

Unit Overview

Objectives

- To identify and describe toys
- To use the demonstrative pronouns *this/that* and *these/those*
- To ask questions such as *What's this/that?* and *What are these/those?*
- To ask the question *How many bikes are there?*

Language

Target Vocabulary	Toys: bike, car, train, boat, ball, doll, teddy bear, kite Numbers: sixteen, seventeen, eighteen, nineteen, twenty
Target Structures	What's this/that? It's a bike. It's yellow. What are these/those? They're bikes. They're yellow. How many bikes are there? There are sixteen bikes.
Features	Values: Friendship is important. Cross-curricular: Math: Plus, minus, and equals Phonics: ch, sh (<i>chop, chin, rich, much, ship, shell, fish, dish</i>)

Materials

- Student Book 2 pages 12–21
- Audio CD tracks A:16–35
- Picture Cards: (20) bike, (21) car, (22) train, (23) boat, (24) ball, (25) doll, (26) teddy bear, (27) kite, (28) sixteen, (29) seventeen, (30) eighteen, (31) nineteen, (32) twenty
- Story Cards
- Activity Sheets 1–2
- Workbook 2 pages 10–19
- Unit 1 Test

Student Book page 12

Objectives

- To listen to a story
- To identify toys

Target language

bike, car, train, boat, ball, doll, teddy bear, kite

Materials

Poster, Picture Cards 20–27

Warm-up

Ask students if they can remember the names of the two main characters (Lindy and Joe) in the Welcome unit. Put up the poster. Point to the four main characters of Unit 2 and have students identify them (Linda, Joe, Pippin, and Princess Emily).

Using the page

1 Listen.

- Present the new vocabulary with Picture Cards 20–27. Show the cards in turn and say the words. Stick the Picture Cards on the board, then point to various cards and ask, *Is it a (bike)? (Yes./No.)* Now indicate all the toys and say, *My toys*. Ask students to raise their hands if they have a bike, a ball, etc.
- Focus on the scene. Ask where the characters are (on the beach). Ask students what toys they can see. Point to the car and ask, *What's this? (A car.)* Ask, *What color is it? (It's red.)* Continue with the other toys.
- Ask students to look at the scene in their books and listen as you play the audio.

Lindy: Look! A train. Choo! Choo!

Joe: Ohh. And a boat. A ball!

Joe: Lindy! Look! It's a bike!

Lindy: What's this, Joe?

Joe: It's a car. Vrrmmmmmm...

Lindy: Look, Joe! What are these?

Joe: They're teddy bears! But what are those, Lindy?

Lindy: They're kites!

Joe: I love toys!

Lindy: Me, too!

- Play the audio again and have students listen. Ask students, *What does Joe have? What does Lindy have?*

2 Listen and say.

- Point to the eight toys in turn and ask, *What's this? (It's a bike.)* Play the audio and have students repeat the audio after each word they hear.
- Play the miming game. Demonstrate by asking, *What am I?* and mime a car or a boat. Have students guess the toy. Then students play the game in pairs.

1 My toys SAMPLE

1 Listen.

2 Listen and say.

3 Listen and number.

12 Presentation Toys

3 Listen and number.

- Ask students to look at the scene again. Play the audio and have students listen first.

1. train 2. boat 3. ball 4. bike
5. car 6. kite 7. teddy bear

- Play the audio again. Have students number the toys in the boxes as they listen to the audio.
- Pair students and have them compare their answers. Invite pairs to give their answers to the class.

WB Assign Workbook page 10. For the answers, see page 162.

Extension

Fall in Line

Give each student a Picture Card (20–27). Call out three to five words. Students with the corresponding cards go up to the front of the classroom and line up in the same order as the words were called. Ask the rest of the class if the students have lined up in the correct order.

4 A:19-20 Listen and chant. (See page 108.)

1 2 3 4 5 6 7

LOOK!

What's this/that?	It's a bike. It's yellow.
What are these/those?	They're bikes. They're yellow.

5 A:22 Listen and number. Then ask and answer.

a b c d

these that this those

2 4 1 3

What's this? It's a ball. It's orange.

quest

Presentation / Practice Asking and answering about what things are 13

near you (or far away) and ask, *What's this/that?* Have students reply, e.g., *It's a pencil case.* Repeat with other objects in plural form.

- Play CD track A:18. Have students look at the scene and find the toys mentioned in the chant.

What's this? It's red. It's a car!
What's that? It's blue. It's a boat.
What are these? They're pink. They're dolls!
What are those? They're green. They're trains!
What's this? It's orange. It's a ball!
What's that? It's yellow. It's a bike!
What are these? They're purple. They're kites!
What are those? They're brown. They're teddy bears!

- Play the chant again and have students chant along. As they chant, ask them to make appropriate noises for the toys they hear. e.g., *Choo, choo* for train.

LOOK!

What's this? It's a bike. It's yellow.
What's that? It's a bike. It's yellow.
What are these? They're bikes. They're yellow.
What are those? They're bikes. They're yellow.

- 5 A:22 Listen and number. Then ask and answer.

- Play the audio and have students listen and write the correct number for each picture.

1. *What's this? It's a ball. It's orange.*
 2. *What are these? They're trains. They're green.*
 3. *What are those? They're bikes. They're yellow.*
 4. *What's that? It's a doll. It's pink.*

- Invite pairs of students to come to the front and ask and answer the questions as they point to their books.

quest

Listen and sing. Then stick.

Stand up, jump up, come on a quest,
Come on a quest today.
Turn around, sit down, come on a quest,
Look for a present today. A treasure chest and a present!
Find a present today.

WB Assign Workbook page 11. For the audio script, see page 158. For the answers, see page 162.

Student Book page 13

Objectives

- To chant about toys
- To ask the questions *What's this/that?* and *What are these/those?*
- To use color adjectives to describe toys

Target language

What's this/that? It's a bike. It's yellow.
What are these/those? They're bikes. They're yellow.

Materials

colored cards, Activity Sheet 1, Quest sticker (present)

Warm-up

Give each group of students a colored card. Say a color, e.g., *green*, then call out an action, e.g., *turn around*. Students in the group with the *green* card turn around. Continue with other colors and actions.

Using the page

- 4 A:19-20 Listen and chant.

- Make sure students understand the difference between *this* and *that*, and *these* and *those*. Place an object

Extension

What's this?

Give each pair of students two copies of Activity Sheet 1. Have students color the pictures and cut them up, then place them face down in two piles (one pile nearby, the other pile far away). Students take turns picking a card from each pile and asking questions, e.g., *What's this?*

VOCABULARY

6 Listen and say.

16 sixteen **17** seventeen **18** eighteen **19** nineteen **20** twenty

7 Listen and write. Then sing.

SONG

Trains, trains,
How many trains?
How many trains are there?
Seventeen trains.
Seventeen trains.
I can see seventeen trains!

Cars, cars,
How many cars?
How many cars are there?
Fifteen cars.
Fifteen cars.
I can see fifteen cars!

Balls, balls,
How many balls?
How many balls are there?
Twenty balls.
Twenty balls.
I can see twenty balls!

14 Presentation

Numbers 16 to 20

Using the page

6 Listen and say.

- Pre-teach numbers 16–20 using classroom objects, e.g., show 15 pencils and add five more as you count them, *Fifteen pencils, sixteen pencils, etc.* Ask students to look around and count 20 objects in pairs (tables, chairs, backpacks, books).
- Play the audio and have students listen as they look at the vocabulary in their books.
- Play the audio again and have students repeat the vocabulary.
- Ask students to look at the pictures on the page and identify the colors, e.g., *sixteen–red, seventeen–blue.*

7 Listen and write. Then sing.

- Teach the plural form of nouns. Draw a ball on the board and ask, *How many balls? (1 ball)*. Now draw three balls and ask, *How many balls? (3 balls)*. Say three balls emphasizing the “s” sound. Now add three more balls and ask, *How many balls? (6 balls)*.
- Ask students what they can see in the pictures. Point to each group of toys in turn and ask, *What are these?* Then ask questions about the colors, e.g., *How many (green trains) can you see? (Four.)*
- Play the song audio and have students listen.
- Play the song again and ask students to write the missing words in the spaces. Have students check their answers with partners.
- Invite students to sing the song. Play the audio again and ask students to mime the toys as they sing the song.

Online task: Direct students’ attention to Pippin. Tell students to go online to Tropical Island and find the item that Pippin is holding. Once students click on it, they are taken to a supplementary language task.

WB Assign Workbook page 12. For the answers, see page 162.

Student Book page 14

Objectives

- To use the numbers 16–20
- To practice toy vocabulary with a song

Target language

sixteen, seventeen, eighteen, nineteen, twenty

Materials

Picture Cards 20–27, small objects (such as straws, toothpicks, beans, etc.), drawing paper

Warm-up

- Hold up Picture Cards 20–27 in turn and ask for each, *What’s this? What color is it?* Call on students to take over as teacher.
- Review numbers 1–15. Write the numbers on the board and point to each as you count to 15 several times. Count to 15 again showing the appropriate number of pens or pencils this time. Now hold up two pencils and ask, *How many?* Continue with the other numbers. Have pairs of students place 15 stationery items in front of them. Have them play this game, asking each other, *How many?*

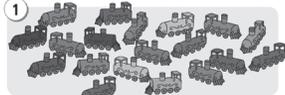
Extension

Counting Game

Give each student 20 straws, toothpicks, beans, etc. Call out numbers in various order and have them count out that number of items. Divide the class into pairs. Students count out (five) beans and ask their partners, *How many?* Teach the word for beans, toothpicks or whatever you may be using so they can use the plural form of the word.

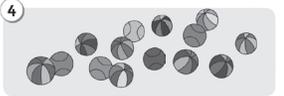
1

8  **Look and circle. Then ask and answer.**

1 
nineteen / fifteen

3 
twelve / **twenty**

2 
seventeen / sixteen

4 
fourteen / eighteen

How many trains are there?



There are nineteen trains.



9  **Look at Activity 8. Write.**

- 1 How many trains are there?
There are nineteen trains.
- 2 How many teddy bears are there?
There are seventeen teddy bears.
- 3 How many dolls are there?
There are twenty dolls.
- 4 How many balls are there?
There are fourteen balls.

SKILLS

Presentation / Practice Asking and answering about quantity **15**

Using the page



How many bikes are there?
There are sixteen bikes.

8  **Look and circle. Then ask and answer.**

- Ask students questions about the pictures. Point and ask, *Are these teddy bears?* (*No, they aren't. They're trains.*) Practice the number vocabulary by asking students to count different objects in the classroom.
- Have students look at the pictures, count the toys and circle the correct numbers.
- Pair students and have them ask each other about the toys using the target language, e.g., *How many trains are there?* (*There are nineteen trains.*) Partners can switch roles and play again until each student has had a chance to ask and answer about all the toys.

9  **Look at Activity 8. Write.**

- Review the words 14–20 and the toy vocabulary. On the board, write the first two letters of a target word and have students complete it. Repeat until you have written all the target words on the board. Say a toy word in singular and ask students to call out the plural form, e.g., *bike – bikes*. Then have a student come to the board, find the word and add the plural ending.
- Have students look at Activity 8 and complete the sentences.
- Pair students and have them ask and answer the questions to check their answers.

WB Assign Workbook page 13. For the answers, see page 162.

Extension

How many?

Divide students into groups of four. Give out Activity Sheet 1 to each group and have student cut out the pictures, and glue each one on a piece of paper. Put Picture Cards 20–27 on the board and write down a number from 12 to 20 under each card. Then point to each card and say, e.g., *twelve bikes*, *thirteen trains*, etc. Have each group draw the missing toys on the corresponding piece of paper to match the numbers on the board. Give students 30 seconds for each toy. Then call out, *Stop*, and invite each group to come to the board and show their pictures. Have the class ask the group for each toy, e.g., *How many bikes are there?* The winner is the group who has drawn the correct number of toys on each piece of paper.

Student Book page 15

Objectives

- To talk about toys
- To practice the question *How many (bikes) are there?*
- To use numbers up to 20

Target language

How many bikes are there?
There are sixteen bikes.

Materials

Picture Cards 20–27, Activity Sheet 1, paper and glue

Warm-up

- Play a Picture Card game by sticking four cards (20–27) on the board in a row. Call out three of the toys. Have students say the toy you didn't mention.
- Play the song (CD track A:25), and have students sing along. Review plural nouns by drawing some toys on the board or showing real toys or classroom objects in various numbers. Ask, *How many (boats)?* (*2 boats.*)

10  Listen to the story.

STORY



1 What's this?

2 It's a doll. Oh ...

3 Look! What's that?

4 Awk!

5 Princess Emily! She's my friend!

6 Let's go to the Princess!
Hello, Pippin.
This is Pippin. He's my friend!

16 Consolidation

Using the page

10 Listen to the story.

- Direct students' attention to the storyboard and ask questions about the characters and each scene: *What can you see in the pictures? (Lindy and a present.)*
- Ask students to predict what will happen in the story.
- Play the audio and have students listen to the story as they follow along in their books.
- Play the audio again. Check students' understanding of the story by asking questions and pointing to the pictures. Ask, e.g., *What do Lindy and Joe find? (A doll.)* Make sure students are aware that Lindy and Joe are meeting Pippin for the first time, and they decide to help Pippin find Princess Emily.
- Play the audio again and ask different groups of students to read along the parts of Lindy and Joe, while you read Pippin.

WB Assign Workbook page 14. For the answers, see page 162.

Extension

Alternative Story Ending

Ask students what they liked about the story and what they didn't like. Ask them to think of a continuation to the story and think about possible things the characters say. Divide the class into groups and ask each group to draw one more frame to complete their 'new' story.

Student Book page 16

Objective

To consolidate target language in a story

Additional language

She's my friend.
Let's go to the Princess.

Warm-up

- Remind students that Princess Emily lost her treasure chest containing her special things and that her naughty parrot, Pippin, flew away. The Princess is very sad because she lost her only friend. Pippin then flew to the island to collect Princess Emily's belongings. Teach the word *friend* if necessary.
- Ask students to recall the opening scene in Unit 1. Ask (in students' first language if necessary) what Lindy and Joe were doing (*playing with their toys*) and what Pippin was looking at (*a present*). Ask students to guess what might be inside the present.

1

11  **Look and circle.**

1 (He's / She's)
my friend.  2 (Lindy / Joe)
is my friend. 

3 (Lindy / Pippin)
is my friend.  4 (Joe / Lindy)
is my friend. 

12  **Role-play the story.**

13  **Look and check (✓).
Then write about yourself.**

VALUES

Friendship is important.

1  2 

Good friends play together and share toys. Good friends listen and help.

Who is your best friend? What do you like?

Sam is my best friend.

We like chocolate

but we don't like coffee.

Suggested answers
Students' answers can vary.

HOME-SCHOOL LINK
Tell your family about your friends.

PARENT

Comprehension / Values Being a good friend 17

Using the page

11 Look and circle.

- Tell students to look at the pictures. Have them name each picture (Pippin, Joe, Princess Emily, Lindy).
- Put students in pairs. Ask them to circle the correct words in each speech bubble.
- Check answers by calling out a character's name, e.g., *Pippin*, and have the class read the speech bubble, e.g., *She's my friend*.

12 Role-play the story.

- Divide students into groups of three. Give each group a set of cut-up Story Cards and have students place them in order.
- Invite three student volunteers to act out the roles of Lindy, Joe and Pippin. Play the audio while students mime the story first. Then play the audio again and have students speak along to the audio. Encourage students to say the lines from memory using prompts. You may wish to use props for the role-play.
- Ask other groups of students to come to the front to role-play the story. Give every student the opportunity to participate.

13 Look and check (✓). Then write about yourself.

- Read the value, *Friendship is important*. Direct students' attention to the pictures of friends. Point and ask, *Are these two boys friends? (No.) How about those boys? Are they friends? (Yes. They play together.)* Continue with the other two pictures.
- Then read the two sentences aloud. Have students check the correct pictures.
- Have students complete the sentences about themselves. Invite individual students to read out their sentences in front of the class.

WB Assign Workbook page 15. For the answers, see page 162.

Student Book page 17

Objectives

- To provide story comprehension
- To role-play a story
- To talk about friendship

Additional language

good, friends, share toys, play together, listen, help

Materials

Story Cards, props for acting out the story (e.g., a wrapped doll), photocopies of the story scene

Warm-up

- Play the story audio again (CD track A:28) and review the story with students. Review the characters' names and the objects that appear in the story.
- Ask questions about the story: *Who is this? (Lindy.) Who's that? (Joe.) What do they have? (A doll.) What do they see? (A bird.)*

Extension

Puzzles

Make copies of story scenes. Cut them into different puzzle pieces. Divide students into 3–4 groups and have a student from each group race to put the puzzle back together. Continue until all students on each team have had a chance to do the puzzle. The winner is the fastest and most accurate team.

Home-School link: Read the directive with the class: *Tell your family about your friends*. Ask students to do this at home.

14 Look and write.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

15 Listen and stick. Then say.

+ plus **-** minus **=** equals

1 + =

2 - =

3 + =

MINI-PROJECT
Draw a math problem for a friend.

18 Cross-curricular Math: Plus, minus, and equals

Using the page

14 Look and write.

- Have students write the missing numbers in the chart. Invite individual students to write them on the board.
- Have students check their answers by counting to 20 in pairs.

15 Listen and stick. Then say.

- Have students look at the math symbols on the page and read the three words. Help students identify the toys by pointing to them and asking, *What's this? (It's a boat.)*
- Ask students to take out the toy stickers from the back of their books. Tell them that they are going to listen to the audio and then stick the toy stickers in place.
- Play the audio and have students point to the corresponding pictures and symbols in their books, and say the equations along with the audio.

1. One boat plus one boat equals two boats.
2. Three balls minus two balls equals one ball.
3. Two cars plus two cars equals four cars.

- Play the audio again and have students stick the toy stickers as they listen.
- Play the audio again. Check the answers with students.
- Pair students and have them take turns saying each equation.

WB Assign Workbook page 16. For the audio script, see page 158. For the answers, see page 162.

Student Book page 18

Objectives

- To integrate cross-curricular content (math) into English class
- To develop cross-curricular content through a short project

Additional language

plus, minus, equals

Materials

small items (e.g., beans, bottle caps, buttons)

Warm-up

- Review numbers 1–20. Point your finger upward, and have students start to count, *one, two, three, four*, etc. Then point downward, and have them count in reverse order, *four, three, two*. Next, point horizontally, and have them say the same number, *two, two, two*. Students shouldn't pause. Play the game until students say all the numbers up to 20.
- Divide the class into two teams. Call out random numbers and have students from each team run to the board and write them down. Continue until students have written all numbers up to 20 on the board. The winner is the team with the most correct numbers.

Extension

Sums Display

Have students bring in small items (e.g., beans, bottle caps, buttons) from home to create a sums display. Students stick the items on thick card board paper and display them around the classroom. For example: 3 beans + 4 beans = 7 beans.

Word Card Sums

Do some math sums on the board using Picture Cards or by writing the numbers. Write or stick, *seven/7 + two/2 = ?* Have students say or find the correct answers and write/stick them on the board.

Mini-project: Have students draw some sums for a friend. Have them draw three or four sums like the ones in Activity 15 for a classmate to complete. Ask them to share their sums with the class and read them aloud, e.g., *Two trains plus five trains equals seven trains.*

SOUNDS FUN! 1

16 Listen.

1 **ch** 2 **sh**

17 Listen, point, and say.

18 Listen and blend the sounds.

1 ch - o - p chop	2 ch - i - n chin
3 r - i - ch rich	4 m - u - ch much
5 sh - i - p ship	6 sh - e - ll shell
7 f - i - sh fish	8 d - i - sh dish

19 Underline *ch* and *sh*. Read the words aloud.

1 <u>shell</u>	2 <u>chop</u>	3 <u>rich</u>
4 <u>fish</u>	5 <u>chin</u>	6 <u>ship</u>

Phonics 19

- Provide a good model when pronouncing the phonemes, say, e.g., *ch* is a short sound, not *chuh*. Listen to the audio and practice the phonemes before class.

Using the page

16 Listen.

Have students open their books. Play the audio a couple of times.

ch /ch/ /ch/ /ch/
sh /sh/ /sh/ /sh/

17 Listen, point, and say.

Play the audio, pausing after each letter-sound to allow students to do the activity. Repeat several times.

/sh/, /sh/ /ch/, /ch/ /sh/, /sh/
/ch/, /ch/ /ch/, /ch/ /sh/, /sh/

18 Listen and blend the sounds.

- With books closed, introduce the concept of blending sounds. Start with the word *chop*. Put the *ch* card on the board and sound out *ch*. Have the students repeat after you. Then do the same for *o* and *p*. Now sound out *ch-o-p* while tapping your finger under each card and have the students repeat. Finally blend and say the word, *ch-o-p*, *chop* a few times, having students join in with you. Repeat with other words.
- Play the audio and have students do the activity.

19 Underline *ch* and *sh*. Read the words aloud.

With books closed, write *shell* on the board. Sound out *sh* and select a student to underline the letter *sh* in that word and then read the word out. Now have students find the same word on the page, then underline the letter-sounds and read the word aloud. Do the same with the other sample words.

WB Assign Workbook page 17. For the audio script, see page 158. For the answers, see page 162.

Extension

Build the Word Challenge

Put the class into two teams. Put all the letter cards on the board and draw three grids of three squares for the CVC words: one for yourself and one for each team. Say one word, e.g., *fish*. Have a volunteer from each team write the first letter in the first square. Continue until the word is written. Now use the letter cards to make the word *fish* in your grid so teams can check their words. Read the word out as a class and give scores to the teams for correct spelling. Continue with other sample words.

Student Book page 19

Objectives

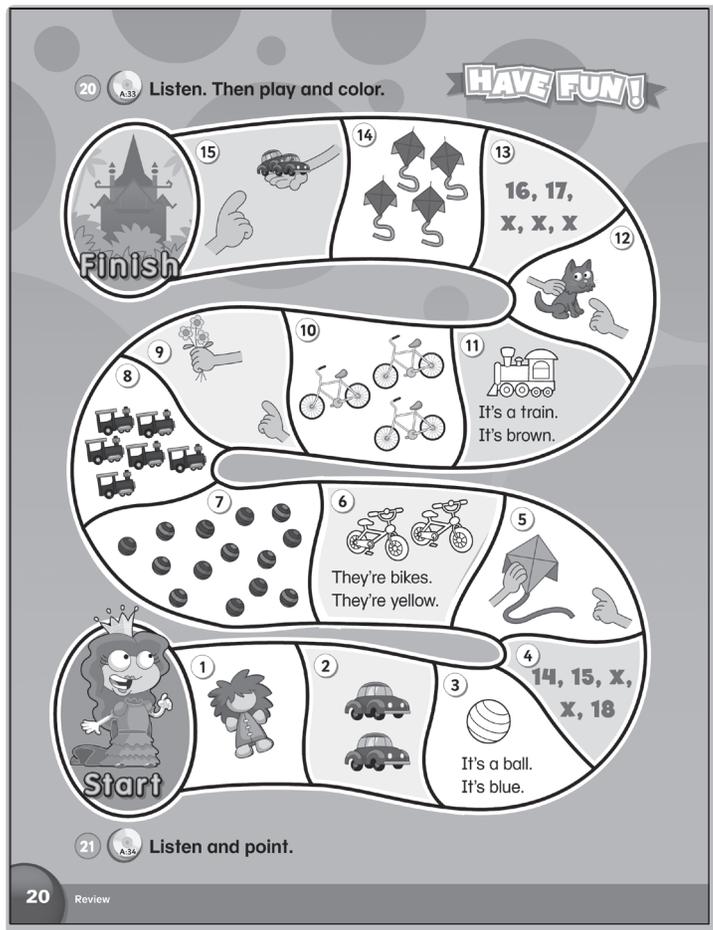
- To learn sounds and letters: *ch*, *sh*
- To practice reading and spelling sample words (*chop*, *chin*, *rich*, *much*, *ship*, *shell*, *fish*, *dish*)

Materials

letter cards (from Level 1) and (*ch* and *sh*), word cards (*chop*, *chin*, *rich*, *much*, *ship*, *shell*, *fish*, *dish*)

Warm-up

- Draw pictures on the board of things beginning with *ch*: a check mark, a chin. Say, *ch ch ch check*, *ch ch ch chin*. Look for anything else beginning with *ch*, or a student whose name begins with *ch*. All the time say, *ch ch ch*. Encourage students to join in saying *ch ch ch*. Write the letters *ch* on the board and say *ch*. Point to the check mark and say, *check*. Now elicit *check* or *ch* from the students depending on what you point at. Continue with the letter-sound *sh*.
- Now model writing large *ch* on the board, say as you write, *I go round in a circle from top to bottom for c and then straight down and up and over for h*. Trace the grapheme again with your finger. Now ask the students to write *ch* along with you in the air. Do this several times. Continue with the other letter-sounds.



Student Book page 20

Objective

To review unit language with a game

Materials

Picture Cards 20–27, Activity Sheet 2, dice

Warm-up

Write the following headings on the board: Colors, Numbers and Toys. Say a number, color or toy word and have students say which category it belongs to.

Using the page

20 Listen. Then play and color.

- Teach the word *game*. Indicate the board game in the book and say, *Let's play a game!* Point to various objects along the path of the game and ask, *What is it? (It's a kite.) What color is it? (It's blue.)*
- Give each pair of students a die. Explain how to play the game. In groups of four, pairs take turns to toss the die and move their counter, beginning at "Start." Pairs receive a point for every correct action/answer and lose a point for every mistake. The pair with the highest number of points at the end of the game wins.

- There are different types of square: 1) picture of object(s) with a hand pointing next to/far from it; Students in the pair ask and answer about the toy. (*What's this/that? It's a kite. It's blue;*) 2) multiple numbers of objects; Students ask and answer about the number of that particular object (*How many balls are there? There are 15 balls.*); 3) non-colored object(s) with given sentences; Students read the sentences and color the picture.
- Play the audio to model the language.

A: *One! One.... What's this?*

B: *It's a doll. It's pink.*

C: *Our turn! Five! One, two, three, four, five.... What's that?*

D: *It's a kite. It's blue and pink.*

- Pair students again and have them play the game with new partners and in new groups.

21 Listen and point.

- Stick Picture Cards 20–27 in different places around the classroom. Say, *Point to the (boat)*. Demonstrate by pointing to the *boat* card. Continue with a few more cards and then say, *Point to something (green)*.
- Play the audio and have students point to the objects on the board game as they listen to the audio.

Point to something green. Point to something red. Point to something pink. Point to something blue. Point to something yellow. Point to something orange. Point to something black. Point to something brown.

- Play the audio again and have students point to different objects in the classroom. Encourage them to say the names in English.

WB Assign Workbook page 18. For the answers, see page 162.

Extension

Hide and Find

Divide students into groups of four (in two pairs) and distribute one copy of Activity Sheet 2 to each group. Ask students to cut out the number cards. Explain how to play the game. The first pair has a minute to try and memorize the 12 pictures. They then turn their backs, while the second pair puts the four number cards over four pictures on the sheet. Then the first pair turns around and calls out which four pictures are hidden under the cards, e.g., *1. Lindy, 2. Eighteen, 3. Four boats, 4. Eight plus twelve equals twenty*. When they finish, the two pairs switch roles and play again.

1

PROGRESS CHECK

22 **Write. Then color.**

1
 one brown doll

2
 thirteen pink balls

3
 three red trains

4
 four black bikes

23 **Listen and write the numbers.**

a
 13

b
 14

c
 16

d
 1

e
 17

f
 18

g
 19

h
 20

I CAN

I can talk about toys.
 I can count to twenty.

TEACHER

Now go to Tropical Island.

Review & Assessment
21

- Pair students and have them check the answers by asking each other about the number and color of each toy item, e.g., *How many dolls are there? (One doll.) What color is it? (It's brown.)*

23 **Listen and write the numbers.**

- Have students look at the pictures and identify each toy. Point and ask, *What's this? (It's a car.)*
- Have students continue the activity in pairs, asking and answering about all the pictures.
- Have students listen to the audio as they look at the pictures.

1. *How many brown teddy bears are there?
There are fourteen brown teddy bears.*
2. *How many yellow cars are there?
There are nineteen yellow cars.*
3. *How many green kites are there?
There are twenty green kites.*
4. *How many blue cars are there?
There are thirteen blue cars.*
5. *How many red bikes are there?
There are sixteen red bikes.*
6. *How many gray boats are there?
There are eighteen gray boats.*
7. *How many orange balls are there?
There is one orange ball.*
8. *How many pink dolls are there?
There are seventeen pink dolls.*

- Play the audio again and ask students to write the numbers they hear for each toy item.
- Check the answers with the whole class by asking about each toy, e.g., *How many cars are there? (There are thirteen cars.)*

WB Assign Workbook page 19. For the answers, see page 162.

Student Book page 21

Objectives

- To complete a progress check
- To provide an opportunity for self-assessment

Materials

Picture Cards 20–27; 28–32, drawing paper, crayons or colored pencils

Warm-up

Stick Picture Cards 20–27; 28–32 on the board. Stick a word card below each, but make some intentional mistakes. Teach the words *right* and *wrong*. Point to each in turn and ask, *right* or *wrong*? Invite students to the board to correct your mistakes.

Using the page

22 **Write. Then color.**

- Have students look at the pictures. Ask students to identify the toys. Point and ask, *What's this? (It's a doll.) What are these? (They're balls.)*
- Have students write the number of the toy items and color the pictures.

Extension

Show and Tell

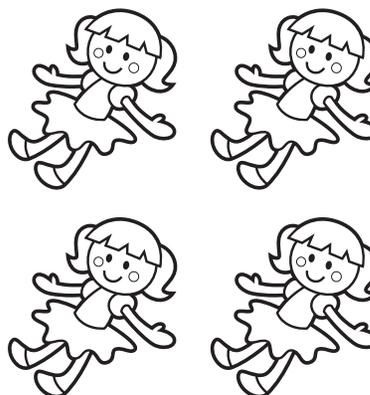
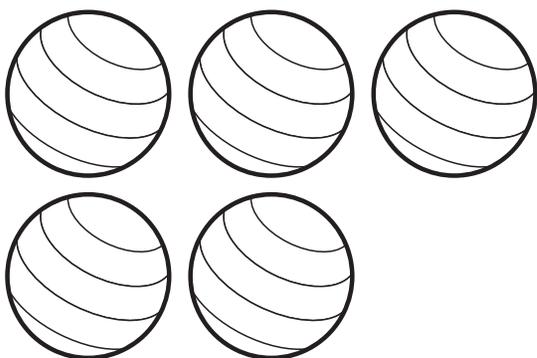
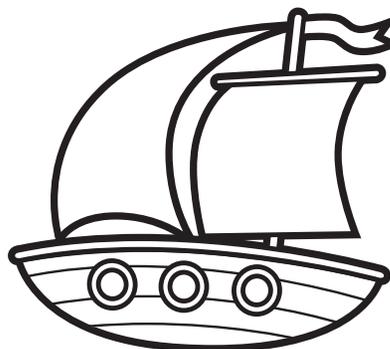
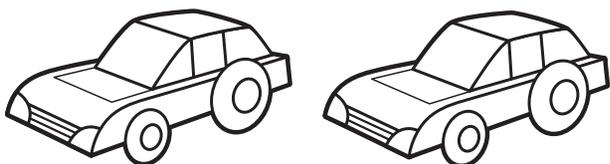
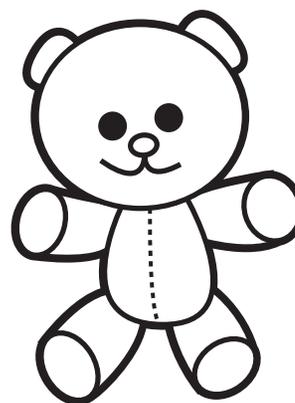
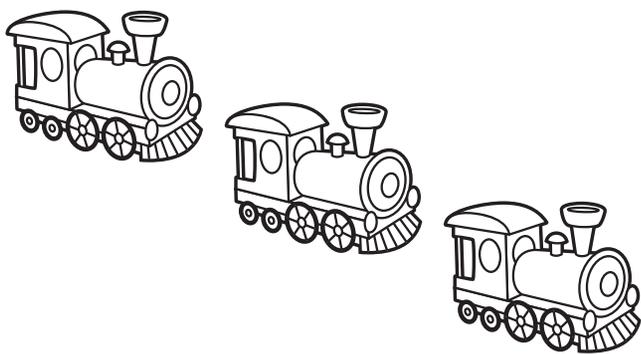
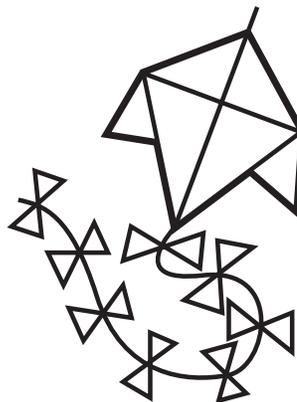
Ask students to bring in their favorite toy from home. Encourage them to “show and tell” by describing their toys or just to share their toys with their friends and play. Play some music to create a relaxing atmosphere.

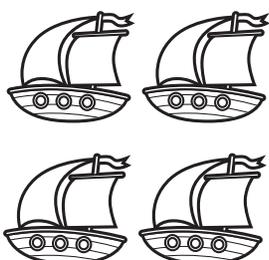
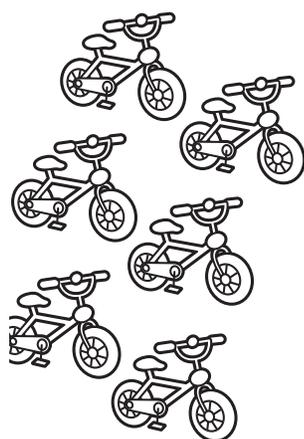
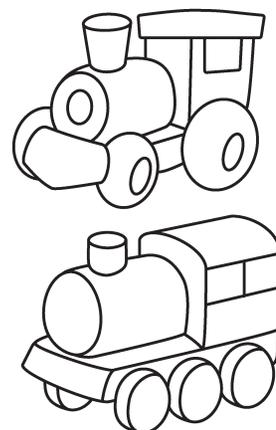
Unit wrap-up

I can: Read the two statements with students and invite students to check the boxes. Say, *Good job!* Then walk around the class and initial the page.

Tests: You may wish to give Unit 1 Test (see page 192) at this time.

Students can now go online to Tropical Island.





18

$$8 + 12$$

19

$$3 = 20$$

1

2

3

4



