

Unit 1 At School

Let's Talk

Unit 1 At School Let's Talk

A Listen and say.

Oh, no! I don't have any potato chips. I think I have some.

Really? Can I have some? Thanks! Do you want some grapes? Sure. Help yourself! Yes, please. Thanks!

Can I have some? Sure. Help yourself!

B Watch the video.

C Practice the words. Make sentences.

1. popcorn 2. candy 3. peanuts 4. crackers 5. potato chips

I have some popcorn. I don't have any candy.

D Listen and sing.

No Popcorn

I have some candy, I have some grapes, but I don't have any popcorn. No popcorn, no popcorn, I don't have any popcorn!

Do you want some grapes? I have some, but I don't have any popcorn. Do you want some peanuts? I have some peanuts, but I don't have any popcorn.

No popcorn, no popcorn, I don't have any popcorn. I want some popcorn, yes, I do. I love popcorn! I do, too!

I can do this lesson.

Student Book pages 4–5

Topic:

- Snacks

Lesson Objective:

- Talking about what students have and don't have, and asking for things they want

Language:

popcorn, candy, peanuts, crackers, potato chips

Can I have some? Sure. Help yourself! I have some popcorn. I don't have any candy.

Materials:

Teacher Cards 1–5; CD1 Tracks 03–07; Student Cards 1–5 and Unit 1 Let's Talk Video (Teacher's Resource Center)

Warm up

1. Hold up pictures of foods and review their names. Then select a picture, display it, and say *I have a (hamburger)*. Place the pictures in a paper bag. Have volunteers take turns picking a picture and keeping it hidden. Prompt the class to ask *Do you have a (hamburger)?* Model the answers *Yes, I do* and *No, I don't*.
2. Review food with a game of **Scramble** (p. 17).

Student Book page 4

A Listen and say.

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

1. Have students look at the pictures and name any objects they know. 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. Play Class CD1 Track 03. 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.

1.03 Oh, no! I don't have any potato chips.
I think I have some.
Really? Can I have some?
Sure. Help yourself!
Thanks! Do you want some grapes?
Yes, please. Thanks!

3. Play Class CD1 Track 04. Have students listen to the question-and-answer pattern as they listen to the audio. Then have students repeat this pattern after the audio, focusing on natural intonation, rhythm, and speed.

1.04 Can I have some?
Sure. Help yourself!

B Watch the video.

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

1. Play the video. Encourage students to reply to Andy's question: *Do you want some grapes, or some potato chips?* Explain new language, if necessary.

I'm so hungry.
Me, too.
Oh, no! I have grapes, again. I don't have any potato chips.
Oh! I think I have some.
Really? Can I have some?

Sure. Help yourself!
 Thanks! **I love potato chips!**
 Do you want some grapes?
 Yes, please.
Here! Have some.
 Thanks! **Grapes are my favorite.**
Do you want some grapes or some potato chips?

2. Play the video again. Have students raise one hand when they hear a food word. Play the video again. Pause after each exchange and have students repeat the language and mimic the gestures.
3. Model the exchanges in the extended conversation with several students, using gestures. Have students take one role while you take the other, then switch.
4. 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 Practice the words. Make sentences.

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

1. Use Teacher Cards 1–5 to focus on the new vocabulary. Hold up each card, say the word, and have students repeat. Play Class CD1 Track 05 and have students listen and point.

1.05 1. popcorn 2. candy 3. peanuts
 4. crackers 5. potato chips

2. Focus on the sentences in the box. Play Class CD1 Track 06. Have students point to the pictures as they listen to the sentences. Then have them practice the sentences in pairs.

1.06 I have some popcorn. I don't have any candy.
 1. I have some popcorn. I don't have any candy.
 2. I have some candy. I don't have any peanuts.
 3. I have some peanuts. I don't have any crackers.
 4. I have some crackers. I don't have any potato chips.
 5. I have some potato chips. I don't have any popcorn.

D Listen and sing.

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

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

1.07 No Popcorn

I have some candy,
 I have some grapes,
 but I don't have any popcorn.
 No popcorn, no popcorn,
 I don't have any popcorn!

Do you want some grapes?
 I have some, but I don't have any popcorn.
 Do you want some peanuts?
 I have some peanuts, but I don't have any popcorn.

No popcorn, no popcorn,
 I don't have any popcorn.
 I want some popcorn, yes, I do.
 I love popcorn!
 I do, too!

2. Have students clap to the beat as you model the song, line by line, and echo the lines after you.
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 words and phrases that appear more than once.

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

- Use **Beanbag Circle** (p. 18) to practice *I don't have any (candy)/I have some*.
- **Find Someone Who** (p. 19). Prepare a sheet for students to complete, with a question such as *Can I have some (popcorn)?* Give each student a copy of the sheet and a Student Card 1–5. Students move around the room, asking each other the questions. When they find someone who answers *I don't have any (popcorn)*, they move on. When they find someone who answers *Sure. Help yourself!* that student should sign his or her name.

Additional Resources

Workbook pages 2–3
 Online Practice

Unit 1 At School

Let's Learn

Let's Learn

A Learn the words.

1. chalk 2. paint 3. tape 4. scissors
5. glue 6. paper 7. ribbon 8. string

B Ask and answer.

What does he have? He has some chalk.

C Make sentences.

She has some tape. He doesn't have any glue.

D Watch, point, and sing.

Sue Doesn't Have Any Glue

Sue doesn't have any glue.
Sue doesn't have any glue.
Sue has some paper.
Sue has some string.
Sue has a bird,
and it's learning to sing.
Sue has some ribbon.
Sue has some chalk.
Sue has a dog,
and it's learning to talk.

But Sue isn't happy.
No, she's feeling blue.
Sue doesn't have any glue. (Boo hoo!)
Sue doesn't have any glue.

I can do this lesson.

Student Book pages 6–7

Topic:

- School items

Lesson Objective:

- Identifying school supplies and asking about the school supplies others have

Language:

chalk, paint, tape, scissors, glue, paper, ribbon, string

What does he/she have? He/She has some chalk. He/She doesn't have any glue.

Materials:

Teacher Cards 6–13; CD1 Tracks 08–13; Student Cards 6–13 and Unit 1 Song Video (Teacher's Resource Center)

Warm up

- Use **Memory Chain** (p. 19) to review *I have some (popcorn)*. You may give students Student Cards to hold up as cues, or have them play from memory for a bigger challenge.

Pre-teach Language

- Use Teacher Cards 6–13 to introduce the new school supplies vocabulary. Hold up one card at a time as you name the object. Have students repeat each word with you several times.
- Introduce the question-and-answer pattern. Say *What does she have? She has some glue*. Repeat several times. Then ask the question and have students answer.

Student Book page 6

A Learn the words.

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

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

- 1.08 1. chalk 2. paint 3. tape 4. scissors
5. glue 6. paper 7. ribbon 8. string

- Slowly call out the items 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.

- Have students look at the scene and describe what they see. Then play Class CD1 Track 09.

- 1.09 What does he have?
He has some chalk.
- What does he have?
He has some chalk.
 - What does she have?
She has some paper.
 - What does she have?
She has some scissors.
 - What does she have?
She has some paint.
 - What does he have?
He has some glue.
 - What does he have?
He has some string.

2. Give each student one Student Card (6–13) for the items named in the song or use realia. Gesture toward a student and ask *What does (she) have?* Students answer chorally (*She has some (chalk).* 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. Have students listen, clap, and chant along with the drum track. Have students practice in pairs.



See the script for Track 09.

Student Book page 7

C Make sentences.

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

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



1. She has some tape.
2. She has some paper.
3. He doesn't have any paint.
4. He doesn't have any scissors.
5. He doesn't have any glue.

2. Point to the sentences on the page and model the rhythm and intonation for the positive and negative sentences *She has some tape. He doesn't have any glue.* Have students repeat each sentence after you.
3. Play Class CD1 Track 12. Have students listen, clap, and chant along with the drum track.



See the script for Track 11.

4. Have pairs of students use their Student Cards 6–13 to take turns talking about the school supplies.

D Watch, point, and sing.

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

1. Have students look at the picture and name the objects they know.
2. Play the video. Have students raise their hands when they hear the school supplies they know.



Sue Doesn't Have Any Glue

Sue doesn't have any glue. (repeat)
 Sue has some paper.
 Sue has some string.
 Sue has a bird, and it's learning to sing.
 Sue has some ribbon.
 Sue has some chalk.
 Sue has a dog, and it's learning to talk.
 But Sue isn't happy.
 No, she's feeling blue.
 Sue doesn't have any glue. (Boo hoo!)
 Sue doesn't have any glue.

3. Model the song, line by line. Have students clap to keep the rhythm as they repeat after you.
4. Play the video again. Have students sing along. Have students hold up Student Cards 6–13 for the vocabulary they hear. Check pronunciation.

Pronunciation note: Practice linking the final *s* in *has* and the initial *s* in *some*. Begin by drilling the two words separately, enunciating both consonant sounds clearly. Then gradually speed up until the pronunciation mimics natural speech.



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). Have two students at a time come to the front of the class and play the game using either Teacher Cards 6–13 or realia.
- **Concentration** (p. 17). Divide students into small groups to play this game with two sets of Student Cards 6–13. Students say *I have some (chalk)* as they turn over each card.
- **Vocabulary Race** (p. 18). Have students play the game with Student Cards 6–13.

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. magnets 2. scissors 3. calculators 4. colored pencils
5. rubber bands 6. push pins 7. paint brushes 8. staplers

B Ask and answer.

Does she have any magnets? Yes, she does.
No, she doesn't.

C Play a game. Ask your partner.

Do they have any chalk? Yes, they do.
No, they don't.

D Make sentences.

He has some _____ They have some _____
She has some _____ They don't have any _____
I can do this lesson.

Student Book pages 8–9

Topic:

- School items

Lesson Objectives:

- Talking about other people's school supplies
- Asking and answering Yes/No questions

Language:

magnets, scissors, calculators, colored pencils, rubber bands, push pins, paint brushes, staplers

Does he/she have any magnets? Yes, he/she does. No, she doesn't. Do they have any chalk?

Materials:

Teacher Cards 6–21; CD1 Tracks 14–17; Student Cards 6–21 (Teacher's Resource Center)

Warm up

1. **Conversation Lines** (p. 21). Have students stand in two parallel lines facing each other to practice the conversation from Let's Talk.
2. Review the school supplies from Let's Learn. Give students Teacher Cards 6–13 or realia. Gesture to a student and have the class say what that student has: (*He*) *has some (scissors)*. Continue rapidly around the class.

as they hear them. Play the audio again and have students repeat the words.

- 1.14 1. magnets 2. scissors 3. calculators
4. colored pencils 5. rubber bands 6. push pins
7. paint brushes 8. staplers

2. Do a quick practice with the new words. Hold up Teacher Cards 14–21 one at a time and have students name the objects.

Pre-teach Language

1. Introduce the new vocabulary. Hold up Teacher Cards 14–21 one by one, say each word, and have students repeat it chorally with you.
2. Introduce the question and answer. Say *Does he have any staplers? No, he doesn't*. Repeat several times. Then ask the question and have students answer.

Student Book page 8

A Learn the words.

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

1. Play Class CD1 Track 14. Have students listen to the vocabulary and point to the classroom objects

B Ask and answer.

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

1. Have students look at the picture 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 Does she have any magnets?

Yes, she does.

1. Does she have any magnets?

Yes, she does.

2. Does he have any colored pencils?

No, he doesn't.

3. Does she have any staplers?

Yes, she does.

4. Does he have any scissors?

Yes, he does.

5. Does she have any rubber bands?
No, she doesn't.
6. Does he have any paint brushes?
Yes, he does.

2. Divide the class into two groups. Play the audio again. Ask one group to repeat the questions and the other to repeat the answers. Play the audio again and have groups switch roles.
3. Play Class CD1 Track 16. Have students listen, clap, and chant along with the drum track.



See the script for Track 15.

4. Have pairs of students take turns asking and answering questions about the classroom objects in the picture. Then have students ask and answer questions about objects in their classroom.

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.

1. Read the question and answers. Read them again and have students repeat.
2. Give a pair of students Teacher Card 16 (calculators) and ask the class *Do they have any calculators?* Nod your head and say *Yes, they do.* Then give another pair Teacher Card 15 (scissors) and ask *Do they have any magnets?* Shake your head and say *No, they don't.* Exaggerate the head motions as you model the answers.
3. Play Class CD1 Track 17. Have students point to the question and answers they hear.



Do they have any chalk?
Yes, they do.
No, they don't.

4. Have students play the game in pairs. Students toss a game piece on a square, and ask and answer questions about the picture.

D Make sentences.

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

1. Display Teacher Cards 6–21. Practice spelling each word.
2. Have students look at the pictures and write words to make true sentences.

3. Have students take turns reading what they have written aloud. After each sentence, invite the class to spell the vocabulary word together. Then have students point to the picture(s) the sentence describes.
4. Have student pairs practice the sentences together.



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

- **Tic-Tac-Toe** (p. 21). Refer to the pictures in the game on page 9. Point to a picture and ask the first team *Do they have any (chalk)?* If the team answers correctly, they name a spot for an X or an O.
- **Telephone** (p. 18). Divide the class into three or four lines. Whisper a different sentence to the first student in each row. Say *Go!* and have the first student whisper the sentence to the student behind him or her, continuing to the last student in each line. The last student shouts out the sentence they heard. The first team to say the sentence correctly wins.
- **Make a Chant** (p. 19). Hand S1 a Teacher Card. Gesture to the student while you chant the questions and elicit the answers from the class. As you chant *Now it's (Maria)'s turn*, hand another Teacher Card to S1. S1 runs to S2 (Maria) and hands her the card while the class yells:
Go, go, go!
Does she have any (calculators)?
Yes, she does! Yes, she does!
Does she have any (magnets)?
No, she doesn't! No, she doesn't!
(Calculators)? Yes! (Magnets)? No!
Now it's (Maria)'s turn. Go, go, go!

Additional Resources

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

Unit 1 At School

Let's Read

Let's Read

Phonics

A Listen, point, and say.

bl **gl** **pl**

black glass plate

blue glue plant

B Listen, point, and chant.

Big Black Butterfly

Quick! Look at the big black butterfly
Dancing on the little green plant!
Pick up your glass. Now he's on your plate!
He's on your blue gloves! He's beautiful!

C Listen and read along.

Sam's Plant

1. Sam has a little green plant.
He has a glass pot and a blue plate.

2. He puts the plant in the glass pot.
He puts the pot on the blue plate.

3. The plant is big. Oh, no!
Sam doesn't have any glue!

4. Sam puts the plant in a black pot.
The black pot is big!

D Listen and circle.

1. What color is the plate?
a. blue b. black

2. Does Sam have any glue?
a. Yes, he does. b. No, he doesn't.

3. Is the black pot big or little?
a. big b. little

I can do this lesson.

Student Book pages 10–11

Topic:

- Consonant blends /bl/, /gl/, and /pl/

Lesson Objectives:

- Learning words beginning with /bl/, /gl/, and /pl/
- Reading a story that recycles the phonics words and language from previous lessons

Language:

black, blue, glass, glue, plate, plant

Materials:

Teacher Cards 1–27; CD1 Tracks 18–21;
Student Cards 1–27 (Teacher's Resource Center)

Warm up

- Tell students they will be learning about blends. Write *bl* on the board. Then hold up the Teacher Card (23) for blue and say *blue*. Have students repeat with you. Place the card next to the letters *bl*.

Pre-teach Phonics

- Write *bl* on the board next to the *blue* Teacher Card (23). Add *ue* to the right of *bl*. Point to each sound as you say /bl/-ue, then run your hand under the whole word as you say *blue*. Ask students to repeat. Use the same procedure for *black*, *glass*, *glue*, *plate*, and *plant*.
- Ask students to read the phonics words with you. Remove the Teacher Cards and ask students to read each word. Then invite students to place the Teacher Cards (22–27) next to the words.

Student Book page 10

A Listen, point, and say.

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

- Play Class CD1 Track 18 and have students point to the blends and words as they hear them. Then have students listen and repeat the sounds and words.



| | | | |
|------|------|-------|-------|
| 1.18 | /bl/ | black | blue |
| | /gl/ | glass | glue |
| | /pl/ | plate | plant |

- Show students Teacher Cards 22–27 and say the words. Have students concentrate on the initial blend in each word. Then ask students to say the words on the Teacher Cards. Practice the difficult sounds and words as necessary.

B Listen, point, and chant.

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

- Play Class CD1 Track 19. Have students listen and ask them to run their fingers under the words as they listen. Play the chant again and have students join in. Ask them to say the words that begin with /bl/, /gl/, and /pl/.



1.19 Big Black Butterfly

Quick! Look at the big black butterfly
Dancing on the little green plant!
Pick up your glass. Now he's on your plate!
He's on your blue gloves! He's beautiful!

2. Play the audio again and have students do the chant with gestures. Repeat the chant several times, with students in two groups and then in pairs.
3. Provide students with extra practice distinguishing between the /pl/ and /bl/ sounds. Say the following words in random order and have students repeat:
black, blue, blame, blink, blob
plant, plate, plain, plan, play

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 read the words they know. Ask students to point to the words that begin with *bl*, *gl*, and *pl*.
2. Read the story title aloud. Tell students "Sam's Plant" is about a boy who has a plant. The plant grows too big for its pot.
3. **Read along.** Play Class CD1 Track 20. Have 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.20 Sam's Plant

1. Sam has a little green plant.
He has a glass pot and a blue plate.
 2. He puts the plant in the glass pot.
He puts the pot on the blue plate.
 3. The plant is big. Oh, no!
Sam doesn't have any glue!
 4. Sam puts the plant in a black pot.
The black pot is big!
4. **Paired reading.** Have students take turns trying to read the story sentences in pairs.
 5. **Act it out.** Have student pairs get up and act out the story. Have one student narrate the story while and the other acts it out. Students can pantomime the actions or draw pictures for props.

D Listen and circle.

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

1. Read the questions aloud and invite pairs of students to answer them. Give partners a few minutes to discuss all three questions. Then play Class CD1 Track 21 and have students circle the correct answers.

-  I.21
1. What color is the plate?
 2. Does Sam have any glue?
 3. Is the black pot big or little?

2. Review each item to make sure students circled the correct answers.

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

- **Board Race.** Divide the class into teams and give each team a set of Student Cards 1–27. On the board, draw a stick figure boy and girl for each team. Call out a list of items and have a student from each team race to put the correct cards under the correct person. For example, call out *She has popcorn, paper, and scissors*. S1 on each team races to place those cards under their team's girl stick figure. As students become better at the game, make the lists longer and include some "doesn't have" items so students have to listen to the entire sentence.
- **Scrambled Sentences** (p. 19). Write the sentences from "Sam's Plant" on a sheet of paper and cut them into strips. Divide the class into groups of three or four, and give each group a set of sentence strips. Have them read the sentences and put them in order. Ask groups to read their story to see if it makes sense. Play the audio and have students check their sentence order.
- **That's Not Right** (p. 18). Read the story, but change some of the words. When students hear a mistake they call out *That's not right!* and provide the correct sentence.
- **Workbook Activity.** Have students look at the illustrations and identify the words they know in "The Beautiful Butterfly" on Workbook page 9. Then have students read the story for homework or in class.

Additional Resources

Unit 1 Test (Teacher's Resource Center)
Workbook pages 8–9
Online Practice