

WIZ KIDS

KIDS 2

3rd Edition

TEACHER'S GUIDE

• INTERACTIVE •



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WIZKIDS



TEACHER'S GUIDE

• INTERACTIVE •

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General Instructions

Introduction

Hello, teacher!

It is an immense pleasure to present you with the Interactive Teacher's Guide. This material was designed to help you teach the best Interactive class, being aware of what concerns your students' steps and also yours. You will get to know the complete **Interactive Experience**, which includes: the five steps of the class, the detailed Teacher Support procedure, the lessons' structure, the Interactive Tasks explanations, the lessons' steps on the **Wiz.tab**, the **Wiz.me** card descriptions, and the Lessons' Instructions.

By reading this guide, your class preparation will be much more effective because you will be conscious of what **Wiz.tab** introduces to your students, and how they can master their knowledge by checking their performance.

So, let's start this journey.

What is the Interactive Experience?

This experience was planned to bring language learning to students who prefer a more autonomous study routine and need to study within a specific schedule. The Interactive teacher is a dynamic and attentive professional, able to deal with students from different levels at the same time. The **Wiz.tab** is the technology tool that must be used by each student in the classroom. The class has five moments and some of them can happen simultaneously, no matter if it is a **Wizard In** or a **Wizard On** group. These moments are:

Warm-up | An oral activity, at the beginning of the class, which promotes interaction among the students no matter their level.

Self-learning | This is the moment, exactly after the Warm-up, in which the students, using the **Wiz.tab**, will interact with the lessons' content by speaking in an audible voice. It is important to mention that the teacher should listen and follow the students while they practice by themselves. Walk around the classroom or enter the breakout rooms, if it is a **Wizard On** class, to accompany students.

Teacher Support | Each student will have the Teacher Support according to the class agenda. At this moment, the teacher will have the opportunity to check the student's learning. See more information about this step on the next section of this guide.

Peer Work | This is the moment of interaction between students. The teacher should prepare beforehand what pair or trio of students will work together and what Output activity from the Student's Book will be done, according to the students' necessities. Remember that the interaction respects the lower book level.

Closing | The purpose of this last moment is to give students the awareness of learning through oral activities, such as the ones done for the Warm-up, or through a speech prepared by the student to be presented to the group. It is especially important to promote integration and interaction among students. For further information, it is recommended that you read the *MOP, Manual de Operações Pedagógicas*.

Teacher Support

For the third edition of Kids 2, during the Teacher Support, the teacher will not only have students perform the Drilling Practice sentences, but also engage students in freer conversations, by checking exercises, and clearing up doubts.

For this reason, the Teacher Support in this guide will present:

- the descriptions of the steps the students have on **Wiz.tab**;
- some Audio Scripts for the Interactive Tasks;
- the necessary Answer Keys for the Interactive Tasks;
- the drilling activities that have to be done with the students;
- some extra practice in the **Should you have extra time** section for the students who perform exceedingly well. This is an exclusive section for the Interactive experience, and it must be done only if necessary as a complement to finish the Teacher Support. All this is found in a highlighted box at the end of each lesson, in this guide.

Kids 2 3rd Edition's Structure

There are four types of lessons in this edition of Kids 2: Welcome Lesson, Input Lessons, Output Lessons, and Review Lessons. The Welcome Lesson gives the students the opportunity to get to know each other and the teacher. The students will receive information about the course and the coursebook, the characters of the Kids series, and some useful classroom language. The Input Lessons focus on the new content presentation and practice through the four language skills. The Output Lessons engage students in mastering the content through a variety of activities. The Review Lessons

bring students and teachers the moment of closing the learning trail and also the awareness of content retention quality.

Interactive Tasks

For the Interactive Experience, students are presented with more than the activities they see in their Student's Books. On their **Wiz.tab**, among the lessons' sections, students will find the **Interactive Tasks**. They were designed to complement and reinforce the self-learning of the students, as well as promote a more entertaining and pleasurable class. They are activities focused on the content of the lesson studied and provide students with a variety of ways to put it into practice. These are the Interactive Tasks in Kids 2:

Pronunciation Practice | The students reproduce a few words separately in order to reinforce the pronunciation.

Match | The students see four sentences and match each one to the corresponding image. Then they listen to the audio and reproduce it out loud.

Put in Order | The students click on the audio button, listen to a dialogue, and put the sentences in order.

Content Review | The students listen to sentences to review what they learned in the previous lesson. Then they reproduce these sentences out loud.

The Lessons' Steps on the Wiz.tab

This guide will describe to you all the steps, sections, and exercises the students do while doing the Self-learning moment. By reading the following explanations you will get to know what the Interactive students will listen to and understand exactly how they learn. Therefore, you will be able to provide more focused Teacher Support. For Kids 2, the **Wiz.tab** audio instructions were recorded in L1, so students are more confident while performing the activities. Students may use the Voice Management system to change the narrator's voice and also change the narration speed, making it slower or faster. It is important that the student has his/her Student's Book, Workbook, notebook and the **Wiz.me** at hand since the audio refers to these during the lessons. Bear in mind that students can and will pause the **Wiz.tab** during the activities to do written tasks or to prepare themselves for the Teacher Support.

Welcome Lesson

The Little Wiz gang is introduced to the student through audios and pictures. The audio presents the various types of activities of the Input Lesson, the Output Lesson, and the Review Lesson. The student is advised about the **Wiz.me** and the **Wiz.pen**. Then the student is presented with and practices useful language to be used throughout the course in an interactive task. Finally, the student is invited to introduce him/herself to the teacher and other students, play the board game on pages 8 and 9 and use the Talking Stickers for the School Tour in the Student's Book.

You should use this opportunity to explain the Report card to the student and answer any initial questions he/she may have.

Input Lessons

Spread Page | At the beginning of each batch of lessons, the student will see the Little Wiz's gang on the screen representing the theme of this batch of lessons. He/She will also see the Learning Objectives for the batch. Upon starting, the student is asked to say what he/she sees in the images and what he/she thinks he/she is going to learn in the following lessons. He/She is allowed to answer in L1, but if he/she knows how to answer in English, he/she should.

Verbs | The audio presents the verbs twice in English. After the presentation, the audio does the Drilling Practice sentences in L1 and the student changes the sentences into English. In the case of Modelling formulas, they are presented according to the Wizard methodology pattern.

Modelling example:

Audio script: To drink.

Audio script: Beber.

Audio script: Como eu falo "beber"?

Student in class: To drink.

Audio script: Muito bem!

Audio script: I drink.

Audio script: Eu bebo.

Audio script: Como eu falo "eu bebo"?

Student in class: I drink.

Audio script: Very good!

New Words Presentation | In this section, the new vocabulary is presented orally and with the help of images that represent each word. The student clicks on the images, sees the written word while listening to the audio in English, and reproduces it out loud. He/She can do it as many times as he/she wants to; however, the audio reinforces that he/she should follow these steps at least twice. Then, the student is guided to listen to the words in L1 and say them in English out loud. He/She can do it as many times as he/she wants, but it is recommended that he/she does this twice.

Interactive Task – Pronunciation | The audio reinforces five words with challenging pronunciations and asks the student to say each one of them out loud.

New Words Practice | The audio presents the Drilling Practice sentences in L1 for the student to say them in English. The new structures are presented following the Modelling technique and the student is guided by the audio.

Match | To reinforce the content, the student does the Match task after the New Words Practice.

Take Action! | In this section, sentences and expressions are presented to the student. The audio presents the content twice in English and twice in L1, so the student reproduces them four times in English out loud. After the presentation, the student does the Drilling Practice sentences changing the sentences in L1 into English. The Modelling technique is applied to introduce the new content.

Dialogue | The student is guided to pay attention to the dialogue, answering who the characters are and what they are doing. Then he/she listens to the conversation following it on the screen, and is asked to reproduce the lines out loud. After that, the audio will guide the student to be part of the story by reading a character's line. In order to practice it some more, the student does the Put in Order interactive task where he/she listens to the audio and orders the sentences accordingly.

What Else? | This content is presented on the screen with the key structures in bold to call the student's attention. The audio presents the sentences twice in English and twice in L1, so the student reproduces them four times in English. Then, the student is instructed to watch the video on **Wiz.me** and talk about what is happening in the scene. To finish this section, the student has the Drilling Practice moment where he/she listens to sentences in L1 and says them in English out loud.

Assessment | In order to check if the student understood the content of the lesson, the audio asks some questions in L1 and the student has to answer or make comments about them out loud.

Homework Instructions | The student is reminded to do the Homework right after class and to use the *Listen Up!* card on **Wiz.me** to practice more.

Output Lessons

Homework Hand-in Reminder | This section reminds the student to hand in the Homework, done in the Workbook, to the teacher. If the student has any questions about the Homework, he/she should talk to the teacher during the Teacher Support.

Interactive Task – Content Review | To review the content of the last lesson, the student listens to some sentences, and reproduces them in English out loud while looking at their corresponding images on the screen.

1st Student's Book Activity | The student does a variety of activities. Find the types and explanations of the exercises at the end of this section.

2nd Student's Book Activity | The student does a variety of activities. Find the types and explanations of the exercises at the end of this section.

Drilling Practice | The student listens to some sentences in English and says them in English out loud. When he/she listens to a word, he/she makes the substitution and says the full sentence using the new word.

3rd Student's Book Activity | The student does a variety of activities. Find the types and explanations of the exercises at the end of this section.

Let's Have Fun! | After saying who the student sees in the image and answering a question from the **Wiz.tab**, he/she listens to the story and says it out loud. Then, he/she is instructed to create new sentences for the characters. At the end, the student is reminded that in the Review Lesson, there will be an activity about the Let's Have Fun! story of the current batch.

Learning Objectives Checking | The student is guided to open his/her Student's Book on the Spread Page and check the content he/she has learned in the lesson.

Homework Instructions | The student is reminded to do the Homework right after class and to use the *Listen Up!* card on **Wiz.me** to practice more.

Output Exercises

Listen and Choose | The student is guided to play the audio button, listen to the sentence, and drag it to the corresponding image. To practice, he/she reads the sentences and says them out loud.

Read and Match | After reading the sentences out loud, the student matches them to the corresponding images.

Read and Write | After observing the images, the student listens to the audio and reads the text twice out loud. Then he/she has to match the answers to the corresponding image. Finally, the student is instructed to read the text and fill in the blanks with his/her personal information.

Chain Game! | The student is guided to reproduce each sentence out loud. Then he/she listens to the beginning of a sentence and is instructed to complete it according to the image.

Interview | The audio explains what an interview is and asks the student to pay attention to the model. The student then has to look at the image and answer the questions. After that, he/she creates questions based on the pictures.

Look and Draw | The audio asks some questions for the student to answer out loud in English. Then, he/she is instructed to draw something, according to the topic of the lesson. He/She is supposed to show the teacher the drawing during the Teacher Support and also say a sentence about it.

Listen and Number | After saying who the student sees in the picture, he/she listens to each sentence and reproduces it out loud. Then he/she is instructed to listen to the audio once again to put the sentences in the correct order.

Bingo! | The student listens to the audio instructions and draws nine items related to the topic of the lesson. The audio reads words at random and, as the word the student drew is said, he/she marks it on the grid in his/her book. When he/she has all the bingo grid marked, he/she says *Bingo!* out loud.

Talk to Your Friend | The student is instructed to look at the image and say who is talking. The **Wiz.tab** plays the conversations for the student to listen to them attentively, and then reproduce the lines out loud. Finally, the student is instructed to create new lines for the characters.

Listen and Match | The student is asked what

he/she sees in the picture, listens to four questions and reproduces them out loud. Then he/she learns that he/she will read and listen to four conversations and drag them to the corresponding image. After finishing the exercise, the student is asked to listen to the questions, pausing to answer them out loud.

Challenge! | After explaining the meaning of the word *challenge*, the **Wiz.tab** asks for words or expressions the student learned. The student is instructed to open his/her book and write, in three minutes, as many words as he/she can relate to specific topics presented in the Student's Book. At the end, he/she is instructed to tell the teacher how many words he/she was able to write.

Odd One Out | The **Wiz.tab** explains the meaning of *odd one out*, and gives the instructions. The student listens while reading a group of words or expressions and has to click on the one that does not belong to the group.

Read and Choose | The exercise begins with the student reading and listening to four sentences that he/she has to match to the corresponding pictures. In order to practice the content, he/she will listen to the audio one more time and reproduce it out loud.

Review Lessons

Homework Hand-in Reminder | This section reminds the student to hand in the Homework, done in the Workbook, to the teacher. If the student has any questions about the Homework, he/she should talk to the teacher during the Teacher Support.

Pinpoint | The student is guided to look at the images of this section to answer some questions and to reproduce the dialogues out loud twice. In case of questions, he/she should take notes to talk to the teacher. Then he/she creates new lines for the characters. Finally, the audio instructs the student to rewrite the story in his/her notebook, substituting the words in bold for others he/she has learned in the batch.

Listen and Answer | In this section, the student listens to a sentence or question in English and reproduces it out loud. Then he/she needs to pause the audio and write the answer in his/her notebook.

Self-assessment | The audio gives commands for the student to answer in English out loud.

Self-assessment – Student's Book | The student is guided to find the stickers in the book and listen to their meanings. Then he/she listens to the

can-do statements, pauses the audio, and uses the stickers that best represent the learning level he/she has reached.

Self-assessment – Student's Book –

Participation | The student is guided to find the stickers in the book and listen to their meanings. Then he/she is guided to self-evaluate his/her participation in the last six lessons using one of these stickers.

Let's Have Fun! | In this exercise, the student is guided to create new lines for the characters and present them to the teacher.

Homework Instructions | The student is reminded to do the Homework right after class and to use the *Listen Up!* card on **Wiz.me** to practice more.

Wiz.me Card Descriptions

This guide presents you with all the resources the students have on **Wiz.me**. The aim of this description is to be a helper for you to prepare your class and to develop your students' performance with the aid of a variety of features on the Personal Assistant.

Input Lessons

Video | The students watch the video and do the activity that complements the What Else? section in the Student's Book.

Listen Up! | All the audio material of the lesson is found on this card.

Pictionary | This card shows the new words illustrated to help memorization.

Output Lessons

Listen Up! | All the audio material of the lesson is found on this card.

Review Lessons

Listen Up! | All the audio material of the Review Lesson is found on this card.

Lessons' Instructions

On the following pages of this guide, you will find the detailed instructions of the 71 lessons and activities the students will do during the Self-learning moment on **Wiz.tab**. You will also find the practices that have to be done and what has to be checked with the student during the Teacher Support. The Audio Scripts from specific activities of **Wiz.tab** and Answer Keys necessary for better support to the student are also available.

Lessons' Instructions

Welcome Lesson

Learning Objectives

- Can understand very basic common classroom commands.
- Can greet people using a few basic fixed expressions.
- Can establish basic social contact with simple, polite greetings, and farewells.

Welcome | The student is welcomed and guided to talk to his/her teacher whenever he/she needs help.

Course Overview | The student listens to the audio in order to get to know the characters that will follow him/her throughout the course and to have a course overview on the types of lessons and exercises, the **Wiz.me** and the **Wiz.pen**.

Homework | There is no homework related to the Welcome Lesson, but the student is advised on how to deal with the Homework activities in the audio.

Welcome Lesson | The student listens to the content and reproduces it out loud in English.

Interactive Task

Listen and Match

The student reads and listens to sentences and matches them to the corresponding images.

Audio script: How do you say "lápis" in English? / Hello! / What is your name? / Goodbye. / May I go to the restroom? / Listen. / Work in pairs. / Open your book. / Go to page 9. / Work in groups. / Look! / Match. / Read. / Draw. / Write.

Introduce Yourself | The student is asked to introduce himself/herself to the teacher and other students.

Play the Game | The student is instructed to play the game on pages 8 and 9 of the Student's Book with the teacher and classmates.

Wrap-up | The student is asked to find the **School Tour** talking stickers at the end of the Student's Book, listen to them using his/her **Wiz.pen** and get to know the school facilities.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. Listen. | Read. | Write.
2. Open your book. | Close your book. | Go to page 9.
3. Talk to your friend. | Work in groups. | Work in pairs.

Questions | Read the questions in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Qual é o seu nome?
2. Posso ir ao banheiro?
3. Como se diz "relacione" em inglês?

Course Overview | Check if the student has any questions about the Course Overview. Use this opportunity to explain the Report Card and how the **Wiz.me** and the **Wiz.pen** can help him/her make the most of the Kids 2 experience.

Play the Game | Play the game on pages 8 and 9 of the Student's Book with the student or assist him/her while he/she plays it with a classmate.

Should you have extra time

Ask the student to reproduce and complete the following sentences:

1. Open ...
2. Work ...
3. Go to ...
4. May I go to ...?
5. Talk to ...

Lesson 1

Learning Objectives

- Can talk about food they eat for breakfast.
- Can use a few common greetings.

Grammar

- Simple Present of the verb to eat in the affirmative form.
- Preposition *for* (*for breakfast*).
- Conjunction *and* (*bread and butter*).

Spread Page | The student listens to the learning objectives of this batch of lessons.

New Content | The student follows the Wizard methodology presentation and practices pattern.

Interactive Task

Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation: *cheese / butter / fruit / bread / yogurt*

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** *I eat fruit. / I eat yogurt. / I eat jam. / I eat bread.*

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. After that, he/she is instructed to open **Wiz.me**, watch the video, and come back to the **Wiz.tab**, where he/she answers a question about it.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** *O que você come no café da manhã? / Como se diz "Oi"? / Como se diz "Boa tarde"? / Como se diz "Boa noite" ao encontrar alguém? / Como se diz "Boa noite" ao se despedir de alguém? / Como se diz "Bom dia"?*

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. I eat cookies for breakfast. | cereal | fruit
2. I eat yogurt and cereal. And you? | cheese and bread | cookies and fruit
3. Good morning! | afternoon | evening

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu como fruta. E você?
2. Eu como pão e manteiga no café da manhã. E você?

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce the following sentences and then change one word in each one.

1. I eat bread and jam.
2. I eat yogurt and fruit for breakfast.
3. I eat cookies and cereal for breakfast. And you?
4. Good morning.
5. Good night.

Lesson 2

Reiterative Learning Objectives

- Can talk about food they eat for breakfast.
- Can use a few common greetings.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *I eat cookies. / I eat bread and jam. / I eat bread and butter for breakfast. / I eat cereal and yogurt for breakfast. And you?*

Listen and Choose | The student plays the audio and drags each sentence to its corresponding image. Then he/she reads the sentences out loud.

Read and Match | The student reads the sentences out loud with the **Wiz.tab**. Then he/she drags the sentences to the corresponding images.

Drilling Practice | The student does the drilling practice along with the audio material.

Chain Game! | The student listens to the sentences and says each one out loud. Then he/she listens and says the beginning of the sentence out loud, and completes it using the item in the picture.

Let's Have Fun! | The student says who he/she sees in the picture and listens to the first part of the story. Then he/she practices saying the lines out loud. Finally, he/she creates new lines for the characters.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page.

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. I eat cookies for breakfast. | yogurt | cereal
2. I eat fruit. | bread | yogurt
3. Hi. Good morning! | afternoon | evening

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu como queijo. E você?
2. Eu como pão no café da manhã. E você?

Learning Objectives Checking | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to complete the following sentences out loud.

1. I ... yogurt for breakfast.
2. I eat ... for breakfast.
3. I eat bread ... jam.
4. I eat cookies for breakfast. ... you?
5. Good ...!

Lesson 3

Learning Objectives

- Can talk about what they eat and what they drink (or not) at recess.
- Can say the letters of the alphabet.
- Can spell a few words.

Grammar

- Simple Present of the verb to *drink* in the affirmative and negative forms.
- Prepositions at (*at recess*) and with.
- Regular plural of nouns.

New Content | The student follows the Wizard methodology presentation and practices pattern.

Interactive Task

Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation: *milk / cupcakes / water / juice / sandwiches*

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** *I drink milk for breakfast. / I drink juice for lunch. / I eat sandwiches for breakfast. And you? / I eat bread and butter.*

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. After that, he/she is instructed to open **Wiz.me**, watch the video, and come back to the **Wiz.tab**, where he/she answers a question about it.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** *O que você bebe no café da manhã? / O que você não come no intervalo? / O que você não bebe no café da manhã? / Como se pede a alguém para soletrar "sandwiches"? / Como se diz "Eu não como cereal com leite"?*

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. I drink water. | juice | milk
2. I don't drink milk at recess. | juice | water
3. How do you spell donuts? | cupcakes | sandwiches

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu não bebo leite no intervalo. E você?
2. Eu bebo suco no café da manhã. E você?

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Read the sentences and ask the student to change them into negative.

1. I eat potato chips at recess.
2. I eat hot dogs at recess.
3. I drink water for breakfast.
4. I drink juice at recess.
5. I drink water.

Lesson 4

Reiterative Learning Objectives

- Can talk about what they eat and drink (or not) at recess.
- Can say the letters of the alphabet.
- Can spell a few words.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *I don't eat yogurt at recess. / I don't drink water for breakfast. / How do you spell milk? M-I-L-K. / How do you spell cupcake? C-U-P-C-A-K-E.*

Look and Draw | The student answers some questions about the picture and then answers out loud *E você? Que comidas você não come e que bebidas você não bebe?* Then he/she is instructed to draw something in the space available and show it to the teacher during the Teacher Support.

Listen and Choose | The student plays the audio and drags each sentence to its corresponding image. Then he/she reads the sentences out loud.

Drilling Practice | The student does the drilling practice along with the audio material.

Read and Write | The student observes the images, listens to the audio, reads the text, and practices each sentence out loud. Then he/she matches the words or expressions to the corresponding pictures. Finally, the student fills in the blanks with his/her personal information.

Let's Have Fun! | The student says who he/she sees in the picture and listens to the second part of the story. Then he/she practices saying the lines out loud. Finally, he/she creates new lines for the characters.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page.

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. I don't drink milk at recess. | water | juice
2. I eat donuts and I drink milk for breakfast. | cupcakes | fruit
3. I don't eat cookies at recess. | sandwiches | potato chips

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu não bebo suco no intervalo. E você?
2. Eu como cachorro-quente no intervalo. E você?

Look and Draw | Check the drawing the student made about something he/she doesn't eat.

Learning Objectives Checking | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce and answer the following questions out loud.

1. How do you spell cupcakes?
2. How do you spell sandwiches?
3. How do you spell juice?
4. How do you spell water?
5. How do you spell donuts?

Lesson 5

Learning Objectives

- Can ask and answer questions about food and beverages they want to eat and drink.
- Can talk about what they eat and drink for lunch and for dinner.
- Can offer and accept or refuse food.
- Can use the phrase *a glass of*.
- Can use the phrases *Thank you* and *Here you are*.

Grammar

- Simple Present of the verb to want in the affirmative, negative, and interrogative forms.
- Short answers.
- Preposition of (a glass of water).
- Review of the verbs to eat and to drink in the negative and affirmative forms.

New Content | The student follows the Wizard methodology presentation and practices pattern.

Interactive Task

Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation: vegetables / rice / beans / chicken fingers / soda

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** I want rice and beans, please. / I want chicken fingers, please. / I eat beef for dinner. / I want soda, please.

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. After that, he/she is instructed to open **Wiz.me**, watch the video, and come back to the **Wiz.tab**, where he/she answers a question about it.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** Como eu pergunto para uma pessoa se ela quer iscas de frango para o almoço? / O que você come no almoço? / O que você bebe no jantar? / Como se diz

"Eu não quero batatas fritas" em inglês? / Como se diz "Não, eu não quero" em inglês? / Como se diz "Sim, eu quero" em inglês?

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. I want French fries, please. | chicken fingers | rice
2. Do you want a glass of soda? | juice | milk
3. Yes, I do. | Sim, eu quero. | No, I don't. | Não, eu não quero.

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu quero batatas fritas para o almoço. E você?
2. Eu quero arroz e feijão para o jantar. E você?

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Read the sentences, ask the student to change them into interrogative and answer them.

1. I want vegetables for dinner.
2. I want a glass of juice for dinner.
3. I want a glass of water for dinner.
4. I want rice, beans, and chicken fingers.
5. I want mac and cheese for lunch.

Lesson 6

Reiterative Learning Objectives

- Can ask and answer questions about food and beverages they want to eat and drink.
- Can talk about what they eat and drink for lunch and for dinner.
- Can offer and accept or refuse food.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *Do you want a glass of soda for dinner? / I want French fries for lunch. / I don't want rice. / Here you are!*

Interview | The student checks the example, looks at the pictures and answers the questions. Then it is his/her turn to ask the questions based on other pictures.

Listen and Number | The student says who he/she sees in the picture. Then he/she reads and says the sentences out loud, and finally he/she puts the sentences in the correct order. He/She then listens to the dialogue one more time to check his/her answers.

Drilling Practice | The student does the drilling practice along with the audio material.

Bingo! | The student is instructed to draw nine foods or drinks from Lessons 1, 3, and 5. Then he/she listens to the audio and marks the drawings that correspond to the words that have been called out. He/She should continue until he/she has no drawing left to mark. He/She should shout *Bingo!* at this point.

Let's Have Fun! | The student says who he/she sees in the picture and listens to the last part of the story. Then he/she practices saying the lines out loud. Finally, he/she creates new lines for the characters.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page.

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. I want chicken fingers, please. | vegetables | potato chips
2. I don't want soda for breakfast. | milk | juice
3. Do you want chicken fingers for lunch? | beans | sandwiches

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu quero refrigerante. E você?
2. Eu não quero batatas fritas. E você?

Learning Objectives Checking | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce and answer the following questions.

1. Do you want a glass of milk?
2. Do you want chicken fingers?
3. Do you want rice and beans for lunch?
4. Do you want mac and cheese for dinner?
5. Do you want a glass of water for lunch?

Review 1

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Pinpoint | The student answers questions about the pictures. Then he/she listens to the dialogue and reproduces the lines out loud twice. After that, he/she creates new lines for the characters. Finally, the student is guided to rewrite the story in his/her notebook, changing the words in bold to words he/she has learned throughout the batch. He/She should show it to the teacher during the Teacher Support.

Listen and Answer | The student listens to a sentence or question and says it out loud. Then he/she writes the answers in his/her notebook and shows them to the teacher during the Teacher

Support. **Audio script:** I don't eat cereal. And you? / I drink milk at recess. And you? / How do you spell yogurt? / I want rice and beans and beef for lunch. And you? / Do you want mac and cheese for dinner? / Here you are!

Self-assessment | The student listens to the Self-assessment sentences and follows the audio instructions.

Let's Have Fun! | The student creates new lines for the characters and presents them to the teacher during the Teacher Support.

Homework Instructions | The student is reminded to do the Homework after class and to use the Listen Up! card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Conversation Practice | Ask the student the following questions. Encourage further conversation.

1. Do you want a glass of juice?
2. Do you want cupcakes?
3. How do you spell breakfast?

Pinpoint | Check the student's work.

Listen and Answer | Check the student's answers to the questions.

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce the following sentences and then change one word in each one.

1. I eat cupcakes and I drink milk for breakfast.
2. I don't eat vegetables for lunch.
3. I don't drink a glass of soda for dinner.
4. Do you want chicken fingers?
5. Do you want a glass of juice?

Lesson 7

Learning Objectives

- Can name some family members.
- Can say how much they like their family members.

Grammar

- Simple Present of the verb to *like* in the affirmative form.
- Demonstrative pronoun *this* + verb to *be*.
- Qualifying adverb *really*.
- Possessive adjective *my*.

Spread Page | The student listens to the learning objectives of this batch of lessons.

New Content | The student follows the Wizard methodology presentation and practices pattern.

Interactive Task

Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation: dad / grandma / brother / stepdad / stepmom

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** I like my mom. / I like my stepdad. / I really like my grandma. / I really like my brother and my dad.

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. After that, he/she is instructed to open **Wiz.me**, watch the video, and come back to the **Wiz.tab**, where he/she answers a question about it.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** De qual parente você gosta? / De qual parente você gosta muito? / Como se diz "madrasta"? / Como se diz "padrasto"? / Como se soletra "Alice"? / Como se soletra o seu nome?

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. I like my brother and my sister. | mom and dad | grandma and grandpa
2. I really like my mom and my dad. | brother and sister | stepmom and stepdad
3. My name is Oliver: O-L-I-V-E-R. | Laura | Alison

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu gosto muito da minha irmã. E você?
2. Eu gosto do meu pai. E você?

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce the sentences and then change one word in each one.

1. I like my brother.
2. I really like my sister.
3. I really like my mom and my stepdad.
4. This is my stepmom, Anna.
5. — How do you spell "Anna"? — A-N-N-A.

Lesson 8

Reiterative Learning Objectives

- Can name some family members.
- Can say how much they like their family members.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson.

He/She reproduces these sentences out loud: *I like my dad. / I really like my stepmom. / This is my grandma! / My name is Oliver: O-L-I-V-E-R.*

Talk to Your Friend | The student describes the picture, listens to the content, reproduces it out loud, and makes new lines for the characters.

Listen and Choose | The student plays the audio and drags each sentence to its corresponding image. Then he/she reads the sentences out loud.

Drilling Practice | The student does the drilling practice along with the audio material.

Read and Match | The student reads the sentences out loud with the **Wiz.tab**. Then he/she drags the sentences to the corresponding images.

Let's Have Fun! | The student says who he/she sees in the picture and listens to the first part of the story. Then he/she practices saying the lines out loud. Finally, he/she creates new lines for the characters.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page.

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. I really like my mom. | dad | brother
2. This is my dad. | grandpa | stepfather
3. This is Akio. | Bobby | Little Wiz

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu gosto muito da minha família. E você?
2. Eu gosto da minha mãe e do meu pai, também. E você?

Learning Objectives Checking | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce and answer the following questions.

1. How do you spell "Daniel"?
2. How do you spell "blue"?
3. How do you spell "Peter"?
4. How do you spell "stepmom"?
5. How do you spell "family"?

Lesson 9

Learning Objectives

- Can name a few toys and talk about what toys they have.
- Can say how many toys they have.
- Can count from one to ten.

Grammar

- Simple Present of the verb to have in the interrogative form.
- Indefinite articles a and an.
- Regular plural of nouns.

New Content | The student follows the Wizard methodology presentation and practices pattern.

Interactive Task

Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation: *building blocks / doll / jigsaw puzzle / robot / board game*

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** Do you have a robot? / I don't have a teddy bear. / I don't have building blocks. / I have a jigsaw puzzle.

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. After that, he/she is instructed to open **Wiz.me**, watch the video, and come back to the **Wiz.tab**, where he/she answers a question about it.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** Como se diz "Eu não tenho um quebra-cabeça" em inglês? / Como se diz "Eu tenho uma boneca" em inglês? / Como se pergunta "Você tem dez carrinhos

de brinquedo?" / Como se pergunta "Você tem oito robôs?" / Como se pergunta "Você tem três quebra-cabeças?" / Como se pergunta "Você tem sete jogos de tabuleiro?"

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. I have a doll. | toy car | robot
2. Do you have a ball? | board game | teddy bear
3. Do you have building blocks? | teddy bears | toy cars

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu tenho cinco carrinhos de brinquedo. E você?
2. Eu não tenho cinco jogos de tabuleiro. E você?

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Read the sentences and ask the student to change them into interrogative.

1. I have a robot.
2. I have building blocks.
3. I have seven board games.
4. I have two dolls.
5. I have three robots.

Lesson 10

Reiterative Learning Objectives

- Can name a few toys and talk about what toys they have.
- Can say how many toys they have.
- Can count from one to ten.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *I don't have five balls.* / *Do you have three toy cars?* / *I have a board game.* / *I have building blocks.*

Listen and Number | The student says who he/she sees in the picture. Then he/she reads and says the sentences out loud, and finally he/she puts the sentences in the correct order. He/She listens to it one more time to check answers.

Chain Game! | The student listens to the sentences and says each of them out loud. Then he/she listens, says the beginning of the sentence out loud, and completes it using the item in the picture.

Drilling Practice | The student does the drilling practice along with the audio material.

Read and Write | The student observes the images, listens to the audio, reads the text, and practices each sentence out loud. Then he/she matches the words or expressions to the corresponding pictures. Finally, the student fills in the blanks with his/her personal information.

Let's Have Fun! | The student says who he/she sees in the picture and listens to the second part of the story. Then he/she creates new lines for the characters.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page.

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. I have three building blocks. | robots | teddy bears
2. I have five board games. | toy cars | jigsaw puzzles
3. Do you have a ball? | robot | teddy bear

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu não tenho quatro bonecas. E você?
2. Eu tenho dois ursinhos de pelúcia. E você?

Learning Objectives Checking | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

Homework Instructions | Check if the student has any questions about the Homework..

Should you have extra time

Ask the student to reproduce and answer the following questions out loud.

1. Do you have ten jigsaw puzzles?
2. Do you have building blocks?
3. Do you have ten balls?
4. Do you have nine toy cars?
5. Do you have eight robots?

New Content | The student follows the Wizard methodology presentation and practices pattern.

Interactive Task

Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation: purple / green / orange / white / red

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** I have a yellow toy car. / I play with a blue ball. / I want a purple ball. / I play with a red toy car.

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. After that, he/she is instructed to open **Wiz.me**, watch the video, and come back to the **Wiz.tab**, where he/she answers a question about it.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** Como se diz "Eu brinco com um robô branco" em inglês? / Como se diz "Eu quero uma bola azul" em inglês? / Como se diz "Eu brinco com meu carrinho amarelo" em inglês? / Como se diz "Eu não tenho um quebra-cabeça azul" em inglês? / Como se diz "Eu não gosto de marrom" em inglês? / Como se diz "verde claro"?

Homework Instructions | The student is reminded to do the Homework after class and to use the Listen Up! card on **Wiz.me**.

Lesson 11

Learning Objectives

- Can name colors and identify the colors of their toys.
- Can talk about the toys they play with.

Grammar

- Indefinite articles a and an.
- Adjectives before nouns.
- Verb + preposition (*play with...*).

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. I play with my white toy car. | yellow | blue
2. I want an orange ball. | green | purple
3. Do you like light green? | light blue | dark blue

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu não gosto de azul. E você?
2. Eu brinco com a minha bola amarela. E você?

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Read the sentences and words in parentheses. Ask the student to add the color to the right place in each sentence.

1. I play with dolls. (orange)
2. I want a toy car. (white)
3. I play with balls. (light blue)
4. I play with building blocks. (green)
5. I have ten jigsaw puzzles. (pink)

Interactive Task

Content Review

The student listens to words or sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *I play with an orange ball. / I have a purple jigsaw puzzle. / I want a blue robot. / I don't like light green.*

Read and Choose | The student reads and listens to four sentences, and then drags them to the corresponding images. Then to practice, he/she says the sentences out loud.

Listen and Match | The student talks about the images. Then he/she drags the four conversations to the corresponding pictures. Finally, he/she listens to the questions and answers them out loud.

Drilling Practice | The student does the drilling practice along with the audio material.

Challenge! | The student writes as many words related to the topics as he/she can. He/She has three minutes to do this part. Then, during the Teacher Support, he/she shows to the teacher how many words he/she wrote.

Let's Have Fun! | The student says who he/she sees in the picture and listens to the last part of the story. Then he/she practices saying the lines out loud. Finally, he/she creates new lines for the characters.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page.

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Lesson 12

Reiterative Learning Objectives

- Can name colors and identify the colors of their toys.
- Can talk about the toys they play with.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Drilling Practice

1. I don't have a blue teddy bear. | brown | white
2. Do you have black building blocks? | gray | red
3. I play with my stepdad. | stepmom | grandma

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu brinco com cinco bolas amarelas. E você?
2. Eu tenho um robô cinza. E você?

Challenge! | Check which and how many words the student wrote for each topic.

Learning Objectives Checking | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce and answer the following questions.

1. Do you like light blue?
2. Do you have a sister?
3. Do you have a brother?
4. Do you like your grandpa?
5. Do you like pink?

Review 2

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Pinpoint | The student answers questions about the pictures. Then he/she listens to the dialogue and reproduces the lines out loud twice. After that, he/she creates new lines for the characters. Finally, the student is guided to rewrite the story in his/her notebook, changing the words in bold to words he/she has learned throughout the batch. He/She should show it to the teacher during the Teacher Support.

Listen and Answer | The student listens to a sentence or question and says it out loud. Then he/she writes the answers in his/her notebook and

shows them to the teacher during the Teacher Support. **Audio script:** I have a sister. And you? / I have a brother. And you? / I really like my grandpa. And you? / I have an orange ball. And you? / I don't have seven toys. And you? / I like dark blue. And you? / I play with toy cars. And you?

Self-assessment | The student listens to the Self-assessment sentences and follows the audio instructions.

Let's Have Fun! | The student creates new lines for the characters and presents it to the teacher during the Teacher Support.

Homework Instructions | The student is reminded to do the Homework after class and to use the Listen Up! card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Conversation Practice | Ask the student the following questions. Encourage further conversation.

1. Do you play with orange building blocks?
2. Do you like your mom?
3. Do you have a pink toy car?

Pinpoint | Check the student's work.

Listen and Answer | Check student's answers to the questions.

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce the following sentences and then change one word in each one.

1. I don't like orange.
2. I play with my red building blocks.
3. Do you like black?
4. Do you have jigsaw puzzles?
5. I have a brother. I like my brother.

Lesson 13

Learning Objectives

- Can name some musical instruments.
- Can say what instrument they play or do not play.
- Can say how well they play an instrument.

Grammar

- Simple Present of the verb to play in the affirmative and negative forms.
- Conjunction *but*.
- Adverbs *very* and *well*.

Spread Page | The student listens to the learning objectives of this batch of lessons.

New Content | The student follows the Wizard methodology presentation and practices pattern.

Interactive Task

Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation:
drums / violin / maracas / recorder / keyboard

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** *I play the drums. / I don't play the piano. / I play the violin. / I don't play the maracas.*

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. After that, he/she is instructed to open **Wiz.me**, watch the video, and come back to the **Wiz.tab**, where he/she answers a question about it.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** *Como se diz "Eu toco baixo" em inglês? / Como se diz "Eu não toco piano"? / Como se diz "Eu toco bateria, mas eu não toco flauta doce"? / Como se diz "Eu toco teclado muito bem"? / Como se diz "Eu não toco maracas muito bem"? / Como se diz "Eu toco violino bem, mas eu não toco violão"?*

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. I play the drums well. | piano | bass guitar
2. I play the maracas, but I don't play the drums. | bass guitar – piano | keyboard – guitar
3. I don't play the bass guitar very well. | violin | drums

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu toco piano muito bem. E você?
2. Eu toco violino, mas eu não toco flauta doce. E você?

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce the sentences and then change one word in each one.

1. I play the recorder.
2. I don't play the maracas.
3. I play the guitar, but I don't play the drums.
4. I don't play the keyboard very well.
5. I play the violin very well, but I don't play the bass guitar.

Lesson 14

Reiterative Learning Objectives

- Can name some musical instruments.
- Can say what instrument they play or do not play.
- Can say how well they play an instrument.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *I play the violin. / I don't play the keyboard. / I play the bass guitar very well. / I play the recorder, but I don't play the maracas.*

Look and Draw | The student answers some questions about the pictures and then answers out loud *De quais instrumentos você gosta? Você toca algum deles?* Then he/she is instructed to draw himself/herself playing a musical instrument in the space available and show it to the teacher during the Teacher Support.

Listen and Choose | The student plays the audio and drags the sentence to the corresponding image. Then he/she reads the sentences out loud.

Drilling Practice | The student does the drilling practice along with the audio material.

Challenge! | The student writes as many words related to the topics as he/she can. He/She has three minutes to do this part. Then, during the Teacher Support, he/she shows to the teacher how many words he/she wrote.

Let's Have Fun! | The student says who he/she sees in the picture and listens to the first part of the story. Then he/she practices saying the lines out loud. Finally, he/she creates new lines for the characters.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page.

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. I play the drums well. | keyboard | piano
2. I don't play the guitar very well. | violin | bass guitar
3. I play the recorder, but I don't play the maracas very well. | keyboard | drums

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu não toco baixo muito bem. E você?
2. Eu toco bateria bem, mas eu não toco maracas. E você?

Look and Draw | Check the drawing the student made.

Challenge! | Check which and how many words the student wrote for each topic.

Learning Objectives Checking | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce and answer the questions.

1. I have a bass guitar. And you?
2. I play the guitar well. And you?
3. I don't play the drums very well. And you?
4. I don't play the keyboard well. And you?
5. I play the recorder well, but I don't play the maracas. And you?

Lesson 15

Learning Objectives

- Can name some outdoor places.
- Can talk about a few activities they do during the week and on weekends.
- Can use the phrases every day and on weekends.

Grammar

- Simple Present of the verbs *to go* and *to play* in the affirmative, negative, and interrogative forms.
- Verb *to go* + prepositional phrase *to the*.
- Preposition *on*.

New Content | The student follows the Wizard methodology presentation and practices pattern.

Interactive Task

Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation: *playground / square / museum / garden / pool*

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** *I go to the pool. / I don't go to the park. / I don't go to the restaurant. And you? / Do you go to the playground?*

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. After that, he/she is instructed to open **Wiz.me**, watch the video, and come back to the **Wiz.tab**, where he/she answers a question about it.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** *Como se diz "Eu vou ao museu"? / Como se diz "Eu não vou à praça. E você"? / Como se diz "Você vai ao parque para cães"? / Como se diz "Eu vou ao parque e eu toco violão"? / Como se diz "Eu vou ao jardim todos os dias"? / Como se diz "Eu não vou ao parque infantil aos finais de semana"?*

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. I go to the pool on weekends. | playground | museum
2. I don't go to the dog park. And you? | pool | restaurant
3. Do you go to the museum? | square | park

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu vou ao museu. E você?
2. Eu não vou à praça aos finais de semana. E você?

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Read the following sentences and ask the student to change them into interrogative.

1. I go to the pool.
2. I go to the dog park.
3. I go to the restaurant on weekends.
4. I go to the garden every day.
5. I go to the museum on weekends.

Lesson 16

Reiterative Learning Objectives

- Can name some outdoor places.
- Can talk about a few activities they do during the week and on weekends.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *I go to the pool. / I don't go to the garden. / I go to the museum on weekends. / I go to the playground every day.*

Talk to Your Friend | The student talks about the picture, listens to the content, reproduces it out loud, and makes new lines for the characters.

Read and Match | The student reads the sentences out loud with the **Wiz.tab**. Then he/she drags the sentences to the corresponding images.

Drilling Practice | The student does the drilling practice along with the audio material.

Bingo! | The student is instructed to make nine different drawings related to musical instruments, places in town, or color the square using one of the colors learned so far. Then he/she listens to the audio and marks the drawings that correspond to the words that have been called out. He/She should continue until he/she has no drawing left to mark. He/She should shout *Bingo!* at this point.

Let's Have Fun! | The student says who he/she sees in the picture and listens to the second part of the story. Then he/she practices saying the lines out loud. Finally, he/she creates new lines for the characters.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page.

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. I go to the park on weekends. | pool | playground
2. I go to the square every day. | dog park | museum
3. I don't go to the restaurant every day. | park | playground

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu vou ao jardim todos os dias. E você?
2. Eu não vou ao parque para cães aos finais de semana. E você?

Learning Objectives Checking | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce and answer the following questions out loud.

1. Do you go to the pool?
2. Do you play the guitar well?
3. Do you go to the playground every day?
4. Do you go to the dog park on weekends?
5. Do you go to the square on weekends?

Lesson 17

Learning Objectives

- Can name a few places in town.
- Can ask and answer where they go and what they buy at certain places.
- Can use the prepositional phrase *at the*.
- Can name the days of the week.

Grammar

- Simple Present of the verb to *buy* in the affirmative, negative, and interrogative forms.
- *Wh-* question word *where*.
- Prepositional phrase *at the*.

New Content | The student follows the Wizard methodology presentation and practices pattern.

Interactive Task

Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation: *mall / bakery / musical instrument store / grocery store / movie theater*

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** *I buy balls at the toy store. / I don't buy vegetables at the bookstore. / I don't buy violins at the movie theater. / Do you buy donuts at the grocery store?*

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. After that, he/she is instructed to open **Wiz.me**, watch the video, and come back to the **Wiz.tab**, where he/she answers a question about it.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** *Como se diz "Eu compro frutas na mercearia"? / Como se diz "Eu não compro sanduíches na loja de*

animais de estimação"? / Como se diz "Você compra quebra-cabeça na loja de brinquedos?" / Como se diz "Onde você compra violões"? / Como se diz "Eu vou à livraria aos finais de semana"? / Como se diz "Você vai ao cinema aos sábados?"

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. I buy bread at the bakery on Mondays. | grocery store | mall
2. I don't buy fruit at the musical instrument store. | toy store | pet shop
3. Where do you buy teddy bears? | building blocks | guitars

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu compro pão na padaria às quintas-feiras. E você?
2. Eu não compro cachorros-quentes na loja de brinquedos. E você?

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce and answer the following questions out loud.

1. Do you go to the pool?
2. Do you play the guitar well?
3. Do you go to the playground every day?
4. Do you go to the dog park on weekends?
5. Do you go to the square on weekends?

Lesson 18

Reiterative Learning Objectives

- Can ask where they go and answer what they buy at some places in town.
- Can use the prepositional phrase *at the*.
- Can name the days of the week.
- Can name a few musical instruments and say on which day of the week they play them.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *Where do you buy guitars? / I buy jigsaw puzzles at the toy store. / Where do you go on weekends? / I go to the mall on weekends.*

Interview | The student checks the example, looks at the pictures and answers the questions. Then it is his/her turn to ask the questions based on other pictures.

Listen and Number | The student says who he/she sees in the picture. Then he/she reads and says the sentences out loud, and finally, he/she puts the sentences in the correct order. He/She then listens to the dialogue one more time to check his/her answers.

Drilling Practice | The student does the drilling practice along with the audio material.

Odd One Out | The student looks and listens to a group of words and expressions. Then he/she should click on the word or expression that does not belong to the group.

Let's Have Fun! | The student says who he/she sees in the picture and listens to the last part of the story. Then he/she practices saying the lines out loud. Finally, he/she creates new lines for the characters.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page.

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. Where do you buy books? | toys | bread
2. I go to the mall on Sundays. | Saturdays | Fridays
3. I eat at the restaurant on weekends. | Tuesdays | Wednesdays

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu compro batata frita no cinema. E você?
2. Eu vou à mercearia às quartas-feiras. E você?

Learning Objectives Checking | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce and answer the following questions out loud.

1. Do you buy toy cars at the toy store?
2. Do you buy bread at the bakery?
3. Where do you buy musical instruments?
4. Do you go to the mall on weekends?
5. Do you go to the movie theater on Saturdays?

Review 3

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Pinpoint | The student answers questions about the pictures. Then he/she listens to the dialogue and reproduces the lines out loud twice. After that, he/she creates new lines for the characters. Finally, the student is guided to rewrite the story in his/her notebook, changing the words in bold to words he/she has learned throughout the batch. He/She should show it to the teacher during the Teacher Support.

Listen and Answer | The student listens to a sentence or question and says it out loud. Then he/she writes the answers in his/her notebook and shows them to the teacher during the Teacher Support. **Audio script:** *I play the bass guitar, but I don't play the violin. And you? / I don't play the guitar very well. And you? / I go to the park on weekends. And you? / I don't buy musical instruments at the museum. And you? / Where do you buy hot dogs? / Where do you buy cupcakes?*

Self-assessment | The student listens to the Self-assessment sentences and follows the audio instructions.

Let's Have Fun! | The student creates new lines for the characters and presents them to the teacher during the Teacher Support.

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Conversation Practice | Ask the student the following questions. Encourage further conversation.

1. Do you play the bass guitar?
2. Do you go to the restaurant on weekends?
3. Do you buy cookies at the grocery store?

Pinpoint | Check the student's work.

Listen and Answer | Check the student's answers to the questions.

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce the sentences and then change one word in each one.

1. I play the recorder, but I don't play the keyboard.
2. I don't play the bass guitar very well.
3. I don't go to the museum every day.
4. Do you buy vegetables on weekends?
5. Do you buy toys at the mall?

Lesson 19

Learning Objectives

- Can name a few rooms in the house.
- Can talk about activities done in each room in the house.
- Can ask and answer questions using *Where do you...?*
- Can use the expressions *Look at...!* and *What a mess!*

Grammar

- Simple Present of the verbs *to study* and *to play* in the affirmative, negative, and interrogative forms.
- Preposition *in*.
- Question word *where*.

Spread Page | The student listens to the learning objectives of this batch of lessons.

New Content | The student follows the Wizard methodology presentation and practices pattern.

Interactive Task

Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation: *laundry room / bathroom / kitchen / garage / backyard*

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** I study in my bedroom. / I study in the kitchen. / I don't study in the laundry room. / Do you study in the backyard?

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order

What Else? | The student follows the Wizard methodology presentation and practices pattern. After that, he/she is instructed to open **Wiz.me**, watch the video, and come back to the **Wiz.tab**, where he/she answers a question about it.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** Como se diz "Eu estudo na sala de estar"? / Como se diz "Eu não estudo na garagem"? / Como se diz "Eu estudo no meu quarto"? / Como se diz "Eu não estudo no meu banheiro"? / Como se diz "Olhe o quintal!"? / Como se diz "Olhe a cozinha! Que bagunça!"?

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. I study in my bedroom. | house | living room
2. I don't study in the living room. | laundry room | backyard
3. Where do you study? | play | eat

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu estudo na sala de estar. E você?
2. Eu não estudo na cozinha. E você?

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce the following sentences and then change one word in each one.

1. I study in my bedroom.
2. I don't study in the backyard.
3. Look at the laundry room!
4. Look at the kitchen! What a mess!

Lesson 20

Reiterative Learning Objectives

- Can name a few rooms in the house.
- Can talk about activities done in each room in the house.
- Can ask and answer questions using *Where do you...?*
- Can use the expressions *Look at...!* and *What a mess!*

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *I study in the bedroom. / I don't study in the bathroom. / I don't play in the laundry room. I play in the backyard. / Look at your bedroom! What a mess!*

Read and Match | The student reads the sentences out loud with the **Wiz.tab**. Then he/she drags the sentences to the corresponding images.

Listen and Choose | The student plays the audio and drags each sentence to its corresponding image. Then he/she reads the sentences out loud.

Drilling Practice | The student does the drilling practice along with the audio material.

Chain Game! | The student listens to the sentences and says each of them out loud. Then he/she listens and says the beginning of the sentence out loud, and completes it using the item in the picture.

Let's Have Fun! | The student says who he/she sees in the picture and listens to the first part of the story. Then he/she practices saying the lines out loud. Finally, he/she creates new lines for the characters.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page.

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. Look at your bedroom! What a mess! | living room | backyard
2. Look at the garage! What a mess! | laundry room | kitchen
3. I play with my ball in the backyard. | garage | bedroom

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Onde você estuda?
2. Eu como iogurte na cozinha. E você?

Learning Objectives Checking | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce and answer the following questions.

1. I study in my house. And you?
2. I don't study in the laundry room. And you?
3. I play in the garage. And you?
4. Do you study in the living room?
5. Where do you play?

Lesson 21

Learning Objectives

- Can name a few electronic devices.
- Can ask and answer questions about what they watch on a device.
- Can say the time of the day when they do something.
- Can ask and answer questions using *What do you...?*

Grammar

- Simple Present of the verbs *to watch*, *to study*, *to have*, *to like*, and *to play* in the affirmative, negative, and interrogative forms.
- Preposition *on*.
- Adverbial phrases *in the morning*, *in the afternoon*, *in the evening*, and *at night*.

New Content | The student follows the Wizard methodology presentation and practices pattern.

Interactive Task

Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation: *cartoons / TV shows / adventure movies / video games / headphones*

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** I watch videos on my tablet. / I like my video games. / Do you watch cartoons? / I don't watch adventure movies on my tablet.

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. After that, he/she is instructed to open **Wiz.me**, watch the video, and come back to the **Wiz.tab**, where he/she answers a question about it.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** Como se diz "Eu assisto a filmes de aventura na TV"? / Como se diz "Eu não assisto a programas de televisão no meu tablet"? / Como se diz "Eu assisto a desenhos animados com meus fones de ouvido"? / Como se diz "Eu não jogo videogame com meus fones de ouvido"? / Como se diz "Eu brinco com meu tablet de manhã"? / Como se diz "O que você assiste no seu tablet à tarde?"

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

- I don't watch cartoons on my tablet. | TV shows | videos
- I watch movies with my headphones on. | cartoons | TV shows
- What do you watch on your tablet in the morning? | in the evening | at night

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

- Eu assisto a vídeos com meus fones de ouvido. E você?
- Eu gosto de brincar com meu tablet à noite. E você?

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Read the sentences and ask the student to change them into interrogative:

- I watch adventure movies on TV.
- I watch videos on my tablet.
- I have headphones.
- I don't watch cartoons on my tablet in the morning.
- I watch videos online in the evening.

Lesson 22

Reiterative Learning Objectives

- Can name a few electronic devices.
- Can ask and answer questions about what they watch on a device.
- Can say the time of the day when they do something.
- Can ask and answer questions using *What do you...?*

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *I watch adventure movies online.* / *I watch cartoons on my tablet.* / *I don't watch TV shows at night.* / *I play video games in the afternoon.*

Talk to Your Friend | The student describes the picture, listens to the content, reproduces it out loud, and makes new lines for the characters.

Read and Write | The student observes the images, listens to the audio, reads the text, and practices each sentence out loud. Then he/she matches the words or expressions to the corresponding pictures. Finally, the student fills in the blanks with his/her personal information.

Drilling Practice | The student does the drilling practice along with the audio material.

Listen and Number | The student says who he/she sees in the picture. Then he/she reads and says the sentences out loud, and finally, he/she puts the sentences in the correct order. He/She then listens to the dialogue one more time to check his/her answers.

Let's Have Fun! | The student says who he/she sees in the picture and listens to the second part of the story. Then he/she practices saying the lines out loud. Finally, he/she creates new lines for the characters.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page.

Homework Instructions | The student is reminded to do the Homework after class and to use the Listen Up! card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. I watch cartoons in my bedroom. | living room | kitchen
2. What do you eat in the morning? | in the afternoon | at night
3. I don't watch videos on my tablet. | TV shows | adventure movies

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu assisto a programas de televisão à noite. E você?
2. Eu não assisto a vídeos no meu tablet de manhã. E você?

Learning Objectives Checking | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce and answer the following questions out loud.

1. What do you watch on TV?
2. Do you watch cartoons online?
3. What do you watch on your tablet at night?
4. What do you eat in the afternoon?
5. Do you play video games in the evening?

Lesson 23

Learning Objectives

- Can name some pets.
- Can ask and answer questions about their likes and dislikes, and what they have, want, and/or play with.
- Can use the possessive adjective *your*.
- Can answer questions using the expression *That's right!*

Grammar

- Possessive adjective *your*.
- Questions and short answers in the Simple Present (*Do you...? Yes, I do. / No, I don't.*).

New Content | The student follows the Wizard methodology presentation and practices pattern.

Interactive Task

Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation:
cockatoo / ferret / rabbit / guinea pig / hamster

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** *I love my rabbit. / I like my cockatoo. / I play with my hamster. / I love my guinea pigs.*

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. After that, he/she is instructed to open **Wiz.me**, watch the video, and come back to the **Wiz.tab**, where he/she answers a question about it.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:**

Como se diz "Eu amo minha tartaruga"? / Como se diz "Você quer uma cacatua?" / Como se diz "Eu não tenho um porquinho-da-índia. Eu tenho um cachorro e um coelho."? / Como se diz "Você tem um gato, certo?" / Como se diz "Você quer um furão, certo?" / Como se diz "Isso mesmo! Eu tenho um coelho marrom"?

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. I play with your cockatoo. **|** love **|** like
2. Do you play with your dog? **|** cat **|** rabbit
3. That's right! I have a ferret. **|** hamster **|** guinea pig

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu amo meu gato. E você?
2. Eu brinco com meu coelho. E você?

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce the following sentences and then change one word in each one.

1. I love my dog!
2. Do you have two turtles?
3. I don't have a hamster.
4. You have a rabbit and a guinea pig, right?
5. That's right! I want a ferret!

Lesson 24

Reiterative Learning Objectives

- Can name some pets.
- Can ask and answer questions about their likes and dislikes, and what they have, want, and/or play with.
- Can use the possessive adjective *your*.
- Can answer questions using the expression *That's right!*

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *You have a ferret, right? / I love my turtle! / Do you play with your guinea pig? / That's right. I have a hamster.*

Read and Choose | The student reads and listens to four sentences, and then drags them to the corresponding images. Then to practice, he/she says the sentences out loud.

Listen and Match | The student talks about the images. Then he/she drags the four conversations to the corresponding pictures. Finally, he/she listens to the questions and answers them out loud.

Drilling Practice | The student does the drilling practice along with the audio material.

Challenge! | The student writes as many words related to the topics as he/she can. He/She has three minutes to do this part. Then, during the Teacher Support, he/she shows to the teacher how many words he/she wrote.

Let's Have Fun! | The student says who he/she sees in the picture and listens to the last part of the story. Then he/she practices saying the lines out loud. Finally, he/she creates new lines for the characters.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page.

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. Do you have a rabbit? | cat | guinea pig
2. That's right! I have a black cat. | rabbit | dog
3. I love your bedroom! | house | living room

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu quero uma cacetua. E você?
2. Você brinca com seu cachorro?

Challenge! | Check which and how many words the student wrote for each topic.

Learning Objectives Checking | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce and answer the following questions.

1. Do you play with your pet?
2. Do you want a rabbit?
3. You have a dog, right?
4. Do you play with your pet in the evening?
5. Do you want to play with my dog?

Review 4

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Pinpoint | The student answers questions about the pictures. Then he/she listens to the dialogue and reproduces the lines out loud twice. After that, he/she creates new lines for the characters. Finally, the student is guided to rewrite the story in his/her notebook, changing the words in bold to words he/she has learned throughout the batch. He/She should show it to the teacher during the Teacher Support.

Listen and Answer | The student listens to a sentence or question and says it out loud. Then he/she writes the answers in his/her notebook and shows them to the teacher during the Teacher Support. **Audio script:** Where do you study? / What do you watch at night? / I don't play with my dolls in the garage. And you? / I watch cartoons with my headphones on. And you? / I love turtles! And you? / Do you have a pet?

Self-assessment | The student listens to the Self-assessment sentences and follows the audio instructions.

Let's Have Fun! | The student creates new lines for the characters and presents it to the teacher during the Teacher Support.

Homework Instructions | The student is reminded to do the Homework after class and to use the Listen Up! card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Conversation Practice | Ask the student the following questions. Encourage further conversation.

1. Do you play with your dog in the backyard?
2. Do you want a ferret?
3. Do you play video games in the morning?

Pinpoint | Check the student's work.

Listen and Answer | Check student's answers to the questions.

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce the following sentences and then change one word in each one.

1. I play in the backyard.
2. I study in my bedroom at night.
3. I watch cartoons on my tablet with my headphones on.
4. I don't have a ferret.
5. I have a guinea pig and two cats.

Lesson 25

Learning Objectives

- Can name a few means of transportation.
- Can ask and answer questions about how they go to school.
- Can identify the colors of traffic lights.

Grammar

- Simple Present of the verb *to go* in the affirmative, negative, and interrogative forms.
- Preposition *by*.
- Question word *how*.

Spread Page | The student listens to the learning objectives of this batch of lessons.

New Content | The student follows the Wizard methodology presentation and practices pattern.

Interactive Task

Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation: *subway / bicycle / bus / school / motorcycle*

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** I go to school by car. / I don't go to school by taxi. / I go to school by motorcycle. / Do you go to school by bus?

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. After that, he/she is instructed to open **Wiz.me**, watch the video, and come back to the **Wiz.tab**, where he/she answers a question about it.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** Como você vai para a escola? / Como se diz "Eu vou a pé para a escola"? / Como se diz "Você vai para a escola de carro"? / Como se diz "Eu não vou para a escola de metrô"? / Como se diz "Eu não vou a pé para o cinema"? / Como se diz "Olhe para o semáforo! Espere!"?

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. I go to school by bus. And you? | the park | the museum
2. I don't go to school by bicycle. | car | motorcycle
3. How do you go to school? | the square | the playground

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu vou para a escola de bicicleta. E você?
2. Eu não vou para o cinema de metrô. E você?

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce the following sentences and then change one word in each one.

1. I walk to the dog park.
2. I go to the bakery by bus.
3. I don't walk to the musical instrument store.
4. I don't go to the bookstore by car.
5. Look at the traffic light! Wait!

Lesson 26

Learning Objectives

- Can ask and answer questions about how they go to different places.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *I walk to school. / I go to the playground by bicycle. And you? / I don't go to the museum by bicycle. / Look at the traffic light! Stop!*

Read and Choose | The student reads and listens to four sentences, and then drags them to the corresponding images. Then to practice, he/she says the sentences out loud.

Listen and Match | The student talks about the images. Then he/she drags the four conversations to the corresponding pictures. Finally, he/she listens to the questions and answers them out loud.

Drilling Practice | The student does the drilling practice along with the audio material.

Bingo! | The student is instructed to draw nine means of transportation or places in the city from Lessons 15, 17, and 25. Then he/she listens to the audio and marks the drawings that correspond to the words that have been called out. He/She should continue until he/she has no drawing left to mark. He/She should shout *Bingo!* at this point.

Let's Have Fun! | The student says who he/she sees in the picture and listens to the first part of the story. Then he/she practices saying the lines out loud. Finally, he/she creates new lines for the characters.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page.

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. I go to school by bus. | van | bicycle
2. How do you go to school? | the mall | the bookstore
3. I don't walk to the pet shop. | movie theater | musical instrument store

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Como você vai para o shopping center?
2. Eu vou para o parque de bicicleta de manhã. E você?

Learning Objectives Checking | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce and answer the following questions.

1. Do you go to school by car?
2. How do you go to the toy store?
3. Do you go to the pet shop by bus?
4. How do you go to the mall?
5. How do you go to the playground?

Lesson 27

Learning Objectives

- Can name a few school subjects.
- Can ask and answer questions about when they have classes.
- Can talk about subjects they have or not.
- Can use the expressions *How nice!* and *How cool!*

Grammar

- Simple Present of the verbs *to study*, *to have*, and *to like* in the affirmative, negative, and interrogative forms.
- Question word *when*.

New Content | The student follows the Wizard methodology presentation and practices pattern.

Interactive Task

Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation: *Spanish / physical education (P.E.) / math / science / drama*

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** *I study art. / I don't study drama. / Do you study physical education (P.E.)? / Do you study math?*

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. After that, he/she is instructed to open **Wiz.me**, watch the video, and come back to the **Wiz.tab**, where he/she answers a question about it.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** *Como se diz “Eu estudo teatro”? / Como se diz “Eu não estudo ciências”? / Como se diz “Você gosta das suas aulas de arte”? / Como se diz “Eu tenho aulas de espanhol à tarde”? / Como se diz “Eu não tenho aulas de matemática às quartas-feiras”? / Como se diz “Eu tenho aulas de música às quintas-feiras. Que bacana!”?*

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. I have English classes in the morning. | Spanish | math
2. I don't have science classes on Mondays. | Tuesdays | Thursdays
3. I have a drama class today. How cool! | P.E. | music

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu tenho aulas de música às quartas-feiras. Que bacana! E você?
2. Eu estudo espanhol de manhã. E você?

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Read the sentences and ask the student to change them into interrogative.

1. I study art.
2. I like my music classes.

3. I have math classes in the morning.
4. I have drama classes on Fridays.
5. I have Spanish class today.

Lesson 28

Reiterative Learning Objectives

- Can name a few school subjects.
- Can ask and answer questions about when they have classes.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *When do you have music classes? / I study Spanish in the morning. / I have art classes in the afternoon. / Do you like your math classes?*

Interview | The student checks the example, looks at the pictures and answers the questions. Then it is his/her turn to ask the questions based on other pictures.

Listen and Choose | The student plays the audio and drags each sentence to its corresponding image. Then he/she reads the sentences out loud.

Drilling Practice | The student does the drilling practice along with the audio material.

Read and Match | The student reads the sentences out loud with the **Wiz.tab**. Then he/she drags the sentences to the corresponding images.

Let's Have Fun! | The student says who he/she sees in the picture and listens to the second part of the story. Then he/she practices saying the lines out loud. Finally, he/she creates new lines for the characters.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page.

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. I like drama classes. | music | P.E.
2. Do you have Spanish classes on Tuesdays? | English | science
3. When do you have P.E. classes? | art | math

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu estudo ciências à tarde. Que bacana! E você?
2. Eu não tenho aulas de matemática às quintas-feiras. E você?

Learning Objectives Checking | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce and answer the following questions out loud.

1. Do you study drama?
2. Do you like your science classes?
3. Do you have physical education in the morning?
4. When do you have math classes?
5. Do you have art classes on Wednesdays?

Lesson 29

Learning Objectives

- Can name some school objects.
- Can talk about what they use and when they use some school objects.
- Can talk about the frequency with which they use those school objects.
- Can ask questions using *How do you...?*

Grammar

- Simple Present of the verbs *to use*, *to want*, and *to like* in the affirmative, negative, and interrogative forms.
- Question word *how*.
- Adverbs of frequency *always* and *never*.

New Content | The student follows the Wizard methodology presentation and practices pattern.

Interactive Task

Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation:
notebook / pencil sharpener / eraser / colored pencil / scissors

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** *I use scissors. / I use an eraser. / I don't use markers. / Do you use a pencil sharpener?*

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. After that, he/she is instructed to open **Wiz.me**, watch the video, and come back to the **Wiz.tab**, where he/she answers a question about it.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** *Quais materiais escolares você usa? / Como se diz "Eu sempre uso minha tesoura azul"? / Como se diz "Eu gosto dos seus lápis de cor"? / Como se diz "Eu quero uma borracha rosa"? / Como se diz "Eu nunca uso apontador"? / Como se diz "Você usa canetinhas?"*

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. I always use my colored pencils. | erasers | markers
2. I never use my scissors. | pencil sharpener | green marker
3. How do you use your marker? | pencil | eraser

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu sempre uso minha canetinha laranja. E você?
2. Eu nunca uso lápis de cor. E você?

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Read the sentences and words in parentheses. Ask the student to add the word to the right place in each sentence.

1. I use scissors. (pink)
2. I use a blue eraser. (always)
3. I never use a pencil. (sharpener)
4. I like your pencil. (brown)
5. I use a notebook. (don't)

Lesson 30

Reiterative Learning Objectives

- Can name some school objects.
- Can talk about what they use and when they use some school objects.
- Can talk about the frequency with which they use those school objects.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *I always use this marker. / I never use this pencil. / I want a blue pencil sharpener. / I like my colored pencils.*

Look and Draw | The student answers some questions about the picture and answers out loud *E você? Quais objetos você sempre usa na aula? E quais objetos você nunca usa na aula?* Then he/she is instructed to draw something he/she always or never uses at school in the space available and show it to the teacher during the Teacher Support.

Read and Write | The student observes the images, listens to the audio, reads the text, and practices each sentence out loud. Then he/she matches the words or expressions to the corresponding pictures. Finally, the student fills in the blanks with his/her personal information.

Drilling Practice | The student does the drilling practice along with the audio material.

Listen and Number | The student says who he/she sees in the picture. Then he/she reads and says the sentences out loud, and finally he/she puts the sentences in the correct order. He/She then listens to the dialogue one more time to check his/her answers.

Let's Have Fun! | The student says who he/she sees in the picture and listens to the last part of the story. Then he/she practices saying the lines out loud. Finally, he/she creates new lines for the characters.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page.

Homework Instructions | The student is reminded to do the homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. How cool! You have a red pencil. | yellow | blue
2. I always use my pencils. | markers | notebooks
3. I never go to school by bus. | bicycle | subway

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu sempre uso um caderno verde. E você?
2. Eu nunca uso meu apontador roxo. E você?

Look and Draw | Check the drawing of objects the student uses or doesn't use in his/her classes.

Learning Objectives Checking | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce and answer the following questions.

1. Do you use a pencil sharpener?
2. How do you use your colored pencil?
3. How do you use your scissors?
4. Do you use a light blue notebook?
5. How do you use your eraser?

Review 5

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Pinpoint | The student answers questions about the pictures. Then he/she listens to the dialogue and reproduces the lines out loud twice. After that, he/she creates new lines for the characters. Finally, the student is guided to rewrite the story in his/her notebook, changing the words in bold to words he/she has learned throughout the batch. He/She should show it to the teacher during the Teacher Support.

Listen and Answer | The student listens to a sentence or question and says it out loud. Then he/she writes the answers in his/her notebook and shows them to the teacher during the Teacher Support. **Audio script:** *I don't go to school by taxi. And you? / When do you have English class? / Do you like your math classes? / I study science in the afternoon. And you? / I always use colored pencils. And you? / I never use orange markers. And you?*

Self-assessment | The student listens to the Self-assessment sentences and follows the audio instructions.

Let's Have Fun! | The student creates new lines for the characters and presents them to the teacher during the Teacher Support.

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Conversation Practice | Ask the student the following questions. Encourage further conversation.

1. How do you go to the movie theater?
2. When do you have English class?
3. What do you use in your P.E. class?

Pinpoint | Check the student's work.

Listen and Answer | Check student's answers to the questions.

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce the following sentences and then change one word in each one.

1. I don't go to school by taxi.
2. I have English classes on Thursdays.
3. Do you have art classes in the afternoon?
4. I never use my yellow markers.
5. What do you use in your music classes?

Lesson 31

Learning Objectives

- Can name a few items related to organizing a picnic and talk about what they need.
- Can accept or refuse food.
- Can name some fruits.

Grammar

- Simple Present of the verbs to *buy* and to *need* in the affirmative, negative, and interrogative forms.
- Verb to *need* followed by infinitive.
- Pronoun *we*.
- Determiner *some* with plurals.
- Regular and irregular plural forms.

Spread Page | The student listens to the learning objectives of this batch of lessons.

New Content | The student follows the Wizard methodology presentation and practices pattern.

Interactive Task

Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation: *picnic / knife / fork / spoon / paper napkins*

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** I never use plastic cups. / I need a knife and a fork. / I have a basket. / I always use paper plates on picnics.

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. After that, he/she is instructed to open **Wiz.me**, watch the video, and come back to the **Wiz.tab**, where he/she answers a question about it.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** O que você precisa para fazer um piquenique? / Como se diz "Nós precisamos de facas e garfos"? / Como se diz "Você precisa de copos de plástico?" / Como se diz "Nós precisamos comprar algumas maçãs"? / Como se diz "Nós precisamos comprar alguns pêssegos"? / Como se diz "Eu nunca compro abacaxis para o piquenique"?

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. We don't need four spoons. | forks | paper napkins
2. Do we need a basket? | spoon | fork
3. We need to buy some knives. | paper napkins | paper plates

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Nós precisamos de alguns garfos. E você?
2. Nós precisamos comprar algumas frutas. E você?

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce the following sentences and then change one word in each one.

1. We need a spoon.
2. We don't need eight forks.
3. I need to buy a watermelon.
4. We need to buy some paper plates.
5. I have some oranges and bananas in the basket. And you?

Read and Match | The student reads the sentences out loud with the **Wiz.tab**. Then he/she drags the sentences to the corresponding images.

Listen and Match | The student talks about the images. Then he/she drags the four conversations to the corresponding pictures. Finally, he/she listens to the questions and answers them out loud.

Drilling Practice | The student does the drilling practice along with the audio material.

Bingo! | The student is instructed to draw nine different fruits or things he/she needs for a picnic. Then he/she listens to the audio and marks the drawings that correspond to the words that have been called out. He/She should continue until he/she has no drawing left to mark. He/She should shout *Bingo!* at this point.

Let's Have Fun! | The student says who he/she sees in the picture and listens to the first part of the story. Then he/she practices saying the lines out loud. Finally, he/she creates new lines for the characters.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page.

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. We need some paper napkins for the picnic. | paper plates | plastic cups
2. We need to buy some bananas. | watermelons | avocados
3. I need a basket. | an apple | an orange

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu preciso de alguns guardanapos para o piquenique. E você?
2. Eu preciso comprar algumas uvas e pêssegos. E você?

Lesson 32

Reiterative Learning Objectives

- Can say what they need for a picnic.
- Can accept or refuse food.
- Can name some fruits.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *I need a knife.* / *We don't need a fork and a spoon.* / *Do we need plastic cups?* / *We have some apples and oranges.*

Learning Objectives Checking | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce and complete the following sentences.

1. We ... three knives.
2. I need ... some napkins.
3. We need to buy ... fruits.
4. We have ... some peaches and avocados.
5. We ... some fruits in the basket.

Lesson 33

Learning Objectives

- Can name playground equipment.
- Can ask and answer questions about which playground equipment they like or want to play in/on.
- Can use the expressions *Let's go!*, *Hurry up!*, and *Me too*.

Grammar

- Preposition *on* followed by definite article *the* (*on the slide*).
- Review of preposition *in*.

New Content | The student follows the Wizard methodology presentation and practices pattern.

Interactive Task

Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation: *merry-go-round* / *sandbox* / *maze* / *jungle gym* / *swing*

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** *I play on the swing.* / *We play in the maze.* / *I don't play in the sandbox.* / *We don't play on the slide.*

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. After that, he/she is instructed to open **Wiz.me**, watch the video, and come back to the **Wiz.tab**, where he/she answers a question about it.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** *Como se diz "Eu também! Eu quero brincar na caixa de areia"?* / *Como se diz "Vamos para o trepa-trepa"?* / *Como se diz "Você quer brincar no balanço"?* / *Como se diz "Vamos logo! Eu quero brincar no trampolim"?* / *Como se diz "Você quer brincar no escorregador"?*

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. I don't want to play on the merry-go-round. | slide | monkey bars
2. You don't want to play in the sandbox. | jungle gym | maze
3. Hurry up! Let's go to the sandbox. | slide | maze

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Nós queremos brincar no escorregador.
E você?
2. Vamos logo! Eu quero brincar no trampolim.
E você?

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Read the sentences and ask the student to change them into negative.

1. I play in the maze.
2. I want to play on the slide.
3. I like to play on the monkey bars.
4. I play on the merry-go-round.
5. I like to play on the swing.

Lesson 34

Reiterative Learning Objectives

- Can name playground equipment.
- Can ask and answer questions about which playground equipment they like or want to play in/on.
- Can use the expressions *Let's go!*, *Hurry up!*, and *Me too*.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *We play on the swing.* / *We want to play in the maze.* / *I don't like to play in the sandbox.* / *Hurry up! Let's go to the monkey bars.*

Read and Choose | The student reads and listens to four sentences, and then drags them to the corresponding images. Then to practice, he/she says the sentences out loud.

Listen and Number | The student says who he/she sees in the picture. Then he/she reads and says the sentences out loud, and finally, he/she puts the sentences in the correct order. He/She then listens to the dialogue one more time to check his/her answers.

Drilling Practice | The student does the drilling practice along with the audio material.

Chain Game! | The student listens to the sentences and says each one out loud. Then he/she listens and says the beginning of the sentence out loud, and completes it using the item in the picture.

Let's Have Fun! | The student says who he/she sees in the picture and listens to the second part of the story. Then he/she practices saying the lines out loud. Finally, he/she creates new lines for the characters.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page.

Homework Instructions | The student is reminded to do the Homework after class and to use the Listen Up! card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. Hurry up! I want to play on the merry-go-round. | monkey bars | slide
2. We want to play in the sandbox. | jungle gym | maze
3. Do you want to play on the monkey bars? | swing | trampoline

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Nós queremos brincar na escada horizontal.
E você?
2. Eu não gosto de brincar na caixa de areia.
E você?

Learning Objectives Checking | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce and answer the following questions out loud.

1. Do you want to play on the slide?
2. Do you like to play in the sandbox?
3. Do you play in the jungle gym?
4. Do you want to play on the monkey bars?
5. Do you like to play on the trampoline?

Interactive Task

Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation: *dodgeball / volleyball / tennis / sports center / soccer field*

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** Let's play baseball! / I play tennis every day. / We run on the soccer field. / We play baseball at the sports center.

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. After that, he/she is instructed to open **Wiz.me**, watch the video, and come back to the **Wiz.tab**, where he/she answers a question about it.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** Como se diz "Eu amo minha bola de basquete"? / Como se diz "Essa é a minha nova raquete de tênis"? / Como se diz "Vamos correr no centro esportivo"? / Como se diz "Vamos jogar futebol no campo de futebol"? / Como se diz "Eu corro no intervalo todos os dias"? / Como se diz "Nós jogamos vôlei no centro esportivo às sextas-feiras"?

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Lesson 35

Learning Objectives

- Can name a few places where they can play sports.
- Can name a few sports.
- Can suggest an activity by saying *Let's...*

Grammar

- Simple Present of the verbs *to run* and *to play* in the affirmative, negative, and interrogative forms.
- Imperative *Let + us* in the contracted form (*Let's play...*).

New Content | The student follows the Wizard methodology presentation and practices pattern.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. I run at the sports center. | play | walk
2. I want to play with my new basketball. | soccer ball | bat
3. I have a soccer ball. Let's play! | dodgeball | volleyball

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Nós corremos no quintal. E você?
2. Nós jogamos voleibol no clube esportivo às segundas-feiras. E você?

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Read the sentences, ask the student to change them into interrogative and answer them.

1. I run at the playground.
2. I play at the park.
3. I run on the soccer field.
4. I want to play with my new soccer ball.
5. I play baseball at the sports center.

Lesson 36

Reiterative Learning Objectives

- Can name a few places where they can play sports.
- Can name a few sports.
- Can suggest an activity by saying Let's...

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *Let's play volleyball on Sunday.* / *We run at the park.* / *Let's go to the soccer field.* / *Let's play with my new basketball.*

Talk to Your Friend | The student talks about the picture, listens to the content, reproduces it out loud, and makes new lines for the characters.

Listen and Choose | The student plays the audio and drags each sentence to its corresponding image. Then he/she reads the sentences out loud.

Drilling Practice | The student does the drilling practice along with the audio material.

Challenge! | The student writes as many words related to the topics as he/she can. He/She has three minutes to do this part. Then, during the Teacher Support, he/she shows the teacher how many words he/she wrote.

Let's Have Fun! | The student says who he/she sees in the picture and listens to the last part of the story. Then he/she practices saying the lines out loud. Finally, he/she creates new lines for the characters.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page.

Homework Instructions | The student is reminded to do the Homework after class and to use the Listen Up! card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. Let's play dodgeball. | tennis | soccer
2. Let's buy a tennis racket. | bat | basketball
3. Let's run at the sports center. | on the soccer field | in the backyard

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu quero brincar com minha raquete de tênis. E você?
2. Eu corro no campo de futebol. E você?

Challenge! | Check which and how many words the student wrote for each topic.

Learning Objectives Checking | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce and answer the following questions.

1. Do you run at the sports center?
2. Do you play soccer on the soccer field?
3. Do you play dodgeball at the sports center?
4. Do you play volleyball?
5. Do you run at school?

and bananas for a picnic. And you? / I like to play on the trampoline. And you? / I never play in the maze. And you? / I have a basketball. And you? / I love my tennis racket. And you?

Self-assessment | The student listens to the Self-assessment sentences and follows the audio instructions.

Let's Have Fun! | The student creates new lines for the characters and presents them to the teacher during the Teacher Support.

Homework Instructions | The student is reminded to do the Homework after class and to use the Listen Up! card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Conversation Practice | Ask the student the following questions. Encourage further conversation.

1. Do we have some pears in the basket?
2. Do you want to play on the merry-go-round?
3. Do you have a basketball?

Pinpoint | Check the student's work.

Listen and Answer | Check the student's answers to the questions.

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce the following sentences and then change one word in each one.

1. I need a knife and two forks.
2. I don't want to play in the maze.
3. I love to play on the monkey bars.
And you?
4. I want to play with my new soccer ball.
5. I have a bat. Let's play baseball!

Review 6

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Pinpoint | The student answers questions about the pictures. Then he/she listens to the dialogue and reproduces the lines out loud twice. After that, he/she creates new lines for the characters. Finally, the student is guided to rewrite the story in his/her notebook, changing the words in bold to words he/she has learned throughout the batch. He/She should show it to the teacher during the Teacher Support.

Listen and Answer | The student listens to a sentence or question and says it out loud. Then he/she writes the answers in his/her notebook and shows them to the teacher during the Teacher Support. **Audio script:** I always buy some paper napkins for a picnic. And you? / I need some oranges

Lesson 37

Learning Objectives

- Can use the verb *to be* in the affirmative form to describe how they are feeling.
- Can use the question word *How + to be*.
- Can describe how they and some people feel using a few simple adjectives.

Grammar

- Simple Present of the verb *to be* in the affirmative form.
- Question word *how*.

Spread Page | The student listens to the learning objectives of this batch of lessons.

New Content | The student follows the Wizard methodology presentation and practices pattern.

Interactive Task

Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation: *angry / thirsty / surprised / tired / curious*

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** *I am curious. / I am sad and tired. / I am surprised and happy. / I am thirsty. And you?*

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. After that, he/she is instructed to open **Wiz.me**, watch the video, and come back to the **Wiz.tab**, where he/she answers a question about it.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** *Como você está se sentindo hoje? / Como se diz "Eu estou cansada"? / Como se diz "Ela está brava"? / Como se diz "Eu estou bem. Obrigado."? / Como se diz "Nós estamos felizes"? / Como se diz "Elas estão com sede"?*

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. I am hungry and thirsty. | happy and surprised | sad and angry
2. I am curious. And you? | happy | hungry
3. How are you today, Akio? | Sue | Joe

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Ele está com sede. E você?
2. Eles/Elas estão com fome. E você?

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce the following sentences and then change one word in each one.

1. I am thirsty.
2. You are tired.
3. He is angry.
4. We are happy.
5. They are curious.

Lesson 38

Reiterative Learning Objectives

- Can use the verb *to be* in the affirmative form to describe how they are feeling.
- Can use the question word *How* + verb *to be*.
- Can describe how they and some people feel using a few simple adjectives.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *I am tired.* / *My sister is thirsty.* / *We are happy.* / *She is sad.*

Read and Choose | The student reads and listens to four sentences, and then drags them to the corresponding images. Then to practice, he/she says the sentences out loud.

Listen and Match | The student talks about the images. Then he/she drags the four conversations to the corresponding pictures. Finally, he/she listens to the questions and answers them out loud.

Drilling Practice | The student does the drilling practice along with the audio material.

Bingo! | The student is instructed to draw in each square a family member, a room in the house, or a feeling they have learned so far. Then he/she listens to the audio and marks the drawings that correspond to the words that have been called out. He/She should continue until he/she has no drawing left to mark. He/She should shout *Bingo!* at this point.

Let's Have Fun! | The student says who he/she sees in the picture and listens to the first part of the story. Then he/she practices saying the lines out loud. Finally, he/she creates new lines for the characters.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page.

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. You are surprised. | angry | hungry
2. My father is angry. | curious | happy
3. My mom and my dad are hungry. | thirsty | surprised

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Ela está feliz. E você?
2. Eles/Elas estão com sede. E você?

Learning Objectives Checking | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce and complete the following sentences.

1. I ... surprised.
2. You ... sad.
3. He ... happy.
4. We ... tired.
5. They are
6. I am ... and ... today.

Lesson 39

Learning Objectives

- Can use the verb *to be* in the negative form.
- Can name a few countries.
- Can ask and answer about where they are from.
- Can talk about where some people are from.

Grammar

- Simple Present of the verb to be in the negative form.
- Preposition from.

New Content | The student follows the Wizard methodology presentation and practices pattern.

Interactive Task

Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation: South Africa / Mexico / China / Argentina / the United States

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** I am from Mexico. / You are from France. / We are from South Africa. / They are from China.

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. After that, he/she is instructed to open **Wiz.me**, watch the video, and come back to the **Wiz.tab**, where he/she answers a question about it.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** Como se diz "De onde você é?" / Como se diz "Eles são da África do Sul"? / Como se diz "Ele não é da França"? / Como se diz "Eu sou do Brasil. Eu não sou dos Estados Unidos."? / Como se diz "Eu não sou do México. Eu sou da Argentina."?

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. I am not from England. | Brazil | Mexico
2. You are not from France. | the United States | China
3. We are not from South Africa. | England | the United States

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Ele não é da África do Sul. E você?
2. Nós não somos da Argentina. E você?

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Read the following sentences and ask the student to change them into negative.

1. I am from Brazil.
2. You are from England.
3. She is from Mexico.
4. We are from China.
5. They are from the United States.

Lesson 40

Reiterative Learning Objectives

- Can use the verb to be in the negative form.
- Can name a few countries.
- Can ask and answer about where they are from.
- Can describe how they feel using a few simple adjectives.
- Can talk about where some people are from.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *He is not from Mexico. / She is not from China. / They are not from the United States. / We are not from South Africa.*

Read and Write | The student observes the images, listens to the audio, reads the text, and practices each sentence out loud. Then he/she matches the words or expressions to the corresponding pictures. Finally, the student fills in the blanks with his/her personal information.

Listen and Number | The student says who he/she sees in the picture. Then he/she reads and says the sentences out loud, and finally, he/she puts the sentences in the correct order. He/She then listens to the dialogue one more time to check answers.

Drilling Practice | The student does the drilling practice along with the audio material.

Challenge! | The student writes as many words related to the topics as he/she can. He/She has three minutes to do this part. Then during the Teacher Support, he/she shows to the teacher how many words he/she wrote.

Let's Have Fun! | The student says who he/she sees in the picture and listens to the second part of the story. Then he/she practices saying the lines out loud. Finally, he/she creates new lines for the characters.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page.

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. He is not from China. | She is not | I am not
2. We are not from Argentina. | France | the United States
3. They are not from England. | We are not | He is not

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Nós não somos do México. E você?
2. Eles/Elas não são da França. E você?

Challenge! | Check which and how many words the student wrote for each topic.

Learning Objectives Checking | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce the following sentences and then change one word in each one.

1. I am from China.
2. You are from the United States.
3. He is not from South Africa.
4. We are from Argentina. We are not from Brazil.
5. They are from France. They are not from England.

Lesson 41

Learning Objectives

- Can use the verb *to be* in the affirmative and negative forms to describe how they feel about the weather.
- Can use a few words to describe the weather with verb *to be* + adjective.
- Can name and talk about the seasons of the year.

Grammar

- Review of verb to be in the affirmative and negative forms.
- Pronoun *it*.

New Content | The student follows the Wizard methodology presentation and practices pattern.

Interactive Task

Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation: weather / sunny / cloudy / rainy / snowy

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** I am hungry. / They are thirsty. / It is cloudy today. / She is not cold.

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. After that, he/she is instructed to open **Wiz.me**, watch the video, and come back to the **Wiz.tab**, where he/she answers a question about it.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:**

Como se diz "Qual é sua estação favorita?" / Como se diz "É outono"? / Como se diz "Minha estação favorita é a primavera"? / Como se diz "Está muito calor hoje"? / Como se diz "Está chuvoso hoje"? / Como se diz "Não está ensolarado hoje"?

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. It is very cold today. | hot | cloudy
2. They are not hot. | surprised | sad
3. Days are sunny in spring. | snowy – winter | rainy – fall

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Ela está com muito calor. E você?
2. Nós estamos com frio. E você?

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce and complete the following sentences.

1. I ... thirsty today.
2. You are
3. It ... very hot today.
4. My favorite season is
5. Days ... sunny in summer.

Lesson 42

Reiterative Learning Objectives

- Can use the verb to be in the affirmative and negative forms.
- Can use a few words to describe the weather with verb to be + adjective.
- Can talk about the seasons of the year.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson.
He/She reproduces these sentences out loud:
It is hot today. / You are cold. / I am surprised. / My favorite season is summer.

Talk to Your Friend | The student talks about the picture, listens to the content, reproduces it out loud, and makes new lines for the characters.

Listen and Choose | The student plays the audio and drags each sentence to its corresponding image. Then he/she reads the sentences out loud.

Drilling Practice | The student does the drilling practice along with the audio material.

Look and Draw | The student answers some questions about the picture and then answers out loud *E você? Em qual estação do ano estamos? Como você se sente com relação a essa estação?* Then he/she is instructed to draw something he/she does on hot and sunny days in the space available and show it to the teacher during the Teacher Support.

Let's Have Fun! | The student says who he/she sees in the picture and listens to the last part of the story. Then he/she practices saying the lines out loud. Finally, he/she creates new lines for the characters.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page.

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. I am in Argentina. It is hot. | cold | cloudy
2. My favorite season is fall. | spring | winter
3. The days are sunny in winter. | snowy | cold

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu estou com muito frio hoje. E você?
2. Eles não estão com calor. E você?

Look and Draw | Check the drawing of something the student does on hot and sunny days.

Learning Objectives Checking | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Read the following sentences and ask the student to change them into negative.

1. I am hot.
2. You are tired.
3. It is cloudy today.
4. It is winter.
5. Days are rainy in fall.

Review 7

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Pinpoint | The student answers questions about the pictures. Then he/she listens to the dialogue and reproduces the lines out loud twice. After that, he/she creates new lines for the characters. Finally, the student is guided to rewrite the story in his/her notebook, changing the words in bold to words he/she has learned throughout the batch. He/She should show it to the teacher during the Teacher Support.

Listen and Answer | The student listens to a sentence or question and says it out loud. Then he/she writes the answers in his/her notebook and

shows them to the teacher during the Teacher Support. **Audio script:** How are you today? / He is not from South Africa. He is from Mexico. / Where are you from? / It is very sunny and hot today. / I am not hot. / My favorite season is spring!

Self-assessment | The student listens to the Self-assessment sentences and follows the audio instructions.

Let's Have Fun! | The student creates new lines for the characters and presents it to the teacher during the Teacher Support.

Homework Instructions | The student is reminded to do the Homework after class and to use the Listen Up! card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Conversation Practice | Ask the student the following questions. Encourage further conversation.

1. How are you today?
2. Where are you from?
3. What's your favorite season?

Pinpoint | Check the student's work.

Listen and Answer | Check the student's answers to the questions.

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce the following sentences and then change one word in each one.

1. I am happy and surprised.
2. I am hungry. And you?
3. We are from England. We are not from Brazil.
4. It is snowy today.
5. It is not windy today.

Lesson 43

Learning Objectives

- Can name a few physical features and use adjectives to describe them.
- Can describe some types of hair.
- Can use the verb to be in the interrogative form.
- Can name some hair accessories.

Grammar

- Verb to be in the interrogative form.

Spread Page | The student listens to the learning objectives of this batch of lessons.

New Content | The student follows the Wizard methodology presentation and practices pattern.

Interactive Task

Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation: short / tall / ponytail / curly / straight

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** I am beautiful. / My hair is curly. / Your hair is straight. / Am I short?

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. After that, he/she is instructed to open **Wiz.me**, watch the video, and come back to the **Wiz.tab**, where he/she answers a question about it.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** *Como se diz "Elas são altas?" / Como se diz "Seu cabelo é longo e cacheado?" / Como se diz "Seu rabo-de-cavalo é bonito?" / Como se diz "Isso é uma tiara/faixa de cabelo?" / Como se diz "Eu preciso de algumas presilhas de cabelo?" / Descreva como você é.*

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. Am I tall? | short | beautiful
2. Are you tall? | Is he | Is she
3. Is your hair long? | straight | curly

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu sou baixo(a) e meu cabelo é cacheado.
E você?
2. Ela é alta. E você?

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce the following sentences and then change one word in each one.

1. She is short.
2. My hair is long and curly.
3. Your hair bands are beautiful!
4. Is it a beanie?
5. Is it a hair clip?

Lesson 44

Reiterative Learning Objectives

- Can name a few physical features and use adjectives to describe them.
- Can describe some types of hair.
- Can use the verb to be in the interrogative form.
- Can name some hair accessories.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *My hair is curly. / Is your sister short? - Yes, she is. / Your beanie is beautiful. / Is your hair long? - No, it is not.*

Interview | The student checks the example, looks at the pictures and answers the questions. Then it is his/her turn to ask the questions based on other pictures.

Listen and Number | The student says who he/she sees in the picture. Then he/she reads and says the sentences out loud, and finally, he/she puts the sentences in the correct order. He/She then listens to the dialogue one more time to check his/her answers.

Drilling Practice | The student does the drilling practice along with the audio material.

Read and Write | The student observes the images, listens to the audio, reads the text and practices each sentence out loud. Then he/she matches the words or expressions to the corresponding pictures. Finally, the student fills in the blanks with his/her personal information.

Let's Have Fun! | The student says who he/she sees in the picture and listens to the first part of the story. Then he/she practices saying the lines out loud. Finally, he/she creates new lines for the characters.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page.

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. Is she short? | beautiful | tall
2. Is your hair long? | curly | straight
3. Is it a cap? | beanie | hat

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Seu cabelo é longo e liso?
2. Você é alto?

Learning Objectives Checking | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce and complete the following sentences.

1. Am ... beautiful?
2. Are ... short?
3. Is ... hair straight?
4. Is ... a hair rubber band?
5. It ... a hat.

Grammar

- Possessive adjectives *his* and *her*.

New Content | The student follows the Wizard methodology presentation and practices pattern.

Interactive Task

Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation:
nose / eye / freckles / teeth / mouth

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** My eyes are beautiful. / My nose is small. / I don't have freckles. / Do you have big ears?

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. After that, he/she is instructed to open **Wiz.me**, watch the video, and come back to the **Wiz.tab**, where he/she answers a question about it.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** Como se diz "Eu gosto de sardas"? / Como se diz "O cabelo dela é comprido"? / Como se diz "Eu tenho uma boca grande"? / Como se diz "Minhas pernas são curtas"? / Como se diz "Eu tenho mãos pequenas"?

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Lesson 45

Learning Objectives

- Can name a few parts of the body.
- Can describe a few parts of the body.
- Can use the possessive adjectives *his* and *her*.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. Your freckles are beautiful. | big | small
2. Her eyes are blue. | green | brown
3. His mouth is small. | My | Your

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu tenho mãos grandes. E você?
2. Meus olhos são pequenos. E os seus olhos?

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Read the sentences and ask the student to change them into negative.

1. My ears are big.
2. I have small feet.
3. His eyes are green.
4. We have short hair.
5. They have big noses.

Lesson 46

Reiterative Learning Objectives

- Can name a few parts of the body.
- Can describe a few parts of the body.
- Can use the possessive adjectives *his* and *her*.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *I have blue eyes.* / *His mouth is big.* / *I don't have freckles.* / *Her nose is small.*

Read and Match | The student reads the sentences out loud with the **Wiz.tab**. Then he/she drags the sentences to the corresponding images.

Listen and Match | The student talks about the images. Then he/she drags the four conversations to the corresponding pictures. Finally, he/she listens to the questions and answers them out loud.

Drilling Practice | The student does the drilling practice along with the audio material.

Bingo! | The student is instructed to make nine different drawings related to a color or a physical feature they learned in Lessons 11, 43, and 45. Then he/she listens to the audio and marks the drawings that correspond to the words that have been called out. He/She should continue until he/she has no drawing left to mark. He/She should shout *Bingo!* at this point.

Let's Have Fun! | The student says who he/she sees in the picture and listens to the second part of the story. Then he/she practices saying the lines out loud. Finally, he/she creates new lines for the characters.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page.

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. I don't have small hands. | big | beautiful
2. You have brown eyes. | blue | green
3. Her arms are long. | legs | teeth

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu não tenho dentes pequenos. E você?
2. Os pés dele são grandes. E os seus pés?

Learning Objectives Checking | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce and answer the following questions out loud.

1. Do you have freckles?
2. Do you have a big nose?
3. Do you have brown eyes?
4. Do you have long legs?
5. Do you have big teeth?

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. After that, he/she is instructed to open **Wiz.me**, watch the video, and come back to the **Wiz.tab**, where he/she answers a question about it.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:**
Como eu pergunto para uma pessoa qual tamanho de roupa que ela usa? / Como se diz "Eu uso camiseta para ir ao campo de futebol"? / Como se diz "Eu uso vestido para ir ao cinema"? / Como se diz "Eles não usam chinelos de dedo na escola"? / Como se diz "Eu uso tamanho grande"? / Como se diz "O tênis dela é pequeno"?

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. You don't wear flip-flops at the sports center. | jeans | glasses
2. We wear black T-shirts at the soccer field. | socks | sneakers
3. His socks are large. | shorts | jeans

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

Lesson 47

Learning Objectives

- Can name a few pieces of clothing.
- Can talk about what they wear or don't wear at/to a place.
- Can describe some sizes of clothes.

Grammar

- Subject + (*don't*) wear + something + at/to + place.

New Content | The student follows the Wizard methodology presentation and practices pattern.

Interactive Task

Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation: *flip-flops / glasses / shorts / sneakers / socks*

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** *I wear sneakers. / You wear a white T-shirt. / We wear shorts. / They don't wear flip-flops.*

1. Eu uso tamanho grande. E você?
2. Eu uso camiseta no centro esportivo. E você?

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Read the sentences, ask the student to change them into interrogative and answer them.

1. I wear a red dress.
2. I wear blue socks to the soccer field.
3. You wear orange flip-flops.
4. I wear a green T-shirt at the park.
5. I wear glasses at the square.

Lesson 48

Reiterative Learning Objectives

- Can name a few pieces of clothing.
- Can talk about what they wear or don't wear at/to a place.
- Can describe some sizes of clothes.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to words or sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *What size do you wear? / I wear small. / I don't wear blue T-shirts. / I wear glasses to English class.*

Look and Draw | The student answers some questions about the picture and then answers out loud *E você? O que você veste para ir à escola?* Then he/she is instructed to draw something he/she wears to a place in the space available and show it to the teacher during the Teacher Support.

Listen and Choose | The student plays the audio and drags the sentence to the corresponding image. Then he/she reads the sentences out loud.

Drilling Practice | The student does the drilling practice along with the audio material.

Chain Game! | The student listens to the sentences and says each one out loud. Then he/she listens and says the beginning of the sentence out loud, and completes it using the item in the picture.

Let's Have Fun! | The student says who he/she sees in the picture and listens to the last part of the story. Then he/she practices saying the lines out loud. Finally, he/she creates new lines for the characters.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page.

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. I don't wear shorts to school. | flip-flops | jeans
2. They wear beautiful glasses. | sneakers | socks
3. We don't wear flip-flops to the soccer field. | jeans | glasses

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu uso meias grandes. E você?
2. Eu uso tênis preto para ir ao parque. E você?

Look and Draw | Check the drawing the student made about something he/she wears to go to a place. Encourage the student to say sentences about things he/she doesn't wear to the same place as well.

Learning Objectives Checking | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce the following sentences and then change one word in each one.

1. I wear a T-shirt and shorts to the soccer field.
2. I don't wear glasses at the sports center.
3. You wear brown shorts.
4. We don't wear flip-flops at school.
5. They wear sneakers at the movie theater.

Review 8

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Pinpoint | The student answers questions about the pictures. Then he/she listens to the dialogue and reproduces the lines out loud twice. After that, he/she creates new lines for the characters. Finally, the student is guided to rewrite the story in his/her notebook, changing the words in bold to words he/she has learned throughout the batch. He/She should show it to the teacher during the Teacher Support.

Listen and Answer | The student listens to a sentence or question and says it out loud. Then he/she writes the answers in his/her notebook and shows them to the teacher during the Teacher Support. **Audio script:** *I don't wear a yellow T-shirt. And you? / We wear black glasses. / I wear sneakers to school. And you? / They wear shorts to the soccer field. / My jeans are large. / What size do you wear?*

Self-assessment | The student listens to the Self-assessment sentences and follows the audio instructions.

Let's Have Fun! | The student creates new lines for the characters and presents it to the teacher during the Teacher Support.

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Conversation Practice | Ask the student the following questions. Encourage further conversation.

1. What size do you wear?
2. Do you wear jeans at the sports center?
3. Do you wear shorts to the soccer field?

Pinpoint | Check the student's work.

Listen and Answer | Check the student's answers to the questions.

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce and complete the following sentences.

1. Your hair rubber bands ... beautiful!
2. Do you ... small eyes?
3. His mouth ... big.
4. We ... white socks.
5. They ... wear glasses to the soccer field.

Lesson 49

Learning Objectives

- Can talk about a few holidays.
- Can talk about relatives they see on holidays.
- Can name the months of the year.
- Can ask the cause and say the reason for something to happen.

Grammar

- *Wh-* questions in the Simple Present.
- Question word *why*.
- Conjunction *because*.

Spread Page | The student listens to the learning objectives of this batch of lessons.

New Content | The student follows the Wizard methodology presentation and practices pattern.

Interactive Task

Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation: *Easter / Thanksgiving / uncle / aunt / cousin*

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** *It is Easter today! / I see my uncle on Thanksgiving. / I see my aunt on Christmas Day. / I see my cousins on Children's Day.*

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. After that, he/she is instructed to open **Wiz.me**, watch the video, and come back to the **Wiz.tab**, where he/she answers a question about it.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** *Quem você vê no dia de Natal? / Como se diz "Quando é a Páscoa?" / Como se diz "Eu vejo minha tia no Dia de Ação de Graças"? / Como se diz "O Natal é o meu feriado favorito"? / Como se diz "Eu vejo os meus primos no Dia das Crianças"? / Qual é o seu feriado favorito?*

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. I see my uncle on Christmas Day. | cousin | aunt
2. Why Easter? | Christmas | Thanksgiving
3. Because I see my uncle. | aunt | cousins

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu vejo minha prima no Dia das Crianças. E você?
2. Eu vejo minha tia e meu tio no dia de Natal. E você?

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce and answer the following questions.

1. When is Children's Day?
2. Why do you like Christmas?
3. What is your favorite holiday?
4. When is Thanksgiving?
5. Is it in September?

Lesson 50

Reiterative Learning Objectives

- Can talk about a few holidays.
- Can talk about relatives they see on holidays.
- Can name the months of the year.
- Can ask the cause and say the reason for something to happen.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *Children's Day is my favorite holiday. / I see my cousins, my uncle, and my aunt on Thanksgiving Day. / I see my aunt on Christmas Day. / When is Easter?*

Talk to Your Friend | The student talks about the picture, listens to the content, reproduces it out loud, and makes new lines for the characters.

Read and Match | The student reads the sentences out loud with the **Wiz.tab**. Then he/she drags the sentences to the corresponding images.

Drilling Practice | The student does the drilling practice along with the audio material.

Bingo! | The student is instructed to make nine drawings related to a family member, a holiday, or a month of the year they have learned so far. Then he/she listens to the audio and marks the drawings that correspond to the words that have been called out. He/She should continue until he/she has no drawing left to mark. He/She should shout *Bingo!* at this point.

Let's Have Fun! | The student says who he/she sees in the picture and listens to the first part of the story. Then he/she practices saying the lines out loud. Finally, he/she creates new lines for the characters.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page.

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. What is your favorite holiday? | color | toy
2. Because I see my uncle. | aunt | cousins
3. When is Easter? | Christmas | Thanksgiving

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu vejo meus primos no Dia de Ação de Graças. E você?
2. Eu toco piano com o meu primo na Páscoa. E você?

Learning Objectives Checking | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce and complete the following sentences.

1. I see my cousins ... Easter Sunday.
2. I ... my aunt on Children's Day.
3. ... it in December?
4. It ... not in February.
5. When is ... ?

Lesson 51

Learning Objectives

- Can ask and answer about their birthday.
- Can ask and answer about their age.
- Can count from 11 to 60.
- Can say what they need for an event.

Grammar

- Review of Simple Present of the verbs to need and to be.
- Question word how (How old...?).
- Preposition for.

New Content | The student follows the Wizard methodology presentation and practices pattern.

Interactive Task

Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation: balloons / candles / gifts / candies / snacks

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** It is my gift. / They are your balloons. / I need a cake. / We need snacks.

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. After that, he/she is instructed to open **Wiz.me**, watch the video, and come back to the **Wiz.tab**, where he/she answers a question about it.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** Como se diz "Eu preciso de petiscos"? / Como se diz "Eu tenho oito anos"? / Como se diz "Eles precisam de vinte doces para a festa"? / Como se diz "Meu primo tem treze anos"? / Quantos anos você tem?

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. It is my birthday. | party | cake
2. They are your gifts. | snacks | candies
3. We need eighteen candies for the party. | seventeen | thirteen

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu preciso de velas para meu bolo. E você?
2. Eu preciso de dezoito balões para a festa. E você?

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce the following sentences and then change one word in each one.

1. I need seven candles.
2. You need paper plates for the party.
3. It is my party.
4. We need balloons.
5. My cousin is seventeen years old.

Lesson 52

Reiterative Learning Objectives

- Can ask and answer about their birthday.
- Can ask and answer about their age.
- Can count from 11 to 60.
- Can say what they need for an event.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *My aunt is forty years old. / We are eight years old. / I need thirteen candles. / We need fifty balloons for the party.*

Read and Write | The student observes the images, listens to the audio, reads the text, and practices each sentence out loud. Then he/she matches the words or expressions to the corresponding pictures. Finally, the student fills in the blanks with his/her personal information.

Listen and Choose | The student plays the audio and drags each sentence to its corresponding image. Then he/she reads the sentences out loud.

Drilling Practice | The student does the drilling practice along with the audio material.

Chain Game! | The student listens to the sentences and says each of them out loud. Then he/she listens and says the beginning of the sentence out loud, and completes it using the item in the picture.

Let's Have Fun! | The student says who he/she sees in the picture and listens to the second part of the story. Then he/she practices saying the lines out loud. Finally, he/she creates new lines for the characters.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page.

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. My birthday is in August. | Her | His
2. We need snacks. | a cake | a gift
3. I need eleven balloons. | snacks | candles

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu preciso de doces para a festa. E você?
2. Eu tenho vinte anos. E você?

Learning Objectives Checking | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce the following sentences and then change one word in each one.

1. My birthday is in March.
2. We need twelve balloons.
3. They need seven candles for the party.
4. My uncle is fifty years old.
5. I need sixty candies for the party.

Lesson 53

Learning Objectives

- Can ask and answer questions about the time.
- Can say what they have to do at certain times of the day.
- Can count from 21 to 60.

Grammar

- Question *what time*.
- Simple Present of the verb *to be* to talk about time (*It is... o'clock.*).

New Content | The student follows the Wizard methodology presentation and practices pattern.

Interactive Task

Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation: *clock / practice / tomorrow / noon / early*

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** *I have to study today. / It is midnight. / I have to go to tennis practice at noon. / I have to go to baseball practice tonight.*

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. After that, he/she is instructed to open **Wiz.me**, watch the video, and come back to the **Wiz.tab**, where he/she answers a question about it.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** *Como se pergunta as horas para alguém? / Como se diz "Eu tenho que estudar amanhã"? / Como se diz "Eu preciso ir para o treino de vôlei hoje à noite"? / Como se diz "São onze e trinta e quatro"? / Como se diz "São seis e meia. É cedo!"? / Como se diz "Nós temos que estudar às dez e cinquenta e cinco"?*

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. I have to go to basketball practice tomorrow.
| at noon | tonight
2. What time is it, Sue? | Akio | Bobby
3. I have to go to tennis practice today. | at noon
| tomorrow

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu preciso ir para o treino de voleibol amanhã. E você?
2. Eu tenho que estudar hoje. E você?

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce and answer the questions.

1. I am late. And you?
2. What time is it?
3. I have to study math tomorrow. And you?
4. We have to go to soccer practice at seven forty-five. And you?
5. Do you have volleyball practice today?

Lesson 54

Reiterative Learning Objectives

- Can ask and answer questions about the time.
- Can say what they have to do at certain times of the day.
- Can count from 21 to 60.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to words or sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *It is early.* / *It is seven twenty-nine.* / *They have to go to volleyball practice at two forty-five.* / *It is three o'clock.*

Interview | The student checks the example, looks at the pictures, and answers the questions. Then it is his/her turn to ask the questions based on other pictures.

Listen and Number | The student says who he/she sees in the picture. Then he/she reads and says the sentences out loud, and finally, he/she puts the sentences in the correct order. He/She then listens to the dialogue one more time to check his/her answers.

Drilling Practice | The student does the drilling practice along with the audio material.

Challenge! | The student writes as many words related to the topics as he/she can. He/She has three minutes to do this part. Then, during the Teacher Support, he/she shows to the teacher how many words he/she wrote.

Let's Have Fun! | The student says who he/she sees in the picture and listens to the last part of the story. Then he/she practices saying the lines out loud. Finally, he/she creates new lines for the characters.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page.

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. It is midnight. It's late! | eleven forty-five | ten twenty-six
2. It is noon. I have to go to the park. | soccer practice | volleyball practice
3. They have a party tonight. | at six o'clock | at seven thirty

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu tenho que ir para a escola às sete e meia. E você?
2. É meio-dia. Eu tenho que ir para o treino de basquetebol. E você?

Challenge! | Check which and how many words the student wrote for each topic.

Learning Objectives Checking | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce the following sentences and then change one word in each one.

1. I have to go to school today.
2. I have a party tonight.
3. It is early.
4. It is nine fifty-six. It is late!
5. We have to go to baseball practice at four ten.

Review 9

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Pinpoint | The student answers questions about the pictures. Then he/she listens to the dialogue and reproduces the lines out loud twice. After that, he/she creates new lines for the characters. Finally, the student is guided to rewrite the story in his/her notebook, changing the words in bold to

words he/she has learned throughout the batch. He/She should show it to the teacher during the Teacher Support.

Listen and Answer | The student listens to a sentence or question and says it out loud. Then he/she writes the answers in his/her notebook and shows them to the teacher during the Teacher Support. **Audio script:** When is Children's Day? / I see my Uncle Jack and my Aunt Olivia on Christmas. When do you see your uncle and aunt? / Do you have to study today? / What time is English class? / Do you have to go to soccer practice tomorrow? / My cousin Alex is 15 years old. Do you have cousins?

Self-assessment | The student listens to the Self-assessment sentences and follows the audio instructions.

Let's Have Fun! | The student creates new lines for the characters and presents them to the teacher during the Teacher Support.

Homework Instructions | The student is reminded to do the Homework after class and to use the Listen Up! card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Conversation Practice | Ask the student the following questions. Encourage further conversation.

1. When is Easter?
2. Do you have to study tomorrow?
3. When do you see your cousins?

Pinpoint | Check the student's work.

Listen and Answer | Check the student's answers to the questions.

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce and complete the following sentences.

1. It is ... October.
2. What is ... favorite holiday?
3. I am ten years
4. We need snacks ... the party.
5. We have to study ... eleven thirty-five.

Lesson 55

Learning Objectives

- Can ask or answer about some games they like or love to play.
- Can say what they like to do indoors and outdoors.
- Can say when it is someone's turn in a game.

Grammar

- Wh- questions in the Simple Present.
- Verbs to like and to love + infinitive.

Spread Page | The student listens to the learning objectives of this batch of lessons.

New Content | The student follows the Wizard methodology presentation and practices pattern.

Interactive Task

Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation: *indoors / outdoors / hide-and-seek / jump rope games / hopscotch*

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** I like to play outdoors. / I love to play hide-and-seek. / I like to play leapfrog. / I love to play hopscotch.

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. After that, he/she is instructed to open **Wiz.me**, watch the video, and come back to the **Wiz.tab**, where he/she answers a question about it.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** Como se pergunta "O que você gosta de fazer dentro de casa?" / Como se diz "Eu amo brincar dentro de casa"? / Como se diz "Eu gosto de brincar de pega-pega ao ar livre"? / Como se diz "É a minha vez!"? / Como se diz "Ela é a vencedora"? / O que você gosta de fazer ao ar livre?

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. I like to play hide-and-seek. | hula hoop | hopscotch
2. What do you like to do indoors? | outdoors | at the park
3. I love to play tag. | jump rope games | hopscotch

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu gosto de brincar de bambolê. E você?
2. Eu amo brincar de pular carniça. E você?

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce the following sentences and then change one word in each one.

1. I like to play indoors.
2. I love to play leapfrog.
3. I like to play tag.
4. What do you like to do at school?
5. It is my turn.

Lesson 56

Reiterative Learning Objectives

- Can ask or answer about some games they like or love to play.
- Can say what they like to do indoors and outdoors.
- Can say when it is someone's turn in a game.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *They like to play leapfrog. / What do you like to do indoors? / It is your turn. / You are the winner.*

Talk to Your Friend | The student talks about the picture, listens to the content, reproduces it out loud, and makes new lines for the characters.

Listen and Choose | The student plays the audio and drags each sentence to its corresponding image. Then he/she reads the sentences out loud.

Drilling Practice | The student does the drilling practice along with the audio material.

Read and Write | The student observes the images, listens to the audio, reads the text, and practices each sentence out loud. Then he/she matches the words or expressions to the corresponding pictures. Finally, the student fills in the blanks with his/her personal information.

Let's Have Fun! | The student says who he/she sees in the picture and listens to the first part of the story. Then he/she practices saying the lines out loud. Finally, he/she creates new lines for the characters.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page.

Homework Instructions | The student is reminded to do the Homework after class and to use the Listen Up! card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. What do you like to do outdoors? | indoors | in your bedroom
2. I like to play tag. | hide-and-seek | hula hoop
3. It is my turn. | your | his

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu gosto de brincar ao ar livre. E você?
2. Eu amo brincar de amarelinha. E você?

Learning Objectives Checking | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce and complete the following sentences.

1. I like to ... hopscotch.
2. I ... to play jump rope games.
3. I love to play
4. What do you ... to do outdoors?
5. It is ... turn.

Lesson 57

Learning Objectives

- Can talk about what they do and where they go on vacation.
- Can ask and answer questions about places to visit/travel to.
- Can talk about camping activities.
- Can talk about relatives they see on vacation.

Grammar

- Review of question words *what, how, and who*.
- Preposition *on*.
- Review of preposition *by*.

New Content | The student follows the Wizard methodology presentation and practices pattern.

Interactive Task

Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation: *farm / mountains / beach / countryside / campsite*

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** *I visit the farm. / I go to the beach with my friends. / I visit the countryside with my friends. / My friends go to the mountains.*

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. After that, he/she is instructed to open **Wiz.me**, watch the video, and come back to the **Wiz.tab**, where he/she answers a question about it.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** Quem você visita nas férias? / Como se diz "Como você vai para o acampamento?" / Como se diz "Nós visitamos o lago e vamos pescar"? / Como se diz "Nós fazemos uma fogueira e assamos marshmallows"? / Como se diz "Eu junto lenha para a fogueira com meus amigos"?

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. I visit the beach with my friends. | countryside | hotel
2. What do you do on vacation? | in winter | in summer
3. I set up a tent and go fishing. | gather firewood | build a campfire

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu visito o lago com minha família. E você?
2. Eu faço uma fogueira com meus amigos. E você?

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Read the sentences and ask the student to change them into negative.

1. I go to the beach.
2. They visit the farm with friends.
3. I gather firewood with my cousin.
4. I roast marshmallows with my grandma.
5. You build a campfire.

Lesson 58

Reiterative Learning Objectives

- Can talk about what they do and where they go on vacation.
- Can ask and answer questions about places to visit/travel to.
- Can talk about camping activities.
- Can talk about relatives they see on vacation.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *I visit the countryside with my friends. / I love to visit the lake and go fishing with my family. / How do you go to the farm? / They build a campfire and roast marshmallows.*

Interview | The student checks the example, looks at the pictures and answers the questions. Then it is his/her turn to ask the questions based on other pictures.

Listen and Number | The student says who he/she sees in the picture. Then he/she reads and says the sentences out loud, and finally, he/she puts the sentences in the correct order. He/She then listens to the dialogue one more time to check answers.

Drilling Practice | The student does the drilling practice along with the audio material.

Chain Game! | The student listens to the sentences and says each one out loud. Then he/she listens and says the beginning of the sentence out loud, and completes it using the item in the picture.

Let's Have Fun! | The student says who he/she sees in the picture and listens to the second part of the story. Then he/she practices saying the lines out loud. Finally, he/she creates new lines for the characters.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page.

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. What do you do on vacation? | we | they
2. I see my friends on vacation. | grandma | cousins
3. I set up a tent on the campsite. | go fishing | gather firewood

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu vou para a praia nas férias. E você?
2. Eu visito o campo com minha avó e meu avô. E você?

Learning Objectives Checking | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce and answer the following questions out loud.

1. What do you do in fall?
2. Who do you see on vacation?
3. How do you go to the farm?
4. Who do you play with at the beach?
5. What do you do on the campsite?

Lesson 59

Learning Objectives

- Can talk about what they take when they travel.
- Can name a few pieces of clothing and accessories.

Grammar

- Review of question word what.

New Content | The student follows the Wizard methodology presentation and practices pattern.

Interactive Task

Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation: backpack / sunscreen / sunglasses / bathing suit / boots

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** I take my sunscreen to the lake. / You take your pajamas to your bedroom. / I don't take my bathing suit to the mountains. / I don't take my boots to the beach.

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. After that, he/she is instructed to open **Wiz.me**, watch the video, and come back to the **Wiz.tab**, where he/she answers a question about it.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:**

O que você leva para o acampamento? / Como se diz "Eu não levo botas para a praia"? / Como se pergunta "Como você vai para a fazenda?" / Como se diz "Eles fazem um boneco de neve nas montanhas"? / Como se diz "Eu solto/empino pipa no parque com meus amigos"? / Como se diz "Eu amo fazer castelos de areia com meus amigos"?

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. I take my backpack to the beach. | towel | bathing suit
2. I don't take my gloves to the soccer field. | backpack | sunglasses
3. What do you take to the beach? | mountains | farm

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu levo minhas botas para o acampamento. E você?
2. Eu não levo minha mochila para o parque. E você?

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce the following sentences and then change one word in each one.

1. I take my towel to the campsite.
2. You take your pajamas to the hotel.
3. I don't take my sunglasses to the sports center.
4. They make a snowman in the countryside.
5. We don't like to make sandcastles.

Lesson 60

Reiterative Learning Objectives

- Can talk about what they take when they travel.
- Can name a few pieces of clothing and accessories.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *I take my sunglasses to the park. / How do you go to the hotel? / We love to make snow angels in the countryside. / I take my sunscreen and my towel to the beach.*

Look and Draw | The student answers some questions about the picture and answers out loud *E você? Que atividades você gosta de fazer?* Then he/she is instructed to draw something he/she does at a place he/she learned in the space available and show it to the teacher during the Teacher Support.

Listen and Match | The student talks about the images. Then he/she drags the four conversations to the corresponding pictures. Finally, he/she listens to the questions and answers them out loud.

Drilling Practice | The student does the drilling practice along with the audio material.

Challenge! | The student writes as many words related to the topics as he/she can. He/She has three minutes to do this part. Then, during the Teacher Support, he/she shows to the teacher how many words he/she wrote.

Let's Have Fun! | The student says who he/she sees in the picture and listens to the last part of the story. Then he/she practices saying the lines out loud. Finally, he/she creates new lines for the characters.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page.

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Drilling Practice

1. I take my bathing suit and sunscreen to the beach. | pool | lake
2. How do you go to the mountains? | countryside | campsite
3. What do you do at the hotel? | beach | farm

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu faço um boneco de neve nas montanhas.
E você?
2. Eu levo minhas luvas para as montanhas.
E você?

Look and Draw | Check the drawing the student made about activities he/she likes to do.

Challenge! | Check which and how many words the student wrote for each topic.

Learning Objectives Checking | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce and answer the following questions.

1. What do you take to the lake?
2. What do you take to school?
3. How do you go to the mountains?
4. What do you take to the movie theater?
5. How do you go to the bakery?

Review 10

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Pinpoint | The student answers questions about the pictures. Then he/she listens to the dialogue and reproduces the lines out loud twice. After that, he/she creates new lines for the characters. Finally, the student is guided to rewrite the story in his/her notebook, changing the words in bold to words he/she has learned throughout the batch. He/She should show it to the teacher during the Teacher Support.

Listen and Answer | The student listens to a sentence or question and says it out loud. Then he/she writes the answers in his/her notebook and shows them to the teacher during the Teacher Support. **Audio script:** *What do you like to do outdoors? / I visit the countryside with my uncle and aunt. And you? / What do you do in summer? / What do you take to the farm? / I fly a kite in the park. And you? / I go to the sports center by bus. And you?*

Self-assessment | The student listens to the Self-assessment sentences and follows the audio instructions.

Let's Have Fun! | The student creates new lines for the characters and presents them to the teacher during the Teacher Support.

Homework Instructions | The student is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

Note | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

Conversation Practice | Ask the student the following questions. Encourage further conversation.

1. What do you take to the campsite?
2. How do you go to the countryside?
3. What do you do in winter?

Pinpoint | Check the student's work.

Listen and Answer | Check the student's answers to the questions.

Homework Instructions | Check if the student has any questions about the Homework.

Should you have extra time

Ask the student to reproduce and complete the following sentences.

- 1.** I love to play ... outdoors.
- 2.** I ... to the farm with my cousins.
- 3.** I ... the lake with my family.
- 4.** What do you ... to the beach?
- 5.** I ... a snowman in the park.

Notes

