UNIT 01 Spot is a cat.

Topic	Common and Proper Nouns
Objectives	- To understand what common nouns and proper nouns are - To know the difference between common nouns and proper nouns
Grammar Point	common nouns, proper 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. **Grammar Point** **Common Nouns and Proper Nouns** 1. Go through the definitions of common nouns and proper nouns with the students. 2. Have the students look at the examples on the chart. Explain how common nouns and proper nouns are different. 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 a boy. I see a woman. I see a hallway. 3. Listen to the story. (Audio File 02) 4. Have the students read the story again as they underline the common nouns and circle the proper nouns. 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. Choose and write. Then circle the proper nouns. 1. Have students read and choose a word from the box. 2. Have them write each word under the correct class (people, animals, places, things). 3. Have the students circle the proper nouns. **C. Read and circle.** 1. Have students read the sentences. 2. Have them circle the correct word for each sentence. **Step Up!** **A. Choose and write.** 1. Have students read the sentences. 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!** **Look and write with the correct capital letters.** 1. Have students look at the cartoon. 2. Have them read the story as they write the correct words in the blanks. **Writing in Grammar** **Circle the nouns.** 1. Have students read the story. 2. Have them circle the nouns in the sentences. **Write the text above with the correct capital letters.** 1. Have students read the story again. 2. Have them rewrite the story using the correct capital letters for the proper nouns.	**SB p.8** **SB p.9**

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Common and Proper Nouns! Divide the class into small groups of two or three students. 1. Give each group a set of common noun and proper noun cards. Shuffle the cards. 2. The teacher places the sentence structure cards on the board to present the target grammar pattern. (e.g., Common Noun + Proper Noun) 3. Show or say a common noun. 4. Have students quickly choose the correct proper noun card to match the common noun using the target grammar. (e.g., city + Seoul) 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** Common Noun, Proper Noun **Word List** city, country, river, day, month Seoul, Paris, Korea, America, Nile, Monday, January **Homework** Have students do Workbook Unit 01 as homework.	**WB pp.4-5**

UNIT 02 The sun is bright.

Topic	Articles: a/an, the
Objectives	- To understand different types of articles (a/an, the) - To know when to use each article under given situations
Grammar Point	articles (a/an, the)
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 'a/an' and 'the'** 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 how the articles change depending on the first sound of the following word. 3. Have the students look at the examples on the chart for 'the'. Explain that the article could be used for specific nouns or for one and only thing. 4. Have the students read the example sentences.	**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 monkey. I see an elephant. 3. Listen to the story. (Audio File 03) 4. Have the students read the story again as they underline 'the + noun' and find the corresponding pictures. 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, read, and write ‘a’, ‘an’, or ‘the’.

1. Have students look at the pictures and read the sentences.
2. Have them write 'a', 'an', or 'the' in the blank for each sentence.

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 and write ‘a’, ‘an’, or ‘the’.

1. Have students look at the cartoon.
2. Have them read the story as they write ‘a’, ‘an’, or ‘the’ 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! 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 I see foxes and wolves.

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. Explain how plural forms change depending on the ending of each word, except for the special forms. 3. 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 horses. I see chickens. I see sheep. 3. Listen to the story. (Audio File 05) 4. Have the students read the story again as they underline the plural nouns and find the corresponding pictures. 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 word for each sentence.

C. Look and write.

1. Have students look at the pictures.
2. Have them write the correct plural forms in the blanks 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 in the plural form 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.17

Look and write.

1. Have students look at the cartoon.
2. Have them read the story as they write 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 I need some cheese.

Topic	Countable and Uncountable Nouns
Objectives	- To understand the difference between countable and uncountable nouns - To learn how to use 'some' with countable and uncountable nouns
Grammar Point	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** **Countable and Uncountable Nouns** 1. Go through the definitions of countable nouns and uncountable nouns with the students. 2. Have the students look at the examples on the chart for countable nouns. Explain how countable nouns change in plural forms. 3. Have the students look at the examples on the chart for uncountable nouns. Explain that uncountable nouns cannot be counted as individual units and do not take 'a/an' or plural 's'. 4. Go through the definition of 'some'. Have the students look at the examples and explain how 'some' is used with plural countable nouns and uncountable nouns.	**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 cheese. I see tomatoes. I see candies. 3. Listen to the story. (Audio File 06) 4. Have the students read the story again as they underline the uncountable nouns and find the corresponding pictures. 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 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, read, and write ‘a’, ‘an’ or ‘some’.

1. Have students look at the pictures and read the sentences.
2. Have them write 'a', 'an', or 'some' in the blanks for each sentence.

Step Up!

SB p.20

A. Look, read, and write using 'some'.

1. Have students look at the picture and read the sentences.
2. Have them choose the correct word for each sentence.
3. Have them write the words in the plural form using 'some' 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 Countable and Uncountable Nouns! Divide the class into small groups of two or three students. 1. Give each group a set of subject, base verb, countable noun, uncountable noun, and a quantifier card. Shuffle the cards. 2. The teacher places the sentence structure cards on the board to present the target grammar pattern. (e.g., Subject + Verb + Quantifier + Countable/Uncountable Noun) 3. Show or say a countable/uncountable noun. 4. Have students quickly choose the correct subject, base verb, quantifier, and countable/uncountable noun cards to make a complete sentence using the target grammar. (e.g., "I + need + some + 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** Subject, Base Verb, Countable Noun, Uncountable Noun, Quantifier **Word List** I, We, They eat, drink, need, have, want apples, bananas, cups, books, cookies water, sugar, bread, money, juice some **Homework** Have students do Workbook Unit 04 as homework.	**WB pp.10-11**

UNIT 05 He is late.

Topic	Subject Pronouns
Objectives	- To understand what subject pronouns are and how they replace names or things - To learn the difference between singular and plural subject pronouns
Grammar Point	subject 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 Pronouns** 1. Go through the explanations for subject pronouns with the students. 2. Have the students look at the examples on the chart for subject part and action part. Explain how the sentences are divided into two parts. 3. Have the students look at the examples on the chart for singular subject pronouns and plural subject pronouns. Explain that plural subject pronouns refer to more than one person or thing. 4. 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 a girl. I see a woman. I see a man. 3. Listen to the story. (Audio File 08) 4. Have the students read the story again as they underline the subject pronouns and find the corresponding pictures. 5. Check the answers as a class.	

Check Up!

SB p.25

A. Look and check the correct subject pronouns.

1. Have students look at the pictures.
2. Have them check the correct subject pronouns 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 the correct subject pronouns.

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

Step Up!

SB p.26

A. Read, choose, and write.

1. Have students read the sentences.
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.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 Pronouns! Divide the class into small groups of two or three students. 1. Give each group a set of subject, be verb, 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 an adjective/object. 4. Have students quickly choose the correct subject, be verb/base verb, and adjective/object cards to make a complete sentence using the target grammar. (e.g., "He + is + fast" or "We + have + a ball") 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, Be Verb, Base Verb, Adjective, Object **Word List** I, You, He, She, We, They, It am, are, is need, have, want late, beautiful, fast, big, small a ball, a picture, homework **Homework** Have students do Workbook Unit 05 as homework.	**WB pp.12-13**

UNIT 06 His car is yellow.

Topic	Possessive Adjectives and Nouns
Objectives	- To understand what possessive adjectives and possessive nouns are - To learn how to use possessive nouns with an apostrophe (')
Grammar Point	possessive adjectives, possessive 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** **Possessive Adjectives and Nouns** 1. Go through the explanations for possessive adjectives and possessive nouns with the students. 2. Have the students look at the examples on the chart for possessive adjectives. Explain how each subject pronoun changes into a possessive adjective. 3. Have the students look at the examples on the chart for possessive nouns. Explain the use of the apostrophe ('s) for singular and plural nouns. 4. 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 children. I see cars. 3. Listen to the story. (Audio File 10) 4. Have the students read the story again as they match the children to their cars. 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 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.30

A. Read and write.

1. Have students 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.31

Look and write.

1. Have students look at the cartoon.
2. Have them read the story as they write the correct possessive adjectives or possessive nouns 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 Adjectives! Divide the class into small groups of two or three students. 1. Give each group a set of subject, be verb, possessives, 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 + Possessive + Noun) 3. Show or say a noun. 4. Have students quickly choose the correct subject, be verb, possessives, and noun cards to make a complete sentence using the target grammar. (e.g., "She + is + my + sister") 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, Noun **Word List** He, She, I, We, They is, am, are my, his, her, our, their brother, sister, teacher, friends **Homework** Have students do Workbook Unit 06 as homework.	**WB pp.14-15**

UNIT 07 These are oranges.

Topic	Demonstrative Pronouns: This/That, These/Those
Objectives	- To learn how to use demonstrative pronouns for things near and far - To know the difference between singular and plural demonstrative pronouns
Grammar Point	demonstrative 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** **Demonstrative Pronouns 'This/These' and 'That/Those'** 1. Go through the explanations for demonstrative pronouns: This/These, That/Those. 2. Have the students look at the examples on the chart for things near and far. Explain how demonstrative pronouns change depending on the number of things. 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 man. I see a boy. I see hats. 3. Listen to the story. (Audio File 12) 4. Have the students read the story again as they underline the demonstrative pronouns and find the corresponding pictures. 5. Check the answers as a class.	

Check Up!

SB p.33

A. Look and check.

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

B. Look, read, and circle.

1. Have students look at the picture and read the sentences.
2. Have them circle the correct word for each sentence.

C. Look, read, and write 'this/that' or 'these/those'.

1. Have students look at the pictures and read the sentences.
2. Have them write 'this/that' or 'these/those' in the blank for each sentence.

Step Up!

SB p.34

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.35

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 Demonstrative Pronouns! Divide the class into small groups of two or three students. 1. Give each group a set of demonstrative pronoun, 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., Demonstrative Pronoun + Verb + Object) 3. Show or say an object. 4. Have students quickly choose the correct demonstrative pronoun, be verb, and object cards to make a complete sentence using the target grammar. (e.g., "This + is + a sandwich") 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** Demonstrative Pronoun, Be Verb, Object **Word List** This, That, These, Those is, are a letter, a picture, a sandwich, a ball pencils, erasers, bags, keys **Homework** Have students do Workbook Unit 07 as homework.	**WB pp.16-17**

UNIT 08 It is a big tree.

Topic	Adjectives
Objectives	- To understand what adjectives are and how they describe nouns - To learn how to use adjectives in different sentence structures
Grammar Point	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** **Adjectives** 1. Go through the explanations for adjectives with the students. 2. Have the students look at the examples on the chart. Explain how adjectives can be grouped into different categories. 3. Have the students read the example sentences. Then listen to them. (Audio File 13)	**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 a girl. I see a woman. I see a dog. 3. Listen to the story. (Audio File 14) 4. Have the students read the story again as they underline 'adjective + noun' and find the corresponding pictures. 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.37**

	B. Read and write. 1. Have students read the sentences. 2. Have them write the correct words on the line. **C. Read and write.** 1. Have students read the sentences. 2. Have them write the correct words on the line. **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, 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.38** **SB p.39**

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Adjectives! Divide the class into small groups of two or three students. 1. Give each group a set of subject, be verb, 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 + Adjective) 3. Show or say a subject. 4. Have students quickly choose the correct subject, be verb, and adjective cards to make a complete sentence using the target grammar. (e.g., "The boy + is + tall") 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 **Word List** I, The boy, The girl, The dog, They am, are, is tall, small, happy, sad, hungry, sleepy **Homework** Have students do Workbook Unit 08 as homework.	**WB pp.18-19**

UNIT 09 I am Suzie. I'm excited.

Topic	Present Simple: Be Verb – Positive
Objectives	- To understand what present simple tense with *be* verb is - To learn how to use *be* verbs and their short forms correctly with different subjects
Grammar Point	present 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** **Present Simple 'Positive *Be* Verb'** 1. Go through the explanations for present simple tense with be verb. 2. Have the students look at the examples on the chart. Explain how be verbs can be used in short forms with subjects. 3. Have the students read the example sentences. Then listen to them. (Audio File 15)	**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 clock. 3. Listen to the story. (Audio File 16) 4. Have the students read the story again as they find who is new to the book club in the picture. 5. Check the answers as a class. **Check Up!** **A. Circle the *be* verbs. Then underline the subjects.** 1. Have students look at the pictures. 2. Have them circle the *be* verbs and then underline the subjects.	**SB p.43**

	B. Circle and write in the short form. 1. Have students read the sentences. 2. Have them circle the correct *be* verb for each sentence. 3. Have them write the correct words in the short form on the line. **C. Look, read, and write 'am', 'are', or 'is'.** 1. Have students look at the pictures and read the sentences. 2. Have them write 'am', 'are', or 'is' in the blanks for each sentence. **Step Up!**	**SB p.44**
	A. Read, choose, and write in the short form using *be* verbs. 1. Have students read the sentences. 2. Have them choose the correct word for each sentence. 3. Have them write in the short form using *be* verbs 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.45**
	Look and write 'am', 'are', or 'is'. 1. Have students look at the cartoon. 2. Have them read the story as they write 'am', 'are', or 'is' 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 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. (e.g., "She + is + smart" or "They + are + brothers") 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, We, They am, are, is funny, angry, smart, thirsty a singer, a cook, brothers **Homework** Have students do Workbook Unit 09 as homework.	**WB pp.20-21**

UNIT 10 It isn't in the house.

Topic	Present Simple: *Be* Verb – Negative
Objectives	- To understand what present simple tense with negative *be* verb is - To learn how to use negative *be* verbs and their short forms correctly with different subjects
Grammar Point	present 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** **Present Simple 'Negative *Be* Verb'** 1. Go through the explanation for negative sentences with *be* verb. 2. Have the students look at the examples on the chart. 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 17)	**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 man. 3. Listen to the story. (Audio File 18) 4. Have the students read the story again as they find Emma's locker in the picture. 5. Check the answers as a class. **Check Up!** **A. Read and check.** 1. Have students read the sentences and check the correct answers.	**SB p.47**

	B. Read and write in the short form. 1. Have students read the sentences. 2. Have them write the correct words in the short form on the line. **C. Look, read, and write using 'be' or 'be + not' in the short form.** 1. Have students look at the pictures and read the sentences. 2. Have them write using 'be' or 'be + not' in the short form on the line. **Step Up!**	
	A. Look and write using 'be' or 'be + not' in the short form. 1. Have students look at the picture and read the sentences. 2. Have them write using 'be' or 'be + not' in the short form 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.	**SB p.48**
	I Can Use My Grammar! **Look and write using 'be' or 'be + not' in the short form.** 1. Have students look at the cartoon. 2. Have them read the story as they write using 'be' or 'be + not' in the short form 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.49**

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Present 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. (e.g., "I + am not + angry" or "He + is not + a writer") 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, We, They am, are, is, not late, angry, thirsty, sleepy a writer, a nurse, artists, doctors **Homework** Have students do Workbook Unit 10 as homework.	**WB pp.22-23**

UNIT 11 Are you ready? Yes, I am.

Topic	Present Simple: *Be* Verb – 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
Grammar Point	present 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** **Present 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 are used to ask and answer Yes/No questions. 3. Have the students read the example sentences. Then listen to them. (Audio File 19)	**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 boy. I see a girl. I see balls. I see rackets. 3. Listen to the story. (Audio File 20) 4. Have the students read the story again as they guess the sport and then find the correct ball or racket 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.51**

	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 blanks 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 'am' or 'are'.** 1. Have students look at the cartoon. 2. Have them read the story as they write 'am' or 'are' 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 Present 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. (e.g., "Am + I + late + ?" or "Are + 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 11 as homework.	**WB pp.24-25**

UNIT 12 Where is the book?

Topic	Present Simple: *Be* Verb – Wh- Questions
Objectives	- To understand what Wh- questions with *be* verb are - To learn how to answer Wh- questions using *be* verbs and specific information
Grammar Point	present 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** **Present 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 21)	**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 a comic book. 3. Listen to the story. (Audio File 22) 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 word 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', 'Where', 'When', or 'Who'.** 1. Have students look at the pictures and read the sentences. 2. Have them write 'What', 'Where', 'When', or 'Who' in the blanks for each sentence. **Step Up!**	**SB p.56**
	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!**	**SB p.57**
	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 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. (e.g., "Who + are + they + ?" or "What + is + this + ?" or "Where + is + 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 this, that, these, those my bag, your pen, the tickets your birthday, the party, the show ? **Homework** Have students do Workbook Unit 12 as homework.	**WB pp.26-27**

UNIT 13 I go to school every day.

Topic	Present Simple: Ordinary Verbs – Positive
Objectives	- To understand what present simple tense with ordinary verbs is - To learn how to use verb forms correctly with different subjects
Grammar Point	present simple (positive 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** **Present Simple 'Positive Ordinary Verbs'** 1. Go through the explanation for present simple tense with ordinary verbs. 2. Have the students look at the examples on the chart. Explain how verb forms change depending on the subject. 3. Go through the explanation for adding -s/es to the verb. 4. Have the students look at the examples on the chart. Explain how -s/es are added differently depending on the ending of each verb, except for the special forms.	**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 men. I see books. I see cups. 3. Listen to the story. (Audio File 23) 4. Have the students read the story again as they find who 'he' is in the picture. 5. Check the answers as a class.	

Check Up!

SB p.61

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 and write using 's', 'es,' or 'ies'.

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

Step Up!

SB p.62

A. Look, choose, and write using 's', 'es', or 'ies'.

1. Have students look at the pictures.
2. Have them choose the correct word for each sentence.
3. Have them write using 's', 'es', or 'ies' 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.63

Look, choose, and write using 's', 'es', or 'ies'.

1. Have students look at the cartoon.
2. Have them read the story as they choose and write using 's', 'es', or 'ies' 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 Simple Positive Ordinary 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. (e.g., "I + play + a game") 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, We, They, He, She read, play, watch, study, have a letter, a game, a movie, English, a picture **Homework** Have students do Workbook Unit 13 as homework.	**WB pp.28-29**

UNIT 14 She doesn't like vegetables.

Topic	Present Simple: Ordinary Verbs – Negative
Objectives	- To understand what present simple tense with negative ordinary verbs is - To learn how to use negative ordinary verbs and their short forms correctly with different subjects
Grammar Point	present 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** **Present Simple 'Negative Ordinary Verbs'** 1. Go through the explanation for negative sentences with ordinary verbs. 2. Have the students look at the examples on the chart. Explain how negative ordinary verbs can be used in short forms with different subjects. 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 boy. I see a woman. I see books. 3. Listen to the story. (Audio File 25) 4. Have the students read the story again as they find what the boy's favorite books are in the picture. 5. Check the answers as a class. **Check Up!** **A. Read and check.** 1. Have students read the sentences and check the correct answers.	**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 and write using 'don't' or 'doesn't'.** 1. Have students look at the pictures and read the sentences. 2. Have them write using 'don't' or 'doesn't' in the blank for each sentence. **Step Up!** **A. Look, choose, and write using 'don't' or 'doesn't'.** 1. Have students look at the picture. 2. Have them choose the correct word for each sentence. 3. Have them write using 'don't' or 'doesn'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 'don't' or 'doesn't'.** 1. Have students look at the cartoon. 2. Have them read the story as they choose and write using 'don't' or 'doesn'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.66** **SB p.67**

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Present 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. (e.g., "I + do not have + a dog") Then, have students change the base verb into the correct form to complete the sentence if necessary. (e.g., "He + does not like + vegetables") 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, He, She do not have, like, play, watch, study a dog, vegetables, soccer, TV, history **Homework** Have students do Workbook Unit 14 as homework.	**WB pp.30-31**

UNIT 15 Do you play tennis?

Topic	Present Simple: Ordinary Verbs – 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
Grammar Point	present 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** **Present 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 on the chart. Explain how ordinary verbs are used to ask and answer Yes/No 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 girl. I see a boy. I see an elephant. 3. Listen to the story. (Audio File 27) 4. Have the students read the story again as they guess the animal and then find it 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. Read and circle. 1. Have students read the sentences. 2. Have them circle the correct word for each sentence. **C. Look, read, and write 'do/does' or 'don't/doesn't'.** 1. Have students look at the pictures and read the sentences. 2. Have them write 'do/does' or 'don't/doesn'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, 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.70** **SB p.71**

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Present 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. (e.g., "Do + you + ride + a bike + ?") Then, have students change the base verb into the correct form to complete the sentence if necessary. (e.g., "Does + Amy + have + homework + ?") 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** you, they, Tom, Amy Do ride, like, have, play, eat a bike, English, homework, baseball, vegetables ? **Homework** Have students do Workbook Unit 15 as homework.	**WB pp.32-33**

UNIT 16 When do you sleep?

Topic	Present Simple: Ordinary Verbs – Wh- Questions
Objectives	- To understand what Wh- questions with ordinary verbs are - To learn how to answer Wh- questions using ordinary verbs and specific information
Grammar Point	present 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** **Present 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 28)	**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 boy. I see a girl. I see the sun. 3. Listen to the story. (Audio File 29) 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.73**

	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', 'Where', or 'When'.** 1. Have students look at the pictures and read the sentences. 2. Have them write 'What', 'Where', or 'When' in the blank for each sentence. **Step Up!**	**SB p.74**
	A. Look, choose, and write using 'do' or 'does'. 1. Have students look at the pictures. 2. Have them choose the correct word for each sentence. 3. Have them write using 'do' or 'does' 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.75**
	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 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. (e.g., "What + do + you + need + ?") Then, have students change the base verb into the correct form to complete the sentence if necessary. (e.g., "Where + does + Tom + live + ?") 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, Where, When do you, they, Tom, Amy, it need, want, live, sleep, open ? **Homework** Have students do Workbook Unit 16 as homework.	**WB pp.34-35**