

Hello Projects: Getting To Know You Better

Lesson One:

Textbook Page Materials	Activity Description
Page 1	Would you rather questions: Do as a class or split into small groups. Have students give a reason why for each of their answers.
Page 1 Small Cards	<ol style="list-style-type: none"> Underline all of the verbs in the quiz. Then look back in the book, find the verbs and write them on the board. Explain that 'Would you rather...' is always followed by a verb. Brainstorm other verbs that you could use and write them on the board. Write the verbs on small cards. Pick a card and make a Would you rather question using the verb on the card. Help the students think of question ideas for different verb cards. Write the speaking prompt on the board if you think your students need it. Would you rather _____ or _____? I would rather ... RELAY RACE! Put the cards face down on one side of the room. Put the class into teams. One person from each team runs to get a card, runs back and makes a would you rather question with the verb on the card. The team answers and the next player runs to get a card. Play until all the cards are gone. Team with the most cards wins!
Page 2	1. Place the verb cards face up on the table. Have your students look at the cards and think of a question. They can write it on # 1. Once you know all of your students can do the activity, assign the rest of the quiz for homework.
Page 4	<ol style="list-style-type: none"> Read "Would You Rather" Underline the reasons they would rather live at the beach together as a class. Have your students write the reasons at the bottom of the page
Optional Activity	1. Read the book 'Would You Rather' By John Burningham Ask students why?

Homework: Write questions for quiz on page 2.

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Lesson Two:

Textbook Page Materials	Activity Description
Page 2	<ol style="list-style-type: none">1. Warm up: Have students walk around the room and interview different classmates with the questions that they wrote for homework.2. I have my students stand up, find partners & interview each other. Then I yell "SWITCH" and they all find new partners and repeat. *Talk about what questions were the funniest and what questions they liked most.
Page 3	<ol style="list-style-type: none">1. Play the Would You Rather board game in small groups.2. Brainstorm how to ask the questions before you start. The fish half of the game has the verbs written on the board, for the second half the students need to think of their own verbs.
Verb Cards	<ol style="list-style-type: none">1. Play 'Would you Rather Relay' to review. Add the verbs from the board game this time around. .
Page 4	<ol style="list-style-type: none">1. Read "Would You Rather" again to practice/review.
Pages 5-6	<ol style="list-style-type: none">1. As a class, brainstorm different positives and negatives for the options on page 5.2. Have each student choose one question that they would like to write about and write the pros and cons for that question in the boxes.3. Then they will choose which option they think is best and write about it on page 6. Help your students write their thoughts on page 6.4. Assign the journal for homework.

Homework: Write journal on page 7.

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Lesson Three:

Textbook Page Materials	Activity Description
Page 7	<ol style="list-style-type: none">1. Warm up: Have students walk around the room and read/share their journals in pairs or small groups.2. Edit your students mistakes and have the rewrite their journals for homework on page 8.
Page 3	<ol style="list-style-type: none">1. Play the Would You Rather board game in small groups to review.
Page 9 Verb Cards	<ol style="list-style-type: none">1. Write Have you ever...? on the board. Point to a picture on the BINGO board and ask Have you ever...?2. Take turns reading all of the Have You Ever Question boxes in the game. *If the students don't know how to answer, write 'Yes, I have. No, I haven't.' on the board.3. Write the verbs on card and place them face down in the middle of the table. Students split into small groups. Students take turns choosing a card, finding the picture on the Bingo board and asking their team the have you ever question. Their team answers, "Yes, I have / No, I haven't." After they answer, the team circles the picture in the square or places a chip on it. The teams keep asking and answering until one team gets BINGO!

Homework: Rewrite journal on page 8.

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Lesson Four:

Textbook Page Materials	Activity Description
Page 7	<ol style="list-style-type: none">1. Warm up: Have students walk around the room and read/share their journals in pairs or small groups.
Page 9 Verb Cards	<ol style="list-style-type: none">1. Play SPEED BINGO! Students split into small groups. Say, "Ready, Go!" One player from each team picks a card at the same time. They ask their team, "Have you ever..." Then their team answers, "Yes, I have / No, I haven't." After they answer, the team quickly circles the picture in the square or places a chip on it. Then, the next player quickly picks a card and asks their team. The teams keep asking and answering until one team gets BINGO!
Page 10	<ol style="list-style-type: none">1. Spelling Practice: Fill in the spelling chart together as a class.2. Separate the class into small groups.3. Pick a column. Have the groups ask different questions using the question and the verbs in the column you chose.4. say STOP! Ask each team to give you some information that they learned about their teammates. Now, Choose a new column and repeat.
Page 13	<ol style="list-style-type: none">1. Question Time: Have your students work in pairs or alone and fill-in verbs to complete all of the questions.2. Check your students answers as a class.3. Brainstorm and write some example follow up questions on the board for the different questions.4. Have your students ask and answer the Have you Ever questions and follow up questions in pairs or small groups.5. Have your students write their answers to all the questions for homework.

Homework: Answer questions on page 13.

You can also have your students write their own have you ever questions in their notebooks.

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Lesson Five:

Textbook Page Materials	Activity Description
Original Have you ever questions in notebook	1. If your students wrote their own have you ever questions in their notebooks, you can have them ask and answer the questions in pairs or small groups. If you have a small class, they can take turns and stand at the front of the class and ask everyone.
Page 10	<ol style="list-style-type: none">1. Separate the class into small groups.2. Pick a column. Have the groups ask different questions using the question and the verbs in the column you chose.3. Encourage your students to ask follow up questions.
Pages 11-12	<ol style="list-style-type: none">1. Play Monsters GO! Cut out the cards in the back of the book. Set up the game and play.2. If you have time after the game, you can place the question cards on the table and take turns having your students ask and answer the questions on the cards.
Page 14	<ol style="list-style-type: none">1. Read 'My Bucket List' Underline all of the I have... or I have never... phrases in the journal. Ask the students if they have ever done those things. Yes? How was it? / No? Do they want to? Why? etc.2. Write the top three things on the bucket list at the bottom of the page.
Page 15	<ol style="list-style-type: none">1. Ask the students to brainstorm different things that they might put on their bucket lists and write some options on the board.2. Assign writing the bucket list for homework

Homework: Write Bucket List on Page 15

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Lesson Six:

Textbook Page Materials	Activity Description
Pages 11-12	<ol style="list-style-type: none">1. Play Monsters GO! to review Cut out the cards in the back of the book. Set up the game and play.2. If your students don't want to play the game again, you can use the question cards and play a question relay or another game or speaking activity of your choice.
Pages 15-16	<ol style="list-style-type: none">1. Share bucket lists with the class. Ask each other if anyone has done the different things on their bucket lists.2. Each student chooses the top three items on their bucket list and fills in the brainstorming boxes on the next page
Page 14	<ol style="list-style-type: none">1. Reread My Bucket List on page 14 to practice/review.2. Show your students how to use the journal as a guide when writing their own journals.3. Assign the My Bucket List Journal for homework.

Homework: Write Journal on Page 17

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Lesson Six:

Textbook Page Materials	Activity Description
Pages 17	<ol style="list-style-type: none">1. Warm up: Have students walk around the room and read/share their journals in pairs or small groups.2. Edit your students mistakes and have the rewrite their journals for homework on page 18.
Pages 19-20	<ol style="list-style-type: none">1. Play Guess Who! Cut out the cards on page 46.2. Model how to play the game first by choosing a card and having your class asks you Has he/she ... recently? questions. Answer, "Yes, he/she has." or "No, he/she hasn't." Until your students can guess whose card you have.3. Split the class into teams and have them play the game. Who can guess correctly first?
	<ol style="list-style-type: none">1. Have your students use the verbs from the Guess Who game to write 'Have you ... recently?' questions. Have you been to ... recently? Have you eaten ... recently? etc.2. Give your students a few minutes to write the questions. Help them spell words etc. when needed.3. Split into pairs or small groups and ask the questions. If the students answer, "Yes, I have." encourage your students to ask follow up questions. Brainstorm some follow up questions together if needed.

Homework: Rewrite Journal on Page 18

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Lesson Seven:

Textbook Page Materials	Activity Description
Pages 17	1. Warm up: Have students walk around the room and read/share their journals in pairs or small groups.
Pages 19-20	1. Play Guess Who again to practice/review.
Page 21	1. Read the Favorite Games interview questions together as a class. Students quietly answer the questions for themselves. Then, Split into partners and do the interview.
Page 22 Deck of cards	1. Read 'My Favorite Game' With a regular deck of cards, try and follow the directions and play the game described in the journal. 2. Rate the game at the bottom of the page
Page 23-24	1. Help your students fill in the brainstorm boxes about their favorite game or a game that they like. 2. Have your students write the My Favorite Game journal on page 25 for homework.

Homework: Write Journal on Page 25

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Lesson Eight:

Textbook Page Materials	Activity Description
	1. Do a speaking activity or play a question game from the book to review.
Page 25	<ol style="list-style-type: none">1. Have students walk around the room and read/share their journals in pairs or small groups.2. Edit your students mistakes and have the rewrite their journals for homework on page 26.
	<ol style="list-style-type: none">1. Share favorite games: Make categories on the board of different kinds of games. (Video games / Card games / Board Games / Playground Games...)2. Each student shares their favorite game with the class. Put each students favorite games into a category. Talk about what kind of games are the most popular. Why?
Pages 27-28	<ol style="list-style-type: none">1. Let's Make a Game! Tell your class that they are going to design a game(s) as a class or in small groups. The games should help the students get to know each other better. Split the class into teams and have them use the checklists and brainstorming boxes to help them think of a game that they want to make.2. Each group needs to present their idea to the teacher. They need to give the teacher a list of the materials they need and talk about where they can get them.3. Have your students choose a leader for their groups and read through the brainstorm boxes on pages 27-28. Help them answer the questions or fill in the different information when needed.

Homework: Rewrite Journal on Page 26

Lessons 9-12: Designing, Making and Playing Games

Over the next 2-4 weeks, the students will come to class and work on their projects with their teams.

You can play any games from previous lessons for warm ups or to improve student skills.

When the students think they are finished with their game, they should try and play and make and corrections to make the game better.

On the 3rd or 4th Week, the teams should be finished with their games. They will present their games to the class. Then, each group will play the different games. When they are finished, they will tell the other groups what they liked about the game or give advice about anything that they could do to improve the game.

When the games are totally finished, they can be on display at the school! YAY!