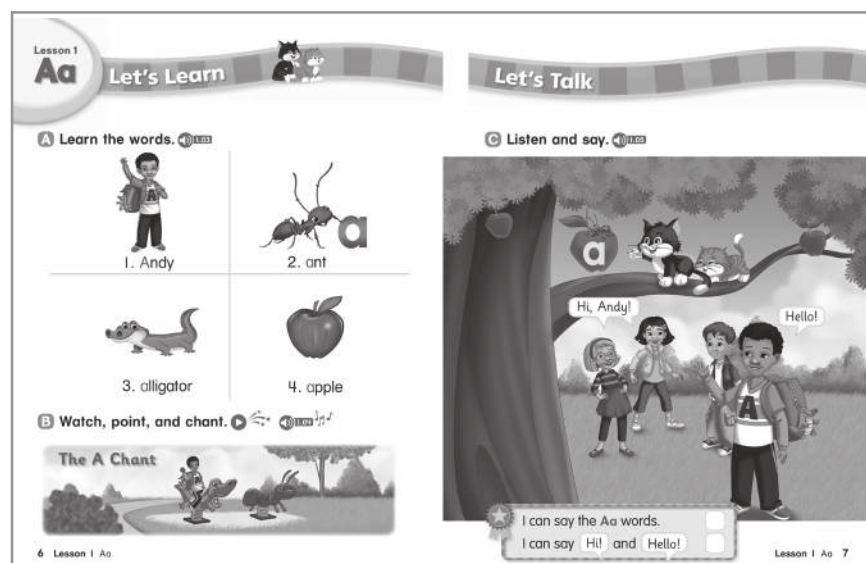


Lesson 1 Aa

Let's Learn/Let's Talk



Student Book pages 6–7

Student Book page 6: Let's Learn

Warm up

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

Pre-teach Language

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

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

A Learn the words.

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

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

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

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

Topics:

- Aa
- Greetings

Lesson Objectives:

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

Let's Learn Language:

Andy, ant, alligator, apple

Let's Talk Language:

Hi, Andy! Hello!

Materials:

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

B Watch, point, and chant.

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

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



1.04 A Andy, hi Andy

A Andy, hello Andy

A Andy, hi Andy

Andy, hello!

Alligator, apple, ant (repeat)

A alligator

A apple

Alligator, apple, ant!

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

Games and Activities

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

Student Book page 7: Let's Talk

Warm up

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

C Listen and say.

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

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



1.05 Hi, Andy.

Hello!

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



I can say the Aa words.

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

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

Games and Activities

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

Additional Resources

Workbook pages 4–5
Online Practice

Lesson 2 Ee

Let's Learn/Let's Talk



Student Book pages 8–9

Student Book page 8: Let's Learn

Warm up

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

Pre-teach Language

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

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

A Learn the words.

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

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

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

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

Topics:

- Ee
- Asking someone's name

Lesson Objectives:

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

Let's Learn Language:

Eddie, elbow, egg, elephant

Let's Talk Language:

What's your name? I'm Eddie.


Materials:

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

B Watch, point, and chant.

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

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

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

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

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

Games and Activities

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

Student Book page 9: Let's Talk

Warm up

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

C Ask and answer.

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

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

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

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



I can say the Ee words.

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

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

Games and Activities

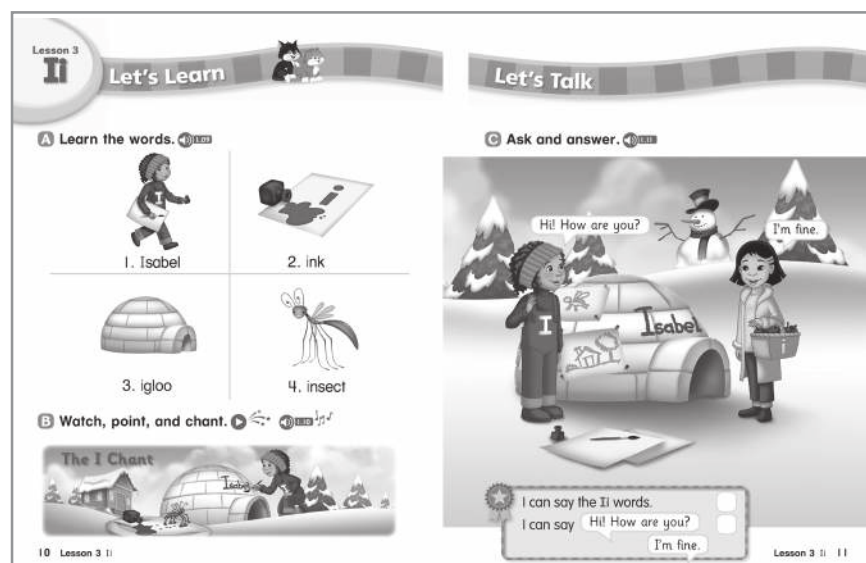
- **Step Away Lines** (p. 14). Have partners greet each other and ask for each other's names.
S1: *Hi. What's your name?* S2: *I'm (Joe). What's your name?* S1: *I'm (Paul)*.
- **Guess Who?** Have a student (S1) stand at the front of the room with his or her eyes closed. S2 stands behind S1 as S1 asks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

Additional Resources

Workbook pages 6–7
Online Practice

Lesson 3 Ii

Let's Learn/Let's Talk



Student Book pages 10–11

Student Book page 10: Let's Learn

Warm up

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

Pre-teach Language

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

Topics:

- Ii
- Greetings

Lesson Objectives:

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

Let's Learn Language:

Isabel, ink, igloo, insect

Let's Talk Language:

Hi! How are you? I'm fine.

Materials:

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

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

A Learn the words.

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


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

1.09 1. Isabel 2. ink 3. igloo 4. insect

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

B Watch, point, and chant.

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

1. Have students look at the picture in their books and name the things they know.
 2. Play the video or Class CD1 Track 10. Have students watch and listen.
-  **1.10** I Isabel, hi Isabel, I Isabel, hello Isabel
I Isabel, hi Isabel. Isabel, hello!

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

Games and Activities

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

Student Book page 11: Let's Talk


Warm up

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

C Ask and answer.

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

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

 **1.11** Hi! How are you? I'm fine.

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

I can say the li words.

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

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

Games and Activities

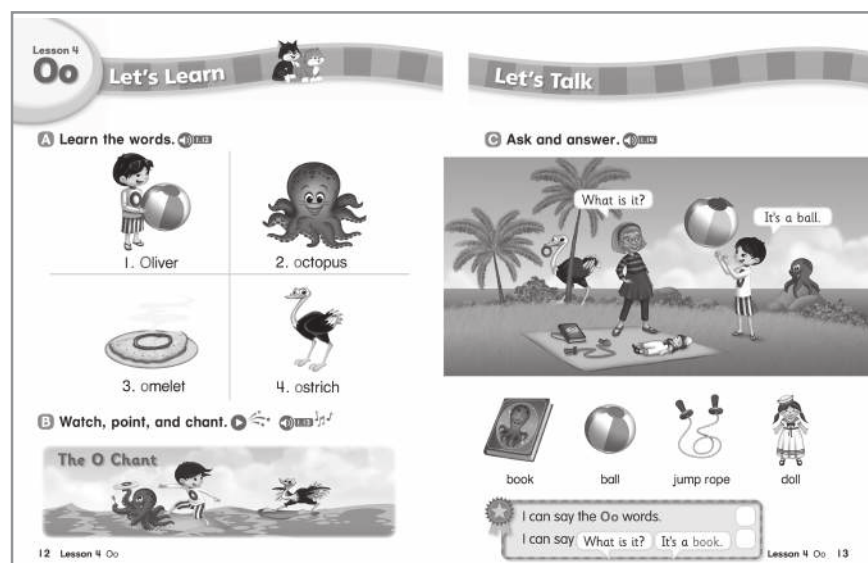
- **Conversation Lines** (p. 14). Students in each pair greet each other and ask names. S1: *Hi. What's your name?* S2: *I'm (Jane). What's your name?* S1: *I'm (Kelly)*. During the second rotation, students greet each other with *Hi! How are you?* *I'm fine*.
- **Living Sentences** (p. 16). Assign groups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

Additional Resources

Workbook pages 8–9
Online Practice

Lesson 4 Oo

Let's Learn/Let's Talk



Student Book pages 12–13

Student Book page 12: Let's Learn

Warm up

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

Pre-teach Language

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

Topics:

- Oo
- Toys

Lesson Objectives:

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

Let's Learn Language:

Oliver, octopus, omelet, ostrich

Let's Talk Language:

What is it?

It's a ball.

book, ball, jump rope, doll

Materials:

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

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

A Learn the words.

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

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


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

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

B Watch, point, and chant.

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

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

 **1.13** O Oliver, hi Oliver, O Oliver, hello Oliver
O Oliver, hi Oliver. Oliver, hello!

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

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

Games and Activities

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

Student Book page 13: Let's Talk


Warm up

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

C Ask and answer.

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

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

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

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

I can say the Oo words.

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

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

Games and Activities

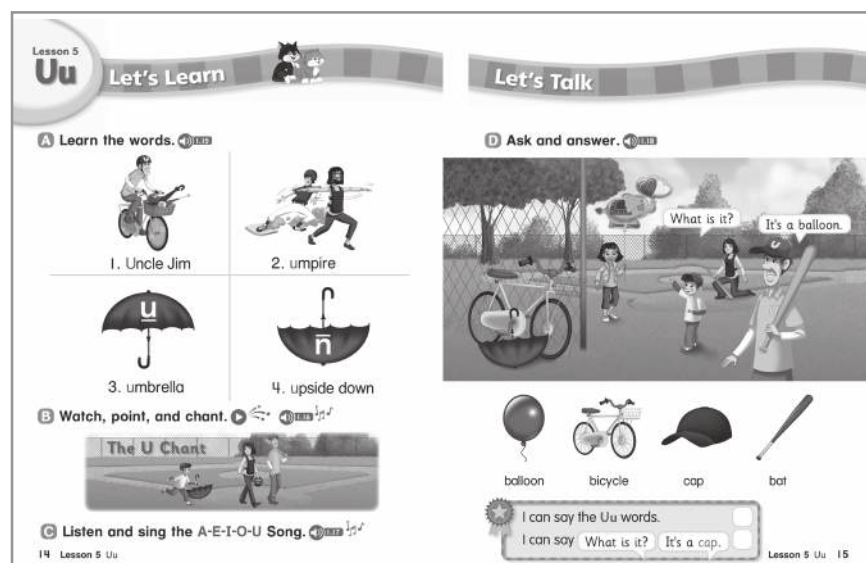
- **Hidden Pictures** (p. 16). Use Picture Cards 1–16 and Teacher Cards Aa, Ee, Ii, and Oo. Display a Picture Card for each letter. Cover each picture with a corresponding Teacher Card.
- **Charades** (p. 15). Use Picture Cards 1–16.

Additional Resources

Workbook pages 10–11
Online Practice

Lesson 5 Uu

Let's Learn/Let's Talk



Student Book pages 14–15

Topics:

- Uu
- Toys

Lesson Objectives:

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

Let's Learn Language:

Uncle Jim, umpire, umbrella, upside down

Let's Talk Language:

What is it? It's a balloon.

balloon, bicycle, cap, bat

Materials:

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

Student Book page 14: Let's Learn

Warm up

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

Pre-teach Language

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

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

A Learn the words.

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

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

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


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

B Watch, point, and chant.

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

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

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

 **I.16** U Uncle Jim, hi Uncle Jim, U Uncle Jim
Hello, how are you?
(repeat)


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

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

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

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

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

 **I.17** A, E, I, O, U (repeat) I, O, U
A, E, I A, E, I, O, U

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

Games and Activities

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

Student Book page 15: Let's Talk


Warm up

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

D Ask and answer.

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

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

 **I.18**

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

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

I can say the Uu words.

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

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

Games and Activities

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

Additional Resources

Workbook pages 12–13
Online Practice