



Helping Others

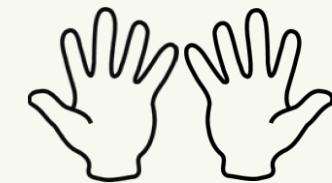
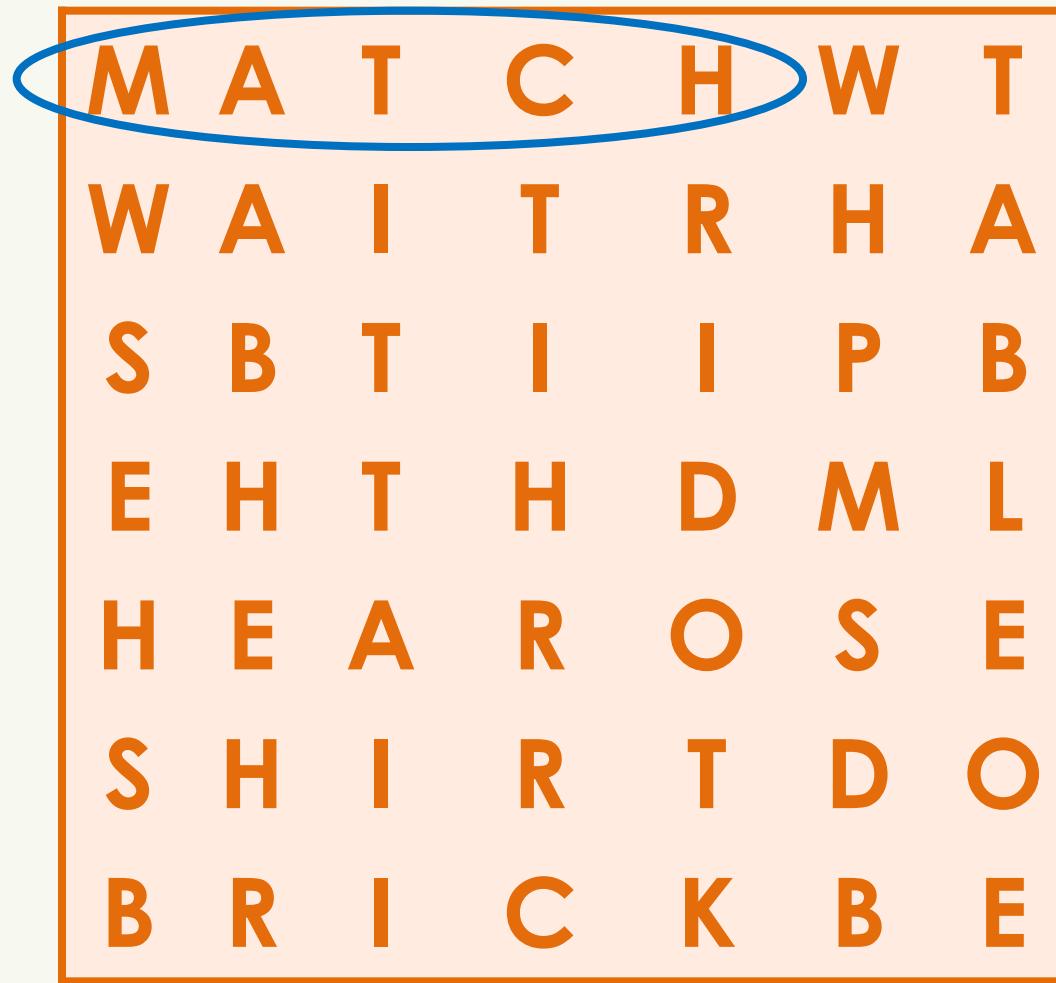
-How People Help

Warm Up



If S can't complete ANY tasks, switch to a lower entry point. If S struggles with a task, stop here and skip to next slide.

Do a level-appropriate warm-up. S describes weather in each season using simple but mostly correct sentences (**L2U4**). S uses full sentences to explain what season they like and why (**L2U7**). S asks T a question related to the topic (**L2U10**). S tells T a story related to the topic, describing events in detail (**L3U1**).



If S can't complete ANY tasks, switch to a lower entry point. If S can't complete L2U10 task, switch to a suitable entry point.

S changes singular to plural by adding -s (**L2U4**). S can read MOST 4-letter and 5-letter words. (**L2U7**)

S reads ALL 4-letter and 5-letter words (**L2U10**). S describes things with relevant details, expressing ideas and feelings clearly (**L3U1**).

Circle them for S (hear, math, rose, wait, table, write, shirt, brick) but ask S to read.

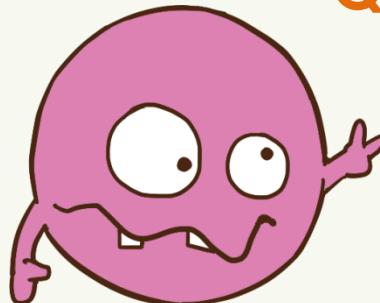
Dino's Weekend



Dino goes to the park with his friends in the weekend. They play football in the park. In the afternoon, Dino and his friends buy ice cream and cold drinks, because the weather is very hot. Later, they see a movie in the cinema.

Question Time!

Where... Who... What...
Why... When...



If S can't finish L3U1 task, skip to the next slide. If all tasks were TOO easy for S, switch to a higher entry point. S reads and re-tells the story with no or little assistance from T, using mostly correct grammar (L2U10) S is able to talk about a fun day with his/her friends using past tense (L3U4/L4U1).

Reward System



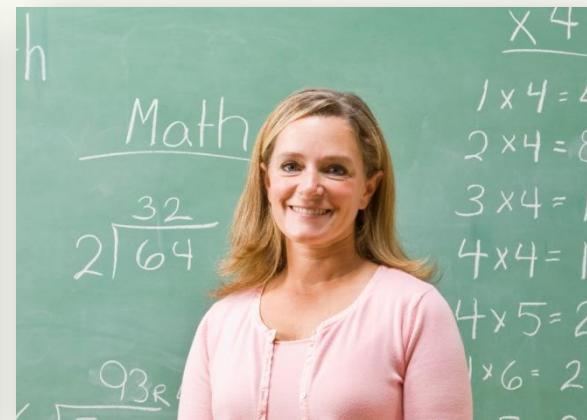
Fish number



Teacher Directions (TD): 1. If student (S) answers correctly, the boy gets one fish. If not, the boy will lose one. 2. If S doesn't follow the classroom rules, the boy also loses one fish,. Count the number of fish that the boy got by the end of the class. 3. T draws reward system on whiteboard or paper to use throughout class.

Helpers

A helper is a person or thing that helps or gives **assistance**. Do you know where to find them?



bus driver

doctor

teacher

TD: Introduce unit Help Others. All the vocabs on slide 3, 4, and 5 are words they learned from U19. S is supposed to know how to answer the question with prior knowledge. Prompt S to read the paragraph together with T. Explain the definition of the word in blue.

A helper is a person or living thing that helps or gives assistance. Do you know where to find them?



baker



gardener



waitress

**Who else do you know that are helpers?
What do they do to help?**



bank teller

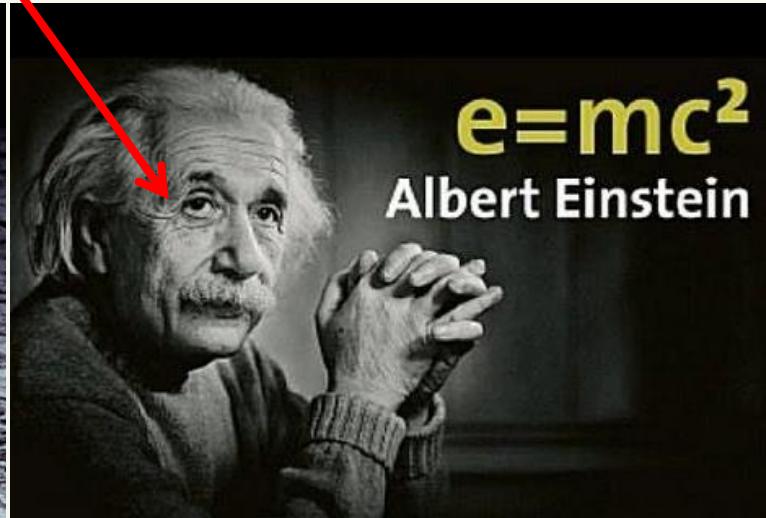
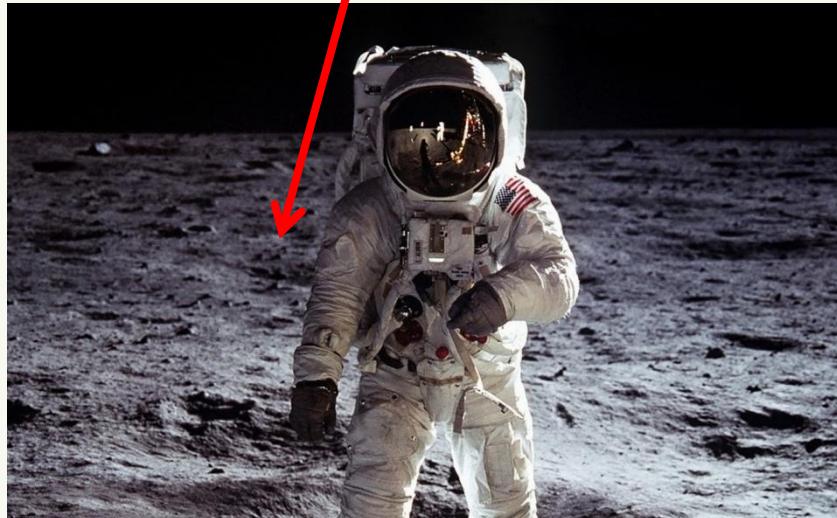


chef



**police
officers**

Astronauts and scientists are helpers too.



An astronaut works on a spacecraft. Some astronauts are scientists too. They do research in outer space to help us learn about outer space.

TD: Read together with S. Tell S that astronauts and scientists are helpers too, even they do not help directly. Use previous taught target sentences to review and extend learning.

What do they do as helpers?



vet



firefighters

TD: Introduce to S that the two words below are new vocabs. Ask S to identify what the vet is doing on the left side picture and what the firefighters are doing on the right side picture. Ask S to identify their outfit differences. Prompt S to answer the question on top after the above brainstorm.

Are they helpers?



TD: Prompt S to look at each of the pictures and ask them what do they see. Prompt S to think if the service dog, the toilet paper and the hedgehog are helpers or not by applying them to the definition of helpers.

How does the _____ help?



The baker bakes.

The builder builds.

TD: Model sentence patterns and have student repeat. Ask student, how does the baker help? Have student answer, The baker bakes. Ask student, how does the driver help? Have the student answer, The driver drives. Prompt S to identify the relation between verb form and the noun form.

How does the _____ help?



The bus driver
drives.



The policeman
polices.

How does the _____ help?



The teacher _____.
The gardener _____.

TD: Ask the question by filling in the blanks. S answers in complete sentences by filling in the correct verb from.

How does the _____ help?



A builder _____.

A designer _____.



Explain



A vet takes care
of animals.



A chef cooks.

How does the _____ help?

A helper helps.

A builder _____.

A waiter _____ tables.

A gardener _____.

TD: T asks S the question on top. S answers with the sentences provided below. Prompt S to figure out the rule to convert a noun to a verb with the sample.

How does the _____ help?

A baker bakes.

A driver _____.

A writer _____ books.

A shoe-maker _____ shoes.

Count With Me

[Explain](#)

What does it mean to count by 5's?

5	10	15	20	25
30	35	40	45	50
55	60	65	70	75
80	85	90	95	100

TD: With the numbers below, T explains the definition of counting by 5's. Prompt S to read from 5 to 50.

Can you count by 5's to 50?

5	10	15	20	25
30	35	40	45	50

five, ten, fifteen, twenty, twenty-five,
thirty, thirty-five, forty, forty-five, fifty

oa Sound

Explain



boat

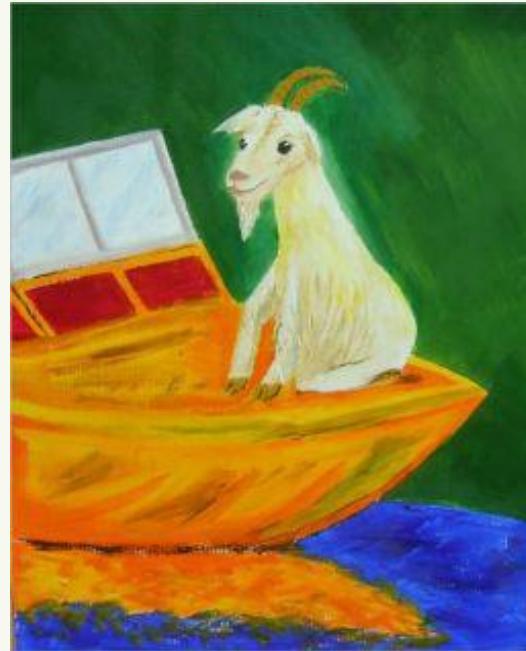


goat

TD: S should have known the two words. Ask what can you see on this picture, S answers, I see a boat. Then T asks S to reflect on what sound 'oa' makes.

oa Sound Reading

Extend



The goat is wearing a coat on a boat that floats.

TD: Before this activity, T refresh S's memory on what sound 'oa' makes then S goes on to read the sentence below. Correct S if they say wrong. With the picture help S with comprehension.

Chefs

Elaborate

Evaluate



Chefs work in restaurants. They **cook or prepare food** for guests in the restaurant. They **also research recipes** and **create their own dishes**. They sometimes **ask their customers for suggestions** to make their dishes better.

How do chefs help?

Homework Help



TD: Assign S homework, located after the Goodbye Slide. Briefly introduce the HW to S by giving clear instructions of how to complete each slide.

Goodbye Song

Mary Had a Little Lamb

Mary had a little lamb,
Little lamb, little lamb.
Mary had a little lamb,
Its fleece was white as snow.

And everywhere that Mary went,
Mary went, Mary went,
Everywhere that Mary went,
The lamb was sure to go.



Goodbye

WEEK

KID



Where can I find them?



I can find a _____ in a _____.

Draw lines connecting helpers to the places they work. Then, use the answers to fill in the blanks, and read the sentences.

Are they helpers?

A helper is a person or thing that helps or gives assistance.



Identify how these people / things help us.

How do they help?

Does the builder build?



The builder _____.



The bus driver _____.



The policeman _____.



The teacher _____.

Finish the sentences using the correct verbs.

How do they help?



The gardener _____.



A builder _____.



A designer _____.



A vet _____.

A chef _____.

Finish the sentences using the correct verbs.

Reading the “oa” Sound



goat



boat



float

The **goat** is wearing a **coat** on a **boat** that **floats**.

Read the words and the sentence.

Count With Me

What does it mean to count by 5's?

5	10	15	20	25
30	35	40	45	50
55	60	65	70	75
80	85	90	95	100

Count by fives to 100. Repeat until you can do it without looking at these numbers.