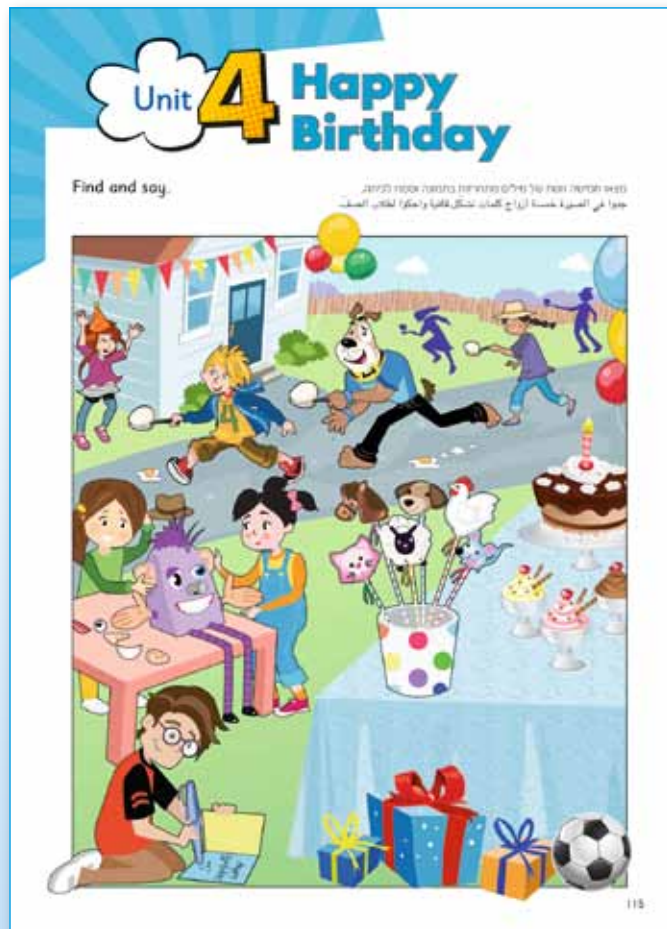


Unit 4

page 115



In this unit the pupils will learn:

- To talk about things they can do and the location of people
- To name parts of the body, animals and food items
- The letters Ff, Yy, Rr, Uu, Kk, Ww, Zz, Qq, Vv, Xx
- The story *Pinocchio*

Task

Make a party mini-book.

Chit Chat

- Say the chant *Look, look* from page 20 in this Teacher's Guide.
- Tell the pupils to turn to page 27 and look at Exercise 4. Invite the pupils to say which fruit they want from the exercise in the book. For example: *I want green apples, please.*
- **Suggestion:** Put different food and fruit on the table and invite two pupils to role play a sales assistant (Pupil A) and a customer (Pupil B) using the following dialogue as the model:
Pupil A: Hello, how are you?
Pupil B: I'm fine, thank you.
I want (*name of food / fruit*), please.
Pupil A: This is for you.
Pupil B: Thank you.

Review

- Choose a pupil to name a letter the class has learned. Ask the pupils to name as many words as they can that begin with that letter. Repeat with different letters.

Find and say.

Find five rhyming pairs in the picture and tell the class.

- Tell the pupils to look at the picture on page 115 and guess what they are going to learn in the unit. Invite the pupils to name the characters and elicit where the characters are (*a birthday party*). Teach the word *party* and explain that the unit takes place at the party.
- Tell the pupils to find a pair of rhyming items in the picture (*cat / hat, house / mouse, hen / pen, door / four, egg / leg*). Have one pupil give an example. Invite them to find four more pairs of rhyming items.
- Ask the pupils to name the animals in the picture. Ask them to name the parts of the body they see on the monster. Name some of the parts of the body the pupils don't know and tell them they will learn these in the unit. Repeat with other items in the picture.

pages 116-117

Part 1

NEW VOCABULARY (for the teacher)

family	fish	pet	birthday	There's a ...
card	swim	you	Happy birthday	

1 Talk, stick and listen.

1. Listen and write ✓ or ✗.

2. Listen and write ✓ or ✗.

3. Listen and write ✓ or ✗.

4. Listen and write ✓ or ✗.

5. Listen and write ✓ or ✗.

6. Listen and write ✓ or ✗.

7. Listen and write ✓ or ✗.

Unit 4: Part 1

3 Chant and point.

It's My Birthday

4 Listen, match and write.

1. Tam

2. Jen

3. Pat

4. Don

5.

5 Talk and name.

A: There's a gift on the card.
B: It's a card.

New Words

- Teach the new words. See *How to Teach New Words* in the Introduction to this Teacher's Guide.
- Play *Vanishing Cards*. See page xvi for instructions.

1 Talk, stick and listen.

Talk about the picture and stick the stickers. Then listen to the dialogue.

- Elicit that the scene is a birthday party for Ann and Bob. Say *There's a gift on the table* and elicit the meaning. Tell the pupils to repeat your sentence and use it as a model to say sentences about the picture.
- Ask *Who is mad?* and elicit the meaning of the question. Repeat with *What is on the card?* *Where is the ball?* and *Where are the gifts?*
- Tell the pupils to stick the stickers from sticker page 3 at the back of the book in the following order:

1. card	4. swim	7. you
2. birthday	5. pet	
3. family	6. fish	

- Play the recording and tell the pupils to point to the items and people that are mentioned.

Listening script

Boy: Happy birthday, Bob! I have a gift for you.
 Bob: Wow! A red fish! It's swimming. Thank you.
 Boy: You're welcome.
 Girl: Happy birthday, Ann! I have a gift for you. I have a card for you too. There's a balloon on the card.
 Ann: Thank you.
 Girl: You're welcome.
 Bob: Ann, look! A fish. Now I have a pet.
 Ann: I like the fish.
 Bob: I like our birthday. I like our family and friends.
 Jet: Look! There's a ball on the chair. Let's play.
 Girl: There's a pizza on the table. Let's eat.
 Mom: Oh no! The pizza. The salad. Stop, Nat, stop!

- Ask the pupils some of the following questions in English and in the pupils' own language. They may use their own language to answer the questions.

1. *What gift does Bob get?*
2. *Where is the balloon?*
3. *Why does Mom say "Stop, Nat, stop!"?*

2 Listen and write ✓ or ✗.

Listen and write ✓ for true or ✗ for false.

- Play the recording and tell the pupils to write ✓ if the picture matches the description or ✗ if it doesn't.

Listening script

1. I have two pets.
2. I have a big family.
3. I like to swim.
4. You have a green ball.
5. There's a car on the card.
6. There's a fish near the lamp.

- Play the recording again and tell the pupils to check their answers.

3 Chant and point.

Chant and point to the correct items.

- Tell the pupils to name the items they see in the pictures.
- Play the recording of the chant *It's My Birthday* and tell the pupils to point to the items that are mentioned.

Listening script

Hey there, friends.

It's my birthday!

Come and sing.

Come and play.

This is fun!

Can you see?

All the cards,

And gifts for me.

Hey there, friends.

It's my birthday!

Come and sing.

Come and play.

- Teach the chant. See *How to Teach Songs and Chants* in the Introduction to this Teacher's Guide.
- Play the recording again and invite the pupils to chant along.

4 Listen, match and write.

Listen and draw a line to match each child with a pet. Then write the child's name under the pet.

- Ask the pupils to read the names of the children.
- Play the recording and tell the pupils to point to the pictures of the children and the pets as they are mentioned.

Listening script

Girl 1: Hi, I'm Pat. It's my birthday. I want a pet for my birthday.

Mom: Look, Pat! There's a dog. It's running.

Girl 1: I like the dog. It's fast.

Boy 1: Hi, I'm Tom. It's my birthday. I want a pet for my birthday.

Mom: Look, Tom! There's a fish. It's swimming.

Boy 1: I like the fish. It's yellow.

Boy 2: Hi, I'm Dan! It's my birthday. I want a pet for my birthday.

Mom: Look, Dan! There's a rabbit. It's eating a carrot.

Boy 2: I like the rabbit. It's soft.

Girl 2: Hi, I'm Jen. It's my birthday. I want a pet for my birthday.

Mom: Look, Jen! There's a cat. It's playing.

Girl 2: I like the cat. It's bad.

- Play the recording again and tell the pupils to draw lines between the children and the pets they want. Tell them to write the correct name under each pet.

5 Talk and name.

Choose a card and describe it to your friend. Your friend names the card.

- Describe a card using the structure *There's a*. For example: *There's a gift on the card. There's a balloon on the card.* Invite a pupil to name the card you described (*Card B*). Say the sentences again and tell the pupils to repeat.
- Tell the pupils to work in pairs. Pupil A describes a card using your sentences as a model; Pupil B names the card. Then tell them to switch roles.

Aa Bb Cc Dd Ee **Ff** Gg Hh Ii Jj Kk Ll Mm

6 Sing and write.

1. Fish 2. Farm 3. Family

Yy 1. Sun 2. Yo-yo

7 Listen and write.

1. 2. 3. 4. 5. 6.

I can read

8 Read the words.

fan fat fad fast
yes yen yet pet
ball tall fall small
yo-yo gift soft plan It's

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx **Yy** Zz

Unit 4: Part 1

9 Color "want".

want

10 Read the story.

1 Nat: I want the small gift.
Cat: I want the big gift.

2 Nat: Look at the small gift.
Cat: It's a yo-yo.

3 Nat: Look at the big gift.
Cat: It's a ball.

4 Cat: Look at the gift.
Nat: It's a panda.
It's soft.

5 Jet: I have a plan.
Nat: Stop, Jet. Stop!

Go to Practice, page 212

6 Sing and write.

Sing the songs and write the new letters.

- Review the letters **Ll** and **Jj**. Write the letters on the board. Ask the pupils what sound the letter **l** makes and what words begin with **l**. Repeat with the letter **j**.
- Point to the pictures on the left (*fish, farm, family*) and have the pupils name them. Ask what sound all these words start with and explain that /f/ is the sound the letter **f** makes.
- Invite the pupils to say other words and names that begin with the letter **f**.
- Tell the pupils to sing the alphabet song and stand up when they say a letter they have learned. Tell them to sing again and stop at the letter **f**.
- Teach the letter song. See *How to Teach Songs and Chants* in the Introduction to this Teacher's Guide.
- Play the recording. Invite the pupils to sing along and do the motions.

Listening script

Hello, hello, F, F

What do you say? /f/, /f/, /f/

Say it when you clap: /f/, /f/, /f/

Say it when you snap: /f/, /f/, /f/

Say it fast: /f/, /f/, /f/, /f/, /f/

Say it slow: /f/, /f/

Say it again before you go: /f/, /f/, /f/

- Tell the pupils to point to the letter **Ff** in the alphabet strip at the top of the page.
- Tell the pupils to practice writing capital **F** in the air, on the back of their hand or on a friend's back. Then tell them to practice writing **F** on the lines provided.
- Repeat with lower case **f**.
- Say words that begin with **s** or **f**. For example: *sing, family, friend, school, five, sad, fish, seven, fun*. Tell the pupils to hold up one hand when they hear a word that begins with **f**, and two hands when they hear a word that begins with **s**.
- Introduce the letter **y**.
- Point to the pictures on the right (*yellow, yo-yo*) and have the pupils name them. Ask what sound these words start with and explain that /y/ is the sound the letter **y** makes.

- Invite the pupils to say other words and names that begin with the letter **y**.
- Teach the letter song. See *How to Teach Songs and Chants* in the Introduction to this Teacher's Guide.
- Play the recording. Invite the pupils to sing along and do the motions.

Listening script

Hello, hello, Y, Y

What do you say? /y/, /y/, /y/

Say it when you clap: /y/, /y/, /y/

Say it when you snap: /y/, /y/, /y/

Say it fast: /y/, /y/, /y/, /y/, /y/

Say it slow: /y/, /y/

Say it again before you go: /y/, /y/, /y/

- Tell the pupils to point to the letter **Yy** in the alphabet strip at the top of the page.
- Tell them to practice writing capital **Y** in the air, on the back of their hand or on a friend's back. Then tell the pupils to practice writing **Y** on the lines provided.
- Repeat with lower case **y**.
- Say words that begin with **f** or **y**. For example: *fish, yellow, fast, floor; yes, yoyo, family, you, four, frisbee*. Tell the pupils to listen and hold up one hand when they hear a word that begins with **f**, and two hands when they hear a word that begins with **y**.

7 Listen and write.

Listen and write the first letter of each word.

- Write the letters **Ff**, **Yy** and **Jj** on the board. Then tell the pupils to circle these letters on the letter strip at the top of the page.
- Play the recording and tell the pupils to write the first letter of each word.

Listening script

- | | | |
|-----------|-----------|-----------|
| 1. family | 2. yellow | 3. juice |
| 4. fish | 5. floor | 6. yogurt |

- Play the recording again and tell the pupils to check their answers.

I can read

8 Read the words.

- Tell the pupils to read the words in each group.
- Tell the pupils to circle the word *yes*. Elicit the meaning. Repeat with *ball* and *tall*. Point out the sound of *all* in *ball, tall, fall* and *small*.
- Encourage the pupils to read the challenge words in purple.

9 Color "want".

- Read the sight word *want* out loud for the pupils. Then tell them to repeat and review the meaning
- For additional suggestions, see *How to Teach Sight Words* in the Introduction to this Teacher's Guide.
- Ask the pupils to name the letters they know in *want*.
- Tell the pupils to color the letters they know in blue and the letters they don't know in yellow.

Jet Notebook

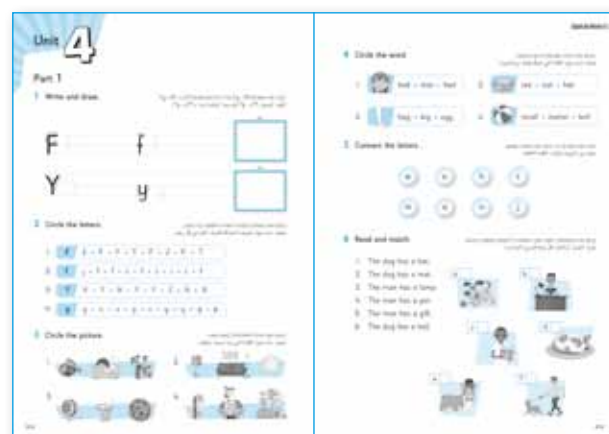
- Tell the pupils to trace over the letters **f** and **y** with blue and black markers.
- Tell the pupils to form the word *jam*. Then tell them to change the first and last letter to form new words. Repeat with the word *fat*.
- Invite the pupils to form the word *yes*. Then invite half the class to form the word *no*.
- Ask Yes / No questions and have the pupils hold up the correct word to answer the questions. For example: *Is it cold? Is it hot?*

10 Read the story.

- Ask the pupils to name the characters and items in the story.
- Tell the pupils to find *want* in the story, review its meaning and highlight it in green. Repeat with *small* and highlight it in yellow. Then tell them to find *It's* and highlight it in blue.
- Play the recording and tell the pupils to follow along.
- Read the first word in Frame 1 (*I*). Point to the next word (*want*) and tell the pupils to read it together. Read the next word alone (*the*). Point to the next word (*small*) and tell the pupils to read it together. Point to the last word (*gift*) and tell the pupils to read it. Repeat with the rest of the story, alternating between yourself and the pupils.

Practice Pages

- Tell the pupils to do the exercises on pages 212-213 independently.



pages 120-121

Part 2

NEW VOCABULARY (for the teacher)
 under umbrella jump party Put ...
 game foot glad Play a game.

1 Talk, stick and listen.

2 Listen and circle.

3 Sing and point.

4 Listen, talk and draw.

5 Put a house on green.

Unit 4: Part 2

3 Sing and point.

4 Listen, talk and draw.

5 Put a house on green.

Chit Chat

- Tell the pupils to turn to page 85. Say *There's a sheep on the farm*. Invite the pupils to say sentences about the picture using your sentence as a model.
- Tell the pupils to open their book to page 116 and look at the picture. Tell them to work in pairs and practice the following dialogue:
 Pupil A: Happy birthday, Bob! I have a gift for you.
 Pupil B: A fish! Thank you! I want a pet.

Review

- Challenge the pupils to say as many words as they can connected to a birthday party.

New Words

- Teach the new words. See *How to Teach New Words* in the Introduction to this Teacher's Guide.
- Ask the pupils which of the new words rhymes with *name (game)*.

- Point out the pronunciation of multi-syllable words. Say *un* and *der* and ask the pupils to say what word it is (*under*). Repeat with the words *umbrella* and *party*.
- Play *Kim's Game*. See page xiv for instructions.

1 Talk, stick and listen.

Talk about the pictures and stick the stickers. Then listen to the dialogue.

- Elicit that the characters are at a party.
- Ask the pupils *What can you see in the pictures?* Tell them to name the characters and items in the pictures using the structure *I can see*.
- Elicit that the children are jumping in Picture 1 and Nat is watching them. Elicit that the children are playing a game and Nat is jumping in Picture 2.
- Tell the pupils to circle Ann's foot and Bob's foot.
- Tell the pupils to stick the stickers from sticker page 3 at the back of the book in the following order:
 1. game 4. umbrella 7. glad
 2. foot 5. under
 3. party 6. jump

- Alternatively, save the stickers to use as review in the next lesson.
- Say *Put a pencil under your book* and have the pupils follow your instruction. Repeat with *Put a pencil in / on / near your book*. Then give the pupils additional instructions with *in*, *on*, *under* and *near* using other classroom items. For example: *Put a notebook under your pencil case. Put an eraser on your desk.*
- Play the recording and tell the pupils to point to the items that are mentioned.

Listening script

Frame 1

Nat: It's a birthday party. The boys and girls are jumping! Hmm ... I want to jump.

Frame 2

Bob: Let's play a game. Where's Jet?
Hmm ... I see Jet under the table.
I see Grandpa under the table too.
Where's Ann? I see your foot, Ann.
You are under the balloons.

Boy: This is fun!

Mom: I'm glad the party is fun. Hey, Grandma, there's an umbrella on the table. Please put the umbrella in the house.

Nat: Look at me! Hee, hee, hee!

Grandma: Oh no, Nat!

- Ask the pupils some of the following questions in English and in the pupils' own language. They may use their own language to answer the questions.
 - What can Nat see?
 - Where is Jet?
 - Who is under the balloons?
 - What is on the table?

2 Listen and circle.

Listen and circle the correct picture.

- Say *The boy has a game and a bag* and tell the pupils to point to the correct picture. Repeat with *The boy has an umbrella and a bag*.
- Play the recording and tell the pupils to point to the pictures as they are described.

Listening script

- Put the umbrella in your bag.
- Let's play a game.
- This is fun. I like your party.
- The card is under the gift.
- I'm glad it's sunny.
- My foot is on the chair.

- Play the recording again and tell the pupils to circle the correct pictures.

3 Sing and point.

Sing the song and point to the correct characters.

- Play the recording of *Come On, Friends!* and tell the pupils to point to the correct characters.

Listening script

Come on, friends!

Let's play a game.

Stand up and jump.

Now say your name.

Come on friends!

This game is for you.

Put a hand on yellow.

Put a foot on blue.

- Teach the song. See *How to Teach Songs and Chants* in the Introduction to this Teacher's Guide.
- Play the recording again and invite the pupils to sing along.

4 Listen, talk and draw.

Listen and draw the items on the correct circles. Then tell your friend what to draw in the other circles.

- Elicit that the pupils are looking at a mini Twister mat. Say *Put a hand on red* and elicit the meaning. Tell the pupils to follow the instruction by drawing a hand in one of the red circles on the Twister mat. Point out that they can use the sketch of the hand next to the Twister mat as a model.
- Tell the pupils to draw each item according to the instructions they hear. Remind them to use the sketches as models.

Listening script

- Put a hand on green.
- Put a foot on blue.
- Put a ball on red.
- Put an umbrella on blue.
- Put a fish on yellow.

- Say *Put a house on green*. Tell the class to repeat your sentence and follow the instruction. Invite a pupil to give an instruction using your sentence as a model. Tell the class to repeat the pupil's sentence. Repeat with additional instructions from the pupils.
- Tell the pupils to work in pairs to tell each other what to draw in the remaining colored circles of the Twister mat using your sentence as a model.
- Suggestion:** Bring in a Twister mat and play Twister.

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm

5 Sing and write.

1. Rabbit 2. Robot 3. Run 4. Umbrella 5. Under

Rr Uu

6 Listen and write.

1. Rabbit 2. Robot 3. Run 4. Umbrella 5. Under

I can read

7 Read the words.

rod rid red rent jump bump lump lamp run sun fun fin fast carrot rabbit under family

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

8 Read and tick (✓).

A Red
Red is a rabbit.
She is fast.
She has a carrot.
She has a big family.

B Gus
Gus is a man.
He is small.
He has a pen.
He has a lamp.
The pen is under the lamp.

9 Write and read.

The rabbit is fast.

1. The rabbit is fast. 2. 3.

Go to Practice Page 214

5 Sing and write.

Sing the songs and write the new letters.

- Review the letters **Ff** and **Yy**. Write the letters on the board. Ask the pupils what sound the letter **f** makes and what words begin with **f**. Repeat with **y**.
- Point to the pictures on the left (*rabbit, robot, run*) and have the pupils name them. Ask what sound all these words start with and explain that /r/ is the sound the letter **r** makes.
- Invite the pupils to say other words and names that begin with the letter **r**.
- Teach the letter song. See *How to Teach Songs and Chants* in the Introduction to this Teacher's Guide.
- Play the recording. Invite the pupils to sing along and do the motions.

Listening script

Hello, hello, R, R

What do you say? /r/, /r/, /r/

Say it when you clap: /r/, /r/, /r/

Say it when you snap: /r/, /r/, /r/

Say it fast: /r/, /r/, /r/, /r/, /r/

Say it slow: /r/, /r/

Say it again before you go: /r/, /r/, /r/

- Tell the pupils to point to the letter **Rr** in the alphabet strip at the top of the page.
- Tell the the pupils to practice writing capital **R** in the air, on the back of their hand or on a friend's back. Then tell the pupils to practice writing **R** on the lines provided.
- Repeat with lower case **r**.
- Say words that begin with **r** or **y**. For example: *red, yoyo, you, robot, run, yes, rabbit*. Tell the pupils to listen and hold up one hand when they hear a word that begins with **r**, and two hands when they hear a word that begins with **y**.
- Introduce the letter **u**.
- Point to the the pictures on the right (*umbrella, under*) and have the pupils name them. Ask what sound these words start with and explain that /u/ is the sound the letter **u** makes.
- Suggestion:** Explain that the letter **u** is a vowel. Have the pupils name the other vowels they have learned (*a, e, i* and *o*). Draw a smiley face to show the vowels and point out each of the letters. See page 100 for an example.
- Remind the pupils that the vowels replace "nikud" in Hebrew / Arabic.

- Teach the letter song. See *How to Teach Songs and Chants* in the Introduction to this Teacher's Guide.
- Play the recording. Invite the pupils to sing along and do the motions.

Listening script

Hello, hello, U, U

What do you say? /u/, /u/, /u/

Say it when you clap: /u/, /u/, /u/

Say it when you snap: /u/, /u/, /u/

Say it fast: /u/, /u/, /u/, /u/, /u/

Say it slow: /u/, /u/

Say it again before you go: /u/, /u/, /u/

- Tell the pupils to point to the letter **Uu** in the alphabet strip at the top of the page.
- Tell the pupils to practice writing capital **U** in the air, on the back of their hand or on a friend's back. Then tell the pupils to practice writing **U** on the lines provided.
- Repeat with lower case **u**.
- Say words that begin with **a** or **u**. For example: *apple, under, astronaut, up, avocado, umbrella, ambulance*. Tell the pupils to hold up one hand when they hear a word that begins with **a**, and two hands when they hear a word that begins with **u**.

Jet Notebook

- Tell the pupils to trace over the letter **r** in a blue or black marker and the letter **u** in a red marker.
- Tell the pupils to form the word *cat* and to then change it to *cut*.
- Tell the pupils to watch your mouth as they listen to you say the words. Point out that you open your mouth wide to make the /a/ sound in *cat*. Point out that you open your mouth a little bit to make the /u/ sound in *cut*.
- Ask the pupils to form and read other pairs of words. For example: *bag / bug, ran / run, hat / hut*.

6 Listen and write.

Listen and write the first letter of each word.

- Write the letters **Rr**, **Uu**, **Gg** and **Pp** on the board. Then tell the pupils to circle these letters on the letter strip at the top of the page.
- Play the recording and tell the pupils to write the first letter of each word.

Listening script

- | | | |
|----------|----------|--------|
| 1. under | 2. rest | 3. red |
| 4. glad | 5. party | 6. up |

- Play the recording again and tell the pupils to check their answers.

I can read

7 Read the words.

- Tell the pupils to read the words in each group.
- Tell the pupils to circle the word *jump*. Elicit the meaning. Repeat with *run, red, carrot*.
- Encourage the pupils to read the challenge words in purple.

8 Read and tick (✓).

Read the texts. Then read the sentences and tick (✓) *Yes* for true and *No* for false.

- Read the title of the first text and elicit that it is a name.
- Tell the pupils to find the word *she*, review its meaning and highlight it in green. Tell them to find *has*, review its meaning and highlight it in yellow.
- Play the recording or read the first text out loud and tell the pupils to follow along.
- Direct the pupils to the sentences in the chart. Read the first sentence. Elicit the meaning. Point out that the *No* box is ticked because the sentence isn't true. Tell the pupils to find the sentence in the text that proves that Red isn't a cat.
- Tell the pupils to complete the chart for the remaining sentences. Then repeat with the second text.

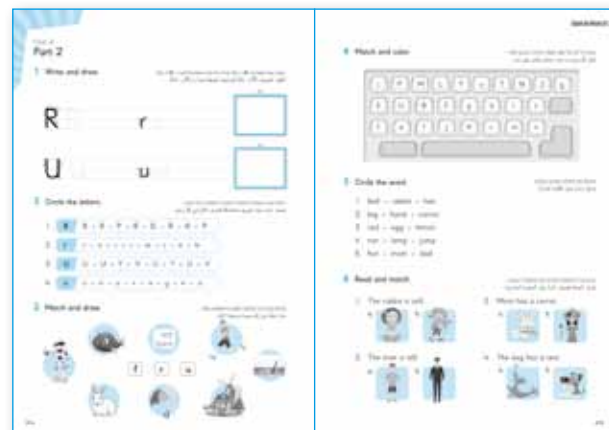
9 Write and read.

Write two sentences about the picture and read them out loud.

- Read the example sentence *The rabbit is fast* out loud. Ask the pupils to say sentences about the pictures using the structure *The (person / animal) is (adjective)*.
- Tell the pupils to write two sentences about the person / animals using the chart provided.

Practice Pages

- Tell the pupils to do the exercises on pages 214-215 independently.



New words: king, water, window, queen, eyes, ears, monkey
Language structures: I can ... , me

New letters: Kk, Ww

Sight word: boy

Materials: Flashcards of new words, *Look, the*

pages 124-125

Part 3

NEW VOCABULARY (for the Teacher)

king	water	window	queen	I can ...
eyes	ears	monkey		me

1 Talk, stick and listen.

2 Listen and number.

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Unit 4: Part 3

3 Sing and point.

Eyes and Ears

4 Listen, find and tick (✓).

1.						
2.						
3.						
4.						

5 Talk and tick (✓).

I can ...

1.					
2.					

125

Chit Chat

- Play *Simon Says* to practice the instruction *Put* and to review vocabulary.
- Stop the game by saying *Now stop and play the game with your friend(s)*.
- Have the pupils play the game in pairs or small groups, taking turns giving the instructions.

Review

- Sing *Come On, Friends!* from page 121.
- Tell the pupils to turn to page 93 and invite them to read the story in pairs.

New Words

- Teach the new words. See *How to Teach New Words* in the Introduction to this Teacher's Guide.
- Ask the pupils which of the new words rhymes with *sing* (*king*). Ask the pupils which of the new words rhymes with *green* (*queen*).
- Play *The Sequence Game*. See page xvi for instructions.

1 Talk, stick and listen.

Talk about the picture and stick the stickers. Then listen to the dialogue.

- Ask *What can you see in the pictures?* Tell the pupils to name the characters and items in the pictures using the structure *I can see*. Elicit that the characters are at a party. Elicit that they are playing a game.
- Tell the pupils to point to the *king*. Repeat for the *queen*, *monkey*, *cookie* and *kangaroo*.
- Tell the pupils to circle Jet's eyes. Repeat with Ann's eyes.
- Ask *Who is near the window?* and *Who has water?*
- Tell the pupils to stick the stickers from sticker page 3 at the back of the book in the following order:

1. eyes	4. king	7. ears
2. monkey	5. queen	
3. window	6. water	
- Alternatively, save the stickers to use as review in the next lesson.

- Jump up and down and say *I can jump*. Elicit the meaning and tell the pupils to repeat your sentence. Repeat with other verbs the pupils know (*run, sing, eat, play*). Invite a pupil to name actions they can do using your sentence as a model.
- Play the recording and tell the pupils to point to the characters and items as they are described.

Listening script

Girl: Look at me. I'm a queen. I can sing.
 Boy: Look at me. I'm a kangaroo. I can jump.
 Mom: Look at the window.
 Dad: What do you see?
 Mom: I see a king.
 Dad: Look at Bob. Look at the monkey. Oh no!
 Bob: Ahhh! Look at me. There's water in my eyes. There's water in my ears. There's water in my mouth. The water is cold.
 Dad: Nat is the monkey. Nat is bad.

- Ask the pupils some of the following questions in English and in the pupils' own language. They may use their own language to answer the questions.
 1. *Who can sing?*
 2. *Who can jump?*
 3. *What can Mom see?*
 4. *Why is Bob sad?*
 5. *Who is bad?*

2 Listen and number.

Listen and write the correct number for each picture.

- Tell the pupils to name the characters and items in the pictures.
- Say *The queen has a game* and tell the pupils to point to the correct picture. Repeat with *Mom has water*.
- Play the recording and tell the pupils to point to the correct pictures.

Listening script

Number 1: The king has a gift.
 Number 2: The boy has blue eyes.
 Number 3: The game is near the window.
 Number 4: My ears are cold.
 Number 5: I want some water, please.
 Number 6: The queen has a game.

- Play the recording again and tell the pupils to write the correct number for each picture.

3 Sing and point.

Sing and point to the correct parts of the body.

- Play the recording of the song *Eyes and Ears* and tell the pupils to point to the correct parts of their body.

Listening script

Eyes and ears, mouth and nose, mouth and nose.
 Eyes and ears, mouth and nose, mouth and nose.
 Eyes and ears and mouth and nose.
 Eyes and ears, mouth and nose, mouth and nose.

- Teach the song. See *How to Teach Songs and Chants* in the Introduction to this Teacher's Guide.
- Play the recording again and invite the pupils to sing along and point to the correct parts of their body.

4 Listen, find and tick (✓).

Listen and tick (✓) the correct answers on the chart. There are two extra pictures.

- Tell the pupils to describe the characters at the top of the chart.
- Play the recording and tell the pupils to point to the characters as they are described.

Listening script

1. My eyes are blue. My nose and mouth are too.
2. I'm a monkey and I'm brown. I can jump up and down.
3. I'm big and tall. I have water and a ball.
4. I'm fat and green. I'm not the queen.

- Play the recording again and tell the pupils to tick the correct character for each riddle.
- Check the pupils' answers. Point out that the queen and the monkey with the blue ball aren't described.

5 Talk and tick (✓).

Talk to two friends and tick (✓) the things they can do.

- Ask the pupils to name the actions shown in the first three pictures at the top of the chart (*jump, sing, run*). Then say *I can eat 10 cookies* and tell the pupils to repeat and point to the picture. Repeat with *I can play a game*.
- Make a quick sketch of the chart on the board.
- Invite a volunteer to demonstrate with you. Tell the pupil to describe an action he / she can do, using your sentences as models. Tick the appropriate place in the chart on the board for the action he / she can do. Invite the class to repeat the sentence. Repeat for the remaining actions on the chart.
- Tell the pupils to work with a friend to complete the chart. Explain that Pupil A says sentences about actions he / she can do, using the model sentences; Pupil B ticks the appropriate actions in his / her book. Then tell them to switch roles. Tell the pupils to repeat with another friend to complete the chart.

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj **Kk** Ll Mm

6 Sing and write.

Ww

7 Listen and write.

1. 2. 3. 4. 5. 6.

I can read

8 Read the words.

him rim Tim swim king wing sing song duck back luck black dragon umbrella grandma grandpa up

Nn Oo Pp Qq Rr Ss Tt Uu Vv **Ww** Xx Yy Zz

9 Trace and write.

boy

10 Read the story.

1 Look at the boy. He is a king. He can sing.

2 Look at Jet. He is a dragon. He can run.

3 Ann: Look at grandma. She is a lemon. Bob: Look at grandpa. He is a banana. Jet: Look up in the tree. It's Nat!

4 I have a big umbrella.

5 Jet can help. Stop, Jet. Stop!

Go to Practice, page 216

6 Sing and write.

Sing the songs and write the new letters.

- Review the letters **Rr** and **Uu**. Write the letters on the board. Ask the pupils what sound the letter **r** makes and what words begin with **r**. Repeat with **u**.
- Point to the pictures on the left (*king, kitchen, kangaroo*) and have the pupils name them. Ask what sound all these words start with and explain that /k/ is the sound the letter **k** makes.
- Elicit that the letter **c** also makes the /k/ sound. Point out that **c** and **k** together (**ck**) also makes the /k/ sound. Tell the pupils they will be reading words with **ck**, such as *black* and *duck*.
- Invite the pupils to say other words with **k**.
- Teach the letter song. See *How to Teach Songs and Chants* in the Introduction to this Teacher's Guide.
- Play the recording. Invite the pupils to sing along and do the motions.

Listening script

Hello, hello, K, K

What do you say? /k/, /k/, /k/

Say it when you clap: /k/, /k/, /k/

Say it when you snap: /k/, /k/, /k/

Say it fast: /k/, /k/, /k/, /k/, /k/

Say it slow: /k/, /k/

Say it again before you go: /k/, /k/, /k/

- Tell the pupils to point to the letter **Kk** in the alphabet strip at the top of the page.
- Tell the pupils to practice writing capital **K** in the air, on the back of their hand or on a friend's back. Then, tell the pupils to practice writing **K** on the lines provided.
- Repeat with lower case **k**.
- Say words that begin with **k** or **u**. For example: *kitchen, under, umbrella, king, kangaroo, up, ketchup*. Tell the pupils to listen and hold up one hand when they hear a word that begins with **k**, and two hands when they hear a word that begins with **u**.
- Introduce the letter **w**.
- Point to the pictures on the right (*woman, window, water*) and have the pupils name them. Ask what sound all these words start with and explain that /w/ is the sound the letter **w** makes.

- Invite the pupils to say other words and names that begin with the letter **w**. Point out that the letter **w** doesn't exist in Hebrew.
- Teach the letter song. See *How to Teach Songs and Chants* in the Introduction to this Teacher's Guide.
- Play the recording. Invite the pupils to sing along and do the motions.

Listening script

Hello, hello, W, W

What do you say? /w/, /w/, /w/

Say it when you clap: /w/, /w/, /w/

Say it when you snap: /w/, /w/, /w/

Say it fast: /w/, /w/, /w/, /w/, /w/

Say it slow: /w/, /w/

Say it again before you go: /w/, /w/, /w/

- Tell the pupils to point to the letter **Ww** in the alphabet strip at the top of the page.
- Tell the pupils to practice writing capital **W** in the air, on the back of their hand or on a friend's back. Then tell the pupils to practice writing **W** on the lines provided.
- Repeat with lower case **w**.
- Say words that begin with **r** or **w**. For example: *window, rabbit, white, woman, ring, wing, water, red, wed*. Tell the pupils to listen and hold up one hand when they hear a word that begins with **w**, and two hands when they hear a word that begins with **r**.

7 Listen and write.

Listen and write the first letter of each word.

- Write the letters **Kk**, **Ww**, **Mm** and **Uu** on the board. Then tell the pupils to circle them on the alphabet strip at the top of the page.
- Play the recording and tell the pupils to write the first letter of each word.

Listening script

- | | | |
|-----------|------------|-------------|
| 1. window | 2. kitchen | 3. monkey |
| 4. want | 5. king | 6. umbrella |

- Play the recording again and tell the pupils to check their answers.

I can read

8 Read the words.

- Tell the pupils to read the words in each group.
- Tell the pupils to circle the word *king*. Elicit the meaning. Repeat with *sing*, *duck*, *umbrella* and *grandpa*.
- Encourage the pupils to read the challenge words in purple.

Jet Notebook

- Tell the pupils to form the word *bed*. Then tell them to change it to *red*.
- Tell the pupils to make new words by changing the letter *e* to *o* and then to *u*.
- Tell the pupils to form the words *kid*, *on*, *red*, *bed*, *at*.
- Give the flashcards *Look* and *the* to different pupils and invite them to come up and form the sentence *Look at the kid on the red bed* with pupils that formed the other words.

9 Trace and write.

Trace "boy". Then write the word.

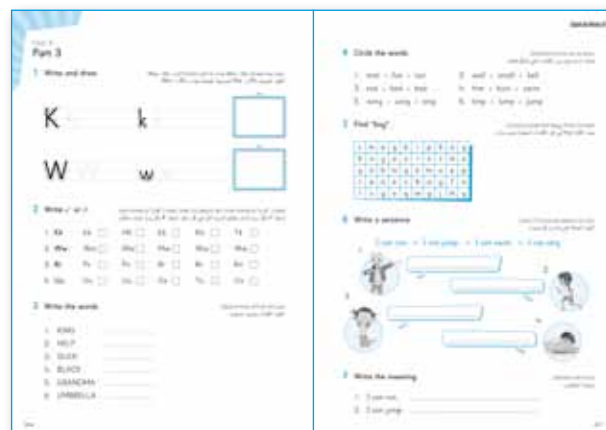
- Teach the sight word *boy*. See *How to Teach Sight Words* in the Introduction to this Teacher's Guide.
- Ask the pupils to name the letters they know in the word *boy*. Tell the pupils to trace the word *boy* and write it in the spaces provided.

10 Read the story.

- Tell the pupils to name the characters and items in the story.
- Tell the pupils to find *boy* in the story, review its meaning and highlight it in green. Then tell them to find *umbrella*, review its meaning and highlight it in blue.
- Play the recording and tell the pupils to follow along.
- Read the first part of the first sentence in Frame 1 (*Look at*). Tell the pupils to read the rest of the sentence (*the boy*). Repeat with the remaining sentences in the text.
- Ask *Who has an umbrella?* Elicit the meaning and tell the pupils to answer the question. Repeat with *Who has water?* Point out that there are two correct answers (*Nat*, *Jet*).
- **Suggestion:** Tell the pupils to make their own stories using page 178 of this Teacher's Guide.

Practice Pages

- Tell the pupils to do the exercises on pages 216-217 independently.



New words: zoo, quiet, top, ice cream, candy, cake, cut
Language structure: my

New letters: Zz, Qq
Sight word: girl
Materials: Flashcards of new words

pages 128-129

Part 4

NEW VOCABULARY (for the teacher)

zoo	quiet	top	ice cream	my
candy	cake	cut		

1 Talk, stick and listen.

2 Listen and tick (✓).

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132. 133. 134. 135. 136. 137. 138. 139. 140. 141. 142. 143. 144. 145. 146. 147. 148. 149. 150. 151. 152. 153. 154. 155. 156. 157. 158. 159. 160. 161. 162. 163. 164. 165. 166. 167. 168. 169. 170. 171. 172. 173. 174. 175. 176. 177. 178. 179. 180. 181. 182. 183. 184. 185. 186. 187. 188. 189. 190. 191. 192. 193. 194. 195. 196. 197. 198. 199. 200. 201. 202. 203. 204. 205. 206. 207. 208. 209. 210. 211. 212. 213. 214. 215. 216. 217. 218. 219. 220. 221. 222. 223. 224. 225. 226. 227. 228. 229. 230. 231. 232. 233. 234. 235. 236. 237. 238. 239. 240. 241. 242. 243. 244. 245. 246. 247. 248. 249. 250. 251. 252. 253. 254. 255. 256. 257. 258. 259. 260. 261. 262. 263. 264. 265. 266. 267. 268. 269. 270. 271. 272. 273. 274. 275. 276. 277. 278. 279. 280. 281. 282. 283. 284. 285. 286. 287. 288. 289. 290. 291. 292. 293. 294. 295. 296. 297. 298. 299. 300. 301. 302. 303. 304. 305. 306. 307. 308. 309. 310. 311. 312. 313. 314. 315. 316. 317. 318. 319. 320. 321. 322. 323. 324. 325. 326. 327. 328. 329. 330. 331. 332. 333. 334. 335. 336. 337. 338. 339. 340. 341. 342. 343. 344. 345. 346. 347. 348. 349. 350. 351. 352. 353. 354. 355. 356. 357. 358. 359. 360. 361. 362. 363. 364. 365. 366. 367. 368. 369. 370. 371. 372. 373. 374. 375. 376. 377. 378. 379. 380. 381. 382. 383. 384. 385. 386. 387. 388. 389. 390. 391. 392. 393. 394. 395. 396. 397. 398. 399. 400. 401. 402. 403. 404. 405. 406. 407. 408. 409. 410. 411. 412. 413. 414. 415. 416. 417. 418. 419. 420. 421. 422. 423. 424. 425. 426. 427. 428. 429. 430. 431. 432. 433. 434. 435. 436. 437. 438. 439. 440. 441. 442. 443. 444. 445. 446. 447. 448. 449. 450. 451. 452. 453. 454. 455. 456. 457. 458. 459. 460. 461. 462. 463. 464. 465. 466. 467. 468. 469. 470. 471. 472. 473. 474. 475. 476. 477. 478. 479. 480. 481. 482. 483. 484. 485. 486. 487. 488. 489. 490. 491. 492. 493. 494. 495. 496. 497. 498. 499. 500. 501. 502. 503. 504. 505. 506. 507. 508. 509. 510. 511. 512. 513. 514. 515. 516. 517. 518. 519. 520. 521. 522. 523. 524. 525. 526. 527. 528. 529. 530. 531. 532. 533. 534. 535. 536. 537. 538. 539. 540. 541. 542. 543. 544. 545. 546. 547. 548. 549. 550. 551. 552. 553. 554. 555. 556. 557. 558. 559. 560. 561. 562. 563. 564. 565. 566. 567. 568. 569. 570. 571. 572. 573. 574. 575. 576. 577. 578. 579. 580. 581. 582. 583. 584. 585. 586. 587. 588. 589. 590. 591. 592. 593. 594. 595. 596. 597. 598. 599. 600. 601. 602. 603. 604. 605. 606. 607. 608. 609. 610. 611. 612. 613. 614. 615. 616. 617. 618. 619. 620. 621. 622. 623. 624. 625. 626. 627. 628. 629. 630. 631. 632. 633. 634. 635. 636. 637. 638. 639. 640. 641. 642. 643. 644. 645. 646. 647. 648. 649. 650. 651. 652. 653. 654. 655. 656. 657. 658. 659. 660. 661. 662. 663. 664. 665. 666. 667. 668. 669. 670. 671. 672. 673. 674. 675. 676. 677. 678. 679. 680. 681. 682. 683. 684. 685. 686. 687. 688. 689. 690. 691. 692. 693. 694. 695. 696. 697. 698. 699. 700. 701. 702. 703. 704. 705. 706. 707. 708. 709. 710. 711.

- Point to yourself and say *My name is* (name). Point to different pupils and ask *What's your name?* Tell the pupils to answer with the structure *My name is*.
- Hold up your book and say *This is my book*. Elicit the meaning of *my*. Repeat with other objects.
- Ask the pupils how they would say *my book* or *my name* in their language and point out how the sentence structures are different in English and their language. Invite the pupils to say sentences about their school items using the structure *This is my*.
- Play the recording and tell the pupils to point to the people, animals and items that are mentioned.

Listening script

Jet: Look at the cake. It's a zoo.
 Ann: There's a monkey on top.
 Dad: Shhh! Quiet, please.
 Mom: Boys and girls, let's sing.
 Everyone: Happy birthday to you.
 Happy birthday to you.
 Happy birthday, Ann and Bob.
 Happy birthday to you.
 Ann: I like my birthday.
 Bob: I like my birthday too.
 Mom: Let's cut the cake. Bob, do you want cake?
 Bob: Yes, please.
 Ann: I want cake too.
 Jet: I want cake, ice cream, chocolate and candy, please.

- Ask the pupils some of the following questions in English and in the pupils' own language. They may use their own language to answer the questions.

1. *What kind of cake is on the table?*
2. *What song do the kids sing?*
3. *What does Jet want to eat?*

2 Listen and tick (✓).

Listen and tick (✓) the pictures you hear about. There is one extra picture.

- Say *I can see a cake* and tell the pupils to point to the correct picture. Repeat with *I like the zoo*.
- Play the recording and tell the pupils to point to the pictures as they are described. Point out that there is one extra picture.

Listening script

Mom has candy.
 I like ice cream.
 It is quiet in the park.
 The monkey is on top of the ball.
 Let's go to the zoo.

- Play the recording again and tell the pupils to tick the correct pictures.
- Ask the pupils which picture they didn't tick (*number 3*).

3 Listen and draw.

Listen and draw a line along each character's path to find out about his / her party.

- Tell the pupils to name the children on the left.
- Tell them to describe the places, activities and food they see.
- Play the recording and tell the pupils to follow with their fingers along each character path.

Listening script

I'm Tim. It's my birthday. Come to my party. It's at my house. We can swim. We can eat ice cream.
 I'm Jan. It's my birthday. Come to my party. It's at the zoo. We can run and jump. We can eat cake.
 I'm Fred. It's my birthday. Come to my party. It's at the farm. We can play games. We can eat candy.

- Play the recording again and tell the pupils to draw a line from each child through the place, the activity and the food at his or her party.

4 Talk and play.

Choose a child's party and give your partner clues. Your partner says whose party it is.

- Tell the pupils they are going to work in pairs to play a guessing game about what items the children have at their parties.
- Tell the pupils to read the names of the children.
- Invite a volunteer to help you demonstrate. Describe a party using the sentence *I have*. For example: *I have a cake at my party*. Tell the pupils to repeat your sentence and tell the volunteer to guess whose party you described using the structure *It's* (name). Say *yes* if the pupil guessed correctly. If not, say *no* and give him / her another clue. Repeat until the volunteer correctly guesses whose party you described.
- Tell the pupils to work in pairs. Pupil A describes a party using your sentences as a model; Pupil B guesses whose party it is using the structure *It's* (name). Then tell the pupils to switch roles.

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm

5 Sing and write.

1. Zz 2. Qq

3. 0 4. 9

6 Listen and write.

1. 2. 3. 4. 5. 6.

I can read

7 Read the words.

zap zep zip trip
quit quiz quick quack
but nut cut cat
yum fun gift block

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

8 Highlight "girl".

| | | | |
|------|------|------|------|
| girl | the | boy | girl |
| he | girl | the | he |
| boy | he | girl | boy |

9 Read the story.

1 Ann is 9. Fun, fun, fun. She has a Yum, yum, yum.

2 Nat has the Ann is sad. The girl is sad.

3 Bob is 9. Look, look, look. He has a gift. A big, black

4 Nat has the gift. Jet is mad.

5 Nat is sad.

Go to Practice, page 218

5 Sing and write.

Sing the songs and write the new letters.

- Review the letters **Kk** and **Ww**. Write the letters on the board. Ask the pupils what sound the letter **k** makes and what words begin with **k**. Repeat with the letter **w**.
- Point to the pictures on the left (*zoo, zebra, zero*) and have the pupils name them. Ask what sound all these words start with and explain that /z/ is the sound the letter **z** makes.
- Invite the pupils to say other words and names that begin with the letter **z**.
- Tell the pupils to sing the alphabet song and stand up when they name a letter they have learned. Tell them to sing again and stop at the letter **z**.
- Teach the letter song. See *How to Teach Songs and Chants* in the Introduction to this Teacher's Guide.
- Play the recording. Invite the pupils to sing along and do the motions.

Listening script

Hello, hello, Z, Z

What do you say? /z/, /z/, /z/

Say it when you clap: /z/, /z/, /z/

Say it when you snap: /z/, /z/, /z/

Say it fast: /z/, /z/, /z/, /z/, /z/

Say it slow: /z/, /z/

Say it again before you go: /z/, /z/, /z/

- Tell the pupils to point to the letter **Zz** in the alphabet strip at the top of the page.
- Tell the pupils to practice writing capital **Z** in the air, on the back of their hand or on a friend's back. Then tell the pupils to practice writing **Z** on the lines provided.
- Repeat with lower case **z**.
- Say words that begin with **z** or **s**. For example: *zoo, school, zebra, sandwich, sofa, zip, sunny, zero, zigzag*. Tell the pupils to listen and hold up one hand when they hear a word that begins with **z**, and two hands when they hear a word that begins with **s**.
- Introduce the letter **q**.

- Point to the pictures on the right (*quiet, queen*) and have the pupils name them. Ask what sound all these words start with and explain that /kw/ is the sound the letter **q** makes. Tell the pupils that **q** is always followed by the letter **u**. Tell them to remember the rule. Point out that this sound doesn't exist in Hebrew.
- Tell the pupils to sing the alphabet song and stop at the letter **q**.
- Teach the letter song. See *How to Teach Songs and Chants* in the Introduction to this Teacher's Guide.
- Play the recording. Invite the pupils to sing along and do the motions.

Listening script

Hello, hello, Q, Q

What do you say? /q/, /q/, /q/

Say it when you clap: /q/, /q/, /q/

Say it when you snap: /q/, /q/, /q/

Say it fast: /q/, /q/, /q/, /q/, /q/

Say it slow: /q/, /q/

Say it again before you go: /q/, /q/, /q/

- Tell the pupils to point to the letter **Qq** in the alphabet strip at the top of the page.
- Tell the pupils to practice writing capital **Q** in the air, on the back of their hand or on a friend's back. Then tell the pupils to practice writing **Q** on the lines provided.
- Repeat with lower case **q**.
- Say words that begin with **q** or **k**. For example: *kitchen, queen, quick, ketchup, quit, quiet, king*. Tell the pupils to listen and hold up one hand when they hear a word that begins with **q**, and two hands when they hear a word that begins with **k**.

6 Listen and write.

Listen and write the first letter of each word.

- Write the letters **Zz, Qq, Cc** and **Aa** on the board. Then tell the pupils to circle them on the letter strip.
- Play the recording and tell the pupils to write the first letter of each word. Point out that they can use the circled letters as a letter bank.

Listening script

- | | | |
|----------|--------|----------|
| 1. zoo | 2. cut | 3. zero |
| 4. quiet | 5. ask | 6. queen |

- Play the recording again and tell the pupils to check their answers.

Jet Notebook

- Tell the pupils to trace over the letters **k, w, q** and **z** with a blue or black marker. Point out that **q** appears with **u** and only appears at the beginning of a word.

- Tell pupils to form the word *wet*. Then tell them to change it to *wit* and finally to *kit*.
- Tell the pupils to form the words *zip* and *zap* and then *quit* and *quiz*.

I can read

7 Read the words.

- Tell the pupils to read the sounds in each group.
- Tell them to circle the word *but*. Elicit the meaning. Repeat with *cut, fun* and *gift*.
- Encourage the pupils to read the challenge words.

8 Highlight "girl".

Highlight "girl" in green.

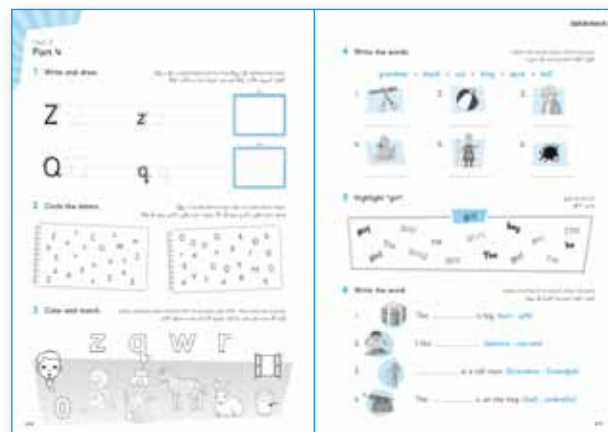
- Teach the sight word *girl*. See *How to Teach Sight Words* in the Introduction to this Teacher's Guide.
- Tell the pupils to find *girl* in the grid and point to it. Tell them to highlight *girl* in green every time it appears. Ask them how many times it appears (*four*).

9 Read the story.

- Tell the pupils to name the characters and items in the story.
- Tell the pupils to find *girl* in the story, review its meaning and highlight it in green. Tell them to find *has*, review its meaning and highlight it in yellow.
- Play the recording of the story and tell the pupils to follow along.
- Invite the pupils to read and chant the text in Frame 1. Elicit the meaning. Invite a pupil to read Frame 2 and elicit the meaning. Repeat for the remaining frames.
- Suggestion:** Invite the pupils to record themselves chanting Frames 1 and 3.

Practice Pages

- Tell the pupils to do the exercises on pages 218-219 independently.



pages 132-133

Part 5

NEW VOCABULARY (For the Teacher)

| | | | | |
|------|-------|------|-----|----------------|
| van | magic | head | kid | Where are you? |
| long | great | talk | | |

1 Talk, stick and listen.

2 Listen and write ✓ or ✗.

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132. 133. 134. 135. 136. 137. 138. 139. 140. 141. 142. 143. 144. 145. 146. 147. 148. 149. 150. 151. 152. 153. 154. 155. 156. 157. 158. 159. 160. 161. 162. 163. 164. 165. 166. 167. 168. 169. 170. 171. 172. 173. 174. 175. 176. 177. 178. 179. 180. 181. 182. 183. 184. 185. 186. 187. 188. 189. 190. 191. 192. 193. 194. 195. 196. 197. 198. 199. 200. 201. 202. 203. 204. 205. 206. 207. 208. 209. 210. 211. 212. 213. 214. 215. 216. 217. 218. 219. 220. 221. 222. 223. 224. 225. 226. 227. 228. 229. 230. 231. 232. 233. 234. 235. 236. 237. 238. 239. 240. 241. 242. 243. 244. 245. 246. 247. 248. 249. 250. 251. 252. 253. 254. 255. 256. 257. 258. 259. 260. 261. 262. 263. 264. 265. 266. 267. 268. 269. 270. 271. 272. 273. 274. 275. 276. 277. 278. 279. 280. 281. 282. 283. 284. 285. 286. 287. 288. 289. 290. 291. 292. 293. 294. 295. 296. 297. 298. 299. 300. 301. 302. 303. 304. 305. 306. 307. 308. 309. 310. 311. 312. 313. 314. 315. 316. 317. 318. 319. 320. 321. 322. 323. 324. 325. 326. 327. 328. 329. 330. 331. 332. 333. 334. 335. 336. 337. 338. 339. 340. 341. 342. 343. 344. 345. 346. 347. 348. 349. 350. 351. 352. 353. 354. 355. 356. 357. 358. 359. 360. 361. 362. 363. 364. 365. 366. 367. 368. 369. 370. 371. 372. 373. 374. 375. 376. 377. 378. 379. 380. 381. 382. 383. 384. 385. 386. 387. 388. 389. 390. 391. 392. 393. 394. 395. 396. 397. 398. 399. 400. 401. 402. 403. 404. 405. 406. 407. 408. 409. 410. 411. 412. 413. 414. 415. 416. 417. 418. 419. 420. 421. 422. 423. 424. 425. 426. 427. 428. 429. 430. 431. 432. 433. 434. 435. 436. 437. 438. 439. 440. 441. 442. 443. 444. 445. 446. 447. 448. 449. 450. 451. 452. 453. 454. 455. 456. 457. 458. 459. 460. 461. 462. 463. 464. 465. 466. 467. 468. 469. 470. 471. 472. 473. 474. 475. 476. 477. 478. 479. 480. 481. 482. 483. 484. 485. 486. 487. 488. 489. 490. 491. 492. 493. 494. 495. 496. 497. 498. 499. 500. 501. 502. 503. 504. 505. 506. 507. 508. 509. 510. 511. 512. 513. 514. 515. 516. 517. 518. 519. 520. 521. 522. 523. 524. 525. 526. 527. 528. 529. 530. 531. 532. 533. 534. 535. 536. 537. 538. 539. 540. 541. 542. 543. 544. 545. 546. 547. 548. 549. 550. 551. 552. 553. 554. 555. 556. 557. 558. 559. 560. 561. 562. 563. 564. 565. 566. 567. 568. 569. 570. 571. 572. 573. 574. 575. 576. 577. 578. 579. 580. 581. 582. 583. 584. 585. 586. 587. 588. 589. 590. 591. 592. 593. 594. 595. 596. 597. 598. 599. 600. 601.

- Alternatively, save the stickers to use as review in the next lesson.
- Invite a pupil to stand near the door. Ask the pupil *Where are you?* Elicit the meaning and tell the class to repeat the question. Invite the pupil to answer the question. Tell different pupils to go to other locations in the classroom (*near the window, under the desk*) and repeat the procedure.
- Play the recording and tell the pupils to point to the characters, animals and items that are mentioned.

Listening script**1**

Ann: Look at the van.
 Bob: Look at the man.
 Ann: He has balloons on his head.
 Magician: Hello, kids. My name is Don. Come and see my magic tricks.
 Kids: Wow!
 Magician: Close your eyes. Hocus pocus. Now open your eyes.
 Bob: Look! There's a rabbit in the hat.
 Ann: The rabbit has long ears.
 Bob: That's a great trick, Don.

2

Magician: Close your eyes. Hocus pocus. Now open your eyes.
 Ann: Rabbit, where are you?
 Bob: Look! The rabbit is near the books.
 Ann: That's a great trick too. You have a fun job.

- Ask the pupils some of the following questions in English and in the pupils' own language. They may use their own language to answer the questions.
 - What does the man have on his head?
 - What is the man's name?
 - How many magic tricks does Don do for the kids?

2 Listen and write ✓ or ✗.

Listen and write ✓ for true or ✗ for false.

- Play the recording and tell the pupils to write ✓ if the picture matches the description and ✗ if it doesn't.

Listening script

- The girls are talking.
- The cat is under the van.
- The monkey has a big head.
- Bill is a small kid.
- The dog has a magic hat.
- The party is great.

- Play the recording again and tell the pupils to check their answers.

3 Chant and point.

Chant and point to the correct characters.

- Play the recording of the chant *Hocus Pocus* and tell the pupils to point to the correct characters and items.

Listening script

| | |
|-----------------|------------------|
| Hocus pocus | Hocus pocus |
| 1, 2, 3. | 4, 5, 6. |
| Boys and girls, | Do you like |
| Come and see. | My magic tricks? |

- Teach the chant. See *How to Teach Songs and Chants* in the Introduction to this Teacher's Guide.
- Play the recording again and invite the pupils to chant along.

4 Listen and circle.

Listen and circle the correct picture.

- Play the recording and tell the pupils to point to the people and items that are mentioned.

Listening script

- Mom: Dan, where are you?
Dan: I'm in the van.
- Mom: Sam, where are you?
Sam: I'm near the magic door.
- Mom: Grandma, where are you?
Grandma: I'm near the long table.
- Mom: Grandpa, where are you?
Grandpa: I'm on the floor. Look at my head.
- Mom: Kids, where are you?
Kids: We are at school.
- Mom: Kim, where are you?
Kim: I'm in a great garden.

- Play the recording again and tell the pupils to circle the correct picture.

5 Circle, ask and answer.

Circle one of the places and pretend you are there. Ask and answer questions with your friend about where you are.

- Tell the pupils to name the places in the pictures. Then tell them to circle one of the places. Ask a pupil *Where are you?* Elicit the meaning and tell the class to repeat the question. Invite the pupil to answer the question according to the place he / she circled. Repeat the pupil's answer, correcting any mistakes. Tell the class to repeat the answer.
- Tell the pupils to work in pairs and ask and answer the question *Where are you?*

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm

6 Sing and write.

1. **Vv** (van) 2. **Xx** (box)

3. **6** (six)

7 Listen and write.

1. zebra 2. van 3. girl 4. girl 5. violin 6. girl

I can read

8 Read the words.

six mix fix box van man plan glad rest best test next under sister desk long

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

9 Read, draw and color.

Rex
Rex is a man.
He has a van.
He has a cat.
The van is red.
The cat is black.
The cat is under the van.

10 Read and write.

1. Vic has a long bed.
Vic has a long desk.

2. Val has ten sisters.
Val has six sisters.

3. Max has a big lamp.
Max has a big box.

6 Sing and write.

Sing the songs and write the new letters.

- Review the letters **Zz** and **Qq**. Write the letters on the board. Ask the pupils what sound the letter **z** makes and what words begin with **z**. Ask the pupils what sound the letter **q** makes and what words begin with **q**.
- Point to the pictures on the left (*van, vet*) and have the pupils name them. Ask what sound these words start with and explain that /v/ is the sound the letter **v** makes.
- Invite the pupils to say other words and names that begin with the letter **v**.
- Teach the letter song. See *How to Teach Songs and Chants* in the Introduction to this Teacher's Guide.
- Play the recording. Invite the pupils to sing along and do the motions.

Listening script

Hello, hello, V, V

What do you say? /v/, /v/, /v/

Say it when you clap: /v/, /v/, /v/

Say it when you snap: /v/, /v/, /v/

Say it fast: /v/, /v/, /v/, /v/, /v/

Say it slow: /v/, /v/

Say it again before you go: /v/, /v/, /v/

- Tell the pupils to point to the letter **Vv** in the alphabet strip at the top of the page.
- Tell them to practice writing capital **V** in the air, on the back of their hand or on a friend's back. Then tell the pupils to practice writing **V** on the lines provided.
- Repeat with lower case **v**.
- Say words that begin with **v** or **f**. For example: *van, vet, family, fun, violin, foot, fish*. Tell the pupils to listen and hold up one hand when they hear a word that begins with **v**, and two hands when they hear a word that begins with **f**.
- Introduce the letter **x**.
- Point to the pictures on the right (*box, taxi, six*) and have the pupils name them. Ask what sound they hear in the middle or at the end of the word and explain that /x/ is the sound the letter **x** makes. Explain that there are not many words that begin with **x**.
- Invite the pupils to say other words with the letter **x** in them.
- Tell the pupils to sing the alphabet song and stand up when they name a letter they have learned. Tell them to sing again and stand up at the letter **v** and sit down at **x**.
- Teach the letter song. See *How to Teach Songs and Chants* in the Introduction to this Teacher's Guide.

- Play the recording. Invite the pupils to sing along and do the motions.

Listening script

Hello, hello, X, X

What do you say? /x/, /x/, /x/

Say it when you clap: /x/, /x/, /x/

Say it when you snap: /x/, /x/, /x/

Say it fast: /x/, /x/, /x/, /x/, /x/

Say it slow: /x/, /x/

Say it again before you go: /x/, /x/, /x/

- Tell the pupils to point to the letter **Xx** in the alphabet strip at the top of the page.
- Say words with **x** or **s**. For example: *box, boss, fix, sit, fox, miss, mix*. Tell the pupils to listen and hold up one hand when they hear a word with **x** in it and two hands when they hear a word with **s** in it.
- Tell them to practice writing capital **X** in the air, on the back of their hand or on a friend's back. Then tell the pupils to practice writing **X** on the lines provided.
- Repeat with lower case **x**.

7 Listen and write.

Listen and write the first letter of each word.

- Write the letters **v, z, q, h** and **m** on the board. Tell the pupils to circle them on the letter strip at the top of the page.
- Play the recording and tell the pupils to write the first letter of each word. Point out that they can use the circled letters as a letter bank.

Listening script

- | | | |
|----------|----------|----------|
| 1. zebra | 2. van | 3. head |
| 4. vet | 5. magic | 6. queen |

- Play the recording again and tell the pupils to check their answers.

I can read

8 Read the words.

- Tell the pupils to read the words in each group.
- Tell the pupils to circle the word *van*. Elicit the meaning. Repeat with *six*, *best* and *desk*.
- Encourage the pupils to read the challenge words in purple.

Jet Notebook

- Tell the pupils to form the word *six*. Then tell them to change it to *fix* and then to *fox*.
- Tell the pupils to trace over the letters **x** and **z** with blue or black markers. Point out that **x** only appears in the last column.

- Tell the pupils to make new words by changing the letter **e** to **o** and then to **u**.
- Tell the pupils to form the word *van*. Tell them to change it to *vat* and then to *vet*. Repeat with *net* and *nut*.
- Tell the pupils to form words they know for each of the five vowel sounds.

9 Read, draw and color.

Read the text. Then draw and color the pictures according to the text.

- Read the title of the text and elicit that it is a name.
- Tell the pupils to highlight the word *he* in green every time it appears and review its meaning. Tell them to highlight the word *van* in yellow every time it appears and review its meaning. Then tell them to highlight the word *under* in blue and review its meaning.
- Play the recording or read the text out loud and tell the pupils to follow along. Make sure the pupils understand it.
- Tell the pupils to read the text silently. Then tell them to draw and color a picture of the characters and the item described. Point out the simple sketches the pupils can use as models.
- Invite the pupils to show their drawings and describe them.

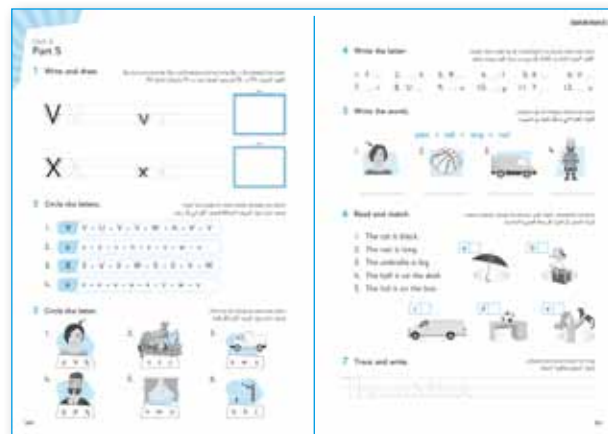
10 Read and write.

Read the sentences. Then write the sentence that matches the picture.

- Tell the pupils to look at the picture in number 1. Then tell them to read the two sentences in number 1 silently and copy the sentence that matches the picture in the space provided. Repeat for the next two sets of sentences.

Practice Pages

- Tell the pupils to do the exercises on pages 220-221 independently.



Story Time 4 Pinocchio

pages 136-137



Listen and follow.

Listen and follow the story.

- Read the name of the story and invite the pupils to say what they know about the story *Pinocchio*.
- Tell the pupils to name the characters they see in the pictures. Tell them to name the places they see in the pictures (*home, school, party*).
- Point to Frame 1 and say *Gepetto is sad*. Tell the pupils to do the thumbs up sign if the sentence is true. Tell them to do the thumbs down sign if the sentence is false. Repeat with *Gepetto sees two girls*.
- Repeat for Frame 2 with *Gepetto is mad* and *Pinocchio is on the table*. Repeat with additional sentences for additional frames.
- Play the recording and tell the pupils to point to the pictures as they are described.

Listening script

1

Narrator: This is Gepetto. He is a man. He is sad. He wants a small boy.

2

Narrator: It's magic. Gepetto has a small boy. The boy has a head, two hands, two legs, two ears, two eyes and a nose. Now Gepetto is happy.

Pinocchio: Hello. My name is Pinocchio. I am a boy. I can run and jump.

3

Narrator: Pinocchio is going to school.

Gepetto: Pinocchio, here's an apple and a sandwich.

Pinocchio: Thanks. Goodbye, Dad.

4

Narrator: Pinocchio sees two boys.
 Boy: Hello, Pinocchio. How are you today?
 Pinocchio: Hello. I'm fine. I'm going to school.
 Boy: To school? Look! It's hot and sunny today. Come to a party.
 Pinocchio: Uhh ... I want to go to school.
 Boy: Come to the party, Pinocchio. We can sing and play games. We can eat cake and candy.
 Pinocchio: OK, let's go to the party.

5

Pinocchio: This is fun!

6

Pinocchio: Hello.
 Gepetto: Hello, Pinocchio. Where are you?
 Pinocchio: Umm ... I'm at school, Dad.

7

Narrator: Pinocchio's nose is long. He is sad.
 Pinocchio: My nose! It's long. I don't like my nose.

8

Pinocchio: Dad, I'm not at school. I'm at a party.
 Gepetto: You're not at school. I'm mad!

9

Narrator: Now Pinocchio's nose is not long. Pinocchio is happy. And Gepetto is happy.

- Check comprehension by asking the following questions in English and in the pupils' own language. The pupils answer in their own language.
 1. *Why is Gepetto sad?* (He wants a boy.)
 2. *What changes that makes Gepetto happy?* (Pinocchio comes alive.)
 3. *Where is Pinocchio supposed to go on the sunny day?* (to school)
 4. *Where does Pinocchio really go?* (to a party)
- Elicit that Pinocchio was dishonest about going to school so his nose grew long. When he was honest about going to the party, his nose went back to its normal size.
- Take the opportunity to discuss honesty. Ask the pupils how they feel when someone isn't honest. Ask them if dishonesty is acceptable when it is intended to avoid hurting someone's feelings. Encourage a debate about whether dishonesty is ever acceptable. Use the pupils' language for this discussion.
- **Suggestion:** Invite the pupils to retell the story using puppets, flashcards or real objects.

Act It Out

- This feature offers the pupils the opportunity to practice and recycle the functional language learned in this unit and in previous units in a fun and meaningful manner.
- Tell the pupils they will work in pairs to act out various scenarios in English, using language they have learned.
- Tell the pupils to look at the first picture (*Where are you?*) and read the scenario and instructions provided in the pupils' own language. Invite the pupils to give suggestions about what the children might say to each other.
- Play the recording.
- Read the child's first line of the dialogue (*Hello, where are you?*) and elicit the meaning. Tell the pupils to repeat. Repeat for the remaining lines of the dialogue.
- Repeat for the remaining scenarios.
- Tell the pupils to work in pairs. Allow each pair to choose which scenario they want to perform or assign a scenario to each pair. Invite the pupils to bring in props and costumes and perform the scenarios for the class.
- The pupils can replace the words in italics with their own words / ideas.

Review 4

Sounds and Words

1 Listen and color.

استمعوا للصوت الذي تسمعون في كل صورة،
وانظروا إلى الألوان حسب ما تسمعون.



2 Listen and tick (✓).

استمعوا للصوت الذي تسمعون في كل صورة،
وانظروا إلى الأسماء المناسبة في الجدول.

| |  |  |  |  |
|----|---|---|---|---|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |

3 Listen and circle.

استمعوا للصوت الذي تسمعون في كل صورة،
وانظروا إلى الصورة التي تسمعونها.

1.



2.



3.



4.



Unit 4: Review

4 Write the letters. انظروا إلى الصوت الذي تسمعون،
وانظروا إلى الحروف حسب الترتيب الأبجدي.

_____ Bb _____ Ff _____ Ll _____
 _____ Nn _____ Qq _____
 _____ Ss _____ Vv _____ Zz _____

5 Listen and tick (✓).

استمعوا للصوت الذي تسمعون في كل صورة،
وانظروا إلى الحروف في البداية، في الوسط أو في نهاية الكلمة.

| | | | | | | |
|--|----|-------------------------------------|----|--------------------------|----|--------------------------|
| 1.  | a. | <input checked="" type="checkbox"/> | b. | <input type="checkbox"/> | c. | <input type="checkbox"/> |
| 2.  | a. | <input type="checkbox"/> | b. | <input type="checkbox"/> | c. | <input type="checkbox"/> |
| 3.  | a. | <input type="checkbox"/> | b. | <input type="checkbox"/> | c. | <input type="checkbox"/> |
| 4.  | a. | <input type="checkbox"/> | b. | <input type="checkbox"/> | c. | <input type="checkbox"/> |

6 Listen and circle.

استمعوا للصوت الذي تسمعون في كل صورة،
وانظروا إلى الكلمة المناسبة دائرة حول عدد المقاطع التي تسمعونها.

1.  1 - 2 - 3

2.  1 - 2 - 3

3.  1 - 2 - 3

4.  1 - 2 - 3

5.  1 - 2 - 3

6.  1 - 2 - 3

7 Listen and circle.

استمعوا للصوت الذي تسمعون في كل صورة،
وانظروا إلى الكلمة المناسبة دائرة حول الكلمة المناسبة.

1. girl - boy

2. he - she

3. she - the

4. have - want

5. Look - I am

6. like - have

Chit Chat

- Tell the pupils to work in pairs and act out the following dialogues (first, a phone conversation; then, at a party):
- Pupil A: Hello. It's my birthday. Come to my party.
 Pupil B: Where's the party?
 Pupil A: It's in my garden / at the park / zoo / farm.
 Pupil B: Happy birthday! I have a gift for you.
 Pupil A: Thank you! Come and play a game.
 Pupil B: This is fun!

Review

- Have pupils name the following:
 - something that is *long*
 - something that is *great*
 - someone who can do *magic*
 - something you travel in that begins with *v*
 - a part of your body that begins with *h*

1 Listen and color.

Listen and color the items according to what you hear.

- Tell the pupils to name the room and the items in the room.
- Play the recording and tell the pupils to make a dot of color in each item according to what they hear. Tell them they can finish coloring later.

Listening script

Hi. I'm Sally. It's my birthday. My family and friends are at my party.

We are in the living room. There is a big sofa. It is brown. It is near the window.

The window is green.

There is a tall lamp. It is orange.

There are two tables. The small table is under the window. It is yellow. The long table is red.

Can you see my gifts? They are on the red table. My party is fun.

- Play the recording again and tell the pupils to check their answers.
- Give the pupils time to finish coloring the picture.

2 Listen and tick (✓).

Listen and tick (✓) the correct answers on the chart.

- Tell the pupils to name the family members at the top of the chart. Say *My ears are big* and tell the pupils to point to the appropriate character(s) on the chart. Point out that there can be more than one correct answer.
- Play the recording and tell the pupils to point to the character(s) as they are described.

Listening script

1. My head is big.
2. My ears are big.
3. My nose is long.
4. My eyes are brown.

- Play the recording again and tell the pupils to tick the correct character(s).

3 Listen and circle.

Listen and circle the picture in each group that is NOT mentioned.

- Say *I can see a monkey and a duck* and tell the pupils to look at number 1 and point to the animals you mentioned. Invite a pupil to name the animal that wasn't mentioned (*an elephant*).
- Play the recording and tell the pupils to point to the picture that **isn't** mentioned in each row.

Listening script

1. There are monkeys and elephants at the zoo.
2. I'm hungry. I want chicken and carrots.
3. The pupils have juice and the teacher has water.
4. It's quiet in the kitchen. It's quiet in the garden too.

- Play the recording again and tell the pupils to circle the correct pictures.

4 Write the letters.

Write the letters in alphabetical order.

- Invite the pupils to sing the alphabet song. Tell them to write the missing letters in alphabetical order. Encourage them to sing the alphabet song in their heads to help them remember the order of the letters.

5 Listen and tick (✓).

Listen and tick (✓) if the sound of the letter is at the beginning, in the middle or at the end of the word.

- Write the letter **r** on the board and draw three boxes in a row. Ask the pupils what sound the letter makes.

Say the word *water*. Tell the pupils to raise their hands if they hear the /r/ sound at the beginning of the word. Repeat with the middle of the word and the end of the word. Say the word *water* again and tick the last box, showing the sound /r/ is at the end. Repeat with the words *rest* and *garden*.

- Point out that the letter at the beginning of each row indicates the sound the pupils need to listen for in that row.
- Play the recording and tell the pupils to tick the correct box for each word they hear.

Listening script

- | | | |
|--------------|-------------|-------------|
| 1. a. garden | b. water | c. rest |
| 2. a. job | b. notebook | c. birthday |
| 3. a. lunch | b. tall | c. umbrella |
| 4. a. plus | b. jump | c. happy |

- Play the recording again and tell the pupils to check their answers.

6 Listen and circle.

Listen to the word and circle the number of syllables you hear.

- Tell the pupils to look at number 1 as you say the word *cake*. Ask them how many syllables are in the word *cake*. Then tell them to circle the correct number.
- Play the recording and tell the pupils to point to the correct number of syllables for each word they hear.

Listening script

- | | | |
|-----------|------------|-------------|
| 1. cake | 2. mouse | 3. umbrella |
| 4. window | 5. kitchen | 6. fish |

- Play the recording again and tell the pupils to circle the correct number of syllables for each word.

7 Listen and circle.

Listen and circle the correct word.

- Tell the pupils to look at the first row and point to the word *girl*. Repeat with *boy*.
- Play the recording and tell the pupils to point to the words they hear.

Listening script

- | | | |
|---------|---------|---------|
| 1. boy | 2. he | 3. she |
| 4. want | 5. look | 6. have |

- Tell the pupils to listen again and circle the correct words.

8 Read and write.

اقرأ الرiddles واكتب الجوابات باستخدام الرمز السري.

| | |
|----|----|
| a: | b: |
| c: | d: |
| e: | f: |
| g: | h: |
| i: | j: |
| k: | l: |
| m: | n: |
| o: | p: |
| q: | r: |
| s: | t: |

- He is a man in the family. g. j.
- She is a girl in the family. f. j.
- It has eggs. e. i.
- It's long and
- It's black and
- It has 4 legs and long

9 Write sentences.

اكتب ثلاث جمل حول الصورة.

| | |
|------|------|
| man | desk |
| king | box |
| cat | ball |
| dog | gift |
| duck | hat |

The man has a desk.

- _____
- _____
- _____
- _____

What did you learn?

- Look and draw 😊
- Read again and tick (✓).

اذهب لممارسة، الصفحة 222

Play a Game

8 Read and write.

Read the riddles and write the answers. Use the secret code to help you.

- Tell the pupils to look at the secret code and point to the symbol next to the letter **n**. Repeat with additional letters.
- Read the first riddle out loud. Invite the pupils to suggest possible answers. Tell the pupils to use the secret code to find the correct answer (*grandpa*) by writing the letter corresponding to each symbol in the spaces provided.
- Tell the pupils to read the remaining riddles and use the secret code to help them find the answers.

9 Write sentences.

Write three sentences about the picture.

- Read the example sentence *The man has a desk*. Ask the pupils to say sentences about the people and animals in the picture using the structure *The (person / animal) has a (item)*.
- Tell the pupils to write a sentence about one of the people / animals using the table provided.
- Tell the pupils to write two more sentences using the table.

What did you learn?

- Tell the pupils to look back at the picture on page 115 and name the animals, parts of the body, food and other items in the picture. Remind the pupils that the first time they saw this page, they didn't know many of the words.

1 Look and draw 😊.

Look at the pictures on page 243 and draw a smiley next to the words you remember in English.

- Explain to the pupils that they are going to see how many words they have learned and how many they remember by using a checklist.
- Tell the pupils to look at the pictures of the new words they have learned in the unit on page 243.
- Tell them to draw a smiley next to the words they remember how to say in English. Tell them to ask a friend how to say any words they don't remember.
- A chart for monitoring and assessing the vocabulary acquisition of individual pupils appears on page 187 of this Teacher's Guide.

2 Read again and tick (✓).

Read exercise 10 on page 127 again. Tick (✓) each sentence you can read and understand.

- Tell the pupils to go back to page 127 and invite them to read exercise 10 again. Tell them to put a tick next to each sentence they can read and understand. Tell them to ask a friend about the pronunciation and / or meaning of any words they don't know.

Practice Pages

- Tell the pupils to do the exercises on pages 222-223 independently.



Play a Game

- Tell the pupils they are going to play Snakes and Ladders. Tell them to look at the game in the book and name the items.
- Point out where the game starts and finishes. Point out that if they land on the magic wand, they follow the wand up to the correct square. If they land on the monkey, they go down his tail to the correct square.
- Divide the class into groups of 2-4 and give each group a die and counters. Tell them that when they throw the die they should say the number and count out aloud. Then tell them to name the picture they land on. The winner is the first player who gets to Finish.



Show What You Know

- Tell the pupils to look at the picture and elicit that the girl has a mini-book about her party. Tell the pupils to pretend that they are the girl to practice the model sentences:
 1. Tell them to look at the first page of the book and say where the party is taking place using the structure *My party is at ...*. Ask what letter *park* starts with and point out the *p* the girl wrote under the park.
 2. Tell them to name the party item from the second page of the book using the structure *There's ... at my party*. Ask what letter *cake* starts with and point out the *c* the girl wrote under the cake.
 3. Tell them to name an activity they think the girl wants to do at her party using the structure *I can ... at my party*.
- Tell the pupils to make their own mini-book about a party. Tell them to do the following:
 1. Cut out the pages of the mini-book on page 255.
 2. Choose a place you would like to have your party from page 257 and cut it out. Stick it on the first page of your mini-book. Write the first letter of the word under the picture.

3. Choose five items to have at the party from page 257 and cut them out. Stick one item on each of the following pages in your mini-book and write the first letter of the word under it.
 4. Choose an activity to do at the party from page 257 and cut it out. Stick it on the last page of your mini-book and write the first letter of the word under it.
- Guide the pupils on how to present their party mini-book to the class using the sentence structures below:

My party is at ...

There's ... at my party.

I can ... at my party.
 - A photocopiable assessment chart for the teacher and pupils appears on pages 180-182 of this Teacher's Guide.