Check by having students say aloud the spelling for each word.

B. Listen and number.

Track 118

- Have the students close their books and listen as you play the audio track.
- Play the track a second time and have the students repeat after the recording.
- Have the students open their books. When you play the track a third time, have the students write the number by the picture that matches the information heard.
- Check the answers as a class.

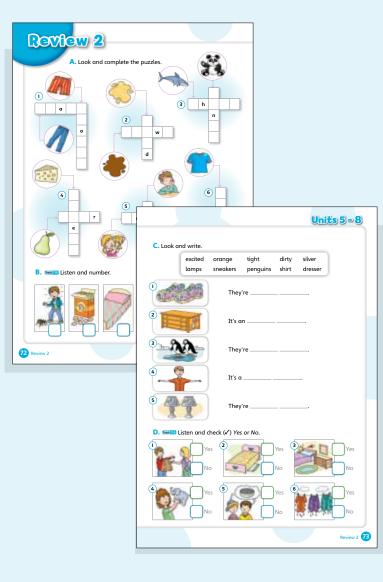
C. Look and write.

- Have the students look at the pictures and talk about what they see.
- Allow students to work individually to fill in the blanks for each picture using the words from the word bank.
- Check by calling on volunteers to read aloud the complete sentence for one of the pictures.

D. Listen and check (✓) Yes or No.

Track 119

- Have students look at each picture and predict a sentence they might hear to check the picture "Yes." Write the sentences that the students suggest on the board as they say them.
- Play the audio track and have 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 student to work in pairs or groups for three.
- Each pair or group should look back through Top Kids 3 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 and write the correct words.

- Have the students work individually to complete the activity filling in the blanks by choosing one of the answer choices after each sentence prompt.
- Check by calling on pairs of students to read their answers. One student will read the first sentence or question, and the other student will read the second.

F. Unscramble the sentences.

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

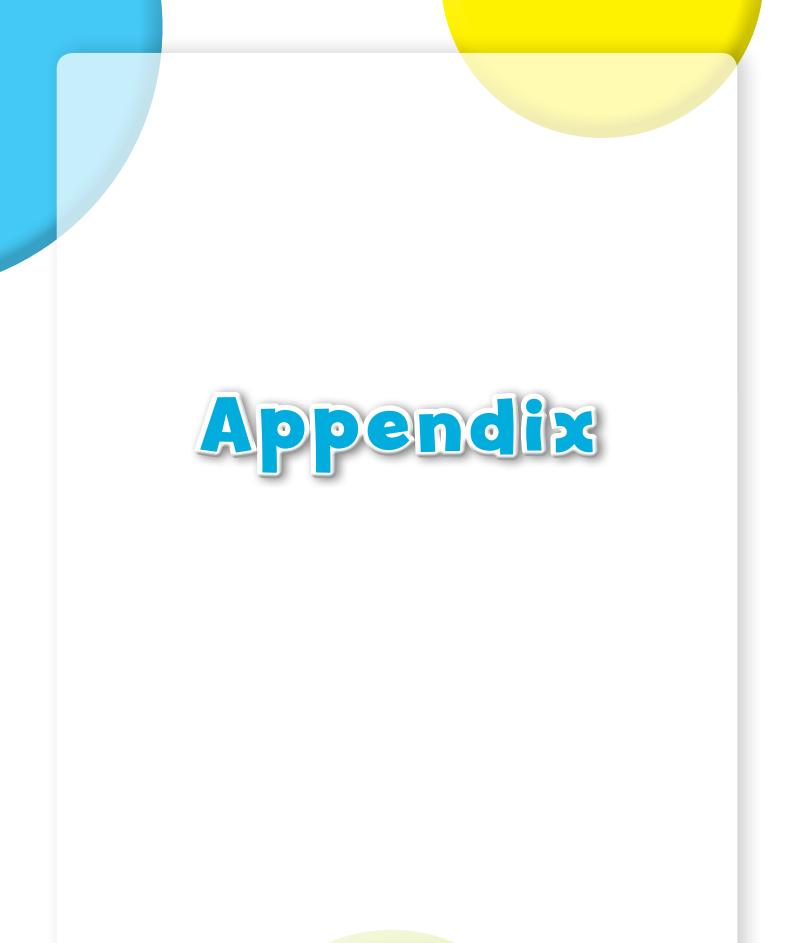
G. Listen and write a, b, c, or d.

- 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 audio track and have the students write letters by the pictures in the order that they hear the appropriate dialogues.

H. Say the word and circle.

- Have the students look at the pictures and guess the word for each one. As students say aloud the correct word, write it on the board so that students can see the spelling. NOTE: Do not say the words for students. Allow them to pronounce the words on their own.
- Check by having a volunteer say aloud the word and confirming for the class which sound choice is correct.

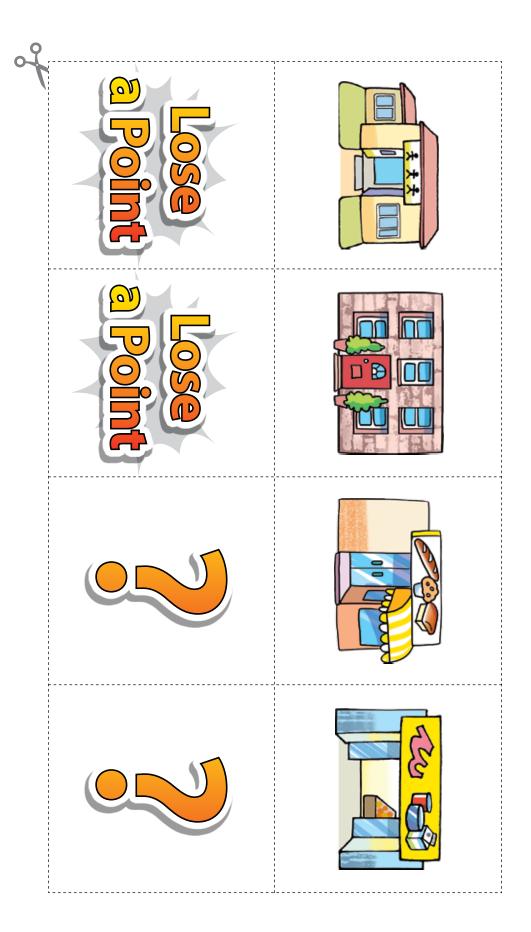
Track 120



Appendix 1 Coin Toss

Extension | Unit 1 Lesson 2





Appendix 2 Stand up, Sit Down

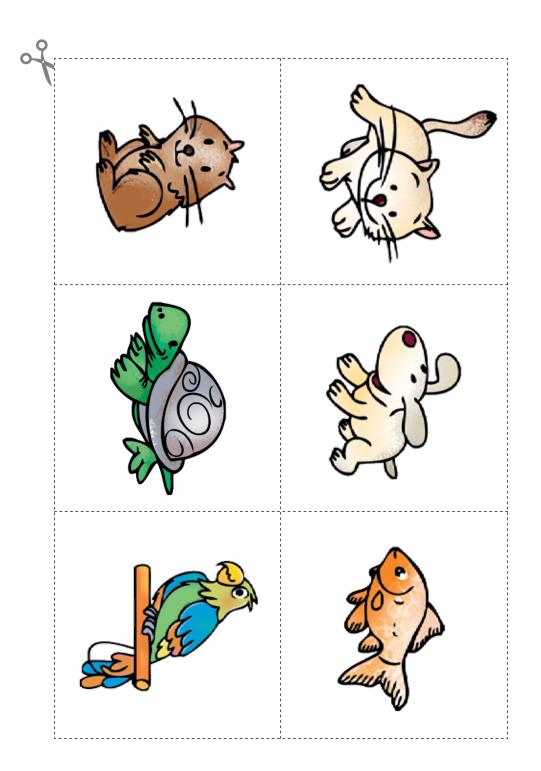
Extension | Unit 1 Lesson 3

Long a and Short a Word List

Long a words Short a words bakery ant baseball apple cake bathroom case black crayon candy day cat eraser dance face gain hamburger game handsome gray hat lemonade Jack main laptop paint laugh play same man say nap skateboard rabbit subway sandwich tail tablet take taxi train trash wait

Appendix 3 Who Has It?

Extension | Unit 2 Lesson 1



Appendix 4 Quick Thinking

Extension | Unit 4 Lesson 1



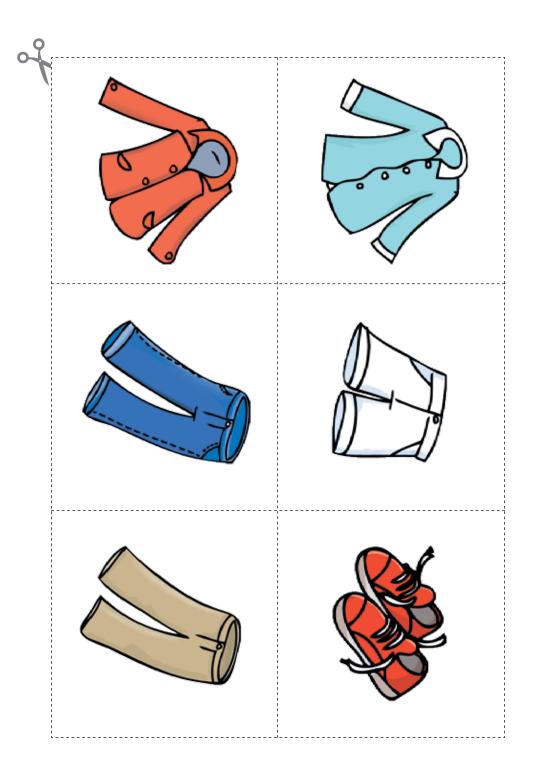
Appendix 5 Bee Sounds

Extension | Unit 4 Lesson 3

of	egg	jet	wet	tree
	leg	men	teacher	red
	get	green	bed	ten
	sheep	bee	cartwheel	tea
	clean	seek	sleep	eat
	teeth	pen	net	pet
	cream	read		

Appendix 6 Basket Toss / What Do You Have?

Extension | Unit 5 Lesson 1



Appendix 7 Bingo

Extension | Unit 6 Lesson 4



Appendix 8 Make the O

Extension | Unit 7 Lesson 3

Long O and Short O Word List

Long O words	Short O words	
уо-уо	doll	
oval	doctor	
notebook	hot	
soda	frog	
phone	dog	
open	сор	
home	fog	
go	mom	
gold	pot	
soap	top	
goat	Tom	

Appendix 9 Quick Thinking

Extension | Unit 8 Lesson 2

