

TEACHER'S GUIDE
1

WE CAN!

We Can! Teacher's Guide 1

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WE CAN! Introduction

To succeed in English in an EFL environment, there are three indispensable elements: a good curriculum, a good teacher, and good teaching material.

A good curriculum takes in the overall structure of the course including goals, pedagogy, methodology, assessment, the syllabus, and day-to-day lesson plans. To make progress, it is vital to move forward systematically, continuously, and spirally, all the time respecting the development of the child.

Good teachers can be teachers in English-language schools, private schools, public schools, or at home. Being a good teacher has nothing to do with age or nationality. We believe that if you can speak English and teach and guide children, you can be a good teacher. This course has been designed not only with intermediate and experienced teachers in mind, but also takes into account the needs of first-time teachers. *We Can!* is as teacher-friendly as we could make it, as our wish is that teachers grow alongside their students as they work through the series.

Lastly, what makes good material greatly depends on what the goal or philosophy is. This course is based on the belief that good material for children is child-centered. Children have a totally different energy from that of adults and when children's imagination is captured, they can use this energy to enjoy and learn, unconstrained by limits.

We Can! presents material systematically, continuously, and spirally, with each part able to stand on its own, but also integrating seamlessly into the whole; and the series development closely matches the development of the child. Of course, these elements are fluid and are influenced by many factors, such as the environment, the dynamics in a group, and the ability of the children. But we hope that children and teachers using this course will gain a lot in fun, enjoyment, and education, and will blossom and grow together.

Yoko Matsuka
Glenn McDougall

Six Unique Features of **WE CAN!**

Feature 1. Easy to Evaluate

Problem: Parents and even students themselves tend to wonder if they are making any progress in learning English.

Solution: Two goals per lesson make progress easy to see!

It is difficult for EFL students and their parents, living in a non-English speaking country, to see their progress. EFL teachers are often asked by parents (who sometimes cannot speak English themselves or have very limited knowledge of EFL), “How much has my child learned this year?” If students and parents don’t feel as if they are making progress, it is easy to lose motivation to study English.

We Can! has solved this problem with achievable and easy-to-understand goals. Each lesson has two goals: the odd numbered goals are based on what was learned in the book and the even numbered goals are a real-world expansion of the odd numbered goals. They provide students with the excitement of using “real-world” English. The goals can also be found in the Workbook.

Students try their best to achieve these goals by completing clearly defined tasks. Then the goal box is checked in the Student Book once the goal has been accomplished. Teachers can easily explain to parents what the students can do by showing them the accomplished goals. Students can feel satisfied that they are making progress with their English in every single class.

As the title suggests, *We Can!* has a classroom and real-world goal for each lesson. When it comes to making progress with English, teachers, students, and their parents can confidently say, “We Can!”

Feature 2. A Spiral Curriculum

Problem: Students forget what they have learned or can’t use learned language to communicate.

Solution: A spiral curriculum that constantly reviews learned language.

What is a spiral curriculum? A spiral curriculum is one that is constantly reviewing and bringing in previously learned vocabulary. Students must reuse and review

learned language often in order for it to become part of their long-term memory. Students also need to learn the skills necessary for producing meaningful written and spoken language. Furthermore, it is useless for students to learn large amounts of vocabulary if they can’t use it to communicate ideas.

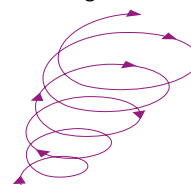
Many courses teach vocabulary in separate “bubbles”. Students quickly forget the language they have learned when they move to the next topic or unit. They also never learn how to combine what they have learned in order to communicate.

How vocabulary is usually taught.



We Can! has a spiral curriculum, so past language is constantly reviewed and previously learned language is put together in a meaningful context. Class lessons and suggestions for the use of posters, flashcards, and Extension Activities in the Teacher’s Guide give teachers and students the support they need in order to clearly express themselves in English.

How language is taught in *We Can!*



Feature 3. Use English for Real Communication

Problem: Students don’t use English in their daily lives.

Solution: Creating situations in the classroom where students can use English for real purposes.

A big obstacle for EFL students is that they don’t have situations in their daily lives where they need to use English. Therefore, it is very important to create situations in the classroom where students can use English in a practical way. In most lessons in all Student Books, there is a section for students to have fun, complete challenging tasks, or exchange thoughts with their classmates in English.

These sections in the Student Book are as follows:

Student Book 1 – Fun Time!

Student Book 2 – Fun Time!

Student Book 3 – Challenge Time!

Only through using English can the student's level progress. When students have the opportunity to practice using English for a real purpose in the safe environment of the classroom, they will be more willing and able to use it in the real world!

Feature 4. Rhythm and Pronunciation

Problem: Students from different backgrounds have a difficult time understanding each other because of rhythm, pronunciation, and intonation differences.

Solution: Students can master rhythm and pronunciation skills through the use of chants, movement, drama performance, and role-plays.

To be a successful communicator, it is not enough to know vocabulary words or grammar rules. Rhythm is also an important aspect and one that children enjoy learning and quickly master. (Rhythm goes hand-in-hand with intonation, stress, clarity of speech, volume, and tempo. All are important to make yourself understood in a foreign language.) Rhythm is emphasized throughout this course, taking advantage of the facts that children have an excellent ear for new words, don't mind repetition, and learn well through movement. The English in this course is set at a natural speed.

Feature 5. The Balanced Use of Phonics

Problem: Students have a hard time with reading and writing. They have difficulty learning sounds and using good pronunciation.

Solution: Students use phonics to unite sounds with letters.

Phonics is an ideal way for EFL students to learn the sounds of the English language, as many of the common sounds do not exist in the student's mother tongue. In *We Can!*, phonics is introduced gradually and moves towards the goal of getting students to read and write on their own. Students who can do this are independent learners and do not need to repeat constantly after the teacher. Moreover, mastering the skills of reading and writing helps promote a firm

foundation for all of the skills in English.

Learning phonics also helps promote good pronunciation in EFL. Students can see how to correctly pronounce the sounds of English and actively learn how those sounds are put together to spell English words. Good pronunciation is necessary when you are trying to make yourself understood in a foreign language.

Feature 6. Expansion of Discourse

Problem: Students can't express themselves beyond the sentence level.

Solution: *We Can!* provides training for students to express themselves with, and understand, longer material structured with a beginning, body, and ending.

It is frustrating for teachers, parents, and the students themselves to find out that the children cannot express themselves beyond the sentence level, after several years of studying English. Students have studied basic grammar rules. They have learned enough vocabulary. What is missing?

The answer is training in the development of discourse. By discourse, we mean the organization of language above and beyond the level of the sentence. When the children listen to or read chants, dialogs, cartoons, and stories, they need to be helped to realize that there is a flow of thought that they need to follow. When they give a short talk, interview people, write a short e-mail, essays, or journals, or give presentations, they should know how to structure them using a beginning, body, and ending.

We Can! achieves this discourse training by means of many carefully designed, fun, experience-based activities, and interaction among students and teachers, because that is the only way the children can really learn.

Educational Principles Based on Children's Growth

Age Group	Characteristics
Early Childhood (From about 2 or 3 to 6 years of age)	<ul style="list-style-type: none"> • Can absorb new language like “sponges” • Can take in information without knowing the meaning • Can “output” information without worrying about making mistakes • Can use language instinctively • Can understand more than what they can say • Don't mind repetition if it is enjoyable
Lower Elementary (About 6 to 8 years of age)	<ul style="list-style-type: none"> • Can easily forget what was learned in the Early Childhood stage if not reviewed • Start to understand meaning • Can follow a rhythm • Pronunciation improves • Begin using words with intent • Can effectively absorb new words in frequently used “chunks” of language
Middle Elementary (About 8 to 10 years of age)	<ul style="list-style-type: none"> • Full of energy • Active physically and mentally • More competitive • Relationships with peers becomes more important • Learning how to cooperate with others
Upper Elementary (About 10 to 12 years of age)	<ul style="list-style-type: none"> • Entering the pre-teen years • More self-conscious • Critical thinking is developing • Feel the need to understand the meaning of things • Teacher needs to balance students' skills and motivation • Attitude in class is very important

Course Goals for All Ages:

- Confidence can be gained by standing in front of others and presenting what they know.
- Assessment is based on what they can do, hear, and say in front of others in English.
- Being able to communicate in English with others can enrich their lives in this era of globalization.



1. Use lots of facial expressions, like big smiles.
2. Use your body to make gestures.
3. Talk with a strong voice.
4. Keep eye contact when you speak to someone.

Syllabus

Unit and Topic	Talk Time	Rhythms and Sounds
1 How Old Are You?	How old are you? I'm (nine) years old.	Chant: <i>Ten Little Camels</i> Numbers 1–10
2 What's this? What's that?	What's this? It's a (pencil). What's that? It's a (notebook) This is an apple. That's a book.	Chant: <i>How old are they?</i> I am/ You are/ He/She is/ We are/ They are (ten).
3 Toys and Things	How many do you have? I have (one). How many do I have? That's right.	Chant: <i>Robot Bear</i> Turn around. Touch the ground. Show your shoe. You're out, too.
4 Food	Do you like (pizza)? Yes, I like (pizza). No, I don't like (macaroni).	Chant: <i>Cookie Jar</i>

Words	Phonics	Phonics Practice
What's this shape? square, triangle, rectangle, circle, diamond, star	Sounds: F, G, H, I, J fish, goat, hat, ink, jet Write: F to J	
What color is it? Is it purple? What color are they? Are they green? Revision (colors): red, green, purple, pink, blue, black, white, yellow, white, yellow	Sounds: Revision A-J apple, bear, cow, duck, egg, fish, goat, hat, ink, jet	
robot, bicycle, computer game, dollhouse, stickers, puzzle, coloring book, puppet, toy truck, football, cell phone, T-shirt, shirt, shoes, skirt, trousers Numbers 1 to 10 (revision)	Sounds: K, L, M, N Writing kiwi, lion, monkey, nest	Listening, Tracing, and Writing Worksheet 1: a b c d e Worksheet 2: f g h i j
pizza, macaroni, salad, sandwich, chicken, fish, soup, kabsa, rice, onion, apple, orange, banana, apricot, carrots, cherries, cookie/ies, potatoes	Sounds: O, P, Q, R Writing octopus, parrot, quilt, rabbit	Worksheet 3: k l m n o Worksheet 4: p q r s t

About the Teacher's Guide

This Teacher's Guide has been written to help you create more effective lesson plans and to give you the tools you need to teach successful classes. This quick overview will help you get the most out of the Teacher's Guide.

General Structure

- ★ Comprehensive lesson plans – including ideas on how to best set up activities and make efficient use of class time
- ★ Two pages per lesson – including reduced Student Book pages for the teacher's easy reference

Unit Breakdown

We Can! 1

Each unit in the Teacher's Guide has four main sections: Talk Time, Rhythms and Sounds, Words, Phonics, and an Optional Phonics Practice section. The four sections comprise the core lessons. A Fun Time! activity is included in each core lesson to create an enjoyable situation in which the students can naturally use the language they have learned. The accompanying Fun Time! tracks on the Class Audio CD provide a model of the activity and the language to be taught. To complete each lesson, there are two Goals at the end for students to accomplish.

The core sections in each unit and the Optional Phonics Practice serve the following purposes:

- ★ **Talk Time:** Students learn new language and practice it with the CD. Then, they practice it with a partner in pairs or groups, and they act out the talk with actions in front of the class.
- ★ **Rhythms and Sounds:** Students learn a chant to help them learn the rhythm of the English language. After this, good pronunciation is practiced. Students will also learn to substitute different vocabulary words to create new versions of the chant.
- ★ **Words:** New vocabulary words are introduced as chunks of language, so students can learn natural English expressions in the appropriate context. Many fun activities using these new chunks of language are included.
- ★ **Phonics:** Learning phonics is an important part of this course. In Student Book 1, students will learn the upper case alphabet letters first because they are uniform in size, easy to read and easy to write. Students listen and point to the letters, learn to make the sounds for initial letters and short vowels, color in the letters, and later practice writing them.

There are also short listening exercises in which the students write the initial sound/letter of a word.

- ★ **Optional Phonics Practice:** Additional phonics activities for further practice and revision of a number of phonics areas.

We Can! 2

Each unit in the Teacher's Guide has four main sections: Talk Time, Rhythms and Listening, Words in Action, Phonics/Sounds and Letters, and an Optional Phonics Practice session. The four sections comprise the core lessons. A Fun Time! activity is included in each core lesson to create an enjoyable situation in which the students can naturally use the language they have learned. The accompanying Fun Time! tracks on the Class Audio CD provide a model of the activity and the language to be taught. To complete each lesson, there are two Goals at the end for students to accomplish.

The core sections in each unit and the Optional Phonics Practice serve the following purposes:

- ★ **Talk Time:** Students learn new language and practice it with the CD. Then, they practice it with a partner in pairs or groups, and they act out the talk with actions in front of the class.
- ★ **Rhythms and Sounds:** Students learn a chant to help them learn the rhythm of the English language. After this, good pronunciation is practiced. Students will also learn to substitute different vocabulary words to create new versions of the chant.
- ★ **Words in Action:** New vocabulary words are introduced as chunks of language, so students can learn natural English expressions in the appropriate context. Many fun activities using these new chunks of language are included.
- ★ **Phonics/Sounds and Letters:** Students listen and point to the letters, make the sounds for consonants and vowels, and later practice writing them. There are also short listening exercises in which the students write the missing letter/s of a word. In addition to the phonics component of this course, long and short vowels as well as consonant clusters and plural noun endings are focused on to ensure that students develop the ability to hear and distinguish between sounds before they can read and write them correctly.
- ★ **Optional Phonics Practice:** Additional phonics activities for further practice and revision of a number of phonics areas.

We Can! 3

Each unit in the Teacher's Guide has four main sections: Finding Out time, Grammar in Action, Rhythms and Reading, Phonics, and an Optional Phonics Practice Section. A Challenge Time! activity is included in each of the first four lessons to create an enjoyable situation in which the students can naturally use the language they have learned. To complete each lesson, there are two Goals at the end for students to accomplish.

The sections in each unit develop the students' spoken and written language skills and serve the following purposes:

- ★ **Finding Out Time:** Students learn new language and practice it with the CD. Then, they practice it with a partner in pairs or groups, and they act out the talk with actions in front of the class.
- ★ **Grammar in Action:** Grammar points for the new language are introduced and students have the chance to practice and then use them in meaningful communicative activities.
- ★ **Rhythms and Reading:** Students learn a new chant and practice reading the words to it with good rhythm. They can then copy the chant and/or create their own version by substituting words and using new pictures, before presenting it to the class. Students also learn to read different types of text and complete a variety of tasks.
- ★ **Phonics:** In Student Book 3, students will review familiar sounds such as long vowels, and then focus on words with polite vowels, vowel digraphs, murmuring sounds, consonant clusters, silent letters, ending sounds and revise areas that are more challenging.
- ★ **Optional Phonics Practice:** Additional phonics activities for further practice and revision of a number of phonics areas.

Key Features

- ★ **Classroom English:** This was introduced in We Can 1 and 2. During each class time, the corresponding Classroom English poster may be used in order for all classroom commands to be provided in English.



Materials Box



- ★ Teachers can easily see what they need for each lesson at a glance.



Light bulb tips: These tips are provided to help the class run more smoothly and help ward off potential obstacles that may occur in lessons.

- ★ Small / Big / Quiet Class

Options: Not all classes are the same and this Teacher's Guide has been written with this important point in mind. Advice is provided on how to adjust activities for small-sized classes, big-sized classes, and quiet classes in which the teacher must keep the noise level down.

- ✓ **Goal Check Advice:** Goals are an integral part of this course. The achievement of set goals can provide students with a strong motivation to keep learning English. Advice is provided to teachers on how to handle the Goals efficiently at the end of each lesson.
- ★ **Optional Activities:** These are provided to give the teacher different variations of an activity to keep students interested and challenged.
- ★ **Extension Activities(Optional):** Creative and fun Extension Activities are included for each lesson. They are an effective way to use the language learned in each lesson in a different context.
- ★ **Non-verbal Communication:** Students are given the chance to practice important non-verbal communication skills, such as shaking hands or using gestures, often used in English-speaking countries.

Additional Features

- ★ Lesson Planner
- ★ Class Audio CD Script
- ★ Workbook Audio CD Script
- ★ Phonics Practice CD Script
- ★ Flashcard and Poster List

Series Components

- ★ Student Book
- ★ Teacher's Guide
- ★ Class Audio CD Program
- ★ Flashcards
- ★ Poster Pack
- ★ Learning Center
- ★ IWB Software & ActiveBook

Unit 1 How Old Are You?

Materials

- ★ Classroom English poster

Getting Started

- The students should say, "Hello! How are you?" to the teacher when they enter the classroom.
- Chant a **We Can!** chant of your choice that the students have previously learned.
- Chant the *Five Little Monkeys* chant.

1 Listen and say.



Look at the picture on page 2. Say, "The girl is nine years old." Listen to the CD track and then say the talk along with the CD.

2 Practice the talks in pairs.

Ask the students, "How old are you?" and have them hold up their fingers to show how old they are. Quickly point to the students one at a time and have them say, "I'm _____ years old," and then put their hands down. If they don't know how to say that number, tell them.



If the students don't know how to do so already, show them how people from English-speaking countries count on their fingers. Have the students find a partner. Listen to CD 1 track 02 once again to review the talk. Then, have them practice the talk. Circulate around the room to help students who need it and to make sure everyone is speaking English. Then, have them switch parts and practice the talks again.

Unit 1 How Old Are You?

Talk Time

1 Listen and say.



2 Practice the talks in pairs.



3 Act out the talks in pairs.

2

3 Act out the talks in pairs.

- S** Bring each pair to the front of the class and have them act out the talk for the class. Applaud each pair for a job well done.
- B** Divide the class into two groups and have the pairs act out the talks in their groups. Have the pairs act out the talks on opposite sides of the room so they don't interfere with each other.

Fun Time!

Grammar Toolbox
it's = it is

4 How Old Are You?



Quickly ask three people.



I Can ...

- say my age.
- ask someone "How old are you?" and get the answer.



3

Unit 1

Goal Check

Goal 25 ✓

Have the students find a partner and act out the talks about their age.

- S** The teacher checks the box on page 3 for this goal once they have accomplished it.
- B** The teacher circulates around the room and has the students check their own books once they have accomplished the goal.

Goal 26 ✓

Have the students ask another student, "How old are you?" and get an answer.

- S** The teacher checks the box on page 3 for this goal once they have accomplished it.
- B** The teacher circulates around the room and has the students check their own books once they have accomplished the goal.

Fun Time!

4 How Old Are You?



Audio script
page 52

Have the students look at the picture of the game on page 3. Play the CD track and have the students listen. Quickly ask three students, "How old are you?" After you ask each student, put up a finger on your hand. Once you have asked the third student, put up a third finger and say, "I've finished!"

Have the students stand up. Say, "Let's play the game!"

The game ends once all of the students have held up three fingers, said, "I'm finished!" and have gone back and sat down in their seats.

Chant the *Good-bye Chant* to end the class.

Lesson 2

Rhythms and Sounds

Materials

- ★ Classroom English poster

Getting Started

- The students should say, “Hello! How are you?” to the teacher when they enter the classroom.
- Chant a **We Can!** chant of your choice that the students have previously learned.
- Do the Let’s Shake Hands activity from Term 1 page 21.

1 Listen and chant. Audio script page 52

If the children do not know how to count to ten on their fingers the way people in English-speaking countries do, please teach them how to do it.

Have the children look at the camels on page 4. Count the camels as a class. Say, “Yes, there are ten little camels.” Point out the title of the chant and say, *Ten Little Camels* so the students understand what the chant is about. Play the CD track and chant the chant while counting on your fingers. Encourage the children to count on their fingers along with you. Emphasize the highlighted words in the chant. After the CD track has finished, chant the chant at a slower pace. Play the chant again and encourage the students to chant along as you count on your fingers.

Optional Activity: Once the students are used to chanting and counting on their fingers, try introducing a gesture for the word “camel”. Make this gesture by using one hand on either side to trace the outline of a camel. Trace the head of the camel when you say, “ca-” and the body when you say, “mel”. Play the chant again and include this gesture every time you chant the word “camel”.

Rhythms and Sounds

1 Listen and chant.



Ten Little Camels

One little, two little, three little camels.

Four little, five little, six little camels.

Seven little, eight little, nine little camels.

Ten little camels here.



2 Listen and say.



1, 1, 1	6, 6, 6
2, 2, 2	7, 7, 7
3, 3, 3	8, 8, 8
4, 4, 4	9, 9, 9
5, 5, 5	10, 10, 10

4

2 Listen and say. Audio script page 52

Play the CD track and have the students listen to the numbers. Then, play the CD again and have the students watch you as you pronounce the numbers along with the CD. Once you finish saying a number three times along with the CD, tap that many fingers on the desk one time along with the drumbeat on the CD. For example, after you say, “four” three times, tap four fingers on the desk. At the end, after they tap all ten fingers on the desk, hold up all ten fingers.

Fun Time!

3 Clap and Guess the Number
How many times did your teacher clap?

CD1 06



I Can ...

- chant the *Ten Little Camels* chant.
- play the Clap and Guess the Number Game.



5

Unit 1

Goal Check

Goal 27 ☒

S Have the students chant the *Ten Little Camels* chant individually using the gestures. Check the box in their books after they have chanted it.

B Have the students form groups of four and chant the *Ten Little Camels* chant using the gestures. After they have successfully chanted it, have them check the goal box in their books.

Goal 28 ☒

Once again, play the Clap and Guess the Number game.

S Check the box in their books after each student has successfully played the game.

B Put the students in groups of four and tell them to play the game. Have them check the goal box in their books after they have successfully played the game.

Fun Time!

3 Clap and Guess the Number



Audio script
CD1 06 page 52

Have the students look in their books at the picture of the game on page 5. Play the CD track and have the students listen. Teach them to say, "I know!" and raise their hand when they know the answer. Say, "Let's play the game!"

Clap a few times and have the students guess how many times you clapped. Don't clap more than ten times since the target vocabulary is the numbers one to ten. After having the students guess how many times you clapped a few times, have the students take turns clapping and have the class guess how many times they clapped.

Lesson 3 • Words

Materials

- ★ Classroom English poster
- ★ Shapes and Colors flashcards
- ★ Two bags (for flashcard activity)
- ★ Scrap paper
- ★ Optional – materials for the Paper Flutter Color Activity (from Term 1, Unit 1 Extension Activity Lesson 3)

Getting Started

- The students should say, “Hello! How are you?” to the teacher when they enter the classroom.
- Chant a **We Can!** chant of your choice that the students have previously learned.
- Do the Paper Flutter Color Activity from Term 1, Unit 1 Extension Activity Lesson 3 or have the students turn to page 8 in the Term 1 book, listen to the *Rainbow Chant* on the CD and put their fingers on the different colors.

1 Listen and point.



Have the students open their books to page 6. Listen to the CD track and have the students just listen as they point to the shapes on the page. Play the CD again and have the students trace the shapes with their finger as they say the words along with the CD.

2 Listen and color.



Have the students take out their crayons or colored pencils. Listen to the CD track and pause after you hear each sentence to give the students time to color each shape. For the first shape, look around the room to make sure the students are coloring the correct shape (square) the correct color (red).

After all of the shapes have been colored, have the students find a partner, point to the shapes in their partner's book, and tell each other what color and

Words

1 Listen and point.



1. square



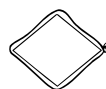
2. triangle



3. rectangle



4. circle



5. diamond



6. star

2 Listen and color.

3 Point at two shapes in the classroom.



6

shape they are (i.e. “A red square. A blue diamond.”). Circulate around the room to make sure the students are speaking English and to help any students who don't remember the names of the colors and shapes.

3 Point at two shapes in the classroom.

Have the students look at the picture in Exercise 3 on page 6. Show them that the object the boy is pointing to is a triangle. Ask the students if they can find something else in the classroom that is in the shape of a triangle. Review the shapes with the shapes flashcards. Have them find a partner and tell them to find objects of two different shapes in the classroom and point them out to their partner.

Ask them to swap roles and repeat the activity. Review the colors with the color flashcards. Name the color and shape of an object in the classroom and have the students guess what the object is. For example, “white rectangle” for the whiteboard or “black” for the blackboard, etc. depending on the color of your board. The students point to or name the object. Have students who name the right object name the color and shape of another object in the classroom for the rest of the

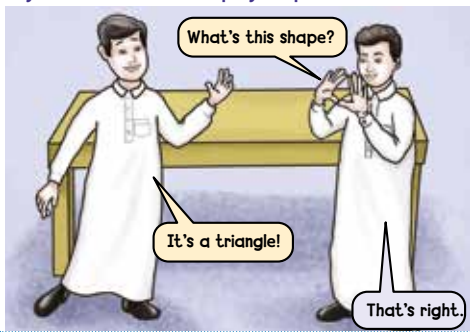
Fun Time!



Finger Shapes

Say the name of the shape your partner makes.

CD1 09



I Can ...

- say the names of three shapes.
- find three shapes outside of home.



GOAL 29

GOAL 30



Advice Time

Do your homework.



7

Unit 1

students to name. Put the color cards in one bag and the shapes cards in another. Ask a student volunteer to take a color card and a shape card out of the bags. Have them put the cards together and say the color and the shape. Then ask the other students to find something in the classroom that fits that description. Have them put the color card back in the bag, but hand the shape card to you. Repeat with another volunteer. Continue with different volunteers until all of the shape cards are gone.

Fun Time!



Finger Shapes



Audio script
page 52

Have the students look at page 7 and listen to the CD track. First, demonstrate the game by making the first five shapes on page 6 with your fingers. Have the students guess each shape by saying, "It's a ____." When they say the correct answer, say, "That's right!"

Demonstrate that you cannot make the star shape with your fingers! Show the students the star shape on the poster.

Now have different students come to the front of the class, make shapes with their fingers, and have the other students guess the shapes. Continue until all of the students have had a chance to come up to the front.

Goal Check

Goal 29 ☒

Have each student point to the Shapes flashcards and say the names of three shapes.

S Check the box in the student's book once he/she has accomplished the goal.

B Put the students in groups of four and have them say three shapes. Have them check the box in their books once they have accomplished the goal.

Goal 30 ☒

Have the students take out a piece of scrap paper. Tell them to draw a picture of three things in three different shapes found outside of home. The students show you the paper and tell you the three shapes. (They don't need to say the names of the objects.) After they have accomplished this goal, check the goal box on page 7.

Lesson 4 • Phonics


Materials

- ★ Classroom English poster
- ★ The Alphabet A–Z flashcards
- ★ Optional – The Alphabet poster

Getting Started

- The students should say, “Hello! How are you?” to the teacher when they enter the classroom.
- Chant a **We Can!** chant of your choice that the students have previously learned.
- Have the students turn to page 26 in the Term 1 book and review the sounds for A–E. Then, have them do the Secret Writing activity from page 27 (Term 1 book) with a partner to review those letters and sounds.

1 Listen and say. Audio script page 52

 **Even native speakers of English should take time before class to review the sounds of the letters on the CD! Pay careful attention to the way the vowels are pronounced. If students have trouble pronouncing the sounds, they should watch your lips and try to mimic you. Sometimes students that have trouble with pronunciation find it helpful to watch themselves pronounce the sounds in front of a mirror.**

For students having trouble pronouncing the letter “F”, have the students press their top teeth to the bottom lip and blow.

Play the CD track and let the students listen and point to the pictures and words as the words are said. After they listen, slowly go over the letter names and how to say the sounds. Play the CD again and have the children point to the pictures and words as they say the letter names, sounds, and picture words.

Phonics

1 Listen and say.



FISH



GOAT



HAT



INK



JET

2 Trace and copy.



8

2 Trace and copy.


Demonstrate on the board how to write the capital letter “F”. Be sure to use the same stroke order that is shown in the book. Have the students “write” the letter in the air together with their finger. Then, ask them to write “F”. While they write, occasionally say, “F says /f/, /f/ fish”, just like the CD 1 track 10, so they can be thinking about the letter name and sound as they write. Once everyone is finished writing the letter “F” at least six times, repeat the same process for all of the capital letters on the page.

3 Listen and write. Audio script page 53

Play the CD track. Pause the CD after the word “ink” is said. Tell the students to write the letter for /i/, /i/ ink. Take a look at the students’ books to make sure they wrote down the correct answer. If many students didn’t get the correct answer, have one student who got it right, come up to the board and write the capital letter “I”. Then have the other students write the correct answer in their books. Continue playing the CD track. If you glance at the students’ books and feel the students need you to

3 Listen and write. **F G H I J**

1. **ISH**  2. **OAT** 

3. **AT**  4. **NK** 

5. **ET** 

Fun Time!

4 Big Air Writing
Listen and write in the air!



I Can ...

- make the sounds of the letters F, G, H, I, and J.
- write the letters A to J at home.

GOAL 31 ☒ GOAL 32 ☒

9 Unit 1

pause the track again (either to figure out the correct answer together or to give them extra time to write), please do so.

After the students have written down the answers, check them as a class. Put the F, G, H, I, and J cards on the board in a random order. Hold up your book, point to the first one, and say the sound and picture word. Ask a volunteer to choose the correct alphabet card. Continue with the rest of the answers.

Fun Time!

4 Big Air Writing Audio script page 53

Have the students look at the picture in the Fun Time! box. Play the CD track, but stop the CD after they ask, “Can you write B?” Set out the A–J flashcards for the students to refer to during the activity. Say, “Let’s play the game!” Have the students stand up. Play the CD and everyone “writes” the letters in the air with their finger. Play the CD again and repeat the activity.

Then, ask a student, “Can you write (letter)?” while motioning to the A–J flashcards. Have them choose a flashcard, hold it up, and say the letter. Then say, “One...two...” (just like the CD) and everyone “writes” that letter in the air with their finger. Repeat with another student and continue until all of the flashcards have been chosen and everyone has written these letters in the air.

Goal Check

Goal 31 ☒

- S** Have each student point to and say all sounds of the letters from F to J. Check the box in the student’s book once he/she has accomplished the goal.
- B** Put the students in groups of four and have them stand up, point to, and say all the sounds of the letters from F to J. Once they have accomplished the goal, have them check the box in their books.

Goal 32 ☒

Have the students write the capital letters A–J in their notebooks or on a piece of paper at home. This goal will be checked once they bring this completed assignment to the next class.

Extension Activities

Lesson 1 • Talk Time

Materials:

- ★ A puppet
- ★ Paper cut into strips

How Old Is The Puppet?

Write numbers 1–10 on slips of paper and fold or roll them. Put them in a cloth or paper bag or a box. Put the puppet on one hand and ask the puppet, “How old are you?” Pick a folded slip from the bag/box and say, “I’m (number you picked) years old.” Next, hand the puppet to another student and ask the student holding the puppet, “How old are you?” Pick a slip or have the student pick a slip. The student holding the puppet answers, “I’m (number picked) years old.” Then, that student hands the puppet to another student and the activity continues until all of the students have answered for the puppet and have asked the “How old are you?” question to the puppet.

Lesson 2 • Rhythms and Sounds

Materials:

- ★ Old magazines or newspapers
- ★ A blank sheet of paper
- ★ Scissors
- ★ Glue
- ★ Optional – timer

Cutting Out Numbers 1-10

Review the numbers 1–10. Divide the students into groups of four to six students. Give each group these materials: glue, a blank sheet of paper, and some old newspapers or magazines. Tell them they must search through the old newspapers and magazines, find, and cut out numbers 1–10, and then glue them onto the blank sheet of paper. Tell the students that they have only ten minutes to complete this project and have them watch you as you set a timer. If you don’t have a timer, play the *Ten Little Camels* chant (with the volume turned low) over and over until approximately ten minutes have passed.



When doing a craft project, it is very helpful to have a completed example to show the students. This practically eliminates giving an explanation of what to do and students won’t hesitate to start working on completing the craft.

Once each group has found all ten numbers from the magazines or newspapers, cut them out and glued them to the blank sheet of paper, have them come to the front of the class, group by group, and show their project to the rest of the class. They should appoint a leader to point to the numbers from 1–10 as they say the numbers as a group. Applaud each group after they have finished.

Lesson 3 • Words

Materials:

- ★ Shapes flashcards
- ★ Scrap paper
- ★ A pencil

How Many Shapes Guessing Game

Review the shapes on the poster. Set the shapes flashcards on the table in a pile. Tell the students, “Close your eyes.” Choose a shape flashcard at random and draw that shape a few times on a scrap piece of paper. Hide the flashcard and the scrap piece of paper behind your back. Tell the students, “Open your eyes.” Ask them, “What’s this shape?” The students must raise their hands and guess what shape you chose. When a student guesses correctly, show them the flashcard and say, “Yes, it’s a (shape).” Then, ask the students, “How many (shape)s?” while you secretly look at the shapes you drew on the scrap piece of paper. The students must raise their hands and say, “(Number from 1–10) (shape).” The student who guesses correctly gets to play the role the teacher just played.



Be sure the students don’t draw more than 10 of any shape.

- S** Continue until all the students have had a chance to stand up in front and choose a shape.
- B** Continue until all of the shapes have been chosen at least once.

Lesson 4 • Phonics

Materials:

- ★ The Alphabet flashcards – A–J

Phonics Flashcard Counting

Have all of the students open their books to pages 26 (Term 1 book) and pages 8-9 in the Term 2 Student Book. Play the CD tracks and review the letter names, sounds, and picture names.

Place the A–J Alphabet cards in alphabetical order on the table. Have three student volunteers come to the front of the class. Demonstrate to two of the students that after you say, “Ready, Go!”, they should put out one of their hands and hold up some of their fingers. Then, the two students should add up the fingers they are holding up and shout out that number. The third student picks up the flashcards and starts to count up to that number as they flip through the flashcards. Once they are finished counting aloud, they should hold up that flashcard. The class will say the letter name, letter sound, and picture name while referring to their books. Invite three more student volunteers to the front and the game continues. (Note: The cards should always be in alphabetical order during this game.)

Materials:

- ★ The Alphabet flashcards – A–J
- ★ My Body flashcards

What’s On My Head? Game

Quickly review the body parts, using the flashcards.

Take one of the Alphabet A–J cards and put it on one of the reviewed body parts. Ask, “What’s on my (body part)?” The students should say the letter name, letter sound, and picture word. Continue with the other alphabet flashcards.

Unit 2 What's this? What's that?

Lesson 1 • Talk Time

Materials

- ★ Classroom English poster
- ★ Alphabet flashcards
- ★ Realia, eraser, apple, orange, book, pencil, pen
- ★ Pictures/flashcards for eraser, apple, orange, book, pencil, pen

Getting Started

- The students should say, "Hello! How are you?" to the teacher when they enter the classroom.
- Chant a **We Can!** chant of your choice that the students have previously learned.
- Chant the *Five Little Monkeys* chant.

1 Listen and say.



Audio script
page 53

Look at the picture on page 10. Say, "The girls are friends." Listen to the CD track and then say the talk along with the CD.

2 Practice the talks in pairs.

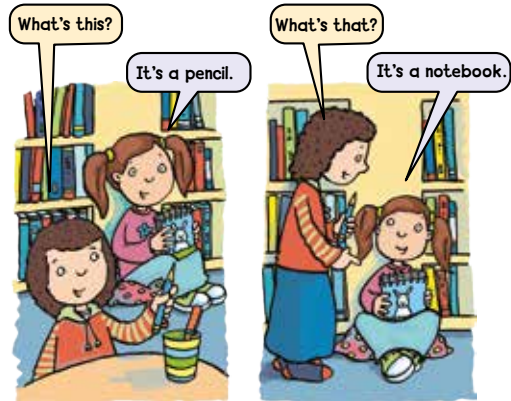
Hold up a pencil and ask the students, "What's this?" Encourage students to answer as best they can. Then say, "It's a pencil." Have them hold up their pencils and ask, "What's this?" then say, "It's a pencil." Have students repeat the question and answer as a class or in groups. Point to individual students and have them ask and answer, across class in open pairs. Then ask students to practice in closed pairs. Move around and help when necessary.

Follow the same steps with, "What's that?", "It's a notebook." As you model, point to a notebook on a student's desk and ask "What's that?", get the student to answer. Then hold up a notebook and ask, "What's this?" and have students answer. Stress

Unit 2 What's This? What's That?

Talk Time

1 Listen and say.



2 Practice the talks in pairs.

3 Act out the talks in pairs.



10

the difference between *this* and *that* pointing to an object that is very close to you, that you might be able to touch for *this*, and an object at a distance for *that*.

3 Act out the talks in pairs.


- S** Bring each pair to the front of the class and have them act out the talk for the class. Applaud each pair for a job well done.
- B** Divide the class into two groups and have the pairs act out the talks in their groups. Have the pairs act out the talks on opposite sides of the room so they don't interfere with each other.


Fun Time!

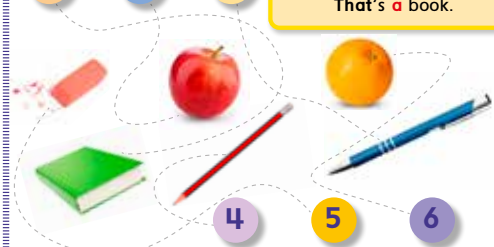
4 This is ... That's a/an
Trace. Then point and say.

CD1 14

Grammar Toolbox


 This is **an** apple.


 That's **a** book.



5 Now point to things in your classroom and ask as many people as you can.

I Can ...

- ask someone "What's this?", "What's that?" and get the answer. GOAL 33 ☐
- point and say "This is an apple" and "That's a book." GOAL 34 ☐

11 Unit 2

Fun Time!

Grammar Toolbox

Point to the toolbox and have students look at the picture, read and say, "This is an apple.", "That's a book." Invite individual students or pairs to demonstrate pointing to different objects in class. Point out the distance between the student's hand and the object to reinforce meaning, i.e. *this* for close up and *that* for things further away. Point to an object e.g. an apple, a book. Write **an** and **a** on the board and practice with different words using pictures, objects or flashcards, e.g. show the picture of an egg and say, "What's this? It's **an** egg." Show the picture of a cow on the board, and say, "What's that? It's **a** cow."

4 This is ... That's a/an
Trace. Then point and say.


CD1 14

Audio script
page 53

Have the students look at the picture. Use real objects to revise, introduce, or elicit the word for each object. Have students repeat the words. Give students time to trace and connect numbers and objects. Then play the CD track and have the

students listen and compare/check their answers. Ask a pair of your more confident students to demonstrate, e.g. Student 1: "Number 1." Student 2: "This is a book." or "That's a book." Make sure students point from a distance for *that* and from close up or touching the picture for *this*. Give more examples if necessary.

5 Now point to things in your classroom and ask as many people as you can.

Point to objects in the classroom and ask students, "What's this?" or "What's that?" Students answer, "It's a/an (name of object)." Have students ask and answer in groups. Encourage them to change groups and ask as many people as they can. If there is space in your classroom organize this activity as a mingling activity. Have all the students stand up and move around asking different people.

Goal Check

Goal 33 ☒

- S Have the students find a partner and act out the talks pointing to objects in class. The teacher checks the box on page 11 for this goal once they have accomplished it.
- B The teacher circulates around the room and has the students check their own books once they have accomplished the goal.

Goal 34 ☒

- S Place objects on your desk and objects at a distance on another desk or along the board. Have the students ask another student, "What's this?" or "What's that?" and get an answer. The teacher checks the box on page 11 for this goal once they have accomplished it.
- B The teacher circulates around the room and has the students check their own books once they have accomplished the goal.

Lesson 2

Rhythms and Sounds

Materials

- ★ Classroom English poster

Getting Started

- The students should say, "Hello! How are you?" to the teacher when they enter the classroom.
- Chant a **We Can!** chant of your choice that the students have previously learned.
- Chant the *Ten Little Camels* chant from Student Book page 4.

1 Listen and chant.



Ask individual students "How old are you?" and have them answer. Then have pairs of students ask each other across class. Point to a student and ask the class "How old is (name)? Elicit and model the answer: "He/She's (age)." Point to more students, ask and have them answer. Then have them point and ask another student in open pairs, across class. Point to two or more students and ask "How old are they?" and answer "They're (age)." Have students point and ask each other. Ask a student to stand next to you. Point to both of you and say "We". Ask one more student to come to the front. Ask both students, "How old are you?" Help them answer "We're (age)." Ask pairs and groups in class. Then have them ask and answer in groups. Point to students, and/or pictures and elicit the correct pronoun. You can organize this as a race by dividing the class into groups and having them respond as fast as possible.

Point out the title of the chant. Play the CD track and chant along with the children. Encourage the children to chant as best they can. Tell them to hum when they have difficulty remembering or saying individual words. Divide the class into two groups. Have group A chant the questions and group B chant the answers. Play the chant again and

Rhythms and Sounds

1

Listen and chant.



How old are they?

How old are you?

How old are you?

I am ten, I am ten.

How old is Abdullah?

How old is Abdullah?

He is ten. He is ten.

How old is she? How old is she?

Who is she? Who is she?

How old is Amina?

How old is Amina?

She is ten. She is ten.

How old are you?

How old are you?

We are ten. We are ten.

We are, they are.

We are, they are.



2

Change the names and chant.




12

encourage the students to chant along as they point to themselves, other students, etc.

2 Change the names and chant.









Ask students to listen again and tell you if anything is different in the chant. Play the CD and encourage students to respond and mention the names that are different. Give students time to decide on names in pairs or groups, and then chant using different names. Invite pairs or groups to come to the front, chant and mime. Applaud them for a job well done.



Fun Time!

3 Ask and answer. Guess and circle the age.

CD1 17

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<div style="border: 1px solid black; padding: 2px; display: inline-block;">8</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">9</div> <div style="border: 1px solid black; padding: 2px; display: inline-block; border: 2px solid red;">10</div>	 <p>Noura</p>
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4 Listen and check.

CD1 18

I Can ...

- ask "How old is he/ she?" and get the answer.
- ask "How old are we/ you/ they?" and get the answer.

GOAL 35
GOAL 36

13 Unit 2

Fun Time!

- 3 Ask and answer. Guess and circle the age.** CD1 17 Audio script page 54

Point to the pictures and the numbers in the book. Read and point out the example to make sure students understand what they need to do. Give students a few minutes to guess and circle the age for each child or pair of children in the activity. Play the CD and have them say the age.

- 4 Listen and check.** CD1 18 Audio script page 54

Play the CD and have students listen and check/ compare their answers. Ask individual students to report the correct answers.

Goal Check

Goal 35 ☒

- S** Have the students chant the *How Old Are They* chant individually using gestures. Check the box in their books after they have chanted it.
- B** Have the students form groups of four and chant the *How Old Are They* chant using gestures. After they have successfully chanted it, have them check the goal box in their books.

Goal 36 ☒

- S** Have the students point to their classmates and themselves asking and answering questions with "How old are we/ you/ they?" Check the box in their books after each student has asked and answered correctly.
- B** Put the students in groups of four and tell them to ask and answer. Have them check the goal box in their books after they have asked and answered correctly.

Lesson 3 • Words

Materials

- ★ Color flashcards
- ★ Pictures/flashcards of animals: cow, parrots, camels, bears, fish

Getting Started

- The students should say, “Hello! How are you?” to the teacher when they enter the classroom.
- Chant a **We Can!** chant of your choice that the students have previously learned.
- Chant the *How Old Are They* chant from Student Book page 12.

1 Chant and point. Audio script page 54

Hold up color flashcards or put them up on the board and elicit/review colors. Point to a color and ask students, “Is it (color)?” Have students answer “Yes, it is. It’s (color).” or “No, it isn’t.” Then have pairs ask each other across class. Hold up pictures, flashcards or objects and ask, “What color are they?” Have students repeat the question and answer, “They’re (color).” Have students practice across class, in open pairs.

Play the CD and have students listen and point to the colors and the pictures in the book. Play the CD again and have students chant along. Chant with the students more slowly. Ask students to chant in pairs. One student chants the highlighted lines (e.g. It’s not purple. It’s not pink.) and the other student chants the regular lines. Invite pairs to stand up and demonstrate in class. Applaud them for a job well done.

Point to a student and ask the class, “How old is (name)?” Elicit/say, “He/She’s (age).” Point, ask, and have students answer. Then have them practice in open pairs. Point to two or more students, ask, “How old are they?” and answer, “They’re (age).” Have students point and ask each other. Ask a student to stand next to you. Point to both of you and say “We”. Ask one more student to come to the front.



Words

1 Chant and point.



What color is it? What color is it?


 Is it purple? Is it pink? 

 Is it red? Is it green? 

It's not purple. It's not pink.

It's not red. It's not green.

 **It's black and white.** 

It's a cow. Is that right? 

Yes, it is. You're right!

What color are they? What color are they?

 **Are they yellow? Are they blue?** 

 **Are they orange? Are they white?** 

They're yellow and orange

and blue and white...

They're parrots! Am I right? 

Yes, you are. You're right!

14

Ask both students, “How old are you?” Have them answer “We’re (age).” Ask pairs and groups in class. Then have them ask and answer in groups. Point to students, and/or pictures and elicit the correct pronoun. You can organize this as a race by dividing the class into groups and having them respond as fast as possible.

Point out the title of the chant. Play the CD track and chant along with the children. Encourage the children to chant as best they can. Tell them to hum when they have difficulty remembering or saying individual words. Divide the class into two groups. Have group A chant the questions and group B chant the answers. Play the chant again and encourage the students to chant along and point. Ask the groups to switch roles and chant again.

Fun Time!

2 Change the words and chant.



What color is it? What color is it?

Is it orange? Is it white?

Is it black? Is it pink?



What color are they? What color are they?

Are they red? Are they green?

Are they yellow? Are they brown?



3 Ask and answer. Guess.

I Can ...

- ask "What color is it?", "Is it red?" and get the answer.
- ask "What color are they?", "Are they black?" and get the answer.



15

Unit 2

colors to try and guess which object they have chosen. Demonstrate the activity with one of your more confident students. Then invite a pair to demonstrate again in class. Have the students do the guessing activity in pairs. Walk around the classroom and help when necessary.

Goal Check

Goal 37 ✓

- S** Have the students chant the *What color is it?* part of the chant individually pointing to single objects. Check the box in their books after they have chanted it.
- B** Have the students form groups and chant the *What color is it?* part of the chant pointing to single objects. After they have successfully chanted it, have them check the goal box in their books.

Goal 38 ✓

- S** Have the students ask, "What color are they?" "Are they black?" and get the answer as they try to guess which objects their classmates have chosen. Check the box in their books after each student has asked and answered correctly.
- B** Put the students in groups of four and tell them to ask and answer. Have them check the goal box in their books after they have asked and answered correctly.

Fun Time!

2 Change the words and chant.



Audio script
page 54

Have students look at the pictures on page 15, in pairs, and name animals and things. Call on pairs to report in class. Ask one of your more confident students to say the words and have the rest of the class repeat. Then play the CD and have the students chant. Point to the picture of the bear in the book and chant the first part of the chant with the students. Point to the picture of the fish and encourage students to chant again. Follow the same steps with the second part of the chant. Then have students choose objects and chant again. Invite groups or pairs of students to stand up and chant in class using different words and pictures.

3 Ask and answer. Guess.

Use the pictures on page 15 or put up different pictures/flashcards on the board. You may also use real objects. Make sure the objects/pictures are brightly colored. Ask the students to choose an object and keep their choice to themselves. Their partner can ask them up to four questions using

Lesson 4 • Phonics

Materials

- ★ Alphabet flashcards or Alphabet Poster
- ★ Pictures/flashcards for fish, ink, cow, hat, goat, apple, jet, bear, duck, egg
- ★ Color flashcards

Getting Started

- The students should say, "Hello! How are you?" to the teacher when they enter the classroom.
- Chant a **We Can!** chant of your choice that the students have previously learned.
- Review sounds for A-J with the Alphabet flashcards or the Alphabet poster.

1 Listen and say.



Audio script
page 54

Play the CD track and have students listen and point to the pictures and words. After they listen, go over the letter names and how to say the sounds. Play the CD again and have the children point to the pictures and words as they say the letter names, sounds, and words.

Place the Alphabet flashcards on the board in jumbled order. Call on students to say each word and have a group of students stand in front of the board and point to the letter that the word begins with. Invite more students to stand in front of the board and point.

Play the CD track again. Pause the CD after each word. Tell the students to write the letter that is missing on page 16. Have more confident students take turns writing each letter on the board. Move around and monitor. Help students that have difficulty recognizing or writing the letter. Invite students to say each word and write the first letter of the word in the air.

Phonics

1 Listen and say.



1. ____ ISH



2. ____ NK



3. ____ OW



4. ____ AT



5. ____ OAT



6. ____ PPLE



7. ____ ET



8. ____ EAR



9. ____ UCK



10. ____ GG



Advice Time



Keep your school things tidy.



16

Fun Time!

2 Find and count the letters.

A = 4 B = _____ C = _____ D = _____ E = _____
F = _____ G = _____ H = _____ I = _____ J = _____



I Can ...

- make the sounds of the letters A, B, C, D, E, F, G, H, I, and J.
- write the letters A to J.



17

Unit 2

Goal Check

Goal 39 ☒

- S** Hold up an Alphabet flashcard and have students make the sound of different letters. Check the box in their books after they have accomplished the goal.
- B** Have the students form groups. Hand out the Alphabet flashcards and have students hold up a card and make the correct sound. Have them check the goal box in their books after they have accomplished the goal.

Goal 40 ☒

Have the students listen to you as you make a sound and say a word, for example, "C says /c/, /c/, cow. Ask them to write the letter. Have them check the goal box in their books after they have written the letters correctly.

Fun Time!

2 Find and count the letters.

Have students turn to page 17 of their book. Hold up the book and point to a letter, e.g. A, say "A, /a/, /a/, apple. Can you find more As?" Encourage students to help each other as they search for more As on the page. Ask them to count the As, and point to the example. Then have them look for Bs. Ask a student to say "B says /b/, /b/, book" and have students search and count the Bs they have found. Call on pairs to report in class and compare numbers. Ask students to find and count the rest of the letters. Circulate and help students who are having difficulties. Call on pairs to say the sound of the letter, a word that begins with it, and the number of times they found it on the page. The rest of the students listen and agree or disagree.

Optional Activity: Ask students to use color pencils or markers and make a page like the one on page 17. Tell them that they can use each letter as many times as they wish. Exchange pages and count the letters.

Extension Activities

Lesson 1 • Talk Time

Materials:

- ★ Wrapping paper or paper bags

Guess what it is

Wrap objects, e.g. pen, pencil, notebook, book, eraser, pen, apple, orange, with large pieces of wrapping paper or place them in a paper bag, in such a way so that the shape of each object is not easy to see. Place the wrapped objects in different places in the classroom. Divide the class into groups. Point and ask a group, "What's that?" and have them answer, e.g. "It's a book." Ask the rest of the groups and get answers. Hand over the wrapped item to a group and have them unwrap it and say what it is. e.g. "It's a notebook." Give the object to the group that guessed right. Invite the group to point and ask about another wrapped item and get answers. Remind them that the group that guesses correctly gets the object and leads the game. The group with most objects is the winner.

Lesson 2 • Rhythms and Sounds

Materials:

- ★ Blank sheets of paper or pictures/photos of children between the ages of 3 and 10.

How old are they?

Distribute blank sheets of paper. Hold up pictures/photos of children and have the students guess and write the age of each child in the photo, on a card or a sheet of paper. Divide the class into smaller groups. Have a student/pair in each group hold up/point to a picture and ask another group, "How old is he/ she?" The students of the second group have to answer. Write the age/number on the board. Take each picture/photo that has been used as well as the list of ages that the students had written earlier. Compare answers to the original ages on the sheet of paper. If the group has answered/guessed correctly, give them a point or have them ask the next question.

Have students decide on an imaginary age as a pair. Have pairs form groups of four. Ask each pair to write how old they are supposed to be in the air. The other pair tries to "read" the age in the air and answer. If the answer is wrong, the first group continues until the second group gets it right. Set a time limit for this activity.

Lesson 3 • Words

Materials:

- ★ We Can! 1, Term 1 Student's Book

I see two things ...

Put the students in groups and ask them to turn to pages 14 and 15. Tell them to choose a picture. Explain that they should not say which pictures they have chosen. Bring a confident student to the front and demonstrate the activity with him/her for the rest of the class. Both teacher and student should be holding their books open to pages 14, 15. Have him/her say, "I see (number) things."

Ask, "What color are they?" and have the student answer. "They're green." Let the students see that you are searching through the two pages and then say, "The notebooks are green." or "Two, green notebooks." pointing to the notebooks on page 15. The student has to say, "That's right." if you have guessed correctly, or "Wrong" if your answer is wrong.

You can do this activity with other pages in your book, or have the students do it with real objects in class.

Lesson 4 • Phonics

Materials:

- ★ The Alphabet flashcards – A–J, or Alphabet poster, flashcards with alphabet words

Say the word, make the sound, find, and write the letter

Place the flashcard with words that begin with A to J face down on a desk. Have students stand around the desk in pairs or groups. Have each pair pick a card. One of the students says the word and makes the sound. The other student points to the letter on the poster or holds up the right alphabet card and writes the letter on the board. If you have a big class and you want to use groups, have each student do one of the tasks above. This way you can have four students per group. If a student makes a mistake he/she has to step out and sit down. The group with the most students wins. If you are playing with pairs, the last pair or student that is still standing wins.

Reshuffle and reuse the flashcards if you need to carry on until you have a winner or set a time limit. Continue until all the students have had a chance to participate or until all of the flashcards have been chosen at least once.

Unit 3 Toys and Things

Materials

- ★ Ten marbles
- ★ A bowl or box to hide things in
- ★ My Body flashcards – head, shoulder, mouth, arm, leg, hand, nose, ear, eyes, elbow, neck, foot, back, chest, hair
- ★ Toys and Things poster
- ★ Classroom English poster
- ★ Optional – various real toys shown on Toys and Things poster

Getting Started

- The students should say, “Hello! How are you?” to the teacher when they enter the classroom.
- Chant the *Ten Little Camels* chant from We Can 1, Term 2 with gestures to review numbers.
- Chant the *Head, Shoulders, Knees, and Toes* chant from We Can 1, Term 1 to review body parts.

1 Listen and say.



Have the students look at the picture of the girl and Labeeba in front of the shelves with the toys. Together, count how many toys the girl has and how many Labeeba has. Then listen to the CD track and point to each character as they speak. Play the CD again and have the students say the talk along with the CD.

Optional activity: Take a few real toys (i.e. toy trucks, stickers, puppets) and give them out to a few volunteers. Review the names of the toys by referring to the Toys and Things poster. Then ask those volunteers, “How many do you have?”

Unit 3 Toys and Things

Talk Time

1 Listen and say.



2 Practice the talks in pairs.

3 Act out the talks in pairs.



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While the focus of the lesson is not the names of the toys, either gradually review (if the students have learned We Can! from the Starter Book) or introduce this vocabulary during this lesson (if they are learning the toy vocabulary for the first time).

2 Practice the talks in pairs.

Have one student take the part of the girl and then the other take the part of Labeeba. Practice the conversation while looking at the picture on page 18.

Review the body parts using the My Body flashcards. Have each student choose a partner. Give each pair a My Body flashcard. Then ask your partner, while holding the body card, “How many do you have?”

3 Act out the talks in pairs.

Have all the students choose a shelf in the picture or a number of the same toy. Tell them they can have the same toy up to 10 times, e.g. 6 bears. Then have them act out the talks in pairs.

Fun Time!

4 Number Guessing Game

How many marbles do I have?

How many marbles do I have?

That's right! I have five.

Two!

Seven!

Five!

I Can ...

- act out the talks about *how many* with a partner.
- play the Number Guessing Game with a friend.

19

Unit 3

Invite that student to come up and put some marbles in his/her hand. Have them ask the other students, "How many marbles do I have?" When another student guesses correctly, the student holding the marbles will say, "That's right! I have _____." The student who guessed the correct number will now come and put the marbles in his/her hand. Repeat this activity until all of the students have had a chance to put marbles in their hands.

Goal Check

Goal 41 ☒

Have all of the students find a partner. Act out the talks. Use the poster or the cards, if they need props to act out the talk.

- S** The teacher checks the box on page 19 for this goal once they have accomplished it.
- B** The teacher circulates around the room and has the students check their own books once they have accomplished the goal.

Goal 42 ☒

- S** Play the Number Guessing Game with the marbles. The teacher checks the box on page 19 for this goal once each student has accomplished it.
- B** Divide the class into groups of four. Play the Number Guessing Game with the marbles within each group. Once the group has finished a round of the game, have them check their own books.

Have students look in their schoolbags and count how many books, pencils, crayons, etc. they have. Use their school things to act out the talks.

Have all the students find a partner. Ask them to mingle and act out the talks. Move from pair to pair and monitor. Help when necessary. Invite volunteers to act out for the rest of the class.

Fun Time!

4 Number Guessing Game

Audio script
page 55

Have the students look at the picture of the game on page 19. Listen to the CD track and try to figure out how to play the game. Show the students all ten marbles. Count them together. Then take the marbles and secretly put a few in your hand. Listen to the CD again. Then, hold out your hand and ask, "How many marbles do I have?" Have the students guess how many marbles you have in your hand. When the student guesses correctly, say, "That's right! I have _____."

Chant the *Good-bye Chant* from We Can 1, Term 1 to end the class.

Lesson 2

Rhythms and Sounds

Materials

- ★ Toy flashcards
- ★ Some real toys or objects
- ★ Classroom English poster
- ★ A robot bear (drawn or copied and cut out)
- ★ A box or bag

Getting Started

- The students should say, “Hello! How are you?” to the teacher when they enter the classroom.
- Chant a **We Can!** chant of your choice that the students have previously learned.
- Act out the talks on Student Book page 18 with a student using real toys, things or flashcards, and classroom objects, e.g. book, notebook, pencil. Invite volunteers to try.

1 Chant and do. Audio script page 55

Hold up the page with the robot bear, point to him, and ask, “What’s this?” If no one knows, tell them it is a robot bear. Ask them to find and point to the robot bear on page 4 in their books. Point to the first robot bear and say, “Turn around.” Hand the robot bear to a student and ask them to make the robot bear turn around. Ask two other students to do the same. Do the same thing for the other three actions: touch the ground, show your shoe, and you’re out, too.

Play the track and have the students listen to the chant. Then, have them listen again and watch you as you make the robot bear do each action. Then, have them listen once again and point to each robot bear on page 20 as the action is chanted. Finally, have everyone stand up and slowly recite the chant while they do the actions. Repeat again and bring the chant to a normal speed. Finally, play the track

Rhythms and Sounds

1 Chant and do.



Robot Bear

Robot bear, robot bear, turn around.

Robot bear, robot bear, touch the ground.

Robot bear, robot bear, show your shoe.

Robot bear, robot bear, you’re out, too.



2 Listen, point, and pronounce.



20

again and have everyone chant and do the actions together. Emphasize the highlighted words in the chant.

2 Listen, point, and pronounce. Audio script page 55

Play the CD track. Have the students listen, and then play it again and have them pronounce it along with the CD while pointing to each robot bear on page 20 as the action is chanted. Make sure the students finish the words, especially the “d” sound in “around” and “ground”.

Fun Time!

3 Pass the Robot Bear Game

Chant and play.



You're out!



I Can ...

- chant the *Robot Bear* chant with actions.
- tell a friend to do two of the *Robot Bear*'s actions.



GOAL 43



GOAL 44

Advice Time

Keep your room clean.



21

Unit 3

Fun Time!

3 Pass the Robot Bear Game



Audio script
page 55

Look at the game on page 21. Listen to the CD track and see if the students can figure out how to play the game. Say, "Let's play the game!"

Have the students stand in a circle. Play the CD and pass the robot bear from one student to the next while reciting the chant. The student who is holding the robot bear when "You're out, too!" is chanted is out and has to leave the circle and sit down. Play the track again each time so the children can practice reciting the chant along with the CD. Continue until only one student is left.

Goal Check

Goal 43 ☒

Have all of the students stand up. Chant the *Robot Bear* chant and see if the students can do the actions on their own without following the teacher. Repeat until they can do all of the chant's actions.

- S** The teacher checks the box on page 21 for this goal once they have accomplished it.
- B** The teacher circulates around the room and has the students check their own books once they have accomplished the goal.

Goal 44 ☒

Have the students find a partner. One student says two of the actions from the *Robot Bear* chant, and uses their partner's name, rather than saying, "Robot Bear". The other student does the actions. Once the pair has finished, have them switch parts and do it again.

- S** The teacher checks the box on page 21 for this goal once they have accomplished it.
- B** The teacher circulates around the room and has the students check their own books once they have accomplished the goal.

Lesson 3 • Words

Materials

- ★ Toys and Things poster
- ★ Toys and Things flashcards – puppet, puzzle, coloring book, dollhouse, robot, football, stickers, computer game, cell phone, toy truck, T-shirt, trousers, shirt, skirt, shoes, bicycle
- ★ A robot bear (cut out)
- ★ A bag (for the flashcard activity)
- ★ Classroom English poster

Getting Started

- The students should say, “Hello! How are you?” to the teacher when they enter the classroom.
- Chant a **We Can!** chant of your choice that the students have previously learned.
- Chant the *Robot Bear* chant while doing the actions.

1 Listen and point.

Audio script
CD2 07 page 55

Look at the vocabulary on the Toys and Things poster. See if the students can tell you any of the toys on the poster. Quickly go over the vocabulary on the poster.

Look at the playroom on Student Book page 22. Have a student come up and choose a toy flashcard from the bag. Have them hold up the flashcard and say the word together. Then, find that toy on page 22. Repeat with other students until all of the flashcards have been pulled out of the bag and found on the page. Listen to the CD track and have the students point to the toys as they hear them. If the students seem unsure about the vocabulary, pause the CD after each toy is said and then check to make sure the students are pointing to the correct toy.

2 Listen and say.

Audio script
CD2 08 page 55

Listen to the CD track and have the students point to the toys and say them along with the CD. For

Words

1 Listen and point.

CD2 07



CD2 08

2 Listen and say.

3 Listen and find.

CD2 09

22

added fun, have the children put one of their fingers over the first toy and then put another finger over the next toy. By the end of the chant, all ten of their fingers should be covering ten toys or things.

3 Listen and find.

Audio script
CD2 09 page 55


Listen to the CD track and have the students find each toy or thing and point to it. Look around at the students' books to make sure they are pointing to the correct toy or thing. Listen again and point to the toys on the poster as the students point to the ones in their books.

Fun Time!

4 One Robot, Two Robots...

Audio script
CD2 10 page 55

Chant the *Ten Little Camels* chant to review the numbers. Then have the students look at page 23 and guess how to play the game. Play the CD track and have the students listen. Say, “Let’s play the game!”



Fun Time!

Grammar Toolbox

one robot → two robots,
three robots, four robots ...

4 One Robot, Two Robots ...

Chant and put your hand on top.

I Can ...

- listen, point, and say the names of five toys.
- say the names of some clothes.

GOAL 45

GOAL 46

Now go to page 34

23 Unit 3

1. Bring four students to the front of the class. Have the first student put his/her hand on the table and say, "One robot." Have the second student put a hand on top of the first student's hand and say, "Two robots." Have the third student put a hand on top of the second student's hand and say, "Three robots." Have the fourth student put a hand on top of the third student's hand and say, "Four."
2. Then, go back to the first student and have him/her put his/her free hand on top of the fourth student's hand and say, "Five robots." Have the second student put his/her free hand on top of the first student's hand and say, "Six robots." Have the third student put his/her free hand on top of the second student's hand and say, "Seven robots." Finally, have the fourth student put his/her free hand on top of the third student's hand and say, "More."
3. A nice touch at the end of the game is to have the four students put their hands over their heads and say, "Yeah!" after completing the chant.
4. Have the students make groups of four and recite the chant with the actions.

5. If you have a group of less than four students, have the next student pull their hand from the bottom of the pile and place it on the top while they recite their part of the chant.

After the students have recited the chant, have the students look at the Grammar Toolbox on the top of page 23. Point out that you say, "One robot", but when there is more than one robot, you put an "s" at the end. Practice the *One Robot, Two Robots* chant slowly, exaggerating the "s" sound at the end. Then, recite the chant together at a normal speed.

Goal Check

Goal 45

Have the students listen to CD 2 track 7 and point to at least five toys.

- S The teacher checks the box on page 23 for this goal once they have accomplished it. (Another small class option is for the other students to take turns saying the names of the toys while one student points to the five toys.)
- B The teacher circulates around the room and has the students check their own books once they have accomplished the goal.

Goal 46

Have the students pick up their books and make a line in front of the Toys and Things poster or in front of the Toys and Things flashcards. After they say the names of three clothing items and point to those items on the flashcards, check their books. If they can't say the names of three clothing items, tell them to go to the end of the line and listen to the other students' answers carefully and then try again.

OPTIONAL

Worksheet 1: a b c d e, page 34,
from Phonics Practice. See Teaching Notes
on page 42, We Can!1, Term 2
Teacher's Book.

Lesson 4 • Phonics

Materials

- ★ Classroom English poster
- ★ The Alphabet poster
- ★ The Alphabet A–Z flashcards – K, L, M, and N
- ★ Colored pencils or crayons

Getting Started

- The students should say, “Hello! How are you?” to the teacher when they enter the classroom.
- Chant a **We Can!** chant of your choice that the students have previously learned.
- Chant the *Rainbow Chant* from We Can 1, Term 1 page 8.

1 Listen and say.



Play the CD and let the students listen and point to the pictures and words as the words are said. After they listen, slowly go over the letter names and how to say the sounds. Play the CD again and have the children point to the pictures and words as they say the letter names, sounds, and picture words.



Teach the students that the sound for “M” is made by putting your lips together, while the sound for “N” is made with your mouth open and your tongue behind your top teeth.

2 Trace and copy.



Remember that we want our students to be thinking about the letter names and sounds while they write, rather than just mindlessly copying the letters.

Demonstrate on the board how to write the capital letter “K”. Be sure to use the same stroke order that

Phonics

1 Listen and say.



K I W I



L I O N



M O N K E Y



N E S T

2 Trace and copy.



24

is shown in the book on page 24. Have the students “write” the letter in the air together with their finger. Then, ask them to write “K”. While they write, occasionally say, “K says /k/, /k/ kiwi”, just like the CD 2 track 11, so they can be thinking about the letter name and sound as they write. Once everyone is finished writing the letter “K” at least six times, repeat the same process for all of the capital letters on the page.

3 Listen and write.



Play the CD track. Pause the CD after the word “lion” is said. Tell the students to write the letter for /l/, /l/ lion. Take a look at the students’ books to make sure they wrote down the correct answer. If many students didn’t get the correct answer, have one student who got it right come up to the board and write the capital letter “L”. Then have the other students write the correct answer in their books. Continue playing the CD track. If you glance at the students’ books and feel the students need you to pause the track again (either to figure out the correct answer together or to give them extra time to write),

3 Listen and write. K L M N



1. IWI  2. ION 
3. ONKEY  4. EST 

Fun Time!

4 Listen, count, and chant.



I Can ...

- make the sounds of the letters K, L, M, and N and write them.
- count from 1 to 10.



Now go to page 35

25 Unit 3

please do so.

After the students have written down the answers, check them as a class. Put the K, L, M, and N cards on the board in a random order. Hold up your book, point to the first one, and say the sound and picture word. Ask a volunteer to choose the correct alphabet card. Continue with the rest of the answers.

Fun Time!

4 Listen, count, and chant. Audio script page 56

Say the numbers at random, e.g. four, three, five, two, and have the students count, point, and say what they are. When you say, "three", the students should say "lions". Then play the CD and have the students listen and point. Play the CD again and have the students listen and chant.

Goal Check

Goal 47

- S** Have each student point to and say all sounds of the letters from K to N. Check the box in the student's book once he/she has accomplished the goal.
- B** Put the students in groups of four and have them stand up, point to, and say all the sounds of the letters from K to N. Once they have accomplished the goal, have them check the box in their books. Have all of the students write the letters A to N on a piece of paper. Once they have completed the goal, they should raise their hands and have the teacher check their work. Let them correct any mistakes they have made. Once all of the letters are correct, check this goal box.

Goal 48

Say the numbers from 1 to 10 at random and have the students write them. Then have them say the numbers in the order they wrote them. Once they have accomplished the goal, have them check the goal box in their books.

OPTIONAL

Worksheet 2: f g h i j, page 35, from Phonics Practice. See Teaching Notes on page 42, We Can!1, Term 2 Teacher's Book.

Extension Activities

Lesson 1 • Talk Time

Materials:

- ★ Classroom objects, things
- ★ Toys and Things flashcards
- ★ Toys and Things poster

Find what and how many.

Review all of the toys using the Toys and Things poster. Then review how to say the plural form of the vocabulary words by pointing to numbers 1–10 on the board and holding up a flashcard or an object or using the poster.

Have the students take a flashcard each and hide it. Tell them to write a number from 1 to 10 in their notebooks and keep it hidden. Then they work with a partner to try and find out what the hidden toy is and what the number is. Let them ask and answer as many times as they wish to try and find out and then swap roles. Say, "Stop." and have the students check their toys or objects and numbers. You can also play this game in groups. If a pair has finished asking each other, they can raise their hands and pick out new toys or objects to practice with.

Lesson 2 • Rhythms and Sounds

Materials:

- ★ My Body flashcards – knee and head
- ★ Magnets
- ★ Slips of paper with numbers in a bag

Robot Bear Commands Game

Chant the *Robot Bear* chant (with actions) once to prepare students for the activity. Then write the following on the board (including the numbers):

1. turn around
2. touch the ground
3. show your shoe
4. you're out, too
5. touch your knee (use magnets or tape to put the knee card up next to this)
6. touch your head (use magnets or tape to put the head card up next to this)

Divide the class into four teams. Ask each team to choose a name. If they can't decide on a name, suggest a vocabulary word in English that they have learned. Write the team names on the board. Have a member of the first team pick a number from the bag. Have them command the second team to do the action corresponding to the number they picked. After the second team does the action, write the number the first team picked next to their team's name to keep track of what numbers the team has picked, fold the paper, and put it back in the bag. Then have the second team pick a number from the bag and command the third team. The object of the game is to pick all six numbers and command the other team to do the actions. If a team picks a number more than once, the other teams say, "Too bad!" and that team does not have to do the action. The team that picks all six numbers first is the winner.

Lesson 3 • Words

Materials:

- ★ Toys and Things poster and Alphabet poster

Toys, Things, and Letters

Divide the class into teams. Ask a student from the first team to point to a toy or an object on the poster. The students of the second team have to name the toy/object and point to the letter that it begins with. Then ask a student from the second team to point to a toy or object and have the rest of the teams say the name of the toy/object and point to the letter it begins with. Make sure all the teams take turns pointing and guessing. Continue until all of the students have had a chance to play.

Lesson 4 • Phonics

Materials:

- ★ The Alphabet A–Z flashcards

Four Corners Race

Place the K, L, M, and N cards in the four corners of the classroom. Call out the sound of one of the letters and the vocabulary word that goes with it (i.e. sound of k, /k/, Kiwi) and have the students run to the corner that letter is in. Continue with all of the letters. Then, have the students say one of the sounds and the vocabulary word that goes with it.

For extra practice and review, replace the cards with other alphabet cards they have already learned.

Materials:

- ★ The Alphabet flashcards – K–N

Back Writing Pairs

Review the K, L, M, and N cards with the students, if necessary. Have the students stand up and choose a partner. One student sits quietly and watches. The other student writes one of the letters on the desk with a finger. The student guesses what letter the other student wrote, either by saying the sound or letter name. If the student can't remember the sound or letter name, they can point to the correct card. If you see a student pointing to the cards, gently say the letter name or sound and have the student repeat it.

Unit 4 Food

Materials

- ★ Classroom English poster
- ★ Food Poster
- ★ Scrap paper

Getting Started

- The students should say, "Hello! How are you?" to the teacher when they enter the classroom.
- Chant a **We Can!** chant of your choice that the students have previously learned.
- Do the How Old Are You? activity from Student Book, page 3.

1 Listen and say.



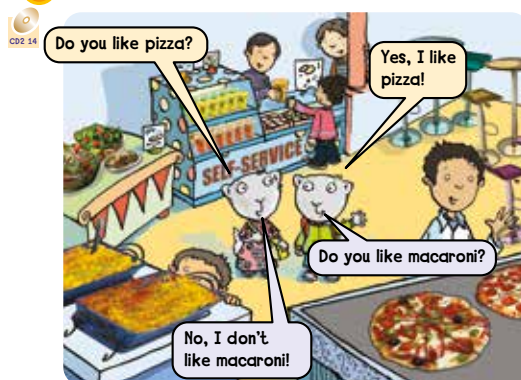
Have the students look at the picture on page 26. Say, "Look at Labeeba and Labeeb." Point to the food in the picture and ask, "What's this?" See if the students can tell you the names of any of the food items.

Play the CD track and have the students listen. See if they could hear what foods Labeeb and Labeeba were talking about. If they couldn't, tell them Labeeb and Labeeba were talking about macaroni and pizza. See if the students can find the pizza and the macaroni in the picture. Point to Labeeba and say, "Do you like pizza?" Point to Labeeb and in a happy voice with a happy expression on your face, say, "Yes, I like pizza." while making a thumbs up gesture and rub your stomach. Point to Labeeb and say, "Do you like macaroni?" Point to Labeeba and say while shaking your head with a disgusted look on your face, "No, I don't like macaroni." while making a thumbs down gesture and wrinkle your nose and frown. Listen to the CD again and say the sentences along with the CD.

Unit 4 Food

Talk Time

1 Listen and say.



2 Practice the talks in pairs.

3 Act out the talks in pairs.



26

2 Practice the talks in pairs.

Have the students stand up and find a partner. They must decide who is Labeeb and who is Labeeba. Have them practice the talks. Circulate around the room to make sure all of the students are speaking English. Then, have them switch parts and practice again.

3 Act out the talks in pairs.

Bring each pair to the front of the class and have them act out the talks in front of the class. Applaud each group for a job well done.

Fun Time!

4 Listen. Shout "I like!" or "I don't like!"

CD2 15

Grammar Toolbox

don't = do not



I like macaroni.



I like pizza.



I like salad.



I like onions.



I like kabsa.



I like soup.

I Can ...

- act out the talks about food with a partner.
- say two foods that I like.

GOAL 49

GOAL 50

27
Unit 4

Fun Time!

- 4 Listen. Shout "I like!" or "I don't like!"
- CD2 15 Audio script page 56

Have the students look at the pictures of the food on Student Book page 27. See if the students can say the names of any of the foods. (They should be able to at least tell you "pizza" and "macaroni".)

Play the CD track. After the teacher on the CD says, "I like (food item).", the students should shout, "I like (food item)!" if they like the food or "I don't like (food item)!" if they don't like the food.

Have the students take out a piece of scrap paper and draw a smiley face on one piece and a frowny face on another. This time when they listen to the CD track, they have to say "I like (food item)!" or "I don't like (food item)!" and hold up their smiley or frowny face.

Try this one more time with the CD, except this time, pause the CD after each "I like (food)." sentence is said. All of the students holding up the smiley face should stand up and say, "I like (food)." Then, they

should sit down and all of the students holding up the frowny face should say, "I don't like (food)."



In many English-speaking countries, it is considered normal to have food you dislike (usually vegetables!). In some other countries, children are proud to announce that they do not dislike any kinds of food. If a student insists they don't dislike any kinds of food, teach them to say, "I like everything."

Grammar Toolbox: Have the students hold up two fingers. Point to one finger and say, "do" and point to the next finger and say, "not". Then, bring both fingers together and say, "don't". Practice this a few times together.

Goal Check

Goal 49 ☒

Have the students find a partner and act out the talks about food.

- S The teacher checks the box on page 27 for this goal once they have accomplished it.
- B The teacher circulates around the room and has the students check their own books once they have accomplished the goal.

Goal 50 ☒

Have the students hold up their smiley face paper and say two, "I like (food)." sentences about food they like.

- S The teacher checks the box on page 27 for this goal once they have accomplished it.
- B The teacher circulates around the room and has the students check their own books once they have accomplished the goal.

Lesson 2

Rhythms and Sounds

Materials

- ★ Classroom English poster
- ★ Ten marbles
- ★ Scrap paper
- ★ Scissors
- ★ Stick-on labels
- ★ Optional – Colors poster, a timer

Getting Started

- The students should say, “Hello! How are you?” to the teacher when they enter the classroom.
- Chant a **We Can!** chant of your choice that the students have previously learned.
- Play the Number Guessing Game from Student Book page 19 with ten marbles.
- Refer to the Classroom English poster to give any directions in English at the beginning of class.

1 Listen and chant.



Have the children open their books to page 28. Point to Labeeb and ask, “Who’s this?” Have them tell you it is Labeeb. Mime taking a cookie from a cookie jar and say, “Labeeb is taking...” Try to elicit that Labeeb is taking a cookie. Say, “Yes, Labeeb is taking a cookie from the cookie jar. Oh no!” while showing an expression of mock surprise. Play the CD track and listen to the chant. Play the CD again and have the students chant along. Emphasize the highlighted words in the chant. The second time the *Cookie Jar Chant* is chanted, the word “cookie” from “cookie jar” is eliminated, so chant that word loudly the first time!

Rhythms and Sounds

1 Listen and chant.



Cookie Jar Chant

Who took the cookies from the cookie jar?

Labeeb took the cookies

from the cookie jar.

Who, me?

Yes, you!

Not me!

Then who took the cookies

from the cookie jar?



2 Listen again and clap the rhythm.



28

2 Listen again and clap the rhythm.

Listen to the CD again and have the students clap out the rhythm. The students can chant along while they clap if they choose to do so, but the main point of this activity is to get a feel for the rhythm of the language.

Fun Time!

3 Cookie Jar Game



Have the students look at the picture of the game on page 29. Play the CD track and have the students listen. Say, “Let’s clap and chant.”

Divide the class into groups of six. Give them six stick-on labels and have them write a number from 1–6 on each label. Each student should stick this label onto their shirt. (If you have a small class, the whole class can be a group and you can make labels for as many students that are in your class.)

Then give each group a piece of scrap paper and a pair of scissors. Ask, “What shape is a cookie?” Elicit



Fun Time!



3 Cookie Jar Game
Clap and chant.





I Can ...

- chant the *Cookie Jar* chant using good rhythm. ☐ GOAL 51
- say "Who took the cookies from the cookie jar?" three times really fast. ☐ GOAL 52

Advice Time



Eat with your right hand.



29 **Unit 4**

"circle" and point to the circle on the Shapes and Sizes poster. Ask, "What color is a cookie?" (Cookies can be many different colors, so this is a good time for the students to use their imagination and think about different cookies they have eaten.) Pointing to the scrap paper and scissors, tell the students, "Take out your colored pencils or crayons and make a cookie." Set a timer for five minutes or play the *Cookie Jar Chant* over and over until five minutes have passed.

Once the groups have made their cookie, choose one group to demonstrate the game. Tell everyone in that group, "Close your eyes." Silently give the cookie to someone in that group and have that student put it in their pocket. Tell the students, "Open your eyes." Play the CD once again and have the groups listen. Have the students count off by saying, "Number (number on their label)." from one to six. Then, tell one of the more outgoing students in the group to start by saying, "Number two took the cookies from the cookie jar." like on the track/ audio script. Play the game until the person hiding the cookie is discovered and says, "Yes, me!"

Have the rest of the students answer, "Yes, he took the cookie from the cookie jar.", or " Yes, she took the cookie from the cookie jar."

Now that everyone understands how to play the game, have each group close their eyes, silently give the cookie to someone in the group, tell them to open their eyes and start the game. Circulate around the room and hide the cookies for other groups once the person hiding the cookie is discovered.

Goal Check

Goal 51 ☒

S Have the students chant the *Cookie Jar Chant* individually. Check the box in their books after they have chanted it.

B Have the students chant the *Cookie Jar Chant* in the groups they played the Cookie Jar Game in. After they have successfully chanted it, have them check the goal box in their books.

Goal 52 ☒

Have the students stand in a line, holding their books. Each student should say, "Who took the cookies from the cookie jar?" three times really fast. If they can't say this, they can go to the end of the line, listen to the other students, and try again when they get to the front of the line. Check the box in their books after they have successfully said the question three times.

Lesson 3 • Words

Materials

- ★ Classroom English poster
- ★ Food poster
- ★ Food flashcards

Getting Started

- The students should say, "Hello! How are you?" to the teacher when they enter the classroom.
- Chant a **We Can!** chant of your choice that the students have previously learned.
- Review numbers 1–10 by counting on your fingers. Play the Clap and Guess the Number Game from Student Book page 5.

1 Listen, point, and say. Audio script page 57

Have the students open their books to page 30. See if the students can tell you the names of the food on the page. Ask them to turn to page 26 of Labeeb and Labeeba in the food court and see if any of the foods are on both pages. Listen to the CD track and have the students listen as they point to the food on the page, and then listen and try to find the correct picture. Pause the CD after they have to find the apricot to make sure everyone has found the picture of the apricot and understands what they are supposed to do. Play the CD again and have the students point to the food as they say the words along with the CD.

Take the Food flashcards for the food vocabulary on page 30 and place them around the room in random order. Point to the apple in the book and say, "apple" as you look around the room with your hand to your forehead as if you are searching for the apple. Have the students point to the apple card. Continue with the rest of the cards.

Play the CD again and have the students point to the cards as they say the words along with the CD.

Words

1 Listen, point, and say.



1. apple



2. pizza



3. salad



4. soup



5. orange



6. rice



7. sandwich



8. apricot



9. kabsa

2 Listen and practice.



1.



2.



3.



4.



5.



6.

30

2 Listen and practice. Audio script page 57

Have the students listen to the CD track as they point to the food in their books. Then, have them practice the pronunciation of each word along with the CD. Play the CD again and have students repeat in groups and individually. Point to the apple in activity 1 and elicit "apple" from the students. Point to the apples in activity 2 and ask "How many apples?" to elicit "three apples". Do the same with more words.

Fun Time!

3 Number Race Audio script page 57

Have the students look at page 31. Ask which foods are the same as the ones on page 30. Teach the new words, "cherries", "carrots", and "potatoes". Listen to the CD track and have the students point to the numbers and food along with the CD. Play the CD again and have the students say the numbers and food vocabulary along with the CD.


Fun Time!

3 Number Race


Count fast from 1 to 10 and back.

●
Grammar Toolbox
●


Countable sandwiches apples	Uncountable soup rice
-----------------------------------	-----------------------------




1




2




3




4




5




6




7




8



9



10



I Can ...

- point to and say five kinds of food.
- count from one to ten and back.

☒
GOAL 53

☒
GOAL 54

Now go to page 36

31 Unit 4

- B** Have the students make groups of six to eight students. Tell them, “Make a circle.” They should be standing up and holding their books. Each group will count fast from one to ten and back together, while pointing to the number in their books. When the whole group has finished, they should sit down. Recognize the group that finished first. Now have each group stand back up and say the numbers and food vocabulary from one to ten and back together, while pointing to the pictures in their books. When the whole group has finished, they should sit down. Recognize the group that finished first.
- S** Have the students stand up. Tell them, “Make a circle.” They should be holding their books. Start with one student and have that student count to ten and back while pointing in their book. Once that student has finished, they should sit down and the next student will count. Continue until all of the students are sitting down. Now have everyone stand back up and have one student say the numbers and food vocabulary from one to ten and back together, while pointing to the pictures in their book. Once that student

has finished, they should sit down and the next student will count. Continue until all of the students are sitting down.

Grammar Toolbox: Point out to the students that some nouns are countable (i.e. sandwiches or apples) and some are uncountable (i.e. soup or rice). If you want to demonstrate the reasons why some nouns/food words are uncountable, use real things, for example, cookies or apples that you can count and some rice that you would need hours to count every grain or a jar of soup that you cannot really count at all.

Goal Check

Goal 53 ☒

- S** Each student should point to and say five kinds of food individually. Check the box in the student's book once he/she has accomplished the goal.
- B** Put the students in groups of five, and have each student point to one kind of food and say what it is. Then, the group can say those five kinds of food just mentioned as a group. Once they have accomplished the goal, have them check the box in their books.

Goal 54 ☒

- S** Each student should count from one to ten and back individually. Check the box in the student's book once he/she has accomplished the goal.
- B** Put the students in groups of four, and have them point to and count from one to ten and back as a group. Once they have accomplished the goal, have them check the box in their books.

OPTIONAL

Worksheet 3: k l m n o, page 36,
from Phonics Practice. See Teaching Notes
on page 42, We Can!1, Term 2
Teacher's Book.

Lesson 4 • Phonics


Materials

- ★ Classroom English poster
- ★ The Alphabet A–Z flashcards
- ★ Optional – The Alphabet poster, a timer

Getting Started

- The students should say, “Hello! How are you?” to the teacher when they enter the classroom.
- Chant a **We Can!** chant of your choice that the students have previously learned.
- Have the students turn to page 24 in their books and review the letter names, letter sounds, and picture words for the letters K, L, M, and N. Play the Four Corners Race from the Unit 3 Extension Activities to practice those letters.

1 Listen and say. Audio script CD2 21 page 57

 **Even native speakers of English should take time before class to review the sounds of the letters on the CD!**

Play the CD track and let the students listen and point to the pictures and words as the words are said. After they listen, slowly go over the letter names and how to say the sounds. Play the CD again and have the children point to the pictures and words as they say the letter names, sounds, and picture words.

2 Trace and copy.

Demonstrate on the board how to write the capital letter “O”. Be sure to use the same stroke order that is shown in the book. Have the students “write” the letter in the air together with their finger. Then, ask them to write “O”. While they write, occasionally say, “O says /o/, /o/ octopus”, just like the CD 1 track 21, so they can be thinking about the letter name and sound as they write. Once everyone is finished

Phonics

1 Listen and say.



OCTOPUS



PARROT



QUILT




RABBIT

2 Trace and copy.



32

writing the letter “O” at least six times, repeat the same process for all of the capital letters on the page.

 **A fun way to get the students to remember how to pronounce the sound for “O” is to show them that the shape of the letter and the shape of your mouth when you pronounce “O” is the same.**

3 Listen and write. Audio script CD2 22 page 57

Play the CD track. Pause the CD after the word “rabbit” is said. Tell the students to write the letter for /r/, /r/, rabbit. Take a look at the students’ books to make sure they wrote down the correct answer. If many students didn’t get the correct answer, have one student who got it right, come up to the board and write the capital letter “R”. Then have the other students write the correct answer in their books. Continue playing the CD track. If you glance at the students’ books and feel the students need you to pause the track again (either to figure out the correct answer together or to give them extra time to write), please do so.

3 Listen and write. O P Q R

1. CT **TOPUS** 2. AR **ROT**

3. UI **LIT** 4. AB **BIT**

Fun Time!

4 Draw, count, and write.

CT US

I Can ...

- make the sounds of the letters O, P, Q, and R.
- write the letters A to R.

Now go to page 37

33 Unit 4

After the students have written down the answers, check the answers as a class. Put the O, P, Q, and R cards on the board in a random order. Hold up your book, point to the first one, and say the sound and picture word. Ask a volunteer to choose the correct alphabet card. Continue with the rest of the answers.

Fun Time!

4 Draw, count, and write.

Have the students look at the outline in the Fun Time! box. Ask them to name it, i.e. octopus, and count its legs (tentacles). Then have them draw a continuous line over the interrupted line and color it. Put students in pairs and have them complete the word in the box.

Remind them to write capitals. Then ask them to write the word in lower-case letters.

Goal Check

Goal 55 ✓

- S** Have each student point to and say all sounds of the letters from O to R. Check the box in the student's book once he/she has accomplished the goal.
- B** Put the students in groups of four and have them stand up and point to and say all the sounds of the letters from O to R. Once they have accomplished the goal, have them check the box in their books.

Goal 56 ✓

Have each student come up and show you they can write the letters A to R. Check the box in the student's book once he/she has accomplished the goal. If they cannot write all of the letters during the class time, have them finish at home and then check the box once they have brought their completed assignment to the next class.

OPTIONAL

Worksheet 4: p q r s t, page 37, from Phonics Practice. See Teaching Notes on page 42, We Can!1, Term 2 Teacher's Book.

Extension Activities

Lesson 1 • Talk Time

Materials:

- ★ One piece of paper with a Smiley Face drawn on it and another piece of paper with a Frowny Face drawn on it
- ★ Reusable adhesive or tape
- ★ One Smiley Face cut out and taped to a straw
- ★ One Frowny Face cut out and taped to a straw
- ★ Food poster
- ★ Food flashcards

What Does the Teacher Like? Game

Attach the Smiley Face paper to the wall on one side of the classroom and a Frowny Face to the wall on the other side of the classroom.

Stand at the front of the room with the Smiley and Frowny faces cut out and taped to a straw and the Food flashcards. Hold up a Food flashcard and say the name of the food on the card. If the students like the food, they should stand under the Smiley Face and say, "I like (food)!" If the students don't like the food, they should stand under the Frowny Face and say, "I don't like (food)!" Continue until all of the food flashcards have been used up.

If you wish to extend the game, have the students call out a different food.



If the name of the food is not in English, but is easy to translate into English, teach the name in English, e.g. rice. However, if the name of the food is difficult to translate into English (i.e. "kabsa" for rice with pieces of meat), keep it in the original language.

Lesson 2 • Rhythms and Sounds

Materials:

- ★ Shapes flashcards
- ★ Toys and Things poster
- ★ Toys and Things flashcards (only the toys from Student Book page 22)

Combination Game 2: Toys and Shapes Guessing Game

Combination Games are periodic extension activities that aim to combine many past lessons.

Tell the students, "Close your eyes." and then choose a Toys and Things card. Turn it over and hold it over your chest to hide the card. Then say, "I like 'uhn'" and motion to the Toys and Things poster. Ask the students to say, "Hint, please!" Say the names of the shapes in the toy. (If the toy is a bicycle say, "circle". If it is a cell phone, say "rectangle".) The students raise their hands and guess the name of the toy or thing you are holding. When a student guesses correctly, reveal the flashcard you are holding and say, "That's right. I like (toy/thing in plural form)."

Review the vocabulary for shapes. Then review the vocabulary for the toys by putting them in the sentence, "I like. . . ." Remember that the toys will have to be put in the plural form in these sentences, for example, "I like bicycles."

Have the student who guessed the card you were holding come to the front and tell the students, "Close your eyes," and then choose a Toys and Things card. Have them turn it over and hold it over their chest to hide the card. Then they should say, "I like 'uhn.'" The students should say, "Hint, please!" Then, the student holding the card will say the names of the shapes in the toy/thing. The students raise their hands and guess the name of the toy they are holding. When another student guesses correctly, the students should reveal the flashcard they are holding and say, "That's right. I like (toy/thing in plural)." Now, the new student comes to the front of the class and the game continues. Continue the game until all of the students have had a turn to come to the front or until all of the cards have been used up.

Note: Use all of the cards for every round of this game. Students can choose a card that has already been chosen.

Lesson 3 • Words

I like.../I don't like... Activity

Have the students come to the front of the class in groups of four and mime two things they like and two things they don't like. The things they mime can be toys, objects, or food. The rest of the students have to guess. They have three guesses for each item. The team that wins can lead all the games in class for the week!

Lesson 4 • Phonics

Materials:

- ★ The Alphabet A–R cards

Marching Phonics Game

Put the cards around the edge of the table or on the floor in a circle. Have the students stand around the outside of the cards. Say, “March! March!” and have the students march around the table or around the outside of the flashcard circle. Then say, “Stop!” and everyone slaps their hand on a flashcard. They pick up their flashcard and take turns saying the letter name and letter sound. Then they put the flashcard back where they found it.

Choose a new student to say, “Stop!” Once again say, “March! March!” and have the students march around the table or around the outside of the flashcard circle. When the student says, “Stop!”, everyone slaps their hand on a flashcard. They pick up their flashcard and take turns saying the letter name and letter sound. Then they put the flashcard back where they found it. Then choose another student to say, “Stop!” Continue until all of the students have had a turn or until the students become dizzy! You can also ask the students to say a word that begins with each letter that they slap their hand on.

Materials:

- ★ The Alphabet O–R cards

Find the Card Game

Review the letter names and letter sounds of the letters O–R. Line up the O–R flashcards in alphabetical order at the front of the classroom. Choose four students. Point to the first student and say, “O says o, o, octopus.” Point to the second student and say, “P says p, p, parrot.” Point to the third student and say, “Q says q, q, quilt.” Point to the fourth student and say, “R says r, r, rabbit.” Then say, “Ready, GO!” and the students have to go and get the correct card. When they bring the card back to you, they must say the letter name, letter sound, and picture word. Praise the students for a job well done and have them sit down while you put the flashcards back in the front of the classroom in alphabetical order. Then choose four more students and repeat. Continue until all of the students have had a chance to participate.

Listening, Tracing, and Writing

Listening, Tracing, and Writing

Worksheet 1: a b c d e

1 Listen, trace the first letter, and write it on the line.

1. a b c d e
a

2. a b c d e
d

3. a b c d e
e

4. a b c d e
b

5. a b c d e
c

6. a b c d e
b

2 Listen and write the first letter.

1. d





2. a

3. e

4. b

5. c

6. a

Worksheet 2: f g h i j

Phonics Practice

1 Listen, trace the first letter, and write it on the line.

1. f g h i j
i

2. f g h i j
j

3. f g h i j
g

4. f g h i j
f

5. f g h i j
h

6. f g h i j
j

2 Listen and write the first letter.

1. j






2. f

3. h

4. g

5. i

6. f

Worksheet 3: k l m n o

1 Listen, trace the first letter, and write it on the line.

1. k l m n o
k

2. k l m n o
o

3. k l m n o
m

4. k l m n o
n

5. k l m n o
l

6. k l m n o
o

2 Listen and write the first letter.

1. o






2. m

3. k

4. l

5. n

6. m

Worksheet 4: p q r s t

Phonics Practice

1 Listen, trace the first letter, and write it on the line.

1. p q r s t
t

2. p q r s t
p

3. p q r s t
s

4. p q r s t
q

5. p q r s t
r

6. p q r s t
t

2 Listen and write the first letter.

1. p






2. t

3. r

4. s

5. q

6. p

Teaching Notes

Listening, Tracing, and Writing

Worksheet 1: a b c d e

Note: As the worksheets have the same format and contain the same activity types, the teaching notes below apply to the activities in all four worksheets.

1 Listen, trace the first letter, and write it on the line.

Have students listen to each key word and especially to its first sound. Tell them that they can look at the key-word illustrations at the bottom of the page to help them choose a letter. Then, they

trace the correct letter inside its outline and copy the letter, writing it on the four-line writing grid.

2 Listen and write the first letter.

Play the CD. Have students write the first letter of each key word as they listen. This exercise is meant to be a penmanship activity as well as reinforcement of their phonemic awareness. Praise students and help them to build their confidence. Circulate and check their answers. Motivate them with maximum encouragement and don't try to teach the sounds as rules or to test them as they work.

Teaching Tips • Flashcards

Flashcards can be used to present, elicit, prompt, and practice language. They make language, along with other visuals and/or objects, more memorable and activities more fun and more learner-centered.

- When presenting a word for the first time, for example, “blue” hold up the flashcard, say “blue” and have the class repeat. Do the same with “red”. Then hold up the blue card and elicit “blue” from a student or group and ask more students to repeat; do the same with “red”, etc. Follow the same procedure with the rest of the color cards. As you add more colors have the class, groups, pairs, and individual students say the word for each color and point to an object of the same color, if possible.
- Put the picture flashcards on the board with tape or adhesive putty that can come off easily. Say a word and have students point to the right picture/flashcard. Then invite students to “play teacher”.
- Later in the course, when children can recognize words, write a number of words on the board. Leave enough space between them. Distribute flashcards to individual students and have them come up and stick them next to or above the right words, e.g. the flashcard for “arm” over the word arm.
- Stack the flashcards and hold them face down for students to pick one. Ask them to make the sound for the first letter of the word that is illustrated, for the rest of the class/groups to guess the word. If they say the wrong word, the card holder keeps the flashcard and picks another one. The student with most cards wins. If the card holder makes the wrong sound he/she has to return the flashcard and put it at the bottom of the stack.
- Use flashcards for words or letters that have been taught, in every lesson to recycle and help students remember. Organize the students into groups and manage such activities as games.
- Use flashcards to play Word Finder. Make word cards for the students with 6 to 8 words. Make sure some of the words overlap. Hold up a picture flashcard, and have students who can find the word in their cards cover it with an object, e.g. an eraser, pen, slip of paper, a bean. The student that covers all his/her words first is the first

winner, if they can also say the words.

- Distribute flashcards to students at random. Say a word or have students hold up the right flashcard and repeat the word.
- Distribute flashcards to students and have them mime or demonstrate for the rest of the class to guess the word.
- At the end of each lesson, have a different student pick a card at random, name what is illustrated and use the word as the password for the next lesson, especially if the students come into class after a break.
- Flashcards can also be used in combination with other resources, for example, posters or objects. Overall, remember not to say the word as you show the card unless you are presenting or cannot elicit it from the students.
- Flashcards help us illustrate meaning and increase opportunities for students to speak. It is very disappointing for students to know a word or sentence, to want to say it and not be given the chance to do so.

Teaching Tips • Posters

Posters can also be used to present and/or practice language as mentioned in the lesson notes.

- Put posters up on the walls of your classroom for the students to see and be exposed to on a more permanent basis. This way you will be able to use them for quick activities when you want to change pace or get the children to move and play games.
- Posters are a great support when you want to get the children’s attention while presenting or explaining. For example, after you demonstrate classroom language and have students listen and do, get them to listen as you point to the poster before you ask them to open their books and look at the corresponding pages.
- **Classroom Language poster:** cover the bubbles with paper and have students point and say what the teacher says. Organize in groups if you want to play a game.
- **Color poster:** Have students choose a color and keep it to themselves. Then ask them to pair with a student that they think has chosen the same

color. Have each pair say the color or colors in chorus. If they agree, they win. If they differ, they have to try again. You can also organize such activities in groups to encourage students to compete in teams rather than individually.

- **Family poster:** Have small groups stand near the poster. Ask the rest of the students to name a family member. The students near the poster point to the right picture. If they make more than one mistake they sit down and another group takes their place.
- **Alphabet poster:** Organize the class into groups. Point to a letter. The group that says a word beginning with the letter gets a point. Mark group points on the board. You can do a similar activity by saying a word and having groups point to the letter or hold up a piece of paper or card with the right letter on it.
- **Toys and Things poster:** Let students look at the poster for a minute and then cover objects with paper. Have students work in pairs trying to remember what was there. Number the papers and write the words that students suggest. Then uncover and compare. The group with the highest number of correct answers wins.
- **Food poster:** Give the students 2 minutes to look at the poster and try to record what they see in their minds. Then fold half of the poster and put it up with only one half showing. Students try to draw and/or say what they remember seeing in the hidden part.
- **Animal poster:** Put the students in groups or pairs and ask them to order the animals according to size, from big to small. Compare lists. You can do similar activities by asking learners to group animals according to color, food, habitat, shape, and more.
- **Shapes and Sizes poster:** Show students the poster and ask them to find as many examples of each shape as they can. Then, you cover the shape and size words and have students come up to the front of the class in pairs or small groups, point, and say the word for each shape and/or size.
- When students become more confident with reading and can recognize initial letters and/or words, distribute word cards and have them hold up the right word every time you point to a letter.
- Use the alphabet poster to help students chant the alphabet chant or say the letters backwards.

Teaching Tips • Advice time

This is a feature that each teacher might choose to exploit differently. Here are a couple of standard suggestions:

- Tell the students what the advice is about, for example, parents, and elicit what they think they should do, e.g. listen to parents, respect parents etc. Then read the advice to them and get them to repeat it. You may wish to ask them to copy and/or illustrate the advice.
- Have different groups copy and illustrate items of advice and stick them on a large sheet of paper or cardboard to create an advice poster. Help students add a few more ideas if you wish.

Teaching Tips

• Handwriting practice

- Demonstrate direction on the board. Draw a line from left to right and add the tip of an arrow at the end of it. Erase it and repeat a few times. Ask students to copy your movements in the air, on an imaginary board, and then on paper.
- Draw an arrow from left to right and another one right to left. Ask students to tell you if an arrow is right or wrong as you draw it. Repeat a few times, and then invite students to do the same on the board.
- Use the same procedure to draw from top to bottom.

Flashcard and Poster List

The Alphabet A–Z & a–z flashcards

Colors

1. red
2. orange
3. yellow
4. green
5. blue
6. purple
7. pink
8. white
9. black
10. brown

My Body

11. head
12. eyes
13. nose
14. mouth
15. ear
16. shoulder
17. arm
18. elbow
19. hand
20. hair
21. neck
22. chest
23. back
24. leg
25. foot

My Family and Other People

26. Grandpa
27. Grandma
28. Dad
29. Mom
30. sister
31. brother
32. teacher (man)
33. teacher (woman)
34. friend

Shapes

35. a square
36. a triangle
37. a rectangle
38. a circle
39. a diamond
40. a star

Flashcard and Poster List

Toys and Things

- 41. dollhouse
- 42. puzzle
- 43. stickers
- 44. puppet
- 45. toy truck
- 46. bicycle
- 47. robot
- 48. computer game
- 49. teddy bear
- 50. cell phone
- 51. T-shirt
- 52. shirt
- 53. trousers
- 54. skirt
- 55. shoes

Food

- 56. apple
- 57. orange
- 58. banana
- 59. onion
- 60. meat
- 61. chicken
- 62. fish
- 63. pizza
- 64. sandwich
- 65. rice
- 66. soup
- 67. salad

Animals

- 68. cat
- 69. turtle
- 70. fish
- 71. bird
- 72. mouse
- 73. horse
- 74. cow
- 75. sheep

Weather

- 76. sunny
- 77. cloudy
- 78. rainy
- 79. snowy
- 80. windy

Posters

- Alphabet
- Colors
- My Family and Other People
- Classroom English
- Toys and Things
- Animals
- Food
- Shapes and Sizes

Picture Dictionary



apricot p30



banana p31



bicycle p22



camels p4



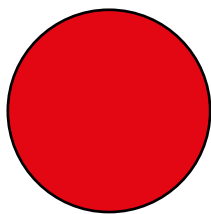
carrot p31



cell phone p22



cherries p31



circle p6



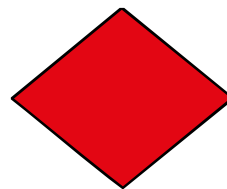
computer game
p22



cookies p28



cookie jar p28



diamond p6



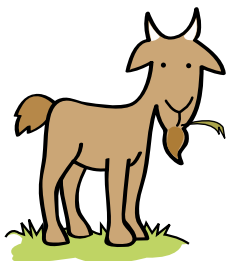
dollhouse p22



eraser p11



fish p8



goat p8



hat p8



ink p8



jet p8



kiwi p24



lion p24



macaroni p26



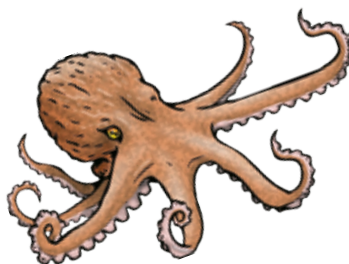
marbles p19



nest p24



notebook p10



octopus p32



onion p27



orange p30



parrot p32



pizza p27



potatoes p31



puppet p22



puzzle p22



quilt p32



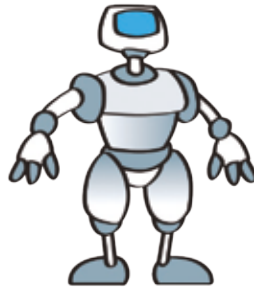
rabbit p32



rectangle p6



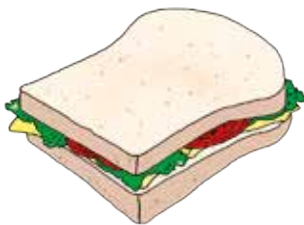
rice p30



robot p22



salad p27



sandwich p30



shirt p22



skirt p22



soup p27



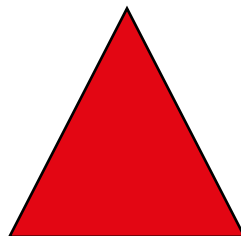
square p6



stickers p22



star p6



triangle p6



toy truck p22

Word List

Apple p 11, 16, 30, 31, 34

Bear p 16, 20, 21, 34

Black p 14, 15

Blue p 14

Brown p 15

Camels p 4, 5

Circle p 6

Clap p 5, 28, 29

Color p 15

Cookies p 28, 31

Cookie Jar p 28

Cow p 14, 16, 34

Diamond p 6

Dollhouse p 22

Duck p 16, 34

Egg p 16, 34

Eight p 4

Eraser p 11, 15

Finger p 7

Fish p 8, 16, 35

Five p 4, 5

Food p 26, 27, 31

Football p 22

Four p 4

Goat p 8, 16, 35

Green p 14, 15

Hat p 8, 16, 35

How old are you? p 3, 12, 13

I know! p 5

Ink p 8, 16, 35

Jet p 8, 16, 35

Kabsa p 27, 30

Kiwi p 24, 25, 36

Lion p 24, 25, 36

Little p 4, 5

Macaroni p 26, 27

Marbles p 19

Monkey p 24, 25, 36

More p 23

Nine p 2, 4

Notebook p 10

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Orange p 14, 15, 30

Out p 20, 21

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Pizza p 27

Play p 19

Potatoes p 31

Puppet p 22

Purple p 14

Puzzle p 22

Rectangle p 6

Red p 14, 15

Rice p 30, 31

Robot p 22, 23

Salad p 27, 30

Sandwich p 30, 31

Seven p 4, 19

Shape p 6, 7

Shirt p 22

Shoe p 20

Show p 20

Six p 4

Skirt p 22

Soup p 27, 30

Square p 6

Star p 6

Stickers p 22

Ten p 2, 3, 4, 5, 12, 13

That's right. p 7, 19

Things p 11

Three p 3, 4, 7

Triangle p 6, 7

Took p 28, 29

Touch p 20

Toy truck p 22

Toys p 18, 23

T-shirt p 22

Turn around p 20

Two p 4, 6

White p 14, 15

Who me? p 28

Yellow p 14, 15

You're out! p 21

You're right. p 14

Class CD Audio Script

CD1 02

Unit 1. How Old Are You?

Talk Time

Exercise 1. Listen and say.

Teacher: How old are you?

I'm nine years old.

Girl 2: How old are you?

Girl 1: I'm ten years old.

CD1 03

Fun Time!

Exercise 4. How Old Are You? Quickly ask three people.

Teacher: Are you ready? Let's start!

Girl 1: How old are you?

Girl 2: I'm ten years old.

Girl 1: How old are you?

Girl 3: I'm nine years old.

Girl 1: How old are you?

Girl 4: I'm ten years old.

Girl 1: I've finished!

Teacher: Okay! Good! Let's play for real!

CD1 04

Rhythms and Sounds

Exercise 1. Listen and chant. *Ten Little Camels*

Teacher: One little, two little, three little camels.

Four little, five little, six little camels.

Seven little, eight little, nine little camels.

Ten little camels here.

Teacher: Now leave out the number five!

One little, two little, three little camels.

Four little, "uhn" little, six little camels.

Seven little, eight little, nine little camels.

Ten little camels here.

Teacher: Now leave out the number eight!

One little, two little, three little camels.

Four little, five little, six little camels.

Seven little, "uhn" little, nine little camels.

Ten little camels here.

CD1 05

Exercise 2.

Listen and say.

Teacher/Boys 1, 2, 3:

1, 1, 1, 2, 2, 2, 3, 3, 3, 4, 4, 4, 5, 5, 5, 6, 6, 6, 7, 7, 7

8, 8, 8, 9, 9, 9, 10, 10, 10

CD1 06

Fun Time!

Exercise 3. Clap and Guess the Number.

How many times did your teacher clap?

Teacher: Are you ready? Let's start!

Boy 1: I know! Five!

Boy 2: I know! Three!

Boy 3: I know! Seven!

Boy 4: I know! Four!

Teacher: Okay! Good! Let's play for real.

CD1 07

Words

Exercise 1. Listen and point.

Teacher/Boys 1, 2, 3:

1. square, square, square

2. triangle, triangle, triangle

3. rectangle, rectangle, rectangle

4. circle, circle, circle

5. diamond, diamond, diamond

6. star, star, star

CD1 08

Exercise 2.

Listen and color.

Teacher:

1. Color the square red.

2. Color the triangle orange.

3. Color the rectangle yellow.

4. Color the circle green.

5. Color the diamond blue.

6. Color the star purple.

CD1 09

Fun Time!

Exercise 4. Finger Shapes. Say the name of the shape your partner makes.

Teacher: Are you ready? Let's start!

Boy 1: What's this shape?

Boy 2: It's a triangle!

Boy 1: That's right!

Boy 2: What's this shape?

Boy 1: It's a square!

Boy 2: No! It's a rectangle!

Boy 1: What's this shape?

Boy 2: It's a circle!

Boy 1: That's right!

Teacher: Okay! Good! Let's play for real.

CD1 10

Phonics

Exercise 1. Listen and say.

Teacher:

F says /f/, /f/, fish.

G says /g/, /g/, goat.

H says /h/, /h/, hat.

I says /i/, /i/, ink.

J says /j/, /j/, jet

CD1 11

Exercise 3.

Listen and write.

Teacher:

Look at number 4. /i/, /i/, /i/, /i/, ink

Look at number 2. /g/, /g/, /g/, /g/, goat

Look at number 3. /h/, /h/, /h/, /h/, hat

Look at number 5. /j/, /j/, /j/, /j/, jet

Look at number 1. /f/, /f/, /f/, /f/, fish

/f/, /f/, /f/, /f/, fish

/g/, /g/, /g/, /g/, goat

/h/, /h/, /h/, /h/, hat

/i/, /i/, /i/, /i/, ink

/j/, /j/, /j/, /j/, jet

CD1 12

Fun Time!

Exercise 4. Big Air Writing. Listen and write in the air!

Teacher:

Can you write A? One...Two...Three

Can you write B? One...Two...Three

Can you write C? One...

Can you write D? One...Two...

CD1 13

Unit 2. What's This? What's That?

Talk Time

Exercise 1. Listen and say.

Teacher: What's this?

It's a pencil.

What's that?

It's a notebook.

Girl 1: What's this?

Girl 2: It's a pencil.

Girl 1: What's that?

Girl 2: It's a notebook.

CD1 14

Fun Time!

Exercise 4. Trace. Then point and say.

Teacher: Are you ready? Let's start!

Number one.

Girl 1: This is a book.

Teacher: Number two.

Girl 2: That's an apple.

Teacher: Number three.

Girl 3: This is a pen.

Teacher: Number four.

Girl 1: That's a pencil.

Teacher: Number five.

Girl 2: That's an eraser.

Teacher: Number six.

Girl 3: That's an orange.

Teacher: Very good! Now you do it.

Girl 1: This is a book.

Girl 2: That's an apple.

Girl 3: This is a pen.

Girl 1: That's a pencil

Girl 2: This is an eraser.

Girl 3: That's an orange.

Teacher: Okay! Good! We're finished!

CD1 15

Rhythms and Sounds

Exercise 1. Listen and chant.

Teacher: Are you ready? Let's start!

How old are you?

How old are you?

I am ten, I am ten.

How old is Abdullah?

How old is Abdullah?

He is ten. He is ten.

How old is she? How old is she?

Who is she? Who is she?

How old is Amina?

How old is Amina?

She is ten. She is ten.

How old are you?

How old are you?

We are ten. We are ten.

We are, they are.

We are, they are.

We're all ten!

CD1 16

Exercise 2. Change the names and chant.

Teacher: Are you ready? Let's start!

Teacher/ Girls:

How old are you?

How old are you?

I am ten, I am ten.

How old is Mohammed?

How old is Mohammed?

He is ten. He is ten.

How old is she? How old is she?

Who is she? Who is she?

How old is Fatima?

How old is Fatima?

She is ten. She is ten.

How old are you?

How old are you?

We are ten. We are ten.

We are, they are.

We are, they are.

We're all ten!

CD1 17

Fun Time!

Exercise 3. Ask and answer.
Guess and circle the age.

Teacher: How old are you?
We're ten.

Teacher: How old is Noura?
She's

Teacher: How old are Rana and Amina?
They're

Teacher: How old is Joe?
He's

Teacher: How old is Pete?
He's

Teacher: How old is Sabah?
She's

CD1 18

Exercise 4. Listen and check.

Teacher: Are you ready? Let's start.

Teacher: How old are you?
We're ten.

Teacher: How old is Noura?

Girl 1: She's nine.

Teacher: How old are Rana and Amina?

Girl 2: They're ten.

Teacher: How old is Joe?

Girl 1: He's nine

Teacher: How old is Pete?

Girl 2: He's ten.

Teacher: How old is Sabah?

Girl 1: She's eight.

CD1 19

Words

Exercise 1. Chant and point.

Teacher: What color is it? What color is it?
Is it purple? Is it pink?

Is it red? Is it green?

It's not purple. It's not pink.

It's not red. It's not green.

It's black and white.

It's a cow. Is that right?

Girls: Yes, it is. You're right!

What color are they? What color are they?

Are they yellow? Are they blue?

Are they orange? Are they white?

They're yellow and orange

and blue and white...

They're parrots! Am I right?

Girls: Yes, you are. You're right!

CD1 20

Fun Time!

Exercise 2. Change the words and chant.

Teacher: Are you ready? Let's start!

Teacher/ Girls: What color is it? What color is it?

Is it orange? Is it white?

Is it black? Is it pink?

It's not orange. It's not white.

It's not black. It's not pink.

It's brown.

It's a bear. Is that right?

Girls: Yes, it is. You're right!

What color are they? What color are they?

Are they red? Are they green?

Are they yellow? Are they brown?

They're pink, green, yellow, blue and white.

They're pens. Am I right?

Girls: Yes, you are. You're right!

CD1 21

Phonics

Exercise 1. Listen and say.

Teacher:

Number one.

F says /f/, /f/, fish.

Number two.

I says /i/, /i/, ink.

Number three.

C says /c/, /c/, cow.

Number four.

H says /h/, /h/, hat.

Number five.

G says /g/, /g/, goat.

Number six.

A says /a/, /a/, apple.

Number seven.

J says /j/, /j/, jet

Number eight.

B says /b/, /b/, bear.

Number nine.

D says /d/, /d/, duck.

Number ten.

E says /e/, /e/, egg.

CD2 02

Unit 3. Toys and Things

Talk Time

Exercise 1. Listen and say.

Teacher: How many do you have?

I have two.

Teacher: How many do you have?

I have one.

Teacher: How many do you have?

I have two.

Teacher: How many do you have?

I have one.

Labeeba: How many do you have?

Girl: I have two.

Girl: How many do you have?

Labeeba: I have one.

CD2 03

Fun Time!

Exercise 4. Number Guessing Game. How many marbles do I have?

Teacher: Are you ready? Let's start!

Boy 1: How many marbles do I have?

Boy 2: Two!

Boy 3: Seven!

Boy 4: Five!

Boy 1: That's right! I have five.

Boy 2: How many marbles do I have?

Boy 1: Four!

Boy 2: One!

Boy 3: Six!

Boy 4: Eight!

Boy 2: That's right! I have eight.

Teacher: Okay! Good! Let's play for real.

CD2 04

Rhythms and Sounds

Exercise 1. Chant and do.

Robot Bear

Teacher/Boys:

Robot bear, robot bear, turn around.

Robot bear, robot bear, touch the ground.

Robot bear, robot bear, show your shoe.

Robot bear, robot bear, you're out too!

CD2 05

Exercise 2.

Listen, point, and pronounce.

Teacher/Boys:

1. Turn around, Turn around, Turn around

2. Touch the ground, Touch the ground, Touch the ground

3. Show your shoe, Show your shoe, Show your shoe

4. You're out too, You're out too, You're out too

CD2 06

Fun Time!

Exercise 3. Pass The Robot Bear Game.

Chant and play.

Teacher: Are you ready? Let's start!

Teacher: Robot bear, robot bear, turn around.

Robot bear, robot bear, touch the ground.

Robot bear, robot bear, show your shoe.

Robot bear, robot bear, you're out too!

Teacher: Okay! Good! Let's play for real.

CD2 07

Words

Exercise 1.

Listen and point.

Teacher/Boys:

1. a bicycle, a bicycle, a bicycle

2. computer games, computer games, computer games

3. a dollhouse, a dollhouse, a dollhouse

4. a football, a football, a football

5. a shirt, a shirt, a shirt

6. a skirt, a skirt, a skirt

7. a coloring book, a coloring book, a coloring book

8. stickers, stickers, stickers

9. a T-shirt, a T-shirt, a T-shirt

10. trousers, trousers, trousers

11. a puppet, a puppet, a puppet

12. a cell phone, a cell phone, a cell phone

13. a toy truck, a toy truck, a toy truck

14. a puzzle, a puzzle, a puzzle

CD2 08

Exercise 2.

Listen and say.

Teacher/Boys:

1. a bicycle, a bicycle, a bicycle

2. computer games, computer games, computer games

3. a dollhouse, a dollhouse, a dollhouse

4. a football, a football, a football

5. a shirt, a shirt, a shirt

6. a skirt, a skirt, a skirt

7. a coloring book, a coloring book, a coloring book

8. stickers, stickers, stickers

9. a T-shirt, a T-shirt, a T-shirt

10. trousers, trousers, trousers

11. a puppet, a puppet, a puppet

12. a cell phone, a cell phone, a cell phone

13. a toy truck, a toy truck, a toy truck

14. a puzzle, a puzzle, a puzzle

CD2 09

Exercise 3.

Listen and find. Can you find ...

Teacher: a T-shirt

a puppet

a bicycle

a puzzle

stickers

trousers

computer games

a dollhouse

a football

a toy truck

a skirt

a coloring book

a cell phone

a shirt

CD2 10

Fun Time!

Exercise 4. One Robot, Two Robots ...

Chant and put your hand on top.

Teacher: Are you ready? Let's start!

Boy 1: One robot,

Boy 2: two robots,
 Boy 3: three robots,
 Boy 4: four.
 Boy 1: Five robots,
 Boy 2: six robots,
 Boy 3: seven robots,
 Boy 4: more!
 Boy 2: One robot,
 Boy 3: two robots,
 Boy 4: three robots,
 Boy 1: four.
 Boy 2: Five robots,
 Boy 3: six robots,
 Boy 4: seven robots,
 Boy 1: more!
 Teacher: Okay! Good! Let's play for real.

CD2 11

Phonics

Exercise 1. Listen and say.

Teacher: K says /k/, /k/, kiwi.
 L says /l/, /l/, lion.
 M says /m/, /m/, monkey.
 N says /n/, /n/, nest.

CD2 12

Exercise 3.

Listen and write.

Teacher: Look at number 2. /l/, /l/, /l/, /l/, lion
 Look at number 4. /n/, /n/, /n/, /n/, nest
 Look at number 1. /k/, /k/, /k/, /k/, kiwi
 Look at number 3. /m/, /m/, /m/, /m/, monkey
 /k/, /k/, /k/, /k/, kiwi
 /l/, /l/, /l/, /l/, lion
 /m/, /m/, /m/, /m/, monkey
 /n/, /n/, /n/, /n/, nest

CD2 13

Exercise 4.

Listen, count, and chant.

Teacher/ Boys:
 One, two,
 Two monkeys,
 Two, three,
 Three lions,
 Three, four,
 Four puppets,
 Four, five,
 Five toy trucks!
 One, two,
 Two monkeys,
 Three lions,
 Four puppets,
 FIVE TOY TRUCKS!

CD2 14

Unit 4. Food

Talk Time

Exercise 1. Listen and say.

Teacher: Do you like pizza?
 Yes, I like pizza!
 Teacher: Do you like macaroni?
 No, I don't like macaroni.
 Labeeba: Do you like pizza?
 Labeeb: Yes, I like pizza!
 Labeeb: Do you like macaroni?
 Labeeba: No, I don't like macaroni!

CD2 15

Fun Time!

Exercise 4. Listen. Shout "I like "unh"!" or "I don't like "unh"!"

Teacher: Are you ready? Let's start!
 Teacher: I like macaroni.
 Boy 1: I like macaroni.
 Boy 2: I don't like macaroni.

Teacher: I like macaroni.
 I like salad.
 I like kabsa.
 I don't like pizza.
 I like onions.
 I like soup.
 Teacher: Okay! Good! Now you do it!

CD2 16

Rhythms and Sounds

Exercise 1. Listen and chant. Cookie Jar Chant

Teacher: Who took the cookies from the cookie jar?
 Labeeb took the cookies from the cookie jar.
 Who, me?
 Yes, you!
 Not me!
 Then who took the cookies from the cookie jar?
 Teacher: Now leave out cookies!

Boys: Who took the "uhn" from the "uhn" jar?
 Labeeb took the "uhn" from the "uhn" jar.
 Who, me?
 Yes, you!
 Not me!
 Then who took the "uhn" from the "uhn" jar?

CD2 17

Fun Time!

Exercise 3. Cookie Jar Game. Clap and chant.

Teacher: Are you ready? Let's start!
 All: Who took the cookies from the cookie jar?
 Boy 1: Number two took the cookies from the cookie jar.
 Boy 2: Who, me?
 All: Yes, you!
 Boy 2: Not me!
 All: Then who took the cookies from the cookie jar?
 All: Who took the cookies from the cookie jar?

Boy 1: Number six took the cookies from the cookie jar.
 Boy 6: Who, me?
 All: Yes, you!
 Boy 6: Not me!
 All: Then who took the cookies from the cookie jar?
 All: Who took the cookies from the cookie jar?
 Boy 2: Number five took the cookies from the cookie jar.
 Boy 5: Who, me?
 All: Yes, you!
 Boy 5: Yes, me!
 All: Aaaah!
 Teacher: Okay! Good! Let's play for real.

CD2 18

Words

Exercise 1. Listen, point, and say.

Teacher/Boys: 1. apple, apple, apple
 2. pizza, pizza, pizza
 3. salad, salad, salad
 4. soup, soup, soup
 5. orange, orange, orange
 6. rice, rice, rice
 7. sandwich, sandwich, sandwich
 8. apricot, apricot, apricot
 9. kabsa, kabsa, kabsa
 And now can you point to the...

Teacher: soup
 apple
 kabsa
 apricot
 sandwich
 pizza
 rice
 orange
 salad

CD2 19

Exercise 2.

Listen and practice.

Teacher/Boys: 1. apple, apple, apple
 2. pizza, pizza, pizza
 3. salad, salad, salad
 4. soup, soup, soup
 5. sandwich, sandwich, sandwich
 6. apricot, apricot, apricot

CD2 20

Fun Time!

Exercise 3. Number Race. Count fast from 1 to 10 and back. Like this...

Are you ready? Let's start!
 one, two, three, four, five, six, seven, eight, nine, ten,
 ten, nine, eight, seven, six, five, four, three, two, one
 one orange, two apples, three pizzas,
 four sandwiches, five carrots, six onions, seven bananas,
 eight cherries, nine cookies, ten potatoes,
 ten potatoes, nine cookies, eight cherries, seven bananas,

six onions, five carrots, four sandwiches, three pizzas,
 two apples, one orange
 Okay! Good! We're finished.

CD2 21

Phonics

Exercise 1.

Listen and say.

Teacher: O says /o/, /o/, octopus.
 P says /p/, /p/, parrot.
 Q says /k/, /k/, quilt.
 R says /r/, /r/, rabbit.

CD2 22

Exercise 3.

Listen and write.

Teacher: Look at number 4. /r/, /r/, /r/, /r/, rabbit
 Look at number 3. /k/, /k/, /k/, /k/, quilt
 Look at number 2. /p/, /p/, /p/, /p/, parrot
 Look at number 1. /o/, /o/, /o/, /o/, octopus
 /o/, /o/, /o/, /o/, octopus
 /p/, /p/, /p/, /p/, parrot
 /k/, /k/, /k/, /k/, quilt
 /r/, /r/, /r/, /r/, rabbit

Workbook Audio Script

CD4 02

I can say my age.

Exercise 1. Listen and practice.

Boy 1: How old are you?
 Boy 2: I'm ten years old.
 Boy 1: I'm nine years old.
 Great! You did it! Now trace the light gray words. Then do
 Exercise 2. Trace and write.

CD4 03

I can ask someone "How old are you?" and get the answer.

Exercise 1. Listen and practice.

Say your age.
 Boy 1: How old are you?
 Boy 2: I'm ten years old.
 I'm . . . years old.
 Pyramid: I'm 3,000 years old.
 Great! You did it! Now trace the light gray words and write
 your age. Then do Exercise 2.
 Trace and write.
 Remember to practice! When you see a friend, ask how old
 they are! Bye!

CD4 04

I can chant the *Ten Little Camels* chant.

Exercise 1. Listen and chant.

Teacher: One little, two little, three little camels. Four little, five little, six little camels. Seven little, eight little, nine little camels. Ten little camels here.
Great! You did it!
Now trace the light gray words.
Then do Exercise 2. Trace and write.

CD4 05

I can play the Clap and Guess the Number Game.

Exercise 1. Listen and practice.

Teacher: one, two, three, four, five, six, seven, eight, nine, ten
Now play the game. Listen to the teacher and guess the number of claps.
Teacher: Let's play. Are you ready?
Let's start! How many claps?
Boy 1: Two!
Boy 2: Seven!
Boy 3: Five!
Teacher: That's right! Five.
Great! You did it! Now trace the light gray words. Then do Exercise 2. Trace and write.
Remember to practice! Play the Clap and Guess the Number Game with your friends! Bye!

CD4 06

I can say the names of three shapes.

Exercise 1. Listen, point, and practice.

Boy 1: square
Boy 1: diamond
Boy 1: rectangle
Boy 2: circle
Boy 2: star
Boy 2: triangle
Great! You did it! Now trace the light gray words. Then do Exercise 2. Trace and write.

CD4 07

I can find three shapes outside of home.

Exercise 1. Listen and practice.

Boy 1: It's a triangle.
Boy 1: It's a circle.
Boy 1: It's a star.
Boy 2: It's a rectangle.
Boy 2: It's a diamond.
Boy 2: It's a star.
Great! You did it!
Now trace the light gray words.

Then do Exercise 2. Trace and write.
Remember to practice! When you go out, find three shapes outside of home! Bye!

CD4 08

I can make the sounds of the letters F, G, H, I, and J.

Exercise 1. Listen, point, and practice.

Teacher: F says f, f, fish. G says g, g, goat. H says h, h, hat. I says i, i, ink. J says j, j, jet.
Fish: F! F! Fish!
Great! You did it!
Now trace the light gray words.
Then do Exercise 2. Trace and write.

CD4 09

I can write the letters A to J at home.

Exercise 1. Listen, point, and practice.

Teacher: A, B, C, D, E, F, G, H, I, J
Great! You did it!
Now trace the light gray letters and then copy. Then do Exercise 2.
Trace and write.
Remember to practice! Write the letters A to J at home three times this week! Bye!

CD4 10

I can ask "What's This", "What's That?", and get the answer.

Exercise 1. Listen and practice. Trace.

Boy 1: What's this?
Boy 2: It's a triangle.
Boy 1: What's that?
Boy 2: It's a book.
Great! You did it! Now trace the light gray words.
Then do exercise 2. Trace and write.

CD4 11

I can point and say "This is an apple" and "That's a book".

Exercise 1. Listen and practice. Trace

Teacher: This is an apple.
That's an eraser.
This is a pen.
That's an orange.
That's a book.
Good job! Now trace the light gray words.
Then do exercise 2. Trace and write.

CD4 12

I can ask "How old is he/she?" and get the answer.

Exercise 1. Listen and chant. Trace

Teacher: How old are you?
How old are you?
I am ten, I am ten.
How old is Abdullah?
How old is Abdullah?
He is ten. He is ten.
How old is she? How old is she?
Who is she? Who is she?
How old is Amina?
How old is Amina?
She is ten. She is ten.
How old are you?
How old are you?
We are ten. We are ten.
We are, they are.
We are, they are.
Everybody's ten!
Well done! Now trace the light gray words.
Then do exercise 2. Trace and write.

CD4 13

I can ask "How old are we / you/ they?" and get the answer.

Exercise 1. Listen and practice. Trace

Teacher: How old are you? [pause]
Boys: We're ten.
Teacher: How old is Noura?
Boy 1: She's nine.
Teacher: How old are Rana and Amina?
Boy 2: They're ten.
Teacher: How old is Joe?
Boy 1: He's nine
Great! Now trace the light gray words.
Then do exercise 2. Trace and write.

CD4 14

I can ask "What color is it? ", "Is it red?" and get the answer.

Exercise 1. Listen and chant. Color and trace.

Teacher: What color is it? What color is it?
Is it purple? Is it pink?
Is it red? Is it green?
It's not purple. It's not pink.
It's not red. It's not green.
It's black and white.
It's a cow. Is that right?
Girls: Yes, it is. You're right!
Well done! Now trace the light gray words and color.
Then do exercise 2. Trace and write.

CD4 15

I can ask "What color are they? ", "Are they black?" and get the answer.

Exercise 1. Listen and chant. Color and trace.

Teacher:
What color are they? What color are they?
Are they yellow? Are they blue?
Are they orange? Are they white?
They're yellow and orange
and blue and white...
They're parrots! Am I right?
Girls: Yes, you are. You're right!
Well done! Now trace the light gray words and color.
Then do exercise 2. Trace and write.

CD4 16

I can make the sounds of the letters A, B, C, D, E, F, G, H, I, J.

Exercise 1. Listen and practice. Color and trace.

Teacher:
Number one.
A says /a/, /a/, apple. [pause]
Number two.
H says /h/, /h/, hat. [pause]
Number three.
C says /c/, /c/, cow. [pause]
Number four.
F says /f/, /f/, fish. [pause]
Number five.
B says /b/, /b/, bear. [pause]
Number six.
E says /e/, /e/, egg. [pause]
Number seven.
G says /g/, /g/, goat. [pause]
Number eight.
J says /j/, /j/, jet. [pause]
Number nine.
D says /d/, /d/, duck. [pause]
Number ten.
I says /i/, /i/, ink. [pause]
Good job! Now match words and pictures. Draw a line.
Then do exercise 2. Trace and write.

CD4 17

I can write the letters A to J.

Exercise 1. Listen and practice. Write.

Teacher:
Number one.
H says /h/, /h/, hat.
Number two.
F says /f/, /f/, fish.
Number three.
B says /b/, /b/, bear.
Number four.
A says /a/, /a/, apple.
Number five.

C says /c/, /c/, cow.
Number six.
G says /g/, /g/, goat.
Number seven.
D says /d/, /d/, duck.
Number eight.
E says /e/, /e/, egg.
Number nine.
I says /i/, /i/, ink.
Number ten.
J says /j/, /j/, jet.
Good job! Now write the missing letter.
Then do exercise 2. Trace and write.

CD5 02

I can act out the talks about how many with a partner.

Exercise 1. Listen, point, and practice.

Boy 1: How many do you have?
Boy 2: I have one.
Boy 2: How many do you have?
Boy 1: I have two.

Great! You did it!
Now trace the light gray words.
Then do Exercise 2. Trace and write.

CD5 03

Good. Let's start. I can play the
Number Guessing Game with a friend.

Exercise 1. Listen and practice.

Boy 1: How many marbles do I have?
Boy 2: Seven!
Boy 1: No! Three!
Boy 2: How many marbles do I have?
Boy 1: Five!
Boy 2: That's right! I have five.

Great! You did it! Now
trace the light gray words. Then
do Exercise 2. Trace and write.

Remember to practice!
When you see a friend, play the
Number Guessing Game! Bye!

CD5 04

I can chant the *Robot Bear* chant with
actions.

Exercise 1. Listen, chant, and do.

Boys: Robot bear, robot bear, turn
around. Robot bear, robot bear,
touch the ground. Robot bear, robot
bear, show your shoe. Robot bear,
robot bear, you're out, too!

Great! You did it!
Now trace the light gray words.
Then do Exercise 2. Trace and write.

CD5 05

I can tell a friend to do two of the Robot Bear's actions.

Exercise 1. Listen, point, and practice.

Boy 1: Turn around! Touch the ground!
Boy 2: Show your shoe! You're out!

Great! You did it!
Now trace the light gray words.
Then do Exercise 2. Trace and write.

Remember to practice!
When you see a friend, tell them to
do two of the Robot Bear's actions!
Bye!

CD5 06

Good. Let's start.
I can listen, point, and say the names of five toys.

Exercise 1. Listen, point, and practice.

Teacher: Can you find the toys?
Boy 1: dollhouse
Boy 2: puppet
Boy 1: puzzle
Boy 1: robot
Boy 2: stickers
Boy 2: toy trucks
Boy 1: bicycle
Boy 1: footballs
Boy 2: coloring book
Boy 2: computer games

Great! You did it!
Now trace the light gray words.
Then do Exercise 2. Trace and write.

CD5 07

I can say the names
of some clothes.

Exercise 1. Listen, point, and practice.

Boy 1: a shirt, a skirt, a T-shirt, trousers, and cell phones
Boy 2: a shirt, a skirt, a T-shirt, trousers, and cell phones

Great! You did it!
Now trace the light gray words.
Then do Exercise 2. Trace and write.

Remember to practice! Say the names of some clothes by
yourself three times this week! Bye!

CD5 08

I can make the sounds of the letters
K, L, M, and N.

Exercise 1. Listen, point, and practice.

Teacher: K says k, k, kiwi.

L says l, l, lion.

M says m, m, monkey.

N says n, n, nest.

Girl: K, k, kiwi!

Great! You did it!

Now trace the light gray words.

Then do Exercise 2. Trace and write.

CD5 09

I can count from 1 to 10 and write the letters A to N.

Exercise 1. Listen, point, and practice.

Girl 1: A, B, C, D, E, F, G, H, I, J, K, L, M, N

Girl 2: One, two, three, four, five, six, seven, eight, nine, ten.

Great! You did it! Now trace

the light gray letters and then copy.

Then do Exercise 2. Trace and write.

Remember to practice! Write the letters by yourself three times this week! Well done! Bye!

CD5 10

I can act out the talks about food with a partner.

Exercise 1. Listen, point, and practice.

Boy 1: Do you like pizza?

Boy 2: Yes, I like pizza.

Boy 2: Do you like macaroni?

Boy 1: No, I don't like macaroni.

Great! You did it! Now

trace the light gray words. Then

do Exercise 2. Trace and write.

CD5 11

I can say two foods that I like.

Exercise 1. Listen, point, and practice.

Girl 1: I like pizza and kabsa.

Girl 2: I like macaroni and sandwiches.

Great! You did it! Now trace the light gray words.

Then do Exercise 2. Trace and write.

Remember to practice!

Tell a friend two foods that you like when you go to school!

Bye!

CD5 12

I can chant the *Cookie Jar Chant*
using good rhythm.

Exercise 1. Listen and chant.

Teacher: Who took the cookies from
the cookie jar? Labeeb took the cookies
from the cookie jar. Who, me? Yes,
you! Not me! Then who took the
cookies from the cookie jar?

Great! You did it! Now trace the light gray words.

Then do Exercise 2. Trace and write.

CD5 13

I can say "Who took the cookies from the cookie jar?" three times really fast.

Exercise 1. Listen and practice.

Boy 1: Who took the cookies from the
cookie jar?

Teacher: Can you say "Who took the
cookies from the cookie jar?" three
times really fast? Ready? Go!

Boy 2: Who took the cookies from the
cookie jar? Who took the cookies
from the cookie jar? Who took the
cookies from the cookie jar?

Teacher: That was fast. Good. Okay.
Now it's your turn. Ready? Go! . . .

Boy 3: No cookies!

Great! You did it! Now

trace the light gray words. Then
do Exercise 2. Trace and write.

Well done! Remember to practice!

Practice saying "Who took the cookies from the cookie jar?" three times really fast by yourself! Bye!

CD5 14

Good. Let's start.

I can point to and say five kinds of food.

Exercise 1. Listen, point, and practice.

Teacher: Can you find the foods?

Boy 1: kabsa, soup, pizza,
orange, apple

Boy 2: apricot, sandwich, carrot, salad, rice

Great! You did it! Now trace

the light gray words. Then

do Exercise 2. Trace and write.

CD5 15

I can count from one to ten and back.

Exercise 1. Listen, point, and practice.

Boy 1: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1

Great! You did it! Now trace the light gray numbers. Then do Exercise 2. Trace and write.

Remember to practice!
Count from one to ten and back by yourself every day this week!
Bye!

CD5 16

I can make the sounds of the letters O, P, Q, and R.

Exercise 1. Listen, point, and practice.

Teacher: O says o, o, octopus. P says p, p, parrot. Q says k, k, quilt.
R says r, r, rabbit.
Girl: Rrrrrrabbit!

Great! You did it! Now trace the light gray words. Then do Exercise 2. Trace and write.

CD5 17

I can write the letters A to R.

Exercise 1. Listen, point, and practice.

Boy: A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R

Great! You did it! Now trace the light gray letters and then copy. Then do Exercise 2. Trace and write.

Well done! Remember to practice!
Write the letters A to R by yourself three times this week! Bye!

Phonics Practice Audio Script

CD3 02

Listening Tracing and Writing Worksheet: a b c d e, Exercise 1.
Listen, trace the first letter, and write it on the line.

Teacher: Let's begin.

1. /a/a/ apple, /a/a/ apple 2. /d/d/ duck, /d/d/ duck
3. /e/e/ egg, /e/e/ egg 4. /b/b/ bear, /b/b/ bear 5. /c/c/ cow, /c/c/ cow 6. /b/b/ bear, /b/b/ bear

CD3 03

Worksheet 1, Exercise 2.
Listen and write the first letter.

Teacher: This time, write the first letter of the word you hear. Are you ready? Listen carefully.

1. duck /d/d/ 2. apple /a/a/ 3. egg /e/e/ 4. bear /b/b/
5. cow /c/c/ 6. apple /a/a/

CD3 04

Worksheet 2, Exercise 1.
Listen, trace the first letter, and write it on the line.

Teacher: Let's begin.

1. /i/i/ ink, /i/i/ ink 2. /j/j/ jet, /j/j/ jet 3. /g/g/ goat, /g/g/ goat 4. /f/f/ fish, /f/f/ fish 5. /h/h/ hat, /h/h/ hat 6. /j/j/ jet, /j/j/ jet

CD3 05

Worksheet 2, Exercise 2.
Listen and write the first letter.

Teacher: This time, write the first letter of the word you hear. Are you ready? Listen carefully.

1. jet /j/j/ 2. fish /f/f/ 3. hat /h/h/ 4. goat /g/g/ 5. ink /i/i/
6. fish /f/f/

CD3 06

Worksheet 3, Exercise 1.
Listen, trace the first letter, and write it on the line.

Teacher: Let's begin.

1. /k/k/ kiwi, /k/k/ kiwi 2. /o/o/ octopus, /o/o/ octopus
3. /m/m/ monkey, /m/m/ monkey 4. /n/n/ nest, /n/n/ nest
5. /l/l/ lion, /l/l/ lion 6. /o/o/ octopus, /o/o/ octopus

CD3 07

Worksheet 3, Exercise 2.
Listen and write the first letter.

Teacher: This time, write the first letter of the word you hear. Are you ready? Listen carefully.

1. octopus /o/o/ 2. monkey /m/m/ 3. kiwi /k/k/ 4. lion /l/l/
5. nest /n/n/ 6. monkey /m/m/

CD3 08

Worksheet 4, Exercise 1.

Listen, trace the first letter, and write it on the line.

Teacher: Let's begin.

1. /t/t/ tiger, /t/t/ tiger 2. /p/p/ pen, /p/p/ pen 3. /s/s/ sun, /s/s/ sun 4. /q/q/ quilt, /q/q/ quilt 5. /r/r/ rabbit, /r/r/ rabbit 6. /t/t/ tiger, /t/t/ tiger

CD3 09

Worksheet 4, Exercise 2.

Listen and write the first letter.

Teacher: This time, write the first letter of the word you hear. Are you ready? Listen carefully.

1. pen /p/p/ 2. tiger /t/t/ 3. rabbit /r/r/ 4. sun /s/s/
5. quilt /q/q/ 6. pen /p/p/

CD 1 Audio Track List

Track	Unit	Student Book Section
02	1	Exercise 1. Listen and say
03	1	Exercise 4. How Old Are You?
04	1	Exercise 1. Listen and chant
05	1	Exercise 2. Listen and say
06	1	Exercise 3. Clap and Guess the Number
07	1	Exercise 1. Listen and point
08	1	Exercise 2. Listen and color
09	1	Exercise 4. Finger Shapes
10	1	Exercise 1. Listen and say
11	1	Exercise 3. Listen and write
12	1	Exercise 4. Big Air Writing
13	2	Exercise 1 Listen and say
14	2	Exercise 4 Point and say
15	2	Exercise 1 Listen and chant
16	2	Exercise 2 Change the names and chant
17	2	Exercise 3 Ask and answer
18	2	Exercise 4 Listen and check
19	2	Exercise 1 Chant and point
20	2	Exercise 2 Change the words and chant
21	2	Exercise 1 Listen and say

CD 2 Audio Track List

Track	Unit	Student Book Section
2	3	Exercise 1. Listen and say
3	3	Exercise 4. Number Guessing Game
4	3	Exercise 1. Chant and do
5	3	Exercise 2. Listen, point, and pronounce
6	3	Exercise 3. Pass The Robot Bear Game
7	3	Exercise 1. Listen and point
8	3	Exercise 2. Listen and say
9	3	Exercise 3. Listen and find
10	3	Exercise 4. One Robot, Two Robots...
11	3	Exercise 1. Listen and say
12	3	Exercise 3. Listen and write
13	3	Exercise 4. Listen, count, and chant
14	4	Exercise 1. Listen and say
15	4	Exercise 4. Listen
16	4	Exercise 1. Listen and chant
17	4	Exercise 3. Cookie Jar Game
18	4	Exercise 1. Listen, point, and say
19	4	Exercise 2. Listen and practice
20	4	Exercise 3. Number Race
21	4	Exercise 1. Listen and say
22	4	Exercise 3. Listen and write

CD 3 Audio Track List

Track	Unit	Phonics Practice Section
02	3	Exercise 1. Listen, trace the first letter
03	3	Exercise 2. Listen and write
04	3	Exercise 1. Listen, trace the first letter
05	3	Exercise 2. Listen and write
06	4	Exercise 1. Listen, trace the first letter
07	4	Exercise 2. Listen and write
08	4	Exercise 1. Listen, trace the first letter
09	4	Exercise 2. Listen and write

CD 4 Audio Track List

Track	Unit	Workbook Section
02	1	Exercise 1. Listen and practice
03	1	Exercise 1. Listen and practice
04	1	Exercise 1. Listen and chant
05	1	Exercise 1. Listen and practice
06	1	Exercise 1. Listen, point, and practice
07	1	Exercise 1. Listen and practice
08	1	Exercise 1. Listen, point, and practice
09	1	Exercise 1. Listen, point, and practice
10	2	Exercise 1 Listen and practice
11	2	Exercise 1 Listen and practice
12	2	Exercise 1 Listen and chant
13	2	Exercise 1 Listen and practice
14	2	Exercise 1 Listen and chant
15	2	Exercise 1 Listen and chant
16	2	Exercise 1 Listen and practice
17	2	Exercise 1 Listen and practice

CD 5 Audio Track List

Track	Unit	Workbook Section
2	3	Exercise 1. Listen, point, and practice
3	3	Exercise 1. Listen and practice
4	3	Exercise 1. Listen, chant, and do
5	3	Exercise 1. Listen, point, and practice
6	3	Exercise 1. Listen, point, and practice
7	3	Exercise 1. Listen, point, and practice
8	3	Exercise 1. Listen, point, and practice
9	3	Exercise 1. Listen, point, and practice
10	4	Exercise 1. Listen, point, and practice
11	4	Exercise 1. Listen, point, and practice
12	4	Exercise 1. Listen and chant
13	4	Exercise 1. Listen and practice
14	4	Exercise 1. Listen, point, and practice
15	4	Exercise 1. Listen, point, and practice
16	4	Exercise 1. Listen, point, and practice
17	4	Exercise 1. Listen, point, and practice

Objectives We Can 1

By the end of grade four and within the assigned structure and vocabulary students will be able to:		Term 1 page number	Term 2 page number	Term 3 page number
1	Recognize and produce the sounds of the English alphabet.	10, 18, 19, 26, 27	8, 9, 16, 17, 24, 25, 32, 33	8, 9, 16, 17
2	Recognize short and only some long vowels: long /a/ as in “cake”, long /e/ as in “sea”, long /o/ as in “nose”, and long /i/ as in “kite”.	11, 14, 22, 26, 27	4, 5, 8, 9, 14, 30	24, 25
3	Recognize and differentiate between some English letters (b&p), (f&v).	All phonics lessons		24

Objectives We Can 1

4	Recognize and produce only some English digraphs, such as <i>th</i> , <i>sh</i> , and <i>ch</i> .			24
5	Recognize and match sounds to letters.	10, 14, 18, 27	9, 16, 24, 25, 32, 33	8, 9, 13, 16, 17, 24, 25
6	Participate verbally and non-verbally in short simple activities: greeting, giving and receiving commands and instructions.	2, 3, 4, 5, 6, 7, 9, 12, 13, 15, 16, 17, (introductions) 20, 21, 22, 23, 25, 27	5, 7, 9, 11, 15, 17, 19, 20, 21	22, 23
7	Recognize intonation patterns of statements and questions.	Through listening and repetition with attention to stress and intonation throughout the course, e.g. 4, 5, 6, 7, 8 and WB activities.	Through listening and repetition with attention to stress and intonation throughout the course, e.g. 3, 4, 7, 10, 12, 13, 14, 15, 19, 20, 26, 27, 29 and WB activities.	Through listening and repetition with attention to stress and intonation throughout the course, e.g. 2, 10, 11, 18, 19, 20, 21, 22, 23 and WB activities.

Objectives We Can 1

8	Ask and respond to simple assigned sentences in present tense form with the verb <i>like</i> using first and second person singular in affirmative, negative, interrogative statements, and Yes/ No questions.		26, 27	10, 11
9	Ask and respond to basic questions about personal information using verb <i>to be</i> (<i>am, is, are</i>), <i>have got</i> , and <i>wh</i> questions (<i>what, where, who, how</i>).	4, 5, 6, 7, 8, 9, 27	2, 3, 7, 10, 11, 13, 15, 18, 19, 28	2, 10, 11, 14, 15, 18, 20, 21, 23
10	Recognize and use indefinite articles (<i>a, an</i>) using <i>this</i> and <i>that</i> .	8 (<i>What's this color?</i>), 27	7, 10, 11, 30, (a, the)	2, 23
11	Recognize and apply regular plural formation using <i>these</i> and <i>those</i> .	12, 13, 14, 15, 22, 23	4, 15, (plurals)- 18, 19, 22, 23, 25, 30, 31	3, 5, 22, 23

Objectives We Can 1

12	Recognize and apply subjective pronouns (<i>I, you, he, she, it, we, you, they</i>) correctly.	4, 7, 6 (you, I), 20, 27	2, 3, 7, 10, 12, 13, 14, 18, 19, 21	2, 7, 10, 11, 14, 15, 18, 19, 20, 21, 22, 23
13	Recognize prepositions of place (<i>in, on</i>).	22, 23		7, 23, 24
14	Talk about feelings in simple and short sentences.	6, 7		18, 19, 20, 21, 23
15	Identify main colours (red, blue, green, black, white, yellow, brown).	8, 9	14, 15	21, 22

Objectives We Can 1

16	Identify and talk about classroom objects which are assigned in the book.	2, 3	11, 15, 22	
17	Identify and talk about family members and possession using two possessive adjectives: <i>my</i> and <i>your</i> .	(<i>my, your</i>) 4, 5, 12, 13, 15, 16 (<i>your seat</i>), and (<i>my/your</i>) family members 20, 21, 22, 24, 25	20, 21	18, 22, 23
18	Identify and talk about food, animals, and clothes.	26, 27	4, 8, 9, 11, 14, 15, 16, 18, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30, 31, 32, 33	2, 3, 4, 5, 6, 7, 8, 9, 22
19	Talk about likes and dislikes.		26, 27	10, 11

Objectives **We Can 1**

20	Be willing to listen to short digital and recorded materials.	Throughout We Can 1	Throughout We Can 1	Throughout We Can 1
21	Utter simple words and numbers (cardinal numbers 1–19).	Throughout We Can 1 , e.g. 4, 8, 14, 17, 22, 23, 25, 26	Throughout We Can 1 , e.g. 5, 6, 7, 8, 11, 13, 22, 24, 30, 31, 32	3, 5, 6, 8, 9, 12, 13, 14, 16
22	Read and count numbers in tens (10–100).			9 (10–30), 17 (10–100)
23	Read aloud simple words and sentences.	Throughout We Can 1	Throughout We Can 1	Throughout We Can 1

Objectives We Can 1

24	Read and match words to photos/ drawings.	8, 9, 14, 16, 22, 24, 25, 26	4, 8, 11, 13, 14, 15, 22, 24, 25, 30, 31	5, 6, 21, 22, 24, 25
25	Read and comprehend simple short sentences.	Throughout We Can 1 , presentation and practice material is clearly set out on the page for students to read before practicing.	Throughout We Can 1 , presentation and practice material is clearly set out on the page for students to read before practicing.	Throughout We Can 1 , presentation and practice material is clearly set out on the page for students to read before practicing.
26	Spell some simple sight words correctly.	Words in Grammar Toolboxes, e.g. <i>I'm, this, what, is, it, what's, the, to my, too, no, yes, he, she</i>	Words in Grammar Toolboxes and frequently used words, e.g. <i>It's, don't, do not</i> , regular plural nouns	Words in Grammar Toolboxes and frequently used words.
27	Be willing to read simple short illustrated stories.	Illustrated presentations/ conversations/ activities, chants: e.g. 2, 3, 4, 6, 7, 12, 13, 14, 16, 20, 21, 22, 26	Illustrated presentations/ conversations/ activities, chants: e.g. 4, 10, 14, 18, 19, 20, 26, 28	Illustrated presentations/ conversations/ activities, chants: e.g. 2, 4, 10, 11, 15, 18, 21, 23

Objectives We Can 1

28	Recognize and apply the directionality in writing English (e.g. left/right, top/bottom).	3, 4, and throughout We Can 1 workbooks, tracing and writing/copying tasks.	Throughout We Can 1 workbooks.	Throughout We Can 1 workbooks.
29	Use lined paper correctly with headline, midline, and baseline.	Throughout We Can 1 workbooks, tracing and writing/copying tasks.	Throughout We Can 1 workbooks, tracing and writing/copying tasks.	Throughout We Can 1 workbooks, tracing and writing/copying tasks.
30	Copy words, numbers, and simple short sentences.	26 (homework/ classwork: copy sentences and/ or words of each lesson)	8, 24, 32, 33, (homework/ classwork: copy sentences and/ or words of each lesson)	8, 16
31	Write upper/lower case letters correctly.	26, 27 Throughout We Can 1 workbooks - Trace and write.	8, 9, 16, 17, 24, 25, 32, 33 Throughout We Can 1 workbooks - Trace and write.	8, 9, 16, 17, 24, 25, 32, 33 Throughout We Can 1 workbooks - Trace and write.

Objectives We Can 1

32	Use appropriate spacing between words and sentences.	Copying/ Tracing and writing (as above)	Copying/ Tracing and writing (as above)	21, 23
33	Write guided short answers to written questions.			21, 22
34	Do controlled writing such as supplying missing letters and words.	27	9, 16, 25, 33	9, 17
35	Recognize and apply the punctuation and capitalization assigned for this grade: capitalizing the beginning of names, sentences, questions and the use of full stop and question mark.	Copying/ Tracing and writing throughout We Can 1 workbooks	Copying/ Tracing and writing throughout We Can 1 workbooks	Copying/ Tracing and writing throughout We Can 1 workbooks

الحد الأدنى	الرمز	By the end of the year students will be able to:
X	1/7/4	Recognize and produce the sounds of the English alphabet.
X	2/7/4	Recognize short and only some long vowels: {long /a/ as in "cake", long /e/ as in "sea", long /o/ as in "nose", and long /i/ as "kite"}.
X	3/7/4	Recognize and differentiate between some English letters (b & p), (f & v).
	4/7/4	Recognize and produce only some English digraphs such as, (th, sh, ch).
X	5/7/4	Recognize and match sounds to letters.
X	6/7/4	Participate verbally and non-verbally in short simple activities: greeting, giving and receiving commands and instructions.
X	7/7/4	Recognize intonation patterns of statements and questions.
X	8/7/4	Ask and respond to simple assigned sentences in present tense form with the verb (like) using first and second person singular and in affirmative, negative and interrogative statements and (Yes/No questions).
X	9/7/4	Ask and respond to basic questions about personal information using verb to be (am, is, are),(have got) and wh. questions (what, where, who, how).
X	10/7/4	Recognize and use indefinite articles (a, an) using (this and that).
X	11/7/4	Recognize and apply regular plural formation using (these and those).
X	12/7/4	Recognize and apply subjective pronouns correctly (I, You, He, She, It, We, They).
	13/7/4	Recognize prepositions of place (in, on)
	14/7/4	Talk about feelings in simple and short sentences.
X	15/7/4	Identify main colours (red, blue, green, black, white, yellow. brown)
X	16/7/4	Identify and talk about classroom objects which are assigned in the book.
	17/7/4	Identify and talk about family members and possession using two possessive adjectives: (my, your)
	18/7/4	Identify and talk about food, animals, clothes.
	19/7/4	Talk about likes and dislikes.
	20/7/4	Be willing to listen to short digital and recoded materials.
X	21/7/4	Utter simple words and numbers (cardinal numbers 1-19).
	22/7/4	Read and count numbers in tens (10-100).
X	23/7/4	Read aloud simple words and sentences.
X	24/7/4	Read and match words to photos/drawings.
X	25/7/4	Read and comprehend simple short sentences.
X	26/7/4	Spell some simple sight words correctly.
	27/7/4	Be willing to read simple short illustrated stories.
X	28/7/4	Recognize and apply the directionality in writing English (e.g. left/right, top/bottom).
X	29/7/4	Use lined paper correctly with headline, midline, and baseline.
X	30/7/4	Copy words, numbers and simple short sentences.
X	31/7/4	Write upper/lower case letters correctly.
X	32/7/4	Use appropriate spacing between words and sentences.
	33/7/4	Write guided short answers to written questions.
X	34/7/4	Do controlled writing such as supplying missing letters and words.
X	35/7/4	Recognize and apply the punctuation and capitalization assigned for this grade: (capitalizing the beginning of names, sentences, questions and the use of full stop and question mark).