

U4

Workbook page 26

- 1 Tell students they need to match the words with their picture using lines. Start with the first word and choose a volunteer to answer. Elicit *ball*. Tell them to look at the pictures and find the ball. Finally, tell them to match it with a line. Give students time to work, and then share their answers with the class.
- 2 Tell students that they are going to complete each color word by writing one letter on each line. Start with the first word and ask *Which color starts with "b"?* Elicit *blue*. Tell your students to show you their blue color; once they do it, tell them to color the first yo-yo with blue. Give them time for it. Follow the same procedure in the following items.

U4 Vocabulary Review **A-Z**

1 Look and match.

a) ball     

b) doll     

c) truck     

d) kite     

e) teddy bear     

2 Complete the words. Then color the yo-yos.

  

a) b l _ u e b) y e l l o w c) g r e e n

 

d) r e d e) b l a c k and w h i t e

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Workbook page 27

- 1 Explain to students that they will complete the questions and answer them by looking at the pictures. Ask students which toy they have in the first item. Elicit *teddy bear*. Ask *What two words are missing to complete the question?* Elicit *Is it*. Read the whole question and ask a volunteer to answer it. Tell students to underline the correct answer. Give them time to work and share their responses with the class.
- 2 Tell students they will complete the sentences and draw the toy. Then have them color the toy according to their answer. Once they finish, ask them to show their drawings to the class.

U4 Grammar Review **A-Z**

1 Complete the questions, look, and underline the correct answer.

a) Is it it a doll?
Yes, it is. / No, it isn't. 

b) Is it it a ball?
Yes, it is. / No, it isn't. 

c) Is it it a yo-yo?
Yes, it is. / No, it isn't. 

d) Is it it a kite?
Yes, it is. / No, it isn't. 

2 Complete the sentences and draw the toys.

red blue yellow

a) It's a (Students' own answers.) ball. b) It's a (Students' own answers.) kite.

(Students' own drawings.) (Students' own drawings.)

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Workbook page 28

- 1 Tell the class they will read and listen to a story, following the words with their fingers as they read and listen. Play Track 10. Tell students to raise their hands when they hear a number word. Play Track 10 again. Then have students take turns reading the story with a partner. Walk around the class to check pronunciation. Have a pair of volunteers read and act out the story.

U4 Reading **A-Z**

10 **1 Read and listen.**

Hopscotch Winner

Helen: Hi, Harry! I'm Helen!
How old are you?
Harry: I'm seven years old.
Helen: Hey! Me too!

Helen: I have an eraser.
Let's play Hopscotch!
Harry: And I have some crayons.
Get ready to hop!

Harry: Hop, Helen, hop!
Helen: Box number one! Now two, three, four, five, six, seven, eight, nine, ten! And back again!

Harry: Stop, Helen, stop!
Helen: Ten, nine, eight, seven, six, five, four, three, two, one! This is fun!

Helen: Hop, Harry, hop!
Harry: One! Two, three, four, five, six, seven, eight! Oh, no!
Helen: Oh, Harry!

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Workbook page 29

- 1 Tell students that they will identify the characters from the story. Ask them to go back to the reading. Point to Harry's picture and ask *Is Harry the winner?* Elicit *No, he is not*. Then point to Helen's picture and ask *Is Helen the winner?* Elicit *Yes, she is*. Tell students to circle the picture of the hopscotch winner.
- 2 Have students look at the incomplete conversation. Tell students to complete it using the reading as a reference. Check the answers by having volunteers write the sentences on the board.

U4 Writing **A-Z**

Harry: Hoory, Helen!
Hopscotch winner!

1 Circle the hopscotch winner.

2 Read and complete the conversation.

Helen: Two, three, four, five, six, seven, eight, nine, ten. And back again!

Harry: Stop, Helen, stop!

Helen: Ten, nine, eight, seven, six, five, four, three, two, one. This is fun!

Harry: One, two, three, four, five, six, seven, eight. Oh, no!

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Workbook page 30

11) 1 Tell students that they will listen to a rhyme. Play Track 11. Tell your class to repeat line by line. Play Track 11 again and pause it after each line. Play the track one more time without pausing it. Then ask student to repeat the rhyme. Mark the rhythm by clapping. Play Track 11 one last time.

2 Tell the class that they will read the words and say them out loud. Divide the class in two groups. One group will read one word and the other echo it. Then switch roles. Continue until you finish the words. Focus on the pronunciation of short *e*.

3 Tell students that they will read the sentence and color the bear according to it. Make sure students include a yellow and red pattern when coloring the bear. Give them time to color while you continue reading and asking for individual and choral repetitions of the sentence.

Workbook page 31

12) 1 Explain to the class that they will listen to and sing out loud "Guess My Toy". Ask them to listen first. Play Track 12. Tell them it is their turn to sing out loud. Play Track 12 again.

2 Tell students that they will complete the sentences following the song's pattern. Read the first sentence and make a pause after *have*. Tell students to go back to the song and look for what's missing in the sentence. Elicit *a*. Continue reading the next sentences following the same procedure.

3 Explain to students that they will add two more verses following the song's pattern using *ball* and *truck*. Ask the class to answer the questions according to the photos below, so that they can tell you the new lines while you write them on the board. Lead students into a choral repetition of the new song twice.

Unit 4 Phonics

11) 1 Listen and repeat.
Look at my teddy.
His name is Eddie.
Look at Eddie.
He's my teddy.



2 Read and say.

teddy Eddie
yellow red

3 Read, say, and color.
My Teddy Eddie
is red and yellow!



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Unit 4 Song

12) 1 Sing: *Guess My Toy*.

Guess My Toy

I have a toy. Guess, guess, guess! Is it a doll, a doll, a doll? No, no, no. No, it isn't. I have a toy. Guess, guess, guess! Is it a ball,	a ball, a ball? Yes, yes, yes. Yes, it is. I have a toy. Guess, guess, guess! Is it a yo-yo, a yo-yo? No, no, no.	No, it isn't. I have a toy. Guess, guess, guess! Is it a teddy bear, a teddy bear, a teddy bear? Yes, yes, yes. Yes, it is.
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2 Look and complete the song. 3 Sing two more times.

I have a a toy.
Guess, guess, guess!
Is it a yo-yo?



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