

OBJECTIVES: By the end of the lesson, students will have named and talked about members of a family.

● TARGET LANGUAGE

Key language: *family, mother, father, brother, sister, grandmother, grandfather, Who's that?, next to*

Additional language: *man, woman, possessive 's, pop star*

Review: toys, colors, prepositions, *he/she, his/her*

● MATERIALS REQUIRED

Family flashcards (1–5, 45–46)

Extra activity 1: Prepare ten true and false sentences about Sally's family, e.g., *Scott is her mother. Mr. Star is her father.* Kid's Box AE Teacher's Resource Book 1 Unit 4 Reinforcement worksheet 1 (page 25)

Warmer

- Stick the family flashcards on the board. Point and elicit, e.g., *She's Sally.* Focus on the correct use of *He/She*.
- Turn one flashcard to face the board. Elicit the names again, including the one the students can't see. Repeat, each time turning one more flashcard until all are facing the board. Students repeat from memory. Turn over each one again to check. Repeat.

Presentation

SB24. ACTIVITY 1. Listen and point.

- Say *Open your Student's Books to page 24, please.* Point to the picture. Say *She's ...* Students say *Suzy.*
- Say *Look and point.* Play the CD. Students listen and point to the family members. Ask *Where's Monty?* (on the table). Ask *Where's the star?* (on the shelf). Students say *Here it is.*

CD 2, 02

SUZY: This is my family. That's my father, Mr. Star. He's a pop star. Now, this is a nice picture of my mother. She's on a white chair. Who's that woman in the car? That's my grandmother. My grandfather is next to my grandmother. He's funny. There's my brother, Scott. He's on a black bike. And that's my sister, Sally. She's seven. Oh! And who's that girl next to the table, Monty? That's me. And, oh, where are you? There you are, on the table.

SB24. ACTIVITY 2. Listen and repeat.

- Say *Listen and repeat.* Play the CD. Students point to the pictures and repeat. Chorus the words softly, loudly, and so on. Students continue in pairs, taking turns pointing and saying.

CD 2, 03

Grandfather, grandmother, father, mother, brother, sister

Practice

- Hold up each flashcard, elicit who it is, and place it on the board. Make a family tree. When the tree is complete, point to Mrs. Star and say *Who's this?* Point to Suzy and back to Mrs. Star and say *She's her ...* Wait for students to say *mother.* Say *Point to Suzy's mother in your books.* Repeat.
- Check comprehension by saying, e.g., *Scott is her mother.* Students correct you by saying *No. Scott is her brother.* Repeat.

Pair work

- Introduce *man/woman.* Say *Look at the pictures in your books. Who's the woman next to her grandfather?* Students respond (*her grandmother*). Ask *Who's the man next to her mother?* Students respond (*her father*).
- In pairs, students take turns asking the question *Who's this? / Who's the woman next to ... ?* and answering, using the picture.

WB24. ACTIVITY 1. Who is it? Match and answer.

- Say *Open your Workbooks to page 24, please.* Say *This is Maskman's family.* Point to head 1 and then point to each body in turn and say *Is it this one?* When students agree on the answer, say *Good. Yes. That's right. Who is it?* Students respond, e.g., *His mother.* Don't teach possessive 's.
- In pairs, students match the others and write the numbers in the squares. They guess who it is. Check with the class and elicit the relationship, e.g., *His father.*

Key: 6 grandfather, 1 mother, 2 father, 5 grandmother, 3 brother, 4 sister

WB24. ACTIVITY 2. Listen and color. [S] toward

Listening Part 4

- Students put these crayons on their desks: orange, pink, green, gray, yellow, red, purple.
- Say *Look at Activity 2. Point to Sally. Point to her brother, etc.*
- Say *Listen and color.* Play the CD. The first time, students make a dot on the car in the correct color. They check in pairs. Play the CD again. Check with the class by eliciting, e.g., *Her father is in a red car.* Elicit which color they didn't use (purple).
- Students color the cars.

Key: brother – orange car, sister – pink car, grandmother – green car, grandfather – gray car, mother – yellow car, father – red car

CD 2, 04

SALLY: This is my family.

My father is in a red car. My mother is in a yellow car.
My grandmother is in a green car. My sister is in a pink car.
My brother is in an orange car. My grandfather is in a gray car.

Extra activity: see page T112 (if time)

Optional activity

- Unit 4 Reinforcement worksheet 1 from Teacher's Resource Book 1 (pages 24 and 25).

Ending the lesson

- Put the Sally flashcard on the board. Secretly take one of the family flashcards. Ask *Who's this?* Students take turns guessing, saying, e.g., *Her grandfather.* Repeat.

OBJECTIVES: By the end of the lesson, students will have practiced naming and talking about people in a family.

• TARGET LANGUAGE

Key language: *family, brother, sister, father, mother, grandfather, grandmother, Who's that?, box*

Review: *man, woman, colors, He's/She's*

• MATERIALS REQUIRED

Family flashcards (1–5, 45–46)

A picture of your family (or of another family)

Optional: Kid's Box AE Teacher's Resource Book 1 Unit 4

Reinforcement worksheet 2 (page 26)

Warmer

- Place a family flashcard behind your back. Ask *Who's this?* Students take turns guessing, e.g., *It's Scott*. The student who guesses correctly takes the flashcard. Repeat. Students with flashcards come to the front and stand holding the flashcards in front of them. Review other language by asking, e.g., *Who's the woman next to Mr. Star?* Students respond with the character's name.

SB25. ACTIVITY 3. Listen and say the number.

- Say *Open your Student's Books to page 25, please*. Ask, e.g., *Who's in picture 1?* Students respond. Say *Listen and say the number*. Play the CD. Pause at each // mark. Students raise their hands. Elicit the number from the class. Restart the CD. Pause at the next // mark. Repeat as above.
- Play the CD again. Pause the CD at each //. Students raise their hands. Invite a different student to say the number each time.

Key: 4, 1, 6, 2, 5, 3

CD 2, 05

MAN: Who's that woman, Sally?

SALLY: That's my mother, Mrs. Star. //

SALLY: My sister Suzy's three. //

MAN: Is that your father next to Scott?

SALLY: No. He's my grandfather. //

MAN: Where's your grandmother?

SALLY: She's here, next to my sister, Suzy. //

SALLY: This is my brother, Scott. He's six. //

MAN: Who's that man?

SALLY: My father. //

MAN: How old is he?

SALLY: Oooh! I don't know.

SB25. ACTIVITY 4. Look, listen, and say the words.

- Say *Listen and say the words*. Put students into pairs. Play the example. Students whisper the answer to each other. Elicit the answer from the whole class (mother). Play the CD. Students whisper answers to each other. Play the CD again and check.

Key: 4 mother, 6 grandfather, 1 sister, 3 father, 2 grandmother, 5 brother

CD 2, 06

Look at number four. **SALLY:** She's my ... mother.

Look at number six. **SALLY:** He's my ... grandfather.

Look at number one. **SALLY:** She's my ... sister.

Look at number three. **SALLY:** He's my ... father.

Look at number two. **SALLY:** She's my ... grandmother.

Look at number five. **SALLY:** He's my ... brother.

WB25. ACTIVITY 3. Listen and draw colored lines.

- Say *Open your Workbooks to page 25, please*. Students take out the following crayons: brown, gray, blue, purple, orange, red, black. Play the first instruction. Ask *Which color?* Students respond *Black*. Hold up your book and mime joining grandfather to under the car. Play the CD. Pause after each instruction to give students time to think and draw. Students check in pairs.
- Play the CD again and check with the class. Elicit the color they didn't use (red).

Key: 2 brown – grandmother in the car, 3 blue – mother next to the computer, 4 gray – father on the bike, 5 orange – sister under the table, 6 purple – brother in the box

CD 2, 07

1. Black. My grandfather is under the car.

2. Brown. My grandmother is in the car.

3. Blue. My mother is next to the computer.

4. Gray. My father is on a bike.

5. Orange. My sister is under the table.

6. Purple. My brother is in the box.

Extra activities: see page T112 (if time)

WB25. ACTIVITY 4. Draw your family.

- Show students the picture of your family. Point and say, e.g., *She's my sister. She's my mother*.
- Say *Draw your family*. Students draw their families. Monitor and ask about students' drawings, e.g., *Who's this?* Students respond, e.g., *He's my father, Desmond*.
- Students work in groups of three. Number students 1, 2, and 3. Say *1s, show your picture to your friends. Talk about your family*. Students ask and answer about their pictures. Repeat for 2s and 3s.

Optional activity

- Unit Reinforcement worksheet 2 from Teacher's Resource Book 1 (pages 24 and 26).

Ending the lesson

- Put the family flashcards around the room. Place Sally on the board. Point and say *This is Sally*. Point and say *This is her family*. Say, e.g., *Point to her mother. Point to her grandfather*. Give instructions quickly, one after another.

OBJECTIVES: By the end of the lesson, students will have described people in a family, using adjectives.

● TARGET LANGUAGE

Key language: He's/She's beautiful / ugly / happy / sad / old / young.

Additional language: different

Review: family members, colors

● MATERIALS REQUIRED

Family flashcards (1–5, 45–46)

Photocopiable 4 (see page T100), copied onto thin cardboard, one for each pair, and one set made up for demonstration

Optional: Kid's Box AE Teacher's Resource Book 1 Unit 4

Extension worksheet 1 (page 27)

Warmer

- Make six groups. Each group stands together and holds one of the family flashcards in front of them. Do or teach the chant from Extra activity 2 in the previous lesson, with groups singing their own two lines. Change roles and repeat.

Presentation

- Pre-teach the adjectives *old, young, ugly, beautiful, happy, sad*, using mime:
 - *Young*: cradling a baby
 - *Old*: an elderly person walking with a stick
 - *Happy*: smiling widely
 - *Sad*: crying and rubbing eyes
 - *Ugly*: pulling an ugly face
 - *Beautiful*: looking in an imaginary mirror
- Mime each adjective as you say it. Students copy and repeat.
- A student comes to the front. Whisper an adjective, e.g., *old*.
The student mimes and the class guesses. Repeat.

SB26. ACTIVITY 5. Listen and point.

- Say *Open your Student's Books to page 26, please*. Elicit who they can see. Play the CD. Students listen and point.
- Play the CD again. Pause for students to check with their partner. Check with the class, holding up your book and pointing to the person. Elicit the adjective, e.g., *She's beautiful*.

CD 2, 08

SALLY: Look at my family. That's my mother. She's beautiful. My sister's young – she's three. Oh, dear! Look at that bag. My father's sad. Today my brother's ugly. My grandfather's old. He's next to my sister. My grandmother's happy.

SB26. ACTIVITY 6. Listen and do the actions.

- Play the CD. Students listen and mime the actions. In groups, students take turns miming and saying the adjective.

CD 2, 09

Old, young, ugly, beautiful, happy, sad, young, ugly, sad, old, beautiful, happy

Photocopiable 4: see pages T95 and T100

WB26. ACTIVITY 5. Listen and color the stars.

- Say *Open your Workbooks to page 26, please*. Students take out the following crayons: red, black, green, purple, brown, pink, yellow. Say *Listen and color*. Play the first part of the CD. Hold up a black crayon and mime coloring the star next to the sister. Play the rest of the CD. Students make a colored dot in the star. They check in pairs. Play the CD again. Check with the class. Students color the stars correctly. Ask which color they didn't use (yellow).

Key: grandmother: red, grandfather: green, brother: purple, mother: brown, sister: black, father: pink

CD 2, 10

Black. That's my sister. She's a monster today. She's ugly.
Red. That's my grandmother. She's sad.
Pink. That's my father. He's happy.
Brown. That's my mother. She's beautiful.
Purple. That's my brother. He's young.
Green. That's my grandfather. He's old.

WB26. ACTIVITY 6. Circle and say.

- Say *Look at number 1*. Hold up your book. Point and elicit the adjective for each picture: *ugly, beautiful, ugly, ugly*. Say *Who's different?* Point to the beautiful woman. Say *She's beautiful*.
- Students work in pairs. They say the adjectives along the line, point to the different one and say, e.g., *He's old*. Check with the class. Ask, e.g., *Number 4? Who's different?*

Key: 2 1st picture: *He's ugly*. 3 3rd picture: *He's sad*. 4 3rd picture: *She's young*. 5 2nd picture: *He's old*. 6 4th picture: *He's happy*.

Extra activity: see page T112 (if time)

Optional activity

- Unit 4 Extension worksheet 1 from Teacher's Resource Book 1 (pages 24 and 27).

Ending the lesson

- Draw six circles on the board from top to bottom. Students copy them into their notebooks (or onto paper). Number them from 1 to 6. Say, e.g., 1. *Draw a happy face*. Students draw a happy face in the circle. Repeat for the other adjectives. Students check in pairs. Check with the class. Complete the faces on the board.

OBJECTIVES: By the end of the lesson, students will have described people in a family, using adjectives, and sung a song.

● TARGET LANGUAGE

Key language: We're + adjectives

Review: old, young, ugly, beautiful, happy, sad, mom, dad, He isn't, She isn't

● MATERIALS REQUIRED

12 empty faces (circles) for each pair of students, glue

Extra activity 2: video or audio recording equipment

Optional: Kid's Box AE Teacher's Resource Book 1 Unit 4 Song worksheet (page 29)

Warmer

- Review the adjectives using the game from Student's Book Activity 6 in the previous lesson.

Song

SB27. ACTIVITY 7. Sing the song.

- Say Open your Student's Books to page 27, please. Who can you see? What are they doing? Confirm it's the Star family singing. Say Listen and point to the people you hear. Play the CD.
- Play the CD again in sections (see //). Pause after each section for students to repeat. The next time, play two sections for students to repeat. Then play the CD again, this time for students to join in. Practice the song two or three times.
- Students stand up. Teach the actions.
Young or old: arms as if rocking baby and then stooping as if holding walking stick
Happy or sad: big smile and then frown
Brother and sisters: arms out to the sides
Mom and Dad: arms pointing diagonally upward
We are family: arms in a circle (as if hugging)
My brother, my sister, and me: one arm to the side, then the other, then a jump
He's my father: one arm pointing diagonally up
She's my mother: the other arm pointing diagonally up
She's my sister: one arm to the side
And he's my brother: the other arm to the side
- Practice the song. Make three groups (Suzy, Sally, and Scott). Everyone sings the first part. Then each group sings their part and mimes. Change group roles and repeat.

CD 2, 11

ALL THREE CHILDREN: Young or old,
Happy or sad.

Brother and sisters,
Mom and Dad. //

SUZY: We are family.
My brother, my sister. My brother, my sister,

And me. //

SALLY: He's my father,
She's my mother, //
She's my sister,
And he's my brother. //

SUZY: We are family.
My brother, my sister. My brother, my sister,
And me. //

SCOTT:

She's my mom,
He's my dad. //
Beautiful, not ugly,
Happy, not sad. //

SUZY:

We are family.
My brother, my sister. My brother, my sister,
And //
We are family.
My brother, my sister. My brother, my sister,
And me. //

CD 2, 12

Now sing the song again. (Karaoke version)

SB27. ACTIVITY 8. Listen and chant.

- Hit your desk gently with your hand three times, and as you do so, say 1, 2, 3. Gesture for students to copy and repeat. Hit your desk three times, and then say Happy! and make a very happy face. Gesture for students to copy, but this time make a sad face. Elicit the response Sad!
- Say Listen to the chant. Play the CD. Students listen only.
- Play the CD again. Join in with the teacher's parts (T). Pause after each of the children's parts (CH) for students to repeat (the beating and the word).
- Play the whole chant again for the students to join in.
- Divide the class in two and practice the chant in parts.

CD 2, 13

T: 1, 2, 3 ... small

T: 1, 2, 3 ... old

CH: 1, 2, 3 ... big

CH: 1, 2, 3 ... young

T: 1, 2, 3 ... brother

T: 1, 2, 3 ... happy

CH: 1, 2, 3 ... sister

CH: 1, 2, 3 ... sad

T: 1, 2, 3 ... beautiful

T: 1, 2, 3 ... mother

CH: 1, 2, 3 ... ugly

CH: 1, 2, 3 ... father

WB27. ACTIVITY 7. Look and complete the words.

S toward Reading and Writing Part 3

- Say Open your Workbooks to page 27, please. Say Look at the woman. Is she old? Is she sad? No, she's ... Elicit beautiful. Say beautiful several times, emphasizing the initial sound /b/. Show students that the letters have been reordered to make the word in the example.
- Students work individually to solve the rest of the anagrams. Note: In the actual Starters test, only nouns appear as whole-word anagrams.

Key: 1 old, 2 sad, 3 ugly, 4 happy, 5 young

Extra activities: see page T112 (if time)

Optional activity

- Hand out copies of the song worksheet from Teacher's Resource Book 1 (pages 24 and 29). Students make the mask and use it when they sing the song.

Ending the lesson

- Hand out 12 empty faces to pairs of students. Each student draws different expressions, features, etc. on six of the blank faces to show the adjectives (old, young, ugly, beautiful, happy, sad).
- Make groups of four. Students put the faces face down on the desks and play a matching game. They take turns flipping over two faces and saying what they are, e.g., She's ugly. He's old. If the adjectives match, they take the pair. If not, they turn them face down again. The student with the most pairs wins.

OBJECTIVES: By the end of the lesson, students will have practiced the sound /æ/ and completed a listening activity.

• TARGET LANGUAGE

Key language: the phoneme /æ/ as in *sad, happy, cat*

Additional language: *isn't, silly, scary*

Review: family members, numbers 1–6, adjectives, prepositions

• MATERIALS REQUIRED

Selection of ten color, school, and toy flashcards to include *bag, black, cat, happy, sad*

Extra activity 2: a bag and five small known objects, e.g., pencil, small book, small ball, ruler, eraser

Warmer

- Show each of the ten flashcards to students. Elicit the word and stick the flashcard on the board. Put the flashcards with the sound /æ/ in one group: *bag, black, cat, happy, sad*. Say *Today's sound is ...* Students complete by saying *a* (the sound).

SB28. ACTIVITY 9. Monty's phonics.

- Say *Open your Student's Books to page 28, please*. Point to the pictures of the clown and say *Sad, Happy*, emphasizing the /æ/ sound in both words. Students practice saying the words.
- Point to the first picture of the cat and say *Look! A sad cat. Sad cat*. Emphasize the /æ/ sound in the words. Do the same with the second picture and *Happy cat!* Say *Now listen to Monty, point, and repeat*.
- Play the CD. Students listen and repeat the sounds and the sentence, using the same tone and speed as Monty.
- Students practice saying *Sad cat. Happy cat!* in pairs.

CD 2, 14

MONTY: Hi, I'm Monty! Repeat after me!

/æ/ /æ/ sad Sad cat. Happy cat.

/æ/ /æ/ happy Sad cat. Happy cat.

Sad cat. Happy cat!

SB28. ACTIVITY 10. Listen and correct.

- Pre-teach *scary* and *silly* using mime and making faces. Say *Scary, silly, silly, scary, etc.* and students change their faces in quick succession.
- Students look again at Simon's mask on Student's Book page 26. Say *Simon's mask is ugly and scary. Is a monster scary? (Yes, it is.) Is a teddy bear scary? (No, it isn't.)*
- Students look at the clown on Student's Book page 28. Ask *Is a clown silly? (Yes, it is.)*
- Hold up your Student's Book. Say *Look at this scary family*. Point to the old man, and say *Look at grandfather. He's young*. Students correct you, e.g., *No, he isn't. He's old*. Repeat with another adjective and *She*. Make sure students use *isn't* in the correction.
- Say *Look at Activity 10. Listen*. Play the first line. Students correct: *No, she isn't. She's beautiful*. Play the rest of the CD. Students whisper the correction to their partners.
- Play the CD again. Pause after each pair of sentences. Students raise their hands. Elicit each answer from a different student.
- Students in pairs. One points to a picture and says, e.g., *She's old*. The other says, e.g., *No, she isn't. She's young*.

Key: Grandfather – No, he isn't. He's old. Father – No, he isn't. He's happy. Sister – No, she isn't. She's young. Brother – No, he isn't. He's sad. Grandmother – No, she isn't. She's ugly. Cat – No, he isn't. He's scary.

CD 2, 15

Look at my mother. She's ugly.

Look at my grandfather. He's young.

Look at my father. He's sad.

Look at my sister. She's old.

Look at my brother. He's happy.

Look at my grandmother. She's beautiful.

Look at my cat. He's silly.

WB28. ACTIVITY 8. Listen and circle the "a" in the words.

- Stick the ten flashcards from the Warmer on the board. Point to each one and elicit the word. Circle the ones with the sound /æ/.
- Say *Open your Workbooks to page 28, please*. Point to the first picture and play the first word on the CD. Gesture to show that students have to circle the "a" in the word below the picture. Say *Listen and circle the "a" in the words*.
- Students listen and complete the activity individually. Then they compare answers in pairs. Check as a class. Write the words on the board and call different students to the board to circle the letter "a" in each one.

CD 2, 16

- | | |
|--------|-----------|
| 1. cat | 4. happy |
| 2. sad | 5. family |
| 3. bag | 6. black |

WB28. ACTIVITY 9. Listen and write the number.

- Review the prepositions by placing an eraser on, under, in, and next to the desk and eliciting where it is.
- Focus students on the pictures. Tell them to use a pencil. Play the first section of the CD. Elicit the picture. Play the rest of the CD. Students listen and write. They check in pairs. Play the CD again. Pause after each one and elicit the answer from a different student.

Key: 5, 6, 2, 4, 1, 3

CD 2, 17

1. My grandfather's in the car.
2. My father's under the car.
3. My grandmother's next to the table.
4. My mother's on the bike.
5. My sister's under the box.
6. My brother's on the chair.

Extra activities: see page T112 (if time)

Ending the lesson

- Hand out a selection of flashcards, including *black, bag, cat, happy, and sad*, so that each student has a card. Choose students at random and ask them to say their word. Call out one or two instructions for the students whose word has the sound /æ/, e.g., /æ/ words: *stand up!* /æ/ words: *open your books!* Check that the correct students are doing the actions by asking them to hold up their flashcards. Collect the cards and redistribute them around the class. Repeat with different instructions. When students are familiar with the game, a volunteer can lead it by giving the instructions.

OBJECTIVES: By the end of the lesson, students will have listened to a story and reviewed language from the unit.

• TARGET LANGUAGE

Key language: language from the unit

Additional language: mice, Is this ... ?

Review: mom, dad

• MATERIALS REQUIRED

Character flashcards (6–8)

Extra activity 1: The dice and boards from Photocopiable 4 (see page T100) or make them now.

Extra activity 2: character flashcards (1–5, 45–46), plus selection of other flashcards, maximum of 12

Optional: Kid's Box AE Teacher's Resource Book 1 Unit 4

Extension worksheet 2 (page 28) and/or animated version of the story from Kid's Box AE Interactive DVD 1 (Suzy's room section)

MONTY: Are you my brother, Maskman?

MASKMAN: No, I'm not.

MONTY: Are you my sister, Marie?

MARIE: No, I'm not.

MONTY: Where's my family?

MARIE: Look, Monty. Here's your family. It's the mouse family.

MONTY: Ooh! Look, my mom and dad. Marvin Mouse and Maxi Mouse.

MASKMAN: Are you happy now, Monty?

MONTY: Yes, I am.

SB29. ACTIVITY 12. Listen and say the number.

- Say Now listen and say the number. Play the CD. Pause after each section to give students time to think and to check with each other before asking for the answer from the class.

Key: 4, 1, 5, 2, 6, 3

CD 2, 19

Story as above, but in the order of the key.

WB29. MY PICTURE DICTIONARY.

- Say Open your Workbooks to page 29, please. Look at the picture dictionary. Students prepare the stickers. Say the words in turn. Students point to the correct sticker. Say the words again in a different order. Students point to the correct word in their books. Students stick the stickers in the correct place. Monitor around the class to check. If appropriate, students trace around the words under the pictures.

WB29. MY STAR CARD.

- Focus students on the activity in their books. Say Can you say these words? Use the character flashcards to elicit the words in turn. Students say them in chorus. Ask students to repeat if necessary. When students don't say a word correctly, elicit the word from a student who can and then ask the students having difficulty to repeat.
- Students work in pairs. They take turns pointing to a word in their books and saying it.
- Elicit a word. Say Good. Now color the star. Check students know what to do with the other words and stars. Students choose colors to color their stars.

Extra activities: see page T113 (if time)

Optional activities

- Unit 4 Extension worksheet 2 from Teacher's Resource Book 1 (pages 24 and 28).
- The animated version of the story from Kid's Box AE Interactive DVD 1 (Suzy's room section). See pages 41–44 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Ask students which chant/song they like from the unit. Sing it together to end the unit.

CD 2, 18

Toys in the toy box,
Come alive.

Walk and talk,
On the count of five.

One, two, three, four, five.

MASKMAN: Look at this!

MARIE: What is it?

MASKMAN: It's a picture of my family.

MONTY: Who's this?

MASKMAN: She's my sister, Maskgirl.

MONTY: And is this your young brother?

MASKMAN: Yes, that's Maskboy.

MONTY: Wow!

MARIE: And look, here's my family.

MONTY: Wow! She's beautiful. Is she your mother?

MARIE: Yes, she is. She's my mom, Babs.

MONTY: And is this your father?

MARIE: Yes, that's Ben, my dad.

OBJECTIVES: By the end of the lesson, students will have had more practice talking about colors and will write about mixing two colors together.

● TARGET LANGUAGE

Key language: Red and yellow is ... ? Orange. What's red and blue? Purple.

Additional language: mixing colors

Review: colors: blue, red, yellow, green, orange, purple, pink, white, black, brown, gray

● MATERIALS REQUIRED

Color flashcards (20–26)

Paints (blue, red, white, green), paper, and paintbrushes

Colored pencils/crayons

Warmer

- Review colors using the flashcards. Show a flashcard and ask *What color is it?* Students respond, e.g., *It's green.*

Presentation

- Say *Open your Student's Books to page 30, please.* Point to the picture of Marie and elicit her name. Remind students that Marie's pages are about different subjects. Say *This is Marie's art. Say Today's lesson is about art.*
- Stick two color flashcards on the board and draw a + sign between them. Point and ask, e.g., *Blue and yellow is ... ?* Point to the space at the end and say *What color is it?* Students raise their hands when they have the answer. Stick the correct color flashcard in the space.

SB30. ACTIVITY 1. Listen and say.

- Hold up your book. Point to the three colors at the top of the palette and elicit the names. Do the first one as an example, pointing to the red and yellow, and then the orange.
- Say *Listen and say.* Play the CD, pausing for students to respond.

Key: orange, green, gray

CD 2, 20

Red and yellow is ... ?

Yellow and blue is ... ?

Black and white is ... ?

SB30. ACTIVITY 2. Look and guess. Do.

- Hold up your book and point to the cans of paint. Elicit the colors. Say *Look and guess.* Give the students time to think for each one. Students work individually and then check their answers in pairs. Call volunteers to the front to ask the class, e.g., *What is blue and red? What is white and red?* Students raise their hands when they have the answer.
- Choose students to come to the front to mix the colors from the activity with real paintbrushes and paint on a piece of paper. Hold up the paper with the new color. The whole class choruses each question and answer.

Key: 1 Blue and red is purple. 2 Red and white is pink. 3 Green and red is brown.

WB30. ACTIVITY 1. Read and color. Write.

- Say *Open your Workbooks to page 30, please.* Point to and read the example. Hold up a black crayon and a white crayon. Say *Black and White* as you hold them up. Then hold up a gray crayon and say *Gray.*
- Say *Now read and color. Don't write.* Students work individually to choose and color the paint cans only. Students compare their colors in pairs. Monitor and check answers.
- Hold up your book and point to the word boxes. Say *Write.* Students can count the letters in the words and match the word shapes to the corresponding boxes to help. Check answers. Say, e.g., *Red and white is ... ?*

Key: 2 pink, 3 green, 4 orange, 5 purple

Extra activity: see page T113 (if time)

Ending the lesson

- Stick two color flashcards (that make a new color together) on the board. Say, e.g., *What's blue and red?* Students answer in chorus *Purple.* Get students to come and ask the question as you stick different color flashcards on the board. Students answer in chorus. Repeat to practice all the color combinations in the lesson.

OBJECTIVES: By the end of the lesson, students will have listened to a story and practiced making an apology, giving a compliment, and making an offer.

● TARGET LANGUAGE

Key language: *Here you are. I'm sorry. That's OK.*

Additional language: *Wow! Your picture is beautiful. Let's clean up!*

Review: *Thanks, classroom objects*

● MATERIALS REQUIRED

Pieces of paper with one of the following phrases: *Ouch! I'm sorry. My pencil! Here you are. Your picture is beautiful. Your picture is beautiful, too.* There should be enough for each student to have one and for them to be able to find a partner with a corresponding phrase.

Warmer

- Write the following lines from the CD script on the board (they are not in the right order):
*That's OK.
Ouch!
I'm sorry!*
- Students suggest the correct order. Talk briefly about when it is a good idea to say *sorry*.

SB31. ACTIVITY 3. Listen to the story.

- Say *Open your Student's Books to page 31, please.* Remind students of the meaning of values and ask them to identify the values they see in the pictures. Ask *Where's Sam?* Students point to Sam. Point to the girl and say *This is Kim.* Write the name on the board. Teach *beautiful* using picture 3 or a picture you have in the classroom. Say *Listen to the story.* Play the CD.

CD 2, 21

SAM: Hi, Kim.

KIM: Hi, Sam ... Whoa! Ouch!

SAM: I'm sorry, Kim.

KIM: That's OK.

KIM: Oh, no! My pencil!

SAM: Here you are.

KIM: Thanks, Sam.

KIM: Wow! Your picture is beautiful.

SAM: Thank you. Your picture is beautiful, too.

KIM: Thanks, Sam.

Values

- Talk to the class about the values in the story: when you hurt someone, you should say *I'm sorry*; it's nice to help people, and it's good to compliment other people for their work (and to say *Thank you* when someone gives you a compliment). Use English as much as possible.

SB31. ACTIVITY 4. Listen and say the number. Act it out.

- Say *Listen and say the number.* Play the CD. Pause after each picture. Give students time to think and to check with each other before asking for the answer from the class.

Key: 2, 1, 3

CD 2, 22

Story as above, but in the order of the key.

- Say *Act out the story.* Demonstrate the activity. Two students come to the front. Let each student choose a character (Sam or Kim). Play the CD and help them act out the story. Repeat with another pair. Divide the class into two groups. Point to one group and say *Sam* and the other and say *Kim*. Play the CD. Students act and join in with their character's lines. Repeat, so students play both roles.

WB31. ACTIVITY 2. Draw and complete the pictures.

- Say *Open your Workbooks to page 31, please.* Elicit the classroom objects students can see (box, pencil, paint). Say *Draw and complete the pictures.* Students compare books to check.

Key: Students draw: 1 a pencil, 2 a box, 3 some spilled paint
They complete the faces in the three pictures.

Extra activity: see page T113 (if time)

Ending the lesson

- Give each student a piece of paper with a phrase on it from the lesson, e.g., *My pencil!* Students move around the classroom, reading their phrase aloud, until they find another student with a phrase that could make a conversation, e.g., *Here you are.* When they have found a partner, they practice their dialog together.