

Unit 01 Lesson Plan

Unit	Unit 1 My Family
Target Sentences	This is my brother. He is tall.
Target Words	family, dad, mom, brother, sister, tall, short, small, big
Objectives	a. Students will be able to understand the target patterns: <i>am / is / are</i> b. Students will be able to write about their family.
Materials	Student Book pp.8–13, Workbook pp.4–6, Family member word cards, Adjective word cards, box

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 family Ask some simple questions to lead into the lesson focus. <i>T: Who is in your family?</i> <i>Ss: There is ____.</i> <i>T: Is he/she/it tall(short, small, big, ...)?</i> <i>Ss: Yes, he is tall. / No, he isn't tall.</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 boy. I see a girl. I see a family.</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, 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.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, circle, 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>am / is / are</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 / is / are</i> are 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. Write about your family. 1. Have the students look at the writing template. 2. Have them stick their family photos on the blank. 3. Have them write about their family on the lines. 4. Share the answers as a class.
Main Lesson: Practice 05 7-10 mins	Class Activity: "Family Guessing Game" Materials: Family member word cards (dad, mom, brother, sister), Adjective word cards (tall, short, big, small) 1. Divide the class into two teams. 2. Put the family and adjective word cards in a box. 3. One student picks one family card and one adjective card. 4. The student draws the family member on the board using the family member word and adjective. 5. The other team looks at the picture and guesses the cards using the target pattern. <i>Ss: This is your sister. She is small.</i> 6. If the answer is correct, the team gets one point. 7. Repeat three times per team. The team with the most point wins.
Wrap up: 5 mins	1. Review the target pattern: <i>am / is / are</i> 2. Have the students answer questions about their family as pairs. <i>S1: Who is this?</i> <i>S2: This is my mom.</i> <i>S1: What is she like?</i> <i>S2: She is tall.</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 My School Life
Target Sentences	I eat lunch.
Target Words	eat, play, sing, read, lunch, songs, books, games
Objectives	a. Students will be able to understand the target patterns: <i>read / eat / play / sing</i> b. Students will be able to write about their school day.
Materials	Student Book pp.14–19, Workbook pp.7–9, Action word cards, Object 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 school life Ask some simple questions to lead into the lesson focus. <i>T: What is the name of your school?</i> <i>Ss: It is ____.</i> <i>T: What do you do at school?</i> <i>Ss: I study/read books/draw pictures/play with my friends.</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 books. I see a lunch box. I see games.</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 check(v) O or X. 1. Have the students look at the pictures. 2. Have them read the sentences and check O or X. 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 sentence 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>read / eat / play / sing</i> 1. Have the students look at the target patterns. 2. Have them read the sentences with the target patterns. 3. Explain verbs and how objects are used after a verb in sentences.
Main Lesson: Practice 03 5-7 mins	Activities on 'Meet the Sample Writing' (p.18) Read the journal, then listen. 1. Have the students read the journal. 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 story 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. What do you do at school? Write about your school day. 1. Have the students look at the writing template. 2. Have them write about their school days on the lines. 3. Share the answers as a class.
Main Lesson: Practice 05 7-10 mins	Class Activity: "Action Card Mime Game" Materials: Action word cards (eat, play, sing, read), Object word cards (lunch, songs, books, games) 1. Divide the class into two teams. 2. Place all word cards face down on the desk. 3. One student picks one action card and one object card. 4. The student silently acts out the action. 5. Team members guess using a complete sentence. <i>Ss: You eat lunch.</i> <i>Ss: You read books.</i> 6. If the team makes the correct sentence, they get one point. 7. Students take turns acting and guessing. The team with the most points wins.
Wrap up: 5 mins	1. Review the target pattern: <i>read / eat / play / sing</i> 2. Have the students talk about their school days as pairs. <i>S1: I read books in class.</i> <i>S2: I eat lunch with my friends.</i> <i>S1: We sing songs together.</i> <i>S2: We play games.</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 My Playful Pet
Target Sentences	I have a puppy. He is playful.
Target Words	puppy, kitten, rabbit, hamster, turtle, playful, fast, slow, soft, cute
Objectives	a. Students will be able to understand the target patterns: <i>have / has</i> b. Students will be able to write about their pet.
Materials	Student Book pp.20–25, Workbook pp.10–12, Pet flashcards, Adjective 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 pets Ask some simple questions to lead into the lesson focus. <i>T: Do you have a pet?</i> <i>Ss: Yes, I do. / No, I don't.</i> <i>T: What is your dog's name?</i> <i>Ss: It's Brownie.</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 puppy. I see a kitten. I see a rabbit.</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 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.22-23) A. Look, circle, and write. 1. Have the students look at the pictures. 2. Have them circle the correct words and write on the lines. 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 / has</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 / has</i> are used depending on the subject.
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. Write about your pet. If you don't have a pet, choose one you want and write about it. 1. Have the students look at the writing template. 2. Have them write about their pets on the lines. 3. Share the answers as a class.
Main Lesson: Practice 05 7-10 mins	Class Activity: "Pet Charades" Materials: Pet flashcards (puppy, kitten, rabbit, hamster, turtle), Adjective flashcards (playful, fast, slow, soft, cute) 1. Divide the class into two teams. 2. One student picks a pet card and an adjective card. 3. The student acts out the pet without speaking. 4. Team members guess using a complete sentence. <i>Ss: The puppy is playful.</i> 5. If the sentence matches both cards correctly, the team gets one point. 6. Students take turns acting and guessing. 7. Continue until all students have participated. The team with the most points wins.
Wrap up: 5 mins	1. Review the target pattern: <i>have / has</i> 2. Have the students answer questions about their pets as pairs. <i>S1: What pet do you have?</i> <i>S2: I have a rabbit.</i> <i>S1: What is it like?</i> <i>S2: It is soft.</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 Shapes at the Beach
Target Sentences	There is a kite. It looks like a diamond.
Target Words	umbrella, ball, kite, shovel, towel, triangle, circle, diamond, square, rectangle
Objectives	a. Students will be able to understand the target patterns: <i>looks like</i> b. Students will be able to write a letter about what they see.
Materials	Student Book pp.26–31, Workbook pp.13–15, Beach object word cards, Shape 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 shapes Ask some simple questions to lead into the lesson focus. <i>T: What shapes do you know?</i> <i>Ss: I know circles, triangles, and squares.</i> <i>T: What does a ball look like?</i> <i>Ss: It looks like a circle.</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 an umbrella. I see a ball. I see a kite.</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 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.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. [In this activity, various answers are possible. (e.g., rectangle – alphabet block, sign on the door, toy truck, ...) Have the students freely find objects that match each shape.] B. Look, circle, 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!: looks like 1. Have the students look at the target patterns. 2. Have them read the sentences with the target patterns. 3. Explain how to use <i>look likes</i> to describe people and things.
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. Where are you? What can you see? Write a letter about it. 1. Have the students look at the writing template. 2. Have them write a letter about what they see and what it looks like. 3. Share the answers as a class.
Main Lesson: Practice 05 7-10 mins	Class Activity: "Shape Match Challenge" Materials: Beach object word cards (umbrella, ball, kite, shovel, towel), Shape word cards (triangle, circle, diamond, square, rectangle) 1. Divide the class into two teams. 2. Place the beach object word cards and shape word cards face down in two separate piles. 3. One student picks one beach object card and one shape card. 4. The student makes a sentence using the target patterns. <i>Ss: There is a kite. It looks like a diamond.</i> <i>Ss: There is a ball. It looks like a circle.</i> 5. If the beach object matches the shape card correctly, the student keeps both cards for the team. If they do not match, the cards are returned to the piles. 6. Students take turns picking cards and making sentences. 7. Continue until all matching pairs have been collected. The team with the most cards wins.
Wrap up: 5 mins	1. Review the target pattern: <i>looks like</i> 2. Have the students answer questions about objects and shapes as pairs. <i>S1: What do you see?</i> <i>S2: I see a clock.</i> <i>S1: What does it look like?</i> <i>S2: It looks like a circle.</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 Market Day
Target Sentences	There is some candy. It is sweet. There are some peppers. They are spicy.
Target Words	lemons, candy, peppers, coffee, pickles, sour, sweet, spicy, bitter
Objectives	a. Students will be able to understand the target patterns: <i>There is / There are</i> b. Students will be able to imagine they are at a market and write about it.
Materials	Student Book pp.32–37, Workbook pp.16–18, Food flashcards, Adjective 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 foods Ask some simple questions to lead into the lesson focus. <i>T: What foods do you like?</i> <i>Ss: I like candy. / I like lemons.</i> <i>T: How does it taste?</i> <i>Ss: It is sweet. / It is sour.</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 candy.</i> <i>T: How does it taste?</i> <i>Ss: It tastes sweet.</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 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.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, circle, 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>There is / There are</i> 1. Have the students look at the target patterns. 2. Have them read the sentences with the target patterns. 3. Explain how <i>There is</i> and <i>There are</i> are used depending on singular and plural nouns.
Main Lesson: Practice 03 5-7 mins	Activities on 'Meet the Sample Writing' (p.36) Read the journal, then listen. 1. Have the students read the journal. 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 story 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 you are at the market and write about it. 1. Have the students look at the writing template. 2. Have them write the foods they see and how they taste. 3. Share the answers as a class.
Main Lesson: Practice 05 7-10 mins	Class Activity: "Taste Charades" Materials: Food flashcards (lemons, candy, peppers, coffee, pickles), Taste adjective flashcards (sour, sweet, spicy, bitter) 1. Divide the class into two teams. Give the food flashcards to the students. 2. One student comes to the front and silently acts out the taste of the food on the card. 3. A student holding the matching food flashcard raises it and makes sentences using the target patterns. <i>Ss: There are lemons. They are sour.</i> <i>Ss: There is coffee. It is bitter.</i> 4. If the food and taste are identified correctly, the student keeps the food card for the team. 5. Students take turns acting out different foods. 6. Continue until all food cards have been used. The team with the most cards wins.
Wrap up: 5 mins	1. Review the target pattern: <i>There is / There are</i> 2. Have the students answer questions about foods as pairs. <i>S1: What do you see?</i> <i>S2: I see some lemons.</i> <i>S1: How are they?</i> <i>S2: They are sour.</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 My Messy Room
Target Sentences	I am looking for my socks. They are on the bed.
Target Words	socks, toys, blanket, watch, bed, desk, chair, toy box, shelf, in, on
Objectives	a. Students will be able to understand the target patterns: <i>on / in</i> b. Students will be able to write about where things are in their room.
Materials	Student Book pp.44–49, Workbook pp.22–24, Toy word cards, Object word cards, Location word cards, Preposition 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 rooms Ask some simple questions to lead into the lesson focus. <i>T: Where is your book?</i> <i>Ss: It is on my desk.</i> <i>T: Where are your toys?</i> <i>Ss: They are in my toy box.</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 socks. I see toys. I see a desk.</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, 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.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. Correct the mistakes and write the sentences. 1. Have the students look at the pictures. 2. Have them find the mistakes and 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!: on / in 1. Have the students look at the target patterns. 2. Have them read the sentences with the target patterns. 3. Explain how <i>on</i> and <i>in</i> are used to describe locations.
Main Lesson: Practice 03 5-7 mins	Activities on 'Meet the Sample Writing' (p.48) Read the journal, then listen. 1. Have the students read the journal. 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 story again together.

Activity/Time	Contents
Main Lesson: Practice 04 10 mins	Activities on 'Write My Story' (p.49) A. Place some stickers on the picture and write about it. 1. Have the students place some stickers on the picture and write where the objects are. 2. Share the answers as a class.
Main Lesson: Practice 05 7-10 mins	Class Activity: "Room Match Challenge" Materials: Object word cards (socks, toys, blanket, watch), Location word cards (bed, desk, chair, toy box, shelf), Location word word cards (on, in) 1. Divide the class into two teams. 2. Place the object word cards, location word cards, and location words word cards face down in three separate piles. 3. One student picks one card from each pile. 4. The student makes a sentence using the target pattern. <i>Ss: The socks are on the bed.</i> <i>Ss: The toys are in the toy box.</i> <i>Ss: The watch is on the desk.</i> 5. If the sentence is natural and correct, the student keeps the object and location cards and returns the location word card to the pile. 6. If the sentence is incorrect, the cards are returned to the piles. 7. Students take turns picking cards and making sentences. The team with the most cards wins.
Wrap up: 5 mins	1. Review the target pattern: <i>on / in</i> 2. Have the students answer questions about objects and their locations as pairs. <i>S1: Where is your pencil case?</i> <i>S2: It is on my desk.</i> <i>S1: Where are your toys?</i> <i>S2: They are in my toy box.</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 My Favorite Sport
Target Sentences	I like baseball. I need a bat.
Target Words	soccer, tennis, cycling, baseball, hockey, soccer ball, racket, helmet, bat, glove, stick
Objectives	a. Students will be able to understand the target patterns: <i>need / needs</i> b. Students will be able to write about their favorite sports.
Materials	Student Book pp.50–55, Workbook pp.25–27, Sports flashcards, Sports equipment 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 sports Ask some simple questions to lead into the lesson focus. <i>T: What sport do you like?</i> <i>Ss: I like soccer. / I like tennis.</i> <i>T: What do you need for soccer?</i> <i>Ss: I need a soccer ball.</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 soccer ball. I see a racket. I see a helmet.</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. Put the stickers in the correct places, then trace. 1. Have the students look at the pictures. 2. Have them choose the correct sports equipment 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.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. 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>need / needs</i> 1. Have the students look at the target patterns. 2. Have them read the sentences with the target patterns. 3. Explain how <i>need</i> and <i>needs</i> are used depending on the subject.
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. What are your and your friends' favorite sports? Write about them. 1. Have the students look at the writing template. 2. Have them write about their favorite sports and their friends' favorite sports. 3. Share the answers as a class.
Main Lesson: Practice 05 7-10 mins	Class Activity: "Sports Equipment Exchange" Materials: Sport flashcards (soccer, tennis, cycling, baseball, hockey), Sports equipment flashcards (soccer ball, racket, helmet, bat, glove, stick) 1. Divide the class into two teams. 2. Give each team an equal number of sport and sports equipment flashcards. 3. One student picks a sport card and makes a sentence using the target pattern. <i>Ss: I like baseball. I need a bat.</i> 4. The other team finds the matching equipment card and gives it to the student. <i>Ss: Here is a bat.</i> 5. If the equipment matches the sport correctly, the team that gave away the card removes it from their hand. 6. If the equipment does not match, the card stays with the team. 7. Teams take turns making requests and giving cards. The team with no cards left first wins.
Wrap up: 5 mins	1. Review the target pattern: <i>need / needs</i> 2. Have the students answer questions about sports as pairs. <i>S1: What sport do you like?</i> <i>S2: I like hockey.</i> <i>S1: What do you need for hockey?</i> <i>S2: I need a stick.</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 Weather and Clothes
Target Sentences	It is rainy. I wear my rain boots.
Target Words	sunny, windy, rainy, snowy, cold, sunglasses, jacket, mittens, rain boots, sweater
Objectives	a. Students will be able to understand the target patterns: <i>It is...</i> b. Students will be able to write about the weather where they live.
Materials	Student Book pp.56–61, Workbook pp.28–30, Weather flashcards, Clothes 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 weather and clothes Ask some simple questions to lead into the lesson focus. <i>T: How is the weather today?</i> <i>Ss: It is rainy.</i> <i>T: What are you wearing today?</i> <i>Ss: I am wearing my raincoat.</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 rain boots. I see mittens. I see sunglasses.</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. Put the stickers in the correct places, then trace. 1. Have the students look at the pictures. 2. Have them choose the correct clothes stickers and place them in the pictures. 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.58-59) A. Look, circle, and write. 1. Have the students look at the pictures. 2. Have them circle the correct words and write on the lines. 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!: It is... 1. Have the students look at the target patterns. 2. Have them read the sentences with the target patterns. 3. Explain how "It is + weather adjective" is used to describe the weather.
Main Lesson: Practice 03 5-7 mins	Activities on 'Meet the Sample Writing' (p.60) Read the letter, then listen. 1. Have the students read the letter. 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 letter again together.

Activity/Time	Contents
Main Lesson: Practice 04 10 mins	Activities on 'Write My Story' (p.61) A. Read the sample writing, then fill in the blanks. 1. Have the students go back to the sample writing on page 60. 2. Have them write the answers in the blanks. B. Write about the weather where you live. 1. Have the students look at the writing template. 2. Have them write about the weather and the clothes they wear. 3. Share the answers as a class.
Main Lesson: Practice 05 7-10 mins	Class Activity: "Dress for the Weather" Materials: Weather flashcards (sunny, windy, rainy, snowy, cold), Clothes flashcards (sunglasses, jacket, mittens, rain boots, sweater) 1. Give all clothing flashcards to the teams. Place the weather flashcards in a pile. 2. One student picks a weather card and reads it aloud. <i>S: It is snowy.</i> 3. Team members race to find a suitable clothing card and hold it up. <i>Ss: I wear mittens.</i> <i>Ss: I wear a sweater.</i> 4. The first team with a correct answer keeps the weather card. 5. The team with the most weather cards wins.
Wrap up: 5 mins	1. Review the target pattern: <i>It is...</i> 2. Have the students answer questions about the weather and clothes as pairs. <i>S1: How is the weather today?</i> <i>S2: It is cold.</i> <i>S1: What do you wear on a cold day?</i> <i>S2: I wear my mittens and sweater.</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 Can You Come?
Target Sentences	I am going to the park. It is next to the library.
Target Words	park, theater, bakery, ice cream shop, library, next to, across from, behind, on the corner
Objectives	a. Students will be able to understand the target patterns: <i>next to / behind</i> b. Students will be able to write an email about where they want to go.
Materials	Student Book pp.62–67, Workbook pp.31–33, Place flashcards, Location expression 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 places Ask some simple questions to lead into the lesson focus. <i>T: Where do you want to go after school?</i> <i>Ss: I want to go to the park.</i> <i>T: Where is the park?</i> <i>Ss: It is next to the library.</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 park. I see a theater. I see a bakery.</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, choose, and write. 1. Have the students look at the pictures. 2. Have them choose the correct words and write on the lines.
Main Lesson: Practice 02 10 mins	Activities on 'Write the Sentences' (p.64-65) 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>next to</i> / <i>behind</i> 1. Have the students look at the target patterns. 2. Have them read the sentences with the target patterns. 3. Explain how <i>next to</i> and <i>behind</i> are used to describe the locations of places.
Main Lesson: Practice 03 5-7 mins	Activities on 'Meet the Sample Writing' (p.66) Read the email, then listen. 1. Have the students read the email. 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 email again together.

Activity/Time	Contents
Main Lesson: Practice 04 10 mins	Activities on 'Write My Story' (p.67) A. Where do you want to go? Draw a small map and write an email to your friend. 1. Have the students choose a place they want to go and draw it on the map. 2. Have them look at the writing template. 3. Have them write an email to a friend using the map and target patterns. 4. Share the answers as a class.
Main Lesson: Practice 05 7-10 mins	Class Activity: "Town Dictation Race" Materials: Place flashcards (park, theater, bakery, ice cream shop, library), Location flashcards (next to, across from, behind, on the corner) 1. Divide the class into two teams. 2. One student picks two place cards and one location card without showing them. 3. The student says a sentence. <i>Ss: The ice cream shop is across from the library.</i> 4. A teammate runs to the board and draws the town map. 5. When the drawing is finished, the cards are revealed. 6. If the drawing matches the cards, the team gets one point. 7. The team with the most points wins.
Wrap up: 5 mins	1. Review the target pattern: <i>next to / behind</i> 2. Have the students answer questions about places as pairs. <i>S1: Where is the ice cream shop?</i> <i>S2: It is across from the park.</i> <i>S1: Where is the theater?</i> <i>S2: It is behind the library.</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 Halloween Party
Target Sentences	I have a fairy's wand. This is my wand.
Target Words	witch, clown, monster, fairy, superhero, broom, wig, mask, wand, cape
Objectives	a. Students will be able to understand the target patterns: <i>my / your / his / her / witch's</i> b. Students will be able to imagine being at a Halloween party and write about themselves and their friends.
Materials	Student Book pp.68–73, Workbook pp.34–36, Halloween character word cards, Halloween item 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 Halloween costumes Ask some simple questions to lead into the lesson focus. <i>T: What do you want to be for Halloween?</i> <i>Ss: I want to be a witch. / I want to be a superhero.</i> <i>T: What do you have?</i> <i>Ss: I have a mask. / I have a cape.</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 witch. I see a clown. I see a monster.</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. 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 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 and sentences. 2. Have them circle the correct possessive adjective based on each 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 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>my / your / his / her / witch's</i> 1. Have the students look at the target patterns. 2. Have them read the sentences with the target patterns. 3. Explain how possessive adjectives and possessive nouns are used to show ownership.
Main Lesson: Practice 03 5-7 mins	Activities on 'Meet the Sample Writing' (p.72) Read the journal, then listen. 1. Have the students read the journal. 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 story again together.

Activity/Time	Contents
Main Lesson: Practice 04 10 mins	Activities on ‘Write My Story’ (p.73) A. Read the sample writing, then fill in the blanks. 1. Have the students go back to the sample writing on page 72. 2. Have them write the answers in the blanks. B. Imagine you are at a Halloween party. Write about you and your friends. 1. Have the students look at the writing template. 2. Have them write about their Halloween costume and the items they have. 3. Share the answers as a class.
Main Lesson: Practice 05 7-10 mins	Class Activity: “Halloween Memory Match” Materials: Halloween character word cards (witch, clown, monster, fairy, superhero), Halloween item word cards (broom, wig, mask, wand, cape) 1. Have the students work in pairs. 2. Place the Halloween character word cards face down in one row and the Halloween item word cards face down in another row. 3. Student A turns over one character card and one item card. 4. The student makes a sentence. <i>S: She is a witch. This is her broom.</i> 5. If the cards match, the student keeps the pair and takes another turn. 6. If the cards do not match, the cards are turned face down again. 7. Students take turns until all pairs have been found. The student with the most pairs wins.
Wrap up: 5 mins	1. Review the target pattern: <i>my / your / his / her / witch’s</i> 2. Have the students answer questions about Halloween costumes as pairs. <i>S1: What do you have?</i> <i>S2: I have a cape.</i> <i>S1: Whose cape is this?</i> <i>S2: It is my cape.</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