

OBJECTIVES: By the end of the lesson, students will have named and counted different classroom objects.

● **TARGET LANGUAGE**

Key language: *book, chair, eraser, pen, pencil, table, Is this a ... ? Yes, No, your*

Additional language: *school, bag, stick, fold, read, cut, be quiet, stop, it's, a/an*

Review: colors, numbers 1–10

● **MATERIALS REQUIRED**

School flashcards (27–32)

Optional: *Kid's Box AE Teacher's Resource Book 1* (page 13)


Warmer

- Students take out their colored pencils. Say *Pick up the red pencil, please*. Repeat for other colors. Start off slowly, then speed up. More confident students can take turns giving the instructions.

Presentation

- Teach the new words, using flashcards and the real objects. Introduce *Is this a ... ? Yes/No*. Hold up the *pen* flashcard. Say *Is this a pencil?* Shake your head. Elicit or teach *No*. Say *Is this a book?* Students chorus *No*. Say *Is this a pen?* Nod your head. Elicit or teach *Yes*. Repeat with the other flashcards.

Note: *An* is for recognition purposes only.

SB10. ACTIVITY 1. *Listen and point.*  toward Listening Part 4

- Say *Open your Student's Books to page 10, please*. Elicit who is in the picture (Suzy and Scott). Say *Where's the star?* Students check together. Check with the class by holding up your book and pointing to the star (on the pencil). Students say *Here it is*.
- Put the flashcards of the classroom objects on the board. Say *Listen and point*. Play the CD. Students listen and point to the objects in their books. Point to the flashcards on the board to check.

CD 1, 19

SUZY: Oooohh! Scott, is that your bag?

SCOTT: Yes, it is.

SUZY: It's yellow.

SCOTT: Yes, it is, and my pencil's red.

SUZY: Is your eraser red, too?

SCOTT: No, it isn't. It's green.

SUZY: And what color's your pen?

SCOTT: It's blue, Suzy.

SUZY: Oh, and ... ?

SCOTT: Here, Suzy! Look at this. It's my Maskman book!

SUZY: Wow! Thanks, Scott!

SB10. ACTIVITY 2. *Listen and repeat.*

- Say *Now listen and repeat*. Play the CD. Pause after each word. Students point to the object and repeat in chorus. Students can say the words in different ways: quietly, loudly, etc.

CD 1, 20

Table, book, chair, eraser, pen, pencil

Practice

- Ask questions about the picture in the Student's Book. Point and say, e.g., *What color's the pen?*
- Students work in pairs and ask and answer in the same way.

WB10. ACTIVITY 1. *Listen and color.*  toward Listening Part 4

- Say *Open your Workbooks to page 10, please*. Review the classroom objects by saying, e.g., *Point to the table*.
- Students take out crayons in all seven colors. Say *Listen and color*. Play the CD. Students make a colored dot. They check in pairs. Play the CD again. Check with the class. Students color the objects. Elicit which color they didn't use (purple).

Key: chair = orange, pencil = yellow, table = red, eraser = pink, book = green, pen = blue

CD 1, 21

The table is red.

The chair is orange.

The eraser is pink.

The pen is blue.

The book is green.

The pencil is yellow.

WB10. ACTIVITY 2. *Draw your table.*

- Point to a student's table and at the classroom items there. Say, e.g., *Is this your book? What color is it?* The student answers. Ask *How many pens (are there)?* Count them aloud: *One, two, three*, etc. Ask about pencils and erasers.
- Point to the example picture of the table and say *Draw your table. Draw the pens, pencils, erasers, and books. Color the picture*.
- Students look at the items on their tables and draw pictures. Monitor students as they draw and ask questions about their pictures.
- Students compare pictures in pairs. They take turns pointing and asking, e.g., *Is that your pen?*

Extra activities: see page T110 (if time)

Optional activity

- Unit 2 Reinforcement worksheet 1 from *Teacher's Resource Book 1* (pages 12 and 13).

Ending the lesson

- Hand out the school flashcards to different students. Say to one student *Hold up your flashcard. What is it?* The class answers. Repeat as a sentence, e.g., *It's a book*. Students repeat. Students with flashcards take turns holding up the card and asking the question. The class answers.

OBJECTIVES: By the end of the lesson, students will have learned a chant about classroom objects.

● **TARGET LANGUAGE**

Key language: *book, chair, eraser, pen, pencil, table, Is this a ... ?*
Yes, No

Additional language: *an, How many ... ?*

Review: numbers 1–10

● **MATERIALS REQUIRED**

School flashcards (27–32)

About twelve school objects, e.g., a blue pencil, a pink pencil, a green eraser, a yellow crayon; a cloth or a large piece of paper

Optional: *Kid's Box AE Teacher's Resource Book 1* Unit 2

Reinforcement worksheet 2 and Extension worksheet 1 (pages 14 and 15)

Warmer

- Display the flashcards on the board. Write a number in words between *one* and *ten* under each one. Don't repeat the numbers. They don't need to be sequential. Students take out their notebooks. Say *Eraser*. Students write in their notebooks the number that is under the eraser, e.g., 6. Demonstrate the activity for the students with one of the flashcards and numbers. Say the other words and students write the numbers in their books. Students check in pairs. Check with the class.

SB11. ACTIVITY 3. *Say the chant.*

- Say *Open your Student's Books to page 11, please. Look at the picture. Listen and point.* Play the chant. Students listen and point. Play the chant again. Students listen and repeat after each line. Practice the chant a few more times as a whole class.
- Divide the class into six groups. Hand a school flashcard to each group. The class says the chant group by group, holding up the flashcard and saying their words in turn. Swap flashcards and repeat.

CD 1, 22

A pencil, a book,
An eraser, a pen,
A table, a chair,
Say it again. (x2)

Practice

- Review numbers with the class by holding up a number of pencils in one hand (ten or fewer). Say *How many pencils?* Elicit the students' guesses and count the pencils aloud to check with the class.
- Repeat with different classroom objects.

SB11. ACTIVITY 4. *Listen and correct.*

- Say *Look at number one.* Play the CD for number one. Elicit the answer *No. Six orange chairs.* Play each one in turn. Students whisper the answer to their partner. Don't correct as a class at this stage. Play the CD a second time. Pause after each one and correct as a class.

Key: 2 Two green tables, 3 Four purple pens, 4 Five red books,
5 Three pink pencils, 6 Six yellow erasers

CD 1, 23

1. Four purple chairs.
2. Three blue tables.
3. Six red pens.
4. Seven yellow books.
5. Two orange pencils.
6. Eight green erasers.

WB11. ACTIVITY 3. *Draw three pictures.*

- Display the flashcards on the board as in the warmer. This time, write a number next to each one (not the number in words). Say, e.g., *Number 1 is an eraser. What's number 4?* Elicit from a student *Number 4 is a (pen).* Repeat several times.
- Say *Open your Workbooks to page 11, please. Look at the pictures at the top.* Tell students to choose one object to draw in each box. They can choose which one they want to draw, but tell them it's a secret. Students copy the objects into the boxes.
- Demonstrate the activity. Invite a student to the front. Hold your Workbook so that the student can't see. Say *Number 1 is a chair.* Hold up the student's Workbook. Point to the bottom half of the activity and say *Draw a chair in number 4.* Check that the students understand what to do and that they don't look.
- Put students in pairs. Say *Tell your friend. Draw your friend's pictures.* Monitor students as they are working. Students check in pairs by comparing their books.

WB11. ACTIVITY 4. *Count. Write the number.*

- Hold up your Workbook and say *Look at the picture in Activity 4. How many tables?* Gesture counting the tables by pointing to each table and counting aloud: *One, two, three, four.* Say *Four tables. Write the number.* Point to the example answer 4 next to the small picture of the table at the bottom of the page.
- Point to the next small picture of the chair and say *How many chairs?* *Count. Write the number.* Students work in pairs to count and write numbers for the other items. Check answers as a class.

Key: 2, 6, 5, 3, 1

Extra activities: see page T110 (if time)

Optional activities

- Students complete Unit 2 Reinforcement worksheet 2 and/or Extension worksheet 1 from *Teacher's Resource Book 1* (pages 12, 14, and 15).

Ending the lesson

- Play a memory game. Put the classroom objects on the table in front of you or on the floor. It's important that all students can see them. Students look at them for 30 seconds. Cover the objects with a cloth or with paper. Secretly, take one object away. Take off the cloth/paper to show students the objects again. Students raise their hands to name what is missing. Elicit and check. Repeat. Choose a student to come and remove the next object.

OBJECTIVES: By the end of the lesson, students will have asked and answered questions about people.

● **TARGET LANGUAGE**

Key language: *Who's that? He's ... / She's ... Who's he/she? How old are you? Robert, Alex, How old is he/she? He/She is ...*

Additional language: *friend, girl, boy*

Review: numbers 1–10, character names

● **MATERIALS REQUIRED**

Character flashcards (1–3, 19, 33–34) of the known characters and new characters (Alex, Robert)

Optional: *Kid's Box AE Interactive DVD 1: The playroom* “Kim's game” (and 12 classroom objects)

Warmer

- Review the names of the known characters, using *Who's that?* Add the two new flashcards. Ask *Who's that?* and give the names: *That's Alex/Robert.*

Presentation

- Display all six flashcards at random on the board. Point to Eva. Say *Is she Alex?* Students respond *No.* Ask *Who is she?* Students respond. Point to Sally and ask *Who's she?* Practice *Is she/he (name)?* and *Who's he/she?* using all the flashcards.

SB12. ACTIVITY 5. *Listen and point.* **S** toward Listening Parts 1 and 2

- Say *Open your Student's Books to page 12, please. Listen and point.* Play the CD. Students listen and point as they hear the names. Play the CD again. Students listen and point again.
- Hold up your book and point to, e.g., Robert, and ask *Who's he? Is he eight?* Ask about the other names and ages.

CD 1, 24

ROBERT: Hi. I'm Robert. What's your name?

SALLY: Sally. Who's that?

ROBERT: That's Alex. He's my friend.

SALLY: How old is he?

ROBERT: He's six. Who's that? Is she your friend?

SALLY: Yes, she is. That's Eva.

ROBERT: Is she six?

SALLY: No, she isn't. She's eight.

ROBERT: I'm seven. How old are you?

SALLY: I'm seven, too.

SB12. ACTIVITY 6. *Listen and repeat.*

- Say *Listen and repeat.* Play the CD. Pause after each sentence for students to repeat. Point to the flashcard of Eva. Say *That's Eva. She's eight.* Emphasize the *She.* Point to Robert. Say *That's Robert. He's seven.* Emphasize the *He.* Elicit from students, in L1 if necessary, why one is *He* and the other *She.* Elicit or teach the words *boy* and *girl.*

CD 1, 25

That's Eva. She's eight.

That's Sally. She's seven.

That's Robert. He's seven.

That's Scott. He's six.

That's Alex. He's six.

Practice

- Ask *Is Sally five?* Students respond *No.* Ask *Is Sally eight?* Students respond *No.* Ask *How old is Sally?* Students respond. Repeat with another character. Focus on the students. Say incorrect ages, e.g., *Are you nine? Are you four?* Then ask *How old are you?* Continue around the class.

WB12. ACTIVITY 5. *Listen and write the number.*

S toward Listening Parts 1 and 2

- Say *Open your Workbooks to page 12, please.* Point to the number next to Alex. Say *How old is he?* Students answer (six).
- Say *Listen and write* (pretend to write) *the numbers.* Play the CD. Students check in pairs. Play the CD again. Check with the class. Say *How old is Eva?* Students respond *She's eight.* Students ask and answer around the class about the other ages.

Key: Sally = 7, Eva = 8, Robert = 7, Suzy = 3, Scott = 6

CD 1, 26

Who's that?

That's Alex.

Is he six?

Yes, he is.

Who's that?

That's Eva.

Is she eight?

Yes, she is.

Who's that?

That's Scott.

Is he eight?

No, he isn't. He's six.

Who's that?

That's Suzy.

Is she five?

No, she isn't. She's three.

Who's that?

That's Sally.

Is she seven?

Yes, she is.

Who's that?

That's Robert.

Is he eight?

No, he isn't. He's seven.

WB12. ACTIVITY 6. *Match and answer.*

- Elicit what students can see (monsters). Ask *How many boys (are there)? How many girls (are there)?* Point to a boy monster. Ask *How old is he?* Students follow the maze to check. Students find the ages of the other monsters by following the lines.
- Check by asking *1 How old is he?* Students respond *He's nine.* Students practice in pairs. They ask and answer at random, e.g., *5 How old is he?*

Key: 2 = 5, 3 = 6, 4 = 7, 5 = 8

Extra activities: see pages T110–111 (if time)

Ending the lesson

- Hide one character flashcard behind your back. Students take turns guessing: *Is she/he Eva/Alex?* The student who guesses correctly comes to the front to choose a card and to answer the questions. Repeat.

Optional activity

- Watch the DVD clip “Kim's game” from *The playroom* section of the Interactive DVD. Then play the game with your students. See page 36 of the Teacher's Booklet for the Interactive DVD.

OBJECTIVES: By the end of the lesson, students will have exchanged personal greetings and made finger puppets.

● **TARGET LANGUAGE**

Key language: *How are you? I'm fine, thank you, puppet*

Additional language: *I don't know, paper*

Review: numbers 1–10, character names

● **MATERIALS REQUIRED**

Character flashcards (1–5)

Photocopiable 2 (see page T98), one for each student, glue, scissors, a set of finished finger puppets for demonstration

Extra activity 1: CD of lively music

Extra activity 2: Flashcards 27–32

Warmer

- Introduce your finger puppets. Put a finger puppet on in turn. Go up to one or two students. Say *Hi. I'm (Scott). What's your name? How old are you?* Repeat. Only wear one puppet at a time during this activity.
- Put all five puppets on your fingers. Point to each one and elicit the names.

Photocopiable 2: see pages T95 and T98

SB13. ACTIVITY 7. Make the puppets.

- Review the character names, using the flashcards. Say *Open your Student's Books to page 13, please. Let's make the puppets.* Hand out Photocopiable 2 to each student. They color in the puppets (about five minutes). Monitor the class carefully. When all students are ready, hand out the scissors and the glue. Say *Cut the paper*, pointing to the paper. Demonstrate cutting out one of the puppets. Students cut out their puppets. Demonstrate how to glue the tabs in place. Students glue the tabs in place.

SB13. ACTIVITY 8. Sing the song.

- Put the puppets on your fingers in this order: Mr. Star, Mrs. Star, Sally, Scott, Suzy. Students do the same. Say *Listen and look.* Play the CD. Wiggle the appropriate finger with the greeting and do accompanying greeting actions. Students repeat.
- Play the CD again. Students do the actions and join in.
- Play the CD line by line. Do the actions with your fingers. Students repeat each line in chorus.
- Make five groups, one for each character. Everyone says the first line. Then the Mr. Star group stands, replies, and sits down. Continue for the other groups and characters.

CD 1, 27

Mr. Star, Mr. Star,

How are you?

I'm fine, thank you. I'm fine, thank you.

How are you?

Mrs. Star, Mrs. Star,

How are you?

I'm fine, thank you. I'm fine, thank you.

How are you?

Sally Star, Sally Star,

How are you?

I'm fine, thank you. I'm fine, thank you.

How are you?

Scott Star, Scott Star,

How are you?

I'm fine, thank you. I'm fine, thank you.

How are you?

Suzy Star, Suzy Star,

How are you?

I'm fine, thank you. I'm fine, thank you.

How are you?

I'm fine, thank you. I'm fine, thank you.

How are you?

CD 1, 28

Now sing the song again. (Karaoke version)

Practice

- Students repeat the song in pairs, taking turns starting and responding. The puppets “talk” to each other, and students wiggle the correct finger each time.

WB13. ACTIVITY 7. Look and read. Check (✓) or put an X. S toward Reading and Writing Part 1

- Say *Open your Workbooks to page 13.* Do the example at the top of the activity with the class. Point to the first picture and say *What is it?* Don't elicit answers yet.
- Say *Look and read.* Ask a volunteer to read aloud the sentence in the example (This is a pencil). Point to the picture again and look thoughtful. Say *Is it a pencil?* Students respond *No (it isn't)*. Point to the X in the box and say *It isn't a pencil. Put an X.*
- Say *Now look and read. Check or put an X.* If necessary, draw a check mark and an X on the board.
- Students work individually to complete the activity by putting a check mark or an X in each box. Monitor to check they are comparing the written phrases with the pictures. They compare answers in pairs. Then check as a class.
Note: The actual Starters test also tests plural nouns with *These are*.

Key: 1 X, 2 ✓, 3 ✓, 4 ✓

Extra activities: see page T111 (if time)

Ending the lesson

- Students put their puppets on their fingers. Sing the Puppet song again with the class.

OBJECTIVES: By the end of the lesson, students will have practiced the sounds /p/ and /b/ and asked and answered questions.

● TARGET LANGUAGE

Key language: the phonemes /p/ as in *pink*, *pen* and /b/ as in *blue*, *bag*

Additional language: *bag*, *crayons*, *Who's that?*
He's/She's Mr./Mrs. Star.

Review: imperatives, school objects

● MATERIALS REQUIRED

Color flashcards blue (26), pink (22)

Character flashcards (1–8, 19, 33–34)

School flashcards (27–32)

Optional: *Kid's Box AE Teacher's Resource Book 1* Unit 2 Song worksheet (page 17)

Warmer

- Stick the color flashcards on the board and elicit the words *pink* and *blue*. Focus the students on the /p/ sound and the /b/ sound at the beginning of each word. Elicit items students know that begin with these sounds (e.g., *pencil*, *pen*, *paper*, *book*, *bag*).

SB14. ACTIVITY 9. *Monty's phonics.*

- Say *Open your Student's Books to page 14, please.* Point to the colors and say *Pink, Blue*, emphasizing the /p/ and /b/ sounds. Show students the difference between the unvoiced sound /p/ and the voiced sound /b/ by putting your hand on your throat as you make the two sounds. Students practice making the two sounds and try to feel the difference in the same way.
- Point to the picture of the girl and say *Look! A pink pen and a blue bag.* 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 work in pairs and practice saying *A pink pen and a blue bag* as a tongue twister.

CD 1, 29

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

/p/ /p/ pink

/b/ /b/ blue

A pink pen and a blue bag.

A pink pen and a blue bag.

A pink pen and a blue bag!

SB14. ACTIVITY 10. *Ask and answer.*

- Stick the character flashcards on the board and elicit the names.
- Remove all but one of the flashcards from the board and cover the remaining flashcard with a piece of thin cardboard so that the students can't see who it is. Say *Who's that?* and slowly remove the card that is covering the picture, showing the feet of the character only. Elicit guesses from the students, e.g., *Mrs. Star*, but don't confirm the answer. Continue to move the card to reveal the bottom half of the character. Elicit more guesses. Finally, reveal the whole character. Ask volunteers to say the correct answer as a sentence (e.g., *He's Mr. Star*).

- Focus students on the pictures in their books and say *Look. Who's that? Ask and answer.* Students work in pairs, taking turns asking and answering about the characters. Monitor and check that they are using the question *Who's that?* and answering in complete sentences. If students are finding the activity difficult, they can look at the labeled characters on Student's Book pages 4 and 5. Check answers around the class, in open pairs.

Key: 2 He's Maskman, 3 She's Sally, 4 He's Monty,

5 She's Marie, 6 He's Scott, 7 She's Suzy, 8 She's Mrs. Star

WB14. ACTIVITY 8. Listen. Color the "p" words pink. Color the "b" words blue.

- Review the classroom objects using the flashcards and a sheet of paper. Say *Open your Workbooks to page 14, please.* Hold up a blue crayon and a pink crayon. Say *Two crayons. Pink for "p" or blue for "b."* Listen. Play the first item on the CD. Ask students *What color? Pink or blue?* Elicit the answer and mime coloring in the picture of the first paint pot with the pink crayon.
- Make sure students all have a pink crayon or pencil and a blue crayon or pencil. Play the rest of the CD. Repeat if necessary, encouraging the students to concentrate on the initial sound of each word.
- Check the activity as a whole class, practicing pronunciation.

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

CD 1, 30

- | | |
|----------|-----------|
| 1. Blue | 4. Bag |
| 2. Paper | 5. Pencil |
| 3. Pen | 6. Book |

WB14. ACTIVITY 9. *Listen and color.*

- Focus students on the puzzle picture in their books. Hold up your book and point to the key on the left of the picture. Say *Look. Which number? What color? Listen.*
- Play the first item on the CD. Elicit the number (5) and the color (*blue*) and show students that they need to color in the first square in the key. Say *Hold up your blue crayon.* Repeat for pink, green, yellow, red, and purple. Play the rest of the CD, pausing after each line for students to find the crayon and color. Check students are coloring the key, not the puzzle.
- Students use the key to color in the sections of the puzzle. Check answers by asking *What's in the picture? What is it?*

CD 1, 31

- | | |
|-------------|--------------|
| Five, blue | Eight, green |
| Six, yellow | Nine, purple |
| Seven, pink | Ten, red |

Extra activities: see page T111 (if time)

Optional activity

- Students make and play with the spinner on the Unit 2 song worksheet from *Teacher's Resource Book 1* (pages 12 and 17).

Ending the lesson

- Students do actions only when you say *Monty says ...* Use these instructions in the game: *stand up*, *sit down*, *point to* (an eraser), *pick up* (a red crayon), *open* (your book), *close* (your book), *draw* (a mouse), *look at* (my table). Use the game to review classroom vocabulary and colors.

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: *everybody, here's, another, not*

Review: *pick up, point to, open, close, classroom vocabulary, colors*

● MATERIALS REQUIRED

Flashcards of the characters, the school objects, the colors

Extra activity 1: picture dictionary stickers

Optional: *Kid's Box AE Teacher's Resource Book 1 Unit 2*

Extension worksheet 2 (page 16) and/or animated version of the Unit 2 story from *Kid's Box AE Interactive DVD 1 (Suzy's room section)*, *Kid's Box AE Workbook 1 Language Portfolio* page 105.

Warmer

- Play a game. Draw a 3 x 3 grid on the board. Number the squares 1–9. Place nine flashcards face down on the board. Write a number between 1 and 9 under each one. Divide the class into two teams. The first team chooses a number. Turn over the flashcard. One student says what it is. If they are correct, erase the number and put a large O in the square. The other team chooses a number. If they answer correctly, erase their number and put a large X in the square. Continue in turn. If the teams don't answer correctly, leave the number in the square and put a new flashcard face down in its place. The first team to get a line of X or O is the winner.

Story

SB15. ACTIVITY 11. *Listen to the story.*

- Say *Open your Student's Books to page 15, please. Look at the pictures. Point to Marie (students point). Point to Maskman (students point). Point to Monty (students point).* Hold up your book for the class. Say *Listen to the story.* Play the CD. Students look and listen.
- Play the CD again. Pause after each picture to check understanding. Hold up your book. Point and ask, e.g., *What's this? (table, chair, Workbook, pencil, eraser). What's her name? What's his name?*

CD 1, 32

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

MARIE: OK. Sit down, please, everybody.

MARIE: Open your Workbooks, please, and pick up your pencils.

MARIE: Listen to the CD and draw the monster.

MASKMAN: Oops! Oh, my Workbook!

MONTY: Here's another book, Maskman.

MARIE: No, not another book, Monty. Here's an eraser.

MASKMAN: Uh, no, Marie. Another Workbook, please.

Listen and repeat.

- Say *Listen and repeat.* Play the CD again. Pause after each picture. Students listen and repeat in chorus. Students do the actions to the song at the beginning (this should be familiar by now). Encourage students to say the words with feeling.

SB15. ACTIVITY 12. *Act out the story.*

- Demonstrate the activity. Three students come to the front. Let each student choose a character. Play the CD and help them act out the story. Repeat with another group of three.
- Divide the class into groups of three. Say *Hands up, Maskman.* One student in each group raises a hand. Repeat for Marie and Monty, to make sure students know who they are. Play the CD. Students act and join in where they can. Repeat so students play all three roles.

WB15. MY PICTURE DICTIONARY.

- Say *Open your Workbooks to page 15, please. Look at the picture dictionary.* Students prepare the stickers. Elicit the words in turn. Students hold up the correct sticker. Say the words again in a different order. Students point to the word in their books. Students stick the stickers in the correct place. If appropriate, students trace around the words under the pictures.

Extra activities: see page T111 (if time)

WB15. MY STAR CARD.

- Say *Can you say these words?* Display the school object flashcards in turn. Elicit the words in chorus. Ask students to repeat if necessary. When students don't say the 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 picture in their books and saying the word.
- Say *Color the stars.* Demonstrate the activity on the board. Elicit a word, using one of the flashcards. Say *Good. Now color the star.* Check students know what to do. Students choose colors to color their stars.

Optional activities

- Unit 2 Extension worksheet 2 from *Teacher's Resource Book 1* (pages 12 and 16).
- The animated version of the Unit 2 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/game they'd like to do again from the unit. Do it together to end the lesson. Students might want to use their finger puppets again.

Language Portfolio

- Students complete page 105 of *Kid's Box AE Workbook 1 Language Portfolio (My classroom)*.

OBJECTIVES: By the end of this lesson, students will be able to understand and talk about basic addition problems and ask for the answer to a simple sum.

● **TARGET LANGUAGE**

Key language: *One pen and two pens is ...? What are three and two?*

Additional language: math, *How many (crayons)?*

Review: numbers 1–10, classroom objects

● **MATERIALS REQUIRED**

School and number flashcards (27–32, 9–18)

Groups of small school objects, e.g., three erasers, eight pens, four books

Extra activity: pieces of paper

Warmer

- Hold up the flashcards of the classroom objects (table, book, chair, eraser, pen, pencil). Elicit the words.
- Reveal the number flashcards slowly from behind a blank piece of cardboard or paper. Students say the numbers.
- Hold up a group of classroom objects, e.g., five crayons. Say *How many (crayons)?* Students say the number. Repeat with different objects.

Presentation

- Say *Open your Student's Books to page 16, please.* Point to the picture of Marie and ask *Who's this?* Elicit *Marie*. Say *Marie is doing math today. This lesson is called "Marie's math."* Draw two groups of a classroom object on the board (e.g., five pencils and two pencils) and elicit how many there are in each group. Say a sum, adding the two groups of objects together, e.g., *Five pencils and two pencils is ...?* Students answer *Seven pencils*. Repeat with two more groups of a classroom object.

SB16. ACTIVITY 1. Look and say the number.

- Hold up your book and point to the picture of chairs. Say the numbers as words as you point to each part of the picture, e.g., *Four chairs and three chairs is seven chairs*. Check that the students know the meaning of the add symbol (+) and the equals sign (=).
- Say *Look and say the number*. Give students time to think and do the sum before asking for the answer from the class. Students raise their hands when they have the answer. Elicit from the whole class in chorus. Repeat for each sum. Make sure students are using plural *s* where necessary.

Key: 1 Four chairs and three chairs is seven chairs. 2 Four erasers and two erasers is six erasers. 3 Five books and three books is eight books. 4 Nine crayons and one crayon is ten crayons.

SB16. ACTIVITY 2. Listen, point, and say.

- Hold up your book and point to the picture of the man and the wheel. Say *Point to four pens*. Check the students are pointing to the right number of pens. Repeat with the other numbers: *Point to (two, three, one) pen(s)*.

- Say *Listen, point, and say*. Play the CD. Students listen and point to the pens. Pause after each sum to give them time to think of their answer. Students raise their hands to answer. Ask a confident student to hold up his/her book and point to the correct number of pens each time.
- Hold up your book and point to the pens in the sum. The class repeats the sum in chorus.

Key: 3 pens, 3 pens, 5 pens, 5 pens, 5 pens, 5 pens, 6 pens, 6 pens

CD 1, 33

- 1 pen and 2 pens is ... ?
- 2 pens and 1 pen is ... ?
- 4 pens and 1 pen is ... ?
- 1 pen and 4 pens is ... ?
- 3 pens and 2 pens is ... ?
- 2 pens and 3 pens is ... ?
- 2 pens and 4 pens is ... ?
- 4 pens and 2 pens is ... ?

WB16. ACTIVITY 1. Write the numbers.

- Write the sum $1 + 4 =$ on the board. Say *One and four is ...?* Elicit the answer from students. Say *Five. Yes!*
- Say *Open your Workbooks to page 16, please.* Point to the numbers in the wheel picture in turn and ask *What's this number?* Students answer in chorus.
- Say *Write the numbers*. Students work individually to complete the sums and then whisper to check answers in pairs. Students say the sums and answers in chorus.

Key: 2 5, 3 5, 4 5, 5 7, 6 7

WB16. ACTIVITY 2. Write and answer. Say.

- Say *Write and answer*. Hold up the Workbook page, point to the first question, and ask *What are three and two?* Elicit the answer from students in chorus.
- Students work in pairs. They write numbers of their own (up to 5) and add the two numbers together. Go around and check the sums.
- Have a pair of students at the front. Write one of their sums on the board. Repeat the question in the book, this time using the students' numbers on the board. Say *Say*. Students swap partners and ask and answer their sums in the same way, e.g., Student A: *What are four and three?* Student B: *Seven*.

Class game

- Do a quiz. Put students in groups of three to write sums for the rest of the class. A student from each group comes to the front to ask the group's number questions (the answers must be 10 or less), e.g., *What is four and one?* Students raise their hands to answer, e.g., *Four and one is five*.

Extra activity: see page T111 (if time)

Ending the lesson

- Students close their books. A volunteer comes to the front, holds up classroom objects of his/her choosing (e.g., five books) and asks the class *How many ...?* The first student to reply correctly takes a turn at the front. Repeat with several students.

OBJECTIVES: By the end of the lesson, students will have listened to a story, practiced greetings and introductions, and talked about making friends.

● **TARGET LANGUAGE**

Key language: *How are you? I'm fine, thank you.*

Additional language: *make friends, values, Great! Come on! Let's play, OK.*

Review: *Hi, I'm ... What's your name? How old are you? I'm ...*

● **MATERIALS REQUIRED**

Pieces of paper containing characters' names and ages

Extra activity: pictures of children under ten (could be cut from magazines) with pretend names and ages on the reverse

Warmer

- Say *Hi. I'm (your name).* Point to yourself. Point to a student and say *What's your name?* Continue the dialog with *How old are you?* Point to the student. Go up to students in turn, repeat the greeting and dialog, and elicit answers from students (their own names and ages).

SB17. ACTIVITY 3. *Listen to the story.*

- Say *Open your Student's Books to page 17, please.* Point to the picture of Trevor at the top of the page. Elicit his name. Ask *Is he happy or sad?* Translate the meaning of *values* so the students know that Trevor's pages are about doing the right thing.
- Focus students on the pictures of children at the playground. Point to the boy in picture 1 and say *This is Ben.* Ask *Is he happy or sad? Why is he sad?* Establish that he is sad because he is by himself. Say *He doesn't have friends with him.* Point to picture 2. Ask *Who is in the picture?* Students respond *A boy and a girl.* In the same way, talk about picture 3: *Is the boy happy or sad? Who is in the picture now?* Students respond *Two boys and a girl.* Talk about picture 4: *Are they happy?* Yes! Say *Look! They're playing together.* Elicit *He has / They have a ball.*
- Say *Listen to the story.* Ask the students to listen for the names of the girl and the second boy. Say *Listen to the story.* Play the CD.

CD 1, 34

BEN: Oh!

MAY: Hi! I'm May. What's your name?

BEN: Hi. I'm Ben. How old are you?

MAY: I'm seven.

BEN: Great! I'm eight.

SAM: Hi.

MAY AND BEN: Hi.

SAM: How are you?

MAY: I'm fine, thank you.

BEN: What's your name?

SAM: I'm Sam.

BEN: I'm Ben.

BEN: Come on! Let's play!

MAY AND SAM: OK!

Values

- Talk to the class about the values in the story: it's good to go and talk to someone who looks lonely and include them in your game; it's good to make friends. Use English as much as possible.

SB17. ACTIVITY 4. *Listen and say the number. Act it out.*

- Say *Listen and say the number: one, two, three, or four.* Point to the blue numbers in the corner of the pictures. 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: 3, 1, 4, 2

CD 1, 35

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

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

WB17. ACTIVITY 3. *Ask two friends and write. Then draw and color.*

- Say *Open your Workbooks to page 17, please.* Focus students on the example questions and answers in their books: *What's your name? I'm Sam. How old are you? I'm seven.* Divide the class into groups of three. Students take turns asking and answering. Give students time to write the name and age of the students in the speech bubbles. Point to the outlines of the children and say *Draw and color.* Check their written answers while they are coloring.

Extra activity: see page T111 (if time)

Ending the lesson

- Write *How are you?* on the board and draw three faces: one happy, one neutral, and one sad. Elicit the answer for the happy face (*I'm fine, thank you*), the neutral face (*I'm OK, thank you*), and the sad face (*I'm not very well*). Write the answers under the appropriate faces. Ask a student *How are you?* and point to one of the faces on the board. Elicit the appropriate response. Repeat with other students. Students practice asking their friends *How are you?* around the class before they leave.