

Ruby and Us



Teacher's Book



Welcome!

Welcome to the amazing adventure of teaching with *Ruby and Us!*



We're so excited to introduce ourselves as teachers, just like you, and to help you create a safe and nourishing school environment. We know you have objectives, but how you reach them is what matters. As children explore a second language, it's important to nurture their curiosity and eagerness to learn.

Believe in your students, they can do so much! Every activity, song, or game can leave a lasting impression that helps them grow academically and personally. But before you open the book, open your heart. When students feel loved and supported, they are ready to learn and thrive.

As you read through these pages, think of us, **L** + **M**: **Lorena** and **Myriam**, with you every step of the way. **L** + **M** also stands for **Loving** and **Meaningful**, two words we hope define your teaching journey. Keep a lookout for our special tips with the **L****M** icon!

Thank you for being such an important part of your students' learning journey. Your care, creativity, and dedication make all the difference. Remember: **YOU** are the expert in your classroom! Adopt the activities, adapt them, and make them your own.

Here's to a fantastic year of
learning, laughter, and growth!
Lorena and **M**yriam

Who's in Ruby and Us?

Meet best friends Lisa and David! Students join Lisa and David as they model vocabulary and language through natural dialogues in relatable contexts.



Lisa is named after marine biologist Idelisa Bonelly. She is intrigued by the ocean and its flora and fauna and is a conservationist at heart. She lives in an apartment with her mommy, daddy, and little brother Freddie.



David is named after naturalist David Attenborough. He is captivated by the natural world and loves all animals, especially insects. David lives in a house with his mommy and grandma.



Ruby the Red Panda is friendly, curious, and loves to learn! Her stories reinforce language and promote inclusion, values, and social emotional learning.

Meet Ruby, your animal guide through the lessons!

Component Overview

The **Student's Book** presents key language in context through real-world dialogues and stories. Each level contains eight units, plus a Welcome Unit. Units 1 through 8 contain eight lessons covering language and skills practice, including Speaking and Listening, Early Literacy, and Numeracy. The syllabus is underpinned by a values strand which nurtures Global Citizenship Education.



The **Activity Book** follows a lesson-by-lesson correspondence with the Student's Book to practice and consolidate the language, concepts, and values introduced in each unit. Students practice fine motor skills through fingerprinting, tracing, and other early writing activities.



The **Digital Student's Book** is a page-faithful reproduction of the Student's Book with the relevant audio and video files embedded within the lessons.

In the online **Student's Resources**, families can access the songs and videos to enjoy and practice at home.

The fun and motivating **Navio App** allows students to explore the units' songs, stories, videos, and interactive games and activities in class or at home with their families.

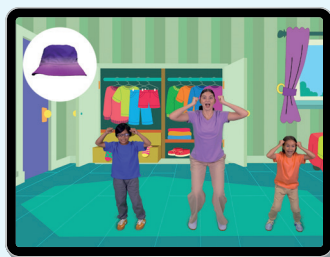


Videos

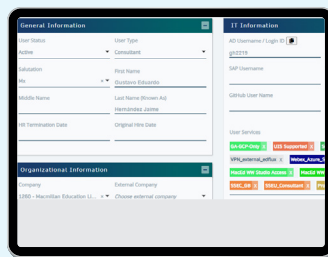
The Student's Book is supported by short videos, which are carefully integrated into the lessons and designed to be engaging for very young learners. The following videos are included:



Routine Songs



Language Songs



Real World Videos



Animations

Early Numeracy

What is Early Numeracy?



Early numeracy refers to the foundational mathematical skills and concepts that young children develop before starting primary school. It includes an understanding of numbers and quantity, counting, patterns, shapes, spatial awareness, and basic problem-solving. Many of these skills are built through everyday experiences and exploration. They help children make sense of the world around them and provide the basis for more advanced mathematical thinking.

Why teach Early Numeracy?

As well as learning early math skills that prepare learners for math in primary school, early numeracy supports everyday functions and cognitive development. It builds concepts that are important for daily life, such as understanding quantities in food, toys, and other daily objects, parts of a whole, and telling the time. Learners are also encouraged to observe their environment and organize what they see in different ways. These skills contribute to problem solving and reasoning, which are important cognitive skills, and prepare learners for other areas like science, art, and music.

Early Numeracy in *Ruby and Us*

Numeracy Lessons

- In Level 1, students learn and practice the numbers 1 to 10. In a full-page artwork, they learn and color in the numerals and identify the quantity of objects on the page. In this level, students are also introduced to the shapes, circle, triangle, and square.
- In Level 2, students learn numbers 10 –20. They learn to trace the numerals, as well as recognizing the connection between numeral and quantity.
- Finally in Level 3, the lessons build up to 100 counting by tens, again counting objects, tracing, and finally writing numbers.

The Counting Song

The Counting Song is one of the routine songs which can be played at the start of every numeracy lesson or whenever you want to review numbers. There is a different song for each level, each building on the numbers learned in the last.

Early Numeracy in the Classroom

Patterns

- Start developing an understanding of patterns with physical materials. Use colored blocks, buttons, or crayons to allow students to experiment with patterns.
- Students can practice noticing patterns in color, shape (square and triangular blocks), and size (big and small blocks).
- Work with one pattern at a time to avoid cognitive overload. For example, if working with big and small blocks, make sure they are the same color and shape.
- Have students find patterns in the classroom or school, furniture, wallpaper and so on.
- Have students extend patterns or predict what comes next for an extra challenge.

Sorting Colors

- Start simple, sorting only two colors. Use blocks, crayons, pom poms, and



other items in the classroom.

- After students become comfortable, increase complexity by adding more colors, and eventually different shades of the same color.
- Use color sorting in your daily routine: If cleaning up blocks, say *Clean up the blue blocks. Now the red blocks.* This can be done for crayons, paints, and other materials.

- Have students move around to sort colors. Have them group themselves by shirt color, shoe color, hair color, and so on.
- Use engaging containers for sorting, such as bowls, baskets, buckets, colored muffin tins, and so on.
- Have students complete scavenger hunts to find objects of a given color.

Counting Objects

- Start counting using fingers. Students open a full hand for five fingers. Show how each finger you raise adds on a new number.
- Allow students to use beads, buttons, blocks, and more to practice counting items physically.
- 10 frames: Use visual tools like grids evenly divided into 10 sections to help adding up to, and on from, 10. Use colored stickers or objects in the grids for better visual aids. Make these three-dimensional with objects like egg cartons cut down to five cups.



Activity Book

Early Literacy

The activities in this section help to work on early literacy, experimenting with spatial awareness, directionality, and audio discrimination.

Spatial Awareness and Directionality

- **Up! Down!** Have students stand up. Say the commands: *up, down, left, right*. Draw the arrows on the board using different colors and demonstrate. Then model what to do. Say, *Up!* as you point to the correct arrow on the board and jump up. Repeat with the other commands. Do it again, and have the students follow you.
- **In a Box.** Give students a box. Have them go in and out of it and above and below it.
- **Circle Moves.** Have students stand up in a circle and move to the right, to the left, jump up, and sit down.
- **Ball Hop.** Have students hop using their dominant leg and toss a ball using their dominant hand.
- **All Eyes.** Have students cover their dominant eye. Show them a flashcard and have them say what it is.
- **Left! Right!** Draw a line on the board. Display a flashcard on each side. Have them jump to the right, and say what object, letter, or word they see on the flashcard. Have them do the same by jumping to the left.

Auditory Discrimination

- **Musical Words.** Say a sentence in a very exaggerated way and ask your students to imitate the *music*: the rhythm and intonation that you used without focus on the words.
- **What's that Sound?** Use the internet or classroom objects that make distinctive sounds. Have students close their eyes. Make a sound and have students guess what it is.
- **Funny Voices!** Give students a simple chant to say. Say it in different voices, like growling, whispering, animal noises, various pitches, and so on. Have students imitate the voices you use.

Fine Motor Skills

These activities have a special focus on fine motor skills, which strengthens students' hands in preparation for activities like cutting, drawing, and writing.

Strengthening Hands for Cutting Skills

To help students develop cutting skills, choose one of the following activities to do to strengthen their fingers and their whole hand:

- **Clay Play.** Work with Clay: Let students play freely with clay or playdough. Have them squeeze, roll, and shape it to build hand strength.
- **Bubble wrap.** Give students bubble wrap. Have them play to burst the bubbles using their index finger.
- **Plastic Pliers.** Encourage them to pick up small objects like cotton balls, beans, beads, bottle caps, etc. with plastic pliers.

- **Paper Strips.** Give students different types of paper to tear into small pieces (craft paper, recycled paper, tissue paper, crepe paper, etc.) to help strengthening the pincer grasp.
- **Use Both Hands!** Give students Velcro to pull it apart, containers or jars to practice opening, etc. to help strengthen their pincer grasp.

Introducing Scissors

Once children's hands are stronger, show them how to hold and use scissors:

Show students how to hold scissors correctly: The thumb goes in the small hole, and the middle and ring fingers go in the big hole (or just the middle finger if their fingers are bigger). The index finger has to stay outside to help guide the movement.

Practice opening and closing the scissors. Let students make small snips in playdough or paper before cutting along a template.

Remember you are not wasting your time doing this, you are investing time in helping students develop these very important skills, not only to help them cut, but to prepare them for the reading and writing process in the future.

Fine Motor Practice

- **Sticker Collage.** Give students sticker sheets. Have them make collages by removing and placing the stickers.
- **Tweezer Race!** Have students take part in a tongs or tweezer relay race. Place small objects like beads, buttons, and pom poms at one end of the table in piles. Sit students in rows, each with a pair of tongs or tweezers. Have them move the objects from one end of the table to the other, passing them along using the tools.
- **Find the Lumps!** Place small objects inside lumps of playdough. Have students race to find and remove the objects, or work on removing them slowly and carefully.



Pre-Writing Skills

- **Dot-to-Dot.** Give students a dot-to-dot activity to develop hand-eye coordination.
- **Mazes.** Draw or print mazes for students to follow with a crayon or pencil.



Listen, point, and say. Stick and say. Watch and sing *I'm Hungry*. Listen to Ruby. How about you?
Key Vocabulary: oranges, cucumbers, grapes, strawberries, tomatoes, carrots • **AB page 48**

Tracks: 6.01-6.03

Lesson 1

Vocabulary

Lesson Objectives

Learn and recognize food vocabulary; practice vocabulary through songs and hands-on activities; share information about yourself.

Key Vocabulary

Production: oranges, cucumbers, grapes, strawberries, tomatoes, carrots.

Materials

Hello Song track/video, audio tracks 6.01-6.03, *I'm Hungry* song video, Unit 6 Lesson 1 vocabulary stickers, flashcards: oranges, cucumbers, grapes, strawberries, tomatoes, carrots, Ruby puppet, bag, real or toy fruits and veggies, Goodbye Song track/video.

Strawberries. Strawberries.
Tomatoes. Tomatoes.
Carrots. Carrots.

TRACK 6.02 and song video

I'm Hungry I'm hungry, I'm hungry.
Can I have a snack, please?
Tomatoes and carrots.
Mmm... I like strawberries!
I'm hungry, I'm hungry.
Can I have a snack, please?
Cucumbers and grapes.
Mmm... I like oranges!

TRACK 6.03

I'm hungry.

Teaching Tip

Have students say each fruit or vegetable name as they place the sticker, alternating between loud and quiet voices to add variety and keep them engaged.

Classroom Management Tip

Use the puppet to manage turn-taking. Have Ruby "choose" students respond. This encourages participation and keeps the group attentive.

Review Activity

Place flashcards around the room. Say a word aloud, for example, Oranges, and have students find, touch, and say the word. Increase the speed to make it more challenging.

Provide additional practice using the *Activity Book page 48*.

Find detailed lesson teaching notes on the printable Lesson plan in the *Teacher Zone*. Use print or digital flashcards from the *Teacher Zone*.

Students do the activities.

TRACK 6.01

Oranges. Oranges.
Cucumbers. Cucumbers.
Grapes. Grapes.



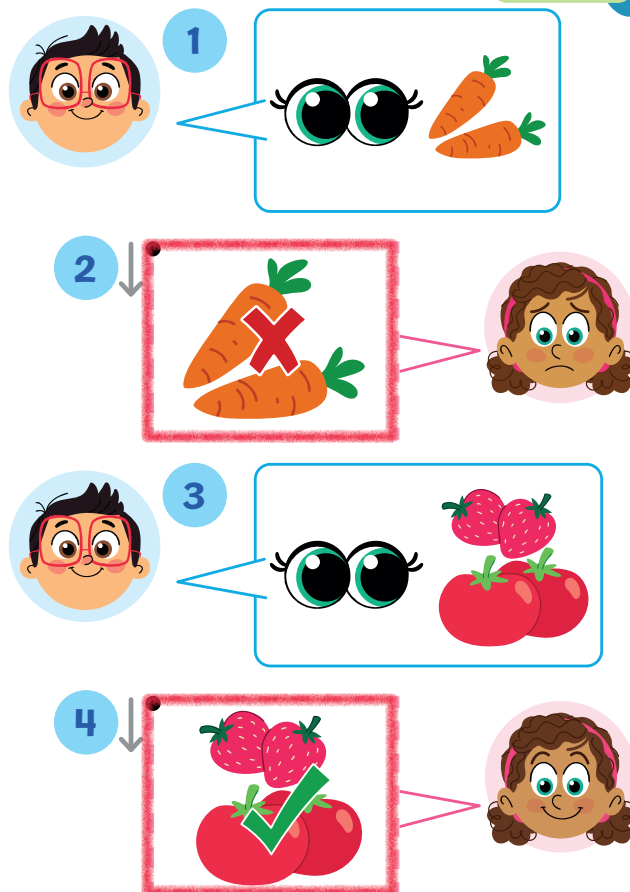
Lesson 2

Language



Listen and point. Listen, point, and trace. Listen and say the dialogue. Then role-play.

Key Language: Look (carrots). I like (strawberries). I don't like (carrots). • **AB page 49** • **AB Dialogue Cards page 77**



Lesson 2

Language

Lesson Objectives

Use simple language to talk about likes and dislikes; role-play a dialogue using key language.

Key Language

Recognition: Look! (Carrots). Production:

I like (strawberries).
I don't like (carrots).

Materials

Hello Song track/video, audio tracks 6.04–6.05, food flashcards: oranges, cucumbers, grapes, strawberries, tomatoes, carrots; Activity Book Dialogue Cards page 77, Goodbye Song track/video.

Students do the activities.

TRACK 6.04 (Extended Dialogue)

David: Look, carrots! I like carrots.

Lisa: Oh, I don't like carrots.

David: That's OK. What do you like?

Lisa: Hmm. I like strawberries and tomatoes.

David: Oh, I like strawberries, too. They're good for you!

David's mom: Here you are.

Lisa: Thank you!

TRACK 6.05 (Short Dialogue)

David: Look! Carrots.

Lisa: I don't like carrots.

David: Look! Strawberries and tomatoes.

Lisa: I like strawberries and tomatoes.

UDL Tip

Allow students to show understanding by holding up, pointing to, or matching their dialogue cards instead of speaking. Model the responses and encourage participation through gestures, repetition, or echoing single words as they feel comfortable.

Teacher's Tip

To support understanding, emphasize key language chunks such as I like ... and I don't like ... using clear intonation, facial expressions, and consistent repetition. Use simple, culturally neutral gestures, for example, smiling for like, shaking your head for don't like.

More Practice Activity

Show a food flashcard. Prompt students to say the sentence using the correct food word, for example, I like... or I don't like.... Encourage them to say and complete the sentence orally, with gestures, or by holding up the correct dialogue card. Repeat with different foods and vary the pace to add challenge.

Provide additional practice using the *Activity Book page 49*.

Go to *Activity Book page 77* to find the Dialogue Cards.

Find detailed lesson teaching notes on the printable Lesson plan in the *Teacher Zone*.

Use print or digital flashcards from the *Teacher Zone*.



Ruby Doesn't Waste Food

Lesson 3 Story



Tracks: 6.06

Watch and sing *The Storytime Song*. Predict with a Picture Walk. Listen, point, and say. Then act out.
Value: I don't waste food. • AB page 50

50

Lesson 3

Story

Lesson Objectives

Listen to and act out the story; consolidate key vocabulary and language; explore the value: I don't waste food.

Key Language

Production: oranges, grapes, fruit; I (like) (oranges). I don't waste food!

Materials

Hello song/video, Storytime song/video, audio track 6.06, flashcards: orange, cucumbers, grapes, strawberries, tomatoes, carrots, Ruby finger puppet, a blanket, two real or toy fruits (one clean and one with some dirt), sponge, Goodbye Song track/video.

Students do the activities.

TRACK 6.06

Ruby Doesn't Waste Food

Narrator: Ruby is at Chen's treehouse.

Ruby: Hello, Chen!

Chen: Hi, Ruby! Are you hungry?

Ruby: Yes, I'm hungry! Thank you!

Chen: I have cucumbers, carrots, grapes, and oranges.

Ruby: I don't like cucumbers! But I like carrots. And I like oranges and grapes. Yummy!

Narrator: Ruby is excited. She wants some oranges and grapes.

Chen: Oh, no!

Ruby: I'm sorry, Chen!

Chen: It's OK. Don't worry.

Narrator: The grapes are dirty now. Ruby isn't happy.

Ruby: Yuck! I don't like these grapes now! Let's put them in the trash.

Narrator: Chen has a better idea!

Chen: Stop, Ruby! Don't waste food! Let's wash the fruit!

Ruby: Wash the fruit?

Chen: Yes! Look, Ruby! I can show you. Come here. See?

Narrator: Ruby tries to wash the grapes, too.

Chen: OK. Now, let's wash the grapes.

Ruby: OK. Like this, Chen?

Chen: Oh, no Ruby! Not like that! Look!

Narrator: The fruit is clean. It's snack time!

Ruby: Like this?

Chen: Yes, that's right! Now, they're clean. Let's eat!

Ruby: Yum! I like carrots. And I like oranges! And I like grapes! Thank you, Chen!

Chen: You're welcome.

Global Citizenship Focus

Use this story to help students understand that food is valuable and should not be wasted. Ask questions like Can we eat it? Can we clean it? to guide thinking. Reinforce the idea that taking care of food is a way we help others and the world.

If Time Allows

Act out key moments from the story. Say Save or throw away? and have students respond with gestures or by speaking.

Provide additional practice using the *Activity Book page 50*.

Find detailed lesson teaching notes on the printable Lesson plan in the *Teacher Zone*.

Use print or digital flashcards from the *Teacher Zone*.

Lesson 4

Language



Flashcards



Tracks: 6.07-6.10

Listen, stick, and say. Watch and sing *Don't Waste Food*. Listen, point, and trace. Then role-play.

Key Vocabulary: juice, smoothie

Key Language: Do you like (smoothies)? Yes, I do. / No, I don't. • AB page 51 • AB Dialogue Cards page 77



Lesson 4

Language

Lesson Objectives

Learn and recognize drink vocabulary; use simple language to answer questions about likes and dislikes; role-play a dialogue using key language.

Key Vocabulary

Production: juice, smoothie

Key Language

Recognition: Do you like (smoothies)? Production: Yes, I do. / No, I don't.

Materials

Hello Song track/video, audio tracks 6.07–6.08, *Don't Waste Food* song video, Unit 6 Lesson 5 vocabulary stickers, flashcards: juice, smoothie, food and drink flashcards or pictures, *Goodbye Song* track/video.

Track 6.08 and song video

Don't Waste Food
 Do you like strawberries?
 Yes, I do! Yes, I do!
 Let's make a smoothie!
 Don't waste food! Don't waste food!
 Do you like oranges?
 Yes, I do! Yes, I do!
 Let's make juice!
 Don't waste food! Don't waste food!

Track 6.09 (Extended Dialogue)

Lisa: Whew! I'm thirsty.
 David: Do you like orange juice?
 Lisa: No, I don't.
 David: Do you like smoothies?
 Lisa: Yes, I do. I like strawberry smoothies.
 David: Cool! Let's make a smoothie.
 David and Lisa: Yum!

TRACK 6.10 (Short Dialogue)

David: Do you like orange juice?
 Lisa: No, I don't.
 David: Do you like smoothies?
 Lisa: Yes, I do

Teaching Tip

Model the target question as a whole chunk, *Do you like smoothies?* and repeat it consistently throughout the lesson. Even though the vocabulary word is smoothie, in the question it becomes *smoothies*. Teach this as a complete phrase, not by explaining the rule. Encourage students to listen and repeat the full question as they hear it, helping them internalize the correct form through repetition and use.

More Practice Activity

Place drink flashcards on the board. Say a simple action for each word, for example, clap for juice or jump for smoothie. Students respond with the correct action and say the word.

Provide additional practice using the *Activity Book* page 51.

Find detailed lesson teaching notes on the printable Lesson plan in the *Teacher Zone*. Use print or digital flashcards from the *Teacher Zone*.

Students do the activities.

TRACK 6.07

Juice. Juice.

Smoothie. Smoothie.



16

17



Watch and sing *The Counting Song*. Count the oranges and trace the number 16. Count the tomatoes and trace the number 17.
Key Vocabulary: 16–17 • **AB page 52**



Lesson 5

Numeracy

Lesson Objectives

Recognize numbers 16 and 17; count to 17; practice counting through songs.

Key Language

Production: *numbers 16–17; oranges, tomatoes.*

Materials

Hello Song track/video, *The Counting Song* track/video, flashcards: *oranges, tomatoes*; crayons, white sheets of paper for bar graph, bag, numbers 1–17 written on pieces of paper, some music, *Goodbye Song* track/video.

Students do the activities.

Teaching Tip

Build up counting gradually by adding one item at a time and counting together. Pause at key numbers and

ask *How many?* to check understanding. This helps students connect counting with quantity in a clear and meaningful way.

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Build up counting gradually by adding one item at a time and counting together. Pause at key numbers and ask *How many?* to check understanding. This helps students connect counting with quantity in a clear and meaningful way.

UDL Tip

Support understanding by combining different types of input and responses. Use flashcards (visual), pointing and counting (kinesthetic), and speaking (oral) so students can engage with the activity in multiple ways. Allow students to show their understanding by pointing, counting aloud, or indicating the correct number before coloring.

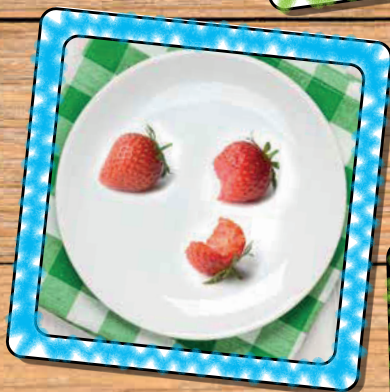
More Practice Activity

Give students toy food items. Ask them to count as you place items one by one, building up to 17. Pause at different numbers and ask, *How many?* Students count and say the number together. Then invite students to add or remove items and count again.

Provide additional practice using the *Activity Book* page 52.

Find detailed lesson teaching notes on the printable Lesson plan in the *Teacher Zone*.

Leftovers



Watch the video. Look, point, and say. Answer *Are these leftovers?* Yes. / No. Color to match.

Key Vocabulary: leftovers **Key Language:** *Are these leftovers?* Yes. / No. • **AB page 53**



Lesson 6

Real World

Lesson Objectives

Recognize leftovers; make responsible choices about food; respond to question *Are these leftovers?* Yes. / No.

Key Language

Recognition: *Are these leftovers?*

Production: *leftovers; Yes. / No.*

Materials

Hello Song track/video, Leftovers video, flashcards: carrot, orange, strawberry, apple, Goodbye Song track/video

Don't throw away leftovers.

Child: No!

Adult: Save leftovers.

Values Tip

Teaching young children to take care of food builds respect for resources and reduces waste. When children understand that uneaten food impacts the Earth, they learn responsibility early. Small daily actions like saving leftovers, sharing, and sorting waste can help protect nature and shape environmentally caring habits for life from an early age together.

If Time Allows

After lunch, invite students to look at their food. Ask, *Are these leftovers?* Students decide and sort their food by placing it in two areas: leftovers and not leftovers. Encourage them to say Yes or No and explain their choice with gestures or simple words.

Provide additional practice using the *Activity Book page 53*.

Find detailed lesson teaching notes on the printable Lesson plan in the *Teacher Zone*.

Students do the activities.

Video Script

Narrator: Leftovers

Adult: Leftovers are the food we save for later.

These are leftovers. Don't throw away leftovers.

Child: No!

Adult: Save leftovers. These are leftovers.

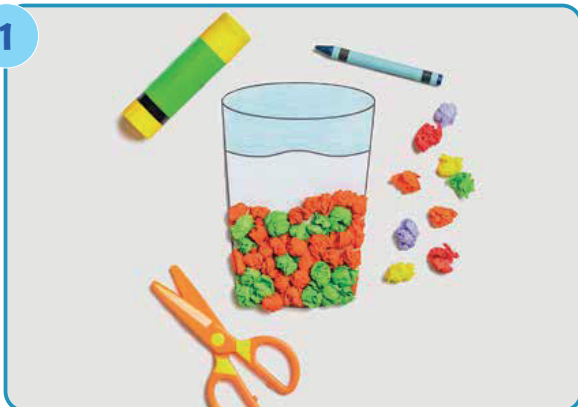
Teacher's Tip

Focus on the question *Are these leftovers?* and on helping students understand the concept of leftovers. Avoid introducing or teaching new vocabulary at this stage. Instead, use repetition, gestures, and examples to support understanding of the idea that some food can be saved and eaten later.

My Leftovers Smoothie

Your Turn

1



2



3

Do you like



?

Smoothie Shop

No, I don't.



Tracks: 6.11-6.12

Make your leftovers smoothie on page 77. Display. Listen, trace, and role-play. Listen, stick, and say *I don't waste food*.
Key Language: Do you like (cucumber) smoothies? (No), I (don't). • **AB page 54**

54

Lesson 7 Your Turn

Lesson Objectives

Differentiate leftovers from inedible food; make and display a smoothie craft activity; use vocabulary and language in a role-play; explore the value: *I don't waste food*.

Key Language

Recognition: Do you like (cucumber) smoothies?
 Production: (No), I (don't). I don't waste food.

Materials

Hello Song track/video, audio tracks 6.10-6.11, project template SB page 77, Ruby puppet, Unit 6 Ruby value sticker, scissors, crayons, crêpe paper, glue, *Goodbye Song* track/video.

Students do the activities.

TRACK 6.11

Ruby: *I don't waste food*.

Global Citizenship Focus

Encourage students to notice and celebrate the ways people are alike and different. Invite them to share something special about themselves, such as a favorite food, talent, or a physical characteristic. Reinforce that every person is unique and that our differences make our classroom an interesting and welcoming place. Help students practice respect by listening to their classmates and responding positively when someone shares something different from their own experience.

Teaching Tip

Demonstrate rolling small crêpe paper balls (in the color of the foods you chose) and gluing them on the smoothie glass. Then let students fill in their smoothie glass cutout with little balls of crêpe paper. As they are working, ask questions about their smoothies, e.g. *What is in your smoothie? Did you put (oranges) in your smoothie? What flavor is your smoothie?* etc. This

is a good opportunity to review vocabulary from the previous level (bananas, apples, etc).

UDL Tip

Provide additional support for students who may need help with fine motor skills by offering pre-cut templates or assisting them with cutting and gluing. Allow them to complete the task with guidance at their own pace.

More Practice Activity

Ask students to show their smoothie and say *I like...* or *I don't like...* Students can respond with words, gestures, or by pointing to their craft.

Provide additional practice using the *Activity Book page 54*.

Find detailed lesson teaching notes on the printable Lesson plan in the *Teacher Zone*.

You Choose

1



Game

2



Choose



Choose: 1. Circle and say your favorite word. 2. Or draw a food or drink you like and don't like. Then say *I like / don't like (grapes)*. • AB page 55



Lesson 8 You Choose

Lesson Objectives

Promote learner autonomy by allowing students to choose an activity; review unit vocabulary and language / *like...* and *I don't like...*; express personal preferences.

Key Language

Review.

Materials

Hello Song track/video, crayon, *Goodbye Song* track/video.

Students do the activities.

UDL Tip

Providing Students Multiple Ways to Show What They Know: For the speaking activity, give options for how students can review the language, they can choose between activities 1 or 2.

Teacher's Tip

Support student agency by giving children a guided choice and valuing their decisions. Model the task clearly first, then allow students to choose their favorite word independently. Acknowledge all choices positively and encourage students to share their preferences, helping them feel confident and in control of their learning.

Short answers, single words, or gestures as needed.

Review Activity

Have students stand in a circle. Toss a soft ball to a student and say the name of a food or drink. The student catches the ball and responds using the target language: *I like...* or *I don't like....* Then they toss the ball to another student and say a different food or drink. Continue until several students have had a turn. This activity reviews both *like* and *don't like* in a fun and active way.

Review Activity

Place flashcards on the board. Remove one card while students close their eyes. Students open their eyes, guess the missing word, and say it aloud.

Provide additional practice using the *Activity Book* page 55.

Find detailed lesson teaching notes on the printable Lesson plan in the *Teacher Zone*. Use print or digital flashcards from the *Teacher Zone*.