

Student Book pages 12–13

Objectives

- Talking about art supplies

Grammar

- Demonstrative pronoun *this*
This is paint.
- Information question with *what*
What's this?
This is paint.

Vocabulary

Art Supplies: paint, paper, chalk, yarn, glue, tape

Materials

Picture Cards 21–26; Class CD1 Tracks 17, 21–24

Student Book page 12

Warm up

1. Greet the class and sing *Hi! How are you?* (Class CD1 Track 17).
2. Review introductions. Approach a student and say *Hello. I'm (Ms. Jones). What's your name?* Elicit the response *I'm (Lisa)* or *My name is (Lisa)*. Students introduce themselves to their neighbors.
3. Elicit the language from Unit 1, Lesson 4: *Look! It's a rectangle.* Students find shapes in the classroom and practice their own sentences with their neighbors.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 21–26 to introduce the art supplies. Continue until students can produce the words on their own.
2. Play **Guess the Next Card** (Teacher's Book pages 28–31) using Picture Cards 21–26.
3. Link the language. Combine Unit 1, Lesson 4 grammar patterns with the new vocabulary. Hold up pieces of art supplies realia, asking *Is it (paper)?* Elicit *Yes, it is* or *No, it isn't*. Then student pairs ask and answer questions.

4. Play Class CD1 Track 21. Students listen, point, and say along with the CD.



- | | | |
|----------|----------|----------|
| 1. paint | 2. paper | 3. chalk |
| 4. yarn | 5. glue | 6. tape |

5. Students practice the words by pointing to the art supplies they can see around them.

B Listen and number.

See *Using the Big Picture*, Teacher's Book page 24.

1. Read this while pointing to the picture:
Danny, Julie, Emma, Mike, Jay, and Carla are in art class. Look! Julie has tape. Danny has glue and yarn. There is some chalk, paper, and paint, too.
2. Play Class CD1 Track 22. Students listen and number the items in the picture.



1. Jay: Hi, Danny!
Danny: Hi, Jay!
Jay: What is it?
Danny: It's yarn and glue.
Jay: Yarn and glue?
Danny: Yes!
2. Mike: Look! My paper.
Jay: It's great!
Mike: Thank you.
3. Carla: Teacher, your chalk?
Teacher: Thank you, Carla.

4. Teacher: Is it a square?
Carla: No, it isn't. It's a circle.
5. Emma: Is it glue?
Julie: No, it isn't. It's tape.
Emma: Oh, OK. Paint is great!

3. Invite students to talk about what else they see in the picture, using previously learned language.

Student Book page 13

C Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *This is paint.*
2. Direct students' attention to the first grammar box on page 13.
3. Play Class CD1 Track 23. Students listen and say along with the CD.



This is paint.

- | | |
|-------------------|-------------------|
| 1. This is paint. | 2. This is paper. |
| 3. This is chalk. | 4. This is yarn. |
| 5. This is glue. | 6. This is tape. |

4. Practice the pattern with the students. Hold up Picture Cards 21–26 and elicit *This is (paint).* for each card.
5. Students practice the sentences by themselves, using their books.

D Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *What's this?*
This is paint.
2. Present the contraction: *What's = What is*
3. Direct students' attention to the second grammar box on page 13.
4. Play Class CD1 Track 24. Students listen, ask, and answer along with the CD.



What's this? This is paint.

What's = What is

- | | |
|-----------------|----------------|
| 1. What's this? | This is paint. |
| 2. What's this? | This is yarn. |
| 3. What's this? | This is tape. |
| 4. What's this? | This is paper. |
| 5. What's this? | This is glue. |
| 6. What's this? | This is chalk. |

5. Student pairs practice the pattern, using their books.
6. Student pairs play **Word Roll** (Teacher's Book pages 28–31). Each student makes a die using the six new vocabulary words. To play, S1 rolls a die and asks *What's this?* S2 answers *This is (paper)* and rolls a die.

E Look at B. Point, ask, and answer.



Student pairs look at the big picture in Activity B and practice asking and answering with the language pattern in the speech bubbles, using all the new vocabulary words: *What's this? This is yarn.*

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

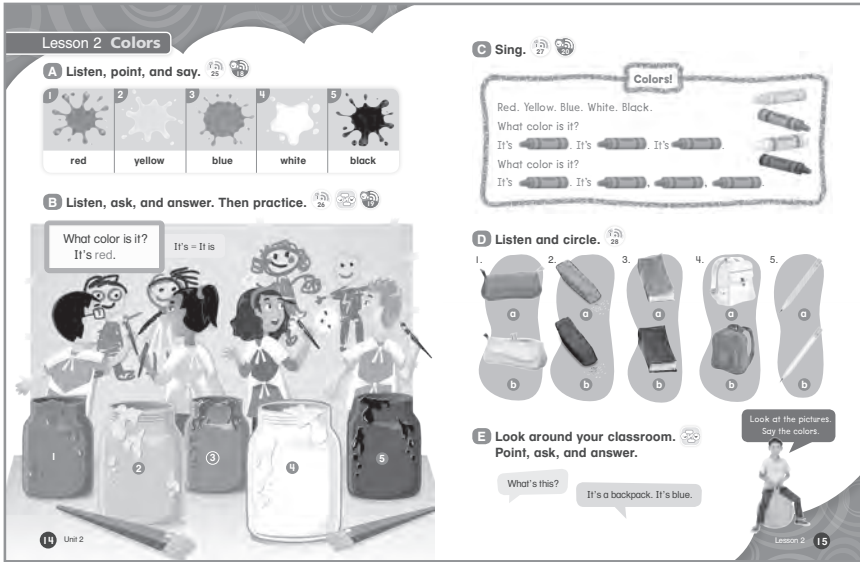
Communication/Creativity: Direct students' attention to the Everybody Up Friend. Students draw a picture of an art supply. Pairs of students use their pictures and communication skills to ask and answer the question together.

Games and Activities

- **Circles** (Teacher's Book pages 28–31). Give each student in the inner ring a piece of art supplies realia or a picture card. Outer ring students ask *What's this?* Inner ring students answer *This is (paper)*. After a round, give the realia/cards to the outer ring students and switch roles.
- **Toss and Tell** (Teacher's Book pages 28–31). Students stand in a circle and toss (or hand around) a piece of art supplies realia, asking *What this?* and answering *This is (yarn)*. Change the realia after a round.
- **Categories** (Teacher's Book pages 28–31). Use the categories *Art Supplies* (paint, paper, chalk, yarn, glue, tape) and *School Supplies* (pen, pencil, eraser, ruler, pencil case, backpack, book, notebook, desk, chair). You can also include the category *Shapes* (triangle, circle, square, rectangle).

Extra Practice

Workbook pages 12–13
Student Audio CD Tracks 15–17
iTools
Online Practice



Student Book pages 14–15

Objectives

- Asking and answering about colors

Grammar

- Information question with *what*

What color is it?

It's red.

Vocabulary

Colors: red, yellow, blue, white, black

Materials

Picture Cards 21–26, 27–31; Class CD1 Tracks 25–28

Student Book page 14

Warm up

1. Greet the class. Students circulate and greet each other by name.
2. Elicit the language from Unit 2, Lesson 1: *What's this?* Students can practice asking and answering with their neighbors, using their own art or school supplies.
3. Review Unit 2, Lesson 1 language. Hold up Picture Cards 21–26 and elicit the words. Then play **Blindfold** (Teacher's Book pages 28–31). Distribute blindfolds and art supplies realia to student pairs. S1 hands S2 (blindfolded) a piece of realia and asks *What's this?* S2 answers *This is (paper)*. Continue with other vocabulary words.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 27–31 to introduce the colors. Continue until students can produce the words on their own.
2. Link the language. Combine grammar patterns from Unit 1 with the new vocabulary. Display art supplies realia in the new colors. Point and say *What is it?* Students reply *It's (paper)*. Ask *Is it (red)?* Students reply *Yes, it is.* or *No, it isn't.*

3. Play Class CD1 Track 25. Students listen, point, and say along with the CD.



- | | | |
|----------|-----------|---------|
| 1. red | 2. yellow | 3. blue |
| 4. white | 5. black | |

4. Students practice the words by pointing to items with different colors in the classroom.

B Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *What color is it? It's red.*
2. Present the contraction: *It's = It is*
3. Direct students' attention to the grammar box on page 14.
4. Play Class CD1 Track 26. Students listen, point to the items in the picture, and say along with the CD.



What color is it? It's red.

It's = It is

- | | |
|----------------------|--------------|
| 1. What color is it? | It's red. |
| 2. What color is it? | It's yellow. |
| 3. What color is it? | It's blue. |
| 4. What color is it? | It's white. |
| 5. What color is it? | It's black. |

- Student pairs practice the questions and answers, using their books.

Student Book page 15

C Sing.

See *Teaching Songs*, Teacher's Book page 24.

- Students look at the pictures and name the colors.
- Read the song lyrics with the students.
- Play Class CD Track 27. Students listen and then sing along with the CD.



Colors!

Red. Yellow. Blue. White. Black.

What color is it?

It's red. It's red. It's red.

What color is it?

It's red. It's red, red, red.

Yellow!

What color is it?

It's yellow. It's yellow. It's yellow.

What color is it?

It's yellow. It's yellow, yellow, yellow.

Blue!

What color is it?

It's blue. It's blue. It's blue.

What color is it?

It's blue. It's blue, blue, blue.

White!

What color is it?

It's white. It's white. It's white.

What color is it?

It's white. It's white, white, white.

Black!

What color is it?

It's black. It's black. It's black.

What color is it?

It's black. It's black, black, black.

Red. Yellow. Blue. White. Black.

- Students sing the song again, taking turns to point at classroom items with colors that match the song.

D Listen and circle.

- Students describe what they see in the pictures.
- Play Class CD1 Track 28. Students listen and circle the pictures of items described on the CD.



- What is it? It's a pencil case. What color is it? It's red.
- What is it? It's an eraser. What color is it? It's blue.
- What is it? It's a book. What color is it? It's black.
- What is it? It's a backpack. What color is it? It's white.
- What is it? It's a pencil. What color is it? It's yellow.

- Play the track again so students can check their work. Then check answers together.

Answer Key

1. a 2. a 3. b 4. a 5. a

- Student pairs ask and answer about the pictures.

E Look around your classroom. Point, ask, and answer.



Student pairs look around the classroom and practice making sentences using the language pattern in the speech bubbles: *What's this? It's a backpack. It's blue.* Invite students to also use previously learned language.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Communication/Collaboration:

Direct students' attention to the Everybody Up Friend. Students use critical thinking to identify the color and say it. Students practice with neighbors, pointing to the pictures and naming the colors.

Games and Activities

- Say to students *It's (blue)*. Students run to touch something in that color. After a few rounds, invite a student to call out the colors.
- Circles** (Teacher's Book pages 28–31). Give each student in the inner ring an object in a Lesson 2 color. Inner-ring students ask *What color is it?* Outer-ring partners answer *It's (red)*. Switch roles.
- Down the Line** (Teacher's Book pages 28–31). Use Picture Cards 21–31. Students say *It's a (circle)* or *It's (red)*. For a challenge question, show an object and ask *What's this? What color is it?*

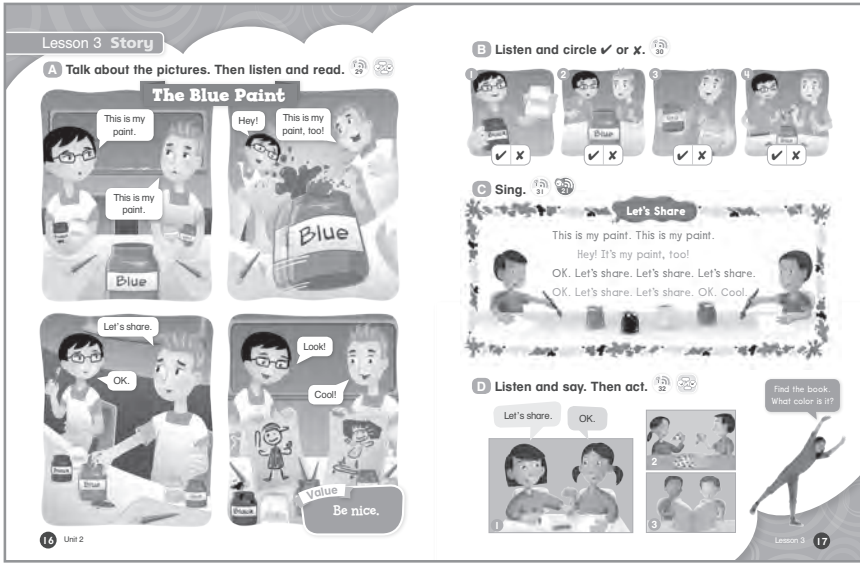
Extra Practice

Workbook pages 14–15

Student Audio CD Tracks 18–20

iTools

Online Practice



Student Book pages 16–17

Objectives

- Building reading and listening skills

Conversation

- Offering to share something

Let's share.

OK.

Value

Be nice.

Materials

- Picture Cards 21–26, 27–31;
- Class CD1 Tracks 29–32

Student Book page 16

Warm up

1. Greet the class. Then greet individual students and ask different questions with familiar language. For example: *Hi, Emma. How are you? What's your name? What's this? What color is it?* Elicit the appropriate responses.
2. Review colors and art supplies vocabulary. Hold up Picture Cards 21–26 and 27–31 one by one, eliciting the words without saying them yourself. Repeat the activity, speeding up as students become more comfortable.
3. Point to one of the pictures on pages 16–17 and elicit the language from Unit 2 Lesson 2: *Look at the pictures. Say the colors.* Students can practice saying the colors with their neighbors, using the pictures in Lesson 2 or 3.

3. Play Class CD1 Track 29. Students listen, point, and read along with the CD.



The Blue Paint

Mike: This is my paint.
 Danny: This is my paint.
 Mike: Hey!
 Danny: This is my paint, too!
 Danny: Let's share.
 Mike: OK.
 Mike: Look!
 Danny: Cool!

4. Read the story aloud with the students. Then direct students' attention to the value *Be nice* and play the track again. Students listen and read along. Ask if students can think of other examples of this value.

Student Book page 17

B Listen and circle ✓ or ✗.

1. Students look at each picture and say what they think is happening.
2. Play Class CD1 Track 30. Students listen and number the pictures.

A Talk about the pictures. Then listen and read.



See *Teaching Stories*, Teacher's Book page 25.

1. Students look at the pictures and name the characters, colors, and objects they see.
2. Students say what they think could be happening in each picture.



1. Mike: This is my paint, black and white.
2. Danny: This is my paint, red and yellow.
3. Mike: Hey!
Danny: This is my paint, too!
4. Danny: Let's share.
Mike: OK.

3. Play the track again so students can check their work. Then check answers together.

Answer Key

From left to right: ✓, X, X, ✓

4. Student pairs make their own sentences using the pattern *This is my paint (black and blue)*. They end by saying *Let's share*.

C Sing.

See *Teaching Songs*, Teacher's Book page 24.

1. Students look at the pictures and talk about what they see.
2. Read the song lyrics with the students.
3. Play Class CD1 Track 31. Students listen and then sing along with the CD.



Let's Share

This is my paint. This is my paint.
Hey! It's my paint, too!
OK. Let's share. Let's share. Let's share.
OK. Let's share. Let's share. OK.
Cool.
(x2)

4. Students sing the song again, turning to partners and using props or gestures related to the song.

D Listen and say. Then act.



See *Teaching Conversations*, Teacher's Book page 25.

1. Play Class CD1 Track 32. Student pairs listen and say along with the CD.



Let's share.
OK.

2. Students rehearse and act out the conversations, using props and gestures related to the situations in the three pictures.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

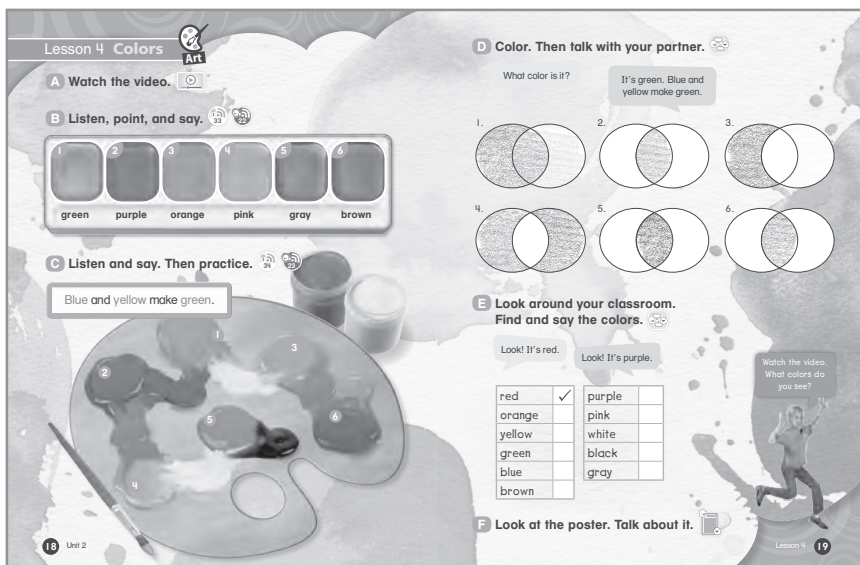
Critical Thinking/Communication: Direct students' attention to the Everybody Up Friend. Students use critical thinking to find the picture of the book in the lesson and say what color it is. Neighbors can play a game finding and identifying the color of other items on the page with one another.

Games and Activities

- Form two groups to read the story aloud. Group 1 will read Mike. Group 2 will read Danny. Then the groups switch roles.
- **Toss and Tell** (Teacher's Book pages 28–31). A student says a line from the story and tosses a beanbag or ball to the next student, who responds (following the story). Review possible exchanges before starting:
This is my paint. / This is my paint.
Hey! / This is my paint, too!
Let's share. / OK.
Look! / Cool!
- Using the existing story as a model, student pairs write and act out a new story that demonstrates the Lesson 3 value: *Be nice*. Beginning students might simply copy the pictures and text from the Student Book.

Extra Practice

Workbook pages 16–17
Student Audio CD Track 21
Unit 2, Lesson 3 Worksheet
iTools
Online Practice



Student Book pages 18–19

Objectives

- Talking about secondary colors

Grammar

- Simple present statements with *make* (3rd person plural)
- Compound subjects with *and*
Blue and yellow make green.

Vocabulary

Colors: green, purple, orange, pink, gray, brown

Materials

Picture Cards 32–37; Class CD1 Tracks 33–34; Unit 2 Video and Poster, Colors

Student Book page 18

School Subject Connection: Art



Lesson 4 is a cross-curricular lesson with a connection to art. Capitalize on this by bringing a color wheel to class. Help students examine the color wheel and understand how it works.

Warm up

1. Greet the class. Then greet individual students and review the conversation language from Unit 2, Lesson 3. Act out a situation in which you share something with a student (for example, a jar of paint or a book) and say to a student *Let's share*. The student answers *OK*. Divide the class into two groups—those who have items they will offer to share, and those who will agree—and allow them to circulate and practice the conversation with members of the other group.
2. Elicit the language from Unit 2, Lesson 3: *Find the book. What color is it?* Students use the expression to ask about other classroom objects in Lessons 1, 2, 3, or in the classroom.

A Watch the video.



See *Teaching with Videos*, Teacher's Book page 26.

Before you watch: Tell the class they're going to watch a video about colors. Bring in paints to demonstrate color mixing. Show what happens when white or black is added to other colors. Talk about painters. *What are the steps involved in making a painting? What supplies do painters use?* Ask students what they might see in the video.

1. Play the video. See Video Scripts on Teacher's Book pages 116–117 for reference.
2. Play the video again. Pause the video and ask students questions about the colors. Encourage them to answer in full sentences to practice *What's this? (It's a pen.) What color is it? (It's black.) Black and white make what? (Black and white make gray.)*

B Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 32–37 to introduce the new colors. Continue until students can say the colors on their own.
2. Link the language. Combine grammar from Unit 2, Lesson 2 with the new vocabulary. Hold up each card, saying *What color is it?* Elicit the response *It's (green).*

3. Play Class CD1 Track 33. Students listen, point, and say along with the CD.



- | | | |
|----------|-----------|-----------|
| 1. green | 2. purple | 3. orange |
| 4. pink | 5. gray | 6. brown |

4. Students make picture cards for the new vocabulary and colors from Lesson 2. Give 11 cards cut from blank paper and art supplies to each student.

C Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *Blue and yellow make green.*
2. Direct students' attention to the grammar box on page 18.
3. Play Class CD1 Track 34. Students listen and say along with the CD.



Blue and yellow make green.

1. Blue and yellow make green.
2. Blue and red make purple.
3. Red and yellow make orange.
4. Red and white make pink.
5. Black and white make gray.
6. Red and green make brown.

4. Students practice the patterns on their own, using their handmade picture cards.
5. Write color-mixing statements on the board and leave one color blank (e.g., *Blue and _____ make green.*) Volunteers go to the board, write in the missing colors, and say the statements aloud.

Student Book page 19

D Color. Then talk with your partner.



1. Review the pattern from Unit 2, Lesson 2: *What color is it? It's (blue).*
2. Student pairs do the activity, using their books.

Answer Key

- | | | |
|----------|----------------|-----------------|
| 1. green | 2. red, yellow | 3. pink |
| 4. brown | 5. blue, red | 6. black, white |

E Look around your classroom. Find and say the colors.



1. First, practice the activity with the class. Look around the classroom, point to a red object, and say *Look! It's red.* Demonstrate writing a check mark next to **red** in the chart.
2. Students do the activity in pairs.
3. For each color, ask student pairs to say what objects they found in the classroom.

F Look at the poster. Talk about it.



See *Teaching with Posters*, Teacher's Book page 26.

1. Students identify familiar objects in the poster images. See Teacher's Book page 118 for poster information.
2. Students talk about the poster using the speech bubbles as a model.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Creativity: Direct students' attention to the Everybody Up Friend. Review the question and watch the video. Students use creativity and communication skills to make a list or a chart of all the colors they see in the video. Students can share their findings with the class or with neighbors.

Games and Activities

- **BINGO** (Teacher's Book pages 28–31). Students use nine of their handmade picture cards to make their BINGO board.
- **Two Truths and a Lie** (Teacher's Book pages 28–31). Hold up an object and make three statements about it. For example: *It's an eraser. It's orange. Red and blue make orange.* Students must listen carefully to catch the "lie" and then say the correct statement: *Red and yellow make orange.*

Extra Practice

Workbook pages 18–19
 Student Audio CD Tracks 22–23
 Unit 2, Lesson 4 Worksheet
 Unit 2 Test
 iTools
 Online Practice

Check Up 1

Check Up 1
Units 1 and 2

A Listen and number.

B Match.

- Is it a rectangle? a. This is a notebook.
- What color is it? b. This is tape.
- What's this? c. No, it isn't.
- Is it a chair? d. It's blue.
- What's this? e. It isn't a notebook.
- It's a book. f. Yes, it is.

C Write.

- What is it? It's a pencil case.
- It's orange. _____ and _____ make orange.
- It's a _____. It _____ an eraser.
- _____ a rectangle? Yes, _____.

D Listen and write. Then act.

- _____

I'm fine. Thank you.
- Let's share.

E What can you do? Read and ✓.

I can talk about...			
school supplies	<input type="checkbox"/>	<input type="checkbox"/>	art supplies
shapes	<input type="checkbox"/>	<input type="checkbox"/>	colors
value	<input type="checkbox"/>	<input type="checkbox"/>	value
I can be friendly.	<input type="checkbox"/>	<input type="checkbox"/>	I can be nice.

Student Book pages 20–21

Review Language

- Units 1 and 2 grammar and vocabulary

Materials

Picture Cards 07–37; Class CD1 Tracks 05, 35–36

Student Book page 20

Warm up

1. Greet the class and sing *The Alphabet* (Class CD1 Track 05) with students.
2. Play **Categories** (Teacher's Book pages 28–31) to review vocabulary from Units 1 and 2: School Supplies, Art Supplies, Shapes, Colors.
3. Elicit the language from Unit 2, Lesson 4: *Look! It's red.* Students use items in the classroom to practice with their neighbors.

Answer Key

Top row: 9, 6, 7, 2, 8
Bottom row: 5, 3, 10, 4, 1

2. Students practice saying the words on their own, using their books.

B Match.

1. Students look at the picture, read the question, and match it to the correct answer.

Answer Key

1. c **2. d** **3. a**
4. f **5. b** **6. e**

2. Students practice asking and answering the questions with a partner, using their books.
3. Write new questions on the board for each picture and have volunteers answer. Then have students practice the new questions and answers in new pairs.

A Listen and number.

See *Teaching Check Ups*, Teacher's Book page 25.

1. Play Class CD1 Track 35. Students listen and number the items in the order they hear them.



1. black
2. backpack
3. pink
4. desk
5. chalk
6. triangle
7. purple
8. circle
9. ruler
10. glue

C Write.

1. Students look at each picture, read the words, and think of words for the empty spaces.
2. Model each conversation with a few volunteers.
3. Student pairs can practice and then switch roles.

Answer Key

- | | |
|------------------|-----------------|
| 1. pencil case | 2. yellow, red |
| 3. pencil, isn't | 4. Is it, it is |

D Listen and write. Then act.



1. Review key language from the previous two units. Use picture cards or cue vocabulary or play a short game to reactivate language.
2. Play Class CD1 Track 36. Students listen and read the speech bubbles. Students listen for the missing text.



1. How are you?
I'm fine. Thank you.
2. Let's share.
OK.

3. Play Class CD1 Track 36 track again. Students write the missing language on the page.
4. Groups or pairs of students role-play the dialogue.

E What can you do? Read and ✓.

See *Teaching Check Ups*, Teacher's Book page 25.

1. Tell the class to think about how well they know the material. Look at the chart and read the categories. Check that students understand the rating system.
2. Students fill in the chart, thinking about their own performance and what they've learned.
3. Ask students to think about what they need more practice with and share.

Games and Activities

Select games from this box or from pages 28–31 that best address students' needs as indicated from the Self Check.

- **Telephone** (Teacher's Book pages 28–31) using language from Units 1 and 2. For example, whisper *Red and white make pink* at one end of the line, and *This is my book. It's pink* at the other end.
- **Binoculars** (Teacher's Book pages 28–31) using language from Units 1 and 2. Play in pairs or small groups. For example one student says, "It's a white circle" and the other student(s) have to go and touch the item.
- **Teacher's Mistake** (Teacher's Book pages 28–31) using language from Units 1 and 2. For example, hold up pencil and say, "This is tape." Or cut a triangle out of a piece of blue paper and say, "It's a red circle." Students raise their hands when they hear a mistake and correct it. For more of a challenge, as you hold up items, say some correct sentences and some incorrect ones so that students have to listen carefully.

Extra Practice

Workbook pages 20–22

iTools

Online Practice

Phonics

Bonus

Student Book pages 22–23

Phonics

- Initial consonants b, p, t, d, m, n

Materials

Picture Cards 07, 08, 12, 13, 21, 22, 26;
Class CD1 Tracks 37–38

Project Language

- Units 1 and 2 grammar and vocabulary

Materials

Class CD 1 Track 39; scissors, markers or
crayons, glue, magazines

Student Book page 22

Warm up

- Write the alphabet on one side of the board. Point to each letter and say it, overemphasizing the sound. Have students repeat, exaggerating their lip shapes.
- Write the words *paint*, *tape*, *blue*, *Danny*, *notebook*, and *make* on the other side of the board. Point to each word as you say it. Have a student come to the board and draw a line matching the initial consonant to the alphabet letter on the other side of the board.
- Play **Card Grab** (Teacher's Book pages 28–31) with alphabet cards.

A Listen, point, and say.

See *Teaching Phonics*, Teacher's Book page 26.

- Introduce the sound for b. Write b on the board. Say the letter and the sound it makes: *b*, /b/. Students listen and repeat. Introduce the sounds for *p*, *t*, *d*, *m*, and *n*.

Pronouncing b and p

When students say /b/ and /p/, instruct them to hold their hands in front of their mouths. They'll feel themselves producing more breath for /p/ than for /b/.

Pronouncing t and d

When students say /t/ and /d/, ask them to hold their hands in front of their mouths. They'll feel themselves producing more breath for /t/ than for /d/.

Pronouncing m and n

When students say /n/, they push their tongue to the roof of their mouth behind their front teeth. For /m/, they press their lips together.

- Drill the new sounds. Point to each letter on the board, say the sound, and ask students to repeat. Continue until students can produce the sounds on their own. Gradually increase the speed of the activity.
- Play Class CD1 Track 37. Students listen, point, and say along with the CD.



b (letter), b (sound), bag, bug
p (letter), p (sound), pop, pit
t (letter), t (sound), tag, top
d (letter), d (sound), dad, dig
m (letter), m (sound), mat, mud
n (letter), n (sound), nap, nod

- Link the sounds. Hold up Picture Cards 07 (pen), 08 (pencil), 12 (backpack), 13 (book), 21 (paint), 22 (paper), and 26 (tape). For each card, say the letter, the sound, and the word; for example, *b*, /b/, *book*. Students repeat. Then write *b*, *p*, *t*, *d*, *m*, and *n* on

the board. Set the picture cards on a desk. Say (*p*, /*p*/). A student sets Picture Card 08 under *p*, and says (*pencil*). Point and have the class say (*p*, /*p*/, *pencil*). Continue with the rest of the cards. For the letter *n*, students practice with their books.

B Look at A. Point and say with a partner.



Student pairs look at Activity A, point to each item, and say the word.

C Listen and circle.

1. Play Class CD1 Track 38. Students listen and circle each word's initial consonant.



- | | | |
|---------|--------|--------|
| 1. toad | 2. mud | 3. pit |
| 4. nap | 5. bug | 6. dig |

2. Play the track again so students can check their work. Then check the answers together.

Answer Key

- | | | |
|------|------|------|
| 1. t | 2. m | 3. p |
| 4. n | 5. b | 6. d |

Project Color Poster

Student Book page 23

A Make a color poster.

See *Teaching Projects*, Teacher's Book page 26.

1. Explain to students that they will make a poster that shows four colors. Review colors that students have learned and write them on the board. Students choose four colors.
2. Students draw four squares on their paper and label each square with each of their four colors.
3. Students look through magazines and cut out pictures of items that represent each of their colors.
4. Students glue the pictures in the matching color square.

B Listen. Then talk about your poster.



1. Play Class CD1 Track 39. Students listen, point to the speech bubbles, and say along with the CD.



What is it?
It's a pen. It's red.
Is it a square?
No, it isn't. It's a rectangle.

2. Students pairs practice the pattern using their posters.
3. **Tip:** Direct students' attention to the tip: *Ask questions*. In pairs, students play **Beanbag Toss** (Teacher's Book pages 28–31) using their posters.

The student asks a question about the picture the beanbag lands on.

Home-School Link

1. Tell the students to share what they've learned in class at home.
2. Role-play with a few stronger students to demonstrate sample language to the class.
3. Students make a list of items and their colors that they talked about with their family and present their list to the class.

Games and Activities

- **Phonics: Everybody Up! Everybody Down!** (Teacher's Book pages 28–31) with the new phonics sounds.
- **Project: Teacher's Mistake** (Teacher's Book pages 28–31) using language from Units 1 and 2. Hold up classroom objects and say some correct and some incorrect sentences. For example, hold up a pencil and say, *This is tape*. Students raise their hands when they hear a mistake and correct it.

Extra Practice

Workbook page 23
Student Audio CD Track 24
iTools
Online Practice