UNIT 01 I see a black cat.

Topic	Letters, Words, Phrases, and Sentences
Objectives	- To understand what letters, words, phrases, and sentences are - To learn how to distinguish between letters, words, phrases, and sentences
Grammar Point	letters, words, phrases, sentences
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** **Letters, Words, Phrases, and Sentences** 1. Go through the definitions of letters, words, phrases and sentences with the students. 2. Have the students look at the examples on the chart. Explain how letters build up into words, phrases, and sentences.	**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 a house. I see a bird. I see a boy. 3. Listen to the story. (Audio File 01) 4. Have the students read the story again as they look at the sign and choose the 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 word for each picture.	**SB p.7**

	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 the correct numbers.** 1. Have students look at the pictures and read the sentences. 2. Have them write the correct numbers in the blanks for each sentence. **Step Up!** **A. Look, choose, and write.** 1. Have students look at the picture. 2. Have them choose the correct word for each sentence. 3. Have them write the words on the line. **B. Look, unscramble, and write. Then draw →.** 1. Have students look at the numbered pictures with the corresponding numbered letters, words, and phrases. 2. Have them unscramble and write the word, phrase, and sentence on the line. 3. Have students draw arrows in the boxes. **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 Sentences! Divide the class into small groups of two or three students. 1. Give each group a set of subject, base verb, adjective, 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 + Adjective/Object) 3. Show or say a subject. 4. Have students quickly choose the correct subject, base verb, and adjective/object cards to make a complete sentence using the target grammar. (e.g., "They + run + fast" or "We + watch + a movie") Then, have students count the number of letters, words, and phrases in their sentence. 5. Have each group take turns saying their full sentence and the number of each unit aloud. The teacher checks if the sentence is grammatically correct and the numbers are accurate. 6. Play three or five rounds. Give one point to each group that makes a correct sentence and counts the units correctly. The group with the most points at the end wins. **Word Card Types** Subject, Base Verb, Adjective, Object **Word List** I, You, We, They run, feel, look, watch, need fast, happy, hungry a movie, water **Homework** Have students do Workbook Unit 01 as homework.	**WB pp.4-5**

UNIT 02 The ball is black and white.

Topic	Articles and Nouns: Review
Objectives	- To understand different types of articles (a/an, the) - To know when to use each article under given situations
Grammar Point	articles, nouns
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** **Articles and Nouns** 1. Go through the explanations for each article: a/an, the 2. Have the students look at the examples on the chart for 'a/an'. Explain that 'a' comes before a consonant and 'an' comes before a vowel. 3. Have the students look at the examples on the chart for 'the'. Explain that the article could *be* used for specific thing(s) or for one and only thing. 4. Have the students read the example sentences. Then listen to them. (Audio File 02)	**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 a dog. I see hamsters. I see an iguana. 3. Listen to the story. (Audio File 03) 4. Have the students read the story again as they underline 'the + noun' and find them in the picture. 5. Check the answers as a class.	

Check Up!

SB p.11

A. Look and check.

1. Have students look at the pictures.
2. Have them check the correct words for each picture.

B. Read and circle.

1. Have students read the sentences.
2. Have them circle the correct word for each sentence.

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!

SB p.12

A. Look, choose, and write.

1. Have students look at the picture.
2. Have them choose the correct word 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!

SB p.13

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.

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Articles and Nouns! Divide the class into small groups of two or three students. 1. Give each group a set of article 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., Article + Noun) 3. Show or say a noun. 4. Have students quickly choose the correct article card to match the noun using the target grammar. (e.g., a + book) 5. Have each group take turns saying their full phrase aloud. The teacher checks if the match is grammatically correct. 6. Play three or five rounds. Give one point to each group that makes a correct match. The group with the most points at the end wins. **Word Card Types** Article, Noun **Word List** a, an, the umbrella, orange, book, sun, moon **Homework** Have students do Workbook Unit 02 as homework.	**WB pp.6-7**

UNIT 03 We are good children.

Topic	Singular and Plural Nouns
Objectives	- To understand the difference between singular and plural nouns - To learn how to form regular and irregular plural nouns
Grammar Point	singular nouns, plural nouns
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** **Singular and Plural Nouns** 1. Go through the definitions of singular nouns and plural nouns with the students. 2. Have the students look at the examples on the chart for regular plural nouns. Explain how plural forms change depending on the ending of each word. 3. Have the students look at the examples on the chart for irregular and always plural nouns. Explain how they differ from the regular forms. 4. Have the students read the example sentences. Then listen to them. (Audio File 04)	**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 lions. I see foxes. I see mice. 3. Listen to the story. (Audio File 05) 4. Have the students read the story again as they underline the plural nouns and find them in the picture. 5. Check the answers as a class.	

Check Up!

SB p.15

A. Look and check.

1. Have students look at the pictures.
2. Have them check the correct word for each picture.

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 ‘s’, ‘es’, ‘ies’, or ‘ves’.

1. Have students look at the pictures and read the sentences.
2. Have them write using ‘s’, ‘es’, ‘ies’, or ‘ves’ in the blank for each sentence.

Step Up!

SB p.16

A. Look, choose, and write.

1. Have students look at the picture.
2. Have them choose the correct word 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 words for each sentence.
3. Have them unscramble and write the sentences on the line.

I Can Use My Grammar!

SB p.17

Look, choose, and write.

1. Have students look at the cartoon.
2. Have them read the story as they choose the correct words and write them in the correct plural forms 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 Plural Nouns! Divide the class into small groups of two or three students. 1. Give each group a set of singular noun and plural noun cards. Shuffle the cards. 2. The teacher places the sentence structure cards on the board to present the grammar pattern. (e.g., Singular Noun → Plural Noun) 3. Show or say a singular noun. 4. Have students quickly choose the correct plural noun card to match the singular noun using the target grammar. (e.g., box → boxes) 5. Have each group take turns saying their full pair aloud. The teacher checks if the match is grammatically correct. 6. Play three or five rounds. Give one point to each group that makes a correct match. The group with the most points at the end wins. **Word Card Types** Singular Noun, Plural Noun **Word List** dog, box, baby, leaf, child dogs, boxes, babies, leaves, children **Homework** Have students do Workbook Unit 03 as homework.	**WB pp.8-9**

UNIT 04 There isn't any water in the cup.

Topic	a(an)/some/any + Countable and Uncountable Nouns
Objectives	- To understand the usage of 'There' with *be* verb with countable and uncountable nouns - To learn how to use 'a(an), some, and any' correctly depending on noun types
Grammar Point	articles (a/an), quantifiers (some, any), countable nouns, uncountable nouns
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** **'a(an)/some/any' + Countable and Uncountable Nouns** 1. Go through the explanations for 'There' with *be* verb, 'a(an)/some/any', and 'x/some/any' with the students. 2. Have the students look at the examples on the chart. Explain how 'a(an)' is used only for countable nouns, and how 'some' and 'any' are used with both countable and uncountable nouns. 3. Have the students read the example sentences. Then listen to them. (Audio File 06)	**SB p.18**
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 money. 3. Listen to the story. (Audio File 07) 4. Have the students read the story again as they underline 'some + noun' and find them in the picture. 5. Check the answers as a class.	

Check Up!

SB p.19

A. Look and check.

1. Have students look at the pictures.
2. Have them check the correct sentence for each picture.

B. Read and circle.

1. Have students read the sentences.
2. Have them circle the correct word for each sentence.

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!

SB p.20

A. Look, choose, and write.

1. Have students look at the picture.
2. Have them choose the correct word 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!

SB p.21

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.

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the 'a(an)/some/any' + Countable and Uncountable Nouns! Divide the class into small groups of two or three students. 1. Give each group a set of Introducing Word, *be* verb, article, quantifier, countable noun, and uncountable noun cards. Shuffle the cards. 2. The teacher places the sentence structure cards on the board to present the target grammar pattern. (e.g., Introducing Word + Verb + Article/Quantifier + Countable/Uncountable Noun) 3. Show or say a countable/uncountable noun. 4. Have students quickly choose the correct Introducing Word, *be* verb, article/quantifier, and countable/uncountable noun cards to make a complete sentence using the target grammar. (e.g., "There + is + an + apple" or "There + is not + any + water") 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** Introducing Word, *Be* Verb, Article, Quantifier, Countable Noun, Uncountable Noun **Word List** There is, are, not a, an some, any apple, apples, banana, bananas water, bread **Homework** Have students do Workbook Unit 04 as homework.	**WB pp.10-11**

UNIT 05 My parents love me.

Topic	Subject and Object Pronouns
Objectives	- To understand what subjects and objects are - To learn how to replace subject or object nouns with subject and object pronouns
Grammar Point	subject pronouns, object pronouns
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** **Subject and Object Pronouns** 1. Go through the explanation for subjects and objects with the students. 2. Have the students look at the examples on the chart. Explain how a sentence can *be* divided into subject, verb, and object. 3. Go through the explanation for subject and object pronouns. 4. Have the students look at the examples on the chart. Explain how 'you' and 'it' look the same in both subject and object columns. 5. Have the students read the example sentences. Then listen to them. (Audio File 08)	**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 a zebra. I see lions. I see boys. 3. Listen to the story. (Audio File 09) 4. Have the students read the story again as they underline the object pronouns and find them in the picture. 5. Check the answers as a class.	

Check Up!

SB p.25

A. Look and check.

1. Have students look at the pictures.
2. Have them check the correct word for each picture.

B. Read and circle.

1. Have students read the sentences.
2. Have them circle the correct words for each sentence.

C. Read, choose, and write the correct pronouns.

1. Have students read the sentences.
2. Have them choose the correct words for each sentence.
3. Have them write the correct pronouns on the line.

Step Up!

SB p.26

A. Look and write the correct pronouns.

1. Have students look at the picture and read the sentences.
2. Have them write the correct pronouns 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.27

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.

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Subject and Object Pronouns! 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 + like + him" or "They + eat + it") Then, have students change the base verb into the correct form to complete the sentence if necessary. 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, He, She, It, We, They like, eat, see, read, find me, you, him, her, it, us, them **Homework** Have students do Workbook Unit 05 as homework.	**WB pp.12-13**

UNIT 06 This bag is mine.

Topic	Possessive Adjectives / Pronouns
Objectives	- To understand what possessive adjectives and possessive pronouns are - To learn how to replace possessive adjectives with possessive pronouns
Grammar Point	possessive adjectives, possessive pronouns
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** **Possessive Adjectives and Pronouns** 1. Go through the explanation for possessive adjectives and pronouns with the students. 2. Have the students look at the examples on the chart. Explain how possessive adjectives can *be* replaced with possessive pronouns. 5. Have the students read the example sentences. Then listen to them. (Audio File 10)	**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 boy. I see girls. I see cards. 3. Listen to the story. (Audio File 11) 4. Have the students read the story again as they find Billy's sister's name in the picture. 5. Check the answers as a class.	

Check Up!

SB p.29

A. Look and check.

1. Have students look at the pictures.
2. Have them check the correct word for each picture.

B. Read and circle.

1. Have students read the sentences.
2. Have them circle the correct word for each sentence.

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!

SB p.30

A. Read and write.

1. Have students read the sentences.
2. Have them write the correct possessive adjectives or possessive pronouns 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!

SB p.31

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.

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Possessive Pronouns! Divide the class into small groups of two or three students. 1. Give each group a set of subject, *be* verb, and possessives 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 + Possessive) 3. Show or say a subject. 4. Have students quickly choose the correct subject, *be* verb, and possessives cards to make a complete sentence using the target grammar. (e.g., "The dog + is + mine" or "They + are not + yours") 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, Possessives **Word List** The dog, The dogs, It, They is, are, not mine, yours, his, hers, ours, theirs **Homework** Have students do Workbook Unit 06 as homework.	**WB pp.14-15**

UNIT 07 The dog is next to the table.

Topic	Prepositions of Place
Objectives	- To understand what prepositions of place are - To learn how to describe the location of something
Grammar Point	prepositions of place
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** **Prepositions of Place** 1. Go through the explanation for prepositions of place with the students. 2. Have the students look at the examples in the picture. Explain how prepositions of place show where the candy is. 3. Have the students read the example sentences. Then listen to them. (Audio File 12)	**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 man. I see doors. 3. Listen to the story. (Audio File 13) 4. Have the students read the story again as they underline 'preposition + noun' and find the girl's bag 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 phrase for each picture.	**SB p.33**

	B. Read and circle. 1. Have students read the sentences. 2. Have them circle the correct words for each sentence. **C. 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. **Step Up!** **A. Look and write the prepositions.** 1. Have students look at the picture and read the sentences. 2. Have them write the prepositions 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.34** **SB p.35**

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Prepositions of Place! Divide the class into small groups of two or three students. 1. Give each group a set of subject, *be* verb, preposition, 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 + Preposition + Object) 3. Show or say a subject. 4. Have students quickly choose the correct subject, *be* verb, preposition, and object cards to make a complete sentence using the target grammar. (e.g., "Amy + is + under + the table" or "They + are not + in + 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** Subject, *Be* Verb, Preposition, Object **Word List** I, You, Tom, Amy, They, It am, are, is, not on, in, under, next to, in front of, behind the jar, the table, my bag, a bike **Homework** Have students do Workbook Unit 07 as homework.	**WB pp.16-17**

UNIT 08 The movie starts at 7 o'clock.

Topic	Prepositions of Time
Objectives	- To understand what prepositions of time are - To learn how to describe when something happens
Grammar Point	prepositions of time
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** **Prepositions of Time** 1. Go through the explanation for prepositions of time with the students. 2. Have the students look at the examples on the chart. Explain how prepositions of time are used for specific times, days, and longer periods of time. 3. Have the students read the example sentences. Then listen to them. (Audio File 14)	**SB p.36**
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 boys. I see numbers. I see a calendar. 3. Listen to the story. (Audio File 15) 4. Have the students read the story again as they underline 'preposition + noun' and find the date of the trip on the calendar. 5. Check the answers as a class.	

Check Up!

SB p.37

A. Look and check.

1. Have students look at the pictures.
2. Have them check the correct phrase for each picture.

B. Read and circle.

1. Have students read the sentences.
2. Have them circle the correct word for each sentence.

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!

SB p.38

A. Look at Cathy's schedule and write.

1. Have students look at the picture and read the sentences.
2. Have them write the correct prepositions 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.39

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.

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Prepositions of Time! Divide the class into small groups of two or three students. 1. Give each group a set of subject, base verb, object, preposition, and time 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 + Preposition + Time) 3. Show or say a subject. 4. Have students quickly choose the correct subject, base verb, object, preposition, and time cards to make a complete sentence using the target grammar. (e.g., "I + sing + a song + in + the afternoon" or "They + draw + a picture + on + Sunday") Then, have students change the base verb into the correct form to complete the sentence if necessary. 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, Preposition, Time **Word List** I, He, She, They sing, draw, eat, watch a song, a picture, a sandwich, a movie in, at, on the morning, the afternoon, noon, midnight, Sunday, Valentine's Day **Homework** Have students do Workbook Unit 08 as homework.	**WB pp.18-19**

UNIT 09 We are studying.

Topic	Present Continuous
Objectives	- To understand what present continuous tense is - To learn how to describe what someone is doing now
Grammar Point	present continuous
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** **Present Continuous** 1. Go through the explanation for present continuous tense with the students. 2. Have the students look at the examples on the chart. Explain how the present continuous tense is formed and how verbs change when -ing is added. 3. Have the students read the example sentences. Then listen to them. (Audio File 16)	**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 book. 3. Listen to the story. (Audio File 17) 4. Have the students read the story again as they find what the boy and the dinosaur are each doing in the picture. 5. Check the answers as a class.	

Check Up!

SB p.43

A. Look and check.

1. Have students look at the pictures.
2. Have them check the correct word for each picture.

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 using 'ing'.

1. Have students look at the pictures and read the sentences.
2. Have them write using 'ing' in the blank for each sentence.

Step Up!

SB p.44

A. Look, choose, and write using 'ing'.

1. Have students look at the picture.
2. Have them choose the correct word for each sentence.
3. Have them write using 'ing' 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!

SB p.45

Look, choose, and write using 'ing'.

1. Have students look at the cartoon.
2. Have them read the story as they choose and write using 'ing' 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 Present Continuous! Divide the class into small groups of two or three students. 1. Give each group a set of subject, *be* 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, *be* verb, base verb, and object cards to make a complete sentence using the target grammar. Then, have students change the base verb into the correct present continuous form. (e.g., "I + am + studying + 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, *Be* Verb, Base Verb, Object **Word List** I, You, He, She, We am, are, is study, write, eat, get, ride English, a letter, a sandwich, a bike **Homework** Have students do Workbook Unit 09 as homework.	**WB pp.20-21**

UNIT 10 Is he having a party?

Topic	Present Continuous: Yes/No Questions
Objectives	- To understand what Yes/No questions in the present continuous are - To learn how to answer Yes/No questions using subjects and *be* verbs
Grammar Point	present continuous (yes/no questions)
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** **Present Continuous 'Yes/No Questions'** 1. Go through the explanation for Yes/No questions in the present continuous. 2. Have the students look at the examples on the chart. Explain how *be* verbs are used to ask and answer Yes/No questions in the present continuous. 3. Have the students read the example sentences. Then listen to them. (Audio File 18)	**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 man. I see a girl. I see a dinosaur. 3. Listen to the story. (Audio File 19) 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!

SB p.47

A. Look, read, and check.

1. Have students look at the pictures and read the sentences.
2. Have them check the correct words for each picture.

B. Read and circle.

1. Have students read the sentences.
2. Have them circle the correct word for each sentence.

C. Look, choose, and write using 'ing'.

1. Have students look at the pictures.
2. Have them choose the correct words for each sentence.
3. Have them write using 'ing' on the line.

Step Up!

SB p.48

A. Look, write using 'ing', and circle.

1. Have students look at the picture.
2. Have them choose the correct word for each sentence.
3. Have them write using 'ing' on the line and circle the correct word for each sentence.

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.49

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.

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Present Continuous Yes/No Questions! Divide the class into small groups of two or three students. 1. Give each group a set of subject, *be* 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 *be* verb, subject, base verb, object, and punctuation cards to make a complete sentence using the target grammar. Then, have students change the base verb into the correct present continuous form. (e.g., "Are + you + playing + soccer + ?") 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, Base Verb, Object, Punctuation **Word List** I, you, he, she, they Am, Are, Is play, eat, get, ride, write soccer, a sandwich, a bike, a letter ? **Homework** Have students do Workbook Unit 10 as homework.	**WB pp.22-23**

UNIT 11 What are you reading?

Topic	Present Continuous: Wh- Questions
Objectives	- To understand what Wh- questions in the present continuous are - To learn how to answer Wh- questions using present continuous forms and specific information
Grammar Point	present continuous (wh- questions)
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** **Present Continuous 'Wh- Questions'** 1. Go through the explanation for Wh- questions in the present continuous. 2. Have the students look at the examples on the chart. Explain how to ask and answer Wh- questions in the present continuous. 3. Have the students read the example sentences. Then listen to them. (Audio File 20)	**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 girls. I see pumpkins. I see costumes. 3. Listen to the story. (Audio File 21) 4. Have the students read the story again as they underline 'What' and 'Who' and then find them in the picture. 5. Check the answers as a class.	

Check Up!

SB p.51

A. Read and match.

1. Have students read the sentences.
2. Have them match the questions to the correct answers.

B. Read and circle.

1. Have students read the sentences.
2. Have them circle the correct word for each sentence.

C. Look, choose, and write using 'ing'.

1. Have students look at the pictures.
2. Have them choose the correct word for each sentence.
3. Have them write using 'ing' on the line.

Step Up!

SB p.52

A. Look and write 'Who' or 'What'.

1. Have students look at the picture and read the sentences.
2. Have them write 'Who' or 'What' 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!

SB p.53

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.

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Present Continuous Wh- Questions! Divide the class into small groups of two or three students. 1. Give each group a set of Wh- Words, *be* verb, subject, base verb, 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 a subject. 4. Have students quickly choose the correct Wh- Words, *be* verb, subject, base verb, and punctuation cards to make a complete sentence using the target grammar. Then, have students change the base verb into the correct present continuous form. (e.g., "What + are + you + reading + ?") 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, Base Verb, Punctuation **Word List** What am, are, is I, you, he, she, they read, listen, get, write, study ? **Homework** Have students do Workbook Unit 11 as homework.	**WB pp.24-25**

UNIT 12 I'll help you.

Topic	Modal Verb: Will(Future)
Objectives	- To understand what future tense is - To learn how to use 'will' in positive, negative, and short forms
Grammar Point	modal verb (will)
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 'Will'** 1. Go through the explanations for future tense with the students. 2. Have the students look at the examples on the chart. Explain how to make sentences in positive, negative, and short forms. 3. Have the students read the example sentences. Then listen to them. (Audio File 22)	**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 girl. I see a boy. I see books. 3. Listen to the story. (Audio File 23) 4. Have the students read the story again as they underline 'will/won'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.55**

	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 'will' or 'won't'.** 1. Have students look at the pictures and read the sentences. 2. Have them write using 'will' or 'won't' in the blanks for each sentence. **Step Up!** **A. Look, choose, and write using 'will' or 'won't'.** 1. Have students look at the picture. 2. Have them choose the correct word for each sentence. 3. Have them write using 'will' or 'won'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 and write 'will' or 'won't'.** 1. Have students look at the cartoon. 2. Have them read the story as they write 'will' or 'won'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.56** **SB p.57**

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 + will + study + history") 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, Tom, Amy, We, They will study, need, watch, have, play history, water, a movie, homework, soccer **Homework** Have students do Workbook Unit 12 as homework.	**WB pp.26-27**

UNIT 13 Will you go to the park?

Topic	Modal Verb: Will(Future) - Yes/No Questions
Objectives	- To understand what Yes/No questions with future verbs are - To learn how to answer Yes/No questions using subjects and modal verbs
Grammar Point	modal verb (yes/no questions with will)
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 Will'** 1. Go through the explanation for Yes/No questions with future verbs. 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.58**
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 apples. I see milk. 3. Listen to the story. (Audio File 25) 4. Have the students read the story again as they find what the girl will buy in the picture. 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 words for each sentence.	**SB p.59**

	B. Read, match, and write 'will' or 'won't'. 1. Have students read the sentences. 2. Have them match the questions to the correct answers. 3. Have them write 'will' or 'won't' on the line. **C. Look and write using 'will' or 'won't'.** 1. Have students look at the pictures. 2. Have them write using 'will' or 'won't' on the line. **Step Up!**	**SB p.60**
	A. Look and write. 1. Have students look at the pictures and read the questions. 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 words for each sentence. 3. Have them unscramble and write the sentences on the line. **I Can Use My Grammar!**	
	Look and write 'will' or 'won't'. 1. Have students look at the cartoon. 2. Have them read the story as they write 'will' or 'won't' in the blanks. **Writing in Grammar**	**SB p.61**
	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 Will! 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., "Will + 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 Will sing, play, ride, find, need a song, baseball, a bike, a dog, money ? **Homework** Have students do Workbook Unit 13 as homework.	**WB pp.28-29**

UNIT 14 The bus runs quickly.

Topic	Adjectives and Adverbs
Objectives	- To understand what adjectives and adverbs are - To learn how to form adverbs from adjectives
Grammar Point	adjectives, adverbs
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** **Adjectives and Adverbs** 1. Go through the explanations for adjectives and adverbs with the students. 2. Have the students look at the examples on the chart. Explain how -ly is added differently depending on the ending of each adjective, except for the special forms. 3. Have the students read the example sentences. Then listen to them. (Audio File 26)	**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 boy. I see a girl. I see books. 3. Listen to the story. (Audio File 27) 4. Have the students read the story again as they circle the adjectives and underline the adverbs. 5. Check the answers as a class.	

Check Up!

SB p.65

A. Look and check the adverbs.

1. Have students look at the pictures.
2. Have them check the correct adverb for each picture.

B. Read and circle.

1. Have students read the sentences.
2. Have them circle the correct word for each sentence.

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!

SB p.66

A. Look, choose, and write using 'ly' or 'ily'.

1. Have students look at the pictures.
2. Have them choose the correct word for each sentence.
3. Have them write using 'ly' or 'ily' 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!

SB p.67

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.

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Adverbs! Divide the class into small groups of two or three students. 1. Give each group a set of adjective and adverb cards. Shuffle the cards. 2. The teacher places the sentence structure cards on the board to present the target grammar pattern. (e.g., Adjective → Adverb) 3. Show or say an adjective. 4. Have students quickly choose the correct adverb card to match the adjective using the target grammar. (e.g., quick → quickly) 5. Have each group take turns saying their full pair aloud. The teacher checks if the match is grammatically correct. 6. Play three or five rounds. Give one point to each group that makes a correct match. The group with the most points at the end wins. **Word Card Types** Adjective, Adverb **Word List** quick, slow, careful, happy, loud, quiet quickly, slowly, carefully, happily, loudly, quietly **Homework** Have students do Workbook Unit 14 as homework.	**WB pp.30-31**

UNIT 15 Cheetahs are faster than lions.

Topic	Comparative Adjectives
Objectives	- To understand what comparative adjectives are - To learn how to form comparative adjectives from adjectives
Grammar Point	comparative adjectives
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** **Comparative Adjectives** 1. Go through the explanations for comparatives and comparative adjectives with the students. 2. Have the students look at the examples of comparatives. Explain how to compare two things in a sentence. 3. Have the students look at the examples on the chart for comparative adjectives. Explain that -er/r is added differently depending on the ending of each adjective. 4. Have the students read the example sentences. Then listen to them. (Audio File 28)	**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 men. I see a boat. I see a castle. 3. Listen to the story. (Audio File 29) 4. Have the students read the story again as they find 'Gulliver' in the picture. 5. Check the answers as a class.	

Check Up!

SB p.69

A. Look and check.

1. Have students look at the pictures.
2. Have them check the correct word for each picture.

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 using 'er' or 'ier'.

1. Have students look at the pictures and read the sentences.
2. Have them write using 'er' or 'ier' on the line.

Step Up!

SB p.70

A. Look, choose, and write using 'er' or 'ier'.

1. Have students look at the picture.
2. Have them choose the correct word for each sentence.
3. Have them write using 'er' or 'ier' 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!

SB p.71

Look and write using 'r' or 'er'.

1. Have students look at the cartoon.
2. Have them read the story as they write using 'r' or 'er' 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 Comparative Adjectives! Divide the class into small groups of two or three students. 1. Give each group a set of subject, *be* verb, adjective, preposition, 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 + Adjective + Preposition + Object) 3. Show or say an adjective. 4. Have students quickly choose the correct subject, *be* verb, adjective, preposition, and object cards to make a complete sentence using the target grammar. Then, have students change the adjective into the correct comparative adjective form. (e.g., "I + am + taller + than + him") 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, Preposition, Object **Word List** I, You, The boy, The girl, The dog, We am, are, is tall, happy, big, fast, small than me, you, him, her, them, us **Homework** Have students do Workbook Unit 15 as homework.	**WB pp.32-33**

UNIT 16 The elephant is the biggest.

Topic	Superlative Adjectives
Objectives	- To understand what superlative adjectives are - To learn how to form superlative adjectives from adjectives
Grammar Point	superlative adjectives
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** **Superlative Adjectives** 1. Go through the explanations for superlative adjectives with the students. 2. Have the students look at the examples of superlatives. Explain how to show the highest or lowest degree in a sentence. 3. Have the students look at the examples on the chart for superlative adjectives. Explain that -est/st is added differently depending on the ending of each adjective, except for the special forms. 4. Have the students read the example sentences. Then listen to them. (Audio File 30)	**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 man. I see a boy. I see scores. 3. Listen to the story. (Audio File 31) 4. Have the students read the story again as they underline 'the+superlative' and find the boy's score in the picture. 5. Check the answers as a class.	

Check Up!

SB p.73

A. Look and check.

1. Have students look at the pictures.
2. Have them check the correct word for each picture.

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.

1. Have students look at the pictures and read the sentences.
2. Have them write the correct words in the blank for each sentence.

Step Up!

SB p.74

A. Look and write.

1. Have students look at the pictures and read the sentences.
2. Have them write the correct 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 words for each sentence.
3. Have them unscramble and write the sentences on the line.

I Can Use My Grammar!

SB p.75

Look, choose, and write using 'est' or 'iest'.

1. Have students look at the cartoon.
2. Have them read the story as they choose and write using 'est' or 'iest' 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 Superlative Adjectives! Divide the class into small groups of two or three students. 1. Give each group a set of subject, *be* verb, article, and adjective 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 + Article + Adjective) 3. Show or say an adjective. 4. Have students quickly choose the correct subject, *be* verb, article, and adjective cards to make a complete sentence using the target grammar. Then, have students change the adjective into the correct superlative adjective form. (e.g., "You + are + the + smallest") 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, Article, Adjective **Word List** I, You, The boy, The girl, The dog am, are, is the small, sad, happy, tall, late **Homework** Have students do Workbook Unit 16 as homework.	**WB pp.34-35**