

SUPER
S★ar

SUPER Star

4

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Scope and Sequence

	Communication	Word	Grammar Pattern
Unit 1 Daily Life	Lesson 1 What time is it, Monty? It's ten o'clock. It's time for music class. Let's go.	Lesson 2 eat, drink, read, write, draw Lesson 3 talk, clean, study, run, sleep	Lesson 2 I'm eating. I'm not eating. He's/She's eating. He/She isn't eating. Lesson 3 What are you doing? I'm talking. What is he/she doing? He's/She's talking.
Unit 2 School Festival	Lesson 1 Is this seat taken? No. Can I sit here? Sure. Go ahead.	Lesson 2 watch a movie, listen to music, talk on the phone, take a rest Lesson 3 take a picture, make a kite, make a mask, bake cookies	Lesson 2 He's/She's/They're watching a movie. He/She isn't watching a movie. They aren't watching a movie. Lesson 3 Is he/she taking a picture? Yes, he/she is. No, he/she isn't. Are they taking pictures? Yes, they are. No, they aren't.
Phonics 1	[l & r blends] bl- blade, blow br- bring, bridge	fl- flag, floor cr- crown, crow	sl- sled, sleepy gr- grapes, grass
Unit 3 School Lunch	Lesson 1 What day is it today? It's Friday. It's Hamburger Day!	Lesson 2 sandwich, hot dog, soup, pancake, juice Lesson 3 hamburger, French fries, salad, milkshake, yogurt	Lesson 2 He/She has some sandwiches. He/She doesn't have any sandwiches. They have some sandwiches. They don't have any sandwiches. Lesson 3 Does he/she have any hamburgers? Yes, he/she does. No, he/she doesn't. Do they have any hamburgers? Yes, they do. / No, they don't.
Unit 4 Transportation	Lesson 1 What's your phone number? It's 5243-4794. OK. I'll call you later.	Lesson 2 car, bus, bike, train, helicopter Lesson 3 by taxi, by subway, by ferry, by airplane, on foot	Lesson 2 I go there by car. He/She goes there by car. Lesson 3 How do you go there? I go there by taxi. How does he/she go there? He/She goes there by taxi.
Phonics 2	[s blends] sn- sniff, sneak str- strawberry, strong	sp- spit, spiky spr- spring, spread	st- stairs, store
Progress Test 1	Review Units 1~4, Phonics 1~2		

	Communication	Word	Grammar Pattern
Unit 5 My Day	<p>Lesson 1 Pass me the salt, please. Here you are. Thank you.</p>	<p>Lesson 2 get up, do homework, watch TV, go to bed</p> <p>Lesson 3 go to school, have a snack, play games, take a bath</p>	<p>Lesson 2 I get up in the morning. He/She gets up in the morning.</p> <p>Lesson 3 What do you do in the morning? I go to school. What does he/she do in the morning? He/She goes to school.</p>
Unit 6 Illness	<p>Lesson 1 What's the matter? My leg hurts. That's too bad. Let me see your leg.</p>	<p>Lesson 2 fever, cold, cough, headache, rash</p> <p>Lesson 3 stomachache, toothache, earache, sore throat, runny nose</p>	<p>Lesson 2 I have a fever. I don't have a fever. He/She has a fever. He/She doesn't have a fever.</p> <p>Lesson 3 Do you have a stomachache? Yes, I do. No, I don't. Does he/she have a stomachache? Yes, he/she does. No, he/she doesn't.</p>
Phonics 3	[digraphs] ch- cheese, chew sh- shelf, shovel th- this, that th- through, throw		
Unit 7 Fun Places	<p>Lesson 1 Do you want some cookies? No, thank you. How about some chocolate? Yes, please. Thank you.</p>	<p>Lesson 2 zoo, circus, farm, beach, aquarium</p> <p>Lesson 3 pool, theater, stadium, palace, amusement park</p>	<p>Lesson 2 I/He/She was at the zoo yesterday. They were at the zoo yesterday.</p> <p>Lesson 3 Where were you yesterday? Where was he/she yesterday? I/He/She was at the pool. Where were they yesterday? They were at the pool.</p>
Unit 8 Last Weekend	<p>Lesson 1 What do you want to be? I want to be a singer. That sounds wonderful!</p>	<p>Lesson 2 walk the dog, cook dinner, water the plants, wash the dishes</p> <p>Lesson 3 pick apples, play cards, practice the piano, study science</p>	<p>Lesson 2 I walked the dog on Sunday. They walked the dogs on Sunday.</p> <p>Lesson 3 What did you do last weekend? I picked apples. What did they do last weekend? They picked apples.</p>
Phonics 4	[hard/soft c & g] hard c caterpillar, cookie hard g game, gum		soft c circle, cell phone soft g giraffe, giant

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)

1 eat 2 drink 3 read 4 write 5 draw

B Listen and circle. (1st)

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'm eating. I'm not eating. I'm = I am. eat-eating drink-drinking read-reading write-writing draw-drawing



D Listen and say. Then practice. 

He's eating. She's eating. He isn't eating. She isn't eating. He's = He is. She's = She is. isn't = is not



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. 

1  talk 2  clean 3  study 4  run 5  sleep

B Listen, ask, and answer. Then practice. 

What are you doing? I'm **talk**ing.

talk→talk**ing** clean→clean**ing**
study→stud**ing** run→run**ing**
sleep→sleep**ing**

1  2 
3  4 

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.



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.

Story

A Listen and stick.

What is Ron doing?
I don't think so.

It's one o'clock. It's time for science class. Let's go.

I'm talking. This is my phone.

Let's play together.
That's a great idea!

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  

5 a He's drinking.
b He's eating.

6 a She's cleaning.
b She's studying.

7 a I'm writing.
b I'm drawing.

8 a I'm reading.
b I'm writing.

• Listen and choose. 

• Read, write, and say.

9  It's ten o'clock.
It's time for P.E. class.

a She's drawing.

10  What is she doing?

b What time is it?

13

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. (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) (12) (13) (14) (15) (16) (17) (18) (19) (20) (21) (22) (23) (24) (25) (26) (27) (28) (29) (30) (31) (32) (33) (34) (35) (36) (37) (38) (39) (40) (41) (42) (43) (44) (45) (46) (47) (48) (49) (50) (51) (52) (53) (54) (55) (56) (57) (58) (59) (60) (61) (62) (63) (64) (65) (66) (67) (68) (69) (70) (71) (72) (73) (74) (75) (76) (77) (78) (79) (80) (81) (82) (83) (84) (85) (86) (87) (88) (89) (90) (91) (92) (93) (94) (95) (96) (97) (98) (99) (100)

B Listen, point, and say. (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) (12) (13) (14) (15) (16) (17) (18) (19) (20) (21) (22) (23) (24) (25) (26) (27) (28) (29) (30) (31) (32) (33) (34) (35) (36) (37) (38) (39) (40) (41) (42) (43) (44) (45) (46) (47) (48) (49) (50) (51) (52) (53) (54) (55) (56) (57) (58) (59) (60) (61) (62) (63) (64) (65) (66) (67) (68) (69) (70) (71) (72) (73) (74) (75) (76) (77) (78) (79) (80) (81) (82) (83) (84) (85) (86) (87) (88) (89) (90) (91) (92) (93) (94) (95) (96) (97) (98) (99) (100)

C Choose and write. (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) (12) (13) (14) (15) (16) (17) (18) (19) (20) (21) (22) (23) (24) (25) (26) (27) (28) (29) (30) (31) (32) (33) (34) (35) (36) (37) (38) (39) (40) (41) (42) (43) (44) (45) (46) (47) (48) (49) (50) (51) (52) (53) (54) (55) (56) (57) (58) (59) (60) (61) (62) (63) (64) (65) (66) (67) (68) (69) (70) (71) (72) (73) (74) (75) (76) (77) (78) (79) (80) (81) (82) (83) (84) (85) (86) (87) (88) (89) (90) (91) (92) (93) (94) (95) (96) (97) (98) (99) (100)

D Listen and read. (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) (12) (13) (14) (15) (16) (17) (18) (19) (20) (21) (22) (23) (24) (25) (26) (27) (28) (29) (30) (31) (32) (33) (34) (35) (36) (37) (38) (39) (40) (41) (42) (43) (44) (45) (46) (47) (48) (49) (50) (51) (52) (53) (54) (55) (56) (57) (58) (59) (60) (61) (62) (63) (64) (65) (66) (67) (68) (69) (70) (71) (72) (73) (74) (75) (76) (77) (78) (79) (80) (81) (82) (83) (84) (85) (86) (87) (88) (89) (90) (91) (92) (93) (94) (95) (96) (97) (98) (99) (100)

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 Choose and write.

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.

Unit 1 Daily Life

Lesson 1 Conversation

Objectives

- to ask and answer about the time
- to say what it is time for
- to make a suggestion

Materials

- CD1 Tracks 3~6
- paper, pencils

Warm Up

1. Greet students by saying, "Hello. How are you?" Have students say, "I'm fine. Thank you."
2. If there is a clock in the classroom, point to the clock and ask, "What time is it?" If there isn't, point to your watch or cell phone and ask the same question.
3. Draw a clock on the board. Draw different times and ask and answer the questions by yourself. For example, "What time is it?" "It's seven o'clock. It's time for breakfast." Help students understand the question and answer.
4. Have students repeat the question, "What time is it?" and the sentence, "It's time for English class."

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.



Tyler : What time is it, Monty?
Monty : It's ten o'clock. It's time for music class. Let's go.



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 pairs and role-play the conversation. Once finished, have them switch roles.



Tyler : What time is it, Monty?
Monty : It's ten o'clock. It's time for music class. Let's go.



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.



What time is it?
 It's ten o'clock. It's time for music class.
 What time is it?
 It's eleven o'clock. It's time for P.E. class.
 What time is it?
 It's one o'clock. It's time for science class.
 What time is it?
 It's two o'clock. It's time for English class.

Student Book p.7

D Say and act.

1. Present the conversation again. You could use a volunteer student to come up to model the conversation. For example, "What time is it?" "It's (ten o'clock). It's time for (P.E.) class."
2. Read the conversation line by line and have students repeat each line.
3. Divide students into two groups and have them role-play. Take turns in asking and answering the questions.
4. Have students make pairs and practice the conversation together using the given words.

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 cover of the student book.



Clare Time! Listen and answer.
 What time is it?
 Model Answer: It's nine o'clock.

Extra Activity

Complete the Schedule

1. Hand out a paper to each student.
2. Explain to students that they are going to complete the schedule for Monday. Demonstrate on the board how to make a schedule with a column for the time and a column for the activities. Have them write down 9, 10, 11, and 1 o'clock in the time column.
3. Have students ask, "What time is it?" You should answer randomly, "It's (nine) o'clock. It's time for (science) class." Then students should fill out the schedule.
4. Check if all students have completed the schedule correctly.
5. Have students make pairs to ask and answer questions about their schedules.
 *They can make their own schedules to role-play.

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
eat, drink, read, write, draw
- to say make sentences using the key words
I'm eating.
I'm not eating.
He's/She's eating.
He/She isn't eating.

Materials

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

Warm Up

1. Review Lesson 1 Conversation.
What time is it, Monty?
It's ten o'clock. It's time for music class. Let's go.
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. eat
2. drink
3. read
4. write
5. draw

2 Word & Sentence

A Listen, point, and say.

1

eat

2

drink

3

read

4

write

5

draw

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. eat
2. drink
3. read
4. write
5. draw

Student Book p.9

C Listen and say. Then practice.

1. Present the sentences, "I'm/I'm not eating," to students.
2. Introduce the patterns, "I'm _____," and "I'm not _____." Have students practice saying the words they learned in A and B using the patterns presented. For example, "I'm (eating)," "I'm not (eating)."
3. Have students practice saying the words they learned in A and B with '-ing' at the end like 'eating, drinking, reading, writing, drawing.'
4. Introduce students to the short form of 'I am.'
5. Read the key sentences on page 9 with students.

C Listen and say. Then practice. 

I'm eating. I'm not eating. I'm = I am

eat → eating drink → drinking read → reading
write → writing draw → drawing



D Listen and say. Then practice. 

He's eating. She's isn't eating. He She isn't eating.

He's = He is She's = She is
isn't = is not



E Chant.  

Star Quest **Tyler Time!** 

6. Play CD1 Track 9 for students to listen and repeat after.
7. All together point to the illustration for each number and talk about the different ongoing actions.

CD1 9

I'm eating. I'm not eating. I'm = I am
eat → eating, drink → drinking, read → reading
write → writing, draw → drawing

1. I'm eating. I'm not drinking.
2. I'm drinking. I'm not reading.
3. I'm reading. I'm not writing.
4. I'm writing. I'm not drawing.
5. I'm drawing. I'm not eating.

Student Book p.9

D Listen and say. Then practice.

1. Present the sentences, "He's/She's eating," and "He/She isn't eating," to students.
2. Introduce the patterns, "He's/She's _____," and "He/She isn't _____." Have students practice saying the words they learned in A and B using the patterns presented. For example, "He's/She's (eating)," "He/She isn't (eating)."
3. Introduce students to the short forms of 'He is,' 'She is,' and 'is not.'
4. Read the key sentences on page 9 with students.
5. Play CD1 Track 10 for students to listen and repeat after.
6. All together point to the illustration for each number and talk about the different ongoing actions.

CD1 10

He's eating. She's eating.
He isn't eating. She isn't eating.
He's = He is, She's = She is, isn't = is not

1. He's eating. He isn't reading.
2. She's reading. She isn't drawing.
3. He's drawing. He isn't writing.
4. She's writing. She isn't drinking.
5. He's drinking. He isn't eating.

Student Book p.9

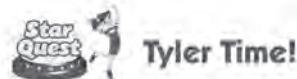
E Chant.

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

CD1 11

Eat, eating. I'm eating. I'm eating.
Drink, drinking. I'm not drinking. I'm not drinking.
Read, reading. He's reading. He's reading.
Write, writing. He isn't writing. He isn't writing.
Draw, drawing. She's drawing. She's drawing.
Eat, eating. She isn't eating. She isn't eating.

Student Book p.9



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.

CD1 12 Tyler Time! Listen and act out.

Extra Activity

Up and Down

1. Divide students into two teams.
2. Have one 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 and put the cards of the action that 'is ongoing' up and put the cards of the action that 'is not ongoing' 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.
*You can download the answer key online.

Lesson 3 Word & Dialogue

Objectives

- to learn and say different action words
talk, clean, study, run, sleep
- to make sentences with the key words
What are you doing? I'm talking.
What is he/she doing? He's/She's talking.

Materials

- CD1 Tracks 13~17
- Flashcards Unit 1 06~10
- paper clips, pencils

Warm Up

1. Review Lesson 2 Word & Sentence.
eat, drink, read, write, draw
I'm eating. I'm not eating.
He's/She's eating. He/She isn't eating.

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. talk
2. clean
3. study
4. run
5. sleep

Word & Dialogue

A Listen, point, and say.

1

talk

2

clean

3

study

4

run

5

sleep

B Listen, ask, and answer. Then practice.

What are you doing? I'm talking.

1

2

3

4

talk→talking clean→cleaning
study→studying run→running
sleep→sleeping

10

Student Book p.10

B Listen, ask and answer. Then practice.

1. Present the dialogue to the class.
What are you doing?
I'm talking.
2. Review the pattern, "I'm _____," pointing to yourself. Have students practice saying the words they learned in A using the patterns. Have students practice saying the words they learned in A with '-ing' at the end like 'talking, cleaning, studying, running, sleeping.'
3. Read the sentences on page 10 with the 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 are you doing? I'm talking
talk → talking, clean → cleaning, study → studying
run → running, sleep → sleeping
1. What are you doing? I'm talking.
 2. What are you doing? I'm cleaning.
 3. What are you doing? I'm studying.
 4. What are you doing? I'm running.



Student Book p.11

C Listen, ask, and answer. Then practice.

1. Present the dialogue to the class.
What is he/she doing? He's/She's talking.
2. Review the patterns, "He's _____," and "She's _____."
3. Read the sentences on page 11 with 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 into two groups and role-play.



- What is he doing? He's talking.
What is she doing? She's talking.
1. What is he doing? He's talking.
 2. What is she doing? She's studying.
 3. What is she doing? She's running.
 4. What is he doing? He's sleeping.
 5. What is he doing? He's cleaning.

Student Book p.11

D Sing.

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



- What are you doing? I'm talking.
What's he doing? He's cleaning.
What's she doing? She's studying. What are you doing?
What are you doing? I'm reading.
What's he doing? He's running.
What's she doing? She's sleeping. What are you doing?

Student Book p.11



Monty Time!

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.



Monty Time! Listen and sing along

Student Book p.11

Spin, ask, and answer.

1. Read the dialogue presented on the game board together.
2. Have students work in pairs. Have students play rock-paper-scissors to decide on who spins first.
3. Have the student who lost spin the spinner and ask the other student, "What is he/she doing?"
4. If the other student answers correctly using, "He's/She's _____," he/she gets a point. If the other student answers incorrectly, have students change roles and continue asking and answering questions.
5. The student with more points wins.

Extra Activity

Guess Who?

1. Prepare number cards. Have five students come up to the front. Have them put a number card on their chest with a pin.
2. Whisper to each of the five students a different action word. Have them continuously do the action.
3. Have students ask, "What is he/she doing?" and answer the question using the sentence pattern "He's/She's _____." Then have students guess who you are talking about.
4. Have the student that knows who is doing the action say the number on the student's chest.
5. Keep doing the activity until everyone has had a chance to participate.

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.
talk, clean, study, run, sleep
What are you doing? I'm talking.
What is he/she doing? He's/She's talking.
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.



Tyler : What time is it, Ron?
Ron : It's one o'clock. It's time for science class.
Let's go.
Tyler : What is Ron doing?
Monty : He's drinking.
Clare : I don't think so.
Ron : Hello.
Tyler : Ron, what are you doing?
Ron : I'm talking. This is my phone.
Ron : Let's play together.
Tyler : That's a great idea!



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 students.
3. Have students role-play the story in pairs or in groups.
4. Have students present their role play to the class.



Tyler : What time is it, Ron?
Ron : It's one o'clock. It's time for science class.
Let's go.
Tyler : What is Ron doing?
Monty : He's drinking.
Clare : I don't think so.
Ron : Hello.
Tyler : Ron, what are you doing?
Ron : I'm talking. This is my phone.
Ron : Let's play together.
Tyler : That's a great idea!

Unit Test

Listen and circle. 

1 

2 

3 

4 

Listen and choose. 

5 a He's drinking.
 b He's eating.

6 a She's cleaning.
 b She's studying.

7 a I'm writing.
 b I'm drawing.

8 a I'm reading.
 b I'm writing.

Read, write, and say.

9 b 
a She's drawing.

10 
 a

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'm not eating. I'm drinking.
2. I'm writing. I'm not drawing.
3. I'm not sleeping. I'm studying.
4. I'm talking. I'm not cleaning.

Listen and choose.

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



5. What is he doing? He's eating. He isn't drinking.
6. What is she doing? She's cleaning. She isn't studying.
7. What are you doing? I'm drawing. I'm not writing.
8. What are you doing? I'm reading. I'm not writing.

Read, write, and say.

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

Extra Activity

Find a Partner and Speak

1. Divide students into two groups.
2. Give each student in one group an action picture card (page 101). Give each student in the other group a card with a school subject on it.
3. Have each group stand at either corner of the classroom. Say, "Ready, set, go!" and have students meet in the middle of the classroom and find a partner from the other group.
4. The student with a school subject card should ask, "What time is it?" The other student should answer randomly, "It's _____ o'clock."
5. The student with a school subject card should check their card and say, "It's time for _____ class. Let's go." Then the two students should go to the corner of the classroom.
6. The student with a school subject card should ask, "What is he/she doing?" Have the other student answer in a full sentence by looking at their picture card, "He's/ She's _____."
7. Have students find a different partner and keep doing the activity.

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 and answer a question about whether a seat is available
- to ask and give permission

Materials

- CD1 Tracks 22~25

Warm Up

1. Greet students by saying, "Hello. How are you?" Have them respond by saying, "I'm fine. Thank you."
2. If there is an empty seat in the classroom, ask the student next to the seat, "Is this seat taken?" Have them answer, "No." If there is no empty seat in the classroom, place an extra chair and ask the same question.
3. Ask the same student, "Can I sit here?" and have them answer, "Sure."
4. Ask the same questions. Have all students repeat and answer.

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.



Monty : Is this seat taken?
 Judy : No.
 Monty : Can I sit here?
 Judy : Sure. Go ahead.



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 pairs and role-play the conversation. Once finished, have them switch roles.



Monty : Is this seat taken?
 Judy : No.
 Monty : Can I sit here?
 Judy : Sure. Go ahead.



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.



Is the seat taken? No. No. No.
 Can I sit here? Sure. Go ahead.
 Is the seat taken? No. No. No.
 Can I sit here? Sure. Go ahead.

Student Book p.15

D Say and act.

1. Present the conversation again. You could have a volunteer student come up to role-play the conversation with you. For example, "Can I sit here?" "Sure. Go ahead."
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.15



1. Play CD1 Track 25.
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. Place chairs enough for half the students around the classroom.
2. Play CD 1 Track 24 again.
3. Have students walk around the classroom to the song.
4. Once the music stops, have two students go to one chair and play rock-paper-scissors.
5. The winner should ask, "Is this seat taken?" and the other should answer, "No."
6. Then, the winner should ask, "Can I sit here?" and the other should answer, "Sure. Go ahead."
7. 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
watch a movie, listen to music, talk on the phone, take a rest
- to make sentences using the key words
He's/She's/They're watching a movie.
He/She isn't watching a movie.
They aren't watching a movie.

Materials

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

Warm Up

1. Review Lesson 1 Conversation.
Is this seat taken?
No.
Can I sit here?
Sure. Go ahead.
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. watch a movie
2. listen to music
3. talk on the phone
4. take a rest



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. watch a movie | 2. listen to music |
| 3. talk on the phone | 4. take a rest |

Student Book p.17

C Listen and say. Then practice.

1. Present the sentences, "He's/She's watching a movie," and "He/She isn't watching a movie," to students.
2. Review the patterns, "He's/She's _____," and "He/She isn't _____." Have students practice saying the words they learned in A and B using the patterns presented. For example, "He's (watching a movie)," "He isn't (watching a movie)."
3. Review the present continuous form with students.
4. Read the key sentences on page 17 with students.
5. Play CD1 Track 28 for students to listen and repeat after.

C Listen and say. Then practice.

He's watching a movie. He isn't watching a movie.
She's watching a movie. She isn't watching a movie.

watch-watching listen-listening
talk-talking take-taking

D Listen and say. Then practice.

They're watching a movie. They aren't watching a movie.
They're = They are aren't = are not

E Chant.

Star Quest **Tyler Time!**

17

6. All together point to the illustration for each number and make the correct sentences.



- He's watching a movie. She's watching a movie.
He isn't watching a movie. She isn't watching a movie.
watch → watching, listen → listening
talk → talking, take → taking
1. He's watching a movie. He isn't listening to music.
 2. She's listening to music. She isn't talking on the phone.
 3. He's talking on the phone. He isn't taking a rest.
 4. She's taking a rest. She isn't watching a movie.

Student Book p.17

D Listen and say. Then practice

1. Present the sentences, "They're watching a movie," and "They aren't watching a movie," to students.
2. Introduce the patterns, "They're" and "They aren't." Have students practice saying the words they learned in A and B using the patterns presented. For example, "They're (watching a movie)," "They aren't (watching a movie)."
3. Introduce students the short forms of 'They are' and 'are not.'
4. Read the key sentences on page 17 with the students.
5. Play CD1 Track 29 for students to listen and repeat after.
6. All together point to the illustration for each number and make the correct sentences.



- They're watching a movie. They aren't watching a movie.
They're = They are, aren't = are not
1. They're watching a movie. They aren't talking on the phone.
 2. They're talking on the phone. They aren't listening to music.
 3. They're listening to music. They aren't taking a rest.
 4. They're taking a rest. They aren't watching a movie.

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 again all together.
3. Play the chant video for Unit 2 Lesson 2 using the CD and have students sing along with the video.



- Watch a movie. He's watching a movie.
Listen to music. She's listening to music.
Talk on the phone. They're talking on the phone.
Take a rest. I'm taking a rest.
Watch a movie. He isn't watching a movie.
Listen to music. She isn't listening to music.
Talk on the phone. They aren't talking on the phone.
Take a rest. I'm not taking a rest.

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.

Extra Activity

Listen and Hit

1. Divide students into two teams.
2. Have one student from each team come up to the front and stand at either side of a desk. Spread action word cards on the desk. Place a toy hammer on the desk, too.
3. Make sentences like "She isn't listening to music," "She isn't taking a rest," "She is talking on the phone!" Students should listen carefully and pick a hammer to hit the card about what the subject is doing now.
4. The team that hit the correct card will get a point. The team with the more points wins.

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
take a picture, make a kite, make a mask, bake cookies
- to make sentences with the key words
Is he/she taking a picture?
Yes, he/she is. / No, he/she isn't.
Are they taking pictures?
Yes, they are. / No, they aren't.

Materials

- CD1 Tracks 32~36
- Flashcards Unit 2 05~08
- coins, game markers(erasers, etc.)

Warm Up

1. Review Lesson 2 Word & Sentence.
watch a movie, listen to music, talk on the phone, take a rest
He's/She's watching a movie.
He/She isn't watching a movie.
They're watching a movie.
They aren't watching a movie.

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.

- CD1 32
- | | |
|-------------------|-----------------|
| 1. take a picture | 2. make a kite |
| 3. make a mask | 4. bake cookies |

Student Book p.18

B Listen, ask and answer. Then practice.

1. Present the dialogues to the class.
Is he/she taking a picture?
Yes, he/she is. No, he/she isn't.
2. Introduce the question, "Is he taking a picture?" by pointing to any male student and pretending to take a picture. Also introduce the answers, "Yes, he is," by nodding your head and "No, he isn't," by shaking your head. Do the same for "Is she taking a picture?" "Yes, she is," and "No, she isn't."

Word & Dialogue

A Listen, point, and say.

1

take a picture

2

make a kite

3

make a mask

4

bake cookies

B Listen, ask, and answer. Then practice.

Is he taking a picture? Yes, he is.
Is she taking a picture? No, she isn't.

take → taking
make → making
bake → baking

1

2

3

4

18

3. Review the present continuous form with the students saying the words they learned in A like 'taking, making, baking.'
4. Have students practice saying the words they learned in A using the pattern, "Is he/she_____?"
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 questions about each number.



- Is he taking a picture? Yes, he is.
Is he taking a picture? No, he isn't.
Is she taking a picture? Yes, she is.
Is she taking a picture? No, she isn't.
take → taking, make → making, bake → baking
1. Is he taking a picture? Yes, he is.
 2. Is she making a kite? No, she isn't.
 3. Is she making a mask? No, she isn't.
 4. Is he baking cookies? Yes, he is.

Student Book p.19

C Listen, ask, and answer. Then practice.

1. Present the dialogue to the class.
Are they taking pictures? Yes, they are. / No, they aren't.

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

Are they taking pictures? Yes, they are.
No, they aren't.

D Sing. (CD 35) **Ron Time!**

Move, ask, and answer.

Is he taking a picture? Yes, he is. No, he isn't.

START

Yes
No

FINISH

19

2. Introduce the question, "Are they taking pictures?" and the answers, "Yes, they are," and "No, they aren'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.

CD1
34

- Are they taking pictures? Yes, they are.
Are they taking pictures? No, they aren't.
1. Are they taking pictures? Yes, they are.
 2. Are they baking cookies? No, they aren't.
 3. Are they making kites? No, they aren't.
 4. Are they making masks? Yes, they are.

Student Book p.19

D Sing.

1. Play CD1 Track 35 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 2 Lesson 3 and have students sing along again with the video.

CD1
35

- Is he taking a picture? No, he isn't. No, he isn't.
Is she making a kite? Yes, she is. Yes, she is.
Are they making masks? No, they aren't. No, they aren't.
Are they baking cookies? Yes, they are. Yes, they are.

Student Book p.19



1. Play CD1 Track 36.
2. Have students, as a group or individually, perform the quest.
3. Check the answers together.
*Refer to the arrows on pages 18~19.
4. Place the character sticker on the back cover of the student book.

CD1
36

- Ron Time! Listen and explore.
How many people are taking pictures?

Student Book p.19

Move, ask, and answer.

1. Read the dialogue presented on the game board together.
2. Divide students into pairs.
3. Have students play rock-paper-scissors, and then have the student who wins move one space forward. Have the other student ask, "Is he taking a picture?"
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

Doing Actions

1. Have students make pairs.
2. Have one student in each pair do different actions. (take a picture, make a kite, etc.)
3. Have the other student ask the question, "Is he/she (taking a picture)?" If the answer is 'No,' the student doing the actions should keep doing the action and say, "No, he/she isn't." If the answer is 'Yes,' the student should quickly change the action and say, "No, he/she isn't."
4. Have students take turns in asking and answering questions.

Extra Practice

1. Have students do workbook pages 16~17 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 37~40
- Flashcards Unit 2 01~08

Warm Up

1. Review Lesson 3 Word & Dialogue.
take a picture, make a kite, make a mask, bake cookies
Is he/she taking a picture?
Yes, he/she is. / No, he/she isn't.
Are they taking pictures?
Yes, they are. / No, they aren'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

Judy : Can I sit here?
Monty : Sure. Go ahead.
Judy : Is Tyler talking on the phone?
Monty : Yes, she is. Shh...
Tyler : I'm sorry.
Judy : Look! What are Ron and Jack doing?
Monty : I don't know!
Judy : Oh, they aren't watching the movie.
They're sleeping.

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 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

Judy : Can I sit here?
Monty : Sure. Go ahead.
Judy : Is Tyler talking on the phone?
Monty : Yes, she is. Shh...
Tyler : I'm sorry.
Judy : Look! What are Ron and Jack doing?
Monty : I don't know!
Judy : Oh, they aren't watching the movie.
They're sleeping.

Unit Test

Listen and choose. 

1.  a b

2.  a b

3.  a b

4.  a b

Listen and check. 

5.  Yes, he is.
 No, he isn't.

6.  Yes, she is.
 No, she isn't.

7.  Yes, they are.
 No, they aren't.

8.  Yes, they are.
 No, they aren't.

Read, write, and say.

9.  Can I sit here?
a No, he isn't. b Sure. Go ahead.

10.  Is he making a mask?
a

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 choose.

1. Play CD1 Track 39 and give students time to answer. Play the track again if needed.



1. a. He's taking a picture.
b. He's watching a movie.
2. a. She's talking on the phone.
b. She's listening to music.
3. a. He's baking cookies.
b. He's taking a rest.
4. a. She's making a kite.
b. She's making a mask.

Listen and check.

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



5. Is he listening to music?
6. Is she taking a picture?
7. Are they talking on the phone?
8. Are they making masks?

Read, write, and say.

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

Extra Activity

Conversation Chairs

1. Place some chairs in a big circle.
2. Divide students into two groups. Have half the students sit on the chairs. Every other seat should be empty.
3. Have each student in the other half hold a word card that describes an action and walk around the classroom.
4. When you say, "Stop!" the students with cards should choose an empty seat and ask the student on their left, "Can I sit here?" The student on the chair should answer, "Sure. Go ahead."
5. Next, the student with the card should ask, "What are they doing?" and the student on the chair should answer, "I don't know."
6. Each pair should look at the card together to answer correctly. For example, "They are taking pictures."
7. Have students change roles and do the activity.
8. Keep doing the activity for a limited time.

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 l-blend and r-blend sounds in words
- to learn words that contain l-blend and r-blend sounds
- 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 p.22

A Chant.

1. Introduce the different sounds of letters on page 22. Write down the letters l and r on the board, read the letters, and then say the sounds, /l/ and /r/. Put 'b,' 'f,' and 's' in front of 'l' respectively, read the letters, and then pronounce the different sounds of them. Also put 'b,' 'c,' and 'g' in front of 'r' respectively, read the letters, and then pronounce the different sounds of them.
2. Play CD 1 Track 41 and have students point to the correct illustrations while listening.
3. Play the track again and chant all together.
4. Play the chant video for Phonics 1 using the CD and have students sing along with the video.



Phonics time!
l and r blends!

b /b/, l /l/ together /bl/ /bl/ blade, blow
f /f/, l /l/ together /fl/ /fl/ flag, floor
s /s/, l /l/ together /sl/ /sl/ sled, sleepy
b /b/, r /r/ together /br/ /br/ bring, bridge
c /c/, r /r/ together /cr/ /cr/ crown, crow
g /g/, r /r/ together /gr/ /gr/ grapes, grass

Phonics 1

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

l & r blends

bl- blade blow	fl- flag floor	sl- sled sleepy
br- bring bridge	cr- crown crow	gr- grapes grass

C Choose and write.

cr gr br bl sl fl

1 b l ow 2 c r own 3 f l oor

4 s l ed 5 b r ing 6 g r apes

22

Student Book p.22

B Listen, point, and say.

1. Say the l-blends and r-blends and read the words that contain the sounds 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 l-blend and r-blend sounds of the words.
4. Point to the words randomly and have students read them.



l and r blends
b l /bl/ /bl/ blade
/bl/ /bl/ blow
f l /fl/ /fl/ flag
/fl/ /fl/ floor
s l /sl/ /sl/ sled
/sl/ /sl/ sleepy
b r /br/ /br/ bring
/br/ /br/ bridge
c r /cr/ /cr/ crown
/cr/ /cr/ crow
g r /gr/ /gr/ grapes
/gr/ /gr/ grass



Student Book p.22

C Choose and write.

1. Point to each picture and have students say the word.
2. Point to each blend presented and read it with students.
3. Have students choose the correct blend and fill out each blank.
4. Check the answers together.

Student Book p.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.



Sweep the floor.
Paint the bridge.
Bring the crown.
Bring the sled.
Blow the horn.
Wave the flag.
Wake the sleepy king!
It's time for the parade!

Extra Activity

Find the Words

1. Place the l- and r-blend picture cards around the classroom.
2. Give each student one letter of the target blends.
3. Have students walk around to find a matching partner to make one of the target blends.
4. Each pair should find a picture card that begins with their blend and bring it to you.
5. They should also write the blend and the word on the board.
6. Keep doing the activity until every pair gets a correct card and writes the blend and the word correctly.
*When students bring their blend and picture card to you, have them read out the letters, the sound, and the word.

Extra Practice

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