

# Welcome

**A** Look and find.  TR: 0.1



**B** Trace and say.



# Welcome

## In this lesson, students will:

- learn to say *Hello*.
- learn the names of their classmates.
- trace *Hello!*

**Resources:** Worksheets S.0.1–S.0.2, Audio Track 0.1, eBook, Classroom Presentation Tool, Workbook pp. 4–5, Workbook Audio Track 0.1, Formative Assessment Strategies Guide

**Materials:** a soft ball (or a piece of paper crumpled into a ball), pencils

## Warm Up

- Greet the class. Wave and say *Hello*. Have the class wave and answer *Hello*. Say *My name's [Ms. Sanchez]*. Gesture to yourself again and say your name again. Have students repeat your name after you a few times.
- Ask *What's your name?* Then read the attendance list and have students raise their hands when their names are called. Say *Hello* and repeat the student's name, saying *Hello, [Kenji]*.
- Play a quick name game. Have students stand up the first time you call their names and sit down the second time they hear them. Call names from the attendance list at random and have students stand, sit, stand, and sit. This not only helps them relax and have fun, but it also helps the other students learn the names—and it will help you, too!

## A

- Say *Open your books to page 4*. Write 4 on the board and point to it. Model opening a Student's Book by holding a copy of it up and opening it to p. 4. Walk around the room to check that students have found the page. Do this in every lesson when students need to open their books. Students do not yet know any numbers in English, but repeating this will help them become familiar with the numbers.
- Say *Look. A teacher*. Point to the teacher. Then point to yourself and say *I'm a teacher*. Point to the students in the picture and say *Look. Students*. Point to the students in your class. Say *You're students*.
- Show the book and point to the first girl in the circle. Pretend to look for the girl in the big picture with a puzzled expression. Point to one of the other students in the picture and ask the class *Yes?* (gesture to show meaning) *Or no?* (gesture to show meaning). Repeat with another student in the picture and have the class answer.
- Point to the girl's picture again and say *Look and fin* . Point to the big picture and act out looking at it. Then gesture to the class to look.
- Walk around the room to check that students know what to do. When some students have found the girl, have one of them stand up and point to the girl in the picture. Then continue with the rest of the pictures.
- Say *Listen*. Play **TR: 0.1** two times. Have students repeat as a class and then individually.

## Extension

- Put students in a circle. Toss a ball to one student and say *Hello*. Have the student say *Hello*. Gesture for the student to toss the ball to another student and say *Hello*.
- For large classes, have students do the activity in small groups. If you do not have a ball, you can use a piece of paper crumpled into a ball.

## B

- Say *Let's write Hello!* On the board, slowly write *Hello!* Carefully draw each stroke of each letter in order and count as you do. Say *H: one, two, three. E: one*, and so on. Then say *Now you try*.
- Make sure students have pencils. At the front of the class, model holding the pencil correctly. Have students hold up their pencils with the correct grip for you to check.
- Have students trace the letters for *Hello!* Be sure to praise students as they work. For example, say *That's right! Very good! Good work, [Mari]!* Walk around the classroom as students work. Check for correct pencil grip. Help students follow the correct stroke order and direction of the arrows.
- When students finish, go around the room looking at their work and saying *Hello!* Have them say *Hello!* back to you.
- **Extra Challenge** Have students write *Hello!* one more time on the writing lines, without tracing.
- **Extra Support** Have students practice the letters they find difficult on the empty line. Students who are not used to writing can start by just writing *l* and *o* a few times.

## Wrap Up

- Write *Hello!* on the board.
- Have students come to the board in pairs. Ask for a volunteer from each pair to write *Hello!* on the board (or they can write it together if they like, taking turns for each letter). Then have them say to each other *Hello, [Kenji]. Hello, [Ritsu]*. Then have them sit down.
- Continue with all students.

## TEACHER TIP

If this is the first day of school, students will need time to learn each other's names—and be comfortable saying your name, too! Help make learning names a fun, relationship-building experience by continuing to play name games for the next few lessons. For example, repeat the ball-throwing game (Extension), but this time with students using their classmates' names, throwing the ball to a student and saying *Hello, [Ana]*. You can also challenge students to say *Hello!* to as many classmates each day as they can, for example, when they arrive at school or when the English class begins.

**Additional Practice:** Worksheets S.0.1–S.0.2, Workbook pp. 4–5

# 1

# Hello!

## In this unit, students will:

- use greetings and follow simple commands.
- ask and answer using *How are you? I'm fin , thank you.*
- ask and answer using *What's your name? My name's [Yara].*
- sing a song about introductions.
- identify and pronounce sounds associated with A (/æ/), B (/b/), and C (/k/).
- identify and write upper- and lowercase forms of A, B, and C.
- listen to and read a story about making a new friend.
- identify the value of being friendly.

## Language

### Vocabulary

*Hello. Goodbye. Sing. Sit down. Stand up. Thank you.*

### Grammar

- *Hello. How are you? I'm fin , thank you.*
- *What's your name? My name's [Yara].*

### Phonics

/æ/ **apple**  
/b/ **bag**  
/k/ **cake**

### Reading

What's Your Name?

## Twenty-First Century Skills

### Collaboration

Take turns playing a game with a partner, Lesson 2

### Communication

Greet classmates, Lesson 2

### Creativity

Draw a picture, Unit Opener

### Critical Thinking

Identify the value of being friendly, Lesson 5

## In the Unit Opener, students will:

- respond to a photo of a girl and a beluga whale.
- draw a picture of themselves and their friends.

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

**Materials:** two hand puppets (for example, simple sock puppets), a hand-drawn picture of yourself and a friend, pencils, crayons, drawing paper

## Introduce the Theme

- Say *Hello* to students and have them say *Hello* back to you.
- Take out two hand puppets. Using a character voice, have the first puppet say to the second puppet *Hello, [Alice]*. Have the second puppet answer in a different voice *Hello, [Bruno]*.
- Turn to one student and have one of the puppets say *Hello, [Jae]*. Wait for the student to say *Hello* back to the puppet.
- Repeat this with as many students as time allows.

## Use the Photo

- Help students open their books to p. 5. Point to the girl in the photo and say *A girl*. Then say *Hello, girl!* Wave at the girl in the photo. Then turn to the class and say *Now you say Hello to the girl*. Have students copy you, greeting and waving to the girl in the photo.
- Point to the beluga whale in the photo and say *A whale*. Then say *Hello, whale!* Wave at the whale in the photo. Then turn to the class and say *Now you say Hello to the whale*. Have students copy you, greeting and waving to the whale in the photo.
- **Do the Activity** Give students drawing paper, a pencil, and crayons. Say *Draw a picture of you and a friend*.

- Hold up a drawing of yourself and a friend. Say *This is me. This is my friend. Now you draw*. Gesture to students so that they understand that they should draw themselves and a friend. Walk around the room to monitor students' work as they draw. Praise their drawings. For example, say *That's great! Good job! What a nice picture!*
- When students finish their drawings, write their names on the back and collect them. Hold the drawings up at random and say *This is [Ralph]. Hello, [Ralph]!* Have students turn to [Ralph] and say *Hello, [Ralph]!* Then point to the friend and say *This is [Ralph's friend]. Hello, [Ralph's friend's name]!* Have students say *Hello, [Ralph's friend's name]!* Repeat with other drawings as time allows.
- Display students' drawings in the classroom.

## 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, List 10 Things, etc.

1

# Hello!

A girl saying *Hello!*, US

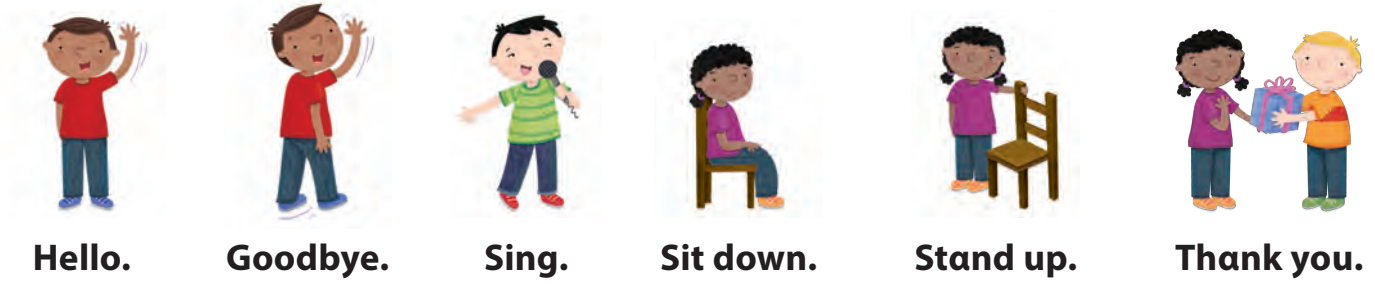
#### ABOUT THE PHOTO

This girl is at the Mystic Aquarium in Mystic, Connecticut, USA. She is saying *Hello!* to Juno, a male beluga whale. Juno is a curious whale that loves to swim over to the glass and see visitors. Belugas are sociable animals. In the wild, they live in groups ranging from just a few to hundreds of them. They spend time in the Arctic from spring to fall, and then move south in the winter. They feed on many types of fish and shellfish. Juno eats around 40 kilograms (90 pounds) of fish each day. That may sound like a lot, but Juno needs all this food to power his body: He weighs 1,135 Kilograms (2,500 pounds) and is over 4 meters (14 feet) long!

Draw a picture of you and a friend.

# Lesson 1 Vocabulary

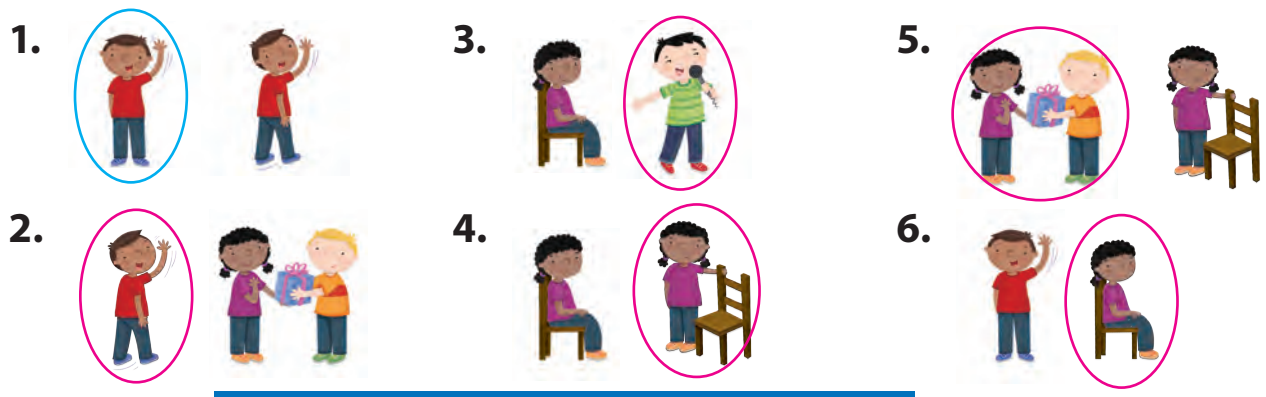
**A** Listen and point.  TR: 1.1



Hello. Goodbye. Sing. Sit down. Stand up. Thank you.

**B** Listen and repeat.  TR: 1.2

**C** Listen and circle.  TR: 1.3



**ABOUT THE PHOTO**  
 The children in this photo are at a traditional folklore festival in Razlog, Bulgaria. This festival is known as the festival of "one thousand people in traditional outfits." It takes place every spring. People wear a great variety of traditional Bulgarian outfits. The different outfits create the appearance characteristic of each region of the country. Families also make their own traditional outfits that are passed down through generations.

**Children singing, Bulgaria**



## Lesson 1 Vocabulary

### In this lesson, students will:

- identify and use greetings.
- identify and follow simple commands.

**Resources:** Audio Tracks 1.1–1.3, eBook, Classroom Presentation Tool, Flashcards 1–6, Workbook p. 6, Workbook Audio Track 1.1, Online Practice, Formative Assessment Strategies Guide

**Materials:** five or six stuffed toys, a wrapped box that looks like a present, pencils

### Warm Up

- As students come into the room, say *Hello!* to each one and have them answer. Then set five or six stuffed toys in front of you. One at a time, pick them up and say *Hello, [Bunny]*. Give each one a name. Have students repeat the greeting and the name.
- Have a student come to the front of the room and say *Hello, [Bunny]* to each stuffed toy in order. See how many names he or she can remember. Once the student can't remember any more names, have him or her sit down.
- Repeat the names. Then call on another student to try. Continue until all of the toys have been greeted.

### A

- Help students open their books to p. 6. Hold up a copy of the Student's Book and point to the activity. Model pointing by showing students your raised index finger and pointing to the first picture for *Hello*. Take your finger away and say *Hello*. Then point to the picture. Say *Now you point*. Gesture for students to point to the first picture.
- Point to your ear and say *Let's listen*. Hold up your index finger again as you say *Point*. Play **TR: 1.1** one time. Model pointing to each picture as students hear the corresponding word or phrase.
- Play **TR: 1.1** a second time. Have students point to each picture as they hear the word or phrase. Walk around the room to make sure that students are pointing to the correct pictures.
- Help students learn meaning by using acting and gestures. For example, walk to the door, open it, and act as though you're leaving. Turn to students and wave your hand as you say *Goodbye*. Model sitting down and standing up as you say the phrases. Sing a song and then say *Sing*. For *Thank you*, put a wrapped present on the table and gesture for a student to hand it to you. When he or she does, smile and say *Thank you!*
- Display the flashcards for the new words and phrases in front of the room. Point to the flashcards and say the words and phrases, using actions to clarify meaning. Say one of the items, for example, *Goodbye*. Call on a student to select the correct flashcard.
- Repeat until each flashcard has been identified.

### B

- Point again to the pictures in Activity A. Say *Listen and repeat*. Play **TR: 1.2**, pausing after the first word. Say *Hello* 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 pairs or individual students to repeat the words aloud.  
**Script for TR: 1.2** *Hello, Goodbye, Sing, Sit down, Stand up, Thank you.*

### C

- Make sure each student has a pencil. Point to the activity and say *Listen* (point to your ear) *and circle*. Model making a circle with your finger in the air. If you want, have students practice drawing circles on a piece of paper before beginning.
- Play **TR: 1.3**, pausing after the first item. Then while acting out the actions, ask *Hello? Goodbye?* Draw a circle around the first boy (*Hello*) while saying *Hello*. Have students do the same.
- Continue playing **TR: 1.3**, pausing after each item for students to circle the correct picture.
- To check answers, play **TR: 1.3** again. Display the correct flashcard for each word or phrase.
- **Extra Challenge** In pairs, have students say the word or phrase for both pictures for their partners to point to the circled one and say the correct word.
- **Extra Support** Pause after each item and repeat what's said in the script.  
**Script for TR: 1.3** 1. *Hello*, 2. *Goodbye*, 3. *Sing*, 4. *Stand up*, 5. *Thank you*, 6. *Sit down*.

### Extension

- Play *Follow the Leader*. Act out saying *Hello* by waving. Have students copy you as you say *Hello*. Then sing *La-la-la* or a familiar song. Have students copy you while you say *Sing*. Do this with all the items. Then when students are confident, say the words and have students perform the actions.
- **Extra Challenge** Have students say the words as you do the actions.

### Wrap Up

- **Use the Photo** Point to the photo. Say *This is a teacher. These are students. Look. Sing or thank you?* (sing) *Stand up or sit down?* (stand up)
- Hold up the *goodbye* flashcard and say a different word or phrase, such as *thank you*. Have students raise one hand if you're correct and two hands if you're not.
- Repeat with all the flashcards, sometimes saying the correct word or phrase and sometimes the incorrect one.
- For each incorrect word, call on a student to offer the correct response.

**Additional Practice:** Workbook p. 6, Online Practice

## Lesson 2 Grammar

### In this lesson, students will:

- ask and answer using *How are you? I'm fin , thank you.*

**Resources:** Audio Tracks 1.1, 1.4; eBook; Classroom Presentation Tool; Flashcards 1–6; Workbook p. 7; Workbook Audio Track 1.2; Online Practice, Formative Assessment Strategies Guide

**Materials:** a timer, a paper clip and a pencil for each pair

### Warm Up

- Display the flashcards in front of the room. Point to each flashcard as you say the word or phrase. Then point again and have students say the words and phrases.
- Play a memory game. Say *Close your eyes.* Model closing your eyes. Remove one of the flashcards. Say *Open your eyes. Look.* Ask *What's missing?* Point to the flashcards and look puzzled. Have students tell you the missing word or phrase.
- Replace the missing flashcard and repeat, removing a different flashcard each time.

### A

- Have students open their books to p. 7. Say *Listen.* Play **TR: 1.4.** Point to each character as he or she talks.
- Say *Listen and repeat.* Play **TR: 1.4** again. Have students repeat the question and the answer.
- Turn to an individual student and say *Hello, [Juana]. How are you?* Have the student answer *I'm fin , thank you.* Repeat with a few students.
- Have students turn to the person next to them, greet him or her, and ask how he or she is doing.
- Say *Stand up.* Have students stand up and then hold up a timer. Let students hear the sound of the bell the timer makes. Then say *Talk to your classmates. Say How are you? When you hear this* (hold up the timer again), *sit down.* Set the timer for one minute. See how many classmates students can greet in that time. Model the activity yourself first if necessary.

### B

- Put students in pairs. Point to each picture on the game spinner and elicit the word or phrase represented by the pictures.
- Point out that for the yellow space with a picture of two children, students should ask *How are you?* and answer *I'm fin , thank you.*
- Model using the spinner. Put a paper clip so that it sits in the center of the spinner. Then put a pencil down on the small dot in the center of the spinner, with the paper clip surrounding the pencil point. Using your thumb and index finger, move the paper clip so that it spins around the pencil's point. When it stops, say the phrase prompted by the picture.

- Hand out a paper clip to each pair of students. Make sure they also have a pencil. Have students take turns spinning and saying the phrase. Have students play until they have both said each of the six phrases.
- Extra Challenge** Have students play a memory game. Have students cover the pictures on the spinner with small pieces of paper so they can still see the shapes on the spinner. One student points to a space on the spinner, and the other tries to remember the word or phrase for that space.
- Extra Support** Pair up less confident students with more confident students to play the game.

### Extension 1

- Put students in two groups to play a game. Pick a leader for each group. Whisper a word or phrase from this unit into the leaders' ears. Have them act out the word for the other group members to guess. The group with the first student to guess correctly gets a point.
- Repeat this game with the same leaders acting out different words. After all words have been reviewed, change leaders and play again. The first group to get ten points wins.

### Extension 2


- If possible, take your students on a short walk through the school building or the community near your school. Have students wave and greet people they see, asking *How are you?* as appropriate. If you walk around your school building, be sure to give advance notice to other teachers and administrators. Ask them to come to the doorway so that your students can greet them.

### Wrap Up

- Have students close their books. Play **TR: 1.1** again, pausing after each instruction. Have students act out an appropriate gesture for each instruction. (wave for *Hello* and *Goodbye*, etc.)

**Additional Practice:** Workbook p. 7, Online Practice

## Lesson 2 Grammar

**A** Listen and repeat.  TR: 1.4

**B** Play and say.



Hello. How are you?



I'm fine, thank you.



## Lesson 3 Grammar and Song

**A** Listen and repeat.  TR: 1.5

What's your name?

My name's Yara.



**B** Listen and sing.  TR: 1.6 and 1.7



## Lesson 3 Grammar and Song

### In this lesson, students will:

- ask and answer using *What's your name? My name's [Yara]*.
- sing a song about introductions.

**Resources:** Audio Tracks 1.5–1.7, eBook, Classroom Presentation Tool, Workbook p. 8, Workbook Audio Tracks 1.3–1.4, Online Practice, Formative Assessment Strategies Guide

**Materials:** two hand puppets (for example, simple sock puppets), a ball

### Warm Up

- Take out two hand puppets. Using a character voice, have the first puppet say to the second puppet *Hello, [Carlo]. How are you?* Have the second puppet answer in a different voice, saying *I'm fin , thank you.*
- Turn to one student and have one of the puppets say *Hello, [Lia]. How are you?* Have the student answer *I'm fin , thank you.* Guide the student to this answer if necessary.
- Repeat with as many students as time allows.
- **Extra Support** Allow students to practice greetings in pairs with the puppets. Speaking through the puppets can motivate students to speak.

### A

- Help students open their books to p. 8. Point to the boy at the top of the page and say *Look! A boy. Luis.* (/ˈlwiːs/) Have students repeat *Luis*. Point to the girl and say *Look! A girl. Yara.* (/ˈjɑːrə/) Have students repeat *Yara*.
- Say *Listen*. Play **TR: 1.5** one time. Point to each character as he or she talks.
- Say *Listen and repeat*. Play **TR: 1.5** again and have students repeat the conversation.
- Ask a student *What's your name?* Have him or her answer *My name's [Aki]*. Help as needed. Repeat with several students.
- Have students turn to the person sitting next to them and take turns asking and answering.
- **Extra Support** Pronounce the question and answer several times with students, without the audio. Focus on correct intonation, exaggerating it slightly until students are able to follow your speech pattern.

### B

- Point to the picture in the book. Say *This is a school*. Point to each girl and say *This is a girl*. Point to the boy and say *This is a boy*.
- Say *Listen*. Play **TR: 1.6** one time. Have students simply listen. Point to the children in the picture as their names are sung.
- Say *Listen and sing*. Play **TR: 1.6** a second time, pausing after each line for students to repeat. Play **TR: 1.6** a third time and have students join in.
- Play **TR: 1.6** as many times as needed until students can sing the song with confidence.
- Once students can sing the song confidently, play **TR: 1.7** (the instrumental version). Have students sing the song without the support of the words.

- **Extra Challenge** Put students in three groups. Have one group sing Ana's lines, another group sing Ben's lines, and the last group sing Carla's lines. All groups sing the Children's lines. You can sing the Teacher's lines. Have groups switch roles each time you play the song.

### Script for TR: 1.6

**Teacher:** *What's your name? What's your name?*

**Ana:** *My name's Ana. My name's Ana.*

**Teacher:** *What's your name? What's your name?*

**Ben:** *My name's Ben. My name's Ben.*

**Teacher:** *What's your name? What's your name?*

**Carla:** *My name's Carla. My name's Carla.*

**Teacher:** *Hello, Ana! Hello Ben! Hello Carla!  
How are you today?*

**Children:** *We're fin , thank you!  
Hooray, hooray!*

### Extension

- Play **TR: 1.7** and have students sing a personalized version of the song. Take the lead, singing to different students *What's your name? What's your name?* Have students sing their names.
- Have students put on a concert. Put them in groups of four. Assign one student as the teacher. Have groups practice, with the "teacher" singing *What's your name?* and the other students singing their names, one by one, in the response.
- Have groups take turns performing in front of the class. Guide the others to listen respectfully and clap when appropriate.

### Wrap Up

- Have students sit in a circle. Gently toss a ball to one student and ask *What's your name?* Have the student answer *My name's [Nadia]*. Gesture for the student to toss the ball to another student and repeat the question. The student who catches the ball should then answer. If you have a larger class, put students in two or three circles to do this activity.

**Additional Practice:** Workbook p. 8, Online Practice

## Lesson 4 Phonics

### In this lesson, students will:

- identify and pronounce sounds associated with A (/æ/), B (/b/), and C (/k/).
- identify and write upper- and lowercase forms of A, B, and C.

**Resources:** Audio Tracks 1.6, 1.8–1.10; eBook; Classroom Presentation Tool; Flashcards 7–9; Workbook p. 9; Workbook Audio Track 1.5; Online Practice, Formative Assessment Strategies Guide

**Materials:** pencils, index cards

### Warm Up

- Help students open their books to p. 8. Hold up a copy of the Student's Book and point to A, B, and C in the song illustration. Say *Look. The children have the letters for their names.* Then say *Let's listen. Raise this hand for /æ/, Ana* (raise your right hand), *raise this hand for /b/, Ben* (raise your left hand), *and raise both hands for /k/, Carla* (raise both hands). Play **TR: 1.6** and have students raise their hands each time they hear the children's names.

### A

- Help students open their books to p. 9. Display the flashcards for *apple, bag, and cake.*
- Write A, B, and C on the board. Point to the letters and say *Let's learn new letters and sounds. Listen.* Play **TR: 1.8** one time. Point to each flashcard (or hold up a copy of the Student's Book and point to each photo) as students hear the letter, sound, and word.
- Say *Listen and point.* Play **TR: 1.8** a second time. This time, have students point to the photos in their books and repeat each letter, sound, and word. Walk around the room to check that they are pointing to the correct photos.
- Say *Listen and repeat.* Play **TR: 1.8** a third time and have students repeat. Call on individual students to check their pronunciation.
- **Extra Support** Say *Watch* as you point to your mouth. Say the letters, sounds, and words, exaggerating your mouth movements. Have students copy your mouth movements as they repeat after you.

**Script for TR: 1.8** A /æ/ apple, B /b/ bag, C /k/ cake

### B

- Make sure each student has a pencil. Hold up a copy of the Student's Book open to p. 9. Say *Let's write.* Model putting your pencil at the starting point for A and tracing in the direction of the arrows. Then say *Now you write.*
- Walk around the room as students are tracing. Offer help as needed. Make sure students are holding their pencils correctly.
- Have students continue writing B and C. Point out the correct order and direction of each stroke.

### C

- Direct students' attention to the picture at the bottom of p. 9. Point to the children and see if they remember the boy, Ben, and the girl, Carla, from the song. Say *Look. Ben and Carla.* Introduce the new boy in the middle, saying *This is Adam.*
- Point to the apple, the bag, and the cake. Ask *What's this?* for each one. Call on students to answer.
- Say *Look and listen.* Play **TR: 1.9** one time. As students hear the chant, hold up a copy of the Student's Book and point to the correct part of the picture.
- Say *Listen and chant.* Play **TR: 1.9** a second time. Have students chant as they point.
- **Extra Challenge** Have individual students repeat a line of the chant as their classmates point to the correct part of the picture.

#### Script for TR: 1.9

/æ/, /æ/, /æ/ Adam's got an apple. /æ/, /æ/, /æ/  
/b/, /b/, /b/ Ben's got a bag. /b/, /b/, /b/  
/k/, /k/, /k/ Carla's got cake. /k/, /k/, /k/

### D

- Point to Aa. Point to the uppercase letter first and ask *What's the letter?* Repeat for the lowercase letter. Then ask *What's the sound?* Give students the three choices of letters learned in this lesson (in random order) if they need help answering these questions.
- After reviewing the sounds and letters, say *Listen and match. Draw lines.* Model drawing a line in the air. Play **TR: 1.10**, pausing after the first item. Have students draw a line from each pair of letters to the correct dot on the picture. Model as needed, tracing a line with your finger to connect the dots.
- Play **TR: 1.10** again and have students check their answers.

**Script for TR: 1.10** /æ/ apple, /b/ bag, /k/ cake

### Extension

- Put students in pairs to play a memory game. Give each pair six index cards. Have them write one uppercase letter (A, B, C) and one lowercase letter (a, b, c) on each card. You may want to have one student write the uppercase and the other write the lowercase letters. When the cards are ready, have each pair of students shuffle the cards and lay them facedown on the table.
- To play the memory game, have students take turns turning over two cards at a time, saying each letter. If the letters match (uppercase and lowercase), they keep the pair.

### Wrap Up

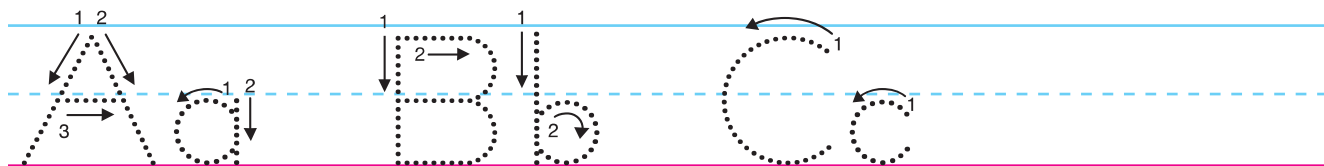
- Choose a sound from this lesson. Repeat it several times and then suddenly change it. For example, say /æ/, /æ/, /æ/, /æ/, /b/, /æ/.
- Model listening for the odd sound by pointing to your ear and showing surprise on your face when you say /b/. Then ask *What sound?* Model and then elicit the response /b/. Do this several times with the different sounds learned in this unit.

**Additional Practice:** Workbook p. 9, Online Practice

**A** Listen, point, and repeat.  TR: 1.8

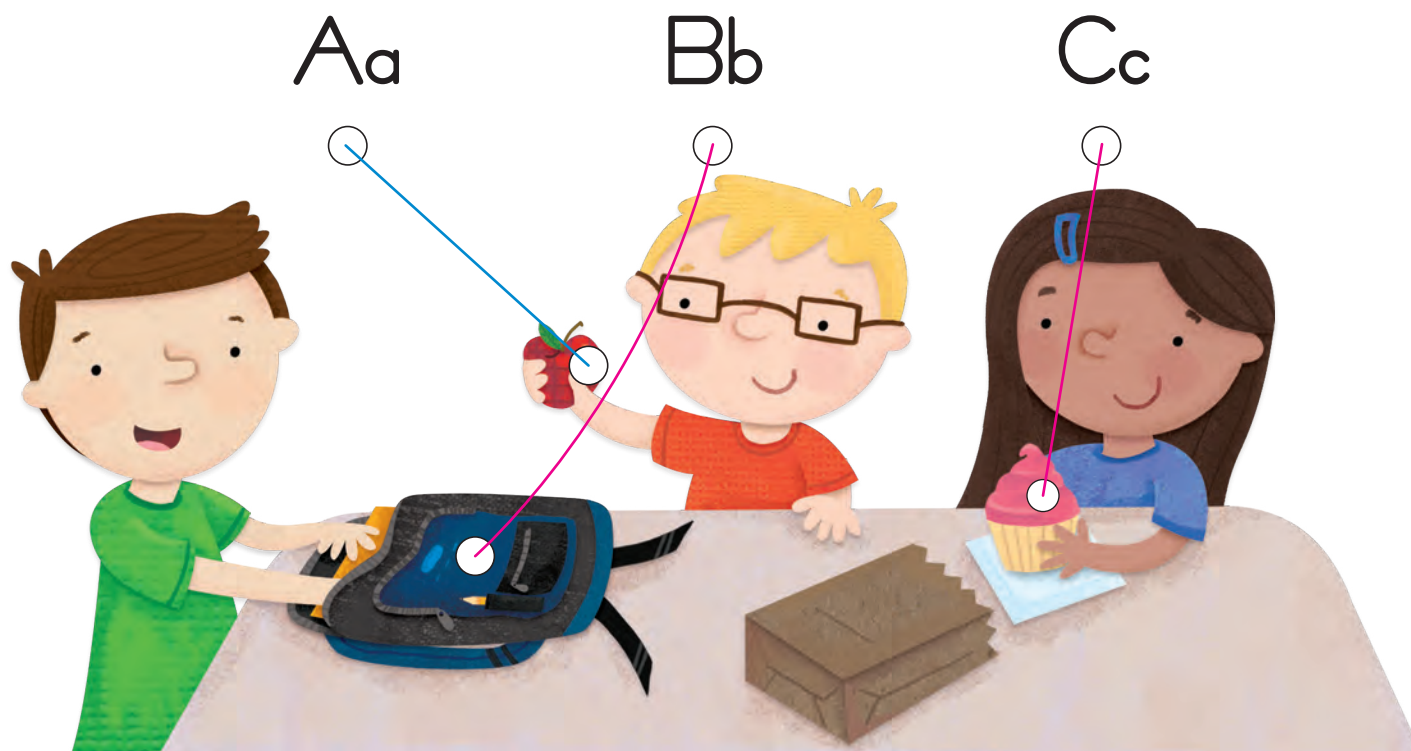


**B** Trace the letters.



**C** Listen and chant.  TR: 1.9

**D** Listen and match.  TR: 1.10



## Lesson 5 Story

VALUE

Be friendly.

**A** Listen and read.  TR: 1.11



**B** Read the story again. Circle.  TR: 1.12



## Lesson 5 Story

### In this lesson, students will:

- listen to and read a story about making a new friend.
- identify the value of being friendly.

**Resources:** Audio Tracks 1.11–1.12, eBook, Classroom Presentation Tool, Flashcards 7–9, Workbook pp. 10–11, Workbook Audio Track 1.6, Online Practice, Formative Assessment Strategies Guide

**End-of-Unit Resources:** Worksheet S.1, Unit 1 Test, ExamView Assessment Suite

**Materials:** pencils

### Warm Up

- Display the flashcards for *apple*, *bag*, and *cake*. Say /æ/ and point to the *apple* flashcard. Continue with the rest of the letters several times and have students repeat the sounds. Repeat with the letter names.
- If you have students in your class whose names start with the /æ/, /b/, and /k/ sounds, say the names of all students, and have students raise their hands when they hear a name starting with the sounds for A, B, or C.

### A

- Hold up a copy of the Student's Book open to p. 10. Point to the four frames and say *This is a story*. Point to the title and say *This story's called What's Your Name? Let's listen*.
- Play **TR: 1.11**, holding your book up as the audio plays. Point to the corresponding speech bubbles as students listen.
- Say *Let's read*. Play **TR: 1.11** a second time, pausing to have students repeat the conversation aloud.
- Ask questions about the story. For example, point to one of the children in the first frame and ask *Who's this?* or *Is this [Dan]?* Point to the child in the last frame and ask *Hello or goodbye?*
- Have students complete p. 10 of their Workbooks.

### B

- Play **TR: 1.12** to have students listen to the story again and read it aloud.
- After students finish the story, say *I like the story*. Smile to show you are happy. Point to the happy face and model circling it.
- Make sure each student has a pencil. Point to the faces and ask *Do you like the story?* Gesture as needed to help students understand. Then have them circle the face that shows how they feel about the story.
- Encourage students to share the story with their families.

### Teach the Value

- **Be friendly** Say *The value of this lesson is Be friendly*. Hold up the story and say *Kim and Dan are being friendly to Tom. They're saying Hello. They're saying their names*. Then have students tell you other ways to be friendly. You may choose to have students act out the scenarios they describe and practice saying *Let's be friendly*.
- Say *Let's look at other ways to be friendly*. Have students complete p. 11 of their Workbooks.

### Extension

- Guide students through introductions to show a way of being friendly. Encourage students to say greetings or friendly phrases in their own languages. Help as needed. Ask students the questions and help them answer. For example, say *Hello*. (Hello.) *How are you?* (I'm fine, thank you.) *What's your name?* (My name's [Carlos].) *Say Hello in your language, [Carlos]*. ([Hola].)

### Wrap Up

- Say *Today we learned a value: Be friendly*.
- Model a warm smile and a friendly wave as you say *Hello. How are you?* to students. Then model a grumpy greeting, without a smile or enthusiasm.
- Say *Show me a friendly "Hello."* Have students model.
- Call on students to act out being friendly or unfriendly. Classmates should clap when the student is friendly.

**Additional Practice:** Worksheet S.1, Workbook pp. 10–11, Online Practice