

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! (Orange)

Teacher's Guide

UNIT 1 (Lesson 1:)

Textbook Page	Activity Description	Homework (Workbook)
A, C, D	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none"> Sing a Hello Song Fill out info in front of book on Page A. Take turns practicing. Practice in pairs if you have time. Review Book 1 vocabulary by interviewing in pairs using the questions from the glossary on pages C & D. <p>*If your students don't know all of these yet, start with reviewing what they know. Then slowly add other questions when you can.</p>	
1	<p style="text-align: center;">How are you!</p> <ol style="list-style-type: none"> Teach Vocabulary on Page 1 with flashcards or by looking at the book. Have students say "I am... or I am not..." Cut out the cards in the back of the workbook and play memory in small groups, with teams or in pairs. Have students say the feeling every time they choose a card. Then have them say "I am..." or "I am not..." Every time they get a pair. <p>*You could also use 1 set of memory cards and play BINGO in small teams using the grid on page 1.</p>	
5&7	<p style="text-align: center;">at / ap / ag, & A Chant</p> <ol style="list-style-type: none"> Read, chant and write the words together on page 5 Read the chant on Page 7. Listen and Chant with your class. 	5 & 9

Hello YOU! (Orange)

Teacher's Guide

UNIT 1 (Lesson 2:)

Textbook Page	Activity Description	Homework (Workbook)
A, C, D	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none"> 1. Sing a Hello Song 2. Practice Page A in partners 3. Interview in pairs using pages C & D 	
1, 2	<p style="text-align: center;">How are you!</p> <ol style="list-style-type: none"> 1. Play feelings memory again or use the memory cards or flashcards to play another game to review feelings. 2. Teach He is ... She is... and write to fill in the blanks on Page 2. 3. Read, chant and write the words together on page 6 4. Read the chants on Pages 7&8. Listen and Chant with your class. 	1-2
3 & 4	<p style="text-align: center;">am / an / ad & A Chants</p> <ol style="list-style-type: none"> 1. Read, chant and write the words together on page 6 2. Read the chants on Pages 7&8. Listen and Chant with your class. 	6 & 10

Hello YOU! (Orange)

Teacher's Guide

UNIT 1 (Lesson 3:)

Textbook Page	Activity Description	Homework (Workbook)
A, C, D	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none"> Sing a Hello Song Practice Page A in partners Interview in pairs using pages C & D 	
1	<p style="text-align: center;">Are you...? Yes, I am. No, I am not. (Feelings Review)</p> <ol style="list-style-type: none"> Ask a student "Are you hot?" Model for them to answer "Yes I am." or "No, I am not." Then ask a couple more students until they understand. Now have the students ask in pairs using the vocabulary from Page 1. 	
3 & 4	<p style="text-align: center;">Countries</p> <ol style="list-style-type: none"> Use flag flashcards to teach your students the countries. As you hold up each flag, have your students find the person from each country on page 3. Say He/She is from... together. Play board game on page 4. If it is too much for them to ask and answer, just have them say "He is from..." or "She is from..." this time around. If your students can do it, have them ask and answer. 	
5, 6,	<p style="text-align: center;">CVC a words</p> <ol style="list-style-type: none"> Print the cvc game cards. Put the picture cards in the middle of the desk. Take turns reading the cvc words and finding the pictures. Work as a team or play a game like karuta. 	7-8
7, 8	<p style="text-align: center;">A chants</p> <ol style="list-style-type: none"> Read the chants on page 7 & 8 	9-10

Hello YOU! (Orange)

Teacher's Guide

UNIT 1 (Lesson 4:)

Textbook Page	Activity Description	Homework (Workbook)
A, C, D	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none"> 1. Sing a Hello Song 2. Practice Page A in partners 3. Interview in pairs using pages C & D 4. add "Are you...?" (page 1) as an interview question 	
3 & 4	<p style="text-align: center;">Countries: He/She is from... He/She likes...</p> <ol style="list-style-type: none"> 1. Use flag flashcards to Review the countries. 2. Look at page 3. Say He/She is from... together. 3. Then add "He/She likes..." 4. Ask the students if they like the foods. (Look pictures of the foods up online to make it more real/interesting.) 5. Practice saying "She is from... She likes..." together. 6. Model how you play 3 in a row (tic tac toe) with a student in your class. (Use colored chips or rip up/cut out circles using 2 colors of scratch paper.) 7. Each time you place a colored chip on a square, say "He is from... He likes..." 8. Split students into partners or small groups and let them play. 	<p style="text-align: center;">3-4</p> <p style="text-align: center;">FUN IDEA! Give students a blank sheet of paper to take home and draw/ color their favorite flag. Tape all the flags to a string to make a banner and decorate your school!</p>
5, 6,	<p style="text-align: center;">CVC a words (If time)</p> <ol style="list-style-type: none"> 1. Play the matching words game or karuta from the previous lesson. 	
9	<p style="text-align: center;">FUN CHANT! A Hat on a Cat</p> <ol style="list-style-type: none"> 1. Read the chant on page 9 together. 2. Read it a couple of times. 3. If you have time, show your students how to make their own chant by modeling. Look back at phonics words from page 5&6, or other words in the glossary. Choose the words and make your own chant. 4. Students can start to think of their own chant. 	

Hello YOU! (Orange)

Teacher's Guide

UNIT 1 (Lesson 5:)

Textbook Page	Activity Description	Homework (Workbook)
A, C, D	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none"> 1. Sing a Hello Song 2. Practice Page A in partners 3. Interview in pairs using pages C & D 4. add "Are you...?" (page 1) as an interview question 	
3 & 4	<p style="text-align: center;">Countries: He/She is from... He/She likes...</p> <ol style="list-style-type: none"> 1. Review Vocabulary and play 3 in a row on page 3 or the board game on page 4. 2. You can also play a different game using the flashcards. Ideas listed below. 	
5, 6,	<p style="text-align: center;">CVC a words Spelling Game</p> <ol style="list-style-type: none"> 1. Choose a picture card. Sound it out and spell it on the board. 2. Now, split the class into teams. Give each team a small whiteboard or scratch paper. 3. Each team picks a picture card. They have to spell the word. Then, they can pick a new picture card. Which team can spell the most words?! 	
9	<p style="text-align: center;">FUN CHANT! A Hat on a Cat</p> <ol style="list-style-type: none"> 1. Read the chant on page 9 together. 2. Help students write their own chants. 3. Give them time to draw their pictures. 4. Students practice chants with the teacher and in partners. <p>*You can give students a blank sheet of paper (Bigger is better like A3) to rewrite, draw and decorate their chant. Then they can present it in class.</p>	<p style="text-align: center;">Practice Fun Chants! Record on app</p>

Hello YOU! (Orange)

Teacher's Guide

UNIT 2 (Lesson 1:)

Textbook Page	Activity Description	Homework (Workbook)
Glossary 10	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none"> 1. Sing a Hello Song 2. Ask intro questions from the glossary in partners 3. Share original chants in pairs or small groups. Play rock, scissors, paper. The winner reads their chant first. Teacher walks around and monitors. 	
11	<p style="text-align: center;">My Family</p> <ol style="list-style-type: none"> 1. Teach family vocabulary with flashcards or by using the pictures on page 11. 2. Play a flashcard game to practice the vocabulary. (ex. Janken Train / Flashcard Relay / Is it...? Guessing game) 3. Read together, match and write the word on page 11. 	13-14
12	<p style="text-align: center;">Draw Family</p> <ol style="list-style-type: none"> 1. Teacher draws his/her family on page 12 as an example and shows the class. 2. Give students a few minutes to draw their family. If they cannot finish, have them finish for homework. If they do not know the ages of their family members, have them ask at home or change age with feeling (happy) etc. 	Finish drawing family
15 & 17	<p style="text-align: center;">ig / ix / it, & i Chant</p> <ol style="list-style-type: none"> 1. Read, chant and write the words together on page 15 2. Read the chant on Page 17. Listen and Chant with your class. 	

Hello YOU! (Orange)

Teacher's Guide

UNIT 2 (Lesson 2:)

Textbook Page	Activity Description	Homework (Workbook)
Glossary	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none"> 1. Sing a Hello Song If you want, add a family song. (Simple: Finger Family / Crazy: Baby Shark or whatever you like) 2. Ask intro questions from the glossary in partners 3. Share original chants with the class. If you still want your students to show off their original chants, have them present them in front of the class. If they made posters, hang them up somewhere if possible. 	
12	<p style="text-align: center;">My Family</p> <ol style="list-style-type: none"> 1. (Who is he/she? He/She is my...) Write this on the board. 2. Have the students open their books to page 12. Model the language by asking different students about the family members they drew. Help them answer. Try to elicit he/she to check for understanding and make sure your students are paying attention. 3. Next, have student ask you about your family. 4. Then have the students ask each other in pairs or small groups when they are ready 5. You can have your students ask how old is he/she as well. If it is too much at once add that bit next week. 	
15 & 16	<p style="text-align: center;">ig / ix / it Chant & ip / in / id Chant</p> <ol style="list-style-type: none"> 1. Read and chant together on page 15 2. Read, chant and write the words on page 16 	17-19
15 & 16	<p style="text-align: center;">CVC i words</p> <ol style="list-style-type: none"> 1. Print the cvc game cards. 2. Put the picture cards in the middle of the desk. Take turns reading the cvc words and finding the pictures. Work as a team or play a game like karuta. 	
17-18	<p style="text-align: center;">i Chants</p> <ol style="list-style-type: none"> 1. Read and chant together on page 17 & 18 	

Hello YOU! (Orange)

Teacher's Guide

UNIT 2 (Lesson 3:)

Textbook Page	Activity Description	Homework (Workbook)
Glossary	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none"> Sing a Hello Song If you want, add a family song. (Simple: Finger Family / Crazy: Baby Shark or whatever you like) Ask intro questions from the glossary in partners or review Who is he/she on page 12 and have the kids ask their partners. 	
12	<p style="text-align: center;">My Family</p> <ol style="list-style-type: none"> Present your family on pg 12 to the class. Then have students take turns presenting their own families. 	
13 & 14	<p style="text-align: center;">He is... / She is ...</p> <ol style="list-style-type: none"> Teach vocabulary on pg 13 using flashcards or the pictures in the book. Play the Flip & Play board game on page 14 to practice using the vocabulary. 	
15 & 16	<p style="text-align: center;">CVC i words</p> <ol style="list-style-type: none"> Play the matching words game or karuta from the previous lesson. Put the picture cards in the middle of the desk. Take turns reading the cvc words and finding the pictures. Work as a team or play a game like karuta. Or you can use the cards to play a different reading or matching game like memory etc. 	20-22
17-18	<p style="text-align: center;">i Chants</p> <ol style="list-style-type: none"> Read and chant together on page 17 & 18 	

Hello YOU! (Orange)

Teacher's Guide

UNIT 2 (Lesson 4:)

Textbook Page	Activity Description	Homework (Workbook)
Glossary	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none"> Sing a Hello Song If you want, add a family song. (Simple: Finger Family / Crazy: Baby Shark or whatever you like) Ask intro questions from the glossary in partners or review Who is he/she on page 12 and have the kids ask their partners. 	
14	<p style="text-align: center;">Flip & Play Game</p> <ol style="list-style-type: none"> Review the vocabulary by playing the board game again in small groups or pairs. 	15-16
19	<p style="text-align: center;">Fun Chant: Max and Lin</p> <ol style="list-style-type: none"> Read the chant on page 19 together. Say the following words aloud and have the students find them on the page and underline or circle them. (Max / Lin / six / ten / big / small / pink wig / big pig) Read the chant together again. 	
20	<p style="text-align: center;">Create Original Chant</p> <ol style="list-style-type: none"> Have your students choose 2 people to write a chant about. Model by choosing to people yourself. Draw each person. Then, model to your students how to use page 19 as a guide to write their own chant. Show students how they can replace the circled words with names, numbers (for age) or adjectives from page 13. They can also replace the things the people have with phonics words from pages 5/6/15/16 Help your students write and spell out the words for their chants. If it is a word in their book, show them how to find it. If it is a new word, sound it out together. <p>*If you cannot finish writing the chant in class... Depending on your students levels, you can decide if you want to help them finish writing the chants next week or have them finish the chants for homework. If you do not think they can do it on their own, don't assign it for homework.</p>	Finish coloring people in original chant

Hello YOU! (Orange)

Teacher's Guide

UNIT 2 (Lesson 5:)

Textbook Page	Activity Description	Homework (Workbook)
Glossary	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none"> Sing Intro questions from the glossary in partners 	
14	<p style="text-align: center;">Flip & Play Game</p> <ol style="list-style-type: none"> Review the vocabulary by playing the board game again in small groups or pairs. 	
	<p style="text-align: center;">CVC i words Spelling Game</p> <ol style="list-style-type: none"> Choose a picture card. Sound it out and spell it on the board. Now, split the class into teams. Give each team a small whiteboard or scratch paper. Each team picks a picture card. They have to spell the word. Then, they can pick a new picture card. Which team can spell the most words?! 	21-22
19	<p style="text-align: center;">Fun Chant: Max and Lin</p> <ol style="list-style-type: none"> Read Max and Lin together. 	
20	<p style="text-align: center;">Finish Original Chant</p> <ol style="list-style-type: none"> Help students finish writing their chants. Help them read their chants and have them practice reading them out loud. Split students into pairs and have them take turns and practice reading their chants. You can give your students a blank sheet of paper and they can make an illustrated poster of their chant in class or for homework 	Practice chant. Record on app!

Hello YOU! (Orange)

Teacher's Guide

UNIT 3 (Lesson 1:)

Textbook Page	Activity Description	Homework (Workbook)
Glossary	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none"> Sing a body song if your students are still into it. (Super Simple Songs Head Shoulders... / The Pinocchio or ELF Kids The Hula Pokey Recommended) Share Original 'Max and Lin' Chants with the class 	
21	<p style="text-align: center;">My Body</p> <ol style="list-style-type: none"> Teach the vocabulary on page 21 by pointing to the pictures in the book or using flashcards. Point to your own body parts and say I have a (big/small) (head/nose) etc. Say I have (color) (hair/eyes) After you share about yourself each time, let your students share about themselves. Point to 'I have' at the top of the book every time you say I have. This will help the students to learn the site words. Draw a picture of yourself in the box at the bottom of the page. Then show the class. Say a couple things about yourself. I have... Then let the students draw themselves and tell the class about their pictures. Fill in the answers for 1-4 with your students. Have each student write about themselves. 	25
27/29	<p style="text-align: center;">eb / ed / et, & e Chant</p> <ol style="list-style-type: none"> Read, chant and write the words together on page 27 Read the chant on Page 29. Listen and Chant with your class. 	
	<p style="text-align: center;">CVC a/i/e words</p> <ol style="list-style-type: none"> Print the cvc game cards. Put the picture cards in the middle of the desk. Take turns reading the cvc words and finding the pictures. Work as a team or play a game like karuta. 	29

Hello YOU! (Orange)

Teacher's Guide

UNIT 3 (Lesson 2:)

Textbook Page	Activity Description	Homework (Workbook)
Glossary	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none"> Sing a body song if your students are still into it. (Super Simple Songs Head Shoulders... / The Pinocchio or ELF Kids The Hula Pokey Recommended) Intro questions from the glossary in partners 	
21/22	<p style="text-align: center;">My Body</p> <ol style="list-style-type: none"> Share the picture you drew at the bottom of page 21 again and read the numbers 1-4 to share about yourself. Have the students take turns sharing or share in pairs. Say the body parts again together and write them on the lines on page 22. 	
23	<p style="text-align: center;">He has / She has</p> <ol style="list-style-type: none"> Read He has at the top of the page. Ask the student what pictures are he. Then read She has and ask what pictures are she. Point to #1 and ask if it is He or She. Then say, "She has curly hair." Have the students write She has on the dotted line. Continue writing He has/She has for 1-9 and make a sentence for each. Review the vocabulary again by using flashcards or the pictures in the book. 	26
28/29/30	<p style="text-align: center;">en / eg / es, & e Chant</p> <ol style="list-style-type: none"> Read, chant and write the words together on page 28 Read the chants on pages 29 & 30. Listen and chant with your class. 	30

Hello YOU! (Orange)

Teacher's Guide

UNIT 3 (Lesson 3:)

Textbook Page	Activity Description	Homework (Workbook)
Glossary	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none"> Sing a body song if your students are still into it. (Super Simple Songs Head Shoulders... / The Pinocchio or ELF Kids The Hula Pokey Recommended) Intro questions from the glossary in partners 	
23 Flashcards	<p style="text-align: center;">He has / She has Review</p> <ol style="list-style-type: none"> Review the new vocabulary with flashcards. Say He has/She has about each person on the card. Then say I have... and have the students share about themselves. You could play a flashcard game to review the vocabulary too. 	
23	<p style="text-align: center;">He has / She has 3 in a Row</p> <ol style="list-style-type: none"> Choose a partner and model how to play 3 in a row (Tic/Tac/Toe). Use colored chips or small pieces of paper etc. to play. Each time you play a colored chip on a square, make a sentence about that person. i.e. "She has curly hair." Have the students play 3 in a row in partners and take turns playing with different partners. Listen and help your students as needed. Make sure they are saying sentences about each person. 	27
24	<p style="text-align: center;">He has / She has Game Time!</p> <ol style="list-style-type: none"> Play the board game in pairs of small groups. Have each student make a sentence about the person in the square they land on. 	
29/30	<p style="text-align: center;">e Chants</p> <ol style="list-style-type: none"> Read the chants on pages 29 & 30. Listen and chant with your class. 	31-32
	<p style="text-align: center;">CVC Words Spelling or Reading Practice</p> <p>Play a reading or spelling game with the CVC word cards or flashcards.</p>	

Hello YOU! (Orange)

Teacher's Guide

UNIT 3 (Lesson 4:)

Textbook Page	Activity Description	Homework (Workbook)
Glossary	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none"> Sing a body song if your students are still into it. (Super Simple Songs Head Shoulders... / The Pinocchio or ELF Kids The Hula Pokey Recommended) Intro questions from the glossary in partners 	
24	<p style="text-align: center;">He has / She has Game Time!</p> <ol style="list-style-type: none"> Play the board game in pairs of small groups. Have each student make a sentence about the person in the square they land on. 	
25-26	<p style="text-align: center;">Potato Kid!</p> <ol style="list-style-type: none"> Cut out the body parts in the back of the workbook. Let the students play in pairs or small groups. Give them a set time (1 minute) and let them make a funny potato boy or girl. Then have each pair or groups tell the class about their potato kid. "He has ..." Repeat 	28
29/30	<p style="text-align: center;">e Chants</p> <ol style="list-style-type: none"> Read the chants on pages 29 & 30. Listen and chant with your class. 	33-34
31	<p style="text-align: center;">Ken's Pet</p> <ol style="list-style-type: none"> Read Ken's Pet together. Then draw a picture of what you think Ken's pet looks like. Let the kids draw what they think his pet looks like. Count to make sure it has ten legs and make sure it is red. 	

Hello YOU! (Orange)

Teacher's Guide

UNIT 3 (Lesson 5:)

Textbook Page	Activity Description	Homework (Workbook)
Glossary	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none"> Sing a body song if your students are still into it. (Super Simple Songs Head Shoulders... / The Pinocchio or ELF Kids The Hula Pokey Recommended) Intro questions from the glossary in partners 	
24	<p style="text-align: center;">He has / She has Game Time!</p> <ol style="list-style-type: none"> Play the board game in pairs of small groups. Have each student make a sentence about the person in the square they land on. 	
25-26	<p style="text-align: center;">Potato Kid!</p> <ol style="list-style-type: none"> Cut out the body parts in the back of the workbook. Let the students play in pairs or small groups. Give them a set time (1 minute) and let them make a funny potato boy or girl. Then have each pair or groups tell the class about their potato kid. "He has ..." Repeat 	
29/30	<p style="text-align: center;">e Chants</p> <ol style="list-style-type: none"> Read the chants on pages 29 & 30. Listen and chant with your class. 	35-36
31/32	<p style="text-align: center;">Ken's Pet / My Pet</p> <ol style="list-style-type: none"> Read Ken's Pet together again. Now Make your own pets using the guide on page 32 Show the students how to use the glossary to write about their pet. (Colors & numbers on page B / Can Pg D) 	Practice reading My Pet and Share on the App

Hello YOU! (Orange)

Teacher's Guide

UNIT 1, 2, 3 Review (Lesson 1:)

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none"> 1. Play any games from the book to review 	
33-34	<p style="text-align: center;">3 Hints!</p> <ol style="list-style-type: none"> 1. Cut out the people cards in the back of the workbook. Lay the cards face down in the middle of the table. 2. Pick a card and say three things to describe the person on the card. When you finish, the students say who they think it is. 3. Now, split the class into 2-3 teams. Each team chooses a player to start (rock /paper / scissors). 4. When you say GO! The game begins. The first player from each team chooses a card and gives three hints to their team, once they say the persons, (Name or letter) They can move on to the next player and choose another card. 5. The game ends when there are no more cards. The team with the most cards wins! 	
35	<p style="text-align: center;">Speech</p> <ol style="list-style-type: none"> 1. Read and fill out the information for the speech sentence by sentence. Read together and model how to answer when your students need help. Take turns practicing reciting the sentences as you go. Add more sentences and practice reciting the speech again. etc. 2. Students can practice at home, record and add it to the app 	
36	<p style="text-align: center;">Read & Circle</p> <ol style="list-style-type: none"> 1. Play the board game on page 36 in pairs or small groups. 	
37-38	<p style="text-align: center;">Read and Match / Read and Write</p> <ol style="list-style-type: none"> 1. Have the students work in pairs to read the words and write them on the correct lines. Walk around and help them out. 2. Read the words and sentences together to check the answers. 	Practice reading My Pet and Share on the App

Hello YOU! (Orange)

Teacher's Guide

UNIT 1, 2, 3 Review (Lesson 2:)

Textbook Page	Activity Description	Homework (Workbook)
35	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none"> Practice speech in pairs or small groups 	
33-34	<p style="text-align: center;">3 Hints!</p> <ol style="list-style-type: none"> Cut out the people cards in the back of the workbook. Lay the cards face down in the middle of the table. Pick a card and say three things to describe the person on the card. When you finish, the students say who they think it is. Now, split the class into 2-3 teams. Each team chooses a player to start (rock / paper / scissors). When you say GO! The game begins. The first player from each team chooses a card and gives three hints to their team, once they say the persons, (Name or letter) They can move on to the next player and choose another card. The game ends when there are no more cards. The team with the most cards wins! 	
39-40	<p style="text-align: center;">Oh No!</p> <ol style="list-style-type: none"> Read the chant together. Let you students make their own chant. Practice reading and share with the class 	

Hello YOU! (Orange)

Teacher's Guide

UNIT 1, 2, 3 Review (Lesson 3:)

Textbook Page	Activity Description	Homework (Workbook)
35	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none"> 1. Practice speech in pairs or small groups 2. Read Oh No! Chants in small groups or pairs or in front of the class. 	
41-44	<p style="text-align: center;">Monster Catch!</p> <ol style="list-style-type: none"> 1. Read about the monsters together. 2. Cut out the monster cards in the back of the workbook (or precut them and have them ready. Have more than one of each monster if you want more students to have a chance at catching the monsters.) 3. Put all the monster cards face up on the table. Read a monster description card. Students place their hands on their head. When they know what monster you are reading about they try to grab the card before anyone else. 4. Let the students take turns reading monster description cards and continue to play the game. 	
45	<p style="text-align: center;">Create Monster Cards</p> <ol style="list-style-type: none"> 1. Model how to create your own monster by Drawing a monster and writing about it on page 45. 2. Brainstorm different things your can say for He/She is and He/She has. Then let your students create their own monsters and write about them. Walk around and help students who are having trouble. 	Students make their own monster cards to use in Monster Catch next week.

Hello YOU! (Orange)

Teacher's Guide

UNIT 4 (Lesson 1:)

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;">Intro & Review</p> <p>1. Read and share Monster Catch Cards in pairs or small groups</p>	
45-46	<p style="text-align: center;">Monster Catch!</p> <p>1. Play Monster Catch with all of the students new cards!</p>	
47-48	<p style="text-align: center;">Animals</p> <p>1. Say the animals on pages 47-48 together. Elicit the words your students know first. If your students do not know the animal name, they can ask what's this and you can teach them.</p> <p>2. Use the prompt at the top of page 48 and talk about the animals.</p> <p>3. Play a board game. Start at the Tiger bus. Roll the dice. Move ahead and talk about the animals you land on.</p>	41-42
53-56	<p style="text-align: center;">op / og / om / ot / ox / ock and o chant</p> <p>1. Read, chant and write the words together on pages 53-54</p> <p>2. Read the chants on Pages 55-56 Listen and Chant with your class.</p>	45-46

Hello YOU! (Orange)

Teacher's Guide

UNIT 4 (Lesson 2:)

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;">Intro & Review</p> <p>1. Monster Catch!</p>	
47-48	<p style="text-align: center;">Animals Board Game</p> <p>1. Play the board game on pages 47-48 in small groups</p>	
50	<p style="text-align: center;">A Cheetah is fast / A cheetah is not slow</p> <p>1. Learn the new vocabulary on page 50.</p> <p>2. Brainstorm different fast / slow / beautiful / cute / dangerous and scary animals.</p> <p>3. Play the card game at the bottom of the page. Cut out the cards in the back of the workbook. Model how to play first by picking one animal card and one adjective card. Make a sentence. Then let your students take turns. Once your students understand, they can play in small groups.</p>	
53-56	<p style="text-align: center;">op / og / om / ot / ox / ock and o chant</p> <p>1. Read the words and the chants together.</p>	47-48

Hello YOU! (Orange)

Teacher's Guide

UNIT 4 (Lesson 3:)

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;">Intro & Review</p> <p>1. Ask intro questions from the glossary in pairs.</p>	
50	<p style="text-align: center;">Card Game</p> <p>1. Play the card game in pairs or small groups .</p>	43-44
49	<p style="text-align: center;">Where do Pandas live?</p> <p>1. Ask where the different animals live and find the countries on the map. 2. Now talk about the other animals in the unit. Where do they live? 3. What animals on the zoo map live in Japan.</p>	
	<p style="text-align: center;">Phonics Game</p> <p>1. Play a reading game with phonics cards or play a spelling game.</p>	
55-56	<p style="text-align: center;">O Chant</p> <p>1. Chant together with your class</p>	
57-58	<p style="text-align: center;">Frog Hops!</p> <p>1. Read the chant together.</p>	

Hello YOU! (Orange)

Teacher's Guide

UNIT 4 (Lesson 4:)

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;">Intro & Review</p> <p>1. Ask intro questions from the glossary in pairs.</p>	
51	<p style="text-align: center;">It is ... / It has ...</p> <p>1. Tell your students to point to the box at the top of the page. Read the description. Move your finger to the Koala.</p> <p>2. Then make a sentence about either a hippo or an owl. Move you finger along the dotted line to the correct animal.</p> <p>3. Make one more sentence. What animal is it?!</p> <p>4. Once your students understand, let different students take turns being the leader.</p>	
52	<p style="text-align: center;">Animals 3 Facts.</p> <p>1. Play the board game on page 52. Make 3 sentences about whatever animal you land on. Use the prompts on the page.</p>	
	<p style="text-align: center;">Frog Hops!</p> <p>1. Read the chant together.</p>	
	<p style="text-align: center;">Phonics Game</p> <p>1. Play a reading game with phonics cards or play a spelling game.</p>	49-50

Hello YOU! (Orange)

Teacher's Guide

UNIT 4 (Lesson 5:) This is a review of the previous week. If you are behind or don't have time, you can move on to unit 5.

Textbook Page	Activity Description	Homework (Workbook)
	Intro & Review 1. Ask intro questions from the glossary in pairs.	
51	It is ... / It has ... 1. Let your students take turns and lead the game.	
52	Animals 3 Facts. 1. Play the board game on page 52. Make 3 sentences about whatever animal you land on. Use the prompts on the page.	
57-58	Frog Hops! 1. Read the chant together.	
	Phonics Game 1. Play a reading game with phonics cards or play a spelling game.	51-52

Hello YOU! (Orange)

Teacher's Guide

UNIT 5 (Lesson 1:)

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;">Intro & Review</p> <p>1. Ask intro questions from the glossary in pairs.</p>	
59	<p style="text-align: center;">What is it doing?</p> <p>1. Teach the vocabulary using the book or flashcards. 2. Play 3 in a row using colored chips. Make a sentence or ask your partner, "What is it doing?" every time you play a colored chip.</p>	53-54
60	<p style="text-align: center;">Game: The Ostrich is running.</p> <p>1. Cut out the cards in the back of the workbook. Follow the directions on page 60 to play the game.</p>	
65-68	<p style="text-align: center;">un us ut um ub ug Chant / u Chant</p> <p>1. Read, chant and write the words together on pages 65-66 2. Read the chants on Pages 67-68. Listen and Chant with your class.</p>	57-58

Hello YOU! (Orange)

Teacher's Guide

UNIT 5 (Lesson 2:)

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none"> 1. Ask intro questions from the glossary in pairs. 	
	<p style="text-align: center;">It is ___ing KARUTA</p> <ol style="list-style-type: none"> 1. Place the animal cards on the table or floor. 2. Put the 'It is ___ing' cards from the back of the workbook in a small box or bag. 3. Pull out a card and read it. The students find an animal card that is doing that action and grab it. 4. Students take turns reading the 'It is ...' cards and finding matching animal cards. 	
61-62	<p style="text-align: center;">He is ___ing / She is ___ing.</p> <ol style="list-style-type: none"> 1. Read and write together. 	
63-64	<p style="text-align: center;">Monster Race</p> <ol style="list-style-type: none"> 1. Choose a monster. Model how to play with a student in the class. 2. Play rock, paper, scissors to see who asks the first question. Start at the first picture. One person asks, "What is he doing?" The other answers. Then you move to the next picture square. 3. Keep moving ahead until you reach the star. Which team is the fastest? 	
65-68	<p style="text-align: center;">un us ut um ub ug Chant / u Chant</p> <ol style="list-style-type: none"> 1. Chant together with your class. 	

Hello YOU! (Orange)

Teacher's Guide

UNIT 5 (Lesson 3:)

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;">Intro & Review</p> <p>1. Ask intro questions from the glossary in pairs.</p>	
63-64	<p style="text-align: center;">Monster Race</p> <p>1. Play the Monster Race again starting at different monsters. Have your students change pairs to practice with different members of the class.</p>	
65-68	<p style="text-align: center;">un us ut um ub ug Chant / u Chant</p> <p>1. Chant together with your class.</p>	
	<p style="text-align: center;">Phonics Game</p> <p>1. Play a reading game with phonics cards or play a spelling game.</p>	
69-70	<p style="text-align: center;">Run Bug Run</p> <p>1. Read the chant with your class. 2. Choose a different animal, bug or person to model how to fill in the blanks on page 70 to create an original chant. 3. Let your students choose a character and help them fill in the blanks to create their own chant. 4. Students draw and color their pictures and practice reading the chant.</p>	<p>Finish drawing and coloring chant. Practice reading chant</p>

Hello YOU! (Orange)

Teacher's Guide

UNIT 5 (Lesson 4:)

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;">Intro & Review</p> <p>1. Ask intro questions from the glossary in pairs.</p>	
63-64	<p style="text-align: center;">He / She / It is ___ing. Flashcard Game</p> <p>1. Play a fun flashcard game to review the vocabulary and grammar.</p>	
65-68	<p style="text-align: center;">un us ut um ub ug Chant / u Chant</p> <p>1. Chant together with your class.</p>	
69	<p style="text-align: center;">Run Bug Run</p> <p>1. Read the chant with your class.</p>	
70	<p style="text-align: center;">Share Original Chants</p> <p>1. Practice in pairs. 2. Take turns reading chants in front of the class. Applaud each student when they finish. 3. Record chants on the app or have students do this for homework. Encourage students to watch their friends chants too!</p>	

Hello YOU! (Orange)

Teacher's Guide

Panda in Australia (Lesson 1)

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none">1. Ask intro questions from the glossary in pairs.	
	<p style="text-align: center;">Flashcard Game or Review Game</p> <ol style="list-style-type: none">1. Play a fun game to get your students using the language that will be in the story.	
71-74	<p style="text-align: center;">Read Panda in Australia</p> <ol style="list-style-type: none">1. Read the story aloud together.2. If your students do not know about Australian animals find real pictures or videos of them online and enjoy them together. You can do a google search with the microphone and have students say, "A koala eating." or "A platypus swimming." There are some very cute videos.	
75	<p style="text-align: center;">Puppets</p> <ol style="list-style-type: none">1. Cut out the puppets in the back of the book. Tape them to chopsticks or a rolled up sheet of scratch paper etc.2. Read the story again. Have each student hold up their puppets and act out the story as you read along together.3. Now tell the class you want to make a puppet show.4. Split into teams or do the activity as a class. Decide who will be which character and write their names on the lines on page 75.5. Make a puppet show in the front of the class and film it if possible. Share the puppet show on the classroom app so students and their parents can enjoy the show at home.	
76-80	<p style="text-align: center;">Create Original Puppet Show.</p> <ol style="list-style-type: none">1. Split the class into pairs or groups. You can also do this activity as a whole class again.2. Fill out the mind map together. Ask if they want to create a movie with their puppets or a puppet show (or something else like a play).3. Choose the main character. Choose the place.4. Use the following pages to write the story. Use the Panda in Australia story as as guide. Use the vocabulary from pages 47, 48 and 59 for ideas.	Draw pictures for puppet show story

Hello YOU! (Orange)

Teacher's Guide

Panda in Australia (Lesson 2)

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none">1. Ask intro questions from the glossary in pairs.	
	<p style="text-align: center;">Keep working on Panda Story. Edit and Revise</p> <ol style="list-style-type: none">1. Read each groups story together. Check spelling/grammar etc.2. Help students fix mistakes and finish writing the story.3. Use the vocabulary from pages 47, 48 and 59 as a guide.	
	<p style="text-align: center;">Create puppets and Background</p> <ol style="list-style-type: none">1. Give students paper, colored pencils and markers etc. to make their puppets.	
	<p style="text-align: center;">Practice Reading Story and Rehearse Puppet Show</p> <ol style="list-style-type: none">1. Give students paper, colored pencils and markers etc. to make their puppets.	

Hello YOU! (Orange)

Teacher's Guide

Panda in Australia (Lesson 3)

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none">1. Ask intro questions from the glossary in pairs.	
	<p style="text-align: center;">Final Rehearsal</p> <ol style="list-style-type: none">1. Give students one more chance to practice and build confidence.	
	<p style="text-align: center;">Puppet Shows!</p> <ol style="list-style-type: none">1. Let your students present/act out their stories at the front of the class.2. Make it as special as possible by creating a "stage" or announcing each group and applauding etc. You can invite other students or parents to come as well!	

Hello YOU! (Orange)

Teacher's Guide

UNIT 6 (Lesson 1:)

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none">1. Ask intro questions from the glossary in pairs.2. Numbers song or chant to review numbers to 100 ELF Learning Numbers Chants are recommended	
81	<p style="text-align: center;">What Time is it?</p> <ol style="list-style-type: none">1. Look at the clocks on page 81. Practice saying the times together.2. If you have a toy clock, go through each row in the book and practice that time pattern. Then make different times with the clock and ask your students the time.3. Write analog times on small cards or pieces of scrap paper. Place them one the table face down and play Bingo. Each team takes turns picking a time and asking their team, "What time is it?" When their team says the time, they circle the clock or put a colored chip on the clock with the same time.	65-66
82	<p style="text-align: center;">What time is it Speaking Activities</p> <ol style="list-style-type: none">1. Practice asking the time and pronouncing numbers by doing the speaking activities on page 82.2. Students point to different places on the map and ask their partner, "What time is it?"3. Students start at the star and say a time (It's 2:12 or It's 2:20) Follow to the correct time with your finger. Then say the next time, (It's 4:14 or 4:40). Say the final time and have the person/people listening say the country's flag above the final time.	
87-88	<p style="text-align: center;">First and Last Letter Sounds Review</p> <ol style="list-style-type: none">1. Say each word together as a class. Write the correct letters on the dotted lines.2. Play Spelling Bullseye Game. Students place their books on the desk and throw their erasers at their books. Student spell the word in the space where their eraser first hits their book. They write the word in the space. to get the points. I usually give my students 10 throws or a time limit to get as many points as possible. You can also print out a bigger version of the game to laminate and put on the board or in the center of the table.	69-70

Hello YOU! (Orange)

Teacher's Guide

UNIT 6 (Lesson 2:)

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none">1. Ask intro questions from the glossary in pairs.2. Numbers song or chant to review numbers to 100 ELF Learning Numbers Chants are recommended	
81	<p style="text-align: center;">What Time is it? Review Game</p> <ol style="list-style-type: none">1. Play a flashcard game or one of the games on pages 81-82 to review time.	
82	<p style="text-align: center;">Telling Time Deep Dive</p> <ol style="list-style-type: none">1. Cut out the time cards in the back of the workbook.2. Follow the directions in the book and play the board game on pages 83-84	
87-88	<p style="text-align: center;">Pig and Fox</p> <ol style="list-style-type: none">1. Read the Chant together.2. Students can take turns reading Pig and Fox's lines. (Make funny voices to bring the story to life.) Everyone else can read the narrator lines together.	
	<p style="text-align: center;">CVC Spelling or Reading Game</p> <ol style="list-style-type: none">1. Play a spelling or reading game to review CVC words.2. You can also practice spelling/reading site words from the book.	71-72

Hello YOU! (Orange)

Teacher's Guide

UNIT 6 (Lesson 3:)

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none">1. Ask intro questions from the glossary in pairs.2. Numbers song or chant to review numbers to 100 ELF Learning Numbers Chants are recommended	
82	<p style="text-align: center;">Telling Time Deep Dive</p> <ol style="list-style-type: none">1. Follow the directions in the book and play the board game on pages 83-84	
	<p style="text-align: center;">My Day</p> <ol style="list-style-type: none">1. Teach the Daily Activity Vocabulary using flashcards or the book.2. Hold up cards for different activities and ask, "What time do you ...?" Model how to answer and have your students tell you about their lives.3. Have students write the times they do each activity in the clocks at the bottom of the page.	
	<p style="text-align: center;">What time do you ...?</p> <ol style="list-style-type: none">1. Split students into pairs or small groups. One person from each group picks a daily activity card and asks their team, "What time do you ...?" The team answers. The next student picks a card and asks.	67-68
87-88	<p style="text-align: center;">Pig and Fox</p> <ol style="list-style-type: none">1. Read the Chant together.2. Students can take turns reading Pig and Fox's lines. (Make funny voices to bring the story to life.) Everyone else can read the narrator lines together.	

Hello YOU! (Orange)

Teacher's Guide

UNIT 6 (Lesson 4:)

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none">1. Ask intro questions from the glossary in pairs.2. Numbers song or chant to review numbers to 100 ELF Learning Numbers Chants are recommended	
86	<p style="text-align: center;">What time do you? Interview</p> <ol style="list-style-type: none">1. Review daily activity vocabulary.2. Split class into pairs and have them interview each other using the table on page 86.3. If you have time, change partners and ask again.	
	<p style="text-align: center;">Read Favorite Chants</p> <ol style="list-style-type: none">1. Practice reading old chants from the book to review.2. I usually have my students practice in pairs.	
	<p style="text-align: center;">CVC Spelling or Reading Game</p> <ol style="list-style-type: none">1. Play a spelling or reading game to review CVC words.2. You can also practice spelling/reading site words from the book.	73-74

Hello YOU! (Orange)

Teacher's Guide

UNIT 7 (Lesson 1:)

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none">1. Ask intro questions from the glossary in pairs.	
91	<p style="text-align: center;">Months</p> <ol style="list-style-type: none">1. Teach the Months by using flashcards or the book.2. Sing a song or chant to practice the months. I like Maple Leaf Learning Months Song	
92	<p style="text-align: center;">Game Time: When is . . . ?</p> <ol style="list-style-type: none">1. Use flashcards or the book to teach the names of all of the holidays.2. Ask your students, "When is Christmas?" etc. Teach students to answer "It is in December."3. Split class into small groups or pairs to play the game on page 92.	
95-96	<p style="text-align: center;">First and Last Letter Sounds Review</p> <ol style="list-style-type: none">1. Say each word together as a class. Write the correct letters on the dotted lines.2. Play 3 in a Row Game on page 963. Use letter cards or tiles and place them on the table face down.4. Split the class into pairs or teams. Each player or team takes turns picking a letter card. Then they find a word to spell on the page with the corresponding letter and write the word. They circle the picture of the word they spelled with a colored pencil. Get 3 circles in a row to get a point.	

Hello YOU! (Orange)

Teacher's Guide

UNIT 7 (Lesson 2:)

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none">1. Ask intro questions from the glossary in pairs.2. Sing months song or chant.	
92	<p style="text-align: center;">Game Time: When is . . . ?</p> <ol style="list-style-type: none">1. Use flashcards or the book to teach the names of all of the holidays.2. Ask your students, "When is Christmas?" etc. Teach students to answer "It is in December."3. Split class into small groups or pairs to play the game on page 92.	
93-94	<p style="text-align: center;">Birthdays</p> <ol style="list-style-type: none">1. Say the dates together. Then ask your students when their birthday is.2. Have your students write their birthdays on the line. Then write their parents birthdays if they know them.3. Have the students walk around the class and ask each other their birthdays. <p>Model how to write a students name and birthday on the lines on page 94</p>	
	<p style="text-align: center;">CVC Spelling or Reading Game</p> <ol style="list-style-type: none">1. Play a spelling or reading game to review CVC words.2. You can also practice spelling/reading site words from the book.	

Hello YOU! (Orange)

Teacher's Guide

UNIT 7 (Lesson 3:)

Textbook Page	Activity Description	Homework (Workbook)
	Intro & Review <ol style="list-style-type: none">1. Ask intro questions from the glossary in pairs.2. Sing months song or chant.	
	Months / Holidays Flashcard Game <ol style="list-style-type: none">1. Play a flashcard game to review the months.	
92	When is... <ol style="list-style-type: none">1. Play the game on page 92 to review.	
97-98	My Year <ol style="list-style-type: none">1. Teach the vocabulary on page 97 with flash cards or using the pictures in the book.2. Ask, "When do you...?" Students can answer, "I (make a snowman) in (January). etc.3. Do page 98 together.4. If time, Play a flashcard game to practice the language focus.	
93-94	Spelling Review Game (Spelling Monkeys or Make a Word) <ol style="list-style-type: none">1. Play on of the spelling review games on pages 103-104 to have fun and review.	

Hello YOU! (Orange)

Teacher's Guide

Review (Lesson 1:)

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none"> 1. Ask intro questions from the glossary in pairs. 2. Sing favorite songs or chants to review 3. Play a game from the book to review. 	
99	<p style="text-align: center;">Describing Animals</p> <ol style="list-style-type: none"> 1. Read the descriptions and draw the animals on page 99. 2. Match the animals to the countries where they come from/ live. 	
100	<p style="text-align: center;">Present Progressive Review Speaking Activity</p> <ol style="list-style-type: none"> 1. Split the class into pairs. Point to different pictures on page 100 and ask and answer questions with your partner. 	
101	<p style="text-align: center;">All About Me Speech</p> <ol style="list-style-type: none"> 1. Go through the speech together as a class. After you fill out each section take turns and practice reading it aloud. 2. Once you finish page 101 practice reading it in front of the class or in pairs. 3. You can do page 102 next week. I usually split it up as it is a lot for 1 lesson. 	
108	<p style="text-align: center;">Spelling Review Game (BINGO)</p> <ol style="list-style-type: none"> 1. Play BINGO on page 108. 2. Place all the phonics cards on the table or floor face down. 3. Students take turns picking cards and finding the corresponding box to finish spelling the word in their BINGO game. 4. Who can get BINGO?! 	

Hello YOU! (Orange)

Teacher's Guide

Review (Lesson 2:)

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none"> 1. Ask intro questions from the glossary in pairs. 2. Sing favorite songs or chants to review 3. Play a game from the book to review. 	
	<p style="text-align: center;">Practice Reading old Chants in Pairs</p> <ol style="list-style-type: none"> 1. Review the old chants. Practice reading as a class or in pairs. 	
101-102	<p style="text-align: center;">All About Me Speech</p> <ol style="list-style-type: none"> 1. Reread the speech on page 101 as a class or in pairs. Take turns reading it aloud. 2. Go through the speech on page 102 together as a class. After you fill out each section take turns and practice reading it aloud. 	
105-106	<p style="text-align: center;">Read and Match</p> <ol style="list-style-type: none"> 1. Have students do page 105 in pairs or small groups. I like teaching the students how to work together. I usually have the students take turns guessing the answers or reading the sentence for their groups. When students don't know the answer, their group/partner can help them. 2. Check together as a class. 	
109	<p style="text-align: center;">Spelling Review Game (BINGO)</p> <ol style="list-style-type: none"> 1. Play BINGO on page 109. 2. Place all the phonics cards on the table or floor face down. 3. Students take turns picking cards and finding the corresponding box to finish spelling the word in their BINGO game. 4. Who can get BINGO?! 	

Hello YOU! (Orange)

Teacher's Guide

Review (Lesson 3:)

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none"> 1. Ask intro questions from the glossary in pairs. 2. Sing favorite songs or chants to review 3. Play a game from the book to review. 	
	<p style="text-align: center;">Practice Reading old Chants in Pairs</p> <ol style="list-style-type: none"> 1. Review the old chants. Practice reading as a class or in pairs. 	
101-102	<p style="text-align: center;">All About Me Speech</p> <ol style="list-style-type: none"> 1. Practice reading speech. 2. Perform in front of the class and or record and upload to the app. 	
109-110	<p style="text-align: center;">Rhyme Time</p> <ol style="list-style-type: none"> 1. Do the activities together on pages 109-110. Match and write the words. 	
111-112	<p style="text-align: center;">The Box</p> <ol style="list-style-type: none"> 1. Read together as a class. 2. Watch the video on the app and read along together 	

Hello YOU! (Orange)

Teacher's Guide

Review (Lesson 4:)

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none">1. Ask intro questions from the glossary in pairs.2. Sing favorite songs or chants to review3. Play a game from the book to review.	
123-124	<p style="text-align: center;">Phonics Review Game: Reading Race</p> <ol style="list-style-type: none">1. Follow the instructions in the book and play the reading review game on page 123 - 124	
117-120	<p style="text-align: center;">My Year</p> <ol style="list-style-type: none">1. Make a Calendar or a book about your year.2. Students can use the mind map on pages 118-120 to help them3. Once they are ready provide them with the supplies the need (paper, markers, colored pencils) to create their books or calendars.4. Have the students write everything first and then finish coloring and designing the calendars or books for homework5. Next week the students can finish up their calendars and then present them to the class.	

Hello YOU! (Orange)

Teacher's Guide

Review (Lesson 5:)

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none">1. Ask intro questions from the glossary in pairs.2. Sing favorite songs or chants to review3. Play a game from the book to review.	
	<p style="text-align: center;">Finish and present My Year Books or Calendars</p> <ol style="list-style-type: none">1. Help check students books and fix mistakes etc.2. Have students practice presenting the books or calendars in small groups or pairs.3. Take turns presenting and applauding each student	
111-112	<p style="text-align: center;">The Box</p> <ol style="list-style-type: none">1. Read together as a class	
	<p style="text-align: center;">Finish Phonics Activities</p> <ol style="list-style-type: none">1. Have students finish the phonics activities in the back of the book for a final review.2. I sometimes have students work in small groups or pairs. I sometimes assign it was homework or have students work on it when they finish their books or calendars early.	