

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)
A,-I	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none"> Fill out info in front of book on Page A. Take turns practicing in pairs. Students can stand up, find new partners and play rock, paper scissors to decide who goes first. They can practice and share with new partners and get to know their classmates. Review previous vocabulary by interviewing in pairs using the questions from the glossary on pages B - I. (Choose some to do, but not all. Change and add questions each week.) 	
1	<p style="text-align: center;">My Family</p> <ol style="list-style-type: none"> Teach Vocabulary on Page 1 with flashcards or by looking at the book. Students fill in the blanks at the bottom of page 1 and share with the class. (You can fill out each one by one with the teacher modeling.) The teacher can model and share about their family first by reading all the sentences at the bottom of page 1 together. 	1-2
7	<p style="text-align: center;">ing / ong / ck</p> <ol style="list-style-type: none"> Read ong, ing and ck in the boxes at the top of page 7 Have your students say the words in each box or ask what's this. After you say each word, have the students guess what phonics pattern it needs. Then they write it in the blank to spell each word. Finally, they write the whole word on the dotted line. After you finish writing each word, go through and read all the words again. 	9-10
7	<p style="text-align: center;">ing / ong / ck BINGO</p> <ol style="list-style-type: none"> Write (or have your students write) all of the phonics words on small cards or small strips of paper. (Depending on how many students are in the class, write each word about 3 times) Put all the words face down in the middle of the table. Split the class into pairs or teams. One player from each team picks a card. They read it to their team and use the grid on page 7 to play BINGO. *You can have all the teams play at the same time to play speed BINGO. 	

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UNIT 1 (Lesson 2:)

Textbook Page	Activity Description	Homework (Workbook)
A,-I	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none"> 1. Take turns practicing reading Page A. in pairs. Students can stand up, find new partners and play rock, paper scissors to decide who goes first. They can practice and share with new partners and get to know their classmates. 2. Review Previous vocabulary by interviewing in pairs using the questions from the glossary on pages B - I. (Choose some to do, but not all. Change and add each week.) 	
1	<p style="text-align: center;">My Family</p> <ol style="list-style-type: none"> 1. Review Vocabulary with flashcards or pictures in the book. 	
2	<p style="text-align: center;">Read My Family</p> <ol style="list-style-type: none"> 1. Look at the reading passage. First, find all of the family words and underline them with colored pencils. 2. Read aloud together with the class. 3. Ask what is her mom's name. Have the students answer (make a game out of it if you want.) 	3-4
3	<p style="text-align: center;">Draw My Family</p> <ol style="list-style-type: none"> 1. Draw family and write their names. 2. Teacher monitor and help with/check spelling. 3. Practice reading out loud alone or with the teacher. 	
7	<p style="text-align: center;">ing / ong / ck BINGO</p> <ol style="list-style-type: none"> 1. Use the BINGO cards you made and play speed BINGO to practice reading the phonics words. 	
8	<p style="text-align: center;">Read and Write</p> <ol style="list-style-type: none"> 1. Read aloud and fill in the blanks with the class. 	

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UNIT 1 (Lesson 3:)

Textbook Page	Activity Description	Homework (Workbook)
A,-I	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none"> 1. Take turns practicing reading Page A. 2. Review Previous vocabulary by interviewing in pairs using the questions from the glossary on pages B - I. (Choose some to do, but not all. Change and add each week.) 	
4	<p style="text-align: center;">Who is he? Who is She?</p> <ol style="list-style-type: none"> 1. Read interview example at the top of page 4. 2. Model how to interview by looking at one of your students family pictures on page 3. Point to a person and ask, "Who is he/she?" Help them answer. 3. Ask the rest of the questions and fill in the blanks in the top column of the grid. *If you think it will help, Before starting the interviews, you can have your students write their family members ages & birthdays in pencil under their names on the previous page. They can use the glossary on page D to help them write birthdays. If your students do not know their family members ages or birthdays, you can teach them how to say "I don't know." 4. Students split into pairs and interview each other. 	
7	<p style="text-align: center;">ing / ong / ck BINGO (If time)</p> <ol style="list-style-type: none"> 1. Use the BINGO cards you made and play speed BINGO to practice reading the phonics words. 	11-12
9	<p style="text-align: center;">Rhyme Time</p> <ol style="list-style-type: none"> 1. Read aloud and chant together. 2. Read a couple of times. 	

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UNIT 1 (Lesson 4:)

Textbook Page	Activity Description	Homework (Workbook)
A,-I	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none">1. Review Previous vocabulary by interviewing in pairs using the questions from the glossary on pages B - I. (Choose some to do, but not all. Change and add each week.)	
5	<p style="text-align: center;">My mom is...</p> <ol style="list-style-type: none">1. Teach the vocabulary at the top of page 5 with flashcards or by looking at the pictures on the page.2. Say the words again and have the student's say, "I am.." or "I am not..."3. Draw their faces in the box and write one word to fill in each blank, I am ... / I am not...	
5	<p style="text-align: center;">My Family is... Card Game</p> <ol style="list-style-type: none">1. Cut out the family and adjective cards in the back of the book.2. Place the cards face down in piles.3. Model by choosing one family cards and one adjective card. Then make a sentence.4. For example, If you chose 'dad' and 'cute' you would either say, "My dad is cute." or "My dad is not cute"5. Now have the students take turns picking cards and making sentences.6. You can play as a class first, but have the students play in pairs or small groups once they get the hang of it to maximize speaking time in class.	5-6
9	<p style="text-align: center;">Rhyme Time</p> <ol style="list-style-type: none">1. Read aloud and chant together.2. Read a couple of times.	
10	<p style="text-align: center;">Rhyme Time</p> <ol style="list-style-type: none">1. Help students make their own chants in pairs or small groups (or alone if they prefer) by using the phonics words on page 72. Practice reading and chanting their chants in their pairs or small groups	

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UNIT 1 (Lesson 5:)

Textbook Page	Activity Description	Homework (Workbook)
A,-I	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none"> Review Previous vocabulary by interviewing in pairs using the questions from the glossary on pages B - I. (Choose some to do, but not all. Change and add each week.) 	
5	<p style="text-align: center;">My Family is... Card Game</p> <ol style="list-style-type: none"> Review the vocabulary on page 5. Play the card game again in pairs or small groups to review the vocabulary. 	
6	<p style="text-align: center;">Game Time</p> <ol style="list-style-type: none"> Model how to play the board game on page 6. Place the family cards face down. Pick the top card, read it. Then roll the dice and move ahead. Read the adjective and make a sentence. For example: If the card said grandpa and the adjective said strong, you would say, "He is strong." or "He is not strong." Now play the game as a class with teams or in small groups. 	6-7
10	<p style="text-align: center;">Rhyme Time</p> <ol style="list-style-type: none"> Practice reading and chanting their chants in their pairs or small groups Each group takes turns to read their chants in front of the class. 	

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UNIT 1 (Lesson 6:)

Textbook Page	Activity Description	Homework (Workbook)
A,-I	<p style="text-align: center;">Intro & Review</p> <p>1. Review Previous vocabulary by interviewing in pairs using the questions from the glossary on pages B - I. (Choose some to do, but not all. Change and add each week.)</p>	
6	<p style="text-align: center;">Game Time</p> <p>1. Play the board game again in pairs or small groups.</p>	
7	<p style="text-align: center;">ing / ong / ck Spelling Game</p> <p>1. Split the class into small teams or let them play individually. 2. Give each team or player a small whiteboard or scrap paper. 3. Show the class a phonics card picture and say the word out loud. Give them a time limit to spell the word. 4. Each team that spells the word correctly gets a point.</p>	
11-14	<p style="text-align: center;">Read My Family</p> <p>1. Read the story about Ann's family together as a class. 2. If you want, you can underline the family words and the adjectives in different colors first to make it easier to read.</p>	
15-18	<p style="text-align: center;">Start Planning My Family Book</p> <p>1. Use the organizer on pages 15-18 to help the students write about their families. The teacher can model first by writing about their family on the first page. *If your students have a small family that is ok too. They can also write about pets or friends if they want to.</p>	Finish planning Family book.

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UNIT 1 (Lesson 7:)

Textbook Page	Activity Description	Homework (Workbook)
15-18	<p style="text-align: center;">Write My Family Book</p> <ol style="list-style-type: none"> When students finish the organizer, give them paper to make a book about their own families. 	
	<p style="text-align: center;">Practice Reading Stories</p> <ol style="list-style-type: none"> Students Practice reading stories in pairs or with the teacher. 	
	<p style="text-align: center;">Game Time</p> <ol style="list-style-type: none"> If students finish early, they can play family games or phonics games from the book. They can also study with the app. 	
	<p style="text-align: center;">PRESENT</p> <ol style="list-style-type: none"> I recommend letting students practice reading their books at home. Students who need more time to color and draw can finish their books at home. When everyone is ready to present, the students can take turns presenting in front of the class. Take videos and add them to the class community page on the app. That way students and parents can watch again at home! After each student presents, give them a round of applause and compliment something you like about their book. Let other students give compliments too. Give them a simple prompt like... I like your sister's picture. Your grandma is cute. etc. Let your students reflect on the process of making a book in Japanese or with a simple English prompt. (I will add the file to the group). PRESENTATIONS WILL MOST LIKELY BE AT THE END OF THIS LESSON OR THE BEGINNING OF THE NEXT LESSON. 	Finish writing & Practice reading Family Book at home

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UNIT 2 (Lesson 1:)

Textbook Page	Activity Description	Homework (Workbook)
Glossary	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none"> 1. Ask and answer questions from glossary with partners or in small groups. Or... choose different students 'My Family' books and read them in pairs. 	
19-20	<p style="text-align: center;">Food</p> <ol style="list-style-type: none"> 1. Teach the different food vocabulary on pigs 19 & 20 with flash cards or by looking at the pictures in the book. 2. Read the dialogue on page 20. Then cut out the cards on pages 120-124 and fold them in half at the dotted line. Play a shopping relay game. 3. Place all the food cards on a table (word facing up to practice reading or picture facing up to just practice vocab) on 1 side of the room. Split the class into teams. 4. Model how to play. Choose a team and be the server. Ask one student on your team, "What do you want to eat/drink?" They answer, "I want ...". Run (or walk quickly) to the table with the food cards and find that food card. bring it back and give it to the student. "Here you are." Then ask the next student... 5. Now play! The teams choose a server. You set a time limit (3-5 minutes) and see how many food cards each server can get for their team. Switch servers and start again. If a food card is already taken the server will come back to their team and say, "It's sold out." 	13
31	<p style="text-align: center;">Sh / Ch</p> <ol style="list-style-type: none"> 1. Point to the 'sh' box and say the sound. Have your students make the sound too. Then point to the 'ch' box and make that sound. 2. Start at #1. Have your students ask you, "What is this?" Say the word and have your students think if it starts with 'sh' or 'ch' and write it on the small line to finish the word. Check their guesses. Then have students write each word again on the dotted line. 	21

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UNIT 2 (Lesson 2:)

Textbook Page	Activity Description	Homework (Workbook)
19-20	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none"> Do you like...? Split into pairs and ask about the food on pages 19 & 20 Read Pg 13 of your workbooks in partners or to the class to share the foods you want. 	
21-24	<p style="text-align: center;">Make a Menu</p> <ol style="list-style-type: none"> Look at the pictures, read and write the different foods on page 21. After you write each food, ask your students, "Do you like...?" Look at the different foods on page 22 and read the names of them together. Then brainstorm different foods you could make with those foods and the foods on pages 19&20. Give examples. (apple soda / banana muffin, candy sandwich...) Choose one idea. Write it and draw it on the menu on page 23. Next, have your students make their own menus. They can work alone, in pairs or in small groups. If they work in pairs or groups write some language they can use to share ideas on the board and model it for them. A: I want to make _____. B: I like it / I don't like it. / Good idea! ... 	<p style="text-align: center;">Finish Menu</p> <p>*If working in pairs or small groups have them choose and write all the menu items in class first. They can finish drawing and coloring at home.</p>
31	<p style="text-align: center;">Sh / Ch BINGO</p> <ol style="list-style-type: none"> Write (or have your students write) all of the phonics words on small cards or small strips of paper. (Depending on how many students are in the class, write each word about 3 times) Put all the words face down in the middle of the table. Split the class into pairs or teams. One player from each team picks a card. They read it to their team and use the grid on page 31 to play BINGO. *You can have all the teams play at the same time to play speed BINGO. 	22
32	<p style="text-align: center;">Read and Write</p> <ol style="list-style-type: none"> Read aloud and fill in the blanks with the class 	

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UNIT 2 (Lesson 3:)

Textbook Page	Activity Description	Homework (Workbook)
19-20	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none"> 1. Do you like...? Split into pairs and ask about the food on their original menus. 	
21-24	<p style="text-align: center;">Check Menus and Make Menu Cards For Order Relay</p> <ol style="list-style-type: none"> 1. Split into the same groups or pairs from the previous lesson. Check menu item spelling together. If students made their menus individually, you can check spelling or you can have them check spelling for each menu in pairs 2. Give each person, pair or team 8 small cards or pieces of scrap paper to write the names of each of their original menu items and a simple picture of the food and/or an icon. 3. Play the menu relay, but this time use their menus and menu cards. What team can order everything first?! 	
31	<p style="text-align: center;">Sh / Ch Spelling Game</p> <ol style="list-style-type: none"> 1. Split the class into small teams or let them play individually. 2. Give each team or player a small whiteboard or scrap paper. 3. Show the class a phonics card picture and say the word out loud. Give them a time limit to spell the word. 4. Each team that spells the word correctly gets a point. 	23-24

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UNIT 2 (Lesson 4:)

Textbook Page	Activity Description	Homework (Workbook)
19-20 Glossary	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none"> 1. Ask some intro questions from the glossary. 2. Do you like...? Split into pairs and ask about the food on their original menus. 	
25	<p style="text-align: center;">Guess Who</p> <ol style="list-style-type: none"> 1. Model how to play the game first. Choose a person. Have students in the class take turns asking ... Is it a boy? Yes, it is. Does he want pizza? No, He doesn't. Does he want corn soup? Yes, he does. Is it Max? YES! 2. Now, choose a student to be the leader. He/She chooses a person and everyone asks questions. 3. Once your students get the hang of it, you can split the class into 2-3 teams. Once every player on each team has been the leader, they win! 	
31	<p style="text-align: center;">He/She wants...</p> <ol style="list-style-type: none"> 1. Look at the foods on page 25. Ask your class what foods on the page they want for dinner. Have them answer I want... 2. Then ask what food does Dinesh want? Show your students the difference. What do you want / What does he want. I want / He/She wants 3. Read and answer the questions on page 26 together. 	15-16
	<p style="text-align: center;">Review game or Phonics Game (if time)</p> <ol style="list-style-type: none"> 1. If you still have time, play a game to review the vocabulary or phonics from the previous unit or this unit. 	

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UNIT 2 (Lesson 5:)

Textbook Page	Activity Description	Homework (Workbook)
19-20 Glossary	<p style="text-align: center;">Intro & Review</p> <p>1. Ask some intro questions from the glossary.</p>	
25	<p style="text-align: center;">Guess Who</p> <p>1. Play Guess Who again for a review.</p>	
27	<p style="text-align: center;">I like... I do not like... It is ...</p> <p>1. Look at the food ratings at the top of page 27. Read and say them out loud together. Then look at the foods. Read number 1 together. Ask your students what they think.</p> <p>2. Look at number 2. Model by answering about you and then give your students a chance to say what they think. Write answers on the line and keep going.</p>	17-18
28	<p style="text-align: center;">Interview</p> <p>1. Model the interview by asking a student in the class some of the questions. Write their name on the line. Ask, Do you like milk? Help them answer Yes, I do./No I don't. Then have them give their reason/rating. It is (okay).</p> <p>2. Split the class into partners and have them interview each other.</p> <p>3. When they are finished, have them use the menus on page 19-20 and make their own interviews. Switch partners and interview again.</p>	
33-34	<p style="text-align: center;">The Shop</p> <p>1. Read The Shop Chant together. Let the students finish the chants by writing their opinions of each food on the line. Then read the chant again together, but have the students say their opinions loud when you get to the lines.</p> <p>2. Now let the student make their own original chant by using the mind map and different foods from their textbooks.</p>	Finish chants, draw a picture of the food and practice reading. Record on app.

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UNIT 2 (Lesson 6:)

Textbook Page	Activity Description	Homework (Workbook)
34	<p style="text-align: center;">Share Original Chants</p> <ol style="list-style-type: none"> 1. Have students practice their original chants in pairs or small groups 2. Read The Shop together 3. Take turns and share chants in front of the class 	
29	<p style="text-align: center;">I like... I do not like... They are ...</p> <ol style="list-style-type: none"> 1. Look at the foods on page 29. Read the example #1. Show that there are more than 1 sandwich, so we use an 's' and say they are. 2. Write about each food together and have students share their opinions out loud. 	<p style="text-align: center;">19-20</p> <p style="text-align: center;">Model how to do this before assigning.</p>
30	<p style="text-align: center;">Interview</p> <ol style="list-style-type: none"> 1. Model the interview by asking a student in the class some of the questions. Split the class into partners and have them interview each other. 2. When they are finished, have them write foods for the next interview. Switch partners and interview again. 	
35-36	<p style="text-align: center;">Let's Read: My Favorite Food</p> <ol style="list-style-type: none"> 1. Read My Favorite Food Together. 2. Have your students underline or circle the following words... Eva / The U.K. / Fish and chips / so good / vada pav / delicious 3. Read again. 4. Look at the pictures below the reading and write the names of the food. 5. Have students choose their favorite foods and help them write them on the lines under the boxes on pg 36. 6. Use the reading as a guide. replace the circled or underlined words to write about your favorite food(s). 	<p style="text-align: center;">Finish drawing favorite foods. If they don't finish writing, you can have them finish at home or finish together next week.</p>

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UNIT 2 (Lesson 7:)

Textbook Page	Activity Description	Homework (Workbook)
Glossary	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none"> 1. Ask and answer some intro questions from the glossary 	
36	<p style="text-align: center;">Favorite Foods Journal Review</p> <ol style="list-style-type: none"> 1. Help students finish writing their favorite food journals. 2. If they already finished help them correct their mistakes. 3. Have students practice reading their journals together in pairs or small groups. 	
36	<p style="text-align: center;">Favorite Food Posters (Optional Activity)</p> <ol style="list-style-type: none"> 1. Students can turn their journals into a poster. 2. Give them a blank piece of paper and have them design and rewrite their journals onto the paper. 3. Present the posters and display them in the classroom. 	Finish Posters and Record on App
...	<p style="text-align: center;">Review Games</p> <ol style="list-style-type: none"> 1. Play different review games to have fun and finish practicing the grammar and vocabulary in the unit. 	

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UNIT 3 (Lesson 1:)

Textbook Page	Activity Description	Homework (Workbook)
36	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none"> Share Favorite Foods Journals in pairs or small groups. If you want, students can present their journals in front of the class. 	
37	<p style="text-align: center;">Hobbies</p> <ol style="list-style-type: none"> Teach the different food vocabulary on pigs 37 with flash cards or by looking at the pictures in the book. Read the sentences at the bottom of the page together and write the correct number in the box. Play 3 in a row (tic tac toe/Achi) in partners using colored chips. Students make a sentence every time they play a chip. He/She likes to ... 	25-26
41	<p style="text-align: center;">Th</p> <ol style="list-style-type: none"> Make the voiced and unvoiced th sound with your students. Say each picture together with your. Have them write th on the blank. Then read the word together. The blue boxes are unvoiced and the red boxes are voiced. Have your students write each word on the dotted line after you read them together . 	
41	<p style="text-align: center;">Th BINGO</p> <ol style="list-style-type: none"> Write (or have your students write) all of the phonics words on small cards or small strips of paper. (Depending on how many students are in the class, write each word about 3 times) Put all the words face down in the middle of the table. Split the class into pairs or teams. One player from each team picks a card. They read it to their team and use the grid on page 41 to play BINGO. *You can have all the teams play at the same time to play speed BINGO. 	33

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UNIT 3 (Lesson 2:)

Textbook Page	Activity Description	Homework (Workbook)
Glossary	<p style="text-align: center;">Intro & Review</p> <p>1. Ask and answer intro questions in pairs or small groups. .</p>	
37	<p style="text-align: center;">Hobbies</p> <p>1. Review the vocabulary on pigs 37 with flash cards or by playing 3 in a row in pairs</p>	27-28
38	<p style="text-align: center;">My ____ Game</p> <p>1. Model how to play the game. Chose someone from your family to talk about. For example "My mom". Roll a dice or flip a coin etc and move ahead on the game board. Look at the picture and make a sentence about your mom. "She likes to read." etc.</p> <p>2. Now split the class into small groups and have them choose a family member and then play the game.</p>	
41	<p style="text-align: center;">Th BINGO</p> <p>1. Play Th Bingo again to practice the phonics words</p>	34
42	<p style="text-align: center;">Read and Write</p> <p>1. Read aloud and fill in the blanks with the class</p>	

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UNIT 3 (Lesson 3:)

Textbook Page	Activity Description	Homework (Workbook)
Glossary	<p style="text-align: center;">Intro & Review</p> <p>1. Ask and answer intro questions in pairs or small groups. .</p>	
38	<p style="text-align: center;">My ____ Game</p> <p>1. Play My ____ game again, but have students talk about a different family or themselves.</p>	29-30
38	<p style="text-align: center;">Card Game</p> <p>1. Cut out the cards on page 112,114 & 126. Put them on the correct boxes in the book or just lay them on the table if it is easier.</p> <p>2. Model how to play by choosing 1 My Family card and 1 Activity card. Then make sentence.</p> <p>3. Have students take turns flipping over the cards and making sentences. Then, split the class into pairs or small groups and have them use the cards from the back of their books.</p>	
39	<p style="text-align: center;">World Sports</p> <p>1. Read aloud with the class. After you read about each person ask your students, "Do you like to ...?"</p> <p>2. Ask some comprehension questions. Who likes to play ping pong? Where is Ben from? etc</p>	
	<p style="text-align: center;">Th Spelling Game</p> <p>1. Split the class into small teams or let them play individually.</p> <p>2. Give each team or player a small whiteboard or scrap paper.</p> <p>3. Show the class a phonics card picture and say the word out loud. Give them a time limit to spell the word.</p> <p>4. Each team that spells the word correctly gets a point.</p>	35

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UNIT 3 (Lesson 4:)

Textbook Page	Activity Description	Homework (Workbook)
38	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none"> 1. Play My ___ Game or Card Game to Review 	
40	<p style="text-align: center;">I can / I can't</p> <ol style="list-style-type: none"> 1. Read all of the sports at the top of page 40. After you read each sport ask the students, "Can you ...?" They can answer, "Yes, I can." or "No, I can't." 2. Students can split into pairs and play rock, paper, scissors board game race. They start and finish at each small blue star. 3. Model how to play first. Choose a student to play with. Play rock, paper, scissors and the winner moves ahead one space. Then makes a sentence. "I can't play hockey." Continue a couple of times until the class understands how to play. Then have students play in pairs. 	31-32
40	<p style="text-align: center;">Can you Interviews</p> <ol style="list-style-type: none"> 1. Model how to do the interview with another student in the class. Then split the class into pairs and have them interview each other using the table at the bottom of page 40. 2. Students can write their own interview using sports from the top of page 40 or actions at the bottom of page G. Then they interview a different student. 	
43-44	<p style="text-align: center;">What's This? What's That?</p> <ol style="list-style-type: none"> 1. Read aloud with the class. 2. Have students underline this and that in the chant 3. Read aloud together again 	36
	<p style="text-align: center;">What's this? What's that? Game</p> <ol style="list-style-type: none"> 1. Take turns running around the game asking the class, What's this? or What's that? To practice the language and have fun, 2. You could also put random things in a box and play a What's this? Game. I use a box with a hole at the top and paper triangles covering the hole. Students can put their hand in and feel it and then answer. 	

Hello YOU! (Green)

Teacher's Guide

UNIT 3 (Lesson 5:)

Textbook Page	Activity Description	Homework (Workbook)
37 & 40	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none"> Have students interview each other by looking at the pictures on page 37 and asking, "Do you like to ...?" Yes, I do / No, I don't. Write the prompt on the board if you need. Have students interview each other by looking at the sports on page 40 and asking, "Can you...?" Yes, I can. No, I can't. You can write the prompt on the board if you need. Students can walk around the room and ask different people or just split into pairs and interview each other. 	
45	<p style="text-align: center;">Let's Read</p> <ol style="list-style-type: none"> Read My Day together as a class. Write the things he does next to each color on the graph below. 	
46	<p style="text-align: center;">Journal</p> <ol style="list-style-type: none"> Model how to do the journal on page 46 by writing about yourself. Help the students write about what they do each day. Have them look at the activities on page 45 & 37 or even page H. Help your students to make a pie graph. Teach them to use a calculator and divide the number of hours they do an activity by the total number of hours. They can round up or down if they need to. Help them to write the first sentence, so they know how to do it. They can finish for homework. 	Finish Journal Record on app
43-44	<p style="text-align: center;">What's This? What's That?</p> <ol style="list-style-type: none"> Read aloud with the class. Have students underline this and that in the chant Read aloud together again 	Practice reading
	<p style="text-align: center;">Fun Review Game</p> <ol style="list-style-type: none"> Play a fun game to review if you have time. 	

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Teacher's Guide

UNIT 3 (Lesson 6:) & Start Review

Textbook Page	Activity Description	Homework (Workbook)
46	Intro & Review 1. Read Journals together or in small groups or pairs.	
38	Do you like to...? Cards or Board Game 1. Play either game to review the grammar/vocabulary and have fun	
52	Spell and Go! 1. Cut out the cards on page 132. 2. Place the cards on the table face down and model how to play. 3. Pick a card and move to the next picture on the game board with that phonics sound. Write the phonics letters on the blank. 4. Keep going until you reach the goal. 5. Students can play the game again even if they already wrote the letters in the blanks.	
53	Can you say this? 1. Read the tongue twister aloud with the class. 2. Have fun practicing them with your students. 3. We often create challenges to see who can recite them and give points etc. to make the challenge fun.	
54	Puzzle Time 1. Have students work in small groups to finish the puzzle. 2. You can do the puzzle as a class to or you can give it as a solo assignment, but I like having my students work together. I have them read each clue together and then write it together. If they cannot sound the word out, one student looks it up and spells it to the other students in the group. You can model how you want them to work together.	43-44

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Teacher's Guide

Review 1,2,3

Textbook Page	Activity Description	Homework (Workbook)
46	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none"> Play 1-2 board games from the book to review 	
47	<p style="text-align: center;">All About Me!</p> <ol style="list-style-type: none"> Go through the speech one by one together as a class and fill it out. After filling out each line practice reciting it with the class. Then add the next line as you go. When you have finished filling it out. Model it for the class with your own speech. Then have the students practice with you separately while other students play a game or have them practice in pairs or small groups. 	37-38
48	<p style="text-align: center;">BINGO 123</p> <ol style="list-style-type: none"> Cut out the cards on page 128 or 130 depending on your students level. Place the cards on the table face down and model how to play. Pick a card and read it. Then find the corresponding space on the bingo board. Write your answer. Pick up another card.. continue until you get 4 in a row. Have the students play in 2 teams so you can help them or split them into pairs or small groups and have them play as you monitor them. 	
53	<p style="text-align: center;">Can you say this?</p> <ol style="list-style-type: none"> Practice reading the tongue twister and have fun! 	
54	<p style="text-align: center;">Spell and Go!</p> <ol style="list-style-type: none"> Play if you have time. 	45-46

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Teacher's Guide

Review 1,2,3

Textbook Page	Activity Description	Homework (Workbook)
47	<p style="text-align: center;">All About Me</p> <p>1. Practice in pairs or small groups. When students get good, they can record and upload to the class community on the app or present to the class.</p>	39-40
47	<p style="text-align: center;">BINGO 123</p> <p>1. Play again to practice and review.</p>	
48	<p style="text-align: center;">Show and Tell</p> <p>1. Read aloud together. Have students think of what they want to share.</p> <p>2. The teacher can prepare something about them to share with the class to get the ball rolling.</p> <p>3. Have students draw a picture or bring an item or a picture in next week and share with the class</p>	<p>Write and practice show and tell</p> <p>Bring item or picture to share to class</p>
53	<p style="text-align: center;">Comic Time</p> <p>1. Read the comic aloud together.</p> <p>2. Hav students use the vocabulary words from the phonics pages in the first 3 units to make their own comic.</p> <p>3. They can use the same pattern from the comic above or the What's this? What's that? chant.</p>	

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Teacher's Guide

Review 1,2,3

Textbook Page	Activity Description	Homework (Workbook)
47	<p style="text-align: center;">All About Me</p> <ol style="list-style-type: none"> Practice in pairs or small groups. When students get good, they can record and upload to the class community on the app or present to the class. 	41-42
55	<p style="text-align: center;">Cooking!</p> <ol style="list-style-type: none"> Read the cooking vocabulary and check the things you can do. Ask what foods you peel, chop, slice etc. Match the cooking vocabulary to the foods 	
48	<p style="text-align: center;">Let's Make Pizza Toast</p> <ol style="list-style-type: none"> Read the recipe together. If possible, make Pizza toast together. In this activity, you can be the leader and do a 'cooking show' You are modeling the activity for the future. 	
53	<p style="text-align: center;">Cooking Show</p> <p>This is a project that will take a few lessons (I imagine 3 lessons, but they don'T all have to take the whole class.). I usually do this while doing the review.</p> <p>I suggest splitting the class into 2 teams and having them work together If your class is small 1 class/team is ok.</p> <p>Make a cooking video and share it with the school.</p> <p>Here are some steps to take for this project.</p> <ol style="list-style-type: none"> Ask your students what they can cook In groups, the students use the mind map on pages 57 to 59 to make a plan. You help the students organize their ideas and spell words etc. Show them where to find answers in the book. Help them use their own words and words in the book. Don't give them all of the English. Let them think. It does not need to be perfect, but it needs to be their language and presentation. Students practice presenting with play food etc. and you help them prepare(get) the food and items that they will need. (You can ask students to bring items from home or you can bring them. This is all up to you. Students present their cooking show? Fill out the review on page 60 	

Hello YOU! (Green)

Teacher's Guide

UNIT 4 (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 using glossary or flash cards 	
61	<p style="text-align: center;">Chores</p> <ol style="list-style-type: none"> Teach the different chore vocabulary on page 61 with flash cards or by looking at the pictures in the book. Use colored chips or scrap paper to play three in a row to practice. Each time a player plays a colored chip on a square the say the chore or make a sentence, "I cook." or "I do not cook." Students write the chores that they do or don't do at the bottom of the page. 	
67	<p style="text-align: center;">ay / ey / oy / y</p> <ol style="list-style-type: none"> Read each sound in the boxes at the top of the page together. Say each word in together and have students guess what ending is correct and write it on the line to finish the word. Check their answer and have them write the full word on the dotted line. 	
67	<p style="text-align: center;">ay / ey / oy / y BINGO</p> <ol style="list-style-type: none"> Write (or have your students write) all of the phonics words on small cards or small strips of paper. (Depending on how many students are in the class, write each word about 3 times) Put all the words face down in the middle of the table. Split the class into pairs or teams. One player from each team picks a card. They read it to their team and use the grid on page 67 to play BINGO. *You can have all the teams play at the same time to play speed BINGO. 	

Hello YOU! (Green)

Teacher's Guide

UNIT 4 (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 using glossary or flash cards 	
61	<p style="text-align: center;">Chores</p> <ol style="list-style-type: none"> Review the chores with flashcards. Have students play a flash cards game to review. Students can ask each other, "Do you ...?" Yes, I do / No, I don't" 	
62	<p style="text-align: center;">I wash / He/She washes</p> <ol style="list-style-type: none"> Read the sentences at the top of the page. Show the students that when you write/talk about he/she you add an s to the verb. Write the sentences on page 62 together as a class and say each one out loud. 	
65	<p style="text-align: center;">Who Helps?</p> <ol style="list-style-type: none"> Read the questionnaire on page 65 together. Answer together as a class. Students write the answers about themselves in the box. Take turns sharing about who does each chore at your house. "My mom cooks dinner.." "My dad cleans the living room." etc. Answer the questions at the bottom of the page. 	
	<p style="text-align: center;">ay / ey / oy / y BINGO</p> <ol style="list-style-type: none"> Play Phonics BINGO again to review. 	

Hello YOU! (Green)

Teacher's Guide

UNIT 4 (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 using glossary or flash cards 	
63	<p style="text-align: center;">Always / Usually / Sometimes / Never</p> <ol style="list-style-type: none"> Look at the weekly schedules on the top of page 63. and read the sentences. Make sure your students understand what always/ usually and sometimes never mean. Let them guess the meaning first, then explain that always = itsumo. After that, they can usually guess the other meanings. Go back and look at the chores. Ask your students how often they do each chore. Model first, "I sometimes wash the dishes." Then let your students take turns to talk about themselves. Finish the sentences at the bottom of page 63 	
68	<p style="text-align: center;">Read and Write</p> <ol style="list-style-type: none"> Read aloud and fill in the blanks with the class 	
62	<p style="text-align: center;">ay / ey / oy / y Spelling Game</p> <ol style="list-style-type: none"> Split the class into small teams or let them play individually. Give each team or player a small whiteboard or scrap paper. Show the class a phonics card picture and say the word out loud. Give them a time limit to spell the word. Each team that spells the word correctly gets a point. 	

Hello YOU! (Green)

Teacher's Guide

UNIT 4 (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 using glossary or flash cards 	
64	<p style="text-align: center;">I Sometimes... Board game</p> <ol style="list-style-type: none"> Play the boardgames on page 64. The first time you play, only talk about yourself. The second time you play, talk about your family members. 	
69 - 70	<p style="text-align: center;">The Boy's Day</p> <ol style="list-style-type: none"> Read aloud together with the class. Model how to fill in My Day at the bottom of Page 70 to make your own mini chant. Then let the students make their own chants to share with the class. 	
	<p style="text-align: center;">ay / ey / oy / y Spelling Game</p> <ol style="list-style-type: none"> Split the class into small teams or let them play individually. Give each team or player a small whiteboard or scrap paper. Show the class a phonics card picture and say the word out loud. Give them a time limit to spell the word. Each team that spells the word correctly gets a point. 	

Hello YOU! (Green)

Teacher's Guide

UNIT 4 (Lesson 5:)

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none"> Review Intro questions using glossary or flash cards Read Roy the boy in pairs and share original chants on page 70 	
64	<p style="text-align: center;">I Sometimes... Board game</p> <ol style="list-style-type: none"> Play the boardgames on page 64 to review. 	
66	<p style="text-align: center;">How often do you...?</p> <ol style="list-style-type: none"> Take the quiz as a class on page 66 to find out how good of a helper each of you are. Students can check their results on page 111. Read the results together. Ask "Who is a big helper?" etc. 	
71-72	<p style="text-align: center;">My Week</p> <ol style="list-style-type: none"> Read together as a class. To make it easier to read, students can highlight or circle the adverbs and days different colors. Students Use the calendar on page 72 and write one thing that they do each day in each box. Help them write one or 2 days on the lines below to write a journal. They can finish the journal in class or for homework. 	Finish journal for homework

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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"> Review Intro questions using glossary or flash cards Read Journals in pairs or to the class 	
73	<p style="text-align: center;">Town</p> <ol style="list-style-type: none"> Teach the town vocabulary on page 73 with flash cards or by looking at the pictures in the book. Cut out the cards in the back of the book and play bingo. 	
74	<p style="text-align: center;">How often do you...?</p> <ol style="list-style-type: none"> Split into students into pairs and have students interview each other using the speaking prompt at the top of page 74. 	
79	<p style="text-align: center;">_i_e / _o_e Phonics</p> <ol style="list-style-type: none"> Read each word at the top of the page together. Show your students that by adding the magic e you pronounce the name of the vowel instead of the vowel sound. Say each word in together and have students guess what ending is correct and write it on the lines to finish the word. Check their answers and have them write the full words on the dotted lines. 	
80	<p style="text-align: center;">Read and Write</p> <ol style="list-style-type: none"> Read aloud and fill in the blanks with the class 	

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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"> Review Intro questions using glossary or flash cards 	
	<p style="text-align: center;">Town</p> <ol style="list-style-type: none"> Play a flashcard game to review the Town vocabulary. 	
75	<p style="text-align: center;">Where is the ...?</p> <ol style="list-style-type: none"> Look at the town map on page 75. Read the speaking prompt at the top of the page. Have your students ask and answer in pairs. "Where is the...?" "It's next to the ..." 	
76	<p style="text-align: center;">How do I get to the ...</p> <ol style="list-style-type: none"> Show students how to give directions at the top of page 76. Start at the start on page 75 and read the directions (aloud with the class) on page 76. Follow along with your fingers and say where you are. Write the answers on the lines. Now, use the town BINGO cards. Split students into small groups. A player from each group picks a card and gives their group directions. Continue to take turns until you have used up all of the cards or run out of time. 	
79	<p style="text-align: center;">__i__e / __o__e BINGO</p> <ol style="list-style-type: none"> Write (or have your students write) all of the phonics words on small cards or small strips of paper. (Depending on how many students are in the class, write each word about 3 times) Put all the words face down in the middle of the table. Split the class into pairs or teams. One player from each team picks a card. They read it to their team and use the grid on page 79 to play BINGO. *You can have all the teams play at the same time to play speed BINGO. 	

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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"> Review Intro questions using glossary or flash cards 	
	<p style="text-align: center;">Town Directions Game</p> <ol style="list-style-type: none"> Place flashcards around the room. Split the class into teams. One member from each team covers their eyes with a blindfold. Their teammates pick a town card and give their blindfolded teammate directions to find the flashcard. 	
75	<p style="text-align: center;">I/They go... / He/She goes...</p> <ol style="list-style-type: none"> Review that you add and s to the verb when you are talking about he/she. Say each sentence together and have your students write the sentences on the lines. Check to make sure they understand. 	
76	<p style="text-align: center;">What Time is it Mr. Vampire</p> <ol style="list-style-type: none"> Read together as a class. Split students into pairs. Each students chooses to be the vampire or the witch. They practice reading it with funny voices. 	
	<p style="text-align: center;">Magic e Spelling Game</p> <ol style="list-style-type: none"> Split the class into small teams or let them play individually. Give each team or player a small whiteboard or scrap paper. Show the class a phonics card picture and say the word out loud. Give them a time limit to spell the word. Each team that spells the word correctly gets a point. 	

Hello YOU! (Green)

Teacher's Guide

UNIT 5 (Lesson 4:)

Textbook Page	Activity Description	Homework (Workbook)
73	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none"> Review Intro questions using glossary or flash cards Partner interviews using town page, "How often do you go to ...?" 	
78 & 110	<p style="text-align: center;">How often does he/she go to ...</p> <ol style="list-style-type: none"> Model how to do the speaking activity using pages 78-110 Split the class into pairs or small groups. Have students A and B look at the corresponding pages and ask and answer the questions to fill in the missing information on the gap fill exercise. 	
76	<p style="text-align: center;">What Time is it Mr. Vampire</p> <ol style="list-style-type: none"> Read in pairs again to have fun and practice. 	
83-84	<p style="text-align: center;">Let's Read My Town</p> <ol style="list-style-type: none"> Read about the boys town together as a class. Ask the students, "Do you have a church in your town?" "Do you have a town hall?" "What color is it?" "How often do you go?" etc. Then ask your students, "Where do you like to go?" and make a list on the board of places in your town or city. Students choose 4 places to write about. Students can draw a picture or print one out and paste it in each box. They write the name of each place and some information about it on the lines below each picture. 	Finish for homework.

The journal can be turned into a poster project if you have time.

Hello YOU! (Green)

Teacher's Guide

UNIT 6 (Lesson 1:)

Textbook Page	Activity Description	Homework (Workbook)
84	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none"> Share My Town Journals 	
85	<p style="text-align: center;">Jobs in Town</p> <ol style="list-style-type: none"> Teach the jobs vocabulary on page 85 with flash cards or by looking at the pictures in the book. Cut out the cards in the back of the book and play bingo. 	
86	<p style="text-align: center;">Game Time! What does he/she do?</p> <ol style="list-style-type: none"> Split into small groups and play the board game on page 86 	
89	<p style="text-align: center;">__a__e / __u__e Phonics</p> <ol style="list-style-type: none"> Read each word at the top of the page together. Show your students that by adding the magic e you pronounce the name of the vowel instead of the vowel sound. Say each word in together and have students guess what ending is correct and write it on the lines to finish the word. Check their answers and have them write the full words on the dotted lines. 	
90	<p style="text-align: center;">Read and Write</p> <ol style="list-style-type: none"> Read aloud and fill in the blanks with the class 	

Hello YOU! (Green)

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 using glossary or flash cards 	
86	<p style="text-align: center;">Game Time! What does he/she do?</p> <ol style="list-style-type: none"> Split into small groups and play the board game on page 86 	
87	<p style="text-align: center;">My Family</p> <ol style="list-style-type: none"> Read about the boy's mom at the top of page 87. Students whose someone in their family to write about, They draw their picture in the box and write their name and what they do. Students walk around the room and ask about the person each other chose to share about. Students can write their partners info on the boxes at the bottom of page 87.. 	
89	<p style="text-align: center;">__a__e / __u__e BINGO</p> <ol style="list-style-type: none"> Write (or have your students write) all of the phonics words on small cards or small strips of paper. (Depending on how many students are in the class, write each word about 3 times) Put all the words face down in the middle of the table. Split the class into pairs or teams. One player from each team picks a card. They read it to their team and use the grid on page 89 to play BINGO. *You can have all the teams play at the same time to play speed BINGO. 	

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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 using glossary or flash cards 	
88	<p style="text-align: center;">He wants to be... / She wants to be...</p> <ol style="list-style-type: none"> Read about the children on page 88. Play a flashcard game to practice the new job vocabulary. Use all of the job flashcards and split into groups. Have students pick a job card and ask each other, "Do you want to be a ...?" Students draw a picture and write what they want to be in the thought cloud at the bottom of page 88. Students walk around and ask their classmates what they want to be. They can write their classmates answers in the boxes at the bottom of page 88. 	
91-92	<p style="text-align: center;">Snake wants to be a ...</p> <ol style="list-style-type: none"> Read the chant together as a class. Students can use the phonics words, words from the book and jobs to write a chant about the whale. 	Finish Chant
	<p style="text-align: center;">Magic e Spelling Game</p> <ol style="list-style-type: none"> Split the class into small teams or let them play individually. Give each team or player a small whiteboard or scrap paper. Show the class a phonics card picture and say the word out loud. Give them a time limit to spell the word. Each team that spells the word correctly gets a point. 	

Hello YOU! (Green)

Teacher's Guide

UNIT 6 (Lesson 4:)

Textbook Page	Activity Description	Homework (Workbook)
92	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none"> Share original whale chants 	
	<p style="text-align: center;">Do you want to be...</p> <ol style="list-style-type: none"> Play a flashcard game to review jobs and "Do you want to be a ...?" 	
93-94	<p style="text-align: center;">I Want to Be...</p> <ol style="list-style-type: none"> Read together as a class. Help students use the mind map on page 94 to write about what they want to be. 	Finish Journal
	<p style="text-align: center;">Magic e Spelling Game</p> <ol style="list-style-type: none"> Split the class into small teams or let them play individually. Give each team or player a small whiteboard or scrap paper. Show the class a phonics card picture and say the word out loud. Give them a time limit to spell the word. Each team that spells the word correctly gets a point. 	

Hello YOU! (Green)

Teacher's Guide

REVIEW 456

Textbook Page	Activity Description	Homework (Workbook)
92	<p style="text-align: center;">Intro & Review</p> <ol style="list-style-type: none"> 1. Share Journals 	
	<p style="text-align: center;">All About Me!</p> <ol style="list-style-type: none"> 1. Fill in All About Me! Speech together. Practice reading each section aloud as you go. 	
93-94	<p style="text-align: center;">Monster Race!</p> <ol style="list-style-type: none"> 1. Split into pairs and play the monster Race to review. Use the speaking prompt as a guide. 	
101-104	<p style="text-align: center;">Read: I live in London</p> <ol style="list-style-type: none"> 1. Read together as a class. Look up real photos of the different places in London online if you are interested. 2. Students use the mind map to create their own videos about where they live. 3. Help students write as much info as they can about each place. Some describing words/colors etc. and how often they go there. 4. Students need to practice their video scripts and choose which kind of video to make. We have a tutorial for teachers about making videos using Keynote or a green screen app. You can also use other apps like Canvas. 5. Students will need to draw or find pictures online of each place. 6. Once students are ready, record videos. Then teach them how to edit their videos. 7. Finally we have a "movie day" and debut all of the videos. If possible I invite the parents to come and watch as well. It is a great way to end the year and show families what their kids have accomplished. 	

Hello YOU! (Green)

Teacher's Guide

REVIEW 456 Continued

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

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