

Unit 3

My Day



General Goals for Unit 3

Unit 3 has six lessons, and one review lesson. But you should consider using more than six classes to teach the unit. For example, you may want to include a lesson at the beginning of the unit to review what was learned in the previous class. Or, you may want to add a lesson at the end of the unit to review the material from all the lessons. You should allow the pace and content of your teaching to fit the needs and interests of your students.

Specific Goals for Unit 3

Knowledge and Skills

1. Students will be able to recognize, understand and use the following vocabulary:
eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, thirty, forty, fifty
wash, talk, read
time, night, book, TV, bed, mom, dad
2. Students will be able to understand and respond orally to the following expressions:
 - **What time is it?**
 - **It's seven o'clock.**
 - **It's eleven twelve.**
 - **We have dinner at six thirty.**

Learning Strategies

Students will be taught the following basic learning strategies:

- To observe simple English conversations in everyday situations.
- To develop the habit of listening to the audiotape and repeating the sentences.
- To concentrate when learning.
- To take the initiative to ask questions of the teachers or of other classmates.

- To listen to and learn songs that will help them remember English expressions.

Affect and Attitude

Students are expected to do the following:

- To develop an interest in and curiosity for learning English and to find opportunities to practise their listening skills.
- To try to imitate and use English in everyday life.

Lesson 13 What Time Is It?

Lesson 13 What Time Is It?

1 It's time to get up!



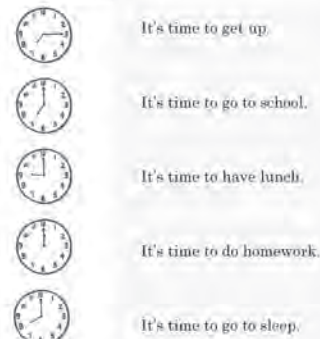
34

2 What time is it?



3 Let's do it!

listen and match.



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TEACHING GOALS

- Students will be able to recognize, understand and use the following words:
time, eleven, twelve, thirteen, fourteen, fifteen
- Students will be able to recognize, understand and use the following expressions:
What time is it?
It's seven o'clock.
It's eleven twelve.

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 13
- Word and picture cards for Lesson 13
- Time flash cards
- Teacher and student clocks

CLASS OPENING

Greeting and Review

Welcome the students back to class with: **Hello students! We are half way through our Learning English book! You are excellent students! Give yourselves two big claps!**

Lesson Hook

Tell the students to open their student books to Unit 3.

Teacher can say: **What do you think this unit is going to be about? Can you guess?**

Yes, this unit is all about time!

Take the time at the beginning of this lesson to have every child make his/her own clock to use throughout the unit.

Clocks can be collected and kept in a sorting box at the end of every lesson to ensure that none of them get lost.

Teaching Tip



Making a Clock

For this unit every child will need his/her own paper clock with movable hands; the teacher will also need a large paper clock.

The teacher should have pre-cut circles of cardboard for the student clocks with a hole in the centre of the circle. Each student is given a pre-cut circle with a hole in the centre.

Students should take their rulers and draw a line from top to bottom and then from side to side on the circle.

At the top and the bottom of the circle, students print 1 and 6.

From right to left on the sides, students print 3 and 9.

In between, 12 and 3, students print 1 and 2,

In between 3 and 6, students print 4 and 5.

In between 6 and 9, students print 7 and 8.

In between 9 and 12, students print 10 and 11.

Pass each student a small hand and a big hand for his/her clock. Also pass each student a round head metal fastener to attach the 2 clock hands through the hole in the paper circle to the back of the clock. Once the hands have been attached to the clock, the student has a working model of a clock to manipulate.

The teacher should make a large clock and can use this as a demonstration of the process as the students are making their own.

Teacher can say: **Turn to page 34. Look at the pictures on this page. What is Li Ming doing in the first picture? What do you think his mother is saying to him? How about the second picture? And the third? This lesson is called What Time Is It?**

NEW CONCEPTS.....

1. It's time to get up!

Use an overhead projector for this lesson or rewrite the new words and expressions on the board so all of the students can see what you are pointing to.

Teacher can say: **These are the new words we will learn today:**

shirt, socks, shoes

Point to each word and read it aloud. Have the students repeat each word as you point to it.

Teacher can say: **These are the new expressions we will learn today:**

It's time to get up!

What time is it?

It's... o'clock.

I put on my shirt/socks/shoes.

Point to each word and read it aloud. Have the students repeat each of expressions as you point to them.

Play the audiotape as the students follow along in their student books. Play it two or three times, listening to each student pronounce the words and helping as needed.

•DEMONSTRATE•

Using your large teacher clock, show the students how to move the little hand to show the hours and big hand to show the minutes. Ask the students to look at the time on the clock in picture 1. Teacher may ask: **What time is it?**

Explain that 7:00 am is the time that Li Ming gets out of bed.

Have a conversation with the students. Ask them what time they get out of bed.

Ask a couple of students and show the students the times on the big clock.

Call a student to the front. Practice the following conversation with the student:

Teacher can say: **It's time to get up.**

Student: **What time is it?**

Teacher can say: **It's... o'clock.**

Student: **I put on my...**

•PRACTICE•

Pair Work

Ask the students to work in pairs to practice the dialogue. They can use their clocks to show the time they get out of bed.

Student 1: **What time is it?**

Student 2: **It's... o'clock.**

Student 1: **I put on my...**

Student 2: **I put on my...**

2. What time is it?

Tell the students to look at Part 2.

Go through Part 2 with the students, reading the time from the words below each digital clock face.

Using pre-prepared flash card, practice telling more times with the students.

Teaching Tip



Using Digital Clocks and Face (Analogue) Clocks

When teaching time concepts to EFL students, it is always good to have both face and digital clocks available so that students can see how time is written in cardinal numbers. Students can then translate the cardinal numbers into English word numbers. The easiest way to do this is to have the students print the time in numbers as they would find it on a digital clock. For example, telling the time 5:25 is much easier to read than looking at a face clock and translating the hour and minute hands into numbers.

3. Let's do it!

Listen and match.

Tell the students to look at the clocks in Part 3. They can write the time on the clock on the page beside each clock if they think it will help them with this section.

Students should read the sentences in the middle yellow section of Part 3.

Students should match sentences to the pictures of Jenny on the right side of the page by drawing a line.

Students can then match the sentences and the pictures to the correct clock by drawing another line to the correct clock on the left from the sentence.

Check as a class.

The audiotape says;

It's seven fifteen in the evening. It's time to do homework.

It's seven o'clock in the morning. It's time to get up.

It's nine o'clock in the evening. It's time to go to sleep.

It's twelve o'clock. It's time to have lunch.

It's eight o'clock in the morning. It's time to go to school.

Teaching Tip



Multiple matching activities

When students are faced with matching three items to each other, that is, a picture to a time and a sentence, it is easiest to have the students match the pictures to the sentences first and then decide which time works best with these two items.

Optional

Game: What Time is it, Mr. Wolf?

This is a game that can be played in the gym or on the playground. It is very hard to play in the classroom.

Rules of the Game: What Time is it, Mr. Wolf

All the children are lined up against a wall at one end of the room. At the other end of the room is a leader. All the children yell, "What time is it, Mr. Wolf?" and the

leader, with his/her back to the children at all times, yells out a time like “10 o’clock!”. The children take 10 steps closer to the leader. (One step for every hour in the time! The students can take big steps or little steps, whatever they want).

After two or three times of calling out times, when the children yell, “What time is it, Mr. Wolf?” the leader will yell “Dinner time!” and turn and run after the children. The children need to run back to the wall they came from before the leader catches them. The child the leader catches is then the new wolf. Alternately, everyone who is caught can be the wolf at the same time - this makes the game even harder!

ACTIVITY BOOK

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let’s open our activity books.**

Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

Exit ticket: As students are leaving the classroom, they must tell you what they like about waking up in the morning!

After-Class Activities

Students can either make or find a real clock at home, and practice telling time to their parents with the clock.

Lesson 14 In the Morning

Lesson 14 In the Morning

1 Numbers

Let's learn more numbers!



16 sixteen	21 twenty-one
17 seventeen	22 twenty-two
18 eighteen	23 twenty-three
19 nineteen	25 twenty-five
20 twenty	29 twenty-nine

2 Good morning!



I get up at seven o'clock.



At seven twenty-five, I have breakfast.



At eight o'clock, I go to school.

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3 What time do you have breakfast?

What time do you have breakfast?

I have breakfast at seven twenty.

I have breakfast at seven twenty-five.



4 Let's do it!

This is Kate's morning. Listen and circle the time.



get up

7:00

7:10

wash face

7:10

7:20

have breakfast

7:20

7:25

go to school

8:00

8:10

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TEACHING GOALS

Students will be able to recognize, understand and use the following words:

sixteen, seventeen, eighteen, nineteen, twenty

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 14
- Flash cards for number words from twenty to twenty-nine
- Student and teacher clocks
- Ball

CLASS OPENING

Greeting and Review

Teacher can say: **Hello students! How are you today?**

Students should respond with: **Hello teacher. We are fine!**

Teacher can say: **What time is it? Very good!**

Lesson Hook

Tell the students to open their student books to Lesson 14, page 36.

Teacher can say: **Today we will learn to share in English the things we do in the morning.**

NEW CONCEPTS

1. Numbers

Use number/word flash cards for the numbers from twenty to twenty-nine to teach this part of the lesson.

Hold up each flash card and say the word/words.

Ask the students to repeat after you.

Ask the students to listen to the audiotape.

Play the audiotape again and ask students to read along. Do this several times.

•DEMONSTRATE•

Say the numbers again one by one.

Put each flash card on the board ledge when you have reviewed it with the students.

Ask students to come up to the front of the classroom one by one and find the correct number as you say it.

Teaching Tip



Hyphenated numbers

Tell the students that all numbers other than those from 1-19, and all of the multiples of ten (for example: 10 ten, 20 twenty) are one word numbers. All other numbers in English up to 100 are hyphenated. For example: twenty-one, twenty-two.

•PRACTICE•

Class Work

Mix up the flash cards so that the students cannot predict where the number is by sequence.

Practice with the students several times.

2. Good morning!

Ask the students to look at the three pictures in Part 2. Tell them to look at the clock on the wall in each of the pictures, then say:

What time is it in picture 1, 2?

Introduce the new phrases by writing them on the board:

Good morning.

breakfast

I get up at... o'clock.

At..., I have breakfast.

At..., I walk to school.

Play the audiotape. Ask the students to listen the first time.

Play the audiotape again and ask the students to read along.

Walk around the class to give assistance to students having problems.

•DEMONSTRATE•

Ask a student to come up to practice the following dialogue with you:

Teacher can say: **What time do you get up?**

Student: **I get up at seven o'clock.**

Teacher can say: **What time do you have breakfast?**

Student: **I have breakfast at seven twenty-five.**

Teacher can say: **What time do you walk to school?**

Student: **I walk to school at eight o'clock.**

•PRACTICE•

Pair Work

Ask students to find a partner to practice the dialogue with.

Tell the students to use their clocks to show the time to their partner as they say each part of the dialogue:

Student 1: **What time do you get up?**

Student 2: **I get up at seven o'clock.**

Student 1: **What time do you have breakfast?**

Student 2: **I have breakfast at seven twenty-five.**

Student 1: **What time do you walk to school?**

Student 2: **I walk to school at eight o'clock.**

Students can also change the times to be more precise to their own schedules if they are able to.

Teaching Tip



Enhancing a lesson

Whenever possible, offer the students opportunities to change dialogue to meet their own lives. This serves two purposes:

1. The dialogue becomes more realistic for the students.
2. Allowing for change offers talented English students an opportunity to challenge themselves while ensuring mainstream students have a baseline from which to learn new concepts.

3. What time do you have breakfast?

Form a circle in the class. Start the dialogue by throwing a small ball to a student and asking: **What time do you have breakfast?**

That student says: **I have breakfast at...**

The student then throws the ball to another student and asks: **What time do you have breakfast?**

This process is repeated as many times as the teacher wants to play the ball game!

4. Let's do it!

This is Kate's morning. Listen and circle the time.

Ask students to listen to the audiotape and circle the correct time from the two choices given for each of the following:

get up, wash face, have breakfast and go to school.

The audiotape says:

Hello! I'm Kate. I am a student. In the morning, I get up at seven o'clock. Then I wash my face at seven ten. At seven twenty-five, I have breakfast. I go to school at eight o'clock.

Teaching Tip



Making simple activities fun!

Remember to make even simple activities fun. You can do this by changing an activity so that it feels like a game to the students!

Optional

Pictionary: What time?

Draw a picture of a student doing a morning activity on the board.

Whisper a time to one of the students who will be your helper.

Write 5 different times on the board.

Students must guess which time that would go best with the picture!

ACTIVITY BOOK

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let's open our activity books.**

Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

As students are leaving the classroom, have them tell you their favourite thing to do in the morning.

If their next class is in the morning, say: **See you on... morning!**

After-Class Activities

Students should practice their morning activity vocabulary and expressions at home with their parents.

Students can draw a picture of their favourite morning activity to share at the next English class.

Lesson 15 In the Afternoon

Lesson 15 In the Afternoon

1 Numbers

20 twenty 26 twenty-six
30 thirty 32 thirty-two
40 forty 45 forty-five
50 fifty 57 fifty-seven

Let's read!



2 At school



At twelve o'clock,
I have lunch at school.



It's one fifty. I learn Chinese
and math in the afternoon.



At four forty. I play ping-pong
with my friend.



At five thirty. I go home.

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3 Let's do it!

Look and write:

In the morning	In the afternoon
At <u>seven</u> I get up.	At _____ I have English.
At _____ I have breakfast.	At _____ I go home.
At _____ I go to school.	At _____ I go to bed.

4 Let's sing!

It's time for lunch.
It's time for lunch.

I want to eat,
I want to eat.

Dumplings and rice.
Dumplings and rice.

A special treat!
A special treat!

It's time for lunch.
I want to eat,
Dumplings and rice.
A special treat!



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TEACHING GOALS

Students will be able to recognize, understand and use the following words:

thirty, forty, fifty

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 15
- Word and number flash cards for Lesson 15
- Clocks
- Pictures of students working in the afternoon at school

CLASS OPENING

Greeting and Review

Teacher can say: **Good morning/afternoon students! It's time for English! Are you happy?**

Expect students to respond with: **Good morning/afternoon. Yes, we are happy!**

Scaffold the students to the correct responses.

Lesson Hook

Tell the students to open their books to Lesson 15.

Teacher can say: **In this lesson, we will learn about what Li Ming does in the afternoon. Let's look on page 38 of our student books.**

NEW CONCEPTS

1. Numbers

These are the new words we will learn today:

20 twenty	26 twenty-six
30 thirty	32 thirty-two
40 forty	45 forty-five
50 fifty	57 fifty-seven

Use number/word flash cards for the new numbers to teach this part of the lesson.

Hold up each flash card and say the word/words.

Ask the students to repeat after you.

Ask the students to listen to the audiotape.

Play the audiotape again and ask students to read along. Do this several times.

Teaching Tip



Counting by 10's

In this lesson students learn to count by 10's from twenty forward. They also learn to add 1 to each 10 to move forward ten places on the number line.

•DEMONSTRATE•

Say the numbers again one by one.

Put each flash card on the board ledge when you have reviewed it with the students.

Ask students to come up to the front of the classroom one by one and find the correct number as you say it.

•PRACTICE•

Class Work

Mix up the flash cards so that the students cannot predict where the number is by sequence.

Practice with the students several times.

2. At school

Ask the students to look at the pictures on page 38 in Part 2.

Ask them to tell you what Li Ming is doing in each of the pictures.

Go through the new expressions with the students:

In the afternoon...

At... o'clock

Point them out on an overhead showing the students where they can find these expressions in their books.

Ask students to listen to the audiotape.

Then ask the students to listen to the audiotape one more time, reading along.

Walk around the classroom and listen to the students, helping where necessary.

•DEMONSTRATE•

Language Experience Story

Do a Language Experience Story with the students.

Tell the students that you want them to tell you what they do in the afternoon at a particular time. They should model their sentences after the following:

At...o'clock, I...

Tell students not to forget to write an opening sentence for their story.

Students should add their sentences in sequence from earliest in the afternoon to latest.

They should also write a closing sentence for the story.

Sentences by each student should give credit to the author.

The story can be named at the end.

Sample LEA Story

In the afternoon we do many things. (Teacher)

At twelve o'clock, I eat lunch. (Li Ming)

At twelve thirty, I play in the playground. (Sally)

At one o'clock, I have English. (Jenny)

At two thirty five, I have math. (Sam)

At four o'clock I have PE. (Jim)

At five thirty, I go home. (Danny)

We have fun in the afternoon. (Patty)

After the students have written their story together, the teacher can have the students read their own lines.

Then the whole class can read the story.

•PRACTICE•

Group Work

Using a piece of butcher block paper, ask students to work in groups of 4 to make a time chart for what they do in the afternoon. The timeline can be horizontal or vertical. It is best if the teacher adds criteria to the timeline such as how many times should be included and how the timeline should be illustrated.

Sample Timeline

12:00/twelve o'clock	eat lunch
1:00/one o'clock	go to PE
2:00/two o'clock	go to English

Sharing our timelines.

Students can either do group oral presentations to the class or if time is limited, students can do a Gallery Walk through the timelines to see how their classmates have personalized the activity.

Teaching Tip



Highlighting Good Work

It is always good for the teacher to hold up student work as it is being developed to give praise or offer suggestions to other groups using some very good pieces as models. This will motivate the students to improve the quality of their work to match what has been shared by the teacher.

3. Let's do it!

Look and write.

Tell the students to look at the chart on page 39 of their student books in Part 3.

The chart shows two columns: **in the morning** and **in the afternoon**.

Students should look at each of the clocks in the two columns and then write the correct time shown on the clock beside each sentence in the space provided.

4. Let's sing

Song: It's time for lunch

Verses

Tell the students that the special thing about this song is that in the first 4 verses, there are only two lines for each verse and the lines repeat themselves. So they really only have to remember 4 lines!

For example:

It's time for lunch,	It's time for lunch.
I want to eat,	I want to eat,
Dumplings and rice,	Dumplings and rice.
A special treat!	A special treat!

Chorus

The interesting thing about the chorus at the end of the song is that it repeats the four lines from verses 1~4, so students only need to learn four lines for the whole song!

It's time for lunch.
I want to eat,
Dumplings and rice.
A special treat!

Play the audiotape of the song.

Go through the four lines with the students word by word and then line by line as they repeat after you.

When the students know the four lines, play the audiotape again and ask the students to sing along.

Ask the students to stand and sing the song one more time.

Optional

What do you eat for lunch?

Ask the students to walk around the room.

When you clap your hands, students will turn to a partner.

Student 1 will say: **What do you want to eat for lunch?**

Student 2 will answer: **I want to eat....**

Students then reverse the parts and say the dialogue again.

Teacher claps his/her hands again and the students continue to walk.

When teacher claps again, students pair with someone new and practice the dialogue again.

ACTIVITY BOOK

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let's open our activity books.**

Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

Teacher says: **That was a great class, students! As we leave today, let's do a Gallery Walk of the timelines you made today! Don't forget to say "Good afternoon" as you leave the classroom.**

After-Class Activities

Tell the students to sing their new song for their parents!

Lesson 16 In the Evening

Lesson 16 In the Evening

1 What do you do in the evening?



After dinner, I wash the dishes. Then I do my homework.

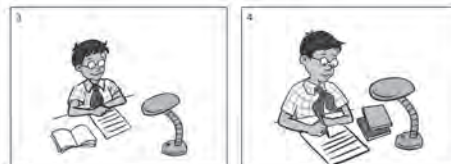
2 At home



We have dinner at six thirty.

After dinner, I help my family.
I wash the dishes.

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I do my homework.

I write a story.



We watch TV together.

I go to bed at nine o'clock.

3 Let's do it!

Ask and answer.



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TEACHING GOALS

- Students will be able to recognize, understand and use the following words:
wash, TV, night, mom, dad, bed
- Students will be able to recognize, understand and use the following expressions:
We have dinner at six thirty.

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 16
- Flash cards for the new words in Lesson 16

CLASS OPENING

Greeting and Review

Teacher can say: **Good morning/afternoon students! Welcome back! What do you have for lunch today?**

Let's sing It's time for lunch!

Lesson Hook

Tell the students to open their books to Lesson 16.

Teacher can say: **In this lesson, Li Ming will tell us what he does in the evening. We will also talk about what you do in your evening!**

NEW CONCEPTS

1. What do you do in the evening?

Tell the students to look at the pictures on page 40, Lesson 16. Ask the students what they think the boy is doing in the evening. Introduce the new sentences.

After dinner, I wash the dishes.

Then I do my homework.

Ask the students if they do either of these activities in the evening.

Then say: **Let's listen to the audiotape.**

Play the tape again and ask the students to read along.

2. At home

Ask the students to look at the picture of Li Ming on pages 40 and 41. There are six pictures.

Teacher can say: **What is Li Ming's family doing in picture 1?**

What is Li Ming doing in picture 2?

In picture 3?

Picture 4?

Picture 5?

Picture 6?

Introduce the new sentences and phrases to the students by reading them one at a time from the book and having the students repeat after you:

Would you like some soup?

We have dinner at six thirty.

After dinner, I help my family.

I wash the dishes.

I do my homework.

I write a story.

We watch TV together,

I go to bed at nine o'clock.

Play the audiotape for Part 2.

Ask the students to follow along in their books.

Play the audiotape again. Students can choral read the dialogue together.

Walk around and listen to see if any students need help.

You can also ask 6 students to read each of the picture boards to the class to extend practice in Part 2.

●DEMONSTRATE●

What do you do in the evening?

Give every student a sticky note to add to the brainstorming chart.

On the sticky note, students should write one thing they do in the evening.

Help students with the English words as necessary.

Some examples are:

have dinner

read a book

talk on the telephone

watch TV

play a game

do my homework

wash the dishes

write a story

go to bed

As students finish their sticky notes, they can come up and put them on the brainstorming chart.

Read the brainstorming chart to the students.

●PRACTICE●

Partner Work

Ask students to work with a partner to make a dialogue about what they do in the evening.

The dialogue should be four sentences long, two sentences for each student.

Tell the students to practice their dialogues.

Share several with the class.

Teaching Tip



Making dialogues

For a change, ask the students to make their own dialogues. You will be surprised and pleased to see what the students can do! The students will find this activity even more challenging than practicing a pre-planned dialogue because they have to use their brain power to create something new!

Prepositional phrases of time

A preposition is a word, which shows relationships among other words in the sentence. The relationships include direction, place, time, cause, manner and amount. A preposition always goes with a noun or pronoun, which is called the object of the preposition. The preposition is almost always before the noun or pronoun and that is why it is called a preposition. The preposition and the object of the preposition together are called a prepositional phrase.

Two prepositional phrases of time students are learning in this lesson are:

In the evening
After dinner

Verb phrases

A verb phrase is the portion of a sentence that contains both a verb and either a direct or indirect object (the verb's dependents). The two verb phrases students will be exposed to in this lesson are:

Wash the dishes
Do my homework
Help my family

3. Let's do it!

Ask and answer.

Have a conversation with the students about what they do in the evening. Add any new ideas to the brainstorming chart.

Optional

Moving Right

Students can form two lines facing each other. The students on the left line say: What do you do in the evening?

The students on the right line respond with any of the choices from the brainstorming chart.

Students move right and they say the dialogue again.

The students on the left now ask the question and the students on the right respond.

Do this many times, change dialogue parts every time students move right.

ACTIVITY BOOK

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let's open our activity books.**

Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

Exit ticket:

Teacher can say: **As you leave the class, tell me your favourite thing to do in the evening! And have a great evening everyone!**

Students should respond with: **Thank you! We will!**

After-Class Activities

Students can draw a picture of their favourite evening activity to put on the sharing wall next day!

Lesson 17 Good Night!

Lesson 17 Good Night!

1 Jenny's evening



At dinner, I talk with my family about my school day.



After dinner, I wash the dishes. Then I play with my little sister, Lynn.



At seven forty, I do my homework. Then I read a book.



It's nine o'clock. My father says, "Jenny, it's time for bed!"

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I go to bed. My parents say, "Good night, Jenny! We love you!" "I love you, too, Mom and Dad."

2 Let's do it!

Number the sentences. Tell Jenny's evening.

- ☐ Jenny plays with her little sister.
- ☐ Jenny talks with her family at dinner.
- ☐ Jenny washes the dishes.
- ☐ Jenny reads a book.
- ☐ Jenny goes to bed.

3 Letters and sounds

y	twenty	forty	happy	story
s	seven	some	soup	sister
sh	she	wash	dish	fish

Try to read

Tongue Twister

She sells seashells on the seashore,

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TEACHING GOALS

Students will be able to recognize, understand and use the following words:
talk, read, book

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 17
- Flash cards and picture cards for the new vocabulary

CLASS OPENING

Greeting and Review

Teacher can say: **Good morning/afternoon students! How are you today?**
Students should respond: **Fine, thanks.**

Teacher can say: **Who brought a picture of their favourite evening activity to share today? Can you turn to a shoulder partner and talk about your picture in English for 1 minute?**

Let's put the pictures on the Sharing Wall.

Lesson Hook

Tell the students to open their books to Lesson 17.

Teacher can say: **In this class, you will learn what to say to your family at the end of the day.**

NEW CONCEPTS

1. Jenny's evening

Teacher can say: These are the words and expressions we will learn today:

talk, read, book

At dinner...

After dinner...

(Explain to the students that these two expressions are prepositional phrases of time. They learned this concept earlier in the unit through a Teaching Tip.)

It's time for bed!

Good night!

Write the words and expressions on the board.

Tell the students to look at page 42.

Teacher can say: **Look at the title of the story. It is called Good night!**

Let's talk about each of the pictures. What do you see in picture 1, 2, 3, 4, 5?

Discuss the pictures with the students to connect the language to do picture word association.

Read each sentence that goes with each picture after you have discussed what is in the picture.

Play the audiotape. Ask the students to listen the first time.

Then say: Now follow after me. Remember we are reading each line from left to right so as I say each word, touch it, from left to right.

Read the dialogue for the students slowly, pointing to each word as you go. The students can repeat each word after you.

Repeat the dialogue, sentence by sentence. Students can repeat the sentence one at a time after you.

Play the audiotape again as the students follow along in their student books. Play it three or four times, as needed.

Walk around the class, listening to each student read with the audiotape. Give assistance as necessary.

•DEMONSTRATE•

Ask students to draw a picture of one thing they do at night that is similar to what Jenny does in Lesson 17.

Students can share in English what they have drawn with their shoulder partner.

Ask several students to share their pictures with the whole class.

●PRACTICE●

Class Work—Moving Right

Students form 2 lines facing each other.

They have their pictures with them.

When the teacher claps her/his hands once, students take turns talking to their partner about what they have drawn.

When the teacher claps her/his hands twice, students move to the right and share with the next person across from them.

Students can then put their pictures away to take home to share with their parents.

Teaching Tip



Sharing work at home

Parents are very interested in what their children are doing in school. Make sure to send home work the students have done so that the parents can keep current with what is happening in the class.

2. Let's do it!

Number the sentences. Tell Jenny's evening.

Tell the students to read the five sentences in Part 2.

Ask the students to number the sentences in order from 1~5 so that the story makes sense.

Check as a class.

3. Letters and sounds

Tell the students to look at the section on page 43 called letters and sounds.

In this section they will learn about the letters and sounds: **y**, **s** and **sh**.

Go through the chart in Part 3 with the students.

Personalize the three letters by finding an example of each in a student's name.

Ask the student if there are any other students with names that have one of the three letters in them.

Also ask the students if they know any other English words that have one of the three letters in them.

Optional

Find the Wall

Place the following phrases on the walls of the classroom:

At dinner

After dinner

It's time for bed!

Good night!

Rules of the Game: Find the Wall

Walk to: At dinner!

Students should walk to the correct wall. Those who do not, are out and must sit down. (You can demonstrate the word “walk” the first time.)

Jump to: After dinner!

Students should jump to the correct wall. Those who do not, are out and must sit down. (You can demonstrate the word “jump” the first time.)

Girls only hop to: It’s time for bed!

Students should hop to the correct wall. Those who do not, are out and must sit down. (You can demonstrate the word “hop” the first time.)

Boys only walk backwards to: Good night!

Students should walk backwards to the correct wall. Those who do not, are out and must sit down. (You can demonstrate the words “walk backwards” the first time.)

ACTIVITY BOOK

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let’s open our activity books.**

Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

Teacher can say: **Classity class!**

Expect the students to say: **Yessity yes!**

Teacher can say: **Well done! Bravo! Everyone say hip hip hooray! See you next class!**

After-Class Activities

Students can share their pictures with their parents that evening.

Lesson 18 Danny's Early Day

Lesson 18 Danny's Early Day

Story time



Danny's alarm clock rings. He feels very sleepy, but he gets up.



He has breakfast.



He walks to school. But he can't see any of his friends.



Danny looks at his watch. "Oh, no!" he says, "I am early! School starts at 8:00."

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All day, Danny feels early. At ten o'clock, he wants lunch.



At two thirty, he is ready to go home.



Poor Danny! He is so hungry at five o'clock. So his mother makes him some soup.



At six o'clock, it's time for dinner, but Danny goes to bed. "I will get up at seven o'clock tomorrow," he says. "I will have a good day."

alarm 闹钟 ring 响 sleepy 困的 start 开始 tomorrow 明天

Think About It

- Why does Danny feel early all day?
- What will Danny do tomorrow?



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TEACHING GOALS

Students will be able to understand and use the words:

alarm, clock, ring, sleepy, start, watch, early, tomorrow

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 18
- Picture and flash cards for Lesson 18

CLASS OPENING

Greeting and Review

Say: Welcome class! Congratulations! You have learned about things you can do in the morning, afternoon and evening!

Lesson Hook

Tell the students to open their books to Lesson 18.

Teacher can say: **In this lesson, we will be reading a story! I will read it to you and as I read it, I will ask you questions. I will also ask you to make predictions about the story. Any questions?**

Teaching Tip



Directed Reading Thinking Activity (DRTA)

The Directed Reading Thinking Activity (DRTA) is a comprehension strategy that guides students in asking questions about a text, making predictions, and then reading to confirm or refute their predictions. The DRTA process encourages students to be active and thoughtful readers, enhancing their comprehension.

Why use directed reading thinking activity?

It encourages students to be active and thoughtful readers.

It activates students' prior knowledge.

It teaches students to monitor their understanding of the text as they're reading.

It helps strengthen reading and critical thinking skills.

When to use:	Before reading	During reading	After reading
How to use:	Individually	With small groups	Whole class setting

How to use Directed Reading Thinking Activity

Teachers should follow the steps below when creating a DRTA.

Determine the text to be used and pre-select points where students pause during the reading process.

Introduce the text, the purpose of the DRTA, and provide examples of how to make predictions.

Note: Be aware of the reading levels of each student, and be prepared to provide appropriate questions, prompts, and support as needed.

Use the following outline to guide the procedure:

D = DIRECT. Teachers direct and activate students' thinking prior to reading a passage by scanning the title, chapter headings, illustrations, and other materials. Teachers should use open-ended questions to direct students as they make predictions about the content or perspective of the text (e.g., "Given this title, what do you think the passage will be about?").

R = READING. Students read up to the first pre-selected stopping point. The teacher then prompts the students with questions about specific information and asks them to evaluate their predictions and refine them if necessary. This process should be continued until students have read each section of the passage.

T = THINKING. At the end of each section, students go back through the text and think about their predictions. Students should verify or modify their predictions by finding supporting statements in the text. The teacher asks questions such as:

What do you think about your predictions now?
What did you find in the text to prove your predictions?
What did you we read in the text that made you change your predictions?

NEW CONCEPTS

Story time

Teacher can say: **Here are some new words we will hear in the story today. Can you repeat them after me?**

alarm, clock, ring, sleepy, start, watch, early, tomorrow

Write the new words and expressions on the board.

Read them aloud slowly, one by one, pointing to each word as you say it.

Do this again and ask the students to repeat each word after you.

Teacher can say: **I want you to listen to this story! As I read it to you, I'll ask you some questions to think about! Are you ready?**

Possible DRTA Questions for the story:

Before the story:

What do you think Danny is doing in this story? Can you guess?

Picture 1:

Look at the clock in picture 1. What does it say? Should Danny get up now? Why or why not?

Picture 4:

In picture 4, Danny finally looks at his watch! What does the watch say? What mistake has Danny made?

Picture 5:

In picture 5, what time does Danny want lunch? What time do we usually eat lunch?

Picture 6:

Is Danny ready to go home on time in picture 6? Is there a problem?

Picture 8

What time does Danny decide to go to bed? What time does he set his alarm clock for so he can get up next day?

Teacher can say: **Let's listen to the story on the audiotape now.**

Play the audiotape for the students. Ask the students to listen to the story.

•DEMONSTRATE•

Play the audiotape again and ask the students to choral read along!

•PRACTICE•

Class Work

Play the story again, assigning 8 students to read the story in parts for each of the 8 pictures.

Remind the students to enunciate clearly and add expression to their reading!

Make a chart of the things Danny does and the times he does them:

Danny's Timeline

Times	Activities
5:00 am	Alarm clock rings and wakes Danny up.
	Danny has breakfast.
	Danny walks to school.
8:00 am	Danny looks at his watch and realizes he is early for school.
	chicken
10:00 am	Danny wants lunch.
2:30 pm	Danny is ready to go home.
5:00 pm	Danny has some soup.
6:00 pm	Danny goes to bed.

Think About It!

Ask the students to turn to their shoulder partners and talk about the following two questions:

Why does Danny feel strange all day?

What will Danny do tomorrow?

ACTIVITY BOOK

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let's open our activity books.**

Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

Ask the students if they liked this story. Ask what they liked best about the story. Tell students that they have done a fine job in this unit. Next class will be their unit 3 Unit Review.

After-Class Activities

Students should prepare for the upcoming unit review.

Students can retell the story to their parents or read it from their student book to their family.

Unit 3 Review

Unit 3 Review

1 Listen and circle

1

7:16

7:28

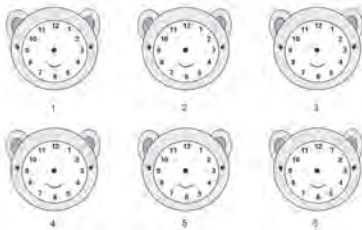
7:41

2

3

4

2 Listen and draw



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3 Read and talk



- go to school
- play on the playground
- go to bed
- do your homework
- wash the dishes
- have dinner

4 Read and number

At 7:00 a.m., I get up. Then I have breakfast. I walk to school at 7:30 a.m. I learn Chinese, English and math at school.

At 12:00, I have lunch at school. I play ping-pong with my friends in the afternoon.

At 5:00 p.m., I go home. I have dinner with my family. After dinner, I wash the dishes and then I do my homework. I go to bed at 9:00 p.m.



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5 Key words and sentences

Words:
 eleven twelve thirteen fourteen fifteen sixteen
 seventeen eighteen nineteen twenty thirty forty fifty
 wash talk read time night book TV bed mom dad

Sentences:
 What time is it? It's seven o'clock.
 It's eleven twelve.
 We have dinner at six thirty.

6 How am I doing?

	Listening	Speaking	Reading	Writing	Total stars
At school	☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆	
At home	☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆	
I am...	A 10~12 ☆	B 7~9 ☆	C 1~6 ☆		

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CLASS OPENING

Greeting

Greet the class.

Teacher can say: **Good morning/afternoon, class. Today is our unit review!**

Play any of the songs from this unit as the students settle in their seats. Tell them that today is a good time for them to show off what they have learned so far and how well they know it.

Use the flash cards to review the words and structures from this unit with the following questions:

What does this say? And this?

What are some of the family words you learned in this unit?

Have the students open their books to page 46 and lead them through the review.

Teaching Tip



Keeping a daily record

Keep a record of which students answered your questions and participated by having a clip board with a class checklist on it. If a student participates, put a checkmark beside his/her name. If a student is having difficulty, put a star beside his/her name.

Use your checklist to keep track of who has answered questions and who has not. Some students will 'hide' in your English class. If you keep a record of who has participated, these students can no longer 'hide'.

REVIEW

1. Listen and circle

Students should listen to the audiotape and circle the correct answer of the four in each of the four boxes in Part 1.

The audiotape says:

1. What time is it? It's seven twenty-eight.
2. I go to school in the morning.
3. At twelve ten, I have lunch.
4. After dinner, I read a book.

2. Listen and draw

Tell the students to look at Part 2.

They should listen to hear what time to draw on each of the six clock faces.

The audiotape says:

1. What time is it? It's ten o'clock.
2. What time is it? It's three o'clock.
3. What time is it? It's eleven five.
4. What time is it? It's one forty.
5. What time is it? It's four fifteen.
6. What time is it? It's twelve fifty-five.

3. Read and talk

Students should find a partner and ask and answer the following questions with a partner:

What time do you...

go to school?

go to bed?

wash the dishes?

play on the playground?

do your homework?

have dinner?

4. Read and number

Students should read the story in Part 4 and then sequence the four pictures below

according to the timeline in the story from 1~4. Check as a class.

5. Key words and sentences

Go through the key words and sentences in Part 5 with the students.

6. How am I doing?

Ask students to fill in the self-evaluation chart in Part 6. Discuss how the students see their progression with each student as you walk around the room.

ACTIVITY BOOK

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let's open our activity books.**

Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

As the students leave the classroom, play any of the songs from this unit and have them sing it together as they walk out the door!

Teaching Tip



Note particular problems

Write down the names of the students who seemed very uncertain during the oral parts of the lesson.

Write down words that you think require more practice in class in terms of comprehension and pronunciation.

Unit 4

Healthy Me



General Goals for Unit 4

This unit aims to teach children about how to keep healthy lives.

Unit 4 has six lessons, but you should consider using more than six classes to teach the unit. For example, you may want to include a lesson at the beginning of the unit to review what was learned in the previous class. Or, you may want to add a lesson at the end of the unit to review the material from all the lessons. You should allow the pace and content of your teaching to fit the needs and interests of your students.

Specific Goals for Unit 4

Knowledge and Skills

1. Students will be able to recognize, understand and use the following vocabulary:
fly, run, swim, eat, drink, buy, make, visit, tell
kite, school, card, room
good, for, me
2. Students will be able to understand and respond orally to the following expressions:
 - **What do you like to do?**
 - **I like to swim.**
 - **They're good for me.**
 - **I brush my hair every day.**
 - **I'd like to make a card for her.**

Learning Strategies

Students will be taught the following basic learning strategies:

- To observe simple English conversations in everyday situations.
- To develop the habit of listening to the audiotape and repeating the sentences.
- To concentrate when learning.

- To take the initiative to ask questions of the teachers or of other classmates.
- To listen to and learn songs that will help them remember English expressions.

Affect and Attitude

Students are expected to do the following:

- To develop an interest in and curiosity for learning English and to find opportunities to practise their listening skills.
- To try to imitate and use English in everyday life.

Resources Teachers Need for Unit 4

Audiotape/Multimedia CD for lessons 19~24

Flash cards required for each lesson

Pictures of nouns or verbs from the lessons in this unit

Lesson 19 Let's Exercise

Lesson 19 Let's Exercise!

1 What do you like to do?



50

2 Let's chant! e e



Swimming, swimming on Sunday.



Skipping, skipping on Monday.



Running, running on Tuesday.



Walking, walking on Wednesday.



Riding a bike on Thursday.



Flying a kite on Friday.



Let's play on Saturday.
Do more exercise every day.

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TEACHING GOALS

- Students will be able to recognize, understand and use the following words:
me, fly, kite, run, swim
- Students will be able to recognize, understand and use the following expressions:
What do you like to do?
I like to swim.

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 19
- Flash cards and pictures for nouns, verbs and verb phrases in this lesson

CLASS OPENING

Greeting and Review

Greet the class with “Classity Class!” and one clap.

Students should respond with “Yessity yes”!

Teaching Tip



Reminder about oral cueing

You can use oral cueing to get the students’ attention by saying phrases like:

Classity Class! (clap)

The students should respond with **Yessity Yes!** to show they are all ready to listen.

This Oral Cueing can also be a greeting at the beginning of a class.

Teacher can say: **Classity Class!** (clap)

Students: **Yessity Yes!**

Ask the students what they remember from the last unit.

Teacher can say: **Can you remember what the last unit was about? Very good!**

Lesson Hook

Tell the students to open their books to Lesson 19.

Teacher can say: **In this lesson, you will learn some English words for parts of your body and a new song about what we can do with our bodies!**

Teaching Tip



The importance of verbs and verb phrases

Verbs are a necessary component of all language. Verbs have two important functions: Some verbs put subjects into motion, while other verbs help to clarify the subjects in meaningful ways.

The important thing to remember is that every subject in a sentence must have a verb. Otherwise, you will have written a fragment, which is a major writing error.

NEW CONCEPTS

1. What do you like to do?

Tell the students to look at page 50 of their students books.

Teacher can say: **These are the new words and expressions you will learn today:**

run, swim

fly a kite

play football

walk to school

ride a bike

What do you like to do?

Write the new words on the blackboard. As you say the words aloud, make sure to point to them so that the students can follow along.

run, swim

fly a kite

play football

walk to school

ride a bike

What do you like to do?

Say the words one by one and have the students repeat the words after you.

Play the audiotape as the students follow along in their student books. Play it two or three times, listening to each student try to pronounce the words and helping them as needed.

•DEMONSTRATE•

Ask several students to come to the front of the class and practice the following dialogue with you. Remind the students that they can use any of the verbs or verb phrases written on the board to answer the question but they must all choose a different answer.

Teacher can say: **What do you like to do?**

Student 1: **I like to run.**

Student 2: **I like to swim.**

Student 3: **I like to fly a kite.**

And so on...

•PRACTICE•

Ball Game

Students stand in a circle.

The teacher will start the game. He/she throws a ball to one of the students and says:

What do you like to do?

The student catches the ball and replies by saying one of the verb or verb phrases in a sentence: (for example) **I like to fly a kite.**

That student then throws the ball to another student and asks: **What do you like to do?**

And so on....

2. Let's chant!

Chant: Swimming, swimming on Sunday

Ask the students to look at page 51 of their books.

Tell the students that there are eight lines to this song.

The first six lines have the same pattern! They even have the same rhythm.

Play the chant for the students and have them clap out the rhythm with you.

Ask the students to look at lines 1~6.

Teaching Tip



Verbs with "-ing"

There are a lot of verbs with "-ing" at the end of them, like "sleeping", "talking", or "walking". One of the two basic reasons to add "-ing" to the end of a verb is to form one of the **progressive** tenses. We use the progressive tenses to talk about actions that are

on-going. There are progressive tenses for the past, present, and future. For example, the **present progressive** looks like this: "I **am walking** right now." Progressive tenses are formed with **be + main verb + ing**,

All of the verbs in this chant show the progressive tense of the verb.

In each of lines 1~6 a progressive form of a verb is used. The verb is repeated twice in the first three lines. The verbs are underlined below:

Swimming, swimming on Sunday.

Skipping, skipping on Monday.

Running, running on Tuesday.

Walking, walking on Wednesday.

Riding a bike on Thursday.

Flying a kite on Friday.

Go over the 6 verbs with the students:

swimming, skipping, running, walking, riding, flying

The only verb that is not in the progressive form is the verb used for Saturday in line 7:
play

Also tell the students that there is something special about the last word in each of the lines. See if they can guess what it is!

Put the days of the week in order on the board, starting with Sunday: **Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday**

You can make a chart on the board to help the students remember what action is happening on which day of the week:

Action	Day of the week
swimming	Sunday
skipping	Monday
running	Tuesday
walking	Wednesday
riding	Thursday
flying	Friday
play	Saturday

Review the chart with the students. Show the students which action goes with the verb on each day of the week.

Play the audiotape again. Ask the students to listen and clap to the rhythm of the chant.

Point to each of the action and days of the week words in the chart when they are said in the chant.

Play the chant again and ask the students to stand up and chant along with the audiotape, doing the actions to match the chart and the chant.

ACTIVITY BOOK

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let's open our activity books.**

Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

Group the students in the classroom according to the 7 actions in the song:

swimming
skipping
running
walking
riding
flying
play

Ask the students to say the chant and when their group's action comes up, the group can do the action as they walk to the door!

After-Class Activities

When they go home that night, students should say the new chant **Swimming, swimming** to their family.

CLASS OPENING

Greeting and Review

Greet the students with the chant **Swimming, swimming** playing on the audiotape as they come in the classroom. With gestures, show the students that you want them to chant the chant along with you. Make sure to do the actions during the chant! This is a good way to greet the students sometimes!

Then say: **Classity, class.** And clap your hands once.

Expect the students to say: **Yessity, yes!** This shows that they are ready to learn!

Lesson Hook

Tell the students to open their student books to Lesson 20.

Teacher can say: **In this lesson, you will learn about which foods are good for the body!**

NEW CONCEPTS

1. Eat and drink

Teacher can say: **Let's make a list of all of the English food words in Part 1. For those foods that you think we shouldn't eat too much of, let's put a star beside them.**

Eat Good Food!

Food that is not that good for us (English or Chinese)	Good Food (English)
<i>chocolate</i>	vegetables
<i>donuts</i>	water
	milk
	chicken
	bread
	tea
	fish
	meat
	fruit
	Rice *
	Noodles *

Put the picture and flash cards for each of the foods up on the blackboard ledge. Hold up the flash cards as the audiotape says them. Ask students to read them aloud. Then ask the students to practice matching the word cards to the picture card.

Teaching Tip



Using Charts

Making colourful charts of new and old vocabulary to post on the classroom wall will give students English visuals to refer to when they are learning new vocabulary and remembering old vocabulary!

Using charts to differentiate learning

Students who finish their work early can draw colourful pictures on the charts. This keeps them happy and busy while the teacher helps students who need extra help.

Teacher can say: **Now let's add a list of all of the food we know that are not very good for us. For example, is chocolate good for us? Or donuts?** (You can write these words in Chinese)

These are the new words and expressions you will learn today:

eat, vegetables, drink, water, healthy

Eat good food!

Print these words and expressions on the blackboard and go over them with the students.

Play the audiotape for Part 1 as the students follow along in their student books. Play it two or three times as the students read along. Walk around helping students who are having difficulty.

2. Eat more vegetables

Tell the students to look at Part 2 on page 53. Ask them what they think Jenny and Danny are talking about.

The students know all of the words in Part 2.

Play the audiotape and ask the students to read along.

●DEMONSTRATE●

Ask three volunteers to come to the front of the class.

These students can take turns reading the three parts of the story.

●PRACTICE●

Ask several groups to come forward and read the story orally for the class.

Then ask the class to choral read the story.

3. Let's do it!

Tick and talk.

Go through the chart on page 53 with the students. In particular make sure that the students know what each of the foods are in the top row.

Then ask the students to work in partners to do this activity.

Students can take turns asking each other: **What do you eat on Monday, Tuesday, Wednesday etc.?**

They can check the correct foods for each of the days of the week as they work together to discuss the foods they eat by saying: **I eat...**

ACTIVITY BOOK

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let's open our activity books.**

Point to the page and walk around the class so that everyone can see.

Optional

Game: Moving left!

In this game, students line up in two rows facing each other.

Students on the right ask: **What do you eat on...?**

Students on the left respond with: **I eat...**

The teacher claps hands and students move left.

The student on the left now asks the question and the student on the right answers.

CLASS CLOSING

Exit ticket:

Tell students that as they leave class today, they must tell you what their favourite food is.

After-Class Activities


When they go home tonight, students can look in the fridge and make a list of all of the good foods they find there to bring back to school and share during the next class.

Lesson 21 Good Habits

Lesson 21 Good Habits


1 I have good habits

1




I brush my hair every morning.

2




I brush my teeth three times a day.

3



I do exercise every day.


4



I go to bed early every day. I have good habits.


2 Work and play

1




I work hard at school.

2




I play with my friends.

3




I do my homework.

4




I go for a walk with my parents.


3 Let's sing!




*This is the way I brush my teeth,
Early in the morning.*



*This is the way I brush my hair,
Early in the morning.*



*This is the way I wash my hands,
Early in the morning.*



*This is the way I wash my face,
Early in the morning.*

TEACHING GOALS

- Students will be able to recognize, understand and use the following words:
school
- Students will be able to recognize, understand and use the following expressions:
I brush my hair every morning.

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 21
- Picture and word flash cards for new words and phrases in Lesson 21

CLASS OPENING

Greeting and Review

Entrance ticket

Say Good morning/afternoon and ask each student to tell you one good food they ate for supper the night before as they come through the door.

NEW CONCEPTS

1. I have good habits

Ask the students to look at the pictures in Part 1 of lesson 21.

Put picture and word flash cards on the board ledge for the following phrases:

brush my hair

brush my teeth

do exercise

go to bed early

Match the pictures to the phrases as you introduce them to the students.

Reread the phrases again with the students.

Teacher can say: **These are some more words and expressions you will learn today in the first part of the lesson:**

habits

I have good habits.

every day

Put these words and phrases on the blackboard.

Go over these words and phrases with the students word by word.

Play the audiotape as the students follow along in their student books. Play it two or three times, listening to each student pronounce the words and helping them as needed.

•DEMONSTRATE•

Mix up the phrases and the pictures that go with them from Part 1 and ask students to match the phrases with the correct pictures.

brush my hair

brush my teeth

do exercise

go to bed early

You can do this several times with different students.

•PRACTICE•

Pair Work

Tell the students they are to work in pairs asking and answering the new questions with their partners.

Student 1: **What is your good habit?**

Student 2: **I brush my hair.** (for example)

Student 2: **What is your good habit?**

Student 1: **I do exercise.** (for example)

Ask several pairs of students to share their dialogues with the class.

2. Work and play

Ask the students to look at the pictures in Part 2 of lesson 21.

Ask what they think Li Ming and Danny are doing in each of the pictures.

Teacher can say: **These are some expressions you will learn today in the second part of the lesson:**

work hard

go for a walk

Put these words and phrases on the blackboard.

Go over them with the students word by word.

The students know the rest of the words in Part 2.

Play the audiotape as the students follow along in their student books. Play it two or three times, listening to each student pronounce the words and helping them as needed.

•DEMONSTRATE•

Ask the students which of the four things in Part 2 that they like to do best:

Work hard at school.

Play with their friends.

Do their homework.

Go for a walk with their parents.

•PRACTICE•

Pair Work

Tell the students to turn to a shoulder partner and take turns sharing which activity they like to do best.

Work hard at school.

Play with their friends.

Do their homework.

Go for a walk with their parents.

Ask several pairs of students to share their dialogues with the class.

3. Let's sing

Song: This is the way I brush my teeth

Tell the students that there are four verses in this song.

All of the verses are the same except for the action at the end of the first line in each verse.

This is the way...

Verses 1 and 2 do the same action but with a different part of the body.

I brush my teeth.

I brush my hair.

Verses 3 and 4 do the same action but with a different part of the body.

I wash my hands.

I wash my face.

And the second line of every verse is the same!

Early in the morning.

Go through the song word by word, and line by line, asking students to repeat after you. Clap out the rhythm of the song with the students as they listen to the song for the first time.

Play the song again. Ask the students to join in singing.

Ask the students to stand up and sing. This time they can do the actions for each of the four verses as they sing them.

Teaching Tip



The value in easy songs!

Many songs are repetitive. The rhythm of the song helps the students remember the simple verses and students can even think of new verses to add! Ask the students to help you think of new verses such as:

This is the way we walk to school...

This is the way we read our books...

This is the way we write a story...

And so on!

ACTIVITY BOOK

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let's open our activity books.**

Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

Ask the students to sing the song as they leave class today.

After-Class Activities

Students should practice their new vocabulary with their parents.

They can also sing the new song to their families.

Lesson 22 Mother's Day

Lesson 22 Mother's Day

1 Happy Mother's Day!



My mother works hard. She cooks every day. She cleans the house. She washes the clothes.

Mother's Day is coming. We want to do something for her. What can we do?



56



2 Let's do it!

Think and talk.

What can you do for your mom on Mother's Day?



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TEACHING GOALS

1. Students will be able to recognize, understand and use the following words:
buy, make, card
2. Students will be able to recognize, understand and use the following expressions:
I'd like to make a card for her.

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 22
- Paper for a Mother's Day Card

CLASS OPENING

Greeting and Review

Greet the students: **Good morning, Classity Class! (Clap!)**

The student should say: **Good morning! Yessity Yes!**

Sing the song **This is the way** with the students.

Lesson Hook

Teacher can say: **In this lesson, it is Mother's Day and Jenny's family is trying to think of something special to do for their mother!**

NEW CONCEPTS

1. Happy Mother's Day

Teacher can say: **Turn to page 56. These are the new words and phrases you will learn in this part of the lesson:**

Happy Mother's Day

works, cleans, washes

Mother's Day is coming.

We want to do something for her.

What can we do?

Write the new words and phrases on the board.

Go over them one by one with the students.

Play the audiotape for the students. Have the students follow in their student books, pointing to each word in each sentence as it is said.

Play the audiotape again and ask the students to choral read with the story.

Ask the students to look at the pictures on pages 56 and 57 that go with the story in Part 1.

Teacher can say: **What do you think Jenny, her sister and brother are talking about?**

Can you guess?

Write all of the guesses on the board and then check to see which one is right after reading the story.

Teacher can say: **These are the phrases in this part of the story:**

I'd like to...

buy a gift

make a card

make a nice breakfast

That's a great idea.

Point out these phrases to the students as they go through each picture in their student book.

Play the audiotape and ask the students to follow along.

Play the audiotape again and ask the students to choral read each part.

•DEMONSTRATE•

Ask 3 students to read the story for each picture in Part 1.

Do this again but ask 5 students to read the two paragraphs in Part 1 as well as the parts of the story in the three pictures.

Ask the class to choral read the whole story together.

●PRACTICE●

Class Work

Teacher can say: **We are going to write a note to your mothers thanking them for some of the things they do. The note must be in English. You can use the story sentences or make an English sentence of your own. You can write this LEA story in the card for you mother.**

Sample: LEA card message (taken from Part 1)

My mother works hard. (Sally)

She cleans every day. (Jill)

She cooks every day. (Tanji)

She washes the clothes. (Bob)

She reads books to me. (Li Ming)

She makes me happy! (Kitty)

Happy Mother's Day, Mom! (Jim)

Have the students who gave you each line read their line to the class.

Ask the class to choral read the story.

Individual Work

Students make a card for their mother.

In the card, they write the LEA class story. They do not have to put their classmates' names beside the sentences.

They can choose to write all of the sentences or up to 5 of the sentences.

They can add their own sentences too!

Ask the students to draw a picture on the front of the card and another on the inside.

Students can share their cards with a shoulder partner when they are done.

Teaching Tip



Making a card

When students see that the English they learn is relevant and can be used to make something special for one of their parents, they will understand that English is more than just talking in the classroom. English can take them outside of the classroom walls and into the real world!

Students can put their cards on their desks and do a Gallery Walk to look at them.

2. Let's do it!

Think and talk.

Have a class discussion about what the students can do on Mother's Day for their mothers. Page 57 gives some suggestions. Make a list of all of the things the students suggest.

ACTIVITY BOOK

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let's open our activity books.**

Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

Say to the students: **Great job with your cards! You can take them home and give them to your mothers! Tomorrow you can tell us if your mother liked the card! Goodbye Classity Class!**

Students respond with: **Goodbye teacher!** (or Coachity Coach)

Teaching Tip



Whole Brain Teaching

The Whole Brain Teaching approach is fun and extremely successful. It just makes sense to teach this way.

Teaching Classity Class

First you say, “Class” and the students respond, “Yes”. You will need to explain to them that when you say “class” you want them to respond “yes”. It’s a good idea to practice these expressions a few times and praise them for their efforts. Tell the students that they must also look at you when they say “yes”.

Raising the bar a little...

Tell the students that they are so clever that they can now try the advanced level of “Class - Yes”. This motivates them even further. You can vary your class delivery. Try a high voice/ low voice variation.

Next try saying “Classity class” and the students should copy you by responding “Yessity Yes!”

You can use the whole brain approach with most instructions you want to give such as:

Share! Yes! ; Walk! Yes! ; Sit! Yes! etc.

After-Class Activities

Students take their cards to their mothers to read to them.

Lesson 23 Visiting Mrs. Zhou

Lesson 23 Visiting Mrs. Zhou

1 A Saturday visit



Mrs. Zhou is very old. She has no family. We go to visit her every Saturday. We help her wash her clothes. We clean her room.



We go for a walk together. Mrs. Zhou tells us a story. She is happy. We are happy, too.

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2 Let's do it!

1. How do the students help Mrs. Zhou? Read and tick.

- ☐ They wash her clothes.
- ☐ They cook soup for her.
- ☐ They clean her room.
- ☐ They go for a walk with her.
- ☐ They read her a story.

2. Group work: Think and talk.



- * clean the room
- * wash clothes
- * read books
- * sing songs
- * tell stories
- * go for a walk

3 Letters and sounds

i	kite	ride	rice	like
g	good	girl	dog	angry

Try to read

Tongue Twister

Mike likes to ride a bike and fly a kite.



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TEACHING GOALS

Students will be able to recognize, understand and use the following words:
visit, room, tell

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 23
- Pictures and flash cards for new vocabulary

CLASS OPENING

Greeting and Review

Teacher can say: **Good morning all of my wonderful students!**

Students reply with: **Good morning teacher.**

Ask if the students gave their mothers their cards. Teacher may ask: **Did your mother like the card? What did she say?**

Lesson Hook

Tell the students to open their books to Lesson 23.

Teacher can say: **In this lesson, Li Ming and his friends are going to visit an old lady who is not their grandmother.**

Teacher may ask: **How many of you know old people who are not your grandparents? Do you go and visit them? Do you take special things to them?**

Teaching Tip



Field Trips

Taking children for a field trip is a great idea! Tell the children to ask their grandparents if they would like to come for a walk in a local park with them. The grandparents can bring a friend if they like. The students can bring their Learning English books with them and read stories from the books to the old people. They can also listen to stories the old people tell them.

NEW CONCEPTS

1. A Saturday visit

Teacher can say: **Look on page 58. On this page, the children are visiting with Mrs. Zhou who is an old person in their neighbourhood.**

Here are the new words and phrases for this lesson:

story

visit/ing

clean

What would you like to do now?

go for a walk

Print them on the board.

Help the students find them in their books.

Play the audiotape for pictures 1 and 2 and ask the students to read along as you walk around the class listening to them.

Have a conversation with the students about older people in the community.

Teacher can say: **Let's make a list of all of the things you can do to help an older person in your community. If you don't know how to say what you want to say in English, you can say it in Chinese and I will translate.**

A list of things to help older people

Chinese	English
	read a book
	listen to a story
	bring some fruit
	make a card
	help clean
	take a walk

Plan to take the students to the park with their grandparents so that they can have a group experience with old people.

2. Let's do it!

1. How do the students help Mrs. Zhou? Read and tick.

Have them read the text again. Then tick the sentences that are correct.

2. Group work. Think and talk.

Get the students work in groups. They should discuss with **Do you help others? What do you do?**

3. Letters and Sounds

Look at the letters and sounds in Part 3.

Read the sounds to the students then say the words for each sound. Ask the students to repeat the sounds and words after you as you say them.

Go through the tongue twister with the students.

ACTIVITY BOOK

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let's open our activity books.**

Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

Exit ticket: Make sure that the students have their invitation for their grandparents for either the Field Trip or the Special Grandparent Day in the class.

After-Class Activities

Students should give the invitations to their grandparents and get an RSVP back to bring to class the next day so the teacher knows how many older people are coming and can plan accordingly!

Lesson 24 A Little Monkey

Lesson 24 A Little Monkey

Story time

1 I don't feel good today. I think I'm ill.
Let me help you.

2 Would you like some fruit?
Yes, please!

3 I'll get some fruit for you.
Thank you!

4 Wow! The apples look good. I'll get some.

5 Oh, oranges! I like oranges! I'll get some.

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6 Ouch! My leg!

7 Wow! Watermelons!

8 I'll get a big one.

9 Hey, little monkey! Let's play!
Sorry, I can't. My friend is ill. He is hungry.

10 Bye-bye. I'll play with you later. Goodbye!

11 I have a big watermelon for you.
Thank you for your help!

watermelon 西瓜 later 以后

Think and Act

- What fruit does the little monkey get?
- Act out the story.

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TEACHING GOALS

- Students will be able to understand and read the following words:
oranges, watermelons, monkey, later, hungry
- Students will be able to understand and use the following expressions:
May I help you?
Would you like some fruit?
I'll get some for you.
- Students will be able to predict an ending to the story.

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 24
- Paper for story boards

CLASS OPENING

Greeting and Review

Greet the students. Teacher can say: **Hello everybody! You are a great class! Give yourselves 3 claps! You make me very happy!**

Lesson Hook

Tell the students to open their books to Lesson 24.

Teacher can say: **In this lesson, we are going to read a new story. I'm going to ask you lots of questions. Let's get started!** (The teacher has chosen to use DRTA with this story.)

NEW CONCEPTS

Story time

Teaching Tip



Teacher Talk and Planned Questions for DRTA

DRTA includes a series of planned questions that encourage students to think about a story as they go through it together. The following is a sample of pre-planned Teacher Talk with planned questions that can be used for this story.

DRTA Teacher Talk: Page 60 – pictures 1~5:

Say: **Look at the story on page 60. What do you think the monkeys are talking about?**

Can anyone guess?

Picture 1: **Look at Picture 1. Who is in the story? What might they be talking about?**

Picture 2: **Who is the third monkey? What do you think he is saying?**

Picture 3: **In Picture 3?**

Picture 4: **And Picture 4?**

Picture 5: **And Picture 5?**

Teacher can say: **Very good! Here are the phrases in this part of the story:**

May I help you?

Would you like some fruit?

I'll get some for you.

Show the students these words and phrases in their student books.

Teacher can say: **Let's listen to the first part of this story on the audiotape. Listen only this time. We'll read together next time.**

DRTA Teacher Talk: Page 61 – pictures 6~11:

Picture 6: **Now look at page 61. What happened to the little monkey in Picture 6?**

Picture 7: **How about in Picture 7?**

Picture 8: **And in Picture 8?**

Picture 9: **In Picture 9, what do you think the rabbit saying to the monkey?**

Picture 10: **In Picture 10, where do you think little monkey is going?**

Picture 11: Are the small monkeys happy? Why?

After the planned DRTA Teacher Talk introduction to the story, play the audiotape for the students. Ask them to read along. Walk around the class listening to see who needs help.

•DEMONSTRATE•

Read Aloud

Read the story to the students without interruption, changing your choice for the two characters to add expression.

Ask students to read the story for each picture frame.

•PRACTICE•

This story is set up like a Story Board. There are 11 pictures with some dialogues in each one. Below is an explanation for Storyboarding:

Teaching Tip



What Are Storyboards?

Storyboarding, or picture writing, is the origin of all written language, and was used by ancient cultures before text evolved. Story boarding is as a natural bridge to text. The Chinese language was built using pictographs. Egyptians used storyboards, or hieroglyphics, first etched in stone and later written on papyrus, to organize a complex society and to rule the ancient world.

Look at any comic strip and you'll see picture writing in action.

A storyboard is a writing format, generally a set of boxes (or rectangles, circles, or other shapes) placed in a logically sequenced order. Each box or frame is a place for the writer to put information, pictures, symbols, or text. Storyboards appear in many forms, including emerging literacy books. Storyboards are widely used because we know pictures combined with text offer a rich synthesis of information that can entertain and inform. The pictures in picture writing can be simple cartoons, photographs, or sophisticated technical diagrams.

Simple stick pictures combined with minimal text is an essential writing style for storyboarding. Offering students hands-on drawing has many advantages over using premade images or clip art. A central benefit of stick pictures is that kids can do them themselves, and they like to draw. As we explore drawing, it is important to recognize that the act of drawing, like the act of writing text, is satisfying and informative. Putting pencil to paper, making symbols in pictures or text, helps our ideas to grow.

It is the logical sequencing power of storyboards, combined with the hands-on engagement of drawing that makes this an excellent tool for young learners. A storyboard can be any length from two to many boxes; it can be simple or elaborate. Storyboards can also be adapted to fit many tasks from maps to time lines. Storyboards help students learn to sequence the events in a story in a simple way that makes it easy for the children to recall and retell what has happened!

For EFL students, this simple way of communicating content is a must technique for teachers to learn!

Individual work

Ask the students to divide their papers into 4 boxes. They can do this easily by folding the paper in half and then in half again.

Ask the students to retell the story using only 4 boxes. They do not have to write any words in the boxes. They only have to draw the pictures to show what happened in each picture of their storyboard.

Tell the students to colour their pictures. They can print the name of the story in the top right corner of their paper. They should also put their name in the top right hand corner of the paper to take ownership for their work:

	A Little Monkey By: Shaolin

Pair Share

Students can find a partner when they are done and ‘retell’ the story in English using their storyboard to help them.

Think and Act!

Discuss the following questions with the students:

What fruit does the little monkey get?

Do this as a class.

Put the students in groups of 4 to act out the story. Students must use English in their dialogues.

Choose several groups to share their plays.

ACTIVITY BOOK

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let’s open our activity books.**

Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

Ask the students to whisper their favourite part of the story to the teacher as they are leaving the room.

Have the students take their story boards home so they can retell the story to their parents.

Teaching Tip



Retelling a story













Retelling a story is an active procedure that may help students in comprehension, concept of story structure and oral language. Retelling also helps children play an active role in reconstructing a story for an audience. This provides for interaction between the child and the person listening.

Remind the students that next class they will do the Unit 4 Review.

Unit 4 Review

Unit 4 Review

1 Listen and circle

- I like to _____.   
- How much are the fruits?
— _____ yuan.   
- She _____ three times a day.   
- On Saturdays, I _____.   

2 Listen and number



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3 Look and write



- In the evening, I _____.
- I _____ on Saturday.
- On Wednesday afternoon, I _____.
- I _____ in the morning.
- I _____ at home.
- I _____ on Sunday.

fly a kite
read a book
play basketball
sing a song
do my homework
watch TV

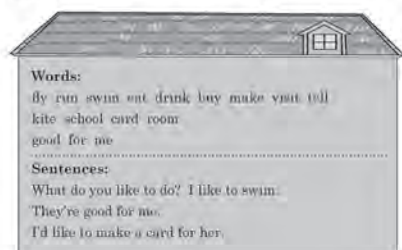
4 Read and talk

Shao Lin is a student. She is in Grade 3. She works hard at school. She plays basketball every week. At home, she helps her mother cook dinner and clean the house.












- What grade is Shao Lin in?
- What sport does she play every week?
- What does she do at home?
- Do you think Shao Lin is a healthy girl?

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5 Key words and sentences



6 How am I doing?

	Listening	Speaking	Reading	Writing	Total stars
At school					
At home					
I am...					

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CLASS OPENING

Greeting

Greet the students. Tell the class that today is the review day so they should try their best!

Sing one of the songs from this unit together.

REVIEW

1. Listen and circle

Tell the students to look at the two pictures in Part 1. They should listen to the audiotape and circle the picture that fits into each of the sentences. Check as a class.

The audiotape says:

- I like to swim.
- How much are the fruits? Twenty seven yuan.
- She brushes her teeth three times a day.

4. On Saturdays, I go for a walk with my parents.

2. Listen and number

Tell students to listen to the audiotape and number each of the six pictures in Part 2 according to the sequence of sentences they hear. Check as a class.

The audiotape says:

1. I watch TV in the evening.
2. I like to draw pictures.
3. I brush my teeth every day.
4. I like to read books.
5. After dinner, I wash the dishes.
6. I do my homework in the evening.

3. Look and write

Tell the students to look at the pictures in Part 3. They should match the pictures to one of the sentences below. Check as a class.

4. Read and talk

Tell the students to read the text. Students should then talk about the sentences. Check as a class.

5. Key words and sentences

Go through the key words and sentences in the house in Part 5 with the students. You can read them together or ask students to read them one at a time for you to check to see who is able to do so.

6. How am I doing?

Ask students to fill in the self-evaluation chart in Part 6. As they do so, walk around the class discussing how students understand their knowledge in each of the categories.

ACTIVITY BOOK

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let's open our activity books.**

Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

Congratulate the students for their hard work and for having completed the Learning English Book 6!

Say one of the chants from Unit 4 together as a class.

Ask each person in the class to say one sentence or phrase from the book without opening their books as an exit ticket. Encourage the students to say something different from the students who responded before them.

Tell the students they did a great job! Then wave and say **Goodbye class!**

Students should respond with: **Goodbye teacher!**