4 Puppet show!

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OBJECTIVES

Reading

- Reading accuracy – Can recognize simple words and phrases related to familiar topics, if supported by pictures.
- Reading accuracy – Can understand simple contractions (e.g., "I'm," "he's," "we're").

Listening

- Listening comprehension – Can recognize familiar words and phrases in short, simple songs or chants.
- Listening development – Can understand simple spoken commands as part of a game.

Speaking

- Spoken acts – Can express surprise or shock, using a simple fixed expression.
- Spoken production – Can name common parts of the body.
- Spoken production – Can describe someone's physical appearance using one or two words.

Writing

- Written production – Can write some familiar words.

KEY LANGUAGE

Key vocabulary	Phonics	STEAM	Grammar	Culture
arms	The sounds /s/ and /z/	hear	I have big eyes.	China
ears	seven	see	You have short hair.	Chinese
eyes	sing	smell	He has two ears.	dinner
face	six	taste	She has long hair.	dragon
feet	song	touch	I'm tall.	Ecuador
hair	sun		You're short.	festivals
hands	zebra		He's short.	fireworks
head	zoo		She's tall.	lantern
legs			What a big mouth!	New Year
mouth				puppet
nose				

PROJECT: CREATE A PUPPET SHOW

Students will think about and discuss different types of puppets. They will decide what materials and art items to use for their puppet and make a plan. They will make their puppet and write a role-play with their partner. Then they will put on their puppet show.

Materials: coloring pencils, different colored card, scissors, glue, string, rubber bands, a stick or rolled-up card, pipe cleaners, bits of fabric, popsicle sticks, etc.

EXPERIMENT LAB: THE FIVE SENSES

Students will learn about the five senses and which part of our body we use for each sense. They will experiment by tasting different food with their eyes closed and guessing what it is.

Materials: at least four different types of food for tasting (fruit, vegetables, sugar, salt, etc.), plates or bowls

Pearson English Portal digital resources

Go to the Pearson English Portal and click on "Resources" for more teaching resources, including videos and games.

CODING: *IF/ELSE* CONDITIONALS AND ALGORITHMS/SEQUENCING

- Students will be able to understand and perform simple *if* or *else* conditional actions and reactions.
- Students will identify simple problems or errors in a series of steps and correct them to achieve a task or outcome.

MATH

Students will learn how to understand quantities.

VALUES AND SOCIAL-EMOTIONAL LEARNING: INCLUDE OTHERS

Students will learn how to include others who are feeling lonely in their activities.

CREATIVE ACTIVITIES

Make your own picture dictionary.

This feature occurs in each Vocabulary lesson and encourages students to process new vocabulary through drawing and writing.



Write *has* or *have*. Then write a number and draw.

Students draw a picture of a monster they've created by drawing on a number of new body parts.

Act out the story in groups.

This feature occurs in each Story lab lesson and will help students revisit and produce core language learned so far in the unit, as well as collaborate with other students in a fun context.

Make the letters *z* and *s* in sand.

Students draw the shape of the letters *z* and *s* in sand to help process the written form and sounds of the letters.

GLOBAL AND CULTURAL CITIZENSHIP: LET'S CELEBRATE

Students will learn about New Year festivals around the world.

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How can I do a puppet show?

OPENER



Lesson flow

Warm up · Critical thinking · Lesson objective · Presentation · Practice · Song · Objective review

LESSON OBJECTIVE

I will learn about parts of the body.

KEY LANGUAGE

hands	head	leg

Warm up

- Remind students of the actions they know by asking them to *stand up*, *sit down*, *open your book*, *close your book*, *pick up your pencil*, *put down your pencil*. Say each action and have students show you a few times to ensure understanding.
- Then introduce two new actions by showing students how to *turn around* and *clap*. Ask them to copy each action and then say each action, and have them show you a few times.
- Have students work in pairs to practice the actions. One student says an action and the other student has to do the action. When the student does the action correctly, they swap roles.

CRITICAL THINKING

- Ask students *How can I do a puppet show?* Explain that they will create a puppet show as their final project. Then ask them in L1 what they need to be able to complete the project. Write ideas on the board (*puppets*, *a stage*, *a script*).

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- **Involve** Next, ask students to think about what they will learn so that they can complete the project in English (vocabulary for parts of the body, how to describe people, how to talk about surprising things, etc.). Ask them to discuss ideas with their partner.
- **Assist** Go around the class and ask each student to share one idea. Write the ideas on the board. Encourage students to use English, but also accept ideas in L1.
- **Extra** Ask students to think of different types of puppets and write ideas on the board. Then ask students to draw a picture of one of those puppets in their notebooks. They can label the puppet with any English words they know, like colors and numbers.

Lesson objective

- Introduce the lesson objective. Say *Today I will learn about parts of the body.*

- **Involve** Students will learn to sing a song with actions about parts of the body. The rhythm, music, and actions will help both memory and recall of the new language.

COMMUNICATION

Presentation

1 Look at the photo. What can you see?

- Ask students to look at the photo and share their ideas. Encourage them to use words they know, like colors, numbers, and toys.
- **Differentiation** Point at a teddy bear and ask *What's this?* (*It's a teddy bear.*) *How many* (*teddy bears*) *are there?* (*There are two.*). Then repeat for the car. Ask students to ask and answer with their partner and then repeat with other items, for example, the books, the balls, the window, etc.

CRITICAL THINKING

Practice

2 Stick the body parts on the picture.

(Answers: Students stick the head, hands, and leg on the puppets.)

- Ask students to look at the picture and guess where the stickers can go. Write ideas on the board. Ask students questions in L1 to ensure understanding, and encourage discussion around the reasons for students' guesses.
- Ask students to add their stickers to the picture.
- **Assist** Look back at the ideas on the board and discuss any similarities or differences with students in L1.

- Introduce the new vocabulary (*hands*, *head*, *leg*) and encourage students to say the words out loud.
- **Challenge** Show students the body flashcards and ask them to show you the same part of their body. Then ask *How many are there?* (*There's one./There are two.*). Next, show students the flashcards and slowly reveal part of the picture. Students have to show the same part of their body as quickly as possible.

Song

3 052 Listen and point. Then sing along and dance.

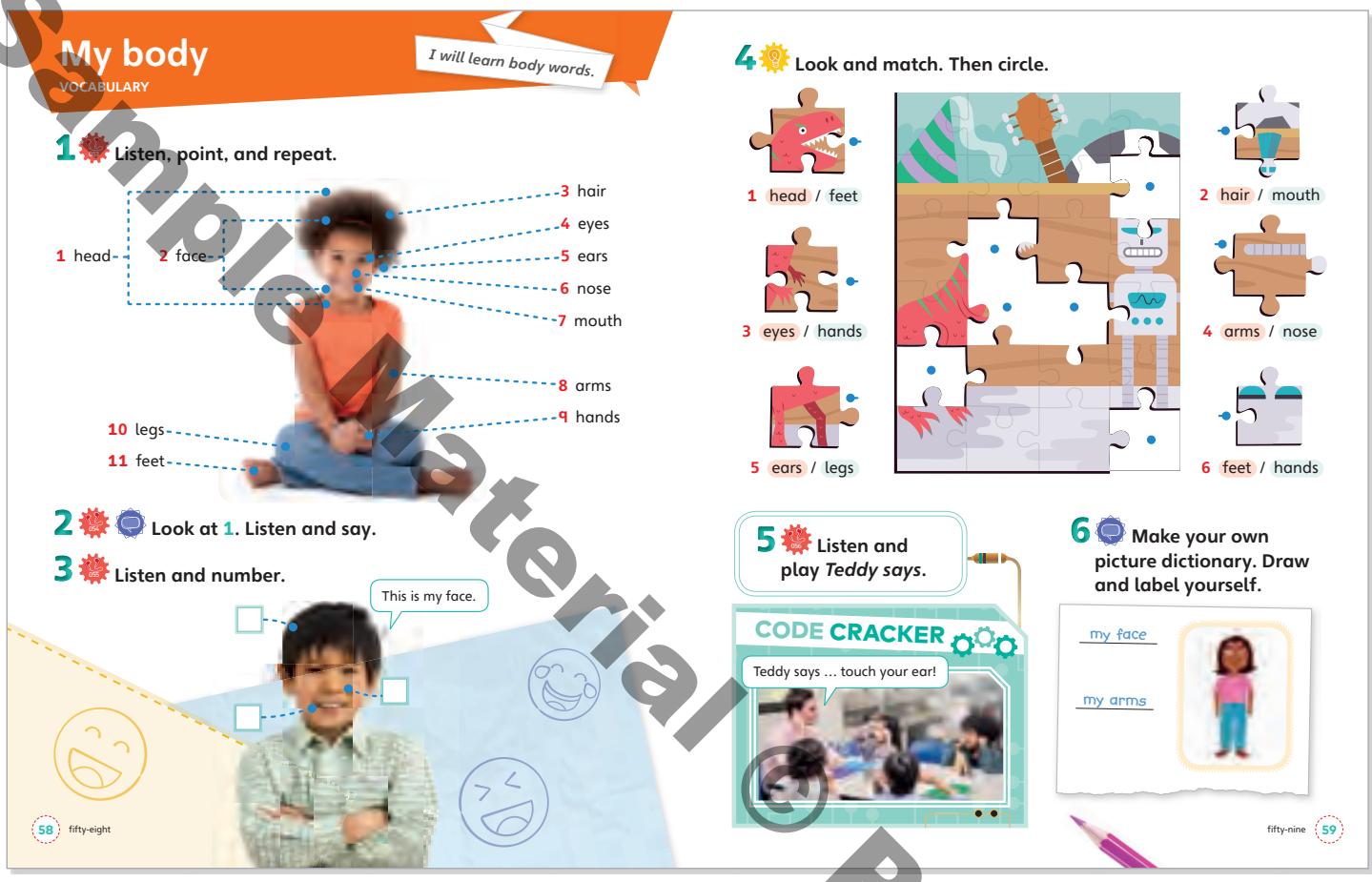
- Play audio 052. Have students listen and read along with the song quietly.
- Play the audio again. Have students sing along and show them the actions. You may need to repeat the song with actions a few times for students to remember.
- Actions are: *Put your hands up!* (hands up) *Put your hands down.* (hands down) *Clap your hands* (clap once) *And turn around!* (turn around on the spot) *Put your head up!* (look up to the sky) *Put your head down!* (look down at the floor) *Clap your hands* (clap once) *And turn around.* (turn around on the spot) *Put your leg up!* (one leg up) *Put your leg down!* (same leg down) *Clap your hands* (clap once) *And turn around.* (turn around on the spot). If any students have limited mobility, adapt the actions so that everyone is able to do them.
- **Extra** Divide the class into three groups to sing the song. One group sings the first verse, the second group sings the second verse, and the third group sings the third verse. Sing the song three times, so that each group can sing the three different verses. You could use the dance move cards to help guide students.

Objective review

- Revisit the lesson objective. Say *Now I know about parts of the body.*
- **Involve** Encourage awareness of what students know by eliciting the new vocabulary words and their actions.

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My body
VOCABULARY



Sample Material © Pearson 2023

Lesson flow



LESSON OBJECTIVE

I will learn body words.

KEY LANGUAGE

arms	feet	legs
ears	hair	mouth
eyes	hands	nose
face	head	

Warm up

- Show students the body flashcards and ask them to point at the same part of their body. Then have students say and do the actions of the song with you.
- **Assist** Ask students if they know any body words. Elicit the words *hands*, *head*, *leg*. Encourage students to share other body words they know.
- Next, show students an action with part of your body and have them copy, for example, clap hands, arm up, etc. If they know the body words and actions, encourage them to say them, too (*hands*, *head*, *leg*, *clap*, *up*, *down*, *turn around*).
- **Differentiation** Repeat the above activity faster and faster, saying the words out loud for students to repeat, and have them copy your actions, too. If they don't know the words, they can just copy the actions. If students do the wrong action, they have to sit down. Continue until you only have a few students left standing.

Lesson objective

- Introduce the lesson objective. Say *Today I will learn body words.*

- **Involve** Students will learn 11 new body words that relate to their everyday lives. They will practice making sentences about them.

Presentation

1 053 **Listen, point, and repeat.**

- Point at each of the body parts in the photo and elicit from students the words (*hair*, *face*, etc.).
- Play audio 053. Students listen, point at the body parts, and repeat the words.

COMMUNICATION

Practice

2 054 **Look at 1. Listen and say.**

(Answers: **8** arms, **6** nose, **1** head, **10** legs, **2** face, **9** hands, **4** eyes, **11** feet, **3** hair, **7** mouth, **5** ears)

- Ask students to look at the numbers next to the parts of the body in Activity 1.
- Play audio 054. Students listen and say a part of the body for each number they hear.
- **Extra** Ask students to work with a partner. They look at the parts of the body in Activity 1, then Student A says a word and Student B has to say the number.

Practice

3 055 **Listen and number.**

(Answers: **1** nose, **2** hair, **3** mouth)

- Tell students to listen and number the parts of the body in the order they hear them. Play audio 055.
- **Monitor** Check answers with the class. Play the audio again if needed.
- **Challenge** Start drawing a part of the body on the board. Draw it slowly and have students try to guess as quickly as possible what part of the body it is. More confident students could draw the parts of the body for other students to guess, too!

CRITICAL THINKING

Practice

4 **Look and match. Then circle.**

(Answers: **1** head, **2** hair, **3** hands, **4** arms, **5** legs, **6** feet)

- Ask students to look at the jigsaw pieces and guess where they need to go in the big picture. Write ideas on the board. Ask students questions in L1 to ensure understanding and encourage discussion around their reasons.
- Then students draw a line between the jigsaw pieces and the empty space in the big picture.
- **Assist** Check answers with the class. Look back at the ideas on the board and discuss in L1.
- Next, ask students to look at the jigsaw pieces and circle the correct words underneath.

CODE CRACKER

Practice

5 056 **Listen and play *Teddy says*.**

(Answers: Students only do the action when they hear *Teddy says*; otherwise, they do not move.)

- Coding syllabus: Students will be able to understand and perform simple *if* or *else* conditional actions and reactions.
- Students will follow the actions they hear, but only if Teddy says the action. If Teddy doesn't say the action, then students will not move.
- Tell students to listen and follow the actions they hear about what parts of their body they should touch. Explain that they should only do the actions if Teddy says the action, but if Teddy doesn't say the action, then they should not move. Play audio 056.
- **Monitor** Ask more confident students to stand at the front of class for others to copy. Then play the audio again with confident students standing at the back of class.
- **Challenge** Repeat the game with you or a confident student playing Teddy. Gradually make the pauses between each instruction shorter and shorter.

CREATIVITY

Picture dictionary

6 **Make your own picture dictionary. Draw and label yourself.**

- Ask students to add to the picture dictionary they started in Unit 1. See page 6 for reference.
- Show students the example in the book, then write the 11 new body words on the board. Ask students to draw and label a picture of themselves in their notebooks.
- Encourage students to copy the words neatly around the picture they draw.
- **Differentiation** See Unit 1, page 35 for ideas.

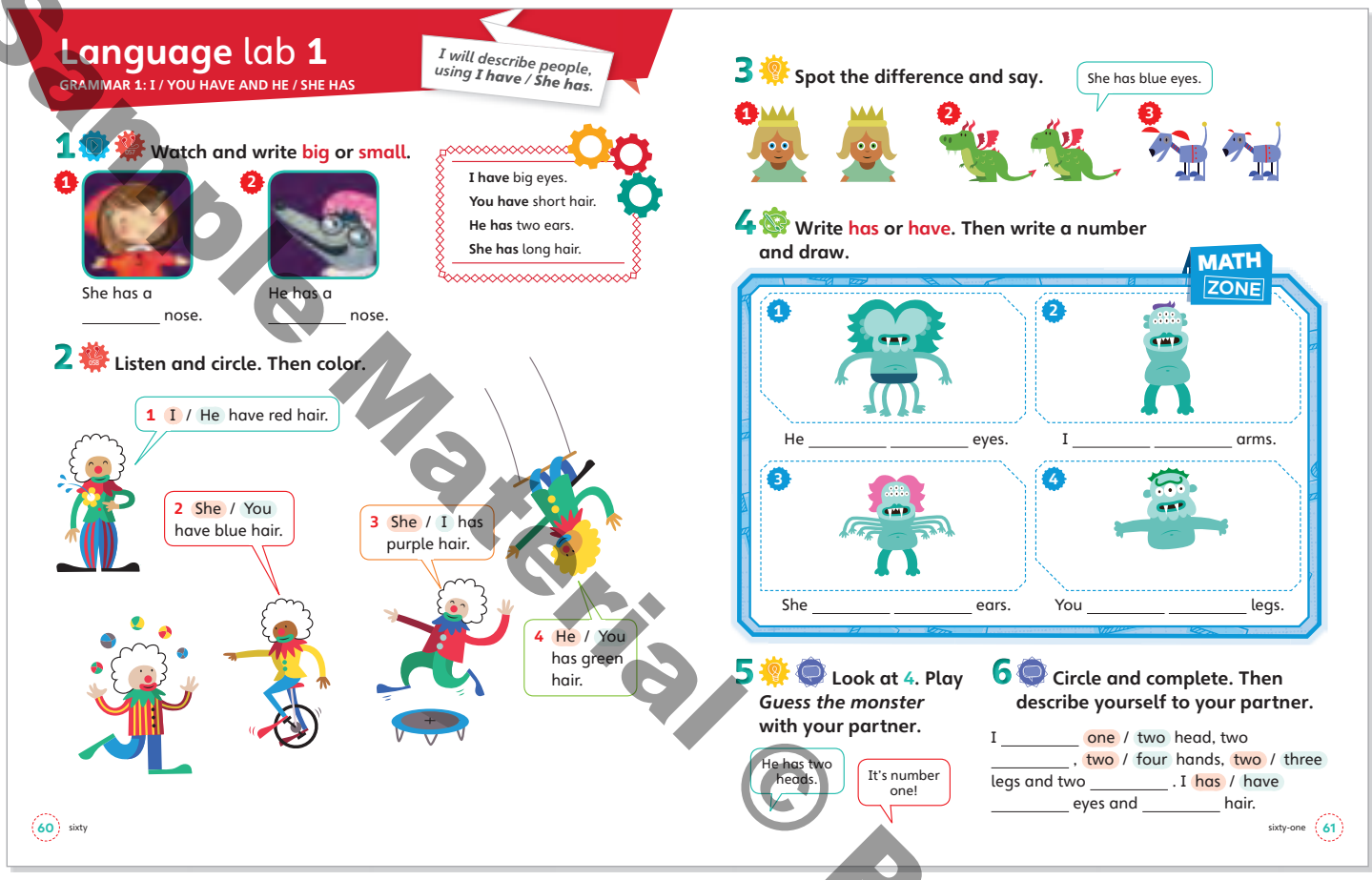
Objective review

- Revisit the lesson objective. Say *Now I can use body words.*
- **Involve** Encourage awareness of what students can do by eliciting the new vocabulary words and having students point at pictures of them.

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Language lab 1

GRAMMAR 1: I / YOU HAVE AND HE / SHE HAS



Lesson flow



LESSON OBJECTIVE

I will describe people using *I have / She has*.

KEY LANGUAGE

I have big eyes.	He has two ears.
You have short hair.	She has long hair.

Warm up

- Put the flashcards for the parts of the body on the board. Ask students to say the words as you point at each picture and elicit the 11 parts of the body.

- **Differentiation** Encourage less confident students to reply using single words and more confident students to reply using *I have* (*two eyes*).

Lesson objective

- Introduce the lesson objective. Say *Today I will describe people using* I have / She has.

- **Involve** Students will learn how to describe people using *I have*, *you have*, *he has*, *she has*, and the adjectives *short* and *long*. They will practice using the new language in different contexts.

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Video

1 057 **Watch and write *big* or *small*.**

(Answers: **1** small, **2** big)

- Play the video *Unit 4: Puppet show* or audio 057. Ask students to sit and watch or listen quietly.
- Point at picture 1 and ask *What's this?* (*a small nose*). Then repeat for picture 2. Tell students to complete the sentences. Play the video or audio again.

Presentation

- Show students the grammar box and read the examples. Ask students to repeat.
- **Assist** Ask students who *I* is and gesture toward yourself. Then ask them who *you* is and gesture toward them. Then ask them who *she* is and gesture toward a girl student. Finally, ask them who *he* is and gesture toward a boy student.
- Gesture toward yourself, the students, a girl or a boy, and elicit *I/you/she/he*. Repeat this several times to ensure understanding.
- **Assist** Gesture toward your hair and say *I have hair.* Then gesture toward the students and say *You have hair.* Repeat this with a girl and boy student and say *She/He has hair.*
- Next, gesture toward a student with long hair and a student with short hair saying *She/He has long hair. She/He has short hair.* Repeat this to ensure understanding.

Practice

2 058 **Listen and circle. Then color.**

(Answers: **1** I, **2** You, **3** She, **4** He, Clown with flower: red hair, juggling clown: blue hair, unicycle clown: purple hair, trampoline clown: green hair)

- Show students picture 1 and how the clown is pointing at themselves and ask in L1 who they are describing (*I*). Then read the speech bubble above the clown's head and ask *What color hair?* (*red*).
- Tell students to listen and circle the correct word. Play audio 058. Then ask them to color the hair the correct color. Check answers with the class.

CRITICAL THINKING COMMUNICATION

Practice

3 **Spot the difference and say.**

(Answers: **1** She has blue eyes. / She has green eyes., **2** He has a big nose. / He has a small nose., **3** He has big ears. / He has small ears.)

- Show students the example in the speech bubble. Then ask students to look at picture 1 and ask them *What's different?* Elicit *She has blue eyes. She has green eyes.*
- Then ask students to spot the difference in the other pictures on their own or with a partner.

MATH ZONE

Practice

4 **Write *has* or *have*. Then write a number and draw.**

(Answers: **1** has, **2** have, **3** has, **4** have, Students' own answers)

- Students will learn how to understand quantities.
- Show students picture 1 and ask them what comes after *he* (*has*). Then have them read the full sentence and ask *How many eyes?* (*seven*). Explain that they have to draw seven eyes on the monster.
- Have students complete the activity, writing the words first and then drawing the correct number of parts of the body on the monsters.

CRITICAL THINKING COMMUNICATION

Production

5 **Look at 4. Play *Guess the monster* with your partner.**

- Ask two students to read the examples in the speech bubbles. Have them look at the pictures of the monsters in Activity 4 and explain that they should use the subject written below the monster (*He*, *I*, *She*, *You*) to make sentences. Tell them that their partner has to guess the monster they describe.
- **Monitor** Listen to students and provide support if needed. Take notes on any general issues with the use of *I/You have* and *She/He has*.

COMMUNICATION

Production

6 **Circle and complete. Then describe yourself to your partner.**

- Ask students to complete the sentences by writing and circling the correct words.
- **Extra** Have students draw a friend in their notebooks and write sentences to describe them, for example, *This is Sara. She has brown eyes. She has long hair. She has two ears.*
- Students take turns to describe themselves to their partner. Remind them to use words they know, like colors and numbers.

Objective review

- Revisit the lesson objective. Say *Now I can describe people using* I have / She has.
- **Involve** Encourage awareness of what students can do by showing them pictures of different people and eliciting full sentences.

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Story lab
READING



Lesson flow



LESSON OBJECTIVE

I will read a story about a monster.

Warm up

- Have students stand up and remind them of the actions for the song on page 57.
- Play audio 052 and have students sing along and do the actions.
- **Monitor** Ask more confident students to stand at the front of class for others to copy. Watch and listen to students and provide support if needed. Take notes on any general issues with pronunciation and intonation.

Lesson objective

- Introduce the lesson objective. Say *Today I will read a story about a monster.*

- **Involve** Students will listen to and read a story about a monster. They will use the information from the pictures and words to understand the story.

Pre-reading

- Ask students to look at the pictures and make predictions about what will happen in the story in L1. Write some ideas on the board. Once you have read the story together, you can compare these ideas and discuss any similarities or differences with students in L1.

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Reading

1 059 **Listen and read the story.**

- Play audio 059 and have students listen and follow the story in their Student's Books.
- **Monitor** Ask students questions to check their understanding. Point at Lily's doll in frame 1 and ask *What's this?* (*It's a doll.*). Point at Sara's monster in frame 2 and ask *What's this?* (*It's a monster.*). Point at the teddy bear in frame 7 and ask *What's this?* (*It's a big teddy bear!*). Encourage students to use full sentences.
- **Challenge** Have students close their books. Hold up the story cards one by one and ask students to retell the story in their own words.

Values

Comprehension

2 **How does Sofia feel? Draw 😀 or ☹.**

(Answer: Students draw 😀.)

- Students will learn the value how to include others who are feeling lonely.
- **Assist** Ask students in L1 how we know when people are feeling lonely, for example, someone is on their own looking sad, someone is playing by themselves, etc. Write the ideas on the board.
- Ask students how we can include others in the activities we do and the games we play. Write the ideas on the board.
- Ask two students to read the speech bubbles in frame 7 and ask students *Is Sofia sad?* (*no*) *Is Sofia happy?* (*yes*). Then have them draw the face emoji.
- Remind students of the value *Include others*.

COMMUNICATION

Comprehension

3 **Match and write the number. Then say.**

(Answers: **1** c, 1 eye, **2** d, 1 nose, **3** a, 2 legs, **4** b, 8 arms)

- Point at picture 1 and ask *Who's this?* (*This is Sara.*). Then point at the pictures of the four toys and ask *What toy?* (*monster*). Students can look back at the story if needed. Then they draw a matching line between Sara and the monster. Next, show students the word next to the box and ask *How many* (*eyes*)*?* (*It has one eye.*). Students write *1* in the box next to *eye*.
- Then have students complete the activity and say the sentences out loud using *It has one eye*. They can work on their own or with a partner.

COMMUNICATION

Comprehension

4 **Look at 3. Choose a toy and describe it to your partner.**

- Students take turns to choose and describe one of the toys in Activity 3. Remind them to use words they know, like *big*, *small*, *short*, *long*, and colors and numbers, too.
- **Extra** Have students play *Guess the character.* They look at the characters in the story (Sara, Alexander, Lily, Lee, and Sofia) and describe them to their partner. Their partner has to guess the character, and then they can describe a different character.

CREATIVITY COLLABORATION

This activity encourages Collaboration. For further support download our Collaboration checklist.

Act out

5 **Act out the story in groups.**

- Put students in groups of five and ask them to decide who plays each character. Ensure students are happy to play the character they have picked regardless of gender differences.
- **Assist** Before students act out the story, have them read it as a group. Then have them read it again with each student reading their character's lines. This will help them to remember their lines.
- Have each group of students practice individually before bringing them together to act out in front of the rest of class. Encourage students to provide support and encouragement for each other and after each group has acted out the story, have them clap or say *Good job!*
- **Differentiation** Put students in groups of the same ability and have less confident students practice acting out the story as it is, while more confident students make changes to the story. For example, they can change the ending, change what happens, or extend the story.

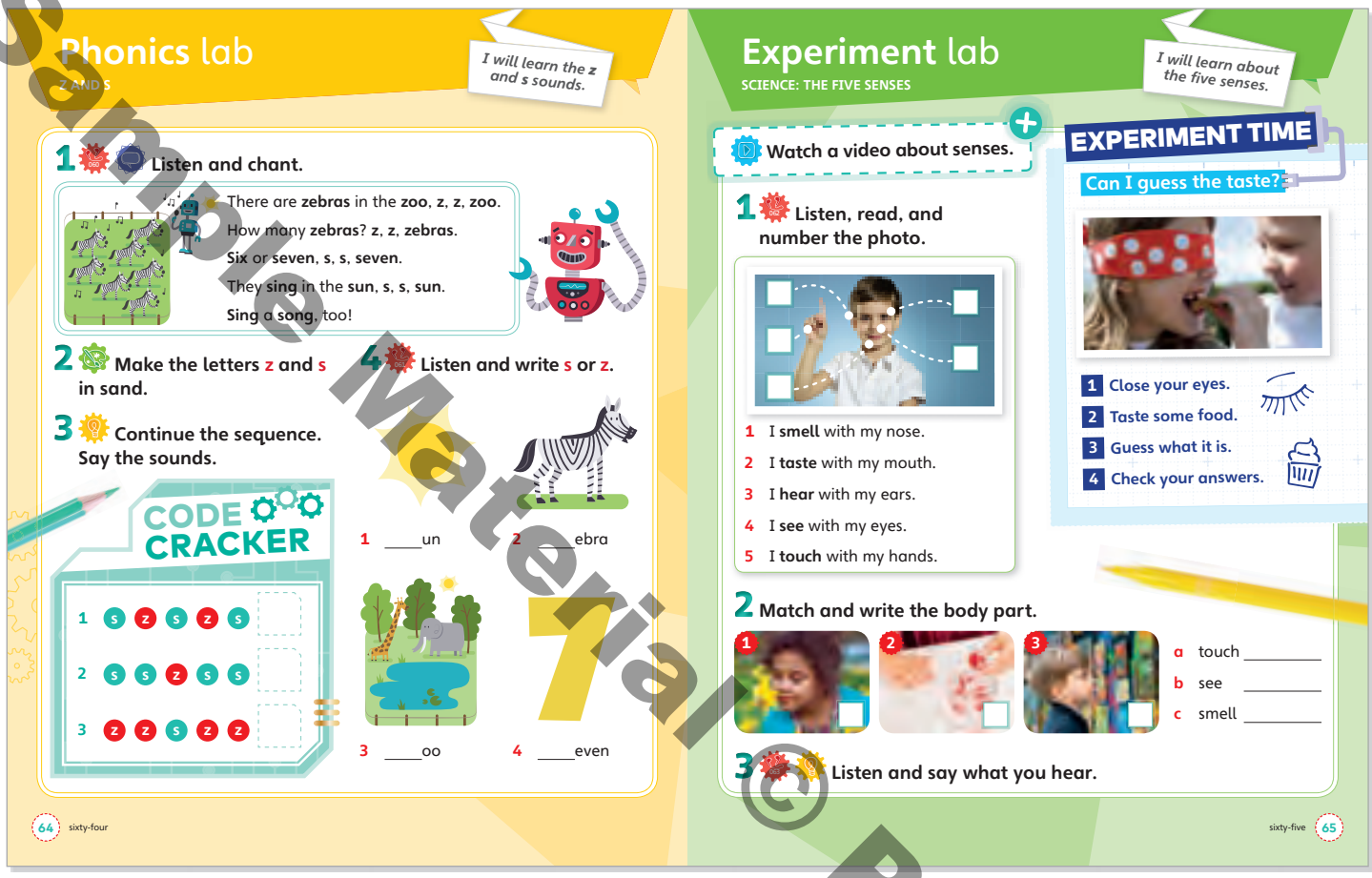
Objective review

- Revisit the lesson objective. Say *Now I can read a story about a monster.*
- **Involve** Encourage awareness of what students can do by asking them to read out loud a few lines from the story.

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Phonics lab

Z AND S



Lesson flow

Warm up · Lesson objective · Chant · Presentation · Production · Code Cracker Practice · Practice · Objective review

LESSON OBJECTIVE

I will learn the *z* and *s* sounds.

KEY LANGUAGE

The sounds /s/ and /z/

seven	sun
sing	zebra
six	zoo
song	

Warm up

- Show students the flashcards for words they know that begin with *s* (*sister*, *six*, *seven*) and show them pictures of words that begin with *z* (*zoo*, *zebra*) and ask them to say the words out loud.
- Then show students the same flashcards and pictures and ask them to say the initial sound of the words /s/ or /z/.
- Have students work with a partner and take turns to say or point at a word for their partner to reply with /s/ or /z/.

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- **Differentiation** Fast finishers can try to think of other words with the /s/ and /z/ sounds.

Lesson objective

- Introduce the lesson objective. Say *Today I will learn the z and s sounds.*

- **Involve** Students will learn the sounds /z/ and /s/ through words that start with those sounds. The chant they learn will help them remember and recall the sounds through rhythm and context.

COMMUNICATION

Chant

1 060 **Listen and chant.**

- Play audio 060. Have students listen and read along with the chant quietly.
- Play the audio again. Have students chant along and encourage them to emphasize the /s/ and /z/ sounds.
- **Extra** Divide the class into two groups and ask one group to chant the /s/ letters and words, and the other group to chant the /z/ letters and words. Swap so that both groups practice the different sounds.
- **Extra** When students are confident singing the chant, you could try having students clap each time they hear the /s/ or /z/ on its own, for example, *There are zebras in the zoo, [clap], [clap], zoo.*

Presentation

- Write the letters *s* and *z* on the board. Point at each and ask students to say the sounds.
- **Assist** Play the *Phonics Pronunciation* video. Ask students to sit and watch quietly. Play it again and ask students to copy what they see and hear.
- **Challenge** Ask students which words in the chant have the /s/ or /z/ sound. Give weaker students an opportunity to answer. Then ask if they know any other words that have the /s/ or /z/ sounds.

CREATIVITY

Production

2 **Make the letters *z* and *s* in sand.**

- **Assist** On the board, draw the letters *z*, *Z*, *s*, and *S* to remind students how to write the lower and upper case letters.
- Give students a tray of sand and have them make the letters *s* and *z*. They can try to make the lower case and upper case letters, and also letters in different sizes.
- **Monitor** Watch students and provide support if needed. Take notes on any general issues with writing *s* and *z* the right way around.

CODE CRACKER

Practice

3 **Continue the sequence. Say the sounds.**

(Answers: **1** z, **2** z, **3** s)

- Coding syllabus: Students will identify simple problems or errors in a series of steps and correct them to achieve a task or outcome.
- Students will learn how a sequence works by identifying the pattern of pictures and the sounds they represent. Then they will choose the correct picture and sound to continue the sequence.
- Point at the first row of pictures and ask students to say /s/ or /z/. When they arrive at the empty box, ask them *S or z?* Point out the pattern of letters and the sounds they represent to help students decide on the correct answer. They complete the empty box with a *z* for the /z/ sound. Ask them to complete the activity.
- **Differentiation** Fast finishers can work with their partner to continue the sequences. The first row should continue /z/ /s/ /z/ /s/ /z/ /s/.

Practice

4 061 **Listen and write *s* or *z*.**

(Answers: **1** s, **2** z, **3** z, **4** s)

- Point at the first picture and ask students *What's this?* (*It's a sun.*). Ask them what sound *sun* begins with to elicit /s/. Then explain they will write the letter *s* on the line to complete the word *sun*.
- Play audio 061 Have students listen carefully and write the correct letter below each picture.
- **Monitor** Check answers with the class. Play the audio again if needed.
- **Differentiation** Fast finishers can work with their partner and look at the chant. They can take turns to point at a word or letter and say the sounds and names of the objects.

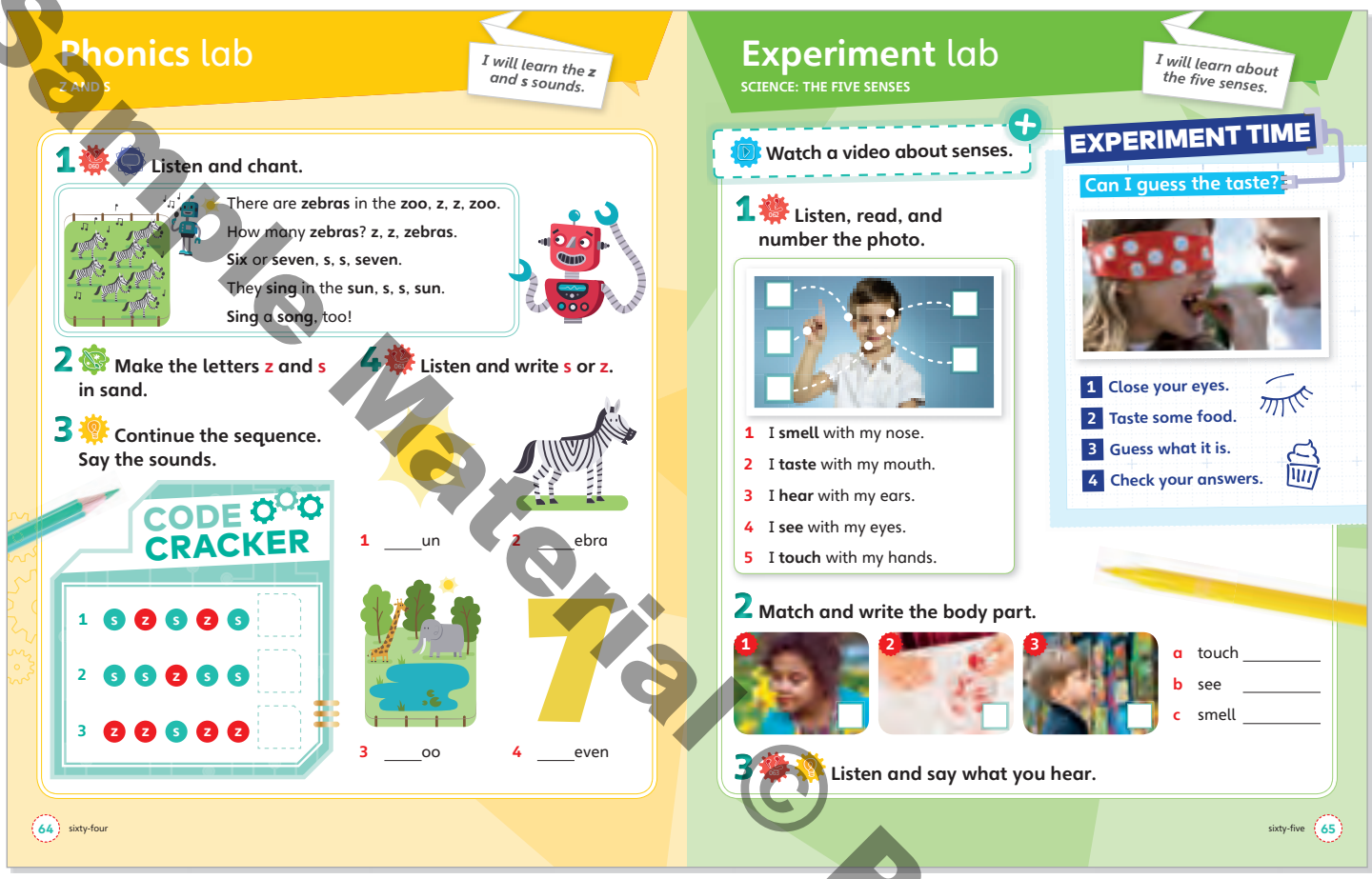
Objective review

- Revisit the lesson objective. Say *Now I know the z and s sounds.*
- **Involve** Encourage awareness of what students know by eliciting words starting with the /z/ and /s/ sounds.

Sample Material © Pearson 2023

Experiment lab

SCIENCE: THE FIVE SENSES



Lesson flow

Warm up · Lesson objective · Video · Pre-reading · Reading · Practice · Practice · Experiment time · Objective review

LESSON OBJECTIVE

I will learn about the five senses.

KEY LANGUAGE

hear	taste
see	touch
smell	

Warm up

- Play a game to get students thinking about their sense of touch. Materials for the game: a black bag, a selection of toys, art items, and classroom objects.
- Show students the closed black bag filled with various objects, but not the objects inside. Explain that you have filled it with various toys, art items, and classroom objects. Then tell them that they have to put their hand into the bag and guess what one of the objects is without looking.
- Go around the class and have each student try to guess an object. When the student has decided what the object is, ask *What's this?* to elicit full sentences: *It's a long ruler. It's a small ball.*, etc.

Lesson objective

- Introduce the lesson objective. Say *Today I will learn about the five senses.*

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- **Involve** Students will learn how to identify the five senses and test their sense of taste with different types of food.

Video

- Go to the Pearson English Portal and click on "Resources" for more teaching resources about this topic, including a video about senses.

Pre-reading

- Put the flashcards for the parts of the body on the board. Ask students to say the words and show or point at the parts of their own body as you point at each picture and elicit the 11 parts of the body.
- **Assist** Ask students if they know what the five senses are in L1. If they do, ask them which part of the body they use for each sense and elicit the body words in English.

Reading

1 062 **Listen, read, and number the photo.**

(Answers: **1** nose, **2** mouth, **3** ears, **4** eyes, **5** hands)

- Play audio 062 and have students listen and follow in their Student's Books.
- Point at the boy in the picture and say *I smell with my …?* (*nose*) Ask students where *nose* is on their own face and tell them to write *1* in the box.
- Play the audio again and have students number the photo.

Practice

2 **Match and write the body part.**

(Answers: **1** c, nose, **2** a, hands, **3** b, eyes)

- Show students something you can eat, for example, an apple, a sandwich, etc. and pretend to bite into it to make it clear to students that you are tasting the food. Then ask students in L1 to think about things they can touch, see, and smell and the body parts they use to do this.
- Have students write the number of the picture next to the text label of the sense it represents, and the body part they use for that sense.
- **Monitor** Check answers with the class and discuss any similarities and differences. Explain that we often use more than one sense to identify things.
- **Differentiation** Fast finishers can think about other things they can touch, see, and smell and make a list or draw pictures for each sense. They can add the same things to more than one sense if they think it's appropriate, for example, flower – touch, see, and smell, raspberry ice cubes – touch, see, and taste.
- **Digital literacy** Discuss with students how to search on the internet to find out more about the five senses. Show them how to use a search engine and look for reliable websites, for example, type in *the five senses*. Then go through the list of results and make suggestions as to the most reliable sources, for example, government websites, educational websites connected to schools and official bodies, etc.

CRITICAL THINKING

Practice

3 063 **Listen and say what you hear.**

(Answers: **1** a car, **2** a train, **3** an airplane, **4** a boat)

- Play audio 063 and have students listen and write the answers in their notebooks.
- Then play the audio again and pause after each sound and ask *What's this?* (*It's a car.*).
- **Extra** If you can, take students on a sensory walk. Go outdoors and have students think about their senses and what they can smell, taste, hear, see, and touch. Elicit an example for each to ensure students understand.

Experiment time

Can I guess the taste?

- Materials for the experiment: at least four different types of food for tasting (fruit, vegetables, sugar, salt, etc.), plates or bowls. Ensure that you are aware of any food allergies and choose food accordingly.
- **Assist** Before you start, read the instructions with students. Check their understanding by asking *What do you need?* (*different types of food*) and *How can you do the experiment?* (*close my eyes, then taste and guess the food*).
- At the front of the class, have one student close their eyes and give them a small piece of food. Ask the student *What's this?* and give them three guesses in either L1 or English. If they guess the right food, tell them *Good job!* If they cannot guess the food, have them open their eyes and look at the food.
- Have students work with a partner and give them a plate or bowl each with two pieces of each of the different types of food. Ask them to take turns to taste and guess the different types of food, recording the results in their notebooks.

Objective review

- Revisit the lesson objective. Say *Now I know about the five senses.*
- **Involve** Encourage awareness of what students know by asking them to make sentences about their senses: *I smell/taste/hear/see/touch with my … .*

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Language lab 2

GRAMMAR 2: I'M / YOU'RE / HE'S / SHE'S

Sample Material © Pearson 2023

Language lab 2

GRAMMAR 2: I'M / YOU'RE / HE'S / SHE'S

I will describe height, using I'm / You're / He's / She's.

1 Listen and number.



I'm tall.
You're short.
He's short.
She's tall.

I am = I'm
You are = You're
He is = He's
She is = She's

2 Circle the odd one out and say.



3 Look and write.

1 _____ short. _____ tall.



2 _____ short. _____ tall.



3 _____ tall.

4 _____ short.



4 Play *Ten second challenge!* Find someone similar to you.

I'm short.

Me too!

66 sixty-six

What a big teddy bear!

COMMUNICATION

I will talk about surprising things.

1 Watch and circle.



1 What a big mouth / nose !



2 What a red mouth / nose !

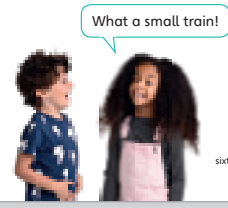
2 Listen and number.



3 Have a scavenger hunt. Find something ...

tall blue small

4 Look at 2. Talk about the picture with a partner.



sixty-seven 67

Lesson flow



Warm up | Lesson objective | Presentation | Practice | Practice | Practice | Production | Objective review

LESSON OBJECTIVE

I will describe height using *I'm / You're / He's / She's*.

KEY LANGUAGE

I'm tall.	He's short.
You're short.	She's tall.

Warm up

- Write anagrams of parts of the body on the board, for example, *c e f a* (*face*). Have students work in pairs to solve the anagrams, then check answers as a class and have students spell out the words.

- **Digital literacy** Teach students the song *Head, shoulders, knees, and toes*. Show students how to find a video or audio on the internet to play in class and have students stand up to sing along to the song. They touch each of the body parts listed in the song on their own body as they sing.
- **Challenge** Have students repeat the song *Head, shoulders, knees, and toes* several times, each time more quickly than the last.

Lesson objective

- Introduce the lesson objective. Say *Today I will describe height using* I'm / You're / He's / She's.

- **Involve** Students will learn how to describe height using *I'm/You're/He's/She's* and the adjectives *short* and *tall*. They will practice using the new language in different contexts.

Presentation

- Show students the grammar box and read the examples. Ask students to repeat.
- Ensure students are sensitive toward each other, especially those who are shorter or taller than average, to avoid making them feel uncomfortable about their height.
- **Assist** Show students a picture of a group of people of different heights, for example, a family all standing up. Point at each person and say *He's tall/short. She's tall/short*. Then gesture toward yourself and ask *Tall or short?* (*tall*). Agree and say *I'm tall.* Then gesture toward the students and ask *Tall or short?* (*short*). Agree and say *You're short.*
- **Extra** Have students work with a partner and make sentences about themselves using *I'm tall/short. You're tall/short.* Then have them talk about other students in the class. They can say the name and then make the sentence, for example, *Tony. He's short. Lily. She's tall.*
- Show students the tips box and read the examples. Ask students to repeat.

Practice

1 064 **Listen and number.**

(Answers: 2, 1, 4, 3)

- Tell students to listen and number the people in the order they hear about them. Explain that they need to listen for key words, for example, *tall*, *short*, and the color of their hair. Play audio 064.
- **Monitor** Check answers with the class. Play the audio again if needed.

CRITICAL THINKING COMMUNICATION

Practice

2 **Circle the odd one out and say.**

(Answers: **1** He's tall., **2** She's short.)

- Have students look at picture 1 and ask them *What can you see?* (*six students, three girls, three boys, one tall student, five short students*). Explain in L1 that they need to circle one student that is different from the rest and say the reason using *He's/She's tall/short.*
- Have students complete the activity on their own and then compare with a partner.
- **Monitor** Check answers with the class and discuss any similarities or differences. Encourage students to give reasons for any incorrect answers.
- **Differentiation** Fast finishers can look at the pictures on page 47 and write sentences in their notebooks using *He's/She's tall/short.*

Practice

3 **Look and write.**

(Answers: **1** I'm, She's, **2** I'm, He's **3** You're, **4** You're)

- Have students look at picture 1 and point at the woman with the speech bubble and ask *Tall or short?* (*short*). Then point at the other woman and ask *Tall or short?* (*tall*). Next, ask them to complete the speech bubble and say out loud the sentence *I'm short. She's tall.*
- Have students complete the activity.
- **Monitor** Check answers with the class and discuss any similarities or differences.

COMMUNICATION

Production

4 **Play *Ten second challenge!* Find someone similar to you.**

- Ask two students to read the examples in the speech bubbles. Explain that students will have 10 seconds to find another student who is similar to them and make sentences using *I'm/You're* (*tall/short*). *I/You have* (*blue eyes*).
- **Assist** Ask students what similarities they can look for in another student, for example, height, eye color, hair color, hair length, foot size, hand size, etc. Encourage positive comparisons and ensure nobody is excluded.
- Give students 10 seconds to find someone and then 10 more seconds to say the sentences. Then repeat several times so that students have a chance to find people with different similarities.
- **Monitor** Listen to students and provide support if needed. Take notes on any general issues with pronunciation and intonation.

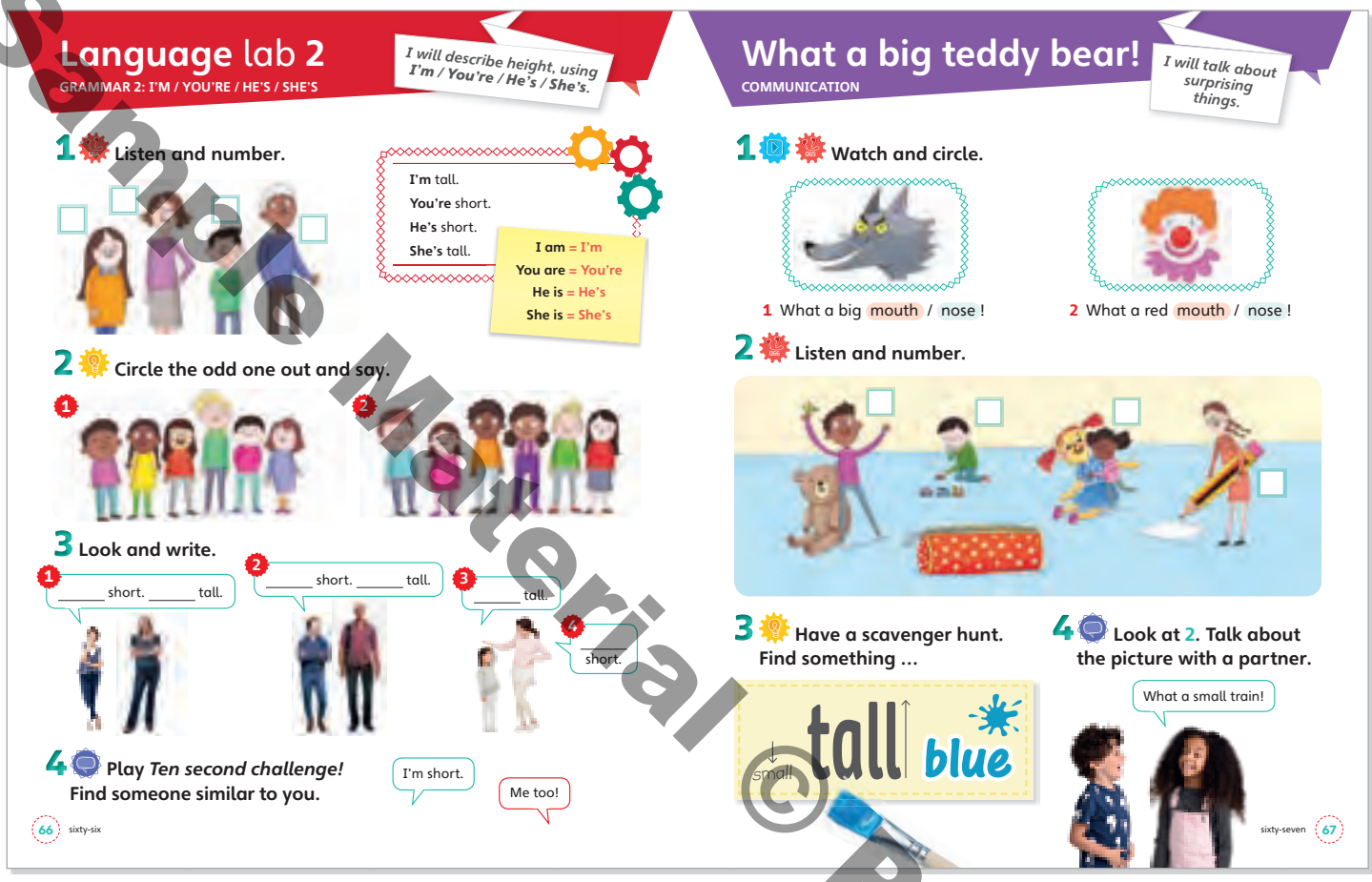
Objective review

- Revisit the lesson objective. Say *Now I can describe height using* I'm / You're / He's / She's.
- **Involve** Encourage awareness of what students can do by showing them pictures of different people and eliciting full sentences (*I'm tall. He's short.*).

Sample Material © Pearson 2023

What a big teddy bear!

COMMUNICATION



Language lab 2

GRAMMAR 2: I'M / YOU'RE / HE'S / SHE'S

I will describe height, using I'm / You're / He's / She's.

1 Listen and number.

I'm tall.
You're short.
He's short.
She's tall.

I am = I'm
You are = You're
He is = He's
She is = She's

2 Circle the odd one out and say.

3 Look and write.

1 _____ short. _____ tall.
2 _____ short. _____ tall.
3 _____ tall.
4 _____ short.

4 Play *Ten second challenge!* Find someone similar to you.

I'm short.
Me too!

66 sixty-six

What a big teddy bear!

COMMUNICATION

I will talk about surprising things.

1 Watch and circle.

1 What a big mouth / nose !
2 What a red mouth / nose !

2 Listen and number.

3 Have a scavenger hunt. Find something ...

tall
blue
small

4 Look at 2. Talk about the picture with a partner.

What a small train!

sixty-seven 67

Sample Material © Pearson 2023

Lesson flow

Warm up · Lesson objective · Video · Practice · Production · Production · Objective review

LESSON OBJECTIVE

I will talk about surprising things.

KEY LANGUAGE

What a big mouth!

Warm up

- Review art items and color words with students. Ask *What's this?* (*It's a pencil.*) *What color is it?* (*It's green.*). Then have students make one sentence (*It's a green pencil.*).
- Have students sit in a circle and show the first student an art item flashcard or the object itself and ask *What's this?* The student makes a sentence (*It's a red ruler.*), then turns to the student next to them, shows them another object, and asks the same question. The next student has to say the first student's answer and then their own (*It's a red ruler and a green pencil sharpener.*). Continue around the circle with each student asking the question and adding to the list of items using *and*. If a student forgets any of the items, then start again with one item.

- **Challenge** You can repeat the game using different numbers and sizes of objects, too, for example, *three pencils, a long ruler, a small pencil sharpener.*

Lesson objective

- Introduce the lesson objective. Say *Today I will talk about surprising things.*

- **Involve** Students will learn how to talk about surprising things using *What a (big mouth)! What a (red nose)!* They will gain confidence using the new language through real-life conversations.

Video

1 065 **Watch and circle.**

(Answers: **1** mouth, **2** nose)

- Play the video *Unit 4: Puppet show* or audio 065. Ask students to sit and watch or listen quietly.
- Play the video again and pause after the words *What a big mouth*. Have students circle the word *mouth* under the picture of the wolf. Then play and pause again after the words *What a red nose*. Have students circle the word *nose* under the picture of the clown.
- **Assist** Ask students in L1 why they think we use the expression *What a (big mouth)!* Then ask them when they could use this expression, for example, when they are surprised about something they see (*What a tall teacher!*).
- **Challenge** Ask students what other senses we could use when thinking about making an expression sounding surprised, for example, something we hear, taste, feel, smell. Ask for examples in L1 to ensure understanding of the expression *What a …!*

Practice

2 066 **Listen and number.**

(Answers: **1** big pencil, **2** tall boy, **3** short girl, **4** small car)

- Tell students to listen and number the objects in the order they hear them. Play audio 066.
- **Monitor** Check answers with the class. Play the audio again if needed.

CRITICAL THINKING

Production

3 Have a scavenger hunt. Find something …

- Ask students to read out loud the words in the picture (*small*, *tall*, *blue*). Explain that students have to find something in the classroom that is *small*, *tall*, and *blue* and then make sentences using *What a (small eraser)!*
- **Assist** Go through an example with the class and ask students *What's this? (It's a small eraser.)*. Then ask them to make an expression sounding surprised: *What a (small eraser)!* Repeat with *tall* and *blue*.
- Have students work with a partner and ask them to find objects and make an expression sounding surprised using *What a small eraser!* They should repeat this for at least five objects.
- **Monitor** Listen to students and provide support if needed. Encourage them to make positive expressions. Take notes on any general issues with pronunciation and intonation.

COMMUNICATION

Production

4 Look at 2. Talk about the picture with a partner.

- Ask one student to read the example in the speech bubble. Have students work with a partner and make sentences about the picture in Activity 2 using *What a (small train)!*
- **Assist** Remind students that they can talk about the airplane, teddy bear, doll, train, pencil, pencil case, car, girls, and boys.
- **Differentiation** Fast finishers can write the sentences in their notebooks.
- **Extra** Have students look at pages 56–57 and work with a partner to make sentences about the picture using *What a (big puppet)!*

Objective review

- Revisit the lesson objective. Say *Now I can talk about surprising things!*
- **Involve** Encourage awareness of what students can do by asking them to show you something surprising in the classroom and elicit a sentence using *What a (small pencil)!*

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Project and Review

CREATE A PUPPET SHOW



Lesson flow



Warm up | Lesson objective | Step 1 | Step 2 | Step 3 | Step 4 | At home | Now I can | Objective review

LESSON OBJECTIVE

I will create a puppet show.

Warm up

- Ask students to look at their picture dictionary and review the new words from the unit. Have them work with a partner and make sentences using *I/You have short/long hair. I'm/You're tall/short.*
- Have students look at pages 62–63 and talk about the characters in the story using *He/She has long hair/two legs. He's/She's tall/short.*
- Show students the parts of the body flashcards that relate to the five senses and ask them to make sentences using *I* (*smell*) *with my* (*nose*). Next, ask them to work with a partner and think of an example for each sense using *I* (*taste apples*) *with my* (*mouth*).
- **Monitor** Watch students and provide support if needed. Take notes on any general issues with grammar structures and word order.

Lesson objective

- Introduce the lesson objective. Say *Today I will create a puppet show.*

- **Involve** Students will learn how to create a puppet show. They will use the language learned from the unit to understand how to complete their project and put on a puppet show with their partner.

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Step 1

Research

- Talk to students about different kinds of puppets, for example, finger puppets, hand puppets, puppets on string, etc. Ask students if they have a puppet at home or if they know someone who has a puppet. Ask students if they have been to puppet shows or seen puppets on TV.
- Ask students to think about the kind of puppet they want to make, for example, people, animals, monsters, etc. Then ask them to make notes about the body parts the puppet has, the number and size of the body parts, and about what color the puppet will be.
- **Assist** Check students' work and add any words they can't spell or don't know to the board.
- Have students compare their notes with their partner to ensure they have remembered everything.

Step 2

Plan

- Ask students to think about the materials they need from the classroom or from home. Ask them to decide what they will use and make a list or draw the materials in their notebooks.
- Then ask students to think about and decide on the art items they need to make their puppets and have them make a list in their notebooks.
- **Assist** Explain that students need to choose a name for their puppet. Talk about different names that students can choose from and how they can make names from words that describe their puppet, for example, *Big bug* and *Small nose*.
- Have students draw and label a plan of their puppet. Encourage students to color their puppet the same colors as they plan to use.

Step 3

Create

- Materials for the project: coloring pencils, different colored card, scissors, glue, string, rubber bands, a stick or rolled-up card, pipe cleaners, bits of fabric, popsicle sticks, etc.
- Ensure each student has the space, tools, and materials needed to make their puppet. Remind them to use their plan from Step 2 to help them.
- **Assist** Next, have students work with a partner to write a short role-play. Remind them to look back through their Student's Books to get ideas of what they could write. They could use greetings, introductions, expressions sounding surprised, etc.
- **Differentiation** You can read fast finishers' role-plays through with them and suggest ideas to make it longer or more interesting. Point them to the relevant pages in their Student's Books to find additional phrases, words, questions and answers, etc.

COLLABORATION

Step 4

Show and tell

- Have students put on the puppet show with their partner. They can role-play the script from memory or read it off the page. Encourage them to practice three or four times to ensure they are comfortable with it and to try to memorize the script.
- **Extra** Have a class presentation so that each pair of students can perform their puppet show to the rest of the class. If possible, make a theatre or stage for them to do this. Encourage students to applaud after each performance and say *Good job!*

At home

Find out about famous puppets. Ask your family.

- Ask students to find out about famous puppets. They could ask their parents and grandparents or look in books and on the internet. Encourage students to think about what the puppets look like, how many and which body parts they have, and what size, height, and length the puppet and their body parts are.
- **Differentiation** Have students make a poster with their findings. They could stick pictures, write labels, or write sentences about the puppets.

Now I can ...

- Show students the *Now I can ...* box and read the examples. Ask students to repeat and then check understanding in L1.
- **Involve** Ask students to think about how they feel about the statements. See Unit 1, page 49 for ideas.
- **Monitor** Have students choose the statement they are the most confident about. Then have students tell the rest of the class. Make notes of the statements that the fewest students choose and make sure you review the content in the future.

Objective review

- Revisit the lesson objective. Say *Now I can create a puppet show.*
- **Involve** Encourage awareness of what students can do by having them introduce their puppet to you using *Hello, I'm (Big Bug). Nice to meet you!*

Assessment pack

- For grammar and vocabulary assessment, now go to your Practice and Unit Tests in the Assessment Pack.

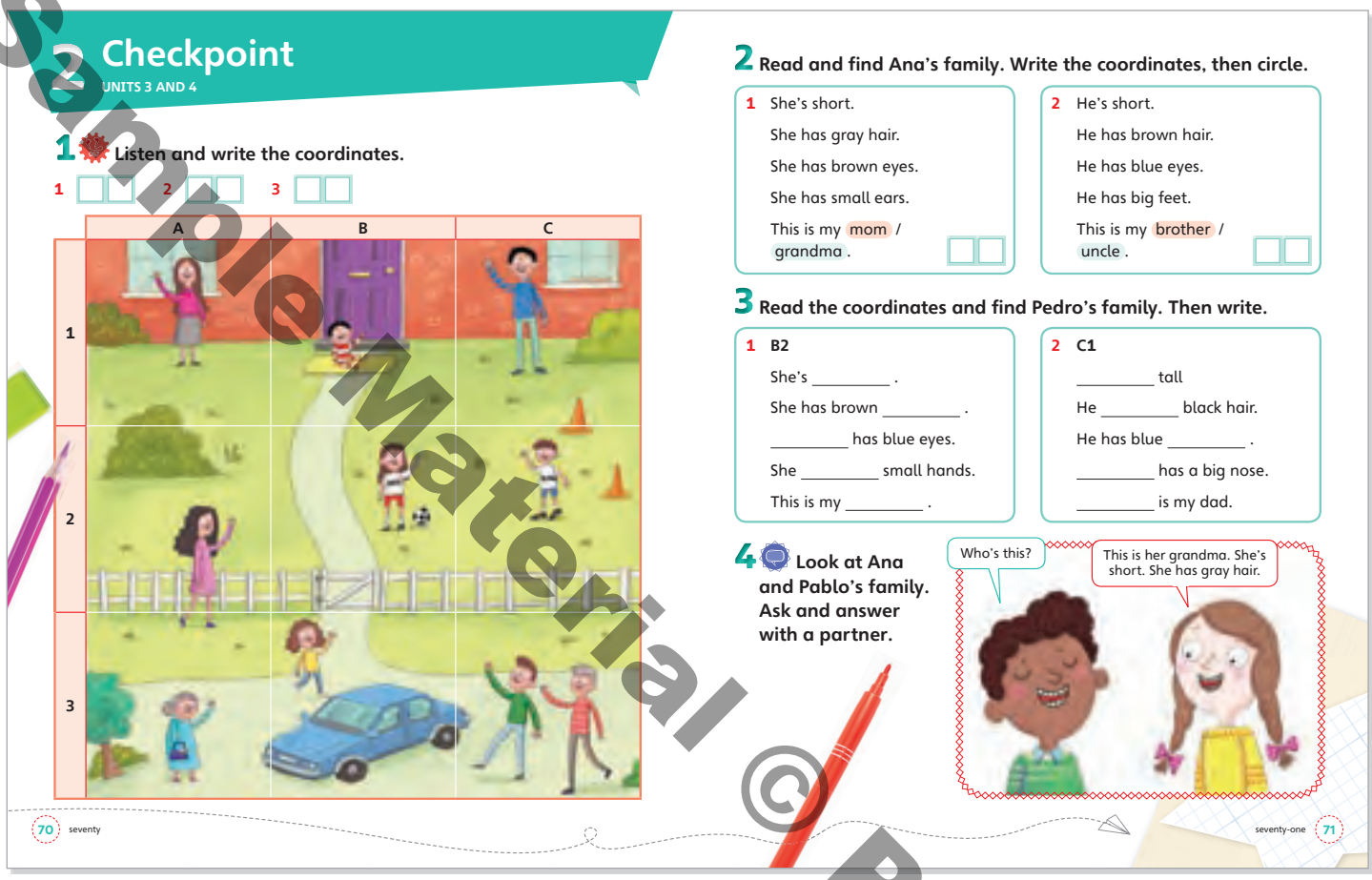
Pearson English Portal games

Go to the Pearson English Portal Presentation Tool, choose the unit and the Project and Review lesson for a Class game.

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2 Checkpoint
UNITS 3 AND 4

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Lesson flow



LESSON OBJECTIVE

I will review Units 3 and 4.

Warm up

- Ask students to look at their picture dictionary and review the new words from Units 3 and 4. Have them work with a partner and ask and answer using *Who's this? This is my* (*mom*). *What's this? This is my* (*arm*).
- Then have students look at the picture they drew of someone in their family on page 47 and describe them to their partner using *This is my* (*mom*). (*She*) *has* (*long hair*). (*She*) *has* (*blue eyes*). (*She's short.*).
- **Extra** Choose either the Unit 3 or Unit 4 story and ask students to reread the story quietly. Give them time to read it on their own. Next, ask them to close their Student's Books and hold up the story cards one by one. Then you can ask students to retell the story in their own words.
- **Challenge** Use the family and body flashcards and slowly reveal part of the picture. Students guess as quickly as possible who the family members and what the parts of the body are.

Lesson objective

- Introduce the lesson objective. Say *Today I will review Units 3 and 4.*

- **Involve** Students will review all of the language learned in Units 3 and 4. They will consolidate their knowledge in a series of activities to test all four skills.

Listening

1 067 **Listen and write the coordinates.**

(Answers: **1** C3, **2** A2, **3** B3)

- Ask students to look at the picture and listen carefully. Explain that they will hear Ana and Pedro describing different people in the picture. Students have to find the person being described and write the coordinates in the boxes. The coordinates are a letter at the top, followed by a number at the side of the picture. Have students find Ana and Pedro in the picture (they have their names on their T-shirts) and tell you the coordinates (Ana – B2, Pedro – C2).
- Play audio 067. Students listen carefully, find the people, and write the coordinates.
- **Monitor** Check answers with the class. Play the audio again if needed. You could pause the audio after each description and check students found the correct person.
- **Challenge** Have students work in groups of three. One student describes a person in the picture. The second student finds the person and gives the coordinates. The third student listens to the first student and corrects any mistakes in the language used. The three students repeat this two more times and swap roles so they each have a turn.

Reading

2 **Read and find Ana's family. Write the coordinates, then circle.**

(Answers: **1** A3, grandma, **2** C2, brother)

- Students read the sentences and find the person. Then they write the coordinates and circle the correct person, thinking about the relationship that person has with Ana.
- **Monitor** Check answers with the class. Have students read the sentences one by one and eliminate people as they go. You can do this by asking *She's short. Who's short and a she?* (*Ana*, *cousin*, *grandma*).
- **Differentiation** Fast finishers can write their own descriptions in their notebooks and give it to their partner to find the answer.

Writing

3 **Read the coordinates and find Pedro's family. Then write.**

(Answers: **1** short, hair, She, has, sister, **2** He's, has, eyes, He, This)

- Students read the coordinates and find the people. Then they complete the sentences that describe them.
- **Assist** Tell students to read carefully because the missing words could be a noun, a subject, or a verb!
- **Differentiation** Fast finishers can write their own descriptions with missing words in their notebooks and give it to their partner to find the answers.

COMMUNICATION

Speaking

4 **Look at Ana and Pablo's family. Ask and answer with a partner.**

- Ask two students to read the examples in the speech bubbles. Then explain to students that they can ask and answer about any of the people in Activity 1. Encourage them to use numbers, colors, and other adjectives like *big*, *small*, *short*, *tall*, *long*, *short*.
- **Monitor** Watch students and provide support if needed. Ask individual students questions and listen to their answers, then have them ask you questions. Take notes on any general issues with pronunciation and intonation.
- **Extra** Have students ask and answer about other students in the classroom. Encourage students to talk about students in a positive way.

Objective review

- Revisit the lesson objective. Say *Now I know Units 3 and 4*.
- **Involve** Encourage awareness of what students know by eliciting the new language from Units 3 and 4 and ask and answer about the picture on page 70.
- Have students go to the *Progress Chart* in their Workbooks and stick on their *Now I can* stickers.

Assessment pack

- For grammar and vocabulary assessment, have students complete the Checkpoint Test in the Assessment Pack.
- For skills assessment and GSE, have students complete the Progression Test in the Assessment Pack.

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Let's celebrate

CULTURE



Lesson flow



LESSON OBJECTIVE

I will learn about New Year festivals around the world.

KEY LANGUAGE

China	Ecuador	lantern
Chinese	festivals	New Year
dinner	fireworks	puppet
dragon		

Warm up

- Ask students to look at their picture dictionary and review the new words from Units 3 and 4.
- Then have students look at the picture on pages 56–57 and describe the children using (*He*) *has* (*short hair/two eyes*). (*He's*) (*short*).
- **Extra** Choose the Unit 3 or Unit 4 video or audio and ask students to watch or listen quietly. Play the video or audio 050 or 065. Ask questions to check understanding, e.g., *What can you see/hear?*
- **Challenge** Start drawing a member of Sara and Alexander's family. Draw it slowly and have students try to guess.

Lesson objective

- Introduce the lesson objective. Say *Today I will learn about New Year festivals around the world.*

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- **Involve** Students will learn about New Year festivals around the world and make their own Chinese dragon, too!

Pre-reading

1 Look at the pictures. What colors can you see?

- Have students look at the pictures and ask *What can you see?* (*a family*, *puppets*). Write ideas on the board. Once you've read the text together, you can compare these ideas
- Then ask students *What colors can you see?* (*mainly red*). Ask them why the color is mainly red and explain that red is a lucky color in China.

Reading

2 068 Listen and read.

- Play audio 068 and have students listen and follow in their Student's Books.
- **Monitor** Ask students questions to check their understanding. Point at the members of the family and ask *Who's this?* (*This is her mom/sister.*). Point at the dragon and ask *What's this?* (*It's a dragon.*) *What color is it?* (*It's red.*). Point at the puppet and ask *What's this?* (*It's a puppet.*) *Is it tall or short?* (*It's tall.*). Encourage students to use full sentences.
- **Challenge** Ask students to think about New Year festivals in their country. You could brainstorm as a class and write ideas on the board. Then ask students to draw and write about a New Year festival and add labels to the picture.

CRITICAL THINKING

Comprehension

3 Read and write the words.

(Answers: China: dragons, lanterns; Ecuador: puppets; Both: family, fireworks)

- Have students look at the Venn diagram and explain what each circle and the part where the circles cover each other mean: the red circle is for things only in China; the green circle is for things only in Ecuador, and the part where the circles cover each other are for things in both countries. Explain to students that they need to write each word in one part.
- Have students do the activity with a partner.

CREATIVITY

Production

4 Read and make a Chinese dragon. Say.

- Students make a Chinese dragon by following the instructions. In the back of the Student's Books, there is a press-out for this activity.
- Students press out the dragon head and tail and color them in. Then give students some colored paper and show them how to fold it equally over and over again, like a fan, to make the dragon's body. Finally, students glue the head and tail to the body to complete their dragon!
- **Assist** You could make the dragon at the front of class and have students follow you step by step. After each step, they can hold up their press-out and colored paper for you to check. More confident students could follow the instructions in the book on their own.

MY CULTURE

Find out about New Year celebrations in your country.

CREATIVITY

Production

5 When do you celebrate with family? Draw a picture and label it.

- Ask students to think about different festivals in their country and other times when they celebrate with their family. You could brainstorm as a class and write ideas on the board. Then ask students to choose one celebration and draw a picture and label it in their notebooks.
- **Differentiation** Have students work with a partner and think about one time they celebrate in school. Then have them draw and label a picture that they can put up in the classroom or present to the rest of the class.
- **Digital literacy** Show students how to use the internet to find information and pictures about a festival in their country. Remind them to only look at reliable websites. Have them choose a festival that they did not know about before their search and make notes and draw a picture.

COMMUNICATION

Production

6 Describe your picture.

- Show students the example in the speech bubble and then ask students to describe their picture to their partner.
- **Extra** Have each student describe their picture to the rest of the class. At the end, have a class vote on the most unusual family celebration.

Objective review

- Revisit the lesson objective. Say *Now I know about New Year festivals around the world.*
- **Involve** Encourage awareness of what students know by asking them to read a few lines from the text.

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Workbook answer key and notes

UNIT 4: PUPPET SHOW!

1 023 **Listen to the song. Order the actions.**

(Answers: 3, 2, 4, 1)

- In this coding activity, students learn to put the pictures in the same order as the song.

2 **Look and write.**

(Answers: **1** hands, **2** head, **3** leg)

3 **Look and do the actions. Then draw your own routine and say.**

- In this coding activity, students learn to use functions to create their own dance routine.

My body

1 **Complete the crossword.**

(Answers: **1** hair, **2** legs, **3** face, **4** ears, **5** mouth, **6** nose, **7** arms, **8** head, **9** eyes, **10** feet, **11** hands)

2 **Circle and say the face words in 1.**

(Answers: ears, eyes, nose, mouth)

3 024 **Listen, point, and count. Then play *How many fingers?***

(Answers: **1** 10 toes, **2** 1 thumb, **3** 4 fingers)

- In this math activity, students learn to count and estimate numbers from 1–10. Students and their partners show their hands with different numbers of fingers up and guess the number before they count to check their answers.
- New vocabulary is presented and practiced in this activity to stretch students who are able to take on more. (*fingers*, *thumb*, *toes*).

Language lab 1

1 **Read and write *have* or *has*.**

(Answers: **1** have, **2** has, **3** have, **4** has)

2 **Read and write the name.**

(Answers: **1** Olivia, **2** Ed, **3** Leo, **4** Jilly)

3 **Describe a toy to your partner.**

- Students describe a toy to their partner using the new grammar structure and vocabulary.

4 **Write sentences.**

(Answers: **1** I have two ears., **2** He has two legs., **3** She has one nose., **4** You have two hands.)

Story lab

1 **Make your story book.** **page 103**

(Answers: Frame 1: Who's this, Frame 2: my monster, Frame 4: has, It, Frame 5: It's, Frame 6: uncle, her, Frame 7: Can, Yes, teddy bear)

- In this coding activity, students learn to arrange the pages in the same order as the story.
- Students cut out the pages from their Workbooks along the cut lines to create three strips of paper. Then they fold each strip along the fold lines. Ask students *Do you remember the story?* and have them put the pages in the correct order and number them. Then ask them to complete the speech bubbles.
- For students who don't remember the story, play audio 059 or encourage them to look back at their Student's Books, pages 62–63.
- Have students draw a picture on the front cover to show what the story is about. Then have them read and review the story, choosing their favorite character and page. They can color in the stars to show how much they liked the story.
- Students can use their storybooks to retell the story to their families and friends.

2 **Write about the shadow.**

(Answers: **1** has, **2** arms, **3** has, heads)

3 **Make a shadow monster. Describe it to your partner.**

- Students make a shadow monster using their hands and a strong light or flashlight pointing to a wall. Then they describe it to their partner using the new grammar structure and vocabulary.

Phonics lab

1 **Color *z* red and *s* blue.**

(Answers: Students color z red and s blue.)

2 025 **Listen and circle. Then say.**

(Answer: The sad zebra sits in the sun.)

3 **Write *z* or *s* and say.**

(Answers: **1** s, **2** z, **3** s, **4** z)

- Students can color in the black and white pictures if time allows.

Experiment lab

1 **Look and write. Then draw.**

(Answers: **1** touch, **2** taste, **3** see, **4** smell, **5** hear. Students draw examples for each sense.)

- Students complete the sentences and then draw an example for each. Remind students that we often use more than one sense to do things, so they should make it clear in their pictures which sense they are using.

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Experiment time

1 Complete the chart.

- In this coding activity, students learn how to complete the chart with the results from the experiment in the Student's Book.
- Discuss with students the importance of recording results during experiments in L1. Then have students complete the chart with their guesses and results of the experiment.

2 Write your report.

- Students use the information in the chart in Activity 1 to write their report.
- Have students read the example report. Ask questions to check understanding: *What's Food 1? (It's chocolate.) Is the guess the same as the result? (Yes!).*

Language lab 2

1 Look and write.

(Answers: **1** I'm, **2** You're, **3** He's, **4** She's)

2 Look, read, and circle.

(Answers: **1** my, She's, I'm **2** my, He's, I'm)

3 026 Listen and write. Then measure and write about you and your partner.

(Answers: **1** 1.2, **2** 1.8, **3** 1.3, **4** 1.6, Students' own answers)

- In this math activity, students learn to measure with numbers from 1–10. You can have students work in pairs or groups to ensure they measure each other accurately with a measuring tape. The best way to do this is against the wall, using a book balanced on their heads.

What a big teddy bear!

1 027 Look, listen, and write.

(Answers: **1** big, **2** small, **3** short, **4** tall)

2 Use *and* to complete the sentences. Then use *and* to describe your partner.

(Answers: **1** and his dad is tall, **2** and her sister is tall)

- In this coding activity, students learn to use the Boolean operator AND to write and talk about two characteristics someone has.

PROJECT AND REVIEW

1 Complete for your puppet and your partner's puppet.

- Students think about the project they completed in their Student's Books and write the name, size, and body parts of their and their partner's puppets.

2 Complete your project report.

- Students can use the information in Activity 1 to complete their report.
- Have students read the example report. Ask questions to check understanding: *What's her name?* (*Her name is Big Bug.*) *How many eyes does she have?* (*She has three eyes.*) *Is she big or small?* (*She's small.*).
- Students can take a photo of their puppet and add it to their report.

3 Present your report to your family and friends.

- Students describe what they did and how they did it to their family and friends.

4 Look, read, and write the name.

(Answers: **1** Pinocchio, **2** Mary-Jo, **3** Uncle Bob, **4** Aunt Moo, **5** Mrs. Bag, **6** Ribbit)

5 Look at 4. Point and tell your partner something surprising.

- Students look at the pictures in Activity 4 and say something surprising using *What a* (*big head*)*!*

6 Read and complete. Then write a clue for your partner.

(Answer: Ribbit, Students' own answers)

2 CHECKPOINT

1 Circle the odd one out.

(Answers: **1** face, **2** uncle, **3** grandpa, **4** tall)

2 Draw a path and color.

- Students draw a path through the maze from Start to End. Explain that they can choose any path they want, but they should draw from left to right passing each of the different groups of words and pictures only once. Students should color the eye and the hair a color of their choice.

3 Look at 2. Complete and draw.

- Students look at the path they drew in Activity 2 and answer the questions about the items their path passes.

LET'S CELEBRATE

1 Look and color.

(Answers: Students color the fireworks the same colors as the numbers in the key.)

2 Read and complete.

(Answers: **1** China, **2** brother, hair, **3** lantern, **4** dragon, head)

3 Play *Guess the New Year Festival.*

- Students describe an item from the Festivals on page 72 in their Student's Books. Their partner guesses which New Year festival it's from using *There are* (*tall puppets*).

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