



Look and See

SAMPLER



FEATURING  NATIONAL GEOGRAPHIC
THE PHOTO  ARK
JOEL SARTORE

A three-level series for very young learners of English

Up to 192 Classroom Hours/Level | Pre-A1

ELTNGL.com/LookandSee

Look and See

Play, learn, make and connect with *Look and See*, a three-level series for very young learners of English.

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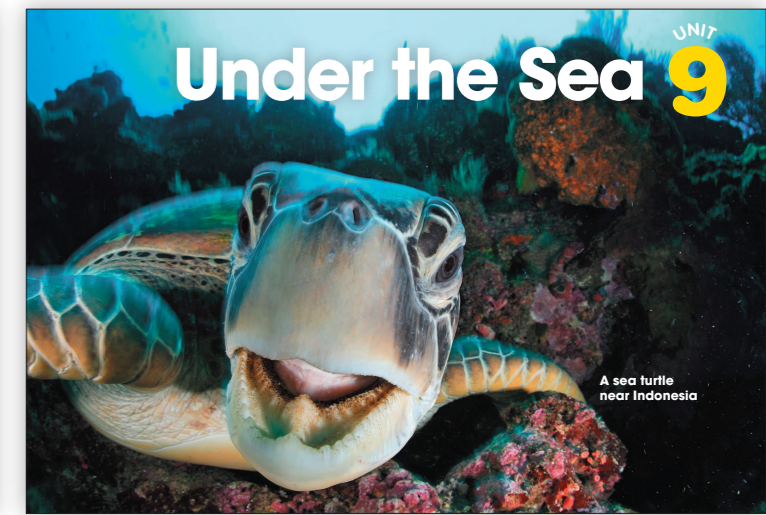
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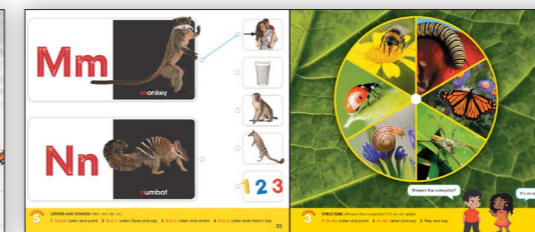
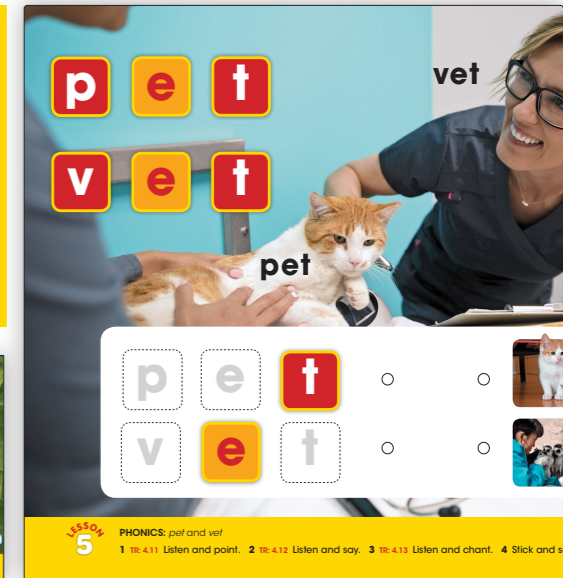


For Student’s Book, Activity Book, Teacher’s Book, audio, video, Online Practice and Classroom Presentation Tool samples:

ELTNGL.com/LookandSee



Help learners understand how the world works with photos, video and topics across real-world subject areas.



Show children how to work together with games, songs and value activities that promote play, curiosity and understanding.

With videos that show children the world up close and projects that help them interact with it, *Look and See* lets learners play, learn, make and connect, and deepens their understanding of the world.





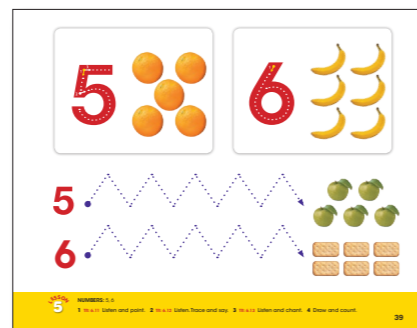
PLAY

Learn to work together and respect others through games, songs, and values.

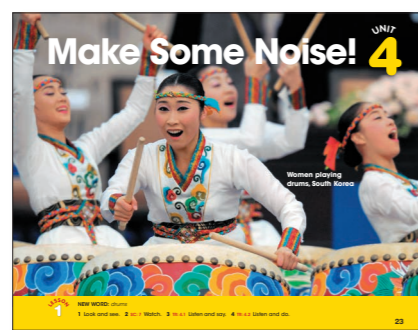


LEARN

Give learners a strong language foundation with reading and writing preparation.



See how the world works through photos and videos, across multi-disciplinary topics.



MAKE AND CONNECT

Make meaningful language connections with real-world video lessons.

LESSON 7 Project

In this lesson, students will:

- make a butterfly life cycle diagram.

Recycled Words: egg, leaf, green, yellow, black, orange, white

Resources: Video Scene 20, Classroom Presentation Tool, Flashcards 100-106, Activity Book p. 63

Materials: aprons, paper plates (one per student), a black marker, glue, tape, leaves cut from green construction paper, white pom-poms or cotton balls, squares cut from orange and green tissue paper, black and yellow pipe cleaners, crayons or markers

LESSON PROJECT 7
1 Make.

Step 1
[Image of hands holding a pipe cleaner to form a butterfly body]

Step 2
[Image of hands using a marker to draw wings on a paper plate]

Step 3
[Image of hands using pom-poms to create antennae]

Step 4
[Image of hands using tissue paper to create wing patterns]

198 UNIT 10 Bugs

Help learners create something and show their learning with Projects.

UNIT CLOSE UP

Explore the world through photos and topics across real-world subjects. Question how it works through games, songs, and value activities. Create something with cross-curricular video and projects.

With lessons for phonemic awareness, grammar preparation, and prewriting practice, *Look and See* has everything teachers need to give learners a strong language foundation.

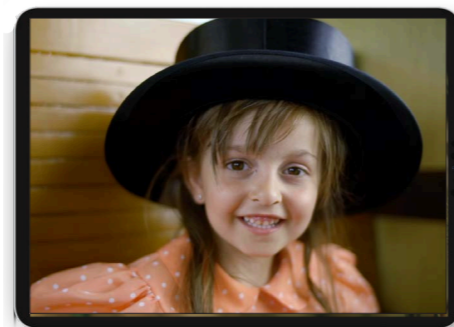
The Student's Book lessons are easy to teach in any classroom setting:

- 10 units per level
- 7 lessons per unit
- 2 videos per unit
- Step-by-step Teacher's Book and digital presentation support for every lesson



Unit Opener, Lesson 1

Introduce real-world topics and a target word with a high-interest photo and video.



Video 1



New Words, Lesson 2

Target vocabulary is introduced visually with labels for early written language exposure and a chant for practice.

Grammar Structure, Lesson 3

Simple grammar structures are presented with activities and a game for in-context practice.



Song and Value, Lesson 4

Fun songs combine the language with values instruction using a sticker activity to show understanding.

Letters, Numbers and Sounds/Phonics, Lesson 5

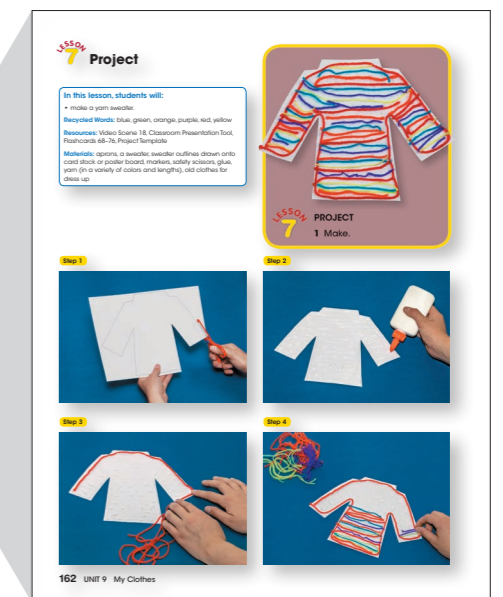
In Levels 1-2 letters, numbers and sounds presentation combines with prewriting practice. In Level 3, phonics and CVC words are practiced. Another chant is introduced as well.



Video 2

Video, Lesson 6

Cross-curricular topic connections are made through real-world Video.

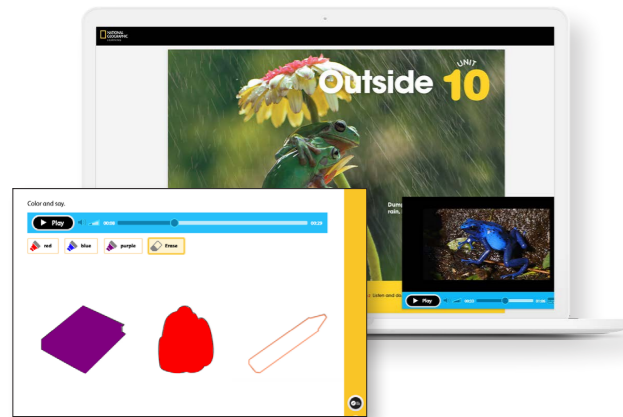


Teacher's Book

Project, Lesson 7

Projects review language and content and encourage students to make something and show their learning.

TEACH CONFIDENTLY



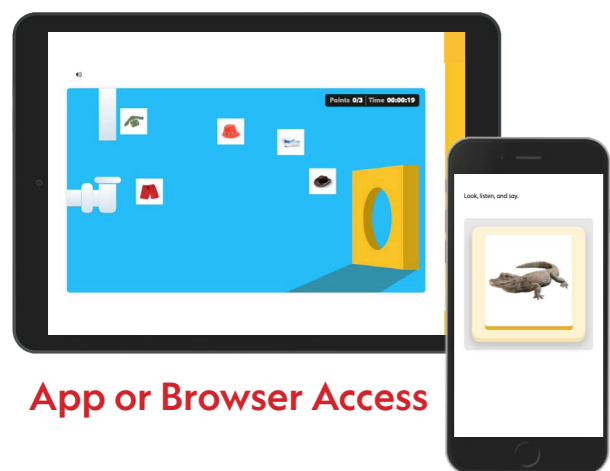
Classroom Presentation Tool

Teach easily with digital Student's Book and Activity Book pages, with audio, video, games and project steps.



Big Book Anthologies

Reinforce language and topics with 5 stories per level, featuring audio and teaching routines.



App or Browser Access



Flashcards

Present new words, letters, numbers and sounds, featuring a dry-erasable blank side and suggested activities.



Assessment Resources

Track students' learning with downloadable tests, informal assessment ideas, and formative assessment frameworks.

ONLINE PRACTICE

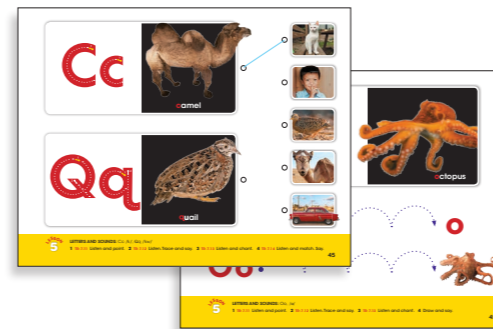
Keep students engaged with Online Practice, including audio, video and games for practice, awards and progress reports, and a Learning Management System.

EXPERIENCE THE PHOTOARK

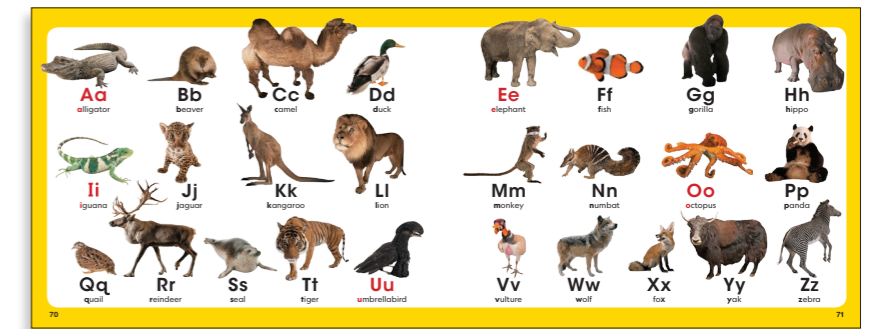
JOEL SARTORE



Founded by National Geographic photographer Joel Sartore, the *Photo Ark* raises awareness of endangered animals in zoos and wildlife parks in order to inspire people to care for, fall in love with, and take action to help save these animals.



Letters and Sounds



Alphabet Presentation

A portion of the proceeds of *Look and See* supports the *Photo Ark*

THE BIG PICTURE

Materials for every classroom

For Learners

- Student's Book
- Student's eBook
- Activity Book
- Online Practice
- Online Student Resources

For Teachers

- Teacher's Book with ABC Poster
- Classroom Presentation Tool
- Flashcards
- Big Book Anthologies
- Learning Management System for Online Practice
- Online Teacher Resources, with Assessment Materials

Available in American and British English

For the ISBN list, see page 46

Scope and Sequence

What's Your Name? p.4 What's your name? My name's ...

Look and See 1

1

Hello!
p. 5

2

School
p. 11

3

Colors
p. 17

4

Toys
p. 23

5

Let's Move!
p. 29



New Words	<p><i>Hello!</i> <i>Goodbye.</i> <i>Say hello.</i> <i>Wave goodbye.</i> <i>Stand up.</i> <i>Sit down.</i> <i>Open your book.</i> <i>Close your book.</i></p>	<p><i>school</i> <i>apron</i> <i>bag</i> <i>chair</i> <i>crayon</i> <i>pencil</i> <i>table</i></p>	<p><i>paint</i> <i>blue</i> <i>green</i> <i>orange</i> <i>purple</i> <i>red</i> <i>yellow</i></p>	<p><i>train</i> <i>ball</i> <i>bus</i> <i>car</i> <i>doll</i> <i>puppet</i> <i>teddy bear</i></p>	<p><i>body</i> <i>arms</i> <i>feet</i> <i>hands</i> <i>head</i> <i>legs</i> <i>tummy</i></p>
Recycled Words	N/A	<p><i>Say hello.</i> <i>Wave goodbye.</i> <i>Sit down.</i> <i>Stand up.</i> <i>Open your book.</i> <i>Close your book.</i></p>	<p><i>apron, bag, book, chair, crayon, pencil, table</i></p>	<p><i>one, two; apron, bag, book, chair, crayon, pencil, table; blue, green, orange, purple, red, yellow</i></p>	<p><i>one, two, three, four; Stand up.; book, chair, school, table; blue, green, orange, purple, red, yellow</i></p>
Structure	<p><i>How are you?</i> <i>I'm fine, thank you.</i></p>	<p><i>What's this?</i> <i>It's a pencil.</i></p>	<p><i>What color is the book?</i> <i>It's red.</i></p>	<p><i>I have a ball.</i></p>	<p><i>Touch your head.</i> <i>Move your hands.</i></p>
Value	Make friends.	Take care of your things.	Be creative.	Share your toys.	Be active.
Letters and Sounds/ Numbers	Aa /æ/	1, 2	Ee /ɛ/	3, 4	li /ɪ/
Content Connections	Social Science	Social Science	Art	Social Science	Music, Physical Education
Video	How do people say hello around the world?	How are classrooms different around the world?	What happens when we mix primary colors?	What land transportation do we use?	What are different ways to dance?
Project	A puppet	A pencil holder	A squish painting	A bus collage	A shaker

6

Food
p. 35

7

My Family
p. 41

8

On the Farm
p. 47

9

My Clothes
p. 53

10

Outside
p. 59



New Words	<p><i>apple</i> <i>banana</i> <i>carrot</i> <i>cracker</i> <i>milk</i> <i>orange</i> <i>water</i></p>	<p><i>photo</i> <i>brother</i> <i>dad</i> <i>grandma</i> <i>grandpa</i> <i>mom</i> <i>sister</i></p>	<p><i>chicken</i> <i>cat</i> <i>cow</i> <i>dog</i> <i>goat</i> <i>horse</i> <i>sheep</i></p>	<p><i>hat</i> <i>jacket</i> <i>shoes</i> <i>shorts</i> <i>socks</i> <i>T-shirt</i> <i>black, brown, white</i></p>	<p><i>frog</i> <i>bird</i> <i>fish</i> <i>flower</i> <i>leaf</i> <i>rainbow</i> <i>tree</i></p>
Recycled Words	<p><i>numbers 1-4; crayon, pencil; blue, green, orange, purple, red, yellow; ball, bus, car, doll, puppet, teddy bear, train; arms, body, feet, hands, head, legs, tummy; move, touch, wave</i></p>	<p><i>numbers 1-6; table; ball, bus, car, doll, puppet, teddy bear, train; body; apple, banana, carrot, cracker, milk, orange, water</i></p>	<p><i>numbers 1-6; apron, bag, book, chair, crayon, pencil; brown, red; ball, puppet; body, head, legs; apple, carrot, milk, water</i></p>	<p><i>numbers 1-5; apron, bag, book, chair, crayon, pencil, table; blue, green, orange, purple, red, yellow; ball, bus, car, doll, puppet, teddy bear, train; body, feet, head; apple, banana, carrot, cracker, milk, orange, water</i></p>	<p><i>numbers 1-8; bag, book, chair, crayon, pencil; black, blue, brown, green, orange, purple, red, white, yellow; ball, bus, car, doll, puppet, teddy bear; body, head, feet, legs; apple, banana, cracker, milk, chicken, cow, dog, goat, horse, sheep; hat, jacket, shoes, socks, T-shirt</i></p>
Structure	<p><i>I like oranges.</i> <i>Me, too!</i></p>	<p><i>This is my mom.</i></p>	<p><i>Is it a cow?</i> <i>No, it isn't.</i> <i>Is it a horse?</i> <i>Yes, it is.</i></p>	<p><i>My T-shirt is orange.</i> <i>My shorts are red.</i></p>	<p><i>How many birds?</i> <i>Four birds.</i></p>
Value	Choose healthy food.	Be good to your family.	Take care of animals.	Dress yourself.	Explore outside.
Letters and Sounds/ Numbers	5, 6	Oo /o/	7, 8	Uu /u/	9, 10
Content Connections	Science	Science	Science	Social Science	Science
Video	How do plants grow?	Do animals live in families?	What do we get from farm animals?	How is wool made into clothes?	What animals use camouflage?
Project	An apple tree book	A photo frame	A paper-plate sheep	A yarn sweater	A camouflaged animal picture

Scope and Sequence

How Old Are You? p.4

Numbers 1-10; Aa, Ee, Ii, Oo, Uu
How old are you? I'm four.

Look and See 2

1 At School p.5

2 Are You Happy? p.11

3 Animals p.17

4 Get Dressed p.23

5 I Can Jump! p.29

6 Faces p.35

7 My Things p.41

8 Babies p.47

9 What's For Dinner? p.53

10 Bugs p.59



New Words	blocks friend teacher glue markers paper scissors	happy angry excited hungry sad sleepy thirsty	owl bat bear duck fox rabbit snake	scarf boots coat dress pants skirt sweater	jump crawl dance hop run turn around walk
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Recycled Words	numbers 1-10; apron, bag, book, chair, crayon, paint, pencil, table; blue, green, orange, purple, red, white, yellow; ball, bus, train; banana; brother, dad, grandma, grandpa, mom, sister; bird	numbers 1-10; book, table; black, green, red; ball, bus, car, doll, puppet, teddy bear, train; touch, tummy; apple, banana, carrot, cracker, milk, orange, water; dad; dog; flower; angry, excited, hungry, sad, sleepy, thirsty	numbers 1-10; book, crayon, pencil; black, brown, white; ball, bus, car, doll, teddy bear, train; sister, cat, chicken, cow, dog, goat, horse, sheep; socks; glue; angry, excited, happy, sad, sleepy	numbers 1-10; bag, book, crayon, pencil, scissors, table; black, blue, brown, green, orange, purple, red, white, yellow; doll, teddy bear; body, head, legs; apple, banana, milk, orange, hat, jacket, shoes, shorts, socks, T-shirt; flower, leaf, rainbow; happy; bat, bear, dog, duck, fox, owl, rabbit, snake	numbers 1-10; black, blue, green, red, white; ball; arms, body, feet, hands, head, legs, tummy; move, touch; milk; mom; boots, hat, jacket, pants, shoes, shorts, skirt, T-shirt; flower, tree; marker; excited, happy, sad
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Structure	Who's this? He's my grandpa. She's my friend.	Are you happy? Yes, I am. Are you sad? No, I'm not.	What is it? It's an owl. What are they? They're bears.	This is my sweater. These are my pants.	I can hop.
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Value	Be neat in the classroom.	Get a good night's sleep.	Be curious about animals.	Dress for the weather.	Play outside.
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Letters and Sounds	Bb /b/ Pp /p/	Dd /d/ Tt /t/	Ss /s/ Zz /z/	Ll /l/ Rr /r/	Mm /m/ Nn /n/
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Content Connections	Engineering	Music, Social Science	Science	Social Science	Physical Education
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Video	Why do we play with building blocks?	How does music make us feel?	What animals do we see at night and in the day?	What clothes are made of cotton and silk?	What can we do at a playground?
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Project	A building block painting	A feelings mask	A day and night scene	A dress up doll	A playground
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New Words	face ears eyes hair mouth nose long short	dinosaur bike kite puzzle robot scooter tablet	baby calf chick kitten lamb puppy big small	dinner beans bread chicken fish noodles rice salad	butterfly ant bee caterpillar ladybug snail spider
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Recycled Words	numbers 1-10; book, crayon, paint; black, blue, brown, green, red, white; arms, body, feet, hands, head, legs, tummy; apple; mom, dad, friend, sister; bird; goat, horse, rabbit; boots, dress, hat, jacket, pants, socks, sweater, T-shirt; flower, leaf; angry, excited, happy, hungry, sad, sleepy, thirsty; hop	numbers 1-10; bag, blocks, book, marker, paint, pencil; black, blue, brown, green, orange, purple, red, white, yellow; ball, bus, car, doll, puppet, teddy bear, train; arms, body, ears, eyes, face, hair, head, legs, mouth, nose; apple, banana, carrot; cat, cow, fox; coat, hat, jacket, T-shirt; dance, jump, run, walk; long, short	numbers 1-10; crayon, marker; black, brown, green, orange, white; ball, car, kite, tablet; eyes; mom; bat, bear, bird, cat, chicken, cow, dog, duck, fox, horse, owl, rabbit, sheep, snake; happy, hungry, sad	apron, paint; yellow; apple, banana, carrot, cracker, milk, orange, water; jacket; happy, hungry; jump	numbers 1-10; book; black, blue, green, orange, purple, red, white, yellow; arms, eyes, feet, hands, head, legs; touch; apple; flower, leaf, tree; pants, shoes, shorts; bat, bear, duck, fish, fox, owl, rabbit, snake; big, small; happy, hungry
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Structure	He has brown eyes. She has long hair.	Is this your kite? Yes, it is./No, it isn't.	There's one cow. There are two calves	What do you want? I want chicken, please.	Where's the caterpillar? It's on an apple.
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Value	Say nice things.	Take turns.	Be kind.	Help in the kitchen.	Be good to nature.
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Letters and Sounds	Gg /g/ Hh /h/	Cc /k/ Qq /kw/	Kk /k/ Xx /ks/	Jj /dʒ/ Yy /j/	Ff /f/ Ww /w/ Vv /v/
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Content Connections	Science	History, Science	Science	Social Science	Science
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Video	How do we use our senses?	What were dinosaurs like?	What animals come from eggs?	How do we make noodle soup?	What is the life cycle of a butterfly?
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Project	A sensory box	A fossil	An animal hatching picture	A noodle soup craft	A butterfly life cycle diagram
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Scope and Sequence

Back to School p.4

Back to School, Days of the Week
What day is it today? It's Monday.

Look and See 3

	1 In Class p.5	2 Weather p.11	3 My Community p.17	4 Make Some Noise! p.23	5 Shapes Around Us p.29
New Words	 count to ten draw a picture make a craft play a game read a book sing a song write letters	 rainy cloudy cold hot snowy sunny windy	 firefighter bus driver dentist doctor librarian mail carrier police officer vet	 drums guitar piano recorder tambourine trumpet violin xylophone	 circle diamond hexagon oval rectangle square star triangle
Recycled Words	numbers 1-10; bag, book, chair, crayon, marker, pencil, table, school; black; ball, car; apple; hat, socks; bat, bear, butterfly, cat; baby; Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday	numbers 1-10; blue, yellow, white; hat, scarf; leaf, tree, water; happy; kite; Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday; count to ten, draw a picture, make a craft, play a game, read a book, sing a song, write letters; cat, rat	one, two; book, paper; black, red; bus; brother, dad, grandma, grandpa, mom, sister; kitten, rabbit, sheep; water; happy; Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday; cloudy, cold, hot, rainy, snowy, sunny, windy; cat, rat; man, van	numbers 1-5; black, blue, brown, green, orange, purple, red, white, yellow; hat, jacket; happy; puzzle; draw a picture, play a game, sing a song; rainy, sunny; bus driver, dentist, doctor, firefighter, librarian, mail carrier, police officer, vet; blocks; cat, rat; man, van; bed	numbers 1-10; book, paper, table; brown, red; ball, dinosaur; sheep; big, small; dress; happy; play, count; drum, guitar, piano, recorder, tambourine, trumpet, violin; cat, rat; man, van; bed; pet, vet
Structure	Let's draw a picture. OK, good idea! / No, thanks.	What's the weather like? It's sunny.	Is he/she a doctor? Yes, he/she is. / No, he/she isn't.	He can play the piano. She can play the guitar.	What are these? They're diamonds.
Value	Work hard at school.	Be careful in the sun.	Be polite.	Work together.	Use your imagination.
Phonics	cat, rat	man, van	bed, red	pet, vet	mix, six
Content Connections	Math	Science	Social Science	Music	Math
Video	How does addition work?	Where does rain come from?	How do people in the community help us?	What types of musical instruments are there?	What are the 3D shapes around us?
Project	An abacus	A water cycle diagram	A community helper book	A drum	A pyramid

	6 Can You Swim? p.35	7 At Home p.41	8 My Special Place p.47	9 Under the Sea p.53	10 Picnic Time p.59
New Words	 swim catch climb fly kick ride skip throw	 welcome bathroom bedroom kitchen living room bed shelf sink sofa	 tree house blanket door lamp pillow rug toy box window	 turtle crab dolphin jellyfish octopus seahorse shark starfish	 picnic cheese fruit juice lemonade sandwich vegetables yogurt
Recycled Words	numbers 1-10; black, blue, brown, green, orange, red, white, yellow; ball, bike, scooter; body, eyes, feet, head, tummy; fish, bird, tree; baby; big, small; crawl, dance, hop, jump, move, run, turn around, walk; circle, diamond, hexagon, oval, rectangle, square, star, triangle; cat, rat; man, van; bed; pet, vet; mix	numbers 1-4; bag, book, chair, crayon, paint, pencil, table; black, blue, brown, green, orange, purple, red, white, yellow; car, dinosaur, teddy bear; apple, flower; dog, duck; big, small; snowy; trumpet; circle, rectangle, square, triangle; cat, rat; man, van; bed; pet, vet; mix; six; big, dig	numbers 1-10; chair, crayon, table; blue, brown, green, orange, red, white, yellow; doll, puzzle, teddy bear; dress; tree; bat, bird, fox, owl; happy, sad; baby; big, small; draw a picture, climb, play (a game), sing a song, walk; bed, bedroom; guitar, recorder, xylophone; welcome; cat, rat; man, van; pet, vet; mix; dig; dog, log	numbers 1-10; bag, chair, crayon, paper, pencil, table; black, blue, brown, green, orange, purple, red, white, yellow; ball, car; arms, eyes, head, legs, mouth, nose; banana, bread; baby; big, small; swim; bed, lamp; cat, rat; man, van; pet, vet; mix; dig; dog, log; fox, box; run	numbers 1-10; apron, book; apple, banana, beans, bread, carrot, chicken, cracker, fish, milk, noodles, orange, rice, salad, water; brother, dad, sister; blanket; cat, rat; man, van; bed, red; pet, vet; mix; big, dig; dog, log; box, fox; run, sun
Structure	Can you skip? Yes, I can. / No, I can't.	The picture is in the bathroom. The cars are under the bed.	Is there a rug? Yes, there is. / No, there isn't.	How many crabs are there? There are fourteen crabs.	Do you like fruit? Yes, I do. / No, I don't.
Value	Try again.	Help at home.	Be welcoming.	Keep the beach clean.	Try new things.
Phonics	big, dig	dog, log	box, fox	run, sun	bug, mug
Content Connections	Science	Social Science	Science	Science	Health
Video	What can animals do?	How are homes different in the city and the country?	What animals live in trees?	What lives in a coral reef?	What types of food do we need to be healthy?
Project	A penguin	A shoebox home	A nest	A coral reef in a jar	A healthy food plate

UNIT 9 My Clothes

In this unit, students will:

- identify and name clothes.
- identify and name the colors *black*, *brown*, and *white*.
- say what colors their clothes are using *My [T-shirt] is [orange]* and *My [shorts] are [red]*.
- sing a song about dressing themselves.
- identify the value of dressing themselves.
- identify the letter that makes the sound /ʌ/.
- watch a video about how wool is made into clothes.
- make a yarn sweater.

Language

New Words

hat; jacket, shoes, shorts, socks, T-shirt; black, brown, white

Structure

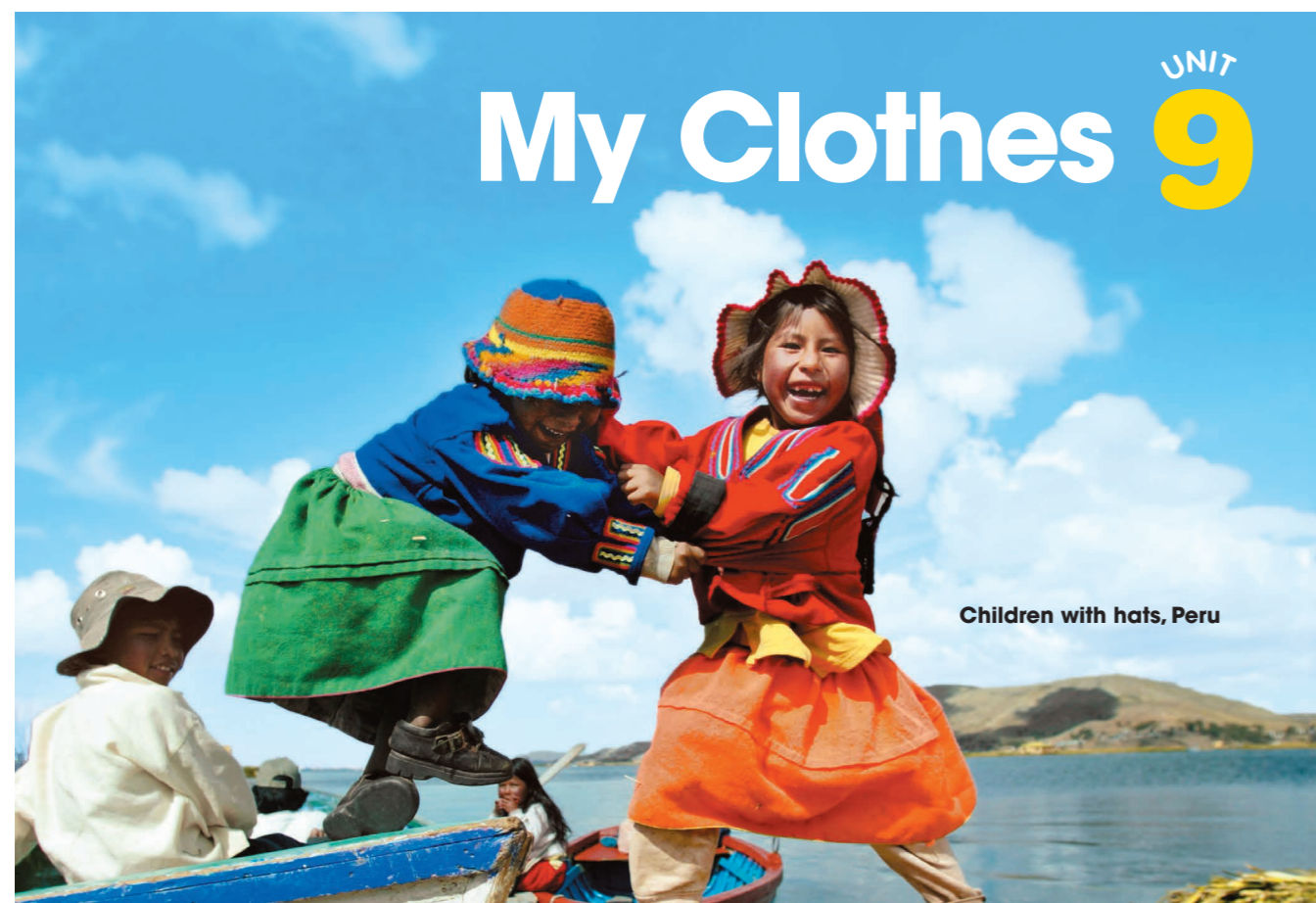
My T-shirt is orange. My shorts are red.

Letters and Sounds

Uu /ʌ/ umbrellabird

ABOUT THE PHOTO

The photo shows children getting off a boat in the Uros Islands of Lake Titicaca, Peru. Lake Titicaca borders Peru and Bolivia and is the largest lake in South America. The Uros people live on floating islands in the middle of the lake. The islands are made of dried reeds that are woven together so that they float. When the reeds at the bottom of the island rot, a new layer of reeds has to be added. The houses on the islands, which are made of the same reeds, have to be lifted and moved every six months so that the islands can be repaired.



Children with hats, Peru

LESSON 1

NEW WORD: hat

1 Look and see. 2 SC: 17 Watch. 3 TR: 9.1 Listen and say. 4 TR: 9.2 Listen and do.

LESSON 1

Introduction

In this lesson, students will:

- identify the theme of clothes.
- use a photo, video, and actions to engage with the theme and learn the word *hat*.

New Word: hat

Recycled Words: numbers 1–5; blue, green, orange, red, yellow; ball, bus, car, doll, puppet, teddy bear, train; apple, banana, carrot, cracker, milk, orange, water

Related Words: boat, island, lake, mountain

Resources: Audio Tracks 9.1–9.2; Video Scene 17; Classroom Presentation Tool; Flashcards 25–31, 42–48, and 68; Home-School Connection Letter

Materials: clothing items, including a jacket, shoes, shorts, socks, and a T-shirt; a colorful, unusual hat; a hat made from poster board or card stock; poster board or card stock, cut into strips and smaller pieces for hats; crayons or markers; tape; a stapler (optional)

Warm Up

- Say *Hello* to students and sing the **Hello Song** together.
- Use Unit 4 and 6 flashcards to review colors and words from previous units. For example, hold up the *banana* flashcard and ask *What’s this?* When students respond, ask *What color is the banana?* (It’s yellow.) Repeat with other flashcards.

Introduce the Theme

- Use real clothing items to introduce the theme, including the clothes students will learn in this unit: a hat, a jacket, shoes, shorts, socks, and a T-shirt. Try to find a colorful, unusual hat to use for this activity and for the entire lesson. Display these clothes at the front of the class.
- Say *Look. These are clothes.* Emphasize the word *clothes*. Hold up each item and name the colors. For example, say *Look. It’s [blue].* Alternatively, ask individual students to say the color of the clothing items you hold up.
- Hold up the hat and say *Look. A hat!* Put on the hat, smile at students, and say *I like my hat.*

1 Look and see.

- Have students open their books to p. 53. Point to the photo and ask *How many people?* (five) Point to their hats and ask *How many hats?* (four) Then point to the girl in the middle and ask *What color is the hat?* (blue, orange, green, yellow, red)
- Guide students to look for other colors in the photo. For example, say *Point to something green.* Students can point to the girl’s skirt. Repeat with blue, orange, yellow, and red.
- Point to and say the word *Clothes* in the unit title. Have students repeat after you as they also point to the word.

2 Watch.

- Make sure students can see the screen as you prepare to play **SC: 17**. When they’re ready, say *Let’s watch.* Play **SC: 17** and have students just watch.
What’s this? It’s a hat. Look at the hats! Put on your hat.
- Play **SC: 17** a second time, this time using your hands to act out putting a hat on.

3 Listen and say.

- Play **TR: 9.1** and have students listen and repeat the word *hat*. Hold up the *hat* flashcard as they do so.
hat

4 Listen and do.

- Say *Stand up, please.* Then say *Now it’s your turn. Let’s put on a hat.* Play **TR: 9.2** and model putting on a hat. Have students copy you. If students have hats, allow them to put them on.
Put on your hat!
- **Let’s play!** Have students sit in a circle and say *Let’s put on hats!* Play **TR: 9.2** again, having students pass your hat around the circle. As they get it, each student quickly tries the hat on. Count the number of students who try on the hat before the music stops. Repeat the activity, trying to get more students to try on the hat each time.

Optional Activity

- Before class, make a simple hat. Measure a strip of card stock or poster board to fit around your head and fasten it with a stapler or tape. Then color and decorate a separate piece of card stock and glue or tape this to the top of your hat. Prepare strips of card stock or poster board to make similar hats for students.
- Play the **Transition Song**. Have students gather around you. Show the hat and say *This is my hat.* Put it on, smile, and say *I like my hat.* Then say *Let’s make hats!*
- Point to the top of your hat and say *Draw and color.* Give students smaller pieces of card stock to be the top of their hat. Give students pencils and crayons or markers.
- While students are drawing and coloring the tops of their hats, walk around the room to measure their heads with the poster board. Tape or staple the poster board to create each student’s hat. Leave the hat ring next to each student.
- When students finish coloring the tops of their hats, say *Now finish your hats.* Help students attach their pictures to their hats using tape.
- Say *Put on your hats.* Have students put on their hats, and walk around the classroom, showing them off.

Wrap Up

- Play the **Clean Up Song** as students clean up.
- Say *Goodbye* to students at the end of class.

LESSON 2 New Words

In this lesson, students will:

- identify and name clothes.
- identify and name the colors *black, brown, and white*.
- say a chant about clothes and colors.

New Words: jacket, shoes, shorts, socks, T-shirt; black, brown, white

Recycled Words: apron, bag, book, chair, crayon, pencil, table; blue, green, orange, purple, red, yellow; body, feet, head

Related Words: cold, ice, sled

Resources: Audio Tracks 9.3–9.5, Classroom Presentation Tool, Flashcards 18–23 and 68–76, Activity Book p.38, Worksheet 9.1

Materials: pencils

STRATEGY

Gathering students together for circle time during your lessons helps them focus their attention and signals that it’s time to learn something new. Bringing students closer to you while you introduce a new topic or model a new activity allows you to make sure students are on-task. This closeness also puts students at ease with you and their classmates. In close circles, students may be more likely to share information, ask questions, and engage with one another than if they were at individual desks or tables.

ABOUT THE PHOTO

The photo shows girls on sleds at the Hwacheon Sancheoneo Ice Festival in South Korea. This winter festival is held in January every year, when the Hwacheon stream freezes over. Activities include ice-fishing, skating, sledding, and ice soccer. There’s also a snow castle and snow park.



Girls at an ice festival, South Korea

LESSON 2 NEW WORDS: jacket, shoes, shorts, socks, T-shirt; black, brown, white

1 TR: 9.3 Listen and point. 2 TR: 9.4 Listen and say. 3 TR: 9.5 Listen and chant.

Warm Up

- Say *Hello* to students and sing the **Hello Song** together.
- Use the Unit 3 flashcards to review colors. Hold up the *red* flashcard and ask *What color is this?* When students answer, say *Find something red*. Have students hold up or point to something red. Repeat with other colors.
- When students finish, preteach new colors by holding up the *brown* flashcard. Ask *What color?* See if any students know the word, and if not, say *It’s brown*. Then say *Find something brown*. Repeat with *black* and *white*.

1 Listen and point.

- Hold up p. 54 and say *Look at the clothes*. If students suggest they know any clothing words in English, have them say them.
- Say *Listen*. Play **TR: 9.3** and point to each item of clothing in order. Then hold up each of the Unit 9 flashcards in order and say the word for each item of clothing and color.
 - Here is my T-shirt. It’s blue and white.* *Here is my jacket. It’s red. And here are shoes: black shoes, white shoes, and brown shoes.*
 - Here are my shorts. I have red shorts.*
 - Here are my socks. I have orange and white socks.*
- Help students open their books to p. 54. Then say *Listen again. Point*. Play **TR: 9.3** a second time, and have students point to the items of clothing in order.
- Point to the items of clothing again in a different order, this time saying the item of clothing and the color: *Look at the T-shirt. It’s blue and white. Look at the white shoes*. Have students point to the photos of the clothing you say.

2 Listen and say.

- Say *Now listen and say the words*. Play **TR: 9.4** and have students repeat the words.
 - T-shirt, shorts, socks, jacket, shoes; black, white, brown*
- Hold up each of the clothing flashcards, one at a time, and have the class call out the word in unison. Repeat with the colors black, white, and brown. Then call on students, one by one, to name the item of clothing or color on each flashcard. Continue until each student has a turn.
- **Let’s play!** Call out combinations of colors and clothing that students in your class are wearing. For example, say *White socks, stand up*. All students who are wearing white socks stand up. Repeat with other clothing items and colors.
- **Challenge** Call out two items of clothing of different colors and have students stand up only if they’re wearing both. For example, say *White socks and brown shoes. Stand up*.

3 Listen and chant.

- Say *Listen*. Play **TR: 9.5** and have students listen to the chant. As they hear each word, have them point to the correct item of clothing or color.
 - Look at my clothes. Socks and a jacket.*
 - Look at my clothes. And look at my shoes:*
 - A T-shirt and shorts. Black, white, and brown.*
 - A T-shirt and shorts. Yes! Black, white, and brown.*
 - Socks and a jacket.*

- Play **TR: 9.5** a second time, this time having students chant along, using the photos in the book to help them if necessary. Repeat until students are chanting confidently.
- **Challenge** Display the flashcards out of order on the board and have students chant the items of clothing in this new order, using the rhythm of the original chant.

Worksheet 9.1

- Before class, prepare a copy of Worksheet 9.1 for each student and one for yourself. Put pencils on each table.
- Model the activity. Hold up your worksheet, point to boy number 1, and ask *What clothes can you see?* (a hat, shorts, socks, and shoes) Then point to the dotted outline and ask *What’s missing?* (a jacket)
- Point to the clothes on the right side of the worksheet and say *Let’s find the jacket*. Point to the jacket in the drawing on the right and say *Here’s the jacket. Let’s draw a line from the boy to the jacket*. Model drawing a line to match the boy in number 1 with the jacket on the right.
- Hand out the worksheets and say *Now it’s your turn*. Have students draw a line from each child to the missing items of clothing. Walk around to make sure students draw from left to right and hold their pencils correctly. Help as needed.

Optional Activity

- Play the **Transition Song**. Have students sit around you for a sorting activity. Hold up the *hat* flashcard and ask *What’s this?* Then, pointing to each body part as you say it, ask *Head, body, or feet?* Touch your head to guide students to say *Head*. Say *That’s right! Put a hat on your head*. Have students pretend to put a hat on their heads. Repeat with *jacket* and *T-shirt* for body and *shoes* and *socks* for feet.
- **Let’s play!** Call out an instruction using an item of clothing and a part of the body. For example, say *Put a T-shirt on your body*. If the item of clothing matches the part of the body, students say *yes* and pretend to do the action. If the item of clothing doesn’t match the part of the body, for example, if you say *Put socks on your head*, students say *no* and don’t do the action.
- **Challenge** When you make an incorrect sentence, have students correct you by saying, for example, *No. Put socks on your feet* or *No. Put a hat on your head*. They then pretend to do the correct action.

Wrap Up

- Play the **Clean Up Song** as students clean up.
- Say *Goodbye* to students at the end of class.
- Send home a reminder for students to bring in old clothes (hat, jacket, shoes, shorts, socks, and T-shirt) for the next lesson.

LESSON 3 Structure

In this lesson, students will:

- say what colors their clothes are using *My [T-shirt] is [orange]* and *My [shorts] are [red]*.

Recycled Words: blue, green, orange, purple, red, yellow

Resources: Audio Tracks 9.6–9.7, Classroom Presentation Tool, Activity Book p. 39, Worksheet 9.2

Materials: large paper bags, students’ old clothes, crayons or markers, safety scissors

TEACHER TIP

Managing how students sit for circle time will help you achieve good behavior and focus during these activities. Conduct circle time in the same place in your classroom each time, but remember that it doesn’t need to be a circle! Arrange students so that they can all see you clearly, for example, in a semi-circle in front of you. Use cushions or carpet pieces to help create seats. If you have colored cushions or carpet, assign students a color. Arrange the cushions or carpet differently each day, guiding students to sit near different classmates based on where their color is. This will help students get to know and work with everyone in the class over time.

LESSON 3 STRUCTURE: *My T-shirt is orange. My shorts are red.*
 1 TR: 9.6 Listen and point. 2 TR: 9.7 Listen and say. 3 Play and say.

55

Warm Up

- Say *Hello* to students and sing the **Hello Song** together.
- Collect any clothes that students brought from home and select some of different colors to put into a paper bag.
- Call on a student to take an item from the bag. Have the student name the item and the color by saying, for example, *I have a T-shirt. It’s white.* Repeat with other students.

1 Listen and point.

- Help students open their books to p. 55. Point to the child on the left. For each item of clothing, ask *What’s this?* (It’s a [T-shirt].) *What color is the T-shirt?* (It’s [orange].) Repeat with the other two children.
- Say *Who’s speaking? Listen.* Play TR: 9.6, pausing after the first child. Have students watch as you point to the child’s clothes. Continue playing TR: 9.6, pointing to the clothes on the second and third children. For the last line, look around as though you’ve lost something.

<i>Look at me!</i>	<i>Look at me!</i>
<i>My T-shirt is orange.</i>	<i>My T-shirt is green.</i>
<i>My shorts are blue.</i>	<i>My shorts are brown.</i>
<i>My socks are white.</i>	<i>My socks are black.</i>
<i>My shoes are white, too.</i>	<i>And my shoes?</i>
	<i>Uh-oh! Where are my shoes?</i>
- Say *Now listen and point.* Play TR: 9.6 again and have students point to the correct children and their clothes.

2 Listen and say.

- Point to the characters at the bottom of the page. Then say *Now listen.* Play TR: 9.7, with students listening and watching as you point to the character who’s speaking.

<i>My T-shirt is orange.</i>	<i>My shorts are red.</i>
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- Say *Now listen and say.* Play TR: 9.7 and have students listen, point, and repeat. Then call on students to repeat the sentences several more times.
- Point to the blue jacket on the girl in the middle. Start describing it, pausing for students to finish: *My jacket is ...* (blue) Then point to an item of clothing that has two pieces, for example, the black socks on the child on the right. Say *My socks are ...* (black) Repeat with other examples, emphasizing *is* and *are* for singular and plural items.
- To further emphasize, take real items of clothing, hold them up, being sure to hold up both shoes and socks, and say, for example, *My T-shirt is red. My socks are white.*

3 Play and say.

- Say *Who am I? Listen and say the color—green, purple, or orange?* Point to the boxes on p. 55 as you say this.
- Make a sentence or pair of sentences about the clothes on one of the children in the photos. For example, say *My T-shirt is black. My hat is red.* Students listen and point to the correct child: the one in the middle. Call on students to say the color of that child’s box. (purple)

- Say *Now it’s your turn. Play and say.* Put students into pairs and have them play the game. Student A makes one or two sentences about the clothes on one of the children in the photos. Student B points to the correct child and says the color. Then they switch roles and repeat.

Worksheet 9.2

- Before class, prepare a copy of Worksheet 9.2 for each pair of students and one for yourself. Cut each worksheet vertically down the middle and give one picture of a child to each pair. Do not cut the worksheet into cards yet. Put safety scissors and crayons or markers on each table.
- Model the activity. Hold up the picture of the boy and say, *This is me.* Then point to his hat and choose a color for it, saying *What color is my hat? Green? OK, my hat is green.* Then take a green crayon and model coloring the hat in green. Continue with the boy’s other clothes.
- Say *Now it’s your turn. Color the clothes.* Students choose and color the clothes in their picture. When they finish, ask individual students *What color is your [T-shirt]?* Have them show their picture and say *It’s [red]*.
- Have students compare their pictures with a partner’s, each taking turns to describe the colors of the clothes they chose: *My hat is brown. My jacket is blue,* and so on.
- Have students cut out the cards and combine them so that each pair has a set of six cards.
- Let’s play!** Model with one student first. Shuffle and put a set of six cards faceup on a table in a random order. Then describe a set of clothes by color, choosing cards with different clothes. Say, for example, *My hat is brown. My jacket is blue. My shorts are green. My socks are yellow. My shoes are black.* Have the student choose the cards you are describing. Repeat, if necessary, with different clothes.
- Say *Now it’s your turn.* In their pairs, have students take turns describing and arranging the cards in the same way. Help as needed.

Optional Activity

- Prepare bags of students’ old clothes for a sorting activity. Include only clothes and colors that students know in English. Make one bag for every 3–4 students.
- Play the **Transition Song** and have students sit in a circle. Take an item of clothing from the bag, for example, a brown shoe. Say *Look. I have one brown shoe.* Say *brown* again and set the object down in front of you. Repeat with an item of a different color and start a separate pile for this color. Repeat with a few more items until students get the idea.
- Say *Now you do it.* Put students into small groups and give each group a bag of clothes. Have students work together to sort the items into different piles—one for each color. When they finish, have them say what they have, for example, *I have one blue sock. I have two blue T-shirts.*

Wrap Up

- Play the **Clean Up Song** as students clean up.
- Say *Goodbye* to students at the end of class.

LESSON 4 Song and Value

In this lesson, students will:

- listen to and sing a song about dressing themselves.
- identify the value of dressing themselves.

Content Words: dress yourself

Recycled Words: blue, green, orange, purple, red, yellow; body, feet, head

Resources: Audio Tracks 9.8–9.10, Classroom Presentation Tool, Activity Book p. 40, Worksheet 9.3

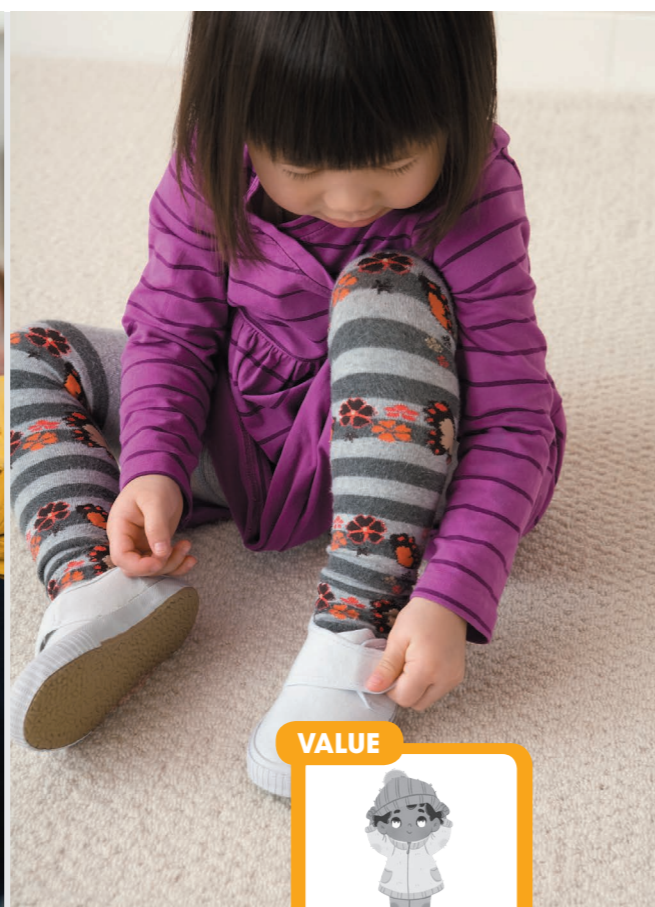
Materials: a box of clothes, including several adult-sized items and those brought in by students; crayons or markers; safety scissors

VALUE Dress yourself.

The song introduces the value of dressing yourself, an important step in fostering independence in young children. Help students learn to dress themselves in class. Guide them to put on their jackets when leaving class. To help them, have students lay their jacket out on the table in front of them, facing up, with the top of the jacket closest to them. Guide them to put their arms into the sleeves and raise the jacket over their head and down their back. Very young children will have an easier time with this method than trying to put their jackets on behind their backs.

ABOUT THE PHOTO

The girl on the right is fastening her shoes with Velcro®. Velcro is a fabric with small hooks that stick to another piece of fabric with small loops. It was invented by Swiss engineer Georges de Mestral in the 1940s. In the 1960s, astronauts first used Velcro to keep items from floating away on the Apollo spacecraft. The first Velcro shoes were made by the sneaker company Puma® in the late 1960s.



VALUE



Dress yourself.

Warm Up

- Say *Hello* to students and sing the **Hello Song** together.
- Put clothes into a box: a hat, a jacket, shoes, shorts, socks, and a T-shirt. Hold the box up, reach your hand in, and take an item in your hand, such as the hat. Without pulling it out of the box, ask *What’s this? Guess. I put it on my head.* (a hat) When a student guesses correctly, take the hat out and hold it up, saying *Yes. It’s a hat.* Repeat with other items of clothing in the box, saying *I put it on my [body/feet].*

1 Listen and point.

- Help students open their books to p. 56, and look at the photos. Point to the photos and ask *What clothes can you see?* (jacket, shoes)
- Say *Let’s listen!* Play **TR: 9.8** and have students listen to the whole song while looking at the photos.

<i>I have a jacket. Look at my jacket. My jacket is yellow. Put on your jacket, your yellow jacket. Dress yourself today.</i>	<i>I have two shoes. Look at my shoes. My shoes are white. Put on your shoes, your white shoes. Dress yourself today.</i>
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- Say *Now listen again and point to the jacket and the shoes.* Play **TR: 9.8** a second time and have students point to the jacket for the first verse and the shoes for the second verse.

2 Listen and sing.

- Play **TR: 9.9** and pause after each line for students to repeat the words. For the chorus, make sure that students understand the phrase *Dress yourself today* by pretending to put on a jacket and shoes. Then play **TR: 9.9** again, this time without stopping, and have students sing along with the song.
- **Challenge** Have students sing again, substituting words describing their own clothes for the colors and clothing in the song.

3 Sing and do.

- Model the actions for the song. Play **TR: 9.10** one time, all the way through. Pretend to put on a jacket for the first verse and shoes for the second verse.
- Call two volunteers to the front of the class. Play the first verse of **TR: 9.10** and have the first student pretend to hold out a jacket to show the class. Then play the first chorus of **TR: 9.10** and act out telling that student to put on the jacket while he/she pretends to do so. Pause after the first chorus and call on the second student. Continue playing **TR: 9.10**, having that student pretend to hold out a pair of shoes. Again, act out telling that student to put on the shoes while he/she pretends to do so.
- Say *Now it’s your turn. Sing and do.* Have students stand up and get into pairs. Play the first verse and chorus of **TR: 9.10** again. Have Student A play the role of the child putting on the jacket, and Student B play the role of the adult telling him/her to do so. Then play the second verse and chorus of **TR: 9.10** and have students switch roles.

Value: Dress yourself.

- Sing the last line of the chorus: *Dress yourself today.* Have students look at the photo on p. 56 again and say *Look at these children. Do they dress themselves?* (yes)
- Point to the jacket in the first photo again. Ask *What’s this?* Then point to the boy and say *He can put on a jacket.* Call a volunteer to the front of the class. Have that student put on a jacket. Then ask *Does [Ava] dress herself?* Nod and guide students to answer *yes*, before saying *Yes, she does. Dress yourself—you can do it!* If students have jackets, have them put them on themselves. Then say *Great job!*

4 Stick.

- When you are confident that students understand the value of dressing themselves, guide them to the Unit 9 sticker in the back of the book. Have them remove it and place it on the target. Help as needed.

Worksheet 9.3

- Before class, prepare a copy of Worksheet 9.3 for each student and one for yourself. Cut each worksheet vertically down the middle so that each student has a doll and a separate set of clothes. Put safety scissors and crayons or markers on each table.
- Model the activity. Hold up your worksheet, point to the first item of clothing on the right, and ask *What’s this?* (It’s a hat.) *What color is the hat?* Have students suggest a color, such as brown. Model coloring the hat brown.
- Say *Let’s put the hat on the doll.* Model cutting out the hat and putting it on the doll’s head. Then hold up your doll, with the hat in place, and say *This is my hat. My hat is brown.*
- Give out both worksheet parts to each student and say *Now it’s your turn.* Have students color the clothes, then cut them out and put them on the doll. Help with cutting as needed. When students finish, guide them to talk about their doll’s clothes by saying *My T-shirt is [red]* or *My shoes are [brown].*

Optional Activity

- Prepare a box of students’ old clothes as well as several pieces of adult-sized clothing for you.
- Play the **Transition Song** and have students gather around you. Point to the clothes and say *Let’s put on clothes.* Model dressing yourself, choosing some of the clothes to put on over the clothes you are wearing.
- Then say *Now it’s your turn. Dress yourselves.* Allow students time to choose clothes and dress themselves. Guide students to put on whatever they like, as long as they put it on themselves. You may want to allow time for students to say what clothes they have. Model by saying *I have a T-shirt. It’s white.* When a student says what he/she is wearing, respond with *Wow! I like your [T-shirt].*

Wrap Up

- Play the **Clean Up Song** as students clean up.
- Say *Goodbye* to students at the end of class.

LESSON 5 Letters and Sounds

In this lesson, students will:

- identify and trace the letter Uu.
- identify and say the sound /ʌ/.
- use a pencil to draw over circles from left to right.

Content Word: umbrellabird

Recycled Word: apple

Resources: Audio Tracks 9.11–9.13; Classroom Presentation Tool; Flashcards 7, 24, 41, 58, and 77; Activity Book p. 41; Worksheet 9.4

Materials: pencils



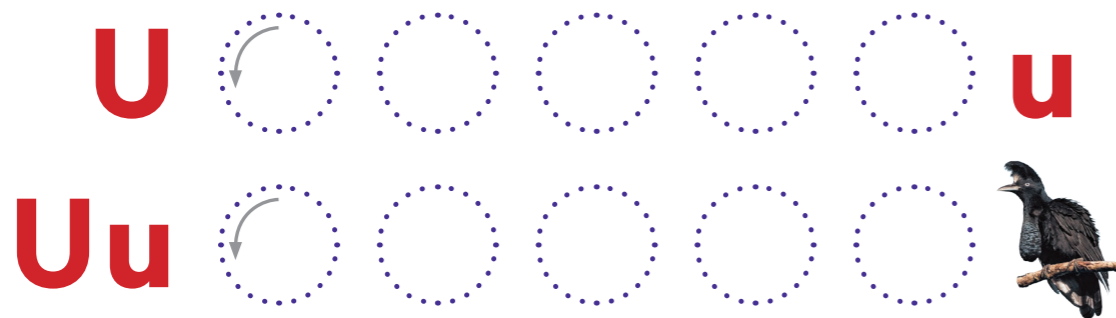
Long-wattled Umbrellabird

Habitat Lowland forests of South America

Size 40–50 centimeters in length, up to 570 grams in weight

Status Vulnerable

DID YOU KNOW? Umbrellabirds can fly, but they are very slow. They do not fly long distances.



LESSON 5 LETTERS AND SOUNDS: Uu, /ʌ/

1 TR: 9.11 Listen and point. 2 TR: 9.12 Listen, Trace and say. 3 TR: 9.13 Listen and chant. 4 Draw and say.

Warm Up

- Say *Hello* to students and sing the **Hello Song** together.
- Draw an umbrella on the board. Point to your picture and say *Look. This is an umbrella.* Repeat the word, then ask *Is /æ/ for umbrella?* (no) */ɛ/?* (no) */ɪ/?* (no) */ʌ/?* (no) Then say *That's right! Umbrella has a new sound, /ʌ/. Let's learn it!*

1 Listen and point.

- Help students open their books to p. 57. Hold up the page, point to the letter pair at the top, and say *This is letter U.* *Now listen to the sound.* Play TR: 9.11 and have students listen and watch as you point to the letter Uu. */ʌ/, /ʌ/ umbrellabird*
- Play TR: 9.11 a second time, this time having students point to the letter Uu and to the umbrellabird.

2 Listen, Trace and say.

- Hold up p. 57 and point to the large letter Uu. Say *Listen.* Play TR: 9.12, pointing to the upper- and lowercase letters. *My name is U. Say U. My sound is /ʌ/. Say /ʌ/.*
- Point to the uppercase U, this time putting your finger at the starting point of the tracing line. Say *Now let's trace.* Model finger-tracing both the upper- and lowercase Uu. Then play TR: 9.12 again, and have students finger-trace, this time saying the letter and sound when prompted.
- **Challenge** If you think your students are ready, play TR: 9.12 a third time, this time having them use a pencil to trace the letters on the lines. Again, have them say the letter name and the sound when prompted. Walk around the room to make sure students are holding their pencils correctly as they trace the letters. Help as needed.

3 Listen and chant.

- Say *Listen.* Play TR: 9.13 and have students listen to the chant. */ʌ/, /ʌ/ umbrellabird /ʌ/, /ʌ/ umbrellabird /ʌ/, /ʌ/ umbrellabird*
- Say *Now listen and chant.* Play TR: 9.13 again, this time having students chant along.
- **Challenge** Put the class into two groups and have them repeat the chant as an echo chant, with each group chanting alternating lines.

4 Draw and say.

- Hold up p. 57 and point to the tracing activity at the bottom of the page. First point to the uppercase U on the left side of the top tracing pattern. Ask *What letter is this?* Then point to the lowercase u on the right side of the pattern and ask *What letter is this?* When students answer, say *That's right! A big U and a small u. Let's match the letters.*
- Point to the row of circles. Model finger-tracing each circle in the direction of the arrow and in a line from left to right.
- Then point to the upper- and lowercase Uu on the left side of the bottom tracing pattern. Again, ask *What letter is this?* Then ask *What sound does it make?* (/ʌ/) Then point to the umbrellabird on the right side of the pattern and ask *What's this?* When students answer, say *That's right! /ʌ/ is*

- for umbrellabird. Let's match.* Have students finger-trace the circles in the direction of the arrow, moving from left to right.
- Make sure students have pencils. Say *Now let's draw the circles.* Have students trace over the circles in the direction of the arrow, moving from left to right. Help as needed.
- Have students turn to the animal alphabet on pp. 70–71 and find the umbrellabird.

Worksheet 9.4

- Prepare a copy of Worksheet 9.4 for each student and one for yourself. Display your copy on the board or where students can see it. Give each student a worksheet and a pencil. Say *Point to the big U. What's the sound?* (/ʌ/) Repeat this for the lowercase u. Then say *Look. A big U and a small u. Let's trace.* Model finger-tracing both of the letters, and have students finger-trace them.
- Guide students to the tracing practice at the bottom of the page. Say *Now use your pencil. Start here.* Point to the starting line for each letter. Have students trace the letters. Help as needed.

Optional Activity 1

- Play the **Transition Song** and have students sit in a circle.
- Say */ʌ/ is for umbrellabird. Let's be umbrellabirds.* Model an action for an umbrellabird, for example, flapping your arms slowly to show that you fly slowly, like the umbrellabird. Have students copy you, repeating the /ʌ/ sound as they do so.
- Use the *alligator, elephant, iguana, octopus, and umbrellabird* flashcards. Hold up each card and ask *What's this?* When students give the correct answer, say *That's right! Let's be [alligators].* Have students act out the animal. Repeat with the other flashcards.
- **Let's play!** Display the *alligator, elephant, iguana, octopus, and umbrellabird* flashcards. Call on two students to come to the front of the room. Say, for example, */ʌ/, umbrellabird* and have students race to point to the correct flash card. Repeat for the other flashcards.

Optional Activity 2

- Play the **Transition Song** as you display the *alligator, elephant, iguana, octopus, and umbrellabird* flashcards. For each one, point and ask *What's this? What's the sound for [octopus]?* (/ʌ/)
- Say words beginning with /æ/, /ɛ/, /ɪ/, /a/, and /ʌ/. For example, *an, apple, egg, end, it, in, octopus, on, up, umbrella,* as well as any students' names that begin with these sounds. Have students listen and say the correct sound. **NOTE:** Students do not have to understand all the words for this activity—they are listening only for the initial sound.

Wrap Up

- Play the **Clean Up Song** as students clean up.
- Say *Goodbye* to students at the end of class.

LESSON
6 Video

In this lesson, students will:

- watch a video about how wool is made into clothes.

Content Words: scarf, sweater, yarn

Recycled Words: blue, yellow

Resources: Video Scene 18, Classroom Presentation Tool, Flashcards 68–73, Activity Book p. 41

Materials: a ball of yarn, plus extra yarn in three colors; a wool hat, scarf, and sweater; bags of old clothes, including items made from wool

ABOUT THE VIDEO

In this video, students see the process of how wool is made into clothes. First, they are reminded that wool comes from sheep. Then they see how wool is made into yarn—first how the wool is combed and separated, then how it is spun to make yarn. They then see yarn being knitted into clothing, such as sweaters, scarves, and hats.

ABOUT THE PHOTO

The girl in the bottom photo is wearing an *Aran* sweater. These sweaters are named after the Aran Islands, off the coast of Ireland. They were originally worn by fishermen on the islands. They are made from pure yarn, which has natural lanolin (a wax produced by animals with wool coats). As a result, the sweaters are water resistant, making them perfect for working at sea. Aran sweaters have many different patterns, some of which have special meanings. For example, the cable pattern on the girl’s sweater is supposed to bring good luck when fishing.



LESSON 6 VIDEO Content Words: scarf, sweater, yarn

1 Look and see. 2 SC: 18 Watch. 3 SC: 18 Watch, point, and say.

LESSON 7 PROJECT

1 Make.

Warm Up

- Say *Hello* to students and sing the **Hello Song** together.
- Hold up a Unit 9 flashcard, for example, the *T-shirt*, and have students say *T-shirt*. Say *That’s right! Now put on your T-shirt*. Have students act out putting on a T-shirt. Repeat with the other clothes flashcards.

Introduce the Theme

- Show students a ball of yarn and say *Look. This is yarn*. Pass the yarn around the class and allow students to look at it and feel how soft it is. You can also ask *What color is the yarn?*
- Hold up p. 58. Point to the photo of the balls of yarn and say *Yarn comes from . . .* Point to the basket of wool and say *Wool*. Then show some clothing items (or photos of clothing items) made from wool, including a scarf and a sweater, to introduce these new words. Say *Wool is for clothes. Look. A wool scarf and a wool sweater*, holding each item up as you name it.
- Hold up p. 58, point to the basket of wool, and say *Wool*. Do the same for *yarn and sweater*. Then say *How does the wool (point to the wool) become a sweater? (point to the sweater) Let’s find out*.

1 Look and see.

- Have students go to their seats. Help them open their books to p. 58. Ask questions about the photos. For example, point to the top two and ask *What’s this animal? (a sheep) What’s this? (wool)*
- Point to the photo on the bottom left and ask *What’s this? (yarn) How many balls of yarn? (Students may say eight or nine.)*
- Finally, point to the fourth photo and ask *What’s this? (a sweater) What color is the sweater? (white)*

2 Watch.

- Point to the screen and say *Let’s watch!* Play **SC: 18** and have students watch the whole way through.
What’s this? It’s yarn. Pink, yellow, and white yarn. Yarn is from wool. Wool is from sheep. Look at the wool. Now look . . . the wool is yarn. Now the yarn is a sweater. Look . . . a blue scarf. It’s from yarn. And look at this scarf. It’s from yarn, too. It’s brown and yellow. This yarn is pink. Pink yarn . . . and a pink hat. Yarn!
- Put a wool hat, sweater, and scarf on a table. Ask *What’s first in the video?* Hold up your index finger to show *first*. *A hat, a sweater, or a scarf?* (a sweater) Put the sweater on the left side of the table. Then ask *What’s second?* Hold up two fingers to show *second*. *A hat or a scarf?* (a scarf) Put the scarf in the middle of the table. Then put the hat to the right of the table, saying *And the hat is third!* Hold up three fingers to show *third*. Then say *Now let’s check*. Play **SC: 18** again and have students check that they have the correct order.
NOTE: If you don’t have the video, use a ball of yarn and a photo of somebody knitting or weaving with wool. Also bring in wool clothing, such as a hat, scarf, socks, or a sweater. Use the script for **SC: 18** to help you teach the theme as simply as possible.

3 Watch, point, and say.

- Play **SC: 18** again, pausing after *Pink, yellow, and white yarn*. (0:24) Point to the yarn on the screen and ask *What’s this?* Then ask *What color is it?* (pink, yellow, and white) Point to each color of yarn on the screen as students answer.
- Continue playing **SC: 18**, pausing after *Look at the wool*. (0:40) Ask *What’s this?* Then say *Wool is from sheep*. Have students point to the photos of the sheep and wool on p. 58 as they again say *Wool is from sheep*.
- Continue playing **SC: 18**, pausing after *The wool is yarn*. (0:57) Ask *What’s this?* (yarn) Then say *Yarn is from wool*. Have students point to the photos of the yarn, then the wool, on p. 58 as they say *Yarn is from wool*.
- Continue playing **SC: 18**, pausing after *Now the yarn is a sweater*. (1:18) Ask *What’s this?* (a sweater) Then say *Now the yarn is a sweater*. Have students point to the photos of the yarn, then the sweater and say *The yarn is a sweater*.
- Continue playing **SC: 18** to the end, pausing occasionally to have students name the clothes and their colors.
- Students can then watch **SC: 18** all the way through again for pleasure.

Optional Activity 1

- Prepare bags of old clothes—including some wool clothes—for a sorting activity. Play the **Transition Song** and have students gather around you. Take an item of clothing from the bag, for example, a T-shirt. Say *Look. I have a T-shirt. Is it wool?* (no) Put the T-shirt on one side. Repeat with an item of clothing that is made of wool, and start a separate pile for these clothes.
- Put students into small groups and give each group a bag of clothing. Have students sort the two groups: those made from wool and those not made from wool. When students finish, have them show the class the wool clothes from their bags and say, for example, *I have a sock. I have a hat. I have a scarf*.
NOTE: If you don’t have enough items for a group activity, call on several students at a time to do this in front of the class.

Optional Activity 2

- Use three balls of yarn in different colors to make trails in the classroom. Wind the yarn around chairs, under tables, and so on. At the end of each trail, put a clothing item made out of yarn—for example, a hat, a sweater, and a scarf.
- Play the **Transition Song** and put the class into three teams. Have each team follow one trail, collecting the yarn and then naming the item of clothing they find at the end of the trail. For larger classes, have three students do this at a time and repeat the activity several times, making new trails each time.

Wrap Up

- Play the **Clean Up Song** as students clean up.
- Say *Goodbye* to students at the end of class.

LESSON 7 Project

In this lesson, students will:

- make a yarn sweater.

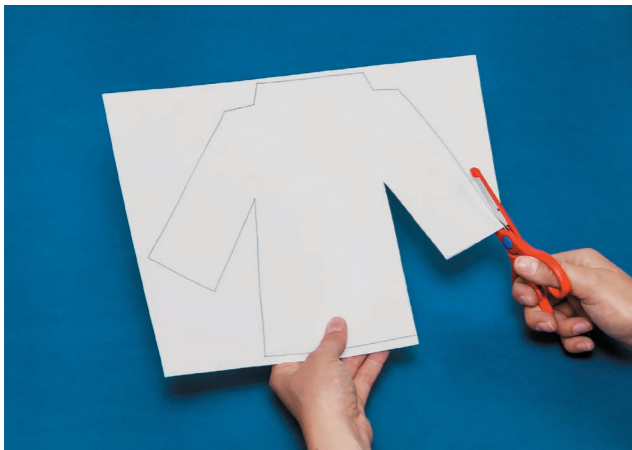
Recycled Words: blue, green, orange, purple, red, yellow

Resources: Video Scene 18, Classroom Presentation Tool, Flashcards 68–76, Project Template

Materials: aprons, a sweater, sweater outlines drawn onto card stock or poster board, markers, safety scissors, glue, yarn (in a variety of colors and lengths), old clothes for dress up



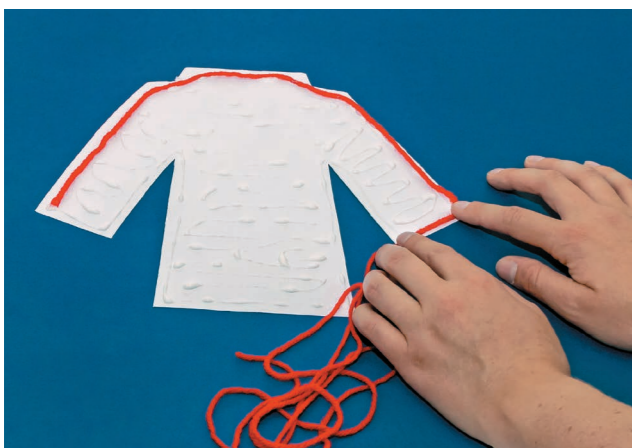
Step 1



Step 2



Step 3



Step 4



Warm Up

- Say *Hello* to students and sing the **Hello Song** together.
- Play **SC: 18** again. Pause occasionally throughout the video and ask questions such as *What's this?* and *What color is the yarn?* Then continue playing **SC: 18** for students to check their answers.

1 Make.

- Before class, draw some sweater outlines onto card stock or poster board. You will need one per student. Cut yarn in a variety of colors and lengths. Make sure you make enough long pieces of yarn (around 60 centimeters) for each student to use for the outline of his/her sweater, as well as shorter pieces to fill the sweater in. Put the sweater outlines, yarn, safety scissors, and glue on each table.
- Play the **Transition Song** and have students gather around you. Hold up or point to a real sweater and say *Look at the sweater.* Then ask *What color is the sweater?* Have students tell you the different colors they see.
- Hold up p. 58 and point to the yarn sweater in the project box. Say *Let's make a sweater.*
- Have students put on aprons and go to their tables.
NOTE: If you are using the Classroom Presentation Tool, display the photo of the completed project so that students know what is expected of them. Then display the photos for each of the project steps as students work.

Step 1

- Take one of the sweater outlines you prepared. Model cutting out the sweater with scissors. Say *Cut the sweater like this.* Hold up the sweater to show students.
- Say *Now you do it.* Have students take a sweater outline and cut it out. Help with cutting as needed.
NOTE: You may prefer to do this step before class.

Step 2

- Say *Now put glue on your sweater.* Cover your sweater with glue and have students do the same. Walk around to help as needed.

Step 3

- Say *Let's put yarn on.* Find a long piece of yarn and put it around the outside to make the outline of your sweater. Then hold it up to show students.
- Say *Now you do it.* Walk around the classroom, helping students find the long pieces of yarn, and outline their sweaters with them.

Step 4

- Say *Now let's finish the sweater.* Model putting more pieces of yarn on the sweater until you cover the rest of it. Show your finished sweater to students and say *Look at my sweater. It's red, green, and blue.*
- Say *Now you do it.* Have students fill in their sweaters. Help as needed. Set finished sweaters aside to dry.
- Once the glue is dry, have students show their sweaters to each other and say *Look at my sweater. What color is it?*

- **Let's play!** Have students hold their sweaters. Describe one of the sweaters by its color. For example, say *This sweater is blue and orange.* The student (or students) who made a blue and orange sweater stand up and say *It's my sweater! My sweater is blue and orange.* Repeat, describing other color combinations.

Optional Activity

- **REVIEW** Allow students a few minutes to look back through the unit to review what they learned.
- Hold up each of the Unit 9 flashcards, and ask *What's this?* or *What color is this?* When students respond, display it where they can see it. When you have all flashcards displayed, say *Now close your eyes.* Remove one flashcard and say *Now open your eyes. What's missing?* Have students name the missing flashcard. Repeat for the other flashcards.
- Review the structure by making true or false sentences about your clothes. For example, point to your shoes and say *My shoes are brown.* Students look at your shoes and say *yes* or *no*. If the sentence is false, have students correct you, by saying, for example, *Your shoes are black.*
- If you have old clothes in your room, have students put them on over their own clothes, working independently to show they can dress themselves.
- Review the sound /ʌ/. Say a list of words students know, such as *alligator, cow, mom, elephant, iguana, jacket, octopus, socks, umbrellabird,* and *white.* Have students clap their hands when they hear the word for /ʌ/ (umbrellabird).

Wrap Up

- Play the **Clean Up Song** as students clean up.
- Say **Goodbye** to students at the end of class.

ACROSS THE CURRICULUM

How wool is made into clothes is a **Social Science** topic. Other ways to explore this unit's topics across the curriculum include:

Reading: Read students a picture book about different clothes worn around the world.

Math: Have students count how many of them are wearing certain items (or colors) of clothing. For example, they can count how many students have white socks, brown shoes, or wool sweaters.

Science: Have students experiment with dyeing white yarn different colors using food coloring.

Art: Have students "yarn-bomb" their chairs. Give students colorful yarn to wind around the back of their chair.

PE: Have a scavenger hunt. Before the activity, hide different items of clothing around the school yard. Put the class into teams and give each team a number of clothing items to find or a card showing pictures of specific items to find. Have the teams run and gather their items as quickly as possible.

UNIT 9 Activity Book

Resources: Audio Tracks 9.1–9.4, Flashcards 68–73
Materials: pencils; black, blue, brown, green, orange, purple, and red crayons or markers

UNIT 9 My Clothes

1 TR: 9.1 Listen and match.

2 TR: 9.2 Listen and color.

NEW WORDS: hat, jacket, shoes, shorts, socks, T-shirt; black, brown, white

1 TR: 9.3 Listen and color. Then match and say.

STRUCTURE: My T-shirt is orange. My shorts are red.

1 Listen and match.

- Hold up each of the Unit 9 clothes flashcards and have students name the item of clothing.
- Help students open their Activity Books to p. 38. Say *Listen*. Play **TR: 9.1** and have students listen and point to the items of clothing on the page as they hear the words.

1. shoes	3. T-shirt	5. hat
2. jacket	4. socks	6. shorts
- Play **TR: 9.1** again, pausing to have students draw lines from the numbers to the corresponding clothing item.

2 Listen and color.

- Help students open their Activity Books to p. 38. Make sure students have black, blue, brown, green, purple, and red crayons or markers.
- Play **TR: 9.2**, pausing after number 1 to repeat the question and answer. Then model coloring the hat red and have students to do the same.

1. What color is the hat? It's red.	4. What color are the socks? They're purple.
2. What color is the T-shirt? It's green.	5. What color are the shorts? They're blue.
3. What color is the jacket? It's brown.	6. What color are the shoes? They're black.
- Continue playing **TR: 9.2**, pausing for students to color each item. Play **TR: 9.2** again for students to check their work.

Homework

- Have students complete Activity 2 at home instead of in class. To check their work, point to each item and ask *What is it?* (It's a [hat].) *What color is it?* (It's [red].)

1 Listen and color. Then match and say.

- Help students open their Activity Books to p. 39. Point to each of the clothing items and have students say the word.
- Play **TR: 9.3** and have students listen and color the items according to the audio. Pause after each item to give them time to color each item.

My hat is red.	My socks are orange.
My T-shirt is blue.	My shoes are blue.
My shorts are brown.	My jacket is black.
- Play **TR: 9.3** again and have students draw lines from each clothing item to the doll, saying the item as they do so.

Optional Activity

- Go around the class and have students point to the clothing items in their book, saying *My [hat] is [red]*. Extend this activity by having students point to their own clothing and say *My [T-shirt] is [blue]*.

Homework

- Have students complete Activity 1 at home instead of in class.

1 TR: 9.4 Listen and color. Then sing.

2 Look and circle. **VALUE Dress yourself.**

40 SONG AND VALUE: Dress yourself.

1 Listen and color. Then sing.

- Help students open their Activity Books to p. 40. Review the clothing words by pointing to the pictures and having students name the clothing items: *jacket, hat, T-shirt, socks, shoes*.
- Play **TR: 9.4** and have students listen and point to the clothing in the pictures when they hear the words. Encourage them to sing along as they point.

<i>I have a jacket.</i>	<i>I have two shoes.</i>
<i>Look at my jacket.</i>	<i>Look at my shoes.</i>
<i>My jacket is yellow.</i>	<i>My shoes are white.</i>
<i>Put on your jacket,</i>	<i>Put on your shoes,</i>
<i>your yellow jacket.</i>	<i>your white shoes.</i>
<i>Dress yourself today.</i>	<i>Dress yourself today.</i>
- Play **TR: 9.4** again and have students listen and color the jacket (yellow) and the shoes (white).
- Play **TR: 9.4** a third time, and have students point to their colored pictures as they sing.

2 Look and circle. VALUE Dress yourself.

- Help students open their Activity Books to p. 40 and point to Activity 2. If necessary, use students' own language to teach the meaning of the phrase *dress yourself*.
- Point to picture 1 and ask *Can she dress herself?* (no) Point to picture 2 and ask *Can they dress themselves?* (yes) Point to picture 3 and ask *Can he dress himself?* (no) Point again to picture 2 and say *They can dress themselves*. Have students circle picture 2.

Homework

- Have students color picture 2 at home.

1 Trace.

2 Trace, match, and say.

LETTERS AND SOUNDS: Uu /ʌ/ VIDEO: SC: 18 (optional)

1 Trace.

- Help students open their Activity Books to p. 41. Point to the letter *Uu*. Say *My name is U. Say U*. Have students repeat the letter name, *U*. Say *My sound is /ʌ/. Say /ʌ/*. Have students make the sound /ʌ/.
- Point to the uppercase *U*, this time putting your finger at the starting point of the tracing line. Say *Now let's trace*. Model finger-tracing both the upper- and lowercase letters for *Uu* and have students finger-trace, this time saying the letter and sound when prompted.

Optional Activity

- If you think your students are ready, have them use a pencil to trace the lines on the letters. Again, have them say the letter and its sound when prompted. Walk around the room to make sure students are holding their pencils correctly as they trace the letters. Help as needed.

2 Trace, match, and say.

- This activity can be used independently to practice the cross-curricular concept or as a follow-up to **SC: 18**.
- Help students open their Activity Books to p. 41. Trace your finger along the path, pausing at each photo to have students say what it is. Help students with the content words *wool* and *yarn* as needed.
- Have students use a pencil to draw a line through the maze in the order that shows how the hat is made: from the sheep to the wool, to the yarn, and finally to the hat. Use students' own language to further explain this concept if necessary.

Homework

- Have students complete Activity 2 at home instead of in class.

UNIT 4 Make Some Noise!

In this unit, students will:

- identify and name musical instruments.
- say what other people can do using *He/She can play the [guitar]*.
- sing a song about working together.
- identify the value of working together.
- blend the consonant sounds /p/, /t/, and /v/ with the vowel sound /ε/.
- watch a video about what types of musical instruments there are.
- make a drum.

Language

New Words

drums; guitar, piano, recorder, tambourine, trumpet, violin, xylophone

Structure

He can play the piano.
She can play the guitar.

Phonics

pet, vet

ABOUT THE PHOTO

The photo shows South Korean drummers dressed in traditional costume. Drums are popular all over the world and may have been the first musical instrument ever used. The earliest drums were made of natural materials: wooden bodies and membranes (the part that drummers hit) made of alligator skins. Animal skins are still used for membranes, although many modern drums use plastic. Some drums have tuning pegs or keys. When these keys are turned, the membrane is tightened, and this changes the drum’s sound.



Women playing drums, South Korea

LESSON 1

NEW WORD: drums

1 Look and see. 2 SC: 7 Watch. 3 TR: 4.1 Listen and say. 4 TR: 4.2 Listen and do.

LESSON 1 Introduction

In this lesson, students will:

- identify the theme of music.
- use a photo, video, and actions to engage with the theme and learn the word *drums*.

New Word: drums

Recycled Words: brown, black, blue, green, orange, purple, red, yellow, white; five; happy; rainy, sunny; bus driver, dentist, doctor, firefighter, librarian, mail carrier, police officer, vet

Related Words: music, noise, women

Resources: Audio Tracks 4.1–4.2, Video Scene 7, Classroom Presentation Tool, Flashcards 39–46 and 49, Home-School Connection Letter

Materials: a collection of musical instruments including a drum (optional), pencils

Warm Up

- Say *Hello* to students and sing the **Hello Song** together.
- Hold up the *firefighter* flashcard and ask *Who’s this? Is he a vet?* (No, he isn’t. He’s a firefighter.) Repeat with the other Unit 3 flashcards.

Introduce the Theme

- If you have musical instruments in the classroom, use these to introduce the unit theme. Have students sit in a circle. Put the instruments in the center of the circle and say *Look at the musical instruments*.
- Say *Let’s make some noise. Let’s make music. Listen.* Pick up an instrument, for example, a tambourine, and shake it to show how it’s played. Repeat with each of the other instruments. Then say *Now it’s your turn. Make some noise!* Give students time to try out the different musical instruments.
NOTE: If you don’t have musical instruments, use the flashcards to introduce the theme instead.

1 Look and see.

- Help students open their books to p. 23. Hold up the photo, point to one of the drums, and say *Look. It’s a drum*. Then ask questions about the photo, such as *How many drums?* (five) *What color are they?* (brown, blue, green, orange, red, yellow) *Are the drums big or small?* (big) *Are the women happy or sad?* (happy) *What other colors are in the photo?* (white, black)
- Use your collection of musical instruments or the flashcards again. Point and say *Find the drum*.
- **Let’s play!** If you have a drum, beat your hand on it and say *Listen to the noise of the drum*. Then point to the word *Noise* in the unit title and say it again. Have students point to the word and repeat it. Then say *Let’s make some noise*, and have students beat their hands on the table like drums to make noise.

2 Watch.

- Make sure students can see the screen as you prepare to play **SC: 7**. When they’re ready, say *Let’s watch*. Play **SC: 7** and have students watch.
What are these? They’re drums. Let’s play the drums! Let’s make some noise.
- Play **SC: 7** again, this time beating your hands on the table or your lap as if you are playing the drums. Have students do the same.

3 Listen and say.

- Play **TR: 4.1** and have students listen.
drums
- Play **TR: 4.1** again and have students repeat the word. Hold up the *drums* flashcard as they do so.

4 Listen and do.

- Play **TR: 4.2** and have students listen.
Let’s play the drums!
- Play **TR: 4.2** and say *Now it’s your turn. Let’s play the drums*. Take two pencils in your hands. Begin tapping the table with the pencils as if you are playing with drumsticks. Make sure students have pencils and have them join in with you.
- Continue playing **TR: 4.2** until students are drumming confidently.

Optional Activity 1

- Play the **Transition Song**. Have students sit around you. Say *Let’s play the drums. Let’s make the sound of rain*.
- Start by beating the floor either side of you softly with your hands. Have students copy you. Say *Listen. It’s a rainy day*.
- Beat your hands harder against the floor so that it sounds as if the rain is getting heavier. Have students do the same. Then beat your hands harder and faster on the floor. Have students do the same. Say *There’s a lot of rain now*.
- Say *Let’s stop the rain now*. Gradually start beating your hands more softly and have students do the same. Then stop drumming. Smile and say *Now it’s a sunny day*.
NOTE: If you are above another classroom, consider warning that teacher in advance about the extra noise.

Optional Activity 2

- Play the **Transition Song**, and have students sit around you in a circle. Have them experiment with materials around them to see what they sound like if beaten like a drum. For example, students can tap a pencil on a book, a table top, a chair leg, or on the floor. Have students see which combinations make the loudest and the quietest noises.

Wrap Up

- Play the **Clean Up Song** as students clean up.
- Say *Goodbye* to students at the end of class.

LESSON 2 New Words

In this lesson, students will:

- identify and name musical instruments.
- say a chant about musical instruments.

New Words: guitar, piano, recorder, tambourine, trumpet, violin, xylophone

Recycled Words: black, blue, brown, red, yellow, white; four; hat, jacket

Related Words: instrument, musician

Resources: Audio Tracks 4.3–4.5, Classroom Presentation Tool, Flashcards 49–56, Activity Book p. 22, Worksheet 4.1

Materials: audio samples of music played on each of the following instruments: drums, guitar, piano, recorder, tambourine, trumpet, violin, and xylophone

STRATEGY

Making sensory associations can help students learn new words. For example, they might smell or taste a food to help them learn the word for that food. In this lesson, the obvious sensory association is with sound. Students may learn words for instruments more easily if they hear the sound that each instrument makes along with the word. Having instruments in class and allowing students to touch them is even better—students touch them to create sounds, using two different senses to learn the words.

ABOUT THE PHOTO

The photo shows a mariachi band. Mariachis are strolling musicians who play mainly stringed instruments. These bands have been playing in public spaces throughout Mexico since the seventeenth century. The word *mariachi* refers to the type of music, as well as to each musician.

Mariachi musicians, Mexico

trumpet guitar violin

tambourine recorder xylophone piano

I can play the tambourine.

LESSON 2 NEW WORDS: guitar, piano, recorder, tambourine, trumpet, violin, xylophone
 1 TR: 4.3 Listen and point. 2 TR: 4.4 Listen and say. 3 TR: 4.5 Listen and chant. 4 Point and say.

Warm Up

- Say *Hello* to students and sing the **Hello song** together.
- Hold up the *drums* flashcard and ask *What’s this?* When students respond, say *That’s right! Let’s play the drums!* Have students drum on the table or their laps.

1 Listen and point.

- Help students open their books to p. 24. Hold up the main photo and ask *What colors do you see?* Point as students say the colors they already know. Then point to the people and ask *How many people?* (four) *What clothes do you see?* (hats, jackets) Then point to the instruments and say **Look. Musical instruments.**
- Say **Listen.** Play **TR: 4.3** as you point to each of the musical instruments in order.

Listen to the instruments. I can play the tambourine. I can play the trumpet. And I can play the recorder. And I can play the guitar. I can play the xylophone. And listen. I can play the violin. And I can play the piano.

- Say **Listen again. Point.** Play **TR: 4.3** again and have students point to the correct photos.
- **Challenge** Hold up the Unit 4 flashcards and say the sentences in a random order as students point to each musical instrument in their books.

2 Listen and say.

- Say **Now listen and say the words.** Play **TR: 4.4** and have students repeat the words.
- Hold up each flashcard and have students say the musical instruments in unison. Then call on students, one by one, until everyone says a musical instrument.

- **Let’s play!** Act out playing one of the musical instruments, making the instrument’s sound if you want, and call on a student to guess what it is. The student who guesses correctly acts out playing it and says the word. Repeat with other musical instruments.

3 Listen and chant.

- Say **Listen.** Play **TR: 4.5** and have students just listen. As they hear each musical instrument, have them point to the correct photo in their books.

I can play the trumpet and the guitar. I can play the violin, too. The trumpet and the guitar, and the violin, too. I can play the tambourine, the recorder, and the xylophone. I can play the piano, too. The tambourine, the recorder, the xylophone, and the piano, too.

- Say **Now listen and chant.** Play **TR: 4.5** again and have students chant along, using the photos to help them. Repeat **TR: 4.5** until students are chanting confidently.
- **Let’s play!** Display the flashcards on the board in random order. Have students come and arrange the flashcards in the order they remember from the chant. Play **TR: 4.5** again for students to check, having them reorder the flashcards if necessary.

4 Point and say.

- Say *I can play the tambourine.* Play briefly, or act out playing, a tambourine. Then hold up p. 24, point to the photo of the tambourine, and repeat the sentence and the action.
- Say *Now it’s your turn.* Call on a student to point to an instrument on p. 24, say *I can play the [piano],* and then act out playing it in front of the class. Repeat this with other students. Alternatively, have students work in pairs to take turns pointing to an instrument, saying they can play it, and acting out playing it. Invite students to say any instruments they can actually play.

Worksheet 4.1

- Before class, prepare a copy of Worksheet 4.1 for each student or pair of students and one for yourself. Hand out the worksheets and pencils.
- Model the activity. Hold up your worksheet and indicate the pictures of the half instruments on the left side. Point to number 1 and ask *What’s this?* (It’s a violin.) Then indicate the pictures on the right side of the worksheet. Ask *Where’s the violin?* Have students point to the correct picture. (e) Then say *That’s right! Let’s draw a line.* Model drawing a line to match the two half pictures. Then point to both pictures again and say *It’s a violin.*
- Say *Now you do it.* Have students draw the lines to match the two pieces of each instrument. Have students check their answers by asking and answering in pairs *What’s this? It’s a [violin].*
- **Let’s play!** Alternatively, put students in pairs and hand out one worksheet per pair. Have students cut out the half pictures and spread them out on a table. Then have them match the pictures together. When they finish, have them take turns asking and answering *What’s this? It’s a [violin].*

Optional Activity

- Before class, find audio samples of the musical instruments from Lessons 1 and 2 being played.
- Play the **Transition Song.** Have students sit in a circle. Play one piece of music and ask *What’s this?* Have students answer *It’s a [trumpet].* If they answer correctly, confirm by saying *That’s right! It’s a [trumpet].* If they guess incorrectly, say *Try again* and play the same piece of music again. Repeat with music for the other instruments.

Wrap Up

- Play the **Clean Up Song** as students clean up.
 - Say *Goodbye* to students at the end of class.
- NOTE:** If you want to do the Optional Activity detailed in Lesson 3, send home a reminder for students to bring in a musical instrument to play.

LESSON 3 Structure

In this lesson, students will:

- say what other people can do using *He/She can play the [guitar]*.

Recycled Word: sunny

Related Word: stage

Resources: Audio Tracks 4.6–4.7, Classroom Presentation Tool, Flashcards 35 and 49–56, Activity Book p. 23, Worksheet 4.2

Materials: pencils, students’ own musical instruments (optional)

TEACHER TIP

Music can be used in the classroom to help create the right learning atmosphere for different activities. For example, play calming background music when you want students to sit still and concentrate. Or play faster, more active music when you want students to stand up and engage in more physical activities.



Warm Up

- Say *Hello* to students and sing the **Hello Song** together.
- Have the students sit in a circle. Hand out the Unit 4 flashcards, as well as the *sunny* flashcard. It’s OK if students don’t all have a flashcard.
- Begin playing music, and have students pass the flashcards to their right, going around the circle. Stop the music and say **Stop!** Then point to each of the students with flashcards and ask *Musical instrument? Yes or no?* If the student says yes, ask *What is it?* Have each student say *It’s a [xylophone]*. When you get to the student who has the *sunny* flashcard have him/her say *It’s sunny*. Say **That’s right! It’s not music. It’s weather!** Hand out all the flashcards again and continue the game for a few more rounds.

1 Listen and follow.

- Help students open their books to p. 25. Hold up the page and point to the musical instruments in the maze, one at a time, starting with the piano. For each musical instrument, ask *What’s this?*
- Say **Listen**. Play **TR: 4.6**, pausing after *He can play the piano*. Have students watch as you finger-trace a pathway for the first boy (Jacob) through the maze, pausing at the piano. Continue playing **TR: 4.6**, pausing after *He can play the drums, too*. Have students watch as you continue finger-tracing a pathway for Jacob, pausing at the drums. Then continue the pathway for Jacob so that he reaches the stage. Continue playing **TR: 4.6**, pausing at the other musical instruments in the same manner.

This is Jacob. He can play the piano. He can play the drums, too.

This is Elsa. She can play the guitar. She can play the trumpet, too.

This is Irina. She can play the recorder. She can play the xylophone, too.

This is Alexander. He can play the tambourine. He can play the violin, too.

- Say **Now listen and follow**. Play **TR: 4.6** from the beginning again and have students finger-trace the pathway for each child through the maze in their books. Help as needed by holding up your book, tracing the pathway for each child, and pausing at each of the instruments they can play.

2 Listen and say.

- Point to the characters at the bottom of the page. Say **Now listen**. Play **TR: 4.7**, with students just listening the first time.
He can play the piano. She can play the guitar.
- Say **Now listen and say**. Play **TR: 4.7** again and have students listen and repeat.
- Challenge** Have pairs of students say the sentences several more times without the audio.

3 Play and say.

- Point again to the first boy and say **Now let’s draw a line**. Take a pencil and model drawing a line following Jacob’s path through the maze. As you pass each instrument, pause and say *He can play the ...* Have students complete your sentences with *piano* and *drums*.

- Give students pencils. Then say **Now you draw a line and say**. Have students draw lines following the path of each of the children through the maze. As they pass each instrument, have them say *He/She can play the [recorder]*.
- When students finish tracing, check by asking **Who’s this? She can play the guitar. She can play the trumpet, too**. Students listen and point to the correct child (Elsa, top right corner) in their books.
- Put students into pairs and say **Now you play and say**. Student A makes sentences about one of the children, such as *She can play the recorder. She can play the xylophone, too*. Student B points to the correct child (Irina, bottom left corner) in their books. Have students take turns talking about all four children.

Worksheet 4.2

- Before class, prepare a copy of Worksheet 4.2 for each student and one for yourself. Hand out the worksheets and pencils.
- Model the activity. Hold up the worksheet, point to the dotted outline of the instrument in the first picture, and ask **What’s this? Let’s draw and find out**. Model drawing over the dotted outline to form the body of the guitar. Show the completed drawing to the class and say **Look. It’s a guitar. He can play the guitar**.
- Say **Now it’s your turn. Draw and say**. Students complete each picture by drawing over the dotted outlines. Then have them talk about the pictures in pairs by saying, for example, **Look. It’s a tambourine. He can play the tambourine**. Walk around and help as needed.

Optional Activity

- Play the **Transition Song** and have students sit in a circle. If students brought instruments from home, have them take them out.
- One by one, have students show their instrument and say *This is my [drum]*. Encourage students to describe the instrument by saying its color and whether it’s big or small. Then have each student play for a few seconds for the class. After each student finishes, say **Wow! [Marina] can play the [recorder]**.
- Have students continue showing and playing their instruments. After each one, guide others to say *He can play the [trumpet]*.
NOTE: If students did not bring any instruments, use the Unit 4 flashcards. Have a student pick a flashcard at random and act out playing that musical instrument. Have the rest of the students guess what musical instrument it is by saying *He/She can play the [recorder]*. Have other students get a turn.

Wrap Up

- Play the **Clean Up Song** as students clean up.
- Say **Goodbye** to students at the end of class.

LESSON 4 Song and Value

In this lesson, students will:

- listen to and sing a song about working together.
- identify the value of working together.

Content Words: work together

Recycled Words: blocks; puzzle; draw a picture, play a game, sing a song

Related Word: band

Resources: Audio Tracks 4.8–4.10, Classroom Presentation Tool, Flashcards 49–56, Activity Book p. 24, Worksheet 4.3

Materials: musical instruments, puzzles, blocks, drawing materials, pencils

VALUE Work together.

The song introduces the value of working together, with students playing instruments to make music. Teamwork helps students become effective communicators. They learn to listen to each other’s ideas and opinions, as well as express their own. Teamwork gives students occasion to support and respect one another. Working together often helps students to achieve more than they would by working alone. Provide opportunities for students to work together so that they can develop these important skills.

ABOUT THE PHOTO

The main photo shows a group of young children in a music class in Canada. The children—and the teacher—are playing different musical instruments together. Music plays an important part in early childhood development, so it’s highly recommended that it is integrated into the curriculum as part of classroom routines.



A music class, Canada

VALUE



Work together.

Warm Up

- Say *Hello* to students and sing the **Hello song** together.
- Put the Unit 4 flashcards in a pile and call on a student to choose a flashcard without showing the class. Have that student act out playing the instrument on the flashcard. Call on another student to guess the action by saying, *He/She can play the [drums]*. Repeat with different students for the remaining flashcards.

1 Listen and point.

- Help students open their books to p. 26. Hold up the photo and ask *What instruments do you see?* (tambourine, drums, recorder) You may want to introduce the words *maracas* and *harmonica*.
- Say *Listen*. Play **TR: 4.8** and have students listen to the song while you point to the musical instruments in the photo.

*I can play the tambourine.
She can play the tambourine.
Let’s play the tambourine together.
[Chorus]
I can play music.
She can play music.
He can play music.
Let’s work together.*

*I can play the drums.
She can play the drums.
Let’s play the drums together.
[Chorus]
I can play the recorder.
She can play the recorder.
Let’s play the recorder together.
[Chorus]*

- Say *Now listen again and point*. Play **TR: 4.8** again and have students point to the person playing each musical instrument. Help as needed.

2 Listen and sing.

- Play **TR: 4.9**, pausing after each line for students to repeat the words.
- Model the meaning of *work together* in the chorus. Play (or act out playing) any known musical instrument and say *I can play music*. Then call on a student to come and act out playing the same or any other known musical instrument with you. Say *[Lara] can play music, too. We can play music together*. Repeat with other students (and other musical instruments) if needed.
- Play **TR: 4.9** again, this time without stopping, and have students sing along with the song.

3 Sing and do.

- Model the actions for the song. Have one boy and one girl student come and stand next to you.
NOTE: If you have a single-gender class, guide students to sing with the appropriate pronoun (he/she) for this activity.
- Play the first verse of **TR: 4.10**, pausing after *I can play the tambourine*. As you listen, act out playing the tambourine. Then continue playing **TR: 4.10**, pausing after *She can play the tambourine*. Gesture to the girl as she acts out playing the tambourine. Continue playing **TR: 4.10**, pausing after *Let’s play the tambourine together*. Gesture to yourself and the girl to clarify the meaning of the word *together*. Then continue playing **TR: 4.10**, pausing after the chorus. Gesture to yourself, the girl, and the boy accordingly.

- Say *Now you sing and do*. Play the second verse and chorus of **TR: 4.10**, pausing as needed for students to act out playing the drums. Then repeat with the third verse and chorus, having the students act out playing the recorder.
- Play **TR: 4.10** without stopping. Have students do the actions as they join in with the words of the song.

Value: Work together.

- Before class, set up different work tables, such as a music table, a puzzle table, a building table, and a drawing table. Put enough materials at each table for a small group to work together on an activity.
- Play the **Transition Song**. Put students into groups and, if possible, allow them to choose a table to work at.
- Assign each table an activity, such as composing a simple song, building a puzzle or a tower, or drawing a scene. Then say *Now work together*. Have students use the materials on the table to complete their assigned task together.
- Walk around the class as they work, praising them for working together effectively by saying, for example, *Well done! You work together well. What a [nice picture]!*

4 Stick.

- When you are confident that students understand the value of working together, guide them to the Unit 4 sticker in the back of the book. Have them remove it and place it on the target. Help as needed.

Worksheet 4.3

- Before class, prepare a copy of Worksheet 4.3 for each student and one for yourself. Hand out the worksheets and pencils.
- Model the activity. Point to the children in picture 1. Say *Look. Are they working together?* Gesture to indicate yes, and model drawing a ✓ in the box next to picture 1.
- Point to the boys in picture 2. Say *Look. Are they working together?* Gesture to indicate no, and model drawing an ✗ in the box next to picture 2.
- Say *Now you do it*. Have students decide if the children in pictures 3 and 4 are working together. Help as needed.
- Have students review the answers with a partner. Have them take turns asking and answering *Are they working together?* Yes./No.

Optional Activity

- Play the **Transition Song**. Have students sit in a circle. Say *Let’s work together! Let’s make some music*.
- Hand out musical instruments and guide students to play them. You may choose to suggest a familiar tune for students to try to play by ear. Then repeat the activity with different students playing the musical instruments. Students without instruments can beat their hands on the floor as if playing the drums.

Wrap Up

- Play the **Clean Up Song** as students clean up.
- Say *Goodbye* to students at the end of class.

LESSON 4

SONG AND VALUE: *Work together.*

1 TR: 4.8 Listen and point. **2** TR: 4.9 Listen and sing. **3** TR: 4.10 Sing and do. **4** Stick.

LESSON 5 Phonics

In this lesson, students will:

- blend the consonant sounds /p/, /t/, and /v/ with the vowel sound /e/.
- say a rhyming chant with the words *pet* and *vet*.

Content Word: pet

Recycled Words: cat, rat; man, van; bed, red; vet

Resources: Audio Tracks 4.11–4.13; Classroom Presentation Tool; Flashcards 28–29, 37–38, 47–48, 57–58, 121, 133, and 136–137; Activity Book p. 25; Worksheet 4.4

Materials: pencils

RHYMING WORDS: pet and vet

Students will blend the consonant sounds /p/ and /v/ with the sounds /e/ and /t/ to make the rhyming words *pet* and *vet*. Other CVC words that end in /et/ include *get*, *jet*, *let*, *met*, *net*, and *set*. Nonsense rhymes you could invent to provide more practice with this rhyming sound include: *Get a pet in a net, A vet met a pet in a jet, or Let a pet get in a jet with a vet*. Students do not have to understand all the words in these rhymes—the aim is to provide practice of the sound /et/ with different initial consonants.

LESSON 5 PHONICS: *pet* and *vet*

1 TR: 4.11 Listen and point. 2 TR: 4.12 Listen and say. 3 TR: 4.13 Listen and chant. 4 Stick and say, Match.

Warm Up

- Say *Hello* to students and sing the **Hello Song** together.
- Review the rhyming words from Units 1–3. Say *Cat* and have students say *rat*. Repeat with the other rhyming pairs.
- Have students look at the Animal Alphabet poster on the wall (or hold up pp. 70–71). Hold up the flashcard for *p* and ask *What animal?* (panda) Repeat with the letter *v*. (vulture)

1 Listen and point.

- Help students open their books to p. 27. Hold up the page, point to the cat, and say *Look. It's a pet. It's a cat. This cat is a pet*. To further clarify, say *Dogs, rabbits, birds, and fish can be pets, too*. Then point to the vet in the photo and ask *Who's this? Is she a doctor or a vet?* (She's a vet.) Point to each again, emphasizing the rhyme by saying *Pet and vet. Vet and pet*. Have students point to the pet and the vet as you say the words.
- Point to the letter *p* and ask *What's the letter? What's the sound?* (/p/) Repeat with the letters *e*, *t*, and *v* to review the sounds /e/, /t/, and /v/.
- Write the word *pet* on the board. Say *Listen*. Play TR: 4.11, pausing after *pet*. Have students watch as you point to each letter, one at a time, as the sounds are heard on the audio. Then underline the whole word when it's said. Repeat for the word *vet*. Leave these words on the board.

/p/, /e/, /t/: pet /v/, /e/, /t/: vet

- Say *Now listen and point*. Play the sounding out of *pet* on TR: 4.11 again as students point to the letters and word in their books. Repeat with the word *vet*.

2 Listen and say.

- Say *Listen and say*. Play TR: 4.12, pausing after the /p/. Have students point to the *p* in the word *pet* and say the sound /p/. Continue playing 4.12 and repeat with the /e/ and /t/.
- Pause TR: 4.12 after the word *pet*. Have students follow under the word with their finger as they say it.
- Continue playing TR: 4.12 and repeat for the letters *v*, *e*, *t*, and the word *vet*.
- Point to the word *pet* on the board and have students sound it out a few more times. Follow with your index finger under each letter as students say the individual sounds. Repeat, going faster, so students can hear how the individual sounds blend together into the word *pet*. Then repeat with the word *vet*.
- Hold up the *pet* and *vet* flashcards. Ask *What's/Who's this?* Then have a volunteer put the flashcards next to the correct words on the board.
- Challenge** Display the *pet* and *vet* flashcards, together with the alphabet flashcards for *e*, *p*, *t*, and *v*, on the board. Sound out one of the words, for example, /v/, /e/, /t/. Have a student select and arrange the alphabet flashcards in the correct order. Then have the class read out the word. Have another student put the correct phonics flashcard next to the word.

3 Listen and chant.

- Point to the words *pet* and *vet* on the board and say *Pet and vet*. Finger-trace under *et* in both words and say /et/. Then have students say the words with you.

- Say *Listen*. Play TR: 4.13 and have students listen to the chant.
Pet and vet, vet and pet. This is my pet, Let's see the vet.
- Say *Now listen and chant*. Play TR: 4.13 again and have students chant along.

4 Stick and say, Match.

- Hold up p. 27 and point to the sticker activity at the bottom of the page. First point to the grayscale letter *p* and ask *What letter is this?*
- Guide students to the sticker page in the back of the book and say *Find the sticker for p*. Then say *Now stick*. Hold up p. 27 and model sticking the letter *p* into the correct position. Have students do the same. Repeat for the letters *e*, *t*, and *v*. Help as needed.
- Point to the word *pet*. Have students sound out the letters and the word with you as you say /p/, /e/, /t/, *pet*. Repeat for the word *vet*.
- Point to the photos in the column on the right. Point to the top photo and ask *Pet or vet?* (pet) Say *Yes. Let's match the word pet to the photo of the pet*. Finger-trace a line from the completed word *pet* to the photo of the pet. Repeat with the word *vet* and photo of the vet.
- Hand out pencils. Say *Now draw a line with a pencil*. Have students draw the lines from the words to the correct photos.

Worksheet 4.4

- Before class, prepare a copy of Worksheet 4.4 for each student and one for yourself. Hand out the worksheets and pencils.
- Point to the word *pet* next to the picture of the dog. Say /p/, /e/, /t/, *pet* and have students copy you. Then say *Trace the word pet*. Model finger-tracing the word *pet* and have students finger-trace it, too.
- Say *Write*. Have students use their pencils to first trace over the dotted outlines of the word *pet* and then copy the word two or three times. Help as needed.
- Repeat for the word *vet*.

Optional Activity

- Play the **Transition Song** as you hand out the phonics flashcards for Units 1–4.
- Say, for example, /c/, /æ/, /t/. Have students repeat. Then ask *What's the word?* Have students say *cat*. Then say *That's right! It's cat*. Have the student with the *cat* flashcard stand up. Ask *What rhymes with cat?* Have students say *rat*. Then have the student with the *rat* flashcard stand up. Then say /r/, /æ/, /t/, *rat*. Have students repeat.
- Have these students hold the flashcards up again while you sound out the words with the class: /c/, /æ/, /t/, *cat*, /r/, /æ/, /t/, *rat*.
- Repeat with the other pairs of rhyming words.

Wrap Up

- Play the **Clean Up Song** as students clean up.
- Say *Goodbye* to students at the end of class.

LESSON 6 Video

In this lesson, students will:

- watch a video about different types of musical instruments.

Content Words: percussion, stringed, wind

Recycled words: blue, brown, green, orange, purple, red, yellow; numbers 1–10; big, small

Resources: Video Scene 8, Classroom Presentation Tool, Flashcards 49–56, Activity Book p. 26

Materials: real or toy drums, guitar, recorder, tambourine, trumpet, violin (optional); recording of *We can play on the Big Bass Drum* (optional)

ABOUT THE VIDEO

In this video, students learn about how musical instruments can be categorized based on how they are played. Three types of instruments are shown: percussion, wind, and stringed. Percussion instruments are ones that you hit or shake, and include tambourines, xylophones, and drums. Wind instruments are hollow instruments that you blow. Air vibrates inside the instruments and makes a sound. Wind instruments include recorders, flutes, and trumpets. Stringed instruments have a hollow box with strings over the top. The strings are plucked or strummed with fingers (as with a guitar) or played with a bow (as with a violin or a cello). As the strings vibrate, they make a sound.



LESSON 6 VIDEO **Content Words:** percussion, stringed, wind
1 Look and see. 2 SC: 8 Watch. 3 SC: 8 Watch, point, and say.

LESSON 7 PROJECT
1 Make.

Warm Up

- Say *Hello* to students and sing the **Hello Song** together.
- Display the Unit 4 flashcards on the board. Have a student say the name of a musical instrument. Have another student get the correct flashcard and repeat the name of the instrument. Repeat with all flashcards.

Introduce the Theme

- Have students sit in a circle. Hold up the *violin* flashcard and say *Let’s play the . . .* Have students say *violin* and act out playing it. Repeat with the *guitar* flashcard. Then point to the strings on both instruments and say *These are strings*. Then put these flashcards faceup together.
- Hold up the *drums* flashcard and say *Let’s play the . . .* Have students say *drums* and act out playing them. Repeat with the *piano*, *tambourine*, and *xylophone* flashcards. Then point to the instruments and say *Strings. Yes or no?* (no) Say *That’s right! We hit the [drums]* and gesture as you do. Then put the flashcards faceup together.
- Hold up the *recorder* flashcard and say *Let’s play the . . .* Have students say *recorder* and act out playing it. Repeat with the *trumpet* flashcard. Then point to both instruments and say *Strings. Yes or no?* (no) *Hit. Yes or no?* (no) Say *That’s right! We blow into the [recorder]* and gesture as you do. Then put the flashcards faceup together.
- Point to the three groups of flashcards and say *Let’s learn about how to play these musical instruments.*

1 Look and see.

- Help students open their books to p. 28. Hold up the page, point to each instrument, and ask questions such as *What’s this? How many [tambourines]? What colors on the [recorders]? Is the [drum] big or small?*
- Say *We play musical instruments in different ways. Let’s see.*

2 Watch.

- Point to the screen and say *Let’s watch!* Play **SC: 8** and have students watch the whole way through.
Look—drums! You play drums with your hands. You hit them. He can play the drums. Let’s listen. This is a tambourine. You hit a tambourine with your hand. You can shake and hit a tambourine. Drums and tambourines are percussion instruments. Listen to these percussion instruments. Look. She has a recorder. You play the recorder with your mouth. Look. She has a trumpet. Look at the trumpets. You play the trumpet with your mouth, too. You blow the trumpet. These are wind instruments. You play wind instruments with your mouth. Let’s listen. He can play the guitar. A guitar has strings. Look at the guitars. She can play the violin. A violin has strings, too. Violins and guitars are stringed instruments. You play them on the strings. Let’s listen. Percussion, wind, and stringed instruments. Music is fun!
- Play **SC: 8** again as you display, in turn, the flashcards on the board. (drums, tambourine, recorder, trumpet, violin, guitar)
NOTE: If you don’t have the video, use the flashcards or real (or toy) instruments. Use the script for **SC: 8** to help you teach the theme as simply as possible.

3 Watch, point, and say.

- Play **SC: 8** again, pausing after *You hit them*. (0:28) Say *Let’s play the drums*. Act out beating a drum with students. As you do so, say *Look. We hit a drum. A drum is a percussion instrument. We hit percussion instruments*. Repeat this for the tambourine. Then have students point to the percussion instruments on the board.
- Continue playing **SC: 8**, pausing after *She has a recorder*. (1:12) Ask *Is a recorder a percussion instrument?* Continue playing **SC: 8** for students to check and say *no*. Act out blowing into a recorder and say *A recorder is a wind instrument. We use our mouth with wind instruments*. Repeat this for the trumpet. Then have students point to the wind instruments on the board.
- Continue playing **SC: 8**, pausing the video in the same way to ask about the violin and the guitar, and to teach what a stringed instrument is. Have students point to the photo of stringed instruments on the board.
- **Let’s play!** Put students into six groups, one for each instrument on the video. Play **SC: 8** again and have the groups arrange themselves in the order their instruments appear on the video. Then have them act out playing the instruments for a few seconds.

Optional Activity 1

- Play the **Transition Song**, and have students look at the board. Draw simple symbols to represent percussion, wind, and strings (for example, a hand and drumsticks, a mouth, and a set of strings).
- Hold up the *trumpet* flashcard and ask *What’s this?* Then ask *Is a trumpet a percussion instrument?* (No, it isn’t.) *Is a trumpet a wind instrument?* (Yes, it is.) Put the *trumpet* flashcard under the symbol representing wind instruments. Repeat this with the rest of the flashcards: *recorder* (wind); *drums, piano, tambourine, xylophone* (percussion); and *guitar, violin* (string).

Optional Activity 2

- Find the song *We Can Play on the Big Bass Drum*.
- Play the **Transition Song**. Display the flashcards on the board. Have a student choose one, for example, the *trumpet*. Have the class act out playing the trumpet to the tune of *We Can Play on the Big Bass Drum*, as follows: *We can play the trumpet*. Hold up the *trumpet* flashcard. *Yes, we can play the trumpet*. Act out blowing into the trumpet. *Toot, toot, toot, on the trumpet*. Act out blowing into a trumpet as you also make the noise. *Yes, we can play the trumpet*.
- Sing the song several times as students do the actions with you. Then have students sing along.
- Repeat the activity with other flashcards.

Wrap Up

- Play the **Clean Up Song** as students clean up.
- Say *Goodbye* to students at the end of class.

LESSON 7 Project

In this lesson, students will:

- make and play a drum.

Recycled words: blue, green, orange, purple, red, yellow; numbers 1–10; paper; big, small

Resources: Video Scene 8; Classroom Presentation Tool; Flashcards 49–58, 121, 133, and 136–137; Activity Book p. 27

Materials: large, clean, empty food containers (one per student); cut up strips of colored paper; glue; wax paper or similar; markers (one per student); safety scissors; rubber bands; photos of people playing different instruments



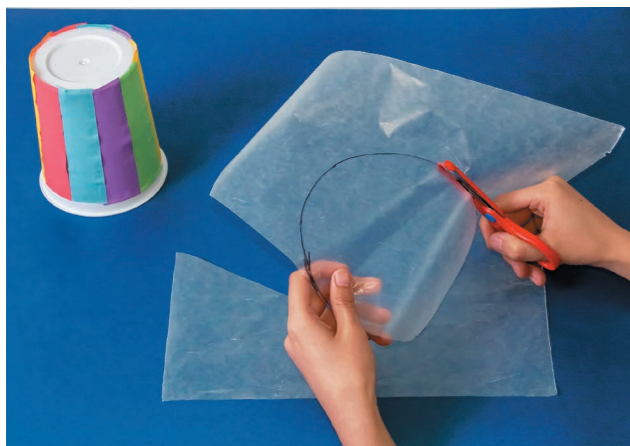
Step 1



Step 2



Step 3



Step 4



Warm Up

- Say *Hello* to students and sing the **Hello Song** together.
- Play **SC: 8**, pausing occasionally to review the theme of sorting instruments. Ask, for example, *Is a drum a percussion instrument?* (yes) Have students give another example of a percussion instrument. Then repeat with stringed and wind instruments.

1 Make.

- Before class, put the following materials on each table: large, clean, empty food containers (one per student), cut up strips of colored paper, glue, wax paper or similar, markers (one per student), safety scissors, and rubber bands.
- Play the **Transition Song** and have students gather around you. Hold up p. 28 and point to the photo of the drums. Ask *What are these?* Ask additional questions, such as *How many drums do you see? Are they big or small? What colors do you see on the drums?*
- Point to the photo in the project box. Ask *What's this?* Wait for students to guess or say *It's a drum. Let's make a drum.*
- Have students go to their tables.
NOTE: If you are using the Classroom Presentation Tool, display the photo for the completed project so that students know what is expected of them. Then display the photo for each of the project steps as students work.

Step 1

- Hold up a container and say *First let's put colored paper on the drum.* Put glue on a strip of colored paper and then glue it to the container. Repeat a few more times or until you're certain students know what to do.
- Say *Now you do it.* Help as needed.

Step 2

- Say *Now let's make the top of the drum.* Model placing your container facedown on the wax paper (or similar). Then use a marker to draw a circle on the wax paper around the container. Make the circle about 4 centimeters bigger than the container.
- Say *Now you do it.* Walk around as students draw their circles, making sure that these are larger in diameter than the top of the container. Help as needed.

Step 3

- Say *Now let's cut.* Model cutting your circle out. Then hold up your circle and say *Now you do it.* Again, walk around the class, helping as needed.
NOTE: Alternatively, cut out the circles before class.

Step 4

- Say *Put the top on the drum like this.* Model putting the wax paper tightly over the top of the drum and securing it in place with a rubber band.
- Have students do the same and help as needed.
- When students finish their drums, say *Let's play the drums!* Use a marker to hit the top of your drum. Beat out a simple rhythm on your drum and have students play the same rhythm on their drums. Repeat with different rhythms, varying the speed and tempo each time.

Optional Activity 1

- **REVIEW** Allow students a few minutes to look back through the unit to review what they learned.
- Use the Unit 4 flashcards to review the key words from the unit. Hold up the *xylophone* flashcard and ask *What's this? Is it a piano?* (No, it isn't.) *Is it a guitar?* (No, it isn't.) *Is it a xylophone?* (Yes, it is) Then say *That's right! Let's play the xylophone.* Have students act out playing the xylophone. Repeat this with other flashcards.
- Review the structure from the unit using photos of people playing different instruments. Point or hold up each photo and say, for example, *Look. He/She can play the guitar.* If the photo shows a person playing the guitar, students say *Yes. He/She can play the guitar.* If the photo shows a person playing a different instrument, for example, the violin, students say *No. He/She can play the violin.* Repeat with photos of other people playing instruments.
- Review blending the sounds /p/ and /v/ with /ε/ and /t/. Hold up each phonics flashcard and ask *What's the word?* (pet/vet) Then hold up the alphabet cards in order to make the words *pet* or *vet*. Have students read each word aloud and point to the correct phonics flashcard.

Wrap Up

- Play the **Clean Up Song** as students clean up.
- Say **Goodbye** to students at the end of class.

ACROSS THE CURRICULUM

Sorting musical instruments into groups is a **Music** topic. Other ways to explore this unit's topics across the curriculum include:

Reading: Show students a picture book about music or musical instruments.

Math: Use the drums for counting activities. Put the class into two groups. Have one group beat out a number from 1 to 10. The other group listens and beats out the same number, counting as they do so.

Science: Have students explore what makes sounds have a high or a low pitch (faster vibrations make higher notes, slower vibrations make lower notes). Place some rubber bands around an open shoebox and have students pluck them along the open side of the box. Then place some markers between the rubber bands and the box in order to tighten the bands. Have students pluck the rubber bands again to make a sound. The sound will be higher because the band is tighter.

Art: Play students an excerpt of music and have them close their eyes and think about what the music reminds them of. Then have them draw a picture and share it with the class.

PE: Have students move to different types of music. Play a song and say *Let's dance/hop/jump to the music.* Do each action with the class as the music plays.

Assessing Young Learners

Assessment

Although preschool children are too young to be formally assessed, informal assessment is an important part of classroom routine. It will allow you to see what students learned well and what they are still struggling with so that you can effectively plan future remedial lessons. Informal assessment helps students see how much they have learned, which boosts confidence. It also helps them realize when they haven't quite grasped something and need you to slow down or repeat something. As students become aware of what they can do to improve, they become more active learners.

Using informal assessment in preschool classes

For preschool children, it is advisable to present informal assessment as a review of classroom learning, rather than an assessment of individual performance. This assessment needs to be a positive experience, seen by students as an opportunity to show you what they know, rather than a time when their weaknesses may be exposed.

Build these review sessions into your normal classroom routine and do them regularly. Include a short review session at the start of every lesson, as well as more summary sessions at the start and end of each week. Focus on progression in these sessions—the aim is to help students remember and use what they know, so it's fine for them to have help from you or other students if necessary.

Also remember that assessment doesn't always have to be individual. Students can, for example, be assessed in the activities they do as a class or in small groups.

Assessment practice

When doing informal assessment, conduct the activities as you normally would so students perform as they usually would. Use simple activities students are familiar with, such as acting out, repeating, or matching. Don't introduce new ways of doing something when you want to evaluate students' performance. This will eliminate the risk of students having difficulties because they don't understand the activity.

Repeating exercises or tasks for young learners is an important part of learning and a safe way to assess them. You know learning has taken place if students can repeat the activity more quickly than they did it the first time.

One of the most helpful ways to evaluate is through observation, and you can do this even for quiet activities, such as listening, watching the video, or when students are drawing, tracing, or completing Activity Book pages or worksheets. Watch and listen as students are listening, speaking, or doing craft activities. Make notes on any areas to follow up on in future remedial lessons. It is important to assess different skills because students, especially very young ones, are likely to vary in competence and develop each skill at a different pace.

Giving feedback

When giving feedback to preschool children, always remember that your main goal is to make them better learners by increasing their confidence and eagerness to learn. Focus on the positive and always congratulate students on any progress they make. Be specific in your praise so that students understand what they did well. For example, you may say, *Great job! You remembered all seven animal words!* or *Great job! You shared the toys.*

If it's clear that students have forgotten something or need to improve on something, give them feedback that includes a specific improvement tip. Then they can focus on only that tip. Giving this type of feedback will also depend on whether you are addressing the class, groups, or individual students.

To the class: Congratulate the class on how much they know, and give one specific tip on how to improve or remember more next time. For example, if they've forgotten a question-and-answer set, give them the challenge of asking the question at home.

To a group: Congratulate students on what they did well, and give one specific tip to enable students to help each other. For example, if they've forgotten words in a lexical set, have a student who does remember remind the others of an action associated with the word, while they say the word three times. Associating the word with an action will help them remember it.

To an individual student: Only give praise, rather than suggestions for improvement. You may note any individual weakness to inform your future planning and classroom management, but do not draw attention to this in front of the class.

However, if a student asks for help, guide them gently toward self-reflection by giving him/her a tip that will be helpful next time. For example, a student may look at the photos in the Student's Book at the beginning of each class and ask you, or other students, to help him/her with any words they have forgotten.

Formative Assessment Framework

Formative assessment means using regular—often informal—assessment to check students' progress, and then using the result of that assessment to help you plan remedial lessons and activities.

The Framework shown on the next page lists some performance descriptors for listening and speaking activities, based on the Common European Framework of Reference (CEFR). It suggests some informal assessment activities for each performance descriptor, together with suggestions for remedial activities and a follow-up assessment activity.

Activity References	Performance Descriptors	Assessment Activity 1	Remedial Activity	Assessment Activity 2
LISTENING				
Unit 1, Lesson 2, Activity 3	CAN understand simple spoken instructions	After Unit 3, give spoken instructions. Students act or respond individually.	Random practice: In every lesson, include one instruction when the class isn't expecting it. Note how quickly they respond.	After Unit 5, repeat Assessment Activity 1.
Units 1–5, Lesson 2, Activities 1 and 2	CAN understand everyday, familiar words	Select six words and draw pictures or display flashcards on the board. As you say each word, have students point to the picture.	Competition: In every class, say a word and have students race to touch the matching flashcard first.	After Unit 6, repeat Assessment Activity 1.
Units 1, 3, 5, 7, 9, Lesson 5, Activities 1 and 2	CAN understand letters of the alphabet	After Unit 3, say a vowel sound and have students match the sound to the correct phonics flashcard.	Physical: Have students do the action for each animal as they repeat the sound.	After Unit 9, repeat Assessment Activity 1 with all five vowel sounds.
Units 2, 4, 6, 8, 10, Lesson 5, Activities 1 and 2	CAN understand numbers	After Unit 4, hold up four objects and have students count them.	Competition: Say a number and have students race to find that number of items.	After Unit 10, repeat Assessment Activity 1 with numbers 1 to 10.
SPEAKING				
<i>What's Your Name?</i> , Lesson 1, Activity 2	CAN give basic personal information by saying sentences about self	Ask the class to stand up. Gesture for students to say <i>My name's [Jian]</i> . As they do so correctly, they can sit down.	Random practice: When students learn a structure that can be personalized (for example, <i>I have a [car]</i> , <i>This is my [mom]</i>), always have them make a sentence.	After Unit 5, repeat Assessment Activity 1.
Units 1–7, Lesson 2, Activities 2 and 3	CAN name some familiar people or things	Select six words and draw pictures or display flashcards on the board. In groups, have students name the pictures.	Competition: Repeat Assessment Activity 1 with groups competing. Focus on correct pronunciation.	After Unit 8 or 9, repeat Assessment Activity 1.
Units 2–8, Lesson 3, Activities 2 and 3	CAN ask questions to identify familiar things	After Unit 2, have students take turns to select a flashcard and ask the class <i>What's this?</i>	Regular practice: Use the question <i>What's this?</i> to review previous vocabulary at the start of every lesson.	After Unit 8, repeat Assessment Activity 1, this time asking the question <i>Is it a [cat]?</i>
WRITING				
Units 1, 3, 5, 7, 9, Lesson 5, Activity 2	CAN trace letters of the alphabet	Draw the dotted outline of a letter students know on the board. Have students come to the board and trace the letter correctly.	Random practice: Say a letter and have students finger-trace the letter in the air. Observe the speed of the response.	After Unit 5, repeat Assessment Activity 1.
Units 2, 4, 6, 8, 10, Lesson 5, Activity 2	CAN trace numbers	Draw the dotted outline of a number students know on the board. Have students come to the board and trace the number correctly.	Competition: Draw the dotted outline of different numbers on the board. Hold up a number of items. Have students race to trace the correct number on the board.	After Unit 6, repeat Assessment Activity 1.

AMERICAN ENGLISH

FOR STUDENTS	LEVEL 1	LEVEL 2	LEVEL 3
Student's Book	9780357380970	9780357380987	9780357380994
Student's Book with Online Practice	9780357650318	9780357650325	9780357650332
Student's eBook ePIN	9780357645307	9780357645314	9780357645321
Activity Book	9780357381007	9780357381090	9780357381014
Online Practice PAC	9780357650196	9780357650202	9780357650219
Online Practice ePIN	9780357650257	9780357650264	9780357650271
FOR TEACHERS	LEVEL 1	LEVEL 2	LEVEL 3
Teacher's Book with ABC Poster	9780357424940	9780357424957	9780357424964
Classroom Presentation Tool	9780357426920	9780357426937	9780357426944
Flashcards	9780357426890	9780357426906	9780357426913
Big Book Anthology	9780357426845	9780357426876	9780357426883
Learning Management System	Available for Online Practice users at learn.ELTNGL.com		

BRITISH ENGLISH

FOR STUDENTS	LEVEL 1	LEVEL 2	LEVEL 3
Student's Book	9780357426951	9780357426968	9780357426999
Student's Book with Online Practice	9780357650431	9780357520093	9780357520109
Student's eBook ePIN	9780357733745	9780357733752	9780357733769
Activity Book	9780357438305	9780357438299	9780357438282
Online Practice PAC	9780357650349	9780357650356	9780357650363
Online Practice ePIN	9780357650400	9780357650417	9780357650424
FOR TEACHERS	LEVEL 1	LEVEL 2	LEVEL 3
Teacher's Book with ABC Poster	9780357438817	9780357438824	9780357427095
Classroom Presentation Tool	9780357438237	9780357438244	9780357438251
Flashcards	9780357427132	9780357427149	9780357438268
Big Book Anthology	9780357431153	9780357427118	9780357427125
Learning Management System	Available for Online Practice users at learn.ELTNGL.com		

Look and See



Aa alligator

Bb beaver

Cc camel

Dd duck

Ee elephant

Ff fish

Gg gorilla

Hh hippo

Ii iguana

Jj jaguar

Kk kangaroo

Ll lion

Mm monkey

Nn numbat

Oo octopus

Pp panda

Qq quail

Rr reindeer

Ss seal

Tt tiger

Uu umbrellabird

Vv vulture

Ww wolf

Xx fox

Yy yak

Zz zebra

Look and See



An Australian sea lion swimming off the coast of Hopkins Island, Australia.

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1	■
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