

Review

Objectives

Review language from Unit 1 and 2.

Contents

1. Vocabulary

Unit 1 and 2.

Materials needed

DVD

Songs for Teachers CD track 6;

Flashcards: Units 1 and 2

different color blocks and cards; Slips of paper.

Warm Up

1. Play track 6 and review the song. Let them listen to the song while singing together. Point out the position where the rat appears in the song. Students should compete to find out the position in the classroom as soon as possible.
2. Let students introduce what they are wearing today. For example, "*This is my raincoat.*"

Language Learning

Say "*Open your books, please*" to the class. Show them *page 26* of the book. Point to the page number in the corner of the book and say, "*Turn to page 26*". Point to your eyes and then to the page where the title is located. Say, "*Look*". Use your fingers as you read the title, *Review*. Point and ask, "*Where's/Where are the ___?*"

Grammar Box

1. Move your fingers to the sentences in the grammar box as you read aloud the sentence patterns.
Where is/are the _____?
Is/Are the _____ _____?
How many _____ are there?
Is/Are there _____ _____ _____?

2. Read the patterns in the grammar box again. This time, have the students repeat after you.

A. Point and ask

1. Point to A. *Point and ask* and read it aloud to the class.
2. Instruct the students to look at the picture and ask them questions using the sentence pattern.

*Note: Instruct them to ask **Where is/Where are _____?** while touching the picture in their books. Do the same procedure and give an answer.*

3. Ask different students this sentence pattern to check whether they understand the usage of the sentence pattern and words or not.

4. Divide the students into two groups until they are familiar with the sentence pattern. One group asks the question, and the other group answers the question. Then exchange the roles to practice.

Tip: Before demonstrating to the students, the volunteers can come to the front to demonstrate first. On one hand, it can let the other students understand how to do the activity, and on the other hand, teacher can check whether students understand what is being done or not.

5. Ask about the singular object picture first. For example, "**Where is the ruler?**" Students answer "**It is on the chair**". Then ask about the plural object picture like "**Where are the mice?**" Then they answer "**They are behind the fox**".

6. Review the question sentence pattern **How many _____ are there?** For example, "**How many books are there?**" Then students answer "**There are ten**". "**How many chairs are there?**" Then they answer "**There are two**".

7. Lastly, ask students the sentence pattern **Is/Are there?** For example, "**Are there five paper clips?**" Students answer "**No, there aren't**". Keep asking "**How many paper clips are there?**" Then they answer "**There are four paper clips**."

8. After the drill of asking and answering, have them close their books and ask some other questions about the pictures like **Where is the pig?/How many pencils are there?** to check students' comprehension.

B. Talk about their clothes

1. Point to the title and read **B. Talk about their clothes**

2. Have students look at the pictures in B. Ask a boy to read the sentence **Her skirt is pink**. And ask another girl read another sentence **His shorts are blue**. Then ask the whole class the meanings of **his** and **her**.

3. Ask a student to say **His socks are white**. Then ask another student to say **Her socks are yellow**.

4. Say to the class "**Please look at their shoes. What color are his sandals?**" Student answers "**His sandals are brown**." Then ask "**What color are her shoes?**" They answer "**Her shoes are purple**."

5. After practicing the content in the book, have students come to the front to introduce the clothes they're wearing and do the authentic oral practice.

6. Teacher can prepare a puppet which is dressed beautifully and let students describe what the puppet is wearing in English.

Language Fun

1. Little Rabbits Pull Radishes

Prepare twenty pieces of radish-shape cards, there are words for each card: **hat, T-shirt, jacket, raincoat, skirt, sweater, boots, pants, shorts, socks, shoes, sandals, these, windy, me, those, rainy, your, my, where**, etc. Teacher tells students that they are rabbits now and they are going to eat dinner. Assign a type of card to use, for example, clothes cards, they have to choose one of the clothes cards as their dinner. Then they turn in the card to teacher.

2. Brave men

Ask students some common questions about daily life. Reward the students who answer correctly. The questions are as follows:

1. How many days are there in a month?

A : Twenty-eight/Twenty-nine/Thirty/Thirty-one.

2. How many seconds are there in a minute?

A : Sixty.

3. How many hours are there in a day?

A : Twenty-four.

4. How many days are there in a week?

A : Seven.

Project: My Closet

Objectives

- Review vocabulary from making clothes
- Review language from Units 1 and 2.

Contents

Vocabulary

- Units 1 and 2.

Materials needed

- Different pieces of color paper
- Unit 1 and unit 2 flashcards
- Scissors, glue, crayons, markers, pencils, erasers, rulers, recycled papers
- Clothes flashcards: a hat, a T-shirt, a jacket, a skirt, a sweater, boots, pant, shorts, cocks, shoes, sandals.

Warm Up and/or Review

1. Review the clothes vocabulary with flashcards, for example, **a hat, a T-shirt, a jacket, a raincoat, a skirt, a sweater** (singular nouns), **boots, pants, shorts, socks, shoes, sandals** (plural nouns). Put these flashcards into a bag and have students draw one card from the bag and read it.
2. Have students describe what they're wearing, for example, *My shorts are blue./His hat is black./Her socks are gray.* Or ask them questions like *"Is this your shirt?"* to start the class. Using the colors and clothes vocabulary together is better for doing the warming up activity.

Language Learning

1. Prepare the actual materials needed to make *My Closet* and display them on the table for all to see. Also, teacher can introduce the new word *closet* to students. Have them guess what the meaning of *closet* is and have them give an answer. Then have them all read the word loudly.

2. Review the items they have learned by using flashcards.
Singular form: a hat, a T-shirt, a jacket, a raincoat, a skirt, a sweater
Plural form: boots, pants, shorts, socks, shoes, sandals

Note: Teach the nouns separately based on singular and plural nouns.

3. Apply each vocabulary into sentence patterns such as the following:

This is my _____.

My shoes are _____.

Are these his _____?

That is her ____.

Project

5. Ask the students to open their Student Books to *page 27* by saying "*Open your books, please.*" Show them page 27 and point to the corner of the book and say "*Turn to page 27*". Point to the top corner of the book and introduce *Project*.

A. Make It!

1. Move your fingers across to *A. Make it!* as you say it out loud.
2. Direct the students eyes to the art materials shown in the steps of section *A*. Show the items necessary to make *My Closet* and review the language again. (scissors, glue, markers)
3. Read and explain the instructions to everyone. Point to the illustrated steps as you read each one aloud.

- 1. Cut A4 paper in half.*
- 2. Tape halves to another A4 paper.*
- 3. Use Catout 6. Cut and color.*
- 4. Fold and glue.*
- 5. Use Cutouts 4 and 5. Color and cut.*
- 6. Fill up your closet.*

4. Read over the steps again. This time have the students read as well.
5. Follow the instructions for each step and have the class create their own *My Closet*, provide assistance when necessary.
Tip: Use thick cardboard to replace A4 paper to so that students can take their closet back home conveniently.

B. Use It!

1. Once the students have completed their projects, ask them to open their books to *page 27* again. Point the next section *B. Use it!* and read its instructions.
2. Read out the following sentences and explain the meaning to students.
 - 1. Face 10 clothing items down on the table.*
 - 2. Try to remember what belongs to your friends.*
 - 3. Win a point for each correct guess.*
3. Teacher plays the character of Jellybean, and invite three other students to play the characters of Popcorn, Donut, Lollipop. Perform the following dialogue together.

- 1) Popcorn: Is this your jacket?*
 - 2) Donut: No, it isn't. My jacket is brown.*
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3) *Jellybean (Teacher): Are these your boots?*

4) *Lollipop: Yes, they are. Thank you.*

5) *Jellybean (Teacher): Yeah! I win a point.*

4. Demonstrate how to use their *My Closets*, invite four others to practice the dialogue with their own closets.

C. Riddle Me

1. Point to **C. Riddle me!** and read it out loud.

2. Explain the title to students. "*Circle the word that doesn't belong. Explain your answer.*"

Possible words: shirt skirt socks jacket boots.

Language Fun

1. Combination-locked Briefcase

□ ✕ ☆ Φ ⊙ ▲ △ ◆ ▲ ⊙ ★ @

a t p n h o b k s c j e

⊙ □ ✕ = _____ <hat> △ ▲ ▲ ✕ ▲ = _____ <boots>

★ □ ⊙ ◆ @ ✕ = _____ <jacket> ☆ □ Φ ✕ ▲ = _____ <pants>

Use the symbols to code words for students to decipher, or let them create their own sentences in code to let other students guess what the sentences mean.

2. False Sheep

Props: a wolf head band and three sheep head bands. Some flashcards include the words from Unit 1 and Unit 2.

Take out four flashcards, for example, eight, fifty, cloudy, zero, and give to four students. They look at the cards in other students' hands, the one who holds a different kind of word has to wear the wolf headband.

Possible categories:

A. sunny windy boots snowy

B. in jacket shirt skirt

C. sweater her your his

Early Literacy

Objectives

- Recognize and apply sentence patterns and vocabulary from Unit 1 and Unit 2
- Point out main idea in a story
- Answer comprehension questions to a story.

Content

1. Grammar

Previously learned sentence patterns interwoven with new language

2. Vocabulary

Various vocabulary words taught from Units 1 and 2 to Early Literacy.

Materials needed

CD 2, tracks 43 – 51;

And different markers and different animal head bands. Several boxes.

Warm Up

Choose one of the following:

1. Show students the pictures in the story, point to the title **Daydream** and read it out loud. Have them repeat after you, and answer the questions based on what they see in the pictures. Make a guess about the story in English or in native language.

Tip: Cover the subtitles in the story so that students can pay more attention to the details of the story.

2. Prepare some color cards which have animal names on them to let students to distinguish the animal names, for example, **tiger, cat, bear, giraffe, mouse, rabbit, elephant, dog, hippo, horse, sheep, turtle, rat**, etc. Let them get familiar with these words in advance so it will be easier for them to accept the story.

Language Learning

1. Say to students with happy voice, "**It's story time! Open your books, please**". Show them pages **28** and **29** of the student book. Point to the page numbers in corner of the book and say, "**Turn to pages 28 and 29.**"

Tip: Students can sit with you in a corner of the classroom to represent a **Story Time Corner**.

2. Point and introduce to the class, **Early Literacy**.

A. Key Words

1. Point to **A. Key Words** (see below) and read it to the class.

2. <Student Book CD 2, track 43> Move your finger down the page and say **Key Words**. Point to each

word under **Key Words** and say, or use *Student Book CD, track 43*.

New vocabulary: *boy, tree, animals, sees, toys, play, classroom, wake up, wait, home, good-bye, sky, stop, daydreaming, chocolate.*

3. Go over again. This time prompt the students to repeat after you.

Note: **Key Words** include either nouns or verbs. These lexicon items are not easy to define to students. Rather, they are presented under the list to familiarize students that they are commonly used in the syntactic structure of English sentences. Our concern for these words is that as long as children can recognize and pronounce them at this early stage, they are on the right track towards improving their reading skills.

4. Point to the words without saying anything. Have the students say them themselves. Help them pronounce the words when necessary.

Note: **Key Words** highlights words or phrases students may have not encountered before. These words are not identified as **high frequency** because they do not necessarily show up often. They are additional language items that occur in the story and which give teachers the option to teach to their students.

B. Listen, look, and learn. Read

1. Point to section **B and read** out the title to the class, ***B. Listen, look, and learn. Read.*** Follow the instructions.

2. < *Student Book CD, track 44, 45*> Either read the story aloud to the class or use *Student Book CD, track 45*, from the beginning to the end.

3. Read or play the audio CD again. As the story is being read, encourage students to **finger-read** by having their fingers run over the words as they listen to the story. After playing the track, ask some questions to check their comprehension about the content, for example, ***Where is Jack? Are there many trees are there?***

4. < *Student Book CD track 46, 47*> Instruct students to turn to pages **30** and **31**, and then say "**Wow! There are so many animals toys. What are they?**" Some students would raise their hands to answer the animals' names, and teacher can check whether the names are right or not. Then teach them animal names as follow: ***tiger, cat, bear, giraffe, mouse, rabbit, elephant, dog, hippo, horse, sheep, turtle.***

5. Play **CD tracks 46-47**, have them repeat after the tracks. Focus on the animal names in this part. Replay the track. When the story starts, do silent reading and point to the words as they are read.

6. < *Student Book CD track 48-49*> Play tracks 48 and 49. Ask "**Do you see a chocolate desk and a chocolate chair?**" Then there are different response from students. Have them look at the picture of a boy licking the chocolate and say "**This is a chocolate desk**". Replay the track to let students follow and read.

7. < *Student Book CD track 50*> Play track 50 to students and do silent reading while pointing at the words as they are read.

8. Have the whole class read out loud the story together until they are familiar with the story and can tell the story fluently.

Tip: Teach the story page by page. Before moving on to the next page, allow students some time to think about what has just been taught. The design of the CD as one page for each section is good for helping teacher to teach step by step.

Language Fun

1. Little Animal Managers

Divide students into two groups: One group plays the role of the manager, and the other group plays the role of animals. The managers say an animal name and the assigned animal has to go to the manager group or go to the place the manager assigns.

2. Weather Boxes

Divide students into four groups and give each group a box. Randomly say a sentence about the weather to let students judge what kind of weather they should draw on the box, for example, *It's a sunny day today*. After they hear the weather, they draw the sunny day on the box and paint their favorite colors. After they finish the drawing, collect and see which box is most beautiful.

Little Story Teller

Objectives:

- Recognize and apply sentence patterns and vocabulary from previous lessons
- Point out main idea in a story
- Answer comprehension questions to a story
- Organize a sequence of events by retelling a story
- Resolve an activity together with others.

Content

1. Grammar

Previously learned sentence patterns interwoven with new language

2. Vocabulary

Various vocabulary words taught from Units 1 and 2 to Early Literacy.

Materials needed

Student Book *CD 2, track 51*; Slips of recycled paper.

Warm Up

Choose one of the following:

1. Ask some questions about Daydreaming to let students memorize the plot of the story. Reread the subtitles of the characters in the story to let students guess which character is being playing.
2. Have students repeat sentences from the story, for example, *What are those?* or *Stop daydreaming!* these kinds of easy sentences can build their confidence to restate the story by themselves.

Language Learning

C. Number, then try to retell the story

1. Direct students to open their books. Show them page 35 and say, "*Turn to page 35*". Once they are on the page, say, *Look*. Use your fingers as you read the title, *Little Story Teller* and the instructions below, *Number, then try to retell the story*.
2. Ask the students to describe the illustrations in each frame. Then explain to the students the story is out of order. Ask the students to put each illustration back in order from start to finish numbering each one in the space provided in the corner of each illustration.
3. When the students finish ordering the story, they can go into pairs or into small groups. Have them

retell the story together using their own words with the pictures as guides.

Note: Some students may not be able to retell the story well, so encourage them to retell the story in their own words as much as possible. Those who are only able to say a few words need to begin a new reading ability step.

4. Reward the students who perform or progress well.

D. True or False/ Mark with a T or F

1. <Student CD track 51> Place a hand over your ear and say "*Listen carefully*". Play the track 51 or read it out loud to the class.

2. Point and read to the class the section below the illustrations, *True or False?* Have the students mark a check under *T* if the statement is correct and *F* if the statement is false. demonstrate the first question and then help the students to check the right answer for each one when necessary.

(Answers: 1. T; 2.T; 3.F).

Language Fun

1. Little Weather Predictor

Let students see different kinds of weather pictures, for example, some famous cities pictures. Ask students to come to the front and say the weather name to others, or teacher can say the city name first and let students describe the weather of the city. For example, *Shanghai. It's a windy day / Taipei. It's a stormy day.*

2. Story Platform

Ask students to draw things they saw in their dreams on the whiteboard. After all the students finish drawing, ask the class to introduce their own story to the others.