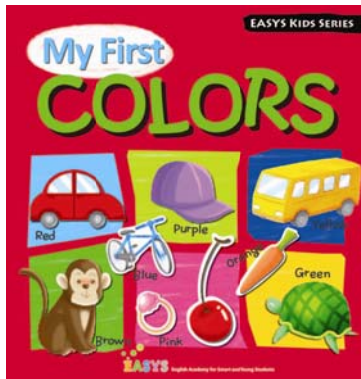


My First COLOR



Title: My First COLOR

Components: Student Book, Audio CD

Pages: 84 pages

Contents: Students will learn the expressions representing colors in various sentences and chants. Various situations and stories will help students learn how each color is expressed in words.

Ready to Learn



First, stimulate student interest in the colors that are introduced in this book. Teach the color and related words by having students make sentences using the color expressions.





Teacher's Tips

1. Look at the pictures, and talk and ask about the picture to guess the situation. You can refer to 'Talking Together'.
2. Let your student listen to the CD. It is composed in this order.
Let your student listen to the CD. You can use the *Ready to Learner's* CD with these three following version. The order of it is like this.
: Line out a sentence, whole shadowing, listen to the chant twice. Sing along to the chant twice.
3. Before singing the chant, practice reading over the sentences. Let students read the 'Reading' part several times with the CD. When students get accustomed to it, make them read the sentences alone without the CD.
4. After mastering reading the sentences, repeat the chant part several times. Then make your students sing a chant without the CD. Help students understand the material by turning on the CD player when they can't follow the chants.
5. You can use the picture cards from our book, pages 191 to 198.. These could be used in various ways like song chants or the picking and ordering card game. Also, the 'Fun Activity' is helpful during game time.

Ready to Chant



Making use of the color-expressions and sentences we learned before, and singing chants.

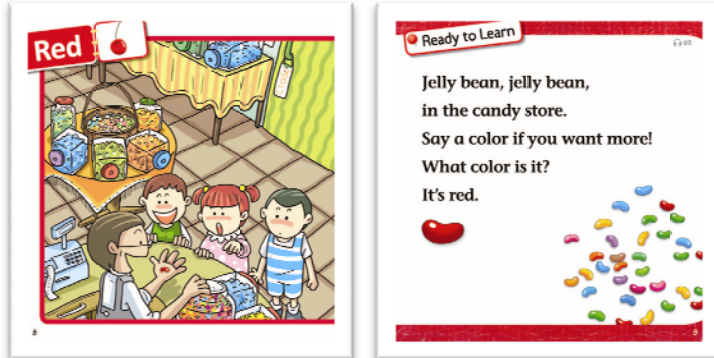
Teacher's Tips

1. Look at the pictures, have a talk or make questions. You can practice this activity by using the 'Talking Together'.
2. Let your students then listen to the CD. The form of the recording is grown-up first and students later. The order is like this.
: line out a sentence, whole shadowing, listen to the chant twice. Sing along with the chant twice.
3. Before singing the chant, practice reading over the sentences. Let students read the 'Reading' part several times with the CD. When the students get accustomed to it, make them read the sentences alone without the CD.
4. After mastering reading the sentences, repeat the chant part several times. Then make your students sing a chant without the CD. Help students understand the material by turning on the CD player when they can't follow the chants.
5. You can use the picture cards from our book, pages 191 to 198. These could be used in various ways like sing chants or the picking and ordering card game. Also, the 'Fun Activity' is helpful during game time.

Red

p8

Key Points



Recognize the concept of RED. Tell RED apart from other colors.

Talking Together

Let's have Q&A time and talk about the story.

A: Who is in the picture?

B: There are three kids and a man.

A: Where are they?

B: They are in the candy store.

A: What does the man have?

B: He has a red jelly bean.

Fun Activity

<My First COLORS> At the lower right-hand corner of page 9, count and circle how many red jellybeans are there among other jellybeans. At this point, the teacher has to ask using 'how many~?' and the student should answer the number in English.

A: How many red jelly beans are there?

B: There are four.

A: Draw a circle on the red jelly bean.

B: Okay.

p10

Key Points



. Let's look around and find red things.
Look around and find red things.

Talking Together

Find the red one from the picture and make sentences using 'There is/ are'.

- . There is a red sofa.
- . There is a red cushion.
- . There are red trees in the picture.
- . There are red flowers in the vase.

Fun Activity

Look around your house and play the game called 'finding red things.' The teacher and the student say the name of each thing they have found. Alternatively, the person who can't find and name something in ten seconds loses.

- There is a red cup/pencil/skirt/book/ball.
- There are red shoes/socks/glasses/scissors.

p12

Key Points



Practice the sentence [I see a red~] using *red*.

Talking Together

Talk about the picture. Ask and answer questions as shown below. .

A: What do you see outside the window?

B: I see a red car.

A: What do you see on the plate?

B: I see a red apple and a red cherry.

A: What is in the vase?

B: There is a red rose.

A: What color is the girl's hair?

B: It's red.

Fun Activity

Cut out the picture cards and sentence cards from page 191. The teacher has picture cards and the student has sentence cards. When the teacher shows one picture card, the student takes out the relevant sentence cards then read it aloud. After matching the four cards, switch roles and repeat the activity.

A: Find the card that shows this picture.

B: Here it is.

A: Can you read the sentence?

B: Sure, I can.

p14

Key Points



. Sing chants related with RD.

. Understand RED clearly and practice making sentences with RED.

Sing the chant related to the color red. .

Understand *red* exactly and use it in many ways.

Talking Together

Talk about the picture. Ask and answer questions as shown below.

A: What do you see on the cards?
 B: I see a red cherry and a red car.
 A: What do you see on the books?
 B: I see a red apple and a red rose.
 A: Who has a red cherry and a red car?
 B: The teacher has a red cherry and a red car.
 A: Who has a red apple and a red rose?
 B: Dad has a red apple and a red rose.

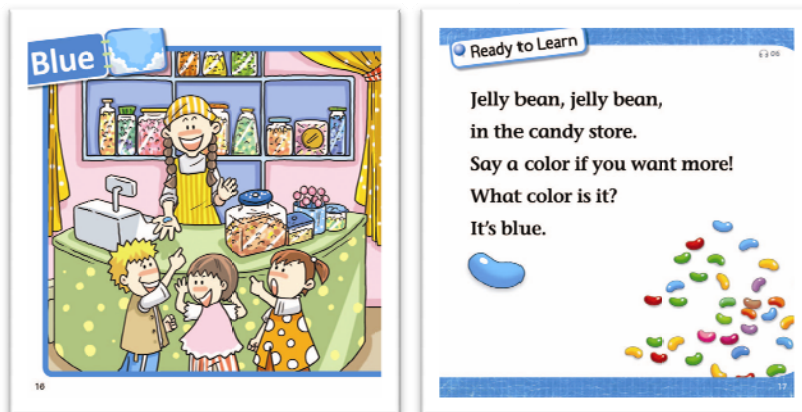
Fun Activity

The teacher sings the first and second lyric and the students sing the third and fourth lyric. The last lyric is taken by the teacher and students together. After singing, you can change the lyrics using the picture card on page 191. For example, while singing the song, if the teacher picks up the rose and apple cards, the student has to change the lyrics to ' I see a **red** rose and a **red** apple.'

p16

Blue

Key Points



Recognize the concept of *blue* and tell it apart from other colors.

Talking Together

Talk about the picture. Ask and answer as shown below.

A: Who do you see in the picture?
 B: I see three kids and a woman.
 A: What are the kids pointing at?
 B: They are pointing at a jelly bean.

A: What color is it?

B: It's blue.

Fun Activity

p.17

At the lower right-hand corner of p. 17, count and check with marking triangle how many blue jellybeans there are among the other jellybeans. And let's talk like this.

A: How many blue jelly beans are there?

B: There are six.

A: Draw a triangle on each blue jelly bean.

B: I will.

p18

Key Points



Look around and find blue things.

Talking Together

Find and draw a circle around blue things in the picture and make sentences using *~is blue*.

- . The sky is blue.
- . The bird is blue.
- . The boy's pants are blue.
- . The boy's shoes are blue.

Fun Activity

Draw the teacher's bag and the student's bag on white paper. Each person uses a blue pencil or crayon to draw five things he/she wants in the bag. The teacher and the student then speak as shown below.

- ▶ I have a blue dog in my bag.
- ▶ I have a blue fork in my bag.
- ▶ I have a blue skirt in my bag.
- ▶ I have a blue chair in my bag.

► I have a blue bird in my bag.

p20

Key Points



Practice the sentence [I see a blue~] using *red*.

Talking Together

Talk about the picture. Ask and answer as shown below.

A: Look up. What do you see?

B: I see a blue sky.

A: Look down. What do you see?

B: I see a blue lake.

A: What do you see in the tree?

B: I see a blue bird.

A: What do you see under the tree?

B: I see a blue bike.

Fun Activity

Using the picture card from page 191, do a fun guessing game using words and gestures. The students then shuffle four picture cards and then hold the cards towards their chest. The important part is that the guessing students cannot see the picture side. Only the teacher or the "it" student should see the picture side.

For instance, if the teacher or "it" students holds the "bike" card, then he/she should act out riding a bicycle. If the card is "lake," then the "it" person acts out the waves of a lake, and so on. After looking at the "it" person's gestures, the other students can say the answer word in English. When the answer is right, put down the card and continue the activity with another card in the same way. The leaders of game can be changed at any time. You can make this activity more exciting by keeping time with a stopwatch to determine the winner.

p22

Key Points



Sing the chant related to the color blue. .

Talking Together

Talk about the picture. Ask and answer as shown below.

- A: What do you see on Dad's book?
B: I see a blue sky and a blue lake.
A: What do you see on the teacher's book?
B: I see a blue bird and a blue bike.
A: Do you see anything else blue in the living room?
B: I see blue curtains.

Fun Activity

Let's sing a chant and make funny gestures any time the word 'blue' comes up. For example, the teacher can have everyone clap their hands every time the word 'blue' is heard. Next a student can choose the 'hand one one's head' gesture and everyone places a hand on their head when the word 'blue' comes up. We can make the activity even funnier by having ridiculous or complicated movements. When everyone gets used to the activity, you can expand it to include other words such as 'see.'

p24

Green

Key Points



Recognize the concept of *green* and tell it apart from other colors.

Talking Together

Talk about the picture. Ask and answer as follows.

A: What do you see on the tables?

B: There are many jars of jelly beans.

A: How many tables are there?

B: There are three tables.

Fun Activity

At the lower right-hand corner of page 25, count how many blue jellybeans there are among the other jellybeans and then put a cross on each one. And let's talk like this.

A: How many green jelly beans are there?

B: There are seven.

A: Put an X on the green jelly bean.

B: Okay.

p26

Key Points



Look around and find green things.

Talking Together

Find green things in the picture and make sentences using *I see~*.

- . I see green mountains.
- . I see green trees.
- . I see green bushes.
- . I see green grass.
- . I see the boy's green vest.

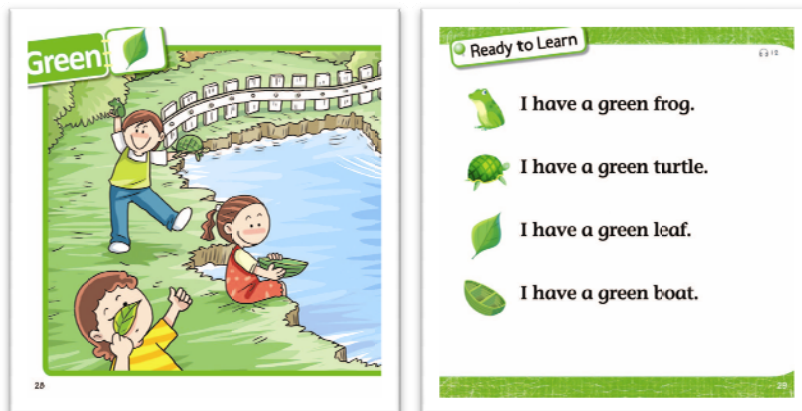
Fun Activity

Look at the picture and play the game called 'make a story.' The teacher and the students look at the picture and then imagine why the kids go to the woods. They then make a story using as much English as possible.

- ▶ Three kids go on a picnic.
- ▶ But they get lost in the forest.
- ▶ Then a girl finds the way.
- ▶ They are happy.

p28

Key Points



Practice the sentence [I have a green~] using *green*.

Talking Together

Talk about the picture. Ask and answer as shown below.

A: What does the girl in the red dress have?

B: She has a green boat.

A: What does the girl in the yellow T-shirt have?

B: She has a green leaf.

A: What does the boy have?

B: He has a green frog and a green turtle.

Fun Activity

Let's do a fun activity with the picture and sentence cards from page 193. (You can get the cards by cutting them out from the page.) Take turns picking one card and turning it over. When the picture and the sentence card match, you can keep the cards. When they don't match, turn them over again and put them back in their place. The one who gets the most pairs of cards wins. .

p30

Key Points



Sing the chant that is related to green.

Understand the color green and use it in many ways.

Talking Together

Talk about the picture. Ask and answer as shown below.

A: What is on the table?

B: There is a green frog, a green turtle, and a green boat.

A: What does the girl in yellow have?

B: She has a green leaf.

A: What color is the grass?

B: It's green.

Fun Activity

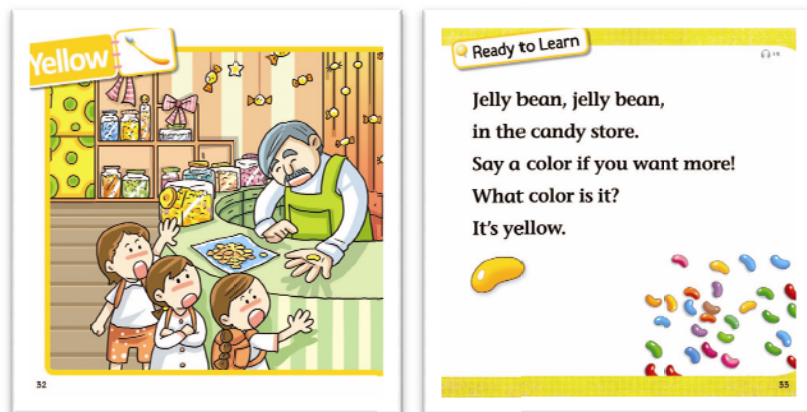
Using the flashcards on page 193, play the game called "Simon Says." Spread the four cards on the floor. If the teachers gives an order after saying "Simon says," the student will follow the order. For example, if the teacher says "Simon says touch your head," the students would touch their heads. Students can get one point when they do the action in each order. But they get minus one point if they follow the teacher's orders given without saying "Simon says." So, if the teacher says "Touch your head," and a student touches his/her head, the student loses one point.

- ▶ Simon says, "Pick up a green leaf."
- ▶ Simon says, "Touch a green leaf."
- ▶ Simon says, "Turn a green leaf over."

p32

Yellow

Key Points



Recognize the concept of *yellow* and tell it apart from other colors. .

Talking Together

Talk about the picture questioning and answering as follows.

A: Where is it?

B: It's the candy store.

A: Who is in the picture?

B: There are three kids and a man.

A: What does he have?

B: He has a jelly bean.

A: What color is it?

B: It's yellow.

Fun Activity

At the lower right-hand corner of p. 33, count how many yellow jellybeans there are among the other jellybeans. Then draw a circle on the yellow jellybeans. And let's talk like this.

A: How many yellow jelly beans are there?

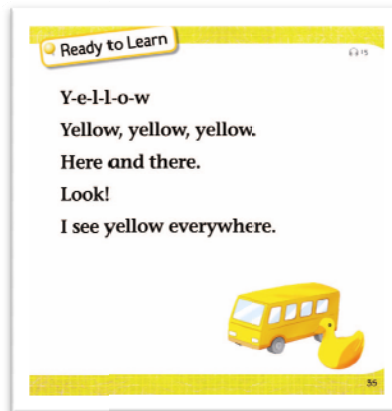
B: There are four.

A: Draw a circle on the yellow jelly bean.

B: I will.

p34

Key Points



Look around and find yellow things.

Talking Together

Find yellow things and circle them, and then talk about the picture. Ask and answer as shown below.

A: What color is the bus?

B: It's yellow.

A: What color are the socks?

B: The socks are yellow.

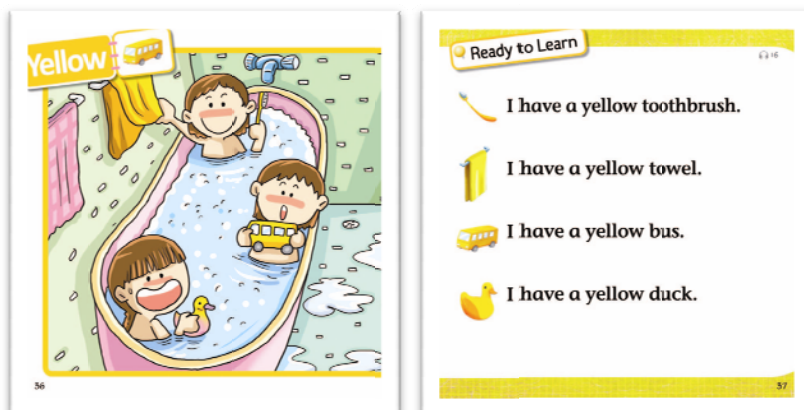
Fun Activity

Draw yellow fruits on white paper. After drawing and coloring, make sentences using *I like~* or *I don't like~*.

- ▶ I like yellow bananas.
- ▶ I like yellow mangos.
- ▶ I don't like yellow lemons.
- ▶ I don't like yellow melons.

p36

Key Points



Practice the sentence [I have a yellow~] using *yellow*.

Talking Together

Talk about the picture. Ask and answer as shown below.

A: Where is it?

B: It's the bathroom.

A: What are the girls doing?

B: They are taking a bath.

A: Is there anything yellow in the picture?

B: There is a yellow towel, a yellow bus, a yellow toothbrush, and a yellow duck.

Fun Activity

Let's play the 'Guess What' game using the picture and sentence cards from page 193. The teacher covers one picture card by putting another piece of paper on it. Only show a tiny part of the picture card by moving the paper slightly. At this moment, the sentence cards are spread on the floor. So when the students guess the picture from seeing just a little of it, they pick up the appropriate sentence card and read it aloud. Of course, this activity is flexible and teachers can create their own variations.

p38

Key Points



Sing the chant that is related to yellow. .

Understand yellow exactly and use it in many ways.

Talking Together

Talk about the picture. Ask and answer as shown below. .

A: Where is it?

B: It's Dad's room.

A: Where is the yellow bus?

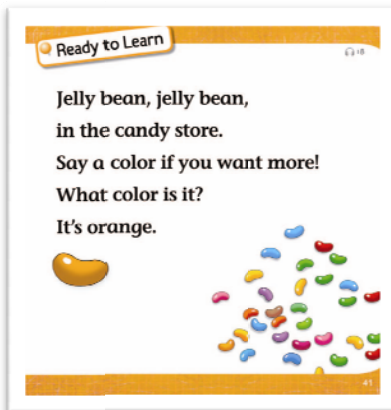
B: It's on the desk.

Fun Activity

Teacher sings the first and second lyric and students sing the third and fourth lyric. The last lyric is taken by the teacher and students together. After singing, you can change the lyrics using the picture cards on page 193. For example, while singing the song, if the teacher picks up the bus and the toothbrush cards, the students have to change the lyrics like 'I have a yellow bus and a yellow toothbrush.'

Orange

Key Points



Recognize the notion of *orange* and can tell it apart from other colors.

Talking Together

Talk about the picture. Ask and answer as shown below. .

A: The woman has a jelly bean. What color is it?

B: It's orange.

A: The woman is wearing an apron. What color is it?

B: It's orange.

A: There is a door handle. What color is it?

B: It's orange.

Fun Activity

At the lower right-hand corner of p. 41, count how many orange jellybeans there are among other jellybeans then draw small triangles on the yellow jellybeans. And let's talk like this.

A: How many orange jelly beans are there?

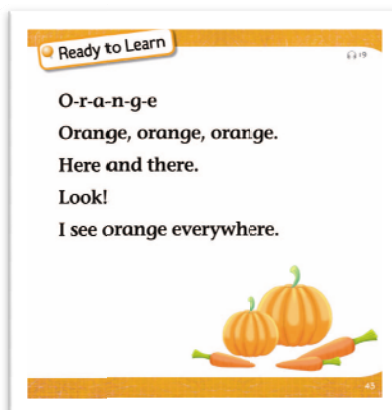
B: There are three.

A: Draw a triangle on the orange jelly bean.

B: Okay.

p42

Key Points



Look around and find orange things.

Talking Together

Find orange things from the picture and make sentences using "I want to buy~."

- . I want to buy orange pumpkins.
- . I want to buy orange carrots.
- . I want to buy orange tomatoes.
- . I want to buy orange oranges.
- . I want to buy orange persimmons.

Fun Activity

Let's make the orange color by mixing red and yellow, which are the colors we learned before. Take out a piece of white paper, a red pencil, and a yellow pencil. (Students can also use watercolor paints or crayons.) First, draw yellow on the paper and draw red over the paper again. Can you guess what color comes out? Let's check! The two colors together become orange. .

- It's easy to make the orange color.
- You can mix red and yellow colors. .

p44

Key Points



Practice the sentence 'I can draw ~' using *orange*.

Talking Together

Talk about the picture. Then ask and answer as shown below. .

A: What do you see in the picture?

B: I see three kids, a table, crayons, pictures, and books.

A: What are the kids doing?

B: They are drawing pictures.

Fun Activity

Let's play the 'Bingo' game. The teacher and students take out one piece of paper each. Then they make a bingo board by drawing four vertical columns and four horizontal rows, which will make 16 cells. Fill the cells by writing the words *tiger*, *pumpkin*, *lollipop*, and *carrot* each four times in four random cells on the board. Students may also draw little pictures of the things if you like. Then do rock-scissors-paper, and have the winner be the Bingo 'caller.' The caller says a word at random, and the rest of the players mark the word in their bingo boards' cells. Continue until the winner shouts 'bingo.' The winner is the first player who can make one vertical or horizontal line of marked cells.

Key Points



- . Sing a chant related to 'orange'.
- . Understand the word 'orange' and expand the concept in various ways.
- . Sing the chant that is related to orange.
- . Understand orange exactly and use it in many ways.

Talking Together

Find orange things from the picture and make sentences.

- . There is an orange tiger on the paper.
- . There is an orange carrot on the paper.
- . There is an orange pumpkin on the paper.
- . There is an orange lollipop on the paper.
- . There is an orange crayon on the table.

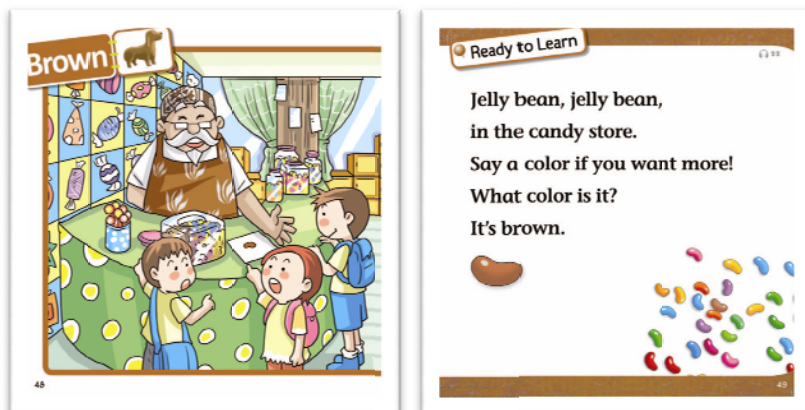
Fun Activity

Let's sing a funny chant using the word 'orange'. Teacher and students

Let's sing a chant and make funny gestures every time the word 'orange' comes up. The teacher and the students take turns setting the movement. For example, the teacher first sets the 'waving hand' gesture for every time the word 'orange' is heard. When 'orange' comes up in the song, everyone should wave their hands. Then, the teacher or students can set the movement to 'sit and stand up', and everybody should 'sit and stand up', whenever 'orange' comes up in the song. You can make this activity funny by including ridiculous or complicated movements. When students get used to this activity, you can expand it to include other words like 'draw'.

Brown

Key Points



Recognize the notion of *brown* and tell it apart from other colors.

Talking Together

Talk about the picture. Ask and answer as shown below.

A: How many people are there in the candy store?

B: There are four people.

A: The old man is wearing an apron. What color is it?

B: It's brown.

A: What is on the paper?

B: There is a brown jelly bean.

Fun Activity

At the lower right-hand corner of page 49, count how many brown jellybeans there are among the other jellybeans and then draw an 'X' on the brown jellybeans. And let's talk like this.

A: How many brown jelly beans are there?

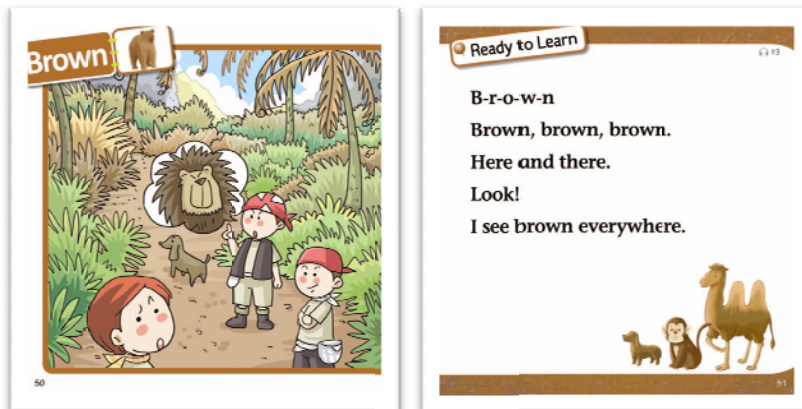
B: There is one.

A: Put an X on the brown jelly bean.

B: I will.

p50

Key Points



Look around and find brown things.

Talking Together

Find brown things from the picture, make sentences and describe them.

- . The trees and bushes are brown.
- . The ground is brown.
- . The brown dog is standing.
- . The boy imagines a brown lion.
- . The boy is wearing a brown vest and brown shoes.

Fun Activity

Play the game called "look around the house and find brown things." The teacher and the students try to find brown things in the house. If a player can't find something in 10 seconds, he/she loses. You can play this game using pictures from a book or a magazine.

- There is a brown jacket/cat/hat/crayon/teddy bear.
- There are brown pants/gloves/buttons.

p52

Key Points



Practice the sentence [I can draw ~] using *brown*.

Talking Together

Talk about the picture. Ask and answer as shown below.

A: What are the kids doing?

B: They are drawing pictures.

A: What are they drawing?

B: They are drawing a brown dog, a brown bear, a brown camel, and a brown monkey.

Fun Activity

Let's do a fun activity using the picture and sentence cards from page 195. The teacher has picture cards and the students have sentence cards. When the teacher sets up four picture cards at random, the students set up the sentence cards in order of the pictures. Then students read the sentences in order. After one round of play, you can switch roles.

p54

Key Points



Sing the chant that is related to brown.

Understand brown exactly and use it in many ways.

Talking Together

Describe the animals from the book. After that, do a quiz. The teacher describes each animal, but in the form of a riddle. Students can answer the riddles.

- . It has four legs. It says, "Woof, woof." What is it?
- . It is big and heavy. You can see this animal at the zoo. Teddy bears look like this animal. What is it?
- . It has a long neck. It has one or two humps on its back. It lives in the desert. What is it?
- . It has a long tail. It climbs and jumps well. It likes bananas.

Fun Activity

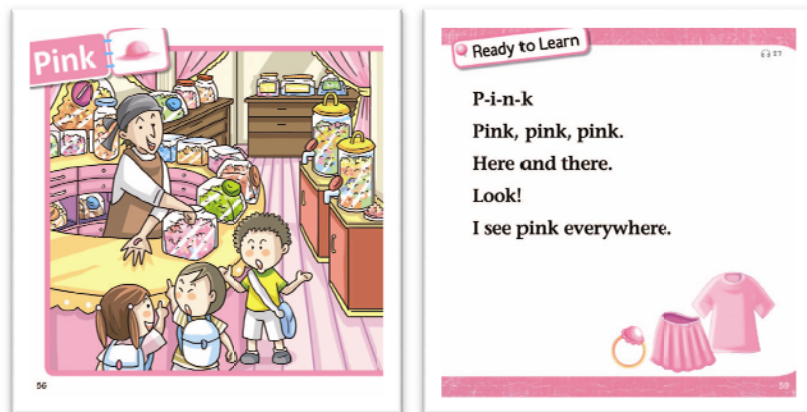
Let's draw animals with a brown pen or crayon on white paper. For instance, draw a hippo, a deer, a kangaroo, a cat, and so on. Then change the lyrics of the chant.

- I can draw a brown hippo and a brown deer.
- I can draw a brown kangaroo and a brown cat.

p56

Pink

Key Points



Recognize the notion of *pink* and tell it apart from other colors.

Talking Together

Talk about the picture. Ask and answer as shown below.

A: We can see many pink things. Let's say what is pink.

B:

- Jelly beans in the jar are pink.

- The jellybean in the palm is pink.
- The girl's T-shirt is pink.
- The curtains are pink.
- The floor is pink.

Fun Activity

At the lower right-hand corner of page 57, count how many pink jellybeans there are among the other jellybean. Then draw a 'heart' on the pink jellybeans. And let's talk like this.

A: How many pink jelly beans are there?

B: There are three.

A: Draw a heart on the pink jelly bean.

B: OK.

p58

Key Points



Look around and find the pink things.

Talking Together

Find pink things from the picture, make sentences and describe them.

- . The castle is pink.
- . The girl's T-shirt is pink.
- . The girl's skirt is pink.
- . The doll's dress is pink.

Fun Activity

Let's make the pink color by mixing red and white. Take out a piece of white paper, and a red and a white colored pencil. (Students can also use watercolor paints or crayons.) First, draw white on the paper and then draw red over the paper again. Can you guess what color comes out? Let's check. The two colors together become pink.

► Red plus white makes pink.

p60

Key Points



Practice the sentence [I have a pink ~] using *pink*.

Talking Together

Talk about the picture. Ask and answer as shown below..

A: Where are they?

B: They are in the room.

A: The girl is wearing a T-shirt. What color is it?

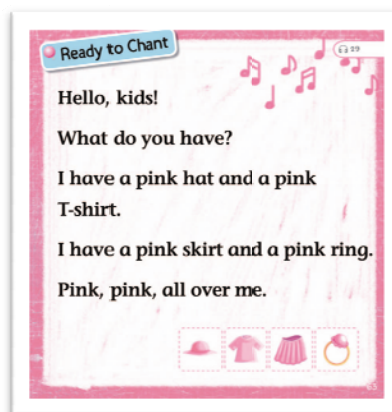
B: It's pink.

Fun Activity

Let's do a fun activity using the picture and sentence cards from page 197. The teacher has the picture cards and the students have the sentence cards. When the teacher shows a picture card, students should pick up the matched sentence card and read it loudly. After matching four cards, you can switch roles with the students.

p62

Key Points



Sing the chant that is related to pink.

Understand pink exactly and use it in many ways.

Talking Together

Describe the clothing the characters in the picture are wearing.

- . One boy is wearing a pink T-shirt and pink pants.
- . The other boy is wearing a pink T-shirt and a pink hat.
- . The girl is wearing a pink skirt and a pink ring.

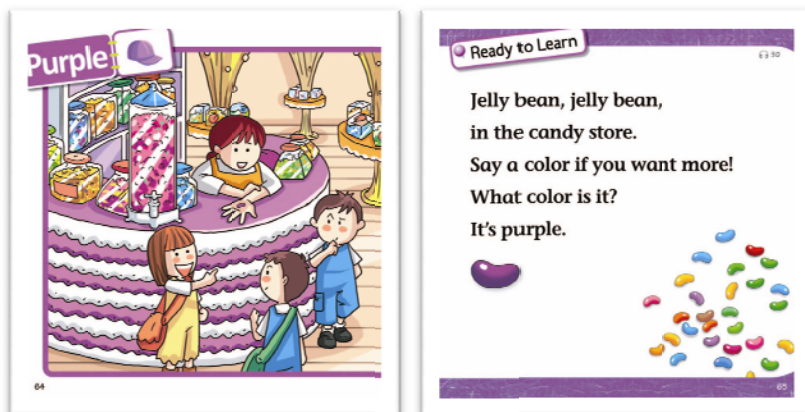
Fun Activity

Let's sing a chant and make gestures for the words we learned. For example, when the word 'hat' comes up in the lyrics, you should pretend to wear a hat. And when T-shirt comes up, you pretend to put on a T-shirt. You can go on with 'ring' and 'skirt.' First, listen to the CD and do it. Then do it yourself. When you get used to this game, try to sing faster and faster. The one who forgets the motion or does it too late loses.

Purple

p64

Key Points



Recognize the concept of *purple* and tell it apart from other colors.

Talking Together .

Talk about the picture questioning and answering as follows.

A: What do you see in the picture?

B: There are many jelly beans in the jars. There are three kids and a woman.

A: What does the woman have?

B: She has a jelly bean.

A: What color is it?

B: It's purple.

Fun Activity

At the lower right-hand corner of page 65, count how many brown jellybeans there are among the other jellybeans and then circle the brown jellybeans. And let's talk like this.

A: How many purple jelly beans are there?

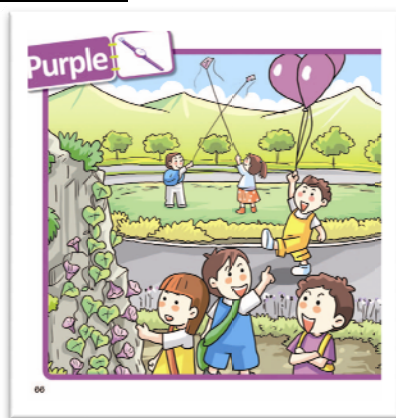
B: There are two.

A: Draw a circle on each purple jelly bean.

B: Okay.

p66

Key Points



Look around and find purple things.

Talking Together

Find purple things from the picture, make sentences and describe them.

- . There are two purple kites.
- . There are three purple balloons.
- . There are many purple flowers.
- . The boy is wearing a purple T-shirt.

Fun Activity

Let's make purple by mixing red and blue. Take out a piece of white paper, and red and blue colored pencils. (Students can also use watercolor paints or crayons.) First color the paper red, and then draw in blue over the red color. Can you guess what color comes out? Let's check! The red and blue colors mix together and become purple.

- Red plus blue makes purple.

p68

Key Points



Practice the sentence [I have a purple ~] using *purple*.

Talking Together

Talk about the picture. Ask and answer as shown below. .

A: Where is it?

B: It's the park.

A: Find the purple things in the picture.

B: There are a purple shirt, a purple cap, a purple watch, and purple pants.

'hat' represents the round-brimmed hat, 'cap' represents the front brim hat.

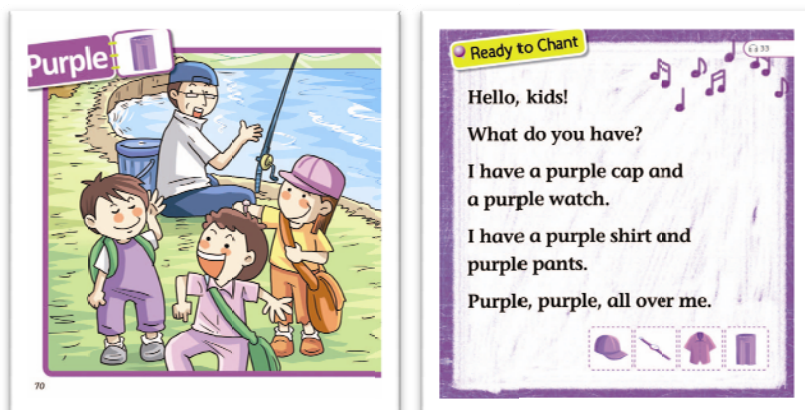
Fun Activity

Using the flashcards on page 197, play the game called "Simon Says." Spread the four cards on the floor. If teacher makes an order after saying "Simon says," the student will follow the order. However, if the teacher makes an order without saying "Simon Says," the students should not follow the order. Students get one point when they follow an order correctly. But they get minus one point if they follow an order without the "Simon Says" added to it.

- ▶ Simon says, "Pick up a purple cap."
- ▶ Simon says, "Wear a purple cap."
- ▶ Simon says, "Turn a purple cap over."

p70

Key Points



Sing the chant that is related to purple.

Understand purple exactly and use it in many ways.

Talking Together

Talk about the picture. Ask and answer as shown below. .

A: What is the man doing?

B: He is fishing.

A: What does one boy have?

B: He has purple clothes.

A: What does the other boy have?

B: He has a purple shirt and purple pants.

A: What does the girl have?

B: She has a purple cap and a purple watch.

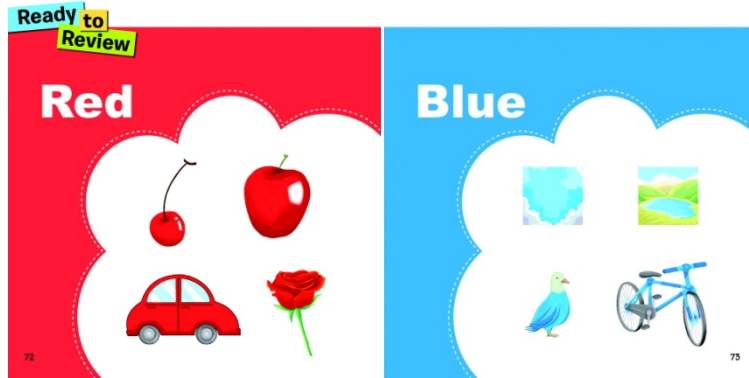
Fun Activity

Prepare the picture card- hat, T-shirt, skirt, ring in *pink* part. And prepare the picture cards *cap*, *watch*, *shirt*, and *pants* in the *purple* part. Turn the eight cards upside down and then take turns picking up a card. After that, make a sentence using 'I have (a) pink/purple~' and mimic it. If you do it correctly, you can keep the card. If not, turn the card upside down again. Continue until all of the cards are gone. The one who got the most cards in the game wins.

Red/Blue

p72

Key Points



Review the concept of red and blue and then review the words for each color.
Make sentence structure [I see ~].

Let's Read

While listening to tracks 04 and 08 on the CD, let's review the sentences students learned before.
At the first time, let students follow the CD and then read the sentences by themselves while looking at the pictures without the CD.

Color	Words	Sentences
red	cherry	I see a red cherry.
	car	I see a red car.
	apple	I see a red apple.
	rose	I see a red rose.
blue	sky	I see a blue sky.
	lake	I see a blue lake.
	bird	I see a blue bird.
	bike	I see a blue bike.

Let's Chant

While listening to tracks 05 and 09 on the CD, let's review the chants students learned before.
First, let students follow the CD and sing along. Then, students can sing the chants by themselves while looking at the pictures without listening to the CD.

Hello, kids!

What do you see?

I see a red cherry and a red car.

I see a red apple and a red rose.

Red, red, all around me.

Hello, kids!

What do you see?

I see a blue sky and a blue lake.

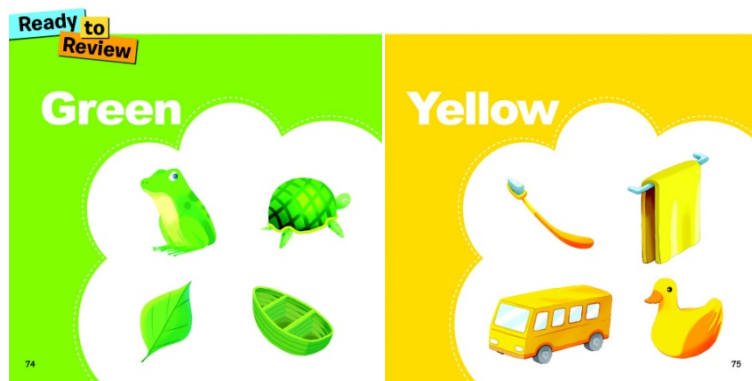
I see a blue bird and a blue bike.

Blue, blue, all around me.

Green/Yellow

p74

Key Points



Review the concept of green and yellow then review the words in each color.

Make sentence structure [I have ~].

Let's Read

While listening to tracks 12 and 16 on the CD, let's review the sentences students learned before.

First, students can follow the CD. Then, they can look at the pictures and read the sentences by themselves without the CD. .

Color	Words	Sentences
green	frog	I have a green frog.
	turtle	I have a green turtle.
	leaf	I have a green leaf.
	boat	I have a green boat.
yellow	toothbrush	I have a yellow toothbrush.
	towel	I have a yellow towel.
	bus	I have a yellow bus.
	duck	I have a yellow duck.

Let's Chant

While listening to tracks 13 and 17 on the CD, let's review the chants students learned before.
First, students can follow the CD and sing along. Then, they can look at the pictures and sing the chants by themselves without listening to the CD.

Hello, kids!

What do you have?

I have a green frog and
a green turtle.

I have a green leaf and
a green boat.

Green, green, all around me.

Hello, kids!

What do you have?

I have a yellow toothbrush
and a yellow towel.

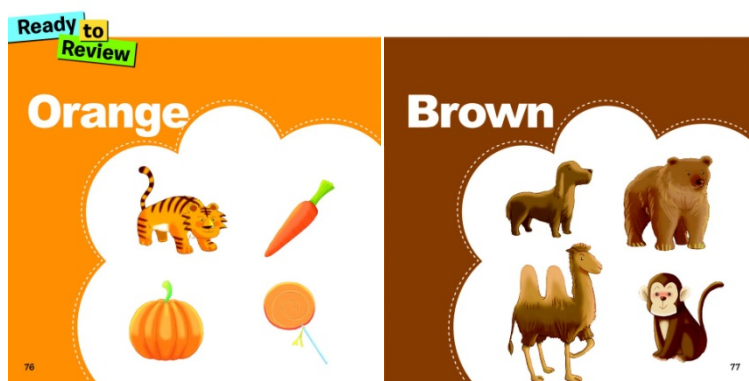
I have a yellow bus
and a yellow duck.

Yellow, yellow, all around me.

Orange/Brown

p76

Key Points



Review the concept of orange and brown, and then review the words in each color.
Make the correct sentence structure [I can draw ~].

Let's Read

While listening to tracks 20 and 24 on the CD, let's review the sentences students learned before. First, students follow the CD and read. Then they can look at the pictures and read the sentences by themselves without the CD.

Color	Words	Sentences
orange	tiger	I can draw an orange tiger.
	carrot	I can draw an orange carrot.
	pumpkin	I can draw an orange pumpkin.
	lollipop	I can draw an orange lollipop.
brown	dog	I can draw a brown dog.
	bear	I can draw a brown bear.
	camel	I can draw a brown camel.
	monkey	I can draw a brown monkey.

Let's Chant

While listening to tracks from 22 to 25 on the CD, students can review the chants students learned before. First, let students follow the CD and sing along. Then students look at the pictures and sing the chants without the CD.

Hello, kids!

What can you draw?

I can draw an orange tiger
and an orange carrot.

I can draw an orange pumpkin
and an orange lollipop.

Orange, orange, all around me.

Hello, kids!

What can you draw?

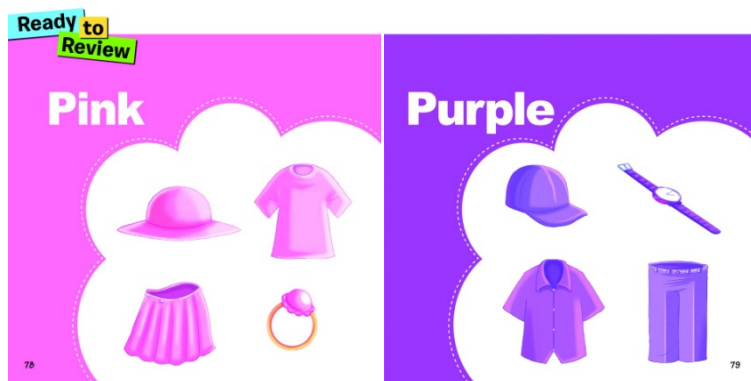
I can draw a brown dog
and a brown bear.

I can draw a brown camel
and a brown monkey.

Brown, brown, all around me.

Pink/Purple

Key Points



Make sure of notion of pink and purple and then review the words in each color.
Make sentence using ' I have ~ '.

Let's Read

Listening CD28 and 29 tracks, let's review the sentences students learned before. At the first time, let students follow the CD then read the sentences by themselves with looking at the pictures without CD.

Color	Words	Sentences
pink	hat	I have a pink hat.
	T-shirt	I have a pink T-shirt.
	skirt	I have a pink skirt.
	ring	I have a pink ring.
purple	cap	I have a purple cap.
	watch	I have a purple watch.
	shirt	I have a purple shirt.
	pants	I have purple pants.

Let's Chant

While listening to tracks 29 and 33 on the CD, let's review the chants students learned before. First, let students follow the CD and sing along. Then students can look at the pictures and sing the chants without the CD.

Hello, kids!

What do you have?

I have a pink hat and a pink
T-shirt.

I have a pink skirt and
a pink ring.
Pink, pink, all over me.

Hello, kids!
What do you have?
I have a purple cap and
a purple watch.
I have a purple shirt and
purple pants.
Purple, purple, all over me.