

OBJECTIVES: By the end of the lesson, students will be able to introduce themselves and name members of the Star family.

● **TARGET LANGUAGE**

Key language: *Hi, I'm ... , Goodbye, What's your name?*

Additional language: *look, listen, open/close your books, star, pencil, numbers 1–6, Scott, Sally, Suzy, Mr. Star, Mrs. Star, Monty, match, repeat, ball, circle, check mark*

● **MATERIALS REQUIRED**

Character flashcards (1–5 + 8)

Scrunched-up balls of paper

Optional: *Kid's Box AE Workbook 1 Language Portfolio* pages 98 and 99

Warmer

- Greet the students. Say *Hi, I'm* (your name). Point to yourself. Go up to students in turn, repeat the greeting, and elicit it from students with their names.

Presentation

- Stick the flashcards on the board face down. Turn each flashcard, point to the character, and say the name, e.g., *Suzy Star*. When all the flashcards are face up, point to each one again. Students repeat.

SB4. ACTIVITY 1. *Listen and point.*

- Say *Open your Student's Books to page 4, please*. Hold up your book to check students have the right page. Draw a simple star shape on the board. Say *It's a star*. Hold up your book. Point and say *Where's the star?* (in the tree). Students say *Here it is*.
- Point to one of the flashcards. Students point to the same character in their books. Repeat.
- Say *Listen and point*. Play the CD. Students point to the characters as they introduce themselves. Check by pointing to the correct flashcard on the board.

CD 1, 02

MRS. STAR: Hi. I'm Mrs. Star.

MR. STAR: Hi. I'm Mr. Star.

SALLY: Hi. I'm Sally Star.

SCOTT: Hi. I'm Scott Star.

SUZY: Hi. I'm Suzy Star.

SUZY, SALLY, AND SCOTT: Goodbye.

MONTY: Hi. I'm Monty. What's your name?

SB4. ACTIVITY 2. *Listen and repeat.*

- Say *Listen and repeat, please*. Play the recording. Pause after each name for students to repeat the name in chorus.

CD 1, 03

Mrs. Star, Mr. Star, Sally, Scott, Suzy

Practice

- Stick the flashcards around the room. Say, e.g., *Point to Scott*. Students point to the flashcard of Scott. Repeat with the other characters, getting faster as the game continues.

Pair work

- Divide students into pairs. Demonstrate the game. Student A points to a character in the Student's Book. Student B says the name, e.g., *Scott*. Students take turns. Check by pointing to a flashcard. A student says the name. Repeat for all the flashcards.

WB4. ACTIVITY 1. *Match.*

- Say *Open your Workbooks to page 4, please*. Point to and say the example in Activity 1 (Suzy). Students work individually and match the other five pictures. Students check in pairs by pointing and naming. Check by holding up your book, saying the name and pointing.

Key: 2 Mr. Star, 3 Monty, 4 Scott, 5 Mrs. Star, 6 Sally

WB4. ACTIVITY 2. *Listen and circle the ✓ or X.*

S toward Listening Part 1 / Reading and Writing Part 1

- Pre-teach the word *check mark*. Demonstrate by displaying the Scott flashcard on the board and drawing a check mark and an *X* below it. Point and say *This is Marie*. Students respond by showing thumbs down (no). Circle the *X*. Note: If a thumbs down / thumbs up gesture is not appropriate, students can, e.g., shake/nod their heads.
- Say *Listen and circle the check mark or X*. Point to the check mark and then the *X*. Play the CD. Students listen and circle. Students check in pairs. Play the CD again. Check with the class by playing the CD and pausing after each one to check. Note: The numbers are for understanding only.

Key: 2 *X*, 3 ✓, 4 *X*

CD 1, 04

1.
SCOTT: Hi. I'm Scott.

2.
MONTY: Hi. I'm Monty.

3.
SUZY: Hi. I'm Suzy.

4.
SALLY: Hi. I'm Sally.

Class game

- Divide students into groups of six. Groups stand in small circles. Give a scrunched-up ball of paper to each group. Demonstrate with one group. Say *I'm* (your name). *What's your name?* Throw the ball to a student in the group. The student says *I'm* (student's name). *What's your name?* and throws the ball to another student. Continue the game.

Extra activities: see page T110 (if time)

Language Portfolio

- Students complete pages 98 and 99 of *Kid's Box AE Workbook 1 Language Portfolio* (*About me* and *My language skills*). Help with new language as necessary.

Ending the lesson

- Display the flashcards on the board face up. Point to each one to elicit the name. Take the Monty flashcard off the board. Say *Goodbye, Monty* and wave. Repeat with the other flashcards. Stand in front of the class, wave, and say *Goodbye, everyone*.

OBJECTIVES: By the end of the lesson, students will be able to name the rest of the toy characters, will understand and use numbers 1–10, and will have learned a chant.

● TARGET LANGUAGE

Key language: numbers 1–10

Additional language: *Hi!, kids, Maskman, Marie, stand up, sit down, toy, toy box, come alive, walk, talk, connect the dots, complete, do the actions, say the chant*

Review: *Hi. I'm (name). Goodbye. What's your name?*
character names

● MATERIALS REQUIRED

Flashcards of the eight characters (1–8) and flashcards of numbers 1–10 (9–18)

Photocopiable 1 (see page T97), one for each student, an envelope for each student

Ten pencils

Ten cards, each with a different number of dots between one and ten

Warmer

- Greet the students. Say *Hello, kids!* Explain that *Hi!* is an alternative to *Hello!* Point out *Kids* in the title of the course and explain the meaning, in L1 if necessary.
- Sit on a chair. Say *Stand up*. Stand up. Say *Sit down*. Sit down. Repeat. Students mime the actions.
- Review the characters by holding up 1–5 + 8 flashcards in turn and eliciting the name. Divide the class into six groups. Give each group a flashcard. Say *Stand up, Mrs. Star. Stand up, Mrs. Star. Sit down, Suzy. Stand up, Monty. Stand up, Sally. Sit down, Scott*. Groups do the actions. Repeat for all the characters.

Presentation

- Stick the flashcards of Maskman and Marie on the board face down. Turn each flashcard, point to the character, and say the name, e.g., *Maskman*. Students repeat.

SB5. ACTIVITY 3. Listen and do the actions.

- Say *Open your Student's Books to page 5, please*. Divide the class into three new groups: Monty, Maskman, and Marie. Play the CD. Students listen and stand when they hear their character's name. Play the CD again. This time, students sit. Teach the actions:
Toys in the toy box = head down on the desk, eyes closed
Come alive = head up, open eyes
Walk and talk = stand up
On the count of five = rub eyes
One ... five = march and count
Play the CD again. Students do the actions.

CD 1, 05

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five,

One, two, three, four, five.

MARIE: Hi. I'm Marie. What's your name?

MASKMAN: Maskman. What's your name?

MONTY: Monty.

ALL: Goodbye.

Practice

- Invite six students to come to the front. Give three students character flashcards (Scott, Sally, Suzy). Make sure the other three students can't see. The three students without cards take turns asking the question *What's your name?* The students show their flashcards and respond. Repeat.

Presentation

- Display the number flashcards. Place ten pencils on your desk. Point to each pencil in turn and count: *One, two*, etc. pointing to the flashcards as you say the numbers. Repeat. Count using your fingers. Start with one hand (1–5). Students repeat. Continue with the other hand (6–10). Students repeat.

SB5. ACTIVITY 4. Say the chant.

- Play the chant on the CD. Students listen and join in. Divide students into two groups. Each group says a different line. Repeat. You could record the students and play it back so they can hear themselves. They could vary the way they say each line, e.g., whisper, shout / get louder, get quieter.

CD 1, 06

One, two, three, four, five,

Six, seven, eight, nine, and ten.

Pair work

- Hold up a number of fingers. Students say how many. Encourage students to count from one each time. Students work in pairs and take turns playing the game.

WB5. ACTIVITY 3. Look and match.

- Say *Open your Workbooks to page 5, please*. Point to the characters from left to right. Elicit the names each time. Say them clearly as groups of three (*Marie, Maskman, Monty ... Marie, Maskman, ...*). Follow the line to Monty with your finger. Elicit *Monty*.
- Students work in pairs to complete the other rows by drawing lines to the correct characters. Pairs check with other pairs. Students say the names of the characters in the rows as they check. Check with the class.

Key: 2 Scott, 3 Maskman, 4 Marie

Photocopiable 1: see pages T95 and T97

WB5. ACTIVITY 4. Connect the dots.

- Hold up a pencil. Say *Use a pencil and connect the dots*. Count the numbers aloud with the class. *One, two, three, ...* Elicit what the picture is (a star).

Extra activities: see page T110 (if time)

Ending the lesson

- Choose ten students to come to the front. Hand a card with dots to each student. Students count the dots on their cards and form a line in the sequence 1–10, facing the class. Each student then says their number for the class to check. Repeat using the number flashcards.

OBJECTIVES: By the end of the lesson, students will be able to ask and answer about age.

● **TARGET LANGUAGE**

Key language: *How old are you? I'm ...*

Additional language: *stand up, sit down, point to, pick up, please, draw, write, door, Eva*

Review: numbers 1–10, *What's your name? I'm ...*

● **MATERIALS REQUIRED**

Number flashcards (9–18) and ten cards with dots from previous lesson

Flashcard of Eva (19)

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

Unit 1 Reinforcement worksheets 1 and 2 and Extension worksheet 1 (pages 7, 8, and 9)

Warmer

- Hand out both sets of number cards. Hold up one finger and elicit *One* from the class. The students with the cards showing 1 come and stick their cards on the left of the board. Repeat until all ten numbers are on the board in the correct place.

SB6. ACTIVITY 5. *Listen and point.* **S** toward Listening Part 2

- Say *Open your Student's Books to page 6, please. Say Point to Scott.* Students point. Repeat for Sally and Suzy. Introduce Eva using the flashcard. Hold up your book, point, and say *This is Eva.*
- Play the CD. Students listen and point when they hear the names. Play the CD again. Students listen and point a second time. Hold up your book. Point to Scott. Say *What's his name?* Repeat for the other three characters.
- Say *How old is Eva?* Elicit from the class (*Eight*). Ask about Scott and Suzy. Play the CD again if students can't remember.
- Ask a student *How old are you?* The student responds, e.g., *I'm six* or *I'm seven*. Ask several other students. If any students are a different age, ask them.

CD 1, 07

SALLY: Hi, Eva.

EVA: Hi, Sally. Hi. What's your name?

SUZY: Suzy.

EVA: How old are you?

SUZY: I'm three.

SCOTT: How old are you, Eva?

EVA: I'm eight, and you?

SCOTT: I'm six.

SB6. ACTIVITY 6. *Listen and repeat.*

- Play the CD. Say *Repeat* and point to your mouth. Students point to the character and repeat in chorus.

CD 1, 08

SCOTT: Hi. I'm Scott. I'm six.

EVA: Hi. I'm Eva. I'm eight.

SUZY: Hi. I'm Suzy. I'm three.

SALLY: Hi. I'm Sally. I'm seven.

Class game

- Say, e.g., *Hi. I'm Jenny. I'm nine.* Show thumbs up and thumbs down and ask students what they think (thumbs down – not true). Whisper to a student to say the truth, e.g., *I'm* (real name), *and I'm* (real age). The student says the sentence. Show thumbs up and thumbs down and ask students what they think (thumbs up). Invite other students to stand and say a sentence about their name and age. The class votes each time.

WB6. ACTIVITY 5. *Listen and write the number.*

S toward Listening Part 2

- Say *Open your Workbooks to page 6, please.* Tell students to use a pencil. Say *Listen* and cup your hand behind your ear. Play the CD. Students listen and write the ages. They check in pairs. Play the CD again. Check with the class. Ask questions, e.g., *Number 1. How old is he?* Write the correct answer on the board for each one.

Key: 2 = 3, 3 = 5, 4 = 9, 5 = 7, 6 = 10

CD 1, 09

1. I'm six.
2. I'm three.
3. I'm five.
4. I'm nine.
5. I'm seven.
6. I'm ten.

WB6. ACTIVITY 6. *Draw and write.*

- Point to Sally. Say *Who's this? How old is she?* Students respond. Tell students to draw (mime drawing a picture in the air) a picture of themselves in the other frame and to write their information. Elicit a few examples from students: *I'm* (name). *I'm* (age).
- Encourage students to show each other their drawings.

Class game

- Review *Stand up* and *Sit down* from the previous lesson. Check *Point to (the door)*, *Pick up (a pencil)*, *Open (your books)*, *Close (your books)*.
- Play an action game. Students do the action only when you say *please*, e.g., *Stand up, please* (students stand up). *Open your books, please* (students open their books). *Close your books* (students don't close their books). Repeat these and other instructions quickly, one after another. Students miss a turn when they make a mistake.
Note: This game can be repeated on a regular basis to review and extend vocabulary and instructions.

Extra activities: see page T110 (if time)

Optional activity

- Unit 1 Reinforcement worksheets 1 and 2 and Extension worksheet 1 from *Teacher's Resource Book 1* (pages 6–9).

Ending the lesson

- Put your hands behind your back. Hold out a number of fingers. Make sure students can't see. Say *How many fingers (are there)?* Students take turns guessing. Show your hands when students guess correctly. Repeat with different numbers.

OBJECTIVES: By the end of the lesson, students will be able to name and talk about colors and sing a song.

● TARGET LANGUAGE

Key language: *blue, green, orange, pink, purple, red, yellow, monster, rainbow, and, What color's (the pencil)? It's ...*

Additional language: *sing the song, color, play bingo, take out*

Review: *How old are you?, numbers 1–10, stand up, sit down, point to, pick up, open, close*

● MATERIALS REQUIRED

Color flashcards (20–26)

Extra activity 1: a paper plate for each student, seven colors of tissue paper cut into strips for each student

Optional: *Kid's Box AE Teacher's Resource Book 1 Unit 1 Song worksheet (page 11)*

Warmer

- Start to write very slowly a number on the board. Students guess which number it is. Ask a student to come and complete the number. Repeat for the other numbers.

Presentation

- Teach the colors using the flashcards. Show a flashcard. Say *It's (color)*. Stick the flashcards on the board. Point and say *It's ... green*. Pause before the color to give students a chance to say it. Practice the colors by saying, e.g., *Point to green. Point to red. Point to blue*.
- Point to a flashcard, e.g., yellow. Elicit negative answers. Say *Is it blue? Is it purple? Is it orange?* Then say *What color is it?* Students respond *It's yellow*. Repeat.
- Invite students to take turns being the callers to give them practice with the questions.

SB7. ACTIVITY 7. Sing the song.

- Say *Open your Student's Books to page 7, please*. Say *What can you see?* Elicit or teach *rainbow* and *monster*.
- Play the CD. Students listen and point to the colors. Play the CD again. Students join in with the song. Play the CD one or two more times to give students confidence to sing. Students stand up and sing the song as a class.

CD 1, 10

Red and yellow and pink and green,
Orange and purple and blue.

I can sing a rainbow,
Sing a rainbow,
Sing a rainbow to you.

CD 1, 11

Now sing the song again. (Karaoke version)

Practice

- Say *Take out a blue pencil. Take out a red pencil*. Repeat for the other five colors. Hold up a blue pencil. Say *What color's the pencil?* Students respond *Blue*. Students work in pairs. They take turns holding up a pencil, asking a question, and responding.

SB7. ACTIVITY 8. Listen and say the color.

- Play the CD. Do the first one as an example. Students hear the number and say the color that corresponds, e.g., 1 = pink. Students check in pairs. Play the CD again, pausing after each one to elicit the number and the color.

Key: 6 = green, 3 = yellow, 5 = blue, 1 = pink, 7 = purple, 4 = red, 2 = orange

CD 1, 12

Six, three, five, one, seven, four, two

Class game

- Divide the class into seven groups. Give each group a different color. Play an instruction game. Say, e.g., *Red, stand up. Yellow and green, point to your books*. Continue, making sure you involve all the students and give them practice with the language of instruction.

WB7. ACTIVITY 7. Listen and color. **S** toward

- Say *Open your Workbooks to page 5, please*. Elicit the numbers. Tell students to place the seven colored pencils on their desks. Say *Now listen and color*. Students mark the number with a dot in the right color. They will not need to use all seven colors. They color the number in fully after the listening. Play the CD. Students listen and mark the numbers. They check in pairs. Play the CD again. Check with the class by asking, e.g., *What color's number one?*

Key: 8 = red, 1 = purple, 7 = blue, 9 = yellow, 4 = orange

CD 1, 13

1. Look at number eight. Color it red.
Red?
Yes, color number eight red.
OK.
2. Look at number one. Color it purple.
OK. Number one is purple.
3. OK. Look at number seven. Color it blue.
Blue?
Yes, number seven is blue.
4. What color's number nine?
It's yellow. Number nine is yellow.
OK.
5. Look at number four. Color it orange.
OK. Number four is orange.
Yes.

Extra activities: see page T110 (if time)

Optional activity

- Hand out copies of the song worksheet from *Teacher's Resource Book 1* (pages 6 and 11) and do the color dictation.

Ending the lesson

- Students close their books. Sing the rainbow song again. If students have made rainbows, they point to the colors on their rainbows as they sing.

OBJECTIVES: By the end of the lesson, students will have practiced the sound /s/ and asked and answered questions.

● TARGET LANGUAGE

Key language: *red, yellow, pink, green, orange, purple, blue, and, rainbow*, the phoneme /s/ as in *star*

Additional language: *Don't (color).*

Review: classroom language

● MATERIALS REQUIRED

Flashcards of the nine characters (1–8, 19)

Students' envelopes with the cards of the six characters from Photocopiable 1

Extra activity 1: color flashcards (20–26), two rulers

Warmer

- Stick the character flashcards on the board and elicit the names. Put the flashcards of Mr. Star, Mrs. Star, Scott, Suzy, and Sally in one group and Monty, Marie, and Maskman in another. Focus students on the s group and on the sound: /s/.

SB8. ACTIVITY 9. Monty's phonics.

- Say *Open your Student's Books to page 8, please*. Point to the picture of the number 6 and say *Six*, emphasizing the /s/ sound. Say the word again and draw a figure 6 with your finger as you speak. Point to the picture of the star and say *Star*, emphasizing the /s/ sound. Say the word again and make a twinkling star motion with your hand as you speak. Say *Now listen to Monty, point, and repeat*.
- Play the CD. Students listen and repeat the sounds and the words, using the same tone and speed as Monty.
- Say *Six stars* several times, getting faster and faster (as a tongue twister). Students work in pairs and practice saying *Six stars* as a tongue twister in the same way.

CD 1, 14

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

/s/ /s/ six

/s/ /s/ star

Six stars.

Six stars.

Six stars!

Practice

- Put students in pairs. Give students their envelopes with the six character cards from Photocopiable 1. They mix up their two sets of cards and put them face down on the desk. (There are 12 cards altogether.) Students take turns turning over two cards and saying the names. If two cards are the same, they keep them. If not, they turn them face down again. The student with the most pairs at the end is the winner. Repeat.

SB8. ACTIVITY 10. Ask the questions.

- Focus students on the pictures. Point to Eva. Say *What's your name? I'm Eva*. Say *How old are you?* Wait for students to respond (*I'm eight*). Point to Suzy. Elicit the questions and answers. Students work in pairs. They take turns pointing, asking, and answering. Monitor students and help where necessary.

WB8. ACTIVITY 8. Listen and circle the "s" words.

- Stick the six character flashcards on the board. Say the /s/ sound and make the star motion. Point to the flashcards of the characters whose names have the /s/ sound at the beginning (Scott, Suzy, Sally) and do thumbs up. Point to the other three flashcards (Monty, Marie, Maskman) and do thumbs down.
- Say *Open your Workbooks to page 8, please*. Point to the first picture and elicit *Sally* from the class. Do thumbs up. Point to the example answer. Say *Circle this picture*. Point to the next picture and elicit *Four* from the class. Do thumbs down and shake your head. Say *Don't circle this picture*.
- Play the CD. Students circle the pictures of words that begin with the sound /s/. Students check answers in pairs.
- Play the CD again. Check answers as a class.

Key: Students circle: 4 seven, 5 star, 7 six, 8 Suzy

CD 1, 15

1. Sally
2. four
3. Monty
4. seven
5. star
6. Maskman
7. six
8. Suzy

Class game

- Play the *Please* game. Say *Stand up* (students don't stand up). *Open your books, please* (students open their books). *Close your books, please* (students close their books). *Stand up, please* (students stand up). *Pick up your pencil* (students don't pick up their pencils). Say the instructions quickly. Practice the language for the next activity.

WB8. ACTIVITY 9. Listen and check (✓) the box.

S toward Listening Part 3

- Focus students on the pictures. Say *Listen and check*. Make a check mark on the board as you say *check*. Play the example. Point to the correct picture and the check mark. Play the CD. Pause after each one for students to check with each other. Play the CD again. Check and elicit the correct mime from one or more of the students each time. Repeat the correct instruction.

Key: 2 = left, 3 = right, 4 = middle

CD 1, 16

1. Sit down, please.
2. Close the door, please.
3. Listen to the CD, please.
4. Open your books, please.

Extra activities: see page T110 (if time)

Ending the lesson

- Students take out pencils in the seven colors. Say *Pick up the red pencil, please*. Students pick up the red pencil. Repeat for other colors. Say the instructions quickly. More confident students can take turns giving 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: *here, thank you, my, very good, sticker*

Review: *pick up, point to, open, close, look at, listen, sing, door, class vocabulary*

● MATERIALS REQUIRED

Flashcards of the characters (1–8, 19)

Extra activity 2: small pieces of paper, the same number as there are students in the class, with a number between 1 and 10 written on each piece, e.g., 6, an envelope to put them in

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

Extension worksheet 2 (page 10)

Kid's Box AE Interactive DVD 1: The living room "Gardening" episode and/or animated version of the Unit 1 story from *Suzy's room*

Warmer

- Place the flashcards on the board and elicit the names. Say, e.g., *Marie* and clap twice. Students repeat. Repeat for the other flashcards. Vary the action, clapping, snapping fingers, stamping feet, and so on. Point to the character flashcards for children to do the actions.

Story

SB9. ACTIVITY 11. *Listen to the story.*

- Say *Open your Student's Books to page 9, please. Look at the pictures. Point to Maskman. (Students point.) Point to Marie. (Students point.) Do the same for Monty and monster. Hold up your book. Point to the picture sequence 1–6 to check students know the order. Say Listen and look. What color's the monster? What color's the pencil?* Play the CD. Students check their answers in pairs. Check with the class (blue).
- Play the CD again. Pause after each picture to check understanding. Point to the picture and ask, e.g., *What's his name? What's her name? What's this? (toy box). What color's the toy box / door?*

CD 1, 17

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

MASKMAN: Hi, Marie.

MARIE: Hi, Maskman. Close the door, please. Sit down here.

MASKMAN: Listen to my chant, Marie. 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10.

MARIE: Very good, Maskman.

MASKMAN: Yes, good.

MASKMAN: Listen! Look! What ...? Aaaagghh! A blue monster!

MARIE: No, Maskman. It's a ...

MASKMAN: Aaggh! A blue monster! Goodbye, Marie.

MARIE: Goodbye, Maskman. Close the door, please, Maskman.

Thank you.

MONTY: Hi, Marie.

MARIE: Hi, Monty.

MONTY: Look, a blue pencil.

MARIE: Yes, a blue pencil.

SB9. ACTIVITY 12. *Listen and say the number.*

- 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, 6, 4, 3, 5, 1

CD 1, 18

As CD1, 17 but in the order of the key.

WB9. MY PICTURE DICTIONARY.

- Say *Open your Workbooks to page 9, please. Look at the picture dictionary. Hold up your book. Students prepare the stickers. Say the numbers (1, 2, 3, 4, 5, 6) in turn. Students point to the correct sticker. Say the numbers in a different order. Students point to the correct number in their books. Students stick the stickers in the correct place. Monitor around the class to check. If appropriate, students trace around the number word under the sticker.*

Extra activities: see page T110 (if time)

WB9. MY STAR CARD.

- Focus students on the activity. Say *Can you say these words?* Write the numbers in turn on the board. Elicit the words in chorus. Ask students to repeat if necessary. When a student doesn't say the number correctly, elicit the number from another student who can, and then ask the first student to repeat.
- Students work in pairs. They take turns pointing to a number in their books and saying it.
- Say *Color the stars.* Demonstrate the activity on the board. Elicit a number using one of the flashcards. Say *Good. Now color the star.* Students choose colors to color their stars.

Optional activities

- Unit 1 Extension worksheet 2 from *Teacher's Resource Book 1* (pages 6 and 10).
- The "Gardening" episode from *Kid's Box AE Interactive DVD 1* (*The living room* section).
- The animated version of the Unit 1 story from *Kid's Box AE Interactive DVD 1* (*Suzy's room* section). See pages 41–43 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.