

# In Your School

## Unit 1 Goals

- Read the conversation *Ben's Picture*
- Look at the pictures

## Unit 2 Goals

- Read the story *The Lost Pencil Case*
- Find the numbers

## Writing Goal

- Write a short paragraph

### 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 read, think, talk, and write about things related to school in this Topic. Ask, *What are some things we need for school?* Elicit answers from a few students. Invite students to get up and point to different things around the room that are important to have in a classroom (desk, books, etc.).

#### Engage

**Creativity** Have students work independently to draw pictures of things they need for school. Encourage them to think of things important to have in the classroom (desk, chair) as well as things they might personally need (pencils, crayons, etc.). Invite them to share their artwork with the class.

#### Extend

**Communication** Set students up in pairs. Place some school books and books unrelated to school (like cookbooks or manuals for appliances) in the front of the room. Invite students to discuss with their partner which books are important for school and which books are not. After students have had a few minutes to discuss, ask volunteers to share some of the reasons for their choices with the class.

#### Answer Key

**A:** 1. Eight. 2. They are at school. **B:** 1. They have gifts and toys for the school. 2. Answers will vary.

### Unit 1, Get Ready to Read, Student Book Page 8

#### Excite

After presenting the Reading Goal, have students look through any books and magazines in the classroom. Give them one or two minutes to find as many pictures related to the text as they can. Encourage students to share some of the pictures they found. Ask, *What does the picture tell you about the text?*

#### Engage

**Collaboration** After students connect the picture in exercise B to the text about the classroom, have them work together to draw a picture of your classroom. When they are finished, invite volunteers to make a few statements about the picture and what can be found in your classroom.

#### Extend

**Critical Thinking** After the lesson, show students pictures of some everyday objects that can be found at home or school. Have students guess if each picture is a classroom object or home object.

#### Answer Key

**A:** 1. ✓ 2. ✗ 3. ✓ **C:** b

### Unit 1, Read, Student Book Page 9

#### Excite

Tell students they are going to read a story about a boy's drawing of his classroom. Have students make a list of the things they see in his drawing. Then, invite the students to share what they wrote with the class. Discuss whether your classroom has any of the same things.

#### Engage

1. **Communication** Have students get into pairs or small groups and talk to their classmates about what is in your classroom. Encourage them to use language similar to that in the text..
2. **Creativity** Have students use only the information in the story to draw a new picture of Ben's classroom. Have students share their artwork with the class. Then, have the class vote on which new drawing they like the most.

#### Extend

Play the game **Teacher's Mistake** (see *Games and Activities* on pages 20–21 of this Teacher's Guide) using Unit 1's key words: *desk, bookcase, chair, wastebasket*.

### Unit 1, Understand, Student Book Pages 10–11

#### Excite

Warm-up by playing **Blindfold** (see *Games and Activities* on pages 20–21 of this Teacher's Guide) to review the key words from the previous lesson. Rather than handing items to students, they will need to be led to various classroom objects to identify them.

#### Engage

**Communication** Point out several classroom items around the room. Have students work in pairs and ask and answer questions with their partners, using *Is this a* or *Do you have*. Model this for them by pointing to your desk and saying, *Is this a desk?* Encourage students to respond with *Yes, it is./ No, it isn't.*, or to respond with *Yes, I do./No, I don't.*

#### Extend

**Critical Thinking** Have students choose a drawing from the Excite activity that is not their own. Using a diagram similar to the one in exercise D, have students write two questions that relate to what they see in the drawing. Next, have students exchange the drawing and diagram with another student. Student 2 will review the drawing and answer the questions in the diagram.

#### Answer Key

**A:** b **B:** 1. desk 2. bookcase 3. chair **C:** 1. desk 2. chair 3. wastebasket 4. bookcase **D:** 1. Is this your desk? 2. Do you have **E:** 1. Is this 2. Do you have 3. Is this 4. Do you have

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

### Excite

After presenting the Reading Goal, tell students that you are going to call out some numbers from 1 to 10. Explain that students should find and point to the numbers you call out as quickly as they can. Invite the student who points to the number first to spell it out. Do this a few times to give several students the opportunity to find and identify the numbers.

### Engage

**Communication** After completing exercise B, pair students up and have partners discuss with one another some of the things they have in their backpack or in their desk. Encourage students to include the number of each item they have (e.g., *I have two pencils. I have one book.*) in their dialogue.

### Extend

1. Hold up both of your hands and teach/show the numbers from 1 to 10 by counting on your fingers. Encourage students to mimic your actions.
2. **Critical Thinking** Call out a number from 1 to 10. Ask students to show you the correct number of fingers. Then move on to having students show you the correct number using other items like pens, pencils, or books.

### Answer Key

**A:** 1. 10; One; 3, 2, 1 **C:** 1. ✗. 2. ✓. 3. ✗

## Unit 2, Read, Student Book Page 13

### Excite

1. **Creativity** Call out the name of a classroom object and a number (e.g., chair, two). Have students draw the correct number of objects.
2. Tell students they are going to read a story about a girl who lost her pencil case. A boy helps her find it by talking about what she has in her pencil case. Have students make a list of what is in their pencil case or what they would put in it if they had one.

### Engage

After reading the story with the class, place the items from the story on your desk (pencil case, pens, pencils, crayons, markers). Point to them one by one and identify them. Then, ask students to close their eyes while you remove one item. When they open their eyes, ask, *What's missing?* Have students raise their hands to answer. Invite the first student to get the answer right to come up and reset the desk and choose the next item to remove.

### Extend

Play the game **Binoculars** (see *Games and Activities* on pages 20–21 of this Teacher's Guide). Encourage students to not only say what they see, using the key words and target language from units 1 and 2, but also how many of each classroom object they see.

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

### Excite

Divide the class into four groups: pens, pencils, markers, crayons. Make sure each group member has two of the items from their group name to use as drumsticks (two pens, two crayons, etc.). Encourage students to use a table, their desk, or a book as their “drum.” Call out a number from 1 to 10 and one of the group names (five, pencils). Members of that group should tap their drums the correct number of beats.

### Engage

**Communication** Have students choose a number of objects from their backpack or pencil case and put them on their desk. Invite students to work in pairs and describe the objects and the number they have to their partners, using *I/you/she/he* and *have* or *has*. Model this for them by holding up three pencils and saying, *I have three pencils.*

### Extend

**Collaboration** Direct students' attention to the diagram at the top of page 15. Have student pairs create a similar diagram, replacing the names with those of other students in the classroom, but keeping the same sentences. Invite the pairs to collaborate with the students whose names are in their diagram, asking them questions in order to complete the sentences.

### Answer Key

**A:** 1. No 2. No 3. Yes **B:** 1. b 2. a 3. b **C:** 1. pencil case, d 2. pencils, a 3. crayons, c 4. markers, b **D:** 1. have 2. has 3. have **E:** 1. have 2. has 3. have 4. has

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

### Excite

Play the game **Two Truths and a Lie** (see *Games and Activities* on pages 20–21 of this Teacher's Guide) describing things in the picture of the classroom.

### Engage

Read aloud the *First Day at School* conversation. Play the game **Pop-Up** (see *Games and Activities* on pages 20–21 of this Teacher's Guide). Ask students to listen for the names of classroom objects and to quickly stand up then sit down as they hear these key words.

### Extend

**Creativity/Collaboration** Divide students up into small groups and give each group several magazines. Students should work together within their groups to find and cut out one picture (per group) of each of the items from the word bank on page 17. If there are any items a group cannot find, encourage them to use the unit language to ask other groups if they found any extra images (e.g., *Do you have a marker?*).

### Answer Key

**B:** 1. ✗ 2. ✓ 3. ✗ **C:** 1. ✓ 2. ✗ 3. ✗ **D:** 1. a chair 2. a wastebasket 3. a bookcase 4. two 5. a marker **E:** 1. desk 2. wastebasket 3. bookcase 4. pencil case 5. crayons 6. marker

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

### Excite

**Creativity** Review the Topic 1 language by playing **Picture Pieces** (see *Games and Activities* on pages 20–21 of this Teacher’s Guide). On the board, draw a partial picture of a classroom object or school supply. Ask *What is it?* Students answer *It’s (a pencil)*. Continue with the other key words from units 1 and 2.

### Engage

**Collaboration** Divide the class into two teams. Have Team A read the short paragraph in exercise A, with one team member saying the first word, the next saying the second, and so on, aiming to complete the paragraph as quickly as possible. Write down their time. Team B then attempts to read the paragraph in the same amount of time or better. Repeat the procedure, correcting words and pronunciation after, rather than during, each round.

### Extend

Have students close their books. Write the paragraph from exercise A on the board, leaving off one or two periods and starting a sentence or two with a lowercase letter. Read aloud Molly’s writing tip. Invite a volunteer to come to the board and correct one thing in the paragraph. Ask the class, *Is the paragraph correct now?* Continue having students come to the board to fix the mistakes until they agree that the paragraph is correct. If a student incorrectly makes a change to the paragraph, ask the class to help you fix it before moving on.

### Answer Key

**A:** T, I, T; classroom., chair., books. **B:** 1. desk 2. chair 3. bookcase 4. books

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

### Excite

**Communication/Critical Thinking** Have students work with a partner to make a list of classroom objects and school supplies from units 1 and 2. Encourage them to take turns calling out an object and writing it down.

### Engage

**Collaboration** Invite the same partners from the activity above to work together to write a short paragraph describing a room, using four of the words from their list. Have each pair swap their paragraph with another set of partners.

### Extend

**Creativity** Have the students continue to work with the same partner. Ask the pair to draw the room that is described in the paragraph they received during the activity above. Encourage them to share their drawing with the other student pair.

### Answer Key

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

## Units 1 and 2, Writing Tutor Worksheet

### Excite

Play the game Find the Mistake to prepare students for the error identification exercise (exercise B) on the Writing Tutor worksheet. Have students put their heads down and close their eyes. Write a sentence on the board that contains an error related to capitalization or punctuation. Then, have students open their eyes. The first to raise their hand and identify the error gets a point. Repeat as time permits.

### Engage

**Critical Thinking** As students work on their paragraph describing a different room, circulate throughout the class. Ask students questions to expand their thinking, such as: *Think of the room. What do you see? What colors are in the room? What do you like or not like about the room? Why?*

### Extend

**Creativity/Communication** If time permits, have students draw a picture to go along with the paragraph they have written about a different room. Ask for volunteers to read their paragraph to the class and share their picture, or have pairs share their writing and pictures and discuss them.

## Units 1 and 2, Project

### Excite

Tell students that they are going to make a poster with a list on it. Ask, *What is a list?* After students answer or you provide them with the answer, play Guess the Place to have students practice making lists before they make their poster. In pairs, each student thinks of a place (other than the classroom), and makes a list of things in that place. Then, students read their lists to their partners, and partners must guess the place.

### Engage

As students work on completing their Project Notes, circulate throughout the classroom and ask students questions to help them consider all aspects of the classroom. Notice what each student has written about and ask, *Did you also see [object in the classroom that is not written on their Project Notes]? Do you want to add this to your Project Notes? Why or why not?*

### Extend

**Critical Thinking** After students have discussed their favorite part of their classroom in exercise C, have them expand their thinking to other places. Ask questions such as, *What is your favorite part of your house? Why?* and *What is your favorite part of your city? Why?* Give students time to think of their answers and reasons and then discuss the questions as a class.

### Workbook Answer Key

**Unit 1 B:** 1. a 2. b 3. c 4. b **C:** 1. chair, b 2. desk, a 3. bookcase, a 4. wastebasket, b **D:** 1. bookcase 2. chair 3. wastebasket 4. desk **E:** 1. bookcase 2. wastebasket 3. desk 4. chair  
**Unit 2 B:** 1. Yes 2. No 3. No 4. Yes **C:** 1. pencils 2. markers 3. crayons 4. pencil case **D:** 1. pencil case 2. pencil 3. marker 4. crayons