



## **Level 1 Activity Worksheets**

**Songs and chants by Carolyn Graham**

**Activity worksheets by Jane M. Chai**

These worksheets are for Tracks 02-33 of CD 1 and correspond to the syllabus of *Let's Go* Fourth Edition Level 1.



# Teacher's Notes

This is a collection of 96 chants and songs by Carolyn Graham, each based on a frequently used language function or grammatical structure. You will find this collection useful for previewing, reinforcement, review, or simply as a way to add some fun to your classes. Though it can be used independently, *Let's Chant, Let's Sing Greatest Hits* corresponds to the syllabus of *Let's Go* Fourth Edition.

On the recording, the songs and chants are each recorded twice to provide children with clear models. Each chant is heard first by an adult solo voice, to model the rhythm and intonation. Then it is repeated in call-and-response style by a group of children. Each song is heard first by the group of children. This is followed by a karaoke version (music only). After students have mastered the songs, this version provides a challenging opportunity to sing along without the recorded lyrics. It can also be used to do original variations.

## Presenting the Chants

### Step 1

Review the main structure found in the chant (or introduce it, if you haven't already done so). Use pictures or actual objects whenever possible.

### Step 2

Play the first version on the recording once to allow students to become familiar with the chant.

### Step 3

Prepare copies of the "Let's Chant!" worksheets. Before the students look at their worksheets, begin teaching the chant line by line. Say one line, then have the students repeat after you. Include the claps, which are indicated by asterisks (\*). You can use the recording to model each line, if you prefer.

### Step 4

Have the students look at their worksheets. Play the recording again from the beginning. At first, have the class read along silently with the text to get acquainted with the speed and rhythm of the chant. Then the students can join in. Repeat the chant several times.

### Step 5

Once the students are comfortable with the chant, divide them into two groups. Most of the chants are designed to be interactive. Have the first group chant the questions, and the second group chant the answers. In other words,

group 1 chants the lines on the left, and group 2 chants the lines that are indented. After a few chants, the students will become familiar with this pattern.

### Step 6

Follow the instructions for extension activities on the "Let's do an activity!" page.

## Presenting the Songs

### Step 1

Review or introduce the main structure found in the song (follow Step 1 as outlined in "Presenting the Chants").

### Step 2

Play the first version on the recording once to allow students to become familiar with the song.

### Step 3

Prepare copies of the "Let's Sing!" worksheets. Before the students look at their worksheets, present the song line by line. Sing each line, then have the students repeat after you. Use the recording to model each line, if you prefer.

### Step 4

Have the students open their books. Play the recording again from the beginning. At first, have the students read along with the lyrics to become acquainted with the speed and rhythm of the song. Play the first recording of the song several times and invite students to join in.

### Step 5

Once students have mastered the song, they will be able to try singing along with the karaoke version. At first they can do this as a group. As they become more confident, they may wish to try it in pairs or individually. The karaoke version can also be used for variations or additional verses written by the students.

### Step 6

Like the chants, the songs can also be done interactively. Divide the class into appropriate groups for each song.

Follow the instructions for extension activities on the "Let's do an activity!" page.

**Note:** Bring in percussion instruments whenever possible, such as tambourines, maracas, and bells. Let students help you create interesting arrangements to accompany both the songs and the chants.

Let's sing!

Unit

1

# The Alphabet Song



CD 1 Track 02 (group)  
Track 03 (karaoke)

C F G C  
A B A B C  
A B C D

F G C F F#dim  
E F G A B C D E F G H

G C C F G  
I like Eng-lish! A B A B C

C F G C  
A B C D E F G H I J K

F F#dim G C  
L M N O I like Eng-lish!

C F G C F G  
A B A B C A B C D E F G

C F F#dim G  
H I J K L M N O P Q R S T Wow!

C F G C F G  
I like Eng-lish! I like Eng-lish!

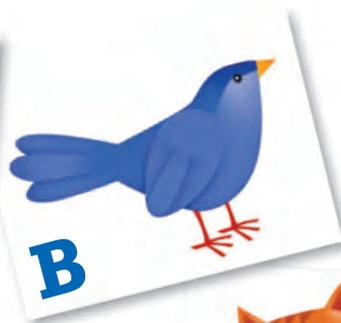
Let's sing!

Unit

1



A B C D E F G H I J K  
L M N O P Q R S T U V  
W X Y Z I like Eng-lish!





**Let's do an activity!**

## Alphabet Sequencing (for *The Alphabet Song*)

1. Prepare flash cards for the alphabet in uppercase letters (A–Z).
2. Give each student an alphabet card.
3. Have students take turns to stand up, say their letters in sequence, and then sit down.
4. Have them sing the song using the alphabet cards.
5. Students stand up quickly when they hear their letter and then sit down.
6. Have students exchange cards with a partner and repeat the activity.
7. If time allows, do the activity again using lowercase letters (a–z).

Let's sing!

Unit

1

# The Hello Song

CD 1 Track 04 (group)  
Track 05 (karaoke)

1 Hel - lo, hel - lo, hel - lo!

lo! What's your name? Hel - lo, hel-lo, hel - lo!

My name is Scott. My name is Scott. Hel -

lo, Scott! Hel - lo, Scott! Hel - lo!

2 Hello, hello, hello!  
What's your name?  
Hello, hello, hello!  
My name is Kate.  
My name is Kate.  
Hello, Kate!  
Hello, Kate!  
Hello!

3 Hello, hello, hello!  
What's your name?  
Hello, hello, hello!  
My name is Andy.  
My name is Andy.  
Hello, Andy!  
Hello, Andy!  
Hello!

4 Hello, hello, hello!  
What's your name?  
Hello, hello, hello!  
My name is Jenny.  
My name is Jenny.  
Hello, Jenny!  
Hello, Jenny!  
Hello!

5 Hello, hello, hello!  
What's your name?  
Hello, hello, hello!  
My name is Lisa.  
My name is Lisa.  
Hello, Lisa!  
Hello, Lisa!  
Hello!

6 Hello, hello, hello!  
What's your name?  
Hello, hello, hello!  
My name is Scott.  
My name is Scott.  
Hello, Scott!  
Hello, Scott!  
Hello!



**Let's do an activity!**

## Class Greeting (for *The Hello Song*)

1. Have students write their names on a piece of paper.
2. After all students have finished writing their names, have them take turns to stand up and introduce themselves to the class, holding up their papers. Students ask and answer:

Class: *Hello, what's your name?*

S1: *My name is (Dora).*

Class: *Hello, (Dora)!*

3. Check if students remember their classmates' names.

Ask, *Who is (Dora)?* The class should point to (Dora).

4. Play the karaoke version (CD 1 Track 05). Have six students stand up and sing each verse in turn while the class greets each of them.



Let's sing!

Unit

2

# Hi, How Are You?

CD 1 Track 06 (group)  
Track 07 (karaoke)

Hi, how are you? I'm fine.

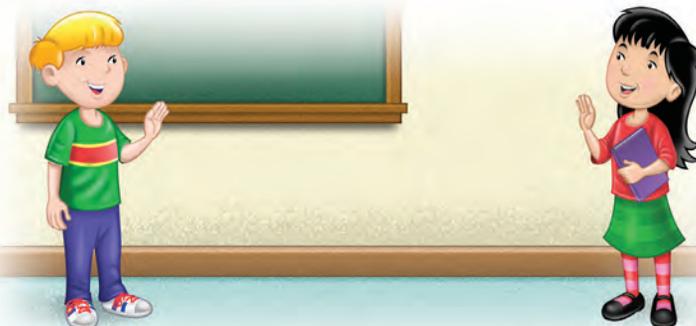
Hi, how are you? I'm fine. Hi, how are you? I'm

fine. How are you? I'm fine, I'm fine, I'm fine.

Hi, how are you? I'm fine. How are you?

Hi, how are you? I'm fine. Hi, how are you? I'm

fine. How are you? I'm fine, I'm fine, I'm fine.





**Let's do an activity!**

## Greeting Chain (for *Hi, How Are You?*)

1. Introduce the conversation in the song by writing the lyrics on the board. Act out the conversation with a volunteer.
2. Once students understand the conversation, have them practice in pairs.  
S1: *Hi, how are you?*  
S2: *I'm fine.*
3. Then, have students stand or sit in a circle and practice the conversation in a chain. Say, *Hi, how are you?* to S1. S1 should answer, *I'm fine*, and then ask S2 the same question. S2 should answer and then ask S3, and so on.
4. Sing the song in two groups (boys / girls or Team 1 / Team 2). Switch parts and sing again.
5. Play the karaoke version (CD 1 Track 07). Each student sings his/her own part.

Let's sing!

Unit

2

# The Black Cat Song

CD 1 Track 08 (group)  
Track 09 (karaoke)

Green grass (green grass), Blue skies (blue skies),  
Black cats (black cats), Yel-low eyes. Red birds (red birds),  
Blue skies (blue skies), Black cats, Yel - low eyes.  
White clouds (white clouds,) Blue skies (blue skies), Black cats.  
Yel - low eyes. — Black cats (black cats),  
Blue skies (blue skies), Yel - low, yel - low eyes.





**Let's do an activity!**

## Self-Introduction and Class Greeting (for *The Black Cat Song*)

1. Introduce the vocabulary in the lyrics.
2. Divide the class into six groups. Ask each group to draw a picture related to the lyrics: Group 1 - green grass; Group 2 - blue skies; Group 3 - black cats; Group 4 - yellow eyes; Group 5 - red birds; Group 6 - white clouds.
3. After all groups have finished drawing, have each group stand up and introduce their pictures to the class by saying *green grass, blue skies*, and so on.
4. Play the song (CD 1 Track 08). The groups stand up holding their pictures when they hear the words that match their pictures.
5. Play the karaoke version (CD 1 Track 09). Have students sing the song in two groups (boys / girls, or Team 1 / Team 2) with the second group singing the echo part. Then switch parts and sing again.

Let's sing!

Unit

3

# This Is My Friend



CD 1 Track 10 (group)  
Track 11 (karaoke)

G  
This is my friend, Sar - ah. Hel - lo, Sar - ah.

D7 G  
This is my friend, Sar - ah. Hel - lo, Sar - ah. This is my friend,

D7  
Scott. Hi Scott! This is my friend, Scott. Hi Scott! This is my friend,

G C G  
Sar - ah. This is my friend, Scott.





**Let's do an activity!**

## Introducing Friends (for *This Is My Friend*)

1. Introduce the conversation in the song by writing the lyrics on the board. Act out the conversation with two volunteers. T: *This is my friend, (Yu).*  
S1: *Hello, (Yu).* T: *This is my friend, (Mari).* S2: *Hello, (Mari).*  
S1 & S2: *Let's play!*
2. After students understand the conversation, have them practice in groups of three.
3. Have each group come to the front and act out the conversation for the class.
4. After students are familiar with the song, play the karaoke version (CD 1 Track 11). Have a volunteer sing and introduce two friends. The class should respond by singing, *Hello, (Peter).* Then, have other students practice in turns.

Let's sing!

Unit

3

# The Purple Sneaker Song



CD 1 Track 12 (group)  
Track 13 (karaoke)

Musical score for "The Purple Sneaker Song" in 4/4 time, F major. The score consists of six staves of music with lyrics underneath. Chord symbols (F, C, C7) are placed above the notes.

One lit - tle, two lit - tle, three lit - tle sneak - ers,  
Four lit-tle, five lit-tle, six lit-tle sneak-ers, Sev-en lit-tle, eight lit-tle,  
nine lit - tle sneak - ers, Ten lit - tle pur - ple sneak - ers.  
Ten lit-tle, nine lit-tle, eight lit-tle sneak-ers, Sev-en lit-tle, six lit-tle  
five lit-tle sneak-ers, Four lit-tle, three lit-tle, two lit-tle sneak-ers,  
One lit - tle pur - ple sneak - er.





**Let's do an activity!**

## Counting Sneakers (for *The Purple Sneaker Song*)

1. Prepare ten copies of line drawings of sneakers. Give ten students a picture each, and ask them to color the sneakers purple.
2. Say, *One sneaker* and have one student with a sneaker picture stand up, holding the picture. Then say, *Two sneakers* and have another student with the sneaker picture stand up, and so on.
3. Sing the song using the sneaker pictures. The ten students with sneaker pictures should stand up in order.
4. Pause the song. Ask, *How many sneakers?* The class answers, *Ten sneakers!*
5. Continue with the second half of the song. This time, the ten students sit down in order until there is only one student standing up. Ask, *How many sneakers?* The class answers, *One sneaker!*
6. Give the sneaker pictures to another ten students and repeat the activity.

Let's sing!

Unit

4

# The Family Song

CD 1 Track 14 (group)  
Track 15 (karaoke)



G

This is my moth - er. Nice to meet you.

D7

Nice to meet you, too. This is my fath - er.

G

Nice to meet you. Nice to meet you, too.

This is my sist - er. Nice to meet you.

C

Nice to meet you, too. This is my broth - er.

G/D D7 G

Nice to meet you. Nice to meet you, too.



Let's do an activity!



## Introducing Family Members (for *The Family Song*)

1. Introduce the conversation in the song by writing the lyrics on the board. Act out the conversation with four volunteers. T: *This is my mother.* Ss: *Nice to meet you.* S1: *Nice to meet you, too.* T: *This is my father.* Ss: *Nice to meet you.* S2: *Nice to meet you, too.* And so on.
2. After students understand the conversation, invite five volunteers to come up and act it out for the class. One of the volunteers introduces his/her four "family members" to the class. The class responds by saying, *Nice to meet you*, and each of the "family members" replies, *Nice to meet you* in turn.
3. Play the karaoke version (CD 1 Track 15). Repeat step 2, but this time students sing the lines.
4. Ask another five students to come up and repeat step 3.



## Who's She?

CD 1 Track 16 (solo)  
Track 17 (group)



Who's she? \* \*

She's Marie. \* \*

Who's he? \* \*

He's my brother, Lee.

Who's he? \* \*

He's my brother, Lou.

Who's she? \* \*

She's my sister, Sue.



Who's she? \* \*

She's my good friend, Mary.

Who's he? \* \*

He's my good friend, Harry.



**Let's do an activity!**

## Who's Who? (for *Who's She?*)

1. Make six name tags with the names in the song (Marie, Lee, Lou, Sue, Mary, and Harry). Ask six students to wear the name tags.
2. Write the questions from the lyrics on the board: *Who's she?* and *Who's he?* Go through the lyrics with the class. Have the class point to the students with the name tags as they ask the question. Answer the questions saying, *She's Marie. He's my brother, Lee.* and so on.
3. Ask the questions and have the class answer this time.
4. Have students practice the chant in pairs.
5. Have eight volunteers act out the chant. Six of them wear the name tags, and the remaining two students ask and answer the questions. Invite another eight students and repeat.

Let's sing!

Unit

5

# The Happy Birthday Song



CD 1 Track 18 (group)  
Track 19 (karaoke)

It's my birth - day to - day. It's your  
birth - day to - day. It's my birth - day to -  
day. Hap - py birth - day, Jen - ny! One, two,  
three, four, five, six, sev - en years old! Now I'm  
sev - en years old. Now you're sev - en years old. Now I'm  
sev - en years old. Hap - py birth - day, Jen - ny!





**Let's do an activity!**

## **Birthday Boy / Girl (for *The Happy Birthday Song*)**

1. Draw a cake on the board. Say, *It's my birthday today*. Have students reply, *It's your birthday today. Happy birthday, Ms. / Mr. (\_\_\_\_\_)*!
2. Draw seven candles on the board and say, *Now I'm seven years old*. Have students reply, *Now you're seven years old*.
3. Practice the song with the class. Sing one line and have the class respond by singing the following line.
4. After students are familiar with the song, play the karaoke version (CD 1 Track 19). Choose a volunteer to be the birthday boy/girl and sing, *It's my birthday today*, while the class responds by singing the next line.
5. Ask another volunteer to come up and repeat step 4.



Let's chant!

Unit

5

## The Yo-Yo Chant

CD 1 Track 20 (solo)  
Track 21 (group)

What is it? \*

It's a yo-yo. \*

It's a little yellow yo-yo. \*

What is it? \*

It's a yo-yo. \*

It's a little yellow yo-yo. \*

Is this a yo-yo?

No, no.

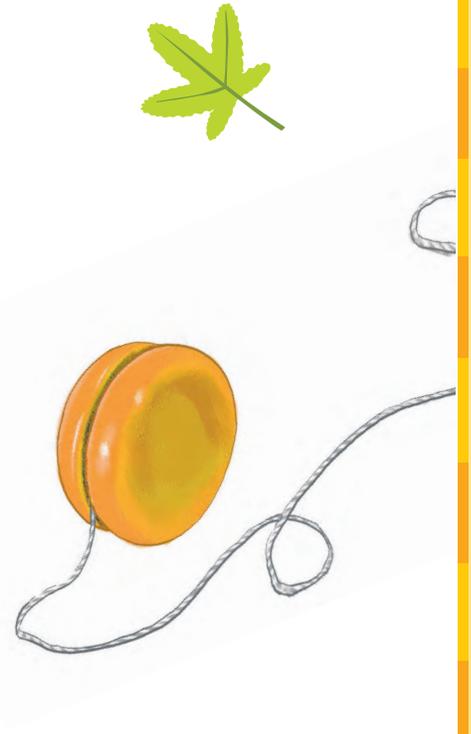
Is this a yo-yo?

No, no.

Is this a yo-yo?

Yes, it is.

It's a little yellow yo-yo. \*





**Let's do an activity!**

## Guess! (for *The Yo-Yo Chant*)

1. Prepare a yo-yo and some other objects, such as a lemon, a ball, an eraser, etc.
2. Have a student come up and raise both hands above his/her head. Put an object in his/her hands from behind, so that the student touches an object without seeing it. Ask, *Is this a yo-yo?* The student replies, *No, it isn't* or *Yes, it is*. Change objects until the student touches a yo-yo and guesses it correctly.
3. Invite other students to come up and play the game. Have the class ask, *Is this a yo-yo?* while the student touching the object answers, *No, it isn't* or *Yes, it is*.
4. Practice the chant in two groups. Switch parts and practice again.

Let's sing!



Unit

6

## How's the Weather?



CD 1 Track 22 (group)  
Track 23 (karaoke)

1 How's the weath-er? It's sun - ny. How's the  
weath - er? It's sun - ny. How's the weath - er? It's  
sun - ny. It's sun - ny to - day.

- |   |  |   |  |
|---|--|---|--|
| 2 | How's the weather?<br>It's rainy.<br>How's the weather?<br>It's rainy.<br>How's the weather?<br>It's rainy.<br>It's rainy today.     | 3 | How's the weather?<br>It's windy.<br>How's the weather?<br>It's windy.<br>How's the weather?<br>It's windy.<br>It's windy today. |
| 4 | How's the weather?<br>It's cloudy.<br>How's the weather?<br>It's cloudy.<br>How's the weather?<br>It's cloudy.<br>It's cloudy today. | 5 | How's the weather?<br>It's snowy.<br>How's the weather?<br>It's snowy.<br>How's the weather?<br>It's snowy.<br>It's snowy today. |



**Let's do an activity!**

## The Weatherman (for *How's the Weather?*)

1. Introduce the vocabulary in the lyrics. Divide the class into five groups. Ask each group to draw a picture related to the lyrics: Group 1 - sunny; Group 2 - rainy; Group 3 - windy; Group 4 - cloudy; Group 5 - snowy.
2. After all groups have finished drawing the pictures, have them stand up and introduce their pictures to the class (e.g. *It's snowy*).
3. Play the song (CD 1 Track 22). Have the groups stand up when they hear the words that match their pictures.
4. After students are familiar with the song, play the karaoke version (CD 1 Track 23). The class sings, *How's the weather?* together, and the groups should stand up and sing the lines related to their pictures. For example, Group 1 stands up and sings, *It's sunny*, Group 2 stands up and sings *It's rainy*, and so on.
5. Have the groups switch pictures and sing again.



Let's sing!

Unit

6

# Can He Climb an Apple Tree?

CD 1 Track 24 (group)  
Track 25 (karaoke)

F

Can he climb an apple tree? Yes, he

3 C7

can, yes he can. Can he climb an apple tree? Yes, he

5 F Bb

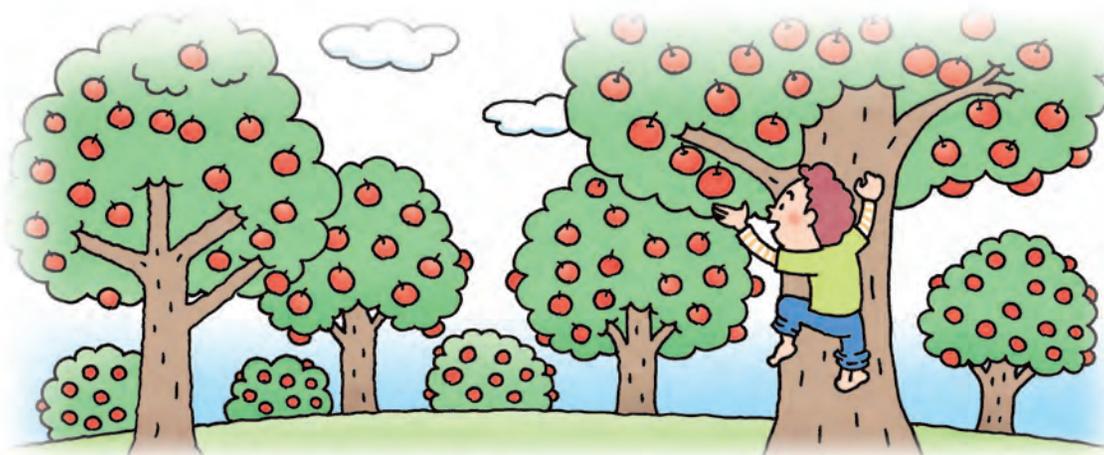
can. Can he climb an apple tree? Can he

7 F

count from one to three? Can he

8 C7 F

read from A to Z? Yes, he can.





**Let's do an activity!**

## Verb Substitution (for *Can He Climb an Apple Tree?*)

1. Invite three students to act out the actions in the lyrics: “climb an apple tree,” “count from one to three,” and “read from A to Z.”
2. Practice the song with the students. Sing the questions and have the class respond by singing, *Yes, he can*. Switch parts and sing again.
3. Prepare copies of the lyrics and give one copy to each student. Ask them to circle all the verbs in the song.
4. Have students work in groups and substitute “climb,” “count,” and “read” with other possible verbs. For example, *Can he plant an apple tree?* or *Can he draw an apple tree?*
5. Play the karaoke version (CD 1 Track 25). The groups take turns singing the song to the class, using the variations they have come up with.

Let's sing!

Unit

7

# Peaches, Apples, and Plums



CD 1 Track 26 (group)  
Track 27 (karaoke)

C G7 C F

Peach-es, ap-ples, and plums. \_\_\_\_\_ Peach-es,

C F

ap-ples, and plums. \_\_\_\_\_ What do you want?

C G7 C

I want an ap-ple. Peach-es, ap-ples, and plums. \_\_\_\_\_





**Let's do an activity!**

## **Fruit Substitution** (for *Peaches, Apples, and Plums*)

1. Introduce the vocabulary in the lyrics. Divide the class into three groups and have each group draw a kind of fruit from the song (a peach, an apple, a plum).
2. After students have finished drawing the pictures, have them stand up and tell the class about the fruit they have drawn, saying, *I have a (peach)*.
3. Play the song (CD 1 Track 26) and have the groups stand up when they hear the words that match their picture.
4. After students are familiar with the song, play the karaoke version (CD 1 Track 27). Students sing the song once. Then have the groups switch pictures and sing again.
5. Substitute the fruits in the song with other fruits and sing again.

# What Do You Want for Dinner?

CD 1 Track 28 (solo)  
Track 29 (group)

What do you want for dinner?

I want rice.

What do you want for dinner?

I want rice.

What do you want for dinner?

I want pizza.

I want chicken.

I want rice.

What do you want for dinner?

I want rice.

What do you want for dinner?

I want rice.

Rice, rice,

I want rice.

What do you want for dinner?

Rice!





**Let's do an activity!**

## Talk About Dinner (for *What Do You Want for Dinner?*)

1. Prepare picture cards for rice, pizza and chicken. Invite three volunteers to come up and hold each card.
2. Write the question and answer from the lyrics on the board: *What do you want for dinner? I want \_\_\_\_\_*. Have the class point to each volunteer as they ask the question. The volunteers answer the question using their picture cards, e.g. *I want (rice)*.
3. Divide the class into four groups. Group 1 asks the question, and Groups 2 to 4 answer, *I want rice / pizza / chicken* respectively. Switch parts and practice the chant again.
4. Make new verses using other foods and chant again.

# Do You Like Cats?

CD 1 Track 30 (solo)  
Track 31 (group)



Do you like cats?

Yes, I do.

Do you like dogs?

Yes, I do.

Do you like spiders?

No, I don't.

I don't like spiders!

Do you like birds?

Yes, I do.

Do you like rabbits?

Yes, I do.

Do you like frogs?

No, I don't.

I don't like frogs!





**Let's do an activity!**

## Talk About Animals (for *Do You Like Cats?*)

1. Prepare picture cards for cats, dogs, spiders, birds, rabbits, and frogs. Invite six volunteers to come up and hold each card.
2. Write the question and answer from the lyrics on the board: *Do you like \_\_\_\_\_? Yes, I do. / No, I don't.* Point to each volunteer as you ask the question. Have them answer the question truthfully.
3. Divide the class into two groups. Group 1 chants the questions. Group 2 chants the answers. Switch parts and chant again.
4. Make new verses using other animals and chant again.

Let's sing!

Unit

8

# What Do You Like?



CD 1 Track 32 (group)  
Track 33 (karaoke)

**1** I like yel-low, yes I do. I like yel-low, yes I do.  
I like yel - low, I do, too. I like yel - low too.



**2** I like ice cream, yes I do.  
I like ice cream, yes I do.  
I like ice cream.  
I do, too.  
I like ice cream, too.

**3** I like baseball, yes I do.  
I like baseball, yes I do.  
I like baseball.  
I do, too.  
I like baseball, too.





**Let's do an activity!**

## My Favorites (for *What Do You Like?*)

1. Prepare picture cards for yellow, ice cream, and baseball. Invite three volunteers to come up and hold each card.
2. Write the question and answer from the lyrics on the board:  
*What do you like? I like \_\_\_\_\_.* Guide the class to point to each volunteer as they ask the question. The volunteers answer the question using their picture cards.
3. Divide the class into three groups. Group 1 sings, *I like yellow. Yes, I do.* while the class responds by singing, *I do, too. I like yellow, too.* Group 2 and 3 sing, *I like ice cream.* and *I like baseball.* respectively. The class sings their reply.
4. Make new verses using other colors, foods, and sports. Sing again in groups.