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مرجع زبان ایرانیان

LET'S
BEGIN

1

LET'S GO

5th
Edition

TEACHER'S PACK

Classroom Presentation Tool

Teacher's Guide

Teacher's Resource Center



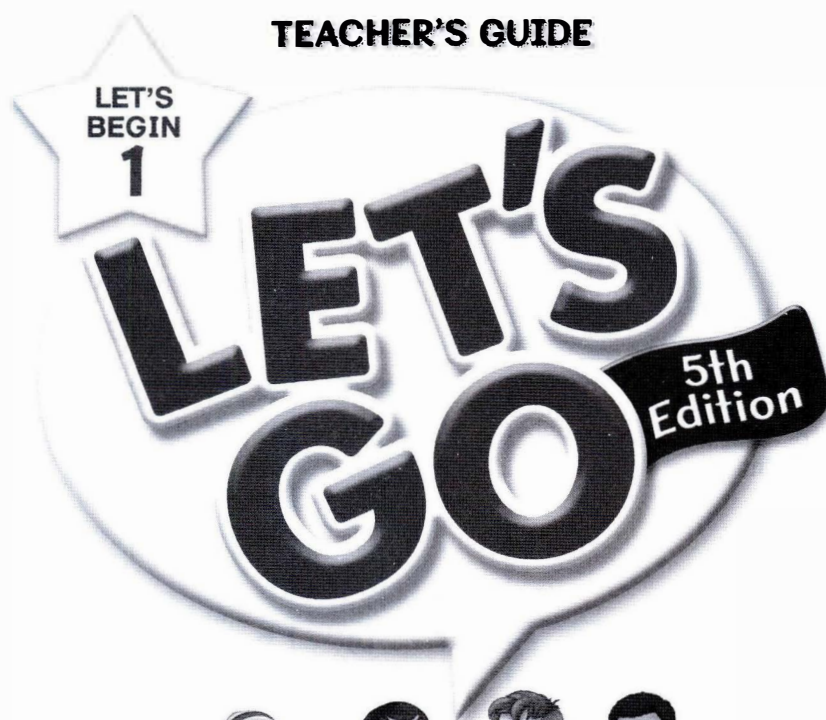
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TEACHER'S GUIDE



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این مجموعه با لوگوی مرجع زبان ایرانیان به صورت نشر بر خط و حامل به ثبت رسیده است. به ثبت رسیده است. کپی برداری از آن خلاف شرع، قانون و اخلاق است و شامل پیگیری خواهد شد.

Let's Begin 1 Syllabus

Let's Get Ready!

The Vowels: AEIOU

The EE Group: CGBDPTVZ

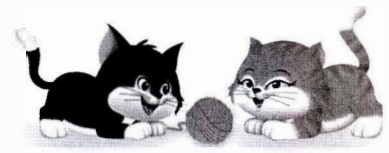
The EH Group: FLMNSX

The EI Group: JK

The Mixed Group: HQRWY

Lesson	Let's Learn	Let's Talk
1	Aa Andy ant, alligator, apple The A Chant	Language: Hi, Andy! Hello!
2	Ee Eddie elbow, egg, elephant The E Chant	Language: What's your name? I'm Eddie.
3	Ii Isabel ink, igloo, insect The I Chant	Language: Hi! How are you? I'm fine.
4	Oo Oliver octopus, omelet, ostrich The O Chant	Language: What is it? It's a ball. Toys: book, ball, jump rope, doll
5	Uu Uncle Jim umpire, umbrella, upside down The U Chant The A-E-I-O-U Song	Language: What is it? It's a balloon. Toys: balloon, bicycle, cap, bat
6	Cc Carol car, cat, candy The C Chant	Language: Let's count! OK! 1! Numbers: 1, 2, 3, 4, 5
7	Gg Gail girl, gorilla, game The G Chant	Language: Let's count! OK! 6! Numbers: 6, 7, 8, 9, 10

Lesson	Let's Learn	Let's Talk
8	Bb Beth boy, bird, bag The B Chant The B-C G-C Song	Language: How many? 7!
9	Dd David dog, desk, dinosaur The D Chant	Language: How old are you? I'm 7.
10	Pp Peter peach, pencil, picture The P Chant The D-G P-G Song	Language: What are they? They're eggs. Plurals: eggs, pencils, pictures, peaches
11	Tt Tom table, telephone, TV The T Chant	Language: What are they? They're cars. Plurals: cars, apples, dinosaurs, books
12	Vv Vicky volcano, vest, violin The V Chant	Language: What color is it? It's blue. Colors: red, blue, yellow, green, orange
13	Zz Zack zebra, zero, zipper The Z Chant The T-V Z-V Song	Language: What color is it? It's purple. Colors: pink, purple, black, brown, white
14	Ff Fay finger, foot, fan The F Chant	Language: What shape is it? It's a circle. Shapes: a circle, a square, a triangle, a rectangle



Lesson	Let's Learn	Let's Talk
15	Ll Luke lamb, lemon, lion The L Chant	Language: What shape is it? It's a star. Shapes: a star, a diamond, a heart, an oval
16	Mm Mary moon, man, monkey The M Chant The F-L-M Song	Language: Good morning! Good night!
17	Nn Nina nut, notebook, nest The N Chant	Language: Thank you! You're welcome.
18	Ss Scott sandwich, seesaw, sun The S Chant	Language: This is my body. Body: body, head, face, mouth
19	Xx Mr. X X-ray, box, fox The X Chant The N-S-X Song	Language: These are my eyes. This is my nose. Body: eyes, ears, nose, fingers
20	Jj Jenny jam, juice, jet The J Chant	Language: These are my arms. Body: arms, hands, legs, feet
21	Kk Kate kitten, kite, kangaroo The K Chant	Language: This is my left hand. This is my right foot. Body: left, right, hand, foot

Lesson	Let's Learn	Let's Talk
22	Hh Henry hat, horse, house The H Chant The J-K-H Song	Language: Touch your shoulders. Body: shoulders, elbows, knees, toes
23	Qq Quinn queen, quilt, question The Q Chant	Language: Ouch! I hurt my knee. Body: knee, nose, head
24	Rr Roger rocket, rabbit, radio The R Chant The Q-R Song	Language: Let's go! OK! Directions: up, down, turn around, in, out
25	Ww Wendy water, watch, woman The W Chant	Language: I can run. Actions: run, skip, walk, jump
26	Yy Yolanda yak, yarn, yo-yo The Y Chant The W-Y Song	Language: I can swim. Actions: swim, hop, dance, sing
27	The Alphabet The Alphabet Song	
28	Goodbye!	Language: Goodbye! See you later! The Goodbye Song

Introduction

The Philosophy Behind Let's Go

Let's Go is an eight-level course designed for children learning English for the first time. The themes and situations throughout the books are universal to children everywhere.

Let's Go emphasizes communication within a carefully controlled grammatical syllabus. Beginning with the first lesson, students are provided with a variety of activities that focus on interactive communication. The activities gradually increase in difficulty. Students are regularly presented with new vocabulary and structures so that they have adequate language to communicate with at each new level.

Students are encouraged to communicate with one another from the start, first in groups and then in pairs once they have developed sufficient confidence and familiarity with the language. This pairwork is crucial, since it is here that students really communicate with one another in situations most closely resembling life outside the classroom.

The lessons in *Let's Go* incorporate techniques from several methods that have been repeatedly proven successful in teaching English to children, including the MAT (Model, Action, Talk) Method, TPR (Total Physical Response), Functional Approach, Communicative Approach, Audio-Lingual Approach, and Grammatical/Structural Approach.

About the Series

Both the *Let's Begin* series and Student Book 1 are entry points for *Let's Go*. The *Let's Begin* series is for students with no formal English instruction. Student Book 1 is for students who may have had an introduction to some simple English vocabulary and English letters. Subsequent levels build on and recycle language and vocabulary from previous levels.

About Let's Begin 1

Let's Begin 1 is a pre-reading level for young students who have never had formal instruction in English. Students learn to recognize capital letters, lowercase letters, and initial letter sounds. *Let's Begin 1* focuses on the development of basic oral language through simple functional dialogues and question-and-answer patterns. Vocabulary is developed in two ways. Students learn words

that reinforce the letter sounds in the Let's Learn alphabet lesson, and words that relate to a specific topic in the Let's Talk topic lesson. Language structures covered include the simple present tense of the verb *to be*; singular and plural forms of nouns; action verbs like *touch*, *run*, *walk*, and *jump*; and functional expressions like *hello* and *good morning*. Topics covered include the numbers 1–10, colors, shapes, animals, toys, and parts of the body.

Organization of Let's Begin 1

Let's Begin 1 organizes the entire alphabet into sound groups based on Ritsuko Nakata's MAT Method (p. 10). Each lesson focuses on one letter of the alphabet. Vowels are taught first since they are the most used letters and are found in every English word. Consonants are taught next in four sound groups (the EE Group, the EH Group, the EI Group, and the Mixed Group).

Let's Get Ready introduces students to the four sound groups and all 26 letters of the alphabet. Each of the following 28 lessons (except Lesson 27) consists of a Let's Learn page and a Let's Talk page.

Each page focuses on a specific purpose in language development:

Let's Learn builds awareness of language and letter sounds by introducing one new character's name and three new words, followed by an animated chant video that helps students memorize the sounds the letters stand for. Students play **Find the Hidden Letter** to practice letter discrimination.

Let's Talk builds functional fluency by introducing multiline expressions, functional dialogues, and question-and-answer patterns on topics such as numbers, colors, shapes, animals, toys, and parts of the body. Students play **Find the Hidden Object** to review vocabulary learned in Let's Learn.

The Can-Do Activity at the end of each lesson is a fun, collaborative activity focused on the lesson objectives and accessed on the Student Book Classroom Presentation Tool. After completing the activity successfully, students can check the boxes in their Student Book. The same titles are used in the Workbook to help teachers and students identify corresponding pages for homework and extra practice assignments. Additional teaching materials can be found on the Teacher's Resource Center.

Lesson Planning Guidelines

A lesson plan with specific goals and objectives should be developed for every lesson taught. It is always better to overplan and have more activities than you need, as the same activity will not always work equally well with all groups of students, and unexpected situations may call for flexibility in class. Use various types of activities to appeal to the different learning styles of your students.

Every lesson activity, drill, or game in the *Let's Begin 1* Teacher's Guide has a purpose in advancing language proficiency. For example, the warm-up activity at the beginning of each lesson serves two purposes — it helps activate students' English when coming from a non-English environment, and it reviews previously learned language, letters, and sounds that will be built on in the lesson.

The Teacher's Guide pages for each lesson contain suggested activities, explanations of potential problem areas, and tips for teaching each specific language point. Activities can be replaced with others from appropriate sections to suit the needs of your class.

Generally, students keep their books closed during the presentation of new language, letters, and sounds so they can focus on hearing and understanding the language before seeing it on a page. After the closed-

book presentation, students open their books and listen to the audio, watch the video, and do the exercises for that lesson. Finally, students close their books to focus on communicating with their classmates during the suggested games and activities.

Time Guidelines

In general, once the new language is presented, the majority of class time should be spent on practicing it in groups and in pairs. Approximately 10% of your time should be spent on warm-up activities, 30–40% on presenting the language with books closed, 20% practicing the language with books open, and another 30–40% on practicing the language with games and activities.

Pacing

The pacing of a language class for children must be lively. To maintain the students' interest, activities should be changed every five to seven minutes, or whenever the students' interest starts to wane. It is much better to stop an activity while the children are still involved in it than to wait until they are no longer interested. Favorite activities can always be used again later. This also holds true for drills and practices, which should be done at a challenging pace to establish natural English rhythm and intonation.

Let's Go Icons



Class Audio



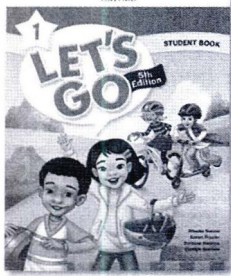
Songs and Chants



Video

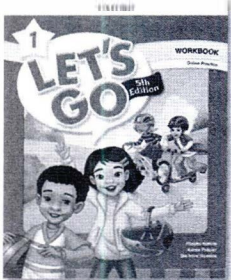


Can-Do Activity



Student Book

- Can-do statements provide lesson-by-lesson assessment for learning
- Songs, chants, and videos provide lively language learning



Workbook with Online Practice

- Reading and writing practice provide language reinforcement
- Fun activities based on Student Book lessons help consolidate letter recognition and phonics knowledge

NEW Online Play

- Fun and engaging videos, audio, and resources for students to use at home
- www.oup.com/elt/letsgo



Teacher Cards

- Large format, two-sided cards with letters, numbers, shapes, and colors for literacy learning
- Useful for presenting new vocabulary, assessing student knowledge, and playing group games



Class Audio CDs

- The full audio program for the Student Book, including songs and chants

TEACHER'S PACK

NEW Classroom Presentation Tool

- Student Book Classroom Presentation Tool with embedded audio, videos, and can-do activities to reinforce lessons and keep students engaged
- Workbook Classroom Presentation Tool for extra in-class practice

Teacher's Guide



- Easy-to-follow activities to present, practice, and reinforce new language
- Suggestions for class, small-group, or pair arrangements
- Audio scripts for language and conversations on videos and Class Audio CDs at point of use

NEW Teacher's Resource Center

- Online Practice
- Student Cards, Picture Cards, and Word List
- How-to guides for teaching techniques
- Animated song and chant videos
- Song, chant, and video scripts
- Class audio
- Syllabus
- Certificates

Online Practice for Students and Teachers

Access codes included in the Workbook with Online Practice and Teacher's Pack. Visit <https://letsgo5e.oxfordonlinepractice.com>.

- Interactive activities for every lesson
- Automatic scoring and gradebook
- New trophy room
- Assessment, video, audio, and other classroom resources

Classroom Presentation Tool

- Engage your students in a blended learning classroom with digital features that can be used on your tablet or computer and connected to an interactive whiteboard or projector.
- Play audio and video at the touch of a button. Use the highlight and zoom features to focus students' attention. These easy-to-use tools mean lessons run smoothly.
- Complete activities as a class, and grade the answers as you go.
- Take your Classroom Presentation Tool with you, and plan your lessons online or offline, across your devices. Save your weblinks and notes directly on the page — all with one account.

Zoom in to focus your students' attention on a single activity.

Play audio and video at the touch of a button.

Speed up or slow down the audio to tailor lessons to your students' listening level.

The screenshot shows a lesson page titled "Lesson 3 A Spider! Help!". It includes a navigation sidebar on the left, a main content area with various activities, and a zoomed-in view of a "Look and write" activity. The zoomed-in activity shows a garden scene with three potted plants and a spider. Below the image are four numbered blanks for identification: "1 It's a butterfly.", "2 It's a _____.", "3 It's a _____.", and "4 It's an _____.". To the right of the zoomed-in view is a play button icon. Below the zoomed-in view is an audio player interface with a volume slider set to 100% and a play button.

Save your weblinks and other notes for quick access while teaching. Use one account across your devices so that you can plan your lessons wherever you are.

Work on pronunciation in class: record your students speaking, and compare their voices to the course audio.

The screenshot shows the same lesson page as above, but with a note-taking feature overlaid. A text box with a "Done" button and a "www.oup.com" link is visible. Below the note-taking feature is a play button icon. At the bottom of the screen, there is a "Save" button and a "128 / 128" indicator.

Unit Walk-Through

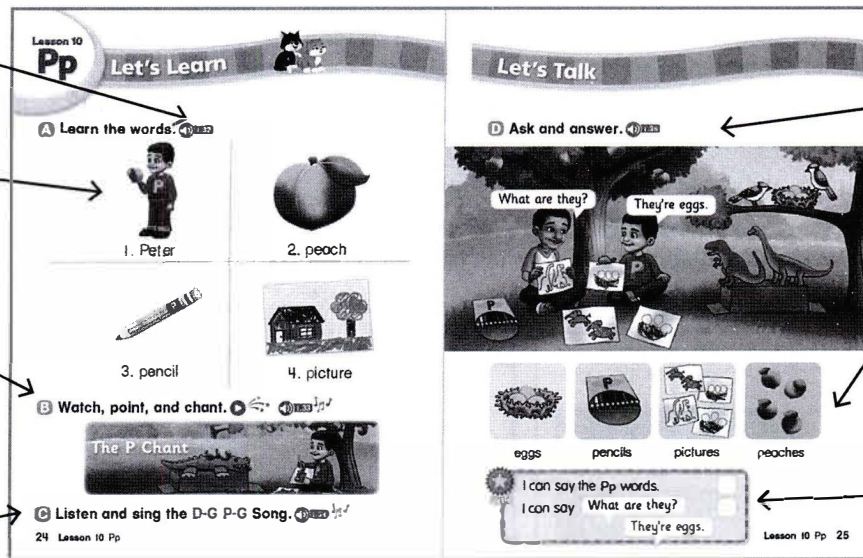
Let's Learn/Let's Talk

CD track numbers make finding the audio easy

Key names and vocabulary with the target sound highlighted in its group color

Fun, animated phonics chant videos for phonemic awareness and pronunciation

Songs reinforce phonemic similarities in sound groups



Question-and-answer and sentence patterns modeled in context of a scene

Additional high-frequency vocabulary to help students with language substitution

Can-Do Activities on the Student Book Classroom Presentation Tool help teachers evaluate progress and assess the need for further practice

Student Book pages 24–25

Let's Learn: Student Book page 24

Warm up

- Start the lesson with a review activity, song, or chant to review previously learned letters, vocabulary, and language patterns that will be built upon in this lesson. This will start the class on a positive note since students are using familiar language.

Pre-teach Language

1. Use Teacher Cards to introduce capital and lowercase letters and their sounds before students open their books so that they become familiar with the target letters orally before seeing them on the page.
2. Use **Which Letter?** (p. 15) to help students recognize the difference between capital and lowercase letters.
3. Introduce the letter sound. Pronunciation tips show how the mouth is formed to make the target sounds.
4. Write the capital and lowercase letters on the board. Point to the letters and model the sounds. Students repeat.
5. Use **Which Sound?** (p. 15) to help students practice saying the letters.

6. Write the letters on the board, and count or describe the strokes as you write. Then face the same direction as the students and write the letters again in the air. Students follow your model and trace the letters in the air with their fingers. Finally, have students trace the letters in the air with their eyes closed.

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 11.

1. **Find the Hidden Letter** (p. 18). Have students point to the letter in the picture and say the letter's name.
2. **Listen and point.** Play the audio and have students point to the appropriate pictures.
3. **Listen and repeat.** Play the audio again and have students repeat.
4. Play **Show Me** (p. 19) with the vocabulary words.

B Watch, point, and chant.

See *Teaching with Video*, Teacher's Guide page 13, and *How to Use Songs and Chants*, Teacher's Guide page 12.

1. **Introduce the video.** Have students look at the picture and name the things they know.
2. **Play the video or Class Audio CD.** Have students watch and listen.

3. **Listen and repeat.** Model the chant while students clap to keep the beat. Then say each line and have students repeat. Add lines until students can do the chant.
4. **Play the video again.** Have students chant along.
5. **Write the letter.** Write the letter on the board and count or describe the strokes as you write. Write the letter in the air and have students follow your model. Have students trace it again with their eyes closed.

C Listen and sing.

1. **Play and listen.** Play the song. Display Teacher Cards for the letters, and point to the correct letters as you hear them.
2. **Practice the rhythm.** Model the chant while students clap to keep the beat. Then say each line and have students repeat. Build by adding lines until students can sing the song.
3. **Sing the song.** Play the song and have students sing along. Then divide the class into groups. Assign each student (or group of students) a letter, and have students stand up when they hear their letter in the song.

Games and Activities

- Use the suggested games or activities to practice the new letters, vocabulary, and language patterns.

Let's Talk: Student Book page 25

Warm up

- Start the lesson with a review activity, song, or chant to review previously learned language that will be built upon in this lesson.

D Ask and answer.

See *Teaching Conversation*, Teacher's Guide page 11.

1. **Find the Hidden Object** (p. 14). Have students point to the objects in the picture and say the objects' names. Review vocabulary from the previous lesson.

2. **Model the conversation.** Direct students' attention to the pattern on the Let's Talk page. Model the conversation as you point to each word.
3. **Listen and point.** Play the audio. Have students listen as you point to each word.
4. **Listen and repeat.** Play the audio again and have students repeat, focusing on natural intonation, rhythm, and speed.
5. **Practice in pairs.** Have students practice the conversation in pairs.
6. Play **Chain Drill** (p. 14) to help students practice the conversation.

I can say the Pp words.

See *Teaching with Can-Do Statements*, Teacher's Guide page 13.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups. Monitor their progress. If students are able to complete the task, have them check the *I can* _____ boxes in the Student Book. If students are unable to complete the task, refer to the Games and Activities section and the Additional Resources section for further support. Use the Workbook Classroom Presentation Tool for further teacher-led practice activities.

Games and Activities

- Use the suggested games or activities to practice the new letters, vocabulary, and language patterns.

Additional Resources

Workbook
Online Practice

TEACHING SOUNDS

The MAT Method

The MAT Method stands for Model (M), Action (A), and Talk (T). This method, developed by Ritsuko Nakata and based on extensive classroom experience, allows students to learn more English in less time. Its systematic approach allows consistency and continuity in teaching and learning. It applies a unique drill, repetition, and review technique so that students master each lesson.

Teachers are encouraged to present language at a natural speed so that students can speak naturally and understand native speakers. Teachers model the new language and often combine it with actions to aid comprehension. Students practice the language in a variety of brief, intense drills. Once students are able to produce the new language confidently, they use the language to talk to each other in meaningful contexts. Talking includes being able to ask and answer questions, give personal opinions, give information about something, or react to what someone is saying.

The MAT Method incorporates the belief that teaching is an act of communication. The teacher can show how to communicate in a foreign language in these ways:

- The teacher should speak English in class as much as possible.
- The teacher should avoid asking all the questions without getting the students to ask, as well.
- The teacher must avoid always taking the lead so that students end up simply repeating or otherwise not initiating conversations on their own.
- The teacher must encourage students to speak to each other actively in all four forms — asking, answering, telling (saying something first, not just repeating after the teacher), and talking.

The Alphabet

In *Let's Begin 1*, the alphabet is organized by and taught in sound groups. Students learn the pronunciations of the five short vowels and the sounds of the consonants (in their initial positions in words). The short vowels are taught first. Each vowel sound is introduced with a gesture that resembles the mouth when making the sound. By connecting the sound with a physical movement, students are better able to remember

the sound accurately, and teacher correction can be simplified by showing the gesture.

- /a/: Spread your hands out to both sides. This signals that students should spread their mouths when saying the sound.
- /e/: Move both hands to the front, keeping your elbows straight. The mouth is more relaxed than in /a/.
- /i/: Bend your elbows so that your arms and hands are straight up. Be sure to say the sound lightly so that you are not making a long /ee/ sound.
- /o/: Spread your arms out so that the palms of your hands are facing each other. Then separate them so that one arm is high and the other is low. Make sure students notice that their jaws also drop in this manner to produce the sound.
- /u/: From the short /o/ position, bring your palms together so that they are about three inches apart. Keep your elbows straight. Keep the mouth and tongue relaxed when making this sound.

Phonics Math

The consonants are divided into four sound groups based on letter name:

- **The EE Group:** This group is colored blue and includes the letters *b, d, p, t, v,* and *z*, because the letters end with the long /ee/ sound (as in *bEE*). This group also includes the letters *c* and *g*, which are colored light blue and are taught with their hard sounds, /k/ and /g/.
- **The EH Group:** This group is colored green and includes the letters *f, l, m, n, s,* and *x*, because the letters start with the /eh/ sound (as in *EHf*).
- **The EI Group:** This group is colored orange and includes the letters *j* and *k*, because the letters end with the /ei/ sound (as in *jEI*).
- **The Mixed Group:** This group is colored purple and includes the letters *h, q, r, w,* and *y*. The letters do not share a common sound.

Students can learn each letter's sound through the sound subtraction system called Phonics Math:

$$bEE - EE = /b/$$

By teaching letters with similar sounds together in sound groups, students can recall the phonetic sounds of the consonants more easily.

TEACHING CONVERSATION

In teaching conversation, the goal is for students to first become fluent using language, and then to focus on becoming accurate with it. Let's Talk introduces useful phrases (greetings, introductions, etc.) in functional conversations. First, students listen to the entire conversation, which introduces the language in context. Then they focus on pattern substitutions.

TEACHING VOCABULARY

Two kinds of vocabulary are presented in *Let's Begin 1*. The first is alphabet vocabulary. Alphabet vocabulary, which often includes words that begin with the target letter, is taught on the Let's Learn pages. The use of words is intended to help students remember the pronunciation of the various vowels and consonants. These words appear occasionally on the Let's Talk pages throughout the book. With this technique, vocabulary is recycled in a fun way.

The second kind of vocabulary is topic vocabulary. These words are presented in the context of a sentence or question-and-answer pattern (e.g., *What shape is it? It's a star.*) in the Let's Talk activities. Students also learn the vocabulary to talk about many other shapes (*circle, triangle, square, diamond, heart*, etc.). Topic vocabulary increases the productivity of each new pattern. It also allows for recycling by combining new vocabulary with previously learned patterns, and previously learned vocabulary with new patterns.

Use objects, pictures, or Picture Cards from the Teacher's Resource Center to present and review key words. Hold up an object, picture, or Picture Card and say the word. Have students repeat the word several times. Then practice the word with drills, using familiar language whenever possible.

TEACHING GRAMMAR

In *Let's Go*, grammar is taught in context so that students understand the meaning and conversational purpose. Students first learn new vocabulary words that relate to the unit theme. Next, students see and practice the language in a mini-conversation context. Then they practice the question-and-answer patterns with a game or activity. Students should understand that vocabulary and grammar patterns are productive, build on each other, and can be used with other patterns, so language is recycled in the units.

In teaching grammar, the goal is for students first to learn language accurately, and then to focus on becoming fluent in using it. For the most efficient use of class time, teach vocabulary first. Then introduce a new sentence pattern and recycle the vocabulary words as students practice the sentence.

Then when you introduce a *Wh-* question, students already know the answer to the question. In this way, students can accurately build a great deal of language in small steps, and they won't confuse the question with the answer.

Be sure that students understand the meaning of the new language and can pronounce the words clearly before moving on to practice. Correct pronunciation is introduced during the teacher modeling so that students can strive for accurate pronunciation as they are learning the meaning of new vocabulary.

TEAM TEACHING

Team teaching is a very useful technique in the language classroom. Two teachers can bring the dialogues and conversations to life by acting as models. Likewise, they can clearly demonstrate practice exercises. Team teachers can lead different halves of the class in two-group practice or team games. They can also give more individualized attention to students when circulating around the class for small-group practice and pairwork.

MODELING

All new sentence patterns, dialogues, and practice activities should be presented with books closed and modeled by the teacher or by using the Class Audio CD. Clear, careful modeling is essential to demonstrate the procedure for certain activities to students. The more complicated the activity and the language involved, the more essential it becomes to prepare students before they begin. Good modeling saves time and helps students get the most out of an activity, since they will not be confused about what they should be doing. Finally, and most importantly, modeling enables the teacher to explain a structure or activity, and the students to carry out the activity, using only English.

Teaching Techniques (continued from p. 11)

Modeling Sentence Patterns and Dialogues

Sentence patterns and dialogues can be modeled in several ways. The teacher can act as two people, or use puppets to demonstrate a new question-and-answer pattern. Whenever possible, Teacher Cards and objects should be used along with appropriate gestures. For example, the teacher holds up a book and asks *What's this?* Then the teacher or a student volunteer replies *It's a book.*

Modeling Practice Activities

To model a practice activity, the teacher can walk students through the activity, moving them into position and saying what they are supposed to say. For example, if students are supposed to mingle, the teacher can walk several students around the class and guide them by the shoulders. By following this physical approach, students can learn even a very complex activity.

HOW TO PRACTICE LANGUAGE IN PAIRS AND GROUPS

Start with full class practice so that students don't feel shy or embarrassed. If the language is complicated, or if more than one or two language items are being introduced, a drill can be used to practice the language. Keep the drill moving at a quick pace to maintain students' attention. Short, intensive drills allow students many chances to practice new language without taking much class time. Give students small tasks to do during a drill, like clapping three times after saying a word three times. Students will treat the tasks like a game but will also be learning the letters and words as they say them. After the whole class practices the new structure, place students into two groups to practice again, this time with each group taking a part of the dialogue or pattern. Practicing in two groups allows students to become more familiar with the patterns within the secure setting of speaking with other students. It also gives the teacher a chance to observe students more closely and identify problems.

Students can then be placed in small groups or pairs where they can further practice in a realistic, one-on-one exchange. By moving from a larger group to a smaller one, students build confidence by practicing with others

before their voices become individually heard. As students work together, move around the room so that you can hear what problems students are having, and can address the problems with a mini-lesson later on for the entire class (rather than correcting just one student). Variety in grouping and activities also gives students a lot of practice opportunities that don't feel like practice. If the pace is quick and activities change frequently, students will pay close attention. Only after adequate whole-class and small-group practice should students be asked to speak in front of the class. (This should be done more as a game or role-play than as a method of testing.)

HOW TO USE SONGS AND CHANTS

Adding rhythm to language is one of the easiest and most effective ways for students to learn and remember it. The songs and chants in *Let's Go* reinforce the natural rhythm, stress, and intonation of the language taught. To introduce a new song, teach it as a chant first with books closed. Begin a steady 4/4 beat by having students clap their hands. Say the lines from the song as you clap the beat. Then have students repeat the lines after you. Build by adding lines until students can chant the entire song. Add the music and sing. Encourage students to personalize the songs and chants by choosing actions and gestures to go along with the lyrics, or by creating unique verses. If students have difficulty with longer lines in the lyrics, use the "backward build up" technique. Begin by teaching the last word in the phrase and gradually add the words before it until the phrase is complete.

Once students are familiar with the song, have them open their books and point to the pictures while they sing the song again. Sometimes the pictures do not match the order of the song. Students will find it a fun challenge to point to the correct pictures. All letters are practiced in a song or chant. After every few lessons, the letters taught are combined into a song or chant for consolidation and review.

Author, singer, and composer Carolyn Graham urges teachers to write their own phonics chants. Chanting helps children memorize the sound(s) the letters stand for. Create silly or serious phrases with words that students enjoy saying, and put them into sentences that make up a four-line chant. Say each phrase of the chant before you put it all together. Then say the chant together as a class.

TEACHING WITH VIDEO

Animated videos show language in context and provide models for pronunciation and body language. The animated song and chant videos in *Let's Begin 1* use key vocabulary to engage students and motivate learning.

When teaching with the song and chant videos, first play the video and have students watch with books closed. Next, assign students a simple task to complete as they watch the video a second time. For example, have students raise their hands when they hear key sounds or vocabulary. Then play the video again, pausing at different points to give students an opportunity to repeat the sounds and language, and to act out the gestures. Finally, play the video one more time and have students chant or sing along.

TEACHING WITH CAN-DO STATEMENTS

Can-do statements allow both teachers and students to assess students' progress on a continuing basis. At the end of each lesson, students demonstrate understanding through a fun, collaborative Can-Do Activity on the Student Book Classroom Presentation Tool. Depending on the size of the class, the activity can be done in groups or pairs. If students are able to complete the task, have them check the *I can* _____ boxes in the Student Book. If students are unable to complete the task, refer to the Games and Activities section and the Additional Resources section for further support. Use the Workbook Classroom Presentation Tool for further teacher-led practice activities.

Drills and Games

DRILLS

Drilling is a time-efficient, enjoyable way to review or present material in a tightly organized manner. Keep drills short and rhythmic — several seconds each, then repeat as many times as necessary. Short, quick drills will keep the students' attention, and they will learn faster as they concentrate on the drills. While doing drills, it is a good idea to alternate between choral and individual responses. When doing the latter, choosing students in random order and maintaining a quick pace will help keep their attention.

There are many kinds of drills to choose from. Brief descriptions of several kinds of drills and the procedures for doing them follow.

Chain Drill

Chain drills often use Picture Cards or objects as cues. Show an object or card to the first student and ask a related question. The student answers and turns to the next student to ask the same question with appropriate substitutions. Continue until all students have asked and answered the question. For large classes, students can be separated into three or four smaller groups, each doing a chain drill.

T: (shows a picture of cars) *What are they?*

S1: *They're cars.* (shows a picture of trucks to S2) *What are they?*

S2: *They're trucks.*

A variation on the chain drill is to have the students pass the same Picture Card from student to student. The answer will be the same for each student.

T: (shows a picture of cars) *What are they?*

S1: *They're cars.* (shows the same picture of cars) *What are they?*

S2: *They're cars.*

Chain drills can be used without cards when practicing a conversation. Model the conversation with the first student. Then have him or her practice it again with the second student, and so on.

Conversation Lines

Students stand in two parallel lines facing each other. Each student should form a pair with a student in the opposite line. Each pair practices the question-and-answer pattern or two-line dialogue; one student initiates the conversation, and the other responds. Then the two lines move in opposite directions, one left and one right,

so that every student has a new partner. The teacher should listen to the first pair and help them as necessary. If there isn't an even number of students, the extra student can take the part of the teacher.

Find the Hidden Object

To review vocabulary, ask students to *Find the hidden object*. *Is there a [bird]?* Have students look for each object. Prompt them to point and answer *Yes, there is*. Review vocabulary from previous lessons. T: *Do you see any [cats]?* *How many?*

Repetition Drill

For repetition drills, model vocabulary words or new language patterns for the class to repeat.

T: *cat*

Ss: *cat*

Repeat the word with students three times to help them find the right mouth and tongue position. The third time students repeat the word, have them say it three times (Ss: *cat, cat, cat*). This helps students pronounce the words correctly and remember better.

Repetition drills can also be done with sentences. Consider varying the number of repetitions students make each time.

T: *These are my eyes.*

Ss: *These are my eyes.*

T: (shows a Teacher Card of a square)

Ss: *It's a square. It's a square. It's a square.*

Teachers may use repetition drills for question-and-answer patterns, too. First, model the question and show Teacher or Picture Cards to elicit the answer from students. Then drill the question only, doing short tasks as students repeat the question as fast as they can.

T: *What is it?*

Ss: *It's a cat.*

Ss: *What is it? What is it? What is it?*

Question-and-answer patterns can be practiced as a class, in groups, or in pairs.

Step Away Lines

The students stand in two lines facing each other. Each student should have a partner in the opposite line. Each pair practices the question-and-answer pattern or two-line dialogue; one student initiates the conversation,

and the other responds. Then the students move one step back from their partners and repeat the dialogue or pattern. Each time the students move back they will need to speak louder and more clearly.

Substitution Drill

To do a substitution drill, use Teacher Cards, Picture Cards, or objects as cues.

T: *What color is it?* (shows the Teacher Card for red)
It's red.

Ss: *It's red.*

T: (shows the Teacher Card for blue)

Ss: *It's blue.*

Which Letter?

This drill helps students distinguish between capital (big) and lowercase (small) letters. Say the name of a letter and indicate either a big or a small letter by gesturing with your hands. Gesture with your hands far apart for big letters and with your fingers for small letters. Students point to the correct Teacher or Student Card and say the letter. Next, show students a letter Teacher Card. Students say the letter and make a gesture for either a big or a small letter, depending on the card.

Which Sound?

This drill gives students practice with sounds. Show letter Teacher Cards at random. With vowel sounds, students make the MAT gesture and say the letter sound. With consonants, students recite the Phonics Math (e.g., *p*, *EE Group*, *pEE minus EE is /p/*) and make the correct sound.

GAMES

Action Relay

Divide the class into teams. Show S1 on each team a Picture Card. S1 performs the action for S2 and says *I can (hop)*. S2 does the same for S3, and so on. The last person runs to S1 and does the action. Then the entire team sits down. The first team to finish gets a point.

Back-to-Back Pictures

Students sit back-to-back in pairs, drawing a simple picture in response to the teacher's instructions. S1 then tells S2 what to draw. S2 must reproduce S1's picture as

closely as possible, solely by listening to S1's description. When finished, students compare their pictures for accuracy and then reverse roles.

Bingo

Each student has a nine-square grid, with three rows of three squares each. Students select nine Student Cards (based on the lesson vocabulary) and arrange them at random on the grid. The caller picks a card from a duplicate set of the Student Cards and calls out the letter, number, or word. If students have that card, they turn the card over or cover it with a piece of paper. The winner is the first student to cover three squares across, down, or diagonally.

Board Race

Separate students into teams. Put teams in rows facing the board. Place Teacher Cards or Picture Cards at the front of the class. Say a vocabulary word or an alphabet letter. One student from each team races to the board and touches the correct card to earn the team a point. The team with the most points wins.

Charades

Divide students into two teams. Students from each team take turns selecting a Picture Card and trying to elicit the word from their team by using gestures or actions. Each correct guess earns the team a point.

Concentration

Put students in pairs or groups of four. Use two identical sets of Student Cards for each group and place the cards face down in random order. One at a time, each student turns over two cards to see if they match. As the student looks at the cards, he or she says the letter, number, or word pictured. If the cards match, the student keeps them and gets a point. This is also an effective game for matching capital and lowercase letters.

File Grids/Screens Activity

Put students in pairs. Give each student a file folder containing a nine-square numbered grid and two identical sets of Student Cards. Students should sit with a screen (such as a notebook) between them so that they cannot see each other's grids. S1 arranges nine Student

Drills and Games (continued from p. 15)

Cards on a grid and then describes the card arrangement to S2 as follows:

S1: *One. A circle.*

OR

S2: *What is one?*

S1: *A circle.*

S2 must then arrange the cards in the same order on his or her own grid. Students check their answers by comparing grids.

Find Your Partner

Distribute multiple sets of Picture Cards so that all students have one card and every card has at least one duplicate. Students are not allowed to show their cards to one another. Have students walk around looking for another student with the same card. To find their partners, students must ask an appropriate question related to the item on their card. For example, if S1 has a Picture Card showing a balloon, S1 asks *What is it?* If S2 has the matching card, he or she answers *It's a balloon.* If S2 replies *It's a [dog]*, the cards don't match and students continue to ask other students until they find a match. Students can also simply repeat the item on their cards until they each find a match. Once students find their partners, they bring their cards to the teacher.

Guessing Game

On a table in front of the class, place an object beneath a handkerchief. Students guess what the object is. Correct guesses win a point for the class. Incorrect guesses give a point to the teacher. Students can examine the handkerchief very closely, but they may not touch it. Students can also guess about objects they feel inside a box or bag, which object has been removed from a display, or even which student the teacher is thinking of.

Hidden Pictures

Place ten Picture Cards (selected from alphabet and topic vocabulary) at the front of the class. Cover each picture with a number Teacher Card. Divide the class into two teams. S1 from the first team chooses a number. Reveal the Picture Card under the Teacher Card for three seconds. If S1 can name the vocabulary item, his or her team gets a point. If S1 cannot name the item, cover the card again. For an added challenge, ask students to use the word in a sentence.

Hot Potato

Have students stand in a circle. As students sing or chant, they pass around an object (the "hot potato"). The student holding the object at the end of the chant has to do something as a penalty (e.g., answer a question, say all the vocabulary words for a letter, count to ten, say the entire alphabet).

How Many Steps?

This game is similar to **Mother May I?** Students stand on one side of the room. The teacher stands across from them on the other side of the room. Ss: *How many steps?* T: *Two small/big steps.* Students take the steps. The student who gets close enough to touch the teacher becomes the next "teacher."

Identify the Picture

Students stand in a row. Each student has a Picture Card. S1 turns to S2 and holds up the Picture Card. S1 asks the question from the lesson, and S2 answers. Then S2 turns and shows his or her Picture Card to S3. S2 asks the question from the lesson, and S3 answers. Continue until all students have asked and answered about the cards.

Living Sentences/Living Numbers

Select sentences from the present lesson or a previous one. Separate students into groups and assign either one sentence or a series of numbers to each group. Assign one word in the sentence or one number in the series to each student, whispering it to him or her. Students are not allowed to speak except to repeat their words or numbers. They arrange themselves in the correct order. Help as needed.

Name the Body Part

Have pairs point to body parts and name them.

S1: (points to head) S2: *Head.* S2: (points to mouth)

S1: *Mouth.*

Pair Dictation

Students number their papers 1–5 or 1–10. Next to each number, they draw 1–10 small pictures of vocabulary items or write a letter 1–10 times. Then in pairs, students take turns dictating to each other what to draw or write. S1: *One is a blue triangle.* When finished, students compare their papers.

Pair Quiz

Give each pair of students a set of Picture Cards. Students place the cards face down on the table between them. S1 turns over a card and quizzes S2, using the appropriate question (*What is it?* or *What are they?*). S2 answers the question and turns over the next card.

Picture Game

Divide the class into small groups of three or four students. Give each group a piece of paper for drawing. S1 from each group comes to the front of the room. Either show the students a Picture Card or whisper a vocabulary word and a number (e.g., *three apples*). The students return to their groups and try to get their group members to say the number and item by either drawing a picture or by using actions and gestures. The first group to repeat the phrase wins a point.

Please

This game is similar to **Simon Says**. Students are given commands from current and previous lessons. If the teacher says *Please* in front of the command, students should perform the action. If the teacher does not say *Please*, students should remain still. If the teacher does not say *Please* and students perform the action, they should sit out of the game for one round. They can join in again for the next round. Alternately, students can receive a penalty, such as a small sticker stuck on their cheek. The student with the fewest stickers at the end of the game wins.

Relay Race

Divide the class into teams, and have each team sit in a row. Place Picture Cards of vocabulary items at the front of the class. From a matching set of Picture Cards, show a card to the last student in each row (S1). S1 whispers the vocabulary item to S2 (the next student in the row), who whispers it to S3, and so on until the word reaches the first student. This student races to the front of the class and picks up the appropriate card. The first team to reach the correct card wins.

Role Play

Using language students have learned, create an original conversation. Allow students to practice the conversation as a class and in pairs, and if desired, perform for fellow class members. Students can also repeat the conversations in the book as one of the characters.

Run to a Number/Color/Shape

Scatter Student Cards, Teacher Cards, or Picture Cards on the floor or put them on a wall. Say a number, color, or other item from the card. Students run to the appropriate card. The first student to get to the card is the next caller.

Scramble

Students sit in a circle. Call out two students' names. Those students come to the center of the circle, repeat the greetings, and switch seats. Call out *Scramble!* to cue all students to stand, greet another student, and change seats.

Slap

Put students in small groups of six to eight, and put each group around a table. Give each group a set of Picture Cards or Student Cards, placed face up on the table within reach of all students. The teacher (or a student volunteer) is the caller, and has a duplicate set of cards in random order. The caller calls out the word or letter on the top card. The first student in each group to slap the correct card and say the word or letter takes it. The student in each group with the most cards wins.

This activity can also be done with a caller in each group. In this case, the teacher calls out the first card. The student who takes the card becomes the caller for the next card, and so on.

Stop the Music

Give each student a Picture Card. Students sing and march around the room while the music plays. When the music stops, students find partners, say the question-and-answer pattern, and exchange Picture Cards. Students find new partners each time the music stops.

S1: *What is it?*

S2: (shows the Picture Card for ball) *It's a ball.*
(exchanges Picture Card with S1)

Team Games

Many students enjoy the excitement of team competition, and the possibilities for activities are endless. For example, divide the class into teams. Have one student from each team come to the front of the class. Ask a question. The first student to respond correctly wins a point for his or her team. Alternately, two students face each other. One student

Drills and Games *(continued from p. 17)*

asks a question from the lesson and the other student answers. If the students do this correctly, both teams earn a point.

Tic-Tac-Toe

Draw a nine-square numbered grid on the board. Divide the class into two teams. Ask a student from one team a question. If the student answers correctly, his or her team can place an X or an O on the grid in the location of their choice, which they can indicate by stating the number. The first team to earn three X's or O's in a row across, down, or diagonally wins.

Vocabulary Race

Divide the class into two teams. Line up the selected Teacher Cards in a row. S1 from each team stands at opposite ends of the row of cards. Starting at each end, students touch and say the words as fast as possible. When the students meet (somewhere in the middle), they do **Rock, Paper, Scissors** or some other quick game to decide a winner. The loser returns to his or her team and S2 from the same team starts immediately. The winner continues from the same card, but the losing team starts from the beginning again. The winner continues down the row of cards until he or she meets his or her opponent or reaches the end of the cards. The winner is the team that finishes first or is closest to the opponent's side when time is up.

ALPHABET GAMES AND ACTIVITIES

These games and activities provide an excellent way to give students practice in distinguishing similar-looking letters, discriminating capital letters from lowercase letters, and assigning sounds to the letters. If students' native language does not use the Roman alphabet, provide a great deal of exposure to letters, and give students frequent chances to manipulate the letters before you expect them to write accurately. Make students aware of the English words in their daily lives. Have them bring in objects that have English on them, such as candy wrappers or flyers, and direct them to store signs, TV channels, and other things that often

have English words. Have students identify the letters. This often helps them learn the letters faster.

Alphabet Puzzles

Students color letters on paper and then cut the paper into two or three pieces. Clip the pieces together. Students exchange their letters, put the pieces together, and say the letter, its sound, or a word that starts with it.

Big or Small?

On the board, make a grid like the ones found on beginning writers' paper (two solid lines with a dotted line between them). Write an alphabet letter on the lines (particularly a letter whose capital and lowercase forms resemble each other, such as *J, j, K, k, S, or s*). Students decide whether the letter is a "big" (capital) letter or a "small" (lowercase) letter. They can either call out their answers or make big- and small-letter gestures.

Body Alphabet

Use Teacher Cards for letters students have already learned. Divide the class into two teams. Show S1 from Team A a letter. S1 forms the letter with his or her body. Make sure students are facing the right direction. S1's team guesses which big or small letter S1 is making. Correct guesses earn a point.

Building Letters

Give each student a set of teacher-made paper shapes. Each set contains two long, straight lines; two short, straight lines; and two large and two small C-shaped half-circles. The shapes should be thick so that when students put them together, they form a bold letter. Hold up a letter card and have students say the sound and letter. Then students put their shapes together to make the letter. This activity gives students a chance to learn how shapes go together to form letters. This pre-writing activity is good to do before having students write each letter. It's also a good activity for students who are too young to write letters.

Find the Hidden Letter

Have students look at the pictures. T: *Find the letter (B)*. Have students point to and say the letter.

Matching Game

Each student should have Student Cards for both capital and lowercase letters. Hold up a Teacher Card. If the card shows a capital letter, students should hold up the corresponding lowercase letter. Once students understand the game, the pace should be quick.

More Words with...

On a large piece of paper, write a letter. Ask students to think of words they know that start with the sound and write the words on the paper. Students should be able to supply the vocabulary from the lesson with prompting. If students know additional words, add them to the page. Have students draw simple illustrations of each word. As students learn additional words beginning with the same sound, add them to the list. If desired, allow students to bring in magazine pictures of words starting with the sound and paste them to the paper. These pages can either be made into a large continuing alphabet book, or displayed in the room as posters.

Playing with Letters

Give students sets of five to eight capital and lowercase letters in sound groups. Students practice matching the capital and lowercase letters. Have students exchange sets so that they get a chance to match all of the letters in their sound groups.

Show Me

Have students open their books. Say *Show me (a notebook)*. Students point to the correct picture. Prompt students to answer *It's (a notebook)*.

Sorting Game

Use Picture Cards of the alphabet vocabulary. Make "pockets" out of heavy paper or envelopes. Label the pockets with letters. S1 says the word on their card and puts the card in the pocket with the same initial sound. Have different students continue until all of the cards have been sorted.

Stand Up Game

Assign each student a vocabulary word with one of two different vowel sounds, such as /a/ and /e/ (*Alice, ant, Eddie, elbow*, etc.). T: *Stand up if you are /a/*. All students whose words begin with /a/ stand up. To make the game easier, make the MAT gesture for the sound as you say it. To make the game more challenging, have students listen for the exact word (e.g., T: *Stand up if you are Eddie*).

You will have to model *stand up* and *sit down* when first teaching this game, since students have not yet learned these verbs.

Which Letter Is Different?

On the board, make a chart with two columns. In column 1, write a letter. In column 2, write four more letters, only one of which is *different* from the letter in column 1. Students identify which letter in column 2 is different, and cross it out.

D	D B DD
b	b b b d
B	B B b B
d	b d d d

Which Letter Is the Same?

On the board, make a chart with two columns. In column 1, write a letter. In column 2, write four more letters, only one of which is *identical* to the letter in column 1. Students identify which letter in column 2 is identical to the letter in column 1, and circle it.

P	D B P I
p	p d t b
T	P T G B
t	b e t g

Let's Get Ready!

Let's Get Ready!

A Listen and point.

The Vowels

The EE Group

The EH Group

The EI Group

The Mixed Group

Student Book pages 4-5

Topics:

- The sounds of the letters
- Sound groups

Lesson Objective:

- Learning the letter sound groups

Materials:

Teacher Cards Aa-Zz; CD1 Tracks 02, 90; Student Cards, and Picture Cards 1, 113, 129, 137 (Teacher's Resource Center)

Student Book pages 4-5

Warm up

Note: The purpose of this lesson is to introduce the letters, the sounds, and some of the words that students will be learning in a more in-depth, individual way in the lessons that follow.

- Display Teacher Cards Aa-Zz in alphabetical order. Explain to students that they will hear a song with the letters on the Teacher Cards and they will also hear the words, "I like English!" Say the sentence a few times and have students repeat it so they will be familiar with the sentence when they hear it in the song. Play "The Alphabet Song" (Class CD1 Track 90). Point to the letters as students listen.

Pre-teach Language

1. Display Teacher Cards Aa-Zz in alphabetical order. Teach the vowels first.
2. Pick up Teacher Card Aa. Show capital *A*. Tell students each letter has a name, like *A*, and a sound when it is in a word, like /a/. T: *A*. Ss: *A*. T: /a/. Make the sound and the MAT gesture (p. 10) and have students repeat.

3. Flip the card over and show lowercase *a*. T: *a*. Ss: *a*. T: /a/. Make the sound and the MAT gesture and have students repeat. Put the card on the board or display it somewhere separate from the cards in alphabetical order.
4. Repeat steps 2 and 3 for *Ee*, *Ii*, *Oo*, and *Uu*. Students will learn the sounds and MAT gestures more fully in the individual vowel lessons; the point here is to make the connection between the gestures and mouth shape. The gestures mimic the mouth shape when making the vowel sound. Help students notice that all the vowels are red. Tell students (with great fanfare) that vowels are special letters.
5. Pick up Teacher Card Bb. Show capital *B*. T: *Bee*. Emphasize the long EE sound. Ask students what they hear (*Bee* or even *ee*). Repeat together, exaggerating the EE sound.
6. Flip the card over and show lowercase *b*. T: *Bee*. Have students repeat. Put the card on the board or display it somewhere separate from the cards in alphabetical order.
7. Repeat steps 5 and 6 for *Cc*, *Dd*, *Gg*, *Pp*, *Tt*, *Vv*, and *Zz*. **Note:** Do not introduce the alternate sounds for hard *Cc* and hard *Gg*.

- Ask students how the letters are the same (the /ee/ sound). Say they're part of the EE Group, and label the group (e.g., by drawing a big circle around the EE letters). Help students notice that they are all blue.
- Repeat the process with the EH Group (green letters *F, L, M, N, S, X*) and the EI Group (orange letters *J, K*). Identify the colors for each group.
- For the Mixed Group letters, say each letter (*H, Q, R, W, Y*) and have students repeat. Ask students what sounds the same (nothing). Explain that's why it's the Mixed Group. Identify the group color as purple.

A Listen and point.

See *Teaching Vocabulary*, Teacher's Guide page 11.

- Have students look at pages 4 and 5. Point to each group and say the name as well as the letters in the group. Students can point as you say them.
- Ask *Which pictures do you know?* Have students say the names of things they know. Some words might sound similar in their own language. Repeat the names after students say them, with correct pronunciation. For example, if students identify the picture of the kangaroo as a word they know, say *Kangaroo starts with kEI*, emphasizing the EI sound. *It's in the EI Group*. Students repeat *kEI*.
Note: You don't need to teach all the words here. The point is to help students see why the pictures are there and to help them recognize that letters belong to words, that these words all start with the letters in the groups, and that they're going to learn words for every letter in the lessons.
- Play Class CD1 Track 02 and have students point to the letters in each group as they hear them.

1.02 The Vowels

A E I O U

The EE Group

C G B D P T V Z

The EH Group

F L M N S X

The EI Group

J K

The Mixed Group

H Q R W Y

- Hold up a letter Teacher Card and name the letter. Students point to the matching letter on the page. Say the letter together. Ask for the color and say the group name (e.g., EE Group).
- Draw attention to the four characters in the Student Book. Hold up a picture of each character (Picture Cards 1, 113, 129, 137) or point to the character in the book and say the name. (*Andy, Scott, Jenny, Kate*) Students point to the character in the book and say the name. Write the character names on the board. Underline the first letter. T: *Kate starts with K. Where is K on the page? Point to it.* Then have everyone say *kEI* together.
Note: Each of the characters "stars" in a lesson. Students don't need to master their names here. Students just need to know that the characters will be helping them learn the letters and words.

Games and Activities

- Use Teacher Cards Aa–Zz. Show students a card and say the name of the letter. Have student pairs make the letter with their bodies, fingers, or hands.
- Put labels for the letter groups (Vowels, EE, EH, EI, Mixed) around the room with the matching letters under each label (so students can match since they don't actually know the letters). Say a letter name. Students move to stand by that group label. If they don't seem to understand, show the letter and say the name again so students can look for a matching letter.
- Give students a set of Student Cards Aa–Zz. Have them put the letters into the different groups, matching them to the color-coded chart in their books. They can do this activity in pairs or small groups.

Lesson 1 Aa

Let's Learn/Let's Talk

Student Book pages 6-7

Student Book page 6: Let's Learn

Warm up

- As you take attendance, smile and greet students by name: *Hi/Hello, (Scott)*. Students should respond with *Hi* or *Hello*.

Pre-teach Language

- Introduce *A* and *a*. Show students Teacher Card Aa and say the letters. Have students repeat each letter several times.
- Show students capital *A*. T: *A*. Ss: *A*. Make the big-letter gesture. T: *A*. Big *A*. Students repeat.
- Follow step 2 for lowercase *a*.
- Use **Which Letter?** (p. 15) to practice recognizing big and small *Aa*.
- Introduce the /a/ sound. Model the MAT gesture for /a/ (p. 10). T: /a/. *A's sound is /a/*. **Pronunciation note:** To make the /a/ sound, touch the tip of the tongue to the lower front teeth and hold it low in the mouth. Keep the lips open wide.
- Write *A* and *a* on the board. Point to the letters. T: /a/. Model the appropriate MAT gesture and sound for each letter. Students repeat.
- Use **Which Sound?** (p. 15) to practice the sound of the letter *A*.

Topics:

- Aa
- Greetings

Lesson Objectives:

- Learning the letter *Aa*
- Learning how to greet each other

Let's Learn Language:

Andy, ant, alligator, apple

Let's Talk Language:

Hi, Andy! Hello!

Materials:

Teacher Card Aa; CD1 Tracks 03-05; Student Card, Picture Cards 1-4, and Lesson 1 Chant Video (Teacher's Resource Center)

- Write *A* on the board, and count or describe the strokes as you write (e.g., *down, down, across*). Then point to the letter and make the big-letter gesture. Face the same direction as the students and write the letter again in the air. Students follow your model and trace *A* in the air with their fingers. Have students trace it again with their eyes closed. Monitor their progress. Repeat for *a*. Point out that small *a* is only half as large as big *A*.

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 11.

- Play **Find the Hidden Letter** (p. 18). Have students look at the pictures. T: *Find the letter A*. Have students point to and say the letter. Then repeat with *a*.
- Play Class CD1 Track 03. Have students listen and point to each picture.

1.03 1. Andy 2. ant 3. alligator 4. apple

- Play the audio again and have students repeat the words. Check pronunciation and intonation.
- Play **Show Me** (p. 19) with the vocabulary words.

B Watch, point, and chant.

See *Teaching with Video*, Teacher's Guide page 13, and *How to Use Songs and Chants*, Teacher's Guide page 12.

1. Have students look at the picture in their books and name the things they know.
2. Play the video or Class CD1 Track 04. Have students watch and listen.

 1.04 A Andy, hi Andy
A Andy, hello Andy
A Andy, hi Andy
Andy, hello!

Alligator, apple, ant (repeat)
A alligator
A apple
Alligator, apple, ant!

3. Model the chant while students clap to keep the beat. Then say each line and have students repeat. Add lines until students can do the chant.
4. Play the video again and have students chant along.

Games and Activities

- **More Words with /a/** (p. 19). Ask students to think of words they know that start with /a/. They should be able to supply *Andy*, *alligator*, *ant*, and *apple*. Write the words on the board and add any additional words that they know. Have students draw a simple illustration of each word.
- **Concentration** (p. 15). Separate the class into groups. Use multiple copies of Student Card Aa for each group. One at a time, students turn over two cards and look for matching big- or small-letter pairs. Then they say the letter name, sound, and one of the vocabulary words.

Student Book page 7: Let's Talk


Warm up

1. Greet students by name and shake hands. Encourage students to say *Hi* or *Hello, Mr./Mrs. (Smith)*.
2. Divide the class into four groups, assigning one vocabulary word (*Andy*, *ant*, *apple*, *alligator*) to each group. Play the "A Chant" (Class CD1 Track 04) and have students sing along, shouting their own vocabulary word but singing the others in normal voices.

C Listen and say.

See *Teaching Conversation*, Teacher's Guide page 11.

1. Play **Find the Hidden Object** (p. 14) to review vocabulary. T: *Find the hidden object. Is there an (apple)?* Students look for each object. Prompt students to point and answer *Yes, there is*.
2. Direct students' attention to the pattern on page 7. Model the conversation as you point to each word.
3. Play Class CD1 Track 05. Have students listen as you point to each word.

 1.05 Hi, Andy. Hello!

4. Play the audio again. Have students repeat, focusing on natural intonation, rhythm, and speed.
5. Have student pairs practice the conversation. S1: *Hi, Andy!* S2: *Hello!* Reverse roles and repeat.
6. Play **Chain Drill** (p. 14) to help students practice the conversation. Encourage students to use each other's names.

I can say the Aa words.

See *Teaching with Can-Do Statements*, Teacher's Guide page 13.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- **Scramble** (p. 17). Students sit in a circle. Call out two students' names. Those students come to the center of the circle, repeat the greetings, and switch seats. Call out *Scramble!* to cue all students to stand, greet another student, and change seats.
- Play the "A Chant" (Class CD1 Track 04) as students walk around the room. Stop the audio in the middle of the song. Students quickly find a partner and repeat the greetings. Stop the audio often to give students many chances to speak.

Additional Resources


Workbook pages 4–5
Online Practice

Lesson 2 Ee


Let's Learn/Let's Talk

Lesson 2 Ee Let's Learn


A Learn the words.




1. Eddie



2. elbow




3. egg



4. elephant

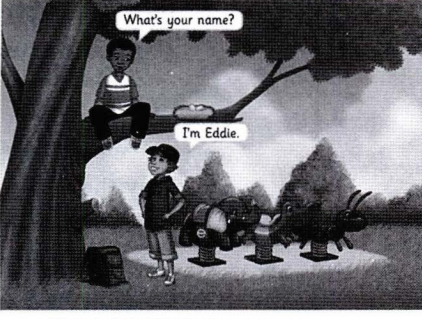
B Watch, point, and chant.

The E Chant



Let's Talk

C Ask and answer.



I can say the Ee words.

I can say: What's your name? I'm Eddie.

Student Book pages 8–9

Topics:

- Ee
- Asking someone's name

Lesson Objectives:

- Learning the letter Ee
- Learning to ask for someone's name

Let's Learn Language:

Eddie, elbow, egg, elephant

Let's Talk Language:

What's your name? I'm Eddie.

Materials:

Teacher Cards Aa, Ee; CD1 Tracks 06–08; Student Cards, Picture Cards 1–8, and Lesson 2 Chant Video (Teacher's Resource Center)

Student Book page 8: Let's Learn

Warm up

- Write and give name tags to each student. Greet students by name. T: *Hi, (Kim).* S: *Hello, (Mr. Lee).* Then set a timer and have students greet as many other students as possible in one minute.

Pre-teach Language

1. Introduce *E* and *e*. Show students Teacher Card Ee and say the letters. Students repeat them several times.
2. Show students capital *E*. T: *E*. Ss: *E*. Make the big-letter gesture. T: *E*. Big *E*. Students repeat.
3. Follow step 2 for lowercase *e*.
4. Use **Which Letter?** (p. 15) with *Ee*.
5. Introduce the /e/ sound. Model the MAT gesture for /e/ (p. 10). T: /e/. *E's sound is /e/.* **Pronunciation note:** To make the /e/ sound, curve the front part of the tongue in the mouth, with the sides touching the upper back teeth. Spread the lips slightly. The mouth is relaxed and the tongue does not move.
6. Write *E* and *e* on the board. Point to the letters. T: /e/. Model the appropriate MAT gesture and sound for each letter. Students repeat.
7. Use **Which Sound?** (p. 15) with /e/.

8. Write *E* on the board, and count or describe the strokes as you write (e.g., *down, across, across*). Then point to the letter and make the big-letter gesture. Face the same direction as the students and write the letter again in the air. Students follow your model and trace *E* in the air with their fingers. Have students trace it again with their eyes closed. Monitor to see which students are having problems. Repeat for *e*. Point out that small *e* is only half as large as big *E*.

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 11.

1. Play **Find the Hidden Letter** (p. 18). Have students look at the pictures. T: *Find the letter E.* Have students point to and say the letter. Then repeat with *e*.
2. Play Class CD1 Track 06. Have students listen and point to each picture.


1.06 1. Eddie 2. elbow 3. egg 4. elephant

3. Play the audio again and have students repeat the words. Check pronunciation and intonation.
4. Play **Show Me** (p. 19) with the vocabulary words.

B Watch, point, and chant.

See *Teaching with Video*, Teacher's Guide page 13, and *How to Use Songs and Chants*, Teacher's Guide page 12.

1. Have students look at the picture in their books and name the things they know.
2. Play the video or Class CD1 Track 07. Have students watch and listen.

 1.07 E Eddie, hi Eddie, E Eddie, hello Eddie
E Eddie, hi Eddie. Eddie, hello!

E elephant, E elbow
E egg, E elbow
E elephant

3. Model the chant while students clap to keep the beat. Then say each line and have students repeat. Add lines until students can do the chant.
4. Play the video again and have students chant along.

Games and Activities

- **More Words with /e/** (p. 19). Students should be able to supply *Eddie*, *elbow*, *egg*, and *elephant*.
- **Concentration** (p. 15). Give pairs or small groups two sets of Picture Cards 1–8.
- Play **Board Race** (p. 15) with *A*, *a*, *E*, and *e*.

Student Book page 9: Let's Talk


Warm up

1. Once all students have name tags, distribute cards with another student's name on them. Have students find their partners by matching the initial letter and word shape to the name tags. Partners then exchange greetings (*Hi! Hello!*). Each student does the greeting twice, once with the student whose name is on the card and once with the student holding his or her name.
2. **Stand Up Game** (p. 19). Use Picture Cards 1–8, giving each student one card.
Note: You will have to model *stand up* and *sit down* when first teaching this game, since students have not yet learned these verbs.

C Ask and answer.

See *Teaching Conversation*, Teacher's Guide page 11.

1. Play **Find the Hidden Object** (p. 14) to review vocabulary. T: *Find the hidden object. Is there an (elephant)?* Students look for each object. Prompt students to point and answer *Yes, there is*. Review vocabulary from the previous lesson. T: *Is there an ant? Alligator?*
2. Direct students' attention to the pattern on page 9. Model the conversation as you point to each word.
3. Play Class CD1 Track 08. Have students listen as you point to each word.

 1.08 What's your name? I'm Eddie.

4. Play the audio again. Have students repeat, focusing on natural intonation, rhythm, and speed.
5. Have student pairs practice the conversation. S1: *What's your name?* S2: *I'm (Eddie)*. Reverse roles and repeat.
6. Play **Chain Drill** (p. 14) to help students practice the conversation. Encourage students to use each other's names.

I can say the Ee words.

See *Teaching with Can-Do Statements*, Teacher's Guide page 13.

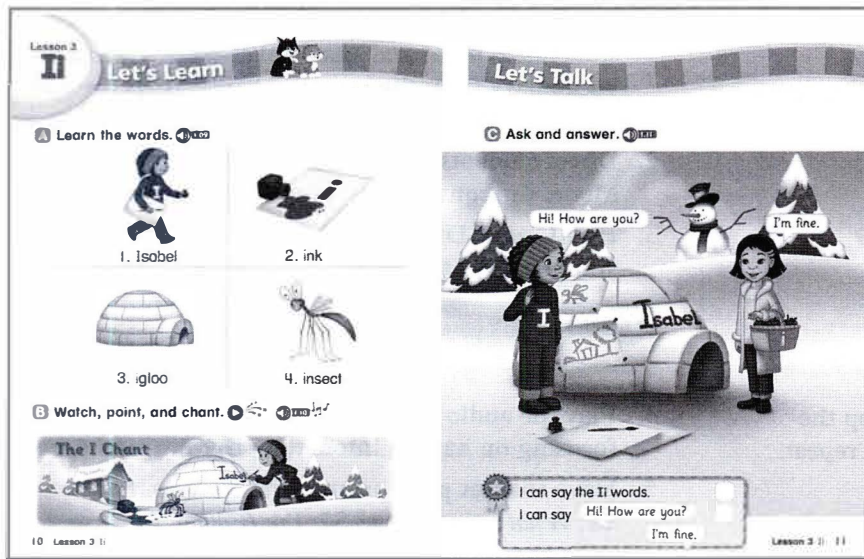
Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- **Step Away Lines** (p. 14). Have partners greet each other and ask for each other's names. S1: *Hi. What's your name?* S2: *I'm (Joe). What's your name?* S1: *I'm (Paul)*.
- **Guess Who?** Have a student (S1) stand at the front of the room with his or her eyes closed. S2 stands behind S1 as S1 asks *What's your name?* S2 can give either his or her own name or another student's name. S1 must guess if S2 is telling the truth. If S1 guesses correctly, S2 replaces S1 as the guesser.

Additional Resources

Workbook pages 6–7
Online Practice



Student Book pages 10–11

Topics:

- li
- Greetings

Lesson Objectives:

- Learning the letter *li*
- Learning how to greet each other

Let's Learn Language:

Isabel, ink, igloo, insect

Let's Talk Language:

Hi! How are you? I'm fine.

Materials:

Teacher Cards Aa, Ee, li; CD1 Tracks 09–11; Student Cards, Picture Cards 1–12, and Lesson 3 Chant Video (Teacher's Resource Center)

Student Book page 10: Let's Learn

Warm up

1. Play music and have students march around the room. Stop the music. Each student finds a partner. S1: *Hi. What's your name?* S2: *I'm (Mark). What's your name?* S1: *I'm (Linda).* Stop the music often to give students many chances to speak.
2. **Matching Game** (p. 19). Use Student Cards A, a, E, and e, and Teacher Cards Aa and Ee.

Pre-teach Language

1. Introduce *I* and *i*. Show students Teacher Card Ii and say the letters. Have students repeat each letter several times.
2. Show students capital *I*. T: *I*. Ss: *I*. Make the big-letter gesture. T: *I*. *Big I*. Students repeat.
3. Follow step 2 for lowercase *i*.
4. Use **Which Letter?** (p. 15) to practice recognizing big and small *Ii*.
5. Introduce the /i/ sound. Model the MAT gesture for /i/ (p. 10). T: /i/. *It's sound is /i/.*
Pronunciation note: To make the /i/ sound, hold the tongue high in the mouth, with the sides touching the upper back teeth. Spread the lips slightly. The mouth is relaxed and the tongue does not move.

6. Write *I* and *i* on the board. Point to the letters. T: /i/. Model the appropriate MAT gesture and sound for each letter. Students repeat.
7. Use **Which Sound?** (p. 15) to practice the sound of the letter *I*.
8. Write *I* on the board and count or describe the strokes as you write (e.g., *down, across, across*). Then point to the letter and make the big-letter gesture. Face the same direction as the students and write the letter again in the air. Students follow your model and trace *I* in the air with their fingers. Have students trace it again with their eyes closed. Monitor their progress. Check to see which students are having problems. Repeat for *i*.

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 11.

1. Play **Find the Hidden Letter** (p. 18). Have students look at the pictures. T: *Find the letter I*. Have students point to and say the letter. Then repeat with *i*.
2. Play Class CD1 Track 09. Have students listen and point to each picture.



3. Play the audio again and have students repeat the words. Check pronunciation and intonation.
4. Play **Show Me** (p. 19) with the vocabulary words.

B Watch, point, and chant.

See *Teaching with Video*, Teacher's Guide page 13, and *How to Use Songs and Chants*, Teacher's Guide page 12.

1. Have students look at the picture in their books and name the things they know.
2. Play the video or Class CD1 Track 10. Have students watch and listen.

 I.10 I Isabel, hi Isabel, I Isabel, hello Isabel

I Isabel, hi Isabel. Isabel, hello!

I igloo I. I insect I

I ink, I insect, I igloo !!

3. Model the chant while students clap to keep the beat. Then say each line and have students repeat. Add lines until students can do the chant.
4. Play the video again and have students chant along.
5. **Which Letter Is the Same?** (p. 19). Use *A*, *E*, and *I* in column 1.

Games and Activities

- **More Words with /i/** (p. 19). Students should be able to supply *Isabel*, *ink*, *igloo*, and *insect*.
- **Slap** (p. 17). Use Picture Cards 1–12.

Student Book page 11: Let's Talk


Warm up

1. **Sorting Game** (p. 19). Use Picture Cards 1–12 and three “pockets” labeled *A*, *E*, and *I*.
2. In one minute, students greet as many other students as possible and ask their names. Afterward, ask students their names and write them on the board. With students' help, look at the names to discover how many names begin with *A*, *E*, or *I*, and how many names contain *a*, *e*, or *i*. Circle the letters.

C Ask and answer.

See *Teaching Conversation*, Teacher's Guide page 11.

1. Play **Find the Hidden Object** (p. 14) to review the vocabulary. T: *Find the hidden object. Is there an (igloo)?* Prompt students to point and answer *Yes, there is*. Review vocabulary from previous lessons. T: *Point to the apples*.
2. Direct students' attention to the pattern on page 11. Model the conversation as you point to each word.
3. Play Class CD1 Track 11. Have students listen as you point to each word.

 I.11 Hi! How are you?

I'm fine.

4. Play the audio again. Have students repeat, focusing on natural intonation, rhythm, and speed.
5. Have student pairs practice the conversation. S1: *Hi! How are you?* S2: *I'm fine*. Reverse roles and repeat.
6. Play **Chain Drill** (p. 14) to help students practice the conversation.



I can say the li words.

See *Teaching with Can-Do Statements*, Teacher's Guide page 13.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- **Conversation Lines** (p. 14). Students in each pair greet each other and ask names. S1: *Hi. What's your name?* S2: *I'm (Jane). What's your name?* S1: *I'm (Kelly)*. During the second rotation, students greet each other with *Hi! How are you? I'm fine*.
- **Living Sentences** (p. 16). Assign groups of three students either *How are you?* or *I am fine*. Once the sentences have been created, pair a question group with an answer group. Students ask and answer the question.

Additional Resources

Workbook pages 8–9
Online Practice

Lesson 4 Oo

Let's Learn/Let's Talk

Student Book pages 12–13

Topics:

- Oo
- Toys

Lesson Objectives:

- Learning the letter Oo
- Learning how to identify objects (singular)

Let's Learn Language:

Oliver, octopus, omelet, ostrich

Let's Talk Language:

What is it?

It's a ball.

book, ball, jump rope, doll

Materials:

Teacher Cards Aa, Ee, Ii, Oo; CD1 Tracks 12–14; Student Cards, Picture Cards 1–20, and Lesson 4 Chant Video (Teacher's Resource Center)

Student Book page 12: Let's Learn

Warm up

1. **Greetings.** In three minutes, students greet as many other students as possible. S1: *Hi. What's your name?* S2: *I'm (Mary). What's your name?* S1: *I'm (Linda). How are you?* S2: *I'm fine. How are you?* At the end, check to see who greeted the most other students.
2. **Chain Drill** (p. 14). Review the MAT gestures for *A*, *E*, and *I*. S1 makes a gesture for one sound. S2 says the sound and a word beginning with the sound. Then S2 and S3 repeat the process with S2 making the gesture. S3 and S4 repeat, and so on.

Pre-teach Language

1. Introduce *O* and *o*. Show Teacher Card Oo. Say the letters. Students repeat them several times.
2. Show students capital *O*. T: *O*. Ss: *O*. Make the big-letter gesture. T: *O. Big O.* Students repeat.
3. Follow step 2 for lowercase *o*.
4. Use **Which Letter?** (p. 15) with *Oo*.
5. Introduce the /o/ sound. Model the MAT gesture for /o/ (p. 10). T: /o/. *O's sound is /o/.* **Pronunciation note:** To make the /o/ sound, keep the tongue low in the mouth and open the lips very wide. Have students say *ahhhh*, like they would at the doctor's office.

6. Write *O* and *o* on the board. Point to the letters. T: /o/. Model the appropriate MAT gesture and sound for each letter. Students repeat.
7. Use **Which Sound?** (p. 15) with /o/.
8. Write *O* on the board, and count or describe the strokes as you write (e.g., *start at the top and go around*). Then point to the letter and make the big-letter gesture. Face the same direction as the students and write the letter in the air. Students repeat, tracing *O* in the air with their fingers. Have students trace it again with their eyes closed. Monitor to see which students are having problems. Repeat for *o*. Point out that small *o* is only half as large as big *O*.

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 11.

1. Play **Find the Hidden Letter** (p. 18). Have students look at the pictures. T: *Find the letter O.* Have students point to and say the letter. Then repeat with *o*.
2. Play Class CD1 Track 12. Have students listen and point to each picture.


1. Oliver 2. octopus 3. omelet 4. ostrich

3. Play the audio again and have students repeat the words. Check pronunciation and intonation.
4. Play **Show Me** (p. 19) with the vocabulary words.

B Watch, point, and chant.

See *Teaching with Video*, Teacher's Guide page 13, and *How to Use Songs and Chants*, Teacher's Guide page 12.

1. Have students look at the picture in their books and name the things they know.
2. Play the video or Class CD1 Track 13. Have students watch and listen.

 **L.13** O Oliver, hi Oliver, O Oliver, hello Oliver
O Oliver, hi Oliver. Oliver, hello!

Omelet, ostrich, octopus, octopus (repeat)
Omelet, ostrich, Oliver, O
Octopus, octopus, no, no, no!

3. Model the chant while students clap to keep the beat. Then say each line and have students repeat. Build by adding lines until students can do the chant.
4. Play the video again and have students chant along.
5. **Hot Potato** (p. 16). Have students do the chant again. The student holding the "hot potato" at the end of the chant says the four O vocabulary words.

Games and Activities

- **Concentration** (p. 15). Use two sets of Student Cards A, a, E, e, I, i, O, and o. For each card, students say the letter name, its sound, and a word starting with the letter.
- **More Words with /o/** (p. 19). Students should be able to supply *Oliver*, *octopus*, *omelet*, and *ostrich*.

Student Book page 13: *Let's Talk*

Warm up


1. Review vocabulary using Picture Cards 1–16. Give each student one or more cards. T: *Show me the (ostrich)*. The student with the correct card holds it up and repeats the word.
2. Play **Living Sentences** (p. 16) to review greetings. Use groups of three and assign each student a word from either *How are you?* or *I am fine*. After students are arranged correctly, pair off students from the question and answer groups, and have them ask and answer the question.

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C Ask and answer.

See *Teaching Conversation*, Teacher's Guide page 11.

1. Play **Find the Hidden Object** (p. 14) to review the vocabulary. T: *Find the hidden object. Is there an (ostrich)?* Prompt students to point and answer *Yes, there is*. Review vocabulary from previous lessons. T: *Point to an elbow*.
2. Direct students' attention to the pattern on page 13. Model the conversation as you point to each word.
3. Play Class CD1 Track 14. Have students listen as you point to each word.

 **L.14**

What is it? It's a ball.	What is it? It's a book.	What is it? It's a jump rope.
Book	What is it? It's a ball.	What is it? It's a doll.
Ball		
Jump rope		
Doll		

4. Play the audio again. Have students repeat, focusing on natural intonation, rhythm, and speed.
5. Have student pairs practice the conversation. S1: *What is it?* (points to the ball) S2: *It's a ball*. Reverse roles and repeat.
6. **Chain Drill** (p. 14). Use Picture Cards 17–20.



I can say the Oo words.

See *Teaching with Can-Do Statements*, Teacher's Guide page 13.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- **Hidden Pictures** (p. 16). Use Picture Cards 1–16 and Teacher Cards Aa, Ee, Ii, and Oo. Display a Picture Card for each letter. Cover each picture with a corresponding Teacher Card.
- **Charades** (p. 15). Use Picture Cards 1–16.

Additional Resources

Workbook pages 10–11
Online Practice

Lesson 5 Uu

Let's Learn/Let's Talk

Student Book pages 14–15

Topics:

- Uu
- Toys

Lesson Objectives:

- Learning the letter *Uu*
- Learning how to identify objects (singular)

Let's Learn Language:

Uncle Jim, umpire, umbrella, upside down

Let's Talk Language:

What is it? It's a balloon.

balloon, bicycle, cap, bat

Materials:

Teacher Cards Aa, Ee, Ii, Oo, Uu; CD1 Tracks 15–18; Student Cards, Picture Cards 1–28, and Lesson 5 Chant Video (Teacher's Resource Center)

Student Book page 14: Let's Learn

Warm up

- **Guessing Game** (p. 16). Use a book, ball, jump rope, or doll for this activity.

Pre-teach Language

1. Introduce *U* and *u*. Show students Teacher Card Uu and say the letters. Have students repeat each letter several times.
2. Show students capital *U*. T: *U*. Ss: *U*. Make the big-letter gesture. T: *U*. Big *U*. Students repeat.
3. Follow step 2 for lowercase *u*.
4. Use **Which Letter?** (p. 15) with *Uu*.
5. Introduce the /u/ sound. Model the MAT gesture for /u/ (p. 10). T: /u/. *U's sound is /u/.*
Pronunciation note: To make the /u/ sound, keep the tongue curved and low in the mouth, and open the lips slightly. The mouth is relaxed.
6. Write *U* and *u* on the board. Point to the letters. T: /u/. Model the appropriate MAT gesture and sound for each letter. Students repeat.
7. Use **Which Sound?** (p. 15) to practice the sound of the letter *U*.
8. Write *U* on the board, and count or describe the strokes as you write (e.g., *start at the top, down, around, up*). Then point to the letter and make the big-letter gesture. Face the same direction

as the students and write the letter in the air. Students repeat, tracing *U* in the air with their fingers and again with their eyes closed. Monitor to see which students are having problems. Repeat for *u*. Point out that small *u* is only half as large as big *U*.

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 11.

1. Play **Find the Hidden Letter** (p. 18). Have students look at the pictures. T: *Find the letter U*. Have students point to and say the letter. Then repeat with *u*.
2. Play Class CD1 Track 15. Have students listen and point to each picture.

1.15 1. Uncle Jim 2. umpire 3. umbrella 4. upside down

3. Play the audio again and have students repeat the words. Check pronunciation and intonation.
4. Play **Show Me** (p. 19) with the vocabulary words.

B Watch, point, and chant.

See *Teaching with Video*, Teacher's Guide page 13, and *How to Use Songs and Chants*, Teacher's Guide page 12.

1. Have students look at the picture in their books and name the things they know.

2. Play the video or Class CD1 Track 16. Have students watch and listen.

1.16 U Uncle Jim, hi Uncle Jim, U Uncle Jim
Hello, how are you?
(repeat)

U Uncle Jim, hi Uncle Jim
Hi Uncle Jim, hello!
Hi Uncle Jim, my Uncle Jim
Hi Uncle Jim, hello!

Upside down, upside down
Umpire, umbrella, upside down
(repeat)

3. Model the chant while students clap to keep the beat. Then say each line and have students repeat. Add lines until students can do the chant.
4. Play the video again and have students chant along.

C Listen and sing the A-E-I-O-U Song.

1. Play Class CD1 Track 17, the “A-E-I-O-U Song.” Display Teacher Cards Aa, Ee, Ii, Oo, and Uu and point to the letters as you hear them.

1.17 A, E, I, O, U (repeat) I, O, U
A, E, I A, E, I, O, U

2. Model the song, line by line. Have students clap to the beat after you. Play the song again and have students sing along. Encourage students to use the MAT gestures as they sing.
3. Assign each student one letter in the song. Play it again, having all “A’s” stand up when they hear their letter. Repeat for the other letters.

Games and Activities

- **Tic-Tac-Toe** (p. 18). Use Teacher Cards Aa, Ee, Ii, Oo, and Uu. Have students say the letter name, its sound, and a word starting with that sound.
- **More Words with /u/** (p. 19). Students should be able to supply *uncle*, *umpire*, *umbrella*, and *upside down*.

Student Book page 15: Let’s Talk

Warm up

1. **Sorting Game** (p. 19). Use Picture Cards 1–16, 21–24, and five “pockets” labeled A, E, I, O, and U
2. **Pair Quiz** (p. 17). Give each pair Picture Cards 1–16 and 21–24, removing any character cards.

D Ask and answer.

See *Teaching Conversation*, Teacher’s Guide page 11.

1. Play **Find the Hidden Object** (p. 14).
2. Direct students’ attention to the pattern on page 15. Model the conversation as you point to each word.
3. Play Class CD1 Track 18. Have students listen as you point to each word.

1.18 What is it? It’s a balloon.	What is it? It’s a balloon.	What is it? It’s a cap.
Balloon	What is it?	What is it?
Bicycle	It’s a bicycle.	It’s a bat.
Cap		
Bat		

4. Play the audio again. Have students repeat, focusing on natural intonation, rhythm, and speed.
5. Have student pairs practice the conversation.
S1: *What is it?* (points to bat) S2: *It’s a bat.* Reverse roles and repeat.
6. **Chain Drill** (p. 14). Use Picture Cards 25–28.



I can say the Uu words.

See *Teaching with Can-Do Statements*, Teacher’s Guide page 13.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- **Relay Race** (p. 17). Use two sets of Picture Cards 17–20 and 25–28.
- Display Picture Cards 17–20 and 25–28. Give students one minute to study the cards. Then ask students to turn around. Remove one card and have students guess which is missing.

Additional Resources

Workbook pages 12–13
Online Practice

Lesson 6 Cc

Let's Learn/Let's Talk

Student Book pages 16–17

Topics:

- Cc
- Numbers (1–5)

Lesson Objectives:

- Learning the letter Cc
- Learning how to count (1–5)

Let's Learn Language:

Carol, car, cat, candy

Let's Talk Language:

Let's count! OK! 1!

1, 2, 3, 4, 5

Materials:

Teacher Cards Aa, Ee, Ii, Oo, Uu, Cc; CD1 Tracks 19–21; Student Cards, Picture Cards 1–37, and Lesson 6 Chant Video (Teacher's Resource Center)

Student Book page 16: Let's Learn

Warm up

- Review the vowels by giving each student a Student Card (A, a, E, e, I, i, O, o, U, u) or u). T: *Show me big E.* The students with that card hold it up. Repeat with other letters. Allow students to take turns being the “teacher.”

Pre-teach Language

1. Introduce C and c. Show students Teacher Card Cc and say the letters. Have students repeat each letter several times.
2. Show students capital C. T: C. Ss: C. Make the big-letter gesture. T: C. *Big C.* Students repeat.
3. Follow step 2 for lowercase c.
4. Use **Which Letter?** (p. 15) to practice recognizing big and small Cc.
5. Introduce the /k/ sound. T: /k/. *C's sound is /k/.*
Pronunciation note: C has both a hard /k/ sound and a soft /s/ sound. Students are only learning the /k/ sound in this lesson, not the /s/ sound. If desired, explain that C has two sounds, and also teach the soft /s/ sound.
Pronunciation note: To produce the /k/ sound, the back of the tongue touches the top of the mouth to stop airflow. The /k/ sound results from one quick release of air.

6. Write C and c on the board. Point to the letters. T: /k/. Model the sound. Students repeat.
7. Use **Which Sound?** (p. 15) with /k/.
8. Write C on the board, and count or describe the strokes as you write (e.g., *little up, down, around, and a little up*). Then point to the letter and make the big-letter gesture. Face the same direction as the students and write the letter again in the air. Students follow your model and trace C in the air with their fingers. Have students trace it again with their eyes closed. Monitor their progress. Check to see which students are having problems. Repeat for small c. Point out that small c is only half as large as big C.

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 11.

1. Play **Find the Hidden Letter** (p. 18). Have students look at the pictures. T: *Find the letter C.* Have students point to and say the letter. Then repeat with c.
2. Play Class CD1 Track 19. Have students listen and point to each picture.


L19 1. Carol 2. car 3. cat 4. candy

3. Play the audio again and have students repeat the words. Check pronunciation and intonation.
4. Play **Show Me** (p. 19) with the vocabulary words.

B Watch, point, and chant.

See *Teaching with Video*, Teacher's Guide page 13, and *How to Use Songs and Chants*, Teacher's Guide page 12.

1. Have students look at the picture in their books and name the things they know.
2. Play the video or Class CD1 Track 20. Have students watch and listen.

 I.20 C Carol, hi Carol, C Carol, hello Carol
C Carol, hi Carol. Carol, hello!

C cat, C candy (repeat 2x)
Cat, candy, car!

3. Model the chant while students clap to keep the beat. Then say each line and have students repeat. Add lines until students can do the chant.
4. Play the video again and have students chant along.

Games and Activities

- **Slap** (p. 17). Use any number of Picture Cards 1–32.
- **More Words with /k/** (p. 19). Students should be able to supply *Carol*, *cat*, *car*, *candy*, and *cap*.

Student Book page 17: Let's Talk


Warm up

- Play **Board Race** (p. 15) with Picture Cards 17–20 and 25–28.

C Listen and say.

See *Teaching Conversation*, Teacher's Guide page 11.

1. Play **Find the Hidden Object** (p. 14) to review the vocabulary. T: *Find the hidden object. Is there a (cat)?* Prompt students to point and answer *Yes, there is.* Review vocabulary from previous lessons. T: *Point to the ants. Is there a book?*
2. Direct students' attention to the pattern on page 17. Model the conversation as you point to each word.
3. Play Class CD1 Track 21. Have students listen as you point to each word.

 I.21 Let's count!	Let's count!
OK!	OK!
One	Three
Two	Let's count!
Three	OK!
Four	Four
Five	Let's count!
Let's count!	OK!
OK!	Five
Two	

4. Play the audio again. Have students repeat, focusing on natural intonation, rhythm, and speed.
5. Have student pairs practice the conversation. S1: *Let's count.* (points to set of objects) S2: *OK!* (counts) *One, two, three...* Reverse roles and repeat.
6. **Chain Drill** (p. 14). Use Picture Cards 33–37.

I can say the Cc words.

See *Teaching with Can-Do Statements*, Teacher's Guide page 13.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- **Back-to-Back Pictures** (p. 15). Have each student write the numbers 1–5 on a piece of paper. Have students draw one to five objects — such as caps, cats, or other previously learned vocabulary — next to each number. There should not be more than five of any one thing. Then sit the students in pairs, back to back, to complete the activity.
- **Number Book.** Give each student five pieces of paper. On each page, students write one number (1–5). Then they illustrate that page with the appropriate number of any object they choose. (Students will add numbers 6–10 to complete the book in the next lesson.)

Additional Resources

Workbook pages 14–15
Online Practice

Lesson 7 Gg

Let's Learn/Let's Talk

Lesson 7 Gg

Let's Learn

A Learn the words.

1. Gail
2. girl
3. gorilla
4. game

B Watch, point, and chant.

The G Chant

Let's Talk

C Listen and say.

Let's count!
OK! 6!

7 8 9 10

I can say the Gg words.
I can count: 6, 7, 8, 9, 10!

Lesson 7 Gg 19

Student Book pages 18–19

Topics:

- Gg
- Numbers (6–10)

Lesson Objectives:

- Learning the letter Gg
- Learning how to count (6–10)

Let's Learn Language:

Gail, girl, gorilla, game

Let's Talk Language:

Let's count! OK! 6!

6, 7, 8, 9, 10

Materials:

Teacher Cards Cc, Gg, 1–5; CD1 Tracks 22–24; Student Cards, Picture Cards 1–46, and Lesson 7 Chant Video (Teacher's Resource Center)

Student Book page 18: Let's Learn

Warm up

- Play the **Line-Up Game** to review numbers 1–5. Divide the class into groups of five and give each student a Student Card for numbers 1, 2, 3, 4, or 5. Call out the numbers in random order. Students line up in the order called.

Pre-teach Language

1. Introduce *G* and *g*. Show students Teacher Card Gg and say the letters. Have students repeat each letter several times.
2. Show students capital *G*. T: *G*. Ss: *G*. Make the big-letter gesture. T: *G*. *Big G*. Students repeat.
3. Follow step 2 for lowercase *g*.
4. Use **Which Letter?** (p. 15) to practice recognizing big and small *Gg*.
5. Introduce the /*g*/ sound. T: /*g*/. *G's sound is /g/*. **Pronunciation note:** To make the /*g*/ sound, press the tongue to the back of the mouth and release. It is a voiced sound.
6. Write *G* and *g* on the board. Point to each letter. T: /*g*/. Model the sound. Students repeat.
7. Use **Which Sound?** (p. 15) to practice the sound of the letter *G*.

8. Write *G* on the board, and count or describe the strokes as you write (e.g., *a little up, around, and a little up, down, then add a line*). Then point to the letter and make the big-letter gesture. Face the same direction as the students and write the letter in the air. Students repeat, tracing *G* in the air with their fingers and again with their eyes closed. Monitor to see which students are having problems. Repeat for *g*.

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 11.

1. Play **Find the Hidden Letter** (p. 18). Have students look at the pictures. T: *Find the letter G*. Have students point to and say the letter. Then repeat with *g*.
2. Play Class CD1 Track 22. Have students listen and point to each picture.


1.22 1. Gail 2. girl 3. gorilla 4. game

3. Play the audio again and have students repeat the words. Check pronunciation and intonation.
4. Play **Show Me** (p. 19) with the vocabulary words.

B Watch, point, and chant.

See *Teaching with Video*, Teacher's Guide page 13, and *How to Use Songs and Chants*, Teacher's Guide page 12.

1. Have students look at the picture in their books and name the things they know.
2. Play the video or Class CD1 Track 23. Have students watch and listen.

 1.23 G Gail, hi Gail, G Gail, hello Gail
G Gail, hi Gail. Gail, hello!
G girl, G game, girl, game, girl, game
G gorilla, G game
Girl, game, gorilla!

3. Model the chant while students clap to keep the beat. Then say each line and have students repeat. Add lines until students can do the chant.
4. Play the video again and have students chant along.
5. Play **Which Letter Is the Same?** (p. 19) to practice identifying letters students have learned. Start with *G* or *g* in column 1. Repeat with other letters.

Games and Activities

- **Slap** (p. 17). Use any number of Picture Cards 1–41.
- **More Words with /g/** (p. 19). Students should be able to supply *Gail*, *girl*, *gorilla*, and *game*.

Student Book page 19: *Let's Talk*

Warm up


1. Use multiple sets of Picture Cards 38–41. Give each student one card. Hold up a card (*gorilla*). T: *How many gorillas?* Students with the gorilla card stand and count themselves. T: *Five gorillas.* For a small class, place all the cards on a table, and have students work together to find the correct number of each card.
2. **Greetings and Introductions.** Review the greetings and introductions learned so far. [*Hi. Hello. What's your name? I'm (Sam). How are you? I'm fine, thanks.*] First, have pairs greet each other and introduce themselves. Then give the class three minutes to have the same conversation with as many other students as possible.

C Listen and say.

See *Teaching Conversation*, Teacher's Guide page 11.

1. Play **Find the Hidden Object** (p. 14).

2. Direct students' attention to the pattern on page 19. Model the conversation as you point to each word.
3. Play Class CD1 Track 24. Have students listen as you point to each word.

 1.24	Let's count! OK! Six!	Let's count! OK! Seven.	Let's count! OK! Nine.
	Seven	Let's count!	Let's count!
	Eight	OK! Eight.	OK! Ten.
	Nine		
	Ten		

4. Play the audio again. Have students repeat, focusing on natural intonation, rhythm, and speed.
5. Have student pairs practice the conversation. S1: *Let's count!* (points to set of objects) S2: *OK!* (counts) *One, two, three...* Reverse roles and repeat.
6. **Chain Drill** (p. 14). Use Picture Cards 33–37 and 42–46.

I can say the Gg words.

See *Teaching with Can-Do Statements*, Teacher's Guide page 13.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- **Board Race** (p. 15). Divide the class into two teams. Tell students to draw 1–10 objects. T: *Draw five girls.* S1 from each team races to the board and draws the correct number of the object. The first student to finish earns a point.
- **Number Book.** Give each student five pieces of paper. On each page, have students write one number (6–10). Then ask them to illustrate that page with the appropriate number of any object they choose. Bind the books, and have students illustrate the cover and copy the title from the teacher's model on the board (e.g., "Numbers" or "My Number Book"). Allow students to take their books home to show to their families.

Additional Resources

Workbook pages 16–17

Online Practice

Lesson 8 Bb

Let's Learn/Let's Talk

Lesson 8 Bb

Let's Learn

A Learn the words.

1. Beth
2. boy
3. bird
4. bag

B Watch, point, and chant.

The B Chant

C Listen and sing the B-C G-C Song.

Let's Talk

D Ask and answer.

How many? 7!

I can say the Bb words.
I can say How many? 7!

Lesson 8 Bb 21

Student Book pages 20-21

Topics:

- Bb
- Numbers (1-10)

Lesson Objectives:

- Learning the letter Bb
- Learning how to count (1-10)

Let's Learn Language:

Beth, boy, bird, bag

Let's Talk Language:

How many? 7!

Materials:

Teacher Cards Cc, Gg, Bb; CD1 Tracks 17, 25-28; Student Cards, Picture Cards 1-16, 21-24, 29-50, and Lesson 8 Chant Video (Teacher's Resource Center)

Student Book page 20: Let's Learn

Warm up

- Play **Stop the Music** (p. 17) with Picture Cards 1-16, 21-24, and Class CD1 Track 17, the "A-E-I-O-U Song."

Pre-teach Language

1. Introduce **B** and **b**. Show students Teacher Card Bb and say the letters. Have students repeat each letter several times.
2. Show students capital **B**. T: **B**. Ss: **B**. Make the big-letter gesture. T: **B**. **Big B**. Students repeat.
3. Follow step 2 for lowercase **b**.
4. Use **Which Letter?** (p. 15) to practice recognizing big and small **Bb**.
5. Introduce the /b/ sound. T: /b/. **B's sound is /b/.**
Pronunciation note: Make the /b/ sound by closing the lips to stop the flow of air, and then releasing the air. It is a voiced sound.
6. Write **B** and **b** on the board. Point to the letters. T: /b/. Model the sound. Students repeat.
7. Use **Which Sound?** (p. 15) to practice the sound of the letter **B**.

8. Write **B** on the board, and count or describe the strokes as you write (e.g., *down, top, around, around*). Then point to the letter and make the big-letter gesture. Face the same direction as the students and write the letter in the air. Students repeat, tracing **B** in the air with their fingers and again with their eyes closed. Monitor to see which students are having problems. Repeat for **b**.

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 11.

1. Play **Find the Hidden Letter** (p. 18). Have students look at the pictures. T: *Find the letter B*. Have students point to and say the letter. Then repeat with **b**.
2. Play Class CD1 Track 25. Have students listen and point to each picture.


1.25 1. Beth 2. boy 3. bird 4. bag

3. Play the audio again and have students repeat the words. Check pronunciation and intonation.
4. Play **Show Me** (p. 19) with the vocabulary words.

B Watch, point, and chant.

See *Teaching with Video*, Teacher's Guide page 13, and *How to Use Songs and Chants*, Teacher's Guide page 12.

1. Have students look at the picture in their books and name the things they know.
2. Play the video or Class CD1 Track 26. Have students watch and listen.

 I.26 B Beth, hi Beth, B Beth, hi!
B Beth, hello Beth, B Beth —
Hi, how are you?


B Beth, hello Beth, hi Beth, hi!
Hi Beth, hello Beth, hi Beth, hi!

B boy, B bird, B bag B (repeat)
Bag, bird, boy (repeat)
B bag, B bird, bag, bird, boy!

3. Model the chant while students clap to keep the beat. Then say each line and have students repeat. Add lines until students can do the chant.
4. Play the video again and have students chant along.

C Listen and sing the B-C G-C Song.

1. Play Class CD1 Track 27, the “B-C G-C Song.” Display Teacher Cards Bb, Cc, Gg, and 1, 2, 3, and point to the letters and numbers as you hear them.

 I.27 B, C, G; 1, 2, 3
B, C, G; 1, 2, 3
BC, GC, BC, GC
B, C, G

2. Model the song, line by line. Have students clap to the beat after you. Play the song again and have students sing along.
3. Assign each student one letter or number in the song. Play it again, having all “B’s” stand up when they hear B in the song. Repeat for the other letters and numbers.

Games and Activities

- **Slap** (p. 17). Play the game using Picture Cards 29–32, 38–41, and 47–50.
- Play **More Words with /b/** (p. 19). Students should be able to supply *Beth*, *boy*, *bird*, *bag*, *balloon*, *bicycle*, and *bat*.

Student Book page 21: Let's Talk


Warm up

1. **Please** (p. 17). Give commands with both a number and an action (e.g., *Please jump five times. Walk three steps.*). Review any action verbs students don't know.
2. Play **Stop the Music** (p. 17) with Picture Cards 29–32, 38–41, 47–50, and Class CD1 Track 27, the “B-C G-C Song.”

D Ask and answer.

See *Teaching Conversation*, Teacher's Guide page 11.

1. Play **Find the Hidden Object** (p. 14).
2. Direct students' attention to the pattern on page 21. Model the conversation as you point to each word.
3. Play Class CD1 Track 28. Have students listen as you point to each word.

 I.28 How many? 7!

4. Play the audio again. Have students repeat, focusing on natural intonation, rhythm, and speed.
5. Have student pairs practice the conversation. S1: *How many?* (points to set of objects) S2: (counts) 8! Reverse roles and repeat.
6. **Chain Drill** (p. 14). Practice with Picture Cards 33–37 and 42–46.

I can say the Bb words.

See *Teaching with Can-Do Statements*, Teacher's Guide page 13.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- Play **How Many Steps?** (p. 16) to practice the numbers with students.
- **Guess How Many.** Pick up any number of cards and hide them behind your back. Students must guess how many you have. The student who guesses correctly or comes the closest is the next “teacher.”

Additional Resources

Workbook pages 18–19
Online Practice

Lesson 9 Dd

Let's Learn/Let's Talk

Lesson 9 Dd Let's Learn

A Learn the words.

1. David
2. dog
3. desk
4. dinosaur

B Watch, point, and chant.

The D Chant

Lesson 9 Dd 23 Let's Talk

C Ask and answer.

How old are you?
I'm 7.

I can say the Dd words.
I can say How old are you?
I'm 7.

Student Book pages 22–23

Topics:

- Dd
- Age

Lesson Objectives:

- Learning the letter *Dd*
- Learning how to ask and tell age

Let's Learn Language:

David, dog, desk, dinosaur

Let's Talk Language:

How old are you?

I'm 7.

Materials:

Teacher Cards Cc, Gg, Bb, Dd, 1–10; CD1 Tracks 27, 29–31; Student Cards, Picture Cards 29–32, 38–41, 47–54, and Lesson 9 Chant Video (Teacher's Resource Center)

Student Book page 22: Let's Learn

Warm up

- Play **Run to a Number** (p. 17) with Teacher Cards 1–10.

Pre-teach Language

1. Introduce *D* and *d*. Show students Teacher Card Dd and say the letters. Have students repeat each letter several times.
2. Show students capital *D*. T: *D*. Ss: *D*. Make the big-letter gesture. T: *D*. *Big D*. Students repeat.
3. Follow step 2 for lowercase *d*.
4. Use **Which Letter?** (p. 15) to practice recognizing big and small *Dd*.
5. Introduce the /d/ sound. T: /d/. *D's sound is /d/*. **Pronunciation note:** To produce the /d/ sound, the tip of the tongue touches the ridge behind the upper teeth and releases. It is a voiced sound.
6. Write *D* and *d* on the board. Point to the letters. T: /d/. Model the sound. Students repeat.
7. Use **Which Sound?** (p. 15) to practice the sound of the letter *D*.

8. Write *D* on the board, and count or describe the strokes as you write (e.g., *down, top, around, and down*). Then point to the letter and make the big-letter gesture. Face the same direction as the students and write the letter again in the air. Students follow your model and trace *D* in the air with their fingers. Have students trace it again with their eyes closed. Monitor their progress. Check to see which students are having problems. Repeat for *d*.

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 11.

1. Play **Find the Hidden Letter** (p. 18). Have students look at the pictures. T: *Find the letter D*. Have students point to and say the letter. Then repeat with *d*.
2. Play Class CD1 Track 29. Have students listen and point to each picture.


1. David 2. dog 3. desk 4. dinosaur

3. Play the audio again and have students repeat the words. Check pronunciation and intonation.
4. Play **Show Me** (p. 19) with the vocabulary words.

B Watch, point, and chant.

See *Teaching with Video*, Teacher's Guide page 13, and *How to Use Songs and Chants*, Teacher's Guide page 12.

1. Have students look at the picture in their books and name the things they know.
2. Play the video or Class CD1 Track 30. Have students watch and listen.

 L.30 D David, hi David, D David, hello David
D David, hi David. David, hello!

D dog, 1, 2, 3
Dinosaur, dinosaur D

D desk, 1, 2, 3, dinosaur, dinosaur D

3. Model the chant while students clap to keep the beat. Then say each line and have students repeat. Add lines until students can do the chant.
4. Play the video again and have students chant along.
5. Play **Concentration** (p. 15). Give pairs or small groups two sets of Picture Cards 51–54.

Games and Activities

- **Which Letter Is Different?** (p. 19). Use *D*, *d*, *B*, and *b* in column 1.
- **More Words with /d/** (p. 19). Ask students to think of words they know that start with /d/. Students should be able to supply *David*, *dog*, *desk*, *dinosaur*, and *doll*.

Student Book page 23: Let's Talk

Warm up


- Play **Stop the Music** (p. 17) with Picture Cards 29–32, 38–41, 47–50, and Class CD1 Track 27, the “B-C G-C Song.”

C Ask and answer.

See *Teaching Conversation*, Teacher's Guide page 11.

1. Play **Find the Hidden Object** (p. 14) to review the vocabulary. T: *Find the hidden object. Is there a (dinosaur)?* Students look for each object. Prompt students to point and answer *Yes, there is*. Review vocabulary from previous lessons. T: *Do you see any balloons? How many?*
2. Direct students' attention to the pattern on page 23. Model the conversation as you point to each word.

3. Play Class CD1 Track 31. Have students listen as you point to each word.

 L.31 How old are you? I'm 7.

4. Play the audio again. Have students repeat, focusing on natural intonation, rhythm, and speed.
5. Have student pairs practice the conversation. S1: *How old are you?* (points to S2) S2: *(7)*. Reverse roles and repeat.
6. Play **Chain Drill** (p. 14) to help students practice the conversation.

I can say the Dd words.

See *Teaching with Can-Do Statements*, Teacher's Guide page 13.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- **Role Play** (p. 17). Each student pretends to be one of the characters in the book (David, Gail, etc.). In character, they greet each other and ask each other's name and age. With the exception of David (who is 7 years old), students will have to decide how old their characters are.

Additional Resources

Workbook pages 20–21
Online Practice

Lesson 10 Pp

Let's Learn/Let's Talk

Student Book pages 24–25

Topics:

- Pp
- Plurals

Lesson Objectives:

- Learning the letter Pp
- Learning how to identify objects (plural)

Let's Learn Language:

Peter, peach, pencil, picture

Let's Talk Language:

What are they? They're eggs.

eggs, pencils, pictures, peaches

Materials:

Teacher Cards Cc, Gg, Bb, Dd, Pp, 1–3; CD1 Tracks 32–35; Student Cards, Picture Cards 1–16, 21–24, 29–32, 38–41, 47–62, and Lesson 10 Chant Video (Teacher's Resource Center)

Student Book page 24: Let's Learn

Warm up

- Scatter Picture Cards 1–16, 21–24, 29–32, 38–41, and 47–54 on a table. Assign pairs or small groups a letter (A, E, I, O, U, C, G, B, or D). Students collect the four cards for their letter, show the class their cards, and say the words.

Pre-teach Language

1. Introduce *P* and *p*. Show students Teacher Card Pp and say the letters. Have students repeat each letter several times.
2. Show students capital *P*. T: *P*. Ss: *P*. Make the big-letter gesture. T: *P*. Big *P*. Students repeat.
3. Follow step 2 for lowercase *p*.
4. Use **Which Letter?** (p. 15) with *Pp*.
5. Introduce the /p/ sound. T: /p/. *P's sound is /p/.*
Pronunciation Note: The /p/ sound is made like the /b/ sound, with the lips pressed together and then opened, but it is a voiceless sound. If students have difficulty, have them hold a hand or a piece of paper in front of their mouths to feel the release of air.
6. Write *P* and *p* on the board. Point to the letters. T: /p/. Model the sound. Students repeat.
7. Use **Which Sound?** (p. 15) with /p/.

8. Write *P* on the board, and count or describe the strokes as you write (e.g., *straight down, top, around halfway*). Then point to the letter and make the big-letter gesture. Face the same direction as the students, and write the letter in the air. Students repeat, tracing *P* in the air with their fingers and again with their eyes closed. Monitor to see which students are having problems. Repeat for *p*.

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 11.

1. **Find the Hidden Letter** (p. 18). Have students look at the pictures. T: *Find the letter P*. Have students point to and say the letter. Then repeat with *p*.
2. Play Class CD1 Track 32. Have students listen and point to each picture.


1. Peter 2. peach 3. pencil 4. picture

3. Play the audio again and have students repeat the words. Check pronunciation and intonation.
4. Play **Show Me** (p. 19) with the vocabulary words.

B Watch, point, and chant.

See *Teaching with Video*, Teacher's Guide page 13, and *How to Use Songs and Chants*, Teacher's Guide page 12.

1. Have students look at the picture in their books and name the things they know.
2. Play the video or Class CD1 Track 33. Have students watch and listen.

 I.33 P Peter, hi Peter, P Peter, hello Peter
P Peter, hi Peter. Peter, hello!

Picture, pencil, peach (repeat)
One picture, two pictures
One pencil, three pencils
One peach, four peaches
Picture, pencil, peach

3. Model the chant while students clap to keep the beat. Then say each line and have students repeat. Add lines until students can do the chant.
4. Play the video again and have students chant along.

C Listen and sing the D-G P-G Song.

1. Play Class CD1 Track 34, the "D-G P-G Song." Display Teacher Cards Dd, Gg, Pp, and 1, 2, 3, and point to the letters and numbers as you hear them.

 I.34 D, G, P; 1, 2, 3 DG, PG, DG, PG
D, G, P; 1, 2, 3 D, G, P

2. Model the song, line by line, and have students clap. Play it again and have students sing along.
3. Assign each student one letter or number in the song. Play it again and have all "D's" stand up when they hear *D*. Repeat for *G*, *P*, 1, 2, and 3.

Games and Activities

- **Tic-Tac-Toe** (p. 18). Use Picture Cards 55–58 and ask students to say the word on the card.
- **More Words with /p/** (p. 19). Students should be able to supply *Peter*, *peach*, *pencil*, and *picture*.

Student Book page 25: Let's Talk


Warm up

1. **Picture Game** (p. 17). Combine a vocabulary word and number (e.g., *three apples*) for each clue.
2. **Find Your Partner** (p. 16). Use a double set of any Picture Cards 1–16, 21–24, 29–32, 38–41, or 47–58. Have pairs bring their cards to you.

D Ask and answer.

See *Teaching Conversation*, Teacher's Guide page 11.

1. Play **Find the Hidden Object** (p. 14).
2. Play Class CD1 Track 35. Have students listen as you point to each word.

 I.35

What are they?	What are they?
They're eggs!	They're pencils.
Eggs	
Pencils	What are they?
Pictures	They're pictures.
Peaches	
	What are they?
What are they?	They're peaches.
They're eggs.	

3. Play the audio again. Have students repeat, focusing on natural intonation, rhythm, and speed.
4. Have student pairs practice the conversation.
S1: *What are they?* (points to dinosaurs) S2: *They're dinosaurs.* Reverse roles and repeat.
5. **Chain Drill** (p. 14). Use Picture Cards 59–62.

I can say the Pp words.

See *Teaching with Can-Do Statements*, Teacher's Guide page 13.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- **Concentration** (p. 15). Give pairs or small groups two sets of Picture Cards 59–62. If there is not a match, students say *They're eggs*. *They're pictures*. If there is a match, students say *They're peaches* (2x).
- **Cat, Cat, Bird**. This game is similar to **Duck, Duck, Goose**. Students sit in a circle. S1 walks around the circle, pats each student's head, and says *cat* or *bird*. If S1 says *bird*, that student (S2) stands and runs in the opposite direction to try to beat S1 to the open space left by S2. The student left standing is "it" for the next turn.

Additional Resources

Workbook pages 22–23
Online Practice

Lesson 11 Tt

Let's Learn/Let's Talk

Student Book pages 26–27

Topics:

- Tt
- Plurals

Lesson Objectives:

- Learning the letter Tt
- Learning how to identify objects (plural)

Let's Learn Language:

Tom, table, telephone, TV

Let's Talk Language:

What are they? They're cars.

cars, apples, dinosaurs, books

Materials:

Teacher Cards Aa, Ee, Ii, Oo, Uu, Cc, Gg, Bb, Dd, Pp, Tt; CD1 Tracks 36–38; Student Cards, Picture Cards 1–32, 38–41, 47–70, and Lesson 11 Chant Video (Teacher's Resource Center)

Student Book page 26: Let's Learn

Warm up

1. **Pair Quiz** (p. 17). Give each pair of students a set of any Picture Cards 1–32, 38–41, or 47–62.
2. **Sorting Game** (p. 19). Use Picture Cards 29–32, 38–41, 47–58, and five “pockets” labeled C, G, B, D, and P.

Pre-teach Language

1. Introduce *T* and *t*. Show Teacher Card Tt. Say the letters. Students repeat them several times.
2. Show students capital *T*. *T*: *T*. *Ss*: *T*. Make the big-letter gesture. *T*: *T*. *Big T*. Students repeat.
3. Follow step 2 for lowercase *t*.
4. Use **Which Letter?** (p. 15) with *Tt*.
5. Introduce the /t/ sound. *T*: /t/. *T's sound is /t/*. **Pronunciation note:** The /t/ sound is like the /d/ sound, except it is voiceless. The tongue touches the ridge behind the upper teeth and then releases the stop with a puff of air.
6. Write *T* and *t* on the board. Point to the letters. *T*: /t/. Model the sound. Students repeat.
7. Use **Which Sound?** (p. 15) with /t/.

8. Write *T* on the board, and count or describe the strokes as you write (e.g., *across, down*). Then point to the letter and make the big-letter gesture. Face the same direction as the students and write the letter in the air. Students repeat, tracing *T* in the air with their fingers and again with their eyes closed. Monitor to see which students are having problems. Repeat for *t*.

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 11.

1. Play **Find the Hidden Letter** (p. 18). Have students look at the pictures. *T*: *Find the letter T*. Have students point to and say the letter. Then repeat with *t*.
2. Play Class CD1 Track 36. Have students listen and point to each picture.


1. Tom 2. table 3. telephone 4. TV

3. Play the audio again and have students repeat the words. Check pronunciation and intonation.
4. Play **Show Me** (p. 19) with the vocabulary words.

B Watch, point, and chant.

See *Teaching with Video*, Teacher's Guide page 13, and *How to Use Songs and Chants*, Teacher's Guide page 12.

1. Have students look at the picture in their books and name the things they know.
2. Play the video or Class CD1 Track 37. Have students watch and listen.

 I.37 T Tom, hi Tom, T Tom, hello Tom
T Tom, hi Tom. Tom, hello!

T telephone, T table
Table, telephone, wow, wow, wow!
T telephone, T TV
Telephone, TV
Wow, wow, wow!

3. Model the chant while students clap to keep the beat. Then say each line and have students repeat. Add lines until students can do the chant.
4. Play the video again and have students chant along.
5. Play **Slap** (p. 17) with Picture Cards 63–66.

Games and Activities

- **Which Letter Is the Same?** (p. 19). Use *P*, *p*, *T*, and *t* in column 1.
- **Body Alphabet** (p. 18). Use Teacher Cards for vowels, Cc, Gg, Bb, Dd, Pp, and Tt.
- **More Words with /t/** (p. 19). Students should be able to supply *Tom*, *telephone*, *table*, and *TV*.

Student Book page 27: *Let's Talk*


Warm up

1. **Relay Race** (p. 17). Use Picture Cards 59–62, and have students repeat the following conversation.
S2: (whispers) *What are they?*
S1: *They're (eggs).*
S2: *How many (eggs)?*
S1: (*Four*) (*eggs*).
The first person in the row races to the board and draws the number of things shown on the original card. The first team to do so wins.
2. **Find Your Partner** (p. 16). Use a double set of Picture Cards 59–62. Once students find their partners, they bring their cards to the teacher.

C Ask and answer.

See *Teaching Conversation*, Teacher's Guide page 11.

1. Play **Find the Hidden Object** (p. 14) to review the vocabulary from this and previous lessons.
T: *Find the hidden object. Is there a (table)?* Prompt students to point and answer *Yes, there is.*
2. Direct students' attention to the pattern on page 27. Model the conversation as you point to each word.
3. Play Class CD1 Track 38. Have students listen as you point to each word.

 I.38

What are they?	What are they?
They're cars.	They're apples.
Cars	
Apples	What are they?
Dinosaurs	They're dinosaurs.
Books	
	What are they?
What are they?	They're books.
They're cars.	

4. Play the audio again. Have students repeat, focusing on natural intonation, rhythm, and speed.
5. Have student pairs practice the conversation.
S1: *What are they?* (points to cars) S2: *They're cars.*
Reverse roles and repeat.
6. **Chain Drill** (p. 14). Use Picture Cards 67–70.

I can say the Tt words.

See *Teaching with Can-Do Statements*, Teacher's Guide page 13.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- Play **Slap** (p. 17) with Picture Cards 55–70.
- **Vocabulary Race** (p. 18). Use singular and plural Picture Cards 55–70.

Additional Resources

Workbook pages 24–25
Online Practice

Lesson 12 Vv

Let's Learn/Let's Talk

Lesson 12 Vv

Let's Learn

A Learn the words.

1. Vicky
2. volcano
3. vest
4. violin

B Watch, point, and chant.

The V Chant

Let's Talk

C Ask and answer.

What color is it?
It's blue.

I can say the Vv words.
I can say What color is it?
It's blue.

Lesson 12 Vv 29

Student Book pages 28–29

Topics:

- Vv
- Colors

Lesson Objectives:

- Learning the letter Vv
- Learning to identify colors

Let's Learn Language:

Vicky, volcano, vest, violin

Let's Talk Language:

What color is it? It's (blue).

red, blue, yellow, green, orange

Materials:

Teacher Cards Cc, Gg, Bb, Dd, Pp, Tt, Vv, 1–8, red, blue, yellow, green, orange; CD1 Tracks 39–41; Student Cards, Picture Cards 47–79, and Lesson 12 Chant Video (Teacher's Resource Center)

Student Book page 28: Let's Learn

Warm up

- **Tic-Tac-Toe** (p. 18). Use Picture Cards 47–70 and ask students *What are they?* or *What is it?*

Pre-teach Language

1. Introduce *V* and *v*. Show students Teacher Card Vv and say the letters. Have students repeat each letter several times.
2. Show students capital *V*. T: *V*. Ss: *V*. Make the big-letter gesture. T: *V*. *Big V*. Students repeat.
3. Follow step 2 for lowercase *v*.
4. Use **Which Letter?** (p. 15) to practice recognizing big and small *Vv*.
5. Introduce the /v/ sound. T: /v/. *V's sound is /v/.*
Pronunciation note: If students have trouble making the /v/ sound, check their mouth position. While saying /v/, students should bite their lower lip with their upper teeth.
6. Write *V* and *v* on the board. Point to the letters. T: /v/. Model the sound. Students repeat.
7. Use **Which Sound?** (p. 15) to practice the sound of the letter *V*.

8. Write *V* on the board, and count or describe the strokes as you write (e.g., *down, up*). Then point to the letter and make the big-letter gesture. Face the same direction as the students and write the letter in the air. Students repeat, tracing *V* in the air with their fingers and again with their eyes closed. Monitor to see which students are having problems. Repeat for *v*. Point out that small *v* is only half as large as big *V*.

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 11.

1. Play **Find the Hidden Letter** (p. 18). Have students look at the pictures. T: *Find the letter V*. Have students point to and say the letter. Then repeat with *v*.
2. Play Class CD1 Track 39. Students listen and point to each picture.


CD 1.39 1. Vicky 2. volcano 3. vest 4. violin

3. Play the audio again and have students repeat the words. Check pronunciation and intonation.
4. Play **Show Me** (p. 19) with the vocabulary words.

B Watch, point, and chant.

See *Teaching with Video*, Teacher's Guide page 13, and *How to Use Songs and Chants*, Teacher's Guide page 12.

1. Have students look at the picture in their books and name the things they know.
2. Play the video or Class CD1 Track 40. Have students watch and listen.

 1:40 V Vicky, hi Vicky, V Vicky, hello Vicky
V Vicky, hi Vicky. Vicky, hello!

V, V, V, V vest
V, V, V, V volcano
V, V, V, V violin
Volcano, violin, vest (repeat)

3. Model the chant while students clap to keep the beat. Then say each line and have students repeat. Add lines until students can do the chant.
4. Play the video again and have students chant along.
5. **Big or Small?** (p. 18). Write *C, c, P, p, T, t, V, v* or *v*.

Games and Activities

- **Slap** (p. 17). Play the game using Picture Cards 63–66 and 71–74.
- **Picture Game** (p. 17). Use Picture Cards 71–74. Also, Picture Cards 47–70 can be used for review.
- **More Words with /v/** (p. 19). Students should be able to supply *Vicky, volcano, vest, and violin*.

Student Book page 29: *Let's Talk*

Warm up


1. **Hidden Pictures** (p. 16). Display Picture Cards 63–66 and 71–74. Cover each picture with a Teacher Card 1–8.
2. **Charades** (p. 15). Use Picture Cards 55–58, 63–66, and 71–74.

C Ask and answer.

See *Teaching Conversation*, Teacher's Guide page 11.

1. Play **Find the Hidden Object** (p. 14) to review the vocabulary. T: *Find the hidden object. Is there a (volcano)?* Prompt students to point and answer *Yes, there is*. Review vocabulary from previous lessons. T: *Is there a cat?*
2. Direct students' attention to the pattern on page 29. Model the conversation as you point to each word.

3. Play Class CD1 Track 41. Have students listen as you point to each word.

 1:41	What color is it? It's blue.	What color is it? It's blue.
	Red Blue Yellow Green Orange	What color is it? It's yellow.
	What color is it? It's red.	What color is it? It's green.
		What color is it? It's orange.

4. Play the audio again. Have students repeat, focusing on natural intonation, rhythm, and speed.
5. Have student pairs practice the conversation. S1: *What color is it?* (points to ball) S2: *It's blue*. Reverse roles and repeat.
6. **Chain Drill** (p. 14). Use Picture Cards 75–79.



I can say the Vv words.

See *Teaching with Can-Do Statements*, Teacher's Guide page 13.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- **Run to a Color** (p. 17). Use Student Cards for red, blue, yellow, green, and orange.
- Play **Slap** (p. 17) with Student Cards for red, blue, yellow, green, and orange.
- **Red Light, Green Light**. Students line up on one side of the room. S1 is "it" and stands at the opposite side of the room, facing away from the other students. S1: *Green light*. (turns around) S1: *Red light*. During the green light, students race forward, trying to reach S1, but at the red light they must freeze. Any students S1 sees moving after the red light must return to where they started. The first student to reach S1 becomes "it" for the next game.

Additional Resources

Workbook pages 26–27
Online Practice

Lesson 13 Zz

Let's Learn/Let's Talk

Lesson 13 Zz

Let's Learn

A Learn the words.

1. Zack 2. zebra

3. zero 4. zipper

B Watch, point, and chant.

The Z Chant

C Listen and sing the T-V Z-V Song.

Lesson 13 Zz

Let's Talk

D Ask and answer.

What color is it?
It's purple.

I can say the Zz words.
I can say What color is it?
It's pink.

Lesson 13 Zz 31

Student Book pages 30–31

Topics:

- Zz
- Colors

Lesson Objectives:

- Learning the letter Zz
- Learning to identify colors

Let's Learn Language:

Zack, zebra, zero, zipper

Let's Talk Language:

What color is it? It's purple.

pink, purple, black, brown, white

Materials:

Teacher Cards Cc, Gg, Bb, Dd, Pp, Tt, Vv, Zz, colors, 1–8; CD1 Tracks 27, 34, 42–45; Student Cards, Picture Cards 71–88, and Lesson 13 Chant Video (Teacher's Resource Center)

Student Book page 30: Let's Learn

Warm up

- **Concentration** (p. 15). Give pairs or small groups two sets of Picture Cards 75–79.

Pre-teach Language

1. Introduce Z and z. Show students Teacher Card Zz and say the letters. Have students repeat each letter several times.
2. Show students capital Z. T: Z. Ss: Z. Make the big-letter gesture. T: Z. *Big Z*. Students repeat.
3. Follow step 2 for lowercase z.
4. Use **Which Letter?** (p. 15) to practice recognizing big and small Zz.
5. Introduce the /z/ sound. T: /z/. *Z's sound is /z/.* **Pronunciation note:** Have students make the noise a bee makes (buzzzzz) if they have trouble with /z/. The sound is made just like /s/, except that it's voiced, which means students can feel their throats vibrate when they say /z/.
6. Write Z and z on the board. Point to the letters. T: /z/. Model the sound. Students repeat.
7. Use **Which Sound?** (p. 15) to practice the sound of the letter Z.

8. Write Z on the board, and count or describe the strokes as you write (e.g., *across, down, across*). Then point to the letter and make the big-letter gesture. Face the same direction as the students and write the letter in the air. Students repeat, tracing Z in the air with their fingers and again with their eyes closed. Monitor to see which students are having problems. Repeat for z. Point out that small z is only half as large as big Z.

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 11.

1. Play **Find the Hidden Letter** (p. 18). Have students look at the pictures. T: *Find the letter Z*. Have students point to and say the letter. Then repeat with z.
2. Play Class CD1 Track 42. Have students listen and point to each picture.

1.42 1. Zack 2. zebra 3. zero 4. zipper

3. Play the audio again and have students repeat the words. Check pronunciation and intonation.
4. Play **Show Me** (p. 19) with the vocabulary words.

B Watch, point, and chant.

See *Teaching with Video*, Teacher's Guide page 13, and *How to Use Songs and Chants*, Teacher's Guide page 12.

1. Have students look at the picture in their books and name the things they know.
2. Play the video or Class CD1 Track 43. Have students watch and listen.

I.43 Z Zack, hi Zack, Z Zack, hello Zack
Z Zack, hi Zack. Zack, hello!
Z zebra Z, Z zebra Z, Z zebra, Z zipper, Z zebra Z
Z zebra Z, Z zebra Z
Z zipper, Z zebra, Z zero, Z zebra, Z zipper, Z zebra Z

3. Model the chant while students clap to keep the beat. Then say each line and have students repeat. Add lines until students can do the chant.
4. Play the video again and have students chant along.

C Listen and sing the T-V Z-V Song.

1. Play Class CD1 Track 44, the "T-V Z-V Song." Display Teacher Cards Tt, Vv, Zz, and 1, 2, 3, and point to the letters and numbers as you hear them.

I.44 T, V, Z; 1, 2, 3 TV, ZV, TV, ZV
T, V, Z; 1, 2, 3 T, V, Z

2. Model the song, line by line. Have students clap along. Play it again, having students sing along.
3. Assign each student one of the letters or numbers in the song. Play it again, having all the "T's" stand up when they hear their letter. Repeat for each of the other letters or numbers.

Games and Activities

- Play **More Words with /z/** (p. 19).

Student Book page 31: Let's Talk

Warm up

1. Have students sing the "B-C G-C Song" (Class CD1 Track 27), the "D-G P-G Song" (Class CD1 Track 34), and the "T-V Z-V Song" (Class CD1 Track 44). Use Student Cards for the letters. Give each student a card. Students hold up their letters as they sing.
2. Play **Hidden Pictures** (p. 16) with Teacher Cards 1–8 and Picture Cards 71–74 and 80–83.

D Ask and answer.

See *Teaching Conversation*, Teacher's Guide page 11.

1. Play **Find the Hidden Object** (p. 14).
2. Play Class CD1 Track 45. Have students listen as you point to each word.

I.45 What color is it? What color is it? What color is it?
It's purple. It's pink. It's white.
Pink
Brown What color is it? What color is it?
Purple It's brown. It's black.
White What color is it?
Black It's purple.

3. Play the audio again. Have students repeat, focusing on natural intonation, rhythm, and speed.
4. Have student pairs practice the conversation. Use Picture Cards 84–88.
5. **Chain Drill** (p. 14). Use Picture Cards 84–88.

I can say the Zz words.

See *Teaching with Can-Do Statements*, Teacher's Guide page 13.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- **Stand Up and Sit Down.** Distribute the Student Cards for all known colors. Say a color and have the students stand up or sit down (e.g., T: *Red stand up. Blue sit down. Red sit down.*). Be sure to model *stand up* and *sit down*, as students haven't yet learned these verb phrases.
- **Beanbag Colors.** Use the Teacher Cards for all known colors. Divide the class into two teams. Students take turns throwing a beanbag at the cards. When a beanbag lands on a card, the student who names the color gets a point. If desired, points can vary for different colors for more excitement.
- **Vocabulary Race** (p. 18). Use Teacher Cards for all the colors.

Additional Resources

Workbook pages 28–29
Online Practice

Lesson 14 Ff

Let's Learn/Let's Talk

Lesson 14 Ff

Let's Learn

A Learn the words.

1. Fay
2. finger
3. foot
4. fan

B Watch, point, and chant.

The F Chant

Let's Talk

C Ask and answer.

What shape is it? It's a circle.

a circle a square a triangle a rectangle

I can say the Ff words.
I can say What shape is it?
It's a circle.

Student Book pages 32–33

Topics:

- Ff
- Shapes

Lesson Objectives:

- Learning the letter Ff
- Learning how to identify shapes

Let's Learn Language:

Fay, finger, foot, fan

Let's Talk Language:

What shape is it? It's a circle.

a circle, a square, a triangle, a rectangle

Materials:

Teacher Cards Ff, colors; CD1 Tracks 46–48; Student Cards, Picture Cards 29–32, 38–41, 47–58, 63–66, 71–74, 80–83, 89–96, and Lesson 14 Chant Video (Teacher's Resource Center)

Student Book page 32: Let's Learn

Warm up

- **Sorting Game** (p. 19). Use Picture Cards 29–32, 38–41, 47–58, 63–66, 71–74, 80–83, and eight “pockets” labeled C, G, B, D, P, T, V, and Z.

Pre-teach Language

1. Introduce *F* and *f*. Show students Teacher Card Ff and say the letters. Have students repeat each letter several times.
2. Show students capital *F*. T: *F*. Ss: *F*. Make the big-letter gesture. T: *F*. *Big F*. Students repeat.
3. Follow step 2 for *f*.
4. Use **Which Letter?** (p. 15) to practice recognizing big and small *Ff*.
5. Introduce the /f/ sound. T: /f/. *F's sound is /f/*. **Pronunciation note:** If students have difficulty with /f/, check to make sure they are biting their lower lip with their upper teeth as they make the sound; /f/ is the same as /v/, except that students won't feel any throat vibration.
6. Write *F* and *f* on the board. Point to the letters. T: /f/. Model the sound. Students repeat.
7. Use **Which Sound?** (p. 15) to practice the sound of the letter *F*.

8. Write *F* on the board, and count or describe the strokes as you write (e.g., *down, across, across*). Then point to the letter and make the big-letter gesture. Face the same direction as the students and write the letter in the air. Students repeat, tracing *F* in the air with their fingers and again with their eyes closed. Monitor to see which students are having problems. Repeat for *f*.

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 11.

1. Play **Find the Hidden Letter** (p. 18). Have students look at the pictures. T: *Find the letter F*. Have students point to and say the letter. Then repeat with *f*.
2. Play Class CD1 Track 46. Have students listen and point to each picture.


46 1. Fay 2. finger 3. foot 4. fan

3. Play the audio again and have students repeat the words. Check pronunciation and intonation.
4. Play **Show Me** (p. 19) with the vocabulary words.

B Watch, point, and chant.

See *Teaching with Video*, Teacher's Guide page 13, and *How to Use Songs and Chants*, Teacher's Guide page 12.

1. Have students look at the picture in their books and name the things they know.
2. Play the video or Class CD1 Track 47. Have students watch and listen.

 I.47 F Fay, hi Fay, F Fay, hello Fay
F Fay, hi Fay. Fay, hello!
Foot, finger, purple fan (repeat)
F foot, F finger, F purple fan

3. Model the chant while students clap to keep the beat. Then say each line and have students repeat. Add lines until students can do the chant.
4. Play the video again and have students chant along.
5. **Which Letter Is the Same?** (p. 19). Use *F* and *f* in column 1.

Games and Activities

- Place twenty Student Cards, ten *F*'s and ten *f*'s, on a table. Pick up one to ten cards and hide them. T: *How many big F's?* The first student to guess the correct number (*Seven big F's*) becomes the "teacher" for the next turn.
- **More Words with /f/** (p. 19). Students should be able to supply *Fay*, *foot*, *finger*, and *fan*. Write the words on the board and add any additional words that they know. Have students draw a simple illustration of each word.

Student Book page 33: *Let's Talk*

Warm up


1. **Concentration** (p. 15). Give pairs or small groups two sets of Picture Cards 89–92.
2. **File Grids/Screens Activity** (p. 15). Use two sets of matching Student Cards for all colors.

C Ask and answer.

See *Teaching Conversation*, Teacher's Guide page 11.

1. **Find the Hidden Object** (p. 14) to review the vocabulary. T: *Find the hidden object. Is there a (fan)?* Students look for each object. Prompt students to point and answer *Yes, there is*. Review vocabulary from previous lessons. T: *What color is this?*

2. Direct students' attention to the pattern on page 33. Model the conversation as you point to each word.
3. Play Class CD1 Track 48. Have students listen as you point to each word.

 I.48	What shape is it? It's a circle.	What shape is it? It's a square.
	A circle A square A triangle A rectangle	What shape is it? It's a triangle. What shape is it? It's a rectangle.
	What shape is it? It's a circle.	

4. Play the audio again. Have students repeat, focusing on natural intonation, rhythm, and speed.
5. Have student pairs practice the conversation. S1: *What shape is it?* (points to circle) S2: *It's a circle*. Reverse roles and repeat.
6. Play **Chain Drill** (p. 14) to help students practice the conversation. Use Picture Cards 93–96.

I can say the Ff words.

See *Teaching with Can-Do Statements*, Teacher's Guide page 13.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- **Run to a Shape** (p. 17). Use Picture Cards 93–96. Ask students to run to the correctly colored shape.
- **Count the Shapes**. Divide the class into teams of three, four, or five students. T: *How many squares?* Give the teams about three minutes to wander around the room looking for objects of that shape. After time is up, let the groups point out their objects. If playing for points, the team that finds the most objects earns a point.

Additional Resources

Workbook pages 30–31
Online Practice

Lesson 15 LI

Let's Learn/Let's Talk

Student Book pages 34–35

Topics:

- LI
- Shapes

Lesson Objectives:

- Learning the letter *LI*
- Learning how to identify shapes

Let's Learn Language:

Luke, lamb, lemon, lion

Let's Talk Language:

What shape is it? It's a star.

a star, a diamond, a heart, an oval

Materials:

Teacher Cards Aa, Ee, Ii, Oo, Uu, Cc, Gg, Bb, Dd, Pp, Tt, Vv, Zz, Ff, Ll; CD1 Tracks 49–51; Student Cards, Picture Cards 93–104, and Lesson 15 Chant Video (Teacher's Resource Center)

Student Book page 34: Let's Learn

Warm up

1. **Charades** (p. 15). Use Picture Cards 93–96. Students can make the shape with their hands or use other gestures to get their team to guess the shape.
2. Play **Slap** (p. 17) using Student Cards for all letters learned so far.

Pre-teach Language

1. Introduce *L* and *l*. Show students Teacher Card LI and say the letters. Have students repeat each letter several times.
2. Show students capital *L*. T: *L*. Ss: *L*. Make the big-letter gesture. T: *L*. Big *L*. Students repeat.
3. Follow step 2 for lowercase *l*.
4. Use **Which Letter?** (p. 15) to practice recognizing big and small *LI*.
5. Introduce the /l/ sound. T: /l/. *L's sound is /l/.*
Pronunciation note: If students have difficulty with /l/, check to make sure their tongues are touching the ridge behind their upper teeth as they make the sound.
6. Write *L* and *l* on the board. Point to the letters. T: /l/. Model the sound. Students repeat.
7. Use **Which Sound?** (p. 15) with /l/.

8. Write *L* on the board, and count or describe the strokes as you write (e.g., *down, across*). Then point to the letter and make the big-letter gesture. Face the same direction as the students, and write the letter in the air. Students repeat, tracing *L* in the air with their fingers and again with their eyes closed. Monitor to see which students are having problems. Repeat for *l*.

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 11.

1. Play **Find the Hidden Letter** (p. 18). Have students look at the pictures. T: *Find the letter L*. Have students point to and say the letter. Then repeat with *l*.
2. Play Class CD1 Track 49. Students listen and point to each picture.


1. Luke 2. lamb 3. lemon 4. lion

3. Play the audio again and have students repeat the words. Check pronunciation and intonation.
4. Play **Show Me** (p. 19) with the vocabulary words.

B Watch, point, and chant.

See *Teaching with Video*, Teacher's Guide page 13, and *How to Use Songs and Chants*, Teacher's Guide page 12.

1. Have students look at the picture in their books and name the things they know.
2. Play the video or Class CD1 Track 50. Have students watch and listen.

 1.50 L Luke, hi Luke, L Luke, hello Luke
L Luke, hi Luke. Luke, hello!
Pink lamb, yellow lemon (repeat)
Yellow lemon, yellow lion
Pink lamb, yellow lemon

Big lion, little lamb (repeat)
Yellow lemon, yellow lion
Pink lamb, yellow lemon

3. Model the chant while students clap to keep the beat. Then say each line and have students repeat. Add lines until students can do the chant.
4. Play the video again and have students chant along.
5. **Which Letter Is Different?** (p. 19). Use letters *F*, *f*, *L*, and *l* in column 1.

Games and Activities

- **Tic-Tac-Toe** (p. 18). Use Picture Cards 97–100 and ask students to say the word on the card to earn an X or O.
- **More Words with /l/** (p. 19). Students should be able to supply *Luke*, *lamb*, *lemon*, and *lion*.

Student Book page 35: *Let's Talk*

Warm up


1. **Pair Dictation** (p. 16). Provide crayons or markers. Have students number their papers 1–5 and draw shapes with different colors.
2. Play **Board Race** (p. 15) by calling out a shape (including a color if you have colored chalk or markers) and having S1 from each team race to the board and draw the correct shape.

C Ask and answer.

See *Teaching Conversation*, Teacher's Guide page 11.

1. Play **Find the Hidden Object** (p. 14) to review the vocabulary. T: *Find the hidden object. Is there a (lion)?* Prompt students to point and answer *Yes, there is*. Review vocabulary from previous lessons. T: *What color is it?* Ss: *It's orange*.

2. Direct students' attention to the pattern on page 35. Model the conversation as you point to each word.
3. Play Class CD1 Track 51. Have students listen as you point to each word.

 1.51	What shape is it? It's a star. A star A diamond A heart An oval What shape is it? It's a star.	What shape is it? It's a diamond. What shape is it? It's a heart. What shape is it? It's an oval.
--	---	--

4. Play the audio again. Have students repeat, focusing on natural intonation, rhythm, and speed.
5. Have student pairs practice the conversation. S1: *What shape is it?* (points to star) S2: *It's a star*. Reverse roles and repeat.
6. Play **Chain Drill** (p. 14) to help students practice the conversation. Use Picture Cards 93–96 and 101–104.



I can say the LI words.

See *Teaching with Can-Do Statements*, Teacher's Guide page 13.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- **Throw a Beanbag**. Make boxes with shapes (circle, square, star, heart, etc.) on them. A student picks a Picture Card (93–96, 101–104) and tries to throw the beanbag into the box with that shape. The student who gets the most points is the winner. For a greater challenge, assign different points to each shape.
- **Guessing Game** (p. 16). Make cardboard cutouts for each of the shapes. Have a student feel a shape in a box (or outside a box with eyes closed) and guess the shape. This can also be done as a team activity.

Additional Resources

Workbook pages 32–33
Online Practice

Lesson 16 Mm

Let's Learn/Let's Talk

Student Book pages 36–37

Topics:

- Mm
- Greetings

Lesson Objectives:

- Learning the letter Mm
- Learning how to greet each other

Let's Learn Language:

Mary, moon, man, monkey

Let's Talk Language:

Good morning! Good night!

Materials:

Teacher Cards Aa, Ee, Ii, Oo, Uu, Cc, Gg, Bb, Dd, Pp, Tt, Vv, Zz, Ff, Ll, Mm, colors; CD1 Tracks 52–55; Student Cards, Picture Cards 93–96, 98–108, and Lesson 16 Chant Video (Teacher's Resource Center)

Student Book page 36: Let's Learn

Warm up

- **Matching Game** (p. 19). Use Student Cards and Teacher Cards for all big and small letters learned so far.

Pre-teach Language

1. Introduce *M* and *m*. Show students Teacher Card Mm and say the letters. Have students repeat each letter several times.
2. Show students capital *M*. T: *M*. Ss: *M*. Make the big-letter gesture. T: *M*. Big *M*. Students repeat.
3. Follow step 2 for lowercase *m*.
4. Use **Which Letter?** (p. 15) to practice recognizing big and small *Mm*.
5. Introduce the /m/ sound. T: /m/. *M's sound is /m/.*
Pronunciation note: If students have difficulty with /m/, check to make sure their lips are closed tightly together. The tongue is not touching anywhere inside the mouth.
6. Write *M* and *m* on the board. Point to the letters. T: /m/. Model the sound. Students repeat.
7. Use **Which Sound?** (p. 15) to practice the sound of the letter *M*.

8. Write *M* on the board, and count or describe the strokes as you write (e.g., *down, down, up, down*). Then point to the letter and make the big-letter gesture. Face the same direction as the students, and write the letter in the air. Students repeat, tracing *M* in the air with their fingers and again with their eyes closed. Monitor to see which students are having problems. Repeat for *m*. Point out that small *m* is only half as large as big *M*.

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 11.

1. **Find the Hidden Letter** (p. 18). Have students look at the pictures. T: *Find the letter M*. Have students point to and say the letter. Then repeat with *m*.
2. Play Class CD1 Track 52. Have students listen and point to each picture.


1. Mary 2. moon 3. man 4. monkey

3. Play the audio again and have students repeat the words. Check pronunciation and intonation.
4. Play **Show Me** (p. 19) with the vocabulary words.

B Watch, point, and chant.

See *Teaching with Video*, Teacher's Guide page 13, and *How to Use Songs and Chants*, Teacher's Guide page 12.

1. Have students look at the picture in their books and name the things they know.
2. Play the video or Class CD1 Track 53. Have students watch and listen.

 1.53 M Mary, hi Mary, M Mary, hello Mary
M Mary, hi Mary. Mary, hello!
M monkey, M man, M monkey, M man
M moon, M monkey, monkey, moon, man

3. Model the chant while students clap to keep the beat. Then say each line and have students repeat. Add lines until students can do the chant.
4. Play the video again and have students chant along.

C Listen and sing the F-L-M Song.

1. Play Class CD1 Track 54, the "F-L-M Song." Display Teacher Cards Ff, Ll, and Mm and point to the letters as you hear them.

 1.54 FLM, FLM, F, L, M (repeat 3x)

2. Model the song, line by line. Have students clap to the beat after you. Play the song again and have students sing along.
3. Assign each of the students one of the letters in the song. Play the song again. This time, have all the "F's" stand up when they hear *F* in the song. Repeat for each of the other letters.

Games and Activities

- **Concentration** (p. 15). Give pairs or small groups two sets of Picture Cards 105–108.
- **More Words with /m/** (p. 19). Students should be able to supply *Mary*, *moon*, *man*, and *monkey*.

Student Book page 37: Let's Talk


Warm up

1. **Find Your Partner** (p. 16). Use a double set of Picture Cards 98–100 and 106–108.
2. Make name tags for students. Write the first initial of one student's name on the board. Students guess whose name it is. Continue adding letters slowly until someone guesses correctly. Repeat with other names.

D Listen and say.

See *Teaching Conversation*, Teacher's Guide page 11.

1. Play **Find the Hidden Object** (p. 14) to review the vocabulary. T: *Find the hidden object. Is there a (monkey)?* Prompt students to point and answer *Yes, there is.* Review vocabulary from previous lessons. T: *What color is it? How many?*
2. Direct students' attention to the pattern on page 37. Model the expressions as you point to each word.
3. Play Class CD1 Track 55. Have students listen as you point to each word.

 1.55 Good morning! Good night!

4. Play the audio again. Have students repeat, focusing on natural intonation, rhythm, and speed.
5. Have student pairs practice the expressions. S1 mimes either waking up or sleeping, and S2 says the appropriate expression. Students take turns gesturing and speaking.

I can say the Mm words.

See *Teaching with Can-Do Statements*, Teacher's Guide page 13.

Access the **Can-Do Activity** on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- S1 does a simple mime of either getting ready for bed or waking up in the morning. The class guesses which greeting is appropriate and says it. For review, also include *Hi!/Hello! How are you?* and *I'm fine*.
- Place a picture of the sun and the moon in different locations in the room. Give each student a Picture Card (93–96, 101–104) or a Student Card for a color. Students wander around the room, asking either *What shape is it?* or *What color is it?* Occasionally the teacher interrupts with either *Good morning!* or *Good night!* Students race to stand near the appropriate picture.

Additional Resources

Workbook pages 34–35
Online Practice

Lesson 17 Nn

Let's Learn/Let's Talk

Student Book pages 38–39

Topics:

- Nn
- Polite expressions

Lesson Objectives:

- Learning the letter Nn
- Learning how to say polite expressions

Let's Learn Language:

Nina, nut, notebook, nest

Let's Talk Language:

Thank you! You're welcome.

Materials:

Teacher Cards Ff, Ll, Mm, Nn; CD1 Tracks 54, 56–58; Student Cards, Picture Cards 17–20, 25–28, 59–62, 67–70, 106–112, and Lesson 17 Chant Video (Teacher's Resource Center)

Student Book page 38: Let's Learn

Warm up

- Sing the “F-L-M Song” (Class CD1 Track 54) as a group. Assign a letter to each student in the class (more than one student for each letter). Have students march around the room as they sing. Students shout their own letters but sing the other letters in normal voices.

Pre-teach Language

1. Introduce *N* and *n*. Show students Teacher Card Nn and say the letters. Have students repeat each letter several times.
2. Show students capital *N*. T: *N*. Ss: *N*. Make the big-letter gesture. T: *N*. Big *N*. Students repeat.
3. Follow step 2 for lowercase *n*.
4. Use **Which Letter?** (p. 15) to practice recognizing big and small *Nn*.
5. Introduce the /n/ sound. T: /n/. *N's sound is /n/.*
Pronunciation note: If students have difficulty with /n/, check to make sure their tongues are touching the ridge behind their front teeth.
6. Write *N* and *n* on the board. Point to the letters. T: /n/. Model the sound. Students repeat.
7. Use **Which Sound?** (p. 15) to practice the sound of the letter *N*.

8. Write *N* on the board, and count or describe the strokes as you write (e.g., *down, down, up*). Then point to the letter and make the big-letter gesture. Face the same direction as the students, and write the letter in the air. Students repeat, tracing *N* in the air with their fingers and again with their eyes closed. Monitor to see which students are having problems. Repeat for *n*. Point out that small *n* is only half as large as big *N*.

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 11.

1. Play **Find the Hidden Letter** (p. 18). Have students look at the pictures. T: *Find the letter N*. Have students point to and say the letter. Then repeat with *n*.
2. Play Class CD1 Track 56. Students listen and point to each picture.


1.56 1. Nina 2. nut 3. notebook 4. nest

3. Play the audio again and have students repeat the words. Check pronunciation and intonation.
4. Play **Show Me** (p. 19) with the vocabulary words.

B Watch, point, and chant.

See *Teaching with Video*, Teacher's Guide page 13, and *How to Use Songs and Chants*, Teacher's Guide page 12.

1. Have students look at the picture in their books and name the things they know.
2. Play the video or Class CD1 Track 57. Have students watch and listen.

 L.57 N Nina, hi Nina, N Nina, hello Nina
N Nina, hi Nina. Nina, hello!

N notebook N, N notebook N
N nut, N nest, N notebook N

3. Model the chant while students clap to keep the beat. Then say each line and have students repeat. Add lines until students can do the chant.
4. Play the video again and have students chant along.
5. **Which Letter Is Different?** (p. 19). Use *M*, *m*, *N*, and *n* in column 1.

Games and Activities

- **Picture Game** (p. 17). Use Picture Cards 109–112.
- **More Words with /n/** (p. 19). Students should be able to supply *Nina*, *nut*, *notebook*, and *nest*.

Student Book page 39: Let's Talk


Warm up

1. **Slap** (p. 17). Use Picture Cards 59–62 and 67–70 for plural words.
2. **Body Alphabet** (p. 18). In this variant, have students work individually or with a partner to form known letters with their bodies.

C Listen and say.

See *Teaching Conversation*, Teacher's Guide page 11.

1. Play **Find the Hidden Object** (p. 14) to review the vocabulary. T: *Find the hidden object. Is there a (nest)?* Students look for each object. Prompt students to point and answer *Yes, there is*. Review vocabulary from previous lessons. T: *What color is it? Is there candy? How many?*
2. Direct students' attention to the pattern on page 39. Model the expressions as you point to each word.
3. Play Class CD1 Track 58. Have students listen as you point to each word.

 L.58 Thank you!

You're welcome.

4. Play the audio again. Have students repeat, focusing on natural intonation, rhythm, and speed.
5. Have student pairs practice the expressions. S1: *Thank you!* S2: *You're welcome!* Students can use real objects or Picture Cards (such as 17–20 or 25–28) as “gifts” to give each other. Encourage students to exaggerate their facial expressions as they say *Thank you!* (e.g., look thrilled, surprised, happy). Reverse roles and repeat.



I can say the Nn words.

See *Teaching with Can-Do Statements*, Teacher's Guide page 13.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- **Role Play** (p. 17). Using language students have learned, create a birthday party conversation. Example:
S1: *Hi, Matt. How old are you?*
S2: *I'm eight years old.*
S1: (gives S2 a gift) *It's a ball.*
S2: *Thank you!*
S1: *You're welcome.*
First practice the conversation line by line as a class. Then students practice the conversation in pairs, using their own names and ages and deciding on a gift. Allow several pairs to perform for the class.
- **Pass the Cards**. Use Picture Cards 106–108 and 110–112. Students sit in a circle. Begin passing Picture Cards in both directions around the circle. Each time the card is passed to another student, the same exchange is made:
S1: *It's a notebook.*
S2: *Thank you!*
S1: *You're welcome.*
The challenge comes when the cards cross somewhere in the circle of students, and students must remember which card they passed in which direction.

Additional Resources


Workbook pages 36–37
Online Practice

Lesson 18 Ss

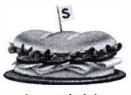
Let's Learn/Let's Talk

Lesson 18 Ss Let's Learn


A Learn the words.




1. Scott



2. sandwich




3. seesaw



4. sun


B Watch, point, and chant.

The S Chant




Let's Talk


C Listen and say.




This is my body.



This is my head.



This is my face.



This is my mouth.

I can say the Ss words.
I can say This is my body.

Student Book pages 40–41

Topics:

- Ss
- Parts of the body

Lesson Objectives:

- Learning the letter Ss
- Learning how to identify parts of the body (singular)

Let's Learn Language:

Scott, sandwich, seesaw, sun

Let's Talk Language:

This is my body,
body, head, face, mouth

Materials:

Teacher Cards Aa, Ee, Ii, Oo, Uu, Cc, Gg, Bb, Dd, Pp, Tt, Vv, Zz, Ff, Ll, Mm, Nn, Ss, 1–10; CD1 Tracks 59–61; Student Cards, Picture Cards 17–20, 25–28, 105–120, and Lesson 18 Chant Video (Teacher's Resource Center)

Student Book page 40: Let's Learn

Warm up

- **Giving Game.** Use Picture Cards 17–20 and 25–28 to give as “gifts,” or if possible, bring in inexpensive stickers. Model giving a volunteer a gift. T: *This is a (doll).* S1: *Thank you.* T: *You're welcome.* Repeat as needed. Then give each student a card. Have students walk around exchanging “gifts” while using the conversation.

Pre-teach Language

1. Introduce S and s. Show Teacher Card Ss. Say the letters. Students repeat them several times.
2. Show students capital S. T: S. Ss: S. Make the big-letter gesture. T: S. *Big S.* Students repeat.
3. Follow step 2 for lowercase s.
4. Use **Which Letter?** (p. 15) with Ss.
5. Introduce the /s/ sound. T: /s/. *S's sound is /s/.* **Pronunciation note:** If students have difficulty with /s/, have them make a hissing sound, like a snake. The sides of their tongues touch the inside edges of their upper teeth, creating a “tunnel,” and students almost look as though they are smiling as they make the sound.
6. Write S and s on the board. Point to the letters. T: /s/. Model the sound. Students repeat.


7. Use **Which Sound?** (p. 15) with /s/.

8. Write S on the board and count or describe the strokes as you write (e.g., *curve, down, curve*). Then point to the letter and make the big-letter gesture. Face the same direction as the students and write the letter in the air. Students repeat, tracing S in the air with their fingers and again with their eyes closed. Monitor to see which students are having problems. Repeat for s. Point out that small s is only half as large as big S.

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 11.

1. Play **Find the Hidden Letter** (p. 18). Have students look at the pictures. T: *Find the letter S.* Have students point to and say the letter. Then repeat with s.
2. Play Class CD1 Track 59. Have students listen and point to each picture.


 L.59 1. Scott 2. sandwich 3. seesaw 4. sun

3. Play the audio again and have students repeat the words. Check pronunciation and intonation.
4. Play **Show Me** (p. 19) with the vocabulary words.

B Watch, point, and chant.

See *Teaching with Video*, Teacher's Guide page 13, and *How to Use Songs and Chants*, Teacher's Guide page 12.

1. Have students look at the picture in their books and name the things they know.
2. Play the video or Class CD1 Track 60. Have students watch and listen.

 1.60 S Scott, hi Scott, S Scott, hello Scott
S Scott, hi Scott. Scott, hello!

Seesaw, sandwich, sun (repeat)
S seesaw, S sandwich
Seesaw, sandwich, sun

3. Model the chant while students clap to keep the beat. Then say each line and have students repeat. Add lines until students can do the chant.
4. Play the video again and have students chant along.
5. **Concentration** (p. 15). Give pairs or small groups two sets of Picture Cards 113–116.

Games and Activities

- **Find Your Partner** (p. 16). Use a double set of Student Cards for the vowels, Cc, Gg, Bb, Dd, Pp, Tt, Vv, Zz, Ff, Ll, Mm, Nn, and Ss. Students repeat the letter sound on their cards until they find another student repeating the same sound. The pair then goes to the teacher and recites as many of the vocabulary words for their letter as they can remember.
- **More Words with /s/** (p. 19). Students should be able to supply *Scott*, *sandwich*, *seesaw*, and *sun*.

Student Book page 41: Let's Talk


Warm up

1. **Hidden Pictures** (p. 16). Display any ten Picture Cards (selected from 105–120). Cover each picture with one Teacher Card from the numbers 1–10.
2. **Living Sentences** (p. 16). Divide students into groups of four, and assign each student either *Thank, you, You're, or welcome*. Students line up so their words create the exchange from the previous lesson. Help as necessary. Then the two pairs of students (*Thank you* and *You're welcome*) face each other and repeat the exchange.

C Listen and say.

See *Teaching Conversation*, Teacher's Guide page 11.

1. Play **Find the Hidden Object** (p. 14) to review the vocabulary. T: *Find the hidden object. Is there a (sun)?* Prompt students to point and answer *Yes, there is*. Review vocabulary from previous lessons. T: *What color is it? Is there a cat? How many?*
2. Direct students' attention to the sentences on page 41. Model the sentences as you point to each word.
3. Play Class CD1 Track 61. Have students listen as you point to each word.

 1.61 This is my body. This is my face.
This is my head. This is my mouth.

4. Play the audio again. Have students repeat, focusing on natural intonation, rhythm, and speed.
5. Have student pairs practice the sentences. S1 points to one of the four pictures. S2 says the appropriate sentence. Students continue, taking turns.

I can say the Ss words.

See *Teaching with Can-Do Statements*, Teacher's Guide page 13.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- **Ping Pong**. Divide the class into pairs. S1 touches a body part and makes a sentence. S2 touches the same part, repeats S1's sentence, and then touches a different part and makes a new sentence. Each time, students repeat the previous sentence and add a new one. As students become better at the game, increase the speed.
- **Me Picture**. Use a large (life-size) sheet of paper for each student. Have students lie down on their paper in any pose and trace around their bodies. Students color in their clothing and add faces and hair. In large letters, students write the title *Me* or write their names. Then students add labels for *body, head, face, and mouth*. Students will add additional labels in lessons that follow. If large paper is not available, have students draw a picture of themselves on a smaller piece of paper.

Additional Resources

Workbook pages 38–39
Online Practice

Lesson 19 Xx

Let's Learn/Let's Talk

Student Book pages 42–43

Topics:

- Xx
- Parts of the body

Lesson Objectives:

- Learning the letter Xx
- Learning how to identify parts of the body (singular and plural)

Let's Learn Language:

Mr. X, X-ray, box, fox

Let's Talk Language:

These are my eyes. This is my nose.
eyes, ears, nose, fingers

Materials:

Teacher Cards Ff, Ll, Mm, Nn, Ss, Xx, 1–8; CD1 Tracks 62–65; Student Cards, Picture Cards 117–128, and Lesson 19 Chant Video (Teacher's Resource Center)

Student Book page 42: Let's Learn

Warm up

- **Name the Body Part** (p. 16). Have pairs point to body parts and name them. S1: (points to head) S2: *Head*. S2: (points to mouth) S1: *Mouth*.

Pre-teach Language

1. Introduce X and x. Show Teacher Card Xx. Say the letters. Students repeat them several times.
2. Show students capital X. T: X. Ss: X. Make the big-letter gesture. T: X. *Big X*. Students repeat.
3. Follow step 2 for lowercase x.
4. Use **Which Letter?** (p. 15) with Xx.
5. Introduce the /x/ sound. T: /x/. X's sound is /x/.
Pronunciation note: X is one of the least-used letters in English, although the /x/ sound appears often. At the beginning of words, X says its name. In other positions, /x/ sounds like /ks/. If students have difficulty with /ks/, have them say familiar words with the same sound, (e.g., *ducks, taxi*). Isolate the sound in the word.
6. Write X and x on the board. Point to the letters. T: /x/. Model the sounds. Students repeat.
7. Use **Which Sound?** (p. 15) to practice the sounds of the letter X.

8. Write X on the board and count or describe the strokes as you write (e.g., *across, across*). Then point to the letter and make the big-letter gesture. Face the same direction as the students and write the letter in the air. Students repeat, tracing X in the air with their fingers and again with their eyes closed. Monitor to see which students are having problems. Repeat for x. Point out that small x is only half as large as big X.

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 11.

1. Play **Find the Hidden Letter** (p. 18). Have students look at the pictures. T: *Find the letter X*. Have students point to and say the letter. Then repeat with x.
2. Play Class CD1 Track 62. Have students listen and point to each picture


1. Mr. X 2. X-ray 3. box 4. fox

3. Play the audio again and have students repeat the words. Check pronunciation and intonation.
4. Play **Show Me** (p. 19) with the vocabulary words.

B Watch, point, and chant.

See *Teaching with Video*, Teacher's Guide page 13, and *How to Use Songs and Chants*, Teacher's Guide page 12.

1. Have students look at the picture in their books and name the things they know.
2. Play the video or Class CD1 Track 63. Have students watch and listen.


 I.63 Hello Mr. X, hi Mr. Y
Hello Mr. X, bye Mr. Y (repeat)
Hello Mr. X, bye-bye Mr. Y

X-ray, X-ray, fox, box (repeat)
Black fox, black box
X-ray, X-ray, fox

3. Model the chant while students clap to keep the beat. Then say each line and have students repeat. Add lines until students can do the chant.
4. Play the video again and have students chant along.

C Listen and sing the N-S-X Song.

1. Play Class CD1 Track 64, the "N-S-X Song." Display Teacher Cards Nn, Ss, and Xx and point to the letters as you hear them.

 I.64 NSX NSX, N, S, X (repeat 3x)

2. Model the song, line by line. Have students clap to the beat after you. Play the song again and have students sing along.
3. Assign each of the students one of the letters in the song. Play the song again. This time, have all the "X's" stand up when they hear X in the song. Repeat for each of the other letters.

Games and Activities

- Play **Concentration** (p. 15). Give pairs or small groups two sets of Picture Cards 121–124.
- **More Words with /x/ and /ks/** (p. 19). Students should be able to supply *Mr. X*, *X-ray*, *box*, and *fox*.

Student Book page 43: *Let's Talk*


Warm up

1. **Relay Race** (p. 17). Use Picture Cards 117–120.
2. Play **Slap** (p. 17). Use Picture Cards 117–124.

D Listen and say.

See *Teaching Conversation*, Teacher's Guide page 11.

1. Play **Find the Hidden Object** (p. 14) to review the vocabulary.
2. Direct students' attention to the pattern on page 43. Model the sentences as you point to each word.
3. Play Class CD1 Track 65. Have students listen as you point to each word.

 I.65 These are my eyes. This is my nose.
These are my ears. These are my fingers.

4. Play the audio again. Have students repeat, focusing on natural intonation, rhythm, and speed.
5. Have student pairs practice the sentences. S1 points to one of the four pictures. S2 says the appropriate sentence. Students continue, taking turns.



I can say the Xx words.

See *Teaching with Can-Do Statements*, Teacher's Guide page 13.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- **Hidden Pictures** (p. 16). Display Picture Cards 117–120 and 125–128. Cover each card with a Teacher Card 1–8. Have a volunteer call out a number. Uncover the card for three seconds. Students should say the item on the card.
- **Me Picture**. Use the self-portraits that students made in Lesson 18. Students add the labels *eyes*, *ears*, *nose*, and *fingers*. Students will add additional labels in lessons that follow.

Additional Resources

Workbook pages 40–41
Online Practice

Lesson 20 Jj

Let's Learn/Let's Talk

Student Book pages 44–45

Topics:

- Jj
- Parts of the body

Lesson Objectives:

- Learning the letter Jj
- Learning how to identify parts of the body (plural)

Let's Learn Language:

Jenny, jam, juice, jet

Let's Talk Language:

These are my arms.

arms, hands, legs, feet

Materials:

Teacher Cards Mm, Nn, Ss, Xx, Jj; CD1 Tracks 66–68; Student Cards, Picture Cards 89–92, 97–100, 105–116, 121–124, 129–136, and Lesson 20 Chant Video (Teacher's Resource Center)

Student Book page 44: Let's Learn

Warm up

- **Sorting Game** (p. 19). Use Picture Cards 89–92, 97–100, 105–116, 121–124, and six “pockets” labeled F, L, M, N, S, and X.

Pre-teach Language

1. Introduce *J* and *j*. Show students Teacher Card Jj and say the letters. Have students repeat each letter several times.
2. Show students capital *J*. T: *J*. Ss: *J*. Make the big-letter gesture. T: *J*. Big *J*. Students repeat.
3. Follow step 2 for lowercase *j*.
4. Use **Which Letter?** (p. 15) to practice recognizing big and small *Jj*.
5. Introduce the /j/ sound. T: /j/. *J's sound is /j/.*
Pronunciation note: To make /j/, press the tongue against the ridge behind the front teeth. Purse the lips as though getting ready to blow out a candle.
6. Write *J* and *j* on the board. Point to the letters. T: /j/. Model the sound. Students repeat.
7. Use **Which Sound?** (p. 15) with /j/.

8. Write *J* on the board and count or describe the strokes as you write (e.g., *across, down, and curve*). Then point to the letter and make the big-letter gesture. Face the same direction as the students, and write the letter again in the air. Students follow your model and trace *J* in the air with their fingers. Have students trace it again with their eyes closed. Monitor their progress. Check to see which students are having problems. Repeat for *j*.

A Learn the words.

See **Teaching Vocabulary**, Teacher's Guide page 11.

1. Play **Find the Hidden Letter** (p. 18). Have students look at the pictures. T: *Find the letter J*. Have students point to and say the letter. Then repeat with *j*.
2. Play Class CD1 Track 66. Have students listen and point to each picture.


1.66 1. Jenny 2. jam 3. juice 4. jet

3. Play the audio again and have students repeat the words. Check pronunciation and intonation.
4. Play **Show Me** (p. 19) with the vocabulary words.

B Watch, point, and chant.

See *Teaching with Video*, Teacher's Guide page 13, and *How to Use Songs and Chants*, Teacher's Guide page 12.

1. Have students look at the picture in their books and name the things they know.
2. Play the video or Class CD1 Track 67. Have students watch and listen.

 L.67 J Jenny, hi Jenny, J Jenny, hello Jenny
J Jenny, hi Jenny. Jenny, hello!

J jam, yum, yum, J jam, yum, yum
J juice, J jet, yum, yum, jam!

3. Model the chant while students clap to keep the beat. Then say each line and have students repeat. Add lines until students can do the chant.
4. Play the video again and have students chant along.
5. **Tic-Tac-Toe** (p. 18). Use Picture Cards 129–132, and ask students to say the word on the card to earn an X or O.

Games and Activities

- **Find Your Partner** (p. 16). Use a double set of Student Cards Mm, Nn, Ss, Xx, and Jj. (You can also add other previously taught letters as appropriate for your class.) Students repeat the letter sound on their cards until they find another student repeating the same sound. The pair of students then goes to the teacher and recites as many of the vocabulary words for their letter as they can remember.
- **More Words with /j/** (p. 19). Students should be able to supply the words *Jenny*, *jam*, *juice*, *jet*, and *jump rope*.

Student Book page 45: Let's Talk


Warm up

1. **Make a Monster.** Give students instructions to draw monsters (or space aliens). T: *It has (two heads). They are (green),* and so on. Students show each other their pictures when finished. After completing this activity, students can also draw their own unique creatures and then tell partners how to draw them.
2. **Living Sentences** (p. 16). Divide students into groups of four. Assign each student one word from either *This is my (face)* or *These are my (eyes)*. Groups say their sentences for the class.

C Listen and say.

See *Teaching Conversation*, Teacher's Guide page 11.

1. Play **Find the Hidden Object** (p. 14) to review the vocabulary. T: *Find the hidden object. Is there a (jet)?* Prompt students to point and answer *Yes, there is.* Review vocabulary from previous lessons. T: *What color is it? Is there a nose?*
2. Direct students' attention to the pattern on page 45. Model the sentences as you point to each word.
3. Play Class CD1 Track 68. Have students listen as you point to each word.

 L.68 These are my arms.
These are my hands.
These are my legs.
These are my feet.

4. Play the audio again. Have students repeat, focusing on natural intonation, rhythm, and speed.
5. Have student pairs practice the sentences on page 45. S1 points to one of the four pictures. S2 says the appropriate sentence. Students take turns pointing and speaking.

I can say the Jj words.

See *Teaching with Can-Do Statements*, Teacher's Guide page 13.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- **Play Concentration** (p. 15). Give pairs two sets of Picture Cards 126–129 and 133–136.
- **Me Picture.** Use the self-portraits that students made in Lessons 18 and 19. Students add the labels *arms*, *hands*, *legs*, and *feet*. Students will add additional labels in lessons that follow.

Additional Resources

Workbook pages 42–43
Online Practice

Lesson 21 Kk

Let's Learn/Let's Talk

Lesson 21 Kk

Let's Learn

A Learn the words.

1. Kate 2. kitten

3. kite 4. kangaroo

B Watch, point, and chant.

The K Chant

Let's Talk

C Listen and say.

This is my left hand. This is my right hand.

This is my left foot. This is my right foot.

I can say the Kk words.
I can say This is my left hand.

46 Lesson 21 Kk Lesson 21 Kk 47

Student Book pages 46–47

Topics:

- Kk
- Parts of the body
- Right and left

Lesson Objectives:

- Learning the letter Kk
- Learning how to identify parts of the body (singular)
- Learning how to identify right and left

Let's Learn Language:

Kate, kitten, kite, kangaroo

Let's Talk Language:

This is my left hand. This is my right foot.
left, right, hand, foot

Materials:

Teacher Cards Jj, Kk; CD1 Tracks 69–71; Student Cards, Picture Cards 117–120, 125–140, and Lesson 21 Chant Video (Teacher's Resource Center)

Student Book page 46: Let's Learn

Warm up

- Have students wear name tags. Students listen to your hints and guess which student is being described. T: *I'm thinking of a girl. She has two T's in her name. Her name starts with a big B. She's wearing a blue shirt.* When the class can guess which student, they shout the name. Ss: *It's Betty!*

Pre-teach Language

1. Introduce **K** and **k**. Show students Teacher Card Kk and say the letters. Have students repeat each letter several times.
2. Show students capital **K**. T: **K**. Ss: **K**. Make the big-letter gesture. T: **K**. *Big K*. Students repeat.
3. Follow step 2 for lowercase **k**.
4. Use **Which Letter?** (p. 15) to practice recognizing big and small **Kk**.
5. Introduce the /k/ sound. T: /k/. **K's sound is /k/.**
Pronunciation note: /k/ is the same sound as the *c* in *cat*. The back of the tongue touches the top of the mouth to stop airflow. The /k/ sound results from one quick release of air.
6. Write **K** and **k** on the board. Point to the letters. T: /k/. Model the sound. Students repeat.
7. Use **Which Sound?** (p. 15) to practice the sound of the letter **K**.

8. Write **K** on the board, and count or describe the strokes as you write (e.g., *down, down to the middle, back out*). Then point to the letter and make the big-letter gesture. Face the same direction as the students and write the letter again in the air. Students follow your model and trace **K** in the air with their fingers. Have students trace it again with their eyes closed. Monitor their progress. Repeat for **k**.

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 11.

1. **Find the Hidden Letter** (p. 18). Have students look at the pictures. T: *Find the letter K*. Have students point to and say the letter. Then repeat with **k**.
2. Play Class CD1 Track 69. Have students listen and point to each picture.

1.69 1. Kate 2. kitten 3. kite 4. kangaroo

3. Play the audio again and have students repeat the words. Check pronunciation and intonation.
4. Play **Show Me** (p. 19) with the vocabulary words.

B Watch, point, and chant.

See *Teaching with Video*, Teacher's Guide page 13, and *How to Use Songs and Chants*, Teacher's Guide page 12.

1. Have students look at the picture in their books and name the things they know.
2. Play the video or Class CD1 Track 70. Have students watch and listen.

 70 K Kate, hi Kate, K Kate, hello Kate,
K Kate, hi Kate. Kate, hello!

K kitten, K kite, K kitten (meow)
K kitten, K kangaroo, K kitten (meow)
Kitten, kitten (meow, meow)
Kitten, kitten (meow)
K kangaroo, K kite, kitten, kitten (meow)

3. Model the chant while students clap to keep the beat. Then say each line and have students repeat. Add lines until students can do the chant.
4. Play the video again and have students chant along.
5. **Slap** (p. 17). Play the game using Picture Cards 129–132 and 137–140.

Games and Activities

- **Picture Game** (p. 17). Use Picture Cards 137–140.
- **More Words with /k/** (p. 19). Write *K* and *C* on the board to reinforce that /k/ can be spelled with either letter. Remind students to only list words that start with *K*. Write any words that students list under the correct letter. Students should be able to supply *Kate*, *kitten*, *kite*, and *kangaroo*.

Student Book page 47: Let's Talk


Warm up

1. Play **Board Race** (p. 15) with Picture Cards 117–120, 125–128, and 133–136. Touch a body part and name it. After students touch the correct card, have them say the related sentence [e.g., *This is my (mouth)*].
2. **Concentration** (p. 15). Give pairs or small groups two sets of Picture Cards 117–120, 125–128, and 133–136.

C Listen and say.

See *Teaching Conversation*, Teacher's Guide page 11.

1. Play **Find the Hidden Object** (p. 14) to review the vocabulary.
2. Direct students' attention to the pattern on page 47. Model the sentences as you point to each word.
3. Play Class CD1 Track 71. Have students listen as you point to each word.

 71 This is my left hand.
This is my right hand.
This is my left foot.
This is my right foot.

4. Play the audio again. Have students repeat, focusing on natural intonation, rhythm, and speed.
5. Have student pairs practice the sentences on page 47. S1 points to one of the four pictures. S2 says the appropriate sentence. Students take turns pointing and speaking.

I can say the Kk words.

See *Teaching with Can-Do Statements*, Teacher's Guide page 13.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- Sing and dance "The Hokey Pokey," "Looby Loo," or a similar song that asks children to perform an action with their right and left hands or feet. Alternately, play **Please** (p. 17) with right and left actions.
- **Me Picture**. Use the self-portraits students made in previous lessons. Students add the labels: *right hand*, *left hand*, *right foot*, and *left foot*. Allow students to label their right and left eyes and ears, as well. Students will add additional labels in the next lesson.

Additional Resources

Workbook pages 44–45
Online Practice

Lesson 22 Hh

Let's Learn/Let's Talk

Student Book pages 48–49

Topics:

- Hh
- Parts of the body

Lesson Objectives:

- Learning the letter Hh
- Learning to understand simple commands

Let's Learn Language:

Henry, hat, horse, house

Let's Talk Language:

Touch your shoulders.
shoulders, elbows, knees, toes

Materials:

Teacher Cards Jj, Kk, Hh; CD1 Tracks 72–75; Student Cards, Picture Cards 129–140, 145–152, and Lesson 22 Chant Video (Teacher's Resource Center)

Student Book page 48: Let's Learn

Warm up

- **Name the Body Part** (p. 16). Have pairs of students point to body parts and name them.

Pre-teach Language

1. Introduce *H* and *h*. Show students Teacher Card Hh and say the letters. Have students repeat each letter several times.
2. Show students capital *H*. T: *H*. Ss: *H*. Make the big-letter gesture. T: *H*. *Big H*. Students repeat.
3. Follow step 2 for lowercase *h*.
4. Use **Which Letter?** (p. 15) with *Hh*.
5. Introduce the /h/ sound. T: /h/. *H's sound is /h/.*
Pronunciation note: If students have trouble making /h/, have them first try to "blow out a candle" as they did for /j/. Then have them relax their mouths (for an /uh/ or schwa sound) and blow again. The /h/ sound is made by blowing with the mouth completely slack.
6. Write *H* and *h* on the board. Point to the letters. T: /h/. Model the sound. Students repeat.
7. Use **Which Sound?** (p. 15) with /h/.
8. Write *H* on the board, and count or describe the strokes as you write (e.g., *down, down, across*). Then point to the letter and make the big-letter

gesture. Face the same direction as the students and write the letter in the air. Students repeat, tracing *H* in the air with their fingers and again with their eyes closed. Monitor to see which students are having problems. Repeat for *h*.

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 11.

1. Play **Find the Hidden Letter** (p. 18). Have students look at the pictures. T: *Find the letter H*. Have students point to and say the letter. Then repeat with *h*.
2. Play Class CD1 Track 72. Have students listen and point to each picture.

1.72 1. Henry 2. hat 3. horse 4. house


3. Play the audio again and have students repeat the words. Check pronunciation and intonation.
4. Play **Show Me** (p. 19) with the vocabulary words.

B Watch, point, and chant.

See *Teaching with Video*, Teacher's Guide page 13, and *How to Use Songs and Chants*, Teacher's Guide page 12.

1. Have students look at the picture in their books and name the things they know.

- Play the video or Class CD1 Track 73. Have students watch and listen.

 L.73 H Henry, hi Henry, H Henry, hello Henry
H Henry, hi Henry. Henry, hello!

Red house, red horse, little red hat, little red hat
(repeat)

House, horse, hat (repeat)

Red house, red horse, little red hat

- Model the chant while students clap to keep the beat. Then say each line and have students repeat. Add lines until students can do the chant.
- Play the video again and have students chant along.

C Listen and sing the J-K-H Song.

- Play Class CD1 Track 74, the “J-K-H Song.” Display Teacher Cards Jj, Kk, and Hh and point to the letters as you hear them.

 L.74 J, K, H J, K, J, K
J, K, H J, K, H

- Model the song, line by line. Have students clap to the beat after you. Play the song again and have students sing along.
- Assign each of the students one of the letters in the song. Play the song again. This time, have all the “J’s” stand up when they hear *J* in the song. Repeat for each of the other letters.

Games and Activities

- Divide the class into two teams. Place Picture Cards 129–132, 137–140, and 145–148 face down on a table. S1 from Team A chooses one card. Turn over the card for two seconds. If S1 can name the vocabulary item, the team takes the card and gets a point. If S1 cannot name the item, place the card face down again.
- More Words with /h/** (p. 19). Students should be able to supply *Henry*, *hat*, *horse*, and *house*.

Student Book page 49: *Let’s Talk*


Warm up

- Have students touch or raise the part of the body you say. Do it rhythmically and quickly (e.g., *Right hand, right hand, left hand! Left foot, left foot, right foot!*). The student who makes a mistake becomes the caller for the next round.

D Listen and say.

See *Teaching Conversation*, Teacher’s Guide page 11.

- Play **Find the Hidden Object** (p. 14) to review the vocabulary. T: *Find the hidden object. Is there a (hat)?* Students look for each object. Prompt students to point and answer *Yes, there is*. Review vocabulary from previous lessons. T: *What color is it? How many?*
- Direct students’ attention to the pattern on page 49. Model the commands as you point to each word.
- Play Class CD1 Track 75. Have students listen as you point to each word.

 L.75 Touch your shoulders. Touch your knees.
Touch your elbows. Touch your toes.

- Play the audio again. Have students repeat, focusing on natural intonation, rhythm, and speed.
- Have student pairs practice the commands on page 49. S1 points to one of the four pictures. S2 says the appropriate command. Students take turns pointing and speaking.



I can say the Hh words.

See *Teaching with Can-Do Statements*, Teacher’s Guide page 13.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- Play **Slap** (p. 17) with Picture Cards 133–136 and 149–152.
- Me Picture**. Use the self-portraits students made in previous lessons. Students add the labels *shoulders*, *elbows*, *knees*, and *toes*. Students may want to take these drawings home to show to their parents.

Additional Resources

Workbook pages 46–47
Online Practice

Lesson 23 Qq

Let's Learn/Let's Talk

Lesson 23
Qq Let's Learn

A Learn the words. 1. Quinn 2. queen 3. quilt 4. question

B Watch, point, and chant. The Q Chant

Lesson 23 Qq 51

Let's Talk

C Listen and say. Ouch! I hurt my knee. Ouch! I hurt my nose. Ouch! I hurt my head. Ouch!

I can say the Qq words. I can say Ouch! I hurt my knee.

Student Book pages 50–51

Topics:

- Qq
- Pain

Lesson Objectives:

- Learning the letter Qq
- Learning to express pain

Let's Learn Language:

Quinn, queen, quilt, question

Let's Talk Language:

Ouch! I hurt my knee.

knee, nose, head

Materials:

Teacher Cards Hh, Qq; CD1 Tracks 76–78; Student Cards, Picture Cards 113–140, 145–159, and Lesson 23 Chant Video (Teacher's Resource Center)

Student Book page 50: Let's Learn

Warm up

- **Sorting Game** (p. 19). Use Picture Cards 113–116, 121–124, 129–132, 137–140, 145–148, and five “pockets” labeled S, X, J, K, and H.

Pre-teach Language

1. Introduce Q and q. Show Teacher Card Qq. Say the letters. Students repeat them several times.
2. Show students capital Q. T: Q Ss: Q. Make the big-letter gesture. T: Q. *Big Q*. Students repeat.
3. Follow step 2 for lowercase q.
4. Use **Which Letter?** (p. 15) with Qq.
5. Introduce the /kw/ sound. T: /kw/. Q's sound is /kw/.
Pronunciation note: If students are having difficulty making the /kw/ sound, have them try to make the noise a duck makes (*quack*). That initial sound is /kw/. Students can also make the /k/ and /w/ sounds independently, then try to combine them to get /kw/.
6. Write Q and q on the board. Point to the letters. T: /q/. Model the sound for each letter and have students repeat.
7. Use **Which Sound?** (p. 15) with /kw/.

8. Write Q on the board, and count or describe the strokes as you write (e.g., *make an O and add a tail*). Then point to the letter and make the big-letter gesture. Face the same direction as the students, and write the letter again in the air. Students follow your model and trace Q in the air with their fingers. Have students trace it again with their eyes closed. Monitor their progress. Check to see which students are having problems. Repeat for q.

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 11.

1. Play **Find the Hidden Letter** (p. 18). Have students look at the pictures. T: *Find the letter Q*. Have students point to and say the letter. Then repeat with q.
2. Play Class CD1 Track 76. Have students listen and point to each picture.


1.76 1. Quinn 2. queen 3. quilt 4. question

3. Play the audio again and have students repeat the words. Check pronunciation and intonation.
4. Play **Show Me** (p. 19) with the vocabulary words.

B Watch, point, and chant.

See *Teaching with Video*, Teacher's Guide page 13, and *How to Use Songs and Chants*, Teacher's Guide page 12.

1. Have students look at the picture in their books and name the things they know.
2. Play the video or Class CD1 Track 77. Have students watch and listen.

 I.77 Q Quinn, hi Quinn, Q Quinn, hello Quinn
Q Quinn, hi Quinn. Quinn, hello!

Q quilt, Q question, Q queen, Q queen (repeat)
Quilt, question, queen (repeat)
Q quilt, Q question, Q queen, Q queen

3. Model the chant while students clap to keep the beat. Then say each line and have students repeat. Add lines until students can do the chant.
4. Play the video again and have students chant along.
5. **Hot Potato** (p. 16). Have students do the chant again. The student holding the “hot potato” at the end of the chant must say the four Q vocabulary words.

Games and Activities

- Play **Concentration** (p. 15). Give pairs or small groups two sets of Picture Cards 145–148 and 153–156.
- **More Words with /kw/** (p. 19). Students should be able to supply the words *Quinn*, *queen*, *quilt*, and *question*.

Student Book page 51: *Let's Talk*


Warm up

1. **Please** (p. 17). Have students stand in a circle. S1 says either *Touch your (knees)* or *Please touch your (knees)*. Students only do the action if they hear *Please*. Students continue giving commands around the circle. Once students are familiar with the activity, maintain a lively pace.
2. Sing “Head, Shoulders, Knees, and Toes.” Students stand in pairs. As they sing, they touch their own head, shoulders, knees, and toes. If the students are unfamiliar with the song, put them in groups of three. One student gives commands and the other two touch their heads, shoulders, and so on.

C Listen and say.

See *Teaching Conversation*, Teacher's Guide page 11.

1. Play **Find the Hidden Object** (p. 14) to review the vocabulary. T: *Find the hidden object. Is there a (quilt)?* Prompt students to point and answer *Yes, there is*. Review vocabulary from previous lessons. T: *What color is it? How many?*
2. Direct students' attention to the pattern on page 51. Model the sentences as you point to each word.
3. Play Class CD1 Track 78. Have students listen as you point to each word.

 I.78 Ouch! I hurt my knee!
Ouch! I hurt my nose!
Ouch! I hurt my head!
Ouch!

4. Play the audio again. Have students repeat, focusing on natural intonation, rhythm, and speed.
5. Have student pairs practice the sentences on page 51. S1 points to one of the four pictures. S2 says the appropriate sentence. Students take turns pointing and speaking.

I can say the Qq words.

See *Teaching with Can-Do Statements*, Teacher's Guide page 13.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- **Find Your Partner** (p. 16). Teach students the expressions *That's too bad* and *Me, too*. Use a double set of Picture Cards 117–120, 125–128, 133–136, 149–152, and 157–159. Each student tries to find the other student with the same injured body part. S1: *Ouch! I hurt my (head)!* If S2 has a different card, S2 says *That's too bad*. If S2 has the same card, S2 says *Me, too!*
- Play **Concentration** (p. 15). Give pairs or small groups two sets of Picture Cards 133–136, 149–152, and 157–159.

Additional Resources

Workbook pages 48–49
Online Practice

Lesson 24 Rr

Let's Learn/Let's Talk

Student Book pages 52–53

Topics:

- Rr
- Direction

Lesson Objectives:

- Learning the letter Rr
- Learning to understand simple commands

Let's Learn Language:

Roger, rocket, rabbit, radio

Let's Talk Language:

Let's go! Up! OK! Down! Turn around! In! Out!

Materials:

Teacher Cards Hh, Qq, Rr; CD1 Tracks 79–82; Student Cards, Picture Cards 153–156, 160–168, and Lesson 24 Chant Video (Teacher's Resource Center)

Student Book page 52: Let's Learn

Warm up

- With books closed, have students call out as many letters and vocabulary words as possible. Write the big and small letters on the board (in alphabetical order), then write each word under the appropriate letter. Have students open their books to see which words they forgot.

Pre-teach Language

1. Introduce R and r. Show students Teacher Card Rr and say the letters. Have students repeat each letter several times.
2. Show students capital R. T: R. Ss: R. Make the big-letter gesture. T: R. Big R. Students repeat.
3. Follow step 2 for lowercase r.
4. Use Which Letter? (p. 15) with Rr.
5. Introduce the /r/ sound. T: /r/. R's sound is /r/. **Pronunciation note:** If students are having difficulty making the /r/ sound, have them try to make the noise a dog makes when it growls (grrrr). That ending sound is close to /r/. For fun, have students growl and repeat several /r/ words. Exaggerate and draw out the initial /r/ (e.g., rrrred, rrrrectangle).
6. Write R and r on the board. Point to the letters. T: /r/. Model the sound. Students repeat.

7. Use Which Sound? (p. 15) with /r/.

8. Write R on the board, and count or describe the strokes as you write (e.g., *make a P and add a leg*). Then point to the letter and make the big-letter gesture. Face the same direction as the students and write the letter in the air. Students repeat, tracing R in the air with their fingers and again with their eyes closed. Monitor to see which students are having problems. Repeat for r. Point out that small r is only half as large as big R.

A Learn the words.

See Teaching Vocabulary, Teacher's Guide page 11.

1. Play Find the Hidden Letter (p. 18). Have students look at the pictures. T: Find the letter R. Have students point to and say the letter. Then repeat with r.
2. Play Class CD1 Track 79. Have students listen and point to each picture


1.79 1. Roger 2. rocket 3. rabbit 4. radio

3. Play the audio again and have students repeat the words. Check pronunciation and intonation.
4. Play Show Me (p. 19) with the vocabulary words.

B Watch, point, and chant.

See *Teaching with Video*, Teacher's Guide page 13, and *How to Use Songs and Chants*, Teacher's Guide page 12.

1. Have students look at the picture in their books and name the things they know.
2. Play the video or Class CD1 Track 80. Have students watch and listen.


 I.80 R Roger, hi Roger, R Roger, hello Roger
R Roger, hi Roger. Roger, hello!

Red rocket, green rabbit (repeat 2x)
Radio, radio, wow!

3. Model the chant while students clap to keep the beat. Then say each line and have students repeat. Add lines until students can do the chant.
4. Play the video again and have students chant along.

C Listen and sing the Q-R Song.

1. Play Class CD1 Track 81, the "Q-R Song." Display Teacher Cards Qq and Rr and point to the letters as you hear them.

 I.81 QR red, QR blue
QR yellow, I like you.
(repeat)

2. Model the song, line by line. Have students clap to the beat after you. Play the song again and have students sing along.
3. Give each student a Picture Card (153–156 and 160–163). As they sing, students hold up the appropriate Picture Cards each time they hear the letter that matches their word.

Games and Activities

- **More Words with /r/** (p. 19). Students should be able to supply *Roger*, *rocket*, *rabbit*, and *radio*.

Student Book page 53: Let's Talk


Warm up

- **Action Chain.** In pairs, students take turns listing several body parts to touch in order. S1: *Touch your head. Touch your right hand. Touch your mouth.* S2 listens to the commands and then touches each part in order. When students master three commands, have them add more to see how many commands they can remember in order.

D Listen and say.

See *Teaching Conversation*, Teacher's Guide page 11.

1. Play **Find the Hidden Object** (p. 14) to review the vocabulary. T: *Find the hidden object. Is there a (radio)?* Prompt students to point and answer *Yes, there is.* Review vocabulary from previous lessons. T: *Is there an apple? What color is it?*
2. Direct students' attention to the pattern on page 53. Model the commands as you point to each word.
3. Play Class CD1 Track 82. Have students listen as you point to each word.

 I.82 Let's Go! Up! Turn around!
OK! In!
Down! Out!

4. Play the audio again. Have students repeat, focusing on natural intonation, rhythm, and speed.
5. Have student pairs practice the commands on page 53. S1 points to one of the five pictures. S2 says the appropriate command. Students take turns pointing and speaking.

I can say the Rr words.

See *Teaching with Can-Do Statements*, Teacher's Guide page 13.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- **Follow My Command.** Put students into groups of three or four. Give each group a set of Picture Cards 164–168 to put face down on a table. One student is the caller, who chooses the cards and gives the commands. The other students follow the commands. Have students take turns being the caller.
- Sing "The Hokey Pokey," "Looby Loo," or a similar song that has students perform actions. Review *right* and *left* before singing. If the song is not familiar, then play **Please** (p. 17).

Additional Resources

Workbook pages 50–51
Online Practice

Lesson 25 Ww

Let's Learn/Let's Talk

Student Book pages 54–55

Topics:

- Ww
- Action verbs

Lesson Objectives:

- Learning the letter Ww
- Learning how to express ability

Let's Learn Language:

Wendy, water, watch, woman

Let's Talk Language:

I can run.

run, skip, walk, jump

Materials:

Teacher Cards Hh, Qq, Rr, Ww, red, yellow, blue; CD1 Tracks 81, 83–85; Student Cards, Picture Cards 153–156, 160–176, and Lesson 25 Chant Video (Teacher's Resource Center)

Student Book page 54: Let's Learn

Warm up

- Sing the "Q-R Song" (Class CD1 Track 81). Give each student a set of Student Cards Qq, Rr, red, yellow, and blue. As students sing, they hold up the appropriate card. When they sing *I like you*, each student points to a friend.

Pre-teach Language

1. Introduce *W* and *w*. Show students Teacher Card Ww and say the letters. Have students repeat each letter several times.
2. Show students the capital letter *W*. T: *W*. Ss: *W*. Make the big-letter gesture. T: *W*. Big *W*. Students repeat.
3. Follow step 2 for lowercase *w*.
4. Use **Which Letter?** (p. 15) to practice recognizing big and small *Ww*.
5. Introduce the /w/ sound. T: /w/. *W's sound is /w/.*
Pronunciation note: If students are having difficulty making the /w/ sound, have them start by pursing their lips, as though they were going to blow out a candle.
6. Write *W* and *w* on the board. Point to the letters. T: /w/. Model the sound and have students repeat.

7. Use **Which Sound?** (p. 15) to practice the sound of the letter *W*.
8. Write *W* on the board, and count or describe the strokes as you write (e.g., *down, up, down, up*). Then point to the letter and make the big-letter gesture. Face the same direction as the students, and write the letter in the air. Students repeat, tracing *W* in the air with their fingers and again with their eyes closed. Monitor to see which students are having problems. Repeat for *w*. Point out that small *w* is only half as large as big *W*.

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 11.

1. Play **Find the Hidden Letter** (p. 18). Have students look at the pictures. T: *Find the letter W*. Have students point to and say the letter. Then repeat with *w*.
2. Play Class CD1 Track 83. Have students listen and point to each picture.


1. Wendy 2. water 3. watch 4. woman

3. Play the audio again and have students repeat the words. Check pronunciation and intonation.
4. Play **Show Me** (p. 19) with the vocabulary words.

B Watch, point, and chant.

See *Teaching with Video*, Teacher's Guide page 13, and *How to Use Songs and Chants*, Teacher's Guide page 12.

1. Have students look at the picture in their books and name the things they know.
2. Play the video or Class CD1 Track 84. Have students watch and listen.

 I.84 W Wendy, hi Wendy, W Wendy, hello Wendy
W Wendy, hi Wendy. Wendy, hello!

Woman, watch, water, water (repeat)
Blue watch, blue water
Woman, watch, water!

3. Model the chant while students clap to keep the beat. Then say each line and have students repeat. Add lines until students can do the chant.
4. Play the video again and have students chant along.
5. Play **Slap** (p. 17) with Picture Cards 160–163, 169–172, and Student Cards Rr and Ww.

Games and Activities

- **H, H, W.** This is a kind of memory chain.
T: *H, H, W!*
S1: *W, W, X!*
S2: *X, X, T!*
Students begin their turns with the last letter of the previous student. Have students keep the rhythm by slapping their legs for the first two letters and clapping for the third letter.
- **More Words with /w/** (p. 19). Students should be able to supply the words *Wendy, water, watch,* and *woman.*

Student Book page 55: *Let's Talk*

Warm up

1. **Concentration** (p. 15). Give pairs two sets of Picture Cards 153–156, 160–163, and 169–172.
2. **Charades** (p. 15). Use Picture Cards 164–168.

C Listen and say.

See *Teaching Conversation*, Teacher's Guide page 11.

1. Play **Find the Hidden Object** (p. 14) to review the vocabulary. T: *Find the hidden object. Is there a (watch)?* Prompt students to point and answer *Yes, there is.* Review vocabulary from previous lessons. T: *Is there a kite? What color is it? How many?*

2. Direct students' attention to the pattern on page 55. Model the sentences as you point to each word.
3. Play Class CD1 Track 85. Have students listen as you point to each word.

 I.85 I can run. I can walk.
I can skip. I can jump.

4. Play the audio again. Have students repeat, focusing on natural intonation, rhythm, and speed.
5. Have student pairs practice the sentences on page 55. S1 points to one of the four characters. S2 says the appropriate sentence. Students take turns pointing and speaking.

I can say the Ww words.

See *Teaching with Can-Do Statements*, Teacher's Guide page 13.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- **Action Relay** (p. 15). Use Picture Cards 173–176.
- **Find Your Partner** (p. 16). Assign each student one of the four actions. There should be at least two students for each action. Each student says *I can (skip)* until he or she finds someone else who is doing the same thing. When students find their partners, they go to the teacher and repeat their sentences while doing the action.

Additional Resources

Workbook pages 52–53
Online Practice

Lesson 26 Yy

Let's Learn/Let's Talk

Student Book pages 56–57

Topics:

- Yy
- Action verbs

Lesson Objectives:

- Learning the letter Yy
- Learning to express ability

Let's Learn Language:

Yolanda, yak, yarn, yo-yo

Let's Talk Language:

I can swim.

swim, hop, dance, sing

Materials:

Teacher Cards Aa–Zz; CD1 Tracks 86–89; Student Cards, Picture Cards 117–120, 125–128, 133–136, 145–163, 169–184, and Lesson 26 Chant Video (Teacher's Resource Center)

Student Book page 56: Let's Learn

Warm up

- **Body Alphabet** (p. 18). Use Teacher Cards Aa–Zz.

Pre-teach Language

1. Introduce Y and y. Show students Teacher Card Yy and say the letters. Have students repeat each letter several times.
2. Show students capital Y. T: Y. Ss: Y. Make the big-letter gesture. T: Y. *Big Y*. Students repeat.
3. Follow step 2 for lowercase y.
4. Use **Which Letter?** (p. 15) with Yy.
5. Introduce the /y/ sound. T: /y/. *Y's sound is /y/.*
Pronunciation note: To make /y/, begin with the back of the tongue pressed against the top of the mouth. As you say /y/, open the mouth and move the tongue to the bottom of the mouth.
6. Write Y and y on the board. Point to the letters. T: /y/. Model the sound. Students repeat.
7. Use **Which Sound?** (p. 15) with /y/.

8. Write Y on the board, and count or describe the strokes as you write (e.g., *down to the middle, down to the middle, down from the middle*). Then point to the letter and make the big-letter gesture. Face the same direction as the students, and write the letter in the air. Students repeat, tracing Y in the air with their fingers and again with their eyes closed. Monitor to see which students are having problems. Repeat for y.

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 11.

1. Play **Find the Hidden Letter** (p. 18). Have students look at the pictures. T: *Find the letter Y*. Have students point to and say the letter. Then repeat with y.
2. Play Class CD1 Track 86. Students listen and point to the picture.


1.86 1. Yolanda 2. yak 3. yarn 4. yo-yo

3. Play the audio again and have students repeat the words. Check pronunciation and intonation.
4. Play **Show Me** (p. 19) with the vocabulary words.

B Watch, point, and chant.

See *Teaching with Video*, Teacher's Guide page 13, and *How to Use Songs and Chants*, Teacher's Guide page 12.

1. Have students look at the picture in their books and name the things they know.
2. Play the video or Class CD1 Track 87. Have students watch and listen.

 **L.87** Y Yolanda, hi Yolanda, Y Yolanda, hello Yolanda
Y Yolanda, hi Yolanda. Yolanda, hello!

Y yak, Y yo-yo, Y yarn, Y yo-yo (repeat)
Yo-yo, yak, yarn

3. Model the chant while students clap to keep the beat. Then say each line and have students repeat. Add lines until students can do the chant.
4. Play the video again and have students chant along.

C Listen and sing the W-Y Song.

1. Play Class CD1 Track 88, the "W-Y Song." Display Teacher Cards Ww and Yy and point to the letters as you hear them.

 **L.88** WY, WY WY, you and I
W, W, W, W W, W, W, W
WY, you and I WY, you and I
W, W, Y W, W, Y, bye-bye!

2. Model the song, line by line. Have students clap to the beat after you. Play the song again and have students sing along.
3. Give each student a Picture Card (169–172 and 177–180). As they sing, students hold up the appropriate Picture Cards each time they hear the letter that matches their word.

Games and Activities

- **Sorting Game** (p. 19). Use Picture Cards 145–148, 153–156, 160–163, 169–172, 177–180, and five "pockets" labeled H, Q, R, W, and Y.
- **More Words with /y/** (p. 19). Students should be able to supply *Yolanda*, *yak*, *yarn*, and *yo-yo*.

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Student Book page 57: Let's Talk


Warm up

1. Scatter Picture Cards 173–176 on the floor or place them around the room. T: *I can (run)*. Students go to the appropriate card using the action the teacher said (e.g., *run*).
2. **Picture Game** (p. 17). Use Picture Cards with a body part (117–120, 125–128, 133–136, 149–152, 157–159) or action (173–176).

D Listen and say.

See *Teaching Conversation*, Teacher's Guide page 11.

1. Play **Find the Hidden Object** (p. 14) to review the vocabulary from this and previous lessons.
2. Direct students' attention to the pattern on page 57. Model the sentences as you point to each word.
3. Play Class CD1 Track 89. Have students listen as you point to each word.

 **L.89** I can swim. I can dance.
I can hop. I can sing.

4. Play the audio again. Have students repeat, focusing on natural intonation, rhythm, and speed.
5. Have student pairs practice the sentences on page 57. S1 points to one of the four characters. S2 says the appropriate sentence. Students take turns pointing and speaking.

I can say the Yy words.

See *Teaching with Can-Do Statements*, Teacher's Guide page 13.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- **Action Relay** (p. 15). Use Picture Cards 173–176 and 181–184.

Additional Resources





























Workbook pages 54–55
Online Practice

Lesson 27 The Alphabet

Let's Learn

Lesson 27
The Alphabet
Let's Learn

A Listen, point, and sing.

Aa 	Bb 	Cc 	Dd 	Ee 	Ff 
Gg 	Hh 	Ii 	Jj 	Kk 	Ll 
Mm 	Nn 	Oo 	Pp 	Qq 	Rr 
	Ss 	Tt 	Uu 	Vv 	
Ww 	Xx 	Yy 	Zz 		

58 Lesson 27 The Alphabet

I can say the alphabet.

Lesson 27 The Alphabet 59

Student Book pages 58–59

Topic:

- The alphabet

Lesson Objective:

- Reviewing the alphabet

Let's Learn Language:

Letters Aa–Zz

Materials:

Teacher Cards Aa–Zz; CD1 Tracks 88, 90; Student Cards, and Picture Cards 1–16, 21–24, 29–32, 38–41, 47–58, 63–66, 71–74, 80–83, 89–92, 97–100, 105–116, 121–124, 129–132, 137–140, 145–148, 153–156, 160–163, 169–172, 177–180 (Teacher's Resource Center)

Student Book pages 58–59: Let's Learn

Warm up

Note: For this lesson, students need to look at pages 58 and 59 at the same time.

1. **Pair Dictation** (p. 16). Have student pairs number their papers 1–10 and dictate letters to each other.
2. In pairs, students sing the “W-Y Song” (Class CD1 Track 88). One student is *W*, the other is *Y*. Students stand and sit quickly when they hear their letters, point to their partners and themselves for *you* and *I*, and wave goodbye and walk away for *bye-bye*.

Present the Alphabet in Order

1. Display Teacher Cards A–Z. Either say each letter name first and have students repeat or say the letters in unison.
2. Take away Teacher Cards A–Z. Elicit the letters from students and write them in order on the board. Prompt students as necessary.
3. Put students in groups and give each group a shuffled set of Student Cards A–Z. Working together, students put the letters into the correct order. Write the alphabet on the board and read the letters together as students check their order. Note which letters are still difficult for students and do a drill with those letters.

4. Repeat steps 1–3 with the small letters.

5. Play **Fix the Alphabet**. Write the alphabet (capital letters) on the board or display Teacher Cards A–Z. Put two or three letters in the wrong location. Let students identify the misplaced letters and fix the order. Repeat several times with students closing their eyes as you move letters. Repeat with Teacher Cards a–z or, for a bigger challenge, a mix of big and small letters.

A Listen, point, and sing.

See *How to Use Songs and Chants*, Teacher's Guide page 12.

1. Play **Show Me** (p. 19) with the vocabulary on pages 58 and 59. T: *Show me a cat. Show me a fan*, and so on.
2. Play Class CD1 Track 90, “The Alphabet Song.” Have students listen and point to each letter as they hear it.



1.90

A, B, ABC

ABCDEF G

ABCDEF GH

I like English!

A, B, ABC

ABCDEF G

HIJKLMNO

I like English!

A, B, ABC

ABCDEF G

HIJKLMNO

PQRST! Wow!

I like English!

I like English!

ABCDEF G

HIJKLMNO

PQRSTUV

WXYZ! Wow!

3. Play the audio again and have students sing along. Check pronunciation and intonation.
4. Sing the song again. Give each student one or more Student Cards Aa–Zz. As students sing their letters, they stand and sit quickly. The first seven letters are repeated most often, so give these cards to different students.
5. **Alphabet March.** Scatter Student Cards Aa–Zz face down on the floor. Play the song again and have students march around the cards. Stop the music. Students pick up cards and tell the teacher each letter's name. If students say the name correctly, they keep the card. Continue until all the cards have been picked up or until time is up.
6. **Drill.** Call out the alphabet letters in random order. Students point to the correct letter in their books and repeat its name. Keep the pace of the drill as fast as possible.
7. **Alphabet Line-Up.** Divide the class into small groups and give each student one Student Card from a–z. Call out the letters in random order and have students line up in the order called. Repeat until students are confident. If desired, include big letters and have students with matching big and little letters stand side by side.
8. Have students practice the letters and vocabulary in pairs. S1: *D*. S2: (points to *D*) *D*. *Dog*. Students reverse roles and repeat.

Games and Activities

- **Sorting Game** (p. 19). Use Picture Cards for all the letter vocabulary (1–16, 21–24, 29–32, 38–41, 47–58, 63–66, 71–74, 80–83, 89–92, 97–100, 105–116, 121–124, 129–132, 137–140, 145–148, 153–156, 160–163, 169–172, and 177–180) and “pockets” for each letter labeled A–Z.
- **Concentration** (p. 15). Give pairs or small groups two sets of Student Cards Aa–Zz.
- **Hammer Game.** Use Student Cards A–Z. Give each student a letter. Use a toy hammer or pencil to point to students' cards. Keep a steady rhythm. Students must say their letter names in time with the beat. As students get used to saying their letters, make the rhythm faster.
- **Toss the Ball.** Have students stand in a circle and toss a ball to each other S1: *A. Apple*. S1 then tosses the ball to S2. S2: *B. Bird*. S2 tosses the ball to another student, who says the next letter and a word that starts with that letter. Students keep tossing the ball until they have been through the whole alphabet.
- **Alphabet Puzzles** (p. 18). Have students color letters on paper and then cut the paper into two or three pieces. Clip the pieces together. Students exchange their letters, put the pieces together, and say the letter, its sound, or a word that starts with it.



I can say the alphabet.

See *Teaching with Can-Do Statements*, Teacher's Guide page 13.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Additional Resources

Workbook pages 56–57

Online Practice

Lesson 28 Goodbye!

Let's Learn/Let's Talk

The image shows two pages from a student book. Page 60, titled 'Let's Learn', features a large alphabet grid with various letters and small illustrations of animals and objects. It includes instructions for a game: 'A Play a game. Say the letters. Say a word.' Page 61, titled 'Let's Talk', shows a cartoon illustration of four children saying goodbye to each other. It includes instructions: 'B Listen and say.' and 'C Sing the Goodbye Song.' There are also small text boxes with phrases like 'I can say the words. See you later!' and 'I can say Goodbye! later!'.

Student Book pages 60–61

Topics:

- The alphabet
- Farewells

Lesson Objectives:

- Reviewing the alphabet and vocabulary
- Learning how to say goodbye

Let's Talk Language:

Goodbye!

See you later!

Materials:

Teacher Cards Aa–Zz, numbers, colors; CD1 Tracks 90–92; Student Cards, and Picture Cards 1–16, 21–24, 29–32, 38–41, 47–58, 63–66, 71–74, 80–83, 89–116, 121–124, 129–132, 137–140, 145–148, 153–156, 160–163, 169–172, 177–180 (Teacher's Resource Center)

Student Book page 60: Let's Learn

Warm up

- Play Class CD1 Track 90, "The Alphabet Song," and have students sing along.

A Play a game. Say the letters. Say a word.

See *Teaching Vocabulary*, Teacher's Guide page 11.

1. Have students look at the game board. Explain the basics of the game and the board:
 - a. Identify the beginning and end points of the game. Tell students that the first student to reach the end wins.
 - b. Point to the arrows on the game board. Explain that the arrows (except for the one at the start) are shortcuts and that if a player lands on one of those squares, he or she can jump ahead to the square at the end of the arrow.
 - c. Point to the four question marks and the pictures of vocabulary items on the game board. Explain that if a player lands on a question mark, he or she has to point to one of the objects and say what it is.
 - d. Show students the die or number block and game markers. Explain that each player will roll the die to see how many spaces to move and then use his or her own game marker to move to the correct square.
2. Model the game before asking students to play. S1 rolls the die, moves a marker, and says the letter on the square. If S1 does not say the letter correctly, the marker returns to the space occupied before the roll. S2 then rolls the die and moves.
3. Have students play in pairs or small groups.
4. Variations:
 - a. For added challenge, have students say the letter and a vocabulary word using that letter.
 - b. Have students make the big- or small-letter gesture that matches the letter they land on.
 - c. Have students team up in pairs to help each other play the game.

Games and Activities

- **Sorting Game** (p. 19). Use Picture Cards for all the letter vocabulary (1–16, 21–24, 29–32, 38–41, 47–58, 63–66, 71–74, 80–83, 89–92, 97–100, 105–116, 121–124, 129–132, 137–140, 145–148, 153–156, 160–163, 169–172, 177–180) and "pockets" labeled A–Z.
- **Alphabet Race**. Give small groups a set of Student Cards Aa–Zz. Have them work together to put the letters in alphabetical order. The first group to do so correctly wins. As a follow up, point to random letters and have students call out vocabulary words with that initial letter.

Warm up

1. Elicit from students greetings, expressions, and questions to make a short conversation.

Example:

S1: Hi! I'm (Mark). What's your name?

S2: I'm (Dennis). How are you?

S1: Fine, thank you. How are you?

S2: I'm fine. How old are you?

S1: I'm 7.

Write the dialogue on the board, practicing line by line until students can say it comfortably.

First, have students practice in pairs. Then ask students to stand and give them three minutes to have the same conversation with as many other students as possible.

2. Tic-Tac-Toe (p. 18). Use Picture Cards 93–96 and 101–104 and the Teacher Cards for colors to review question-and-answer patterns. Ask students *What is it?*

B Listen and say.

See *Teaching Conversation*, Teacher's Guide page 11.


1. Play **Find the Hidden Object** (p. 14).
2. Direct students' attention to the pattern on page 61. Model the conversation as you point to each word.
3. Play Class CD1 Track 91. Have students listen as you point to each word.

 1.91 Goodbye! See you later!

4. Play the audio again. Have students repeat, focusing on natural intonation, rhythm, and speed.
5. Have student pairs practice the expressions. S1 points to one of the four characters. S2 says the appropriate expression. Students take turns pointing and speaking.

C Sing the Goodbye Song.

1. Play Class CD1 Track 92, the "Goodbye Song."

 1.92 Goodbye girls, goodbye boys!
See you later, see you later!
Goodbye girls, goodbye boys!
See you later girls and boys!
(repeat)

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2. Model the song, line by line. Have students clap to the beat after you. Play the song again and have students sing along.
3. Play the song again. Have students move around the room as they sing. They should make eye contact with a boy when they say *boys*, with a girl when they say *girls*, and wave goodbye.



I can say the words.

See *Teaching with Can-Do Statements*, Teacher's Guide page 13.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- **Can You Remember?** Help students remember as many of the questions and answers as possible. Either write them on the board or display a Picture Card appropriate to that question. If desired, allow students to page through their books to see how much they have learned.
- **Beanbag Toss.** Students sit in a circle. Distribute Student Cards for numbers and colors and any Picture Cards. S1 asks a question and tosses the beanbag (or other soft object) to S2. S2 answers the question, asks another question of S3, and tosses the beanbag to S3. S1: (shows color card) *What color is it?* (tosses beanbag) S2: *It's (blue).* (shows Picture Card) *What is it?* (tosses beanbag) S3: *It's a (ball),* and so on.
- **Slap** (p. 17). Use the Student Cards for numbers and colors and Picture Cards 93–96 and 101–104. When a student slaps a card, have him or her say the word and use it in a sentence. If there isn't space for all of the cards, play with 20 cards at a time, adding cards until all of the cards have been picked up.

Additional Resources

Workbook pages 58–59
Online Practice

Workbook Answer Key

Lesson 1, pages 4–5.

A. Trace. Write.

Students trace the letters. Then they write each letter three more times.

B. Follow. Trace. Color.

Students follow the paths to the vocabulary items, trace the letter by each item, and then color the maze.

C. Color.

Students practice the dialogue and then color the picture.

Lesson 2, pages 6–7.

A. Trace. Write.

Students trace the letters. Then they write each letter three more times.

B. Connect. Trace. Color.

Students follow the lines connecting the vocabulary items to the letters, trace the letters, and color the pictures.

C. Color.

Students practice the dialogue and color the picture.

D. Answer. Draw. Color.

Students trace the letters and then write their names, copying from a model written on the board. Students draw and then color a picture of themselves.

Lesson 3, pages 8–9.

A. Trace. Write.

Students trace the letters. Then they write each letter three more times.

B. Match. Color.

Students draw lines matching pairs of puzzle pieces. Students point to each picture, say the word, and color it.

C. Color.

Students practice the dialogue and then color the picture.

Lesson 4, pages 10–11.

A. Trace. Write.

Students trace the letters. Then they write each letter three more times.

B. Circle the “o” pictures. Color.

Students circle the pictures whose names start with *o*. Then they say the names of the pictures and color them.

C. Match. Color.

Students draw lines matching each close-up picture to the object picture. Then they point to each object, say its name, and color the pictures.

Lesson 5, pages 12–13.

A. Trace. Write.

Students trace the letters. Then they write each letter three more times.

B. Follow. Trace. Color.

Students follow the paths to the vocabulary items, trace the letter by each item, and color the maze.

C. Match. Color.

Students draw lines matching each close-up picture to the corresponding picture. They point to each object, say its name, and color the pictures.

D. Match. Color.

Students connect each vowel to the object that starts with that vowel. Then they say the vowel’s sound, say the object name, and color the page.

Lesson 6, pages 14–15.

A. Trace. Write.

Students trace the letters. Then they write each letter three more times.

B. Find. Color.

Students find the hidden objects, color them, point to each, and say its name.

C. Count. Match. Color.

Students count the objects in each box. Then they connect each number to the box containing that many objects.

D. Connect the numbers. Color.

Students connect the numbers to complete the picture of the elephant. Then they color the page.

Lesson 7, pages 16–17.

A. Trace. Write.

Students trace the letters. Then they write each letter three more times.

B. Follow. Trace. Color.

Students follow the path to the vocabulary items, trace the letter by each item, and color the maze.

C. Count. Match. Color.

Students count the objects in each box. Then they connect each number to the box containing that many objects.

D. Connect the numbers. Color.

Students connect the numbers to make a cat, then color the page.

Lesson 8, pages 18–19.

A. Trace. Write.

Students trace the letters. Then they write each letter three more times.

B. Match. Color.

Students match two similar letters or objects, then color the pictures.

C. Count. Write. Color.

Students count the objects in each square and write the correct number. Then they color the page.

Lesson 9, pages 20–21.

A. Trace. Write.

Students trace the letters. Then they write each letter three more times.

B. Match. Color.

Students draw lines matching pairs of puzzle pieces. Students point to each picture, say the word, and color it.

C. Count. Write. Color.

Students count the candles on each cake and write the number below the cake.

D. Answer. Draw. Color.

Students write their age, draw the number of candles for themselves on the cake, and color the page.

Lesson 10, pages 22–23.**A. Trace. Write.**

Students trace the letters. Then they write each letter three more times.

B. Trace. Color.

Students say each object's name, trace the letters, and color the pictures.

C. Color.

Students practice the dialogue and then color the picture.

Lesson 11, pages 24–25.**A. Trace. Write.**

Students trace the letters. Then they write each letter three more times.

B. Connect. Trace. Color.

Students follow the lines connecting the vocabulary items to the letters, trace the letters, and color the pictures.

C. Match. Color.

Students draw lines matching each close-up picture to the corresponding picture. Then they color the pictures.

Lesson 12, pages 26–27.**A. Trace. Write.**

Students trace the letters. Then they write each letter three more times.

B. Find. Color.

Students find the objects hidden in the scene and color each one.

C. Color.

Students color the picture.

D. Color.

Students use their own imaginations to color the rainbow.

Lesson 13, pages 28–29.**A. Trace. Write.**

Students trace the letters. Then they write each letter three more times.

B. Match. Color.

Students draw lines matching pairs of puzzle pieces. Students point to each picture, say the word, and color it.

C. Color.

Students color the picture.

D. Color.

Students color the EE Group letters.

Lesson 14, pages 30–31.**A. Trace. Write.**

Students trace the letters. Then they write each letter three more times.

B. Follow. Trace. Color.

Students follow the paths, trace the letters, and then color the maze.

C. Match. Color.

Students point to each object and say its name and shape. They match the objects and shapes, then color them.

D. Connect the numbers. Color.

Students connect the dots to make a triangle, a square, and a circle. Then they color the pictures.

Lesson 15, pages 32–33.**A. Trace. Write.**

Students trace the letters. Then they write each letter three more times.

B. Circle the "l" pictures. Color.

Students circle the pictures whose names start with *l* and color them.

C. Count. Write. Color.

Students point to the shapes and say their names. Then they count each shape and write the number in the box. Finally, they trace and color each shape.

Lesson 16, pages 34–35.**A. Trace. Write.**

Students trace the letters. Then they write each letter three more times.

B. Connect. Trace. Color.

Students follow the lines connecting each picture to either *M* or *m*. They trace the letters and color the pictures.

C. Color.

Students practice the dialogue and then color the pictures.

D. Match. Color.

Students connect the sun and moon to the asleep cat or the awake cat. Then they color the pictures.

Lesson 17, pages 36–37.**A. Trace. Write.**

Students trace the letters. Then they write each letter three more times.

B. Find. Color.

Students find the objects hidden in the park scene and color each one.

C. Match. Trace. Color.

Student pairs name the characters and objects, then review the dialogue. Students match two characters, trace the objects, and color the page.

Lesson 18, pages 38–39.**A. Trace. Write.**

Students trace the letters. Then they write each letter three more times.

B. Circle the "s" pictures. Color.

Students circle and color the pictures whose names start with *s*.

C. Trace. Color.

Students trace each body part and say its name. Then they color the page.

Lesson 19, pages 40–41.**A. Trace. Write.**

Students trace the letters. Then they write each letter three more times.

B. Match. Color.

Students match pairs of puzzle pieces and then color the page.

C. Color.

Students practice the sentences and then color the pictures.

D. Color.

Students color the EH Group letters.

Lesson 20, pages 42–43.

A. Trace. Write.

Students trace the letters. Then they write each letter three more times.

B. Follow. Trace. Color.

Students follow the paths, trace the letters, and color the maze.

C. Color.

Students say body part names. Next, they connect each body part to the same part of the puppet. Then they color the page.

Lesson 21, pages 44–45.

A. Trace. Write.

Students trace the letters. Then they write each letter three more times.

B. Connect. Trace. Color

Students follow the lines connecting each picture to either *K* or *k*. Then they trace the letters and color the pictures.

C. Trace your hand. Color.

Students trace and then color their left and right hands.

D. Color.

Students color the EI Group letters.

Lesson 22, pages 46–47.

A. Trace. Write.

Students trace the letters. Then they write each letter three more times.

B. Match. Color.

Students match similar objects and letters and color them.

C. Follow the insect. Color.

Students trace the insect's path, saying the body parts it passes by. Then they color the page.

Lesson 23, pages 48–49.

A. Trace. Write.

Students trace the letters. Then they write each letter three more times.

B. Find. Color.

Students find the hidden items and color the picture.

C. Color.

Students review the expressions for the picture and then color it.

Lesson 24, pages 50–51.

A. Trace. Write.

Students trace the letters. Then they write each letter three more times.

B. Circle the "r" pictures. Color.

Students circle and color the pictures whose names start with *r*.

C. Match. Color.

Students point to each picture and say the preposition. Then students match the pictures in the top row to the pictures in the bottom row. Finally, they color the pictures.

Lesson 25, pages 52–53.

A. Trace. Write.

Students trace the letters. Then they write each letter three more times.

B. Connect. Trace. Color.

Students connect each picture to either *W* or *w*, trace the letters, and color the pictures.

C. Match. Color.

Students review the character names and actions, match characters doing the same action, and color the pictures.

Lesson 26, pages 54–55.

A. Trace. Write.

Students trace the letters. Then they write each letter three more times.

B. Match. Color.

Students match pairs of puzzle pieces, point to the pictures, say the words, and color the page.

C. Color.

Students review the verbs depicted. Then they color the pictures.

D. Color.

Students color the Mixed Group letters.

Lesson 27, pages 56–57.

A. Trace.

Students trace the capital alphabet letters.

B. Trace.

Students trace the lowercase alphabet letters.

Lesson 28, pages 58–59.

A. Connect the letters and numbers. Color.

Students connect the lowercase letters to draw Ginger. Next, students connect the capital letters to draw Sam. They connect the numbers to draw the ball of yarn. Then, they color the picture.

B. Color.

Students review the expressions for the picture and then color it.

Phonics Practice, pages 60–64.

A–E. Color. Trace.

Students trace the letters and color the pictures.

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