

English as a foreign language

English **1** Angela Padrón

# Happy Campers

Teacher Book

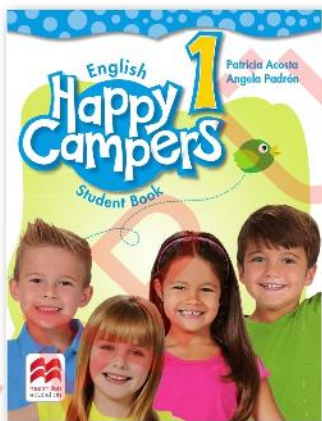
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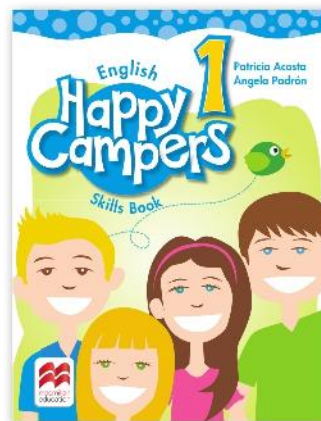
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## Student Resources



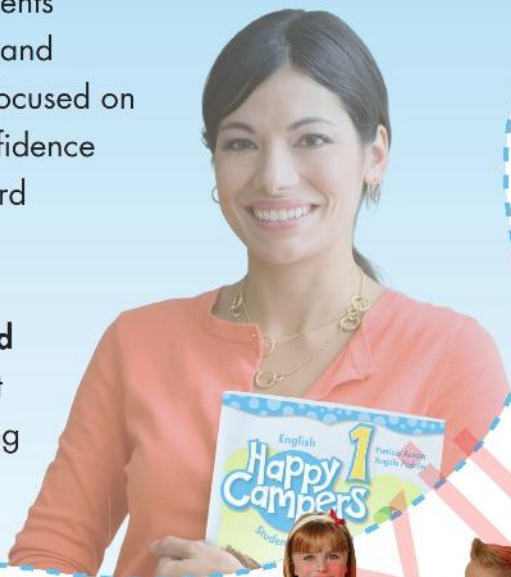
**Student Book**



**Skills Book**

# About Happy Campers

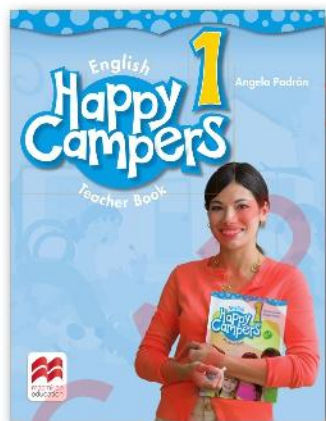
*Happy Campers* is designed to provide a learning environment in which teachers and students feel a continuous sense of **achievement** and **satisfaction**. Lessons and activities are focused on simple, achievable goals that build confidence and encourage a **positive attitude** toward English language learning. By doing the activities in *Happy Campers*, students become part of a **child-centered community**—they work together to meet goals, sing, cheer, and echo while doing tasks and, above all have fun.



**Positive Environment**  
+ **Manageable Input**  
+ **Practice**  
= **Learning English**



## Teacher Resources



Teacher Book



Class Audio CD

# Scope and Sequence

Unit	Pages	Vocabulary	Grammar
<b>1</b>	8–13	<b>Numbers:</b> 1–10 <b>Greetings:</b> hi, hello <b>Farewell:</b> bye	What's your name? My name's Tom. How old are you? I'm six.
<b>2</b>	14–19	<b>Feelings:</b> happy, sad, sick, mad, shy, scared, excited, tired	Are you happy? Yes, I am. / No, I'm not. How are you? I'm fine, thank you.
<b>3</b>	20–25	<b>School Supplies:</b> crayon, pencil, eraser, pencil case, book, backpack, notebook, pen	I have a pencil. I have an eraser. This is my pencil.
<b>4</b>	26–31	<b>Colours:</b> red, orange, yellow, green, blue, purple, pink, brown	What colour is it? It's blue. My pencil is blue. My favourite colour is blue.
<b>5</b>	32–37	<b>Clothes:</b> shirt, jacket, pants, skirt, shoes, sneakers, T-shirt, cap	My shirt is yellow. My shoes are pink. I have two red shirts.
<b>6</b>	38–43	<b>Parts of the Body:</b> eye, ear, mouth, nose, teeth, head, hand, finger, leg	This is my head. These are my ears. I have two hands.
<b>7</b>	44–49	<b>Family:</b> grandma, grandpa, mom, dad, sister, brother <b>Pets:</b> dog, cat	This is my grandma. These are my brothers. My grandma is happy.
<b>8</b>	50–55	<b>Animals:</b> cow, goat, donkey, rooster, duck, horse, rabbit, sheep	What is it? It's a cow. Is it a rabbit? Yes, it is. / No, it isn't.

### Extra Practice

 **Skills Book:** Pages 4–9

 **Skills Book:** Pages 10–15

 **Skills Book:** Pages 16–21

 **Skills Book:** Pages 22–27

 **Skills Book:** Pages 28–33

 **Skills Book:** Pages 34–39

 **Skills Book:** Pages 40–45

 **Skills Book:** Pages 46–51

### Teamwork Activity

Number Memory Game



Feelings Game



School Time Matching Game



Colour Game



Suitcase Game



Crazy Creature Game



Happy Family Game



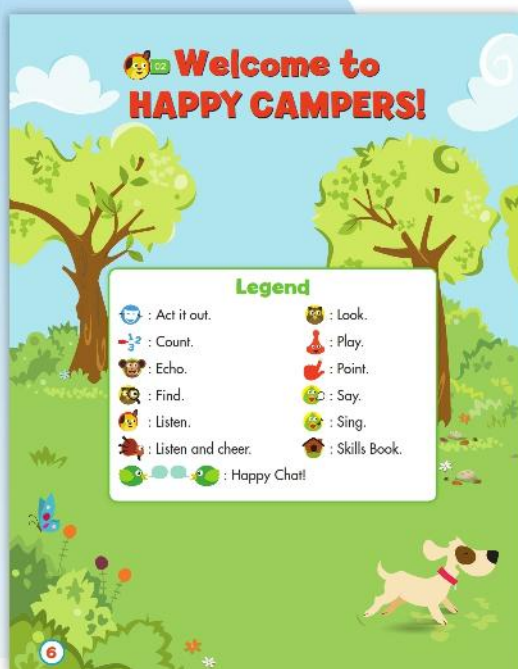
Animal Charades Game



## About the Student Book and the Skills Book

Understanding print concepts is a step toward literacy.

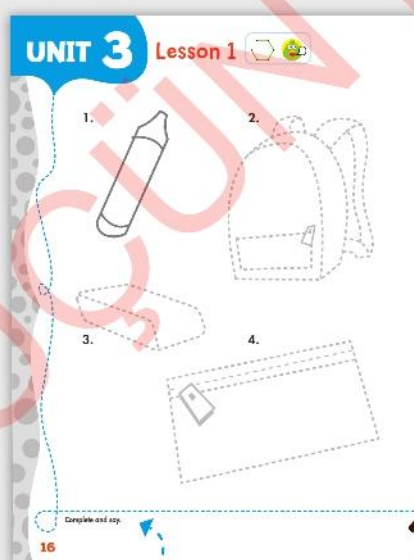
Clear and attractive **icons** are used for directions in the **Student Book** and the **Skills Book** so students know what they need to do for each activity. Students learn to read the page from left to right and top to bottom. These print concepts are the first steps to building strong literacy skills.



Student Book



Skills Book



Written directions at the bottom of the page tell teachers what students need to do for each activity. Teachers may choose to read the directions aloud to model oral language or to reinforce students' understanding.

1. Listen and sing. Then act it out.

Complete and say.

## Musical imagery repetition supports **memory**.

### Lesson 1: Vocabulary and Grammar

**UNIT 7** Lesson 1

1. Listen and point.

2. Listen. Then write.

3. Draw and sing. Then act it out.

4. Skills Book Page 40

A **musicalised echo** activity in Lesson 1: Vocabulary allows students to see, hear, and pronounce new vocabulary in a safe environment. Students sing and act out a song in a **total physical response** activity that presents new grammar and reinforces vocabulary. Singing a song with motions supports memory and helps students retain new language.

### Lesson 1: Vocabulary and Grammar Practice

Workbook-style pages in the Skills Book provide **practice** and review activities to help students **remember** and **assimilate** new language.

**UNIT 7** Lesson 1

Draw your family. Then colour and say.

## About the Student Book and the Skills Book

**Visual literacy** is a critical thinking skill.

“Nate and Kate” is an episodic comic strip story that follows the adventures of twins, Nate and Kate, with their family and their friend Ben. Students develop listening, speaking, and **visual literacy** skills while they learn new vocabulary and grammar structures in context. The **class-building grammar cheer** provides a memorable example of the new language.

### Lesson 2: Vocabulary and Grammar in Context

**Lesson 2**

1. Listen and look.

46

**Nate and Kate**

2. Grammar Cheer (listen and cheer)

3. Happy Cheer (talk with a friend)

4. Skills Book (page 41)

47

### Lesson 2: Listening Practice

**Lesson 2**

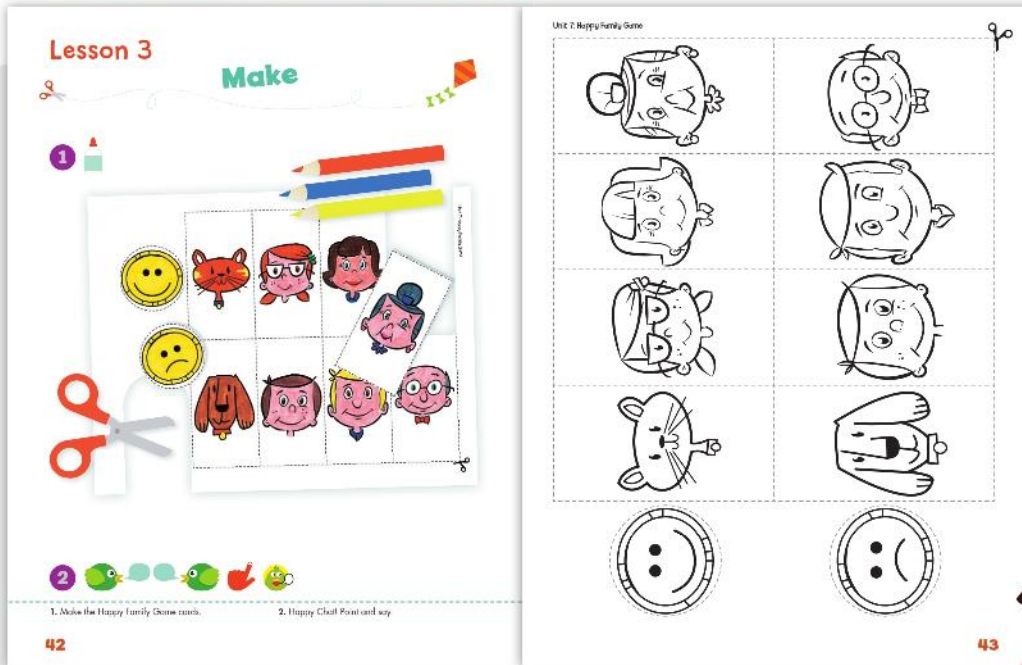
1. Listen and match.

41

The **Skills Book** activity provides additional listening practice of the new language.

**Front-loading** allows more time for practice.

### Lessons 3: Creative and Collaborative Activities



**Communication and collaboration** are essential **21st century skills**. The Make activities in the **Skills Book** provide the opportunity for students to **create** a game. Students talk to each other about the games they made in the Happy Chat! activity. Students will create their games on pages in the Skills Book.

**Playing together, learning together!**



The Play activities in the **Student Book** encourage students to use the target language as they play their games together. A **student-centered activity** allows language practice within a safe environment.

## About the Student Book and the Skills Book

### Real skills. Really simple.

#### Lesson 4: Listening and Review

Lesson 4 activities develop students' **skills** through a variety of **tasks**. Listening tasks include: following oral directions, listening for specific information, choosing the correct picture, and picture dictation. These activities practice **listening skills** students will need both in and out of the classroom and **revise** the material of the unit.



Listening for a purpose builds **strong listening skills**.

#### Lesson 4: Review

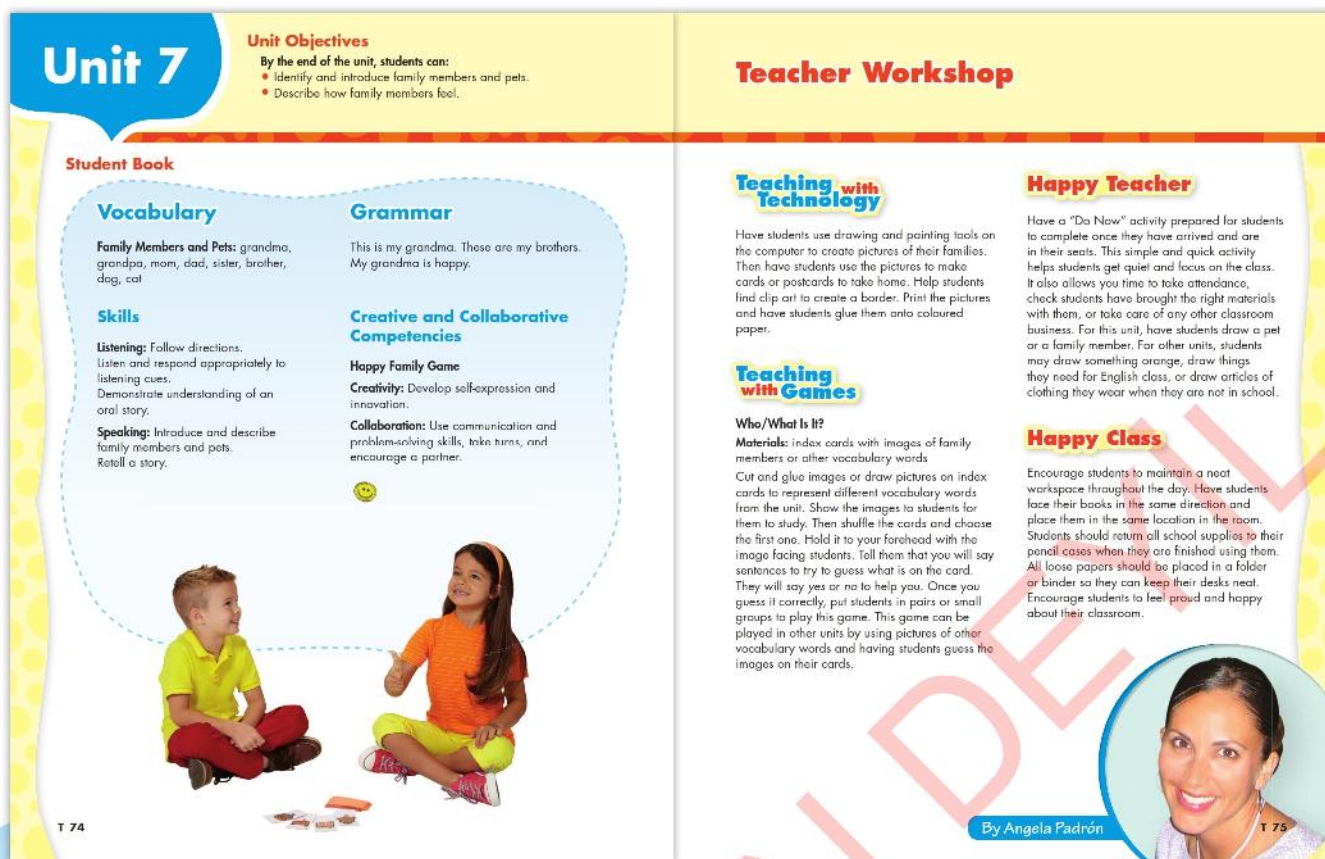


The **Skills Book** provides students with the additional review and consolidation of the new language which are essential to successful learning.

Successful learners are **HAPPY CAMPERS!**

# About the Teacher Book

The *Happy Campers Teacher Book* is designed to help teachers **teach well** and create a **positive environment** in which their **students flourish**.



Each unit opens with a comprehensive overview of the skills and language objectives of the unit, allowing teachers to **prepare** for the lessons ahead.

A unique programme of ideas from **experienced teacher trainers** enhances the classroom experience. Workshops include ideas on how to use technology in the classroom, teaching with games, and classroom management tips to create a happy, learning-rich classroom environment.

# About the Teacher Book

## Lesson 1

**UNIT 7 Lesson 1**




**Draw your family. Then colour and say.**  
Have students draw and colour a picture of their families in the frame. Be sure students include at least four family members. Then have students describe their pictures, using sentences such as *This is my mom. These are my sisters.* Be sure students understand the difference between singular and plural nouns. Remind students that we use *this* for one thing and *these* are for two or more. Have volunteers show their drawings and describe their families to the class.

*Students' own answers.*

**This may be completed for homework.**

T 76

## Lesson 1 Vocabulary and Grammar

**Lesson Objectives:** Identify family members. Introduce family members.  
**New Vocabulary:** grandma, grandpa, mom, dad, sister, brother  
**New Grammar:** This is my grandma. These are my brothers  
**Materials:** Audio Tracks 52-54, photos of families, photo of your family  
**Standards:** 1.1.2; 2.1.1; 2.2.1; 2.2.3

## Unit 7

### Start the Class

Show students a picture of a family with grandparents, parents, and children. Point to the photo and say *family*. This is a family. Have students repeat.  
Show students photos of other families, large and small. Each time you show a photo, remind students of the word *family*. Have them echo you each time you say it to practice pronunciation.

### 1 Listen and point.

Play Track 52 (see the audio script on Page T 100) as you point to each family member on Page 44. Play Track 52 again and have students point to the correct pictures. Remind students to trace the path with their fingers as they hear the words. Play Track 52 again for additional practice. Then say the words in random order and have students point to each person. Say *Point to grandma. Point to brother.* Repeat with other family members.

Place the cards of family members on the board. Say a vocabulary word. Have volunteers go to the board and point to the correct picture. Repeat until all the words have been reviewed and all students have had a chance to participate.

### 2 Listen. Then echo.

Remind students to echo the words after they hear them and to point to the pictures as they say the words. Play Track 53 (see the audio script on Page T 100). Play Track 53 again and have students echo the words for more practice.

Make two groups. One group will say the new vocabulary words, the other group will echo them. Do the activity with the audio and then without it. Have the groups switch roles.

**Try This!** Shuffle the family member cards and place them in a pile. Organise students into two teams. Have the first player on each team come to the board. Count to three, turn the first card over, and have the players identify the picture. The first person to correctly identify it takes the card back to his or her team. Continue until all words have been used. Have the teams count how many cards they earned. The group with the most cards wins.

8 min

8 min

8 min

8 min

### 3 Listen and sing. Then act it out.

Show students a picture of your family that includes as many relatives as possible, including grandparents, parents, and siblings. You may also choose to use a photo from the Internet or a magazine instead of your own family photo. Say *This is my family.* Point to the grandpa and have students identify him. Then say *Yes, this is my grandpa.* Have students repeat. Continue until you have named all the members in your family.

Tell students to look at Page 45. Have students guess who each family member in the picture is. Play Track 54 ("My Family"); see the audio script on Page T 100 and have students listen to the song. Play Track 54 again and point to each family member as they are mentioned in the song. When they hear the word *family*, have students circle the entire family picture with their fingers. Play Track 54 a few more times and have students sing along.

Then tell students to sing the song and point to the family members in the picture as they hear and sing about them in the song. Play Track 54 once more.

### Finish the Class

Organise students in groups of four or five. Tell students to count how many grandparents, how many parents, and how many brothers and sisters are in their families. Have groups share their findings with the rest of the class. Remind them to use *I have* when they talk about their families, for example, *I have five people in my family or I have two sisters.*

### 4 Page 40 Skills Book

This activity may be completed for homework (see Page T 46).


15 min

8 min

8 min

T 77

The lesson notes provide a step-by-step guide for teachers to deliver effective, time-efficient classes.

Ideas to **start** and **finish** each class, and a **pacing guide**  are provided to support teachers in keeping students on track.

The interleaved pages provide the **Student Book** and corresponding pages from the **Skills Book**.

**Try This!**

Try This! sections in each lesson feature additional activities to incorporate into everyday teaching practice.

**Extra**

**Preparation + Ideas = Successful Classes!**

## Content Standards

### Grade 1

#### At the end of the 1st grade the pupil:

- Demonstrates his knowledge of understanding presented speech patterns
- Demonstrates his knowledge of first pronunciation skills
- Demonstrates his knowledge and skills to communicate using his learned speech patterns

#### Core standards and sub standards on content lines

##### 1. Listening comprehension

###### Pupil:

- 1.1.** Demonstrates understanding of presented speech patterns
  - 1.1.1. Observes simple appeals
  - 1.1.2. Selects and points the objects in the picture he hears the name
  - 1.1.3. Distinguishes the objects for the signs he hears

##### 2. Speaking

###### Pupil:

###### 2.1. Demonstrates first pronunciation knowledge and skills

- 2.1.1. Repeats the sound, sound combinations and simple words he hears
- 2.1.2. Repeats word combinations and simple sentences he hears
- 2.1.3. Pronounces the sound, sound combinations and simple words he learns
- 2.1.4. Pronounces word combinations and simple sentences he learns

###### 2.2. Demonstrates communication knowledge and skills using speech patterns he learns

- 2.2.1. Names the objects in the picture and surroundings
- 2.2.2. Counts the signs of objects (volume, colour) he names
- 2.2.3. Describes objects in the picture and surroundings based on words he learns
- 2.2.4. Communicates using the word, word combinations and speech etiquettes he learns

# Unit 1

## Unit Objectives

By the end of the unit, students can:

- Count from 1–10.
- Use common greetings and farewell in conversations.
- Ask and answer questions about names and ages.

## Student Book

### Vocabulary

**Numbers:** 1–10

**Greetings:** hi, hello

**Farewell:** bye

### Skills

**Listening:** Follow directions.  
Listen and respond appropriately to listening cues.  
Demonstrate understanding of an oral story.

**Speaking:** Use common greetings in conversations.  
Ask and answer questions about names and ages.  
Retell a story.

### Grammar

What's your name? My name's Tom.  
How old are you? I'm six.

### Creative and Collaborative Competencies

#### Number Memory Game

**Creativity:** Develop self-expression and innovation.

**Collaboration:** Use communication and problem-solving skills, take turns, and encourage a partner.



# Teacher Workshop

## Teaching with Games

### Hopscotch

**Materials:** sidewalk chalk or butcher paper, markers, masking tape

Use sidewalk chalk to draw hopscotch courts on pavement outside. Include the numbers 1 to 10 on the courts. Have students play hopscotch in small groups, calling out the numbers as they hop on each space. If you prefer to play indoors, draw a hopscotch court with markers on a large piece of butcher paper and tape it securely to the floor.



By Angela Padrón

## Happy Teacher

Create a job chart in the classroom. Choose five or six tasks that students can do to help in the classroom, such as paper passer, door holder, or line leader. Place students' names on clothespins and clip the names of students who will act as this week's helpers on the chart. Rotate students' clothespins every Monday so that they can maintain the responsibility for an entire week before giving other classmates the opportunity.

## Happy Class

Encourage students to complete their work in a timely manner by assigning a given time to each part of an activity. Set a timer to show when the activity will end. Allow students a few minutes to clean up and organise their materials. You may wish to assign points or provide incentives for students or groups who complete their work correctly and on time and for those who clean up properly and quickly.

# Lesson 1

**UNIT 1 Lesson 1**

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 

1. Listen and point. 2. Listen. Then echo.

8

3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 

3. Listen and sing. Then act it out. 4. Skills Book, Page 4.

9

**UNIT 1 Lesson 1**

1. 2. 

Complete and say.

4

## Complete and say.

Tell students that they will draw the path to help the characters say hello and introduce each other. Then have them draw the paths to help the people walk away after they say goodbye.

Tell students to choose names for the boy and girl. Explain that they will point to one of the children in the pictures to show who is speaking. Model a response by pointing to the top picture and saying *Hi. What's your name? My name's Bill. Hi, Bill. My name's Sue.* Then point to the bottom picture and say *Bye*. Have students switch roles for more practice.



This may be completed for homework.

# Lesson 1 Vocabulary and Grammar

**Lesson Objectives:** Count from 1–10. Greet someone. Ask someone's name. Introduce yourself.

**New Vocabulary:** one, two, three, four, five, six, seven, eight, nine, ten

**New Grammar:** What's your name? My name's Tom.

**Materials:** Audio Tracks 03–06, various objects (marbles, balls, beads, erasers) in groups of one to 10; index cards or slips of paper labeled 1–10

**Standards:** 1.1.1; 2.1.1; 2.1.2; 2.1.3

## Unit 1

### Start the Class

Have students look at **Pages 8 and 9** and predict what the lesson is about. Ask students *What are these?* Say numbers and have the class repeat the words after you. Hold up each of your fingers as you count them aloud. Have students count from one to 10 while holding up each of their fingers. Allow students to count in the mother tongue if necessary.

#### 1 04 Listen and point.

Play **Track 04** (see the audio script on **Page T 94**) as you point to each number. Then tell students they will hear the audio again and this time they will point to the number as they hear it. Encourage students to trace the path with their fingers as they listen to the numbers being said. Play **Track 04** again.

#### 2 05 Listen. Then echo.

Have students identify the numbers on **Page 8**. Say *Point to the number three*. Repeat with other numbers.

Tell the class that they will hear the numbers again and this time they will repeat them. Play **Track 05** (see the audio script on **Page T 94**) and be sure students repeat the words. Tell students that they will listen and echo once more. Have them stand up. Tell them to show the number by holding up their fingers as they say the number word. Model the activity by playing the audio and holding up your fingers. Play **Track 05** again. Be sure students are holding up the correct number of fingers. Provide help as needed.

Give each student an index card or slip of paper with a number written on it. Have the students assigned to the number 1 hold up their cards and say *one*. Have the other students repeat. Then continue with the other numbers up to 10. You may choose to repeat the activity for additional practice.

#### Try This!

Put several of the same objects in a bag, such as five marbles, two erasers, or six pencils. Have students guess how many objects are in the bag. Elicit a number from one to 10. Count the objects aloud as you take them out of the bag. Recount the objects and have students repeat after you. Repeat with other amounts of objects.

#### Extra

#### 3 06 Listen and sing. Then act it out.

Walk up to a student and say *Hi* as you wave to greet him or her. Then walk away, waving, and saying *Bye*. Play **Track 06** ("Hi, Friend!"; see the audio script on **Page T 94**) and have students listen to the song. Play **Track 06** again and have students sing the song. Play **Track 06** again for more singing practice.

Tell students to do what you do as you say the words to the song. Do the following gestures: count the numbers on your fingers, point to yourself as each person says his or her name, act out greeting someone, and point to a student when you ask *What's your name?* Wave goodbye at the end of the song. Play **Track 06** and do the gestures with the song as students do the gestures with you. Encourage students to sing along. Then play **Track 06** again and have the class sing the song and act it out with you.

Finally, have the class march around the room as they say the numbers. Have students stop in front of a partner to act out the greetings and goodbyes.

### Finish the Class

Have students form two circles: one circle within another circle. Explain to the class that they will hear some music and they will walk in a circle. The inside circle will walk clockwise and the outside circle will walk counterclockwise. When the music stops, they will greet the people facing them in the other circle, say their own names, and ask their partners what their names are. Practice the activity once or twice to be sure students understand the directions. Then play **Track 03** and have students do the activity. Stop and start the music several times to give students the opportunity to practice the language with different people.


#### 4 Page 4 Skills Book

This activity may be completed for homework (see **Page T 16**).

# Lesson 2

## Lesson 2

1 




3 



4 




1. Listen and look.

10


## Nate and Kate

2 



3 




4  Page 5

2. Grammar Cheer! Listen and cheer. 3. Happy Chart! Talk with a friend. 4. Skills Book Page 5.


11

## Lesson 2

 09 ✓

1. 



2. 



3. 



4. 



Listen and check ✓/✗.

5

## 09 Listen and check (✓).

Review numbers 1–10 with students. Tell students they will hear different children talk about how old they **are**. They will check the picture that shows the age they hear. Have students look at all the pictures before you play the audio.

Play **Track 09** (see the audio script on **Page T 94**). Then tell the class you will play the audio again and they will show with their fingers the age each child says. Play **Track 09** again. Play **Track 09** again for students to confirm their answers. Then have students say the ages they checked. Play **Track 09** again to confirm the correct answers. Pause the audio to allow students time to point to the picture they checked.



This activity must be done in class.

## Lesson 2 Vocabulary and Grammar in Context

**Lesson Objectives:** Demonstrate understanding of an oral story. Retell a story. Ask and answer questions about age.

**New Vocabulary:** hi, bye

**Vocabulary Review:** numbers 1-10

**New Grammar:** How old are you? I'm six

**Materials:** Audio Tracks 02, 07-09, image of a birthday cake and candles (optional)

**Standards:** 1.1.1; 1.1.3; 2.2.4

### Start the Class

Have students turn to **Page 7** and look at the characters Nate and Kate. Play **Track 02** and have students point to each character. Then tell students they are going to listen to the audio again, but this time they will greet Nate and Kate by saying *Hi* or *Hello*. Play **Track 02**.

#### 1 07 Listen and look.

Attach or draw an image of a birthday cake on the board. Draw five candles on the cake. Point to yourself and say *I'm five years old*. Sing a typical birthday song so students understand the relationship between a birthday cake and age. Erase the candles and have a volunteer draw the number of candles that represents his or her age. Ask *How old are you?* and help students respond correctly.

Play **Track 07** (see the audio script on **Page T 94**). Help students follow along by pointing to the pictures on **Page 10** in the correct order while they listen to the audio. Play **Track 07** again. Pause the audio, point to a character in the comic strip, and have volunteers repeat what the character said in the audio. Continue the activity for the rest of the comic strip.

Play **Track 07** again. Have students point to the characters that are talking in each frame of the story on **Page 10**. Play **Track 07** and have students point to each frame. Point to a character and have the class say what the character says in the frame. Provide help as needed.

Have students act out the comic strip with a partner. Tell them to point to a frame and then say what the characters said. Walk around the classroom and provide help as needed.

#### 2 08 Grammar Cheer! Listen and cheer.

Have students look at the picture of the boy in Activity 2. Have students count the boy's fingers aloud. Write the numbers 5 and 1 on the board. Show students how those two numbers equal six. Tell students to try to find other combinations on their fingers that equate to six (1+5, 3+3, 2+4, 4+2, or 5+1). Have students show their age by using two hands and different combinations.

Tell the class to look at the boy in the picture as they listen to the cheer. Play **Track 08** (see the audio script on **Page T 94**). Then tell the class to say the cheer with the audio. Play **Track 08** again. Have students do the cheer without the audio. Tell students to practice the cheer in small groups with the audio. Encourage students to hold up six fingers to represent six when they hear it in the chant. Be sure students are saying their parts enthusiastically.

**Try This!**

In pairs, have students repeat the cheer using their own ages. Have volunteer pairs present the cheers to the class.

**Extra**

#### 3 Happy Chat! Talk with a friend.

Ask the class what the children might be saying to each other. Elicit *How old are you?* and *I'm four. I'm five*. Have students work in pairs. Tell them to act out the dialogue with a partner. Encourage students to greet each other and say *Bye*. Form new pairs by rotating one person in each pair to the next desk. Then have them repeat the activity.

#### 4 Page 5 Skills Book

This activity must be done in class (see **Page T 18**). Have students open Skills Book **Page 5**.


### Finish the Class

Have students draw a picture of a time when they met a new friend. Have them present their drawings to the class and talk about what they said to their new friends. Elicit answers that include the vocabulary and grammar learned in this unit.




# Lesson 3

## Lesson 3

### Make

1.   



2.        


1. Make the Number Memory Game cards. 2. Happy Chat Point and say.

6

### Unit 1: Number Memory Game



7



## Lesson 3

### Play

1.  



It's 7!

1. Play the Number Memory Game! Skills Book Pages 6-7.

12

## Lesson 3 Creative and Collaborative Activities

**Lesson Objective:** Practice unit language by creating a game and playing the game with others.

**Vocabulary Review:** numbers 1–10

**Grammar Review:** How old are you? I'm six.

**Materials:** coloured paper, glue, crayons, scissors, a set of cards

**Standards:** 1.1.2; 2.1.4; 2.2.1

### Start the Class



Assign 10 students a different number from 1 to 10. Have them search around the room for a quantity of objects to match their given numbers. Then have the class help count the objects with the student to check for accuracy.

### Skills Book

#### 1 Make Number Memory cards.



Have the class look at the pictures in the Skills Book Activity 1 on **Page 6**. Point to a number and have the class identify it. Repeat with the other numbers. Explain to students that they will make cards for a game. Then tell students to colour the cards on **Page 7** of the Skills Book. Explain that they can colour them however they would like. You may wish to have students glue the cards onto a piece of coloured paper before they cut them. This will make the cards sturdier and students won't see through the back of the cards.

Demonstrate cutting for students. Tell them to cut along the dotted lines. Remind them to keep their fingers away from the opened area of the scissors to avoid getting cut. Distribute small plastic bags labeled with students' names. Tell them to put their cards in the bags to keep them organized.

#### 2 Happy Chat! Point and say.



Place a set of cards from the Skills Book Activity 1 on a table or desk. Show a card and say the number. Have students repeat. Continue with the remaining cards. Then show a card and have students identify it. Have volunteers choose a card, show it to the class, and elicit an answer from their classmates. You may also choose to have students do the activity with a partner. One student will show a card and the other student will identify the number. Then have students switch roles.

**Try This!**

**Extra**

Place one set of cards in a pile face down on a table. Divide the class into two teams. The first student on each team comes to the board and faces you. When both students are ready, show them a card and have them identify the number. The first person to correctly identify the number wins a point for the team. Continue until all students have had a chance to play. The team with the most points wins.

### Student Book

#### 1 Play the Number Memory Game!



Have students look at the photo on **Page 12** and explain in the mother tongue what they think the children in the photo are doing. Have students explain in the mother tongue what the word *memory* means. Elicit that it refers to what helps us remember things.

Place two sets of the number memory cards face down on a table. Turn one card over, show it to the class, and have students say the number on the card. Then flip it over so all cards are face down. Ask students *Where is the number (2)?* Have a volunteer point to where the card is and turn it over to check for accuracy. Repeat a few times. Then turn two cards over and ask students if they match. Say *Same?* Nod your head for *Yes* and shake your head for *No*. Continue until you find two cards that match. Remind students where they may have seen the correct card on a previous turn.

Tell the class that they will work with a partner. Explain that they will mix their cards together in order to have 20 cards with 10 matched sets per pair of students. Have pairs shuffle all their cards together and place them face down on a desk. The first student will turn over two cards and call out the numbers on the cards. If the cards match, he or she keeps the pair of cards. Explain that when a match is made, one student will ask *How old are you?* The student who matched the cards will answer *I'm (seven)*. If they don't match, both cards are turned back over and the second student chooses two cards. Continue until all matches have been made. The player with the most matches wins. Repeat the game several times. Have students change partners and play the game again.

### Finish the Class




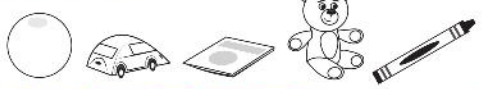
Place students in pairs. Have them each place their cards face down in a pile. Explain that each student will flip over a card and read the number on the card. The student who has the higher number keeps both cards. If the cards are the same, they flip over the next card to see who has the highest. The winner is the person with the most cards in the end. Demonstrate a round with two volunteers before students do the activity with their partners. Monitor students and provide help as needed.


# Lesson 4


**Lesson 4**

**Round Up!**

1. 





2.  Page 9

1. Find, count, and say.

2. Skills Book Page 9.

13

**Lesson 4**

**Round Up!**

1. 

1. ☒  ☐ 

2. ☐ **3** ☒ **8**

3. ☐  ☒ 

4. ☒  ☐ 

2. 



1. Listen and check (✓).

2. Listen and circle.

9

These activities must be done in class.

## Lesson 4 Listening and Review

**Lesson Objectives:** Practice unit language by responding appropriately to listening cues. Review language from Unit 1.

**Vocabulary Review:** numbers 1–10, hi, bye

**Grammar Review:** What's your name? My name's Tom. How old are you? I'm six.

**Materials:** Audio Tracks 10 and 11, a set of cards labeled 1–10, drawing paper, crayons or pencils, birthday candles or images of birthday candles (optional), paper bags

**Standards:** 1.1.3; 2.2.2; 2.2.3

### Start the Class



Write the numbers 1 to 10 on four sets of cards and shuffle each set. Divide the class into four groups and give each group a set of cards. On the count of three, have the groups put the cards in order from 1 to 10. The first group to correctly complete the task wins. Then have the students put the cards in reverse order from 10 to 1.

### Student Book

#### 1 Find, count, and say.



Have the class study the bedroom picture on **Page 13** in the Student Book. Point out the objects above the bedroom picture. Explain to the class that they will find each of those objects in the picture. Have students find the picture of the black and white ball and point to it. Walk around to make sure each student has found the ball. Explain that there are two balls in the picture. Tell students to find all of the objects and then count them. Give students time to complete the activity. Walk around the class and provide help as needed. Have students compare their answers with a partner. Finally, point to the picture of each object and have the class chorally say the number of them in the picture.

#### Try This!

Display several images of groups of birthday candles, show real birthday candles, or draw groups of candles on the board. Call out an age, for example, *I'm four*. Have a volunteer go to the board to find the candle or groups of candles that match that age. Repeat with other numbers.

#### Extra

2



Page 9

#### Skills Book

These activities must be done in class. Have students open Skills Book **Page 9**.

### Skills Book

#### 1 10 Listen and check (✓).



Write the greetings *Hi* and *Bye* on the board. Draw a small check box next to each word. Say *Hi* and ask students which box you should check. Elicit the correct answer and then draw a check in that box. Explain to the class that this is what they will do to complete the next activity.

Have the class place their fingers next to Activity 1 on **Page 9** in the Skills Book. Tell students they will hear some words and sentences. They will point to the picture that shows what they heard. Play **Track 10** (see the audio script on **Page T 94**). Pause the audio after the first item to check that students are pointing to the correct picture. Then tell students to use their crayons or pencils to trace the check in the box. Check for understanding. Repeat with the remaining items. Walk around the room to check if students have completed the activity. Then have them compare their answers with a partner. Play **Track 10** again and have students repeat what they hear.

#### 2 11 Listen and circle.



Have the class look at the cake in the Skills Book Activity 2 on **Page 9**. Tell them to identify the numbers that are represented by the candles. Explain to the class that they will hear some children talk about how old they are and they will circle the candle that represents the age they hear. Play **Track 11** (see the audio script on **Page T 94**). Tell students to point to the correct candle. Then play **Track 11** again and have students circle the correct candle. Play **Track 11** again for students to confirm their answers. Pause the audio and have students point to the candle they circled.

### Finish the Class



Gather several objects from the classroom. Place groups of them in different paper bags, such as *five pencils* or *four crayons*. Pair up students and give a paper bag to each pair. Have the pairs take out the objects from the bag and count them. Once they have counted, have the pairs share their findings with the class. Then have pairs return the objects to the bags and exchange the bags with other pairs to count. Have them use greetings such as *Hi* and *Bye* to continue practicing language. Repeat the activity several times.

# Unit 2

## Unit Objectives

By the end of the unit, students can:

- Identify feelings and conditions.
- Ask and answer questions about feelings and conditions.

## Student Book

### Vocabulary

**Feelings:** happy, sad, sick, mad, shy, scared, excited, tired

### Skills

**Listening:** Follow directions.  
Listen and respond appropriately to listening cues.  
Demonstrate understanding of an oral story.

**Speaking:** Express feelings and conditions.  
Respond to yes and no questions.  
Ask and answer questions about feelings and conditions.  
Retell a story.

### Grammar

Are you happy? Yes, I am. / No, I'm not.  
How are you? I'm fine, thank you.

### Creative and Collaborative Competencies

#### Feelings Game

**Creativity:** Develop self-expression and innovation.

**Collaboration:** Use communication and problem-solving skills, take turns, and encourage a partner.



# Teacher Workshop

## Teaching with Technology

Have students create artwork electronically. Use design or word processing software for students to electronically draw faces that show different emotions. Students can use various tools such as line or shape tools or paintbrushes to draw circles for faces and eyes, a triangle for a nose, and lines for eyebrows, mouths, ears, and hair. Print this e-art and display in class, make it into flashcards for each student, put it into a personal picture dictionary for each student, or post it on a class website.

## Teaching with Games

### Charades

**Materials:** cards with faces showing different emotions or feelings

Draw or glue pictures of faces showing various emotions or feelings to match the vocabulary for the unit on cards. Tell a volunteer to choose a card, look at it without showing the card to the class, and show the feeling either by using a facial expression or by acting it out. The rest of the class will guess the emotion using the appropriate grammar from the unit. The first person to correctly guess is the next volunteer to act out the emotion.

This game can be adapted for other vocabulary words from other units.

## Happy Teacher

Have students practice raising their hands to speak before calling out an answer. First have all students lower their hands, then on the count of three tell them all to raise their hands without saying a word. Instruct them to lower their hands. Then ask students a question and tell them to raise their hands if they know the answer. Tell them not to say the answer yet. Wait a few seconds and call on a student to give the answer. Remind the others not to speak but to listen to that student's response. Repeat several times.

## Happy Class

Provide dual-pocket folders for each student to place his or her work. Be sure students' names are written clearly on the folders. Use the left pocket for students to place unfinished work, and use the right pocket for students to place finished work. Have students practice putting their work in the correct pocket of the folders several times until they are able to organise themselves on their own.



By Patricia Acosta

# Lesson 1

## UNIT 2 Lesson 1

1
12

2
13

1. Listen and point.      2. Listen. Then echo.

14

3
14

4
Page 10

3. Listen and sing. Then act it out.      4. Skills Book, Page 10.

15

## UNIT 2 Lesson 1

1
13

1.

2.

3.

4.

Complete and say.

10

### Complete and say.

Have students complete the drawings by tracing over the dotted lines to complete the faces. Then have them point to each picture and say a sentence that describes the face (*I'm happy/sad/mad/scared*). Tell students to practice asking and answering questions about how they feel, such as *Are you scared? Are you sad? Yes, I am or No, I'm not*. Have them use the pictures in the activity as a model.



This may be completed for homework.

## Lesson 1 Vocabulary and Grammar

## Unit 2

**Lesson Objectives:** Identify feelings and conditions. Ask and answer questions about feelings and conditions.

**New Vocabulary:** happy, sad, sick, mad, shy, scared

**New Grammar:** Are you happy? Yes, I am. / No, I'm not.

**Materials:** Audio Tracks 12–14, cards of feelings and conditions, drawing paper, newspapers or magazines, scissors

**Standards:** 1.1.2; 2.1.2; 2.1.4; 2.2.4

### Start the Class

Explain to students what feelings and emotions are. Have students brainstorm different feelings that they know. Allow students to answer in the mother tongue. Each time a student names a feeling, show the corresponding card. Then have students look at **Page 14**.

Have students compare their brainstorming answers to those on the page to see how many they were able to name.

#### 1 12 Listen and point.

Tell students that they will listen to some words. Explain that they will point to each picture in their books as they hear the word. Remind students to follow the path with their fingers as they listen. Model the activity by saying the words or playing **Track 12** as you point to each picture. Play **Track 12** (see the audio script on **Page T 95**). Play **Track 12** again and be sure students trace the path with their fingers and point to the correct pictures.

#### 2 13 Listen. Then echo.

Tell students that they will hear the words and then echo them. Play **Track 13** (see the audio script on **Page T 95**) and point to each picture as the word is said. Play **Track 13** again for additional pronunciation practice. Then have students point to the pictures and identify the feelings without the audio.

#### Try This!

Say one of the feelings from the vocabulary list. Show the expression on your face, and have students repeat the word and expression. Repeat with the remaining words. Then have each student choose one of the feelings to show while saying the word. Have the class repeat the word and do the expression.

#### Extra

#### 3 14 Listen and sing. Then act it out.

Act out a conversation. Ask *Are you sad?* Smile and model a response: *No, I'm not.* Then make a sad expression and model: *Yes, I am.* Model the conversation with expressions for *sick*, *scared*, and *happy*. Then ask different students similar questions. Help them answer as needed.

Tell students that they will listen to a song called "La-Dee-Da!" Play **Track 14** (see the audio script on **Page T 95**) and have students listen to the song. Say the lyrics and have students repeat after you. Tell them to sing along. Play **Track 14** again. Say the lyrics again, and act it out for the class. Make these gestures: wag your finger for negative answers, wave your hands back and forth for *La-dee-da!*, nod your head up and down for affirmative answers, make a sad face, and pretend to cry in an exaggerated, funny way for *Boo-hoo-hoo!* Rehearse the words and motions with the class a few times. Then play **Track 14** once more. Repeat several times until students are able to sing the song and act it out.

### Finish the Class


Divide the class into groups, give them newspapers or magazines with pictures of people, and have students cut out pictures of people showing different feelings from Lesson 1. Then have students pretend to be the person in the image and ask one another questions about that person: *Are you mad?* *Yes, I am.* / *No, I'm not.*

#### 4 Page 10 Skills Book



This activity may be completed for homework (see **Page T 26**).


# Lesson 2

**Lesson 2**

**1**  **15**

**Nate and Kate**

**1**  **2** 

**3**  **4** 

1. Listen and look.

**16**

**2**  **16**



**3**  **17**



**4**  **Page 11**

2. Grammar Cheer! Listen and cheer. 3. Happy Chart! Talk with a friend. 4. Skills Book Page 11.

**17**

**Lesson 2**  **17**

**1.**  

**2.**  

**3.**  

**4.**  

**5.**  

Listen and circle.

**11**



**17 Listen and circle.**

Review all of the unit vocabulary with the class. Tell students they will hear people talk about how they feel and they will point to the picture that shows the feeling they hear. Play **Track 17** (see the audio script on **Page T 95**). Tell the class to use a crayon to circle the picture that shows the feeling they hear. Play **Track 17** again.

Tell students to compare their answers with a partner. Then have volunteers share their answers with the class. Encourage students to answer in complete sentences, for example, *I'm happy*.



This activity must be done in class.

## Lesson 2 Vocabulary and Grammar in Context

**Lesson Objectives:** Demonstrate understanding of an oral story. Retell a story. Ask and answer questions about feelings and conditions.

**New Vocabulary:** excited, tired

**Vocabulary Review:** happy, sad, sick, mad, shy, scared

**New Grammar:** How are you? I'm fine, thank you.

**Materials:** Audio Tracks 15–17, cards of feelings and conditions, drawing paper, crayons

**Standards:** 1.1.2; 2.1.2; 2.1.4; 2.2.4

### Start the Class

Have students look at the pictures on **Page 16** and say what they see. Allow students to respond in the mother tongue. Ask students if they've ever been to an amusement park and have them share their experiences. Ask them different feelings that they may experience at an amusement park. Elicit the vocabulary words from Lesson 1 as much as possible.

#### 1 15 Listen and look.

Ask a student if you can borrow his or her pencil. Reply with *Thank you*. Repeat with other students and objects. Then have students practice saying *Thank you* with the person sitting next to them. Show the cards for *excited* and *tired*. Point to each one, say the word, and have students repeat. Say the word again and mimic the expression. Have students repeat after you. Tell students that they will listen to a comic strip story. Remind students to point to the picture that shows the part of the comic they're listening to. Play **Track 15** (see the audio script on **Page T 95**). Help students follow along with the comic strip by pointing to the pictures as they listen to the audio. Tell the class that they will listen to the story again. Play **Track 15** (see the audio script on **Page T 95**) again. Then say a sentence from the comic strip, such as *I'm scared* or *I'm sick*! Have students point to the correct frame and character that shows that feeling. Repeat with the remaining expressive sentences from the comic strip: *I'm sad*. *I'm excited*! *I'm tired*. Tell the class to echo what the characters say. Play **Track 15** once more. Pause the audio to allow students time to echo the sentences. You may also choose to read the audio script and pause after each line for students to echo it. Finally, organise students into groups. Assign each group a frame to act out for the class. Provide help as needed.

#### Try This!

Have volunteers pretend to be the characters in the first frame of the comic strip. Place the vocabulary cards on the board and have students choose the cards that match the characters' feelings during each scene of the comic strip. Play **Track 15** again. Have students hold up the feelings card as they hear the word in the comic strip. Repeat with the other frames of the comic strip and with different volunteers.

#### Extra

#### 2 16 Grammar Cheer! Listen and cheer.

Tell students to look at the pictures in Activity 2 on **Page 17**. Have them try to identify the feelings or conditions that the children are expressing. Elicit *tired* and *excited*. Discuss different situations in which a person may be excited or tired, and have students share their experiences of times when they felt excited or tired. Students may answer in the mother tongue.

Play **Track 16** (see the audio script on **Page T 95**). Have students point to the pictures as they listen. Model and say the feelings or conditions shown in the picture (*excited* and *tired*). Tell students to say the cheer.

Play **Track 16** again. Then have students say the cheer as they act out the emotions.

#### 3 Happy Chat! Talk with a friend.

Discuss with the class what the children in the picture might be saying to each other. Elicit *How are you?* and *I'm excited*. *I'm tired*. Next, have students talk to one another about their own feelings. Encourage students to use vocabulary and grammar from previous units in their dialogues, such as greetings and asking someone's name. Have pairs act out their dialogues for the class.

#### 4 Page 11 Skills Book

This activity must be done in class (see **Page T 28**). Have students open the Skills Book **Page 11**.

### Finish the Class

Have students work in pairs to make a dialogue for the pictures that were not the answers in The Skills Book activity. One student will ask *How are you?* The other student will answer. Have pairs present their dialogues to the class. Encourage students to use vocabulary and grammar from previous units in their dialogues, such as greetings.

# Lesson 3

**Lesson 3**

**Make**

1

Unit 2: Feelings Game

1. Make the Feelings Game board.

2. Happy Chat Point and say.

12

Unit 2: Feelings Game

**START!**

**FINISH!**

13

**Lesson 3**

**Play**

1

1. Play the Feelings Game! Skills Book Pages 12-13.

18

## Lesson 3 Creative and Collaborative Activities

**Lesson Objective:** Practice unit language by creating a game and playing the game with others.

**Vocabulary Review:** happy, sad, sick, mad, shy, scared, excited, tired

**Grammar Review:** How are you? I'm fine, thank you. Are you happy? Yes. I am. / No, I'm not.

**Materials:** crayons, scissors, glue, construction paper, small plastic bags, dice (one die for each pair of students)

**Standards:** 1.1.1; 1.1.2; 2.2.3; 2.2.4

### Start the Class



Have the class look at the picture in the Skills Book Activity 1 on **Page 12**. Have students guess what they think the activity is about. Elicit *making a game*. Have students explain in their own words what a board game is. Then have students brainstorm a list of board games that they know how to play. Allow students to answer in the mother tongue.

### Skills Book

#### 1 Make the Feelings Game board.



Have students go to the Skills Book on **Page 13**. Tell students to colour their game boards. Remind students to stay in the lines while colouring to keep their work neat. Demonstrate for students if necessary before they begin their work. You may choose to have students glue their game boards on a sheet of construction paper so it will be sturdier. Help students cut out the game boards.

#### 2 Happy Chat! Point and say.



Call out one of the vocabulary words and have students point to the correct square on the board. Repeat until all the vocabulary words have been reviewed. Place students in pairs or small groups. Have them count the squares. Then have each student take turns pointing to each of the faces on the game board and saying the word that it represents: *happy, sad, sick, mad, scared, excited, shy, and tired*. Encourage students to use complete sentences such as *I'm happy. I'm tired. I'm shy.*

### Student Book

Tell students to look at the photo on the Student Book **Page 18** and describe what they see. Elicit that the children are playing a game.

Show students a six-sided die. Draw the different sides of the die on the board with their corresponding dots. Count the dots on each side of the die with students. Explain to the class that they will roll the die to see how many spaces they will move their game pieces on their game boards. Have students practice rolling the die, counting the dots, and moving their game pieces on the board before starting the game.

#### 1 Play the Feelings Game!



Organise students into pairs. Tell them to choose one board to use. Explain to students that they will take turns rolling a die and counting aloud as they move their game pieces. The player who did not move will ask *How are you?* The partner answers according to the picture in the space the game piece is on, for example, *I'm scared*. Then the other partner takes his or her turn. Have students continue rolling the die and moving their game pieces until someone reaches the end of the path. The first person to reach the end of the path wins. Tell students to play the game again using the other partner's board.

**Try This!**

**Extra**

Place students in pairs with different partners. Show the class how to put two game boards together to make a bigger game board. Then tell students to play the game again with the bigger game boards.

### Finish the Class






Have students replay the Feelings Game with a different partner but this time asking each other *yes/no* questions about the feelings that their game pieces land on. For example, one student asks *Are you happy?* The other partner answers *Yes, I am* or *No, I'm not*, according to where the game piece is. You may choose to have students replay the game in groups of four to create an even longer path for the boards and to have more students interact with one another. Place all the parts of each student's game into a plastic bag.


# Lesson 4

**Lesson 4**

**Round Up!**

1  



2  Page 15

1. Point and say. 2. Skills Book Page 15.

19

**Lesson 4**

**Round Up!**

1  1B  

1.  2.  3.  4. 

1. ☒ 2. ☒ 3. ☒ 4. ☒

2  1B  

1.  2.  3.  4. 

2. 2 3 1 4

3  

How are you?



1. Listen and check (✓) or cross (X). 2. Listen and number. 3. Draw and say.

15

 These activities must be done in class.

## Lesson 4 Listening and Review

**Lesson Objectives:** Practice unit language by appropriately responding to listening cues. Review language from Unit 2.

**Vocabulary Review:** happy, sad, sick, mad, shy, scared, excited, tired

**Grammar Review:** How are you? I'm fine, thank you. Are you happy? Yes, I am. / No, I'm not.

**Materials:** Audio Tracks 18 and 19, cards of feeling and conditions, crayons or pencils, paper plates or paper circles

**Standards:** 1.1.2; 1.1.3; 2.1.4; 2.2.4

### Start the Class

Have the class look at the pictures in Activity 1 on **Page 19**. Point to the picture for the first item and have the class identify how the girl feels. Elicit *sick*. Repeat with the other pictures.

#### 1 Point and say.

Have the class study the picture in Activity 1 on **Page 19**. Tell students to look at the children and think about how each child feels. Have students point to the characters in the picture and say how each one of them feels. Model a response by pointing to the happy boy and saying *happy*. Have the class repeat. Continue until all the children's feelings have been identified. Then have students work with a partner to identify each of the feelings in the picture in sentence form: *I'm (happy, tired, mad, or shy)*.

#### 2 **Page 15 Skills Book**

These activities must be done in class. Have students open the Skills Book **Page 15**.

### Skills Book

#### 1 **18 Listen and check (✓) or cross (X).**

Have the class look at the pictures in Activity 1 on **Page 15** of the Skills Book. Point to the picture for the first item and have the class identify how the girl feels. Elicit *sick*. Repeat with the other pictures. Display the cards for *sick* and *tired* on the board. Draw a small check box next to each picture. Say *Are you sick? Yes, I am*. Have students point to the picture that shows sick. Then draw a check in that box. Then say *Are you excited? No, I'm not*. Draw an X in the box next to the card depicting tired. Explain that the check is for yes and the X is for no. Tell students that they will do this to complete the next activity. Have the class place their fingers next to Activity 1 on **Page 15** in the Skills Book. Tell the class they will listen to people talking about feelings and they will use their crayons or pencils to write a check or cross in the box. Play **Track 18** (see the audio script on **Page T 95**). Play **Track 18** again. Then play **Track 18** again for students to confirm or correct their answers. Tell students to practice the questions and answers from the audio with a partner. Walk around the class to monitor pronunciation and provide help as needed.

#### 2 **19 Listen and number.**

Have the class look at the illustrations in Activity 2 on **Page 15** in the Skills Book and describe the feelings they see. Tell students that they will hear some children talk about how they feel. They will write numbers next to the pictures in the order in which they hear the feelings. Have students trace the number 1 that is in the numbering box next to the picture of the mad girl. Play **Track 19** (see the audio script on **Page T 95**). Pause the audio and have students point to the correct picture for the first sentence (*the mad girl*). Play the rest of the audio and have students point to the picture that matches the feeling they hear. Then tell the class to write the number in the box next to the picture. Play **Track 19** again. Have students compare their answers with a partner. Then play **Track 19** again for students to check their answers. Review with the class by saying the number and having the class identify the feeling. Encourage students to answer in complete sentences: *I'm mad. I'm excited*.

#### Try This!

Choose one of the sentences from the audio to say aloud. Have students point to the image that corresponds with that sentence. Continue until all vocabulary words have been reviewed. Then repeat using the other grammatical structure, for example, *Are you excited? Yes, I am!* Have students point to a picture from either activity on the page.

Extra

#### 3 Draw and say.

Have students point to the blank face. Tell students to draw a picture about how they feel. Students may use a pencil first and then colour in their pictures with crayons. Then have students talk about their drawings with a partner. Encourage students to ask questions. *How are you? Are you happy?* Have volunteer pairs present their conversations to the rest of the class.

### Finish the Class

Distribute paper plates or circles cut from construction paper for each student. Allow students to use crayons, markers, or other art supplies to draw their faces on the circles, using one of the emotions from the vocabulary list. Then have students work in pairs to talk about how they feel based on their drawings. Students can use either grammatical structure for the activity: *How are you? Are you (tired)?* Have pairs present their dialogues to the rest of the class. Encourage students to use vocabulary and grammar from Unit 1 in their dialogues, such as greetings and asking someone's name.

# Unit 3

## Unit Objectives

By the end of the unit, students can:

- Identify their school supplies.
- Say what school supplies they have.

## Student Book

### Vocabulary

**School Supplies:** crayon, pencil, eraser, pencil case, book, backpack, notebook, pen

### Skills

**Listening:** Follow directions.  
Listen and respond appropriately to listening cues.  
Demonstrate understanding of an oral story.

**Speaking:** Respond to questions with short answers.  
Talk about school supplies.  
Retell a story.

### Grammar

I have a pencil. I have an eraser.  
This is my pencil.

### Creative and Collaborative Competencies

#### School Time Matching Game

**Creativity:** Develop self-expression and innovation.

**Collaboration:** Use communication and problem-solving skills, take turns, and encourage a partner.



# Teacher Workshop

## Teaching with Games

### What's Missing?

**Materials:** various school supplies, paper bag  
Gather several school supplies. Show them to students, name them, and have students repeat. You may choose to use pictures instead of objects. Tell students to cover their eyes. Then place one of the objects in a bag and hide the rest of the objects around the classroom. Tell students to uncover their eyes and work in pairs or small groups to find the objects. When all the objects have been found, have students identify them, for example, *pencil: I have a pencil, or This is my pencil.* Then have students identify the object in the bag. The first pair or group of students to correctly guess the object in the bag hides the objects for the next round. This game can be played with other vocabulary in other units.



By Angela Padrón

## Happy Teacher

There are many ways to create pairs or groups in your class. Write each student's name on a wooden stick or piece of paper and place them in a jar. Randomly choose two or three of them to form pairs or small groups. You may have students count off by the number of groups you want to have. All the number ones form a group, the number twos form another, and so on. These procedures allow groups to be varied by gender and skill level. It will help students learn how to work with different people to successfully complete a task.

## Happy Class

Encourage students to be patient and allow their classmates to answer a question or respond to an activity within an appropriate time. Remind students to raise their hands and not call out answers. Promote positive reinforcement by having the entire class praise one another for correct responses, and help rather than laugh or tease when an incorrect response is given.

# Lesson 1

**UNIT 3 Lesson 1**

1.

2.

1. Listen and point. 2. Listen. Then echo.

20

3.

3. Listen and sing. Then act it out. 4. Skills Book, Page 16.

21

**UNIT 3 Lesson 1**

1. 2.

3. 4.

Complete and say.

16

## Complete and say.

Tell students to use crayons to trace the school supplies in the picture. Then have them make a sentence to identify the school supply, for example, *I have a crayon.*



This may be completed for homework.

## Lesson 1 Vocabulary and Grammar

## Unit 3

**Lesson Objectives:** Identify school supplies. Use I have to talk about school supplies

**New Vocabulary:** crayon, pencil, eraser, pencil case, book, backpack

**New Grammar:** I have a pencil. I have an eraser.

**Materials:** Audio Tracks 20–22, various school supplies

**Standards:** 1.1.2; 2.1.2; 2.1.3

### Start the Class

Have students look at **Page 20** and predict what the lesson is about. Ask students *What things do you use in school?* Demonstrate an appropriate answer by identifying something in your desk that students would have, such as a *pencil* or an *eraser*. Students may answer in the mother tongue while pointing to the object they have in their desks or backpacks.

#### 1 20 Listen and point.

Tell students they will listen to some words and point to the pictures as they hear them. Remind students to follow the dotted line path with their fingers. Play **Track 20** (see the audio script on **Page T 96**). Play **Track 20** again for more listening practice. Encourage students to only point to the picture rather than follow the dotted line path.

#### 2 21 Listen. Then echo.

Tell students that they will hear the words again and echo them. Play **Track 21** (see the audio script on **Page T 96**). Play **Track 21** again for more practice. Divide the class into two groups. Explain that one group will say the new words and the other will echo them. Tell students to switch roles. Then have students do the echoes in pairs. Walk around the classroom and provide help as needed.

#### Try This!

Point to one of the school supplies on **Page 20** and name it. Have the class repeat. Do this several times, changing the order in which you point to the objects and increasing your speed each time.

#### Extra

#### 3 22 Listen and sing. Then act it out.

Hold up a crayon and say *I have a crayon*. Repeat this activity with other school supplies in the order the vocabulary is presented in Lesson 1. Next, review the meaning of the word *happy* (Unit 2) and make a happy face. Tell students to look at the photo of the children on **Page 21**. Have them place a school supply over the boy or girl and pretend to be that person by saying a sentence about what supply he or she has, such as *I have a pencil* or *I have an eraser*.

Play **Track 22** ("I'm Happy!"); see the audio script on **Page T 96**) and have students listen to the song several times. Smile and hold up a crayon and point to yourself. *I'm happy. I have a crayon*. Repeat, substituting *backpack* for *crayon*. Play **Track 22** again and tell students to sing along.

When students are familiar with the song and the lyrics, substitute other vocabulary for the words *crayon* and *backpack* in the song. Be sure students use the article *a* in front of words beginning with vowel sounds, such as *eraser*.

### Finish the Class

Tell students to choose a school supply from their desks or backpacks and hide it behind their backs. Then on the count of three, have students show the object. Tell students with the same object to stand in a group and name what they have using the grammar structure *I have a/an* \_\_\_\_\_.

#### 2 Page 16 Skills Book

This activity may be completed for homework (see **Page T 36**).

# Lesson 2

## Lesson 2

1

1

2

3

4

1. Listen and look.

22

## Nate and Kate

2

3

3

4

2. Grammar Cheer! Listen and cheer. 3. Happy Chart! Talk with a friend. 4. Skills Book Page 17.

23

## Lesson 2

25

3

4

1

2

Listen and number.

17

25

### Listen and number.

Review numbers 1 to 4 with students. Tell students to point to each object that is being named. Play **Track 25** (see the audio script on **Page T 96**). Then tell students to number the pictures in the order in which they hear them. Play **Track 25** again. Have students say the sentences that correspond to each image: *This is my notebook. This is my pen.* Then say the number and have the class chorally say the corresponding sentence.

This activity must be done in class.

## Lesson 2 Vocabulary and Grammar in Context

**Lesson Objectives:** Demonstrate understanding of an oral story. Retell a story. Identify their school supplies.

**New Vocabulary:** notebook, pen

**New Grammar:** This is my pencil.

**Vocabulary Review:** crayon, pencil, eraser, pencil case, book, backpack

**Materials:** Audio Tracks 23–25, various school supplies

**Standards:** 1.1.3; 2.2.1; 2.2.4

### Start the Class

Take out some school supplies mentioned in the unit. Place them in a trail from your desk to the door as if they fell out of your bag or hands. Walk around the class and look surprised when you see one of your supplies. Point to the first supply (*a pencil*) and say *Look! This is my pencil* and pick it up. Be sure to point to yourself when you say the word *my*. Repeat with the other supplies.

#### 1 23 Listen and look.

Show the school supplies and have the class chorally identify them. Repeat several times but show the items increasingly faster. Have students point to and identify school supplies they see in the pictures on **Page 22**.

Explain to students that they will listen to the comic strip as they look at the pictures. Play **Track 23** (see the audio script on **Page T 96**). Help students follow along with the comic strip by pointing out the pictures as they listen to the audio. Play **Track 23** again. Have students point to the pictures and the character who is speaking as they listen.

Tell the class they will echo what Nate and Kate say. Play **Track 23** again. Pause the audio to allow students time to echo the lines. You may also choose to read the lines from the audio script on **Page T 96** and have the class echo you.

Place students in pairs and have them act out the comic strip. Walk among the pairs and provide help as needed. Then have volunteers act out each frame in the comic strip. Be sure to have different volunteers act out each frame so every student has a turn acting out a scene.

#### Try This!

Hold up a pen and say *I have a book*. Then nod your head and ask *Yes?* and shake your head and ask *or no?* Elicit *No* from students. Then say *Correct. I have a pencil*. Have students echo your sentence. Repeat the activity by holding up a notebook and saying *I have a notebook* and eliciting *Yes*. Continue using other school supplies.

#### Extra

#### 2 24 Grammar Cheer! Listen and cheer.

Grab a pencil from your desk and hold it up. Point to the pencil and then to yourself and say *This is my pencil*. Repeat with other items and have students repeat your actions and words after you.

Tell the class to listen and point to the pictures as they listen to the audio. Play **Track 24** (see the audio script on **Page T 96**). Then tell the class to do the cheer with the audio. Play **Track 24** again. Play the audio two more times, varying the volume. Start quietly and tell students to whisper the cheer, then play it louder and tell them to say the cheer louder. Finally, have them cheer in normal speaking voices without the audio. Encourage students to hold their own pencils, pens, or books as they say the chant.

#### 3 Happy Chat! Talk with a friend.

Have students work in pairs or small groups and discuss what the children in the pictures might be saying to each other. Elicit *This is my notebook*. *This is my pen*. Change pairs and repeat the activity.

#### 4 Page 17 Skills Book

This activity must be done in class (see **Page T 38**). Have students go to the Skills Book **Page 17**.

### Finish the Class

Have students do the cheer once more. First have the class say the cheer together. Then divide the class into two groups. One group says the first and third lines of the cheer and the other group says the second and fourth lines. Tell the groups to stand up when they say their lines. Do this several times and then switch roles.

# Lesson 3

**Lesson 3**

**Make**

1

Unit 3: School Time Matching Game

1. Make the School Time Matching Game cards. 2. Happy Chat Point and say.

18

Unit 3: School Time Matching Game

19

**Lesson 3**

**Play**

1

I have a [red book] !

1. Play the School Time Matching Game! Skills Book Pages 18-19.

24

## Lesson 3 Creative and Collaborative Activities

**Lesson Objective:** Practice unit language by creating a game and playing the game with others.

**Vocabulary Review:** crayon, pencil, eraser, pencil case, book, backpack, notebook, pen

**Grammar Review:** I have a pencil. I have an eraser.

**Materials:** school supplies, crayons, glue, scissors, envelopes or small plastic bags

**Standards:** 1.1.3; 2.2.1; 2.2.4

### Start the Class



Tell students to stand up at their desks. Show a school supply and have the class chorally identify the school supply. Then show the items in a different order. Repeat several times, showing the items faster and in a different order each time.

### Skills Book

#### 1 Make the School Time Matching Game cards.



Explain to students that they will make cards for a matching game. Ask students to explain what the word *match* means. Students may answer in the mother tongue. Elicit that it means to find pictures that look the same.

Tell students to turn to the Skills Book **Page 19** and then colour the cards. You may choose to have students glue the page on a sheet of coloured paper or card before cutting. Remind students to use the dotted line as a guide when they cut out the cards. Provide help as needed.

#### 2 Happy Chat! Point and say.



Place a set of cards from **Page 19** of the Skills Book on a table or desk, or attach them to the board. Point to a card and say the name of the object. Have students repeat it. Repeat the activity with the remaining cards. Reposition the cards. Point to a card and show it to students. Have a volunteer name the object. Tell the class to confirm the volunteer's answer. Repeat with the remaining cards.

Then tell students to display their cards on a desk or table. Have them work with a partner or small group. Tell them to take turns pointing to a card and identifying it for their partners or groups.

#### Try This!

Choose the *book* card. Show it to the class and say *book*. Have students find the same card in their piles and repeat the name. Then say *I have a book*. Have students repeat after you. Have students repeat the activity with a partner using the other cards in the pile.

#### Extra

### Student Book

#### 1 Play the School Time Matching Game!



Tell students to look at the photo on the Student Book **Page 24**. Have them explain what they think the children in the photo are doing. Elicit that they are playing a game with the school supplies cards. Review what matching means by showing pairs of cards that match and pairs that don't. Have the class say *match* or *don't match* as appropriate.

Demonstrate the game for students. Organise the class into pairs. Each student in the pair will have his or her own set of cards. Have each student in the pair hold eight cards in his or her hands so the partner cannot see them. Explain that one student will choose a card from the other student's hand and match the card with one of his or her cards. Then the student will name the object on the cards, for example, *I have a backpack*. *I have an eraser*. Continue until all matches have been made. Repeat the game several times.

### Finish the Class



Tell each student in the group to choose a card from his or her pile without showing it to the rest of the class. Count to three and have students turn their cards around to show their groups. Explain that they will find *someone who has* the same card. Then have students make a statement about their pictures using the grammar structure *I have a pencil case / I have an eraser*. Collect students' cards and store them in envelopes or small plastic bags.

# Lesson 4

**Lesson 4**

**Round Up!**

1  




2  Page 21

1. Find and say Yes or No.

2. Skills Book Page 21.

25

**Lesson 4**

**Round Up!**

1  26 

1. ☐  ☒ 

2. ☒  ☐ 

3. ☐  ☒ 

4. ☐  ☒ 

2  27 



3   



1. Listen and check (✓).

2. Listen and circle.

3. Complete, colour and say.

21

 These activities must be done in class.

## Lesson 4 Listening and Review

**Lesson Objectives:** Practice unit language by responding appropriately to listening cues. Review language from Unit 3.

**Vocabulary Review:** crayon, pencil, eraser, pencil case, book, backpack, notebook, pen

**Grammar Review:** This is my pencil.

**Materials:** cards of school supplies, Audio Tracks 26 and 27, crayons, eight bags, eight different school supplies

**Standards:** 1.1.3; 2.2.3; 2.2.4

### Start the Class



Divide the class into small groups. Tell the groups to brainstorm aloud as many school supplies as they can remember from the unit. As each one is named, place the matching vocabulary card on the board. Once all objects have been named, point to each card and have students chorally recite the vocabulary words.

### Student Book

#### 1 Find and check (✓) or cross (X). Then say.



Have the class look at the images above the picture on Page 25 in the Student Book. Tell students to point to and name each object. Explain that they will look for the object in the big picture. If the object is in the picture, they will say Yes. If it is not in the picture, they will say No. Have students find the pen in the picture and point to it. Walk around to make sure each student has found the pen. Have students complete the activity individually and then compare answers with a partner. Point to the small images of the school supplies, have the class identify the objects, and say Yes for the items in the big picture and No for those that are not.

#### 2 Page 21 Skills Book

These Activities must be done in class. Have students go to the Skills Book Page 21.

### Skills Book

#### 1 26 Listen and check (✓).



Have the class look at the pictures in Activity 1 on Page 21. Point to each picture and have the class identify it. Tell students to point to the object they hear in the sentence. Play Track 26 (see the audio script on Page T 96). Tell students to use their crayons or pencils to draw a check in the appropriate box. Pause the track after each item to allow students time to answer. Play Track 26 again. Have students compare their answers with a partner. Play Track 26 and tell students to point to their answers.

#### 2 27 Listen and circle.



Tell the class to look at the pictures in the Skills Book Activity 2 on Page 21 in the Skills Book and name each item. Explain that they will hear a list of items that a child has and they will circle the group of school supplies they hear in the audio. Play Track 27 (see the audio script on Page T 96) and have students point to each object named in the audio. Then play Track 27 again and have students circle the correct group of objects. Tell students to compare their answers with a partner. Play Track 27 again. Ask students which school supplies they didn't hear in the audio. Elicit *backpack* and *notebook*.

#### 3 Complete, colour, and say.



Have each student colour the crayon in his or her favourite colour. Then have students talk about it, for example, *My crayon is red. My favourite colour is red.* Students may also ask *What colour is it?* for another student to answer *It's (red).*

#### Try This!

#### Extra

Choose three volunteers to stand at the board. Give one student a pencil, another a book, and the third a crayon. Have each volunteer say *This is my crayon* while holding up the object in his or her hand. After each volunteer speaks, have the rest of the class say Yes or No to indicate which volunteer is correct and which two are not. Repeat with new volunteers and new school supplies.

### Finish the Class



Play a game of Hot and Cold. Have students cover their eyes as you hide a pencil somewhere in the room. Be sure that it will not be very difficult for students to find it. Then have a volunteer look for the pencil. As the student gets closer to the location of the pencil, say *Hot! Hot!* and pretend like something is hot or burning. If the student is too far from the location of the pencil, pretend to be cold and say *Brrr! Cold!* Continue until the student has found the object. Then have the student say a sentence with the object, such as *This is my pencil* or *I have a pencil*. Have the guesser hide the object for the next round for another volunteer to find.

# Unit 4

## Unit Objectives

By the end of the unit, students can:

- Identify colours and express a preference.
- Ask and answer questions about colours.
- Describe objects.

## Student Book

### Vocabulary

**Colours:** red, orange, yellow, green, blue, purple, pink, brown

### Skills

**Listening:** Follow directions.  
Demonstrate understanding of an oral story.  
Listen and respond appropriately to listening cues.

**Speaking:** Ask and answer questions about colours.  
Describe an object.  
Retell a story.  
Express a preference.

### Grammar

What colour is it? It's blue.  
My pencil is blue. My favourite colour is blue.

### Creative and Collaborative Competencies

#### Colour Game

**Creativity:** Develop self-expression and innovation.

**Collaboration:** Use communication and problem-solving skills, take turns, and encourage a partner.



# Teacher Workshop

## Teaching with Technology

Find websites in which students can colour in a colouring page electronically and then print their creations. After they create their pictures, have students point to parts of their pictures and state all the colours they used.

Students can also make colour books using Internet photos or images they draw and paint electronically. Each page in the colour book shows a few objects of the same colour, such as blue sea, blue fish, or blue flowers. Have students share their books with a partner and display the books in the classroom.

## Teaching with Games

### Stepping Stones

**Materials:** six sets of eight large coloured paper circles (use eight different colours), eight small coloured paper squares (use eight different colours)

Secure six rows of coloured circles on the floor. Be sure each colour is placed once in each row. Vary the order from row to row. Divide the class into six groups. Have them line up behind one of the rows of circles. Place the coloured squares in a box or bag. Choose a square and call out the colour. The first person in each group will step on the matching circle in his or her row. Continue until someone reaches the end of the row.

You can play this game with other vocabulary words, but glue pictures of the words onto the circles. Have students step on the circle with the picture matching the word you called.

## Happy Teacher

Be fair, positive, and consistent with classroom management for all students. Have a system in place that rewards positive behaviour and disciplines poor behaviour. Be sure students feel that each day is a new day. Praise students who follow classroom rules and reinforce positive behaviour for others to see and learn from.

## Happy Class

Encourage students to compliment one another as they work on their assignments on a daily basis. Demonstrate various ways students can share praise and support for one another in the classroom, such as applauding after presentations, listening attentively when a classmate is speaking or presenting, and complimenting a classmate's work.



By Patricia Acosta

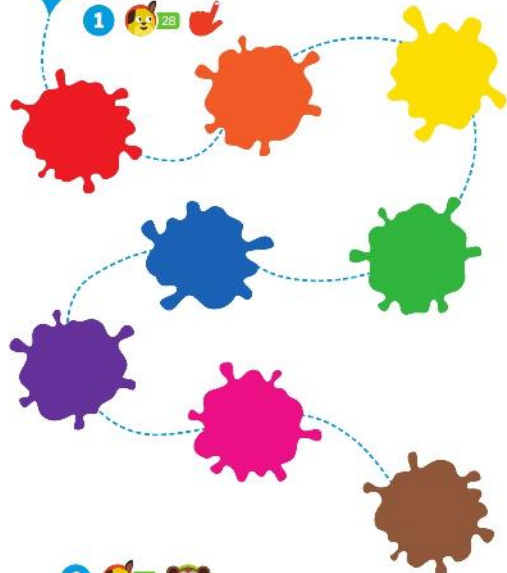
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# Lesson 1

**UNIT 4** Lesson 1

1  26 



2  29 

1. Listen and point. 2. Listen. Then echo.

26



3  30  



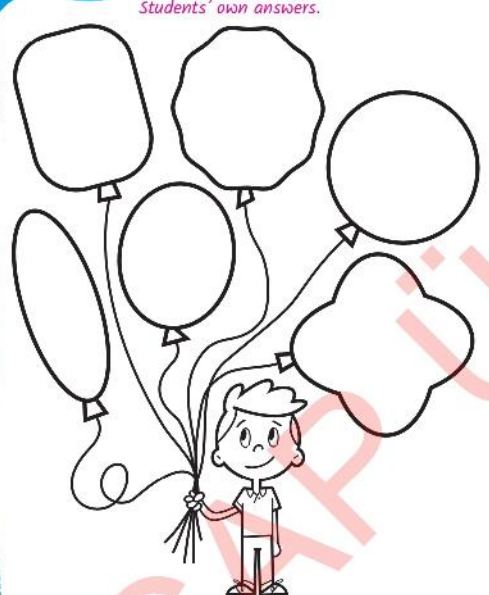
4  Page 22

3. Listen and sing. Then act it out. 4. Skills Book, Page 22.

27

**UNIT 4** Lesson 1  

*Students' own answers.*



Colour and say.

22

## Colour and say.

Have students use different-coloured crayons to colour each of the balloons. You may allow students to colour them as they wish or you may choose the colours so all students have the same coloured balloons. Then have students point to the first balloon and ask What colour is it? Students should answer It's (red). Model the correct response if necessary. Then have students work in pairs to ask and answer questions as they point to each balloon in a partner's book.



This may be completed for homework.

## Lesson 1 Vocabulary and Grammar

## Unit 4

**Lesson Objectives:** Identify colours. Ask and answer questions about colours.

**New Vocabulary:** red, orange, yellow, green, blue, purple, pink, brown

**New Grammar:** What colour is it? It's blue.

**Materials:** Audio Tracks 28–30, objects of different colours (at least two per colour), small paper bags, cards of colours, drawing paper

**Standards:** 1.1.2; 2.1.2; 2.2.2

### Start the Class

Have students name as many different colours as they can. Allow students to answer in the mother tongue if necessary. Then tell students to look at **Page 26**.

#### 1 28 Listen and point.

Remind students that they will hear some words and then they will point to a picture that represents the word. Remind the class to follow the dotted line path with their fingers as they listen. Play **Track 28** (see the audio script on **Page T 97**). Tell students to point to the correct picture without following the path. Play **Track 28** again.

#### 2 29 Listen. Then echo.

Tell the class to listen to the colour words and then echo them. Play **Track 29** (see the audio script on **Page T 97**). Play **Track 29** again for additional practice. Divide the class into two groups. Have one group say the words and the other group echo them. Then have the groups switch roles.

#### Try This!

Place objects of different colours in small paper bags. Put students into small groups. Distribute a bag to each group. Have students group the objects in the bag by colour, and count the objects of each colour. Then have groups share their findings with the class. Remind them to say the number and colour, for example, *three red pencils, two blue erasers*.

#### Extra

#### 3 30 Listen and sing. Then act it out.

Place the cards of colours on the board. Point to the blue card and say *It's blue*. Have students repeat. Do this with the remaining colours.

Play **Track 30** ("The Colour Game"; see the audio script on **Page T 97**) and have students listen to the song. Place the cards on the board and point to the different colours as they are mentioned in the song. Then show a red object to your students and ask *What colour is it?* Point to the red card from the board and say *It's red*. Repeat with a blue object and the blue card and say *It's blue*. Play **Track 30** again and tell students to sing along. Finally, play **Track 30** again and have students hold up the matching crayons when they hear each colour mentioned.

Once students are familiar with the song and the lyrics, substitute other colours for the words *red* and *blue*. Use the colour wheel in the photo to help students point to and elicit the answers. Have students stand up and point to an object while asking the question *What colour is it?* Then choose volunteers to answer using *It's (orange)*.

### Finish the Class

Tell students to choose one of their crayons and draw a picture using only that colour. Have students ask one another questions about their drawings. Encourage students to use the language from the unit: *What colour is it? It's (blue)*.

#### 4 Page 22 Skills Book

This activity may be completed for homework (see **Page T 46**).

# Lesson 2

**Lesson 2**

**Nate and Kate**

1. Listen and look.

28

2. Grammar Cheer! Listen and cheer.

3. Happy Chart! Talk with a friend.

4. Skills Book Page 23.

29

**Lesson 2**

33. Listen and colour.

Listen and colour.

23

33. Listen and colour.

Have students point to and identify the school supplies in the activity. Tell them to point to the object when they hear it in the audio. Then play **Track 33** (see the audio script on **Page T 97**). Play the first sentence of **Track 33** again. Pause the audio and have students colour the pencil yellow. Continue with the remaining sentences. Pause the audio to give students time to colour. Have students say the sentences that correspond to each image to check answers. Elicit, for example, *My pencil is yellow*. Tell students to colour the pencil case with their favourite colours. Then have them describe it by saying *My pencil case is (red)*. *My favourite colour is (red)*.

This activity must be done in class.

## Lesson 2 Vocabulary and Grammar in Context

**Lesson Objectives:** Demonstrate understanding of an oral story. Retell a story. Express a preference.

**Vocabulary Review:** red, orange, yellow, green, blue, purple, pink, brown

**New Grammar:** My pencil is blue. My favourite colour is blue.

**Materials:** Audio Tracks 31–33; cards of colours; drawing paper and crayons

**Standards:** 1.1.3; 2.1.3; 2.1.4; 2.2.2

### Start the Class

Have students look at the pictures on **Page 28** and identify the characters in each frame, as well as any objects that they can name. Hold up a yellow pencil from your desk and say *It's yellow. My pencil is yellow.* Have students repeat. Continue using objects of different colours, for example, *It's green. My pencil case is green.*

#### 1 31 Listen and look.

Tell students to point to the pictures as they listen to the comic strip. Then play **Track 31** (see the audio script on **Page T 97**). Play **Track 31** again and point to different objects as the words are mentioned in the story, such as *backpack, notebook, or pencil.*

Tell the class they will hear the comic strip again and will say what Nate and Kate say. Play **Track 31**. Pause the audio to allow students time to say the line. You may also choose to read the audio script on **Page T 97** and then have students echo you.

Have students work in pairs to point to the pictures and describe what the children in the comic strip are saying. Assign each pair a frame from the comic strip and tell them to practice acting out the frame. Have volunteer pairs act out their comic strip frames for the class.

**Try This!**

Place students in pairs. Have students look through their desks or backpacks for objects of different colours. Explain that one partner will ask *What colour is it?* The other student will identify the object and describe it: *My (pencil) is (red).* Have students switch roles and repeat several times.

**Extra**

#### 2 32 Grammar Cheer! Listen and cheer.

Show the cards of colours to the class and have them identify the colour. Then show them the card for green and say *Yay! My favourite colour is green!* Allow students to choose their favourite colours and repeat the phrase.

Tell students to point to the orange shape as they listen to the audio. Play **Track 32** (see the audio script on **Page T 97**). Tell students to say the cheer as they hold up their own orange crayons. Play **Track 32** again. Have students repeat the cheer at least twice for additional pronunciation practice. Substitute other colours in the cheer.

#### 3 Happy Chat! Talk with a friend.

Elicit what the children are saying: *My favourite colour is yellow. My favourite colour is green.* Have the class repeat the sentences. Then have students discuss their favourite colours with a partner. Walk around the classroom to monitor comprehension and pronunciation. Provide help as needed.

#### 4 Page 23 Skills Book

This activity must be done in class (see **Page T 48**). Have students open the Skills Book **Page 23**.

### Finish the Class

Divide the class into four groups. Assign each group a colour other than orange. Have each group come up with a cheer using their colour. Then have groups present their new cheers to the rest of the class while holding up the crayon or another object of the same colour.

# Lesson 3

## Make

1

2

1. Make the Colour Game card.

2. Happy Chant Play and say.

24

Unit 4: Colour Game

A 3x3 grid of shapes for a coloring game. The grid contains eight identical white shapes with a wavy, irregular border, and one solid grey square in the center. The shapes are arranged in a 3x3 grid, with the center square being grey. A dashed line surrounds the grid, and a pair of scissors icon is at the bottom right corner of the dashed line.

25

# Lesson 3

## Play



A boy and a girl are sitting at a small wooden table, playing a coloring game. The boy, on the left, is wearing an orange long-sleeved shirt with 'ROCK!' written on it and blue shorts. He is holding a small black object (possibly a marker or a toy) up in the air with his right hand. A speech bubble next to him says 'Yes!'. The girl, on the right, is wearing a blue long-sleeved shirt and red pants. She is holding a yellow marker and coloring a picture on a piece of paper. On the table are several other pieces of paper with colorful patterns. In the background, there is a string of colorful triangular flags hanging from the ceiling.

1

Yes!

1. Play Colour Game! Skills Book Pages 24–25.

30

## Lesson 3 Creative and Collaborative Activities

**Lesson Objective:** Practice unit language by creating a game and playing the game with others.

**Vocabulary Review:** red, orange, yellow, green, blue, purple, pink, brown

**Grammar Review:** What colour is it? It's blue.

**Materials:** crayons, coloured paper, scissors, eight large squares of coloured paper, strips of paper with nine squares

**Standards:** 1.1.1; 2.1.4; 2.2.2; 2.2.4

### Start the Class



Have the class look at the picture in the Skills Book Activity 1 on **Page 24**. Ask students to guess what they think the activity is about. Elicit *making a game*. Have students count the number of boxes on the Colour Game board and identify the colours that are already on the board. Ask students if they have ever played Colour Game before. Have them explain how to play. Allow students to answer in the mother tongue if necessary.

### Skills Book

#### 1 Make the Colour Game card.



Have students go to the Skills Book **Page 25**. Help students cut out the game boards. Tell them to colour the squares on their boards using the eight colours from the unit in any order they choose. Distribute coloured paper and tell students to cut it into nine squares. Help students with folding the paper and cutting the nine squares. These squares will be used as game pieces for the game in the Student Book Activity 1 on **Page 30**.

#### 2 Happy Chat!

##### Point and say.

Place students in pairs or small groups. Have students show their Colour Game cards to the group. Explain that they will point to each of the squares and ask each other questions about the colours, such as *What colour is it?* and answer with *It's (pink)*. Review *My favourite colour is (blue)*. Remind the class to tell their groups about their favourite colours.



### Student Book

#### 1 Play the Colour Game!



Have students look at the photo on the Student Book **Page 30** and say what they think the children are doing. Elicit that they are playing Colour Game.

Have students place three of their game pieces in the top row on the board. Then shout *Yes!* and have students repeat. Do this again, forming different winning combinations horizontally, vertically, and diagonally. Continue until students understand they need to cover three squares in a row to win the game.

Before class, create multiple sets of eight cards for calling the colours. Play the game as an entire class first. Shuffle the eight index cards you created. Use these to call out colours to students. Place the cards face down on a desk and turn over the first card, or place the cards in a bag and randomly choose one at a time. Show it to the class and ask *What colour is it?* Have them answer with *It's (blue)*. Explain to the class that as each colour is called out, they will place one of their game pieces on the colour on their cards. Repeat until a student has covered three squares in a row diagonally, vertically, or horizontally and yells *Yes!* Play the game several times. You may also choose to have the winner of the game call the colours for the next game.

### Finish the Class



Divide students into groups to play on their own. Distribute a set of colour cards to each group. Explain that one person will call the colours until there is a winner. The winner will call the next round.

#### Try This!

#### Extra

Create a human colour wheel. Cut out eight large coloured squares that match the eight colours from the unit. Pass out the eight squares to eight students. Call a colour and have the student holding that card come to the board. Place students in a circle to form a human colour wheel. Then say the name of one of the students in the human colour wheel and ask *What colour is it?* Have the class answer *It's (green)*. Repeat with other volunteers.

# Lesson 4

**Lesson 4**

**Round Up!**

1  



2  Page 27

1. Point and say.

2. Skills Book Page 27.

31

**Lesson 4**

**Round Up!**

1  

1.  2. 

3.  4. 

2  

1. ☐  ☒ 

2. ☒  ☐ 

3. ☒  ☐ 

4. ☐  ☒ 

1. Listen and colour.

2. Listen and check [✓].

27

 These activities must be done in class.

## Lesson 4 Listening and Review

**Lesson Objectives:** Practice unit language by responding appropriately to listening cues. Review language from Unit 4.

**Vocabulary Review:** red, orange, yellow, green, blue, purple, pink, brown

**Grammar Review:** What colour is it? It's blue. My pencil is blue. My favourite colour is blue.

**Materials:** Audio Tracks 34 and 35, cards of colours and school supplies, crayons, magazines and newspapers to cut, glue, scissors, photo of a rainbow

**Standards:** 1.1.2; 2.1.4; 2.2.3; 2.2.4

### Start the Class



Show students a photograph of a rainbow. Have them identify the colours in the rainbow. Ask them if they have ever seen one. Allow students to share their experiences and observations in the mother tongue. Explain to students that a rainbow is made when sunlight shines through raindrops and shows the colour.

### Student Book

#### 1 Point and say.



Have students point to each stripe/line on the rainbow and say the colour. Model a response by pointing to the bottom line and saying *red*. Then repeat and say *It's red*. Ask students *What colour is it?* and elicit the response *It's red*. Repeat with the remaining colours. Then call out one colour at a time and have students point to it on the rainbow. Then vary the order you say the colours to provide more of a challenge.

**Try This!**

**Extra**

Tell students to choose a favourite school supply from their desks or backpacks. Have students work in pairs to discuss their school supplies. Demonstrate first, using the question *What colour is your (pencil)? It's (green)*. *My favourite (pencil) is (green)*. Then have pairs present their dialogues to the class.

the correct crayon. Tell the class they will listen to the audio again and this time they will colour the school supply the colour they hear on the audio. Play **Track 34**. Pause the audio to allow students time to colour the objects. Have students compare their answers with a partner. Review answers by pointing to an object and asking *What colour is it?* Have the class chorally answer in a sentence: *It's (blue)*.

#### 2 Listen and check (✓).



Have the class look at the illustrations in the Skills Book Activity 2 on **Page 27**. Have students name the school supplies shown in each numbered item. Then point to each object and ask *What colour is it?* and have students respond.

Tell students that they will hear some children talk about their school supplies. Explain that they will place a check next to the picture of the object they hear. Have students practice making a check in the air using their fingers. Play **Track 35** (see the audio script on **Page T 97**) and have students point to the correct picture for the first sentence (*the blue pencil*). Pause the audio and check for understanding. Play the rest of **Track 35**. Have students point to the picture that corresponds with each sentence. Tell the class to use a crayon or pencil to check the box next to the correct school supply. Have students compare their answers with a partner. Play **Track 35** again and have students point to their answers.

### Finish the Class



Distribute magazines and newspapers to groups of students. Tell them to cut out pictures of things in their favourite colours and glue them on a sheet of paper to create a collage. Have students present their collages to the class. Model what students will say, *My favourite colour is orange*. Point to objects and say *It's orange*.

### Skills Book

#### 1 Listen and colour.



Display cards of colours and quickly review the colour words with the class. As you review the colours, be sure to use the question *What colour is it?* Elicit answers in full sentences: *It's (green)*.

Have the class place their fingers next to the pen in the Skills Book Activity 1 on **Page 27**. Play **Track 34** (see the audio script on **Page T 97**) and have students listen. Tell them to choose and hold up the correct crayon to colour the first item. Repeat with the remaining items. Pause the audio to allow students time to choose

# Unit 5

## Unit Objectives

By the end of the unit, students can:

- Identify clothes.
- Count and describe their clothes.

## Student Book

### Vocabulary

**Clothes:** shirt, jacket, pants, skirt, shoes, sneakers, T-shirt, cap

### Skills

**Listening:** Follow directions.  
Listen and respond appropriately to listening cues.  
Demonstrate understanding of an oral story.

**Speaking:**  
Identify, describe, and count clothes.  
Retell a story.

### Grammar

My shirt is yellow. My shoes are pink.  
I have two red shirts.

### Creative and Collaborative Competencies

#### Suitcase Game

**Creativity:** Develop self-expression and innovation.

**Collaboration:** Use communication and problem-solving skills, take turns, and encourage a partner.



# Teacher Workshop

## Teaching with Games

### Go Shopping

**Materials:** index cards with pictures of different articles of clothing in different colours and quantities

Make sets of cards using different colours and quantities of clothes. Be sure each card has a matching card to make a pair. Shuffle all the cards. Give five cards to each student in a small group. Place the rest of the cards in the center face down. Tell students to hold their cards so no one else can see them. The goal is to match all of the cards in their hands. Player A says to another player *I have five red shirts*. If the other player has the card, he or she says *I have five red shirts, too!* and gives away the card. If the other player doesn't have the card, he or she says *Go shopping!* Player A takes a card from the center pile. The first person to get rid of all of his or her cards is the winner.



By Angela Padrón

## Happy Teacher


Sometimes grouping students based on their academic needs can help you manage your class time. You can provide more help to struggling students if they are grouped together. But this should not be the only way you group students. Sometimes pairing up more advanced students with slower learners can be helpful. Try grouping students to include a mix of high-, middle-, and low-level learners for some tasks.

## Happy Class

Encourage students to complete neat, accurate work by discussing the importance of taking pride in their work. Show students examples of messy work and neat work. Ask which one they would prefer to put their names on and why. Have weekly check-ins with students. Encourage students who need to make more of an effort in their work, suggest ways to help students improve, and praise the ones doing well.

# Lesson 1

**UNIT 5** Lesson 1



1  36 




2  37 

1. Listen and point.      2. Listen. Then echo.

**32**



3  38  



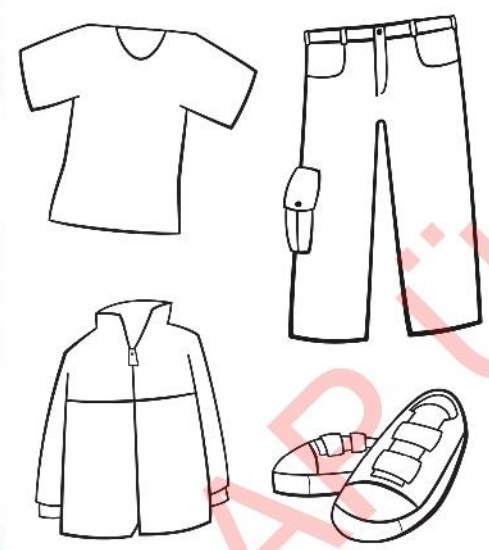
4  Page 28

3. Listen and sing. Then act it out.      4. Skills Book, Page 28.

**33**

**UNIT 5** Lesson 1  

*Students' own answers.*



Colour and say.

**28**

## Colour and say.

Have students identify the articles of clothing. Tell students to choose four different colours for the clothes and colour them. Finally, have students describe the clothes to a partner. Remind them to use the sentence structure *My pants are yellow. My jacket is green.*



This may be completed for homework.

## Lesson 1 Vocabulary and Grammar

## Unit 5

**Lesson Objective:** Identify and describe clothes.

**New Vocabulary:** shirt, jacket, pants, skirt, shoes, sneakers

**New Grammar:** My shirt is yellow. My shoes are pink.

**Materials:** Audio Tracks 36–38, cards of numbers, colours, and clothes, crayons or pencils

**Standards:** 1.1.2; 2.1.1; 2.1.2; 2.2.1

### Start the Class



Review colours from Unit 4 with students. Draw or find an image of a person dressed in a red shirt, blue pants, and brown shoes. Point to the shirt in the image and say *Shirt. Red shirt*. Have students repeat after you. Then repeat with the pants and shoes: *Pants. Blue pants. Shoes. Brown shoes*. Continue until students can identify *shirt, pants, and shoes*.

#### 1 36 Listen and point.



Tell students that they will listen to some new words and point to the pictures as they hear the words. Remind students to trace the path with their fingers as they listen to the words. Play **Track 36** (see the audio script on **Page T 98**). Next tell students to point to each picture in their books as they listen again, but this time without tracing the path. Play **Track 36** again.

#### Try This!

#### Extra

Place cards of clothes in random order on the board. Tell the class that you will say a word. A volunteer will go to the board and choose the picture that matches the word. Repeat several times to review all the words. Be sure all students participate.

#### 2 37 Listen. Then echo.



Tell the class that they will hear the new words again and they will echo them. Play **Track 37** (see the audio script on **Page T 98**). Play **Track 37** again for additional pronunciation practice. Next call out an article of clothing and have students point to the correct picture in the book and repeat it. Say them slowly in order at first. Then say the words faster and faster. Change the order in which you say them each time.

#### 3 38 Listen and sing. Then act it out.



Point to your shirt and tell students the colour. Say *My shirt is (pink)*. Have students repeat. Continue with other articles of clothing until students show understanding of the new grammatical structure.

Play **Track 38** ("Colourful Clothes"; see the audio script on **Page T 98**) several times until students become familiar with the song. Sing the song and encourage students to join in when they feel confident they know all or part of the words. Then tell the class to sing along. Play **Track 38**. Tell students to point to their own clothes and hold up a crayon in the correct colour as they sing the clothes and colour words in the song. Play **Track 38** again.

### Finish the Class



Distribute drawing paper to students. Have them draw and colour a picture of themselves in their favourite clothes. Then have them work with a partner or in small groups to point to and describe each article of clothing in their drawings, for example, *My shirt is yellow*.

#### 4 Page 28 Skills Book



This activity may be completed for homework (see **Page T 56**).

# Lesson 2

**Lesson 2**

**Nate and Kate**

1. Listen and look.

2. Grammar: Cheer! Listen and cheer.

3. Happy Chat: Talk with a friend.

4. Skills Book: Page 29.

34

2. Listen and look.

3. Listen and look.

4. Skills Book: Page 29.

35

**Lesson 2**

1. Listen and colour.

2. Listen and colour.

3. Listen and colour.

4. Listen and colour.

5. Listen and colour.

29

**41 Listen and colour.**

Explain to the class that they will hear people talk about their clothes. Tell students that they will colour the pictures based on what they hear. Play **Track 41** (see the audio script on **Page T 98**). Pause the audio after the first item. Have students say the number and colour they heard. Elicit *one* and *red*. Have students colour one cap red. Play the rest of the audio. Pause the audio to allow students time to colour. Play **Track 41** again for students to confirm their answers. Then have the class chorally say the sentences.

This activity must be done in class.

## Lesson 2 Vocabulary and Grammar in Context

**Lesson Objectives:** Demonstrate understanding of an oral story. Retell a story.

**New Vocabulary:** T-shirt, cap

**Vocabulary Review:** shirt, jacket, pants, skirt, shoes, sneakers

**New Grammar:** I have two red shirts.

**Materials:** Audio Tracks 39–41, cards of clothes, colours, and feelings; multiple images of articles of clothing, index cards, crayons

**Standards:** 1.1.2; 2.1.4; 2.2.3

### Start the Class



Show cards of colours, clothes, and feelings and repeat the words with students. Have students look at the pictures on **Page 34** and predict what the story is about. Say *camping*. Ask students in the mother tongue what they know about camping and if they have ever been camping. Encourage students to share their experiences.

#### 1 39 Listen and look.



Point to the characters and tell students to identify them by name. Then have students identify any objects that they can name. Have students focus on the colours and clothes that they see and describe them.

Remind students to listen to the comic strip and point to the pictures as they hear that part of the comic strip. Play **Track 39** (see the audio script on **Page T 98**).

Have students point to the characters as they hear them talking. Play **Track 39** again.

Tell the class to repeat what the children say.

Play **Track 39** or read the audio script on **Page T 98**.

Be sure to pause the audio to allow students time to say the lines.

Divide the class into four groups. Assign a frame from the comic strip to each group and a role to each student in the group. Tell them to practice saying their parts of the comic strip. Walk among the groups and provide help as needed. Have the groups present their frames in the order of the comic strip.

#### 2 40 Grammar Cheer! Listen and cheer.



Show students a card of a *skirt*. Hold up one finger and a purple crayon as you say *I have one purple skirt*. Have students repeat. Show a card of *shoes*. Hold up two fingers and a red crayon as you say *I have two red shoes*. Repeat a few times to be sure students understand the difference between singular and plural nouns. Focus on the -s at the end of *shoes*, *sneakers*, and *pants*.

Remind students to look at the pictures as they listen to the cheer.

Play **Track 40** (see the audio script on **Page T 98**). Then tell students that they will do the cheer with the audio. Play **Track 40** again. Play **Track 40** once more for additional practice. Then have students cheer without the audio. Finally, divide the class into two groups. One group says the first line of the cheer; the other group says the second line. Be sure to say the lines with each group at first. Do the cheer a few times. Then switch roles.

#### 3 Happy Chat! Talk with a friend.



Ask the class what the children in the pictures are saying to each other. Elicit *I have a red jacket*. *I have two red sneakers*. Have students act out the dialogue with a partner. Then have students talk about their clothes.

#### Try This!

Put students in pairs and have them repeat the cheer from Activity 1 using the colour and type of clothes they are wearing. Have pairs present their cheers to the rest of the class.

Extra

#### 4 Page 29 Skills Book



This activity must be done in class (see **Page T 58**). Have students go to the Skills Book **Page 29**.

### Finish the Class



Create index cards with the numbers 1 to 10, colours, and clothes. Shuffle each set of cards and place them in three separate piles on a desk. Have students choose a card from each pile and use the three cards to create a sentence. For example, for 3, *green*, and *cap*, they will say *I have three green caps*. If necessary, reuse the cards so each student can make a sentence.

# Lesson 3

## Lesson 3

### Make

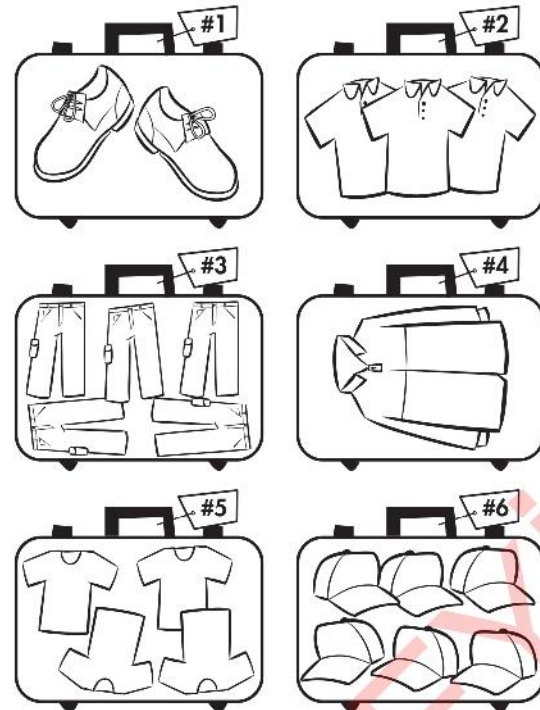


1. Make the Suitcase Game board.

2. Happy Chat Point and say.

30

Unit 5: Suitcase Game



31

## Lesson 3

### Play



1. Play the Suitcase Game! Skills Book Pages 30-31.

36

## Lesson 3 Creative and Collaborative Activities

**Lesson Objective:** Practice unit language by creating a game and playing the game with others.

**Vocabulary Review:** numbers 1–6, colours, shoes, shirt, pants, jacket, T-shirt, cap

**Grammar Review:** I have two blue shirts. My shirt is yellow. My shoes are pink

**Materials:** drawing paper; cards for colours, numbers, and clothes; a box; glue; dice, crayons

**Standards:** 1.1.3; 2.1.4; 2.2.2; 2.2.4

### Start the Class



Draw outlines of two T-shirts on a sheet of drawing paper. Colour one of them in a messy way, and colour the other one neatly. Ask students which picture is coloured correctly. Discuss the importance of doing neat work and not rushing through their work. Then have students draw a circle on a sheet of paper and have them practice colouring in the lines.

### Skills Book

#### 1 Make the Suitcase Game board.



Tell the class to look at the pictures in the Skills Book Activity 1 on **Page 30**. Point to a suitcase and have the class identify and count the number of articles of clothing in the suitcase. Repeat with the remaining suitcases. Have students go to the Skills Book **Page 31**. Explain to students that they will colour the clothes in the suitcases. They can choose the colours they want to use but all the clothing items in a suitcase must be the same colour.

#### 2 Happy Chat! Point and say.



Put students in pairs. Explain that the first student points to a suitcase on his or her board and says the number of items in it. The second student says what clothes are in that suitcase. Tell the pairs to think of a sentence for their chosen suitcases, such as *I have two orange shoes*. Model the activity for students first and have the class repeat your actions and words before allowing pairs to work. Tell the class to complete the activity with the remaining suitcases.

#### Try This!

#### Extra

Place a number card, a colour card, and a clothes card in an empty box before closing it. Count to three, open the box and take out the cards to show students. Have a volunteer provide a sentence using the cards, such as *I have one pink jacket*. Then have that volunteer choose the next set of cards to put in the "suitcase" and have another volunteer make the next sentence. Repeat several times.

### Student Book

#### 1 Play the Suitcase Game!



Tell students to look at the photo in the Student Book **Page 36**. Have them explain what they think the children are doing. Elicit that they are playing a game. Ask students to guess what the children in the photo may be saying to each other.

Then show students a die and have the class count the dots on each side of the cube. Distribute dice to pairs or small groups of students. Have them practice rolling a die and counting the dots on each side.

All students in the group should place their own game boards in front of them. Have students take turns rolling a die and matching the number on the die with the suitcase with the same number. Explain that they will say what clothes they have in that suitcase. For example, if they roll a three they will point to suitcase number three and say *I have five (green) pants*. Change the groups and have students play the game again.

### Finish the Class



Distribute drawing paper to students. Tell them they are going on vacation and need to pack a suitcase with their clothes. Tell students to draw a suitcase and fill it with clothes to bring on the trip and colour their pictures. Encourage them to use the grammar and vocabulary from the unit, for example, *I have one shirt. My shirt is blue*. Put students in pairs or small groups to share and describe their drawings. Students can also review other vocabulary and grammar by stating what their favourite coloured clothes are, such as *My favourite colour is purple. I have two purple shoes*. You may choose to have volunteers share their drawings with the class.

# Lesson 4

**Lesson 4** **Round Up!**

1  



2  Page 33

1. Find and say. 2. Skills Book Page 33.

37

**Lesson 4** **Round Up!**

1  42 

1. ☒  ☐ 

2. ☒  ☐ 

3. ☐  ☒ 

4. ☐  ☒ 

2  43 



1. Listen and check (✓). 2. Listen and circle.

33

 These activities must be done in class.

## Lesson 4 Listening and Review

**Lesson Objectives:** Practice unit language by responding appropriately to listening cues. Review language from Unit 5.

**Vocabulary Review:** shirt, jacket, pants, skirt, shoes, sneakers, T-shirt, cap

**Grammar Review:** My shirt is yellow. My shoes are pink. I have two red shirts.

**Materials:** Audio Tracks 42 and 43, cards of clothes, drawing paper, crayons

**Standards:** 1.1.3; 2.2.1; 2.2.4

### Start the Class



Place the cards of colours around the room. Call out a colour. Have students wearing anything in that colour run and stand next to the card of that colour. Tell students to choose only one colour for now. Then have students count how many students are in each group and describe their clothes in that colour. Repeat and allow students wearing more than one colour to switch groups.

### Student Book

#### 1 Find and say.



Have the class identify the articles of clothing above the big picture. Explain to the class that they will find these articles of clothing in the big picture. Tell students to find the red jacket in the picture and point to it. Walk around to be sure each student has found the jacket. Tell students to complete the activity individually. Walk around the classroom and provide help as needed. Then have volunteers point to one of the articles of clothing and identify it, using a sentence such as *The jacket is red. I have a red jacket.*

### Skills Book

#### 1 Listen and check (✓).



Have the class look at the pictures in the Skills Book Activity 1 on Page 33. Point to the pictures in the first row and have the class identify the colours and the clothes. Repeat with the other pictures in each row. You may also choose to say a colour or article of clothing and have students point to the correct picture, such as *Point to the brown shoes. Point to the cap.*

Display two clothes flashcards, such as *jacket* and *skirt*, on the board. Draw a small check box next to each picture. Say the word *jacket*. Ask students which box you need to check. Elicit the box next to the picture of the jacket. Then draw a check in that box. Tell students that they will do this in the next activity.

Have the class place their fingers next to the Skills Book Activity 1 on Page 33. Tell students to point to the picture that shows what they hear. Play Track 42 (see the audio script on Page T 98). Then tell students to use their crayons or pencils to draw a check in the correct box.

Play Track 42 again. Then have volunteers say the answers aloud. Play Track 42 one more time for students to confirm their answers.

#### 2 Listen and circle.



Have the class look at the children in the Skills Book Activity 2 on Page 33. Have volunteers point to and describe the children's clothes in the picture. Tell students that they will hear one of those children in the picture talk about his or her clothes. Play Track 43 (see the audio script on Page T 98) and have students point to the correct picture. Finally, play Track 43 once more and have students circle the correct picture. Have the class point to their answers. Tell students to point to the clothing items as they hear them. Play Track 43 again for students to confirm their answers.

#### Try This!

#### Extra

Have two volunteers stand at the board. Think of a sentence that describes what one of them is wearing. Then tell both volunteers the sentence and have them repeat it aloud. Tell the class to identify the student who is correctly describing his or her clothes. Repeat with additional volunteers.

### Finish the Class



Put students in groups and give each student a sheet of drawing paper. Assign each member of the group a different coloured clothing item to draw on their papers. Include at least two tops (*T-shirt, shirt, or jacket*), two bottoms (*skirt or pants*), *shoes* and *sneakers*, and two different caps. After students have drawn their individual pictures, have them work together to create as many different clothing combinations as they can. Tell them to use one top, one bottom, one pair of shoes or sneakers, and one cap. Then have students work together to come up with a sentence to describe each clothing combination. For a challenge, tell students they have two minutes to create as many different combinations as they can.

# Unit 6

## Unit Objectives

By the end of the unit, students can:

- Identify parts of the face and body.
- Describe personal characteristics.

## Student Book

### Vocabulary

**Parts of the Body:** eye, ear, mouth, nose, teeth, head, hand, finger, leg

### Skills

**Listening:** Follow directions.  
Listen and respond appropriately to listening cues.  
Demonstrate understanding of an oral story.

**Speaking:** Identify and describe personal characteristics.  
Retell a story.

### Grammar

This is my head. These are my ears.  
I have two hands.

### Creative and Collaborative Competencies

#### Crazy Creature Game

**Creativity:** Develop self-expression and innovation.

**Collaboration:** Use communication and problem-solving skills, take turns, and encourage a partner.



# Teacher Workshop

## Teaching with Technology

Technology can help students develop their creativity. Use online games in which students can create their own characters or self-portraits by choosing different facial and body features. Students can also create their own figures using a word processing or design program that has them use shapes and lines to build a character. Print out their creations. Have students present them to the class by identifying the parts of their figures' faces and bodies.

## Teaching with Games

### Simon Says

Have students stand up. Say *Simon says* followed by specific directions, such as *touch your nose*. All students must follow the directions and do the action until they hear the next one. If you say directions without saying *Simon says* first, students must not follow them. If they do, they must sit down and they are out of the game. The last student standing is the winner. This game can be used in other units using additional vocabulary in the directions, such as *Simon says touch a blue shirt*. *Simon says count to five*.

## Happy Teacher

Have a routine in place for students for entering and exiting the classroom. Show students where to place their backpacks and supplies and be sure students always place them in the correct locations before they sit down. When it's time for students to line up, assign each student a number and have them stand in order. The next day, have the line leader from the day before go to the end of the line so the next student has a chance to lead the line.

## Happy Class

Create an environment in which students feel comfortable and are not embarrassed to ask questions. Encourage students to ask you questions when they are not sure about an assignment or directions. Let students know that they asked a good question. Say *Good question!* Remind students that asking questions can help everyone learn.


By Patricia Acosta

T 65



# Lesson 1

**UNIT 6 Lesson 1**


1   




2   

1. Listen and point. 2. Listen. Then echo.

38




3   



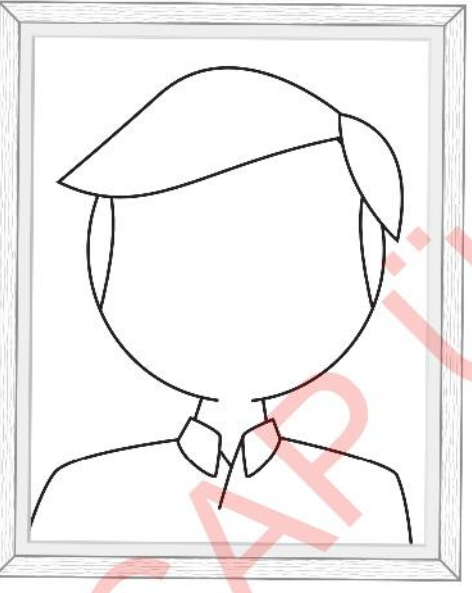
4  Page 34

3. Listen and sing. Then act it out. 4. Skills Book, Page 34.

39

**UNIT 6 Lesson 1**   

*Students' own answers.*



Complete, colour, and say.

34

## Complete, colour, and say.

Tell students to **use** crayons or coloured pencils to **draw** and colour a face. Have students share their drawings with a partner. Tell them to point to different parts of the face and use the grammar structures *This is my (nose). These are my (teeth).* Have volunteers share their drawings with the class. Encourage students to introduce themselves, say their ages, and then identify the parts of the face on their pictures.



This may be completed for homework.

## Lesson 1 Vocabulary and Grammar

## Unit 6

**Lesson Objectives:** Identify parts of the face and head. Use *this* and *these* to identify parts of the body.

**New Vocabulary:** eye, ear, mouth, nose, teeth, head

**New Grammar:** This is my head. These are my eyes.

**Materials:** Audio Tracks 44–46, crayons or coloured paper

**Standards:** 1.1.2; 2.1.1; 2.1.3; 2.2.1

### Start the Class

Have students look at **Page 38** and predict what the lesson is about. Have students name as many facial features as they can. Allow students to use the mother tongue if necessary.

#### 1 44 Listen and point.

Play **Track 44** (see the audio script on **Page T 99**) as you point to each facial feature. Tell students you will play the audio again and they will point to each facial feature as they hear it. Remind them to follow the dotted path with their fingers. Play **Track 44** again. Then call out one of the features in random order and have students point to the correct part of the face: *Point to the eye. Point to the nose.*

#### 2 45 Listen. Then echo.

Tell students they will hear the words again and echo them. Remind them to point to the picture as they echo. Play **Track 45** (see the audio script on **Page T 99**). Play the audio several times to give students additional pronunciation practice. Lastly, point to one of the facial features and have the class chorally identify it.

#### Try This!

Tell students to work in pairs to identify each other's facial features. One student will point to a feature on his or her face, while the other says the correct vocabulary word. Have students switch roles. Repeat the activity until students are able to name all the features correctly and quickly.

#### Extra

#### 3 46 Listen and sing. Then act it out.

Point to your eye and have students identify it. Say *This is my eye*. Have students point to one of their eyes and repeat *This is my eye*. Then point to both your eyes and say *One eye, two eyes. These are my eyes*. Have students repeat your actions and words. Repeat with *ear* and *ears* as well as *tooth* and *teeth* until students understand how to form the plural of the facial features.

Tell students to point to each of the facial features as they hear them in the song called "This Is Me!" Play **Track 46** (see the audio script on **Page T 99**). Play the audio several times. Act out the sound words for students to see. Sniff your nose when you hear *Sniff!*, chomp your teeth when you hear *Chomp!* Tap your head with your finger, blink your eyes, cup your ear to listen, and shout *Hooray!* Tell the class to say what you say and do what you do. Say the sound words and do the actions again with the class. Play **Track 46** again. Have students sing and act out the song. You may choose to have the class sing and act out the song again for more practice.

### Finish the Class

Point to a feature on your face, such as your mouth. Ask students to tell you which sentence is correct to identify your mouth. Hold up one finger and say *This is my mouth*. Hold up two fingers and say *These are my mouths*. Tell students to hold up their fingers to show their votes: one finger for sentence one and two fingers for sentence two. Repeat with other sentences about other facial features.

Divide the class into pairs. Have students take turns pointing to parts of their faces for their partners to say a sentence about them.

#### 4 Page 34 Skills Book

This activity may be completed for homework (see **Page T 66**).

# Lesson 2

## Lesson 2

### Nate and Kate

1



2



3



4



1. Listen and look.

40

2



3



4

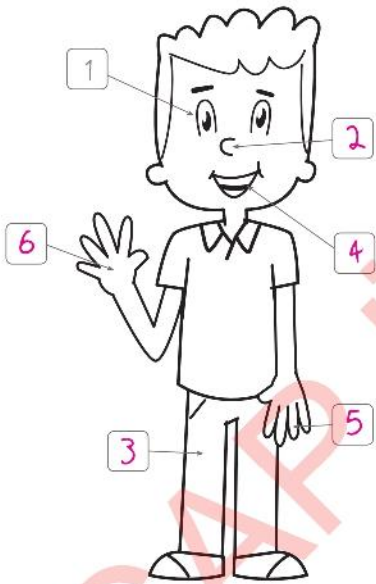




2. Grammar Cheer! Listen and cheer. 3. Happy Chant! Talk with a friend. 4. Skills Book Page 35.

41

## Lesson 2



1. Listen and number.

35

## 49 Listen and number.

Point out the numbering boxes next to each part of the body in the picture. Tell students they will write the numbers 1 to 6 in the boxes next to each part of the body in the order they hear them in the audio. Play **Track 49** (see the audio script on **Page T 99**), pause it, and have students trace the number 1 in the box next to the picture of eyes. Play the rest of the audio. Play **Track 49** again for students to confirm their answers. To check answers as a class, say the number and have volunteers say the corresponding part of the body using a full sentence.



This activity must be done in class.

## Lesson 2 Vocabulary and Grammar in Context

**Lesson Objectives:** Demonstrate understanding of an oral story. Retell a story. Describe personal characteristics.

**New Vocabulary:** hand, finger, leg

**Vocabulary Review:** eye, ear, mouth, nose, teeth, head

**New Grammar:** I have two hands.

**Materials:** Audio Tracks 47–49, pencils, crayons, construction paper

**Standards:** 1.1.3; 2.1.4; 2.2.3

### Start the Class



Review the parts of the body vocabulary words. Say a vocabulary word and have students repeat it and point to the correct part of the body. Introduce the new vocabulary words by pointing to your leg, hand, and finger and saying *This is my leg/hand/finger*. Have students repeat after you. Then teach the plural of these words by saying *These are my legs/hands/fingers*. Have students point to their own legs, hands, and fingers and repeat the sentences after you.

#### 1 47 Listen and look.



Point to the characters in the pictures on **Page 40** and have students identify them. Then have students look at the pictures and identify or describe anything they see in each frame. Be sure students answer in English. They do not need to answer in sentences.

Tell students to point to the picture that matches what they hear in the story. Play **Track 47** (see the audio script on **Page T 99**). As vocabulary words are mentioned in the comic strip, point to each part of your body. As number words are mentioned, show the numbers with your fingers.

Tell students to point to the person who is talking as they listen to the comic strip again. Play **Track 47** again. Explain to the class that they will echo what the characters say. Play **Track 47** again or read the audio script on **Page T 99**. Pause the audio to allow students time to repeat the lines.

Have students work with a partner to act out the comic strip. Choose pairs of volunteers to act out each frame of the comic strip. Repeat as needed so each student acts out part of the comic strip. Finally, point to a frame and have volunteers retell the story.

#### 2 48 Grammar Cheer! Listen and cheer.



Tell students to look at the picture in the Student Book Activity 2 on **Page 41**. Have students identify what they see. Elicit *hands* and *fingers*. Have students count the fingers aloud. Have students name other parts of their bodies in groups of two. Elicit *eyes*, *ears*, *arms*, and *legs*.

Tell the class to count the fingers in the picture as they listen to the cheer. Play **Track 48** (see the audio script on **Page T 99**). Tell the class to say the cheer with the audio. Play **Track 48** again. Play the audio several times for students to learn and practice the cheer. Then have students cheer without the audio. Encourage students to hold up their fingers as they count them in the cheer.

#### Try This!

#### Extra

Assign each student a number between one and 10. Give each student a sheet of paper and have them write their numbers on the paper. Have all the students with the number one stand together, the number two stand together, and so on. Tell students to say their group's number when they hear it in the cheer and hold up the same number of fingers. Play **Track 48**. Repeat as time allows.

#### 3 Happy Chat! Talk with a friend.



Ask students what the children are saying. Elicit *This is my finger*. *This is my leg*. Tell students to talk to a friend about other parts of the body, for example, *This is my head*. *These are my ears*.

#### 4 Page 35 Skills Book



This activity must be done in class (see **Page T 68**). Have students go to the **Page 35**.

### Finish the Class



Have students place their hands on a sheet of coloured construction paper. Have them trace one of their hands with a crayon or pencil. Then have them cut out their paper hands. Help students as needed. Have students work in pairs to count and talk about their paper hands, for example, *I have two (orange) hands*. *I have 10 (yellow) fingers*.

# Lesson 3

**Lesson 3**

**Make**

1

2

1. Make the Crazy Creature Game cards. 2. Happy Chat Point and say.

36

Unit 6: Crazy Creature Game

37

**Lesson 3**

**Play**

1

I have 6 !

1. Play the Crazy Creature Game! Skills Book Pages 36-37.

42

## Lesson 3 Creative and Collaborative Activities

**Lesson Objective:** Practice unit language by creating a game and playing the game with others.

**Vocabulary Review:** eye, ear, mouth, nose, teeth, head, hand, finger, leg

**Grammar Review:** This is my head. These are my ears. I have two hands.

**Materials:** coloured paper or card stock (optional), drawing paper, glue, crayons, scissors, small bags or envelopes (one for each student); cards for colours, numbers, and clothes

**Standards:** 1.1.3; 2.2.3; 2.2.4

### Start the Class

Have students look at the pictures of the creatures on the cards on the Skills Book **Page 36**. Ask students what they notice. Elicit creatures with multiple parts of the body. Discuss with the class in the mother tongue whether or not these are real creatures. Be sure that students can distinguish between reality and fantasy.

### Skills Book

#### 1 Make the Crazy Creature Game cards.

Have the class look at the pictures on the Skills Book **Page 37**. Explain to students that they will make and colour cards for a game. Students may colour each part of the body of the creatures using different colours. You may choose to have students glue the cards onto a piece of coloured paper or card stock before they cut out the cards to make them sturdier. This will also prevent students from seeing through the paper cards. Have students cut out their cards. Remind them to stay in the lines when they colour and to keep the scissors along the dotted lines when they cut.

#### 2 Happy Chat! Point and say.

Have students work in pairs. Tell students to choose their favourite creature cards and describe them to their partners. Tell them to identify the features, the number of features, and the colours. Encourage them to use previous language such as *My favourite creature is green.*

Place students in pairs. Have students choose a creature card and pretend they are meeting each other for the first time. Tell students to create a conversation between the creatures using language from previous units. For example, *Hi. My name's Munik. What's your name? How old are you? I'm ten. I have three purple heads. These are my eyes. How are you? I'm happy.*

Try  
This!

Place a number card, a colour card, and a clothes card in an empty box before closing it. Count to three, open the box and take out the cards to show students. Have a volunteer provide a sentence using the cards, such as *I have one pink jacket.* Then have that volunteer choose the next set of cards to put in the "suitcase" and have another volunteer make the next sentence. Repeat several times.

Extra

### Student Book

#### 1 Play the Crazy Creature Game!

Have students look at the photo on the Student Book **Page 42**. Have them explain what they think the children in the photo are doing. Elicit that they are playing a game. Tell students that they are going to play the Crazy Creature Game, which is like a memory game. Have students recall how to play Memory from Unit 1 and briefly review the rules and object of the game.

Have students work with a partner. Tell them to mix their cards together so they have 16 total. Have students place the cards face down on a table, on a desk between them, or on the floor. The first student flips over two cards and describes them, for example, *I have six legs. These are my six legs. I have a mouth. This is my mouth.* If there is no match, the student turns the cards face down again. If there is a match, the student takes both cards and puts them in a pile to the side. Have students take turns. Continue until all cards have been matched. Have students count out their matching pairs. The student with the most matching pairs wins. Repeat the game several times. Then have students change partners and play the game again.

### Finish the Class

Tell students to make two more creature cards. Students may choose the parts of the body, but one creature will have seven of one part and the other creature will have nine of another part. Have students show their cards and describe the new creatures to the class, for example, *I have seven heads.* Then have students put their cards in the bags or envelopes labeled with students' names.

# Lesson 4

**Lesson 4**

**Round Up!**

1 



2  Page 39

1. Find and say.

2. Skills Book Page 39.

43

**Lesson 4**

**Round Up!**

1 

4  1 

3  2 

2 



1. Listen and number.

2. Listen and draw.

39

 These activities must be done in class.

## Lesson 4 Listening and Review

**Lesson Objectives:** Practice unit language by responding appropriately to listening cues. Review language from Unit 6.

**Vocabulary Review:** eye, ear, mouth, nose, teeth, head, hand, finger, leg

**Grammar Review:** This is my head. These are my ears. I have two hands.

**Materials:** Audio Tracks 50 and 51, construction paper, crayons, scissors, and glue

**Standards:** 1.1.2; 2.1.4; 2.2.1; 2.2.4

### Start the Class



Have students work in groups. Distribute drawing paper to students. Tell each student to draw the head of a person. Then have students pass their drawings to the classmate on their right. Then they draw a body including arms and legs. Next they draw hands and fingers. Then they draw facial features. Continue passing the papers until an entire person is drawn. After students have finished, have them present and describe their characters to the class using language from the unit.

### Student Book

#### 1 Find and say.



Tell the class to study the picture on the Student Book **Page 43**. Have students point to each of the small pictures above the big picture and identify the parts of the body. Explain to students that they will find the part of the body in the picture. Tell students that it must be exactly the same part of the body as the one in the small picture. Have students work independently. Walk around the classroom and provide help as needed. Then have students point to their answers and name each part of the body using *This is my head. These are my eyes.*

#### Try This!

Tell students they are going to play Simon Says. Explain that you will say *Simon says* and give them directions to follow.

All students must do the action until they hear the next directions. This continues as long as you say *Simon says*. If you say the action without saying *Simon says* first, students must not do the action. If they do, they must sit down and are out of the game. The last student standing is the winner.

You may also choose to play a version in which students practice grammar. When you provide directions, students use *This is / These are* and part of the body. For instance, you say *Simon says touch your nose*. Students reply *This is my nose*.

#### Extra

### Skills Book

#### 1 Listen and number.



Have the class look at the pictures in the Skills Book Activity 1 on **Page 39**. Point to the pictures and have the class identify the part of the body the child is showing or pointing to. Then have students mimic the gestures of the children in the images and say the vocabulary words again.

Have the class place their fingers next to the Skills Book Activity 1 on **Page 39**. Tell students to point to the picture that is being mentioned in the sentence. Play **Track 50** (see the audio script on **Page T 99**).

Tell students to use their crayons or pencils to trace the number 1 that is in the number box next to the illustration. Tell the class to write the number of the sentence next to the picture showing the part of the body they hear. Play **Track 50** and have students number the pictures. Then say a number and have the class chorally say the sentence that corresponds to the picture.

Have students review their answers by repeating the audio text with their partners.

#### 2 Listen and draw.



Tell students to draw what they hear on the face in the Skills Book Activity 2 on **Page 39**. Play **Track 51** (see the audio script on **Page T 99**) and have students listen to the first sentence. Pause the audio and have students draw one mouth on the face. Then play **Track 51** for the next sentence. Pause the audio again to allow students to draw the facial feature they heard. Finally, play the last sentence and pause the audio for students to draw the facial feature. Play **Track 51** again for students to check their work. Have volunteers show and describe their drawings to the class.

### Finish the Class



Distribute construction paper to students. Tell students they are going to make a creature mask. Say three sentences about facial features and have students create a mask based on the sentences that you say, such as *I have two noses. I have four eyes. I have three mouths*. Allow students to present and describe their masks to the class.

# Unit 7

## Unit Objectives

By the end of the unit, students can:

- Identify and introduce family members and pets.
- Describe how family members feel.

## Student Book

### Vocabulary

**Family Members and Pets:** grandma, grandpa, mom, dad, sister, brother, dog, cat

### Skills

**Listening:** Follow directions. Listen and respond appropriately to listening cues. Demonstrate understanding of an oral story.

**Speaking:** Introduce and describe family members and pets. Retell a story.

### Grammar

This is my grandma. These are my brothers. My grandma is happy.

### Creative and Collaborative Competencies

#### Happy Family Game

**Creativity:** Develop self-expression and innovation.

**Collaboration:** Use communication and problem-solving skills, take turns, and encourage a partner.



# Teacher Workshop

## Teaching with Technology

Have students use drawing and painting tools on the computer to create pictures of their families. Then have students use the pictures to make cards or postcards to take home. Help students find clip art to create a border. Print the pictures and have students glue them onto coloured paper.

## Teaching with Games

### Who/What Is It?

**Materials:** index cards with images of family members or other vocabulary words

Cut and glue images or draw pictures on index cards to represent different vocabulary words from the unit. Show the images to students for them to study. Then shuffle the cards and choose the first one. Hold it to your forehead with the image facing students. Tell them that you will say sentences to try to guess what is on the card. They will say yes or no to help you. Once you guess it correctly, put students in pairs or small groups to play this game. This game can be played in other units by using pictures of other vocabulary words and having students guess the images on their cards.

## Happy Teacher

Have a "Do Now" activity prepared for students to complete once they have arrived and are in their seats. This simple and quick activity helps students get quiet and focus on the class. It also allows you time to take attendance, check students have brought the right materials with them, or take care of any other classroom business. For this unit, have students draw a pet or a family member. For other units, students may draw something orange, draw things they need for English class, or draw articles of clothing they wear when they are not in school.

## Happy Class

Encourage students to maintain a neat workspace throughout the day. Have students face their books in the same direction and place them in the same location in the room. Students should return all school supplies to their pencil cases when they are finished using them. All loose papers should be placed in a folder or binder so they can keep their desks neat. Encourage students to feel proud and happy about their classroom.



By Angela Padrón

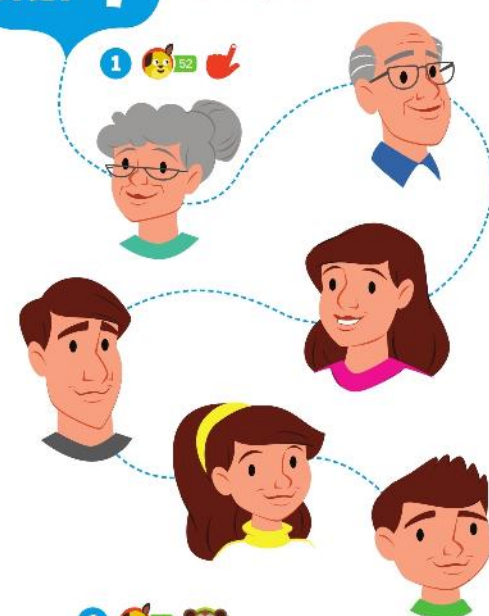





T 75

# Lesson 1

**UNIT 7** Lesson 1





1  





2   

1. Listen and point.      2. Listen. Then echo.

44




3    



4  Page 40

3. Listen and sing. Then act it out.      4. Skills Book, Page 40.

45

**UNIT 7** Lesson 1   

*Students' own answers.*

Draw your family. Then colour and say.

40

## Draw your family. Then colour and say.

Have students draw and colour a picture of their families in the frame. Be sure students include at least four family members. Then have students describe their pictures, using sentences such as *This is my mom. These are my sisters.* Be sure students understand the difference between singular and plural nouns. Remind students that we use *this is* for one thing and *these are* for two or more. Have volunteers show their drawings and describe their families to the class.



This may be completed for homework.

## Lesson 1 Vocabulary and Grammar

## Unit 7

**Lesson Objectives:** Identify family members. Introduce family members.

**New Vocabulary:** grandma, grandpa, mom, dad, sister, brother

**New Grammar:** This is my grandma. These are my brothers

**Materials:** Audio Tracks 52–54, photos of families, photo of your family

**Standards:** 1.1.2; 2.1.1; 2.2.1; 2.2.3

### Start the Class

Show students a picture of a family with grandparents, parents, and children. Point to the photo and say *family*: *This is a family*. Have students repeat.

Show students photos of other families, large and small. Each time you show a photo, remind students of the word *family*. Have them echo you each time you say it to practice pronunciation.

#### 1 52 Listen and point.

Play Track 52 (see the audio script on Page T 100) as you point to each family member on Page 44. Play Track 52 again and have students point to the correct pictures. Remind students to trace the path with their fingers as they hear the words. Play Track 52 again for additional practice. Then say the words in random order and have students point to each person. Say *Point to grandma*. *Point to brother*. Repeat with other family members.

Place the cards of family members on the board. Say a vocabulary word. Have volunteers go to the board and point to the correct picture. Repeat until all the words have been reviewed and all students have had a chance to participate.

#### 2 53 Listen. Then echo.

Remind students to echo the words after they hear them and to point to the pictures as they say the words. Play Track 53 (see the audio script on Page T 100). Play Track 53 again and have students echo the words for more practice.

Make two groups. One group will say the new vocabulary words, the other group will echo them. Do the activity with the audio and then without it. Have the groups switch roles.

#### Try This!

#### Extra

Shuffle the family member cards and place them in a pile. Organise students into two teams. Have the first player on each team come to the board. Count to three, turn the first card over, and have the players identify the picture. The first person to correctly identify it takes the card back to his or her team. Continue until all words have been used. Have the teams count how many cards they earned. The group with the most cards wins.

#### 3 54 Listen and sing. Then act it out.

Show students a picture of your family that includes as many relatives as possible, including grandparents, parents, and siblings. You may also choose to use a photo from the Internet or a magazine instead of your own family photo. Say *This is my family*. Point to the grandpa and have students identify him. Then say *Yes, this is my grandpa*. Have students repeat. Continue until you have named all the members in your family.

Tell students to look at Page 45. Have students guess who each family member in the picture is. Play Track 54 ("My Family"; see the audio script on Page T 100) and have students listen to the song. Play Track 54 again and point to each family member as they are mentioned in the song. When they hear the word *family*, have students circle the entire family picture with their fingers.

Play Track 54 a few more times and have students sing along.

Then tell students to sing the song and point to the family members in the picture as they hear and sing about them in the song. Play Track 54 once more.

### Finish the Class

Organise students in groups of four or five. Tell students to count how many grandparents, how many parents, and how many brothers and sisters are in their families. Have groups share their findings with the rest of the class. Remind them to use *I have* when they talk about their families, for example, *I have five people in my family* or *I have two sisters*.

#### 4 Page 40 Skills Book

This activity may be completed for homework (see Page T 46).

# Lesson 2

**Lesson 2**

**1**  **56**


**Nate and Kate**

**1**  **2** 


**3**  **4** 


1. Listen and look.


**46**

**2**  **56**




**3**  **57**







**4**  **Page 41**



2. Grammar Cheer! Listen and cheer. 3. Happy Chant! Talk with a friend. 4. Skills Book Page 41.



**47**



**Lesson 2**  **57**



**1.**  

**2.**  

**3.**  

**4.**  

**5.**  

**6.**  

Listen and match.

**41**



## Listen and match.

Have students point to the pictures of the family members and identify them. Repeat with the pictures showing feelings. Tell students to match each family member with the feeling based on what they hear. Play **Track 57** (see the audio script on **Page T 100**). Pause it after the first sentence and have students point to *dad* and the *excited* face. Tell students to trace the line to connect these pictures. Play the rest of **Track 57** and have students match the people with the correct feelings. Play **Track 57** again. Have students compare their answers with a partner. Then have volunteers share their answers in sentence form with the class.



This activity must be done in class.

## Lesson 2 Vocabulary and Grammar in Context

**Lesson Objectives:** Demonstrate understanding of an oral story. Retell a story. Describe how a family member feels.

**New Vocabulary:** dog, cat

**Vocabulary Review:** grandma, grandpa, mom, dad, sister, brother

**New Grammar:** My grandma is happy.

**Materials:** Audio Tracks 55–57, cards of family members, feelings, dog, and cat; drawing paper

**Standards:** 1.1.3; 2.1.3; 2.1.4; 2.2.1

### Start the Class

Show the cards for the following feelings: *excited, happy, mad, and scared*. Point to the person who is excited and ask students to name the feeling. Then say *Yes, the girl is excited*. Have students repeat. Continue with the remaining cards until students can point to a picture and say without help *The girl is happy. The girl is mad*.

#### 1 Listen and look.

Show students the cards for *dog* and *cat*. Say each word and have students repeat. Then point to Fred the dog and say *This is Fred. Fred is a dog*. Have students repeat the sentences after you. Point to the cat. Say *This is Gus. Gus is a cat*. Have students repeat the sentences. Tell students to identify the characters in each frame. Then have them identify any objects they can, such as clothes or colours.

Tell students that they will listen to the story and point to the picture as they listen to that part of the story. Play **Track 55** (see the audio script on **Page T 100**).

Tell the class to point to the person speaking. Play **Track 55** again. Then tell the class to echo what the characters say. Play **Track 55** again. Pause the audio for students to say the line. You may also choose to read the script on **Page T 100** and have the class echo you.

Finally, pair up students and assign a frame from the comic strip to each pair. Have them practice acting out their comic strip frames. Then have the pairs act out their scenes for the class. Repeat as needed so each student acts out his or her part.

#### Try This!

Place the cards showing feelings in a pile. Choose the first one. Be sure the class can't see it. Act out the emotion on the card and elicit a sentence from students, such as *The teacher is scared*. Then have volunteers choose a card and act out the word. Tell the class to say a sentence about him or her, such as *Dan is happy. Sue is mad*. Tell students they may act like a person, a dog, or a cat.

#### Extra

#### 2 Grammar Cheer! Listen and cheer.

Tell students to look at the pictures in Activity 2 on **Page 47**. Have them identify the family members. Point to the father and say *Who is this?* Elicit *dad*. Continue with the remaining characters.

Tell the class to listen to the cheer and point to the pictures. Play **Track 56** (see the audio script on **Page T 100**). Then tell students to say the cheer with the audio. Play **Track 56**. Divide the class into two groups. Have one group cheer the first and third lines of the cheer, and the other group cheer the second and fourth lines. Practice the lines with each group using the audio or reading the audio script on **Page T 100**. Have the groups do the cheer. Then have them switch roles.

#### 3 Happy Chat! Talk with a friend.

Discuss what the children in the pictures are saying to each other. Elicit *This is my dog. My dog is happy. This is my cat. My cat is scared*. Next, have students talk to each other about their own pets. Have students draw a picture of themselves with their pets, real or imagined, and present it as they talk to their friends.

#### 4 Skills Book

This activity must be done in class (see **Page T 78**). Have students go to the Skills Book **Page 41**.

### Finish the Class

Tell students to draw a picture of members of their families showing different types of feelings. Have students work in pairs to talk about how the members of their families feel in their drawings, for example, *My grandma is happy. My grandpa is tired*.

# Lesson 3

**Lesson 3**

**Make**

1

2

1. Make the Happy Family Game cards. 2. Happy Chat Point and say.

42

Unit 7: Happy Family Game

43

**Lesson 3**

**Play**

1

1. Play the Happy Family Game! Skills Book Pages 42-43.

48

## Lesson 3 Creative and Collaborative Activities

**Lesson Objective:** Practice unit language by creating a game and playing the game with others.

**Vocabulary Review:** grandma, grandpa, mom, dad, sister, brother, dog, cat

**Grammar Review:** This is my grandma. These are my brothers.

**Materials:** coins, glue, crayons, scissors, small circles of cardboard (optional), cards of feelings and conditions, dice (one die for each pair), small bags or envelopes (one for each student)

**Standards:** 1.1.3; 2.1.4; 2.2.1; 2.2.4

### Start the Class



Show students a coin. Discuss what they see on the front (*head*) and back (*tail*) of the coin. Students should notice that the two sides are different. Divide students into small groups and allow them time to practice flipping a coin. Have them count how many times the coin lands on the *heads* side and the *tails* side.

### Skills Book

#### 1 Make the Happy Family Game cards.



Have the class look at the Skills Book Activity 1 on **Page 42** and identify the family members. Then have students identify the emotions on the two faces at the bottom. Elicit *happy* and *sad*.

Tell students to go to on **Page 43** and colour and cut out the pictures. Help students make a flip coin by cutting and gluing the happy and sad faces together. Be sure they can see the happy face on one side and the sad face on the other, like a coin. You may choose to place a cardboard circle between the happy and sad faces to make the coin stronger and easier to flip. Explain that students will play a game with them.

#### 2 Happy Chat! Point and say.



Show a card from the Unit 7 Game Cards and have students identify the family member. Tell students that they will work with a partner. Explain that one student will show a card and his or her partner will identify it. Then have students switch roles. When a student correctly identifies the family member, have him or her say a sentence about the family member on the card, for example, *This is my mom. My dad is happy.*

### Student Book

#### 1 Play the Happy Family Game!



Tell students to look at the photo on the Student Book **Page 48**. Have them explain what they think the children in the photo are doing. Elicit that they are playing a game. Allow students to answer in the mother tongue if necessary.

Have students describe what they see. Show students the cards of different family members and have them create sentences, such as *My grandpa is happy.*

Put students in pairs. Each student will use his or her own set of cards to play. One student chooses a card from his or her pile and introduces the family member on the card, such as *This is my sister*. Then they will flip the coin and say if the family member on the card is happy or sad. Model how to play. Say, for example, *My sister is happy*. Explain that if the family member is happy, that card is put to the side. If the family member is sad, the card is placed back into the pile. Continue playing the game until all the members of a student's family are happy.

#### Try This!

#### Extra

Have students replay the game in groups of four using the plural noun forms instead. Have two students combine their cards to form Team A and the other two students combine their cards to form Team B. This time, each team takes turns choosing two cards instead of one. If the cards have matching family members, for example, two brothers, students will say, for example, *These are my brothers. My brothers are happy*. If the cards are different, students will say, for example, *My brother and my sister are happy*. Help students with their sentences as needed.

### Finish the Class



Have students replay the Happy Family Game using other emotions. This time students will use dice instead of coins. Assign each number an emotion or feeling, for example, one is happy, two is mad, and so on. You may choose to write an answer key on the board using the numbers and the cards of feelings and conditions to help students remember. Use cards showing *tired*, *mad*, *sick*, *excited*, *shy*, and *scared*. Have students play the game with a partner. They will choose a card and roll the die to determine how that family member feels. Distribute small plastic bags or envelopes labeled with students' names for them to store their flip coins and cards.

# Lesson 4

Lesson 4

Round Up!

1



2

Page 45

1. Listen and say.

2. Skills Book Page 45.

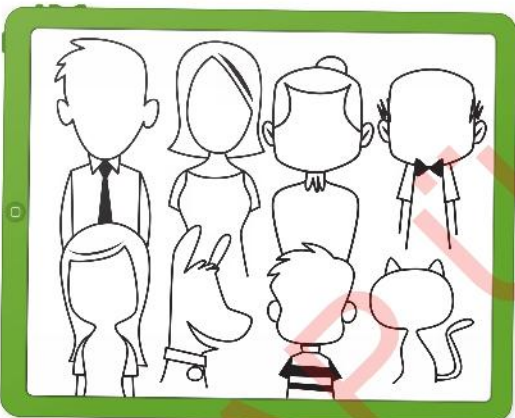
49

Lesson 4

Round Up!

1

Students' own answers.



1. Draw, then point and say.

45

This activity must be done in class.

## Lesson 4 Listening and Review

**Lesson Objectives:** Practice unit language by responding appropriately to listening cues. Review language from Unit 7.

**Vocabulary Review:** grandma, grandpa, mom, dad, sister, brother, dog, cat

**Grammar Review:** This is my grandma. These are my brothers. My grandma is happy.

**Materials:** Audio **Track 58**, cards of family members and feelings, drawing paper, construction paper, scissors, glue

**Standards:** 1.1.3; 2.1.4; 2.2.3; 2.2.4

### Start the Class



Put the cards of family members and feelings in two piles. Shuffle each pile. Choose one card from each pile and show them to the class. Say some sentences to describe the cards, such as *This is my grandpa. My grandpa is tired.* Then have volunteers choose cards and say sentences about the family members and how they feel.

### Student Book

#### 1 Listen and say.



Tell students that they will hear some sentences about the picture on **Page 49**. They will point to the family members in the order they hear sentences about them. Play Audio **Track 58** (see the audio script on **Page T 100**). Pause the audio and have students point to the family member they heard in the first sentence. Check that all students are pointing to *mom*. Repeat with the remaining sentences. Play **Track 58** again for students to verify their answers. Have students compare their answers with a partner.

### Skills Book

#### 1 Draw. Then point and say.



Have the class look at the outlines of the family members on the Skills Book **Page 45**. Tell students that they will draw faces to show how each person feels. Divide students into pairs. Explain that they will point to and describe each family member, for example, *This is my mom. My mom is happy.*

### Finish the Class



Distribute drawing paper. Have students draw pictures of each of their family members and pets. Give students construction paper to make a tree. Then have students glue the faces of their family members on the family tree, starting with the grandparents at the top, then the parents, then the brothers and sisters, and then the pets. Have students present their family trees to a partner or to the class. Tell students to use complete sentences, for example, *I have three sisters and one brother. I have one cat. This is my brother. My sister is happy.*



#### Extra

Tell students they will play a game called *Who Is It?* Shuffle the cards of family members and feelings, and choose one of each. Don't look at the cards. Hold them to your forehead with the images facing students. Explain that you are going to say sentences to try to guess what is on the cards, such as *This is my brother. My brother is sad.* The class will say *yes* or *no* about your sentences to give you clues.

# Unit 8

## Unit Objectives

By the end of the unit, students can:

- Identify and describe animals.
- Ask and answer questions about animals.

## Student Book

### Vocabulary

**Animals:** cow, goat, donkey, rooster, duck, horse, rabbit, sheep

### Skills

**Listening:** Follow directions.  
Listen and respond appropriately to listening cues.  
Demonstrate understanding of an oral story.

**Speaking:** Ask and answer questions about animals.  
Describe animals.  
Retell a story.

### Grammar

What is it? It's a cow.  
Is it a rabbit? Yes, it is. / No, it isn't.

### Creative and Collaborative Competencies

#### Animal Charades Game

**Creativity:** Develop self-expression and innovation.

**Collaboration:** Use communication and problem-solving skills, take turns, and encourage a partner.



# Teacher Workshop

## Teaching with Technology

You may choose to use a video or audio recorder to record students acting out different activities throughout the unit. Use these video or audio recordings as part of the lessons during the unit or as part of the review activities. The recordings can also show parents and families what their children do in class.

## Teaching with Games

### Mix and Match

**Materials:** drawings or images of animals cut into thirds

Gather drawings or images of different animals and cut them into three pieces. Place each part in separate piles. Shuffle each pile and place them face down on a desk. Have students choose a part from each pile and try to match the pieces to form the correct animal. Pieces that do not match are placed back into the piles until the correct animal is formed. Then have students ask and answer questions about the animal, such as *What is it? It's a horse. What colour is it? It's brown. Is it a horse? Yes, it is. / No, it isn't.* This game can be adjusted for other units by using images of school supplies, numbers, clothes, or parts of the body.

## Happy Teacher

Have a daily schedule visible for students to know what tasks they will be completing during the day. Use icons or images to represent each activity, such as a book for reading, a pencil for writing/drawing, numbers for math, and so on. Place the schedule icons in a pocket chart or on a poster near the board for students to refer to throughout the day.

## Happy Class

Discuss with the class ways to resolve problems or disagreements. Demonstrate for students how to act in a respectful way so that each person in the discussion has a chance to give his or her version of events or opinions. Remember to praise students when they are respectful and when they resolve conflicts in a healthy way. Discuss with the class how these methods will help them to have a happy class.

By Angela Padrón



T 85

# Lesson 1

## UNIT 8 Lesson 1

1

2

1. Listen and point.      2. Listen. Then echo.

50

3

4

3. Listen and sing. Then act it out.      4. Skills Book, Page 46.

51

## UNIT 8 Lesson 1

- 1.
- 2.
- 3.
- 4.

Match, colour, and say.

46

### Match, colour, and say.

Explain to the class that they will draw a line to match the two parts of the animal. Have students look at the example. Point out the donkey's body in the left column. Have students trace the dotted line to the donkey's head in the right column. Tell students they will do the same for the other animals.

Tell students ask *What is it?* and answer *It's a (donkey)*. Ask students colour each picture.



This may be completed for homework.

## Lesson 1 Vocabulary and Grammar

## Unit 8

**Lesson Objectives:** Identify farm animals. Ask and answer questions to identify animals.

**New Vocabulary:** cow, goat, donkey, rooster, duck, horse

**New Grammar:** What is it? It's a cow.

**Materials:** Audio Tracks 59–61, index cards, images of different farm animals, sets of silhouettes of animals made from black construction paper

**Standards:** 1.1.2; 2.1.1; 2.1.2; 2.2.1

### Start the Class



Show students the cards for *dog* and *cat* and have students identify them. Point to both cards and say *These are animals*. Have students repeat. Then have students name as many other animals as they can. Students may use the mother tongue if necessary. Draw a web on the board with the word *animals* in the center. As each animal is named, draw or attach a picture of that animal around the web.

#### 1 59 Listen and point.



Play **Track 59** (see the audio script on **Page T 101**) and point to each animal. Tell students to point to each animal in their books as they hear the word. Remind students to trace the path with their fingers. Play **Track 59** again. Tell the class to point to the animals without using the path. Play **Track 59**.

Attach the cards of the animals in Lesson 1 to the board or a wall. Tell students to point to the card that matches the word they hear. Play **Track 59** again. Repeat the activity but call out the animals in random order and have students identify the matching card.

#### 2 60 Listen. Then echo.



Tell students to point to each animal the first time they hear the word, then echo the word the second time they hear it. Play **Track 60** (see the audio script on **Page T 101**). Play **Track 60** again for more pronunciation practice. Say the words and have students repeat them after you as they point to the pictures. Say the words faster each time. Then have students point to the pictures and identify the animals.

#### 3 61 Listen and sing. Then act it out.



Hold up a pencil case and ask students *What is it?* *A pen? An eraser? Or a pencil case?* Elicit *pencil case*. Say *Yes, it's a pencil case*. Have students repeat *It's a pencil case*. Repeat the activity with another school supply. Then show students the card for cow and ask *What is it?* Elicit *It's a cow*. Repeat with other animals.

Play **Track 61** ("On the Farm"; see the audio script on **Page T 101**) and have students listen to the song. Tell students to point to each animal as they hear the word in the song. Play **Track 61** again. Finally, tell students to sing along. Play **Track 61**. Shrug your shoulders and lift your hands, as if asking a question. Tell the class to do this each time they sing *What is it?* Have students do the gesture as they sing. Remind them to act like the animals and repeat their sounds. Play **Track 61**.

#### Try This!

#### Extra

Replay **Track 61**. Substitute other vocabulary words for cow, rooster, goat, and donkey, and have students sing and act out the song without the audio. Adjust the animal sounds as needed.

*Quack, quack! What is it? It's a duck.*

*Neigh, neigh! What is it? It's a horse.*

*Meow, meow! What is it? It's a cat.*

*Bow-wow, bow-wow! What is it? It's a dog.*

### Finish the Class



Create several sets of silhouettes of each animal with black construction paper. Show students the silhouette for the horse. Ask *What is it?* Have a volunteer answer *It's a horse*. Then distribute the sets of silhouettes to small groups of students. Have them point to each animal and identify it by asking each other *What is it?* and answering with *It's a (cow)*.

#### 4 Page 46 Skills Book



This activity may be completed for homework (see **Page T 86**).

# Lesson 2

**Lesson 2**

**1**  **62**

**Nate and Kate**


**2**  **63**


**3**  **64**


**4**  **65**

1. Listen and look.

**52**

**2**  **63**

**3**  **64**

**4**  **Page 47**

2. Grammar Chant Listen and cheer. 3. Happy Chant Talk with a friend. 4. Skills Book Page 47.

**53**

**Lesson 2**  **64**

**Listen and colour.**

**47**

**64 Listen and colour.**

Have students identify the animals in the illustrations on **Page 49**. Play **Track 64** (see the audio script on **Page T 101**). Tell students to point to the correct animal mentioned in the audio. Play **Track 64** again. Have students choose the correct colours from their crayons and put them on top of the pictures of the animals. Play **Track 64** again. Then tell students to colour the animals. Play **Track 64** for students to confirm their answers.

Have students describe each animal, for example, *It's a red sheep*. Repeat with the remaining animals.

**This activity must be done in class.**

## Lesson 2 Vocabulary and Grammar in Context

**Lesson Objectives:** Demonstrate understanding of an oral story. Retell a story. Ask and answer questions about animals.

**New Vocabulary:** rabbit, sheep

**Vocabulary Review:** cow, goat, donkey, rooster, duck, horse

**New Grammar:** Is it a rabbit? Yes, it is. / No, it isn't.

**Materials:** Audio Track 62–64, image of a farm, cards of animals, drawing paper, crayons

**Standards:** 1.1.2; 2.1.1; 2.1.2; 2.2.1

### Start the Class



Show students the card for *rooster*. Ask *Is it a duck?* *Quack, quack?* Shake your head no and say *No, it isn't*. Have students repeat. Then ask students *Is it a rooster?* *Cock-a-doodle-doo!* Nod your head yes and say *Yes, it is*. Repeat with the other animals but have students answer the question while nodding or shaking their heads.

#### 1 62 Listen and look.



Show students an image of a farm with various farm animals. Say *This is a farm*. Have students identify any animals that they can in the image.

Tell students to turn to **Page 52**. Have students identify the characters and anything else they can identify in each frame.

Tell students to point to the matching picture as they hear the comic strip. Play **Track 62** (see the audio script on **Page T 101**). Then have them point to the person who is talking in each frame. Play **Track 62** again.

Play **Track 62** again and have the class echo the lines. Pause the audio to allow students time to repeat what they hear. You may also choose to read the audio script on **Page T 101** and have students echo you.

### Start the Class

#### 2 63 Grammar Cheer! Listen and cheer.



Have students look at all of the images on **Page 53** and identify the animals. Then point to each animal and have students make the sounds that each animal makes. Finally, point to the sheep and ask *Is it a horse?* Elicit *No, it isn't*. Ask *Is it a sheep?* Elicit *Yes, it is*. Repeat with the other images.

Play **Track 63** (see the audio script on **Page T 101**). Have the class listen and follow the cheer. Play **Track 63** again and have the class repeat the cheer with the audio. Then have students cheer without the audio playing. Tell students to make the animal sounds when they hear them. Encourage students to shake their heads for no and nod their heads for yes.

#### 3 Happy Chat! Talk with a friend.



Have students discuss what the children in the pictures in Activity 2 on **Page 53** are saying. Elicit *Is it a rabbit?* *Is it a sheep?* Students respond *Yes, it is* or *No, it isn't* accordingly. Have students act out the dialogue with a partner. Then form new pairs to repeat the activity.



Extra

Put students in pairs and have them practice the cheer using other animals and sounds from this unit. Have students present their new cheers to the class. If there is time, have the class say the new cheers.

#### 4 Page 47 Skills Book



This activity must be done in class (see **Page T 88**). Have students go to the Skills Book **Page 47**.

### Finish the Class



Have each student draw a picture of his or her favourite animal from the unit. Tell them that they may also choose to draw a cat or dog. Have students colour their pictures using a favourite colour. Then have students share their drawings in small groups. Students can ask each other *What is it?* or *Is it a (rabbit)?* and answer with *It's a (purple cow)* or *Yes, it is.* / *No, it isn't*. Encourage students to make favourite statements such as *My favourite animal is a horse. My favourite colour is pink!*

# Lesson 3

**Lesson 3**

**Make**

1.  

2.   

Unit 15: Animal Charades Game


1. Make the Animal Charades Game cards.

2. Happy Chat Point and say.

48

Unit 15: Animal Charades Game

49



**Lesson 3**

**Play**

1. 

1. Play the Animal Charades Game! Skills Book Pages 48-49.

54

## Lesson 3 Creative and Collaborative Activities

**Lesson Objective:** Practice unit language by creating a game and playing the game with others.

**Vocabulary Review:** cow, goat, donkey, rooster, duck, horse, rabbit, sheep

**Grammar Review:** What is it? It's a cow. Is it a rabbit? Yes, it is. / No, it isn't.

**Materials:** cards of animals, crayons, scissors, coloured paper, bags or envelopes (one for each student), construction paper and craft materials for masks

**Standards:** 1.1.3; 2.1.4; 2.2.1; 2.2.4

### Start the Class



Place the cards of animals on the board. Make the sound *Moo!* for a cow. Then ask *What is it?* Have students raise their hands to guess. Tell a volunteer to choose the card for the animal that makes that sound and identify it: *It's a cow.* Then have that student make a different animal sound and ask *What is it?* Have another student choose the correct card and identify the animal that makes that sound. Repeat with the remaining animals.

### Skills Book

#### 1 Make the Animal Charades Game cards.



Have the class look at the pictures in the Skills Book Activity 1 on **Page 48**. Point to the pictures and have the class identify them. Explain to students that they will make cards for a game. Tell students to go to the Skills Book **Page 49** and colour the cards. Encourage students to use different colours and stay in the lines. You may choose to have students glue the cards onto a piece of coloured paper before they cut out the cards to make the cards more sturdy. This will also prevent students from seeing the pictures through the backs of the paper cards. Explain that they will use these cards.

#### 2 Happy Chat! Point and say.



Place a set of cards from the Skills Book **Page 49** face up on a table or desk. Show a card and ask *What is it?* and have the class answer the question. Then have volunteers show one of the cards and ask the class *What is it?* You may choose to repeat the activity with students in pairs. One student shows a card and asks his or her partner to identify it, and then they switch roles.

#### Try This!

Have students work in pairs to describe the animals on their cards. One student chooses a card and asks his or her partner a question, such as *What is it? Is it a (sheep)? What colour is it?* The partner answers with *It's a (horse). It's (brown).* Then have students switch roles.

#### Extra

### Student Book

#### 1 Play the Animal Charades Game!



Tell students to look at the photo in the Student Book Activity 1 on **Page 54** and say what they think the children in the photo are doing. Elicit that they are playing a game. Have students explain in their own words how they think the game is played. Explain to students that the boy is acting out an animal while the girl guesses what animal it is.

Place a set of the animal cards face down on a table. Turn one card over and have students say the animal on the card. Have all the students pretend to make noises and act like the animal. For example, students can imitate the boy from the picture and use their fingers as ears while hopping like a rabbit. Repeat with all the other animals.

Have students work in small groups to play a game of Animal Charades. Tell students to place all of their animal cards face down between them. The first student will choose a card and look at it without showing it to the other students. Then he or she will act like the animal on the card using gestures and sounds. Encourage them to ask the other students *What is it?* Whoever guesses correctly will choose a card and act out the animal.

### Finish the Class



Have students make masks to represent the animals they learned in this unit. Then have students work in groups to create a presentation for the class in which they introduce themselves as animals on a farm, using words and phrases learned in this or any other unit. The class asks *What is it?* A student with a duck mask may say *Hi! I'm yellow. My mouth is orange. Quack, quack! I'm a duck.*

# Lesson 4

**Lesson 4**

**Round Up!**

1.

2. Page 51

1. Find, count, and say.

2. Skills Book Page 51.

55

**Lesson 4**

**Round Up!**

1.

1. ☒ 2. ☐

3. ☒ 4. ☐

2.

1.

2.

3.

4.

1. Listen and check (✓) or cross (X).

2. Listen and circle.

51

These activities must be done in class.

## Lesson 4 Listening and Review

**Lesson Objectives:** Practice unit language by responding appropriately to listening cues. Review language from Unit 8.

**Vocabulary Review:** cow, goat, donkey, rooster, duck, horse, rabbit, sheep

**Grammar Review:** What is it? It's a cow. Is it a rabbit? Yes, it is. / No, it isn't.

**Materials:** Audio Tracks 65 and 66, cards of animals and numbers, drawing paper and crayons

**Standards:** 1.1.3; 2.1.4; 2.2.2; 2.2.3

### Start the Class

3 min

Show students cards of the animals, including dog and cat. Have the class count the number of animals they learned. Elicit *ten*. Divide the class into small groups. Place the cards of numbers in one pile and the cards of animals in another. Have groups choose one card from each pile. Then distribute drawing paper and tell students to draw the quantity of the animal on the card they chose. For example, if the group chose 3 and *rooster*, students in the group must draw three roosters on their paper. Then have groups present their drawings to the class by saying a sentence, such as *These are three roosters. This is one donkey*.

### Student Book

#### 1 Find, count, and say.

8 min

Have the class study the farm picture on in the Student Book **Page 55**. Tell students to point to each animal illustration above the farm picture as you identify each one. Explain that they need to find and count each of those animals in the farm picture. Have students find a goat in the picture and point to it. Walk around the classroom to be sure each student found a goat. Then have students look for another goat and point to it. Say *Count the goats*. Elicit *two goats*. Tell students to find and count the other animals and compare their answers with a partner. Then have the class chorally say the number of each animal they found in the picture, for example, *four sheep*.

### Skills Book

#### 1 Listen and check (✓) or cross (X).



65

12 min

Have the class look at the pictures in the Skills Book Activity 1 on **Page 51**. Point to the pictures and have the class identify the animals. Describe one of the animals and have students point to the correct picture, such as *It has four legs and two eyes. It's brown. What is it?* Elicit *It's a horse* and have students point to the correct picture. Repeat with the other animals. Have the class place their fingers next to Activity 1 on **Page 51**. Explain that the questions are about the picture. If the answer to the question is yes, they will write a check. If the answer

is no, they will write an X. Check for understanding. Play **Track 65** (see the audio script on **Page T 101**). Play **Track 65** again for students to review their answers. Then have students compare their answers with a partner. Finally, play **Track 65**, pause the audio, and have the class chorally answer *Yes, it is* or *No, it isn't*.

#### 2 Listen and circle.



66

12 min

Have the class look at the two pictures in the first row in the Skills Book Activity 2 on **Page 51**. Have them identify each animal. Tell students that they will hear some people talk about one of those animals. They will circle the animal that matches the sentence they hear. Play **Track 66** (see the audio script on **Page T 101**) and tell students to point to the correct animal. Then play **Track 66** again and have students circle the correct animal. Play **Track 66** once more for students to check their answers. Have students take turns saying the answers using full sentences to a partner.

Try This!

Extra

Divide the class into two teams. Gather all the cards of the animals. Shuffle them and place them face down on a desk.

Turn a card over, show the card to the class, and ask *What is it?* The first team to guess correctly by saying *It's a (goat)* wins a point. Continue until the class has identified all the animals at least once. The team with the most points is the winner.

### Finish the Class

10 min

Have students draw a picture of an animal from the unit. Organise students into small groups and tell them to place all their drawings on a desk. Explain that one student will say a sentence about his or her picture, such as *It's a rooster* or *It's a red rooster*. The other members of the group will point to the correct picture. Then have students ask and answer questions about the animal, such as *What is it? Is it a donkey?* *Yes, it is.* / *No, it isn't.* Walk around the classroom and provide help as needed.

**02 Introduction**

[Nate] Hi, I'm Nate.  
[Kate] Hello, I'm Kate.

**03 "The Happy Campers Song"**

The Happy Campers Song  
Clap your hands  
And move your feet!  
Let's have fun,  
Dance to the beat!  
Happy Campers everywhere!  
Happy Campers, hands in the air!  
Spin around! Move your feet!  
Hands up high! Clap to the beat!

**04 and 05 Lesson 1, Activities 1 and 2**

|       |       |       |       |
|-------|-------|-------|-------|
| one   | one   | two   | two   |
| three | three | four  | four  |
| five  | five  | six   | six   |
| seven | seven | eight | eight |
| nine  | nine  | ten   | ten   |

**06 Lesson 1, Activity 3, "Hi, Friend!"**

1, 2, 3,  
My name's Lee.  
1, 2, 3,  
My name's Lee.  
Hi, hi! What's your name?  
4, 5, 6,  
My name's Nick.  
4, 5, 6,  
My name's Nick.  
Hi, hi! What's your name?  
7 and 8,  
My name's Kate.  
7 and 8,  
My name's Kate.  
Hi, hi! What's your name?  
9 and 10,  
My name's Jen.  
9 and 10,  
My name's Jen.  
Bye, bye, bye!

**07 Lesson 2, Activity 1, "Nate and Kate"**

[Mom] Hi! What's your name?  
[Ben] My name's Ben.  
[Kate and Nate] Hi, Ben!  
[Ben] Hi, Nate and Kate!  
[Ben] How old are you?  
[Nate] I'm five.  
[Kate] I'm five, too!  
[Ben] Wow!  
[Ben] Happy birthday, Nate!  
[Nate] No.  
[Ben] Happy birthday, Kate?  
[Kate] No, not me.  
[Peep] Squawk! Happy birthday to me!  
[Peep] Squawk! I'm 10! I'm 10!  
[Nate, Kate, and Ben] Ha ha! Ha ha ...!  
[Peep] Happy birthday, Peep!

**08 Lesson 2, Activity 2**

How old are you? I'm six. I'm six. I'm six!

**09 Skills Book, Lesson 2**

- I'm five.
- I'm seven.
- I'm four.
- I'm six.

**10 Skills Book, Lesson 4, Activity 1**

- Hi.
- Eight.
- My name's Anna.
- I'm five.

**11 Skills Book, Lesson 4, Activity 2**

- |            |            |
|------------|------------|
| I'm three. | I'm seven. |
| I'm eight. | I'm nine.  |



## 12 and 13 Lesson 1, Activities 1 and 2

|        |        |
|--------|--------|
| happy  | happy  |
| sad    | sad    |
| sick   | sick   |
| mad    | mad    |
| shy    | shy    |
| scared | scared |



## 14 Lesson 1, Activity 3, "La-Dee-Da!"

Are you scared?  
No, I'm not.  
La-dee-da! La-dee-da!

Are you happy?  
Yes, I am!  
La-dee-da! La-dee-da!

Are you sick?  
No, I'm not.  
Boo-hoo-hoo! Boo-hoo-hoo!

Are you sad?  
Yes, I am.  
Boo-hoo-hoo! Boo-hoo-hoo!



## 15 Lesson 2, Activity 1, "Nate and Kate"

|                    |  |
|--------------------|--|
| [Woman]            | How are you?                           |
| [Kate]             | I'm fine, thank you.                   |
| [Nate]             | I'm scared.                            |
| [Man]              | How are you? Nice ride?                |
| [Kate]             | Yes! I'm excited!                      |
| [Nate]             | I'm sick!                              |
| [Kate]             | Thank you! I'm happy!                  |
| [Nate]             | Oh, no! My ice cream!<br>I'm sad.      |
| [Ice cream vendor] | Here.                                  |
| [Nate]             | Wow! Now I'm happy, too!<br>Thank you! |
| [Dad]              | I'm tired.                             |



## 16 Lesson 2, Activity 2

How are you?  
I'm tired. How are you?  
I'm excited!



## 17 Skills Book, Lesson 2

1. How are you? I'm happy.
2. How are you? I'm mad.
3. How are you? I'm tired.
4. How are you? I'm excited!
5. How are you? I'm shy.



## 18 Skills Book, Lesson 4, Activity 1

1. Are you sick? Yes, I am.
2. Are you scared? No, I'm not.
3. Are you shy? Yes, I am.
4. Are you mad? No, I'm not.



## 19 Skills Book, Lesson 4, Activity 2

1. How are you? I'm mad.
2. How are you? I'm happy.
3. How are you? I'm excited.
4. How are you? I'm tired.

**20 and 21 Lesson 1, Activities 1 and 2**

|             |             |
|-------------|-------------|
| crayon      | crayon      |
| pencil      | pencil      |
| eraser      | eraser      |
| pencil case | pencil case |
| book        | book        |
| backpack    | backpack    |

**22 Lesson 1, Activity 3, "I'm Happy!"**

I'm happy! I have a crayon!  
 A crayon. I have a crayon!  
 I'm happy! I have a crayon!  
 I have a crayon!

I'm happy! I have a backpack!  
 A backpack. I have a backpack!  
 I'm happy! I have a backpack!  
 I have a backpack!

I'm happy! I'm happy! I'm happy! I'm happy!

**23 Lesson 2, Activity 1, "Nate and Kate"**

[Kate] Look, Nate!  
 [Nate] A notebook. This is my notebook!  
 [Kate] A book?  
 [Nate] This is my book! And this is my pencil case!  
 [Kate] Look, a pen!  
 [Nate] This is my pen!  
 [Nate] And this is my backpack!  
 [Kate] Oh, Fred!

**24 Lesson 2, Activity 2**

This is my pencil.  
 This is my pen.  
 This is my book.  
 This is my friend!

**25 Skills Book, Lesson 2**

1. This is my pen.
2. This is my book.
3. This is my pencil.
4. This is my notebook.

**26 Skills Book, Lesson 4, Activity 1**

1. This is my notebook.
2. This is my eraser.
3. This is my crayon.
4. This is my pen.

**27 Skills Book, Lesson 4, Activity 2**

I have a pencil, an eraser, a book, and a pencil case.



## 28 and 29 Lesson 1, Activities 1 and 2

|        |        |
|--------|--------|
| red    | red    |
| orange | orange |
| yellow | yellow |
| green  | green  |
| blue   | blue   |
| purple | purple |
| pink   | pink   |
| brown  | brown  |



## 30 Lesson 1, Activity 3, "The Colour Game"

What colour is it?  
It's red! It's red!  
Point to red! Point to red!  
What colour is it?  
It's red! It's red!  
It is red!

What colour is it?  
It's blue! It's blue!  
Point to blue! Point to blue!  
What colour is it?  
It's blue! It's blue!  
It is blue!



## 31 Lesson 2, Activity 1, "Nate and Kate"

|                 |  |
|-----------------|--|
| [Kate]          | Nate! I have a new backpack.                         |
| [Nate]          | Cool! What colour is it?                             |
| [Kate]          | It's pink. My favourite colour is pink.              |
| [Nate]          | Mine too.  |
| [Kate]          | And my new notebook is purple.<br>I love it!         |
| [Nate]          | My favourite colour is purple!                       |
| [Kate]          | Look! My new pencil is yellow.<br>It's my favourite! |
| [Nate]          | My favourite colour is yellow, too!                  |
| [Kate]          | What?  |
| [Nate]          | My favourite colour is ...                           |
| [Nate and Kate] | All of them!   |



## 32 Lesson 2, Activity 2

My favourite colour is orange.  
Orange! Orange!  
My favourite colour is orange.  
Yes! Yes! Yes!



## 33 Skills Book, Lesson 2

My pencil is yellow.  
My eraser is pink.  
My pen is blue.  
My crayon is orange.



## 34 Skills Book, Lesson 4, Activity 1

1. What colour is your pen? It's blue.
2. My backpack is red.
3. What colour is it? It's purple.
4. My pencil case is orange.



## 35 Skills Book, Lesson 4, Activity 2

1. My pencil is blue.
2. My crayon is brown.
3. My pencil case is yellow.
4. My eraser is green.



### 36 and 37 Lesson 1, Activities 1 and 2

|          |          |
|----------|----------|
| shirt    | shirt    |
| jacket   | jacket   |
| pants    | pants    |
| skirt    | skirt    |
| shoes    | shoes    |
| sneakers | sneakers |



### 38 Lesson 1, Activity 3, "Colourful Clothes"

What colour is your shirt?  
My shirt is yellow!  
Yellow shirt, yellow shirt.  
My shirt is yellow!

What colour are your shoes?  
My shoes are pink!  
Pink shoes, pink shoes.  
My shoes are pink!

What colour are your pants?  
My pants are blue!  
Blue pants, blue pants.  
My pants are blue!

What colour is your skirt?  
My skirt is purple!  
Purple skirt, purple skirt.  
My skirt is purple!



### 39 Lesson 2, Activity 1, "Nate and Kate"

[Kate] Oh, no! Fred!

[Nate] Now I'm sad! And I'm mad, too!

[Ben] Look! I have a red T-shirt.

[Kate] I have a red T-shirt, too.

[Kate] And I have an orange cap!  
Are you happy?

[Nate] Yes, I am. I have one orange cap, two red T-shirts, and three good friends!



### 40 Lesson 2, Activity 2

I have one blue T-shirt.  
I have two yellow caps.



### 41 Skills Book, Lesson 2

1. I have one red cap.
2. I have three blue T-shirts.
3. I have two yellow pants.
4. I have four pink skirts.
5. I have two brown sneakers.



### 42 Skills Book, Lesson 4, Activity 1

1. I have red sneakers.
2. I have brown pants.
3. I have a green skirt.
4. I have an orange jacket.



### 43 Skills Book, Lesson 4, Activity 2

I have a yellow T-shirt, blue pants,  
and green sneakers.



## 44 and 45 Lesson 1, Activities 1 and 2

|       |       |
|-------|-------|
| eye   | eye   |
| ear   | ear   |
| mouth | mouth |
| nose  | nose  |
| teeth | teeth |
| head  | head  |



## 46 Lesson 1, Activity 3, "This Is Me!"

This is my nose. Sniff! Sniff!  
 These are my teeth. Chomp! Chomp!  
 This is my head. Tap! Tap!  
 These are my eyes. Blink! Blink!  
 These are my ears. Listen! Listen!  
 This is my mouth. Hooray!

This is my nose.  
 These are my teeth.  
 This is my head.  
 These are my eyes.  
 These are my ears.  
 This is my mouth.  
 Sniff! Sniff! Chomp! Chomp! Tap! Tap! Blink! Blink!  
 Listen! Listen!  
 Hooray! This is me!



## 47 Lesson 2, Activity 1, "Nate and Kate"

[Kate] Look! I have a red nose!  
 [Dad] Ha ha ha!  
 [Nate] And I have eight eyes!  
 [Kate] Eight eyes?  
 [Kate] I have two white hands. Ta-da!  
 [Dad] Wow!  
 [Nate] And I have eight purple legs!  
 [Kate] Eight legs?  
 [Kate] Look! I have ten white fingers!  
 And a big red mouth!  
 [Nate] Boo!  
 [Ben] Are you scared?  
 [Kate] Yes! Ahhhhhh!



## 48 Lesson 2, Activity 2

I have ten fingers.  
 Let's count them!  
 One, two, three, four,  
 five, six, seven, eight,  
 nine, ten!



## 49 Skills Book, Lesson 2

1. I have two eyes.
2. I have one nose.
3. I have two legs.
4. I have teeth.
5. I have ten fingers.
6. I have two hands.



## 50 Skills Book, Lesson 4, Activity 1

1. This is my nose.
2. These are my ears.
3. These are my teeth.
4. This is my finger.



## 51 Skills Book, Lesson 4, Activity 2

I have one mouth.  
 I have two ears.  
 I have two eyes.

**52 and 53 Lesson 1, Activities 1 and 2**

|         |         |
|---------|---------|
| grandma | grandma |
| grandpa | grandpa |
| mom     | mom     |
| dad     | dad     |
| sister  | sister  |
| brother | brother |

**54 Lesson 1, Activity 3, "My Family"**

My family, my family! This is my family.

This is my dad. This is my mom.

This is my grandma and my brother, Tom.

My family, my family! This is my family.

These are my sisters; I have two.

This is Sally and this is Sue!

My family, my family! This is my family.

This is my family. What about you?

**55 Lesson 2, Activity 1, "Nate and Kate"**

|           |                                |
|-----------|--------------------------------|
| [Kate]    | Look, Grandma! Mom is excited. |
| [Mom]     | Woo-hoo!                       |
| [Grandma] | Yes, she is!                   |
| [Kate]    | But Nate is scared!            |
| [Nate]    | Whoa!                          |
| [Kate]    | Oh, no! Our picnic!            |
| [Grandma] | Bad dog!                       |
| [Kate]    | Look, Grandma! Fred is mad.    |
|           | But Gus is happy!              |
| [Grandma] | Yes, he is! Bad cat!           |

**56 Lesson 2, Activity 2**

My dad is happy.  
My brother is sad.  
My mom is tired.  
My sister is mad!

**57 Skills Book, Lesson 2**

1. My dad is excited.
2. My grandpa is tired.
3. My sister is scared.
4. My mom is happy.
5. My dog is sad.
6. My cat is sick.

**58 Lesson 4, Activity 1**

1. This is my mom.
2. This is my dad.
3. This is my brother.
4. This is my sister.
5. This is my grandma.
6. This is my grandpa.
7. This is my dog.
8. This is my cat.



## 59 and 60 Lesson 1, Activities 1 and 2

|         |         |
|---------|---------|
| cow     | cow     |
| goat    | goat    |
| donkey  | donkey  |
| rooster | rooster |
| duck    | duck    |
| horse   | horse   |



## 61 Lesson 1, Activity 3, "On the Farm"

On the farm, on the farm,  
These are the animals on the farm!  
Moo, moo!  
What is it?  
Moo, moo!  
It's a cow!

On the farm, on the farm,  
These are the animals on the farm!  
Cock-a-doodle-doo!  
What is it?  
Cock-a-doodle-doo!  
It's a rooster!

On the farm, on the farm,  
These are the animals on the farm!  
Meh, meh!  
What is it?  
Meh, meh!  
It's a goat!

On the farm, on the farm,  
These are the animals on the farm!  
Hee-haw, hee-haw!  
What is it?  
Hee-haw, hee-haw!  
It's a donkey!

On the farm, on the farm,  
These are the animals on the farm!



## 62 Lesson 2, Activity 1, "Nate and Kate"

|                 |                              |
|-----------------|------------------------------|
| [Kate]          | Listen! Is it a duck?        |
| [Nate]          | Yes, it is!                  |
| [Nate and Kate] | Quack, quack! Quack, quack!  |
| [Nate]          | Look! Sheep!                 |
| [Nate and Kate] | Baa, baa! Baa, baa!          |
| [Kate]          | Is it a rabbit?              |
| [Nate]          | No, it isn't!                |
| [Nate]          | It's Dad!                    |
| [Kate]          | And a horse!                 |
| [Dad]           | Let's go ride! Neigh, neigh! |



## 63 Lesson 2, Activity 2

Baa! Is it a donkey?  
No, it isn't.  
Is it a sheep? Baa!  
Yes, it is!



## 64 Skills Book, Lesson 2

It's a red sheep.  
It's a pink rabbit.  
It's a blue horse.  
It's a yellow duck.  
It's a purple cow.  
It's a green goat.



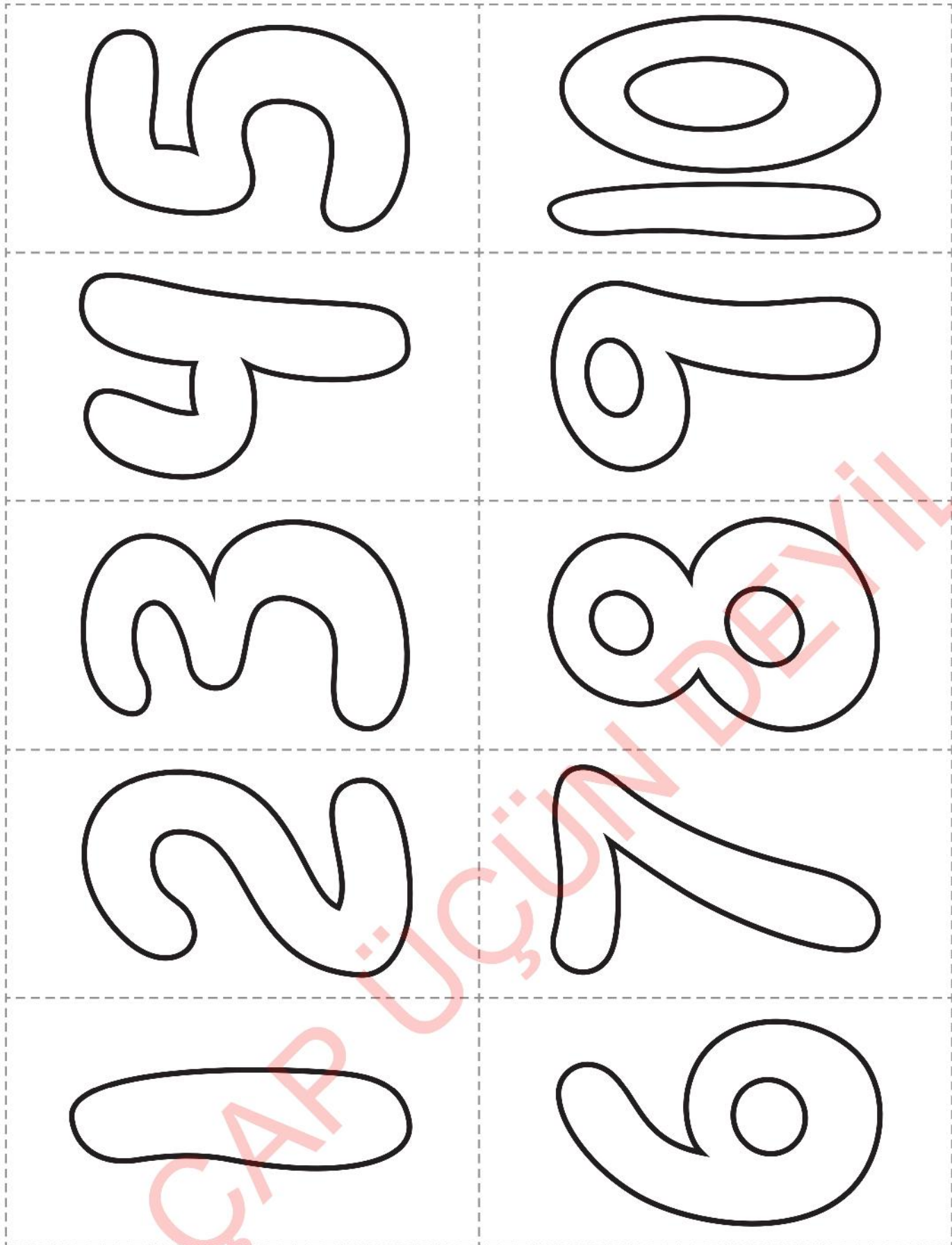
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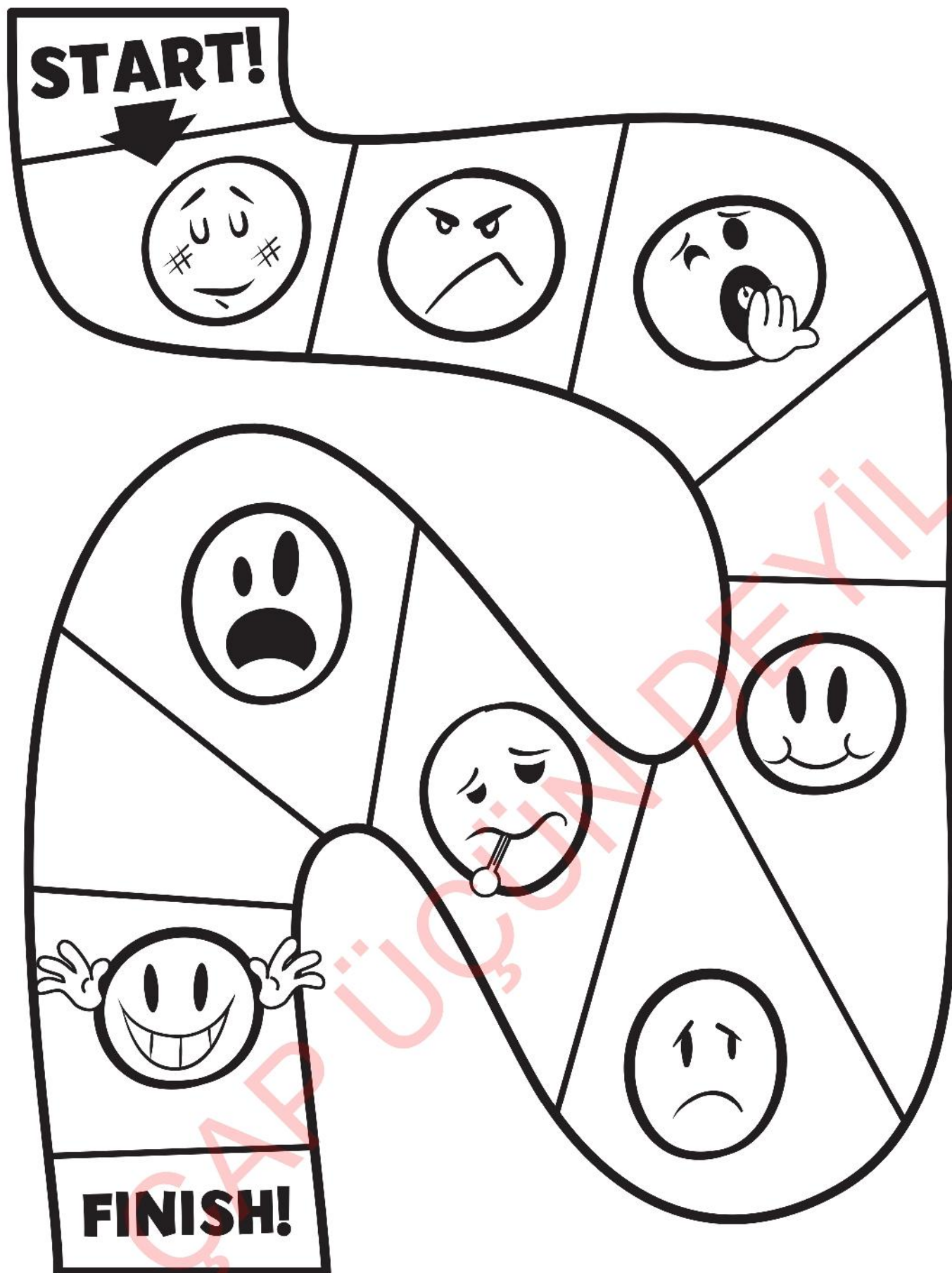
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4. Is it a duck?

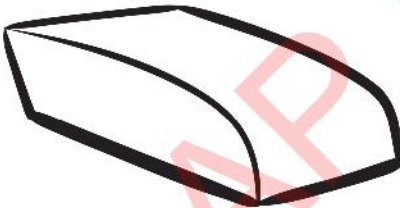
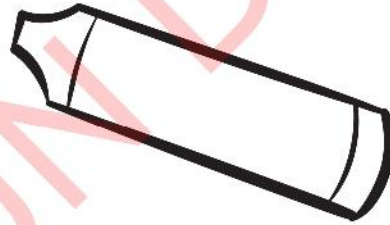
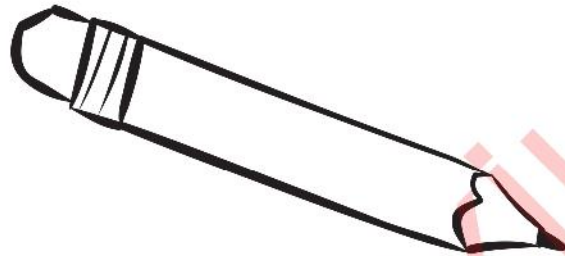
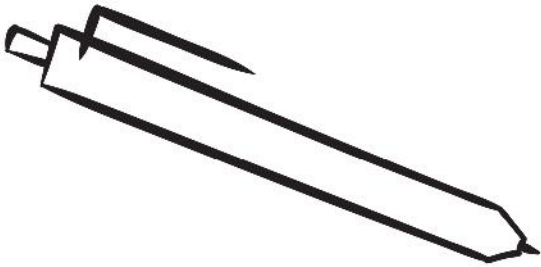
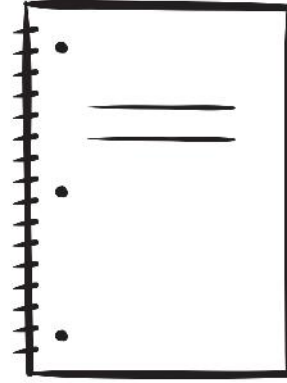
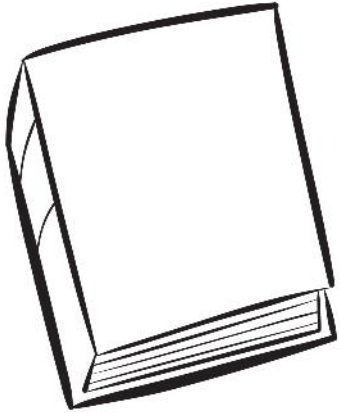


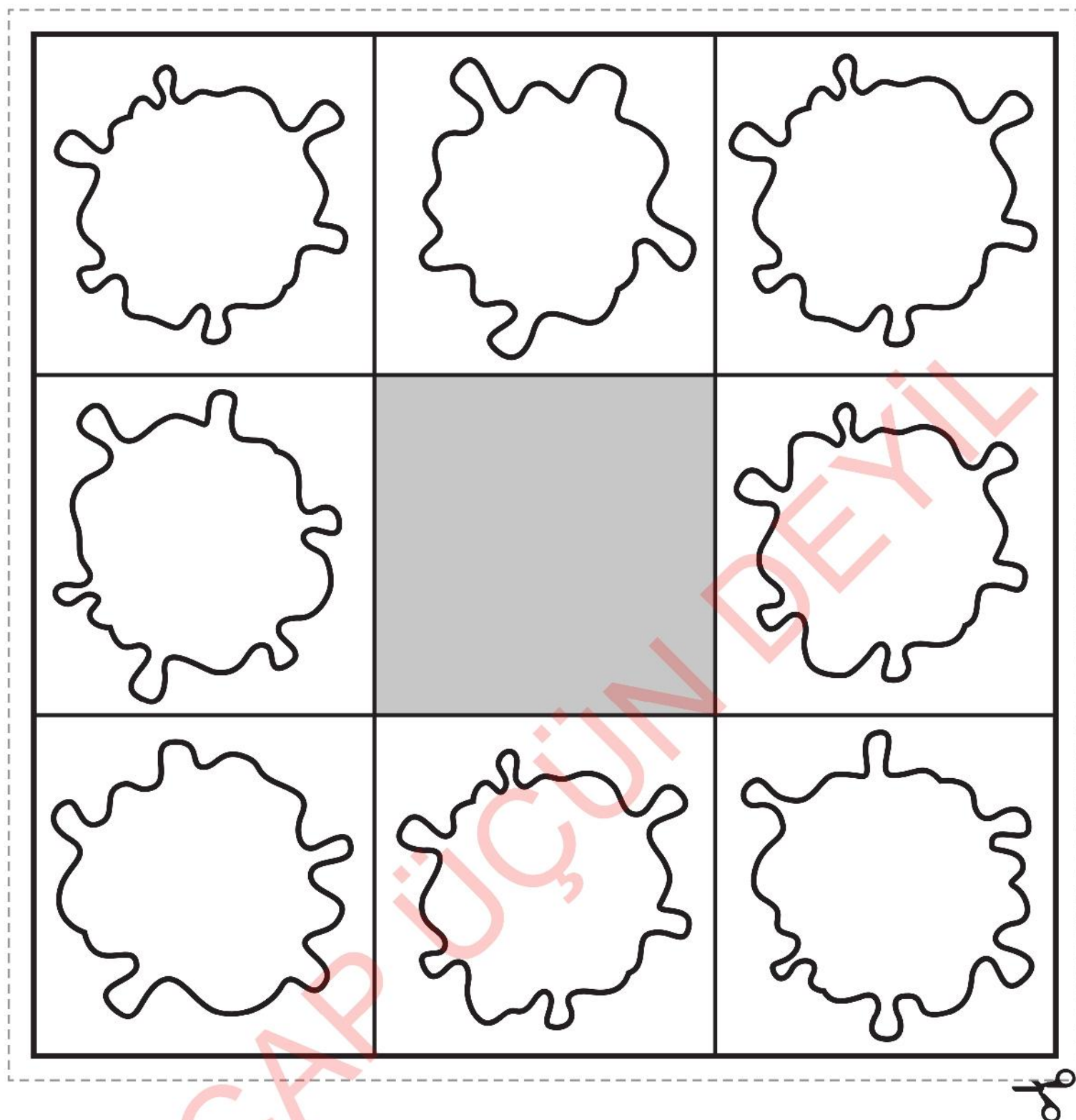
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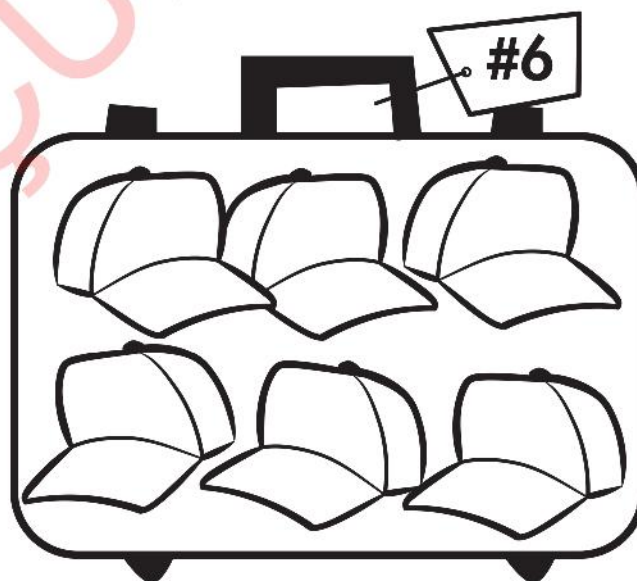
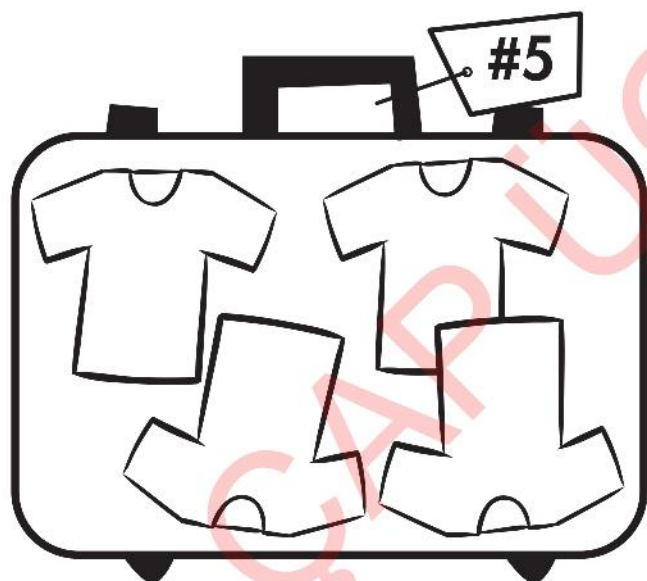
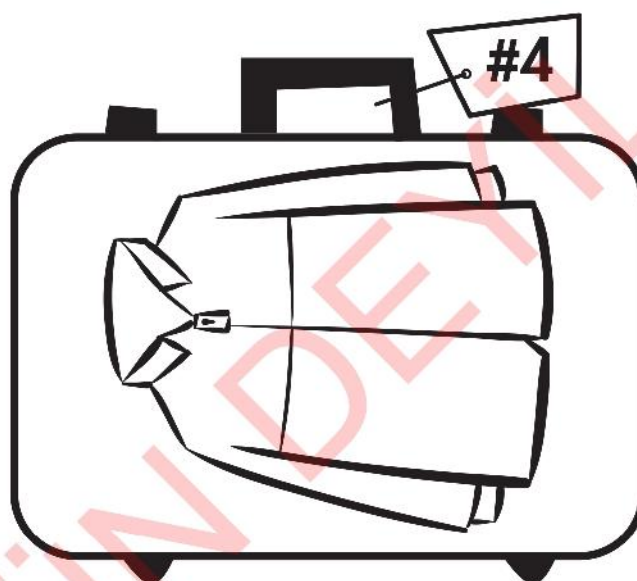
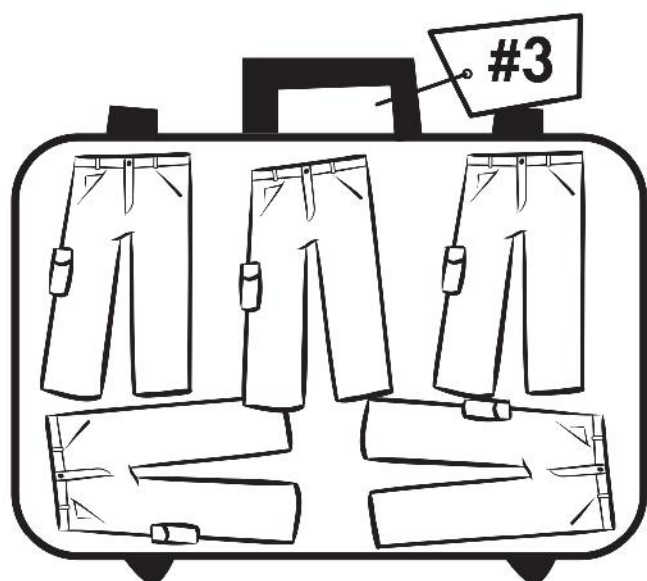
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4. It's a duck.

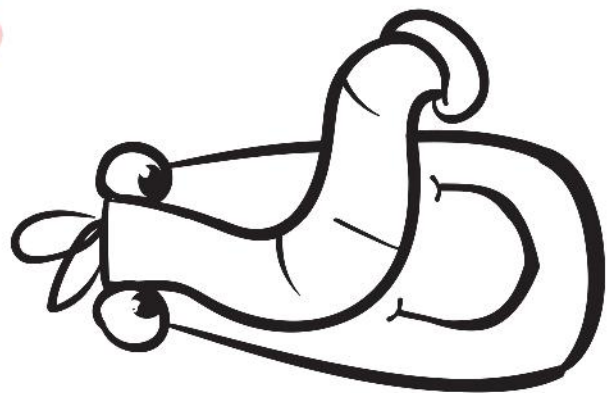
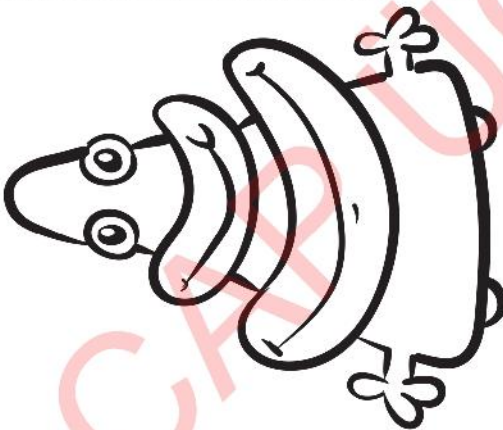
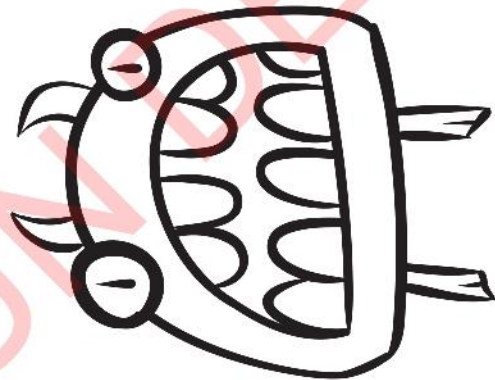
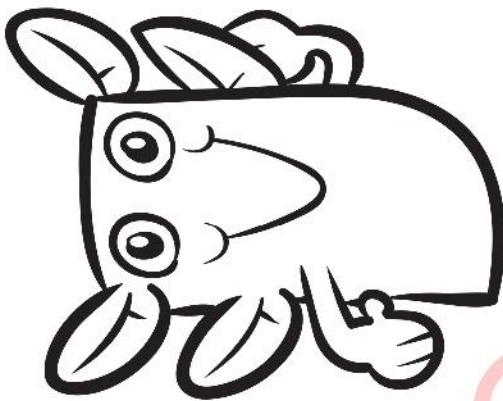
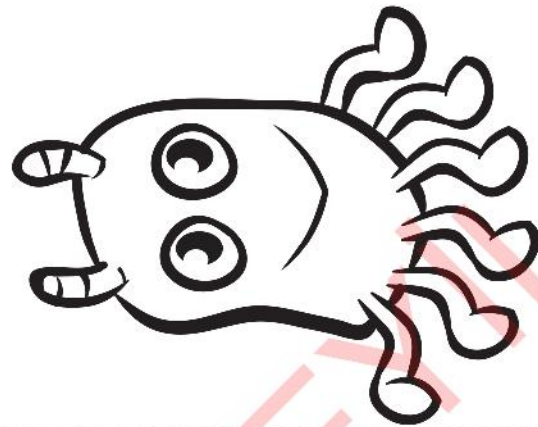
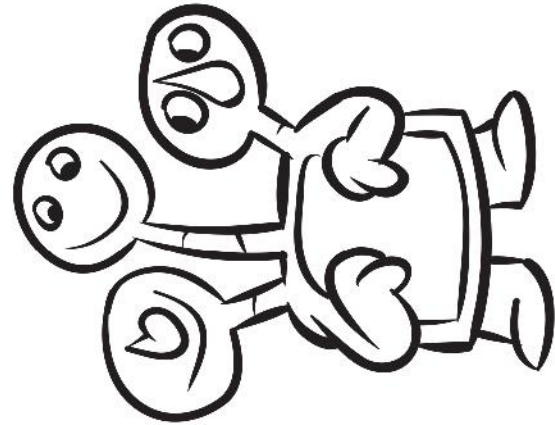
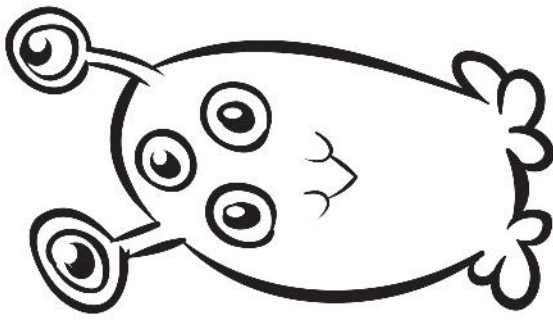


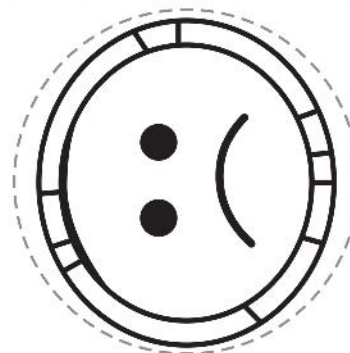
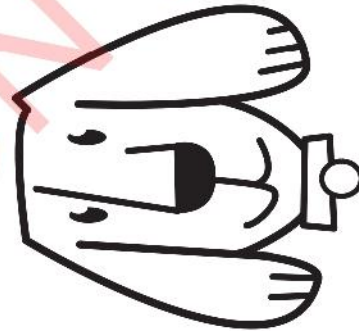
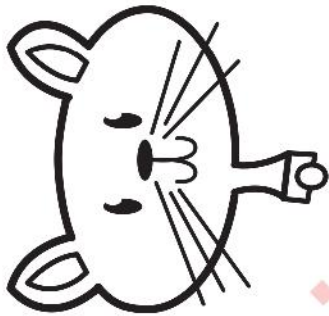
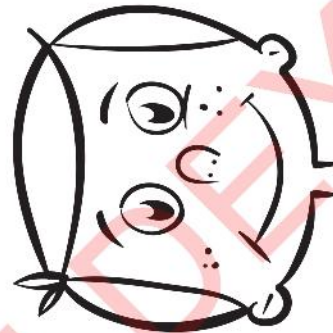
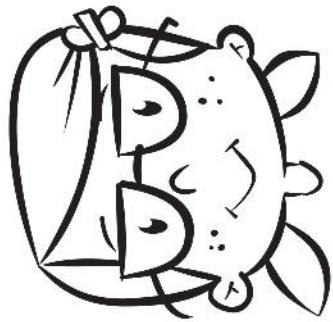
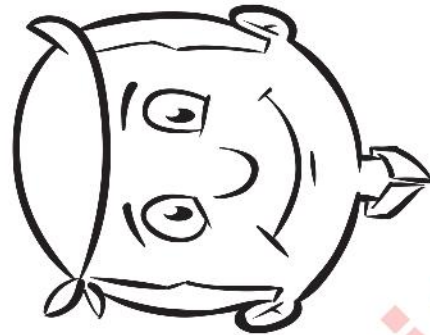
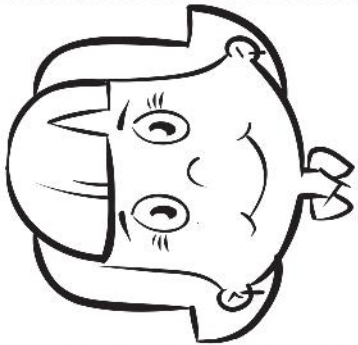
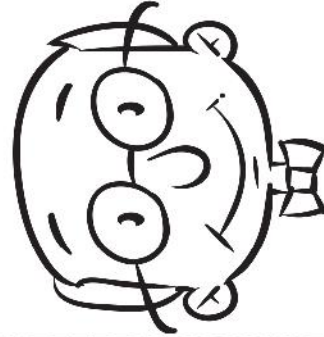
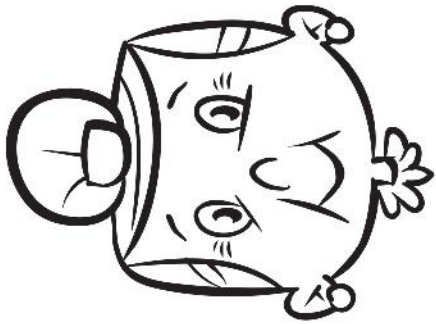


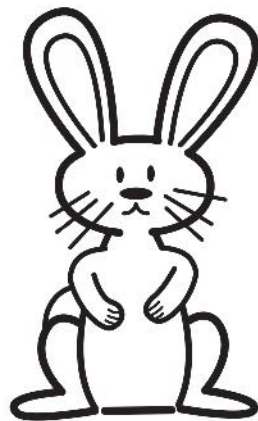
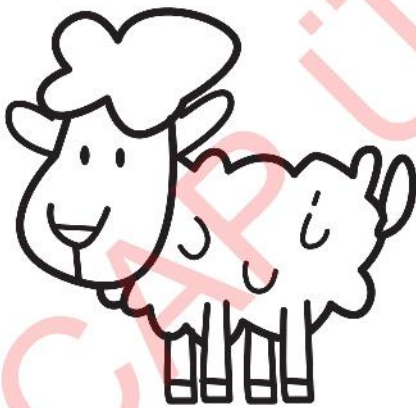
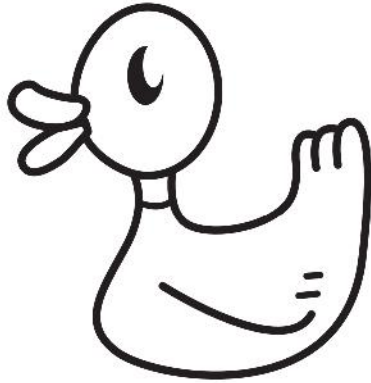
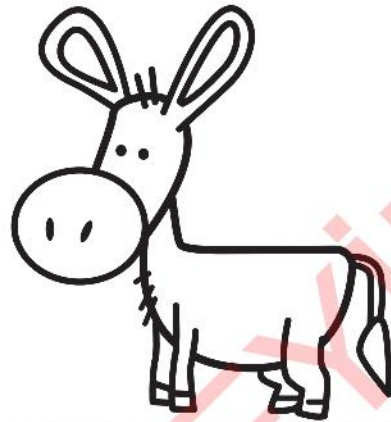
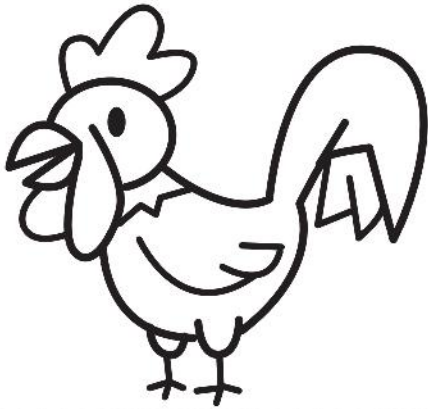
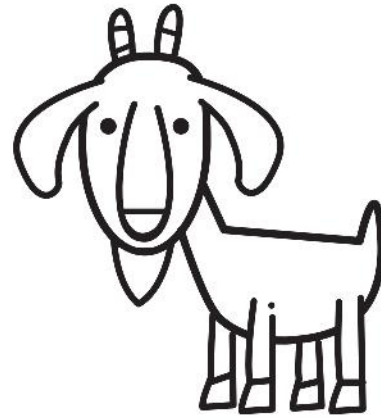
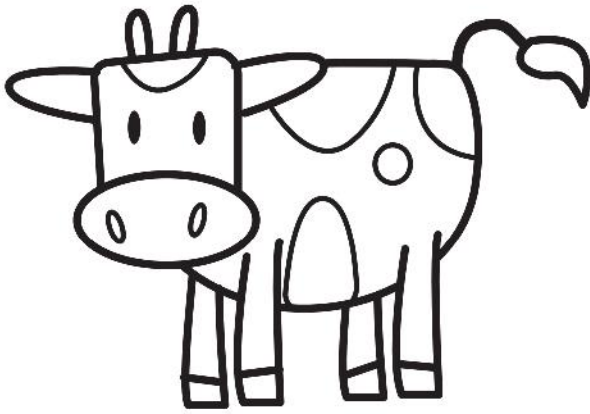












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