UNIT 01 The boys are brothers.

Topic	Sentence: Subject and Predicate
Objectives	- To understand what composes a sentence - To know the difference between subject and predicate
Grammar Point	subject, predicate
Materials	Student Book, Workbook, Word Cards

LESSON PLAN		
Procedure (Time: **45 - 60** min.)	**Contents**	**Materials**
Greeting & Warm-up (5 min.)	1. Welcome the students to the class and take attendance. **Grammar Point** **Sentence 'Subject and Predicate'** 1. Go through the explanations for sentences, subject, and predicate with the students. 2. Have the students look at the examples on the chart. Explain how the sentences are divided into two parts. 3. Have the students read the example sentences. Then listen to them. (Audio File 01)	**SB p.6**
Main Lesson (35-45 min.)	**Read & Find!** 1. Have students look at the picture. 2. Talk with students about what they see. T: What do you see in the picture? S: I see sentences. I see subjects. I see predicates. 3. Have the students find the sentences and then circle the capital letters and end marks in the sentences. 4. Check the answers as a class. **Check Up!** **A. Look and match the subjects to the predicates.** 1. Have students look at the pictures. 2. Have them match the subjects with the predicates.	**SB p.7**

	B. Underline the predicates and circle the verbs. 1. Have students read the sentences. 2. Have them underline the predicates and circle the verbs. **C. Read, circle the subjects, and underline the verbs.** 1. Have students look at the pictures and read the sentences. 2. Have them circle the subjects and underline the verbs. **Step Up!** **A. Look, choose, and write the subjects. Then circle the verbs.** 1. Have students look at the pictures. 2. Have them choose the correct words for each sentence. 3. Have them write the subjects on the line and then circle the verbs. **B. Look, circle, and unscramble.** 1. Have students look at the numbered pictures with the corresponding numbered sentences. 2. Have them circle the correct words for each sentence. 3. Have them unscramble and write the sentences on the line. **I Can Use My Grammar!** **Look, choose, and write.** 1. Have students look at the cartoon. 2. Have them read the story as they choose and write the correct words in the blanks. **Writing in Grammar** **Read, correct, and write.** 1. Have students read the grammatically wrong sentences. 2. Have them correct the underlined part in each sentence. 3. Have them write the correct sentences on the line and complete the story.	**SB p.8** **SB p.9**

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Subject and Predicate! Divide the class into small groups of two or three students. 1. Give each group a set of subject, base verb, and object cards. Shuffle the cards. 2. The teacher places the sentence structure cards on the board to present the target grammar pattern. (e.g., Subject + Verb + Object) 3. Show or say a subject. 4. Have students quickly choose the correct subject, base verb, and object cards to make a complete sentence using the target grammar. (e.g., "I + play + a game") Then, have students identify which part is the subject and which part is the predicate. 5. Have each group take turns saying their full sentence aloud and then saying the subject and predicate parts. The teacher checks if the sentence is grammatically correct and the parts are correctly identified. 6. Play three or five rounds. Give one point to each group that makes a correct sentence and finds the parts correctly. The group with the most points at the end wins. **Word Card Types** Subject, Base Verb, Object **Word List** I, You, We, They read, play, watch, study, have a letter, a game, a movie, English, a picture **Homework** Have students do Workbook Unit 01 as homework.	**WB pp.4-5**

UNIT 02 Look at that. Do you like it?

Topic	Sentence Types
Objectives	- To understand the different types of sentences - To learn how to choose the correct end mark for each sentence type
Grammar Point	sentence types
Materials	Student Book, Workbook, Word Cards

LESSON PLAN		
Procedure (Time: **45 - 60** min.)	**Contents**	**Materials**
Greeting & Warm-up (5 min.)	1. Welcome the students to the class and take attendance. 2. Review the previous lesson. 3. Check homework. **Grammar Point** **Sentence Types** 1. Go through the explanation for sentences with the students. 2. Have the students look at the examples on the chart. Explain how different types of sentences use different end marks.	**SB p.10**
Main Lesson (35-45 min.)	**Read & Find!** 1. Have students look at the picture. 2. Talk with students about what they see. T: What do you see in the picture? S: I see girls. I see a boy. I see a phone. 3. Listen to the story. (Audio File 02) 4. Have the students read the story again as they write the right letter above each sentence and then circle the end marks. 5. Check the answers as a class. **Check Up!** **A. Read and circle.** 1. Have students read the sentences. 2. Have them circle the correct answer for each sentence.	**SB p.11**

	B. Read and circle. 1. Have students read the sentences. 2. Have them circle the correct end mark for each sentence. **C. Look, choose, and make questions.** 1. Have students look at the pictures. 2. Have them choose the correct word for each sentence. 3. Have them make questions. **Step Up!** **A. Look, choose, and make imperatives.** 1. Have students look at the pictures. 2. Have them choose the correct word for each sentence. 3. Have them make imperatives. **B. Look, circle, and unscramble.** 1. Have students look at the numbered pictures with the corresponding numbered sentences. 2. Have them circle the correct end mark for each sentence. 3. Have them unscramble and write the sentences on the line. **I Can Use My Grammar!** **Look, choose, and write.** 1. Have students look at the cartoon. 2. Have them read the story as they choose and write the correct words in the blanks. **Writing in Grammar** **Read, correct, and write.** 1. Have students read the grammatically wrong sentences. 2. Have them correct the underlined part in each sentence. 3. Have them write the correct sentences on the line and complete the story.	**SB p.12** **SB p.13**

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Identify the Sentence Types! Divide the class into small groups of two or three students. 1. Give each group a set of punctuation cards. Shuffle the cards. 2. Show or say a sentence or a phrase. 3. Have students quickly choose the correct punctuation card to match the sentence or phrase. 4. Have each group take turns identifying the sentence type aloud while holding up the matching punctuation card. The teacher checks if the sentence type and the punctuation card are correct. 5. Play three or five rounds. Give one point to each group that identifies the correct sentence type and chooses the correct punctuation card. The group with the most points at the end wins. **Word Card Types** Punctuation **Word List** . / ? / ! **Homework** Have students do Workbook Unit 02 as homework.	**WB pp.6-7**

UNIT 03 Leo has a brother and a sister.

Topic	Conjunctions
Objectives	- To understand the different types of conjunctions - To learn how to choose the correct conjunction for each sentence
Grammar Point	conjunctions
Materials	Student Book, Workbook, Word Cards

LESSON PLAN		
Procedure (Time: **45 - 60** min.)	**Contents**	**Materials**
Greeting & Warm-up (5 min.)	1. Welcome the students to the class and take attendance. 2. Review the previous lesson. 3. Check homework. **Grammar Point** **Conjunctions** 1. Go through the explanations for conjunctions with the students. 2. Have the students look at the examples on the chart. Explain how different conjunctions are used for different purposes. 3. Have the students read the example sentences. Then listen to them. (Audio File 03)	**SB p.14**
Main Lesson (35-45 min.)	**Read & Find!** 1. Have students look at the picture. 2. Talk with students about what they see. T: What do you see in the picture? S: I see a boy. I see a woman. I see a bag. 3. Listen to the story. (Audio File 04) 4. Have the students read the story again as they underline the conjunctions. 5. Check the answers as a class. **Check Up!** **A. Look and check.** 1. Have students look at the pictures. 2. Have them check the correct sentence for each picture.	**SB p.15**

	B. Read and circle. 1. Have students read the sentences. 2. Have them circle the correct word for each sentence. **C. Look, read, and write 'and', 'but', or 'or'.** 1. Have students look at the pictures and read the sentences. 2. Have them write 'and', 'but', or 'or' in the blank for each sentence. **Step Up!** **A. Look, choose, and write.** 1. Have students look at the pictures. 2. Have them choose the correct words for each sentence. 3. Have them write the words on the line. **B. Look, circle, and unscramble.** 1. Have students look at the numbered pictures with the corresponding numbered sentences. 2. Have them circle the correct word for each sentence. 3. Have them unscramble and write the sentences on the line. **I Can Use My Grammar!** **Look and write 'and', 'but', or 'or'.** 1. Have students look at the cartoon. 2. Have them read the story as they write 'and', 'but', or 'or' in the blanks. **Writing in Grammar** **Read, choose, and write.** 1. Have students read the sentences. 2. Have them choose the correct words for each sentence. 3. Have them write the words on the line and complete the story.	**SB p.16** **SB p.17**

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Conjunctions! Divide the class into small groups of two or three students. 1. Give each group a set of conjunction cards. Shuffle the cards. 2. Show or say two sentences. 3. Have students quickly choose the correct conjunction card to connect the two sentences and make one complete sentence. 4. Have each group take turns saying their combined sentence aloud. The teacher checks if the sentence is grammatically correct. 5. Play three or five rounds. Give one point to each group that makes a correct sentence. The group with the most points at the end wins. **Word Card Types** Conjunction **Word List** and, but, or **Homework** Have students do Workbook Unit 03 as homework.	**WB pp.8-9**

UNIT 04 It was sunny yesterday.

Topic	Be Verb: Past Tense – Positive
Objectives	- To understand what past simple tense with be verb is - To learn how to use be verbs in the past tense correctly with different subjects
Grammar Point	past simple (positive be verb)
Materials	Student Book, Workbook, Word Cards

LESSON PLAN		
Procedure (Time: **45 - 60** min.)	**Contents**	**Materials**
Greeting & Warm-up (5 min.)	1. Welcome the students to the class and take attendance. 2. Review the previous lesson. 3. Check homework. **Grammar Point** **Past Simple 'Positive Be Verb'** 1. Go through the explanation for past simple tense with be verb. 2. Have the students look at the examples. Explain how be verbs change depending on the subject. 3. Have the students read the example sentences. Then listen to them. (Audio File 05)	**SB p.20**
Main Lesson (35-45 min.)	**Read & Find!** 1. Have students look at the picture. 2. Talk with students about what they see. T: What do you see in the picture? S: I see a man. I see a snowman. I see a girl. 3. Listen to the story. (Audio File 06) 4. Have the students read the story again as they find the snowman from last night in the picture. 5. Check the answers as a class. **Check Up!** **A. Look and check.** 1. Have students look at the pictures. 2. Have them check the correct words for each picture.	**SB p.21**

	B. Read and circle. 1. Have students read the sentences. 2. Have them circle the correct words for each sentence. **C. Look and write 'is/are' or 'was/were'.** 1. Have students look at the pictures and read the sentences. 2. Have them write 'is/are' or 'was/were' in the blank for each sentence. **Step Up!**	**SB p.22**
	A. Look and write using 'is/are' or 'was/were'. 1. Have students look at the pictures. 2. Have them write using 'is/are' or 'was/were' on the line. **B. Look, circle, and unscramble.** 1. Have students look at the numbered pictures with the corresponding numbered sentences. 2. Have them circle the correct word for each sentence. 3. Have them unscramble and write the sentences on the line. **I Can Use My Grammar!**	**SB p.23**
	Look and write 'is/are' or 'was/were'. 1. Have students look at the cartoon. 2. Have them read the story as they write 'is/are' or 'was/were' in the blanks. **Writing in Grammar**	
	Read, correct, and write. 1. Have students read the grammatically wrong sentences. 2. Have them correct the underlined part in each sentence. 3. Have them write the correct sentences on the line and complete the story.	

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Past Simple Positive Be Verb! Divide the class into small groups of two or three students. 1. Give each group a set of subject, be verb, adjective, and noun cards. Shuffle the cards. 2. The teacher places the sentence structure cards on the board to present the target grammar pattern. (e.g., Subject + Verb + Adjective/Noun) 3. Show or say a subject. 4. Have students quickly choose the correct subject, be verb, and adjective/noun cards to make a complete sentence using the target grammar. Then, have students change the be verb into the correct past form. (e.g., "She + was + hungry" or "They + were + doctors") 5. Have each group take turns saying their full sentence aloud. The teacher checks if the sentence is grammatically correct. 6. Play three or five rounds. Give one point to each group that makes a correct sentence. The group with the most points at the end wins. **Word Card Types** Subject, Be Verb, Adjective, Noun **Word List** I, You, He, She, It, We, They am, are, is hungry, late, thirsty, big, fast a singer, a cook, artists, doctors **Homework** Have students do Workbook Unit 04 as homework.	**WB pp.10-11**

UNIT 05 There weren't any candies in the jar.

Topic	Be Verb: Past Tense – Negative
Objectives	- To understand what past simple tense with negative be verb is - To learn how to use negative be verbs in the past tense and their short forms correctly with different subjects
Grammar Point	past simple (negative be verb)
Materials	Student Book, Workbook, Word Cards

LESSON PLAN		
Procedure (Time: **45 - 60** min.)	**Contents**	**Materials**
Greeting & Warm-up (5 min.)	1. Welcome the students to the class and take attendance. 2. Review the previous lesson. 3. Check homework. **Grammar Point** **Past Simple 'Negative Be Verb'** 1. Go through the explanation for negative sentences with be verb. 2. Have the students look at the examples. Explain how negative be verbs can be used in short forms with different subjects. 3. Have the students read the example sentences. Then listen to them. (Audio File 07)	**SB p.24**
Main Lesson (35-45 min.)	**Read & Find!** 1. Have students look at the picture. 2. Talk with students about what they see. T: What do you see in the picture? S: I see girls. I see Christmas trees. I see presents. 3. Listen to the story. (Audio File 08) 4. Have the students read the story again as they find the friends in the picture. 5. Check the answers as a class. **Check Up!** **A. Look and check.** 1. Have students look at the pictures. 2. Have them check the correct words for each picture.	**SB p.25**

	B. Read and circle. 1. Have students read the sentences. 2. Have them circle the correct word for each sentence. **C. Look and write 'was/were' or 'wasn't/weren't'.** 1. Have students look at the pictures and read the sentences. 2. Have them write 'was/were' or 'wasn't/weren't' in the blank for each sentence. **Step Up!** **A. Look and write using 'was/were' or 'wasn't/weren't'.** 1. Have students look at the pictures. 2. Have them write using 'was/were' or 'wasn't/weren't' on the line. **B. Look, circle, and unscramble.** 1. Have students look at the numbered pictures with the corresponding numbered sentences. 2. Have them circle the correct word for each sentence. 3. Have them unscramble and write the sentences on the line. **I Can Use My Grammar!** **Look and write 'wasn't' or 'weren't'.** 1. Have students look at the cartoon. 2. Have them read the story as they write 'wasn't' or 'weren't' in the blanks. **Writing in Grammar** **Read, correct, and write.** 1. Have students read the grammatically wrong sentences. 2. Have them correct the underlined part in each sentence. 3. Have them write the correct sentences on the line and complete the story.	**SB p.26** **SB p.27**

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Past Simple Negative Be Verb! Divide the class into small groups of two or three students. 1. Give each group a set of subject, be verb, adjective, and noun cards. Shuffle the cards. 2. The teacher places the sentence structure cards on the board to present the target grammar pattern. (e.g., Subject + Verb + Adjective/Noun) 3. Show or say a subject. 4. Have students quickly choose the correct subject, be verb, and adjective/noun cards to make a complete sentence using the target grammar. Then, have students change the be verb into the correct past form. (e.g., "I + was not + angry" or "They + were not + artists") 5. Have each group take turns saying their full sentence aloud. The teacher checks if the sentence is grammatically correct. 6. Play three or five rounds. Give one point to each group that makes a correct sentence. The group with the most points at the end wins. **Word Card Types** Subject, Be Verb, Adjective, Noun **Word List** I, You, He, She, They am, are, is, not late, angry, thirsty, sleepy a writer, a nurse, artists, doctors **Homework** Have students do Workbook Unit 05 as homework.	**WB pp.12-13**

UNIT 06 Was she in the park?

Topic	Be Verb: Past Tense – Yes/No Questions
Objectives	- To understand what Yes/No questions with be verb are - To learn how to answer Yes/No questions using subjects and be verbs in the past tense
Grammar Point	past simple (yes/no questions with be verb)
Materials	Student Book, Workbook, Word Cards

LESSON PLAN		
Procedure (Time: **45 - 60** min.)	**Contents**	**Materials**
Greeting & Warm-up (5 min.)	1. Welcome the students to the class and take attendance. 2. Review the previous lesson. 3. Check homework. **Grammar Point** **Past Simple 'Yes/No Questions with Be Verb'** 1. Go through the explanation for Yes/No questions with be verb. 2. Have the students look at the examples on the chart. Explain how be verbs in the past tense are used to ask and answer Yes/No questions. 3. Have the students read the example sentences. Then listen to them. (Audio File 09)	**SB p.28**
Main Lesson (35-45 min.)	**Read & Find!** 1. Have students look at the picture. 2. Talk with students about what they see. T: What do you see in the picture? S: I see a woman. I see a man. I see a boy. 3. Listen to the story. (Audio File 10) 4. Have the students read the story again as they find what the boy and his dad did without his mom. 5. Check the answers as a class. **Check Up!** **A. Look and check.** 1. Have students look at the pictures. 2. Have them check the correct answer for each question.	**SB p.29**

	B. Read and circle. 1. Have students read the sentences. 2. Have them circle the correct word for each sentence. **C. Look, read, and write 'was/were' or 'wasn't/weren't'.** 1. Have students look at the pictures and read the sentences. 2. Have them write 'was/were' or 'wasn't/weren't' in the blank for each sentence. **Step Up!** **A. Look and write the answers.** 1. Have students look at the picture and read the sentences. 2. Have them write the correct answer for each question. **B. Look, circle, and unscramble.** 1. Have students look at the numbered pictures with the corresponding numbered sentences. 2. Have them circle the correct word for each sentence. 3. Have them unscramble and write the sentences on the line. **I Can Use My Grammar!** **Look and write 'was' or 'were'.** 1. Have students look at the cartoon. 2. Have them read the story as they write 'was' or 'were' in the blanks. **Writing in Grammar** **Read, correct, and write.** 1. Have students read the grammatically wrong sentences. 2. Have them correct the underlined part in each sentence. 3. Have them write the correct sentences on the line and complete the story.	**SB p.30** **SB p.31**

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Past Simple Yes/No Questions with Be Verb! Divide the class into small groups of two or three students. 1. Give each group a set of subject, be verb, adjective, noun, and punctuation cards. Shuffle the cards. 2. The teacher places the sentence structure cards on the board to present the target grammar pattern. (e.g., Verb + Subject + Adjective/Noun + Punctuation) 3. Show or say a be verb. 4. Have students quickly choose the correct be verb, subject, adjective/noun, and punctuation cards to make a complete sentence using the target grammar. Then, have students change the be verb into the correct past form. (e.g., "Was + I + late + ?" or "Were + they + doctors + ?") 5. Have each group take turns saying their full sentence aloud. The teacher checks if the sentence is grammatically correct. 6. Play three or five rounds. Give one point to each group that makes a correct sentence. The group with the most points at the end wins. **Word Card Types** Subject, Be Verb, Adjective, Noun, Punctuation **Word List** I, he, she, we, they Am, Are, Is late, small, fast, tall a singer, a cook, artists, doctors ? **Homework** Have students do Workbook Unit 06 as homework.	**WB pp.14-15**

UNIT 07 Where were you yesterday?

Topic	Be Verb: Past Tense – Wh- Questions
Objectives	- To understand what Wh- questions with be verb are - To learn how to answer Wh- questions using be verbs in the past tense and specific information
Grammar Point	past simple (wh- questions with be verb)
Materials	Student Book, Workbook, Word Cards

LESSON PLAN		
Procedure (Time: **45 - 60** min.)	**Contents**	**Materials**
Greeting & Warm-up (5 min.)	1. Welcome the students to the class and take attendance. 2. Review the previous lesson. 3. Check homework. **Grammar Point** **Past Simple 'Wh- Questions with Be Verb'** 1. Go through the explanation for Wh- questions with be verb. 2. Have the students look at the examples on the chart. Explain how to ask and answer Wh- questions. 3. Have the students read the example sentences. Then listen to them. (Audio File 11)	**SB p.32**
Main Lesson (35-45 min.)	**Read & Find!** 1. Have students look at the picture. 2. Talk with students about what they see. T: What do you see in the picture? S: I see a girl. I see a boy. I see a woman. 3. Listen to the story. (Audio File 12) 4. Have the students read the story again as they match each question to the correct answer. 5. Check the answers as a class. **Check Up!** **A. Look and check.** 1. Have students look at the pictures. 2. Have them check the correct question for each picture.	**SB p.33**

	B. Read and match. 1. Have students read the sentences. 2. Have them match the questions to the correct answers. **C. Look, choose, and write.** 1. Have students look at the pictures. 2. Have them choose the correct word for each sentence. 3. Have them write the words on the line. **Step Up!** **A. Look, choose, and write.** 1. Have students look at the picture. 2. Have them choose the correct words for each sentence. 3. Have them write the words on the line. **B. Look, circle, and unscramble.** 1. Have students look at the numbered pictures with the corresponding numbered sentences. 2. Have them circle the correct word for each sentence. 3. Have them unscramble and write the sentences on the line. **I Can Use My Grammar!** **Look and write 'What', 'Where', 'Who', or 'When'.** 1. Have students look at the cartoon. 2. Have them read the story as they write 'What', 'Where', 'Who', or 'When' in the blanks. **Writing in Grammar** **Read, correct, and write.** 1. Have students read the grammatically wrong sentences. 2. Have them correct the underlined part in each sentence. 3. Have them write the correct sentences on the line and complete the story.	**SB p.34** **SB p.35**

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Past Simple Wh- Questions with Be Verb! Divide the class into small groups of two or three students. 1. Give each group a set of Wh- words, be verb, subject, demonstrative pronoun, object, and punctuation cards. Shuffle the cards. 2. The teacher places the sentence structure cards on the board to present the target grammar pattern. (e.g., Wh- word + Verb + Subject/Demonstrative Pronoun/Object + Punctuation) 3. Show or say an Wh- word. 4. Have students quickly choose the correct Wh- words, be verb, subject/demonstrative pronoun/object, and punctuation cards to make a complete sentence using the target grammar. Then, have students change the be verb into the correct past form. (e.g., "Who + were + they + ?" or "What + was + that + ?" or "Where + was + my bag + ?") 5. Have each group take turns saying their full sentence aloud. The teacher checks if the sentence is grammatically correct. 6. Play three or five rounds. Give one point to each group that makes a correct sentence. The group with the most points at the end wins. **Word Card Types** Wh- words, Be Verb, Subject, Demonstrative Pronoun, Object, Punctuation **Word List** What, Where, When, Who is, are he, she, we, they that, those my bag, your pen, the tickets the party, the show ? **Homework** Have students do Workbook Unit 07 as homework.	**WB pp.16-17**

UNIT 08 We played games last night.

Topic	Past Tense: Regular Verbs
Objectives	- To understand what past simple tense with regular verbs is - To learn how to use regular verbs in the past tense correctly
Grammar Point	past simple (regular verbs)
Materials	Student Book, Workbook, Word Cards

LESSON PLAN		
Procedure (Time: **45 - 60** min.)	**Contents**	**Materials**
Greeting & Warm-up (5 min.)	1. Welcome the students to the class and take attendance. 2. Review the previous lesson. 3. Check homework. **Grammar Point** **Past Simple 'Regular Verbs'** 1. Go through the explanation for past simple tense with regular verbs. 2. Have the students look at the examples on the chart. Explain how -ed/d are added differently depending on the ending of each verb. 3. Have the students read the example sentences. Then listen to them. (Audio File 13)	**SB p.38**
Main Lesson (35-45 min.)	**Read & Find!** 1. Have students look at the picture. 2. Talk with students about what they see. T: What do you see in the picture? S: I see a girl. I see a boy. I see snow. 3. Listen to the story. (Audio File 14) 4. Have the students read the story again as they find what the boy did last night. 5. Check the answers as a class. **Check Up!** **A. Look and check.** 1. Have students look at the pictures. 2. Have them check the correct word for each picture.	**SB p.39**

	B. Read and circle. 1. Have students read the sentences. 2. Have them circle the correct words for each sentence. **C. Look, read, and write using 'ed', 'd', or 'ied'.** 1. Have students look at the pictures and read the sentences. 2. Have them write using 'ed', 'd', or 'ied' in the blanks for each sentence. **Step Up!** **A. Look, choose, and write using 'ed', 'd', or 'ied'.** 1. Have students look at the picture. 2. Have them choose the correct word for each sentence. 3. Have them write using 'ed', 'd', or 'ied' on the line. **B. Look, circle, and unscramble.** 1. Have students look at the numbered pictures with the corresponding numbered sentences. 2. Have them circle the correct words for each sentence. 3. Have them unscramble and write the sentences on the line. **I Can Use My Grammar!** **Look, choose, and write using 'ed', 'd', or 'ied'.** 1. Have students look at the cartoon. 2. Have them read the story as they choose and write using 'ed', 'd', or 'ied' in the blanks. **Writing in Grammar** **Read, correct, and write.** 1. Have students read the grammatically wrong sentences. 2. Have them correct the underlined part in each sentence. 3. Have them write the correct sentences on the line and complete the story.	**SB p.40** **SB p.41**

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Past Simple Regular Verbs! Divide the class into small groups of two or three students. 1. Give each group a set of subject, base verb, and object cards. Shuffle the cards. 2. The teacher places the sentence structure cards on the board to present the target grammar pattern. (e.g., Subject + Verb + Object) 3. Show or say a subject. 4. Have students quickly choose the correct subject, base verb, and object cards to make a complete sentence using the target grammar. Then, have students change the base verb into the correct past form. (e.g., "I + played + a game") 5. Have each group take turns saying their full sentence aloud. The teacher checks if the sentence is grammatically correct. 6. Play three or five rounds. Give one point to each group that makes a correct sentence. The group with the most points at the end wins. **Word Card Types** Subject, Base Verb, Object **Word List** I, You, We, They play, watch, like, stop, study a game, TV, the show, him, English **Homework** Have students do Workbook Unit 08 as homework.	**WB pp.18-19**

UNIT 09 I went camping last week.

Topic	Past Tense: Irregular Verbs
Objectives	- To understand what past simple tense with irregular verbs is - To learn how irregular verbs change form in the past tense
Grammar Point	past simple (irregular verbs)
Materials	Student Book, Workbook, Word Cards

LESSON PLAN		
Procedure (Time: **45 - 60** min.)	**Contents**	**Materials**
Greeting & Warm-up (5 min.)	1. Welcome the students to the class and take attendance. 2. Review the previous lesson. 3. Check homework. **Grammar Point** **Past Simple 'Irregular Verbs'** 1. Go through the explanation for past simple tense with irregular verbs. 2. Have the students look at the examples. Explain how irregular verbs change form instead of adding -ed/d in the past tense.	**SB p.42**
Main Lesson (35-45 min.)	**Read & Find!** 1. Have students look at the picture. 2. Talk with students about what they see. T: What do you see in the picture? S: I see a girl. I see a boy. I see a fish. 3. Listen to the story. (Audio File 15) 4. Have the students read the story again as they find where Ken was on the weekend in the picture. 5. Check the answers as a class. **Check Up!** **A. Look and check.** 1. Have students look at the pictures. 2. Have them check the correct word for each picture.	**SB p.43**

	B. Read and circle. 1. Have students read the sentences. 2. Have them circle the correct words for each sentence. **C. Look, read, and write in the past tense.** 1. Have students look at the pictures and read the sentences. 2. Have them write in the past tense in the blanks for each sentence. **Step Up!** **A. Look, choose, and write in the past tense.** 1. Have students look at the picture. 2. Have them choose the correct word for each sentence. 3. Have them write in the past tense on the line. **B. Look, circle, and unscramble.** 1. Have students look at the numbered pictures with the corresponding numbered sentences. 2. Have them circle the correct word for each sentence. 3. Have them unscramble and write the sentences on the line. **I Can Use My Grammar!** **Look and write in the past tense.** 1. Have students look at the cartoon. 2. Have them read the story as they write in the past tense in the blanks. **Writing in Grammar** **Read, correct, and write.** 1. Have students read the grammatically wrong sentences. 2. Have them correct the underlined part in each sentence. 3. Have them write the correct sentences on the line and complete the story.	**SB p.44** **SB p.45**

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Past Simple Irregular Verbs! Divide the class into small groups of two or three students. 1. Give each group a set of subject, base verb, and object cards. Shuffle the cards. 2. The teacher places the sentence structure cards on the board to present the target grammar pattern. (e.g., Subject + Verb + Object) 3. Show or say a subject. 4. Have students quickly choose the correct subject, base verb, and object cards to make a complete sentence using the target grammar. Then, have students change the base verb into the correct past form. (e.g., "I + sang + a song") 5. Have each group take turns saying their full sentence aloud. The teacher checks if the sentence is grammatically correct. 6. Play three or five rounds. Give one point to each group that makes a correct sentence. The group with the most points at the end wins. **Word Card Types** Subject, Base Verb, Object **Word List** I, You, We, They read, sing, drink, ride, have, eat a letter, a song, milk, a bike, a sandwich **Homework** Have students do Workbook Unit 09 as homework.	**WB pp.20-21**

UNIT 10 The bus didn't stop.

Topic	Past Tense: Negative
Objectives	- To understand what past simple tense with negative ordinary verbs is - To learn how to use negative ordinary verbs and their short forms correctly
Grammar Point	past simple (negative ordinary verbs)
Materials	Student Book, Workbook, Word Cards

LESSON PLAN		
Procedure (Time: **45 - 60** min.)	**Contents**	**Materials**
Greeting & Warm-up (5 min.)	1. Welcome the students to the class and take attendance. 2. Review the previous lesson. 3. Check homework. **Grammar Point** **Past Simple 'Negative Ordinary Verbs'** 1. Go through the explanation for negative sentences with ordinary verbs. 2. Have the students look at the examples. Explain how negative ordinary verbs can be used in short forms. 3. Have the students read the example sentences. Then listen to them. (Audio File 16)	**SB p.46**
Main Lesson (35-45 min.)	**Read & Find!** 1. Have students look at the picture. 2. Talk with students about what they see. T: What do you see in the picture? S: I see a boy. I see a girl. I see a teddy bear. 3. Listen to the story. (Audio File 17) 4. Have the students read the story again as they underline 'didn't + verb'. 5. Check the answers as a class. **Check Up!** **A. Look and check.** 1. Have students look at the pictures. 2. Have them check the correct words for each picture.	**SB p.47**

	B. Read and circle. 1. Have students read the sentences. 2. Have them circle the correct words for each sentence. **C. Look, read, and write using 'didn't' if needed.** 1. Have students look at the pictures and read the sentences. 2. Have them write using 'didn't' if needed on the line. **Step Up!** **A. Look, choose, and write using 'didn't'.** 1. Have students read the sentences. 2. Have them choose the correct words for each sentence. 3. Have them write using 'didn't' on the line. **B. Look, circle, and unscramble.** 1. Have students look at the numbered pictures with the corresponding numbered sentences. 2. Have them circle the correct words for each sentence. 3. Have them unscramble and write the sentences on the line. **I Can Use My Grammar!** **Look, choose, and write using 'didn't'.** 1. Have students look at the cartoon. 2. Have them read the story as they choose and write using 'didn't' in the blanks. **Writing in Grammar** **Read, correct, and write.** 1. Have students read the grammatically wrong sentences. 2. Have them correct the underlined part in each sentence. 3. Have them write the correct sentences on the line and complete the story.	**SB p.48** **SB p.49**

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Past Simple Negative Ordinary Verbs! Divide the class into small groups of two or three students. 1. Give each group a set of subject, base verb, be verb, and object cards. Shuffle the cards. 2. The teacher places the sentence structure cards on the board to present the target grammar pattern. (e.g., Subject + Verb + Object) 3. Show or say a subject. 4. Have students quickly choose the correct subject, base verb, be verb, and object cards to make a complete sentence using the target grammar. Then, have students change 'do' to its correct past form to complete the sentence. (e.g., "I + did not have + a dog") 5. Have each group take turns saying their full sentence aloud. The teacher checks if the sentence is grammatically correct. 6. Play three or five rounds. Give one point to each group that makes a correct sentence. The group with the most points at the end wins. **Word Card Types** Subject, Base Verb, Be Verb, Object **Word List** I, You, We, They do not have, like, play, watch, study a dog, vegetables, soccer, TV, history **Homework** Have students do Workbook Unit 10 as homework.	**WB pp.22-23**

UNIT 11 Did you watch the movie?

Topic	Past Tense: Yes/No Questions
Objectives	- To understand what Yes/No questions with ordinary verbs are - To learn how to answer Yes/No questions using subjects and ordinary verbs in the past tense
Grammar Point	past simple (yes/no questions with ordinary verbs)
Materials	Student Book, Workbook, Word Cards

LESSON PLAN		
Procedure (Time: **45 - 60** min.)	**Contents**	**Materials**
Greeting & Warm-up (5 min.)	1. Welcome the students to the class and take attendance. 2. Review the previous lesson. 3. Check homework. **Grammar Point** **Past Simple 'Yes/No Questions with Ordinary Verbs'** 1. Go through the explanation for Yes/No questions with ordinary verbs. 2. Have the students look at the examples. Explain how ordinary verbs in the past tense are used to ask and answer Yes/No questions. 3. Have the students read the example sentences. Then listen to them. (Audio File 18)	**SB p.50**
Main Lesson (35-45 min.)	**Read & Find!** 1. Have students look at the picture. 2. Talk with students about what they see. T: What do you see in the picture? S: I see a girl. I see a boy. I see robots. 3. Listen to the story. (Audio File 19) 4. Have the students read the story again as they find what the boy saw at the museum. 5. Check the answers as a class. **Check Up!** **A. Look and check.** 1. Have students look at the pictures. 2. Have them check the correct answer for each question.	**SB p.51**

	B. Read and match. 1. Have students read the sentences. 2. Have them match the questions to the correct answers. **C. Look, read, and write 'did' or 'didn't'.** 1. Have students look at the pictures and read the sentences. 2. Have them write 'did' or 'didn't' in the blank for each sentence. **Step Up!** **A. Look and write the answers.** 1. Have students look at the picture and read the sentences. 2. Have them write the correct answer for each question. **B. Look, circle, and unscramble.** 1. Have students look at the numbered pictures with the corresponding numbered sentences. 2. Have them circle the correct word for each sentence. 3. Have them unscramble and write the sentences on the line. **I Can Use My Grammar!** **Look and write 'did' or 'didn't'.** 1. Have students look at the cartoon. 2. Have them read the story as they write 'did' or 'didn't' in the blanks. **Writing in Grammar** **Read, correct, and write.** 1. Have students read the grammatically wrong sentences. 2. Have them correct the underlined part in each sentence. 3. Have them write the correct sentences on the line and complete the story.	**SB p.52** **SB p.53**

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Past Simple Yes/No Questions with Ordinary Verbs! Divide the class into small groups of two or three students. 1. Give each group a set of subject, base verb, object, and punctuation cards. Shuffle the cards. 2. The teacher places the sentence structure cards on the board to present the target grammar pattern. (e.g., Verb + Subject + Verb + Object + Punctuation) 3. Show or say a subject. 4. Have students quickly choose the correct base verb, subject, object, and punctuation cards to make a complete sentence using the target grammar. Then, have students change 'do' to its correct past form to complete the sentence. (e.g., "Did + you + ride + a bike + ?") 5. Have each group take turns saying their full sentence aloud. The teacher checks if the sentence is grammatically correct. 6. Play three or five rounds. Give one point to each group that makes a correct sentence. The group with the most points at the end wins. **Word Card Types** Subject, Base Verb, Object, Punctuation **Word List** I, you, we, they Do ride, like, have, play, eat a bike, English, homework, baseball, vegetables ? **Homework** Have students do Workbook Unit 11 as homework.	**WB pp.24-25**

UNIT 12 What did you do yesterday?

Topic	Past Tense: Wh- Questions
Objectives	- To understand what Wh- questions with ordinary verbs are - To learn how to answer Wh- questions using ordinary verbs in the past tense and specific information
Grammar Point	past simple (wh- questions with ordinary verbs)
Materials	Student Book, Workbook, Word Cards

LESSON PLAN		
Procedure (Time: **45 - 60** min.)	**Contents**	**Materials**
Greeting & Warm-up (5 min.)	1. Welcome the students to the class and take attendance. 2. Review the previous lesson. 3. Check homework. **Grammar Point** **Past Simple 'Wh- Questions with Ordinary Verbs'** 1. Go through the explanation for Wh- questions with ordinary verbs. 2. Have the students look at the examples. Explain how to ask and answer Wh- questions. 3. Have the students read the example sentences. Then listen to them. (Audio File 20)	**SB p.54**
Main Lesson (35-45 min.)	**Read & Find!** 1. Have students look at the picture. 2. Talk with students about what they see. T: What do you see in the picture? S: I see a boy. I see a girl. I see bags. 3. Listen to the story. (Audio File 21) 4. Have the students read the story again as they connect each question to the correct answer. 5. Check the answers as a class. **Check Up!** **A. Look and check.** 1. Have students look at the pictures. 2. Have them check the correct question for each picture.	**SB p.55**

	B. Read and match. 1. Have students read the sentences. 2. Have them match the questions to the correct answers. **C. Look, read, and write 'What', 'Who', 'Where', or 'When'.** 1. Have students look at the pictures and read the sentences. 2. Have them write 'What', 'Who', 'Where', or 'When' in the blank for each sentence. **Step Up!** **A. Read and write the answers.** 1. Have students read the sentences and write the answers on the line. **B. Look, circle, and unscramble.** 1. Have students look at the numbered pictures with the corresponding numbered sentences. 2. Have them circle the correct word for each sentence. 3. Have them unscramble and write the sentences on the line. **I Can Use My Grammar!** **Look and write 'What', 'Who', 'Where', or 'When'.** 1. Have students look at the cartoon. 2. Have them read the story as they write 'What', 'Who', 'Where', or 'When' in the blanks. **Writing in Grammar** **Read, correct, and write.** 1. Have students read the grammatically wrong sentences. 2. Have them correct the underlined part in each sentence. 3. Have them write the correct sentences on the line and complete the story.	**SB p.56** **SB p.57**

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Past Simple Wh- Questions with Ordinary Verbs! Divide the class into small groups of two or three students. 1. Give each group a set of Wh- words, base verb, subject, and punctuation cards. Shuffle the cards. 2. The teacher places the sentence structure cards on the board to present the target grammar pattern. (e.g., Wh- word + Verb + Subject + Verb + Punctuation) 3. Show or say an Wh- word. 4. Have students quickly choose the correct Wh- words, base verb, subject, and punctuation cards to make a complete sentence using the target grammar. Then, have students change 'do' to its correct past form to complete the sentence. (e.g., "What + did + you + want + ?") 5. Have each group take turns saying their full sentence aloud. The teacher checks if the sentence is grammatically correct. 6. Play three or five rounds. Give one point to each group that makes a correct sentence. The group with the most points at the end wins. **Word Card Types** Wh- words, Base Verb, Subject, Punctuation **Word List** What, Who, Where do I, you, we, they need, want, meet, live, sleep ? **Homework** Have students do Workbook Unit 12 as homework.	**WB pp.26-27**

UNIT 13 I can climb a tree.

Topic	Modal Verb: Can(Ability)
Objectives	- To understand how 'can/can't' are used in a sentence - To learn how to talk about ability
Grammar Point	modal verb (can)
Materials	Student Book, Workbook, Word Cards

LESSON PLAN		
Procedure (Time: **45 - 60** min.)	**Contents**	**Materials**
Greeting & Warm-up (5 min.)	1. Welcome the students to the class and take attendance. 2. Review the previous lesson. 3. Check homework. **Grammar Point** **Modal Verb 'Can'** 1. Go through the explanation for 'can/can't' with the students. 2. Have the students look at the examples. Explain how 'can/can't' can be used for all subjects. 3. Have the students read the example sentences. Then listen to them. (Audio File 22)	**SB p.60**
Main Lesson (35-45 min.)	**Read & Find!** 1. Have students look at the picture. 2. Talk with students about what they see. T: What do you see in the picture? S: I see a boy. I see a girl. I see frogs. 3. Listen to the story. (Audio File 23) 4. Have the students read the story again as they find what frogs can do. 5. Check the answers as a class. **Check Up!** **A. Look and check.** 1. Have students look at the pictures. 2. Have them check the correct sentence for each picture.	**SB p.61**

	B. Read and circle. 1. Have students read the sentences. 2. Have them circle the correct words for each sentence. **C. Look, read, and write using 'can' or 'can't'.** 1. Have students look at the pictures and read the sentences. 2. Have them write using 'can' or 'can't' in the blanks for each sentence. **Step Up!** **A. Look, choose, and write using 'can' or 'can't'.** 1. Have students look at the picture. 2. Have them choose the correct word for each sentence. 3. Have them write using 'can' or 'can't' on the line. **B. Look, circle, and unscramble.** 1. Have students look at the numbered pictures with the corresponding numbered sentences. 2. Have them circle the correct word for each sentence. 3. Have them unscramble and write the sentences on the line. **I Can Use My Grammar!** **Look, choose, and write using 'can' or 'can't'.** 1. Have students look at the cartoon. 2. Have them read the story as they choose and write using 'can' or 'can't' in the blanks. **Writing in Grammar** **Read, correct, and write.** 1. Have students read the grammatically wrong sentences. 2. Have them correct the underlined part in each sentence. 3. Have them write the correct sentences on the line and complete the story.	**SB p.62** **SB p.63**

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Modal Verb! Divide the class into small groups of two or three students. 1. Give each group a set of subject, modal verb, base verb, and object cards. Shuffle the cards. 2. The teacher places the sentence structure cards on the board to present the target grammar pattern. (e.g., Subject + Verb + Object) 3. Show or say a subject. 4. Have students quickly choose the correct subject, modal verb, base verb, and object cards to make a complete sentence using the target grammar. (e.g., "I + can + speak + English") 5. Have each group take turns saying their full sentence aloud. The teacher checks if the sentence is grammatically correct. 6. Play three or five rounds. Give one point to each group that makes a correct sentence. The group with the most points at the end wins. **Word Card Types** Subject, Modal Verb, Base Verb, Object **Word List** I, You, He, She, We, They can ride, play, speak, eat, write a bike, soccer, English, vegetables, a letter **Homework** Have students do Workbook Unit 13 as homework.	**WB pp.28-29**

UNIT 14 Can you play the flute?

Topic	Modal Verb: Can(Ability) – Yes/No Questions
Objectives	- To understand what Yes/No questions with 'can' are - To learn how to answer Yes/No questions using subjects and modal verbs
Grammar Point	modal verb (yes/no questions with can)
Materials	Student Book, Workbook, Word Cards

LESSON PLAN		
Procedure (Time: **45 - 60** min.)	**Contents**	**Materials**
Greeting & Warm-up (5 min.)	1. Welcome the students to the class and take attendance. 2. Review the previous lesson. 3. Check homework. **Grammar Point** **Modal Verb 'Yes/No Questions with Can'** 1. Go through the explanation for Yes/No questions with 'can'. 2. Have the students look at the example. Explain how modal verbs are used to ask and answer Yes/No questions. 3. Have the students read the example sentences. Then listen to them. (Audio File 24)	**SB p.64**
Main Lesson (35-45 min.)	**Read & Find!** 1. Have students look at the picture. 2. Talk with students about what they see. T: What do you see in the picture? S: I see a girl. I see a guitar. I see a piano. 3. Listen to the story. (Audio File 25) 4. Have the students read the story again as they find who can sing in the picture. 5. Check the answers as a class. **Check Up!** **A. Look and check.** 1. Have students look at the pictures. 2. Have them check the correct answer for each question.	**SB p.65**

	B. Read and circle. 1. Have students read the sentences. 2. Have them circle the correct words for each sentence. **C. Look, read, and write 'can' or 'can't'.** 1. Have students look at the pictures and read the sentences. 2. Have them write 'can' or 'can't' in the blank for each sentence. **Step Up!**	**SB p.66**
	A. Look and write using 'can' or 'can't'. 1. Have students look at the pictures and read the sentences. 2. Have them write using 'can' or 'can't' on the line. **B. Look, circle, and unscramble.** 1. Have students look at the numbered pictures with the corresponding numbered sentences. 2. Have them circle the correct word for each sentence. 3. Have them unscramble and write the sentences on the line. **I Can Use My Grammar!**	**SB p.67**
	Look and write 'can' or 'can't'. 1. Have students look at the cartoon. 2. Have them read the story as they write 'can' or 'can't' in the blanks. **Writing in Grammar** **Read, correct, and write.** 1. Have students read the grammatically wrong sentences. 2. Have them correct the underlined part in each sentence. 3. Have them write the correct sentences on the line and complete the story.	

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Modal Verb Yes/No Questions with Can! Divide the class into small groups of two or three students. 1. Give each group a set of subject, modal verb, base verb, object, and punctuation cards. Shuffle the cards. 2. The teacher places the sentence structure cards on the board to present the target grammar pattern. (e.g., Verb + Subject + Verb + Object + Punctuation) 3. Show or say a subject. 4. Have students quickly choose the correct modal verb, subject, base verb, object, and punctuation cards to make a complete sentence using the target grammar. (e.g., "Can + you + sing + a song + ?") 5. Have each group take turns saying their full sentence aloud. The teacher checks if the sentence is grammatically correct. 6. Play three or five rounds. Give one point to each group that makes a correct sentence. The group with the most points at the end wins. **Word Card Types** Subject, Modal Verb, Base Verb, Object, Punctuation **Word List** you, they, he, she Can sing, play, ride, open, draw a song, baseball, a bike, the jar, a picture ? **Homework** Have students do Workbook Unit 14 as homework.	**WB pp.30-31**

UNIT 15 May I come in?

Topic	Modal Verb: May/Can(Permission)
Objectives	- To understand how 'may' or 'can' are used in a sentence - To learn how to ask for or give permission
Grammar Point	modal verb (may/can)
Materials	Student Book, Workbook, Word Cards

LESSON PLAN		
Procedure (Time: **45 - 60** min.)	**Contents**	**Materials**
Greeting & Warm-up (5 min.)	1. Welcome the students to the class and take attendance. 2. Review the previous lesson. 3. Check homework. **Grammar Point** **Modal Verb 'May/Can'** 1. Go through the explanations for 'may' or 'can' with the students. 2. Have the students look at the example. Explain how modal verbs are used to ask and answer questions. 3. Have the students read the example sentences. Then listen to them. (Audio File 26)	**SB p.68**
Main Lesson (35-45 min.)	**Read & Find!** 1. Have students look at the picture. 2. Talk with students about what they see. T: What do you see in the picture? S: I see a woman. I see a boy. I see toys. 3. Listen to the story. (Audio File 27) 4. Have the students read the story again as they find what his sister's present is in the picture. 5. Check the answers as a class. **Check Up!** **A. Look and check.** 1. Have students look at the pictures. 2. Have them check the correct answer for each question.	**SB p.69**

	B. Look, read, and circle. 1. Have students look at the pictures and read the sentences. 2. Have them circle the correct word for each sentence. **C. Look, read, and write 'can' or 'can't'.** 1. Have students look at the pictures and read the sentences. 2. Have them write 'can' or 'can't' in the blank for each sentence. **Step Up!**	
	A. Look, choose, and write using 'may'. 1. Have students look at the picture and read the sentences. 2. Have them write using 'may' on the line. **B. Look, circle, and unscramble.** 1. Have students look at the numbered pictures with the corresponding numbered sentences. 2. Have them circle the correct words for each sentence. 3. Have them unscramble and write the sentences on the line.	**SB p.70**
	I Can Use My Grammar! **Look and write 'can' or 'can't'.** 1. Have students look at the cartoon. 2. Have them read the story as they write 'can' or 'can't' in the blanks. **Writing in Grammar** **Read, correct, and write.** 1. Have students read the grammatically wrong sentences. 2. Have them correct the underlined part in each sentence. 3. Have them write the correct sentences on the line and complete the story.	**SB p.71**

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Modal Verb! Divide the class into small groups of two or three students. 1. Give each group a set of subject, modal verb, base verb, object, and punctuation cards. Shuffle the cards. 2. The teacher places the sentence structure cards on the board to present the target grammar pattern. (e.g., Verb + Subject + Verb + Object + Punctuation) 3. Show or say a subject. 4. Have students quickly choose the correct modal verb, subject, base verb, object, and punctuation cards to make a complete sentence using the target grammar. (e.g., "May + I + sing + a song + ?") 5. Have each group take turns saying their full sentence aloud. The teacher checks if the sentence is grammatically correct. 6. Play three or five rounds. Give one point to each group that makes a correct sentence. The group with the most points at the end wins. **Word Card Types** Subject, Modal Verb, Base Verb, Object, Punctuation **Word List** I, we May, Can watch, drink, sing, close, eat TV, water, a song, the door, a sandwich ? **Homework** Have students do Workbook Unit 15 as homework.	**WB pp.32-33**

UNIT 16 It snowed, but it will melt.

Topic	Tenses: Past / Present / Future
Objectives	- To understand what tenses are - To learn how to show when something happens in the past, present, or future
Grammar Point	tenses
Materials	Student Book, Workbook, Word Cards

LESSON PLAN		
Procedure (Time: **45 - 60** min.)	**Contents**	**Materials**
Greeting & Warm-up (5 min.)	1. Welcome the students to the class and take attendance. 2. Review the previous lesson. 3. Check homework. **Grammar Point** **Tenses 'Past / Present / Future'** 1. Go through the explanation for tenses with the students. 2. Have the students look at the examples. Explain how verb forms change depending on the tense.	**SB p.72**
Main Lesson (35-45 min.)	**Read & Find!** 1. Have students look at the picture. 2. Talk with students about what they see. T: What do you see in the picture? S: I see a girl. I see a boy. I see animals. 3. Listen to the story. (Audio File 28) 4. Have the students read the story again as they underline the sentence that shows what Eddie is doing right now. 5. Check the answers as a class. **Check Up!** **A. Read and match.** 1. Have students read the sentences. 2. Have them match the questions to the correct answers.	**SB p.73**

	B. Read and circle. 1. Have students read the sentences. 2. Have them circle the correct words for each sentence. **C. Look, read, and write in the correct tense.** 1. Have students look at the pictures and read the sentences. 2. Have them write in the correct tense in the blanks for each sentence. **Step Up!** **A. Look, choose, and write in the correct tense.** 1. Have students look at the pictures. 2. Have them choose the correct word for each sentence. 3. Have them write in the correct tense on the line. **B. Look, circle, and unscramble.** 1. Have students look at the numbered pictures with the corresponding numbered sentences. 2. Have them circle the correct words for each sentence. 3. Have them unscramble and write the sentences on the line. **I Can Use My Grammar!** **Look, choose, and write.** 1. Have students look at the cartoon. 2. Have them read the story as they choose and write the correct words in the blanks. **Writing in Grammar** **Read, correct, and write.** 1. Have students read the grammatically wrong sentences. 2. Have them correct the underlined part in each sentence. 3. Have them write the correct sentences on the line and complete the story.	**SB p.74** **SB p.75**

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Tenses! Divide the class into small groups of two or three students. 1. Give each group a set of subject, modal verb, base verb, and object cards. Shuffle the cards. 2. The teacher places the sentence structure cards on the board to present the target grammar pattern. (e.g., Subject + Verb + Object) 3. Show or say a subject. 4. Have students quickly choose the correct subject, base verb, and object cards to make a complete sentence using the target grammar. Then, have students change the base verb into the correct form or use the modal verb card to complete the sentence if necessary. (e.g., "She + plays + baseball" or "I + will + study + English") 5. Have each group take turns saying their full sentence aloud. The teacher checks if the sentence is grammatically correct. 6. Play three or five rounds. Give one point to each group that makes a correct sentence. The group with the most points at the end wins. **Word Card Types** Subject, Modal Verb, Base Verb, Object **Word List** I, You, He, She, We, They will watch, play, sing, open, study a movie, baseball, a song, the door, English **Homework** Have students do Workbook Unit 16 as homework.	**WB pp.34-35**