



TEACHER'S BOOK

2

American
GET READY!

Felicity Hopkins

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INTRODUCTION

THE MATERIALS

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 and 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. Wallcharts are also available.

Student Book 2. This introduces all the language items in the second level of the course and contains all the songs, stories, rhymes, and games. Most of the work in the Student Book is oral. Only the large words or letters printed in a color are for the student to read. The smaller words in black are there to guide the teacher.

Cassette 2. This contains recordings of all the songs, stories, and rhymes in Student Book 2. It can be played in the classroom or used by the teacher as a model during lesson preparation.

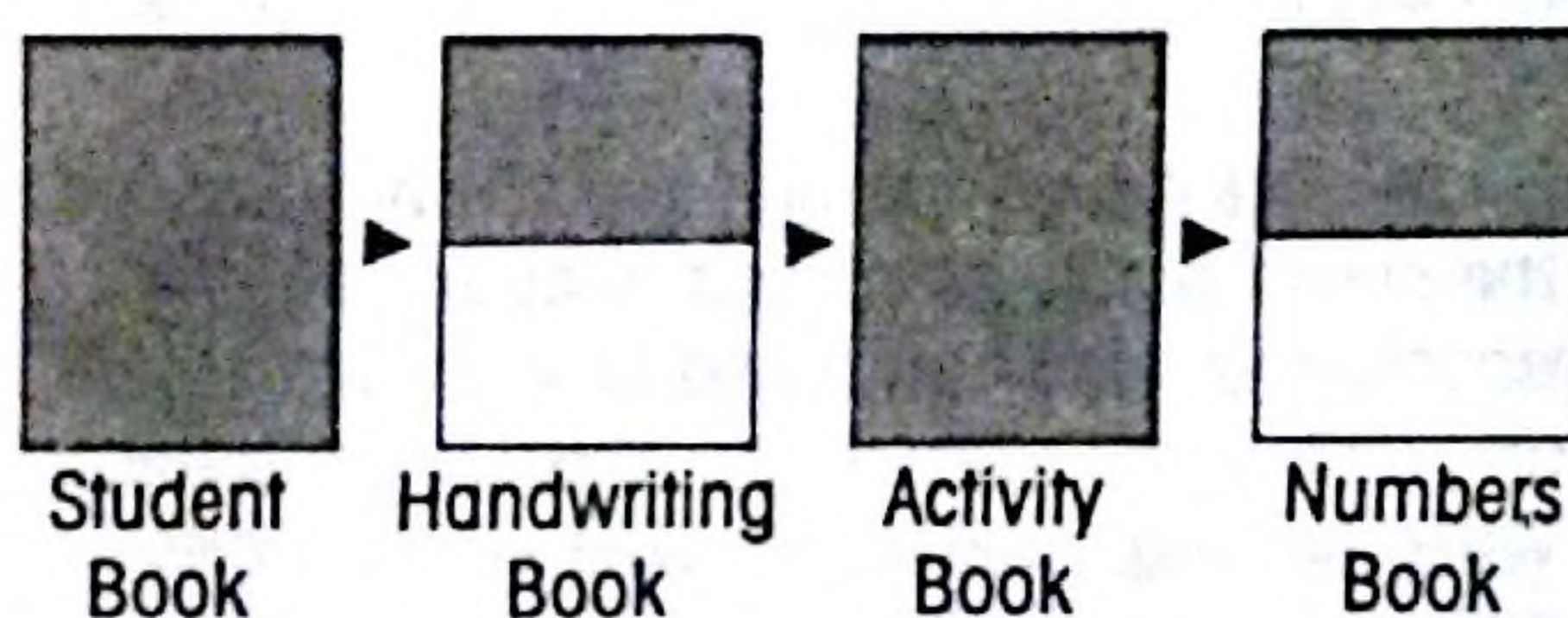
Handwriting Book 2. This teaches the capital letters and places particular emphasis on correct hand movements. There are built-in review exercises and further practice of the small letters taught in Handwriting Book 1.

Activity Book 2. 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 2. This is an optional component. It teaches the number sets 11–20, develops addition introduced in Numbers Book 1, and teaches subtraction.

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

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 after the teacher.
3. The class says the words on their 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 21 or Step 30).

Remember that the students should practice asking questions as well as answering them and that this will need choral repetition practice.

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 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.

Reading

There is no "real" reading in *American Get Ready!* Students first need to acquire pre-reading skills. In particular, they must become familiar with left-right sequencing and letter recognition. By the end of *American Get Ready! 1*, students will know the small alphabet and be able to recognize 21 words (including *a*). In *American Get Ready! 2*, students consolidate their recognition of the small letters and extend their knowledge of whole words to 54 (excluding names). They also learn the capital alphabet and read a few simple sentences. These first reading skills are developed in both the Student Book and the Activity Book.

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:

Is it a red ball?

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

a box
ice cream

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 to do this in Activity Book 2. 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, 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.

2. Next half-turn your back to the class, almost as if you were going to write on the chalkboard, and trace the letter 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 fingers 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.

Additional practice on a piece of paper is suggested. Make sure the students are working with guidelines similar to those in *American Get Ready!* There is a blank handwriting grid which may be photocopied at the back of this book.

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!* 2. 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 *My farm* in Step 36), 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

Say: *What is your name? My name is . . . Ann*

Student Book

1. Introduce yourself to the class. Say *Hello, I am . . .* (your name). Introduce yourself to individual students (perhaps by shaking hands) and say *Hello, I am . . .*. The students should respond either with *Hello* or *Hello, I am . . .* (student's name).
2. Now ask individual students *What is your name?* Have them answer *I am . . .*. If necessary, translate *name*, but give the meaning only once and don't ask for the translation in other lessons.
3. Say *name* and have the class repeat after you. Say *My name is . . .* (your name). Again ask individual students *What is your name?* This time have them answer *My name is . . .* (student's name).
4. **Look and say.** Students look at Step 1 in the Student Book and listen to the first recording. (Remember to put the tape counter at 000 before you start so that you can easily find the beginning again.) Play the recording again, and have students point to Jack and Ann as they listen.
5. Call a boy and a girl to the front of the class. Point to the boy and say *This is Jack*. Point to the girl and say *This is Ann*. Ask each one *What is your name?* and *How old are you?*
6. The class practices the question *What is your name?* by saying it after you. Then have individuals come to the front and ask other students in the class.
7. Next practice the question *How old are you?* (also from Book 1). The students repeat it after you. Individuals come to the

front and ask other students in the class.

8. Play the tape again. Ask a different boy and girl to come to the front to be Jack and Ann. Choose individuals to come to the front and ask Jack and Ann both questions: *What is your name? How old are you?*
9. **Song.** Play the tape. Play it again and have the students sing Sue's answers (the lines in italic print). Do this several times.
10. Next have the class sing the other lines and give the answer lines yourself. This can be done with or without the tape.
11. The class can now be divided in half. One half sings the question lines. The other half sings the answers. Then switch parts.
12. Substitute other names for Sue, choosing members of the class; short names will fit more easily than long ones!

Handwriting Book

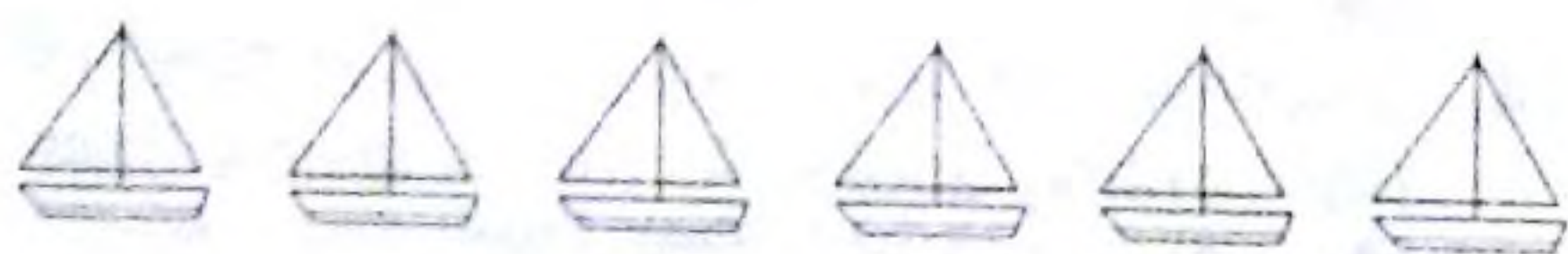
13. Draw the handwriting grid on the board (see Introduction). Demonstrate writing *a*, *b*, *c*, and describe what you are doing in the students' first language. Then have the class trace these letters in the air with their fingers. They do this with you as a class while you describe the hand movements. Emphasis should be given to the starter dot, to the pauses in *a* and *b*, and to the fact that each letter is written without lifting the pencil from the paper.
14. Students can now trace *a*, *b*, *c* in their Handwriting Books. As this is review there shouldn't be many difficulties. They can trace *a*, *b*, *c* in the first two rows, but shouldn't do the other letters yet.
15. Repeat the procedure above for *d*, *e*, *f* and then for *g*, *h*, *i*. As students work, walk around, checking and encouraging. Remember that the most important goal is forming the correct hand movements.
16. Students can now copy each of the letters in the final row in the Handwriting Book. The dots show them where to start each letter.

Activity Book

17. **Read and color.** Write the numbers 1–4 on the board and check recognition. Say *Show me 2. What is this number?*
18. Check that students can read *blue, green, red, and brown*. Ask *What is this word?* as you write each one on the board. Review the meanings of the words. Say *Show me a blue book, a brown pencil, and so on.*
19. Students read the “key” printed below the pictures and color the pictures of Jack and Sue. Walk around helping and asking questions. *What color is 3? What word is this?*
20. **Connect the letters.** Have the students say the alphabet and sing the *Alphabet song* from Book 1. Write different small letters on the board and ask *What is this letter?* Students then work in the Activity Book and connect the letters in alphabetical order to complete a picture of three houses.

Numbers Book (optional)

21. Draw different numbers of dots on the board (maximum ten). Students come to the front and count them out loud 1, 2, 3, 4, 5, etc. Write different numbers on the board (1–10) and ask *What is this number?*
22. Draw six boats and ask *How many boats?*



The class responds *Six*. Write 3, 7, 6 on the board. Say *Show me 6*. Then draw a circle around it. The students can now do the exercise in the Numbers Book, drawing circles around the numbers that match how many boats.

STEP 2

New Language

None

Student Book

1. Quickly review the numbers 1–10. Write them on the board, and have students come to the front and point to different numbers. Say *Point to 8, 4, etc.*
2. **Game.** Students look at their books. Say *Show me number 3*. Students point to the number. Ask *Is it a car? Is it a ball?* and eventually *What is it?* (a bike).
3. Now ask *What is number 8?* and so on. Let individual students ask the questions to the class.
4. Now say *Show me a table*. Then ask *Is it number 4?* You can ask individuals or have the class as a whole point to the pictures and answer the questions.
5. Sing *What is your name?* from Step 1.

Handwriting Book

6. Review the letters *j–r*, following the procedure described for *a–i* in Step 1. Pay attention to the starter dots and to the pauses in *m, n, p, q, r*. Apart from *k*, these letters are all written without the pencil leaving the paper.

Activity Book

7. **Match.** Students connect the letters to the pictures of things with the matching initial sounds. Before writing in the Activity Book, students should be reminded of the sounds of the letters. Say “*h*” for . . . ? to elicit either *hand* or *house* (or both), and so on with the other letters. (Use the sounds of the letters, not the names.)
8. **Write the first letters.** Students decide which letter starts each word and write it beside the picture. Check that each picture is known. Say *Show me a frog/a balloon/an elephant/a car*. Walk around and help with the handwriting.

9. When the students have finished, demonstrate how to write each letter on the board.

Numbers Book (optional)

10. Students circle the numbers of apples that match the numbers on the left. Before they do the oranges on the right, go over the answers to the apples on the board. Write each number, an equal sign, and then draw the correct number of apples.



Read the "sentence" *Three equals three*, out loud, and point to each part of it on the board.

11. Students now continue with the oranges on the right-hand side of the page.

STEP 3

New Language

Say: *happy, sad, friend, Bingo*

Student Book

1. Draw a simple face on the board. Give it a straight line for a mouth. Say *This is Ann*.



Change the line of the mouth and say *Look. Ann is sad*.



Look miserable yourself and say *Look. I am sad*. Have the class repeat *sad* after you. Then say *I am sad*, several times putting on miserable expressions.

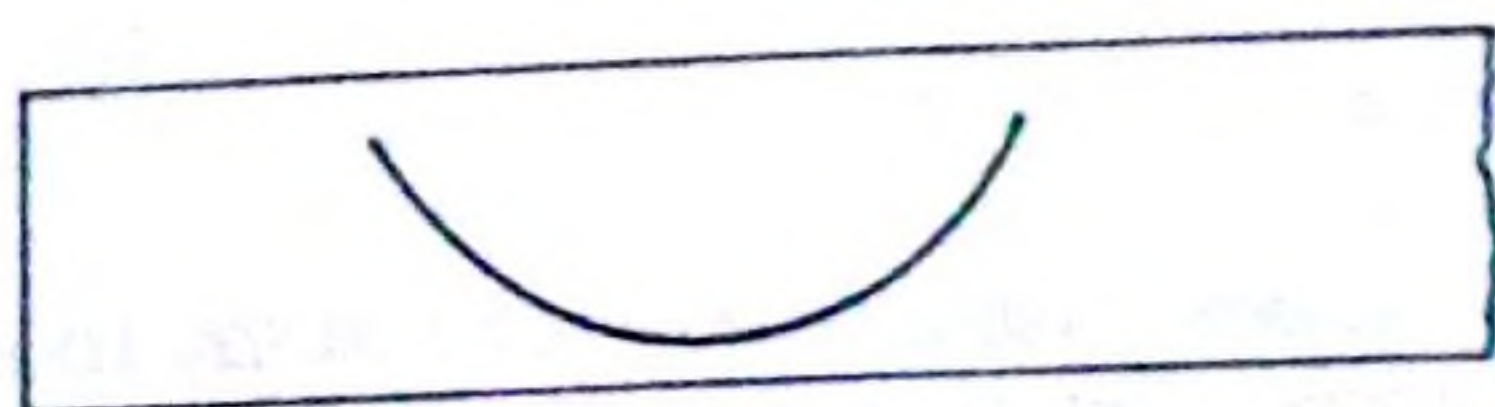
2. Change the mouth again and say *Ann is happy*.



Look happy yourself and say *I am happy*. The class repeats *happy* and then *I am happy*, after you.

3. Call a student to the front of the class (e.g. Mary). Whisper *happy* or *sad* in her ear. She mimes the expression, and the class says *Mary is happy/sad*.
4. **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.
5. Ask questions. *Is Bingo a dog? Is Bingo a big cat? What color is Bingo? Point to Ann. Point to the ball. What color is the ball? Look at picture number 2—is Ann a happy girl?*
6. Play the tape again. It may be easiest to translate *friend*, but do it only once, and never ask for the translation. Students can now repeat the words of the story after you, pointing to each picture.

7. Small groups or pairs can "tell" the story to the class. In each group, one student can be Ann and say her words. If necessary, say the words with the students.
8. If you can get a ball and a toy cat, you can act out or demonstrate the story while it is being told.
9. Draw a happy mouth on a piece of paper.



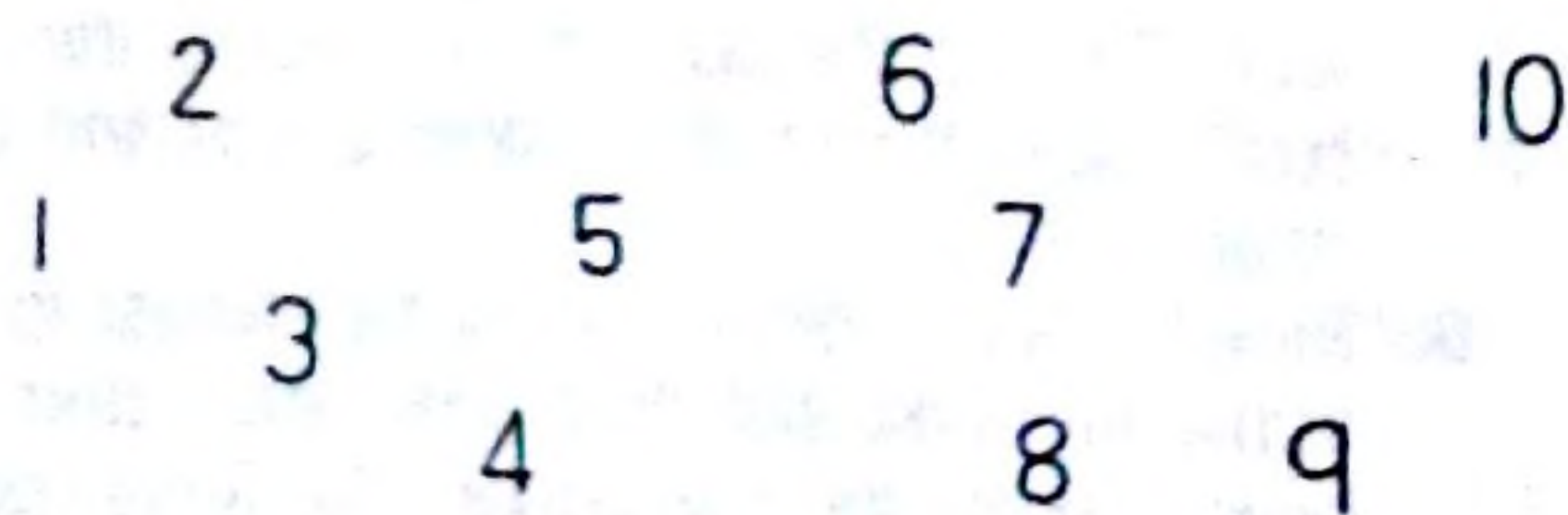
Show it to the class and say *happy*. Turn it upside down and say *sad*. Put the piece of paper behind your back. Then bring it out and show the class. They should say *happy* or *sad* according to which way up it is. Done quickly this can become a lively game. If you draw the mouth on the back of the paper as well as the front, it will be easier for you to know which way up it is for the class.

Handwriting Book

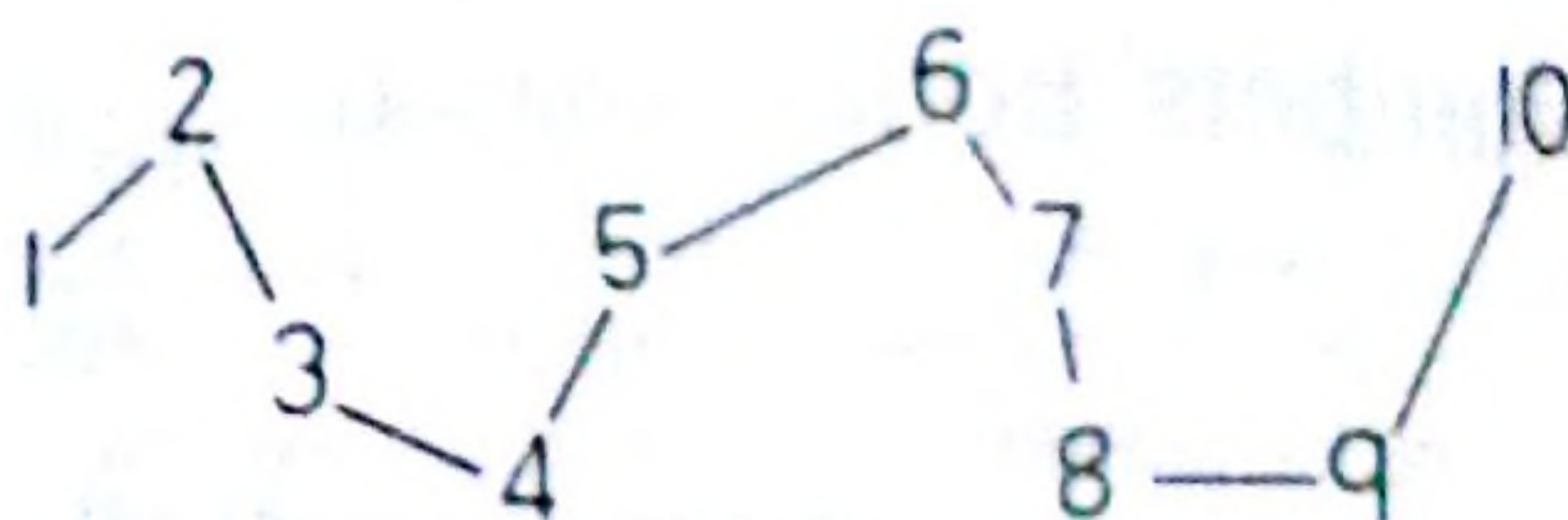
10. Review how to write s–z. Follow the procedure described for a–i in Step 7. Pay particular attention to the starter dots and the pauses in u, v, w, y, z. With the exceptions of t and x, these letters are all written with a single hand movement.

Activity Book

11. **Connect the numbers.** Practice counting 1–10. Write the numbers 1–10 on the board like this:



Say *Show me 1, Show me 2, Show me 3*, and so on, in sequence. As each number is identified, connect it to the next number.



Students can now do the exercise in the Activity Book and connect the numbers in the correct sequence to find the path through the maze.

12. **Odd one out.** Draw four apples on the board like this:



Ask which one is different (in the students' own language). Draw a circle around it. Then write *r, r, n, r* on the board, and ask which letter is different. Draw a circle around it. Students can now do the exercise in the Activity Book. Go over the first one with them. In each case, they should draw a circle around the letter that is different and then write that letter on the grid. Walk around and help. When the class has finished, go over the answers on the board and describe the hand movement for each letter.

Numbers Book (optional)

13. Write 3 on the board. Ask *What is this number?* Then draw an equal sign and three circles. Put 4 and an equal sign on the board and have a student draw the circles. Repeat with 6. Students can now do the exercise in the Numbers Book.

STEP 4

New Language

Read: *A, B, Ann, Bingo*

Write: *A*

Student Book

1. **Letters.** Write *a* and *b* on the board. Ask *What is this letter?* as you point to each one. Explain (in the students' own language) that all the letters in English can be written in two ways: as little (small) letters or big (capital) letters. Big letters are used at the start of names.
2. Write *A* and *B* on the board. Remind the students of the sound each one makes. Say *This is A* (name). "*a*" (sound) for *apple*. "*a*" for *Ann*. Students look at the top of Step 4 in the Student Book. Say *Show me a big B/a little a/a big A/a little b*. Students point to the letters.
3. **Song.** Play the tape. Say *Show me Ann/Bingo. Show me the name/word Ann*. Play the tape again and encourage the students to join in by singing yourself.
4. When the class knows the song, substitute names in the class for Ann and Bingo. The students don't need to be familiar with the other big letters to sing about them. Choose names that have "regular" sounds. The class can work out the letters. For example, Mary. Say "*m*" (sound) "*m*," "*m*," *Mary* . . . and have the class give you the name of the letter. Then they can sing *Mary is a name. It has a big letter . . . a big, big, big, big M*.

Handwriting Book

5. Draw the handwriting grid on the board and write *A* and *B*. Explain to the students (in their own language) that all the big letters sit on the baseline and go up to the top guideline. None of them go down to the bottom baseline. Now demonstrate *A*, and describe what you are doing in the

students' own language. It's written with three separate hand movements.

6. Next half-turn your back to the class, almost as if you were going to write on the chalkboard, and trace *A* in the air with your finger. Have the class do it with you as you describe the hand movements. The students can now use their fingers to trace the large, solid black letter in the Handwriting Book (headed *Look*). This should be done as a class while you describe the hand movements. The dots show where each movement begins, the numbers show the sequence of the movements, and the arrows show the directions to go in.
7. Students can now trace the first row of letters in the Handwriting Book using a pencil or pen. They should go over the gray lines starting from the black dot. Walk around helping and encouraging. If necessary, demonstrate again and practice writing in the air with the class before the students trace the second row. The third row is for copying the line above. The dots show where to start. For *A*, there are two lines from the first dot.

Activity Book

8. **Color and say.** Review the shapes. Say *Show me a triangle/circle/square*. Students can then color in the shapes according to the labels.
9. When the coloring is done, ask questions. Say *Look at e. Is it a green square? What is b?* Students can also ask the questions.
10. **Write how many.** Students count the shapes and write the numbers. Before working in the Activity Book, review how to write the numbers. Put them on the board in the handwriting grid. Then have individual students come to the front and trace over a number with their fingers to show the hand movement.
11. When students have written the numbers in the Activity Book, ask questions: *How many black circles/white triangles?*

Numbers Book (optional)

12. This provides further review of number sets and how to write the numbers.

Note. In Numbers Book 2, a three-line grid is used, except in those steps where the teaching point is how to write the numbers (Steps 11, 12, 21, 34, 35, 37, 38, 43, 44, 46, 47). The three-line grid is easier to "read" on the more dense pages needed in Numbers Book 2. As with the four-line grid, the numbers always sit on the solid, heavier baseline. The purpose of the four-line grid is only to remind students of the relation of the numbers to the small letters, which, unlike the numbers, do go below the baseline.

STEP 5

New Language

Read: C, D, E, F, G, H, I, J

Write: B

Student Book

1. **Letters.** Write *c, d, e, f* on the board with an equal sign (=) after each one and a space:

c = d = e = f =

Ask *What is this letter?* as you point to each one. Then say *This is a little c, and this is a big C*, as you write in the capital letter equivalent for each small letter. Next erase the small letters and say *Show me a big D/E/C/F*. Then ask *What is this letter?* as you point.

2. Erase the board entirely and write the capital and small letters A–F, asking *What is this letter?* Students say *A little b/A big F*, and so on.
3. Introduce G–J in the same way that you did C–F. Finally, write the letters from the A–J range, little and big, and ask *What is this letter?* If you feel that eight letters are

too many, spread this work over two lessons.

4. Students look at Step 5 in the Student Book. Call out letters: *Big G/Little e*, and so on. Students point. Walk around and check. See how quickly this can be done. At first, some students will get confused and find this difficult. Make sure that they don't become discouraged and that it feels more like a game than anything to become too concerned about. Be very positive. Provide breaks in the concentration by doing it just with girls and just with boys.
5. **Look and say.** Say *Show me an elephant/a cat/a frog/an insect/a jump rope/a hand/a dog/a girl*. Students point and say *This is a . . .*
6. Say "e" (sound) *for . . . ?* and encourage students to say *elephant*. Have the class point to *eE* and then the elephant as they repeat "e" (sound) *for elephant*. Go over the other letters and pictures in the same way with the students matching the letters and pictures. This activity reviews vocabulary and consolidates the small and capital letter forms and the sound each letter makes.
7. Sing *The name song* (Step 4).

Handwriting Book

8. Teach how to write *B* following the procedure described for *A* in Step 4. Capital *B* is written with only two movements starting from the same dot. It is a common mistake to use three movements: a vertical and two separate half-circles.

Activity Book

9. **Match.** Write small and capital letters in the range A–E and ask *What is this letter?* Students can then do the exercise. They connect the capital letters on the left to their equivalents in the small letter row in the middle and then continue the line to the capital letter on the right.
10. **Write.** Check recognition of the pictures. Say *Point to an insect/a girl/an apple/a*

hand/a bird/a jump rope. Students then write the small letters that match the initial sound of each. Walk around and help.

Numbers Book (optional)

- This provides further review of number sets and how to write the numbers. Walk around and help with the counting (*How many cakes?*) and how to write the numbers.

STEP 6

New Language

None

Student Book

- Picture practice.** This provides an opportunity for review. (Ann has the balloons, Jack and Sue are on the bikes.)

Expressions

Point to . . .

Show me . . .

Is it a . . .

How many?

What color is . . . ?

Vocabulary

ball house

balloon kite

bike shoe

bird tree

boat van

boy window

car numbers

gate colors

girl little/big

- Sing *What is your name?* (Step 1) using names from the class. Then sing *The name song* (Step 4) using other names.
- Review the letters introduced in Step 5. Write them on the board. Ask *What is this letter?*

Handwriting Book

- Draw the handwriting grid on the board and review how to write big A and little a. Students write them in the air with you. Big A is three movements. Small a is one

movement. Students can now trace the letters in the Handwriting Book.

Activity Book

- Odd one out.** Students find the letter that is different and draw a circle around it. Then they write it on the grid. Walk around and help with the hand movements. Go over the answers on the board and demonstrate the hand movements.
- Match.** Using Student Book Step 5, call out different letters: *Big J/Little f*, and so on. Students point. See how quickly this can be done. Next review the sounds of the letters "f" (sound) *for . . . ?* Students can now do the exercise in the Activity Book, Step 6. They connect each small letter to the picture of the word with the same initial sound. Each picture is then connected to the equivalent capital letter. This exercise combines recognition of letter shapes and sounds.

Numbers Book (optional)

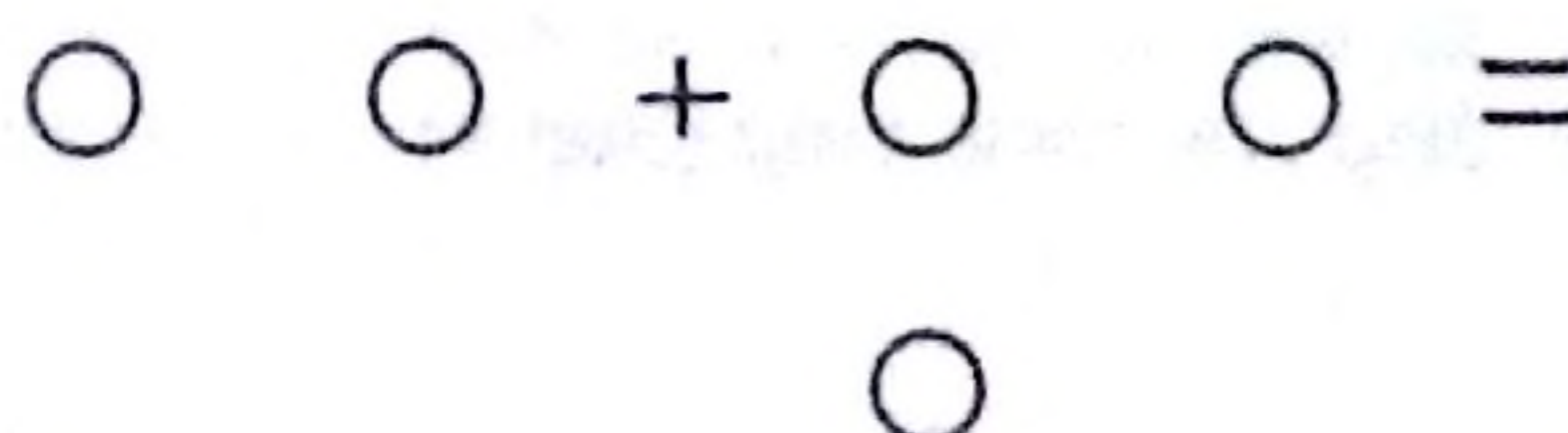
- Draw some dots on the board.



Ask *How many?* (2). Draw another group of dots and again ask *How many?* (3).



Draw in a plus sign (+) and read out the "sentence" *Two plus three*. Then add an equal sign (=) and read out loud again.



Two plus three equals

Count all the dots out loud: 1, 2, 3, 4, 5. Then counting out loud again, draw five dots after the equal sign and read the completed equation. Do more examples. The students can now do the exercise in the Numbers Book. When they have finished, ask them to read the completed equations out loud as you work through them on the board.

STEP 7

New Language

Understand: Read . . .

Write: C

Student Book

1. **Read.** Students look at the picture in Step 7. Say *Point to a bear/an elephant*, and so on. Ask *Is it a big/little elephant? What color is . . . ? Is it a red train?*
2. Now write *a kite* on the board. Ask *What is this word?* Leaving *a kite* on the board, write *a ball*. Say *Read this word*. If necessary, translate *read*, but do it only once to give the meaning. Never ask students for the translation. Add several more words from the list in Step 7. Each time say *Read this word*.
3. Now use the Student Book. Say *Look at your book*. Play this game. When you say *Read "a ball,"* the class points to the word. When you say *Show me a ball*, the class points to the picture.
4. You can make the game more interesting by adding to the instructions: *Girls, point to a car* (the boys do nothing). This will help concentration. The faster this is played, the more fun it is.
5. Review the capital letters A–J.
6. Sing *The name song* (Step 4).

Handwriting Book

7. Teach how to write C. Follow the procedure for A described in Step 4.

Activity Book

8. **Match.** Students draw a circle around the word that matches each picture.
9. **Write and color.** Review how to write all of the letters in *a train*, demonstrating each on the board. Ask students to come to the front of the class and point to the place each one should start. With the whole class, write *a train* in the air. Students can now trace over *a train* in the Activity Book. Students can choose their own color for the picture. When they have finished, ask individual students *What color is your train?* Don't make a teaching point of *your*. The students have heard it before (Step 1) and will understand your question.
10. Repeat the procedure above with *a plane*. This time the students have to write rather than trace. For the spelling, they should look at the label under the picture. This encourages students to start looking at each of the letters in the word, not just the first letter and the overall shape.

Numbers Book (optional)

11. This exercise is like the one in Step 6. This time the students draw the dots themselves instead of drawing a circle around the appropriate number.

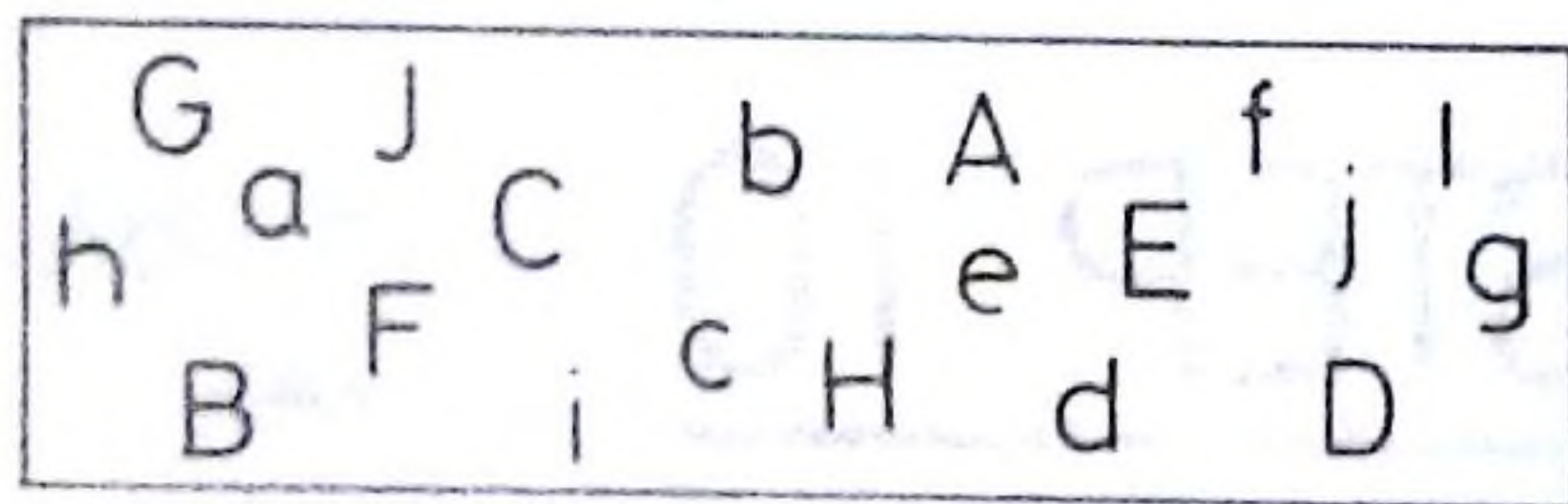
STEP 8

New Language

Understand: *Spell . . . Write . . .*

Student Book

1. Write *car* on the board. Say *Read this word*, and have a student read *car*. Then say *Spell "car,"* and spell it out *c-a-r*. Repeat this procedure with *ball* and *kite*, having a student spell each one out.
2. Now write *car* on the board and say *Write "car."* Spell out the letters (slowly) and write each one in the air with your finger. Continue with *doll* and *bear*. First have the students spell each word as you point to the letters. Then have students write each one in the air with you as you spell it out.
3. **Song.** Play the tape. The students point to the letters of each word. Then they can try singing the song. On the last line of each verse, they can either point to the letters of the word or write it in the air.
4. Write *ball* and *kite* on the board. Sing two more verses of *Read it, write it* using these words.
5. Review the capital letters A–J. Write them on the board in any order, mixed together with the small letters. Students take turns coming to the front to find the pairs.



Handwriting Book

6. Draw the handwriting grid on the board. Review how to write capital *B* and small *b*. Students write them in the air with you. Capital *B* is two hand movements; small *b* is one. Students can then do the exercise in the Handwriting Book. Stop them after the second line of tracing. Repeat the demonstration, but this time have a student "write" with a finger on the board, tracing the shape. Then have the students "write" *B* and *b* on the palm of their hand with a finger. Now students can do the final line of copying.

Activity Book

7. **Write and color.** Say *Spell "a bear."* The students can spell it by looking at the label under the picture: *a b-e-a-r*. Then say *Write "a bear"* and, together with the class, write it in the air. Students can then write *a bear* in the Activity Book. Students choose their own color for the bear when they have finished the writing.
8. Repeat this procedure for *a doll*. Then ask *What color is your doll/bear?*
9. **Match and color.** Students read the words and color the pictures appropriately.

Numbers Book (optional)

10. Follow the procedure in Step 6 for adding dots on the board. This time when all the dots have been added, write a number on the other side of the equation, not another set of dots. Students can then do the exercise in the Numbers Book. Go over the answers on the board or use real objects (books, pencils, or even students).

STEP 9

New Language

Read: *K, L, M, N, O, P, Q, R*
Write: *D*

Student Book

1. **Letters.** Write *k, l, m, n* on the board with an equal sign (=) and a space after each one. Ask *What is this letter?* as you point to each one. Then say *This is little k and this is big K*, as you write in the capital letter equivalents. Now erase the small letters and say *Show me a big K/L/M/N*. Then ask *What is this letter?* as you point.
2. Clean the board and write capital and small letters in the range A–N asking *What is this letter?* Students say *A big L/A little d*, and so on.
3. Introduce O–R in the same way that you did K–N. If you feel that eight capital letters are too many for one lesson, spread this work over two lessons.
4. Students look at Step 9 in the Student Book. Call out the names of letters: *Big P/Little m*, and so on. Students point. This will be more fun if done quickly. Walk around and check. At first some students will get confused, but don't let them become anxious. It should be like a game. To provide breaks in the concentration, do it just with the girls and then just with the boys.
5. **Look and say.** Say *Show me a nest/a monkey/an orange/a queen/a robot/a kite/a pencil/a lion*. Students point.
6. Say "k" (sound) for . . . ? and encourage students to say *kite*. Have the class point to *kK* and then the kite picture as they repeat "k" (sound) for *kite*. Go over the other letters and pictures in the same way.
7. Sing *Read it, write it* (Step 8).

Handwriting Book

8. Teach how to write *D*, following the procedure for *A* described in Step 4.

Activity Book

9. **Match.** Write small and capital letters in the range J–N on the board and ask *What is this letter?* Students can then do the exercise in the Activity Book.
10. **Write the capital letters.** Review how to write A–D. Draw the grid on the board. Have a student draw the starter dot. Have another student trace the hand movement with a finger. Demonstrate how to do it yourself by writing with chalk on the board. Finally, practice writing in the air with the whole class. Repeat this for each letter. Students can then do the exercise writing in the capital letter equivalent of each small letter.

Numbers Book (optional)

11. Write a few equations on the board. Make them easy.
 $3 + 1 =$ $6 + 1 =$
Have a student read the first one out loud: *Three plus one equals . . .* Then take three pencils (counting them out) and one pencil. Put them together and count them out 1–2–3–4. Then say $3 + 1 = ?$ and let the class give you the answer. Repeat this procedure with $6 + 1$, but this time demonstrate with dots on the board. The students can now do the equations in Step 9. Walk around and help with how to write the numbers.

STEP 10

New Language

Read: *11, 12*

Student Book

1. **Game.** Say *Point to a yellow car/an orange car*, etc. Write *BN4* on the board. Say *Show me BN4*. Repeat with the other car numbers writing them on the board so

that students can compare the letter forms you have written to the car numbers in the book.

2. Say *Point to LQ3*, but this time don't write the car number on the board. Continue with the other numbers. Ask *What color is RE2?* Say *Show me PD6. Is it red?*
3. Students can come to the front of the class and ask the questions: *What color is...?*
4. **Numbers.** Bring ten students to the front of the class and stand them in a row. Count them 1-2-3-4-5-6-7-8-9-10. Then have the class count as you point. Add two more students to the line. Count again adding on 11-12. Point to the eleventh student and say *eleven*. The class repeats this after you several times. Do the same with 12. Count 1-12 in chorus with the class.
5. Write 1-10 on the board. Count them out loud pointing to each number. Then add 11 and 12. Students count from 1-12 pointing to the numbers in their books. Say *Show me 9*, and have the students point to the number in their books. Repeat with other numbers.
6. Sing *The name song* (Step 4) using names from the class.

Handwriting Book

7. Review how to write capital and small *c*. Follow the procedure for *bB* in Step 8. Capital and small *c* are the same except for size. Capital *C* touches the top guideline. Small *c* reaches the middle guideline.

Activity Book

8. **Read and color.** Students color the cars according to the "key" below the pictures. Ask questions when they have finished. Say *Point to PF9. Is it green? What color is RE7?*
9. **Match.** Using Student Book Step 9, call out different letters: *Big R/Little n*, and so on. Students point to them. Next review the sounds of the letters on that page of the Student Book. "*r*" (sound) *for...?* Students can now do the exercise in the

Activity Book. They connect each small letter to the picture of the word with the matching initial sound. Each picture is then linked to the equivalent capital letter.

Numbers Book (optional)

10. Practice counting 1-12 together as a class. Make a pile of 12 books and have students come to the front and count out different numbers. *Show me 11 books*, etc. Now students look at the Numbers Book. Check recognition of the numbers. Say *Point to 12/9/8*, etc. Students then fill in the appropriate number of circles to match each number. This reviews number sets including 11 and 12.

STEP 11

New Language

Understand: *Where is...?*

Read: *on, under*

Write: *E, 11, on, under*

Student Book

1. Hold up a chair and ask *What is this?* Do the same with a book. Then put the chair on your desk and say *Look. The chair is on the desk.* (The students have encountered the definite article *the* before. Don't try to explain. They will gradually get "a feel" for its use. It can be explained later). Next, put the book on the chair and say *Look. The book is on the chair.* Say *On... On the chair... The book is on the chair.* Now have the class repeat *on*, then *on the chair*, and finally *The book is on the chair*.
2. Hold up a pencil. Ask *What is this?* Put it on the book. Say *Look. The pencil is on the book.* Again the class should repeat *On... On the book... The pencil is on the book*.

3. Now ask *Where is the chair/the book/the pencil?* Each time give the answer yourself, and then have the class say it.
 Teacher: Where is the book?
 Teacher: The book is on the chair.
 Teacher: Where is the book?
 Class: The book is on the chair.
4. Ask *Where is the . . . ?* and have students answer.
5. Remove the pencil and book. Put the book under the chair (which is still on your desk) and say *Look. The book is under the chair.* The class repeats *Under . . . Under the chair . . . The book is under the chair.* Put the pencil under the book and repeat this procedure.
6. Call two students to the front of the class (e.g. John and Mary). Take the chair off your desk. Ask one student to go under your desk and one to sit on your desk. Ask *Where is John/Mary?* and in each case give the answer yourself. Then have the class say it after you.
7. Call two more students to the front (e.g. Peter and Jenny). Ask one to go under your desk and one to sit on top. Ask *Where is Peter? Where is Jenny?* This game can be extended by using toys of various kinds. *Where is the bear? Where is the car?* and so on.
8. **Look and say.** Say *Look at number 3. Where is Bingo?* Continue with questions like this. If the class is ready, let some of the students ask questions.
9. Write *on* on the board. Ask *What is this word?* Students compare it with the word in the Student Book. By looking at the pictures, they should be able to work out that it is *on*. Repeat with *under*. Say *Spell "under"*. Students spell it out looking at their books. (Don't expect them to be able to do this yet with books closed.) Students close their books. Write *on* or *under* on the board and say *Read this word.*

Handwriting Book

10. Teach how to write capital *E* following the procedure for *A* described in Step 4.

Activity Book

11. **Match and trace.** Say *Look at number 1. Where is Bingo? (on the car).* Ask about all of the pictures a few times each. Write *under* on the board. Say *Read this word.* Do the same with *on*. Students can then trace the appropriate word under each picture.
12. **Write.** Put *on* on the board. Say *Spell "on."* Then say *Write "on,"* and spell out *o-n* with the class and write it in the air with your finger. Students can now trace *on* in the Activity Book. Repeat the procedure with *under*. In this case, they have to write it in the Activity Book not trace it. The label under the picture will help them with the spelling.

Numbers Book (optional)

13. Students learn to write *11*. Demonstrate on the board using the handwriting grid. Then practice *11* in the air following the procedure described for handwriting in the Introduction. While students are writing in the Numbers Book, walk around and check that they are doing both lines from the top to the bottom and not too far apart.

STEP 12

New Language

Say: *put, your*

Write: *12*

Student Book

1. Hold up your pencil and say *Look. This is my pencil.* Go to a student's desk, pick up his or her pencil, and say, as you look at the student, *This is your pencil.* Say *My pencil . . . Your pencil,* using gestures to indicate ownership.

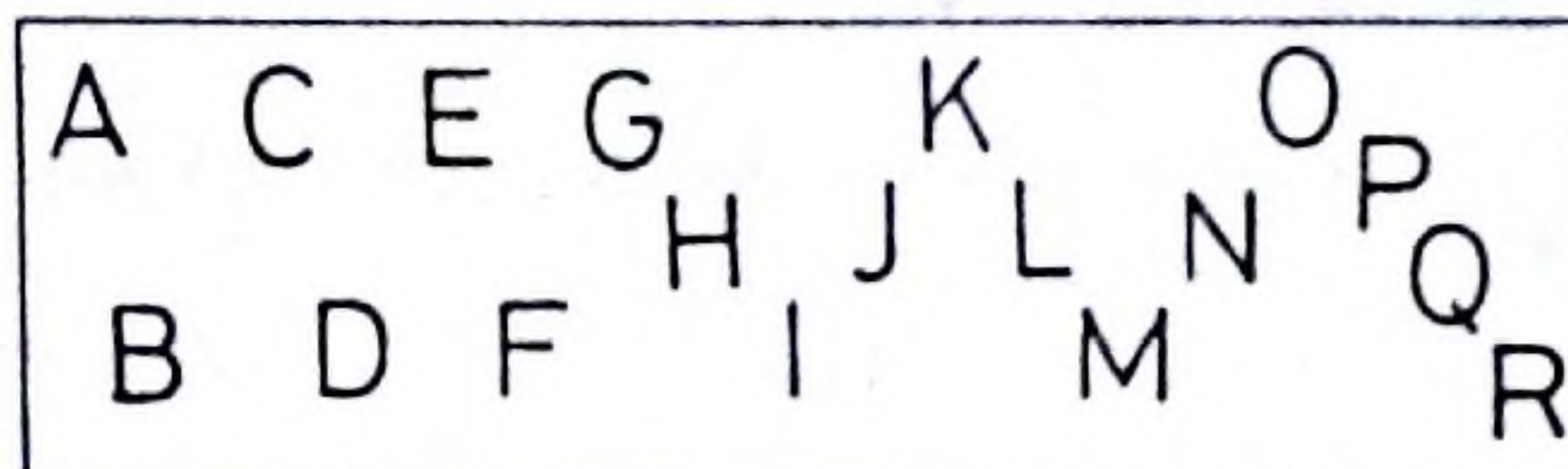
2. Put your hand on your own head and say *My head*. Point to a student, look at him or her, and say *Your head*. Say *My head* and have the class repeat it, while each student points to his/her own head (they must do this). Then say *Your head* and have the class repeat it. They should point at your head and you point at theirs. If some students are confused, give them a translation, but once only and never ask the students to translate. If anybody is still unsure, don't worry; they will eventually get the idea.
3. Now say *Show me your arm/your shoulder/your hand/your finger*. Students say *This is my shoulder*, etc. and indicate where it is.
4. Say *Put your hand on your head*, and show what you want. Do the same with *finger on your arm* and *pencil on your shoulder*.
5. **Song.** Play the tape of the song. Students listen and perform the actions. Play it again and let the students join in with 1, 2, 3, and A, B, C, and point to the numbers and letters in between doing the actions.
6. The class practices saying *Put your hand on your head/your finger on your arm/your pencil on your shoulder*, in chorus after you. Then they can try to sing the whole song with all the actions and point to 1, 2, 3 and A, B, C in the book.
7. Give the class different instructions using *put* and *on*. *Put your book on your head*. *Put your arm on your desk*. Use this vocabulary: *arm, head, hand, shoulder, leg, finger, desk, book, bag, pencil, chair*. Let students try to give instructions for the class to carry out.
8. Ask *What is your name? What is my name?* Sing *What is your name?* (Step 1) using names from the class.

Handwriting Book

9. Review how to write capital and small *d*. Follow the procedure for *bB* described in Step 8. Small *d* is written with a single hand movement with one pause at the top of the vertical. Capital *D* involves two hand movements.

Activity Book

10. **Match.** Write the capital and small letter forms of *b, d, e, g, h, l, n, r* in a random arrangement on the board. Individual students come to the front and try to find a pair. Students then do the matching exercise.
11. **Connect the letters.** Practice saying the alphabet. Write the capital letters A–R on the board like this:



Say *Show me A*, *Show me B*, and so on, in sequence. As each letter is identified, connect it to the next letter. The students can then do the exercise in the Activity Book and connect the letters to find the path through the maze.

Numbers Book (optional)

12. Teach how to write 12 as you did with 11 in the previous step.

STEP 13

New Language

Read: S, T, U, V, W, X, Y, Z

Write: F

Student Book

1. **Letters.** Write *s, t, u, v* on the board with an equal sign (=) and a space after each. Ask *What is this letter?* as you point to each one. Then say *This is a little s and this is a big S*, as you write the capital letter equivalent of each small letter. Erase the small letters and say *Show me a big S/T/U/V*. Then ask *What is this letter?* as you point.

2. Clean the board and write capital letters and small letters from the range A–V, each time asking *What is this letter?* Students say *A big M/A small j*, etc.
3. Introduce W–Z in the same way that you did S–V. This can be left until the next lesson if you feel that eight is too many new capital letters for one lesson.
4. Students look at the page in the Student Book. They point as you call out letters: *Big T/Little s*, and so on.
5. **Look and say.** Say *Show me the sun/a van/a zoo/a window/an x-ray/a tree/an umbrella/yellow*. Students point and say *This is (a) . . .*
6. Say “s” (sound) *for . . . ?* and encourage students to say *sun*. Have the class point to sS and then the sun as they repeat “s” (sound) *for sun*. Go over the other letters and pictures in the same way.
7. Sing *Put your hand on your head* (Step 12) and *Read it, write it* (Step 8).

Handwriting Book

8. Teach how to write F following the procedure for A described in Step 4.

Activity Book

9. **Odd one out.** Students find the letter that is different and draw a circle around it. They then write it on the grid. Walk around and help with hand movements. Go over the answers demonstrating the hand movements on the board.
10. **Match.** Write the small and capital letter forms of R, S, T, U, V on the board. Call out *Big T/Small r*, etc. Students come to the front and identify the letters. Students can then go on to the exercise in the Activity Book.

Numbers Book (optional)

11. Draw 12 squares on the board to match those in the Numbers Book.

--	--	--	--	--	--	--	--	--	--	--	--

Say *Three* and shade in three squares starting at the left. Say *Five* and shade in two more. Say *Seven* and *Nine* and have a student fill in the extra squares each time. Count up the total out loud each time. Students can now do the exercise in the Numbers Book. First they trace the number on the right. Then they fill in the correct number of squares. This practice introduces the idea of counting along a line from left to right. Make sure that they always leave the squares on the right empty.

STEP 14

New Language

Say: *mouse, Where is . . . ?*

Student Book

1. **Song.** Say *Show me the bear/the cat*, and so on. Students point and say *This is the bear*. Introduce *mouse*. Say *Look. A mouse is on the cat*. Students point and say *Mouse . . . A mouse*, after you. Ask *Where is the mouse?* Give the answer yourself and have the class say it after you: *On the cat . . . The mouse is on the cat*. Ask *Where is . . . ?* questions about the other animals.
2. Students practice asking *Where is . . . ?* by repeating *Where is the mouse/the cat/the dog/the bear/the box* after you. Then when you give a cue word (e.g. *the dog*), they say the whole question. Individual students can then ask questions for other members of the class to answer. *Where is the box? . . . The box is on the floor*.
3. Play the tape. Students point to the pictures. Then they can sing the song with you asking the *Where is . . . ?* questions or individual students can do it for each verse.
4. Review the capital letters introduced in Step 13. Say *Big X/Little y/z*, and so on and have students point. It will be more enjoyable done quickly.

Handwriting Book

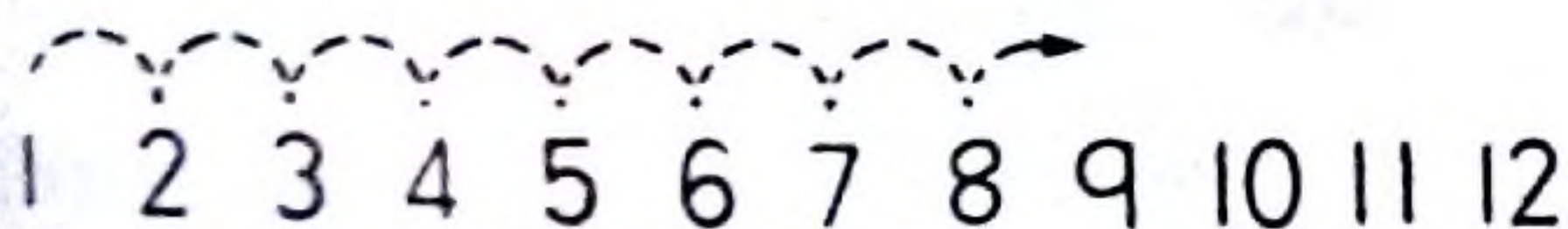
- Review how to write small and capital *E*. Follow the procedure for *bB* described in Step 8.

Activity Book

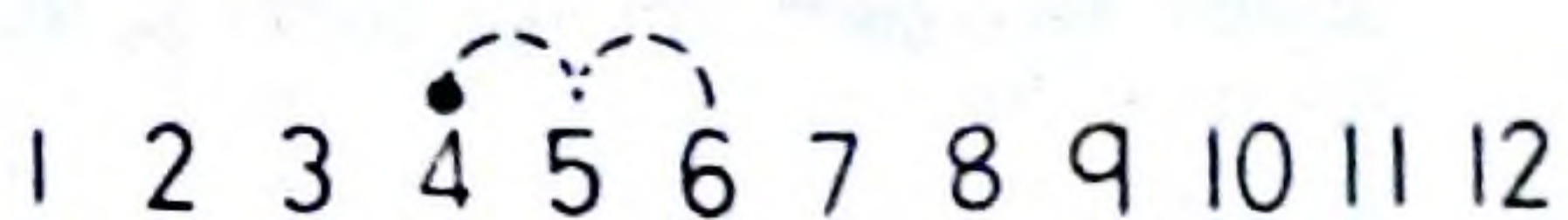
- Read and color.** Check recognition of *A, D, K, L, R, T* by writing each one on the board and asking *What is this letter?* Write the names of the colors and say *Read this word*. Students then color the balloons according to the "key" below the picture. When they have finished, say *What color is balloon L? Show me a white balloon (K is a white balloon)*.
- Write the capital letters.** Students write in the capital letter equivalent of each small letter. Walk around and help. Go over the answers on the board demonstrating the hand movements.

Numbers Book (optional)

- This step introduces the idea of the number line for addition. Write numbers 1–12 on the board. Then, with the class in chorus, count 1–12, drawing a "hop" from each number to the next.



Erase the "hops." Write the equation $4 + 2 =$. Tell the students that you are going to use the number line to work out the problem. (Explain this in their own language.) Ask a student to come to the front and point to 4 on the number line you have written on the board. Put a dot above it. Ask another student to read out the equation: *Four plus two equals*. Explain in their own language that when the equation has *plus* in it, they must go from left to right on the number line—the same direction as when they are reading or writing in English. Say *Plus two* and draw two "hops" starting from the dot.



Explain that the last hop points to the answer. Say *Four plus two equals?* and let the class tell you *Six*. Do a few more simple examples.

- Do $6 + 3 =$, working through it in the Numbers Book. Students find the dot, trace over the hops, and write over the answer 9. Students do $5 + 3 =$ in the Numbers Book on their own. They have a starter dot to help. They draw three "hops" and write 8 on the grid. Go over it afterward on the board.

STEP 15

New Language

Write: *G, monkey*

Student Book

- Game.** Say *Point to a red robot/a blue robot*, etc. Write 9TA on the board. Say *Show me 9TA*. Repeat with other robot numbers writing them on the board so that students can compare them to those in the book.
- Say *Point to 2GB*, but this time don't write on the board. Continue with other robot numbers. Ask *What color is 8YL?* Students can ask questions *What color is...?*
- Tell the class that you are thinking of a robot. Say *My robot is green*. They must try to guess which one it is. *Is it...?* This game practices recognizing capital letters.
- Put a chair on your desk and say *Look. The chair is on the desk*. Put a bag on the chair and say *The bag is on the chair*. Then put a book on the bag and say *The book is on the bag*. Now sing *The mouse is on the cat* (Step 14) using these new

objects. Hold each item as it comes up in the song. The last verse is:

Where is the book?

The book is on the bag.

The bag is on the chair.

The chair is on the desk.

E-I, E-I,

The desk is on the floor.

Handwriting Book

5. Teach how to write *G* following the procedure for *A* described in Step 4.

Activity Book

6. **Match.** Write the small and capital letter forms of V–Z randomly on the board. Students come to the front and find pairs consisting of a small and capital form of the same letter. Students can then do the exercise in the Activity Book.
7. **Write and color.** Write *a monkey* on the board. Say *Read this word.* Then say *Spell "a monkey."* Students read *a m-o-n-k-e-y* out loud. Next say *Write "a monkey."* Spell it out loud and then with the class, write *a monkey* in the air. Students can now trace *a monkey* in the Activity Book. Do the same with *a lion*. For *a lion*, students have to write not trace. They can copy the spelling from the label under the picture. The students can color the pictures at the end or they can do the monkey picture before writing *a lion* to provide variety and a break in concentration.

Numbers Book (optional)

8. If necessary, review the idea of the number line introduced in Step 14. Students then do the two equations in the Numbers Book. Starting from the dots, they draw the appropriate numbers of "hops" and write in the answers. When the students have finished, go over the problems on the board as you did in Step 14. This practices the number processes, but make sure to practice the English as well by having students read the finished problems out loud: *Seven plus two equals nine.*

STEP 16

New Language

Write: *Bingo*

Student Book

1. Practice saying the alphabet. Students point to the letters in their books as they say them with you. Walk around the room so that you can see where students are uncertain.
2. Continue saying the alphabet, but change it into a game. Tell the class that when you say *Stop!* they must freeze, and that you are going to see if they are all pointing to the correct letter. Play this game in a lighthearted way or some students may become anxious.
3. **Song.** Play the tape several times and let the class join in. Have the girls and then the boys sing the song without the tape.
4. **Game.** Call a student to the front of the class and whisper *T* in his or her ear. Tell the class that you are going to ask questions to find out what letter the student has chosen.

Teacher: Is it green?

Student: No.

Teacher: Is it yellow?

Student: No.

Teacher: Is it red?

Student: Yes.

Teacher: Is it J?

Student: No.

Teacher: Is it T?

Student: Yes.

Now tell the class that you have chosen a letter. They must ask you questions to find out which one it is. After that, students can take turns choosing a letter for the class to guess. Help as necessary.

5. Sing *Read it, write it* (Step 8) using *lion* and *ball*. Write the words on the board first. Ask *What is this word?* Then say *Spell "lion"/"ball."*
6. Sing *Big alphabet song* again.

Handwriting Book

7. Review how to write small and capital *F* following the procedure for *bB* described in Step 8.

Activity Book

8. **Missing letters.** Write this on the board:

A - CD - FGH - JK

Say the alphabet with the class. Each time you come to a gap, write in the missing letter. Go back to the beginning of the alphabet after each gap is filled in.

Students can now do the exercise in the Activity Book. Walk around and check on hand movements. Go over the answers on the board demonstrating how to write each letter.

9. **Write and color.** Write *Bingo* on the board. Ask *What is this word?* Then say *Spell "Bingo,"* and then *Write "Bingo,"* as you spell it out loud and write it in the air with the class. Students can then trace over *Bingo* and color the picture.
10. **Match.** Students find the small letter equivalent for each capital letter.

Numbers Book (optional)

11. Students do the two problems writing in the "hops" and then the answers. Go over them on the board demonstrating the use of the number line. Ask students to read the completed problems out loud: *Five plus three equals eight.*

STEP 17

New Language

Say: *cabinet, drawer*

Read: *in*

Student Book

1. **Look and say.** Students look at the page in the Student Book. Say *Show me the red doll.* Students point. Then say *The red doll is in the box.* Students repeat after you *In . . . In the box . . . The red doll is in the box.* Repeat this procedure with the green doll.
2. Now say *Point to the orange doll.* Say *The orange doll is in the cabinet.* Students repeat *Cabinet . . . The cabinet . . . In the cabinet . . . The orange doll is in the cabinet.* Repeat this procedure with the blue doll and the drawer.
3. Say *Show me the box/cabinet/drawer/bag/blue doll/brown bear/red doll/yellow bear,* etc. Students point. Now ask *Where is . . . ?* questions. Students reply *The yellow bear is in the drawer,* and so on. Let students take turns asking the questions.
4. Bring two students to the front of the class (e.g. Peter and Mary). Tell one to go under your desk and one to sit on top. Ask *Where is Mary/Peter? (on/under your desk).*
5. Give various instructions using *Put.* *Put your hand in your bag. Put your pencil under your book. Put your finger on your head.* Make sure not to use words the students don't know. (See Step 12.7 for guidance.)
6. Sing *Put your hand on your head* (Step 12).

Handwriting Book

7. Review how to write small and capital *G* following the procedure for *bB* described in Step 8.

Activity Book

8. **Connect the numbers.** Write various numbers in the range 1–12 on the board. Ask *What is this number?* Practice counting 1–12. Students then connect the dots in the Activity Book in the correct order to complete the picture of the school bag.
9. **Match.** Write *under* on the board. Ask *What is this word?* Do the same with *on*. Then write *in*. Say *This is "in."* Write *on* next to *in*. Point to each one and say it. The class repeats after you. Then the class says each one as you point. The students can now do the exercise in the Activity Book finding the word on the right that matches the one on the left.

Numbers Book (optional)

10. Students do the problems using the number line. This time there is only one number line so they can't draw the dots or "hops." Demonstrate on the board with a finger. Then do $5 + 2$ with the class. Have them all put a finger above 5 on the number line and then, together as a class, do two "hops." You can work on the board. Say *Five plus two equals?* and get them to read the answer from their fingers (*seven*). When the students have done all six equations, go over each one on the board using the number line.

STEP 18

New Language

Understand: *room, key, lock* (noun), *sitting*

Student Book

1. **Rhyme.** Say the rhyme to the class and mime the actions. Use a real key. Stop after *Open the cabinet door*. Don't let the students look in the Student Book yet. Say

the rhyme again and have the students mime and repeat each line after you. If necessary, translate *room* and *lock*, but only once and don't ask the students to translate them. This time when you say *Open the cabinet door*, act it out very dramatically and pretend to look inside. Look back at the class to show that you can see something interesting inside. Say *Is it a cat? Is it a lion . . . sitting on the floor?* Give a friendly *Meow!* and ask *What is it?*

2. Now play the tape. The students look at the pictures and mime the actions.
3. Turn this into a game. The class says the whole rhyme with you (without the tape). Pause for a long time after *sitting on the floor* to build up excitement and anticipation, growl or meow and ask *What is it?*
4. Sing *Big alphabet song* (Step 16).

Handwriting Book

5. Draw the handwriting grid on the board. Write the capital letters A–G. For each letter, have a student come up and point to the starter dot or dots. Have another student trace over the lines that make up the letter in the correct order. Go over it again for the class to make sure it is clear. Students can then do the work in the Handwriting Book.

Activity Book

6. **Color and say.** Students color the pictures according to the labels. Then say *What color is the cabinet? Show me the bag. Is it blue?*
7. **Match.** Students find the capital letter that matches each small letter. Go over the answers on the board and write up the pairs.

Numbers Book (optional)

8. Students do the problems using the number line. If necessary demonstrate as you did in Step 17.

STEP 19

New Language

Say: *glass, minus*

Read: — (minus)

Write: *H*

Student Book

1. Review *happy* and *sad* using the drawings shown in Step 3 and the game in Step 3.9. Introduce the word *glass*. Say *glass*. . . . *A glass*. Have the class repeat after you. Translate the word if necessary in the students' own language, but do this only once.
2. **Story.** Play the tape of the story or read it out loud yourself. Students point to the pictures in sequence. The numbers will help them.
3. Say *Show me the mouse/Bingo/the glass/the table*. Ask questions: *Where is the mouse/Bingo/the glass? Look at picture 5—is Bingo a happy cat?*
4. Play the tape again. Then have the class repeat the words after you pointing to each picture.
5. Small groups, pairs, or individuals can "tell" the story to the class.
6. Practice the rhyme in Step 18. Sing *Big alphabet song* (Step 16) and *The mouse is on the cat* (Step 14).

Handwriting Book

7. Teach how to write *H* following the procedure for *A* described in Step 4. With *H*, it's important to do the three movements in the correct order. Some students may try to do the horizontal line second. When this happens, it's hard to get the overall shape right. The two verticals must be done first, as with the big *A*.

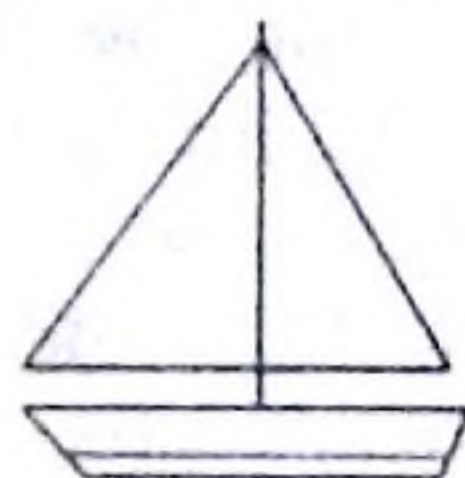
Activity Book

8. **Missing letters.** Put this on the board:

A _ C D _ F _ H

Point to the first space and ask *What letter is this?* If necessary, practice saying the alphabet. Students can now do the exercise in the Activity Book. Walk around helping and checking hand movements. Go over the answers on the board demonstrating how to write each of the missing letters.

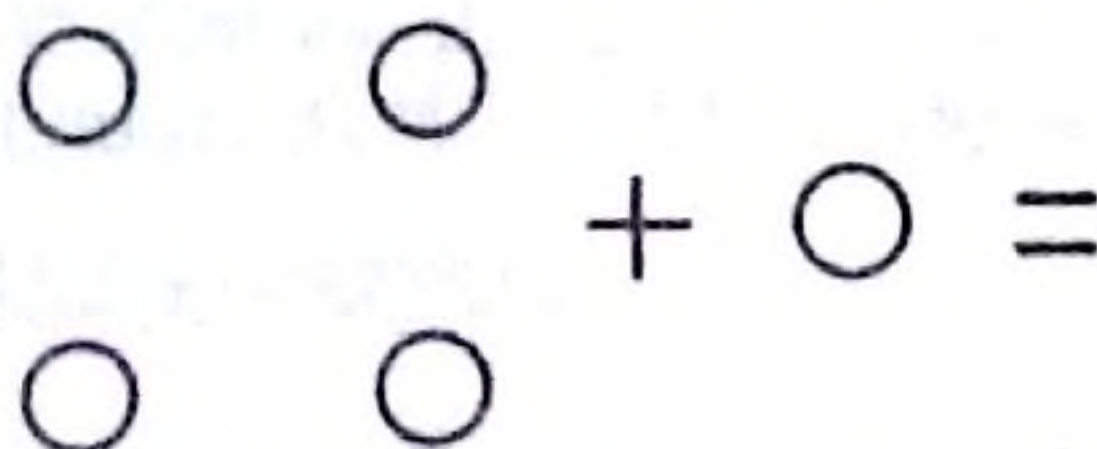
9. **Odd one out.** Draw a boat, a ball, and a cat on the board. Ask *What is this?* as you point to each one.



Write *b*. Then say "b" (sound of the letter) for . . . ? The students say . . . *boat* and then . . . *ball*. Say "b" for *cat*? and give the answer yourself . . . *No!* Draw a circle around the picture of the cat. Students can now do the exercise in the Activity Book finding the word with a different initial sound from the other two. Walk around and help. Say "m" (sound) for . . . Go over the answers orally.

Numbers Book (optional)

10. Draw four dots on the board. Ask *How many?* Then add a plus sign (+), a single dot, and an equal sign (=).



Read *Four plus one equals*. . . ? out loud. Then, on the other side of the equal sign, write the four dots, saying *Four* and one more dot as you say *Plus one*. Count the answer: *five*.

$$\begin{array}{ccccc} \bigcirc & \bigcirc & & \bigcirc & \bigcirc \\ \bigcirc & \bigcirc & + \bigcirc = & \bigcirc & \bigcirc \end{array}$$

Read the completed problem out loud:
Four plus one equals five.

11. Clean the board. Write four dots again. Ask *How many?* Now write a minus sign (-), a single dot, and an equal sign.

$$\begin{array}{ccccc} \bigcirc & \bigcirc & & \bigcirc & \\ \bigcirc & \bigcirc & - \bigcirc = & & \end{array}$$

Say *Four minus one equals* as you point. Then draw four dots on the other side of the equal sign. Say *Four*. Then say *Minus one* and cross a dot out. Put the four dots back again. Say *Look—four minus one* as you again cross a dot out. Then add up the remaining dots to get the answer, *three*. Read the completed problem out loud.

12. Demonstrate again contrasting the ideas of addition and subtraction. Use books, pencils, students, and so on.
13. Write the equation you demonstrated at the beginning. Read it out loud. Then write 3 on the right.

$$\begin{array}{ccccc} \bigcirc & \bigcirc & & \bigcirc & \cancel{\bigcirc} \\ \bigcirc & \bigcirc & - \bigcirc = & \bigcirc & \end{array} \quad 3$$

The students now practice saying the equation after you and pointing in the Numbers Book.

14. Students do the other problems in the Numbers Book. They cross out dots and write in the correct figure. Walk around and help.

STEP 20

New Language

Understand: *chasing*

Write: /

Student Book

- Song.** Students look at the pictures. Say *Show me the cabinet/the mouse, and so on. Ask What color is...? Is it a big table/cabinet? Where is...?*
- Play the tape. Demonstrate *chasing*. If necessary, translate once. *Chasing* is not an important word for the students to learn.
- Students say the words after you. Play the tape again. This time the students join in. Have the girls ask the question in the first two lines and the boys sing the answer *Under a table in my house. Everybody sings the last three lines.*
- Ask students to "tell" the story in Step 19. Sing *Put your hand on your head* (Step 12). Invent new instructions:
Put your finger on your book
Put your hand on your chair
Put your pencil on your head
Put your book on your leg.

Handwriting Book

- Teach how to write / following the procedure for A described in Step 4.

Activity Book

- Match and trace.** Say *Look at number 3. Where is the doll? (on a bag).* Ask questions about the other pictures. Let the students ask the questions *Where is...?*
- Write *in* on the board. Ask *What is this word?* Say *Spell "in."* Students say *i-n*. Then say *Write "in."* Together with the class, write *in* in the air with your finger. Repeat this procedure with *on*. Students now work in the Activity Book. They trace over the correct word under each picture.

8. **Write the small letters.** Beside each capital letter, the students write the equivalent small letter. Check recognition of the big letters before the students begin. Say *Show me S/X/D/T/A/L*. Go over the answers demonstrating on the board.

Numbers Book (optional)

9. Write this problem on the board:

$$4 + 2 =$$

Then, on the other side of the equation, draw four dots. Say *Four*. Write two more dots as you say *Plus two*. Add up all the dots and say *Six*. Write 6 on the right-hand side of the problem. Read the completed problem out loud.

$$4 + 2 = \begin{array}{ccc} \bigcirc & \bigcirc & \bigcirc \\ \bigcirc & \bigcirc & \bigcirc \end{array} 6$$

10. Follow the same procedure but this time with $4 - 2$.

$$4 - 2 = \begin{array}{ccc} \emptyset & \emptyset & \\ \bigcirc & \bigcirc & \end{array} 2$$

Read out the completed equation. Have the students say it as you point.

11. Students do the problems in the Numbers Book. Go over the answers on the board.

STEP 21

New Language

Write: *car*

Student Book

1. Review *in*, *on*, and *under* using various classroom objects. Ask *Where is the book/bag/ball/doll/pencil?* and so on. Give instructions: *Put the book in the drawer/under the desk/on the chair*. Let some of the students ask questions or give the instructions.
2. **Game.** Say *Look at number 5. Where is the ball?* The students answer *Under the cabinet*. Ask *What color is the ball?* Repeat this with other pictures to review *yellow*, *red*, *blue*, and *green* and practice *in*, *on*, *under*.
3. Call a student to the front of the class. Whisper a number from 1 to 12 in the student's ear. Tell the class that the student is thinking of one of the balls and that you are going to find out which one. (You'll need to explain this in the students' own language.) Ask questions. Start with color—*Is it a red ball?* The student can only answer *yes* or *no*. When you have established the color, ask about location—*Is it in the cabinet?* Now it should be possible to work out the number and say *Is it number . . . ?* Do one more example with you asking the questions. Then the students can take over the questioning.
4. Sing *Where is little Bingo?* (Step 20) and say the rhyme in Step 18.

Handwriting Book

5. Review how to write capital and small *H*. Follow the procedure for *bB* in Step 8. Small *h* is written with a single movement. Capital *H* is written with three movements.

Activity Book

6. **Match.** Write *boat* on the board. Ask *What is this word?* Do the same with *ball*. Write *boats* on the board and ask *What is this word?* Erase the *s* and ask the question again. Say *Spell "boat"* and *Spell "boats."* Repeat with *ball* and *balls*. Students can now do the exercise in the Activity Book.
7. **Write and color.** Write *a red car* on the board. Say *Read this*. Say *Spell "red."* *Spell "car."* Say *Write "a red car."* Then say each letter out loud and, together with the class, write the words with your finger in the air. Students can now write in the Activity Book. They can copy the spelling from the label beside the picture. They should color the car when they have finished.

Numbers Book (optional)

8. Students practice reading each of the problems out loud. They then trace over them carefully as you walk around and help with the hand movements. When they have finished, write some subtraction equations on the board for the students to read out loud and practice their English.

$$8 - 3 = 5$$

$$12 - 4 = 8$$

$$9 - 7 = 2$$

STEP 22

New Language

Read: *box, cabinet, table, bag, chair*

Write: *J*

Student Book

1. Say *Show me a bag/a box/a table/a chair/a cabinet*. Ask *What is this?* as you point to a table, a chair, and so on.
2. **Read.** Students open their books. Write *a table* on the board. Say *Read this*, or

What is this? Students compare the word on the board with the words in the book. Then, by looking at the picture beside the word, they work out the answer. This encourages them to look carefully at the letters and the word shapes.

3. Continue with the other words. Then students close their books. Write words on the board and ask *What is this word?* or say *Read this*.
4. Write words on the board. Say *Show me*. Students point to or touch the object.
5. Students open their books. Say *Spell "chair."* A student says *c-h-a-i-r*. Let members of the class call out the words: *Spell . . .* Someone else spells it. The rest of the class checks. This should be done with books open. Don't expect students to learn the spellings.
6. Sing *The name song* (Step 4). Choose names from the class and write them on the board with a capital letter at the beginning.

Handwriting Book

7. Teach how to write capital *J* following the procedure for *A* described in Step 4. Capital *J* is the same as small *j* except that it is bigger, and there isn't a dot over it.

Activity Book

8. **Odd one out.** Students draw a circle around the letter that is different and then write it on the grid. Go over the answers on the board.
9. **Match.** Review the new words *closet, bag, box, chair, table*. Ask *What is this word?* *Is this "bag"?* Say *Read this*. Students then connect the matching words in the Activity Book.

Numbers Book (optional)

10. Students do the equations. If necessary, review subtraction following the approach in Step 20. Go over the answers on the board. Don't hurry. Talk about what you're doing and describe the thought process (in the students' own language). *I'm*

taking three away. So I'll cross out three dots. That leaves one, two . . . etc. Read the completed equations out loud in English or ask the students to do it.

STEP 23

New Language

None

Student Book

1. **Picture practice.** This provides an opportunity for review.

Expressions

Where is . . . ? (in, on, under)

Show me . . .

Point to . . .

What color is . . . ?

Vocabulary

bag floor

ball Jack

bear jump rope

bed kite

boat pencil

book plane

box robot

car shoe

drawer table

elephant train

2. Review reading *cabinet, table, chair, bag, box*. Write them on the board. Say *What is this word?* Then students point to the objects in the picture.
3. Sing *Where is little Bingo?* (Step 20) and *Big alphabet song* (Step 16).

Handwriting Book

4. Review how to write capital and small *i* following the procedure for *bB* described in Step 8.

Activity Book

5. **Match.** Students draw lines to connect the big letter in the left-hand column to the equivalent small letter in the middle. The line then continues to the matching big letter on the right.
6. **Draw.** Students read the labels and draw the pictures.

Numbers Book (optional)

7. Students do the equations. If necessary, review the concept of subtraction following the approach in Step 20. Go over the answers on the board.

STEP 24

New Language

Say: *hair, ear, eye, mouth, nose*

Write: *K, chair, box*

Student Book

1. Sing *Put your hand on your head* (Step 12).
2. Put your hand on your head and say *Look. My hand is on my head. This is my head.* Looking at a student, put your hand on his or her head and say *This is your head. Say Your head . . . My head* and use gestures to indicate possession.
3. Put your finger on your nose. Say *Look. My nose . . . nose . . . nose . . . My nose.* Have the students put their fingers on their noses and say *Nose . . . My nose*, after you.
4. Repeat this procedure with *eye* and *ear*. Then say *Show me your ear/your eye/your nose. Put your finger on . . .*
5. Put your finger on a student's ear. Ask *What is this?* The student answers *My ear*. Practice with *eye* and *nose*.
6. Sing *Put your hand on your head*, but substitute *finger* and *ear, eye, or nose*.
7. Introduce *hair* and *mouth* in the same way that you introduced *eye, ear, and nose*.
8. Put your finger on different parts of your face. Ask *What is this?* Students say *Your mouth*, and so on.
9. **Look and say.** Call out *hair, ear, mouth*, etc. Students point to Jack's face. Next tell them to give you the right number. This should be done quickly.
Teacher: Mouth.
Students: Four.
Teacher: Nose.
Students: Five.

Now call out the numbers and have the students tell you which part of Jack's face each one is. Again, this activity must be done quickly.

Teacher: Three.
Students: Eye.
Teacher: One.
Students: Hair.

Handwriting Book

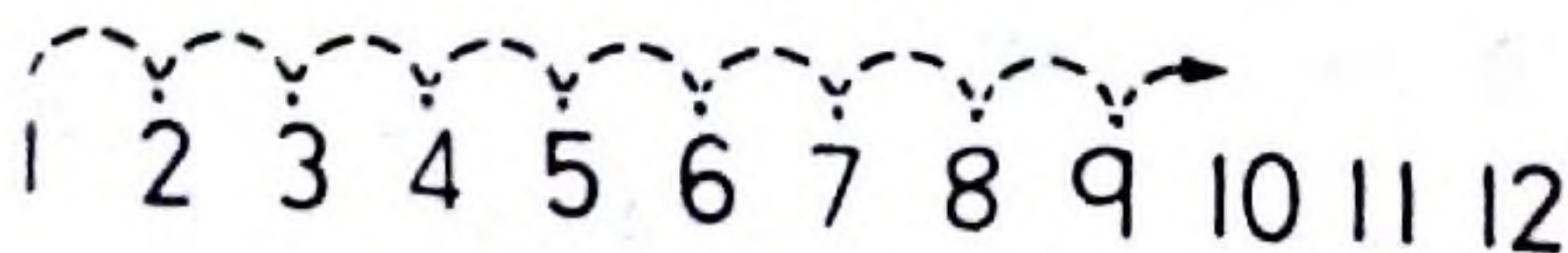
10. Teach how to write capital *K* following the procedure for *A* described in Step 4.

Activity Book

11. **Read and color.** Students color in the shapes according to the "key." When they have finished, say *Look at the big square.* Ask *How many yellow triangles? (Four); How many red triangles? (Two)* and *How many green triangles? (Two).*
12. **Write and color.** Write *a box* and *a chair* on the board. Point to each and say *Read this.* Say *Spell "a chair"/"a box."* Practice writing the words in the air with the class. Say *Write "a box,"* and say each letter out loud as you write it with your finger along with the class. Students trace *a chair* in the Activity Book and copy *a box* from the label next to the picture.
13. When they have finished the writing, students can color the pictures. Ask *What color is your chair?* Students reply *My chair is . . .*

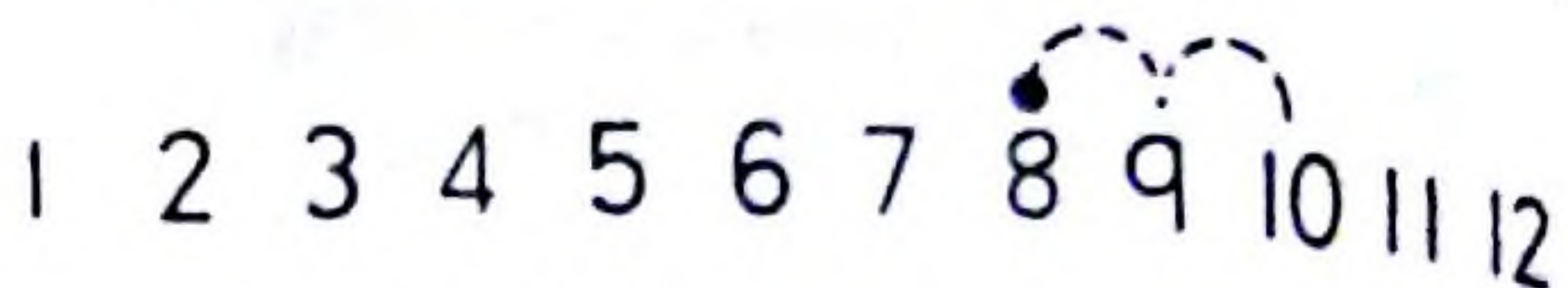
Numbers Book (optional)

14. This step introduces the use of the number line for subtraction. Write 1–12 on the board. Then, with the class in chorus, slowly count 1–12 drawing a "hop" from each number to the next.



Erase the "hops." Write the equation $8 + 2 =$. Ask a student to come to the front and show you how to use the number line for addition. The students

should put a dot over the 8 and then count two "hops" to the right.



Remind the class that when an equation has *plus* in it they must go further along the line to the right. (Explain this in their own language).

15. Erase the "hops" and write the equation $8 - 2 =$. Remind the class that *minus* means taking away and so the answer will be smaller than 8. Put a dot over the 8, say *Minus two*, and count two hops to the left.



Write the answer and read the completed equation out loud: $8 - 2 = 6$.

16. Write some more examples on the board and have the students help you figure them out. Then students can do the two problems in the Numbers Book. Go over the answers on the board.

STEP 25

New Language

Say: *clown*

Read: *Co-Co, Zo-Zo, Jo-Jo, Do-Do*

Student Book

1. Review *nose, hair, ear, eye, mouth.* Say *Point to your nose. Put your finger on your hair, and so on. Point to your own eye and say What is this?*
2. **Game.** Students look at the Student Book. Say *Look. Four clowns.* Hold the book up, point to each clown, and count *One clown, two clowns, and so on.* Say *Look at the names.* Write *Co-Co* on the board and say *Co-Co* as you point to it. Then say *Show me Co-Co*, and have students

point to the picture in the book. Say *Co-Co is a clown . . . Clown . . . A clown.* Students repeat *Clown . . . A clown*, after you. Then they repeat *Co-Co is a clown*, after you. Say *Point to Co-Co*, again. Erase it off the board and say *Spell "Co-Co."* The students look at the book to do this.

3. Continue introducing each of the clowns and practice saying, reading, and spelling their names.
4. Now say *My clown is Do-Do. Look at Do-Do. Do-Do has blue hair. Do-Do has a red nose.* Then say *Show me your clown*, and have students choose a clown and describe his or her face (Jo-Jo and Zo-Zo are girls). Don't worry too much about correcting mistakes especially articles and countable/uncountable nouns. The important thing is to practice parts of the face and sentences using *has*.
5. Now explain to the class that you're going to play a game. Tell them that you're thinking of one of the clowns and that they must guess which one. (All this will be explained in the students' own language.) Make up a sentence such as the one in the book: *My clown has an orange nose and a red mouth (Zo-Zo).* The class says *Is it . . . ?* Students then choose clowns and make up sentences about them, *My clown has . . .* The rest of the class tries to guess which clown has been chosen.
6. Practice the rhyme in Step 18.
7. Sing *Big alphabet song* (Step 16).

Handwriting Book

8. Review how to write capital and small *J*. Follow the procedure for *bB* described in Step 8.

Activity Book

9. **Color and say.** Students color the picture according to the "key" at the side. When they have finished, ask the students to make up sentences such as *My clown has a yellow hat. My clown has green eyes.*

10. **Missing letters.** Students write in the missing letters (*G, J, K*). Go over the answers on the board demonstrating the correct hand movements.

Numbers Book (optional)

11. Students draw in the "hops" to the left for subtraction and write in the answers on the grid on the right. Go over the answers on the board and practice reading the finished equations out loud in English.

STEP 26

New Language

Understand: *funny*

Say: *paint*

Write: *L, cabinet, table*

Student Book

1. Explain to the class (in their own language) that they are going to be clowns. Say *Paint your nose*, and mime what you want. Translate *paint* if necessary. Then say *Paint your mouth*. Students mime the actions. Have them repeat the sentences after you. Then the class says the correct sentence as you point to a part of your face. If you point to your mouth, they say *Paint your mouth*.
2. Call a student to the front of the class (e.g. John). Say *Look. John is a clown. John has a blue nose. John has green hair. John has a funny face.* Translate *funny face*. The class repeats *Funny . . . A funny face*, after you.
3. **Song.** Play the tape of the song. Students look at the pictures and perform the actions. Play the tape again several times and have the students do the actions and sing the three-line chorus. Then have them sing the whole song.
4. Students can take turns giving instructions to the rest of the class, saying *Paint your nose*, etc.

5. Give an instruction to the class such as, *Paint your hair*. Then ask individuals *What color is your hair?* Encourage the use of *my*: *My hair is green*, for example.

Handwriting Book

6. Teach how to write capital *L* following the procedure for *A* described in Step 4. Capital *L* is written with a single hand movement. There is a momentary pause at the end of the down stroke to get a sharp angle rather than a curve.

Activity Book

7. **Read and color.** Write *cabinet* on the board. Ask *What is this word?* Write *chair* and *bag* and review recognition of these words, too. Make sure that students know what the words mean. Say *Show me a cabinet. Put this pencil on a chair*, and so on. Students can now do the exercise in the Activity Book. They color the picture according to the descriptions on the side.
8. **Write and color.** Students trace *cabinet* and write *table* with the label under the picture to help them. When they have finished, say *Spell "table,"* and write it on the board as someone reads out the letters. Have students come to the front and trace over the letters with a finger, showing the hand movements. Say *Write "table,"* and write it in the air with your finger along with the whole class. Describe what you are doing. Repeat this procedure with *cabinet*.

Numbers Book (optional)

9. Students draw "hops" to the left for subtraction and write the answers on the grid on the right. Go over the answers when the students have finished. Practice reading the completed equations out loud in English.

STEP 27

New Language

Say: *I can clap, sing, run, hop, dance, jump*

Student Book

1. Write *book* on the board. Read the letters out loud carefully: *b-o-o-k*. Pause and say *book* as if you have worked it out. Say *I can read "book."* Carefully write *b* and say *Look. I can write "b."* Write *ook* and then say *I can write "book."*
2. Clear your throat and look nervous. Sing a little tune. Then look pleased and say *I can sing*. The class repeats after you *I can read, I can write, and I can sing*. They should mime each action after they say it.
3. Clap your hands. Say *Clap* and then *I can clap*. The class repeats after you *Clap . . . I can clap*. They clap.
4. **Look and say.** Now play the tape and have the students point to each picture. Call out *run, clap, jump*, and so on. See if they can point to the correct picture. Play the tape again and call out words.
5. When the students are reasonably confident identifying the pictures, go through each picture. Read out the sentence and have the class say it after you. Call out the numbers to make sure that students are looking at the right pictures.
6. Call out a number. The students tell you what the person in the picture is saying. Explain this in the students' own language because it is important that they understand that the words are not a description of the picture (which would be in the third person), but the words that Jack or Sue are saying. *I can . . .*
7. Have students come to the front of the class, perform an action, and then say what they can do. In addition to *sing, clap, run, hop, dance, jump*, students can *write, read, put* (something somewhere).

paint, point to, look at. You could give these suggestions.

8. Sing *Funny face* (Step 26).
9. Play the game in Step 21.

Handwriting Book

10. Review how to write capital and small *K* following the procedure for *bB* described in Step 8. Big *K* and small *k* both consist of three separate hand movements.

Activity Book

11. **Write the capital letters.** Students write the capital letter equivalents of each of the small letters given. Go over the answers on the board and demonstrate the hand movements.
12. **Draw.** Review reading *book, table, kite, and bag*. Write them on the board. Say *Show me "bag."* Then ask *What is this word?* as you point to one of them. Review *in/on* by giving various instructions: *Put your book in your desk/on your desk*. Write *in* and *on* on the board and check recognition. Say *Spell "in."* Students are now ready for the work in the Activity Book. They draw the pictures according to the words in each box.

Numbers Book (optional)

13. Students use the number line to work out the problems. This time there is only one number line so they can't draw the dot and the "hops." Demonstrate on the board how to do this with a finger. Go over the answers on the board. Demonstrate how to use the number line, how to write the numbers, and finally read the completed equations out loud in English.

STEP 28

New Language

Understand: *me, new*

Write: *M*

Student Book

1. Say *Look. I can hop*, and use your hand to mime bouncing up and down on one finger (see Student Book). Then say *Look. I can run*, and let your fingers "run" across the table. Do the same with *jump* and *dance*.
2. Call out either *hop, jump, dance, or run*. Students do the appropriate hand action. Call out the names of individual students to do a hand mime and then say *I can . . .*
3. **Song.** Play the tape. Students listen and perform the actions. Translate *new*. Point to your feet and say *shoes*. (They are familiar with *shoe* from *American Get Ready!*.)
4. Students practice saying the chorus after you.
Red, black, orange, and blue.
Look at me in my new shoes.
5. Play the tape. Students do the actions and sing the chorus. Then try singing the whole song. You can divide the class into sections with a verse each.
6. Sing *The mouse is on the cat* (Step 14).

Handwriting Book

7. Teach how to write *M* following the procedure for *A* described in Step 4.

Activity Book

8. **Connect the letters.** Practice saying the alphabet. Sing *Big alphabet song* (Step 16). Students now connect the letters in the correct order to complete the picture of a chair.

9. **Missing letters.** Students write in the missing letters (*I, L, M*). Go over the answers on the board and demonstrate the correct hand movements.

Numbers Book (optional)

10. Students do the problems using the number line. Follow the procedure described in Step 27. Remind them that for addition they must "hop" to the right.

STEP 29

New Language

Read: *I can run, jump, sing, clap*

Student Book

1. Write *I can* on the board. Point to it. Say *I can*. The class says it after you.
2. **Read.** Students open their books. Write *I can jump* on the board. Read *I can . . .* out loud. Point to *jump* and ask *What is this word?* Students look at their books and try to work it out. This encourages them to look at the letters and word shapes and, with the help of the picture, guess the word. Repeat this procedure with *I can run*.
3. Say *Point to "I can run/jump."* Say *Spell "I can run/jump"* (students read the letters out loud).
4. Introduce *I can sing/clap*, as you did *jump* and *run*. Finally, write different sentences on the board and see if the students can read them without looking at their books. This lesson is a fairly big step forward in reading. Don't be disappointed if some students find it difficult at first.
5. Sing *My new shoes* (Step 28).

Handwriting Book

6. Review how to write capital and little *L* following the procedure for *bB* described in Step 8.

Activity Book

7. **Match.** Write *jump, clap, sing, run* on the board. Say *Show me "jump/clap,"* etc. Then write individual words and ask *What is this word?* Call individual students to the front of the class. Say *Clap! Run!* and have them do the actions. Students can now do the matching exercise in the Activity Book.
8. **Color and say.** Students color in the clowns' hats according to the "key" at the bottom of the page.

Numbers Book (optional)

9. This step mixes addition and subtraction together using a number line. If necessary, review the number line on the board and make sure students know which directions to move in for adding up and taking away. Go over the answers on the board when they have finished. Students read the completed problems out loud in English.

STEP 30

New Language

Say: *I can see*

Write: *N, I can sing, clap*

Student Book

1. **Picture practice.** This provides an opportunity for review.

Expressions	Vocabulary	
<i>How many . . .</i>	<i>bear</i>	<i>lion</i>
<i>Point to . . .</i>	<i>bird</i>	<i>monkey</i>
<i>Show me a . . .</i>	<i>boat</i>	<i>mouse</i>
<i>What color is . . . ?</i>	<i>elephant</i>	<i>plane</i>
	<i>house</i>	<i>tree</i>
	<i>insect</i>	

2. Next introduce the expression *I can see*. Look at the picture. Say *I can see five monkeys*. Look out of the window. Give

the impression that you are trying to see something far away. Say *I can see . . . a house. I can see . . . a cat.* Hold up different objects and have the students say *I can see a book/a bag*, and so on after you.

3. Students now make up sentences about the picture: *I can see a blue boat. I can see ten insects. I can see a big bird.*
4. Practice the rhyme in Step 18. Sing *Funny face* (Step 26).

Handwriting Book

5. Teach how to write capital *N* following the procedure for *A* described in Step 4.

Activity Book

6. **Write and color.** Review reading *I can run/jump/sing/clap.* Write the words on the board. Say *Show me the word "jump."* Read this. Students then trace the two sentences in the Activity Book and color the pictures.
7. **Match.** Students match the words and pictures. Write the words on the board. Ask *What is this word?* Then say *Spell "monkey/lion,"* etc. Students read the letters out loud.

Numbers Book (optional)

8. Follow the procedure described in Step 29.

STEP 31

New Language

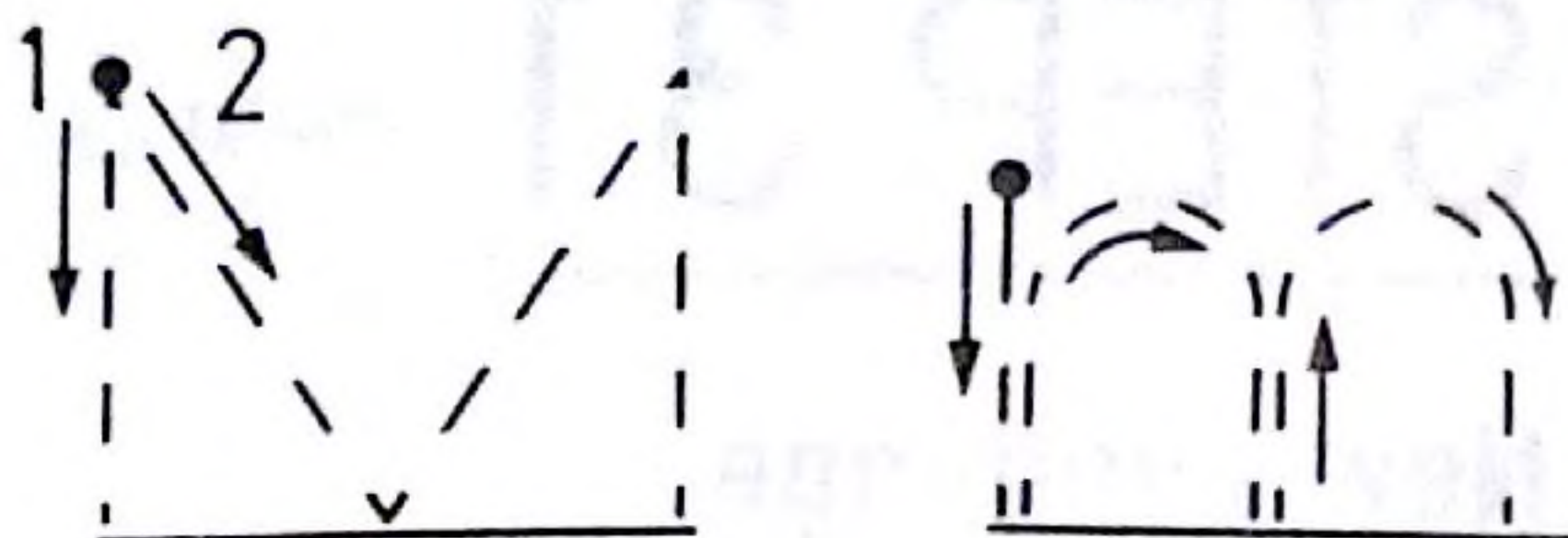
Say: *Co-Co can play, guitar, drum*

Student Book

1. **Story.** Play the tape of the story or read it out loud. Students point to the pictures. The numbers will help them. Say *Show me Co-Co/Zo-Zo/Do-Do/Jo-Jo.* Students can look back at Step 25 if they want to.
2. Say *Look at picture 2. Look at Zo-Zo. Zo-Zo has a guitar. Show me the guitar.* Then have the class repeat *guitar* after you. Now mime playing the *guitar* and say *I can play the guitar.* The class should say *Guitar . . . Play the guitar . . . I can play the guitar,* after you. They should mime as they say *I can play . . .* Now say *Look at picture 2. Zo-Zo can play the guitar.* Have the class repeat after you *Guitar . . . Play the guitar . . . Zo-Zo can play the guitar.*
3. Introduce *play the drum* in the same way as *play the guitar.*
4. Play the tape again. Ask questions. *What color is Co-Co's hair. What color are Jo-Jo's shoes? Show me the drum. Look at picture 1—is Co-Co a happy clown? Look at picture 5—is Co-Co a happy clown?*
5. Play the tape again. Then the students can repeat the words after you and point to each picture.
6. Small groups or individuals can "tell" the story to the class. Another four children can act it out.
7. Sing *Funny face* (Step 26) and play the game in Step 25.

Handwriting Book

8. Review how to write capital and small *M* following the procedure for *bB* described in Step 8. Capital *M* is made with two hand movements, but small *m* is made with one hand movement.



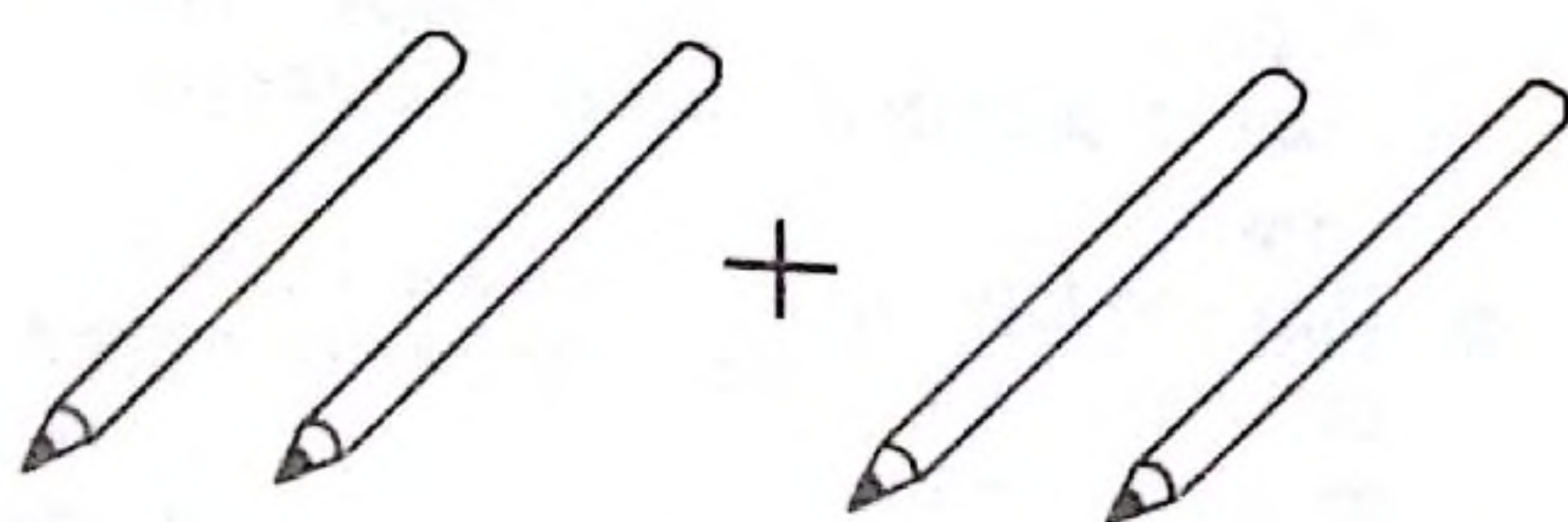
This means that for the small *m*, the pencil goes over part of the first two vertical lines twice.

Activity Book

9. **Missing numbers.** Write 1–12 on the board. Practice counting. First do it with the whole class in chorus as you point to each number. Then ask individuals to come to the front and count 1–12. Say *Show me 7/8/11/4*, and so on. Students write the missing numbers in the Activity Book. Go over the answers on the board and demonstrate how to write the numbers (7, 10, 12).
10. **Odd one out.** Follow the procedure described in Step 19.9.

Numbers Book (optional)

11. This step introduces the idea of adding three numbers. Draw two pencils on the board. Ask *How many pencils?* Draw a plus sign (+) and two more pencils.



Say *Two plus two*. Then draw two more pencils and an equal sign (=).



Say *Two plus two plus two equals . . . ?* Count up all the pencils: *One-two-three-four-five-six*. Now give the answer *Two plus two plus two equals six*. Do the same equation adding six students together. Call two to the front. Ask *How many boys?* Bring two more to the front and say *Two plus two*. Then bring another two to the front and say *Two plus two plus two equals . . . ?* and let the class add them up and give the answer. Do more examples on the board with dots. The students can then do the exercise in the Numbers Book. Go over the answers on the board and count up the dots on the right-hand side.

STEP 32

New Language

Write: *jump, run*

Student Book

1. Mime playing a guitar. Ask *What is this?* The class says *A guitar*. Say *Yes, I can play the guitar*. Now say *I can . . . ?* as you clap. The class says *Clap*. Say *Yes, I can clap*. Continue in this way, reviewing *I can play the drum*, and *I can sing*.
2. **Song.** Play the tape. Students listen and perform the actions. This is a simple song that the students will easily learn. Divide the class into three groups. Each group does a verse and mimes the actions. Everybody sings the chorus *Dance, Co-Co, dance!* Then switch parts.
3. Sing *My new shoes* (Step 28).
4. Practice reading. Write words on the board and ask *What is this word?* or say *Read this*. Students should be able to read the following:

<i>box</i>	<i>bear</i>	<i>black</i>	<i>in</i>
<i>cabinet</i>	<i>monkey</i>	<i>brown</i>	<i>on</i>
<i>table</i>	<i>lion</i>	<i>white</i>	<i>under</i>

chair	elephant	green	i can
bag	plane	yellow	run
car	train	red	jump
boat	book	blue	clap
kite	doll	orange	sing
ball	a/an		

Write phrases as well as single words: *a blue boat, a book in a box, I can sing.* Some students may find this difficult. Be encouraging and don't continue this activity for too long.

Handwriting Book

- Review how to write capital and small *N* following the procedure for *bB* described in Step 8. Capital *N* is written with two hand movements. Small *n* is written with one movement. This means that for small *n*, the pencil goes over the first vertical twice, just as it does for small *m*.

Activity Book

- Draw.** Students can practice reading a little more by recognizing the words listed in number 4 above. Write phrases using *under, on, and in*: *a train in a bag, a doll under a chair.* Students read the words in the Activity Book and draw the pictures.
- Write and color.** Write *I can jump, and I can run,* on the board. Say *Read this.* Have some students perform the actions and say *I can . . .* Students can now trace over the words in the Activity Book.

Numbers Book (optional)

- Write $2 + 2 + 2 =$ on the board. Read it out loud. As you say each number, write up two dots. Add all the dots up 1-2-3-4-5-6 and say $2 + 2 + 2 = 6$ as you write 6. Students do the problems in the Numbers Book. Go over the answers on the board.

STEP 33

New Language

Write: *bag*

Student Book

- Review the numbers 1–12. Write them on the board and ask individual students to read them out loud in sequence. Point to individual numbers and ask *What is this number?* Erase the board and write separate numbers and ask the same question.
- Give students different numbers of books, pencils, bags, and ask *How many books/pencils/bags?*
- Game.** Start by asking *How many pencils (12)/guitars (9)/drums (7)/apples (11)?* Then move on to *How many green drums (5)/yellow pencils (4)/red apples (10)?* and so on. Ask some questions using adjectives and some without. Let students ask the questions.
- Play the game in Step 21. Begin by saying *Look at picture 11. Where is the yellow ball?* Then play the guessing game (see Teaching notes for Step 21).
- Sing *Red guitar* (Step 32).

Handwriting Book

- This step reviews how to write *H, I, J, K, L, M, N.* Practice writing each letter in the air with the class. Walk around and help as students do the exercise in the Handwriting Book. If necessary, demonstrate any letters causing difficulty before students go on to the row of copying. This demonstration will also provide a break from the concentrated writing practice.

Activity Book

- Match.** Students draw lines to connect the words and pictures. When they have

finished, call out the words on the left and have students point to the correct picture.

8. **Write and color.** Write *bag* on the board. Ask *What is this word?* Say *Spell "bag."* Students write *a green bag* and color the picture. They can copy the spelling from the label beside the picture.

Numbers Book (optional)

9. Follow the procedure given in Step 32.

STEP 34

New Language

Read: 13, 14, 15, 16

Write: 0, 13

Student Book

1. **Numbers.** Bring twelve students to the front of the class and stand them in a row. Count them: 1-2-3-4-5-6-7-8-9-10-11-12. Then have the class count as you point. Add two more students to the line. Count again adding *thirteen, fourteen*. Point to the thirteenth student and say *Thirteen* several times. The class repeats after you. Do the same with *fourteen*. (With a small class use objects instead of students. For example, apples, books, toys, boxes. You can draw them on the board, but real objects are better.)
2. Call another group of twelve students to the front and stand them in a row. Again count to twelve. Add two more and count to fourteen. Then add two more and count 1-16. Point to the fifteenth and have the class repeat *Fifteen* after you. Do the same with *sixteen*.
3. Write 1-12 on the board. Count them out loud and point to each number. Then say 13, 14, 15, 16 as you write each one on the board.
4. Point to 10 and say *Ten*. Point to the first 1 in 11 and say *Ten* and then *Plus one* as you point to the second 1. Do the

same for 12 (*Plus two*), 13 (*Plus three*), and so on. This shows how the numbers are made up of two parts. Some students will see this; others won't. Don't spend a long time explaining it. Students will understand for themselves when they are ready.

5. Have students count out loud and point to the numbers in their books. Call out numbers for students to point to. Do this fairly quickly. Walk around the class during this activity to see how students are doing.
6. Practice saying 13, 14, 15, 16. Write each one on the board and have the class say it in chorus. Write all four numbers on the board and have the class say 13-16 in chorus.
7. Play the game. Call out numbers for students to point to in the Student Book, but let different students call out the numbers. Try it with four students at the front (e.g. Mary, Susan, John, and Peter). Call out a name. That student then calls out a number for the class to point to.

Teacher: John!

John: Fourteen. (Class points)

Teacher: Mary!

Mary: Six. (Class points)

Teacher: Susan!

Susan: Fifteen. (Class points)

8. Sing *Where is little Bingo?* (Step 20).

Handwriting Book

9. Teach how to write big *O* following the procedure for *A* described in Step 4.

Activity Book

10. **Connect the numbers.** Say numbers 1-16. Write numbers on the board for students to recognize. Ask *What is this number?* Students connect the numbers in the correct order.
11. **Find the letters.** Draw the handwriting grid on the board. Explain to the students that you are going to call out letters. Students will come to the front and write them. The class has to recognize the word. Call out *I*. Then *i*, *o*, and *n*. Ask *What is this word?* Do the same with

book and doll. Students now trace the words in the Activity Book choosing the letters to put in the spaces.

Numbers Book (optional)

12. Draw the handwriting grid on the board. Teach how to write 13. Follow the procedure for A described in Step 4. This number is written with two hand movements. The two numbers must be close enough to belong together, but they should not touch.

STEP 35

New Language

Say: sheep, horse, hen, cow, goat
Write: 14, P

Student Book

1. **Look and say.** Point to each picture and have the class repeat after you. *Sheep . . . A sheep.* Repeat each one several times.
2. Say *Point to/Show me a hen/goat*, and so on. Ask *What color is . . . ? Is it a brown goat? Is it a small horse?*
3. Make different animals noises and ask *What is this?* This is also a preparation for the next step, so use the same noises that occur in the song.

cow:	moo-moo
sheep:	baa-baa
hen:	cluck-cluck
goat:	maa-maa
horse:	neigh-neigh
4. Let students make the noises and ask *What is this?*
5. Call out letters for the students to write down. They tell you what the word is. Do some short words such as *bear* or *doll*. Then try a long word like *elephant* or *monkey*.
6. Sing *The mouse is on the cat* (Step 14) and *Read it, write it* (Step 8).

Handwriting Book

7. Teach how to write capital P following the procedure for A described in Step 4.

Activity Book

8. **Missing numbers.** Students write in the missing numbers. Go over the answers on the board.
9. **Color and say.** Students color the toy animals and tree according to the "key" at the bottom of the page. Ask *What is number 4?*

Numbers Book (optional)

10. Teach how to write 14 following the procedure for A described in Step 4.

STEP 36

New Language

Understand: bedroom
Say: farm

Student Book

1. Show the students Step 37 in the Student Book and say *Look. This is a farm.* Students repeat *Farm . . . A farm*, after you.
2. **Song.** Explain in the students' own language that they are going to learn a song about a toy farm with toy animals. Read the first two lines of the song. Translate *bedroom*.
3. Say *Show me the sheep, horse*, etc. Make animal noises and ask *What is this?* Play the tape of the first verse (remember to put the tape counter on 000 so that you can find the beginning again). Have the class say the words in the first verse after you. Play the tape again and try singing along with it. Try singing without the tape.
4. This is a difficult song. Each verse introduces a new animal. But it is also a

cumulative song which means that to get the animals in the right order, the students have to "read" back up the page. For example, verse 4 introduces the horse and so the middle of verse 4 goes:

A-neighbor-neighbor goes my horse.

A-cluck-cluck-cluck goes my hen.

A-baa-baa-baa goes my sheep.

A-moo-moo-moo goes my cow.

If students get too confused, you can teach them a simplified version of the song. This has just one animal in each verse and is not cumulative. So the middle of verse 4 would be:

Listen to my horse.

A-neighbor-neighbor goes my horse.

Listen to my little farm.

Listen to my farm.

5. Play the game in Step 33.

6. Sing *Red guitar* (Step 32).

Handwriting Book

7. Review how to write capital and small *O* following the procedure for *bB* described in Step 8.

Activity Book

8. **Match.** Students circle the letters that are the same as the one in the box on the left.

9. **Write the capital letters.** Students write the capital letter equivalents of the small letters. Go over the answers on the board and demonstrate how to write the letters.

Numbers Book (optional)

10. Practice counting 1–16. Write individual numbers from 10–16 on the board and ask *What is this number?* Students do the exercise in the Numbers Book filling in the correct number of circles to match the figures.

STEP 37

New Language

Write: Q, 15, Ann

Student Book

1. **Picture practice.** Say *I can see a brown goat*. Encourage students to make up sentences with *I can see* . . . This reviews the following vocabulary:

apple	cow	hen
ball	dog	horse
bike	door	house
bird	drum	mouse
boy	girl	nest
cat	goat	sheep
		tree

2. Ask questions: *How many black and white cows? What color is the bike? Say Point to a black cat.*

3. Play the tape of the story of Co-Co's friends (Step 31). Call out the names of the clowns. Students say what each clown can do.

Teacher: Zo-Zo.

Student: Zo-Zo can play the guitar.

Teacher: Do-Do.

Student: Do-Do can play the drum.

The first time you say Co-Co, provide the answer yourself: *Co-Co can dance.*

4. Call individual students to the front of the class and whisper actions for them to perform.

hop	clap	play the drum
run	sing	play the guitar
jump	read	paint
write	dance	

The other students describe what the student (e.g. Mary) can do. *Mary can dance.* This reviews the third person with *can*.

5. Sing *Funny face* (Step 26).

Handwriting Book

6. Teach how to write capital *Q* following the procedure for *A* described in Step 4.

Activity Book

7. **Write and color.** Students trace the words and complete the sentences by copying in the word that is under the picture. Ask students to read the completed sentences out loud. Say *Spell "jump/run."*
8. **Match.** Students find the two words that have an initial sound that matches the letter in the middle of the box. Go over the answers sounding out the letters. "g" (sound) for . . .

Numbers Book (optional)

9. Teach how to write 15. Follow the procedure for A described in Step 4. The number 5 is written with two hand movements.

STEP 38

New Language

Read: *I have a cow, sheep, hen, goat*
Write: 16

Student Book

1. Write *I have* on the board. Point to it and say *I have* . . . Pick up a pencil and complete the sentence: *I have a pencil.* Hold up a book and say *I have a book,* pointing to the words *I have* on the board as you say them.
2. **Read.** Students open their books. Write *I have a goat,* on the board. Read *I have* . . . out loud. Point to *a goat* and ask *What is this word?* Students look at their books and try to work it out. This encourages them to look at the letters and word shapes. Repeat this procedure substituting *cow, hen, and sheep* for *goat* in the sentence on the board.
3. Say *Spell "hen."* Students find the sentence in their book and read the letters in *hen* out loud. Repeat this with *I have, cow, goat, and sheep.*

4. Students close their books. Write sentences on the board for them to read. *I have a . . .* Start with animals they have just learned. Go on to review *elephant, lion, bear, monkey.* Review reading *I can jump/run/sing/clap.* After a student reads one of these sentences, say *Show me!* and have the student perform the action.
5. Sing *My farm* (Step 36).

Handwriting Book

6. Review how to write small and capital *P* following the procedure for *bB* described in Step 8. Capital *P* is written with two hand movements, but small *p* is written with one hand movement. This means that when writing small *p*, the pencil goes over the vertical twice.

Activity Book

7. **Match.** Students match the words to the pictures. When they have finished, play a game. Call *Read "lion,"* out loud and the students point to the word. Call *Show me a lion,* out loud and they point to the picture. This should be done quickly to be fun.
8. **Missing letters.** Students write the missing letters (*N, P, Q*). Go over the answers on the board demonstrating the correct hand movements.

Numbers Book (optional)

9. Teach how to write 16 following the procedure for A described in Step 4.

STEP 39

New Language

Understand: *baby*

Say: *family, mother, father, brother, sister*

Write: *R, I have*

Student Book

1. **Story.** Explain to the class in their own language that the story is about Ann and her family. Translate *family*. Play the tape. Students point to the pictures. Say *Show me Ann. Point to Jack.* Say *Yes. Jack is Ann's brother.* Have the class say *brother* after you. Say *Point to Sue*, and introduce the word *sister* in the same way.
2. Play the tape again. Students point to the pictures. Say *Show me Ann. Show me Ann's mother . . . Mother. Show me Ann's brother. Show me Ann's father.* Have the students practice saying *mother* and *father* after you.
3. Say *Show me Jenny. Jenny is little. Jenny is a baby.* Translate *baby*. Ask *Is Jenny a happy girl/baby?*
4. Read the words that Ann says out loud (i.e. leave out the words in *italic*). Then have the class say them after you pointing to the pictures. Do this several times.
5. Now tell the boys that they must listen and try to learn the words said by the father and Jack. The girls must learn mother's words and the words said by Sue. Play the tape.
6. Bring five students to the front. Stand them in a row. Say *mother—father—Jack—Sue—baby Jenny* as you assign parts. Say Ann's words together with the class. The children at the front say the words for each family member.
7. Practice reading. Write these sentences on the board.
I have a cabinet.
I have a box.
I can run.
8. Sing *My new shoes* (Step 28) and *My farm* (Step 36).

Handwriting Book

9. Teach how to write *R* following the procedure for *A* described in Step 4.

Activity Book

10. **Write and color.** Students trace *I have a ball*. In the second speech bubble they write *I have a doll*. The spelling of these words is copied from the label under the picture of the doll and the sentence they've just traced. Walk around and help. This is a demanding exercise. Be positive and encouraging. Remember that hand movements are more important than the end result. When they have finished, students color the pictures. Ask *What color is your doll?* Students answer *My doll is . . .* or *I have a red doll*.
11. **Match.** Students draw circles around the letters that match the one on the left.

Numbers Book (optional)

12. Students count the objects and write the correct numbers. Walk around and help with the adding up and then the writing. (15 dolls, 9 boats, 10 cars, 16 pencils, 13 balls, 14 boxes)

STEP 40

New Language

Write: goat, cow

Student Book

1. **Look and say.** Say *I am a robot. Look. This is my family. My mother has a blue mouth. Point to my brother. My brother has . . .* Encourage the students to finish the sentence in different ways . . . *blue ears, a green nose, red hair, and so on.*
2. Say *My sister has a yellow nose. Point to my sister.* Continue like this so that the students learn which robot is which member of the family. Say *Point to my mother/brother/sister/father.*
3. The students now pretend that the robots are their family. They make up sentences. *I am a robot. My mother has green ears, and so on.* Make sure they always begin with *I am a robot.* This reminds them that they are talking about themselves when they say *my*.
4. Explain that you are going to play a game. The class pretends that the robots are your family. You call out parts of the robots' faces: *black hair, white eyes, yellow mouth.* The students identify the robot and say *Your father, your sister, your mother,* and so on. There may be some confusion over *your* and *my*. Don't be too concerned about this.
5. Sing *Put your hand on your head* (Step 12).

Handwriting Book

6. Review how to write capital and small *Q* following the procedure for *bB* described in Step 8.

Activity Book

7. **Read and match.** Write *car, bear, and doll* on the board. Ask *What is this word?* as you point. Write *I have a bear.* Say *Read*

this. Students read the sentences in the Activity Book and connect them to the appropriate pictures. Explain that each of the sentences is being said by one of the children in the pictures. They must decide which one. Do the first one together. Say (in the students' own language) *Who is saying "I have a car"? Show me the picture.*

8. **Write and color.** Students trace a goat. They write a cow copying the label under the picture. When they have finished, they color the pictures. Ask *What color is your goat/cow?* Students say *My goat/cow is . . .* Say *Spell "cow."* Students read the letters *c-o-w* out loud.

Numbers Book (optional)

9. Draw 16 squares on the board to match those in the Numbers Book.



Say *Three* and shade in three squares. Then say *Five* and shade in two more squares; count them *1-2-3-4-5*. Say *Seven* and have a student color the extra squares. Continue with *ten, twelve, and fourteen*. Each time count the total out loud. Students can now do the exercise in the Numbers Book. First they trace the number on the right. Then they fill in the correct number of squares. This reviews the idea of the number line, but now with sixteen rather than twelve squares.

STEP 41

New Language

Read: *my father, mother, brother, sister*

Write: *S*

Student Book

1. Write *my* on the board. Point to it and say *My*. Hold up a book and say *My book* as you write *book* on the board.
2. **Read.** Students open their books. Say *I am a robot. This is my family. Point to my mother.* Students can look back at Step 40 to help them identify the robots. Then say *Point to my brother.*
3. Write *my sister* on the board. Say *Read this.* Students compare the letters and word shape with that in their books and identify the picture. They read *my sister* out loud. Say *Spell "sister."* Continue writing *my father, my brother,* and so on. Each time say *Read this.*
4. Students close their books. Write *my sister* and so on for them to read. Students open their books. Say *Spell "brother," etc.* Students read the letters out loud.
5. Write sentences on the board for students to read.
My brother can clap.
I have a brown cow.
I can run.
6. Sing *What is your name?* (Step 1) and *The name song* (Step 4).

Handwriting Book

7. Teach how to write *S* following the procedure for *A* described in Step 4.

Activity Book

8. **Match.** Students draw lines to match what the girl is saying to the correct pictures.
9. **Find the letters.** Draw the handwriting grid on the board. Explain to the students that you are going to call letters out loud one at a time and that students will come

to the front and write them. The class must guess what the word is. Call out *b-e-a-r*, *p-l-a-n-e*, and *b-o-x*. Each time ask *What is this word?* Students now trace the words in the Activity Book choosing the letters to put in the spaces.

Numbers Book (optional)

10. If necessary, remind students how to use the number line for addition (see Step 14). This is the first time they have used it for numbers up to 16. They start on the dot and draw the appropriate number of "hops" to the right. The answer should be written on the grid. Go over the equations on the board when students have finished. They should practice reading the completed equations out loud in English, e.g. *Ten plus three equals thirteen.*

STEP 42

New Language

Say: *I live . . . , hole*

Write: *father, mother*

Student Book

1. **Song.** Say *Show me a mouse/a bird/a cat.* Ask *What is this?* and make the three noises in the song: *meow-meow*, *cheep-cheep*, and *squeak-squeak*.
2. Play the tape. Students point to the pictures. Play the tape again. Students sing the animal noises. Say *Show me the nest. Show me the hole.* Students say *hole* after you.
3. Students say the words of the first verse after you. Practice *I live in a hole.* Say *Hole . . . A hole . . . I live in a hole*, with the class repeating it after you. Try singing the first verse with the tape.
4. Play the tape through and let the children join in. Divide the class into three groups and give them a verse each. Everybody sings the chorus. Then switch parts.

5. Practice reading *father, mother, brother, sister*. Write the words on the board. Ask *What is this word?*
6. Act out the story in Step 39. Individual students play the family members. The class or a small group says Ann's words. Play the tape first to remind them of the words.

Handwriting Book

7. Review how to write capital and small *R* following the procedure for *bB* described in Step 8.

Activity Book

8. **Write and color.** Students trace the words and color the pictures. Say *Spell "father/mother."*
9. **Read and color.** Students color the robots according to the "key" at the foot of the page. When they have finished, say the colors out loud and have the class tell you the robot's number.

Teacher: Blue.

Class: Z16.

Teacher: Yellow.

Class: S15.

Numbers Book (optional)

10. Students draw in the "hops" and write the answers to the equations. They should practice reading the completed equations in English out loud.

STEP 43

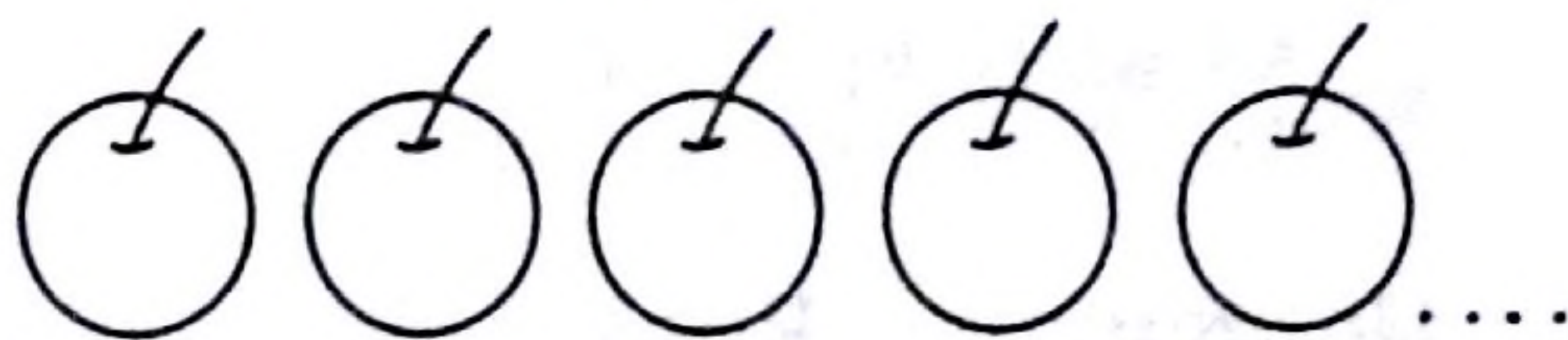
New Language

Read: 17, 18, 19, 20

Write: *T, 17, sheep*

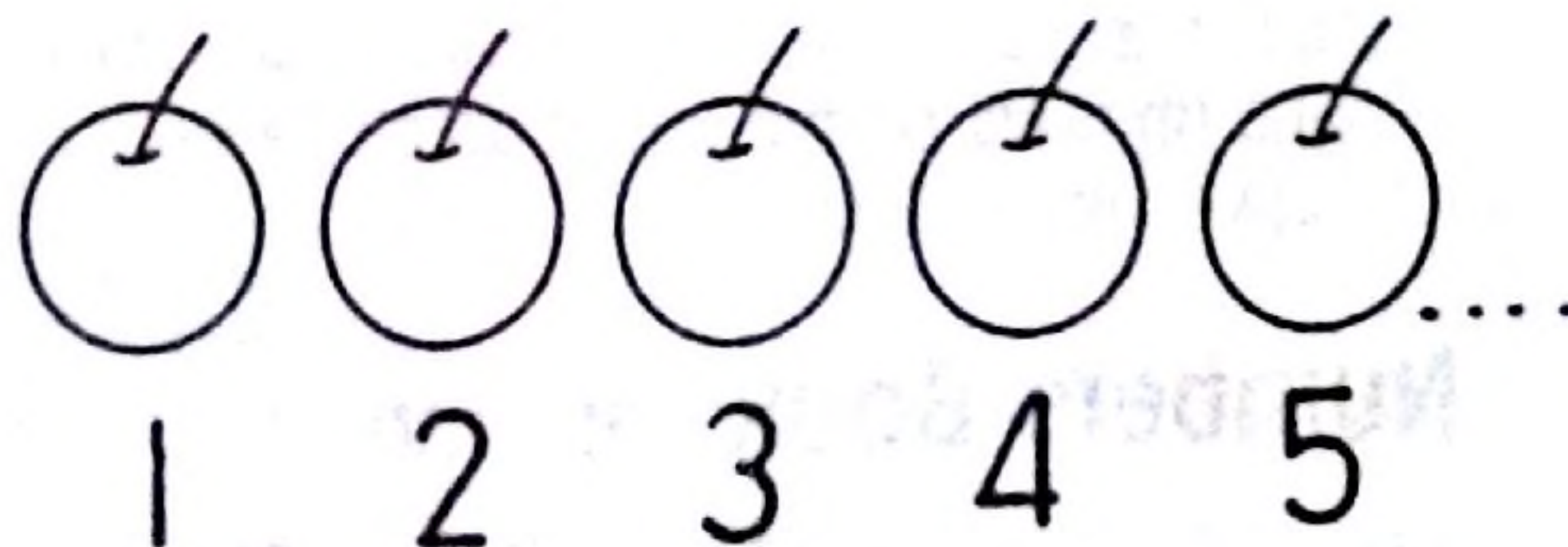
Student Book

1. **Numbers.** Draw 16 apples in a row across the board. Count them and point to each apple in turn. The drawings should be very simple.



Then have the class count as you point. Add two more apples. Count again, adding *seventeen, eighteen*. Point to the seventeenth apple and say *Seventeen* several times. The class repeats after you. Do the same with *eighteen*.

2. Have the class count 1–18 as you point. Add two more apples and count 1–20. Point to the nineteenth apple and say *Nineteen*. The class repeats after you. Do the same with *twenty*.
3. Write the numbers 1–16 on the board underneath the apples.



Say each number as you write it on the board. When you get to 17, ask *What is this number?* Continue to 20.

4. Point to 10 and say *Ten*. Point to the first 1 in 11 and say *Ten* and then *Plus one* as you point to the second 1. Do the same with 12 saying *Ten plus two*. Continue up to 19 saying *Ten plus nine*. When you get to 20 say *Ten plus ten* ... *two tens*. This shows how the

numbers are made up of two parts. Some students won't understand. Don't spend too long explaining as this will only create anxiety. Students understand these concepts when they are ready for them.

5. Have students count out loud pointing to the numbers in their books. Count 1-20 with the class and point to the letters. When you say *Stop!* the students freeze. See how many are pointing to the right number. Do this fairly quickly. Call out numbers for the students to point to: 17-6-14-9-20. Again, do this fairly quickly, walking around the room to see how they are doing.
6. Write individual numbers on the board. Ask *What is this number?*
7. Sing *This is my family* (Step 42).

Handwriting Book

8. Teach how to write capital *T* following the procedure for *A* described in Step 4.

Activity Book

9. **Connect the numbers.** Say the numbers 1-20 with the class. Write 1-20 on the board and ask *What is this number?* as you point to individual numbers. Students can now connect the numbers together to complete the picture of a cow.
10. **Find the letters.** Students trace the words and fill in the gaps. When they have finished say *Spell "cow/goat/sheep."* Write the answers on the board as students spell them out loud.

Numbers Book (optional)

11. Teach how to write 17 following the procedure for the letter *A* described in Step 4.

STEP 44

New Language

Say: *count, children, class*

Write: 18

Student Book

1. Give four books to a student (e.g. Jenny). Say *How many books?* The student counts and says *Four*. Say *Jenny can count*. Repeat this with five pencils, three bags, and six girls. Each time say . . . (student) *can count*.
2. Bring five boys and five girls to the front of the class. Say *Boys . . . girls . . .* and then (indicating the whole group) *Children*. Count them 1-2-3-4-5-6-7-8-9-10. Say *Ten children*. *I can count the children*. Have the students repeat after you: *Children . . . Count the children . . . I can count the children*.
3. **Song.** Play the tape. The students point to the numbers on the board illustrated in the book. Translate *class*. The students repeat after you. Play the tape again and let the students join in.
4. Try singing without the tape. See how fast you can go by repeating the last verse several times, going a little faster each time.
5. Call different groups of students to the front of the class. Ask one student to count the children. Say to another *Count the boys*, and to a third *Count the girls*.
6. Sing *My new shoes* (Step 28) and *My farm* (Step 36).

Handwriting Book

7. Review how to write capital and small *S* following the procedure for *bB* described in Step 8.

Activity Book

8. **Match.** Write each of the sentences on the board. Say *Read this*. Students can then

do the exercise in the Activity Book. Explain that they must decide who's saying each sentence and draw a connecting line to the picture of that person.

9. **Missing numbers.** Students write in the missing numbers. When they have finished, go over the answers on the board demonstrating how to write the numbers.

Numbers Book (optional)

10. Teach how to write 18 following the procedure for A described in Step 4.

STEP 45

New Language

Say: *pants, dress, shirt*

Student Book

1. Bring two boys to the front wearing different color shirts (e.g. Peter and John). Say *Look. Peter has a white shirt. John has a blue shirt.* The class repeats after you *Shirt . . . A shirt.* Introduce *dress* and *pants* in the same way. (Don't try to explain why pants is plural or why *dress* is used with an article and pants isn't.)
2. **Look and say.** Say *Point to the dress. Show me the pants. What color is the shirt?* and so on. Draw simple pictures on the board. Ask *What is this?*



Color the pictures and have students say *It is a blue dress/yellow shirt*, and so on.

3. **Picture practice.** Students make up sentences about the picture. Say *Show me Ann/Jack/Sue.* Ask *What color is the doll's dress? What color are Ann's shoes? Jack has . . . ? (a blue shirt/a yellow ball/blue shoes/black pants).*
4. Provide students with lined paper. If possible, this should match the handwriting grid in *American Get Ready!* There's a suitable grid at the back of this book which may be photocopied. Explain that you're going to call out letters which will make a word. They must write them down and tell you what the word is. Call out the following words: *table, bag, train, bear, mother.* When the students have told you the words, reverse the procedure. Call out the words and have them tell you the letters. Say *Spell "bear,"* and so on.
5. Sing *Twenty in the class* (Step 44). Write numbers on the board. Ask *What is this number?*

Handwriting Book

6. Review how to write capital and small T following the procedure for *bB* described in Step 8.

Activity Book

7. **Odd one out.** Follow the procedure described in Step 19.9.
8. **Write the capital letters.** Students write the capital letter equivalents for each of the small letters. Walk around and help with recognition. Say *What is this letter?* When students have finished, go over it on the board demonstrating the hand movements.

Numbers Book (optional)

9. Students add up the numbers for each object and write them down (14 apples, 11 robots, 18 kites, 13 cows, 16 birds, 17 cats). Go over the answers, put them on the board, and demonstrate how to write each number.

STEP 46

New Language

Read: *Shirt, pants, dress, shoes*

Write: 19

Student Book

1. Review *shirt, pants, dress, shoes* by asking questions about the students in the class. *What color is Mary's dress? Point to your shoes, and so on. Students look at Step 46. Say Point to the shoes/the shirt. What color is the dress?*
2. **Read.** Write *a dress* on the board. Ask *What is this word?* Students compare it to the one in their book and work out that it is *dress*. Do the same with *pants, shoes, and a shirt*.
3. Students cover the right-hand side of the page so that they can see only the words. Call out words and have the students point to them.
4. Write individual words on the board and ask *What is this word?*
5. Dictate letters as described in Step 45.4. Call the following words out loud: *shirt, father, red, pants, dress*.

Handwriting Book

6. This step reviews *O, P, Q, R, S, T*. Practice writing each letter in the air with the class. Walk around and help as students do the exercise in the Handwriting Book. If any letters are causing particular problems, demonstrate them again before students go on to the row of copying.

Activity Book

7. **Match.** Students draw lines to connect the words and pictures.
8. **Color and say.** Students color in the shapes according to the "key." Call out a number and have students tell you what it is, e.g. *Number three is eight red circles. If*

necessary, review the shapes *triangle, square, circle* by drawing them on the board and asking *What is this?* Have the class repeat after you. *Square A square.* If the oral part of this activity is difficult, it can be omitted as the shapes will be reviewed at the start of Step 47.

Numbers Book (optional)

9. Teach how to write 19 following the procedure for A described in Step 4.

STEP 47

New Language

Understand: *What is the difference?*

Write: *U, 20*

Student Book

1. Review the shapes *triangle, circle, square*. Draw all three on the board. Say *Show me a circle/triangle/square*. Give students pieces of paper. Call out a shape for them to draw. Draw individual shapes on the board in different colors. Ask *What is this?* as you point. Students reply *A blue circle, a red triangle, and so on*.
2. Hold up two pencils which are identical except for color. Ask *What is the difference?* Give the answer: *This pencil is red. This pencil is blue*. Draw two identical cats on the board except for size.



Ask *What is the difference?* Give the answer: *Cat A is little. Cat B is big.*

3. **Game.** Say *Look at number 1. It is two dresses. What is the difference? Dress A has red triangles. Dress B has green squares. Now look at number 2. It is two*

shirts. What is the difference? Students give you the answer. Continue like this. Number six. What is the difference?

4. Now choose a pattern, e.g. *yellow triangles*. Students guess which article of clothing you are thinking of. *Is it shirt F? Is it dress C?* Students take turns choosing a pattern. The class works out which shirt or dress it is.
5. Dictate letters, as described in Step 45.5. Call out the following words: *sister, shoes, monkey, shirt, under*.
6. Sing *Twenty in the class* (Step 44).

Handwriting Book

7. Teach how to write capital *U* following the procedure for *A* described in Step 4.

Activity Book

8. **Draw.** Students read the labels and draw the pictures.
9. **Odd one out.** Students circle the letter that is different and write it on the grid. When the class has finished, go over the answers and demonstrate how to write each letter on the board.

Numbers Book (optional)

10. Teach how to write *20* following the procedure for *A* described in Step 4.

STEP 48

New Language

Say: *baby*

Write: *V*

Student Book

1. Play the tape of the story *Ann's family* (Step 39). Say *Show me the baby. Show me Ann's mother/father/sister/brother*.
2. **Rhyme.** Play the tape. Demonstrate the actions. Bring your hands close together for *Baby's shoe* and move them further apart for each additional shoe. For *Father's shoe* your hands are outstretched as if it is enormous.
3. The class says the rhyme with you performing the actions. Say *Show me mother's shoe/sister's shoe*. Students point in their books. Groups come to the front of the class and perform the rhyme. Say it with them.
4. Sing *This is my family* (Step 42).
5. Review *can*. Have students perform actions. The class says *Mary can . . .*. Students can *hop, run, jump, clap, sing, dance, count, read, write, paint, point, play a drum/guitar*.
6. Sing *My new shoes* (Step 28) and *Red guitar* (Step 32).

Handwriting Book

7. Teach how to write capital *V* following the procedure for *A* described in Step 4.

Activity Book

8. **Write how many.** Students study the picture and write the correct numbers for each object (2 elephants, 7 bags, 8 shoes, 12 balls, 6 kites, 4 dolls). When they have finished, have them make up sentences: *I can see 8 shoes*. Say *Show me*, and have them point and count them out. If necessary, review recognition of the six words before they begin.

Numbers Book (optional)

9. Students carefully trace the equations and read them out loud in English. Walk around and help with the hand movements.

STEP 49

New Language

Say: *Jack likes ice cream, chocolate*

Student Book

1. **Look and say.** Say *Show me the cake/the candy/a fish*. Students may have forgotten these words. If necessary, have the class practice saying them after you. Draw them on the board. Ask *What is this?*



2. Say *Look. Sue likes cake*. Make an *mmm* noise and lick your lips. Show the class how the red line goes from Sue to the cake. Say *Bingo likes . . .* and have the class say either *fish* or *cake*. (Don't try to explain why the article is not used.) The class repeats after you *Cake . . . Bingo likes cake. Fish . . . Bingo likes fish*.
3. Now say *Jack likes candy and Jack likes . . .* Mime licking an ice cream cone and then say *ice cream*. The class says it after you. Say *Point to the ice cream. Jack likes ice cream*. The class repeats *Ice cream . . . Jack likes ice cream*. Use the same procedure with *Sue* and *chocolate*.
4. Check the vocabulary. Say *Point to the chocolate/cake/fish/ice cream/candy*. Ask *What is this?* either miming or drawing on the board.

5. Now students make up sentences about Jack, Bingo, or Sue. You call out a name and the students make sentences.

Teacher: Bingo.

Student: Bingo likes fish.

Teacher: Jack.

Student: Jack likes ice cream.

6. Say the rhymes in Step 48 and Step 18. Sing *Where is little Bingo?* (Step 20) and *Big alphabet song* (Step 16).

Handwriting Book

7. Review how to write capital and small *U* following the procedure for *bB* described in Step 8.

Activity Book

8. **Read and color.** Write each of the sentences on the board. Practice reading them out loud. Erase the board. Students then color the pictures according to the words in each speech bubble.
9. **Missing numbers.** Students write the missing numbers (16, 18, 20). Walk around and help where necessary. Students who can't work it out should be encouraged to count. Start from 10.

Numbers Book (optional)

10. If necessary, review the number line. This is the first time the students have used the number line up to 20. They draw the right number of "hops" starting from the dot. They write the answer on the grid on the right. When they have finished, have them read the completed equations out loud in English.

STEP 50

New Language

Say: *I like*

Write: *W, Do-Do, Zo-Zo*

Student Book

1. **Song.** Students look at Step 50. Say *Show me the chocolate/the ice cream/the candy/the cake*. Say *I like chocolate*. Rub your tummy and make appreciative noises. The class says *I like chocolate* repeating after you. Say *I like chocolate—yummy, yummy*. Explain that *yummy, yummy* isn't really a word. It's a sort of sound you can make in English to show that something tastes nice. Have the class say *yummy, yummy*. Say *I like cake*. The students repeat after you and then say *Yummy, yummy*, lick their lips, and rub their tummies to show that it's good. Continue with *ice cream* and *candy*.
2. Call out one of the foods. The class says *I like . . .*. Then they say *yummy, yummy*, and make appreciative noises.

Teacher: *Candy.*

Class: *I like candy . . . yummy, yummy*

Teacher: *Cake.*

Class: *I like cake . . . yummy, yummy.*

3. Play the tape. Students join in on *yummy, yummy* rubbing their tummies. Try it with the girls singing the first verse and the boys singing the second. Then switch parts.
4. Put headings on the board for four colors, *Red, Blue, Yellow, Green*. Ask individual students to tell you which color they like (*I like red*). As students tell you, write their names under the colors.

Red	Blue	Yellow	Green
Mary	Mike	Susan	Peter
Jenny	Jack	John	Jane
Robert			

Now call out names and have the class tell you which color that student likes.

Teacher: *Peter.*

Class: *Peter likes green.*

Teacher: *Jenny.*

Class: *Jenny likes red.*

This activity practices and contrasts the first and third person (*I like/Peter likes*).

5. Sing *Yummy yummy* again.

Handwriting Book

6. Teach how to write capital *W* following the procedure for *A* described in Step 4.

Activity Book

7. **Color and say.** Students color the pictures. Check recognition of the names. Say *Show me the name Do-Do*. Students now form sentences about the clowns. The teacher calls out a name and the class says what that clown likes, e.g. *Do-Do likes drums*.
8. **Write and color.** Students trace the words and complete the sentences: *Do-Do can sing/Zo-Zo can jump*. When they have finished, ask them to read the completed sentences out loud. Ask them to spell words. Say *Spell "jump."*

Numbers Book (optional)

9. Students draw in the "hops" on the number line and write in the answers to the problems in the grid on the right.

STEP 51

New Language

None

Student Book

1. **Look and say.** Check recognition of the vocabulary. Say *Point to the trains. Show me the ice cream.* Call out the names of objects very quickly. Students have to find them: *cars, books, chocolate*, and so on.
2. Say *I like clowns.* Students say what they like. *I like oranges. I like cake.* (Don't try to explain why cake is uncountable and is in the singular. Avoid constant correction. If a student says *I like cakes*, say *Yes, I like cake*, without particularly drawing attention to the difference.)
3. Write four headings on the board, *Cars, Dolls, Books, Kites*. Ask students to say what they like: *I like books.* Make lists on the board showing what students like as you did in Step 50.4. Then call out a name and have the students tell you what that student likes, and so on.

Teacher: Jane.

Class: Jane likes kites.

4. Sing *Yummy yummy* (Step 50) and *Twenty in the class* (Step 44).

Handwriting Book

5. Review how to write capital and small *V* following the procedure for *bB* described in Step 8.

Activity Book

6. **Write the color.** Write *white, green, yellow*, and *brown* separately on the board. Ask *What is this word?* Students copy the appropriate color word beside each picture. When they have finished, ask *What color is a sheep?* Say *Spell "white."*
7. **Missing letters.** Students write the missing capital letters. Walk around and

help. Go over the answers on the board demonstrating how to write *S, V*, and *W*.

Numbers Book (optional)

8. Students use the number line to do the problems. They do the "hops" with a finger rather than drawing them. Go over the answers demonstrating with a number line to 20 on the board. Have students read the completed equations out loud in English.

STEP 52

New Language

Write: *X*

Student Book

1. **Game.** *I can see a "b"* (sound of the letter). *Is it a ball?* Answer your own question *No. Is it a bike?* . . . *No.* Encourage the students to guess. *Is it a . . . ?* Make a "b" noise to help them "b" . . . "b" . . .
2. Choose another object. *I can see a "d"* (sound of the letter). Students guess what it is. Call a student to the front. The student chooses something from the picture and tells you what it is. The student tells you the initial sound of the word. Help as necessary. The student says *I can see an "m."* The class tries to guess what it is. Continue with various students having a chance to choose the object.
3. Dictate letters as described in Step 45.4. Call out the following words: *yellow, brother, lion, elephant, orange.*
4. Sing *My farm* (Step 36).

Handwriting Book

5. Teach how to write capital *X* following the procedure for *A* described in Step 4.

Activity Book

6. **Draw.** Students read the labels and draw the pictures.
7. **Write the capital letters.** Students write the capital letter equivalents of the small letters. Go over the answers on the board demonstrating the correct hand movements.

Numbers Book (optional)

8. Students do the problems using the number line. Go over the answers on the board demonstrating the use of the number line.

STEP 53

New Language

Say: *ride*

Write: *hen*

Student Book

1. Mime riding a bike. Ask *What is this?* Pretend to ring the bell. The class says *A bike*. Say *Yes. I can ride a bike*. Call some students to the front. Give the instruction *Ride a bike*. Say *Look. Mary can ride a bike*. The class repeats after you *A bike . . . Ride a bike . . . Mary can ride a bike*.
2. Now mime playing a drum and ask *What is this?* Say *I can play the drum*.
3. **Story.** Play the tape or read it out loud yourself. Students point to the pictures in sequence. The numbers will help. Say *Show me Sammy. Point to Peter*. Ask *What color is the bike?* Explain in the students' own language that the boys are sharing because they are friends.
4. Play the tape again. The class repeats the words of the story after you pointing to each picture. Small groups or individuals "tell" the story to the class.

5. Play the game in Step 52.
6. Sing *Yummy yummy* (Step 50).

Handwriting Book

7. Review how to write capital and small *W* following the procedure for *bB* described in Step 8.

Activity Book

8. **Color and say.** Students color the pictures and then make up sentences using *ride*. Call out a clown's name. Students describe what the clown can ride.

Teacher: *Co-Co*.

Class: *Co-Co can ride a bike*.

9. **Find the letters.** Students trace the words filling in the missing letters. When they have finished, say *Spell "hen,"* and so on.

Numbers Book (optional)

10. Review the concept of subtraction. Write this problem on the board $8 - 3 =$. Read it out loud in English. Say *Eight* and draw eight dots. Say *Minus three* and cross three out. Say *Equals* and add up the number of dots left. Do another example. Students do the subtraction problems in the Numbers Book. They cross out the appropriate number of dots and add up how many are left. They write the answer on the grid on the right. Go over the problems on the board showing how to cross out dots to get to the answer.

STEP 54

New Language

Understand: *today, now*

Say: *play* (amuse one's self)

Write: *Y, in*

Student Book

1. Bring a student to the front of the class (e.g. Peter). Say *Peter is my friend*. Put your arm around the student. *I like Peter*. The student sits down. Students choose someone else in the class and say *I like ...* (e.g. Jane). *Jane is my friend*.
2. Pretend to look for your friend. Say *Where is Peter? Where is my friend? I am sad today*. Put on a miserable expression and repeat *I am sad*. Say *I am sad today*, and translate *today*. The class repeats after you *Today ... I am sad today*.
3. Call Peter back to the front of the class. Say *Here is Peter! Now I can play today*. Translate *play*. The students have previously encountered *play* as in *play an instrument*. Here it means to amuse oneself with a friend.
4. **Song.** Play the tape. Show a sad expression during the first part of each verse. Look happy for the second part of each verse.
5. The class says the first part of the two verses after you. Then they listen to the tape again.
6. They say the second part of each verse after you. Now try singing the whole song without the tape. When the class knows the song, try it with the boys singing the first part of verse 1 and the girls singing the first part of verse 2. Everybody joins in for *Here is Peter/Jenny*.
7. Review the prepositions *in, on, under*. Put different objects in different places. Ask *Where is the chair/my bag/the blue pencil/your book/my hand/Mary's shoe?* Use chalkboard drawings.



Give instructions. *Put your finger in your book. Put your hand under your leg. Put your arm on your head.*

8. Sing *Put your hand on your head* (Step 12) and *The mouse is on the cat* (Step 14).

Handwriting Book

9. Teach how to write capital Y. Follow the procedure for A described in Step 4.

Activity Book

10. **Write where.** Look at the first two pictures. Ask *Where is the mouse?* Students answer *On a shoe* and *In a shoe*. Write *in* and *on* on the board. Look at the next two pictures and ask *Where is the shoe?* Students write *in* or *on* next to the first four pictures. Go over the answers on the board. Then move on to the last two pictures. Ask *Where is the cat?* Students reply *Under a closet*, and *On a closet*. Write *under* and *on* on the board. Students write the appropriate preposition beside each picture.

Numbers Book (optional)

11. If necessary, review how to use the number line for subtraction (see Step 24). Students start from the dot and do the appropriate number of "hops" to the left. They write the answer on the grid on the right. Students should be asked to read the completed equations out loud in English.

STEP 55

New Language

None

Student Book

1. Have the class say the numbers 1–20. Say *Count the numbers . . .* Write individual numbers on the board. Ask *What is this number?*
2. Have the class say the alphabet. Write individual letters on the board. Ask *What is this letter?*
3. **Game.** Tell a student to choose a number or letter from Step 55. The student must keep it a secret. Ask *yes/no* questions to find out if it is a number or letter. *Is it a number? (No) Is it a letter? (Yes)* Ask about the color. *Is it a yellow letter?* Finally, guess which one it is. *Is it B?* Now tell the class that you have chosen a number or letter. The class must ask you questions to find out which one it is. Continue in the same way.
4. Dictate letters as described in Step 45.4. Call out the following words: *red, green, blue, yellow, black.*
5. Sing *I can play today* (Step 54).

Handwriting Book

6. Review how to write small and capital X following the procedure for *bB* described in Step 8.

Activity Book

7. **Color and say.** Students color the pictures according to the "key." Students then make up sentences about the robots. The teacher can provide cues.
Teacher: Green arms.
Student: X8 has green arms.
Teacher: Red legs.
Student: A1 has red legs.
Teacher: A red head.
Student: X8 has a red head.

8. **Find the letters.** Students trace the words and fill in the missing letters. When they have finished say *Spell "bag,"* etc.

Numbers Book (optional)

9. Pupils draw in the "hops" and write the answers on the right. When they have finished demonstrate on the board using a number line. Ask students to read the completed problems out loud in English.

STEP 56

New Language

Read: *I like, candy, chocolate, ice cream, cake*
Write: *Z, dress, ice cream*

Student Book

1. **Read.** Students look at the pictures in Step 56. Say *Show me the chocolate. Point to the candy, etc.* Ask questions *What color is the ice cream? How much candy?*
2. Write *I like* on the board. Point to the words and say *I like*. The class repeats after you as you point again. Now write *I like cake*. Say *Read this*. Students compare what you have written to Step 56 and work out the answer. Substitute *candy, chocolate, and ice cream* for *cake*. Say *Read this*.
3. Students close their books. Write *chocolate, ice cream, candy, and cake* as individual words. Ask *What is this word?* Write sentences with *I like . . .* and say *Read this*.
4. Students open their books. Say *Spell "candy."* A student reads out the letters. Continue with *chocolate, ice cream, and cake*.
5. Sing *Yummy yummy* (Step 50).
6. Make up sentences using the pictures in Step 51.
7. Sing *I can play today* (Step 54).

Handwriting Book

8. Teach how to write capital Z following the procedure for A described in Step 4.

Activity Book

9. **Find the words.** Write *my*, *have*, and *can* on the board. Point to each word and say *What word is this?* Write *I . . . a red dress*. Read it out loud and explain in the students' own language that you want to know which word will fit in the gap. Draw a circle around *my*. Read *I my a red dress . . . No!* Cross out *my*. Draw a circle around *have*. Read *I have a red dress . . . Yes!* Students trace the sentences in the Activity Book filling in the gaps. Walk around and help.
10. **Match.** Students circle the words that match the pictures.

Numbers Book (optional)

11. Students do the problems using the number line. They use their finger rather than actively drawing the "hops." The problems are all subtractions. Go over the answers and demonstrate with a number line on the board.

STEP 57

New Language

Write: *ice cream, chocolate*

Student Book

1. **Game.** Students look at picture A. Say *What color is the bike? What color is Jack's shirt? Point to Sue's doll. Where is the bear? Look at Jack's ball. Is it a big ball?* etc.
2. Now say *Look at picture B. What is the difference?* If necessary, translate this question. Students should recall it from Step 47. Students make up sentences. *In*

picture A . . . In picture B . . . There are ten differences. They are listed at the bottom of the word list on the last page of the Student Book. If students get stuck, prompt them. Say Look at Jack's pants. Look at the bear. Is it a big bear? What color is the doll's nose?

3. Play the game in Step 52.
4. Sing *Twenty* in the class (Step 44).

Handwriting Book

5. Review how to write capital and small y following the procedure for *bB* described in Step 8.

Activity Book

6. **Draw.** Students read the labels and draw (and color) the pictures.
7. **Draw and color.** Students write *chocolate* and *ice cream* copying the labels under the pictures. When they have finished, they color the pictures. Ask *What color is your ice cream?*

Numbers Book (optional)

8. Students do the problems, using the number line. These are all addition problems. Make sure that students are doing "hops" in the right direction. Go over the answers demonstrating with a number line on the board. Have students read the completed problems out loud in English.

STEP 58

New Language

None

Student Book

1. **Song.** This is the last song in *American Get Ready!* The students sing about what they have learned. Play the tape. Before each verse, say the first line to help the students focus on the key idea of that verse.
2. Students say the words of the first verse after you. Try singing it as a class. Repeat this procedure with the second verse and then the third verse.
3. Try singing the song with the tape and then without the tape. Students should wave *hello* (in the first verse) and *good-bye* (in the last verse). In the middle verse they point to *ABC* and *123* in their books.
4. Say *I can sing "Twenty in the class."* Encourage students to look back through the book and say *I can sing . . .* (it doesn't matter if they get the titles wrong). Sing some of the songs that the students choose.

Handwriting Book

5. Review how to write capital and small *Z* following the procedure for *bB* described in Step 8.

Activity Book

6. **Missing letters.** Students write the missing letters. Go over the answers on the board (*U, X, Z*) demonstrating the hand movements.
7. **Match.** Students have to decide who's saying each of the sentences. They then connect the words and pictures with a line. Explain this in the students' own language.

Numbers Book (optional)

8. This reviews how to write the numbers 1–20. Walk around and help with hand movements. If there are any numbers that are causing general difficulty, demonstrate them on the board.

STEP 59

New Language

Write: *cake, candy*

Student Book

1. **Game.** First check recognition of all the words. Say *Show me "bag, goat, horse,"* etc. As you say each word, write it on the board.
2. Write individual words from the game on the board. Ask *What is this word?* Next, ask *What color is "table"?* (*red*), etc.
3. Call a student to the front of the class. Tell the student to choose a word but to keep it a secret. Ask questions to find out which word it is. Find out the color. *Is it a green word?* etc. Then guess from among the words of the right color. Now tell the class that you have chosen a word. They must ask questions to find out which word it is. This game provides excellent reading practice. Let various students take turns choosing the word.
4. Say *Spell . . .* and choose different words from Step 59. Let students spell words. The class listens and decides which word has been spelled. *Is it "cake"?*
5. Sing *Good-bye little boys* (Step 58).

Handwriting Book

6. Students write the whole capital alphabet. Walk around and help. Be very encouraging. If there are any general problems, demonstrate on the board.

Activity Book

7. **Connect the numbers.** Practice saying and recognizing numbers. Write individual numbers on the board. Ask *What is this number?* Sing *Twenty in the class* (Step 44). Students connect the numbers in the correct order to complete the picture of a train.
8. **Find the letters.** Students trace the words and fill in the gaps. When they have finished say *Spell "cake/candy."*

Numbers Book (optional)

9. Students do the problems using a number line. There are addition and subtraction problems. Make sure that students do the "hops" in the correct directions.

STEP 60

New Language

None

Student Book

1. **Picture practice.** This page should be used for review. Ask questions. Have students make up sentences about the people in the picture (Jack, Sue, Ann, baby Jenny, mother, and father).

Expressions

How many?

*Where is? (in/
on/under)*

Jack has . . .

Point to . . .

Count . . .

Show me . . .

Vocabulary

apple dress

bag hat

ball horse

bear house

bike fish

box orange

cake pants

car sheep

cat shoe

cow table

doll tree

colors numbers

2. Play the games in Step 55 and Step 52.
3. Say the rhyme in Step 48.
4. Sing *Good-bye little boys* (Step 58).

Handwriting Book

5. Students write the whole small alphabet. Walk around and help. If there are general problems, demonstrate on the board. Be very positive about what the students have achieved in their writing.

Activity Book

6. **Match.** Students decide who is saying each sentence and match the words and pictures. Help as necessary. This is a demanding exercise. Ensure that students have a sense of how far they have progressed. Remind them of the time when they did not know the ABCs and now they can read whole sentences.

Numbers Book (optional)

7. Students do the problems, using the number line. Go over the answers on the board. Ask students to read the completed problems out loud in English.

Handwriting practice

1

2

3

4

5

6

American GET READY!

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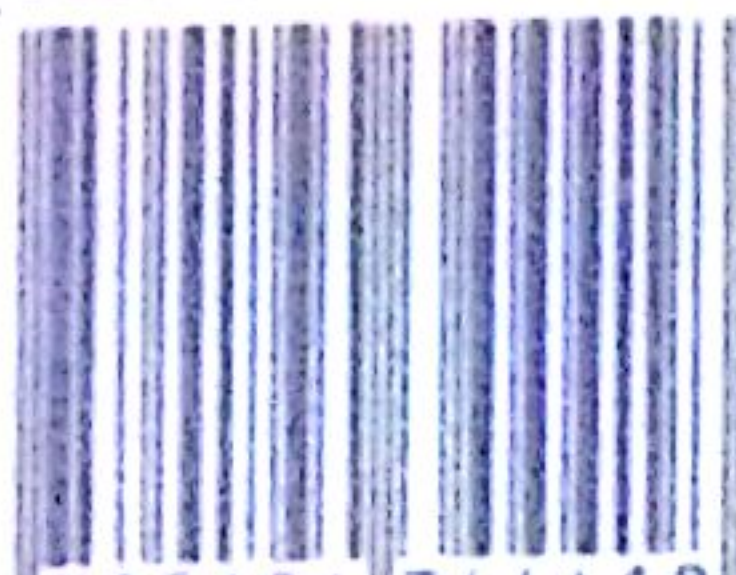
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