UNIT 01 d-o-g, dog

Topic	Letters and Words
Objectives	-To identify all the English alphabet letters and classify them into consonants and vowels -To understand how letters combine to make words
Grammar Point	letters, words, consonants and vowels
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. **First Step** 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 *y*. I see a dog. I see *g*. 3. Read the story aloud all together. T & Ss: *b*, *o*, and *y* are letters. *boy* is a word! 4. Listen to the story. (Audio File 01) **Activity A** **Color the consonants red and the vowels blue.** 1. Have students look at the picture and color the letters in red or blue. **Activity B** **How many letters?** 1. Have the students count the letters and write the correct number.	**SB p.7**
Main Lesson (35-45 min.)	**Grammar Point** **Letters and Words** 1. Go through the letters and words. Show which are consonants and which are vowels. 2. Explain how letters combine to make words using the chart. **Check Up!** **Circle the vowels.** 1. Have students look at the letters and circle the vowels.	**SB p.8**

	Step Up! **A. Read and match.** 1. Have students look at the words or letters. 2. Have them match each word or letter to the correct choice. **B. Match and write.** 1. Have students read the letters and find the matching picture. 2. Have them draw a line and write the word on the blank. **C. Unscramble and write.** 1. Have students look at the picture and letters. 2. Have them unscramble the letters and write the correct word on the blank. **I Can Use My Grammar!** **A. Choose and stick.** 1. Have students look at the picture. 2. Have them talk about what each of the pictures are. S: It is a cat. It is a boy. 3. Have them stick the letters in the correct order. **B. Circle and write.** 1. Have students read the sentence and circle the correct choice that fits in the blank. 2. Have them write the word on the blank.	**SB p.9** **SB p.10**

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Words! Divide the class into small groups of two or three students. 1. Give each group a set of Alphabet cards and Vowel/Consonant cards. Shuffle the cards. 2. The teacher places the sentence structure cards on the board to present the target pattern. (e.g., Letter + Letter + Letter → Word) 3. Show or say a picture or a word clue. (e.g., dog / cat / boy / pig / sun) 4. Have students quickly choose the correct alphabet cards to make the word. (e.g., d + o + g → dog, c + a + t → cat) Have students identify the vowels and consonants while making the word. 5. Have each group take turns saying their word aloud. The teacher checks if the word is correct. 6. Play three or five rounds. Give one point to each group that makes a correct word. The group with the most points at the end wins. **Word Card Types** 1. Alphabet Cards 2. Vowel Cards 3. Consonant Cards **Word List** dog, cat, boy, pig, sun, bed, bag, pen, cup, hat, box, map, fox, bus, toy **Homework** Have students do Workbook Unit 01 as homework.	**WB pp.3-5**

UNIT 02 I am Oliver.

Topic	Sentences
Objectives	-To understand the basic elements of a sentence -To identify the subject part and action part in a sentence -To learn the minimum requirements (capital letter, end marks, ...) for making a sentence -To tell the difference between a sentence and a non-sentence
Grammar Points	sentence, subject and action part, capital letter, end mark (period)
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. **First Step** 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 snakes. I see a door. I see a party. 3. Read the sentences aloud all together. T & Ss: I am Oliver. Penguins can swim. Are you happy? Cats are cute. 4. Listen to the story. (Audio File 02) **Activity A** **Read and find the sentences. Then circle the first letters.** 1. Have students look at the picture and find the sentences. 2. Have them circle the first letters (capital letters). **Activity B** **Read and draw.** 1. Have the students read the sentences again. 2. Have them draw △ on the periods and □ on the question marks.	**SB p.11**

Main Lesson (35-45 min.)	**Grammar Point** **Sentence** 1. Have the students look at the sentence. Explain how sentences are made of a subject part and an action part. 2. Show the difference between sentences and non-sentences using the chart. **Check Up!** **Check the sentences and color.** 1. Have students read and check the sentences. 2. Have them color the picture with the color matching the number. **Step Up!** **A. Draw (a crown) on the sentences. Then circle the subject.** 1. Have students read the phrases or sentences. 2. Have them draw a crown on the snakes with sentences. 3. Have them circle the subjects in the sentences. **B. Rewrite the sentences. Then circle the subjects.** 1. Have students correct the underlined part and rewrite the whole sentence on the blank. 2. Have them circle the subjects in the sentence they wrote. **I Can Use My Grammar!** **A. Read and follow the directions.** 1. Have students look at the picture and read the letter. 2. Have them read again and follow the directions below. 3. As they complete each direction, have students check the box. **B. Rewrite the sentences.** 1. Have students read the sentences and find the wrong parts. 2. Have them rewrite the sentences correctly on the blank.	**SB p.12** **SB p.13** **SB p.14**
Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Be Verb! Divide the class into small groups of two or three students. 1. Give each group a set of Subject cards, Be verb cards, 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., Subject + Be Verb + End Mark)	

	3. Show or say a subject. (e.g., I / He / Tom / Amy) 4. Have students quickly choose the correct cards to make a complete sentence using the target grammar. (e.g., I am Tom. / He is a boy.) 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** 1. Subject Cards I / You / He / She / It / We / They / The boy / The girl / The dog / Tom / Amy 2. Be Verb Cards am / are / is 3. Object Cards a ball / the table / the park / my bag / a sandwich / a song / a game / a bike / a movie / a letter / a picture / him / her / them / it / me / you 4. Articles / Demonstratives / Punctuation Cards A / An / The / This / That / . / ? / ! **Homework** Have students do Workbook Unit 02 as homework.	**WB pp.6-8**

UNIT 03 I live in Seoul.

Topic	Proper Nouns
Objectives	-To understand what common nouns and proper nouns are -To identify capital letters in names of people and places
Grammar Point	common noun, proper noun, capital letter
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. **First Step** 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 flags. 3. Read the story aloud all together. T & Ss: I am Gina. I'm from Korea. I live in Seoul. T & Ss: I am Leo. I'm from Italy. I live in Rome. 4. Listen to the story. (Audio File 03) **Activity A** **Read and find the words. Then circle the first letters.** 1. Have students read and find the words in the speech bubbles. 2. Have them circle the capital letters. **Activity B** **Find the flags.** 1. Have students look at the flags in the picture. 2. Have them match each flag with the correct country.	**SB p.17**

Main Lesson (35-45 min.)	**Grammar Point** **Proper Nouns** 1. Explain the difference between common nouns and proper nouns. 2. Show examples of common nouns and proper nouns using the chart. 3. Explain that proper nouns start with a capital letter. **Check Up!** **Circle the proper nouns.** 1. Have students look at the words and circle the proper nouns. **Step Up!** **A. Match and write.** 1. Have students read the words and identify common nouns and proper nouns. 2. Have them match the words with the correct pictures. 3. Have them write each word on the blank. **B. Rewrite the sentences. Then circle the proper nouns.** 1. Have students read and rewrite the sentences using capital letters. 2. Then, have them circle the proper nouns in each sentence. **I Can Use My Grammar!** **A. Read and follow the directions.** 1. Have students look at the picture and read the speech bubbles. 2. Have them underline the proper nouns in the sentences. 3. Have them circle the capital letters. **B. Read and write.** 1. Have students read the sentences and complete the blanks with their own name, country, and city. 2. Ask for volunteers or call on some students to share their answers with the class.	**SB p.18** **SB p.19** **SB p.20**
Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Proper Nouns! Divide the class into small groups of two or three students. 1. Give each group a set of Subject cards, Be verb cards, Preposition cards, Object cards, 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., Subject + Verb + Preposition + Object +	

	End Mark) 3. Show or say a subject or place. (e.g., I / Tom / Gina / Seoul / Korea) 4. Have students quickly choose the correct cards to make a complete sentence using the target grammar. (e.g., I am in Seoul. / Tom is in the park.) 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** 1. Subject Cards I / You / He / She / It / We / They / The boy / The girl / The dog / Tom / Amy 2. Be Verb Cards am / are / is / was / were / not 3. Preposition Cards at / in / on / under / next to / in front of / behind / between / near 4. Object Cards a ball / the table / the park / my bag / a sandwich / a song / a game / a bike / a movie / a letter / a picture / him / her / them / it / me / you 5. Punctuation Cards . / ? / ! **Homework** Have students do Workbook Unit 03 as homework.	**WB pp.9-11**

UNIT 04 It is a cat.

Topic	Common Nouns and Articles
Objectives	-To identify common nouns for people, animals, places, and things -To understand the use of articles 'a' and 'an' with singular nouns -To practice the sentence pattern 'It is a/an + noun.'
Grammar Point	common noun, articles, singular noun
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. **First Step** 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 cat. I see a school. I see an apple. I see an umbrella. 3. Read the story aloud all together. T & Ss: It is a cat. It is a school. T & Ss: It is an apple. It is an umbrella. 4. Listen to the story. (Audio File 04) **Activity A** **Read and underline.** 1. Have students read and find the words in the speech bubbles. 2. Have them underline the words. **Activity B** **Find the pictures.** 1. Have students read the words. 2. Have them find the correct pictures for the words.	**SB p.21**

Main Lesson (35-45 min.)	**Grammar Point** **Common Nouns** 1. Explain that a common noun is the name of any person, animal, place, or thing. 2. Show examples of common nouns using the chart. 3. Explain that 'a' is used before consonants and 'an' is used before vowels. ***a/an* + noun** 1. Explain that 'a' is used before consonant sounds. 2. Explain that 'an' is used before vowel sounds. **Check Up!** **Read and match.** 1. Have students look at the words and match them with 'a' or 'an'. **Step Up!** **A. Look and circle.** 1. Have students look at the pictures and read the words. 2. Have them circle 'a' or 'an'. **B. Match and write.** 1. Have students look at the words. 2. Have them choose 'a' or 'an' for each word. 3. Have them match the words with the correct pictures. 4. Have them write each word on the blank. **C. Unscramble and write.** 1. Have students read the words. 2. Have them unscramble the words to make sentences. 3. Have them write the sentences on the blanks. **I Can Use My Grammar!** **A. Choose and stick.** 1. Have students look at the picture and read the words. 2. Have them choose the correct article (a or an). 3. Have them stick the words in the correct places. **B. Look at the picture above and write.** 1. Have students look at the picture above and read the sentences. 2. Have them write the correct 'a/an' and noun in the boxes.	**SB p.22** **SB p.23** **SB p.24**

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 Subject cards, Be verb cards, Articles cards, Object cards, 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., Subject + Be Verb + Article + Noun + End Mark) 3. Show or say a noun. (e.g., cat / apple / umbrella / school) 4. Have students quickly choose the correct cards to make a complete sentence using the target grammar. (e.g., It is a cat. / It is an apple.) 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** 1. Subject Cards I / You / He / She / It / We / They / The boy / The girl / The dog / Tom / Amy 2. Be Verb Cards am / are / is / was / were / not 3. Articles / Demonstratives Cards A / An / The / This / That 4. Object Cards a ball / the table / the park / my bag / a sandwich / a song / a game / a bike / a movie / a letter / a picture / him / her / them / it / me / you 5. Punctuation Cards . / ? / ! **Homework** Have students do Workbook Unit 04 as homework.	**WB pp.12-14**

UNIT 05 I see doors.

Topic	Singular and Plural Nouns
Objectives	-To identify singular and plural nouns -To understand how plural nouns are formed using '-s', '-es', and '-ies'
Grammar Point	singular noun, plural noun
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. **First Step** 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 door. I see a book. I see a key. 3. Read the story aloud all together. T & Ss: I see a door. I have a key. T & Ss: I see three doors. I have three keys. 4. Listen to the story. (Audio File 05) **Activity A** **Read and find the words. Then circle the final letter 's'.** 1. Have students read and find the words in the speech bubbles. 2. Have them circle the final letter 's'. **Activity B** **How many?** 1. Have students look at the pictures. 2. Have them count the objects. 3. Have them write the numbers in the boxes.	**SB p.25**

Main Lesson (35-45 min.)	**Grammar Point** **Singular Nouns and Plural Nouns** 1. Explain that singular nouns refer to one thing or person and plural nouns refer to more than one thing or person. 2. Show examples of singular and plural nouns using the chart. 3. Explain how plural nouns are formed by adding '-s', '-es', or '-ies'. **Check Up!** **Read and match.** 1. Have students read the words and match them with the correct plural endings (-s, -es, or -ies). 2. Have them match the words with the correct pictures. **Step Up!** **A. Match and write.** 1. Have students read the words and match them with the correct plural endings (-s, -es, or -ies). 2. Have them match the words with the correct pictures. 3. Have them write the plural forms on the blanks. **B. Look and write.** 1. Have students look at the pictures and read the words. 2. Have them write the correct plural nouns on the blanks. **I Can Use My Grammar!** **A. Choose and stick.** 1. Have students look at the picture. 2. Have them choose the correct words with plural forms. 3. Have them stick the words in the correct places. **B. Look at the picture above and write.** 1. Have students look at the picture above. 2. Have them read the sentences. 3. Have them write the correct nouns on the blanks.	**SB p.26** **SB p.27** **SB p.28**
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 Subject cards, Base verb cards, Object cards, 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., Subject + Verb + Plural Noun + End Mark) 3. Show or say a noun. (e.g., door / key / book) 4. Have students quickly choose the correct cards to make a complete sentence using the target grammar. (e.g., I see doors. / I have keys.) 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** 1. Subject Cards I / You / He / She / It / We / They / The boy / The girl / The dog / Tom / Amy 2. Base Verb Cards run / walk / eat / read / play / sleep / sing dance / write / draw / open / close / watch / listen 3. Object Cards a ball / the table / the park / my bag / a sandwich / a song / a game / a bike / a movie / a letter / a picture / him / her / them / it / me / you 4. Punctuation Cards . / ? / ! **Homework** Have students do Workbook Unit 05 as homework.	**WB pp.15-17**

UNIT 06 She is cute.

Topic	Subject Pronouns: Singular
Objectives	-To understand singular subject pronouns (I, you, he, she, it) -To practice the sentence pattern 'He/She/It is~'
Grammar Point	subject pronoun, singular pronoun
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. **First Step** 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 sister. I see a brother. I see a puppy. 3. Read the story aloud all together. T & Ss: I have a sister. She is short. You have a brother. He is tall. T & Ss: I have a puppy. It is cute. 4. Listen to the story. (Audio File 06) **Activity A** **Read and underline.** 1. Have students read and find the words in the speech bubbles. 2. Have them underline the words (I, She, You, He, It). **Activity B** **Read and draw.** 1. Have students read and find the words in the speech bubbles. 2. Have them draw the correct shapes on the words.	**SB p.29**

Main Lesson (35-45 min.)	**Grammar Point** **Subject Pronouns (Singular)** 1. Have students look at the pictures. Explain when each singular subject pronoun is used. 2. Explain that 'it' is used for animals, things, and places. **Check Up!** **Read, look, and match.** 1. Have students read the words and look at the pictures. 2. Have them match the words with the correct pictures. **Step Up!** **A. Look and circle.** 1. Have students look at the pictures and read the words. 2. Have them circle the correct pronouns. **B. Look, match, and write.** 1. Have students read the sentences and look at the pictures. 2. Have them match each picture with the correct sentence. 3. Have them write the correct subject pronouns on the blanks. **I Can Use My Grammar!** **A. Choose and stick.** 1. Have students look at the picture. 2. Have them choose the correct subject pronouns. 3. Have them stick the words in the correct places. **B. Look at the picture above and write.** 1. Have students look at the picture above and read the sentences. 2. Have them write the correct subject pronouns on the blanks.	**SB p.30** **SB p.31** **SB p.32**
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 cards, Be verb cards, Object cards, 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., Subject + Be Verb + Object + End Mark) 3. Show or say a noun. (e.g., sister / brother / puppy) 4. Have students quickly choose the correct cards to make a complete	

	sentence using the target grammar. (e.g., She is cute. / He is tall. / It is cute.) 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** 1. Subject Cards I / You / He / She / It / We / They / The boy / The girl / The dog / Tom / Amy 2. Be Verb Cards am / are / is / was / were / not 3. Object Cards a ball / the table / the park / my bag / a sandwich / a song / a game / a bike / a movie / a letter / a picture / him / her / them / it / me / you 4. Punctuation Cards . / ? / ! **Homework** Have students do Workbook Unit 06 as homework.	**WB pp.18-20**

UNIT 07 We have big hands.

Topic	Subject Pronouns(Plural) and Adjectives
Objectives	-To understand plural subject pronouns (we, you, they) -To learn how to use adjectives with nouns -To practice the sentence patterns 'We/You/They have~' and 'We/You/They want~'
Grammar Point	subject pronoun, plural pronoun, adjective
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. **First Step** 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 monsters. I see big hands. I see red eyes. 3. Read the story aloud all together. T & Ss: We have big hands. We want small hands. You have red eyes. You want green eyes. They have short legs. They want long legs. 4. Listen to the story. (Audio File 07) **Activity A** **Read and underline.** 1. Have students read and find the words in the speech bubbles. 2. Have them underline the words (We, You, They). **Activity B** **Find the pictures.** 1. Have students read the words. 2. Have them find the correct pictures for the words.	**SB p.33**

Main Lesson (35-45 min.)	**Grammar Point** **Subject Pronouns (Plural)** 1. Have students look at the pictures. Explain when each plural subject pronoun is used. 2. Explain that 'we', 'you', and 'they' are used for more than one person. **Adjective + Noun** 1. Explain how adjectives come before nouns. 2. Have students read the examples of adjective + noun. **Check Up!** **Read and match.** 1. Have students read the words. 2. Have them match the singular pronouns with the correct plural pronouns. **Step Up!** **A. Look, choose, and write.** 1. Have students look at the pictures and read the words. 2. Have them choose the correct adjectives. 3. Have them write the correct adjective and noun on the blanks. **B. Unscramble and write.** 1. Have students read the words. 2. Have them look at the pictures and identify the correct plural subject pronouns. 3. Have them unscramble the words to make sentences. 4. Have them write the sentences on the blanks. **I Can Use My Grammar!** **A. Choose and stick.** 1. Have students look at the picture. 2. Have them choose the correct adjective and noun. 3. Have them stick the words in the correct places. **B. Look at the picture above and write.** 1. Have students look at the picture above and read the sentences. 2. Have them write the correct adjectives and nouns on the blanks.	**SB p.34** **SB p.35** **SB p.36**

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Plural Subjects! Divide the class into small groups of two or three students. 1. Give each group a set of Subject cards, Base verb cards, Object cards, 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., Subject + Verb + Object + End Mark) 3. Show or say a word. (e.g., hands / eyes / legs) 4. Have students quickly choose the correct cards to make a complete sentence using the target grammar. (e.g., We have big hands. / They have long legs.) 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** 1. Subject Cards I / You / He / She / It / We / They / The boy / The girl / The dog / Tom / Amy 2. Base Verb Cards run / walk / eat / read / play / sleep / sing / dance / write / draw / open / close / watch / listen 3. Object Cards a ball / the table / the park / my bag / a sandwich / a song / a game / a bike / a movie / a letter / a picture / him / her / them / it / me / you 4. Punctuation Cards . / ? / ! **Homework** Have students do Workbook Unit 07 as homework.	**WB pp.21-23**

UNIT 08 I am excited.

Topic	Be Verb: Positive
Objectives	-To understand positive *be* verbs (am, are, is) -To learn how to use *be* verbs to talk about feelings and conditions
Grammar Points	positive *be* verbs (am, are, is)
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. **First Step** 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 roller coaster. I see a boy. I see a girl. I see a cat. 3. Read the story aloud all together. T & Ss: I am excited. We are excited! T & Ss: He is excited. She is excited. They are excited! 4. Listen to the story. (Audio File 08) **Activity A** **Read and underline.** 1. Have students read and find the words in the speech bubbles. 2. Have them underline the words. **Activity B** **Find the pictures.** 1. Have students read the words. 2. Have them find the correct pictures for the words.	**SB p.39**
Main Lesson (35-45 min.)	**Grammar Point** **Be Verb (Positive)** 1. Have students look at the positive *be* verbs (am, are, is). Explain how *be* verbs are used with different subjects.	**SB p.40**

	2. Explain that *be* verbs can also be used in contracted forms (I'm, You're, We're, He's, She's, It's). 3. Have students read the example sentences. **Check Up!** **Read and match.** 1. Have students look at the subjects and match them with the correct *be* verbs. **Step Up!** **A. Look, read, and color.** 1. Have students look at the pictures and read the sentences. 2. Have them color the correct *be* verbs. **B. Match and write.** 1. Have students match each subject with the correct *be* verb. 2. Have them look at the photo and match with the correct sentence. 3. Have them write the words on the blank. **I Can Use My Grammar!** **Look and write.** 1. Have students look at the picture. 2. Have them read each sentence. 3. Have them write the correct form of *be* verb on the blank. **Real-life Grammar** **Write your own answer.** 1. Read the sentence aloud to the class. T: How are you feeling? 2. Have students write their own answers on the lines. 3. Have students share answers with their partners. 4. Then, ask for volunteers or call on a pair to share their answers with the whole class. S1: How are you feeling? S2: I feel happy. S2: How are you feeling? S1: I feel excited.	**SB p.41** **SB p.42**

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Positive Be Verb! Divide the class into small groups of two or three students. 1. Give each group a set of Subject cards, Be verb cards, 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., Subject + Be Verb + End Mark) 3. Show or say a subject. (e.g., I / He / She / They / We) 4. Have students quickly choose the correct cards to make a complete sentence using the target grammar. (e.g., I am excited. / She is excited. / They are excited.) 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** 1. Subject Cards I / You / He / She / It / We / They / The boy / The girl / The dog / Tom / Amy 2. Be Verb Cards am / are / is / was / were / not 3. Punctuation Cards . / ? / ! **Homework** Have students do Workbook Unit 08 as homework.	**WB pp.24-26**

UNIT 09 I am not a cook.

Topic	Be Verb: Negative
Objectives	-To understand negative *be* verbs (am not, are not, is not) -To learn how to use negative *be* verbs to talk about jobs and animals
Grammar Points	negative *be* verbs (am not, are not, is not)
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. **First Step** 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 doctor. I see a baker. I see a cat. 3. Read the story aloud all together. T & Ss: You are not a doctor. You are a vet. T & Ss: It is not a rabbit. It is a cat. T & Ss: I am not a cook. I am a baker. 4. Listen to the story. (Audio File 09) **Activity A** **Read and underline.** 1. Have students read and find the words in the speech bubbles. 2. Have them underline the words. **Activity B** **Find the pictures.** 1. Have students read the words. 2. Have them find the correct pictures for the words.	**SB p.43**

Main Lesson (35-45 min.)	**Grammar Point** **Be Verb (Negative)** 1. Have students look at the negative *be* verbs (am not, is not, are not). Explain how negative *be* verbs are used with different subjects. 2. Explain that negative *be* verbs can also be used in contracted forms (I'm not, aren't, isn't). 3. Have students read the example sentences. **Check Up!** **Read and match.** 1. Have students look at the subjects and match them with the correct negative *be* verbs. **Step Up!** **A. Look and circle.** 1. Have students look at the pictures and read the sentences. 2. Have them circle the correct negative *be* verbs. **B. Read, trace, and write 'x' and 'not'.** 1. Have students read and trace the sentences. 2. Have them write 'X' and 'not' in the correct places. **I Can Use My Grammar!** **Look, number, and write.** 1. Have students look at the picture and read the sentences. 2. Have them write the correct sentence numbers in the boxes. 3. Have them write the correct negative *be* verbs on the blanks. **Real-life Grammar** **Write your own answer.** 1. Read the sentence aloud to the class. T: Are you a baker? 2. Have students write their own answers on the lines. 3. Have students share answers with their partners. 4. Then, ask for volunteers or call on a pair to share their answers with the whole class. S1: Are you a baker? S2: I am not a baker. I am a doctor. S2: Are you a baker? S1: I am not a baker. I am a teacher.	**SB p.44** **SB p.45** **SB p.46**

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Negative Be Verb! Divide the class into small groups of two or three students. 1. Give each group a set of Subject cards, Be verb cards, Object cards, Articles cards, 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., Subject + Be Verb + not + Article + Noun + End Mark) 3. Show or say a noun. (e.g., doctor / baker / cook / rabbit / cat) 4. Have students quickly choose the correct cards to make a complete sentence using the target grammar. (e.g., I am not a cook. / It is not a rabbit.) 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** 1. Subject Cards I / You / He / She / It / We / They / The boy / The girl / The dog / Tom / Amy 2. Be Verb Cards am / are / is / was / were / not 3. Object Cards a ball / the table / the park / my bag / a sandwich / a song / a game / a bike / a movie / a letter / a picture / him / her / them / it / me / you 4. Articles / Demonstratives / Punctuation Cards A / An / The / This / That / . / ? / ! **Homework** Have students do Workbook Unit 09 as homework.	**WB pp.27-29**

UNIT 10 You aren't big.

Topic	Be Verb: Contractions
Objectives	-To understand contractions of *be* verbs (I'm, You're, He's, She's, It's, We're, They're) -To practice using contracted *be* verbs in sentences
Grammar Points	*be* verb contractions
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. **First Step** 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 monkeys. I see an elephant. I see a lion. 3. Read the story aloud all together. T & Ss: I'm not a giraffe. I'm a monkey. T & Ss: You aren't big. You're small. T & Ss: It isn't excited. It's bored. 4. Listen to the story. (Audio File 10) **Activity A** **Read and draw.** 1. Have students read and find the words in the speech bubbles. 2. Have them draw the correct shapes on the words. **Activity B** **How many?** 1. Have students look at the pictures. 2. Have them count the animals. 3. Have them write the numbers in the boxes.	**SB p.47**

Main Lesson (35-45 min.)	**Grammar Point** **Be Verb (Contractions)** 1. Go through the contracted forms of *be* verbs (I'm, You're, He's, She's, It's, We're, They're). 2. Explain the negative contractions (I'm not, You aren't, He isn't, She isn't, It isn't, We aren't, They aren't). 3. Have students read the example sentences. **Check Up!** **Read and match.** 1. Have students read the subjects and match them with the correct contractions. **Step Up!** **A. Match and trace.** 1. Have students match each subject with the correct negative *be* verbs. 2. Have them match the negative *be* verbs with the correct contractions. 3. Have them trace the sentences. **B. Look and write in the short form.** 1. Have students look at the pictures and read the sentences. 2. Have them write the correct subjects and *be* verb forms on the blanks. **I Can Use My Grammar!** **Look, number, and write.** 1. Have students look at the picture and read the sentences. 2. Have them write the correct sentence numbers in the boxes. 3. Have them write the correct *be* verb forms on the blanks. **Real-life Grammar** **Write your own answer.** 1. Read the sentence aloud to the class. T: Are you a teacher? 2. Have students write their own answers on the lines. 3. Have students share answers with their partners. 4. Then, ask for volunteers or call on a pair to share their answers with the whole class. S1: Are you a teacher? S2: I am not a teacher. I'm a student. S2: Are you a teacher? S1: I am not a teacher. I'm a vet.	**SB p.48** **SB p.49** **SB p.50**

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Contractions! Divide the class into small groups of two or three students. 1. Give each group a set of Subject cards, Be verb cards, Object cards, 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., Subject + Contraction + Object + End Mark) 3. Show or say a subject or word. (e.g., I / You / He / big / small / bored) 4. Have students quickly choose the correct cards to make a complete sentence using the target grammar. (e.g., I'm a monkey. / You aren't big. / It isn't bored.) 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** 1. Subject Cards I / You / He / She / It / We / They / The boy / The girl / The dog / Tom / Amy 2. Be Verb Cards am / are / is / was / were / not 3. Object Cards a ball / the table / the park / my bag / a sandwich / a song / a game / a bike / a movie / a letter / a picture / him / her / them / it / me / you 4. Articles / Demonstratives / Punctuation Cards A / An / The / This / That / . / ? / ! **Homework** Have students do Workbook Unit 10 as homework.	**WB pp.30-32**

UNIT 11 Are you a singer?

Topic	Be Verb: Yes/No Questions
Objectives	-To understand the question form of *be* verbs (am, are, is) -To learn how to answer yes/no questions using *be* verbs
Grammar Points	*be* verb 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. **First Step** 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 singer. I see a bear. I see a castle. 3. Read the story aloud all together. T & Ss: Are you a singer? No, I'm not. Yes, I am. T & Ss: Are you sad? Yes, I am. No, I'm not. 4. Listen to the story. (Audio File 11) **Activity A** **Follow the path and answer the questions.** 1. Have students follow the path and read the questions. 2. Have them answer each question using 'Yes, I am.' or 'No, I'm not.' 3. Have students continue following the path until they reach the finish. **Activity B** **Look and check.** 1. Have students look at the picture and check the correct answer.	**SB p.51**
Main Lesson (35-45 min.)	**Grammar Point** **Be Verb (Yes/No Questions)** 1. Have students look at the sentences. Explain how the question form and the statement form are related.	**SB p.52**

	2. Explain that 'Yes' and 'No' are used in the answers. 3. Have students read the example sentences. **Check Up!** **Read and match.** 1. Have students read the sentences and match them with the correct question forms. **Step Up!** **A. Match and write.** 1. Have students look at the *be* verbs and match them with the correct subjects. 2. Have them write the correct question forms on the blanks. **B. Look and circle.** 1. Have students look at the pictures and read the questions. 2. Have them circle the correct answers. **I Can Use My Grammar!** **A. Look and stick.** 1. Have students look at the pictures. 2. Have them choose the stickers and stick them in the correct places. **B. Look at the picture above and write.** 1. Have students look at the picture above and read the questions. 2. Have them write the correct *be* verbs and 'Yes' or 'No' on the blanks. **Real-life Grammar** **Write your own answer.** 1. Read the sentence aloud to the class. T: Are you a girl? 2. Have students write their own answers on the lines. 3. Have students share answers with their partners. 4. Then, ask for volunteers or call on a pair to share their answers with the whole class. S1: Are you a girl? S2: Yes, I am. S2: Are you a girl? S1: No, I'm not.	**SB p.53** **SB p.54**

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Yes/No Questions! Divide the class into small groups of two or three students. 1. Give each group a set of Subject cards, Be verb cards, Object cards, 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., Be Verb + Subject + Object + ?) 3. Show or say a word or subject. (e.g., you / he / singer / sad / teacher) 4. Have students quickly choose the correct cards to make a yes/no question using the target grammar. (e.g., Are you a singer? / Is he sad? / Are they teachers?) 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** 1. Subject Cards I / You / He / She / It / We / They / The boy / The girl / The dog / Tom / Amy 2. Be Verb Cards am / are / is / was / were / not 3. Object Cards a ball / the table / the park / my bag / a sandwich / a song / a game / a bike / a movie / a letter / a picture / him / her / them / it / me / you 4. Articles / Demonstratives / Punctuation Cards A / An / The / This / That / . / ? / ! **Homework** Have students do Workbook Unit 11 as homework.	**WB pp.33-35**

UNIT 12 What is it?

Topic	Be Verb: Wh- Questions
Objectives	-To understand Wh- questions with *be* verbs (What, Who) -To learn how to answer Wh- questions using *be* verbs (He is, She is, They are, It is)
Grammar Points	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. **First Step** 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 apples. I see bananas. 3. Read the story aloud all together. T & Ss: What is it? It is a sandwich. Who is she? She is my mother. 4. Listen to the story. (Audio File 12) **Activity A** **Read and draw.** 1. Have students read and find the words in the speech bubbles. 2. Have them draw the correct shapes on the words. **Activity B** **Find the pictures.** 1. Have students read the words. 2. Have them find the correct pictures for the words.	**SB p.55**
Main Lesson (35-45 min.)	**Grammar Point** **Be Verb (Wh- Questions)** 1. Go through the Wh- questions and answers with the students. 2. Explain the difference between 'Who' and 'What' questions and how the answers match the subjects.	**SB p.56**

	3. Have students read the example sentences. **Check Up!** **Look and match.** 1. Have students look at the pictures and match them with the correct question words. **Step Up!** **A. Match and write.** 1. Have students read the questions and write the correct question words on the blanks. 2. Have them read the sentences and match each question with the correct sentence. **B. Look, circle, and write.** 1. Have students look at the pictures and read the questions. 2. Have them circle the correct question words. 3. Have them write the correct subjects on the blanks. **I Can Use My Grammar!** **Look, number, and write.** 1. Have students look at the pictures and read the sentences. 2. Have them write the correct sentence numbers in the boxes. 3. Have them write the correct words on the blanks. **Real-life Grammar** **Write your own answer.** 1. Read the sentence aloud to the class. T: Who are you? 2. Have students write their own answers on the lines. 3. Have students share answers with their partners. 4. Then, ask for volunteers or call on a pair to share their answers with the whole class. S1: Who are you? S2: I am a student. S2: Who are you? S1: I am a dancer.	**SB p.57** **SB p.58**

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Wh- Questions! Divide the class into small groups of two or three students. 1. Give each group a set of Subject cards, Be verb cards, Object cards, 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 + Be Verb + Subject + ?) 3. Show or say a word. (e.g., what / who / it / she / teacher) 4. Have students quickly choose the correct cards to make Wh- questions using the target grammar. (e.g., What is it? / Who is she? / What are they?) 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** 1. Subject Cards I / You / He / She / It / We / They / The boy / The girl / The dog / Tom / Amy 2. Be Verb Cards am / are / is / was / were / not 3. Object Cards a ball / the table / the park / my bag / a sandwich / a song / a game / a bike / a movie / a letter / a picture / him / her / them / it / me / you 4. Articles / Demonstratives / Punctuation Cards A / An / The / This / That / . / ? / ! **Homework** Have students do Workbook Unit 12 as homework.	**WB pp.36-38**

UNIT 13 I like apples.

Topic	Present Simple: Positive
Objectives	-To understand present simple sentences with verbs (like) -To learn how verbs change with different subjects in present simple sentences
Grammar Points	present simple positive
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. **First Step** 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 apples. I see carrots. I see bananas. 3. Read the story aloud all together. T & Ss: I like carrots. T & Ss: She likes carrots. I like bananas. T & Ss: She likes nuts. I like seeds. T & Ss: He likes bananas. I like nuts. 4. Listen to the story. (Audio File 13) **Activity A** **Read and underline.** 1. Have students read and find the words in the speech bubbles. 2. Have them underline the words. **Activity B** **Look and check.** 1. Have students look at the picture and check the correct answer.	**SB p.61**
Main Lesson (35-45 min.)	**Grammar Point** **Present Simple (Positive)** 1. Explain that the present simple is used to talk about things that happen	**SB p.62**

	all the time and are true. 2. Explain how the verb changes with different subjects. 3. Have students read the example sentences. **Check Up!** **Read and match.** 1. Have students read and match the subjects with the correct sentences. **Step Up!** **A. Look and circle.** 1. Have students look at the pictures and read the sentences. 2. Have them circle the correct words. **B. Match and write 'like' or 'likes'.** 1. Have students look at the pictures and match them with the sentences. 2. Have them write the correct words, 'like' or 'likes', on the blanks. **I Can Use My Grammar!** **A. Look and stick.** 1. Have students look at the pictures. 2. Have them choose the stickers and stick them in the correct places. **B. Look at the picture above and write.** 1. Have students look at the picture above and read the sentences. 2. Have them write the correct words, 'like' or 'likes', on the blanks. **Real-life Grammar** **Write your own answer.** 1. Read the sentence aloud to the class. T: Do you like apples or oranges? 2. Have students write their own answers on the lines. 3. Have students share answers with their partners. 4. Then, ask for volunteers or call on a pair to share their answers with the whole class. S1: Do you like apples or oranges? S2: I like apples. S2: Do you like apples or oranges? S1: I like oranges.	**SB p.63** **SB p.64**

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Present Simple! Divide the class into small groups of two or three students. 1. Give each group a set of Subject cards, Base verb cards, Object cards, 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., Subject + Verb + Object + End Mark) 3. Show or say a word. (e.g., I / she / like / apples / bananas) 4. Have students quickly choose the correct cards to make sentences using the target grammar. (e.g., I like apples. / She likes bananas. / He likes nuts.) 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** 1. Subject Cards I / You / He / She / It / We / They / The boy / The girl / The dog / Tom / Amy 2. Base Verb Cards run / walk / eat / read / play / sleep / sing / dance / write / draw / open / close / watch / listen 3. Object Cards a ball / the table / the park / my bag / a sandwich / a song / a game / a bike / a movie / a letter / a picture / him / her / them / it / me / you 4. Articles / Demonstratives / Punctuation Cards A / An / The / This / That / . / ? / ! **Homework** Have students do Workbook Unit 13 as homework.	**WB pp.39-41**

UNIT 14 I don't like vegetables.

Topic	Present Simple: Negative
Objectives	-To understand present simple negative sentences with verbs (like) -To learn how verbs change with different subjects in present simple negative sentences
Grammar Points	present simple negative
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. **First Step** 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 lion. I see a tiger. I see vegetables. I see meat. 3. Read the story aloud all together. T & Ss: I don't like vegetables. T & Ss: He doesn't like vegetables. T & Ss: They don't like vegetables. T & Ss: I don't like meat. 4. Listen to the story. (Audio File 14) **Activity A** **Read and underline.** 1. Have students read and find the words in the speech bubbles. 2. Have them underline the words. **Activity B** **Look and check.** 1. Have students look at the picture and check the correct answer.	**SB p.65**
Main Lesson (35-45 min.)	**Grammar Point** **Present Simple (Negative)** 1. Explain what the negative present simple is and how the verb changes	**SB p.66**

	with different subjects. 2. Point out that 'don't' and 'do not' are the same, and 'doesn't' and 'does not' are the same. 3. Have students read the example sentences. **Check Up!** **Read and match.** 1. Have students read and match the subjects with the correct sentences. **Step Up!** **A. Look, read, and circle.** 1. Have students look at the pictures and read the sentences. 2. Have them circle the correct words. **B. Look, trace, and write 'don't' or 'doesn't'.** 1. Have students look at the pictures and read the sentences. 2. Have them trace the sentences. 3. Have them write the correct words, 'don't' or 'doesn't', on the blanks. **I Can Use My Grammar!** **Look, number, and write.** 1. Have students look at the picture and read the sentences. 2. Have them write the correct sentence numbers in the boxes. 3. Have them write the correct words, 'don't like' or 'doesn't like', on the blanks. **Real-life Grammar** **Write your own answer.** 1. Read the sentence aloud to the class. T: I don't like cucumbers. What about you? 2. Have students write their own answers on the lines. 3. Have students share answers with their partners. 4. Then, ask for volunteers or call on a pair to share their answers with the whole class. S1: I don't like cucumbers. What about you? S2: I don't like onions. S2: I don't like cucumbers. What about you? S1: I don't like carrots.	**SB p.67** **SB p.68**

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Present Simple Negative! Divide the class into small groups of two or three students. 1. Give each group a set of Subject cards, Base verb cards, Object cards, 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., Subject + do not / does not + Verb + Object + End Mark) 3. Show or say a word. (e.g., I / she / like / vegetables / meat) 4. Have students quickly choose the correct cards to make negative sentences using the target grammar. (e.g., I don't like vegetables. / She doesn't like vegetables. / They don't like meat.) 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** 1. Subject Cards I / You / He / She / It / We / They / The boy / The girl / The dog / Tom / Amy 2. Base Verb Cards run / walk / eat / read / play / sleep / sing / dance / write / draw / open / close / watch / listen Object Cards 3. a ball / the table / the park / my bag / a sandwich / a song / a game / a bike / a movie / a letter / a picture / him / her / them / it / me / you 4. Articles / Demonstratives / Punctuation Cards A / An / The / This / That / . / ? / ! **Homework** Have students do Workbook Unit 14 as homework.	**WB pp.42-44**

UNIT 15 Do you like pizza?

Topic	Present Simple: Yes/No Questions
Objectives	-To understand present simple questions with verbs (like) -To learn how to ask and answer questions using 'Do ~?' and 'Does ~?'
Grammar Points	present simple 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. **First Step** 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 pizza. I see flour. I see sauce. 3. Read the story aloud all together. T & Ss: Does she like pineapple pizza? T & Ss: Yes, she does. No, she doesn't! T & Ss: Do you like pineapple pizza? T & Ss: Yes, I do. No, I don't! 4. Listen to the story. (Audio File 15) **Activity A** **Read and underline.** 1. Have students read and find the expressions in the speech bubbles. 2. Have them underline the expressions. **Activity B** **Find the hidden items.** 1. Have students read the words. 2. Have them find the hidden items in the picture.	**SB p.69**

Main Lesson (35-45 min.)	**Grammar Point**	**SB p.70**
	Present Simple (Yes/No Questions) 1. Go through the yes/no question forms with the students. 2. Explain how 'do' and 'does' are used with different subjects and how to form the answers with 'Yes' and 'No'. 3. Have students read the example sentences.	
	Check Up! **Read and match.** 1. Have students read and match the subjects with the correct sentences.	
	Step Up!	**SB p.71**
	A. Read, look, and circle. 1. Have students read the questions and look at the pictures. 2. Have them circle the correct answers.	
	B. Read, trace, and write. 1. Have students read the sentences and look at the pictures. 2. Have them trace the words and write the correct words on the lines.	
	I Can Use My Grammar!	**SB p.72**
	Look at the table and write. 1. Have students look at the graph and read the sentences. 2. Have them write the correct answers on the blanks.	
	Real-life Grammar **Write your own answer.** 1. Read the sentence aloud to the class. T: Do you like sandwiches? 2. Have students write their own answers on the lines. 3. Have students share answers with their partners. 4. Then, ask for volunteers or call on a pair to share their answers with the whole class. S1: Do you like sandwiches? S2: Yes, I do. S2: Do you like sandwiches? S1: No, I don't.	

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Present Simple Questions! Divide the class into small groups of two or three students. 1. Give each group a set of Subject cards, Base verb cards, Object cards, 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., Do/Does + Subject + Verb + Object + ?) 3. Show or say a word. (e.g., you / she / like / pizza / apples) 4. Have students quickly choose the correct cards to make questions using the target grammar. (e.g., Do you like pizza? / Does she like apples? / Do they like bananas?) 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** 1. Subject Cards I / You / He / She / It / We / They / The boy / The girl / The dog / Tom / Amy 2. Base Verb Cards run / walk / eat / read / play / sleep / sing / dance / write / draw / open / close / watch / listen 3. Object Cards a ball / the table / the park / my bag / a sandwich / a song / a game / a bike / a movie / a letter / a picture / him / her / them / it / me / you 4. Articles / Demonstratives / Punctuation Cards A / An / The / This / That / . / ? / ! **Homework** Have students do Workbook Unit 15 as homework.	**WB pp.45-47**

UNIT 16 What do you like?

Topic	Present Simple: Wh- Questions
Objectives	-To understand present simple questions with verbs (like) -To learn how to ask and answer questions using 'What do ~?' and 'What does ~?'
Grammar Points	present simple 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. **First Step** 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 pizza. I see sandwiches. I see apples. 3. Read the story aloud all together. T & Ss: What do you like? T & Ss: I like sandwiches. I like apples too. T & Ss: What does he like? T & Ss: He likes sandwiches. He likes apples too. 4. Listen to the story. (Audio File 16) **Activity A** **Read and underline.** 1. Have students read and find the sentences in the speech bubbles. 2. Have them underline the sentences. **Activity B** **Find the pictures.** 1. Have students read the words and find the correct pictures.	**SB p.73**
Main Lesson (35-45 min.)	**Grammar Point** **Present Simple (Wh- Questions)** 1. Go through the Wh- question forms with the students.	**SB p.74**

	2. Explain how 'do' and 'does' are used with different subjects and how to answer the questions. 3. Have students read the example sentences. **Check Up!** **Read and match.** 1. Have students read and match the subjects with the correct question forms. **Step Up!** **A. Match and trace.** 1. Have students read the sentences. 2. Have them match the questions with the correct answers. 3. Have them trace the words. **B. Look, circle, and write 'like' or 'likes'.** 1. Have students look at the pictures and read the sentences. 2. Have them circle the correct words (do/does). 3. Have them write 'like' or 'likes' on the blanks. **I Can Use My Grammar!** **A. Choose and stick.** 1. Have students look at the pictures. 2. Have them choose the stickers and stick them in the correct places. **B. Look at the table above and write.** 1. Have students look at the graph and read the sentences. 2. Have them write the correct words on the blanks. **Real-life Grammar** **Write your own answer.** 1. Read the sentence aloud to the class. T: What do you like? 2. Have students write their own answers on the lines. 3. Have students share answers with their partners. 4. Then, ask for volunteers or call on a pair to share their answers with the whole class. S1: What do you like? S2: I like ice cream. S2: What do you like? S1: I like board games.	**SB p.75** **SB p.76**

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Wh- Questions! Divide the class into small groups of two or three students. 1. Give each group a set of Subject cards, Base verb cards, Object cards, 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., What + do/does + Subject + Verb + Object + ?) 3. Show or say a word. (e.g., what / you / she / like / apples) 4. Have students quickly choose the correct cards to make Wh-questions using the target grammar. (e.g., What do you like? / What does she like? / What do they like?) 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** 1. Subject Cards I / You / He / She / It / We / They / The boy / The girl / The dog / Tom / Amy 2. Base Verb Cards run / walk / eat / read / play / sleep / sing / dance / write / draw / open / close / watch / listen 3. Object Cards a ball / the table / the park / my bag / a sandwich / a song / a game / a bike / a movie / a letter / a picture / him / her / them / it / me / you 4. Articles / Demonstratives / Punctuation Cards A / An / The / This / That / . / ? / ! **Homework** Have students do Workbook Unit 16 as homework.	**WB pp.48-50**