

# Teacher's Guide

Hello YOU!

Here is a guide with a possible outline for how to teach the book. Please remember that every class and every teacher is different. Sometimes you can move faster or slower through the material. Go at the pace of your students and adjust to the timeline of your school schedule.

These books were created to give children lots of opportunities to have fun and be creative. You can follow the guide, but don't forget to allow chances for you and your students to be creative. Put your own twist on things. Get lost in the moment!

At the end of each unit, I added optional ideas or games to try. I have also added some recommended songs that I use, but feel free to use your favorite songs. I hope to add flashcard sets in another column for each unit, but we are still figuring out the flashcard numbering system.

I will continue to add to this document. I will share it in the google drive and continue to update you when I make changes. Each time, you can download it again to see the updated version.

Feel free to ask questions or share your own ideas with the group. I hope this guide helps you to plan the best lessons and help your students succeed!

Thank You!

Katie

# Hello YOU! (Blue) Teacher's Guide UNIT 1 (Lesson 1:)

Textbook Page	Activity Description	Homework (Workbook)
A,-I	<p style="text-align: center;"><b>Intro &amp; Review</b></p> <ol style="list-style-type: none"> <li>Fill out info in front of book on Page A. Take turns practicing in pairs. Students can stand up, find new partners and play rock, paper scissors to decide who goes first. They can practice and share with new partners and get to know their classmates.</li> <li>Review previous vocabulary by interviewing in pairs using the questions from the glossary on pages C - L. (Choose some to do, but not all. Change and add questions each week.)</li> </ol>	
0	<p style="text-align: center;"><b>Question Time</b></p> <ol style="list-style-type: none"> <li>Read each question and write the answers about yourself.</li> </ol>	1-2
1	<p style="text-align: center;"><b>My Favorite Things: Subjects in School</b></p> <ol style="list-style-type: none"> <li>Teach Vocabulary using flashcards or pictures in the book.</li> <li>Say "I'm good at..." or "I'm not good at..." after you learn each subject.</li> <li>Play 3 in a row in partners. Use colored ships or rip up/cut out circles with two colors of scrap paper. *The teacher should model how to play with another student first. *Each time you play a colored chip, say, "I am good at..." or "I am not good at ..."</li> </ol>	7-8
11	<p style="text-align: center;"><b>Phonics</b></p> <ol style="list-style-type: none"> <li>Read (dr, tr, cr, cl, gr, gl) in the circles at the top of page 11</li> <li>Have your students say the words in each box or ask, "What's this?" After you say each word, have the students guess what phonics pattern it needs. Then they write it in the blank.</li> <li>After you finish writing and checking each word, go through and read all the words again.</li> </ol>	13-14
11	<p style="text-align: center;"><b>Phonics BINGO</b></p> <ol style="list-style-type: none"> <li>Write (or have your students write) all of the phonics words on small cards or scrap paper. (Depending on how many students are in the class, write each word about 3 times)</li> <li>Put all the words face down in the middle of the table.</li> <li>Split the class into pairs or teams. One player from each team picks a card. They read it to their team and use the grid on page 11 to play BINGO. *You can have all the teams play at the same time to play speed BINGO.</li> </ol>	

# Hello YOU! (Blue) Teacher's Guide UNIT 1 (Lesson 2:)

Textbook Page	Activity Description	Homework (Workbook)
A-I	<p style="text-align: center;"><b>Intro &amp; Review</b></p> <ol style="list-style-type: none"> <li>Practice reading Page A in pairs.</li> <li>Review previous vocabulary by interviewing in pairs using the questions from the glossary on pages C - L. (Choose some to do, but not all. Change and add questions each week.)</li> </ol>	
P	<p style="text-align: center;"><b>Interview a Friend</b></p> <ol style="list-style-type: none"> <li>Students split into pairs, read each question and write their partner's answers on the lines. *Model how to do the interview first.</li> </ol>	3-4
1, 2	<p style="text-align: center;"><b>My Favorite Things</b></p> <ol style="list-style-type: none"> <li>Play 3 in a row in partners. Use colored ships or rip up/cut out circles with two colors of scrap paper.</li> <li>Teach your students the seasons vocabulary. Then ask them what their favorite subject and seasons are.</li> </ol>	
2	<p style="text-align: center;"><b>Game Time!</b></p> <ol style="list-style-type: none"> <li>Before you start the game, review What &amp; Who. Look at each box on the game board together and ask your students if it will be what or who. Then, ask a student the same question.</li> <li>Now, play the board game in small groups or pairs. (Model how to play first.)</li> </ol>	5-6
11	<p style="text-align: center;"><b>Phonics Speed BINGO.</b></p> <ol style="list-style-type: none"> <li>Split the class into pairs or teams. One player from each team picks a card. They read it to their team and use the grid on page 11 to play BINGO. *You can have all the teams play at the same time to play speed BINGO.</li> </ol>	15-16
12	<p style="text-align: center;"><b>Read and Write</b></p> <ol style="list-style-type: none"> <li>Read each sentence aloud together. Choose a phonics word to fill in the blank.</li> </ol>	

# Hello YOU! (Blue) Teacher's Guide UNIT 1 (Lesson 3:)

Textbook Page	Activity Description	Homework (Workbook)
A-I	<p style="text-align: center;"><b>Intro &amp; Review</b></p> <ol style="list-style-type: none"> <li>Practice reading Page A in pairs.</li> <li>Review previous vocabulary by interviewing in pairs using the questions from the glossary on pages C - L. (Choose some to do, but not all. Change and add questions each week.)</li> </ol>	
2	<p style="text-align: center;"><b>Game Time!</b></p> <ol style="list-style-type: none"> <li>Before you start the game, review What &amp; Who. Look at each box on the game board together and ask your students if it will be what or who. Then, ask a student the same question.</li> <li>Now, play the board game in small groups or pairs. (Model how to play first.)</li> </ol>	
3-4	<p style="text-align: center;"><b>What is this? / What are these?</b></p> <ol style="list-style-type: none"> <li>Look at the pictures on page 3. Read the words together. If there is only one item, say "It is a ..." If there are more than one item, say "They are ..."</li> <li>Now model how to point and ask on the page.</li> <li>Have the students practice asking and answering in pairs or small groups.</li> <li>Now, show them that the first picture is Japan. Everyone in the class lives in Japan, so they know what the pictures are. The next page is a picture of a market in Mexico. Ask, "Do you know what these things are?"</li> <li>Ask and answer together. "What is this?" or "What are these?"</li> <li>Then have the students practice in pairs or small groups.</li> </ol>	
5	<p style="text-align: center;"><b>Read and Match</b></p> <ol style="list-style-type: none"> <li>Read each sentence aloud together. Match the sentence to the correct picture.</li> <li>For each adjective, look at the other things on pages 3 and 4 and choose what is popular or delicious etc. For example: Ask, what is popular? Then, look at page 3 &amp; 4 and say, "Candies are popular."</li> <li>Then think of other things in Japan that are popular, delicious or traditional etc.</li> </ol>	
6	<p style="text-align: center;"><b>This is / These are</b></p> <ol style="list-style-type: none"> <li>Fill in the blanks to finish each sentence on page 6. Let the students use their own ideas to describe each item.</li> </ol>	11-12

# Hello YOU! (Blue) Teacher's Guide UNIT 1 (Lesson 4:)

Textbook Page	Activity Description	Homework (Workbook)
A-I	<p style="text-align: center;"><b>Intro &amp; Review</b></p> <ol style="list-style-type: none"> <li>Practice reading Page A in pairs.</li> <li>Review previous vocabulary by interviewing in pairs using the questions from the glossary on pages C - L. (Choose some to do, but not all. Change and add questions each week.)</li> </ol>	
3-4	<p style="text-align: center;"><b>What is this? / What are these?</b></p> <ol style="list-style-type: none"> <li>Ask and answer together. "What is this?" "It is a (piñata). It is fun." or "What are these?" "They are (drama dolls). They are traditional."</li> <li>Then have the students practice in pairs or small groups.</li> </ol>	
5	<p style="text-align: center;"><b>Favorites Game (His/Her)</b></p> <ol style="list-style-type: none"> <li>Read about each kid and their favorite things.</li> <li>Model how to play the game by answering about the kid or yourself on each square. Use the correct grammar (is/are)</li> <li>Then let students play in pairs or small groups.</li> </ol>	9-10
9-10	<p style="text-align: center;"><b>Read Our Favorite Things</b></p> <ol style="list-style-type: none"> <li>Read about each students favorite things aloud together.</li> <li>Ask the students personal questions. Do you like skateboarding? What is folk music? (Each country's traditional music). Do you like folk music? *You could even listen to different folk music online to open your student's worldviews</li> </ol>	
13-14	<p style="text-align: center;"><b>Crazy Story</b></p> <ol style="list-style-type: none"> <li>Choose phonics words from page 11 and write them in the circles at the top of each page on pages 13 &amp; 14.</li> <li>Write the words you chose into the story you chose.</li> <li>Read the Crazy stories together with the class. Have fun and laugh if its funny.</li> </ol>	Students can practice and record their crazy stories on the app.

# Hello YOU! (Blue) Teacher's Guide UNIT 1 (Lesson 5:)

Textbook Page	Activity Description	Homework (Workbook)
A-I	<p style="text-align: center;"><b>Intro &amp; Review</b></p> <ol style="list-style-type: none"> <li>Practice reading Page A in pairs.</li> <li>Review previous vocabulary by interviewing in pairs using the questions from the glossary on pages C - L. (Choose some to do, but not all. Change and add questions each week.)</li> </ol>	
5	<p style="text-align: center;"><b>Favorites Game (His/Her)</b></p> <ol style="list-style-type: none"> <li>Let students play in pairs or small groups.</li> </ol>	
15	<p style="text-align: center;"><b>My Favorite Things Poster</b></p> <ol style="list-style-type: none"> <li>Read about Carlos and his favorite things.</li> <li>If you have time or want to, look up pictures about the things he shares about Mexico online.</li> </ol>	
13-14	<p style="text-align: center;"><b>Project Time</b></p> <ol style="list-style-type: none"> <li>Students fill in the mind map about their favorite things.</li> <li>Then give them a big sheet of paper to make a poster. They can choose to draw pictures or print pictures out (if that is possible for you)</li> <li>When they are finished making their posters, they will practice presenting in pairs.</li> <li>Finally each student will present their posters to the class. *You can take a video of each student to share on the class community page so parents and students can watch again at home</li> <li>Have students compliment each other after each presentation. Give speaking cues like... I like (soccer) too. I like your picture of ... it is ... You are good at (drawing)</li> <li>Students can reflect on the poster project in Japanese or in English with a simple Reflection sheet. (I will post it in the group)</li> </ol> <p style="text-align: center;">THIS PROJECT WILL TAKE 1-2 LESSONS TO COMPLETE. ENJOY THE PROCESS AND LET YOUR STUDENTS SHINE!</p>	Work on Poster at home.

# Hello YOU! (Blue) Teacher's Guide UNIT 1 (QUIZ TIME)

Textbook Page	Activity Description	Homework (Workbook)
17	<p style="text-align: center;"><b>Quiz Time (A fun optional activity if you have time)</b></p> <ol style="list-style-type: none"> <li>1. Split the class into teams. Read the countries and look at the flags. Next read #1 together as a class. Give each team time to think and write their answer in pencil or on a small white board.</li> <li>2. Read #2-3, let the teams guess the answers and then check as a class. Each team gets one point for each correct answer.</li> <li>3. Continue playing the Quiz Game to the end. Make it fun and act like a game show host if you want to have fun with it and be silly.</li> </ol>	
18	<p style="text-align: center;"><b>Make a Quiz</b></p> <ol style="list-style-type: none"> <li>1. In teams, students look up 4 traditional things from different countries. They use the prompt to write questions and write 3 countries for the multiple choice options.</li> <li>2. Have students look at the map and flags on pages M &amp; N to think of countries.</li> <li>3. You can brainstorm things for them to search. For example... food, instruments, traditional clothing, houses, toys etc.</li> </ol>	
18	<p style="text-align: center;"><b>Class Game Show</b></p> <ol style="list-style-type: none"> <li>1. Each team, presents their quiz to the class.</li> <li>2. Teams can write their answers on scratch paper or small white boards.</li> <li>3. When each team is finished giving their quiz, you can tally up the points for a total score etc.</li> </ol>	

# Hello YOU! (Blue) Teacher's Guide UNIT 2 (Lesson 1:)

Textbook Page	Activity Description	Homework (Workbook)
Glossary	<p style="text-align: center;"><b>Intro &amp; Review</b></p> <ol style="list-style-type: none"> <li>1. Ask and answer questions from the glossary</li> </ol>	
19-20	<p style="text-align: center;"><b>My House</b></p> <ol style="list-style-type: none"> <li>1. Look at the picture of the bedroom on page 19. Read the vocabulary words in the box and guess what they are. Then, write the numbers in the correct boxes in the picture above.</li> <li>2. Fill in the blanks on the bottom of the page with, There is... / There are ... by using the vocabulary in the box.</li> <li>3. Then talk about things that are in the students bedroom or room.</li> <li>4. Read the vocabulary words in the box on play 20, find the items in the pictures and write the numbers in the boxes.</li> <li>5. Ask questions about each other's houses by using the prompt at the bottom of the page. Is/Are there... in your _____room?</li> <li>6. After modeling how to ask and answer have your students ask in small groups or pairs.</li> </ol>	17-18
27	<p style="text-align: center;"><b>Phonics</b></p> <ol style="list-style-type: none"> <li>1. Read (pl/pr/bl/br/fl/fr) in the circles at the top of page 27</li> <li>2. Have your students say the words in each box or ask, "What's this?" After you say each word, have the students guess what phonics pattern it needs. Then they write it in the blank.</li> <li>3. After you finish writing and checking each word, go through and read all the words again.</li> </ol>	
27	<p style="text-align: center;"><b>Phonics BINGO</b></p> <ol style="list-style-type: none"> <li>1. Write (or have your students write) all of the phonics words on small cards or scrap paper. (Depending on how many students are in the class, write each word about 3 times)</li> <li>2. Put all the words face down in the middle of the table.</li> <li>3. Split the class into pairs or teams. One player from each team picks a card. They read it to their team and use the grid on page 27 to play BINGO. *You can have all the teams play at the same time to play speed BINGO.</li> </ol>	



# Hello YOU! (Blue) Teacher's Guide UNIT 2 (Lesson 2:)

Textbook Page	Activity Description	Homework (Workbook)
Glossary 19-20	<p style="text-align: center;"><b>Intro &amp; Review</b></p> <ol style="list-style-type: none"> <li>1. Ask and answer questions from the glossary</li> <li>2. Review vocabulary on pages 19-20 and use question prompt. Is/Are there... in your ____room?</li> </ol>	
19-20	<p style="text-align: center;"><b>My House Vocabulary Review Game</b></p> <ol style="list-style-type: none"> <li>1. Use the flashcards to play a game to review vocabulary.</li> <li>2. Try to have students use one of the speaking prompts at the bottom of page 19 or 20. There is/are ... in my ____room. Is there a/ Are there any... in your ____room?</li> </ol> <p>Possible games: Here are some games that my students enjoy.</p> <p>A. Question Relay: A relay race where students take turns running to get a card &amp; running back to ask their team a question.</p> <p>B. Target Practice: Put all the card on the floor on 1 side of the room. Toss colored chips or origami ninja stars on the cards. If they land on a card the students make a sentence or ask a question. All students are toss their chips or ninja stars at the same time.</p>	
21	<p style="text-align: center;"><b>Where is...? / Where are ...?</b></p> <ol style="list-style-type: none"> <li>1. Write the questions and answers for #1-7 together as a class. If it is easy, students can do it alone or in pairs.</li> </ol>	
27	<p style="text-align: center;"><b>Phonics BINGO</b></p> <ol style="list-style-type: none"> <li>1. Play a quick game of speed BINGO to review the phonics words. *You can play a different game if you'd like to as well.</li> </ol>	
28	<p style="text-align: center;"><b>Read and Write</b></p> <ol style="list-style-type: none"> <li>1. Read each sentence aloud together. Choose a phonics word to fill in the blank.</li> </ol>	25-26

# Hello YOU! (Blue) Teacher's Guide UNIT 2 (Lesson 3:)

Textbook Page	Activity Description	Homework (Workbook)
Glossary 19-20	<p style="text-align: center;"><b>Intro &amp; Review</b></p> <ol style="list-style-type: none"> <li>1. Ask and answer questions from the glossary</li> <li>2. Review vocabulary on pages 19-20 and use question prompt. Is/Are there... in your ____room?</li> </ol>	
22	<p style="text-align: center;"><b>Where is the Mug?</b></p> <ol style="list-style-type: none"> <li>1. Read the sentences about the mug to learn prepositions.</li> <li>2. Use the flashcards from the unit and put them in different places in the room (under the table/ on the chair behind the board etc...). Ask the students, "Where is the ...?" They answer.</li> <li>3. Do the Look in your classroom activity. Have students take turns asking where different things in the classroom are.</li> </ol>	19-22
23-24	<p style="text-align: center;"><b>Where is the...? / Where are the ...? Board Game</b></p> <ol style="list-style-type: none"> <li>1. Split into teams. Model how to play first. Start at the sky blue star. Roll the die and move ahead. Read the word on the square and ask where it is. Look at the picture and answer.</li> <li>2. Teams take turns rolling the die, asking and answering. The first team to finish win!</li> </ol>	
29-30	<p style="text-align: center;"><b>LOOK!</b></p> <ol style="list-style-type: none"> <li>1. Read the comic LOOK! together.</li> <li>2. Have the students use the phonics words from units 1 or 2 and make their own comic. Have them use the language from the comic as a guide. Look at this/that. It's a ... Can you see? Yes. It's (on/in/under/next to/behind) the...</li> </ol>	Finish Drawing Comic

# Hello YOU! (Blue) Teacher's Guide UNIT 2 (Lesson 4:)

Textbook Page	Activity Description	Homework (Workbook)
Glossary 29-30	<p style="text-align: center;"><b>Intro &amp; Review</b></p> <ol style="list-style-type: none"> <li>1. Ask and answer questions from the glossary</li> <li>2. Share original comics in pairs. Switch partners and share again.</li> </ol>	
22	<p style="text-align: center;"><b>Where is/are Board Game</b></p> <ol style="list-style-type: none"> <li>1. Play the board game again to review.</li> </ol>	23-24
23-24	<p style="text-align: center;"><b>Hide and Seek Cards</b></p> <ol style="list-style-type: none"> <li>1. Use the vocabulary cards from the unit. Choose a card and show the class. Say the word together (ex. pillows). Everyone closes their eyes, puts their head down and counts to 10.</li> <li>2. Quickly hide the pillows card in the room. Then ask the students "Where are the pillows?"</li> <li>3. Students guess, "Are they (under the table/Behind the books)? Or students run around and look for the pillows. When a student finds the card everyone says the answer together. They are (next to the trash can).</li> </ol>	27-28
27	<p style="text-align: center;"><b>Phonics Spelling Game</b></p> <ol style="list-style-type: none"> <li>1. Write the phonics patterns on the board. pl / pr / bl / br / fl / fr Say the sounds together and show them how to pronounce l and r (I usually have my students purse their lips when they pronounce r and just barely stick out their tongue when pronouncing l)</li> <li>2. Give each student, team or pair a pice of scratch paper or a small white board to spell the words on.</li> <li>3. Hold up a phonics picture card and say the word out loud. Give each team about 10-30 seconds to sound the word and spell it.</li> <li>4. If they spell the word correctly, they get a point. I usually help my students to that they are all successful, but practicing spelling the words by sounding them out on their own (without using the book) really helps them to understand the phonics patterns.</li> </ol>	

# Hello YOU! (Blue) Teacher's Guide UNIT 2 (Lesson 5:)

Textbook Page	Activity Description	Homework (Workbook)
Glossary 29-30	<p style="text-align: center;"><b>Intro &amp; Review</b></p> <ol style="list-style-type: none"> <li>1. Ask and answer questions from the glossary</li> <li>2. Share original comics in pairs. Switch partners and share again.</li> </ol>	
	<p style="text-align: center;"><b>Where is/are Board Game Hide and Seek Cards</b></p> <ol style="list-style-type: none"> <li>1. Play any game to have fun and review the vocabulary and language focus</li> </ol>	
25-26	<p style="text-align: center;"><b>Quiz Time</b></p> <ol style="list-style-type: none"> <li>1. Split the class into teams. Read the countries and look at the flags. Next read #1 together as a class. Give each team time to think and write their answer in pencil or on a small white board.</li> <li>2. Read #2-8, let the teams guess the answers and then check as a class. Each team gets one point for each correct answer.</li> <li>3. Make it fun and act like a game show host if you want to have fun with it and be silly.</li> <li>4. If you have time, look at the map on pages M-N. Choose a country and do an image search for houses from that country. Let the students take turns describing the house/houses you see. It is/ They are (big/small/old/colorful/cute) (In the jungle/ next to the river...) Depending on your students level and interest, you can even add more info like (made of...)</li> </ol>	
31	<p style="text-align: center;"><b>Let's Read: This is My Classroom</b></p> <ol style="list-style-type: none"> <li>1. Read the journal together. Underline all of the prepositions and read again.</li> <li>2. Ask your students if their classroom is the same. Is there a big chalkboard at the front of your classroom? Are there big windows in your classroom?</li> </ol>	
32	<p style="text-align: center;"><b>Journal: My _____ room</b></p> <ol style="list-style-type: none"> <li>1. Students choose a room to write about. Their bedroom/living room/ classroom etc.</li> <li>2. Draw a picture of the room in the box. Then, write sentences to describe it.</li> </ol>	Finish Journal

# Hello YOU! (Blue) Teacher's Guide UNIT 3 (Lesson 1:)

Textbook Page	Activity Description	Homework (Workbook)
Glossary	<p style="text-align: center;"><b>Intro &amp; Review</b></p> <ol style="list-style-type: none"> <li>1. Share journal in pairs or small groups.</li> </ol>	
33-34	<p style="text-align: center;"><b>Town Mall</b></p> <ol style="list-style-type: none"> <li>1. Look at the picture of the town mall. Read the shop names in the mall directory on page 34 and write the numbers in the correct square for each shop.</li> <li>2. Next ask your students, "What's this?" and have them answer It's the ... Ask them, "Do you like to go to the ...?"</li> <li>3. Look at the different floors of the mall and say them together.</li> <li>4. Ask where different shops are and have all of your students say its on the ... floor.</li> </ol>	29-30
34	<p style="text-align: center;"><b>Let's Talk</b></p> <ol style="list-style-type: none"> <li>1. Read the conversation on page 34.</li> <li>2. Practice the conversation in pairs using the pictures at the bottom of page 34. I usually have half of the class askers and the other half be the answerers. They answerers walk around the room and the askers have to stop someone by saying, "Excuse me" The kids think it is funny.</li> <li>3. Students can continue to ask different students where other shops in the mall are with the same dialogue.</li> </ol>	
41	<p style="text-align: center;"><b>Phonics</b></p> <ol style="list-style-type: none"> <li>1. Read (sl/sn/sm/st/sp/sw/sk) in the circles at the top of pg 41</li> <li>2. Have your students say the words in each box or ask, "What's this?" After you say each word, have the students guess what phonics pattern it needs. Then they write it in the blank.</li> <li>3. After you finish writing and checking each word, go through and read all the words again.</li> </ol>	37
41	<p style="text-align: center;"><b>Phonics BINGO</b></p> <ol style="list-style-type: none"> <li>1. Write (or have your students write) all of the phonics words on small cards or scrap paper. (Depending on how many students are in the class, write each word about 3 times)</li> <li>2. Put all the words face down in the middle of the table.</li> <li>3. Split the class into pairs or teams. One player from each team picks a card. They read it to their team and use the grid on page 41 to play BINGO. *You can have all the teams play at the same time to play speed BINGO.</li> </ol>	

# Hello YOU! (Blue) Teacher's Guide UNIT 3 (Lesson 2:)

Textbook Page	Activity Description	Homework (Workbook)
33	<p style="text-align: center;"><b>Intro &amp; Review</b></p> <ol style="list-style-type: none"> <li>Students ask each other, "Do you like to shop at the...?" You can add more to the convo to make it more real/interesting if you want. For example "What shop do you like?" "I like UNIQLO / Mom Burger etc.) You can write a speaking prompt on the board if you need to.</li> </ol>	
33-34	<p style="text-align: center;"><b>I want a ... I'm going to ...</b></p> <ol style="list-style-type: none"> <li>Play the game on pg. 35 to review the shop vocabulary</li> <li>Model how to play the game first. Put a colored chip on a picture and make a sentence. Then have another player put a colored chip on a different picture and make a sentence. If you don't want to use colored chips you can draw a circle with a colored pencil. Show the class that you get 1 point for every 3 in a row that you get.</li> <li>Split the class into teams or pairs and start the game.</li> </ol>	31-32
38	<p style="text-align: center;"><b>Money &amp; Big Numbers</b></p> <ol style="list-style-type: none"> <li>Practice saying the money/big numbers at the top of page 38 in English together.</li> <li>Practice saying big numbers with students by giving them a small white board or having them stand at the big white board. Say a price and have them write it and say it out loud. Whoever gets it correct gets a point.</li> </ol>	
38	<p style="text-align: center;"><b>LOTTO!</b></p> <ol style="list-style-type: none"> <li>Have your students place their book on the desk with page 38 face up. Have each student stand up and hold a color chip or their eraser near their head or shoulders. Say 3,2,1 drop. All of the students drop their eraser onto the target. They say the amount of money and write the amount on a sheet of paper or at the bottom of the page etc. (You can also cut the money out of the back of the book and hand that out instead.)</li> <li>Choose the number of rounds (the book says 10, but whatever you want to do is fine) Then at the end of the game add up the total money. The student with the most money wins! You could also print this page out big and attach it to the white board. Then use p darts etc. to play the game.</li> </ol>	
41	<p style="text-align: center;"><b>Phonics BINGO</b></p> <ol style="list-style-type: none"> <li>Play BINGO to review.</li> </ol>	38

# Hello YOU! (Blue) Teacher's Guide UNIT 3 (Lesson 3:)

Textbook Page	Activity Description	Homework (Workbook)
Glossary	<p style="text-align: center;"><b>Intro &amp; Review</b></p> <ol style="list-style-type: none"> <li>1. Ask and answer questions from the glossary</li> </ol>	
	<p style="text-align: center;"><b>Bring Me The Money!</b></p> <ol style="list-style-type: none"> <li>1. Students cut out the money in the back of the book.</li> <li>2. You call out a price. The player or team who brings you that amount of money first gets a point!</li> </ol>	33-34
36	<p style="text-align: center;"><b>How much is/are...?</b></p> <ol style="list-style-type: none"> <li>1. Read page 36 and fill in the blanks as a class.</li> <li>2. Use different flash cards with singular and plural items and have half of your students write prices on the back. Lay the flashcards on the desk. Have the other half of the students come and buy the items by asking how much is/are...?</li> <li>3. The students say the price and the other students use their paper money to pay.</li> </ol>	
	<p style="text-align: center;"><b>How Much Quiz!!!</b></p> <ol style="list-style-type: none"> <li>1. Look at the items on page 39 &amp; 40. Have students guess alone or in groups how much they think each item is.</li> <li>2. Have the students ask their parents for homework to see how many answers they got correct. OR You could tell them the answers based on your own knowledge. This is just a fun exercise to see if kids know how much the things they use actually cost.</li> </ol>	
	<p style="text-align: center;"><b>Snake and Spiders Trip to the Snow</b></p> <ol style="list-style-type: none"> <li>1. Read aloud together.</li> <li>2. Have students practice in pairs.</li> </ol>	39

# Hello YOU! (Blue) Teacher's Guide UNIT 3 (Lesson 4:)

Textbook Page	Activity Description	Homework (Workbook)
35	<p style="text-align: center;"><b>Intro &amp; Review</b></p> <ol style="list-style-type: none"> <li>1. Play the game again for review</li> </ol>	
37 & 133	<p style="text-align: center;"><b>Shopping!</b></p> <ol style="list-style-type: none"> <li>1. Read the conversation on page 37. Then show the class how the picture on page 37 only has half of the prices. The other prices are on page 133.</li> <li>2. Split the class into pairs and model how to do the activity with a student in your class. You use page 133 and the other student uses page 37. Ask a question and write the answer. Once the class understands how to do the activity, have them work in pairs until they fill in all of the prices.</li> </ol>	35-36
43-44	<p style="text-align: center;"><b>Crazy Story!</b></p> <ol style="list-style-type: none"> <li>1. Have your students use phonics words to fill in the circles at the top of pages 43 &amp; 44. Make sure they use phonics words in the green boxes for the green circles and pink words for the pink circles.</li> <li>2. Have your students write the words on the blanks in the crazy story.</li> <li>3. Read your crazy story first. Then take turns and have your students read their stories to the class. Have fun with it!</li> </ol>	
	<p style="text-align: center;"><b>Phonics Spelling Game</b></p> <ol style="list-style-type: none"> <li>1. Write the phonics patterns on the board. sl/sn/sm/st/sp/sw/sk</li> <li>2. Split into pairs. Hold up a phonics picture card and say the word out loud. Give each team about 10-30 seconds to sound the word and spell it.</li> <li>3. If they spell the word correctly, they get a point. I usually help my students so that they are all successful, but practicing spelling the words by sounding them out on their own (without using the book) really helps them to understand the phonics patterns.</li> </ol>	40
	<p style="text-align: center;"><b>Snake and Spiders Trip to the Snow</b></p> <ol style="list-style-type: none"> <li>1. Read aloud together.</li> <li>2. Have students practice in pairs.</li> </ol>	



# Hello YOU! (Blue) Teacher's Guide UNIT 3 (Lesson 5:)

Textbook Page	Activity Description	Homework (Workbook)
43-44	<p style="text-align: center;"><b>Intro &amp; Review</b></p> <p>1. Practice reading Crazy Stories in partners</p>	
	<p style="text-align: center;"><b>Review Game or Activity</b></p> <p>1. Have the students practice the vocabulary and grammar by playing a game from the unit or doing one of the peaking activities (Excuse me...? or Shopping with flash cards and money).</p>	
47	<p style="text-align: center;"><b>Let's Read</b></p> <p>1. Read the journal with the class.</p> <p>2. Ask simple comprehension questions. Where do they like to shop? What do they like to get at the seafood shop?</p> <p>3. Then as personal questions and start a class conversation Where do you like to shop? What clothes shops do you like? What sushi shops do you like? etc.</p>	
48	<p style="text-align: center;"><b>Journal</b></p> <p>1. Help your students to fill in the blanks to complete their journal.</p>	Finish Journal & Practice reading it. Record on app
	<p style="text-align: center;"><b>Phonics Spelling Game (if time)</b></p> <p>1. Write the phonics patterns on the board. sl/sn/sm/st/sp/sw/sk</p> <p>2. Split into pairs. Hold up a phonics picture card and say the word out loud. Give each team about 10-30 seconds to sound the word and spell it.</p> <p>3. If they spell the word correctly, they get a point. I usually help my students so that they are all successful, but practicing spelling the words by sounding them out on their own (without using the book) really helps them to understand the phonics patterns.</p>	

# Hello YOU! (Blue) Teacher's Guide REVIEW 123

Textbook Page	Activity Description	Homework (Workbook)
48	<p style="text-align: center;"><b>Intro &amp; Review</b></p> <ol style="list-style-type: none"> <li>1. Read and share journals in pairs or small groups.</li> <li>2. Play a game from the book to review</li> </ol>	
49	<p style="text-align: center;"><b>My Favorite Things</b></p> <ol style="list-style-type: none"> <li>1. Read about the things on page 49.</li> <li>2. Ask the students what their favorite things are. Write some go their answers on the board.</li> <li>3. Give the students a time limit to draw some of their favorite things in the boxes and write about what they are on the lines.</li> <li>4. Walk around and help your students.</li> <li>5. Students can walk around the room, find different partners and share about their favorite things. Then they can find a new partner and share again.</li> </ol>	41-44
50	<p style="text-align: center;"><b>At the Market</b></p> <ol style="list-style-type: none"> <li>1. Look at the pictures of the markets in France and Thailand. Ask the students what they see.</li> <li>2. Use the speaking prompt and words at the bottom of the page to ask and answer questions about the markets in each country.</li> <li>3. You can look up more pictures of markets in each country, or even pictures of markets in other countries.</li> <li>4. Talk about what you see. There is / There are ...</li> </ol>	
51-52	<p style="text-align: center;"><b>Ayana's Dream House</b></p> <ol style="list-style-type: none"> <li>1. Look at Ayana's Dream house. Talk about what you see.</li> <li>2. Fill in the blanks with There is / There are as a class.</li> <li>3. Ask your students what they want to have in their dream house.</li> <li>4. Write some of their answers on the board. If they don't know, ask them questions like, Do you want to have (a pool / an arcade / a basketball court / a game arcade...)</li> </ol>	Draw a picture of your dream house and write about it
53-54	<p style="text-align: center;"><b>Puzzle Time</b></p> <ol style="list-style-type: none"> <li>1. Do one of the puzzles on page 54-55</li> <li>2. Play a game to review reading or spelling the phonics words</li> </ol>	

# Hello YOU! (Blue) Teacher's Guide REVIEW 123

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;"><b>Intro &amp; Review</b></p> <ol style="list-style-type: none"> <li>1. Play a game from the book to review</li> </ol>	
52	<p style="text-align: center;"><b>My Dream House</b></p> <ol style="list-style-type: none"> <li>1. The teacher can have a picture of their dream house and show the class. Then the students can ask the teacher, "Is there a ... / Are there ...". The students can look at the house vocabulary words or use their own ideas.</li> <li>2. Once the students have asked enough questions, choose a student to stand at the front of the class. Each student takes turns asking questions about their dream house.</li> </ol>	45-46
55-57	<p style="text-align: center;"><b>This is Italy / Ghana</b></p> <ol style="list-style-type: none"> <li>1. Read the presentation about Italy as a class. Ask the students if they know about the places or food in the pictures. "What is this?" "What are these?" "Do you like..." "Do you want to go to"</li> <li>2. Look at the poster about Ghana. Read it together. Ask the students questions about the pictures.</li> <li>3. Find each country on a map. Ask the students which country they want to visit. If your students are interested, you can look up more pictures/info of each country online.</li> </ol>	
51-52	<p style="text-align: center;"><b>This is . . . (multi lesson project)</b></p> <ol style="list-style-type: none"> <li>1. Tell your students they will do a report about a country. Do they want to make a poster do a presentation or ...? The projects can be done alone, with a partner or in small groups (It's up to you and or your students)</li> <li>2. Have your students choose a country. Show them a world map if they cannot decide.</li> <li>3. Students will need to find info about each country by doing image searches, simple google searches or using books if you have them etc.</li> <li>4. They will use the mind maps on pages 58-62 to organize their ideas and presentation/poster.</li> <li>5. Give your students time to create their presentation or poster and practice presenting it.</li> <li>6. Students can take turns presenting to the class.</li> <li>7. Students can review the experience and talk about with they learned/what was difficult etc.</li> </ol>	
53-54	<p style="text-align: center;"><b>Puzzle Time</b></p> <ol style="list-style-type: none"> <li>1. Do one of the puzzles on page 54-55</li> </ol>	

# Hello YOU! (Blue) Teacher's Guide REVIEW 123

As students are working on their country reports, we often do/finish the other activities from the review. We like to play other games from the first 3 units of the book to review as well. You can even have students go back and read their journals. It depends on how much time you have.

You can assign the review homework from the workbook during this time as well.

# Hello YOU! (Blue) Teacher's Guide UNIT 4 (Lesson 1:)

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;"><b>Intro &amp; Review</b></p> <ol style="list-style-type: none"> <li>1. Ask intro question from glossary in pairs</li> </ol>	
63-64	<p style="text-align: center;"><b>What are they doing?</b></p> <ol style="list-style-type: none"> <li>1. Teach the vocabulary with flashcards or by using the book.</li> <li>2. Play a flashcard game to practice</li> </ol>	59-62
65-66	<p style="text-align: center;"><b>Let's Talk</b></p> <ol style="list-style-type: none"> <li>1. Point to a person or people in the school on page 65. Ask your students "What is he/she doing?" or "What are they doing?" Your students will answer. Ask about a few more people.</li> <li>2. Split the class into pairs or small groups and have your students point to different people and ask together.</li> <li>3. If your students do not know what someone is doing, they can ask you, "What is he doing?" etc.</li> </ol>	
71	<p style="text-align: center;"><b>Phonics</b></p> <ol style="list-style-type: none"> <li>1. Read (st/lf/ld/lt/nd/nk/nt) in the circles at the top of pg 71</li> <li>2. Have your students say the words in each box or ask, "What's this?" After you say each word, have the students guess what phonics pattern it needs. Then they write it in the blank.</li> <li>3. After you finish writing and checking each word, go through and read all the words again.</li> </ol>	
71	<p style="text-align: center;"><b>Phonics BINGO</b></p> <ol style="list-style-type: none"> <li>1. Write (or have your students write) all of the phonics words on small cards or scrap paper. (Depending on how many students are in the class, write each word about 3 times)</li> <li>2. Put all the words face down in the middle of the table.</li> <li>3. Split the class into pairs or teams. One player from each team picks a card. They read it to their team and use the grid on page 71 to play BINGO. *You can have all the teams play at the same time to play speed BINGO.</li> </ol>	

# Hello YOU! (Blue) Teacher's Guide UNIT 4 (Lesson 2:)

Textbook Page	Activity Description	Homework (Workbook)
J	<p style="text-align: center;"><b>Intro &amp; Review</b></p> <p>1. Ask intro question from glossary in pairs. Page J is a good page to review to prepare for the lesson.</p>	
63-64	<p style="text-align: center;"><b>What are they doing?</b></p> <p>1. Quickly review the vocabulary with the book or flashcards.</p>	
65-66	<p style="text-align: center;"><b>Let's Talk</b></p> <p>1. Split into pairs and do the activity again to review.</p>	
67-68	<p style="text-align: center;"><b>What are they doing Game</b></p> <p>1. Read the speaking prompt at the top of the page 67 and find the correct picture on the board game. Read the prompt on the top of page 68 and find the kids on the game.</p> <p>2. Play the board game in small groups or pairs or as a class.</p>	63-64
71	<p style="text-align: center;"><b>Phonics BINGO</b></p> <p>1. Play Phonics BINGO again to review</p>	67-68
72	<p style="text-align: center;"><b>Read and Write</b></p> <p>1. Read each sentence aloud together. Choose a phonics word to fill in the blank.</p>	

# Hello YOU! (Blue) Teacher's Guide UNIT 4 (Lesson 3:)

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;"><b>Intro &amp; Review</b></p> <ol style="list-style-type: none"> <li>1. Ask intro questions from the glossary</li> <li>2. Draw your family members doing different things in the house on page 69.</li> </ol>	
69-70	<p style="text-align: center;"><b>Where is your ...? What is he/she doing?</b></p> <ol style="list-style-type: none"> <li>1. Look at each students drawing of their family. Point to a person in their house and ask, "Where is your ... ?" What is he/she doing?"</li> <li>2. Ask a few more students about people in their houses.</li> <li>3. Split into pairs and students ask each other about the people in their houses. Use the speaking prompt at the bottom of page 70. Students can listen and write/or draw the people in each room.</li> <li>4. Students can write about their family members at the top of page 70.</li> </ol>	65
	<p style="text-align: center;"><b>Phonics Spelling Game</b></p> <ol style="list-style-type: none"> <li>1. Write the phonics patterns on the board. st/lf/ld/lt/nd/nk/nt</li> <li>2. Split into pairs. Hold up a phonics picture card and say the word out loud. Give each student or team about 10-30 seconds to sound out the word and spell it.</li> <li>3. If they spell the word correctly, they get a point. I usually help my students so that they are all successful, but practicing spelling the words by sounding them out on their own (without using the book) really helps them to understand the phonics patterns.</li> </ol>	69-70
73-80	<p style="text-align: center;"><b>The Sad Old Man</b></p> <ol style="list-style-type: none"> <li>1. Read the story together.</li> </ol>	

# Hello YOU! (Blue) Teacher's Guide UNIT 4 (Lesson 4:)

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;"><b>Intro &amp; Review</b></p> <ol style="list-style-type: none"> <li>1. Ask intro questions from the glossary</li> </ol>	
	<p style="text-align: center;"><b>Flashcard Game</b></p> <ol style="list-style-type: none"> <li>1. Play a fun flashcard game to review the vocabulary/grammar</li> </ol>	
	<p style="text-align: center;"><b>Where is your ...? What is he/she doing?</b></p> <ol style="list-style-type: none"> <li>1. Do the speaking activity on page 69-70 with a different partner than before.</li> </ol>	66
	<p style="text-align: center;"><b>Let's Read</b></p> <ol style="list-style-type: none"> <li>1. Read the poem on page 81. Ask your students what they do in winter. "Do you like... in winter?"</li> <li>2. Brainstorm different things you do in each season and write the ideas on the board.</li> <li>3. Students choose a season and write it on the top line of the Journal on page 82.</li> <li>4. Help students write a season poem on the lines.</li> </ol>	
	<p style="text-align: center;"><b>Season Poem Poster</b></p> <ol style="list-style-type: none"> <li>1. We usually give our students a big piece of colored paper to write their poems on and illustrate.</li> <li>2. They finish for homework and practice reading it.</li> <li>3. In the next class they practice reading their poem in pairs and then present them to the class.</li> <li>4. I always decorate them in the school and keep my favorites to decorate at the school throughout the year during the appropriate season.</li> </ol>	Practice Reading Poem and finish illustrating and coloring poster.



# Hello YOU! (Blue) Teacher's Guide UNIT 5 (Lesson 1:)

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;"><b>Intro &amp; Review</b></p> <p>1. Read Season Poems in pairs</p>	
83	<p style="text-align: center;"><b>What are you going to do...?</b></p> <p>1. Teach the vocabulary with flashcards or by using the book. 2. Cut out the cards into the back of the book and play memory "I'm going to..." or "I'm not going to..."</p>	71-72
84	<p style="text-align: center;"><b>What are you going to do on ___ day?</b></p> <p>1. Ask your students what they are going to do on Monday. They can choose something from page 83 or from the glossary pages H / J / or go to ... on page L. 2. Students write what they are going to do on Monday in the box. Then continue to write about the other days in each box. 3. Students stand up and find a partner. They take turns asking, "What are you going to do on ___ day?" and answering, "I'm going to ..." 4. When the teacher says, "SWITCH" or "Change Partners" The students find someone else and have a new conversation.</p>	
91	<p style="text-align: center;"><b>Phonics</b></p> <p>1. Read the compound words at the top of the page. 2. Read the words in each box and have the students say or guess what the compound word will mean. 3. Students write the word on the line and draw a quick picture of what it is.</p>	79-80
92	<p style="text-align: center;"><b>Read and Write</b></p> <p>1. Read each sentence aloud together. Choose a phonics word to fill in the blank.</p>	

# Hello YOU! (Blue) Teacher's Guide UNIT 5 (Lesson 2:)

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;"><b>Intro &amp; Review</b></p> <p>1. Intro Questions Review from glossary</p>	
83	<p style="text-align: center;"><b>What are you going to do...?</b></p> <p>1. Review the vocabulary with a flashcard game.</p>	
84	<p style="text-align: center;"><b>What are you going to do on ___day?</b></p> <p>1. Split into pairs and interview about their week using the table at the bottom of page 84.</p>	73-74
85-86	<p style="text-align: center;"><b>I'm going to ... / I'm not going to ...</b></p> <p>1. Play the Monster Race board game on pages 85-86</p> <p>2. Students choose a monster. They make a sentence at each square to move ahead to the next square. Who can speak the fastest and get to the star first. If you don't want it to be a competition, students can time themselves and try to beat their time.</p> <p>3. The game can also be played in pairs and they can ask each other, "Are you going to ...?"</p>	
	<p style="text-align: center;"><b>Phonics</b></p> <p>1. Play a spelling or reading game to review the phonics words.</p>	
93-94	<p style="text-align: center;"><b>Post Card</b></p> <p>1. Read the Rainbow Road post card on page 93.</p> <p>2. Students choose words from the phonics or the book to write about a real or magical place. They write a postcard on page 94.</p>	Finish Postcard for homework.

# Hello YOU! (Blue) Teacher's Guide UNIT 5 (Lesson 3:)

Textbook Page	Activity Description	Homework (Workbook)
94	<p style="text-align: center;"><b>Intro &amp; Review</b></p> <p>1. Share Postcards in small groups or in front of the class.</p>	
85-86	<p style="text-align: center;"><b>Monster Race</b></p> <p>1. Play the Monster Race on pages 85-86 to review.</p>	
87-89	<p style="text-align: center;"><b>Travel Time</b></p> <p>1. Look at the travel brochure on pages 87-88</p> <p>2. Read each question together and have the students check where they want to go on vacation and what they want to do there. After each choice, go around and have each student answer. "I want to go to Rome." or "I want to stay at a resort." etc.</p> <p>3. Once your students have made their plan, tell them "OK! Your trip is planned!"</p> <p>4. Students write about their trips on page 89. Then take turns telling the class or a small group about their trip.</p>	75-76
	<p style="text-align: center;"><b>Phonics Review Game</b></p> <p>1. Play a spelling or reading game to review the phonics words.</p>	81-82

# Hello YOU! (Blue) Teacher's Guide UNIT 5 (Lesson 4:)

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;"><b>Intro &amp; Review</b></p> <ol style="list-style-type: none"> <li>1. Intro questions review from glossary.</li> <li>2. What are you going to do on ____day? Question review in partners</li> </ol>	
90	<p style="text-align: center;"><b>Travel Time</b></p> <ol style="list-style-type: none"> <li>1. Split into pairs and interview your partner about the trip they planned in the previous lesson. (Model how to do the activity first.)</li> </ol>	
	<p style="text-align: center;"><b>My Goals</b></p> <ol style="list-style-type: none"> <li>1. Read the journal together on page 95.</li> <li>2. Ask your students what their goals are for this year or next year. Write their ideas on the board. if they cannot think of ideas write the following prompts on the board from the reading. get better at... learn... win... You can add more prompts if you'd like to.</li> <li>3. Choose a couple goals and give examples of how you can achieve them. "I want to get better at English, so I will do my homework." "I want to buy a Switch, so I will help clean the house and get money." etc.</li> <li>4. Tell your students to choose 3 goals and write them in the bubbles. They can draw a picture if they want.</li> <li>5. Students write journal.</li> </ol>	Finish writing journal.

# Hello YOU! (Blue) Teacher's Guide UNIT 5 (Lesson 5:)

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;"><b>Intro &amp; Review</b></p> <ol style="list-style-type: none"><li>1. Intro questions review from glossary.</li><li>2. What are you going to do on ____day? Question review in partners</li></ol>	77-78
90	<p style="text-align: center;"><b>Correct &amp; Read My Goals Journal</b></p> <ol style="list-style-type: none"><li>1. Correct the My Goals Journal while your students are doing the warm up activity. Students read My Goals Journal in pairs.</li></ol>	
	<p style="text-align: center;"><b>My Goals Poster (Optional Activity)</b></p> <ol style="list-style-type: none"><li>1. Give students a big, blank sheet of paper to create a My Goals Poster.</li><li>2. Students can draw pictures or paste photos or pictures the internet or from old magazines etc. to show their dreams and goals.</li><li>3. Students rewrite their journal on the poster.</li><li>4. Students share their My goals poster with the class.</li></ol>	

# Hello YOU! (Blue) Teacher's Guide UNIT 6 (Lesson 1:)

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;"><b>Intro &amp; Review</b></p> <ol style="list-style-type: none"> <li>Intro questions review from glossary.</li> <li>Are you going to ... next week etc. Review questions</li> </ol>	
97 - 98	<p style="text-align: center;"><b>It's going to be Sunny</b></p> <ol style="list-style-type: none"> <li>Teach (review) weather vocabulary using the chart on page 97.</li> <li>Practice talking about the weather using the conversation at the bottom of the page.</li> <li>Split into pairs and ask about the weather around the world.</li> <li>If you want to make it more interesting, you can look up the weather forecast for different places around the world online. One partner can look up the forecast and another can ask questions about the weather. Students choose Paris, France and find the forecast on the tablet. One student asks "How's the weather going to be tomorrow?" The other student answers, "It's going to be ..." etc.</li> </ol>	83-84
105-106	<p style="text-align: center;"><b>Phonics Reading Syllables</b></p> <ol style="list-style-type: none"> <li>Read the name of each country and match together.</li> <li>Write the syllables on different cards. Mix them all up and have the students put the together to respell the countries.</li> </ol>	91-92
	<p style="text-align: center;"><b>Phonics Reading/Spelling Game</b></p> <ol style="list-style-type: none"> <li>Use the flashcards to play a reading or spelling game.</li> </ol>	

# Hello YOU! (Blue) Teacher's Guide UNIT 6 (Lesson 2:)

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;"><b>Intro &amp; Review</b></p> <p>1. Intro questions review from glossary.</p>	
	<p style="text-align: center;"><b>Your Weather Forecast</b></p> <p>1. Look up the weather forecast in your country. Students can ask and answer in pairs about the weather each city/area. "How is the weather going to be in Sapporo tomorrow?" etc.</p>	
99 - 100	<p style="text-align: center;"><b>The Weather Forecast</b></p> <p>1. Talk about the weather on page 99. Teach your students how to talk about the high and low temperatures.            2. Play 3 in a row in pairs.            3. Draw the weather forecast for your city in the boxes on page 100. Write about the weather below.</p>	85-86
107-108	<p style="text-align: center;"><b>Phonics Reading Syllables</b></p> <p>1. Read the name of each month and match together.            2. Write the syllables on different cards. Mix them all up and have the students put the together to respell the months.</p>	93-94
	<p style="text-align: center;"><b>Phonics Reading/Spelling Game</b></p> <p>1. Use the flashcards to play a reading or spelling game.</p>	

# Hello YOU! (Blue) Teacher's Guide UNIT 6 (Lesson 3:)

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;"><b>Intro &amp; Review</b></p> <ol style="list-style-type: none"> <li>Intro questions review from glossary.</li> </ol>	
101 - 102	<p style="text-align: center;"><b>You Should</b></p> <ol style="list-style-type: none"> <li>Read through the different weather advice on page 101.</li> <li>Ask your students, "When should you wear boots?" or "When should you bring a fan?" etc.</li> <li>Model how to play the board game on page 102.</li> <li>Students split into small groups and play the board game.</li> </ol>	87-88
109-110	<p style="text-align: center;"><b>Let's Go!</b></p> <ol style="list-style-type: none"> <li>Read page 109 together as a class.</li> <li>Students choose different places in their country or around the world and choose a season.</li> <li>Students fill in the blanks to finish the activity, then draw a picture.</li> </ol>	Finish writing Let's Go to...
	<p style="text-align: center;"><b>Phonics Reading/Spelling Game</b></p> <ol style="list-style-type: none"> <li>Use the flashcards to play a reading or spelling game.</li> </ol>	



# Hello YOU! (Blue) Teacher's Guide UNIT 6 (Lesson 4:)

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;"><b>Intro &amp; Review</b></p> <p>1. Read and share Let's Go to ... in pairs or small groups</p>	
102	<p style="text-align: center;"><b>You Should</b></p> <p>1. Play the game on page 102 again to review.</p>	89-90
109-110	<p style="text-align: center;"><b>Storms!</b></p> <p>1. Read about the storms on page 103-104. Write the number of the correct storm in each small box next to the descriptions.</p> <p>2. Write the correct storm on each line with the correct advice. If you want to practice more, You can...</p> <p>3. Ask about other storms or disasters and write the names on the board.            earthquake            tsunami            landslide</p> <p>4. Write "There is going to be a ... , what should I do?" on the board. Ask your students ...            "There is going to be an earthquake, what should I do?"            Students can get an idea on page 101 or 104 or use their own idea.</p>	
111-112	<p style="text-align: center;"><b>Seasons</b></p> <p>1. Read the journal on page 111.</p> <p>2. Ask your students how the weather is in each season where you live. Ask your students what they like to do in each season. Write their ideas on the board.</p> <p>3. Students Draw or write about what they do in each season box on page 112. They can get ideas from the glossary.</p> <p>4. Students write their journal.</p>	Finish Writing Journal

# Hello YOU! (Blue) Teacher's Guide Review 456(Lesson 1:)

Textbook Page	Activity Description	Homework (Workbook)
112	<b>Intro &amp; Review</b> 1. Read seasons Journal in pairs or small groups	
115-116	<b>Ups and Downs</b> 1. Play the game on page 115-116.	
113-114	<b>All About Me</b> 1. Fill in the All About Me speech together as a class. 2. Have students practice together in partners.	
119	<b>What is he/she/it doing review game.</b> 1. Split into pairs. Choose a building. Take turns asking and answering about the people on each floor of the building. 2. Which team is the fastest? 3. Switch partners and play again.	95-98

# Hello YOU! (Blue) Teacher's Guide Review 456(Lesson 2:)

Textbook Page	Activity Description	Homework (Workbook)
113-114	<p style="text-align: center;"><b>Intro &amp; Review</b></p> <ol style="list-style-type: none"> <li>1. Practice reading All About Me in partners.</li> <li>2. Record in class or at home and upload to the app.</li> </ol>	
118	<p style="text-align: center;"><b>The Weather</b></p> <ol style="list-style-type: none"> <li>1. Play the speaking game on page 118</li> </ol>	101-102
125-126	<p style="text-align: center;"><b>The Weather Report</b></p> <ol style="list-style-type: none"> <li>1. Read The Weather Report on pages 125-126 together as a class.</li> </ol>	
	<p style="text-align: center;"><b>Make a Weather Report (multi lesson project)</b></p> <ol style="list-style-type: none"> <li>1. Tell your students they will make their own weather report.</li> <li>2. Students need to choose a place in the world.</li> <li>3. They need to look up the weather and use the mini map to write a script for their weather report.</li> <li>4. They can use the reading as a guide. They should include the weather , the temperature and some advice for each day the report on.</li> <li>5. When students are finished writing their weather report, you need to correct their mistakes.</li> <li>6. They need to practice and memorize (if possible) their weather reports</li> <li>7. Once our students have memorized their weather reports, we use a green screen (a sheet) and record them. Everyone helps out when recording and cheers each other on. If you prefer, students can do review homework or play app games while they wait for others to record as well.</li> <li>8. When our students have finished recording we teach them how to edit their videos and add icons and text as well as intros and sound effects to make them more realistic.</li> <li>9. Finally we have a "movie day" and debut all of the videos. If possible I invite the parents to come and watch as well. It is a great way to end the year and show families what their kids have accomplished.</li> </ol>	

# Hello YOU! (Blue) Teacher's Guide Review 456 Continued

As students are working on their Weather Reports, we often do/ finish the other activities from the review. We like to play other games from throughout the book to review as well. You can even have student go back and read their journals. It depends on how much time you have.

I hope you had a great year filled with fun and interesting lessons!