

**OBJECTIVES:** By the end of the lesson, students will have reviewed greetings and introductions.

### ● TARGET LANGUAGE

**Key language:** *Hi, I'm ... , We're ... , My name's ... , Goodbye. What's your/his/her name? How old are you? to be*

**Additional language:** *look, listen, open/close your books / the door, one, star, pencil*

**Review:** numbers 1–10, character names from *Kid's Box AE 1*

### ● MATERIALS REQUIRED

Flashcards: (characters) 1–7

Extra activity 1: ten large pieces of thin cardboard, with a number in words between *one* and *ten* written on each one, e.g., *five*

Optional: *Kid's Box AE Workbook 2 Language Portfolio* pages 98, 99, and 104

## Warmer

- Introduce yourself. Say *Hi. My name's* (your name). Walk up to a student and repeat. Add *What's your name?* The student responds, e.g., *Hi. My name's* (student's name). / *I'm* (student's name). Repeat with four or five more students.
- Students stand up. Clap your hands. They turn to the student on their left and take turns introducing themselves. Clap your hands. They turn to the student on their right and introduce themselves. Repeat for the students behind and in front.

## Presentation

- Display the flashcards of the seven characters. If students studied *Kid's Box AE 1*, elicit the names. If they didn't, hold up each flashcard in turn, say the name, and students repeat.
- Place the flashcards around the room. Say, e.g., *Point to Suzy*. Students point. Repeat with the other characters, saying the instructions quickly one after another.

### SB4. ACTIVITY 1. Listen and point.

- Say *Open your Student's Books to page 4, please*. Hold up your book and point to the page. Draw a star on the board. Elicit what it is. Say *Find the star in the picture*. Students check in pairs. Check with the class (on Mr. Star's belt). Students say *Here it is*.
- Elicit what students can see in the picture (the Star family, their house, yard, dog, cat, etc.).
- Say *Listen and point*. Play the CD. Students listen and point to the characters. Set the pre-listening questions: *How old is Sally? How old is Scott? How old is Suzy?* Say *Listen again and answer*. Students check in pairs. Check answers (eight, seven, four).

### CD 1, 02

**SALLY:** Hi again! We're the Star family. I'm Sally Star, and I'm eight. This is my brother, Scott. He's seven, and this is my sister, Suzy. She's four.

**SCOTT:** This is my grandmother. She's Grandma Star.

**GRANDMA:** Hi.

**SCOTT:** This is my grandfather. He's Grandpa Star.

**SCOTT:** Grandpa. Say hi.

**GRANDPA:** Oh! Hi, everybody.

**MRS. STAR:** And we're Mr. and Mrs. Star.

**SCOTT:** What's your name? How old are you?

### SB4. ACTIVITY 2. Listen and repeat.

- Say *Look at the picture. Listen and repeat*. Play the CD. Pause after each name for students to repeat. Play the CD again. Students chorus in time with the recording.

### CD 1, 03

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

## Practice

- Invite four students (boys and girls) to the front. Ask each one *What's your name? How old are you?* Point to each of the students in turn and ask the class *What's his/her name? How old is he/she?* Students respond, e.g., *She's* (name). *She's* (age). Repeat with another four students.
- Weave the questions and answers around the classroom in the same way, gesturing to individual students to ask as well as answer.

### WB4. ACTIVITY 1. Write.

- Say *Open your Workbooks to page 4, please. Look at Activity 1. Who can you see?* Elicit the characters from the class. Hold up your book and point to the example. Point to each person in turn. Elicit from students what they write, e.g., point to *I'm Suzy*. Students respond *She's Suzy*.
- Students work individually and complete the activity.
- Correct the activity orally with the whole class.

**Key:** He's Scott. She's Suzy. He's Mr. Star. She's Mrs. Star. He's Grandpa.

### WB4. ACTIVITY 2. Draw and write.

- Say *Look at Activity 2, please*. Point to the frame and say *Whose picture goes here?* The class responds with their own name. Point to each of the questions and elicit the response for a few students as an example.
- Students draw a picture of themselves and write the answers. Remind them to use *I'm ...* and to write their age in words.

## Extra activities: see page T114 (if time)

## Language Portfolio

- Students complete pages 98, 99, and 104 of *Kid's Box AE Workbook 2 Language Portfolio* (*About me, My language skills, English and me*). These materials fit well at the beginning of the lesson. Help with new language as necessary.

## Ending the lesson

- Display the character flashcards on the board. Wave and say, e.g., *Goodbye, Suzy*. Invite a student to come and take the flashcard of Suzy off the board. Repeat with the other characters. Turn to the class, wave, and say *Goodbye, class*. Students respond *Goodbye, (your name)*.

**OBJECTIVES:** By the end of the lesson, students will have practiced greetings and asked and answered questions using *Who's ... ?*

### ● TARGET LANGUAGE

**Key language:** *Hi. I'm ... Goodbye. Who's he/she?* character and toy names (*Monty, Maskman, Marie, Trevor*)

**Additional language:** *stand up, sit down, point to, pick up, open, close*

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

### ● MATERIALS REQUIRED

Flashcards: (characters) 1–11

Two sets of number cards

Extra activity 1: 11 large pieces of paper, each with one of the colors written on it or color word cards from *Kid's Box AE 2 Teacher's Resource Book* (page 87)

Extra activity 2: 16 simple sums using numbers 1–10.

## Warmer

- Review the Star family, using the flashcards. Flash a card and elicit who it is. Display it on the board. Include Trevor, Marie, Monty, and Maskman. If the students did not study *Kid's Box AE 1*, make sure they repeat the new names several times.
- Point to the flashcards in turn. The class says the name. Turn the first one to face the board. Point to each card (including the one facing the board). The class says the names. Repeat, turning one more card to face the board each time. When all flashcards are facing the board, continue the game, turning a flashcard face up each time until all are visible again.

### SB5. ACTIVITY 3. Listen and answer.

- Say *Open your Student's Books to page 5, please. Look at Activity 3. Say Who's number nine? Who's number five? Where's Monty? Say Listen and answer.* Play the first part of the CD as an example. Check students know what to say. Play the rest of the CD. Students whisper the response to their partner each time. Play the CD again, pausing after each question. This time, invite different pairs to respond each time.

**Key:** 4 Mr. Star, 1 Suzy, 8 Monty, 3 Sally, 6 Grandma Star, 2 Scott, 9 Marie, 10 Maskman, 5 Mrs. Star, 7 Grandpa Star

### CD 1, 04

**TREVOR:** Hi. I'm Trevor.

Look at number four. Who's he?

Look at number one. Who's she?

Look at number eight. Who's he?

Look at number three. Who's she?

Look at number six. Who's she?

Look at number two. Who's he?

Look at number nine. Who's she?

Look at number ten. Who's he?

Look at number five. Who's she?

Look at number seven. Who's he?

### SB5. ACTIVITY 4. Ask and answer.

- Say *Look at number three. Who's she?* The class responds *Sally*. Repeat three or four more times with other questions and answers in open pairs, e.g., Student A asks, Student B responds; Student C asks, Student D responds.
- Say *Look at Activity 4. Now you ask and answer in pairs. Take turns.* Put students into pairs. Students do the activity in pairs. Monitor the pairs as they are working and help where needed.

## Team game

- Divide the class into two teams. Hand out the number cards to each team. Ten students on each team take and hold up a card. Team members take turns asking and answering, e.g., Team A (about Team B): *Look at number seven. Who's he/she?* Team B: *He's/She's (name).* Award points for correct questions and answers. The team with the most points is the winner.

### WB5. ACTIVITY 3. Color the stars.

- Say *Open your Workbooks to page 5, please. Look at Activity 3.* Hold up your book and point to the example. Elicit the sentence from the class (*Color two stars*). Say *What color?* Students suggest a color. Repeat for number 2.
- Students work individually and color the correct number of stars in the colors they choose. They can work together. Students check in pairs. Check with the class.

### WB5. ACTIVITY 4. Match and connect.

- Do a few simple sums quickly around the class, e.g., say *One and one is ...* Wait for the class to respond *two*. Repeat with other simple sums.
- Say *Look at Activity 4, please.* Hold up your book. Read the example sum (*six and one is ...*) and elicit the response. With your finger, follow the line in the example to 7 and then seven. Say *Now draw the lines for the other sums.*
- Students work individually and then check in pairs. Check with the class.

**Key:** 1. (5); 2. (3); 4. (9); 5. (6); 6. (8); 7. (10)

## Extra activities: see page T114 (if time)

## Ending the lesson

- Play the *Please* game. Students stand up. Demonstrate the game first. Say, e.g., *Point to your chair*. Students don't point. Say, e.g., *Open your Student's Books, please*. Students open their Student's Books. Play the game using the following instructions: *sit down, stand up, close, open, point to / touch a book/pencil/table/chair/pen*. Students who respond incorrectly (e.g., do it when you don't say *please*) are out and sit down. Stop when you have a small group of winners.

**OBJECTIVES:** By the end of the lesson, students will have learned to say and recognize the letters of the alphabet.

● **TARGET LANGUAGE**

**Key language:** the alphabet, *How old are you? Can you spell your name, please?*

**Additional language:** *his/her painting*

**Review:** *What's your name?*

● **MATERIALS REQUIRED**

Photocopiable activity 1 (see page T100), copied onto thin cardboard, one copy for each student, scissors, an envelope for each student

Flashcards: (colors) 12, 13, 15, 18, 20–22; crayons

Optional: *Kid's Box AE Teacher's Resource Book 2* Unit 1 song worksheet (page 13)

**Warmer**

- Students take out their crayons. Give students instructions to follow, e.g., *Hold up the blue crayon. Put it under your Student's Book. Put the yellow crayon next to the book. Take the green crayon and put it under your chair.*

**Presentation**

**SB6. ACTIVITY 5.** *Listen, point, and repeat.*

- Say *Open your Student's Books to page 6, please. Look at Activity 5. It's an alphabet painting!*
- Hold up your book and point to the letters. Gesture from left to right along the first row of letters and say the letters aloud. Students repeat. Do the same with the rest of the rows. Make sure students are reading from left to right if they do not do this in their first language.
- Display the color flashcards in a horizontal line on the board. Help students notice the colors of the letters in their books. The letters are colored to help with pronunciation:  
gray = /ɛɪ/ = a, h, j, k; green = /i:/ = b, c, d, e, g, p, t, v, z;  
red = /e/ = f, l, m, n, s, x; white = /aɪ/ = i, y; yellow = /oʊ/ = o;  
blue = /u:/ = q, u, w; dark brown = /aɪ/ = r
- Say *Listen, point, and repeat.* Play the CD. Students listen and point the first time. Play the CD again for students to point and repeat the colors and letter names.

**CD 1, 05**

Gray: a, h, j, k

Green: b, c, d, e, g, p, t, v, z


Red: f, l, m, n, s, x

White: i, y

Yellow: o

Blue: q, u, w

Brown: r

**SB6. ACTIVITY 6.** *Say the chant.*  towards

- Say *Listen to the chant and point to the letters.* Play the CD. Students point to the letters. Make sure they are moving from left to right along the rows.
- Play the chant again in sections for the students to repeat.

**CD 1, 06**

a b c d e f g  
h i j k l m n o p  
q r s t u v  
w x y z

**Practice**

- Ask an able student: *What's your name?* When the student says it, ask *Can you spell your name, please?* Help the student. The class spells the name. Write the name on the board. Repeat. Tell students to write their names in their books. They work in pairs. Student A asks *Can you spell your name, please?* Student B spells it, and Student A writes it. They swap roles.

**Photocopiable 1: see pages T98 and T100**

**WB6. ACTIVITY 5.** *Listen and color.* 


- Say *Open your Workbooks to page 6, please. Look at Activity 5.* Tell students to take out their crayons. Say *Ready? Listen and color.* Remind students to make a dot in the color the first time they listen. Play the CD. Students listen and place a colored dot on the letter. Play the CD again for students to check. Ask, e.g., *What color is "p"? What letter is purple?* Students color the letters.

Note: These are not the same colors as were used to help with pronunciation. All these letters have the same pronunciation pattern (/i:/). This phonetic grouping is aimed at students who do not use the Roman alphabet in their first language.

**Key:** g = black, b = orange, v = purple, p = pink, c = yellow, t = brown, e = green, d = blue

**CD 1, 07**

Color g black. Color b orange. Color v purple. Color p pink. Color c yellow. Color t brown. Color e green. Color d blue.

**WB6. ACTIVITY 6.** *Listen and point. Write the words.* 

- Say *Look at Activity 6.* Write the two example anagrams on the board: *lylaS, igteh*. Elicit what they are. Tell students the first is a name and the second a number. Write them correctly on the board. Don't write the capital letters at the beginning of the names. Encourage students to use their letter cards for the other anagrams. They place the cards on their desk and move them around to make the correct spelling. This helps the kinesthetic learners. Students check in pairs. Play the CD for students to listen and check.

**Key:** 2 Scott, seven; 3 Suzy, four

**CD 1, 08**

1. This is Sally. She's eight.
2. This is Scott. He's seven.
3. This is Suzy. She's four.

**Extra activity: see page T114 (if time)**

**Optional activity**

- Hand out copies of the Unit 1 song worksheet from *Teacher's Resource Book 2* and do the rhyming activity (see pages 8 and 13 of the *Teacher's Resource Book*).

**Ending the lesson**

- Students stand up. Do the Alphabet chant again together with the CD. Repeat.

**OBJECTIVES:** By the end of the lesson, students will have had more practice with the letters of the alphabet.

### ● TARGET LANGUAGE

**Key language:** the alphabet, colors, *Can you spell ... , please?*

**Additional language:** in alphabetical order, painting

### ● MATERIALS REQUIRED

Photocopiable 1 alphabet cards from the previous lesson (page T100), one set for each student plus one set of your own.

Optional: *Teacher's Resource Book 2* Unit 1 Reinforcement worksheets 1 and 2 (pages 9 and 10).

## Warmer

- Students place their alphabet cards on their desks in the same order as on page 6 of the Student's Book (alphabetical order). Students stand up. Say the Alphabet chant with them. They point to the letters on their desks as they say them. Repeat.

### SB7. ACTIVITY 7. Ask and answer.

- Say *Open your Student's Books to page 7, please. It's a colors painting! Say Point to purple.* Students point. Repeat with the other colors. Draw students' attention to the speech bubbles on the photograph and elicit the question and answer. Repeat the question with two more colors. Invite a student to ask the question about another color. The class spells it out. Continue until all the colors have been spelled out.
- Students work in pairs. They take turns asking the question and spelling the colors.

## Practice

- Hand out all the alphabet cards from your set to different students (26 students). If you have fewer students, give some students more than one. Ask students to come to the board and to put the letters in order from left to right on the board. Make two lines if you can't get 26 letters in one line. Point to each letter and students repeat.
- Ask five students whose names each start with a different letter of the alphabet to come to the front. Tell them to stand in alphabetical order. Help them by pointing to the alphabet on the board. Check with the class if the students are in the correct order. Repeat.

### SB7. ACTIVITY 8. Order the colors.

- Write the following colors on the board: *Blue, black, brown.* Ask students to put them in order. Show them how it's done: point to the first letters and say *B, b, b. They're the same.* Point to the second letters and say *L, l, r. They're different. R comes after l, so brown is last.* Point to the third letter and say *U, a. They're different. A comes before u. Can anyone tell me which word is first?* Write them on the board in order: *Black, blue, brown.* Repeat for *green and gray, and pink and purple.*
- Say *Look at Activity 8. Now put all the colors in alphabetical order.* Students work in pairs and write the colors in order in their notebooks. Tell them to write them as a list. Monitor students as they are working and remind them what is written on the board. Elicit the correct order from the class.

**Key:** black, blue, brown, gray, green, orange, pink, purple, red, white, yellow

**WB7. ACTIVITY 7.** Read the question. Listen and write a name or a number. There are two examples. **S**

- Say *Open your Workbooks to page 7, please. Look at Activity 7.*
- Point to the picture of the boy and girl and elicit what the children are doing (*reading*) and what students can see (e.g., *books, a library, bags*).
- Say *Listen and write a name or a number. Let's look at and listen to the examples.* Point to the example questions and read them with the class. Play the examples on the CD and pause to indicate the example answers. Ask *Name or number?* Students respond (*Name. Number.*). Before playing the rest of the CD, encourage students to read the rest of the questions and think about whether each answer will be a name or a number.
- Play the CD. Students write their answers in pencil. Play the CD again for students to check. They can compare answers in pairs. Check as a class or in open pairs.

**Key:** 1 Grace, 2 10/ten, 3 Sun, 4 6/six, 5 Mouse

### CD 1, 09

**Look at the picture. Listen and write a name or a number. There are two examples.**

Hello, Lucy. Is this a picture of your friends?

Yes. The boy's name is Dan.

Is that D-A-N?

Yes.

How old is Dan?

He's nine.

Nine?

Yes, that's right.

**Can you see the answers? Now you listen and write a name or a number.**

- |   |   |
|---|---|
| 1. Who is the girl?<br>That's Grace.<br>Is that G-R-A-C-E?<br>Yes, it is.     | 4. What number is Dan's house?<br>It's number six.<br>Number six?<br>Yes.               |
| 2. How old is Grace?<br>She's ten.<br>Ten?<br>Yes, she is.                    | 5. What is the name of Grace's book?<br>It's Mouse House.<br>Is that M-O-U-S-E?<br>Yes! |
| 3. Where does Dan live?<br>He lives on Sun Street.<br>S-U-N?<br>That's right. |   |

**Extra activities: see page T114 (if time)**

## Optional activity

- Unit 1 Reinforcement worksheets 1 and 2 from *Teacher's Resource Book 2* (see pages 8–10 of the *Teacher's Resource Book*).

## Ending the lesson

- Teach and do the following chant with the students.
- | Teacher:              | Students respond: |
|-----------------------|-------------------|
| Give me an o          | o                 |
| Give me an r          | r                 |
| Give me an a          | a                 |
| Give me an n          | n                 |
| Give me a g           | g                 |
| Give me an e          | e                 |
| What does that spell? | orange            |
| What does that spell? | orange            |



**OBJECTIVES:** By the end of the lesson, students will have learned to identify and say the long ay /eɪ/ vowel sound and to contrast it with the short a /æ/ vowel sound

### ● TARGET LANGUAGE

**Key language:** the phoneme /eɪ/ as in *snake, play, game*

**Review:** comparison with the short phoneme /æ/ as in *black*; prepositions, spelling

### ● MATERIALS REQUIRED

Flashcards: (words with /eɪ/ and /æ/ sound) 19, 21, 91, 94

Extra activity 1: Photocopiable 1 alphabet cards used in the previous two lessons

Extra activity 2: Prepare about 20 questions for Tic-tac-toe, e.g., *What's this color? G-r-e-e-n. What's this animal? T-i-g-e-r.*

Optional: *Teacher's Resource Book 2* Unit 1 Extension worksheet 1 (page 11)

## Warmer

- Display the flashcards *cake, paint, and gray* on the board. Elicit the words and say them for students to repeat. Focus on the vowel sound /eɪ/, which all three words have in common. Say *Today's sound is ...* Students respond by saying /eɪ/. Provide more example words with the sound, if necessary (e.g., *game, play, say, day*).

### SB8. ACTIVITY 9. Monty's phonics

- Say *Open your Student's Books to page 8, please*. Point to the picture of Monty and ask *Who's this?* Students respond (*It's Monty*). Elicit the title of the activity. If students studied *Kid's Box AE 1*, remind them that the Monty's phonics activities practice different English sounds. Point to the picture of the snake and say *snake*, emphasizing the /eɪ/ sound. Say the word again and draw a snake shape with your finger as you speak. Point to the pictures of the children playing and the game and practice the words in the same way, using mime when you say the words. 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 *Four snakes are playing games* several times, getting faster and faster (as a tongue twister). Students work in pairs and practice saying the phrase as a tongue twister in the same way.

### CD 1, 10

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

/eɪ/, /eɪ/, snake

/eɪ/, /eɪ/, play

/eɪ/, /eɪ/, game

Four snakes are playing games!

Four snakes are playing games!

Four snakes are playing games!

### SB8. ACTIVITY 10. Say and answer.

- Students work in pairs. Student A describes the position of one of the objects in pictures a, h, j, or k. Student B listens and says the correct letter. Students swap roles.

### WB8. ACTIVITY 8. Listen and complete.

- Say *Open your Workbooks to page 8, please. Look at Activity 8.* Stick the flashcard *black* on the board (or color a small black blob). Write the word below the picture, with the letter "a" replaced by a line (as on Workbook page 8). Say the word and elicit the missing letter. Write it on the line.
- Say *Open your Workbooks to page 8, please.* Play the example and number 2, if necessary.
- Play the CD. Students complete the words with the missing letters. They check answers in pairs.
- Play the CD again. Check answers as a class. Elicit the words in the activity that have the /eɪ/ sound (*game, say, play, snake, gray*).
- Play the CD. Students listen and complete. They check in pairs. Check with the class.

**Key:** 2 a, e, 3 a, 4 a, 5 a, 6 a, 7 a, 8 a, e, 9 e, 10 a

### CD 1, 11

1. black, 2. game, 3. say, 4. bag, 5. cat, 6. play, 7. hand, 8. snake, 9. gray, 10. apple

### WB8. ACTIVITY 9. Listen and write. Match.

- Say *Look at Activity 9, please.* Point to the example and play the first item on the CD. Ask *How do you spell "pen"?* Students respond by spelling the word letter by letter, as on the CD. Say *Now listen and write. Use a pencil.*
- Play the rest of the CD, pausing after each item for students to write. Repeat the CD and let them check the words in pairs. Elicit answers (the words only) before students match.
- Say *Now match the words and the pictures. Write letters.* Show students how the example word *pen* has been matched to picture b (the example answer in the small box). Students work individually or in pairs to do the matching. Check answers as a class.

**Key:** 2 eraser c, 3 book e, 4 bag f, 5 pencil g, 6 table a, 7 chair h, 8 door d

### CD 1, 12

1. p-e-n, 2. e-r-a-s-e-r, 3. b-o-o-k, 4. b-a-g, 5. p-e-n-c-i-l, 6. t-a-b-l-e, 7. c-h-a-i-r, 8. d-o-o-r

## Extra activities: see page T114 (if time)

### Optional activity

- Unit 1 Extension worksheet 1 from *Teacher's Resource Book 2* (see pages 8 and 11 of the *Teacher's Resource Book*).

### Ending the lesson

- Review the phoneme /eɪ/ with a *True/False* game. Students stand up. Say different words in turn. When students hear the sound /eɪ/ in the word, they show thumbs up; when they don't, they show thumbs down. (Alternatively, if more appropriate, they can nod or shake their heads.) Students who respond incorrectly sit down. Stop when you have a small group of winners. Use the following words in the game, e.g., *snake, ball, gray, train, apple, play, cat, game, car, day, Grace*.

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

### ● TARGET LANGUAGE

**Key language:** language from the unit

**Additional language:** *toy box, come alive, It's my turn*

**Review:** *favorite, toys, Here are ... , food, I only have ... , Sorry*

### ● MATERIALS REQUIRED

Ten simple anagrams of numbers and colors for the Warmer, e.g., *ufor* (four), *edr* (red), written on a large piece of paper  
Extra activity 2: two complete sets of the alphabet cards from Photocopiable 1, two pieces of paper

Optional: *Teacher's Resource Book 2* Unit 1 Extension worksheet 2 (page 12) and/or animated version of the Unit 1 story from *Kid's Box AE 2 Interactive DVD* (Suzy's room section)

## Warmer

- Put the students into pairs. Display the simple anagrams of the numbers and colors. Students solve the anagrams and write the words correctly on a piece of paper.

## Story

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

- Say *Open your Student's Books to page 9, please.* Elicit who they can see (Trevor, Monty, Marie, and Maskman). Check students remember the sequence of the pictures. Set the pre-listening questions. Divide the class into three groups and give each group one of the questions to listen for: *Who's singing? What is Marie spelling? Is Maskman spelling a color? Say Listen and look.* Play the CD. Students listen and look. The groups check in pairs. Check with the class (All four toys, Blue, No, it's a number – four).
- Play the CD again. Students listen and repeat.
- Check comprehension, pointing to each picture and asking, e.g., *What are the toys singing?* (The abc song). *What color's Maskman's car?* (Blue). *How many pencils are there?* (Four). *What's Trevor's favorite food?* (Pencils). *Now there are three pencils. Where's the other pencil?* (Trevor is eating it). Check that students understand the meaning of *favorite*. Ask them what their favorite food is.

### CD 1, 13

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

**ALL FOUR TOYS** [*singing the Alphabet chant from earlier in the unit*]:  
a, b, c, d, e, f, g, ...

**MARIE:** Let's play a game. What's this color? B-l-u-e.

**MASKMAN:** I know. It's blue. My car's blue. Look!

**MASKMAN:** Now, it's my turn. What's this word? F-o-u-r.

**MONTY:** I know. That's four. Here are four pencils! My turn.

**MONTY:** What's this, Trevor? P-u-r-p-l-e.

**TREVOR:** Uh. Is it a pencil? Pencils are my favorite food.

**MARIE:** No, Trevor. It's purple. Your hair's purple.

**MASKMAN:** OK, Trevor. It's your turn.

**TREVOR:** Uh ... What's this? T-h-r-e-e.

**MONTY:** Three. I only have three pencils!

**MONTY:** Where's the red pencil?

**MARIE:** Are pencils your favorite food, Trevor?

**TREVOR:** Uh, yes, they are. Sorry, Monty.

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

- Say *Listen to the CD and say the number of the picture.* Play the first one as an example. Elicit the number of the frame (Four). Play the rest of the CD. Students work in pairs and point to / whisper the number of the frame. Play the CD again. This time, stop after each section and elicit the number.

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

### CD 1, 14

**MONTY:** What's this, Trevor? P-u-r-p-l-e.

**ALL FOUR TOYS** [*singing the Alphabet chant from earlier in the unit*]:  
a, b, c, d, e, f, g, ...

**MARIE:** Are pencils your favorite food, Trevor?

**MASKMAN:** I know. It's blue. My car's blue. Look!

**MONTY:** I know. That's four. Here are four pencils! My turn.

**TREVOR:** Uh ... What's this? T-h-r-e-e.

**WB9. MY PICTURE DICTIONARY.** **S** towards

- Say *Open your Workbooks to page 9, please.* Say *What color is it?* Listen to the spelling. Play number 1 on the CD and elicit the color. Ask students to hold up the correct sticker. They all stick the sticker in the first square.
- Play the rest of the CD. Students lay the stickers out on their desk in the correct order. Monitor around the class to check before they stick them in their books.
- Point to the example word in square 1. Say *Now write the words.* Students write the name of the color under each sticker. Write the colors on the board in random order if they are having difficulty. Play the CD again if necessary.
- Students write the name of the color under each sticker.

**Key:** 2 blue, 3 pink, 4 black, 5 yellow, 6 green

### CD 1, 15

1. p-u-r-p-l-e, 2. b-l-u-e, 3. p-i-n-k, 4. b-l-a-c-k, 5. y-e-l-l-o-w,  
6. g-r-e-e-n

**WB9. MY PROGRESS.**

- Focus students on the activity in their books. Say *Let's read the sentences together.* Read the first sentence. Elicit what it means and count to ten with the students. Repeat for the second and the third sentences. Students say the words in chorus.
- Students work in pairs. They take turns pointing to a sentence in their books and doing what it says.
- Say *Now ask each other and check or put an X.* Demonstrate the activity again if necessary. Students check or put an X. Encourage students to practice so that they can check all the statements and color the star.

**Extra activities: see page T114 (if time)**

## Optional activities

- Unit 1 Extension worksheet 2 (see pages 8 and 12 of the *Teacher's Resource Book*).
- The animated version of the story from *Kid's Box AE 2 Interactive DVD* (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.