

**Unit 1 Goals**

- Listen to the conversation  
*A Busy First Day*
- Listen for the main idea

**Unit 2 Goals**

- Listen to the story  
*Guess What?*
- Listen for details

**Speaking Goal**

- Make requests

**Topic 1, Opener, Student Book Pages 6–7**

See the *Walk-Through* on pages 7–16 for a general approach to each exercise.

**Excite**

Tell students they will listen, think, and speak about school in this Topic. Ask, *What is school like?* Elicit answers. Have students discuss some of their favorite things about school.

**Engage**

**Collaboration** Put students into small groups. Have them take turns speaking about what their school building is like. Encourage groups to make a list of things they see in the school or in the classroom.

**Extend**

Invite a volunteer to share some of what they see in the classroom, listing as many objects as they know the names for. Encourage the other students to ask questions about the objects.

**Answer Key**

**A:** 1. Answers will vary. 2. Answers will vary. **B:** 1. On a boat. 2. Answers will vary.

**Unit 1, Get Ready to Listen, Student Book Page 8****Excite**

Point to anything decorative around the classroom, such as a poster or banner, and ask students to identify what they see. Accept all reasonable answers. Lead students to understand that these are decorations.

**Engage**

**Creativity** Have students color the picture in Exercise B as they listen to the audio about the key words. Have students draw one additional example of each key word on the picture, or draw their own picture showing the key words.

**Extend**

Play the **Find** game (see *Games and Activities* on pages 20–21 of this Teacher's Guide). As you say each word, have students find an example of the object around the classroom. Give a clue like, *I see something with an owl.* Have students tap the poster and say the key word in a sentence like, *This drawing has an owl.* Repeat as time allows.

**Answer Key**

**B:** Students color the classmates' chairs red. Students color the decorations blue. Students color the drawing yellow. Students color the sticker green. **C:** 2. sticker 3. classmates 4. drawing

**Unit 1, Listen, Student Book Page 9****Excite**

Introduce the Listening Goal of finding the main idea. Ask students to recall any stories or articles they have read recently and then tell you the main idea.

**Engage**

Have students look at the picture that shows the incorrect answer. Have small groups work together to come up with a brief story that could represent the photo. Then have a volunteer tell the whole class the main idea.

**Extend**

**Collaboration/Creativity** Put students into small groups. Have groups work together on **Finish the Story** (see *Games and Activities* on pages 20–21 of this Teacher's Guide), suggesting other possible story events or what happens after the story ends. Encourage groups to draw a picture to show the events of the story.

**Answer Key**

**A:** 2. classmate 3. school **B:** A; a 3 b. 2 c. 1

**Unit 1, Understand, Student Book Pages 10–11****Excite**

Discuss with students some stories they know and have them identify the main idea of each story. For example, *The Three Little Pigs* is about pigs building houses to keep safe or outsmart a wolf.

**Engage**

Have students complete the exercises. Work with students to recall the key words and identify the main idea of the story. Have students recall examples of each of the key words from the story they listened to.

**Extend**

**Collaboration** Provide students with construction paper, markers, glue, and scissors. Have students work in small groups to create decorations and posters to decorate the classroom with. Have them work together to decide what kinds of decorations to make and what to put on their posters.

**Answer Key**

**A:** a **B:** 2. flowers 3. orange 4. dinosaur 5. a drawing  
**C:** 2. decorations, a 3. stickers, d 4. drawing, c **D:** 2. that pencil 3. those decorations 4. those stickers **E:** 2. Those 3. That 4. those

## Unit 2, Get Ready to Listen, Student Book Page 12

### Excite

Point to objects around the classroom, such as posters, coat hooks, and globes. Have students work in pairs or small groups to compare and contrast the objects you showed them. Help students find photos or other examples of the objects online or in books.

### Engage

**Communication** Have students practice talking about the key words with a partner, using language similar to the language in Exercise C: *This is a* or *That is a*. Model this for them by pointing to a poster and saying, *This is a poster*. Have students complete the exercises.

### Extend

**Creativity** Divide students into four groups. Assign each group one of the key words. Students will each draw an illustration to show the key word. Take one drawing from each group and put it on the board. Have the class say the key word as you point to each drawing.

### Answer Key

**B:** Students number the globe on the bookcase number 1. Students number the poster on the wall number 2. Students number the classroom number 3. Students number the coat hooks number 4. **C:** 2. globe 3. classroom 4. coat hook

## Unit 2, Listen, Student Book Page 13

### Excite

**Communication/Critical Thinking** Introduce the Listening Goal: finding details to learn more information about the main idea. Tell students they are going to listen to a story about a classroom. Review the key words from Units 1 and 2, and have students find examples around their own classroom.

### Engage

Listen to the story as a class. Then work with students to recall details that support the main idea. Ask, *What details from the story describe the classroom?* Make a list on the board as students make suggestions. Encourage students to make their own lists or drawings to show the details from the story, such as the coat hooks or the poster.

### Extend

**Creativity** Have students play a game similar to the one described in *Guess What?* Divide students into small groups or play as a class. Have volunteers describe something in the classroom, such as a globe or the blackboard, and let students call out when they guess the answer. Then have volunteers use details to describe a room, such as their room at home or another room in school, and have students call out guesses.

### Answer Key

**A:** 2. ✗ 3. ✓ **B:** B; 2. ✗ 3. ✓

## Unit 2, Understand, Student Book Pages 14–15

### Excite

Have students recall as many details from the story *Guess What?* as they can remember. Then have them listen to the story again, and verify how much of what they remembered was in the story. Have students record or draw pictures of any details they forgot.

### Engage

**Critical Thinking** As students listen to the conversation and hear the key words for this unit, have them point to the photos on page 14 that show the key words. Then have them write the words in the blank below. Encourage students to go back to the examples of the objects they found previously or to find examples of the words around the classroom.

### Extend

Play the game **Pop Up** (see *Games and Activities* on pages 20–21 of this Teacher's Guide). Assign each student a key word. Play the conversation from *Guess What?* again and have students pop up when their designated key word is said.

### Answer Key

**A:** 1. Yes 2. No **B:** 2. b 3. a **C:** 2. b, coat hook 3. a, globe 4. b, poster **D:** 2. Is it / Yes, it is. 3. Is it / No, it isn't. 4. Are they / Yes, they are. **E:** 2. Is it / Yes, it is. 3. Is it / Yes, it is. 4. Are they / Yes, they are.

## Units 1 and 2, Listening Check, Student Book Pages 16–17

### Excite

**Critical Thinking** Ask students if they know anything about the Lunar New Year. Lead a discussion about anything they may have seen associated with the holiday. For example, have students seen paper lamps, dragons or the animals of the Chinese zodiac?

### Engage

Play the audio for *Happy New Year* aloud. Play the game **Pop-Up** (see *Games and Activities* on pages 20–21 of this Teacher's Guide). Ask students to listen for the key words from Units 1 and 2.

### Extend

**Creativity** Play *Happy New Year* again. Then have students say the main idea and record or draw the details from the story. Ask a few follow-up questions, such as *What does lunar mean? What do Amy and Lee make?* Encourage children to make decorations like the ones Amy and Lee make in the conversation.

### Answer Key

**A:** B **B:** 1. ✓ 2. ✓ 3. ✗ **C:** 1. ✓ 2. ✗ 3. ✓ **D:** 2. a 3. c 4. b 5. a **E:** 2. decorations 3. poster 4. drawing

## Units 1 and 2, Get Ready to Speak, Student Book Page 18

### Excite

Explain that a request is when you ask to do something, or when you ask someone else to do something. Requests often use the word *can*. Give two examples and have students identify which is the request: *Can I borrow a pencil?* and *Give me a pencil.* The first one is the request because it uses the word *can*. Then have pairs request something from one another. Examples: *Can I have a marker?* *Can you help me find a poster?*

### Engage

**Collaboration** Have students read the conversation in Exercise A. Then have them practice it with a partner. Have the partners each pretend to be one of the characters and say the lines that Liam and Diana would say. Encourage them to use expression and tone and to say the words with feeling instead of just reading them. Point out that Diana and Liam are making requests in their conversation.

### Extend

Divide students into small groups and have them come up with other requests Diana and Liam might ask of each other. Encourage students to use the key words from the Topic in their requests.

### Answer Key

**B:** 1. have some crayons 2. give me the red and green crayons

## Units 1 and 2, Speak, Student Book Page 19

### Excite

Have students imagine they are making an art project. Ask, *What requests can you make to help you finish your art project?* Have students say those requests to a partner.

### Engage

1. **Collaboration** Invite students to work with a partner to write a short conversation that includes requests, using the conversation on page 18 as an example. Remind them to include speaker names with each line.
2. Have pairs speak the conversation they wrote for another pair. Have the pairs identify the requests.

### Extend

**Critical Thinking** Ask students if they can think of examples of requests they may have heard from their parents or friends. Have students practice giving additional requests to a partner, such as *Can you pick up your room?* or *Can you help me with my math homework?*

### Answer Key

**C:** Answers will vary. **D:** Answers will vary.

## Units 1 and 2, Speaking Tutor Worksheet

### Excite

Review requests with students. Remind students that the word *can* often signals a request. Ask, *What can you request?* Elicit examples, such as help or for someone to pass something. Practice by having volunteers make requests, such as *Can I have a sticker?* or *Can I use crayons?*

### Engage

Have students listen to the conversation in Part A. Then have them discuss what they notice about how the characters make requests. (They use the word *can*.) Ask, *If you need something to finish a project, how do you ask for it?* Invite volunteers to make requests.

### Extend

**Critical Thinking** Give students another scenario, such as eating dinner with a group. Ask, *What kinds of requests can you make?* Have pairs work together to practice making requests as if they were eating together. For example, *Can you pass the salt?* *Can I have more water to drink?*

## Units 1 and 2, Project

### Excite

Warm up by leading a discussion about ways to make art. Ask, *What can you use to make art?* Accept all reasonable answers, such as markers, crayons, paper, or found materials like cups or pipe cleaners. Then tell students that they are going to use stickers to make art.

### Engage

**Critical Thinking** Distribute materials. Encourage students to draw any design they like. Ask, *Why did you choose this design?* *In what ways do the stickers add to the design?* Encourage students to use other classroom materials in their design if they like, such as construction paper.

### Extend

Invite students to share their art with the class. Encourage presenters to explain why they made the choices they did. Invite other students to say what their favorite part of each design is.

### Workbook Answer Key

**Unit 1 A:** A. 2 B. 3 C. 1 **B:** 2. ✓ 3. ✗ **C:** 2. a 3. b 4. c

**D:** 2. classmates, a 3. stickers, b 4. decorations, a

**E:** 2. classmates 3. stickers 4. drawing **F:** 2. decorations 3. classmates 4. drawing

**Unit 2 A:** 1. ✗ 2. ✓ **B:** 2. ✗ 3. ✓ **C:** 2. Yes 3. Yes 4. No 5. Yes 6. Yes **D:** 2. c 3. b **E:** 2. globe 3. coat hook 4. poster