

Unit 1 At School

Let's Talk

Unit 1 At School Let's Talk

A Listen and say.

Hi, Scott. How are you?
I'm OK, thanks. How about you?
Goodbye, Scott!
See you later!

B Watch the video.

C Listen and sing.

The Hello and Goodbye Song

Hi, Scott. How are you?
I'm fine, thank you.
Hi, Jenny. How are you?
Pretty good, thank you.
Hi, Andy. How are you?
OK, thank you.
Hi, Kate. How are you?
I'm fine.

Goodbye, Scott.
See you later, alligator!
Goodbye, Jenny.
See you later, alligator!
Goodbye, Andy.
See you later.
See you later, alligator!
Goodbye, Kate!

D Say and act. Say hello and goodbye.

Hi, _____ How are you?
I'm _____ How about you?
Goodbye, _____!
See you later!

I can do this lesson.

Student Book pages 4–5

Topic:

- Greetings

Lesson Objective:

- Greeting each other and asking about each other

Language:

How are you?

I'm OK. How about you?

Pretty good!

Goodbye!

See you later!

Materials:

CD1 Tracks 03–05; Contraction Card (*I'm*) and Unit 1 Let's Talk Video (Teacher's Resource Center)

Warm up

- As students walk into class, greet them with a cheerful *Hello, (Ana)!* or *Hi, (Sam)!* Then walk out the door, turn back to students, and wave as you say *Goodbye, class*. Choose a student volunteer to leave the room, wave, and say *Goodbye, class*. Respond *See you later!*
- Greet the class as a whole. Say *Hello, class!* or *Hi, class!* *How are you?* several times. Be enthusiastic as you point to yourself, smile, and nod your head up and down while saying, *I'm OK, thanks*. Point to individual students, greet them by name, and ask *How are you?* Encourage students to respond with *I'm OK, thanks*.

Student Book page 4

A Listen and say.

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

- Use puppets or student volunteers to model the conversation. Students repeat each line. Ask the whole class to wave as they say chorally *Goodbye, Scott!*
- Have students look at the pictures. Ask students to name the characters. Play Class CD1 Track 03 and have students listen to the conversation. Play the audio again and have students point to and repeat the words they can identify.



1.03 Hi, Scott. How are you?

I'm OK, thanks. How about you?

Pretty good!

Goodbye, Scott!

See you later!

- Play Class CD1 Track 04 and have students repeat each line after the characters. Then have students practice the conversation in two groups. Ask groups to change roles. Use the Contraction Card to show that *I am* has the same meaning as *I'm*.



1.04 How about you?

I'm OK.

Pretty good!

Goodbye!

See you later!

I am, I'm

B Watch the video.

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

- Play the video and pause after Kate asks *How about you?* *How are you?* Students watch and respond. Play the rest of the video and prompt students to respond *See you later!* at the end. Use gestures, such as waving, to help students understand *Goodbye* and *See you later, alligator*.

Scott! Scott! Hi, Scott.	Let's play.
Oh! Hello, Kate.	OK.
How are you?	Look! There's Scott.
I'm OK, thanks. How about you?	Scott, let's play!
Pretty good!	Sorry. I can't.
How about you? How are you?	Oh, OK.
	Goodbye, Scott!
	See you later, alligator!

2. Play the video again. Ask students to use the gestures when they hear the greetings and goodbyes. Then play the video a third time. Pause after each exchange and have students repeat the extended conversation and copy the gestures.
3. Model short exchanges with different students. Encourage them to use gestures they know and shake their heads sadly for *Sorry. I can't*.
4. In groups of four, students practice the greeting and goodbye exchanges from the extended conversation using appropriate gestures.

Student Book page 5

C Listen and sing.

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

1. Play Class CD1 Track 05, and have students repeat any of the words they recognize from the extended conversation.



1.05 The Hello and Goodbye Song

Hi, Scott. How are you?	Goodbye, Scott.
I'm fine, thank you.	See you later, alligator!
Hi, Jenny. How are you?	Goodbye, Jenny.
Pretty good, thank you.	See you later, alligator!
Hi, Andy. How are you?	Goodbye, Andy.
OK, thank you.	See you later,
Hi, Kate. How are you?	See you later.
I'm fine.	See you later, alligator!
	Goodbye, Kate!

2. Play the song again. Have students clap to keep the beat as you model the song line by line. Ask students to echo read the lines after you. If students have difficulty with longer phrases, begin by saying the first word in the phrase and then gradually add the words. Use gestures to reinforce the language.

3. Play the song again and have students sing along, first in two groups, then in pairs. Encourage them to use gestures.
4. Have students point to and read the words they recognize in the lyrics. Then have pairs of students sing the song.

D Say and act. Say hello and goodbye.

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

1. Use puppets or student volunteers to model the conversation. Have students repeat each line after you to practice pronunciation. Students take one role while you take the other, and then switch.
2. Pair students and have them greet each other and ask how they are. Encourage them to wave and walk away as they say *Goodbye, (Kate). See you later!* Then have partners switch roles and repeat.



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

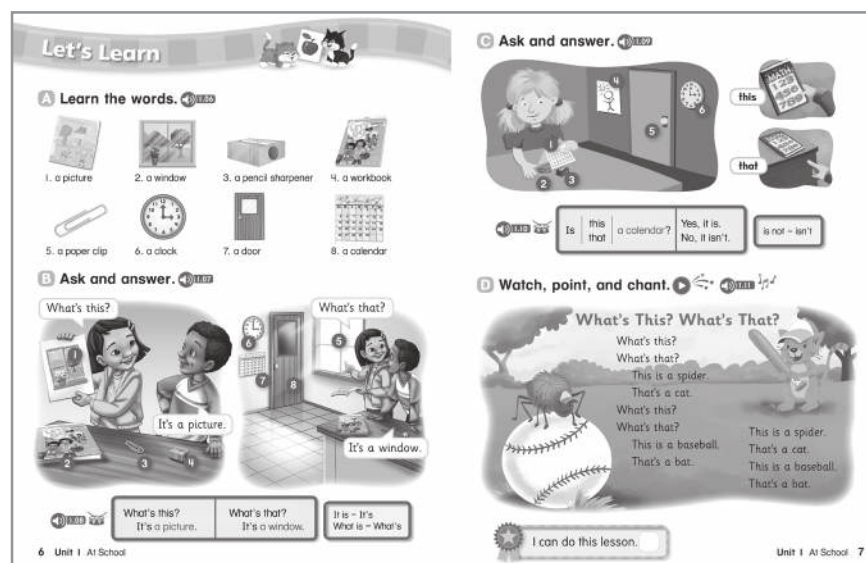
- **How Are You?** Divide the class into groups of four or five students. Ask each student to write their name on a piece of paper and fold it in half. Each group puts their papers in the center. Play "The Hello and Goodbye Song." When you stop the music, one student in each group picks up a name, greets that student, and asks how he or she is. The other student replies. Have students return the name to the pile and play again.
- Use **Conversation Lines** (p. 21) to practice the conversation.
- Use **Beanbag Circle** (p. 18) to practice the greetings and goodbyes from the extended conversation.

Additional Resources

Workbook page 3
Online Practice

Unit 1 At School

Let's Learn



Student Book pages 6–7

Topic:

- School items

Lesson Objective:

- Using *this* and *that* to identify and ask about school items

Language:

a picture, a window, a pencil sharpener, a workbook, a paper clip, a clock, a door, a calendar

What's this/that?

It's a picture.

Is this/that a calendar?

Materials:

Teacher Cards 1–8; CD1 Tracks 06–11; Student Cards 1–8, Contraction Cards (*it's*, *what's*, *isn't*), and Unit 1 Chant Video (Teacher's Resource Center)

Warm up

- Play **Dialogue Musical Chairs** (p. 21) so students can practice greeting each other and asking how they are.

Pre-teach Language

1. Use Teacher Cards 1–8 to introduce the school items vocabulary. Show one card at a time and say the name of the item. Have students repeat each word several times.
2. Point to classroom objects near and far in the room and ask *What's this?* and *What's that?*

Student Book page 6

A Learn the words.

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

1. Play Class CD1 Track 06. Have students listen and point to the pictures of school items in their books. Play the audio again and have students repeat the words. Check pronunciation and intonation.

- 1.06 1. a picture 2. a window 3. a pencil sharpener
4. a workbook 5. a paper clip 6. a clock
7. a door 8. a calendar

2. Display school items. Quickly point to each and say its name. Then name one item and have students hold it up or point to it. Have the whole class say the name of each school item chorally.

B Ask and answer.

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

1. Have students look at the scene and describe what they see. Play Class CD1 Track 07. Ask students to listen and point to the objects.

- 1.07 What's this? What's that?
It's a picture. It's a window.
1. What's this? It's a picture.
 2. What's this? It's a workbook.
 3. What's this? It's a paper clip.
 4. What's this? It's a pencil sharpener.
 5. What's that? It's a window.
 6. What's that? It's a clock.
 7. What's that? It's a calendar.
 8. What's that? It's a door.

2. Use Teacher Cards 1–4 to practice the *Wh*-questions and answers. Ask *What's this?* as you show each card. Have students answer *It's (a picture)*. Ask students to point to their palms as they say *this*.

- Display Teacher Cards 5–8 and stand a distance away to practice *What's that?* Ask students to point toward something in the distance as they say *that*.
- Play the audio again and have students repeat the questions and answers as they point to the pictures in their book. Divide the class into two groups. Have groups take turns asking and answering the questions. Then ask pairs to point to the pictures as they ask and answer the questions.
- Play Class CD1 Track 08. Have students listen, clap, and chant along with the audio. Use the Contraction Cards to show that *it is* has the same meaning as *it's* and *what is* has the same meaning as *what's*.



See the script for Track 07.

Student Book page 7

C Ask and answer.

See *Recycling Language*, Teacher's Guide page 13.

- Have students look at the picture and identify the classroom objects they know. Have them point to the objects and repeat *this* and *that* with you. Play Class CD1 Track 09. Have students listen and point to the objects.



- Is this a calendar? Yes, it is.
- Is this a workbook? No, it isn't.
- Is this a pencil sharpener? Yes, it is.
- Is that a picture? Yes, it is.
- Is that a window? No, it isn't.
- Is that a clock? Yes, it is.

- Have student pairs take turns asking and answering questions about the pictures. Ask students to find a new partner and use Student Cards 1–8 to ask and answer questions about classroom objects.
- Play Class CD1 Track 10. Have students listen, clap, and chant along with the audio. Use the Contraction Card to show that *is not* has the same meaning as *isn't*.



See the script for Track 09.

D Watch, point, and chant.

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

- Have students look at the picture. Point to the ball from very close and ask *What's this?* Point at the cat from a distance and ask *What's that?* Say each word as you point to the spider, baseball, and bat. Have students point and repeat the words several times.
- Play the video. Have students raise their hands when they hear *What's this?* or *What's that?*



What's This? What's That?

What's this?	This is a baseball.
What's that?	That's a bat.
This is a spider.	This is a spider.
That's a cat.	That's a cat.
What's this?	This is a baseball.
What's that?	That's a bat.

- Model the chant, line by line. Have students clap to keep the rhythm as they repeat after you.
- Play the video again and have students chant along. Check pronunciation.



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

- Slap** (p. 18). Divide the class into small groups. Have students place Student Cards face up on the table in front of them. Call out words. Students slap the correct card and say the word.
- Show Me** (p. 18). Hold up a Teacher Card and ask *What's this?* Have students hold up the matching Student Card and respond *It's (a clock)*.
- Play **Walk and Talk** (p. 21) using Student Cards to cue questions and answers: *What's this? It's a (calendar)*. *What's that? It's a (door)*.

Additional Resources

Unit 1 Worksheet A (Teacher's Resource Center)
Workbook pages 4–5
Online Practice

Unit 1 At School

Let's Learn More

Let's Learn More

A Learn the words. 1. paper clips 2. pictures 3. clocks 4. workbooks 5. calendars 6. pencil sharpeners 7. windows 8. doors

B Ask and answer. What are these? They're paper clips. What are those? They're pictures. They are = They're

C Play a game. Ask your partner. Are these doors? Yes, they are. No, they aren't. are not = aren't

D Listen and do. 1. Point to the clock. 2. Touch the picture. 3. Write your name. 4. Sharpen your pencil. I can do this lesson.

Unit 1 At School

Student Book pages 8–9

Topic:

- School items

Lesson Objectives:

- Using *these* and *those* to identify and ask about school items
- Asking and answering *Yes/No* questions
- Learning classroom commands

Language:

paper clips, pictures, clocks, workbooks, calendars, pencil sharpeners, windows, doors
What are these/those? They're paper clips.
Are these doors? Yes, they are./No, they aren't.
point, touch, write, sharpen

Materials:

Teacher Cards 1–20; CD1 Tracks 05, 12–16; Student Cards 1–20 and Contraction Cards (*they're, aren't*) (Teacher's Resource Center)

Warm up

- Have students sing along with “The Hello and Goodbye Song” (Class CD1 Track 05). Then have small groups use each other's names to sing again.

Pre-teach Language

- Have student pairs spread out Student Cards 1–8. Have partners ask each other *What's this?* for their own things and *What's that?* for their partner's things, pointing from the appropriate distance. For a variation, use *Yes/No* questions: *Is this/that (a clock)?*
- Use Teacher Cards 1–16 to review the singular school items and introduce the plurals. Show an object and have students name it. Then show a card with two or three of the object and help students add an *-s* to form the plural.

Student Book page 8

A Learn the words.

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

- Play Class CD1 Track 12. Have students listen and point to the pictures of school items in their books. Play the audio again and have students repeat.

- 1.12 1. paper clips 2. pictures 3. clocks
 4. workbooks 5. calendars 6. pencil sharpeners
 7. windows 8. doors

- 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 Ask and answer.

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

- Have students look at the picture and identify all the school items they know. Play Class CD1 Track 13 and have students listen and point to the items.

- 1.13 What are these? They're paper clips.
 What are those? They're pictures.
1. What are these? They're calendars.
 2. What are these? They're pencil sharpeners.
 3. What are these? They're workbooks.
 4. What are these? They're pictures.
 5. What are those? They're windows.
 6. What are those? They're pictures.

- Hold up Teacher Cards 9–16 one by one and ask *What are these?* Have students answer *They're (paper clips)* chorally. Divide students into two groups. Ask groups to take turns asking *What are these?* and answering. Use the Teacher Cards to cue the answers.
- Display the Teacher Cards and step away. Point to a card and ask *What are those?* Have students answer *They're (clocks)*. Then ask them to say each question and answer twice.
- Play the audio again and have students repeat the questions and answers as they point to the pictures in their book. Divide the class into two groups. Have groups take turns asking and answering the questions. Then have student pairs point to the pictures as they ask and answer the questions.
- Play Class CD1 Track 14. Have students listen, clap, and chant along with the audio. Use the Contraction Card to show that *they are* has the same meaning as *they're*.



See the script for Track 13.

Student Book page 9

C Play a game. Ask your partner.

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

- Read the model questions and answers. Read them again and have students repeat.
- Hold up Teacher Card 11 and ask the class *Are these clocks?* Nod to indicate *yes* and say *Yes, they are*. Then hold up Teacher Card 10 and ask *Are these doors?* Shake your head to indicate *no*. Say *No, they aren't*. Exaggerate the head motions as you model the answers. Use the Contraction Card to show that *are not* has the same meaning as *aren't*. Play Class CD1 Track 15 and have students point to the question and answers they hear.



Are these doors?
Yes, they are.
Are those doors?
No, they aren't.
are not, aren't

- Have student pairs play the board game. Students roll a die and move their marker that number of spaces. Have them ask and answer questions about the object(s) in the space.

D Listen and do.

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

- Use gestures and movement to demonstrate each action as you say it aloud. Ask students to say the sentences and perform the actions with you.
- Play Class CD1 Track 16. Have students listen to the sentences and point to the pictures that show each action. Play the audio again and have students repeat the sentences as they point to the pictures.



- Point to the clock.
- Touch the picture.
- Write your name.
- Sharpen your pencil.

- Show Teacher Cards 17–20 and have students say and do the actions. Then have 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

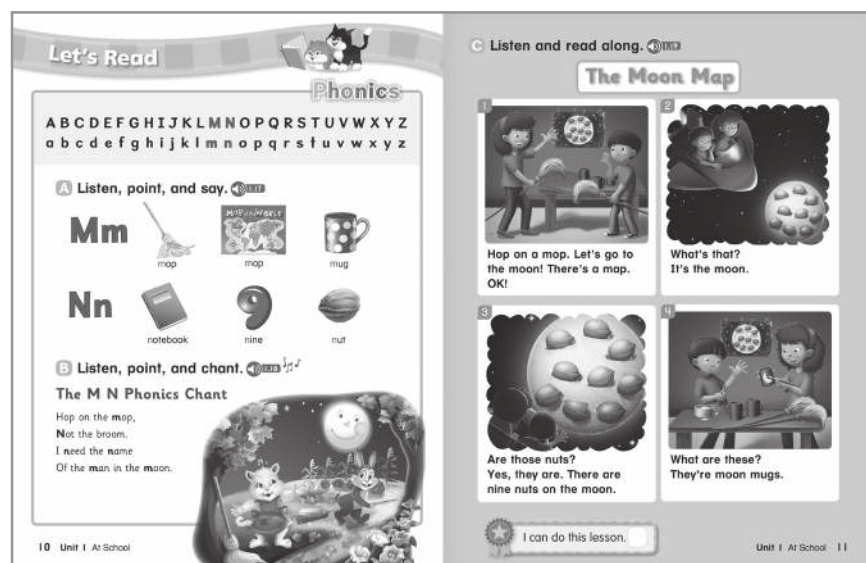
- Concentration** (p. 17). Give student pairs each one set of Student Cards 1–16. Students turn over two cards to match the singular and plural cards.
- Our Chant**. Display Teacher Cards 10, 12, and 15. Point to a card. Clap out a beat as you chant *What are those? They're (windows)*. Have students clap and chant with you. Help students use the other cards to make new chants.
- Do As I Say** (p. 21). Give commands from the Listen and do activity while modeling the actions. Vary your tone, pace, and volume to encourage attentive listening.

Additional Resources

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

Unit 1 At School

Let's Read



Student Book pages 10–11

Topic:

- Consonant sounds /m/ and /n/

Lesson Objectives:

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

Language:

mop, map, mug, notebook, nine, nut

Materials:

Teacher Cards 1–16, 21–26; *Let's Go 1*, Class CD1 Track 02; CD1 Tracks 17–19; Student Cards 1–16, 21–26 (Teacher's Resource Center)

Warm up

- As a class, sing "The Alphabet Song" (*Let's Go 1*, Class CD1 Track 02) to review the letter names. Then have small groups sing the song together.
- Using teacher-made letter cards, place the capital letter cards face up on a table. Hold up a lowercase letter card and have students name it chorally. Then ask a student volunteer to go to the table, pick up the capital letter, and say the letter name as they hold the card up for the class to see.

Pre-teach Phonics

- Write *Mm* and *Nn* on the board. Display Teacher Cards 22 (*map*) and 26 (*nut*) below the letters. Have students say the words.
- Write *m* on the board and say /m/ as you point to the letter. Ask students to repeat. Add *-ap* to the right of *m* and say /m/-ap, *map* as you point to the two parts of the word and then the whole word. Have students repeat. Do the same with *mop* and *mug*. Repeat for the /n/ words.

Pronunciation note: When students say /n/, ask them to touch the tips of their tongues to the roofs of their mouths just behind their front teeth. When they say /m/, they should place their lips together.

Student Book page 10

A Listen, point, and say.

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

- Ask students to point to the letters *Mm* and *Nn* on the ABC Chart in their books. Play Class CD1 Track 17 and have students point to the letters and words as they hear them. Then have students listen and repeat the sounds and words.

1.17	M /m/	mop	map	mug
	N /n/	notebook	nine	nut

- Show Teacher Cards 21–23 as you say each word that starts with the /m/ sound. Have students say the /m/ sound and repeat each word three times quickly. Then show Teacher Cards 24–26 and say each word that starts with the /n/ sound. Alternate saying the /m/ and /n/ sounds several times. Ask students to concentrate on the sounds, as they are very similar. Then say the phonics words in random order. Ask students to stand up when they hear a word with the /m/ sound and sit down when they hear a word with the /n/ sound.

B Listen, point, and chant.

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

1. Have students listen to Class CD1 Track 18. Have them point to the letters and words as they listen. Play it again, having students clap each time they hear a word that begins with /m/ or /n/.



1.18 The M N Phonics Chant

Hop on the mop,
Not the broom.
I need the name
Of the man in the moon.
(repeat 5x)

2. Use gestures (hop) and point to pictures (mop, broom, moon) to help students understand the meaning of the words. Play the audio again. Model gestures, such as hopping on a mop that students can use with the chant. Have them repeat the chant and gestures with you several times. Then divide the class into two groups and have groups take turns repeating the chant with gestures.
3. Play the audio again. Have students listen, clap, and chant along with the audio.

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 pictures and identify words. Ask them to point to the words that begin with *m* and *n*.
2. Read the story title. Tell students they are going to read about things they see all around them.
3. **Read Along.** Play Class CD1 Track 19. Have students listen to the story and follow along in their books. Then have students read along with the audio, raising the tone of their voices as they read the questions.



1.19 The Moon Map

1. Hop on a mop. Let's go to the moon! There's a map. OK!
2. What's that? It's the moon.
3. Are those nuts? Yes, they are. There are nine nuts on the moon.
4. What are these? They're moon mugs.

4. **Paired Reading.** Ask students to say the words that are repeated on each page. Have student pairs take turns reading the story sentences.
5. Have student volunteers take turns reading aloud the questions with each picture. Point to familiar objects in the pictures and ask *What's this?* or *What are these?* Have students point to the objects and answer *It's a (mop)* or *They're (mugs)*.



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

- **Letter Game.** Place letter cards in a bag. Have students take turns picking a card, showing it to the class, naming the letter, and making the sound. Classmates should clap if they agree. Otherwise, have a student volunteer name the letter and make the sound.
- **Scramble** (p. 18). Assign one vocabulary word to each student. Call out the singular and plural of the same word. Those two students stand and exchange seats. Play the game several times. Then ask a student to call out the words.
- **Guessing Game** (p. 20). Divide the class into two teams and have them sit some distance apart. Put Teacher Cards 1–16 in a bag. Have a student from Team A take a card from the bag and ask Team B *What's this?* or *What are these?* Team B answers. Then Team A chooses another card from the bag and shows it to Team B for Team B to ask *What's that?* or *What are those?* Team A answers. Play several rounds with Team A choosing cards. Then switch roles and have Team B choose the cards.
- **Workbook Activity.** Have students look at the illustrations and identify the words they know in "I Like Mugs!" 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