

Student Book pages 12–13

Objectives

- Identifying objects (singular)

Grammar

- Simple present statements with *be* (3rd person singular)
It's a (balloon).

Vocabulary

Toys: balloon, ball, doll, yo-yo

Materials

Picture Cards 05–12 and 17–20; Class CD1 Tracks 17, 19–22

Student Book page 12

Warm up

1. Review introductions. Approach a student and say *Hello. I'm (Ms. Jones). What's your name?* Elicit the response *I'm (Lisa)*. Reply *Hi, Lisa*. Students introduce themselves to their classmates.
2. Review the Unit 1 Lesson 2 grammar pattern. Ask students *What do you have?* Elicit the response *I have a (pencil)*. Students ask their classmates about their school supplies.
3. Review the alphabet. Play Class CD1 Track 17. Students make the letter shapes with their hands as they sing.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 22.

1. Use Picture Cards 17–20 to introduce toy words. Continue until students can produce the words on their own.
2. Play **Guess the Next Card** (Teacher's Book pages 25–29) using Picture Cards 17–20.
3. Link the language. Combine Unit 1, Lesson 2 grammar patterns with the new vocabulary. Hold up Picture Cards or toy realia. Elicit the question *What do you have?* Answer *I have a balloon*.

4. Play Class CD1 Track 19. Students listen, point, and say along with the CD.



1. balloon
2. ball
3. doll
4. yo-yo

5. Students practice by pointing to different toys or pictures of toys and saying the words.

B Listen and point.

See *Using the Big Picture*, Teacher's Book page 22.

1. Read this while pointing to the picture:
Look! It's Julie, Danny, Emma, and Mike. Julie has a balloon. Danny has a ball. Emma has a doll and Mike has a yo-yo.
2. Play Class CD1 Track 20. Students listen, find the items in the picture, and point to them.



- Julie: I have a balloon.
Danny: I have a ball.
Emma: I have a doll.
Mike: I have a yo-yo.

3. Say *I have a (doll)*. Students point to the correct toy in their books and say the name.

C Listen and say.

See *Teaching Grammar*, Teacher's Book page 22.

1. Introduce the new pattern: *It's a (balloon)*.
2. Direct students' attention to the picture on page 13.
3. Play Class CD1 Track 21. Students listen and say along with the CD.



1. It's a balloon.
2. It's a ball.
3. It's a doll.
4. It's a yo-yo.

4. Practice the pattern with the students. Hold up Picture Cards 17–20 and elicit *It's a (doll)* for each card.
5. Students practice the sentences by themselves, using their books.

D Sing.

See *Teaching Songs*, Teacher's Book page 22.

1. Students look at the art and name the toys they see.
2. Read the song lyrics with the students.
3. Play Class CD1 Track 22. Students listen and then sing along with the CD.



I have a Ball.
 I have a ball. I have a ball.
 It's a ball, ball, ball.
 I have a ball.
 I have a yo-yo. I have a yo-yo.
 It's a yo-yo, yo-yo, yo-yo.
 I have a yo-yo.
 I have a doll. I have a doll.
 It's a doll, doll, doll.
 I have a doll.
 I have a balloon. I have a balloon.
 It's a balloon, balloon, balloon.
 I have a balloon.

4. Students sing the song again, taking turns to point at their books or toy realia that match the song.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 24.

Creativity/Communication: Direct students' attention to the Everybody Up Friend on page 13 and read the speech bubble aloud: *It's a yo-yo*. Distribute paper and drawing supplies.

Students draw a toy item. Model the language by taking a student's picture, showing it to the class, and saying *It's a (doll)*.

Students then share their creations in small groups, taking turns showing their drawings and identifying them.

Games and Activities

- **Telephone** (Teacher's Book pages 25–29). Students stand in one line. Whisper a different sentence at each end: *It's a (ball)* and *I have a (doll)*.
- **Down the Line** (Teacher's Book pages 25–29). Use Picture Cards 05–08, 09–12, and 17–20. Students say *It's a (doll)*. For a challenge question, show or hand the student a toy or school supply and ask *What do you have?*
- **Picture Pieces** (Teacher's Book pages 25–29). Play in small groups. Students say *It's a (balloon)* to try to guess what S1 is drawing before S1 finishes.

Extra Practice

Workbook pages 12–13

Student Audio CD Tracks 16–18

iTools

Online Practice



Student Book Pages 14–15

Objectives

- Identifying objects

Grammar

- Information questions with *what*

What is it?

It's a (train).

Vocabulary

Toys: train, boat, jet, car

Materials

Picture Cards 05–12 and 17–24; Class CD1 Tracks 23–25

Student Book page 14

Warm up

1. Greet the class. Students circulate and greet each other by name.
2. Review Unit 2, Lesson 1 language. Hold up Picture Cards 17–20 and elicit the toy words. Then play **Teacher's Mistake** (Teacher's Book pages 25–29). Students say *It's a (doll)* to correct you. Continue with school supply cards 05–08, 09–12.
3. Elicit the expression from Unit 2, Lesson 1: *It's a (ball)*. Students can practice the expression with their classmates, using their books, their own toys, or school supplies.



1. train
2. boat
3. jet
4. car

4. Students practice by pointing to different realia toys or pictures of toys and saying the words.

B Listen, ask, and answer.



See *Teaching Grammar*, Teacher's Book page 22.

1. Introduce the new pattern: *What is it? It's a (train).*
2. Review the contraction: *It's = It is.*
3. Direct students' attention to the picture on page 14.
4. Play Class CD1 Track 24. Students listen, point to the items in the picture, and say along with the CD.



1. Danny: What is it?
Emma: It's a train.
2. Emma: What is it?
Danny: It's a boat.
3. Mike: What is it?
Julie: It's a jet.
4. Julie: What is it?
Mike: It's a car.

5. Student pairs practice the questions and answers using their books.

C Sing.

See *Teaching Songs*, Teacher's Book page 22.

1. Students look at the art and name the toys they see.
2. Read the song lyrics with the students.
3. Play Class CD Track 25. Students listen and then sing along with the CD.



What Is It?

What is it? What is it? What is it?
 What is it? What is it? What is it?
 What is it? What is it? What is it?
 It's a boat.
 What is it? What is it? What is it?
 What is it? What is it? What is it?
 What is it? What is it? What is it?
 It's a train.
 What is it? What is it? What is it?
 What is it? What is it? What is it?
 What is it? What is it? What is it?
 It's a jet.
 What is it? What is it? What is it?
 What is it? What is it? What is it?
 What is it? What is it? What is it?
 It's a car.

4. Students sing the song again, taking turns to call out toys or pictures of toys they see in the classroom.

D Draw. Ask your classmates.



1. Direct students' attention to the picture in the book. Read the question and answer with the class.
2. Distribute paper and drawing supplies. Students draw a toy and then student pairs ask and answer about their drawing.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 24.

Collaboration/Creativity: Direct students' attention to the Everybody Up Friend on page 15 and read the speech bubble aloud: *What is it?* Distribute paper and drawing supplies.

Students draw two or three toy items. Model the language by showing a student's picture to the class, pointing to one of the toys, and asking the question *What is it?* and eliciting the answer *It's a (train)*.

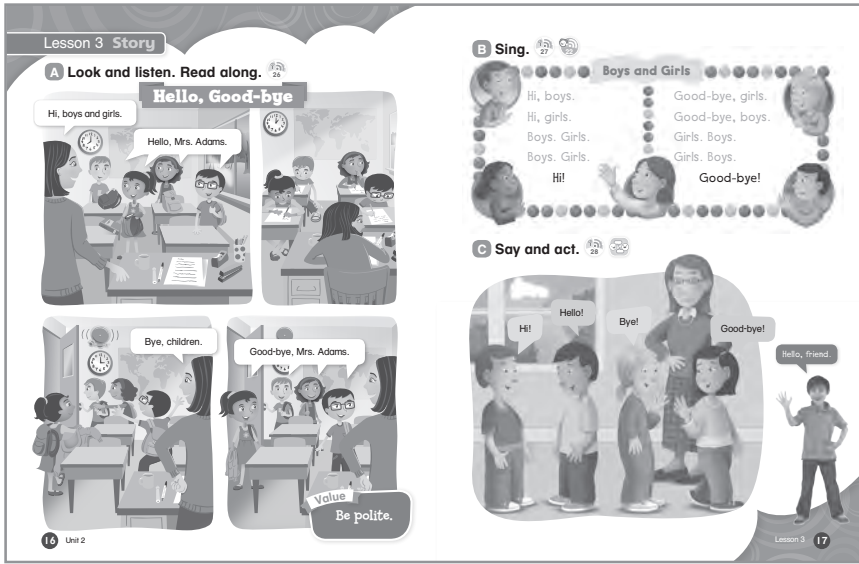
Student pairs then take turns showing their drawings to their partner and using the question-and-answer language.

Games and Activities

- **Card Grab** (Teacher's Book pages 25–29) using Picture Cards for toys: 17–20, 21–24 and school supplies: 05–08, 09–12. Students play in small groups. Give a set of school supply and toy cards to each group.
- **Circles** (Teacher's Book pages 25–29). Give each student in the inner ring a toy or picture of a toy. Each time the circles rotate, inner-ring students ask *What is it?* and their outer-ring partners answer *It's a (jet)*. Switch roles so that everyone has a chance to ask and answer questions.
- **Categories** (Teacher's Book pages 25–29). Use the categories Toys (*balloon, ball, doll, yo-yo, boat, jet, car, train*) and School Supplies (*paper, glue, scissors, paint, pen, pencil, crayon, marker*).

Extra Practice

- Workbook pages 14–15
- Student Audio CD Tracks 19–21
- iTools
- Online Practice



Student Book pages 16–17

Objectives

- Building reading and listening skills

Conversation

- Saying hello
Hi! Hello!
- Saying good-bye
Bye! Good-bye!

Value

Be polite.

Materials

Picture Cards 05–12 and 17–24;
Class CD1 Tracks 26–28; Unit 2
Video Story

Student Book page 16

Warm up

1. Review greetings. Greet individual students by name: *Hi, (Emma)*. Elicit the appropriate response *Hello, (Ms. Smith)*. Students circulate and greet each other by name.
2. Review toys vocabulary. Hold up Picture Cards 17–20 and 21–24 one by one, eliciting the words without saying them yourself. Repeat the activity, speeding up as students become more comfortable.
3. Elicit the language from Lesson 2: hold up a toy, school supply, or Picture Card and ask *What is it?* Elicit the response, *It's (paper)*. Students can practice the expression with their classmates, using their own items.

2. Play Class CD1 Track 26. Students listen, point, and read along with the CD.



Hello, Good-bye.

Hi, boys and girls.
Hello, Mrs. Adams.
Bye, children.
Good-bye, Mrs. Adams.

3. Read the story aloud with the students. Explain *Danny is a boy. Mike is a boy. Danny and Mike are boys. Emma is a girl and Julie is a girl. Emma and Julie are girls.* Then direct students' attention to the value *Be polite* and play the track again. Students listen and read along.
4. Watch the story video. Put students in groups of five. Assign roles and have students watch the video again. Then have students act out the story.

A Look and listen. Read along.

See *Teaching Stories*, Teacher's Book page 23.

1. Students look at the art and name the characters and objects they see. Direct students' attention to the clock and bell in the art to indicate the passage of time.

B Sing.

See *Teaching Songs*, Teacher's Book page 22.

1. Students look at the art and talk about what they see. Point to each picture and have the class say *boy* or *girl*.
2. Read the song lyrics with the students.
3. Play Class CD1 Track 27. Students listen and then sing along with the CD.



Boys and Girls

Hi, boys. Hi, girls.
 Hi, boys. Hi, girls.
 Boys. Girls, Boys, Girls.
 Boys. Girls, Boys, Girls.
 Hi!
 Good-bye, girls. Good-bye, boys
 Good-bye, girls. Good-bye, boys
 Girls. Boys. Girls. Boys.
 Girls. Boys. Girls. Boys.
 Good-bye!

4. Put the class in 2 groups: *boys* and *girls*. Divide the song into parts for each group. Students sing the song again. Add gestures and have groups pop-up when it's their turn to sing.



C Say and act.

See *Teaching Conversations*, Teacher's Book page 23.

1. Direct students' attention to the picture. Students identify the boys and girls.
2. Play Class CD1 Track 28. Pairs of boys and girls listen and say along with the CD.



Hi!
 Hello!
 Bye!
 Good-bye!

3. Boys and girls circulate and say the greetings. Then switch roles and girls say *Hi!/Hello!* and boys say *Bye!/Good-bye!*

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 24.

Communication: Direct students' attention to the Everybody Up Friend on page 17 and read the speech bubble aloud: *Hello, friend.*

Model the language by walking up to a student and saying *Hello, friend* and eliciting *Hi*. Then act out leaving, saying *Good-bye! Bye!*

Student pairs practice the language with a partner. They take turns being the one to say *Hello, friend.*

Games and Activities

- Divide the class into two groups. Group 1 will read the first panel of the story. Group 2 will read the last panel. Take the part of the teacher yourself. The class reads the story aloud, then switches roles.
- **Pop-Up** (Teacher's Book pages 25–29). Divide the class into boys and girls. When you say a greeting, *Hi/Hello, boys/girls* or *Bye/Good-bye, boys/girls*, the correct group has to stand and greet you with the appropriate response.
- **Toss and Tell** (Teacher's Book pages 25–29). A student says a greeting and tosses a beanbag or ball to the next student, who responds with the appropriate greeting. Review possible exchanges before starting:

Hi!/Hello!/Hi, friend!/Hello, (Kim)!

Bye!/Good-bye!/Bye, friend./Good-bye, (Tim).

Extra Practice

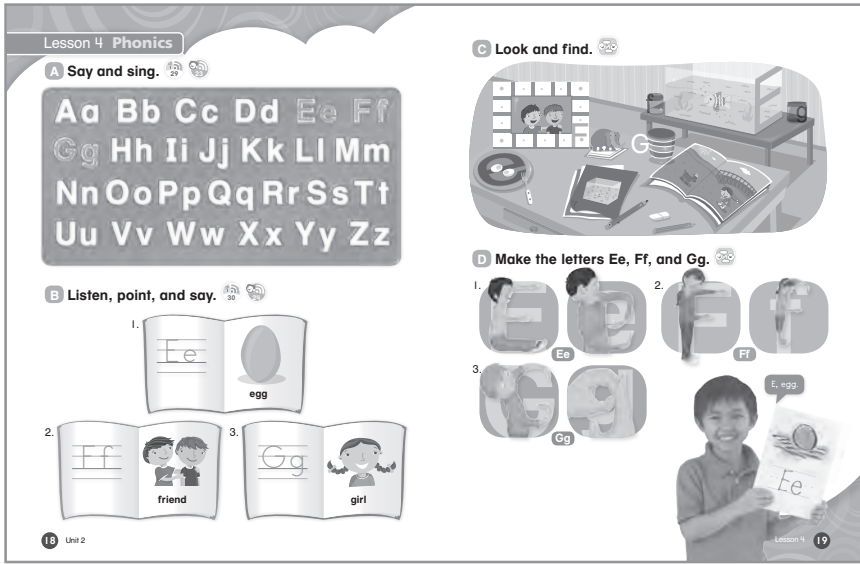
Workbook pages 16–17

Student Audio CD Track 22

Unit 2, Lesson 3 Worksheet

iTools

Online Practice



Student Book pages 18–19

Objectives

- Identifying sounds and letters

Letters

- Ee, Ff, Gg

Vocabulary

- egg, friend, girl

Materials

- Picture Cards 13–16 and 25–27; Class CD1 Tracks 27, 29–30

Student Book page 18

Warm up

1. Greet the class *Hi, boys and girls*. Elicit the response: *Hello, (Ms. Jones)*.
2. Sing **Boys and Girls** (Class CD1 Track 27). Divide the class into boys and girls. Boys and girls stand up during their part of the song.
3. Play **Buzzers** (Teacher's Book pages 25–29). Review Picture Cards 17–20 and 21–24 and elicit the toy names. Divide the class into two teams. Shuffle the cards, show one and ask *What is it?* Students raise their hands as fast as they can to answer *It's a (boat)*. If the answer is incorrect, the other team can guess.

Q, R, S, T, U, V, W, X, Y, Z

The alphabet. The alphabet. The alphabet.

The alphabet. The alphabet. The alphabet.

A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P,

Q, R, S, T, U, V, W, X, Y, Z

E! F! G!

4. Divide the class into three groups: *E, F, G*. Play the song again and have each group stand to sing their letter. Change roles.

B Listen, point, and say.

See *Teaching Phonics*, Teacher's Book page 23.

1. Use Picture Cards 25–27 to introduce the new words. Continue until students can produce the words on their own.
2. Play Class CD1 Track 30. Students listen, point, and say along with the CD.



1. E, e, egg

2. F, f, friend

3. G, g, girl

3. Hold up Picture Cards 25–27 and have students guess the next card.



The Alphabet

The alphabet. The alphabet. The alphabet.

The alphabet. The alphabet. The alphabet.

A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P,



C Look and find.

1. Point to a new word picture on page 18 or show a Picture Card and say the name. Students find and point to the new word picture on page 19. Encourage students to find previously learned language in the picture, as well: *pencil* and *crayon*.
2. Point to a letter in your book or show a Picture Card and say the letter name. Students find and point to the hidden letter in their books. See the answer key below.
3. Students do the activity in pairs.
4. Review initial letter sounds of the new words. Then point to the book and say the names of each item in the art: *egg, fork, friend, elephant, G, f, fish, E, g, book, girl, goat, crayon, eraser, pencil, paper etc.* Students raise their hand if the word starts with the new letters *e, f, g*.

D Make the letters Ee, Ff, and Gg.



1. Demonstrate making the letters with your hands and saying the letter names.
2. Direct students' attention to the examples in their books. Students make the letter shapes with their hands and say the letter names.
3. Student pairs take turns making letter shapes with their hands and guessing the letter name.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 24.

Collaboration/Creativity: Direct students' attention to the Everybody Up Friend on page 19 and read the speech bubble aloud: *E, egg*. Distribute paper and drawing supplies.

Put students in groups of three and assign each a letter, E–G. Students then draw a picture of an item that begins with their letter.

Students then take turns showing the group their picture and identifying the letter and the item: *E, egg*.

Games and Activities

- **Card Grab** (Teacher's Book pages 25–29). Students play in groups using Picture Cards for phonics words: 13–16, 25–27.
- **Bingo** (Teacher's Book pages 25–29). Students make their Bingo board using the new letters.
- **What's Missing?** (Teacher's Book pages 25–29). Use a set of toy Picture Cards (17–24) and school supply Picture Cards (05–12). Students raise their hand to identify the missing card: *It's a (balloon)*.

Extra Practice

Workbook pages 18–19

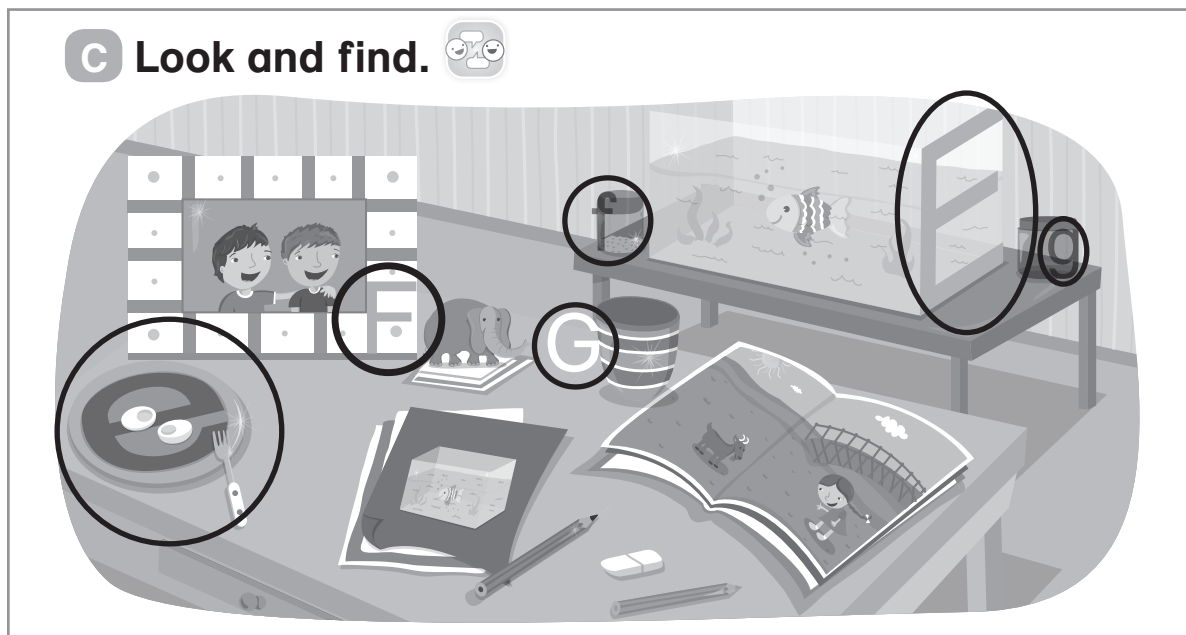
Student Audio CD Tracks 23–24

Unit 2, Lesson 4 Worksheet

Unit 2 Test

iTools

Online Practice



Check Up 1

Student Book pages 20–21

Review Language

- Units 1 and 2 grammar and vocabulary

Materials

Picture Cards 05–12, 17–24, 13–16 and 25–27; Class CD1 Tracks 29, 31–32

Student Book page 20

Warm up

1. Greet the class and sing **The Alphabet** (Class CD1 Track 29) with students.
2. Play **Categories** (Teacher's Book pages 25–29) to review vocabulary from Units 1 and 2. Use the categories School Supplies and Toys.
3. Review the alphabet words and letters. Show a Picture Card (25–27) and elicit the correct word and letter.

A Listen. Then say the words.

See *Teaching Check Ups*, Teacher's Book page 23.

1. Lead the class to say each word together aloud. Then, call on individual students to say the words. Repeat until each student has said several words.
2. Play Class CD1 Track 31. Students listen and say along with the CD.

CD 1 31

1. balloon	2. glue	3. scissors	4. jet
5. train	6. crayon	7. paint	8. yo-yo

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

4. To review vocabulary, students play **Beanbag Toss** (Teacher's Book pages 25–29), using Picture Cards 01–27 for Units 1 and 2.

B Listen. Then number.

1. Students look at the pictures and say what they see.
2. Play Class CD1 Track 32. Students listen and point to the pictures.

CD 1 32

1. What do you have?
I have a marker.
2. Hi, what's your name?
I'm Tim.
3. What is it?
It's a doll.
4. Hello, boys and girls.
Hello, Mrs. Parker.

3. Play the CD again. Students write the number of each conversation in the box.
4. Check the students' answers.

Answer Key

From left to right: 1, 2, 3, 4



C Play the game.

1. Say the names of the items in each game square with the class. Direct students' attention to the picture and read the words in the speech bubbles.
2. Give students a coin. Designate one side to move 1 space, the other side to move 2 spaces. Flip the coin to move. Model how to play the game with a few volunteers, allowing volunteers to respond appropriately in their own ways.
3. Students play in pairs.

Answer Key

1. scissors
2. glue
3. paint
4. pencil
5. ball
6. pen
7. car
8. balloon
9. jet
10. marker
11. doll
12. boat
13. crayon
14. yo-yo

4. In the award area, give students a star for completing the game.

Games and Activities

- **Review: Telephone** (Teacher's Book pages 25–29) using language from Units 1 and 2. For example, whisper *I have a (balloon)* at one end of the line, and *What's your name?* at the other end.
- **Phonics: Bingo** (Teacher's Book pages 25–29) with the new letters. Hand out 9 blank cards to each student. Instruct students to write a letter (*a, b, c, d, e, f, g*) on each card. (They can repeat two letters.)
- **Phonics: Everybody Up! Everybody Down!** (Teacher's Book pages 25–29) Play the game using the new phonics letters.

Extra Practice

Workbook pages 20–21

iTools

Online Practice