

Welcome

Lesson 1

A Listen and point.  TR: 0.1

1

one

2

two

3

three

4

four

5

five

6

six

7

seven

8

eight

9

nine

10

ten

B Listen and repeat.  TR: 0.2

C Point and say.  TR: 0.3



eight

three



Children in China



ABOUT THE PHOTO

This photo shows a group of children at the entrance of a school in China. In the Chinese education system, many children begin school at age three, and spend three years in an early childhood classroom that prepares them for school. Then, at the age of six or seven, they progress to elementary school, where they spend six years. They enter secondary school at age twelve and spend between three and six years there. Since 1986, all children have the right to a minimum of nine years of education (six years in elementary and three in secondary). While in secondary school, students prepare for the *Gaokao*, a very difficult exam for entrance into higher education.

Welcome

In this unit, students will:

- recognize and use numbers and greetings.
- learn a chant about greetings.

Twenty-First Century Skills

Collaboration

Work in pairs to learn school things, Lesson 3

Communication

Greet each other, Lesson 2

Creativity

Draw a school thing, Lesson 3

Critical Thinking

State a preference, Lesson 2

Lesson 1

In this lesson, students will:

- identify and say numbers 1–10.

Resources: Worksheet 1.0.1, Audio Tracks 0.1–0.3, eBook, Classroom Presentation Tool, Workbook p. 4, Online Practice, Formative Assessment Strategies Guide

Warm Up

- Say *Hello* to students. Go around the class and say *Hello* to every student. Have students answer *Hello*. Then say *My name is...* Write your name on the board.
- Have two students stand up and greet each other. Have them say *Hello, [name]* and answer with *Hello, [name]*. Then have students walk around the classroom so that they can greet all the other students.

A

- Hold up a copy of the Student's Book open to p. 4 and say *Open your book to page 4*. Say *Look at the numbers*. Point to the numbers and give students time to look at them.
- Direct students' attention to the instructions. Point to your ear as you say *Listen* and then hold up your index finger as you say *Point*. Again, point to the numbers.
- Play **TR: 0.1** and point to the digits (1, 2, etc.) one at a time as students hear the words (one, two, etc.).
- **Extra Challenge** Say the numbers in random order and have students point to them.
- **Extra Support** Pause after each number and draw a picture on the board to represent that number. For example, draw a star after *one* and say *One star*.

B

- Direct students' attention to the instructions. Say *Listen and repeat*. Play **TR: 0.2**, pausing after the first word. Say *One* to model repeating. Gesture for students to repeat after you. Then continue playing the audio, having students repeat each word.
- Play **TR: 0.2** a second time. Call on pairs or individual students to repeat the words aloud.
- **Extra Challenge** Gather different numbers of school things, such as two bags and three pencils. Put them all on your table. Point and ask *How many?* Have students say the number.

- **Extra Support** Say each number aloud and clap the corresponding number of times. Have students clap, too.

Extension

- Show students how to write the numbers in order. Write each number slowly, line by line, on the board. Have students copy the number in their notebooks while you write it a second time.
- If students can already write numbers independently, do a dictation. Make sure you write the numbers you say on a piece of paper. When you finish, say each number again and write it on the board for students to check.

C

- Direct students' attention to the instructions. Say *Point and say*. Have students point with their finger. Then, to teach the meaning of *say*, gesture as necessary as you say *Say Hello*. Have students say *hello*.
- Point to the characters at the bottom of the page. Say *Listen*. Play **TR: 0.3**. Point to each character as he or she talks.
- Say *Listen. Then point and say*. Play **TR: 0.3** again. Have students say the words and point to the numbers on the page.
- Point to one of the numbers on the page. Have a student say the word. Then have that student point to another number and call on a different student to say the word.
- **Extra Challenge** Have students add numbers to lists. For example, say *Three, fi e, three...* and have students say *five*. Continue in this way with other patterns.
- **Extra Support** Have students point to and say the numbers in numerical order several times before they begin pointing to and saying them in random order.

Wrap Up

- Give instructions using school things and numbers. For example, hold up an eraser and say *Three*. Call on a student to find three erasers, hold them up, and count them aloud. Repeat with other items and students until numbers one to ten have been reviewed.
- If you want to do the Extension in Lesson 2, send home a request for permission to photograph students.

Additional Practice: Worksheet 1.0.1, Workbook p. 4, Online Practice

Lesson 2

In this lesson, students will:

- chant about greetings.
- greet their classmates.

Resources: Audio Tracks 0.4–0.5, eBook, Classroom Presentation Tool, Workbook p. 4, Online Practice, Formative Assessment Strategies Guide

Materials: a camera, pins, markers, index cards, a photo of you, a timer, two dolls or two teddy bears

TEACHER TIP

Have students make name tags for themselves at the beginning of a new school year. Provide each student with a tag and have them write their names and decorate their tags. Collect the tags at the end of each class and hand them out again at the beginning of each new class. They will help you learn everyone's name.

Warm Up

- Review numbers. Say the name of a student and a number. For example, say [*Carla*], *two*. Have this student repeat *two* and clap twice. Have the student call on another student by saying his or her name and a number, for example, [*Pablo*], *four*. Now have the second student repeat *four* and clap four times, and then call on another student. Continue in this way until all students get a turn.

A

- **Use the Photo** Hold up a copy of the Student's Book and point to the photo on pp. 4–5. Say *Look. Children*. Gesture to students in the class to show what you mean. Then point to the children in the photo and count aloud. Have students count with you. When you reach *ten*, stop and point to the whole group of children again and say *A lot of children!*
- Teach some of the language from the chant. If students have made name tags, have them wear them. Wear a name tag, too. Walk around the classroom and have short conversations with individual students. Say *Hello!* and elicit *Hello!* Follow up with *What's your name?* If necessary, model by saying *My name's [your name]*, pointing to your name tag. Repeat with a few more students. Then ask *How old are you?* If students are unable to answer, ask *Five? Six?* Hold up the same number of fingers as you ask. Repeat the questions until students understand that you are asking their age. Have them use different gestures to show *yes* or *no*. Finally, ask *How are you?* Model by saying *I'm fine, thanks*. Ask several students and have them answer.
- Help students open their books to pp. 4–5. Give them some time to look at the photo. Then say *Look at page 5*.
- Point to your ear as you say *Listen*. Play **TR: 0.4** one time. Have students simply listen.
- Play **TR: 0.4** again, pausing after each verse. Hold up a copy of the Student's Book at the same time and point to the words to indicate that students should follow in their books.

- Point to the chant and to the different-colored lines. Put students in two groups, green and orange. Say *I'm the teacher. I'm blue*. Explain that each group has to chant the words in their color. Point to your mouth and say *Now listen and chant*.
- Play **TR: 0.4** again, gesturing to each group when it's their turn to chant. Say the blue lines yourself as you listen and have students say the rest of the chant as they listen.
- **Extra Challenge** Have students close their books and try to remember the chant without reading the words, just listening and joining in with the audio.
- **Extra Support** Pause after each line for students to repeat the words.

Extension

- If you've received permission from parents/caregivers, make a bulletin board with photos and names of each of the students. Take photos of the students. Then print them out and pin up each of the photos and have students make name labels to add under each photo. Alternatively, take a group photo and just have students label it around the outside. Write a title on the board such as *Our Class*. Add your own photo and name, too.

B

- Point to the characters at the bottom of the page. Say *Listen*. Play **TR: 0.5**. Point to each character as he or she talks.
- Say *Read*. Model by holding a copy of the Student's Book in front of you and pretending to read it. Read the conversation with another student if possible.
- Say *Listen and read*. Play **TR: 0.5** again, pausing after each line so that students repeat.
- Say *Say*. Model the conversation with a student. Ask *What's your name?* Have the student answer with his or her real name. Then ask *How old are you?* Again, have the student answer with his or her real age.
- Have students do the activity in pairs. Monitor and make sure they understand that they have to give information that is true for them.
- **Extra Challenge** Set a timer for two minutes and challenge students to introduce themselves to at least five classmates in this time.
- **Extra Support** If necessary, remind students that English is read from left to right. Draw an arrow pointing to the right, and allow students to copy the arrow under or next to the models.

Wrap Up

- Use two dolls or two teddy bears to act out a role-play with the help of students. Use a voice different from your own to have one doll say *Hello!* Have students answer *Hello!* for the other doll. Continue, having a similar conversation to the conversation in Activity B. Have students invent names and ages.

Additional Practice: Workbook p. 4, Online Practice

5a Welcome



Welcome

Lesson 2

A Listen and chant. TR: 0.4

Hello! Hello!
What's your name?
My name's Xi.
My name's Wayne.

Hello! Hello!
How old are you?
Hello, I'm six.
I'm six, too!

Hello, Xi.
How are you?
I'm fine, thanks.
And I'm fine, too.

B Say. TR: 0.5

Hello!

Hello!

What's your name?

My name's Emma.
What's your name?

My name's Kai.
How old are you?

I'm seven.
How old are you?

I'm ten.



Welcome

Lesson 3

A Listen and point.  TR: 0.6



bag



book



crayon



eraser



pen



pencil



pencil case



ruler

B Listen and chant.  TR: 0.7

What's this?

Take a look!

What's this?

It's a book.

What's this?

Look again.

What's this?

It's a pen.

What's this?

It's a room.

What's this?

Our classroom!

C Point, ask, and answer.  TR: 0.8

What's this?

It's a ruler.



Lesson 3

In this lesson, students will:

- ask and answer about school things using *What's this? It's [a book]*.
- say a chant about school things.
- talk about school things.

Resources: Worksheet 1.0.2, Audio Tracks 0.6–0.8, eBook, Classroom Presentation Tool, Flashcards 11–18, Workbook p. 5, Workbook Audio Track 0.1, Online Practice, Formative Assessment Strategies Guide

Warm Up

- Draw a big circle on the board and in the middle write *Words in English*. Have students raise their hands if they know a word and say it when you call their names. Write the words that the students know on the board around the circle. Every student will know some words in English and some will know a lot, so you won't have time or space to write all the words they know on the board. This is an opportunity for students to realize how much they know.
- Call on a student and say *Hello!* Have the student answer *Hello!* Then ask *What's your name?* (My name's [Pia]). Then ask *How old are you?* (I'm [six].) Repeat with a few students. You may want to have a complete conversation with every student you choose, or ask one or two questions each.

A

- Help students open their books to p. 6. Direct students' attention to the photos. Give them some time to look at the school things. Then say *We have these things in the classroom*. Hold up or point to each of the objects in the classroom. Say *Let's look at words for school things*.
- Point to your ear and say *Listen*. Play **TR: 0.6**. Point to each of the photos as students hear the corresponding words.
- Say *Listen and point*. Play **TR: 0.6** a second time. Hold up a copy of the Student's Book and model pointing to the photos as students hear the words. Have students point to the words, too. Walk around the classroom to check students are pointing to the correct photos.
- **Listening Strategy: Pointing** Have students point to the item as they listen to the word the first time. Students will be able to match the sound with the written word if they move their finger each time they hear a new word.

B

- Show students the *pen* and *book* flashcards. Say *Find these words on the page*. Have students scan the chant to find the words. Say *Point to the words*.
- Say *Listen*. Play **TR: 0.7** once. Have students just listen and clap to the rhythm. Have them follow the chant in their books.
- Say *Listen and chant*. Play **TR: 0.7** again. This time have students clap and chant. Repeat a few times until they can chant confidently.

- Put students in two groups, A and B. Point to Group A and say *You say the blue*. Point to Group B and say *You say the green*. Play **TR: 0.7** again and have students chant their parts. Then have groups switch roles.
- **Extra Challenge** Chant the first three lines of the first verse. Then hold up another school thing, such as a bag, and call on students to chant the fourth line with the word for the new object. Do the same with the second verse. Chant the first three lines of the second verse. Then hold up another school thing, such as a crayon, and call on students to chant the fourth line with the word for this object.
- **Extra Support** Chant the first three lines of the first verse. Then hold up a copy of the Student's Book and point to it. Call on students to chant the fourth line. Do the same with the second verse. Chant the first three lines of the second verse. Then hold up a pen and call on students to chant the fourth line.

C

- Point to the characters at the bottom of the page. Say *Listen*. Play **TR: 0.8**. Point to each character as he or she talks.
- Say *Point, ask, and answer*. Model the activity with a student. Hold a copy of the Student's Book and point to an object in the photos in Activity A. Ask *What's this?* Have the student answer using *It's [a bag]*.
- Say *Listen and say*. Play **TR: 0.8** again, pausing after each line so that students repeat.
- Have students do the activity in pairs while you monitor, helping when necessary.

Extension

- Draw part of a pencil. Ask *What's this?* Have students raise their hands to guess and answer using *It's a pencil*.
- Have students work in pairs, A and B. Have Student A be the artist and draw part of a school thing. Then have Student A ask *What's this?* Have Student B guess. When Student B guesses correctly, have them switch roles. Monitor students while they do the activity, helping when necessary.

Wrap Up

- Hold up one of the Lesson 3 flashcards facing you so that students can't see the picture. Ask *What's this?* Have students raise their hands to guess, using *It's a [pen]*. The student who guesses correctly wins the flashcard. If nobody guesses correctly, continue with another flashcard. Continue until all flashcards have been given out.

Additional Practice: Worksheet 1.0.2, Workbook p. 5, Online Practice

1

My Toys

In this unit, students will:

- talk about toys.
- use *This is my [ball]* to talk about possessions.
- read about the game of marbles.
- ask and answer questions about toys using *Is this your [game]? Yes, it is./No, it isn't.*
- listen to, sing, and act out a song about playing a game.
- identify and pronounce words with initial sounds /æ/, /b/, /k/, /d/, /ε/, /f/, /g/, and /h/.
- identify the value of sharing your toys.

Language

Vocabulary

ball, bat, doll, game, kite, plane, teddy bear, train; favorite, fun, marble

Grammar

- *This is my train.*
- *Is this your book? Yes, it is./No, it isn't.*

Phonics

/æ/ a pple	/ε/ e lephant
/b/ b ag	/f/ f ish
/k/ c arrot	/g/ g oat
/d/ d esk	/h/ h orse

Twenty-First Century Skills

Collaboration

Work with a partner to practice words, Lesson 1

Communication

Play a game with school things, Lesson 4

Creativity

Draw and color a toy car, Unit Opener

Critical Thinking

Identify the value of sharing your toys, Lesson 6

In the Unit Opener, students will:

- respond to a photo of a boy and his toys.
- talk about toys.

Resources: Home-School Connection Letter, eBook, Classroom Presentation Tool, Formative Assessment Strategies Guide

Materials: some toys, drawing paper, crayons, pencils

Introduce the Theme

- Bring some toys to class. Arrange them on your desk for students to see. Say *Look. Toys.* Write the word on the board. Have students gather around your table to look at the toys more closely. Have them hold the toys if they wish to do so. Hold up each toy and ask *Do you like this toy?* Gesture to show students what you mean. Smile and ask *Yes?* And then frown and ask *Or no?* Have students answer with *yes* or *no*.
- Give students drawing paper and crayons. Have them draw their favorite toy. Give them no more than five minutes to do this. When they finish, have students compare their drawings. Encourage them to smile and show approval of each other's drawings.
- Display students' drawings in the classroom. Return to the drawings throughout the unit as appropriate to reinforce the language students are learning and to help them make a personal connection to the theme.

A

- **Use the Photo** Help students open their books to p. 7. Hold up a copy of the Student's Book open to p. 7. Point to the photo and say *Look. A boy and his toys.* Give students some time to look at the photo. Then say *Let's count ten toys.* Point to individual toys as you count aloud *One, two, three...*

- Make sure students have crayons. Say *Look* (as you point to the photo) *and color* (as you point to the paint splatter). Have students choose two colors they see in the photo and color the paint splatters.
- When students finish, ask *What colors can you see?* Have individual students hold up their books and say the colors they used for the paint splatters.

B

- Make sure each student has a pencil. Say *Draw and color.* Have students trace the lines to complete the picture and then color it.
- When students finish, point to the completed picture and ask *What's this?* Have students answer *It's a car.* Then ask *What color?* Have individual students hold up their books and say the color they used.

FORMATIVE ASSESSMENT STRATEGIES

- **Before You Teach** Start each lesson by telling students what they're going to learn, and have them tell you what they know and what they want to learn. Use Formative Assessment Strategies like Thumbs Up/Down, Quick Nod, etc.
- **While You Teach** Model each activity clearly. Monitor students' work and check their understanding constantly. Use Formative Assessment Strategies like Traffic Light, Choral Response, etc. Provide students with timely feedback and support when needed.
- **After You Teach** Wrap up each lesson by having students reflect on their own learning. Use Formative Assessment Strategies like Four Corners, Graffiti Wall, etc.

1

My Toys

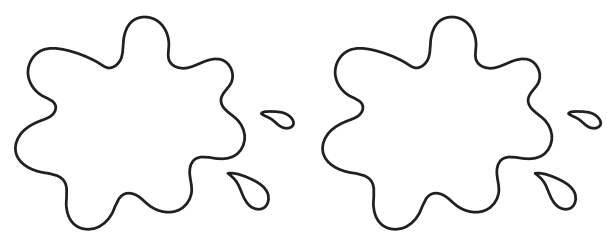


ABOUT THE PHOTO

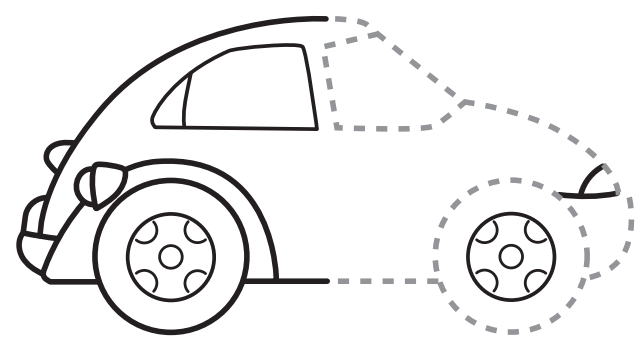
The boy in the photo is sitting in the center of a neatly arranged display of toys. Many of these toys are Hot Wheels® brand cars. These popular toy cars were first developed in the 1960s, when American toy company Mattel hired an automobile designer who worked for a real car company to design the toys. These die-cast cars were so popular that over 16 million of them sold in their first year on the market. Today, over 11,000 varieties of the cars are on the market. In 2011, they were inducted into the National Toy Hall of Fame in Rochester, New York, USA.

A boy and his toys, Turkey

A Look and color. What colors can you see?



B Draw and color.



Lesson 1 Vocabulary

A Listen and point.  TR: 1.1



ball



bat



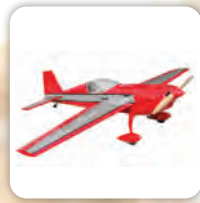
doll



game



kite



plane



teddy bear



train

B Listen and repeat.  TR: 1.2

C Point, ask, and answer.  TR: 1.3

Is it a ball?

Yes, it is.



ABOUT THE PHOTO

The boy in the photo is playing soccer in China. Historians believe that soccer has its roots in a Chinese football game called *cuju*. In fact, the translation of *cuju* is “kick the ball with the foot.” This game dates back to the fourth century B.C.E. It became popular during the Han Dynasty (206 B.C.E.–220 C.E.), as the emperor Wu Di was a fan of the sport. Matches were often held at his palace. The sport maintained its popularity until the Ming Dynasty (1368–1644 C.E.), when it went out of fashion with the emperors and faded away.

Lesson 1 Vocabulary

In this lesson, students will:

- talk about toys.
- ask and answer questions about toys.

Resources: Audio Tracks 1.1–1.3, eBook, Classroom Presentation Tool, Flashcards 19–26, Workbook p. 6, Workbook Audio Track 1.1, Online Practice, Formative Assessment Strategies Guide

Materials: a piece of colored paper, pencils, paper (optional)

Warm Up

- On the board, draw a picture of one of the toys you showed students in the previous lesson, such as a car. Draw slowly, building up the picture and pausing to ask students to guess what it is. Say *Look. Is this a toy?* (yes) Then ask *What is it?* (It's [a car].) Then draw a pencil in the same way. Pause, and say *Look. Is this a toy?* (no) *What is it?* (It's a pencil.) Say *That's right! A pencil isn't a toy. It's a school thing.*
- Repeat with other toys or school things. Alternatively, have a student come to the board and draw a school thing instead.

A

- **Use the Photo** Have students open their books to pp. 8–9. Hold up a copy of the Student's Book open to pp. 8–9. Point to the boy and say *Look. A boy.* Point to the ball. Say *Look. It's a toy.* Ask *What color is it?* (black and white)
- Direct students' attention to the photos. Give them some time to look at the toys. Say *Find the boy's toy here.* Gesture as needed to help students understand. Have them point to the ball. Then say *Let's look at more words for toys.*
- Point to your ear and say *Listen.* Play **TR: 1.1**. Point to each of the photos as students hear the corresponding words.
- Say *Listen and point.* Play **TR: 1.1** a second time. Hold up a copy of the Student's Book and model pointing. Have students point to the photos as they hear the corresponding words. Walk around the classroom to check students are pointing to the correct photos.

B

- Point again to the photos in Activity A. Say *Close your eyes. Listen and repeat.* Play **TR: 1.2**, pausing after the first word. Say *Ball* to model repeating. Gesture for students to repeat after you. Then continue playing the audio, having students repeat each word.
- Play **TR: 1.2** a second time. Call on individual students to repeat the words.
- **Listening Strategy: Focusing** Have students close their eyes as they listen to the word. With their eyes closed, students will have fewer distractions and they'll be better able to focus on hearing the new words.
- Use the flashcards to practice the words. Hold up each flashcard, one at a time, and ask *What's this?* Elicit the answers from the class.
- **Extra Challenge** Repeat the activity but going faster each time.

C

- Point to the characters at the bottom of the page. Say *Listen.* Play **TR: 1.3**. Point to each character as he or she talks.
- Say *Point, ask, and answer.* Model the activity with a student. Hold a copy of the Student's Book and point to a toy in the photos in Activity A. Ask *Is it [a ball]?* Have the student answer using *Yes, it is/No, it isn't.* Model the negative first if necessary.
- Say *Listen and say.* Play **TR: 1.3** again, pausing after each line so that students repeat.
- Put students in pairs to do the activity. Walk around the room to monitor students as they work, helping as needed.

Extension

- Show students a small section of a Unit 1 flashcard, covering the rest with a piece of colored paper. Ask *What's this?* Have students raise their hands to guess. If nobody guesses, show a little more of the flashcard or show a different section. Repeat with the other flashcards.
- **Extra Support** Before students begin, play **TR: 1.1** again to review the words.

Wrap Up

- Write the numbers 1–8 on the board. Point to 1, hold up one of the flashcards, and say *This is my favorite toy. This is 1.* Put the flashcard under 1. Then point to 2, hold up another flashcard, and say *This toy is 2.* Put the flashcard under 2. Do the same with the other flashcards.
- Make sure each student has a pencil. Have students classify the eight toys in order from their favorite to the one they like least. Have them write the numbers 1–8 under each photo in their books. Alternatively, have them write the numbers 1–8 on separate pieces of paper and put the papers on the photos in the book.
- Say *One* and call on students to name their favorite toy. Then continue with the other numbers. Have students name the toys.

Additional Practice: Workbook p. 6, Online Practice

Lesson 2 Grammar

In this lesson, students will:

- use *This is my [ball]* to talk about possessions.
- say a chant about toys.

Resources: Audio Tracks 1.4–1.6, eBook, Classroom Presentation Tool, Flashcards 19–26, Workbook p. 7, Workbook Audio Track 1.2, Online Practice, Formative Assessment Strategies Guide

Materials: one toy per student (optional), one toy or school thing per student, one bag per group, drawing paper, crayons, pencils

Warm Up

- Review the words from Lesson 1. On the board, write the first letter of a word and lines for the following letters. For example, write *b _ _ _*. Say *This is a toy. What's the word?* If students say *ball*, write the remaining letters. If they don't, write the next letter and ask again. Repeat for all eight words, leaving the words on the board each time.
- Hold up the corresponding Lesson 1 flashcard each time to confirm the meaning of the word.

A

- Have students open their books to p. 9. Direct students' attention to the grammar box. Say *Listen and read*. Play **TR: 1.4** and have students listen and read in silence. Then play **TR: 1.4** again and have students repeat the sentences as a class.
- Hold up a school thing and say *This is my [pen]*. Repeat with two or three other school things. Then say, for example, *This is my ruler* and have students hold up their rulers. Repeat with different school things.
- **Extra Challenge** Have individual students say the sentences and the rest of the class hold up the school things mentioned.

B

- Say *Listen to the chant*. Play **TR: 1.5** and have students listen as they clap to the rhythm.
- Say *Listen and point*. Play **TR: 1.5** again and have students point to the toys on p. 8 as they hear the words in the chant. Model if necessary.
- Put students in two groups, A and B. Hold up a copy of the Student's Book and point to the blue lines. Turn to Group A and say *You say the blue*. Turn to the other group. Point to the green lines. Say *You say the green*. Play **TR: 1.5** again and have Group A say the lines in blue and Group B say the lines in green. Then have groups switch lines.
- **Extra Challenge** Display the eight toy flashcards from Lesson 1 on the board. Have students say the chant again and point to the flashcard of the word that is *not* in the chant. (game)
- **Extra Support** Hold up the *ball* flashcard and have students say the first line of the chant. Repeat with the other flashcards as students say the rest of the chant.

C

- If possible, put a toy per student on your table and have students choose one. If this is not possible, have students choose a toy from the photos on p. 8.
- Point to the characters at the bottom of the page. Say *Listen*. Play **TR: 1.6**. Point to each character as he or she talks.
- Say *Say*. Model the activity with a student. Gesture for the student to say *Let's play!* Hold up your selected toy (or point to a toy in the photos on p. 8) and say *This is my [plane]*. Have the student hold up or point to his or her selected toy and say *This is my [kite]*. Then say *Let's play!*
- Say *Listen and say*. Play **TR: 1.6** again, pausing after each line so that students repeat.
- Put students in pairs to do the activity. Walk around the room to monitor students as they work, helping as needed. If time allows, have students exchange toys with another pair and do the activity again with the new toys. Then give students time to play with their toys or the toys in the classroom.

Extension

- Prepare a bag with toys and school things for each small group of students. Put one object (either a toy or a school thing) in the bag for each student in the group. Make sure that the bags have a variety of objects.
- Have students pass the bag around their group, each taking out an object and holding it up. Have students say *This is my [book]*.
- Have groups exchange bags and play several times.

Wrap Up

- Draw a bag on the board and a line below it. When you finish drawing, point to the line below the bag. Write and say *This is my...* Pause before writing the answer. Look at the students and have them say *bag*. Then write the word to complete the sentence.
- Give students drawing paper, crayons, and a pencil. Have them draw their favorite toy. Then have them take turns holding up their drawings and telling the class what they have drawn, using *This is my [teddy bear]*. Help students write and complete the sentence *This is my [teddy bear]*.
- In Lesson 3, students will be playing with marbles. Send home a request for students to bring marbles if they have some at home.

Additional Practice: Workbook p. 7, Online Practice

Lesson 2 Grammar

A Listen and read. TR: 1.4

This is my train.
This is my game.

B Listen and chant. TR: 1.5

This is my ball.
This is my plane.
This is my bat.
This is my train.

This is my doll.
This is my kite.
This is my teddy bear.
It's brown and white.

C Say. TR: 1.6

Let's play!

This is my plane.

This is my kite.

Let's play!



A boy kicking a ball, China

Lesson 3 Reading

ABOUT THE PHOTO

The photo shows a child playing with marbles. Marbles have been around for thousands of years. Nobody knows exactly when the first marbles games were played, but there is evidence that some form of the game was played in prehistoric times. These early marbles were made of clay, stone, or nuts.

A Listen and repeat. TR: 1.7

favorite fun marble





B Listen and read. TR: 1.8

Look at the photo. This is a game of marbles. Marbles is my **favorite** game. It's **fun**!

A **marble** is small. It's a small ball.

Find a blue marble. Find a red and white marble. Find a yellow marble. Yellow is my favorite color. Is this your favorite color, too?

C Read again and match.

1. Marbles is a  ball.
2. A marble is  color.
3. A marble is a  game.
4. Blue is a  small.



Lesson 3 Reading

In this lesson, students will:

- read about the game of marbles.
- use new words to talk about games.
- match sentence parts in a comprehension activity.

Resources: Audio Tracks 1.7–1.8, eBook, Classroom Presentation Tool, Flashcards 19–29, Workbook p. 8, Workbook Audio Track 1.3, Online Practice, Formative Assessment Strategies Guide

Materials: different-colored glass marbles, a strip of colored paper per student, pencils

Warm Up

- Say *Today, we're going to read about games with toys, especially marbles.* Write *marbles* on the board.
- Bring some marbles to class and hold them up to show students. Say *It's a [yellow] marble.*

A

- **Use the Photo** Have students open their books to pp. 10–11. Hold up a copy of the Student's Book. Point to the marbles and say *Look. Marbles.* Then ask *How many?* Count aloud with students up to ten, and then continue counting on your own. Then ask about colors and sizes.
- Say *Listen.* Play **TR: 1.7** and point to the words in the box as students hear them.
- Say *Listen and repeat.* Play **TR: 1.7** again and have students repeat the words as a class, then individually.
- Use a marble you brought to class or the photo on p. 10 and say *Look. A marble.* Emphasize or repeat *marble.* Have students point and say the word.
- Say *My favorite color is [blue].* Smile as you say the color and point to various things of that color. Then, to a few students, ask *What's your favorite color?* Each time, emphasize *favorite.* Listen to several students' responses.
- Hold up the *game* flashcard and say *Look. A game. Playing a game is fun!* Hold up the *train* flashcard and say *Look. A train. Playing with a train is fun, too!* Do the same with other toy flashcards from Lesson 1. Emphasize *fun* each time.
- Point to the text and say *Find the words here.* Have students scan the text to find the three new words. Make sure they understand that they don't have to read the whole text—they just have to find the words. Walk around the room as students work to make sure they are pointing to the correct words.

B

- Point to the text. Say *Listen and read.* Play **TR: 1.8** and have students listen to and read the text in silence.
- Ask questions about the text. Ask *Is the game of marbles fun?* (yes) *Is a marble a big or a small ball?* (small)
- Point to the photo again. Point to the red and the blue marbles side by side on p. 10. Say *Look at the marbles.* Point to your head to show you're thinking and ask *Is the blue marble big or small?* (big) *Is the red marble big or small?* (small) Ask more questions about the sizes and colors of the marbles in the photo.

- Ask *What colors are the marbles? Point.* Play **TR: 1.8** again or have students read the text again and find the different colors referred to. Allow students to work in pairs, helping each other. Walk around the room to monitor students and make sure they are pointing to the correct marbles.
- **Reading Strategy: Visualizing** While students read, have them think about each sentence and try to visualize it, or make a picture of it in their mind. For example, students will read in this text *A marble is small. It's a small ball.* In these sentences, have them close their eyes and think about a small ball. If they do this after every couple of sentences, they can get a clear picture of what the reading is saying. Forming these mental pictures helps students to better retain the information from the text.
- **Extra Challenge** Have students read the text again using a strip of colored paper as a guide. Have them place the strip of paper under the line they are reading so that the remaining lines are hidden. Have them read to the end of the line and guess or try to remember the next word at the beginning of the following line. Then have them move the strip of paper down and continue.
- **Extra Support** Play **TR: 1.8** again and have students raise their hands when they hear the new words.

C

- Say *Read and match.* Hold up a copy of the Student's Book and point to the first part of item 1 as you read it aloud. Model *matching* by following the line with your finger so that students can see the example.
- Make sure each student has a pencil. Have a student read aloud the first part of item 2 and suggest the correct answer. Then have students complete the activity in pairs. When they finish, write the sentences on the board for them to check their work.

Extension

- Model playing a game of marbles with two students at the front of the class. To play, you have to roll your marble so that it hits your partner's marble. If you hit the marble, you win it. If someone hits yours, you lose it. Put students in pairs or small groups to play. If possible, play outside in the schoolyard on a patch of dirt. If you play inside, lay a piece of carpet on the classroom floor, as a wood or ceramic floor will make the marbles roll too much.
- After playing, have students ask and answer questions about the marbles in their groups, such as the size and color. Then have them say whether the game is fun.

Wrap Up

- Play a memory game. Say *Close your books.* Have students call out words from the text. Write them on the board.
- Have students open their books and read the text on p. 10 to check that the words on the board are in the text. See if students can list ten words.

Additional Practice: Workbook p. 8, Online Practice