

Unit 01 Lesson Plan

Unit	Unit 1 Carnival Fun
Target Sentences	I'm on the roller coaster. I'm excited.
Target Words	happy, excited, sad, bored, scared, balloon, prize, cotton candy, merry-go-round, roller coaster
Objectives	a. Students will be able to understand the target patterns: <i>am not / isn't / aren't</i> b. Students will be able to write about a carnival experience.
Materials	Student Book pp.8–13, Workbook pp.4–6, Emotion flashcards

Activity/Time	Contents
Introduction: Greeting 5 mins	Greetings & Daily Routine: Welcome the students to the class and take attendance. Start the class by asking about 1) dates (calendar), 2) weather, 3) feelings.
Warm up: 5 mins	Talking about carnivals Ask some simple questions to lead into the lesson focus. <i>T: Have you ever been to a carnival?</i> <i>Ss: Yes, I have. / No, I haven't.</i> <i>T: What do you like at a carnival?</i> <i>Ss: I like the roller coaster.</i> <i>T: How do you feel on a roller coaster?</i> <i>Ss: I feel excited.</i>
Presentation: 5 mins	Meet the Words (p.8) Picture reading Look at page 8 and talk about the pictures. <i>T: What do you see?</i> <i>Ss: I see a roller coaster. I see a merry-go-round. I see cotton candy.</i> Listen, point, and repeat. 1. Play audio file 01 and have the students listen and point to the correct pictures. 2. As the students listen to the audio file, have them repeat the words.

Activity/Time	Contents
Main Lesson: Practice 01 5 mins	Activities on 'Write the Words' (p.9) A. Complete the pictures with the stickers, then trace. 1. Have the students look at the incomplete pictures. 2. Have them choose the correct stickers for each picture and stick. 3. Then have them trace the words on the line. B. Look and write the missing letters. 1. Have the students look at the pictures. 2. Have them write the missing letters on the lines for each picture.
Main Lesson: Practice 02 10 mins	Activities on 'Write the Sentences' (p.10-11) A. Look, read, and match. 1. Have the students look at the pictures. 2. Have them match each picture with the correct sentence. B. Look, choose, and write. 1. Have the students look at the pictures. 2. Have them choose the correct word and write on the lines. C. Unscramble the words. 1. Have the students look at the pictures. 2. Have them unscramble the words and write the sentences on the lines. Find the Pattern!: <i>am not / isn't / aren't</i> 1. Have the students look at the target patterns. 2. Have them read the sentences with the target patterns. 3. Explain how <i>am not, isn't, and aren't</i> used depending on the subject.
Main Lesson: Practice 03 5-7 mins	Activities on 'Meet the Sample Writing' (p.12) Read the journal, then listen. 1. Have the students read the journal. 2. Play audio file 02 and have the students listen carefully. 3. Have them look at the picture and check the correct one. 4. Check the answer and read the story again together.

Activity/Time	Contents
Main Lesson: Practice 04 10 mins	Activities on 'Write My Story' (p.13) A. Read the sample writing, then fill in the blanks. 1. Have the students go back to the sample writing on page 12. 2. Have them write the answers in the blanks. B. Imagine a trip to a carnival or an amusement park and write about it. 1. Have the students look at the writing template. 2. Have them write about a carnival or amusement park experience. 3. Share the answers as a class.
Main Lesson: Practice 05 7-10 mins	Class Activity: "Emotion Corners Survival" Materials: Emotion flashcards (happy, excited, sad, scared) 1. Put the emotion flashcards in four corners of the classroom. 2. Have the students choose one of the four emotion corners and stand there. 3. Choose one student to come to the front. 4. Have the student pick one emotion flashcard and say a sentence using the target pattern. <i>Ss: I am excited.</i> 5. Have the students standing in the matching corner repeat the sentence together. <i>Ss: I am excited.</i> 6. Students in the matching corner stay in the game. Students in the other corners sit down. 7. Have the remaining students choose a corner again. 8. Continue until only one student remains. The last student remaining wins the game.
Wrap up: 5 mins	1. Review the target pattern: <i>am not / isn't / aren't</i> 2. Have the students answer questions about their carnival experience as pairs. <i>S1: Where are you?</i> <i>S2: I'm on the roller coaster.</i> <i>S1: How do you feel?</i> <i>S2: I'm excited.</i> 3. Ask for volunteers or call on some students to share their answers with the class. Homework Assign the homework from Workbook pp.4–6. Clean up and say goodbye

Unit 02 Lesson Plan

Unit	Unit 2 Baking with Grandma
Target Sentences	We mixed butter and eggs.
Target Words	flour, sugar, eggs, milk, butter, oven, poured, baked, mixed, added
Objectives	a. Students will be able to understand the target patterns: <i>mixed / added / poured / baked</i> b. Students will be able to write about baking.
Materials	Student Book pp.14–19, Workbook pp.7–9, Ingredient word cards, Action word cards

Activity/Time	Contents
Introduction: Greeting 5 mins	Greetings & Daily Routine: Welcome the students to the class and take attendance. Start the class by asking about 1) dates (calendar), 2) weather, 3) feelings.
Warm up: 5 mins	Talking about baking Ask some simple questions to lead into the lesson focus. <i>T: Do you like cookies?</i> <i>Ss: Yes, I do. / No, I don't.</i> <i>T: Have you ever baked cookies?</i> <i>Ss: Yes, I have. / No, I haven't.</i> <i>T: What ingredients do we need?</i> <i>Ss: We need eggs. We need flour.</i>
Presentation: 5 mins	Meet the Words (p.14) Picture reading Look at page 14 and talk about the pictures. <i>T: What do you see?</i> <i>Ss: I see flour. I see eggs. I see milk.</i> Listen, point, and repeat. 1. Play audio file 03 and have the students listen and point to the correct pictures. 2. As the students listen to the audio file, have them repeat the words.

Activity/Time	Contents
Main Lesson: Practice 01 5 mins	Activities on ‘Write the Words’ (p.15) A. Complete the pictures with the stickers, then trace. 1. Have the students look at the incomplete pictures. 2. Have them choose the correct stickers for each picture and stick. 3. Then have them trace the words on the line. B. Look and write the missing letters. 1. Have the students look at the pictures. 2. Have them write the missing letters on the lines for each picture.
Main Lesson: Practice 02 10 mins	Activities on ‘Write the Sentences’ (p.16-17) A. Look, read, and match. 1. Have the students look at the pictures. 2. Have them match each picture with the correct sentence. B. Look, choose, and write. 1. Have the students look at the pictures. 2. Have them choose the correct words and write on the lines. C. Unscramble the words. 1. Have the students look at the pictures. 2. Have them unscramble the words and write the sentences on the lines. Find the Pattern!: <i>mixed / added / poured / baked</i> 1. Have the students look at the target patterns. 2. Have them read the sentences with the target patterns. 3. Explain these past tense verbs are used to talk about baking in the past.
Main Lesson: Practice 03 5-7 mins	Activities on ‘Meet the Sample Writing’ (p.18) Read the diary, then listen. 1. Have the students read the diary. 2. Play audio file 04 and have the students listen carefully. 3. Have them look at the picture and check the correct one. 4. Check the answer and read the diary again together.

Activity/Time	Contents
Main Lesson: Practice 04 10 mins	Activities on 'Write My Story' (p.19) A. Read the sample writing, then fill in the blanks. 1. Have the students go back to the sample writing on page 18. 2. Have them write the answers in the blanks. B. Write about something you baked. 1. Have the students look at the writing template. 2. Have them write about making cookies, cake, or bread. 3. Share the answers as a class.
Main Lesson: Practice 05 7-10 mins	Class Activity: "Let's Bake Cookies!" Materials: Ingredient word cards (flour, sugar, eggs, milk, butter), Action word cards (mixed, added, poured, baked) 1. Divide the class into two teams. 2. Place all ingredient word cards face down on the desk. 3. One student picks an ingredient word card. 4. The student makes a sentence using the ingredient and an action. <i>Ss: I added the eggs.</i> 5. If the sentence is correct, the team keeps the ingredient flashcard. 6. Continue until all ingredient wordcards have been collected. 7. Teams work together to make a cookie recipe using the word cards they collected. 8. Have the teams put the ingredient word cards in the order they want to use them and read the recipe aloud. <i>Ss: We mixed the flour.</i> <i>Ss: We added the eggs.</i> ... 9. The team that makes and reads a complete recipe first wins.
Wrap up: 5 mins	1. Review the target pattern: <i>mixed / added / poured / baked</i> 2. Have the students talk about baking as pairs. <i>S1: What did we mix?</i> <i>S2: We mixed the flour.</i> <i>S1: What did we add?</i> <i>S2: We added the eggs.</i> 3. Ask for volunteers or call on some students to share their school days with the class. Homework Assign the homework from Workbook pp.7–9. Clean up and say goodbye

Unit 03 Lesson Plan

Unit	Unit 3 Keep the Planet Clean
Target Sentences	These cans are made of metal. This newspaper is made of paper.
Target Words	glass, metal, paper, cardboard, plastic, can, bottle, newspaper, recycling bin, plastic bag
Objectives	a. Students will be able to understand the target patterns: <i>is/are made of</i> b. Students will be able to write about things they recycle.
Materials	Student Book pp.20–25, Workbook pp.10–12, Recycling flashcards, Material flashcards

Activity/Time	Contents
Introduction: Greeting 5 mins	Greetings & Daily Routine: Welcome the students to the class and take attendance. Start the class by asking about 1) dates (calendar), 2) weather, 3) feelings.
Warm up: 5 mins	Talking about recycling Ask some simple questions to lead into the lesson focus. <i>T: Do you recycle at home?</i> <i>Ss: Yes, I do.</i> <i>T: What things do you recycle?</i> <i>Ss: I recycle bottles and cans.</i> <i>T: Why do we recycle?</i> <i>Ss: To keep the planet clean.</i>
Presentation: 5 mins	Meet the Words (p.20) Picture reading Look at page 20 and talk about the pictures. <i>T: What do you see?</i> <i>Ss: I see a bottle. I see a can. I see a newspaper.</i> Listen, point, and repeat. 1. Play audio file 05 and have the students listen and point to the correct pictures. 2. As the students listen to the audio file, have them repeat the words.

Activity/Time	Contents
Main Lesson: Practice 01 5 mins	Activities on 'Write the Words' (p.21) A. Complete the pictures with the stickers, then trace. 1. Have the students look at the pictures. 2. Have them choose the correct stickers for each picture and stick. 3. Then have them trace the words on the line. B. Look and unscramble the letters. 1. Have the students look at the pictures. 2. Have them unscramble the letters and write the words on the lines.
Main Lesson: Practice 02 10 mins	Activities on 'Write the Sentences' (p.22-23) A. Look, read, and match. 1. Have the students look at the pictures. 2. Have them match each picture with the correct sentence. B. Correct the mistakes and write the sentences. 1. Have the students look at the pictures. 2. Have them read the sentences and find the mistakes. 3. Have them write the correct sentences on the lines. C. Unscramble the words. 1. Have the students look at the pictures. 2. Have them unscramble the words and write the sentences on the lines. Find the Pattern!: <i>is/are made of</i> 1. Have the students look at the target patterns. 2. Have them read the sentences with the target patterns. 3. Explain how <i>is made of</i> and <i>are made of</i> are used to talk about materials.
Main Lesson: Practice 03 5-7 mins	Activities on 'Meet the Sample Writing' (p.24) Read the journal, then listen. 1. Have the students read the journal. 2. Play audio file 06 and have the students listen carefully. 3. Have them look at the picture and check the correct one. 4. Check the answer and read the story again together.

Activity/Time	Contents
Main Lesson: Practice 04 10 mins	Activities on 'Write My Story' (p.25) A. Read the sample writing, then fill in the blanks. 1. Have the students go back to the sample writing on page 24. 2. Have them write the answers in the blanks. B. What things do you recycle? Write about them. 1. Have the students look at the writing template. 2. Have them write about things they recycle on the lines. 3. Share the answers as a class.
Main Lesson: Practice 05 7-10 mins	Class Activity: "Recycling Sorting Race" Materials: Recycling flashcards (can, bottle, newspaper, plastic bag), Material flashcards (metal, glass, paper, plastic) 1. Divide the class into two teams. 2. Place the material flashcards on the board. 3. One student picks a recycling flashcard. 4. The student places the flashcard under the correct material flashcard. 5. The student makes a sentence using the target pattern. <i>Ss: This bottle is made of glass.</i> <i>Ss: This newspaper is made of paper.</i> 6. If the sentence is correct, the team gets one point. 7. Students take turns sorting and making sentences. The team with the most points wins.
Wrap up: 5 mins	1. Review the target pattern: <i>is/are made of</i> 2. Have the students answer questions about recycling as pairs. <i>S1: What is this?</i> <i>S2: It is a bottle.</i> <i>S1: What is it made of?</i> <i>S2: It is made of glass.</i> 3. Ask for volunteers or call on some students to share answers with the class. Homework Assign the homework from Workbook pp.10–12. Clean up and say goodbye

Unit 04 Lesson Plan

Unit	Unit 4 My Art Class
Target Sentences	I can cut. I use scissors. I can't knit. I use a paintbrush.
Target Words	sew, paint, cut, draw, knit, paintbrush, markers, needle, scissors, yarn
Objectives	a. Students will be able to understand the target patterns: <i>can / can't</i> b. Students will be able to write about things they can and can't do in art class.
Materials	Student Book pp.26–31, Workbook pp.13–15, Art action flashcards

Activity/Time	Contents
Introduction: Greeting 5 mins	Greetings & Daily Routine: Welcome the students to the class and take attendance. Start the class by asking about 1) dates (calendar), 2) weather, 3) feelings.
Warm up: 5 mins	Talking about art class Ask some simple questions to lead into the lesson focus. <i>T: Do you like art class?</i> <i>Ss: Yes, I do. / No, I don't.</i> <i>T: What can you do in art class?</i> <i>Ss: I can draw. I can paint.</i> <i>T: Can you knit?</i> <i>Ss: Yes, I can. / No, I can't.</i>
Presentation: 5 mins	Meet the Words (p.26) Picture reading Look at page 26 and talk about the pictures. <i>T: What do you see?</i> <i>Ss: I see scissors. I see markers. I see yarn.</i> Listen, point, and repeat. 1. Play audio file 07 and have the students listen and point to the correct pictures. 2. As the students listen to the audio file, have them repeat the words.

Activity/Time	Contents
Main Lesson: Practice 01 5 mins	Activities on 'Write the Words' (p.27) A. Complete the pictures with the stickers, then trace. 1. Have the students look at the incomplete pictures. 2. Have them complete the pictures with the correct stickers. 3. Then have them trace the words on the line. B. Look, choose, and write. 1. Have the students look at the pictures. 2. Have them choose the correct word for each picture and write on the lines.
Main Lesson: Practice 02 10 mins	Activities on 'Write the Sentences' (p.28-29) A. Look, read, and match. 1. Have the students look at the pictures. 2. Have them match each picture with the correct sentence. B. Look, choose, and write. 1. Have the students look at the pictures. 2. Have them circle the correct words and write on the lines. C. Unscramble the words. 1. Have the students look at the pictures. 2. Have them unscramble the words and write the sentences on the lines. Find the Pattern!: <i>can</i> / <i>can't</i> 1. Have the students look at the target patterns. 2. Have them read the sentences with the target patterns. 3. Explain how <i>can</i> and <i>can't</i> are used to talk about things people can or can't do.
Main Lesson: Practice 03 5-7 mins	Activities on 'Meet the Sample Writing' (p.30) Read the letter, then listen. 1. Have the students read the letter. 2. Play audio file 08 and have the students listen carefully. 3. Have them look at the picture and check the correct one. 4. Check the answer and read the letter again together.

Activity/Time	Contents
Main Lesson: Practice 04 10 mins	Activities on 'Write My Story' (p.31) A. Read the sample writing, then fill in the blanks. 1. Have the students go back to the sample writing on page 30. 2. Have them write the answers in the blanks. B. Think about what you and your friend can do, then write a letter about it. 1. Have the students look at the writing template. 2. Have them write a letter about what they and their friend can do. 3. Share the answers as a class.
Main Lesson: Practice 05 7-10 mins	Class Activity: "Art Charades Spelling Race" Materials: Art action flashcards (sew, paint, cut, draw, knit), paper 1. Divide the class into two teams. 2. One student picks an art action flashcard. 3. Have the student act out the action without speaking. 4. Teams discuss the answer. 5. Have the teams write the word on a piece of paper. 6. The first team to hold up the correct spelling gets one point. 7. Have the winning team make a sentence using the target pattern. <i>Ss: I can paint.</i> 8. Have the other team make a negative sentence using the target pattern. <i>Ss: I can't paint.</i> 9. The team with the most points wins.
Wrap up: 5 mins	1. Review the target pattern: <i>can / can't</i> 2. Have the students answer questions about art activities as pairs. <i>S1: What can you do in art class?</i> <i>S2: I can draw.</i> <i>S1: What can't you do in art class?</i> <i>S2: I can't knit.</i> <i>S1: What can your friend do in art class?</i> <i>S2: He/She can sew.</i> 3. Ask for volunteers or call on some students to share answers with the class. Homework Assign the homework from Workbook pp.13–15. Clean up and say goodbye

Unit 05 Lesson Plan

Unit	Unit 5 A Bad Nightmare
Target Sentences	I hear a scream. I hear thunder.
Target Words	feel, see, hear, smell, thunder, ghost, scream, spider
Objectives	a. Students will be able to understand the target patterns: <i>see / hear / feel / smell</i> b. Students will be able to write about a scary dream.
Materials	Student Book pp.32–37, Workbook pp.16–18, Sense flashcards, Sense flashcards, Nightmare flashcards

Activity/Time	Contents
Introduction: Greeting 5 mins	Greetings & Daily Routine: Welcome the students to the class and take attendance. Start the class by asking about 1) dates (calendar), 2) weather, 3) feelings.
Warm up: 5 mins	Talking about nightmares Ask some simple questions to lead into the lesson focus. <i>T: Do you have dreams?</i> <i>Ss: Yes, I do.</i> <i>T: Do you sometimes have scary dreams?</i> <i>Ss: Yes. / No.</i> <i>T: What do you see in your dreams?</i> <i>Ss: I see a ghost. / I see a spider.</i>
Presentation: 5 mins	Meet the Words (p.32) Picture reading Look at page 32 and talk about the pictures. <i>T: What do you see?</i> <i>Ss: I see thunder. I see a ghost. I see a spider.</i> Listen, point, and repeat. 1. Play audio file 09 and have the students listen and point to the correct pictures. 2. As the students listen to the audio file, have them repeat the words.

Activity/Time	Contents
Main Lesson: Practice 01 5 mins	Activities on 'Write the Words' (p.33) A. Complete the pictures with the stickers, then trace. 1. Have the students look at the incomplete pictures. 2. Have them choose the correct stickers for each picture and stick. 3. Then have them trace the words on the line. B. Look, choose, and write. 1. Have the students look at the pictures. 2. Have them choose the correct word for each picture and write on the lines.
Main Lesson: Practice 02 10 mins	Activities on 'Write the Sentences' (p.34-35) A. Look, read, and match. 1. Have the students look at the pictures. 2. Have them match each picture with the correct sentence. B. Look, read, and correct the mistakes. 1. Have the students look at the pictures and sentences. 2. Have them find the mistakes in the sentences. 3. Have them write the correct sentences. C. Unscramble the words. 1. Have the students look at the pictures. 2. Have them unscramble the words and write the sentences on the lines. Find the Pattern!: <i>see / hear / feel / smell</i> 1. Have the students look at the target patterns. 2. Have them read the sentences with the target patterns. 3. Explain that <i>see, hear, feel, and smell</i> are used to describe what we experience with our senses.
Main Lesson: Practice 03 5-7 mins	Activities on 'Meet the Sample Writing' (p.36) Read the diary, then listen. 1. Have the students read the diary. 2. Play audio file 10 and have the students listen carefully. 3. Have them look at the picture and check the correct one. 4. Check the answer and read the diary again together.

Activity/Time	Contents
Main Lesson: Practice 04 10 mins	Activities on 'Write My Story' (p.37) A. Read the sample writing, then fill in the blanks. 1. Have the students go back to the sample writing on page 36. 2. Have them write the answers in the blanks. B. Imagine a scary dream and write about it. 1. Have the students look at the writing template. 2. Have them imagine a scary dream and write about it. 3. Share the answers as a class.
Main Lesson: Practice 05 7-10 mins	Class Activity: "Sense Relay" Materials: Sense flashcards (see / hear / feel / smell), Nightmare flashcards (ghost, thunder, scream, spider) 1. Divide the class into two teams. 2. Place the four sense flashcards face up on the board. Have each team line up at the back of the classroom. 3. The first student picks a nightmare flashcard. 4. Have the student make a sentence using the target pattern. <i>Ss: I hear thunder.</i> 5. The student whispers the sentence to the next teammate. 6. Students continue whispering the sentence until the last teammate. 7. The last student runs to the front and picks the correct sense flashcard. 8. Have the student say the sentence and add a feeling. <i>Ss: I hear thunder. I'm scared.</i> 9. If the student picks the correct sense flashcard and makes a complete sentence, the team gets one point. 10. Continue until all students have participated. The team with the most points wins.
Wrap up: 5 mins	1. Review the target pattern: <i>see / hear / feel / smell</i> 2. Have the students answer questions about nightmares as pairs. <i>S1: What do you see?</i> <i>S2: I see a ghost.</i> <i>S1: How do you feel?</i> <i>S2: I'm scared.</i> 3. Ask for volunteers or call on some students to share answers with the class. Homework Assign the homework from Workbook pp.16–18. Clean up and say goodbye

Unit 06 Lesson Plan

Unit	Unit 6 Summer Camp
Target Sentences	We slept in sleeping bags. We saw a waterfall.
Target Words	slept, saw, went, swam, sang, hiking, songs, waterfall, lake, campfire, sleeping bag, tent
Objectives	a. Students will be able to understand the target patterns: <i>slept / saw / sang / swam / went</i> b. Students will be able to write about a camping trip.
Materials	Student Book pp.44–49, Workbook pp.22–24, Camping word cards, Past tense verb word cards

Activity/Time	Contents
Introduction: Greeting 5 mins	Greetings & Daily Routine: Welcome the students to the class and take attendance. Start the class by asking about 1) dates (calendar), 2) weather, 3) feelings.
Warm up: 5 mins	Talking about camping Ask some simple questions to lead into the lesson focus. <i>T: Have you ever gone camping?</i> <i>Ss: Yes, I have.</i> <i>T: What did you do there?</i> <i>Ss: I went hiking. / I sang songs.</i> <i>T: Where did you sleep?</i> <i>Ss: I slept in a tent.</i>
Presentation: 5 mins	Meet the Words (p.44) Picture reading Look at page 44 and talk about the pictures. <i>T: What do you see?</i> <i>Ss: I see a tent. I see a campfire. I see a waterfall.</i> Listen, point, and repeat. 1. Play audio file 11 and have the students listen and point to the correct pictures. 2. As the students listen to the audio file, have them repeat the words.

Activity/Time	Contents
Main Lesson: Practice 01 5 mins	Activities on 'Write the Words' (p.45) A. Complete the pictures with the stickers, then trace. 1. Have the students look at the incomplete pictures. 2. Have them choose the correct stickers for each picture and stick. 3. Then have them trace the words on the line. B. Look and write the missing letters. 1. Have the students look at the pictures. 2. Have them write the missing letters on the lines for each picture.
Main Lesson: Practice 02 10 mins	Activities on 'Write the Sentences' (p.46-47) A. Look, read, and match. 1. Have the students look at the pictures. 2. Have them match each picture with the correct sentence. B. Look, choose, and write. 1. Have the students look at the pictures. 2. Have them choose the correct words and write on the lines C. Unscramble the words. 1. Have the students look at the pictures. 2. Have them unscramble the words and write the sentences on the lines. Find the Pattern!: <i>slept / saw / sang / swam / went</i> 1. Have the students look at the target patterns. 2. Have them read the sentences with the target patterns. 3. Explain that these are irregular past tense verbs used to talk about past experiences.
Main Lesson: Practice 03 5-7 mins	Activities on 'Meet the Sample Writing' (p.48) Read the diary, then listen. 1. Have the students read the diary. 2. Play audio file 12 and have the students listen carefully. 3. Have them look at the picture and check the correct one. 4. Check the answer and read the diary again together.

Activity/Time	Contents
Main Lesson: Practice 04 10 mins	Activities on 'Write My Story' (p.49) A. Read the sample writing, then fill in the blanks. 1. Have the students go back to the sample writing on page 48. 2. Have them write the answers in the blanks. B. Think about camping. What did you do? Write about it. 1. Have the students look at the writing template. 2. Have them think about what they did on a camping trip and write about it. 3. Share the answers as a class.
Main Lesson: Practice 05 7-10 mins	Class Activity: "Camping Sentence Race" Materials: Camping word cards (tent, lake, waterfall, campfire, hiking), Past tense verb word cards (slept, saw, went, swam, sang) 1. Divide the class into groups of four. 2. Shuffle the camping word cards and the past tense verb word cards separately. 3. Deal three camping word cards and two past tense verb word cards to each student. 4. Place the remaining word cards face down in the center and turn over the top word card. 5. Students take turns placing a matching word card from their hands next to the face-up word card. 6. Have the student make a sentence using the two word cards. <i>Ss: I slept in a tent.</i> <i>Ss: I saw a waterfall.</i> 7. If the sentence is correct, leave the word card on the table. 8. If the student cannot make a correct sentence or does not have a matching word card, he or she draws one word card from the pile. 9. Continue until one student has played all of his or her word cards. The first student to play all of his or her word cards wins.
Wrap up: 5 mins	1. Review the target pattern: <i>slept / saw / sang / swam / went</i> 2. Have the students answer questions about camping as pairs. <i>S1: What did you do on your camping trip?</i> <i>S2: I went hiking.</i> <i>S1: What did you see?</i> <i>S2: I saw a waterfall.</i> 3. Ask for volunteers or call on some students to share answers with the class. Homework Assign the homework from Workbook pp.22–24. Clean up and say goodbye

Unit 07 Lesson Plan

Unit	Unit 7 She's Taking a Nap
Target Sentences	She's taking a nap, because she's tired.
Target Words	washing the car, taking a nap, buying a snack, calling a friend, cleaning the room, dirty, messy, tired, lonely, hungry
Objectives	a. Students will be able to understand the target patterns: <i>am/is/are + -ing</i> b. Students will be able to write about what people are doing.
Materials	Student Book pp.50–55, Workbook pp.25–27, Action flashcards, Reason flashcards

Activity/Time	Contents
Introduction: Greeting 5 mins	Greetings & Daily Routine: Welcome the students to the class and take attendance. Start the class by asking about 1) dates (calendar), 2) weather, 3) feelings.
Warm up: 5 mins	Talking about what people are doing Ask some simple questions to lead into the lesson focus. <i>T: What are you doing now?</i> <i>Ss: I'm studying English.</i> <i>T: What is your teacher doing?</i> <i>Ss: You're teaching.</i>
Presentation: 5 mins	Meet the Words (p.50) Picture reading Look at page 50 and talk about the pictures. <i>T: What do you see?</i> <i>Ss: I see a girl taking a nap. I see a boy calling a friend. I see people washing the car.</i> Listen, point, and repeat. 1. Play audio file 13 and have the students listen and point to the correct pictures. 2. As the students listen to the audio file, have them repeat the words.

Activity/Time	Contents
Main Lesson: Practice 01 5 mins	Activities on 'Write the Words' (p.51) A. Complete the pictures with the stickers, then trace. 1. Have the students look at the incomplete pictures. 2. Have them choose the correct stickers for each picture and stick. 3. Then have them trace the words on the line. B. Look and unscramble the letters. 1. Have the students look at the pictures. 2. Have them write the missing letters on the lines for each picture.
Main Lesson: Practice 02 10 mins	Activities on 'Write the Sentences' (p.52-53) A. Look, read, and match. 1. Have the students look at the pictures. 2. Have them match each picture with the correct sentence. B. Correct the mistakes and write the sentences. 1. Have the students look at the pictures and sentences. 2. Have them find the mistakes in the sentences. 3. Have them write the correct sentences on the lines. C. Unscramble the words. 1. Have the students look at the pictures. 2. Have them unscramble the words and write the sentences on the lines. Find the Pattern!: <i>am/is/are + -ing</i> 1. Have the students look at the target patterns. 2. Have them read the sentences with the target patterns. 3. Explain that <i>am/is/are + -ing</i> describes actions happening now.
Main Lesson: Practice 03 5-7 mins	Activities on 'Meet the Sample Writing' (p.54) Read the diary, then listen. 1. Have the students read the diary. 2. Play audio file 14 and have the students listen carefully. 3. Have them look at the picture and check the correct one. 4. Check the answer and read the diary again together.

Activity/Time	Contents
Main Lesson: Practice 04 10 mins	Activities on 'Write My Story' (p.55) A. Read the sample writing, then fill in the blanks. 1. Have the students go back to the sample writing on page 54. 2. Have them write the answers in the blanks. B. Think about your family or friends. What are they doing now? Why? Write about them. 1. Have the students look at the writing template. 2. Have them write about what their family or friends are doing and why. 3. Share the answers as a class.
Main Lesson: Practice 05 7-10 mins	Class Activity: "Action Mime" Materials: Action flashcards (washing the car, taking a nap, buying a snack, calling a friend, cleaning the room), Reason flashcards (dirty, messy, tired, lonely, hungry) 1. Divide the class into two teams. 2. Place the reason flashcards face up on the board. Have each team line up at the back of the classroom facing away from the front. 3. The first student in each line comes to the front and picks an action flashcard. 4. Have the student act out the action without speaking. Only the first student in each team may watch the mime. 5. The first student guesses the action by saying a sentence using the target pattern. <i>Ss: She's taking a nap.</i> 6. The first student whispers the sentence to the next teammate. Students continue whispering the sentence until the last teammate. 7. The last student runs to the front, picks the matching reason flashcard, and says both sentences. <i>Ss: She's taking a nap, because she's tired.</i> 8. If the student picks the correct reason flashcard and makes both sentences correctly, the team gets one point. 9. Continue until all students have participated. The team with the most points wins.

Activity/Time	Contents
Wrap up: 5 mins	1. Review the target pattern: <i>am / is / are + -ing</i> 2. Have the students answer questions about people's actions and their reasons as pairs. <i>S1: What is your mom doing now?</i> <i>S2: She's cleaning the room.</i> <i>S1: Why is she cleaning the room?</i> <i>S2: Because it's messy.</i> 3. Ask for volunteers or call on some students to share answers with the class. Homework Assign the homework from Workbook pp.25–27. Clean up and say goodbye

Unit 08 Lesson Plan

Unit	Unit 8 Interesting Bugs
Target Sentences	The spider is faster than the ant.
Target Words	bee, butterfly, spider, grasshopper, caterpillar, ant, higher, bigger, smaller, faster, prettier
Objectives	a. Students will be able to understand the target patterns: <i>-er than</i> b. Students will be able to write about bugs by comparing them.
Materials	Student Book pp.56–61, Workbook pp.28–30, Bug word cards, Comparative word cards

Activity/Time	Contents
Introduction: Greeting 5 mins	Greetings & Daily Routine: Welcome the students to the class and take attendance. Start the class by asking about 1) dates (calendar), 2) weather, 3) feelings.
Warm up: 5 mins	Talking about bugs Ask some simple questions to lead into the lesson focus. <i>T: Have you ever seen a butterfly?</i> <i>Ss: Yes, I have.</i> <i>T: Which bug is bigger, a bee or a butterfly?</i> <i>Ss: A butterfly is bigger than a bee.</i>
Presentation: 5 mins	Meet the Words (p.56) Picture reading Look at page 56 and talk about the pictures. <i>T: What do you see?</i> <i>Ss: I see a butterfly. I see an ant. I see a spider.</i> Listen, point, and repeat. 1. Play audio file 15 and have the students listen and point to the correct pictures. 2. As the students listen to the audio file, have them repeat the words.

Activity/Time	Contents
Main Lesson: Practice 01 5 mins	Activities on 'Write the Words' (p.57) A. Complete the pictures with the stickers, then trace. 1. Have the students look at the incomplete pictures. 2. Have them choose the correct stickers for each picture and stick. 3. Then have them trace the words on the line. B. Look and write the missing letters. 1. Have the students look at the pictures. 2. Have them write the missing letters on the lines for each picture.
Main Lesson: Practice 02 10 mins	Activities on 'Write the Sentences' (p.58-59) A. Look, read, and match. 1. Have the students look at the pictures. 2. Have them match each picture with the correct sentence. B. Look, choose, and write. 1. Have the students look at the pictures. 2. Have them choose the correct words and write on the lines. C. Unscramble the words. 1. Have the students look at the pictures. 2. Have them unscramble the words and write the sentences on the lines. Find the Pattern!: -er than 1. Have the students look at the target patterns. 2. Have them read the sentences with the target patterns. 3. Explain how <i>-er than</i> is used to compare two things.
Main Lesson: Practice 03 5-7 mins	Activities on 'Meet the Sample Writing' (p.60) Read the diary, then listen. 1. Have the students read the diary. 2. Play audio file 16 and have the students listen carefully. 3. Have them look at the picture and check the correct one. 4. Check the answer and read the diary again together.

Activity/Time	Contents
Main Lesson: Practice 04 10 mins	Activities on ‘Write My Story’ (p.61) What bugs did you see outside? Draw and write about them. 1. Have the students look at the writing template. 2. Have them draw the bugs they saw and compare them using the target pattern. 3. Share the answers as a class.
Main Lesson: Practice 05 7-10 mins	Class Activity: “Bug Comparison” Materials: Bug word cards (bee, butterfly, spider, grasshopper, caterpillar, ant), Comparative word cards (bigger, smaller, faster, prettier, higher) 1. Divide the class into groups of four. 2. Give each student five bug word cards. 3. Shuffle the bug word cards and comparative word cards separately, and place them face down in the center. 4. Students turn over the top word card from each pile. 5. Students take turns placing a bug word card from their hands that completes the comparison. 6. Students make a sentence using the three word cards. <i>Examples</i> <i>spider + bigger + Ant</i> <i>Ss: The spider is bigger than the ant.</i> <i>spider + faster + Bee</i> <i>Ss: The bee is faster than the spider.</i> 7. If the sentence is correct, the student discards the bug word card. 8. Continue until one student has discarded all of his or her bug word cards. The first student to discard all of his or her bug word cards wins.
Wrap up: 5 mins	1. Review the target pattern: <i>-er than</i> 2. Have the students compare bugs as pairs. <i>S1: Which bug is bigger?</i> <i>S2: The caterpillar is bigger than the ant.</i> <i>S1: Which bug is faster?</i> <i>S2: The bee is faster than the ant.</i> 3. Ask for volunteers or call on some students to share answers with the class. Homework Assign the homework from Workbook pp.28–30. Clean up and say goodbye

Unit 09 Lesson Plan

Unit	Unit 9 My Chores
Target Sentences	I have to water the plants in the morning.
Target Words	wash the dishes, water the plants, feed the dog, cut the grass, take out the garbage, in the morning, in the afternoon, in the evening, once a week, every day
Objectives	a. Students will be able to understand the target patterns: <i>have to</i> / <i>don't have to</i> b. Students will be able to write about their chores.
Materials	Student Book pp.62–67, Workbook pp.31–33, Chore flashcards

Activity/Time	Contents
Introduction: Greeting 5 mins	Greetings & Daily Routine: Welcome the students to the class and take attendance. Start the class by asking about 1) dates (calendar), 2) weather, 3) feelings.
Warm up: 5 mins	Talking about chores Ask some simple questions to lead into the lesson focus. <i>T: Do you help your parents at home?</i> <i>Ss: Yes, I do.</i> <i>T: What chores do you do?</i> <i>Ss: I wash the dishes.</i> <i>T: Do you have to water the plants?</i> <i>Ss: Yes, I do. / No, I don't.</i>
Presentation: 5 mins	Meet the Words (p.62) Picture reading Look at page 62 and talk about the pictures. <i>T: What do you see?</i> <i>Ss: I see a boy washing the dishes. I see a girl feeding the dog.</i> Listen, point, and repeat. 1. Play audio file 17 and have the students listen and point to the correct pictures. 2. As the students listen to the audio file, have them repeat the words.

Activity/Time	Contents
Main Lesson: Practice 01 5 mins	Activities on 'Write the Words' (p.63) A. Complete the pictures with the stickers, then trace. 1. Have the students look at the incomplete pictures. 2. Have them choose the correct stickers for each picture and stick. 3. Then have them trace the words on the line. B. Look and write the missing letters. 1. Have the students look at the pictures. 2. Have them write the missing letters on the lines.
Main Lesson: Practice 02 10 mins	Activities on 'Write the Sentences' (p.64-65) A. Look, circle, and write. 1. Have the students look at the pictures and read the sentences. 2. Have them circle the correct word for each sentence based on the picture. 3. Have them write the correct word on the line. B. Correct the mistakes and write the sentences. 1. Have the students look at the pictures. 2. Have them read the sentences and find the mistakes. 3. Have them write the correct sentences on the lines. C. Unscramble the words. 1. Have the students look at the pictures. 2. Have them unscramble the words and write the sentences on the lines. Find the Pattern!: <i>have to</i> / <i>don't have to</i> 1. Have the students look at the target patterns. 2. Have them read the sentences with the target patterns. 3. Explain how <i>have to</i> and <i>don't have to</i> are used to talk about chores and responsibilities.
Main Lesson: Practice 03 5-7 mins	Activities on 'Meet the Sample Writing' (p.66) Read the journal, then listen. 1. Have the students read the journal. 2. Play audio file 18 and have the students listen carefully. 3. Have them look at the picture and check the correct one. 4. Check the answer and read the story again together.

Activity/Time	Contents
Main Lesson: Practice 04 10 mins	Activities on 'Write My Story' (p.67) A. Read the sample writing, then fill in the blanks. 1. Have the students go back to the sample writing on page 66. 2. Have them write the answers in the blanks. B. Do you have to do chores? What do you have to do? When do you do them? Write about them. 1. Have the students look at the writing template. 2. Have them write about the chores they have to do and when they do them. 3. Share the answers as a class.
Main Lesson: Practice 05 7-10 mins	Class Activity: "Secret Chore" Materials: Chore flashcards (wash the dishes, water the plants, feed the dog, cut the grass, take out the garbage) 1. Divide the class into two teams. 2. One student secretly picks a chore flashcard. 3. Have the other team take turns guessing and asking questions. <i>S1: Do you have to wash the dishes?</i> <i>S1: Do you have to feed the dog?</i> <i>S1: Do you have to cut the grass?</i> 4. The student answers using a complete sentence. <i>Ss: Yes, I do. I have to wash the dishes.</i> <i>Ss: No, I don't. I don't have to wash the dishes.</i> 5. If a student correctly guesses the flashcard, the team keeps it. <i>Ss: You have to feed the dog.</i> 6. Continue until all the chore flashcards have been collected. The team with the most flashcards wins.
Wrap up: 5 mins	1. Review the target pattern: <i>have to / don't have to</i> 2. Have the students answer questions about chores as pairs. <i>S1: What chore do you have to do?</i> <i>S2: I have to wash the dishes.</i> <i>S1: When do you do it?</i> <i>S2: I do it in the evening.</i> 3. Ask for volunteers or call on some students to share answers with the class. Homework Assign the homework from Workbook pp.31–33. Clean up and say goodbye

Unit 10 Lesson Plan

Unit	Unit 10 Car Race
Target Sentences	The red car came in first.
Target Words	green, yellow, red, purple, blue, pink, black, first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth
Objectives	a. Students will be able to understand the target patterns: <i>first, second, third...</i> b. Students will be able to write about the results of a race.
Materials	Student Book pp.68–73, Workbook pp.34–36, Color word cards, Ordinal number word cards

Activity/Time	Contents
Introduction: Greeting 5 mins	Greetings & Daily Routine: Welcome the students to the class and take attendance. Start the class by asking about 1) dates (calendar), 2) weather, 3) feelings.
Warm up: 5 mins	Talking about races Ask some simple questions to lead into the lesson focus. <i>T: Have you ever watched a car race?</i> <i>Ss: Yes, I have.</i> <i>T: Who finished first in your last race?</i> <i>Ss: I finished first.</i>
Presentation: 5 mins	Meet the Words (p.68) Picture reading Look at page 68 and talk about the pictures. <i>T: What do you see?</i> <i>Ss: I see a blue car. I see a red car. I see a green car.</i> Listen, point, and repeat. 1. Play audio file 19 and have the students listen and point to the correct pictures. 2. As the students listen to the audio file, have them repeat the words.

Activity/Time	Contents
Main Lesson: Practice 01 5 mins	Activities on 'Write the Words' (p.69) A. Put the stickers in the correct places, then trace. 1. Have the students look at the race picture. 2. Have them find the correct position of each car and place the stickers in the correct boxes. 3. Then have them trace the ordinal numbers. B. Look and unscramble the letters. 1. Have the students look at the pictures. 2. Have them unscramble the letters and write the words on the lines.
Main Lesson: Practice 02 10 mins	Activities on 'Write the Sentences' (p.70-71) A. Look, circle, and write. 1. Have the students look at the pictures. 2. Have them circle the correct color words. 3. Have them write the answers on the lines. B. Correct the mistakes and write the sentences. 1. Have the students look at the pictures and sentences. 2. Have them find the mistakes in the sentences. 3. Have them write the correct sentences on the lines. C. Unscramble the words. 1. Have the students look at the pictures and read the sentences. 2. Have them unscramble the words and write the sentences on the lines. Find the Pattern!: <i>first / second / third...</i> 1. Have the students look at the target patterns. 2. Have them read the sentences with the target patterns. 3. Explain how ordinal numbers are used to show race results.
Main Lesson: Practice 03 5-7 mins	Activities on 'Meet the Sample Writing' (p.72) Read the diary, then listen. 1. Have the students read the diary. 2. Play audio file 20 and have the students listen carefully. 3. Have them look at the picture and check the correct one. 4. Check the answer and read the diary again together.

Activity/Time	Contents
Main Lesson: Practice 04 10 mins	Activities on ‘Write My Story’ (p.73) Place the car stickers on the track, then write about them. 1. Have the students place the car stickers on the track. 2. Have them write about the race results on the lines using the target pattern. 3. Share the answers as a class.
Main Lesson: Practice 05 7-10 mins	Class Activity: “Build the Race” Materials: Color word cards (green, yellow, red, purple, blue, pink, black), Ordinal word cards (first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth) 1. Divide the class into groups of four. 2. Give each group one set of color word cards. 3. Shuffle the color word cards and ordinal word cards separately, and place them face down. 4. Have one student draw one color word card and one ordinal word card, and read them aloud. <i>S1: Blue car. First.</i> <i>S1: Red car. Third.</i> 5. All groups place the color word card in the correct position according to the ordinal word card. 6. Continue until all the cars have been placed. 7. Check the race together by saying the sentences from first to tenth. <i>Ss: The blue car came in first.</i> <i>Ss: The green car came in second.</i> ... <i>Ss: The pink car came in tenth.</i>
Wrap up: 5 mins	1. Review the target pattern: <i>first, second, third...</i> 2. Have the students answer questions about the order of arriving at school as pairs. <i>S1: Who came to school first?</i> <i>S2: Minho came to school first.</i> 3. Ask for volunteers or call on some students to share answers with the class. Homework Assign the homework from Workbook pp.34–36. Clean up and say goodbye