



# ENGLISH CHEST

Liana Robinson



Series Editor  
**David Paul**



## **ENGLISH CHEST 1 TEACHER'S BOOK**

Liana Robinson

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# ★ Syllabus ★

	Lesson	Lesson Objective	Grammar Focus
<b>Unit 1</b> <b>In the Neighborhood</b>	1	Students will learn the names of the main characters in the series and the names of their classmates.	<ul style="list-style-type: none"> <li>Information question with <b>what</b></li> </ul>
	2	Students will begin to identify family members.	<ul style="list-style-type: none"> <li>Subject pronouns: he, she</li> <li>Information question with <b>who</b></li> </ul>
	3	Students will be able to identify the different times of day (morning, evening, afternoon, night).	<ul style="list-style-type: none"> <li>Time of day greetings</li> </ul>
	4	Students will identify a few singular objects.	<ul style="list-style-type: none"> <li>Singular nouns</li> <li>Information question with <b>what</b></li> </ul>
<b>Unit 2</b> <b>At School</b>	1	Students will become familiar with some classroom objects and practice counting.	<ul style="list-style-type: none"> <li>Plural nouns</li> <li>Information question with <b>how many</b></li> </ul>
	2	Students will become familiar with more classroom objects and colors.	<ul style="list-style-type: none"> <li>Possessive adjectives: your, my</li> </ul>
	3	Students will extend their knowledge of plurals and numbers.	<ul style="list-style-type: none"> <li>Information question with <b>how old</b></li> <li>Be-verb: is, are</li> </ul>
	4	Students will learn how to describe how they feel (hungry, hot . . . ).	<ul style="list-style-type: none"> <li>Adjectives: hungry, thirsty . . .</li> <li>Be-verb: is, are</li> </ul>
<b>Unit 3</b> <b>At the Toy Store</b>	1	Students will become more familiar with some clothing, body parts, and colors.	<ul style="list-style-type: none"> <li>Possessive adjectives: his, her</li> <li>Verb: have (has)</li> </ul>
	2	Students will become more familiar with how to talk about body parts and talk to a doctor about things that are wrong with them.	<ul style="list-style-type: none"> <li>Statements: <i>I hurt my</i> __.</li> </ul>
	3	Students will be able to identify some basic shapes.	<ul style="list-style-type: none"> <li>Articles: a, an</li> </ul>
	4	Students will become more familiar with how to express quantities and practice the names of some toys.	<ul style="list-style-type: none"> <li>Information question with <b>how many</b></li> </ul>

Sentence Patterns	Functions	Vocabulary
<ul style="list-style-type: none"> <li>Hi! / Hello!</li> <li>What's your name? - I'm <u>Amy</u>.</li> <li>- My name is <u>Eric</u>.</li> </ul>	<ul style="list-style-type: none"> <li>Greetings</li> <li>Names</li> </ul>	doll, ball, train, Katie, Amy, Rachel, Eric, Max, Jeff, girl, boy
<ul style="list-style-type: none"> <li>Who is <u>he</u>? - <u>He's</u> my <u>dad</u>.</li> </ul>	<ul style="list-style-type: none"> <li>Family members</li> <li>Asking about people</li> <li>Identifying people</li> </ul>	dad, mom, grandma, grandpa, brother, sister, cake, balloon, present
<ul style="list-style-type: none"> <li>Good <u>morning</u>!</li> <li>It is <u>day</u>.</li> </ul>	<ul style="list-style-type: none"> <li>Greetings</li> <li>Times of day</li> </ul>	morning, afternoon, evening, night, day, good-bye, sun, moon, clouds, stars
<ul style="list-style-type: none"> <li>What is it? - It's a <u>kite</u>.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying objects</li> <li>Singular objects</li> </ul>	flower, tree, cat, bear, dog, kite, teddy bear, skateboard
<ul style="list-style-type: none"> <li>How many <u>chairs</u>?</li> <li>Let's count! - OK! One, two, . . . , <u>four</u>! <u>Four chairs</u>!</li> </ul>	<ul style="list-style-type: none"> <li>Cardinal numbers 1-5</li> <li>Plural objects</li> </ul>	one, two, three, four, five, desk, chair, door, umbrella, rain, pencil, book, ruler
<ul style="list-style-type: none"> <li>What color is <u>your pen</u>? - It's <u>black</u>.</li> <li>- <u>My pen</u> is <u>orange</u>.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom objects</li> <li>Making comparisons</li> <li>Colors</li> </ul>	rainbow, crayon, pen, backpack, paper, eraser, notebook, pencil case, paintbrush, marker, red, orange, yellow, green, blue, black
<ul style="list-style-type: none"> <li>How old are you? - I'm <u>eight</u> years old.</li> <li>How old is <u>he</u>? - <u>He's</u> <u>six</u> years old.</li> </ul>	<ul style="list-style-type: none"> <li>Cardinal numbers 6-10</li> <li>Asking age</li> <li>Telling age</li> </ul>	six, seven, eight, nine, ten, slide, swing, see-saw, toy
<ul style="list-style-type: none"> <li>Are you <u>hungry</u>? - Yes, I am. / No, I'm not.</li> <li>Is <u>he</u> thirsty? - Yes, <u>he</u> is. / No, <u>he</u> isn't.</li> </ul>	<ul style="list-style-type: none"> <li>Asking about state of being</li> <li>Identifying state of being</li> </ul>	hot, cold, thirsty, hungry, sleepy, apple, milk, banana, orange juice, melon
<ul style="list-style-type: none"> <li>What color is <u>his hair</u>? - <u>He</u> has <u>dark brown hair</u>.</li> <li>What color are <u>her eyes</u>? - <u>She</u> has <u>light blue eyes</u>.</li> </ul>	<ul style="list-style-type: none"> <li>Body parts</li> <li>Clothing</li> <li>Colors</li> </ul>	shirt, socks, pants, shoes, hat, shorts, eyes, nose, hair, teeth, light, dark, white, purple, pink, brown, gray
<ul style="list-style-type: none"> <li>Are you OK? - Yes, I am.</li> <li>- No, I'm not. I hurt my <u>knee</u>.</li> </ul>	<ul style="list-style-type: none"> <li>Body parts</li> <li>Expressing pain</li> </ul>	doctor, nurse, arm, hand, leg, foot, head, knee, elbow, toe, finger
<ul style="list-style-type: none"> <li>What shape is it? - It's a <u>circle</u>.</li> <li>- It's an <u>oval</u>.</li> </ul>	<ul style="list-style-type: none"> <li>Shapes</li> </ul>	teacher, magician, artist, oval, circle, triangle, heart, square, rectangle, star
<ul style="list-style-type: none"> <li>How many <u>toy cars</u> are there? - There is one <u>toy car</u>.</li> <li>- There are <u>four toy cars</u>.</li> </ul>	<ul style="list-style-type: none"> <li>Toys</li> <li>Asking the number of objects</li> <li>Identifying the number of objects</li> </ul>	bus, boat, skates, house, car, airplane, puzzle, sticker, puppet

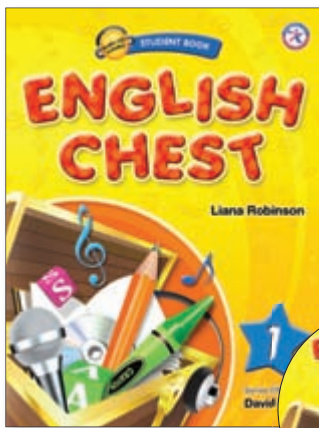
# ★ Series Components ★

*English Chest* 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 *English Chest* moves students through thematically structured units focusing on basic vocabulary study, listening practice, speaking and pronunciation, reading, writing, games, and songs.

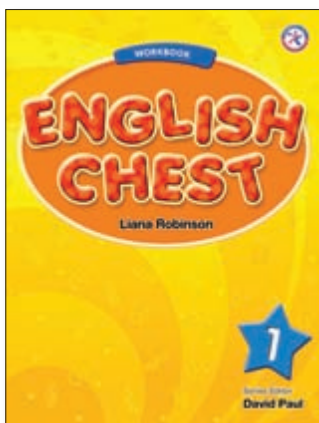
## For the Student

### Student Book with Audio CD



The Student Book serves as the core component of the *English Chest* 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.

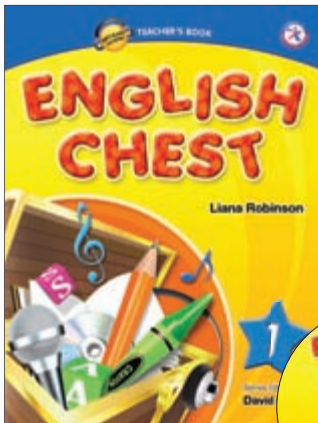
### Workbook



The Workbook parallels the structure of the Student Book, providing additional practice and reinforcement of each lesson's language targets. Four 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 with Teacher's Resource CD-ROM










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.



### Components of Teacher's Resource CD-ROM

The Teacher's Resource CD-ROM includes a wealth of supplemental materials for the *English Chest* series. On the CD-ROM, teachers will find MP3 audio files including all the audio tracks from the Student Book along with additional tracks to accompany the tests with can be used as Lesson, Unit, or Final tests. The CD-ROM also includes printable files for a placement test, 12 lesson review tests, 3 unit review tests, a final level test, and 12 supplemental vocabulary tests. Additional files on the CD-ROM provide printable flashcards, word lists, and song lyrics. A complete answer key for the Workbook and a PowerPoint walkthrough of a unit from the Student Book can also be found on the CD-ROM.

MP3	Tests	Flashcards	Word Lists	Songs & Lyrics	Workbook AK	PowerPoint
 <ul style="list-style-type: none"> <li>• Student Book</li> <li>• Tests</li> <li>• Songs</li> </ul>	 <ul style="list-style-type: none"> <li>• Placement</li> <li>• Lesson Review</li> <li>• Unit Review</li> <li>• Final</li> <li>• Vocabulary</li> </ul>	 <ul style="list-style-type: none"> <li>• Picture Cards</li> <li>• Listening Chest Worksheets</li> </ul>		 <ul style="list-style-type: none"> <li>• 12 songs</li> <li>• Lyrics</li> </ul>		

# ★ How to Use This Book ★

## English Chest Characters



**Amy** is fun and outgoing. She is a girly-girl who 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 easy-going. He enjoys science, photography, and taekwondo. Some of his family lives in China!



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



**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.



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



**Ms. Monster** appears in various personalization activities. She asks students questions about themselves.



**Mr. Kitty** appears in the **Listening Chest**. He helps draw attention to important parts in conversations.



These icons appear before most of the exercises. They signal the different types of activities to students.



These children represent the students themselves. They appear in the **Language Chest**, and they introduce part of the target language of each unit.



# About the Student Book

## The Word Chest

introduces key vocabulary. Look curiously at the pictures as if you are discovering them with the students. See if the students can help you by identifying any of the words, and then help them discover the words they do not know. The students listen to the audio recording and number the pictures accordingly. The recording presents the words in complete sentences.



## The Language Chest

introduces target patterns. First practice these patterns orally with the books closed. Then open the books and help the students discover what the children are saying.

The grammar boxes help both you and the students identify key grammatical points. It is important not to explain or analyze the grammar. Let the students acquire it through trial and error as they work through the unit.

## The Listening Chest

features the main characters. The target language is used in a real-life situation. The students first practice the dialog orally with books closed, then listen to the dialog, and finally open the books and read it. The target language is highlighted in blue text.



The follow-up activity is a comprehension checking exercise. The format varies from unit to unit.

The **Talk Chest** presents the target language together with the key vocabulary. The students look at the picture and talk about it - such as by identifying the things and children in the picture. They then try to work out what the children are saying.

**TALK CHEST**

**E. Look and say.**

What's your name?  
I'm Holly.  
I'm Ben.

**Guide:**  
What's your name?  
My name is \_\_\_\_\_ / I am [m].

**F. Picture prompts. Check 1.**

1. Max / Eric

2. Jeff / Amy

3. Katie / Rachel

The Guide focuses on key patterns. The students look at the guide and either use it to talk about themselves or pretend they are a puppet or toy animal and imagine what the puppet/animal would say.

The picture prompts focus on key patterns. The students first look at the picture and try to work out what to say. They then listen to the audio recording while looking at the pictures.

The **Reading Chest** recycles some of the key vocabulary and/or target patterns. The students try to read the text. They can also talk or write about themselves or the world around them using the patterns in the text.

**READING CHEST**

**G. Read and circle.**

Boat! Boat!  
My name is Tony.  
I'm a train.  
I have toys!  
I have dolls!  
I have balls!  
Boat! Boat! Dolls!  
Boat! Boat! Balls!

1. Tony is a train / doll.  
2. The train has (dolls and balls / girls and boys).

**WRITING CHEST**

**H. Match and trace.**

1. My name is Bob.  
I'm a boy.

2. My name is Ann.  
I'm a train.

3. My name is Dolly.  
I'm a doll.

The follow-up activity is a comprehension checking exercise. The format varies from unit to unit.

The **Writing Chest** is a simple writing activity that helps consolidate the target patterns.

The **Activity Chest** is a classroom game or board game. It is a fun way for the students to practice and consolidate the patterns and vocabulary introduced in the unit. The activities can be used in a variety of classrooms and do not require a lot of preparation.



A personalization activity accompanies the classroom games. This gives the students another opportunity to express themselves.

The **Song Chest** is a song set to a familiar tune. Ending a unit with a song is a great way to help students retain the unit's language targets. We can introduce the song by playing the audio recording, getting the students to read the song before playing the recording, or simply by starting to sing it with the students.



Many of the songs can be altered to include the personal information of the students in the class. The students can also listen to the song again at home or in the car with their parents.

A special illustration accompanies each song. This makes the song more interesting and memorable for the students.

# Sample Lesson Plans

There are many ways that teachers can use lessons from *English Chest* 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

50 minutes per lesson / 10 hours total per level

	Activity	Time
Welcome/Roll Taking	Possible review of language taught in previous class session	5 min
Word Chest	Preview pictures and words, listen, and check	5 min
Language Chest	Oral practice as a whole class followed by pair work	5 min
Listening Chest	Preview story, listen, read aloud, complete follow-up activity	5 min
Talk Chest	Preview picture, pair work, and listening	5 min
Reading Chest	Preview picture, listen and read along, read aloud, complete comprehension questions	5 min
Writing Chest	Complete writing activity	5 min
Activity Chest	Explain game and play as a class	10 min
Song Chest	Preview picture, read lyrics, listen, sing along	5 min

## Half a Lesson per Class Meeting

90 minutes per lesson / 18 hours total per level

Lesson Part 1		
	Activity	Time
Welcome/Roll Taking	Possible review of language taught in previous class session	5 min
Word Chest	Preview pictures and words, listen, check, and extension	10 min
Language Chest	Oral practice as a whole class followed by pair work	5 min
Listening Chest	Preview story, listen, read aloud, complete follow-up activity, and extension	10 min
Talk Chest	Preview picture, pair work, listening, and extension	10 min
Wrap-up	Review of the day's language targets	5 min
Lesson Part 2		
	Activity	Time
Welcome/Roll Taking	Possible review of language taught in previous class session	5 min
Reading Chest	Preview picture, listen and read along, read aloud, complete comprehension questions	10 min
Writing Chest	Complete writing activity	5 min
Activity Chest	Explain game and play as a class	10 min
Song Chest	Preview picture, read lyrics, listen, sing along	5 min
Wrap-up	Review of the language targets from Part 1 and Part 2 of lesson	10 min

# 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 4 workbook pages for every 6 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. Confidence and fluidity are also important.



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

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 at the end of 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 for 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.







# In the Neighborhood

**Lesson 1** What Is Your Name?

**Lesson 2** Who Is He?

**Lesson 3** Good Morning!

**Lesson 4** What Is It?



## 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?*

## Word Chest 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.*

## Audio Scripts



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.

## Word Chest 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.

## Note

The sample questions are intended to be used with a lot of gestures and examples in order to be understood.

# Lesson 1

## What Is Your Name?



### WORD CHEST

Track 1

#### A. Listen and number.



Katie

4



Eric

1



Amy

6



doll

2



train

5



ball

3



### LANGUAGE CHEST

#### B. Ask and answer.

1.

What's your name?

2.

What's your name?



## Language Chest Warm-up

Discover the pictures with the students and ask questions as if you are not sure what the answers are. Point to or touch the page as you ask the questions.

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

## Grammar Point

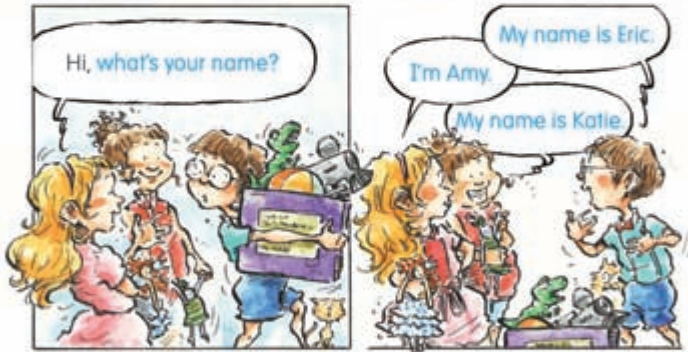
Show students that **what is** and **I am** can be shortened to **what's** and **I'm**.

## Language Chest Follow-up

Personalize the activity by asking the students their names.



C. Talk, listen, and read.



D. Trace and write your name.

1.



My name is  
Amy.

2.



My name is  
Katie.

3.



My name is

Note

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.

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. They talk to the boy. His name is Eric.

Teaching Tip

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

Extension Activity

- **Advanced classes:** Have students continue the story. Ask them to tell you what happens next.
- **Intermediate classes:** Have students role play the dialog.
- **Beginning classes:** Ask the class to brainstorm any words that they know related to the picture.

Listening Chest Warm-up

1. Practice the patterns in the dialog orally with the books closed.
2. Open the book and discover the dialog 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.

Listening Chest Extension Activity

Introduce the terms boy and girl. Show students the difference using the characters in the book. Then, draw pictures on the board. Have all of the boys stand up. Next, have all of the girls stand up. Continue to use the terms throughout the rest of the class time.

Listening Chest Follow-up

Go around the room and ask students their names again.

## Talk Chest 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.*

## Story Notes

**Tell the class a story about the picture.**

It is the first day of school.  
The students meet the teacher.  
The teacher meets the students.  
She says hello to the class.  
They say hello to her.  
She asks a student her name.  
Her name is Holly.  
She asks a student his name.  
His name is Ben.

## Activity for F. Picture Prompts

Prompt the students to ask and answer 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 then get the students to practice without your help if possible. Finally, play the audio recording.

## Audio Scripts

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.

## TALK CHEST

E. Look and say.



### Guide

What's your name?

My name is \_\_\_\_\_. / I am [I'm] \_\_\_\_\_.

F. Picture prompts. 

1.



Max / Eric

2.



Jeff / Amy

3.



Katie / Rachel

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## Talk Chest Follow-up

Ask students personal questions based on the target language.

- *What's your name?*  
- *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 CHEST

Track 4



### G. Read and circle.

Toot! Toot!  
 My name is Tony.  
 I'm a train.  
 I have toys!  
 I have dolls!  
 I have balls!  
 Toot! Toot! Dolls!  
 Toot! Toot! Balls!



1. Tony is a (train) / doll.
2. The train has (dolls and balls) / girls and boys.



## WRITING CHEST

### H. Match and trace.

1. My name is Bob.  
I'm a ball.
2. My name is Joe.  
I'm a train.
3. My name is Dolly.  
I'm a doll.



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## Reading Chest Follow-up

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 sentences:**

*Tony is a bus.*

*His name is Harry.*

*He is a girl.*

*He has books, bags, and monkeys.*

### Language Notes

**Toot!** is the sound a train horn makes.

## Writing Chest Follow-up

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.

## Reading Chest Warm-up

Discover the picture 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 doll.

## Reading Chest 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.

## Activity Chest Directions for I

### Materials

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



**Preparation:** Clear a space in the classroom to play.

1. 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.



### ACTIVITY CHEST

#### I. Play. Toss the ball.



#### J. Answer and draw yourself.



#### K. What are your classmates' names?

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### Directions for J

Students complete the drawing so that it looks like themselves. Then, they complete the sentence.

My name is \_\_\_.



L. Listen and sing along.

### 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 Chest 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.*

### Song Chest Extension Activity

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

### Story Notes

**Tell the class a story about the picture.**

They are playing soccer.  
One boy is new.  
They say hello to the new boy.  
They ask his name.  
His name is Max.  
One girl tells Max her name.  
Her name is Ann.

## Teacher's Notes

# Lesson 2

## Who Is He?

### Lesson Objective

Students will begin to identify family members.

### Grammar Focus

- Subject Pronouns: he, she
- Information question with **who**
  - *Who is \_\_\_?*

### Word Chest 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.*

### Audio Scripts



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

### Language Chest Warm-up

Discover the pictures with the students. Point to or touch the page as you ask questions.

- *Who is he? His dad?*
  - *No, he's a grandpa.*
- *Where's her mom? Point to her.*
  - *Here she is. (pointing to the lady with the red jacket)*

### Language Chest Follow-up

Draw a picture of your family on the board (you, mom, dad, and grandpa), or bring in a photograph. Then, point to one of your family members and have students ask the appropriate question together. Answer the question and have everyone repeat after you.

Ss: *Who's he?*

T: *He's my dad.*

All: *He's your dad.*



### WORD CHEST

Track 6

#### A. Listen and number.



dad

2



mom

5



grandpa

6



cake

1



balloon

4



present

3



### LANGUAGE CHEST

#### B. Ask and answer.

1.



2.



He's = He is | She's = She is | Who's = Who is

### Grammar Point

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





C. Talk, listen, and read.



D. Trace and draw.



Listening Chest Follow-up

1. Point to the photograph and ask 'Who is he?' Point to a child or somebody in a picture and ask 'Who is he/she?' The students then ask about other students or people/animals in pictures.
2. The students give each other small objects or pictures of animals and say:
  - S1: *This is for you.*
  - S2: *A present! Thank you!*
  - S1: *You're welcome.*
 Some pictures should be of things like spiders or crocodiles. The students still have to smile and say nicely 'A present! Thank you!'

Listening Chest Personalization

Ask students personal questions based on the dialog.

- *Do you love your mom/dad?*  
- *Yes, I do.*
- *Do you get gifts for your birthday?*  
- *Yes, I do. / No, I don't.*
- *Does your dad get gifts for his birthday?*  
- *Yes, he does. / No, he doesn't.*

Story Notes

**Tell the class a story about the picture.**

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.

Listening Chest Warm-up

1. Practice the patterns in the dialog orally with the books closed.
2. Open the book and discover the dialog 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.

Listening Chest 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 pretty 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.*

## Talk Chest 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.*

## Story Notes

**Tell the class a story about the picture.**

Do you have a picture of your family?  
Is the picture on your computer?  
Computer pictures are nice.  
You can show them to friends.  
Your friends can ask, "Who is he?  
Who is she?"  
You can tell your friends about your family.

## Activity for F. 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 if possible. Finally, play the audio recording.

## Audio Scripts



1. Boy: Who's he?  
Girl: He's my brother.
2. 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.



## TALK CHEST

E. Look and say.



## Guide

Who is (Who's) he/she? He/She is (He's/She's) my \_\_\_\_\_.

F. Picture prompts.

1.



brother

2.



mom

3.



dad

4.



grandpa

5.



grandma



## Talk Chest Follow-up

Use the family member flashcards 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.



## READING CHEST

Track 9



### G. Read and answer the questions.

It's my birthday.  
 I want a party!  
 I want a cake!  
 My sister wants balloons.  
 My dad wants balloons, too.  
 I don't want balloons!  
 BANG!  
 Oh, no!



1. What does she want?
2. What does her dad want?



## WRITING CHEST

### H. Match and trace.

1. She is my mom.  
Her name is Kay.
2. He is my brother.  
His name is Mike.
3. She is my grandma.  
Her name is Alice.



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## Reading Chest Follow-up

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 sentences:

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

## Writing Chest Follow-up

Ask questions about the additional people in the picture.

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

### Language Notes

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

## Reading Chest Warm-up

Discover the picture with the students and ask questions.

- What is this?  
- It's a cake/balloon/gift.
- Who is she? A boy?  
- No, she's a girl.

## Reading Chest Extension Activity

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.

## Activity Chest Directions

### Materials

crayons, markers,  
or colored pencils



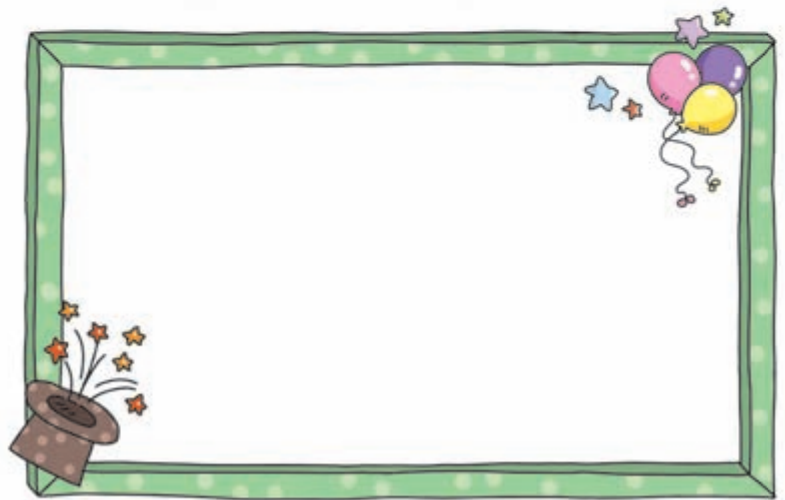
**Preparation:** Clear a space in the classroom to play.

1. Have students draw and color a picture of their family in the picture frame below.
2. Then, get everyone to 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.



### ACTIVITY CHEST

I. Draw your family. Talk about them.





## J. Listen and sing along.

## Who Are They?

Who is he?

He's my dad.

He's my dad.

He's my dad.

Who is he?

He's my dad.

Tra-la-la-la-la!

Who is she?

She's my mom.

She's my mom.

She's my mom.

Who is she?

She's my mom.

Tra-la-la-la-la!



## Song Chest 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.

## Song Chest Extension Activity

A student draws a picture of members of his/her family on a piece of paper and holds the paper up. Another student points to one of the pictures and all the other students sing 'Who is he/she?' The student who drew the picture sings 'He's/She's my (brother).' The whole class sings 'Tra-la-la-la!' Repeat with other students.

## Language Notes

*Tra-la-la-la-la!* doesn't have a specific significance in English. It is part of the melody.

## Story Notes

**Tell the class a story about the picture.**

Tell me about your family.  
What is your dad's name?  
What is your mom's name?  
Do you have a brother?  
What is his name?  
Do you have a sister?  
What is her name?

## Teacher's Notes

# Lesson 3

## 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 \_\_\_!

### Word Chest Warm-up

Discover the pictures with the students and ask questions.

- *What is it?*  
- *It's a sun/moon.*
- *What are they?*  
- *They are stars/clouds.*

### Audio Scripts

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.

### Word Chest 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.



### WORD CHEST

Track 11

#### A. Listen and number.



morning 4



night 1



sun 5



clouds 2



stars 6



moon 3



### LANGUAGE CHEST

#### B. Read and say.

##### 1. Good morning!



##### 2. Good night!



### Language Chest Follow-up

Practice saying the two different greetings a few times. Then, draw a picture of the moon and stars on the board. Turn off the lights in the classroom and have everyone say, "Good night!" before they pretend to fall asleep. Change the drawing on the board to a sun and some clouds. Then, turn on the lights and have everyone wake up and say, "Good morning!"



## LISTENING CHEST

Track 12



C. Talk, listen, and read.



D. Circle.

1. "(Hello / Good-bye)."
2. "Good morning / Good afternoon)."
3. "(Good night / Good morning)."

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## Listening Chest Follow-up

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.

### Story Notes

**Tell the class a story about the picture.**

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.

## Listening Chest Warm-up

1. Practice the patterns in the dialog orally with the books closed.
2. Open the book and discover the dialog 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.

## Talk Chest 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.*

## Story Notes

**Tell the class a story about the picture.**

The children meet on the playground. Andy says good afternoon to Sally. He is saying hello to her. Sally says good afternoon to Andy. It is time for Holly to go home. She says good-bye to James. James says good-bye to her.

## Activity for F. Picture Prompts

Prompt the students to look at each picture in turn and say 'Good (morning)' 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 if possible. Finally, play the audio recording.

## Audio Scripts



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: Good-bye.  
Boy 1: Good-bye.  
Boy 2: Good-bye.



## TALK CHEST

### E. Look and say.



### Guide

Good \_\_\_\_\_, \_\_\_\_\_! / Good-bye, \_\_\_\_\_!

### F. Picture prompts. Track 13



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## Talk Chest Follow-up

Make photocopies of the morning, afternoon, evening, night, and good-bye flashcards. 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. Time students to see how long it takes them to complete the exercise.





## READING CHEST

Track 14



### G. Read and choose.

It is day. Look at the sky.  
 Beautiful sun! Beautiful clouds!  
 It is night. Look at the sky.  
 Beautiful moon! Beautiful stars!  
 Beautiful sky!

1. It is day. What can we see?









2. It is night. What can we see?



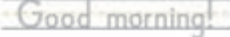


## WRITING CHEST

### H. Match and trace.

1.   

2.   

3.   

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## Reading Chest Extension Activity

Tape the **sun**, **clouds**, **moon**, and **stars** flashcards 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 flashcard 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 Chest Follow-up

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

## Reading Chest 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.*

## Activity Chest Directions for I

### Materials

word flashcards, board markers



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 flashcard and say 'Go!'
5. The students with the markers race to complete a drawing to represent the word flashcard.
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.

## Directions for J

Students color the alarm clock and 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? Afternoon?  
- No, we use it in the morning.
- What is this?  
- It's the sun.



### ACTIVITY CHEST

#### I. Play. Draw as fast as you can.



#### J. Color and choose.



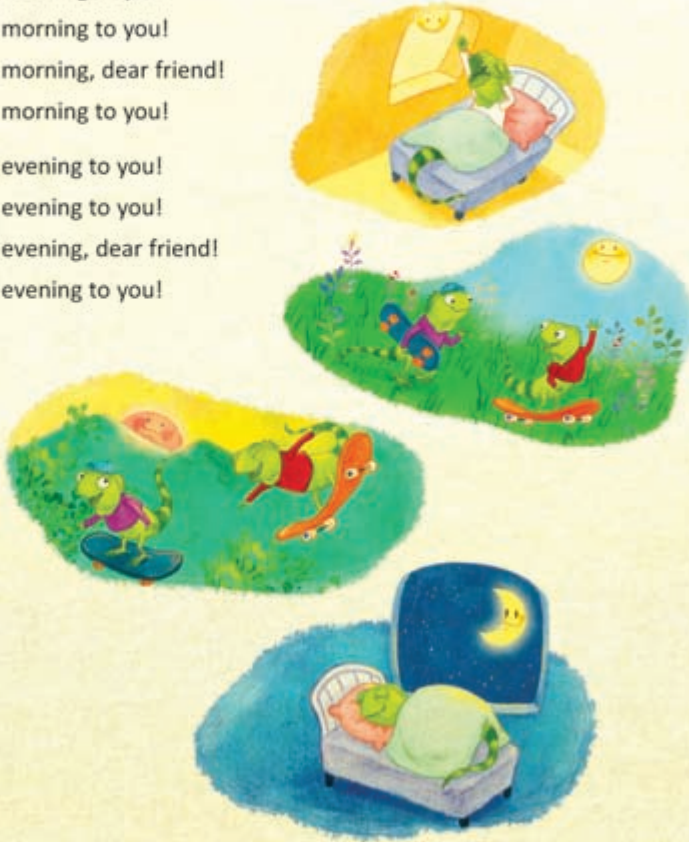


K. Listen and sing along.

### Good Morning! Good Evening!

Good morning to you!  
Good morning to you!  
Good morning, dear friend!  
Good morning to you!

Good evening to you!  
Good evening to you!  
Good evening, dear friend!  
Good evening to you!



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### Song Chest Warm-up

Point to a picture and say 'Good \_\_\_.' Let the students finish the sentence by saying 'morning, night . . .'

### Song Chest Extension Activity

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

#### Language Notes



Introduce the word **friend**. If students don't understand from the illustration, use examples of students who are friends in your classroom.

#### Story Notes

**Tell the class a story about the picture.**

It is morning.  
Lizard wakes up.  
He meets his friend.  
He says good morning to his friend.  
They play together.  
Then it is time for Lizard to go home.  
He says good evening to his friend.  
Lizard goes home.  
He goes to sleep.

## Teacher's Notes

# Lesson 4

## What Is It?

### Lesson Objective

Students will identify a few singular objects.

### Grammar Focus

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

### Word Chest 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 pretend to be each of the other animals and then the flower and the tree.

### Audio Scripts



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.

### Language Chest 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.*

### Language Chest Follow-up

Draw simple pictures on the board and ask students about the pictures.

*T: (draws a tree on the board)*

*What is it?*

*All: It's a tree.*



### WORD CHEST

Track 16

#### A. Listen and number.



flower

5



tree

1



cat

2



bear

3



dog

4



### LANGUAGE CHEST

#### B. Ask and answer.

1.

What is it?



It's a flower.

2.

What is it?



It is a cat.

It's = It is

### Grammar Point

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



## LISTENING CHEST



Track 17



### C. Talk, listen, and read.



### D. Choose.

1. What is  ?       a. It's a kite.    b. It's a ball.
2. What is  ?      a. It's a cat.     b. It's a flower.

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## Listening Chest Follow-up

Play the game in class. If you don't have enough objects for students to feel, change the game a little bit.

Use your finger to draw the object in the air and have students guess what it is.

### Language Notes

**OK** is short for **okay**.

### Story Notes

**Tell the class a story about the picture.**

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.

## Listening Chest Warm-up

1. Practice the patterns in the dialog orally with the books closed.
2. Open the book and discover the dialog 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.

## Talk Chest 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)*

## Story Notes

**Tell the class a story about the picture.**

Here are two stores.

Something is in front of one store.

What is it?

It's a bike.

Something is in the window of one store.

What is it?

It's a cat.

## Activity for F. Picture Prompts

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

## Audio Scripts



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

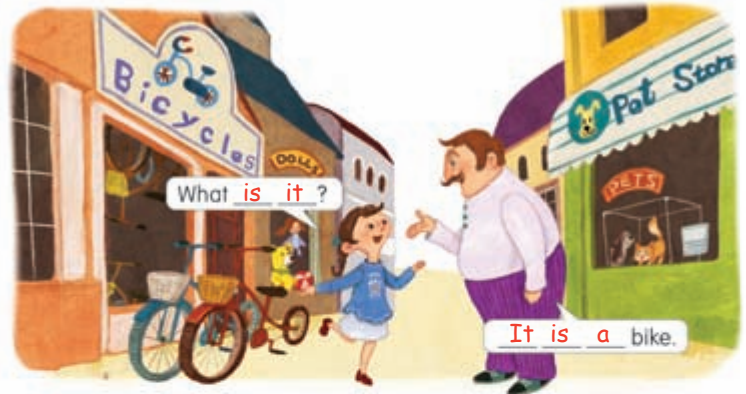
## Talk Chest Follow-up

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



## TALK CHEST

E. Look and say.



## Guide

What is it? It is (It's) a \_\_\_\_\_.

F. Picture prompts. Track 18



cat



dog

3.

kite

4.

teddy bear



skateboard



**READING CHEST**

Track 19

**G. Read, color, and choose.**

What is it?  
 What can you see?  
 Is it a cat? Is it a flower?  
 Is it a ball?  
 No, no, no! It's a doll!



☆ What is it?



a. It's a cat.



b. It's a doll.



c. It's a flower.



**WRITING CHEST**

**H. Trace.**

What is it?



1. It's a dog. 2. It's a ball. 3. It's a bike. 4. It's a tree.

**Reading Chest Extension Activity**

Bring in a few images from a magazine that you have cut up. 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 . . . ). 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 Chest Follow-up**

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 Chest Follow-up**

Gather all of the object flashcards 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 \_\_\_.'

**Reading Chest 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.

## Activity Chest Directions

**Materials**  
coins



1. Divide the class into partners.
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 dialog.
 

S1: (flips the coin and goes to new space on game board) My turn!  
S2: What is it?  
S1: It's a doll.
7. 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.



### ACTIVITY CHEST

I. Play. Flip a coin to move along the board.



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### 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.





J. Listen and sing along.

What Is It?

What is it?

What is it?

What can you see?

It's a bear.

It's a bear.

It's a teddy bear!

What is it?

What is it?

What can you see?

It's a dog.

It's a dog.

It's a puppy dog!



Song Chest 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.*

Song Chest Extension Activity

Make an outline of a cat/doll/kite/tree/flower/bike . . . on a piece of paper and cover a flashlight with it. When the flashlight is turned on, an outline of the object should be visible. Turn off the lights in the classroom and shine the flashlight on the wall. Make a new verse for the song and sing it together.

Story Notes

**Tell the class a story about the picture.**

It is night.  
 They are camping.  
 They are in a tent.  
 One boy makes a shadow.  
 What is it?  
 It's a teddy bear.  
 He makes another shadow.  
 What is it?  
 It's a puppy dog.

Teacher's Notes





# At School

- Lesson 1 Let's Count!
- Lesson 2 What Color Is Your Pen?
- Lesson 3 How Old Are You?
- Lesson 4 Are You Hungry?



# Lesson 1

## Let's Count!

### Lesson Objective

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

### Grammar Focus

- Plural nouns
- Information questions with **how many**  
- *How many \_\_\_?*

### Word Chest 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.*

### Audio Scripts



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.

### Language Chest Warm-up

Discover the pictures with the students.

- *What is it?*  
- *It's an umbrella/desk.*
- *Let's count the umbrellas/desks.*  
- *One, two . . .*

### Language Chest Follow-up

Have students practice counting different objects in the classroom. Use vocabulary that students have learned today or already know, and don't count past the number 5 (i.e. if there are 20 desks in the classroom, line 3 of them up and have students count to 3).



### WORD CHEST

Track 21

#### A. Listen and number.



door

3



chair

1



desk

5



umbrella

2



rain

4



### LANGUAGE CHEST

#### B. Read and say.

1.

Let's count!

OK! 1, 2. Two umbrellas.

one desk | two desks

2.

Let's count!

OK! 1, 2, 3, 4. Four desks.



### Grammar Point

Show students that adding an **s** to the end of a word makes it plural.

### Grammar Reference

Most nouns are made plural by adding **s**. Nouns that end in **ch**, **x**, **s**, or **o** are usually made plural by adding **es** (coaches, boxes, buses, potato**es**).



C. Talk, listen, and read.



D. Circle a number and draw.

1. How many chairs?

1 2 3 4 5



2. How many desks?

1 2 3 4 5



Listening Chest Follow-up

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. Make sure to tape all of the numbers where they are hard to see. 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.

Story Notes

Tell the class a story about the picture.

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 Chest Warm-up

1. Practice the patterns in the dialog orally with the books closed.
2. Open the book and discover the dialog 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.

## Talk Chest Warm-up

Discover the picture with the students and ask questions.

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

## Story Notes

**Tell the class a story about the picture.**

Mom is shopping.  
She has many things.  
Her son sees books.  
His mom asks, "How many books?"  
He counts the books.  
One, two, three, four.  
He counts four books.

## Activity for F. Picture Prompts

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

## Audio Scripts



1. Girl: How many rulers?  
Boy: One! One ruler!
2. Boy: How many umbrellas?  
Girl: One, two! Two umbrellas!
3. 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!

## TALK CHEST

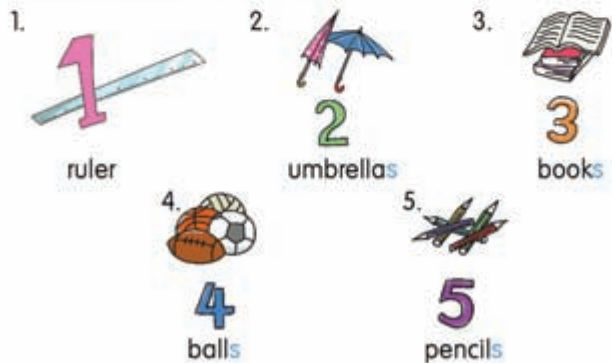
E. Look and say.



## Guide

How many \_\_\_\_\_? One, two, ..., \_\_\_\_\_! \_\_\_\_\_!

F. Picture prompts. Track 23



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## Talk Chest Follow-up

Talk to students using the target language.

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



## READING CHEST

Track 24



### G. 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!



1. How many books?

Five books!

2. How many umbrellas?

Two umbrellas!



## WRITING CHEST

### H. Count, trace, and write.

1.



1

How many pencils?

One pencil

2.

4



Now how many pencils?

Four pencils

3.



3

How many rulers?

Three rulers

4.

1



Now how many rulers?

One ruler

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## Reading Chest 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.

## Reading Chest Follow-up

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 sentences:

*They go to school in the afternoon.*

*They take pets to school.*

*In the rain they take skis.*

*They don't like school.*

## Writing Chest Follow-up

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.

## Reading Chest 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 . . .

## Activity Chest Directions

### Materials

dice



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** to mark their places.
4. Students take turns rolling the die and moving along the board.
5. At each space on the board, students follow the sample dialog.
 

S1: (rolls die and goes to new space on game board) *Chairs.*  
 S2: *Count them.*  
 S1: *1, 2, 3. Three chairs!*
6. If a student doesn't know the answer or makes a mistake, he/she cannot advance along the board.
7. 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.
8. The first student to reach **FINISH** wins.



### ACTIVITY CHEST

I. Play. Roll a die to move along the board.



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### Picture Notes



- ① Three chairs → 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





J. Listen and sing along.



1, 2, 3!

Shh! Be quiet!  
Shh! Be quiet!  
Listen carefully.  
Listen carefully.



Let's count!  
1! Say, "1."  
2! Say, "2."  
3! Say, "3."



Let's count!  
4! Say, "4."  
5! Say, "5."



7, 8, 9, 10!



### Song Chest 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 things in the classroom - red books, yellow pens . . .

### Song Chest Extension

Divide the class into two groups and give each group certain lines to sing in the song. Then, sing the song again.

### Story Notes

**Tell the class a story about the picture.**

The pencils are in class.  
They make groups.  
They make groups by colors.  
One brown pencil is in group 1.  
Two yellow pencils are in group 2.  
Three green pencils are in group 3.  
Four blue pencils are in group 4.  
Five purple pencils are in group 5.

## Teacher's Notes

# Lesson 2

## What Color Is Your Pen?

### Lesson Objective

Students will become familiar with more classroom objects and colors.

### Grammar Focus

- Possessive adjectives: your, my

### Word Chest 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 red/green and red.*

### Audio Scripts



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.

### Language Chest Warm-up

Discover the pictures with the students.

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

### Language Chest Follow-up

Have students find some black and green objects in the classroom. Practice using the target language while talking about the objects.

- T: *What color is his ruler?*  
Ss: *It's green.*  
T: *What color is her pencil?*  
Ss: *It's black.*



### WORD CHEST

Track 26

#### A. Listen and number.



rainbow

3



crayon

4



pen

2



backpack

5



paper

1



### LANGUAGE CHEST

#### B. Ask and answer.

1. What color is your backpack?
2. What color is your pen?



It's black.

What color is your pen?



It's green.



### Grammar Point

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



C. Talk, listen, and read.



D. Circle and color.

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



Listening Chest Warm-up

1. Practice the patterns in the dialog orally with the books closed.
2. Open the book and discover the dialog 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.

Listening Chest Follow-up

1. Point to Rachel and ask 'What color is her pen?' Point to Amy and say 'What color is her pen?'
2. Ask a student 'What color is your pen/book/dog/bed?' The students ask each other similar questions.
3. Get a student to hold up one of her things or a photograph of her pet or something she has at home.

Practice this dialog:

S: My bag/eraser/book is black/green.  
 T: Wow! It's pretty/big/small/beautiful!  
 S: Thanks!

The students then practice the dialog with each other in pairs or around the class.

Listening Chest Personalization

Ask students personal questions based on the dialog.

- 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.

Story Notes

Tell the class a story about the picture.

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.

## Talk Chest Warm-up

Discover the picture with the students and ask questions.

- *What color is his/her backpack?*  
- *It's black/orange.*
- *What color is this?*  
- *It's \_\_\_.*

## Story Notes

**Tell the class a story about the picture.**

The two kids fell down.  
Their bags fell, too.  
Their things are on the ground.  
She asks about his notebook.  
He says his notebook is red.

## Activity for F. Picture Prompts

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

## Audio Scripts



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.
4. Boy: What color is the paintbrush?  
Girl: It's yellow.
5. Girl: What color is the marker?  
Boy: It's black.



## TALK CHEST

### E. Look and say.



## Guide

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

### F. Picture prompts. Track 28

1.  eraser / orange
2.  crayon / green
3.  pencil case / blue
4.  paintbrush / yellow
5.  marker / black

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## Talk Chest 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?*

*S1: It's blue.*

## Talk Chest Follow-up

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

- *What color is your eraser/notebook?*



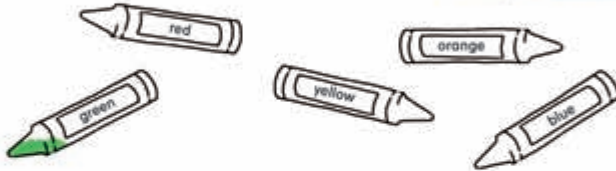
## READING CHEST

Track 29



### G. Read and color.

We have many crayons.  
 We have many colors.  
 Red, orange, yellow,  
 green, and blue.  
 I can draw a rainbow.  
 She can draw a flower.  
 We like crayons!



## WRITING CHEST

### H. Trace and write.



1. What color is the notebook ? It is yellow.
2. What color is the pencil case ? It is blue.
3. What color is the pen ? It is red.
4. What color is the marker ? It is green.

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## Reading Chest 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 \_\_\_.

## Reading Chest Extension Activity

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.

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).

## Reading Chest Follow-up

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 sentences:

*They have many dogs.*  
*They don't have many colors.*  
*They have pink, black, brown and white.*  
*He cannot draw a rainbow.*  
*She cannot draw a flower.*

## Writing Chest Follow-up

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.

## Activity Chest Directions for I

### Materials

color cards, box,  
classroom objects



1. Give each student a set of color cards.
2. Put a lot of different colored classroom objects in the box. Make sure you have something for every color that was 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 the right color, use a flashcard 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 one 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 that are the correct colors.

### Directions for J

1. Divide the class into partners.
2. Students write their partners' names under **Partner 1**.
3. Then, the partners take turns asking one another 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!*



### ACTIVITY CHEST

- I. Play. Be the first to find the color.

What color is the marker?



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

	Partner 1 Name: <u>Mark*</u>	Partner 2 Name: <u>Wendy*</u>
eraser		
pencil case		
marker		
notebook		
paintbrush*		

- K. What color are your things?

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5. After all of 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.

### Directions for K

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

#### Example:

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

**L. Listen and sing along.****I Like Red!**

Red, orange, yellow,  
green, and blue.

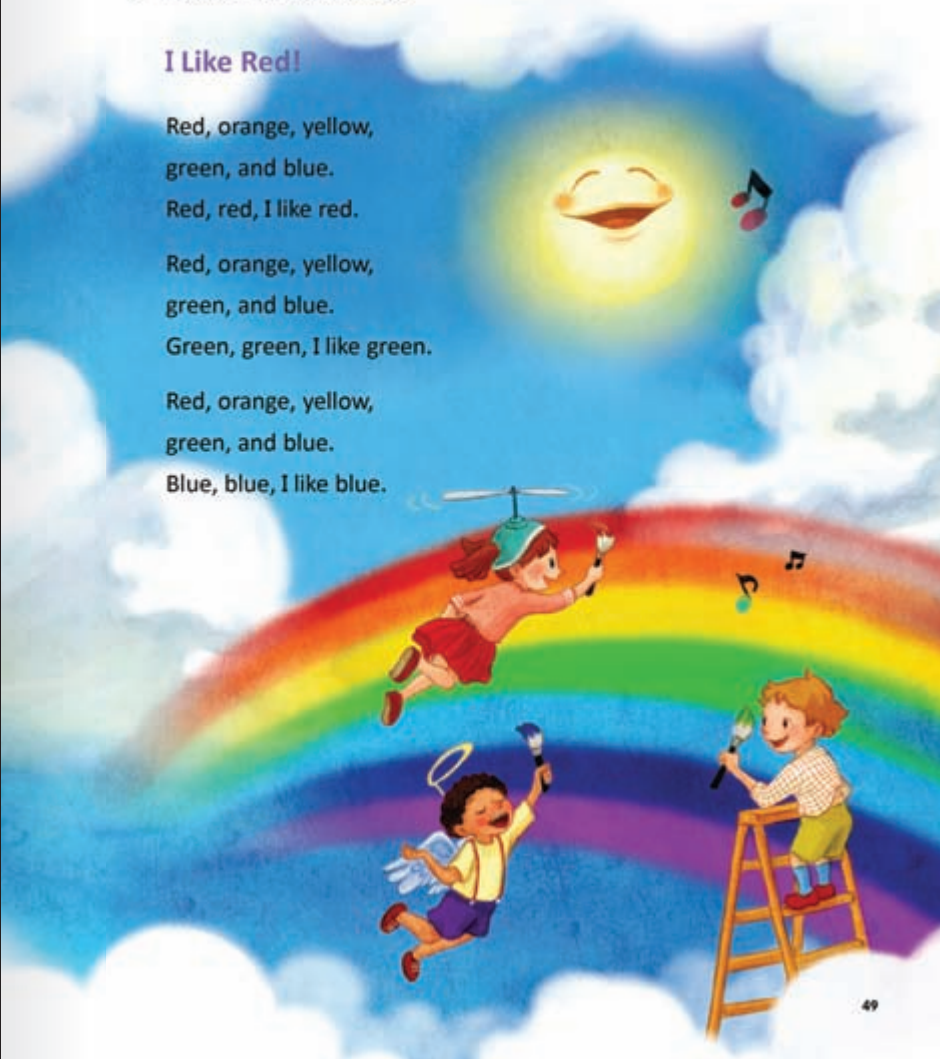
Red, red, I like red.

Red, orange, yellow,  
green, and blue.

Green, green, I like green.

Red, orange, yellow,  
green, and blue.

Blue, blue, I like blue.

**Song Chest 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.*

**Song Chest Extension Activity**

Divide the class in half and have a song contest (perhaps boys versus girls). The contest is just for fun. It is important not to let the students take the competition seriously.

**Story Notes**

**Tell the class a story about the picture.**

You need many colors for a rainbow.  
Count the colors.  
One, two, three, four, five, six, seven.  
Name the colors.  
Red, orange, yellow, green, blue,  
indigo, violet.  
What color do you like?

**Teacher's Notes**

# Lesson 3

## How Old Are You?

### Lesson Objective

Students will extend their knowledge of plurals and numbers.

### Grammar Focus

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

### Word Chest Warm-up

Discover the pictures with the students and ask questions.

- *What do you see?*  
- *I see balloons/dolls/slides.*
- *How many teddy bears?*  
- *One, two! Two teddy bears.*
- *What color is this?*  
- *It's \_\_\_.*

### Audio Scripts



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

### Word Chest Extension Activity

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

### Language Chest Warm-up

Discover the pictures with the students.

- *Is he five years old?*  
- *No, he isn't.*
- *What animal can you see?*  
- *I can see a dog.*



### WORD CHEST

Track 31

#### A. Listen and number.



six swings **2**



seven slides **3**



eight see-saws **5**



nine balloons **1**



ten toys **4**



### LANGUAGE CHEST

#### B. Ask and answer.

1. How old are you?  
I'm eight years old.

2. How old is he?  
He's six years old.



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### Language Chest Follow-up

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**.





C. Talk, listen, and read.



D. Choose.

1. \_\_\_ are brothers.

- a. Max and Jack    b. Cody and Jack    c. Cody and Max

2. Max is \_\_\_ years old.

- a. five    b. six    c. seven

Listening Chest Follow-up

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.

Story Notes

Tell the class a story about the picture.

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

Listening Chest Warm-up

1. Practice the patterns in the dialog orally with the books closed.
2. Open the book and discover the dialog 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.

## Talk Chest 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!)

## Story Notes

Tell the class a story about the picture.

Clowns are funny.  
They make balloons.  
They make animals with balloons.  
They give the animals to children.  
The clowns ask, "How old are you?"  
Some children don't talk.  
The clowns ask their moms.  
They ask, "How old is she? How old is he?"

## Activity for F. Picture Prompts

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

## Audio Scripts



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

## TALK CHEST

E. Look and say.



## Guide

How old  are you?  
is he/she? I'm/He's/She's \_\_\_\_ years old.

F. Picture prompts. Track 33

1.



eight  
8

2.



nine  
9

3.



ten  
10

## Talk Chest Follow-up

The students either 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 a piece of paper before the students guess. This can be done either by the teacher or one of the students.



**READING CHEST**

Track 34

**G. Read and match.**

My sister is seven years old.  
She likes slides.  
My brother is six years old.  
He likes see-saws.  
I am nine years old.  
I like both!



1. — — 6

2. — — 7

3. — — 9



**WRITING CHEST**

**H. Unscramble and write.**

1. old / How / you? / are  
nine / old. / I'm / years

I'm **nine years old.**



My sister is on the see-saw.

2. she? / old / is / How  
old. / years / seven / She's

How old is she?

She's **seven years old.**



**Reading Chest Extension Activity**

Put students in groups of three. Using this story as a template, have students write a story about themselves in their notebooks.

**Template:**

(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 Chest Follow-up**

Ask questions about the passage.

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

**Writing Chest Follow-up**

Ask students personal questions based on the activity.

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

Then, have students write 3 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.

**Reading Chest Warm-up**

Discover the pictures with the students and ask questions.

- What can you see?  
- I can see a slide/see-saw.
- What color is it?  
- It's \_\_.

## Activity Chest Directions for I

**Materials**  
number cards



1. Divide the class in half or into small groups.
2. Give each group 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.

## Directions for J

Students should draw candles on their cakes to represent their ages (i.e. a seven-year-old student would draw 7 candles on the cake). Then, students should complete the sentence below the cake. If time permits, have students color their cakes and candles.



## ACTIVITY CHEST

### I. Play. Find the matching cards.



### J. Draw candles on the cake and write.





## K. Listen and sing along.

**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.



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**Song Chest 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 \_\_ years old.*

**Song Chest Extension Activity**

Divide the class into two groups. Sing the song again, but this time one group should sing all of the questions and the other group should sing all of the answers.

**Story Notes**

**Tell the class a story about the picture.**

They are aliens.

They are alien children.

You can see how old they are.

One alien is seven years old.

She has a seven.

One alien is eight years old.

He has an eight.

One alien is nine years old.

He has a nine.

Two aliens are ten.

They have a ten.

**Teacher's Notes**

# Lesson 4

## Are You Hungry?

### Lesson Objective

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

### Grammar Focus

- Adjectives: hungry, thirsty . . .
- Be-verb: is, are

### Word Chest Warm-up

Discover the pictures with the students and ask questions.

- *What is this?*  
- It's milk/an apple/a banana.
- *What color is this?*  
- It's \_\_\_.
- *What animal is this?*  
- It's a cow.

### Audio Scripts



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.

### Language Chest 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.

### Language Chest Follow-up

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



### WORD CHEST

Track 36

#### A. Listen and number.



orange juice

4



apple

3



milk

1



banana

5



melon

2



### LANGUAGE CHEST

#### B. Ask and answer.

1.



2.



I'm = I am

### Grammar Point

Remind students that **I am** can be shortened to **I'm**. If you feel the students are ready, you can show them that 'Yes, I am' cannot be shortened to 'Yes, I'm.'



C. Talk, listen, and read.



D. Trace and choose.

1. The students are hungry. They want a. b.

2. Jeff is thirsty. He wants a. b.

Listening Chest Follow-up

Ask questions about the dialog.

- Look at the first picture. Who is not hungry? - Katie isn't hungry.
- Now look at the second picture. Is Katie hungry? - Yes, she is.
- Is Jeff thirsty? What does he want? - Yes. He wants juice.

Story Notes

Tell the class a story about the picture.

The students are in class. The teacher has snacks! 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.

Listening Chest Warm-up

1. Practice the patterns in the dialog orally with the books closed.
2. Open the book and discover the dialog 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.

## Talk Chest 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.*

## Story Notes

**Tell the class a story about the picture.**

It is a hot afternoon.  
These children are at a party.  
They are swimming.  
Some children are hungry.  
They eat.  
Some children are thirsty.  
They drink.  
The boy is not thirsty.  
He does not drink anything.

## Activity for F. Picture Prompts

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

## Audio Scripts

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 he hot?      Girl: No, he isn't.

## TALK CHEST

E. Look and say.



### Guide

Are you \_\_\_\_?      Yes, I am./No, I'm not.

F. Picture prompts. 



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## Talk Chest Extension Activity

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!*

Then, select a new student to be the mime, and whisper a different sentence to this student.

## Talk Chest Follow-up

Ask students personal questions based on the target language.

- *Are you hungry/thirsty/hot/cold/sleepy?*





## READING CHEST

Track 39



### G. Read and circle.

Sarah isn't sleepy.  
 She's hungry.  
 She wants cake.  
 She's thirsty.  
 She wants milk.  
 Her mother is angry.



1. Sarah is [angry / cold / thirsty].
2. Her mother is [hungry / angry / hot].



## WRITING CHEST

### H. Trace and write.

1.



She is cold.  
 He is not cold.  
 He is hot!

2.



They are thirsty.  
 They want milk.

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## Reading Chest 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.

## Reading Chest Follow-up

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 milk.

## Writing Chest Follow-up

Have students write three sentences about themselves in their notebooks.

### Example:

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

## Reading Chest 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.

## Activity Chest Directions

### Materials

paperclips, pencils



1. Divide students into pairs.
2. Give each pair a paperclip, and make sure they have a pencil.
3. Show students how to use the paperclip. Just as the boy in the illustration has done, students hook one end of the paperclip over the center of the game board with the pencil. Then, the student can spin the paperclip with his/her free hand.
4. Students take turns spinning the paperclip and trying to earn points.
 

*S1: (spins the paperclip 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 subtraction of points.



### ACTIVITY CHEST

I. Play. Take turns spinning the paperclip. Try to get 10 points!

Are you thirsty?



Yes, I am. I want apple juice.

POINTS	
Me	You



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J. Listen and sing along.

Are You Sleepy?

Are you sleepy? Are you sleepy?

No, I'm not. No, I'm not.

I'm not sleepy. I'm not sleepy.

No, no, no.

No, no, no.

Are you hungry? Are you hungry?

Yes, I am. Yes, I am.

I am hungry. I am hungry.

Yes, yes, yes.

Yes, yes, yes.



Song Chest 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, three . . .

Song Chest Extension Activity

Have students add another verse to the song, and sing the whole song again.

Example:

Are you thirsty? Are you thirsty?

Yes, I am. Yes, I am.

I am thirsty. I am thirsty.

Yes, yes, yes.

Yes, yes, yes.

Story Notes

Tell the class a story about the picture.

How do the children feel?

Is the boy sleepy?

No, he is not.

Is the girl hungry?

Yes, she is.

How do you feel?

Are you thirsty?

Are you cold?

Are you hot?

Teacher's Notes



Unit  
3

# At the Toy Store

- Lesson 1** He Has Dark Brown Hair
- Lesson 2** Are You OK?
- Lesson 3** What Shape Is It?
- Lesson 4** How Many Toy Cars Are There?



# Lesson 1

## He Has Dark Brown Hair

### Lesson Objective

Students will become more familiar with some clothing, body parts, and colors.

### Grammar Focus

- Possessive adjectives: his, her
- Verb: have (has)
  - *I/You/We/They have \_\_\_.*
  - *He/She/It has \_\_\_.*

### Word Chest Warm-up

Discover the pictures with the students and ask questions.

- *What colors can you see?*
  - *I see blue/black/green.*
- *What is this?*
  - *It's a shirt/hat.*

### Audio Scripts



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.

### Language Notes



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

### Language Chest Warm-up

Ask questions about the pictures.

- *What color is his/her shirt?*
  - *It's white/red.*
- *What color is her hat?*
  - *It's light brown.*



### WORD CHEST

Track 41

#### A. Listen and number.



light blue shirt 5



purple socks 6



brown pants 1



gray shoes 3



pink hat 2



dark blue shorts 4



### LANGUAGE CHEST

#### B. Ask and answer.

1.



2. What color are her eyes?



light dark

### Grammar Point

Show students the meaning of the words **light** and **dark** through some examples. Use colors from a box of crayons, or examples that you can see in your classroom.



## C. Talk, listen, and read.



## D. Choose and write.

1. The doll has (pink / purple) hair.
2. The doll has a (light / dark) green shirt.
3. I have \_\_\_\_\_.

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## Listening Chest Warm-up

1. Practice the patterns in the dialog orally with the books closed.
2. Open the book and discover the dialog 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.

## Listening Chest Extension Activity

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

## Listening Chest Follow-up

1. Use the current extension activity.
2. One student describes another student in the class.  
The other students guess who it is.

*S1: He has black hair.*

*S1: He has a light blue shirt.*

*S1: He has white socks.*

This activity can be done in pairs or with one student talking to the rest of the class.

## Story Notes

## Tell the class a story about the picture.

Katie lost her doll.

She goes to the Lost and Found office.

A man works there.

She tells the man about her doll.

Her doll has pink hair.

Her doll has a light green shirt.

The man has her doll.

Katie is happy to find her doll.

## Talk Chest Warm-up

Discover the picture with the students and ask questions. Point to one of the people in the picture and ask or encourage a student to ask:

- *What color is his/her hair?*  
- *He/she has \_\_\_ hair.*
- *What color is his/her shirt?*  
- *He has a \_\_\_ shirt.*

## Story Notes

**Tell the class a story about the picture.**

Think about your family.  
What do people in your family look like?  
Think about your grandfather.  
What color is his hair?  
Think about your mother.  
What color are her eyes?

## Activity for F. Picture Prompts

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

## Audio Scripts



1. Boy: What color is her hair?  
Girl: She has black hair.
2. Girl: What color is his nose?  
Boy: He 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. Girl: What color are his eyes?  
Girl: He has blue eyes.

## Talk Chest Follow-up

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

- *What color is your hair/nose?*  
- *I have \_\_\_.*
- *What color are your teeth/eyes?*  
- *I have \_\_\_.*
- *What color is your grandma's/grandpa's hair?*  
- *He/She has \_\_\_.*



## TALK CHEST

### E. Look and say.



### Guide

What color is his/her \_\_\_\_\_?  
He/She has (a) \_\_\_\_\_.

### F. Picture prompts. Track 43



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## Language Notes



1. 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 CHEST

Track 44



### G. Read and answer the questions.

Where is Mary?  
 Mary has black hair.  
 Her shirt is light pink.  
 Her pants are white.  
 Where is Mac?  
 Mac has light brown hair.  
 His hat is gray.  
 His shorts are dark blue.



1. Where is Mary?
2. Where is Mac?



## WRITING CHEST

### H. Look and write.

1. What color are her eyes?  
She has green eyes.
2. What color is her shirt?  
She has a light pink shirt.
3. What color are her pants?  
She has purple pants.



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## Reading Chest Extension Activity

Select 4 or 5 students to stand up. Choose one student to describe without saying which student you have chosen. 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.

## Reading Chest Follow-up

Point to a student who is not Mary and ask 'Is this Mary?'

Ask students why the choices are incorrect.

T: *Is this Mary?*

All: *No!*

T: *Why not?*

S1: *Mary has black hair. She has brown hair.*

S2: *Mary has a light pink shirt. Her shirt is light blue.*

S3: *Mary has white pants. Her pants are purple.*

Point to a student who is not Mac and ask 'Is this Mac?'

## Writing Chest Follow-up

Have students take out their notebooks, and divide the 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.

## Reading Chest 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.*

## Activity Chest Directions for I

### Materials

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



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 try to memorize as many details as they can.
4. Then, have the two students stand back-to-back 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 for this answer)*

6. The team with the most points wins.

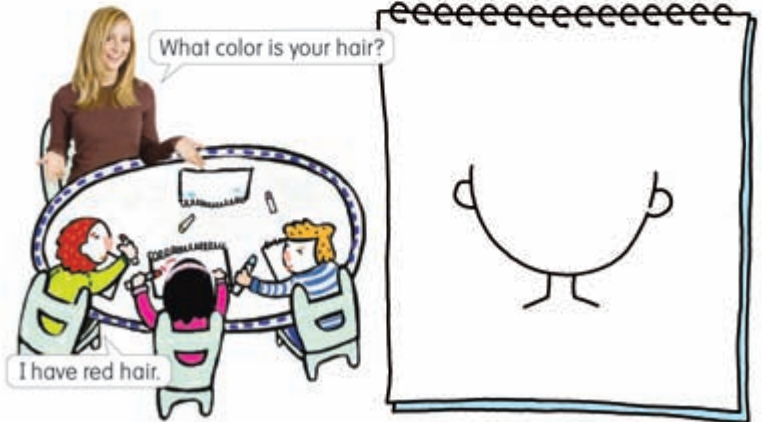


### ACTIVITY CHEST

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



#### J. Draw and color yourself.



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### Directions for J

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

*T: What color is your hair?*

*S1: I have red hair.*

**K. Listen and sing along.****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!

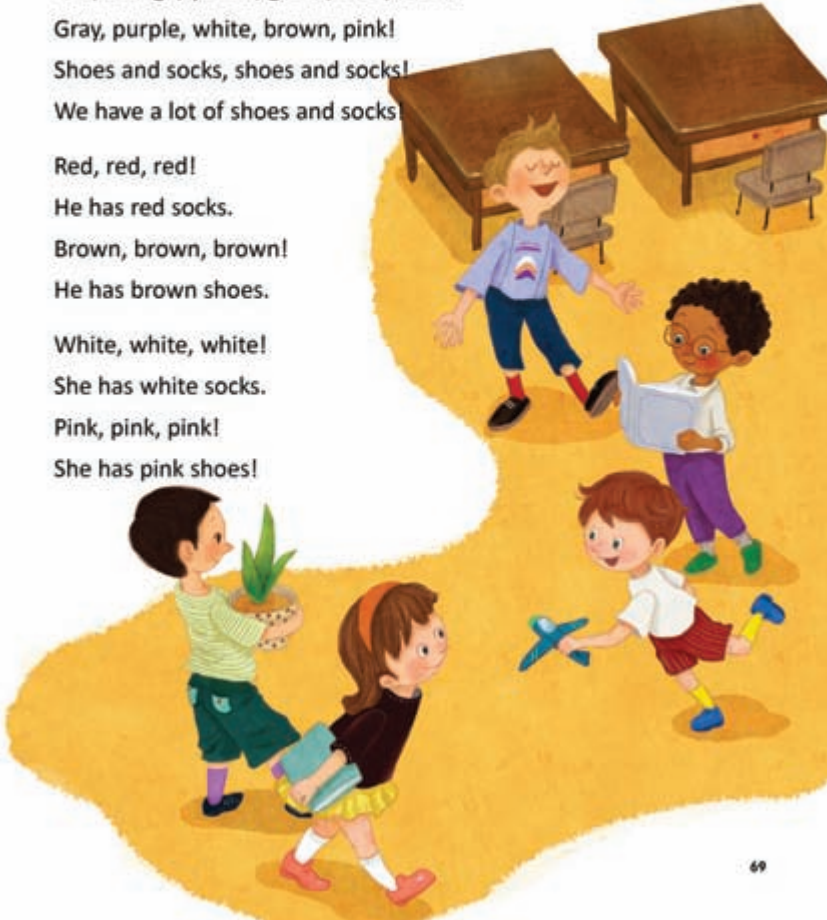
He has brown shoes.

White, white, white!

She has white socks.

Pink, pink, pink!

She has pink shoes!

**Song Chest 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.*

**Song Chest Extension Activity**

Add actions to the songs which emphasize the colors and clothing.

**Example:**

If students all have crayons, have them line up the appropriate colors on their desks. As they sing, they should point to the correct colors. In addition, every time the students sing the words **shoes** or **socks**, they should touch the correct clothing items. If they don't have shoes or socks on, they can touch their feet and ankles as they pretend.

**Story Notes****Tell the class a story about the picture.**

Shoes are many colors.

Socks are many colors.

Look at the children.

Look at their shoes and socks.

Find these shoes: blue shoes, black shoes, pink shoes, green shoes.

Find these socks: gray socks, purple socks, red socks, white socks.

**Teacher's Notes**

# Lesson 2

## Are You OK?

### Lesson Objective

Students will become more familiar with how to talk about body parts and talk to a doctor about things that are wrong with them.

### Grammar Focus

- Statements: *I hurt my* \_\_\_\_.

### Word Chest 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 pink.*
- *What is this?*  
- *It's a hand/a foot/an arm/a leg.*

### Audio Scripts



1. Leg. It is a leg.
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.

### Language Chest 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.*



### WORD CHEST

Track 46

#### A. Listen and number.



arm

6



hand

5



doctor

2



leg

1



foot

3



nurse

4



### LANGUAGE CHEST

#### B. Ask and answer.

1.



2.



### Language Chest Follow-up

Play Simon Says with students while focusing on body parts. Have everyone stand up. Students should follow your instructions whenever you begin with the key words, "Simon says . . ." When you don't begin with the key words, students should not follow your instructions. Your goal is to try to trick students into doing things they are not supposed to do. The students can take turns to give the instructions.

*T: Simon says, you hurt your leg. (Everyone pretends to have a hurt leg.)*

*T: Simon says, touch your knees. (Everyone touches their knees.)*

*T: Simon says, you hurt your hand. (Everyone pretends to have a hurt hand.)*

*T: Put your hand on your foot. (Two students put their hands on their feet.)*

*T: Uh, oh! I didn't say Simon says! You two are out! Simon says, you hurt your eyes . . .*



C. Talk, listen, and read.



D. Circle T for true or F for false.

1. Max is OK.
2. Rachel is not hurt.
3. Max hurt his foot.

T	<input checked="" type="radio"/> F
<input checked="" type="radio"/> T	F
<input checked="" type="radio"/> T	F

Listening Chest Follow-up

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. Suddenly 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.

Story Notes

**Tell the class a story about the picture.**

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.

Listening Chest Warm-up

1. Practice the patterns in the dialog orally with the books closed.
2. Open the book and discover the dialog 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.

## Talk Chest 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/tan/blue/orange.
- Is he/she OK?  
- No, he/she isn't.

## Story Notes

Tell the class a story about the picture.

Kids fall down.  
Kids hurt things.  
The boy hurt his elbow.  
Show me your elbow.  
The girl hurt her knee.  
Show me your knee.  
Did you hurt your hand?  
Show me your hand.  
Did you hurt your foot?  
etc.

## Activity for F. Picture Prompts

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

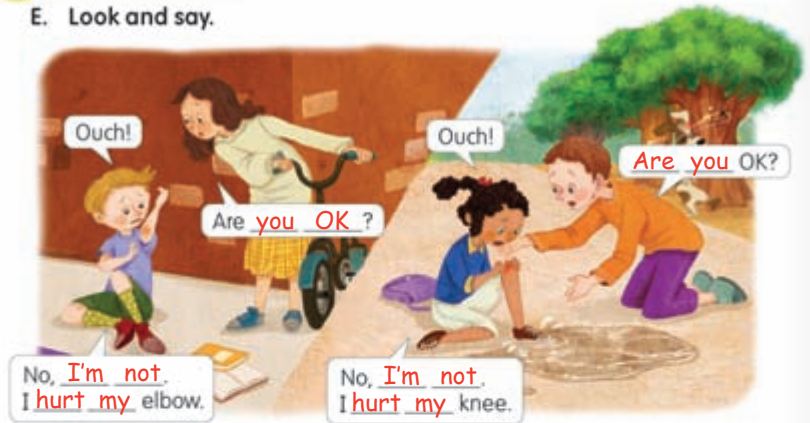
## Audio Scripts



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.

## TALK CHEST

E. Look and say.



No, I'm not.  
I hurt my elbow.

No, I'm not.  
I hurt my knee.

## Guide

Are you OK? Yes, I am./No, I'm not. I hurt my \_\_\_\_\_.

F. Picture prompts. Track 48

1.



head

2.



leg

3.



hand

4.



foot

5.



toe

6.



finger

## Talk Chest Follow-up

Play Simon Says again. This time use all of the new vocabulary, 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 CHEST

Track 49



### G. Read and choose.

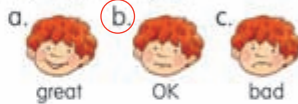
Nina hurt her arm.  
 Now she is OK.  
 The doctor is kind.  
 Tim hurt his leg.  
 Now he is OK.  
 The nurse is kind.



1. Nina hurt her \_\_\_\_\_.

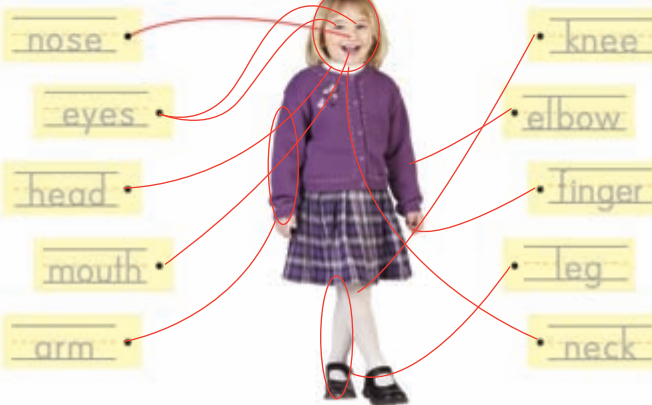


2. How is Tim now?



## WRITING CHEST

### H. Match and trace.



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## Reading Chest Follow-up

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 sentences:

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

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

## Writing Chest Follow-up

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.*

## Reading Chest 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.

## Activity Chest Directions

# Materials

dice



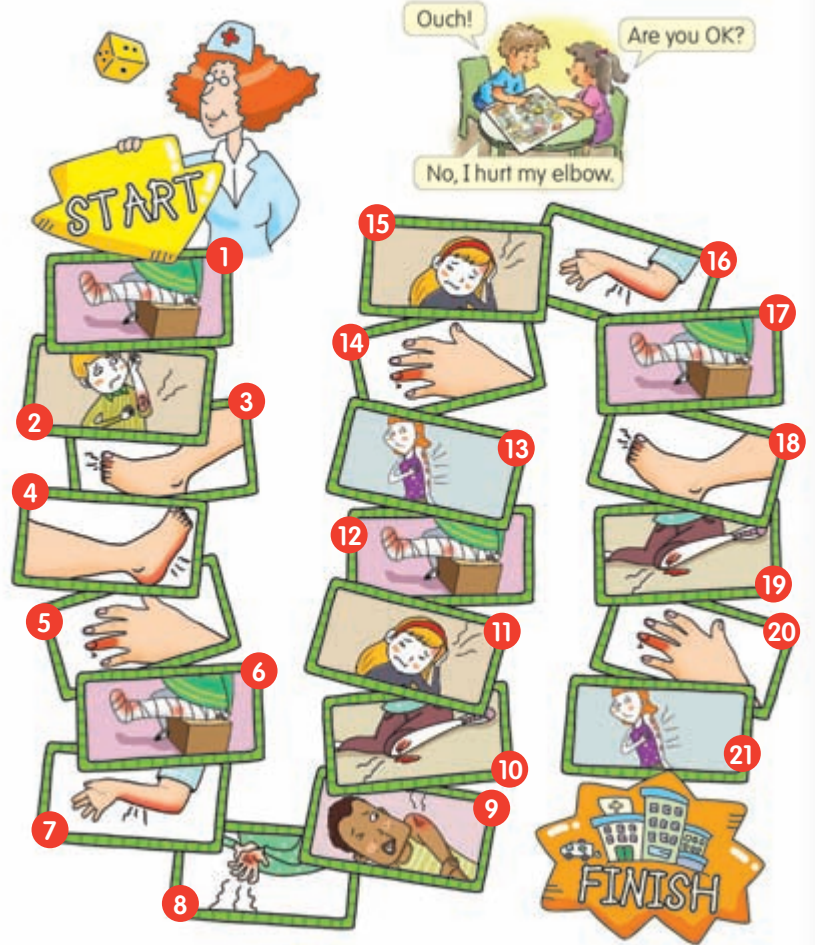
1. Divide the class into partners.
2. Give each set of partners a die.
3. Have students place a small object (an eraser, a game piece, or a small piece of paper) on **START**.
4. Students should take turns rolling the die and moving along the board.
5. At each space on the board, students must follow the sample dialog.
 

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.



## ACTIVITY CHEST

I. Play. Roll a die to move along the board.



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## 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 shoulder.  
 → ⑩ I hurt my knee. → ⑪ I hurt my head. → ⑫ I hurt my leg.  
 → ⑬ I hurt my arm. → 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 knee. → ⑳ I hurt my finger. → ㉑ I hurt my arm.





## J. Listen and sing along.

## Ouch!

Ouch! Ouch!  
Are you OK?  
No, no, I am hurt.

Ouch! Ouch!  
Are you OK?  
No, no, I am not.

I hurt my arm.  
I hurt my head.  
I hurt my knees.  
I need a bed!



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## Song Chest Warm-up

Discover the picture with the students and ask questions.

- *What animals can you see?*  
- *I see a horse and a goose.*
- *What is this?*  
- *It's a tree/flower.*
- *Is he OK?*  
- *No, he isn't.*

## Song Chest Extension Activity

Have students make a big circle with every other student in the circle standing up. All of the students who are standing should sing the first word of the song and then sit. The other group of students should stand and sing the next word of the song. Following the pattern, students should sing every other word in the song. Run through the song once without music, and then try to do it with music.

## Story Notes

**Tell the class a story about the picture.**

The man has a horse.  
He rides the horse.  
Oh no!  
Look at the tree!  
The man hits the tree.  
He falls off the horse.  
Is he OK?  
No, he hurt his arm.  
He hurt his head and his knees.  
The man needs help.

## Teacher's Notes

# Lesson 3

## What Shape Is It?

### Lesson Objective

Students will be able to identify some basic shapes.

### Grammar Focus

- Articles: a, an

### Word Chest Warm-up

Discover the pictures with the students and ask questions.

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

### Audio Scripts



- Magician. She's a magician.
- Circle. It is a circle.
- Teacher. He's a teacher.
- Triangle. It is a triangle.
- Square. It is a square.
- Artist. He's an artist.

### Language Chest Warm-up

Discover the pictures with the students.

- What is this?
  - It's an orange.
- What color is it?
  - It's \_\_\_.

### Language Chest Follow-up

Ask about the shapes of different objects in the classroom.

- What shape is it?
  - It's a/an \_\_\_.
- What is a circle?
  - There's a circle! (pointing to a circle in the classroom)



### WORD CHEST

Track 51

#### A. Listen and number.



square 5



triangle 4



circle 2



teacher 3



magician 1



artist 6



### LANGUAGE CHEST

#### B. Ask and answer.

1. What shape is it?



a circle



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, a hat




C. Talk, listen, and read.



D. Circle.

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

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

Listening Chest Follow-up

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 then 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.

Story Notes

**Tell the class a story about the picture.**

The man is a magician.  
 He has a hat.  
 The hat is like a circle.  
 The man does magic.  
 He says the magic words, "Abra cadabra!"  
 The hat is like a triangle!

Listening Chest Warm-up

1. Practice the patterns in the dialog orally with the books closed.
2. Open the book and discover the dialog 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.

## Talk Chest 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 triangle/a circle/an oval.*
- *What color are his/her pants?*  
- *They're blue/orange.*

## Story Notes

**Tell the class a story about the picture.**

The band has many instruments.  
One boy plays the drum.  
What shape is it?  
It is a circle.  
One girl plays the triangle.  
What shape is it?  
It is a triangle.  
One boy plays the keyboard.  
What shape is it?  
It is a rectangle.

## Activity for F. Picture Prompts

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

## Audio Scripts



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

## TALK CHEST

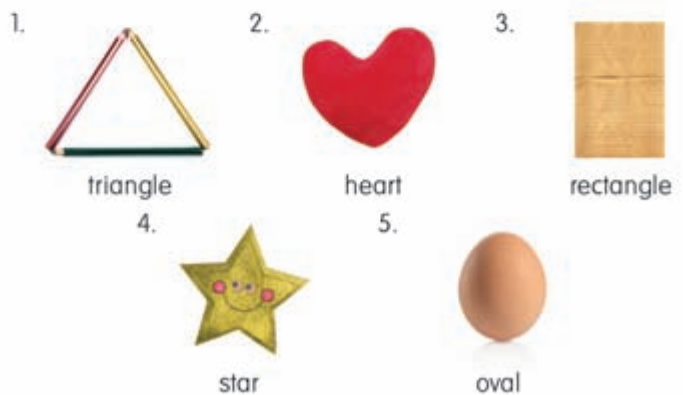
E. Look and say.



## Guide

What shape is it? It's a/an \_\_\_\_\_.

F. Picture prompts. Track 53



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## Talk Chest Follow-up

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

- *What shape is it?*  
- *It's a \_\_\_.*
- *Where is a heart?*  
- *Here! (pointing to a heart in the classroom)*



## READING CHEST

Track 54



### G. Read and answer the questions.

I like puzzles.  
 I can see five squares.  
 Where are they?  
 I can see three triangles.  
 Where are they?  
 I can see four circles.  
 Where are they?  
 Puzzles are fun!



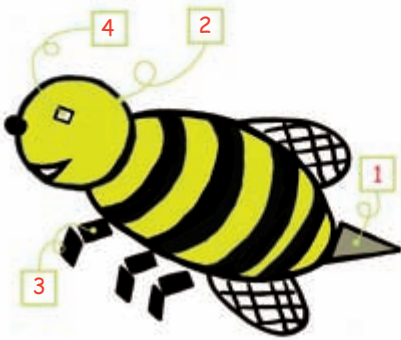
1. five squares
2. three triangles
3. four circles

1. Where are the five squares?
2. Where are the three triangles?
3. Where are the four circles?



## WRITING CHEST

### H. Trace and number from 1-4.



1. What shape is it?  
It's a triangle.
2. What shape is it?  
It's a circle.
3. What shape is it?  
It's a rectangle.
4. What shape is it?  
It's a square.

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## Reading Chest Follow-up

Take a few minutes to teach students how to draw a rabbit. Draw a big rabbit 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 Chest Follow-up

Have students write 3 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.

## Reading Chest 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 \_\_\_.

## Activity Chest Directions for I

### Materials

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



1. 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.*  
*S2: We get one point!*
5. The team with the most points wins.
6. For an additional challenge, show the student a flashcard 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.



### ACTIVITY CHEST

- I. Play. Throw the ball at the shapes.



- J. How many are there? Count the hidden shapes.



- |               |   |
|---------------|---|
| 1. circles    | 3 |
| 2. ovals      | 1 |
| 3. rectangles | 3 |
| 4. hearts     | 1 |
| 5. triangles  | 2 |
| 6. squares    | 5 |

## Directions for J

Students find and count the hidden shapes. They write the total number of each shape in the boxes provided.



## K. Listen and sing along.

**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.



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**Song Chest 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 in the picture?*  
- *One, two . . . six! Six ovals!*  
*(The eyes are ovals.)*
- *What shape is this?*  
- *It's a/an \_\_\_.*

**Song Chest Extension Activity**

Have students make the shapes with their hands as they sing. Add verses to the song and sing it once more.

**Example:**

What shape is it, shape is it, shape is it?

What shape is it?

It's a heart.

**Story Notes****Tell the class a story about the picture.**

Look in your classroom.

What shapes do you see?

Look in your book.

What shapes do you see?

Find a circle.

Find an oval.

Find a square.

Find a rectangle.

Find a triangle.

**Teacher's Notes**

# Lesson 4

## How Many Toy Cars Are There?

### 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 \_\_\_.

### Word Chest 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/an \_\_\_.*

### Audio Scripts



- Car. It's a car.
- Boat. It's a boat.
- House. It's a house.
- Skates. They are skates.
- Bus. It's a bus.
- Airplane. It's an airplane.

### Language Chest Warm-up

Discover the pictures with the students.

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

### Language Chest Follow-up

Ask students questions based on the target language.

- How many desks are there in this classroom?*
  - *There are \_\_\_ desks.*
- How many toys are there?*
  - *There are \_\_\_ toys.*



### WORD CHEST

Track 56

#### A. Listen and number.



bus 5



boat 2



skates 4



car 1



house 3



airplane 6



### LANGUAGE CHEST

#### B. Ask and answer.

1. How many toy cars are there?



There is one toy car.

There is a/one ...

2. How many toy airplanes are there?



There are four toy airplanes.

There are two/three ...

### Grammar Point

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





C. Talk, listen, and read.



D. Look again. How many are there?

- There are ten toy houses.
- There are three toy cars.
- There are two toy trains.

Listening Chest Follow-up

- 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 \_\_.
- Look out of the window with the students and ask 'How many \_\_ are there?' The students then ask each other the questions. If there is no window, use pictures of scenery.

Story Notes

Tell the class a story about the picture.

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 four, five, six...  
 They count seven, eight, nine...  
 They count ten!  
 There are ten toy houses in the toy town.

Listening Chest Warm-up

- Practice the patterns in the dialog orally with the books closed.
- Open the book and discover the dialog 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.

## Talk Chest 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/an \_\_\_.

## Story Notes

**Tell the class a story about the picture.**

This toy store sells cars and buses.  
How many cars are there?  
How many buses are there?  
The store sells boats and bikes.  
How many boats are there?  
How many bikes are there?  
The store sells trains and planes.  
How many trains are there?  
How many planes are there?

## Activity for F. Picture Prompts

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

## Audio Scripts



1. 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.

## TALK CHEST

E. Look and say.



## Guide

How many \_\_\_\_\_ are there? There is/are \_\_\_\_\_.

F. Picture prompts. Track 58



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## Language Notes

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.

## Talk Chest Follow-up

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

- How many dogs are there in your house?  
- There is/are \_\_\_.



## READING CHEST

Track 59



### G. Read and circle.

There are many toys at Grandpa's house.  
 There is a toy horse.  
 There are toy cars.  
 There are toy airplanes.  
 I like Grandpa's toys.  
 But they are very old.



### At Grandpa's house ...

1. There is (a toy cow / a toy dog / **a toy horse**).
2. There are (toy trains / **toy cars** / toy ships).



## WRITING CHEST

### H. Trace and write.

1.  How many stickers are there?

There are nine stickers.

2.  How many toy cars are there?

There are eight toy cars.

3.  How many dolls are there?

There are two dolls.

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## Reading Chest Warm-up

Discover the pictures with the students and ask questions.

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

## Reading Chest Follow-up

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 sentences:

*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.*

Suddenly 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 Chest Follow-up

Write a number and toy on the board, but write the letters in random order. 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. v / z / p / s / n / u / z / e / s / l / l / e / e  
(seven puzzles)
  - How many puzzles are there?  
- There are seven puzzles.
2. s / t / n / u / t / o / s / h / e / o / e / y  
(ten toy houses)
  - How many houses are there?  
- There are ten toy houses.

## Activity Chest Directions for I



**Materials**  
dice

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 take turns rolling the die and moving along the board.
5. At each space on the board, students follow the sample dialog.  
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 are seven dolls. / 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 CHEST

I. Play. Roll a die to move along the board.



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**J. Listen and sing along.****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.



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**Song Chest 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.*

**Song Chest Extension Activity**

Make photocopies of this page out of the student book (one copy per student). Cut the copies into puzzles, and have students tape the puzzles together in class. Once students have completed their puzzles, have them sing the song once more.

**Story Notes**

**Tell the class a story about the picture.**

This is a boy's room.

Is your room like this?

There are trains on the floor.

There are five trains on the floor.

There are cars on the floor.

There are two cars on the floor.

There are puzzles on the floor.

There are two puzzles on the floor.

Is your room like this?

**Teacher's Notes**





