

Welcome

Lesson 1

A Listen and point.  TR: 0.1

11

eleven

12

twelve

13

thirteen

14

fourteen

15

fifteen

16

sixteen

17

seventeen

18

eighteen

19

nineteen

20

twenty

B Listen and repeat.  TR: 0.2

C Point and say.  TR: 0.3



twenty

fourteen



Welcome

In this unit, students will:

- recognize and use numbers and colors.
- talk about parts of the body using *This is* and *These are*.
- say a chant about parts of the body.

Twenty-First Century Skills

Collaboration

Work in pairs to learn numbers, Lesson 1

Communication

Name parts of the body, Lesson 3

Creativity

Draw a lantern, Lesson 2

Critical Thinking

Categorize things into facial features and body parts, Lesson 3

Lesson 1

In this lesson, students will:

- identify and say numbers 11–20.

Resources: Audio Tracks 0.1–0.3, eBook, Classroom Presentation Tool, Flashcards 1–10, Workbook p. 4, Online Practice, Formative Assessment Strategies Guide

Warm Up

- Go around the class and say *Hello* to every student. When students say *hello* back, say *My name is [Ms. Brown]*. Write your name on the board, or point to it if it's displayed somewhere, and have students say *Hello, [Ms. Brown]*.
- To each student, ask *What's your name?* Write the question on the board and have students repeat it.
- Point to a student and ask *How are you?* If a student can't respond right away, model and say *I'm fine, thank you!* Have the student repeat. Then call on several other students to respond. You may want to review other ways to respond to this question, such as *I'm great* or *I'm OK*.
- Have each student greet the classmate on one side of him or her, ask his or her name, and ask how he or she is. After students finish, have them turn to greet the classmate on the other side, who will now ask the questions.

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.
- Read aloud the instructions. Point to your ear as you say *Listen* and then use your finger to model the word *point* as you say *Point*. Again, point to the numbers.
- Play **TR: 0.1** and point to the digits (11, 12, etc.) one at a time as you hear the words (*eleven, twelve, etc.*).
- **Extra Challenge** Say the numbers in random order and have students point to them.
- **Extra Support** Pause after each number and draw some simple symbols on the board to represent that number. For example, after *eleven*, draw and say *Eleven stars*.

B

- Direct students' attention to the instructions and read them aloud. Say *Eleven, repeat. Eleven. Twelve, repeat. Twelve*.
- Play **TR: 0.2**, pausing after the first word to model repeating for students. Continue with **TR: 0.2**, having students repeat the words as a class. Then play **TR: 0.2** again and call on individual students to repeat the words.
- **Extra Challenge** Briefly review numbers 1–10. Then write some simple sums on the board to elicit answers between 11 and 20. For example, write $10 + 1 =$ and say *Ten and 1 is...?* (eleven)

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 again.
- 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 characters and play **TR: 0.3**. Say *Point and say*. Have students point with their fingers. Model pointing and saying the words.
- Point to one of the numbers again. 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 *Twelve, fourteen, sixteen* and have students say *eighteen*. Continue in this way with other patterns.

Wrap Up

- Dictate numbers to the class in random order. For example, say *Thirteen* and have students write 13 and *thirteen* in their notebooks. Also, have them draw 13 stars. Repeat until all numbers from eleven to twenty have been reviewed. Make sure you write a list so that you can check answers. Call on an individual to say the first number you dictated. Write the digit, the word and the correct number of stars on the board, one at a time. Repeat with other students and the other numbers.

Additional practice: Workbook p. 4, Online Practice

Lesson 2

In this lesson, students will:

- identify and say colors.

Resources: Worksheet 2.0.1, Audio Tracks 0.4–0.6, eBook, Classroom Presentation Tool, Flashcards 11–19, Workbook p. 4, Online Practice, Formative Assessment Strategies Guide

Materials: photos of colorful objects (balloons, jelly beans, etc.), crayons

ABOUT THE PHOTO

The photo shows a lantern store in Vietnam. Elaborate paper lanterns originated in China around 230 BCE, but soon became popular in Japan, Vietnam, and other Asian countries. The lanterns are made from paper and are built around a light bamboo frame, and they may also be made from silk. They are lit from inside by a small candle. The earliest lamps were decorated with images from myths and legends. Modern lanterns can be decorated with just about anything, even pictures of teenage pop idols. The lanterns symbolize joy, good luck, celebration, and long life.

Warm Up

- **Use the Photo** Have students open their books to pp. 4–5. Hold up a copy of the Student’s Book and point to one of the lanterns. Say *Look! Wow!* Smile and look in wonder. Encourage students to react in the same way to the beautiful lanterns. Then look at the photo as if you are trying to choose your favorite lantern. Make a thinking gesture. Then nod and point to one of the lanterns and say *Yes! I like this one!* Show students, and smile and nod. Make sure they understand that you have chosen your favorite lantern.
- Have students choose their favorite lanterns. Say *Look and point! Which lantern do you like?* Use gestures. Point to your eyes and then do a pointing gesture. Point to the lanterns and then to the students when you say *you*. Have students hold up their books and point to their favorite lanterns.

A

- Say *Look at the colors.* Point to the nine colors and give students time to look at them.
- Make sure that students understand the instructions. Play **TR: 0.4**. Pause after the first word to check that students are pointing to the correct color. Then continue playing **TR: 0.4**, pausing if necessary to give students time to think, look, and point.
- **Extra Challenge** Have students close their books. Play **TR: 0.4** again, pausing after each color. This time have students point to something in the classroom that is that color. Make sure they have time to look and find an object. Display flashcards around the room for any colors that you don’t already have in your classroom.
- **Extra Support** Hold up a copy of the Student’s Book and point at the same time as students say each word.

B

- Read aloud the instructions. Play **TR: 0.5**, pausing after the first word to model repeating for students. Continue with **TR: 0.5**, having students repeat the words as a class.
- **Extra Challenge** Play **TR: 0.5** again, this time with students’ books closed. As students say the word, have them point to something of that color in the classroom.
- **Extra Support** Hold up the color flashcards as students repeat each word.

C

- Read aloud the instructions. Hold up a copy of the Student’s Book, and direct students’ attention to the two characters and the examples. Play **TR: 0.6**. Say *Yellow*, point to a yellow lantern in the photo on pp. 4–5, and say *One*. Then point to a second yellow lantern in the photo and say *Two*. Continue to count up to ten and point to a different yellow lantern each time.
- Choose another color and count the lanterns in the same way. For example, say *Blue* and start counting. Have volunteers choose colors and start counting.
- Put students in pairs. Have one student say a color and the other start counting the lanterns. Then have students change roles.
- **Extra Challenge** Give students photos of other colorful objects (balloons, jelly beans, etc.), and have them point and count each color.

Extension

- Show students an example of a picture of a lantern you have drawn and colored yourself. Say *This is my lantern. Now you draw and color.* When students finish their drawings, praise individuals for their work. Hold up a few examples and ask *What color is it? Is it [red]?*

Wrap Up

- Play a colors game. Make sure each student has a variety of crayons: green, orange, purple, red, yellow, etc. Have them draw five circles and color each one in a different color. Let them choose any five colors. Then call out colors in a random order. Have students cross out their colors (or check them) as they hear them. When someone has crossed out (or checked) all five colors, have them call out *Colors!* That student wins the game.
- Have students play again in small groups, taking turns to be the caller. Alternatively, have them play the game using numbers instead of colors. When someone has crossed out (or checked) all five numbers, have them call out *Numbers!*

Additional Practice: Worksheet 2.0.1, Workbook p. 4, Online Practice

5a Welcome

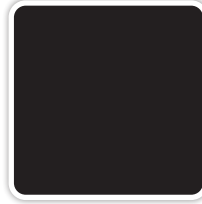


A shop in Vietnam

Welcome

Lesson 2

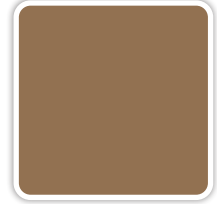
A Listen and point. TR: 0.4



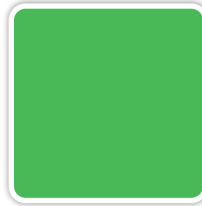
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blue



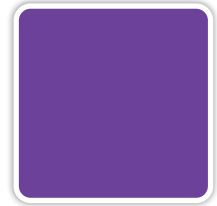
brown



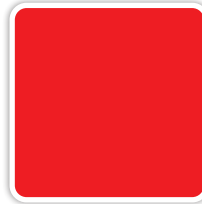
green



orange



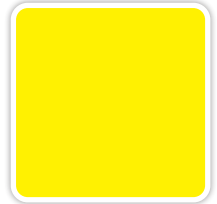
purple



red



white



yellow

B Listen and repeat. TR: 0.5

C Look, say, and point. TR: 0.6

yellow

one, two, three...



Welcome

Lesson 3

A Listen and point.  TR: 0.7



B Listen and chant.  TR: 0.8

This is my mouth.
My mouth is red.
These are my ears.
This is my head!
These are my eyes.
My eyes are blue.
These are my hands.
One and two!

C Point and say.  TR: 0.9



These are my eyes.

This is my head.



Lesson 3

In this lesson, students will:

- use words for parts of the body.
- say a chant about parts of the body.
- talk about parts of the body using *This is* and *These are*.

Resources: Worksheet 2.0.2, Audio Tracks 0.7–0.9, eBook, Classroom Presentation Tool, Flashcards 20–27, Workbook p. 5, Workbook Audio Track 0.1, Online Practice, Formative Assessment Strategies Guide

Materials: beans, pasta, peas, and grain; cardboard, glue, buttons, ribbons, scrap paper, and paper clips; a soft ball or similar (one per class or several for a larger class)

Warm Up

- Draw a simple head and body outline on the board. Point to the head and say *Head*. Then point to the body and say *Body*. Say *Point to your head. Now point to your body* to check understanding.
- Point to parts of your body, name them, and say *Head or body?* For example, point to your eyes and say *Head or body?* (head). Then point to your arm and say *Head or body?* (body)

A

- Read aloud the instructions. Then direct students' attention to the photo of the boy under the instructions and the words.
- Point to your ear and say *Let's listen*. Play **TR: 0.7** and pause after the first word. Point to the correct place in the photo (leg) so that students know what to do.
- Play **TR: 0.7** again and model pointing to the parts of the photo as you hear the words. Have students point to the words as they listen. Have a student come to the front of the class. Point to the student's head and say *Head*. Repeat and say *Head*. Then point to the student's mouth, foot, leg, eye, ear, arm, and hand. Each time you point, say the body part. Have students repeat the body words.
- If possible, have students stand up at their desks. Give instructions. Say *Point to your [eye]*. Have students listen and point. Repeat with all the body parts.
- **Extra Support** Point to your own body parts as you play **TR: 0.7** and have students repeat the words. Then play the audio again, and have students point to their body parts as they listen and repeat.

Script for TR: 0.7 *leg, foot, mouth, eye, head, ear, arm, hand*

B

- Point to the words in Activity A and ask students to find the words in the chant. Have them work in pairs so they can help each other. Have students scan the chant to find the words. (mouth, ear[s], head, eye[s], hand[s])
- Read aloud the instructions. Play **TR: 0.8**. Have students listen to the chant and clap to the rhythm.
- Play **TR: 0.8** again. Have students point to each body part as they say the chant.

C

- Read aloud the instructions. Direct students' attention to the model conversation and play **TR: 0.9**.
- Have students do the activity in pairs, taking turns to point and say. Monitor as they speak, making sure they are using the correct form. (*This is* or *These are*)
- **Extra Challenge** Put students in pairs. Have them take turns to point to a part of their own body and say a sentence. For example, have one student point to his or her arm and say *This is my...* Have the other student complete the sentence.

Extension 1

- Bring a collection of beans, pasta, peas, and grain into class and have students use them to make faces on cardboard. Give each student a piece of cardboard and some glue. Have students draw a simple face on the cardboard. Then have them use different dried food to map out the contours of the face. Have them add glue to one section at a time and then carefully add the beans, etc. When they finish, have students hold up their pictures and describe the face, for example, *This is my face. The hair is brown and the eyes are black. The nose is white. The mouth is red.* Have students also use other objects, such as buttons, ribbons, scrap paper, and paper clips to make their faces.

Extension 2

- Point to body parts as in Activity C and say a false sentence. For example, point to your feet and say *These are my hands*. Have two students correct you. Have one student point to his or her own feet and say *No, these are my feet* and another student hold up his or her own hands and say *No, these are my hands*. Repeat with another body part.
- Divide the class into groups of three. Have one student point to a body part and make an incorrect sentence. Have the other two students point and say correct sentences.

Wrap Up

- Have students sit in a circle. Throw a soft ball or other small object to a student. Then point to a part of the student's face or body. Point to either a singular part, such as a nose, or plural parts, such as two eyes or two hands. Have the student say *This is my [nose]* or *These are my [eyes]*. Then have the student throw the ball to another student and point to a part of that student's body. The game continues with students throwing the ball to a new student each time. For larger classes, group students into several smaller circles.

Additional Practice: Worksheet 2.0.2, Workbook p. 5, Online Practice

1

Back to School

In this unit, students will:

- identify and say words related to school subjects.
- talk about what they do at school on each day of the week.
- read about a boat school in Bangladesh.
- ask and answer questions about school schedules.
- identify and say words with *th* (/θ/).
- listen to and sing a song about homework.
- identify the value of being responsible.

Language

Vocabulary

art, computer, English, gym, math, music, reading, science; boat, class, homework, river

Grammar

- *I have math on Tuesday.*
- *Do you have homework on Monday?*
Yes, I do.
- *Does she have homework on Friday?*
No, she doesn't.

Phonics

/θ/ **Thursday, bath, birthday**

Twenty-First Century Skills

Collaboration

Ask and answer questions about a school schedule, Lesson 4

Communication

Talk about the subjects students like at school, Lesson 1

Creativity

Write a simple description of a school, Lesson 3

Critical Thinking

Identify the value of being responsible, Lesson 6

In the Unit Opener, students will:

- talk about a photo of a classroom.
- talk about classes they like.

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

Materials: some toys, drawing paper, crayons

Introduce the Theme

- Say *Hello* to students, and have them say *hello* back to you. Then have students turn and say *hello* to several classmates.
- Turn to one student and say *Hello, [Alex]. How are you?* Wait for the student to say *I'm fine, thank you.* Guide the student to this answer if necessary. Then have students turn and have the same conversation with several classmates.
- Draw a shark in the water with its mouth wide open. Draw a small fish some distance from the shark's mouth (about five times the length of the fish). Draw six lines on the board (one for each letter of the word *school*): _ _ _ _ _ . Ask *Can the shark eat the fish* (Yes, it can.) *Let's stop the shark. Tell me the right letters.*
- Call on individual students to guess letters in the word. If they guess a letter correctly, write it on the correct line. If they guess incorrectly, write the letter somewhere else on the board. For every incorrect answer, erase the fish, and draw it a little closer to the shark's open mouth.
- When two or three letters have been filled in, ask *Can you guess the word now?* Play until a student guesses the word *school*. Then ask *Are you happy to be back at school?* Listen to several students' responses.
- Ask *What's in a school?* When students give an answer, say *That's right! A [book]. What else is in a school?* Write students' answers on the board in a list. Don't erase the list. Students may say *tables, desks, chairs, books, pencils*, etc

A

- **Use the Photo** Have students open their books to p. 7. Focus their attention to the photo. Say *Look! What can you see?* To guide a discussion of the photo, ask *How many people can you see?* (eight) *How many children are there?* (seven) *What animal can you see?* (a bird) *Is it big or small?* (big) *What color is it?* (red/orange)
- Read aloud the instructions. Then read the items and point to them in the photo. Repeat with the colors.

B

- Read aloud the instructions. Hold up the Student's Book and point to one of the pictures. As you point to the picture, say *I like this class. It's fun.* Encourage students to talk about what they like by pointing to one of the pictures. If students like two or more school subjects, model pointing to another picture and say *I like this class, too. It's fun, too.* If you want, you can pre-teach the words. (art, science, gym, math, music)

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

Back to School



ABOUT THE PHOTO

The photo shows Bob the flamingo visiting a classroom. Bob travels around Curaçao to help teach people about conservation. In the fall of 2016, Bob crashed into a hotel window and was lying injured by the pool when veterinarian Odette Doest came to his rescue. When she saw Bob couldn't be released back into the wild, she decided to care for him. He lives with other rescued birds on Odette's property. Now Odette and Bob visit schools and teach students about the island's birds and the importance of caring for them. Their travels are documented by Odette's cousin, photographer Jasper Doest, who took this photo.

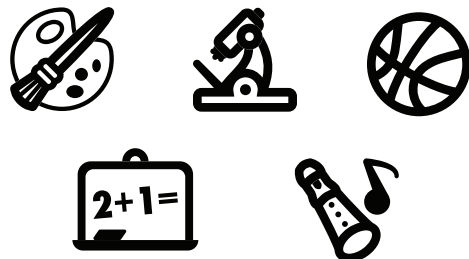
Bob the Flamingo visiting a school in Curaçao

A Look, point, and say.


- | | |
|---------|--------|
| bird | blue |
| chair | green |
| desk | purple |
| student | red |
| teacher | white |

B Look. What do you like? Point and say.

I like this class. It's fun.



Lesson 1 Vocabulary

A Listen and point.  TR: 1.1



art



computer



English



gym



math




music



reading



science

B Listen and repeat.  TR: 1.2

C Say.  TR: 1.3

Do you like gym?

Yes, I do.



ABOUT THE PHOTO

This photo shows students in Japan participating in a gym class. Physical education is important in Japan. Students participate in team sports, swimming, cardiovascular exercise, and gymnastics during their gym classes. Japanese physical education also features dance, including folk, modern, and creative movement. There is a more traditional written component of the curriculum as well, in which students analyze the social and cultural value of sports and movement in Japanese society.

Lesson 1 Vocabulary

In this lesson, students will:

- name the different school subjects.
- talk about school subjects they like.

Resources: Audio Tracks 1.1–1.3, eBook, Classroom Presentation Tool, Flashcards 28–35, Workbook p. 6, Workbook Audio Track 1.1, Online Practice, Formative Assessment Strategies Guide

Materials: a number of different objects, for example, teddy bear, calculator, dictionary, toy robot, money, and any other objects related (or not related) to school

Warm Up

- Place a number of different items on your desk, for example, a teddy bear, calculator, dictionary, toy robot, money, and so on. Hold one object up and ask *Do we use this in school?* and indicate that students should raise their hands if they do.
- Repeat with the other items, holding each one up quickly and having students raise their hands when they see something they use in school.
- Repeat this activity several times, going faster each time.

A

- **Use the Photo** Have students open their books to p. 8. Draw their attention to the photo. Say *Look! What can you see?* (boys and girls) *Are they at school?* (Yes, they are.) *Are they happy?* (Yes, they are.)
- Read aloud the instructions and draw students' attention to the pictures. Hold up a copy of the Student's Book, point to the pictures, and ask *What class are we in now?* Either point to each picture one at a time and ask *Are we in this class?* or ask individual students to point to the correct class in their books.
- Point to your ear and say *Let's listen.* Point to the pictures one at a time as you say *Listen and point.*
- Play **TR: 1.1**, and model pointing to the pictures as you hear the words. Walk around the room and make sure students are pointing to the correct words.

B

- Read aloud the instructions. Play **TR: 1.2**. Repeat the first word to model the activity for students. Continue, pausing after each word for students to repeat the words. Play **TR: 1.2** again and call on individual students to repeat the words.
- Go back to the items that students said they used in school. Hold each one up, one at a time, and ask which class it is used in. For example, hold up a calculator and ask *Where do we use this?* Have students reply *math class*. Only hold up items used in classes students can now name.
- **Extra Challenge** Put students in pairs, A and B. Have Student A act out a school subject, for example, painting a picture for art, and have Student B guess the subject. Have students continue with the other subjects, changing roles each time.

Extension

- Have students rate the school subjects in order from one to eight, one being their favorite. Write the subjects on the board, point to one, and ask *Is this your favorite subject?* Have students raise their hands if it is, and write the number of students whose favorite subject it is next to it. Continue with all eight subjects, and then rank them one to eight to show which subject is the class favorite.
- Say *Now you write one to eight for you*, and have students rank the subjects individually. Walk around the room to monitor students as they do this. Invite two or three students to read aloud the subjects in order from one to eight.

C

- Hold up the *math* flashcard. Ask *Is it science?* (No, it isn't.) *Is it math?* (Yes, it is.) Repeat this with the other flashcards. Hold up a flashcard and ask *either/or* questions. For example, ask *Is it art or science?* Then hold up a flashcard, turn to a student, and ask *Do you like [science]?* Smile and nod to elicit *Yes, I do*. Turn to a different student and shake your head to elicit *No, I don't*. Repeat the question and answer a few times with the rest of the class.
- Read aloud the instructions and point to the model conversation. Play **TR: 1.3**. Call on a pair of students to act out the conversation in front of the class. Repeat several times, using a different flashcard each time. Then, put students in pairs and have them do the activity.
- **Extra Support** Review how to form *yes/no* questions before students begin, pointing out that *Do* comes at the beginning, followed by the subject, and then the verb, in this case, *like*. Remind students that if they don't like something, they should answer *No, I don't*.

Wrap Up

- Display the flashcards for school subjects on the board. Have students close their eyes as you take one away. When they open their eyes, have them tell you which flashcard is missing.
- Once students guess, hold up the flashcard. Return it to the board, and repeat the activity. Continue until all eight words have been reviewed.
- **Extra Challenge** Change the order of the flashcards each time you remove one.

Additional Practice: Workbook p. 6, Online Practice

Lesson 2 Grammar

In this lesson, students will:

- say a chant about school subjects.
- talk about what they do at school on each day of the week.

Resources: Audio Tracks 1.4–1.6, eBook, Classroom Presentation Tool, Flashcards 28–35, Workbook p. 7, Workbook Audio Track 1.2, Online Practice, Formative Assessment Strategies Guide

Warm Up

- Write the words from Lesson 1 on the board. Ask for eight volunteers to come to the front of the class. Hand one flashcard to a volunteer and have him or her put it next to the correct word. Ask *Do you like [gym]?* and elicit a short answer from the student.
- Hand another flashcard to the next student to put by the correct word. Indicate that this student should ask another of the eight students if he or she likes the subject. Then hand the next flashcard to the student who answers, and continue until you reach the last flashcard. This student asks you the question.

A

- Say *Open your books to page 9.* Use the photo to remind students you are talking about school. Hold up the Student's Book, point to the photo, and ask *What class is this?* (gym)
- Focus students' attention on the grammar box and say *Listen.* Play **TR: 1.4.** Have students listen and read. Play **TR: 1.4** again and have students repeat the sentences, first as a whole class and then individually.
- Teach students the days of the week. For example, say *Today is [Tuesday].* Write *Tuesday* on the board. To teach the meaning of *Tuesday*, for example, list the school subjects students have on that day. Then draw six more lines above and below the day and write the other days of the week in order. Point to each day, say it aloud, and have students repeat.
- **Extra Support** Write three or four subjects and the days of the week on the board. Point to a subject and a day and, for example, say *I have gym on Friday.* Then ask for a volunteer to model the next sentence. Point to a subject and a day, and have the volunteer say *I have [science] on [Wednesday].* Repeat with a few volunteers.

B

- Read aloud the instructions. Play **TR: 1.5.** Have the whole class repeat *time for school* several times, and then call on individual students to repeat it. Play **TR: 1.5** again, this time chanting *time for school* and clapping along to the rhythm.
- Go around the room and assign each student a day of the week, Monday to Friday. Say *When you see and hear your day, you chant that line.* Write *Monday* on the board and say *Are you Monday?* Then chant lines one to three. Hold up a copy of the Student's Book and point to those lines as you say them. Have all students chant the last two lines.

- Play **TR: 1.5** again and have students chant their respective lines, pausing if necessary between lines.
- **Extra Support** Give students additional practice with the chant. Put them in pairs, A and B. Say *Student A, close your book.* Then say the first line from the central part of the chant, but stop before the day. For example, say *I have English on....* Have a student say *Monday* and have the whole class say *time for school.* Have students work in pairs, with Student B reading each line of the main body of the chant, pausing before the days. Have Student A say the missing days, and then have them both say *time for school.* Then have them switch roles and repeat.
- **Extra Challenge** Have students say the chant again in pairs or small groups with their books closed.

C

- Read aloud the instructions and point to the model conversation. Play **TR: 1.6.** Call on two students to act out the conversation in front of the class. Then have the same students repeat the conversation, this time with information about their own school schedule.
- Put students in pairs to ask and answer about their school schedules. Walk around to monitor students while they speak, and help where necessary.

Extension

- Draw a simple schedule on the board with the days of the week and the class times for your school. Say *Write the schedule from the board.* Give students a couple of minutes to copy it. Then say *Work in pairs. Write your classes.* Have students copy the chart and write their school schedule in pairs. Walk around the room as students work, offering help as needed.

Wrap Up

- Rewrite the chant on the board, leaving out the school subjects. Write a subject in that you know students don't have that day. Look at the class and say *True?* with a quizzical look. When they say *No*, elicit a subject that they do have. Then say *Now write the chant for you.*
- Give students a few minutes to do this, walking around the class and monitoring as they do so.
- Have students say the new chant for the rest of the class. Call on as many students as time allows.

Additional Practice: Workbook p. 7, Online Practice

A Listen and read.  TR: 1.4

I have English **on Monday**.
 I have math **on Tuesday**.
 I have art **on Wednesday**.
 I have music **on Thursday**.
 I have science **on Friday**.

B Listen and chant.  TR: 1.5

Monday, Tuesday—time for school!
Wednesday, Thursday, Friday—time for school!

I have English on Monday, time for school.
I have math on Tuesday, time for school.
I have art on Wednesday, time for school.
I have music on Thursday, time for school.
I have science on Friday. School is cool!

Saturday, Sunday, there's no school.
There's no school. That's cool, too!

C Say.  TR: 1.6

I have art on Wednesday.

I have art on Thursday.

I like art.

Me, too.



Students in gym class, Japan

Lesson 3 Reading

ABOUT THE PHOTO

The students in this photo are attending a floating school in Bangladesh. This school is solar-powered, meaning it uses energy from the sun so that students can use computers and other electronic learning resources. The roofs of the boats have solar panels which collect this energy. The schools were developed to help keep students in class during the monsoon season, when heavy rains and flooding can disrupt regular education. The boats go to the mainland and pick up students, with about 20–30 aboard each boat. The boats are designed to withstand the monsoon rains so that students can keep learning, no matter the weather.

A Listen and repeat.  TR: 1.7

boat river class homework

B Listen and read.  TR: 1.8

Look at this classroom. It's on a **boat**. This is a boat school in Bangladesh. It's on a **river**. The classroom has desks and chairs. It doesn't have walls or windows. Students can see plants, trees, and the river. It's a very cool school.

In the classroom, there are about thirty students and one teacher. The students are boys and girls. Students have classes for two or three hours a day, six days a week.

There are **classes** in English, math, science, computer, and art. There's **homework**, too. Do you have homework?

Lesson 3 Reading

In this lesson, students will:

- read about a boat school in Bangladesh.
- use new words to talk about a school.
- identify true and false sentences about the text.

Resources: Audio Tracks 1.7–1.8, eBook, Classroom Presentation Tool, Flashcards 36–39, Workbook p. 8, Workbook Audio Track 1.3, Online Practice, Formative Assessment Strategies Guide

Warm Up

- Play a game to review school subjects. Draw four lines across the board. Write the eight new words from Lesson 1 on index cards. Display them facedown on the second line, in a row on the board. Give each one a letter (A to H) and write the letters above the index cards, in a row on the top line. Then display the eight flashcards facedown on the third line, in a row below the index cards. Give each flashcard a number (1 to 8) and write the numbers below the flashcards in a row on the fourth line. Put students in two groups, A and B. Have Group A call out a number and a letter. Turn the two cards over. If they match, have Group A keep the cards. If they don't match, turn the cards over again. Have Group B do the same. Continue playing until there are no cards left on the board. The group with the most cards at the end of the game wins.

A

- **Use the Photo** Have students open their books to p. 10 and direct their attention to the photo. Say *Look! These children are in a classroom. Are there walls?* (No, there aren't.) *Are there books?* (Yes, there are.) Write *a boat school* on the board. Say *We are going to read about a boat school.*
- Read aloud the instructions. Play **TR: 1.7** and point to the words in the box as they come up. Play **TR: 1.7** again and have students repeat the words as a class. Then, call on students to say the words individually.
- Explain what the words mean. Hold up a workbook and say *You do your homework in this book. Show me your homework.* Have students show you homework they have done in their workbooks or in other school subjects. Say *Do you do homework in school?* (Students will likely say no.) *That's right! You do your homework at home.*
- Draw a river on the board, point to it, and say *This is a river.* Ask *What rivers do you know? Is there a river near here?*
- Draw a boat on the river, point to it, and say *This is a boat.* *Boats can go on the river or in the ocean.*
- Say *This is English class.* Say *English, math, and science are classes.* Ask *What class do you have next? What other classes do you have today?*
- Say *Now look through the text for the words. Can you find them?* Model scanning by holding up the book, running your finger along the text quickly, and then pausing when you get to the word *class*. Say *I found class. Now find the other words.* Have students scan to find the other words.
- **Extra Challenge** Have students write four sentences including each of the four new words.

B

- Point to the photo and ask *Where is this school?* Then point to the text and say *Read the first line.* (Bangladesh)
- Read aloud the instructions and then play **TR: 1.8**. Have students listen to and read the whole text.
- Have students work in pairs to read aloud the text, taking turns after every two or three sentences.
- Then ask *Does this classroom have walls and windows?* (no) *What classes do they have at the boat school?* (English, math, science, computer, and art) *Do they have homework at the boat school?* (yes) *Is the boat school on a river or the ocean?* (a river)
- Ask *Do you like the boat school? What do you like?* and accept simple answers such as *the trees* or *It's outside.*
- **Reading Strategy: Scanning for Specific Information** When students look for specific words in a text, they don't need to read every word of the text. They should run their eyes along the lines to look quickly for the words they are trying to identify.

C

- Read aloud the instructions and then point to item 1. Read it aloud. To clarify the meaning, make ocean sounds or draw a picture of a wave on the board. Ask students to find the part of the text that gives the answer. (It's on a river.) Ask *True or false?* (false) *Yes, so let's write F.* Have students write *F* in the box.
- Put students in pairs to complete the activity.
- Discuss answers as a class and then write them on the board for students to check.

Extension

- Say *Look at our classroom. What can you see?* Have students name things they can see in their classroom, either inside (chairs, desks) or outside (trees).
- Have students write a description of their school, like the description of the boat school. Have them do this individually or in pairs. When they finish, call on students to read aloud their descriptions.

Wrap Up

- Write these questions on the board:
Where is the boat school? (Bangladesh)
What can students at the boat school see? (plants, trees, and the river)
What classes do they have? (English, math, science, computer, art)
How many students are there? (about thirty)
Put students in pairs to answer the questions from memory, without looking at the text.
- Say *Now look at page 10 again and check.* Have students check their answers by reading the text again.

Additional Practice: Workbook p. 8, Online Practice

Lesson 4 Grammar

In this lesson, students will:

- ask and answer questions about school schedules.

Resources: Audio Tracks 1.9–1.11, eBook, Classroom Presentation Tool, Flashcards 28–35, Workbook p. 9, Workbook Audio Track 1.4, Online Practice, Formative Assessment Strategies Guide

Materials: a bag, some classroom objects, and some sticky tack

Warm Up

- Put the Lesson 1 flashcards facedown on your desk. Pick one up, look at it, then act out the subject on the card. For example, run in place for *gym*. Have students guess the subject.
- Then ask a student to come to the front of the class and pick a flashcard (without showing it to other students). Have the student act out the subject on the card. The first student to guess the correct class takes the next card. Continue until all of the cards have been used.

A

- Have students open their books to p. 11. Read aloud the instructions.
- Play **TR: 1.9**. Say *Let's ask questions about our school day*. Write the first question and answer from the grammar box on the board. Read it aloud, nodding as you say *Yes, I do*. Do the same with the second item, but this time shake your head as you say *No, she doesn't*.
- Play **TR: 1.9** again and have students repeat the questions and answers, first as a whole class and then individually.

B

- Read aloud the instructions. Then point to the pictures and elicit the subjects. For example, point to Tuesday and say *What are the subjects?* (gym and reading) Then say *What do you listen for?* and encourage students to suggest that they listen for either gym or reading. Repeat with the other two days.
- Play **TR: 1.10**, pausing after *I have gym on Tuesday this year*. Ask *Gym or reading?* and elicit the answer. Then hold up a copy of the Student's Book, point to the gym icon, and say *Look. Circle gym*, as you circle the gym icon with your finger. Play the rest of **TR: 1.10**.
- Have students continue the activity individually and then check their answers in pairs. Review answers as a class. Play **TR: 1.10** again to confirm students' answers.
- Listening Strategy: Predicting** Have students use clues in the activity, such as pictures or questions, to predict the subject of the audio. This helps provide focus for when they listen.

Script for TR: 1.10

A: Hi, Mom.

B: Hello, Eva. Do you have your class schedule?

A: Yes, I do. I have gym on Tuesday this year.

B: Oh, OK. And do you have music on Friday?

A: No, I don't. I have music on Thursday.

B: So, what's on Friday?

A: I have reading on Friday.

B: That's good.

C

- Draw students' attention to the model conversation and read aloud the instructions. Play **TR: 1.11** and then model with a student. Ask *Do you have science on Wednesday?* Have the student respond *Yes, I do* or *No, I don't*, as appropriate.
- Have students do the activity in pairs. Walk around to offer help where necessary. You may want to ask additional questions as you do.
- Extra Challenge** Call on individual students to answer questions about their schedule to the class. After the student has responded, turn to another student and ask *Does he or she have [math] on [Thursday]?* Repeat with several students as time allows.

Extension

- Draw headings for each day of the week Monday–Friday on the board and place a different Lesson 1 flashcard face down under each day using sticky tack.
- Say *This is my schedule. Ask me questions*. Call on individual students to ask you questions about your schedule. For example, *Do you have English on Monday?* Reveal the flashcard for the day of the week they ask about. If they guess correctly, say *Yes! Well done!* and place the flashcard face up. If they guess incorrectly, place the flashcard face down again for another student to ask. Continue until all of the days of the weeks have been correctly guessed.

Wrap Up

- Put 12 objects in the front of the room, for example, an English book, a math book, a science book, an art book, an eraser, a pencil, a ball, a ruler, a pen, a crayon, a pencil case, and a workbook. Have students study the items. Then say *Close your eyes*.
- Take one object from the desk and put it inside of a schoolbag. Then have students open their eyes and ask, for example, *Do you have the [eraser] in your bag?* Repeat with different objects for as long as time allows.

Additional Practice: Workbook p. 9, Online Practice

Lesson 4 Grammar

A boat school in Bangladesh



C Read again. Write *T* (true) or *F* (false).

1. The boat school is on the ocean. **F**
2. There are no windows in the classroom. **T**
3. There are classes six days a week. **T**
4. There's no homework. **F**

A Listen and read. TR: 1.9

Do you have homework on Monday?
Yes, I do. / No, I don't.
Does she have homework on Friday?
Yes, she does. / No, she doesn't.

B Listen and circle. TR: 1.10

Tuesday



Thursday



Friday



C Say. TR: 1.11

Do you have English on Tuesday?

Yes, I do. Do you have music on Wednesday?

No, I don't.

