

irlanguage

Tiny 2 Talk

Teacher's Book



مجموعه زبان ایرانیان

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Susan Rivers



Oxford University Press



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with songs by Carolyn Graham

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این مجموعه با لوگوی مرجع زبان ایرانیان
به صورت نشر بر خط و حامل به ثبت رسیده است.
کپی برداری از آن خلاف شرع، قانون و اخلاق است و شامل پیگرد خواهد شد.



Student Book 2A — Scope And Sequence

| UNIT | THEME | DIALOGUE | PRACTICE PATTERN | VOCABULARY |
|------|------------------|---|---|---|
| 1 | Good Morning | Good morning, Sue. Good morning, Mommy. Get up, sleepyhead! | She's (Sue). He's (Benny). | Sue, Benny, Mommy, Daddy |
| 2 | Washing | Wash your face, Benny. Wait a minute. Now! | Wash your (face). Wait a minute. | face, ears, hands, feet |
| 3 | Look At Me! | Here's your toothbrush. Brush your teeth, Sue. Yes, Mommy. Look at me! | Here's your (toothbrush). Brush your (teeth). Yes, Mommy. | toothbrush, teeth, hairbrush, hair |
| 4 | Dressing | Put on your shirt. Help me! I can't see. Silly Benny! | Put on your (shirt). Help me! | shirt, pants, skirt, socks |
| 5 | Breakfast Time | Here's your breakfast. What is it? It's cereal. | What is it? It's (cereal). | cereal, toast, jam, milk, juice |
| 6 | At The Table | Mommy! Benny's playing. Tattletale! Benny, eat! | (Benny)'s (playing). | playing, eating, reading, cooking |
| 7 | Ready For School | Let's see. One book. Two erasers. Three pencils. Four markers. Five toys. | One (eraser). (Two) (eraser)s. | eraser, erasers, pencil, pencils, marker, markers, toy, toys |
| 8 | Leaving | I'm ready. Come on. Benny! Don't forget your bag. Thanks, Mommy. Bye. | Don't forget your (bag). Thanks. | bag, umbrella, jacket, hat |
| 9 | New Friends | Hey! Who's she? She's Julie. Hi, Julie. Nice to meet you. | Who's (she)? (She)'s (Julie). | Julie, Mike, Sue, Benny |
| 10 | On The Bus | Is he a teacher? No. He's a bus driver. Let's go! | Is (he) a (teacher)? No. (He)'s a (bus driver). | bus driver, truck driver, taxi driver |



Student Book 2B — Scope And Sequence

| UNIT | THEME | DIALOGUE | PRACTICE PATTERN | VOCABULARY |
|------|-------------------|---|---|---|
| 1 | Going On A Picnic | How many students? I can count ten. | How many (student)s? I can count (ten). | 6, 7, 8, 9, 10, buses, teachers, girls, boys, students |
| 2 | At The Park | We're here! I can see trees. So can I. I can, too. | I can see (trees). So can I. I can, too. | trees, birds, butterflies, flowers, clouds |
| 3 | What Do You Have? | Make a circle. What do you have? I have a ball. | What do you have? I have a (ball). | ball, kite, bike, boat, doll |
| 4 | Where's The Ball? | Uh-oh. Where's the ball? There it is. It's under the bus. Go get Miss Dolly! | Where's the (ball)? It's (under) the (bus). | under, in, on |
| 5 | Lunchtime | What are these? They're hot dogs. What are those? Oh, no! They're ants. | What are (these)? They're (hot dogs). | hot dogs, eggs, hamburgers, apples, cookies, ants |
| 6 | Food | What do you want? I want a hot dog. I want a hamburger. I want a hot dog and a hamburger. I'm so hungry! | What do you want? I want (a) (hot dog). | a hot dog, an egg, a hamburger, an apple, a cookie, a banana |
| 7 | Playtime | What are you doing? I'm blowing bubbles. Me, too! This is fun! | What are you doing? I'm (blowing) (bubbles). | blowing bubbles, playing ball, playing hide-and-peek, playing tag |
| 8 | Taking A Walk | Let's take a walk. What's he doing? He's flying a kite. Be careful! | What's (he) doing? (He)'s (flying) a (kite). | flying a kite, riding a bike, singing a song, taking a walk |
| 9 | My Leg Hurts | He's crying! What's wrong? My leg hurts. Poor Benny. | What's wrong? My (leg) hurts. Poor (Benny). | leg, tummy, head, foot, hand |
| 10 | Asleep On The Bus | What are they doing? They're sleeping. They're tired. | What are they doing? They're (sleeping). They're (tired). | sleeping, tired, crying, sad, eating, hungry, drinking, thirsty |

Introduction

COURSE DESCRIPTION

Tiny Talk is a three-level course designed for preschool and kindergarten children. The goal of this series is to help young children build strong listening and speaking skills in English by having them interact with warm, lovable characters in everyday real-life situations.

The three levels are each divided into A and B sections. Each section includes a Student Book, a Workbook, Picture Cards, Wall Charts, and a cassette. The Teacher's Book that accompanies each level combines instructions for both the A and the B sections. Puppets of the series' four main characters are also available. By coordinating the use of all these components, the teacher can enable students to understand and practice a wide variety of basic English patterns.

Student Book

Each Student Book contains ten units and two review units. Each regular unit is four pages long and is divided into two parts. Part 1 is a two-page storybook scene featuring the main characters in a situation pertinent to young learners. Patterns, structures, and conversational language are introduced through beautiful illustrations with a special appeal for young students.

Part 2 focuses on individual vocabulary items and a simple practice pattern using these items. A sticker activity concludes each of the ten units.

Workbook

The Workbook provides a variety of fun activities that reinforce the language taught in the Student Book. Designed especially with the young learner in mind, the Workbook may be used in the classroom and/or at home.

Puppets

The puppets are plush replicas of the series' four main characters — Benny and Sue (the toy bears), and Mike and Julie (the young children). The Teacher's Book clearly explains how to use the puppets and make them a fun and integral part of each lesson plan.

Picture Cards

The Picture Cards are 7" by 10" in size (18 cm by 25 cm) and are full-color replicas of the vocabulary items presented in the Student Book. The Teacher's Book provides many suggestions for using these cards in a wide variety of drills and activities.

Wall Charts

The Wall Charts are enlargements of the Student Book pages. They are especially helpful for presentation and basic practice activities. Their use is explained in the Teacher's Book.

Cassette

The cassette contains all the dialogues, vocabulary items, practice patterns, and songs and chants by Carolyn Graham for the ten regular units, as well as listening practice for the two review units. Each song or chant is presented in three forms: a model version, a sing-along version, and a music-only version.

Teacher's Book

The Teacher's Book offers step-by-step instructions for teaching each unit. Each lesson plan contains detailed suggestions for presenting new language, group and individual practice, reinforcement activities and games, and how and when to use the other components. This book also includes a syllabus and a complete list of Picture Cards.

Songbook

The *Tiny Talk Songbook* features the words and music to all 60 songs written especially for this series by Carolyn Graham.

ABC Workbook

The *Tiny Talk ABC Workbook* introduces the letters of the alphabet and their basic sounds, and provides simple practice exercises for reading and writing these letters.

Both the *Songbook* and the *ABC Workbook* can be used separately or as supplements to the *Tiny Talk* course.

PHILOSOPHY AND PRINCIPLES

Tiny Talk helps young beginners learn basic communicative English skills. Students are eager to learn language that is both interesting and understandable to them. Language is thus presented through themes that young children experience in their own daily lives. The language throughout the series is age-appropriate and allows children to communicate at their own level of ability in a fun and relaxed classroom atmosphere.

New language is presented in context with the use of puppets and the beautiful full-color illustrations appearing in the Student Books, on the Picture Cards, and on the Wall Charts.

Listening comprehension is developed by presenting and modeling new language and by playing the cassette in conjunction with the other components.

Students are given meaningful and memorable practice in using new language through communicative activities, games, dialogue practice, and songs — all of which are outlined in the Teacher's Book.

TOUR OF A UNIT

Part 1 of each Student Book unit consists of a two-page storybook scene featuring the series characters in a daily situation similar to one a young child would experience. The scene introduces speech patterns and some vocabulary in a conversational setting that is expanded in Part 2. It also introduces useful phrases and expressions.

Part 2 consists of a two-page spread that introduces new vocabulary related to the unit theme. The Pattern Practice panel, on the right-hand side of the spread, enables students to combine the vocabulary with appropriate sentence structures to produce short dialogues. At the bottom of the Pattern Practice panel is a dotted-line outline of a sticker. Students are expected to find the matching sticker on a sheet at the back of the Student Book, then place the sticker over the outline. By working with the stickers, students get not only enjoyment but also a strong sense of achievement after completing each unit.

The Workbook pages correspond directly to the Student Book pages. There are two pages of Workbook exercises for every two Student Book pages. There are no active reading or writing exercises in any of the Workbooks in this series.

LESSON PLANNING

The Teacher's Books offer detailed plans for each lesson in the course, including the review lessons. Teachers are encouraged to develop their own lesson plans, using the Teacher's Books as a guide, to meet the special needs of their students. It is important to plan many short activities as the attention span of very young learners is considerably shorter than that of older children.

Very young students generally prefer the familiarity and predictability of several favorite activities, whereas students in the higher levels of the series prefer new and more challenging activities.

As students need to understand new language before attempting to use it, listening comprehension activities should always be conducted prior to speaking or drilling activities.

USING THE TEACHER'S BOOK

This Teacher's Book covers both the A and B sections of Level Two. Units are numbered 1–10 (and review units are numbered 1–2) in each section. Each unit is divided into Parts 1 and 2.

Opening

Each lesson begins with one or two quick activities designed both to bring students back into an English environment and to review language previously taught.

Introduce New Language/Pattern Practice

In Part 1, the Introduce New Language section suggests how to present and model new vocabulary, patterns, and conversational expressions through the use of the puppets, Picture Cards, objects, and body language. It also offers listening comprehension activities and drills.

In Part 2, the Pattern Practice section provides ideas on how to reinforce the patterns introduced in Part 1, plus a wide variety of role plays, exercises, and activities.

Present the Wall Chart

Wall Charts are used after all new language has been presented, modeled, and drilled. The Teacher's Book shows how and when to use the charts along with the cassette, and outlines group activities that let the teacher gauge students' progress. The Wall Charts help students — particularly very young children — focus their attention; the charts also offer a smooth transition into the Student Book.

Open Student Books

This section details how to use the Student Books in class. It also offers suggestions on using the cassette with the Student Books, and provides listening/speaking activities for dialogues and pattern practice.

Song/Chant

This section allows students to practice the language they have been learning in an interactive song or chant. The corresponding cassette section contains a model version of the song or chant, followed by an interactive version, and concludes with a music-only version that gives students the chance to perform the song or chant completely on their own.

Games and Activities

Games and activities motivate students to use the language and allow them to enjoy doing so. This section provides a wide variety of teaching tips for helping students recycle, absorb, and retain the new language.

Workbook

Teachers may refer to this section to note corresponding Workbook exercises they can assign either for quiet classroom activity or for home study.

TIME GUIDELINES

As *Tiny Talk* is a communicative series for young children with no reading or writing skills, each lesson emphasizes presentation, modeling, interactive activities, songs, and games. The majority of the time will therefore be spent on these lesson parts.

While class times and ability levels vary according to the age group being taught, the following is an approximate guideline for teaching either Part 1 or Part 2 of a unit:

| | |
|---|-------------------|
| Opening | 5 minutes |
| Introduce New Language/Pattern Practice | 20 minutes |
| Present the Wall Chart | 10 minutes |
| Open Student Books | 10 minutes |
| Song/Chant, Games, and Activities | 15 minutes |
| | <u>60 minutes</u> |

Teachers with a shorter time span may teach a unit part over two class meetings. Consider the following example:

First class meeting:

| | |
|---|-------------------|
| Opening | 5 minutes |
| Introduce New Language/Pattern Practice | 20 minutes |
| Present the Wall Chart | 5 minutes |
| | <u>30 minutes</u> |

Second class meeting:

| | |
|-----------------------------------|-------------------|
| Present the Wall Chart | 5 minutes |
| Open Student Books | 10 minutes |
| Song/Chant, Games, and Activities | 15 minutes |
| | <u>30 minutes</u> |

Pacing

Young children lose interest quickly, so it is imperative that lessons are fast-paced and lively. Activities should last no longer than three to five minutes. A particular activity should be stopped at the height of involvement — even if students appear to be enjoying it — to preempt both overexcitement and boredom. Extra activities should be available in case students do not respond well to the ones originally planned.

If possible, large classes should have a teaching assistant who can help out when drilling and role-playing. This gives each student an opportunity to participate and ensures smooth classroom management.

TEACHING METHODS

Pronunciation

Very young children learning English will generally have better pronunciation than older children. One reason is a keener sense of hearing; another factor is that most young children are fairly uninhibited and not as fearful of making mistakes.

Teachers should speak clearly, yet at a normal pace. They should not pronounce the words in a sentence one by one, but link them together instead. The class should be drilled as a group before moving on to individual practice. This allows the teacher to pick out and correct pronunciation errors early on, without embarrassing any one student in particular. Students should be encouraged and praised frequently.

Some students at this age are unable to pronounce some sounds in their own language. If a student makes a correctable error, the teacher can simply say *Very good!*, then model the language again and give the student a chance to repeat. Extra practice time may be necessary for difficult sounds such as *th* or *z*, although too much attention on pronunciation mistakes will discourage students from participating and they will quickly lose confidence. The majority of students will eventually improve their pronunciation as their overall English skills gradually increase.

Modeling

The puppets, Picture Cards, objects, and gestures allow English to be taught in a meaningful context. When used to present new language or illustrate an activity or game, these options help keep students alert and attentive. The Teacher's Book gives detailed instructions for modeling all new vocabulary and patterns.

Group and Individual Practice

Group activities are the most successful for teaching very young children. It is important to make sure that each student is getting an equal amount of practice in these activities. Shy students are easily overlooked while more outgoing students tend to get more attention.

Some individual practice is necessary, but this should be kept fast-paced so as not to lose control of the class. In large classes, students may be asked to practice in pairs instead of one by one. Students should not be forced to participate if they are uncomfortable doing so. Praise should be used rather than criticism — each student learns at his or her own rate and may respond differently to activities and exercises.

Dialogues, Vocabulary, and Patterns

Using all the components of the *Tiny Talk* series helps keep activities interesting and fun. For example, students can perform role plays with their favorite puppets. Classes should be as student-centered as possible; the teacher acts as a guide but most of the actual work is done by the students themselves. Whenever possible, students should be encouraged to offer secondary information (in English) about the language being practiced. If necessary, students can be prompted when practicing dialogues.

Songs/Chants

Almost all children enjoy songs and chants. They help students remember important English expressions, patterns, and vocabulary. Using the Wall Chart or the Student Book as a reference, the teacher can present a song or chant as follows:

- 1) Introduce or review the main language in the song or chant, using either the pictures or the actual objects (if possible).
- 2) Play the first (model) version on the cassette to familiarize students with the song or chant.
- 3) Present the song or chant using appropriate gestures, expressions, and/or actions whenever possible. Sing or chant each line, then have the class repeat the words and the actions.
- 4) Play the second (interactive) version of the song or chant. The class sings or chants along and performs the actions. You can divide into interactive groups when appropriate. The Teacher's Book provides additional suggestions for this.
- 5) Once the students have mastered the song or chant,

they can perform the third (music-only) version with other verses.

If there are a few extra minutes remaining at the end of class, students can request their particular favorites.

Total Physical Response (TPR)

The TPR method links physical actions to language and is an excellent way for young children to retain new language, burn off energy, and have fun. Teachers should always try to link new vocabulary to gestures and actions. In addition, teachers should frequently conduct activities in which students respond physically to commands and/or songs and chants.

Parental Involvement

Teachers should maintain close contact with each student's parents to keep them informed of the child's progress and of any problems that may arise. Most parents are anxious for their children to do well and are willing to help with home review and practice.

DRILLS, GAMES, AND ACTIVITIES

Drills, games, and activities will take up the majority of the class time. Below is a list of frequently used activities for easy reference.

Choral Drill

The teacher models the language and the class repeats. This type of drill should be conducted every time new language has been introduced. Students should be given the chance to repeat each item several times. This gives the teacher a chance to correct any collective pronunciation errors as well as gauge the degree of difficulty the new language presents to students. Choral drills should always be conducted before moving on to individual drills.

Chain Drill

This drill can be used for conversational patterns or simple dialogues. The teacher hands either a Picture Card or the object depicted on the card to one of the students while saying the appropriate language. That student then repeats the procedure with the next student. The drill is continued until each student has had a chance to participate.

Line Pairs

This type of drill is for teachers who like pairwork but need more structure for younger children. Students are arranged in two equal lines (A and B) facing each other. The first students in the lines practice the language by role-playing a dialogue. The student in line B gives the response, then initiates the dialogue with the second student in line A, who responds in turn. That student then initiates the dialogue with the second student in line B, and so on. The dialogue is role-played throughout the two lines, and each student has a chance to both initiate and respond. The teacher should move down the lines, listening to each pair of students as they practice.

Guessing Games

Young children love to play guessing games, and these games provide numerous opportunities to use the language. Many variations appear in the Teacher's Book. Here is one very popular example: The teacher chooses a student to come to the front of the class, then gives him/her a Picture Card without letting the other students see it. Using the language being practiced, the other students try to guess which Picture Card the first student is holding. If a student guesses correctly, he/she replaces the student at the front, and the game is continued.

Benny Says

Using either the Sue or the Benny puppet, the teacher gives the class a series of commands. If a command is preceded by either *Benny says* or *Sue says*, the students should perform the appropriate action. If not, the students should remain still. Students who perform the action when the teacher does not call out *Benny/Sue says* are out of the game.

Musical Games

Many games in the Teacher's Book use songs that are played on the cassette. "Musical chairs" is a popular game among children of this age group. The chairs should be arranged so that there is a chair for all but one student. The teacher plays the cassette, then either stops the cassette in the middle of the song/chant or calls out *Stop!* Students rush to sit. The student left standing must identify selected vocabulary, or respond to a part of a conversation being practiced.

Another musical game, particularly helpful for practicing vocabulary, is to arrange students in a circle. The teacher hands out Picture Cards to some of the students, then plays the cassette. Students pass the cards in one direction around the circle while the song or chant plays. When the teacher stops the cassette, those students who are holding cards must stand and identify them.

Team Games

The class is divided into two teams. Students compete to bring the teacher an appropriate Picture Card, identify a vocabulary word, give the proper response in a dialogue, or answer a question. The first student to do so correctly earns a point for his/her team.

Student Book 2A



PART 1 Pages 4–5

Structures:

Good morning, Sue. Good morning, Mommy. Get up, sleepyhead!

Vocabulary:

Sue, Benny, Mommy, Daddy

Materials:

Picture Cards 1B:38–74 and 2A:3 (raining, sunny, snowing, wet, hot, cold, chicken, soup, noodles, pillow, blanket, bear, red light, green light, police officer, farmer, doctor, candy, chips, ice cream, swing, slide, run, daddy, mommy, brother, sister, fish, rice, meat, bread, soap, shampoo, towel, moon, stars, sky, Mommy); Benny and Sue puppets; Wall Chart 2A:1; a tissue; tape player; cassette

1 Opening

- Greet each student with either *Hello, _____* or *Good morning, _____*. Students respond in turn.
- Place Picture Cards 1B:38–74 on the floor. Divide the class into two teams (A and B) and have them form two lines. Call the first student in line from team A to the front of the room, then have him/her choose a card and identify it. If he/she is correct, remove the card and give the student's team a point. Then call the first student in line from team B to do the same. Alternate between teams and continue until each student has had a chance to participate.

Note: If you don't have the *Tiny Talk Picture Cards 1B*, you may skip over this activity.

2 Introduce New Language

ⓐ Structure: *Good morning, Mommy.*

- Quickly review the word *Mommy*. Hold up Picture Card 2A:3 and model as follows:

T: *Mommy.*

Ss: *Mommy.*

Repeat several times.

- Continue holding up the card and model the structure as follows:

T: *Good morning, Mommy.*

Ss: *Good morning, Mommy.*

Repeat several times.

- Hand Picture Card 2A:3 to the student sitting closest to you. Ask the student to stand. Look at the student, smile, and say *Good morning, Mommy*. The student responds *Good morning*. He/She then hands the card to the next student, who also stands. The first student says *Good morning, Mommy*. The second student responds *Good morning*. Continue in chain-drill fashion until all the students have had a chance to participate. (See page 7 for comments on conducting chain drills.)

ⓑ Structure: *Get up, sleepyhead!*

- Place the Benny puppet on a desk at the front. Cover him with a tissue (as a blanket), shake him gently, and say *Get up!* Have Benny "wake up" and "say" *Good morning*. Model as follows:

T: *Get up!*

Ss: *Get up!*

Repeat several times.

- Place the Benny puppet on the desk and cover him again. Gently shake him awake while saying *Get up!* Continue shaking him, but this time without success. Point to Benny, shake your head, and say *Sleepyhead*. Repeat several times. Then shake him awake and say *Get up, sleepyhead!* After several shakings, have Benny "wake up" and "say" *Good morning*. Then model as follows:

T: *Get up, sleepyhead!*

Ss: *Get up, sleepyhead!*

Repeat several times.

- Have volunteers come to the front and "wake" Benny up by shaking him gently and saying *Get up, sleepyhead!*
- Ask for two volunteers to come to the front. One volunteer puts his/her head down on the desk and pretends to be asleep. The second shakes him/her gently and says *Get up, sleepyhead!* The student pretending to be asleep "wakes up" after a short time, stands, and says *Good morning*.

3 Present the Wall Chart

- Place Wall Chart 2A:1 on the board. Point to the characters and model as follows:

T: (point to Mommy) *Good morning, Sue.*

Ss: *Good morning, Sue.*

T: (point to Sue) *Good morning, Mommy.*

Ss: *Good morning, Mommy.*

T: (point to Daddy) *Get up, sleepyhead!*

Ss: *Get up, sleepyhead!*

Repeat several times.

- Ask students to form a line at the front of the room. One at a time, call students to the chart and say any one line from the dialogue. Each student responds by pointing to the appropriate character on the chart.
- Keep the students in line and call them to the chart one at a time. Point to one of the characters. Each student responds with the appropriate line from the dialogue.
- Play the cassette for pages 4–5: **Dialogue**. Point to the appropriate characters on the chart as students listen.

Dialogue

Mommy: *Good morning, Sue.*

Sue: *Good morning, Mommy.*

Daddy: *Get up, sleepyhead!*

(two times)

Play the cassette again. Students listen and repeat.

- Play the cassette for pages 4–5: **Dialogue Practice**. Students listen and repeat each line.

Dialogue Practice


Mommy: *Good morning, Sue.* (two times)

Sue: *Good morning, Mommy.* (two times)

Daddy: *Sleepyhead!* (two times)

Get up, sleepyhead! (two times)

4 Open Student Books

- Have students turn to pages 4–5 in their books. Ask the class to talk about the picture using any pertinent language (identifying characters, colors of objects, etc.).
-  Play the cassette sections for page 4–5 again. Students point to the characters in their books as they listen to the dialogue and repeat each line.

- Ask for four volunteers to come to the front and role-play the dialogue. Encourage them to imitate the appropriate voices for their characters. Alternate roles if time allows.

Note: Benny's role is a non-speaking role but important all the same.

5 Song

- Teach the song "Good Morning, Mommy." (See page 6 for hints on teaching songs.)

Good Morning, Mommy

Good morning, Mommy

Good morning, Sue

Good morning, Daddy

How are you?

Good morning, Benny

Good morning, Sue

Good morning, Mommy

How are you?

(two times)

- Divide the class into two groups. The first group sings the first verse; the second group sings the second verse. Switch groups after a while for a change.

6 Games and Activities

Choose any of the following:

- Ask students to put their heads down on their desks. Tap one of the students on the shoulder. Return to the front of the room and say *Good morning*. All the students except the one you have tapped stand up and say *Good morning*. Then they run or turn to the "sleeping" student, shake him/her gently, and say *Get up, sleepyhead!*
- Arrange chairs so that there is a chair for all but one student. Play the song "Good Morning, Mommy" on the cassette. Students walk in a circle around the chairs. Stop the cassette at any point during the song. Students rush to sit. The student left standing pretends to be asleep and the others gently "wake" him/her by saying *Get up, sleepyhead!*

7 Workbook 2A: Pages 4–5

- Have students do Exercise A (Color).

PART 2

Pages 6–7

Structures:

She's _____. He's _____.

Vocabulary:

Sue, Benny, Mommy, Daddy

Materials:

Picture Cards 2A:1–4 (Sue, Benny, Mommy, Daddy); Wall Chart 2A:2; tape player; cassette

1 Opening

- Greet each student with *Good morning, _____*. *How are you?* Students respond in turn.
- Call half of the class to the front of the room. Ask the other half to put their heads down on their desks and pretend to be asleep. The students in front call out *Good morning.*, while the seated students continue to “sleep.” Then ask the students in front to wake up the “sleeping” students by walking over to them, shaking them gently, and saying *Get up, sleepyhead!* Have the students trade places and repeat the activity.

2 Pattern Practice

Ⓐ Vocabulary: *Sue, Benny, Mommy, Daddy*

- Review the characters' names. Hold up Picture Card 2A:1 and model as follows:

T: *Sue.*

Ss: *Sue.*

Follow the same procedure for *Benny, Mommy, and Daddy*, using Picture Cards 2A:2–4.

- Place Picture Cards 2A:1–4 on the board. Have students put their heads down on their desks. Remove one of the cards. Ask students to look up and call out the name of the missing card.

Ⓑ Structures: *She's _____*. *He's _____*.

- Review the pronouns *he* and *she*. Point to a boy and say *he*. Point to another boy and say *he* again. Point to several boys and repeat the pronoun each time. Encourage students to join in. Then point to a girl and say *she*. Repeat the procedure. Ask for volunteers to point to their classmates and say the appropriate pronoun.
- Hold up Picture Card 2A:2 and model as follows:

T: *He's Benny.*

Ss: *He's Benny.*

Repeat several times. Follow the same procedure for *Sue, Mommy, and Daddy*, using Picture Cards 2A:1, 3, and 4.

- Place Picture Cards 2A:1–4 in four separate areas of the classroom. Call out one of the sentences (for example, *She's Mommy.*). Students run to the appropriate area of the classroom.
- Place the Picture Cards along the chalk rail. Ask for volunteers to come to the front, choose a card, and introduce the character to the class using the *He's/She's _____* structure.
- Call a volunteer to the front of the room. Introduce him/her to the class using the *He's/She's _____* structure. The volunteer responds *Good morning. My name's _____*. He/She then calls a classmate to the front and continues the activity. Continue until each student has had a chance to be introduced and to introduce a classmate in turn.

3 Present the Wall Chart

- Place Wall Chart 2A:2 on the board. Have students identify the characters using the *She's _____* and *He's _____* structures. Then point to the Pattern Practice panel on the right and ask students to describe what Benny and Sue are saying.
- Ask students to form a line at the front. Call the first two students from the line to the chart. The two students alternate pointing to and identifying the characters on the left side of the chart using the *He's/She's _____* structure.
- Play the cassette for pages 6–7: **Vocabulary**. Point to the appropriate pictures on the chart as students listen and repeat each item.

Vocabulary

Narrator: *Sue.* (two times)

Benny. (two times)

Mommy. (two times)

Daddy. (two times)

- Point to the vocabulary items on the chart and have the students identify them — first as a class, then individually.


- Play the cassette for pages 6–7: **Pattern Practice**. Point to the appropriate characters on the chart as students listen and repeat.

Pattern Practice

Benny: *She's Sue*. (two times)
 Sue: *He's Benny*. (two times)
 Benny: *She's Mommy*. (two times)
 Sue: *He's Daddy*. (two times)

Play the cassette again. Students listen and repeat.

4 Open Student Books

- Have students turn to pages 6–7 in their books. Ask for volunteers to identify the characters using the correct *He/She's* _____ structure.
-  Play the cassette sections for pages 6–7 again. Students point to the appropriate pictures in their books as they listen and repeat.
- Have four volunteers come to the front. Give each volunteer one of the Picture Cards 2A: 1–4. Ask the other students to form a line at the front. The first student from the line walks up to one of the volunteers and identifies his/her “character,” using the appropriate pronoun. The student then takes the card and replaces the volunteer, who now goes to the end of the line. Continue until each student has had a chance to participate.

5 Games and Activities

Choose any of the following:

- Ask two volunteers to stand. Hold Picture Cards 2A: 1–4 so that the volunteers cannot see them. Then show one of the cards to the volunteers for only a second or two. The first volunteer to correctly identify the card using the correct *He's/She's* _____ structure may repeat the activity with the next student. Continue until each student has had a chance to participate.
- Draw two large faces on the board: a happy face with a checkmark beneath it, and a sad face with an “X” beneath it. Call two students to the front of the room. Show them one of the Picture Cards 2A: 1–4, and identify the character with a sentence using either *he* or *she*. If the sentence you have made is correct, students rush to hit the happy face. If it is incorrect, students rush to hit the sad face. The first student to hit the correct face may continue the activity with the next student.

- Call four volunteers to the front. Give each volunteer one of the Picture Cards 2A: 1–4 and ask him/her not to show it. The rest of the class tries to guess which volunteer has which card, using the *He's/She's* _____ structure. If a student guesses incorrectly, the volunteer responds *No, I'm sorry*. If a student guesses correctly, he/she replaces the volunteer holding the identified card. Redistribute the cards and continue the activity.
- Give Picture Cards 2A: 1–4 to four students. Call out *Green light! Go!* The students pass the cards around the room in the same direction. Call out *Red light! Stop!* The students holding the cards run to the front of the room while the rest of the class identifies them using the appropriate pronouns.

6 Workbook 2A: Pages 6–7

- Have students do Exercise B (Find and circle) and Exercise C (Match).

UNIT 2

PART 1 Pages 8–9

Structures:

Wash your face, Benny. Wait a minute. Now!

Vocabulary:

face

Materials:

Picture Cards 2A:1–5 (Sue, Benny, Mommy, Daddy, face); Benny puppet; Wall Chart 2A:3; tape player; cassette

1 Opening

- Greet each student with either *Hello, _____*, or *Good morning, _____*. Students respond in turn.
- Place Picture Cards 2A:1–4 along the chalk rail. Write the numbers 1–4 on the board above the cards. Ask four students to stand, and assign each a number. The four students walk to the cards. Each picks up the one corresponding to his/her number, then identifies it using the correct pronoun; for example, *He's Daddy*. Continue until each student has participated.

2 Introduce New Language

a Vocabulary: *face*

- Hold up Picture Card 2A:5, point to your own face, and model as follows:

T: *Face*.

Ss: *Face*.

Repeat several times. Ask students to point to their own faces, or to their classmates' faces, and say *face*.

b Structure: *Wash your face, _____*.

- Perform the gestures of washing your face, encouraging students to do them with you, and model as follows:

T: *Wash your face*.

Ss: *Wash your face*.

Repeat several times. Then call a student to the front of the room. Say *Wash your face, (Susan)*. The student performs the gestures of washing his/her face. Call several students to the front and repeat the procedure.

c Structures: *Wait a minute. Now!*

- Using the Benny puppet, model as follows:

T: (to Benny) *Wash your face*.

Ss: *Wash your face*.

T: (to Benny, sternly) *Wash your face, Benny*.

Ss: *Wash your face, Benny*.

T: (as Benny) *Wait a minute*.

Ss: *Wait a minute*.

Shake your head, look sternly at the Benny puppet, and say *Now!* Students repeat. Have Benny "wash" his face. Repeat the whole exchange once or twice.

- Ask for volunteers to come to the front and give the *Wash your face, Benny* command to the Benny puppet. Have Benny "stall" and "say" *Wait a minute*. The student responds *Now!* — then Benny begins "washing" his face.

3 Present the Wall Chart

- Place Wall Chart 2A:3 on the board. Point to the characters on the chart and model as follows:

T: (point to Mommy) *Wash your face, Benny*.

Ss: *Wash your face, Benny*.

T: (point to Benny) *Wait a minute*.

Ss: *Wait a minute*.

T: (point to Daddy) *Now!*

Ss: *Now!*

Repeat several times.

- Play the cassette for pages 8–9: **Dialogue**. Point to the appropriate characters on the chart as students listen.

Dialogue

Mommy: *Wash your face, Benny*.

Benny: *Wait a minute*.

Daddy: *Now!*

(two times)

- Play the cassette for pages 8–9: **Dialogue Practice**. Students listen and repeat each line.

Dialogue Practice


Mommy: *Wash your face, Benny*. (two times)

Benny: *Wait a minute*. (two times)

Daddy: *Now!* (two times)

- Ask students to form a line at the front. Call the first student up to the chart. Point to one of the characters. The student responds with the appropriate line from the dialogue.

4 Open Student Books

- Have students turn to pages 8–9 in their books. Ask the class to produce any language pertinent to the picture (who they see, objects they see, characters, what the characters are saying, etc.).
-  Play the cassette sections for pages 8–9 again. Students point to the appropriate characters in their books as they listen and repeat each line.
- Ask three students to stand. Assign them the roles of Mommy, Benny, and Daddy, and have them role-play the dialogue. Continue until each student has had a chance to play at least one role.

5 Song

- Teach the song “Wash Your Face.” (See page 6 for hints on teaching songs.)

Wash Your Face

*Wash your face, Benny
Wash your face, Benny
Do it now! (clap, clap, clap)
Wait a minute!
Wait a minute!*

*Now, Benny
Do it now, Benny
Do it now! (clap, clap, clap)
Wait a minute!
Wait a minute!*

*No, Benny
Do it now, Benny
Do it now, Benny
Do it now, Benny*

*Wash your face, Benny
Wash your face, Benny
Do it now! (clap, clap)*

Right now! (clap)

- Divide the class into two groups. The first group sings the “commands” while wagging their index fingers authoritatively. The second group sings the four *Wait a minute!* lines while holding up their hands in a “Stop!” gesture. Switch groups after a while to give everyone a chance to sing both parts.

6 Games and Activities

Choose any of the following:

- Arrange students in a circle. Give Picture Card 2A:5 to one of the students. Play the song “Wash Your Face” on the cassette. Students pass the card around the circle. Stop the cassette at any point during the song. The student holding the card walks to the middle. The other students give the command *Wash your face, _____*. The student in the middle responds *Wait a minute*. The other students reply *Now!* — and the student in the middle begins “washing” his/her face.
- Hold up the Benny puppet as if Benny is “sleeping,” and role-play the following dialogue between Benny and Mommy:

T: (as Mommy) *Get, up Benny!*
(as Benny) *Wait a minute.*
(as Mommy) *Now!*
(as Benny) *OK.*

Have the Benny puppet “get up” out of bed. Continue:

T: (as Mommy) *Wash your face.*
(as Benny) *Wait a minute.*
(as Mommy) *Now!*
(as Benny) *OK.*

Have Benny “wash” his face. Then ask for volunteers to come to the front and reenact the dialogue. Prompt if necessary.

7 Workbook 2A: Pages 8–9

- Have students do Exercise A (Color).

PART 2

Pages 10–11

Structures:

Wash your _____. Wait a minute.

Vocabulary:

face, ears, hands, feet

Materials:

Picture Cards 2A:5–8 (face, ears, hands, feet); Benny puppet; Wall Chart 2A:4; tape player; cassette

1 Opening

- Greet each student with *Hello. How are you?* Students respond in turn.
- Divide the class into three groups. Assign the roles of Mommy, Benny, and Daddy. Groups role-play the dialogue from Part 1 of this unit. Alternate roles.

2 Pattern Practice

Ⓐ Vocabulary: *face, ears, hands, feet*

- Hold up Picture Card 2A:5, point to your own or a student's face, and model the vocabulary:

T: *Face.*

Ss: *Face.*

Repeat several times. Follow the same procedure for *ears, hands, and feet*, using Picture Cards 2A:6–8.

- Place Picture Cards 2A:5–8 along the chalk rail. Write the numbers 1–4 on the board above the cards. Say one of the words. The class tells you the corresponding number of the appropriate card. Repeat several times. Then conduct the drill individually by asking each student to point to the appropriate part of his/her own body.
- Draw a person on the board without a face, ears, hands, or feet. Ask volunteers to come to the board, and tell them which body part to draw to complete the picture.
- Have a volunteer come to the front, and ask him/her to point to one of the four body parts on his/her own body. The other students respond by calling out the appropriate vocabulary word.

Ⓑ Structures: *Wash your _____.* *Wait a minute.*

- Review the *Wash your _____.* structure using the Benny puppet. Say to the Benny puppet *Wash your face.* Have Benny “wash” his face. The students respond *Wash your face.* Repeat several times, substituting the words *ears, hands, and feet.*
- Ask students to stand. Give a command using one of the vocabulary words. Students respond by performing the appropriate gestures.
- Have a volunteer come to the front and perform one of the actions of his/her choice. The rest of the class responds by giving the appropriate command, then joins in performing the action.
- Place Picture Cards 2A:5–8 on the chalk rail. Hold up the Benny puppet, give Benny one of the commands, and point to the corresponding Picture Card. Have Benny “stall” a bit, and then say (as Benny) *Wait a minute.* Look at Benny and sternly say *Now!* — after which Benny immediately “performs” the action. Point to one of the Picture Cards and prompt students (as a group) to give Benny a command. Repeat several times. Then ask for volunteers to come to the front and play the role of Benny.

3 Present the Wall Chart

- Place Wall Chart 2A:4 on the board. Point to the pictures on the chart and ask the class to identify the vocabulary. Then point to Mommy and Benny in the Pattern Practice panel on the right, and ask the class to describe what Mommy and Benny are saying.
- Play the cassette for pages 10–11: **Vocabulary.** Point to the appropriate pictures as students listen and repeat each item.

Vocabulary

Narrator: *Face.* (two times)

Ears. (two times)

Hands. (two times)

Feet. (two times)

- Play the cassette for pages 10–11: **Pattern Practice.** Point to the appropriate characters on the chart as students listen and repeat.

Pattern Practice

Mommy: *Wash your face.*

Benny: *Wait a minute.*

(two times)

Mommy: *Wash your ears.*

Benny: *Wait a minute.*

(two times)

Mommy: *Wash your hands.*

Benny: *Wait a minute.*

(two times)


Mommy: *Wash your feet.*

Benny: *Wait a minute.*

(two times)

- Have a volunteer come to the front. Ask him/her to point to any one of the vocabulary pictures and give the appropriate command. The rest of the class stands and responds *Wait a minute.* The volunteer shouts *Now!* — and the rest of the class immediately performs the corresponding gestures.

4 Open Student Books

- Have students turn to pages 10–11 in their books. Ask the class to produce any language pertinent to the unit.
-  Play the cassette sections for pages 10–11 again. Students point to the appropriate pictures in their books as they listen and repeat.
- Ask two volunteers to come to the front. Assign the roles of Mommy and Benny. Hand “Mommy” one of the Picture Cards 2A:5–8. “Mommy” gives “Benny” the appropriate command. “Benny” responds *Wait a minute.* “Mommy” shouts *Now!* — and “Benny” immediately performs the appropriate action. If time allows, alternate roles and use a different card.

5 Games and Activities

Choose any of the following:

- Place Wall Chart 2A:4 on the board. Divide the class into two teams. Ask one student from each team to stand. Point quickly to one of the vocabulary pictures on the chart. The first student to identify the word and point to the appropriate part on his/her own body wins a point for his/her team.

- Play several rounds of *Benny says*, using the *Wash your _____* structure and the four vocabulary words. (See page 7 for comments on playing *Benny says*.)
- Divide the class into two teams, and have each team form a circle. Give each team one of the Picture Cards 2A:5–8. Play the song “Wash Your Face” on the cassette. Teams pass around their card as they sing the song. Stop the cassette at any point during the song. The two students holding the cards must run to the front and give the corresponding commands for their cards. The first one to do so correctly wins a point for his/her team.
- Divide the class into four teams. Place Picture Cards 2A:5–8 in separate areas of the classroom, and allow the students to see the location but not the picture on the card. Have one student from each group come to the front. Call out one of the words. The first student to find the correct card, bring it to you, and give the appropriate command wins a point for his/her team.

Note: After the first round, teammates will begin to catch on which card is where and shout directions to their classmates (even if the cards are replaced facedown).

6 Workbook 2A: Pages 10–11

- Have students do Exercise B (Which are the same? Circle) and Exercise C (Trace and color).





PART 1 Pages 12–13

Structures:

Here's your toothbrush. Brush your teeth, Sue. Yes, Mommy. Look at me!

Vocabulary:

toothbrush, teeth

Materials:

Picture Cards 2A:5–10 (face, ears, hands, feet, toothbrush, teeth); a toothbrush; Sue puppet; Wall Chart 2A:5; tape player; cassette

1 Opening

- Greet each student with *Hi. My name's _____*. Students respond in turn.
- Ask two students to stand. Give the first student one of the Picture Cards 2A:5–8. That student says *Wash your _____*, using the corresponding word on the card. The second student performs the appropriate action. Then the first student sits. Have a third student stand. Give the second student one of the cards. He/She gives the command to the third student, who performs the appropriate action. Continue until all students have had a chance to participate.

2 Introduce New Language

Ⓐ Vocabulary: *toothbrush*

- Hold up either the toothbrush or Picture Card 2A:9, and model as follows:
T: *Toothbrush.*
Ss: *Toothbrush.*
Repeat several times.
- Pass the toothbrush or Picture Card 2A:9 to the student sitting closest to you and say *A toothbrush.* as you pass it. That student then passes it to the next student and says *A toothbrush.* Continue until each student has had a chance to participate.

Ⓑ Structure: *Here's your toothbrush.*

- Hold up the Sue puppet, hand her the toothbrush, and model as follows:

T: *Here's your toothbrush.*

Ss: *Here's your toothbrush.*

Repeat several times. Correct any pronunciation errors on the *th* sound in *toothbrush*.

- Ask for volunteers to come to the front of the room, hand the Sue puppet her toothbrush, and say *Here's your toothbrush.*

Ⓒ Vocabulary: *teeth*

- Hold up Picture Card 2A:10 and, pointing to your own teeth, model as follows:

T: *Teeth.*

Ss: *Teeth.*

Repeat several times. Correct any pronunciation errors on the *th* sound in *teeth*.

- Ask for volunteers to stand, point to their own teeth, and say *teeth*.

Ⓓ Structures: *Brush your teeth, Sue. Yes, Mommy.*

- Hold up the Sue puppet and the toothbrush. Pretend to brush your teeth as you model the following:

T: *Brush your teeth, Sue.*

Ss: *Brush your teeth, Sue.*

Have Sue "take" the toothbrush, and continue:

T: (as Sue) *Yes, Mommy.*

Have Sue "brush" her teeth as the students repeat:

Ss: *Yes, Mommy.*

Repeat several times.

- Give the toothbrush to one of the students. Say *Brush your teeth.* The student says *Yes.*, and pretends to brush his/her teeth. He/She then hands the toothbrush to a second student and says *Brush your teeth.* The second student also performs the action, then chooses a third student. Continue until all students have participated.

ⓔ Structure: *Look at me!*

- Pretend to wash your hands, wash your face, brush your teeth, and comb your hair. Then smile and look up proudly at the students. Model as follows:

T: (indicate yourself) *Look at me!*

Ss: *Look at me!*

Repeat several times. Have volunteers come to the front, perform the same actions, turn to the class, and say *Look at me!*

③ Present the Wall Chart

- Place Wall Chart 2A:5 on the board. Encourage students to produce any pertinent language about the picture on the chart (who the characters are, what colors they see, any objects they see, etc.).

- Point to the characters on the chart and model the dialogue:

T: (point to Mommy) *Here's your toothbrush.*

Ss: *Here's your toothbrush.*

T: (point to Mommy) *Brush your teeth, Sue.*

Ss: *Brush your teeth, Sue.*

T: (point to Sue) *Yes, Mommy.*

Ss: *Yes, Mommy.*

T: (point to Benny) *Look at me!*

Ss: *Look at me!*

- Play the cassette for pages 12–13: **Dialogue**. Point to the appropriate characters on the chart as students listen.

Dialogue

Mommy: *Here's your toothbrush. Brush your teeth, Sue.*

Sue: *Yes, Mommy.*

Benny: *Look at me!*

(two times)

- Play the cassette for pages 12–13: **Dialogue Practice**. Students listen and repeat each line.

Dialogue Practice

Mommy: *Here's your toothbrush.* (two times)

Brush your teeth, Sue. (two times)

Here's your toothbrush. Brush your teeth, Sue.

(two times)

Sue: *Yes, Mommy.* (two times)


Benny: *Look at me!* (two times)

- Ask students to line up at the front. Call the first student in line to the chart and give him one line from the dialogue. The student points to the appropriate character on the chart. Continue until all students have participated.

- Keep the students in line. Call the first student in line to the chart, and ask him/her to point to any character and describe what that character is saying. Continue until all students have participated.

④ Open Student Books

- Have students turn to pages 12–13 in their books. Ask for volunteers to describe what Mommy, Sue, and Benny are saying.

-  Play the cassette sections for pages 12–13 again. Students point to the appropriate characters in their books as they listen and repeat each line.

- Have three volunteers come to the front. Assign the roles of Mommy, Sue, and Benny. Give “Mommy” the toothbrush and have the volunteers reenact the dialogue.

Note: Students may need some prompting due to the length of Mommy’s part.

⑤ Games and Activities

Choose any of the following:

- Students stand in a circle. Have one student stand in the middle and hold either the toothbrush or Picture Card 2A:9. That student extends his/her arm and points. Play the song “Wash Your Face” on the cassette. The other students walk around in a circle. Stop the cassette at any point during the song. The student in the middle hands the toothbrush to the student he/she is pointing to and says *Here's your toothbrush. Brush your teeth, _____*. The other student responds *Yes, _____*, takes the toothbrush, and performs the action. Then that student stands in the middle, and the activity continues.

- Place Picture Cards 2A:5–8 and 10 along the chalk rail. Have two students come to the front. Call out one of the words. The first student to bring you the corresponding card and say either *Wash your _____* or *Brush your _____* may continue the activity. (This may also be played as a team competition, if desired.)

⑥ Workbook 2A: Pages 12–13

- Have students do Exercise A (Color).

PART 2

Pages 14–15

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Structures:

Here's your _____. Brush your _____. Yes, Mommy.

Vocabulary:

toothbrush, teeth, hairbrush, hair

Materials:

Picture Cards 2A:9–12 (toothbrush, teeth, hairbrush, hair); a toothbrush; a hairbrush; a bar of soap; a towel; Benny and Sue puppets; Wall Chart 2A:6; tape player; cassette; teacher-made picture cards of a bar of soap and a towel (if needed)

1 Opening

- Greet each student with *Good morning, _____*. Students respond in turn.
- Have volunteers come to the front of the room, perform the actions of washing their faces and brushing their teeth, and say to the class *Look at me!*

2 Pattern Practice

ⓐ Vocabulary: *toothbrush, teeth, hairbrush, hair*

- Hold up either Picture Card 2A:9 or a toothbrush, and model:

T: *Toothbrush.*

Ss: *Toothbrush.*

Repeat several times. Follow the same procedure for *teeth, hairbrush, and hair*, using either Picture Cards 2A:10–12 or the corresponding objects.

- Place Picture Cards 2A:9–12 along the chalk rail. Write the numbers 1–4 above the cards on the board. Call out one of the words. The class calls out the corresponding number. Repeat several times. Then drill individual students.
- Leave Picture Cards 2A:9–12 in place. Call out one of the numbers. The class calls out the corresponding vocabulary word. Repeat several times. Then drill individual students.
- Place Picture Cards 2A:9–12 in four separate areas of the classroom. Call out one of the words. Students run to the appropriate area of the classroom.

ⓑ Structures: *Here's your _____.* *Brush your _____.*

- Hold up either the Benny or Sue puppet, hand the puppet a toothbrush, and model as follows:

T: (to Sue/Benny): *Here's your toothbrush.*

Ss: *Here's your toothbrush.*

Repeat several times.

- Hand a toothbrush to either the Benny or Sue puppet, and model as follows:

T: (to Sue/Benny) *Here's your toothbrush. Brush your teeth, (Sue).*

Ss: *Here's your toothbrush. Brush your teeth, (Sue).*

T: (as Sue/Benny) *Yes, Mommy.*

Ss: *Yes, Mommy.*

Repeat several times. Follow the same procedure for *hairbrush* and *hair*, using the hairbrush.

- Have a volunteer come to the front and choose a puppet. You play the role of the chosen puppet. The volunteer hands one of the brushes to you and gives the appropriate command. You have the puppet “respond” *Yes, Mommy.* and “perform” the action.

3 Present the Wall Chart

- Place Wall Chart 2A:6 on the board. Encourage students to produce any language pertinent to the pictures on the chart (vocabulary, colors, characters, etc.)
- Play the cassette for pages 14–15: **Vocabulary**. Point to the appropriate pictures on the chart as students listen and repeat each item.

Vocabulary

Narrator: *Toothbrush.* (two times)

Teeth. (two times)

Hairbrush. (two times)

Hair. (two times)

Play the cassette again. Students listen and repeat.

- Place Picture Cards 2A:9–12 in a place visible to all. Call two students to the front. Point to one of the vocabulary words on the chart. The first student to bring you the corresponding card and tell you the word continues the activity.

- Play the cassette for pages 14–15: **Pattern Practice**. Point to the appropriate pictures on the chart as students listen and repeat.

Pattern Practice

Mommy: *Here's your toothbrush. Brush your teeth.*

Sue: *Yes, Mommy.*

(two times)


Mommy: *Here's your hairbrush. Brush your hair.*

Sue: *Yes, Mommy.*

(two times)

- Place the toothbrush and the hairbrush on a desk at the front. Call two volunteers to the front and assign them the roles of Mommy and Sue. Point to either *teeth* or *hair* on the chart. "Mommy" hands "Sue" one of the objects and says *Here's your _____*, then gives the appropriate command. "Sue" responds *Yes, Mommy.*, and performs the appropriate action.

4 Open Student Books

- Have students turn to pages 14–15 in their books. Ask for volunteers to identify vocabulary words and describe what Mommy and Sue are saying.
-  Play the cassette sections for pages 14–15 again. Students point to the appropriate pictures in their books as they listen and repeat.
- Hold out the hairbrush to one of the students and say *Here's your hairbrush, (Thomas). Brush your hair.* The student runs to the front, takes the hairbrush, says *Yes, (Miss Lee).*, and pretends to brush his/her hair. The student then repeats the activity with a classmate of his/her choice, using either the hairbrush or the toothbrush. The classmate then calls a third student. Continue until all students have participated.

5 Song

- Teach "The Toothbrush Song." (See page 6 for hints on teaching songs.)

The Toothbrush Song

Here's your toothbrush

Here's your toothbrush

Here's your toothbrush

Brush your teeth right now

Brush, brush, brush, brush, brush your teeth

Brush your teeth

Brush your teeth

Brush, brush, brush, brush, brush your teeth

Brush your teeth right now

(Subsequent verses on the cassette substitute the pair *hairbrush/hair* in place of *toothbrush/teeth*.)

- Divide the class into two groups. The first group sings the first verse while "presenting" a toothbrush to the second group. The second group sings the second verse while "brushing" their teeth. Groups can switch roles and actions for the third and fourth verses (*hairbrush/hair*).

6 Games and Activities

Choose any of the following:

- Play several rounds of *Benny says*, using the vocabulary words learned in Units 2 and 3 (*face, ears, hands, feet, teeth, hair*). Students point to or touch the appropriate parts of their bodies. (See page 7 for comments on playing *Benny says*.)
- Leave a toothbrush, a hairbrush, a bar of soap, and a towel (or the corresponding picture cards) on a desk at the front of the room. Call a volunteer to the front. He/She chooses an object, performs the corresponding action, and says *Look at me!* The first student to call out the appropriate command replaces the volunteer and continues the activity.
- Arrange students in a circle. Give the four objects (or cards) to four different students. Play "The Toothbrush Song" on the cassette. Ask students to sing along as they pass the objects around the circle. Stop the cassette at any point during the song. The students holding the objects must stand and call out the appropriate command; the other students perform the corresponding action.

7 Workbook 2A: Pages 14–15

- Have students do Exercise B (Match) and Exercise C (Find Sue).





PART 1 Pages 16–17

Structures:

Put on your shirt. Help me! I can't see. Silly Benny!

Vocabulary:

shirt

Materials:

Picture Cards 2A:9, 11, and 13 (toothbrush, hairbrush, shirt); a large T-shirt; a blindfold; Wall Chart 2A:7; tape player; cassette

1 Opening

- Greet each student with *Hello. How are you?* Students respond in turn.
- Place Picture Cards 2A:9 and 11 on the chalk rail. Have a volunteer come to the front of the room. Perform the gesture of brushing either your teeth or your hair. The volunteer brings you the corresponding card and says *Here's your _____*. Call another volunteer to the front. The first volunteer performs one of the actions while the second volunteer gets the corresponding card and says *Here's your _____*. The second volunteer repeats the activity with a third volunteer. Continue until each student has had a chance to participate.

2 Introduce New Language

Ⓐ Vocabulary: *shirt*

- Hold up either Picture Card 2A:13 or the T-shirt, and model as follows:

T: *Shirt.*

Ss: *Shirt.*

Repeat several times.

- Pass either the T-shirt or Picture Card 2A:13 to the student sitting closest to you and say *shirt*. That student then passes it to the next student and says *shirt*. Continue until each student has had a chance to participate.

- Ask for volunteers wearing shirts to stand, point to their shirts, and say *shirt*.

Ⓑ Structure: *Put on your shirt.*

- Hand the T-shirt to a volunteer and model as follows:

T: *Put on your shirt.*

Ss: *Put on your shirt.*

The volunteer then puts on the shirt. Prompt if necessary. Repeat several times with several volunteers.

- Have a volunteer come to the front, hand the shirt to a classmate, and say *Put on your shirt*. The classmate puts the shirt on, then chooses another classmate and gives him/her the command. Continue.

Ⓒ Structures: *Help me! I can't see.*

- Put on a blindfold and move your hands around as if feeling for things. Pretend to bump into the board. Say *I can't see*. Take off the blindfold and smile. Then close your eyes tightly and grope with your hands again. Say *I can't see*. Students repeat. Do the activity several times. Ask for volunteers to come to the front, put on the blindfold and/or close their eyes tightly, and say *I can't see*.
- Put the shirt over your head and pretend that you are stuck in it. While doing so, model as follows:

T: *Help me!*

Ss: *Help me!*

T: *I can't see.*

Ss: *I can't see.*

T: *Help me! I can't see.*

Ss: *Help me! I can't see.*

Walk around the classroom, "stuck" in the shirt, and repeat *Help me! I can't see*. Students repeat after you.

Ⓓ Structure: *Silly Benny!*

- Ask for a volunteer to come to the front. Hand him/her the T-shirt and say *Put on your shirt*. The volunteer puts on the shirt and gets "stuck" in it, then says *Help me! I can't see*. Turn to the class, point to the volunteer, and say *Silly _____!* Repeat several times; prompt students to point to the volunteer and say *Silly _____!*

3 Present the Wall Chart

- Place Wall Chart 2A:7 on the board. Encourage students to produce any language pertinent to the picture.

- Point to the appropriate characters on the chart and model as follows:

T: (point to Mommy) *Put on your shirt.*

Ss: *Put on your shirt.*

T: (point to Benny) *Help me! I can't see.*

Ss: *Help me! I can't see.*

T: (point to Sue) *Silly Benny!*

Ss: *Silly Benny!*

- Play the cassette for pages 16–17: **Dialogue**. Point to the appropriate characters on the chart as students listen and repeat.

Dialogue

Mommy: *Put on your shirt.*

Benny: *Help me! I can't see.*

Sue: *Silly Benny!*

(two times)

- Play the cassette for pages 16–17: **Dialogue Practice**. Students listen and repeat each line.

Dialogue Practice

Mommy: *Put on your shirt.* (two times)

Benny: *Help me!* (two times)


I can't see. (two times)

Help me! I can't see. (two times)

Sue: *Silly Benny!* (two times)

- Ask students to form a line at the front. Call the first student in line to the chart. Point to one of the characters. The student describes what the character is saying.
- Keep students in line. Call the first two students to the chart. Call out the name of one of the characters. The first student to point to the appropriate character on the chart and describe what that character is saying may continue with the next student in line.

4 Open Student Books

- Have students turn to pages 16–17 in their books. Ask for volunteers to describe what any or all the characters are saying.
-  Play the cassette sections for pages 16–17 again. Students point to the appropriate pictures in their books as they listen and repeat.

- Divide the class into three groups. Assign each group the role of Mommy, Benny, or Sue. Groups role-play the dialogue performing the following gestures — Mommy hands Benny a shirt; Benny gets stuck in the shirt; Sue points to Benny and laughs. Alternate roles.
- Call three volunteers to the front and assign them the roles of Mommy, Benny, and Sue. Students role-play the dialogue using the T-shirt. Alternate roles, if time allows.

5 Games and Activities

Choose any of the following:

- Ask students to put their heads down on their desks. Give the T-shirt to one of the students. Say *OK. Get up!* The other students turn to the student with the T-shirt and say *Put on your shirt.* That student puts the shirt on, gets “stuck,” and says *Help me! I can't see.* The other students point to him/her and say *Silly _____!*
- Arrange chairs so that there is a chair for all but one student. Have the T-shirt handy. Play any song on the cassette. Students walk around the chairs in a circle, singing the song. Stop the cassette at any point during the song. Students rush to sit. Those who sit say *Put on your shirt.* to the student left standing. That student puts the shirt on and gets “stuck” in it, then says *Help me! I can't see.* The other students point to him/her and say *Silly _____!*
- Play several rounds of *Benny says*, using the commands *Wash your hands/face/ears/feet., Brush your teeth/hair.,* and *Put on your shirt.* Students perform the appropriate actions only when you say *Benny says.* (See page 7 for comments on playing *Benny says.*)
- Ask a volunteer to come to the front and perform the gestures for any one of the actions learned in Units 2–4. Students guess what the volunteer is doing by giving the corresponding command. The first one to do so correctly replaces the volunteer and continues the activity.

6 Workbook 2A: Pages 16–17

- Have students do Exercise A (Color).

PART 2

Pages 18–19

Structures:

Put on your _____. Help me!

Vocabulary:

shirt, pants, skirt, socks

Materials:

Picture Cards 2A:13–16 (shirt, pants, skirt, socks); several items of adult-size clothing (a pair of pants, a T-shirt, a skirt, a pair of socks); Wall Chart 2A:8; tape player; cassette

1 Opening

- Greet each student with *Hello, _____*. Students respond in turn.
- Give each student a command. Each student responds *Yes, (Miss Lee)*, and performs the appropriate actions. Commands include *Wash your face/ears/hands/feet.*, *Brush your teeth/hair.*, and *Put on your shirt*.
- Have volunteers come to the front of the room and have each give the class a command. The class responds *Yes, _____*, in turn and performs the appropriate action.

2 Pattern Practice

Ⓐ Vocabulary: *shirt, pants, skirt, socks*

- Hold up Picture Card 2A:14 and model the vocabulary as follows:

T: *Pants.*
Ss: *Pants.*

Repeat several times. Repeat the same procedure for *shirt, skirt*, and *socks*, using Picture Cards 2A:13, 15, and 16.

- Pass Picture Card 2A:14 to the student sitting closest to you and say *pants*. That student then passes it to the next student and says *pants*. Continue until each student has had a chance to participate. Repeat the same procedure for *shirt, skirt*, and *socks*, using Picture Cards 2A:13, 15, and 16.
- Place Picture Cards 2A:13–16 in four separate areas of the classroom. Call out one of the vocabulary words. Students rush to the appropriate area of the classroom.
- Ask for volunteers to come to the front, point to one item of their clothing, and say the appropriate word.

Ⓑ Structure: *Put on your _____*.

- Call a volunteer (S1) to the front, hand him/her the T-shirt, and model as follows:

T: *Put on your shirt.*

Ss: *Put on your shirt.*

S1: (put on T-shirt) *Yes, (Miss Lee)*.

Ss: *Yes, (Miss Lee)*.

Follow the same procedure for *pants, skirt*, and *socks*, using the corresponding clothing items. Choose a new volunteer each time.

Ⓒ Structure: *Help me!*

- Call a volunteer to the front. The volunteer hands you the T-shirt and says *Put on your shirt*. Get your head “stuck” in the shirt and model as follows:

T: *Help me!*

Ss: *Help me!*

The volunteer then helps you put the shirt on. Continue the activity. Use a different vocabulary word each time and get “stuck” while putting on the corresponding clothing item.

- Ask a volunteer to come to the front. The volunteer calls a second student to the front, hands him/her one of the clothing items, and gives the command *Put on your _____*. The second student pretends to get “stuck” and says *Help me!* The volunteer helps the second student put on the clothing. Continue until each student has had a chance to participate.

3 Present the Wall Chart

- Place Wall Chart 2A:8 on the board. Encourage students to produce any language pertinent to the pictures on the chart (who they see, colors, clothing items, what the characters are saying, etc.).
- Play the cassette for pages 18–19: **Vocabulary**. Point to the appropriate pictures on the chart as students listen and repeat each item.

Vocabulary

Narrator: *Shirt.* (two times)
Pants. (two times)
Skirt. (two times)
Socks. (two times)

- Play the cassette for pages 18–19: **Pattern Practice**. Point to the appropriate pictures on the chart as students listen and repeat.

Pattern Practice

Mommy: *Put on your shirt.*

Sue: *Help me!*

(two times)

Mommy: *Put on your pants.*

Sue: *Help me!*

(two times)

Mommy: *Put on your skirt.*

Sue: *Help me!*

(two times)


Mommy: *Put on your socks.*

Sue: *Help me!*

(two times)

- Divide the class into two teams. Place the clothing on a desk at the front of the room. Call one student from each team to the front. Call out any one of the four vocabulary words. The first student to point to the picture on the chart, give you the corresponding article of clothing, and say the appropriate command wins a point for his/her team.

4 Open Student Books

- Have students turn to pages 18–19 in their books. Ask the class to identify the vocabulary words and describe what the characters are saying.
-  Play the cassette sections for pages 18–19 again. Students point to the appropriate pictures in their books as they listen and repeat.
- Call two students to the front of the room. Assign the roles of Mommy and Benny (or Sue). Give “Mommy” one of the articles of clothing. The students role-play the dialogue. Alternate roles if time allows. Make sure each student has a chance to role-play the part of at least one of the characters.

5 Song

- Teach “The Purple Pants Song.” (See page 6 for hints on teaching songs.)

The Purple Pants Song

Put on your shirt

Put on your pants

Put on your purple pants

Please help me!

(two times)

Put on your shirt

Put on your pants

Put on your purple pants

Put on your T-shirt

Put on your pants

Put on your purple pants

- Divide the class into two groups. The first group sings all the “command” lines while miming the actions of passing the clothing to the second group. The second group sings the *Please help me!* lines while “flailing about.” Switch groups after a while to give everyone a chance to sing both parts.

6 Games and Activities

Choose any of the following:

- Place the clothing items on a desk at the front. Divide the class into two teams (A and B). Call one student from team A to the front. Team B chooses a clothing item and gives him/her the command *Put on your _____*. The student at the front must put on the correct article of clothing in order to win a point for his/her team. Alternate turns.
- Arrange students in a circle. Play “The Purple Pants Song” on the cassette. Students pass an article of clothing around the circle while singing the song. Stop the cassette at any point during the song. The student holding the clothing when the song stops comes to the middle. The other students say *Put on your _____*. The student in the middle gets “stuck” while putting on the clothing and says *Help me!* The others rush to help him/her.
- Place the clothing on a desk at the front. Ask eight volunteers to come to the front, and put them into four pairs. Give each pair one of the Picture Cards 2A: 13–16, but ask them not to look at it. Say *Green light. Go!* Pairs look at their cards. One member of each pair runs to grab the matching article of clothing, give it to his/her partner, and say *Put on your _____*. The other student rushes to put on the clothing. The pair who finishes the fastest may continue the activity. (This activity may also be played as a team competition.)

7 Workbook 2A: Pages 18–19

- Have students do Exercise B (Which is different? Write an X) and Exercise C (Find and circle).



PART 1

Pages 20–21

Structures:

Here's your breakfast. What is it? It's cereal.

Vocabulary:

cereal, milk

Materials:

Picture Cards 1B:44, 45, 55, 57, 65–68, 2A:13–17, and 20 (chicken, soup, candy, ice cream, fish, rice, meat, bread, shirt, pants, skirt, socks, cereal, milk); a box of cereal; a carton of milk; Benny puppet; Wall Chart 2A:9; tape player; cassette

1 Opening

- Greet each student with *Hello, _____*. *How are you?* Students respond in turn.
- Have Picture Cards 2A: 13–16 handy. Ask four students to come to the front of the room. Hand the first student Picture Card 2A:13 and have him/her give the class the appropriate command: *Put on your shirt*. The class responds by miming the corresponding action. The first student returns to his/her seat. Follow the same procedure for Picture Cards 2A: 14–16. After all four students have completed the activity, call four new students to the front. Continue until all students have participated.

2 Introduce New Language

Ⓐ Vocabulary: *cereal, milk*

- Bring out the cereal box and the milk carton (or Picture Cards 2A: 17 and 20). Hold up either the milk carton or Picture Card 2A:20, and model as follows:

T: *Milk*.

Ss: *Milk*.

Repeat several times. Follow the same procedure for *cereal*, using either the cereal box or Picture Card 2A: 17.

- Pass the milk carton to the student sitting closest to you and say *milk* as you pass it. That student then passes it to the next student and says *milk*. Continue until each student has had a chance to participate. Follow the same procedure for *cereal*, using either the cereal box or Picture Card 2A: 17.

Ⓑ Structure: *It's (cereal)*.

- Go over the *It's (cereal)*. structure. Hold up either the cereal box or Picture Card 2A: 17, and model as follows:

T: *It's cereal*.

Ss: *It's cereal*.

Repeat several times. Follow the same procedure for *milk*, using either the milk carton or Picture Card 2A:20.

- Ask for volunteers to come to the front, choose one of the two food items, and say *It's cereal/milk*.

Ⓒ Structure: *What is it?*

- Hold up either the cereal box or Picture Card 2A: 17. Look very puzzled as you model the structure:

T: *What is it?*

Ss: *What is it?*

Repeat several times, encouraging students to tell you what the item is. Repeat the same procedure for *milk*, using either the milk carton or Picture Card 2A:20.

- Using Picture Cards 1B:44, 45, 55, 57, and 65–68, continue asking students *What is it?* Students respond *It's _____*.
- Place Picture Cards 1B:44, 45, 55, 57, 65–68, 2A: 17, and 20 along the chalk rail. Have a volunteer come to the front, choose a card, and ask the class *What is it?* The class responds *It's _____*. Choose a new volunteer and continue the activity.
- Ask students to put their heads down on their desks. Remove one of the Picture Cards from the chalk rail. Have students look up. Ask *What is it?* Students must tell you which card has been removed, using the *It's _____* structure.

Ⓓ Structure: *Here's your breakfast*.

- Using the Benny puppet and Picture Cards 2A: 17 and 20, model as follows:

T: (hold up Picture Card 2A:17) *Cereal*.

Ss: *Cereal*.

T: (hold up Picture Card 2A:20) *Milk*.

Ss: *Milk*.

Make a big show of putting both cards together to model the concept of *breakfast*. Now hold up both Picture Cards in one hand and continue:

T: *Breakfast.*

Ss: *Breakfast.*

Turn to Benny, “hand” him both Picture Cards, and continue:

T: (to Benny) *Here’s your breakfast.*

Ss: *Here’s your breakfast.*

- Have a volunteer come to the front and choose a classmate. The volunteer offers the classmate Picture Cards 2A: 17 and 20 together, and says *Here’s your breakfast*. The classmate accepts the cards and responds *Thank you*.

3 Present the Wall Chart

- Place Wall Chart 2A:9 on the board. Encourage students to produce any pertinent language (who they see, what the characters are saying, what colors they see, etc.).
- Point to the appropriate characters on the chart and model the dialogue:

T: (point to Daddy) *Here’s your breakfast.*

Ss: *Here’s your breakfast.*

T: (point to Benny) *What is it?*

Ss: *What is it?*

T: (point to Sue) *It’s cereal.*

Ss: *It’s cereal.*

- Play the cassette for pages 20–21: **Dialogue**. Point to the appropriate characters on the chart as students listen.

Dialogue

Daddy: *Here’s your breakfast.*

Benny: *What is it?*

Sue: *It’s cereal.*

(two times)

- Play the cassette for pages 20–21: **Dialogue Practice**. Point to the appropriate characters on the chart as students listen and repeat.

Dialogue Practice


Daddy: *Here’s your breakfast.* (two times)

Benny: *What is it?* (two times)

Sue: *It’s cereal.* (two times)

- Have two students come to the front. Call out one of the sentences. The first student to point to the appropriate character on the chart remains at the front, then becomes the “teacher” for the next two students.

4 Open Student Books

- Have students turn to pages 20–21 in their books. Ask for volunteers to point to any of the characters in their books and describe what the characters are saying.
-  Play the cassette sections for pages 20–21 again. Students point to the appropriate pictures in their books as they listen and repeat.
- Divide the class into three groups. Assign each group the role of Daddy, Benny, or Sue. Groups role-play the dialogue. Alternate roles so that each group has a chance to practice the role of each character.
- Have three volunteers come to the front. Ask them to role-play the dialogue using the food objects (either the milk carton and the cereal box, or Picture Cards 2A: 17 and 20). Alternate roles if time allows.

5 Games and Activities

Choose any of the following:

- Quickly review the vocabulary for the noncountable food items on the Picture Cards 1B:44, 45, 55, 57, and 65–68. Ask a volunteer to come to the front. Give him/her one of the cards without letting the other students see it. The volunteer asks the class *What is it?* The class tries to guess the item using the *It’s _____* structure. If a guess is incorrect, the volunteer simply says *No*. If it is correct, the volunteer says *Yes. It’s _____*. The volunteer is then replaced by the student who has guessed correctly.
- Arrange students in a circle. Ask a volunteer to stand in the middle, hold the cereal box in one hand, extend the other arm, and point. Students walk around in a circle and chant *What is it? What is it? Say Stop!* at any point during the chant. The student who is being pointed to when the chant is stopped must identify the cereal using the *It’s _____* structure. He/She then replaces the volunteer in the middle. You may continue the activity using either the Picture Cards 1B:44, 45, 55, 57, and 65–68, or the corresponding noncountable food items.

6 Workbook 2A: Pages 20–21

- Have students do Exercise A (Color).

PART 2

Pages 22–23

Structures:

What is it? It's _____.

Vocabulary:

cereal, toast, jam, milk, juice

Materials:

Picture Cards 2A:17–21 (cereal, toast, jam, milk, juice); a box of cereal; a slice of toast; a jar of jam; a carton of milk; a carton of juice; Benny and Sue puppets; a large opaque bag; Wall Chart 2A:10; tape player; cassette

1 Opening

- Greet each student with *Good morning, _____*. Students respond in turn.
- Ask two volunteers to stand. Hold Picture Cards 2A: 17 and 20 so the volunteers can't see them. Then show one of the cards to the volunteers for only a second or two and ask *What is it?* The first volunteer to respond correctly, using the *It's _____* structure, may repeat the activity with the next student. Continue until each student has had a chance to participate.

2 Pattern Practice

Ⓐ Vocabulary: *cereal, toast, jam, milk, juice*

- Hold up either the cereal box or Picture Card 2A: 17, and model as follows:

T: *Cereal.*

Ss: *Cereal.*

Repeat several times. Follow the same procedure for *toast, jam, milk, and juice*, using either the appropriate food items or Picture Cards 2A: 18–21.

- Pass either the cereal box or Picture Card 2A: 17 to the student sitting closest to you and say *cereal* as you pass it. That student then passes it to the next student and says *cereal*. Continue until each student has had a chance to participate. Follow the same procedure for *toast, jam, milk, and juice*, using either the appropriate food items or Picture Cards 2A: 18–21.

Note: Although bringing in food items may be a bit troublesome for you, the students will enjoy using the food as props — and this will make the language more memorable and pertinent to them.

- Place either the food items or Picture Cards 2A: 17–21 in a place visible to all. Ask volunteers to come to the front of the room and identify the food item(s) of their choice.

Ⓑ Structures: *What is it? It's _____.*

- Hold up the Benny and Sue puppets, and place either the food items or Picture Cards 2A: 17–21 in a place visible to all. Have the Benny puppet “look” at the cereal box (or Picture Card 2A: 17), and model as follows:

T: (as Benny, to Sue) *What is it?*

Ss: *What is it?*

Have Sue “point” to the cereal box, and continue:

T: (as Sue, to Benny) *It's cereal.*

Ss: *It's cereal.*

Repeat several times. Follow the same procedure for *toast, jam, milk, and juice*, using either the food items or Picture Cards 2A: 18–21. Then have volunteers come to the front and perform the dialogue with the puppets and food items of their choice.

- Place the food items in a large opaque bag. Have a volunteer come to the front, put his/her hand in the bag, and select one item. Ask the volunteer *What is it?* Without taking his/her hand out of the bag, the volunteer identifies the item by saying *It's _____*. Then ask the volunteer to take the item out of the bag and show it to the class.

3 Present the Wall Chart

- Place Wall Chart 2A: 10 on the board. Have students form a line at the front. Call the first student in line to the chart. Point to one of the vocabulary items and ask the student to identify it. If the student is able to do so, he/she returns to his/her seat. If not, the student goes to the back of the line. Continue until all students have correctly identified one of the items.
- Play the cassette for pages 22–23: **Vocabulary**. Point to the appropriate pictures on the chart as students listen and repeat each item.

Vocabulary

Narrator: *Cereal.* (two times)

Toast. (two times)

Jam. (two times)

Milk. (two times)

Juice. (two times)

- Play the cassette for pages 22–23: **Pattern Practice**. Point to the appropriate pictures on the chart as students listen and repeat.

Pattern Practice

Benny: *What is it?*

Sue: *It's cereal.*

(two times)

Benny: *What is it?*

Sue: *It's toast.*

(two times)

Benny: *What is it?*

Sue: *It's jam.*

(two times)

Benny: *What is it?*

Sue: *It's milk.*

(two times)


Benny: *What is it?*

Sue: *It's juice.*

(two times)

- Point both to the Pattern Practice panel on the right and to one of the vocabulary items on the left. Ask students to describe what Benny and Sue are saying. Repeat several times. Then ask for volunteers to continue the activity. Prompt the volunteers by pointing to a different vocabulary item each time.

4 Open Student Books

- Have students turn to pages 22–23 in their books. Ask the class to identify the various breakfast foods and describe what the characters are saying.
-  Play the cassette sections for pages 22–23 again. Students point to the appropriate pictures in their books as they listen and repeat.
- Place either the food items or Picture Cards 2A: 17–21 in a place visible to all. Have two volunteers come to the front, and assign them the roles of Benny and Sue. “Benny” and “Sue” identify as many of the items as they can. Alternate roles if time allows.

5 Song

- Teach the song “Toast For Breakfast.” (See page 6 for hints on teaching songs.)

Toast For Breakfast

Toast for breakfast, I like toast and jam

Toast for breakfast, I like toast and jam

Toast for breakfast, I like toast and jam

Milk and cereal, milk and cereal

I like milk and I like cereal

Milk and cereal, milk and cereal

I like toast and jam

- Divide the class into two groups. The first group sings the *toast and jam* lines while pretending to spread jam on toast. The second group sings the *milk and cereal* lines while pretending to pour milk on cereal. Have groups switch roles and actions after a while to give everyone a chance to sing both parts.

6 Games and Activities

Choose any of the following:

- Review the five food words from this unit with the students (*cereal, toast, jam, milk, juice*). Then say one of the words by moving your lips and not making any sound. Students must identify what you are saying by lip-reading.
- Have a volunteer come to the front, choose a food item, and place it in a bag without showing it to the class. The volunteer asks the class *What is it?* Students try to guess which item is in the bag using the *It's _____* structure. The first one to guess correctly replaces the volunteer and continues the activity.
- Ask students to sit in a circle. Give the five food items (or Picture Cards 2A: 17–21) to five of the students. Play the song “Toast For Breakfast” on the cassette. Students sing along as they pass the items around the circle. Stop the cassette at any point during the song. The students holding the food items stand. The seated students ask *What is it?* Each student holding a food item must identify it by saying *It's _____*.

7 Workbook 2A: Pages 22–23

- Have students do Exercise B (Match) and Exercise C (Trace and color).

REVIEW UNIT

Pages 24–25

Structures:

Good morning, Sue. Good morning, Mommy. Get up, sleepyhead! She's (Mommy). He's (Daddy). Wash your face, Benny. Wait a minute. Now! Here's your toothbrush. Brush your teeth, Sue. Yes, Mommy. Look at me! Put on your shirt. Help me! I can't see. Silly Benny! Here's your breakfast. What is it? It's cereal.

Vocabulary:

Sue, Benny, Mommy, Daddy, face, ears, hands, feet, toothbrush, teeth, hairbrush, hair, shirt, pants, skirt, socks, cereal, toast, jam, milk, juice

Materials:

Picture Cards 2A:1–21 (Sue, Benny, Mommy, Daddy, face, ears, hands, feet, toothbrush, teeth, hairbrush, hair, shirt, pants, skirt, socks, cereal, toast, jam, milk, juice); Wall Charts 2A:1–10; tape player; cassette; Benny and Sue puppets

1 Opening

- Greet each student with *Hello. How are you?* Students respond in turn.
- Point to a student and say *He's/She's _____*. That student stands and says *Yes. My name's _____*. The student then points to a second student and says *He's/She's _____*. The second student stands and says *Yes. My name's _____*. Continue until each student has had a chance to participate.
- Using Picture Cards 2A: 1–21, quickly review the vocabulary in Units 1–5. Divide the class into two teams. Pass out an equal number of cards to the students on each team, one card per student. Call out a vocabulary word and its corresponding structure; for example, *Put on your shirt*. The student holding the card (in this case, Picture Card 2A:13) must bring it to you before you finish counting to ten. This earns a point for the student's team.

2 Pattern Practice


- Divide the class into two teams. Ask one student from each team to stand. Hold Picture Cards 2A: 1–21 away from the students, then turn them around and expose the top card for only a second or two. The first student to correctly identify the word for that card wins a point for his/her team. Continue until each student has had a chance to participate.
- Place Wall Charts 2A:2, 4, 6, 8, and 10 on the board. Quickly review the patterns with the class. Place Picture Cards 2A: 1–21 in a spot visible to all. Point to any one pattern on one of the charts and say it, but leave out the vocabulary word(s). The first student to bring you the appropriate Picture Card(s) and repeat the pattern becomes the “teacher” and continues the activity. (Prompt if necessary.)
- Keep the Wall Charts on the board. Divide the class into two teams. Point to any one of the characters on any of the charts. The first student to call out the appropriate pattern wins a point for his/her team.
- Keep the Wall Charts on the board. Ask students to form a line at the front of the classroom. Call the first two students in line up to the charts. Ask the first student to point to the Pattern Practice panel on any one of the charts and say the appropriate pattern, using the vocabulary word of his/her choice. The second student gives the appropriate response. Continue until each student has had a chance to participate.
- Place Wall Charts 2A: 1, 3, 5, 7, and 9 on the board. Use the Benny and Sue puppets to review all the dialogues from Units 1–5. Have a volunteer come to the front and choose a puppet. Take the other puppet and role-play any one of the dialogues with the student. Then choose a new volunteer and continue.
- Keep the Wall Charts on the board. Arrange students in groups of three. Call the first three students to the front and point to any one of the charts. Students role-play the relevant dialogue. Continue until each group has had a chance to role-play at least one of the dialogues.

- Play the cassette for pages 24–25: **Review**. Students listen and repeat as you point to the pictures on the charts.

Review

Narrator: *Sue*. (two times)
Benny. (two times)
Mommy. (two times)
Daddy. (two times)
Face. (two times)
Ears. (two times)
Hands. (two times)
Feet. (two times)
Toothbrush. (two times)
Teeth. (two times)
Hairbrush. (two times)
Hair. (two times)
Shirt. (two times)
Pants. (two times)
Skirt. (two times)
Socks. (two times)
Cereal. (two times)
Toast. (two times)
Jam. (two times)
Milk. (two times)
Juice. (two times)

3 Open Student Books

- Have students turn to pages 24–25 in their books. Ask for volunteers to identify the vocabulary items.
-  Play the cassette section for pages 24–25 again. Students point to the appropriate pictures in their books as they listen and repeat.
- Divide the class into two teams. Have the teams take turns identifying the vocabulary items in order to earn points.
- Ask volunteers to point to any one of the vocabulary items in their books and use it in an appropriate sentence structure.

4 Songs

- Ask students to request any song they would like to sing. Continue until you have sung each of the five songs from Units 1–5 (and any songs from *Tiny Talk 1A* and *1B*, if time allows).
- Divide the class into five teams. Assign each team one of the five songs from Units 1–5. Each team comes to the front and sings its assigned song.

- Play a very little bit of any song on the cassette. Ask students to identify the song. If they cannot, play a bit more until they can. Then sing the song together.

5 Games and Activities

Choose any of the following:

- Arrange chairs in a circle. Give Picture Cards 2A: 1–21 to the students (one per student). Play any song from Units 1–5 on the cassette, or ask students to sing it. Students pass the cards around the circle in the same direction. Stop the cassette (or say *Stop!*) at any point during the song. Each student holding a card stands in turn and identifies it.
- Keep the chairs in a circle, but remove one so that there is a chair for all but one student. Play any one of the songs from Units 1–5 on the cassette. Students circle the chairs. Stop the cassette at any point during the song. Students rush to sit. The student left without a chair must choose a Picture Card and tell you the related dialogue or pattern.
- Quickly review the actions associated with the commands taught in Units 2–4. Then play several rounds of *Benny/Sue says*, using the actions. (See page 7 for comments on playing *Benny says*.)
- Ask two volunteers to come to the front. Give each volunteer one of the Picture Cards 2A: 1–21 without letting the other see it. The two volunteers stand back-to-back. On the count of three, they face each other and show their cards. The first volunteer to correctly identify the other's card continues the activity with a new volunteer.

Note: This activity may also be played as a team competition. The first student to identify the other's card wins a point for his/her team.

6 Workbook 2A: Pages 24–25

- Have students do Exercise A (Match) and Exercise B (Trace and color).

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UNIT
6

PART 1
Pages 26–27

Structures:

Mommy! Benny's playing. Tattletale! Benny, eat!

Vocabulary:

playing

Materials:

Picture Cards 2A:3, 17–22 (Mommy, cereal, toast, jam, milk, juice, playing); Benny and Sue puppets; a toy car; several other toys; Wall Chart 2A:11; tape player; cassette

1 Opening

- Greet each student with either *Hello, _____.* or *Good morning, _____.* Students respond in turn.
- Place Picture Cards 2A: 17–21 on a desk. Have students form two equal lines (A and B) at the front of the room. The first student in Line A chooses a card and asks the first student in Line B *What is it?* The Line B student responds *It's _____.* The Line A student then goes to the end of Line B and vice versa. Continue until each student has had a chance to both ask and answer a question.

2 Introduce New Language

Ⓐ Vocabulary: *playing*

- Place the toys in a place visible to all. Choose one toy and start playing with it. Look up at the class and say *playing*. Repeat the same procedure with another toy. Then, hold up Picture Card 2A:22 and model as follows:

T: *Playing.*

Ss: *Playing.*

Repeat several times.

Ⓑ Structure: *Benny's playing.*

- Have the Benny puppet "play" with the toy car. Then point to Benny with your free hand and model as follows:

T: *Benny's playing.*

Ss: *Benny's playing.*

Repeat several times.

- Have a volunteer come to the front and play with a toy of his/her choice. Point to the student and say *(Mary)'s playing*. Call a new volunteer to the front. Encourage the class to point to him/her and say *(John)'s playing*.

Ⓒ Structure: *Tattletale!*

- Using the Benny and Sue puppets, play the role of Mommy and model the dialogue:

T: (as Sue, to Mommy) *Mommy! Benny's playing.*

Ss: *Mommy! Benny's playing.*

T: (as Benny, angrily, to Sue) *Tattletale!*

Ss: *Tattletale!*

Repeat *Tattletale!* several times.

- Have two volunteers come to the front. One chooses a toy and plays with it. The other says to you _____'s *playing*. The first volunteer says *Tattletale!*

Ⓓ Structure: *Benny, eat!*

- Keep Picture Card 2A: 17 nearby. Have the Benny puppet play with the toy car, and model as follows:

T: (sternly, to Benny) *Benny, eat!*

Ss: *Benny, eat!*

Have the Benny puppet stop playing and "eat" the cereal from Picture Card 2A: 17. Repeat several times.

- Ask for volunteers to come to the front. Pretend to be Benny and play with the toy car. Each volunteer gives you the command *Benny, eat!*

3 Present the Wall Chart

- Place Wall Chart 2A: 11 on the board. Point to the appropriate characters on the chart and model the following:

T: (point to Sue) *Mommy! Benny's playing.*

Ss: *Mommy! Benny's playing.*

T: (point to Benny) *Tattletale!*

Ss: *Tattletale!*

T: (point to Mommy) *Benny, eat!*

Ss: *Benny, eat!*

- Ask students to form a line at the front. Call the first student in line to the chart. Say any one of the sentences. The student points to the appropriate character on the chart.

- Play the cassette for pages 26–27: **Dialogue**. Point to the appropriate characters on the chart as students listen.

Dialogue

Sue: *Mommy! Benny's playing.*

Benny: *Tattletale!*

Mommy: *Benny, eat!*

(two times)

- Play the cassette for pages 26–27: **Dialogue Practice**. Students listen and repeat each line.

Dialogue Practice

Sue: *Mommy!* (two times)

Benny's playing. (two times)


Mommy! Benny's playing. (two times)

Benny: *Tattletale!* (two times)

Mommy: *Benny, eat!* (two times)

- Ask students to form a line at the front. Call the first student to the chart. Point to any one of the characters. The student tells you what the character is saying. Continue until each student has had a chance to participate.

4 Open Student Books

- Have students turn to pages 26–27 in their books. Ask the class to identify the characters and describe what they are saying.
-  Play the cassette sections for pages 26–27 again. Students point to the appropriate pictures in their books as they listen and repeat.
- Have the toy car handy. Ask for three volunteers to come to the front of the room. Assign them the roles of Sue, Benny, and Mommy, and have them role-play the dialogue. Alternate roles if time allows.

5 Song

- Teach “The Tattletale Song.” (See page 6 for hints on teaching songs.)

The Tattletale Song

Mommy, Mommy, look at Benny

Don't be a tattletale

Look, Mommy, Benny's playing

Don't be a tattletale

Mommy, Mommy, look at Benny

Don't be a tattletale

Don't, don't, don't, don't

Don't be a tattletale

No, no, no

Don't, don't, don't, don't

Don't be a tattletale

- Divide the class into two groups. The first group sings the *Mommy* lines as they point indignantly at the second group. The second group sings all the other lines as they wag their fingers critically at the first group. Have groups switch roles and actions after a while to give everyone a chance to sing both parts.

6 Games and Activities

Choose any of the following:

- Arrange students in a circle. Give one of the students the toy car. Play “The Tattletale Song” on the cassette. Students pass the toy car around the circle. Stop the cassette at any point during the song. The student holding the toy car when the music is stopped starts to play with it. The other students point to him/her and say _____’s *playing!* The student holding the toy car shouts out *Tattletale!*, and the activity continues.
- Ask a volunteer to leave the room momentarily. Give the toy car to one of the remaining students to conceal under his/her desk. Have all the other students pretend they are playing with the toy car under their desks, then have the volunteer come back into the room. The volunteer must guess which student has the toy car by saying _____’s *playing*. If the guess is incorrect, the student chosen simply says *No*. If the guess is correct, the student chosen stands and says *Tattletale!* Each volunteer gets three chances to guess. Then choose a new volunteer and give the toy car to another student.

7 Workbook 2A: Pages 26–27

- Have students do Exercise A (Color).

PART 2

Pages 28–29

Structure:

_____’s _____.

Vocabulary:

playing, eating, reading, cooking

Materials:

Picture Cards 2A:22–25 (playing, eating, reading, cooking); Wall Chart 2A:12; tape player; cassette; a toy car; a spoon; a newspaper; a spatula

1 Opening

- Greet each student with *Hello*, _____. Students respond in turn.
- Give each student one of the commands previously taught (*Brush your teeth/hair. Put on your shirt/pants/skirt/socks.*). Students mime the corresponding action.
- Give the student closest to you the toy car. He/She should start to play with it. Point to the student and say (*Ron*)’s *playing*. The student responds *Tattletale!* He/She hands the toy car to a second student, who starts to play with it. The first student points to the second and says (*Tina*)’s *playing*. The second student responds *Tattletale!* Continue until each student has had a chance to participate.

2 Pattern Practice

Ⓐ **Vocabulary:** *playing, eating, reading, cooking*

- Hold up Picture Card 2A:22 and model as follows:

T: *Playing.*

Ss: *Playing.*

Repeat several times. Follow the same procedure for *eating, reading, and cooking*, using Picture Cards 2A:23–25.

- Place Picture Cards 2A:22–25 along the chalk rail. Write the numbers 1–4 on the board above the cards. Call out one of the words. The class responds as a group with the corresponding number. Repeat several times. Then drill students individually using the same procedure.

- Leave the Picture Cards on the chalk rail. Call out a number from one to four. Students respond with the corresponding vocabulary word. Drill the class as a group, then drill students individually.

Ⓑ **Structure:** _____’s _____.

- Hold up Picture Card 2A:22 and model the following:

T: *Benny’s playing.*

Ss: *Benny’s playing.*

Repeat several times. Follow the same procedure for *Sue’s eating., Daddy’s reading., and Mommy’s cooking.,* using Picture Cards 2A:23–25.

- Ask for volunteers to come to the front, choose any one of the Picture Cards 2A:22–25, and describe to the class what the character is doing.
- Call volunteers to the front. Have each one perform the appropriate action for one of the vocabulary words. The class describes what each volunteer is doing, using the _____’s _____ structure.
- Have two volunteers come to the front. The first volunteer points to one of the Picture Cards 2A:22–25, and the second performs the appropriate action. The first volunteer says (*John*)’s (*cooking*). After the first volunteer returns to his/her seat, the second volunteer chooses a third student to come to the front and continue the activity.

3 Present the Wall Chart

- Place Wall Chart 2A:12 on the board. Ask students to identify the vocabulary words and describe what the characters are saying.
- Have students form a line at the front of the classroom. Call the first student to the chart. Point to one of the pictures on the chart. The student responds with the corresponding verb.
- Play the cassette for pages 28–29: **Vocabulary.** Point to the appropriate pictures as students listen and repeat each item.

Vocabulary

Narrator: *Playing.* (two times)

Eating. (two times)

Reading. (two times)

Cooking. (two times)

Play the cassette again. Students listen and repeat.

- Play the cassette for pages 28–29: **Pattern Practice**. Point to the appropriate characters on the chart as students listen and repeat.

Pattern Practice

Sue: *Benny's playing*. (two times)


Benny: *Sue's eating*. (two times)

Sue: *Daddy's reading*. (two times)

Benny: *Mommy's cooking*. (two times)

- Have a volunteer come to the front. Ask him/her to point to one of the vocabulary items, indicate a classmate of his/her choice, and say *(Tina)'s (reading)*. The chosen classmate stands and performs the action. The classmate then replaces the volunteer at the front of the room and continues the activity.

4 Open Student Books

- Have students turn to pages 28–29 in their books. Call out the vocabulary items at random. Students point to the appropriate pictures in their books. Ask for volunteers to point to any one of the pictures and tell you the appropriate verb.
-  Play the cassette sections for pages 28–29 again. Students point to the appropriate pictures in their books as they listen and repeat.
- Ask eight volunteers to come to the front. Assign the roles of Benny, Sue, Daddy, and Mommy to four of them. Give them objects, if possible (Benny: a toy car; Sue: a spoon; Daddy: a newspaper; Mommy: a spatula) and have them perform the appropriate actions. Each of the remaining volunteers describes what one of the role-playing volunteers is doing. The role-playing volunteers sit down, and the remaining volunteers assume their roles. Four new volunteers come to the front to continue the activity.

5 Games and Activities

Choose any of the following:

- Draw two large faces on the board: a happy face with a checkmark beneath it, and a sad face with an "X" beneath it. Call two students to the front of the room. Show them one of the Picture Cards 2A:22–25, and make a sentence using the *_____ 's _____* structure. If the sentence is correct, students rush to hit the happy face. If it is incorrect, students rush to hit the sad face and tell you the correct sentence. The first student to finish becomes the "teacher" and continues the activity with two new volunteers.

- Have students put their heads down on their desks. Give one of the Picture Cards 2A:22–25 to one of the students. Ask the other students to look up. The student with the card stands and performs the appropriate action. The other students turn to him/her and say *(Jane)'s (reading)*.
- Arrange students in a circle. Give Picture Cards 2A:22–25 to four students. Play "The Tattletale Song" on the cassette. Students pass the cards around the circle as they sing along. Stop the cassette at any point during the song. The students holding the cards when the music is stopped stand and describe what the characters on their cards are doing.
- Have a volunteer come to the front. Give the volunteer one of the Picture Cards 2A:22–25 and ask him/her not to show it. The other students try to guess which card the volunteer is holding by saying *_____ 's _____*. The student who guesses correctly becomes the next volunteer and continues the activity.

6 Workbook 2A: Pages 28–29

- Have students do Exercise B (Which is different? Write an X) and Exercise C (Match).

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UNIT 7

PART 1 Pages 30–31

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Structures:

Let's see. One book. Two erasers. Three pencils. Four markers. Five toys.

Vocabulary:

book, erasers, pencils, markers, toys

Materials:

Picture Cards 2A:22–25, 27, 29, 31, and 33 (playing, eating, reading, cooking, erasers, pencils, markers, toys), plus a teacher-made picture card of a book; five books; five erasers; five pencils; five markers; five assorted toys; Wall Chart 2A:13; tape player; cassette; two book bags

1 Opening

- Greet each student with *Hi. How are you?* Students respond in turn.
- Using Picture Cards 2A:22–25, quickly review the actions taught in Unit 6. Ask two volunteers to stand. Then show one of the cards to the volunteers for only a second or two. The first volunteer to correctly identify the action for that card may repeat the activity with the next student.
- Review the numbers 1–5. Ask the class to stand. One by one, students count off the numbers: the first student says *one*, the second *two*, the third *three*, and so on. Any student unable to do so is “out” and sits down.

2 Introduce New Language

Ⓐ Vocabulary: *book, erasers, pencils, markers, toys*

- Use one book, two erasers, three pencils, four markers, and five assorted toys to model the vocabulary as follows:

T: (hold up the book) *Book.*

Ss: *Book.*

T: (hold up two erasers) *Erasers.*

Ss: *Erasers.*

Repeat several times. Follow the same procedure for *pencils, markers, and toys*, using the corresponding items.

Note 1: You may substitute Picture Cards 2A:27, 29, 31, and 33 for the objects in this activity, as well as a teacher-made picture card of a book.

Note 2: At this point it is not necessary to spend time on the singular and plural forms of each noun as there will be ample practice in Part 2 of this unit.

- Pass the book or the teacher-made picture card to the student sitting closest to you and say *book*. That student then passes it to the next student and says *book*. Continue until each student has had a chance to participate. Follow the same procedure for *erasers, pencils, markers, and toys*, using the corresponding items.
- Place the book, erasers, pencils, markers, and toys (or the corresponding picture cards) on a desk at the front. Call two volunteers to the front. Call out one of the vocabulary words. The first student to bring you the object(s) (or the correct picture card) may continue the activity with a new volunteer.
- Leave the objects or picture cards on the desk. Have students line up at the front. Call the first student in line to the desk. Ask him/her to identify as many of the objects as possible.

Ⓑ Structures: *Let's see. One book. Two erasers. Three pencils. Four markers. Five toys.*

- Spread out the objects (one book, two erasers, three pencils, four markers, and five toys) on the desk. Put one hand against your cheek as if thinking, and model as follows:

T: *Let's see.*

Ss: *Let's see.*

T: (point to the book) *One book.*

Ss: *One book.*

T: (point to the erasers and count) *One, two.*

Two erasers.

Ss: *One, two. Two erasers.*

Continue until you have counted all the objects and repeat several times. Then repeat once again without counting.

- Leave the objects on the desk. Invite a volunteer to the front. Call out a specified amount of any one of the vocabulary items. The student repeats what you say and brings you the correct number of the appropriate object.

- Leave the objects on the desk. Ask for volunteers to come to the front, pick any object, count the number of that object, and say *Let's see. (Three) (pencils).*

3 Present the Wall Chart

- Place Wall Chart 2A: 13 on the board. Point to the various items in the picture and count them, along with the students.

- Point to the appropriate characters on the chart and model as follows:

T: (point to Sue) *Let's see. One book. Two erasers. Three pencils. Four markers.*

Ss: *Let's see. One book. Two erasers. Three pencils. Four markers.*

T: (point to Benny) *Five toys.*

Ss: *Five toys.*

- Ask for volunteers to come to the front and describe what the characters on the chart are saying.
- Play the cassette for pages 30–31: **Dialogue.** Point to the appropriate characters on the chart as students listen.

Dialogue

Sue: *Let's see. One book. Two erasers. Three pencils. Four markers.*

Benny: *Five toys.*
(two times)


- Play the cassette for pages 30–31: **Dialogue Practice.** Students listen and repeat each line.

Dialogue Practice

Sue: *Let's see. (two times)*
One book. (two times)
Two erasers. (two times)
Three pencils. (two times)
Four markers. (two times)

Benny: *Five toys. (two times)*

4 Open Student Books

- Have students turn to pages 30–31 in their books. Ask for volunteers to point to, count, and identify the items in the picture. Then have volunteers describe what the characters are saying.
-  Play the cassette sections for pages 30–31 again. Students point to the appropriate characters in their books as they listen and repeat.

- Put two book bags on a desk at the front with the objects (one book, two erasers, three pencils, four markers, and five toys). Have two volunteers come to the front and role-play the parts of Benny and Sue. Alternate roles if time allows.

5 Games and Activities

Choose any of the following:

- Place from one to five books, erasers, pencils, markers, or toys in a book bag so the class cannot see them. Ask a volunteer to come to the front, put his/her hand in the bag, and identify the object and the amount without looking inside.

- Have the objects handy on a desk at the front. Divide the class into two teams (A and B). Have a student from team A come to the front and choose any amount of a particular object. He/She says *Let's see. (Two) (pencils).*, and puts the object(s) into the book bag. If the student does so correctly, he/she earns a point for team A. Then call a student from team B to do the same. The student places the object(s) in the bag, then lists all the objects now in the bag, saying *Let's see. (Two) (pencils). (One) (book).* Have teams alternate. After adding his/her object(s), each student lists all the objects that are now in the bag.

- Ask students to stand in a circle. Pass out Picture Cards 2A: 27, 29, 31, 33 and the teacher-made *book* picture card to five of the students. Play any song on the cassette. Students pass the cards around the circle as they sing along. Stop the cassette at any point during the song. Each student holding a card when the music stops must stand and identify the vocabulary items and amounts shown on his/her card.

- Write the numbers 1–5 on the board. Put the objects on a desk at the front. Divide the class into two teams. Call one student from each team to the front. Call out any amount of one object. The students rush to hit the correct number on the board. Then they rush to the desk and grab the correct amount of the specified object(s). The first student to do so correctly wins a point for his/her team.

6 Workbook 2A: Pages 30–31

- Have students do Exercise A (Color).

PART 2

Pages 32–33

Structures:

One _____. (Two) _____s.

Vocabulary:

book, books, eraser, erasers, pencil, pencils, marker, markers, toy, toys

Materials:

several books; two erasers; three pencils; four markers; five toys; a blindfold; Picture Cards 2A:26–33 (eraser, erasers, pencil, pencils, marker, markers, toy, toys), plus a teacher-made picture card of a book; Wall Chart 2A:14; tape player; cassette; a book bag; a ball

1 Opening

- Greet each student with *Hello. I'm _____*. Students respond in turn.
- Place one book, two erasers, three pencils, four markers, and five toys on a desk at the front of the room. Call a volunteer to the front. Blindfold the volunteer, or ask him/her to close his/her eyes. Place any amount of one of the objects in the volunteer's hands. Ask him/her to identify the object and the amount.

2 Pattern Practice

Ⓐ **Vocabulary:** *book(s), eraser(s), pencil(s), marker(s), toy(s)*

- Use the books, erasers, pencils, markers, and toys to present the vocabulary in both the singular and plural forms. Hold up a book and model as follows:
T: *Book.*
Ss: *Book.*
T: (hold up several books) *Books.*
Ss: *Books.*
Repeat several times. Follow the same procedure for all the vocabulary words.
- Hold up one book and say *book*. Then hold up several books and encourage students to say the plural form *books*. Continue until you have practiced all the vocabulary words. Then give students the plural form of any word and have them tell you the singular form.

- Have the class form a line at the front. Put either Picture Cards 2A:26–33 and the teacher-made *book* picture card or the corresponding objects in a place visible to all. The first student in line approaches them and identifies the objects of his/her choice in both plural and singular form.

Ⓑ **Structures:** *One _____*. (*Two*) _____s.

- Keep the objects handy. Hold up one book and model as follows:

T: *One book.*

Ss: *One book.*

T: (hold up two books) *Two books.*

Ss: *Two books.*

Repeat several times. Follow the same procedure for all the vocabulary items, using the appropriate objects.

- Spread out either Picture Cards 2A:26–33 and the *book* picture card or the corresponding objects on a desk at the front. Ask for volunteers to come to the front and identify one single object. Then have them identify a plural amount of the same object. Have them count out the objects if desired.

3 Present the Wall Chart

- Place Wall Chart 2A:14 on the board. Have volunteers come to the front and point to any item(s) on the chart. Each of them should identify the item(s) using singular and plural numbers; for example, *One eraser. Two erasers.*
- Play the cassette for pages 32–33: **Vocabulary**. Point to the appropriate pictures as students listen and repeat each item.

Vocabulary

Narrator: *Eraser.* (two times)
Erasers. (two times)
Pencil. (two times)
Pencils. (two times)
Marker. (two times)
Markers. (two times)
Toy. (two times)
Toys. (two times)

Play the cassette again. Students listen and repeat.

- Place all the objects (or Picture Cards) and a book bag on a desk at the front of the room. Have volunteers come to the front and “fill” the book bag by counting the objects and putting them in the bag.

- Play the cassette for pages 32–33: **Pattern Practice**. Point to the appropriate characters on the chart as students listen and repeat.

Pattern Practice

Sue: *One eraser.*

Benny: *Two erasers.*
(two times)

Sue: *One pencil.*

Benny: *Three pencils.*
(two times)


Sue: *One marker.*

Benny: *Four markers.*
(two times)

Sue: *One toy.*

Benny: *Five toys.*
(two times)

4 Open Student Books

- Have students turn to pages 32–33 in their books. Ask the class to identify the amounts and the items, then describe what the characters are saying.
- Ask two students to stand. Tell them to look at the pictures in their books and take turns identifying the amounts and the items. Have one describe what Sue is saying and the other describe what Benny is saying.
-  Play the cassette sections for pages 32–33 again. Students point to the appropriate pictures in their books as they listen and repeat.

5 Chant

- Teach the chant “One Eraser, Five Toys.” Each verse is chanted two times on the cassette. An adult voice chants each verse on the music-only version. Students are expected to listen and repeat each verse together. (See page 6 for hints on teaching songs and chants.)

One Eraser, Five Toys

One eraser

Two erasers

One pencil

Three pencils

One marker

Four markers

One toy

Five toys

Five toys, five toys

One, two, three, four, five toys

Four markers, four markers

(clap, clap) One, two, three, four markers

Three pencils, three pencils

One (clap), two (clap), three (clap) pencils

Two erasers

Three pencils

Four markers

Five toys

One, two, three, four, five toys

Five big toys! (clap)

- Divide the class into two groups. Group A chants the first verse. Group B repeats the verse. Then Group A chants the next verse, and so on. Students in both groups try holding up the number of fingers corresponding to the lines they are chanting; for example, holding up two fingers for *Two erasers*. Switch groups after a while to give everyone a chance to initiate and repeat each verse.

6 Games and Activities

Choose any of the following:

- Toss a ball to one of the students and say one of the vocabulary words in singular form. The student responds with the word in the plural form. He/She then tosses the ball to a second student and calls out one of the vocabulary words in singular form. The second student responds with the plural form. Continue until each student has had a chance to participate.
- Divide the class into two teams. Ask one student from team A to stand. Say *One (book)*. Hold up between two and five fingers to indicate a number. The student must give you the plural form of the word using the number. If the student does so correctly, his/her team earns a point. Continue with a student from team B.

7 Workbook 2A: Pages 32–33

- Have students do Exercise B (Match) and Exercise C (Find and circle).



UNIT
8

PART 1
Pages 34–35

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Structures:

I'm ready. Come on. Benny! Don't forget your bag.
Thanks, Mommy. Bye.

Vocabulary:

bag

Materials:

Picture Card 2A:34 (bag); books; erasers; pencils;
markers; two book bags; Wall Chart 2A:15; tape
player; cassette; a ball

1 Opening

- Greet each student with *Hi. My name's _____*. Students respond in turn.
- Place the books, erasers, pencils, and markers in a place visible to all. Ask volunteers to come to the front of the room and identify the amount and object of their choice.

2 Introduce New Language

a Vocabulary: bag

- Hold up either a book bag or Picture Card 2A:34, and model as follows:

T: *Bag.*

Ss: *Bag.*

Repeat several times.

b Structures: I'm ready. Come on.

- Place some of the objects in the book bag. Take your time, as if you're preparing to leave. Then, pick up the bag, as if ready to go, and say *I'm ready*. Walk over to one of the students and take his/her hand. Say *Come on.*, and lead him/her to the door. Repeat several times. Then model as follows:

T: *I'm ready.*

Ss: *I'm ready.*

T: *Come on.*

Ss: *Come on.*

T: *I'm ready. Come on.*

Ss: *I'm ready. Come on.*

Repeat several times.

c Structures: Benny! Don't forget your bag. Thanks. Bye.

- Ask a volunteer to come to the front. The volunteer "fills" the book bag, then takes a classmate by the hand and says *I'm ready. Come on*. As the two students head for the door, take another book bag and run after them. Say to the student without a bag, (*Helen!*) *Don't forget your bag*. Prompt that student to thank you. Then prompt both students to say *Bye*. Repeat several times. Then model as follows:

T: (hold up a book bag) *Don't forget your bag.*

Ss: *Don't forget your bag.*

T: *Thanks.*

Ss: *Thanks.*

T: *Thanks. Bye. (wave)*

Ss: *Thanks. Bye. (wave)*

Repeat several times.

- Have two volunteers come to the front. One of them heads for the door. The other rushes after him/her with a book bag and says *Don't forget your bag*. The first volunteer says *Thanks. Bye*.

3 Present the Wall Chart

- Place Wall Chart 2A:15 on the board. Point to the appropriate characters and model as follows:

T: (point to Sue) *I'm ready. Come on.*

Ss: *I'm ready. Come on.*

T: (point to Mommy) *Benny! Don't forget your bag.*

Ss: *Benny! Don't forget your bag.*

T: (point to Benny) *Thanks, Mommy. Bye.*

Ss: *Thanks, Mommy. Bye.*

Repeat several times.

- Ask students to form a line at the front. Call the first student to the chart. Say any one of the sentences. The student points to the appropriate character.
- Keep the students in line. Call the first student up to the chart. Point to any one of the characters. The student describes what the character is saying.
- Play the cassette for pages 34–35: **Dialogue**. Point to the appropriate characters on the chart as students listen.

Dialogue

Sue: *I'm ready. Come on.*
Mommy: *Benny! Don't forget your bag.*
Benny: *Thanks, Mommy. Bye.*
(two times)


- Play the cassette for pages 34–35: **Dialogue Practice.** Students listen and repeat each line.

Dialogue Practice

Sue: *I'm ready.* (two times)
Come on. (two times)
I'm ready. Come on. (two times)
Mommy: *Benny!* (two times)
Don't forget your bag. (two times)
Benny! Don't forget your bag. (two times)
Benny: *Thanks, Mommy.* (two times)
Bye. (two times)
Thanks, Mommy. Bye. (two times)

- Divide the class into three groups. Point to one of the groups and then point to one of the characters on the chart. The group describes what that character is saying. Alternate groups. Continue until each group has had a chance to practice each role at least once.

4 Open Student Books

- Have students turn to pages 34–35 in their books. Ask for volunteers to point to any one of the characters in their books and describe what that character is saying.
-  Play the cassette sections for pages 34–35 again. Students point to the appropriate characters in their books as they listen and repeat.

5 Song

- Teach “The Little Green Bag Song.” (See page 6 for hints on teaching songs.)

The Little Green Bag Song

Don't forget
Don't forget
Don't forget your little green bag
(two times)

Here, Benny
Here it is
Here's your little green bag

Here, Benny
Here it is
Here's your little green bag
Thanks, Mommy!

- Choose one student to be “Benny.” The other students sing every line except the last. Whenever they sing *Here's your little green bag*, they mime the actions of presenting the bag to “Benny.” The student playing Benny mimes the actions of receiving the bag, and shouts the *Thanks, Mommy!* line at end of the song. Choose a new student to be “Benny” and sing the song again.

6 Games and Activities

Choose any of the following:

- Toss a ball to one of the students and say *I'm ready. Come on.* That student responds *Don't forget your bag.* He/She tosses the ball to a second student and says *I'm ready. Come on.* The second student responds *Don't forget your bag.* The second student then tosses the ball to a third, and so on. Continue until each student has had a chance to participate.
- Ask students to put their heads down on their desks. Tap one student on the shoulder. Return to the front of the room and say and say *OK.* The student who was tapped stands and says *I'm ready. Come on.* The other students turn to him/her and say *Don't forget your bag.*
- Students stand in a circle. One student stands in the middle holding a book bag in one hand and with the other arm extended outward, pointing. The other students walk around in a circle, chanting *I'm ready. Come on.* At any point during the chant, call out *Stop!* The students stop chanting and stand still. The classmate being pointed to when the chant is stopped steps forward. The student in the middle hands him/her the book bag and says *(Tom)! Don't forget your bag.* The classmate takes the bag and says *Thanks, (Sandra). Bye.* He/She then replaces the student in the middle, and the activity continues.

7 Workbook 2A: Pages 34–35

- Have students do Exercise A (Color).

PART 2

Pages 36–37

Structures:

Don't forget your _____. Thanks.

Vocabulary:

bag, umbrella, jacket, hat

Materials:

Picture Cards 2A:26–37 (eraser, erasers, pencil, pencils, marker, markers, toy, toys, bag, umbrella, jacket, hat); several erasers; several pencils; several markers; several toys; a book bag; an umbrella; a jacket; a hat; a large cloth sack; Wall Chart 2A:16; tape player; cassette

1 Opening

- Greet each student with *Hi. How are you?* Students respond in turn.
- Give Picture Card 2A:34 to one of the students. The class passes the card around the room while chanting *I'm ready. Come on.* Call out *Stop!* at any point during the chant. The student holding the card stands and says *Don't forget your bag!* The other students respond *Thanks.*

2 Pattern Practice

ⓐ Vocabulary: *bag, umbrella, jacket, hat*

- Hold up either a book bag or Picture Card 2A:34, and model as follows:

T: *Bag.*

Ss: *Bag.*

Repeat several times. Follow the same procedure for *umbrella, jacket, and hat*, using either Picture Cards 2A:35–37 or the corresponding objects.

- Place Picture Cards 2A:34–37 on the chalk rail. Write the numbers 1–4 on the board above the cards. Call out one of the words. The class responds as a group with the corresponding number. Repeat several times. Then drill students individually using the same procedure.
- Keep the Picture Cards on the chalk rail. Call out one of the numbers. The class responds as a group with the corresponding vocabulary word. Repeat several times. Then drill students individually using the same procedure.

- Place either Picture Cards 2A:34–37 or the corresponding objects in four separate areas of the room. Call out one of the words. Students rush to the appropriate area of the classroom.

- Place the book bag, the umbrella, the jacket, and the hat in a large cloth sack. Have a volunteer come to the front of the room, put his/her hand in the sack, and hold one of the objects without looking at it. Ask him/her to identify the object, then pull it out of the sack and show it to the class. Continue until each student has had a chance to participate.

ⓑ Structures: *Don't forget your _____.* *Thanks.*

- Have a volunteer come to the front. Take the volunteer aside and ask him/her to head for the door empty-handed. As the volunteer gets to the door, hold up either an umbrella or Picture Card 2A:35, run after him/her, and call out *Don't forget your umbrella.* Prompt the volunteer to say *Thanks.* Next, hold up either the umbrella or the card and model as follows:

T: *Don't forget your umbrella.*

Ss: *Don't forget your umbrella.*

T: *Thanks.*

Ss: *Thanks.*

Repeat several times. Follow the same procedure for *bag, jacket, and hat*, using either Picture Cards 2A:34, 36, and 37 or the corresponding objects.

- Place either Picture Cards 2A:34–37 or the corresponding objects in a place visible to all. Ask a volunteer to come to the front, choose an object (or card), hand it to a classmate, and say *Don't forget your (jacket).* The classmate responds *Thanks.* Continue until each student has had a chance to participate.

3 Present the Wall Chart

- Place Wall Chart 2A:16 on the board. Point to the pictures on the chart and ask students to identify the items. Then point to the Pattern Practice panel on the right and ask for volunteers to describe what the characters are saying.
- Have students form a line at the front. Call the first student to the chart. Point to any or all of the pictures and ask the student to identify the item(s). Continue until each student has had a chance to participate.

- Play the cassette for pages 36–37: **Vocabulary**. Point to the appropriate pictures as students listen and repeat each item.

Vocabulary

Narrator: *Bag*. (two times)
Umbrella. (two times)
Jacket. (two times)
Hat. (two times)

Play the cassette again. Students listen and repeat.


- Play the cassette for pages 36–37: **Pattern Practice**. Point to the appropriate characters on the chart as students listen and repeat.

Pattern Practice

Mommy: *Don't forget your bag*.
 Benny: *Thanks*.
 (two times)
 Mommy: *Don't forget your umbrella*.
 Benny: *Thanks*.
 (two times)
 Mommy: *Don't forget your jacket*.
 Benny: *Thanks*.
 (two times)
 Mommy: *Don't forget your hat*.
 Benny: *Thanks*.
 (two times)

- Divide the class into two groups, and assign them the roles of Mommy and Benny. Prompt the “Mommy” group with either Picture Cards 2A:34–37 or the corresponding objects to say *Don't forget your (hat)*. The “Benny” group responds *Thanks*. Alternate roles.

4 Open Student Books

- Have students turn to pages 36–37 in their books. Ask for volunteers to identify the objects and describe what the characters are saying.
-  Play the cassette sections for pages 36–37 again. Students point to the appropriate pictures in their books as they listen and repeat.
- Ask a volunteer to come to the front, and have him/her point to one of the pictures in his/her book. The class responds *Don't forget your (umbrella)*. The volunteer responds *Thanks*., and chooses a new volunteer to continue the activity.

5 Games and Activities

Choose any of the following:

- Arrange the chairs in a circle. Place either Picture Cards 2A:34–37 or the corresponding objects on four different chairs. Play “The Little Green Bag Song” on the cassette. Students circle the chairs. Stop the cassette at any point during the song. Students rush to sit. Each of the four students whose chairs have objects on them picks up the object and says *Don't forget your (bag)*. The other classmates respond *Thanks*.
- Have two volunteers come to the front and face each other. Give each one of the Picture Cards 2A:34–37 to hold behind his/her back facing outward. The volunteers maneuver around each other; each tries to identify the card the other is holding. The first volunteer to correctly identify the other's card, using the *Don't forget your _____* structure, continues the activity with a new volunteer.
- Divide the class into two teams. Place either Picture Cards 2A:34–37 or the corresponding objects in a place visible to all. Ask one student from each team to stand. Call out one of the words. The students run to the front, bring you the corresponding object (or card), and say *Don't forget your (jacket)*. The first student to do so correctly wins a point for his/her team.
- Keep the class divided into two teams. Quickly review all of the vocabulary from Units 7 and 8, using Picture Cards 2A:26–37. Ask one student from each team to stand. Say any vocabulary item, or the first part of any dialogue, by moving your lips and not making any sound. The students must identify what you are saying by lip-reading. Then they must run to the front and give you the correct card while repeating the word out loud. The first student to do this correctly wins a point for his/her team.

6 Workbook 2A: Pages 36–37

- Have students do Exercise B (Find and circle) and Exercise C (Find the bag).



UNIT
9

PART 1
Pages 38–39

Structures:

Hey! Who's she? She's Julie. Hi, Julie. Nice to meet you.

Vocabulary:

Julie

Materials:

Picture Cards 2A:34–38 (bag, umbrella, jacket, hat, Julie); Benny, Sue, Mike, and Julie puppets; Wall Chart 2A:17; tape player; cassette; a ball

1 Opening

- Greet each student with *Hi. My name's (Miss Lee).* Students respond in turn.
- Place Picture Cards 2A:34–37 on a desk at the front of the room. Hold up the Benny puppet and have him “say” *I'm ready. Come on.* Choose one of the cards and say *Benny! Don't forget your (jacket).* Have a volunteer come to the front and choose a puppet. Take the part of the other puppet and role-play the dialogue with that volunteer.

2 Introduce New Language

ⓐ Structure: *She's Julie.*

- Ask one of the girl students to stand. Point to her and say *She's (Doris).* Have the other girls stand one by one, and identify them using the *She's _____.* structure. Encourage the other students to join in. Finally, have the class choose female classmates themselves and identify them using the *She's _____.* structure.
- Hold up either Picture Card 2A:38 or the Julie puppet, and model:

T: *Julie.*
Ss: *Julie.*
T: *She's Julie.*
Ss: *She's Julie.*

Repeat several times.

- Pass the Julie puppet or Picture Card 2A:38 to the student sitting closest to you and say *She's Julie.* That student then passes it to the next student and says *She's Julie.* Continue until each student has had a chance to participate.

ⓑ Structure: *Who's she?*

- Ask one of the girls to stand, and point to her. Pretend you have forgotten her name and ask the class *Who's she?* Then, smile and look as if you have remembered, and say *She's (Nancy).* Continue the activity by having several other girls stand. Encourage the other students to speak along with you.
- Hold up the Julie puppet and look very puzzled. Model as follows:

T: *Who?*
Ss: *Who?*
T: *Who's she?*
Ss: *Who's she?*
T: (smile) *She's Julie.*
Ss: *She's Julie.*

Repeat several times.

ⓒ Structures: *Hi, Julie. Nice to meet you.*

- Ask two volunteers, at least one of them a girl, to come to the front. Point to the girl (or one of the girls) and ask the other volunteer *Who's she?* The volunteer responds *She's (Annie).* Walk over to (Annie), shake her hand, and say *Hi, (Annie). Nice to meet you.* Have two more volunteers come to the front and repeat the procedure. Continue several times. Then model as follows:

T: *You.*
Ss: *You.*
T: *Meet you.*
Ss: *Meet you.*
T: *To meet you.*
Ss: *To meet you.*
T: *Nice to meet you.*
Ss: *Nice to meet you.*

Repeat several times.

- Ask for two volunteers to come to the front, shake hands, and say *Nice to meet you.* to each other. Continue until each student has had a chance to participate.

3 Present the Wall Chart

- Place Wall Chart 2A: 17 on the board. Point to the characters and model as follows:

T: (point to the boy monkey) *Hey! Who's she?*

Ss: *Hey! Who's she?*

T: (point to Sue) *She's Julie.*

Ss: *She's Julie.*

T: (point to the girl doll) *Hi, Julie. Nice to meet you.*

Ss: *Hi, Julie. Nice to meet you.*

Repeat several times.

- Point to one of the characters on the chart. The class tells you the appropriate line from the dialogue. Ask for volunteers to come to the front, point to any or all of the characters, and describe what they are saying.
- Play the cassette for pages 38–39: **Dialogue**. Point to the appropriate characters on the chart as students listen.

Dialogue

Boy monkey: *Hey! Who's she?*

Sue: *She's Julie.*

Girl doll: *Hi, Julie. Nice to meet you.*
(two times)

- Play the cassette for pages 38–39: **Dialogue Practice**. Students listen and repeat each line.

Dialogue Practice

Boy monkey: *Hey!* (two times)

Who's she? (two times)

Hey! Who's she? (two times)

Sue: *She's Julie.* (two times)


Girl doll: *Hi, Julie.* (two times)

Nice to meet you. (two times)

Hi, Julie. Nice to meet you. (two times)

- Divide the class into three groups. Point to one of the characters on the chart and then to one of the groups. The group role-plays the character's lines. Make sure each group has had a chance to practice each character.

4 Open Student Books

- Have students turn to pages 38–39 in their books. Ask for volunteers to describe what the characters are saying.
-  Play the cassette sections for pages 38–39 again. Students point to the appropriate characters in their books as they listen and repeat each line.

5 Song

- Teach "The Julie Song." (See page 6 for hints on teaching songs.)

The Julie Song

Who's she?

She's Julie

Nice to meet you, Julie

(three times)

Hi Julie, nice to meet you

Hello Julie, nice to meet you

Hi Julie, nice to meet you

Nice to meet you, too

- Divide the class into two groups. The first group sings the first and third lines of the first three verses; the second group sings the *She's Julie* lines. Both groups sing the last verse together. Students can look puzzled and shrug their shoulders when singing the *Who's she?* lines; they can also wave or mime shaking hands when singing the *Nice to meet you* lines. Switch groups after a while to give everyone a chance to sing both parts.

6 Games and Activities

Choose any of the following:

- Arrange the students in two circles; the girls form an inner circle facing outward, and the boys form an outer circle facing inward. The class chants *Hey! Who's she? Hey! Who's she?*, as the boys' circle rotates around the girls' circle, which does not move. Call out *Stop!* at any point during the chant. The boys stand still. Each boy must identify the girl he is facing by saying *She's _____*.
- Have the class put their heads down on their desks. Tap one of the girls on the shoulder. The girl stands up. Call out *Who's she?* The other students turn to the girl and say *She's (Janet)*. The girl responds *Hi! Nice to meet you*.

7 Workbook 2A: Pages 38–39

- Have students do Exercise A (Color).

PART 2

Pages 40–41

Structures:

Who's ____? ____'s ____.

Vocabulary:

Julie, Mike, Sue, Benny

Materials:

Picture Cards 2A:38–39 (Julie, Mike); Benny, Sue, Julie, and Mike puppets; Wall Chart 2A:18; tape player; cassette; a blindfold; a large cloth sack

1 Opening

- Greet each student with *Hi. My name's ____*. Students respond in turn. Then walk over to one student at a time, shake his/her hand, and say *Nice to meet you*. In turn, each student responds *Nice to meet you, too*.
- Have students put their heads down on their desks. Bring a girl up to the front of the room and have her hold up a book in front of her face. Ask the other students to look up. Then, point to the girl and ask *Who's she?* Students guess the girl's identity using the *She's ____* structure. Repeat several times.

2 Pattern Practice

Ⓐ Vocabulary: Julie, Mike

- Introduce the new characters. Hold up Picture Card 2A:38 and the Julie puppet, and model as follows:

T: *Julie.*

Ss: *Julie.*

Repeat several times. Follow the same procedure for *Mike*, using Picture Card 2A:39 and the Mike puppet.

- Have volunteers come to the front of the room and greet the puppet of their choice by saying *Hi, ____*. *Nice to meet you*. You play the part of the puppet and respond *Hi, ____*. *Nice to meet you, too*.

Ⓑ Structures: Who's ____? ____'s ____.

- Quickly review the pronouns *she* and *he*. Have volunteers stand up and identify students of both sexes by saying *She's ____* and *He's ____*. Continue with other volunteers until you have identified all the students.
- Hold up the Julie puppet and look puzzled, then model as follows:

T: *Who's she?*

Ss: *Who's she?*

T: *She's Julie.*

Ss: *She's Julie.*

Repeat several times. Follow the same procedure for *Mike*, *Sue*, and *Benny*, using the puppets.

- Place the puppets on a desk at the front. Ask for volunteers to come to the front, choose a puppet, and ask *Who's he/she?* The rest of the class identifies the puppet by saying *He's/She's ____*.
- Ask a volunteer to come to the front, choose a puppet, and conceal it from the others. The volunteer asks *Who's he/she?* The other students guess which puppet the volunteer is holding using the *He's/She's ____* structure. The first student to guess correctly comes to the front and continues the activity.

3 Present the Wall Chart

- Place Wall Chart 2A:18 on the board. Have students form a line at the front. Call the first student to the chart and ask him/her to identify all of the characters.
- Play the cassette for pages 40–41: **Vocabulary**. Point to the appropriate pictures as students listen and repeat each item.

Vocabulary

Narrator: *Julie*. (two times)

Mike. (two times)

Sue. (two times)

Benny. (two times)

Play the cassette again. Students listen and repeat.



- Play the cassette for pages 40–41: **Pattern Practice**. Point to the appropriate characters on the chart as students listen and repeat.

Pattern Practice

Boy monkey: *Who's she?*

Girl doll: *She's Julie.*

(two times)

Boy monkey: *Who's he?*

Girl doll: *He's Mike.*

(two times)

Boy monkey: *Who's she?*

Girl doll: *She's Sue.*

(two times)


Boy monkey: *Who's he?*

Girl doll: *He's Benny.*

(two times)

- Divide the class into two groups. Point to the pictures on the chart and ask each group *Who's she/he?* Alternate groups. Continue until each group has had a chance to identify all the characters.

4 Open Student Books

- Have students turn to pages 40–41 in their books. Ask the class to identify the characters and describe what they are saying.
-  Play the cassette sections for pages 40–41 again. Students point to the appropriate pictures in their books as they listen and repeat.
- Have two volunteers stand. Assign them the roles of the boy monkey and the girl doll. Call out one of the vocabulary words; for example, *Mike*. The volunteers point to the appropriate picture in their books. Then they role-play the dialogue using the vocabulary word they have just pointed to: *Who's he? He's Mike.*
- Have students turn back to pages 6–7 in their books. Ask for volunteers to identify the vocabulary and describe what the characters are saying. Continue until you have reviewed all the Part 2 sections in Units 1–9.

5 Games and Activities

Choose any of the following:

- Bring a volunteer to the front and blindfold him/her. Call a classmate to the front. Ask the seated students to ask the blindfolded volunteer *Who's she/he?* The blindfolded volunteer may gently touch the classmate for a few seconds. Then he/she tries to guess the identity of that classmate, using the *She's/He's* _____ structure.

- Toss a ball to one of the students, and ask *Who's he/she?* The class responds (*She's* *Annie*). The first student then tosses the ball to a second student and asks *Who's he/she?* The class responds in turn. Continue until each student has participated.
- Arrange students in a circle. Ask a volunteer to stand in the middle with arm extended, pointing. Play "The Julie Song" on the cassette. Students walk around in a circle as they sing. Stop the cassette at any point during the song. The circle stops moving. The class asks the student in the middle *Who's she/he?* The student in the middle must identify the student he/she is pointing to. That student then becomes the next volunteer and continues the activity.
- Place the four puppets on a desk at the front. Call four volunteers to the front. Say *He's/She's* _____, using the name of one of the puppets. The first volunteer to bring you the appropriate puppet and say *Nice to meet you, _____*, returns to his/her seat. Call a new volunteer to the front. Continue until each student has brought you a puppet and made an appropriate greeting.
- Place all four puppets in a large cloth sack. Ask a volunteer to come to the front, reach into the sack, and choose a puppet without taking it out of the sack. The volunteer then asks the class *Who's he/she?* The seated students try to guess the identity of the puppet using the *He's/She's* _____ structure. The first student to guess correctly becomes the next volunteer.

6 Workbook 2A: Pages 40–41

- Have students do Exercise B (Match) and Exercise C (Find and circle).

UNIT 10

PART 1 Pages 42–43

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Structures:

Is he a teacher? No. He's a bus driver. Let's go!

Vocabulary:

bus driver

Materials:

Picture Card 2A:40 (bus driver); Wall Chart 2A:19; tape player; cassette

1 Opening

- Greet each student with *Hello. How are you?* Students respond in turn.
- Have a volunteer come to the front of the room. Ask him/her to call a classmate to the front. The volunteer indicates the classmate and asks the class *Who's she/he?* The class responds *She's/He's _____*, filling in the appropriate name. The first volunteer returns to his/her seat and the classmate calls another volunteer to the front. Continue until all students have participated.

2 Introduce New Language

Ⓐ Vocabulary: *bus driver*

- Hold up Picture Card 2A:40 and model as follows:

T: *Bus driver.*

Ss: *Bus driver.*

Repeat several times.

Ⓑ Structure: *She's/He's a bus driver.*

- Hold up Picture Card 2A:40 and model as follows:

T: *A bus driver.*

Ss: *A bus driver.*

T: *She's a bus driver.*

Ss: *She's a bus driver.*

Repeat several times.

- Draw a simple picture of a male bus driver and his bus on the board. Point at the picture and say *He's a bus driver.* Have the class repeat as a group, then have students repeat individually. Finally, alternate between the picture on the board and Picture Card 2A:40 to contrast *He's a bus driver.* with *She's a bus driver.*

Ⓒ Structures: *Is he/she a teacher? No.*

- Point to Picture Card 2A:40, and model as follows:

T: *Is she a teacher?*

Ss: *Is she a teacher?*

T: *No.*

Ss: *No.*

T: *No. She's a bus driver.*

Ss: *No. She's a bus driver.*

Repeat several times. Follow the same procedure using your picture of the male bus driver on the board.

Ⓓ Structure: *Let's go!*

- Walk over to a student, take the student's hand, and say *Let's go!* Lead the student out of the classroom. Repeat several times, then model as follows:

T: *Let's go!*

Ss: *Let's go!*

Repeat several times. Then have a volunteer take a classmate's hand, say *Let's go!*, and lead the classmate out the door. Continue until each student has had a chance to participate.

3 Present the Wall Chart

- Place Wall Chart 2A:19 on the board. Point to the appropriate pictures on the chart and model as follows:

T: (point to Julie) *Is he a teacher?*

Ss: *Is he a teacher?*

T: (point to Sue) *No. He's a bus driver.*

Ss: *No. He's a bus driver.*

T: (point to the bus driver) *Let's go!*

Ss: *Let's go!*

Repeat several times.

- Have volunteers come to the chart, point to one or more character(s), and describe what they are saying.
- Play the cassette for pages 42–43: **Dialogue.** Point to the appropriate characters on the chart as students listen.

Dialogue

Julie: *Is he a teacher?*
Sue: *No. He's a bus driver.*
Bus driver: *Let's go!*
(two times)


- Play the cassette for pages 42–43: **Dialogue Practice.** Students listen and repeat each line.

Dialogue Practice

Julie: *Is he a teacher?* (two times)
Sue: *No. He's a bus driver.* (two times)
Bus driver: *Let's go!* (two times)

- Ask a volunteer to come to the chart and point to the character of his/her choice. The class responds with the appropriate line from the dialogue.

4 Open Student Books

- Have students turn to pages 42–43 in their books. Ask the class to produce any language pertinent to the picture. Then ask for volunteers to describe what the characters are saying.
-  Play the cassette sections for pages 42–43 again. Students point to the appropriate characters in their books as they listen and repeat.
- Arrange three chairs at the front like bus seats. One chair is the bus driver's seat. The other two, set behind the first, are for Julie and Sue. Have three volunteers come to the front. Assign them the roles of Julie, Sue, and the bus driver. The volunteers sit in the appropriate seats and role-play the dialogue. Alternate roles if time allows.

5 Song

- Teach "The Bus Driver Song." (See page 6 for hints on teaching songs.)

The Bus Driver Song

Is he a teacher?
No, no, no
Is he a student?
No, no, no
Is he a driver?
Yes, he is

Let's go!

He's a bus driver
He's a bus driver
Look at the yellow bus

He's a bus driver
He's a bus driver
Look at the yellow bus

Bus driver
Bus driver
He's a bus driver
He's a bus driver

He's a bus driver
He's a bus driver
Look at the yellow bus
Let's go!

- Arrange chairs in the shape of a bus. Choose one student to be the "bus driver" and have him/her sit in the chair at the front of the "bus." Play "The Bus Driver Song" on the cassette. The other students sing the first verse while circling the "bus." They scramble to sit down before everyone (driver and students) shouts *Let's go!* While seated on the "bus," the other students point to the "bus driver" at the front as they continue singing the song. (They sing *She's a bus driver* if the student is a girl.) The "bus driver" shouts the last *Let's go!* line and waves in a beckoning motion. Choose a new "bus driver" and sing the song again, complete with actions.

6 Games and Activities

Choose any of the following:

- Have Picture Card 2A:40 handy. Arrange chairs so that there is a chair for all but one student. Students chant *Let's go! Let's go!* as they circle the chairs. Call out *Stop!* at any point. Students rush to sit. The student left standing holds up Picture Card 2A:40 and asks *Is she a teacher?* The class responds *No. She's a bus driver.*
- Give Picture Card 2A:40 to one of the students. Play "The Bus Driver Song" on the cassette. Students pass the card around the room as they sing along. Stop the cassette at any point during the song. The student holding the card stands, points to the card, and asks *Is she a teacher?* The class responds *No. She's a bus driver.*

7 Workbook 2A: Pages 42–43

- Have students do Exercise A (Color).

PART 2

Pages 44–45

Structures:

Is _____ a _____? No. _____'s a _____.

Vocabulary:

bus driver, truck driver, taxi driver

Materials:

Picture Cards 2A:40–42 (bus driver, truck driver, taxi driver); Wall Chart 2A:20; tape player; cassette

1 Opening

- Greet each student with *Hello. My name's _____.* After the student responds, have him/her stand. Ask the class *Is she/he _____?*, using an incorrect name. Students respond *No. She's/He's _____.*, using the correct name. Continue until you have asked about each student.

2 Pattern Practice

Ⓐ Vocabulary: bus driver, truck driver, taxi driver

- Draw a bus, a truck, and a taxi on the board. Point to the bus and model the vocabulary as follows:

T: *Bus.*

Ss: *Bus.*

Then, hold up Picture Card 2A:40 and point to the driver on the card. Continue:

T: *Bus driver.*

Ss: *Bus driver.*

T: *A bus driver.*

Ss: *A bus driver.*

Repeat several times. Follow the same procedure for *truck (driver)* and *taxi (driver)*, using Picture Cards 2A:41–42.

- Place Picture Cards 2A:40–42 on the chalk rail. Write the numbers 1–3 on the board above the cards. Call out one of the words. The class responds as a group with the corresponding number. Repeat several times. Then drill students individually using the same procedure.
- Keep the Picture Cards on the chalk rail. Call out one of the numbers. The class responds with the appropriate vocabulary word. Repeat several times. Then drill students individually using the same procedure.

- Place Picture Cards 2A:40–42 in three separate areas of the classroom. Call out one of the words. Students rush to the appropriate area of the classroom.

- Ask two volunteers to stand. Quickly show them one of the Picture Cards 2A:40–42. The first volunteer to correctly identify the card may remain standing and continue the activity with the next volunteer.

Ⓑ Structure: *She's/He's a _____.*

- Hold up Picture Card 2A:40 and model as follows:

T: *She's a bus driver.*

Ss: *She's a bus driver.*

Repeat several times. Follow the same procedure for *He's a truck driver.* and *She's a taxi driver.*, using Picture Cards 2A:41–42.

- Have volunteers come to the front of the room, point to any one of the Picture Cards 2A:40–42, and say *He's/She's a _____.*

Ⓒ Structures: *Is she/he a _____? Yes/No. She's/He's a _____.*

- Hold up Picture Card 2A:40 and ask *Is she a taxi driver?* Shake your head and say *No. She's a bus driver.* Do the same for Picture Cards 2A:41 and 42. Then hold up Picture Card 2A:40 and model as follows:

T: *Is she a taxi driver?*

Ss: *Is she a taxi driver?*

T: (shake your head) *No.*

Ss: *No.*

T: *No. She's a bus driver.*

Ss: *No. She's a bus driver.*

T: *Is she a bus driver?*

Ss: *Is she a bus driver?*

T: (smile) *Yes.*

Ss: *Yes.*

T: *Yes. She's a bus driver.*

Ss: *Yes. She's a bus driver.*

Repeat several times. Follow the same procedure for *truck driver* and *taxi driver*, using Picture Cards 2A:41 and 42.

- Ask random questions about Picture Cards 2A:40–42. Students must answer using the *Yes./No. He's/She's a _____.* pattern.

- Have volunteers come to the front, choose one of the Picture Cards 2A:40–42, and ask the class a *Yes/No* question. (For example, they may hold up Picture Card 2A:41 and ask *Is he a bus driver?*) Volunteers may need to be prompted or reminded that the verb is now at the beginning of the question. The rising tone on the last word of the question will come naturally to students over time — don't be concerned if they have difficulty at this stage.

3 Present the Wall Chart

- Place Wall Chart 2A:20 on the board. Point to the characters on the chart and have volunteers identify them.
- Ask students to form a line at the front. Call the first student to the chart. Point to any one of the pictures. The student identifies the character.
- Play the cassette for pages 44–45: **Vocabulary**. Point to the appropriate pictures as students listen and repeat each item.



Vocabulary

Narrator: *Bus driver.* (two times)
Truck driver. (two times)
Taxi driver. (two times)

- Play the cassette for pages 44–45: **Pattern Practice**. Point to the appropriate characters on the chart as students listen and repeat.




Pattern Practice

Julie: *Is she a teacher?*
 Sue: *No. She's a bus driver.*
 (two times)
 Julie: *Is he a bus driver?*
 Sue: *No. He's a truck driver.*
 (two times)
 Julie: *Is she a truck driver?*
 Sue: *No. She's a taxi driver.*
 (two times)

- Have students line up at the front. Call the first student to the chart. He/She points to any one of the pictures and asks the second student in line a *Yes/No* question; for example, *Is she a teacher?* The second student responds, and the first student then returns to his/her seat. The second student comes up to the chart, points to one of the pictures, and asks the third student a *Yes/No* question. Continue until all the students have participated.

4 Open Student Books

- Have students turn to pages 44–45 in their books. Ask the class to identify the vocabulary and describe what Julie and Sue are saying in the Pattern Practice panel on the right.
-  Play the cassette sections for pages 44–45 again. Students point to the appropriate pictures in their books as they listen and repeat.
- Divide the class into three groups. Alternate asking each group *Yes/No* questions as you point to the pictures in your book.
- Have a volunteer bring his/her book to the front. Ask him/her to choose a classmate to come to the front. The volunteer points to any one of the pictures in the book and asks the classmate a *Yes/No* question. The classmate responds appropriately. The classmate then replaces the volunteer and calls a third student to the front. Continue until each student has participated.

5 Games and Activities

Choose any of the following:

- Divide the class into two teams. Ask one student from each team to stand. Show them one of the Picture Cards 2A:40–42 and ask an appropriate *Yes/No* question. The first student to complete the answer correctly using the *He/She's a _____* structure wins a point for his/her team.
- Draw two large faces on the board: a happy face with a checkmark beneath it, and a sad face with an "X" beneath it. Call two volunteers to the front of the room. Show them one of the Picture Cards 2A:40–42 and ask a *Yes/No* question. If the answer is *Yes.*, students rush to hit the happy face. If it is *No.*, students rush to hit the sad face. The first volunteer to do so correctly must complete the answer using the *He/She's a _____* structure. He/She then remains at the front and continues the activity with the next volunteer.
- Ask a volunteer to come to the front. Give the volunteer one of the Picture Cards 2A:40–42 and ask him/her not to show it. The other students try to guess which card the volunteer has by asking *Yes/No* questions. The first student to guess correctly replaces the volunteer and continues the activity.

6 Workbook 2A: Pages 44–45

- Have students do Exercise B (Match) and Exercise C (Find and circle).

REVIEW UNIT 2

Pages 46–47

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Structures:

Mommy! Benny's playing. Tattletale! Benny, eat! Let's see. One book. Two erasers. Three pencils. Four markers. Five toys. I'm ready. Come on. Benny! Don't forget your bag. Thanks, Mommy. Bye. Hey! Who's she? She's Julie. Hi, Julie. Nice to meet you. Is he a teacher? No. He's a bus driver. Let's go!

Vocabulary:

playing, eating, reading, cooking, eraser, erasers, pencil, pencils, marker, markers, toy, toys, bag, umbrella, jacket, hat, Julie, Mike, Sue, Benny, bus driver, truck driver, taxi driver

Materials:

Picture Cards 2A:22–42 (playing, eating, reading, cooking, eraser, erasers, pencil, pencils, marker, markers, toy, toys, bag, umbrella, jacket, hat, Julie, Mike, bus driver, truck driver, taxi driver); Wall Charts 2A:11–20; Benny, Sue, Mike, and Julie puppets; tape player; cassette

1 Opening

- Greet each student with *Hello. My name's _____*. Students respond in turn.
- Say the first part of any dialogue from Units 6–10. Students respond appropriately.
- Quickly review all the vocabulary from Units 6–10, using Picture Cards 2A:22–42. Divide the class into two teams and have students stand in a circle. Place the cards on the floor in the middle of the circle. Call one student from the first team. He/She chooses a card and tries to identify it. Call a student from the second team to do the same. A student keeps the card if he/she identifies it correctly; otherwise, the card goes back on the floor. Alternate between teams until all the cards have been identified. The team with the most cards wins.

2 Pattern Practice

a Vocabulary

- Place Wall Charts 2A: 12, 14, 16, 18, and 20 on the board. Divide the class into two teams. Ask one student from each team to stand. Point to a picture on one of the charts. The first student to correctly identify the vocabulary word wins a point for his/her team. Continue until each student has had a chance to participate.
- Keep Wall Charts 2A: 12, 14, 16, 18, and 20 on the board. Place Picture Cards 2A:22–42 on a desk at the front of the room. Call two volunteers to the front. Hold up one of the cards. The volunteers race to the charts, point to the appropriate picture, and say the word. The first one to do so correctly becomes the "teacher" and continues the activity.

b Structures


- Quickly review the patterns in the Pattern Practice panels on Wall Charts 2A: 12, 14, 16, 18, and 20. Have the students form a line at the front. Call the first two students up to the chart. Point to any one of the Pattern Practice panels. The two students role-play the structures.
- Place Wall Charts 2A: 11, 13, 15, 17, and 19 on the board. Using the four puppets, review all the dialogues from Units 6–10. Have a volunteer come to the front and choose a puppet. Take the other puppet and role-play any one of the dialogues with the volunteer. Continue the activity with a new volunteer.
- Keep the Wall Charts on the board. Divide the class into groups (the number of groups will depend on the number of characters in the dialogue). Assign roles to the groups by pointing to the characters on the chart. Groups role-play the dialogues. Alternate roles if time allows.
- Have five volunteers come to the front. Assign each volunteer a dialogue. Volunteers choose classmates to role-play the dialogue with them. Continue until each student has had a chance to be a volunteer.
- Place Wall Charts 2A: 12, 14, 16, 18, and 20 on the board. Play the cassette for pages 24–25: **Review**. Students listen as you point to the pictures on the charts.
Note: *Sue* and *Benny* (from Wall Chart 2A: 18) will not be heard in this section of the cassette.

Review

Narrator: *Playing.* (two times)
Eating. (two times)
Reading. (two times)
Cooking. (two times)
Eraser. (two times)
Erasers. (two times)
Pencil. (two times)
Pencils. (two times)
Marker. (two times)
Markers. (two times)
Toy. (two times)
Toys. (two times)
Bag. (two times)
Umbrella. (two times)
Jacket. (two times)
Hat. (two times)
Julie. (two times)
Mike. (two times)
Bus driver. (two times)
Truck driver. (two times)
Taxi driver. (two times)

Play the cassette again. Students listen and repeat.

3 Open Student Books

- Have students turn to pages 46–47 in their books. Ask for volunteers to identify the vocabulary items.
-  Play the cassette sections for pages 46–47 again. Students point to the appropriate pictures in their books as they listen and repeat.
- Ask two volunteers to stand. Point to any one of the vocabulary items in your book. The first volunteer to correctly identify the word becomes the “teacher” and continues the activity with a new volunteer.

4 Songs/Chant

- Have students request any song/chant they would like to perform. Continue until you have performed each of the songs from Units 6 and 8–10, and the chant from Unit 7 (plus any previously learned songs if time allows).
- Divide the class into five groups. Assign each group one of the songs/chant from Units 6–10. Groups come to the front of the room and perform their assignments. Alternate if time allows.

- Call out the predominant pattern in any one of the songs/chant; for example, *Don't forget your little green bag* (Unit 8). Students identify the song/chant, then perform it together. Continue until the class has performed each song/chant.
- Play a very little bit of any song/chant on the cassette and ask the class to identify it. If they cannot do so, play a bit more until they can. Then perform the song/chant together.

5 Games and Activities

Choose any of the following:

- Draw a Tic-Tac-Toe grid (nine squares, with three rows across and three rows down) on the board. Attach nine of the Picture Cards 2A:22–42 faceup to the board with magnets, one card for each of the nine squares. Divide the class into two teams, “X” and “O.” Teams take turns; each student chooses a square and tries to identify the Picture Card on that square. If the student is correct, say *Yes.*, remove the card, and draw an “X” or an “O” in the square. If the student is wrong, say *No.* The first team with three squares in a row — diagonally, horizontally, or vertically — wins the game.
- Say any vocabulary item from Units 6–10 by moving your lips and not making any sound. Students must identify what you are saying by lip-reading. If time allows, ask for volunteers to come to the front and be the “teacher.”
- Divide the class into groups of two and three students each. Assign each group a dialogue from Units 6–10 (the number of students in each group will depend on the number of characters in the dialogue). Groups come to the front and role-play the dialogues. Alternate dialogues if time allows.
- Divide the class into two teams, A and B. Give the first (or second) part of a dialogue or sentence pattern to team A. If the students on team A respond correctly, give the team a point. If not, ask the entire class to give the correct response. Do the same with team B. Teams take turns trying to win points.

6 Workbook 2A: Pages 46–48

- Have students do Exercise A (Which is different? Write an X) and Exercise B (Color).

Student Book 2B



PART 1 Pages 4–5

Structures:

How many students? I can count ten.

Vocabulary:

6, 7, 8, 9, 10, students

Materials:

Picture Cards 1A:14–18, 2B:43–47, and 52 (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, students); five teacher-made picture cards showing the numbers 1–5 (if needed); ten pencils; ten erasers; Wall Chart 2B:1; tape player; cassette

1 Opening

- Greet each student with *Hello, _____ . How are you?* Students respond in turn.
- Use Picture Cards 1A:14–18 to quickly review the numbers 1–5. (If you do not have these cards, simply write the numbers 1–5 on five large cards yourself.) Place the cards in five separate areas of the classroom. Call out any one of the numbers. Students rush to the appropriate area of the classroom. Continue by having volunteers take turns calling out numbers.

2 Introduce New Language

ⓐ Vocabulary: 6, 7, 8, 9, 10

- Introduce the number 6 by holding up six pencils and counting them slowly. When you reach the number 6, repeat it several times. Model as follows:
T: (count the pencils slowly) *One, two, three, four, five, six.*
Ss: *One, two, three, four, five, six.*
Now hold up Picture Card 2B:43. Model:
T: *Six.*
Ss: *Six.*

Repeat several times. Follow the same procedure to introduce the numbers 7–10, using the pencils and Picture Cards 2B:44–47.

- Place ten pencils and Picture Cards 2B:43–47 on a desk at the front of the room. Have a volunteer come to the front. Call out a number between 6 and 10. The volunteer should bring you the correct number of pencils and the corresponding card.

ⓑ Vocabulary: *students*

- Point to yourself and say *A teacher*. Then walk over to any one of the students, indicate him/her, and say *A teacher*. Frown, shake your head and say *No. A student*. Continue several times, indicating both male and female students. Point to one student in the classroom and model as follows:

T: *A student.*

Ss: *A student.*

T: (hold up Picture Card 2B:52) *Students.*

Ss: *Students.*

Repeat several times.

- Pass Picture Card 2B:52 to the student sitting closest to you and say *students*. The student passes the card on to the next student and says *students*. Continue until each student has had a chance to participate.

ⓒ Structures: *How many students?* *I can count ten.*

- Ask ten students to come to the front. Wave at them with a puzzled expression on your face, shrug your shoulders, and model as follows:

T: *How many students?*

Ss: *How many students?*

T: (count the students) *One, two, three, four, five, six, seven, eight, nine, ten. I can count ten.*

Ss: *One, two, three, four, five, six, seven, eight, nine, ten. I can count ten.*

Hold up Picture Card 2B:52. Look puzzled and shrug your shoulders. Continue:

T: *How many students?*

Ss: *How many students?*

“Count” the students on the Picture Card with your finger. Continue:

T: *I can count ten.*

Ss: *I can count ten.*

- Place the ten pencils and ten erasers on a desk at the front. Have a volunteer come to the front, choose between six and ten of either object, and ask the class *How many _____s?* The class responds *I can count _____.*

3 Present the Wall Chart

- Place Wall Chart 2B: 1 on the board. Point to the characters on the chart and model as follows:

T: (point to Miss Dolly) *How many students?*

Ss: *How many students?*

T: (point to male teacher) *I can count ten.*

Ss: *I can count ten.*

Repeat several times.

- Ask students to form a line at the front. Call the first student up to the chart. Say any one of the sentences. The student points to the appropriate character on the chart. Continue.
- Keep the students in line and call the first student to the chart. Point to any one of the characters on the chart. The student responds by telling you the appropriate line from the dialogue.
- Play the cassette for pages 4–5: **Dialogue**. Point to the appropriate characters on the chart as students listen.

Dialogue

Miss Dolly: *How many students?*

Male teacher: *I can count ten.*

(two times)

- Play the cassette for pages 4–5: **Dialogue Practice**. Students listen and repeat each line.

Dialogue Practice


Miss Dolly: *How many students?* (two times)

Male teacher: *I can count ten.* (two times)

- Divide the class into two groups. Assign groups the roles of Miss Dolly and the male teacher. Groups role-play the dialogue while you point to the characters on the chart. Alternate roles.

4 Open Student Books

- Have students turn to pages 4–5 in their books. Ask the class to talk about the picture using any pertinent language (who they see, colors, objects, weather, etc.).

-  Play the cassette sections for pages 4–5 again. Students point to the appropriate characters in their books as they listen and repeat.

- Have twelve students come to the front, and ask ten of them to form a line. Assign the roles of Miss Dolly and the male teacher to the remaining two students. These two students role-play the dialogue as the “male teacher” counts the students in line. Change roles and continue the dialogue. Make sure each student has a chance to play the part of one of the teachers.

5 Games and Activities

Choose any of the following:

- Place Picture Cards 2B:43–47 on the chalk rail. Divide the class into two teams. Call one student from each team to the front. Hold up between six and ten pencils and ask the students *How many pencils?* The first student to give you the correct Picture Card and say *I can count _____.*, wins a point for his/her team.
- Ask students to put their heads down on their desks. Tap between six and ten students on the shoulder and have them go quickly to the front. Tell the other students to look up and ask them *How many students?* The first student to tell you the correct number, using the *I can count _____.* structure, becomes the “teacher” and continues the activity.
- Call a volunteer to the front, give him/her between six and ten pencils, and ask him/her not to show them. The volunteer asks the rest of the class *How many pencils?* Classmates try one by one to guess the number using the *I can count _____.* structure. The classmate who guesses correctly replaces the volunteer at the front and continues the activity.

6 Workbook 2B: Pages 4–5

- Have students do Exercise A (Color).

PART 2
Pages 6–7

Structures:

How many _____s? I can count _____.

Vocabulary:

6, 7, 8, 9, 10, buses, teachers, girls, boys, students

Materials:

ten crayons; Picture Cards 2B:43–52 (6, 7, 8, 9, 10, buses, teachers, girls, boys, students); Wall Chart 2B:2; tape player; cassette

1 Opening

- Greet each student with *Good morning, _____*. Students respond in turn.
- Place ten crayons on a desk at the front of the room. Call a student to the front and have him/her choose a number of crayons. Ask the student *How many crayons?* The student counts them and responds *I can count _____*.

2 Pattern Practice

a Vocabulary: 6, 7, 8, 9, 10

- Review the numbers 6–10. Place Picture Cards 2B:43–47 on the chalk rail. Point to one of the cards. Students say the appropriate number and hold up the correct number of fingers. Make sure everyone understands what each number means.

b Vocabulary: buses, teachers, girls, boys, students

- Draw these pictures on the board: a bus, a teacher (pointing to a whiteboard), a girl, a boy, and a student (carrying books or a book bag). Review both the singular and plural forms of the vocabulary, using both these drawings and Picture Cards 2B:48–52. Point to the single bus on the board and model as follows:

T: *A bus.*
Ss: *A bus.*

Hold up Picture Card 2B:48, indicate all the buses on the card, and model:

T: *Buses.*
Ss: *Buses.*

Repeat several times. Follow the same procedure for *teacher(s), girl(s), boy(s), and student(s)*.

- Place Picture Cards 2B:48–52 along the chalk rail. Have students form a line at the front. Call the first student to the board. Point to the cards and ask him/her to identify as many of the vocabulary words (in plural form) as possible.

**c Structures: How many _____s?
I can count _____.**

- Hold up Picture Card 2B:48 and model as follows:

T: *How many buses?*
Ss: *How many buses?*

Count the buses on the card with your finger. Continue:

T: *I can count six.*
Ss: *I can count six.*

Repeat several times. Follow the same procedure for *teachers, girls, boys, and students*, using Picture Cards 2B:49–52.

- Ask a volunteer to stand. Hold up any one of the Picture Cards 2B:48–52 and ask the volunteer *How many _____s?* The volunteer responds *I can count _____*.

3 Present the Wall Chart

- Place Wall Chart 2B:2 on the board. Ask students to identify the pictures on the chart using both numbers and vocabulary words; for example, *Eight girls*. After students have identified all the pictures, ask them to describe what the characters are saying.
- Play the cassette for pages 6–7: **Vocabulary**. Point to the appropriate pictures as students listen and repeat each item.

Vocabulary

Narrator: *Six.* (two times)
Seven. (two times)
Eight. (two times)
Nine. (two times)
Ten. (two times)

Play the cassette again. Students listen and repeat.


- Play the cassette for pages 6–7: **Pattern Practice**. Point to the appropriate characters on the chart as students listen and repeat.

Pattern Practice

Miss Dolly: *How many buses?*
Male teacher: *I can count six.*
(two times)
Miss Dolly: *How many teachers?*
Male teacher: *I can count seven.*
(two times)
Miss Dolly: *How many girls?*
Male teacher: *I can count eight.*
(two times)
Miss Dolly: *How many boys?*
Male teacher: *I can count nine.*
(two times)
Miss Dolly: *How many students?*
Male teacher: *I can count ten.*
(two times)

- Have two volunteers come to the front. Assign the roles of Miss Dolly and the male teacher. The volunteers role-play the pattern, using the vocabulary of their choice.

4 Open Student Books

- Have students turn to pages 6–7 in their books. Ask them to produce any pertinent language. Ask for volunteers to point to and identify any of the pictures using the correct number and the vocabulary word; for example, *Six buses*.
-  Play the cassette sections for pages 6–7 again. Students point to the appropriate pictures in their books as they listen and repeat.
- Ask two volunteers to come to the front with their books. Each volunteer points to a vocabulary item on pages 6–7 and asks *How many _____s?* The other volunteer responds *I can count _____*. Continue until each student has had a chance to participate.

5 Song

- Teach the song “How Many Buses?” (See page 6 for hints on teaching songs.)

How Many Buses?

How many buses?
How many buses?
How many buses can you count?
Six!

How many teachers?
How many teachers?
How many teachers can you count?
Seven!

How many girls?

Eight!

How many boys?

Nine!

How many students can you count?

Ten!

One, two, three, four, five, six; seven

Eight (clap), nine (clap), ten! (clap, clap)

One, two, three, four, five, six, seven

Eight (clap), nine (clap), ten! (clap, clap)

- Divide the class into two groups. The students in the first group sing the question lines as they look puzzled and shrug their shoulders. The second group shouts the answer lines while holding up the appropriate number of fingers. Both groups sing the last two verses together while counting off on their fingers. Switch groups after a while to give everyone a chance to practice both parts.

6 Games and Activities

Choose any of the following:

- Ask two volunteers to stand. Hold Picture Cards 2B:48–52 so that they cannot see them. Then show the top card to the volunteers for only a second or two, and ask *How many _____s?* The first volunteer to correctly answer the question may repeat the activity with the next student. Continue until each student has participated.
- Place Picture Cards 2B:48–52 along the chalk rail. Divide the class into two teams. Call a student from each team to the front. Say *I can count _____*, using any number from 6 to 10. The two students race to bring you the corresponding Picture Card and ask *How many _____s?* The first one to do so correctly wins a point for his/her team.
- Have students put their heads down on their desks. Pass out Picture Cards 2B:48–52 to five students, who conceal their cards and go quickly to the front. The seated students try to guess which cards the five students are holding by using the *How many _____s? I can count _____* pattern. After all five cards have been “found,” choose five new students to continue the activity.

7 Workbook 2B: Pages 6–7

- Have students do Exercise B (Trace and match) and Exercise C (Count and match).

UNIT 2

PART 1 Pages 8–9

Structures:

We're here! I can see trees. So can I. I can, too.

Vocabulary:

trees

Materials:

Picture Cards 2B:48–53 (buses, teachers, girls, boys, students, trees); ten sheets of paper; Benny, Sue, Mike, and Julie puppets; Wall Chart 2B:3; tape player; cassette

1 Opening

- Greet each student with *Hello. How are you?* Students respond in turn.
- Place Picture Cards 2B:48–52 facedown on a desk at the front of the room. Have a volunteer come to the front, choose a card, and ask the class *How many _____s?* The class responds *I can count _____.*
- Write the numbers 1–10 on ten sheets of paper, one number per sheet. Spread out the sheets of paper on a desk at the front. Call ten students to the front and ask each one to choose a sheet of paper. Say *Go!* The students pick up one sheet each, then arrange themselves in the correct numerical order, and count off out loud.

2 Introduce New Language

Ⓐ Structure: *We're here!*

- Ask students to form a line at the door. Leave the classroom together and walk down the hallway a short distance. Turn around and lead everyone back into the room. When all the students are back inside the classroom, say *We're here!* Model as follows:

T: *We're here!*

Ss: *We're here!*

Repeat several times.

- Ask for a volunteer to lead several classmates out of the room and back in again. Upon coming back into the classroom, the volunteer and the accompanying classmate say *We're here!*

Ⓑ Vocabulary: *trees*

- Draw a single tree on the board. Point to the tree and model as follows:

T: *A tree.*

Ss: *A tree.*

Hold up Picture Card 2B:53, indicate all the trees on the card, and model:

T: *Trees.*

Ss: *Trees.*

Repeat several times.

- Pass Picture Card 2B:53 to the student sitting closest to you and say *trees*. That student then passes it to the next student and says *trees*. Continue until each student has had a chance to participate.

Ⓒ Structure: *I can see trees.*

- Place Picture Card 2B:53 on a desk at the front of the room. Close your eyes tightly. Feel around for the card. Pick it up and hold it up in front of your face. Open your eyes, look at the card, and say *I can see trees*. Hold up the card and model as follows:

T: *I can see trees.*

Ss: *I can see trees.*

Repeat several times. You may continue this presentation using Picture Cards 2B:48–52, if necessary.

Ⓓ Structures: *So can I. I can, too.*

- Ask a volunteer to come to the front and close his/her eyes. Hold up Picture Card 2B:53 in front of the volunteer and have him/her look at it. The volunteer says *I can see trees*. Look at the card along with the volunteer, and say *So can I*. Then hold up the Benny puppet, have Benny "look" at the card, and model as follows:

T: (as Benny) *I can see trees.*

Ss: *I can see trees.*

Now hold up the Julie puppet, have Julie "look" at the card, and continue:

T: (as Julie) *So can I.*

Ss: *So can I.*

Repeat several times.

- Place Picture Card 2B:53 on the board, and hold up the Julie and Sue puppets. Look at the card and say *I can see trees*. Have Julie “say” *So can I.*, and Sue “say” *I can, too*. Look at the card again and model:

T: *I can see trees.*

Ss: *I can see trees.*

T: (as Julie) *So can I.*

Ss: *So can I.*

T: (as Sue) *I can, too.*

Ss: *I can, too.*

Repeat several times.

- Keep Picture Card 2B:53 on the board. Ask three volunteers to come to the front. The volunteers hold up the Benny, Julie, and Sue puppets, and role-play the dialogue as they look at the card.

3 Present the Wall Chart

- Place Wall Chart 2B:3 on the board. Ask volunteers to come to the chart and produce any pertinent language about the picture (characters, colors, weather, etc.).
- Point to the appropriate characters on the chart and model as follows:

T: (point to Mike) *We’re here!*

Ss: *We’re here!*

T: (point to Benny) *I can see trees.*

Ss: *I can see trees.*

T: (point to Julie) *So can I.*

Ss: *So can I.*

T: (point to Sue) *I can, too.*

Ss: *I can, too.*

Repeat several times.

- Ask the students to form a line at the front. Call the first student to the chart. Ask him/her to describe what any of the characters are saying.
- Play the cassette for pages 8–9: **Dialogue**. Point to the appropriate characters on the chart as students listen.

Dialogue

Mike: *We’re here!*

Benny: *I can see trees.*

Julie: *So can I.*

Sue: *I can, too.*

(two times)

- Play the cassette for pages 8–9: **Dialogue Practice**. Students listen and repeat each line.

Dialogue Practice

Mike: *We’re here!* (two times)


Benny: *I can see trees.* (two times)

Julie: *So can I.* (two times)

Sue: *I can, too.* (two times)

- Divide the class into four groups. Assign groups the roles of Mike, Benny, Julie, and Sue. Groups say the appropriate lines from the dialogue when you point to their characters on the chart. Alternate roles.

4 Open Student Books

- Have students turn to pages 8–9 in their books. Ask for volunteers to describe what the characters are saying.
-  Play the cassette sections for pages 8–9 again. Students point to the appropriate characters in their books as they listen and repeat.
- Ask a volunteer to stand and produce any line from the dialogue. The class points to the appropriate character in their books.
- Ask four volunteers to come to the front. Assign them the roles of Mike, Benny, Julie, and Sue. The volunteers role-play the dialogue using the four puppets. Continue until each student has had a chance to play at least one role.

5 Games and Activities

Choose any of the following:

- Hold up Picture Cards 2B:48–53, and quickly review the words in conjunction with the *I can see _____* structure. Then divide the class into two teams. Ask one student from each team to stand. Hold the cards so that the students cannot see them. Then show the top card to the two students for only a second or two. The first student to say *I can see _____*, wins a point for his/her team.
- Call two volunteers to the front. Hold up one of the Picture Cards 2B:48–53 and say *I can see _____*. The first student to say either *So can I.* or *I can, too.*, becomes the “teacher” and continues the activity.
- Arrange the chairs in a circle so that there is a chair for all but one student. Have the students circle the chairs and chant *We’re here! We’re here!* Call out *Stop!* at any point during the chant. Students rush to sit. Show the student left standing one of the Picture Cards 2B:48–53. He/She responds *I can see _____*. The seated students say either *So can I.* or *I can, too.*

6 Workbook 2B: Pages 8–9

- Have students do Exercise A (Color).

PART 2

Pages 10–11

Structures:

I can see _____. So can I. I can, too.

Vocabulary:

trees, birds, butterflies, flowers, clouds

Materials:

Picture Cards 2B:53–57 (trees, birds, butterflies, flowers, clouds); Benny, Sue, and Julie puppets; Wall Chart 2B:4; tape player; cassette

1 Opening

- Greet each student with *Good morning*, _____. Students respond in turn.
- Look at the student closest to you, point to him/her, and say *I can see (Virginia)*. The class looks with you and says either *I can, too.* or *So can I.* That student turns to his/her neighbor and says *I can see (Thomas)*. Continue until each student has had a chance to participate.

2 Pattern Practice

Ⓐ Vocabulary: *trees, birds, butterflies, flowers, clouds*

- Draw a tree, a bird, a butterfly, a flower, and a cloud on the board. Review both the singular and plural forms of the vocabulary, using the pictures you have drawn and Picture Cards 2B:53–57. Point to the single tree on the board and model as follows:

T: *A tree.*

Ss: *A tree.*

Then, hold up Picture Card 2B:53 and indicate all the trees. Model:

T: *Trees.*

Ss: *Trees.*

Repeat several times. Follow the same procedure for *bird(s)*, *butterfly (butterflies)*, *flower(s)*, and *cloud(s)*.

- Place Picture Cards 2B:53–57 on the chalk rail. Write the numbers 1–5 on the board above them. Call out one of the numbers. The class responds as a group with the corresponding word. Repeat several times. Then drill students individually using the same procedure.

Ⓑ Structures: *I can see _____. So can I. I can, too.*

- Place Picture Card 2B:53 on the board. Hold up the Julie and Sue puppets, look at the card, and model as follows:

T: *I can see trees.*

Ss: *I can see trees.*

T: (as Julie) *So can I.*

Ss: *So can I.*

T: (as Sue) *I can, too.*

Ss: *I can, too.*

Repeat several times. Follow the same procedure using Picture Cards 2B:54–57.

3 Present the Wall Chart

- Play the cassette for pages 10–11: **Vocabulary**. Point to the appropriate pictures as students listen and repeat each item.

Vocabulary

Narrator: *Trees.* (two times)

Birds. (two times)

Butterflies. (two times)

Flowers. (two times)

Clouds. (two times)

Play the cassette again. Students listen and repeat.

- Place Wall Chart 2B:4 on the board. Ask students to form a line at the front. Call the first student in line to the chart. Have the student point to and identify as many of the pictures as possible.
- Play the cassette for pages 10–11: **Pattern Practice**. Point to the appropriate characters on the chart as students listen and repeat.



Pattern Practice

Benny: *I can see trees.*

Julie: *So can I.*

Sue: *I can, too.*

(two times)

Benny: *I can see birds.*

Julie: *So can I.*

Sue: *I can, too.*

(two times)

Benny: *I can see butterflies.*

Julie: *So can I.*

Sue: *I can, too.*

(two times)

Benny: *I can see flowers.*

Julie: *So can I.*

Sue: *I can, too.*

(two times)

Benny: *I can see clouds.*

Julie: *So can I.*

Sue: *I can, too.*

(two times)

- Divide the class into three groups. Assign groups the roles of Benny, Julie, and Sue. Groups role-play the dialogue as you point to the characters and vocabulary words on the chart. Alternate roles.

4 Open Student Books

- Have students turn to pages 10–11 in their books. Ask for volunteers to point to the pictures and identify the vocabulary. Then ask them to describe what the characters are saying.
- Play the cassette sections for pages 10–11 again. Students point to the appropriate pictures in their books as they listen and repeat.
- Call three volunteers to the front. Ask each to choose the Benny, Julie, or Sue puppet. Give the volunteers one of the Picture Cards 2B:53–57. The volunteers role-play the pattern. Alternate roles if time allows.

5 Song

- Teach the song “I Can See Butterflies.” (See page 6 for hints on teaching songs.)

I Can See Butterflies

I can see trees

I can see sky

I can see butterflies

I can see butterflies

I can see clouds

I can see sky

I can see butterflies

So can I

I can see flowers

Red and blue

I can see bluebirds, too

I can see bluebirds

I can see two birds

I can see butterflies

I can, too

- Divide the class into two groups. Groups alternate lines in the first, second, and fourth verses. They sing the third verse together. Switch groups after a while to give everyone a chance to sing each part.

6 Games and Activities

Choose any of the following:

- Have two volunteers come to the front and face each other. Give each volunteer one of the Picture Cards 2B:53–57 to hold behind his/her back facing outward. The volunteers maneuver around each other; each tries to identify the card the other is holding and at the same time tries to keep his/her own card from being seen. The first one to see the other’s card shouts out *I can see _____*. Continue with two new volunteers.
- Place Picture Cards 2B:53–57 along the chalk rail. Arrange students in two equal lines (A and B). The first student in line A says *I can see (birds)*. The first student in line B adds another vocabulary word to the structure, saying *I can see (birds) and (flowers)*. Alternate lines, with students adding a new word each time. Continue until all the words are used or one team is unable to complete the sentence.
- Have students put their heads down on their desks. Hide Picture Cards 2B:48–57 around the classroom. Ask students to stand and hunt for the cards. When a student finds a card he/she says *I can see _____*, then sits down. When all ten cards have been found, start again.

7 Workbook 2B: Pages 10–11

- Have students do Exercise B (Find and circle) and Exercise C (Which is different? Write an X).



PART 1

Pages 12–13

Structures:

Make a circle. What do you have? I have a ball.

Vocabulary:

ball

Materials:

Picture Cards 2B:48–58 (buses, teachers, girls, boys, students, trees, birds, butterflies, flowers, clouds, ball); a ball; a pencil; a book; Julie puppet; a bag; a crayon; a marker; Wall Chart 2B:5; tape player; cassette

1 Opening

- Greet each student with *Hello. How are you?* Students respond in turn.
- Place Picture Cards 2B:48–57 along the chalk rail. Look at the cards and say *I can see _____*. Toss a ball to one of the students. That student responds either *So can I.* or *I can, too.*, then looks at any one of the cards and says *I can see _____*. He/She then tosses the ball to the next student, who says either *So can I.* or *I can, too.* Continue until each student has had a chance to participate.

2 Introduce New Language

Ⓐ Vocabulary: *ball*

- Hold up either a ball or Picture Card 2B:58, and model as follows:

T: *Ball.*

Ss: *Ball.*

T: *A ball.*

Ss: *A ball.*

Repeat several times.

- Pass either the ball or Picture Card 2B:58 to the student sitting closest to you and say *A ball*. That student then passes it to the next student and says *A ball*. Continue until each student has had a chance to participate.

Ⓑ Structure: *I have a ball.*

- Place a pencil, a book, a puppet, and a ball on a desk at the front of the room. Hold up the pencil and say *I have a pencil*. Do the same with the other objects. Then hold up the ball and model as follows:

T: *I have a ball.*

Ss: *I have a ball.*

Repeat several times. Follow the same procedure using the other objects.

- Ask for volunteers to take out an object of their own (or come to the front and choose one of the objects on the desk) and say *I have a _____*.

Ⓒ Structures: *What do you have?*

I have a _____.

- Place a ball in a bag. Hold up the Julie puppet and model as follows:

T: (as Julie) *What do you have?*

Ss: *What do you have?*

Pull the ball out of the bag, hold it up, and continue:

T: *I have a ball.*

Ss: *I have a ball.*

Repeat several times.

- Spread out a pencil, a book, a puppet, and a ball on a desk at the front. Have a volunteer come to the front, choose an object (or bring up one of his/her own), and hold it behind his/her back. Ask *What do you have?* Encourage the class to ask with you. The volunteer shows the object to you and the class, and responds *I have a _____*. Continue until all the students have had a chance to participate.

Ⓓ Structure: *Make a circle.*

- Call all the students to the front. Arrange them in a circle as you repeatedly say *Make a circle*. Then model as follows:

T: *Make a circle.*

Ss: *Make a circle.*

Repeat several times.

- Call five or six students to the front. Say *Line up*. The students form a line. Then say *Make a circle*. Students arrange themselves in a circle. Ask all the students except one to sit down. Call five or six new students to the front. Have the remaining student give the commands *Line up* and *Make a circle*. Repeat several times.

3 Present the Wall Chart

- Place Wall Chart 2B:5 on the board. Encourage students to produce any pertinent language (characters, colors, objects, weather, etc.).
- Point to the characters on the chart and model the dialogue:
T: (point to Miss Dolly) *Make a circle.*
Ss: *Make a circle.*
T: (point to Julie) *What do you have?*
Ss: *What do you have?*
T: (point to Benny) *I have a ball.*
Ss: *I have a ball.*
- Play the cassette for pages 12–13: **Dialogue**. Point to the appropriate characters on the chart as students listen.

Dialogue

Miss Dolly: *Make a circle.*
Julie: *What do you have?*
Benny: *I have a ball.*
(two times)


- Play the cassette for pages 12–13: **Dialogue Practice**. Students listen and repeat each line.

Dialogue Practice

Miss Dolly: *Make a circle.* (two times)
Julie: *What do you have?* (two times)
Benny: *I have a ball.* (two times)

- Ask for volunteers to come to the front, point to any or all of the characters on the chart, and describe what they are saying.
- Divide the class into three groups. Assign groups the roles of Miss Dolly, Julie, and Benny. Groups role-play the dialogue as you point to their characters on the chart. Alternate roles.

4 Open Student Books

- Have students turn to pages 12–13 in their books. Ask a volunteer to stand and describe what any one character is saying. The other students point to the appropriate character in their books. Continue the activity with different volunteers.
-  Play the cassette sections for pages 12–13 again. Students point to the appropriate characters in their books as they listen and repeat.

- Call six volunteers come to the front. Assign three of them the roles of Miss Dolly, Julie, and Benny (the other three play “extras”). Place the ball in a bag and give it to “Benny.” The volunteers role-play the dialogue. When “Miss Dolly” says *Make a circle.*, the other five volunteers should form a circle and continue role-playing. Change roles to give every volunteer a chance to speak.

5 Games and Activities

Choose any of the following:

- Arrange students in a circle. Give the bag with the ball inside to one of the students. Ask the students to chant *What do you have? What do you have?* while passing the bag around the circle. Call out *Stop!* at any point during the chant. The student holding the bag takes out the ball and says *I have a ball.*
- Toss the ball to one of the students. Ask *What do you have?* The student responds *I have a ball.* He/She then tosses the ball to another student and asks *What do you have?* That student responds *I have a ball.* Continue until each student has had a chance to participate.
- Place a pencil, a book, a crayon, a marker, and the ball (plus any other objects that students have learned) on a desk at the front. Ask a volunteer to come to the front and close his/her eyes. Give him/her one of the objects and ask *What do you have?* The volunteer, with eyes still closed, responds *I have a _____.*
- Play a quick round of *Benny says*, using the commands *Stand up!*, *Sit down!*, *Line up!*, *Wash your face!*, *Brush your teeth!*, *Brush your hair!*, and *Make a circle!* Students mime the actions. (See page 7 for comments on playing *Benny says*.)

6 Workbook 2B: Pages 12–13

- Have students do Exercise A (Color).

PART 2

Pages 14–15

Structures:

What do you have? I have a _____.

Vocabulary:

ball, kite, bike, boat, doll

Materials:

a ball; Picture Cards 2B:58–62 (ball, kite, bike, boat, doll); Julie, Benny, and Mike puppets; Wall Chart 2B:6; tape player; cassette; teacher-made picture cards of a small blue ball and a big green kite

1 Opening

- Greet each student with *Hello. My name's _____.* Students respond in turn.
- Say *Make a circle.* Students arrange themselves in a circle. Join the students in the circle yourself and bounce a ball to one of the students. Ask that student *What do you have?* The student responds *I have a ball.* He/She bounces the ball to a second student and asks *What do you have?* The second student responds *I have a ball.* Continue until each student has had a chance to participate.

2 Pattern Practice

a Vocabulary: ball, kite, bike, boat, doll

- Hold up Picture Card 2B:58 and model the vocabulary as follows:

T: *Ball.*

Ss: *Ball.*

T: *A ball.*

Ss: *A ball.*

Repeat several times. Follow the same procedure for *kite, bike, boat, and doll*, using Picture Cards 2B:59–62.

b Structures: *What do you have?* *I have a _____.*

- Review the structures using the Julie and Benny puppets and Picture Cards 2B:58–62. Hold up the Julie and Benny puppets, and have the Benny puppet “holding” Picture Card 2B:58. Model as follows:

T: (as Julie) *What do you have?*

Ss: *What do you have?*

T: (as Benny) *I have a ball.*

Ss: *I have a ball.*

Repeat several times. Follow the same procedure for *kite, bike, boat, and doll*, using Picture Cards 2B:59–62.

- Have a volunteer come to the front and choose one of the Picture Cards 2B:58–62. The class asks the volunteer *What do you have?* The volunteer looks at the card and responds *I have a _____.*

3 Present the Wall Chart

- Place Wall Chart 2B:6 on the board. Point to the pictures on the chart and ask the class to identify the vocabulary words. Then point to the characters and ask the class to describe what they are saying.
- Play the cassette for pages 14–15: **Vocabulary.** Point to the appropriate pictures as students listen and repeat each item.

Vocabulary

Narrator: *Ball.* (two times)
Kite. (two times)
Bike. (two times)
Boat. (two times)
Doll. (two times)

Play the cassette again. Students listen and repeat.


- Play the cassette for pages 14–15: **Pattern Practice.** Point to the appropriate characters on the chart as students listen and repeat.

Pattern Practice

Julie: *What do you have?*
Benny: *I have a ball.*
(two times)
Julie: *What do you have?*
Benny: *I have a kite.*
(two times)
Julie: *What do you have?*
Benny: *I have a bike.*
(two times)
Julie: *What do you have?*
Benny: *I have a boat.*
(two times)
Julie: *What do you have?*
Benny: *I have a doll.*
(two times)

- Ask students to line up at the front. Call two students to the chart. Prompt the first student to ask the second *What do you have?* The second student points to the picture of his/her choice and says *I have a _____.*

4 Open Student Books

- Have students turn to pages 14–15 in their books. Ask for volunteers to stand, point to any one of the pictures in their books, and identify the vocabulary item. Ask the class to describe what the characters are saying.
-  Play the cassette sections for pages 14–15 again. Students point to the appropriate pictures in their books as they listen and repeat.

5 Chant

- Review *small blue ball* and *big green kite*, using the teacher-made picture cards. Make gestures to indicate *big* (for the kite) and *small* (for the ball).
- Teach the chant “Big Green Kite.” Each verse is chanted two times on the cassette. An adult voice chants each verse on the music-only version. Students are expected to listen and repeat each verse together. (See page 6 for hints on teaching songs and chants.)

Big Green Kite

I have a kite (clap, clap)
I have a big kite
I have a big (clap) *green* (clap) *kite* (clap, clap)

I have a ball (clap, clap)
I have a small ball
I have a small (clap) *blue* (clap) *ball* (clap, clap)

I have a big kite
I have a small ball
I have a green kite
I have a blue ball

I have a big (clap) *green* (clap) *kite* (clap, clap)
I have a small (clap) *blue* (clap) *ball* (clap, clap)

- Divide the class into two groups. Group A chants the first verse. Group B repeats the verse. Then Group A chants the next verse, and so on. Students can spread their hands widely to show a *big kite*, and cup their hands narrowly to show a *small ball*. Switch groups after a while to give everyone a chance to initiate and repeat each verse.

6 Games and Activities

Choose any of the following:

- Ask students to put their heads down on their desks. Give one of the students one of the Picture Cards 2B:58–62, and have him/her stand up. The other students look up and ask *What do you have?* The student with the card responds *I have a _____*.
- Arrange the students in a circle. Hand out Picture Cards 2B:58–62. Play the chant “Big Green Kite” on the cassette. Ask students to chant along and pass the cards around the circle. Stop the cassette at any point during the chant. The students holding the cards stand. The class asks *What do you have?* Each student holding a card responds in turn *I have a _____*.
- Hold up the Mike and Benny puppets, and role-play the following dialogue:
T: (as Mike) *Hello. My name's Mike.*
(as Benny) *Hi. My name's Benny.*
(as Mike) *Play with me.*
(as Benny) *OK. What do you have?*

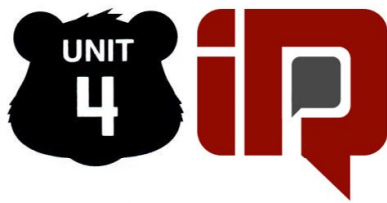
Have the Mike puppet “hold up” Picture Card 2B:58.
Continue:

T: (as Mike) *I have a ball.*

Ask for volunteers to come to the front and role-play the dialogue, using the puppets and the Picture Card of their choice.

7 Workbook 2B: Pages 14–15

- Have students do Exercise B (Match) and Exercise C (Match). In Exercise C, students must match the characters at the top with the characters in the center illustration, and draw matching lines between them. Then they must match the items in the center with the items at the bottom, and draw matching lines between them.



PART 1 Pages 16–17

Structures:

Uh-oh. Where's the ball? There it is. It's under the bus. Go get Miss Dolly!

Vocabulary:

under

Materials:

Picture Cards 1A:3 and 2B:58–63 (Miss Dolly, ball, kite, bike, boat, doll, under); Benny, Sue, Mike, and Julie puppets; a teacher-made picture card of Miss Dolly (if needed); Wall Chart 2B:7; tape player; cassette; a small ball

1 Opening

- Greet each student with *Hello. How are you?* Students respond in turn.

2 Introduce New Language

Ⓐ Structure: *It's under the bus.*

- Draw a large bus on the board, and leave ample room underneath it for drawing objects. Place your hand on the bus and say *the bus*. Place your hand under the bus and say *under the bus*. Repeat several times.
- Draw a flower under the bus. Point to it and say *It's under the bus*. Draw a bird under the bus and say *It's under the bus*. Draw several more items under the bus and continue, encouraging students to join in. Then, hold up Picture Card 2B:63, put your free hand under the bus, and model as follows:

T: *Under.*

Ss: *Under.*

T: (point to the ball on the card) *It's under the bus.*

Repeat several times. Have volunteers come to the front. Each volunteer draws an object under the bus, then points to it and says *It's under the bus*.

Ⓑ Structures: *Uh-oh. Where's the ball?*

There it is. It's under the bus.

- Keep your drawing of the large bus on the board. Place Picture Card 2B:58 directly under the bus. Turn to the class and look around under books, beneath chairs, in book bags, etc. As you look, say *Uh-oh. Where's the ball?* repeatedly. Turn to the board, smile, point at the card, and say *It's under the bus*. Then, hold up Picture Card 2B:63. Model as follows:

T: (look puzzled) *Where's the ball?*

Ss: *Where's the ball?*

T: (point to Picture Card 2B:63) *There it is.*

Ss: *There it is.*

T: (point to the ball on the card) *It's under the bus.*

Ss: *It's under the bus.*

Repeat several times.

- Ask students to put their heads down on their desks. Hide Picture Cards 2B:58–62 in high places around the classroom. Say *Where's the ball?* Students walk around the classroom and look for Picture Card 2B:58. The first student to spot it must point to it and say *There it is*. Continue until students have found all five cards.

Ⓒ Structure: *Go get Miss Dolly!*

- Place the Benny puppet at one end of the chalk rail. Walk to the middle of the board and hold up Picture Card 1A:3. (If you don't have this card, you can draw your own picture card of Miss Dolly.) Review Miss Dolly's name several times with the students, then place her picture at the opposite end of the chalk rail. Walk back to the Benny puppet and hold it up. Model the structure as follows:

T: (to Benny) *Go get Miss Dolly!*

Ss: *Go get Miss Dolly!*

Have the Benny puppet go and "bring" Miss Dolly back to you. Repeat several times.

- Place the Benny, Sue, Mike, and Julie puppets on a desk at the front. Ask a volunteer to stand. Say *Go get (Julie)!* When the volunteer brings you the appropriate puppet, praise him/her by saying *Very good!* Choose a new volunteer and continue the activity.

3 Present the Wall Chart

- Place Wall Chart 2B:7 on the board. Encourage students to produce any pertinent language (characters, colors, objects, weather, etc.). Ask for volunteers to describe what the characters are saying.

- Point to the appropriate characters on the chart and model the following:

T: (point to Benny) *Uh-oh. Where's the ball?*

Ss: *Uh-oh. Where's the ball?*

T: (point to Mike) *There it is. It's under the bus.*

Ss: *There it is. It's under the bus.*

T: (point to Sue) *Go get Miss Dolly!*

Ss: *Go get Miss Dolly!*

- Play the cassette for pages 16–17: **Dialogue**. Point to the appropriate characters on the chart as students listen.

Dialogue

Benny: *Uh-oh. Where's the ball?*

Mike: *There it is. It's under the bus.*

Sue: *Go get Miss Dolly!*

(two times)

- Play the cassette for pages 16–17: **Dialogue Practice**. Students listen and repeat each line.

Dialogue Practice

Benny: *Uh-oh.* (two times)

Where's the ball? (two times)

Uh-oh. Where's the ball? (two times)

Mike: *There it is.* (two times)


It's under the bus. (two times)

There it is. It's under the bus. (two times)

Sue: *Go get Miss Dolly!* (two times)

- Divide the class into three groups. Assign the roles of Benny, Mike, and Sue. Groups role-play the dialogue while you point to the characters on the chart. Alternate roles.

4 Open Student Books

- Have students turn to pages 16–17 in their books. Ask for volunteers to point to the pictures in their books and produce any pertinent language. Have volunteers describe what the characters are saying.
-  Play the cassette sections for pages 16–17 again. Students point to the appropriate characters in their books as they listen and repeat.
- Draw a large bus on the board. Place Picture Card 2B:58 under the bus. Ask three volunteers to come to the front. Assign them the roles of Benny, Mike, and Sue, and have them role-play the dialogue. Alternate roles if time allows.

5 Song

- Teach the song “Where’s The Ball?” (See page 6 for hints on teaching songs.)

Where’s The Ball?

Uh-oh! Where’s the ball?

It’s under the bus

Uh-oh! Where’s the ball?

It’s under the bus

Where’s the ball?

There it is!

Where’s the ball?

There it is!

Where’s the ball?

There it is!

It’s under the bus

Uh-oh!

- Place Picture Card 2B:63 on the chalk rail. Divide the class into two groups. Students in the first group sing all the question lines as they look puzzled and shrug their shoulders. The second group sings the answers and points to the Picture Card. Both groups shout the last line together. Switch groups after a while to give everyone a chance to sing both questions and answers.

6 Games and Activities

Choose any of the following:

- Give Picture Card 2B:63 to one of the students. Students pass the card around the room and chant *Where’s the ball? Where’s the ball?* Call out *Stop!* at any point during the chant. The student holding the card stands, points to the ball on the card, and says *It’s under the bus*.
- Draw a large bus on the board. Have a volunteer come to the front. Give the volunteer one of the Picture Cards 2B:58–62 and ask him/her not to show it. The volunteer places the card on the board, facedown under the bus, and says *It’s under the bus*. The other students try to guess which card is on the board by asking *Where’s the _____?* The first student to guess correctly replaces the volunteer at the front and continues the activity.

7 Workbook 2B: Pages 16–17

- Have students do Exercise A (Color).

PART 2

Pages 18–19

Structures:

Where's the _____? It's _____ the _____.

Vocabulary:

under, in, on

Materials:

a pencil; a crayon; a marker; a book; a large bag; Picture Cards 2B:63–65 (under, in, on); Wall Chart 2B:8; tape player; cassette; two board magnets; a ball

1 Opening

- Prior to class, put a pencil, a crayon, a marker, and a book on a desk at the front of the room. When class starts, greet each student with *Hello. I'm _____*. Students respond in turn. Then shake hands with each student and say *Nice to meet you*. The student responds *Nice to meet you, too*.
- Pretend to search for one of the objects you had earlier put on the desk. Say *Uh-oh. Where's the (pencil)?* The first student to spot the object stands and says *There it is*. Say *Go get the (pencil)*. The student gets the object and gives it to you. Say *Thank you*. The student responds *You're welcome*. Continue until all the objects have been "found."

2 Pattern Practice

Ⓐ Vocabulary: *under, in, on*

- Place the bag and a book in a place visible to all. Put the book under the bag, point to it, and say *under*. Repeat the word several times. Encourage the students to say the word with you. Then put the book into the bag. Hold up the bag and show the class that the book is inside the bag. Then say *in* several times. Encourage students to say the word with you. Then place the book on top of the bag. Say *on*. Again, have students say the word with you. Repeat the entire presentation several times.
- Keep the bag where it is. Have a volunteer come to the front. Give him/her the book. Say one of the position words *under, in, or on*. The volunteer places the book under, in, or on the bag as directed. Continue until each student has had a chance to participate.

Ⓑ Structures: *Where's the ball?*

It's _____ the _____.

- Hold up Picture Card 2B:63 and model as follows:

T: *It's under the bus.*

Ss: *It's under the bus.*

Repeat several times. Follow the same procedure for *in the tree* and *on the flower*, using Picture Cards 2B:64–65.

- Place Picture Cards 2B:63–65 along the chalk rail. Ask a volunteer to come to the front of the room. Say one of the position phrases *under the bus, in the tree, or on the flower*. The student points to the appropriate card. Continue until each student has had a chance to participate.

- Hold up Picture Card 2B:63. Look puzzled, shrug your shoulders, and model as follows:

T: *Where's the ball?*

Ss: *Where's the ball?*

Now smile and point to the ball on Picture Card 2B:63, then continue:

T: *It's under the bus.*

Ss: *It's under the bus.*

Repeat several times. Follow the same procedure for *kite/in the tree* and *butterfly/on the flower*, using Picture Cards 2B:64–65.

- Hold up Picture Card 2B:63 and ask *Where's the ball?* The class responds *It's under the bus*. Have a volunteer come to the front, choose one of the Picture Cards 2B:63–65, and ask the class *Where's the _____?* The class responds *It's _____ the _____*.
- Place Picture Cards 2B:63–65 along the chalk rail. Have three volunteers come to the front. Ask *Where's the (kite)?* The first student to bring you the correct Picture Card, and say *It's (in) the (tree)*., returns to his/her seat. Continue with the remaining two volunteers, and then with the last volunteer. Select new volunteers and continue until each student has had a chance to participate.

3 Present the Wall Chart

- Place Wall Chart 2B:8 on the board. Ask for volunteers to produce any pertinent language about the pictures on the chart. Have volunteers describe what the characters are saying.

- Call two volunteers to the front. Call out any one of the position phrases *under the bus*, *in the tree*, or *on the flower*. The first student to point to the appropriate picture on the chart remains at the front and continues the activity with the next volunteer.
- Play the cassette for pages 18–19: **Vocabulary**. Point to the appropriate pictures as students listen and repeat each item.

Vocabulary

Narrator: *Under the bus*. (two times)
In the tree. (two times)
On the flower. (two times)

Play the cassette again. Students listen and repeat.

- Play the cassette for pages 18–19: **Pattern Practice**. Point to the appropriate characters on the chart as students listen and repeat.


Pattern Practice

Benny: *Where's the ball?*
 Mike: *It's under the bus.*
 (two times)
 Benny: *Where's the kite?*
 Mike: *It's in the tree.*
 (two times)
 Benny: *Where's the butterfly?*
 Mike: *It's on the flower.*
 (two times)

- Have students form a line at the front. Call the first student to the chart. Ask *Where's the _____?* The student points to the appropriate picture on the chart and responds *It's _____ the _____*. He/She then asks the next student in line *Where's the _____?*, filling in the object word of his/her choice. The second student points to the appropriate picture and responds *It's _____ the _____*. Continue until all students have had a chance to both ask and answer a question.
- Divide the class into two groups. Groups alternate asking and answering *Where's the _____?* questions while you prompt them by pointing to the pictures on the chart.

4 Open Student Books

- Have students turn to pages 18–19 in their books. Ask the class to identify the pictures, and describe what the characters are saying.

-  Play the cassette sections for pages 18–19 again. Students point to the appropriate pictures in their books as they listen and repeat.
- Point to the kite in your book and say *It's in the tree*. Then say *Where's the kite?* Ask a student to stand. Say *It's on the flower*. The student points to the appropriate picture in his/her book and asks *Where's the butterfly?* He/She then asks a classmate to stand and continues the activity.

5 Games and Activities

Choose any of the following:

- Draw a bus, a tree, and a flower on the board. Divide the class into two teams. Call one volunteer from each team to the front and give each a magnet. Call out one of the position phrases *under the bus*, *in the tree*, or *on the flower*. The first student to place his/her magnet in the correct position wins a point for his/her team.
- Arrange students in a circle, and give Picture Cards 2B:63–65 to three of them. Play the song "Where's The Ball?" on the cassette. Students pass the cards around as they sing the song. Stop the cassette at any point during the song. The students with cards stand. One by one, they hold up their cards and ask the class *Where's the _____?* Students without cards answer accordingly.
- Ask a volunteer to come to the front. Give him/her one of the Picture Cards 2B:63–65 and ask him/her not to show it. The volunteer asks the class *Where is it?* The other students try to guess which card the student is holding by using the *It's _____ the _____* structure. The first student to correctly do so replaces the volunteer and continues the activity.
- Place Picture Cards 2B:63–65 along the chalk rail. Toss a ball to one of the students and ask *Where's the (butterfly)?* The student responds *It's (on) the (flower)*. He/She then tosses the ball to another student and asks *Where's the (kite)?* The second student responds *It's (in) the (tree)*. The second student tosses the ball to a third student. Continue until all students have participated.

6 Workbook 2B: Pages 18–19

- Have students do Exercise B (Trace and color) and Exercise C (Where's the butterfly?).



UNIT 5

PART 1 Pages 20–21

Structures:

What are these? They're hot dogs. What are those?
Oh, no! They're ants.

Vocabulary:

hot dogs, ants

Materials:

one pencil, crayon, or marker for each student (if needed); Picture Cards 2B:48–57, 66, and 71 (buses, teachers, girls, boys, students, trees, birds, butterflies, flowers, clouds, hot dogs, ants); Wall Chart 2B:9; tape player; cassette; Benny, Sue, Mike, and Julie puppets

1 Opening

- Greet each student with *Hi. How are you?* Students respond in turn.
- Ask each student to take out a book and a pencil. Say *It's in the book*. Students respond by putting their pencils in their books. Repeat with *on* and *under*—students put their pencils on or under their books as directed. Then continue the activity as a *Benny says* game, using the Benny puppet as the “speaker.” (See page 7 for comments on playing *Benny says*.)

Note: If students do not bring pencils to class, you may provide crayons or markers.

2 Introduce New Language

@ Vocabulary: *hot dogs, ants*

- Draw a single hot dog and a single ant on the board, both large enough for everyone to see. Point to the hot dog on the board and model as follows:

T: *A hot dog.*
Ss: *A hot dog.*

Now hold up Picture Card 2B:66, point to the hot dogs on the card, and model:

T: *Hot dogs.*
Ss: *Hot dogs.*

Repeat several times. Follow the same procedure for *ant(s)*, using Picture Card 2B:71.

b Structures: *What are these/those?* *They're hot dogs.*

- Hold up Picture Card 2B:66, indicate the hot dogs on the card, and model as follows:

T: *They're hot dogs.*
Ss: *They're hot dogs.*

Repeat several times. Follow the same procedure for *ants*, using Picture Card 2B:71.

- Place Picture Cards 2B:48–57, 66, and 71 along the chalk rail. Ask for volunteers to come to the front, point to any card, and say *They're _____*.
- Hold up Picture Card 2B:66, point to it, and say *What are these?* Answer *They're hot dogs*. Place the card on the board and walk to the farthest corner of the room. Point to the card and say *What are those?* Then answer *They're hot dogs*. Repeat several times. Then hold up Picture Card 2B:66 and model as follows:

T: *What are these?*
Ss: *What are these?*
T: (point to the card) *They're hot dogs.*
Ss: *They're hot dogs.*

Place Picture Card 2B:66 on the board, walk away from it, then turn and point to it. Continue:

T: *What are those?*
Ss: *What are those?*
T: *They're hot dogs.*
Ss: *They're hot dogs.*

Repeat several times. Follow the same procedure for *ants*, using Picture Card 2B:71.

- Place Picture Cards 2B:66 and 71 along the chalk rail. Call a volunteer to the front. Position him/her either close to or far away from one of the cards. Have the volunteer form a question using the appropriate pronoun: *What are these?* (close) or *What are those?* (far away). The other students answer *They're hot dogs/ants*.

3 Present the Wall Chart

- Place Wall Chart 2B:9 on the board. Encourage students to produce any pertinent language (characters, objects, colors, weather, etc.).
- Point to the appropriate characters on the chart and model the dialogue:
T: (point to Sue) *What are these?*
Ss: *What are these?*
T: (point to Miss Dolly) *They're hot dogs.*
Ss: *They're hot dogs.*
T: (point to Benny) *What are those?*
Ss: *What are those?*
T: (point to Julie) *Oh, no! They're ants.*
Ss: *Oh, no! They're ants.*
- Ask for volunteers to come to the chart, point to any or all of the characters, and describe what they are saying.
- Play the cassette for pages 20–21: **Dialogue**. Point to the appropriate characters on the chart as students listen.

Dialogue

Sue: *What are these?*
Miss Dolly: *They're hot dogs.*
Benny: *What are those?*
Julie: *Oh, no! They're ants.*
(two times)

- Play the cassette for pages 20–21: **Dialogue Practice**. Students listen and repeat each line.


Dialogue Practice

Sue: *What are these?* (two times)
Miss Dolly: *They're hot dogs.* (two times)
Benny: *What are those?* (two times)
Julie: *Oh, no!* (two times)
They're ants. (two times)
Oh, no! They're ants. (two times)

- Divide the class into four groups. Assign groups the roles of Sue, Miss Dolly, Benny, and Julie. Groups role-play the dialogue while you point to the characters on the chart. Alternate roles.

4 Open Student Books

- Have students turn to pages 20–21 in their books. Ask for volunteers to point to the pictures in their books and describe what the characters are saying.

-  Play the cassette sections for pages 20–21 again. Students point to the appropriate characters in their books as they listen and repeat.
- Place Picture Cards 2B:66 and 71 on the chalk rail. Call four volunteers to the front. Have each volunteer choose a puppet and role-play the dialogue. (Use the Mike puppet in place of Miss Dolly here.) Alternate roles if time allows.
Note: Be sure students are close to the appropriate card when using *these* and far from the other card when using *those*.

5 Games and Activities

Choose any of the following:

- Draw a Tic-Tac-Toe grid (nine squares, with three rows across and three rows down) on the board. Attach nine of the Picture Cards 2B:48–57, 66, or 71 faceup to the board with magnets, one card for each of the nine squares. Divide the class into two teams, “X” and “O.” Teams take turns; each student chooses a square and tries to identify the card on the square using the *They're _____s.* structure. If the student is correct, say *Yes.*, remove the card, and draw an “X” or an “O” in the square. If the student is wrong, say *No*. The first team with three squares in a row — diagonally, horizontally, or vertically — wins the game.
- Draw two large faces on the board: a happy face with a checkmark beneath it, and a sad face with an “X” beneath it. Divide the class into two teams. Call one student from each team to the front. Using Picture Card 2B:66 or 71, ask *What are these/those?* Students determine from your position (standing close to the card or far away from it) whether your question is appropriate. If so, the first student to hit the happy face wins a point for his/her team. If not, the first student to hit the sad face wins a point for his/her team.
- Divide the class into two teams. Place Picture Cards 2B:48–53 at the back of the room in a place visible to all. Place Picture Cards 2B:54–57, 66, and 71 at the front. Call one student from each team to the front. Call out *They're _____*. If the corresponding card is at the front of the room, the two students respond *What are these?* If it is in the back, they point to the card and respond *What are those?* The first student to do so correctly wins a point for his/her team.

6 Workbook 2B: Pages 20–21

- Have students do Exercise A (Color).

PART 2

Pages 22–23

Structures:

What are ____? They're ____s.

Vocabulary:

hot dogs, eggs, hamburgers, apples, cookies, ants

Materials:

Picture Cards 2B:58–62 and 66–71 (ball, kite, bike, boat, doll, hot dogs, eggs, hamburgers, apples, cookies, ants); Wall Chart 2B:10; tape player; cassette; Benny, Sue, Mike, and Julie puppets

1 Opening

- Greet each student with *Hi. How are you?* Students respond in turn.
- Place Picture Cards 2B:58–62 along the chalk rail. Have students put their heads down on their desks. Remove one of the cards, and ask students to look up. Students try to identify the missing card using the *Where's the ____?* structure. Continue until you have removed each card at least once.

2 Pattern Practice

Ⓐ Vocabulary: *hot dogs, eggs, hamburgers, apples, cookies, ants*

- Draw on the board one hot dog, one egg, one hamburger, one apple, one cookie, and one ant. Point to the hot dog and model as follows:

T: *A hot dog.*
Ss: *A hot dog.*

Now hold up Picture Card 2B:66 and indicate all the hot dogs on the card. Continue:

T: *Hot dogs.*
Ss: *Hot dogs.*

Repeat several times. Follow the same procedure for *egg(s), hamburger(s), apple(s), cookie(s),* and *ant(s)*, using Picture Cards 2B:67–71.

- Place Picture Cards 2B:66–71 on the chalk rail. Have volunteers come to the front of the room and identify as many vocabulary words as they can.

Ⓑ Structures: *What are ____?* *They're ____s.*

- Place Picture Card 2B:66 on the board. Stand next to the card, point to it, and ask *What are these?* Answer *They're hot dogs.* Walk to the farthest corner of the classroom. Point to the card on the board and say *What are those?* *They're hot dogs.* Continue for each vocabulary word, and encourage students to join in. Stand next to Picture Card 2B:66, point to it, and model as follows:

T: *What are these?*
Ss: *What are these?*
T: *They're hot dogs.*
Ss: *They're hot dogs.*

Now walk away from the card, then turn and point to it. Continue:

T: *What are those?*
Ss: *What are those?*
T: *They're hot dogs.*
Ss: *They're hot dogs.*

Repeat the same procedure for *eggs, hamburgers, apples, cookies,* and *ants*, using Picture Cards 2B:67–71.

3 Present the Wall Chart

- Place Wall Chart 2B:10 on the board. Have students form a line at the front. Call the first student to the chart. Point to any one of the pictures. The student identifies the word using the *They're ____s.* structure.
- Play the cassette for pages 22–23: **Vocabulary.** Point to the appropriate pictures as students listen and repeat each item.

Vocabulary

Narrator: *Hot dogs.* (two times)
Eggs. (two times)
Hamburgers. (two times)
Apples. (two times)
Cookies. (two times)
Ants. (two times)

Play the cassette again. Students listen and repeat.


- Play the cassette for pages 22–23: **Pattern Practice.** Point to the appropriate characters on the chart as students listen and repeat.

Pattern Practice

Sue: *What are these?*
Miss Dolly: *They're hot dogs.*
(two times)
Sue: *What are those?*
Miss Dolly: *They're eggs.*
(two times)
Sue: *What are these?*
Miss Dolly: *They're hamburgers.*
(two times)
Sue: *What are those?*
Miss Dolly: *They're apples.*
(two times)
Sue: *What are these?*
Miss Dolly: *They're cookies.*
(two times)
Sue: *What are those?*
Miss Dolly: *They're ants.*
(two times)

- Ask a volunteer to either come to the front of the room or stand at the back. The volunteer points to the chart and says *They're _____s*. The class responds *What are these/those?* Make sure they use the correct pronoun.

4 Open Student Books

- Have students turn to pages 22–23 in their books. Ask for a volunteer to stand, point to any of the pictures, and identify the vocabulary. Ask another volunteer to describe what any one of the characters is saying.
-  Play the cassette sections for pages 22–23 again. Students point to the appropriate pictures in their books as they listen and repeat.
- Hand the student closest to you one of the four *Tiny Talk* puppets. Hold up your book either close to or away from you. Point to one of the vocabulary pictures on pages 22–23 and ask *What are these/those?* The student, playing the part of the puppet, answers *They're _____s*. He/She then continues the activity with the classmate sitting next to him/her.

5 Chant

- Teach the chant “Cookies And Ants.” A native speaker chants each verse on the music-only version as an example. Students listen and repeat each verse together. (See page 6 for hints on teaching chants.)

Cookies And Ants

What are these? (clap, clap)
They're cookies
What are those? (clap, clap)
They're ants
(two times)

What are these? What are these?
They're cookies
What are those? What are those?
They're ants
(two times)

Cookies and ants
Cookies and ants
These are cookies
And those are ants
(two times)

- Divide the class into two groups and have them both stand at one end of the chalk rail. Place Picture Card 2B:70 on the chalk rail near both groups. Place Picture Card 2B:71 on the chalk rail at the far end. Group A chants the question lines; Group B chants the answers. Both groups chant the last two verses together. Students point to the appropriate card while chanting *these* and *those*. Switch groups after a while to give everyone a chance to chant all the lines.

6 Games and Activities

Choose any of the following:

- Divide the class into two teams. Place any one of the Picture Cards 2B:66–71 at the front of the room and another card at the back. Call one student from each team to the front. If you ask *What are these?*, the students must bring you a card from the front of the room. If you ask *What are those?*, the students must bring you a card from the back. The first student to bring you the card from the appropriate area of the room and say *They're _____s*, wins a point for his/her team.
- Have students put their heads down on their desks. Give one student one of the Picture Cards 2B:66–71. He/She quickly goes to the front, and may either stand and hold up the card, or place it on the chalk rail and stand some distance away from it. Ask the other students to look up and ask *What are these/those?* Make sure they use the correct pronoun. The student in front responds *They're _____s*.

7 Workbook 2B: Pages 22–23

- Have students do Exercise B (Find and match).



Pages 24–25

Structures:

How many students? I can count ten. We're here! I can see trees. So can I. I can, too. Make a circle. What do you have? I have a ball. Uh-oh. Where's the ball? There it is. It's under the bus. Go get Miss Dolly! What are these? They're hot dogs. What are those? Oh, no! They're ants.

Vocabulary:

6, 7, 8, 9, 10, buses, teachers, girls, boys, students, trees, birds, butterflies, flowers, clouds, ball, kite, bike, boat, doll, under, in, on, hot dogs, eggs, hamburgers, apples, cookies, ants

Materials:

Picture Cards 2B:43–71 (6, 7, 8, 9, 10, buses, teachers, girls, boys, students, trees, birds, butterflies, flowers, clouds, ball, kite, bike, boat, doll, under, in, on, hot dogs, eggs, hamburgers, apples, cookies, ants); Wall Charts 2B:1–10; tape player; cassette; Benny, Sue, Mike, and Julie puppets

1 Opening

- Greet each student with *Good morning. My name's _____*. Students respond in turn.
- Using Picture Cards 2B:43–71, quickly review the vocabulary from Units 1–5. Divide the class into two teams. Pass out an equal amount of cards to both teams, one card per student. (If there aren't enough cards, divide them equally between the teams.) Call out a vocabulary word using its corresponding pattern; for example, *I can see clouds*. The student holding the card (in this case, Picture Card 2B:57) must bring it to you before the count of five in order to win a point for his/her team.

2 Pattern Practice

- Place Wall Charts 2B:2, 4, 6, 8, and 10 on the board. Place Picture Cards 2B:43–71 on a desk at the front. Call two volunteers to the front. Hold up one of the cards. Students race to the charts, point to the appropriate picture, and identify the word. The first one to do so correctly remains at the front and continues the activity with the next volunteer.


- Leave Wall Charts 2B:2, 4, 6, 8, and 10 on the board. Have two volunteers come to the front. Call out any one pattern. The first volunteer to point to the correct characters on the appropriate chart becomes the “teacher” and continues the activity.
- Place Wall Charts 2B:1, 3, 5, 7, and 9 on the board. Review all the dialogues from Units 1–5. Divide the class into three or four groups (depending on the number of lines in the dialogues). Point to one of the charts and assign the roles of the characters. Groups role-play the dialogues as you point to the appropriate characters on the charts.
- Leave Wall Charts 2B:1, 3, 5, 7, and 9 on the board. Ask three or four students (depending on the number of parts in the dialogues) to come to the front. Point to one of the charts. Students role-play the dialogue.
- Place Wall Charts 2B:2, 4, 6, 8, and 10 on the board. Play the cassette for pages 24–25: **Review**. Students listen as you point to the pictures on the charts.

Review

Narrator: *Six*. (two times)
Seven. (two times)
Eight. (two times)
Nine. (two times)
Ten. (two times)
Trees. (two times)
Birds. (two times)
Butterflies. (two times)
Flowers. (two times)
Clouds. (two times)
Ball. (two times)
Kite. (two times)
Bike. (two times)
Boat. (two times)
Doll. (two times)
Under the bus. (two times)
In the tree. (two times)
On the flower. (two times)
Hot dogs. (two times)
Eggs. (two times)
Hamburgers. (two times)
Apples. (two times)
Cookies. (two times)
Ants. (two times)

Play the cassette again. Students listen and repeat.

3 Open Student Books

- Have students turn to pages 24–25 in their books. Ask for volunteers to identify the vocabulary items.
- Divide the class into two teams. Ask one student from each team to stand. Point to one of the pictures on pages 24–25. The first student to correctly identify the word wins a point for his/her team.
- Keep the class divided into two teams. Ask one student from each team to stand. Point to one of the pictures on pages 24–25. The first student to correctly use the word with the appropriate pattern wins a point for his/her team.
-  Play the cassette sections for pages 24–25 again. Students point to the appropriate pictures in their books as they listen and repeat.

4 Songs/Chants

- Ask volunteers to request any song or chant they would like to perform. Continue until you have performed each song or chant from Units 1–5 (and any from *Tiny Talk 2A*, if time allows.)
- Divide the class into five teams. Assign each team one of the five songs/chants from Units 1–5. Each team comes to the front and performs its assignment. Alternate songs/chants if time allows.
- Divide the class into five teams. Tell each team a key word from any one song or chant. The first team to identify the song/chant wins a point. Then the class performs the song/chant together.
- Play a very little bit of any song/chant on the cassette. Ask students to identify it. If they are unable to do so, play a bit more until they can. Then have the class perform the song/chant together.

5 Games and Activities

Choose any of the following:

- Draw a Tic-Tac-Toe grid (nine squares, with three rows across and three rows down) on the board. Attach nine of the Picture Cards 2B:43–71 faceup to the board with magnets, one card for each of the nine squares. Divide the class into two teams, “X” and “O.” Teams take turns; each student chooses a square, then tries to identify the Picture Card on that square by using the word with the appropriate structure. If the student is correct, say *Yes.*, remove the card, and draw an “X” or an “O” in the square. If the student is wrong, say *No.* The first team with three squares in a row — diagonally, horizontally, or vertically — wins the game.

- Arrange chairs in a circle and place Picture Cards 2B:43–71 on the seats. Play any song/chant from Units 1–5 on the cassette. Students walk in a circle around the chairs. Stop the cassette at any point during the song/chant. Students rush to sit. Each student who finds a card on his/her chair must identify it.

- Place Wall Charts 2B: 1, 3, 5, 7, and 9 on the board. Divide the class into two or three teams. Whisper any dialogue (or any part of a dialogue) to the first student on each team. Say *Go!* The first student whispers it to the second, the second to the third, and so on. The last student races to you and repeats the complete dialogue. The first team to do so correctly wins a point.

- Leave Wall Charts 2B: 1, 3, 5, 7, and 9 on the board. Call a volunteer to the front. Ask him/her to point to any one of the dialogues and call an appropriate number of classmates to the front to role-play that dialogue. Place the four *Tiny Talk* puppets on a desk at the front so students may use them, if desired.

- Divide the class into two or three teams. Show the first team one of the Picture Cards 2B:43–71. The team must identify the word along with the appropriate pattern. If they do so correctly, the team keeps the card. Follow the same procedure for the other team(s). Alternate turns. The team with the most cards at the end wins the game.

6 Workbook 2B: Pages 24–25

- Have students do the two-page exercise (Find and circle).

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UNIT
6

PART 1
Pages 26–27

Structures:

What do you want? I want a hot dog. I want a hamburger. I want a hot dog and a hamburger. I'm so hungry!

Vocabulary:

hot dog, hamburger

Materials:

Picture Cards 2B:66–72 and 74 (hot dogs, eggs, hamburgers, apples, cookies, ants, hot dog, hamburger); Benny, Sue, Mike, and Julie puppets; Wall Chart 2B:11; tape player; cassette

1 Opening

- Greet each student with *Hi. How are you?* Students respond in turn.
- Quickly review the words from Unit 5. Hold Picture Cards 2B:66–71 so that the students cannot see them. Ask two volunteers to stand. Show one of the cards to the volunteers for only a second or two. The first volunteer to correctly identify the word for that card may repeat the activity with the next student. Continue until each student has had a chance to participate.

2 Introduce New Language

ⓐ Vocabulary: *hot dog, hamburger*

Hold up Picture Card 2B:72 and model as follows:

T: *Hot dog.*

Ss: *Hot dog.*

T: *A hot dog.*

Ss: *A hot dog.*

Repeat several times. Follow the same procedure for *hamburger*, using Picture Card 2B:74.

- Place Picture Cards 2B:72 and 74 along the chalk rail. Ask for volunteers to come to the front of the room and identify the items.

ⓑ Structures: *What do you want? I want a (hot dog). I want a hot dog and a hamburger.*

- Draw three thought bubbles on the board. Draw a hot dog in the first bubble, and a hamburger in the second. In the third, draw a hot dog and a hamburger. Place the Sue puppet on the chalk rail under the first bubble, the Mike puppet under the second, and the Benny puppet under the third. Go to the Sue puppet and have Sue “say” *I want a hot dog*. Go to the Mike puppet and have Mike “say” *I want a hamburger*. Go to the Benny puppet and have Benny “say” *I want a hot dog and a hamburger*. Repeat several times, encouraging students to join in. Then hold the Sue puppet under the first bubble and model as follows:

T: *I want a hot dog.*

Ss: *I want a hot dog.*

Repeat several times. Do the same for Mike and Benny.

- Leave the puppets and thought bubbles where they are. Walk over to the Sue puppet and say *What do you want?* Hold up the Sue puppet and have Sue “reply” *I want a hot dog*. Do the same for Mike and Benny. Then model as follows:

T: *What do you want?*

Ss: *What do you want?*

T: *I want (a hamburger).*

Ss: *I want (a hamburger).*

Repeat several times.

- Place Picture Cards 2B:72 and 74 along the chalk rail. Ask a volunteer to come to the front. Say *What do you want?* The volunteer points to one of the cards and says *I want a _____*. He/She then chooses a classmate to come to the front and asks *What do you want?* The classmate responds either *I want a _____*, or *I want a _____ and a _____*. Continue.

ⓒ Structure: *I'm so hungry!*

- Place Picture Cards 2B:72 and 74 on the board. Look at the cards with longing, and place your hand on your stomach. Say *I'm so hungry!* Then look at the cards, again with longing, and model as follows:

T: *I'm so hungry!*

Ss: *I'm so hungry!*

Repeat several times. Then ask each student to stand, rub his/her stomach, and say *I'm so hungry!*

3 Present the Wall Chart

- Place Wall Chart 2B: 11 on the board. Point to the appropriate characters and model the following:
T: (point to Miss Dolly) *What do you want?*
Ss: *What do you want?*
T: (point to the female classmate) *I want a hot dog.*
Ss: *I want a hot dog.*
T: (point to the male classmate) *I want a hamburger.*
Ss: *I want a hamburger.*
T: (point to Benny) *I want a hot dog and a hamburger. I'm so hungry!*
Ss: *I want a hot dog and a hamburger. I'm so hungry!*
- Ask the students to form a line at the front. Call the first student to the chart. Say any one of the sentences on the chart. The student points to the appropriate character.
- Play the cassette for pages 26–27: **Dialogue**. Point to the appropriate characters on the chart as students listen.

Dialogue

Miss Dolly: *What do you want?*
Female classmate: *I want a hot dog.*
Male classmate: *I want a hamburger.*
Benny: *I want a hot dog and a hamburger. I'm so hungry!*
(two times)

- Play the cassette for pages 26–27: **Dialogue Practice**. Students listen and repeat each line.


Dialogue Practice

Miss Dolly: *What do you want?* (two times)
Female classmate: *I want a hot dog.* (two times)
Male classmate: *I want a hamburger.* (two times)
Benny: *I want a hot dog.* (two times)
I want a hot dog and a hamburger. (two times)
I'm so hungry! (two times)
I want a hot dog and a hamburger. I'm so hungry! (two times)

Play the cassette again. Students listen and repeat.

- Divide the class into four groups. Assign groups the roles of Miss Dolly, the male and female classmates, and Benny. Groups role-play the dialogue as you point to the appropriate characters on the chart. Alternate roles until each group has had a chance to role-play each character.

4 Open Student Books

- Have students turn to pages 26–27 in their books. Ask the class to describe what the characters are saying. Also ask students to produce any other pertinent language (colors, characters, objects, weather, etc.).
- Hold up your book so that everyone can see pages 26–27. Point to any one of the characters. Students call out the appropriate part of the dialogue.
-  Play the cassette sections for pages 26–27 again. Students point to the appropriate characters in their books as they listen and repeat.
- Ask for four volunteers to come to the front. Assign them the roles of Miss Dolly, the male and female classmates, and Benny. The volunteers role-play the dialogue. Alternate roles if time allows.

5 Games and Activities

Choose any of the following:

- Have students put their heads down on their desks. Tap one of the students on the shoulder. That student stands and says *I'm so hungry!* The others look up, turn to him/her, and say *What do you want?* The first student responds either *I want a hot dog.* or *I want a hamburger.*
- Arrange chairs in a circle, so that there is a chair for all but one student. Have students walk around the chairs and chant *I'm so hungry! I'm so hungry! Say Stop!* at any point during the chant. Students rush to sit. The seated students turn to the student left standing and ask *What do you want?* That student responds *I want a hot dog/hamburger.*
- Divide the class into two teams (A and B). Give Picture Card 2B:72 to team A and Picture Card 2B:74 to team B. Say *Go!* The first student in each team passes the card to the second student on the team and asks *What do you want?* The second student responds *I want a (hot dog).*, then passes the card to the third student and asks him/her the question, and so on. The team that finishes first wins.

6 Workbook 2B: Pages 26–27

- Have students do Exercise A (Color).



PART 2

Pages 28–29

Structures:

What do you want? I want ____.

Vocabulary:

a hot dog, an egg, a hamburger, an apple, a cookie, a banana

Materials:

Picture Cards 2B:72–77 (hot dog, egg, hamburger, apple, cookie, banana); a ball; Benny, Sue, Mike, and Julie puppets; Wall Chart 2B:12; tape player; cassette

1 Opening

- Greet each student with *Hello. My name's _____*. Students respond in turn.
- Place Picture Cards 2B:72 and 74 along the chalk rail. Toss a ball to one of the students and ask *What do you want?* The student responds either *I want a hot dog.* or *I want a hamburger.* He/She then tosses the ball to a second student and asks *What do you want?* The second student responds *I want a hot dog/hamburger.* Continue until each student has had a chance to participate.

2 Pattern Practice

- Ⓐ **Vocabulary:** *a hot dog, an egg, a hamburger, an apple, a cookie, a banana*
- Hold up Picture Card 2B:72 and model as follows:
T: *Hot dog.*
Ss: *Hot dog.*
T: *A hot dog.*
Ss: *A hot dog.*

Follow the same procedure with *a hamburger, an egg, an apple, a cookie, and a banana*, using Picture Cards 2B:73–77.

Note: In this and the following activity, give special attention to the article *an* as used in conjunction with *apple* and *egg*. If your students know the alphabet, you may want to mention the rule for using *an* with words that begin with vowels. Don't be too concerned if students make mistakes at first; extra practice and drilling over time will eventually help them remember when to use the article *an*.

- Place Picture Cards 2B:72–77 along the chalk rail. Call two volunteers to the front of the classroom. Say *I want (a) (cookie)*. The first student to bring you the corresponding card and say *Here you are.*, becomes the “teacher” and continues the activity.

Ⓑ Structures: *What do you want?*

I want _____.

- Place Picture Cards 2B:72–77 along the chalk rail. Pick up the Sue puppet and ask her *What do you want?* Have Sue consider the food on the cards and finally decide on a *cookie*. Playing the part of Sue, say *I want a cookie*. Follow the same procedure for the other three puppets and any of the six food words. Then model as follows:

T: *What do you want?*

Ss: *What do you want?*

T: (as the puppet) *I want a cookie.*

Ss: *I want a cookie.*

Repeat several times using the various vocabulary words.

- Have a volunteer come to the front and choose a puppet. Ask him/her *What do you want?* Playing the part of the puppet, the volunteer responds *I want (an) (egg)*. Ask the volunteer to choose a classmate to come to the front and continue the activity.

3 Present the Wall Chart

- Place Wall Chart 2B:12 on the board. Point to the six food items and ask students to identify them in conjunction with either *a* or *an*. Then have volunteers describe what the characters are saying.
- Play the cassette for pages 28–29: **Vocabulary**. Point to the appropriate pictures as students listen and repeat each item.

Vocabulary

Narrator: *A hot dog.* (two times)
An egg. (two times)
A hamburger. (two times)
An apple. (two times)
A cookie. (two times)
A banana. (two times)

- Play the cassette for pages 28–29: **Pattern Practice**. Point to the appropriate characters on the chart as students listen and repeat.



Pattern Practice

Miss Dolly: *What do you want?*

Female classmate: *I want a hot dog.*
(two times)

Miss Dolly: *What do you want?*

Female classmate: *I want an egg.*
(two times)

Miss Dolly: *What do you want?*

Female classmate: *I want a hamburger.*
(two times)

Miss Dolly: *What do you want?*

Female classmate: *I want an apple.*
(two times)

Miss Dolly: *What do you want?*


Female classmate: *I want a cookie.*
(two times)

Miss Dolly: *What do you want?*

Female classmate: *I want a banana.*
(two times)

- Have students form two lines at the front (A and B). Call the first student from each line to the chart. The student from line A asks *What do you want?* The line B student responds *I want _____*, and points to the food item of his/her choice. Each student then returns to the end of the opposite line. Continue until every student has had a chance to both ask and answer a question.

4 Open Student Books

- Have students turn to pages 28–29 in their books. Call out the food items at random. Students point to the appropriate pictures in their books. Ask students to describe what the characters are saying.
-  Play the cassette sections for pages 28–29 again. Students point to the appropriate pictures in their books as they listen and repeat.

5 Song

- Teach the song “I’m Hungry.” (See page 6 for hints on teaching songs.)

I’m Hungry

I’m hungry

What do you want?

I’m hungry

What do you want?

I’m so hungry

What do you want?

I want my lunch!

I want a hamburger and a hot dog (clap)

I want an apple and a cookie (clap)

I want a banana and an egg (clap)

I want my lunch! (clap)

(repeat first verse)

- Divide the class into two groups. For the first and third verses, the first group sings all the statement lines and the second group sings the questions. Both groups chant the second verse together. Students rub their stomachs when singing *I’m (so) hungry*, impatiently “pound” an imaginary table with both fists when singing *I want my lunch!*, and “count off” on their fingers as they “list” all the food items. Switch groups after a while to give everyone a chance to sing all the lines in the first and third verses.

6 Games and Activities

Choose any of the following:

- Place Picture Cards 2B:72–77 in six separate areas of the classroom. Ask a volunteer to come to the front and say *I want _____*. Students rush to the appropriate area of the classroom.
- Place Picture Cards 2B:72–77 along the chalk rail. Divide the class into two teams (A and B). Ask team A *What do you want?* One of the team A members responds *I want _____*. Then ask team B *What do you want?* One of the team B members responds *I want _____ and _____*. — first repeating team A’s choice (with *a* or *an*) and adding one of his/her own. Continue, adding a selection each time, until all the items have been covered or one team is unable to continue.
- Students stand in a circle. Choose a volunteer to be *It*. Place Picture Cards 2B:72–77 on the floor in the middle of the circle. Play the song “I’m Hungry” on the cassette. *It* walks around the circle, tapping each student on the shoulder. Stop the cassette at any point during the song. *It* stops and asks the student who was tapped last *What do you want?* That student runs to the middle of the circle, chooses one of the cards, and says *I want _____*. That student becomes the next *It* and continues the activity.

7 Workbook 2B: Pages 28–29

- Have students do Exercise B (Match) and Exercise C (Trace and color).



UNIT
7

PART 1
Pages 30–31

Structures:

What are you doing? I'm blowing bubbles. Me, too!
This is fun!

Vocabulary:

blowing bubbles

Materials:

Picture Cards 2B:72–78 (hot dog, egg, hamburger, apple, cookie, banana, blowing bubbles); a soap-bubble kit; Benny and Sue puppets; Wall Chart 2B:13; tape player; cassette

1 Opening

- Greet each student with *Hello, _____*. Students respond in turn.
- Place Picture Cards 2B:72–77 along the chalk rail. Have students put their heads down on their desks. Remove one of the cards. Tell the students to look up, and ask *What do you want?* Students look up and identify the missing card by using the *I want _____* structure.

2 Introduce New Language

@ Vocabulary: blowing bubbles

- Take out the soap-bubble kit. (If you cannot buy one, you can make your own with liquid soap, water, and a wire frame for a bubble wand.) Blow bubbles, point to them, and say *bubbles*. Have students repeat several times. Point to the bubbles again and model as follows:

T: *Bubbles.*

Ss: *Bubbles.*

Once students understand what bubbles are, shift their attention to *blowing*. Hold up the bubble wand without putting it into the liquid soap. Blow through it and say *blowing*. Students repeat several times. Exaggerate the action — again without producing any bubbles — and model as follows:

T: *Blowing.*

Ss: *Blowing.*

Repeat several times. Dip the bubble wand into the soap once more, blow bubbles, and say *blowing bubbles*. Have students repeat. Blow bubbles again and model as follows:

T: *Blowing bubbles.*

Ss: *Blowing bubbles.*

Repeat several times.

- Pass Picture Card 2B:78 to the student nearest you, and say *blowing bubbles*. That student then passes it to the next student and says *blowing bubbles*. Continue until each student has had a chance to participate.

(b) Structures: What are you doing?

I'm blowing bubbles. Me, too!

- Hold the bubble wand in one hand and the Sue puppet on the other. Blow some bubbles toward Sue and have her “jump” and “hit” the bubbles. Then give Sue the bubble wand and have her “blow” some bubbles. (You can do this by blowing through the bubble wand yourself from behind the Sue puppet.) Continue a little while longer. Then hold up Picture Card 2B:78 and say *I'm blowing bubbles*. Have Sue “say” *Me, too!* Hold up the card and the Sue puppet (with the bubble wand) and model:

T: *Blowing bubbles.*

Ss: *Blowing bubbles.*

T: *I'm blowing bubbles.*

Ss: *I'm blowing bubbles.*

T: (as Sue) *Me, too!*

Ss: *Me, too!*

Repeat several times.

- Hold up the Benny and Sue puppets. Give Benny the soap and give Sue the bubble wand, and have them pretend to blow bubbles. Ask Benny *What are you doing?* Benny “responds” *I'm blowing bubbles*. Sue “responds” *Me, too!* Then model as follows:

T: *What are you doing?*

Ss: *What are you doing?*

T: (as Benny) *I'm blowing bubbles.*

Ss: *I'm blowing bubbles.*

T: (as Sue) *Me, too!*

Ss: *Me, too!*

© Structure: *This is fun!*

- Hold up the Benny puppet and the bubble wand. Blow a few more bubbles with Benny as you laugh and smile. Say *This is fun!* Model as follows:

T: *This is fun!*

Ss: *This is fun!*

- Ask for volunteers to come to the front, blow a few bubbles, and say *I'm blowing bubbles. This is fun!* Continue until everyone has had a chance to participate.

③ Present the Wall Chart

- Place Wall Chart 2B:13 on the board. Point to the appropriate characters and model the following:

T: (point to Julie) *What are you doing?*

Ss: *What are you doing?*

T: (point to the female classmate) *I'm blowing bubbles.*

Ss: *I'm blowing bubbles.*

T: (point to Sue) *Me, too! This is fun!*

Ss: *Me, too! This is fun!*

- Ask for volunteers to come to the front. Volunteers point to the appropriate characters on the chart as you repeat the dialogue.
- Play the cassette for pages 30–31: **Dialogue**. Point to the appropriate characters on the chart as students listen.

Dialogue

Julie: *What are you doing?*

Female classmate: *I'm blowing bubbles.*

Sue: *Me, too! This is fun!*

(two times)

- Play the cassette for pages 30–31: **Dialogue Practice**. Students listen and repeat each line.

Dialogue Practice

Julie: *What are you doing?* (two times)

Female classmate: *I'm blowing bubbles.* (two times)


Sue: *Me, too!* (two times)

Me, too! This is fun! (two times)

- Ask for volunteers to come to the front, point to any or all of the characters on the chart, and describe what they are saying.

- Divide the class into three groups. Assign groups the roles of Julie, the female classmate, and Sue. Groups role-play the dialogue as you point to the characters on the chart. Alternate roles.

④ Open Student Books

- Have students turn to pages 30–31 in their books. Ask for volunteers to point to the characters and describe what they are saying.
-  Play the cassette sections for pages 30–31 again. Students point to the appropriate characters in their books as they listen and repeat.
- Ask three volunteers to come to the front. Using Picture Card 2B:78 as a prop, ask the volunteers to role-play the dialogue. Alternate roles if time allows.

⑤ Games and Activities

Choose any of the following:

- Arrange chairs so there that is a chair for all but two students. Ask students to circle the chairs and chant *Blowing bubbles! Blowing bubbles!* Call out *Stop!* at any point during the chant. Students rush to sit. The seated students ask the two students left standing *What are you doing?* Point to one of the standing students, who responds *I'm blowing bubbles*. The other standing student adds *Me, too! This is fun!*
- Arrange students in a circle. Ask a volunteer to stand in the middle with his/her arm extended, pointing. Students walk in a circle and chant *What are you doing? What are you doing?* Call out *Stop!* at any point during the chant. The student being pointed to when the chant is stopped responds *I'm blowing bubbles*. The volunteer in the middle says *Me, too! This is fun!*
- Divide the class into two or three groups. Say *Go!* The first student in each group asks the second student in each group *What are you doing?* The second student responds *I'm blowing bubbles*. The second student then asks the third *What are you doing?*, and so on, in relay fashion. The last student in the group runs to you and asks *What are you doing?* The first group to finish wins.

⑥ Workbook 2B: Pages 30–31

- Have students do Exercise A (Color).

PART 2

Pages 32–33

Structures:

What are you doing? I'm _____.

Vocabulary:

blowing bubbles, playing ball, playing hide-and-
seek, playing tag

Materials:

Picture Cards 2B:78–81 (blowing bubbles, playing ball, playing hide-and-
seek, playing tag); a soap-
bubble kit; a ball; Benny, Sue, Mike, and Julie
puppets; Wall Chart 2B:14; tape player; cassette

1 Opening

- Greet each student with *Good morning, _____*. Students respond in turn.
- Give Picture Card 2B:78 to one of the students. Ask the students to pass the card around the room. Call out *Stop!* The student holding the card stands. The class asks *What are you doing?* The student holding the card responds *I'm blowing bubbles. This is fun!* Repeat several times.

2 Pattern Practice

Ⓐ **Vocabulary:** *blowing bubbles, playing ball, playing hide-and-
seek, playing tag*

- Take out the soap-bubble kit, blow a few bubbles, and say *blowing bubbles*. Hold up Picture Card 2B:78 and model as follows:

T: *Blowing bubbles.*
Ss: *Blowing bubbles.*

Follow similar procedures for *playing ball, playing hide-and-
seek, and playing tag*, using Picture Cards
2B:79–81.

Note: The cards alone may not clearly convey the meaning of the games. You may want to have volunteers come to the front of the class and help you demonstrate. If you do, use a small ball to model *playing ball*.

- Place Picture Cards 2B:78–81 in four separate areas of the classroom. Call out one of the actions. Students rush to the corresponding area of the classroom.

- Ask a volunteer to come to the front and pretend to play one of the games. The other students try to guess which game the volunteer is pantomiming. The first student to guess correctly replaces the volunteer and continues the activity.

Ⓑ **Structures:** *What are you doing?*

I'm _____.

- Hold up two of the *Tiny Talk* puppets and have them “blow” a few bubbles using the soap-bubble kit. Ask one of the puppets *What are you doing?* Play the part of the puppet and respond *I'm blowing bubbles*. Model as follows:

T: *What are you doing?*
Ss: *What are you doing?*
T: (as Puppet #1) *I'm blowing bubbles.*
Ss: *I'm blowing bubbles.*

Follow the same procedure for *playing ball, playing hide-and-
seek, and playing tag*. Each time, use the puppets to demonstrate the game you are modeling.

- Place Picture Cards 2B:78–81 along the chalk rail. Ask a volunteer to come to the front and point to one of the cards. He/She then chooses one or more classmates to come to the front and demonstrate the game. The rest of the class asks *What are you doing?* The volunteer responds *I'm _____*. Continue until each student has had a chance to participate.

3 Present the Wall Chart

- Place Wall Chart 2B:14 on the board. Ask for volunteers to come to the front and identify the games. Then have volunteers describe what the characters are saying.
- Ask students to form a line at the front. Call the first student to the chart. Ask him/her to identify as many of the games as possible.
- Play the cassette for pages 32–33: **Vocabulary**. Point to the appropriate pictures as students listen and repeat each item.

Vocabulary

Narrator: *Blowing bubbles.* (two times)
Playing ball. (two times)
*Playing hide-and-
seek.* (two times)
Playing tag. (two times)



- Play the cassette for pages 32–33: **Pattern Practice**. Point to the appropriate characters on the chart as students listen and repeat.

Pattern Practice

Julie: *What are you doing?*

Female classmate: *I'm blowing bubbles.*

(two times)

Julie: *What are you doing?*

Female classmate: *I'm playing ball.*

(two times)

Julie: *What are you doing?*

Female classmate: *I'm playing hide-and-peek.*

(two times)

Julie: *What are you doing?*

Female classmate: *I'm playing tag.*

(two times)

- Divide the class into two groups. Pointing to the appropriate characters and games on the chart, and prompt groups to alternate asking *What are you doing?* and answering *I'm _____*.

4 Open Student Books

- Have students turn to pages 32–33 in their books. Ask the class to identify the games and describe what the characters are saying.
- Ask a volunteer to stand and ask the classmate of his/her choice *What are you doing?* The classmate stands, points to the picture of his/her choice, and responds *I'm _____*. Continue in chain-drill fashion. (See page 7 for comments on conducting chain drills.)
- Play the cassette sections for pages 32–33 again. Students point to the appropriate pictures in their books as they listen and repeat.

5 Song

- Teach the song "What Are You Doing?" (See page 6 for hints on teaching songs.)

What Are You Doing?

What are you doing?

I'm blowing bubbles

What are you doing?

I'm playing tag

(two times)

What are you doing?

I'm blowing bubbles

What are you doing?

I'm playing ball

What are you doing?

I'm playing hide-and-peek

What are you doing?

I'm playing ball

- Divide the class into two groups. The first group sings all the question lines while shrugging their shoulders and looking puzzled. The second group sings the answers as they mime the appropriate actions. Switch groups after a while to give everyone a chance to sing both questions and answers.

6 Games and Activities

Choose any of the following:

- Divide the class into two teams. Place Wall Chart 2B: 14 on the board. Ask one student from each team to stand. Show the two students any one of the Picture Cards 2B:78–81 and ask *What are you doing?* The first student to point to the appropriate picture on the chart and say *I'm (playing) (tag)*, wins a point for his/her team.
- Arrange students in a circle. Place Picture Cards 2B:78–81 on the floor in the middle of the circle. Play the song "What Are You Doing?" on the cassette. Students walk around in a circle. Stop the cassette at any point during the song. Students rush to pick up the cards. The four students holding the cards stand in the middle. The class asks each of them *What are you doing?* Each of the four students responds in turn *I'm (playing) (ball)*.
- Ask the students to stand. Call out one of the games. Students pretend to play the game. At any point during the game, ask *What are you doing?* Students respond *I'm (playing) (hide-and-peek)*. Continue until you have covered all four games.
- Ask students to put their heads down on their desks. Give one of the students any one of the Picture Cards 2B:78–81. The student stands, holds up the card, and asks *What are you doing?* The rest of the class looks up and responds *I'm (blowing) (bubbles)*.

7 Workbook 2B: Pages 32–33

- Have students do Exercise B (Match) and Exercise C (Which is different? Write an X).

UNIT 8

PART 1 Pages 34–35

مجمع زبان ایرانیان

Structures:

Let's take a walk. What's he doing? He's flying a kite. Be careful!

Vocabulary:

flying a kite

Materials:

Picture Cards 2B:78–82 (blowing bubbles, playing ball, playing hide-and-seek, playing tag, flying a kite); Wall Chart 2B:15; tape player; cassette

1 Opening

- Greet each student with *Hello. I'm _____*. Students respond in turn.
- Place Picture Cards 2B:78–81 facedown on a desk at the front of the classroom. Ask a volunteer to come to the front and choose a card. The rest of the class asks the volunteer *What are you doing?* He/She responds *I'm _____*.

2 Introduce New Language

Ⓐ Structure: *Let's take a walk.*

- Take a student by the hand and say *Let's take a walk.* Then stroll around the classroom with him/her for a short time. Repeat several times, choosing a new student each time. Then model as follows:

T: *A walk.*

Ss: *A walk.*

T: *Let's take a walk.*

Ss: *Let's take a walk.*

- Choose four or five students to come to the front. Have them say *Let's take a walk.*, and stroll briefly around the room together. Continue until each student has had a chance to participate.

Ⓑ Structures: *What's he doing?* *He's flying a kite.*

- Draw a picture of a kite on the board. Pick up Picture Card 2B:82, then point to the picture on the board and model as follows:

T: *A kite.*

Ss: *A kite.*

T: (hold up Picture Card 2B:82) *Flying a kite.*

Ss: *Flying a kite.*

- Pass Picture Card 2B:82 to the student sitting closest to you and say *flying a kite*. That student then passes it to the next student and says *flying a kite*. Continue until each student has had a chance to participate.

- Hold up Picture Card 2B:82. Point to Benny on the card, and model as follows:

T: *He's flying a kite.*

Ss: *He's flying a kite.*

- Place Picture Card 2B:82 on the board. Ask for volunteers to come to the front, point to the card, and say *He's flying a kite*.

- Hold up Picture Card 2B:82, look at it with a puzzled expression, and say *What's he doing?* Repeat the question a couple of times. Then smile and say *He's flying a kite*. Again, look at the card with a puzzled expression, and model as follows:

T: *What's he doing?*

Ss: *What's he doing?*

Now point to the card and smile. Continue:

T: *He's flying a kite.*

Ss: *He's flying a kite.*

- Ask for a volunteer to come to the front, hold up Picture Card 2B:82, and ask a classmate *What's he doing?* The classmate answers the question, then replaces the volunteer and continues the activity with a third student.

Ⓒ Structure: *Be careful!*

- Ask one of the students to stand on one leg. Look concerned, hold out your arms (as if to keep the student from falling) and say *Be careful!* Then ask another student to balance a book on his/her head. Standing near the student with your arms ready to catch the book in case it falls, say *Be careful!* Then model as follows:

T: *Be careful!*

Ss: *Be careful!*

Repeat several times.

3 Present the Wall Chart

- Place Wall Chart 2B:15 on the board. Ask students to produce any pertinent language (objects, characters, colors, weather, etc.).
- Point to the appropriate characters on the chart and model the dialogue:

T: (point to Julie) *Let's take a walk.*

Ss: *Let's take a walk.*

T: (point to the female doll) *What's he doing?*

Ss: *What's he doing?*

T: (point to Sue) *He's flying a kite.*

Ss: *He's flying a kite.*

T: (point to the female dinosaur) *Be careful!*

Ss: *Be careful!*

Repeat several times.

- Have two volunteers come to the front. Call out any part of the dialogue. The first volunteer to point to the appropriate character on the chart stays at the front, and continues the activity with the next volunteer.
- Play the cassette for pages 34–35: **Dialogue**. Point to the appropriate characters on the chart as students listen.

Dialogue

Julie: *Let's take a walk.*

Female doll: *What's he doing?*

Sue: *He's flying a kite.*

Female dinosaur: *Be careful!*

(two times)

- Play the cassette for pages 34–35: **Dialogue Practice**. Students listen and repeat each line.

Dialogue Practice

Julie: *Let's take a walk.* (two times)


Female doll: *What's he doing?* (two times)

Sue: *He's flying a kite.* (two times)

Female dinosaur: *Be careful!* (two times)

- Ask volunteers to come to the front, point to any or all of the characters on the chart, and describe what they are saying.
- Divide the class into four groups. Assign groups the roles of Julie, Sue, and the two female classmates. Students role-play the dialogue as you point to the appropriate characters on the chart. Alternate roles.

4 Open Student Books

- Have students turn to pages 34–35 in their books. Ask for volunteers to point to one of the characters and describe what she is saying.
-  Play the cassette sections for pages 34–35 again. Students point to the appropriate characters in their books as they listen and repeat.
- Place Picture Card 2B:82 on the board. Call four volunteers to the front. Assign the roles of Julie, Sue, and the two female classmates. The volunteers role-play the dialogue, and point to the card for added reinforcement when appropriate. Alternate roles if time allows.

5 Games and Activities

Choose any of the following:

- Arrange chairs in a circle. Place Picture Card 2B:82 on one of the chairs. Ask students to walk in a circle around the chairs and chant *Let's take a walk. Let's take a walk.* Call out *Stop! Sit down!* at any point during the chant. One student finds the card on his seat. The other students ask him/her *What's he doing?* The student with the card responds *He's flying a kite.*
- Place Wall Chart 2B:15 on the board. Divide the class into two teams. Ask one student from each team to stand. Point to one of the characters. The first student to correctly describe what the character is saying wins a point for his/her team.
- Ask students to pass Picture Card 2B:82 around the room while chanting *Be careful! Be careful!* Call out *Stop! Be quiet!* at any point during the chant. The student holding the card stands and asks *What's he doing?* The class responds *He's flying a kite.*
- Ask a female volunteer to leave the room. Give Picture Card 2B:82 to one of the male students and ask him to conceal it. The volunteer returns to the classroom and tries to guess which boy is holding the card by pointing to each boy and asking *What's he doing?* If she chooses the wrong boy, the other students respond *I don't know.* If she chooses the boy holding the card, the other students respond *He's flying a kite.* Give each volunteer a limit of between three and five guesses. Continue until each girl has had a chance to participate.

6 Workbook 2B: Pages 34–35

- Have students do Exercise A (Color).

PART 2

Pages 36–37

Structures:

What's ____ doing? ____'s ____ a ____.

Vocabulary:

flying a kite, riding a bike, singing a song, taking a walk

Materials:

Picture Cards 2B:82–85 (flying a kite, riding a bike, singing a song, taking a walk); Wall Chart 2B:16; tape player; cassette

1 Opening

- Greet each student by shaking hands and saying *Hi, _____*. *Nice to meet you*. Students respond in turn.
- Place Picture Card 2B:82 on the board. Draw a path on the board that leads from Benny's path on the card. Draw a large rock in the path. (You may add an arrow leading from the card to the rock, for emphasis.) Quickly take the hands of two students. The students, in turn, take the hands of two other students until everyone is holding hands. Then say *Let's take a walk*. Students repeat. Briefly, walk around the classroom together. Point to the card on the board and ask *What's he doing?* Students respond *He's flying a kite*. Then everyone shouts *Be careful!* to Benny on the card. Ask students to sit down. Repeat the entire activity once more.

2 Pattern Practice

ⓐ **Vocabulary:** *flying a kite, riding a bike, singing a song, taking a walk*

- Hold up Picture Card 2B:82 and model as follows:

T: (point to the kite) *A kite.*

Ss: *A kite.*

T: (point to Benny) *Flying a kite.*

Ss: *Flying a kite.*

Repeat several times. Follow the same procedure for *riding a bike, singing a song, and taking a walk*, using Picture Cards 2B:83–85.

- Place Picture Cards 2B:82–85 on the chalk rail. Write the numbers 1–4 on the board above them. Call out one of the actions. The class responds as a group with the corresponding number. Repeat several times. Then drill students individually using the same procedure.

- Leave Picture Cards 2B:82–85 along the chalk rail with the numbers 1–4 on the board above them. Call out one of the numbers. The class responds by calling out the corresponding action. Drill each number several times with the class. Then drill students individually using the same procedure.

ⓑ **Structures:** *What's ____ doing?*

____'s _____ a _____.

- Quickly go over the actions in conjunction with *he* or *she*. Look at Picture Card 2B:82 with a puzzled expression, and ask *What's he doing?* Then smile, nod your head, and say *He's flying a kite*. Encourage students to say it with you. Follow the same procedure for Picture Cards 2B:83–85.

- Hold up Picture Card 2B:82 again, look at it with a puzzled expression, and model as follows:

T: *What's he doing?*

Ss: *What's he doing?*

Point to the card and smile. Continue:

T: *He's flying a kite.*

Ss: *He's flying a kite.*

Follow the same procedure for *riding a bike, singing a song, and taking a walk*, using Picture Cards 2B:83–85.

- Place Picture Cards 2B:82–85 along the chalk rail. Ask students to form a line at the front. Call the first student to the board. Hold up any one of the cards and ask *What's he/she doing?* The student responds *He's/She's (taking) a (walk)*. That student then chooses a card and asks the second student in line *What's he/she doing?* The second student responds accordingly. Continue until all the students have participated.

3 Present the Wall Chart

- Place Wall Chart 2B:16 on the board. Point at random to the actions on the chart and ask students to identify them. Then point to the characters in the Pattern Practice panel, and ask students to describe what they are saying.
- Ask for volunteers to come to the front, point to any or all of the pictures, and identify the actions.

- Play the cassette for pages 36–37: **Vocabulary**. Point to the appropriate pictures as students listen and repeat each item.

Vocabulary

Narrator: *Flying a kite.* (two times)
Riding a bike. (two times)
Singing a song. (two times)
Taking a walk. (two times)

- Play the cassette for pages 36–37: **Pattern Practice**. Point to the appropriate characters on the chart as students listen and repeat.

Pattern Practice

Female doll: *What's he doing?*

Sue: *He's flying a kite.*
 (two times)

Female doll: *What's he doing?*

Sue: *He's riding a bike.*
 (two times)

Female doll: *What's she doing?*


Sue: *She's singing a song.*
 (two times)

Female doll: *What's she doing?*

Sue: *She's taking a walk.*
 (two times)

- Divide the class into two groups. Groups alternate asking *What's he/she doing?* and answering *He's/She's _____ a _____*. Prompt the groups by pointing at random to the vocabulary spots on the chart.

4 Open Student Books

- Have students turn to pages 36–37 in their books. Ask for volunteers to identify the actions and describe what the characters are saying.
-  Play the cassette sections for pages 36–37 again. Students point to the appropriate pictures in their books as they listen and repeat.

5 Song

- Teach the song “Look At Benny — What's He Doing?” (See page 6 for hints on teaching songs.)

Look At Benny — What's He Doing?

Look at Benny
What's he doing?
He's flying a kite

Look at Benny
What's he doing?
He's flying a kite

Flying a kite
Flying a kite
Benny's flying a kite

Flying a kite
Flying a kite
Benny's flying a kite

(Subsequent verses on the cassette substitute *Mike/riding a bike* in place of *Benny/flying a kite*.)

- Place Picture Card 2B:82 on the chalk rail. Divide the class into two groups. Students in the first group sing the first two lines in the first two verses as they point to the card, shrug their shoulders, and look puzzled. Students in the second group sing the third line in the first two verses. Both groups chant the last two verses together. Have students act out the motions of flying a kite when appropriate. Switch groups after a while to give everyone a chance to sing both parts of the first two verses. (Use Picture Card 2B:83 for the verses featuring *Mike/riding a bike*.)

6 Games and Activities

Choose any of the following:

- Arrange students in a circle. Place Picture Cards 2B:82–85 on the floor in the middle of the circle. Have students circle around the cards while you play the song “Look At Benny — What's He Doing?” on the cassette. Stop the cassette at any point during the song. Students rush to pick up the cards. The four students holding the cards stand in the middle. Each one in turn asks the class *What's (she) doing?* The class responds *(She's) (singing) a (song)*.
- Keep students in a circle and pass out Picture Cards 2B:82–85 to four of them. Play the song “Look At Benny — What's He Doing?” on the cassette. Students pass the cards around the circle. Stop the cassette at any point during the song. The four students holding the cards stand up. The class asks each of the four students *What's _____ doing?* The student responds *____'s _____ a _____*.

7 Workbook 2B: Pages 36–37

- Have students do Exercise B (Find and circle) and Exercise C (Match).

UNIT 9

PART 1 Pages 38–39

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Structures:

He's crying! What's wrong? My leg hurts. Poor Benny.

Materials:

Picture Cards 2B:82–86 (flying a kite, riding a bike, singing a song, taking a walk, leg); Wall Charts 2B:15 and 17; tape player; cassette; a ball

1 Opening

- Greet each student with *Hi. How are you?* Students respond in turn.
- Place Picture Cards 2B:82–85 along the chalk rail. Call eight students to the front of the class, and divide them into two groups of four. Ask the first group to choose one card each. Have the second group stand directly opposite them. In turn, each student in the first group holds up his/her card and asks the second group *What's he/she doing?* The second group answers accordingly. Have the first group take their cards back to the chalk rail and return to their seats. Each student in the second group chooses one card. Call four new students to the front. Continue the activity until each student has had a chance to both ask *What's he/she doing?* and answer.

2 Introduce New Language

Ⓐ Structure: *He's crying!*

- Rub your eyes and look very sad. Pretend briefly to cry. Then say *crying*. Ask the students to join in "crying" with you. Again say *crying*, and encourage students to repeat. Call a boy to the front, and have him pretend to cry. Point to him and say *He's crying!* Keep the boy with you at the front, point to him again, and model as follows:

T: *Crying.*

Ss: *Crying.*

T: *He's crying!*

Ss: *He's crying!*

- Ask for volunteers to come to the front and pretend to cry. The class points to each volunteer and says *He's/She's crying!*

Ⓑ Structure: *Poor Benny.*

- Have one of the boys come to the front and pretend to cry. Point to him and say *He's crying!* Then pat him on the back and, with a sympathetic look on your face, say *Poor (Barry)*. Repeat several times with different volunteers, and encourage students to join in. Again, pat a "crying" volunteer on the back and model as follows:

T: *Poor (Steve).*

Ss: *Poor (Steve).*

- Ask a pair of volunteers to come to the front. Have one of the volunteers "cry." The other sympathetically pats him/her on the shoulder and says *Poor (Maria)*. Reverse roles.

Ⓒ Structures: *What's wrong? My leg hurts.*

- Point to your leg, hold up Picture Card 2B:86, and model as follows:

T: *Leg.*

Ss: (point to their legs) *Leg.*

T: *My leg.*

Ss: *My leg.*

Ask for volunteers to stand. Have each volunteer point to one of his/her legs and say *My leg*.

- Pretend to bump your leg against a desk. Hold your leg, grimace in pain, and say *hurts*. Repeat several times. Then say *My leg hurts*. Continue to hold your leg and grimace in pain, and model as follows:

T: *My leg hurts.*

Ss: (hold their legs in pain) *My leg hurts.*

- Divide the class into two groups. Tell one group to stand, hold their legs in pain, and pretend to cry. Ask the other group to stand, walk over to the "injured" students, and ask *What's wrong?* The first group responds *My leg hurts*. Walk around the room and check pronunciation. Alternate roles.

3 Present the Wall Chart

- Place Wall Chart 2B: 17 on the board. Point to the characters on the chart and model as follows:

T: (point to the female classmate) *He's crying!*

Ss: *He's crying!*

T: (point to Miss Dolly) *What's wrong?*

Ss: *What's wrong?*

T: (point to Benny) *My leg hurts.*

Ss: *My leg hurts.*

T: (point to Julie) *Poor Benny.*

Ss: *Poor Benny.*

Repeat several times.

- Ask students to form a line at the front. Call the first student to the chart. Ask the student to point to any one character and describe what he/she is saying.
- Play the cassette for pages 38–39: **Dialogue**. Point to the appropriate characters on the chart as students listen.

Dialogue

Female dinosaur: *He's crying!*

Miss Dolly: *What's wrong?*

Benny: *My leg hurts.*

Julie: *Poor Benny.*

(two times)

- Play the cassette for pages 38–39: **Dialogue Practice**. Students listen and repeat each line.

Dialogue Practice

Female dinosaur: *He's crying!* (two times)


Miss Dolly: *What's wrong?* (two times)

Benny: *My leg hurts.* (two times)

Julie: *Poor Benny.* (two times)

- Divide the class into four groups. Assign groups the roles of the female dinosaur, Miss Dolly, Benny, and Julie. Groups role-play the dialogue as you point to the appropriate characters on the chart. Alternate roles.
- Place Wall Charts 2B: 15 and 17 on the board. Point to the characters and review the dialogue on Wall Chart 2B: 15. Then do the same with Wall Chart 2B: 17. Students must comprehend the sequence of Benny flying a kite, then falling over a rock and hurting his leg.

4 Open Student Books

- Have students turn to pages 38–39 in their books. Ask the class to produce any pertinent language (characters, objects, colors, weather, etc.). Then have volunteers describe what the characters are saying.
-  Play the cassette sections for pages 38–39 again. Students point to the appropriate characters in their books as they listen and repeat.
- Ask a student to stand. Point to one of the characters in the book. The student responds by telling you the appropriate line from the dialogue. That student then calls a second student and points to one of the characters in his/her book. The second student responds with the appropriate line from the dialogue. Continue.
- Have four volunteers come to the front. Assign them the roles of the female dinosaur, Miss Dolly, Benny, and Julie. The volunteers role-play the dialogue. Alternate roles.

5 Games and Activities

Choose any of the following:

- Arrange the students in a circle. Choose one student to stand in the middle, with one arm extended and pointing, and pretend to cry. Ask the class to walk around in a circle, chanting *He's/She's crying!* Call out *Stop! Be quiet!* at any point during the chant. The student being pointed to when the chant stops faces the student in the middle and asks *What's wrong?* The student in the middle holds his/her leg and responds *My leg hurts.* The class responds *Poor (Maria)*. Choose another volunteer.
- Place Wall Chart 2B: 17 on the board. Divide the class into two teams. Ask one student from each team to stand. Point to any one of the characters on the chart. The first student to correctly tell you the appropriate line from the dialogue wins a point for his/her team.
- Toss a ball to one of the students and say *What's wrong?* The student responds *My leg hurts.* The rest of the class responds *Poor (Bill)*. Continue until each student has had a chance to participate.

6 Workbook 2B: Pages 38–39

- Have students do Exercise A (Color).

PART 2

Pages 40–41

Structures:

What's wrong? My ____ hurts. Poor _____.

Vocabulary:

leg, tummy, head, foot, hand

Materials:

Wall Charts 2B:17–18; Picture Cards 2B:86–90 (leg, tummy, head, foot, hand); tape player; cassette

1 Opening

- Greet each student with *Hello. My name's _____*. Students respond in turn.
- Place Wall Chart 2B:17 on the board. Divide the class into four groups. Call the groups up to the front of the classroom. Assign groups the roles of the female dinosaur, Miss Dolly, Benny, and Julie. Have groups stand in positions similar to the characters' positions on the chart. Instruct the "Benny" group to pretend to cry and hold their legs in pain. Each member of the "Julie" group should console a member of the "Benny" group by patting him/her on the shoulder. Alternate roles.

2 Pattern Practice

a Vocabulary: *leg, tummy, head, foot, hand*

- Hold up Picture Card 2B:86, point to one of your legs, and model as follows:

T: *Leg.*

Ss: (point to one of their legs) *Leg.*

T: *My leg.*

Ss: *My leg.*

Ask for volunteers to stand. Have each point to one of his/her legs and say *My leg*. Do the same for *tummy, head, foot, and hand*, using Picture Cards 2B:87–90. Make sure volunteers point to the correct body part each time.

b Structures: *What's wrong? My _____ hurts. Poor _____.*

- Hold your leg, grimace in pain, and hobble around the front of the classroom. Then model as follows:

T: *My leg hurts.*

Ss: (hold their legs in pain) *My leg hurts.*

Do the same for *tummy, head, foot, and hand*.

- Ask a volunteer to come to the front. Look concerned, and ask him/her *What's wrong?* The volunteer responds *My (tummy) hurts*. Pat the volunteer on the shoulder and say *Poor (Thomas)*. Then model as follows:

T: (to the volunteer) *What's wrong?*

Ss: *What's wrong?*

S: *My (tummy) hurts.*

Ss: *My (tummy) hurts.*

T: (pat the volunteer sympathetically) *Poor (Thomas)*.

Ss: *Poor (Thomas)*.

Repeat three or four times, with different volunteers and different body parts.

3 Present the Wall Chart

- Place Wall Chart 2B:18 on the board. Ask students to form a line at the front. Call the first student to the chart. Point to any one of the pictures on the chart. The student responds by telling you the appropriate word.
- Play the cassette for pages 40–41: **Vocabulary**. Point to the appropriate pictures as students listen and repeat each item.

Vocabulary

Narrator: *Leg.* (two times)

Tummy. (two times)

Head. (two times)

Foot. (two times)

Hand. (two times)

- Play the cassette for pages 40–41: **Pattern Practice**. Point to the appropriate characters on the chart as students listen and repeat.

Pattern Practice

Miss Dolly: *What's wrong?*

Benny: *My leg hurts.*

Julie: *Poor Benny.*

(two times)

Miss Dolly: *What's wrong?*

Benny: *My tummy hurts.*

Julie: *Poor Benny.*

(two times)

[tapescript continues on following page]

[tapescript continued from previous page]

Miss Dolly: *What's wrong?*

Benny: *My head hurts.*

Julie: *Poor Benny.*

(two times)

Miss Dolly: *What's wrong?*

Benny: *My foot hurts.*

Julie: *Poor Benny.*

(two times)

Miss Dolly: *What's wrong?*


Benny: *My hand hurts.*

Julie: *Poor Benny.*

(two times)

- Divide the students into three groups. The first group asks *What's wrong?* The second group answers *My _____ hurts.* The third group sympathetically says *Poor Benny.* Prompt groups by pointing to the pictures on the chart. Alternate roles.

4 Open Student Books

- Have students turn to pages 40–41 in their books. Ask for volunteers to identify the vocabulary words and describe what the characters are saying.
-  Play the cassette sections for pages 40–41 again. Students point to the appropriate pictures in their books as they listen and repeat.

5 Song

- Teach the song “Don’t Cry, Benny.” (See page 6 for hints on teaching songs.)

Don’t Cry, Benny

Benny’s crying

Poor Benny

Benny’s crying

Poor Benny

Benny’s crying

Don’t cry, Benny

Benny, what’s wrong?

My leg hurts

Poor Benny

My tummy hurts

Poor Benny

My head hurts

Poor, poor Benny

Benny, don’t cry!

My foot hurts

Poor Benny

My hand hurts

Poor Benny

My head hurts

Poor, poor Benny

Benny, don’t cry!

- Divide the class into two groups. The first group sings the first, third, fifth, and seventh lines in the first verse; the second group sings the second, fourth, and sixth lines. The first group then sings the *My _____ hurts.* lines in the second and third verses while holding the appropriate body parts. The second group sings the *Poor Benny* and *Don’t cry* lines. Switch groups after a while to give everyone a chance to sing all the lines in the song.

6 Games and Activities

Choose any of the following:

- Play several rounds of *Benny says*, using the vocabulary items from this unit with the structure *My _____ hurts.* When you say *Benny says*, “*My _____ hurts.*”, students hold the appropriate body part and grimace in pain. (See page 7 for comments on playing *Benny says*.)
- Place Wall Chart 2B: 18 on the board. Have Picture Cards 2B:86–90 handy. Divide the class into two teams. Ask one student from each team to stand. Show the students any one of the cards and ask *What’s wrong?* The two students race to the chart, point to the appropriate picture, and say *My _____ hurts.* The first one to do so correctly wins a point for his/her team.
- Ask students to stand in a circle. Place Picture Cards 2B:86–90 on the floor in the middle of the circle. Play the song “Don’t Cry, Benny” on the cassette. Students circle the chairs as they sing along. Stop the cassette at any point during the song. Students race to pick up the cards. The students who get the cards stand in the middle. The rest of the class asks each card-holding student *What’s wrong?* The card holder replies *My _____ hurts.* The rest of the class responds *Poor (Maria).*

7 Workbook 2B: Pages 40–41

- Have students do Exercise B (Match) and Exercise C (Which are the same? Circle).



UNIT
10

PART 1

Pages 42–43

Structures:

What are they doing? They're sleeping. They're tired.

Materials:

Picture Cards 2B:86–92 (leg, tummy, head, foot, hand, sleeping, tired); Wall Chart 2B:19; tape player; cassette; a ball

① Opening

- Greet each student with *Good morning, _____*. Students respond in turn.
- Quickly review the vocabulary words from the Part 2 section of Unit 9, using Picture Cards 2B:86–90. Pantomime having a headache. Ask students to stand and imitate your actions. Then ask the class *What's wrong?* The class responds *My head hurts*. Call a volunteer to the front of the room. Ask him/her to hold a body part (leg, tummy, head, foot, or hand) and grimace in pain. The rest of the class joins in the pantomime. The volunteer asks *What's wrong?* The class responds *My _____ hurts*. Continue the activity with several new volunteers until you have practiced all the words.

② Introduce New Language

Ⓐ Structures: *They're sleeping. They're tired.*

- Sit behind a desk at the front. Put your head down on the desk and pretend to be asleep. Then, without raising your head or opening your eyes, say *sleeping*. Repeat several times. Then ask a boy to pretend to sleep. Point to him and say *He's sleeping*. Ask a girl to pretend to sleep. Point to her and say *She's sleeping*. Then have both the boy and the girl pretend to sleep. Point to them and say *They're sleeping*. Repeat several times. Then hold up Picture Card 2B:91 and model as follows:

T: *Sleeping.*
Ss: *Sleeping.*
T: *They're sleeping.*
Ss: *They're sleeping.*

- Place Picture Card 2B:91 on the board. Ask for volunteers to come to the front, point to the card, and say *They're sleeping*.
- Keep your eyes half-open. Yawn and stretch your arms above your head, and say *tired*. Ask a boy to stand and imitate your actions. Point to him and say *He's tired*. Ask a girl to stand and do the same. Point to her and say *She's tired*. Then ask both students to repeat the actions. Point to them together and say *They're tired*. Repeat several times. Then hold up Picture Card 2B:92 and model as follows:

T: *Tired.*
Ss: *Tired.*
T: *They're tired.*
Ss: *They're tired.*

- Place Picture Card 2B:92 on the board. Ask volunteers to come to the front, point to the card, and say *They're tired*.

Ⓑ Structure: *What are they doing?*

- Ask several students (a mix of girls and boys) to hold hands and stroll around the classroom. Look puzzled, point to them, and ask *What are they doing?* Then smile and say *They're taking a walk*. Ask several students to come to the front and sing a song. Then point to them and say *What are they doing?* Smile and say *They're singing a song*. Finally, hold up Picture Card 2B:91, point to the card, and ask *What are they doing?* Encourage students to respond *They're sleeping*. Continue holding up the card and model as follows:

T: *What are they doing?*
Ss: *What are they doing?*
T: *They're sleeping.*
Ss: *They're sleeping.*

Repeat several times.

- Pass Picture Card 2B:91 to the student sitting closest to you. Ask *What are they doing?* The student responds *They're sleeping*. He/She then passes the card to a classmate and asks *What are they doing?* The classmate responds *They're sleeping*. Continue until each student has had a chance to both give the answer and ask the question.

③ Present the Wall Chart

- Place Wall Chart 2B:19 on the board. Encourage students to produce any pertinent language (colors, characters, objects, etc.). Then ask for volunteers to describe what the characters are saying.

- Point to the appropriate characters on the chart and model the structures:

T: (point to the bus driver) *What are they doing?*

Ss: *What are they doing?*

T: (point to Miss Dolly) *They're sleeping.*

Ss: *They're sleeping.*

T: (point to Miss Dolly) *They're tired.*

Ss: *They're tired.*

- Ask students to form a line at the front. Call the first student to the chart. Point to one of the characters. The student describes what the character is saying.
- Play the cassette for pages 42–43: **Dialogue**. Point to the appropriate characters on the chart as students listen.

Dialogue

Bus driver: *What are they doing?*

Miss Dolly: *They're sleeping. They're tired.*

(two times)

- Play the cassette for pages 42–43: **Dialogue Practice**. Students listen and repeat each line.

Dialogue Practice

Bus driver: *What are they doing?* (two times)


Miss Dolly: *They're sleeping.* (two times)

They're tired. (two times)

They're sleeping. They're tired. (two times)

- Divide the class into two groups. Assign groups the roles of the bus driver and Miss Dolly. Groups role-play the dialogue while you point to the characters on the chart. Alternate roles.

4 Open Student Books

- Have students turn to pages 42–43 in their books. Ask the class to describe what the characters are saying.
-  Play the cassette sections for pages 42–43 again. Students point to the appropriate characters in their books as they listen and repeat.
- Ask one of the students to stand. Point to one of the characters in your book. The student describes what the character is saying. Ask the student to choose a classmate and continue the activity.
- Ask a student to stand. Point to any one of the characters in the Part 1 sections of Units 5–10. The student describes what the character is saying. Have the student choose a classmate and continue the activity.

5 Games and Activities

Choose any of the following:

- Place Picture Card 2B:91 on the board. Toss a ball to one of the students and ask *What are they doing?* The student responds *They're sleeping. They're tired.* That student then tosses the ball to another student and continues the activity. Continue until each student has participated.
- Arrange students in a circle. Ask a volunteer to stand in the middle, hold Picture Card 2B:91 in one hand, and have the other arm extended and pointing. Have the other students walk around in a circle and chant *They're tired. They're tired.* Call out *Stop! Be quiet!* at any point during the chant. The student in the middle holds up the card and asks the student he/she is pointing to *What are they doing?* The student being pointed to responds *They're sleeping.* The two students exchange places and the activity continues.
- Give Picture Card 2B:91 to one student and Picture Card 2B:92 to another. Ask the students to pass the cards around the room and chant *What are they doing?* Call out *Stop! Be quiet!* at any point during the chant. The two students holding the cards stand. The class asks them *What are they doing?* The student holding Picture Card 2B:91 responds *They're sleeping.* The student holding Picture Card 2B:92 adds *They're tired.*
- Draw a Tic-Tac-Toe grid (nine squares, with three rows across and three rows down) on the board. Write the numbers 2–10 in the squares, one number per square. The numbers correspond to the units in the book. Divide the class into two teams, "X" and "O." Teams take turns; each student chooses a number. Point to one of the characters in the corresponding unit and ask the student to describe what he/she is saying. If the student responds correctly, say *Yes.*, erase the number, and draw an "X" or an "O" in the square. If the student is wrong, say *No.* The first team with three squares in a row — diagonally, horizontally, or vertically — wins the game.

6 Workbook 2B: Pages 42–43

- Have students do Exercise A (Color).

PART 2

Pages 44–45

Structures:

What are they doing? They're _____. They're _____.

Vocabulary:

sleeping, tired, crying, sad, eating, hungry, drinking, thirsty

Materials:

Picture Cards 2B:91–98 (sleeping, tired, crying, sad, eating, hungry, drinking, thirsty); Wall Chart 2B:20; tape player; cassette

1 Opening

- Greet each student with *Hi. How are you?* Students respond in turn.

2 Pattern Practice

Ⓐ **Vocabulary:** *sleeping, tired, crying, sad, eating, hungry, drinking, thirsty*

- Pretend to sleep briefly. Then hold up Picture Card 2B:91 and model as follows:

T: *Sleeping.*
Ss: *Sleeping.*

Then open your eyes halfway and yawn. Hold up Picture Card 2B:92 and model as follows:

T: *Tired.*
Ss: *Tired.*

Repeat several times. Follow the same procedure for *crying, sad, eating, hungry, drinking, and thirsty*, using Picture Cards 2B:93–98.

Ⓑ **Structures:** *What are they doing?*
They're _____. They're _____.

- Hold up Picture Cards 2B:91 and 92, and ask *What are they doing?* Then look at the cards and say *They're sleeping. They're tired.* Continue for all four pairs of verbs and adjectives, and encourage students to join you. Then hold up Picture Card 2B:91 over card 2B:92, and model as follows:

T: *What are they doing?*
Ss: *What are they doing?*
T: *They're sleeping.*
Ss: *They're sleeping.*

Now hold Picture Card 2B:92 over card 2B:91, and continue:

T: *They're tired.*
Ss: *They're tired.*

Follow this procedure for *crying/sad, eating/hungry, and drinking/thirsty*, using Picture Cards 2B:93–98.

- Ask a volunteer to come to the front and choose two Picture Cards (a verb and the corresponding adjective). The volunteer asks the class *What are they doing?* The class responds *They're (eating). They're (hungry).* Continue until each student has had a chance to participate.

3 Present the Wall Chart

- Place Wall Chart 2B:20 on the board. Point to the pictures on the chart and ask students to identify the words. Then point to the characters and ask students to describe what they are saying.
- Play the cassette for pages 44–45: **Vocabulary.** Point to the appropriate pictures as students listen and repeat each item.

Vocabulary

Narrator: *Sleeping.* (two times)
Tired. (two times)
Crying. (two times)
Sad. (two times)
Eating. (two times)
Hungry. (two times)
Drinking. (two times)
Thirsty. (two times)


- Play the cassette for pages 44–45: **Pattern Practice.** Point to the appropriate characters on the chart as students listen and repeat.

Pattern Practice

Bus driver: *What are they doing?*
Miss Dolly: *They're sleeping. They're tired.*
(two times)
Bus driver: *What are they doing?*
Miss Dolly: *They're crying. They're sad.*
(two times)
Bus driver: *What are they doing?*
Miss Dolly: *They're eating. They're hungry.*
(two times)
Bus driver: *What are they doing?*
Miss Dolly: *They're drinking. They're thirsty.*
(two times)

- Ask students to form a line at the front. Call the first student to the chart, and have him/her identify as many of the vocabulary words as possible.
- Divide the class into two groups. Assign groups the roles of the bus driver and Miss Dolly. Groups alternate asking *What are they doing?* and answering *They're (crying). They're (sad).* Prompt the answers by pointing to the pictures on the chart.

4 Open Student Books

- Have students turn to pages 44–45 in their books. Ask the class to identify the vocabulary and describe what the characters are saying.
- Point to one of the pictures in your book and ask a student *What are they doing?* The student responds *They're (crying). They're (sad).* That student then chooses a classmate, points to a picture in his/her book, and asks *What are they doing?* The classmate responds in turn. Continue until all students have participated.
-  Play the cassette sections for pages 44–45 again. Students point to the appropriate pictures in their books as they listen and repeat.

5 Song

- Teach “The Sleeping Song.” (See page 6 for hints on teaching songs.)

The Sleeping Song

What are they doing?
They're sleeping
They're very, very tired

What are they doing?
They're sleeping
They're very, very tired

The boys are sleeping
They're sleeping
They're very, very tired

The girls are sleeping
They're sleeping
They're very, very tired

(yawn)

- Arrange chairs like the seats on a bus; one front seat for the driver, and several rows of seats divided by an “aisle.” Choose one student to sit in the front seat and be the “bus driver.” The other students sit in the seats behind the driver, Group A on the left side of the “aisle” and Group B on the right. The “bus driver” sings *What are they doing?* Group B pretends to sleep as Group A sings the answers. Alternate roles (Group A “sleeps” and Group B sings), choose a new “bus driver,” and perform the song again.

6 Games and Activities

Choose any of the following:

- Call a volunteer to the front. Give him/her one of the Picture Cards 2B:91, 93, 95, or 97 and ask him/her not to show it. The other students try to guess which card the volunteer is holding by saying *They're (eating). They're (hungry).* The first student to guess correctly replaces the volunteer and continues the activity.
- Divide the class into groups of four. Have the groups stand in single file and face the front of the room. Ask the first student from each group to come closer to you. Hold up one of the Picture Cards 2B:91, 93, 95, or 97, and ask the four students *What are they doing?* The first student to answer correctly gets the card. The group with the most cards at the end of the activity wins the game.
Variation: Hold up one of the Picture Cards 2B:91, 93, 95, or 97, and say *They're (drinking).* The first student to respond *They're (thirsty).*, gets the card.
- Divide the class into two teams. Ask one student from each team to stand. Hold Picture Cards 2B:91–98 so that the students cannot see them. Then show the top card to the students for only a second or two. The first student to say *They're _____*, wins a point for his/her team.

7 Workbook 2B: Pages 44–45

- Have students do Exercise B (Match) and Exercise C (Which is different? Write an X).

Pages 46–47

Structures:

What do you want? I want a hot dog. I want a hamburger. I want a hot dog and a hamburger. I'm so hungry! What are you doing? I'm blowing bubbles. Me, too! This is fun! Let's take a walk. What's he doing? He's flying a kite. Be careful! He's crying! What's wrong? My leg hurts. Poor Benny. What are they doing? They're sleeping. They're tired.

Vocabulary:

a hot dog, an egg, a hamburger, an apple, a cookie, a banana, blowing bubbles, playing ball, playing hide-and-seek, playing tag, flying a kite, riding a bike, singing a song, taking a walk, leg, tummy, head, foot, hand, sleeping, tired, crying, sad, eating, hungry, drinking, thirsty

Materials:

Picture Cards 2B:72–98 (hot dog, egg, hamburger, apple, cookie, banana, blowing bubbles, playing ball, playing hide-and-seek, playing tag, flying a kite, riding a bike, singing a song, taking a walk, leg, tummy, head, foot, hand, sleeping, tired, crying, sad, eating, hungry, drinking, thirsty); Wall Charts 2B:11–20; tape player; cassette

1 Opening

- Greet each student with *Hello. I'm _____*. Students respond in turn.
- Say the first line from any dialogue in Units 6–10. Students respond appropriately.
- Using Picture Cards 2B:72–98, quickly review the all the vocabulary in Units 6–10. Divide the class into four or five small groups. Place the cards on the floor at the front of the room. Call the first student from each group to the front. Call out one of the vocabulary words and the corresponding structure; for example, *My tummy hurts*. The first student to bring you the card and repeat the vocabulary word gets to keep the card (in this case, Picture Card 2B:87). The group with the most cards wins.

2 Pattern Practice

a Vocabulary

- Ask two volunteers to stand. Hold Picture Cards 2B:72–98 so the volunteers cannot see them. Then show the top card to the volunteers for only a second or two. The first volunteer to correctly identify the word for that card may repeat the activity with the next volunteer. Continue until each student has had a chance to participate.
- Place Wall Charts 2B:12, 14, 16, 18, and 20 on the board. Have students line up at the front. Students come to the charts one by one and identify the vocabulary words in order. Continue until all the words have been identified.
- Keep Wall Charts 2B:12, 14, 16, 18, and 20 on the board. Place Picture Cards 2B:72–98 on a desk at the front. Call two students to the front. Hold up one of the Picture Cards. The students race to the charts, point to the appropriate picture, and identify the word. The first one to do so correctly becomes the “teacher” and continues the activity.

b Structures


- Keep Wall Charts 2B:12, 14, 16, 18, and 20 on the board. Quickly review the Pattern Practice panels with the class. Have two students come to the front. Call out any line from any one pattern. The students rush to the corresponding chart and point to the appropriate character. The first one to do so becomes the “teacher” and continues the activity.
- Keep Wall Charts 2B:12, 14, 16, 18, and 20 on the board. Call two students to the front. Point to any one of the Pattern Practice panels. The students respond with the appropriate pattern. (If you choose Wall Chart 2B:18, you must play the part of Julie.) Point to one of the pictures on the chart to prompt the desired response.
- Place Wall Charts 2B:11, 13, 15, 17, and 19 on the board. Quickly review the dialogues with the students as you point to the appropriate characters on the charts. Call two, three, or four volunteers (depending on the number of characters in the dialogue) to the front. Point to any one of the charts and assign them the roles. The volunteers role-play the dialogue. Continue until each student has had a chance to participate at least once.

- Place Wall Charts 2B: 12, 14, 16, 18, and 20 on the board. Play the cassette for pages 46–47: **Review**. Students listen as you point to the pictures on the charts.

Review

Narrator: *A hot dog.* (two times)
An egg. (two times)
A hamburger. (two times)
An apple. (two times)
A cookie. (two times)
A banana. (two times)
Blowing bubbles. (two times)
Playing ball. (two times)
Playing hide-and-peek. (two times)
Playing tag. (two times)
Flying a kite. (two times)
Riding a bike. (two times)
Singing a song. (two times)
Taking a walk. (two times)
Leg. (two times)
Tummy. (two times)
Head. (two times)
Foot. (two times)
Hand. (two times)
Sleeping. (two times)
Tired. (two times)
Crying. (two times)
Sad. (two times)
Eating. (two times)
Hungry. (two times)
Drinking. (two times)
Thirsty. (two times)

3 Open Student Books

- Have students open their books to pages 46–47. Ask for volunteers to identify the vocabulary items. Then divide the class into two teams. Teams take turns identifying vocabulary items in order to win points.
-  Play the cassette again for pages 46–47. Students point to the appropriate pictures in their books as they listen and repeat.

4 Songs

- Have students request any song they would like to sing. Continue until you have sung each of the five songs from Units 6–10. (Perform any songs/chants from Units 1–5, if time allows.)
- Divide the class into five groups. Assign each group one of the songs from Units 6–10, then have each group come to the front and sing their assigned song.

- Play a very little bit of any song on the cassette. Ask students to identify the song. If they cannot, play a bit more until they can. Then the class sings the song together.

- Divide the class into two teams. Tell the teams the key phrase(s) from any one of the songs from Units 6–10. The first team to identify the song wins a point. Then the class sings the song together.

5 Games and Activities

Choose any of the following:

- Place Picture Cards 2B:72–98 facedown in different areas of the classroom. Divide the class into two teams. Say *One, two, three, go!* Each student rushes to pick up one Picture Card. Ask the students holding cards to form two lines, according to their teams, at the front. In turn, the students hand you their cards and identify the corresponding words. If the word is identified correctly, return the card to the student. If not, keep the card. The team with the most cards at the end of the activity wins.
- Draw a Tic-Tac-Toe grid (nine squares, with three rows across and three rows down) on the board. Attach any nine of the Picture Cards 2B:72–98 faceup to the board with magnets, one card for each of the nine squares. Divide the class into two teams, “X” and “O.” Teams take turns; each student chooses a square and tries to identify the corresponding sentence for the Picture Card on the square. (For example, if student chooses a square with Picture Card 2B:87 on it, he/she should say *My tummy hurts*.) If the student is correct, say *Yes.*, remove the card, and draw an “X” or an “O” in the square. If the student is wrong, say *No*. The first team with three squares in a row —diagonally, horizontally, or vertically — wins the game.
- Say any one of the vocabulary words or phrases from Units 6–10 by moving your lips and not making any sound. Students must identify what you are saying by lip-reading.
- Look at your book and review all the dialogues from Units 6–10. Arrange students in two equal lines. Whisper any one of the dialogues to the first student in each line. The first student whispers it to the second student, the second to the third, and so on. The last student in each line races to you and repeats the dialogue. The first line to complete the activity correctly wins the game.

6 Workbook 2B: Pages 46–48

- Have students do Exercise A (Find the toys), Exercise B (Match), and Exercise C (Color).

Picture Card List

Tiny Talk 2A

- 1 Sue
- 2 Benny
- 3 Mommy
- 4 Daddy
- 5 face
- 6 ears
- 7 hands
- 8 feet
- 9 toothbrush
- 10 teeth
- 11 hairbrush
- 12 hair
- 13 shirt
- 14 pants
- 15 skirt
- 16 socks
- 17 cereal
- 18 toast
- 19 jam
- 20 milk
- 21 juice
- 22 playing
- 23 eating
- 24 reading
- 25 cooking
- 26 eraser
- 27 erasers
- 28 pencil
- 29 pencils
- 30 marker
- 31 markers
- 32 toy
- 33 toys
- 34 bag
- 35 umbrella
- 36 jacket
- 37 hat
- 38 Julie
- 39 Mike
- 40 bus driver
- 41 truck driver
- 42 taxi driver

Tiny Talk 2B

- 43 6
- 44 7
- 45 8
- 46 9
- 47 10
- 48 buses
- 49 teachers
- 50 girls
- 51 boys
- 52 students
- 53 trees
- 54 birds
- 55 butterflies
- 56 flowers
- 57 clouds
- 58 ball
- 59 kite
- 60 bike
- 61 boat
- 62 doll
- 63 under
- 64 in
- 65 on
- 66 hot dogs
- 67 eggs
- 68 hamburgers
- 69 apples
- 70 cookies
- 71 ants
- 72 hot dog
- 73 egg
- 74 hamburger
- 75 apple
- 76 cookie
- 77 banana
- 78 blowing bubbles
- 79 playing ball
- 80 playing hide-and-peek
- 81 playing tag
- 82 flying a kite
- 83 riding a bike
- 84 singing a song

- 85 taking a walk
- 86 leg
- 87 tummy
- 88 head
- 89 foot
- 90 hand
- 91 sleeping
- 92 tired
- 93 crying
- 94 sad
- 95 eating
- 96 hungry
- 97 drinking
- 98 thirsty

Tiny Talk

Tiny Talk is a three-level listening and speaking series for preschool and kindergarten children learning English. The course provides a simple but steady development of new language through characters, themes, and situations relevant and appealing to very young students. Songs by Carolyn Graham appear in every lesson.

The three levels are divided into A and B sections. Each section includes a **Student Book**, a **Workbook**, a **Cassette**, **Picture Cards**, and **Wall Charts**. The easy-to-use **Teacher's Book** provides step-by-step lesson plans and a wide variety of games and fun activities. **Puppets** of the main characters attract and hold children's attention throughout the course.

Also available are the *Tiny Talk ABC Workbook* and the *Tiny Talk Songbook*, which features all 60 songs in the series. These components can be used either independently or as supplements to the *Tiny Talk* course.

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