

BOOST ENGLISH 1 TEACHER'S BOOK

Martin Schrader

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SYLLABUS

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		LESSON	LESSON OBJECTIVE	GRAMMAR FOCUS
		1	Students will learn the names of the main characters in the series and the names of their classmates.	• Information question with what
	UNIT 1 In the	2	Students will begin to identify family members.	 Subject pronouns: he, she Information question with who
	Neighborhood	3	Students will be able to identify the different times of day.	• Time of day greetings
		4	Students will identify a few singular objects.	 Singular nouns Information question with what
		1	Students will become familiar with some classroom objects and practice counting.	 Plural nouns Information question with how many
	UNIT 2 At School	2	Students will become familiar with more classroom objects and colors.	• Possessive adjectives: your, my
		3	Students will learn how to use plural nouns with numbers.	 Information question with how old Be verb: is, are
		4	Students will learn how to describe how they feel.	 Adjectives of emotions and feelings Be verb: is, are
		1	Students will become familiar with discussing, body parts, and colors.	 Possessive adjectives: his, her Verbs: have, has
	UNIT 3 At the Toy Store	2	Students will become familiar with how to talk about body parts and talk about what is wrong with them.	• Declarative statements
		3	Students will be able to identify some basic shapes.	• Articles: a, an
		4	Students will become more familiar with how to express quantities and practice the names of some toys.	• Information question with how many

SENTENCE PATTERNS	FUNCTIONS	TARGET LANGUAGE
 Hi! / Hello! What's your name? - I'm Amy. - My name is Eric. 	 Greetings Asking for and giving personal information 	doll, ball, train, Katie, Amy, Rachel, Eric, Max, Jeff, girl, boy
• Who is he? - He's my dad.	• Discussing family members	dad, mom, grandma, grandpa, brother, sister, cake, balloon, present
Good morning!It is day.	GreetingsDescribing weather conditions	morning, afternoon, evening, night, day, good-bye, sun, moon, cloud, star
• What is it? - It's a kite.	 Identifying objects Asking and answering questions about things 	flower, tree, cat, bear, dog, kite, teddy bear, skateboard
 How many chairs? Let's count! OK! One, two,, four! Four chairs! 	 Understanding and using cardinal numbers 1-5 Asking and answering questions about things 	one, two, three, four, five, desk, chair, door, umbrella, rain, pencil, book, ruler
 What color is your pen? It's black. My pen is orange. 	 Asking and answering questions about classroom objects Comparing things 	rainbow, crayon, pen, backpack, paper, eraser, notebook, pencil case, paintbrush, marker, red, orange, yellow, green, blue, black
 How old are you? I'm eight years old. How old is he? He's six years old. 	 Understanding and using cardinal numbers 6-10 Asking for and giving personal information 	six, seven, eight, nine, ten, slide, swing, seesaw, toy
 Are you hungry? Yes, I am. / No, I'm not. Is he thirsty? Yes, he is. / No, he isn't. 	 Asking and answering questions about feelings 	hot, cold, thirsty, hungry, sleepy, apple, milk, banana, orange juice, melon
 What color is his hair? He has dark brown hair. What color are her eyes? She has light blue eyes. 	 Describing body parts Describing the appearance of things 	shirt, socks, pants, shoes, hat, shorts, eyes, nose, hair, teeth, light, dark, white, purple, pink, brown, gray
 Are you OK? Yes, I am. No, I'm not. I hurt my knee. 	 Describing body parts Asking and answering questions about feelings Giving precise information 	doctor, nurse, arm, hand, leg, foot, head, knee, elbow, toe, finger
 What shape is it? It's a circle. It's an oval. 	 Describing the appearance of things Talking about careers 	teacher, magician, artist, oval, circle, triangle, heart, square, rectangle, star
 How many toy cars are there? There is one toy car. There are four toy cars. 	 Asking and answering questions about objects Understanding and using numbers 	bus, boat, skates, house, car, airplane, puzzle, sticker, puppet

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SERIES COMPONENTS

Boost English is a six-level children's English curriculum designed to engage young learners and facilitate their language acquisition through lessons that tap into the multiple learning-styles of the class. Each unit in Boost English moves students through thematically structured units focusing on basic vocabulary study, listening practice, speaking and pronunciation, reading, writing, games, and songs.

For the Student

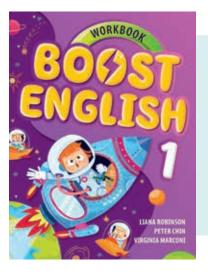
Student Book



The Student Book serves as the core component of the Boost English series. Each book contains level-appropriate language targets, activities, stories, and songs. There are three units per book, each containing four lessons linked to the unit's theme. Skill and activity headings subdivide each lesson so that lessons can be easily adapted to suit a variety of course structures.

For the Student

Workbook



The Workbook parallels the structure of the Student Book, providing additional practice and reinforcement of each lesson's language targets. Six pages of workbook activities correspond to each lesson in the Student Book. Suitable for either in-class use or as a homework supplement, the Workbook provides useful practice to enhance the development of students' English language skills.

For the Teacher

Teacher's Book



The Teacher's Book includes teaching strategies and supplemental activity ideas to accompany each section of the lesson presented in the Student Book. Step-by-step instructions guide teachers through each section with warm-up or introduction ideas, activity organization, and optional follow-up tips. Explanations are also accompanied by full-color images of the Student Book pages to help teachers see how activity instructions and tips relate to what the students see in their own books during the lesson.

HOW TO USE THIS BOOK

BOOST ENGLISH CHARACTERS



Amy is fun and outgoing. She likes to go to the mall and talk to her friends on the phone.



Max is energetic and kind. He likes to listen to music and skateboard. He also likes to hang out with his older brother, Cody.



Eric is smart and easygoing. He enjoys science, photography, and taekwondo. Some of his family lives in China!



Rachel is talkative and athletic. She likes to go to the park and spend time outdoors. She also likes to play the piano.



Jeff is funny and adventurous. He likes to tell jokes and water ski. He also likes to watch scary movies.



Katie is friendly and nice. She likes to sing and dance. Her parents are from France, and she speaks French.

These six children are the main characters of the book. They are all friends, and they go to the same school. They help teach students the target language and conversational expressions.



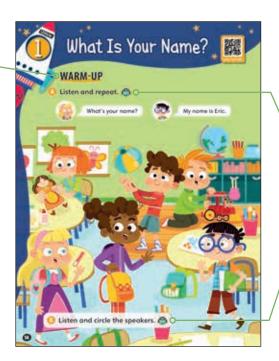
Ms. Lindsey and **Mr. Wesley** appear in various activities. They ask students questions about themselves.



Mr. Kitty appears in the **LISTENING**. He helps draw attention to important parts of conversations.



The **WARM-UP** activity introduces the key language and expressions taught in the lesson. Look at the picture with students and see if they can identify the different characters and objects. Help students discover words they don't know. Then, listen to the audio recording.



In the opening activity, students listen to and repeat the key language and expressions extracted from the dialogue they will hear later.

The follow-up activity is a dialogue. Listen to the audio and look at the picture with students. Find the speakers.

The **SONG** activity helps students retain key vocabulary and expressions. The songs are set to familiar tunes and feature colorful illustrations. Downloadable MP3 audio recordings and animated videos bring the songs to life. Many of the songs can be personalized with students' own information. Lyrics are provided at the back of the book.



Audio and video can be played on mobile devices by scanning the QR codes (internet required). Files are also available for free download at compasspub.com.

The **LANGUAGE** activity focuses on the target language structure. Listen to the audio and number. Then, repeat the conversation aloud and have students follow along. Next, practice the conversation again with students' books closed. Finally, students should open their books and listen and repeat again. This time, they should follow along with the text.

Function boxes are used to help students analyze and use the key language of the lesson. Have students focus on listening and repeating the examples to acquire the language naturally through trial and error over the course of the unit.

The **VOCABULARY** activity introduces the key vocabulary of the lesson. Explore the illustrations with the students and check which words they do and do not know. Listen to the audio recording and number the pictures accordingly.

VOCABULARY

Listen and number, A

Image: state state

The follow-up activity tests students' memory retention. Go to the **WARM-UP** picture and ask students to find the objects taught in the **VOCABULARY** activity

This follow-up activity checks students' comprehension of the vocabulary words and tests students' ability to recognize the words with various activities.

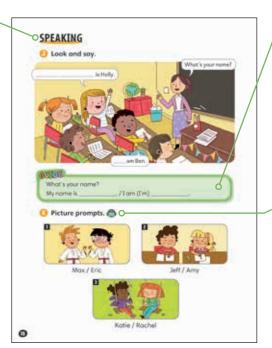
The **LISTENING** activity shows the target language being used in an everyday situation and features the main characters. Listen to the audio and number. Then, repeat the conversation aloud and have students follow along. Next, practice the conversation again with students' books closed. Finally, students should open their books and listen and repeat again. This time, they should follow along with the text.



The follow-up activity checks students' comprehension of the conversation with various activities meant to retain student engagement.

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The **SPEAKING** activity presents the target language together with the key vocabulary. Look at the picture and talk about it. Identify the things and children in the picture. Next, try to work out what they are saying.



The guide focuses on the target language. Students can refer to the guide and use it to talk about themselves. They can also use puppets or toy animals for role playing.

Look at the picture prompts and have students work out what to say. Then, listen to the audio recording while looking at the pictures. Finally, pair students together to practice and present their dialogues to the class.

The **READING** activity uses some of the target vocabulary and language in a fun, new context. An audio recording is available, so the passage can be used for a variety of approaches to reading instruction, including follow-along and listen-and-repeat. Students can also use the passage as a model to talk or write about themselves or the world around them.

The final **READING** activity presents an additional comprehension task in various formats.



A brief warm-up activity is used to reinforce the vocabulary before students read the passage.

Each reading passage is followed by a comprehension activity. The comprehension activity varies from lesson to lesson.

The **WRITING** activity develops handwriting and spelling, and reinforces students' learning of the target language and vocabulary. The activity varies from lesson to lesson.

ACTIVITY 1 is a classroom game or group project. The activities allow students to move around and interact with one another. It is a fun way for students to practice and consolidate their language learning.

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ACTIVITY 2 is a more personalized activity. Students should first work on their own before presenting and sharing their work with their classmates.



 * * * * * * *
My name is Tony. I'm a train

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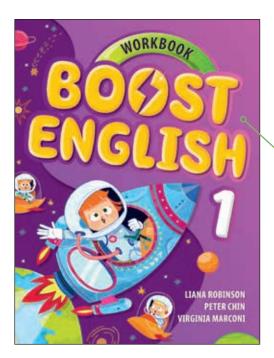
The **REVIEW** activity ends the lesson. By completing this section, students assess their listening, reading, and writing skills. REVIEW

Isten and number.

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In this activity, students use what they have learned throughout the lesson to complete a writing task that gives students a greater degree of freedom.

• WORKBOOK •



The **Workbook** parallels the structure of the **Student Book**, and provides additional practice of the target language from each lesson. Every **Student Book** lesson has a corresponding six-page workbook lesson filled with activities. Students can utilize the content in the **Workbook** either in class or as a homework supplement.

• SAMPLE LESSON PLANS

There are many ways that teachers can use lessons from Boost English in the classroom. Depending on a course's weekly schedule and daily time allotment, teachers can pace the students' work through each lesson to best suit the general skill level and needs of the students. The following lesson plans are suggestions for general approaches to pacing lessons from this series.

One Lesson per Class Meeting

55 minutes per lesson / 11 hours total per level

	Activity	Time
Warm-Up	Preview picture, listen and repeat, warm-up activity	5 min
Song	Preview picture, listen, watch the video, and sing along	5 min
Language	Oral practice as a whole class followed by pair work	5 min
Vocabulary	Preview pictures, listen, read aloud, complete follow-up activity	5 min
Listening	Preview story, listen, read aloud, complete follow-up activity	5 min
Speaking	Preview picture, listen, oral practice as pair work	5 min
Reading	Preview picture, listen and read along, read aloud, complete comprehension questions	5 min
Writing	Complete writing activity	5 min
Activity 1&2	Play a classroom game or do a group project and complete the personalized activity	10 min
Review	Review of the lesson's target language structure	5 min

Half a Lesson per Class Meeting

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90 minutes per lesson / 18 hours total per level

Lesson Part 1			
	Activity	Time	
Warm-Up	Preview picture, listen and repeat, warm-up activity	5 min	
Song	Preview picture, listen, watch the video, and sing along	5 min	
Language	Oral practice as a whole class followed by pair work	5 min	
Vocabulary	Preview pictures, listen, read aloud, complete follow-up activity	5 min	
Listening	Preview story, listen, read aloud, complete follow-up activity	10 min	
Speaking	Preview picture, listen, oral practice as pair work	10 min	
Review	Review of the lesson's target language structure	5 min	

Lesson Part 2			
	Activity	Time	
Warm-Up	Possible review of language taught in previous class session	5 min	
Reading	Preview picture, listen and read along, read aloud, complete comprehension questions	10 min	
Writing	Complete writing activity	10 min	
Activity 1&2	Play a classroom game or do a group project and complete the personalized activity	15 min	
Review	Review of the lesson's target language structure	5 min	

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• FREQUENTLY ASKED QUESTIONS

When should students use the workbooks?

The workbook pages can be completed any time after students have studied the corresponding pages in the student book. There are six workbook pages for every ten student book pages. Usually, students complete the workbook activities as homework. However, the workbooks can be used in class. Each activity in the workbook should be reviewed with students in class before being assigned as homework. The workbooks have a variety of fun practice activities for students.

Is it OK to speak to students in their native language?

Yes, it is, but use English as much as possible. Many schools have English-only policies. In most cases, students can understand through contextual clues, examples, or gestures. Often if their native language is used in class, students become lazy and wait for the teacher to explain things in their own language instead of trying to understand the English explanation. Whenever possible, have students look up words in the dictionary so they are actively involved in the learning process. In addition, use consistent classroom expressions in order to make it easier for students to understand you. Some useful classroom expressions are:

Stand up.	Look at this.
Sit down.	Clean up.
Open your books to page	Wash your hands.
Close your books.	Repeat after me.
Don't run!	Say it again, please.
Please be quiet.	Show me your homework.
Listen carefully.	Try again.
Raise your hand.	Good job!
Push in your chair.	Great!
Line up.	Excellent!
Make a circle.	That's right!

How can I get students to correct their own mistakes?

Get students in the habit of looking over their written assignments before handing them in. Teach them to look for specific things such as punctuation, capitalization, spelling, and verb conjugation. Peer editing is also a good tool. Have everyone trade papers with a classmate to check for mistakes. For oral mistakes, try to give students non-verbal clues, such as raising a finger, so that they have time to correct themselves. Remember that it is better not to correct every mistake.



What if I have extra time at the end of class?

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There are a variety of extension activities suggested for each lesson in the teacher's guides. These activities can be adjusted to constructively fill any additional time that the teacher might have. In addition, the songs found in each lesson for books 1-4 can be used as review materials. Here are a few games that can be played using the target language of any lesson:

Hot Potato – Have students sit in a circle and pass a ball around the classroom. Play some background music and secretly stop the music at a random point. Whoever has the ball must answer a question using the target language. The student's classmates should be directed to ask the question together. All: What's your favorite color? S1: My favorite color is yellow.

The Riddle Game – Have students create and share riddles about the target vocabulary. S1: This is my favorite animal. It is black and white. S2: Is your favorite animal a zebra? S1: No. This animal is the same size as a cat. It smells bad. S3: Is your favorite animal a skunk? S1: Yes, it is!

Charades – Have a student mime the target language or vocabulary for the rest of the students to guess. S1 pretends to ski down a mountain. T: What is she doing? S2: She is dancing. T: No. Watch again. What is she doing? S3: She is skiing!

Why should I encourage students to speak in complete sentences?

It is important that students are able to construct complete sentences. It may be easy for students to communicate with words or phrases at first, but as they continue to advance in their studies, this may cause problems. For example, in the beginning, it might be OK for a student to say, "Soccer." Meaning, "I like to play soccer." However, later this could cause a problem. There are many different occasions for using the word "soccer" in a sentence: I lost my soccer ball. I scored a goal in the soccer game. My sister is on a soccer team. I hurt my foot at soccer practice. I won't be in class tomorrow because I have a soccer game, etc.

How do I teach English if it is not my first language?

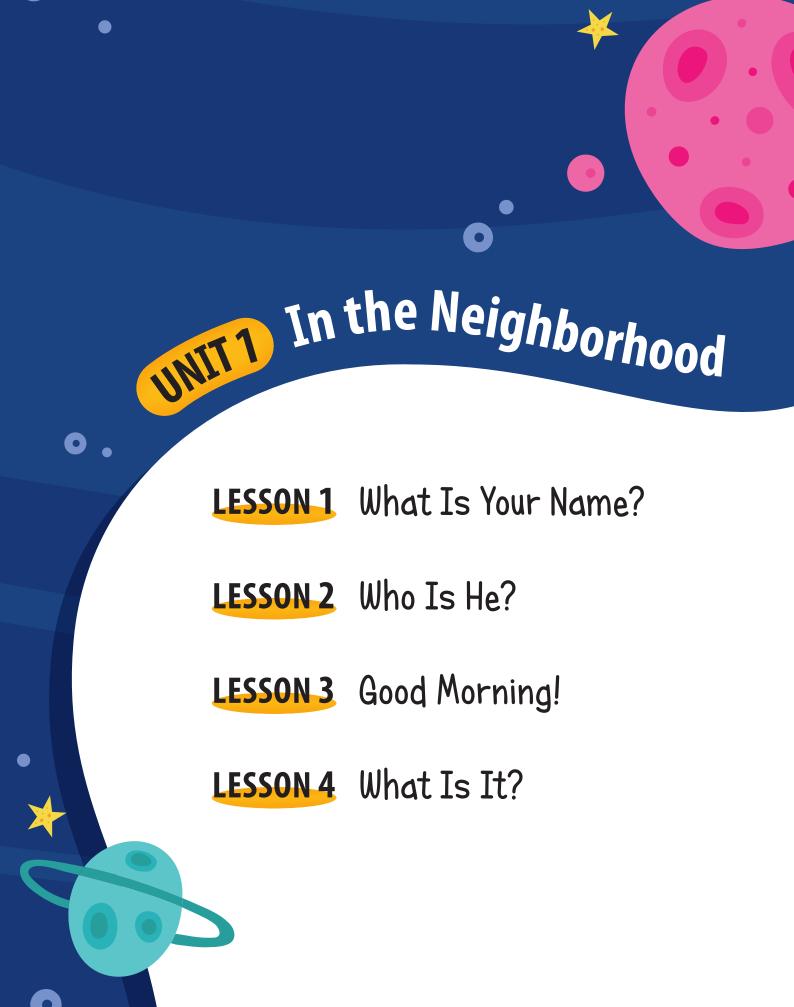
Study the material before class, make in-depth lesson plans, and talk to someone about any questions that you have regarding the material. If no one knows the answer, research the subject in reference books or on the Internet. Keep in mind that it is OK to research a student's question and give the answer at the start of the next class. Have a positive attitude, and remember what it was like for you to learn English. Use your first-hand experience!

How do I make sure that students are actively participating in group and pair work?

The most important thing is to introduce the activity in a way that is attractive to the students. Draw the students into the activity by introducing it in stages and encourage them to feel part of the creation of the activity by letting them modify the rules. With a large class, first do the activity with the whole class or a sample pair or group before dividing the students into small groups or pairs. Circulate among the groups and help students who are unsure what to do. Monitor the time and students so that no one gets bored or finishes too quickly.

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What Is Your Name?*

Lesson Objective

Students will learn the names of the main characters in the series and the names of their classmates.

Grammar Focus

- Information question with **what** What's your name?
- What's your name?

WARM-UP • PAGE 14

WARM-UP ACTIVITY

Discover the picture with the students and ask questions.

- Where are the students?
 - They are in the classroom.
- What is this?
 It's a ball/doll/train/boy/girl.

Story Notes

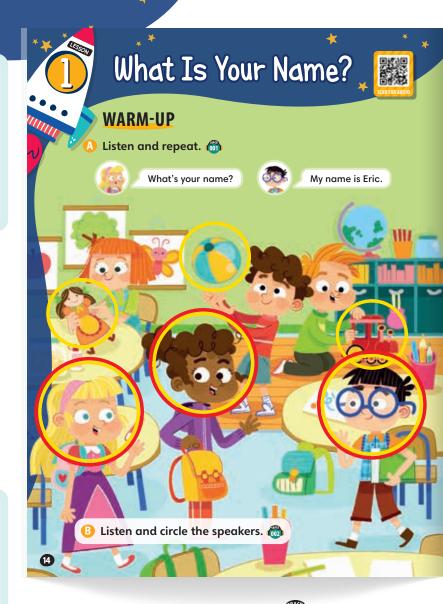
Tell the class a story about the picture.

It is the first day of school. The characters are in the same grade, and they are in the same classroom. Amy and Katie are friends. Amy and Katie say hi to the boy. Amy asks his name. His name is Eric.



Listen to the audio and ask students to repeat it. Practice the language pattern with your class.

Audio Script Amy: What's your name? Eric: My name is Eric.



B Listen and circle the speakers. ໜ

Listen to the audio. Display the picture. Ask students to find the speakers. Listen again and repeat.

Audio Script

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WARM-UP EXTENSION ACTIVITY

Have the children stand. Make them say "Hello. My name is . . ." one by one (after . . .") and ask "What is your name?" to the student next to them. This continues until all the students do the same activity. Let the last student turn to you and ask your name.



LANGUAGE

🕕 Listen and number. Ask and answer. 🖓



SONG · PAGE 15

SONG WARM-UP

Discover the picture with the students and ask questions.

- What is this?
 - It's a ball.
- Is this a boy/girl?
 - Yes, it is. / No, it isn't.



Listen to the song. Ask students to sing along. Downloadable audio is available on the website, or you can scan the QR for online audio. Lyrics provided in the back of the book. Audio Script The Hello Song Hi! Hi! Hi! Hello! Hello! What's your name? My name is Max. What's your name? My name is Ann. Hi! Hi! Hi! Hello! Hello!

SONG EXTENSION ACTIVITY

Sing the song again but have students sing their own names.

LANGUAGE · PAGE 15

LANGUAGE WARM-UP

Discover the pictures with the students.

- Can you read this?
- What's his/her name?

Listen and number. Ask and answer.

Read the given sentences in the box. Have students listen to the audio and role-play. Put students in pairs. Have student A ask and student B answer. Change their roles.

Audio Script

- 1. Boy: What's your name? Girl: I'm Jenny.
- 2. Girl: What's your name? Boy: My name is Tom.

Grammar Point

Show students that **what is** and **I am** can be shortened to **what's** and **I'm**.

VOCABULARY • PAGE 16

VOCABULARY WARM-UP

Look at the pictures as if you are discovering them with the students and ask questions as if you are not sure what the answers are.

- What is this?
 - It's a doll/train/ball/boy/girl.
- What's his/her name?
 His/Her name is Eric/Katie/Amy.



Listen to the audio and number the pictures.

Audio Script

- 1. I'm Eric.
- 2. Doll. It is a doll.
- 3. Ball. It is a ball.
- 4. My name is Katie.
- 5. Train. It is a train.
- 6. I'm Amy.

VOCABULARY EXTENSION ACTIVITY

Say the words in random order and have students point to the correct words in their books. Change the tone and volume of your voice to make it fun (say some words fast/slow and whisper/shout other words). Students should repeat the words after you, imitating your voice.

Find pictures of the words above on page 14 and circle.

Ask students to turn to page 14. Read the vocabulary and have students circle the pictures. Call on students and have them say complete sentences using the words.

VOCABULARY



Find pictures of the words above on page 14 and circle.

🕒 Listen and circle. 🚳



16



Listen to the audio and ask students to circle the pictures of the words they hear.

Audio Script

- 1. Doll. Doll.
- 2. Amy. Amy.
- 3. Eric. Eric.
- 4. Ball. Ball.



LISTENING

🕕 Listen and number. 🚳

1 My name is Katie



Ø



2 name is Eric

who is Amy?

2 Eric has a doll.

LISTENING • PAGE 17

LISTENING WARM-UP

1. Practice the patterns in the dialogue orally with the books closed.

Yes

2. Open the book and discover the dialogue with the students. Act as if you are not sure what is written and see if the students can teach you. Hint and help when they find something difficult.

Story Notes

Tell the class a story about the pictures. Amy and Katie are friends. They live on Main Street. Amy and Katie see a new family on Main Street. They see a boy. Amy and Katie say hello to the boy.

🕕 Listen and number. 🝈

Listen to the audio and read along. Ask students to number the missing parts of the dialogue.

Amy: Look!
Amy: Hi, what's your name?
Eric: My name is Eric.
Amy: I'm Amy.
Katie: My name is Katie.

🕕 Check (🖌).

Read the directions to students and ask the questions. Give students time to complete the activity before checking as a class.

Teaching Tip

Before telling the story, ask students to make or tell their own story about the pictures. Encourage them to use their imagination.

LISTENING EXTENSION ACTIVITY

- Advanced classes: Have students continue the story. Ask them to tell you what happens next.
- **Intermediate classes:** Have students role-play the dialogue.
- **Beginner classes:** Ask the class to think of words they know related to the pictures.

SPEAKING • PAGE 18

SPEAKING WARM-UP

Discover the picture with the students and ask questions.

- Where is a boy/girl? Point to him/her.
 - Here is a boy/girl. (pointing to a boy/girl in the picture)
- Who is she?
 - She's a teacher.

🕕 Look and say.

Look at the picture and ask students to fill in the blanks. Use the guide to help solve the activity. Ask students to practice in pairs.

🚺 Picture prompts. 🚳

Prompt the students to ask and answer with the names from each picture: "Hello. I'm (Max). What's your name?" "Hi. My name is (Eric)." They can do this in pairs or around the class. Help a little the first time and then get the students to practice without your help. Finally, play the audio recording.

Audio Script

1.	Max:	Hello. I'm Max.
		What's your name?
	Eric:	Hi. My name is Eric.
2.	Jeff:	Hi. My name is Jeff.
		What's your name?
	Amy:	Hi. I'm Amy.
3.	Katie:	Hello. What's your name?
	Rachel:	I'm Rachel. What's your
		name?
	Katie:	My name is Katie.

SPEAKING

🕕 Look and say.



SPEAKING EXTENSION ACTIVITY

Ask students personal questions based on the target language.

• What's your name?

18

- My name is _____.
- What's his/her name?
- His/Her name is ____

Language Notes

- 1. Hi! is less formal than Hello!
- 2. In English, we usually call our friends by their first names. Culturally, we do not have to give our friends titles of respect or avoid using their first names when our friends are older than us.



READING • PAGE 19

READING WARM-UP

Discover the pictures with the students and ask questions.

- What is it?
 - It's a train/doll/ball.
- Is this a boy doll?
 - No. It's a girl.

Find and circle the words in the reading.

Look at the pictures and words. Ask students to find the words in the reading in **(M)** and circle them.

Language Notes

Toot! is the sound a train horn makes.

🚺 Read and circle. 🚳

Read the story as a group. Then, ask students to complete the activity. Go over as a class.

N How many times can you find the word "doll" in the reading?

Ask students to find every use of the word "doll." Ask them how many times it appears.

READING EXTENSION ACTIVITY

- Call five or six volunteers to the front of the classroom. Have them form a train and move around the classroom saying, "Toot! Toot!" Then, stop the train and ask the rest of the class about the train.
 - What's his/her name?
 - His/Her name is ___.
 - Is he/she a boy/girl?
 - Yes, he/she is.
 - No, he/she isn't.
- Act as if you have forgotten the text and get the students to correct your sentences. If possible, get them to say loudly after each incorrect sentence: No! (He's a train!)

Example:

Tony is a bus. His name is Harry. He is a boy. He has books, bags, and monkeys.

WRITING • PAGE 20

WRITING WARM-UP

Divide students into three groups. Ask group A their names. Have them answer slowly. If some answer incorrectly, correct them as a group. Continue with the remaining groups.

🕕 Trace.

Ask students to trace the words. Check students' progress and then read the sentences aloud.

P Trace and match.

Ask students to trace the words. Then, match the sentences to the correct pictures. Check students' progress and then read the sentences aloud.

WRITING EXTENSION ACTIVITY

Ask students personal questions based on the activity.

- Do you have a doll? What's her name?
 Yes. Her name is Judy.
- Do you have a train?
 - Yes, I do.
- Do you have a ball?
 - No, I don't.

Note

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Books 1 and 2 have special lines which help teach students how to write correctly. Take some time to show students how to use the lines during this first lesson.

- 1. Every letter must touch the bottom line.
- 2. All uppercase letters (A, B, C) must touch the top and bottom lines.
- 3. A few lowercase letters (g, j, p, q, y) extend below the line.
- 4. Most lowercase letters (a, c, e) only go up to the dashed line. They do not touch the top line.
- 5. A few lowercase letters (b, d, f, h, k, l, t) touch the top line. Some instructors prefer these letters to be slightly shorter at 3/4 the height. Either is acceptable.



Teaching tip

Write the following on the board to show how a sentence is formed. My My name My name is My name is Ashley.

My name is _____. Call on three volunteers to come to the front and fill in the blank with their names.





ACTIVITY 1 • PAGE 21

ACTIVITY 1 WARM-UP

Read the dialogue. Ask students questions about the illustration.

- What are they doing?
 - They are playing a game.
- Is that a ball?Yes, it is.

Materials

ball

(If you don't have a ball, you can toss an eraser, a wad of paper, . . . , anything soft.)

🕕 Play. Toss the ball.

Play the game together.

Preparation:

Clear a space in the classroom to play.

- Signal students to stand up, line up, and follow you to the cleared area of the classroom.
- 2. Have students make a circle.
- 3. Ask a student his/her name and gently toss the ball to that student.
 - T: What's your name?
- 4. The student answers the question in a complete sentence.

S1: My name is Amy.

- 5. The student continues the game by tossing the ball to someone else and asking his/her name.
- 6. Continue until everyone has tossed the ball a few times.
- 7. To make it more challenging, play the game again, but this time ask "What's his/her name?" while indicating a specific student.

R Answer and draw yourself.

Have students complete the drawing so that it looks like them. Then, have students complete the sentence.

S What are your classmates' names?

Have students write their classmates' names in the box.

ACTIVITY 2 • PAGE 22

ACTIVITY 2 WARM-UP

Ask students if they have a favorite toy. Ask them to share information about their favorite toy.

- Do you have a favorite toy?
 Yes, I do.
- What is your favorite toy?
 - My soccer ball!

Materials

colored pencils

Draw and name your favorite toy.

Ask students to draw and name their favorite toy.

U Present to your classmates.

Ask students to show their artwork to the class and explain their picture.

What are the names of your classmates' toys?

Ask students to write down the names of the toys that were shown in \bigcirc .

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EXTRA ACTIVITY 1

ACTIVITY 2

Before the lesson, ask students to bring their favorite toys and present them to their classmates.

Example:

Hello, my name is Lily.

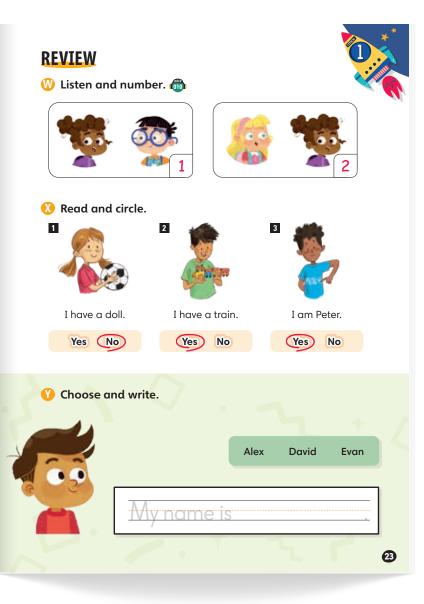
I have a doll. This is my doll.

Her name is Judy.

Have other students greet the presenting student: "Hello, Lily. Hello, Judy."

EXTRA ACTIVITY 2

Invite one student to the front and stand with his/her back to the class so they cannot see the rest of the students. Then, point to one student in the classroom. This student can say his/her name or another student's name in the classroom (e.g., "My name is Tom."). Next, have the student at the front of the class, without looking, try to guess if that student was telling the truth or was pretending to be another student in the class.



REVIEW • PAGE 23

REVIEW WARM-UP

Ask students if they remember the new words and dialogues from the lesson. Tell students to review the Vocabulary and Language section of the lesson.

🕕 Listen and number. 🚳

Listen to the audio and ask students to number the pictures according to the audio.

Audio Script

- Eric: Hi! What's your name?
 Katie: I'm Katie. What's your name?
 Eric: My name is Eric.
- Amy: Hi. I'm Amy. What's your name?
 Katie: Hi, Amy. My name is Katie.

🚺 Read and circle.

Ask students to read the sentences and look at the pictures. Then, ask students to circle "Yes" or "No" based on if the sentence is true or not.

🕐 Choose and write.

Have students choose a word from the word box. Let them know that there is no specific correct answer. Have students trace and complete the sentence.



Who Is He?

Lesson Objective

Students will begin to identify family members.

Grammar Focus

- Subject pronouns: he, she
- Information question with who
 Who is _?

WARM-UP • PAGE 24

WARM-UP ACTIVITY

Discover the picture with the students and ask questions.

- Who is she?
 - It's Amy / Rachel / Amy's mom.
- Who is he?
 - It's Max / Amy's dad / Amy's brother.

Story Notes

Tell the class a story about the picture.

- It is a birthday party.
- The characters are celebrating Amy's birthday.

Amy shows her family picture.

Max points to Amy's mom and asks, "Who is she?"

- Amy answers.
- She is her mom.

🔥 Listen and repeat. 🝈

Listen to the audio and ask students to repeat it. Practice the language pattern with your class.

Audio Script Max: Who is she? Amy: She's my mom.



B Listen and circle the speakers. 🗰

Listen to the audio. Ask students to circle the speakers. Listen again and repeat.

Audio Script

Max: Who is she?
Amy: She's my mom.
Max: Who is he?
Amy: He's my grandpa.
Rachel: Who is he?
Amy: He is my dad.



LANGUAGE

🕕 Listen and number. Ask and answer. 📸



SONG • PAGE 25

SONG WARM-UP

Discover the picture with the students and ask questions.

- Who is he/she?
 - He's/She's her dad/mom.
- What is it?
 - It's a balloon.

🕒 Listen and sing along. 🕅

Listen to the song. Ask students to sing along. Downloadable audio is available on the website, or you can scan the QR for online audio. Lyrics provided in the back of the book.

Audio Script Who Are They? Who is he? He's my dad. (x3) Who is he? He's my dad. Tra-la-la-la-la!

Who is she? She's my mom. (x3) Who is she? She's my mom. Tra-la-la-la-la!

LANGUAGE • PAGE 25

LANGUAGE WARM-UP

Discover the pictures with the students.

- Who is he? Is he his dad?
 - No, he's his grandpa.
- Where's her mom? Point to her.
 - Here she is. (pointing to the lady photo in the frame)

Listen and number. Ask and answer. 🕅

Read the given sentences in the box. Have students listen to the audio and role-play. Put students in pairs. Have student A ask and student B answer. Change their roles.

Audio Script

- 1. Girl 1: Who is he?
 - Boy: He's my grandpa.
- 2. Girl 1: Who is she? Girl 2: She's my mom.

Grammar Point

Show students that **he is**, **she is**, and **who** is can be shortened to he's, she's, and who's.

VOCABULARY • PAGE 26

VOCABULARY WARM-UP

Discover the pictures with the students and ask questions.

- Who is he/she?
 - He's/She's a dad/grandma/mom.
- What is it?
 - It's a cake/balloon/present.

🕒 Listen and number. 🛅

Listen to the audio and number the pictures.

Audio Script

- 1. Cake. It's a cake.
- 2. Balloon. It's a balloon.
- 3. Mom. She's my mom.
- 4. Dad. He's my dad.
- 5. Present. It's a present.
- 6. Grandpa. He's my grandpa.

Find pictures of the words above on page 24 and circle.

Ask students to turn to page 24. Read the vocabulary words and have students circle the pictures. Call on students and have them say complete sentences using the words.

Listen and match. (016) G

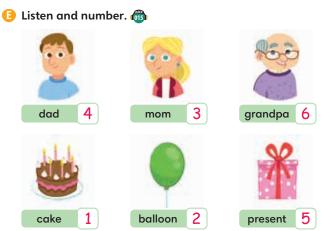


Listen to the audio and ask students to match the numbers with the pictures of the words they hear.

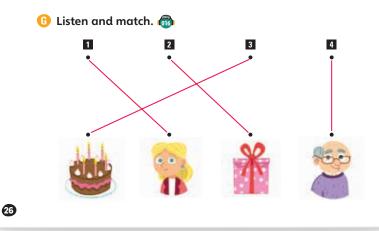
Audio Script

- 1. Mom. Mom.
- 2. Present. Present.
- 3. Cake. Cake.
- 4. Grandpa. Grandpa.

VOCABULARY



Find pictures of the words above on page 24 and circle.



LISTENING

🕕 Listen and number. 🚳



LISTENING • PAGE 27

LISTENING WARM-UP

- 1. Practice the patterns in the dialogue orally with the books closed.
- 2. Open the book and discover the dialogue with the students. Act as if you are not sure what is written and see if the students can teach you. Hint and help when they find something difficult.

Story Notes

Tell the class a story about the pictures.

Today is a special day. It is Amy's dad's birthday! Amy has a present for her dad. They all yell, "Surprise!" at the party. Amy gives her dad the present. He says thank you.



Listen to the audio and read along. Ask students to number the missing parts of the dialogue.

Audio Script	
Max:	Who is he?
Amy:	He's my dad.
Max & Amy:	Surprise!
Dad:	A present! Thank you!
Amy:	You're welcome. I love
	you, Dad.
Dad:	I love you, too!

● Check (✔).

Read the directions to students and ask the questions. Give students time to complete the activity before checking as a class.

LISTENING EXTENSION ACTIVITY

Have students write their names on small slips of paper and collect them in a box. Then, give students five minutes to draw and color a picture. Next, have students take turns picking a name out of the box and giving their drawing to the other student as a present. They should practice the language: S1: A present! Thank you! S2: You're welcome.



SPEAKING • PAGE 28

SPEAKING WARM-UP

Discover the picture with the students and ask questions.

- Who is he/she? (pointing to a person from the picture)
 - He's/She's her mom/dad/grandpa.
- What's this?
 - It's a dog/house.

🕕 Look and say.

Look at the picture and ask students to fill in the blanks. Use the guide to help solve the activity. Ask students to practice in pairs.

🚺 Picture prompts. 🔞

Prompt the students to ask and answer: "Who is he/she?", "He's/She's her (brother)," about each picture. Encourage them to practice without your help. Finally, play the audio recording.

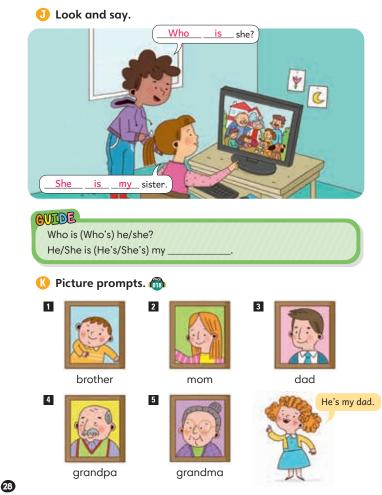
Audio Script

- Boy: Who's he? Girl: He's my brother.
- Girl: Who's she?
 Boy: She's my mom.
- 3. Boy: Who's he? Girl: He's my dad.
- 4. Girl: Who's he?
- Boy: He's my grandpa.
- 5. Boy: Who's she?
 - Girl: She's my grandma.

SPEAKING EXTENSION ACTIVITY

Use the family member flash cards to help students remember the new words (mom, dad, grandma, grandpa, brother, sister). Place all of the cards where everyone can see them. Then, point to the cards in random order and ask who the people are.

SPEAKING







Circle the pictures of the words used in the reading.







Read and circle.

- 1 I want balloons.
- 2 My sister wants a cake.



Yes

29

READING • PAGE 29

READING WARM-UP

Discover the pictures with the students and ask questions.

- What is this?
 - It's a cake/balloon/gift.
- How many balloons do you see?
 - I see eight balloons.

Read and answer the questions.

Read the story as a group. Then, ask students to read and answer the questions. Go over as a class.

M Circle the pictures of the words used in the reading.

Look at the pictures. Elicit the words from the students. Ask the students if the matching words are in the reading. If they are, then have students circle the corresponding pictures.

Read and circle. M

Read the story as a group. Read the sentences on the page and ask the students to circle the correct answers.

READING EXTENSION ACTIVITY 1

Each student personalizes the text saying what he/she and their family members want. They can include their pets.

Example:

- 1. I want a dog for my birthday.
- 2. My sister wants a bicycle for her birthday.
- 3. My dad wants a computer for his birthday.

READING EXTENSION ACTIVITY 2

Act as if you have forgotten the text and get the students to correct your sentences. If possible, get them to say loudly after each incorrect sentence:

- No! (She wants a party!)

Example:

She doesn't want a party. She wants a banana. Her sister wants crocodiles. Her dad wants gorillas.

WRITING • PAGE 30

WRITING WARM-UP

Put all family member flash cards on the board. Have students go to the board and write the names of the family member near the pictures one by one. If some write incorrectly, correct them.

🕕 Trace.

Ask students to trace the words. Check students' progress and then read the sentences aloud.

P Trace and match.

Ask students to trace the words. Then, match the sentences to the correct images. Check students' progress and then read the sentences aloud.

WRITING EXTENSION ACTIVITY

Ask questions about the additional people in the picture.

- Who is he?
 - He's his dad/grandpa.
- Who is she?
 - She's his sister.

Teaching Tip

Write the following on the board to show how a sentence is formed. He He is He is my He is my brother He is my _____. Call on three volunteers to come to the front and fill in the blank with their family

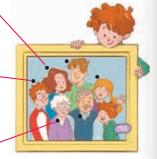
members.



🕑 Trace and match.

- She is my mom. Her name is Kay.
- He is my brother. His name is Mike.

She is my grandma. Her name is Alice.



30

Language Notes

The possessive adjectives (his, her) are used before nouns. **His** is used with male subjects, and **her** is used with female subjects.

ACTIVITY 1



Play. Choose a card to make a conversation.



1 Fill in the chart while playing with classmates.



ACTIVITY 1 • PAGE 31

ds in

ACTIVITY 1 WARM-UP

Show the family member flash cards in random order and ask the students to identify the family members on the flash cards and ask:

- Who is she? Who is he?

Materials

flash cards

Play. Choose a card to make a conversation.

Have children play the game in pairs and create a conversation asking and answering.

Preparation:

Clear a space in the classroom to play.

- 1. Get everyone to sit in pairs in the classroom.
- 2. Distribute family member flash cards to one student and object flash cards to the other.
- 3. Have them place the card upside down on their own desks and mix them.
- 4. Student pairs take turns picking cards and asking their classmate to identify it.
- 5. Have the student pairs make a conversation by asking and answering questions.
- 6. Have them combine the picked family member with the picked object saying "She is my mom. She wants a cake."
- 7. Continue with other pairs.

Fill in the chart while playing with classmates.

Have students fill in the chart according to matching family members with the objects they want.

ACTIVITY 2 • PAGE 32

Materials

crayons, markers, or colored pencils

S Draw your family. Present to your classmates.

Preparation:

Clear a space in the classroom to play.

- 1. Have students draw and color a picture of their family in the picture frame below.
- 2. Then, have everyone sit in a circle in the classroom.
- 3. Students take turns presenting their pictures to the class. They identify each person in their pictures.
- 4. Clap at the end of each presentation.

EXTRA ACTIVITY

This should follow ACTIVITY 2 of the lesson. This time, have students present their classmates' family drawings. Have one student choose a drawing of a classmate and present it as follows:

Example:

Hello, my name is Lily. This is Tom. This is Tom's mom. Her name is Julia. This is Tom's brother. His name is Jason.

ACTIVITY 2

S Draw your family. Present to your classmates.





REVIEW 🕕 Listen and number. 🚳 Read and match. I want a cake. 1 He's my grandpa. 2 3 My sister wants a balloon. Choose and write. balloon cake present want a 33

REVIEW • PAGE 33

REVIEW WARM-UP

Ask students if they remember the new words and dialogues from the lesson. Tell students to review the Vocabulary and Language sections of the lesson.

🚺 Listen and number. 🚳

Listen to the audio and ask students to number the pictures according to the audio.

Audio Script

- Boy: Who's he? Girl: He's my brother.
- 2. Boy: Who's she? Girl: She's my mom.
- 3. Boy: Who's he? Girl: He's my dad.

🕕 Read and match.

Ask students to read the sentences and look at the pictures. Then, ask students to match the sentences with the correct pictures.

🕐 Choose and write.

Have students choose a word from the word box. Let them know that there is no specific correct answer. Have students trace and complete the sentence.



Good Morning

Lesson Objective

Students will be able to identify the different times of day (morning, evening, afternoon, night).

Grammar Focus

- Time of day greetings
 - Good __!

WARM-UP • PAGE 34

WARM-UP ACTIVITY

Discover the picture with the students and elicit the sun. Point at the sun and say "**This is the sun.**" Have them repeat after you. Say "**Good morning, students!**" and have them say "**Good morning!**" back to you.

Story Notes

Tell the class a story about the picture.

It is morning. The sun is shining in the sky. Characters are going to school in the morning.

Max says, "Good morning!" to Rachel. Rachel says, "Good morning!" to Max. At night, Eric is in his bedroom. Rachel says, "Good night!" to Eric.

Eric says, "Good night!" to Rachel.

🔥 Listen and repeat. 👘

Listen to the audio and ask students to repeat it. Practice the language pattern with your class.

Audio Script

Max: Good morning! Rachel: Good morning!



B Listen and circle the speakers. 🔯

Listen to the audio. Ask students to circle the speakers. Listen again and repeat.

Audio ScriptMax:Good morning!Rachel:Good morning!Max:Look at the sky. Beautiful clouds!Rachel:Good night!Eric:Good night!



LANGUAGE

🕕 Listen and number. Ask and answer. 📸



SONG • PAGE 35

SONG WARM-UP

Point to a picture and say "Good __."

Let the students finish the sentence by saying "morning, evening, "

Listen and sing along.

Listen to the song. Ask students to sing along. Downloadable audio is available on the website, or you can scan the QR for online audio. Lyrics provided in the back of the book.

Audio Script

Good Morning! Good Evening! Good morning to you! (X2) Good morning, dear friend! Good morning to you! Good evening to you!(X2) Good evening, dear friend! Good evening to you!

SONG EXTENSION ACTIVITY

Introduce a clapping rhythm to the song. Have students sing the song once more while clapping.

LANGUAGE • PAGE 35

LANGUAGE WARM-UP

Discover the pictures with the students.

- Is it morning?
 - Yes, it is morning.
- What do we say in the mornings?
 - Good morning!

Listen and number. Ask and answer.

Read the given sentences in the box. Have students listen to the audio and role-play. Put students in pairs. Have student A ask and student B answer. Change their roles.

Audio Script

- 1. Man: Good morning! Good morning! Boy:
- 2. Woman: Good night!
 - Girl: Good night!

VOCABULARY • PAGE 36

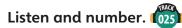
VOCABULARY WARM-UP

Discover the pictures with the students and ask questions.

• What is it?

- It's the sun/moon.

- What are they?
 - They are stars/clouds.



Listen to the audio and number the pictures.

Audio Script

- 1. Night. Good night.
- 2. Clouds. They are clouds.
- 3. Moon. It is the moon.
- 4. Morning. Good morning.
- 5. Sun. It is the sun.
- 6. Stars. They are stars.

Find pictures of the words above on page 34 and circle.

Ask students to turn to page 34. Read the vocabulary words and have students circle the pictures. Call on students and have them say complete sentences using the words.

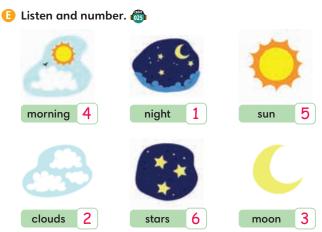
🕒 Listen and circle. 🔞

Listen to the audio and ask students to circle the pictures of the words they hear.

Audio Script

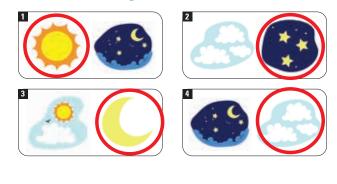
- 1. Sun. Sun.
- 2. Stars. Stars.
- 3. Moon. Moon.
- 4. Clouds. Clouds.

VOCABULARY



Find pictures of the words above on page 34 and circle.

🕒 Listen and circle. 🚳



36

VOCABULARY EXTENSION ACTIVITY

Have students look out of the window of the classroom and ask and answer questions about things they see.

- What is it?
 - It's the sun.
- What are they?
 - They are clouds.

If there is no window, they can look at pictures of scenery.

LISTENING

🕕 Listen and number. 🚳

1 Goodbye





2 Good morning

● Check (✔).

1 Who said "Good morning"?

2 Who said "Goodbye"?



37

LISTENING • PAGE 37

LISTENING WARM-UP

- 1. Practice the patterns in the dialogue orally with the books closed.
- 2. Open the book and discover the dialogue with the students. Act as if you are not sure what is written and see if the students can teach you.

Story Notes

Tell the class a story about the pictures. It is morning. Rachel goes to school. She says bye to her mom. She meets Amy. They go to school together. They meet Mr. Ellis. He says good morning to them. They say good morning to him.

Listen and number.

Listen to the audio and read along. Ask students to number the missing parts

Audio Script

of the dialogue.

Rachel:	Goodbye, Mom!
Mom:	Goodbye, Rachel!
Rachel:	Good morning, Amy!
Amy:	Morning!
Mr. Ellis:	Good morning, girls.
Rachel &	Amy: Good morning, Mr. Ellis.

🚺 Check (🖌).

Read the directions to students and ask the questions. Give students time to complete the activity before checking as a class.

LISTENING EXTENSION ACTIVITY

Take this opportunity to introduce new vocabulary and talk about the illustrations. Introduce house, school, dog, and backpack.

Language Notes

Mr. is short for Mister. It is a title used with a last name (surname) to show respect to a man. Miss or Misses is used for women. Miss is for an unmarried woman. Misses is abbreviated as Mrs. but means a married woman. Ms. can be used for any woman.



SPEAKING • PAGE 38

SPEAKING WARM-UP

Discover the picture with the students and ask questions.

- What can you see?
 I can see girls/boys/clouds/houses.
- Is it morning?
 - No, it isn't.

🕕 Look and say.

Look at the picture and ask students to fill in the blanks. Use the guide to help solve the activity. Ask students to practice in pairs.

🚺 Picture prompts. 🚳

Prompt the students to look at each picture in turn and say "Good ______." to each other, acting out the time of day. For example, stretching as if waking up when saying "Good morning." Encourage them to practice without your help. Finally, play the audio recording.

Audio Script

- 1. **Girl:** Good morning.
- Boy: Good morning. 2. Girl 1: Good afternoon.
- Girl 2: Good afternoon.
- 3. Boy: Good evening. Woman: Good evening.
- 4. Woman: Good night.
- Boy: Good night.
- 5. Girl: Goodbye.
- Boy 1: Goodbye.
 - Boy 2: Goodbye.

SPEAKING

🕕 Look and say.



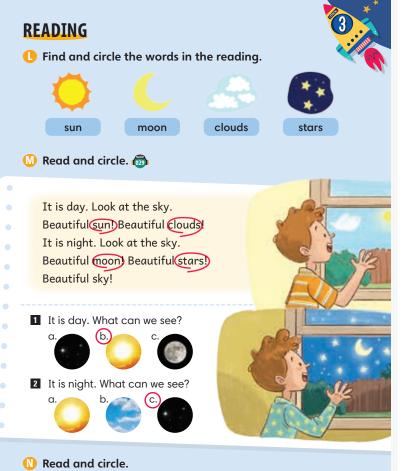
38

goodbye

SPEAKING EXTENSION ACTIVITY

night

Make photocopies of the morning, afternoon, evening, night, and goodbye flash cards. Make enough copies so that there is one card for every student. Give a card to each student and have students greet one another until they find someone with the same card. At the end of the exercise, students should be sitting in groups according to their cards. Keep track of time for students to see how long it takes them to complete the exercise.



- 1 It is day. We can see the (sun) moon).
- 2 It is night. We can see (clouds stars)

READING • PAGE 39

READING WARM-UP

Discover the pictures with the students

and ask questions.

- What can you see?
 - I see the sun / clouds / the moon / stars.
- Is it morning/night?
 - Yes, it is. / No, it isn't.

Find and circle the words in the reading.

Look at the pictures and words. Ask students to find the words in the reading \mathbf{M} and circle them.

Read and circle.

Ask students to read the story and read the questions. Have them circle the correct pictures.

Read and circle.

39

Read the sentences and have students circle the correct options in the brackets.

READING EXTENSION ACTIVITY

Tape the sun, clouds, moon, and stars flash cards to different walls of the classroom. Spread the students out so that they have plenty of space. Then, have them close their eyes and slowly spin in circles. As they spin, say a few lines based on the story (i.e. It is day. Look at the sky. Beautiful clouds!). As soon as you finish talking, students open their eyes and point at the correct flash card on the wall. The last student to point at the correct card is out. He/She joins you and helps say the next few lines. Play until there is a winner or everyone is too dizzy to continue.

WRITING • PAGE 40

WRITING WARM-UP

Put sun, moon, stars flash cards on the board. Have students go to the board and write the names of the objects. If some write incorrectly, correct them.

🕕 Trace.

Ask students to trace the words. Check students' progress and then read the sentences aloud.

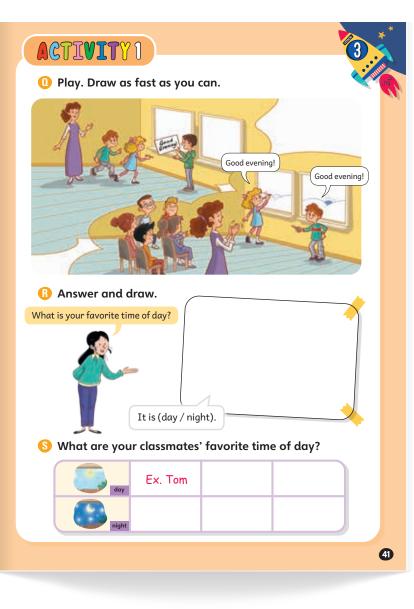
P Trace and match.

Ask students to trace the words. Then, match the sentences to the correct pictures. Check students' progress and then read the sentences aloud.

WRITING EXTENSION ACTIVITY

Say the greetings and have students practice writing them in their notebooks. Include **goodbye** and **good afternoon** in the practice.





ACTIVITY 1 • PAGE 41

Materials

flash cards, board markers

🕕 Play. Draw as fast as you can.

Play the game with all students.

Preparation:

- 1. Divide the class into two teams.
- 2. Select a student from each team to draw. Give them each a marker.
- 3. Have these students line up away from the board.
- 4. Select another student (from either team) to show the word flash card and say "Go!"
- 5. The students with the markers race to complete a drawing to represent the word flash card.
- 6. The first student to finish wins a point for his/her team. They must say the greeting. However, if the drawing is too messy, a point should not be given.
- 7. Play the game until everyone has had a chance to draw a picture. The team with the most points wins.

R Answer and draw.

Have students read the question on the page and ask them answer this question by drawing images of their favorite time of the day in the blank frame.

S What are your classmates' favorite time of the day?

Have students ask their classmates' favorite times of the day. Make them fill in the boxes near morning and night images with the names of matching mates.

ACTIVITY 2 • PAGE 42

Materials

crayons, markers, or colored pencils

🚺 Color and circle.

Students color the alarm clock and the sun using colors of their choice. Then, students circle the correct answers for the two sentences below. Ask questions about the picture to help students choose the correct answers.

- Look at this! (pointing to the alarm clock)
- When do we use it? In the afternoon?
 No, we use it in the morning.
- What is this?
 - It's the sun.

🕕 Draw your bedroom at night.

Have students draw an image of their bedrooms at night on the blank frame.

Make them draw the moon in the window.

🚺 Present to your classmates.

Make students take turns presenting their pictures to the class. Clap at the end of each presentation.

EXTRA ACTIVITY

- Bring a paper clock to the classroom.
- Show morning hours and have students say "Good morning."
- Have them say "Good afternoon" when you show the afternoon hours.
- Have them say "Good evening" for evening hours.
- Have them say "Good night" for late hours.
- Show times in random order.

ACTIVITY 2

Color and circle.



🕕 Draw your bedroom at night.

42

Present to your classmates.	

REVIEW

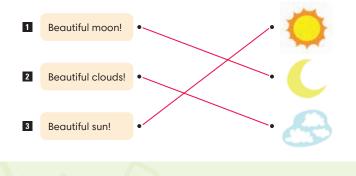
🖤 Listen and number. 🚳







🚺 Read and match.



Choose and write.

morning evening night the sent

REVIEW • PAGE 43

REVIEW WARM-UP

Ask students if they remember the new words and dialogues from the lesson. Tell students to review the Vocabulary and Language section of the lesson.



Listen to the audio and ask students to number the pictures according to the audio.

Audio Script

- 1. Good night!
- 2. Good morning!
- 3. Good evening!

🔀 Read and match.

Ask students to read the sentences and look at the pictures. Then, ask students to match the sentences with the correct pictures.

Y Choose and write.

Have students choose a word from the word box. Let them know that there is no specific correct answer. Have students trace and complete the sentence.



What Is It?

Lesson Objective

Students will identify a few singular objects.

Grammar Focus

- Singular nouns
- Information question with what
 - What is it?

WARM • PAGE 44

WARM-UP ACTIVITY

Discover the picture with the students and ask questions.

- What is it?
 - It's a cat/bear/dog.
- What is it?
 - It's a flower/tree.

Story Notes

Tell the class a story about the picture.

The characters are in the forest.

There are animals and plants in the forest. Children are looking around and asking questions.

Katie holds a flower in her hand. Eric asks Katie, "What is it?"

Katie says, "It is a flower."

Jeff asks Amy, "What is it?"

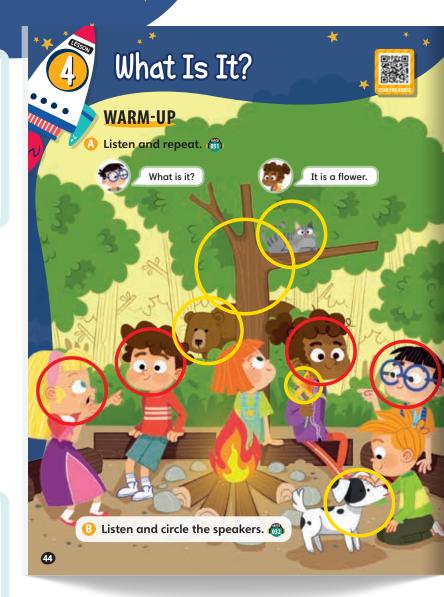
Amy says, "It's a bear!"

🛕 Listen and repeat. 🚳

Listen to the audio and ask students to repeat it. Practice the language pattern with your class.

Audio Script

Eric: What is it?Katie: It is a flower.



🕒 Listen and circle the speakers. 🚳

Listen to the audio. Ask students to circle the speakers. Listen again and repeat.

Audio ScriptEric:What is it?Katie:It is a flower.Jeff:What is it?Amy:It's a bear!

WARM-UP EXTENSION ACTIVITY

Put cat, bear, dog, flower, and tree flash cards on the board. Invite one student and have him/her choose one flash card. Ask "What is it?" Have the rest of the classroom reply correctly. Continue with the rest of the students.



LANGUAGE

🕕 Listen and number. Ask and answer. 🚳

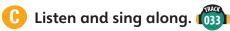


SONG • PAGE 45

SONG WARM-UP

Discover the picture with the students and ask questions.

- What is it?
 - It's a teddy bear / dog.
- What can you see?
 - I can see a big bear and a small bear.



Listen to the song. Ask students to sing along. Downloadable audio is available on the website, or you can scan the QR for online audio. Lyrics provided in the back of the book. Audio Script What Is It? What is it? (x2) What can you see? It's a bear. (x2) It's a teddy bear! What is it? (x2) What can you see? It's a dog. (x2) It's a puppy dog!

LANGUAGE • PAGE 45

LANGUAGE WARM-UP

Discover the pictures with the students.

- Who has a cat?
 - He has a cat.
- What can you see?
 - I see a boy/girl/flower/cat.

Listen and number. Ask and answer. 103

Read the given sentences in the box. Have students listen to the audio and role-play. Put students in pairs. Have student A ask and student B answer. Change their roles.

Audio Script

- 1. Boy: What is it? Girl: It's a flower.
- 2 Boy 1: What is it? Boy 2: It's a cat.

Grammar Point

Show students that **it is** can be shortened to **it's**.

51

VOCABULARY • PAGE 46

VOCABULARY WARM-UP

Pretend to be one of the animals. For example, scratch with your hands like a cat and say "meow!" Encourage the students to act out each of the vocabulary words.





Listen to the audio and number the pictures.

Audio Script

- 1. Tree. It's a tree.
- 2. Cat. It's a cat.
- 3. Bear. It's a bear.
- 4. Dog. It's a dog.
- 5. Flower. It's a flower.

Find pictures of the words above on page 44 and circle.

Ask students to turn to page 44. Read the vocabulary words and have students circle the pictures. Call on students and have them say complete sentences using the words.

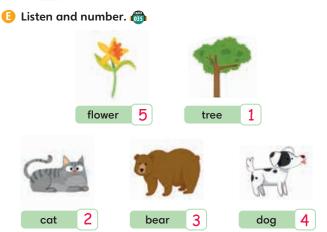
Listen and check (🖌). 👸

Ask students to listen to the words and look at the pictures. Then, ask students to check "Yes" or "No" if the picture matches the audio.

Audio Script

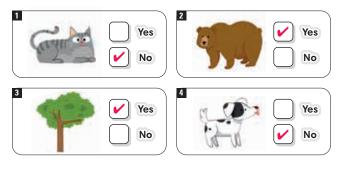
- 1. Dog. Dog.
- 2. Bear. Bear.
- 3. Tree. Tree.
- 4. Cat. Cat.

VOCABULARY



Find pictures of the words above on page 44 and circle.

🕒 Listen and check (🖌). 🚳



46

LISTENING



LISTENING • PAGE 47

LISTENING WARM-UP

- 1. Practice the patterns in the dialogue orally with the books closed.
- 2. Open the book and discover the dialogue with the students. Act as if you are not sure what is written and see if the students can teach you. Hint and help when they find something difficult.

Story Notes

Tell the class a story about the pictures. Eric and Jeff play a game. Jeff can't see. Eric gives him something. Jeff says it is a kite. Then they switch. Eric can't see. Jeff gives him something. Eric says it is a flower.

🕕 Listen and number. 🐻

Listen to the audio and read along. Ask students to number the missing parts of the dialogue.

Audio Script

Eric: Let's play a game!Jeff: OK.Eric: What is it?Jeff: It's a kite.Jeff: What is it?Eric: It's a flower.

Circle.

47

Show and read the sentences on the page. Have students circle the answer that matches the picture in the question.

LISTENING EXTENSION ACTIVITY

Invite a volunteer student and tie his/her eyes with a blindfold. Make him/her touch an object from the classroom. Ask "What is it?" and have the student guess the object's name. They should say, "It's a(n) backpack/ eraser/crayon/ball/etc." Continue with other volunteers.

Language Notes

OK is short for okay.

SPEAKING • PAGE 48

SPEAKING WARM-UP

Discover the picture with the students and ask questions.

- What is it?
 - It's a dog/cat.
- Can you see a flower?
 No, I can't.
- Where is a doll/ball? Point to it.
 It's here. (pointing to the doll/ball in the window)

🕕 Look and say.

Look at the picture and ask students to fill in the blanks. Use the guide to help solve the activity. Ask students to practice in pairs.

🚺 Picture prompts. 🚳

Prompt the students to ask and answer the questions about each picture in turn. Encourage them to practice without your help. Finally, play the audio recording.

Audio Script

- 1. Boy: What is it? Girl: It's a cat.
- Girl: What is it?
 Boy: It's a dog.
- 3. Boy: What is it? Girl: It's a kite.
- 4. Boy: What is it?Girl: It's a teddy bear.
- 5. Girl: What is it? Boy: It's a skateboard.

SPEAKING EXTENSION ACTIVITY

Have students get out their notebooks. Hold up a flash card and ask students what it is. Once they have identified the object, have them draw it in their notebook and label it.

SPEAKING

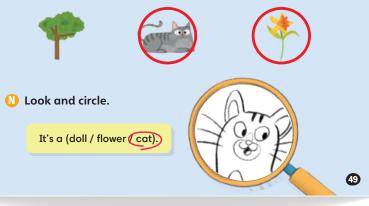
🕕 Look and say.







Circle the pictures of the words used in the reading.

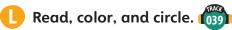


READING • PAGE 49

READING WARM-UP

Discover the pictures with the students and ask questions.

- What is it?
 - It's a doll.
- Is it a girl or a boy?
 - I think it's a girl/boy.





Ask students to color the pictures. Then, have them find and circle the words in the reading.

M Circle the pictures of the words used in the reading.

Look at the pictures. Elicit the words from the students. Ask the students if the matching words are in the reading. If they are, have students circle the corresponding pictures.

Look and circle.

Have the students look at the cat picture. Have them circle the correct word to complete the sentence.

READING EXTENSION ACTIVITY 1

Bring in a few images from a magazine that you have. Try to find tricky images that look like more than one thing (a bicycle tire that looks like a flower, the nose of a bear, a tree leaf that looks like a flower leaf, a balloon that looks like a ball, etc.). Show students the images and have them guess the objects. Then, show them the missing parts of the pictures and see who was right. If you can't find any images in a magazine, draw magnified images of different things on the board for students to guess.

READING EXTENSION ACTIVITY 2

Point to each of the three complete pictures and ask students what they see. Then, ask students which picture matches the partial picture above.

WRITING • PAGE 50

WRITING WARM-UP

Put cat, bear, flower, tree, and dog flash cards on the board. Have students go to the board and write matching words to the pictures in order. Change the card order before the next student. If some write incorrectly, correct them.

🕕 Trace.

Ask students to trace the words. Check students' progress and then read the sentences aloud.

P Trace and match.

Ask students to trace the words. Then, match the sentences to the correct pictures. Check students' progress and then read the sentences aloud.

WRITING EXTENSION ACTIVITY

Gather all of the object flash cards from lessons 1-4. Quiz students on what the objects are. Select different students to write sentences on the board using the target language "It's a __."

50

WRITING Trace. What is it? It's a dog. **I** It's a tree. It's a bike. It's a bal. P Trace and match. lt's a tree. It's a flower. • It's a bear. It's a cat



ACTIVITY 1 • PAGE 51

Materials

coins

Play. Flip a coin to move along the board.

Preparation:

- 1. Divide the class into pairs.
- 2. Give each set of partners a coin.
- 3. Show students that they flip a coin to move along the board. One side of the coin (heads) means they can move one space, while the other side of the coin (tails) means they can move two spaces.
- 4. Have students place a small object (an eraser, a game piece, or a small piece of paper) on START to mark their places.
- 5. Students take turns flipping the coin and moving along the board.
- 6. At each space on the board, students follow the sample dialogue.
 - S1: (flips the coin and goes to a new space on the game board) My turn!
 - S2: What is it?
 - S1: It's a doll.
- If a student doesn't know the answer or forgets to answer in a complete sentence, he/ she cannot advance along the board.
- 8. The first student to reach FINISH wins.

Picture Notes

- 1. It's a doll.
- 2. It's a tree.
- 3. It's a ball.
- 4. It's a bike.
- 5. It's a teddy bear.
- 6. It's a kite.
- 7. It's a cat.
- 8. It's a train.
- 9. It's a bear.
- 10. It's a balloon.

- 11. It's a skateboard.
- 12. It's a flower.
- 13. It's a cat.
- 14. It's a doll.
- 15. It's a tree.
- 16. It's a dog.
- 17. It's a teddy bear.
- 18. It's a bike.
- 19. It's a kite.



ACTIVITY 2 • PAGE 52

Materials

crayons, markers, or colored pencils

R Finish the drawings.

Show the half images on the page. Have students draw the missing parts of the images. Ask them the name of each object. Make them write the names of the images on the blanks.

S Present to your classmates.

Have students present their drawings to their classmates and present the sentences with their names. Make them show each image and say "It's a flower," etc.

EXTRA ACTIVITY

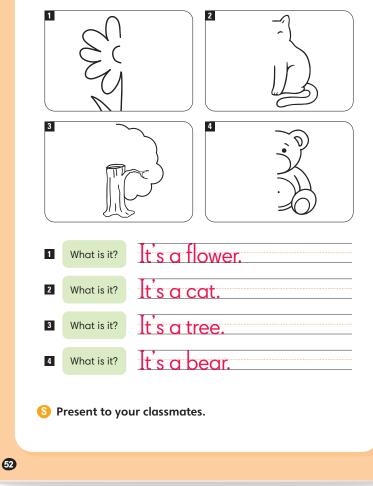
Gather cat, dog, teddy bear, doll, morning, afternoon, evening, night, stars, moon, and sun flash cards. Put the students in pairs and have them create a conversation using the flash cards. Then, have them present their conversation before the classroom. Encourage them to combine the grammar and vocabulary from the previous lessons.

Example:

- S1: What is it?
- S2: It is a cat.
- S1: What is her name?
- S2: Her name is Lulu.
- S1: Hello, Lulu.
- S2: Look at the stars! It is night.
- S1 and S2: Good night, Lulu.

ACTIVITY 2

B Finish the drawings.

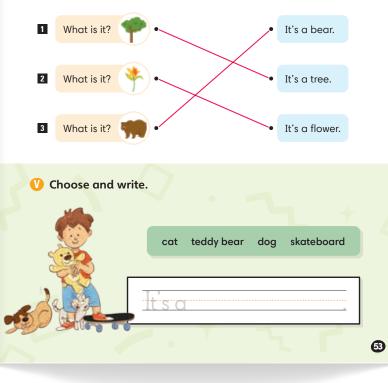


REVIEW

🕕 Listen and number. 🚳



Read and match.



REVIEW • PAGE 53

REVIEW WARM-UP

Ask students if they remember the new words and dialogues from the lesson. Tell students to review the Vocabulary and Language section of the lesson.

🕕 Listen and number. 🚳

Listen to the audio and ask students to number the pictures according to the audio.

Audio Script

- Boy: What is it?
 Girl: It's a teddy bear!
- 2. Girl: What is it? Boy: It's a dog!
- 3. Boy: What is it? Girl: It's a cat!

🕕 Read and match.

Ask students to read the sentences and look at the pictures. Then, ask students to match the sentences to the correct pictures.

V Choose and write.

Have students choose a word from the word box. Let them know that there is no specific correct answer. Have students trace and complete the sentence.







Let's Count!



Students will become familiar with some classroom objects and practice counting.

- Plural nouns
- Information questions with how many
 - How many ___?

WARM-UP • PAGE 56

WARM-UP ACTIVITY

Discover the picture with the students and ask questions.

- How many students do you see?
 Six students.
- How many umbrellas do you see?
 - Five umbrellas.

Story Notes

Tell the class a story about the picture. It is a rainy day.

The characters are in the classroom. Katie and Jeff are playing a card game. Max asks Rachel, "How many doors?" Rachel says, "One door."

There is one door in the classroom.

Rachel asks Max, "How many umbrellas?" Max says, "One, two, three, four, five. Five umbrellas."

There are five umbrellas in the classroom.



Listen to the audio and ask students to repeat it. Practice the language pattern with your class.

Audio Script

Max: How many doors? Rachel: One door.



B Listen and circle the speakers. 🚳

Listen to the audio. Ask students to circle the speakers. Listen again and repeat.

Audio Script

Max:	How many doors?
Rachel:	One door.
Rachel:	How many umbrellas?
Max:	One, two, three, four, five.
	Five umbrellas.

WARM-UP EXTENSION ACTIVITY

Have the students line up side by side. Make them count from one end to the other. Have students count themselves by saying "one," "two," "three," etc. Continue until the last student. Count yourself as the last.



LANGUAGE

🕕 Listen and number. Ask and answer. 📸





SONG • PAGE 57

SONG WARM-UP

Discover the picture with the students and ask questions.

- What can you see?
 - I can see green pencils.
- How many green pencils?
 - I can see three green pencils.

Repeat the activity for the other pencils in the picture and then for objects in the classroom. Encourage students to describe objects in the classroom by their color and number.

Listen and sing along. (043)

Listen to the song. Ask students to sing along. The downloadable audio is available on the website, or you can scan the QR for online audio. Lyrics are provided at the back of the book.

Audio Script		
1,2,3!		
Shh! Be quiet! (x2)		
Listen carefully. (x2)		
Let's count!		
1! Say "1."		
2! Say "2."		
3! Say "3."		
Let's count!		
4! Say "4."		
5! Say "5."		
1, 2, 3, 4, 5!		

LANGUAGE • PAGE 57

LANGUAGE WARM-UP

Discover the pictures with the students.

- What is it?
 - It's a(n) umbrella/desk.
- Let's count the umbrellas/desks. - One. two. . . .

Listen and number. Ask and answer.

Read the given sentences in the box. Have students listen to the audio and role-play. Put students in pairs. Have student A ask and student B answer. Change their roles.

Audio Script

- 1. Girl: Let's count! Boy: One, Two. Two umbrellas.
- 2. Girl 1: Let's count!
 - Girl 2: One, two, three, four. Four desks.

VOCABULARY • PAGE 58

VOCABULARY WARM-UP

Discover the pictures with the students and ask questions.

- What is it? (pointing to a door/chair/desk and other things in the classroom)
 - It's a door/chair/desk.

📒 Listen and number. 🚮



Listen to the audio and number the pictures.

Audio Script

- 1. Chair. It is a chair.
- 2. Umbrella. It is an umbrella.
- 3. Door. It is a door.
- 4. Rain. It is rain.
- 5. Desk. It is a desk.

VOCABULARY EXTENSION ACTIVITY

Say the words in random order and have students point to the correct words in their books. Change the tone and volume of your voice to make it fun (say some words fast/slow and whisper/shout other words). Students should repeat the words after you, imitating your voice.

Find pictures of the words above on page 56 and circle.

Ask students to turn to page 56. Read the vocabulary words and have students circle the pictures. Call on students and have them say complete sentences using the words.

🕒 Listen and circle. 💏

Listen to the audio and ask students to circle the pictures of the words they hear.

VOCABULARY



Find pictures of the words above on page 56 and circle.

🕒 Listen and circle. 🚳



58

Audio Script

- 1. Desk. Desk.
- 2. Rain. Rain.
- 3. Chair. Chair.
- 4. Door. Door.



LISTENING

🕕 Listen and number. 🚳



1 How many chairs? 1 2 3 (4) 5 2 How many desks? 1 2 3 4 5 **6**9

LISTENING • PAGE 59



Listen to the audio and read along. Ask students to number the missing parts of the dialogue.

Audio Script Teacher: We have some new desks and chairs. Katie: How many? Max: Let's count! Katie: One, two, three, four! Four chairs! Max: One, two, three! Three desks!

Circle a number and draw.

Read the directions to students and ask them questions. Have them count the chairs and desks and draw the required number of pictures in the boxes. Give students time to complete the activity before checking as a class.

Story Notes

Tell the class a story about the pictures. The class has some new desks. They have some new chairs, too. How many desks do they have? The students count. One, two, three. They have three new desks. How many chairs do they have? The students count. One, two, three, four. They have four new chairs.

LISTENING EXTENSION ACTIVITY

Before class, tape the numbers 1-5 on random chairs in the classroom. Tape another set of the numbers 1-5 on random desks in the classroom. Tape the numbers on the undersides of the chairs and desks. Also, make some word cards that correspond to each number (one chair, two chairs, one desk, two desks, . . .). During class, give each student a word card. First, have students read their cards and line up in order from 1-5. All of the students who will be counting chairs should be in one group, and all of the students who will be counting desks should be in another group. Then, time students to see how long it takes them to find the correct numbers on the desks and chairs. Count the desks and chairs together. If there are more than ten students, move everything around and play the game again.



SPEAKING • PAGE 60

SPEAKING WARM-UP

Discover the picture with the students and ask questions.

- What can you see?
 - I see balls/umbrellas.
- How many boys/women are there?
 There is one boy. / There are two women.
- Who is she?
 - She's his mom.

🕕 Look and say.

Look at the picture and ask students to fill in the blanks. Use the guide to help solve the activity. Ask students to practice in pairs.

🚺 Picture prompts. 🚳

Prompt the students to ask and answer the questions about each picture in turn. Encourage them to practice without your help. Finally, play the audio recording.

Audio Script

- 1. Girl: How many rulers? Boy: One! One ruler!
- 2. Boy: How many umbrellas? Girl: One, two! Two umbrellas!
- Girl: How many books?
 Boy: One, two, three! Three books!
- 4. Boy: How many balls?Girl: One, two, three, four! Four balls!
- 5. **Girl:** How many pencils?
 - **Boy:** One, two, three, four, five! Five pencils!

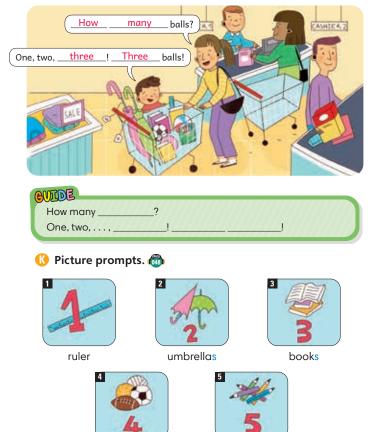
SPEAKING EXTENSION ACTIVITY

Talk to students using the target language.

- Get out your pencils. How many pencils?
- Get out your books. How many books?
- How many rulers are in the classroom?

SPEAKING

🕕 Look and say.



60

balls

pencils

66

READING

- \rm C. Read, trace, and write. 🚳
- In the morning, we go to school.
- We take our books.
 One, two, three, four, five!
- In the rain, we take our umbrellas.
- One, two!
- We like school!





2 How many umbrellas?

⊢iv<u>e books</u>

1 How many books?

- Two umbrellas!
- Orcle the pictures of the words used in the reading.



- 1 (In the morning/ In the afternoon), we go to school.
- 2 In the rain, we take our (pencils /umbrellas).

61

READING • PAGE 61

READING WARM-UP

Discover the pictures with the students and ask questions.

- What can you see?
 - I can see students.
- How many students?
 - I can see two students.

Repeat the activity for other things in the picture: umbrellas, boots, books, . . .

📙 Read, trace, and write. 🚳

Read the story as a group.

Then, ask students to trace and write the answers to complete the activity.

Circle the pictures of the words used in the reading.

Look at the pictures. Elicit the words from the students. Ask the students if the matching words are in the reading. If they are, have students circle the corresponding pictures.

🚺 Read and circle.

Read the sentences and have students circle the correct words to complete the sentences.

READING EXTENSION ACTIVITY

- Ask students what they take to school. Have them show you items such as pencils and rulers. If a student has more than one of something, count the items with the whole class.
- Act as if you have forgotten the text and get the students to correct your sentences.
 If possible, get them to say loudly after each incorrect sentence:
 - No! !

Example:

They go to school in the afternoon. They take pets to school. In the rain, they take skis. They don't like school.

WRITING • PAGE 62

WRITING WARM-UP

Draw two umbrellas, two desks, two books, and two desk images on the board. Point to one umbrella image and have them say "one umbrella" every time you point it. Have students say "two umbrellas" when you point at two umbrellas. Continue with other images pointing at their singular and plural forms of images. Try to confuse students moving between different images.

Trace and match.

Ask students to trace the words. Then, match the sentences to the correct picture. Check students' progress and then read the sentences aloud.

P Count, trace, and write.

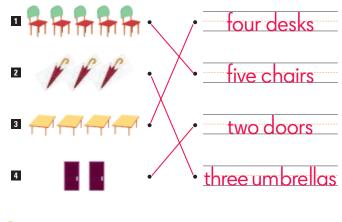
Ask students to count, trace, and write the words. Check students' progress and then read the sentences aloud.

WRITING EXTENSION ACTIVITY

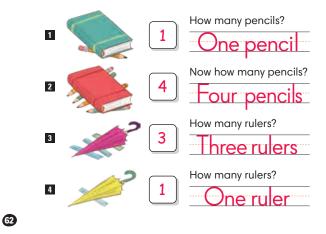
Have students practice making words plural a few more times in their notebooks. Draw four pictures on the board (one book, five books, one doll, two dolls) and have students copy them in their notebooks. Then, have students label the objects. Place special attention on the plural forms.

WRITING

Irace and match.









ACTIVITY 1 • PAGE 63

ACTIVITY 1 WARM-UP

Display the page. Randomly point to the grouped images on the page and ask "How many books/ desks/chairs/pens/umbrellas?" Have students count and answer in order.

Materials

six-sided dice

Play. Roll a die to move along the board.

Preparation:

- 1. Divide the class into pairs.
- 2. Give each set of partners a die.
- Have students place a small object (an eraser, a game piece, or a small piece of paper) on START to mark their places.
- Students take turns rolling the die and moving along the board. At each space on the board, students follow the sample dialogue.
 - S1: (rolls a die and goes to a new space on the game board) Chairs.
 - S2: Count them.
 - S1: One, two, three. Three chairs!
- 5. If a student doesn't know the answer or makes a mistake, he/she cannot advance along the board.
- 6. If a student lands on a go-forward space, they may advance that number of spaces on the board. If a student lands on a go-back space, they go back that number of spaces on the board.
- 7. The first student to reach FINISH wins.

Picture Notes

- 1. Three chairs. 12. Five
- 2. Four umbrellas.
- 3. One door.
- 4. Four books.
- 5. Two desks.
- 6. One pencil.
- 7. Five chairs.
- 8. Three rulers.
- 9. Four doors.
- 10. Five pencils.
- 11. Two rulers.

- 12. Five students.
- 13. Three umbrellas.
- 14. Two books.
- 15. Four chairs.
- 16. Three books.
- 17. One desk.
- 18. Five rulers.
- 19. One umbrella.
- 20. Three desks.
- 21. Two pencils.
- 22. Three students.

ACTIVITY 2• PAGE 64

Materials

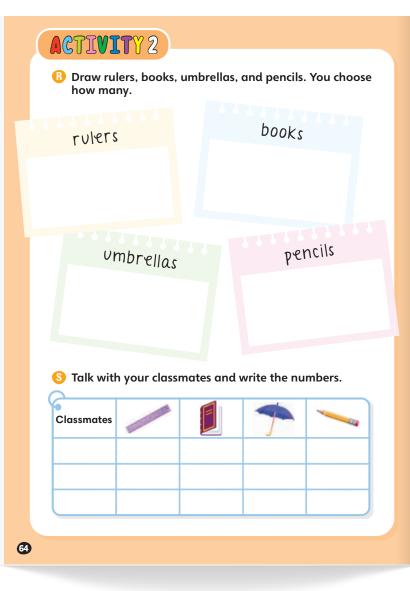
colored pencils

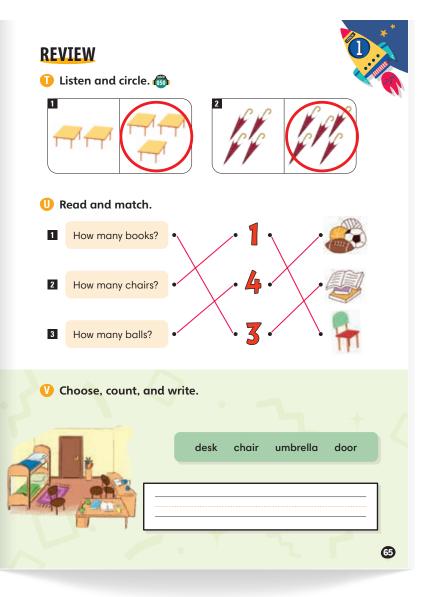
Praw rulers, books, umbrellas, and pencils. You choose how many.

Ask students to draw rulers, books, umbrellas, and pencils. Ask students to choose how many of each item they will draw.

S Talk with your classmates and write the numbers.

Ask students to choose three classmates and write their names in the "Classmates" column. Ask students to ask their classmates how many of each item they drew. Students will fill in the boxes under the pictures with the correct numbers.





REVIEW • PAGE 65

REVIEW WARM-UP

Ask students if they remember the new words and dialogues from the lesson. Tell students to review the Vocabulary and Language sections of the lesson.

🕕 Listen and circle. 🚳

Listen to the audio and ask the students to circle the pictures that match the audio.

Audio Script

- 1. Girl: How many desks? Boy: Three desks.
- 2. Boy: How many umbrellas? Girl: Five umbrellas.

🕕 Read and match.

Ask students to read the sentences and look at the pictures. Then, ask students to match the pictures and numbers based on the sentences.

V Choose, count, and write.

Show the picture and make each student choose one word from the box. Have them count the number of the chosen item in the picture. Have students write the number of items in the box.



What Color Is Your Pen?

Lesson Objective

Students will become familiar with more classroom objects and colors.

Grammar Focus

• Possessive adjectives: your, my

WARM-UP • PAGE 66

WARM-UP ACTIVITY

Discover the picture with the students and ask questions.

- Who is she?
 - It's Amy/Rachel/Katie.
- What is this?
 - It's a crayon / a rainbow / the sun.
- What color is it?
 - It's red/blue/yellow.

Story Notes

Tell the class a story about the picture.

The characters are in the school garden. There is a rainbow. It has seven colors. Amy and Jeff draw a rainbow.

Amy asks about the color of Jeff's crayon. It is blue.

Jeff's crayon is blue. Amy's pen is red. Eric asks about the color of Rachel's backpack.

It's green.

Rachel's backpack is green.

Eric's backpack is black.

🔥 Listen and repeat. 🚳

Listen to the audio and ask students to repeat it. Practice the language pattern with your class.

Audio Script

Amy: What color is your crayon?Jeff: It's blue! It's a blue crayon.



B Listen and circle the speakers. 🚳

Listen to the audio. Ask students to circle the speakers. Listen again and repeat.

Audio Script

Amy:Wow, a rainbow!
What color is your crayon?Jeff:It's blue! A blue crayon.Eric:What color is your backpack?Rachel:It's green! A green backpack.

WARM-UP EXTENSION ACTIVITY

Distribute mixed numbers of crayons to students. Take one for yourself. Hold your crayon and say "My crayon is blue/red/yellow." Have students hold their crayons and say colors. Make them form sentences saying, "My crayon is. . ."

SONG

🕒 Listen and sing along. 🚳



LANGUAGE

🕕 Listen and number. Ask and answer. 🚳

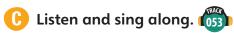


SONG • PAGE 67

SONG WARM-UP

Discover the picture with the students and ask questions.

- What color is the sun?
 It's yellow.
- What color are the clouds? - They're white.
- What color are the paintbrushes?
 - They're black and white.



Listen to the song. Ask students to sing along. The downloadable audio is available on the website, or you can scan the QR for online audio. Lyrics are provided at the back of the book.

Audio Script I Like Red!

Red, orange, yellow, green, and blue. Red, red, I like red. Red, orange, yellow, green, and blue. Green, green, I like green. Red, orange, yellow, green, and blue. Blue, blue, I like blue.

LANGUAGE • PAGE 67

LANGUAGE WARM-UP

Discover the pictures with the students.

- What is it?
 - It's a backpack/pen.
- What color is it?
 - It's black/green.

Listen and number. Ask and answer. 1054

Read the given sentences in the box. Have students listen to the audio and role-play. Put students in pairs. Have student A ask and student B answer. Change their roles.

Audio Script

- 1. **Girl:** What color is your backpack? **Boy:** It's black.
- 2. Girl: What color is your pen? Boy: It's green.

Grammar Point

Remind students that **it is** can be shortened to **it's**.



VOCABULARY • PAGE 68

VOCABULARY WARM-UP

Discover the pictures with the students and ask questions.

- What is it?
 - It's a rainbow / a crayon / a pen /
 - a backpack / paper.
- What color is it?
 - It's blue/red/green/yellow.



Listen to the audio and number the pictures.

Audio Script

- 1. Paper. It is paper.
- 2. Pen. It is a pen.
- 3. Rainbow. It is a rainbow.
- 4. Crayon. It is a crayon.
- 5. Backpack. It is a backpack.

Find pictures of the words above on page 66 and circle.

Ask students to turn to page 66. Read the vocabulary words and have students circle the pictures. Call on students and have them say complete sentences using the words.

Listen and match.

Listen to the audio and ask students to match the numbers with the pictures of the words they hear.

Audio Script

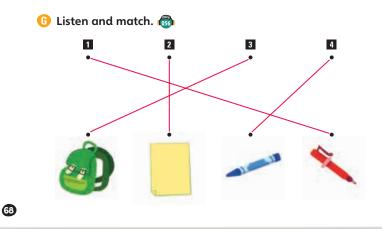
CH

- 1. Red pen. Red pen.
- 2. Yellow paper. Yellow paper.
- 3. Green backpack. Green backpack.
- 4. Blue crayon. Blue crayon.

VOCABULARY



Find pictures of the words above on page 66 and circle.



LISTENING

🕕 Listen and number. 🚳



2 Rachel's pen is (black / orange).

R

LISTENING • PAGE 69

LISTENING WARM-UP

- 1. Practice the patterns in the dialogue orally with the books closed.
- 2. Open the book and discover the dialogue with the students. Act as if you are not sure what is written and see if the students can teach you. Hint and help when they find something difficult.

Story Notes

Tell the class a story about the pictures. Rachel has a new pen. Amy has a pen, too. Amy's pen is black. Rachel's new pen is orange. It is pretty!

Amy likes Rachel's new pen.



\rm 🕒 Listen and number. 🐻

Listen to the audio and read along. Ask students to number the missing parts of the dialogue.

Audio Script	t
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Rachel: My new pen is orange.
Amy: Really?
Rachel: Yes.
Amy: My pen is black.
Amy: Wow! It's pretty!
Rachel: Thanks!

Circle and color.

Ask students to read the sentences. Ask them to circle the correct answers according to the listening text. Listen to the audio again if needed. Color the objects next to the sentences accordingly.

LISTENING EXTENSION ACTIVITY

Ask students personal questions based on the dialogue.

- What color is your pen?
 - It's ___.

- Who has a pretty/new pen?
 - (Student's name) has a pretty/new pen.
- Who has something orange?
 - (Student's name) has an orange pen.



SPEAKING • PAGE 70

SPEAKING WARM-UP

Discover the picture with the students and ask questions.

- What color is his/her backpack? - It's blue/pink.
- What color is this?
 - It's ___.

🕕 Look and say.

Look at the picture and ask students to fill in the blanks. Use the guide to help solve the activity. Ask students to practice in pairs.

Picture prompts. (058)

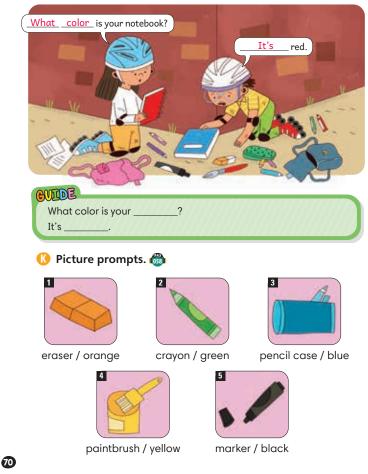
Prompt the students to ask and answer the questions about each picture in turn. Encourage them to practice without your help. Finally, play the audio recording.

Audio Script

- 1. Girl: What color is the eraser? Boy: It's orange.
- 2. Boy: What color is the crayon? Girl: It's green.
- 3. Girl: What color is the pencil case? Boy: It's blue.
- Boy: What color is the paintbrush?
 Girl: It's yellow.
- 5. Girl: What color is the marker? Boy: It's black.

SPEAKING

Use the set of the



SPEAKING EXTENSION ACTIVITY

 Collect a few belongings from each student (which can be easily identified). Put them all in a box and mix them up. Then, have everyone sit in a circle.
 Spread all of the items out and talk until all of the items have been returned to their rightful owners.
 S1: My crayon!

All: What color is your crayon? \$1: It's blue.

- 2. The students ask each other personal questions based on the target language.
 - What color is your eraser/notebook?



READING • PAGE 71

READING WARM-UP

Discover the pictures with the students and ask questions.

- What can she/he draw? - She/He can draw a flower/rainbow.
- What color is it?

```
-It's .
```

Find and circle the words in the reading.

Look at the pictures and words. Ask students to find the words in the reading \mathbf{M} and circle them.

Read and color.

Show the uncolored crayon pictures and words. Have students color the crayon in the colors written on them. Check their pages and guide students to use the correct colors.

Read and circle.

Read the story as a group. Read the sentences on the page and ask students to circle the correct answers.

READING EXTENSION ACTIVITY

1. Give each student a piece of drawing paper and make sure everyone has crayons, colored pencils, or markers. Have them fold their paper so that there are four squares. Then, have students draw four objects and color them. Students should cover their work so that no one can see it.

Example:

- 1. Let's draw a ball. The ball is green, yellow, and red.
- 2. Let's draw a pencil case. The pencil case is black and orange.
- 3. Let's draw a cake. The cake is blue, yellow, and orange.
- 4. Let's draw a paintbrush. The paintbrush is red and black.
- 2. After students have finished drawing and coloring their objects, they can show them to one another. Everyone will have the same objects with the same colors, but all of the objects will look different and be colored differently (one student might draw a ball with stripes, while another student might draw a soccer ball).

WRITING • PAGE 72

WRITING WARM-UP

Put various classroom object flash cards on the board. Make a list on the board of the colors of the objects. Write them in a different order. Have students go to the board and write the names of each object by their colors. If some write incorrectly, correct them.

🕕 Trace and match.

Ask students to trace the words. Then, match the pictures to the correct words.

P Trace and write.

Ask students to trace the words. Read the traced sentences aloud and have the students answer. Make them trace and write the correct answers on the page.

WRITING EXTENSION ACTIVITY

Have students take turns holding up different objects and quizzing the class.

S1: What color is my marker?

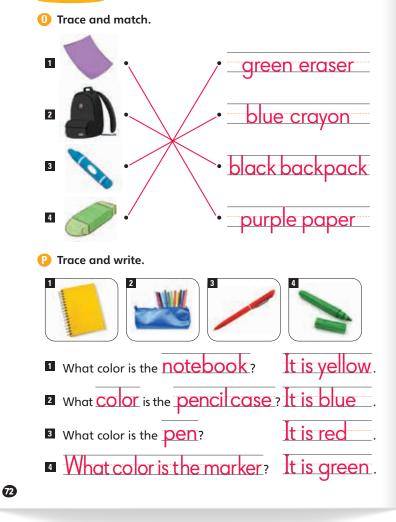
All: It's orange.

The student who asks the question should write a sentence on the board once the class has answered.

Example:

My marker is orange.

WRITING

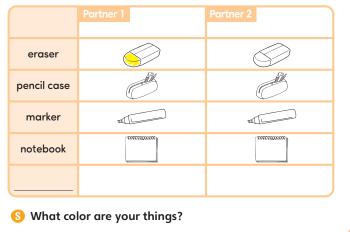


Teaching Tip

Write the following on the board to show how a sentence is formed. My My marker My marker is My marker is orange My marker is _____. Call on three volunteers to come to the front and fill in the blank with the color of their marker.



Complete the chart. What color are your partners' things? Color them.



ACTIVITY 1 • PAGE 73

Materials

color cards, boxes, classroom objects

🕕 Play. Be the first to find the color.

Preparation:

- 1. Give each student a set of color cards.
- 2. Put a lot of different colored classroom objects in a box. Make sure you have something for every color studied (red, orange, yellow, green, blue, and black) and use objects that students are familiar with. If you can't find the right object or color, use a flash card or draw a picture.

- 3. Pull an object out of the box and ask what color it is.
- 4. Students race to be the first ones to answer the question and hold up the correct color card.
- 5. The winning student gets to select the next item out of the box and ask what color it is.
- 6. Play until all of the objects have been taken out of the box.
- 7. For an additional challenge, give students white color cards with the colors written on them instead of cards of the correct colors.

R Complete the chart. What color are your partners' things? Color them.

- 1. Divide the class into pairs.
- 2. Students write their partners' names under Partner 1.
- 3. Then, the partners take turns asking questions about their objects.

S1: What color is your eraser?

- 4. As they get the answers, students color in the objects correctly.S2: It's yellow.
 - S1: (colors in the eraser yellow) OK!
- 5. After all the partners have finished, give everyone a new partner and have them repeat the exercise as they fill out Partner 2. Make sure that everyone is speaking in complete sentences.

S What color are your things?

Have students answer this question in their notebooks. Then, have them present their items to the class using the sentences they wrote down.

Example:

73

My notebook is red. My crayons are in many colors. My pen is blue.

ACTIVITY 2 • PAGE 74

Materials

paper clips, markers, or colored pencils

Spin a paper clip. Color and write.

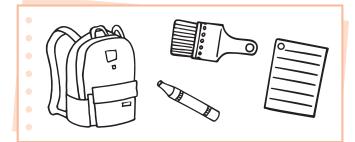
Preparation:

- 1. Have students cut a circular piece from a piece of paper.
- 2. Then, tell them to divide the circle paper piece into colored segments.
- 3. Have them pin a paper clip on the center of the paper. Students can also use their pencil to keep the paper clip in place.
- 4. Make them spin the paper clip and look at the color it lands on.
- 5. Have them color the objects on the page according to the colors the paper clip lands.
- 6. Make them do the same for all the objects on the page.
- 7. Read the questions on the page.
- 8. Ask students to write the answers on the correct lines.

ACTIVITY 2

Spin a paper clip. Color and write.





1 What color is the crayon? It is ______. 2 What color is the paper? It is ______. 3 What color is the paintbrush? It is ______. 4 What color is the backpack? It is ______.



4

🕛 Listen and number. 🚳 3 2 4 🚺 Read and match. It's red. 1 What color is your crayon? 2 What color is your paper? It's yellow. 3 What color is your pen? It's blue.

One of the content blue red green black 75

What color is your backpack?

REVIEW • PAGE 75

REVIEW WARM-UP



Ask students if they remember the new words and dialogues from the lesson. Tell students to review the Vocabulary and Language sections of the lesson.

🕕 Listen and number. 🐻

Listen to the audio and ask students to number the pictures according to the audio.

Audio Script

It's purple.

- 1. Boy: What color is your backpack? Girl: It's black.
- 2. Girl: What color is your paper? Boy: It's purple.
- 3. Boy: What color is your eraser? Girl: It's green.
- 4. Girl: What color is your crayon? Boy: It's blue.

Read and match.

Ask students to read the sentences and look at the pictures. Then, ask students to match the sentences with the correct pictures.

Choose and write.

Have students choose a word from the word box. Let them know that there is no specific correct answer. Have students trace and complete the sentence.

How Old Are You?

Lesson Objective

Students will learn how to use plural nouns and numbers.

Grammar Focus

- Information question with how old - How old are you? / How old is ?
- Be verb: is, are

WARM-UP • PAGE 76

WARM-UP ACTIVITY

Discover the picture with the students and ask questions.

- What is this?
 - It is a balloon / toy car / doll.
- How many balloons do you see? - Nine.
- What color is this balloon? - Orange/Blue/Green/Yellow.
- Who is this?
 - A clown / Max / Rachel.

Story Notes

Tell the class a story about the picture.

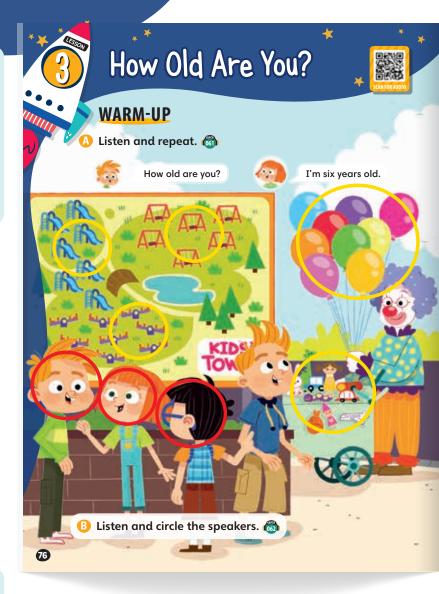
Max, Rachel, and Eric are at an amusement park. The clown has nine balloons. There are many toys. Max asks Rachel, "How old are you?" Rachel says, "I'm six years old." Rachel is six years old. Max is six years old, too.

Listen and repeat. ())

Listen to the audio and ask students to repeat it. Practice the language pattern with your class.

Audio Script

Max: How old are you? Rachel: I'm six years old.



B Listen and circle the speakers. 🔞

Listen to the audio. Ask students to circle the speakers. Listen again and repeat.

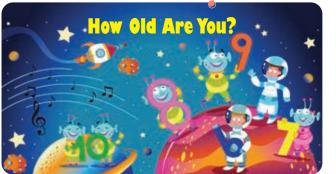
Audio Script

Hi, Rachel! How old are you? Max: Rachel: I'm six years old. Rachel: How old are you? Max: I'm six years old, too. Eric: How old is he?

SONG

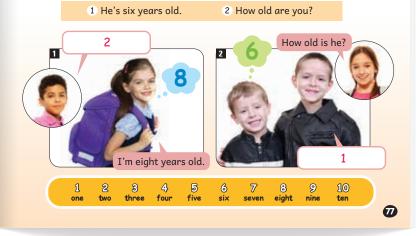
🕒 Listen and sing along. 🚳





LANGUAGE

🕕 Listen and number. Ask and answer. 📸



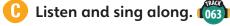
SONG • PAGE 77

SONG WARM-UP

Discover the picture with the students and ask questions.

- What can you see?
- I can see . • How old is he/she?
 - He/She is years old.
- How old are they?
 - They are <u>years</u> old.





Listen to the song. Ask students to sing along. The downloadable audio is available on the website, or you can scan the QR for online audio. Lyrics are provided at the back of the book.

Audio Script How Old Are You? How old are you? I'm nine years old. How old is she? She's seven years old. How old is he? He's eight years old. How old are they? They're ten years old.

LANGUAGE • PAGE 77

LANGUAGE WARM-UP

Discover the pictures with the students.

- Is he five years old?
 - No, he isn't.
- How old is she?
 - I think she is eight years old.

Listen and number. Ask and answer.

Read the given sentences in the box. Have students listen to the audio and role-play. Put students in pairs. Have student A ask and student B answer. Change their roles.

Audio Script

- 1. Boy: How old are you? Girl: I'm eight years old.
- 2. Girl: How old is he? Boy: He's six years old.

LANGUAGE EXTENSION ACTIVITY

Personalize the activity by asking students about their ages.

Grammar Point

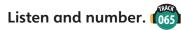
Remind students how to spell the numbers 1-5 and teach them how to spell 6-10.

VOCABULARY • PAGE 78

VOCABULARY WARM-UP

Discover the pictures with the students and ask questions.

- What do you see?
 I see balloons/dolls/slides.
- What color is this?
- what color is th
 - It's ___.



Listen to the audio and number the pictures.

Audio Script

- 1. Nine balloons. Nine balloons.
- 2. Six swings. Six swings.
- 3. Seven slides. Seven slides.
- 4. Ten toys. Ten toys.
- 5. Eight seesaws. Eight seesaws.

Find pictures of the words above on page 76 and circle.

Ask students to turn to page 76. Read the vocabulary words and have students circle the pictures. Call on students and have them say complete sentences using the words.

C Listen, count, and write the numbers.

Listen to the audio. Have students count the objects on the picture and write the numbers.

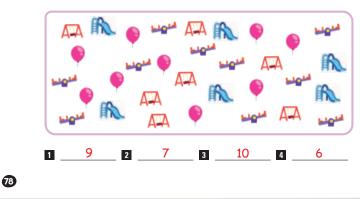
Audio Script

- 1. Balloons. Balloons.
- 2. Swings. Swings.
- 3. Seesaws. Seesaws.
- 4. Slides. Slides.

VOCABULARY

Find pictures of the words above on page 76 and circle.

🕒 Listen, count, and write the numbers. 🚳



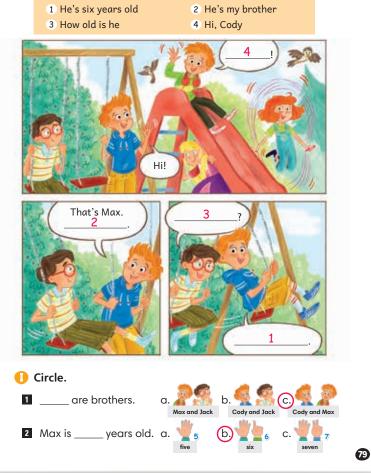
VOCABULARY EXTENSION ACTIVITY

Have everyone look out the window and count what they can see. If there is no window, they can look at a picture of the scenery.

LISTENING

🕕 Listen and number. 🚳





LISTENING • PAGE 79

LISTENING WARM-UP

- 1. Practice the patterns in the dialogue orally with the books closed.
- 2. Open the book and discover the dialogue with the students. Act as if you are not sure what is written and see if the students can teach you. Hint and help when they find something difficult.

Story Notes

Tell the class a story about the pictures.

The kids are at the playground. Jack and Cody are on the swings. A boy says, "Hi!" to Cody. It is Cody's brother. His name is Max. Jack asks how old Max is. Cody says Max is six years old.

\rm 🚹 Listen and number. 👘

Listen to the audio and read along. Ask students to number the missing parts of the dialogue.

Audio Script

Max: Hi, Cody! Cody: Hi! That's Max. He's my brother. Jack: How old is he? Cody: He's six years old.

🕕 Circle.

Listen to the audio and read along with the dialogue. Display the incomplete sentences. Ask students to circle the pictures to form the correct sentences.

LISTENING EXTENSION ACTIVITY

- 1. Ask a student these questions.
 - T: What can you see?
 - S: I can see (swings).
 - T: How many (swings)?
 - S: I can see (two swings).

The students then ask each other the same questions.

- 2. Ask a student these questions.
 - T: How old is his brother?
 - S: He is six years old.
 - T: Do you have a brother/sister/dog?

Continue until the answer is "Yes."

- S: Yes, I do.
- T: How old is he/she?
- S: He/She is ___ years old.

The students then ask each other similar questions.

SPEAKING • PAGE 80

SPEAKING WARM-UP

Discover the picture with the students and ask questions.

- What color is this?
 - It's ___.
- How many girls/boys/clowns/flowers are there?
 - One, two! (Two boys!)

🕕 Look and say.

Look at the picture and ask students to fill in the blanks. Use the guide to help solve the activity. Ask students to practice in pairs.

K Picture prompts.

Prompt the students to ask and answer the questions about each picture in turn. Encourage them to practice without your help. Finally, play the audio recording.

Audio Script

- Boy: How old is she?
 Girl: She's eight years old.
- Girl: How old is he?
 Boy: He's nine years old.
- 3. **Boy:** How old is she? **Girl:** She's ten years old.

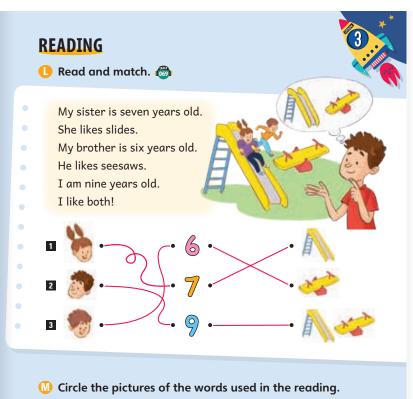
SPEAKING EXTENSION ACTIVITY

Have students look at pictures of animals, monsters, or cartoon characters, or hold up toys. One student asks, "How old is he/ she?" The other students guess and say, "I think he/she is ___." Maybe the "correct" age could be written down on paper before the students guess. This can be done either by the teacher or by one of the students.

SPEAKING

🕕 Look and say.







READING • PAGE 81

READING WARM-UP

Discover the pictures with the students and ask questions.

- What can you see?
 I can see a slide/seesaw.
- What color is it?
 - It's ___.

🣙 Read and match. 🚳

Read the story as a group. Then, ask students to match the pictures according to the reading.

Circle the pictures of the words used in the reading.

Look at the pictures. Elicit the words from the students. Ask the students if the matching words are in the reading. If they are, have students circle the corresponding pictures.

<u> Nead</u> and circle.

Read the sentences and have the students circle the correct words to complete the sentences.

READING EXTENSION ACTIVITY 1

Write the model sentences on the board. Have the students copy the model sentences into their notebooks. Then, explain that the students will write a story using these sentences. Encourage students to draw an illustration to match their story.

Example:

81

(Student's name) is __ years old. He/She likes __. (Student's name) is __ years old. He/She likes __. I am __ years old. I like __.

READING EXTENSION ACTIVITY 2

Ask questions about the passage.

- Who likes seesaws?
 - The boy and his brother like seesaws.
- How old is his sister?
 - She's seven years old.

WRITING • PAGE 82

🕕 Trace.

Ask students to trace the words. Check students' progress and then read the sentences aloud.

P Unscramble, trace and write.

Ask students to look at the mixed words in the box and ask them to put the words in the correct order to make proper sentences. Then, have them write the correct sentences in speech boxes.

WRITING EXTENSION ACTIVITY

Ask students personal questions based on the activity.

- How old is your brother/sister/friend?
 - He/She is ___ years old.
- Who likes seesaws/slides/swings?
 - (Student's name) likes ___.

Then, have students write three sentences in their notebooks based on the personal questions.

Example:

- 1. My brother is ten years old.
- 2. My friend is six years old.
- 3. My sister likes slides.

WRITING

🕕 Trace.



ACTIVITY 1



83

Play. Find the matching cards.



Complete the chart. What do your classmates like?

Classmates	ДД	FR.	Ligid

ACTIVITY 1 • PAGE 83

Materials

paper, board markers, pen



Preparation:

- 1. Divide the class in half or into two teams.
- Give each team a set of number cards. Each set of number cards should include 20 cards (one year old - ten years old written out twice).
- 3. Make sure the teams put all of the cards down in front of them without looking at any of the cards.
- 4. The teams take turns turning over two cards at a time and reading them.
- 5. If the cards match, the students get a point.S1: Eight years old.S2: Eight years old.
- 6. If the cards don't match, the team doesn't get a point, and they must return their cards to their pile.
- 7. The first team to match all of their cards wins.

R Complete the chart. What do your classmates like?

Have students write the names of five classmates in the correct column on the chart. Have them ask their chosen classmates about their favorite playground objects. Make them put checks under the objects depending on their classmates' answers.

ACTIVITY 2 • PAGE 84

Materials

crayons, markers, or colored pencils

S Draw candles on the cake and write.

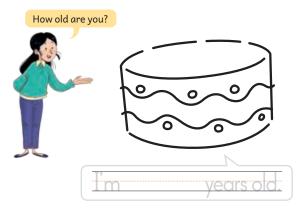
Students should draw candles on their cakes to represent their ages (i.e., a seven-year-old student would draw seven candles on the cake). Then, students should complete the sentence below the cake. If time permits, have students color their cakes and candles.

🚺 Draw a present.

Have children draw the image of a birthday present in the gift box on the page. Make them display their pages to their classmates.

ACTIVITY 2

S Draw candles on the cake and write.



🕕 Draw a present.



REVIEW

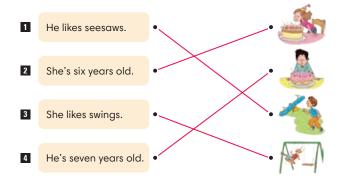
🕕 Listen and number. 🚳







🕐 Read and match.



🖤 Choose and write.

two	four	seven	eight	
is		years	sold.]
		~	5	

REVIEW • PAGE 85

REVIEW WARM-UP

Ask students if they remember the new words and dialogues from the lesson. Tell students to review the Vocabulary and Language section of the lesson.



Listen to the audio and ask students to number the pictures according to the audio.

Audio Script

- Girl: How old is she?
 Boy: She's eight years old.
- Boy: How old is he?
 Girl: He's nine years old.
- 3. Girl: How old is she? Boy: She's ten years old.

🚺 Read and match.

Ask students to read the sentences and look at the pictures. Then, ask students to match the sentences with the correct pictures.

🖤 Choose and write.

Have students choose a word from the word box. Let them know that there is no specific correct answer. Have students trace and complete the sentence.



Are You Hungry?



Lesson Objective

Students will learn how to describe how they feel (hungry, hot, ...).

Grammar Focus

- Adjective of emotions and feelings
- Be verb: is, are

WARM-UP • PAGE 86

WARM-UP ACTIVITY

Discover the picture with the students and ask questions.

- What is it?
 - It's milk / a banana / orange juice / an apple.
- Who is it?
 - It's Amy/Eric/Jeff.

Story Notes

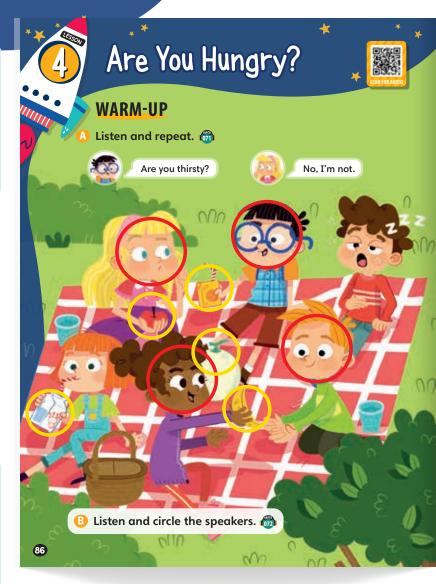
Tell the class a story about the picture.

- The characters are having a picnic. They are eating and drinking. Amy has an apple. Katie has a banana. Eric asks, "Are you thirsty?" Amy says, "No, I'm not." Amy is not thirsty. Rachel is thirsty. She drinks milk. Katie gives Max a banana. Max is hungry.
- Jeff is not hungry. He is sleepy.



Listen to the audio and ask students to repeat it. Practice the language pattern with your class.

Audio Script Eric: Are you thirsty? Amy: No, I'm not.



B Listen and circle the speakers. 👘

Listen to the audio. Ask students to circle the speakers. Listen again and repeat.

Audio Script

Eric: Are you thirsty?Amy: No, I'm not.Katie: Are you hungry?Max: Yes, I am.

WARM-UP EXTENSION ACTIVITY

Put fruit and juice flash cards on the board. Invite one student and have him/her choose one flash card and ask "This is a(n) apple/orange/banana. Are you hungry?" or "This is water / milk / orange juice. Are you thirsty?" Make another student reply correctly. Continue with other students.



LANGUAGE

🕕 Listen and number. Ask and answer. 🖓



SONG • PAGE 87

SONG WARM-UP

Discover the picture with the students and ask questions.

- What can you see?
 - I can see ___.
- Is she hungry or thirsty?
 I think she's hungry/thirsty.
- Are they hot or cold?
 I think they are hot/cold.
- How many flowers are there?
 - One, two.

🕒 Listen and sing along. 뻆

Listen to the song. Ask students to sing along. The downloadable audio is available on the website, or you can scan the QR for online audio. Lyrics are provided at the back of the book.

Audio Script

Are You Sleepy? Are you sleepy? (x2) No, I'm not. (x2) I'm not sleepy. (x2) No, no, no. (x2) Are you hungry? (x2) Yes, I am. (x2) I am hungry. (x2) Yes, yes, yes. (x2)

LANGUAGE • PAGE 87

LANGUAGE WARM-UP

Discover the pictures with the students.

- What can you see?
 - I can see a girl / some milk.
- How old is he/she?
 - I think he's/she's ___ years old.

Listen and number. Ask and answer. (74)

Read the given sentences in the box. Have students listen to the audio and role-play. Put students in pairs. Have student A ask and student B answer. Change their roles.

Audio Script

- 1. Girl 1: Are you thirsty? Girl 2: Yes, I am.
- 2. Girl: Are you hungry? Boy: No, I'm not.

LANGUAGE EXTENSION ACTIVITY

Personalize the activity by asking students if they are hungry or thirsty.

VOCABULARY • PAGE 88

VOCABULARY WARM-UP

Discover the pictures with the students and ask questions.

- What is this?
 - It's milk / a banana / an apple.
- What color is this?
 - -It's .



Listen to the audio and number the pictures.

Audio Script

- 1. Milk. It is milk.
- 2. Melon. It is a melon.
- 3. Apple. It is an apple.
- 4. Orange juice. It is orange juice.
- 5. Banana. It is a banana.

Find pictures of the words above on page 86 and circle.

Ask students to turn to page 86. Read the vocabulary words and have students circle the pictures. Call on students and have them say complete sentences using the words.

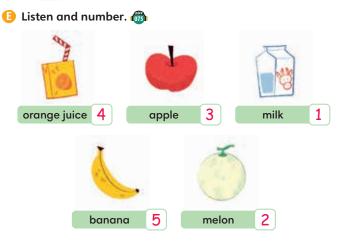


Listen to the audio and ask students to circle the pictures of the words they hear.

Audio Script

- 1. Orange juice. Orange juice.
- 2. Banana. Banana.
- 3. Milk. Milk.
- 4. Melon. Melon.

VOCABULARY



Find pictures of the words above on page 86 and circle.

🕒 Listen and circle. 🚳







LISTENING

🕕 Listen and number. 🚳

Are you thirsty
 Yes, I am

2 Yes, we are4 Are you hungry



LISTENING • PAGE 89

LISTENING WARM-UP

- 1. Practice the patterns in the dialogue orally with the books closed.
- 2. Open the book and discover the dialogue with the students. Act as if you are not sure what is written and see if the students can teach you. Hint and help when they find something difficult.

Story Notes

Tell the class a story about the pictures. The students are in class. The teacher has apples! She asks, "Are you hungry?" Yes, the students are hungry. She asks, "Are you thirsty?" Yes, the students are thirsty. The teacher has juice and milk. Jeff wants juice.

🕕 Listen and number. 👘

Listen to the audio and read along. Ask students to number the missing parts of the dialogue.

Are you hungry?
Yes, we are.
les, we die.
Are you thirsty?
Yes, I am.
Juice or milk?
Juice, please.

Trace and circle.

89

Show and read the sentences on the page. Have students trace and circle the pictures that match the text from (H).

LISTENING EXTENSION ACTIVITY

Ask questions about the dialogue.

- Is Rachel hungry?
 - Yes, she is.
- Is Jeff thirsty? What does he want?
 - Yes. He wants juice.

SPEAKING • PAGE 90

SPEAKING WARM-UP

Discover the picture with the students and ask questions.

- What can you see?
 - I can see .
- Is he/she thirsty/hungry?
 - Yes, he/she is.
 - No. he/she isn't.
 - I don't know.

Look and say.

Look at the picture and ask students to fill in the blanks. Use the guide to help solve the activity. Ask students to practice in pairs.

Picture prompts.

Prompt the students to ask and answer the questions about each picture in turn. Encourage them to practice without your help. Finally, play the audio recording.

Audio Script

- 1. Boy: Is she thirsty? Girl: No, she isn't.
- 2. Girl: Is he hungry? Boy: Yes, he is.
- 3. Boy: Is she sleepy? Girl: Yes, she is. 4. Girl: Is it cold?
 - Boy: Yes, it is.
- 5. Girl: Is it hot?
- Boy: Yes, it is.

SPEAKING

Look and say.



90

SPEAKING EXTENSION ACTIVITY

1. Select a volunteer (S1) to come to the front of the class. Whisper a sentence into the student's ear, "You are sleepy," and have the student mime the action for the rest of the class to guess.

S2: Are you hungry?

S1: No, I'm not.

S3: Are you sleepy?

S1: Yes. I am!

- 2. Then, select a new student to be the mime and whisper a different sentence to this student. Ask students personal questions based on the target language.
 - Are you hungry/thirsty/hot/cold/sleepy?



READING • PAGE 91

READING WARM-UP

Discover the pictures with the students and ask questions.

- Is the girl hungry/thirsty?
 Yes, she is.
- Is it morning or night?
 I think it's morning/night!
- Is this a dog or a rabbit?
 I think it's a rabbit.

Find and circle the words in the reading.

Look at the pictures and words. Ask students to find the words in the reading 🚺 and circle them.

🚺 Read and circle. 👘



Read the story. Have the students circle the correct words according to the story.

🚺 Read and circle.

Have the students read the story again. Ask them to read the sentences and circle the correct answers.

READING EXTENSION ACTIVITY

- Make photocopies of the story. Cut the story up so that each sentence is separate. In class, put students into small groups and give each group a cut-up copy of the story. Have students put the sentences in order from memory. Make sure no one looks in the book.
- 2. Ask questions about the passage.
 - Is Sarah sleepy?
 No. she isn't.
 - Is she hungry/thirsty?
 - Yes, she is.
 - What does she want?
 - She wants cake/milk.

WRITING • PAGE 92

WRITING WARM-UP

Write the names of drinks and fruit on separate papers. Put the words in a basket or case and mix. Invite one student and have the student pick one word from the basket. Ask the student to write a sentence using the word he/she picked. Encourage students to use the word "want" as they form sentences. Check to see if they wrote singular/plural forms correctly.

Example:

- She wants an apple.
- They want bananas.
- I want an orange.

() Trace and write.

Ask students to trace and write the words.

🕑 Trace and match.

Ask students to trace the words. Then, match the sentences to the correct pictures. Check students' progress and then read the sentences aloud.

WRITING EXTENSION ACTIVITY

Have students write three sentences about themselves in their notebooks.

Example:

- 1. I'm sleepy.
- 2. I'm thirsty.
- 3. I'm not hungry.

WRITING

92

Trace and write.
Image: She is cold.
He is not cold.
He is hot.
Image: They are thirsty.
They want milk.
Image: Trace and match.
Image: She is thirsty.
Image: She is thirsty

ACTIVITY 1







ACTIVITY 1 • PAGE 93

Materials

paper clips

Play. Take turns spinning the paper clip. Try to get 10 points!

Preparation:

- 1. Divide students into pairs.
- 2. Give each pair a paper clip and make sure they have a pencil.
- Show students how to use the paper clip. Just as the boy in the illustration has done, students hook one end of the paper clip over the center of the game board with a pencil. Then, the student can spin the paper clip with his/her free hand.
- 4. Students take turns spinning the paper clip and trying to earn points.
 - S1: (spins the paper clip and it stops on thirsty) Are you thirsty?
 - S2: Yes, I am. I want apple juice.
 - S1: You get four points!
- 5. Students record their points in the space provided. The first student to reach ten points wins.
- 6. Some spaces are not worth any points and others result in a deduction of points.

ACTIVITY 2 • PAGE 94

Materials

crayons, markers, or colored pencils

B Draw your favorite food and drink.

Display the page. Have students draw their favorite foods and drinks on the blank frames. Have students display their drawings to their classmates and present the objects saying, "I like a(n) apple/banana/orange." or "I like water / milk / orange juice."

S Complete the chart. What do your classmates want?

Have students complete the chart with the names of their classmates and their favorite foods and drinks.



REVIEW

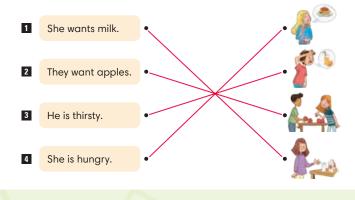
🕕 Listen and number. 🚳







Read and match.



Choose and write.

	hungry	thirsty	cold	hot
A REAL	Teis			
				5

REVIEW • PAGE 95

REVIEW WARM-UP

Ask students if they remember the new words and dialogues from the lesson. Tell students to review the Vocabulary and Language section of the lesson.

Listen and number. 뻆

Listen to the audio and ask students to number the pictures according to who is being spoken about.

Audio Script

- 1. Boy: Is she thirsty? Girl: No, she isn't.
- 2. Girl: Is he hungry? Boy: Yes, he is.
- 3. Boy: Is she sleepy? Girl: Yes, she is.

Read and match.

Ask students to read the sentences and look at the pictures. Then, ask students to match the sentences with the correct pictures.

🚺 Choose and write.

Have students choose a word from the word box. Let them know that there is no specific correct answer. Have students trace and complete the sentence.







He Has Dark Brown Hair

Lesson Objective

Students will become familiar with discussing, body parts, and colors. **Grammar Focus**

- Possessive adjectives: his, her
- Verbs: have, has
 - I/You/We/They have ___.
 - He/She/It has ___.

WARM-UP • PAGE 98

WARM-UP ACTIVITY

Discover the picture with the students and ask questions.

• Who is this?

- It's Eric/Rachel/Amy.

- What is this?
 - It's a ball / teddy bear / hat.
- What color is this?
 - It's pink/blue/orange.

Story Notes

Tell the class a story about the picture.

It is a sunny day.

Eric, Amy, and Rachel are outside. Rachel is skating.

Amy has a teddy bear.

Eric has a ball. Eric points to a little boy and asks, "What color is his shirt?" Amy says, "He has a light blue shirt." The little boy is Amy's brother. The little boy has a light blue shirt.

He holds a purple hat.



Listen to the audio and ask students to repeat it. Practice the language pattern with your class.

Audio Script

Eric: What color is his shirt?Amy: He has a light blue shirt.



B Listen and circle Tom. 📸

Listen to the audio. Ask students to find Tom. Listen again and repeat.

Audio Script

- Eric: Hi, Amy! Who is he?
- Amy: Hi, Eric! He's my brother Tom.
- Eric: What color is his hair?
- Amy: He has dark brown hair.
- Eric: What color is his shirt?
- Amy: He has a light blue shirt.



LANGUAGE

🕕 Listen and number. Ask and answer. 🖓



SONG • PAGE 99

SONG WARM-UP

Discover the picture with the students and ask questions.

- What color is his/her hair?
 - He/She has brown / light brown / dark brown / black hair.
- What color are his/her shoes?
 - He/She has black / green / blue / pink / dark brown shoes.

🕒 Listen and sing along. 🚳

Listen to the song. Ask students to sing along. The downloadable audio is available on the website, or you can scan the QR for online audio. Lyrics are provided at the back of the book. Audio Script Shoes and Socks

Red, orange, yellow, green, blue, black! Gray, purple, white, brown, pink! Shoes and socks, shoes and socks! We have a lot of shoes and socks! Red, red, red! He has red socks. Brown, brown, brown! He has brown shoes. White, white, white! She has white socks. Pink, pink, pink! She has pink shoes!

LANGUAGE · PAGE 99

LANGUAGE WARM-UP

Discover the pictures with the students.

- What color is his/her shirt?
 - It's pink/light blue.
- What color is his T-shirt?
 - It's black.

Listen and number. Ask and answer. 1084

Read the given sentences in the box. Have students listen to the audio and role-play. Put students in pairs. Have student A ask and student B answer. Change their roles.

Audio Script

- Boy 1: What color is his hair?
 Boy 2: He has dark brown hair.
- 2. Girl: What color are her eyes? Boy: She has light blue eyes.

Language Notes

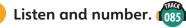
Pants and **shorts** are words that are always plural. We never say pant or short.

VOCABULARY • PAGE 100

VOCABULARY WARM-UP

Discover the pictures with the students and ask questions.

- What colors can you see?
 - I see blue / purple / brown / gray / pink / dark blue.
- What is this?
 - It's a shirt/hat.



Listen to the audio and number the pictures.

Audio Script

- 1. Pants. I have brown pants.
- 2. Hat. I have a pink hat.
- 3. Shoes. We have gray shoes.
- 4. Shorts. I have dark blue shorts.
- 5. Shirt. I have a light blue shirt.
- 6. Socks. I have purple socks.

Find pictures of the words above on page 98 and circle.

Ask students to turn to page 98. Read the vocabulary words and have students circle the pictures. Call on students and have them say complete sentences using the words.

🕒 Listen and circle. 🚳

Listen to the audio and ask students to circle the pictures of the words they hear.

Audio Script

- 1. Light blue shirt. Light blue shirt.
- 2. Purple socks. Purple socks.
- 3. Gray shoes. Gray shoes.
- 4. Brown pants. Brown pants.

VOCABULARY



Find pictures of the words above on page 98 and circle.

🕒 Listen and circle. 🚳











LISTENING

🕕 Listen and number. 🚳





🕕 Circle.

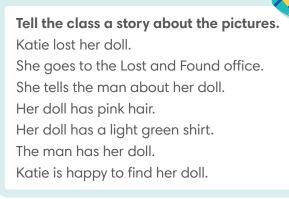
- 1 The girl lost her doll hat).
- 2 The doll has pink brown) hair.
- 3 The doll has a (dark (light) green shirt.

LISTENING • PAGE 101

LISTENING WARM-UP

- 1. Practice the patterns in the dialogue orally with the books closed.
- 2. Open the book and discover the dialogue with the students. Act as if you are not sure what is written and see if the students can teach you. Hint and help when they find something difficult.

Story Notes



🚹 Listen and number. 🐻

Listen to the audio and read along. Ask students to number the missing parts of the dialogue.

Audio Script

Katie: I lost my doll.
Man: What color is her hair?
Katie: She has pink hair.
Man: What color is her shirt?
Katie: She has a light green shirt.
Man: Is this your doll?
Katie: Yes, it is. Thank you very much!

Circle.

101

Read the sentences and ask students to circle the words according to the audio.

LISTENING EXTENSION ACTIVITY

Give students a few minutes to draw and color a doll that they would like to have. Then, have each student present his/her drawing to the class.

Example:

This is my doll. He has black hair and green eyes. His name is Todd. He has a light blue shirt. He has gray shorts and dark blue sandals.

SPEAKING • PAGE 102

SPEAKING WARM-UP

Discover the picture with the students and ask questions.

- What color is his/her hair?
 He/She has __ hair.
- What color is his/her shirt?
 He/She has a ____ shirt.

🕕 Look and say.

Look at the picture and ask students to fill in the blanks. Use the guide to help solve the activity. Ask students to practice in pairs.

🚺 Picture prompts. 🚳

Prompt the students to ask and answer the questions about each picture in turn. Encourage them to practice without your help. Finally, play the audio recording.

Audio Script

- 1. Boy: What color is her hair? Girl: She has black hair.
- 2. Girl: What color is her nose? Boy: She has a red nose.
- 3. Boy: What color are his teeth? Girl: He has white teeth.
- 4. Girl: What color are her eyes? Boy: She has light brown eyes.
- 5. Boy: What color are his eyes? Girl: He has blue eyes.

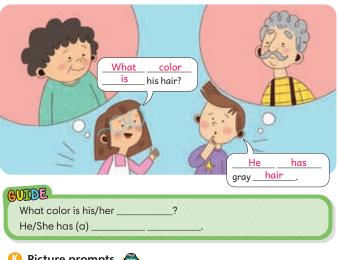
SPEAKING EXTENSION ACTIVITY

The students ask each other personal questions based on the target language.

- What color is your hair/nose?
 - I have (a(n)) _____.
- What color are your teeth/eyes?
 - I have ___.

SPEAKING

🕕 Look and say.



🕓 Picture prompts. 🚳







hair / black





ed t



eyes / light brown

eyes / blue

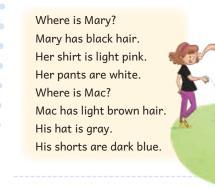
Language Notes

- The word **blond** will be introduced later in the series. However, you may choose to introduce the word here.
- 2. Often, people learning English say that someone has white hair or black eyes. Most native speakers would not say these things. Even if someone has blond or gray hair that is very light, we don't call it white. We call it **light blond** or **light gray**. The same is true for eye color. Even if someone has very dark eyes, we don't call them black (unless talking about an animal). We call them **dark brown**.

READING



- Look and circle the colors of the hats in the picture below.
 - green blue gray
- 🕕 Read and answer the questions. 🚳





vellow

purple

- 1 Where is Mary?
- 2 Where is Mac?

🚺 Look and circle.

- Sally has (dark) light) brown hair. Her (pants) shoes) are purple.
- 2 Jake has a (gray / purple) hat. His shoes are (brown blue)

READING • PAGE 103

READING WARM-UP

Discover the pictures with the students and ask questions.

- What color are his socks?
 - He has white socks.
- What color are her shoes?
 - She has light brown / yellow / white shoes.
- What color is his/her shirt?
 - He/She has a black / white / light blue / yellow / red / light pink shirt.

Look and circle the colors of the hats in the picture below.

Show the pictures on the page.

Ask students to look at the colors of the hats in the picture. Have them read the words on the top and circle the words that match the colors of the hats in the picture.

🚺 Read and answer the questions. 👹

Read the story as a group. Then, ask students the questions and have them give correct answers.

🚺 Look and circle.

Ask students to look at the picture carefully. Have them circle the correct words according to the picture.

READING EXTENSION ACTIVITY

Select four or five students to stand up. Choose one student to describe another student but do not say the student's name. Describe the student while everyone tries to guess who it is.

- T: This student has red hair.
- S1: Is it Rachel?
- T: No. He or she has dark brown eyes.
- S2: Is it Matt?
- T: No. He or she has light green socks.

S3: Is it Lucy?

T: Yes, it is!

If students wear uniforms, bring in some pictures of groups of people from magazines to play the game.

WRITING • PAGE 104

WRITING WARM-UP

Write, for example, "He has a purple shirt." on the board and ask "What color is his shirt?" Invite one volunteer and encourage him/her to write "His shirt is purple." Continue with different clothes and colors.

🕕 Look and write.

Show the image on the page. Have students read the questions and write the answers according to the picture.

P Trace and match.

Ask students to trace the words. Then, match the sentences to the correct pictures. Check students' progress and then read the sentences aloud.

WRITING EXTENSION ACTIVITY

Have students take out their notebooks and divide students into pairs. Each student should write three sentences about his/her partner. No set of partners should have the same sentences (i.e., if both students have white shirts, only one student can write a sentence about it).

Example:

- 1. Chad has light blue eyes.
- 2. He has a black and gray shirt.
- 3. He has dark brown shoes.

WRITING

Look and write.

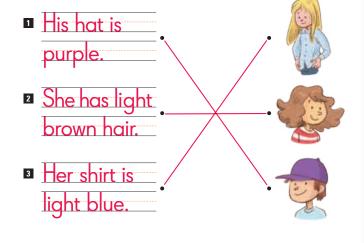
1 What color are her eyes?

She has <u>green</u> eyes.

- What color is her shirt?
 She has a light pink shirt.
- What color are her pants?
 She has purple pants



P Trace and match.



Teaching Tip

104

Write the following on the board to show how a sentence is formed. She She has She has She has light brown She has light brown hair. Her hair is _____. Call on three volunteers to come to the front and fill in the blank with the correct word.

ACTIVITY 1



ACTIVITY 1 • PAGE 105

ACTIVITY 1 WARM-UP

Read the dialogue. Ask students questions about the pictures.

I have red hair.

- What are they doing?
 - They are playing a game.
- Are those socks white?
 Yes, they are.
- Is that a blue dress?
 - No, it isn't.

Materials

clothing (If students wear uniforms to class, bring in some fun clothing items for students to wear.)

Play. Memorize the clothing. Don't forget the colors!

Preparation:

- 1. Divide the class into two teams (perhaps boys vs. girls).
- 2. Select a player from each team.
- 3. Give the players five seconds to look at one another. They should try to memorize as many details as they can.
- 4. Then, have the two students stand back-toback and quiz them about one another.T: What color are Ann's shoes?
- 5. Students get a point for every question they answer correctly. They don't get any points for wrong answers or answers that were not given in complete sentences.

S1: Um . . . She has pink shoes? Purple? (no point in this answer)

6. The team with the most points wins.

B Draw and color yourself.

Students complete the drawing so that it looks like them. Go around the room and ask students questions about their pictures as they are working on them.

Example:

- T: What color is your hair?
- S1: I have red hair.



ACTIVITY 2 • PAGE 106

ACTIVITY 2 WARM-UP

Ask students questions about their siblings or best friends.

- Do you have a brother? / Do you have a sister?
 - Yes, I do. / No, I don't.
- What is your sister's/brother's name?
- What color is your sister's/brother's hair?
- Who is your best friend?

Materials

colored pencils

S Draw your brother, sister, or best friend.

Show the empty page and ask students to draw a picture of their siblings or their best friend on the page. Have them write a specific detail about the person they chose to draw.

Example:

- My sister has blue eyes.
- My brother's hair is brown.

Present to your classmates.

Ask students to show their artwork to the class. Encourage them to give details about the picture.

ACTIVITY 2
Oraw your brother, sister, or best friend.
My has
Present to your classmates.
03

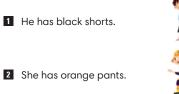
REVIEW

🕛 Listen and circle. 🚳





🚺 Read and circle.





Choose and write.

3 She has a purple hat.

And A	black hair	a light blue shirt	brown pants
]
	<u>He h</u>	QIS	•

REVIEW • PAGE 107

REVIEW WARM-UP



Ask students if they remember the new words and dialogues from the lesson. Tell students to review the Vocabulary and Language section of the lesson.



Listen to the audio and ask students to circle the pictures according to who is being spoken about.

Audio Script

- 1. Woman: What color are her eyes? She has light blue eyes. Boy:
- What color is his hair? 2. Boy 1: He has dark brown hair. **Boy 2**:

Read and circle.

Ask students to read the sentences and look at the pictures. Then, ask students to circle "Yes" if the sentence is true or "No" if the sentence is false.

Choose and write.

Have students choose a word set from the word box. Let them know that there is no specific correct answer. Have students trace and complete the sentence.

Are You OK?

Lesson Objective

Students will become familiar with how to talk about body parts and talk about what is wrong with them.

Grammar Focus

- Declarative statement
 - I hurt my _____.

WARM-UP • PAGE 108

WARM-UP ACTIVITY

Discover the picture with the students and ask questions.

- Is it sunny?
- No, it is rainy.
- Who is he? - He is a doctor/nurse.
- Who hurt her/his hand? - Rachel/Max.

Story Notes

Tell the class a story about the picture. It is a rainy day. The characters go to school. Eric asks Max, "Are you OK?" Max says, "No, I'm not. I hurt my hand." Max hurt his hand. He is not OK.

Rachel is not OK. She hurt her arm.

There are two doctors.

The doctors help Rachel and Max.

Listen and repeat. 🝈



Listen to the audio and ask students to repeat it. Practice the language pattern with your class.

Audio Script

Eric: Are you OK? Max: No, I'm not. I hurt my hand!



Listen and circle the speakers. 👸 B

Listen to the audio. Ask students to find the speakers. Listen again and repeat.

Audio Script

Eric:	Max! Are you OK?
Max:	No, I'm not. I hurt my leg! I hurt my
	hand!
Eric:	Rachel! Are you OK?
Rachel :	No, I am not. I hurt my arm!



LANGUAGE

🕕 Listen and number. Ask and answer. 📸



SONG • PAGE 109

SONG WARM-UP

Discover the picture with the students and ask questions.

- What do you see in the picture?
 I see a bicycle and a cat.
- Is she OK?

- No, she isn't.

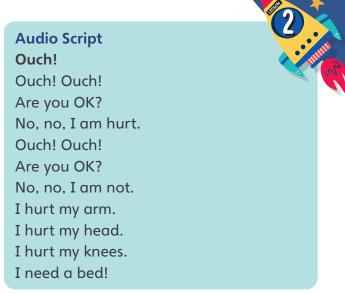
• Why?

 \mathbf{C}

- She hurts her knee/arm/head.



Listen to the song. Ask students to sing along. The downloadable audio is available on the website, or you can scan the QR for online audio. Lyrics are provided at the back of the book.



LANGUAGE • PAGE 109

LANGUAGE WARM-UP

Discover the pictures with the students.

- What's this?
 - It's a knee/arm.
- Is he/she OK?
 - Yes, she is. / No, he isn't.

Listen and number. Ask and answer.

Read the given sentences in the box. Have students listen to the audio and role-play. Put students in pairs. Have student A ask and student B answer. Change their roles.

Audio Script

- 1. Woman: Are you OK? Boy: Yes, I am.
- 2. Woman: Are you OK?
 - Girl: No, I'm not. I hurt my arm.

VOCABULARY • PAGE 110

VOCABULARY WARM-UP

Discover the pictures with the students and ask questions.

- Who is he/she?
 - He's a doctor. / She's a nurse.
- What color is her hat? - It's green.
- What is this?
 - It's a(n) hand/foot/arm/leg.



Listen to the audio and number the pictures.

Audio Script

- 1. Leq. It is a leq.
- 2. Doctor. He is a doctor.
- 3. Foot. It is a foot.
- 4. Nurse. She is a nurse.
- 5. Hand. It is a hand.
- 6. Arm. It is an arm.

Find pictures of the words above on page 108 and circle.

Ask students to turn to page 108. Read the vocabulary words and have students circle the pictures. Call on students and have them say complete sentences using the words.



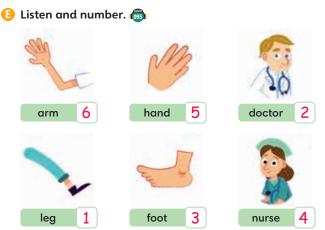
🕒 Listen and check (🖌). 👸

Ask students to listen to the words and look at the pictures. Then, ask students to check "Yes" or "No" if the pictures match the audio.

Audio Script

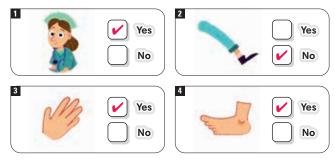
- 1. Nurse. Nurse.
- 2. Arm. Arm.
- 3. Hand. Hand.
- 4. Foot. Foot.

VOCABULARY



Find pictures of the words above on page 108 and circle.

🕒 Listen and check (🖌). 🚳



LISTENING

🕕 Listen and number. 🚳





LISTENING • PAGE 111

LISTENING WARM-UP

- 1. Practice the patterns in the dialogue orally with the books closed.
- 2. Open the book and discover the dialogue with the students. Act as if you are not sure what is written and see if the students can teach you. Hint and help when they find something difficult.

Story Notes

Tell the class a story about the pictures. Max and Rachel are playing. They are playing with boxes. Oh no! All the boxes fall. Max falls, too. Max hurts his foot. Rachel helps Max.

\rm 🚹 Listen and number. 🍈

Listen to the audio and read along. Ask students to number the missing parts of the dialogue.

Audio Script

Max: Ouch!Rachel: Oh, no! Are you OK?Max: No, I'm not. I hurt my foot.Rachel: I'll help you.

🕕 Circle.

Ask students to read the sentences and look at the pictures. Then, ask students to circle "Yes" if the sentence is true or "No" if the sentence is false.

LISTENING EXTENSION ACTIVITY

- 1. Ask questions about the picture.
 - What can you see?
 - I can see ___.
 - How many boxes are there?
 - One, two, three, . . .
 - Is he OK?

- Yes, he is. / No, he isn't.
- 2. Say "Ouch!" Encourage the students to ask "Are you OK?" Pretend you have hurt a part of your body and say "No, I'm not. I hurt my ____." Encourage the students to say "We'll help you." Do the same for another part of your body and then get the students to do the activity in pairs.

Language Notes

Ouch! is an expression used to show sudden pain.

SPEAKING • PAGE 112

SPEAKING WARM-UP

Discover the picture with the students and ask questions.

- What can you see?
 - I can see ___.
- What color is his/her shirt?
 It's light blue / white / green.
- Is he/she OK?
 - No, he/she isn't.

🕕 Look and say.

Look at the picture and ask students to fill in the blanks. Use the guide to help solve the activity. Ask students to practice in pairs.

🚺 Picture prompts. 🚳

Prompt the students to ask and answer the questions about each picture in turn. Encourage them to practice without your help. Finally, play the audio recording.

Audio Script

- 1. Boy: Is she OK?
 - **Girl:** No, she isn't. She hurt her head.
- 2. Boy: Is she OK?
 - **Girl:** No, she isn't. She hurt her leg.
- 3. Girl: Is he OK?
 - **Boy:** No, he isn't. He hurt his hand.
- 4. Boy 1: Is he OK?
- Boy 2: No, he isn't. He hurt his foot.
- 5. Girl: Is he OK?
- Boy: No, he isn't. He hurt his toe.
- 6. Boy: Is she OK?
 - **Girl:** No, she isn't. She hurt her finger.

SPEAKING

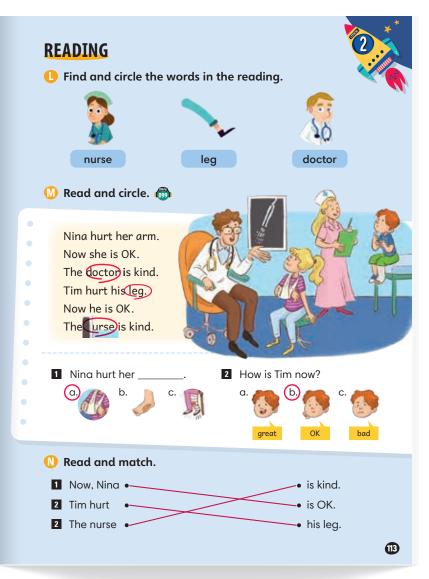
🕕 Look and say.



SPEAKING EXTENSION ACTIVITY

12

Play Simon Says. Use all of the new vocabulary words and have most of your sentences be about a hurt body part. (Simon says: You hurt your finger.) Vary the speed and volume of your voice to make it more challenging.



READING • PAGE 113

READING WARM-UP

Discover the pictures with the students and ask questions.

- Who is he/she?
 - He's a doctor. / She's a nurse.
- What color is his hair?
 He has light brown / red hair.
- Is he/she OK?
 - Yes, he/she is.

Find and circle the words in the reading.

Look at the pictures and words. Ask students to find the words in the reading (M) and circle them.

🚺 Read and circle. 🚳

Read the story and ask students to look at the incomplete sentences. Have them circle the correct pictures according to the reading passage.

🚺 Read and match.

Read the story as a group. Read the sentences on the page and ask the students to match the correct answers.

READING EXTENSION ACTIVITY

Act as if you have forgotten the text and get the students to correct your sentences. If possible, get them to say loudly after each incorrect sentence:

No! __!

Example:

Nina hurt her foot. The doctor isn't kind. Tim hurt his head. The nurse is a crocodile.

Ask the students to close their books. See if they can remember the text and say it aloud together.

WRITING • PAGE 114

WRITING WARM-UP

Put all body part flash cards on the board. Have students go to the board and write the names near the pictures. Ask students to say the name as they write. If any of them make mistakes, correct them.

Trace and match.

Ask students to trace the words. Then, ask them to match the words with the correct body parts in the picture.

🕑 Trace.

Ask students to trace the words. Check students' progress and then read the sentences aloud.

WRITING EXTENSION ACTIVITY

Have students write the words to the song **Head**, **Shoulders**, **Knees**, **and Toes** in their notebooks. Then, sing the song. Make sure students point to each body part as they sing.

Head, shoulders, knees and toes, knees and toes.

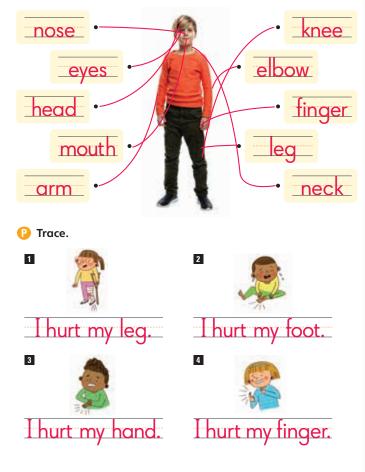
Head, shoulders, knees and toes, knees and toes.

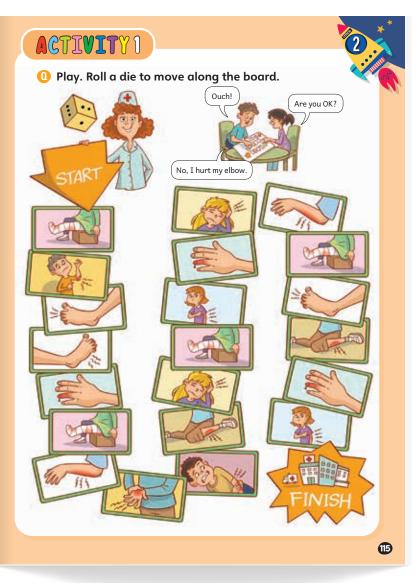
Eyes and ears and mouth and nose.

Head, shoulders, knees and toes, knees and toes.

WRITING

🕕 Trace and match.





ACTIVITY 1 • PAGE 115

ACTIVITY 1 WARM-UP

Show body parts flash cards in random order and ask the students to identify the body parts on the flash cards.

Materials

six-sided dice

Play. Roll a die to move along the board.

Preparation:

- 1. Divide the class into partners.
- 2. Give each set of partners a die.
- 3. Have students place a small object (an eraser, a game piece, or a small piece of paper) on START.
- 4. Students should take turns rolling the die and moving along the board.
- At each space on the board, students must follow the sample dialogue.
 S1: Ouch!
 - S2: Are you OK?
 - S1: No, I hurt my elbow.
- 6. If a student doesn't know the answer or makes a mistake, he/she cannot advance along the board.
- 7. The first student to reach FINISH wins.

Picture Notes

- 1. I hurt my leg.
- 2. I hurt my elbow.
- 3. I hurt my toe.
- 4. I hurt my foot.
- 5. I hurt my finger.
- 6. I hurt my leg.
- 7. I hurt my arm.
- 8. I hurt my hand.
- 9. I hurt my elbow.
- 10. I hurt my leg/knee.
- 11. I hurt my head.
- 12. I hurt my leg.

- 13. I hurt my
 - shoulder/back.
- 14. I hurt my finger.
- 15. I hurt my head.
- 16. I hurt my arm.
- 17. I hurt my leg.
- 18. I hurt my toe.
- 19. I hurt my leg/knee.
- 20. I hurt my finger.
- 21. I hurt my
 - shoulder/back.



ACTIVITY 2 • PAGE 116

Materials

crayons, markers, or colored pencils

R Draw your own story.

Show the empty frames on the page and ask students to draw their own stories. Have them write correct dialogues in the speech boxes.

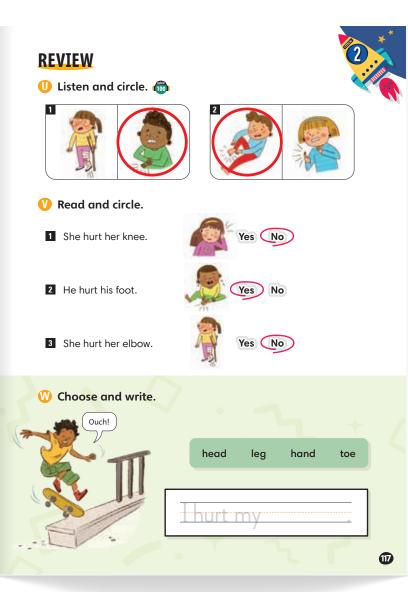
S Present to your classmates.

Ask students to present their stories to their classmates. Encourage them to choose a classmate and role-play the conversation in the story. Continue with other students.

Complete the chart. What body part did your classmates draw?

Ask the students to choose two classmates and write their names in the box. Have them look at their classmates' stories and write the body parts described in their stories.

ACTIVITY 2	
Oraw your own story.	
Ouch!	
 Present to your classmates Complete the chart. What draw? 	
Classmates	Body Parts



REVIEW • PAGE 117

REVIEW WARM-UP



Ask students if they remember the new words and dialogues from the lesson. Tell students to review the Vocabulary and Language sections of the lesson.

U Listen and circle. 🍈

Listen to the audio and ask students to circle the pictures according to the audio.

Audio Script

- 1. Girl: Are you OK? Boy: No, I'm not. I hurt my hand.
- 2. Girl: Are you OK?
 Boy: No, I'm not. I hurt my toe.

🚺 Read and circle.

Ask students to read the sentences and look at the pictures. Then, ask students to circle "Yes" if the sentence is true or "No" if the sentence is false.

Choose and write.

Have students choose a word from the word box. Let them know that there is no specific correct answer. Have students trace and complete the sentence.

What Shape Is It? 🔸

Lesson Objective Students will be able to identify some basic shapes.

Grammar Focus

• Articles: a. an

WARM-UP • PAGE 118

WARM-UP ACTIVITY

Discover the picture with the students and ask questions.

- Who is he/she? - He/She is a(n) magician/artist.
- What is he/she doing? - He is doing magic. / She is painting.
- What shape is it?
 - It's a square/heart/star/circle/triangle.

Story Notes

Tell the class a story about the picture.

The characters are playing in the garden. There is a magician. He does magic. There is a painter. She paints a picture. Rachel and Jeff watch the magician. Katie watches the painter. Rachel asks, "What shape is it?" Jeff says, "It's a circle." Amy has a heart-shaped balloon. Eric's balloon is star-shaped.

Listen and repeat. (101)



Listen to the audio and ask students to repeat it. Practice the language pattern with your class.

Audio Script Rachel: What shape is it? Jeff: It's a circle.



Listen and circle the speakers. B

Listen to the audio. Ask students to circle the speakers. Listen again and repeat.

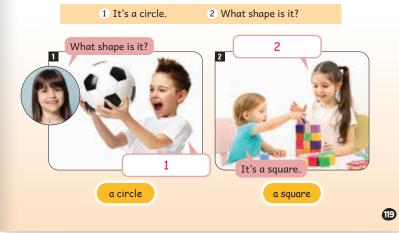
Audio Script

Rachel: Look! Jeff! He's a magician. He has a hat. What shape is it? Jeff: It's a circle. Eric: I can see a tree. What shape is it? It's a triangle! Amy:



LANGUAGE

🕕 Listen and number. Ask and answer. 🚳

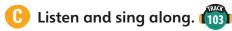


SONG • PAGE 119

SONG WARM-UP

Discover the picture with the students and ask questions.

- What shapes can you see?
 - I see a circle/rectangle/triangle/square.
- How many ovals are in the picture?
 One oval!
- What shape is this?
 - It's a(n) <u> </u>.



Listen to the song. Ask students to sing along. The downloadable audio is available on the website, or you can scan the QR for online audio. Lyrics are provided at the back of the book.

Audio Script

What Shape Is It? What shape is it, shape is it, shape is it? What shape is it? It's a square. What shape is it, shape is it, shape is it? What shape is it? It's an oval.

LANGUAGE • PAGE 119

LANGUAGE WARM-UP

Discover the pictures with the students.

- What is this?
 - It's a ball.
- What color is it?
 - It's ___.

Listen and number. Ask and answer. 1001

Read the given sentences in the box. Have students listen to the audio and role-play. Put students in pairs. Have student A ask and student B answer. Change their roles.

Audio Script

- Girl: What shape is it?
 Boy: It's a circle.
- 2. Girl 1: What shape is it? Girl 2: It's a square.

Grammar Point

Show students that **a** goes with consonant sounds and **an** goes with vowel sounds.

Grammar Reference

- Although u is a vowel, words beginning with u often have a y sound. In this case, a is used.
 - **Example:** a unicorn, an umbrella
- H is sometimes silent when it begins a word. In this case, an is used.
 Example: an hour

VOCABULARY • PAGE 120

VOCABULARY WARM-UP

Discover the pictures with the students and ask questions.

- What is this?
 - It's a triangle/square/circle.
- What color is this?
 - It's _____.



Listen to the audio and number the pictures.

Audio Script

- 1. Magician. He's a magician.
- 2. Circle. It is a circle.
- 3. Teacher. She's a teacher.
- 4. Triangle. It is a triangle.
- 5. Square. It is a square.
- 6. Artist. She's an artist.

Find pictures of the words above on page 118 and circle.

Ask students to turn to page 118. Read the vocabulary words and have students circle the pictures. Call on students and have them say complete sentences using the words.



Listen to the audio and ask students to circle the pictures of the words they hear.

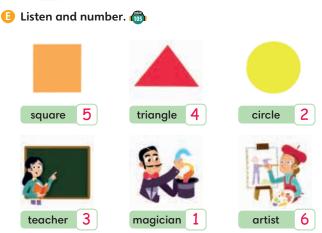
Audio Script

- 1. Triangle. Triangle.
- 2. Teacher. Teacher.
- 3. Magician. Magician.
- 4. Square. Square.

VOCABULARY EXTENSION ACTIVITY

Have everyone look out of the window and say the shapes they can see. If there is no window, they can look at a picture of scenery.

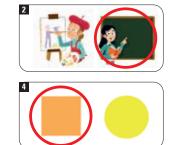
VOCABULARY



Find pictures of the words above on page 118 and circle.

🕒 Listen and circle. 📸







LISTENING

🕕 Listen and number. 🚳

It's a triangle
 What shape is it

a circle
 What shape



2 What shape is his ? It's a (circle / triangle) square).

(2)

LISTENING • PAGE 121

LISTENING WARM-UP

- 1. Practice the patterns in the dialogue orally with the books closed.
- 2. Open the book and discover the dialogue with the students. Act as if you are not sure what is written and see if the students can teach you. Hint and help when they find something difficult.

Story Notes

Tell the class a story about the pictures. The man is a magician.

He has a hat.

The hat is like a circle. The man does magic. He says the magic word, "Abracadabra!" The hat is like a triangle!

\rm 🕑 Listen and number. 👘

Listen to the audio and read along. Ask students to number the missing parts of the dialogue.

Audio Script

Magician:What shape is it?Jeff & Eric:It's a circle!Magician:Abracadabra!Magician:What shape is it?Jeff & Eric:It's a triangle!

Circle.

Have the students read the questions. Have them circle the correct words to complete the sentences.

LISTENING EXTENSION ACTIVITY

- 1. Ask questions about the picture.
 - What can you see?
 - I can see ___.
 - Who is he?
 - He's a magician.
 - What shape is this?
 - It's a circle/star/triangle.
- 2. Fold a piece of paper into a square/ triangle/star . . . and ask the students"What shape is it?" The students do the same in pairs or in front of the class.

Language Notes

Abracadabra! is what a magician often says when doing a magic trick.

SPEAKING • PAGE 122

SPEAKING WARM-UP

Discover the picture with the students and ask questions.

- Who is she?
 - She's a teacher.
- What shape is it?
 - It's a(n) triangle/circle/oval.
- What color are his/her pants?
 They're blue/green/black.

🕕 Look and say.

Look at the picture and ask students to fill in the blanks. Use the guide to help solve the activity. Ask students to practice in pairs.

🚺 Picture prompts. 🔞

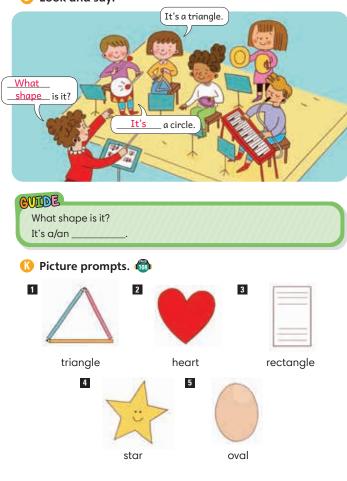
Prompt the students to ask and answer the questions about each picture in turn. Encourage them to practice without your help. Finally, play the audio recording.

Audio Script

- 1. Boy: What shape is it? Girl: It's a triangle.
- Girl: What shape is it? Boy: It's a heart.
- Boy: What shape is it? Girl: It's a rectangle.
- Girl: What shape is it? Boy: It's a star.
- 5. Boy: What shape is it? Girl: It's an oval.

SPEAKING

U Look and say.



SPEAKING EXTENSION ACTIVITY

Ask about the shapes of different objects in the classroom now that students have more vocabulary.

- What shape is it?
 - It's a(n) ___.

- Where is a heart?
 - Here! (pointing to a heart in the classroom).

<section-header><section-header><section-header><image>



READING • PAGE 123

READING WARM-UP

Discover the pictures with the students and ask questions.

- What can you see?
 - I can see ___.
- What color is this?
 - It's ___.
- What shape is this?
 - It's a/an ___.

Read and answer the questions.

Read the story as a group. Then, ask students to read and answer the questions. Check to see if they are correct.

M Circle the pictures of the words used in the reading.

Look at the pictures. Elicit the words from the students. Ask the students if the matching words are in the reading. If they are, have students circle the corresponding pictures.

🚺 Read and circle.

123

Ask students to read the sentences and look at the picture. Then, ask students to circle "Yes" if the sentence is true or "No" if the sentence is false.

READING EXTENSION ACTIVITY

Take a few minutes to teach students how to draw a dog. Draw a big dog face on the board while students draw in their notebooks. Use a step-by-step method and ask students about the shapes as you draw them.

WRITING • PAGE 124

WRITING WARM-UP

Put shapes and flash cards on the board. Invite students to go to the board and write the names of the shapes. Correct the mistakes if there are any.

🕕 Trace and number (1-4).

Then, ask students to read the questions and trace the words. Have them number the body parts of the bee with the matching words. Check students' progress and then read the sentences aloud.

🕑 Trace and match.

Ask students to trace the words. Then, match the sentences to the correct pictures. Check students' progress and then read the sentences aloud.

WRITING EXTENSION ACTIVITY

Have students write three sentences in their notebooks about their things.

Example:

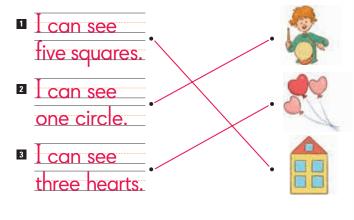
- 1. My ruler is a rectangle.
- 2. My ball is a circle.
- 3. My pencil case is an oval.

WRITING

🕕 Trace and number (1-4).

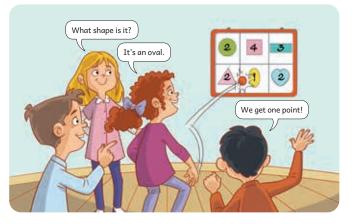
- What shape is it? It's a triangle.
 What shape is it? It's a circle.
- What shape is it?
 It's a rectangle.
- What shape is it?
 It's a Square

🕑 Trace and match.



ACTIVITY 1

Play. Throw the ball at the shapes.



B How many are there? Count the highlighted hidden shapes.



ACTIVITY 1 • PAGE 125

ACTIVITY 1 WARM-UP

Show shapes flash cards in random order and ask the students to identify the shapes on the flash cards.

Materials

ball (If you don't have a ball, you can toss something soft that won't damage the wall.)

Play. Throw the ball at the shapes.

Preparation:

- Draw a grid on the board with a different shape in each space. Put points in each space.
- 2. Divide the students into teams.
- 3. Select a player from one of the teams to stand and toss the ball at the board.
- 4. If the player can identify the shape, his/her team gets points.
 - All: What shape is it?
 - S1: It's an oval.

125

- S2: We get one point!
- 5. The team with the most points wins.
- 6. For an additional challenge, show the student a flash card of a shape before he/she throws the ball. If the student hits that shape, he/she gets twice the points written in the space.

How many are there? Count the highlighted hidden shapes.

Ask students to find and count the hidden shapes. Then, write the total number of each shape in the boxes provided.

ACTIVITY 2 • PAGE 126

Materials

crayons, markers, or colored pencils

S Draw and color a robot. Use the shapes you need.

Students should draw a robot using the geometric shapes they want on the blank page. Then, they should color the shapes by looking at the given shapes' colors.

Write about your robot.

Have students write sentences about their robot using the given words. Circulate and check their progress. They should choose the articles a/an carefully as they write.

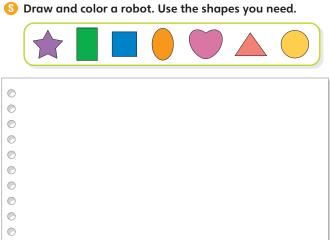
Present to your classmates. П

Invite the students to present their robots to their classmates.

Example:

This is my robot. The head is a circle/square/rectangle. The arm is an oval.

ACTIVITY 2



🕕 Write about your robot.

circle oval square rectangle triangle star heart

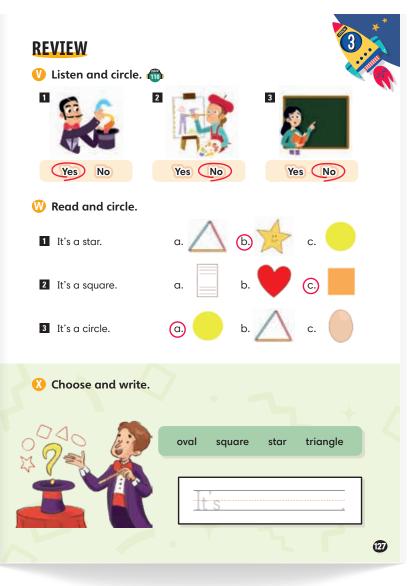
This is my robot.

126



The arm is a/an _

Present to your classmates.



REVIEW • PAGE 127

REVIEW WARM-UP

Ask students if they remember the new words and dialogues from the lesson. Tell students to review the Vocabulary and Language sections of the lesson.

🚺 Listen and circle. ዀ

Ask students to listen to the audio and circle "Yes" if the picture matches the audio or "No" if the picture does not match the audio.

Audio Script

- 1. He's a magician.
- 2. She's a teacher.
- 3. She's an artist.

W Read and circle.

Ask students to read the sentences and look at the pictures. Then, ask students to circle the correct pictures.

🔀 Choose and write.

Have students choose a word from the word box. Let them know that there is no specific correct answer. Have students trace and complete the sentence.





Lesson Objective

Students will become more familiar with how to express quantities and practice the names of some toys.

Grammar Focus

- Information question with how many
 - How many _____ are there?
 - There is/are _____.

WARM-UP • PAGE 128

WARM-UP ACTIVITY

Discover the picture with the students and ask questions.

- What is this?
 - It's a toy car / plane / skates / teddy bear.
- What color is this? - It is blue/red/pink.
- What shapes can you see?
 - I can see a(n) circle/square/oval.

Story Notes

Tell the class a story about the picture. The characters are in the toy store.

There are colorful toys in the toy store. The characters are looking around and playing with the toys.

Katie asks, "How many skates are there?" Eric says, "There are six skates."

There are six skates and three toy cars in the toy store.

Listen and repeat. (

Listen to the audio and ask students to repeat it. Practice the language pattern with your class.

Audio Script

Katie: How many skates are there? **Eric:** There are six skates.



Listen and circle the speakers. (112) B

Listen to the audio. Ask students to circle the speakers. Listen again and repeat.

Audio Script

Eric: Look! How many toy houses are there? Katie: There is one toy house.

- Eric: Katie! Look at the skates.
- Katie: How many skates are there?
- **Eric:** There are six skates.



LANGUAGE

🕕 Listen and number. Ask and answer. 🍘

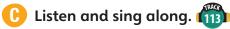


SONG • PAGE 129

SONG WARM-UP

Discover the picture with the students and ask questions.

- What toys can you see?
 - I see puzzles / puppets / toy cars / toy trains.
- How many teddy bears / toy trains are there?
 There is one teddy bear. / There are five toy trains.
- What color are the puzzle boxes?
 - They are red.



Listen to the song. Ask students to sing along. The downloadable audio is available on the website, or you can scan the QR for online audio. Lyrics are provided at the back of the book.

Audio Script

How Many Are There? How many puppets are there? There are three, three puppets! How many puppets are there? There are three. There are three. There are three puppets. How many puzzles are there? There are eight, eight puzzles! How many puzzles are there? There are eight. There are eight. There are eight puzzles.

LANGUAGE • PAGE 129

LANGUAGE WARM-UP

Discover the pictures with the students.

- What is this?
 - It's a(n) car/airplane.
- How many toy airplanes are there?
 - One, two, . . . , four! Four toy airplanes!

Listen and number. Ask and answer.

Read the given sentences in the box. Have students listen to the audio and role-play. Put students in pairs. Have student A ask and student B answer. Change their roles.

Audio Script

- 1. Girl: How many toy cars are there? Boy: There is one toy car.
- 2 Girl: How many toy airplanes are there?
 - **Boy:** There are four toy airplanes.

Grammar Point

Remind students about the conjugation of **be**. **Is** goes with one object, and **are** goes with two or more objects.

VOCABULARY • PAGE 130

VOCABULARY WARM-UP

Discover the pictures with the students and ask questions.

- What is this?
 - It's a bus/boat/house.
- What shape is this?
 - It's a(n) ___.



Listen to the audio and number the pictures.

Audio Script

- 1. Car. It's a car.
- 2. Boat. It's a boat.
- 3. House. It's a house.
- 4. Skates. They are skates.
- 5. Bus. It's a bus.
- 6. Airplane. It's an airplane.

Find pictures of the words above on page 128 and circle.

Ask students to turn to page 128. Read the vocabulary words and have students circle the pictures. Call on students and have them say complete sentences using the words.

🕒 Listen and circle. 쮑

Listen to the audio and ask students to circle the pictures of the words they hear.

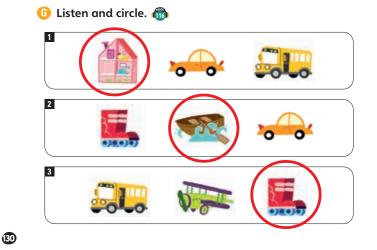
Audio Script

- 1. House. House.
- 2. Boat. Boat.
- 3. Skates. Skates.

VOCABULARY



Find pictures of the words above on page 128 and circle.



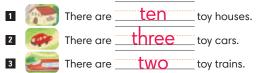
LISTENING

🕕 Listen and number. 🚳



2 There are ten toy houses4 are there





LISTENING • PAGE 131

LISTENING WARM-UP

- 1. Practice the patterns in the dialogue orally with the books closed.
- 2. Open the book and discover the dialogue with the students. Act as if you are not sure what is written and see if the students can teach you. Hint and help when they find something difficult.

Story Notes

Tell the class a story about the pictures. Max and Amy see a toy train. They see a toy town. There are many houses in the town. Max and Amy count the houses. They count one, two, three, . . . They count one, two, three, . . . They count four, five, six, . . . They count seven, eight, nine, . . . They count ten! There are ten toy houses in the toy town.

🕕 Listen and number. 🍈

Listen to the audio and read along. Ask students to number the missing parts of the dialogue.

Audio Script

B

Max: Look! There are two toy trains.
Amy: How many toy houses are there?
Max: I don't know. Let's count.
Amy: OK.
Amy & Max: One, two, three, four, five, six, seven, eight, nine.
Max: Ten! There are ten toy houses.

🚺 Look, count, and write.

Show the picture and ask students to look carefully. Have the students count the given objects and write the numbers in the blanks.

LISTENING EXTENSION ACTIVITY

Ask questions about the picture.

- What can you see?
 - I can see ___.
- What color is this?
 - It's ___.
- How many toy cars / toy houses are there?
 - There are ___.

SPEAKING • PAGE 132

SPEAKING WARM-UP

Discover the picture with the students and ask questions.

- How many toy trains are there?
 There are four toy trains.
- What color are the toy cars? - They are red.
- What shape is this?
 - It's a(n) <u> </u>.

🕕 Look and say.

Look at the picture and ask students to fill in the blanks. Use the guide to help solve the activity. Ask students to practice in pairs.

🚺 Picture prompts. 쮑

Prompt the students to ask and answer the questions about each picture in turn. Encourage them to practice without your help. Finally, play the audio recording.

Audio Script

- Boy: How many toy boats are there? Girl: There are eight toy boats.
- 2. Girl: How many skates are there? Boy: There are six skates.
- 3. Boy: How many puppets are there? Girl: There are three puppets.
- 4. Girl: How many stickers are there? Boy: There are seven stickers.
- 5. Boy: How many puzzles are there? Girl: There are four puzzles.

SPEAKING EXTENSION ACTIVITY

The students ask each other questions based on the target language.

- How many cats are there in your house?
 - There is/are ___.

SPEAKING

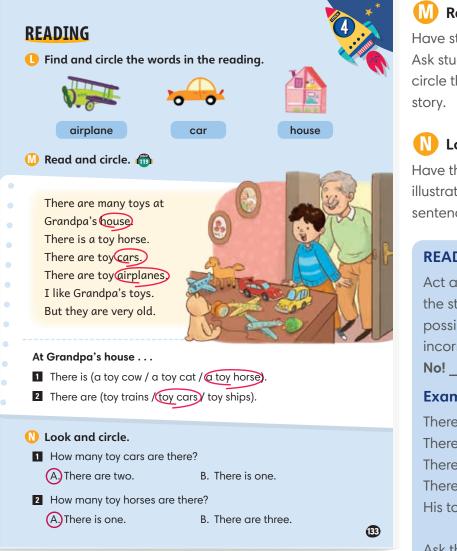
🕕 Look and say.



Language Notes

B2

There are six skates. We might want to say that there are three pairs of in-line skates, but students have not learned this yet.



READING • PAGE 133

READING WARM-UP

Discover the pictures with the students and ask questions.

- How many toys are there? - There are nine toys.
- What toys can you see?
 - I see a teddy bear / toy horse / toy car.
- Who is he?
 - He's a grandpa.

Find and circle the words in the reading.

Look at the pictures and words. Ask students to find the words in the reading \mathbf{M} and circle them.

🚺 Read and circle. 👘

Have students read the story.

Ask students to read the questions and circle the correct answers according to the

Look and circle.

Have the students look at the reading text's illustration. Have them circle the correct sentences to answer the questions.

READING EXTENSION ACTIVITY

Act as if you have forgotten the text and get the students to correct your sentences. If possible, get them to say loudly after each incorrect sentence:

No! !

Example:

There are no toys at Grandpa's house. There is a toy elephant. There are toy buses. There are toy helicopters. His toys are new.

Ask the students to close their books. See if they can remember the text and say it aloud together.

Language Notes

Names of relationships are only capitalized when they are part of or a substitute for someone's name.

Example:

- 1. I like Grandpa's toys.
- 2. I like my grandpa's toys.
- 3. I like Grandpa Joe's toys.

WRITING • PAGE 134

Trace and write.

Ask students to trace and write the words. Check students' progress and then read the sentences aloud.

P Trace and match.

Ask students to trace the words. Then, match the sentences to the correct pictures. Check students' progress and then read the sentences aloud.

WRITING EXTENSION ACTIVITY

Write a number and the name of a toy on the board but write the letters randomly. Students unscramble the words and write a question and answer in their notebooks. They can also draw a picture to illustrate the number of objects.

Example:

- 1. s/v/n/e/e p/e/l/z/s/z/u (seven puzzles)
 - How many puzzles are there?
 - There are seven puzzles.

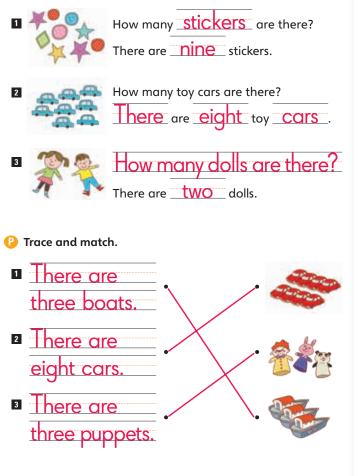
2.t/n/e y/t/o h/s/s/o/e/u (ten toy houses)

- How many toy houses are there?
 - There are ten toy houses.

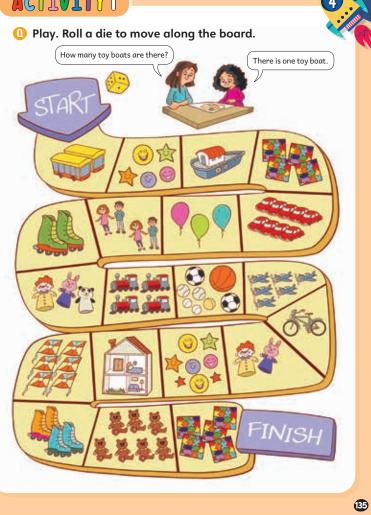
WRITING

134

Trace and write.



ACTIVITY 1



ACTIVITY 1 • PAGE 135

Materials

six-sided dice

Play. Roll a die to move along 0 the board.

Preparation:

- 1. Divide the class into pairs.
- 2. Give each set of partners a die.
- 3. Have students place a small object (an eraser, a game piece, or a small piece of paper) on START.
- 4. Students take turns rolling the die and moving along the board.
- 5. Students follow the sample dialogue at each space on the board.

S1: Toy boats!

S2: How many toy boats are there?

S1: There is one toy boat.

- 6. If a student doesn't know the answer or makes a mistake, he/she cannot advance along the board.
- 7. The first student to reach FINISH wins.

Picture Notes

- 1. There are two toy buses.
- 2. There are five stickers.
- 3. There is one toy boat.
- 4. There are four puzzles.
- 5. There are nine toy cars.
- 6. There are three balloons.
- 7. There are four dolls.
- 8. There are two skates.
- 9. There are three puppets.
- 10. There are four toy trains.
- 11. There are eight balls.
- 12. There are six toy airplanes.
- 13. There is one bike/bicycle.
- 14. There are two puppets.
- 15. There are eight stickers.
- 16. There is one toy house.
- 17. There are six kites.
- 18. There are four skates.
- 19. There are seven teddy bears.
- 20. There are five puzzles.

ACTIVITY 2 • PAGE 136

Materials

crayons, markers, or colored pencils

Choose three toys and draw as many as you want.

Students should choose three toys among the given toy pictures and draw their pictures on the blank page.

S Write about your toys.

Have students show their drawings to their classmates and present the objects with their names. Make them show each image and say "It's a toy car," etc.

Complete the chart. How many toys did your classmates draw?

Ask students to choose two classmates and write their names on the chart. Have them look at the drawings of the chosen classmates and count the toys in the pictures. Have them write numbers they found under the correct words.

ACTIVITY 2

136

Choose three toys and draw as many as you want.

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		-					
1	There i	is/are _					
1	There i There i	-					
		-					
2	There	is/are _					
2	There	is/are _					
2 3) (There i	is/are _					lassm
2 3) (There i	is/are _	hart. How	/ many	toys dia	l your c	

REVIEW

🕕 Listen, count, and circle. 🚳



🕐 Read, count, and circle.



REVIEW • PAGE 137

REVIEW WARM-UP



Ask students if they remember the new words and dialogues from the lesson. Tell students to review the Vocabulary and Language section of the lesson.

U Listen, count, and circle. 👘

Ask students to count the objects on each picture. Have them circle the pictures according to the audio.

Audio Script

- 1. Girl: How many skates are there? Boy: There are six skates.
- 2. Girl: How many boats are there? Boy: There is one boat.
- 3. Boy: How many stickers are there? Girl: There are six stickers.

🕐 Read, count, and circle.

Ask students to read the sentences and look at the pictures. Then, ask students to circle the pictures with the correct number of toys.

W Choose, count, and write.

Have students choose a word from the word box. Let them know that there is no specific correct answer. Have students trace and complete the sentence.

