Look and stick.

Unit 1 Lesson 1
Learning Goals:
Students can recreate words they hear and incorporate them in their own language use.
Students can recreate conversations.

Vocabulary:
book, boy, chair, girl, hello, lunch box, schoolbag, teacher

Language Structures:
Active: Hello, Miss Anna. My name’s Alice. It’s a book.
Passive: Hello, boys and girls. What’s this? Hello, what’s your name? I’m (Miss Carmen).

Materials:
realia: classroom objects (chairs, books, lunch box and schoolbags); glue, tongue depressors

Before the Class
1. Greetings
   - Introduce yourself and say hello to students.
   T: Hello, boys and girls. I’m Miss (Carmen).
   - Introduce the Teacher stick puppet.
   Encourage students to reply.
   T/SS: Hello, Miss Anna.
   T: Miss Anna is a teacher. Say hello to Miss Anna.

2. Game: What’s Your Name?
   - Introduce the Robby and Lucy stick puppets to students, using the Teacher stick puppet.
   T/SS: Hello, what’s your name?
   Robby Puppet: My name’s Robby.
   T: It’s a book. What’s this?
   S: It’s a book.
   - Invite individual students to come to the front, one at a time. Give a student the Teacher stick puppet. Name an object, and have the student point to the corresponding object with the stick puppet.
   T/SS: Hello, what’s your name?
   S: My name’s Alice.

During the Class
1. Presentation: School Objects
   - Play Track 2, I Can See… Use the Teacher stick puppet to guide students in pointing to the corresponding objects in the classroom when they are mentioned.

2. More Practice
   - Attach the book, lunch box and schoolbag cutouts to the board. Name each object and have students identify it.
   T: It’s a book. What’s this?
   S: It’s a book.
   - Invite individual students to come to the front, one at a time. Give a student the Teacher stick puppet. Name an object, and have the student point to the corresponding object with the stick puppet.
   T/SS: Hello, what’s your name?
   S: My name’s Alice.

3. Student’s Book: Look and stick.
   - Hand out the Student’s Books open to page 4. Have students identify the Teacher, Robby, and Lucy. Distribute the stickers in the red section. Name a classroom object. Ask students to identify the sticker and then the object in their Student’s Book. Help students peel off the sticker and put it in the corresponding place.
   T/SS: Look for the chair. Peel off the chair. Put the chair sticker in the correct place.

After the Class
1. Song: Time To Go Home
   - Play Track 3, Time To Go Home. Teach students the words to the song and encourage them to sing along.

Extra Activities
1. Fast Finishers
   - See Fast Finishers: Week 1, part 1, on page T5a.
**Learning Goals:**
- Students can explore new activities.
- Students can develop relationships.
- Students show interest in peers.

**Vocabulary:**
- boy, dinosaur
- friend, girl, hello

**Language Structures:**
- **Active:** Hello, Miss Carmen. I'm a boy/girl.
- **Passive:** Hello, Lucy. I'm your friend, Robby. This is Gummy Drop. Gummy Drop and Dinosaur are friends. Who's this? Who's your friend?

**Materials:**
- crayons, beanbag

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### Before the Class

1. **Greeting Students**
   - Have students line up outside the classroom. Encourage them to greet you as they come in the classroom.
   - **T:** Hello, Sylvia.
   - **Ss:** Hello, Miss Carmen.
   - **T:** Come in and sit down, please.

2. **Song: Hello, My Friend**
   - Divide students into pairs. Have them face each other. Play Track 4, Hello, My Friend.
   - Teach students the words to the song and encourage them to sing and act out the song.

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### During the Class

1. **Presentation: Friends**
   - Sit in a circle with the class. Show students how the stick puppets introduce themselves.
   - **Robby Puppet:** Hello, Lucy. I’m your friend, Robby.
   - Then have the Lucy stick puppet talk in the same manner to the next student in the circle. Continue until all students have participated.

2. **Presentation: Gummy Drop and Dinosaur**
   - Present the Gummy Drop and the Dinosaur stick puppets.
   - **T:** This is Gummy Drop. Everybody say, “Hello, Gummy Drop.”
   - Repeat with Dinosaur. Tell students that Gummy Drop and Dinosaur are friends.
   - **T:** Gummy Drop and Dinosaur are friends. (Have the puppets give each other a hug.)

3. **Student’s Book: Draw and color.**
   - Hand out the Student’s Books open to page 5. Have students point to the characters.
   - Say that all the characters are friends. Then focus students’ attention on the blank faces.
   - Distribute crayons. Ask students to draw themselves in one of the faces and a friend in the other. Have students color in the pictures. Finally, ask them about their pictures.

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### After the Class

1. **Game: Boy Or Girl?**
   - Toss the beanbag to a student. Have the student say if he or she is a boy or a girl.
   - **S:** I’m a boy.
   - **T:** Who’s your friend?
   - **S:** Patty.

### Extra Activities

1. **Fast Finishers**
   - See Fast Finishers: Week 1, part 2, on page T5a.

2. **Activity Pad: Draw and color.**
   - See instructions for the Activity Pad, on page T5a.
Draw and color.
Activity Pad

**Draw and color.**

**Materials:** pencils, crayons, yellow marker, glue, glitter, sequins

**Preparation:** Write students’ names with a yellow maker on their pads.

**Instructions:** Distribute materials. Tell students to draw themselves in the space provided. Then have them color the picture. Next, help students trace over their names with crayons. Show students how to spread glue onto the dinosaur and sprinkle some glitter on top of the glue. Have them decorate the frame with sequins or glitter.

**Scrapbook:** Save students’ work for their Scrapbooks.

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Extra Activities

**Fast Finishers: Week 1:**

**Color and cut.**

**Part 1:** Have students color in the pictures. Give instructions to students for pointing to the different characters.

T: Point to Lucy.

**Part 2:** Then, have students cut out the characters and glue them in the corresponding place.

**Scrapbook:** Save students’ work for their Scrapbooks.

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Early Learning Activities

**Name Tags**

**Materials:** brightly colored construction paper, markers, glue, sequins, glitter

**Preparation:** Cut construction paper into 20 x 10 cm cards (1 per student). Write each student’s name on a card with a marker.

**Directions:** Have students sit in a circle. Hold up the name tags, one at a time. Encourage students to recognize their names, or give them their cards. Then have them trace over their names with their fingers. Have students cover the capital letter of their name with glue and sequins. Repeat with the remaining letters. Choose a name tag and ask whose name it is. Play Track 5, Who’s Here Today? Say the chant first, filling in the blanks at the end of the chant with a student’s name. Have students listen as you sing. Finally, encourage them to join in. Repeat the activity everyday until everybody’s name has been called out.
This is me!

Name: __________________
Learning Goals:
Students can appropriately use new words they have heard in familiar contexts.

Vocabulary:
crayon, glue stick, marker, paintbrush, pencil, pencil case, scissors; colors

Language Structures:
Active: It's a pencil.
Passive: What's this?

Materials:
pencils, crayons, red, blue, yellow, orange, pink, purple, brown, black, white and green construction paper, scissors, paper fastener, hole punch

Preparation:
Cut a strip of each color of construction paper (3 x 8 cm). Punch a hole at the bottom. Fasten the strips together with a paper fastener to make a fan (1 per student).

Before the Class
1. Song: Hello, My Friend
   Divide students into pairs. Have them face each other. Play Track 4. Encourage students to sing and act out the song. Have students change partners and repeat the activity.

2. Review: Red, Yellow, Blue, Green
   Distribute fans. (See Preparation.) Tell students to work silently with their fans. Then, give them commands for showing you the red, blue, yellow or green strips.
   T: Show me yellow.
   Ss: (Students hold up the yellow strip.) Walk around the class helping individual students find the correct strip and hold it up. Give individual students a thumbs-up signal if they are correct. Shake your head if they are incorrect, and tell them to look for a different strip. When the activity has finished, show students how to close the fans, then collect and store them away.

During the Class
1. Presentation: Classroom Objects
   Display the classroom objects cutouts, one at a time, and present them. Then have students identify them.
   T: What's this? (Show the pencil cutout.)
   T/Ss: It's a pencil.

2. Student's Book: Trace and color.
   Hand out the Student's Books open to page 6. Hold up the marker cutout. Ask students to look for the marker and point to it in their books.
   T: Marker. Point to the marker.
   Continue in the same manner with scissors, glue stick, crayon, pencil, pencil case and paintbrush.
   Next, distribute pencils and ask students to trace over the outline of the marker, crayon and paintbrush.
   T: Marker. Trace over the marker.
   Distribute crayons. Tell students to color in the objects.

After the Class
1. Game: Guessing The Classroom Objects
   Put the school objects cutouts face down on a table. Choose a cutout without showing it to the class and have individual students guess what is on the cutout. Then have the whole class identify it.
   T: What's this?
   S1: Pencil?
   T: No.
   S2: Marker?
   T: Yes, this is a marker. What's this?
   Ss: It's a marker.
   Have the student who guesses correctly choose the next cutout.

2. Song: English Class Is Over
   Play Track 6, English Class Is Over. Encourage students to sing and act out the song.

Extra Activities
1. Fast Finishers
   See Fast Finishers: Week 2, part 1, on page T7a.
   Play Game 1 on the Interactive CD-ROM.
Learning Goals:
Students can appropriately use new words they have heard in familiar contexts.
Students are aware of the functions of a range of school objects.

Vocabulary:
crayon, glue stick, marker, paintbrush, pencil, scissors; colors

Language Structures:
Active: It's blue. They’re scissors.
Passive: What color is your book? What are these? What do we do with the scissors?

Materials:
fans (see page T6), crayons

Before the Class
1. Song: Hello, My Friend
Divide students into pairs. Have them face each other. Play Track 4. Encourage students to sing and act out the song. Have students change partners and repeat the activity.

2. Game: Give Me
Distribute the following cutouts to five students: crayon, glue stick, marker, paintbrush and pencil. Then ask the students to go to the front of the class. Display the Gummy Drop stick puppet. Give students commands.
T: Rick, give Gummy Drop the crayon.
S: (Student gives the Gummy Drop stick puppet the crayon cutout.)
Continue in the same manner until all students have participated.

During the Class
1. Review: Colors
Distribute fans. (See Materials.) Remind students they must work silently. Ask them to show you the red, blue, yellow, orange or green strips.
T: Show me orange.
Walk around the class helping individual students. When the activity has finished collect and store the fans away.

4. Student’s Book: Match and color.
Hand out the Student’s Book open to page 7. Distribute crayons. Ask students to point to the crayon in their books. Ask students what color the crayon is. Have students find the other crayon and trace over the dotted line to match them. Then have them color the crayon blue.
T: Show me your blue crayon. Match the crayon with the crayon. Color the crayon blue.
Repeat the procedure with the rest of the classroom objects. Finally, name an object. Encourage students to say what we use the object for, by miming the actions.
T: What are these?
Ss: They’re scissors.
T: What do we do with the scissors?
Ss: (Students mime cutting paper.)

After the Class
1. Game: Go For The Colors
Divide the class into five groups and assign red, yellow, blue, green or orange to each one. Tell students that when you say “Go!” they must find as many items in the classroom with their assigned color as they can. When you say, “Stop!” students need to go back and sit in a large circle with their items. Have members of each group place their items in the middle of the circle. Ask the whole class what color the items are.
T: What color is your book?
Ss: It’s blue.

2. Song: English Class Is Over
Play Track 6. Encourage students to sing and act out the song

Extra Activities
1. Fast Finishers
See Fast Finishers: Week 2, part 2, on page T7a.

2. Activity Pad: Color and cut.
See instructions for the Activity Pad, on page T7a.
Play Game 2 on the Interactive CD-ROM.