



TEACHER'S BOOK

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American  
**GET READY!**

Felicity Hopkins



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Oxford University Press



# INTRODUCTION

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## THE MATERIALS

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### Aims

*American Get Ready!* aims to provide young learners with a basic knowledge and feeling for English, giving them a foundation for successful learning at the next stage. It teaches students to say and understand a basic English vocabulary and a small number of useful expressions. It teaches numbers and letters of the alphabet, and introduces students to the early stages of reading and writing.

*American Get Ready!* is based around songs and activities and is carefully matched to the interests of young learners. It is suitable for use with large or small classes.

### Components

*American Get Ready!* is a two-level course. The core of each level is the Student Book and the accompanying Cassette. A Handwriting Book, an Activity Book, and a Numbers Book are also included at each level.

**Student Book 1.** This introduces all the language items in the first level of the course and contains all the songs, stories, rhymes, and games. Most of the work in Student Book 1 is oral. Only the large words or letters printed in a color are for the students to read. The smaller words in black are there to guide the teacher.

**Cassette 1.** This contains recordings of all the songs, stories, and rhymes in Student Book 1. It can be played in the classroom or used by the teacher as a model during lesson preparation.

**Handwriting Book 1.** This teaches the small letters of the alphabet and places particular

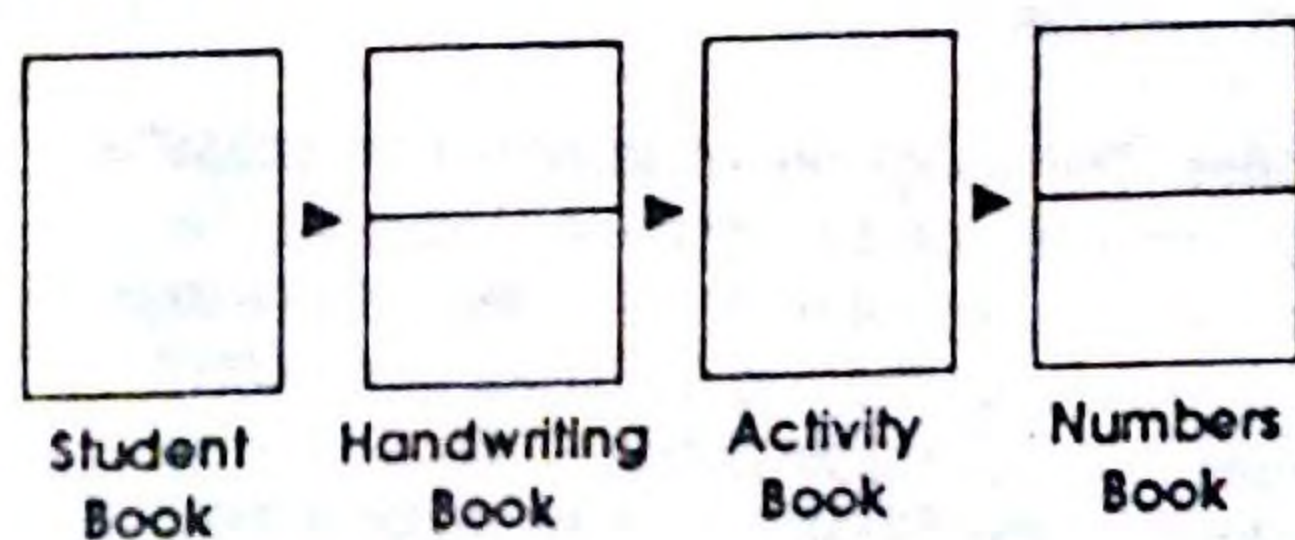
emphasis on correct hand movements. The letters are taught in families, based on shape and hand movement, not in alphabetical order. There are built in review exercises.

**Activity Book 1.** This is designed to reinforce basic reading and writing skills and to give extra practice of the language taught in the Student Book.

**Numbers Book 1.** This is an optional component. It teaches the number sets 1-10, how to write the numbers, and the concept of addition up to 10.

### Organization

Each level of *American Get Ready!* is divided into 60 steps. Each step is one page in the Student Book (supported by the Cassette), half a page in the Handwriting Book, one page in the Activity Book, and half a page in the Numbers Book. The materials and syllabus have been carefully planned, and the books should always be used in this order. The sequence for a complete step is as follows:



## THE TEACHING METHOD

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### Choral Repetition

Drill work and repetition are particularly suitable teaching techniques for young learners, who learn through imitation. The



important thing is that the language being drilled then be used in a context which is meaningful to the children. This is why songs, rhymes, and games are so important, because in the world of the child, these are real ends in themselves.

There are four stages to go through when teaching with choral repetition:

1. The teacher says the words and gives the meaning.
2. The class says the words with the teacher.
3. The class says the words on its own (in response to a cue).
4. Individual students say the words.

The amount of time spent on each stage will be for the teacher to decide. If possible, the meaning should be conveyed without using the students' own language. This can be done through mime, chalkboard drawing, or the pictures in the Student Book. Throughout the choral repetition, the teacher should keep reminding the class of the meaning of the words.

## Songs and Stories

The songs and stories are all written especially for the course and contain simple language that students can easily learn.

**Songs.** The songs are all recorded on cassette. The cassette can be played in class, but the teacher may use it at home to learn the songs and then teach them to the class him/herself. While singing, students should point to the pictures in the Student Book or perform the suggested actions. These activities reinforce meaning and make singing more enjoyable. Singing should be a part of every lesson, and teachers should regularly go back and use songs from the beginning of the course.

**Stories.** The stories are also on cassette, but here again the teacher can, if he/she prefers, use the recording as a model and read the story to the class him/herself. It is important to make sure that students are pointing to the pictures and following the story sequence. Each frame of the stories is numbered.

## Question and Answer

In addition to drill work, the teacher will want to use simple question and answer techniques: *What is this? Show me a* and so on. Many of the games or Picture Practice pages in *American Get Ready!* are designed to practice these kinds of simple dialogues (for example, Step 14 or Step 45). Remember that the students should practice asking questions as well as answering them and that this should be done through choral repetition.

## Individual Help

Even when working with a large class, teachers should try to give individual attention, especially to students having difficulties. The ideal time to do this is when the students are working in either the Handwriting Book, Activity Book, or Numbers Book. This is when you can walk around the class and see how the students are coping. Wherever there are problems, give positive reinforcement about the things the student can do. Success motivates, failure causes panic and lack of interest. One of the main purposes behind *American Get Ready!* is to give a student a sense of enjoyment and a feeling of confidence about learning English.

## Accuracy

Don't be overconcerned about accuracy. *American Get Ready!* progresses slowly, and students will only gradually become aware of subtle differences and be able to imitate the teacher's model. Provide good models of English but don't correct every error made by your students. Never try to explain language rules to very young learners.

## First Language

Students should hear as much English as possible. However, there are many situations when it's useful to use the students' own language. For example, you might use it to explain an exercise in the Activity Book, the meaning of a song, or how to play a game.



When teaching handwriting, it's especially effective to use the students' own language. The important thing is to avoid translation. Always try to explain new words through a picture or mime. Never ask students to translate.

## The Alphabet

When learning the alphabet, students have to learn the importance of very small differences in letter shape: *d/p*, *a/d*, *r/n*, *q/g*, and so on. They also have to learn the names of the letters and the sounds they make. Eventually they have to learn to write the letters. There is no reason why these different things should be taught at the same time. In *American Get Ready!* they learn the name of *a* in Step 5 and they learn to write *a* in Step 25.

In *American Get Ready!* the letters of the alphabet are introduced in Student Book 1. First of all, the students should be taught the sounds of the letters using the formula "a" for apple, "b" for boy, etc. The names of the letters are taught in the Activity Book, in the sections headed Say the alphabet (see Steps 3, 5, 7, 11, 13, 15, 19, 21). How to write the letters is taught in the Handwriting Book in a sequence based on families of letter shapes rather than alphabetical order.

## Reading

There is no "real" reading in *American Get Ready!* Students first of all need to acquire pre-reading skills. In particular, they must become familiar with left-right sequencing and letter recognition. Many of the exercises in the Activity Book give practice in these skills. Students also learn to recognize whole words. The first group of these occurs in Step 23. They are always introduced in the Student Book and practiced in the Activity Book. By the end of *American Get Ready!*, students will be able to recognize 21 words (including *a*).

Throughout *American Get Ready!* small black type in the Student Book indicates words that are intended solely as guidance for the teacher.

They look like this:

Show me a green van.

Number one is a big boat.

Words or letters to be recognized by the student are printed in a much larger size. They look like this:

**a b c**

**a red plane**

In the Student Book, words, letters, or numbers for the student are always printed in a color.

## Handwriting

As well as writing letters and words, students benefit from any activities that develop control of the motor skills. Drawing and coloring are important, and there are ample opportunities in Activity Book 1. There are also exercises to practice writing letters or words in the Activity Book, and these are carefully matched to the sequence in the Handwriting Book.

The main book for teaching handwriting is, of course, the Handwriting Book. To be effective, the Handwriting Book should be combined with good classroom demonstrations. The sequence below is suggested.

1. Before asking students to write a new letter or pattern, demonstrate on the chalkboard. Always use a grid with a baseline and three guidelines. As you write, describe to the students, in their first language, exactly what you are doing.

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2. Next half-turn your back to the class, almost as if you were going to write on the chalkboard, and trace the letter or pattern in the air with your finger. Have the class do it with you as you describe the hand movement.
3. If you are teaching a new letter, the students can now use their finger to trace the large, solid black letter in the book (headed *Look*). This should be done as a class, with the teacher describing the hand movement. The dot shows where the hand movement begins, and the arrow shows the direction to go in.
4. Students are now ready to practice tracing in their Handwriting Books using a pencil or pen. They trace over the gray lines, starting from the black dot. The third line of practice in each step gives the students a chance to copy the line of tracing above. The dots show students where to start each letter.
5. Encourage students to work slowly and to think about their hand movements. Walk around the class and help. Be positive at all times. If necessary, demonstrate again.

The detailed teaching notes in the second part of this book give examples of how to use this technique for particular letters.

## Numbers

Basic number recognition is covered in the Student Book and Activity Book. The optional Numbers Book provides a much more thorough grounding in number concepts and introduces basic arithmetic and how to write numbers.

With young children, the important thing is to give lots of real examples. Numbers are a difficult abstraction, and many children take time to understand them. Be positive and never allow any of your students to develop the idea that they can't do addition.

## Teaching Notes

The second part of this book provides teaching notes for each step of *American Get Ready!*. These notes are no more than a suggested approach.

The new language is shown at the start of each step. It always says whether the new language is for the student to understand, say, read, or write. These are important distinctions. The distinction between understanding something and saying or actively using it is key. We all understand many more words than we can use, especially in a foreign language. Sometimes the distinction can fall in a gray area. For, although a student may use a word in a song (for example, *go/goes* in *I am a robot* in Step 54), it may not be a word that the student is able to use apart from when singing that song. So, in that sense, the word comes in the "understand" group.

Throughout the teaching notes, *italic print* is used to show actual words to be spoken in the classroom.



# TEACHING NOTES

## STEP 1

### New Language

**Understand:** *Look. Show me . . .*

**Say:** *Jack, Sue, This is . . . Hello, I am . . .*

### Student Book

1. **Look and say.** Point to different students in the class and say *Look . . .* (student's name). Hold up the book and say *Look . . . Sue*. Have the class repeat *Sue*. Continue this procedure with *Jack*.
2. Say *Show me . . .* (student) and have the class point. Say *Show me Sue/Jack*.
3. Say *This is Sue/Jack*. The class repeats. Say *This is . . .* (student). The class repeats.
4. Now say *Show me Sue/Jack*, and say the answer *This is Sue/Jack*. Practice this dialogue:  
Teacher: Show me Sue.  
Class: This is Sue  
Use names in the class. Have individuals respond.
5. Say *I am . . .* (your name). Bring a student to the front (e.g. Mary). Stand behind her and say *I am Mary*. The class repeats. Do this with several students. Have individual students stand up and say *I am . . .*
6. Introduce yourself to several students (perhaps by shaking hands) and say *Hello. I am . . .* Repeat the procedure in 5. This time say *Hello. I am Mary*. Introduce yourself to students and have them respond *Hello. I am . . .* Pairs of students can demonstrate this dialogue at the front of the class.
7. **Song.** Play the song and ask the students (in their own language) who is singing each verse.

8. Play the song and encourage the class to join in by singing yourself. Sing it with the students without the tape. Use the students' names instead of *Jack* and *Sue*.

### Handwriting Book

9. Demonstrate the bird on the board and describe what you are doing in the students' first language. *The pencil is going smoothly from left to right. It doesn't stop. It's not leaving the paper.* Students practice with their fingers in the air (see Introduction). Students trace in their books.
10. Repeat with the snail (slower than the bird!) and the snake. Students can do their own bird, snail, or snake lines on a separate piece of paper.

### Activity Book

11. **Say and color.** Say *Show me Jack/Sue*. Students respond *This is . . .* Students color the pictures.
12. **Draw and color.** Students complete the self-portraits. Set a time limit. Have them exchange books with a friend. Say *Show me . . .* (e.g. Mary). The student with Mary's picture holds it up and says *This is Mary*.

### Numbers Book (optional)

13. This introduces the concepts of the number sets 1, 2, and 3. Don't use the names of the numbers. Have students find the boxes with the same numbers of dots. Demonstrate on the board. Have the class do the ones on the left. Go over them on the board. Then the class can do the three on the right.



# STEP 2

## New Language

**Understand:** *What is this?*

**Say:** *a, an, apple, bird, good-bye, and*

**Read:** *a, b*

## Student Book

- Letters.** Say *Look. An apple.* Students repeat without and with *an*:  
Teacher: Apple.  
Class: Apple.  
Teacher: An apple.  
Class: An apple.
- Repeat this procedure with *bird*.
- Say *Show me a bird/an apple.* Students point and say *This is a bird/an apple.*
- Ask *What is this?* Students answer *An apple/A bird*.
- Point to the letters and have the class repeat "a" for apple, "b" for bird. Teach the sounds "a" and "b," not the letter names. Say *Show me "a"*. Write *a* on the board and ask *What is this?* The students give the letter sound, not the name. Don't ask the students to write the letters yet.
- Song.** Review *Hello. I am . . .* by introducing yourself to the students, who then reply *Hello. I am . . .* Shake their hands and say *Good-bye . . .* (student). Walk away and wave. Say *Good-bye.* Students practice repeating *Good-bye.*
- Call two students to the front of the class (e.g. John and Mary) and say *John and Mary.* The class repeats. Do this with several pairs. Each time the students go back to their seats, say *Good-bye . . . and . . .* The class repeats.
- Say *Show me Jack. Show me Sue. Show me Jack and Sue.* Say *Good-bye Jack and Sue,* and "wave to the book." The class waves and repeats. Play the song and have the class join in by singing yourself. Sing without the tape.

## Handwriting Book

- Demonstrate the cat on the board and describe what you are doing. To get its favorite food, the cat must not go off the path. Students practice with their fingers in the air. They can then practice with their fingers in their Handwriting Books. Walk around the class and watch hand movements. Finally, have the students write in their Handwriting Books.
- Repeat with the monkey and the dog. Students can try drawing their own pathways on pieces of paper. Don't worry if they find this difficult. The final result is not important. The purpose is to practice moving the pencil from left to right in an unbroken, flowing line.

## Activity Book

- Match.** Students circle the pictures and letters that match the example on the left. Demonstrate on the board, using simple drawings. For example, draw some balls:



Encourage students to draw the circle in a counterclockwise direction (like the letter *o*).

- Say and color.** Say *Show me an apple/a bird/Jack/Sue.* Then ask students to "read" the pictures out loud from left to right. Students color them. Walk around and ask individuals *What is this? Show me . . .*

## Numbers Book (optional)

- Students circle the correct number of apples to match the box on the left. Demonstrate on the board with circles or use real objects (e.g. pencils). Don't use the names of the numbers yet. Have the students do the ones on the left first. Go over them on the board before the students do the ones on the right.



# STEP 3

## New Language

**Say:** *cat, dog, one, two, three*

**Read:** *c, d, 1, 2, 3*

## Student Book

1. Letters. Say *Look. A cat.* Students repeat after you, pointing to the picture in the book. They should repeat without and with *a: Cat. A cat. Cat. A cat* (see Step 2). Make sure to pronounce *a* correctly. It should sound like "a" in *ago*, not "a" in *name*.
2. Repeat this procedure with *dog*.
3. Say *Show me a cat/a dog.* Students point and say *This is a cat/a dog.*
4. Ask *What is this?* Students answer *A cat/A dog.*
5. Point to the letters and have the class repeat "c" for *cat*, "d" for *dog*. Teach the sounds "c" and "d," not the letter names. Say *Show me "c."* Write *a, b, c, or d* on the board and ask *What is this?* The students give the letter sounds, not the names. Don't ask students to write the letters yet.
6. **Numbers.** Draw the following arrangements of dots on the board:



Point to each group of dots and say the number: *One, two, three.* The class repeats after you. Next have the class say the numbers as you point in sequence: *One, two, three.* Ask individual students to say the numbers.

7. Hold up one pencil, then two, and finally three, and say the corresponding number. Continue by holding up different numbers of pencils. The class or individual students call out the numbers.

8. Give all three pencils to one student. Say *Show me two/three/one*
9. Now write 1 2 3 on the board. Make sure to follow the same style of writing as the Student Book. Have the class count as you point to each figure in sequence. Ask individuals to count, while pointing to the figures in the Student Book.
10. Write individual figures on the board and ask *What is this?* Encourage students to look at the Student Book and match what you have written with the book. They can then work out the answer to your question by looking at the number of dots or by counting and pointing until they get to the figure you have written. Don't be too concerned if some students are still uncertain, but do try to ensure that they are all attempting to "read" the figures from left to right.
11. Review *Hello. I am . . . Good-bye.* Sing the Hello song (Step 1) and the Good-bye song (Step 2).

## Handwriting Book

12. Demonstrate the bird on the board and describe what you are doing. Use the students' first language. Your hand should make one continuous movement from left to right, without pauses. Students practice with you, with their fingers in the air. Next they practice with their finger in the Handwriting Book. Walk around and check the hand movements. Finally, students write in the Handwriting Book.

## Activity Book

13. **Match.** Students circle the letters that match the example on the left. Demonstrate first on the board and review *a, b, c, d.*
14. **Say the alphabet.** Explain that the letters make sounds and that they also have names. Write *a b c d* on the board. Point and have the class say the names of the letters after you. Ask individuals to do it, pointing to the letters in the Activity Book. The arrow is to remind students to go from left to right.



15. Write individual letters on the board. Ask *What is this?* Students say the name of the letter.
16. **Draw and color.** Students trace over the gray lines. Then they color the pictures. Walk around while students work and ask individuals *What is this? Show me a cat.* Have them say the first four letters of the alphabet to you. Be as encouraging as possible. Make sure that they are "reading" from left to right.

## Numbers Book(optional)

17. Draw dots on the board and have students tell you the number. Do the same with the numbers 1, 2, 3. Demonstrate matching dots to a number, using the first example in the book. Students do the exercise in the Numbers Book, circling the correct number of dots to match the number on the left. Encourage students to draw the circle in a counterclockwise direction, like the letter *o*. Have the students do the ones on the left first. Go over the answers on the board. Then the students can do the ones on the right.

# STEP 4

## New Language

Say: *birds, cats*

## Student Book

1. Write 1 2 3 on the board. Point and have students call them out. Say *What is this?*
2. Draw a bird on the board. Say *Look. A bird.* Draw another bird and say *Two birds.* The drawings should be quick and simple:



3. Cover one bird with your hand and then uncover it, saying *One bird, two birds.* The class repeats after you.
4. Now draw a third bird and say *Three birds.* Cover two birds with both of your hands and, as you reveal them, say *One bird, two birds, three birds.* The class repeats. Don't overemphasize the *s* for the plural or be too concerned about accuracy. Don't try to explain. Students will gradually learn these small differences through imitation.
5. Repeat this procedure for *one cat, two cats, three cats.* Again use very simple drawings:



6. **Rhyme.** Students look at Step 4. Explain that it is a kind of "story." The rhyme goes down the page and each picture shows a part of the story. Say that you are going to play the tape and that they must work out the "story."
7. After playing the tape, ask the students to tell you the "story" in their first language. If they don't understand, don't explain yet.
8. Now, you say the rhyme. Use your voice and gestures to bring out meaning. Bring out the drama of the cat creeping up and then pouncing. Repeat with the dog creeping up on the cats. The cat's meow and the dog's bark, which are on the tape, are important parts of the story that shouldn't be left out.
9. Play the tape again and have the class point to the pictures while they listen. Now have the class say the rhyme with you. They should use a gesture for the pounce on *CAT!* and *DOG!*
10. Say *Show me two birds/one cat, etc.*



## Handwriting Book

11. Demonstrate on the board and explain what you are doing. Use the students' first language. *The pencil is doing smooth jumps and landing on the ground. It doesn't leave the paper, but it takes a rest before the next jump.* Students copy you, tracing with their finger in the air. They can then trace over the lines in the book with their finger. Walk around and check their hand movements. Students can now write in the Handwriting Book.
12. Students can draw balls on a separate piece of paper and practice doing "bounces" from left to right.

## Activity Book

13. **Match.** Students circle the numbers and letters that match the example on the left.
14. **Say and color.** Say *Show me a bird/a cat/a dog/an apple.* Then ask students to "read" the pictures out loud from left to right. Students color them. Walk around and ask individuals *What is this? Show me*

## Numbers Book (optional)

15. Students circle the correct numbers of birds to match the numbers on the left. Demonstrate on the board and use simple drawings of birds. Make sure to review recognition of 1, 2, 3. Have the class do the ones on the left first. Go over the answers on the board. Then the students can do the ones on the right.

# STEP 5

## New Language

Say: *elephant, frog, girl*

Read: *e, f, g*

## Student Book

1. **Letters.** Say *Look. An elephant.* Students repeat after you, pointing to the picture in the book. They should repeat without and with an *Elephant. An elephant* (see Step 2).
2. Repeat this procedure with *frog* and *girl*.
3. Say *Show me an elephant/a frog/a girl.* Students point and say *This is a(n)*.
4. Ask *What is this?* Students answer *This is an elephant/a frog.*
5. Point to the letters and have the class repeat "e" for elephant, "f" for frog, "g" for girl. Teach the sounds of the letters, not the names.
6. Review *apple, bird, cat, dog, elephant, frog, girl.* Point to the pictures in the book and ask *What is this?* Write *a b c d e f* on the board and have students say the sounds "d" for dog, "f" for frog as you point to the letters.
7. Practice the rhyme from Step 4. Ask the girls to do the first four lines and the boys the second four. Then switch parts.

## Handwriting Book

8. Demonstrate the butterfly's flight on the board and explain what you are doing. The loops are made in a smooth line, without the pencil leaving the paper. There are no pauses. Students do this with you, with their fingers in the air. Next, they do it with their finger, and then with a pencil in the Handwriting Book. Make sure that they do only the butterfly.
9. Demonstrate the "u" shapes and "n" shapes on the board. Like the jumps in Step 4, both of these require pauses, but the pencil doesn't leave the paper. Students should eventually practice these on a separate piece of paper as well as in their Handwriting Book.



## Activity Book

- Match.** Students circle the letters that match the examples on the left. Demonstrate on the board if necessary.
- Say the alphabet.** Write *a b c d e f g* on the board and make sure to follow the style of the letters in *American Get Ready!* The class says the name of each letter after you. Then they say all seven letters with you, pointing to each one in the Activity Book as they say it. Ask individual students to say the letters in sequence, pointing to their books.
- Say *Show me c*, and have the class or individuals point to that letter in the Activity Book.
- Draw and color.** Students trace over the gray lines. Then they color the pictures. Walk around as they work. Look at the way students are holding their pencils. Ask *What is this? Show me . . .* Have individuals "read" the first seven letters of the alphabet to you.

## Numbers Book (optional)

- Draw three frogs on the board and write the numbers *1 2 3*. Students come to the front and circle the number that is the same as the number of frogs they can see. Cover one or two frogs with your hands. Make the drawings very simple:



Students can now complete the exercise in the Numbers Book.

# STEP 6

## New Language

**Understand:** *How many . . . ?*, *yes*, *no*  
**Say:** *boy(s)*, *finger(s)*

## Student Book

- Rhyme.** Ask a boy to come to the front of the class. Say *Boy A boy*. The class repeats after you. Do the same with a girl. Call out the names of different students. After each name, the class says *girl* or *boy*, as appropriate.
- Call two boys to the front and say *Two boys*. The class repeats. Call another boy to the front. Say *Three boys*. The class repeats. Now count the boys and have the class say *One boy, two boys, three boys* with you. Do the same with three girls. Don't exaggerate the pronunciation of the plural *s*, and don't be too concerned with accuracy. Some students won't be able to distinguish *girl/girls* at this stage.
- Demonstrate the rhyme. Count out three boys in the class, pointing to each one in turn: *One boy, two boys, three boys*. Then pause, look around, and choose a fourth boy by name (e.g. John). Stand behind John and ask him to stand up. While standing behind him, take his arm and point to three girls. Count as you point them out: *One girl, two girls, three girls*. Pause, then choose a fourth girl. John sits down and the girl stands up (e.g. Mary). Now stand behind Mary and count out three boys. Let her choose the next boy to stand up.
- Explain that this is a game that Jack and Sue play in their school. Play the tape. Explain that a girl is speaking. Students point in the book as she counts out the boys. Pause, ask who she has chosen (Jack). Students point in the book as Jack counts out the girls. He chooses Sue. Students listen to see who Sue chooses (David).



5. The students can now perform this rhyme as a chain. Help as necessary. Try to make the choice of each student by name seem as exciting as possible.
6. **Game.** Hold up one finger and have the class repeat after you *Finger. A finger.* Hold up two, then three fingers and have the class say *Two/Three fingers.* Now hold up one, two, or three fingers (see Student Book) and ask *How many fingers?* The students answer *One/Two/Three fingers.* Tell different numbers of boys or girls to stand up. Ask *How many boys/girls?*
7. Now play the game. Put your hand behind your back and ask *How many fingers?* Students have to guess. Use *yes* and *no* when you reveal your fingers.
 

Teacher: (concealing fingers) How many fingers?

Student A: Two fingers.

Teacher: (revealing fingers) No! How many fingers?

Student A: One finger.

Teacher: (concealing fingers) How many fingers?

Student B: Three fingers

Teacher: (revealing fingers) Yes, three fingers.
8. Students can now take on the teacher's role, asking *How many fingers?* Help as needed. Omit this game if it seems too difficult.

## Handwriting Book

9. Demonstrate drawing circles. The pencil must not leave the paper until the circle is complete. Always go in a counterclockwise direction. Students draw circles with you in the air. Then they can do the clown's balls.
10. Review "u" shapes for students, remembering to pause at the end of each "u." Students then trace over the pattern below the clown. The dots show them where to start, and the arrows show the direction to go. Students who finish can color the clown.

## Activity Book

11. **Match.** Draw a frog, a cat, and a bird on the board (see Steps 4 and 5 for suggested drawings). Write *f*, *c*, and *b*. Have students match the sounds of the letters with the initial sounds of the words. Say "Y" for . . . ? Students can then do the matching exercise.
12. **Say and color.** Say *Show me an elephant/a finger/a girl/an elephant.* Then have students "read" the pictures out loud from left to right. Students can now color the pictures while you walk around and ask individuals *What is this?*

## Numbers Book (optional)

13. Write numbers on the board and have students come up and draw the correct number of dots. Students can now work in the Numbers Book. They should begin with the numbers on the left, trace over the line, and then draw the correct number of dots in the circle at the end. Walk around and help. Ask *How many?* as you point to numbers and dots.

# STEP 7

## New Language

**Say:** *hand, insect, jump rope*

**Read:** *h, i, f*

## Student Book

1. Say *Hello* to the class. Introduce yourself to a student and say *Hello, I am . . .* The student replies *Hello, I am . . .* That student then goes to another student and introduces him/herself. Continue this activity as a chain, helping where necessary.
2. **Letters.** Say *Look. A hand.* Students repeat after you, pointing to the picture in the book, *Hand. A hand* (see Step 2).



3. Repeat this procedure with *insect* and *jump rope*.
4. Say *Show me a hand/insect/jump rope*. Students point to the pictures and say *This is a hand/insect/jump rope*.
5. Ask *What is this?* as you point to the pictures or use chalkboard drawings. Hold up your own hand or a student's hand and make a buzzing noise for the insect.
6. Point to the letters and teach the sounds, "h" for hand, "i" for insect, "j" for jump rope. Say *Show me "h"/"i"/"j"*. Students point to the letter that makes that sound. Write the three letters on the board and have students tell you the sounds as you point. Review the sounds "a - "g".
7. Practice the rhyme from Step 4.
8. Play *How many fingers?* (Step 6).
9. Sing the Good-bye song (Step 2).

## Handwriting Book

10. Demonstrate how to do the sharp angular line. Explain what you are doing in the student's first language. *The pencil is moving in straight lines. It goes up the mountain and then it pauses for a rest. It doesn't leave the paper. Now it comes straight down.* Students practice this with you, drawing in the air. Then they go over the two jagged lines at the start of Step 7. First have them trace the lines with a finger. Walk around and check their movements. Finally, they write over these two lines with a pencil.
11. The crocodile's teeth are harder because the movements are smaller. Follow the sequence above. Make sure that students "write" the teeth as one jagged line. "Drawing" the teeth as a series of separate lines is incorrect. Remember that the most important thing is to learn the correct hand movement, not to produce a perfect result.

## Activity Book

12. **Match.** Students circle the letter that matches the examples on the left.
13. **Say the alphabet.** Write *a b c d e f g h i j* on the board. The class says the name of each letter after you. Practice *h, i, j*

several times. Now have the class say all ten letters with you, pointing to each one in the Activity Book. Have individual students say the ten letters in sequence, pointing to their books.

14. Say *Show me h/a/j/d* and have students point to the correct letter in the Activity Book.
15. **Draw and color.** Students trace over the gray lines and then color the pictures. Walk around and ask *What is this?* as you point to letters or either of the pictures.

## Numbers Book (optional)

16. Draw four apples on the board and write different numbers. Students come to the front and circle the right number of jugs. Then ask *How many apples?* Students answer *One/Two/Three apples*. Make the drawings very simple.



Students can now complete the exercise in the Numbers Book.

## STEP 8

### New Language

Say: *elephants, frogs*

### Student Book

1. **Song.** Say *Show me an elephant/a frog*. Students point to the book. Say *What is this?* and mime an elephant by holding your ears out. Do the same with frog, making jumping motions with your hand.
2. Point to the group of elephants at the top of the page and ask *How many elephants?* Do the same with frogs.



3. Play the tape and demonstrate the actions. For the last verse of the song, wave *Hello*. Repeat and have the students join in the actions. If they find it difficult to manipulate their fingers for *one, two, three*, they can point to the numbers in the book instead.
4. Play the tape again. You sing the *How many?* lines of the first two verses and have the students join in with you on lines 2 and 4. Everybody sings the last verse.
5. Model *How many elephants/frogs?* and have the class repeat after you. The class should now be able to sing the whole song with the hand motions. Try it with and without the tape. Encourage the class by singing and doing the motions yourself.
6. Bring different numbers of students to the front of the class, and ask *How many girls/boys?*
7. Sing the Hello song (Step 1).

## Handwriting Book

8. Demonstrate drawing vertical lines on the board. Each line is separate. The important thing is to control the length. So demonstrate between two lines, like the ladder in the Handwriting Book. Students trace in the air with you. Then they complete the clown's ladder.
9. Remind the class how to draw circles. They should be done in one continuous, counterclockwise movement. Have them trace in the air with you. Students can then complete Step 8 in the Handwriting Book.

## Activity Book

10. **Match.** Write four or five letters from *a-j* on the board. Ask students to remind you of the sound each one makes. Then have them tell you a word that begins with that sound. Say "b" for . . . ? Now call out words and have the students tell you which letter on the board they start with. Encourage students to use the letter names, but accept sounds as well.

Teacher: Cat.  
 Student A: c (name).  
 Teacher: Yes, c. Good. Hand.  
 Student B: "h" (sound).  
 Teacher: Yes, good. h (name).

Students can now do the matching activity, drawing lines to connect the pictures to their first letter.

11. **Say and color.** Say *Show me a jump rope/hand/apple/boy*. Then have students "read" the pictures out loud from left to right. While they color, walk around and look at the work done for the matching activity. Help students who are unclear about the sounds.

## Numbers Book (optional)

12. Students draw dots to correspond to the numbers. Demonstrate on the board. Write a number and ask *How many?* Then select a student to draw the right number of dots.

# STEP 9

## New Language

**Understand:** *clap, listen, tap, number*

**Say:** *four, five six*

**Read:** *4, 5, 6*

## Student Book

1. **Numbers.** Copy the dot patterns from the Student Book onto the chalkboard. Point to them as you count to six. Have the class say each number after you. Repeat *four, five, six* several times. Then have the class count with you.
2. Bring different groups of boys and girls to the front of the class. Count out loud with the class: *One, two, three, four, five*. Then ask *How many boys?* The class responds *Five boys*.
3. Now write the numbers 1–6 on the board. Make sure to follow the style of 4 in the book. Point to the numbers and count out



- loud. Have the class join in and point in their books. Ask individuals to count from 1–6 as they point in their books.
4. Say *Show me six/five* etc. and have students point in their books. Write numbers on the board and ask *What is this?*
  5. **Song.** Play the tape and instruct students to clap for 1–3 and tap for 4–6.
  6. Practice each verse without the music, like a rhyme. Students should point to the numbers for each verse and clap and tap. Write numbers on the board and say *Look. One/Two is a number. Mime listen.* Have students repeat *Listen*, after you. Repeat with *Listen to the numbers*. (Don't try to explain the definite article *the*.)
  7. Students should now be ready to sing and do all the motions. If students are having difficulty, they can clap all the way through instead of tapping and clapping. But don't forget that trying to remember whether to clap or tap is part of the fun!
  8. Practice the rhyme in Step 6 and sing *Elephants and frogs* (Step 8).

## Handwriting Book

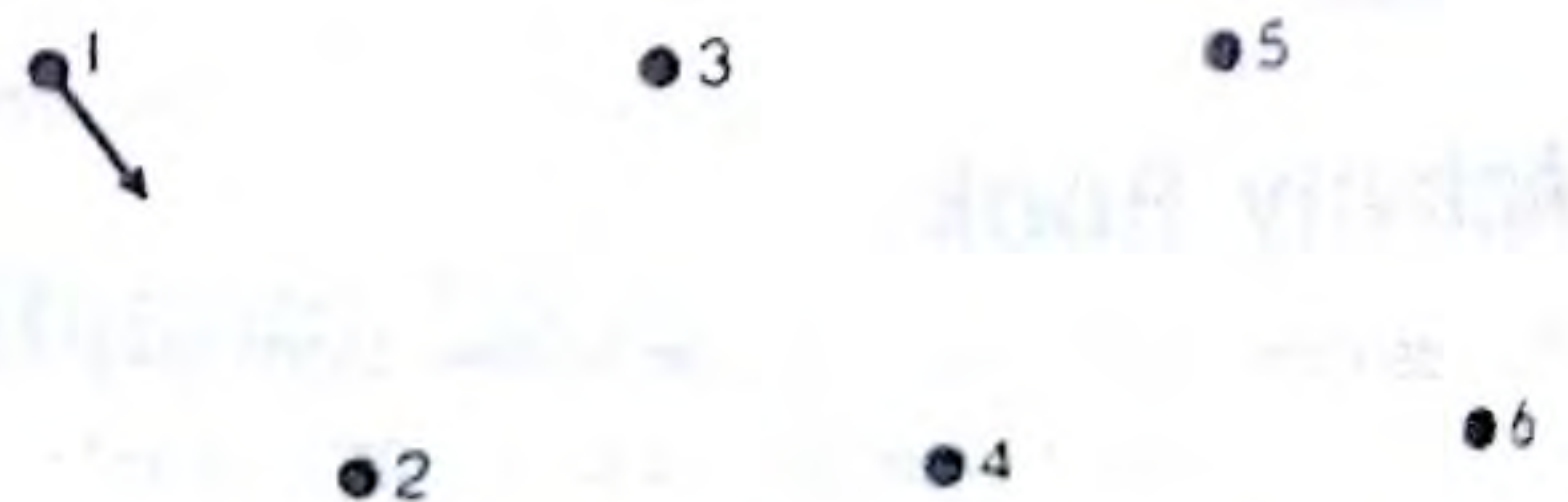
9. Steps 9–12 review all the basic hand movements and introduce the handwriting grid. Draw this on the board. It consists of three gray lines and a black baseline. On the board, use a color for the baseline and white for the other three lines. Explain the grid to the students in their first language. *There are four lines. One line is the baseline. All the letters touch the baseline. Some go up to the first line above it, for example "a" (draw an a). Some go to the very top line, for example "b" (draw a b). Some go to the bottom line, for example "g" (draw a g).*
10. Now demonstrate drawing vertical lines. Put a dot on the top line. This dot should be the same color as the baseline. Demonstrate. Say *I am putting the pencil on the dot. I am drawing a nice, stiff, straight line and stopping as soon as I touch the baseline*. Have students do this with their fingers in the air, starting from an imaginary dot and ending on an imaginary baseline. Repeat this procedure

with a vertical line, starting on the first line above the baseline and ending on the line below it.

11. Students now do the five vertical lines in the first row in the Handwriting Book.
12. Now demonstrate the "u" shapes. Again emphasize the grid. *I am starting from the dot and curving slowly down to the baseline. I just touch it and curve back up to the line above the baseline. I touch it and pause. The pencil stays on the paper. Then I curve down again.* Students practice in the air as you describe an imaginary grid.
13. Students can now complete the first row in the Handwriting Book and do the second. Walk around and check and encourage. Students should be saying to themselves the words you used when you were demonstrating.
14. The third row is meant to copy the line above. The dots show the students where to start. Remember that it's the hand movement and the use of the grid that matters, not the end result.

## Activity Book

15. **Match.** Students circle the numbers that match the example on the left. Review recognition of the numbers 1–6 before the students begin working in the Activity Book. Write the figures on the board and say *Show me two/six*, etc. Then write single figures and ask *What is this?*
16. **Connect the numbers.** Draw this on the board:



Explain, in the students' native language, that you want to connect the numbers together in the correct order. Bring a student to the front of the class. Say *One, two* and indicate for the student to draw the line. Then say *One, two, three* and have another student connect 2 and 3.



Continue until the line is finished. Students can now connect the numbers and complete the frog in the Activity Book.

## Numbers Book (optional)

17. Draw groups of dots representing 1–6 on the board. Call out numbers and have students identify the correct group. Students can now do the exercise in the Numbers Book.

# STEP 10

## New Language

None

## Student Book

1. **Picture practice.** This provides opportunities for review. Use the expressions *Show me. What is this?* and *How many . . . ?* The vocabulary includes *apple, bird, boy, cat, dog, elephant, frog, girl, hand, insect, jump rope.* Jack is wearing the red shirt and Sue is seated on the left.
2. Sing *Elephants and frogs* (Step 8), *Listen to the numbers* (Step 9), and the Good-bye song (Step 2).

## Handwriting Book

3. Draw the grid on the board and demonstrate the short vertical line first and then the "v" shape. Describe what you are doing and refer to the dots and the grid. Students practice each of the shapes with their finger in the air, as you describe an imaginary grid. Then they complete the first two rows in the Handwriting Book. Walk around and check. Demonstrate again if necessary.
4. Students can now do the third row. They should copy the two rows above. They should always start from the black dot.

## Activity Book

5. **Connect the letters.** Draw this on the board:



Call students to the front of the class to help connect the letters in the correct order. Students can then do the exercise in the Activity Book.

6. **Say and color.** Say *Show me an insect/cat/bird/girl.* Have students "read" the pictures out loud from left to right. Students then color the pictures. Walk around and ask individuals the names of the letters in the connect the letters activity. Ask *What is this?* or say *Show me d.*

## Numbers Book (optional)

7. Draw eight dots on the board. Call out a number (1–6) and have a student circle the correct number of dots. Students can then do the activity in the Numbers Book.

# STEP 11

## New Language

**Understand:** *What is this number?*

**Say:** *kite, lion, monkey*

**Read:** *k, l, m*

## Student Book

1. **Letters.** Say *Look. A kite.* Students repeat *Kite. A kite,* after you while pointing to the picture in the book (see Step 2).
2. Repeat this procedure with *lion* and *monkey.*
3. Say *Show me a lion/a kite/a monkey.* Students point and say *This is a . . .*



4. Point to the pictures and ask *What is this?*
5. Point to the letters and have the students repeat "k" for kite, "l" for lion, "m" for monkey. Teach the sounds of the letters, not the names.
6. Review the numbers 1–6. Write a number on the board and ask *What is this number?* Clap up to six times and ask *How many claps?* Do the same with taps. Call out a number and have a student clap or tap it out.
7. Play *How many fingers?* (Step 6) using both hands and up to six fingers.
8. Practice the rhyme in Step 6 counting up to six girls or boys.
9. Sing *Listen to the numbers* (Step 9).

## Handwriting Book

10. Demonstrate the vertical lines. Use the grid and describe what you are doing. Students trace the lines in the air as you describe an imaginary grid. They write over the vertical lines in the first row in the Handwriting Book.
11. Demonstrate the "n" shapes, again using the grid and describing what you are doing in the students' first language. *I am starting at the dot and moving gently up until I just curve and touch the line above the baseline. I am not stopping. I am continuing down to the baseline. I touch the baseline and rest. The pencil does not leave the paper. I now go back up the same line I have come down . . .* Students trace this in the air with you as you describe an imaginary grid. Students then complete the first row in the Handwriting Book and do the second. Walk around and provide encouragement and help.
12. The third row is to be copied from the two above. The dots show where to start each time.

## Activity Book

13. **Match.** Students circle the letter on the right that matches the model on the left.
14. **Say the alphabet.** Write a–m on the board. Say each letter by name as you point to it, and have the students repeat

after you. Practice k, l, and m several times. The class now says the alphabet a–m with you, pointing to the letters in their books.

15. Say *Show me j/k/b*, etc. Students point to the letter in their Activity Book.
16. Ask individuals to say the alphabet a–m, pointing to the letters in the Activity Book.
17. **Draw and color.** Students complete the pictures and color them. Walk around and ask *What is this?* Check recognition of the letters of the alphabet, both their names and sounds.

## Numbers Book (optional)

18. Students circle the correct numbers of birds to match the number on the left.

# STEP 12

## New Language

None

## Student Book

1. **Song.** Say *Show me a monkey/lion/hand/apple/frog/insect*. Students point in their books and say *This is a . . .*
2. Ask *How many fingers/insects?* etc. Students look at their books and answer *Five fingers/Three insects*. Have students close their books and see if they can answer from memory.
3. Play the tape and have students point to the pictures. Play it again and have them join in the second and last line of each verse. You sing the *How many?* lines.
4. Students should now be able to sing the whole song. Try it with the girls singing the *How many?* lines and the boys answering. Then change parts.
5. Sing *Elephants and frogs* (Step 8).



## Handwriting Book

6. Remind students how to do the vertical lines (see Step 9). Then they do all the verticals in the top row in the Handwriting Book.
7. Demonstrate the circles, explaining what you are doing. *I start at the dot just below the line above the baseline. I curve up and touch the line above the baseline and, without pausing, continue around. I touch the baseline and continue until I reach the dot again.* The students trace this in the air. Then they complete the first row of circles in the book and do the second row.
8. The third row is to be copied from the ones above. If possible, students should practice these hand movements some more. This can be done on paper or in a notebook designed for the early stages of writing.

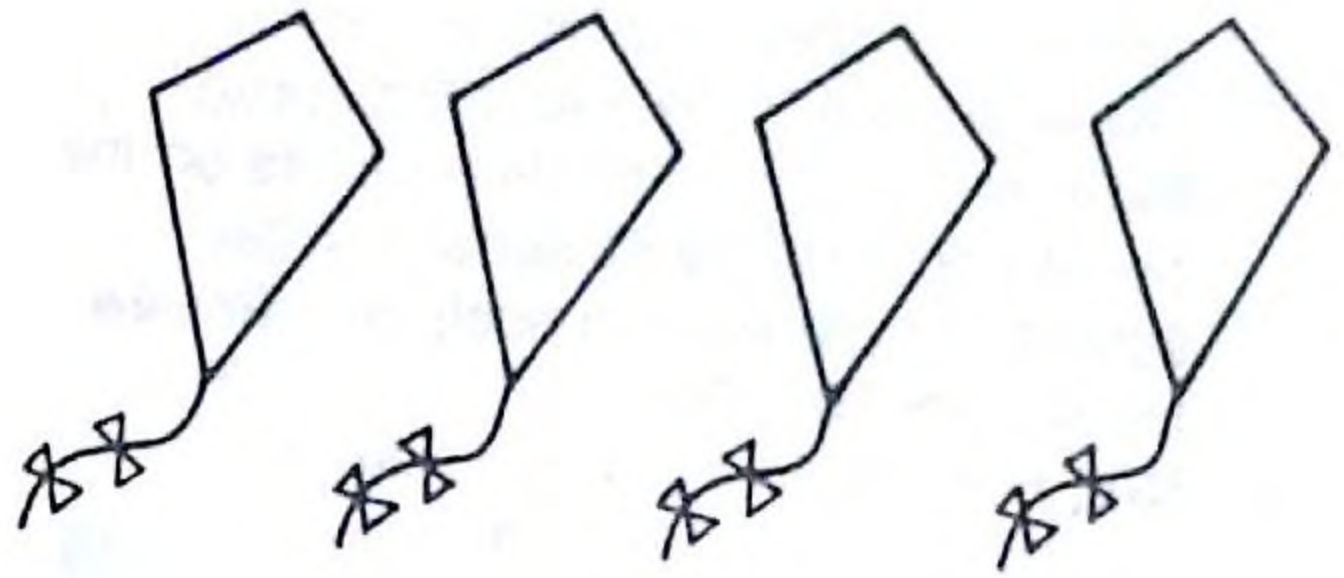
## Activity Book

9. **Match.** Write the letters *a–m* on the board and review the sounds they make. Say “*d*” for . . . ? Then point to individual letters and have students say “*c*” for *cat*, “*l*” for *lion*, and so on. Students now do the exercise, circling the letter that matches the initial sound of the illustrated word.
10. **Say and color.** Say *Show me a monkey/a frog/a lion*. Ask students to “read” the pictures out loud from left to right. Students can now color the pictures.

## Numbers Book (optional)

11. Students circle the number that matches the number of kites. Demonstrate on the board. Draw five kites and write the numbers 1–6. Count the kites out loud: *One, two, three, four, five*. Then circle the 5. Erase one kite and demonstrate again.

The drawings should be very simple:



Students can now do the exercise in the Numbers Book.

## STEP 13

### New Language

**Say:** *nest, orange, pencil, It is . . .*

**Read:** *n, o, p*

**Write:** *c*

### Student Book

1. **Letters.** Say *Look. A nest*, and point to the picture. Students repeat after you without and with *a* (see Step 2): *Nest. A nest.*
2. Repeat this procedure with *orange* and *pencil*.
3. Say *Show me a pencil/an orange/a nest*. Students point to the pictures and say *This is a(n) . . .*
4. Point to a picture and ask *What is this?* Students reply *A nest/an orange/a pencil.*
5. Teach the answer *It is a nest/an orange/a pencil*. Have students repeat after you as part of a question and answer routine:  
Teacher: What is this?  
Class: What is this?  
Teacher: It is a pencil.  
Class: It is a pencil.

Point to pictures in Steps 2, 3, 5, 7, 11, as well as Step 13, and ask *What is this?* Encourage students to answer *It is . . .* Use mimes for *frog* and *elephant* (see Step 8); make *cat*, *dog*, *insect*, *lion*, or *bird* noises; use chalkboard drawings and ask *What is this?*



- Point to the letters and teach the sounds "n" for nest, "o" for orange, "p" for pencil. Say *Show me "n"/"o"/"p."* Students point to the letters that make those sounds. Write the three letters on the board and have the students say the sounds as you point to each one. Review the sounds "a"–"m."
- Sing *How many monkeys?* (Step 12).

## Handwriting Book

- Demonstrate the letter *c* (see Introduction). Use a grid and describe what you are doing in the students' first language. *I start on the dot. I curve gently up to touch the line above the baseline. Now, without pausing, I curve down to just touch the baseline. I start back up toward the dot and then stop.* Demonstrate several times. Make sure the students know the name of the letter and its sound ("c" for cat).
- Students now trace the letter in the air with you. Describe the movement and an imaginary grid as you do this. Students use their finger to trace over the large letter *c* in the Handwriting Book (headed *Look*). They do this as a class, following your instructions. Repeat several times. Walk around and quickly check their hand movements. Demonstrate once again, if necessary.
- Students can now trace over the first two rows of the letter *c*. The third row is to be copied from the one above. Students who finish can color in the cat. Walk around being very encouraging and trying to build confidence. Remember that it is the hand movement and the use of the grid that matter, not the end result.

## Activity Book

- Match.** Students connect the letters that are the same.
- Say the alphabet.** Write *a–p* on the board. Say each letter by name and have the class repeat after you. Practice *n, o, p* several times. The class now says the alphabet, *a–p*, with you, as they point to the letters in the Activity Book.

- Say *Show me l/p/k/o*, etc. Students point to the letters in their Activity Book and say *This is . . .*
- Ask individual students to say the alphabet *a–p*, pointing to the letters in the Activity Book.
- Draw and color.** Students complete the pictures and color them. Walk around and ask *What is this?* indicating the orange or the pencil. Encourage students to answer *It is a . . .*

## Numbers Book (optional)

- Students circle the correct number of pencils to match the number on the left.

# STEP 14

## New Language

**Understand:** *Is it a . . . ? Look at . . .*

**Say:** *yes, no*

**Write:** *o*

## Student Book

- Game.** Say *Show me number 3/6/1* and check that students are pointing to the correct pictures. Say *Look at number 2/4/5* and again check that students are pointing to the correct picture.
- Now say *Look at number 4*, and ask *Is it a monkey?* Answer this yourself with an emphatic *No!* Ask *Is it a girl?* again answering yourself, *No!* Ask *Is it a boy?* Again, answer yourself this time with *Yes!* Now ask the class these questions and have them chorus back *No!* or *Yes!* Ask individual students.
- Continue this pattern with the remaining five pictures. Make it as humorous as possible. You can ask more *No* questions than are suggested in the Student Book and make them more absurd. For example, for number 5 you might ask *Is it a pencil/jump rope/frog/insect/kite?* Each



- time you ask, you should appear to expect the answer *Yes* and be disappointed when the class says *No!* When you get a *Yes* answer, look pleased and say *It is an elephant.*
- As the game progresses, have students extend the *Yes* answer to *Yes, it is a . . .*
  - It may be possible for some of the students to try asking these questions: *Look at number . . . Is it a . . . ?* Omit this if it is too difficult.
  - You can extend this game by writing a number on a piece of paper and giving it to a student. The class asks *Is it 6/5/3?* etc. The student answers *No!* or *Yes, it is 6.*
  - Sing *Elephants and frogs* (Step 8).

## Handwriting Book

- Demonstrate the letter *o* on the board, using a grid. Describe what you are doing. Demonstrate several times. Make sure the students know the name of the letter and the sound it makes ("*o*" for *orange*).
- Students now trace the letter in the air with a finger. Do this several times. Have students use their fingers to trace over the large letter *o* in the Handwriting Book (headed *Look*). They should do this as a class, following your instructions as you describe the hand movement. Do this several times. Walk around the room to check that all the students understand. If necessary, guide a student's finger through the movement.
- Students can now use a pencil to trace the first two rows in the Handwriting Book. Walk around checking and being very positive about their efforts. The third row should be copied from the one above, starting each *o* from the dot provided.

## Activity Book

- Match.** Students circle the letter that matches the initial sound of the illustrated word. Before beginning, check recognition of the words. *Show me a(n) dog/boy/orange, etc.* Do the first one on the board

with the class using *o* and *m*. Say *Monkey. Is it "o" for monkey? No! Is it "m" for monkey? Yes!* Then circle *m*.

- Connect the letters.** Students connect the letters to complete the picture of a boat. If students are at all uncertain of the alphabetical order, they can look back at Step 13 in the Activity Book.

## Numbers Book (optional)

- Write numbers on the board and have students come to the front of the class and draw the right number of dots beside them. Check the answer by counting the dots out loud. Students can now do the exercise in the Numbers Book.

# STEP 15

## New Language

**Say:** *queen, robot, sun*

**Read:** *q, r, s*

**Write:** *e, l*

## Student Book

- Letters.** Say *Look. A queen*, as you point to the picture. Students repeat after you without and with *a* (see Step 2): *Queen. A queen.*
- Repeat this procedure with *robot* and *sun*. You will need to say *the sun*. Students should imitate this, but don't attempt to explain it to them.
- Say *Show me a . . .* Students point to the pictures and say *This is a . . .* Some students will probably say *This is a sun*. Accept the response and repeat with the correct version: *Yes. This is the sun*. Don't put an exaggerated stress on *the* or change the pronunciation to sound like *thee*. The *e* in *the* should sound like *a* in *ago*.
- Point to the pictures and ask *What is this?* Students reply *It is . . .*



5. Point to the letters and teach the sounds, "q" for queen, "r" for robot, "s" for sun. Say *Show me "q"/"r"/"s."* Students point to the letters that make those sounds. Write the three letters on the board and have students say the sounds as you point.
6. Play an extension of the game in Step 14. Write *k l m n o p* on the board and check recognition. Ask *What is this?* and have students give you the names of the letters. Now write one of the letters on a piece of paper and give it to a student. Ask *Is it m?* The student says *No!* Encourage students to ask questions. The student who guesses correctly is the next one to be given a letter for the class to guess.

## Handwriting Book

7. Demonstrate the letter *e* on the board, using a grid. Describe what you are doing in the student's native language. *I am starting from the dot and curving smoothly up to the line above the baseline. I do not rest. I continue curving around toward the baseline. I just touch the edge of the dot where I started and go on to just touch the baseline. I curve up a little way and stop.* Demonstrate several times. Make sure the students know the name of the letter and the sound it makes ("*e*" for elephant).
8. Students now trace *e* in the air with their forefinger, as you guide them through it. Do this several times. Students then use their fingers to trace over the large letter *e* in the book (headed *Look*). They do this as a class, following your instructions for the hand movement. Walk around and help.
9. Students can now use a pencil to trace the first two rows of *e*. Walk around and help. The third row is to be completed by copying the line above. You may want to demonstrate on the board again before they do this. This will give you the opportunity to help with any common problems you may have noticed.

## Activity Book

10. **Match.** Students connect the letters that are the same.
11. **Say the alphabet.** Write *a-s* on the board. Say each letter by name and have the class repeat after you. Practice *q, r, s* several times. The class can now say the alphabet *a-s* with you, pointing to the letters in the Activity Book.
12. Say *Show me q/m/d/f,* etc. Students point to the letters in their books.
13. Ask individuals to say the alphabet up to *s*, pointing to each letter in the Activity Book.
14. **Draw and color.** Students complete and color the picture. Walk around and ask *Is it a . . . ?*

## Numbers Book (optional)

15. Demonstrate writing the number one, using the handwriting grid. Describe what you are doing and have the class trace with you in the air. Then they follow your instructions and trace with their finger over the large number *1* (headed *Look*) in the Numbers Book.
16. Students can now complete the tracing and copying in the Numbers Book. Walk around and help. Make sure that all the students start on the dot and go downward.



# STEP 16

## New Language

**Understand:** *Hands up! Hands down!*

**Say:** *little, big*

**Write:** *s, 2*

## Student Book

1. Call a student to the front of the class. Hold up the student's hand and say *Look. A little hand.* Then hold up your own hand and say *Look. A big hand.* Draw two birds on the board and say *Look. A big bird/A little bird.*
2. Model the adjectives and have the students repeat after you. Then model the phrase, again having the students repeat:  
Teacher: Big.  
Class: Big.  
Teacher: A big bird.  
Class: A big bird.  
Teacher: Little.  
Class: Little.  
Teacher: A little bird.  
Class: A little bird.

Follow the same procedure with *A big/little hand.*

3. **Game.** Hold up two different sized pencils for the class. Say *Look. A little pencil. Look. A big pencil.* Again, have the students repeat after you. Have the students look in the Student Book. Say *Show me a big/little pencil.*
4. Hold up one of the pencils and ask *Is it a little pencil? Is it a big pencil?* Do this several times. The students answer *A big/little pencil.*
5. Explain to the class that you are going to hide one of the pencils in your pocket (or in a box). Make sure to hide the little pencil. Play the tape and demonstrate the actions. Stop the tape on *Show me.* Say *What is it?* as you reveal the pencil. Encourage the class or an individual to say *A little pencil.* Play this last part on the tape.
6. Now hide the big pencil. Play the second

recording of the game, following the procedure above

7. Now teach the class the rhyme and game. Use the pictures in the Student Book as a guide. Students take turns hiding the pencil and revealing it after the class says *Show me.* The students then ask *What is it?*
8. Sing *How many monkeys?* (Step 12).

## Handwriting Book

9. Demonstrate *s.* Practice tracing in the air and then tracing with a finger over the big letter in the book. Students can then write in the Handwriting Book. The third line for copying may be difficult. Beginners often have problems getting *s* to end up on the baseline. Be encouraging and don't expect too much. The important thing at this stage is to attempt *s* in a single hand movement.

## Activity Book

10. **Match.** Students choose the letters that match the initial sounds of the illustrated words.
11. **Say and color.** Say *Show me a pencil/finger/kite/robot.* Then have students "read" the pictures out loud from left to right. While the class is coloring, walk around and ask *Is it a robot?* etc. Check recognition of the letters in the matching activity.

## Numbers Book (optional)

12. Demonstrate writing the number *2*, using the handwriting grid. Describe what you are doing and have the class trace in the air with you. It is important to write *2* in one hand movement. There is a pause when the pencil reaches the baseline and before it moves along the baseline, but the pencil should not leave the paper.
13. The class now uses their fingers to trace over the large number *2* in the book, as you guide them through it. Do this several times and walk around the class, watching the hand movements. The students can then write in the Numbers Book.



# STEP 17

## New Language

**Understand:** *Point to . . .*

**Write:** *i, 3*

## Student Book

1. Review *Hello, I am . . .* and sing the Hello song (Step 1).
2. **Look and say.** Call a student to the front of the class. Say *Point to a boy*. Take the student's hand and perform the action. You might whisper what you want him/her to do. Say *Point to a girl*. Then have individual students stand up. Tell them to point to another named student (e.g. Mary). Say *Point to Mary*.
3. Next have the class point to pictures in the Student Book. For example, say *Point to an insect*. Then ask individual students. Always give the instruction *Point to . . .* before naming a student to do it. By doing this, all the students will look for the picture.
4. Let students take turns giving the instruction *Point to . . .*
5. Call out a number from one to five. Tell the class that you are going to "read" the pictures in that row, going from left to right. For example: 4. *A jump rope, a kite, an orange, a hand*. They should listen and tell you when you make a mistake. Make a deliberate mistake and pretend you don't know the answer. Ask *Is it a robot? Is it a boy?* and so on.
6. Students now take turns at "reading" across one of the rows. The class points to each picture and listens for mistakes. In addition to vocabulary review, this activity practices left-right sequencing.
7. Sing *Listen to the numbers* (Step 9).

## Handwriting Book

8. Students have now learned to write the four letters based on a counterclockwise circle. They are now going to learn a

group of letters based on a vertical line. Demonstrate writing *i*, using the handwriting grid. Describe what you are doing and have the students trace the letter in the air with you. Make sure that they know the name of the letter and the sound it makes ("*i*" for *insect*).

9. The class can now trace over the big letter (headed *Look*). Guide them through this, walk around the class, and check hand movements. Make sure that they don't forget to dot the *i*. They can now write in the Handwriting Book.

## Activity Book

10. **Match.** Students circle the letter that matches the model on the left.
11. **Connect the letters.** Students connect the letters in alphabetical order to complete the picture of the car. Review the alphabet up to *s* before the students begin working.

## Numbers Book

12. Teach the students to write 3. Follow the procedure for 2, described in Step 16. Like 2, 3 is written with a single hand movement. There is a pause on the middle line, before the second half circle, but the pencil does not leave the paper.

# STEP 18

## New Language

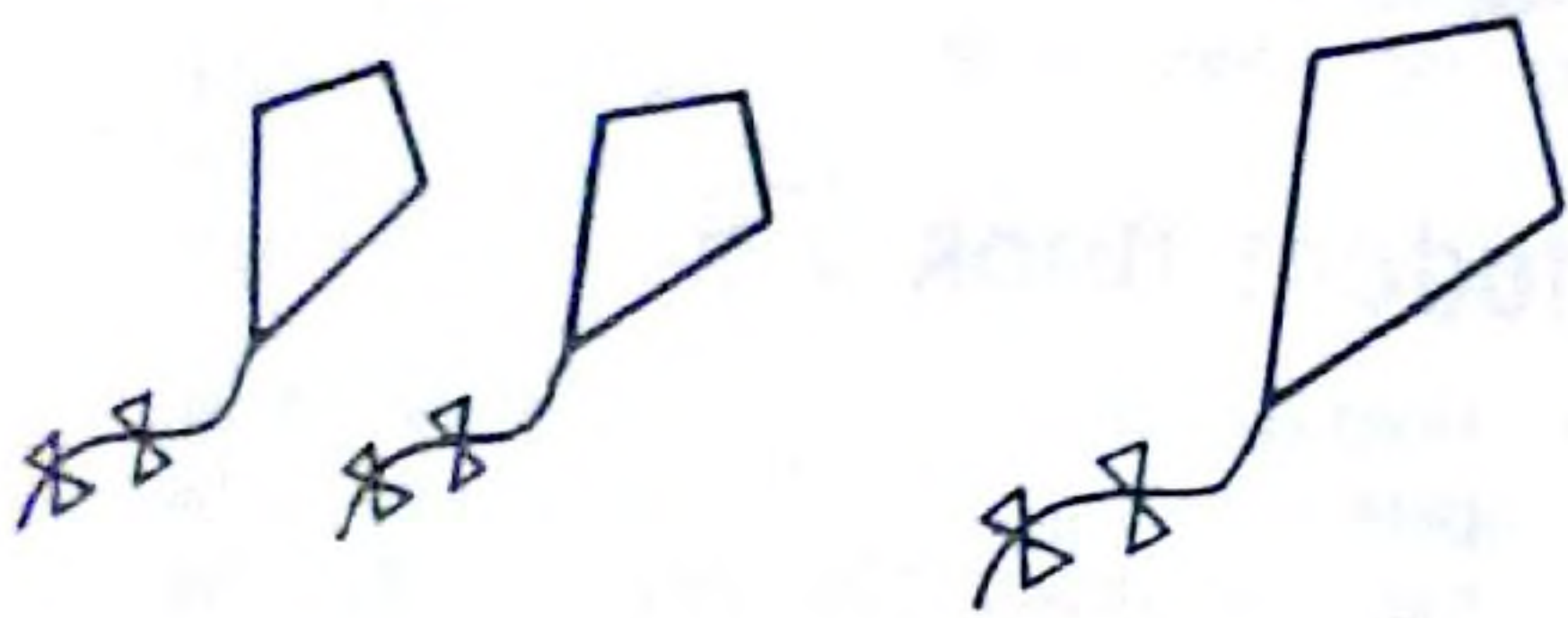
**Write:** *!*

## Student Book

1. **Picture practice.** Say *Show me robot number three/bird number four* etc. Students point to the correct picture.
2. Now say *Look at robot number two. Is it a big robot/little robot?* Accept the answer *Yes* or *No*, but encourage students to say *Yes, it is a big robot*, or *No, it is a little robot*.



- Repeat this procedure with the birds. You can extend this activity further with simple chalkboard drawings. For example, you can use kites (or apples or dogs):



- Song.** Say *Show me Jack/Sue*. Play the tape. Students listen and then join in, pointing to the pictures.
- Sing the Good-bye song (Step 2).

## Handwriting Book

- Follow the procedure used for teaching *i* in Step 17. Make sure that students know the name of the letter and the sound it makes ("I" for lion).

## Activity Book

- Match.** Draw the handwriting grid on the board. Review how to write *o, c, e, s*. First write the letters in the air, and have the class guess what you are writing. Ask *What is this?* Then have individual students come to the front and write one of the letters on the grid. Draw in a dot to show the starting point for the letter each time.
- Erase the grid and write *o c e s* on the board. Review the sound each letter makes. Then students can do the exercise in the Activity Book. They have to choose the letter that matches the initial sound of the illustrated word and then trace over it. Walk around and check hand movements and the choice of letter. Starter dots are not given, so make sure that students start each letter in the right place.
- Say and color.** Say *Show me a nest/dog/queen*. Have students "read" the pictures out loud in a left-right sequence. Students can then color the pictures.

## Numbers Book (optional)

- Draw the handwriting grid on the board. With your finger write the figures 1, 2, 3 and ask *What is this?* Together with the class, trace 1, 2, 3 in the air and describe what you are doing. Have individual students come to the front of the class and write the numbers on the grid on the board. Now students can do the review practice, writing in the Numbers Book.

# STEP 19

## New Language

**Say:** *tree, umbrella, van*

**Read:** *t, u, v*

**Write:** *j*

## Student Book

- Letters.** Say *Look. A tree*, as you point to the picture. Students repeat after you: *Tree. A tree* (see Step 2).
- Repeat this procedure with *umbrella* and *van*.
- Say *Point to a . . .* and have students point to the pictures.
- Point to the pictures and ask *What is this?* Students reply *It is . . .*
- Point to the letters and have the class repeat the sounds: "t" for tree, "u" for umbrella, "v" for van. Write *q r s t u v* on the board. Point to individual letters and have students say the sound.
- Write the letters *a* through *v* on the board. Say *Point to "d" (sound)* and let a student come to the front to do it.
- Sing *Little girl, little boy* (Step 18).

## Handwriting Book

- Teach how to write *j*. Follow the procedure for *i* described in Step 17.



## Activity Book

9. **Match.** Students circle the letter that matches the model on the left.
10. **Say the alphabet.** Write the letters *q r s t u v* on the board. Say *Look: q, r, s, t, u, v* as you point to each of the letters. Say each of the letter names again and have the class repeat after you. Practice *t, u, v* several times. Then ask *What is this?* Students say the letter names as you point.
11. Say the alphabet *a-v* with the class, pointing to the letters in the Activity Book. Ask individuals to say *a-v*. Say *Show me j/m/v* etc. Students point to the letters in their books.
12. **Draw and color.** Students complete the umbrella and color it. Walk around and check recognition of the letters of the alphabet using *What is this? Point to . . . Show me . . .*

## Numbers Book (optional)

13. Students trace over the lines from the numbers to the circles and then draw in the right number of dots. Go over the answers on the board.

# STEP 20

## New Language

**Understand:** *sky*

**Say:** *red, green, blue*

## Student Book

1. Hold up various red objects (a book, a pencil, a bag, chalk) and say *red*. Have the class repeat after you. Do the same with *green* and *blue*.
2. Hold up different objects and have the class call out the color: *red, blue, or green*.
3. **Look and say.** Say *Look. A red umbrella.* The class points and repeats *A red umbrella.* Do the same with the green and blue umbrellas. Then "read" along the row several times, pointing and encouraging the class to join in. Say *A red umbrella, a green umbrella, a blue umbrella.*
4. Now say *Point to a green umbrella, etc.*
5. **Song.** Play the tape through once. Point to the sky outside and practice saying *sky* and then *a blue sky*. Read through the song and have the students point to the pictures.
6. Play the tape again and have the class join in the last line of each verse: *And look at Sue's umbrella.*
7. Say *Show me a green tree/blue/a red sky/the sun* etc. Then teach the song as though it were a rhyme (without music). First say the words and have the class repeat after you. Then have the class say it with you, as they point to the pictures. It might be useful to introduce some actions for *Sun up, sun down*.
8. Students should now be ready to sing the full song. They can do this with and without the tape.

## Handwriting Book

9. Draw the handwriting grid on the board. Ask students to come to the front of the



class and write *o* or *e*. Review how to write *o* and *e* and have students write with their fingers in the air as you describe the hand movement. Students can now complete the exercise in the Handwriting Book. Encourage them to work slowly, thinking carefully about the hand movements. Demonstrate again if necessary. Be very positive about their efforts. Walk around and help. Where necessary, take a child's hand and guide their finger over the big *o* and *e* in Steps 14 and 15. Then guide their pencil over an *e* and an *o* in Step 20.

## Activity Book

- Match.** Students draw lines to the letters that match the initial sounds of the words illustrated on the left. Go over the answers with the class.
- Say and color.** Say *Point to a tree/van/sun/hand*. Have students "read" the pictures out loud from left to right. They can then color. Walk around and ask *What is this? Is it a blue/red/green van?*

## Numbers Book (optional)

- Students write over the number that corresponds to the number of kites. Walk around and help with hand movements.

# STEP 21

## New Language

**Say:** *window, x-ray, yellow, zoo*

**Read:** *w, x, y, z*

**Write:** *t, 4*

## Student Book

- Letters.** Point to the picture and say *Look. A window*. Students repeat after you: *Window. A window* (see Step 2).

- Repeat this procedure with *x-ray, yellow,* and *zoo*. For *yellow*, omit the article *a*, and say *Look. Yellow*.
- Say *Show me . . .* and have students point to the pictures.
- Point to the pictures and ask *What is this?* Students reply *It is . . .*. Students may say *It is a yellow*. Accept this but gently correct it: *Yes—good. It is yellow*.
- Point to the letters and teach the sounds: "*w*" for *window*, "*x*" for *x-ray*, "*y*" for *yellow*, "*z*" for *zoo*. Say *Show me "z,"* and have students point to the letter that makes that sound. Write the complete alphabet on the board. Point to different letters and have students say the sound. This can be "*b*" or "*b*" for *bird*.
- Play the game in Step 16.
- Sing *Sue's umbrella* (Step 20).

## Handwriting Book

- Teach how to write *t*. Follow the procedure described for *t* in Step 17. There are two unusual features about this letter. It does not sit neatly between the grid lines because its top is just below the line. Secondly, it is one of four small letters not written with a single hand movement.

## Activity Book

- Match.** Students circle the letter that matches the model on the left.
- Say the alphabet.** Write the letters *t u v w x y z* on the board. Point to each letter and say its name. Repeat this and have the class say the names after you. Practice *w, x, y, z* several times. Then ask *What is this?* as you point to one of the seven letters. Students say the name for you.
- Say the whole alphabet with the class, pointing to the letters in the Activity Book. Ask individuals to say the alphabet.
- Draw and color.** Students complete the picture of the window and color the frame. Walk around and ask *What is this? Is it a yellow window/red window?* etc.



## Numbers Book (optional)

13. Demonstrate how to write 4. Use the handwriting grid. This number is written with two separate hand movements. It starts with a vertical to the baseline. The pencil is then lifted off the paper and put back on the starting dot. The second line is drawn with a pause as it hits the middle line and before it moves along it and across the first line. Have students trace this in the air with you. Describe the movement on an imaginary grid as you do this.
14. Students can now use their forefinger to trace over the large 4 in the Numbers Book (headed *Look*). Do this as a class while you describe the hand movement. Repeat several times. Walk around the room and check. Students can now write in the Numbers Book.

# STEP 22

## New Language

None

## Student Book

1. **Picture practice.** Use the picture for review. Ask questions like these:  
*Show me a little kite. (Is it green?)*  
*Show me a green van. (Is it little?)*  
*Point to a yellow umbrella.*  
*Point to a big monkey.*  
*How many elephants?*  
The vocabulary covered is *kite, elephant, lion, van, robot, monkey, umbrella, big, little, red, blue, green, yellow.*
2. Prompt the students to ask the questions above.
3. Sing *Little girl, little boy* (Step 18).

## Handwriting Book

4. Draw the handwriting grid on the board. Ask students to come to the front of the class and write *s* and *c*. Focus attention on the hand movement rather than the end result. Practice writing these two letters with the class tracing them in the air. Students can now complete the exercise in the Handwriting Book.

## Activity Book

5. **Match.** Students trace over the letter that matches the initial sound of the word illustrated on the left. Go over the answers with the class. Have students write the correct letters on the board. Be very positive about their efforts. Make sure the hand movements are correct and that students start each letter in the right place.
6. **Say and color.** Say *Point to a tree/bird/boy/orange.* Have students "read" the pictures out loud from left to right. They can then color. Walk around and say *Show me a bird. Is it blue/yellow?* etc.

## Numbers Book (optional)

7. Draw the handwriting grid on the board. With your finger write the numbers 1, 2, 3, 4. Ask *What is this?* Together with the class, trace 1, 2, 3, 4 in the air and describe what you are doing. Repeat several times for 4. Now students can do the review practice in the Numbers Book.



# STEP 23

## New Language

**Understand:** *What is this word?*

**Read:** *red, blue, green, yellow*

**Write:** *l*

## Student Book

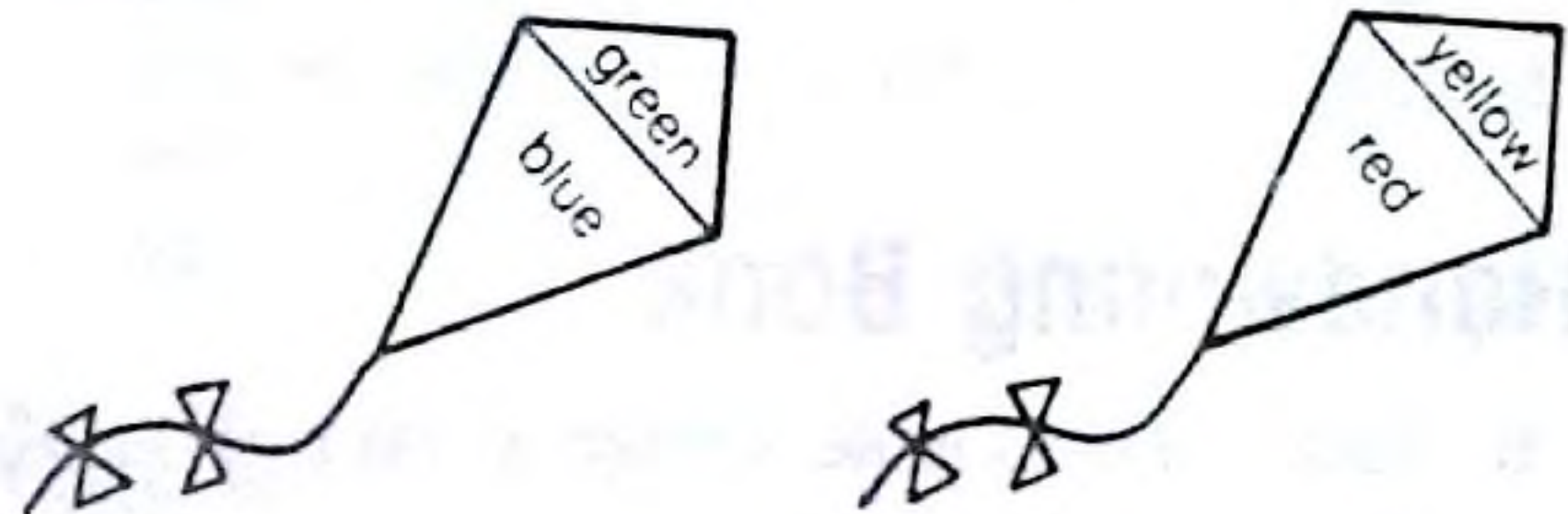
1. **Read.** Say *Show me red/yellow/green/blue*. Students point to the colors in their books. Say *Point to a blue pencil*, etc.
2. Write the letters *r b g y* on the board. Remind the students of the sounds the letters make. Point to the letters and have students call out the sounds. Then say "r" for red, "g" for . . . ? Repeat this several times. Encourage students to point to the initial letters.
3. Write *green* on the board and ask *What is this word?* Students should leave their books open and compare the word shape on the board with the word shape in the book. They should also identify the initial *g*. Don't give the answer. By working it out for themselves, students will learn to look carefully at the shapes of words and letters.
4. Repeat this procedure with *red, yellow, and blue*.
5. Write all four words on the board. Say *Show me "blue,"* and have a student come to the front of the class. This should be done with books open and then with books closed.
6. Students keep their books closed. Write individual words on the board and ask *What is this word?*
7. Sing *Sue's umbrella* (Step 20).

## Handwriting Book

8. Teach how to write *l*. Follow the procedure described for *l* in Step 17. Like *l*, the small letter *l* is written with two hand movements.

## Activity Book

9. **Match.** Write *red, green, yellow, blue* on the board. Have different students come to the front of the class and point to the words you indicate. Say *Point to . . .*. Students then circle the words that match the examples on the left.
10. **Missing letters.** Write *a b c d e f g - i - k - m* on the board. Say the alphabet with the class, pointing to each of the letters. When you get to *h*, pause and let the class tell you the letter. Write it in the space. Start again from *a* each time and repeat this procedure for *j* and *l*.
11. Students can now do the exercise in the Activity Book. They have to decide which letters go in the spaces. The first one is done as an example, and only needs to be traced. The other two (*e, f*) have dots to show the student where to start writing the missing letters. Note that in these missing letters exercises, students are only required to write letters that they have already practiced in the Handwriting Book.
12. **Read and color.** Students read the words and color the kites. Demonstrate on the board. Use a different combination of colors from the kites in the book:



Ask *What is the word?* Help by reminding students of the initial sound "r" . . . ? "y" . . . ? Walk around and help individual students in the same way when they are working in the Activity Book.

## Numbers Book (optional)

13. Students trace over the number that corresponds to the number of dots shown on the left. Make sure that students start tracing from the dot for each number. In the case of 4, make sure that they do the two hand movements in the correct sequence.



# STEP 24

## New Language

**Understand:** *What color is . . . ? Stop!*

**Write:** *k, 5*

## Student Book

1. Practice saying the alphabet. Students point to the letters as they say it with you. Walk around the room and help students that seem uncertain about which letters to point to.
2. Continue saying the alphabet but make it into a game. Tell the class that when you say *Stop!* they must freeze so that you can see if they are all pointing to the right letter. This could alarm less confident students, so make sure to conduct this game in a light-hearted way.
3. **Song.** Play the tape several times and let students join in. Give the girls a chance to sing without the tape and then the boys. Let individuals or pairs of students sing (if they want to).
4. Ask *What color is b?* etc. Say *Look at q. Is it blue?* Students answer *No. It is green.*
5. Sing *Listen to the numbers* (Step 9).

## Handwriting Book

6. Teach how to write *k*. Follow the procedure described for *i* in Step 17. This letter is formed with three separate strokes.

## Activity Book

7. **Connect the letters.** Students connect the letters in alphabetical order.
8. **Say and color.** Say *Look at apple number two. Is it a big apple?* Have students make up sentences like the examples in the Activity Book (these are in small print for the teacher only). Students then color the pictures.

## Numbers Book (optional)

9. Demonstrate writing the number 5, using the handwriting grid. Describe what you are doing and have the class trace in the air with you. This number is written with two separate hand movements. It begins with a slightly angled line down to the guideline above the baseline. The pencil pauses there, but does not leave the paper. There is then a circular movement, crossing the middle guideline, down to the baseline, touching it lightly, and then back up again. The pencil now leaves the paper and is placed again on the starting dot to do a stroke left to right along the top guideline.
10. The class now uses their fingers to trace over the large 5 in the Numbers Book. They do this as a class as you describe the hand movement. Repeat several times. Students can now write in their books. If necessary, demonstrate again before students do the last row.

# STEP 25

## New Language

**Understand:** *letter* (of the alphabet)

**Write:** *a, 6*

## Student Book

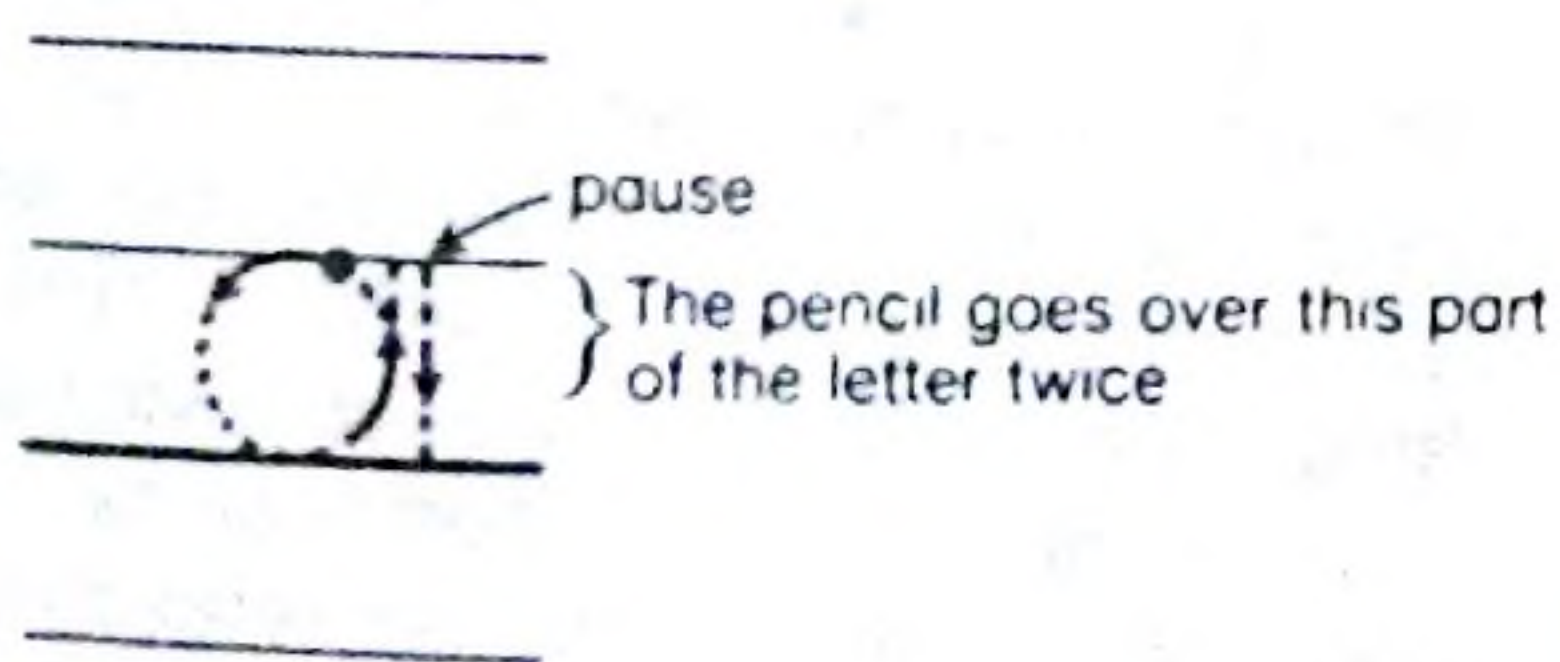
1. **Song.** Say *Show me a pencil, a queen,* etc. Say the page with the class. Say it slowly while pointing to the pictures. Omit the chorus, *Listen to the letters.* Have the boys and then the girls say the page. Repeat this several times.
2. Put *a b c d* on the board. Say *a is a letter. b is a letter,* etc. The class repeats after you *Letter. A letter* (see Step 2). Then say *Listen to the letters,* and put your hand by your ear to indicate *Listen.* Point to the four letters and say the sounds "a," "b," "c," "d." Have the class repeat after you *Listen.* Then *Listen to the letters.*



- (Don't try to explain the use of *the*.)
- 3. Play the tape. Have the students listen and point to the letters. They should join in the chorus *Listen to the letters*. Practice.
- 4. The class can now try singing the song, but don't worry if they can't do this yet. If students are having difficulties, sing the song slowly without the tape.
- 5. Sing the Alphabet song (Step 24).

## Handwriting Book

6. The students have now learned to write two groups of letters: *c, o, e, s* based on a counterclockwise circle and *i, l, j, t, f, k* based on a vertical line. The next group of letters combines the counterclockwise circle followed by the vertical line.
7. Demonstrate how to write *a* using the handwriting grid. Describe what you are doing in the students' first language. The important thing about *a* is to do it in one movement. It is a common mistake among beginners to write it like an *o* and then lift the pencil from the paper and add a separate vertical line. The pencil completes the *o* and then, without leaving the paper, continues up to the guideline above the baseline. It pauses when it touches this guideline and then comes back along the line it has just drawn and down to the baseline. This means that the pencil goes over part of the vertical twice: once going up and then coming down:



8. Students now trace this letter with you in the air. Describe the movement as you do this, as if the class were writing on an invisible grid. Students should now use their finger to trace over the large *a* in the Handwriting Book (headed *Look*). They do this as a class while you guide them through it. Repeat several times. Walk

around and check. Where necessary, guide a student's finger through the movement.

9. Students can now trace the letter *a* in the Handwriting Book with a pencil. Make sure that this is done carefully and slowly. It requires a good amount of concentration, so it may help to take a rest after about ten minutes. Use this to praise some of the best efforts and perhaps get one of the students to demonstrate on the board.

## Activity Book

10. **Match.** Students circle all the letters that match the letter in the top left. The pairs of letters were chosen because of their similarity. This exercise helps students to be more aware of small but significant differences. Go over the answers on the board and ask for the name of the letter circled.
11. **Missing letters.** Follow the procedure for this kind of exercise described in Step 23. Start by writing these letters on the board: *a b - d - fg - i - k*.
12. **Read and color.** Students read the labels and color the children's clothes. Walk around and help. Have students look at the first letters of the words. Ask *What word is this? What is this? Is it green? Say Show me a green pencil etc.*

## Numbers Book (optional)

13. Teach how to write 6. Follow the procedure for 2 described in Step 16.



# STEP 26

## New Language

**Understand:** *sing, song, What is this letter?*

**Say:** *door, ceiling, floor*

## Student Book

1. Point to a door, the ceiling, and the floor and have the students repeat the words after you. They should say them without and then with the article (see Step 2). Only *door* can have the indefinite article *a*; *floor* and *ceiling* have the definite article *the*. (See *the sun* in Step 15.) Don't attempt to explain it. Young students are happy to imitate and would only be confused by an explanation.
2. Ask *What is this? Is it a door?* (pointing to a window). Say *Show me the ceiling*, etc. Review *window*.
3. **Game.** Tell a student *Sing "Sue's umbrella."* After a few lines, say *Good. "Sue's umbrella" is a song.* Then tell another student *Sing "Elephants and frogs."* After a few lines, say *Good. "Elephants and frogs" is a song.* Then tell another student *Sing a song*, and let the student choose.
4. Now play the tape while the students look at the pictures. Perform the actions while the tape is playing. After you have played the song once (it is done twice on the tape), explain that at the end of the song you call out *window, door, ceiling, or floor* and the class has to quickly point to the right places. Continue playing the tape and have the class perform the actions on the second time through.
5. Read the song slowly line by line, and have the class repeat each line after you, performing the action as they do.
6. The class should now be able to sing the complete song with you calling out the words at the end. Try doing the song with a student calling out the words at the end.
7. Sing *Listen to the letters* (Step 25).

## Handwriting Book

8. Draw the handwriting grid on the board. Trace *i* and *l* with your finger and ask *What is this letter?* Call individuals to the front of the class to write *i* and *l*. If necessary, trace the letters in the air with the class, describing the hand movements. Students can now complete the exercise in the Handwriting Book.

## Activity Book

9. **Match.** Students circle the two pictures that have the same initial sound as the letter in the middle. In the example, *Sue* and *sun* have the initial sound "s". Students may find this exercise difficult as all the sound matching exercises have so far been based on the sound/word associations taught with the alphabet ("a" for *apple*, "b" for *bird*, and so on). You may want to do the first two or even all four as a class.
10. Start by having the students name the four pictures around the *s*. Show me *s*. *Good. Point to a monkey/a nest/Sue/the sun.* Next aim to have students recognize the connection of *s* to some of the words. Say *Listen to s: "sss" ("s" sound)* *Is it "s" for nest? No! "s" for sun? Yes! Is it "s" for monkey? No! Is it "s" for Sue? Yes!* (If necessary, explain in the students' first language.)
11. **Say and color.** Say *Look. Number one is a blue door.* Ask *What is number two?* Students reply *Number two is a green door.* Call out *Number four/one/three* and so on. Students reply accordingly. (The small print in the Activity Book is for the teacher only.) Students then color the doors. Walk around and ask *What color is number . . . ?*



## Numbers Book (optional)

12. Draw the handwriting grid on the board. Trace the numbers 1–6 with your finger. Ask *What is this number?* Together with the class, trace the numbers in the air and describe what you are doing. Repeat several times for 5 and 6. Then students can do the review practice in the Numbers Book.

# STEP 27

## New Language

Say: *orange, brown, black, white*

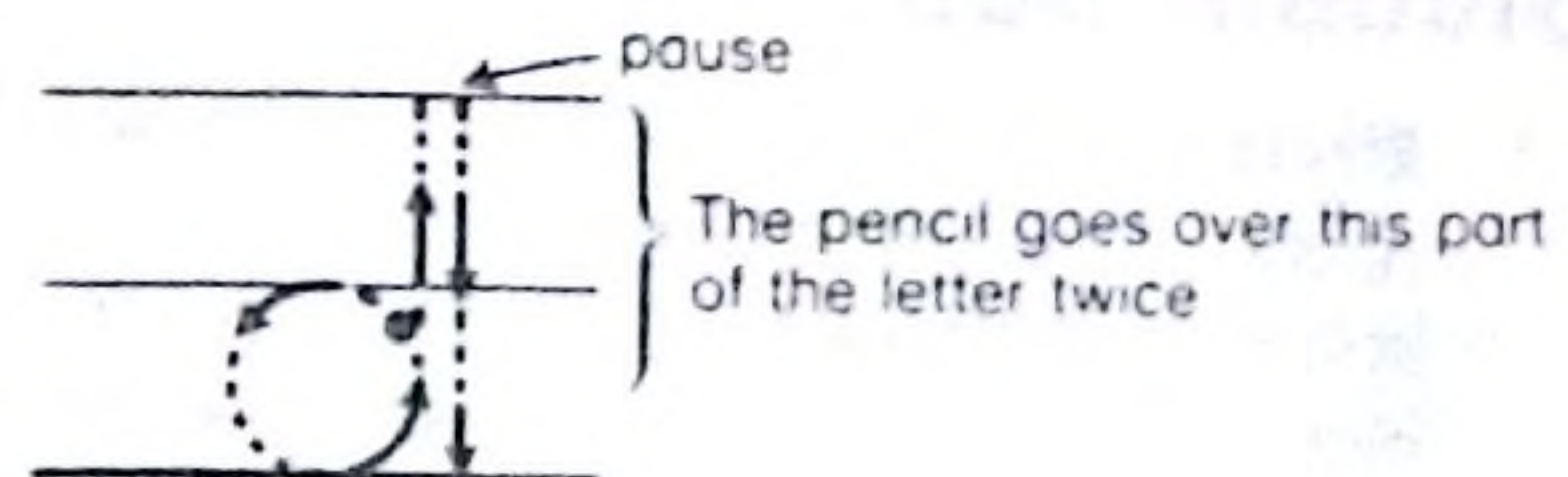
Write: *d*

## Student Book

1. **Look and say.** Say *Look. Four vans. Show me van number four, etc.* Then say *Look at van number one. It is an orange van.* Have the class repeat this after you. They should first repeat *orange* and then *an orange van*. Follow this procedure for the other three vans on the page.
2. Say *Look at number three. Is it a white van?* Students reply *No. It is a black van.* Ask *What color is number one?*
3. **Look and say (bottom of the page).** Review the colors. Say *Point to red/orange/black, etc.* Students can now "read" line 1 or 2 out loud, going from left to right.
4. Write the words *red, blue, green, yellow* on the board. Say *Show me red, etc.* Rather than giving the answer, let students look back at Step 23 and work it out for themselves. Write one word at a time on the board and ask *What is this word?*
5. Write *yellow* and say *Show me y (letter name)/Show me w, etc.* Repeat with one or two more color words.

## Handwriting Book

6. Teach how to write the letter *d*. Follow the procedure described for *a* in Step 25. The hand movement for these two letters is similar. The difference is that the vertical for *d* goes up to the top guideline. Like *a*, *d* is written with one hand movement. This means that the pencil goes over most of the vertical line twice: once going up, then coming down.



## Activity Book

7. **Match.** Students circle the letters that match the model in the top left. The pairs of letters have been chosen for their similarity.
8. **Missing numbers.** Students write in the missing numbers. Walk around and help students count out loud and identify the numbers. Look carefully at students' hand movements.
9. **Connect the letters.** Students will need to say the alphabet to themselves to connect these letters in the correct sequence. The completed "dot picture" is a star.

## Numbers Book (optional)

10. Students trace over the number that matches the number of dots on the left. Make sure that students start writing each number from the dot. 1, 2, 3, 6 are written in a single hand movement, and 4 and 5 are each written with two separate movements. Walk around and check that these two movements are done in the correct sequence.



# STEP 28

## New Language

**Understand:** *bow*

**Say:** *equal(s)*

**Read:** = (equal sign)

## Student Book

1. **Rhyme.** Play the tape and demonstrate the actions. The class repeats after you, pointing to the pictures on the left. The class then says the rhyme with you while doing the actions. Repeat.
2. Ask small groups of students (five or six) to come to the front of the class and perform the rhyme.
3. Sing the Alphabet song (Step 24). Ask *What color is x?* etc.
4. Say *Show me a black pencil, orange pencil, etc.*
5. Play the game in Step 16.
6. Play the game in Step 26.

## Handwriting Book

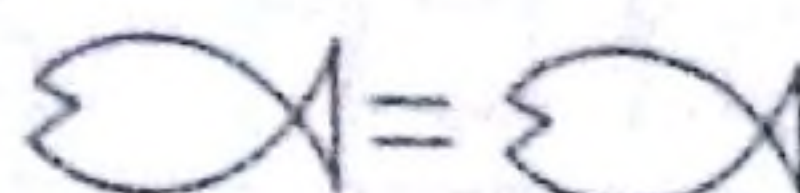
7. Write *t* in the air. Ask *What is this letter?* Draw the handwriting grid on the board and have a student write *t*. Repeat this sequence with *j*. Students can now do the review practice in the Handwriting Book.

## Activity Book

8. **Match.** Students trace over the letter that matches the initial sound of the illustrated word. Walk around and look carefully at hand movements.
9. **Say and color.** Say *Number one is a little window. Look at number two. Is it a little window?* Students respond *No. It is a big window.* Repeat this procedure for the two lions. Then call out numbers and have students say *Number one/two is a big/little* . . . (The words in small print in the Activity Book are for the teacher only.) Now students color the pictures.

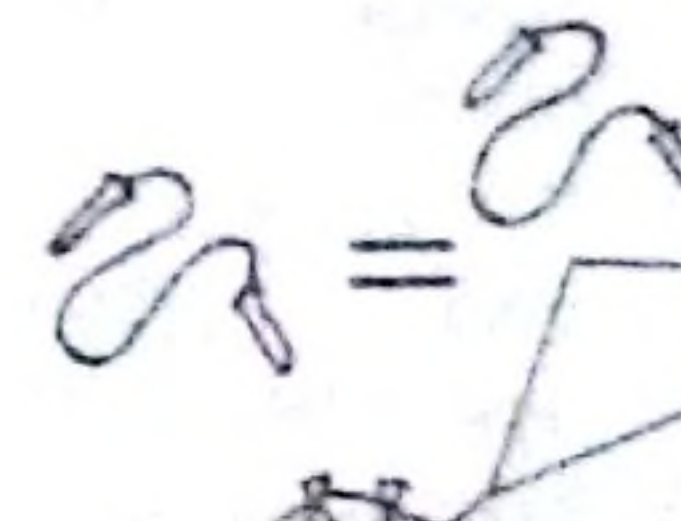
## Numbers Book (optional)

10. This lesson introduces the equal sign (=) and the concept of "equality." Draw the equal sign on the board and have the class say *equal* after you as you point to it. Then explain to the class, in their native language, that whenever they see =, it means that both sides are the same. Give some examples:

$$a = a$$
$$2 = 2$$


Read the examples out loud: *Two equals two. a equals a. Fish equals fish.* Have the class repeat them after you. They should repeat *equals* by itself each time (as you point to the sign) and then *Two equals two* (as you point to the full "sentence").

11. Now write this on the board:

$$6 = 5$$
$$6 = 6$$
$$w = b$$
$$w = w$$


Say *Six equals . . . ?* The class answers and a student comes to the front and circles 6. Read the correct equation out loud and have the class say it after you. Repeat this procedure with *w* and *jump rope*.

12. Students can now do the exercise in the Activity Book. They circle the picture that is the same as the one on the left.



# STEP 29

## New Language

**Read:** *black, orange, brown, white*

**Write:** *g* =

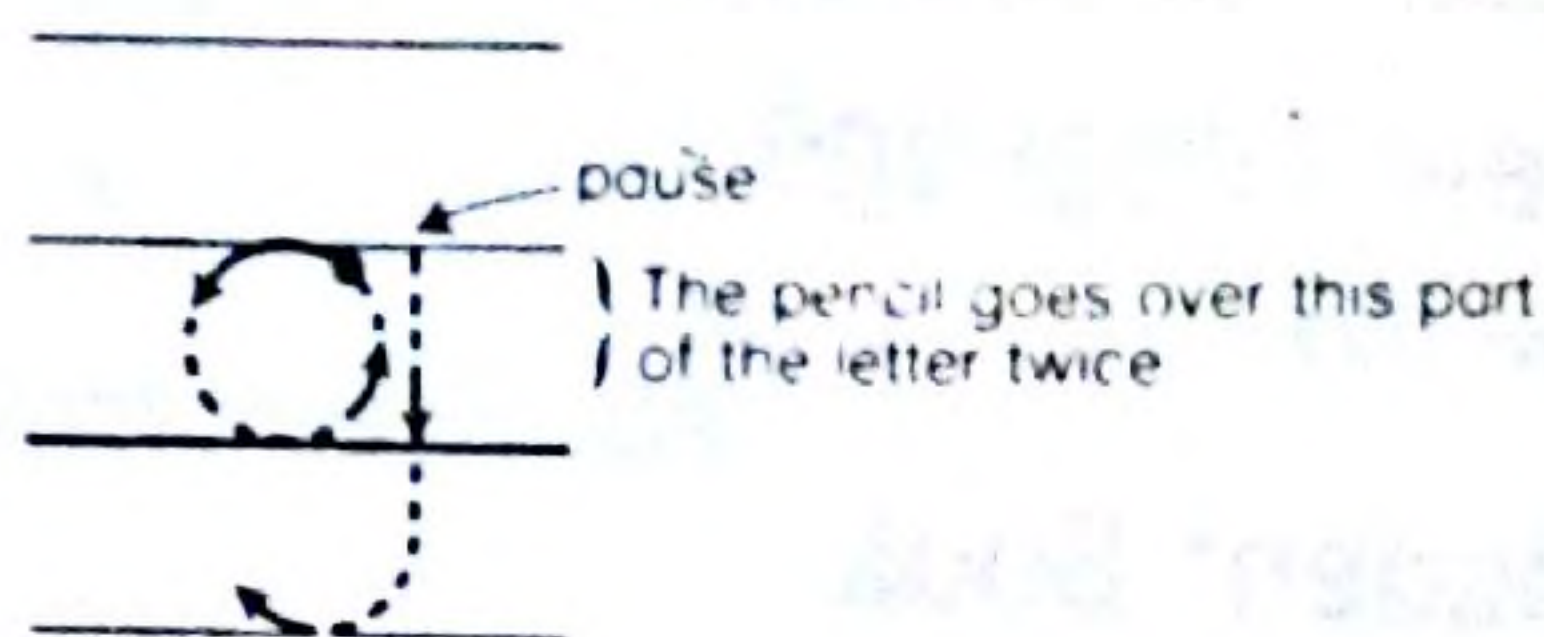
## Student Book

1. **Read.** Say *Show me black/orange/brown/white*. Students point to the spilled paint illustrated in the Student Book.
2. Write the letters *b o w* on the board. Remind the class of the sounds they make. Point to the letters and have the students call out the sounds. Then say "*b*" for *black*, "*o*" for ... ? Repeat this several times. Encourage students to point to the first letter of each word. It is, of course, "*b*" for *black and brown*.
3. Now write *orange* on the board and ask *What is this word?* Students should leave their books open and compare the word shape on the board with the word shape in the book. Don't give the answer. By working it out for themselves, the students will learn to look carefully at the shapes of words and letters.
4. Repeat this procedure with *black, white, and brown*.
5. Now write all four words on the board. Say *Show me "black"* etc. and have a student come to the front and point to the word. Do this first with books open and then with books closed.
6. Students keep their books closed. Write individual color words on the board and ask *What is this word?* If the class is confident with the new words, include a review of *blue, red, green, yellow*.
7. Perform the rhyme in Step 28.

## Handwriting Book

8. Teach how to write *g*. Follow the procedure described for *a* in Step 25. The hand movement for *g* is similar to *a*. The difference is that the vertical descends to

the bottom guideline. Like *a*, *g* is written with one hand movement. This means that the pencil goes over some of the vertical line twice.



## Activity Book

9. **Match.** Students circle the word that matches the example on the left.
10. **Missing letters.** Sing the Alphabet song (Step 24). Then have small groups say the alphabet and point to the letters. Students can now write in the missing letters in the Activity Book. Walk around and help students say the alphabet to themselves until they come to the missing letters (*o, s, t*). Make sure students are writing these letters correctly and starting from the dot.
11. **Read and color.** Say *Show me "white"/"brown,"* etc. Students point to the words. Students then color the pictures.

## Numbers Book (optional)

12. Demonstrate writing the equal sign. Have students first trace it in the air and then use their finger to go over the big equal sign in the Numbers Book (headed *Look*). Students can then do the writing exercise.



# STEP 30

## New Language

**Say:** book, desk, bag, chair

## Student Book

1. Hold up a book and say *Look. A book.* The class repeats after you, without and then with *a* (see Step 2). Repeat this procedure with *desk, bag, and chair.*
2. **Look and say.** Say *Point to a bag.* Students point to the picture. Then ask *What is this? Is it a desk?* (indicating a chair in the classroom) Students reply *No. It is a chair.*
3. Call out *desk, chair, book, bag.* The class points to the objects as quickly as they can. Add *ceiling, floor, window, and door* to this activity.
4. Play the game in Step 26 but call out the new words as well as the ones in the song. Let individuals have turns at calling out the objects.
5. **Picture practice.** Use this picture for review. Say *How many . . . ? Show me a black bag. Point to a red pencil. What color is . . . ?* The vocabulary covered is *boy, girl, bag, desk, pencil, book, chair, window, floor, ceiling, umbrella, tree, cat, red, blue, green, yellow, black, brown, orange.* Don't use the picture to introduce new vocabulary.

## Handwriting Book

6. Review writing *f* and *k*. If necessary, demonstrate on the board and have the class trace them in the air. Then the students can do the writing exercise.

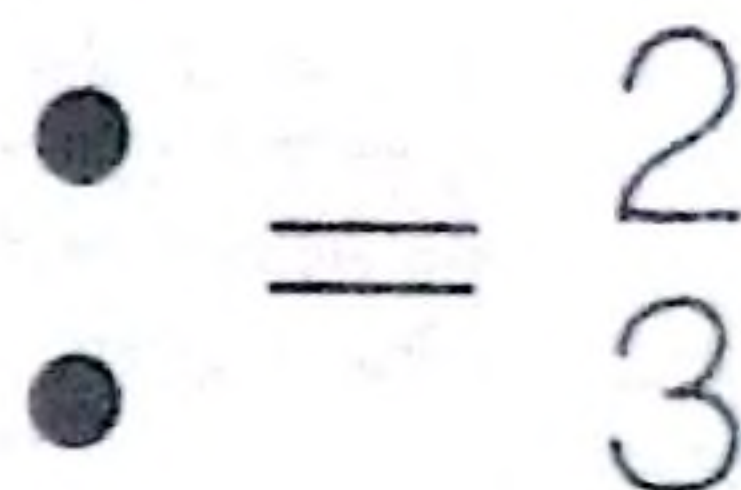
## Activity Book

7. **Match.** Students trace over the letter that matches the initial sound of the word illustrated on the left. Make sure that they start each letter in the correct place.
8. **Say and color.** Ask *What color is number two/three?* etc. Students reply *Number two is black.* Say *Look at number four. What is*

*it?* Have students respond *A white bag.* Students then color in the pictures. (Number four remains uncolored!)

## Numbers Book (optional)

9. Draw two dots on the board. Ask *Is this three? How many? What is this number?* Have students identify the dots as *two.* Repeat this procedure with other numbers of dots up to six. Now write this on the board.



Read it out loud. Say *Two equals . . . ?* Have a student come to the front of the class and complete the equation by circling 2. Students now do the exercise in the Numbers Book. Walk around and help. Have students count the dots. Then say *Six equals . . . ?* and get them to identify the figure 6. The students write over the correct figure. Make sure they start writing the figure from the correct place. This is the first time they trace numbers without starting dots.

# STEP 31

## New Language

**Say:** bike, ball, doll, (Sue) has . . .  
**Write:** q

## Student Book

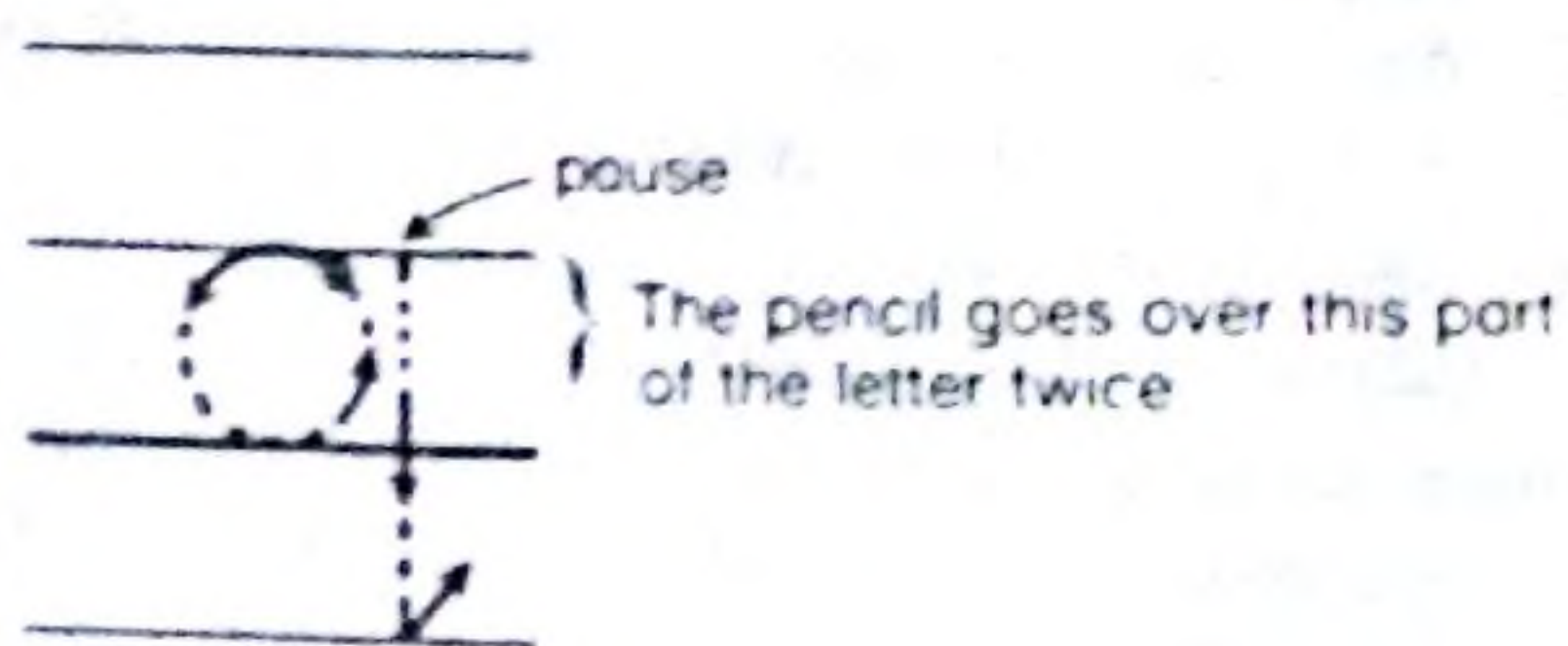
1. Take a book and place it in a student's hand (e.g. John). Stand behind the student, holding up his hand with the book in it. Say *Look. John has a book.* Repeat this activity with different students. Substitute *pencil* for *book.*



2. Continue as above. Prompt the class to repeat each sentence after you
3. Then have students make up sentences. Stand behind a student, as before, holding up a book or pencil. Say *John . . .* and indicate that you want someone to finish the sentence.
4. **Look and say.** Say *Show me Sue*. Then say *Look. Sue has a bike*. Point to the bike. If necessary, mime riding a bike. Students repeat after you *Bike. A bike. Sue has a bike*. Continue with *ball and doll*.
5. Say *Show me a doll. Point to a ball*. Ask *Is it a red ball? Is it a little ball?*
6. Say *Show me Jack*. Encourage students to make up sentences about Jack. *Jack has . . .* Go back to Sue again. *Sue has . . .*
7. Practice the rhyme in Step 28.
8. Sing *Listen to the letters* (Step 25).

## Handwriting Book

9. Teach how to write *q*. Follow the procedure described for *a* in Step 25. The hand movement for *q* is like *g*. It's written with a single hand movement, which means that the pencil goes over some of the vertical twice. When the vertical reaches the bottom guideline, the pencil pauses but does not leave the paper. There is then a "flick" to the right.



## Activity Book

10. **Match.** Students circle the word that matches the example on the left
11. **Missing letters.** Have small groups and then individuals say the alphabet, pointing to the letters (Activity Book, Step 21). Students can now write in the missing letters (*d, f, g*). Check that students are starting from the dot and forming each letter correctly. Go over the answers on the

board, calling students to the front of the class to write the letters

12. **Read and color.** Say *Show me "red," "orange," "black," etc.* Students point to the words and then color the pictures.

## Numbers Book (optional)

13. Students write the numbers that match the numbers of apples or dogs. You may want to have students trace the numbers 1-6 in the air with you before beginning.

# STEP 32

## New Language

Say: *I have*

## Student Book

1. Hold up your book and say *I have a book*. Indicate yourself with your other hand. Then say *I have a pencil*. Have students repeat these two sentences after you.
2. Walk around the class and give individual students a book or a pencil. Encourage individuals to say *I have*.
3. **Song.** Say *Look at Sue*. Then say *Listen to Sue*, and read the first verse out loud. Imitate a child's voice so that the class knows that it is Sue talking. Have the class point to the pictures and repeat after you.
4. Repeat this procedure with Jack.
5. Next, play the tape and have the students point to the pictures. Students can then try singing with the tape.
6. Have the students make up sentences about themselves. *I have a desk. I have a green bike. I have a yellow ball*. Tell them, in their first language, that they should be true sentences. They can be about school or things they have at home.
7. Try singing the song without the tape.
8. Sing *Sue's umbrella* (Step 20) or *Little girl, little boy* (Step 18).



## Handwriting Book

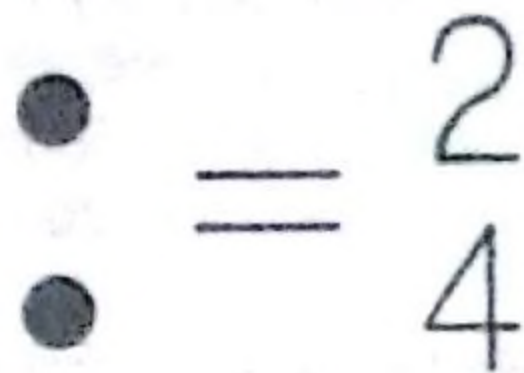
9. Review writing *o* and *a* by tracing them in the air with the class. If necessary, demonstrate on the board. Walk around and check as students do the writing practice.

## Activity Book

10. **Match.** Students trace over the letters that match the initial sounds of the words illustrated. Walk around and check and help with hand movements.
11. **Say and color.** Say *Sue has a red bag.* Have students make up new sentences. *Sue has an orange kite,* etc. Students now color the picture.

## Numbers Book (optional)

12. Draw this on the board.



Point to the dots and say *Two equals*. A student comes to the front of the class and circles the number 2. The class then says *Two equals two*, after you as you point to the dots, equal sign, and figure 2. Now draw four dots and an equal sign on the board:



Say *Four equals* and have a student come to the front and write 4.

13. Students can now do the exercise in the Numbers Book. Walk around and check. Point to the dots and say *How many?*

# STEP 33

## New Language

Say: *bed, plus*

Read: +

Write: *n*

## Student Book

1. Draw a picture of a bed on the chalkboard:



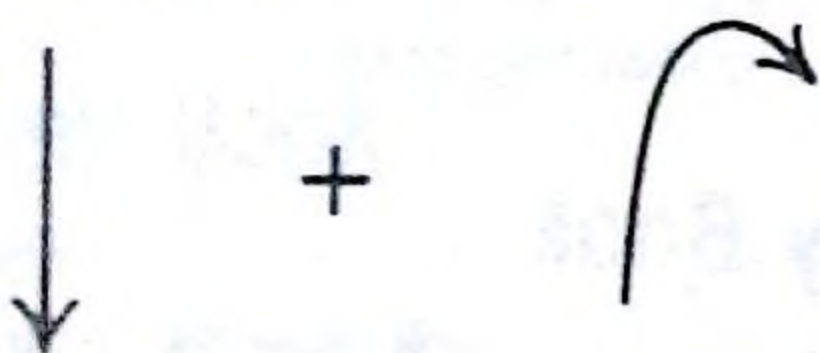
Mime sleeping and then point to your drawing and say *Bed. A bed.* Have the class repeat after you. Ask *What is this?* Students respond *A bed.* Ask *Is it a desk?* Students respond *No. It is a bed.*

2. **Story.** Play the tape of the story or read it yourself. Have the students point to the pictures in sequence. The numbers will help them.
3. Ask questions: *What color is Meg? Is Meg a dog? Is it big? What color is Jack's bed? Is it blue?* Say *Point to Jack's bed. Show me Meg's bed.* You will have to use 's for possession in your questions and requests. Students should understand, but don't attempt to explain or teach it.
4. Have students repeat the words of the story after you. Play the tape again.
5. Small groups or pairs can "tell" the story to the class. One student should be Meg in each group. Help them to tell the story. If necessary, say the words with them.
6. Have groups act the story out. In the first two pictures Jack is petting Meg. In the second two pictures Jack and Meg are asleep.
7. Play the game in Step 16.
8. Sing *Little girl, little boy* (Step 18) and *A red doll* (Step 32).



# Handwriting Book

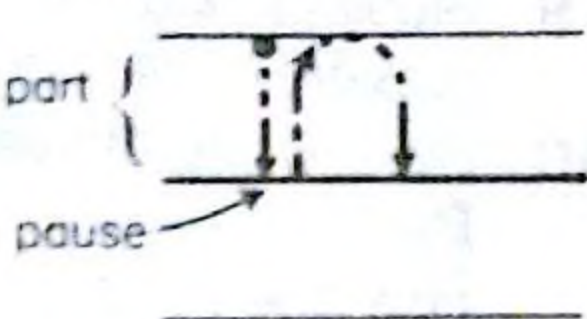
9. Students are now going to learn to write a group of letters with a combination of the two movements shown below, but without the pencil leaving the paper:



The first of these letters is *n*. Demonstrate *n* on the board, using the handwriting grid. Describe what you are doing in the students' own language. *I am starting at the dot and moving straight down to the baseline. I pause, but the pencil doesn't leave the paper. Now I am moving back up and over the same line again, slowly curving to the right. The curve continues, touches the middle guideline, and then goes back down to the baseline.*

The letter *n* is written in one movement with the pencil going over part of the vertical twice:

The pencil goes over this part of the letter twice



10. Now students can trace the letter in the air with you as you describe the movement. Students next use their finger to trace over the large *n* in the Handwriting Book (headed *Look*) They should do this as a class while you guide them through it. Repeat several times. Walk around and check. Where necessary, guide a student's finger through the movement as you describe it.
11. Students can now trace the letter *n* in the Handwriting Book with a pencil. Make sure that this is done slowly. It requires concentration and students may need a rest after about ten minutes. Use this time to praise their efforts and practice tracing

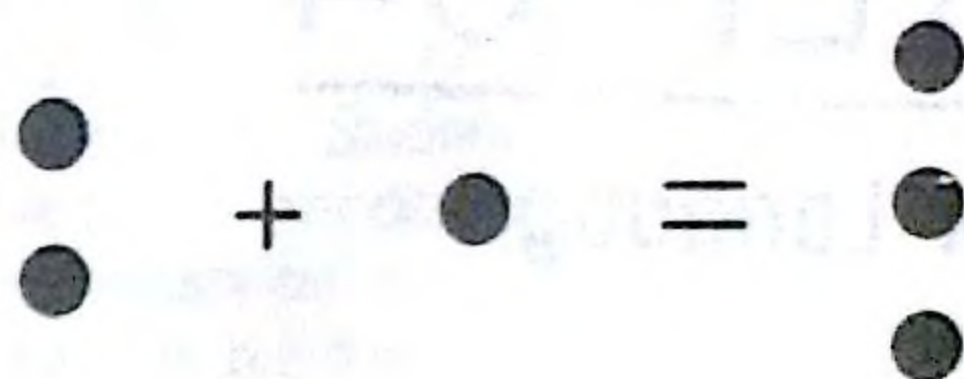
in the air. Some students could demonstrate on the board. Then they can continue the exercise in the Handwriting Book.

# Activity Book

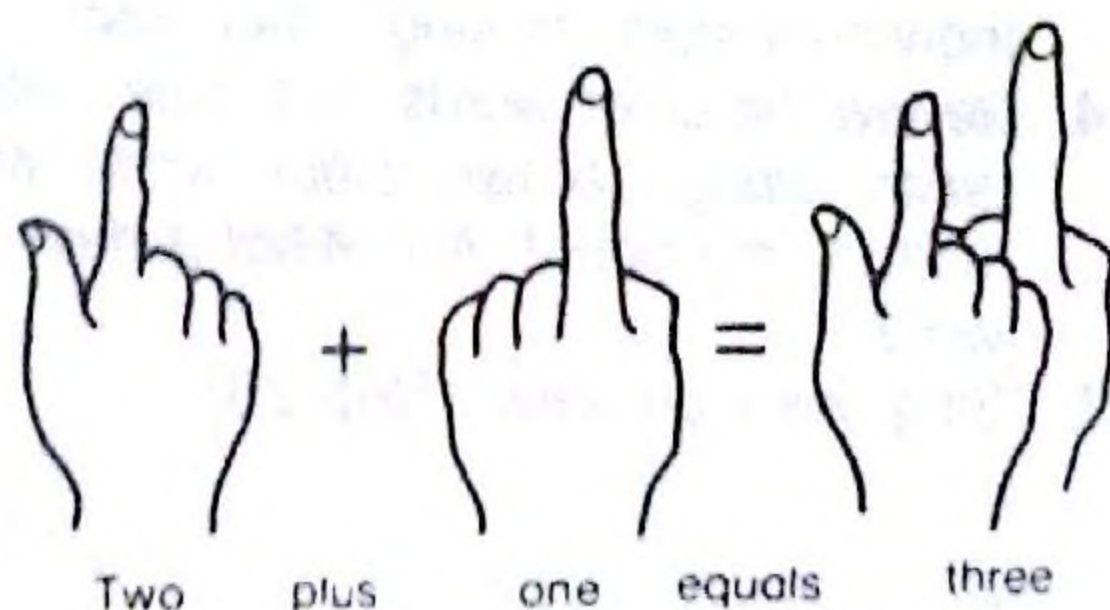
12. **Match.** Students circle the letters that match the model on the left. The pairs of letters were chosen because they are similar to each other in form. If necessary, draw the pairs on the board and ask *What is this letter?* (before students work in the Activity Book).
13. **Read and color.** Write the seven color words on the board. Say *Point to blue/red* etc. Ask *What is this word?* Check that students know the meanings of the words. Say *Show me a blue pencil/book*, etc. Then students color the picture of the bird.

# Numbers Book (optional)

14. Write this on the board:



Point to the two dots and ask *How many?* Students answer *Two*. Repeat this with the one dot and the three dots. Now say *Two plus one equals three*, pointing to the "sentence" on the board as you speak. Repeat this using your fingers. Say *Two*, holding up two fingers of your right hand, *plus one*, holding up one finger of your left hand. When you say *equals three*, bring your two hands together:





15. Now students can do the exercise in the Numbers Book. When they have finished, work through the answers on the board. The reason for using balls is to help students see the way addition works. Each of the separate groups of balls on the left can be counted. The two groups can then be combined into a larger group and counted again. Try doing this with books or pencils. Practice using *plus* and *equals* as you do this.

16. Write the equations below on the board and practice saying them. First have the class repeat after you. Then they can say them as you point. (This is language practice and is not intended at this stage to help students understand the concept of addition.)

$$\begin{array}{l} 2 + 3 = 5 \quad 1 + 2 = 3 \\ 4 + 2 = 6 \quad 3 + 1 = 4 \end{array}$$

## STEP 34

### New Language

None

### Student Book

1. Play the story about Jack and Meg again (Step 33).
2. **Song.** Now play the song on the tape. Read the words out loud and then have the class repeat. The students can now join in the song.
3. Have the students sing the song without the tape. The boys can do Jack's verse and the girls can do Meg's verse. Let individual students sing if they wish.
4. Review the color words: *red, blue, yellow, green, orange, brown, black, white*. Write them on the board. Ask *What is this word?*
5. Sing *Sue's umbrella* (Step 20)

## Handwriting Book

6. Trace *d* on the chalkboard with your finger. Ask *What is this letter?* Draw the handwriting grid on the board and have a student come to the front of the class and write a *d*. Repeat this procedure with *e*. Students can then do the review practice in the Handwriting Book.

## Activity Book

7. **Match.** Students write over the letter that matches the initial sound of the word illustrated on the left. Walk around and help. Say *What is this?* as you point to a picture. Then repeat the initial sound and have the student point to the letter. Check hand movements and make sure that students are starting at the right place and going in the right direction.
8. **Say and color.** Say *Show me a bike/book/doll/bed*. Have students "read" the pictures out loud left to right. They can then do the coloring. Walk around and say *Point to a bike. Is it green?* etc.

## Numbers Book (optional)

9. Students add the dots together on the left and draw the total on the right.
10. Go over the answers on the board. Practice "reading" the equations: *Two plus one equals three*. The students repeat after you. Some of them may be able to "read" the equations on their own. Start off by saying *Two plus . . .* and choose a student to finish the sentence.



# STEP 35

## New Language

Read: *book, kite, doll, ball, a*

Write: *r, +*

## Student Book

1. **Read.** Say *Show me a doll/a book*, etc. Students point to the pictures in the book.
2. Write the letters *b k d* on the board. Remind the class of the sounds they make. Then say "b" for *book*, "k" for *kite*, "d" for *doll*, "b" for *ball*. The class repeats each one after you and points to the initial letter of each word in their books. Repeat this several times.
3. Now write *doll* on the board and ask *What is this word?* Students should leave their books open and compare the word shape on the board to the word shapes in the Student Book. Don't give the answer. By working it out for themselves, students will learn to look carefully at the shapes of words and letters.
4. Repeat this procedure with *kite, ball, and book*.
5. Write all four words on the board. Say *Show me "book"* and have a student come to the front of the class. Do this first with books open and then with books closed.
6. Students keep their books closed. Write individual words and ask *What is this word?*
7. Sing *A red doll* (Step 32).

## Handwriting Book

8. Teach how to write the letter *r*. Follow the procedure for *n* described in Step 33. The letter *r* is written in the same way as *n*. The difference is that it does not go all the way back to the baseline.

## Activity Book

9. **Match.** Students circle the word that matches the example on the left.
10. **Missing letters.** Sing the Alphabet song (Step 24). Students then write in the missing letters (*n, o, q*). Walk around and help.
11. **Read and draw.** Write *book, doll, kite, and ball* in list form on the board. Ask *What is this word?* as you point. Now write *a* in front of each one and read it out: *Book. A book. Doll. A doll.* Point to the words as you say them. Pronounce the article *a* in a natural way. It sounds like "a" in *ago* not "a" in *late*. The class repeats after you, as you read *a book, a doll, a kite, a ball*. Then the class reads the list out as you point.
12. Students read the labels in the Activity Book and draw the two pictures.

## Numbers Book (optional)

13. Draw the handwriting grid on the board and demonstrate how to write the plus sign. It consists of two separate movements. Students trace it with you in the air as you describe the hand movement on an imaginary grid.
14. Students put their forefinger on the first dot of the large plus sign in the Numbers Book (headed *Look*). Describe the hand movement and have the whole class trace over it with their finger as you are talking. Repeat several times. Then students can use their pencils to do the rest of the exercise.



# STEP 36

## New Language

None

## Student Book

1. **Song.** Play the tape. Students listen and point to the pictures. Ask *How many balls/dolls?* etc. Say *Point to a red ball. Show me a yellow book.* Ask students to give similar instructions.
2. Play the song again and have the class join in and point to the pictures.
3. The class can now sing *The big bag song* without the tape.
4. Divide the class into four groups: A, B, C, D. Group A sings verse 1, Groups A and B sing verse 2, A, B and C do verse 3, and all four groups do the last verse. Switch the groups around and repeat.
5. Sing *Listen to the numbers* (Step 9).

## Handwriting Book

6. Trace *s* in the air with your finger. Ask *What is this letter?* Draw the handwriting grid on the board and have a student come to the front of the class and demonstrate how to write *s*. Repeat this procedure with *g*, practicing *s* and *g* as necessary by having the class trace them in the air as you describe the hand movements. The students can then do the exercise in the Handwriting Book.

## Activity Book

7. **Match.** Students trace over the letters that match the initial sounds of the illustrated words. Walk around helping and checking hand movements. If necessary, put a black dot in a student's Activity Book to show where the hand movement should begin.
8. **Say and color.** Say *"a" is four balls*, and have students make up similar sentences about pictures *"b," "c,"* and *"d."* Students then color the pictures.

## Numbers Book (optional)

9. Students add up the dots. Then they trace over the correct number. Go over the answers on the board and have students read the completed equations using *plus* and *equals*.

# STEP 37

## New Language

**Say:** *house, table, chair*

**Write:** *m, red*

## Student Book

1. Use chalkboard drawings to teach students to understand and say *a house, a table, and a chair*.



Have them repeat each word after you: *House. A house.* Then say *Show me a table*, and have a student come to the front of the class and indicate the correct picture. Ask *What is this?* as you point to a picture.

2. **Story.** Play the tape of the story or read it yourself. The students should point to the pictures in sequence. The blue numbers in the corner of each picture will help them.
3. Ask questions. *What color is Yo-Yo? Show me Yo-Yo's table. Point to Sue. Yo-Yo has a house. Is it a big house?*
4. Have the class repeat the words of the story after you while pointing to the pictures. Play the tape again.
5. Small groups or pairs can "tell" the story to the class. One student can be Yo-Yo in



each group. Help them to "tell" the story. Be positive. If necessary, say the words with them.

6. Say the rhyme in Step 28.
7. Write some of the color words on the board. Ask *What is this word?* (e.g. *red*). Say *Show me red*, and have students identify the color in the classroom or in their book.

## Handwriting Book

8. Teach how to write the letter *m*. Make sure that students know its name and the sound it makes. Follow the procedure described for *n* in Step 33.

## Activity Book

9. **Write and color.** Review how to write *r*, *e*, and *d* by tracing in the air as a class. Draw the handwriting grid on the board. Write *red*. Ask *What is this word?* Have students come to the front of the class and draw dots on the places where each letter is started. Demonstrate writing *red* and describe what you are doing. Trace the word *red* in the air and have the class do it with you. Students can trace over *red* in the Activity Book. This is the first whole word they have written. Praise the students for this achievement. Then have them color the car red.
10. **Missing numbers.** Students write the missing numbers. Walk around and help students count out loud and identify the numbers. Look carefully at the hand movements.
11. **Read and draw.** Write *a doll, a ball, a book, a kite* on the board. Say *Show me "a doll,"* etc. Then ask *What is this word?* as you point to one of the words. Students can then read the labels in the Activity Book and draw the pictures.

## Numbers Book (optional)

12. Students practice writing  $+$  and  $=$ . Demonstrate on the board and practice tracing in the air. Describe what you are doing in the students' own language. Make sure they know what the symbols mean. Ask *What is this?* Students answer (*It is*) *plus/equal*.

# STEP 38

## New Language

Say: *my*

## Student Book

1. Hold up classroom objects and say *I have a pencil. It is my pencil. I have a chair. It is my chair.*
2. Ask students *What is this?* and have them say (*It is*) *my desk, my book, my bag, etc.*
3. Play the tape of *Yo-Yo's house* again (Step 37). Students point to the pictures.
4. **Song.** Play the tape of the song. Play it again and have students join in the chorus *It is my house*. They should point to the pictures as they listen.
5. Ask questions about Yo-Yo's house. *Is it a big house? What color is the ceiling? How many windows? What color is the bed?*
6. Play the tape again and have the students join in. When they feel comfortable with the song, they can sing without the tape.
7. Play the game in Step 26.
8. Sing the Good-bye song (Step 2).

## Handwriting Book

9. Trace *c* in the air. Ask *What is this letter?* Demonstrate on the board if necessary and practice tracing in the air while describing the hand movement. Repeat with *q*. The students can then do the practice in the Handwriting Book.



## Activity Book

- Match.** Students circle the words that start with the letter shown in the middle of the box. Do the first one on the board. Have students say all the words. Then say *t* for ... and have students tell you which words fit. There are two in each case.
- Say and color.** Point to Yo-Yo. Say *Look at Yo-Yo. Yo-Yo has a ball.* Students make up more sentences like this. Help them at first by saying *Yo-Yo has ...*, inviting them to finish the sentence. Next, say *bike* and have them put it into a sentence, *Yo-Yo has a bike.* Students then color the picture.

## Numbers Book (optional)

- Practice writing the numbers 1–6. Demonstrate on the board and have the class trace them with you in the air. Make sure they know which numbers are written with two separate hand movements (4 and 5) and where to begin each number. Students can then add up the dots and write in the answers. The model answer should be traced over.

# STEP 39

## New Language

**Say:** *train, plane, car, boat*

**Read:** plural *s*

**Write:** *h, green*

## Student Book

- Look and say.** Point to the pictures and have the class repeat after you. *Train. A train.* Repeat each one several times.
- Ask questions. *What color is the train? Show me a car. Is it a red car?*
- Use the actions in Step 40 for *car, train,* and *plane* and ask *What is this?* Students perform the actions at the front of the class and ask *What is this?*

- Sing the Alphabet song (Step 24) and review the colors. Ask *Is c blue? Is u yellow?* Use the names of the letters.

## Handwriting Book

- Teach how to write *h*. Follow the procedure for *n* described in Step 33. Both letters consist of a vertical down stroke, a pause, then an arch to the right. The difference is that the vertical for *h* starts at the top guideline.

## Activity Book

- Write and color.** Follow the procedure for writing *red* described in Step 37. Color the plane green. Ask *Is it a yellow plane?* before the class begins to color.
- Missing letters.** Ask some of the students to say the alphabet. Students then write in the missing letters (*m, o, r*). The dots show where to start writing each letter.
- Read and draw.** Write a kite and a book on the board. Have students read the words out loud. Then remove *a* and write *2* in front of *kite*. Say *Two kites* and add an *s* to *kite*. Do the same with *books*. Don't make this into a major teaching point. Don't spend too much time on it. The purpose is for students to accept *s* when they read it on plural words, not to teach them to write plurals. Students now read the labels in the Activity Book and then complete the drawings.

## Numbers Book (optional)

- Students add up the dots and write in the numbers. (The first answer should be traced over.)



# STEP 40

## New Language

None

## Student Book

1. Repeat the actions for *car*, *train*, and *plane* introduced in Step 39. Ask *What is this?* Then repeat the actions but combine them with the noises *brum brum*, *chug chug*, and *zoom zoom*. Do the noises by themselves and ask *What is this?*
2. Call a student to the front of the class. Say *A train*. The student can either do the action or make the noise (or both). Next, students come to the front and do an action or make a noise. Ask *Is it a . . . ?*
3. **Song.** Play the tape and have students look at the pictures and do the actions. Play the tape again and let students join in the middle line of each verse (*Brum, brum, my car*, etc.).
4. The class should now be able to sing the whole song and perform the actions.
5. Sing *Yo-Yo's song* (Step 38) and *The big bag song* (Step 36).

## Handwriting Book

6. Trace *t* on the board with your finger. Ask *What is this letter?* Demonstrate on the board if necessary, and practice tracing in the air, describing the movement. Repeat with *l*. The students can then do the practice in the Handwriting Book.

## Activity Book

7. **Match.** Students draw lines to connect each picture to its first letter.
8. **Say and color.** Say *Number one is a big boat. Number three . . . ?* Have a student finish the sentence for you. Students make up sentences to fit the pictures. The pictures can then be colored.

## Numbers Book (optional)

9. This is the first time that students have been asked to add two numbers rather than two sets of "things." This is a big step. Previously, they could see two balls (for example) and see how an extra one made a new set of three. Now they are dealing with 2, a symbol for two things. Put this on the board.

$$\begin{array}{r} 2 \\ \bullet \\ \bullet \end{array} + \begin{array}{r} | \\ \bullet \\ \bullet \end{array} =$$

- "Read" the equation out loud pointing to 2 and the two dots. Let students give you the answer. Write in three dots as well as the figure 3. Read the completed equation out loud.
10. Students can now trace over 3 in the Numbers Book and then attempt the other two equations in the first column. Go over the answers on the board. Always "translate" the symbolic figures into something real. For example, add four pencils and one pencil.
  11. Students now do the remaining equations. If students are making mistakes, have them write down the appropriate number of dots for each number that they are adding. They can then count up all the dots to arrive at the answer. By doing this, they will come closer to understanding the concept of addition.



# STEP 41

## New Language

Say: *How old are you?*

Write: *b*

## Student Book

1. **Look and say.** Students point to the pictures and listen to the tape. They should be able to figure out the meaning of *How old are you?* when they see the card, the cake, and so on. Explain or translate if necessary.
2. Play the role of the questioner. Ask Meg *How old are you?* The students answer as though they're the characters.
3. Give students pieces of paper with the numbers 1-6 written on them (ages). When you ask *How old are you?* they say the answer on the paper.
4. Have the class repeat after you: *How old are you?* Students take turns asking other children in the class.
5. Sing *How many monkeys?* (Step 12)

## Handwriting Book

6. Teach how to write *b*. Follow the procedure for *n* described in Step 33.

## Activity Book

7. **Connect the letters.** Students draw straight lines between the letters in alphabetical order to "draw" a plane. Walk around and help. Have students quietly say the alphabet to themselves to find out where to draw the next line. They should point to the letters in the book as they say them.
8. **Read and draw.** Write *a kite, a ball, and a book* on the board. Ask *What is this word?* Repeat this procedure with *red, green, brown, orange, yellow*. Then write phrases such as *a yellow kite, an orange ball* and have students read them. If necessary, read them out loud yourself and point to the words. The class should repeat after you.

The students can now draw the appropriate pictures in the Activity Book.

## Numbers Book (optional)

9. Students do the equations. Use the techniques described in Step 40, as necessary.

# STEP 42

## New Language

Say: *birthday, happy birthday*

## Student Book

1. **Songs.** Students listen to *It is my birthday*. Translate *birthday*. Have the girls sing Sue's verse and the boys sing Jack's verse.
2. Play the recording of *Happy Birthday to You*. If necessary, translate the phrase *Happy birthday to you*. Then choose different students, and put their names in the third line.
3. Have students retell the story of Jack and Meg (Step 33) or Yo-Yo's house (Step 37). They should use the pictures to help them. Play the tape again if necessary.

## Handwriting Book

4. Trace *n* in the air with your finger. Ask *What is this letter?* Demonstrate on the board if necessary and practice tracing in the air while describing the hand movement. Repeat this procedure with *i*. The students can then do the practice in the Handwriting Book.



## Activity Book

5. **Match.** Students trace over the letters that match the initial sounds of the words illustrated.
6. **Say and color.** Say *Monkey "a" is four.* *Monkey "b" is . . . ?* Have a student finish the sentence. Students make sentences like this as you continue with *Monkey "c" . . .* *Monkey "a" . . .*, etc.

## Numbers Book (optional)

7. Students do the equations. Help them as necessary, using the techniques described in Step 40.

# STEP 43

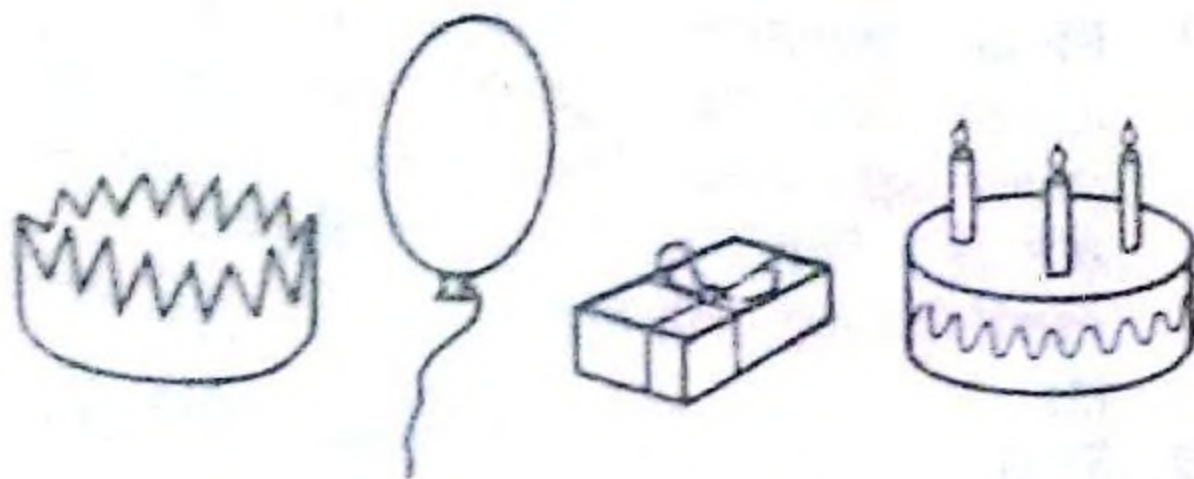
## New Language

**Say:** *cake, balloon, hat, present*

**Write:** *p, a book*

## Student Book

1. **Look and say.** Point to the pictures and have the class repeat after you. *Cake. A cake.* Repeat each one several times.
2. **Say Show me a cake/a hat, etc.** Ask *What color is the balloon? Is it a green hat?*
3. Draw simple chalkboard pictures. Point and ask *What is this?*



4. Do the actions and sounds for *train, plane, and car* (Step 40) and ask *What is this?*
5. Sing *Zoom zoom my plane* (Step 40).
6. Sing the two birthday songs (Step 42).

## Handwriting Book

7. Teach the letter *p* following the procedure described for *n* in Step 33. The letter *p* is the last in the group made up of a vertical down stroke and an arch to the right. (The others are *n, r, m, h,* and *b.*)

## Activity Book

8. **Write and color.** Review writing *b, o,* and *k* by tracing in the air. Draw the handwriting grid on the board. Write *book*. Ask *What is this word?* Now put *a* before *book* and have students read it out loud. Explain the importance of writing the letters of *book* close together to show that it is one word and the importance of leaving a space after *a* (this space is about one letter width). Now trace *a book* in the air together with the class. Describe the hand movements and the spacing. Students can now trace *a book* in the Activity Book. Then they color the picture.
9. **Missing letters.** Students write the missing letters *a, b, e*. Walk around and help. Have students say the alphabet to themselves. Guide hand movements where necessary.
10. **Read and draw.** Students read the labels and draw the pictures. Walk around and help.

## Numbers Book (optional)

11. Students do the equations. Use the techniques described in Step 40 where necessary.



# STEP 44

## New Language

Say: *Here is . . . , Thank you*

## Student Book

1. Give a book to a student and say *Here is a book*. Repeat with another student except this time give him/her a pencil. Do this several times and have the class repeat after you: *Here is a book/a pencil*.
2. Have students give you things and say *Here is a . . .*. Respond with *Thank you*. Then have the class repeat after you.
3. Next, have the class practice the whole dialogue after you. Bring two students to the front of the class. Place a book in the hand of one student. Stand behind that student and say *Here is a book*, and guide the student's hand to offer it. The class repeats the phrase after you. Then stand behind the other student. Say *Thank you*, and guide the student's hand to accept the book. The class repeats *Thank you* after you. Repeat this dialogue several times.
4. Call pairs of students to the front of the class and have them act out the dialogue. If possible, provide some interesting things for students to give to each other (e.g. a toy car, an apple, a doll).
5. **Story.** Play the tape or read the story yourself. Students should point to the pictures in sequence.
6. Ask questions: *What color is X2? What color is the cake? How old is X2? Say Point to Yo-Yo. Show me the present.*
7. Students repeat the words of the story after you. Play the tape again.
8. Ask small groups to "tell" the story to the class. Have one student be Sue and another be X2. A third can be the storyteller. If necessary say the words with them.
9. Act the story out. The teacher or a student could be storyteller.
10. Sing *Happy birthday (to X2)* (Step 42).

## Handwriting Book

11. Review how to write *r* and *f*. Demonstrate and practice as necessary. Students can then do the exercise in the Handwriting Book.

## Activity Book

12. **Match.** Students write over the letters that match the initial sounds of the words illustrated on the left.
13. **Say and color.** Say *Jack has two balloons*. Then say *Sue . . . , Yo-Yo . . .*, and have students make up similar sentences. Students then color the pictures. Walk around and ask *What color is this? Say Show me a yellow balloon, etc.*

## Numbers Book (optional)

14. Students do the equations. Help as necessary, using the techniques described in Step 40.

# STEP 45

## New Language

Write: *y, orange*

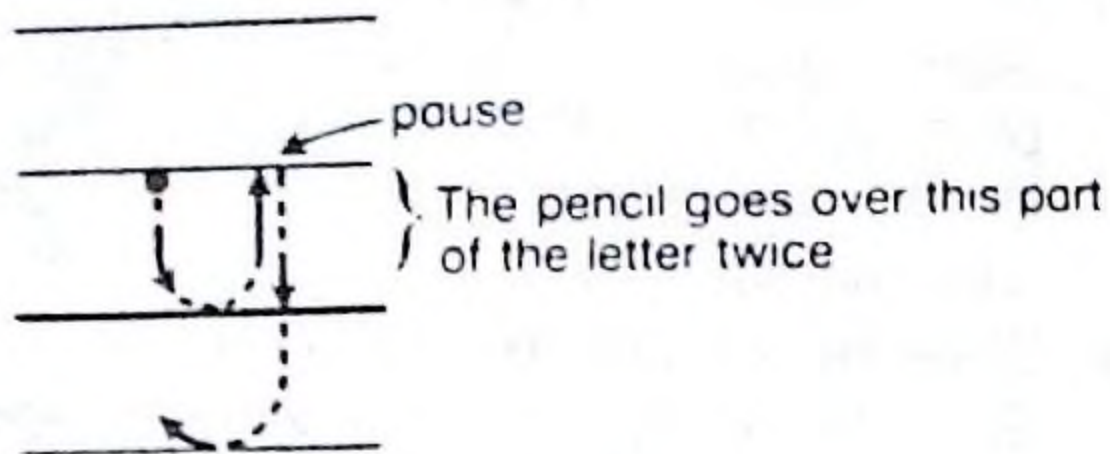
## Student Book

1. **Picture practice.** Use the picture for review. *How many green cakes? How many big cakes? Point to Sue. Sue has a hat. Is it blue? How many blue hats? Point to Meg. Show me a yellow balloon, etc.*
2. Sing *I am a little boy* (Step 34) and *Sue's umbrella* (Step 20).
3. Review reading *doll, ball, book, and kite*. Write them on the board. Ask *What is this word?*
4. Sing *The big bag song* (Step 36).



## Handwriting Book

5. Teach how to write *y*. This is one of two letters written without the pencil leaving the paper but combining a counterclockwise curve followed by a down stroke. The pencil goes over part of the vertical twice:



6. Demonstrate *y* on the chalkboard. Use the handwriting grid and describe the hand movement. Then have the class trace the letter in the air with you. Continue describing the movement of the pencil on an invisible grid. Next students trace with their finger on the large black *y* in the Handwriting Book (headed *Look*). They should do this as a class while you guide them through it. Repeat several times. Walk around and check. Where necessary, guide a student's finger through the movement as you are describing it.
7. Students can now trace the letter *y* in the Handwriting Book. If necessary, demonstrate again before they do the last row, which is copying with the help of starter dots.

## Activity Book

8. **Write and color.** Students write *orange* and color the boat orange. Follow the procedure for *red* described in Step 37.
9. **Missing letters.** Students write the missing letters (*k, l, p*). Walk around and help. Encourage students to say the alphabet to themselves. Look at hand movements.
10. **Read and color.** Students read the words and color the balls.

## Numbers Book (optional)

11. Students practice writing this complete equation out. They should work slowly, thinking about hand movements. Walk around helping and encouraging. If necessary, stop the class and practice writing numbers in the air.

# STEP 46

## New Language

**Read:** *car, boat, plane, train.*

## Student Book

1. **Read.** Say *Show me a train/boat, etc.* Students point to the relevant pictures in the book.
2. Write the letters *c b p t* on the board. Remind the class of the sound each one makes. Then say "*c*" for *car*, "*b*" for *boat*, etc. The class repeats each one after you, pointing to the first letter of each word in the Student Book. Repeat this several times.
3. Now write *plane* on the board. Ask *What is this word?* Students should leave their books open to compare the word shape on the board with the word shape in the Student Book. Don't give the answer. Encourage the students to work it out for themselves and look carefully at the shapes of the words and letters.
4. Repeat this procedure for *car, boat, and train.*
5. Write all four words on the board. Say *Point to "car,"* and have a student come to the front of the class. Do this first with books open, and then with books closed.
6. Put *a* in front of each of the words and ask students to read them out loud as you point. If students are having difficulties, model the words and have them repeat.
7. Sing *It is my birthday* (Step 42) and *Listen to the numbers* (Step 9).



## Handwriting Book

- Trace the letter *j* in the air. Ask *What is this letter?* Draw the handwriting grid on the board and have a student come to the front of the class and demonstrate how to write *j*. Repeat this procedure with *m*, practicing *j* and *m* as necessary. The students can then do the exercise in the Handwriting Book.

## Activity Book

- Match.** Students circle the letter that matches the example on the left.
- Draw and say.** Students trace over the broken lines to complete the pictures. Ask *What is number 3?* Say *Point to a hat/present, etc.*

## Numbers Book (optional)

- Students do the equations. Help as necessary, using the techniques described in Step 40. Be very encouraging.

# STEP 47

## New Language

Read: 7, 8, 9, 10

Write: *u*

## Student Book

- Draw different numbers of dots on the board and ask *How many?* to review the numbers 1–6.
- Write different numbers (1–6) on the board. Ask *What number is this?*
- Count 1–10 on your fingers. Repeat 7–10 and ask students to say each one after you. Repeat this several times.
- Match.** Point to the cupcakes in the Student Book. Say *Look Seven cupcakes.* Have students count out loud with you, pointing to each cupcake in turn: 1-2-3-4-5-6-7. Ask *How many cupcakes?* Say

*Show me the number 7.* Write 7 on the board. Say *seven* and have the class say it after you.

- Repeat this procedure with the presents, kites, and apples.
- Call out either *cupcakes, presents, kites, or apples* and have a student count out loud from 1. At the end, say *Nine kites* (for example).
- Continue counting, using classroom objects such as books, pencils, bags, or boys and girls. Let students count how many, always starting from 1 and always counting out loud.
- Write the numbers on the board. Say *Show me 9, etc.* Then ask *What number is this?* as you point to a number on the board.

## Handwriting Book

- Teach how to write the letter *u*. Follow the procedure for *y* described in Step 45. Like *y*, *u* is written with a single hand movement consisting of a counterclockwise curve followed by a down stroke. The difference is that the down stroke stops on the baseline.

## Activity Book

- Match.** Practice counting 1–10 out loud as a class. Write the numbers on the board. Ask *What is this number?* Students can then do the exercise in the Activity Book. They circle the numbers that match the example on the left.
- Say and color.** Say *How many fingers?* and have students count out loud 1-2-3-4-5-6-7-8-9-10. Repeat this with the balloons, hats, and presents. Then say *"a" is ten fingers* and have students make up similar sentences about the other pictures. Say *"d" is . . . ?* Students color the pictures.



## Numbers Book (optional)

12. Call out numbers and have students come to the front of the class to draw the appropriate number of dots on the board. They should count out loud. Demonstrate for students first. Review 1–6 as well as practicing 7–10.
13. Ask a student to draw eight dots on the board. Put a box around them. Write the numbers 7–10 to the left of the dots. Say *Show me 8*. Then draw a line connecting 8 to the dots. Students can now do the exercise in the Numbers Book.

# STEP 48

## New Language

Write: 7

## Student Book

1. **Song.** Ask *How many blue robots? How many red robots?* The students count the pictures. Play the tape and have students point to the numbers as they listen.
2. Have the class repeat the words after you like a rhyme. Say *Point to a girl robot. What color is it? Show me a boy robot. Is it blue?*
3. The class can now sing the song. They can do it first with the tape and then without. Let the girls sing about the boy robots, and the boys sing about the girl robots.
4. Play the guessing game in Step 6 (*How many fingers?*) Use numbers from 1 to 10.
5. Give students different numbers of objects, and ask them to count them out loud.
6. Write numbers on the board. Say *Show me 7/2/10*, etc.

## Handwriting Book

7. Draw a *k* in the air. Ask *What is this letter?* If necessary, demonstrate on the board, and practice with the class. Repeat this procedure with *h*. Students can then do the exercise in the Handwriting Book. Walk around while students are working and check hand movements.

## Activity Book

8. **Match.** Write *kite, train, book, car, ball* on the board. Ask *What is this word?* If necessary, point to each word and have the class repeat after you. Students can now complete the exercise in the Activity Book.
9. **Read and color.** Write *red, blue, green* on the board. Check that students can read them. Now write *a green train* and ask a student to read it. Point to each word. Be careful to pronounce *a* correctly. It is like "a" in *ago* not "a" in *name*. Do plenty of examples of *a* + color + noun. Students then do the coloring in the Activity Book according to the descriptions given.

## Numbers Book (optional)

10. Teach how to write 7. It's done with a single hand movement. The first line goes along the top guideline. There is a pause, and then it comes down at an angle to the baseline. The descending line has a very slight curve upwards.
11. Demonstrate on the handwriting grid on the board and explain what you are doing (in the students' own language). Then practice tracing in the air. The class should do this together while you describe the hand movement. Repeat several times.
12. Students can now trace over the large 7 in the Numbers Book using their finger. They should do this as a class, following your instructions. Walk around checking and guiding hand movements. Students can now do the practice in the Numbers Book using a pencil. If necessary, stop the class and demonstrate again.



# STEP 49

## New Language

Say: *Is it a . . . ?*

Write: *v, doll*

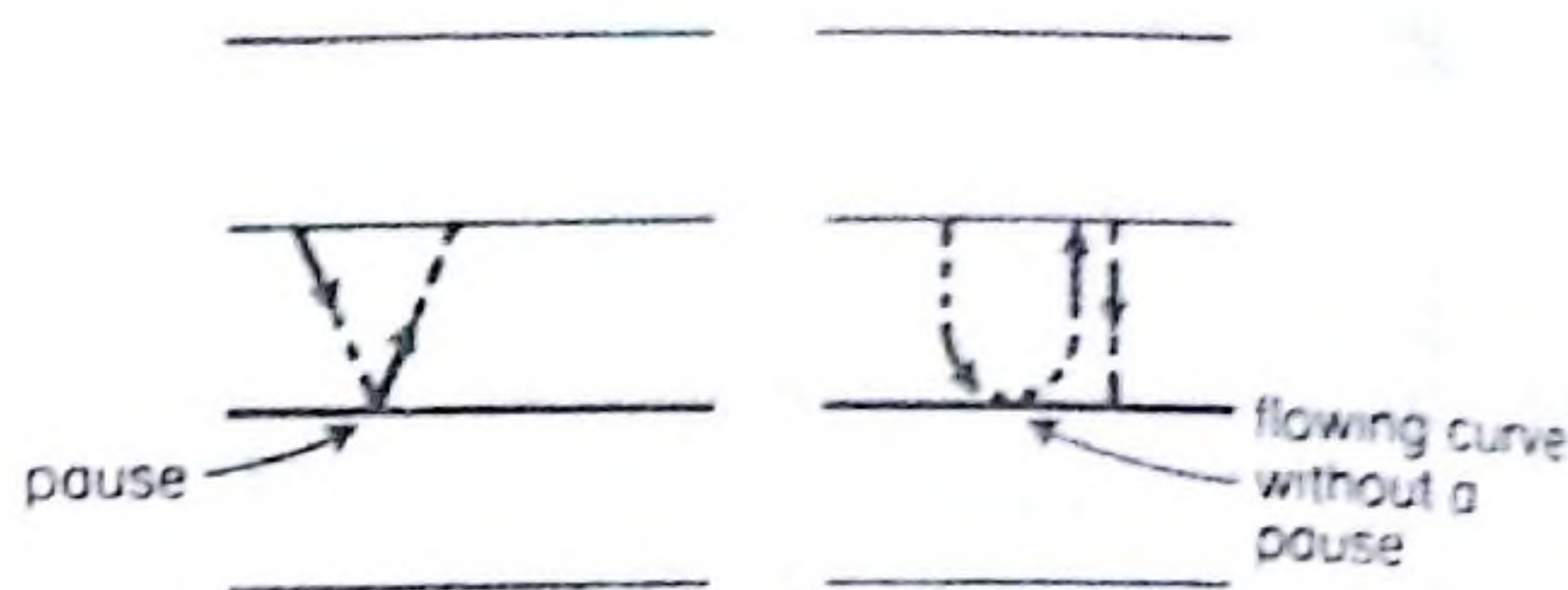
## Student Book

1. **Game.** Say *Show me a car. Look at number eight. Is it a car? What color is number four?*
2. Call a student to the front of the class. Whisper to the student *Car number four*, and show the student the relevant picture in the book. Tell the student to keep it a secret.
3. Now tell the class (in their own language) that the student you selected is thinking of one of the cars or trains. Explain that you are going to ask questions to find out which one. Ask *Is it a train? (No.) Is it a car? (Yes.)* Then ask *Is it a green car? (No.) Is it a yellow car? (Yes).* Finally ask *Is it number four?*
4. Call another student to the front of the class and repeat the procedure. This time the class asks the questions. They must start by finding out whether it is a car or train. Then they ask about color and finally they work out the number. The student who has chosen the car or train must answer with *Yes* or *No*.
5. The game may also be played with the teacher thinking of the car or train and the class asking the questions.
6. Practice reading *a car, a boat, a train, a plane* from the board. Students can refer again to Step 46 if it helps.
7. Sing *Zoom, zoom my plane* (Step 40) and *Ten little robots* (Step 48).

## Handwriting Book

8. Teach how to write *v*. This is the first of a group of letters written with points rather than curves. The letter *v* is written in a single hand movement without the pencil leaving the paper. There is, however, a

momentary pause before changing direction. This pause makes the difference between *v* and *u*, which is written with a continuous, flowing line.



9. Demonstrate *v* on the board using the handwriting grid. Describe the hand movements as you do it. Have the students trace the letter in the air with you. Describe the movement as if it were on an invisible grid. Next, students trace with their finger over the large *v* in the Handwriting Book (headed *Look*). They should do this as a class with you guiding them through it. Repeat several times. Walk around and look at students' hand movements. Where necessary, guide a student's finger through the movement as you describe it to the class.
10. Students can now trace over the letter *v* in the Handwriting Book. If necessary, demonstrate again before they do the last row, which is copying with the help of starter dots.

## Activity Book

11. **Write and color.** Students write *a doll* and color the picture. Follow the procedure for *red* described in Step 37.
12. **Missing letters.** Students write the missing letters (*t, u, y*). Walk around and help. Encourage students to say the alphabet to themselves. Look at hand movements.
13. **Connect the numbers.** Students connect the numbers in sequence to complete the picture (a rocket). Before starting, ask students to say *1-10*, as you point to the numbers on the board.



## Numbers Book (optional)

14. Students fill in the correct numbers of dots to match the numbers. Demonstrate on the board with 1-5, but use ten "empty" dots.

# STEP 50

## New Language

**Understand:** *pick up*

**Say:** *shoe, sticks gate, hen*

**Write:** 8

## Student Book

1. **Rhyme.** Play the tape and ask students to point to the numbers and pictures on the left. Play the tape several times. Then say *Point to a gate/the sticks/a door, etc.*
2. Point to each picture and have the class repeat after you. With the exception of *sticks*, say each word without and then with the article *a*: *Shoe* (class repeats). *A shoe* (class repeats).
3. Now say the rhyme line by line and have the class repeat after you. Demonstrate *pick up sticks* when you come to it. Students will only use *pick up* in this rhyme and should not be expected, at this stage, to use it in other situations. Don't spend too much time on it. Next, have the class say the whole rhyme with you, pointing to the numbers and pictures.
4. Point to the pictures and ask *What is this?* Say *Show me 9*
5. Say the rhyme and demonstrate the actions shown on the right hand side of the page. Do this with the class while reciting with the tape.
6. Ask small groups to come to the front of the class and say and perform the actions. Say it with them as many times as necessary.
7. Sing *It is my birthday* (Step 42) with numbers 7-10 (write a number on the board). Ask students *How old are you?*

and have them answer using the age on the board: *I am nine* (for example).

8. Review the rhyme in Step 28, using all the actions.

## Handwriting Book

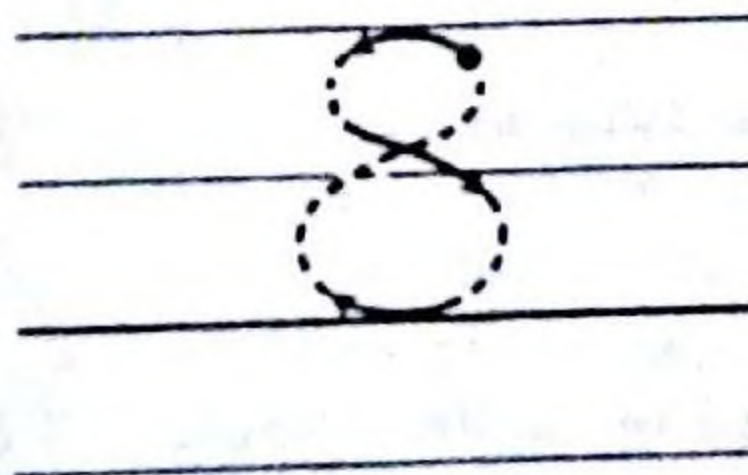
9. Draw a *d* in the air. Ask *What is this letter?* If necessary, demonstrate on the board and practice with the class. Repeat this procedure with *b*. Students can then do the exercise in the Handwriting Book.

## Activity Book

10. **Match.** Students circle the words that start with the letter shown in the middle of the box. Do the first one on the board. Have students say all the words. Then say "Y" (sound) for . . . ? and have students tell you which words fit. There are two words in each case.
11. **Say and color.** Say *Show me a gate/hen/shoe*. Students "read" the pictures out loud from left to right. The students can now color the pictures. Walk around and ask *What color is this? Is it a gate?* Say *Point to a shoe*, and so on.

## Numbers Book (optional)

12. Demonstrate how to write 8. Follow the basic procedure described for 7 in Step 48. The number 8 must be done in a single movement and needs a lot of practice. Be very encouraging to students who are getting the movement right, even if, at this stage, the result is far from perfect.





# STEP 51

## New Language

**Say:** *shoulder, head, arm, hand, leg*

**Write:** *w, plane, train*

## Student Book

1. Say *shoulder, head, arm, hand, and leg* indicating the relevant parts of your body. Have the students repeat after you, pointing to the parts of their own bodies.
2. Call out *shoulder/head, etc.* Students touch that part of their body.
3. **Look and say.** Students look at the picture of Yo-Yo in the book. Call out parts of the body and have them point. Then call out numbers, and have students tell you the part of Yo-Yo's body. *Number 4? (Hand)*
4. Practice recognizing 1-10 and counting. Use classroom objects such as books and chairs. Sing *Ten little robots* (Step 48) and say the rhyme in Step 50.

## Handwriting Book

5. Teach how to write *w*. It is like writing the letter *v* twice without lifting the pencil from the paper. Follow the procedure for *v* described in Step 49.

## Activity Book

6. **Write and color.** Students write *a plane* and *a train* and color the pictures. Follow the procedure for *red* described in Step 37.
7. **Read and color.** Write *blue, brown, and orange* on the board. Ask *What is this word?* Do the same with *ball, boat, and car*. Now write *a blue car* and ask a student to read it. Do more examples of *a + color + noun* for the class to read. Students can then do the coloring in the Activity Book, according to the description given.

## Numbers Book (optional)

8. Students trace over the numbers that match the numbers of balloons. Demonstrate on the board first. Walk around and check hand movements. Students who finish can color in the balloons.

# STEP 52

## New Language

**Write:** *9*

## Student Book

1. **Song.** Play the tape and show the students the actions. Call out parts of the body and have students touch them.
2. Walk around and put your hand on the shoulder, head etc. of individual students. Ask *What is this?* Encourage the answer *It is my*.
3. Play the tape. Students look at the pictures in the book, perform the actions, and join in the words. Repeat several times.
4. Have individual groups perform the song without the tape. Have one half of the room do verse one and the other half do verse two. Then switch parts.
5. Do the song as a whole class as quickly as possible!
6. Play the game in Step 49. Sing *Elephants and frogs* (Step 8).

## Handwriting Book

7. Draw a *q* in the air. Ask *What is this letter?* If necessary, demonstrate on the board and practice with the class. Repeat this procedure with *p*. Students can then do the exercise in the Handwriting Book.

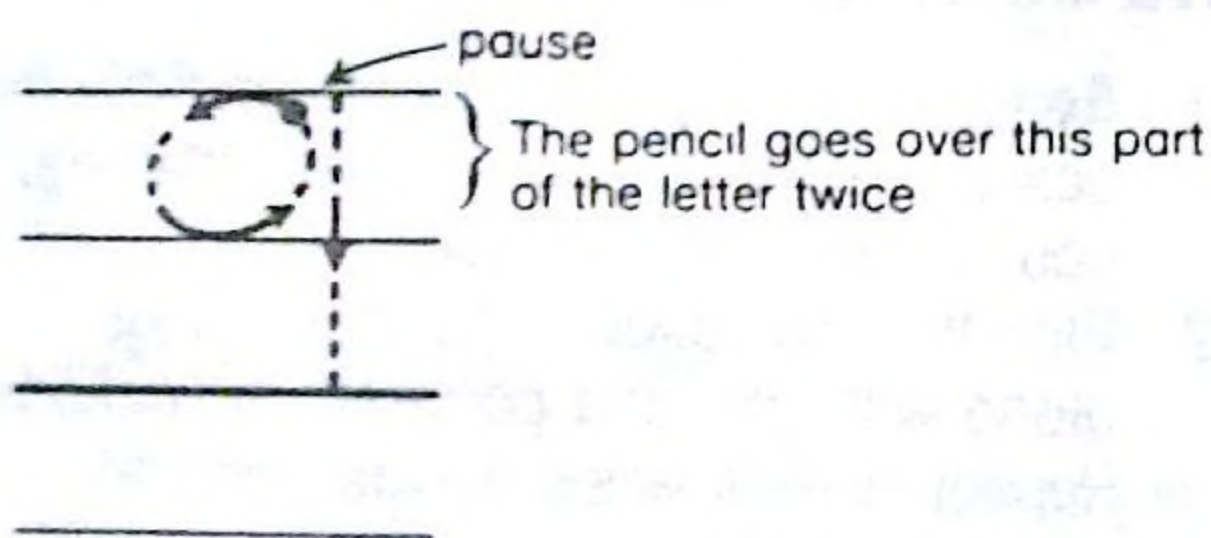


## Activity Book

- Match.** Students trace over the letters that match the initial sounds of the words illustrated.
- Say and color.** Say *Point to a leg/head/arm*. Students "read" the pictures out loud from left to right. The students can now color the pictures. Walk around and ask *What is this? Is it a hand?* etc.

## Numbers Book (optional)

- Demonstrate how to write 9. Follow the basic procedure described for 7 in Step 48. The number 9 is written with a single hand movement with a pause half way through. It's like the letters *g* and *q*, but of course, it starts near the top guideline and ends on the baseline. Like the letters, it is written with the pencil going over part of it twice:



# STEP 53

## New Language

Write: *x, yellow*

## Student Book

- Game.** Say *Show me X7/X8/X9/X10*. Have students make sentences about the robots: *X10 has white arms. X7 has red legs.*
- Tell the class (in their own language) that you are thinking of one of the robots, and they have to guess which one. Follow the dialogue in the Student Book. Individual students take turns at choosing a robot and saying *My robot has . . .* The class guesses which robot it is.
- Play the game in Step 26.
- Sing *Ten little robots* (Step 48).
- Practice reading *plane, car, train, boat, doll, ball, kite, book.*

## Handwriting Book

- Demonstrate how to write *x*. It's written with two separate hand movements. Make sure that students do them in the correct order. Follow the procedure described for *v* in Step 49.

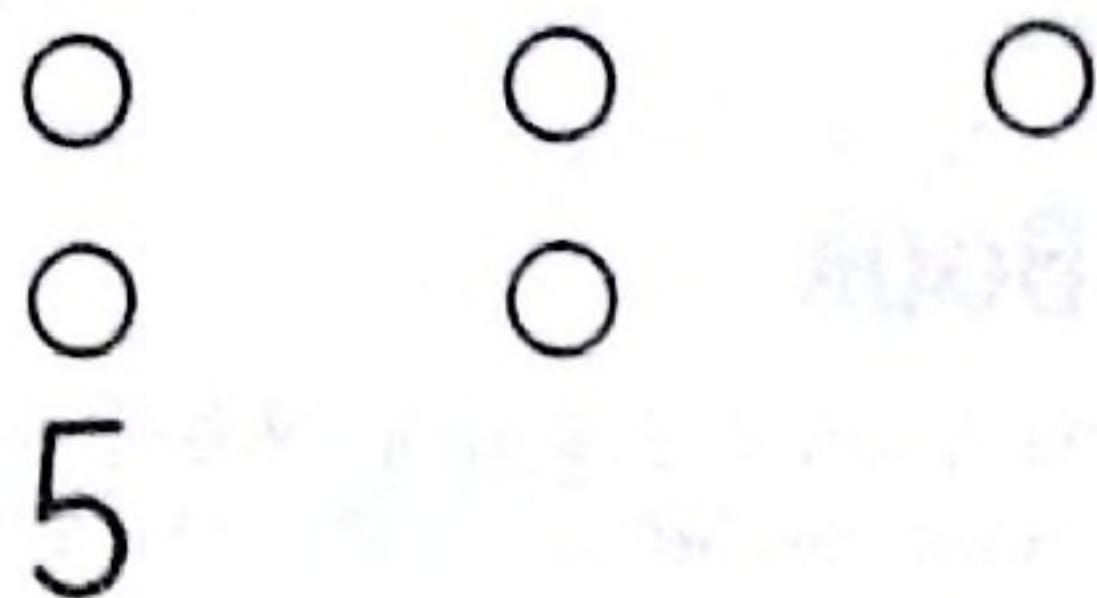
## Activity Book

- Write and color.** Students write *yellow* and color the robot. Follow the procedure for *red* described in Step 37.
- Missing letters.** Students write the missing letters (*u, v, x*). Walk around and help. Encourage students to say the alphabet to themselves. Look at hand movements.
- Read and color.** Students read the words and color the pictures. If necessary, review the color words first. Write them on the board and ask *What is this word?* Then say *Show me an orange pencil/a white bag, etc.*

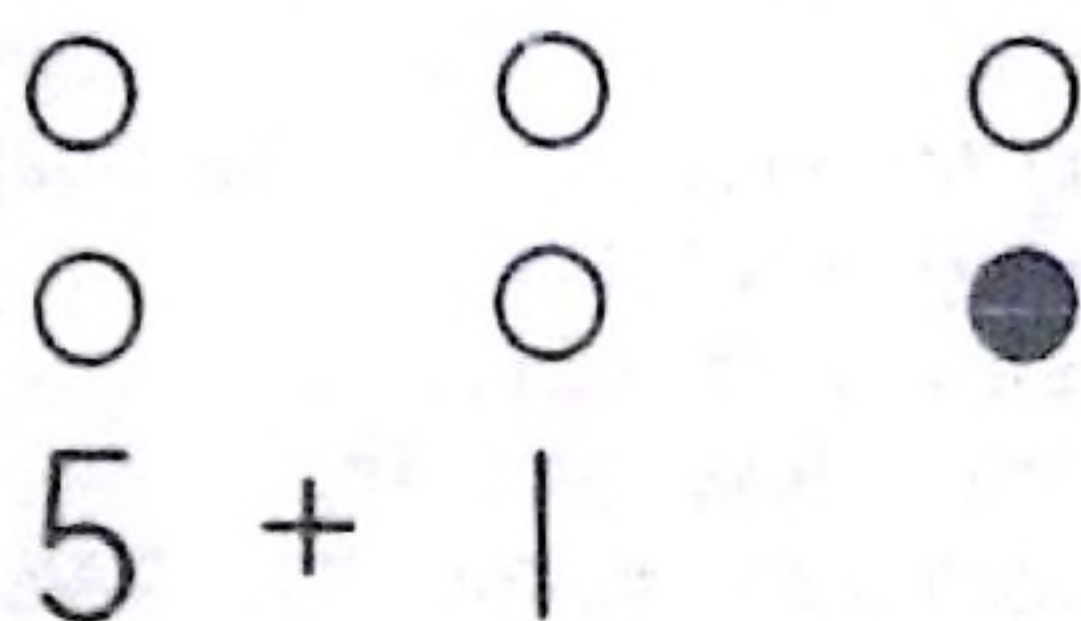


## Numbers Book (optional)

10. Draw five dots on the board. Say *How many?* Count them out loud and then write 5 underneath them.



Add an extra dot and say *Five plus one*, and write + 1 after the 5.



Then say *Five plus one equals . . . ?*

Count the dots and give the answer. Write = 6 after 5 + 1. Read the whole sentence  $5 + 1 = 6$  out loud.

11. Repeat this with  $4 + 1$ ,  $3 + 1$ , and  $5 + 1$  again. Have the students give you the answers. This reminds students of the idea behind addition and how to "read" an equation in English.
12. Now put this on the board.



Say *Five plus one equals . . . ?* The class says *Six*. Have a student come to the front of the class and write over the 6.

13. The class can now do the exercise in the Numbers Book. Some students may have difficulties. Don't be too concerned or expect too much. Some people take much longer than others to understand number concepts. Have them draw dots or even put together real objects (such as pencils) and add one more. Walk around and check students' hand movements as they trace the numbers.

## STEP 54

### New Language

**Understand:** *go/goes* (= move)

**Write:** 10

### Student Book

- Song.** Play the tape and demonstrate the actions. Have the class repeat after you as you say one of the verses.
- Play the tape again. The class sings along with you and performs the actions. Repeat several times and let them try without the tape.
- Call three groups of students to the front of the class to perform the song. One group does the arms verse, another does the legs, and the third group does the head verse. Join in yourself if necessary.
- Practice reading *red, blue, green, brown, orange, black, yellow, white*. Review letters of the alphabet by asking students to read (spell) the letters of words on the board out loud: *r-e-d*.
- Using Steps 23 and 29 in the Student Book, individual students tell you how to spell color words. Write what the student tells you on the board (the class watches out for any mistakes!).
- Sing the Alphabet song (Step 24).



## Handwriting Book

7. Draw a *y* in the air. Ask *What is this letter?* If necessary, demonstrate *y* either in the air or on the board, describing what you are doing. Repeat this procedure with *g*. Students can then do the exercise in the Handwriting Book.

## Activity Book

8. **Write.** Students write the first letters of the illustrated words. Say "c" (sound) for *cat*. *Tree* . . . ? and encourage them to say "t" for *tree*. If necessary, write *c b t a* on the board. Provide as much preparation as is needed and walk around and help. This is a challenging activity, so be encouraging and don't let any of the class feel that they are failing.
9. **Say and color.** Say *Show me a hat/shoulder/gate/house*. Students color the pictures. Walk around and ask questions: *What is this? Is it a hat? Say Show me a* . . .

## Numbers Book (optional)

10. Demonstrate how to write *10*. The spacing is important. The two numbers must be close enough to be connected, but not cramped. Follow the procedure described for *7* in Step 48.

# STEP 55

## New Language

Say: *bear, box*

Write: *z, ball*

## Student Book

1. **Story.** Play the tape or read the story yourself. Students should point to the pictures in sequence.

2. Ask questions. *How many boxes? Is it a big lion? Is it a big bear? Say Show me the bear. Point to a green box. Show me a lion.*
3. Have the class repeat the words in the story after you.
4. Ask students to "retell" the story, pointing to the pictures. If necessary, say the words with them.
5. Act out the story. This could be particularly successful if you used four small boxes and some toy animals. Change the names of Jack and Sue to the names of two students in the class. The class (or a group of students) tells the story, while the two students act it.
6. Sing *How many monkeys?* (Step 12).

## Handwriting Book

7. Demonstrate *z*. This letter is written with one hand movement and there are two pauses to get the two points. Follow the general procedure described for *v* in Step 49.

## Activity Book

8. **Write and color.** Students write *a ball* and color the picture. Follow the procedure described for *red* in Step 37.
9. **Connect the letters.** Students connect the letters in alphabetical order to complete the picture (a robot).

## Numbers Book (optional)

10. Write the numbers *1-10* on the board. Go over each number and ask the students (in their own language) if it is written with one hand movement or two. They should trace the number on their desk with their finger before answering. Go over the numbers again and ask students to tell you where each one is started. Add starter dots on the board.
11. Students now do the number writing exercise in the Numbers Book. Walk around and help with the hand movements. Have students "read" the equations out loud to you. *Nine plus one equals ten*



# STEP 56

## New Language

Read: *bear, monkey, lion, elephant, an*

## Student Book

1. **Read.** Say *Show me a monkey/lion, etc.* Students point to the pictures.
2. Write the letters *b m l e* on the board. Say "b" (sound) for *bear*, "m" for *monkey*, etc. The class should repeat each one after you and point to the initial letter of each word in the book. Say *Point to "b"/"m."* Repeat this several times.
3. Write *a bear* on the board. Read it out loud. Point to *a* and ask *What is this word?* Now write *an elephant* on the board. Read it out loud. Explain (in the students' own language) that with certain words we write *an* instead of *a*. Don't try to give the reasons at this stage.
4. Now write *a monkey* on the board. Ask *What is this?* Students should leave their books open to compare the word shapes and work out the answer. Repeat this procedure for *an elephant, a lion, and a bear*.
5. Write all four words on the board. Say *Show me the word "bear."* *What is this word? Is it "elephant"?* Do this with books open and then with books closed.
6. Sing *I am a robot* (Step 54) and *Little girl, little boy* (Step 18).

## Handwriting Book

7. Trace *v* on the board with your finger. Ask *What is this letter?* If necessary, demonstrate how to write it. Repeat this procedure with *l*. Students can then do the exercise in the Handwriting Book.

## Activity Book

8. **Write.** Students write the first letter of the illustrated words (*balloon, leg, plane, hen*). This is a demanding exercise. If necessary, go through it with the class and write the letters *l b h p* on the board before they write in the Activity Book.
9. **Read and say.** Say *Sue has . . . a book and . . .*, encouraging the class to read the next word on the list, which is *a doll*. Students take turns reading the list. They can then color the picture of Sue.

## Numbers Book (optional)

10. Practice counting *1-10* with the class. Write *1-10* on the board. Ask *What is this number?* as you point to individual numbers. Count to *10* again and point to the numbers on the board. Erase *3, 5, 7, and 9*. Count from *1* and when you come to a gap, pause to let the class say the missing number. Write the missing number in a different color. Repeat this a few times. Students can then do the exercise in the Numbers Book. The starter dots will help them write the numbers correctly.

# STEP 57

## New Language

Understand: *in, mouth*

Say: *square, circle, triangle, candy*

Write: *blue*

## Student Book

1. **Look and say.** Use chalkboard drawings to teach *square, circle, and triangle*. Say *Show me a . . .* Ask *What is this?* Then look at the book. Say *Point to a circle. Is it blue?*



2. **Song.** Tell the students they are going to hear a song about candy. Translate *candy*. Play the tape. Pretend to have candy in a bag, then in your hand, and finally in your mouth.
3. Have the class copy the actions and repeat after you. *in my bag . . . in my hand . . . in my mouth . . . mmm.*
4. Play the tape again. Students mime the actions and point to the pictures of candy. They can join in with *mmm . . .* at the end.
5. Now have the class repeat the words of the song after you. Say *Show me a white triangle*, etc. The class should now be able to sing with the tape. You can try the boys on the first verse and the girls on the second. Join in and help as necessary.
6. Sing and perform *It is my head* (Step 52).

## Handwriting Book

7. Review *n* and *x* if necessary. Students can then do the handwriting practice.

## Activity Book

8. **Write and color.** Students write *blue*. Then they color the pencil blue. Follow the procedure described for *red* in Step 37.
9. **Missing letters.** Students write the missing letters (*u, x, z*). Walk around and help. Have students recite the alphabet to themselves to work out what is missing. Look at hand movements.
10. **Match.** Write *a bear, a lion, a monkey, and an elephant* on the board. Check that students recognize them. Ask *What is this word?* Students can then do the exercise in the Activity Book. They connect the words on the left to the appropriate pictures on the right.

## Numbers Book (optional)

11. Prepare for the equations using the technique described in Step 53. Students can then do the exercise in the Numbers Book.

12. If the class is ready (and it may not be), you can use real examples, such as books or students, to show why the equations  $8 + 2$  and  $2 + 8$  have the same answer. You can do the same with  $5 + 2$  and  $2 + 5$ .
13. Ask individual students to read the completed equations out loud.

# STEP 58

## New Language

None

## Student Book

1. **Game.** Review the shapes by drawing them on the board. Say *Show me a square*, etc. Then point to a shape and ask *What is this?*
2. Draw several squares, circles, and triangles on the board, in different colors. Say *Show me a blue square. What color is this?*
3. Have students look at chalkboard number 1 in the Student Book. Ask *How many squares? (10) How many orange squares? (1) How many green squares? (9)*. Follow this procedure with the triangles. Then do the same with chalkboard number 2.
4. Practice the question *How many circles?* by having the class repeat after you. Then practice *How many brown circles/orange circles/white circles?* Let students take turns asking questions about chalkboards 3 and 4.
5. Sing *Two candies* (Step 57).
6. Write nouns and color adjectives on the board, and ask students to read them. For example, write *a black bear, a yellow car*.
7. Sing *The big bag song* (Step 36).



## Handwriting Book

8. Review *w* and *h* if necessary. Students can then do the handwriting practice.

## Activity Book

9. **Write.** Students write the first letters of the illustrated words (*apple, x-ray, van, robot*). If necessary, go through it with the class and work out which letters have to be written in the boxes. It may be necessary to write *a, x, v,* and *r* on the board before the students write in the Activity Book.
10. **Draw and say.** Students draw over the shapes. Then they make sentences like the examples given in the Activity Book, using *big* and *little*.

## Numbers Book (optional)

11. Students do the equations. If necessary, work through them all on the board. Have the students practice their English by reading the completed equations out loud, using *plus* and *equals*. Then the students can do the equations in the Numbers Book. If students are having difficulties with number concepts, use real examples, such as pencils, and count them out loud.

# STEP 59

## New Language

None

## Student Book

1. **Picture practice.** Use the picture for review. Ask questions such as *How many boats? How many red boats? How many windows? What color is the bike/van/dog? How many trees? How many gates? Say Show me a red plane Show me a big boat. Point to a green house.*
2. Let students ask questions about the picture.
3. Perform the rhyme in Step 50.
4. Sing *It is my head* (Step 52).
5. Play the game in Step 26.
6. Sing *Yo-Yo's song* (Step 38).

## Handwriting Book

7. Review *z* and *s* if necessary. Students can then do the exercise in the Handwriting Book.

## Activity Book

8. **Write and color.** Students write *a bear*. Then they color the bear. They do the same for *a lion*. Follow the procedure for *red* described in Step 37.
9. **Read and color.** Students color the shapes as indicated by the labels. When they have finished, ask questions: *What is this? Is it a green square?* etc.

## Numbers Book (optional)

10. Follow the procedure in Step 58.



# STEP 60

## New Language

*None*

## Student Book

1. Sing the Alphabet song (Step 24) and have students point to letters. Say *Point to x, a, d*, etc. Ask *What color is m, l, s?* etc.
2. Sing *Ten little robots* (Step 48).
3. **Game.** Play the game in Step 60. Call a student to the front of the class. Ask the student to choose a letter or number from the book and to keep it a secret. Ask questions to find out what it is. Start with *Is it a number/letter?* Then find out the color. The student should only answer *yes* or *no*. Choose the number or letter yourself, and have the class ask the questions.
4. Let the students look through the book and choose songs they like to sing.

## Handwriting Book

5. Students can now trace the whole alphabet. Encourage them to work slowly, thinking carefully about hand movements. Students can then try writing out the whole alphabet on a sheet of paper.

## Activity Book

6. **Write.** Students write the first letters of the illustrated words (*cake, sun, insect, fish*).
7. **Read and say.** Say *Jack has . . . a ball and . . .*, encouraging the class to read the next word on the list, which is *a plane*. Students take turns reading the list. They can then color the picture of Jack.

## Numbers Book (optional)

8. Follow the procedure in Step 58.



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ISBN 0-19-434441-X



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