

# Unit 1 Things for School

## Let's Talk

**Unit 1 Things for School Let's Talk**

**A Listen and say.**

Hello, I'm Scott. What's your name?  
My name is Kate.

What's your name?  
My name is Andy.

What's your name?  
My name is Kate.  
What is - What's I am - I'm

**B Watch the video.**

**C Listen, point, and sing.**

**The Hello Song**  
Hello, hello, hello!  
What's your name?  
Hello, hello, hello!  
My name is Scott.  
My name is Scott.  
Hello, Scott!  
Hello, Scott!  
Hello!

**D Say and act. Ask a partner.**

My name is \_\_\_\_\_  
What's your name?  
My name is \_\_\_\_\_

I can do this lesson.

Student Book pages 4-5

### Topic:

- Introductions

### Lesson Objectives:

- Greeting each other and the teacher
- Introducing oneself
- Asking someone's name

### Language:

What's your name?  
My name is Kate.

### Materials:

CD1 Tracks 05-07; Contraction Cards (*what's, I'm*) and Unit 1 Let's Talk Video (Teacher's Resource Center)

## Warm up

1. As students enter the class, greet them individually by cheerfully saying *Hello!*
2. Introduce yourself to the class. Say *Hello!* or *Hi! I'm (Ms. Hall). My name is (Ms. Hall)* several times. Point to yourself each time you say your name. Encourage students to respond with *Hello, (Ms. Hall)*. Be enthusiastic and use exaggerated waving gestures as you model and have students repeat.

Student Book page 4

## A Listen and say.

See *Teaching Conversation*, Teacher's Guide page 13.

1. Use puppets or student volunteers to model the conversation. Have students repeat the lines after you. Have students take one role while you take the other, and then switch.
2. Have students look at the pictures. Have students name the characters and any objects they can identify. Play Class CD1 Track 05 and have students listen to the conversation. Then have students listen again and point to the characters as they speak. Play the audio again and have students point to and repeat the words they can identify.

**1.05** Hello, I'm Scott. What's your name?  
My name is Kate.  
What's your name?  
My name is Andy.

3. Play Class CD1 Track 06. Have students listen to the language focus. Then have students repeat the question-and-answer pattern after the audio, focusing on natural intonation, rhythm, and speed. Use Contraction Cards to show that *what is* has the same meaning as *what's* and *I am* has the same meaning as *I'm*.

**1.06** What's your name?  
My name is Kate.  
what is, what's  
I am, I'm

## B Watch the video.

See *Teaching with Video*, Teacher's Guide page 14.

1. Play the video. Then have students say the names and words they recognize from the conversation. Explain new language, if necessary.

Oops! I'm sorry!  
 That's OK.  
 Hello. I'm Scott. What's your name?  
 My name is Kate.  
 What's your name?  
 My name is Andy.  
 What's your name?


2. Play the video again. Pause after each exchange and have students repeat the extended conversation and copy the gestures. Then call on a student to answer Scott's question: *What's your name?* Repeat with several other students.
3. Have students act out the extended conversation in two groups and then in pairs. Encourage students to imitate the actions and expressions of the characters in the video.

Student Book page 5

### **C** Listen, point, and sing.

See *How to Use Songs and Chants*, Teacher's Guide page 14.

1. Play Class CD1 Track 07. Students repeat words they recognize from the conversation.

 **1.07 The Hello Song**

Hello, hello, hello!  
 What's your name?  
 Hello, hello, hello!

My name is Scott. (repeat)

Hello, Scott! (repeat)

Hello! (repeat with Andy, Kate, and Jenny)

2. Play the song again. Students clap to keep the beat as you model the song, line by line. Have students echo the lines after you, and then practice the song as a chant. If students have difficulty with longer phrases, begin by saying the last word in the phrase and gradually add the words until students can easily repeat the entire phrase. Use gestures such as waving and pointing to yourself to help students understand *Hello* and *My name is (Scott)*.
3. Divide the class into two groups to sing the song. Encourage students to add gestures and actions to accompany their singing.

4. Have students point to and read familiar words in the song. Help students recognize that words and phrases appear more than once. Read the lyrics and have students follow along in their books. Then have students replace the names in the song with their own names and sing it again in pairs.

### **D** Say and act. Ask a partner.

See *Teaching Conversation*, Teacher's Guide page 13.

1. Use puppets or student volunteers to model the conversation *My name is (Kate)*. *What's your name?* *My name is (Scott)*. Have students repeat the lines after you to practice pronunciation, using their own names. Students take one role while you take the other, then switch roles. Then have students practice in two groups, and finally in pairs.
2. Student pairs introduce themselves to each other. Then students switch partners and repeat the conversation. Encourage them to use the gestures and extended conversation from the video.



### I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

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

- **Pass the Puppets.** Students sit in a circle and pass puppets in opposite directions as you play "The Hello Song." Randomly stop the audio, and have the two students holding the puppets practice the dialogue *Hello. I'm (Scott)*. *What's your name?* *My name is (Kate)*. Start the music again and continue until all students have had a chance to hold a puppet and ask or answer.
- Use **Conversation Lines** (p. 20) to practice the dialogue *My name is (Andy)*. *What's your name?* *My name is (Kate)*. Students move in opposite directions along the parallel lines.
- Use **Back-to-Back** (p. 19) to practice each part of the dialogue. Move around the room and help students with pronunciation as necessary.

## Additional Resources

Unit 1 Worksheet A (Teacher's Resource Center)  
 Workbook page 3  
 Online Practice

# Unit 1 Things for School

## Let's Learn

**Let's Learn**

**A Learn the words.** 1. a pencil, 2. a pen, 3. a bag, 4. a book, 5. a desk, 6. a chair, 7. a ruler, 8. an eraser.

**B Ask and answer.** What's this? It's a pencil. What's this? It's an eraser. It is - It's.

**C Ask your partner.** 1. a desk, 2. a bag, 3. a chair, 4. a pencil, 5. a book, 6. a pen. What's this? It's a desk.

**D Watch, point, and chant.** What's This? It's a Book. What's this? It's a book. What's this? It's a book. What's this? It's a bag. What's this? It's a book bag. I can do this lesson.

Student Book pages 6-7

**Topic:**

- School supplies

**Lesson Objective:**

- Identifying and asking about school supplies

**Language:**

a pencil, a pen, a bag, a book, a desk, a chair, a ruler, an eraser

What's this?

It's a pencil.

It's an eraser.

**Materials:**

Teacher Cards 1-8; CD1 Tracks 08-13; Student Cards 1-8, Contraction Cards (*it's, what's*), and Unit 1 Chant Video (Teacher's Resource Center)

### Warm up

1. Use **Conversation Lines** (p. 20) to review *Hello, I'm (Jenny). What's your name? My name is (Andy).*
2. Play **Dialogue Musical Chairs** (p. 20) to review the question-and-answer pattern.

### Pre-teach Language

1. Introduce the school supplies vocabulary, using Teacher Cards 1-8. Show one card at a time and say the name of the item. Have students repeat the words several times each. When introducing *an eraser*, emphasize the *an* and have students repeat a few extra times to recognize the different article.
2. Introduce the question *What's this?* and answer *It's (a pencil.) (an eraser.)* by using realia in the classroom.

Student Book page 6

#### A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 13.

1. Play Class CD1 Track 08. Students listen and point to the objects as they hear them. Play the audio again and have students repeat the words. Check pronunciation and intonation.

1.08 1. a pencil 2. a pen 3. a bag 4. a book  
5. a desk 6. a chair 7. a ruler 8. an eraser

2. Slowly say each word and have students point to or hold up the supplies they see in the classroom. Have the whole class say the name of each identified item.

#### B Ask and answer.

See *Teaching Grammar*, Teacher's Guide page 13.

1. Students look at the picture and describe what they see. Then play Class CD1 Track 09, and have students point to the objects.

1.09 What's this?  
It's a pencil.

1. What's this? It's a pencil.
2. What's this? It's a book.
3. What's this? It's a ruler.
4. What's this? It's a pen.
5. What's this? It's an eraser.
6. What's this? It's a bag.

2. Display Teacher Cards 1-8. Then point to a classroom object and ask *What's this?* Students answer *It's (a pencil).* Repeat with all the school

supplies. Then divide the class into two groups. Have groups take turns asking and answering the question.

3. Play Class CD1 Track 10. Students listen, clap, and chant along with the drum track. Use the Contraction Cards to show that *it is* has the same meaning as *it's* and to remind students that *what is* has the same meaning as *what's*.



See the script for Track 09.

4. Students take turns asking and answering the questions in pairs.

**Student Book page 7**

### **C** Ask your partner.

See *Teaching Grammar*, Teacher's Guide page 13.

1. Students look at the pictures and identify the school supplies they see. Then play Class CD1 Track 11 and have the students listen and point to the objects.



1. What's this? It's a desk.
2. What's this? It's a bag.
3. What's this? It's a chair
4. What's this? It's a pencil.
5. What's this? It's a book.
6. What's this? It's a pen.

2. Point to a desk and model the question-and-answer pattern *What's this? It's a desk*. Have students repeat. Continue with Teacher Cards or realia. Then point to a different item and encourage students to ask and answer without your help.
3. Play Class CD1 Track 12. Have students listen, clap, and chant along with the drum track.



See the script for Track 11.

4. Student pairs take turns asking and answering the questions about school supplies on the page.

### **D** Watch, point, and chant.

See *How to Use Songs and Chants*, Teacher's Guide page 14.

1. Students look at the pictures and identify the objects they can. Then hold up Teacher Cards 4 (a book) and 3 (a bag) and encourage students to say *book bag*. Have students repeat several times as they point to the book bag in the picture.

2. Play the video. Have students raise their hands when they hear school supply words.



#### **1.13** What's This? It's a Book.

What's this?	What's this?
It's a book.	It's a book.
What's this?	What's this?
What's this?	It's a bag.
It's a bag.	What's this?
What's this?	It's a book bag.

3. Model the chant, line by line. Have students clap to keep the rhythm as they repeat after you.
4. Play the video again and have students chant along. Then have students hold up Student Cards for the vocabulary they hear. Check pronunciation.

**Pronunciation note:** Be sure students can pronounce /th/ correctly. Their tongues should protrude slightly from between their upper and lower teeth.



### I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

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

## Games and Activities

- Play **Show Me** (p. 19) with school supply cards. Use Teacher Cards and Student Cards 1–8.
- **Teacher Game.** Have students come to the board individually and show them a Teacher Card without showing the class. The student then draws the item on the board and asks *What's this?* The class answers.
- **Board Race** (p. 17). Line the class up in two teams. Display the vocabulary Teacher Cards. Say a word and have the first student in each line race to touch the correct card.

## Additional Resources

Workbook pages 4–5  
Online Practice



# Unit 1 Things for School

## Let's Learn More

**Let's Learn More**

**A Learn the words.**

1. a map      2. a marker      3. a globe      4. a table  
5. a board      6. a wastebasket      7. a poster      8. a crayon

**B Make sentences.**

This is a map.      This is a globe.

**C Play a game. Ask your partner.**

Is this a poster?  
Yes, it is.  
No, it isn't. It's a pen.

**D Listen and do.**

1. Take out your book.      2. Open your book.  
3. Close your book.      4. Put away your book.

I can do this lesson.

Unit 1 Things for School

Student Book pages 8–9

**Topic:**

- Classroom objects

**Lesson Objectives:**

- Identifying and asking about classroom objects
- Asking and answering *Yes/No* questions
- Learning classroom commands

**Language:**

*a map, a marker, a globe, a table, a board, a wastebasket, a poster, a crayon*

*This is a map.  
Is this a poster?  
Yes, it is./No, it isn't.*

**Materials:**

Teacher Cards 9–20; CD1 Tracks 07, 14–18; Student Cards 9–20 and Contraction Card (*isn't*) (Teacher's Resource Center)

### Warm up

1. Play Class CD1 Track 07 “The Hello Song.” Students sing along. Then have students substitute their own names and sing again.
2. Do a **Repetition Drill** (p. 16) by modeling the question-and-answer pattern with the school supplies vocabulary. Increase speed each time you repeat the vocabulary words.  
T: *What's this? It's a desk.*  
Ss: *What's this? It's a desk.*

### Pre-teach Language

1. Introduce the new words and sentence pattern. Hold up a Teacher Card and say *This is (a map)*. Have students repeat the sentence several times. Continue with each new vocabulary word.
2. Introduce the question. Ask students *Is this a map?* Students answer *Yes, it is* or *No, it isn't*.

Student Book page 8

### A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 13.

1. Play Class CD1 Track 14 and point to the classroom objects as students hear them. Play the audio again and have students repeat the words.

**1.14** 1. a map    2. a marker    3. a globe    4. a table  
5. a board    6. a wastebasket    7. a poster    8. a crayon

2. Do a quick practice with the new words. Hold up Teacher Cards 9–16 one at a time and have students name the objects.

### B Make sentences.

See *Teaching Grammar*, Teacher's Guide page 13.

1. Students look at page 8 and identify all of the classroom objects they see. Then play Class CD1 Track 15. and have students listen and point to the objects.

**1.15** This is a map.  
This is a globe.

1. This is a map.
2. This is a marker.
3. This is a wastebasket.
4. This is a table.
5. This is a board.
6. This is a poster.
7. This is a crayon.
8. This is a globe.

- Say *This is (a map)* while students point to each word in their books. Have students say the sentence several times along with you. Then play the audio again and have students repeat the sentences as they hear them.
- Play Class CD1 Track 16. Students listen, clap, and chant along with the drum track.



See the script for Track 15.

- Student pairs take turns making sentences about the classroom objects on the page. Then they make sentences about objects around the classroom.

**Pronunciation note:** Help students pronounce /th/ correctly. Their tongues should protrude slightly from between their upper and lower teeth.

*Student Book page 9*

### **C** Play a game. Ask your partner.

See *Teaching Grammar*, Teacher's Guide page 13.

- Read the question and answers: *Is this a poster? Yes, it is./No, it isn't.* Read them again and have students repeat.
- Hold up Teacher Card 15 and ask the class *Is this a poster?* Nod your head to indicate *yes* and say *Yes, it is.* Then hold up Teacher Card 10 and say *Is this a pencil?* Shake your head to indicate *no*. Say *No, it isn't. It's a marker.* Exaggerate the head motions as you model the answers. Use Contraction Cards to show students that *is not* has the same meaning as *isn't*.
- Play Class CD1 Track 17. Have students point to the question and answers they hear.



Is this a poster?

Yes, it is.

No, it isn't. It's a pen.

- Have pairs spin a pencil on the wheel and ask and answer questions about the pictures.

### **D** Listen and do.

See *How to Practice Language in Groups and Pairs*, Teacher's Guide page 14.

- Introduce the sentences by demonstrating actions that reinforce the meaning of the verbs. Have students repeat the sentences and do the actions several times.

- Play Class CD1 Track 18. Students listen to the sentences and point to the pictures that show each action. Play the audio again and have students repeat the sentences.



- Take out your book.
- Open your book.
- Close your book.
- Put away your book.

- Show Teacher Cards 17–20 and have students say and do the actions. Then student pairs take turns saying the sentences and doing the actions.



### I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

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

- Guessing Game** (p. 20). Divide the class into groups and give each group a set of Student Cards 9–16. Place the cards face down. Have one student point to a card and make a guess, *Is this (a poster)?* A second student turns the card over and answers *Yes, it is* or *No, it isn't. It's (a globe)*. Continue until all students have had a turn.
- Our Chant.** Display three or four Teacher Cards. Point to one card and using a simple 4/4 beat chant:  
*A (marker), a (marker)*  
*Is this a (marker)? Yes!*  
*Yes, it is. Yes, it is.*  
*It's a (marker). Yes!*

Encourage students to repeat after you. Then have students point to a new card and as a class add lines to your chant. Clap a beat and have students clap with you.

## Additional Resources

Unit 1 Worksheet B (Teacher's Resource Center)  
 Workbook pages 6–7  
 Online Practice

# Unit 1 Things for School

## Let's Read

Student Book pages 10–11

### Topic:

- Consonant sounds /b/ and /p/

### Lesson Objectives:

- Learning words beginning with /b/ and /p/
- Reading a story that recycles the phonics words and language from previous lessons

### Language:

*bird, ball, boy, peach, pencil, pink*

### Materials:

Teacher Cards 3, 15, 21–26; CD1 Tracks 02, 19–21; Student Cards 3, 15, 21–26 (Teacher's Resource Center)

## Warm up

1. Sing "The Alphabet Song" (Class CD1 Track 02) if your students need to review the letter names.
2. Practice the alphabet letters with a quick drill. Quickly show teacher-made alphabet cards in order and have students name the letters. Then show the cards in random order and have students name the letters.

## Pre-teach Phonics

- Write the capital and lowercase letters *Bb* and *Pp* on the board. Show students Teacher Cards or realia for *a bag* (3) and *a poster* (15) and say the words, stressing the initial sounds, /b/, *bag* and /p/, *poster*. Ask students to repeat the words and place them under the correct letters.

**Pronunciation note:** Students can feel the difference between /b/ and /p/ by holding their hands in front of their mouths. They will feel a little breath for /b/ and a lot of breath for /p/.

Student Book page 10

## A Listen, point, and say.

See *Teaching Phonics and Reading, Teacher's Guide* page 15.

1. Ask students to point to the letters *Bb* and *Pp* on the ABC chart at the top of their pages. Play Class CD1 Track 19 and have students point to the letters and words as they hear them. Then play the audio again and have students listen and repeat the sounds and words.

1.19 B /b/ bird, ball, boy  
P /p/ peach, pencil, pink

2. Show Teacher Cards for words that start with the /b/ sound and say the words. Have students concentrate on listening to the initial sound in each word. Do the same with the words that begin with the /p/ sound. Then say the words in random order and ask students to decide whether the initial sound is /b/ or /p/. Ask students to raise one hand for /b/ sounds and raise both hands for /p/ sounds.

## B Listen, point, and chant.

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

1. Ask the students to point again to the letters *Bb* and *Pp* on the ABC chart at the top of the page.
2. Play Class CD1 Track 20. Students point to the letters and words as they listen. Play the chant again and have students raise one hand at the end of the lines for the /b/ sound and words, and raise both hands for the /p/ sound.



### I.20 The B P Phonics Chant

/b/ /b/ ball

/b/ /b/ boy

/p/ /p/ pencil

/p/ /p/ peach

/p/ /p/ pencil

/b/ /b/ ball

Pencil, ball, peach, YES!

(repeat)

3. Play the audio again and have students do the chant with gestures. Repeat the chant several times, in two groups and then in pairs. Switch roles so that all students practice both sounds.

*Student Book page 11*

## C Listen and read along.

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

1. Before listening to the story, have students look at the illustrations and identify the words they know. Read the title of the story aloud. Point out the phonics words.
2. **Read Along.** Play Class CD1 Track 21. Students listen to the story and follow along in their books. Encourage students to point to the words as they listen. Then have them read along with the audio, trying to match the intonation and rhythm.



### I.21 At the Park

1. What's this?

3. Is this a ball?

2. It's a ball.

4. No, it isn't. It's a peach.

3. **Paired reading.** Have students take turns trying to read the story sentences in small groups or pairs.
4. **Act it out.** Have students work in pairs to act out the story. They can pantomime having the objects in the story or they can use their own realia. Have them switch roles. Ask volunteer pairs to act out the story for the class.



## I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

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

- **Rock, Paper, Scissors** (p. 21). Place Teacher Cards 21–26 face up on a table. Student pairs do Rock, Paper, Scissors saying *What's this? 1,2,3!* The winner points to a Teacher Card and asks *What's this?* The loser answers *It's (a peach)*.
- Play **Walk and Talk** (p. 20). Place Teacher Cards in non-matching pairs around the room. Have student pairs walk around the room until you signal *Stop!* Students ask and answer *What's this? It's (a ball). Is this (a pencil)? No, it's (a peach)*.
- Review the school supplies and classroom object vocabulary in small groups. Have students take out items they can name or use Student Cards. Students ask and answer questions about the objects.
- **Workbook Activity.** Have students look at the illustrations and identify the words they know in "Guessing Game" on Workbook pages 9–10. Then have students read the story for homework or in class.

## Additional Resources

Unit 1 Test (Teacher's Resource Center)  
Workbook pages 8–10  
Online Practice