

Teaching notes for Photocopiables

Photocopiable 1 (Unit 1 page 5)

Hand out copies of Photocopiable 1 (page T97), one for each student.

Students cut the cards out (and color them if there is time). Students work in pairs and take turns playing the game. Student A makes a line of five as in Workbook page 5 Activity 3. Student B says the five names aloud and completes the sequence.

At the end of the game, each student puts his/her set of six cards into an envelope for use in another lesson.

Photocopiable 2 (Unit 2 page 13)

Hand out copies of Photocopiable 2 (page T98), one for each student.

Students color in the puppets (about five minutes). Monitor the class carefully.

When all students are ready, hand out the scissors and the glue. Demonstrate cutting out one of the puppets. Students cut out their puppets.

Demonstrate how to curl back the tabs and glue one tab onto the other. Students glue the tabs in place and then play with their finger puppets (see page T13).

Photocopiable 3A (Unit 3 page 20)

Show the class a completed sentence wheel from Photocopiable 3A. Turn the wheels and make sentences, e.g., *The car is under the chair*.

Hand out copies of Photocopiable 3A (page T99), one for each student.

Students color the pictures and cut out the three circles. Hand out the paper fasteners. Students clip the wheels together, with the largest wheel at the bottom and the smallest wheel on top.

Check students understand that the four cat pictures on the middle circle illustrate *on*, *in*, *next to*, and *under*.

Practice by calling out sentences for students to make with their sentence wheels, e.g., *The train is under the toy box*. They line up their wheels accordingly. Students call out sentences, too.

Students work in groups of four. They take turns calling out sentences for the others to make with their wheels. The first to make the sentence becomes the caller.

Photocopiable 3B (Unit 3 page 19)

Hand out copies of Photocopiable 3B (page T99), one for each student.

Students cut out the six cards.

Draw a 3 x 2 grid on the board. Number the squares 1–6.

Students copy it into their notebooks. A card will need to fit in each square.

Turn away from the board. Use a student's grid and cards. Two students place six toy flashcards (35–40) in the squares on the board. Ask, e.g., *What's number 2?* Elicit a response, e.g., *(It's) a car*. Place the small car card in square 2 of the student's grid. Repeat for the other squares. Look and check if the position of the card pictures matches the flashcards.

Students play in pairs. They sit facing one another, hiding their grids so their partner can't see. Student A places the cards. Student B asks and then places his/her cards in the same squares. They look and check. They change roles and repeat.

Students put their cards in an envelope at the end of the game and write their name on the envelope. Collect the envelopes so the cards can be used in another lesson.

Photocopiable 4 (Unit 4 page 26)

Show students the die you have already made and roll it. Students call out the word, e.g., *Young*. Check students understand that the die illustrates *old*, *ugly*, *young*, *beautiful*, *happy*, and *sad*.

Show students the game board. Elicit who they can see (*Sally and the Star family*). Say, e.g., *Her mother is beautiful*. Show thumbs up. Elicit other true sentences from the class.

Demonstrate the game. Explain that the coin will show how many squares to move and the die will show which adjective to use. Flip a coin. Heads move one square, tails two squares. Use an eraser for a game piece. Move to the square indicated by the coin. Then roll the die and make a sentence about the person, using the adjective on the die, e.g., *Her father is beautiful*. Show thumbs down to say that it isn't true. If students land on a square with a picture of a thumb, they don't make a sentence.

Divide the class into pairs. Hand out copies of Photocopiable 4 (page T100), one for each pair of students.

Students cut out the die and the board. Show students how to glue the die together.

Hand out a coin to each pair. Monitor students as they are working. The first player to reach the finish is the winner. Pairs who finish early can play again.

Collect the materials at the end of the game for use in another lesson.

Photocopiable 5 (Unit 5 page 35)

Make two groups. Hand out copies of Photocopiable 5 (page T101) part A to one group and part B to the other group.

Students work in pairs with the same pictures (A + A or B + B). They look at the pictures, find the animals, and count them.

Make new pairs of students from different groups (A + B). They put their photocopies on the table and take turns pointing and saying, e.g., A: *Six dogs*. B: *Five dogs*. When there are differences, they circle them in pencil. Check with the class.

Key:

A: Six dogs B: Five dogs

A: One cat under the table B: Two cats on the table

A: Old horse B: Beautiful horse

A: Four mice B: One mouse

A: One fish B: Two fish

A: Eight birds B: Nine birds

Photocopiable 6 (Unit 6 page 41)

Show students your completed puppet. Say in a troll voice *Hi, my name's (name). I'm a troll. My eyes are (green), my hair is (green) and (red)*.

Hold up a copy of Photocopiable 6 (page T102). Show students what to do (draw ears, mouth, teeth, color the troll, stick on hair).

Hand out the photocopies (one for each student) and materials. Monitor students as they are working. When students are ready, hand out the scissors for students to cut out their trolls, and the lollipop sticks and the glue for them to make the puppets. Students name their trolls. Put an envelope on each student's desk.

Show your puppet to the class again. Introduce yourself as at the beginning. Encourage a student to reply in the same way, e.g., *Hi. My name's (name). I'm a troll. My eyes are (blue and red). My hair is (purple).* Repeat.

Students work in groups of four and introduce their trolls to their friends.

Photocopiable 7 (Unit 7 page 51)

Show students the dominoes you have made. Demonstrate how to play the game. Remind students to say the animal word when they make a match.

Make groups of three. Hand each group a copy of Photocopiable 7 (page T103) cut into three strips. Each student cuts a strip to make six dominoes.

They place the dominoes face down on the table. Each student takes four dominoes. The first player places a domino face up on the table. The next player matches either the word or the picture, saying the word and placing his/her domino next to the previous one on the table. If he/she can't go, he/she picks up one of the spare dominoes and the next player tries it. Play continues until there are no spare dominoes left and one player has put down all his/her dominoes.

Remind students of the language for playing games, e.g., *It's your turn. Is it my turn?*

Groups place their cards in envelopes for use in another lesson.

Photocopiable 8 (Unit 8 page 61)

Show the class your set of cards. Elicit what they are, e.g., *Green socks, blue shoes.* Hand out a copy of Photocopiable 8 (page T104) to each student. Dictate the colors, e.g., *Color the skirt red.* Choose different colors for each clothes item.

Students cut up the cards and write their name on the back of each one so they can identify them later.

Mix four sets of cards together. Deal them to four students. Students ask each other for cards to collect sets of four the same, e.g., *Do you have blue shoes?* They take turns asking, going clockwise around the circle. They can ask whoever they choose in their group. When they get a set, they put it down on the table. They continue until all the sets are found, or the time is up.

Review language for playing games, e.g., *It's my/your turn.* Make groups of four. Students play the game.

At the end, students take back their own cards and put them in an envelope for use in another lesson.

Photocopiable 9a (Unit 9 page 65)

Show your set of cards. Hold up the card with the word *swim* on it and the card with a picture of Marie playing the guitar. Say *Is this a match?* Students respond *No.* Show the other picture cards for students to choose the match (*swim* picture).

Hand out a copy of Photocopiable 9a (page T105) to each student. They cut out the 12 cards and put their initial in the corner of each card. (They don't write on the back.)

Review language for playing games. Make pairs. Pairs put one set of 12 cards face down on the desk and mix them up. Students take turns turning over two cards. They say or read the action on each card. If they are the same (picture and phrase), the student takes the pair. If not, the student turns them face down again. Play continues until all the cards are matched. The winner is the student with the most cards.

Students put their cards in envelopes for use in another lesson.

Photocopiable 9b (Unit 9 page 68)

Quickly review the actions from Unit 9, using the flashcards. Display them on the board.

Hand out copies of Photocopiable 9b (page T106). Demonstrate the activity. Point to the picture of swim and ask a student, e.g., *Can you swim?* The student answers *Yes, I can.* / *No, I can't.* Put a check mark or an *X* next to the swim picture. Prompt the short answer each time. Students respond in chorus.

Make pairs or small groups. Students take turns asking and answering. They write students' names at the top of the chart. They put a check mark or an *X* below the names for each action. Check in open pairs around the class.

Note: Instructions for this activity are also on page T68.

Photocopiable 10 (Unit 10 page 71)

Show students the board game you have made. Make pairs. Hand out one copy of Photocopiable 10 (page T107) part B and two copies of part A to each pair. They color the small circles (A) in colors that they know in English, cut them out, and stick them in the correct places on the board (B).

Demonstrate the game. Students put their game pieces on *Start*. They spin a pencil, and when it lands, the person that the pencil is pointing to starts. The first player tosses the coin: heads they move one space, tails two. The student moves the game piece to the space and says what it is, e.g., *A green helicopter.* If students make a mistake, e.g., say the wrong color or the wrong ride, they miss a turn.

Remind students of language for playing games, e.g., *It's my turn.* Also teach them *That's wrong! Miss a turn.*

Students take turns playing. The player who gets to *Finish* first is the winner. Collect the game boards for use in another lesson.

Photocopiable 11 (Unit 11 page 78)

Show students your copy of Photocopiable 11 (page T108). Hand out a copy of parts A and B to each pair of students. They color the cards in B and then cut them out. They place the house in A on the desk between them.

Students take turns giving instructions for six of the cards, e.g., Student A says *Put the pants in the kitchen.* Student B puts the pants card in the kitchen. Monitor students as they are working. Encourage them to use different cards each time.

Collect the materials at the end of the game. Students put them in envelopes with their names on for use in another lesson.

Photocopiable 12 (Unit 12 page 87)

Show students your completed food market with different colored foods (you only need two or three for each color).

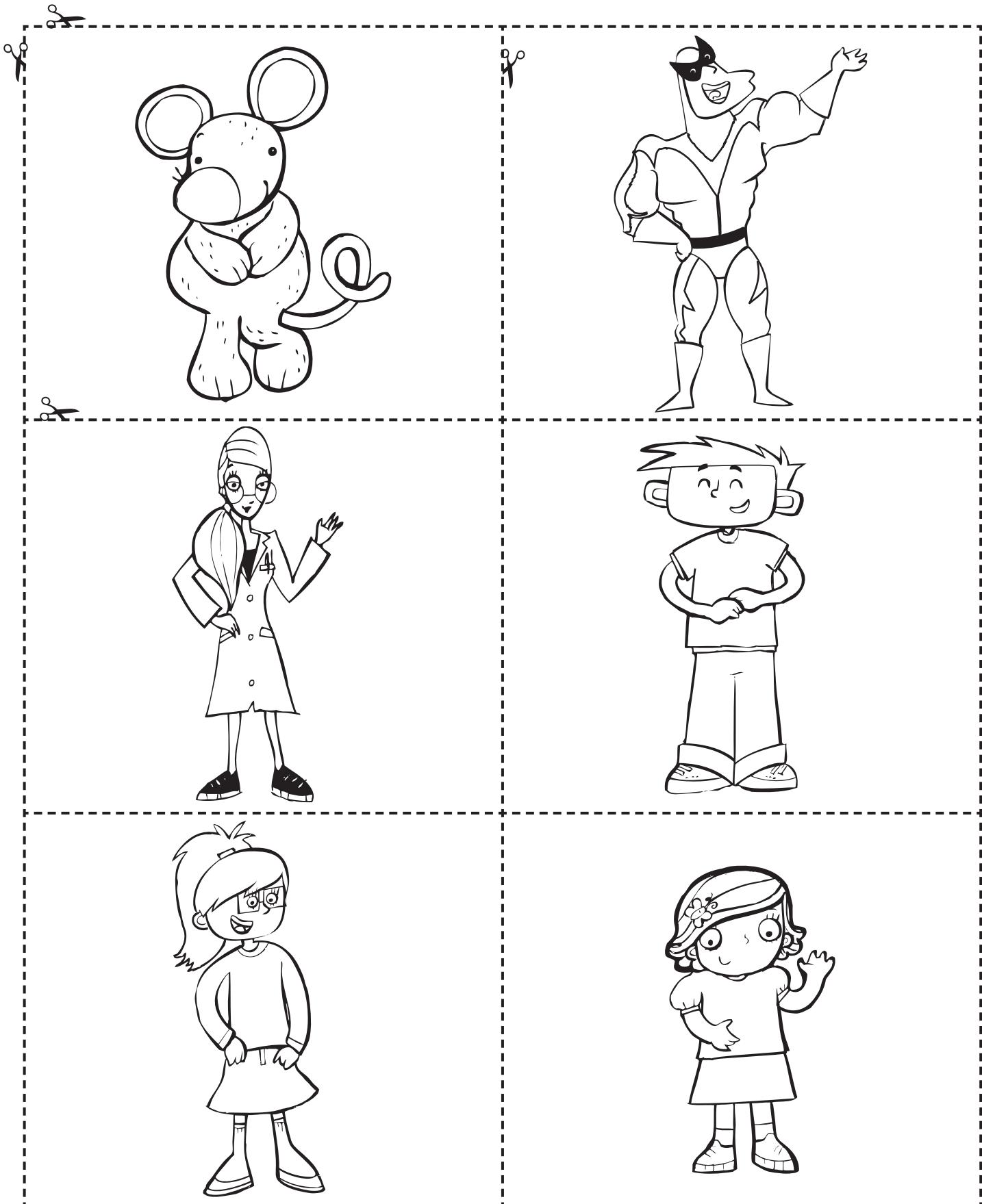
Students work in groups of four. Hand out a copy of Photocopiable 12 (page T109) to each group. They color the headings in the correct colors.

Hand out supermarket ads/leaflets to groups. They find pictures of colored foods, cut them out, and stick them on their photocopies. They can also draw different colored foods they know. Elicit the known foods and provide other food words when appropriate.

Groups show their food markets. Ask which color food they have most of.

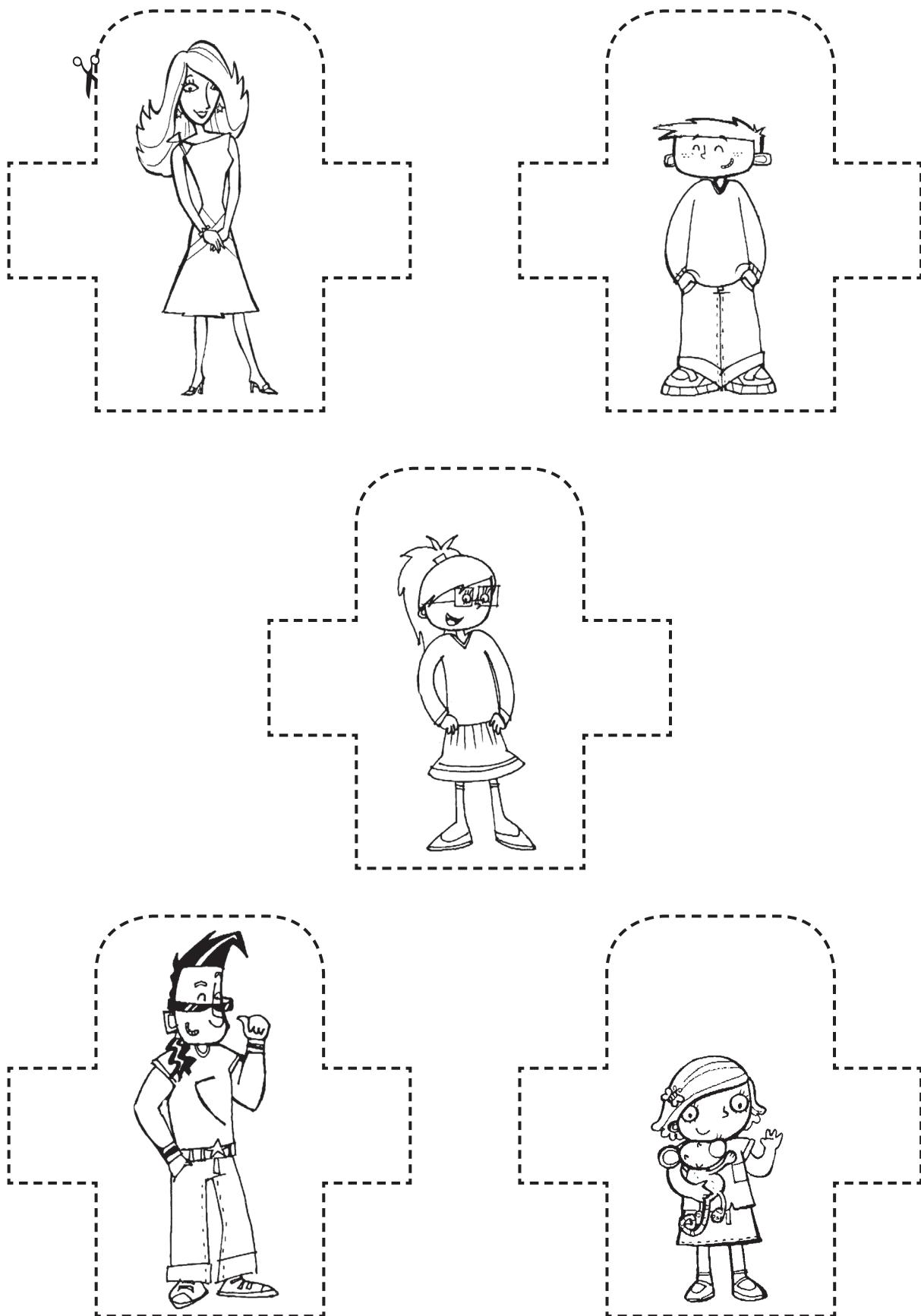
Photocopiable 1

Unit 1, page 5



Photocopiable 2

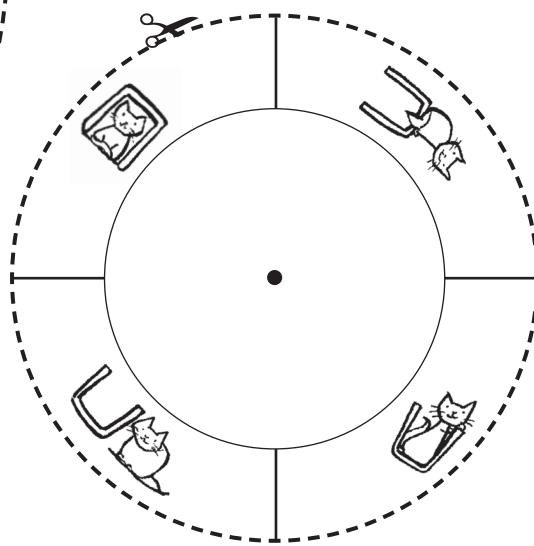
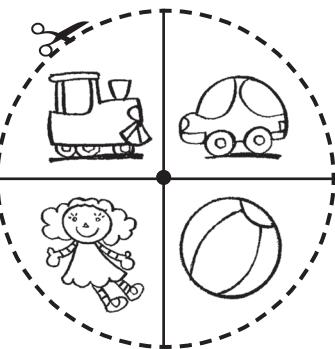
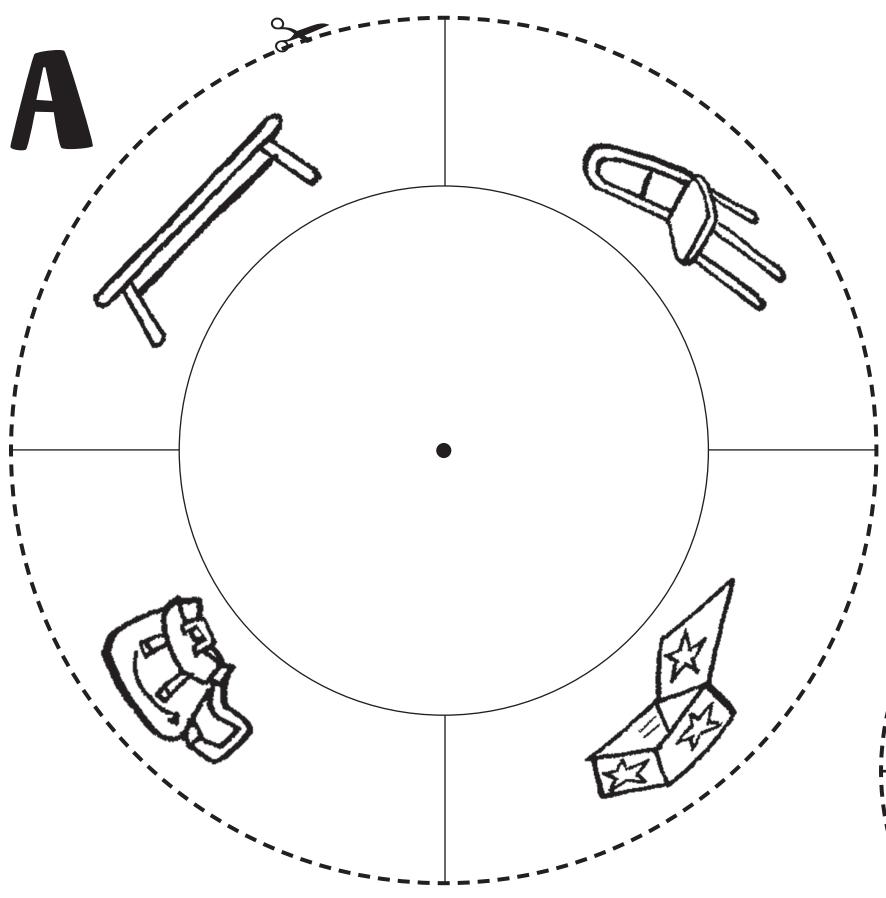
Unit 2, page 13



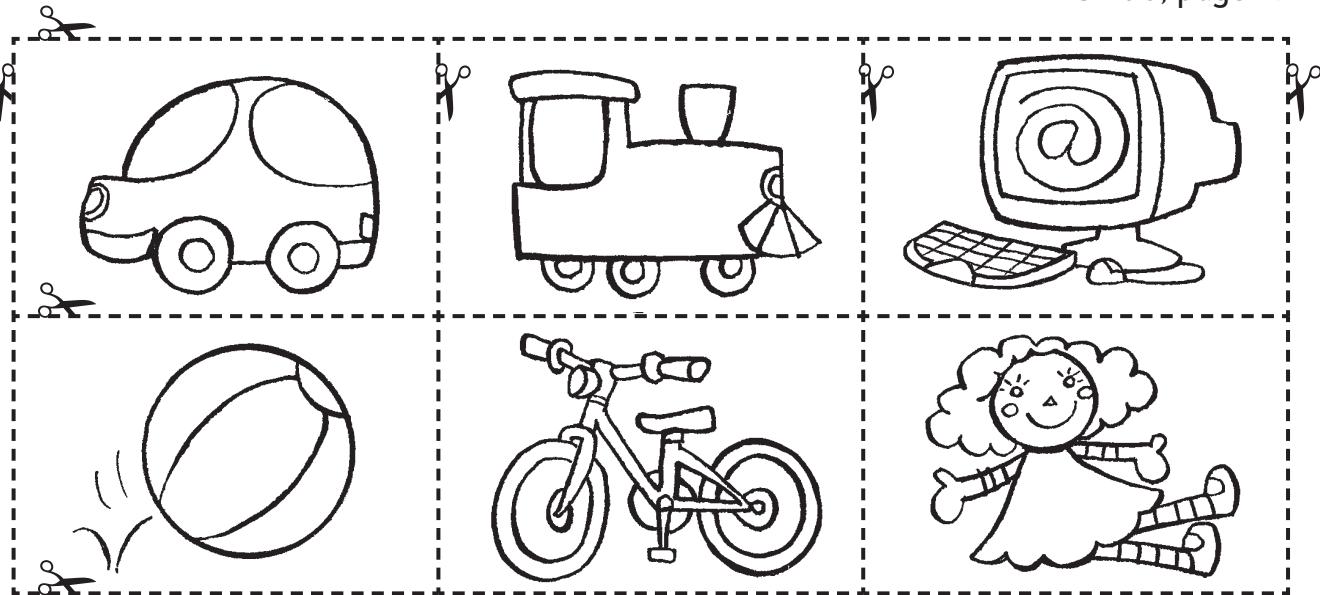
Photocopiable 3

Unit 3, page 20

A



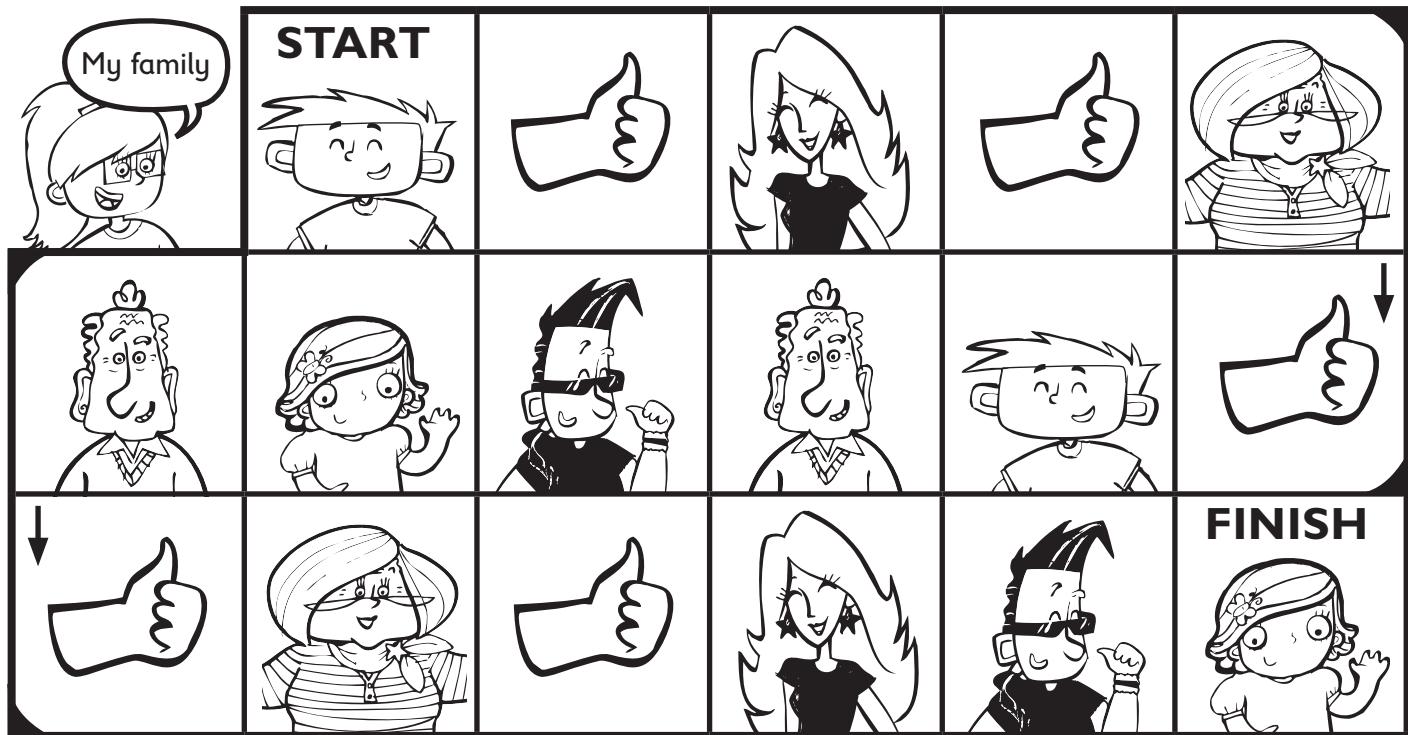
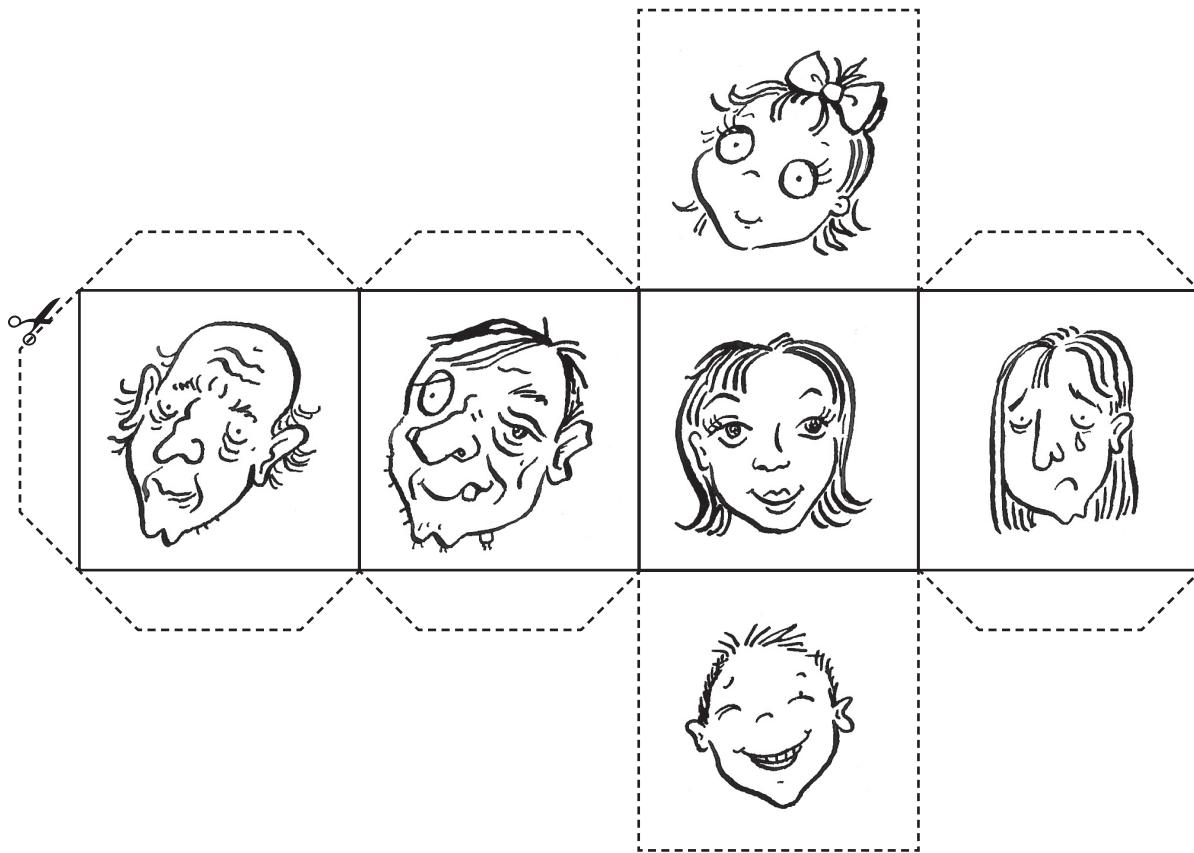
B



Unit 3, page 19

Photocopiable 4

Unit 4, page 26



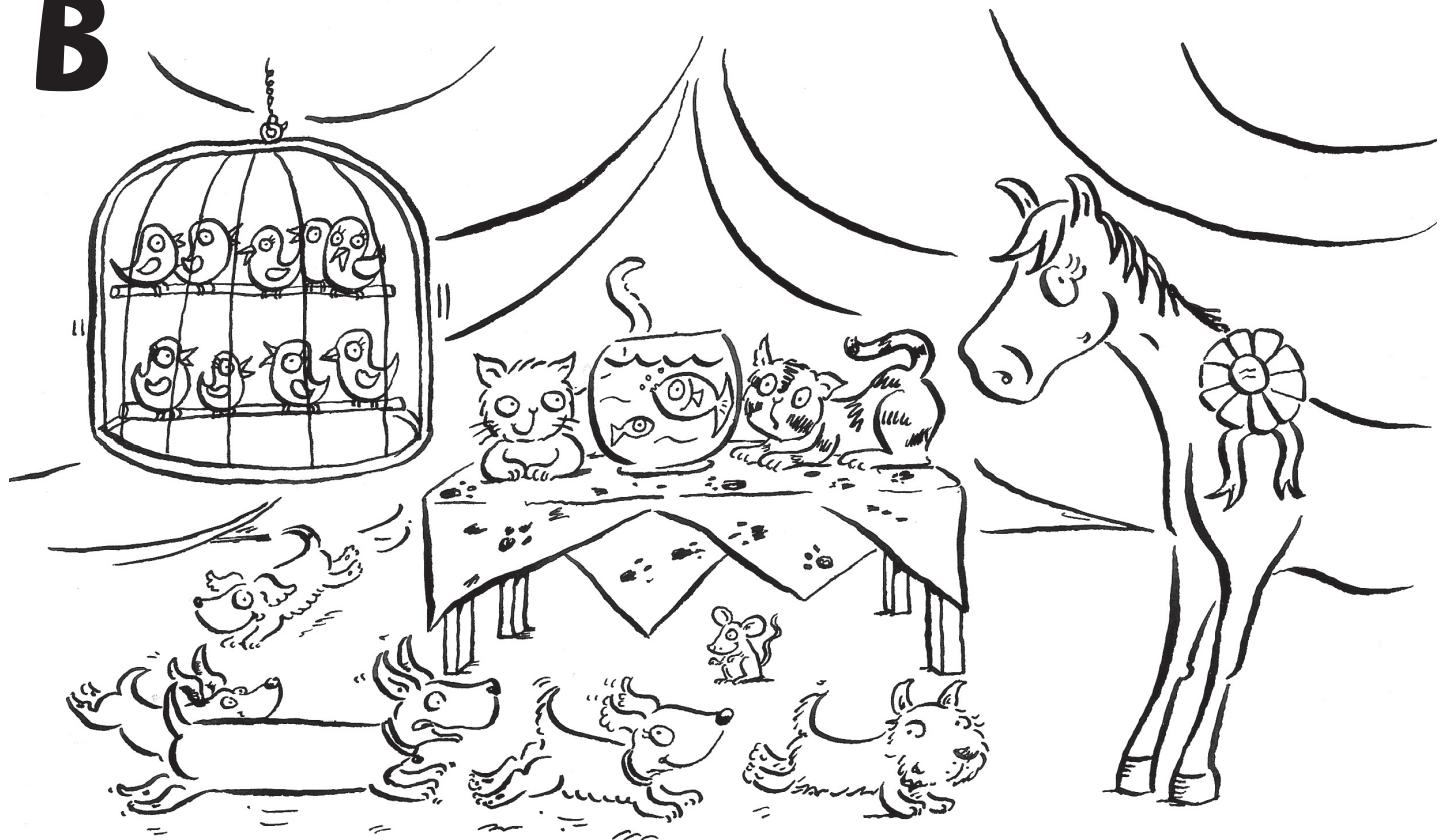
Photocopiable 5

Unit 5, page 35

A

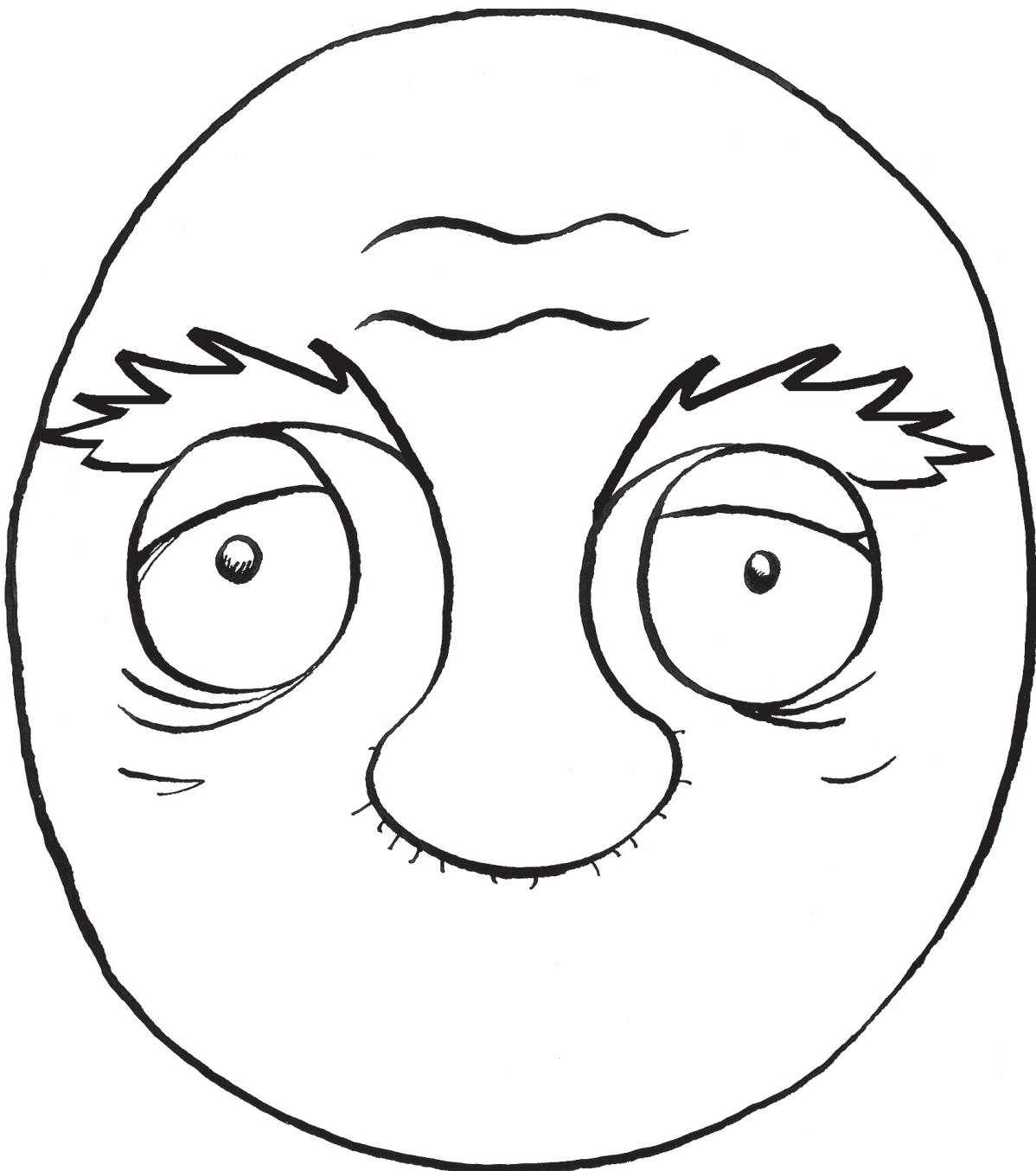


B



Photocopiable 6

Unit 6, page 41



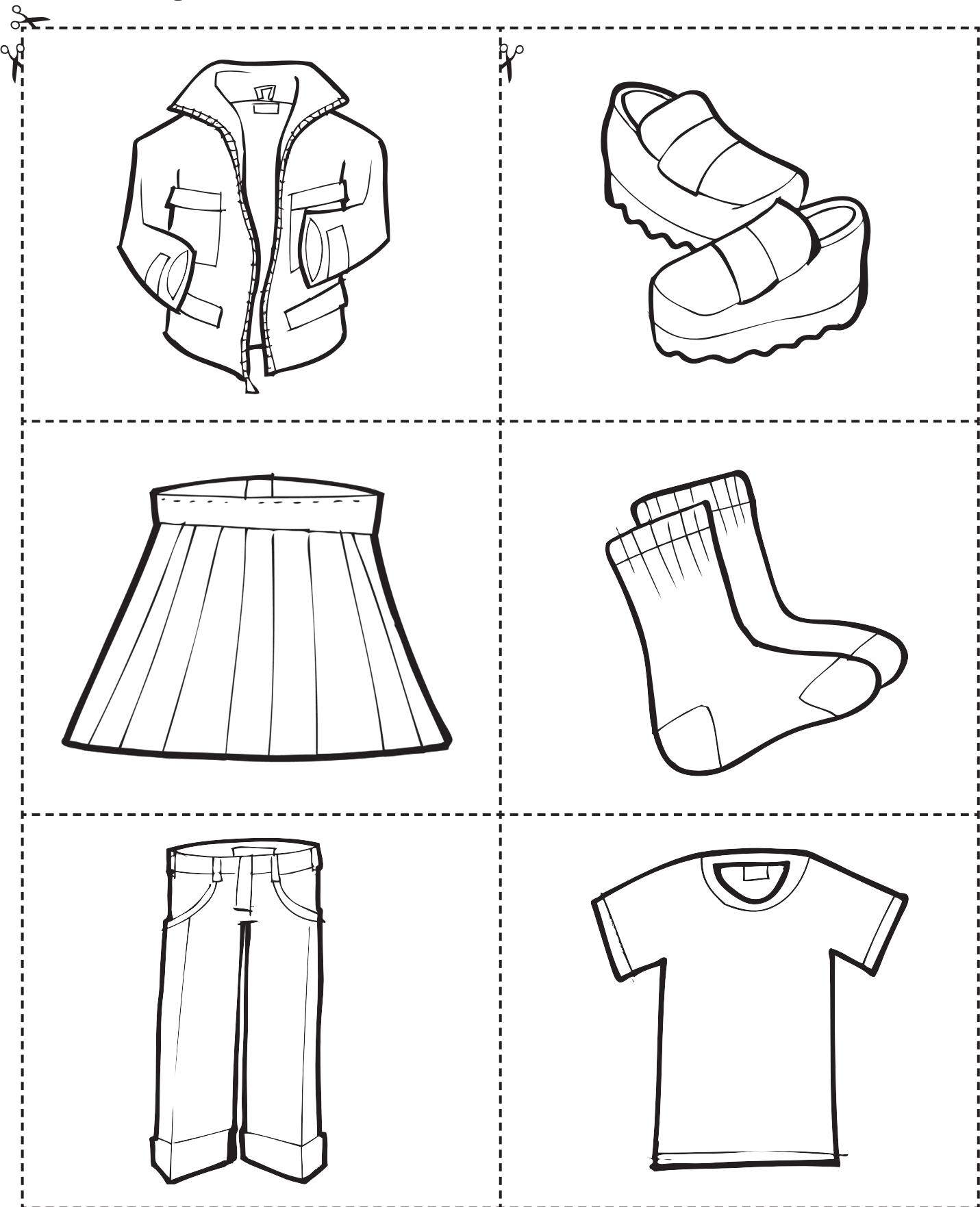
Photocopiable 7

Unit 7, page 51



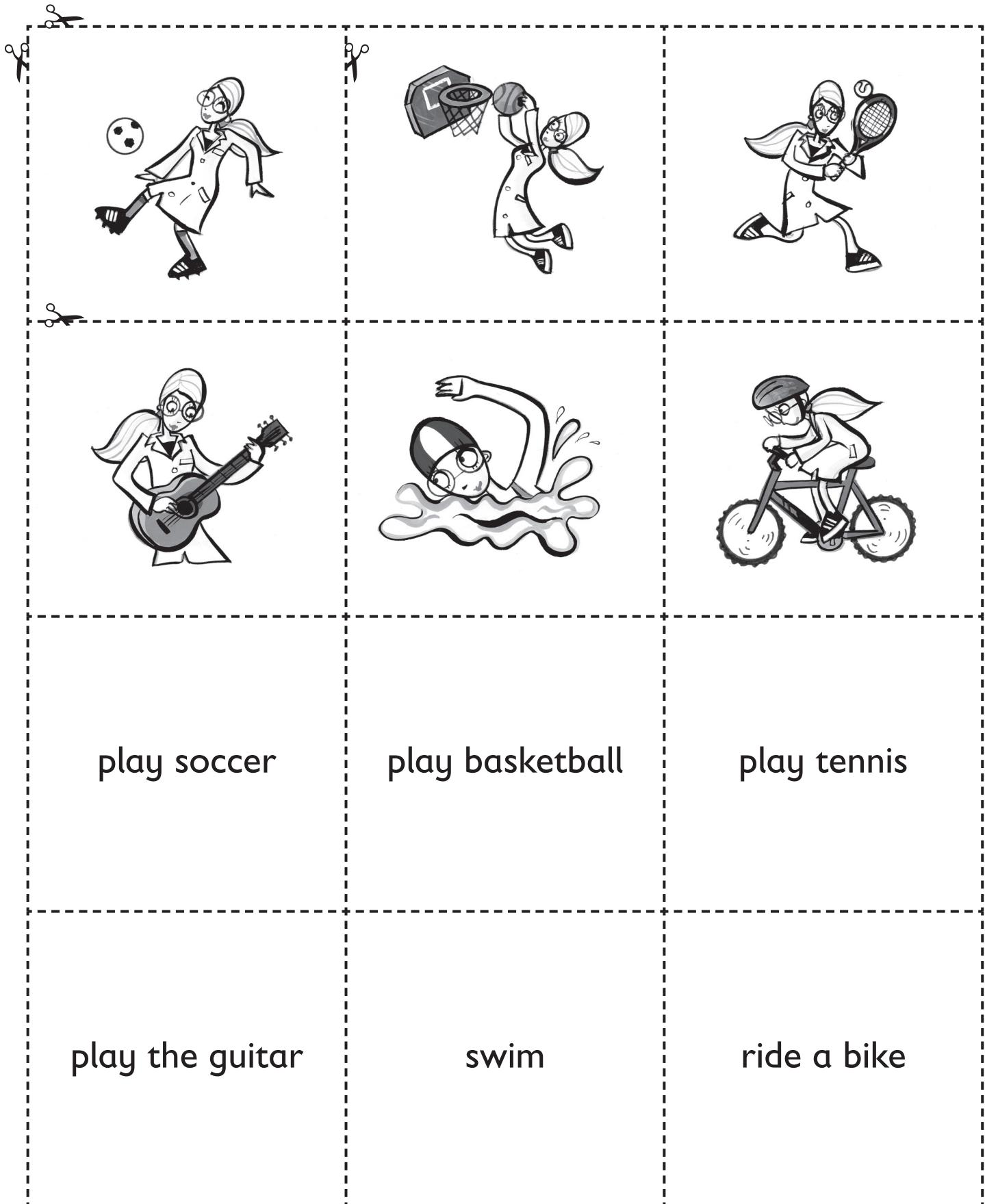
Photocopiable 8

Unit 8, page 57



Photocopiable 9a

Unit 9, page 65



Photocopiable 9b

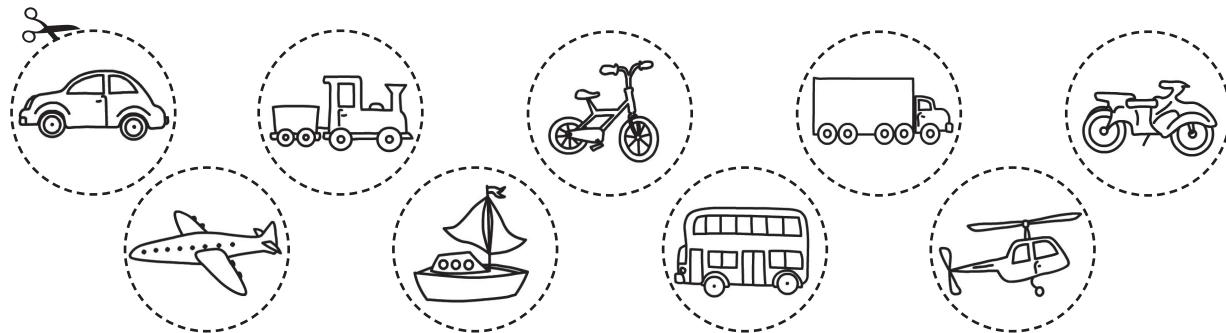
Unit 9, page 68

Name					
					
					
					
					
					
					

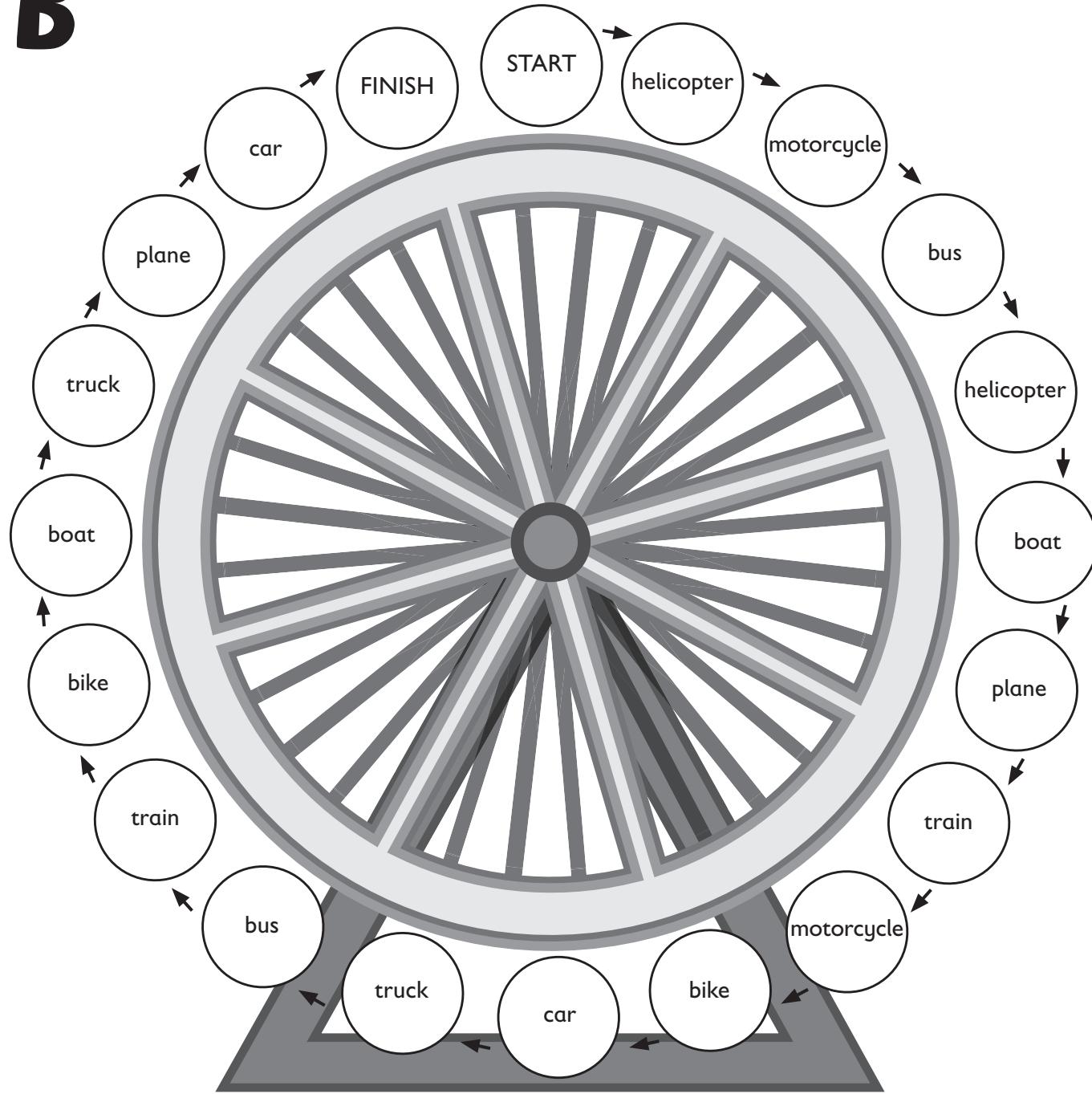
Photocopiable 10

Unit 10, page 71

A



B



Photocopiable 11

Unit 11, page 78

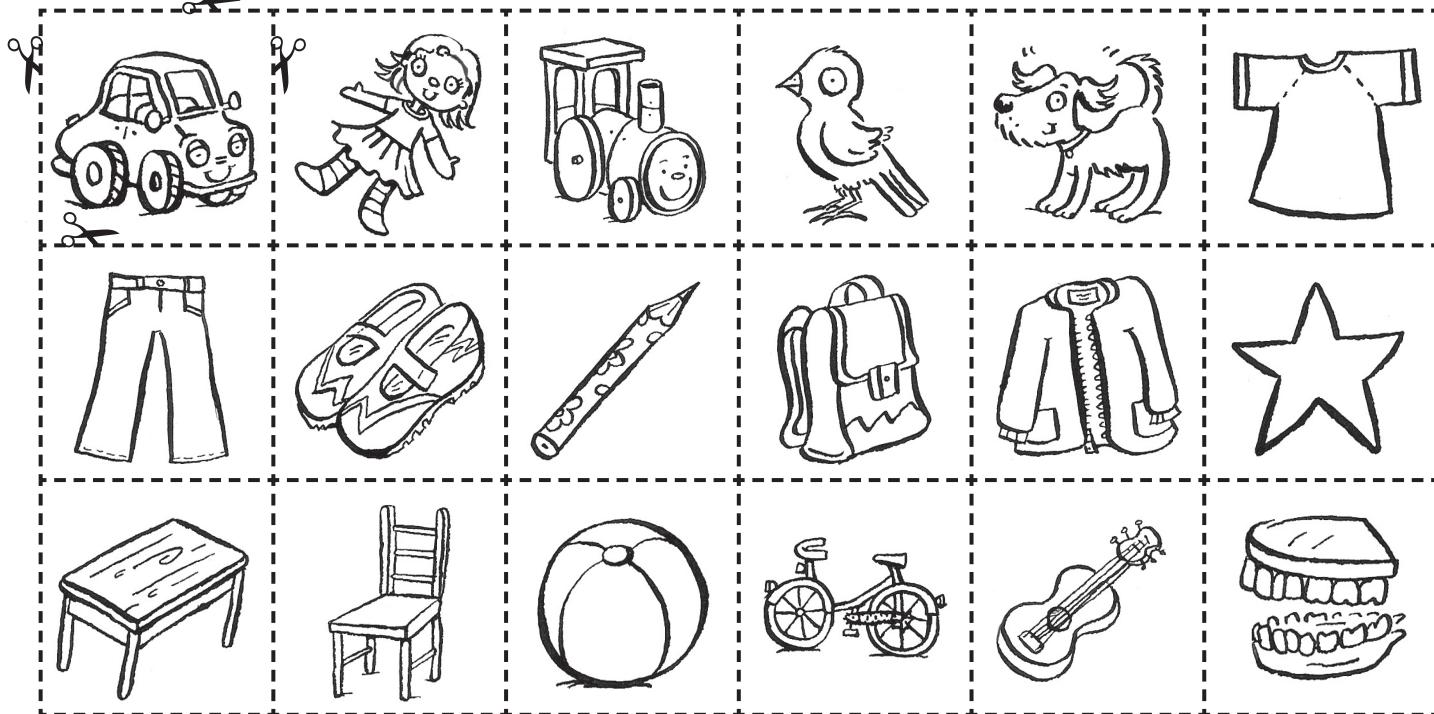
A



Mm



B



Photocopiable 12

Unit 12, page 87

