

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

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UNIT 1 (Lesson 1:)

Textbook Page	Activity Description	Homework (Workbook)
1	<p style="text-align: center;">I'm ...</p> <ol style="list-style-type: none"> Use page 1 to tell about yourself (be the model). Show your picture and name and say, "Hello, I'm (name) I'm (age). Help all of the students write their name and draw their picture on page 1. Sing 0-5-10 (Elf Learning) Point to the numbers and count to ten Ask the students how old they are. Have them write their age in the circle. Now the students can hold up their books and share about themselves. You can model again at first if you need to. 	
2	<p style="text-align: center;">How are you!</p> <ol style="list-style-type: none"> Sing: Hello! Song. (Super Simple Songs) Teach 'How are you' Vocabulary: Teach and act out feelings using pictures in the book or cards. Review the vocabulary again and say "I'm ..." (make a circle with your arms) or "I'm not ..." (Make an X with your arms) for each feeling. Play 3 in a Row (Tic-Tac-Toe). Use colored chips. Place a chip on a square and say "I'm ..." or "I'm not ..." 	
3 & 4	<p style="text-align: center;">Writing Tt / Dd / Ii</p> <ol style="list-style-type: none"> Say Tt and the letter sound. Trace the letter following the stroke order. Students write the letter and say the letter sound each time they write it. Chant out the Tt Chant on page 4. Have students point along as they chant. Continue with Dd and Ii Then chant the whole chant together at the end. 	Pages 1-2

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UNIT 1 (Lesson 2):

Textbook Page	Activity Description	Homework (Workbook)
1	<p style="text-align: center;">I'm ...</p> <ol style="list-style-type: none"> Sing 0-5-10 Introduce themselves. "Hello, I'm (name) I'm (age). 	
2	<p style="text-align: center;">How are you!</p> <ol style="list-style-type: none"> Sing: Hello! Song. (Super Simple Songs) Review 'How are you' Vocabulary and say "I'm ..." (make a circle with your arms) or "I'm not ..." (Make an X with your arms) for each feeling. Play 3 in a Row (Tic-Tac-Toe). Use colored chips. Place a chip on a square and say "I'm ..." or "I'm not ..." 	
6	<p style="text-align: center;">I'm... I'm not... Game</p> <ol style="list-style-type: none"> Play board game as a class or model how to play and have students play in small groups. 	
4	<p style="text-align: center;">Tt / Dd / Ii Chant</p> <ol style="list-style-type: none"> Chant the Tt / Dd / Ii chant together with your class. Have students point along as they chant. Explain and model how to do the homework in the workbook. 	<p style="text-align: center;">Pages 3-4 Tt/Dd/Ii Chant</p>

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UNIT 1 (Lesson 3):

Textbook Page	Activity Description	Homework (Workbook)
1	<p style="text-align: center;">I'm ...</p> <ol style="list-style-type: none"> Sing 0-5-10 Student walk around the room and take turns introducing themselves the their classmates. 	
2	<p style="text-align: center;">How are you!</p> <ol style="list-style-type: none"> Sing: Hello! Song. (Super Simple Songs) Review 'How are you' Vocabulary and play a flashcard game (listed below) 	
6	<p style="text-align: center;">I'm... I'm not... Game</p> <ol style="list-style-type: none"> Students play in small groups. 	
4	<p style="text-align: center;">Tt / Dd / Ii Chant</p> <ol style="list-style-type: none"> Chant the Tt / Dd / Ii chant together with your class. 	
5	<p style="text-align: center;">Tt / Dd / Ii Activity</p> <ol style="list-style-type: none"> Say the letter sounds together. Say the names of the pictures together. Then have the students think about what letter matches each picture, Draw lines to match the letters and pictures together. Have students practice writing the letters again. Check their penmanship and stroke order. Help them fix mistakes. 	
7	<p style="text-align: center;">I am Chant</p> <ol style="list-style-type: none"> Chant together. Have students point along as they chant. Model 1 way to finish the chant. Tell students to look on page 2 for ideas. Have them finish the chant. Take turns and read each students chant. Explain how to do the homework 	<p style="text-align: center;">Pages 5-6 I am Chant</p>

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UNIT 1 (Lesson 4):

Textbook Page	Activity Description	Homework (Workbook)
1	<p style="text-align: center;">I'm ...</p> <ol style="list-style-type: none"> Sing 0-5-10 and Hello Song Introduce themselves. "Hello, I'm (name) I'm (age). 	
2 & 6	<p style="text-align: center;">How are you!</p> <ol style="list-style-type: none"> Play favorite games to practice vocabulary (I am... I am not..) 	
4	<p style="text-align: center;">Tt / Dd / Ii Chant</p> <ol style="list-style-type: none"> Chant the Tt / Dd / Ii chant together with your class. Have students point along as they chant. 	
7	<p style="text-align: center;">I am Chant</p> <ol style="list-style-type: none"> Chant together. Have students point along as they chant. Take turns and have each student read their chant. 	
8	<p style="text-align: center;">It Chant</p> <ol style="list-style-type: none"> Chant together. Have students point along as they chant. Model 1 way to finish the chant. Tell students to look on page 4 for ideas. Have them finish the chant. Take turns and read each students chant. Explain how to do the homework 	<p>Pages 7-8</p> <p>I am Chant</p> <p>It Chant</p>

Fun flashcard games to practice feelings:

1. **Rock, Paper Scissors Train:** Place feelings cards in a long line on the floor. Split class into 2 teams. One player from each team starts at each end of the line. They stand on (or next to the card) and say "I am..." or "I am not..." (feeling). The students keep moving to the next card until they meet in the middle. They play rock, paper, scissors and the winner continues. The loser's team starts with a new teammate from the first card again.

2. **Find it Race:** Place 1 set of feelings cards in the middle of each team. The teacher says, "I am ..." Each team quickly looks for the card and brings it to the teacher. The fastest team gets a point. Once the students understand how to play, each student takes turns coming to the front of the class and being the teacher and say, "I am ..."

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UNIT 2 (Lesson 1):

Textbook Page	Activity Description	Homework (Workbook)
9 & 10	<p style="text-align: center;">School Supplies</p> <ol style="list-style-type: none"> 1. Sing Hello Song 2. Sing a Colors Song (I like Elf Learning or Super Simple Songs) 3. Teach the vocabulary on pg. 9 with flashcards or pointing to the pictures in the book. 4. Teacher can open "their" pencil case and show the class what they have. Pull out each item one at a time and say "I have..." 5. Then, students can share what they have. The teacher can show a pencil and say, "I have a green pencil." Then, the students can all take turns saying, I have a ... pencil." 6. Then, the students can all color the school supplies at the bottom of page 10. Have them color the things the same color as the items they have. Have them speak while coloring. "I have a back eraser." 7. When they are finished, they can take turns sharing about their things to you, with partners, or to the class. 	
	<p style="text-align: center;">What's this School Supply Game (Relay)</p> <ol style="list-style-type: none"> 1. Put different school supplies on a table on one side of the room. 2. Split students into teams and have each team make a line. The students at the front each line speed walk to the table, pick something up and speed walk back to their teams. They ask their team, "What's this?" Their teammates answer, "It's a ..." Then, the next players speed walk to the table to get the next items. 3. The team with the most items wins! 	
11 & 12	<p style="text-align: center;">Writing Pp / Bb / Ee</p> <ol style="list-style-type: none"> 1. Say Pp and the letter sound. Trace the letter following the stroke order. 2. Students write the letter and say the letter sound each time they write it. 3. Chant out the Pp Chant on page 12. Have students point along as they chant. 4. Continue with Bb and Ee. 5. Then chant the whole chant together at the end. 	Pp/Bb/Ee Chant

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UNIT 2 (Lesson 2):

Textbook Page	Activity Description	Homework (Workbook)
9 & 10	<p style="text-align: center;">School Supplies</p> <ol style="list-style-type: none"> 1. Sing Hello Song 2. Sing a Colors Song (I like Elf Learning or Super Simple Songs) 3. Review the vocabulary on pg. 9 and play the What's this relay. 4. Play the game at the top of page 10. Split class into small groups or teams. Give dice to each team. If they roll a 6 they get a purple pencil or marker and trace the line to the scissors. Then, they say I have purple scissors. They keep rolling the dice, coloring and making sentences. the first team to color all of the school supplies wins. If they roll the same number again, they have to say the sentence again. 5. Share about what they have (using bottom of page 10) in partners or in front of the class if they need more practice. 	
12	<p style="text-align: center;">Pp / Bb / Ee Chant</p> <ol style="list-style-type: none"> 1. Chant together with your class. 	
13	<p style="text-align: center;">Pp / Bb / Ee Activity</p> <ol style="list-style-type: none"> 1. Say the letter sounds together. 2. Say the names of the pictures together. Then have the students think about what letter matches each picture. 3. Write the letters of each first letter sound below each picture 	Pp/Bb/Ee Chant

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UNIT 2 (Lesson 3):

Textbook Page	Activity Description	Homework (Workbook)
9 & 10	<p style="text-align: center;">School Supplies</p> <ol style="list-style-type: none"> 1. Sing Hello Song 2. Sing a Colors Song (I like Elf Learning or Super Simple Songs) 3. Review the vocabulary on pg. 9 and play a game. 4. Share their intro on pg 1 and share about what they have using bottom of page 10 in partners 	
14	<p style="text-align: center;">I have ... I don't have board game.</p> <ol style="list-style-type: none"> 1. Model how to play the game. Use an eraser or a small figure as a game piece. Roll the dice and move ahead. If you land on marker, pull a marker out of your pencil case and say, "I have a pink marker." Roll again. If you land on scissors, show that there are no scissors in your pencil case and say, "I don't have scissors." 2. Go through the game board with your students and say each item together. Then, have students say I have or I don't have together. 3. When the students understand (I have) and (I don't have,) they can start the game. 4. Play as a class or split the students into pairs or small groups. 	
12	<p style="text-align: center;">Pp / Bb / Ee Chant</p> <ol style="list-style-type: none"> 1. Chant together with your class. 	
15	<p style="text-align: center;">Pet Chant</p> <ol style="list-style-type: none"> 1. Chant together. Have students point along as they chant. 2. Model 1 way to finish the chant. 3. Tell students to look on page 4 or 12 for ideas. Have them finish the chant. 4. Take turns and read each students chant. 5. Explain how to do the homework 	Pet Chant

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UNIT 2 (Lesson 4):

Textbook Page	Activity Description	Homework (Workbook)
9 & 10	<p style="text-align: center;">School Supplies</p> <ol style="list-style-type: none"> 1. Sing Hello Song 2. Sing a Colors Song (I like Elf Learning or Super Simple Songs) 3. Share their intro on pg 1 and share about what they have using bottom of page 10 in partners 	
14	<p style="text-align: center;">I have ... I don't have board game.</p> <ol style="list-style-type: none"> 1. Play as a class or split the students into pairs or small groups. 	
12	<p style="text-align: center;">Pp / Bb / Ee Chant</p> <ol style="list-style-type: none"> 1. Chant together with your class. 	
15	<p style="text-align: center;">Pet Chant</p> <ol style="list-style-type: none"> 1. Chant together. 2. Have students read and share their chants in pairs or small groups. 	
16	<p style="text-align: center;">Bed Chant</p> <ol style="list-style-type: none"> 1. Chant together. Have students point along as they chant. 2. Model 1 way to finish the chant. 3. Tell students to look on page 4 or 12 for ideas. Have them finish the chant. 4. Take turns and read each students chant. 5. Explain how to do the homework 	<p>Pet Chant Bed Chant</p>

Fun flashcard games to practice School Supplies:

1. **Guess What I Have:** Place the flashcards face down. Have a student pick a card, but not show it to anyone. Ask the student, "Do you have a ...?" They answer yes or no. Keep asking until you guess what they have. Now, you pick a card and have the students ask you. Finally, a student will pick a card and the students will try to guess what they have.

2. **Headbands:** Students hold a flashcard on their head so everyone can see it, but they can't. They have to take turns asking "Do I have a ...?" until they guess correctly. the teacher should model how to play the game first.

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UNIT 3 (Lesson 1):

Textbook Page	Activity Description	Homework (Workbook)
14	<p style="text-align: center;">I have a ... Game Review</p> <ol style="list-style-type: none"> 1. Play board game to review I have 	
17	<p style="text-align: center;">Pets</p> <ol style="list-style-type: none"> 1. Sing Hello Song 2. Sing I have a Pet (Super Simple Songs) If you want. 3. Read pg. 17 to the class. After you read each sentence, ask the students, " Do you have a ...?" They can say " I have a ... / I don't have a ... " They just practiced it in the previous game 4. Then, If the students have a pet, give them time to draw it in the 'I have' house.' If they don't have a pet, they can draw one of the animals above in the 'I don't have' house. 5. Share drawings with the class. 	
18	<p style="text-align: center;">Teach the Pet Vocabulary</p> <ol style="list-style-type: none"> 1. Now, Teach all of the pets using flashcards or by pointing to the pets on page 18. 2. Play the What's This race game or a different flashcard game that your students like to practice the vocabulary. 	
19 & 20	<p style="text-align: center;">Writing Cc / Gg / Aa</p> <ol style="list-style-type: none"> 1. Say Cc and the letter sound. Trace the letter following the stroke order. 2. Students write the letter and say the letter sound each time they write it. 3. Chant out the Cc Chant on page 20. Have students point along as they chant. 4. Continue with Gg and Aa. 5. Then chant the whole chant together at the end. 	17-18

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UNIT 3 (Lesson 2):

Textbook Page	Activity Description	Homework (Workbook)
18	<p style="text-align: center;">Pets</p> <ol style="list-style-type: none"> 1. Sing Hello Song 2. Sing I have a Pet (Super Simple Songs) 3. Review Pet Vocabulary 4. Then, teach "I want a..." or "I don't want a ..." You can act out the meaning by placing flashcards or pictures of pets on the table. Say it is a pet shop. Walk up to the pet shop and think. Then say, "I want a..." take the card and hug it. 5. Next, walk to the pet shop again and point to a pet you don't want and say "I don't want a ..." 6. Point to the pictures of the pets in the book. Say their names together and have the students say, "I want a ..." (make a circle with their arms.) or "I don't want a ..." (make an x with their arms). 7. Then, after the students say if they want each pet or not, they draw a circle around the pets that they want and an x through the pets that they don't want. 	
18	<p style="text-align: center;">Pet Shop</p> <ol style="list-style-type: none"> 1. Use play money in the back of the workbook (1-10) dollars. 2. Place pet cards/pictures or figures on the table. 3. Students take turns coming to the Pet Shop and saying, "I want a ..." . You say a price and they pay you the money. Then, you give them the pet card. 4. Teach more useful language like "here you are" "Thank you" "Your welcome" etc. 	
20	<p style="text-align: center;">Cc / Gg / Aa Chant</p> <ol style="list-style-type: none"> 1. Chant together with your class. 	19-20
22	<p style="text-align: center;">Cc / Gg / Aa Activity</p> <ol style="list-style-type: none"> 1. Say the letter sounds together. 2. Say the names of the pictures together. Then have the students think about what letter matches each picture. 3. Write the letters of each first letter sound below each picture 	

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UNIT 3 (Lesson 3):

Textbook Page	Activity Description	Homework (Workbook)
18	<p style="text-align: center;">Pets</p> <ol style="list-style-type: none"> 1. Sing Hello Song 2. Sing I have a Pet (Super Simple Songs) 3. Review Pet Vocabulary with a flashcard game 	
18	<p style="text-align: center;">Listen and Draw</p> <ol style="list-style-type: none"> 1. Read the pets that the kids in the picture want. Then draw the pets on the thought bubbles. 2. Draw a pet you want on a piece of scratch paper or a small white board and have your students take turns asking you, "Do you want a ...?" Once they guess the correct answer, show them your picture. 3. Have all of the students draw a picture of a pet they want. 4. Take turns having one student stand at the front of the class and have everyone ask, "Do you want a ...?" 	
18	<p style="text-align: center;">Pet Shop (If time)</p> <ol style="list-style-type: none"> 1. Use play money in the back of the workbook (1-10) dollars. 2. Place pet cards/pictures or figures on the table. 3. Students take turns coming to the Pet Shop and saying, "I want a ...". You say a price and they pay you the money. Then, you give them the pet card. 4. Teach more useful language like "here you are" "Thank you" "Your welcome" etc. 	
20	<p style="text-align: center;">Cc / Gg / Aa Chant</p> <ol style="list-style-type: none"> 1. Chant together with your class. 	21-22
23	<p style="text-align: center;">at chant</p> <ol style="list-style-type: none"> 1. Chant together with the class. 	

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UNIT 3 (Lesson 4):

Textbook Page	Activity Description	Homework (Workbook)
18	<p style="text-align: center;">Pets</p> <ol style="list-style-type: none"> Sing Hello Song Sing I have a Pet (Super Simple Songs) Review Pet Vocabulary with a flashcard game 	
18	<p style="text-align: center;">Pet/ I want Review Game</p> <ol style="list-style-type: none"> Play pet shop or "Do you want a ...? or a different game to review the pets and language focus, I want / I don't want. 	
21	<p style="text-align: center;">It's...</p> <ol style="list-style-type: none"> Teach the adjectives at the top of page 21. Show pictures or cards of other animals and pets. Have the students decide and say, "It's (big / small / cute etc)" Use pencils and the spin them around the page on page 21, or use the spinner on the app. Have the students talk about the pet they land on. I want a ... It's ... 	
23	<p style="text-align: center;">at Chant</p> <ol style="list-style-type: none"> Chant together with your class. 	23
24	<p style="text-align: center;">ig chant</p> <ol style="list-style-type: none"> Chant together with the class. 	24

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UNIT 4 (Lesson 1):

Textbook Page	Activity Description	Homework (Workbook)
6 & 14	<p style="text-align: center;">Intro/Review</p> <ol style="list-style-type: none"> Sing Hello Song Play games on pages 6 and or 14 for a warm up/review 	
25	<p style="text-align: center;">I can</p> <ol style="list-style-type: none"> Teach the action vocabulary on page 25 using the book or flash cards. Have the students make a circle with their hands and say, "I can..." for the actions they can do. Have them make an X with their hands and say "I can't..." for the actions they cannot do. Play 3 in a row with colored chips or pieces of scrap paper. Each time a student plays a chip on an action box they say the word or make a sentence. Model how to play the game first. 	
	<p style="text-align: center;">Flashcard Game</p> <ol style="list-style-type: none"> To continue to practice the target language, play a flashcard game that your students enjoy to practice the vocabulary. 	
27 & 28	<p style="text-align: center;">Writing Mm / Nn / Oo</p> <ol style="list-style-type: none"> Say Mm and the letter sound. Trace the letter following the stroke order. Students write the letter and say the letter sound each time they write it. Chant out the Mm Chant on page 28. Have students point along as they chant. Continue with Nn and Oo. Then chant the whole chant together at the end. 	25-26

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UNIT 4 (Lesson 2):

Textbook Page	Activity Description	Homework (Workbook)
6 & 14 & 21	<p style="text-align: center;">Intro/Review</p> <ol style="list-style-type: none"> Sing Hello Song Play games on pages 6 and or 14 and or 21 for a warm up/ review 	
25	<p style="text-align: center;">I can</p> <ol style="list-style-type: none"> Quickly review the vocabulary and I can / I can't and play 3 in a row to review. 	
	<p style="text-align: center;">'Can You' Tag</p> <ol style="list-style-type: none"> Have your students stand on one side of the room. You stand on the other. Clear the space in between. Hold up an action card and ask your students, "Can you ..." Teach them to answer, "Yes, I can." or "No, I can't." and use gestures. The students who answered 'yes' can take one jump or one step forward. Keep asking questions. When you show the 'run' card, all of the students run away from you. If you tag a student, they are the next leader. If you don not have the space in your classroom for this game, you can just have students step forward and try to get to the other side of the classroom. OR you can use jumping frogs or other toys to make it fun. 	
28	<p style="text-align: center;">Chant Mm / Nn / Oo</p> <ol style="list-style-type: none"> Chant together with your class. 	
30	<p style="text-align: center;">Mm / Nn / Oo Activity</p> <ol style="list-style-type: none"> Say the letter sounds together. Say the names of the pictures together. Then have the students think about what letter matches each picture. Write the letters of each first letter sound below each picture 	27-28

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UNIT 4 (Lesson 3):

Textbook Page	Activity Description	Homework (Workbook)
6 & 14 & 21	<p style="text-align: center;">Intro/Review</p> <ol style="list-style-type: none"> 1. Sing Hello Song 2. Sing Yes, I Can. (Super Simple Songs) 3. Play games on pages 6 and or 14 and or 21 for a warm up/ review 	
	<p style="text-align: center;">'Can You' Tag</p> <ol style="list-style-type: none"> 1. Play again to have fun and review. 	
26	<p style="text-align: center;">It can / It Can't</p> <ol style="list-style-type: none"> 1. Look at each picture. Say the names of the animals together. 2. Look at the action and write if the animal in the picture can or can't do the action. 3. I wanted the children to think about it and not always have the answers be clearly in black and white. For example some dogs can swim, some cannot. 4. I let the children choose the answers. Then write 'It can' or 'It can't' on the line. 5. Take turns reading and sharing what the students wrote. 	
28	<p style="text-align: center;">Chant Mm / Nn / Oo</p> <ol style="list-style-type: none"> 1. Chant together with your class. 	29-30
31	<p style="text-align: center;">Can Chant</p> <ol style="list-style-type: none"> 1. Point and chant together 	

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UNIT 4 (Lesson 4):

Textbook Page	Activity Description	Homework (Workbook)
6 & 14 & 21	<p style="text-align: center;">Intro/Review</p> <ol style="list-style-type: none"> 1. Sing Hello Song 2. Sing Yes, I Can. (Super Simple Songs) 3. Play games on pages 6 and or 14 and or 21 for a warm up/ review 	
	<p style="text-align: center;">'Can You' Tag</p> <ol style="list-style-type: none"> 1. Play again to have fun and review. 	
29	<p style="text-align: center;">Can You . . . Look and Match</p> <ol style="list-style-type: none"> 1. Look at each picture. Say the action and ask can you . . . 2. Students answer and then draw a line to the yes or the no. 	
28	<p style="text-align: center;">Chant Mm / Nn / Oo</p> <ol style="list-style-type: none"> 1. Chant together with your class. 	
31	<p style="text-align: center;">Can Chant</p> <ol style="list-style-type: none"> 1. Point and chant together 2. Finish the chant and share with the class. 	
32	<p style="text-align: center;">Pen Chant</p> <ol style="list-style-type: none"> 1. Point and chant together 2. Finish the chant and share with the class. 	31-32

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UNIT 1,2,3,4 Review (Lesson 1):

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;">Intro/Review</p> <p>1. Play a favorite game from the book in small groups</p>	33-35
33	<p style="text-align: center;">What is This?</p> <p>1. Look at the desk on page 33. Ask and answer "What's This?" about the things on the desk.</p>	
34	<p style="text-align: center;">I have...</p> <p>1. Read what the students on page 34 have. Color the things together. Then, help the students write about what they have.</p> <p>2. Students can practice saying what they have. They can also take turns showing the class what they have by sharing their pencil case.</p>	
35	<p style="text-align: center;">Pig's Poster</p> <p>1. Read the Pig's Poster together</p>	
36	<p style="text-align: center;">My Poster</p> <p>1. Help the students think of things they have / want and can do.</p> <p>2. Students draw the pictures in the boxes.</p> <p>3. Then practice sharing about their poster. Example: " I have a cat. I have a pink bag. I have a switch. I want a ... etc.</p>	

* I usually have my students turn their My Poster into an actual poster. I give them paper to do it in class and finish at home. We hang them in the school after the students present their poster. It is a good "first project" and when the students get to 2nd grade they can really see how they progressed.

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UNIT 1,2,3,4 Review (Lesson 2):

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;">Intro/Review</p> <ol style="list-style-type: none"> Practice sharing about posters in small groups 	36-38
	<p style="text-align: center;">Work on poster more if you need to</p> <ol style="list-style-type: none"> 	
37	<p style="text-align: center;">It Can... Game</p> <ol style="list-style-type: none"> Have all of the student put their finger on the star. Say, "It can fly." The students move their finger to the bird. Then say another sentence. "It can swim." The students move their finger along the dotted line to the fish. Make one more sentence and the students say the animal. Once the students understand how to play the game, they can take turns being the leader. 	
38	<p style="text-align: center;">3 in a Row Phonics Game</p> <ol style="list-style-type: none"> Use the letter cards you have learned so far from the back of the workbook. Place the letter cards face down and choose a card. If you choose Aa, place a colored chip on a picture that starts with the letter Aa. Teams will take turns picking letter cards and putting their colored chip on the corresponding picture card. Each time they get 3 in a row, they get a point. The team with the most points wins! 	

Hello YOU! (Red)

Teacher's Guide

UNIT 5 (Lesson 1):

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;">Intro/Review</p> <ol style="list-style-type: none"> 1. Share posters or play review game 2. Ask Intro questions (Name / Age / Can you / Do you have/ want...) 3. Sing 'Do you like ...' Super Simple Songs 	
39-40	<p style="text-align: center;">I like / I don't like</p> <ol style="list-style-type: none"> 1. Teach the fruits and vegetables vocabulary on page 39-40 using the book or flash cards. 2. Have the students trace I like and I don't like. 3. Say each fruit or vegetable together and draw a line to I like or I don't like. Then make a sentence. 	
	<p style="text-align: center;">Flashcard Game</p> <ol style="list-style-type: none"> 1. To continue to practice the target language, play a flashcard game that your students enjoy to practice the vocabulary. 	
41-42	<p style="text-align: center;">Writing Ff / Hh / Uu</p> <ol style="list-style-type: none"> 1. Say Ff and the letter sound. Trace the letter following the stroke order. 2. Students write the letter and say the letter sound each time they write it. 3. Chant out the Ff Chant on page 42. Have students point along as they chant. 4. Continue with Hh and Uu. 5. Then chant the whole chant together at the end. 	39-40

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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 (Name / Age / Can you / Do you have/ want..) 2. Sing 'Do you like ... ' Super Simple Songs 	
	<p style="text-align: center;">Do you like ... ?</p> <ol style="list-style-type: none"> 1. Hold up a fruit or vegetable card and ask the class, "Do you like ... ?" The answer "Yes, I do." or "No, I don't." (You can also place a yes or no card on different sides of the room and have the students run to the card that corresponds with their answer.) 2. Once your students can answer and understand the activity, you can let your students take turns being the teacher. They can hold the cards and ask, "Do you like..." in front of the class. 	
	<p style="text-align: center;">Juice Shop</p> <ol style="list-style-type: none"> 1. Use plastic or paper cups and toy fruits and vegetables. (You can also cut out the small fruits and vegetable cards from the back of the workbook and use those) Place them on a table or in a box on a different side of the room from your students. 2. Put a (toy) fruit or vegetable into a cup and walk up to the table where your students are sitting. Ask them, "Do you like ... juice?" 3. Give the juice to one of the students who answers "Yes, I do." Model a few more times. Then choose a group of students to work at the juice shop. They can take turns making juice and asking the students at the table if they like it. 	
42	<p style="text-align: center;">Chant Ff / Hh / Uu</p> <ol style="list-style-type: none"> 1. Chant together with your class. 	
46	<p style="text-align: center;">Ff / Hh / Uu Activity</p> <ol style="list-style-type: none"> 1. Say the letter sounds together. 2. Say the names of the pictures together. Then have the students think about what letter matches each picture. 3. Draw lines to match the first letter sounds to each picture 	41-42

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Teacher's Guide

UNIT 5 (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 (Name / Age / Can you / Do you have/ want...) 2. Sing 'Do you like ... ' Super Simple Songs 3. Sing numbers song or practice numbers 1-30 I recommend the numbers chants by ELF Kids 	
	<p style="text-align: center;">Juice/Soup or Pizza Shop</p> <ol style="list-style-type: none"> 1. Have your students create different kinds of juice again. You can change it up to make pizza or 1 soup too. I usually only allow my students to put 1-2 fruits or vegetables in each, so they can say the food all by themselves. Sometimes they can get carried away and make something with tons of ingredients, but it's not good practice if they can't say it. 2. You can also make this game a relay race with separate teams. Players from each team run to the "kitchen" to make something run back and ask their team if they like it. The team with the most food wins! 	
43	<p style="text-align: center;">Do you like... Interview</p> <ol style="list-style-type: none"> 1. Have your students write your name on line 1. in the box at the top of the interview. Have your students ask you in unison, "Do you like grapes?" Then answer. If your answer is yes, have your students circle yes. If it's no, circle now. 2. Have your students ask you, "Do you like kiwis?" Answer and have your students write yes or no depending on your answer. 3. Then split the class into pairs and have them ask and answer the questions together. Then write their partners answers in the appropriate boxes. 	
42	<p style="text-align: center;">Chant Ff / Hh / Uu</p> <ol style="list-style-type: none"> 1. Chant together with your class. 	43-44
47	<p style="text-align: center;">HUM Chant</p> <ol style="list-style-type: none"> 1. Point and chant together. 	

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Teacher's Guide

UNIT 5 (Lesson 4):

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;">Intro/Review</p> <ol style="list-style-type: none"> Sing numbers song or practice numbers 1-30 I recommend the numbers chants by ELF Kids Cut out one set of money from the back of the workbook. Have each student write their initials on their money so you can return it after you play. I give my students a ziplock to keep their money in so we can use it for the rest of the year. 	
45	<p style="text-align: center;">Let's Shop</p> <ol style="list-style-type: none"> Put all of the suits and vegetable cards on a table in the front of the room. Stand behind the table and choose a student to model how to "shop" first. Have the students say, "I want ___" or "Can I have ___?" Then look at the price menu on page 45 and tell them how much it is. Help them count out/find the money and give it to you. (This is why there are 1-20 dollar bills). Let the students take turns shopping. Then split into groups of shoppers and shop staff and continue to role play. At the end of the activity, return all of the money to each student. 	
44	<p style="text-align: center;">Do you like... Interview</p> <ol style="list-style-type: none"> Split the class into pairs and do the interview on page 44. 	
47	<p style="text-align: center;">HUM Chant</p> <ol style="list-style-type: none"> Point and chant together. Finish the chant and read again. 	
48	<p style="text-align: center;">On Off Chant</p> <ol style="list-style-type: none"> Point and chant together. 	45-46

Hello YOU! (Red)

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. Review intro questions and "Can you...?" "Do you like...?" etc. 2. Sing numbers song or practice numbers 1-30 I recommend the numbers chants by ELF Kids 	
49	<p style="text-align: center;">Clothes</p> <ol style="list-style-type: none"> 1. Teach the clothing vocabulary on page 49 using the book or flash cards. 2. You can play BINGO by writing the prices on small cards. The students pick a price card and find a clothing item for the same price. They say the clothing item and circle it. The first team or player to circle all of the items on one shelf wins! 	
	<p style="text-align: center;">Flashcard Game</p> <ol style="list-style-type: none"> 1. To continue to practice the target language, play a flashcard game that your students enjoy to practice the vocabulary. 	
51-52	<p style="text-align: center;">Writing Ss / Jj / Zz</p> <ol style="list-style-type: none"> 1. Say Ss and the letter sound. Trace the letter following the stroke order. 2. Students write the letter and say the letter sound each time they write it. 3. Chant out the Ss Chant on page 51. Have students point along as they chant. 4. Continue with Jj and Zz. 5. Then chant the whole chant together at the end. 	47-48

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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"> Review intro questions and "Can you...?" "Do you like...?" etc. 	
	<p style="text-align: center;">Shopping Mall</p> <ol style="list-style-type: none"> Cut out the clothing cards from the back of the workbook. Give different students a different colored pencil. Have each students choose their own price for their clothing and write it on their clothing cards. Choose different students to make a shop with their clothing cards in different areas of the classroom. The other students use their play money and walk around to the the different shops to buy clothes. Walk around and help the students who need it. Who can buy the most clothes? Have students save their clothing cards for future games. They should know which cards are theirs by the color of their prices. 	
52	<p style="text-align: center;">Chant Ss / Jj / Zz</p> <ol style="list-style-type: none"> Chant together with your class. 	
54	<p style="text-align: center;">Ss / Jj / Zz Activity</p> <ol style="list-style-type: none"> Say the letter sounds together. Say the names of the pictures together. Then have the students think about what letter each picture starts with. Write the letter on the dotted lines in the circle. Play the board game if you have time. 	49-50

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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"> Review intro questions and "Can you...?" "Do you like...?" etc. Sing a colors chant or song to review colors. 	
	<p style="text-align: center;">Clothing Memory</p> <ol style="list-style-type: none"> Split the class into pairs or small groups. Have 2 students in each group pull out their clothing cards. Put them all face down. Mix them and play memory. 	
50	<p style="text-align: center;">He has / She has</p> <ol style="list-style-type: none"> Cut out the people cards from the back of the workbook. Place the cards face down. Choose a card and make three sentences about the person on the card. Example: "He has a black hat." "He has black pants" "He has brown boots." Point to the person in the book on page 50 and say the correct letter (In this case G). Pick another person card from the pile and give three hints, but this time do not show your students who it is. Have your students listen and guess. They can point or say the letter for the corresponding person. Show them the person card and say the hints again together to clarify. Continue to choose people cards and give hints. Then let your students take turns picking cards and giving hints. 	
52	<p style="text-align: center;">Chant Ss / Jj / Zz</p> <ol style="list-style-type: none"> Chant together with your class. 	
55	<p style="text-align: center;">jam Chant</p> <ol style="list-style-type: none"> Point and chant together. Finish the chant and read again. 	51-52

Hello YOU! (Red)

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"> Review intro questions and "Can you...?" "Do you like...?" etc. Sing a colors chant or song to review colors. 	
50	<p style="text-align: center;">He has / She has</p> <ol style="list-style-type: none"> Play the game again, but if your students are good at giving hints split them into smaller groups and use the people cards in the back of their books. Each group or team quickly gives hints and guesses the person on the card until all the cards are gone. 	
53	<p style="text-align: center;">What hat do you like?</p> <ol style="list-style-type: none"> Look at the clothing on page 53. point to the hats. Say the color of each hat together. "What's this?"... "It's a black and white hat. It's a red hat. It's a brown hat." Then ask what hat do you like? Model by saying, "I like the ...hat." Point to the jackets and ask what jacket do you like? Let your students take turns answering. Have your students circle the clothing that they like most. I usually chant the question together until the kids get used to saying it. Split the class into pairs and have them ask their partner(s), "Which ... do you like?" Have your students swap partners and ask other students for more practice if time allows. 	
55	<p style="text-align: center;">jam Chant</p> <ol style="list-style-type: none"> Point and chant together. 	
56	<p style="text-align: center;">bus Chant</p> <ol style="list-style-type: none"> Point and chant together. Finish the chant and read again. 	53-54

Hello YOU! (Red)

Teacher's Guide

UNIT 7 (Lesson 1):

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;">Intro/Review</p> <p>1. Review What ___ do you like & other intro questions to review</p>	
57	<p style="text-align: center;">Toys</p> <p>1. Teach the toy vocabulary on page 57 by using the book or flash cards.</p>	
	<p style="text-align: center;">Flashcard Game</p> <p>1. To continue to practice the target language, play a flashcard game that your students enjoy to practice the vocabulary.</p>	
58	<p style="text-align: center;">Do you want . . .</p> <p>1. Draw a picture of something you want (from the toy store on page 57) in one of the boxes on page 58. Have your students take turns asking you, "Do you want . . .?" Answer, "No, I don't" until they guess what you drew. Then answer "Yes, I do."</p> <p>2. Now, give your students a time limit to draw something that they want in the box on page 58. Make sure they keep their drawing a secret. I let my students go to different corners of the room etc.</p> <p>3. Once all of the students finish drawing what they want, choose one student to come to the front. Have the other students take turns asking, "Do you want . . .?"</p> <p>4. Continue the activity until every student had a turn to come to the front. If you don't have enough time, you can stop and continue at the beginning of the lesson next week.</p>	
59 - 60	<p style="text-align: center;">Writing Ll / Rr</p> <p>1. Say Ll and the letter sound. Trace the letter following the stroke order.</p> <p>2. Students write the letter and say the letter sound each time they write it.</p> <p>3. Chant out the Ll Chant on page 60. Have students point along as they chant.</p> <p>4. Continue with Rr. Show your students that when making the Ll sound, the tongue slightly touches the front teeth and when making the Rr sound you purse your lips and lift your tongue back in your mouth.</p> <p>5. Then chant the whole chant together at the end.</p>	55-56

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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"> Review intro questions or finish Do you want activity from previous week. 	
57	<p style="text-align: center;">Toy Prices</p> <ol style="list-style-type: none"> The teacher (only) looks at the prices of the toys on pages 103-104. The teacher tells the students in any random order, "A robot is \$13." The students listen, find the toy and write the price on the tag on page 57. 	
	<p style="text-align: center;">Flashcard Toy Shop</p> <ol style="list-style-type: none"> Use the play money and the toy flashcards and play toy store. Half of the class can work at the store. The other half can shop. Place the flashcards on the table (in the store) and have one half shop until all of the cards are gone. Then switch. Look at the prices on page 57. 	
60	<p style="text-align: center;">Chant Ll / Rr</p> <ol style="list-style-type: none"> Chant together with your class. Use the Ll and Rr words to make another silly original chant for the bottom of the page. 	
62	<p style="text-align: center;">Ll / Rr Activity</p> <ol style="list-style-type: none"> Say the letter sounds together. Focus on pronunciation Say the names of the pictures together. Then have the students think about what letter each picture starts with. Write the letter on the dotted lines in each box. Play l & r tic tac toe. Show students how to play. One player is l and one is r. Whenever you write your letter you need to say a word that starts with the letter. Switch letters and play again. 	57-58

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Teacher's Guide

UNIT 7 (Lesson 3):

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;">Intro/Review</p> <ol style="list-style-type: none"> 1. Review intro questions 2. Play mini board game at the bottom of page 58. 	
61	<p style="text-align: center;">Do you want...? Interview</p> <ol style="list-style-type: none"> 1. Model how to do the interview by having your students ask you or by asking a student in the class and writing their answers. 2. Split the class into pairs and have them interview each other and write the answers in the boxes. 	
60	<p style="text-align: center;">Chant Ll / Rr</p> <ol style="list-style-type: none"> 1. Chant together with your class. 	59-60
63	<p style="text-align: center;">leg Chant</p> <ol style="list-style-type: none"> 1. Point and chant together. 2. Finish the chant and read again. 	
64	<p style="text-align: center;">run Chant</p> <ol style="list-style-type: none"> 1. Point and chant together. 2. Finish the chant and read again. 	61-62

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Teacher's Guide

UNIT 5,6,7 Review (Lesson 1):

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;">Intro/Review</p> <ol style="list-style-type: none"> Sing Do you like...? / Numbers chant / Colors song/chant etc. Ask some review questions that your students need to practice 	
65	<p style="text-align: center;">I have . . .</p> <ol style="list-style-type: none"> Have your students draw things that they have in the room on page 65. The students can share what they have with the class or play a guessing game. To play the guessing game, choose one student and have them stand at the front of the room. The rest of the students ask, "Do you have . . .?" until they guess everything that the student drew. 	
66	<p style="text-align: center;">I like / I want</p> <ol style="list-style-type: none"> Play the dice rolling game on page 66. Model how to play by rolling a dice and making a sentence according to the number you roll. Example: If you roll 2, circle the vegetables that you like and say, "I like carrots and potatoes." If you roll a 5, circle the thing(s) you want and say, "I want a backpack." The first team or player to circle at least one item for every number wins. If you roll the same number again, say the sentence again. It is good practice. 	
63	<p style="text-align: center;">leg Chant</p> <ol style="list-style-type: none"> Point and chant together. 	
64	<p style="text-align: center;">run Chant</p> <ol style="list-style-type: none"> Point and chant together. 	
69	<p style="text-align: center;">Matching Letters & BINGO</p> <ol style="list-style-type: none"> Match the letters and pictures on page 69 together. Have your students fill the BINGO grids at the bottom of the page with either uppercase or lowercase letters from above. Use the phonics picture cards and play BINGO 	63-64

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Teacher's Guide

UNIT 5,6,7 Review (Lesson 2):

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;">Intro/Review</p> <ol style="list-style-type: none">1. Sing Do you like...? / Numbers chant / Colors song/chant etc.2. Ask some review questions that your students need to practice	
67 - 68	<p style="text-align: center;">Juice Shop</p> <ol style="list-style-type: none">1. Use paper cups and play fruit or the small paper fruit cards along with the play money to play Juice Shop.2. You can work at the shop to help the activity move along quickly.3. Once every student has had a chance to order, let the students create their own juice shop menu. They can color the juice and write their own price. When they have finished, have them tell you what kind of juice they have on the menu.4. Split the class into 2 groups. The students from one group sits in different areas of the room and make a shop. The other students walk around and buy juice from each shop.	
70	<p style="text-align: center;">SPIN!!!</p> <ol style="list-style-type: none">1. Play the SPIN game on page 70.2. Students can spin with their pencil and the book. You can also use the spinner on the HELLO YOU! book app.3. Spin the wheel. Say the word and circle the first letter sound at the bottom of the page. The first person to circle all of the letters wins!	
71-72	<p style="text-align: center;">Paper Festival!!!</p> <ol style="list-style-type: none">1. Show the class pictures of different games at a festival. (I will attach a link to the file here. I will also keep the file in the teacher's guide folder.) https://drive.google.com/file/d/1pAskVATLvbdF72SScftfY7XaWg8-tyu0/view?usp=sharing As you show each picture ask questions like, "What is this?" "Do you like...?" "Do you want to play/eat...?" etc.2. Tell your students you will make a classroom festival using paper. Look at the different games. Ask what games they want to play at the festival? Look at the different foods. Ask what foods they want to have at the paper festival.3. Students draw what they want to play and eat.	65-66

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Teacher's Guide

UNIT 5,6,7 Review (Lesson 3-4):

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;">Make Paper Festival</p> <p>This activity usually takes 1-2 lessons to make & 1 lesson to enjoy. It's totally worth it!</p> <ol style="list-style-type: none">1. Use paper and recycled materials from your school and make a festival with your students.2. First (as a class) decide what games and food you will make. Split the class into groups for each activity. Example: One group makes ring toss and cotton candy. One group makes ball toss and noodles etc.3. SPEAK ENGLISH!!! Put all of the materials at the front of the classroom. Whenever students need something they need to ask in English. This is a great way to review school supplies, colors and numbers in context too! Talk about what you are doing... "I am cutting paper." then ask, "What are you doing?" Or "Who is cutting paper." etc. Encourage your students to use as much classroom English as possible and teach new words as you go too. "It's cute!" or "I'm finished"4. Have your students decide the point systems for games and the prices for the games as well.5. Once groups finish making games, have them try to play them to make sure that they work. Let your students decide if the games need fixing or if the point system doesn't work. If their prices are too high, there might not be enough play money. Try to help the students discover these problems. The students also need to practice using English to run the game and food booths. "Welcome!" "2 dollars please." "Here you are." etc.6. Students can make signs or prizes for their games and food as well. I usually have them make prizes with origami at home for homework. I have bought candy for prizes as well to level up the fun.	
	<p style="text-align: center;">ENJOY The Paper Festival</p> <ol style="list-style-type: none">1. Once the Festival is ready, invite other students or parents to come and join in the fun! We usually have other classes come to the festival and use play money, but you could have parents come or just take turns playing the games in class.2. Students can reflect on the paper festival using the reflection printable in the Teacher's Guide Drive.	67-68

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Teacher's Guide

UNIT 8 (Lesson 1):

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;">Intro/Review</p> <ol style="list-style-type: none"> Review intro questions "Can you...?" "Do you like/want/have...?" etc. Sing a weather song or chant 	
73-74	<p style="text-align: center;">Weather</p> <ol style="list-style-type: none"> Teach the weather vocabulary on page 74 using the book or flash cards. Draw the different weather in each window together. 	
	<p style="text-align: center;">Flashcard Game</p> <ol style="list-style-type: none"> To continue to practice the target language, play a flashcard game that your students enjoy to practice the vocabulary. 	
74	<p style="text-align: center;">Weather Map</p> <ol style="list-style-type: none"> Point to a weather icon on the map and ask your students, "How's the weather?" They answer, "It's..." Continue to ask a few more times. Split the class into small groups or pairs and have the students ask and answer together. 	
75-76	<p style="text-align: center;">Writing Yy / Vv / Ww</p> <ol style="list-style-type: none"> Say Yy and the letter sound. Trace the letter following the stroke order. Students write the letter and say the letter sound each time they write it. Chant out the Yy Chant on page 76. Have students point along as they chant. Continue with Vv and Ww. Then chant the whole chant together at the end. 	69-70

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Teacher's Guide

UNIT 8 (Lesson 2):

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;">Intro/Review</p> <ol style="list-style-type: none"> Review intro questions "Can you...?" "Do you like/want/have...?" etc. Sing a weather song or chant 	
74	<p style="text-align: center;">Weather Map</p> <ol style="list-style-type: none"> Point to a weather icon on the map and ask your students, "How's the weather?" They answer, "It's..." Continue to ask a few more times. Split the class into small groups or pairs and have the students ask and answer together. 	
77	<p style="text-align: center;">Is it ... ?</p> <ol style="list-style-type: none"> Look at the pictures on page 77. Point to a picture and ask your students, "Is it ...?" They answer Yes or No and write the correct answer on the dotted line. Draw a weather in one of the windows at the bottom of page 77. Have your students ask, "Is it ...?" until they guess the weather that you drew correctly. Let your students take turns being the leader at the front of the class, drawing the weather and having the other classmates guess the weather. 	
76	<p style="text-align: center;">Chant Yy / Vv / Ww</p> <ol style="list-style-type: none"> Chant together with your class. 	
78	<p style="text-align: center;">Yy / Vv / Ww Activity</p> <ol style="list-style-type: none"> Say the letter sounds together. Say the names of the pictures together. Then have the students think about what letter each picture starts with. Draw lines to connect the picture to the first letter. Practice writing the letters again at the bottom of the page. 	71-72

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Teacher's Guide

UNIT 8 (Lesson 3):

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;">Intro/Review</p> <ol style="list-style-type: none"> Review intro questions "Can you...?" "Do you like/want/have...?" etc. Sing a weather song or chant 	
77	<p style="text-align: center;">Is it . . . ?</p> <ol style="list-style-type: none"> Finish the Is it...? Game if you didn't have time the previous week, or practice some more by drawing the weather in other windows. 	
76	<p style="text-align: center;">Chant Yy / Vv / Ww</p> <ol style="list-style-type: none"> Chant together with your class. 	73-74
79	<p style="text-align: center;">wig Chant</p> <ol style="list-style-type: none"> Point and chant together. Finish the chant and read again. 	
80	<p style="text-align: center;">van Chant</p> <ol style="list-style-type: none"> Point and chant together. Finish the chant and read again. 	75-76

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Teacher's Guide

UNIT 9 (Lesson 1):

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;">Intro/Review</p> <ol style="list-style-type: none"> Review intro questions "Can you...?" "Do you like/want/have...?" etc. Sing a Days of the week song or chant 	
81	<p style="text-align: center;">Days</p> <ol style="list-style-type: none"> Teach the Days of the week vocabulary on page 81 using the book or flash cards. Write the dates of the month you are currently in on the blank calendar. Say a date and have the kids say what day of the week it is. Make it a fun challenge game. 	
82	<p style="text-align: center;">It's . . .</p> <ol style="list-style-type: none"> Point to the hot illustration on the top of page 82. Say, "It's hot." Have all of your students do the same. Then say, "It's cloudy." Move your finger along the road to the cloudy illustration. Say, "It's sunny" and move your finger down to the sunny illustration. Finally, say, "It's snowy." and mover your finger along the road to the snowy illustration. Ask your students, "What day is it?" They should answer, "It's Saturday." Next, start from cold and make a new set of weather commands and have the students follow the road and illustrations until you reach a different day of the week. Once the kids understand the activity, ask a different student to 'be the teacher' and say the weather. 	
83-84	<p style="text-align: center;">Writing Kk / Xx / Qq</p> <ol style="list-style-type: none"> Say Kk and the letter sound. Trace the letter following the stroke order. Students write the letter and say the letter sound each time they write it. Chant out the Kk Chant on page 84. Have students point along as they chant. Continue with Xx and Qq. Then chant the whole chant together at the end. 	77-78

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Teacher's Guide

UNIT 9 (Lesson 2):

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;">Intro/Review</p> <ol style="list-style-type: none"> Review intro questions "Can you...?" "Do you like/want/have...?" etc. Sing a Days of the week song or chant 	
82	<p style="text-align: center;">It's ...</p> <ol style="list-style-type: none"> Play the It's game again to review. 	
	<p style="text-align: center;">How's the weather on ... ?</p> <ol style="list-style-type: none"> Say the days together on page 85. Then ask, "How's the weather on Monday?" Students answer, "It's sunny." Continue to ask about the other days. Split the class into 2 groups. Each group draws the weather. One on the top table and one on the bottom. The groups ask each other the weather and fill it in. Then check to see if they listened correctly. 	
84	<p style="text-align: center;">Chant Kk / Qq / Xx</p> <ol style="list-style-type: none"> Chant together with your class. 	
83-84	<p style="text-align: center;">Kk / Xx / Qq Activity</p> <ol style="list-style-type: none"> Say the letter sounds together. Say the names of the pictures together. Then have the students think about what letter each picture starts with. Write the correct first letter sounds on the dotted lines in each circle. Play the board game to review if you have time. 	79-80

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Teacher's Guide

UNIT 9 (Lesson 3):

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;">Intro/Review</p> <ol style="list-style-type: none"> Review intro questions "Can you...?" "Do you like/want/have...?" etc. Sing a Days of the week song or chant 	
82	<p style="text-align: center;">It's ...</p> <ol style="list-style-type: none"> Play the It's game again to review. 	
85	<p style="text-align: center;">How's the weather on ... ?</p> <ol style="list-style-type: none"> Split the class into pairs or small groups. Point to different days on page 85 and ask How's the weather on ...? 	
84	<p style="text-align: center;">Chant Kk / Qq / Xx</p> <ol style="list-style-type: none"> Chant together with your class. 	81-82
87	<p style="text-align: center;">box Chant</p> <ol style="list-style-type: none"> Point and chant together. Finish the chant and read again. 	
88	<p style="text-align: center;">six Chant</p> <ol style="list-style-type: none"> Point and chant together. Finish the chant and read again. 	83-84

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UNIT 10 (Lesson 1):

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;">Intro/Review</p> <ol style="list-style-type: none"> Review intro questions 	
89-90	<p style="text-align: center;">Town</p> <ol style="list-style-type: none"> Teach the town vocabulary on page 89-90 using the book or flash cards. Play the board game to practice saying the names of each place. 	
	<p style="text-align: center;">Flashcard Game</p> <ol style="list-style-type: none"> Play a flashcard game to review the vocabulary. Recommended Games: <ul style="list-style-type: none"> - Place the cards at one side of the room. Play Red light/ Green light. When a student reaches a card, they say the place name and get the card. - Place the cards all over the room. Pick a vocabulary card from the book (jacket / apple / book / rabbit etc). The students run to the place card where they can buy that item. If they go to the correct place, they get the card or a point. 	
95	<p style="text-align: center;">ABC Chant</p> <ol style="list-style-type: none"> Chant together with your class. 	85-86
107-108	<p style="text-align: center;">ABC Race</p> <ol style="list-style-type: none"> put all of the picture cards from the back of the workbook face up on the table. Each student chooses a race car track. You say, "Ready, Set, GO! All of the students or teams try to find a picture card for a letter in the first box on their track. If they find a hat, they say, "H h hat." then continue to the next box. The first player or team to get to the end wins! Play again on a different track. 	

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UNIT 10 (Lesson 2):

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;">Intro/Review</p> <ol style="list-style-type: none"> Review intro questions 	
91	<p style="text-align: center;">I want a . . . Go to the . . .</p> <ol style="list-style-type: none"> Look at each picture on page 91. Say what it is. Then say, "I want a . . ." Have the class say where to buy it, "Go to the . . ." Continue to do the exercise together. 	
93-94	<p style="text-align: center;">Town Race</p> <ol style="list-style-type: none"> Cut the cards out of page 129-130 of the workbook. Place them on the table, face down. Split into teams and have each team start at the green bus. The first player picks a card, looks at the picture and says, "I want a . . ." Their team says, "Go to the . . ." They move ahead to the nearest place to sell that item on the board. Continue to play until there is no longer a place that sells the item you chose. Move ahead to the house. The first team to the house wins! 	
95	<p style="text-align: center;">ABC Chant</p> <ol style="list-style-type: none"> Chant together with your class. 	87-88
105-106	<p style="text-align: center;">k/l/y/v/q/r/w/x TARGET</p> <ol style="list-style-type: none"> Play the target game on page 105 with the students erasers. Each student gets 5 tosses. After they toss the eraser, they say the word and the first letter sound. Write the first letter sound and your score for each throw on the lines at the bottom of the page. Who can get the most points? Circle the first letter sounds on page 106 and write the uppercase and lowercase letters at the bottom of the page. 	

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UNIT 10 (Lesson 3):

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;">Intro/Review</p> <ol style="list-style-type: none"> Review intro questions 	
93-94	<p style="text-align: center;">Town Race</p> <ol style="list-style-type: none"> Play the town race again to review. 	
95	<p style="text-align: center;">ABC Chant</p> <ol style="list-style-type: none"> Chant together with your class. 	89-90
97-99	<p style="text-align: center;">I am Puff Dog</p> <ol style="list-style-type: none"> Read I am Puff Dog Together. Have the students write about themselves on page 99. 	
	<p style="text-align: center;">I am . . . BOOK</p> <ol style="list-style-type: none"> Make a book as a model to show your students that they will make their own book. They can make the book about themselves and use the information from page 99, or they can make a character and make the book about that character. They can even make the book about their pet or someone they know. Use the mind map on page 100 to decide who the book will be about. 	

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UNIT 10 (Lesson 3-4):

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;">I am . . . BOOK</p> <p>This activity usually takes 1-2 lessons to make and practice & 1/2 of a lesson to present. It's a great way to review and show off what they have learned this year.</p> <ol style="list-style-type: none">1. Students fill out the information for their books using the mind map on pages 101-1022. Give the students paper and crayons/colored pencils etc. to make their book. Students draw the pictures and write the sentences.3. Students practice reading their books with the teacher, other students in the class and their parents at home.4. Finally, students present their books to the class.	

