

SUPER
S★ar

SUPER ★ Star

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Scope and Sequence

	Communication	Word	Grammar Pattern
Unit 1 Sports Day	Lesson 1 How's the weather today? It's sunny.	Lesson 2 walk, clap, jump, sing, kick Lesson 3 run, dance, swim, skate, climb	Lesson 2 I can/can't walk. He/She can/can't walk. Lesson 3 What can you do? I can run. What can he/she do? He/She can run.
Unit 2 At the Park	Lesson 1 Are you ready? Hold on. Let me help you.	Lesson 2 read a book, write a story, paint a picture, play the violin Lesson 3 ride a bike, play soccer, sing a song, fly a kite	Lesson 2 I can/can't read a book. They can/can't read books. Lesson 3 Can you ride a bike? Yes, I can. No, I can't. Can they ride bikes? Yes, they can. No, they can't.
Phonics 1	[Long Vowel a] -ake lake, wake -ase case, vase -ate date, gate -ame name, same -ape cape, tape -ave cave, wave		
Unit 3 Art Class	Lesson 1 May I borrow a crayon? Sure. Here you are.	Lesson 2 chalk, glue, paint, tape, paper Lesson 3 marker, scissors, flag, water bottle, eraser	Lesson 2 I have chalk. You don't have chalk. He has chalk. She doesn't have chalk. Lesson 3 What do you have? I have a marker/scissors. What does he/she have? He/She has a marker.
Unit 4 Lunch Time	Lesson 1 What time is it now? It's twelve.	Lesson 2 fork, knife, spoon, plate, bowl Lesson 3 cup, napkin, glass, straw, jar	Lesson 2 It's Tim's/Kelly's fork. It's his/her fork. Lesson 3 Whose cup is this? It's Tim's/Kelly's cup. / It's his/her cup.
Phonics 2	[Long Vowel i] -ice dice, mice -ike hike, like -ine line, pine -ide hide, ride -ite bite, kite -ive dive, hive		
Progress Test 1 Review Units 1~4, Phonics 1~2			

	Communication	Word	Grammar Pattern
Unit 5 Job	Lesson 1 Excuse me. Where's the zoo? Follow me. Thank you for your help.	Lesson 2 doctor, teacher, police officer, cook, farmer Lesson 3 singer, scientist, artist, astronaut, vet	Lesson 2 He's/She's a doctor. They're doctors. Lesson 3 Who's he/she? He's/She's a singer. Who are they? They're singers.
Unit 6 Summer Camp	Lesson 1 Tyler! Don't run. Why not? It's dangerous.	Lesson 2 tall, short, young, old, pretty, handsome Lesson 3 strong, weak, fast, slow, brave, shy	Lesson 2 He's/She's tall. He/She isn't tall. They're tall. They aren't tall. Lesson 3 Is he/she strong? Yes, he/she is. No, he/she isn't. Are they strong? Yes, they are. No, they aren't.
Phonics 3	[Long Vowel o] -ole hole, pole [Long Vowel u] -ube cube, tube	-ope hope, rope -une dune, tune	-ose nose, rose -ute cute, mute
Unit 7 Clothing	Lesson 1 Excuse me. How much is this? It's five dollars.	Lesson 2 jacket, raincoat, blouse, vest, jeans Lesson 3 cap, boots, socks, gloves, sneakers	Lesson 2 I'm wearing a jacket. He's/She's wearing a jacket. Lesson 3 What are you wearing? I'm wearing a cap. What's he/she wearing? He's/She's wearing a cap.
Unit 8 Neighborhood	Lesson 1 Where are you from? I'm from France.	Lesson 2 bakery, toy store, market, library, police station Lesson 3 bank, hospital, mall, airport, museum	Lesson 2 I'm going to the bakery. They're going to the bakery. Lesson 3 Where are you going? I'm going to the bank. Where are they going? They're going to the bank.
Phonics 4	-ai nail, rain -ee beet, bee	-ay day, hay -oa boat, coat	-ea bean, meat -ow bow, cow

Super Star Lesson Guide

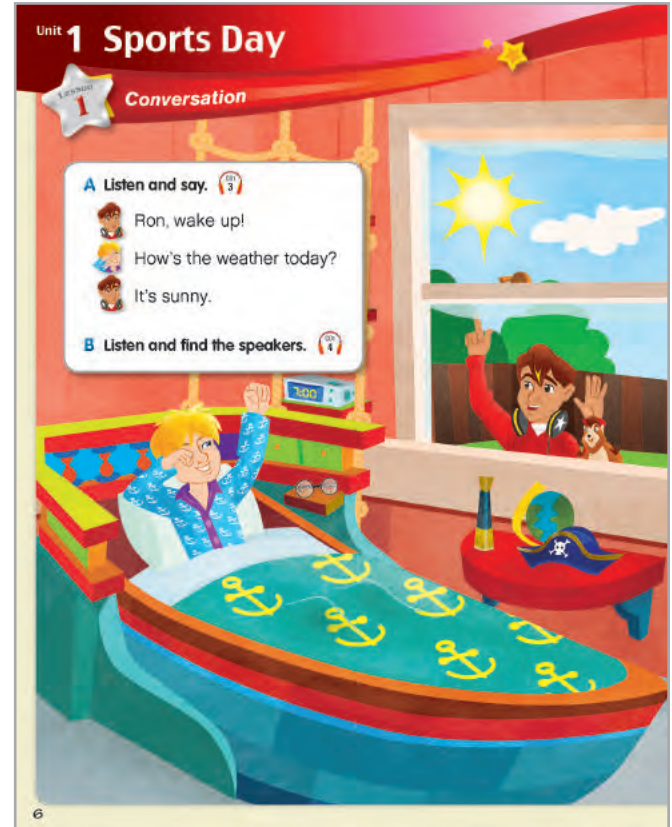
Lesson 1 Conversation

Warm Up

1. Begin by exchanging greetings with the class.
2. Provide a physical activity to allow students to experience the conversation they will be introduced to.
3. Pre-teach the conversation in the context you've provided.
4. Review target language of the previous unit.

A Listen and say.

1. Have students talk about the illustrations to establish context. Activate prior knowledge by asking students to talk about characters and what they are doing.
2. Have students listen and repeat the conversation to get used to natural pronunciation and intonation.



B Listen and find the speakers.

1. Have students identify the speakers of the conversation while listening to the audio to review expressions and meaning.
2. Have students practice the conversation in groups as a role-play to practice pronunciation, intonation, and natural speed and rhythm.



C Sing and dance.

1. Listen to the song with students. Help them become familiar with the tune and rhythm of the song.
2. Read the lyrics line by line with students to identify familiar words and structures and work on their pronunciation.
3. Play the song again and have students sing along, paying attention to pronunciation and intonation.
4. Play the dance video with the students to connect song and movement and have them experience the language on multiple levels, reinforcing previously learned language.

D Say and act.

1. Present the conversation again. Model the conversation with a student, to show that a conversation is between two people.
2. Read the conversation line by line while students repeat, paying attention to pronunciation and intonation.
3. Role-play the conversation with students.
4. Divide the class into groups and have the groups role-play the conversation with each other for additional practice.
5. Role-play the conversation in pairs for additional practice and personalization.



Star Quest to consolidate learning

1. Play the audio track and have students listen as the character gives the quest.
2. Have students perform the quest individually or in groups, and then place the sticker on the back cover of their books to reward their accomplishments.

Extra Activity

- Use the suggested games or activities for further practice and consolidation of language learning.

Extra Practice

- Use corresponding workbook pages for extra practice in class or as homework.

Super Star Lesson Guide



Lesson 2 Word & Sentence

Warm Up

1. Review the conversation from Lesson 1 to activate prior learning.
2. Listen to the song from Lesson 1 and sing along to engage students in using English.

A Listen, point, and say.

1. Activate prior knowledge by engaging students in discussion about target vocabulary and letting them use the language they already know. Optionally, use flashcards to introduce new words.
2. Model pronunciation of the new words by reading and having students repeat, emphasizing natural pronunciation and intonation.
3. Have students listen to the audio, point to the pictures in their books, and repeat the words to establish a connection between the sound of the words and their meaning.
4. Read the words while pointing to the pictures together with the students.

Lesson 2 Word & Sentence

A Listen, point, and say. (1st 7)

1	2	3	4	5
walk	clap	jump	sing	kick

B Listen and circle. (1st 8)

B Listen and circle.

1. Play the audio CD for students to listen and check their understanding of the connection between the picture and the sound by completing the activity.
2. Check the answers together.
3. Encourage personalization by asking students to talk about the illustration outside of target language.

C Listen and say. Then practice. 

I can't walk. can't = cannot



D Listen and say. Then practice. 

He can't walk. She can't walk.



E Chant.  

 **Tyler Time!** 

E Chant.

1. Play the audio and have students listen to the chant.
2. Play the audio again and have students chant along to reinforce pronunciation, intonation, and the use of the words and grammar pattern.
3. Play the video and have students chant along with the video to add depth and engagement.



Star Quest to consolidate learning

1. Play the audio track and have students listen as the character gives the quest.
2. Have students perform the quest individually or in groups, and then place the sticker on the back cover of their book.

Extra Activity

- Use the suggested games or activities for further practice and consolidation of language learning.

Extra Practice

- Use corresponding workbook pages for extra practice in class or as homework.

C&D Listen and say. Then practice.

1. Present target structure to students and give them the necessary grammatical information to understand usage.
2. Read the key sentences with the students and allow them to practice using the words that they have learned.
3. Use the audio CD and have students repeat while focusing on pronunciation and intonation.
4. As a whole class, point to each image and make the correct sentences using the words they have learned.

Super Star Lesson Guide

Lesson 3 Word & Dialogue

Warm Up

1. Review Lesson 2 to activate prior learning.
2. Play the chant from Lesson 2 and chant together.

A Listen, point, and say.

1. Activate prior knowledge by engaging students in discussion about target vocabulary and letting them use the language they already know. Optionally, use flashcards to introduce new words.
2. Model pronunciation of the new words by reading and having students repeat, emphasizing natural pronunciation and intonation.
3. Have students listen to the audio, point to the pictures in their books, and repeat the words to establish a connection between the sound of the words and their meaning.
4. Read the words while pointing to the pictures together with the students.

Lesson 3 Word & Dialogue

A Listen, point, and say. (ST 13)

1 run 2 dance 3 swim 4 skate 5 climb

B Listen, ask, and answer. Then practice. (ST 14)

What can you do? I can run.



10

B&C Listen, ask, and answer. Then practice.

1. Present the dialogue to the class, using gesture to aid comprehension.
2. Give students the necessary grammatical information they need to successfully complete the dialogue.
3. Have students practice using the words they learned in A in the new structure in order to practice further.
4. Read the dialogue together with the students to work on pronunciation.
5. Listen and repeat after the audio for further practice.
6. Practice the dialogue together while pointing to the pictures to make a connection between the sounds and image.
7. Have students practice in pairs for additional practice and personalization.

C Listen, ask, and answer. Then practice. (15)

What can he do? He can run.
 What can she do? She can run.

D Sing. (16)

Move, ask, and answer.

What can he do? He can run.

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Star Quest to consolidate learning

1. Play the audio track and have students listen as the character gives the quest.
2. Have students perform the quest individually or in groups, and then place the sticker on the back cover of their book.

Board Game for review and practice

1. Steps for this activity will vary – see individual units.

Extra Activity

- Use the suggested games or activities for further practice and consolidation of language learning.

Extra Practice

- Use corresponding workbook pages for extra practice in class or as homework.

D Sing.

1. Listen to the song with students. Help them become familiar with the tune and rhythm of the song.
2. Read the lyrics line by line with students to identify familiar words and structures and work on their pronunciation.
3. Play the song again and have students sing along, paying attention to pronunciation and intonation.
4. Play the video with the students to connect song and visual and have them experience the language on multiple levels, reinforcing previously learned language.

Super Star Lesson Guide



Lesson 4 Story & Unit Test

Warm Up

1. Review the dialogue from Lesson 3 to review and activate prior learning.
2. Listen to the song from Lesson 3 and sing along to engage students in using English.

A Listen and stick.

1. Use the comics to review the words, sentences, and dialogues of the unit.
2. Talk about what is happening in each scene, allowing students to speak freely.
3. Play the audio and listen carefully while looking at the illustrations.
4. Guess the missing lines from the speech bubbles and fill them in with the stickers provided, using memory and context clues.

Lesson 4 Story

A Listen and stick.

Panel 1: A girl in a red and white soccer uniform is kicking a ball towards a goal. A boy in a red jacket says, "She can kick." There is a blank speech bubble for the girl.

Panel 2: A boy in a green shirt says, "She can jump, too." There is a blank speech bubble for the girl.

Panel 3: A girl in a red and white soccer uniform is holding a trophy. A boy in a red jacket says, "But she can't sing." There is a blank speech bubble for the girl.

Panel 4: A boy in a green shirt says, "Oh! It's raining." A boy in a red jacket says, "Yes, it is. Run!" There is a blank speech bubble for the girl.

B Listen and check. Then act out.

12

B Listen and check. Then act out.

1. Play the audio and check the answers to the speech bubbles.
2. Read the completed story.
3. Have students practice the story in groups and then present it to the class.

Unit Test

• Listen and circle. 

1  

2  

3  

4  

• Listen and choose. 

5  a b

6  a b

7  a b

8  a b

• Read, write, and say.

9  How's the weather?
a She can clap.

10  What can she do?
b It's sunny.

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Extra Activity

- Use the suggested games or activities for further practice and consolidation of language learning.

Extra Practice

- Use corresponding workbook pages for extra practice in class or as homework.

Unit Test

1. Have students get their pencils and erasers ready before the test.
2. Remind students of standard test-taking precautions (cover your paper, don't look at other papers).
3. Make sure students are ready and audio is prepared.
4. Play the audio and give students time to answer for each segment.
5. Check answers together after the test.

Super Star Lesson Guide



Phonics

Phonics 1

A Chant. Listen and repeat.

-ake lake wake	-ase case vase	-ate date gate
-ame name some	-ape cape tape	-ave cave wave

B Listen, point, and say. Listen and repeat.

C Circle the word that rhymes with the picture.

1. wake case cave	2. tape same gate	3. wave case date
4. name cave cape	5. same cape date	6. vase wave lake

D Listen and read. Listen and read.

Wake up, Jaka!
Take the cape.

Take the date.
Take the case.

Open the gate.
Walk out the cave.

Jump in the lake.
Enjoy the wave.

Warm Up

1. Use illustrations to activate prior knowledge.
2. Talk about what is happening in the illustrations.

A Chant

1. Introduce the different sounds of the letters. Write the letters on the board, read them, and model the sounds one at a time.
2. Play the audio and have students point to the pictures to make a connection between sounds and meanings, raising their phonemic awareness.
3. Play the audio track again and chant together.
4. Play the chant video and chant together with the video to add a multi-modal dimension and reinforce the sounds.

B Listen, point, and say.

1. Say the sounds of the new letters with students, paying attention to pronunciation.
2. Play the audio track and have students point to the letters and words.
3. Say the sounds and read the words again, having students identify the sounds within the words.
4. Point to the words at random and have students read them.

C Circle the word that rhymes with the picture.

1. Have students answer the questions on their own. Allow five to ten minutes.
2. Check the answers with students.
3. Specific steps will vary – see the individual Phonics sections.

D Listen and read.

1. Play the audio track and have students listen to the story.
2. Play the same track and have students listen and repeat, while pointing to the words. Focus on correct pronunciation and intonation.
3. Read the story together.
4. Have students read the story in groups.

Extra Activity

- Use the suggested games or activities for further practice and consolidation of language learning.

Extra Practice

- Use corresponding workbook pages for extra practice in class or as homework.



Progress Test



Progress Test to evaluate cumulative learning

• Listening • Reading • Writing • Speaking

1. Have students get their pencils and erasers ready before the test.
2. Remind students of standard test-taking precautions (cover your paper, don't look at other papers).
3. Make sure students are ready and audio is prepared.
4. Pause from time to time to make sure students are following direction and working on the correct part of the test.
5. Play the audio tracks for the listening and speaking portions and give students time to answer.
6. Use the scoring rubric provided after each test to score the speaking portion.



Super Star Time



1. Read and write the numbers to evaluate contextual reading skills and consolidate learning.
2. Check the answers together and read the dialogue for each illustration.

Lesson 1 Conversation

Objectives

- to understand and use the expression 'wake up'
- to ask and answer about the weather

Materials

- CD1 Tracks 3~6
- pictures of different kinds of weather

Warm Up

1. Greet students by saying, "Hello. How are you?" Have students say, "I'm fine. Thank you."
2. Have students put their heads on the desk and pretend to sleep. Touch each student's shoulder and say, "Wake up." The student should wake up.
3. Repeat, "This is my friend, (Jim)," while pointing to a student. Have the other students say, "Hi, (Jim)."
4. Point to the window and ask, "How's the weather today?"
5. Prepare pictures of different kinds of weather. Place the pictures on the board and have the students choose the correct weather for the day.

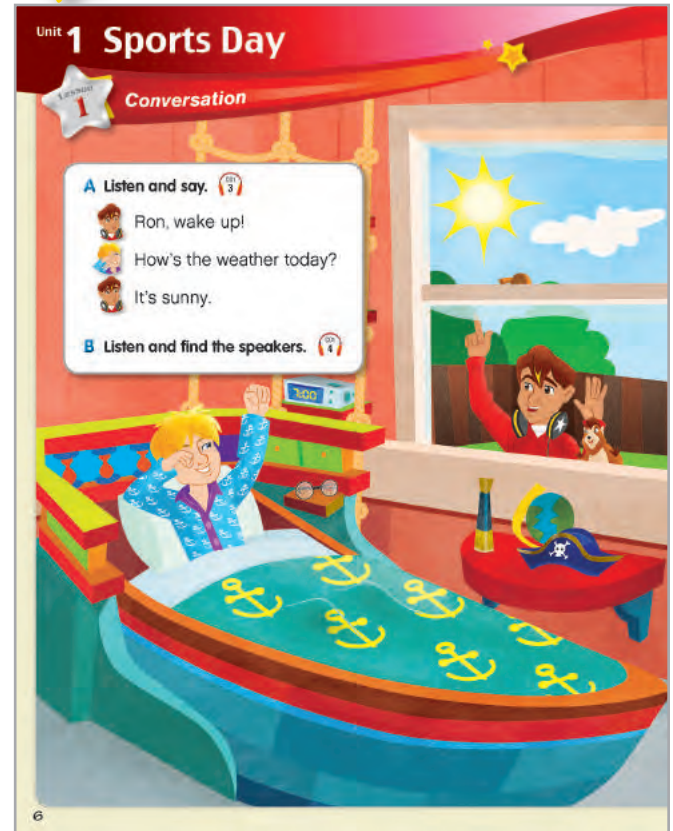
Student Book p.6

A Listen and say.

1. Have students talk about the illustration on page 6. Encourage them to talk about the characters and what they're doing in the illustration.
2. Play CD1 Track 3 and have students listen to the conversation.
3. Have students repeat the conversation.
4. Play the track again for students to listen and repeat after.



Monty : Ron, wake up!
 Ron : How's the weather today?
 Monty : It's sunny.



Student Book p.6

B Listen and find the speakers.

1. Play CD1 Track 4 and have students identify the speakers of the conversation.
2. Play the track again and identify the speakers with students.
3. Have students make groups and role-play the conversation. Once finished, have them switch roles.



Monty : Ron, wake up!
 Ron : How's the weather today?
 Monty : It's sunny.



Student Book p.7

C Sing and dance.

1. Play CD1 Track 5 and have students listen to the song first.
2. Read the song line by line with students.
3. Play the track again and have students sing along to the song.
4. Play the dance video for Unit 1 Lesson 1 using the CD. Have students sing and dance along to the video.



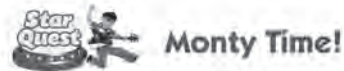
How's the weather today?
 It's sunny today. It's sunny.
 How's the weather today?
 It's windy today. It's windy.
 How's the weather today?
 It's rainy today. It's rainy.
 How's the weather today?
 It's snowy today. It's snowy.
 How's the weather today?
 It's cloudy today. It's cloudy.

Student Book p.7

D Say and act.

1. Present the conversation again. You could have a volunteer student come up to role-play the conversation with you. (“How’s the weather today?” “It’s sunny.”)
2. Read the conversation line by line and have students repeat each line.
3. Role-play with students. Take turns in asking and answering the questions.
4. Divide students into two groups. Have them practice asking and answering the questions in turns.
5. Put students in pairs and have them practice the conversation together.

Student Book p.7



1. Play CD1 Track 6.
2. Have students, as a group or individually, perform the quest, and then place the character sticker on the back page of the student book.



Monty Time! Listen and sing along.

Extra Activity

Mime

1. Have a student come up to the front and act out a weather they like.
2. Have the other students watch carefully and guess what kind of weather it is.
3. The student who knows the answer should shout, “It’s _____ (sunny/windy/rainy/snowy/cloudy).”
4. The student who answers correctly can act out another kind of weather.

Extra Practice

1. Have students do workbook pages 4~5 as homework or complete them in class.
 *You can download the answer key online.

Lesson 2 Word & Sentence

Objectives

- to learn and say different action words
walk, clap, jump, sing, kick
- to make sentences using the key words
I can/can't walk.
He/She can/can't walk.

Materials

- CD1 Tracks 7~12
- Flashcards Unit 1 01~05

Warm Up

1. Review Lesson 1 Conversation.
Ron, wake up!
How's the weather today?
It's sunny.
2. Play CD1 Track 5 and sing together.

Student Book p.8

A Listen, point, and say.

1. Talk about the pictures on page 8. Ask students if they recognize any words.
*You could use the flashcards on pages 101~102.
2. Read each word and have students repeat them.
3. Play CD1 Track 7 and have students point to each picture and repeat the words.
4. Read each word while pointing to each picture with students.



1. walk
2. clap
3. jump
4. sing
5. kick

Lesson 2 Word & Sentence

A Listen, point, and say.

walk clap jump sing kick

B Listen and circle.



Student Book p.8

B Listen and circle.

1. Play CD1 Track 8.
2. Have students circle the correct illustration while listening to the CD.
3. Check the answers together.
4. Ask students if they know other words in the illustration.
Encourage them to speak out.



1. walk
2. clap
3. jump
4. sing
5. kick

C Listen and say. Then practice. 

I can walk. I can't walk. can't = cannot



D Listen and say. Then practice. 

He can walk. She can't walk.



E Chant. 

Star Quest **Tyler Time!** 

Student Book p.9

C Listen and say. Then practice.

1. Present the sentence, "I can walk," to the students.
2. Introduce the pattern 'I can' and 'I can't.' Have students practice saying the words they learned in A and B using the patterns presented. For example, "I can (walk)," "I can't (walk)."
3. Introduce students to the short form of 'cannot.'
4. Read the key sentences on page 9 with the students.
5. Play CD1 Track 9 for students to listen and repeat after.
6. All together point to the illustration for each number and talk about students' ability.



I can walk. I can't walk. can't = cannot

1. I can walk.
2. I can't walk.
3. I can clap.
4. I can't clap.
5. I can jump.
6. I can't jump.
7. I can sing.
8. I can't sing.
9. I can kick.
10. I can't kick.

Student Book p.9

D Listen and say. Then practice.

1. Present the sentence, "He can walk," to the students.
2. Introduce the pattern 'He can' and 'He can't.' Have students practice saying the words they learned in A and B using the patterns presented. For example, "He can (walk)," "He can't (walk)." Do the same for the pattern 'She can.'
3. Read the key sentences on page 9 with the students.
4. Play CD1 Track 10 for students to listen and repeat after.

5. All together point to the illustration for each number and talk about each one's ability.



He can walk. She can walk. He can't walk. She can't walk.

1. He can walk.
2. She can clap.
3. He can kick.
4. She can't sing.
5. She can't jump.

Student Book p.9

E Chant.

1. Play CD1 Track 11 and have students listen to the chant.
2. Play the same track and chant all together.
3. Play the chant video for Unit 1 Lesson 2 using the CD and have students sing along with the video.



Walk, walk. I can walk. He can't walk.
Clap, clap. He can clap. She can't clap.
Jump, jump. She can jump. I can't jump.
Sing, sing. I can sing. He can't sing.
Kick, kick. He can kick. She can't kick.
Walk, clap, jump, sing, kick. Yeah!

Student Book p.9



Tyler Time!

1. Play CD1 Track 12.
2. Have students, as a group or individually, perform the quest, and then place the character sticker on the back cover of the student book.



Tyler time! Listen and act out.

Extra Activity

Up and Down

1. Divide students into two teams.
2. Have a student from each team come up to the front and sit down on a chair. Give them two flashcards each.
3. Have the two students listen carefully to the sentences you say. If you say a positive sentence like "I can walk," the student with the 'walk' card should raise the card up. If you say a negative sentence like "He can't sing," the student with the 'sing' card should put the card down.
4. Keep doing the activity until everyone has had a chance to participate.

Extra Practice

1. Have students do workbook pages 6~7 as homework or complete them in class.

Lesson 3 Word & Dialogue

Objectives

- to learn and say different action words
run, dance, swim, skate, climb
- to make sentences with the key words
What can you do? I can run.
What can he/she do? He/She can run.

Materials

- CD1 Tracks 13~17
- Flashcards Unit 1 05~10

Warm Up

Review Lesson 2 Word & Sentence.
walk, clap, jump, sing, kick
I can/can't walk. He/She can/can't walk.

Student Book p.10

A Listen, point, and say.

1. Talk about the pictures on page 10. Ask students if they recognize any words.
*You could use the flashcards on pages 101~102.
2. Read each word and have students repeat them.
3. Play CD1 Track 13 and have students point to each picture and repeat the words.
4. Read each word while pointing to each picture with students.



1. run
2. dance
3. swim
4. skate
5. climb

Lesson 3 Word & Dialogue

A Listen, point, and say.

run dance swim skate climb

B Listen, ask, and answer. Then practice.

What can you do? I can run.

10

Student Book p.10

B Listen, ask, and answer. Then practice.

1. Present the dialogue to the class.
What can you do? I can run.
2. Review the pattern 'I can' by pointing to yourself, and then make an 'okay' sign with your fingers. Also review the pattern 'I can't' by pointing to yourself, and then shake your head.
3. Read the sentences on page 10 with students.
4. Play CD1 Track 14 and have students pay attention to the dialogue and repeat after the CD.
5. All together point to the illustration for each number and make the question and correct answer.
6. Have students pair up. Have them ask and answer questions about each number.



What can you do? I can run.

1. What can you do? I can run.
2. What can you do? I can dance.
3. What can you do? I can swim.
4. What can you do? I can skate.
5. What can you do? I can climb.

C Listen, ask, and answer. Then practice. (CD 15)

What can he do? He can run.
What can she do? She can run.

D Sing. (CD 16)

Move, ask, and answer.

What can he do? He can run.

Student Book p.11

C Listen, ask, and answer. Then practice.

1. Present the dialogue to the class.
What can he/she do? He/she can run.
2. Review the pattern, "He/She can," and "He/She can't."
3. Read the sentences on page 11 with the students.
4. Play CD1 Track 15 for students to listen and repeat after.
5. All together point to the illustration for each number and make the question and correct answer. Divide students in two groups and role-play.



- What can he do? He can run.
What can she do? She can run.
1. What can he do? He can run.
 2. What can she do? She can dance.
 3. What can he do? He can climb.
 4. What can he do? He can swim.
 5. What can she do? She can skate.

Student Book p.11

D Sing.

1. Play CD1 Track 16 and have students listen to the song.
2. Read the song line by line with students.
3. Play the same track and have students sing along again.
4. Play the video for Unit 1 Lesson 3 and have students sing along again with the video.



- What can you do? What can you do?
What can you do? I can run.
What can he do? He can dance.
What can she do? She can swim.
What can he do? He can skate.
What can she do? She can climb.

Student Book p.11



1. Play CD1 Track 17.
2. Have students, as a group or individually, perform the quest, and then place the character sticker on the back cover of the student book.



- Clare Time! Listen and answer.
What can you do?

Student Book p.11

Move, ask, and answer.

1. Read the dialogue presented on the game board together.
2. Divide students in pairs.
3. Have students play rock-paper-scissors, and then have the student that wins move one space forward. Have the other student asks, "What can he/she do?"
4. If the student answers correctly, the student can move on to answer the second question.
5. If the student answers incorrectly, have them change roles and continue asking and answering questions.
6. The student that arrives at FINISH first wins.

Extra Activity

Point and Ask

1. Have students prepare the action flashcards provided at the back of student book.
2. Play some music and have students walk around the classroom.
3. Once the music stops, have students pair up and play rock-paper-scissors.
4. The winner should look at the other student's card first and ask, "What can he/she do?" The other student should answer in a full sentence, "He/she can _____." Have them take turns asking and answering.
5. Keep doing the activity for some time.

Extra Practice

1. Have students do workbook pages 8~9 as homework or complete them in class.

Lesson 4 Story & Unit Test

Objectives

- to review what students have learned in Lessons 1 to 3
- to assess students' knowledge of what they have learned in Lessons 1 to 3

Materials

- CD1 Tracks 18~21
- Flashcards Unit 1 01~10

Warm Up

1. Review Lesson 3 Word & Dialogue.
run, dance, swim, skate, climb
What can you do? I can run.
What can he/she do? He/She can run.
2. Play CD1 Track 16 and sing together.

Student Book p.12

A Listen and stick.

1. Review the words, sentences, and dialogues with students by looking at the comics on page 12.
2. Talk about what is going on in each scene. Encourage students to speak out.
3. Play CD1 Track 18 and have students listen carefully.
4. Have students guess the missing lines in the speech bubbles. Help them remember what they have heard.
5. Have students find and place the correct stickers provided at the end of the student book in the speech bubbles.

CD1
18

Monty : What can she do?
Ron : She can kick.
Ron : Wow! She can run fast.
Ron : She can jump, too.
Ron : But she can't sing.
Monty : No, she can't sing.
Ron : Oh! It's raining.
Tyler : Yes, it is. Run!

CD1
19

B Listen and check. Then act out.

Student Book p.12

B Listen and check. Then act out.

1. Play CD1 Track 19 to check the answers for the speech bubbles.
2. Read the completed story with the students.
3. Have students role-play the story in pairs or in groups.
4. Have students present their role play to the class.

CD1
19

Monty : What can she do?
Ron : She can kick.
Ron : Wow! She can run fast.
Ron : She can jump, too.
Ron : But she can't sing.
Monty : No, she can't sing.
Ron : Oh! It's raining.
Tyler : Yes, it is. Run!

Unit Test

Listen and circle. 

1  2 

3  4 

Listen and choose. 

5  6  7  8 

Read, write, and say.

9  10 

a She can clap. b It's sunny.

Student Book p.13

Unit Test

1. Have students take out their pencils and erasers for the test.
2. Remind students of the usual test-taking precautions.
3. Check that all students are ready, and that the audio is prepared.
4. Check the answers together after the test.

Listen and circle.

1. Play CD1 Track 20 and give students time to answer.



1. I can run.
2. I can't climb.
3. She can skate.
4. He can jump.

Listen and choose.

1. Play CD1 Track 21 and give students time to answer.



5. What can you do?
a. I can sing. b. I can dance.
6. What can he do?
a. He can walk. b. He can run.
7. What can she do?
a. She can swim. b. She can kick.
8. What can he do?
a. He can climb. b. He can skate.

Read, write, and say.

1. Have students read the questions and write the answers, then role-play in pairs.

Extra Activity

Guessing Game

1. Have students work in pairs.
2. Have each pair come up to the front. One student should act out an action word they learned. The other student should make a big O or X with his/her arms.
3. The student who knows the answer should raise his/her hand first and say the correct sentence. For example, "He can't swim."
4. If they say the sentence correctly, they can come up with their partner to the front to act out an action word and make a big O or X.
5. Keep doing the activity until everyone has had a chance to participate.

Extra Practice

1. Have students do workbook pages 10~11 as homework or complete them in class.
*You can download the answer key online.

Lesson 1 Conversation

Objectives

- to ask if someone is ready and give the appropriate response
- to learn how to offer help

Materials

- CD1 Tracks 22~25

Warm Up

1. Greet students by saying, "Hello. How are you?" Have them greet you back by saying, "I'm fine. Thank you."
2. Ask students, "Are you ready to study English?" Have them answer, "Yes, I'm ready."
3. Respond to students by saying, "Let me help you learn English!"

Student Book p.14

A Listen and say.

1. Have students talk about the illustration on page 14. Encourage them to talk about the characters and what they're doing in the illustration.
2. Play CD1 Track 22 and have students listen to the conversation.
3. Have students repeat the conversation.
4. Play the track again for students to listen and repeat after.



Tyler : Are you ready?
 Monty : Hold on.
 Tyler : Let me help you.



Student Book p.14

B Listen and find the speakers.

1. Play CD1 Track 23 and have students identify the speakers of the conversation.
2. Play the track again and identify the speakers with students.
3. Have students make groups and role-play the conversation. Once finished, have them switch roles.



Tyler : Are you ready?
 Monty : Hold on.
 Tyler : Let me help you.



Student Book p.15

C Sing and dance.

1. Play CD1 Track 24 and have students listen to the song first.
2. Read the song line by line with students.
3. Play the track again and have students sing along to the song.
4. Play the dance video for Unit 2 Lesson 1 using the CD. Have students sing and dance along to the video.



Ready? Ready? Are you ready? Hold on. Hold on.
 Let me help you. Thank you.
 Ready? Ready? Are you ready? Hold on. Hold on.
 Let me help you. Thank you.
 Ready? Ready? Are you ready? Hold on. Hold on.
 Let me help you. Thank you.

Student Book p.15

D Say and act.

1. Present the conversation again. Have a volunteer student come up to role-play the conversation with you. For example, “Are you ready?” “Hold on,” “Let me help you,” “Thank you!”
2. Read the conversation line by line and have students repeat each line.
3. Role-play with students. Take turns in asking and answering the questions.
4. Divide students into two groups. Have them practice asking and answering in turns.
5. Put students in pairs and have them practice the conversation together.

Student Book p.15



1. Play CD1 Track 25 for students to sing along together.
2. Have students, as a group or individually, perform the quest, and then place the character sticker on the back cover of the student book.



Monty Time! Listen and sing along.

Extra Activity

Walk & Talk

1. Play CD 1 Track 24 again.
2. Have students walk around the classroom to the song.
3. Once the music stops, have students pair up and play rock-paper-scissors.
4. The winner should ask, “Are you ready?” and the other should answer, “Hold on.” Then the winner should say, “Let me help you,” and the other should say, “Thank you!” back.
5. Keep doing the activity until everyone can do the conversation fluently.

Extra Practice

1. Have students do workbook pages 12~13 as homework or complete them in class.
 *You can download the answer key online.

Lesson 2 Word & Sentence

Objectives

- to describe different activities
read a book, write a story, paint a picture,
play the violin
- to make sentences using the key words
I can/can't read a book.
They can/can't read books.

Materials

- CD1 Tracks 26~31
- Flashcards Unit 2 01~04

Warm Up

1. Review Lesson 1 Conversation.
Are you ready?
Hold on.
Let me help you.
2. Play CD1 Track 24 and sing together.

Student Book p.16

A Listen, point, and say.

1. Talk about the pictures on page 16. Ask students if they recognize any words.
*You could use the flashcards on pages 101~104.
2. Read each word and have students repeat them.
3. Play CD1 Track 26 and have students point to each picture and repeat the words.
4. Read each word while pointing to each picture with students.



1. read a book
2. write a story
3. paint a picture
4. play the violin

Lesson 2 Word & Sentence

A Listen, point, and say.

1
read a book

2
write a story

3
paint a picture

4
play the violin

B Listen and number.

Student Book p.16

B Listen and number.

1. Play CD1 Track 27.
2. Have students number the correct illustration while listening to the CD.
3. Check the answers together.
4. Ask students if they know other words in the illustration.
Encourage them to speak out.



1. read a book
2. write a story
3. paint a picture
4. play the violin

C Listen and say. Then practice.

I **can** / **can't** read a book. can't = cannot

D Listen and say. Then practice.

They **can** / **can't** read books.

E Chant.

Star Quest **Tyler Time!**

17

Student Book p.17

C Listen and say. Then practice.

1. Present the sentences, "I can/can't read a book," to the students.
2. Review the patterns 'I can' and 'I can't.'
3. Introduce students the short form of 'cannot.'
4. Read the key sentences on page 17 with the students.
5. Play CD1 Track 28 for students to listen and repeat after.
6. All together point to the illustration for each number and talk about students' ability.

I can read a book. I can't read a book. can't = can not

1. I can read a book. I can't read a book.
2. I can write a story. I can't write a story.
3. I can paint a picture. I can't paint a picture.
4. I can play the violin. I can't play the violin.

Student Book p.17

D Listen and say. Then practice.

1. Present the sentences, "They can read books," and "They can't read books," to the students.
2. Introduce the pattern 'They can' and 'They can't.' Have the students practice saying the words they learned in A and B using the patterns presented.
3. Read the key sentences on page 17 with the students.
4. Play CD1 Track 29 for students to listen and repeat after.

5. All together point to the illustration for each number and talk about the children's ability.

They can read books. They can't read books.

1. They can read books.
2. They can't write stories.
3. They can play the violin.
4. They can't paint pictures.

Student Book p.17

E Chant.

1. Play CD1 Track 30 and have students listen to the chant.
2. Play the same track and chant all together.
3. Play the chant video for Unit 2 Lesson 2 using the CD and have students sing along with the video.

I can. I can. I can read a book.
I can't. I can't. I can't write a story.
Read a book, write a story, paint a picture, play the violin.
They can. They can. They can paint pictures.
They can't. They can't. They can't play the violin.

Student Book p.17



1. Play CD1 Track 31.
2. Have students, as a group or individually, perform the quest, and then place the character sticker on the back cover of the student book.

Tyler time! Listen and act out.

1. play the violin
2. paint a picture

Extra Activity

Draw and Say

1. Divide a sheet of paper into eight and make blank cards. Write a different subject and an activity on each card. For example, "I / read a book," "They / read books."
2. Have a student come up to the front and choose a card.
3. Have the student read the subject and activity on the card and draw a picture.
4. Have the other students guess what the student is drawing by saying who and what in a full sentence. For example, "I can read a book."
5. Have the students take turns doing the activity.

Extra Practice

1. Have students do Workbook pages 14~15 as homework or complete them in class.

Lesson 3 Word & Dialogue

Objectives

- to describe different activities
ride a bike, play soccer, sing a song, fly a kite
- to make sentences with the key words
Can you ride a bike? Yes, I can. / No, I can't.
Can they ride bikes? Yes, they can. / No, they can't.

Materials

- CD1 Tracks 32~36
- Flashcards Unit 2 05~08
- paper clips, pencils

Warm Up

1. Review Lesson 2 Word & Sentence.
read a book, write a story, paint a picture,
play the violin
I can/can't read a book.
They can/can't read books.

Student Book p.18

A Listen, point, and say.

1. Talk about the pictures on page 18. Ask students if they recognize any words.
*You could use the flashcards on pages 103~104.
2. Read each word and have students repeat them.
3. Play CD1 Track 32 and have students point to each picture and repeat the words.
4. Read each word while pointing to each picture with students.



1. ride a bike
2. play soccer
3. sing a song
4. fly a kite

Lesson 3 Word & Dialogue

A Listen, point, and say.

1
ride a bike

2
play soccer

3
sing a song

4
fly a kite

B Listen, ask, and answer. Then practice.

Can you *ride a bike*? Yes, I can.
No, I can't.

1

2

3

4

18

Student Book p.18

B Listen, ask, and answer. Then practice.

1. Present the dialogue to the class.
Can you ride a bike? Yes, I can. / No, I can't.
3. Introduce the question, "Can you ride a bike?" spreading your arms toward students. Also introduce the answers, "Yes, I can," by nodding your head and "No, I can't," by shaking your head.
4. Have students practice saying the words they learned in A using the pattern "Can you ...?" "Can you ride a bike?" "Can you play soccer?" etc.
5. Read the sentences on page 18 with students.
6. Play CD1 Track 33 and have students pay attention to the dialogue and repeat after the CD.
7. All together point to the illustration for each number and make the question and correct answer.
8. Have students pair up. Have them ask and answer about each number.



- Can you ride a bike? Yes, I can.
Can you ride a bike? No, I can't.
1. Can you ride a bike? Yes, I can.
 2. Can you play soccer? No, I can't.
 3. Can you sing a song? Yes, I can.
 4. Can you fly a kite? No, I can't.

C Listen, ask, and answer. Then practice. (CD 34)

Can they ride bikes? Yes, they can.
No, they can't.

D Sing. (CD 35) **Star Quest** **Clare Time!** (CD 36)

Spin, ask, and answer.

Can they ride bikes? Yes, they can.

19

Student Book p.19

C Listen, ask, and answer. Then practice.

1. Present the dialogue to the class.
Can they ride bikes? Yes, they can. / No, they can't.
2. Introduce the question "Can they ride bikes?" and the answers, "Yes, they can," and "No, they can't."
3. Read the sentences on page 19 with students.
4. Play CD1 Track 34 for students to listen and repeat after.
5. All together point to the illustration for each number and make the question and correct answer. Divide students into two groups and role-play.



- Can they ride bikes? Yes, they can.
Can they ride bikes? No, they can't.
1. Can they ride bikes? Yes, they can.
 2. Can they play soccer? Yes, they can.
 3. Can they fly kites? No, they can't.
 4. Can they sing songs? No, they can't.

Student Book p.19

D Sing.

1. Play CD1 Track 35 and have students listen to the song.
2. Play the same track and have students sing along again.
3. Play the video for Unit 2 Lesson 3 and have students sing along again with the video.



- Can you ride a bike? No, I can't. No, I can't.
Can you play soccer? Yes! Yes, I can.
Can they sing songs? No, they can't. No, they can't.
Can they fly kites? Yes! Yes, they can.

Student Book p.19



1. Play CD1 Track 36.
2. Have students, as a group or individually, perform the quest, and then place the character sticker on the back cover of the student book.



- Clare Time! Listen and repeat.
Can they sing songs? Yes, they can.

Student Book p.19

Spin, ask, and answer.

1. Read the dialogue presented on the game board together.
2. Have students work in pairs.
3. Have students play rock-paper-scissors to decide on who spins first.
4. The student who lost should spin the spinner, and then ask the other student, "Can they ride bikes?"
5. If the other student answers correctly in a full sentence, they get a point. If the other student answers incorrectly, have students change roles and continue asking and answering questions for a limited time.
6. The student with the most points wins.

Extra Activity

Survey

1. Write the key phrases on the board: read a book, write a story, paint a picture, play the violin, ride a bike, play soccer, sing a song, fly a kite.
2. Have students walk around the classroom and ask one another questions about what they can do using the phrases on the board. Have them write the names of students that can do each activity on some paper.
3. Share the survey results with the class.

Extra Practice

1. Have students do workbook pages 16~17 as homework or complete them in class.
*You can download the answer key online.

Lesson 4 Story & Unit Test

Objectives

- to review what students have learned in Lessons 1 to 3
- to assess students' knowledge of what they have learned in Lessons 1 to 3

Materials

- CD1 Tracks 37~40
- Flashcards Unit 2 01~08

Warm Up

1. Review Lesson 3 Word & Dialogue.
ride a bike, play soccer, sing a song, fly a kite
Can you ride a bike? Yes, I can. / No, I can't.
Can they ride bikes? Yes, they can. / No, they can't.
2. Play CD1 Track 35 and sing together.

Student Book p.20

A Listen and stick.

1. Review the words, sentences, and dialogues with students by looking at the comics on page 20.
2. Talk about what is going on in each scene. Encourage students to speak out.
3. Play CD1 Track 37 and have students listen carefully.
4. Have students guess the missing lines in the speech bubbles. Help them remember what they have heard.
5. Have students find and place the correct stickers provided at the end of the student book in the speech bubbles.

CD1
37

Tyler : They can play the violin.
Tyler : They can't paint pictures.
Ron : Can you fly a kite?
Tyler : Yes, I can.
Ron : Are you ready?
Tyler : Hold on.
Ron : Let me help you.

Story

A Listen and stick. CD1 37

Wow! They can play the violin.

They can't paint pictures.

Can you fly a kite? Yes, I can.

Are you ready? Hold on. Let me help you.

B Listen and check. Then act out. CD1 38

20

Student Book p.20

B Listen and check. Then act out.



1. Play CD1 Track 38 to check the answers for the speech bubbles.
2. Read the completed story with the students.
3. Have students role-play the story in pairs or in groups.
4. Have students present their role play to the class.

CD1
38


Tyler : They can play the violin.
Tyler : They can't paint pictures.
Ron : Can you fly a kite?
Tyler : Yes, I can.
Ron : Are you ready?
Tyler : Hold on.
Ron : Let me help you.




Unit Test


Listen and check. 


1  2  3  4 

T F T F T F T F


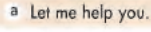
Listen and choose. 


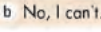
5  a  b  a  b

7  a  b  a  b

8  a  b

Read, write, and say.

9  a   a Let me help you.

10   b  b No, I can't.

Student Book p.21

Unit Test

1. Have students take out their pencils and erasers for the test.
2. Remind students of the usual test-taking precautions.
3. Check that all students are ready, and that the audio is prepared.
4. Check the answers together after the test.

Listen and check.

1. Play CD1 Track 39 and give students time to answer.



1. I can read a book.
2. I can paint a picture.
3. They can play the violin.
4. They can't write stories.

Listen and choose.

1. Play CD1 Track 40 and give students time to answer.



5. Can you sing a song? Yes, I can.
6. Can they write stories? Yes, they can.
7. Can you play the violin? No, I can't.
8. Can they paint pictures? No, they can't.

Read, write, and say.

1. Have students read the questions and write the answers, then role-play in pairs.

Extra Activity

Conversation Relay

1. Divide students into two teams. Prepare the actions flashcards provided at the end of the student book. Place the cards on a desk in front of the class.
2. Have students make two lines.
3. Have the first student in each line run to the front and grab a card. The student should look at the picture on the card and say a sentence about it. For example, "I can play the violin."
4. If the student says the sentence correctly, they can keep the card and run to the next student in their line. The two students should do a high-five. When they do the high-five, have the first student say, "Are you ready?" and the second student say, "Hold on." Finally, the first student should say, "Let me help you," and help the student to the front.
5. Keep doing the activity until everyone has had a chance to participate.
6. The team with the most cards wins.

Extra Practice

1. Have students do workbook pages 18~19 as homework or complete them in class.
*You can download the answer key online.

Phonics 1

Objectives

- to recognize and produce the long /a/ sound in words
- to learn words that contain the long /a/ sound
- to identify the words with same rhymes
- to read a short story with the key words

Materials

- CD1 Tracks 41~43
- Flashcards Phonics 1 01~12

Warm Up

1. Have students look at the illustrations on pages 22~23.
2. Have students talk about what is happening in the illustrations.

Student Book pp.22~23

A Chant.

1. Introduce the different sounds of letters on pages 22 and 23. Write down the letters Aa on the board, read the letters, and then say the long a sound, /ei/. Then, write down the word families -ake, -ase, -ate, -ame, -ape, and -ave on the board, read the letters, and then say the different sounds of them.
2. Play CD 1 Track 41 and have students point to the correct pictures.
3. Play the track and chant all together.
4. Play the chant video for Phonics 1 using the CD and have students sing along with the video.



a, /ei/ /ei/ long vowel /ei/
 /ei/ /eik/ lake lake, wake wake
 /ei/ /eis/ case case, vase vase
 /ei/ /eit/ date date, gate gate

a, /ei/ /ei/ long vowel /ei/
 /ei/ /eim/ name name, same same
 /ei/ /eip/ cape cape, tape tape
 /ei/ /eiv/ cave cave, wave wave

Phonics 1

A Chant. **B Listen, point, and say.**

Long Vowel a

-ake lake wake	-ase case vase	-ate date gate
-ame name same	-ape cape tape	-ave cave wave

C Circle the word that rhymes with the picture.

1. wake, cape, cave
2. tape, same, gate
3. wave, case, date
4. name, cave, cape
5. same, cape, date
6. vase, wave, lake

22

Student Book pp.22~23

B Listen, point, and say.

1. Say the long /ei/ sound and read the words that contain the long /ei/ sound on page 22 with students.
2. Play CD1 Track 42 and have students point to the letters and words.
3. Say the sounds of the letters and read the words again. This time, have students identify the ending sound of the words. Explain that the words 'rhyme.'
4. Point to the words randomly and have students read them.



a /ei/ /ei/, long vowel /ei/
 /ei/ /eik/ lake /ei/ /eik/ wake
 /ei/ /eis/ case /ei/ /eis/ vase
 /ei/ /eit/ date /ei/ /eit/ gate
 /ei/ /eim/ name /ei/ /eim/ same
 /ei/ /eip/ cape /ei/ /eip/ tape
 /ei/ /eiv/ cave /ei/ /eiv/ wave

Listen and read.

Wake up, Jake!
Take the cape.

Take the date.
Take the case.

Open the gate.
Walk out the cave.

Jump in the lake.
Enjoy the wave.

23

Student Book pp.22~23

C Circle the word that rhymes with the picture.

1. Point to each picture and have students say the word.
2. Point to each word presented and read it with students.
3. Have students circle the word that rhymes with the picture.
4. Check the answers together.

Student Book pp.22~23

D Listen and read.

1. Play CD1 Track 43 and have students listen to the story.
2. Play the same track and have students repeat. Have students point to the words while reading. Help them read using correct pronunciation and intonation.
3. Read the story together.
4. Have students read in pairs or in groups.

CD1
43

Wake up, Jake!
Take the cape.
Take the date.
Take the case.
Open the gate.
Walk out the cave.
Jump in the lake.
Enjoy the wave.

Extra Activity

Find the Words

1. Place the 'long a' flashcards provided at the back of the student book in a box.
2. Have students pick a flashcard from the box. Have them look at the flashcard and walk around the classroom saying the ending rhyme of the word (for example, /eik/ /eik/ lake) until they find another student with a word that rhymes.
3. Have students come up to the front and say their rhyming words together.
4. Reward students for their work.

Extra Practice

1. Have students do workbook pages 20~21 as homework or complete them in class.
*You can download the answer key online.