

Nguyễn Quốc Hùng (Chủ biên)
Đỗ Thị Kim Thanh

TIẾNG ANH 1

 NATIONAL
GEOGRAPHIC

EXPLORE OUR WORLD

SÁCH GIÁO VIÊN



**NHÀ XUẤT BẢN
ĐẠI HỌC SƯ PHẠM TP HỒ CHÍ MINH**

 NATIONAL
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Tiếng Anh 1 - Explore Our World
Sách giáo viên

Nguyễn Quốc Hùng (Chủ biên)
Đỗ Thị Kim Thanh

Tiếng Anh 1 - Explore Our World
được chỉnh sửa từ quyển sách
Our World Starter Level của các
tác giả:
Diane Pinkley
JoAnn (Jodi) Crandall
Joan Kang Shin
thuộc bản quyền của **NXB**
National Geographic Learning,
một phần của **NXB Cengage**.

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On the Cover

EUROPEAN RED SQUIRREL

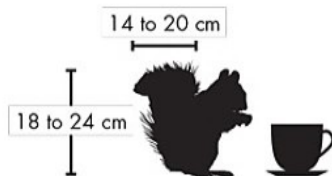
FAST FACTS

Protection status: stable

Type: mammal **Group name:** scurry or dray

Average life span in the wild: 5 to 6 years

Size: Head and body, 18 to 24 cm (7.1 to
9.4 in.); tail, 14 to 20 cm (5.5 to 7.8 in.)



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Scott Angle 30; Tim Beaumont 20, 21; Peter Bull 3; Emilie Chollat 5; Anna Hancock 2, 10, 18, 19, 23, 28 (c), 29, 36, 37; David Harrington 31; John Haslam 13, 28 (bc), 36 (tc) (bc), 38 (tc), Unit 4 stickers; Corinna Ice 38, 39; Michael Slack 12, ©Pretty Vectors/Shutterstock.com 28 (bl).

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TIẾNG ANH 1



SÁCH GIÁO VIÊN

Nguyễn Quốc Hùng (Chủ biên)
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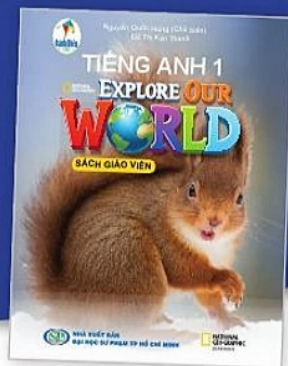


NHÀ XUẤT BẢN
ĐẠI HỌC SƯ PHẠM TP HỒ CHÍ MINH

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STUDENT BOOK

Walk-through



UNIT OPENER

The Unit Opener uses high-interest photographs to engage students, present the unit theme, and provide opportunities for speaking and listening.



Image captions provide useful cultural and geographic information for teachers.

RESOURCES

Lesson Planner

The **Lesson Planner** provides everything needed to successfully plan, teach, and supplement lessons, including:

- a detailed scope and sequence
- explicit instructions on how best to develop students' awareness of vocabulary, language, content concepts, and pronunciation
- answer keys and audio scripts for all activities in the Student Book and Workbook
- useful teacher tips

VOCABULARY

Target vocabulary is presented visually, using photographs and illustrations, to create interest and enhance retention.



All target language is recorded in the audio program to help students practice pronunciation.

Cánh Diều

LANGUAGE USE/CONTENT CONCEPTS

Language models provide students with contexts for practicing the vocabulary in sentences and short dialogues.

3 Listen and circle. TRI: A23

1.  2. 

3.  4. 

4 Listen and say. Talk. TRI: A24

Is it a doll? No, it isn't.
Is it a teddy bear? Yes, it is.

5 Listen. Stick. TRI: A25

1	2	3	4
5	6	7	8

18 LANGUAGE USE

6 Listen and point. Say. TRI: A26

 brown  orange

7 Listen and color. TRI: A27

1.  2.  3. 

4.  5.  6. 

8 Listen. Count and say. Trace. TRI: A28

 5  6

9 Listen. Count and say. TRI: A29



10 Listen and say. Cut out the cards for Unit 2. Play the game. TRI: A30

4 balls. 5 kites. No match.

CONTENT CONCEPTS 19

Concepts such as colors, numbers, and shapes are introduced visually, and reinforced through listening and speaking activities.

Sticker activities in each unit provide reward, motivation, and interactive practice.

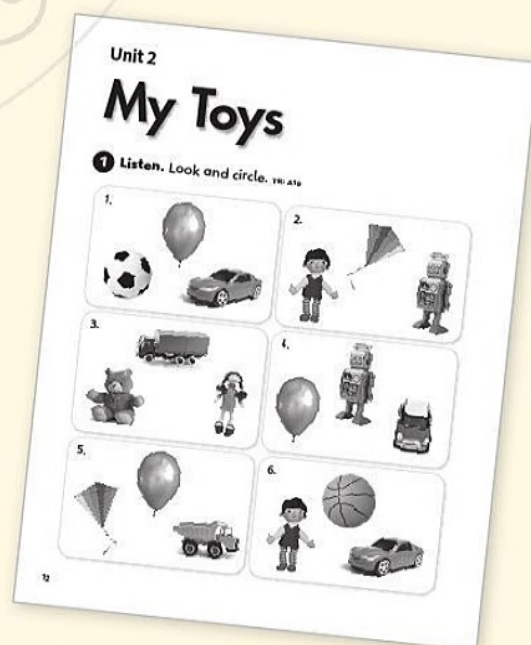
RESOURCES

Workbook

The **Workbook** contains activities that reinforce and consolidate Student Book instruction, and include listening, speaking, and writing.

The **Workbook** includes:

- 6 pages of skills practice and activities for each unit
- Unit Review sections
- English pronunciation practice



THE SOUNDS OF ENGLISH/READING

The Sounds of English activities introduce students to pronunciation. A phonics activity allows young learners to learn more about the connections between spoken sounds and written letters or letter combinations.

A unit chant supports the theme and incorporates target language and sounds. The rhythm of each chant makes it easy to learn and remember.

11 Listen and say. Then listen again and trace. TR: A31 and A32

1.  
doll doll toy toy

3.  
boy boy

12 Listen and chant. TR: A33

*Dolls and robots
and more toys.
Balls and kites
for girls and boys!*



13 Listen to the story. TR: A34

Birthday Boy

Look, it's a teddy bear.

A kite, a ball, a teddy bear, and ... a robot.

Happy birthday!

This is my favorite toy!

14 Do you like the story? Circle.

20 THE SOUNDS OF ENGLISH

STORY 21

Each unit ends with a four-panel original story, engaging students with colorful illustrations and audio. The story incorporates target language and develops students' readiness for reading.

TEACHING WITH *EXPLORE OUR WORLD* – VIETNAM EDITION

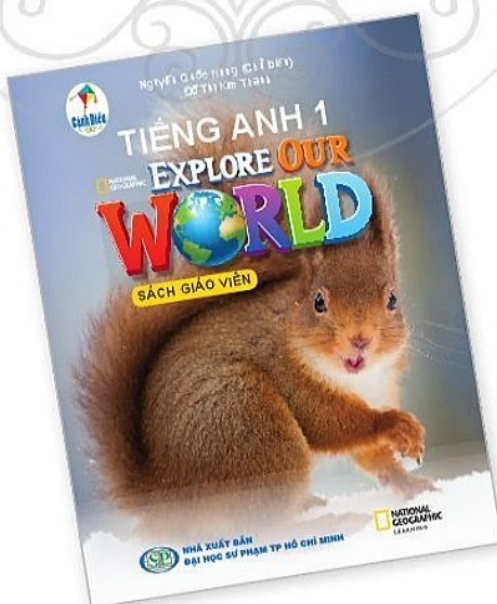
Introduction

Explore Our World, a primary series from National Geographic Learning, uses real-world content, stunning photographs and video from National Geographic, and a variety of interactive digital resources to fully engage and motivate students as they learn about the world in English. Young learners will be captivated by the beautiful photography and high-interest content relevant to their world as they learn about people and places from across the globe. *Explore Our World* is unique in the way it brings the real world, with all its beauty and diversity, into the English language classroom.

Explore Our World Philosophy

The *Explore Our World* series reflects key concepts and principles of English language teaching and learning.

- Children learn through a process of constructing meaning. They are active learners who try to make sense of their world through interaction in personal, social, and academic contexts. As they do, they gradually modify their understanding of how both the world and language work.
- Activities designed for young learners must provide multiple opportunities for understanding and construction of meaning at a level appropriate to the emotional and intellectual stages of children's development.
- Children learn effectively when they are challenged just one step beyond their current stages of cognitive and language development. They most often need support from a knowledgeable person at this time to successfully understand and incorporate new information.
- Goal-oriented learning contributes to young learners' success. In addition to the larger goals of educating children to be responsible global citizens in the 21st century and to be knowledgeable and caring stewards of our planet, providing explicit goals for language learning helps learners understand the purpose of the activities they carry out. Young learners then have the opportunity to compare their outcomes to the original goals, important in judging their own progress.



- Learning about the world through theme-based teaching benefits young learners. Different topics provide informational structure and a meaningful basis for exploration through a variety of language learning tasks. Children's learning is enriched through activities that expand their knowledge of the world and its cultures, people, and places.

- Addressing the needs of the whole child in the language class includes attention to learning styles, learning strategies, critical thinking skills, 21st century skills, and universal cultural values.

- In order to accurately evaluate students' progress, assessment of young learners must go beyond traditional paper-and-pencil tests. Multiple opportunities for concept checking and performance assessment provide different ways to determine students' depth of learning. Young learners benefit from peer- and self-assessment.

Explore Our World Content

The *Explore Our World* series uses real world and multicultural content to help young learners grow up to become successful global citizens. Dramatic photos from around the world spark students' curiosity and broaden their perspective by teaching them about the planet and different cultures. Through National Geographic images and content, students explore other people, places and societies and learn to care about our fascinating and ever-changing world. As young learners move up through the series, their increased understanding of the world and their ability to communicate in English across cultures will help them be better prepared to actively and successfully participate in the world of the future.

It is also important to connect young learners to their home culture and school culture in the English language classroom. Making connections to the local culture will help young learners relate to the content and build a stronger understanding of themselves and their place in the world. In addition, learning to express aspects of their own culture in English is another step toward effectively using English as a global language. *Explore Our World* helps young learners appreciate their own culture and encourages them to keep their culture strong.



Characteristics of Young Learners

In order to teach young learners successfully, it is important to understand how children develop and how they learn. Effective materials reflect children's gradual growth in ability in the areas of gross and fine motor skills, language, cognition, and socialization. Children of different ages have different levels of development, and it is important that teachers use methods and activities that are appropriate in terms of their students' abilities.

In general, children are very energetic and spontaneous. They do not like to sit still for long periods of time and they have short attention spans. Although they can be easily distracted, they are very curious and will pay attention if the topic is interesting or if the activity is fun and engaging. Although these characteristics can make teaching children challenging at times, they can also make the young learner classroom joyful and rewarding. *Explore Our World* keeps learners active and engaged by using developmentally appropriate activities that cater to their learning profiles.

Learning Styles

Children tend to process information about the world primarily through their senses. The sensory learning styles are visual, auditory, tactile, and kinesthetic.

• *Visual learners*

Visual learners notice the details of their surroundings and use color, shape, and position to help them learn and remember information. They understand instructions for activities much better when they are shown, rather than told, what to do. Visual learners respond well to board work, and to activities involving photos, drawings, picture cards, posters, video, arts and crafts, murals, projects, puzzles, and board games.

• *Auditory learners*

These students learn and remember information through sound and rhythm. They can memorize information easily and repeat back the text of stories, role plays, and songs and chants after

one or two chances to listen to the information. They understand oral directions for activities and often will agree to act them out or repeat them for other students. They do well with listening and pronunciation activities, and enjoy discussions, sound tracks, video and computer games, songs, and chants.

• *Tactile learners*

As the word *tactile* indicates, these learners use touch and the manipulation of objects to help them process and remember information. They depend on their physical and material surroundings. For example, when they are trying to concentrate, they may tap pencils or play with their hair. To understand instructions, they need to see, hear, and physically carry them out. Tactile learners do well with arts and crafts, picture cards, puzzles, board games, and real objects.

• *Kinesthetic learners*

These students process and remember information through physical movement. Like tactile learners, they also touch and manipulate objects, and they are good at working with their hands. They understand directions for activities much better when they can see, hear, and physically carry them out. They need to release tension through movement, and will look for ways to do so—going to the pencil sharpener or trash basket several times, for example. Kinesthetic learners do well with Total Physical Response (TPR) activities, charades, role plays, puzzles, and board games.



Skills and Strategies

Learning Strategies

Learning strategies are generally defined as behaviors that learners use to understand and complete a task. Instruction in the use of learning strategies can benefit children as well as adults. As described by Ana Chamot and Michael O'Malley,¹ these strategies fall into three categories: *metacognitive*, *cognitive*, and *social-affective*.

- Metacognition is “thinking about thinking.” For young learners, this means helping them plan before doing a task. They need to think about the purpose of the task, what information is most important, how they will use the information, what the best way to do the task is, and how much they understand about the task.

- Cognitive strategies include accessing prior knowledge about the topic, seeing how the new information connects to the material the students already know, identifying where more information could be accessed, thinking of good ways to organize the material, and identifying ways to remember the new information.

- Social-affective strategies are especially useful in language classes, as language is social by nature. In English, young learners can ask for explanations from teachers and classmates, find out how and when they can ask for help, discuss how they can work together with classmates, and how they can get and give feedback.

Critical Thinking Skills

Critical thinking is a higher order of thought that involves analyzing, evaluating, and synthesizing information. In many young learner classrooms, teachers' questions are limited to basic comprehension questions (What is the story about? Is it a happy or sad story?) and to display questions (Is it hot or cold?). Even though children under the age of ten have not yet developed analytical abilities, teachers can nevertheless encourage and model simple forms of predicting, classifying, comparing, contrasting, ranking, sequencing, and summarizing.

¹ The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach, by Anna Uhl Chamot & J. Michael O'Malley, ©1994, Longman

Creating Successful Lessons

Effective teaching begins with a lesson plan. It is like a road map for a trip, and the final destination or goal cannot be reached without carefully planning each stop along the way. These stops help learners reach the lesson objectives successfully, which is the final destination of the trip teachers and students are taking together. A good lesson plan has many benefits. It helps teachers prepare for class, including gathering or creating the materials needed to bring to class to make activities successful. It lays out step-by-step instructions that provide a guide for every moment in class. But most importantly, it requires teachers to define objectives for the lesson and plan activities in a sequence that will ensure students' success.

Stages of a Lesson

Explore Our World uses six steps recognized as the standard for effective language instruction: Warm Up, Present, Practice, Apply, Extend, and Wrap Up.

- **Warm Up**

These activities help English language learners switch from their native language to English, help them remember material from earlier lessons, and help them begin class feeling confident about what they know. Warm up activities create interest and excitement about the topic and prepare learners for the new language input. In *Explore Our World*, students transition from their native language to thinking in English using the *English Time* chant.

English Time

English, (clap) English, (clap)
English (clap) today! (clap, clap)
English, (clap) English, (clap)
Hip, hip, (clap) hooray! (clap, clap)

After the chant, students are ready to engage in English with a beginning activity that generally reviews material from previous units and lessons. Teachers use short games to recycle vocabulary, structures, content concepts, or the sounds of English.

- **Present**

After students warm up, it is time to present the new language. This means teaching new vocabulary words, language models, or content concepts through visuals, realia, or examples. Teachers should take time on this step and provide numerous activities to give lots of meaningful listening input. This will help students gain comprehension of the new language. The *Explore Our World* Lesson Planner suggests multiple activities to present and check comprehension of language to support the activities in the Student Book.

- **Practice**

An important step in the process of learning, practice focuses on students' first efforts to use the new language. For young learners, especially beginners, the practice is guided, meaning that the students are given the structures and vocabulary needed to produce the language. Students are not yet expected to create the language independently. Of course, the goal is to give learners plenty of opportunities to try out the new language in order to prepare them for real communicative contexts. The Lesson Planner provides plenty of suggestions for providing additional support and guidance for the practice stage.

- **Apply**

Applying the new language in a communicative context is a natural step after practice, because it encourages students to act more independently with the language they have practiced previously with more guidance and support. At this stage students should be able to use the new language in a realistic context and to personalize the language with respect to their own lives. Application will further develop students' ability to use language communicatively. The Lesson Planner provides suggestions to help teachers carry out the *Apply* activities successfully.

- **Extend**

Extend activities are additional communicative activities that help students use the new language in realistic contexts and personalize the language. This step is important in that it stretches students' ability to communicate in more authentic situations. These are activities that are not in the Student Book and provide additional opportunities for real communication in the classroom among students.

- **Wrap up**

Concluding the lesson or class with a final activity is always important, as students need to leave the class knowing that they have completed an activity and learned something. This might be a worksheet, a game, or a chant. The *Explore Our World* Lesson Planner provides wrap-up activities for each class, as well as *The Goodbye Chant*.

The Goodbye Chant

Good work, class.
Hip hip, hooray!
Goodbye for now.
Have a nice day!

Lesson Adjustments

Teachers keep in mind many different elements as they plan their lessons. They identify their objectives and match appropriate activities to them. They plan how they will use their physical space and seating arrangements for individual, pair, and group work. They collect the materials and equipment they will need. They think about time management and pacing. But no matter the plan, teachers know to expect the unexpected as the day's lesson unfolds.

In a classroom full of children, there are many factors teachers cannot control. Successful teachers learn to be creative so that they can adapt to unplanned events, whether they be a surprise fire drill, equipment failure, or student behaviors. This includes adjusting instruction based on students' unique personalities, their mood swings, their varied interests, and their diverse personal, cognitive, and emotional needs.

In mixed-ability classes, for example, teachers may have to spend more time with some students than with others. When this is the case, they have ready a number of other activities for the rest of the class to do. These may include starting homework in class, or choosing something from an activity box that includes worksheets, puzzles, board games, vocabulary cards, comic books in English, and class-produced books. In the *Explore Our World* Lesson Planner, teachers have many different activities to choose from, including the *Extend* activities that are not in the Student Book.

Successful Activities

- **Activities have meaning and purpose**

Activities for young learners should be, above all, meaningful and purposeful. Engaging students in authentic and meaningful contexts helps them recognize and remember language patterns. As Lynne Cameron wrote, "... children see the foreign language 'from the inside' and try to find meaning in how the language is used in action, in interaction, and with intention, rather than 'from the outside' as a system and form".² So, instead of presenting language as isolated grammar structures to be analyzed, teachers do well to present language in meaningful contexts. They make sure to provide plenty of opportunities for students to practice the language through both repetition and recycling, and to give students a real purpose to communicate with each other in English.

- **Activities are supported and scaffolded**

Scaffolding is used to describe the exterior support structure around a building under construction. When the building is finished, the scaffolding is taken away and the building stands on its own. In the same way, teachers have to provide scaffolding to students in order to help them construct knowledge and learn language effectively. *Explore Our World* sets students up for success by supporting and scaffolding the learning process. It is important to break tasks down into small, achievable steps and give students a model to follow. *Explore Our World* teaches language step by step, but the teacher still needs to take the

time to make sure students have plenty of ways to show their comprehension of the new language.

- **Activities are engaging and hands-on**

Explore Our World materials promote an active and hands-on classroom. Because many students are kinesthetic learners and like to move their bodies and move around the room, it is important to keep instruction physically active. Students generally like to learn by touching and manipulating objects. In other words, students typically learn by doing. They need to be active and have many hands-on activities that encourage them to interact with objects and visuals. If possible, bring in real objects and incorporate projects that allow students to produce their own creations that further the learning process. Doing artwork, crafts, posters, and projects are great ways for learners to be active and make things with their own two hands.

- **Activities are enjoyable and interesting**

To teach young learners effectively, a language class needs to be enjoyable and interesting. The photographs and artwork in *Explore Our World* will capture students' attention and interest. There is a chant in each unit, as well as pair work, a game, and a story, all of which will engage students in the lessons.

Repetition and Recycling

Teachers should provide plenty of opportunities to practice the language. Using repetition and recycling is important when working with young learners. If children are interested in a story or chant, they will ask to hear it again. Repeating is a natural part of children's learning process. *Explore Our World* provides plenty of opportunities for meaningful repetition. Students will get the chance to hear, repeat, and use both vocabulary and grammar multiple times. Recycling happens within a unit and also across units to help with retention.

² Cameron, L (2003) Challenges for ELT from the expansion in teaching children. *ELT Journal*. 57 (2), 105-112

Classroom Management

As teachers everywhere know, no real learning can take place without a well-managed classroom. Teachers of young learners need to develop a plan for managing their own classroom that will keep students engaged and on-task, and avoid giving them opportunities to get distracted or out of control. Expectations of what proper classroom behavior is can vary from culture to culture, but in all cases, effective classroom management goes beyond dealing with misbehavior only. Many aspects of teaching can affect the behavior of students in the classroom.

- **Time**

Effective teachers use their class time carefully. They plan the time it takes to greet students and start the class, the duration of each activity, the time spent between activities, the time it takes for student breaks, and the time it takes to assign homework and end the class. They also reserve five minutes or so as extra time to be used as needed during the class. In addition, they keep in mind what is known as “wait time,” the amount of time the teacher waits for a student to answer a question. Some teachers count to ten slowly and silently, while others use a watch to allow from three to five seconds. This helps students formulate better quality responses.

- **Activities and transitions**

It is important to have ready all the materials needed for each activity before class so that young learners don't have time to get restless. Resources and materials necessary for the lesson are clearly listed in the yellow panel at the beginning of each lesson in this Lesson Planner. Activity instructions are another area that can require advance planning. To keep students' attention, it is a good idea to read all activity instructions before class so that there is time to simplify them and provide a model for learners if necessary.

Moving smoothly from one activity to another requires planning transitions. For the youngest learners, this could be a *Transition* chant, visual cues such as a teacher-held stop sign or flipping the light switch on and off three times, or auditory cues such as a whistle or bell. If the previous activity has involved movement, a useful transition to the next activity can be having students close their eyes and rest their heads on their hands for a minute. If the previous activity has been concentrated seat work, a useful transition to the next activity can be having students stand by their desks and “shake out” their hands and legs, or having them jump up and down a few times.

Transition Chant

We are done.
That was fun.
Now let's do
another one.



- **Classroom rules**

The establishment of rules in the young learner classroom is particularly important because students need rules to function successfully. Teachers need to communicate these rules clearly and simply, and make sure they are consistent in enforcing them, with age-appropriate rewards and sanctions. When possible, allow students to help create the rules and consequences. The teacher and students may come up with rules such as *Be quiet when someone is talking*, *Raise your hand to talk*, *Be kind to others*, *Work hard*, *Share*, and *Cooperate*. Display the rules on a poster on the classroom wall. The youngest learners can learn a song or chant about the rules.

- **Classroom routines**

Equally important is the establishment of predictable routines. Young learners feel secure when they know what to expect during different stages of the lesson. Routines help them to organize and prepare to learn in English. Common routines include starting the class with a greeting, designating the day's classroom helpers, taking attendance, naming the day and date, establishing objectives, checking homework, dividing the class into pairs or groups, cleaning up the room, assigning homework, and ending the class.

- **Classroom atmosphere**

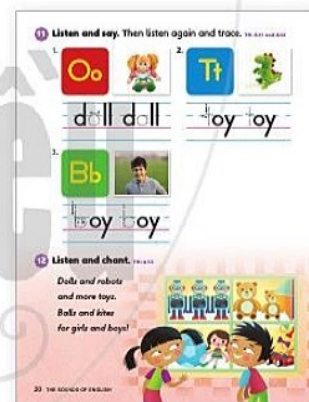
Effective teachers take care to build a fair, safe, and supportive classroom climate. As supportive adults, rather than friends, they aim for positive relationships with all their students and consciously avoid favoritism. They have high but reasonable expectations and model the values they hope to inspire in their students—kindness, patience, fairness, and respect.

The 4 Skills: Listening, Speaking, Reading, and Writing

The *Explore Our World* series provides multiple opportunities for young learners to develop all four skills in a balanced and age-appropriate way. Students at the lower levels primarily focus on listening and speaking, with appropriate exposure to beginning aspects of reading and writing.

Listening

Young children learn about other people and the world around them primarily through oral interaction. In the classroom they benefit from multiple opportunities to listen to and practice routine language, vocabulary, basic structures, and patterns. And while practicing listening and speaking together is very important, so is a focus on listening-only activities. Some of these activities develop students' discrimination of sounds, words, and sentence boundaries, while others focus on stress, rhythm, and intonation. Stories and chants are a natural and fun way to practice, too. The Workbook includes a variety of listening activities as well.



Speaking

Listening and speaking interactions are the communicative foundation for language learning. Question and answer exchanges, whether between teacher and student or between student and student, play an important part in the classroom. At first, young learners will rely on modeled language in their exchanges, but it is also important to introduce opportunities for personalized, authentic language use as soon as possible. Gradually move away from display

questions (to which students provide already known answers, to show their comprehension such as *What color is your hair?* and *How many animals do you see?*) to authentic communication (questions to which the answers are not yet known, such as *Do you have a brother?* and *Do you like stories?*) The more relevant the language is to learners' lives, the more meaningful and memorable it becomes.

Reading

A unique feature of the *Explore Our World* series is the use of engaging content from the world-renowned National Geographic archives, incorporated in nonfiction readings that begin in Grade 3. But even students at the lower levels are introduced to simple fictional stories they appreciate hearing and repeating. An age-appropriate story is included in each unit, which exposes students to concepts such as reading from left to right, using visuals to understand context, and story conventions.



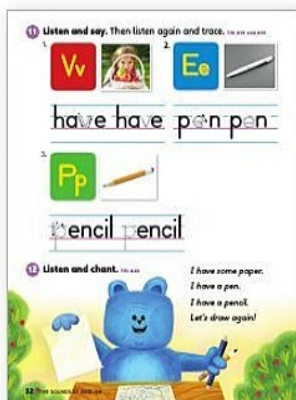
Younger learners are systematically introduced to writing beginning in Grade 3, where students work at the word level, moving gradually into completing sentence stems, and finally to writing one to three simple sentences. Students draw and then write about their drawings. In Grade 4, young learners are guided to organize and write short paragraphs through answering specific questions. In Grade 5, students learn about compound sentences, descriptive words, the parts of a paragraph, complex sentences with *because*, and sequence words. In Grade 3–5, a page in each Workbook unit provides additional writing practice.

A complete model is provided for each writing task in each unit in Grades 3–5, so that learners have clear, meaningful examples of what they are expected to do. When they are finished, writers read their work to classmates, who listen actively to fill in a chart or take notes. Students should be encouraged to give constructive criticism when applicable, pointing out something they liked, something they found confusing, or something they wanted to know more about.

Teachers may want students to create individual writing portfolios for evaluation purposes. A writing portfolio is a file or folder of each student's written work, assembled over a period of time. It contains final drafts of assignments, but it may also contain samples of work in other stages of the writing process, such as word maps, outlines, research cards, rough drafts, letters, poems, copies of group-produced work, and inspirational images. The teacher, together with the student, reviews selected work and comments on the student's writing progress.

Writing

At the lower levels, students learn how to shape 14 letters of the alphabet and the numbers one through ten.



Vocabulary, Content Concepts, and Language Use

Explore Our World helps develop vocabulary through a variety of activities that encourage communication. The target vocabulary items in each unit are presented in thematically related, meaningful contexts, and then recycled several times in different activities and in different components. Active vocabulary consists of words necessary to understand and talk about the unit theme, as well as high-frequency, high-utility items used in real communication relevant to the world of the child. For example, for younger learners at the lower levels, many items are related to concepts they are exploring in their first language, such as colors, shapes, and numbers. For older learners, vocabulary items are related to their own lives (habits, chores, likes and dislikes), to their relationships (as family members, as friends, as members of the community), and to their studies at school (science, health, language arts, social studies, sports).

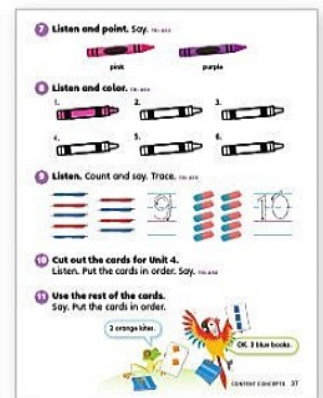


Encourage students' active involvement in vocabulary learning through the use of pictures, flashcards, posters, arts and crafts, kinesthetic games, projects, personal dictionaries, word mobiles, and word walls. Younger learners in particular benefit from visuals and hands-on activities. For older students, when applicable, raise learner awareness of vocabulary strategies such as paraphrase and circumlocution ("the thing you cut paper with," for *scissors*), and familiarize students with the concept of cognates and false cognates. To clarify meaning, encourage word associations, and teach word collocations such as *have + noun*: *have a good time*, *have breakfast*,

have a flat tire, *have a toothache*, *have a quiz*. Have students keep vocabulary notebooks in which they write definitions, use words in sentences, develop word maps, note collocations, and build word families (*photo*, *photograph*, *photographer*, *photographic*, *photographically*, etc.). When appropriate, raise awareness of word formation through prefixes and suffixes.

Explore Our World presents grammar in age-appropriate, meaning-based ways. Because their analytical skills are not yet fully developed, younger learners gain little from analyzing forms and memorizing rules the way many adults do. They benefit more by seeing many repetitions of a target grammar point in different meaningful contexts, and by using grammar as unanalyzed "chunks" that help them communicate. Language activities in the Student Books and Workbooks, then, show target points in meaningful sentences that students can use as models for language production. Even students at the lower levels are given the opportunity to engage in dialogues using high-frequency grammatical structures along with recycled vocabulary.

As learners age and develop cognitively, they are invited to notice certain language features and think about how they function. The oldest learners can keep personal grammar reference notebooks in which they have a page for each grammar point, with examples of form, meaning, and use. They can also record their most frequent errors and write a corrected version of each one in their notebooks.



Grammar practice in the Student Book is supported by additional activities in the Workbook.

Assessment

In the last decade there has been growing interest in the assessment of young learners. Educators around the world are becoming more aware of the need to address the particular challenges that arise in the assessment of language learners between the ages of five and twelve. Because of their age, level of maturity, limited range of experience, and cognitive, linguistic, and literacy development, young learners need carefully designed assessment tasks that they can perform either individually or with other children.

Students are exposed to many different types of tests in their classrooms and to a growing number of external standardized tests as well. In addition to the elements common to any test, young language learners must understand, think, and display their knowledge in another language. Because of this additional challenge, it is extremely important that tests meet the following criteria.

- Tests should mirror learning; that is, the material actually taught in class is what is assessed. They should reflect the goals and objectives of the curriculum and provide children with the opportunity to demonstrate what they know and what they can do with the language in tasks and formats that are similar to the ones they have experienced in class. For example, if young learners are taught English orally through picture cards, chants, dialogues, stories and games, then they should be tested in the same ways.

- Tests should contribute to learning on the teacher's part as well as on the students' part. Test results should provide teachers with information on which to base subsequent instruction, especially modifications that are needed for some or all students. And of course the results should provide information to learners on their current strengths and weaknesses and progress in learning English.

- Tests should include a variety of techniques that correspond to learners' different intelligences and learning styles. That is to say, tests should provide opportunities for learners who are not primarily linguistically, logical-mathematically, or spatially inclined but rather demonstrate other types of intelligences or learning styles. All learners should have multiple chances to demonstrate their skills, strategies, and knowledge.

- Tests should be contextualized and reflect relevant tasks and language for young learners. Assessment items are more authentic when they reflect a previously taught theme or body of content, and when the language tested is that used by young learners in class and in their real lives.

- Tests should allow all learners to experience success, while providing both lower than average learners and advanced learners opportunities to demonstrate their knowledge. Just as teachers deal with mixed-ability learners in class through differentiated instruction, so should they provide opportunities for mixed-ability learners on tests.

- Tests should motivate learners and build learner confidence. Teachers work hard to include a variety of motivating and fun activities in their lessons, and they are conscientious about providing praise and constructive feedback to their students in class. Students should have the same opportunities for fun, engagement, and motivating feedback in their assessments.

- Tests should take place over time in order to collect evidence of growth. Assessment should not be approached as an occasional but necessary, fear-inducing evil. Indeed, the more frequently students are assessed through a variety of ways, the less test anxiety they may have, and the more practiced and confident they may feel. In addition, both teachers and students are likely to develop a more accurate picture of the learner's strengths, weaknesses, and general knowledge through more frequent assessment opportunities.

Generic Pacing Guide

1-2 hours a week

3-4 hours a week

5-6 hours a week

UNIT OPENER	Introduce	Introduce	Introduce
VOCABULARY	Warm up Present Practice or Apply Wrap up	Warm up Present Practice Apply Extend (<i>optional</i>) Wrap up	Warm up Present Practice Apply Extend Wrap up
LANGUAGE USE	Warm up Present Practice or Apply Wrap up	Warm up Present Practice Apply Extend (<i>optional</i>) Wrap up	Warm up Present Practice Apply Extend Wrap up
CONTENT CONCEPTS	Warm up Present Practice or Apply Wrap up	Warm up Present Practice Apply Extend (<i>optional</i>) Wrap up	Warm up Present Practice Apply Extend Wrap up
THE SOUNDS OF ENGLISH	Warm up Present Practice or Apply Wrap up	Warm up Present Practice Apply Extend (<i>optional</i>) Wrap up	Warm up Present Practice Apply Extend Wrap up
READING / WRITING	Warm up Present Practice or Apply Wrap up Writing (<i>optional</i>)	Warm up Present Practice Apply Extend (<i>optional</i>) Wrap up Writing	Warm up Present Practice Apply Extend Wrap up Writing

Scope & Sequence

Unit	Theme	Vocabulary	Language Use
0	Greetings	look, listen, say, stand up, sit down, open, close, point, trace, have, stick, check, chant	Hello. I'm [Freddy]. What's your name? Hi. I'm [Polly]. Goodbye. Bye. Stand up. Sit down. Open your book. Close your book.
1 My School	Classroom objects	book, chair, crayon, eraser, paper, pencil, pen, desk circle, talk, ask, answer, color, count, cut, put, draw, like	What is it? It's [a book].
2 My Toys	Toys	ball, balloon, car, doll, robot, teddy bear, truck, kite is, isn't	Is it [a doll]? Yes, it is. / No, it isn't.
3 My Family	Family members Rooms in the house	grandma, grandpa, mother, father, sister, brother kitchen, bathroom, bedroom, living room love, do	Who's this? It's my [brother]. Where's [Grandma]? In the [kitchen].
4 My Body	Parts of the body	ears, hair, arms, hands, eyes, nose, mouth, legs, feet has, use, worry, work, spin	I have [two hands]. He/She has [two hands].

Content Concepts	The Sounds of English	Story
Colors: blue, red Numbers: 1, 2	Phonics: <i>/h/</i> hello <i>/g/</i> goodbye <i>Hh, Gg</i> Chant: <i>Hello, hello</i>	
Colors: green, yellow Numbers: 3, 4	Phonics: <i>/v/</i> have <i>/e/</i> pen <i>/p/</i> pencil <i>Vv, Ee, Pp</i> Chant: <i>I have some paper.</i>	Time for School
Colors: brown, orange Numbers: 5, 6	Phonics: <i>/a:/</i> doll <i>/t/</i> toy <i>/b/</i> boy <i>Oo, Tt, Bb</i> Chant: <i>Dolls and robots</i>	Birthday Boy
Colors: black, white Numbers: 7, 8	Phonics: <i>/j/</i> yellow <i>/æ/</i> apple <i>/t/</i> sit <i>Yy, Aa, Ii</i> Chant: <i>I love my grandpa!</i>	Eight Is Great
Colors: pink, purple Numbers: 9, 10	Phonics: <i>/dʒ/</i> juice <i>/k/</i> cat <i>/ks/</i> fox <i>Jj, Cc, Xx</i> Chant: <i>One mouth for me</i>	It's Me!

In This Unit

Theme This unit is about greeting people and following instructions.

Content Objectives

Students will

- greet and say goodbye to one another.
- listen to and respond to classroom instructions.
- identify and name things that are *red* and *blue*.
- count one or two items.

Language Objectives

Students will

- greet and say goodbye to one another.
- listen to and respond to classroom instructions.
- describe objects by color.

Vocabulary and Language Use

Hello., I'm [Eddie]., What's your name?, Hi., I'm [Freddy]., Goodbye., Bye., Stand up., Sit down., Open your book., Close your book.

Content Concepts

red, blue, 1 (one), 2 (two)

The Sounds of English

/h/ hello
/g/ goodbye

Writing Letters Hh, Gg

Unit 0

1 Look and listen. Say. TR:A2



Language Use

Objectives

Students will

- greet and say goodbye to one another.
- listen to and respond to classroom instructions.

Resources Workbook p. 2; Audio TR: A2–A3

Materials a ball

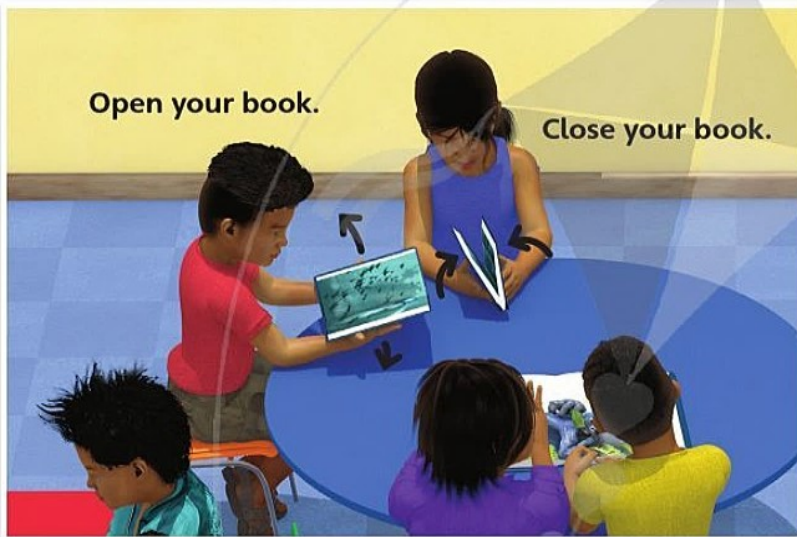
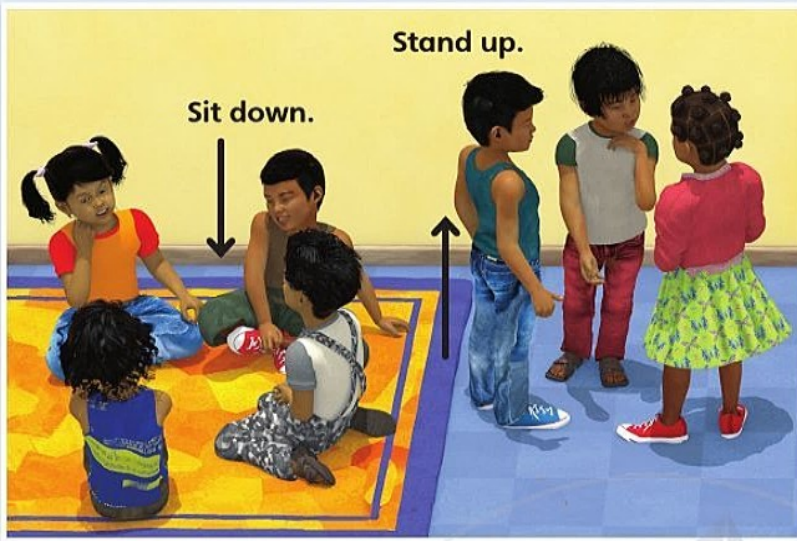
Warm Up

- **Motivate and focus** Get students ready to use English using the *English Time* chant (p. 9).

Present

- Wave and say *Hello* to students. Have students repeat the word and wave at you. Play **TR: A2**, pausing after the first two lines for students to repeat. Then, model the dialogue.
- Continue playing **TR: A2**. Pretend to walk toward the door. Wave and say *Goodbye, class!* Come back to the front of the room, and model the dialogue.
- Show students the pictures on p. 3. Play **TR: A3** one time, doing each action as it's spoken. Then, play **TR: A3** again, and gesture for students to do the action with you.

2 Look and listen. Say. TR: A3



LANGUAGE USE 3

Workbook Assign Activities 1–2, p. 2.
The audio script is on p. 27. The answer key is on p. 97.

Formative Assessment

Can students

- greet and say goodbye to one another?
Say *Hello* or *Goodbye* to each student, and have him or her respond.
- listen to and respond to classroom instructions?

Say *Open your book* and *Stand up*. Have students respond by doing each action.

Practice

- Place students in pairs. Play **TR: A2** again, pausing after the second line. Have students repeat the dialogue with their partners, and then switch roles.
- Divide the class into two lines. Have the lines stand facing one another. Have the student in the first line say *Hello, I'm [Hector]. What's your name?* Have the student in the second line say *Hi, I'm [Sara]*. Have students in the second line move to their left after each dialogue, with the student at the end of the line going back to the front of the line. Continue like this until students have greeted everyone in the other line. **Note:** For larger classes, divide students into four lines instead of two.
- Go around the room and greet a student with *Hello, I'm [Polly]. What's your name?* Have the student say *Hi, I'm [Ricardo]*. Repeat this with a few different students.

- Have students take out their books. Say *Open your book* and have students do the action. Say *Close your book* and have students do the action. Repeat this with *sit down* and *stand up*. Then, slowly give two-part directions, such as *Sit down and open your book*. Walk around the room to make sure students are following your directions.
- Have students stand in a circle with you. Finish playing **TR: A2**. Hold a ball in your hand, and say *Goodbye, class!* Pass the ball to the student on your right, who should say *Goodbye!* or *Bye!* Have students continue passing the ball around the circle until each one has said *goodbye*.

Wrap Up

- Say *Good job today, class. Now let's chant*. Lead the class in the *Goodbye* chant (p. 10).

Content Concepts

Objectives

Students will

- identify and name things that are *red* and *blue*.
- count one or two items.

Colors *red, blue*

Numbers *1 (one), 2 (two)*

Resources Unit 0 stickers; Workbook p. 3; Audio TR: A4–A6

Materials a box; printed materials (books, magazines, newspapers, letters); red, blue, green, and yellow construction paper; red and blue crayons; white paper; a paper bag

Teacher Tip

As the students' books may be reused, teachers should ask students to do all coloring, tracing, and writing activities in pencil and not pen.

3 Look and listen. Say. TR: A4



a book



a red book



a blue book

4 Point and say.



5 Look and listen. Say. Trace. TR: A5



6 Look and listen. Stick. TR: A6

1	2
1	2

4 CONTENT CONCEPTS

Warm Up

- **Motivate and focus** Get students ready to use English using the *English Time* chant (p. 9).
- **Preteach** Say *Open your books*. Have students open their books. Then, say *Close your books*. Again, have students respond. Hold up a book, and say *This is a book. Book*. Have students repeat the word *book*.
- Place a box of print materials, including books, newspapers, magazines, and letters, in the middle of the room. Have students take items out of the box, one at a time. Hold each item up, and ask the class *Is it a book?*

Present 3 5

- **3** Play TR: A4. Point to each item as it is spoken in the audio. Then, play TR: A4 again, and have students point to each of the items.
- Hold up a piece of green construction paper. Ask *Is it red?* (no) *Is it blue?* (no) Then, hold up a piece of blue construction paper. Ask *Is it red?* (no) *Is it blue?* (yes) Say *That's right, it's blue*. Repeat this with yellow and then red construction paper.
- Say *Show me red*. Have students point to or hold up something red. Then, say *Show me blue*. Have students point to or hold up something blue.
- **5** Play TR: A5. Have students count the books as they listen. Pause the audio after number 1. Model tracing the number 1 on p. 4. Then, have students do

it. Walk around the room to make sure students are holding their pencils correctly. Continue playing **TR: A5** and have students do the same for number 2.

- Hang pieces of construction paper in the following pattern: red, blue, red, blue, red. Point to each paper as you say *One red, one blue, one red, one blue, one red...* Then, hold up both red and blue construction paper, and ask *What's next—red or blue?* (blue) Change the pattern to be blue, blue, red, blue, blue. Say *Two blue, one red, two blue...What's next—red or blue?* (red)

Practice 4 6

- **4** Place students in pairs. Have them point to each book and say its color. Once they point to and name each book, have them count the number of red books and the number of blue books. Model by pointing to the first red book, saying *One red book*, and then the second red book, saying *Two red books*. Emphasize the plural -s at the end of *books*.
- **6** Say *Let's do a sticker activity!* Show students the Unit 0 stickers in the back of their books. Play **TR: A6**, and pause after the first item. Find the sticker of one blue book. Point to the first box in the chart on p. 4, and ask *One or two?* (one) *Red or blue?* (red) Say *That's not right!* Then, point to the box on the bottom left-hand side of the chart, and ask *One or two?* (one) *Red or blue?* (blue) Hold the sticker up to the box, and nod. Say *Yes, that's right.* Place the sticker in the box. Continue playing **TR: A6**, and have students complete the rest of the activity.

Apply

- Give each student a red and a blue crayon and a piece of paper. Have students fold their papers to create four sections. Then say *Look*. Model making one red dot and one blue dot on the paper. Then, say *Listen* and have students mark their papers with dots according to the following instructions:
 - Section 1: *One red dot, one blue dot*
 - Section 2: *One red dot, two blue dots*
 - Section 3: *Two red dots, one blue dot*
 - Section 4: *Two red dots, two blue dots*

Wrap Up

- Place a few red and blue crayons in a paper bag. Give each student a number of crayons to take out of the bag (one or two). When they take the crayon(s) out, have students name the color(s) for each. Give a few students a chance to do this activity.
- Say *Good job today, class. Now let's chant.* Lead the class in the Goodbye chant (p. 10).

Teacher Tip

Create a bulletin board or wall display welcoming students to your class. Hang a photo of each student on the display. Write *Hi, [Ling]* or *Hello, [Mae]* on strips of paper, and hang them by the students' photos. Encourage students to bring in a photo of something very special to them to hang near their name. Help students get to know one another by talking about different students in front of the whole class. For instance, you might point to a child's area on the display and say *This is [Mae]. Hello, [Mae]. [Mae] likes [basketball].* Do this for a few children at a time, until you have introduced each child to the class.

Workbook Assign Activities 3–6, p. 3. The audio script is on p. 27. The answer key is on p. 97.

Formative Assessment

Can students

- identify and name things that are red and blue?
- Point to red and blue objects. Have students name the colors they see.
- count to find the quantity of items?
- Hold up one book, and have students tell you the number. Repeat this with two books.

The Sounds of English

Objectives

Students will

- identify and make the target sounds.

Target Sounds

/h/ **hello**

/g/ **goodbye and go**

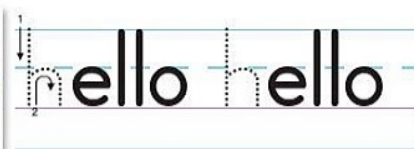
Writing Hh, Gg

Resources Workbook pp. 4–5; Audio TR: A7–A9

Materials a timer or stopwatch, a teddy bear or stuffed toy

7 Listen and say. Then listen again and trace. TR: A7 and A8

1.



2.



8 Listen and chant. TR: A9

Hello, hello.

Hi there, hi.

Time to go.

Bye, goodbye!



THE SOUNDS OF ENGLISH 5

Warm Up

- **Motivate and focus** Get students ready to use English using the *English Time* chant (p. 9).
- **Get moving** Have students stand up. Set a timer or a stopwatch for two minutes. Have students go around the room, saying *Hello* or *Hi* to as many classmates as possible before the timer goes off.
- Have students sit on the floor with a partner, back-to-back. Have them link arms. Then, say *Stand up*. See if students can stand up without separating their arms. Then, say *Sit down* and see if they can stay together while sitting down. Repeat this a few times to see if students can do it more easily with practice.

Present 7

- **7** Say *Let's learn about some sounds of English.* Make a few sounds, such as /b/, /p/, and /h/ to help students understand the phrase *sounds of English*. Play **TR: A7**. Pause after each word for students to repeat the word and the sound.
- **Explain** Say *Hello has the /h/ sound.* Say the /h/ sound again, and have students repeat the sound and the word. Then, ask *Which has /h/—hi or book?* (hi) Emphasize the first sounds of these words as you say them.
- Say *Goodbye has the /g/ sound.* Repeat the word, emphasizing the /g/. Have students repeat the sound and the word. Then, ask *Which has /g/—to or go?* (go) Emphasize the first sounds of these words as you say them.

- If there are students in your class with /h/ or /g/ in their name, point them out. For example, say *Haima*. *What sounds do you hear?* (/h/)

Practice 8

- Write *Hh* on the board. Ask *What letter is this?* Then say *this letter makes the sound /h/*. Have students make the /h/ sound. Ask students to open their books to p. 5. Say *Find the letter h*. Have students trace the upper- and lowercase *h* on the page with their finger. Then say *Let's learn to pronounce /h/. Listen and repeat what you hear*. Play **TR: A7**. Have students follow along with the track by pointing to the letters and words. Play the track again and have students repeat the sounds.
- Draw *Hh* in dotted outline on the board. Say *Let's trace the letter h*. Model tracing over the outline. Then say *Look at the word and picture for hello again. Listen to the sound /h/ and use your pencil to trace the letter h*. Play **TR: A8** and stop after *hello*. Make sure students trace *h* two times for *hello*. Then call on volunteers to say the word aloud. Repeat the activity for *g* and play the rest of **TR: A8**.

Apply 9

- **9** Say *Let's listen to a chant*. Play **TR: A9** two times. Have students listen to the chant. Then, say the chant. Walk among the class, waving *hello* to students for the first two lines. Then, walk back toward the front of the room, waving *goodbye* during the second two lines.
- Play **TR: A9** a third time. This time, have students stand up next to a partner. Have them wave *hello* during the first two lines of the chant. Then, have them turn away from each other and start to walk away from their partners during the last two lines.
- Divide the class into two groups. Have them say the chant as a call-and-response. Have the first group say *Hello, hello* and the second group respond *Hi there, hi*. Then, have the first group say *Time to go* and the second group respond *Bye, goodbye!*

Wrap Up

- Bring out a teddy bear or a stuffed toy, and say *This is Hank*. Then, ask *Does Hank have /h/ or /g/?* When students say /h/, say *That's right. Hank has /h/*. Have each student greet the toy with *Hi, Hank*.
- When class is over, bring the stuffed toy around to each student's desk. Have it say *Goodbye* to each student. Have students say *Goodbye, Hank*.
- Say *Good job today, class. Now let's chant*. Lead the class in the *Goodbye* chant (p. 10).

Target Sounds

- The /h/ sound is the first sound in the words *hi* and *hello*.
- The /g/ sound is the first sound in the words *goodbye* and *go*.

Teacher Tip

Now is the time to establish a close connection with parents. Ask parents to provide their contact information, including their phone number(s) and e-mail addresses. Check in with parents as often as possible. Be sure to let parents know of students' achievements, not just their problems. You should also make them aware of what it is you're teaching. If all parents have an e-mail address, create a class e-mail list. Use this list to make announcements about things such as schedule changes, special requests, or upcoming events. You may also want to take photos of fun class activities and e-mail them to parents.

Workbook Activities 7–10, pp. 4–5. In this unit, students learn to write letters *Hh* and *Gg*. The audio script is on p. 27. The answer key is on p. 97.

Formative Assessment

Can students

- identify and make the /h/ and /g/ sounds
- Make the /h/ sound. Say *Hello* and *Goodbye*. Have students raise their hand when they hear /h/. Then, say /g/ and say the words again. This time, have students raise their hand when they hear /g/.

Student Book

TR: A2 1 Look and listen. Say.

(Elephant) Hello. I'm Eddie. What's your name?

(Frog) Hi, I'm Freddy.

(Monkey) Goodbye, Polly!

(Parrot) Bye, Mia.

TR: A3 2 Look and listen. Say.

Sit down.

Stand up.

Open your book.

Close your book.

TR: A4 3 Look and listen. Say.

a book, a red book, a blue book

TR: A5 5 Look and listen. Say. Trace.

one, one, one red book

two, two, two blue books

TR: A6 6 Look and listen. Stick.

one blue book, two red books, one red book, two blue books

TR: A7 7 Listen and say.

1. H /h/ Hello

2. G /g/ Goodbye

TR: A8 7 Listen and trace.

1. H /h/ Hello

2. G /g/ Goodbye

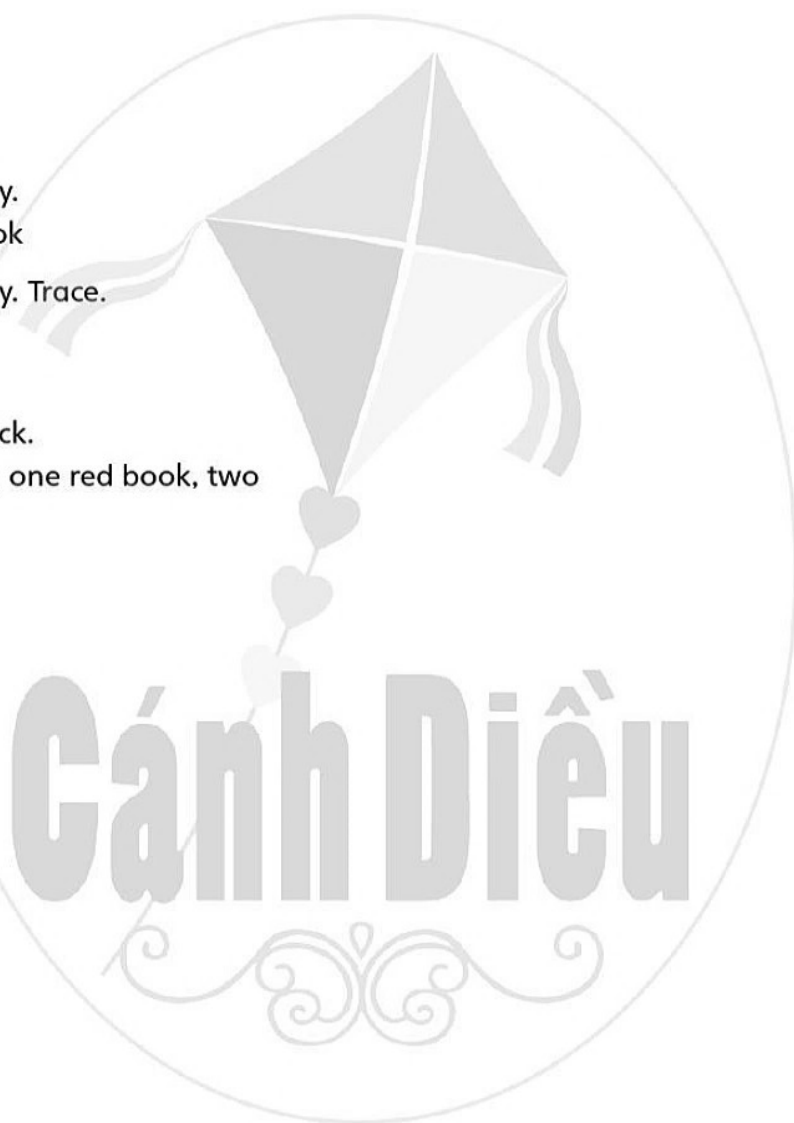
TR: A9 8 Listen and chant.

Hello, hello.

Hi there, hi.

Time to go.

Bye, goodbye!



Workbook

TR: A2 1 Listen. Look and circle.

1. Hello.
2. Stand up.
3. Open your book.

TR: A3 2 Listen and circle.

1. Goodbye.
2. Stand up.
3. Close your book.

TR: A4 3 Listen. Color and say.

1. red
2. blue

TR: A5 4 Listen. Color and say.

Two blue books. One red book. One blue book. Two red books.

TR: A6 6 Listen. Draw and color.

One blue book. Two red books.

TR: A7 7 Listen and say.

1. H /h/ Hello
2. G /g/ Goodbye

TR: A8 8 Listen and look. Which word is different? Circle.

1. /h/ Hello /h/ Book /h/ Hi
2. /g/ Goodbye /g/ Go /g/ Book

TR: A9 9 Listen and chant. Point.

Hello, hello. Hi there, hi.
Time to go. Bye, goodbye!

Answer Key

Student Book

6 SB p. 4

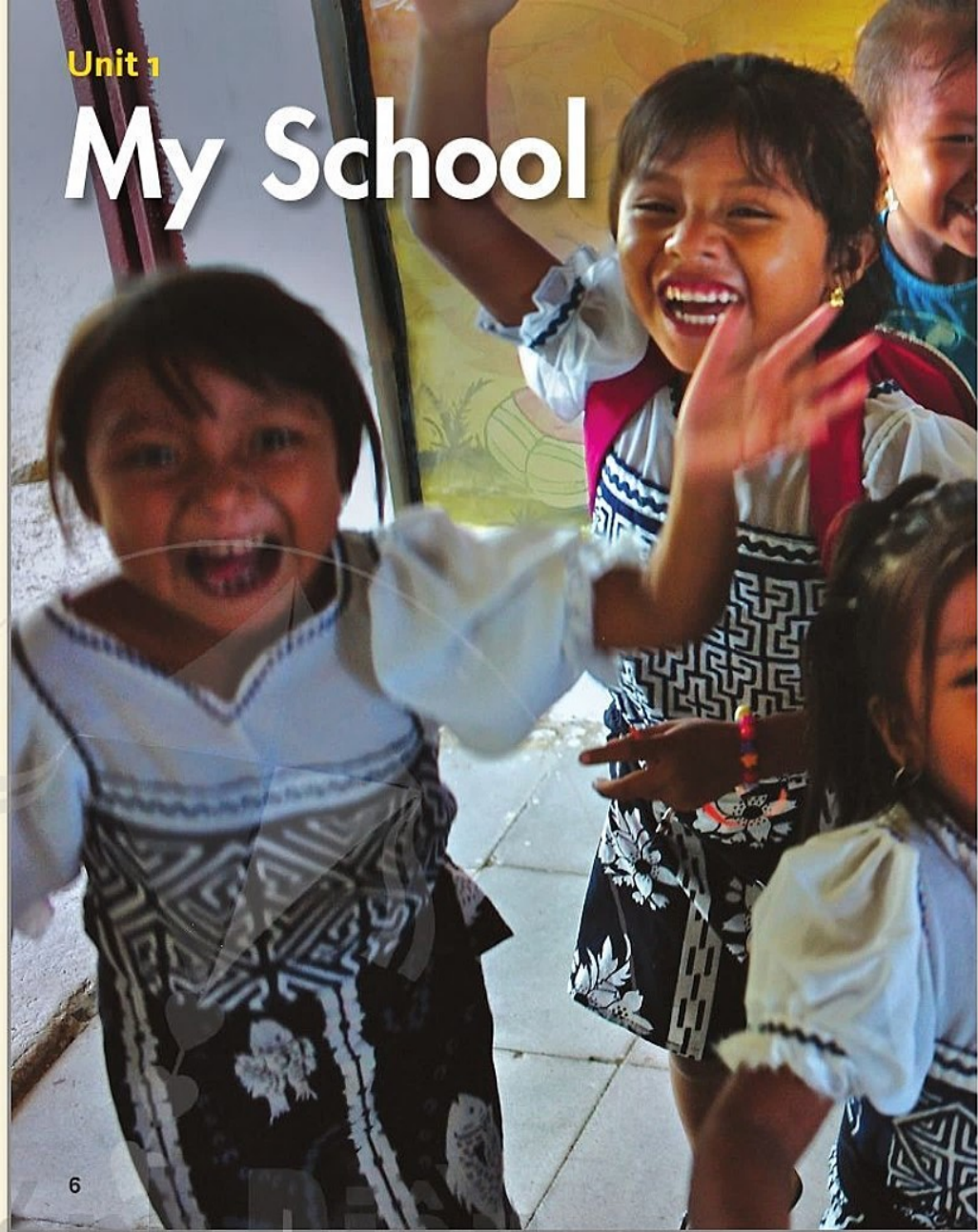
- 1: blue book; 2: red books
- 1: red book; 2: blue books

Workbook

Go to p. 97 for the Workbook Answer Key for this unit.

Cánh Diều

My School



6

Introduce

- Say *Hello* to students. Have students say *hello* or *hi* to the person sitting on either side of them.
- **Motivate and focus** Get students ready to use English using the *English Time* chant (p. 9).
- **Build background** Say *You are in school. I am in school.* Using your arm, gesture around the classroom. Say *This is school.* Hold up a photo of a house. Point to the photo, and say *This is not school. This is home.* Put down the photo, and turn to a student. Ask *[Marco] are you at home?* (no) **Note:** If the student has trouble, point to the photo of the house as you repeat the question.
- **Use the photo** Help students open their books to pp. 6–7. Point to the photo, and ask *Where are the children—school or home?* (school) Say *Yes, they are in school. The children are happy in school.* Smile as you say *happy.* Keep smiling, and say *I am happy in school.* Then, ask children *Are you happy in school?* Again, smile as you say *happy.* Ask the question to several students.

In This Unit

Theme This unit is about school.

Content Objectives

Students will

- identify and name classroom objects.
- identify and name things that are *green* and *yellow*.
- count up to four items.

Language Objectives

Students will

- identify and name classroom objects.
- ask and answer questions to identify classroom objects.
- describe objects by color.

Vocabulary

a book, a chair, a crayon, an eraser, paper, a pencil, a pen, a desk

Language Use

What is it?

It's a [chair].

Content Concepts *green, yellow, 3 (three), 4 (four)*

The Sounds of English

/v/ have

/e/ pen

/p/ pencil

Story *Time for School*

Writing Letters *Vv, Ee, Pp*

Unit Opener

Objectives

Students will

- use a photo to demonstrate understanding.
- identify things used in school.

Recycling *hello, hi, blue, red, one, two*

Materials a photo of a house, a pencil, a teddy bear, a crayon, a banana, an eraser, a hat

About the Photo

This photo was taken at a school on Ustupu Island, in an archipelago—or group of islands—which is part of the area known as Kuna Yala (Guna Yala) or San Blas. Around 370 islands make up the archipelago. However, the Kuna people live on only about 40 of those islands.

Teacher Tip

Be sure that students have a space inside the classroom, or directly outside of it, to keep their belongings. If such spaces do not already exist in your building, you can create them. Provide boxes or plastic bins, or ask students to bring them in. Label each one with the student's name. Place completed classwork, art projects, and notices in this space. Remind students to check this space before leaving class, and to make sure they take home any completed work or notices.

Related Vocabulary

boy, girl, children, class, uniform



Students in Ustupu Island, Panama

UNIT OPENER 7

- Have students look at the photo again, and say:

- *Point to something blue.*
- *Point to something red.*
- *Point to a boy.*
- *Point to a girl.*

Note: If children have trouble understanding the words *boy* and *girl*, point to several boys in the class as you say *Boy*. Repeat this for *girl*.

- **Set the stage** Say *This unit is about school.* Hold up a pencil, and ask *Do you use this in school?* Nod to show that you do. Hold up a teddy bear and ask the question again. Shake your head to show *no*. Repeat this activity with a crayon (yes), a banana (no), an eraser (yes), and a hat (no).
- Find two items on your desk. Hold up each item individually. As you hold it, say *I use this in school.* Hold up two fingers, and say *What do you use in*

school? Show me two things. Walk around the room to see the two items that students are holding up. If students are holding up an item that is used in school, say *Yes, that's right!* If they are holding up an item that isn't used in school, shake your head and say *No, we don't use this in school.*

- Say *In this unit, we will learn to talk about things we use in school.*
- Say *Good work today, class. Now let's chant.* Lead the class in the Goodbye chant (p. 10).

Vocabulary

Objective

Students will

- identify and name classroom objects.

Vocabulary *a book, a chair, a crayon, an eraser, paper, a pencil, a pen, a desk*

Recycling *open your book, close your book, sit down, stand up, 1 (one), 2 (two)*

Resources Workbook p. 6; Audio TR: A10

Materials a paper bag, a banana, a cell phone, a teddy bear, a cup, pencils, erasers, paper, crayons, pens, index cards cut in half, a timer (optional), tape, boxes—one per pair

Teacher Tip

For Units 1–4, if students find it difficult to learn too many new vocabulary words in one lesson, teachers may choose to teach these words over the course of two to three lessons, providing more information or giving more examples of how the new words can be used.

1 Listen and point. TR: A10

2 Point and say.



Warm Up

- **Motivate and focus** Get students ready to use English using the *English Time* chant (p. 9).
- **Recycle** Say *Stand up* and have students stand up. Say *Sit down*. Have students sit down in their chairs. Say *Stand up* again, and have students do the action. Then, say *Sit down in your chair*. Emphasize the phrase *in your chair*. Have students respond. If students do not sit down right away, say the sentence again, and gesture for them to sit down. Then say *Point to your chair*. See if students can guess the meaning of the word *chair*.
- Place a pencil, a banana, an eraser, a cell phone, a crayon, a pen, a teddy bear, and a cup in a paper bag. Pass the bag around to each student. One at a time, have students take an item out of the bag. Each time, ask *Do we use this in school?* Have students respond yes or no before passing the bag along to the next student. Continue until each student has had a turn.



a book



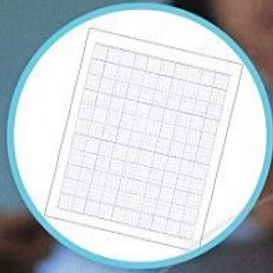
a chair



a crayon



an eraser



paper



a pencil



a pen



a desk

Vocabulary Strategy

Using Visuals Students learn vocabulary more easily when they are able to connect an image with the word. Help students acquire these new words not only by using visuals yourself, but by encouraging students to use them as well. Whenever students give you a response using one of the target words, remind them to also find and point to an example or a picture of that word in the classroom or in the book.

Teacher Tip

Make name tags for students' seats. Write each student's name on a strip of paper. Then, help each student choose a word that starts with the sound of his or her name. For example, if a student's name is Fatima, she might choose a flower. Find a picture for that word to tape to the child's name tag, or draw one on the name tag. Students can look at the pictures on each other's name tags and identify the first sound. They can then connect it with their classmate's name. This will help students begin to recognize one another's names in print. It will also help students be familiar with the class seating arrangement.

VOCABULARY 9

Present

- **Set the stage** Say *Open your book*. Have students do the action. Then, say *Close your book*, and have them do the action. Say *Book. We use a book in school*. Have students repeat the word *book* with you. Then, say *Now, open your book to pages 8 and 9*.
- Hold up the book, showing p. 9. One at a time, point to each word and say it aloud. After each word, pause and find the same item in your classroom. Hold up or point to the item and repeat the word. For example, hold up a pencil and say *Pencil*. Then, have students say the word with you.
- Hold up or point to one of the classroom items, and call on a student. Ask the student to choose between two of the words. For example, hold up a pencil and ask *Pencil or crayon?* Have the student respond. If he or she responds incorrectly, ask the question again. If he or she responds correctly, move on to the next student. Ask this student about different items.



- Give each student half of an index card. Have students continue working with their partners. Show them how to place the card on top of one of the photos. For example, place the card over the photo of the desk, and ask *What's missing?* Have one student in each pair cover an item. The other student should name the missing item. Then, have students switch roles. Have students continue until they have named all of the items.

Apply

- Have students do a scavenger hunt in the classroom. Draw a T-chart on the board, and label it with the numbers 1 and 2. Under the number 1 column, tape mini picture cards for *desk*, *chair*, *paper*, and *eraser*. Under the number 2 column, tape mini picture cards for *crayon*, *book*, *pen*, and *pencil*. Have students find the correct number of each of the items. For example, students should find one desk and two pencils. Give students 2–3 minutes to complete the scavenger hunt. You may wish to challenge them by setting a timer. After time is up, ask students to show and tell a partner what they found. For example, students should point to their chair and say *one chair*. Students should hold up two crayons and say *two crayons*. **Note:** Model forming the plural for students before they work in pairs. For example, hold up two pens and say *Two pens*. Emphasize the -s at the end of the word. Have students repeat the word in the plural. Then, have them say other words in the plural.
- Review the activity with students. Point to a desk, and ask *One or two?* (one) As students answer, have them point to or hold up the item(s) they found. Repeat this for the other words, making sure that students say the correct number of each item based on the chart.

- Hold up a crayon. Call on a student to name the item. Repeat this for each of the other words.
- Make sure that students have a pen, a pencil, a crayon, an eraser, a book, and a piece of paper on their desks. Slowly say *Crayon, pen, paper, book, eraser, pencil*, pausing after each word. Have students place the items on their desks in the order you say, going from left to right. **Note:** Use mini picture cards if students don't have all of the school supplies. Repeat this activity two or three times, changing the order each time.

Practice 1 2

- **1** Make sure students' books are open to pp. 8–9. Say *Now we will hear the words. Listen and point.* Model doing this. Play **TR: A10**. Pause after the first word and ask *What word did you hear?* (a book) Hold up your book, and point to the photo of the book on p. 9 as you say *Book. Point to the book.* Continue playing **TR: A10** until students have pointed to each of the words.
- **2** Say *Let's point and say.* Point to the photo of the eraser on p. 9, and ask *What is it?* Have students say the word aloud. Then say *Now you do it!* Place students in pairs. Have them take turns pointing to a word on p. 9 for their partners to say. As they work, walk around the room to make sure they are responding correctly. **Challenge!** Have students repeat the activity, this time going faster.

Extend

- **Play a game** Have children work in pairs to play a guessing game. Make sure that each pair has a pencil, a pen, an eraser, paper, a book, and a crayon. Give each pair a box. Now model the guessing game for students. Turn away from students as you place an eraser in the box, making sure that students don't see what you put in. Then, turn to face students. Shake the box, and see if students can guess what is inside. If students make an incorrect guess, say *No, it's not a [pen]*. Have them continue to guess until they say the correct item. Then, say *Now you do it!* Have students face away from their partner as they put one of the items in the box. Then, have them shake the box to see if their partner can guess what's inside. Have students take turns playing until each of the items has been named.

Wrap Up

- Guide students to put their items away, one item at a time. For example, say *Put your pencil away*. Model putting your pencil inside your bag or your desk as you say this. Walk around the room to make sure that each child is putting his or her pencil away. Repeat this instruction for other items that students have out, such as *pen, crayon, paper, or book*.
- Model pushing a chair under a desk at the end of class. Say *Stand up. Now push your chair in*. Have students push their chairs in before leaving the class.
- Say *Good work today, class. Now let's chant*. Lead the class in the *Goodbye* chant (p. 10).

Teacher Tip

Students may be beginning to recognize words in print. Help students familiarize themselves with English print by putting up a word wall in your classroom. As you introduce each unit's target vocabulary, write each word on a strip of paper. Group the words together on the word wall, according to category. For example, put all of the words about school in one area of the word wall. Leave the words up, even after you finish the unit. To best help children connect to the words on the word wall, include a picture of each item next to the word for it.

Workbook Assign Activity 1, p. 6. The audio script is on p. 43. The answer key is on p. 98.

Formative Assessment

Can students

- identify and name classroom objects?

Hold up a book, a crayon, an eraser, paper, a pen, and a pencil, one at a time. Each time, ask *What is it?* Call on students to respond.

Objectives

Students will

- ask and answer questions to identify classroom objects.

Language Model *What is it?*
It's a [chair].

Recycling *sit down, red, blue*

Resources Unit 1 stickers; Workbook p. 7; Audio TR: A11–A12

Materials red and blue crayons, pictures of famous people or things that children would be familiar with

3 Listen and circle. TR: A11

1.



2.



3.



4.



4 Listen and say. Talk. TR: A12



5 Stick. Ask and answer.

1	2	3	4
5	6	7	8

10 LANGUAGE USE

Warm Up 3

- Greet students as they enter the room. Then, say *Go to your chair. Go to your desk.* Then, say *Now, sit down in your chair.*
- Motivate and focus** Get students ready to use English using the *English Time* chant (p. 9).
- 3 Help students open their books to p. 10. Point to the book in item 1. Ask *What is it?* Have students respond. Then, repeat this for the paper in item 1. Say *Let's listen. Circle the picture for the word you hear.* Play TR: A11. Pause after item 1, and ask *Book or paper?* (paper) Say *That's right. Let's circle the paper!* Play the rest of TR: A11. When students finish, review their work.

Present 4

- Model** Walk around the room, pointing to different classroom objects. Each time, ask *What is it?* and have students respond with only the word for each object you point to. After each of their responses, say *That's right! It's a [desk].*
- 4 Point to the parrot and then to the frog mascot on p. 10 as you say *Look at Polly and Freddy.* Then say *Now let's listen.* Play TR: A12 two times. Each time, pause the audio after the question and have students repeat it. Have students also repeat the answer.
- Hold up an object. Ask *What is it?* Call on individual students to say *It's a [pen].* If a student responds with only the word, say *Yes, it's a [pen].* Have the student repeat the whole sentence.

Practice 5

- **5** Say *Let's do a sticker activity!* Show students the Unit 1 stickers. Then, place students in pairs. Have one student place a sticker in the first space on p. 10. Then, have that student ask his or her partner *What is it?* The partner should respond using the language *It's [paper]!* Have students take turns asking and answering questions about the items until they have placed all of the stickers.

Apply

- **Expand** Give each student a red and a blue crayon and a sheet of paper. Hold up the *pencil* picture card. Say *Draw a pencil. Use red or blue.* Make sure students understand that they can choose the color. Repeat this with the other picture cards. For each one, students can choose either red or blue. When they finish drawing the items, place students in pairs. Have students show their papers to their partners. The partner should point to a drawing on the paper and ask *What is it?* The student names the object and its color. For example, the student should say *It's a chair. It's red.* Have students take turns asking and answering questions about one another's drawings until they have named each one.

Extend

- Have children use the language model to play a game. Point to your eyes as you say *Close your eyes.* Make sure all of the students have closed their eyes. While their eyes are closed, choose one student to hide behind your desk. Make sure that student is hidden, and then say to the class, *Open your eyes.* Then, say *One student is not here. Who is it?* Have students look around the class and guess the missing student, using the language *It's [Javier].*

Wrap Up

- Hold up pictures of famous things or people that would be familiar to children, such as a cartoon character. For each picture, call on one child to ask *What is it?* Have another child respond using the language *It's _____.*
- Say *Nice job today, class. Now let's chant.* Lead the class in the *Goodbye* chant (p. 10).

Teacher Tip

It may take some students a while before they feel comfortable speaking English in class. At first, try to simply check for understanding. You may wish to teach students non-verbal cues to answer questions if they are really not ready to speak. For example, students might answer yes by raising their hands. Or, students might point to an item to demonstrate understanding of a word. As they progress, students may provide one-word answers. Model putting that answer into a sentence for them. For example, if a student responds to a question with the word *pen*, model the entire response for him by saying *Yes, it's a pen.* Provide this type of support early on to help students build confidence. Be patient, and don't pressure students who are not ready to speak.

Workbook Assign Activities 2–4, p. 7. The audio script is on p. 43. The answer key is on p. 98.

Formative Assessment

Can students

- answer questions to identify classroom objects?

Point to a chair, a desk, and a book. Each time, ask *What is it?* Have students respond using the language *It's a [chair].*

Objectives

Students will

- identify and name things that are *green* and *yellow*.
- count up to four items.

Colors *green, yellow*

Numbers 3 (*three*), 4 (*four*)

Recycling 1 (*one*), 2 (*two*), *red, blue*

Resources Unit 1 cut-outs;
Workbook p. 8; Audio TR: A13–A17

Materials red, blue, green, and yellow crayons; four pencils; scissors; green and yellow construction paper

6 Listen and point. Say. TR: A13

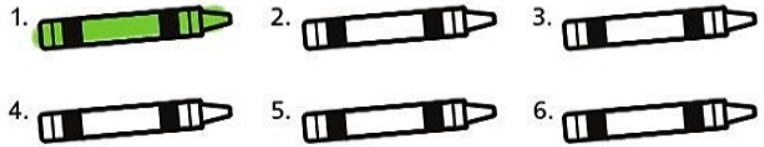


green



yellow

7 Listen and color. TR: A14



8 Listen. Count and say. Trace. TR: A15



9 Listen. Count and say. TR: A16



10 Listen and say. Cut out the cards for Unit 1. Listen. Put the cards in the boxes. Say. TR: A17

CONTENT CONCEPTS 11

Warm Up

- **Motivate and focus** Get students ready to use English using the *English Time* chant (p. 9).
- **Recycle** Hold up one blue crayon. Ask *How many?* (one) Then ask *What color?* (blue) **Note:** If students need the extra support, instead ask *Red or blue?* Repeat this with one red crayon, two blue crayons, and two red crayons.
- Give each student two blue crayons and two red crayons. Call out different combinations, and have students show them to you. For example, say *Show me two red crayons* or *Show me one red crayon and one blue crayon*. Choose students to call out color and number combinations.

Present 6 8

- **6** Say *You know red and blue. Today we will learn new colors.* Play TR: A13. Have students point to each color as they hear it. Then, have students name each of the colors.
- Say *Show me green.* Have students hold up or point to something green. Then say *Show me yellow.* Have students hold up or point to something yellow.
- Hold up one pencil and ask *How many?* Then, hold up two pencils and ask the question again. Write the numbers 1 and 2 on the board. Then, write the number 3. Hold up a third pencil, and say *Three. Three pencils.* Have students repeat. Then, write the number 4. Hold up a fourth pencil, and say *Four. Four pencils.* Have students repeat.

- **8** Play **TR: A15**. Have students count the pencils as they listen. Pause the audio after number 3. Model tracing the number 3 on p. 11. Then, have students do it. Walk around the room to make sure students are holding their pencils correctly. Continue playing **TR: A15**, and have students do the same for number 4.

Practice 7 9

- **7** Give each child red, blue, green, and yellow crayons. Say *Listen. Color the crayons*. Play **TR: A14**. Pause after the first item, and say *Green crayon. It's green*. Continue playing, and pause after number 2. Ask *What color?* (yellow) Say *Color the crayon yellow*. Continue playing **TR: A14**. Walk around the room to check students' work.
- **9** Show students the colored pencils on p. 11. Ask *What colors do you see?* (yellow, blue, green, red) Say *Listen*. Play **TR: A16**. Pause after the first question. Repeat the question *How many green pencils?* Then, say *Let's count!* Count the green pencils as a class. (four) Continue the audio, pausing after each item to have students count and say the number.

Apply 10

- **10** Show students the cut-outs for Unit 2. Give students scissors to cut out each item. Then, play **TR: A17**. Pause after the first item, and repeat it (a green eraser). Model placing the eraser cut-out in the *green* box. Continue playing the audio. Pause after each item to allow students time to choose the correct card and place it in the box. When students finish, call on them to say what items they placed in each box.

Extend

- Teach students the following chant:

*Blue, red, yellow, green,
How many colors have we seen?*

First, say the chant two or three times, while students just listen. Have students repeat the first line a few times, and then the second line. Then, have students say the entire chant. Repeat it until students are comfortable saying it. Ask *How many colors have we seen?* If students cannot answer 4, count the colors together. Say *Blue, one. Red, two. Yellow, three. Green, four.*

Wrap Up

- Say *Good job today, class. Now let's chant*. Lead the class in the *Goodbye* chant (p. 10).
- As each student leaves, hold up a sheet of green or yellow construction paper. Have students name the color before they leave the room. If students stay in the room, walk around to show each student one of the papers.

Teacher Tip

Practice number and counting skills during class, even when numbers are not the focus of a day's lesson. For example, have children count the number of objects needed for an activity. Have children find and name numbers in print. Read books and sing songs that include numbers. Children learn numbers and become comfortable using them through practice.

Workbook Assign Activities 5–7, p. 8. The audio script is on p. 43. The answer key is on p. 98.

Formative Assessment

Can students

- identify and name things that are *green* and *yellow*?

Point to the *pencil* and *crayon* pictures. Have students name the colors they see.

- count to find the quantity of items?

Place three pens and four books on the table. Have children count and say how many there are of each item.

The Sounds of English

Objectives

Students will

- identify and make the target sounds.

Target Sounds

/v/ have
/e/ pen
/p/ pencil

Writing Vv, Ee, Pp

Resources Workbook pp. 9–11; Audio TR: A18–A20

Materials tape, pencils, pens, paper

11 Listen and say. Then listen again and trace. TR: A18 and A19

1.



2.



have have pen pen

3.



pencil pencil

12 Listen and chant. TR: A20

I have some paper.

I have a pen.

I have a pencil.

Let's draw again!



Warm Up

- **Motivate and focus** Get students ready to use English using the *English Time* chant (p. 9).
- **Recycle** Say *Today we are going to learn new sounds*. Review the sounds you presented in Unit 0. Say *Hello* to students. Then say *Hello has the /h/ sound. Do you know another word with /h/?* (hi) If students cannot name the word, slowly say words that students know. Have them stop you when they hear /h/. Do the same for the /g/ sound, allowing students to practise saying and listening to the words *goodbye* and *go*.

Present 11

- 11 Say *Let's listen to new sounds*. Play TR: A18. Ask students to repeat each sound or word they hear.

- **Explain** Say *Have has the /v/ sound*. Say the /v/ sound again, and have students repeat the sound and the word. Then, ask *What words do you know with /v/?* (van, movie, five)
- Say *Pen has the /e/ sound*. Repeat the word, emphasizing the /e/ sound. Have students repeat the sound and the word. Then, ask *What other words do you know with /e/?* (hello, pencil, desk)
- Say *Pencil has the /e/ sound. It also has /p/*. Repeat the word, emphasizing the /p/. Have students repeat the sound and the word. Then, ask *What words do you know with /p/?* (paper, pen, point)
- If there are students in your class with /p/, /v/, and /e/ in their names, point them out. For example, say *Pedro. Pedro. What sounds do you hear?* (/p/, /e/)

Practice

- Write Vv on the board. Ask *What letter is this?* Then say *This letter makes the sound /v/*. Have students make the /v/ sound. Ask students to open their books to p. 12. Say *Find the letter v*. Have students trace the upper- and lowercase v on the page with their finger. Then say *Let's learn to pronounce /v/. Listen and repeat what you hear*. Play **TR: A18** and stop after *have* is read for the second time. Have students follow along with the track by pointing to the letters and words. Repeat this for e and p. Play the entire track again and have students repeat what they hear.
- Draw Vv in dotted outline on the board. Say *Let's trace the letter v*. *Model tracing over the outline*. Then say *Look at the word and picture for have again*. *Listen to the sound /v/ and use your pencil to trace the letter v*. Play **TR: A19** and stop after *have*. Make sure students trace v two times for *have*. Then call on volunteers to say the word aloud. Repeat the activity for e and p and play the rest of **TR: A19**.

Apply 12

- **12** Before you begin, tape a piece of paper to the board. Say *Let's listen to a chant*. Play **TR: A20** two times. Have students listen to the chant. Then, say the chant. Point to the paper as you say the first line. Hold up a pen for the second line and a pencil for the third. As you say the last line, begin to draw on your paper.
- Play **TR: A20** a third time, and pause after each line. Have students repeat the line. Then, have students try to say the entire chant.
- Make sure that each student has a piece of paper, a pencil, and a pen. Say the chant again as a class. This time, have students hold up each item as it is spoken in the chant. When they get to the last line, have students draw on their papers.

Extend

- Have students turn to p. 9. Make the /p/ sound, and have students point to pictures for the words that have that sound (pen, paper, pencil). Repeat this exercise for the /e/ sound (desk, pen, pencil). Walk around the room to make sure that students are pointing to the correct picture. Then allow students to practise the /v/ sound. Students should say *I have* and point to an item that they own.

Wrap Up

- Say the unit vocabulary words one at a time. Have students raise their hands when they hear a /v/, /e/, and /p/ in the words. Then, have students identify the words from the unit vocabulary that do not have the target sounds (book, chair).
- Say *Good job today, class. Now let's chant*. Lead the class in the *Goodbye* chant (p. 10).

Target Sounds

- The /v/ sound is the middle sound in the word *have*. It is also heard in the middle of words like *five* and *love*, and at the start of words like *van* and *vegetables*.
- The /e/ sound is the first vowel sound in the words *hello*, *desk*, *pen*, and *pencil*.
- The /p/ sound is the first sound in the words *pencil*, *paper*, and *pen*.

Teacher Tip

When doing listening activities, make sure that the audio equipment is in a central position so that it can be heard throughout the room. Before you begin, check the volume with students. Make sure that the audio can be heard by the students sitting farthest away from the equipment. Play a sample before you begin, and ask those students if they are able to hear it OK. You may want to check that they hear by asking them to repeat a word that they heard. Also, be sure to play the audio at a level that is comfortable. Turning the audio up too loud can distort the sound for students and make it harder for them to understand what is being said.

Workbook Assign Activities 8–11, pp. 9–11. In this unit, students learn to write letters Vv, Ee, and Pp. The audio script is on p. 43. The answer key is on pp. 98–99.

Formative Assessment

Can students

- identify and make the /v/, /e/, and /p/ sounds?

Display the pictures for *have*, *pen*, and *pencil*. Make each of the target sounds, one at a time. Each time, have students point to the picture(s) that show word(s) with that sound.

Objectives

Students will

- listen to and understand a story.
- recognize target vocabulary in context.
- use pictures to understand context.
- track print from left to right.

Vocabulary in the Story crayon, pencil, pen, green, yellow, four

Resources Audio TR: A21

13 Listen to the story. TR: A21

Time for School



14 Do you like the story? Circle.



STORY 13

Warm Up

- **Motivate and focus** Get students ready to use English using the *English Time* chant (p. 9).
- **Introduce the strategy** Help students open their books to p. 13. Say *Today, we will read Time for School.* Hold up your book with one hand, and hold up your pointer finger on the other hand. Begin to read, tracking the text with your pointer finger as you do. Say *In English, we read from left to right.* Stand facing away from students, hold up your left hand, and say *Left.* Do the same for *Right.* Go back and forth a few times so that students can see the difference between left and right. Then, repeat the sentence *In English, we read from left to right.* Have students go through Unit 1. Have them track all of the direction lines with their fingers, going from left to right.

Present 13

- **Set the stage** Hold up p. 13. Point to the teacher, and say *This is the teacher.* Point to yourself, and say *I am a teacher, too.* Then, point to the bear, the robot, and the boy, and say *These are the students.* Gesture toward students, and say *You are students, too.* Then, say *This story is about the teacher and the students.*
- **13** Play **TR: A21.** As the story plays, hold up your book and track the print with your finger. Play the audio a second time. This time, have students track the print with their fingers. They may not be able to track the print word-for-word, but check to make sure that they are tracking from left to right.

Practice

- Play **TR: A21** again. Pause after each sentence, and have students repeat what they hear.

- When the story is finished, ask questions such as the following:
 - *Do students sit down or stand up?* (sit down)
 - *What color are the chairs?* (blue)
 - *How many teachers are there?* (one)
 - *How many students are there?* (three)
 - Point to the bear's nose, and ask *What color is the bear's nose?* (green)
 - Point to the robot, and ask *What color is the robot?* (red)
 - Point to the boy in the fourth panel, and ask *What colors are on the boy's paper?* (red, blue, green)

Apply 14

- **14** Say *I like the story!* Smile as you say this. Point to boy in the last panel, and laugh to show that you think the story is funny. Hold up your book, and point to the happy face. Say *I like the story. I circle the happy face.* Model circling the happy face. Then, gesture toward the students, and ask *Do you like the story?* Point to the happy face, and say *Yes!* Point to the neutral face, and say *It's OK.* Point to the sad face, and say *No!* Walk around the room as students circle a face.
- When students finish, draw each of the faces on the board. Point to each face, and ask students to raise their hands if they circled it. Have students decide which is the most popular response, by counting the number of marks next to each face.

Extend

- Give students a sheet of paper and some crayons. Have them draw a picture to show what happens next in the story. For example, they might show the robot drawing on himself, or the boy drawing on the table. Have students share their drawings with the class, and have the entire class vote on the best ending.

Wrap Up

- Review the story with students. Say the three sentences below to summarize the story. The second and third sentences are incorrect. When students hear a sentence that's correct, have them call out *Yes!* When they hear a sentence that is incorrect, have them call out *No!*
 - *The boy gets four crayons.*
 - *The robot gets a blue pen.* (false—a green pen)
 - *The boy draws on his face.* (false—he draws on paper)
- You may wish to challenge students to correct the information, using words or gestures.

- Say *Nice work today, class. Now let's chant.* Lead the class in the *Goodbye* chant (p. 10).

Reading Strategy

Tracking Print Some students may already be familiar with printed materials in their native language. Some students might have a native language in which print is read from right to left, or from top to bottom. Point out early on that in English, text is read from left to right. Even if students cannot recognize words in print, encourage them to trace with their fingers from left to right underneath the text in each panel as they hear the story. Model doing this for them.

Teacher Tip

To help students develop an interest in reading, make sure your classroom is filled with high-interest print materials in English. If you have trouble accessing good printed materials for children in English in the region where you live, use the Internet. Many printable books and articles for preschoolers and early readers can be found online. Print these out, staple them into books, and keep them in a classroom library.

Formative Assessment

Can students

- listen to and understand a story?
Read *Time for School*. Then, ask *Does the boy have crayons?* (yes) *Does the robot have crayons?* (no) *Does the boy draw on his paper?* (no)
- recognize target vocabulary in context?
Have students name the four classroom items from the reading (crayon, pen, pencil, paper). Have them say which of those items are green, and which are yellow.

Student Book

TR: A10 1 Listen and point.

a book, a chair, a crayon, an eraser, paper, a pencil,
a pen, a desk

TR: A11 3 Listen and circle.

1. paper, 2. a crayon, 3. a desk, 4. a pencil

TR: A12 4 Listen and say. Talk.

(Parrot) What is it?

(Frog) It's a chair.

TR: A13 6 Listen and point. Say.

green, green, a green crayon

yellow, yellow, a yellow crayon

TR: A14 7 Listen and color.

1. green crayon 2. yellow crayon 3. blue crayon

4. green crayon 5. red crayon 6. yellow crayon

TR: A15 8 Listen. Count and say. Trace.

One, two, three. Three pencils.

One, two, three, four. Four pens.

TR: A16 9 Listen. Count and say.

How many green pencils?

How many yellow pencils?

How many red pencils?

How many blue pencils?

TR: A17 10 Listen and say. Cut out the cards for

Unit 1. Listen. Put the cards in the boxes. Say.

a green eraser, a red book, a yellow pencil, a green

pen, a red chair, a yellow crayon, a blue desk, yellow

paper

TR: A18 11 Listen and say.

1. V /v/ Have 2. E /e/ Pen 3. P /p/ Pencil

TR: A19 11 Listen and trace.

1. V /v/ Have

2. E /e/ Pen

3. P /p/ Pencil

TR: A20 12 Listen and chant.

I have some paper.

I have a pen.

I have a pencil.

Let's draw again!

TR: A21 13 Listen to the story.

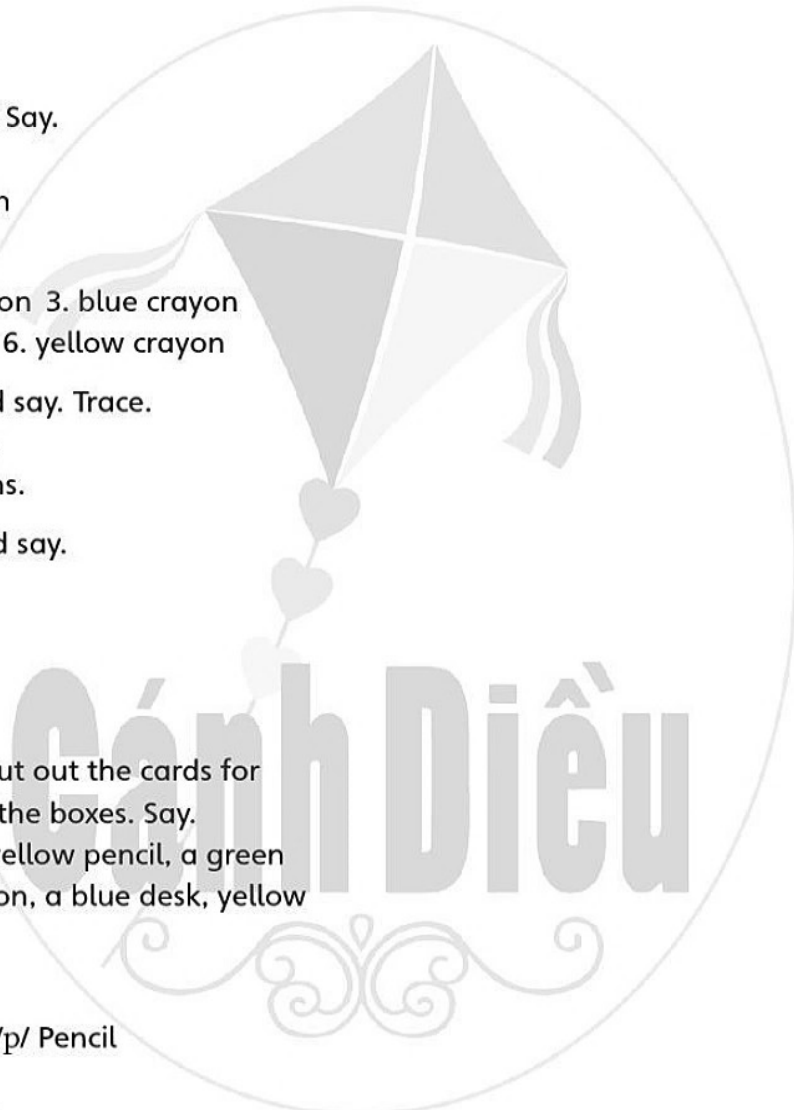
Time for School

(girl pretending to be teacher) Time for school! Sit.

Four crayons for you.

A green pen for you. Two yellow pencils for you.

OK. Let's draw!



Workbook

TR: A10 ① Listen. Look and circle.

1. a book 2. a chair 3. a pen 4. paper 5. a desk 6. a crayon

TR: A11 ② Listen and say.

(Monkey) What is it? (Elephant) It's a pen.

TR: A12 ③ Cut out the cards on page 35. Listen. Glue the cards. Say.

1. What is it? It's a book. 2. What is it? It's a crayon.
3. What is it? It's an eraser. 4. What is it? It's a pen.
5. What is it? It's a chair. 6. What is it? It's paper.
7. What is it? It's a desk. 8. What is it? It's a pencil.

TR: A13 ⑤ Listen. Color and say.

1. a green book 2. a red desk
3. a yellow pencil 4. a blue eraser

TR: A14 ⑥ Listen. Color. Count and say.

three red pens
four blue books
one yellow chair
two green crayons

TR: A15 ⑦ Listen. Count and write.

How many desks? How many pencils? How many books? How many chairs?

TR: A16 ⑧ Listen and say.

1. V /v/ Have 2. E /e/ Pen 3. P /p/ Pencil

TR: A17 ⑨ Listen and look. Which word is different? Circle.

1. /v/ Have /v/ Love /v/ Chair
2. /e/ Desk /e/ Book /e/ Pen
3. /p/ Pencil /p/ Paper /p/ Crayon

TR: A18 ⑩ Listen and chant. Say a new verse.

I have some paper.	I have an eraser.
I have a pen.	I have a pen.
I have a pencil.	I have some crayons.
Let's draw again!	Let's draw again!

Answer Key

Student Book

③ SB p. 10

1. paper 2. crayon 3. desk 4. pencil

⑦ SB p. 11

1. green 2. yellow 3. blue 4. green 5. red 6. yellow

⑩ SB p. 11

green: eraser, pen

yellow: pencil, crayon, paper

blue: desk

red: book, chair

Workbook

Go to pp. 98–99 for the Workbook Answer Key for this unit.

My Toys



14

Introduce

- **Motivate and focus** Get students ready to use English using the *English Time* chant (p. 9).
- **Contextualize** Place a variety of toys in front of you, such as blocks, balls, and toy cars. Say *These are toys*. Have students repeat the word *toys*. Then, say *Let's play!* Place students in pairs. Give each pair a toy. Have them play with it for a moment. Then, ring a bell, and have pairs switch toys with another pair. As children are playing, walk around the room, saying *You have [a ball]*. Repeat this until students have had the chance to play with a few different toys.
- **Use the photo** Have students open their books to pp. 14–15. Point to the photo, and say *This is a toy. This toy is a teddy bear*. Hold up a real teddy bear, and repeat the word. Have students repeat it with you. Point to students, and ask *Do you have a teddy bear?* Have students respond.

In This Unit

Theme This unit is about toys.

Content Objectives

Students will

- identify and name toys.
- identify and name things that are *brown* and *orange*.
- count up to six items.

Language Objectives

Students will

- identify and name toys.
- ask and answer questions about toys.
- describe objects by color.

Vocabulary

*a ball, a balloon, a car, a doll,
a robot, a teddy bear,
a truck, a kite*

Language Use

*Is it a [doll]?
Yes, it is.
No, it isn't.*

Content Concepts *brown, orange,
5 (five), 6 (six)*

The Sounds of English

*/ɑ:/ doll
/t/ toy
/b/ boy*

Story *Birthday Boy*

Writing Letters *Oo, Tt, Bb*

Unit Opener

Objectives

Students will

- use a photo to connect to the theme.
- identify toys.

Recycling *hello, book*

Materials toys such as blocks, balls, and toy cars—one toy per pair of students; a bell; a teddy bear; a blindfold; a book; paper; crayons or markers



UNIT OPENER 15

About the Photo

The photo shows a teddy bear. Teddy bears first became popular in the early 20th century. They are named after Theodore “Teddy” Roosevelt, the U.S. President at that time. Teddy bears were created in New York, but they quickly became a favorite toy for children around the world. Teddy bears are still a very popular toy today.

Teacher Tip

Keep a daily journal to help you track student progress. At the end of each class, take a moment to write about outstanding moments from the class. You don’t need to write about each student—just make note of what stood out in that day’s class. You can write about a student’s success. You can also write about problems or concerns that came up during the class. Use the notes from your journal whenever you communicate with parents about students’ progress.

Related Vocabulary

sunlight, log

- Pass around the teddy bear so that each student has a chance to hold it. As they get the teddy bear, have students say *Hello, teddy bear!*
- Hold up each of the following, one at a time: a ball, a car, a book, and a teddy bear. Name each item. Then, put them on a table. Call on a student to come to the front of the room. Put a blindfold over the student’s eyes. Guide him or her to the table, mix up the items, and say *Find the teddy bear.* Have the student feel each of the toys until he or she finds the teddy bear. Have the student hold it up and say *teddy bear.* Repeat this activity with several other students.
- Give each student a piece of paper. Place students in small groups, and give each group crayons or markers. Say *Draw your favorite toy.* Model doing this by drawing a picture of a toy car and showing it to the students. Smile to show that you like the toy, and say *My favorite toy is a car.*
- Collect students’ drawings and display them in the room. Say *These are your favorite toys. In this unit, we will learn to name toys.* Leave up students’ drawings during the unit.
- Say *Good work today, class. Now let’s chant.* Lead the class in the Goodbye chant (p. 10).

Objective

Students will

- identify and name toys.

Vocabulary a ball, a balloon, a car, a doll, a robot, a teddy bear, a truck, a kite

Recycling a book, a crayon, an eraser, paper

Resources Workbook p. 12; Audio TR: A22

Materials a paper bag, a timer, a crayon, a ball, a teddy bear, an eraser, a toy car or truck, a pen, a pencil, scissors, glue, bingo chips or paper clips (*optional*), toys for the vocabulary words: a balloon, a car, a doll, a kite, a robot, a truck (*all optional*)

1 Listen and point. TR: A22

2 Point and say.



16

Warm Up

- **Motivate and focus** Get students ready to use English using the *English Time* chant (p. 9).
- **Set the stage** Slowly show students some toys. As you show them, say *These are toys. We play with toys.* After you show students the toys, hold each one up again, and ask *Do you have [a robot]?* Have students raise their hands when they see a toy that they have at home.
- Place the following in a paper bag: a crayon, a ball, a teddy bear, an eraser, a toy car or truck, a pen, and a pencil. Call on a pair of students to come to the front and take the objects out of the bag. Have them sort the objects into two piles: toys and classroom objects. Check their work. Hold up the car, and ask *Is this a toy?* (yes) Hold up the pen, and ask *What is it?* (a pen) *Is it a toy?* (no) Continue doing this until you have asked about each item. Then, place all of the objects back in the bag. Call on another pair to come to the front and sort them. This time, set a timer to keep track of the time it takes students to sort the items. Call on a few other



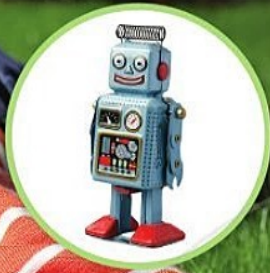
a balloon



a car



a doll



a robot



a teddy bear



a truck



a kite

VOCABULARY 17

Vocabulary Strategy

Making Connections Students will learn vocabulary more quickly if they make a personal connection to the words. Encourage students to bring in items for vocabulary words from home. For example, have students bring in a book, a ball, or a teddy bear. Have students keep their items in their desks, or provide a small box for each student to use. Have children review vocabulary using their own, familiar objects. For example, instead of having students point to a picture in the book during a listening activity, have them hold up their own items for the words they hear.

Teacher Tip

At five or six years of age, children are still learning how to behave in school. Be sure to set clear expectations for student behavior. Take time to teach students correct behaviors, such as raising a hand to speak, cleaning up after an activity, and lining up to leave the classroom. Compliment students when they meet your expectations. Be firm and consistent, yet gentle, in correcting misbehavior. Students will quickly learn what is expected of them and adjust their behavior to meet your expectations.

pairs to do the same task, and keep track of their time. After a few pairs have sorted the items, announce the pair that did it the fastest. Have students clap for that team.

Present

- Help students open their books to pp. 16–17. Point to the photo of the boy lying in the grass, and ask questions such as the following:
 - *What colors do you see?* (blue, red, green)
 - *How many red balls are there?* (two)
 - *How many green balls are there?* (one)
 - Point to the child, and ask *Is it a boy or a girl?* (a boy)
- Hold up the book, showing p. 17. One at a time, point to each word and say it out loud. Then, have students say the word with you.
- If you have all of the toys available, hold them up one at a time, and call on a student. Ask the student to choose between two words. For example, ask *Balloon or kite?* Have the student respond.



If he or she responds incorrectly, ask the question again. If he or she responds correctly, move on to the next student. Ask this student about different items. **Note:** If all of the items are not available, use picture cards for these items.

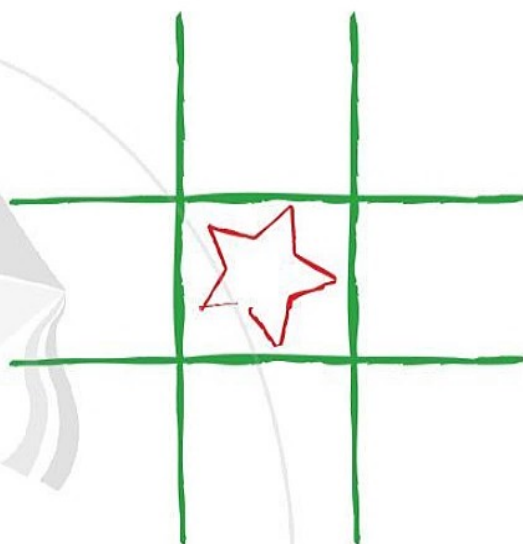
- Have students look at the photos on p. 17. Give the following clues, and see if students can guess which toy you are talking about:
 - *I am blue, yellow, and red.* (truck)
 - *I am red and blue. I'm standing up.* (robot)
 - *I am wearing blue and yellow.* (Gesture to your clothes as you say *wearing*.) (doll)
 - *I am red. I have four wheels.* (Make a circle with your pointer finger to show *wheel*.) (car)
 - *I have many colors, like blue, red, yellow, and green.* (kite)

Practice 1 2

- **1** Make sure students' books are open to pp. 16–17. Say *Now we will hear the words. Listen and point.* Model doing this. Play **TR: A22**. Pause after the first word, and ask *What did you hear?* (a ball) Hold up your book, and point to each of the balls in the photo on p. 16 as you say *Ball. Point to a ball.* Continue playing **TR: A22** until students have pointed to each of the words.
- **2** Say *Let's point and say.* Point to the photo of the balloon on p. 17, and ask *What is it?* Have students say the word aloud. Then say *Now you do it!* Place students in pairs. Have them take turns pointing to a word on p. 17 for their partners to say. As they work, walk around the room to make sure they are responding correctly. As a challenge, have students repeat the activity, this time going faster.

Apply

- **Play a game** Give each student a sheet of paper. Say *Let's make a bingo card!* Model drawing a 3 x 3 grid on your paper. In the center box of the grid, draw a star to indicate that it is a "free" space. Make sure that each space in the grid is large enough for a picture to fit. Walk around the room, helping students draw their grids and draw a star in the center space.



- Ask students to draw pictures of the unit vocabulary in the other eight spaces of the grid. Walk around the room as they work, providing help as needed. Make sure that students know that they can draw the pictures in any order they wish.
- Say *Let's play bingo! When you get three in a row, call "Bingo!"* Call out a vocabulary word. Have students find and mark the picture on their bingo cards. Continue calling out vocabulary words until a student calls "Bingo!" Students must get three words in a row (or two words and the free space). **Note:** Because students are looking for only three in a row, the games will go quickly. You may want to have children use small scraps of paper, bingo chips, or paper clips to mark their cards instead of writing on them. This way, you can play several rounds of bingo.
- **Challenge!** Place students in groups, and have them take turns calling out the words for the rest of their group.

Extend

- **Act it out** Place students in pairs. Have one student in each pair close his or her eyes. Point to a picture for the other students to see. Then, say *Act it out!* Have students use sound effects or gestures so that their partner can guess what toy you chose. For example, if you chose *balloon*, students might make a “pop” sound. If you chose *doll*, they might pretend to rock a baby doll. If you chose *ball*, they can pretend to throw or catch a ball. If necessary, model these actions for students before you begin. After partners guess the word, have students switch roles. Continue the game until all of the pictures have been acted out.

Wrap Up

- Give each student a piece of paper with the word of a toy on it. Be sure to give out the pieces of paper so that two students will have the same word. **Note:** If you have an odd number of students in your class, give out the same word to three different students. If you have a larger class, two pairs can be formed for the same word.
- Say *Find a student who has the same toy as you.* Explain *same* by holding up two pieces of paper with *balloon* on them and saying *Same*. Then, hold up a piece of paper with *balloon* on it and a piece of paper with *robot* on it, shake your head, and say *No. Not the same.*
- Have students line up in pairs, based on who has the same toy. If you have an odd number of students, have the group of three line up behind the pairs. Have students walk in a line around the classroom. If students are leaving the room at the end of the lesson, have them line up and walk out with their partners.
- Say *Nice job today, class. Now let's chant.* Lead the class in the *Goodbye* chant (p. 10).

Teacher Tip

Play is an important learning activity. As often as possible, give students opportunities to play, either independently or as a class. A few moments of independent play after a seatwork activity will provide a nice break from schoolwork and help prevent students from becoming restless during class. Organized play helps students learn to work together, share, and communicate with one another.

Workbook Assign Activity 1, p. 12. The audio script is on p. 59. The answer key is on p. 99.

Formative Assessment

Can students

- identify and name toys?
- Show students each of the Unit 2 vocabulary pictures. Have them say the name of each toy in the photo.

Objective

Students will

- ask and answer questions to identify toys.

Language Model *Is it [a teddy bear]?; Yes, it is.; No, it isn't.*

Recycling *a book, a chair, a crayon, a desk, an eraser, paper, a pen, a pencil, 1 (one), 2 (two), 3 (three), 4 (four), red, blue, yellow, green, It's a [truck].*

Resources Unit 2 stickers; Workbook p. 13; Audio TR: A23–A25

Materials toys for the vocabulary words: a ball, a balloon, a car, a doll, a kite, a robot, a teddy bear, a truck (*all toys are optional*); a towel or a pillowcase; scissors; a blindfold

3 Listen and circle. TR: A23

1.



2.



3.



4.



4 Listen and say. Talk. TR: A24



Is it a doll?

No, it isn't.

Is it a teddy bear?

Yes, it is.



5 Listen. Stick. TR: A25

1	2	3	4
5	6	7	8

18 LANGUAGE USE

Warm Up 3

- Motivate and focus** Get students ready to use English using the *English Time* chant (p. 9).
- 3** Help students open their books to p. 18. Point to the doll in item 1. Ask *What is it?* Have students respond. Then, repeat this for the ball in item 1. Say *Let's listen. Circle the picture for the word you hear.* Play **TR: A23**. Pause after item 1, and ask *Doll or ball?* (doll) Say *That's right. Let's circle the doll!* Play the rest of **TR: A23**, and have students complete the activity. When students finish, review their work.
- Expand** Place students in pairs. Have one partner name the item that wasn't circled in each pair for Activity 3. For example, have the student say *car* for number 3. When the other student hears the word *car*, he or she should identify the item number by saying *three*.

Present 4

- Preteach** Hold up a toy truck, and ask *Is it a truck?* Call on students to say yes. Repeat students' responses, by saying *Yes, it is. It's a truck.* Hold it up again, and ask *Is it a car?* (no) Repeat students' responses by saying *No, it isn't. It's a truck.* Repeat this with other toys. **Note:** If toys aren't available, use picture cards.
- 4** Point to mascots on p. 18 as you say *Look at Eddie and Mia.* Then say *Now let's listen.* Play **TR: A24** two times. Each time, pause the audio for students to repeat the questions and answers.

- **Recycle** Put a book under a towel or a pillowcase. Then, have students look at the shape made by the book. Ask *Is it a ball?* Have students respond *No, it isn't*. Repeat the question with *eraser*, *truck*, and then *book*. Call on a student to say *Yes, it is* after you say *book*. Repeat this activity with other objects, such as a doll, a ball, a toy truck, a pen, and a crayon.

Practice 5

- **5** Say *Let's do a sticker activity!* Show students the Unit 2 stickers. Say *Listen*. Play **TR: A25**, pausing after the first item. Then, ask *Which sticker—car or teddy bear?* (teddy bear) Have students place the correct sticker. Continue playing **TR: A25**, pausing to have students place the correct sticker after each item. When students finish, check their work.

Apply

- **Play a game** Place students in pairs. Have students take turns to think of a vocabulary word from Unit 1 or 2. The other student should ask questions to guess the word. Students can ask questions such as *Is it a toy?* or *Is it [red]?* Model these questions for students. Students can also simply ask *Is it [a truck]?* The student can ask no more than five questions. If the student guesses the item correctly before reaching the five-question limit, he or she gets one point. If not, his or her partner gets one point. Then, the turn passes to the other student. The student with the most points wins.

Extend

- Put a blindfold on a student. Then, call on another student to say *Hello*. Have the student with the blindfold ask *Is it [Kim]?* to guess who is speaking. The student speaking should respond *Yes, it is* or *No, it isn't*. Repeat this with other students.

Wrap Up

- Close your eyes. Have each student say *goodbye* to you. As each one speaks, guess who it is. For example, ask *Is it [Carlos]?* Be sure to make some incorrect guesses to get students to say *No, it isn't*.
- Say *Nice job today. Now let's chant*. Lead the class in the *Goodbye* chant (p. 10).

Teacher Tip

Students may want to spend all of their time with one or two other classmates. Encourage students to seek out different partners for pair-work activities. Assign partners to help students get to know everyone in the class. Use a different method for assigning partners each day. For example, assign partners whose name starts with the same letter one day. During the next class, place a colored sticker on students' clothing, being sure to put the same color on two students, who will work as partners. During the following class, assign partners based on the order in which students entered the room. For example, the first two students to arrive will be partners. Continue to vary the way in which you pair students until they have had a chance to work with all other students in the class.

Workbook Assign Activities 2–4, p. 13. The audio script is on p. 59. The answer key is on p. 99.

Formative Assessment

Can students

- answer questions to identify toys?
- Point to a picture of a *robot* and ask *Is it a teddy bear?* Call on a student to say *No, it isn't*. Then have that student ask *Is it a robot?* Call on another student to say *Yes, it is*. Repeat this with other pictures and students.

Content Concepts

Objectives

Students will

- identify and name things that are *brown* and *orange*.
- count up to six items.

Colors *brown, orange*

Numbers *5 (five), 6 (six)*

Recycling *1 (one), 2 (two), 3 (three), 4 (four), red, blue, green, yellow*

Resources Unit 2 cut-outs; Workbook p. 14; Audio TR: A26–A30

Materials brown, orange, yellow, green, red, and blue crayons; scissors; paper

6 Listen and point. Say. TR: A26

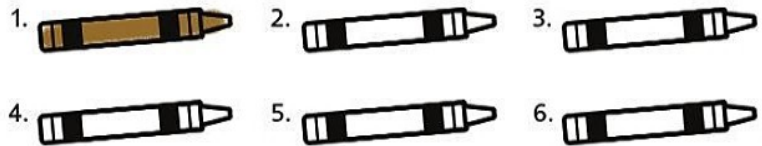


brown

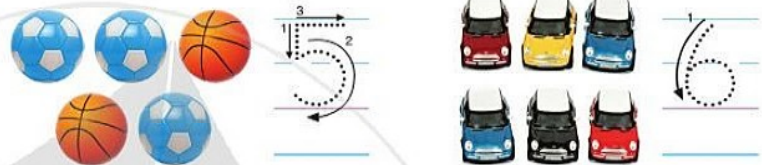


orange

7 Listen and color. TR: A27



8 Listen. Count and say. Trace. TR: A28



9 Listen. Count and say. TR: A29



10 Listen and say. Cut out the cards for Unit 2. Play the game. TR: A30



CONTENT CONCEPTS 19

Warm Up

- **Motivate and focus** Get students ready to use English using the *English Time* chant (p. 9).
- **Recycle** Have students look around the classroom. Say *Let's play a game.* Play "I spy." Say *I see a toy that is blue, red, and yellow* (a truck) or *I see a classroom item that is green. You sit down on it.* (a chair) Do this until you have reviewed the colors *blue, red, green, and yellow.*

Present 6 8

- **6** Say *Today we will learn new colors.* Play TR: A26. Have students point to each color as they hear it.
- Point to the teddy bear picture and ask *Brown or orange?* (brown) Then, point to the balloon picture and ask *Brown or orange?* (orange)

- Write the numbers 1, 2, 3, and 4 on the board. Have four students come to the front of the room, each standing under one of the numbers. Count the students aloud. After the fourth student, write the number 5 on the board. Invite another student from the class to stand under the 5. Starting from one, count the students again. After you say *five*, have the class repeat it. Then, draw a 6 on the board, and have a sixth student come and stand under it. Count the students again, having them say *six* after you do.
- **8** Play TR: A28. Have students count the balls as they listen. Pause the audio after number 5. Model tracing the number 5 on p. 19. Then, have students do it. Walk around the room to check students' work. Continue playing TR: A28, and have students trace number 6.

Practice 7 9

- **7** Give each child brown, orange, yellow, green, red, and blue crayons. Say *Listen. Color the crayons.* Play **TR: A27**. Pause after the first item, hold up an orange crayon, and ask *Is it orange?* (No, it isn't.) Then, ask *Is it brown?* (Yes, it is.) Continue playing, and pause after number 2. Ask *Is it brown?* (No, it isn't.) Then, ask *Is it yellow?* (Yes, it is.) Say *Color the crayon yellow.* Continue playing **TR: A27**. Pause after each item to have students color. When they finish, say *There is one color that you didn't use. What is it?* (blue)
- **9** Show students the toys on p. 19. Play **TR: A29**. Pause after the first question. Repeat the question *How many orange balloons?* Then, say *Let's count!* Count the orange balloons as a class (five). Continue the audio, pausing after each item to have students count the items and say the number.

Apply 10

- **10** Show students the cut-outs for Unit 2. Give students scissors to cut out each item. Then, play **TR: A30**, pointing to each of the mascots as they speak. Model playing the game with a student. Mix up the cut-outs and place them face down in front of you. Have the student do the same. Then, both of you will pick up a card, look at it, and say what is on it. For example, you might say *One car* or *Six balloons*. Have the student say what is on his or her card. If the cards match, say *Match*, and set them down together face up on the table. If they don't match, say *No match!* and place them on the bottom of the pile.
- Say *Now you do it!* Have students play the game in pairs. Remind them to mix up the cards in their pile after every few turns. When students have made all of their matches, the game is over.

Extend

- Give each student a brown crayon, an orange crayon, and a piece of paper. Then, place students in pairs. Have them take turns instructing their partners to draw something with a specific number and color. For example, a student may say *Draw three orange kites* or *Draw six brown balls*. Have each student give three sets of instructions. When students finish, have them show their drawings to a different partner, who should say what he or she sees.

Wrap Up

- Say *Good job today, class. Now let's chant.* Lead the class in the *Goodbye* chant (p. 10).

Teacher Tip

Students may have trouble staying in their seats for a long time. If you notice students getting restless, pause after a seatwork activity and allow them to get up and move around. You can have them just stand up at their seats. Or, you can incorporate learning into the break. Have students walk around and find an example of a word you are teaching in the classroom, for example. Or, have students stand up and say something to a classmate about that lesson's topic. Even just a short break will help avoid restlessness and will help students to better focus on the rest of the lesson.

Workbook Assign Activities 5–7, p. 14. The audio script is on p. 59. The answer key is on p. 100.

Formative Assessment

Can students

- identify and name things that are *orange* and *brown*?

Point to the *balloon* and *teddy bear* pictures. Have students name the colors they see.

- count to find the quantity of items?

Show students the picture on pp. 16–17. Have them count the number of balls they see (six).

The Sounds of English

Objective

Students will

- identify and make the target sounds.

Target Sounds

/ɑ:/ **doll**

/t/ **toy**

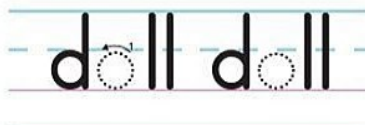
/b/ **boy**

Writing Oo, Tt, Bb

Resources Workbook pp. 15–17; Audio TR: A31–A33

Materials crayons, paper

11 Listen and say. Then listen again and trace. TR: A31 and A32



12 Listen and chant. TR: A33

*Dolls and robots
and more toys.
Balls and kites
for girls and boys!*



20 THE SOUNDS OF ENGLISH

Warm Up

- **Motivate and focus** Get students ready to use English using the *English Time* chant (p. 9).
- **Recycle** Practice the sounds taught in Unit 1. Make the /p/ sound. Then, make the /v/ sound. Finally, make the /e/ sound. Hold up a *pen*. Ask *What is it?* Have a student respond. Then, make all three sounds again. Have students repeat the sound that they hear in the word *pen* (/p/, /e/). Then say all three sounds again. Say *I have a pen. Have.* Ask students to repeat the sound that they hear in the word *have* (/v/).

Present 11

- **11** Say *Let's listen to new sounds.* Play TR: A31. Pause after each word for students to repeat.

- **Explain** Say *Doll has the /ɑ:/ sound.* Say the /ɑ:/ sound again, and have students repeat the sound and the word. Then, ask *What words do you know with /ɑ:/?* (doll, on, robot). **Note:** Remind students that they might know words that have the target sound in the middle or at the end.
- Say *Toy has the /t/ sound.* Say the /t/ sound again, and have students repeat the sound and the word. Then, ask *What words do you know with /t/?* (toy, talk, teddy bear)
- Say *Boy has the /b/ sound.* Repeat the word, emphasizing the /b/ sound. Have students repeat the sound and the word. Then, ask *What other words do you know with /b/?* (ball, bear, balloon, book)
- If there are students in your class with /ɑ:/, /t/, or /b/ in their names, point them out. For example, say *Tom.* *What sounds do you hear in Tom's name?* (/ɑ:/, /t/)

Practice

- Write Oo on the board. Ask *What letter is this?* Then say *This letter makes the sound /ɑ:/*. Have students make the /ɑ:/ sound. Ask students to open their books to p. 20. Say *Find the letter o*. Have students trace the upper- and lowercase o on the page with their finger. Then say *Let's learn to pronounce /ɑ:/. Listen and repeat what you hear*. Play **TR: A31** and stop after *doll* is read for the second time. Have students follow along with the track by pointing to the letters and words. Repeat this for *t* and *b*. Play the entire track again and have students repeat what they hear.
- Draw Oo in dotted outline on the board. Say *Let's trace the letter o*. Model tracing over the outline. Then say *Look at the word and picture for doll again. Listen to the sound /ɑ:/ and use your pencil to trace the letter o*. Play **TR: A32** and stop after *doll*. Make sure students trace o two times for *doll*. Then call on volunteers to say the word aloud. Repeat the activity for *t* and *b* and play the rest of **TR: A32**.

Apply 12

- **12** Say *Let's listen to a chant*. Play **TR: A33** two times. Have students listen to the chant. Then, say the chant. Hold up the picture card for each toy as it is spoken in the chant.
- Play **TR: A33** a third time, pausing after each line. Have students repeat the line. Then, have students try to say the entire chant.
- Display the pictures for *car*, *balloon*, *truck*, and *book*. Have students say the chant again, replacing the toys in the chant with these words, in order.

Extend

- Have students stand in three lines. Say each of the silly phrases to the first student in each line:
 - Line 1: *Hello, open robot.*
 - Line 2: *Bye, brown balloons.*
 - Line 3: *Color the cat's kite.*
- Have the first student in the line whisper the phrase to the student behind him or her. Have students whisper the phrase until it reaches the end of the line. Then, have the last student say it aloud. Is it the same? Have students identify the target sounds in each phrase.

Wrap Up

- Have students look at p. 17 again. Point to the teddy bear picture and say *My favorite toy is a teddy bear*. Smile, and hold your hands to your heart to help students understand *favorite*. Then, ask *And you? What's your favorite toy?* Call on students to name their favorite toy. Each time, ask *Do you hear /ɑ:/, /t/, or /b/?* Have students say the sounds they hear. If students choose *car*, say *I don't hear /ɑ:/, /t/, or /b/*.
- Say *Good job today, class. Now let's chant*. Lead the class in the *Goodbye* chant (p. 10).

Target Sounds

- The /ɑ:/ sound is the middle sound in the word *doll*. It is also the last vowel sound in the word *robot*.
- The /t/ sound is the first sound in the words *toy*, *teddy bear*, and *talk*. It is also the last sound in the word *sit*.
- The /b/ sound is the first sound in the words *boy*, *ball*, *bye*, and *book*. It is also in the middle of the word *robot*.

Teacher Tip

Chants and songs help students retain new information. Sing songs to students using familiar tunes, but changing the words to include target sounds, words, and structures from English. The students will catch on to the song, and have the opportunity to practice their English in a way that is familiar to them.

Workbook Activities 8–11, p. 15–17. In this unit, students learn to write letters Oo, Tt, and Bb. The audio script is on p. 59. The answer key is on p. 100.

Formative Assessment

Can students

- identify and make the /ɑ:/, /t/, and /b/ sounds?

Display the pictures for *robot*, *kite*, and *balloon*. Make a target sound, and have students point to the picture(s) and say the word(s) that have the sound they hear.

Objectives

Students will

- listen to and understand a story.
- recognize target vocabulary in context.
- use pictures to understand context.
- track print from left to right.

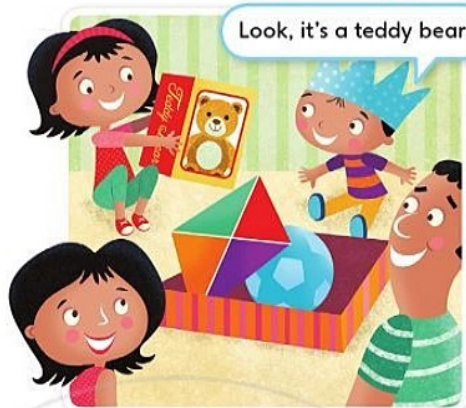
Vocabulary in the Story a ball, a kite, a robot, a teddy bear, It's a [teddy bear].

Resources Audio TR: A34

Materials crayons or markers, paper

13 Listen to the story. TR: A34

Birthday Boy



14 Do you like the story? Circle.



STORY 21

Warm Up

- **Motivate and focus** Get students ready to use English using the *English Time* chant (p. 9).
- **Introduce the strategy** Help students open their books to p. 21. Say *Today, we will read Birthday Boy*. Point to the title, and ask *Is it about a boy or a girl?* (a boy) Say *That's right. This story is about a boy. It's his birthday*. Point to the crown on the boy's head, and repeat *It's his birthday*. If students do not understand the word *birthday*, draw pictures of items related to birthdays on the board, such as presents, balloons, and a cake with candles.
- Have students look at each of the images. Say *The boy gets new toys. What toys does he get?* (a teddy bear, a ball, a kite, a robot)

Challenge! If they're ready, have students identify words from the story in print. For example, point to the word *ball*, and ask students to say it aloud.

Present 13

- **13** Play **TR: A34**. Say *Let's listen to the story*. As the story plays, point to each panel to show students the order. Play **TR: A34** a second time. This time, have students point to each panel of the drawing as they hear the story.

Practice

- Play **TR: A34** again. Pause after each sentence, and have students repeat what they hear.

- When the story is finished, ask questions such as the following:
 - *How many people are there?* (four)
 - *How many toys are there?* (four)
 - *What toys are there?* (a kite, a ball, a teddy bear, a robot)
 - *What toys are blue?* (the ball, the robot)
 - *What color is the teddy bear?* (brown)
 - *Does the boy play with the toys?* (no)
 - Point to the box and ask *Does the boy play with the box?* (yes)

Apply 14

- **14** Say *I like the story!* Smile as you say this. Point to the boy playing with the boxes, and laugh to show that you think it's funny. Hold up your book, and point to the happy face. Say *I like the story. I circle the happy face.* Model circling the happy face. Then, gesture toward the students, and ask *Do you like the story?* Have students choose a face and circle it.
- When students finish, draw each of the faces on the board. Point to each face, and ask students to raise their hands if they circled it. Have students decide which is the most popular response by counting the number of marks next to each face.

Extend

- Have students choose a toy and draw it on a piece of paper. Then, have them fold the paper so that the drawing cannot be seen. Put students in groups of four. Say *Let's have a birthday party!* Choose one student from each group to be the birthday boy or girl. Hold up one of the student's drawings, and say *This is a present. Give the presents to [Rana].* Have students give their "presents" to the birthday boy or girl. The birthday boy or girl should unfold each paper to open the "presents." Have the student hold up each paper and say *Look, it's a [kite]!* Once that student has opened all of the presents, assign a different student to be the birthday boy or girl. Collect all of the drawings and give them to different groups. Have this child open the new "presents." Repeat this until each of the four children has had a turn as the birthday boy or girl.

Wrap Up

- Ask students *What is your favorite toy in the story?* Have students point to their favorite toy and say *This is my favorite toy!* Then, ask *Who likes the robot?* Have students raise their hands if the robot is their favorite. Count and write the number of students who raise their hands. Repeat this for the *kite*, *ball*, and *teddy bear*. Then, find the most popular toy and say *This is our favorite toy!*
- Say *Nice work today, class. Now let's chant.* Lead the class in the *Goodbye chant* (p. 10).

Reading Strategy

Previewing Before students begin the reading, have them preview the text. Direct them to look at the title, the pictures, and the text. Talk about the title and its meaning as a class. If they are ready, have students identify familiar words in print. Have students use the images to get an idea of what the story is about. Familiarizing themselves with the story before they read will help students understand it better.

Teacher Tip

Honor students' birthdays in your class. List students' names on the wall in order of their birthdays. The list should begin with the student whose birthday comes first in the school year. Write that child's name and birthday on a strip of paper, and hang it on the wall. Do this for all students. On each child's birthday, offer him or her a special treat, such as a sticker or a pencil. Teach children to sing a birthday song in English, and have them sing it for their classmate. Be sure to celebrate birthdays that take place during a school vacation on the last day of school before that vacation begins.

Formative Assessment

Can students

- listen to and understand a story?
Read *Birthday Boy*. Then, ask *What does the boy play with—the box or the toys?* (the box)
- recognize target vocabulary in context
Have students name the four toys the boy gets for his birthday (a kite, a ball, a teddy bear, and a robot).

Student Book

TR: A22 1 Listen and point.

a ball, a balloon, a car, a doll, a robot, a teddy bear, a kite, a truck

TR: A23 3 Listen and circle.

1. a doll, 2. a kite, 3. a truck, 4. a teddy bear

TR: A24 4 Listen and say. Talk.

(Elephant) Is it a doll? (Monkey) No, it isn't.

(Elephant) Is it a teddy bear? (Monkey) Yes, it is.

TR: A25 5 Listen. Stick.

1. Is it a car? No, it isn't. It's a teddy bear. 2. Is it a kite? Yes, it is. 3. Is it a balloon? Yes, it is. 4. Is it a teddy bear? No, it isn't. It's a robot. 5. Is it a ball? Yes, it is. 6. Is it a truck? No, it isn't. It's a car. 7. Is it a robot? No, it isn't. It's a truck. 8. Is it a doll? Yes, it is.

TR: A26 6 Listen and point. Say.

brown, brown, a brown crayon
orange, orange, an orange crayon

TR: A27 7 Listen and color.

1. brown crayon 2. yellow crayon 3. orange crayon
4. green crayon 5. red crayon 6. brown crayon

TR: A28 8 Listen. Count and say. Trace.

One, two, three, four, five. Five balls.
One, two, three, four, five, six. Six cars.

TR: A29 9 Listen. Count and say.

How many orange balloons?
How many brown teddy bears?
How many green trucks?

TR: A30 10 Listen and say. Cut out the cards for Unit 2. Play the game.

(Monkey) Four balls. (Frog) Five kites. No match.

TR: A31 11 Listen and say.

1. O /ɑ:/ Doll 2. T /t/ Toy 3. B /b/ Boy

TR: A32 11 Listen and trace.

1. O /ɑ:/ Doll
2. T /t/ Toy
3. B /b/ Boy

TR: A33 12 Listen and chant.

Dolls and robots and more toys.
Balls and kites for girls and boys!

TR: A34 13 Listen to the story. Birthday Boy

(Boy) Look, it's a teddy bear.

(Father) A kite, a ball, a teddy bear, and ... a robot.

(Sister) Happy birthday!

(Boy) This is my favorite toy!

Cánh Diều

Workbook

TR: A19 ① Listen. Look and circle.

1. a ball 2. a kite 3. a teddy bear 4. a robot
5. a truck 6. a doll

TR: A20 ② Listen and say.

(Frog) Is it a doll? (Parrot) No, it isn't.

(Frog) Is it a robot? (Parrot) Yes, it is.

TR: A21 ③ Cut out the cards on page 35. Listen.

What is it? Glue the cards. Say.

1. Is it a kite? Yes, it is. 2. Is it a robot? No, it isn't.

Is it a teddy bear? Yes, it is. 3. Is it a balloon?

Yes, it is. 4. Is it a truck? No, it isn't. Is it a car?

Yes, it is. 5. Is it a doll? Yes, it is. 6. Is it a balloon?

No, it isn't. Is it a truck? Yes, it is. 7. Is it a robot?

Yes, it is. 8. Is it a doll? No, it isn't. Is it a ball?

Yes, it is.

TR: A22 ⑤ Listen. Color and say.

1. an orange kite 2. a green truck 3. a brown teddy bear 4. a yellow ball

TR: A23 ⑥ Listen. Color. Count and say.

1. two blue kites 2. three brown cars 3. six orange pencils 4. five green erasers

TR: A24 ⑦ Listen. Count and write.

How many balls?

How many teddy bears?

How many pens?

How many trucks?

TR: A25 ⑧ Listen and say.

1. O /ɑ:/ Doll 2. T /t/ Toy 3. B /b/ Boy

TR: A26 ⑨ Listen and look. Which word is different? Circle.

1. /ɑ:/ Doll /ɑ:/ Dog /ɑ:/ Book

2. /t/ Car /t/ Teddy bear /t/ Toy

3. /b/ Balloon /b/ Desk /b/ Ball

TR: A27 ⑩ Listen and chant. Say a new verse.

Dolls and robots

Cars and balloons

and more toys.

and more toys.

Balls and kites

Bears and trucks

for girls and boys!

for girls and boys!

(Units 1–2 Review)

TR: A28 ① Listen. Look and circle.

1. a desk 2. a robot 3. a pen 4. a truck

TR: A29 ② Listen and look. Draw a line.

1. two teddy bears 2. three kites 3. six pencils
4. five balls

TR: A30 ③ Listen. Count and write.

1. How many dolls? 2. How many brown crayons?
3. How many yellow balloons?
4. How many erasers?

TR: A31 ④ Listen and trace.

1. I have a ball. Ball.
2. You have a green chair. Green.

Answer Key

Student Book

③ SB p. 18

1. doll 2. kite 3. truck 4. teddy bear

⑤ SB p. 18

- 1: teddy bear 2: kite 3: balloon 4: robot 5: ball 6: car
7: truck 8: doll

⑦ SB p. 19

1. brown 2. yellow 3. orange 4. green 5. red 6. brown

Workbook

Go to pp. 99–100 for the Workbook Answer Key for this unit.

Vocabulary Units 1–2

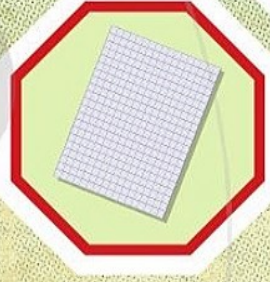
Language Use Units 1–2

Content Concepts Units 1–2

Resources Workbook pp. 18–19

Materials coins, playing pieces (such as buttons, tokens, or other small, flat objects)

Start



22

- **Get ready to play** Explain that students will play a game. Have them open their books to pp. 22–23.
- Have students find the pictures of the coin on p. 23. Read the caption aloud. Then hold up a coin for students to see. Point to the “heads” side and say *This is heads*. Point to the “tails” side and say *This is tails*. Walk around and show the coin to students. Have several students try tossing it and saying heads or tails.
- Direct students’ attention to the word *Start* on p. 22. Demonstrate how to put a playing piece over the word to begin the game. Then toss the coin in the air. If it lands on “heads,” demonstrate moving the playing piece forward one space in the game. If it lands on “tails,” demonstrate moving forward two spaces.
- **Review the language** Give students time to look at the images on the two pages. Then point to the picture of the balloon. Ask *What is it?* (It’s a balloon.) *What color is it?* (It’s orange.) Point to the dolls. Ask *How many dolls do you see?* (Three.)



UNITS 1-2 REVIEW 23

Teacher Tip

Before starting the game, allow students to take a few minutes to look at the pictures and think about questions they can ask their partners. For pairs of students who know the material well, encourage them to look at the details in the pictures and think of more challenging questions for each other.

Workbook Assign Activities 1–4, pp. 18–19. The audio script is on p. 59. The answer key is on p. 101.

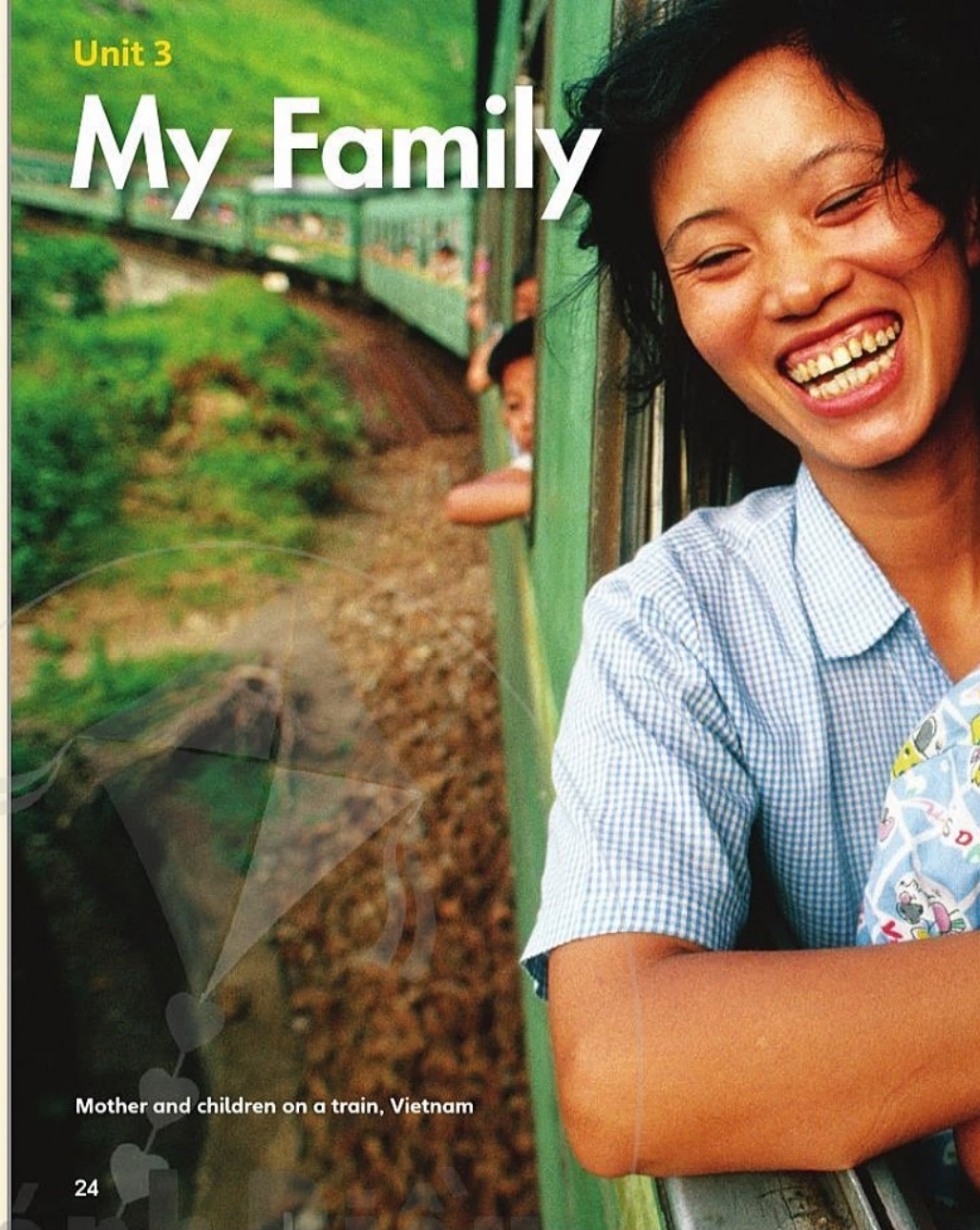
- **Model playing the game.** Point to a student and say *Play with me, please.* Toss the coin and show heads. Say *This is heads.* Move one space and ask your partner *What is it?* Prompt the student to respond. (It's a balloon.)
- **Model taking turns.** Flip the coin to show tails. Have your partner move the same playing piece forward (two spaces.) Prompt the student to ask you the question *What is it?* Say *(It's a crayon.)*
- **Play the game** Have students read the model dialogue on p. 23. Then say *Now it's your turn. Play! Take turns. When it's your turn, move one or two spaces. Then ask a question.* Have students play the game in pairs. Give a coin and a playing piece to each pair. Remind them to ask and answer questions.
- **Monitor students** as they play the game. Accept responses such as the following: *A balloon. An*

orange balloon. It's an orange balloon. Dolls. Three dolls. Make sure students understand that they keep moving along the game route until they reach the word Finish.

- **Sentence frames** If students need help thinking of questions and answers, write examples on the board:

What is it?	It's _____.
What color is it?	It's a _____.
Is it a _____?	Yes, it is.
Is it _____?	No, it isn't.
How many _____?	

My Family



Mother and children on a train, Vietnam

24

In This Unit

Theme This unit is about family and home.

Content Objectives

Students will

- identify and name family members.
- identify and name rooms in the house.
- identify and name things that are *black* and *white*.
- count up to eight items.

Language Objectives

Students will

- identify and name family members.
- ask and answer questions about family members and their location.
- describe objects by color.

Vocabulary

grandma, grandpa, mother, father, sister, brother, a kitchen, a bathroom, a bedroom, a living room

Language Use

Who's this? / It's my [brother].
Where's [Grandma]?
In the [kitchen].

Content Concepts *black, white, 7 (seven), 8 (eight)*

The Sounds of English

/j/ **y**ellow
/æ/ **a**pple
/i/ **s**it

Story *Eight is Great*

Writing *Yy, Aa, Ii*

Unit Opener

Objectives

Students will

- use a photo to connect to the theme.
- identify family members.

Recycling colors

Materials a photo of your family

Introduce

- **Motivate and focus** Get students ready to use English using the *English Time* chant (p. 9).
- **Use the photo** Help students open their books to pp. 24–25. Point to the photo, and say *Look at the family. They are on a train.* Point to the train in the photo as you say *train*.
- Ask the following questions about the photo:
 - *How many people are in the family?* (three)
 - *What color is the train?* (green)
 - Gesture toward your clothing, as you ask *What colors are their clothes?* (blue, red)
- Say *This unit is about family.* If you have a photo of your own family, hold it up, and repeat the word *family*. If no photo is available, use a photo of a family from a magazine, and pretend that the people in the photo are your family members. **Note:** To practice target vocabulary, make sure the photo you choose is of your mother and/or father and siblings, not your spouse and children.



UNIT OPENER 25

About the Photo

The family in this photo is traveling from Ho Chi Minh City to the capital city of Hanoi, Vietnam. The distance from Ho Chi Minh City to Hanoi is nearly 1,800 kilometers (1,100 miles). The train ride can take between 30 and 40 hours.

Teacher Tip

Always consider students' backgrounds when planning lessons about personal topics, such as family. Be sensitive to any family issues or cultural differences that might make it difficult for students to participate in an activity or a discussion. Modify your lessons whenever necessary to be sure that all students can participate without feeling uncomfortable.

Related Vocabulary

train, family, happy, smiling, laughing

- **Preteach** Say *A family can have many people.* Point to the photo of your family, and name each of the people in the photo. Then, hold up the photo on pp. 24–25. Point to the mother, and say *This is the mother.* Then, point to the two children and say *These are the children. They are sisters.* Point from one girl to the other as you say *sisters*.
- Point to the photo on pp. 24–25 again, and repeat *They are sisters.* Then, say *I [have/don't have] a sister.* If you have a sister, point to her on your family photo. If you don't have a sister, gesture toward your family photo and shake your head *no* to indicate that you don't have a sister. Turn to students, and ask *Do you have a sister? Raise your hand.* Model raising your hand, if necessary. Count the number of students that have a sister. Call on students who have a sister to answer the question *What's your sister's name?*
- Have students bring in a photo of their own family for the next lesson.
- Say *Good work today, class. Now let's chant.* Lead the class in the Goodbye chant (p. 10).

Objectives

Students will

- identify and name family members.
- identify and name rooms in the house.

Vocabulary *grandma, grandpa, mother, father, sister, brother, a kitchen, a bathroom, a bedroom, a living room*

Recycling numbers up to 6 (six)

Resources Workbook p. 20; Audio TR: A35

Materials a photo of your family, photos of students' families (provided by students), glue, scissors, paper, magazines



Warm Up

- **Motivate and focus** Get students ready to use English using the *English Time* chant (p. 9).
- **Contextualize** Have students take out the photos that they brought of their families. Say *Look at your family!* Encourage students to show the photos of their families to the students around them. **Note:** Have a few photos of families on hand so that students may still participate in the activity, even if they forgot to bring in a photo.
- Hold up a photo of your own family, and say *This is my family.* Count the number of people in the photo aloud, and say *There are [six] people in my family.* Gesture for students to count the number of people in their own families. Ask a student *[Ina], how many people are in your family?* Have the student answer, using only the number. Provide help to students who have more than six people in their families. Call on several students to show their photos and say how many people there are in their families.

mother

grandpa



a kitchen



a bathroom



a bedroom



a living room

VOCABULARY 27

Vocabulary Strategy

Graphic Organizers Even though many students at this age are not yet able to read or write effectively, students can still organize their learning using graphic organizers. For example, students may be able to glue or draw pictures into a word web or a two-column chart that is prepared by the teacher. Encouraging students to use graphic organizers will help students learn vocabulary based on categories. It will also help prepare students to use these tools when they begin reading and writing.

Teacher Tip

Students enjoy having a special role or job in the class. Having a job to do gives students a sense of responsibility and involvement. Assign students to lead the line, say the date or weather, hand out supplies, and clean up. Change students' roles on a daily or weekly basis, so that all students have a chance to perform the different tasks.

Present

- Help students open their books to pp. 26–27. Point to the girl labeled *me* on p. 26. Say *This is her family*. Hold up the book. One at a time, point to each family member in the photo, and say the word aloud. Then, have students say each word with you.
- Repeat each of the words. This time, have students raise their hands if that family member is part of their family.
- Say *You live in your home with your family*. Repeat the word *home*. Draw a picture of a house or an apartment building on the board to show students the meaning of the word *home*. Then, point to the photos on the right-hand side of p. 27, and say *These are rooms in a home*. Say each of the words aloud, and have students repeat.



Apply

- **Introduce the strategy** Make a T-chart graphic organizer, and label the left-hand column *Family* and the right-hand column *Home*. Give a copy of the prepared T-chart organizer to each student.
- Point to the *bathroom* picture, and have students say the word. Then, ask *Is this family?* (no), and ask *Is this something at home?* (yes) Write *bathroom* into the right-hand column for *Home*. Then, repeat with the remaining vocabulary words.
- One at a time, call out the new vocabulary words. Have students point to the matching picture in their books. Then, call on students to tell you if the word you say is in the *Family* column or the *Home* column. For example, if you say *living room*, the student should say *home*.

Practice 1 2

- **1** Make sure students' books are open to pp. 26–27. Say *Now we will hear the words. Listen and point.* Model doing this. Play **TR: A35**. Pause after the first word, and ask *What word did you hear?* (sister) Hold up your book, and point to the sister on p. 26 as you say *Sister. Point to sister.* Continue playing **TR: A35** until students have pointed to each of the words.
- **2** Say *Let's point and say.* Point to the girl labeled *me* on p. 26, and say *This is her family.* Then, point to the grandpa, and say *This is her grandpa.* Have students point to the grandpa on p. 27 and repeat the word *grandpa* aloud. Repeat this with the word *bedroom* on p. 27. Then say *Now you do it!* Place students in pairs. Have them take turns pointing to a word on pp. 26–27 for their partners to say. As students work, walk around the room to make sure they are responding correctly.
- When students finish Activity 2, have them show their own family photos to their partners and name each member of the family. If necessary, teach additional vocabulary for family members, such as *aunt*, *uncle*, and *cousin*.

Extend

- Put students at tables in small groups. Give each group a sheet of paper folded in half, and then in half again, creating four sections. Place a few magazines or catalogues on each group's table. Hold up a magazine, and say *Find something that goes in the kitchen*. Choose a photo from a magazine that shows a kitchen item. Hold it up as an example. Model gluing it into one of the sections of paper. Have students also find a kitchen item to glue onto their papers. Then, have them find photos for items that are found in bedrooms, bathrooms, and living rooms. Have them glue those photos into the different sections of their paper.
- Have a member from each group come to the front of the class and hold up the group's paper. Have the student point to each section of the paper, one at a time, and call on a classmate to name the room that each item belongs in.

Wrap Up

- Make picture cards for *kitchen*, *bathroom*, *bedroom*, and *living room* and put them in the front of the room, where students can see them. Make family member picture cards and give one each to a different student in the class. Say *Listen. Put the family member in the room*. Model placing a family member picture card next to the picture card for the room. Then, say *Grandma is in the living room*. Find the student who has the *grandma* picture card. Have him or her get up and place the card next to the *living room* picture card. Then, say *Father is in the kitchen*. Again, help the student with the *father* picture card place it next to the *kitchen* picture card.
- Continue giving instructions until each family member has been placed "in" a room. **Note:** There will be more than one family member in some of the rooms. If time allows, give the family member picture cards to different students and repeat the activity.
- Say *Nice job today, class. Now let's chant*. Lead the class in the *Goodbye* chant (p. 10).

Teacher Tip

Keep a box or a bin in your classroom and fill it with old magazines, catalogues, and advertisements. Encourage parents to send in these printed materials as well. This way, you will always be able to provide students with visuals to use for classroom activities. Students may also enjoy creating a visual dictionary by pasting photos for target words into a notebook and using those photos to practice vocabulary.

Workbook Assign Activity 1, p. 20. The audio script is on p. 77. The answer key is on p. 101.

Formative Assessment

Can students

- identify and name family members?
- Have students name the members of their own family.
- identify and name rooms in the house?

Show students the pictures for *kitchen*, *bathroom*, *bedroom*, and *living room*. Have them name each room.

Objectives

Students will

- ask and answer questions to identify family members.
- ask and answer questions about someone's location.

Language Model *Who's this? / It's my [brother].*

Where's [Grandma]? / In the [kitchen].

Resources Unit 3 stickers; Workbook p. 21; Audio TR: A36–A38;

Materials a photo of your family, photos of students' families (provided by students)

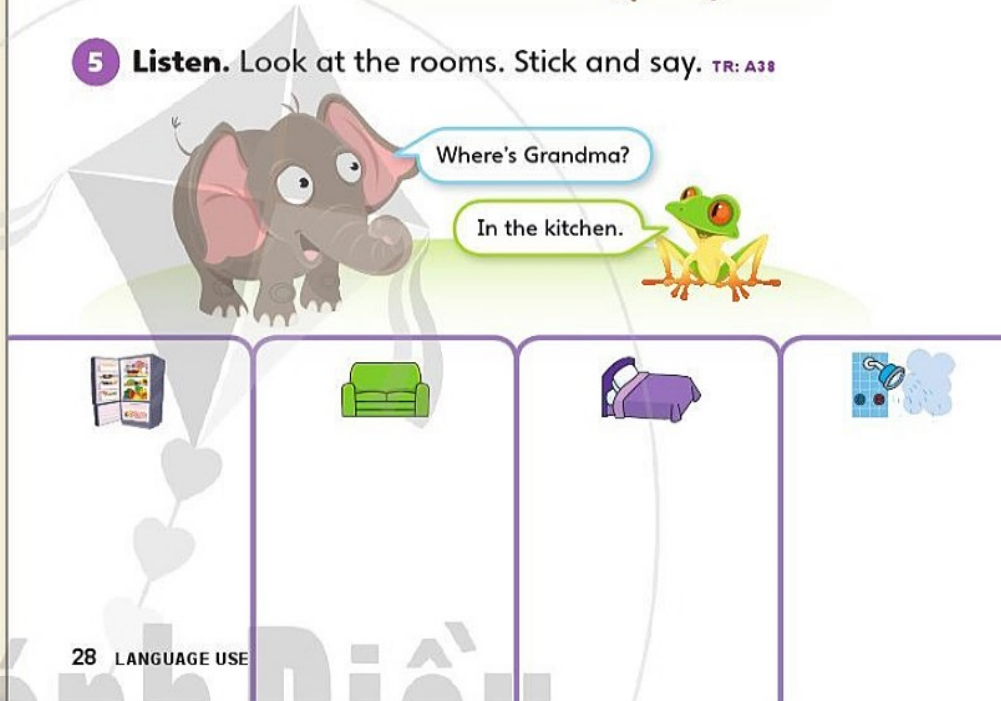
3 Listen and circle. TR: A36



4 Listen and say. Talk. TR: A37



5 Listen. Look at the rooms. Stick and say. TR: A38



Warm Up 3

- Motivate and focus** Get students ready to use English using the *English Time* chant (p. 9).
- 3** Help students open their books to p. 28. Say *You will hear a question and an answer.* Play TR: A36. Repeat the question: *Who's this?* Then repeat the answer: *It's my grandpa.* Point to the row of photos, and ask *Where's grandpa?* Have students point to the photo of the grandpa. Then, say *Now circle grandpa.* Have students circle the photo of the grandpa. Continue playing TR: A36, and have students circle the photos of the mother and the brother.
- Act it out** Pretend to be sleeping. Ask *Where am I?* (bedroom) If students need more support, ask *Am I in the kitchen or the bedroom?* After students guess *bedroom*, play again. Pretend to be mixing something with a spoon. Have students guess

kitchen. Repeat by pretending to brush your teeth (bathroom) and pretending to change the TV channels with a remote control (living room).

- Call a student to come to the front of the class and act out being in a room of the house. He or she can repeat your actions or create new ones. Have others guess what room the student is pretending to be in. Repeat this activity until each room has been reviewed two or three times.

Present 4

- 4** Point to the mascots on p. 28 and say *Let's listen.* Play TR: A37 two times. Each time, pause the audio for students to repeat the question and answer.
- Hold up your family photo and model the dialogue. Gesture toward a person in your photo. Using a different voice, pretend to be Polly and ask *Who's this?* as you point toward the person. Say *It's*

my [brother]. Then, call on students to ask *Who's this?* about different people in your family photo.

Practice 5

- **5** Say *Let's do a sticker activity!* Show students the Unit 3 stickers. Point to each of the stickers, and ask *Who's this?* Have students respond with *It's [Grandpa]*. Then, point to each of the columns on p. 28, and have students name the room. Say *Listen*. Play **TR: A38** once, and have students just listen. Play it a second time, pausing after each item to have students place the sticker in the correct column.
- Review students' work. Point to the first column, and ask *Who's in the kitchen?* (Grandma and Grandpa) Repeat this for the other columns.

Apply

- Have students show their family photos to a partner. The first student should point to a person in his or her partner's photo and ask *Who's this?* The partner will respond *It's my [father]*. Have students take turns asking and answering questions about the photo until all of the people in both photos have been named.

Extend

- Assign a room to each student. Say to each student *You are in the [bedroom]*. Sit in a circle with students. Have the student to your right ask about the student on his or her right, e.g. *Where's [Ines]?* The student then responds *In the [bedroom]*. That student will then ask the question about the student on his or her right. Have students continue to ask and answer questions until each student's location has been named.

Wrap Up

- Have students look at the family picture on pp. 26–27, and say *Imagine this is your family. Who's this?* Have students respond chorally *It's my [grandpa]*. After each person, point to a room picture, and ask *Where's your [grandpa]?* Have students respond *In the [living room]*.
- Say *Nice job today. Now let's chant*. Lead the class in the *Goodbye* chant (p. 10).

Teacher Tip

At five or six years of age, students may still have problems being away from their families, especially if they have not been to school before this year. Encourage parents to send in a family photo. Hang pictures of students' families on the walls, or encourage students to glue the photos to the inside cover of their books or notebooks. If students seem anxious or upset about being away from their families, have them look at the photo, and remind them that they will see their family members after school.

Workbook Assign Activities 2–5, p. 21. The audio script is on p. 77. The answer key is on p. 101.

Formative Assessment

Can students

- ask and answer questions to identify family members?

Show students your family photo. Have them point to a person in your photo and ask *Who's this?* Respond incorrectly, and have students say the correct response.

- ask and answer questions about someone's location?

Point to the *grandma* picture and the *living room* picture. Have one student ask *Where's grandma?* Have another say *In the living room*. Repeat this with other combinations and students.

Content Concepts

Objectives

Students will

- identify and name things that are *black* and *white*.
- count up to eight items.

Colors *black, white*

Numbers 7 (seven), 8 (eight)

Recycling numbers 1 (one) – 6 (six)
red, blue, green, yellow, brown, orange, book, crayon, pencil, ball, balloon, car, doll, kite, teddy bear

Resources Unit 3 cut-outs; Workbook p. 22; Audio TR: A39–A43

Materials black construction paper; white paper; red, blue, green, yellow, brown, orange, and black crayons or markers; scissors, chalk

6 Listen and point. Say. TR: A39

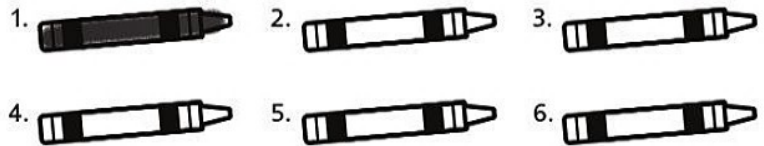


black

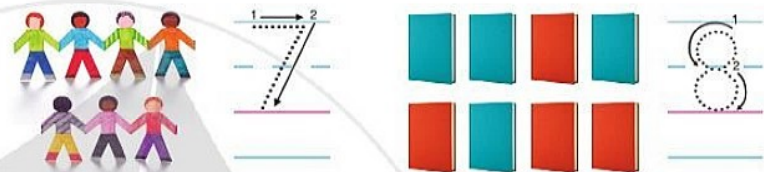


white

7 Listen and color. TR: A40



8 Listen. Count and say. Trace. TR: A41



9 Listen. Count and say. TR: A42



10 Listen and say. Cut out the cards for Unit 3. Ask and answer. TR: A43



CONTENT CONCEPTS 29

Warm Up

- **Motivate and focus** Get students ready to use English using the *English Time* chant (p. 9).
- **Recycle** Give each student a white piece of paper and red, blue, green, yellow, brown, and orange crayons or markers. Say *Draw a red balloon*. Repeat the instructions as follows: *yellow ball, blue book, orange crayon, green kite, and brown bear*. As you give instructions, walk around the room to check students' work.
- When students finish, ask *How many pictures did you draw?* (six)

Present 6 8

- **6** Say *Today we will learn new colors*. Play TR: A39. Have students point to each color as they hear it.
- Hold up a piece of black construction paper, or the picture card for *black*, and ask *Black or white?* Then, hold up a piece of white paper, or the picture card for *white*, and ask *Black or white?*
- Call on a group of six students to come to the front of the class and stand in a circle. Point to one child, and say *[Juan] is number 1*. Have that child say his or her number. Then, point to the child to the right, who should say 2. Continue until the sixth child has said the number 6. Then, gesture for students to make a space in the circle. Call on the seventh student to join the group. Point to that student, and say *Seven*. Have students repeat the word. Then, do the same for *eight*.

- **8** Play **TR: A41**. Have students count the dolls as they listen. Pause the audio after number 7 and model tracing the number 7 on p. 29. Then, have students do it. Continue playing **TR: A41**, and have students count the books and trace the number 8.

Practice 7 9

- **7** Give each child black, green, blue, and yellow crayons. Say *Listen. Color each crayon.* **Note:** You can also tell students to leave the crayon blank when they hear *white*. Play **TR: A40**. Pause after each item to have students color. Walk around the room to check students' work.
- **9** Show students the items on p. 29. Play **TR: A42**. Pause after the first question. Repeat the question *How many red balls?* (five) Then, say *Let's count!* Count the red balls as a class. Continue the audio, pausing after each item to have students count the items and say the number.

Apply 10

- Before you begin Activity 10, be sure to practice the plural form with students. Hold up one object, such as a book, and name it. Then, hold up two of the same object, and say *Books*. Repeat this with different objects, such as pencils, pens, and crayons. Make sure students say the singular and the plural form, adding the plural -s.
- **10** Show students the cut-outs for unit 3. Give students scissors to cut out each item. Play **TR: A43**, pointing to each of the mascots on p. 29 as they speak. Say *Choose five cards*. Have students choose any of the five cards and put the others aside. Then, model the activity. Hold up the card with two robots. Show it to a student, and ask *How many robots?* Have the student say *Two robots*. Have students take turns showing a card, asking *how many*, and then answering their partner's questions.

Extend

Give students black construction paper and white chalk. Say *Draw a black and white picture*. Give students time to draw. Then, have students describe their pictures to a partner.

Wrap Up

- Show each student a black object or a white object, and have them name its color.
- Say *Good job today, class. Now let's chant.* Lead the class in the *Goodbye* chant (p. 10).

Teacher Tip

Encourage learning through art. For example, have students draw pictures to demonstrate knowledge of vocabulary words, numbers, shapes, and colors. Hang students' work in the classroom. Whenever possible, use this artwork to guide the class in a whole-class review of the topics presented in earlier lessons. Point to the art, and ask questions about what's in the picture or what colors and shapes are shown.

Workbook Assign Activities 6–8, p. 22. The audio script is on p. 77. The answer key is on p. 102.

Formative Assessment

Can students

- identify and name things that are *black* and *white*?

Have students find and point to three things in the classroom that are black, and three things in the classroom that are white.

- count to find the quantity of items?

Show students the picture on pp. 26-27. Have them count the number of people in the family.

The Sounds of English

Objective

Students will

- identify and make the target sounds.

Target Sounds

- /j/ **y**ellow
- /æ/ **a**pple
- /ɪ/ **i**t

Writing Yy, Aa, Ii

Resources Workbook pp. 23–25;
Audio TR: A44–A46

Materials pictures of a duck and a snake (optional)

11 Listen and say. Then listen again and trace. TR: A44 and A45



yellow yellow



apple apple



sit sit

12 Listen and chant. TR: A46

I love my grandpa!

Oh yes, I do.

My brothers and
my sisters love him, too.



Warm Up

- **Motivate and focus** Get students ready to use English using the *English Time* chant (p. 9).
- **Set the stage** Say *Listen. We are in the classroom. There are many desks.* Gesture to the students' desks. Ask *Can you hear /e/ or /æ/ in desk?* Have students make the /e/ sound.
- Say *Today we are learning other sounds, like the sound /ɪ/ in sit. You can sit in the classroom.* Say the word *sit* again, very slowly. As you do, emphasize the sound /ɪ/.

Present 11

- **11** Say *Let's listen to new sounds.* Play **TR: A44.** Pause after each word for students to repeat.

- **Explain** Say *Yellow has the /j/ sound.* Say the /j/ sound again, and have students repeat the sound and the word. Then, say *Yes also has /j/.* Have students repeat the word *yes*.
- Say *Apple has the /æ/ sound.* Repeat the word, emphasizing the /æ/. Have students repeat the sound and the word. Then, ask *What other words do you know with /æ/?* (black, and, bathroom)
- Say *Sit has the /ɪ/ sound.* Repeat the word, emphasizing the /ɪ/ sound. Have students repeat the sound and the word. Then, ask *What other words do you know with /ɪ/?* (in, sit, kitchen)
- If there are students in your class with /j/, /æ/, or /ɪ/ in their name, point them out. For example, say *Yasmine. What sounds do you hear in Yasmine's name?* (/j/, /æ/)

Practice

- Write Yy on the board. Ask *What letter is this?* Then say *This letter makes the sound /j/*. Have students make the /j/ sound. Ask students to open their books to p. 30. Say *Find the letter y*. Have students trace the upper- and lowercase y on the page with their finger. Then say *Let's learn to pronounce /j/. Listen and repeat what you hear*. Play **TR: A44** and stop after yellow is read for the second time. Have students follow along with the track by pointing to the letters and words. Repeat this for *a* and *i*. Play the entire track again and have students repeat what they hear.
- Draw Yy in dotted outline on the board. Say *Let's trace the letter y*. Model tracing over the outline. Then say *Look at the word and picture for yellow again. Listen to the sound /j/ and use your pencil to trace the letter y*. Play **TR: A45** and stop after yellow. Make sure students trace y two times for yellow. Then call on volunteers to say the word aloud. Repeat the activity for *a* and *i* and play the rest of **TR: A45**.

Apply 12

- **12** Say *Let's listen to a chant*. Play **TR: A46** two times. Have students listen to the chant. Then, say the chant.
- Play **TR: A46** a third time, pausing after each line. Have students repeat the line. Then, have students try to say the entire chant.
- Say the chant again slowly. Ask *What word has /j/?* (yes) Then, ask *What words have /æ/?* (grandpa, and)

Extend

- Show or draw pictures of a duck and a snake. Point to each and name the animal for students. Then, divide the class into two groups. Point to one group, and say *You are ducks*. Model making a duck sound, saying *Quack, quack*. Point to the second group, and say *You are snakes*. Model making a snake sound, saying *Hiss, hiss*. Say each of the target sounds, one at a time. Have the “animals” who make that sound stand up and make their animal noise. For example, say /æ/ and have the “ducks” stand up and say *quack, quack*.

Wrap Up

- Say *Listen for the /æ/ sound*. Then, slowly say the following words: *as, do, I, father, mother, black, sister, cat*. Have students raise their hands when they hear the /æ/ sound (*as, black, cat*).
- Say *Good job today, class. Now let's chant*. Lead the class in the *Goodbye* chant (p. 10).

Target Sounds

- The /j/ sound is the first sound in the word *yellow* and *yes*.
- The /æ/ sound is the first vowel sound in the words *black* and *bathroom*.
- The /i/ sound is the vowel sound in the word *sit* and *him*. It is also the first vowel sound in *sister* and *kitchen*.

Teacher Tip

Remember to speak slowly and clearly so that students understand you. Teach students to tell you if they didn't hear or understand what you said. Give them language to do this. For example, teach them phrases such as *I didn't (hear/ understand)* and *Please say it again*. Point out that it's OK for students to ask for clarification or repetition. Students will have more success learning English if they learn to speak up when they have missed something.

Workbook Assign Activities 9–12, pp. 23–25. In this unit, students learn to write letters Yy, Aa, and Ii. The audio script is on p. 77. The answer key is on p. 102.

Formative Assessment

Can students

- identify and make the /j/, /æ/, and /i/ sounds?

Write *black, yellow, and sister* on the board. Make a target sound, and have students point to the word and say the word that has the sound they hear.

Objectives

Students will

- listen to and understand a story.
- recognize target vocabulary in context.
- use pictures to understand context.
- track print from left to right.

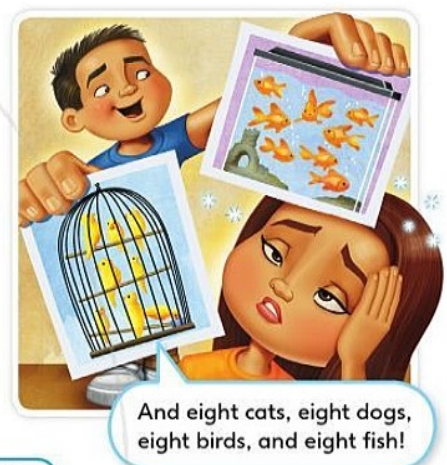
Vocabulary in the Story

brothers, sisters

Resources Audio TR: A47

13 Listen to the story. TR: A47

Eight is Great



14 Do you like the story? Circle.



STORY 31

Warm Up

- **Motivate and focus** Get students ready to use English using the *English Time* chant (p. 9).
- **Introduce the strategy** Help students open their books to p. 31. Say *Today, we will read Eight is Great*. Model asking questions about the story. For example, ask:
 - *Is the story about a boy or a girl?* (a boy)
 - *Where are the two friends?* (at home, in the living room)
 - *Who are the people in his photo books?* (his family)
 - Point to the photo in the second panel, and ask *Where are the sisters?* (in the living room)

- Then, write the sentence frame *How many ___?* on the board. Say it aloud to students. Then say *Ask a question using "how many."* Provide a model. Point to the first panel and ask *How many people?* (two)
- Have students ask questions using the sentence frame. Listen to students' questions, and answer them using the visuals, if possible. For example, if a student asks *How many [books]?* answer with *There are two books.*

Present 13

- **13** Say *Let's listen to the story*. Play **TR: A47** and have students listen to the story. Then, play **TR: A47** a second time. This time, pause after each panel, and encourage students to ask questions about the story. Work as a class to find answers to their questions before continuing.

Practice

- Play **TR: A47** again. Pause after each sentence, and have students repeat what they hear.
- Put students in pairs. Give each pair a number from 2–7. Have them retell the story, replacing the number eight with the number you give them.

Apply 14

- **14** Say *I like the story!* Point to the dizzy girl in the last panel, and laugh to show that you think it's funny. Hold up your book, and point to the happy face. Say *I like the story. I circle the happy face.* Model circling the happy face. Then, gesture toward the students, and ask *Do you like the story?* Have students choose a face and circle it.
- When students finish, draw each of the faces on the board. Point to each face, and ask students to raise their hands if they circled it. Have students decide which is the most popular response by counting the number of marks next to each face.

Extend

- Have students go back and re-read *Time for School* (Unit 1, p. 13) and *Birthday Boy* (Unit 2, p. 21). Have them work with a partner to ask and answer questions that begin with *How many?* For example, for *Time for School*, students can ask *How many [pens/pencils/students/crayons/teachers]?* For *Birthday Boy*, students can ask *How many [presents/boxes/people]?*

Challenge! Have students ask other questions about these stories, such as *Who's this?* or *Where's [the teacher]?*

Wrap Up

- Say *Today we read Eight is Great.* Point to each of the photos in the reading. Ask *How many brothers and sisters are great? Eight? Four?* Have students say what they think. Be sure to accept different answers, as students are giving an opinion. Repeat this question with *cars, teddy bears, books, dogs, cats, and birds.*
- Say *Nice work today, class. Now let's chant.* Lead the class in the *Goodbye chant* (p. 10).

Reading Strategy

Asking Questions As students read, encourage them to ask questions about the text. Asking questions shows that students are reading actively. Students are likely to want to find out the answers to their own questions using the text. At first, students may not be able to ask questions in English. Accept questions in students' native language if necessary, but encourage students to find the answers to their questions by using the visuals, audio, and English text.

Teacher Tip

Be sure to have story time as a regular part of your class schedule. Encourage students to gather around as you read a picture book in English. Help students understand the books through visuals. Allow students to ask questions about each story's characters and plot in their native language. Encourage a discussion of each story to engage students and to check their comprehension. Reading to children helps them appreciate books as a source of information and entertainment.

Formative Assessment

Can students

- listen to and understand a story?
Read *Eight is Great*. Then ask *How many cats does the boy have? How many dogs? Birds? Fish?*
- recognize target vocabulary in context?

Have students name the family members that the boy talks about (brothers, sisters).

Student Book

TR: A35 1 Listen and point.

sister, father, grandma, brother, mother, grandpa,
a kitchen, a bathroom, a bedroom, a living room

TR: A36 3 Listen and circle.

Who's this? It's my grandpa. Who's this?

It's my mother. Who's this? It's my brother.

TR: A37 4 Listen and say. Talk.

(Parrot) Who's this? (Monkey) It's my brother.

TR: A38 5 Listen. Look at the rooms. Stick and say.

(Elephant) Where's Grandma? (Frog) In the kitchen.

(Elephant) Where's Father? (Frog) In the living room.

(Elephant) Where's your sister? (Frog) In the bedroom.

(Elephant) Where's your brother? (Frog) In the
bathroom.

(Elephant) Where's Mother? (Frog) In the living room.

(Elephant) Where's Grandpa? (Frog) In the kitchen.

TR: A39 6 Listen and point. Say.

black, black, a black crayon; white, white, a white
crayon

TR: A40 7 Listen and color.

1. black crayon 2. green crayon 3. blue crayon
4. white crayon 5. yellow crayon 6. black crayon

TR: A41 8 Listen. Count and say. Trace.

1, 2, 3, 4, 5, 6, 7. 7 dolls. 1, 2, 3, 4, 5, 6, 7, 8. 8 books.

TR: A42 9 Listen. Count and say.

How many red balls?

How many yellow pencils?

How many brown teddy bears?

How many black cars?

How many white kites?

TR: A43 10 Listen and say. Cut out the cards for

Unit 3. Ask and answer.

(Elephant) How many sisters? (Parrot) Three sisters.

TR: A44 11 Listen and say.

1. Y /j/ Yellow 2. A /æ/ Apple 3. I /i/ Sit

TR: A45 11 Listen and trace.

1. Y /j/ Yellow

2. A /æ/ Apple

3. I /i/ Sit

TR: A46 12 Listen and chant.

I love my grandpa!

Oh yes, I do.

My brothers and
my sisters love him, too.

TR: A47 13 Listen to the story.

Eight is Great

Look! My family is big! One, two, three, four ... five,
six, seven, eight brothers and sisters! And eight cats,
eight dogs, eight birds, and eight fish!

Workbook

TR: A32 ① Listen and look. Draw a line.

1. sister 2. grandpa 3. mother 4. brother
5. grandma 6. father 7. living room 8. kitchen
9. bathroom 10. bedroom

TR: A33 ② Listen and say.

(Monkey) Who's this? (Frog) It's my sister.

TR: A34 ③ Listen and circle.

1. Who's this? It's my mother. 2. Who's this? It's my father. 3. Who's this? It's my grandpa.

TR: A35 ④ Listen and say.

(Parrot) Where's Mother? (Elephant) In the living room.

TR: A36 ⑤ Cut out the cards on page 37. Listen.

Where's the family? Glue the cards. Say.

1. Where's Grandpa? In the kitchen. 2. Where's Mother? In the bedroom. 3. Where's Father? In the bathroom. 4. Where's Grandma? In the living room.

TR: A37 ⑥ Listen. Color and say.

1. a black pen 2. an orange car 3. a white balloon
4. a green book

TR: A38 ⑦ Listen. Color. Count and say.

six yellow crayons; eight black pens; seven blue erasers

TR: A39 ⑧ Listen. Count and write.

How many pencils?

How many teddy bears?

How many robots?

How many books?

TR: A40 ⑨ Listen and say.

1. Y /j/ Yellow 2. A /æ/ Apple 3. I /ɪ/ Sit

TR: A41 ⑩ Listen and look. Which word is different? Circle.

1. /j/ yes /j/ yellow /j/ kitchen
2. /æ/ love /æ/ apple /æ/ arrow
3. /ɪ/ sit /ɪ/ do /ɪ/ fish

TR: A42 ⑪ Listen and chant. Say a new verse.

I love my grandpa!

Oh yes, I do.

My brothers and

my sisters love him, too.

I love my grandma!

Oh yes, I do.

My sisters and

my brothers love her, too.

Answer Key

Student Book

③ SB p. 28

grandpa, mother, brother

⑤ SB p. 28

kitchen: grandma, grandpa

living room: father, mother

bedroom: sister

bathroom: brother

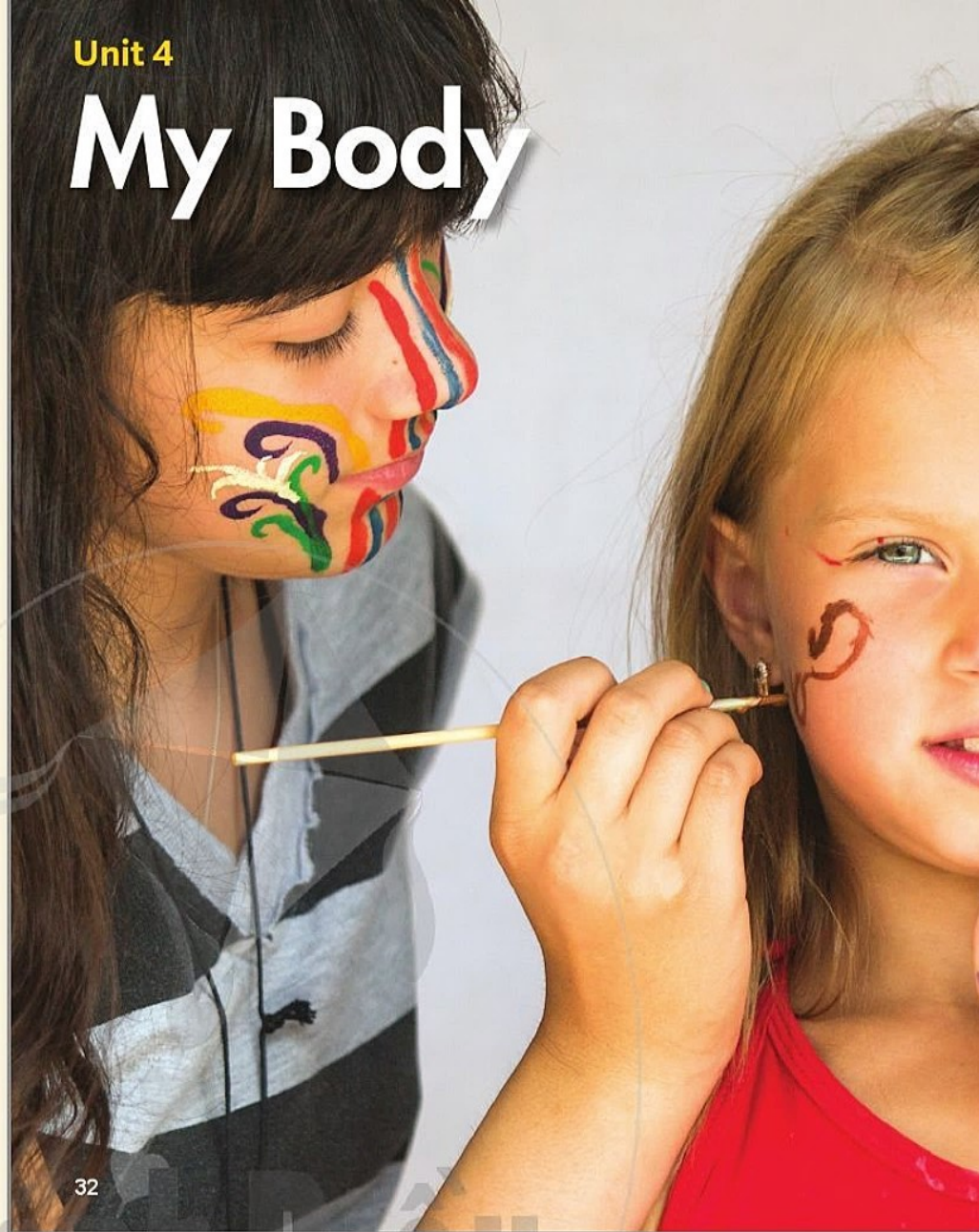
⑦ SB p. 29

1. black 2. green 3. blue 4. white 5. yellow 6. black

Workbook

Go to p. 101–102 for the Workbook Answer Key for this unit.

My Body



32

Introduce

- **Motivate and focus** Get students ready to use English using the *English Time* chant (p. 9).
- **Use the photo** Help students open their books to pp. 32–33. Point to the photo, and say *Look at the people*.
- Ask the following questions about the photo:
 - *How many people are there?* (three)
 - *What colors are there?* (white, black, red, green, yellow, orange, brown, blue)
 - *Are the people happy or sad?* Smile as you say *happy*, and make a sad face as you say *sad*. (happy)
- **Set the stage** Say *This unit is about the body*. Gesture from your head down to your feet as you say the word *body*. Have students look at the photo on pp. 32–33 again. Point to the faces of the children in the photo, one at a time, and say *Look at their faces*. Then, point to your own face, and say *Look at my face. My face is*

In This Unit

Theme This unit is about the body.

Content Objectives

Students will

- identify and name parts of the body.
- identify and name things that are *pink* and *purple*.
- count up to ten items.

Language Objectives

Students will

- identify and name parts of the body.
- say what parts of the body people have.
- describe objects by color.

Vocabulary

ears, hair, arms, hands,
eyes, a nose, a mouth,
legs, feet

Language Use

I have [two hands].
He/She has [two hands].

Content Concepts *pink, purple,*
9 (nine), 10 (ten)

The Sounds of English

/dʒ/ *juice*
/k/ *cat*
/ks/ *fox*

Reading *It's Me!*

Writing Letters *Jj, Cc, Xx*

Unit Opener

Objectives

Students will

- use a photo to connect to the theme.
- identify parts of the face.

Recycling numbers up to 3 (*three*),
red, blue, green, yellow, brown,
orange, black, white

Materials paper plates, craft sticks,
markers, tape

About the Photo

This photo shows a young girl having her face painted. In many Western countries, children like to have their face painted for events such as their birthdays or at carnivals. The paintings typically feature animals, words, simple patterns, or flowers, as in this photo. Sometimes adults and children alike have their faces painted with their country's flag or in national colors for sports events.

Teacher Tip

Use gestures whenever possible to help students understand what you are saying. Gestures and body language can make the message clear to students. By using gestures, you are also modeling a way for students to communicate when they do not know how to say something. While you may tend to use gestures that are typical in your culture, try to teach students gestures that are used in English-speaking cultures as well. Not only will this give them another way to communicate in the target language, but it also will help them become aware that practices, not just language, can vary among cultures.

Related Vocabulary

flowers, plants, paint, paintbrushes, colorful, decoration shirt



UNIT OPENER 33

part of my body. Gesture for students to touch their own faces as you say *Touch your face.*

- **Act it out** Say *Our faces can show how we feel.* Then, make different faces, and have students imitate you. For example, make a happy face, an angry face, a sad face, and a silly face. Call on three students at a time to come to the front to make silly faces. Have the class choose the silliest face from the group. Repeat this with a few groups of students. **Note:** If you have a large class, you may choose to have students do this in groups.
- Say *A face has different parts.* Point to your eyes, and say *Eyes.* Point to your nose, and say *Nose.* Point to your mouth, and say *Mouth.*
- Say *Let's make a face.* Give each student a paper plate and markers to make a face. Have students draw eyes, a nose, and a mouth on their faces. Explain that their faces can show any feeling, such

as happy, sad, or silly. Give students a craft stick to tape to the back of the plate. Have students hold their mask faces up to show their classmates.

- Have students set their mask faces back on their desks. Call out *Eyes*, and have students touch the eyes on their face. Repeat this with *nose* and *mouth*.
- Say *Good work today, class. Now let's chant.* Lead the class in the Goodbye chant (p. 10).

Vocabulary

Objective

Students will

- identify and name parts of the body.

Vocabulary

ears, hair, arms, hands, eyes, a nose, a mouth, legs, feet

Recycling 1 (one), 2 (two), Open your [eyes], Close your [mouth], Stand up, Sit down

Resources Workbook p. 26; Audio TR: A48

Materials scissors, glue, markers, construction paper, magazines with photos of people



34

Warm Up

- **Motivate and focus** Get students ready to use English using the *English Time* chant (p. 9).
- **Preteach** Point to your face and say *This is my face*. Make a happy face, and have students do the same. Repeat this with a sad face, a silly face, and an angry face. Have students turn to a partner and make a silly face.
- Say *The face is part of the body. In this unit, we're learning about the body*. Point to your eyes, and say *Eyes*. Have students repeat the word. Point to your nose and say *Nose*. Have students repeat the word. Repeat this for *mouth*.
- **Introduce the strategy** Say *Close your eyes*. Close your eyes, and have students do the same. Then, say *Open your eyes*, and have students open their eyes. Repeat this with *mouth*. Then, say *Touch your nose*, and have students respond. Continue giving these instructions and having students respond. Be sure to mix up the order in which you say the instructions. Challenge students by saying the phrases faster and faster each time.



Vocabulary Strategy

Get Moving Students learn best by doing. Whenever possible, have students show understanding of new words and phrases by moving their bodies. Give students commands, such as *Sit down*, *Stand up*, *Touch your [arm]*, or *Raise your hand*. By doing these actions in response to your request, students will quickly learn the meanings of the new words. This method also gives you a quick and clear way to assess students' understanding of new words and phrases.

Teacher Tip

Sometimes students at this age can become overexcited if there is too much going on in the classroom. To get students to calm down and to refocus on the lesson, have a quiet period of one or two minutes before moving on to a new activity. Turn off the lights. Encourage students to be still and quiet while the lights are turned off. Model how to take deep breaths to relax, and have students do the same. Then, when you see that students have calmed down, turn the lights back on and continue with your lesson.

Present

- Help students open their books to pp. 34–35. Say *Look at the children. They are on a road.* Hold up the book. Point to the close-up photo of the boy on the bottom of p. 34. Say *Look at his face.* Name each part of his face as you point to it. Then, point to the big photo on pp. 34–35. Name each body part.
- Repeat each of the words. As you say them, point to that part on your body and have students do the same as they repeat the words.
- **Play a game** Have students stand up. Say *If I say "Please, touch your nose," touch your nose. If you don't hear "please," don't touch.* Then, say *Please, touch your hair.* Check to make sure that students touch their hair. Next, say *Touch your legs.* If students touch their legs, smile and say *No, I didn't say "please."* Then, repeat the instruction with *please*. Continue until students have touched the body part for each of the new words. **Challenge!** Have students take turns coming to the front to give the instructions.



Apply

- **Graphic literacy** Have students make their own word web. In the center of the web, have them write the number 2. Make a word web on the board as a model. Then, point to the picture for *legs* and ask *One or two?* (two) Point to your own legs, and count them *One, two*. Write *legs* over a smaller space on the word web. Then, point to the picture for *mouth*, and ask *One or two?* (one) Write *mouth* outside the word web.
- Continue with the rest of the vocabulary words.

Practice 1 2

- **1** Make sure students' books are open to pp. 34–35. Say *Now we will hear the words. Listen and point.* Model doing this. Play **TR: A48**. Pause after the first word, and ask *What word did you hear?* (ears) Hold up your book, and point to the ears of the boy as you say *Point to the ears.* Continue playing **TR: A48** until students have pointed to each of the words. You may choose to have students point to their own bodies instead of using the book.
- **2** Place students in pairs. Have them take turns pointing to a photo for a word on pp. 34–35 for their partners to say. Have students do the activity once using the book. Then, have students repeat the words, having their partners point to each part on their own bodies.
- Say *Stand up* and have students stand up. Repeat the word *up* as you point upward. Then, say *Put your arms up.* Have students put their arms up. Model doing this as necessary. Then, point downward, and say *Put your arms down.* Model doing this, and have students do the same. Next, say *Sit down.* Have students sit down in their chairs. Then, say *Put your legs up.* Have them extend their legs so that they are off the floor. Finish by saying *Put your feet down, and stand up.* If students cannot follow the two-part instruction, repeat each part separately. Continue giving different instructions using the words *up* and *down*, as well as *arms*, *legs*, *feet*, and *hands*, and having students do the correct action.

Extend

- Put students at tables in groups. Set magazines, construction paper, glue, and scissors at each table. Have each student work to create a silly face by cutting out the eyes, nose, ears, and hair of people in the magazines. Have students draw a circle on construction paper, to be a head. Then, have them glue their cut-outs in the correct places in the circle to make a face. Have students hold up their silly faces and describe them to their group. Encourage students to use colors in their description, as well. For example, students could say *brown hair* or *blue eyes*.

Wrap Up

- Point to each body part on pp. 34–35, one at a time. Have students name the body part. Then, ask *How many [eyes] do you have?* Have students respond with the number. Continue until you have reviewed all the words.
- Say *Nice job today, class. Now let's chant.* Lead the class in the *Goodbye* chant (p. 10).
- If students leave the room at the end of class, have them line up by the door. Before each student leaves, give him or her a command, such as *Touch your nose!* or *Put your hand up!* Have the student do the action before going out the door.

Teacher Tip

When a student misbehaves, take that student aside and talk to him or her about the behavior. Explain why this behavior is not acceptable for the classroom. Give the student a chance to correct his or her actions. If he or she continues the behavior, separate the child from the rest of the class. If possible, ask a colleague to watch the student for you until you have time to revisit the problem. Remember to focus on teaching the entire class, and try not to get distracted by the misbehavior of one student.

Cánh Diều

Workbook Assign Activity 1, p. 26. The audio script is on p. 93. The answer key is on p. 103.

Formative Assessment

Can students

- identify and name body parts?
- Touch different parts of your body, and call on students to name them as you touch them.

Objective

Students will

- say what parts of the body people have.

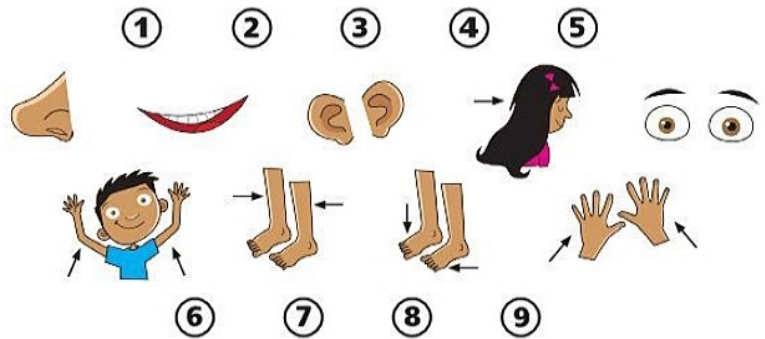
Language Model *I have [two hands].; He/She has [two hands].*

Recycling numbers 1 (one) – 8 (eight), a doll, a robot, a teddy bear

Resources Unit 4 stickers; Workbook p. 27; Audio TR: A49–A52

Materials a doll, a teddy bear, paper, crayons or markers

3 Listen. Draw lines. TR: A49



4 Listen and say. TR: A50

I have two hands.

She has two hands.

5 Listen. Stick and say. TR: A51

6 Listen. Point to the stickers. Say. TR: A52



36 LANGUAGE USE

Warm Up 3

- Motivate and focus** Get students ready to use English using the *English Time* chant (p. 9).
- 3 Help students open their books to p. 36. Point to the number 1 and say *Listen*. Play TR: A49. Pause after item 1 and ask *What is it?* (a mouth) Model drawing a line from the number 1 to the mouth. Then, play the rest of TR: A49 and have students complete the activity.

Present 4

- Preteach** Hold up a doll, point to its hands, and ask *What are these?* Then, say *Yes, she has two hands*. Then, hold up a teddy bear. Point to its ears, and ask *What are these?* Then, say *Yes, he has two ears*. Repeat this with different body parts, going back and forth between the doll and the teddy bear.
- 4 Point to the mascots on p. 36 as you say *Let's listen*. Play TR: A50 two times. Each time, pause the audio for students to repeat the sentences.
- Model the dialogue. Using a special voice, say *I have two hands*. Then, say *She has two hands*, as you point to the monkey's hands. Then, say *I have two eyes*. Call on a student to say *She has two eyes*. Repeat this with *nose, ears, mouth, arms, legs, and feet*.

Practice 5 6

- **5** Say *Let's do a sticker activity!* Show students the Unit 4 stickers. Say *Listen*. Play **TR: A51**. Pause after the first item. Then, ask *What does she say?* (I have two arms.) Have students find and place the correct sticker. Continue playing **TR: A51**, pausing to have students place the correct sticker after each item.
- **6** Say *Now let's listen and point!* Play **TR: A52**. Have students point to the correct sticker on the page. When students finish, call on a student to point to a sticker and talk about it using the language they heard, such as *He has two legs*. Explain to students that *he* refers to a boy or a man, and that *she* refers to a girl or a woman. When students use *he* or *she*, they must say *has* instead of *have*.

Apply

- **Play a game** Put students in groups. Try to make the groups as large as possible, but no larger than nine. Give each student in the group a piece of paper with a different vocabulary word on it.
- Have students play a memory game. Have the first student look at his or her piece of paper, without showing the others, and say what it shows. For example, *I have [hair]*. Then, have the next student say about the first student *[He/She] has [hair]*. *I have [two eyes]*. Have the third student repeat both of the sentences, and then say his or her own. Have students continue until the first student in the circle repeats what everyone else has said.

Extend

- Give each student a piece of paper and markers. Say *Let's make a robot*. Model drawing a square on top of a rectangle for the head and body of the robot. Have students do the same. Point to your ear and say *Listen*. Then say *He has one mouth*. Model drawing a rectangle for the mouth. Then, say *He has four eyes*. Draw four eyes. Have students draw the eyes and the mouth.
- Continue with the following instructions:

– <i>He has one nose.</i>	– <i>He has two ears.</i>
– <i>He has three arms.</i>	– <i>He has three hands.</i>
– <i>He has two legs.</i>	– <i>He has four feet.</i>
- Speak slowly, and repeat the instructions as necessary. Walk around the room to check students' work. Have students describe their completed robots to a partner. If there's time, have students color their robots.

Wrap Up

- Say *Nice job today. Now let's chant*. Lead the class in the *Goodbye* chant (p. 10).

Teacher Tip

Whenever possible, try to connect vocabulary and structures from the current unit to previously learned material. This helps students use the new words and phrases in a different, but familiar context. It also gives students an opportunity to practice old material, and to integrate their learning.

Workbook Assign Activities 2–4, p. 27. The audio script is on p. 93. The answer key is on p. 103.

Formative Assessment

Can students

- identify parts of the body?

Point to the *robot*, *doll*, and *teddy bear* pictures one at a time, and call on students to say what body parts they have.

Content Concepts

Objectives

Students will

- identify and name things that are *pink* and *purple*.
- count up to ten items.

Colors *pink, purple*

Numbers 9 (*nine*), 10 (*ten*)

Recycling numbers 1 (*one*) – 8 (*eight*), blue, red, yellow, orange, white

Resources Unit 4 cut-outs; Workbook p. 28; Audio TR: A53–A56

Materials blue, white, and red paint; paintbrushes; paper; tape; two plates; yellow, orange, white, pink, and purple crayons; beans (10 per student); scissors

7 Listen and point. Say. TR: A53

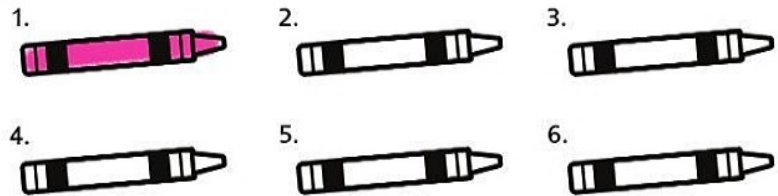


pink



purple

8 Listen and color. TR: A54



9 Listen. Count and say. Trace. TR: A55



10 Cut out the cards for Unit 4.

Listen. Put the cards in order. Say. TR: A56

11 Use the rest of the cards.

Say. Put the cards in order.

2 orange kites.

OK. 3 blue books.

CONTENT CONCEPTS 37

Warm Up

- **Motivate and focus** Get students ready to use English using the *English Time* chant (p. 9).
- **Preteach** Tape a large piece of paper to the board. Hold up a jar of red paint, and ask *What color?* Repeat this with a jar of blue paint and a jar of white paint. Then, say *Watch!* Put a very little bit of red paint on a plate. Then, put a very little bit of white paint on a plate. Use a paintbrush to mix the two paints together. Tilt the plate slightly so students can see, and say *Look. This paint is pink.* Using the paintbrush, paint four small pink lines on the paper. On a separate plate, mix the blue and red paints. Say *Look. This paint is purple.* Paint four small purple lines on the paper, underneath the pink lines.

- Hold up the plate of pink paint, and ask *What colors make pink?* (red and white) Hold up the purple paint, and ask *What colors make purple?* (red and blue) Then, point to the lines on the board. Ask *How many pink lines?* (four) Then, ask *How many purple lines?* (four) Call on a student to come to the front and count the total number of lines. (eight)

Present 7 9

- **7** Play TR: A53. Have students point to each color as they hear it. Then, have students name each of the colors.
- Give each student a pink or purple crayon. Call out *pink* or *purple* and have students hold up the crayon for the color you say.
- Walk around the room, giving each student ten beans. Then say *Let's count.* Have students count

their beans, up to eight. Then, have them point to the next bean. Say *Nine* and have them repeat. Do this again for number ten. Then, have students count the beans from 1–10.

- **9** Play **TR: A55**. Have students count the pens as they listen. Model tracing the number 9 on p. 37. Then, have students do it. Continue playing **TR: A55**, and have students do the same for number 10.

Practice 8

- **8** Give each student pink, yellow, purple, white, and orange crayons. Say *Listen. Color each crayon*. Play **TR: A54**. Have students mark each crayon with a dot, using the color they hear. Play **TR: A54** again, and have students check their work. Then, have them color the entire crayon.

Apply 10 11

- **10** Show students the cut-outs for Unit 4. Give students scissors to cut out each item. Then, play **TR: A56**. Pause after the first item, and repeat it (three pink pencils). Hold that card, and say *I put this first*. Continue playing the audio and having students put the cards in one row in the order they hear them. Pause after item five, and check students' work. Have students lay out the rest of the cards in a second row in random order. Then, play questions 6 and 7, and have students say the total number of pink pencils and purple erasers on all the cards (ten pink pencils and nine purple erasers).
- **11** Have students work with a partner. Have them place the cards in the second row in number order. Hold up the card with one pink pencil, and say *One*. Then, say *Two comes after one*. *Is there a card with two?* (yes, two orange kites) Have students place that card after the card with the pink pencil. Have them continue until the cards are all in order.

Extend

- Have students sit in small groups. Give each group two paint trays, as well as red, blue, and white paint. Say *Make pink paint*. Have students mix the red and white paints to make pink. Then, say *Make purple paint*. Have them mix the blue and red paints to make purple. Then, have students use the paints they made to paint a picture.

Wrap Up

- Say *Good job today, class. Now let's chant*. Lead the class in the *Goodbye* chant (p. 10).
- If students leave the room, show them a picture of *nine* or *ten*. Have them say the correct number.

Teacher Tip

Be sure to establish routines and stick to them. Students are more comfortable in the class when they know what to expect and what's expected of them. Routines can also help with classroom management. For example, if a child is trying to talk, you can use the routine to maintain order. For example, say *It's not time to talk now. We get into pairs later, and you can ask your question then*.

Workbook Assign Activities 5–7, p. 28. The audio script is on p. 93. The answer key is on p. 103.

Formative Assessment

Can students

- identify and name things that are *pink* and *purple*?

Have students find objects in the room that are pink and purple.

- count to find the quantity of items?

Pass a box of crayons around the room. Have each student take out ten crayons.

The Sounds of English

Objective

Students will

- identify and make the target sounds.

Target Sounds

/dʒ/ juice

/k/ cat

/ks/ fox

Writing Jj, Cc, Xx

Resources Workbook pp. 29–31;

Audio TR: A57–A59

Materials potatoes, glue, decorative items, markers

12 Listen and say. Then listen again and trace. TR: A57 and A58

1.



juice juice

2.



cat cat

3.



fox fox

13 Listen and chant. TR: A59

One mouth for me.

Two ears for you.

Just like the cat,

and the fox, too!



38 THE SOUNDS OF ENGLISH

Warm Up

- **Motivate and focus** Get students ready to use English using the *English Time* chant (p. 9).
- **Preteach** Point to the cat and fox pictures at the top of p. 38 and ask students if they are familiar with cats and foxes. Divide students into two groups. One group will be cats, and the other group will be foxes. Ask individual students *What are you?* and have them reply with *I am a cat* or *I am a fox*. Clear a space in the classroom for the students to stand. Have students jump on the spot when you give commands like *All foxes, jump!* or *Fox [Karen], jump!*

Present 12

- **12** Say *Let's listen to new sounds.* Play TR: A57. Pause after each word for students to repeat.

- **Explain** Say *Juice has the /dʒ/ sound.* Say the /dʒ/ sound again, and have students repeat the sound and the word. Then, say the following words, and have students raise their hands when they hear /dʒ/: *arm, jump, hello, juice, orange, draw* (jump, juice, orange).
- Say *Cat has the /k/ sound.* Repeat the word, emphasizing the /k/. Have students repeat the sound and the word. Then, say the following words, and have students raise their hands when they hear /k/: *say, love, kite, car, legs, cat, doll* (kite, car, cat).
- Say *Fox has the /ks/ sound.* Repeat the word, emphasizing the /ks/ sound. Have students repeat the sound and the word. Then, say the following words, and have students raise their hands when they hear /ks/: *eraser, box, black, teddy bear, eyes, fox* (box, fox).

- If there are students in your class with /dʒ/, /k/, or /ks/ in their names, point them out. For example, say *Jamie*. *What sounds do you hear in Jamie's name?* (/dʒ/)

Practice

- Write *Jj* on the board. Ask *What letter is this?* Then say *This letter makes the sound /dʒ/*. Have students make the /dʒ/ sound. Ask students to open their books to p. 38. Say *Find the letter j*. Have students trace the upper- and lowercase *j* on the page with their finger. Then say *Let's learn to pronounce /dʒ/*. *Listen and repeat what you hear*. Play **TR: A57** and stop after *juice* is read for the second time. Have students follow along with the track by pointing to the letters and words. Repeat this for *c* and *x*. Play the entire track again and have students repeat what they hear.
- Draw *Jj* in dotted outline on the board. Say *Let's trace the letter j*. *Model tracing over the outline*. Then say *Look at the word and picture for juice again*. *Listen to the sound /dʒ/ and use your pencil to trace the letter j*. Play **TR: A58**, and stop after *juice*. Make sure students trace *j* two times for *juice*. Then call on volunteers to say the word aloud. Repeat the activity for *c* and *x* and play the rest of **TR: A58**.

Apply 13

- **13** Say *Let's listen to a chant*. Play **TR: A59** two times. Have students listen to the chant. Then, say the chant. Point to each body part in the picture as it's mentioned in the chant.
- Play **TR: A59** a third time, and pause after each line. Have students repeat the line. Then, have students try to say the entire chant.

Extend

- Have students create a potato head. Give each child a small potato, glue, and items to decorate the potato, such as beads, pasta, shapes, buttons, and yarn. You can also provide markers so students can draw on their potatoes. Have them decorate the potatoes to look like people.
- Place students in pairs. Have one student show his or her partner the decorated potato. Have that student say the chant as he or she points to the correct body parts on the potato. When that student finishes, the partner should repeat the activity.

Wrap Up

- Say *I am going to ask you to do things*. *Raise your hand when you hear the /k/ sound*. Then say *Stand up*. Repeat the phrase, and then ask *Do you hear /k/?* (no) Then say *Count!* Ask *Do you hear /k/?* (yes) Gesture for students to raise their hands. Continue the instruction with the following: *sit down, look, close, point, do, write, cut and color* (close, cut, color). Say *Good job today, class*. *Now let's chant*. Lead the class in the *Goodbye* chant (p. 10).

Target Sounds

- The /dʒ/ sound is the first sound in *juice*, *just* and *jump*. It's also heard at the end of *orange*.
- The /k/ sound is the first sound in *cat*, *car*, and *count*.
- The /ks/ sound is the last sound in the words *fox* and *box*.

Teacher Tip

Depending on a student's native language, some English sounds can be more difficult than others to acquire. Keep note of sounds that students seem to be having difficulty with, and be sure to provide extra practice with those sounds. Offer opportunities to do listen-and-repeat practices with difficult sounds whenever time allows. For example, stand at the door, holding a picture card of a word with a difficult sound. As students enter or leave the class, say the word, and have students repeat it. Or, practice pronunciation one-on-one as students do independent activities or assessments.

Workbook Assign Activities 8–11, pp. 29–31. In this unit, students learn to write letters *Jj*, *Cc*, and *Xx*. The audio script is on p. 93. The answer key is on pp. 103–104.

Formative Assessment

Can students

- identify and make the /dʒ/, /k/, and /ks/ sounds?

Display the pictures for *juice*, *cat*, and *fox*. Make a target sound, and have students point to the picture and say the word that has the sound they hear.

Objectives

Students will

- listen to and understand a story.
- recognize target vocabulary in context.
- use pictures to understand context.
- track print from left to right.

Vocabulary in the Story ears, eyes

Resources Audio TR: A60

Materials paper bags (one per pair), scissors, markers

14 Listen to the story. TR: A60

It's Me!

Mom is in the kitchen.



The robot is in the kitchen, too.



Oh no! A robot with four ears and three eyes!



Don't worry, Mom. It's me!



15 Do you like the story? Circle.



STORY 39

Warm Up

- **Motivate and focus** Get students ready to use English using the *English Time* chant (p. 9).
- Have students look at the story. Ask them these questions about the story:
 - *Who do you see?* (a mother, a boy)
 - *Where are they?* (in the kitchen)
 - *What is the boy pretending to be?* (a robot)
- Then point to the mother, and say *She is scared*. Jump, and look scared as you say the word again. Then, say to students *Show me scared*. Have students jump and look scared. Then, ask *What makes her scared?* (the robot) Then say *The boy says "Don't worry!" This means "It's OK."*

Present 14

- **14** Say *Let's listen to the story*. Play **TR: A60**. As the story plays, point to each panel. Play **TR: A60** a second time. This time, have students point to each panel as they hear the story.

Practice

- **Introduce the strategy** Divide the class into three groups. Point to one group, and say *You are the boy*. Point to a second group, and say *You are the mother*. Point to the third group, and say *You are the narrator*. *We don't see the narrator. The narrator tells the story*. Reread the first line in the story, and ask *Is the boy talking?* (no) *Is the mother talking?* (no) Then, say *The person talking is the narrator*. Write the three roles on the board: *boy, mother, narrator*.

- Say *Listen again. This time, listen closely to your role.* Play **TR: A60** again. Pause after each sentence, and have students repeat the line(s) for their role.
- Call on three students—one from each group. Have them come to the front of the class and act out the story. Have the narrator stand to one side, pointing to the scene as he or she talks. Have the boy walk into the “kitchen.” Have the mother pretend to look for something. Play **TR: A60** again, pausing after each line to have students repeat their assigned lines and perform the actions from the story. Then, have students act out the story again, this time without hearing it.
- Call on another three students to come to the front and act out the story. Repeat this two or three times. After each performance, have the other students clap and say *Good job!*

Apply 15

- **15** Say *I like the story!* Hold up your book, and point to the happy face. Say *I like the story. I circle the happy face.* Model circling the happy face. Then, gesture toward the students, and ask *Do you like the story?* Have students choose a face and circle it.

Extend

- Place students in pairs, and give each pair a paper bag, scissors, and markers. Have them cut holes in the paper bag for eyes and a mouth. Walk around the room to provide help with this step. Then, have students work together to create a mask with the bag. Explain that the face on their mask should be different from a regular face. For example, they might only include one eye or draw green hair.
- Call on pairs to act out the story again. This time, one student wears the mask while the other pretends to be busy. The student with the bag scares his or her partner. The partner describes the mask before the first student takes the bag off to say *It's me!*

Wrap Up

- Say *Nice work today, class. Now let's chant.* Lead the class in the *Goodbye* chant (p. 10).
- Have students line up in front of you. Have them hold their bags in front of their faces. Look scared as you say *Oh, no! A [boy/girl] with a [blue and red] face!* Have students put down the bag, smile at you, and say *Don't worry, It's me!*

Reading Strategy

Role Play Help familiarize students with the story by engaging them in a role play. Assign a character to each student. Encourage students to pay close attention to what that character says and does during the reading. Then, call on students to act out the scene of the story. By taking on the role of one of the characters, students are engaging with the story. This will help them understand the story better. Saying the character's lines will also give them an opportunity to practice reading aloud in English.

Teacher Tip

When forming groups, be sure to assign students of different ability levels to the same group. This way, students who are more proficient can take a leadership role and provide help to others. Students who are less proficient can get support from classmates.

Formative Assessment

Can students

- listen to and understand a story?
Read *It's Me!* Then, ask *Who does the boy scare?*
- recognize target vocabulary in context?
Have students say the two “robot” body parts heard in the story.

Student Book

TR: A48 1 Listen and point.

ears, hair, arms, hands, eyes, a nose, a mouth, legs, feet

TR: A49 3 Listen. Draw lines.

1. a mouth 2. a nose 3. hair 4. ears 5. eyes 6. arms
7. hands 8. legs 9. feet

TR: A50 4 Listen and say.

(Monkey) I have two hands. (Frog) She has two hands.

TR: A51 5 Listen. Stick and say.

I have two arms. I have two hands. I have two eyes.
I have two ears. I have two legs. I have hair.
I have two feet. I have a mouth. I have a nose.

TR: A52 6 Listen. Point to the stickers. Say.

He has two eyes. He has two hands.
She has two arms. He has two feet. He has two legs.
She has two ears. She has hair.
He has a nose. She has a mouth.

TR: A53 7 Listen and point. Say.

pink, pink, a pink crayon
purple, purple, a purple crayon

TR: A54 8 Listen and color.

1. pink crayon 2. yellow crayon 3. purple crayon
4. white crayon 5. orange crayon 6. pink crayon

TR: A55 9 Listen. Count and say. Trace.

1, 2, 3, 4, 5, 6, 7, 8, 9. 9 pens
1, 2, 3, 4, 5, 6, 7, 8, 9, 10. 10 erasers

TR: A56 10 Cut out the cards for Unit 4. Listen. Put

the cards in order. Say.
Three pink pencils.
Four purple erasers.
Seven blue books.
Three orange kites.
One pink pencil.
How many pink pencils?
How many purple erasers?

TR: A57 12 Listen and say.

1. J /dʒ/ Juice
2. C /k/ Cat
3. X /ks/ Fox

TR: A58 12 Listen and trace.

1. J /dʒ/ Juice
2. C /k/ Cat
3. X /ks/ Fox

TR: A59 13 Listen and chant.

One mouth for me. Two ears for you.
Just like the cat, and the fox, too!

TR: A60 14 Listen to the story.

It's Me!

(Narrator) Mom is in the kitchen.

(Narrator) The robot is in the kitchen, too.

(Mother) Oh, no! A robot with four ears and three eyes!

(Boy) Don't worry, Mom. It's me!

Workbook

TR: A43 ① Listen and look. Draw a line.
1. arms 2. ears 3. hands 4. mouth 5. legs 6. nose
7. eyes 8. hair 9. feet

TR: A44 ② Listen and say.
(Elephant) I have four feet. (Parrot) He has four feet.

TR: A45 ③ Listen and circle. Say.
1. It has one leg. 2. She has hair. 3. It has arms.
4. He has two eyes.

TR: A46 ④ Cut out the cards on page 37. Listen and look. Glue the cards. Say.
1. I have two big ears. I have four legs and four feet.
2. I have a big mouth. I have no legs.
3. I have two red eyes. I have four legs and four feet.
4. I have eight eyes. I have eight legs.

TR: A47 ⑤ Listen. Color and say.
1. a purple teddy bear 2. a blue truck 3. a pink eraser
4. a red kite

TR: A48 ⑥ Listen. Color. Count and say.
9 purple pencils; 8 orange erasers; 10 pink crayons

TR: A49 ⑦ Listen. Count and write.
How many pens? How many balls? How many robots? How many cars?

TR: A50 ⑧ Listen and say.
1. J /dʒ/ Juice 2. C /k/ Cat 3. X /ks/ Fox

TR: A51 ⑨ Listen and look. Which word is different? Circle.

1. /dʒ/ jump /dʒ/ hair /dʒ/ juice
2. /k/ cat /k/ close /k/ legs
3. /ks/ box /ks/ fox /ks/ nose

TR: A52 ⑩ Listen and chant. Say a new verse.
One mouth for me. No hair for me.
Two ears for you. Brown hair for you.
Just like the cat, A nose for me,
and the fox, too! and mustache, too!

(Units 1–4 Review)

TR: A53 ① Listen. Look and circle.
1. a pencil 2. paper 3. a robot 4. a ball 5. a brother
6. a sister 7. hands 8. ears

TR: A54 ② Listen and color.
a blue crayon, a yellow crayon, a green crayon, a purple crayon, an orange crayon, a pink crayon

TR: A55 ③ Listen. Trace and write.
1. I have black hair. Hair.
2. Where's my mother? Mother.

TR: A56 ④ Listen. Count and circle.
1. Four trucks.
2. Six teddy bears.
3. Nine erasers.
4. Five balloons.

Answer Key

Student Book

- ③ SB p. 36
1: mouth 2: nose 3: hair 4: ears 5: eyes 6: arms
7: hands 8: legs 9: feet
- ⑧ SB p. 37
1. pink 2. yellow 3. purple 4. white 5. orange 6. pink

Workbook

Go to pp. 103–104 for the Workbook Answer Key for this unit.

Vocabulary Units 1-4

Language Use Units 1-4

Content Concepts Units 1-4

Resources Workbook pp. 32-33

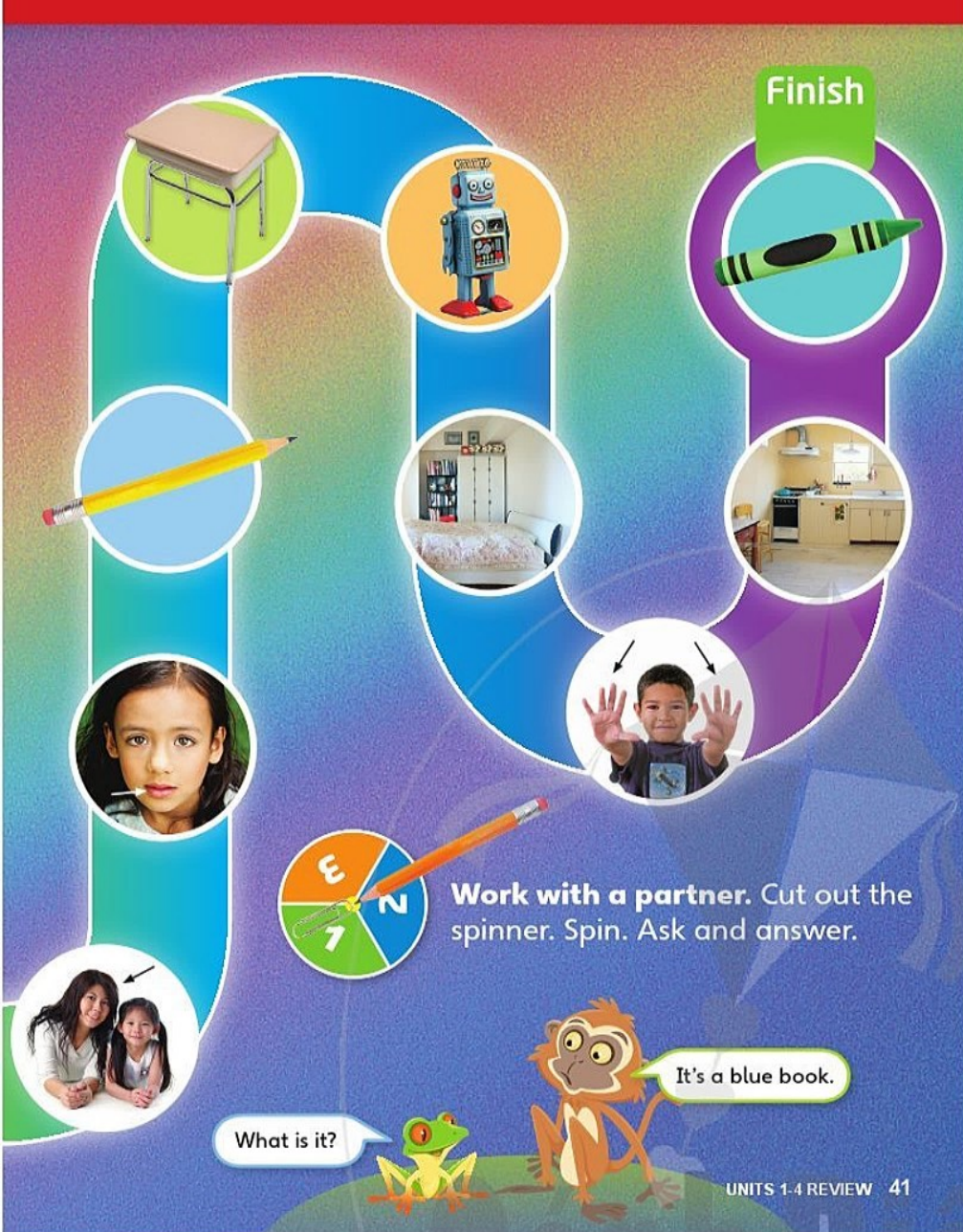
Materials scissors; paper clips; pencils; game pieces (such as buttons, tokens, or other small, flat objects)



- **Get ready to play** Say *Today, we are going to play a game. First, let's make the spinner.* Have students cut out the spinner. Then, give each student a paper clip. Model using a pencil to hold the paper clip in place. Put a paper clip around the pencil point. Then, put down the pencil point in the yellow circle on the spinner. Use your pointer finger to spin the paper clip around the pencil point.
- Have students open their books to pp. 40-41. Say *We are going to use the spinner to move along the board.* Spin, and say *I have [2]. I move [two] spaces.* Model holding up a game piece and moving it two spaces on the board.
- **Review the language** Have students look at the game board. Point to the first space, and ask *What is it?* Have students say *It's a blue book.* Have students repeat both the question and the answer. Point to the mascots on p. 41, and say the dialogue again.
- Point to the second space. Ask *Is it a doll?* (No, it isn't.) Then ask *Is it a kite?* (Yes, it is.) Have students repeat both the questions and the answers.

Teacher Tip

After students complete the game, collect their spinners. Keep the spinners in a box or a drawer, to be reused for other activities. For example, when orally practicing vocabulary or dialogues, students can use the spinners to determine how many times they should repeat the language. Or, have students use the spinners to decide who goes first in a group work activity. The student who spins the lowest number goes first.



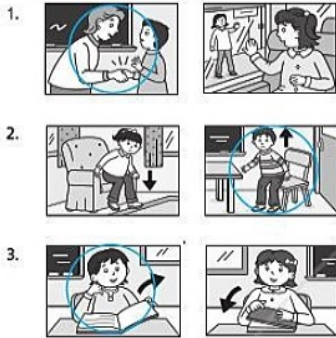
Workbook Assign Activities 1–4, pp. 32–33. The audio script is on p. 93. The answer key is on p. 104.

- Point to the third space. Ask *Who's this?* Have students respond, using the language *It's Grandma*. Again, have students repeat.
- Point to the fourth space. Ask *How many eyes does he have?* Have students answer *He has two eyes*. Again, have students repeat. Then, say *Ask your partner these types of questions as you play*.
- **Play the game** Place students in pairs. Have students place their game pieces before the first space. **Note:** Students can play in the same book. Or, if students prefer, they can each move their piece in their own book.
- Have students spin to decide who goes first. On a turn, the student should spin and move. The partner should look at the space and ask a question. For example, if the student spins a 2 and lands on the space with the kite, the partner asks *What is it?* or *Is it a kite?* The first student responds in a sentence, such as *It's a kite* or *Yes, it is*.
- Have students take turns spinning, moving their game piece, and answering questions about the photos. The student who gets to the end of the path first wins the game.
- For extra practice, encourage students to play the game again, this time with a different partner.

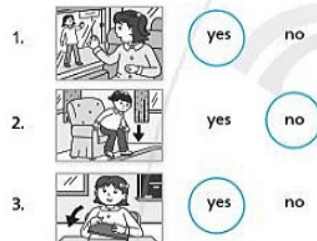
Marcela Acevedo, English Coordinator, Colegio St. Charles/Director, Directora Instituto Hilton, Buenos Aires, Argentina, **Joanna Adkin**, Senior Teacher Young Learners, British Council, Ho Chi Minh City, Vietnam, **Vadick Alain Gonzales**, La Salle Colegio, Cusco, Peru, **Andrew Archer**, Nellie's English Books, Tokyo, Japan, **Rasha Ashraf Zaki**, Teacher, Oman, **Raedel Bagley**, AIS, Vietnam, **Maria Barberis**, English Department Director, Colegio Marin, Buenos Aires, Argentina, **Tom Bartley**, ILA Vietnam, Ho Chi Minh City, Vietnam, **Sylvia Borges P. Mendonça**, IEUEB Franquias, Rio de Janeiro, Brazil, **Anne Louise Butterfield**, Korea University, Seoul, South Korea, **Irma Canales**, Colegio Oviedo de Schontal, Mexico City, Mexico, **Grace Cardenas**, La Salle Colegio, Cusco, Peru, **Maritza Castillo**, Colegio Superior Americano, Bogotá, Colombia, **Karla Magdalena Ceceña Flores**, Coordinator, PISI - Universidad Autónoma de Sinaloa, Sinaloa, Mexico, **Marcela Cedra Simão**, Supervisor Juniors, Rua Umberto Caputi, São Paulo, Brazil, **Mao Chantha**, General Manager, Modern International School, Cambodia, **Charlie Chen**, Longshine English, China, **Long Chhay**, New York International School, Phnom Penh, Cambodia, **Connie Chien**, Outlook English, Beijing, China, **Gloria Combariza**, Colegio Tecnológico del Sur, Colombia, **Yury Cruz**, Colegio Superior Americano, Bogotá, Colombia, **Monica Cruz**, Colegio Agustiniiano Suba, Bogotá, Colombia, **Helena Curtain**, University of Washington, USA, **Gabriela Cuscione**, ARIANCA (Rosario), Argentina, **William Cusek**, Mirdif Private School, Dubai, UAE, **Selma de Assis Moura**, Director, Oak School, São Paulo, Brazil, **Jonee de Leon**, Universal English Center, Vietnam, **Ana Lucia del M.L. Carriel**, Coordinator for Elementary-Intermediate Classes, CNA Administracao National, São Paulo, Brazil, **Maria del Pilar Bravo**, "Central Colombo Americano", Bogotá, Colombia, **Betty Deng**, Taiwan, **Sabrina Devitt**, Apollo Education and Training, Ho Chi Minh City, Vietnam, **Rosane Di Genova**, Private Teacher, São Paulo, Brazil, **Mateus Díaz**, Rio, Brazil, **Maria Isabel Díaz Ruiz**, ICPNA, Lima, Peru, **Riaz Donaldson**, Nellie's English Books, Tokyo, Japan, **Linda Dos**, Italy, **Maria Tereza dos Reis Gomes**, Casa Thomas Jefferson, Brasília, Brazil, **Anna Sofia Downey**, Teacher, Colegio Santo Americo, São Paulo, Brazil, **Demi Du**, MaxEn Education, China, **Christopher Dundon**, ILA Vietnam, Ho Chi Minh City, Vietnam, **Lalaine Dy**, Sky High English Studio, Tokyo, Japan, **Ayadan Ersoz**, Professor, Head of INGED, Gazi University, Ankara, Turkey, **Thael Escalante**, La Salle Colegio, Cusco, Peru, **Shona Evans**, Oxford, UK, **Maria Constanza Ezcurra**, English Department Coordinator, Colegio San Jose, Buenos Aires, Argentina, **Sondos Fakhr El Deen**, Saudi British Centre, Saudi Arabia, **Maria Amparo Garcia Pena**, Academic Director, ICPNA, Cusco, Peru, **Rosario Giraldez**, Alianza, Uruguay, **Cristina González**, General Coordinator, Liceo Naval Almirante Guise, Lima, Peru, **Nefertiti González Valdez**, Instituto Mexicano Madero Campus Zavaleta, Puebla, Mexico, **Guillermina Grondona**, English Department Coordinator, Colegio Los Robles, Buenos Aires, Argentina, **Hyun Jin Gu**, TESOL, Korea, **Walter Guevara**, Cali, Colombia, **Gimena Guillen**, La Salle Colegio, Cusco, Peru, **Juli Harrington**, International Academic Consultants, Tokyo, Japan, **Lee Harvey**, Academic Director, Ethos Language Institute, Ho Chi Minh City, Vietnam, **Mônica Hermine de Camargo**, Supervisor, Colégio Santo Américo, São Paulo, Brazil, **Kim Horne**, Japan, **Janina Iniguez Durán**, Asistente, Secretaría de Educación Pública D.F, Mexico City, Mexico, **Lesley Ito**, Teacher/writer, Big Bow English Lab, Nagoya, Japan, **Ángela Jaimés**, Colegio Agustiniiano Suba, Bogotá, Colombia, **Andrea James**, Apollo, Vietnam, **Trevor Joseph**, Kings Road English School, Tokyo, Japan, **Eric Kane**, ELF Academy, Japan, **Kenny Khanh Tan Le**, VASchools, Ho Chi Minh City, Vietnam, **Yuko Kikuchi**, English Pier, Tokyo, Japan, **Min Kyoung Koo**, Woong Jin Plus Academy, Seoul, South Korea, **Eduardo Lagos Flores**, English Coordinator, Colegio San Benito, Santiago, Chile, **Nguyen Lan Thanh**, The International School, Ho Chi Minh City, Vietnam, **Mike Lay**, Associate Vice Provost for Academics, American Intercon Institute, Cambodia, **Margarita Leal**, Alianza, Uruguay, **John Lee**, British Council, Ho Chi Minh City, Vietnam, **Sophie Lewis**, British Council, Ho Chi Minh City, Vietnam, **Luz Libia Rey**, Academic Director, Centro Colombo Americano de Bogotá, Colombia, **Susana Liruso**, TT professor at Facultad de Lenguas, Universidad Nacional de Córdoba, Córdoba, Argentina, **Mabel Liu Liu**, Chaoyang Foreign Language School, China, **Chen Long**, Midi International Learning Center, China, **Pisey Long**, Head Teacher, American Intercon Institute, Cambodia, **Yolanda López Avila**, Colegio Anglo Americano, Bogotá, Colombia, **Catarina M. B. Pontes Kruppa**, Cultura Inglesa, São Paulo, Brazil, **Vu Mai Trang**, Vietnam National University, Hanoi, Vietnam, **Patricia Manrique Galiano**, YSP Head, ICPNA, Lima, Peru, **Maria Amelia Marcus**, School Solutions Coordinator - Young Learner Courses, Associacao Alumni, Sao Paulo, Brazil, **Cynthia Leticia Marquez Paz**, Instituto Guatemalteco Americano IGA, Guatemala, **Ady Marreo**, Alianza, Uruguay, **Silvia Martinez**, Academic Director, Alianza Colonia, Uruguay, **Gabriela Montejano**, Euroamerican School, Nuevo León, Mexico, **Seong-Hye Moon**, Gaewon Elementary School, Korea, **Atsuko Morimoto**, Tezukayama Elementary School, Japan, **Jhulyana Mujica**, La Salle Colegio, Cusco, Peru, **Kerry Murphy**, Apollo Vietnam, Ho Chi Minh City, Vietnam, **Alicia Nasta**, English Coordinator at Colegio Laureles, Uruguay, **Monica Navarro**, Coordinadora, Instituto Cultural, Mexico City, Mexico, **Müzeyyen Nazlı Demirbaş**, Faculty of Education, ELT Department, Gazi University, Gazi, Turkey, **Andrew Nguyen**, Apollo English, Ho Chi Minh City, Vietnam, **Vinicius Nobre**, Director of English programs/President of BrasTESOL, Cultura Inglesa, São Paulo, Brazil, **Alessandra Noronha de Nascimento**, Teacher, Colégio Santo Américo, São Paulo, Brazil, **Ji-Hyun Oh**, Dongsung Elementary School, Korea, **Hee-Suk Oh**, Banan Elementary School, Korea, **Yuko Ontani**, Keisen Women's University, Tokyo, Japan, **Higinio Ordonez**, State English Coordinator, Secretaria de Educacion del Estado de Mexico, Mexico, **Erika Oya**, Casa Thomas Jefferson, Brasília, Brazil, **Jill Pagels**, KAUST Schools, Saudi Arabia, **Audrey Pan**, Global Kids Education, China, **Mae-Ran Park**, Professor, Pukyong National University, Republic of Korea, **Ji hoon Park**, Gaewon Elementary School, Korea, **Silvia Pasinato**, Professor, Aricana-Rosario Binational Center, Buenos Aires, Argentina, **Guillermina Pena**, Cengage Learning, **Cristiane Perone**, Cultura Inglesa, São Paulo, Brazil, **Jeanne Perrett**, Greece, **Loc Pham**, American Preparation Institute, Ho Chi Minh City, Vietnam, **Jose Luis Pimentel**, La Salle Colegio, Cusco, Peru, **Charchit Pradhan**, ILA Vietnam, Ho Chi Minh City, Vietnam, **Yonatan Puon Castro**, Coordinator of Continuing Education, Benemerita Universidad Autonoma de Puebla, Mexico, **Thomas Pycroft**, Continuing Education Centre, Chulalongkorn University Bangkok, Thailand, **Silvia Helena R. 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Unit 0

1 Listen. Look and circle. TRI A2

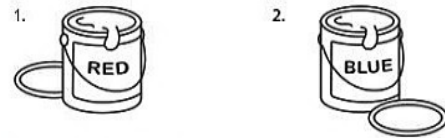


2 Listen and circle. TRI A3

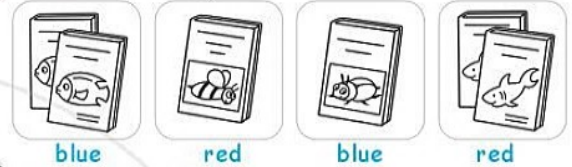


2

3 Listen. Color and say. TRI A4



4 Listen. Color and say. TRI A5



5 Look. Count and write.



6 Listen. Draw and color. TRI A6



3

7 Listen and say. TRI A7

8 Listen and look. Which word is different? Circle. TRI A8



9 Listen and chant. Point. TRI A9

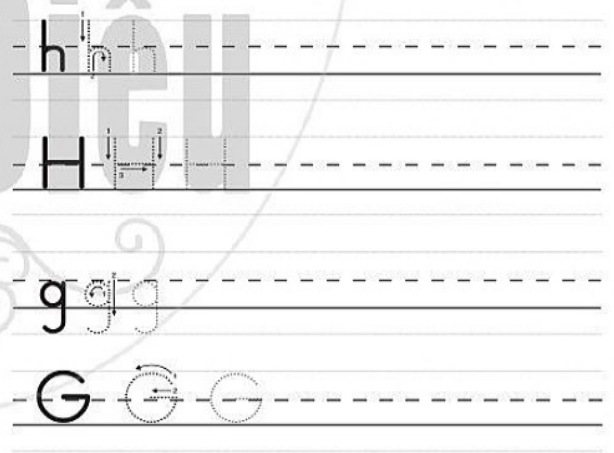


Hello, hello.
Hi there, hi.

Time to go.
Bye, goodbye!

4

10 Trace and write.



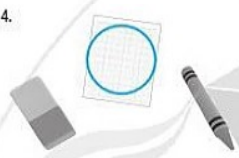
5

Unit 1

My School

1 Listen. Look and circle. TR: A10

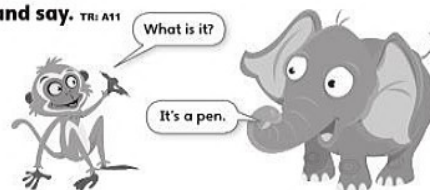
1.  2. 

3.  4. 

5.  6. 

6

2 Listen and say. TR: A11



3 Cut out the cards on page 35. Listen. Glue the cards. Say. TR: A12

1 book	2 crayon	3 eraser	4 pen
5 chair	6 paper	7 desk	8 pencil

4 Match. Say.



7

5 Listen. Color and say. TR: A13

1.  green 2.  red 3.  yellow 4.  blue

6 Listen. Color. Count and say. TR: A14

 red  blue  yellow  green

7 Listen. Count and write. TR: A15

 2  4

 1  3

8

8 Listen and say. TR: A16

9 Listen and look. Which word is different? Circle. TR: A17

1.   

2.   

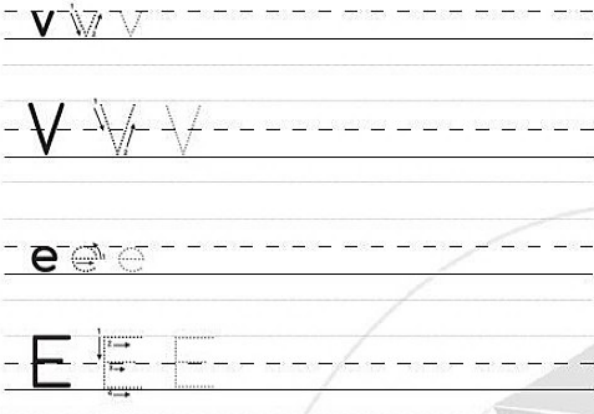
3.   

10 Listen and chant. Say a new verse. TR: A18

I have some 	I have an 
I have a 	I have a 
I have a 	I have some 
Let's draw again!	Let's draw again!

9

11 Trace and write.



have

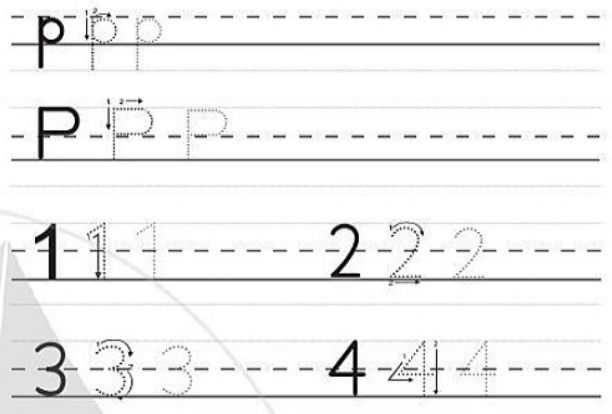


eraser



desk

10



paper



pencil



pen

11

Unit 2

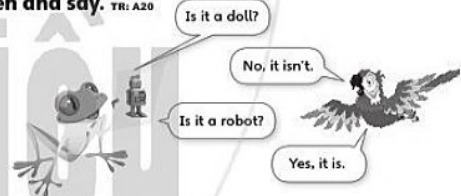
My Toys

1 Listen. Look and circle. TR: A19



12

2 Listen and say. TR: A20



3 Cut out the cards on page 35. Listen. What is it? Glue the cards. Say. TR: A21

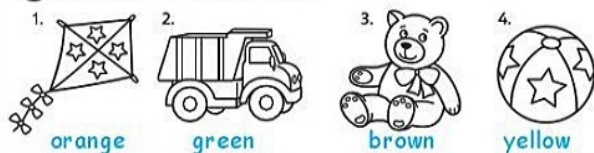


4 Draw your favorite toy. Color. What is it? Say.

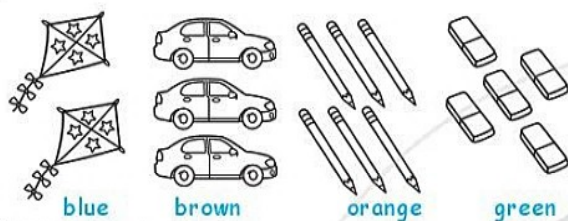


13

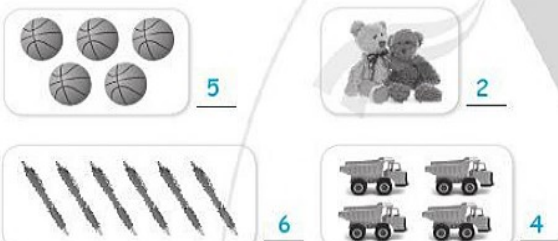
5 Listen. Color and say. TR: A22



6 Listen. Color. Count and say. TR: A23



7 Listen. Count and write. TR: A24



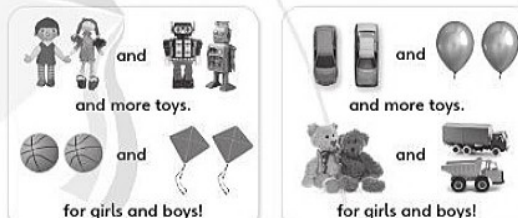
14

8 Listen and say. TR: A25

9 Listen and look. Which word is different? Circle. TR: A26

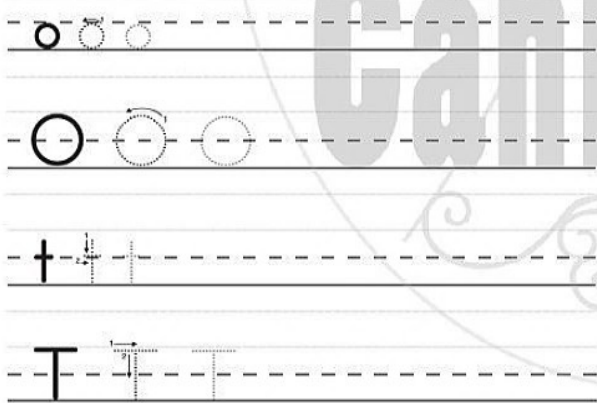


10 Listen and chant. Say a new verse. TR: A27



15

11 Trace and write.

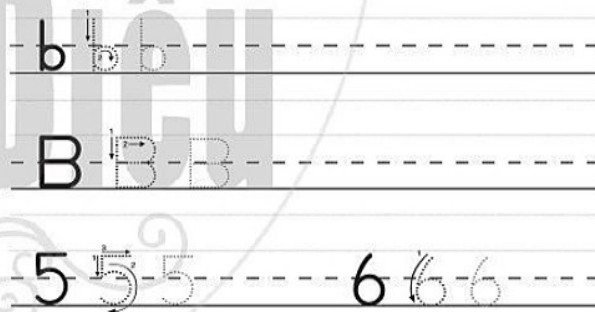


toy

open

point

16



robot

book

boy

17

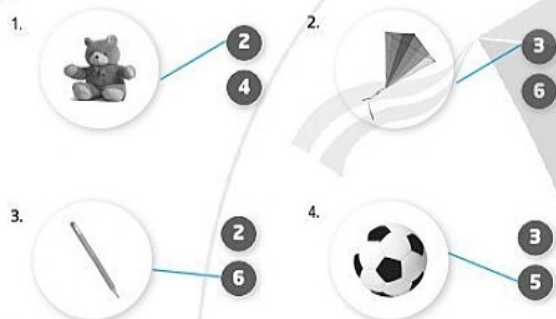
Units 1-2

Review

1 Listen. Look and circle. TR: A28

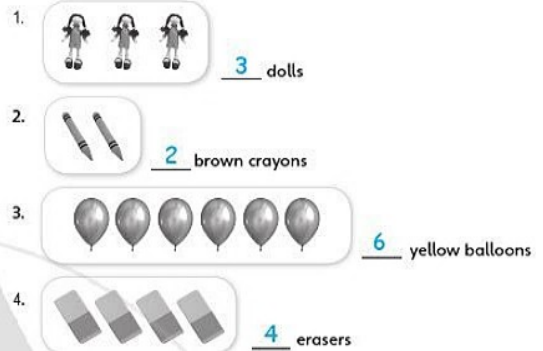


2 Listen and look. Draw a line. TR: A29



18

3 Listen. Count and write. TR: A30



4 Listen and trace. TR: A31



19

Unit 3

My Family

1 Listen and look. Draw a line. TR: A32



20

2 Listen and say. TR: A33



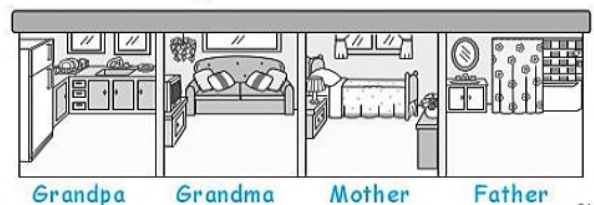
3 Listen and circle. TR: A34



4 Listen and say. TR: A35

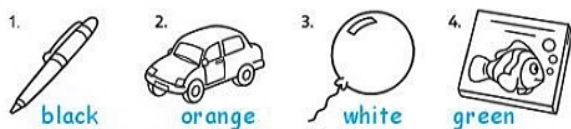


5 Cut out the cards on page 37. Listen. Where's the family? Glue the cards. Say. TR: A36

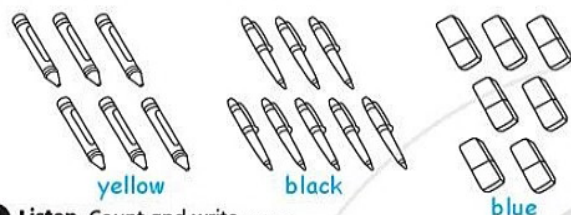


21

6 Listen. Color and say. TR: A37



7 Listen. Color. Count and say. TR: A38



8 Listen. Count and write. TR: A39



22

9 Listen and say. TR: A40

10 Listen and look. Which word is different? Circle. TR: A41



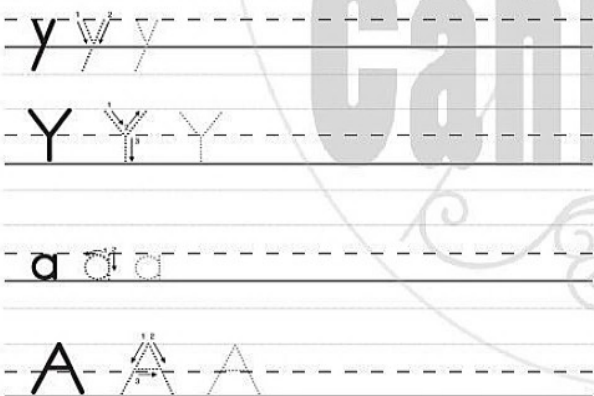
11 Listen and chant. Say a new verse. TR: A42

I love my
Oh yes, I do.
My and my
love him, too.

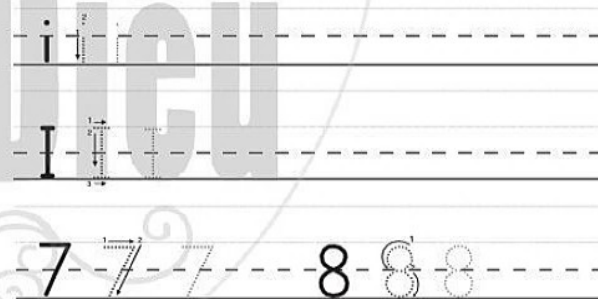
I love my
Oh yes, I do.
My and my
love her, too.

23

12 Trace and write.



24

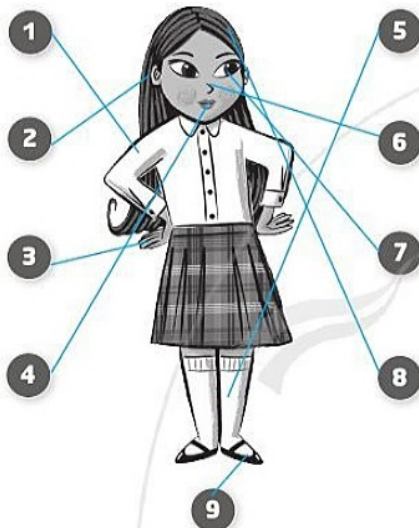


25

Unit 4

My Body

1 Listen and look. Draw a line. TR: A43



26

2 Listen and say. TR: A44



3 Listen and circle. Say. TR: A45

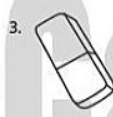


4 Cut out the cards on page 37. Listen and look. Glue the cards. Say. TR: A46



27

5 Listen. Color and say. TR: A47



purple

blue

pink

red

6 Listen. Color. Count and say. TR: A48

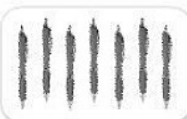


purple

orange

pink

7 Listen. Count and write. TR: A49



7



10



8



9

28

8 Listen and say. TR: A50

9 Listen and look. Which word is different? Circle. TR: A51



10 Listen and chant. Say a new verse. TR: A52

One for me.
Two for you.
Just like the cat,
and the fox, too!

No for me.
Brown for you.
A for me,
and mustache, too.

29

11 Trace and write.

j j j j
J J J J
c c c c
C C C C



juice



pink
crayon



jump

30

x x x x
X X X X
9 9 9 9 10 10 10 10



six feet



close



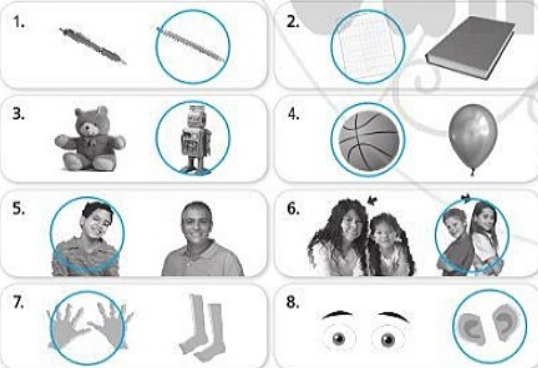
fox

31

Units 1-4

Review

1 Listen. Look and circle. TR: A53



2 Listen and color. TR: A54

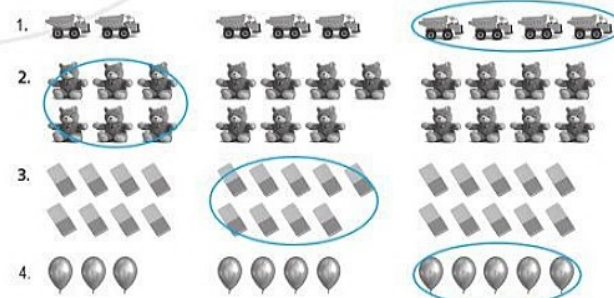


32

3 Listen. Trace and write. TR: A55

1. I have black hair.
hair hair hair
2. Where's my mother?
mother mother mother

4 Listen. Count and circle. TR: A56



33



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