

# **Read & Do**

**A Classroom  
Teacher's Guide**

**1**

<b>Topic</b>	Colors & Shapes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- to read and understand the main story about toys</li> <li>- to learn new words and sentence patterns through the main story</li> <li>- to develop other language skills with fun activities</li> </ul>
<b>Key Sentence</b>	The ball is red.
<b>Key Vocabulary</b>	toy, red, yellow, green, blue
<b>Teaching Materials</b>	flashcards, a ball, markers

## Warm Up

a. Start the class by greeting the students.

① Hi, everyone. I'm very glad to meet you all. My name is (your name). What's your name?

b. Bring a ball to class. Use the ball to introduce the concept of a toy.

① What's this? It's a ball. I like to play with this ball. It's my toy.

c. Ask students about their toys.

① Tell me about your toys. What do you like to play with?

⑤ (Answers will vary.)

## Presentation

### 1. Ready to Read

a. Ask students what their favorite toys are and why.

① What's your favorite toy?

⑤ My favorite toy is a teddy bear.

① Why do you like it?

⑤ It's very cute.

b. Have students look at the picture and circle the toys in the picture.

① Look at the picture. There are some toys in the picture. Find and circle the toys.

c. Talk about the toys students circled and other things they know in the picture.

① Tell me the toys you circled in the picture.

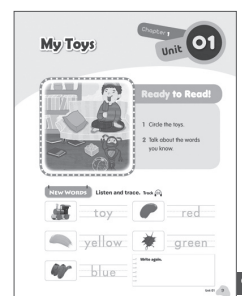
⑤ A robot, a ball, and a brick.

① Great. A robot, a ball, and a brick are toys. Now, what else do you see in the picture?

⑤ I see a boy.

⑤ I see books.

① Yes. You see a boy and many books. Also, you see a sofa and a cushion in the picture.



## 2. New Words

a. Introduce the new words using the flashcards.

- Ⓓ What's this? It's a toy. Repeat after me, "toy."
- Ⓔ Toy.

b. Repeat the procedure with the other flashcards.

c. Play Track 02 and have students listen and trace the words.

d. Have students write the new words again in the given space or on a blank sheet of paper.

## 3. Look & Read

a. Have students look at the picture and talk about it.

- Ⓓ Look at the picture. There's a boy. What's he doing?
- Ⓔ He's eating ice cream.
- Ⓓ Right, he's eating an ice cream bar. What color is the ice cream bar?
- Ⓔ It's blue.
- Ⓓ Yes. Now, look at the boy's tongue. What color is it?
- Ⓔ It's blue, too.
- Ⓓ Right, it's blue, too. Look at the floor. His toys are on the floor. What are they?
- Ⓔ A robot, a ball, and a brick.
- Ⓓ Good job. What color is the robot?
- Ⓔ It's green.
- Ⓓ Good. What color is the ball?
- Ⓔ It's red.
- Ⓓ Right. Then what color is the brick?
- Ⓔ It's yellow.
- Ⓓ Excellent! Now, let's read a story about this boy and his toys.

b. Play Track 03 and have students listen. While listening, have students point to the part they are listening to and read silently.

c. Play Track 03 again and have students listen and read. Remind students of the new words by asking what the new words are. Then have students circle the new words.

- Ⓓ Do you remember the five new words? What are they?
- Ⓔ Toy, red, yellow, green, and blue.
- Ⓓ Excellent. Find the new words in the story and circle.

d. Have students read the story aloud.

- Ⓓ Now, let's read aloud together.

e. Have students read the story individually at home and record their reading time.

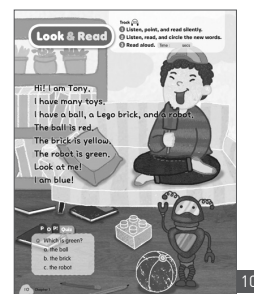
- Ⓓ Read this story at home and record your reading time on the page.

## 4. POP Quiz

a. Have students answer the quiz question and check the answer together.

- Ⓓ Look at the boy's toys in the picture. Which is green? The ball, the brick, or the robot?
- Ⓔ The robot.
- Ⓓ Right. The robot is green.

(→ c)



## Practice

### 1. Read & Do

a. In A, have students look at the pictures. Then have them choose and color Tony's toys.

- ① Look at the pictures. What are they?
- ② A ball, a robot, a teddy bear, a brick, a helicopter, and a drum.
- ③ Great. They are all toys. Find Tony's toys among them. What are they?
- ④ A ball, a robot, and a brick.
- ⑤ Good job. Color Tony's toys.

b. In B, have students complete the sentences by using the given words.

- ① Look at the train. It has five words. What are they?
- ② Green, blue, red, yellow, is.
- ③ Right. Now look at the picture in No.1. What color is the ball?
- ④ Red.
- ⑤ Great. The ball is red. So you should choose "red" from the five words and write it on the given space. Let's read the sentence together.
- ⑥ The ball is red.
- ⑦ Look at the picture in No.2. What color is the brick?
- ⑧ Yellow.
- ⑨ So choose and write "yellow." Then read the complete sentence out loud.
- ⑩ The brick is yellow.

c. Repeat the procedure for No.3 and 4.

d. Check the answers together.

(→ B. 2. yellow 3. is, green 4. blue)

### 2. Do & Build

a. In A, play Track 04 and have students listen, circle, and repeat.

- ① I'll play the CD. Listen, circle, and repeat.
- ② The ball is red. The brick is yellow.

b. In B, have students look at the picture and complete the sentence.

- ① Look at the picture. What's this?
- ② It's a brick.
- ③ What color is it?
- ④ It's blue.
- ⑤ Right, the brick is blue. Write "blue" in the given space.

c. Play Track 05 and have students listen and speak.

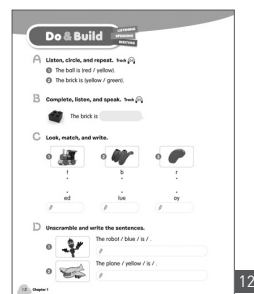
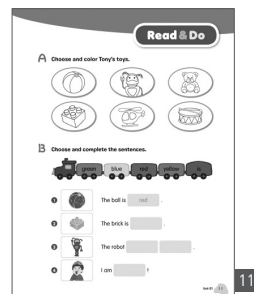
- ① I'll play the CD. Listen and speak.
- ② The brick is blue.

d. In C, have students look at the pictures and match to complete the words. Then write the words.

- ① Look at the pictures. What are they?
- ② Toy, blue, and red.
- ③ Right. Match to complete the words and write them.

e. In D, have students look at the pictures and talk about them.

- ① Look at the picture in No.1. What color is the robot?
- ② It's blue.





- Ⓣ Right. The robot is blue. What about No.2? Can you tell me what color the plane is?
- Ⓢ The plane is yellow.
- f. Have students unscramble and write the sentences. Then have them read the sentences together.
- Ⓣ Unscramble and write the sentences. Now, let's read the sentences.
- Ⓢ The robot is blue. The plane is yellow.
- (→ A. 1. red 2. yellow / B. blue / C. 1. toy 2. blue 3. red / D. 1. The robot is blue. 2. The plane is yellow.)

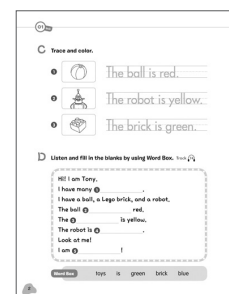
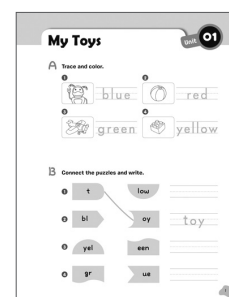
### 3. Pattern Practice

- a. Using red, blue, and green markers, draw the toys on the board as described in the sentences below.
- The ball is red. / The robot is green.
- The brick is blue. / The plane is red.
- The helicopter is green. / The drum is blue.
- b. Divide the class into two teams. Have a student from each team come up front.
- c. Say one of the toys on the board — for example, “The ball.”
- d. Have the students race to complete the sentence correctly — for example, “The ball is red.” The first student to say the sentence correctly gets a point.
- e. Continue the activity until every student has participated. The team with more points wins the game.
- f. Use the following sentences for students at a high level.

The train is red.	The teddy bear is blue.	The bicycle is green.
The top is red.	The car is blue.	The doll is green.
The kite is red.	The boat is blue.	The balloon is green.

## Wrap Up

- a. Ask some questions about the story students read today.
- Ⓣ Today, we read about Tony and his toys. What are his toys?
- Ⓢ A robot, a ball, and a brick.
- Ⓣ What is red among them?
- Ⓢ The ball is red.
- Ⓣ What is yellow?
- Ⓢ The brick is yellow.
- Ⓣ Then, what is green?
- Ⓢ The robot is green.
- Ⓣ Excellent!
- b. Assign workbook pages 1 and 2 as homework.



<b>Topic</b>	Colors & Shapes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- to read and understand the main story about clay donuts</li> <li>- to learn new words and sentence patterns through the main story</li> <li>- to develop other language skills with fun activities</li> </ul>
<b>Key Sentence</b>	The red donut is a circle.
<b>Key Vocabulary</b>	clay, donut, circle, square, triangle
<b>Teaching Materials</b>	flashcards, clay, Unit 02 Pattern Practice Supplement

## Warm Up

a. Start the class by greeting the students.

① Hello, everyone. How are you today? I'm very happy to see you again.

b. Review what students learned last time by asking some questions.

① Do you remember the story we read last time? Tony has many toys. He has a ball, a Lego brick, and a robot. Which is red?

⑤ The ball is red.

① Good. Which is yellow, then?

⑤ The brick is yellow.

c. Ask students about their toys' colors.

① Can you tell me one of your toys and its color?

⑤ My ball is green.

⑤ My robot is blue.

## Presentation

### 1. Ready to Read

a. Have students look at the picture and guess.

① Look at the picture. What does the girl have in her hands? What's she doing with it?

⑤ (Answers will vary.)

b. Bring some various colors of clay to class. Show things you can make easily with clay, such as a ball or a cup.

① This is clay. It's very soft. I can make many things with clay. I can make a ball like this. Also, I can make a cup like this.

c. Ask the given questions. Have students make things with clay if time allows.

① Do you like clay?

⑤ Yes, I do.

① What can you make with clay?

⑤ I can make a car.



- Ⓢ I can make a butterfly.
- Ⓣ Great. I'll give you some clay. Let's make the things you said together. What is your favorite clay color?
- Ⓢ I like red.
- Ⓣ Here. I'll give you some red clay.

## 2. New Words

- a. Introduce the new words using the flashcards.
  - Ⓣ What's this? It's clay. Repeat after me, "clay."
  - Ⓢ Clay.
- b. Repeat the procedure with the other flashcards.
- c. Play Track 06 and have students listen and trace the words.
- d. Have students write the new words again in the given space or on a blank sheet of paper.

## 3. Look & Read

- a. Have students look at the picture and talk about it.
  - Ⓣ Look at the picture. The girl has some clay. What color is it?
  - Ⓢ It's yellow.
  - Ⓣ Right, she's making something with yellow clay. Now, look at the red clay. What shape is it?
  - Ⓢ It's a circle.
  - Ⓣ Yes. What shape is the green clay?
  - Ⓢ It's a square.
  - Ⓣ Right. What about the yellow clay on the table? What shape is it?
  - Ⓢ It's a triangle.
  - Ⓣ Excellent! Look at the dog. Its name is Spotty. What's in Spotty's mouth?
  - Ⓢ Red clay.
  - Ⓣ Right. What's Spotty doing with the clay? And why does the girl look so surprised? Let's find out in the story.
- b. Play Track 07 and have students listen. While listening, have students point to the part they are listening to and read silently.
- c. Play Track 07 again and have students listen and read. Remind students of the new words by asking what the new words are. Then have students circle the new words.
  - Ⓣ Do you remember the five new words? What are they?
  - Ⓢ Clay, donut, circle, square, and triangle.
  - Ⓣ Excellent. Find the new words in the story and circle.
- d. Have students read the story aloud.
  - Ⓣ Now, let's read aloud together.
- e. Have students read the story individually at home and record their reading time.
  - Ⓣ Read this story at home and record your reading time on the page.

## 4. POP Quiz

- a. Have students answer the quiz question and check their answer together.
  - Ⓣ In the story, the girl is making donuts. What does she make the donuts with?
  - Ⓢ Clay.
  - Ⓣ Right. So, the story is about making donuts with clay.

(→ b)





- Ⓟ Then what words should we write to complete this sentence?  
 Ⓢ Yellow and circle.
- c. Play Track 09 and have students listen and speak.  
 Ⓟ I'll play the CD. Listen and speak.  
 Ⓢ The yellow donut is a circle.
- d. In C, have students look at the pictures and match to complete the words. Then write the words.  
 Ⓟ Look at the pictures. What are they?  
 Ⓢ Donut, clay, and circle.  
 Ⓟ Right. Match to complete the words and write them.
- e. In D, have students look at the pictures and talk about them.  
 Ⓟ Look at the picture in No.1. What color is the donut?  
 Ⓢ It's blue.  
 Ⓟ Right. What shape is the blue donut?  
 Ⓢ The blue donut is a square.  
 Ⓟ What color is the donut for No.2?  
 Ⓢ It's pink.  
 Ⓟ What shape is the pink donut?  
 Ⓢ The pink donut is a triangle.
- f. Have students unscramble and write the sentences. Then have them read the sentences together.  
 Ⓟ Unscramble and write the sentences. Now, let's read the sentences.  
 Ⓢ The blue donut is a square. The pink donut is a triangle.
- (→ A. 1. square 2. red, circle / B. yellow, circle / C. 1. donut 2. clay 3. circle / D. 1. The blue donut is a square. 2. The pink donut is a triangle.)

### 3. Pattern Practice

- a. Make a copy of Unit 02 Pattern Practice Supplement. Color each shape and cut out the cards.
- b. Cover the back of each card by gluing on thick paper so students cannot see through the cards.
- c. Spread out the cards on the table face down. Have a student come up front and select a card.
- d. Have the student describe the card he/she picked — for example, "The red donut is a circle."
- e. Have the student select one more card and describe the card. If the two cards match, the student gets a point. If the cards don't match, place the cards back and repeat the activity with another student.
- f. Continue the activity until all the cards have been matched.
- g. Use the following sentences for students at a high level.

The blue ball is a circle.	The green paper is a square.
The yellow book is a square.	The pink pin is a triangle.
The brown cookie is a star.	The orange button is a circle.

## Wrap Up







a. Ask some questions about the story students read today.

- ① Today, we read about a girl making donuts with clay. What shape is the red donut?
- ② The red donut is a circle.
- ③ What shape is the green donut?
- ④ The green donut is a square.
- ⑤ What shape is the yellow donut?
- ⑥ The yellow donut is a triangle.
- ⑦ Excellent!

b. Assign workbook pages 3 and 4 as homework.

**Clay Donuts** 02

**A Look and match.**

	circle		circle
	circle		square
	circle		triangle

**B Circle the correct words and write.**

① circle circle circle circle

② city city city city

③ donut donut donut donut

④ triangle triangle triangle triangle

**C Unscramble and write.**

① The donut / s / square / s /

② The donut / s / triangle / s /

③ s / s / circle / The donut /

**D Listen and fill in the blanks by using Word Box.**

I like clay.  
I make donuts with ①.  
The red donut ② is circle.  
The ③ donut is a square.  
The yellow donut is a ④.  
They look great!  
Oh, Spetty! Don't eat!  
These are not ⑤!

Word Box: clay donuts green triangle

<b>Topic</b>	People
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- to read and understand the main story about family members</li> <li>- to learn new words and sentence patterns through the main story</li> <li>- to develop other language skills with fun activities</li> </ul>
<b>Key Sentence</b>	This is my mom.
<b>Key Vocabulary</b>	family, mom, dad, baby, brave
<b>Teaching Materials</b>	flashcards, a family picture, paper

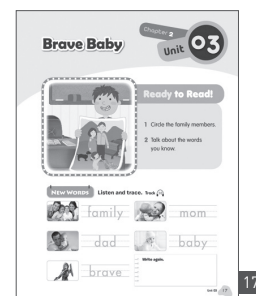
## Warm Up

- Start the class by greeting the students.
  - Ⓟ How's the weather today? It's (sunny). I like sunny days. How about you?
- Draw some donuts in various colors and shapes on the whiteboard. Have students describe the donuts using the key patterns they learned last time.
  - Ⓟ I'm drawing some donuts. Can you tell me about them? You should say their colors and shapes, for example, "The red donut is a circle."
- Review the shapes students learned by doing the touching game.
  - Ⓟ Let's play the touching game. It's very easy to play. When I say "circle," you find and touch things that have circular shapes. When I say "square," you find and touch things that have square shapes. Okay? Circle!
- Repeat the game with different shapes.

## Presentation

### 1. Ready to Read

- Bring one of your family pictures to class.
  - Ⓟ Look at this. This is a picture of me and my family. These people are my family members.
- Bring blank sheets of paper to class. Provide each student a sheet of blank paper.
  - Ⓟ I'll give you a sheet of blank paper. Draw a picture of you and your family like my family picture. When you're finished, show me your picture and keep it for later. We'll use it at the end of this class.
- Have students look at the picture in the book and circle the family members.
  - Ⓟ Look at the picture. What is the boy showing?
  - Ⓢ A family picture.
  - Ⓟ Right. Circle the family members in the picture.
- Have students talk about the words they know.



## 2. New Words

a. Introduce the new words by using the flashcards.

- Ⓙ What's this? It's family. Repeat after me, "family."
- Ⓢ Family.

b. Repeat the procedure with the other flashcards.

c. Play Track 10 and have students listen and trace the words.

d. Have students write the new words again in the given space or on a blank sheet of paper.

## 3. Look & Read

a. Have students look at the picture and talk about it.

- Ⓙ Look at the picture. Where is the boy?
- Ⓢ He's in the classroom.
- Ⓙ Yes. He's standing at the front of the classroom and showing something to his classmates. What is it?
- Ⓢ It's a family picture.
- Ⓙ Who do you see in the family picture?
- Ⓢ The boy's mom and dad, a baby, a dog, and a cat.
- Ⓙ Right. The boy is showing his family picture but I can't find him in the picture. There's no boy in the picture. There's only a baby. What happened? Let's find out.

b. Play Track 11 and have students listen. While listening, have students point to the part they are listening to and read silently.

c. Play Track 11 again and have students listen and read. Remind students about the new words by asking what the new words are. Then have students circle the new words.

- Ⓙ Do you remember the five new words? What are they?
- Ⓢ Family, mom, dad, baby, and brave.
- Ⓙ Excellent. Find the new words in the story and circle.

d. Have students read the story aloud.

- Ⓙ Now, let's read aloud together.

e. Have students read the story individually at home and record their reading time.

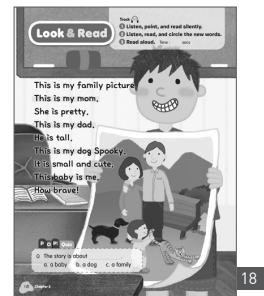
- Ⓙ Read this story at home and record your reading time on the page.

## 4. POP Quiz

a. Have students answer the quiz question and check the answer together.

- Ⓙ What is the story about? A baby, a dog, or a family?
- Ⓢ A family.
- Ⓙ Right. The baby and the dog are parts of a family, so the story is about a family.

(→ c)





## Practice

### 1. Read & Do

a. In A, have students talk about the story and complete the chart.

- Ⓓ Let's make a chart about the boy's family in the story. Look at the first person in the chart. Who is this?
- Ⓔ Mom.
- Ⓓ Yes. Write "mom" in the chart. Tell me about the boy's mom. What's she like?
- Ⓔ She is pretty.
- Ⓓ Right. Write "pretty" in the chart.

b. Repeat the procedure for the other members of the boy's family.

c. In B, have students complete the sentences using the given words.

- Ⓓ Look at the words on the worm's body. Let's read them out loud.
- Ⓔ Mom, dad, dog, this, is.
- Ⓓ Now look at the picture in No.1. Who is this woman?
- Ⓔ Mom.
- Ⓓ Great. You should choose the word "mom" and write it to complete the sentence. Let's read the sentence out loud.
- Ⓔ This is my mom.
- Ⓓ Look at the picture in No.2. Who is this man?
- Ⓔ Dad.
- Ⓓ Write the word and read the sentence together.
- Ⓔ This is my dad.

d. Repeat the procedure for No.3 and 4.

e. Check the answers together.

(→ B. 2. dad 3. This, dog 4. is)

### 2. Do & Build

a. In A, play Track 12 and have students listen, circle, and repeat.

- Ⓓ I'll play the CD. Listen, circle, and repeat.
- Ⓔ This is my mom. It is small and cute.

b. In B, have students look at the picture and complete the sentence.

- Ⓓ Look at the picture. What will the boy say about this man in the picture?
- Ⓔ This is my dad.
- Ⓓ Great. Write "dad" to complete the sentence.

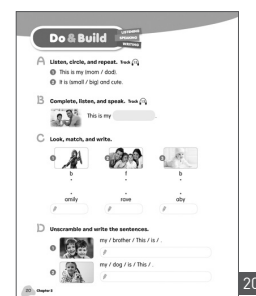
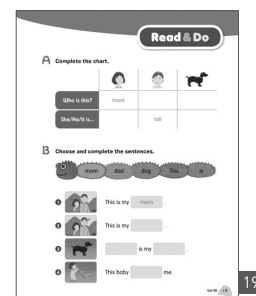
c. Play Track 13 and have students listen and speak.

- Ⓓ I'll play the CD. Listen and speak.
- Ⓔ This is my dad.

d. In C, have students look at each picture and match to complete the word. Then write the word.

- Ⓓ Look at the first picture. What's the right word for it?
- Ⓔ Brave.
- Ⓓ Right. Match to complete the word and write it.

e. Repeat the procedure for the other pictures.



f. In D, have students look at the pictures and talk about them.

- ① Look at the picture in No.1. The boys are brothers. (Pointing to one of the boys in the picture) What will the boy say while showing this picture?
- ⑤ This is my brother.
- ① Right. Look at the picture in No.2. What will the girl say while showing this picture?
- ⑤ This is my dog.

g. Have students unscramble and write the sentences. Then have them read the sentences together.

- ① Unscramble and write the sentences. Now, let's read the sentences.
- ⑤ This is my brother. This is my dog.

(→ A. 1. mom 2. small / B. dad / C. 1. brave 2. family 3. baby / D. 1. This is my brother. 2. This is my dog.)

### 3. Pattern Practice

- a. Have students take out their family pictures they drew at the beginning of the class.
- b. Have each student come up front and introduce his/her family members in the picture using the key pattern — for example, “This is my mom.”
- c. By using the following sentences, have students practice more.

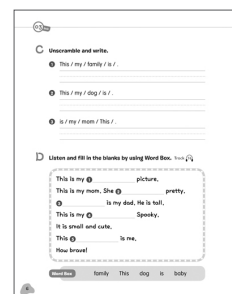
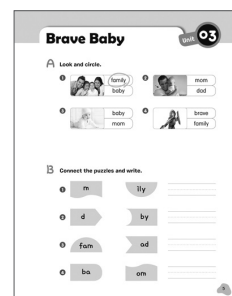
This is my sister.	This is my grandmother.	This is my grandfather.
This is my uncle.	This is my aunt.	This is my cat.

## Wrap Up

a. Ask some questions about the story students read today.

- ① Today, we read a story about a boy's family. In the story, he shows his family picture. Who is in the picture?
- ⑤ The boy's mom and dad, the baby and the dog.
- ① What about the boy? Why is the boy not in the picture?
- ⑤ The baby is the boy.
- ① Great. What's the baby like? Pretty, tall, or brave?
- ⑤ Brave.
- ① Good job!

b. Assign workbook pages 5 and 6 as homework.



<b>Topic</b>	People
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- to read and understand the main story about new friends</li> <li>- to learn new words and sentence patterns through the main story</li> <li>- to develop other language skills with fun activities</li> </ul>
<b>Key Sentence</b>	What's your name? – I'm Steve. Where are you from? – I'm from China.
<b>Key Vocabulary</b>	new, friend, name, smile, together
<b>Teaching Materials</b>	flashcards, paper

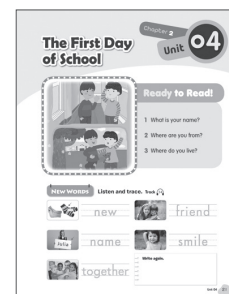
## Warm Up

- Start the class by greeting the students.
  - Ⓘ Hi, everyone. Good to see you again.
- Draw a girl on the whiteboard. Then draw her family picture. Have students talk about the picture using the key patterns they learned last time.
  - Ⓘ This is Lisa. This is Lisa's family picture. If you're Lisa, what will you say showing this picture?
  - Ⓢ This is my mom. This is my dad. This is me. This is my cat.
- Have students describe their friends using the adjectives they learned last time.
  - Ⓘ (Pointing one of the students) Look at Jenny. What's she like?
  - Ⓢ She is tall.
  - Ⓢ She is pretty.
  - Ⓘ Good. What about John?

## Presentation

### 1. Ready to Read

- Have students talk about their first day of school.
  - Ⓘ Do you remember your first day of school? Who did you meet?
  - Ⓢ My teacher.
  - Ⓢ My friends.
  - Ⓘ How did you feel that day?
  - Ⓢ Happy.
  - Ⓢ Nervous.
- Have students look at the pictures and talk about them.
  - Ⓘ Look at the pictures. There are two boys. Do they look like the friends in the first picture?
  - Ⓢ No.
  - Ⓘ What about the second picture? Do they look like friends?



- Ⓢ Yes. They look like good friends.
- Ⓣ What do you think they are talking about?
- Ⓢ (Answers will vary.)

c. Have students pair up. Have each pair ask and answer the given questions.

## 2. New Words

a. Introduce the new words using the flashcards.

- Ⓣ Look, these socks are new. Repeat after me, "new."
- Ⓢ New.

b. Repeat the procedure with the other flashcards.

c. Play Track 14 and have students listen and trace the words.

d. Have students write the new words again in the given space or on a blank sheet of paper.

## 3. Look & Read

a. Have students look at the picture and talk about it.

- Ⓣ Look at the boys in the picture. It's their first day of school. What are they doing in the first picture?
- Ⓢ They are saying hi to each other.
- Ⓣ Great. When you meet new friends, you say hi. Then what do you say?
- Ⓢ (Answers will vary.)
- Ⓣ Good. What are these boys in the story saying to each other? Let's read the story and find out.

b. Play Track 15 and have students listen. While listening, have students point to the part they are listening to and read silently.

c. Play Track 15 again and have students listen and read. Remind students about the new words by asking what the new words are. Then have students circle the new words.

- Ⓣ Do you remember the five new words? What are they?
- Ⓢ New, friend, name, smile, and together.
- Ⓣ Excellent. Find the new words in the story and circle.

d. Have students read the story aloud.

- Ⓣ Now, let's read aloud together.

e. Have students read the story individually at home and record their reading time.

- Ⓣ Read this story at home and record your reading time on the page.

## 4. POP Quiz

a. Have students answer the quiz question and check the answer together.

- Ⓣ In the story, Tom and Steve meet for the first time. And what happens? What do they become?
- Ⓢ Friends.
- Ⓣ Yes. Tom and Steve become friends.

(→ b)



## Practice

### 1. Read & Do

a. In A, have students talk about the story and complete the chart.

- Ⓟ Let's make a chart about the boys in the story. Look at the first boy in the chart. What's his name?
- Ⓢ Tom.
- Ⓟ Right. Where is he from?
- Ⓢ Mexico.
- Ⓟ Excellent. Look at the other boy in the chart. What's his name?
- Ⓢ Steve.
- Ⓟ Where is he from?
- Ⓢ China.
- Ⓟ At the end of the story, what do the boys become?
- Ⓢ They become friends.
- Ⓟ Great. Now, write your answers to complete the chart.

b. In B, have students complete the sentences using the given words.

- Ⓟ Look at the words on the train. Let's read them out loud.
- Ⓢ Name, from, where, I'm.
- Ⓟ Look at the first pair of conversations. The boy asks something and then the other boy answers "Steve." What is the right question for the answer?
- Ⓢ What's your name?
- Ⓟ Great. Then what is the complete answer for the question?
- Ⓢ I'm Steve.
- Ⓟ Right. Choose and complete the sentences as you answered the questions. Now, look at the second pair of conversations. What is the right question for the answer?
- Ⓢ Where are you from?
- Ⓟ Good. What is the complete answer for the question?
- Ⓢ I'm from China.
- Ⓟ Excellent! Complete the sentences as you answered.

c. Have students pair up and practice the given conversations.

(→ B. 1. I'm 2. Where, from)

### 2. Do & Build

a. In A, play Track 16 and have students listen, circle, and repeat.

- Ⓟ I'll play the CD. Listen, circle, and repeat.

b. In B, have students look at the picture and complete the sentence.

- Ⓟ Look at the flag in the picture. It's the flag of Japan. Then what is the girl saying?
- Ⓢ I'm from Japan.
- Ⓟ Great. Write "Japan" to complete the sentence.

c. Play Track 17 and have students listen and speak.

- Ⓟ I'll play the CD. Listen and speak.
- Ⓢ I'm from Japan.

d. In C, have students look at each picture and match to complete the word. Then write the word.

- Ⓟ Look at the first picture. What's the right word for it?
- Ⓢ Friend.
- Ⓟ Right. Match to complete the word and write it.

**Read & Do**

A Complete the chart.

What's his name?	Where is he from?
Tom	
Steve	

B Choose and complete the sentences.

1. What's your name? Steve.

2. Where are you from? China.

23

**Do & Build**

A Listen, circle, and repeat. (Track 16)

B Complete, listen, and speak. (Track 17)

C Look, match, and write.

D Describe and write the sentences.

24

e. Repeat the procedure for the other pictures.

f. In D, have students look at the pictures and talk about them.

Ⓙ Look at the picture in No.1. The girl is showing her name. What's she saying?

Ⓢ I'm Mio.

Ⓙ Right. Look at the picture in No.2. The flag means France. Then what's the boy saying?

Ⓢ I'm from France.

g. Have students unscramble and write the sentences. Then have them read the sentences together.

Ⓙ Unscramble and write the sentences. Now, let's read the sentences.

Ⓢ I'm Mio. I'm from France.

(→ A. 1. Steve 2. China / B. Japan / C. 1. friend 2. smile 3. name / D. 1. I'm Mio. 2. I'm from France.)

### 3. Pattern Practice

a. Divide the whiteboard into four sections by drawing three vertical lines.

b. Write Mexico, China, Japan, and France in each section.

c. Crumple a piece of paper into a ball. Have a student throw the paper ball at the whiteboard.

d. Have the student say his/her name and nationality according to the section he/she hit, for example, "I'm Jane. I'm from Mexico."

e. Continue the activity until every student has participated.

f. Choose different countries and do the same activity.

I'm from Korea.	I'm from Taiwan.	I'm from Thailand.
I'm from England.	I'm from India.	I'm from Germany.
I'm from Spain.	I'm from South Africa.	I'm from New Zealand.

## Wrap Up

a. Ask some questions about the story students read today.

- ① Today, we read a story about the first day of school. There are two boys in the story. Who are they?
- ② Tom and Steve.
- ③ Where is Tom from?
- ④ Mexico.
- ⑤ Great. Where is Steve from?
- ⑥ China.
- ⑦ They smile together. Then what do they become?
- ⑧ They become good friends.

b. Assign workbook pages 7 and 8 as homework.

c. Assign Review & Do on pages 25 and 26 as homework.

**The First Day of School** 04

A Look and match.

① together  
② new  
③ smile  
④ name

B Find the words below.

n	e	w	s	m	i	e	t	o	g	e	t	h	e	r	
s	m	i	e												
t	o	g	e	t	h	e	r								
n	e	w													
s	m	i	e												
t	o	g	e	t	h	e	r								
n	e	w													
s	m	i	e												
t	o	g	e	t	h	e	r								
n	e	w													
s	m	i	e												

**Copy**

C Unscramble and write.

① Where / from / are / you / ?  
\_\_\_\_\_

② Name / I'm / .  
\_\_\_\_\_

③ from / I'm / China / .  
\_\_\_\_\_

D Listen and fill in the blanks by using Word Box. 1-4

Today is the first day of school.  
The students meet new friends.  
"Hi I'm Tom, what's your name?"  
"I'm Steve."  
"Where are you from?" "I'm from Mexico."  
"Oh \_\_\_\_\_ from China."  
Tom and Steve smile \_\_\_\_\_  
They become good \_\_\_\_\_

Word Box: together, smile, friends, from, I'm, name

**Review & Do**

A Listen and number. 1-4

① ② ③ ④

B Listen, choose, and color. 1-4

① ② ③ ④

**Review & Do**

C Read and choose the correct picture.

This is my family picture.  
This is my mom. She is pretty.  
This is my dad. He is tall.  
This is my dog Speedy. It is small and cute.  
This lady is Mrs. New brown!

① ② ③

D Read, match, and speak.

① I'm from France.  
② What's your name?  
③ I'm from Japan.  
④ I'm from Mexico.  
⑤ Where are you from?  
⑥ I'm from China.

<b>Topic</b>	Things
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- to read and understand the main story about a boy's treasure box</li> <li>- to learn new words and sentence patterns through the main story</li> <li>- to develop other language skills with fun activities</li> </ul>
<b>Key Sentence</b>	I have a treasure box.
<b>Key Vocabulary</b>	treasure, secret, sword, shield, teddy bear
<b>Teaching Materials</b>	flashcards, paper

## Warm Up

- Start the class by greeting the students.
  - Ⓟ Good afternoon! How do you feel today?
- Write a list of names on the left side of the whiteboard and a list of countries on the right side.
- Have a student stand up and answer your questions using one of the names and countries on the whiteboard.
  - Ⓟ What's your name?
  - Ⓢ I'm Kevin.
  - Ⓟ Where are you from?
  - Ⓢ I'm from England.
- Have the student pick the next student to answer and ask the questions you asked.
- Continue the activity until every student has participated.

## Presentation

### 1. Ready to Read

- Bring or draw one of your treasures and introduce it to class.
  - Ⓟ This is my (ring). I like it very much. It's one of my treasures.
- Have students talk about their own treasures.
  - Ⓟ Do you have things you like very much? What are your treasures?
  - Ⓢ (Answers will vary.)
- Have students look at the picture and circle what they like. Have students talk about what they circled. Then have them talk about the words they know in the picture.

### 2. New Words

- Introduce the new words by using the flashcards.
  - Ⓟ What's this? It's treasure. Repeat after me, "treasure."
  - Ⓢ Treasure.

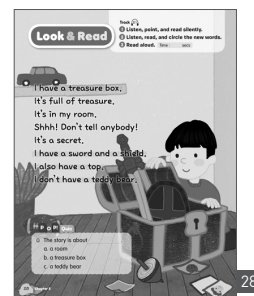




- b. Repeat the procedure with the other flashcards.
- c. Play Track 20 and have students listen and trace the words.
- d. Have students write the new words again in the given space or on a blank sheet of paper.

### 3. Look & Read

- a. Have students look at the picture and talk about it.
  - Ⓓ Look at the boy in the picture. What does he have?
  - Ⓔ Treasure.
  - Ⓓ Yes. He has a treasure box. What does he have in his treasure box?
  - Ⓔ He has a sword.
  - Ⓔ He has a shield.
  - Ⓓ Great. What else does he have? Let's read the story and find out.
- b. Play Track 21 and have students listen. While listening, have students point to the part they are listening to and read silently.
- c. Play Track 21 again and have students listen and read. Remind students about the new words by asking what the new words are. Then have students circle the new words.
  - Ⓓ Do you remember the five new words? What are they?
  - Ⓔ Treasure, secret, sword, shield, and teddy bear.
  - Ⓓ Good. Find the new words in the story and circle.
- d. Have students read the story aloud.
  - Ⓓ Now, let's read aloud together.
- e. Have students read the story individually at home and record their reading time.
  - Ⓓ Read this story at home and record your reading time on the page.



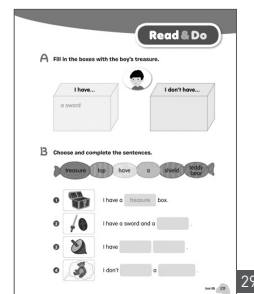
### 4. POP Quiz

- a. Have students answer the quiz question and check the answer together.
    - Ⓓ What is the story about? A room, a treasure box, or a teddy bear?
    - Ⓔ A treasure box.
    - Ⓓ Yes. The story is about a treasure box.
- (→ b)

## Practice

### 1. Read & Do

- a. In A, have students think about the story and fill in the boxes.
  - Ⓓ The boy in the story has many things in his treasure box. What are the things he has in the treasure box?
  - Ⓔ A sword and a shield.
  - Ⓔ A top.
  - Ⓓ Right. Then what is the thing he doesn't have?
  - Ⓔ A teddy bear.
  - Ⓓ Great. Write the things he has in the yellow box. Write the thing he doesn't have in the blue box.



b. In B, Have students complete the sentences using the given words.

- Ⓓ Look at the words on the candies. Let's read them out loud.
- Ⓔ treasure, top, have, a, shield, teddy bear.
- Ⓓ Look at the picture in No.1. What is it?
- Ⓔ It's a treasure box.
- Ⓓ Right. In the story, the boy says, "I have a treasure box." So you should choose and write "treasure" to complete the sentence.

c. Repeat the procedure for No.2 through 4.

d. Check the answers together.

(→ B. 2. shield 3. a, top 4. have, teddy bear)

## 2. Do & Build

a. In A, play Track 22 and have students listen, circle, and repeat.

- Ⓓ I'll play the CD. Listen, circle, and repeat.

b. In B, have students look at the picture and complete the sentence.

- Ⓓ Look at the boy. What's he thinking about?
- Ⓔ A robot.
- Ⓓ Right. He's thinking about a robot because he doesn't have one. Then what's he saying?
- Ⓔ I don't have a robot.
- Ⓓ Complete the sentence as you answered.

c. Play Track 23 and have students listen and speak.

- Ⓓ I'll play the CD. Listen and speak.
- Ⓔ I don't have a robot.

d. In C, have students look at each picture and match to complete the word. Then write the word.

- Ⓓ Look at the first picture. What's the right word for it? It starts with "s."
- Ⓔ Sword.
- Ⓓ Right. Match to complete the word and write it.

e. Repeat the procedure for the other pictures.

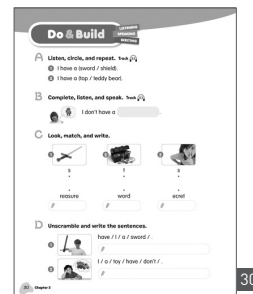
f. In D, have students look at the pictures and talk about them.

- Ⓓ Look at the picture in No.1. The boy has a sword. Then what's he saying?
- Ⓔ I have a sword.
- Ⓓ Right. Look at the picture in No.2. The boy is thinking about a toy. Then what's he saying?
- Ⓔ I don't have a toy.

g. Have students unscramble and write the sentences. Then have them read the sentences together.

- Ⓓ Unscramble and write the sentences. Now, let's read the sentences.
- Ⓔ I have a sword. I don't have a toy.

(→ A. 1. shield 2. top / B. robot / C. 1. sword 2. treasure 3. secret / D. 1. I have a sword. 2. I don't have a toy.)



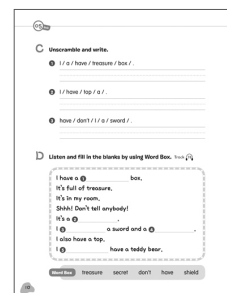
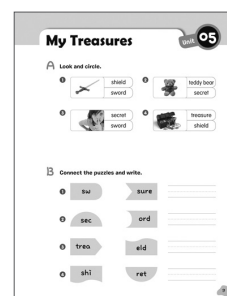
### 3. Pattern Practice

- Provide each student with a sheet of blank paper.
- Have students fold their paper in half and draw a treasure box on the left side and a thought balloon on the right side.
- Have each student draw what he/she has in the treasure box and draw what he/she doesn't have in the thought balloon.
- Have each student present his/her picture and explain — for example, "I have a sword. I don't have a shield."
- Have students use the following sentences with different treasures.

I have a map.	I have a cape.
I have a marble.	I don't have a crown.
I don't have a magic wand.	I don't have a jigsaw puzzle.

### Wrap Up

- Ask some questions about the story students read today.
  - Today, we read a story about a boy who has a treasure box. Where is his treasure box?
  - In his room.
  - Right. He says, "Don't tell anybody!" Why?
  - Because it's a secret.
  - What does he have in the treasure box?
  - A sword, a shield, and a top.
  - Correct. But he doesn't have a teddy bear.
- Assign workbook pages 9 and 10 as homework.



<b>Topic</b>	Things
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- to read and understand the main story about birthday presents</li> <li>- to learn new words and sentence patterns through the main story</li> <li>- to develop other language skills with fun activities</li> </ul>
<b>Key Sentence</b>	I like the book.
<b>Key Vocabulary</b>	birthday, present, book, sticker, crayon
<b>Teaching Materials</b>	flashcards, a calendar, Unit 06 Pattern Practice Supplement

## Warm Up

- Start the class by greeting the students.
  - Ⓣ Hello! What day is it today? It's (Monday). Do you like (Mondays)?
- Draw a treasure box and a thought balloon on the whiteboard.
- Have a student come up and draw a thing he/she has in the box and draw a thing he/she doesn't have in the thought balloon.
- Have the student explain about what he/she drew — for example, "I have a top. I don't have a doll."
- Repeat the activity several times with different students.

## Presentation

### 1. Ready to Read

- Bring a calendar to class. Point to the date of your birthday and say it.
  - Ⓣ This is my birthday. I have a party on my birthday. I also get a lot of presents on my birthday.
- Have students talk about their birthdays.
  - Ⓣ When is your birthday?
  - Ⓢ (Pointing to the date using the calendar) This is my birthday.
  - Ⓣ What do you do on your birthday?
  - Ⓢ I have a party.
  - Ⓢ I get presents.
  - Ⓢ I go to a restaurant.
  - Ⓣ What do you want for your birthday?
  - Ⓢ (Answers will vary.)
- Have students look at the picture and guess about the girl's birthday party.



## 2. New Words

a. Introduce the new words by using the flashcards.

- Ⓙ Look, what's written on the calendar? It's a birthday. Repeat after me, "birthday."
- Ⓢ Birthday.

b. Repeat the procedure with the other flashcards.

c. Play Track 24 and have students listen and trace the words.

d. Have students write the new words again in the given space or on a blank sheet of paper.

## 3. Look & Read

a. Have students look at the picture and talk about it.

- Ⓙ Look at the picture. There are balloons and some letters are hanging on a string. Can you read the word?
- Ⓢ Birthday.
- Ⓙ Right. Look at the girl. What's she wearing on her head?
- Ⓢ A party hat.
- Ⓙ Great. I think it's the girl's birthday. What do you see around her?
- Ⓢ Presents.
- Ⓢ A book.
- Ⓢ Crayons.
- Ⓙ Good job. Now, let's read the story and find out what's happening on her birthday.

b. Play Track 25 and have students listen. While listening, have students point to the part they are listening to and read silently.

c. Play Track 25 again and have students listen and read. Remind students of the new words by asking what the new words are. Then have students circle the new words.

- Ⓙ Do you remember the five new words? What are they?
- Ⓢ Birthday, present, book, sticker, and crayon.
- Ⓙ Good. Find the new words in the story and circle.

d. Have students read the story aloud.

- Ⓙ Now, let's read aloud together.

e. Have students read the story individually at home and record their reading time.

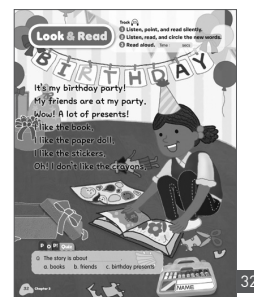
- Ⓙ Read this story at home and record your reading time on the page.

## 4. POP Quiz

a. Have students answer the quiz question and check the answer together.

- Ⓙ What is the story about? Books, friends, or birthday presents?
- Ⓢ Birthday presents.
- Ⓙ Yes. The story is about birthday presents.

(→ c)



32

## Practice

### 1. Read & Do

a. In A, have students think about the story and fill in the boxes.

- Ⓣ The girl in the story gets a lot of presents. What are the things she likes?
- Ⓢ Books, paper dolls, and stickers.
- Ⓣ Right. Then what are the things she doesn't like?
- Ⓢ Crayons.
- Ⓣ Great. Write the things she likes in the yellow box. Write the thing she doesn't like in the blue box.

b. In B, have students complete the sentences using the given words.

- Ⓣ Look at the words on the worm. Let's read them out loud.
- Ⓢ Like, book, doll, stickers, crayons.
- Ⓣ Look at the picture in No.1. What is it?
- Ⓢ It's a book.
- Ⓣ Right. There's an O on the picture of the book. That means the girl likes the book. In the story, the girl says, "I like the book." So you should choose and write "book" to complete the sentence.

c. Repeat the procedure for No.2 through 4.

d. Check the answers together.

(→ B. 2. doll 3. stickers 4. like, crayons)

### 2. Do & Build

a. In A, play Track 26 and have students listen, circle, and repeat.

- Ⓣ I'll play the CD. Listen, circle, and repeat.

b. In B, have students look at the picture and complete the sentence.

- Ⓣ Look at the girl. What's she doing?
- Ⓢ Reading a book.
- Ⓣ Right. How does she look? Is she happy or not?
- Ⓢ She is happy.
- Ⓣ Yes. So what's she saying?
- Ⓢ I like the book.
- Ⓣ Good job. Complete the sentence as you answered.

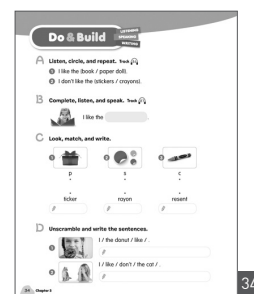
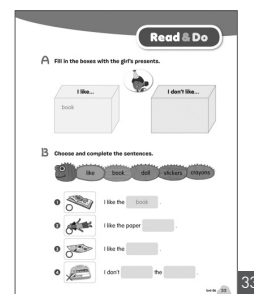
c. Play Track 27 and have students listen and speak.

- Ⓣ I'll play the CD. Listen and speak.
- Ⓢ I like the book.

d. In C, have students look at each picture and match to complete the word. Then write the word.

- Ⓣ Look at the first picture. What's the right word for it? It starts with "p."
- Ⓢ Present.
- Ⓣ Right. Match to complete the word and write it.

e. Repeat the procedure for the other pictures.



f. In D, have students look at the pictures and talk about them.

- Ⓓ Look at the picture in No.1. The girl is holding a donut with a happy face. Then what's she saying?
- Ⓔ I like the donut.
- Ⓓ Good. Look at the picture in No.2. The girl is covering her eyes not to see the cat. Then what's she saying?
- Ⓔ I don't like the cat.

g. Have students unscramble and write the sentences. Then have them read the sentences together.

- Ⓓ Unscramble and write the sentences. Now, let's read the sentences.
- Ⓔ I like the donut. I don't like the cat.

(→ A. 1. paper doll 2. crayons / B. book / C. 1. present 2. sticker 3. crayon / D. 1. I like the donut. 2. I don't like the cat.)

### 3. Pattern Practice

- Cut out the die from Unit 06 Pattern Practice Supplement and assemble it.
- Give the die to a student and have him/her say what he/she likes and doesn't like using the words on the die — for example, "I like the book. I don't like the doll."
- Have the student roll the die. If the die shows the word the student likes, he/she gets a point. If the die shows the word the student doesn't like, he/she loses a point.
- Continue the activity until every student has participated. The student with the most points wins the game.
- Use the following sentences to do more practice.

I like robots.	I like pencils.	I like toys.
I don't like comic books.	I don't like games.	I don't like pets.

## Wrap Up

a. Ask some questions about the story students read today.

- Ⓓ Today, we read a story about a girl who has a birthday party. What do her friends give her?
- Ⓔ Presents.
- Ⓓ Right. What are the presents she likes?
- Ⓔ The book, the paper doll, and the stickers.
- Ⓓ What are the things she doesn't like?
- Ⓔ Crayons.
- Ⓓ Good job!

b. Assign workbook pages 11 and 12 as homework.

### My Birthday Party

**A Look and match.**

sticker  
 present  
 book  
 crayon

**B Find the words below.**

birthday	book	present	crayon
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		

**C Unscramble and write.**

1. Use / I / like / crayons / .

2. Use / I / like / paper / doll / the / .

3. Use / I / don't / like / book / .

**D Listen and fill in the blanks by using Word Box. 1-2**

It's my  party!

My friends are at my party.

I love it a lot of  !

I like the book,  the paper doll.

I  like the .

Oh! I  like the crayons.

**Word Box** like birthday don't presents stickers

# How Many Muffins?

<b>Topic</b>	Food
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- to read and understand the main story about muffins and cookies</li> <li>- to learn new words and sentence patterns through the main story</li> <li>- to develop other language skills with fun activities</li> </ul>
<b>Key Sentence</b>	There are ten muffins.
<b>Key Vocabulary</b>	muffin, cookie, five, eight, stomach
<b>Teaching Materials</b>	flashcards

## Warm Up

- Start the class by greeting the students.
  - Hi, everyone. How are you today?
- Draw a happy face on the top of the left side of the whiteboard. Draw an unhappy face on the top of the right side of the whiteboard.
- Have a student come up front. Have the student draw a thing he/she likes under the happy face and draw a thing he/she doesn't like under the unhappy face.
- Have the student explain what he/she drew — for example, "I like the crayons. I don't like books."
- Continue the activity until every student has participated.

## Presentation

### 1. Ready to Read

- Have students talk about the food they like.
  - I like sweet food. I like cake, candies, chocolate, and jellies. What about you? What food do you like?
- Have students look at the picture and talk about it.
  - Look at the picture. There's some food on the table. What foods are they?
  - Muffins and cookies.
  - Right. Count the muffins and cookies. How many muffins are there?
  - Eight.
  - How many cookies are there?
  - Five.
- Have students talk about the words they know.





## 2. New Words

a. Introduce the new words using the flashcards.

- Ⓓ What's this? It's a muffin. Repeat after me, "muffin."
- Ⓔ Muffin.

b. Repeat the procedure with the other flashcards.

c. Play Track 28 and have students listen and trace the words.

d. Have students write the new words again in the given space or on a blank sheet of paper.

## 3. Look & Read

a. Have students look at the picture and talk about it.

- Ⓓ Look at the picture. There are many muffins and cookies on the table. But the girl doesn't look happy. Why?
- Ⓔ She is wondering.
- Ⓓ What is she wondering about? Look, some of the muffins are missing. How many muffins are missing?
- Ⓔ Two muffins.
- Ⓓ Right. The two muffins are not on the table. Where are they now?
- Ⓔ In the dog's stomach.
- Ⓓ Is it true? Let's read the story and find out.

b. Play Track 29 and have students listen. While listening, have students point to the part they are listening to and read silently.

c. Play Track 29 again and have students listen and read. Remind students of the new words by asking what the new words are. Then have students circle the new words.

- Ⓓ Do you remember the five new words? What are they?
- Ⓔ Muffin, cookie, five, eight, and stomach.
- Ⓓ Excellent. Find the new words in the story and circle.

d. Have students read the story aloud.

- Ⓓ Now, let's read aloud together.

e. Have students read the story individually at home and record their reading time.

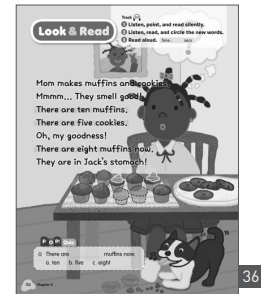
- Ⓓ Read this story at home and record your reading time on the page.

## 4. POP Quiz

a. Have students answer the quiz question and check the answer together.

- Ⓓ At the beginning of the story, the girl says "There are ten muffins." Look at the table now. How many muffins are there?
- Ⓔ Eight muffins.
- Ⓓ Right. There are eight muffins now.

(→ c)



## Practice

### 1. Read & Do

a. In A, have students look at the pictures and fill in the blanks.

- ① Look at the first picture. How many muffins and cookies are there?
- ② Ten muffins and five cookies.
- ③ Right. Write “ten” and “five” in the blanks. Look at the next picture. How many muffins does Jack eat?
- ④ Two muffins.
- ⑤ Yes. Write “two” in the blank. Look at the last picture. How many muffins and cookies are there now?
- ⑥ Eight muffins and five cookies.

b. Have students read the sentences together.

c. In B, have students complete the sentences using the given words.

- ① Look at the words on the train. Let's read them out loud.
- ② Five, muffins, eight, there, ten.
- ③ Now look at the picture in No.1. How many muffins are there?
- ④ There are ten muffins.
- ⑤ Great. You should choose the word “ten” and write it to complete the sentence. Let's read the sentence out loud.
- ⑥ There are ten muffins.

d. Repeat the procedure for No.2 and 3.

e. Check the answers together.

(→ B. 2. five 3. There, eight, muffins)

### 2. Do & Build

a. In A, play Track 30 and have students listen, circle, and repeat.

- ① I'll play the CD. Listen, circle, and repeat.

b. In B, have students look at the picture and complete the sentence.

- ① Look at the picture. How many muffins are there?
- ② There are five muffins.
- ③ Good. Write “five muffins” to complete the sentence.

c. Play Track 31 and have students listen and speak.

- ① I'll play the CD. Listen and speak.
- ② There are five muffins.

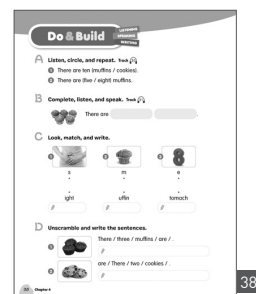
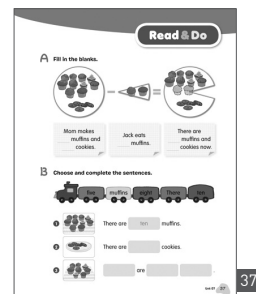
d. In C, have students look at each picture and match to complete the word. Then write the word.

- ① Look at the first picture. What's the right word for it?
- ② Stomach.
- ③ Right. Match to complete the word and write it.

e. Repeat the procedure for the other pictures.

f. In D, have students look at the pictures and talk about them.

- ① Look at the picture in No.1. How many muffins are there?
- ② There are three muffins.
- ③ Right. Look at the picture in No.2. How many cookies are there?
- ④ There are two cookies.



g. Have students unscramble and write the sentences. Then have them read the sentences together.

- Ⓙ Unscramble and write the sentences. Now, let's read the sentences.
- Ⓢ There are three muffins. There are two cookies.

(→ A. 1. muffins 2. eight / B. five, muffins / C. 1. stomach 2. muffin 3. eight / D. 1. There are three muffins. 2. There are two cookies.)

### 3. Pattern Practice

- a. Divide the class into two teams. Have each team stand in a line.
- b. Whisper a sentence with the key pattern — for example, “There are four cookies,” to the last student in each line.
- c. Have students whisper the sentence to the student standing in front of him/her. When the student at the front of the line hears the sentence, he/she must draw the picture that corresponds to the sentence on the whiteboard.
- d. Repeat the game several times.
- e. If you want to practice more, have students say the following sentences.

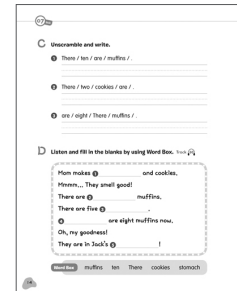
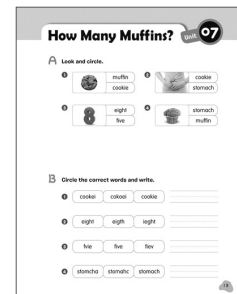
There are two apples.	There are six hamburgers.
There are three sandwiches.	There are seven candy bars.
There are nine lollipops.	There are four cupcakes.

## Wrap Up

- a. Ask some questions about the story students read today.

- Ⓙ How many muffins does the girl's mom make?
- Ⓢ Ten muffins.
- Ⓙ Then how many muffins are there on the table?
- Ⓢ There are eight muffins.
- Ⓙ Hmm... Where are the two muffins? In the girl's stomach?
- Ⓢ No. They are in the dog's stomach.
- Ⓙ Oh, I see.

- b. Assign workbook pages 13 and 14 as homework.



<b>Topic</b>	Food
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- to read and understand the main story about four jars</li> <li>- to learn new words and sentence patterns through the main story</li> <li>- to develop other language skills with fun activities</li> </ul>
<b>Key Sentence</b>	It's bitter.
<b>Key Vocabulary</b>	jar, bitter, salty, sour, sweet
<b>Teaching Materials</b>	flashcards, snack pictures, an envelope

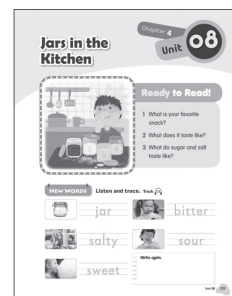
## Warm Up

- Start the class by greeting the students.
  - Nice to see you all again. How do you feel today?
- Draw ten muffins and ten cookies on the whiteboard.
  - How many muffins and cookies are there?
  - There are ten muffins and ten cookies.
- Erase a few of the muffins and cookies and ask the question again.
- Repeat the procedure several times.

## Presentation

### 1. Ready to Read

- Prepare some pictures of snacks in various tastes such as potato chips, candy bars, and fruits. Bring them to class.
  - Here are some pictures of snacks. I like potato chips. They are very salty but delicious. What about you? What is your favorite snack?
  - I like candy bars.
  - What do they taste like?
  - Sweet.
- Have students talk about the taste of sugar and salt.
  - Sugar and salt look alike. They both are white. But their tastes are different. What does sugar taste like?
  - Sweet.
  - What about salt? Is it sweet too?
  - No. It's salty.
  - Which do you like, sugar or salt?
  - Sugar.
- Have students look at the picture and guess what the boy is doing in the picture.



## 2. New Words

a. Introduce the new words using the flashcards.

- Ⓓ What's this? It's a jar. Repeat after me, "jar."
- Ⓔ Jar.

b. Repeat the procedure with the other flashcards.

c. Play Track 32 and have students listen and trace the words.

d. Have students write the new words again in the given space or on a blank sheet of paper.

## 3. Look & Read

a. Have students look at the picture and talk about it.

- Ⓓ Look at the table in the picture. There are many jars. How many jars are there?
- Ⓔ There are four jars.
- Ⓓ Right. The boy is tasting the things in the jars. Do you think the things in the jars taste good?
- Ⓔ No.
- Ⓓ Why do you think so?
- Ⓔ The boy's face doesn't look happy.
- Ⓓ Let's read the story and find out what the things in the jars taste like.

b. Play Track 33 and have students listen. While listening, have students point to the part they are listening to and read silently.

c. Play Track 33 again and have students listen and read. Remind students of the new words by asking what the new words are. Then have students circle the new words.

- Ⓓ Do you remember the five new words? What are they?
- Ⓔ Jar, bitter, salty, sour, and sweet.
- Ⓓ Good. Find the new words in the story and circle.

d. Have students read the story aloud.

- Ⓓ Now, let's read aloud together.

e. Have students read the story individually at home and record their reading time.

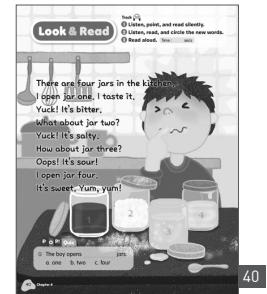
- Ⓓ Read this story at home and record your reading time on the page.

## 4. POP Quiz

a. Have students answer the quiz question and check the answer together.

- Ⓓ In the story, how many jars does the boy open?
- Ⓔ Four.
- Ⓓ Right. The boy opens four jars.

(→ c)



## Practice

### 1. Read & Do

a. In A, have students talk about the story and complete the chart.

- Ⓟ Look at the chart. The title is "Jars in the Kitchen." In the story, the boy opens jar one and tastes it. How does it taste?
- Ⓢ It tastes bitter.
- Ⓟ Right. Write "bitter" in the chart. What about jar two?
- Ⓢ It tastes salty.
- Ⓟ Excellent. Write "salty" in the chart.

b. Repeat the procedure for jar 3 and 4.

c. In B, have students complete the sentences using the given words.

- Ⓟ Look at the words on the candies. Let's read them out loud.
- Ⓢ It's, sweet, it's, salty, bitter.
- Ⓟ The first picture is jar one. What does the boy say after tasting jar one?
- Ⓢ It's bitter.
- Ⓟ Great. Write "bitter" to complete the sentence.

d. Repeat the procedure for No.2 through 4.

e. Check the answers together.

(→ B. 2. salty 3. It's 4. It's, sweet)

### 2. Do & Build

a. In A, play Track 34 and have students listen, circle, and repeat.

- Ⓟ I'll play the CD. Listen, circle, and repeat.

b. In B, have students look at the picture and complete the sentence.

- Ⓟ Look at the picture. What is it?
- Ⓢ It's a lollipop.
- Ⓟ Right. Do you know its taste?
- Ⓢ Yes. It's sweet.
- Ⓟ Complete the sentence as you answered.

c. Play Track 35 and have students listen and speak.

- Ⓟ I'll play the CD. Listen and speak.
- Ⓢ It's sweet.

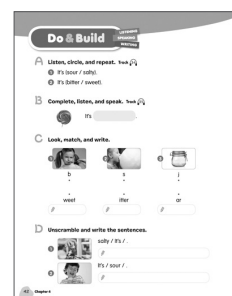
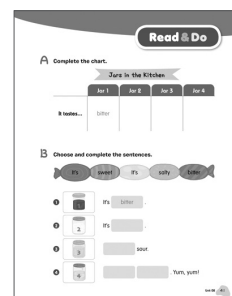
d. In C, have students look at each picture and match to complete the word. Then write the word.

- Ⓟ Look at the first picture. What's the right word for it?
- Ⓢ Bitter.
- Ⓟ Right. Match to complete the word and write it.

e. Repeat the procedure for the other pictures.

f. In D, have students look at the pictures and talk about them.

- Ⓟ Look at the picture in No.1. The person is putting some salt on the food. How does it taste?
- Ⓢ Salty.
- Ⓟ Right. Look at the picture in No.2. The boy is eating a lemon. What does a lemon taste like?
- Ⓢ Sour.



g. Have students unscramble and write the sentences. Then have them read the sentences together.

Ⓙ Unscramble and write the sentences. Now, let's read the sentences.

Ⓢ It's salty. It's sour.

(→ A. 1. sour 2. bitter / B. sweet / C. 1. bitter 2. sweet 3. jar / D. 1. It's salty. 2. It's sour.)

### 3. Pattern Practice

- Put the snack pictures you used at the beginning of the class into a big envelope.
- Divide the whiteboard into four sections and write *bitter*, *salty*, *sour*, and *sweet*.
- Have a student come up front and pick a picture from the envelope.
- Have the student tape the picture in the correct section and say — for example, "It's sweet."
- Continue the activity until every student has participated.
- Prepare more snack pictures and have students learn different tastes using the following sentences.

It's spicy.	It's creamy.	It's crunchy.
It's fatty.	It's fishy.	It's fresh.
It's oily.	It's mild.	It's cheesy.

## Wrap Up

a. Ask some questions about the story students read today.

- ① Today, we read a story about the boy who tastes the jars in the kitchen. How many jars does he taste?
- ⑤ Four.
- ① What's the boy saying about the jar one?
- ⑤ Yuck! It's bitter.
- ① What about jar two?
- ⑤ Yuck! It's salty.
- ① Which jar has the thing that tastes sweet?
- ⑤ Jar four.

b. Assign workbook pages 15 and 16 as homework.

c. Assign Review & Do on pages 43 and 44 as homework.

**Jars in the Kitchen** 08

**A** Look and circle.

① sweet bitter ② sour salty  
③ sour salty ④ sweet jar

**B** Connect the pictures and write.

① Btu Bt ② Bt Bt  
③ Bt Bt ④ Bt Bt  
⑤ Bt Bt ⑥ Bt Bt

15

**C** Unscramble and write.

① Bt / Bt /  
② sweet / Bt /  
③ salty / Bt /

**D** Listen and fill in the blanks by using Word Box.

There are ① jars in the kitchen.  
I open ② one. I taste it.  
Yuck! It's ③ .  
What about jar two?  
Yuck! It's ④ .  
How about jar three?  
Oooh! ⑤ .  
I open jar four.  
It's sweet. Yum, yum!

Word Box: jar salty Bt bitter sour

16

**Review & Do**

**A** Listen and circle.

① sweet bitter ② sour salty ③ sour salty ④ sweet jar  
⑤ sour salty ⑥ sweet jar

**B** Listen and write.

① Bt Bt ② Bt Bt ③ Bt Bt ④ Bt Bt ⑤ Bt Bt ⑥ Bt Bt

43

**C** Read and choose the correct picture.

I have a treasure box.  
It's full of treasure.  
It's in my room.  
Shh! Don't tell anybody! It's a secret.  
I have a secret and a phobia.  
I also have a frog.  
I don't have a teddy bear.

① ② ③ ④ ⑤ ⑥

**D** Look, write, and speak.

① Bt Bt ② Bt Bt ③ Bt Bt ④ Bt Bt ⑤ Bt Bt ⑥ Bt Bt

44



<b>Topic</b>	Home
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- to read and understand the main story about rooms in a house</li> <li>- to learn new words and sentence patterns through the main story</li> <li>- to develop other language skills with fun activities</li> </ul>
<b>Key Sentence</b>	There is a living room.
<b>Key Vocabulary</b>	doll, living room, bedroom, bathroom, backyard
<b>Teaching Materials</b>	flashcards, paper

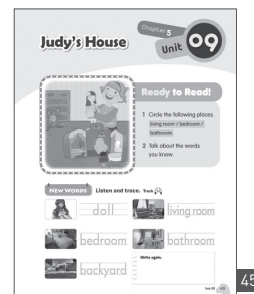
## Warm Up

- Start the class by greeting the students.
  - Ⓓ Hello, everyone! It's a beautiful day today. How are you?
- Bring some pictures of food. Show them to students and have students say their tastes.
  - Ⓓ Look at this. What does this taste like?
  - Ⓔ It's salty.

## Presentation

### 1. Ready to Read

- Draw a house on the whiteboard. Talk with students about the rooms in the house.
  - Ⓓ This is a house. It has many rooms. Look at this room. You can cook food here. Do you know what room it is?
  - Ⓔ Kitchen.
  - Ⓓ Great. What about this room? You wash your face and body here.
  - Ⓔ Bathroom.
- Have students look at the picture and circle the rooms assigned.
  - Ⓓ Look at the picture. There's a small house in front of the girl. How many rooms are there?
  - Ⓔ Three rooms.
  - Ⓓ Right. What rooms are they?
  - Ⓔ A living room, a bedroom, and a bathroom.
  - Ⓓ Good. Circle the rooms.
- Have students look at the picture and talk about the words they know.



## 2. New Words

a. Introduce the new words using the flashcards.

Ⓙ What's this? It's a doll. Repeat after me, "doll."

Ⓢ Doll.

b. Repeat the procedure with the other flashcards.

c. Play Track 38 and have students listen and trace the words.

d. Have students write the new words again in the given space or on a blank sheet of paper.

## 3. Look & Read

a. Have students look at the picture and talk about it.

Ⓙ Look at the girl in the picture. What's she playing with?

Ⓢ She's playing with a doll.

Ⓙ Right. Look at the small house in front of the girl. It's a dollhouse. What rooms do you see?

Ⓢ A living room, a bedroom, and a bathroom.

Ⓙ What do you see in the living room?

Ⓢ A TV and a sofa.

Ⓙ What about the bathroom?

Ⓢ A bathtub and a towel.

Ⓙ Great. Let's read the story together.

b. Play Track 39 and have students listen. While listening, have students point to the part they are listening to and read silently.

c. Play Track 39 again and have students listen and read. Remind students of the new words by asking what the new words are. Then have students circle the new words.

Ⓙ Do you remember the five new words? What are they?

Ⓢ Doll, living room, bedroom, bathroom, and backyard.

Ⓙ Good. Find the new words in the story and circle.

d. Have students read the story aloud.

Ⓙ Now, let's read aloud together.

e. Have students read the story individually at home and record their reading time.

Ⓙ Read this story at home and record your reading time on the page.

## 4. POP Quiz

a. Have students answer the quiz question and check the answer together.

Ⓙ What is the story about? Judy, Judy's house, or Judy's living room?

Ⓢ Judy's house.

Ⓙ Right. The story is about Judy's house.

(→ b)



## Practice

### 1. Read & Do

a. In A, have students talk about the story and complete the chart.

- Ⓓ Look at the chart. The title is "Judy's House." Think about what Judy's house has and doesn't have. There is a living room. What else is there?
- Ⓔ There is a bedroom.
- Ⓕ There is a bathroom.
- Ⓓ Right. Write "a bedroom" and "a bathroom" in the chart. According to the story, Judy's house doesn't have this. What is it?
- Ⓔ A backyard.
- Ⓓ Good. There isn't a backyard. Write "backyard" in the chart.

b. In B, have students complete the sentences using the given words.

- Ⓓ Look at the words on the worm. Let's read them out loud.
- Ⓔ Backyard, bedroom, bathroom, living room, is, a.
- Ⓓ Look at the first picture. What room is it?
- Ⓔ Living room.
- Ⓓ Great. There is a living room. Write "living room" to complete the sentence.

c. Repeat the procedure for No.2 through 4.

d. Check the answers together.

(→ B. 2. a, bedroom 3. is, bathroom 4. backyard)

### 2. Do & Build

a. In A, play Track 40 and have students listen, circle, and repeat.

- Ⓓ I'll play the CD. Listen, circle, and repeat.

b. In B, have students look at the picture and complete the sentence.

- Ⓓ Look at the picture. It shows a backyard of a house. But there is an X mark. So what can you say about this picture?
- Ⓔ There isn't a backyard.
- Ⓓ Excellent! Write "backyard" to complete the sentence.

c. Play Track 41 and have students listen and speak.

- Ⓓ I'll play the CD. Listen and speak.
- Ⓔ There isn't a backyard.

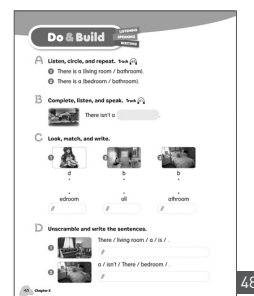
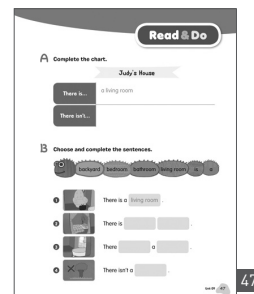
d. In C, have students look at each picture and match to complete the word. Then write the word.

- Ⓓ Look at the first picture. What's the right word for it?
- Ⓔ Doll.
- Ⓓ Right. Match to complete the word and write it.

e. Repeat the procedure for the other pictures.

f. In D, have students look at the pictures and talk about them.

- Ⓓ Look at the picture in No.1. What room is there?
- Ⓔ There is a living room.
- Ⓓ Right. Look at the picture in No.2. It's a picture of a bedroom with an X mark. What does it say?
- Ⓔ There isn't a bedroom.



g. Have students unscramble and write the sentences. Then have them read the sentences together.

- ① Unscramble and write the sentences. Now, let's read the sentences.
- ⑤ There is a living room. There isn't a bedroom.

(→ A. 1. living room 2. bathroom / B. backyard / C. 1. doll 2. bathroom 3. bedroom / D. 1. There is a living room. 2. There isn't a bedroom.)

### 3. Pattern Practice

- a. Provide each student with a blank sheet of paper.
- b. Have each student draw his/her house and the rooms in the house.
- c. Have a student stand up and explain his/her picture using the key pattern — for example, "There is a bedroom."
- d. Continue the activity until every student has participated.
- e. Have students at a high level do more practice using different places in a house.

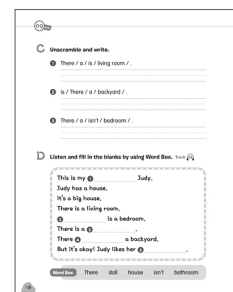
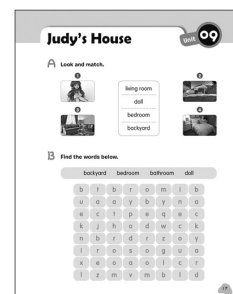
There is a kitchen.	There is a dining room.
There is a basement.	There is a garage.
There is an attic.	There is a front yard.

## Wrap Up

a. Ask some questions about the story students read today.

- ① Today, we read a story about Judy's house. It has three rooms. What rooms are there?
- ⑤ There is a living room.
- ⑤ There is a bedroom.
- ⑤ There is a bathroom.
- ① Right. Then, what is not there?
- ⑤ There isn't a backyard.
- ① Good job!

b. Assign workbook pages 17 and 18 as homework.



<b>Topic</b>	Home
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- to read and understand the main story about things in a house</li> <li>- to learn new words and sentence patterns through the main story</li> <li>- to develop other language skills with fun activities</li> </ul>
<b>Key Sentence</b>	I need a table.
<b>Key Vocabulary</b>	TV, sofa, table, chair, sit
<b>Teaching Materials</b>	flashcards, paper

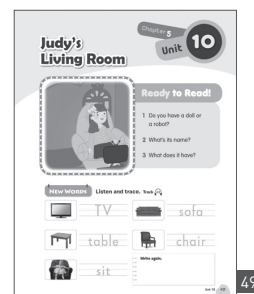
## Warm Up

- Start the class by greeting the students.
  - Hi, everyone. Look outside. How's the weather today?
- Draw a big house with many rooms on the whiteboard.
- Have students talk about what's there and what's not there in the house using the key patterns they learned last time — for example, "There is a living room. There isn't a backyard."

## Presentation

### 1. Ready to Read

- Have students talk about the things in the house.
  - I have a house. There is a bedroom, a bathroom, a living room, and a kitchen in my house. In the bedroom, there is a bed and a lamp. What about your bedroom? What is there in your bedroom?
  - (Answers will vary.)
- Have students look at the picture and talk about it.
  - Look at the picture. There is a doll. Do you remember her name?
  - Judy.
  - Right. Judy has a house. She's in her house now. What room is it?
  - It's the living room.
  - What is there in the living room?
  - There is a TV and a sofa.
- Have students answer the given questions.



## 2. New Words

a. Introduce the new words using the flashcards.

- Ⓓ What's this? It's a TV. Repeat after me, "TV."
- Ⓔ TV.

b. Repeat the procedure with the other flashcards.

c. Play Track 42 and have students listen and trace the words.

d. Have students write the new words again in the given space or on a blank sheet of paper.

## 3. Look & Read

a. Have students look at the picture and talk about it.

- Ⓓ Look at the picture. There's Judy. She's in her room. What room is it?
- Ⓔ It's a living room.
- Ⓓ Right. What is there in the living room?
- Ⓔ There is a TV.
- Ⓔ There is a sofa.
- Ⓓ Great. What is Judy going to say about her living room? Let's read the story and find out.

b. Play Track 43 and have students listen. While listening, have students point to the part they are listening to and read silently.

c. Play Track 43 again and have students listen and read. Remind the students of the new words by asking what the new words are. Then have students circle the new words.

- Ⓓ Do you remember the five new words? What are they?
- Ⓔ TV, sofa, table, chair, and sit.
- Ⓓ Great! Find the new words in the story and circle.

d. Have students read the story aloud.

- Ⓓ Now, let's read aloud together.

e. Have students read the story individually at home and record their reading time.

- Ⓓ Read this story at home and record your reading time on the page.

## 4. POP Quiz

a. Have students answer the quiz question and check the answer together.

- Ⓓ What is the story about? A Bedroom, a bathroom, or a living room?
- Ⓔ A living room.
- Ⓓ Yes. The story is about Judy's living room.

(→ c)



## Practice

### 1. Read & Do

a. In A, have students talk about the story and complete the chart.

- ① Look at the chart. The title is "Judy's Living Room." Think about what Judy has and needs in her living room. What does she have?
- ② A TV.
- ③ A sofa.
- ④ Good. Then what does she need in her living room?
- ⑤ A table.
- ⑥ Right. Complete the chart as you answered.

b. In B, have students complete the sentences using the given words.

- ① Look at the words on the train. Let's read them out loud.
- ② Sofa, table, chair, need, TV.
- ③ Now look at the picture in No.1. What do you see?
- ④ I see a TV.
- ⑤ Great. You should choose the word "TV" and write it to complete the sentence. Let's read the sentence out loud.
- ⑥ There is a TV.

c. Repeat the procedure for No.2 through 4.

d. Check the answers together.

(→ B. 2. is, sofa 3. table 4. need, chair)

### 2. Do & Build

a. In A, play Track 44 and have students listen, circle, and repeat.

- ① I'll play the CD. Listen, circle, and repeat.

b. In B, have students look at the picture and complete the sentence.

- ① Look at the picture. What do you see in the girl's thought balloon?
- ② I see a chair.
- ③ Good. Does she need the chair?
- ④ No.
- ⑤ Right. Then what will be the sentence?
- ⑥ I don't need a chair.
- ⑦ Excellent! Complete the sentence as you said.

c. Play Track 45 and have students listen and speak.

- ① I'll play the CD. Listen and speak.
- ② I don't need a chair.

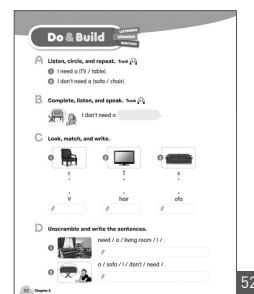
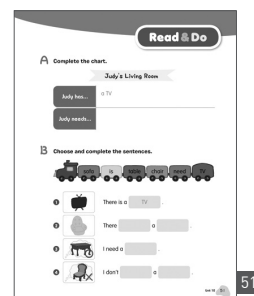
d. In C, have students look at each picture and match to complete the word. Then write the word.

- ① Look at the first picture. What's the right word for it?
- ② Chair.
- ③ Yes. Match to complete the word and write it.

e. Repeat the procedure for the other pictures.

f. In D, have students look at the pictures and talk about them.

- ① Look at the picture in No.1. What is it?
- ② A living room.
- ③ Right. What will be the sentence?



- Ⓔ I need a living room.
- Ⓕ Excellent! Look at the picture in No.2. What will be the sentence?
- Ⓖ I don't need a sofa.

g. Have students unscramble and write the sentences. Then have them read the sentences together.

- Ⓕ Unscramble and write the sentences. Now, let's read the sentences.
- Ⓔ I need a living room. I don't need a sofa.

(→ A. 1. table 2. sofa / B. chair / C. 1. chair 2. TV 3. sofa / D. 1. I need a living room. 2. I don't need a sofa.)

### 3. Pattern Practice

- Cut a sheet of blank paper into four pieces. Write *TV*, *sofa*, *table*, and *chair* on the cards, one word for each card.
- Put the cards on the table face down. Have a student come up front and choose a card.
- Have him/her say the sentence with the first key pattern using the word on the card — for example, "I need a TV."
- Have him/her pick one more card and say the sentence with the second key pattern using the word on the card — for example, "I don't need a sofa."
- Continue the activity until every student has participated.
- Teach additional words about things in a house and have students do more practice using the following words.

I need a lamp.	I need a desk.	I need a computer.
I don't need a dresser.	I don't need a stove.	I don't need a bookshelf.

## Wrap Up

- Ask some questions about the story students read today.
  - Ⓕ According to the story, Judy has a nice living room. Is there a TV?
  - Ⓔ Yes, there is a TV.
  - Ⓕ Is there a sofa?
  - Ⓔ Yes, there is a sofa.
  - Ⓕ Right. What does she need?
  - Ⓔ A table.
  - Ⓕ What about a chair? Does she need it?
  - Ⓔ No.
  - Ⓕ Good. She says, "I don't need a chair. I sit on a sofa."

- Assign workbook pages 19 and 20 as homework.





## The Naughty Dog Charlie

<b>Topic</b>	Animals
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- to read and understand the main story about a dog</li> <li>- to learn new words and sentence patterns through the main story</li> <li>- to develop other language skills with fun activities</li> </ul>
<b>Key Sentence</b>	It can run fast.
<b>Key Vocabulary</b>	run, walk, bark, quiet, naughty
<b>Teaching Materials</b>	flashcards

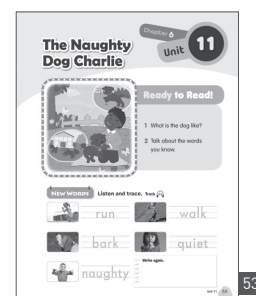
## Warm Up

- Start the class by greeting the students.
  - Ⓟ Good afternoon! How are you today?
- Have students think about their rooms. Then talk about what they need and don't need in their rooms.
  - Ⓟ In my room, there's a desk. But I don't have a bookshelf. I need a bookshelf. I don't need a chair. I already have it. What about you? What's in your room? What do you need in your room?
  - Ⓢ (Answers will vary.)

## Presentation

## 1. Ready to Read

- Have students talk about the animals they like.
  - Ⓟ Do you like animals? What animals do you like?
  - Ⓢ I like cats.
  - Ⓟ Why do you like cats?
  - Ⓢ They are cute.
- Have students look at the picture and talk about the dog.
  - Ⓟ Look at the picture. There's a boy. What does he have?
  - Ⓢ He has a dog.
  - Ⓟ Right. What is the dog like?
  - Ⓢ (Answers will vary.)
- Have students look at the picture and talk about the words they know.



## 2. New Words

a. Introduce the new words by using the flashcards.

- Ⓙ What does she do? Run. Repeat after me, "run."
- Ⓢ Run.

b. Repeat the procedure with the other flashcards.

c. Play Track 46 and have students listen and trace the words.

d. Have students write the new words again in the given space or on a blank sheet of paper.

## 3. Look & Read

a. Have students look at the picture and talk about it.

- Ⓙ Look at the picture. The boy has a dog. What color is the dog?
- Ⓢ Brown.
- Ⓙ Right. The dog looks very cute. What's the dog's name?
- Ⓢ Charlie.
- Ⓙ Do you think Charlie is quiet?
- Ⓢ No.
- Ⓙ Does it walk slowly?
- Ⓢ No. It runs.
- Ⓙ Let's find out what Charlie is like.

b. Play Track 47 and have students listen. While listening, have students point to the part they are listening to and read silently.

c. Play Track 47 again and have students listen and read. Remind students of the new words by asking what the new words are. Then have students circle the new words.

- Ⓙ Do you remember the five new words? What are they?
- Ⓢ Run, walk, bark, quiet, and naughty.
- Ⓙ Excellent. Find the new words in the story and circle them.

d. Have students read the story aloud.

- Ⓙ Now, let's read aloud together.

e. Have students read the story individually at home and record their reading time.

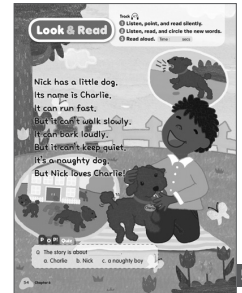
- Ⓙ Read this story at home and record your reading time on the page.

## 4. POP Quiz

a. Have students answer the quiz question and check the answer together.

- Ⓙ What is the story about? Charlie, Nick, or a naughty boy?
- Ⓢ Charlie.
- Ⓙ Right. The story is about Charlie.

(→ a)



## Practice

### 1. Read & Do

a. In A, have students talk about the story and complete the chart.

- Ⓙ Look at the chart. It's about the things Charlie can and can't do. First, what can Charlie do?
- Ⓢ It can run fast.
- Ⓢ It can bark loudly.
- Ⓙ Right. Write "run fast" and "bark loudly" in the chart. Now, what can't Charlie do?
- Ⓢ It can't walk slowly.
- Ⓢ It can't keep quiet.
- Ⓙ Good. Write "walk slowly" and "keep quiet" in the chart.

b. In B, have students complete the sentences using the given words.

- Ⓙ Look at the words on the candies. Let's read them out loud.
- Ⓢ Run, walk, can't, bark, can, keep.
- Ⓙ Look at the first picture. Charlie is moving fast here and there. What does it show?
- Ⓢ It can run fast. But it can't walk slowly.
- Ⓙ Great. Choose the correct words and complete the sentences.

c. Repeat the procedure for No.2.

d. Check the answers together.

(→ B. 1. walk 2. can, bark, can't, keep)

### 2. Do & Build

a. In A, play Track 48 and have students listen, circle, and repeat.

- Ⓙ I'll play the CD. Listen, circle, and repeat.

b. In B, have students look at the picture and complete the sentence.

- Ⓙ Look at the picture. What is it?
- Ⓢ It's a turtle.
- Ⓙ Good. Can a turtle walk fast?
- Ⓢ No. It can't walk fast.
- Ⓙ Correct. Complete the sentence as you answered.

c. Play Track 49 and have students listen and speak.

- Ⓙ I'll play the CD. Listen and speak.
- Ⓢ It can't walk fast.

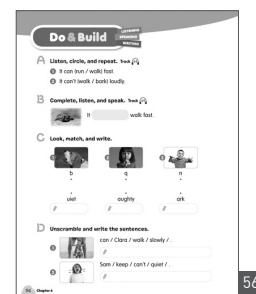
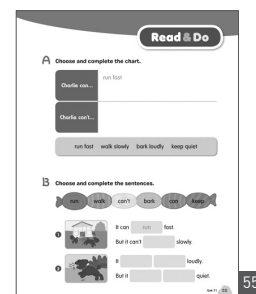
d. In C, have students look at each picture and match to complete the word. Then write the word.

- Ⓙ Look at the first picture. What's the right word for it?
- Ⓢ Bark.
- Ⓙ Right. Match to complete the word and write it.

e. Repeat the procedure for the other pictures.

f. In D, have students look at the pictures and talk about them.

- Ⓙ Look at the picture in No.1. Clara is a baby. Can a baby walk fast?
- Ⓢ No. Babies walk slowly.
- Ⓙ Right. Clara can walk slowly. Now, look at the picture in No.2. The boy's name is Sam. Can he keep quiet?
- Ⓢ No. He can't keep quiet.



g. Have students unscramble and write the sentences. Then have them read the sentences together.

- ① Unscramble and write the sentences. Now, let's read the sentences.
- ⑤ Clara can walk slowly. Sam can't keep quiet.

(→ A. 1. run 2. bark / B. can't / C. 1. bark 2. quiet 3. naughty / D. 1. Clara can walk slowly. 2. Sam can't keep quiet.)

### 3. Pattern Practice

- a. Divide the class into two teams. Have each team stand in a line.
- b. Think of one of the sentences with the key pattern — for example, "The dog can run fast."
- c. Whisper the sentence to the last student in each line. Have students whisper the sentence to the student standing in front of him/her.
- d. When the student at the front of the line hears the sentence, he/she must write the sentence on the whiteboard.
- e. Have students do more practice using diverse animals and actions as follows.

A cat can jump high. / But it can't fly away.

A bird can sing beautifully. / But it can't swim fast.

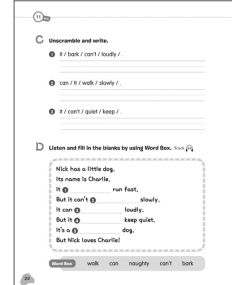
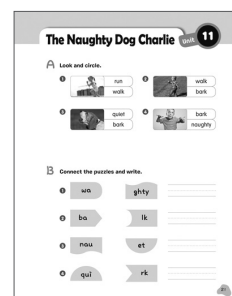
A penguin can catch fish. / But it can't climb a tree.

## Wrap Up

- a. Ask some questions about the story students read today.

- ① Today, we read a story about Nick's dog, Charlie. What can Charlie do?
- ⑤ It can run fast.
- ⑤ It can bark loudly.
- ① Right. Then, what can't Charlie do?
- ⑤ It can't walk slowly.
- ⑤ It can't keep quiet.
- ① Yes. Charlie is a naughty dog but Nick loves Charlie.

- b. Assign workbook pages 21 and 22 as homework.



<b>Topic</b>	Animals
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- to read and understand the main story about zoo animals</li> <li>- to learn new words and sentence patterns through the main story</li> <li>- to develop other language skills with fun activities</li> </ul>
<b>Key Sentence</b>	He pats the dogs gently.
<b>Key Vocabulary</b>	zoo, pat, feed, catch, laugh
<b>Teaching Materials</b>	flashcards, Unit 12 Pattern Practice Supplement

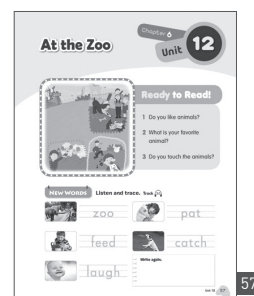
## Warm Up

- Start the class by greeting the students.
  - Ⓟ Hi, class! Good to see you again. What day is it today?
- Talk about animals and what they can and can't do with students.
  - Ⓟ Think about a dog. What can a dog do?
  - Ⓢ It can run fast. It can bark loudly.
  - Ⓟ Great. Then what can't a dog do?
  - Ⓢ It can't swim fast. It can't keep quiet.

## Presentation

### 1. Ready to Read

- Have students talk their experience visiting the zoo.
  - Ⓟ I like animals. So I go to the zoo very often. I like to see monkeys and elephants. I also like to see tigers and lions. What about you? Do you like to go to the zoo? What animals do you like to see there?
- Have students look at the picture and answer the given questions.
  - Ⓟ Look at the picture. Where is it?
  - Ⓢ It's a zoo.
  - Ⓟ Right. The people at the zoo look very happy. I think they like the animals. What about you? Do you like animals?
  - Ⓢ Yes.
  - Ⓟ What is your favorite animal?
  - Ⓢ (Answers will vary.)
  - Ⓟ Do you touch the animals?
  - Ⓢ Yes/No.
  - Ⓟ Be careful when you touch the animals at the zoo. You can touch them only if the zoo keeper says it's okay.



## 2. New Words

a. Introduce the new words by using the flashcards.

Ⓓ What's this? It's a zoo. Repeat after me, "zoo."

Ⓔ Zoo.

b. Repeat the procedure with the other flashcards.

c. Play Track 50 and have students listen and trace the words.

d. Have students write the new words again in the given space or on a blank sheet of paper.

## 3. Look & Read

a. Have students look at the picture and talk about it.

Ⓓ Look at the picture. The family is at the zoo. What animals are there?

Ⓔ Monkeys and giraffes.

Ⓕ Dogs, sheep, and the chicken.

Ⓓ Great. There are many animals. The family is having a good time with the animals. What are they doing with the animals? Let's read the story and find out.

b. Play Track 51 and have students listen. While listening, have students point to the part they are listening to and read silently.

c. Play Track 51 again and have students listen and read. Remind students of the new words by asking what the new words are. Then have students circle the new words.

Ⓓ Do you remember the five new words? What are they?

Ⓔ Zoo, pat, feed, catch, and laugh.

Ⓓ Great! Find the new words in the story and circle them.

d. Have students read the story aloud.

Ⓓ Now, let's read aloud together.

e. Have students read the story individually at home and record their reading time.

Ⓓ Read this story at home and record your reading time on the page.

## 4. POP Quiz

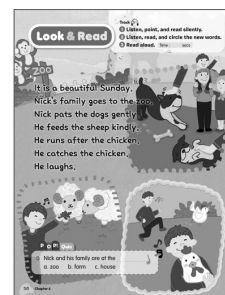
a. Have students answer the quiz question and check the answer together.

Ⓓ Where are Nick and his family?

Ⓔ At the zoo.

Ⓓ Right. Nick and his family are at the zoo.

(→ a)



58

## Practice

### 1. Read & Do

a. In A, have students talk about the story and complete the chart.

Ⓓ Look at the chart and think about the story. When does Nick's family go to the zoo?

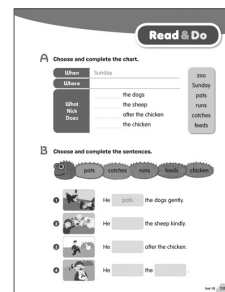
Ⓔ Sunday.

Ⓓ Where do they go?

Ⓔ Zoo.

Ⓓ What do they do there?

Ⓔ Pat the dogs.



59

- Ⓔ Feed the sheep.
- Ⓕ Run after the chicken.
- Ⓖ Catch the chicken.
- Ⓗ Right. Complete the chart as you answered.

b. In B, have students complete the sentences using the given words.

- Ⓗ Look at the words on the worm's body. Let's read them out loud.
- Ⓔ Pats, catches, runs, feeds, chicken.
- Ⓗ Now look at the picture in No.1. What does Nick do?
- Ⓔ He pats the dogs gently.
- Ⓗ Good. You should choose the word "pats" and write it to complete the sentence. Let's read the sentence out loud.
- Ⓔ He pats the dogs gently.

c. Repeat the procedure for No.2 through 4.

d. Check the answers together.

(→ B. 2. feeds 3. runs 4. catches, chicken)

## 2. Do & Build

a. In A, play Track 52 and have students listen, circle, and repeat.

- Ⓗ I'll play the CD. Listen, circle, and repeat.

b. In B, have students look at the picture and complete the sentence.

- Ⓗ Look at the picture. What does the girl do?
- Ⓔ She feeds the chickens.
- Ⓗ Right. Complete the sentence as you said.

c. Play Track 53 and have students listen and speak.

- Ⓗ I'll play the CD. Listen and speak.
- Ⓔ She feeds the chickens.

d. In C, have students look at each picture and match to complete the word. Then write the word.

- Ⓗ Look at the first picture. What's the right word for it?
- Ⓔ Laugh.
- Ⓗ Yes. Match to complete the word and write it.

e. Repeat the procedure for the other pictures.

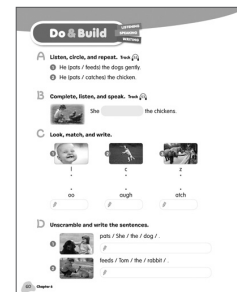
f. In D, have students look at the pictures and talk about them.

- Ⓗ Look at the picture in No.1. What does the girl do?
- Ⓔ She pats the dog.
- Ⓗ Yes. Look at the picture in No.2. The boy is Tom. What does Tom do?
- Ⓔ Tom feeds the rabbit.

g. Have students unscramble and write the sentences. Then have them read the sentences together.

- Ⓗ Unscramble and write the sentences. Now, let's read the sentences.
- Ⓔ She pats the dog. Tom feeds the rabbit.

(→ A. 1. pats 2. catches / B. feeds / C. 1. laugh 2. catch 3. zoo / D. 1. She pats the dog. 2. Tom feeds the rabbit.)



### 3. Pattern Practice

- Make a copy of Unit 12 Pattern Practice Supplement and cut out the strips.
- Have a student come up front and pick a strip. Have him/her act out or draw to explain the sentence.
- The other students guess what the sentence is.
- Whoever says the correct sentence takes the turn to pick a sentence strip and explain.
- Continue the activity until every sentence strip has been used.
- Have students do more practice by preparing extra strips with other animals.

He feeds the monkeys.	She pats the horses.	He runs after the rabbit.
Sally pats the cats.	Claire feeds the birds.	Tom runs after the pigs.

## Wrap Up

- a. Ask some questions about the story students read today.


- (T) When does Nick's family go to the zoo?  
 (S) Sunday.  
 (T) Right. What does Nick do there?  
 (S1) He pats the dogs.  
 (S2) He feeds the sheep.  
 (S3) He runs after the chicken.  
 (S4) He catches the chicken.  
 (S5) He laughs.

- b. Assign workbook pages 23 and 24 as homework.
- c. Assign Review & Do on pages 61 and 62 as homework.


## At the Zoo

Look and match.


12




zoo




pot




catch




laugh




head



head



head



head

**B Find the words below.**


zoo    catch    laugh    head									
g	x	b	e	i	t	y	l	o	
v	i	d	e	i	w	m	o	f	
k	a	r	e	e	n	g	e	r	
a	f	u	e	c	r	f	i	g	
t	y	e	a	h	m	o	d		
d	e	o	u	s	b	w	c		
c	h	y	e	d	i	t	e		
i	p	c	e	r	i	c	h		







 Unscramble and write.


☐ He / the / chicken / catches / \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_


☐ She / puts / the / gently / thing / \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

☐ Tom / cut / the / feeds / \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

 Listen and fill in the blanks by using Word Box.

It is a beautiful Sunday.  
 Nick's family goes to the .  
 Nick  the dogs gently.  
 He  the sheep kindly.  
 He  after the chicken.  
 He  the chicken.  
 He  laugh.




 Word box    zoo    park    catches    feeds    runs







**Review & Do**

Section 1



**A Listen and number.**



  


**B Listen, choose, and write.**

① There is a   c  

② There is a   b  

③ I need a   t  




④ Jim is   a   the dog.

Section 2


**Section 2**


**C** Read and choose the correct picture.


I'm Judy.  
I have a nice living room.  
There is a TV, I watch TV.  
There is a sofa, I rest there.  
I read a table.  
But I don't read a chair.  
I sit on the sofa.

①  ②  ③ 

**D** Look and write.

 There is a

①  It can  loudly.

 Baby, I  the cat.

**62**



<b>Topic</b>	Bodies
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- to read and understand the main story about bread face</li> <li>- to learn new words and sentence patterns through the main story</li> <li>- to develop other language skills with fun activities</li> </ul>
<b>Key Sentence</b>	I put the bread on my face.
<b>Key Vocabulary</b>	bread, eyes, nose, mouth, monster
<b>Teaching Materials</b>	flashcards, a mirror, bread

## Warm Up

- Start the class by greeting the students.
  - Ⓣ Hi, everyone! How are you? Are you ready to read a new story?
- Talk about a zoo and what students can do there.
  - Ⓣ Last class, we learned about a zoo. What can you do at the zoo?
  - Ⓢ We see many animals.
  - Ⓢ We pat animals.
  - Ⓢ We feed animals.

## Presentation

### 1. Ready to Read

- Bring a mirror to class. Have students look at their faces in the mirror and talk about them.
  - Ⓣ This is a mirror. I see my face in the mirror. (Handing over the mirror to students) Do you see your face in the mirror?
  - Ⓢ Yes.
  - Ⓣ Look at your eyes. What color are they? Look at your nose and mouth, too.
- Have students look at the picture and talk about it.
  - Ⓣ Look at the picture. What do the children have on their faces?
  - Ⓢ Masks! They have masks on their faces.
  - Ⓣ Right. Look at the mask carefully. It has eyes, a nose, and a mouth. Can you see them?
  - Ⓢ Yes.
  - Ⓣ Now, touch your eyes, nose, and mouth.
- Have students look at the picture and talk about the words they know.



## 2. New Words

a. Introduce the new words by using the flashcards.

- Ⓓ What's this? It's bread. Repeat after me, "bread."
- Ⓔ Bread.

b. Repeat the procedure with the other flashcards.

c. Play Track 56 and have students listen and trace the words.

d. Have students write the new words again in the given space or on a blank sheet of paper.

## 3. Look & Read

a. Have students look at the picture and talk about it.

- Ⓓ Look at the children in the picture. What are they making?
- Ⓔ They're making masks.
- Ⓓ Right. What is the mask made of?
- Ⓔ It's bread.
- Ⓓ Yes. The mask has holes. What are they for?
- Ⓔ They are for the eyes, nose, and mouth.
- Ⓓ Great. Let's read the story and find out what the children are doing with the masks.

b. Play Track 57 and have students listen. While listening, have students point to the part they are listening to and read silently.

c. Play Track 57 again and have students listen and read. Remind students of the new words by asking what the new words are. Then have students circle the new words.

- Ⓓ Do you remember the five new words? What are they?
- Ⓔ Bread, eyes, nose, mouth, and monster.
- Ⓓ Great. Find the new words in the story and circle.

d. Have students read the story aloud.

- Ⓓ Now, let's read aloud together.

e. Have students read the story individually at home and record their reading time.

- Ⓓ Read this story at home and record your reading time on the page.

## 4. POP Quiz

a. Have students answer the quiz question and check the answer together.

- Ⓓ What is the story about? Bread, a bread face, or a monster?
- Ⓔ A bread face.
- Ⓓ Right. The story is about a bread face.

(→ b)



## Practice

### 1. Read & Do

a. In A, have students talk about the story and fill in the blanks.

- Ⓓ The story tells you how to make a bread face. What does it say to do first?
- Ⓔ Prepare some bread.
- Ⓓ Right. Then what does it say to do next?
- Ⓔ Make four holes for your eyes, nose, and mouth.
- Ⓓ Good. Fill in the blanks as you answered.

b. Provide each student with a slice of bread and have them make their own bread faces. Then have them act like the characters in the story.

c. In B, have students complete the sentences using the given words.

- Ⓓ Look at the words on the train. Let's read them out loud.
- Ⓔ Your, her, my, his, face.
- Ⓓ Look at the first picture and read the given sentence. What do you have to write to complete the sentence?
- Ⓔ Your.
- Ⓓ Great. Write "your" to complete the sentence.

d. Repeat the procedure for No.2 through 4.

e. Check the answers together.

(→ B. 2. my 3. his 4. her, face)

### 2. Do & Build

a. In A, play Track 58 and have students listen, circle, and repeat.

- Ⓓ I'll play the CD. Listen, circle, and repeat.

b. In B, have students look at the picture and complete the sentence.

- Ⓓ Look at the picture. The girl puts the bread on her face. Now, read the sentence. What do you have to write to complete the sentence?
- Ⓔ Her. Suzie puts the bread on her face.
- Ⓓ Excellent! Write "her" to complete the sentence.

c. Play Track 59 and have students listen and speak.

- Ⓓ I'll play the CD. Listen and speak.
- Ⓔ Suzie puts the bread on her face.

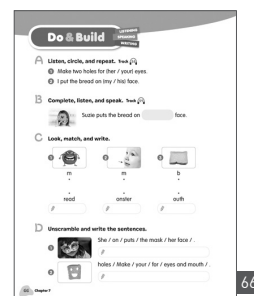
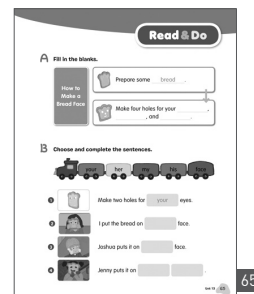
d. In C, have students look at each picture and match to complete the word. Then write the word.

- Ⓓ Look at the first picture. What's the right word for it?
- Ⓔ Monster.
- Ⓓ Right. Match to complete the word and write it.

e. Repeat the procedure for the other pictures.

f. In D, have students look at the pictures and talk about them.

- Ⓓ Look at the picture in No.1. Can you describe the picture?
- Ⓔ She puts on the mask on her face.
- Ⓓ Right. Look at the picture in No.2. What does it say to do?
- Ⓔ Make holes for your eyes and mouth.



g. Have students unscramble and write the sentences. Then have them read the sentences together.

① Unscramble and write the sentences. Now, let's read the sentences.

⑤ She puts on the mask on her face. Make holes for your eyes and mouth.

(→ A. 1. your 2. my / B. her / C. 1. monster 2. mouth 3. bread / D. 1. She puts the mask on her face. 2. Make holes for your eyes and mouth.)

### 3. Pattern Practice

a. Divide the class into two teams.

b. Have a student from each team come up front. Assign a pronoun among *I*, *You*, *He*, and *She*.

c. Have the student try to make a key sentence using the pronoun — for example, “I put the mask on my face.” The student who makes the sentence correctly first gets a point.

d. Continue the game until every student has participated.

e. The team with more points wins the game.

## Wrap Up

a. Ask some questions about the story students read today.

① Today, we read a story about how to make a bread face. What is the first thing to do?

⑤ Prepare some bread.

① Then, what's next?

⑤ Make holes for your eyes, nose, and mouth.

① What does Joshua do with it?

⑤ He puts it on his face.

① What about Jenny?

⑤ She puts it on her face.

b. Assign workbook pages 25 and 26 as homework.

**Bread Face** 13

A Look and circle.

① monster bread eyes nose  
② nose mouth monster mouth

B Circle the correct words and write.

① nose nose nose  
② mouth mouth mouth  
③ eyes eyes eyes  
④ monster monster monster

C Unscramble and write.

① I / my / face / put / the bread / on /  
② Jason / it / puts / on / his / face /  
③ She / puts / her / on / her / face /

D Listen and fill in the blanks by using Word Box. 1 → 2

Let's make a **face**!  
Prepare some bread.  
Make four holes for **eyes**, **nose**,  
and **mouth**.  
I put the bread on **my** face.  
Joshua puts it on his face.  
Jenny puts it on **her** face.  
We look like **monsters**!

monster bread my your monsters her

<b>Topic</b>	Bodies
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- to read and understand the main story about P.E. class</li> <li>- to learn new words and sentence patterns through the main story</li> <li>- to develop other language skills with fun activities</li> </ul>
<b>Key Sentence</b>	Stand in line.
<b>Key Vocabulary</b>	whistle, stand, move, crab, jump
<b>Teaching Materials</b>	flashcards

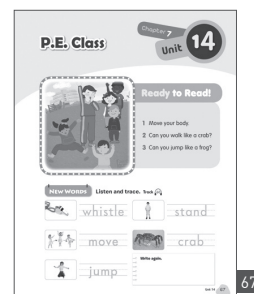
## Warm Up

- Start the class by greeting the students.
  - Ⓟ Good afternoon, everyone! How do you feel today?
- Write "I put the bread on my face." on the whiteboard.
- Have students read the sentence. Then assign a pronoun to students and have them change the sentence using the pronoun — for example, "She puts the bread on her face."

## Presentation

### 1. Ready to Read

- Have students stand up and move their bodies.
  - Ⓟ Everyone, stand up. This time we'll move our bodies like in a P.E. Class. Stretch out your arms like this. Stretch your legs too. Move your head and necks.
- Have students look at the picture and do the actions in the picture.
  - Ⓟ Look at the picture. There is a teacher and some students. What class is it?
  - Ⓢ P.E. class.
  - Ⓟ Right. Look at the students in the picture carefully. Can you move like them?
  - Ⓢ Yes.
  - Ⓟ Okay. Move your body. Can you walk like a crab? Can you jump like a frog?



### 2. New Words

- Introduce the new words by using the flashcards.
  - Ⓟ What's this? It's a whistle. Repeat after me, "whistle."
  - Ⓢ Whistle.
- Repeat the procedure with the other flashcards.
- Play Track 60 and have students listen and trace the words.
- Have students write the new words again in the given space or on a blank sheet of paper.

### 3. Look & Read

a. Have students look at the picture and talk about it.

- Ⓓ Look at the picture. It's a P.E. class. What are they wearing?
- Ⓔ They are wearing gym clothes.
- Ⓓ Right. What is the teacher blowing?
- Ⓔ A whistle.
- Ⓓ Great. The students are moving their bodies. Look at the girl in pink gym clothes. What's she doing?
- Ⓔ She's jumping.
- Ⓓ Right. Let's read the story and what's happening in their P.E. class.

b. Play Track 61 and have students listen. While listening, have students point to the part they are listening to and read silently.

c. Play Track 61 again and have students listen and read. Remind students of the new words by asking what the new words are. Then have students circle the new words.

- Ⓓ Do you remember the five new words? What are they?
- Ⓔ Whistle, stand, move, crab, and jump.
- Ⓓ Excellent! Find the new words in the story and circle them.

d. Have students read the story aloud.

- Ⓓ Now, let's read aloud together.

e. Have students read the story individually at home and record their reading time.

- Ⓓ Read this story at home and record your reading time on the page.

### 4. POP Quiz

a. Have students answer the quiz question and check the answer together.

- Ⓓ When does the story happen?
- Ⓔ During P.E. class.
- Ⓓ Right. The story happens during P.E. class.

(→ c)



68

## Practice

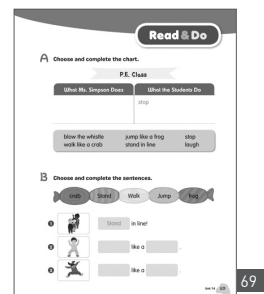
### 1. Read & Do

a. In A, have students talk about the story and complete the chart.

- Ⓓ Look at the chart. The title is "P.E. Class." Think about what Ms. Simpson does and what the students do in P.E. class. What does Ms. Simpson do?
- Ⓔ She blows a whistle.
- Ⓓ Good. Then what do the students do?
- Ⓔ Stop, stand in line, walk like a crab, jump like a frog, and laugh.
- Ⓓ Right. Complete the chart as you answered.

b. In B, have students complete the sentences using the given words.

- Ⓓ Look at the words on the candies. Let's read them out loud.
- Ⓔ Crab, stand, walk, jump, frog.
- Ⓓ Now look at the picture in No.1. The teacher says something, then students move like this in the picture. What does the teacher say?
- Ⓔ Stand in line!
- Ⓓ Great. You should choose the word "Stand" and write it to complete the sentence. Let's read the sentence out loud.



69

⑤ Stand in line!

- c. Repeat the procedure for No.2 and 3.
- d. Check the answers together.  
(→ B. 2. Walk, crab 3. Jump, frog)

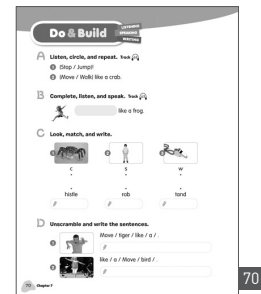
## 2. Do & Build

- a. In A, play Track 62 and have students listen, circle, and repeat.  
① I'll play the CD. Listen, circle, and repeat.
  - b. In B, have students look at the picture and complete the sentence.  
① Look at the picture. What do you have to say to make the boy move like this?  
⑤ Jump like a frog.  
① Excellent! Complete the sentence as you said.
  - c. Play Track 63 and have students listen and speak.  
① I'll play the CD. Listen and speak.  
⑤ Jump like a frog.
  - d. In C, have students look at each picture and match to complete the word. Then write the word.  
① Look at the first picture. What's the right word for it?  
⑤ Crab.  
① Yes. Match to complete the word and write it.
  - e. Repeat the procedure for the other pictures.
  - f. In D, have students look at the pictures and talk about them.  
① Look at the picture in No.1. What do you have to say to make the boy move like this?  
⑤ Move like a tiger.  
① Right. Look at the picture in No.2. What do you have to say to make the girl move like this?  
⑤ Move like a bird.
  - g. Have students unscramble and write the sentences. Then have them read the sentences together.  
① Unscramble and write the sentences. Now, let's read the sentences.  
⑤ Move like a tiger. Move like a bird.
- (→ A. 1. Stop 2. Walk / B. Jump / C. 1. crab 2. stand 3. whistle / D. 1. Move like a tiger. 2. Move like a bird.)

## 3. Pattern Practice

- a. Have students stand up. Give the class a command, such as "Touch your shoulders."
- b. If the instruction is prefaced with "Teacher says," have students obey the command. If the instruction is not prefaced with "Teacher says," have students disobey the command.
- c. Take any student who does not follow the rules out of the game.
- d. Continue the game until there is one student remaining.
- e. Use the following sentences for more practice.

Put your hands up.	Touch your shoulders.	Turn your head.
Stomp your feet.	Clap your hands.	Stretch your legs.



## Wrap Up

a. Ask some questions about the story students read today.

- Ⓓ Today we read a story about a P.E. class. What does the teacher do?
- Ⓔ She blows a whistle.
- Ⓓ Correct. What do the students do?
- Ⓔ Stop.
- Ⓔ Stand in line.
- Ⓔ Walk like a crab.
- Ⓔ Jump like a frog.
- Ⓓ Right. They have fun in P.E. class.

b. Assign workbook pages 27 and 28 as homework.

**P.E. Class** 14

**A Look and circle.**

Ⓓ move    Ⓓ jump  
Ⓓ whistle    Ⓓ stand

Ⓓ jump    Ⓓ crab    Ⓓ whistle    Ⓓ move

**B Connect the pictures and write.**

Ⓓ ju    mp    \_\_\_\_\_

Ⓓ whl    d    \_\_\_\_\_

Ⓓ ma    ve    \_\_\_\_\_

Ⓓ shun    stle    \_\_\_\_\_

27

**C Unscramble and write.**

Ⓓ stand / line / in / .

Ⓓ walk / a / crab / like / .

Ⓓ like / a / jump / frog / .

**D Listen and fill in the blanks by using Word Box.**

It's P.E. class.  
Mr. Simpson blows the whistle.  
"Everyone, stand in line!"  
The students stand in line.  
"Let's jump like a frog."  
The children jump like a frog.  
The children have fun. They have fun.

Word Box: move    whistle    walk    jump    stop

28



<b>Topic</b>	Rules
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- to read and understand the main story about actions at a restaurant</li> <li>- to learn new words and sentence patterns through the main story</li> <li>- to develop other language skills with fun activities</li> </ul>
<b>Key Sentence</b>	Don't shout.
<b>Key Vocabulary</b>	restaurant, wait, shout, tap, spoon
<b>Teaching Materials</b>	flashcards, paper

## Warm Up

- Start the class by greeting the students.
  - Ⓟ Hello, everyone! How are you today? I'm happy to see you all again.
- Review the key patterns by playing "Teacher Says" game students played last class.

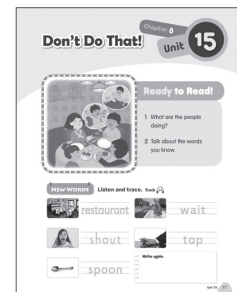
## Presentation

### 1. Ready to Read

- Have students talk about eating out.
  - Ⓟ Do your family go out to eat?
  - Ⓢ Yes, we do.
  - Ⓟ Where do you go?
  - Ⓢ We go to a restaurant.
  - Ⓟ What do you like to eat?
  - Ⓢ I like pizza.
  - Ⓢ I like chicken.
- Have students look at the picture and talk about it.
  - Ⓟ Look at the picture. Where are the people?
  - Ⓢ At the restaurant.
  - Ⓟ Right. What are the people doing?
  - Ⓢ (Answers will vary.)
- Have students look at the picture and talk about the words they know.

### 2. New Words

- Introduce the new words by using the flashcards.
  - Ⓟ What is this? It's a restaurant. Repeat after me, "restaurant."
  - Ⓢ Restaurant.
- Repeat the procedure with the other flashcards.
- Play Track 64 and have students listen and trace the words.



- d. Have students write the new words again in the given space or on a blank sheet of paper.

### 3. Look & Read

- a. Have students look at the picture and talk about it.

- Ⓓ Look at the picture. The family is eating out at the restaurant. Do they look happy?
- Ⓔ No. They look angry.
- Ⓓ Hmm... Why?
- Ⓔ The boy is doing bad things.
- Ⓓ I guess you're right. Let's read the story and find out what the boy is doing wrong.

- b. Play Track 65 and have students listen. While listening, have students point to the part they are listening to and read silently.

- c. Play Track 65 again and have students listen and read. Have students remind the new words by asking what the new words are. Then have students circle the new words.

- Ⓓ Do you remember the five new words? What are they?
- Ⓔ Restaurant, wait, shout, tap, and spoon.
- Ⓓ Good. Find the new words in the story and circle them.

- d. Have students read the story aloud.

- Ⓓ Now, let's read aloud together.

- e. Have students read the story individually at home and record their reading time.

- Ⓓ Read this story at home and record your reading time on the page.

### 4. POP Quiz

- a. Have students answer the quiz question and check the answer together.

- Ⓓ What is the story about? Food, Sam's family, or Sam's actions?
- Ⓔ Sam's actions.
- Ⓓ Right. The story is about Sam's actions at a restaurant.

(→ c)



72

## Practice

### 1. Read & Do

- a. In A, have students talk about the story and complete the chart.

- Ⓓ Look at the chart. The title is "At a Restaurant." Think about the story. What does Sam do at the restaurant?
- Ⓔ He shouts.
- Ⓔ He walks around.
- Ⓔ He taps the table with his spoon.
- Ⓓ Right. What does Mom say?
- Ⓔ Don't shout.
- Ⓔ Don't walk around.
- Ⓔ Don't tap with the spoon.
- Ⓓ Great. Now, complete the chart as you answered.

**Read & Do**

A Complete the chart.

At a Restaurant	
What does Sam do?	What does Mom say?
He shouts.	Don't shout.

B Choose and complete the sentences.

Don't \_\_\_\_\_ around.

Don't \_\_\_\_\_ with the spoon.

73

b. In B, have students complete the sentences using the given words.

- Ⓓ Look at the words on the worm's body. Let's read them out loud.
- Ⓔ Don't, tap, walk, shout, don't.
- Ⓓ Look at the first picture. Sam is shouting. What does Mom say?
- Ⓔ Don't shout.
- Ⓓ Great. You shouldn't shout at a restaurant. It's a rule.

c. Repeat the procedure for No.2 and 3.

d. Check the answers together.

(→ B. 2. Don't, walk 3. Don't, tap)

## 2. Do & Build

a. In A, play Track 66 and have students listen, circle, and repeat.

- Ⓓ I'll play the CD. Listen, circle, and repeat.

b. In B, have students look at the picture and complete the sentence.

- Ⓓ Look at the picture. What rule does it show?
- Ⓔ Don't shout.
- Ⓓ Good. Complete the sentence as you answered.

c. Play Track 67 and have students listen and speak.

- Ⓓ I'll play the CD. Listen and speak.
- Ⓔ Don't shout.

d. In C, have students look at each picture and match to complete the word. Then write the word.

- Ⓓ Look at the first picture. What's the right word for it?
- Ⓔ Spoon.
- Ⓓ Right. Match to complete the word and write it.

e. Repeat the procedure for the other pictures.

f. In D, have students look at the pictures and talk about them.

- Ⓓ Look at the picture in No.1. What rule does it show?
- Ⓔ Don't run.
- Ⓓ Right. Now, look at the picture in No.2. What rule does it show?
- Ⓔ Don't move.

g. Have students unscramble and write the sentences. Then have them read the sentences together.

- Ⓓ Unscramble and write the sentences. Now, let's read the sentences.
- Ⓔ Don't run. Don't move.

(→ A. 1. walk 2. spoon / B. shout / C. 1. spoon 2. wait 3. restaurant / D. 1. Don't run. 2. Don't move.)

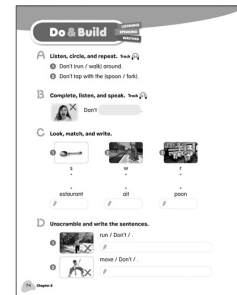
## 3. Pattern Practice

a. Provide each student with a blank sheet of paper.

b. Have students draw their own restaurants and write rules for their own restaurants.

c. Have students present their work and explain their own rules.

Don't run.	Don't yell.
Don't leave food.	Don't drop food.
Don't laugh loudly.	Don't order too much food.



74

## Wrap Up





a. Ask some questions about the story students read today.

- Ⓓ Today, we read a story about Sam's family. Where is Sam's family in the story?
- Ⓔ At a restaurant.
- Ⓓ Sam does the wrong things. What does he do?
- Ⓔ He shouts, walks around, and taps with his spoon.
- Ⓓ Yes. What does Mom say?
- Ⓔ Don't shout.
- Ⓔ Don't walk around.
- Ⓔ Don't tap with the spoon.
- Ⓓ Great! Those are the rules for restaurants. You have to follow them when you go to a restaurant.

b. Assign workbook pages 29 and 30 as homework.

**Don't Do That!** 15

A Look and match.

	tap	
	shout	

B Circle the correct words and write.

Ⓓ sweep spoon spoon

Ⓓ seat wait wait

Ⓓ restaurant restaurant restaurant

Ⓓ shout shake shout

29

C Unscramble and write.

Ⓓ run / Don't /

Ⓓ walk / Don't / around /

Ⓓ Don't / with / spoon / the / tap /

D Listen and fill in the blanks by using Word Box.

Sam's family is at a restaurant.  
They wait for food.  
Sam Ⓓ .  
Mom says, "Sam, Ⓓ shout."  
He waits around.  
Mom says, "Sam, don't Ⓓ around."  
He Ⓓ with the spoon.  
Mom says, "Sam, don't tap with the Ⓓ ."

Word Box: work don't taps spoon shouts

30

<b>Topic</b>	Rules
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- to read and understand the main story about rules for school</li> <li>- to learn new words and sentence patterns through the main story</li> <li>- to develop other language skills with fun activities</li> </ul>
<b>Key Sentence</b>	You must clean up.
<b>Key Vocabulary</b>	write, clean, study, hallway, chat
<b>Teaching Materials</b>	flashcards

## Warm Up

a. Start the class by greeting the students.

① Hi, class! How's the weather today? It's (windy). Do you like (windy) weather?

b. Have students review the key sentence pattern by asking the rules for a restaurant.

① There are some rules you have to follow when you go to a restaurant. What are they?

② Don't shout.

③ Don't walk around.

④ Don't tap with the spoon.

## Presentation

### 1. Ready to Read

a. Have students talk about the rules they have to follow.

① Last class, we learned about things we don't have to do at a restaurant. They are rules. There are things you have to do at a restaurant. They are rules too. What are they?

② Speak quietly.

③ Walk, don't run.

④ Follow proper table manners.

b. Have students look at the picture and answer the given questions.

① Look at the picture. What is the girl thinking about?

② Rules.

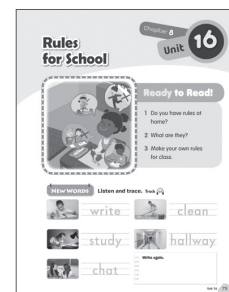
③ Right. She's thinking about the rules. Do you have rules at home?

④ Yes.

⑤ What are they?

⑥ (Answers will vary.)

⑦ Make your own rules for class. Share them with your friends.



## 2. New Words

a. Introduce the new words by using the flashcards.

① What does the boy do? Write. Repeat after me, "write."

b. Repeat the procedure with the other flashcards.

c. Play Track 68 and have students listen and trace the words.

d. Have students write the new words again in the given space or on a blank sheet of paper.

## 3. Look & Read

a. Have students look at the picture and talk about it.

① Look at the picture. The girl is making rules. What are the rules for?

② They are for school.

① Right. She's thinking about her school and making rules for it. Does your school have rules?

② Yes.

① What are they?

② (Answers will vary.)

① Great. What are the girl's rules? Let's read the story and find out.

b. Play Track 69 and have students listen. While listening, have students point to the part they are listening to and read silently.

c. Play Track 69 again and have students listen and read. Remind students of the new words by asking what the new words are. Then have students circle the new words.

① Do you remember the five new words? What are they?

② Write, clean, study, hallway, and chat.

① Right. Find the new words in the story and circle them.

d. Have students read the story aloud.

① Now, let's read the story aloud together.

e. Have students read the story individually at home and record their reading time.

① Read this story at home and record your reading time on the page.

## 4. POP Quiz

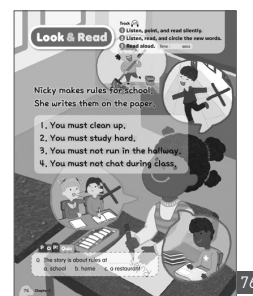
a. Have students answer the quiz question and check the answer together.

① This story is about rules. Where are these rules needed?

② School.

① Right. The story is about rules at school.

(→ a)



## Practice

### 1. Read & Do

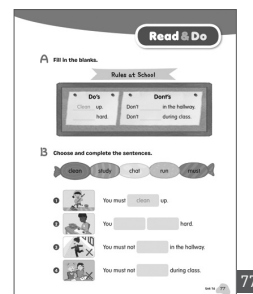
a. In A, have students talk about the story and fill in the blanks.

① Look, the board is showing the rules at school. There are two types of the rules. Do's and Don't's. Do's mean the thing you must do. Don't's mean the things you must not do. According to the story, what are the things you must do?

② Clean up.

③ Study hard.

① Then, what are the things you must not do?



- Ⓢ Run in the hallway.
  - Ⓢ Chat during class.
  - Ⓣ Right. Don't run in the hallway. Don't chat during class. These are the Don't's.
- Now, complete the chart.

b. In B, have students complete the sentences by using the given words.

- Ⓣ Look at the words on the candies. Let's read them out loud.
- Ⓢ Clean, study, chat, run, must.
- Ⓣ Now look at the picture in No.1. What rule does it show?
- Ⓢ You must clean up.
- Ⓣ Great. Choose the word "clean" and write it to complete the sentence. Let's read the sentence out loud.
- Ⓢ You must clean up.

c. Repeat the procedure for No.2 through 4.

d. Check the answers together.

(→ B. 2. must, study 3. run 4. chat)

## 2. Do & Build

a. In A, play Track 70 and have students listen, circle, and repeat.

- Ⓣ I'll play the CD. Listen, circle, and repeat.

b. In B, have students look at the picture and complete the sentence.

- Ⓣ Look at the picture. What rule does it show?
- Ⓢ You must not chat during class.
- Ⓣ Right. Complete the sentence as you said.

c. Play Track 71 and have students listen and speak.

- Ⓣ I'll play the CD. Listen and speak.
- Ⓢ You must not chat during class.

d. In C, have students look at each picture and match to complete the word. Then write the word.

- Ⓣ Look at the first picture. What's the right word for it?
- Ⓢ Clean.
- Ⓣ Yes. Match to complete the word and write it.

e. Repeat the procedure for the other pictures.

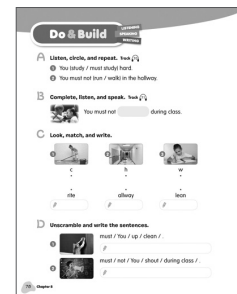
f. In D, have students look at the pictures and talk about them.

- Ⓣ Look at the picture in No.1. What rule does the picture tell you?
- Ⓢ You must clean up.
- Ⓣ Right. Look at the picture in No.2. What rule does the picture tell you?
- Ⓢ You must not shout during class.

g. Have students unscramble and write the sentences. Then have them read the sentences together.

- Ⓣ Unscramble and write the sentences. Now, let's read the sentences.
- Ⓢ You must clean up. You must not shout during class.

(→ A. 1. must study 2. run / B. chat / C. 1. clean 2. hallway 3. write / D. 1. You must clean up. 2. You must not shout during class.)



78

### 3. Pattern Practice

- Pick a student (S1) and have S1 come up front.
- Whisper one of the rules students read in the story to S1.
- Have S1 explain the rule by drawing it on the whiteboard. Have the other students guess what the rule is.
- The student who guesses correctly first (S2) takes S1's role and repeat the procedure.
- Continue until every student has participated.
- Have students share other rules for school and say the following sentences.

Do your homework.	Listen to your teacher.
Be nice to your friends.	Don't shout in the classroom.
Don't fight.	Don't chew gum during class.

## Wrap Up

- Ask some questions about the story students read today.
  - Today we read a story about school rules. Who makes the rules?
  - Nicky.
  - Right. What are the Do's?
  - You must clean up.
  - You must study hard.
  - What are the Don't's?
  - You must not run in the hallway.
  - You must not chat during class.
  - Good job!
- Assign workbook pages 31 and 32 as homework.
- Assign Review & Do on pages 79 and 80 as homework.

