

# Teacher's Guide

Hello YOU!

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

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

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

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

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

Thank You!

Katie

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

Textbook Page	Activity Description	Homework (Workbook)
A,-N	<p style="text-align: center;"><b>Intro &amp; Review</b></p> <ol style="list-style-type: none"> <li>1. Read and answer questions on pages A&amp;B. Take turns asking and answering in pairs. Review previous vocabulary by interviewing in pairs using the questions from the glossary on pages C - N. (Choose some to do, but not all. Change and add questions each week.)</li> </ol>	A-B
1	<p style="text-align: center;"><b>My Day</b></p> <ol style="list-style-type: none"> <li>1. Review time and daily activities by playing BINGO on page 1. Have the students write words on cards.</li> <li>2. Split the class into teams or partners. One person from each team chooses a card. Then asks their partner(s), "What time do you..." etc.</li> </ol>	1-2
2	<p style="text-align: center;"><b>Before/After</b></p> <ol style="list-style-type: none"> <li>1. Place the school flashcard on the desk. Ask your students what time they go to school.</li> <li>2. Then hold up another daily activity flashcard (i.e. eat breakfast). Ask your students if they eat breakfast before or after school. Show before or after by placing the card before the school card or after it.</li> <li>3. Continue with more flashcards until your students understand before and after.</li> <li>4. Play the board game on page 2. Model first. Then have students play in pairs or small groups.</li> </ol>	3-4
9	<p style="text-align: center;"><b>Phonics Magic e Review</b></p> <ol style="list-style-type: none"> <li>1. Read the words at the top of page 9 together. Cover the e at the end of each word and read it with the short vowel sound. Then read it with the e and say the long vowel sound.</li> <li>2. Say each word in the grid aloud and spell together.</li> </ol>	
	<p style="text-align: center;"><b>Phonics Magic e Spelling Game</b></p> <ol style="list-style-type: none"> <li>1. Write ( _a_e / _i_e / _o_e / _u_e ) on the board</li> <li>2. Give each team a small white board or scratch paper.</li> <li>3. Say a phonics word or hold up a phonics card.. Have each team sound out the word and spell it by using one of the patterns you wrote on the board.</li> <li>4. The teams who spelled the words correctly get a point. You can also play this game individually.</li> </ol>	

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

Textbook Page	Activity Description	Homework (Workbook)
A,-N	<p style="text-align: center;"><b>Intro &amp; Review</b></p> <ol style="list-style-type: none"> <li>1. Read and answer questions on pages A&amp;B. Take turns asking and answering in pairs. Review previous vocabulary by interviewing in pairs using the questions from the glossary on pages C - N. (Choose some to do, but not all. Change and add questions each week.)</li> </ol>	
1-2	<p style="text-align: center;"><b>My Day / Before&amp; After</b></p> <ol style="list-style-type: none"> <li>1. Play the before/after game on page 2.</li> <li>2. If your students need more review with time as well, have them ask what time they do each activity as well.</li> </ol>	5-6
3	<p style="text-align: center;"><b>How often do you...?</b></p> <ol style="list-style-type: none"> <li>1. Review always, usually sometimes &amp; never.</li> <li>2. Read and answer the questions on page 3 together.</li> </ol>	
5	<p style="text-align: center;"><b>How often do you...? Interview</b></p> <ol style="list-style-type: none"> <li>1. Split into pairs. Interview your partner by asking the questions on page 5</li> <li>2. If you have time, have your students write their own interviews using the word from the unit or the glossary.</li> <li>3. Then switch partners and interview your new partner.</li> </ol>	
9	<p style="text-align: center;"><b>Phonics Game</b></p> <ol style="list-style-type: none"> <li>1. Play the spelling game from the week before.</li> <li>2. You can also play phonics BINGO by having the students write the phonics words on small cards or scratch paper.</li> <li>3. Each pair/team picks a word card, reads it and places a colored chip or scratch paper on their phonics grid. *Students can play speed BINGO by all picking cards, reading and marking at the same time.</li> </ol>	11-12
10	<p style="text-align: center;"><b>Read and Write</b></p> <ol style="list-style-type: none"> <li>1. Read the sentences on page 10 aloud together. Choose the best phonics word to finish each sentence.</li> </ol>	

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

Textbook Page	Activity Description	Homework (Workbook)
A,-N	<p style="text-align: center;"><b>Intro &amp; Review</b></p> <ol style="list-style-type: none"> <li>1. Read and answer questions on pages A&amp;B. Take turns asking and answering in pairs. Review previous vocabulary by interviewing in pairs using the questions from the glossary on pages C - N. (Choose some to do, but not all. Change and add questions each week.)</li> </ol>	
4	<p style="text-align: center;"><b>How often do you...?</b></p> <ol style="list-style-type: none"> <li>1. Look at the calendars at the top of page 4 and read the target language together.</li> <li>2. Read and answer the questions together.</li> </ol>	7-10
6	<p style="text-align: center;"><b>How often do you...? Interview</b></p> <ol style="list-style-type: none"> <li>1. Split into pairs. Interview your partner by asking the questions on page 6. This time, tell your students to try to use only the target language from page 4.</li> <li>2. If you have time, have your students write their own interviews using the word from the unit or the glossary.</li> <li>3. Then switch partners and interview your new partner.</li> </ol>	
7-8	<p style="text-align: center;"><b>Monster Race</b></p> <ol style="list-style-type: none"> <li>1. Model how to play the game with a student as your partner.</li> <li>2. Choose a monster. Start at the picture in the first circle. Ask your partner, "How often do you...?" They answer. Then you quickly move to the next circle and have them ask you.</li> <li>3. Continue asking and answering quickly until you get to the star!</li> <li>4. The fastest team will win. You can also have the students time themselves and try to beat their time instead of competing against other teams.</li> </ol> <p>*The first time, you can have all of the teams play slowly to make sure they understand the grammar and know the target language.</p>	
11-12	<p style="text-align: center;"><b>My Classmates</b></p> <ol style="list-style-type: none"> <li>1. Read the chant on page 11 aloud as a class.</li> <li>2. Students can also take turns reading in pairs.</li> <li>3. Answer the questions on page 12 in partners or as a class.</li> </ol>	13-14

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

Textbook Page	Activity Description	Homework (Workbook)
A,-N	<p style="text-align: center;"><b>Intro &amp; Review</b></p> <ol style="list-style-type: none"> <li>1. Read and answer questions on pages A&amp;B. Take turns asking and answering in pairs. Review previous vocabulary by interviewing in pairs using the questions from the glossary on pages C - N. (Choose some to do, but not all. Change and add questions each week.)</li> </ol>	
3-4	<p style="text-align: center;"><b>How often do you...? Interviews</b></p> <ol style="list-style-type: none"> <li>1. Write the following on the board... eat ____ / drink ____ / go to ____ / study ____ / play ____ watch ____ Elicit answers that can go in each blank. Make a question with each set. (How often do you eat ice cream? / How often do you watch YOUtube? Elicit more questions you could ask.</li> <li>2. Have students stand up and find a partner. Say ready, go!</li> <li>3. Each pair tries to ask and answer as many questions with the prompts on the board as they can. Which team can ask the most questions?</li> <li>4. Say STOP! Each team tells you how many questions they asked. Then switch teams and start again.</li> </ol>	
7-8	<p style="text-align: center;"><b>Monster Race</b></p> <ol style="list-style-type: none"> <li>1. Play the monster race again. with new partners.</li> </ol>	
13-14	<p style="text-align: center;"><b>The Life of Pandas</b></p> <ol style="list-style-type: none"> <li>1. Read The Life of Pandas together.</li> <li>2. Ask follow up questions to check for understanding. (What time do they get up? / How often do they take a bath etc)</li> <li>3. Have students choose who to write about.</li> <li>4. Help them fill in the mind map for their journal.</li> <li>5. Teach them to look up words they don't know in the glossary or ask you, "How do you spell..." in English. Teach them to ask a classmate how to spell a word before they ask you. This will teach them how to help each other.</li> <li>6. Check their mind maps to make sure they used the language correctly and used the correct spelling.</li> </ol>	Write Journal on page 15

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

Textbook Page	Activity Description	Homework (Workbook)
A,-N	<p style="text-align: center;"><b>Intro &amp; Review</b></p> <ol style="list-style-type: none"> <li>1. Read and answer questions on pages A&amp;B. Take turns asking and answering in pairs. Review previous vocabulary by interviewing in pairs using the questions from the glossary on pages C - N. (Choose some to do, but not all. Change and add questions each week.)</li> </ol>	
3-4	<p style="text-align: center;"><b>Review Games</b></p> <ol style="list-style-type: none"> <li>1. Have students play one of the games from the unit while you check the journals.</li> <li>2. If a student needs help, pull them aside and help them to finish the journal.</li> </ol>	
	<p style="text-align: center;"><b>How often Interviews.</b></p> <ol style="list-style-type: none"> <li>1. Have students split into small groups or teams and interview each other using prompts on the board, pictures in the book or flashcards.</li> <li>2. Have a pair sit with you and read their journals, so you can check their reading and help them if they need it.</li> <li>3. Keep rotating until every student has read their journal to you.</li> </ol>	
7-8	<p style="text-align: center;"><b>Read Journals in Pairs</b></p> <ol style="list-style-type: none"> <li>1. Have students split into pairs and read their journals to each other.</li> <li>2. Students can change partners and read their journals to their next partner.</li> </ol>	Write edited Journal on page 16. Then record and upload to the app.

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

Textbook Page	Activity Description	Homework (Workbook)
Glossary	<p style="text-align: center;"><b>Intro Questions</b></p> <ol style="list-style-type: none"> <li>1. Ask and answer questions from the glossary in pairs or small groups.</li> </ol>	
17	<p style="text-align: center;"><b>Did you...?</b></p> <ol style="list-style-type: none"> <li>1. Look at the places in town on page 17 and say them out loud. Show your class the date on a real calendar. Then point to last week and say last week. Point to the calendar at the top of page 17 and say last week.</li> <li>2. Then pretend to think about your week and say last week... On Monday... I went to the supermarket. Write a place you went or draw a picture of each place you went last week on the calendar.</li> <li>3. Have your students write or draw a picture of places they went to each day last week.</li> <li>4. Ask different students, "Did you go to ... on ____day? Your student can answer Yes, I did. or No, I didn't. Show them the conversation at the bottom of page 17.</li> <li>5. Split the students into pairs or small groups and have them ask and answer together.</li> </ol>	15-16
18	<p style="text-align: center;"><b>Did you...?</b></p> <ol style="list-style-type: none"> <li>1. Say the vocabulary for Fun and Work on page 18 together. Then ask students, "Did you... last week?"</li> <li>2. Split into partners or small groups and ask each other.</li> </ol>	
25	<p style="text-align: center;"><b>Phonics Magic e Review Part 2</b></p> <ol style="list-style-type: none"> <li>1. Read the words at the top of page 25 together. Cover the e at the end of each word and read it with the short vowel sound. Then read it with the e and say the long vowel sound.</li> <li>2. Say each word in the grid aloud and spell together.</li> </ol>	23-24
25	<p style="text-align: center;"><b>Phonics BINGO</b></p> <ol style="list-style-type: none"> <li>1. Have your students write all of the phonics words on small cards or scrap paper. (Depending on how many students are in the class, write each word about 3 times)</li> <li>2. Put all the words face down in the middle of the table.</li> <li>3. Split the class into pairs or teams. One player from each team picks a card. They read it to their team and use the grid on page 25 to play BINGO. *You can have all the teams play at the same time to play speed BINGO.</li> </ol>	

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

Textbook Page	Activity Description	Homework (Workbook)
Glossary	<p style="text-align: center;"><b>Intro Questions</b></p> <p>1. Ask and answer questions from the glossary in pairs or small groups.</p>	
17-18	<p style="text-align: center;"><b>Did you...? Review</b></p> <p>1. Ask and answer questions with partners or in small groups.</p>	
19	<p style="text-align: center;"><b>Today / Yesterday</b></p> <p>1. Show your students today on the calendar. Then point to yesterday and say yesterday.</p> <p>2. Look at page 19. Read #1 'watch' Say, I always <b>watch</b> TV. Yesterday, I <b>watched</b> TV. Ask Did you watch TV yesterday? If your students answer yes. Help them say I watched TV yesterday.</p> <p>3. Continue reading each verb down the list and make sentences. Ask your students questions and try to personalize it.</p>	17-18
20	<p style="text-align: center;"><b>Game Time!!!</b></p> <p>1. Start at the green star. Roll the die and move ahead. Use the top 2 white boxes to make a sentence. Model the language a few times for your students. Make a sentence for each space you land on...</p> <p>watch___ / I watched youtube today. I played ___ / I played soccer on Friday. clean ___ / I didn't clean today. etc.</p>	
25	<p style="text-align: center;"><b>Phonics BINGO</b></p> <p>1. Play Phonics BINGO or spelling game to review magic e</p>	25-26
	<p style="text-align: center;"><b>Read and Write</b></p> <p>1. Read the sentences on page 26 aloud together. Choose the best phonics word to finish each sentence.</p>	



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

Textbook Page	Activity Description	Homework (Workbook)
17-18	<p style="text-align: center;"><b>Did you...? Review</b></p> <p>1. Ask and answer questions with partners or in small groups.</p>	
19	<p style="text-align: center;"><b>What did you ... last week?</b></p> <p>1. Use the table on page 19. Have your students ask "What did you (practice) last week?" *Word from column 1 Then answer, " I (practiced) volleyball. *Word from column 2</p> <p>2. Make sure to model for your students. Students can also use a marker to write the question prompt under I in the green area of column 1.</p>	
20	<p style="text-align: center;"><b>Game Time!!!</b></p> <p>1. Play the game again. This time show your students how to ask a follow up question when possible.</p>	
27	<p style="text-align: center;"><b>Crazy Story</b></p> <p>1. Choose words from page 25 and write them on the lines on page 27.</p> <p>2. Write the words from the lines on the corresponding lines on the story in the Crazy Story.</p> <p>3. Practice reading the Crazy Story with the teacher's crazy story. Then have the students read their Crazy Stories in front of the class.</p>	<p style="text-align: center;">Rewrite Crazy Story and draw a picture on page 29 and 30 of Class Book.</p>

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

Textbook Page	Activity Description	Homework (Workbook)
17-18 19	<p style="text-align: center;"><b>Did you...? / What Did you ... last week? Review</b></p> <p>1. Ask and answer questions with partners or in small groups.</p>	
21	<p style="text-align: center;"><b>What did he/she do?</b></p> <p>1. Look at the pictures on page 21. Ask your class some questions like, "What did he do on Friday?" Point to the picture and have your students answer, "He played video games on Friday." Ask a few more questions.</p> <p>2. Now, roll a pair of dice or use a spinner etc. Find the number you got on the circle and read the words. If you rolled an 8, ask, "What did she do on Thursday?" Then Answer, "She studied English on Thursday." Show your students that if they rolled an 8 they will color in the white circle for number 8.</p> <p>3. Now split the class into teams and play the game. Which team can color in all of the numbers first. If you roll an 11 or 12 you can color in any number!</p>	19-20
22	<p style="text-align: center;"><b>What did he/she do?</b></p> <p>1. Read the questions. Look at the pictures on page 21 and write the answers on the lines.</p>	
30	<p style="text-align: center;"><b>Crazy Story</b></p> <p>1. Take turns reading Crazy Stories in partners and sharing your pictures.</p>	
	<p><b>Phonics Review Game (if time)</b></p>	

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

Textbook Page	Activity Description	Homework (Workbook)
17-18 19	<p style="text-align: center;"><b>Did you...? / What Did you ... last week? Review</b></p> <p>1. Ask and answer questions with partners or in small groups.</p>	
20	<p style="text-align: center;"><b>Game Time!!!</b></p> <p>1. Play the game again. This time show your students how to ask a follow up question when possible.</p>	
31	<p style="text-align: center;"><b>Reading: My Fun Week</b></p> <p>1. Read My Fun Week together.</p> <p>2. Ask the class comprehension questions. Make it a 'quiz' game if you want to make it fun. "What did she do on Monday?"</p>	
32	<p style="text-align: center;"><b>Journal</b></p> <p>1. Check off the things you did this week and have the students do the same. Write words on the lines if needed. ex. walked to the park.</p> <p>2. Have the students write what they did each day of the week. Show them where to find the words they don't know how to spell then help them spell them. .</p>	Write Journals
	<b>Phonics Review Game (if time)</b>	

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

Textbook Page	Activity Description	Homework (Workbook)
17-18 19	<b>Did you...? / What Did you ... last week? Review</b> 1. Ask and answer questions with partners or in small groups.	
33-34	<b>Edit and Share Journals</b> 1. Students can split up into pairs or small groups and take turns sharing their journals.	
	<b>Play favorite games to review simple past.</b>	21-22
	<b>Phonics Review Game</b>	

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

Textbook Page	Activity Description	Homework (Workbook)
Glossary	<p style="text-align: center;"><b>Intro Questions</b></p> <p>1. Ask and answer questions from the glossary in pairs or small groups.</p>	
35-36	<p style="text-align: center;"><b>What did they do?</b></p> <p>1. Teach the vocabulary on pages with flash cards or with the book.</p> <p>2. You can write the verbs on small cards and play bingo if you'd like to or you can play a flashcard game to practice the vocabulary.</p>	27-28
37	<p style="text-align: center;"><b>Today / Yesterday</b></p> <p>1. Read . number 1. Then make 2 sentences. I always go to school. Yesterday, I went to the supermarket. Let some of your students make a sentence with went.</p> <p>2. . Go down the table and make different past tense sentences.</p>	
45	<p style="text-align: center;"><b>Phonics</b></p> <p>1. Read the words at the top of page 45 together. Check to see if the students know how to read the phonics patterns in red.</p> <p>2. Go through the table and say each word Have your students guess the correct phonics pattern and write it in the blank. Check that they are correct and continue.</p>	35-36
45	<p style="text-align: center;"><b>Phonics BINGO</b></p> <p>1. Have your students write all of the phonics words on small cards or scrap paper. (Depending on how many students are in the class, write each word about 3 times)</p> <p>2. Put all the words face down in the middle of the table.</p> <p>3. Split the class into pairs or teams. One player from each team picks a card. They read it to their team and use the grid on page 25 to play BINGO.</p> <p>*You can have all the teams play at the same time to play speed BINGO.</p>	

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

Textbook Page	Activity Description	Homework (Workbook)
Glossary	<p style="text-align: center;"><b>Intro Questions</b></p> <ol style="list-style-type: none"> <li>1. Ask and answer questions from the glossary in pairs or small groups.</li> </ol>	
	<p style="text-align: center;"><b>Verb Cards Relay</b></p> <ol style="list-style-type: none"> <li>1. Use the flashcards or write the verbs on small pieces of paper or cards.</li> <li>2. Split the class into teams. Place the verb cards on one side of the room. The first player from each team runs to the cards and pick one. Then runs back to their team and makes a sentence about themselves "I went to..." "I didn't go to..."</li> <li>3. When they finish their sentence they high five the next player and that player runs to get a card. The game continues until there are no cards left. The team with the most cards wins!</li> </ol>	29-30
38	<p style="text-align: center;"><b>3 In a Row</b></p> <ol style="list-style-type: none"> <li>1. Use colored chips place your chip on a picture and make a sentence. "They are shopping." Take turns with the other player or team. If you get 3 chips in a row, you get a point. Whoever has the most points wins!</li> </ol>	
46	<p style="text-align: center;"><b>Read and Write</b></p> <ol style="list-style-type: none"> <li>1. Read the sentences on page 46 aloud together. Choose the best phonics word to finish each sentence.</li> </ol>	37
	<p style="text-align: center;"><b>Phonics Spelling Game</b></p> <ol style="list-style-type: none"> <li>1. Write the phonics patterns on the board. oo/ou/ow/ee</li> <li>2. Split into pairs. Hold up a phonics picture card and say the word out loud. Give each team about 10-30 seconds to sound the word and spell it.</li> <li>3. If they spell the word correctly, they get a point. I usually help my students so that they are all successful, but practicing spelling the words by sounding them out on their own (without using the book) really helps them to understand the phonics patterns.</li> </ol>	

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

Textbook Page	Activity Description	Homework (Workbook)
38	<p style="text-align: center;"><b>Intro Questions</b></p> <ol style="list-style-type: none"> <li>1. Play 3 In a Row to review</li> </ol>	
	<p style="text-align: center;"><b>Verb Cards Relay</b></p> <ol style="list-style-type: none"> <li>1. Use the flashcards or write the verbs on small pieces of paper or cards.</li> <li>2. Split the class into teams. Place the verb cards on one side of the room. The first player from each team runs to the cards and pick one. Then runs back to their team and makes a sentence about themselves "I went to..." "I didn't go to..."</li> <li>3. When they finish their sentence they high five the next player and that player runs to get a card. The game continues until there are no cards left. The team with the most cards wins!</li> </ol>	31-32
38	<p style="text-align: center;"><b>3 In a Row</b></p> <ol style="list-style-type: none"> <li>1. Use colored chips place your chip on a picture and make a sentence. "They are shopping." Take turns with the other player or team. If you get 3 chips in a row, you get a point. Whoever has the most points wins!</li> </ol>	
39-40	<p style="text-align: center;"><b>Monster Race</b></p> <ol style="list-style-type: none"> <li>1. Model how to play the game. Play in partners. Choose a monster and take turns making sentences at each box. How fast can you get to the star? Compete against other teams or try to beat your time.</li> </ol>	
47-48	<p style="text-align: center;"><b>What do you See?</b></p> <ol style="list-style-type: none"> <li>1. Read the story aloud together.</li> <li>2. Have the students underline or circle the phonics words.</li> <li>3. Read again</li> <li>4. Let your students finish the story/chant with their own idea.</li> </ol>	38

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

Textbook Page	Activity Description	Homework (Workbook)
39-40	<p style="text-align: center;"><b>Intro Questions</b></p> <p>1. Monster Race Have your students pair up with different classmates to do the monster race</p>	
41	<p style="text-align: center;"><b>How was your Day?</b></p> <p>1. Teach your students the vocabulary on page 41. Then ask your students, "How was your day?" -You can model the meaning by showing them a photo of your day or telling them what you did. "Then saying my day was ..." -You can also show the different between How are you? (now) and How was your day?</p> <p>2. Have your students stand up, walk around and ask different students in the class. They can write the students names and responses, or not. It's up to you.</p>	33-34
42	<p style="text-align: center;"><b>He/She/They It was...</b></p> <p>1. Look at the pictures on page 42 and write the sentences together as a class.</p>	
39-40	<p style="text-align: center;"><b>How was it?</b></p> <p>1. Play the board game on page 43. Model the conversation first. Have the class play in small groups so you can monitor and help when needed.</p>	
47-48	<p style="text-align: center;"><b>What do you See?</b></p> <p>1. Have your students practice reading the story in small groups and share their endings to the story.</p>	



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

Textbook Page	Activity Description	Homework (Workbook)
43	<p style="text-align: center;"><b>Intro Questions</b></p> <ol style="list-style-type: none"> <li>1. Play the board game in small groups or pairs</li> <li>2. Read 'What Do You See' in pairs with original endings.</li> </ol>	
44	<p style="text-align: center;"><b>Interview</b></p> <ol style="list-style-type: none"> <li>1. Split the class into pairs have them interview each other using the table on page 44. Change partners and interview again.</li> </ol>	
49	<p style="text-align: center;"><b>Let's Read</b></p> <ol style="list-style-type: none"> <li>1. Read Last Weekend together.</li> <li>2. Ask simple comprehension questions. Where did they go? What did they buy? What did they eat? Do you like mushroom pizza? etc.</li> <li>3. Ask your students what they did last weekend. Ask How was it?</li> </ol>	
50	<p style="text-align: center;"><b>Journal</b></p> <ol style="list-style-type: none"> <li>1. Give your students time to fill in the mind map on page 50. Help them when needed. Have them look at the tables on pages 19 &amp; 37 to find words to use. Have them write how it was. If they write, "I played a soccer game." Point to the sentence and ask, "How was it." etc.</li> </ol>	Write the journal for homework.
	<p style="text-align: center;"><b>Phonics Game</b></p> <ol style="list-style-type: none"> <li>1. If time, play a phonics game to review.</li> </ol>	

# Hello YOU! (Purple) Teacher's Guide Review 123

Textbook Page	Activity Description	Homework (Workbook)
50	<b>Intro Questions</b> 1. Read journals in pairs	
57-58	<b>Game: Ups and Downs</b> 1. Play Ups and Downs to Review Past tense	
55	<b>Did you ... Interviews</b> 1. Split the class into pairs and interview each other using the top table on page 55. Swap partners and do the interview on the bottom of the page.	
53-54	<b>All About Me</b> 1. Fill out the speech on pages 53-54. If it is easy for your students have them fill it out on their own and read it in pairs. If it is difficult, help them through it and practice each bit as you go. 2. Have students practice the speech in the coming week(s). I have my student memorize it and make a fun and very quick & easy video using the App Chatter Pix.	
61	<b>Spelling Monkeys</b> 1. Each student, team or pair choose a monkey. Students race up the tree by spelling the words in a notebook, on scratch paper or on the whiteboard (etc.) Who can get to the Bananas first?	

# Hello YOU! (Purple) Teacher's Guide Review 123

Textbook Page	Activity Description	Homework (Workbook)
53-54	<p style="text-align: center;"><b>All About Me</b></p> <ol style="list-style-type: none"><li>1. Practice reading in pairs.</li></ol>	
56	<p style="text-align: center;"><b>Game: Last Night</b></p> <ol style="list-style-type: none"><li>1. Split into pairs and have students choose a building. Ask and answer questions about the people til you get to the top. Who can get to the top first?</li></ol>	
59-60	<p style="text-align: center;"><b>Catch the Crook</b></p> <ol style="list-style-type: none"><li>1. Follow the directions on 60 to play the Catch the Crook game to solve the mystery. You only need one set of cards. The teacher can cut out their cards or students can use their cards if you would like to play in smaller groups (if you have a big class)</li><li>2. Make sure your students use the speaking prompt at the top of page 59 every time they reveal one of their cards to the rest of the players.</li></ol>	
62	<p style="text-align: center;"><b>Get the Chest</b></p> <ol style="list-style-type: none"><li>1. Play the spelling board game. Spell or make words as you go. Who can get to the chest first?</li></ol>	

# Hello YOU! (Purple) Teacher's Guide Review 123

Textbook Page	Activity Description	Homework (Workbook)
53-54	<p style="text-align: center;"><b>All About Me</b></p> <ol style="list-style-type: none"> <li>Practice reading in pairs.</li> </ol>	
	<p style="text-align: center;"><b>Play a Review Game</b></p> <ol style="list-style-type: none"> <li>Play a favorite game from the book or review to have fun and review the language learned so far.</li> </ol>	
63-68	<p style="text-align: center;"><b>Let's Write a Story (Multi Lesson Project)</b></p> <ol style="list-style-type: none"> <li>Read a fairy tale story with your students, or you can write your own fun and original sample story and read that together. (Now, I use students stories from the past as samples.) Also, if you read a fairy tale, I recommend you read a simple one. A fairy tale from a graded reader series that is simple enough for your students to understand a good sample, but not discouraging. If you need help finding a good sample, reach out for a digital student sample or a recommendation anytime.</li> <li>Tell your students they are going to write a story. Go through each part of the mind map together and model how to choose characters or a set etc</li> <li>Fill out the character info. Model how to do it. Give your character a name and draw a quick picture of your character. Then write a simple description of the character using the describing words you chose on the previous page.</li> <li>Do the same for the setting. We usually stop here after the first day. And start writing the story the next lesson, but go at the pace of your class.</li> <li>When it is time to write the story, model how your students can make sentences by using the past tense verbs from the charts on pages 19 &amp; 37.</li> <li>Once your students have finished writing their story boards, give them paper to turn their stories into an actual book.</li> <li>Students will create books, then practice reading their stories in pairs and with you, the teacher.</li> <li>Finally students can present their books to the class and read them aloud. We give our students the option to add their books to our school library. Then they can check out their classmates stories and read them for extensive reading homework.</li> </ol>	

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

Textbook Page	Activity Description	Homework (Workbook)
Glossary	<p style="text-align: center;"><b>Intro Questions</b></p> <ol style="list-style-type: none"> <li>1. Ask partners about their week. "What did you do on ___day? How was it?"</li> <li>2. You can also ask and answer questions from the glossary in pairs or small groups.</li> </ol>	
69	<p style="text-align: center;"><b>Different People</b></p> <ol style="list-style-type: none"> <li>1. Teach the vJob vocabulary on page 69 with flash cards or with the book.</li> <li>2. You can write the verbs on small cards and play bingo if you'd like to or you can play a flashcard game to practice the vocabulary.</li> </ol>	
70	<p style="text-align: center;"><b>He is / She is / They are</b></p> <ol style="list-style-type: none"> <li>1. Read through the adjectives on page 70. After you read through each row, you can ask your students, "Who is smart?" They can choose someone from the Different People page to answer, "A doctor is smart." etc.</li> <li>2. Students can use the word cards from BINGO to play 3 hints. model first. Choose a person card and make three hints/ sentences about the person "She is young, She is smart, She is wearing an orange dress." Students should answer, "She is the student."</li> <li>3. Let your students take turns choosing people and describing them.</li> </ol>	
79	<p style="text-align: center;"><b>Phonics</b></p> <ol style="list-style-type: none"> <li>1. Read the words at the top of page 79 together. Check to see if the students know how to read the phonics patterns in red.</li> <li>2. Go through the table and say each word Have your students guess the correct phonics pattern and write it in the blank. Check that they are correct and continue.</li> </ol>	
80	<p style="text-align: center;"><b>Read and Write</b></p> <ol style="list-style-type: none"> <li>1. Read the sentences on page 80 aloud together. Choose the best phonics word to finish each sentence.</li> </ol>	

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

Textbook Page	Activity Description	Homework (Workbook)
Glossary	<p style="text-align: center;"><b>Intro Questions</b></p> <ol style="list-style-type: none"> <li>1. Ask partners about their week. "What did you do on ___ day? How was it?"</li> <li>2. You can also ask and answer questions from the glossary in pairs or small groups.</li> </ol>	
69	<p style="text-align: center;"><b>Different People</b></p> <ol style="list-style-type: none"> <li>1. Play a flashcard game to review the Jobs.</li> </ol>	
71-72	<p style="text-align: center;"><b>Game: Different People</b></p> <ol style="list-style-type: none"> <li>1. Play the board game on pages 71-72 in small groups or pairs.</li> </ol>	
79	<p style="text-align: center;"><b>Phonics BINGO</b></p> <ol style="list-style-type: none"> <li>1. Have your students write all of the phonics words on small cards or scrap paper. (Depending on how many students are in the class, write each word about 3 times)</li> <li>2. Put all the words face down in the middle of the table.</li> <li>3. Split the class into pairs or teams. One player from each team picks a card. They read it to their team and use the grid on page 79 to play BINGO. *You can have all the teams play at the same time to play speed BINGO.</li> </ol>	
82	<p style="text-align: center;"><b>Crazy Story</b></p> <ol style="list-style-type: none"> <li>1. Students choose phonics words from page 79 and write them on the lines on page 81. Students write the same words on the correct lines on page 82.</li> <li>2. Take turns reading the crazy stories.</li> <li>3. If you don't have time to read all of the stories, you can continue as a warm up next week.</li> </ol>	<p style="text-align: center;">Rewrite and illustrate Crazy Story on pages 83-84</p>

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

Textbook Page	Activity Description	Homework (Workbook)
83-84	<p style="text-align: center;"><b>Intro Questions</b></p> <ol style="list-style-type: none"> <li>1. Ask partners about their week. "What did you do on ___day? How was it?"</li> <li>2. Read Crazy stories in pairs.</li> </ol>	
73	<p style="text-align: center;"><b>He has / She has / They have</b></p> <ol style="list-style-type: none"> <li>1. Read the descriptions of the people on page 73.</li> <li>2. Students can use those descriptions to describe themselves.</li> <li>3. You can show pictures of famous people and have the students describe them.</li> </ol>	
74	<p style="text-align: center;"><b>Game: My ___</b></p> <ol style="list-style-type: none"> <li>1. Model how to play the game by writing a family member on the line. For example: My dad. Then roll the dice and move ahead. Use the word in the square to make a sentence about your dad. My dad is tall. / My dad is not short. / My dad has short hair. / My dad doesn't have long hair. etc.</li> </ol>	
75	<p style="text-align: center;"><b>All About Me</b></p> <ol style="list-style-type: none"> <li>1. Read the questions in the to table on page 75 together. Students answer about themselves.</li> <li>2. Split into pairs and have the students use the bottom table to interview their partners and write their partners answers on the lines.</li> </ol>	
82	<p style="text-align: center;"><b>Phonics Game</b></p> <ol style="list-style-type: none"> <li>1. If time, play a phonics review game.</li> </ol>	

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

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;"><b>Intro Questions</b></p> <ol style="list-style-type: none"> <li>1. Ask partners about their week. "What did you do on ___day? How was it?"</li> </ol>	
74	<p style="text-align: center;"><b>Game: My ___</b></p> <ol style="list-style-type: none"> <li>1. Play the game again, but this time talk about someone else.</li> </ol>	
77-78	<p style="text-align: center;"><b>Guess Who It Is?</b></p> <ol style="list-style-type: none"> <li>1. Choose a person on pages 77-78 and draw a small circle next to their name.</li> <li>2. Have your students ask you yes or no questions using the prompt at the top of the page to find out who you chose.</li> <li>3. Choose a different student to come to the front of the class and choose a person. Now all of the students try to guess who they chose. You can split the class into teams and see which team can guess the correct person first. etc.</li> </ol>	
79	<p style="text-align: center;"><b>Phonics Spelling Game</b></p> <ol style="list-style-type: none"> <li>1. Write the phonics patterns on the board. ea/ai/ui/oi</li> <li>2. Split into pairs. Hold up a phonics picture card and say the word out loud. Give each team about 10-30 seconds to sound the word and spell it.</li> <li>3. If they spell the word correctly, they get a point. I usually help my students so that they are all successful, but practicing spelling the words by sounding them out on their own (without using the book) really helps them to understand the phonics patterns.</li> </ol>	



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

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;"><b>Intro Questions</b></p> <p>1. Ask partners about their week. "What did you do on ___day? How was it?"</p>	
74	<p style="text-align: center;"><b>Game: My ___</b></p> <p>1. Play the game again, but this time talk about someone else.</p>	
77-78	<p style="text-align: center;"><b>Guess Who It Is?</b></p> <p>1. Play the game again to review. You can change up the rules to make it more competitive if you'd like.</p>	
85	<p style="text-align: center;"><b>Let's Read: My Teacher</b></p> <p>1. Read the journal together. Ask simple comprehension questions. What is his name? What is his favorite drink etc.</p> <p>2. Have your students go back and underline all of the adjectives/ describing words. Read the journal again.</p>	
86	<p style="text-align: center;"><b>Journal: My ___</b></p> <p>1. Students choose someone to write about. Then fill in the mind map to write their journal.</p> <p>2. Students can start writing their journals and finish them for homework.</p>	Finish Journals.

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

Textbook Page	Activity Description	Homework (Workbook)
87	<p style="text-align: center;"><b>Intro Questions</b></p> <p>1. Read Journals in pairs or small groups.</p>	
89-90	<p style="text-align: center;"><b>Interesting Animals</b></p> <p>1. Teach the animals on pages 89-90. Play the board game to practice asking and answering, "What is this?/What are these?"</p> <p>2. Place animal cards around the room. Students walk around in pairs and ask their partners, "What is this/that? What are these/those" They can point to animals close up or far away. Make sure to model the activity first.</p>	
91-92	<p style="text-align: center;"><b>It is... / They are... It lives... / They live...</b></p> <p>1. Teach the vocabulary on pages 91-92. Place the animal cards in the middle of the room. Write the animal names on small cards. Choose a card and play 3 hints using the new vocabulary. Students take turns describing different animals.</p> <p>2. You can split the class into teams and see which team can describe the most animals and guess correctly.</p>	
97	<p style="text-align: center;"><b>Phonics</b></p> <p>1. Read the words at the top of page 97 together. Check to see if the students know how to read the phonics patterns in red.</p> <p>2. Go through the table and say each word. Have your students guess the correct phonics pattern and write it in the blank. Check that they are correct and continue.</p>	
98	<p style="text-align: center;"><b>Read and Write</b></p> <p>1. Read the sentences on page 98 aloud together. Choose the best phonics word to finish each sentence.</p>	

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

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;"><b>Intro Questions</b></p> <ol style="list-style-type: none"> <li>1. Ask partners about their week. "What did you do on ___day? How was it?"</li> <li>2. You can also ask and answer questions from the glossary in pairs or small groups.</li> </ol>	
89-90	<p style="text-align: center;"><b>Interesting Animals</b></p> <ol style="list-style-type: none"> <li>1. Review animal vocabulary with a flashcard game</li> </ol>	
94	<p style="text-align: center;"><b>Animals 3 Facts Game</b></p> <ol style="list-style-type: none"> <li>1. Play the board game on page 94 to practice describing the different animals.</li> </ol>	
93	<p style="text-align: center;"><b>Think and Write</b></p> <ol style="list-style-type: none"> <li>1. Use the vocabulary to fill in the blanks on page 93. You can work together as a class, in small groups, pairs or even individually. I often let my students decide.</li> </ol>	
97	<p style="text-align: center;"><b>Phonics BINGO</b></p> <ol style="list-style-type: none"> <li>1. Have your students write all of the phonics words on small cards or scrap paper. (Depending on how many students are in the class, write each word about 3 times)</li> <li>2. Put all the words face down in the middle of the table.</li> <li>3. Split the class into pairs or teams. One player from each team picks a card. They read it to their team and use the grid on page 97 to play BINGO. *You can have all the teams play at the same time to play speed BINGO.</li> </ol>	

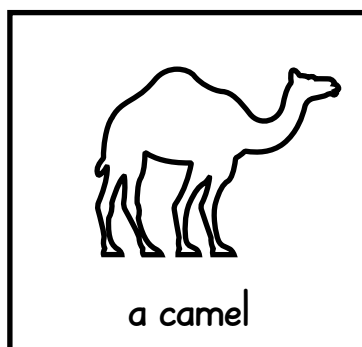
# Hello YOU! (Purple) Teacher's Guide UNIT 5 (Lesson 3:)

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;"><b>Intro Questions</b></p> <ol style="list-style-type: none"><li>1. Ask partners about their week. "What did you do on ___day? How was it?"</li><li>2. You can also ask and answer questions from the glossary in pairs or small groups.</li></ol>	
94	<p style="text-align: center;"><b>Animals 3 Facts Game</b></p> <ol style="list-style-type: none"><li>1. Play the board game on page 94 to practice describing the different animals.</li></ol>	
95-96	<p style="text-align: center;"><b>Guess What Animal It Is</b></p> <ol style="list-style-type: none"><li>1. Play Guess What Animal it is just like you played Guess Who it is.</li><li>2. You can also have the students hold the animal cards on their heads and play the game Headbands style.</li></ol>	
	<p style="text-align: center;"><b>Phonics Review Game</b></p> <ol style="list-style-type: none"><li>1. Play a reading or spelling game to review phonics words.</li></ol>	
99-100	<p style="text-align: center;"><b>A Girl Named Red</b></p> <ol style="list-style-type: none"><li>1. Read the story together.</li><li>2. You can read it again and make it fun by choosing some students can take on the role of different characters and the rest of the students can read the narration together.</li></ol>	

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

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;"><b>Intro Questions</b></p> <ol style="list-style-type: none"> <li>1. Ask partners about their week. "What did you do on ___ day? How was it?"</li> <li>2. You can also ask and answer questions from the glossary in pairs or small groups.</li> </ol>	
95-96	<p style="text-align: center;"><b>Guess What Animal It Is</b></p> <ol style="list-style-type: none"> <li>1. Play the game to review again.</li> </ol>	
	<p style="text-align: center;"><b>Original Animal Karuta</b></p> <ol style="list-style-type: none"> <li>1. Choose some different animals from the Guessing game on pages 95-96. Remake cards as samples and read together or write descriptions on the board together.</li> <li>2. Then show the class how to make the karuta game. Draw the animal on one card and write 3 hints on the other card.</li> <li>3. Students will all make their own sets (I usually give my students 6 small cards and have them describe 3 animals.)</li> <li>4. Put all the picture cards together and all of the description cards together. Take turns reading the description cards and catching the animals.</li> </ol> <p>*Usually my students finish making and coloring the cards for homework and we play the game as a warm up the next lesson. *I also allow my students to write about different animals because they will all learn the English name of that animal as well.</p>	Finish Karuta Cards
	<p style="text-align: center;"><b>A Girl Named Red</b></p> <ol style="list-style-type: none"> <li>1. You can read it again to practice and make it fun by choosing some students can take on the role of different characters and the rest of the students can read the narration together.</li> </ol>	

## Animal Karuta Example



It is big and brown.  
It has fur.  
It lives in the desert.

a camel

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

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;"><b>Intro Questions</b></p> <ol style="list-style-type: none"> <li>1. Ask partners about their week. "What did you do on ___day? How was it?"</li> <li>2. You can also ask and answer questions from the glossary in pairs or small groups.</li> </ol>	
	<p style="text-align: center;"><b>Play Animal Karuta</b></p> <ol style="list-style-type: none"> <li>1. Play the karuta game. Students take turns reading the cards.</li> <li>2. You can also split the class into 2 teams and play the animal picture cards up. Place the description cards in a pile face down. Teams read their cards and find the animal cards quickly. Continue until all of the cards are taken. Which team got the most animal cards?</li> </ol>	
101	<p style="text-align: center;"><b>Let's Read: My Favorite Animal</b></p> <ol style="list-style-type: none"> <li>1. Read My Favorite Animal together. Ask simple comprehension questions.</li> <li>2. Students can underline descriptions and read again.</li> </ol>	
102	<p style="text-align: center;"><b>Journal: My Favorite Animal</b></p> <ol style="list-style-type: none"> <li>1. Students choose an animal to write about and write it on the line.</li> <li>2. Fill in the mind map and start to write journals.</li> </ol>	Finish Journal

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

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;"><b>Intro Questions</b></p> <ol style="list-style-type: none"> <li>1. Read Journals in pairs or small groups</li> </ol>	
105	<p style="text-align: center;"><b>Bigger / Smaller</b></p> <ol style="list-style-type: none"> <li>1. Read the comparative sentences about all of the animals on page 105.</li> <li>2. Play 3 in a row (tic-tac-toe) in pairs to practice.</li> </ol>	
106	<p style="text-align: center;"><b>Game Time: Which is ...?</b></p> <ol style="list-style-type: none"> <li>1. Play the board game on page 106 to practice using comparatives.</li> </ol>	
113	<p style="text-align: center;"><b>Phonics</b></p> <ol style="list-style-type: none"> <li>1. Read the words at the top of page 113 together. Check to see if the students know how to read the phonics patterns in red.</li> <li>2. Go through the table and say each word. Have your students guess the correct phonics pattern and write it in the blank. Check that they are correct and continue.</li> </ol>	
114	<p style="text-align: center;"><b>Read and Write</b></p> <ol style="list-style-type: none"> <li>1. Read the sentences on page 114 aloud together. Choose the best phonics word to finish each sentence.</li> </ol>	

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

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;"><b>Intro Questions</b></p> <ol style="list-style-type: none"> <li>1. Ask and answer questions from the book to review in pairs or small groups.</li> </ol>	
106	<p style="text-align: center;"><b>Game Time: Which is ...?</b></p> <ol style="list-style-type: none"> <li>1. Play the board game on page 106 to practice using comparatives again to review</li> </ol>	
107-108	<p style="text-align: center;"><b>Lion VS. a Tiger / Gorilla VS. Orangutang</b></p> <ol style="list-style-type: none"> <li>1. You can either look the information up as a class or split the class into teams to find the information online themselves. I usually split the class into groups and have each group research the info about a particular animal or 2 animals on one page. Then each group shares the information with the class and we answer the comparative questions together.</li> <li>2. If you want to extend this activity, you can have all of your students make animal cards like the animal cards shown on the page and make a Top Trumps style game. How to play:               <ol style="list-style-type: none"> <li>a. You need at least 15 cards to play (a rough estimate).</li> <li>b. Split into 2 teams. Deal all of the cards out between the 2 teams.</li> <li>c. Each team holds their cards in a pile face down. Don't look at the cards dealt.</li> <li>d. One team asks a question, "Which animal is faster?" Then counts down 3,2,1! On one both teams turn over their top card. The team with the faster animal wins and makes a sentence. "A tiger is faster than a turtle." That team keeps both cards.</li> <li>e. Continue play until there are no cards left.</li> <li>f. The team with the most cards wins.</li> </ol> </li> </ol>	
113	<p style="text-align: center;"><b>Phonics BINGO</b></p> <ol style="list-style-type: none"> <li>1. Have your students write all of the phonics words on small cards or scrap paper. (Depending on how many students are in the class, write each word about 3 times)</li> <li>2. Put all the words face down in the middle of the table.</li> <li>3. Split the class into pairs or teams. One player from each team picks a card. They read it to their team and use the grid on page 113 to play BINGO. *You can have all the teams play at the same time to play speed BINGO.</li> </ol>	



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

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;"><b>Intro Questions</b></p> <ol style="list-style-type: none"> <li>1. Ask and answer questions from the book to review in pairs or small groups.</li> </ol>	
111-112	<p style="text-align: center;"><b>Monster VS. Monster</b></p> <ol style="list-style-type: none"> <li>1. Play the board game on page 111-112 to practice using comparatives some more.</li> <li>2. Cut out the cards in the back of the book and follow the directions on page 112</li> </ol>	
107-108	<p style="text-align: center;"><b>Me VS.</b></p> <ol style="list-style-type: none"> <li>1. Model how to do the activity by comparing you with someone else in the class. Write your names and statistics in the boxes on page 109. Draw fun simple pics too if you'd like. Then go through all of the questions and answer them together as a class.</li> <li>2. Now split the class into pairs and have them compare themselves with their partner.</li> <li>3. Students can do the Family comparison in class as well or they can do it for homework if you don't have time. You can also have your students compare themselves with another classmate if that is more fun.</li> </ol>	
113	<p style="text-align: center;"><b>Phonics Review Game</b></p> <ol style="list-style-type: none"> <li>1. Play a spelling or reading game to review the phonics patterns.</li> </ol>	
115-116	<p style="text-align: center;"><b>A Spy in Japan</b></p> <ol style="list-style-type: none"> <li>1. Read A Spy in Japan together.</li> <li>2. Have the students underline all of the phonics words and read together again.</li> </ol>	

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

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;"><b>Intro Questions</b></p> <ol style="list-style-type: none"> <li>1. Ask and answer questions from the book to review in pairs or small groups.</li> </ol>	
111-112	<p style="text-align: center;"><b>Monster VS. Monster</b></p> <ol style="list-style-type: none"> <li>1. Play the board game on page 111-112 again to practice using comparatives some more.</li> <li>2. You can also use 2 sets of the board game cards and play a Top Trumps style game instead. (Directions are the same as the animal Top Trumps Game listed above)</li> </ol>	
117	<p style="text-align: center;"><b>Let's Read: My Best Friend</b></p> <ol style="list-style-type: none"> <li>1. read the Journal together. Ask simple comprehension questions. "Look at the picture. Who is Max?" "Who is older?" etc.</li> <li>2. Underline all of the description words. Read again together.</li> </ol>	
118	<p style="text-align: center;"><b>Journal</b></p> <ol style="list-style-type: none"> <li>1. Students choose a person compare themselves with.</li> <li>2. Use the mind map to fill in the information.</li> <li>3. Start to write Journal and finish for homework.</li> </ol>	
115-116	<p style="text-align: center;"><b>A Spy in Japan</b></p> <ol style="list-style-type: none"> <li>1. Read A Spy in Japan in pairs together to review..</li> </ol>	

# Hello YOU! (Purple) Teacher's Guide Review 123

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;"><b>Intro Questions</b></p> <ol style="list-style-type: none"><li>1. Read Journals in pairs or small groups.</li></ol>	
111-112	<p style="text-align: center;"><b>Monster Race</b></p> <ol style="list-style-type: none"><li>1. Play the monster Race to review</li></ol>	
121-124	<p style="text-align: center;"><b>All About Me</b></p> <ol style="list-style-type: none"><li>1. Fill in the All about me and practice reading in pairs.</li><li>2. You can fill it out all at once or in sections and split it into 2 lessons etc.</li><li>3. After students have practiced their All About Me speeches, they can turn it into a short presentation or make a video and upload it onto the app. This will be in the next lesson.</li></ol>	
127	<p style="text-align: center;"><b>Space Race</b></p> <ol style="list-style-type: none"><li>1. Choose a rocket. Spell each word to go up to the next word. Who can get to the planet first? Students can compete against each other or themselves. If they compete against themselves, they can try to beat their time.</li><li>2. Students can also play the game in pairs or teams.</li></ol>	

# Hello YOU! (Purple) Teacher's Guide Review 123

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;"><b>Intro Questions</b></p> <ol style="list-style-type: none"> <li>1. Play a favorite game(s) from the book to review</li> </ol>	
111-112	<p style="text-align: center;"><b>All About Me</b></p> <ol style="list-style-type: none"> <li>1. Practice and perform All About Me speeches.</li> </ol>	
129-130	<p style="text-align: center;"><b>Phonics Game: 3 in a Row</b></p> <ol style="list-style-type: none"> <li>1. Write all of the phonics patters shown at the top of page 128 on small cards or scratch paper. Place them on the desk face down and shuffle.</li> <li>2. Model how to play the game with another student in the class. Pick a phonics card and find a word that uses the same pattern. Write the word on the line (or pretend to) and circle the word or place a colored chip on top. Show the students that if they get 3 chips in a row, they get a point. Which player can get the most points?</li> <li>3. Students can play this game with colored pencils if it is easier than using chips. You can also print this game out and laminate it. Students can plat the game with whiteboard markers. We will add this game page to our downloads file on the website.</li> </ol>	
128	<p style="text-align: center;"><b>Animal Race</b></p> <ol style="list-style-type: none"> <li>1. Play the animal race to review.</li> </ol>	

# Hello YOU! (Purple) Teacher's Guide Review 123

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;"><b>Intro Questions</b></p> <ol style="list-style-type: none"> <li>1. Play a favorite game(s) from the book to review</li> </ol>	
131-134	<p style="text-align: center;"><b>Let's Make a Game (Multi Lesson Project)</b></p> <ol style="list-style-type: none"> <li>1. Tell your students that they are going to make a game. We usually do this project in small groups. If you have a small class, they can make the game as a class or in partners. We have the classes share the games with other classes.</li> <li>2. Read through the mind map as a class and have each group make the decisions about their game together.</li> <li>3. Once your students have a game idea and know what materials they need, ask them to choose a group leader and decide who is in charge of each task. You can write example questions or speaking prompts on the board to encourage English. Who wants to draw the game board? Who wants to make the cards? etc. Can we borrow ...? How do you spell...? etc.</li> <li>4. I usually have my students take things home to finish for homework when possible. Drawing and coloring takes up a lot of class time, but this is also a fun project to do together to finish off the year.</li> <li>5. Once your students are finished making their games, they need to play it to make sure it is good or decide to add cards/change the rules etc.</li> <li>6. Help them to write the directions once they know how to play the game.</li> <li>7. Once all of the teams games are finished have each team present their game to the class. Then play the game together.</li> <li>8. Reflect and review the games. Use the review sheet (It will be in the downloads.) and have your students tell each group what they like about their game.</li> </ol>	