

## Lesson Scaffolding

### Warm Up

Use the illustrations in the book to interact with students. Ask questions about the picture at the start of the unit (*What is this? What can you see? Where are they? What is he/she doing? Is he/she sad/happy? etc.*) to get the students thinking about the content of the unit.

### Page 1

#### Introduction of vocabulary: Part 1

*Read and write* -Look at the pictures at the top of the page. Read the new vocabulary words with the students. Practice the pronunciation.

- Have the students write each word twice on the lines in the student book.

#### Vocabulary Practice

*Look and write* -Look at the large illustration on the page. Ask the students to point to things that show the new words they have just learned.

Have the students fill in the blanks.

### Page 2

#### Book 1: Starter / Book 2: Practice - Introduction of grammar

*Look, read, and write* -Look at the illustrations and the example sentences in the Language. - Practice reading the Language Box with the students.

- Give the students time to fill in the blanks. Have the students read the complete sentences as a role play.

*Listen and write* - Practice reading the sentences in the second Language Box.

-Look at the pictures with the students. Ask them what they can see.

-Have the students fill in the blanks to complete the sentences.

*Extension Activity* - Have the students role play the dialogs with a partner for additional practice.

### Page 3

#### Introduction of vocabulary: Part 2

*Read and write* -Look at the pictures at the top of the page. Read the new vocabulary words with the students. Practice the pronunciation.

- Have the students write each word twice on the lines in the student book.

#### Vocabulary Activity

*Learn and write* - Look at the illustration with the students. Ask them about what they see.

-Have the students fill in the blanks and go over the answers with the whole class.

*Look, circle, and write* -Have the students look at the pictures and circle the correct words. Next, have the students write out the whole sentence in their books.

## Page 4

### Book 1: Practice / Book 2 Build-Up - Reading comprehension and grammar practice

*Read and write* -Read the sentences with the students. Practice reading them aloud.

-Have the students write answers to the questions. Ask student volunteers to write their answers on the board. Correct as needed.

*Look and write* - Look at the pictures and the example sentences in the second Language box.

-Practice reading the Language Box with the students.

- Give the students time to fill in the blanks. Have the students read their complete sentences as a role play.

-*Extension Activity*: Have the students make their own sentences about a partner using the sentences in the book as a model.

-Ask some students to read out their completed answers.

## Page 5

### Challenge

*Look, read, and write* -Discuss the picture with the students: What can they see? Who is it? What is he or she doing? etc.

- Read the words in the word box with the students then given them time to fill in the blanks. Have student volunteers read out the completed passage.

*Read, write, and draw* - Look at the box with the students. Explain that they are going to write about themselves, then draw a picture.

-Have the students fill in their box with their own information. Ask student volunteers to come to the front of the room to read their sentences and show their picture to the rest of the class.

*Extension Activity* - Instead of writing in the book, have the students write and draw on a piece of paper. Make a poster with the students' work and display it in the classroom.

## Page 6

### Quiz

-Have the students complete the quiz questions. Have the students work alone or with a partner.

-For an additional challenge, have the students complete the page under test conditions.

### Additional Practice

*Workbook* - Assign workbook pages for homework, or complete in class.

*Spelling Test* - Give the students five words to study before the next class.

At the start of class, read the five words and have students write them from memory.

Check spelling with the whole class by asking volunteers to write the words on the board. Correct the spelling as necessary.

*Dictation Test* - Read a sentence from the unit. Have the students listen and write down what they hear. Check by writing the correct sentence on the board.

(See the *Routine Cards* for further teaching ideas.)