



# Share It!

Teacher  
Edition

+Teacher App  
Rossita Fernando

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macmillan  
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# Table of Contents

<b>Scope &amp; Sequence</b> .....	<b>iv–v</b>
<b>Introduction</b> .....	<b>vi–xiii</b>
Welcome to <i>Share It!</i> .....	vi
Components .....	vii
Using the Teacher Edition .....	viii
Teacher Tips .....	ix
Teacher Reflection Plan .....	x
Unit Structure .....	xi
Games Bank .....	xii
<b>Lesson Plans</b> .....	<b>xiv–xxiii</b>
Vocabulary .....	xiv
Grammar .....	xvi
Story .....	xvii
CLIL .....	xviii
Phonics .....	xx
Progress Tracker .....	xxi
Share the World .....	xxii
Exam Practice .....	xxiii
<b>Lesson Notes</b> .....	<b>2–135</b>
Welcome to Shareville! .....	2
Welcome Unit .....	4
Unit 1 At School .....	8
Unit 2 Family and Friends .....	22
Share the World 1 .....	36
Exam Practice 1 .....	38
Unit 3 Jobs .....	40
Unit 4 At Home .....	54
Share the World 2 .....	68
Exam Practice 2 .....	70
Unit 5 My Pets .....	72
Unit 6 At the Fair .....	86
Share the World 3 .....	100
Exam Practice 3 .....	102
Unit 7 At the Park .....	104
Unit 8 A Picnic .....	118
Share the World 4 .....	132
Exam Practice 4 .....	134
<b>Answer Keys</b> .....	<b>136–138</b>



# Scope & Sequence

<b>Welcome to Shareville!</b> pages 4–5	Hi, Hello Character names: Alex, Eva, Nancy, May, Dan, Sam, Sally	I'm ... My name's ... What's your name?	<i>Share It!</i> Song
	<b>Vocabulary</b>	<b>Grammar</b>	<b>Sharebook</b>
<b>Unit 1</b> <b>At School</b> pages 10–19	clock, window, board, desk, picture, chair, notebook, backpack  book, pencil, crayon, pen, pencil sharpener, pencil case, ruler, eraser	What's this? It's a / an ...  Is it a / an ...? Yes, it is. / No, it isn't.	<i>What's This?</i> Sharebook pages 7, 9  <i>Guess and Draw</i> Sharebook pages 11, 12
<b>Unit 2</b> <b>Family and Friends</b> pages 20–29	grandma, grandpa, brother, sister, dad, mom, friend  truck, bike, ball, robot, car, doll, kite	Who's this? This is my ...  How many ...? What color are they? They're ...	<i>Family Pictures</i> Sharebook page 13  <i>How Many Toys?</i> Sharebook pages 15, 16
<b>Share the World 1 Poem: A Surprise for You!</b> pages 30–31			
<b>Unit 3</b> <b>Jobs</b> pages 34–43	farmer, teacher, vet, artist, doctor, cook  firefighter, pilot, bus driver, dentist, astronaut, singer, police officer, mail carrier	He's / She's a ... He / She isn't a ...  Is he / she a ...? Yes, he / she is. No, he / she isn't.	<i>Find Four Differences</i> Sharebook pages 17, 18  <i>Guess the Job</i> Sharebook pages 19, 21
<b>Unit 4</b> <b>At Home</b> pages 44–53	bathroom, bedroom, living room, dining room, kitchen, yard, garage  TV, closet, bed, sofa, bathtub, lamp, refrigerator, rug	Where's your ...? He's / She's in the ...  Where are your ...? They're in / on / under / next to the ...	<i>Find Your Friends!</i> Sharebook pages 23, 24  <i>Find the Differences</i> Sharebook pages 25, 26
<b>Share the World 2 Story: The Red Envelope</b> pages 54–55			
<b>Unit 5</b> <b>My Pets</b> pages 58–67	turtle, fish, snake, cat, bird, spider, mouse, dog  old, young, long, short, big, small, ugly, cute	I have a ... I don't have a ...  Do you have a ...? Yes, I do. / No, I don't. I have three ...	<i>Who Am I?</i> Sharebook page 27  <i>Go Fish!</i> Sharebook pages 29, 31
<b>Unit 6</b> <b>At the Fair</b> pages 68–77	head, hand, arm, leg, feet, fingers  eyes, ears, nose, mouth, hair, teeth	He / She / It has ... He / She / It doesn't have ...  Does he / she / it have ...? Yes, he / she / it does. No, he / she / it doesn't.	<i>Guess the Robot</i> Sharebook page 33  <i>Three Questions</i> Sharebook page 35
<b>Share the World 3 Article: Koalas Are Cute!</b> pages 78–79			
<b>Unit 7</b> <b>At the Park</b> pages 82–91	women, men, lake, picnic table, children, swings, slide, seesaw  numbers 11–20	There's ... There are ...  How many ...are there?	<i>Find Five Differences</i> Sharebook pages 37, 38  <i>Animal Lake</i> Sharebook pages 39, 40
<b>Unit 8</b> <b>A Picnic</b> pages 92–101	meat, ice cream, cheese, candy, bread, salad, cake, pizza  milk, yogurt, water, juice, rice, fish, fruit	I like ... I don't like ...  Do you like ...? Yes, I do. / No, I don't.	<i>I Like It!</i> Sharebook pages 41, 43  <i>The Food Quiz</i> Sharebook page 45
<b>Share the World 4 Play: Picnic in the Jungle</b> pages 102–103			
<b>Grammar Practice</b> pages 106–109			

<b>Welcome Unit</b> pages 6–9	<b>Our Classroom</b> orange, pink, purple, green, brown, black, yellow, blue, red, white numbers 1–10, the alphabet	What color is it? How old are you? How do you spell ...?	
<b>Reading</b>	<b>CLIL</b>	<b>Phonics</b>	<b>Progress Tracker</b>
<b>Story</b> <i>Let's Share!</i> <b>Value</b> Share!	<b>Art</b> <b>Text:</b> <i>Shapes</i> circle, square, rectangle, triangle, heart <b>Project:</b> Picture of shapes in the classroom	Aa, Bb, Cc	Review Game: <i>Spin to Win!</i>
<b>Story</b> <i>Happy Birthday, Alex!</i> <b>Value</b> Be polite!	<b>Social Studies</b> <b>Text:</b> <i>Families</i> man, woman, boy, girl, people <b>Project:</b> Picture of family	Dd, Ee, Ff	Review Game: <i>Race to Win!</i>
<b>Exam Practice 1</b> Listening, Reading and Writing pages 32–33			
<b>Story</b> <i>I'm Sorry, Eva!</i> <b>Value</b> Say sorry!	<b>Social Studies</b> <b>Text:</b> <i>Jobs in the Community</i> taxi, motorcycle, fire truck, plane <b>Project:</b> Poster of jobs in the community	Gg, Hh, Ii	Review Game: <i>Four in a Row!</i>
<b>Story</b> <i>Hide and Seek!</i> <b>Value</b> Show respect!	<b>Social Studies</b> <b>Text:</b> <i>Houses in Nature</i> flowers, tree, water, plants <b>Project:</b> Picture of a house in nature	Jj, Kk, Ll	Review Game: <i>Round and Round!</i>
<b>Exam Practice 2</b> Listening, Reading and Writing pages 56–57			
<b>Story</b> <i>Animals Are Friends</i> <b>Value</b> Be nice!	<b>Art</b> <b>Text:</b> <i>Drawing with Shapes</i> peacock, panda, squirrel, iguana <b>Project:</b> Animal picture drawn with shapes	Mm, Nn, Oo	Review Game: <i>Spin to Win!</i>
<b>Story</b> <i>Look Out, Dan!</i> <b>Value</b> Be careful!	<b>Science</b> <b>Text:</b> <i>The Five Senses</i> see, smell, hear, touch, taste <b>Project:</b> Pictures of favorite things to see, smell, hear, touch, and taste	Pp, Qq, Rr	Review Game: <i>Race to Win!</i>
<b>Exam Practice 3</b> Listening, Reading and Writing pages 80–81			
<b>Story</b> <i>Wash Your Hands!</i> <b>Value</b> Help others!	<b>Math</b> <b>Text:</b> <i>Math in English!</i> equation, plus, equals, minus <b>Project:</b> Math quiz	Ss, Tt, Uu, Vv	Review Game: <i>Four in a Row!</i>
<b>Story</b> <i>Are You OK?</i> <b>Value</b> Eat healthy!	<b>Health</b> <b>Text:</b> <i>Eat a Rainbow!</i> healthy, meal, rainbow <b>Project:</b> Food rainbow poster	Ww, Xx, Yy, Zz	Review Game: <i>Round and Round!</i>
<b>Exam Practice 4</b> Listening, Reading and Writing pages 104–105			
<b>Word List</b> pages 110–111			

# Welcome to *Share It!*

## SHARING helps you communicate!

Being able to communicate well is a key life skill. However, it's not always easy to get students to communicate in English. Students are often shy and classes can be large, so managing speaking can be difficult. **Share It!** includes fun and easy-to-manage activities that get students to practice speaking in a controlled environment. **Share It!** helps students develop the confidence to communicate!



## SHARING is motivating!

With **Share It!** you can engage your students in exciting and easy-to-use activities so they'll want to speak English together in class. Using specially designed **Pair Share** 🧑🧑, **Group Share** 🧑🧑🧑, and **Class Share** 🧑🧑🧑 activities in the Student Book and Sharebook, students are eased into participation before they have to speak in front of the whole class.

## SHARING increases self-confidence!

Lessons in **Share It!** are focused on simple, achievable language goals. You will see how your students build confidence as they become aware of how their English has improved by using the progress tracking tools in every lesson and every unit. By developing self-belief and a can-do attitude, they will quickly see that great progress is created by focusing on a series of small improvements in all areas of their learning.



## SHARING builds relationships, trust, and happiness!

Having a rich, happy, and positive learning environment is an important factor that directly affects how well students learn. By following the lesson routines in **Share It!**, your students become part of a supportive community in which they feel a sense of belonging, trust each other, feel encouraged to ask questions, and most importantly, try their best!

## SHARING increases knowledge and develops creativity!

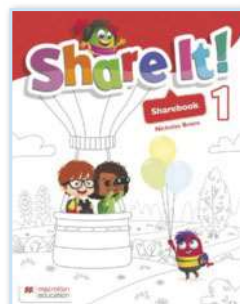
The best way to increase knowledge is to share it! This course also offers opportunities for teachers to share their expertise, ideas, and time-saving tips with co-workers using the **Teacher Reflection Plan**. Possibilities are endless when people work together; it can make a big difference to feel part of a supportive community and to grow and share together!



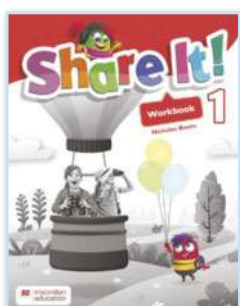
## For Students



The **Student Book** contains language, skills, and phonics lessons, supplemental cultural readings, exam practice activities, additional grammar practice, songs, chants, projects, and a fun Progress Tracker game at the end of each unit.



The **Sharebook** contains activity worksheets and instructions for communicative and collaborative pair or group speaking activities and games.

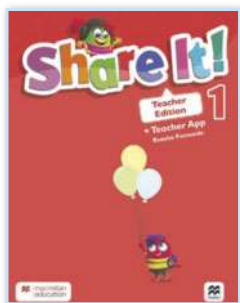


The **Workbook** offers additional practice for each lesson in the Student Book. The Workbook can be used in class or as homework practice.



The **Student App on Navio** offers students a chance to score points as they travel through colorful 3D islands by completing grammar, vocabulary, reading, and phonics activities, as well as fun new puzzles and games.

## For Teachers



The **Teacher Edition** contains general Lesson Plans, specific Lesson Notes and objectives, activity routines, a Games Bank, Teacher Tips, a Teacher Reflection Plan, audio scripts, and answer keys for the Student Book, Sharebook, and Workbook.



The **Audio CDs** contain all the audio tracks listed in the Student Book, including new vocabulary, grammar dialogues, songs and chants, stories and CLIL readings, and listening activities.



The **Macmillan Education Teacher App** is a tool for teachers to project a page-faithful presentation of the Student Book using an IWB or projector. Teachers can present activities and examples, do whole-class activities, show answers, and play class audio and grammar animations.



The **Teacher Resource Center**, accessed through the Teacher App, is a bank of resources to use with **Share It!**, including printable tests and worksheets, flashcards, parent letters, answer keys, audio and video files, and more. The **Test Generator**, also accessed through the Teacher App, allows teachers to generate and edit new tests.

# Using the Teacher Edition

The **Share It!** Teacher Edition is designed to help you set up and teach your lessons with ease.

## Lesson Plans

First, the Teacher Edition presents a general **Lesson Plan** for each type of lesson in a unit – Vocabulary, Grammar, Story, CLIL, Phonics, Progress Tracker, Share the World, and Exam Practice. These Lesson Plans (pages xiv–xxiii) offer **step-by-step instructions** on how to teach each of these lessons.

In addition, the Lesson Plans include **Routines** for activities that occur repeatedly throughout the level. By following these routines every time you teach these activities, you and your students will become familiar with the procedure.

The practice of introducing and maintaining clear plans, routines, and procedures will facilitate your teaching and save you valuable class time, making your life as a teacher a lot easier!

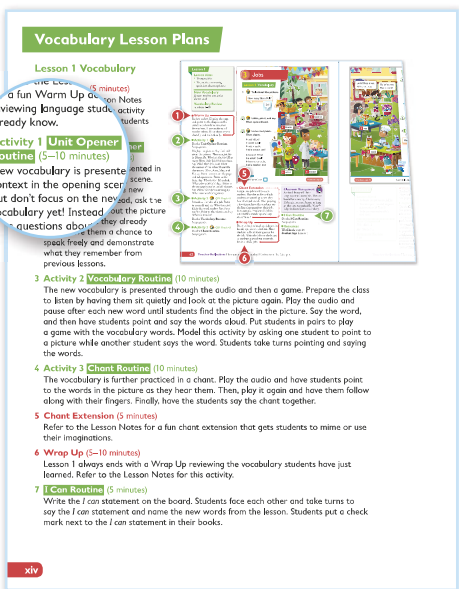
You can refer back to the **Lesson Plans** and **Routines** as often as you want for reinforcement and clarification.

## Lesson Notes

Once you are familiar with each lesson's procedure, you can turn to the **Lesson Notes** beginning on page 2 for ideas and information specific to each unit. Rather than repeating the step-by-step instructions in the Lesson Plans, the Lesson Notes provide lesson aims, Warm Up and Wrap Up activities, audio tracks and audio scripts, extension ideas, and teaching tips for every lesson in the Student Book.

The Lesson Notes also refer to the Routines in the Lesson Plans by name and page number, making it easy to look them up.

This combination of general Lesson Plans and specific Lesson Notes gives you everything you need for a successful **Share It!** class!





Students need an environment of encouragement and structure to succeed. For most lessons, there is a **Teacher Tip** with a key focus to help you to further develop your teaching skills. The tips offer ideas for arranging your classroom, managing pair dynamics, and creating a positive and easy-to-manage communicative classroom experience.

There are three categories of Teacher Tips: **Classroom Management**, **Communication**, and **Social-emotional Learning**.

**Classroom Management Tips** offer suggestions for creating a structured and safe environment where students know what to expect and you can try out new ideas. Research shows that children respond very well to structure. They:

- behave better when they know what is expected
- happily follow the rules
- become more confident
- work harder
- feel motivated by their success
- do good work!

### Classroom Management

Observe which students are often fast finishers. Pair those students up with students who tend to need more time to finish a task. Students will enjoy and benefit from working with classmates with different strengths.



### Communication

Review the language needed for the game. Model the language and write it on the board:

*It's your / my turn*

*That's not right*

*That's correct / not correct.*

You may also wish to review the different prompts in the game:

*What's missing?*

Practice asking and answering these sample prompts before you play. Reviewing these structures beforehand will help students focus on answering the game prompts.



**Communication Tips** are aimed at helping you engage students in speaking activities in a controlled fashion. In large classrooms, there is never enough time for every student to speak. By allowing them to work together, you can greatly increase the amount of time students practice speaking during pair and group work activities. Help your students develop good communication skills.

**Social-emotional Learning (SEL) Tips** focus on identifying and understanding children's feelings and emotional states in order to help them set and achieve goals, manage emotions, show empathy for others, maintain healthy relationships, and make sensible choices. By applying SEL in your classroom, you can help students increase their motivation and maintain positive relationships with their classmates. These tips offer a framework for you to help your students achieve academic and life success!

### Social-emotional Learning

To make sure you praise students equally, create a checklist at the beginning of the school semester. As you praise students, mark it down. Then, before the next class, look at who has not been praised recently. Keep an eye out for praiseworthy behavior from them. Try to praise every student at least once a week.



# Teacher Reflection Plan

**Share It!** includes a **Teacher Reflection Log** to encourage you to take a few minutes to reflect at the end of your lessons. Teachers often need to rush to the next class, but if you can create the habit of filling in this quick log, you can use the information about your lessons to identify which tips you would like to use again, what ideas you would like to try differently, and what you might want to discuss with your fellow teachers. It can also help you document your work to help you determine your professional development goals and have more meaningful conversations with your supervisors.

You can find a black line master of the Teacher Reflection Log in the **Teacher Resource Center**.



Teacher Reflection Log	
My lesson today was ____.	<input type="checkbox"/> Great <input type="checkbox"/> Fine <input type="checkbox"/> Interesting <input type="checkbox"/> Challenging <input type="checkbox"/> Demanding <input type="checkbox"/> Other _____
In general, my students were ____.	<input type="checkbox"/> Happy <input type="checkbox"/> Considerate <input type="checkbox"/> Respectful <input type="checkbox"/> Motivated <input type="checkbox"/> Challenging <input type="checkbox"/> Other _____
What could have worked better?	
Today's tip was ____.	<input type="checkbox"/> Great <input type="checkbox"/> OK <input type="checkbox"/> Interesting <input type="checkbox"/> Difficult <input type="checkbox"/> Unhelpful <input type="checkbox"/> Other _____
Rate this tip	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
I'll use this tip again	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Maybe
Notes about this tip	

## Teachers Share It!

One way to multiply the effect of the Teacher Reflection Log is to share your experience with your peers. Below are some ideas for establishing a *Teachers Share It!* program in your school. This can be a valuable way to share resources and ideas that worked (or didn't!), and motivate you and your peers.

### 1 Schedule regular teacher meetings

Dedicate time for sharing your ideas and experiences with other *Share It!* teachers. Incorporate a weekly, biweekly, or monthly meeting into your planners, and make it a priority.

### 2 Listen to each other

Share what you want to learn as well as what you've learned. Discover your co-workers' beliefs and passions about teaching, and ideas they would like to explore.

### 3 Make your meetings positive!

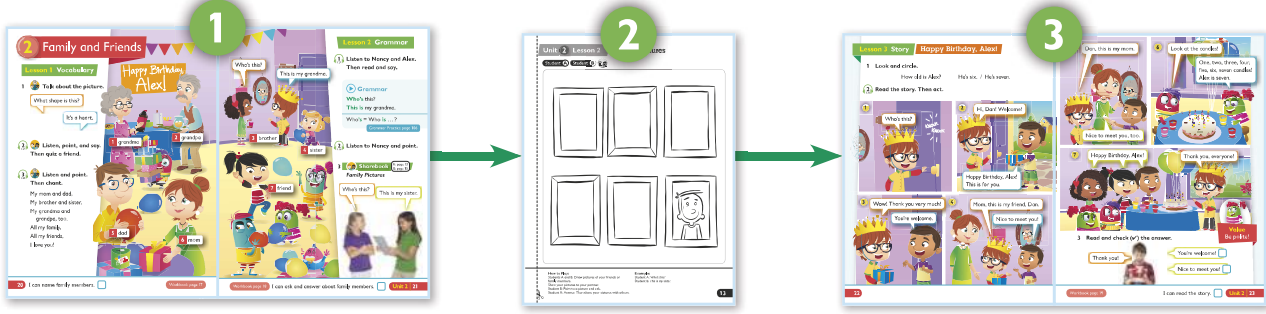
Just as students thrive in a positive classroom, teachers also benefit from encouragement and support. Appreciate each other's ideas and observations. Share feedback, and let others know their contributions have made a difference.

### 4 Create a shared idea bank

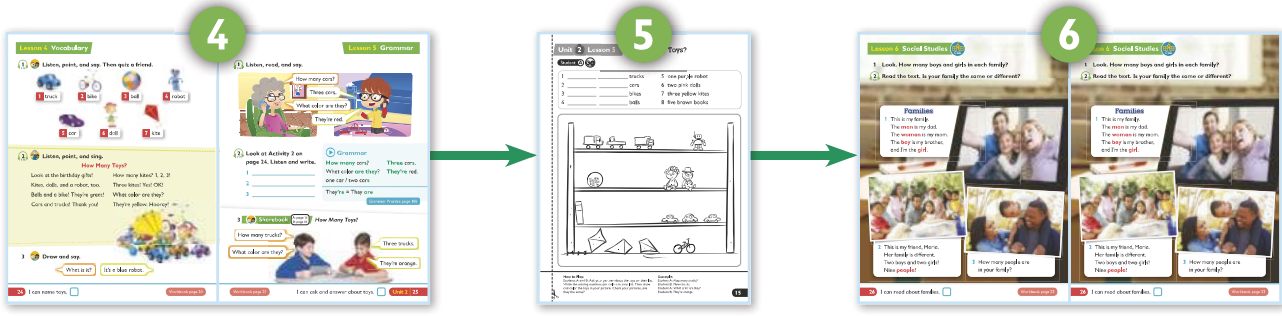
This can be as simple as a memo board in the teachers' area. Make sure it is accessible at all times, and encourage each other to post worksheets, notes about activities, and other ideas. Add your own tips and materials! Sharing leads to success, for both you and your students.

# Unit Structure

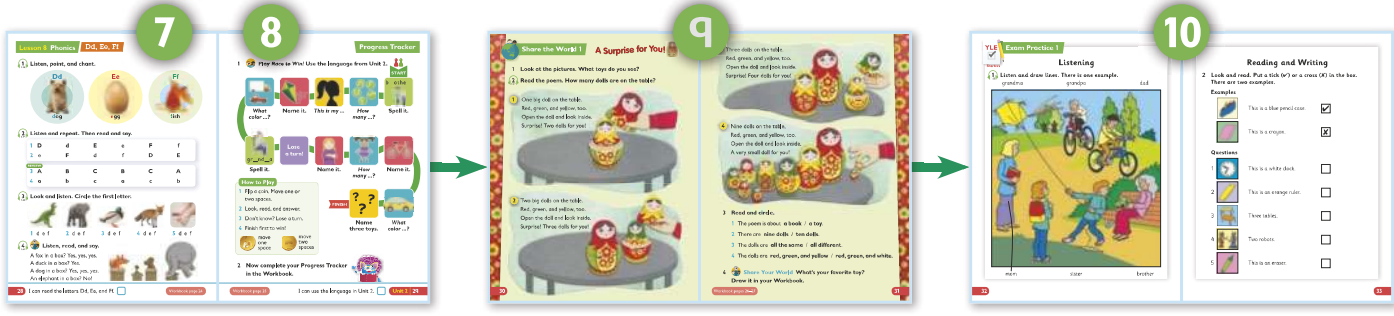
There are eight units in each level of *Share It!*, each consisting of eight lessons and a review game. After every two units, there are four pages of extra material.



Every unit opens with (1) **Lesson 1 Vocabulary**, followed by **Lesson 2 Grammar**. These two pages form the first language cycle. At the end of the Grammar lesson, students open their (2) **Sharebooks** to engage in a fun communicative activity that practices the new structure they have just learned. In (3) **Lesson 3 Story**, students read a story that teaches a value and uses language from the previous two lessons.



Next is (4) **Lesson 4 Vocabulary** and **Lesson 5 Grammar**. Then students return to the (5) **Sharebook** to do another pair or group speaking activity. (6) **Lesson 6 CLIL** covers a real-world topic and introduces new vocabulary. Lesson 7 extends CLIL with a follow-up activity and a project that students present to the class. Finally, students share what they've learned at home.



(7) **Lesson 8** is a fun Phonics lesson. The unit ends with a (8) **Progress Tracker** review game. After every two units, there is a (9) **Share the World** culture-based reading, followed by (10) **Exam Practice** modeled on the Cambridge Starters Young Learners English Exam.

# Games Bank

These games are found in Level 1. For additional games from other levels, please refer to the **Games Bank Booklet** in the **Teacher Resource Center**.

## Bingo

Draw a  $4 \times 4$  grid on the board and have students copy it. Write a list of 16–18 words next to it. Students complete their own bingo cards with one word in each square of the grid. Call out the words in random order. Students check the words as they hear them. Students call out “Bingo!” when they have four checked words in a row across, down, or diagonally.

## Board Race

Divide the board in half by drawing a line down the center. Divide the class into two teams. Students line up in their teams. Call out a vocabulary category (e.g. colors.) Students take turns to run to the board, write a word from that category, “high five” the next person in line to do the same, and then sit down. Once the team can’t think of any more words, students can correct the spelling of words on the board. When all students have participated, check the words as a class and award points for correctly spelled words.

## Guessing Game

Make a list of words you want to review. Invite a student to the front of the class and whisper or show them a new word. The class asks *yes/no* questions until they guess the word. Repeat with other students until all the words have been reviewed.

## Hangman

Divide the class into teams. Write blanks on the board for each letter in a word, phrase, or sentence you want to review. Teams take turns to guess the letters. Write correct letters in the spaces. Note incorrect letters on the board and draw part of the hangman.

## Kim’s Game / Tim’s Game / Jim’s Game

Put flashcards of the vocabulary on the board. Give students one minute to study them. Students close their eyes. Remove one word. Students open their eyes and call out the missing word. Repeat with other words.

*Tim’s Game:* Elicit the words to review and write them on the board as students recall them. Erase one word from the board. Have students open their eyes and call out the missing word. Repeat, erasing two words, then three, etc., until students can recall all the words from memory.

*Jim’s Game:* Students study a Unit Opener scene for one minute. Close books. Students call out things in the picture as you write them on the board. Students look at the Unit Opener again to compare.

## Odd One Out

Write a list of four or five words on the board. Tell students to choose the word that is different, or the “odd one out.” Do this with several groups of words for a fun vocabulary review.

## Popcorn Game

Say a letter or sound, e.g. “d”, and have students pop up from their seats to say a word with that letter/sound. If two students stand up at the same time, they sit down. If a student repeats the word they also sit down. The last student standing is the winner.

## Simon Says

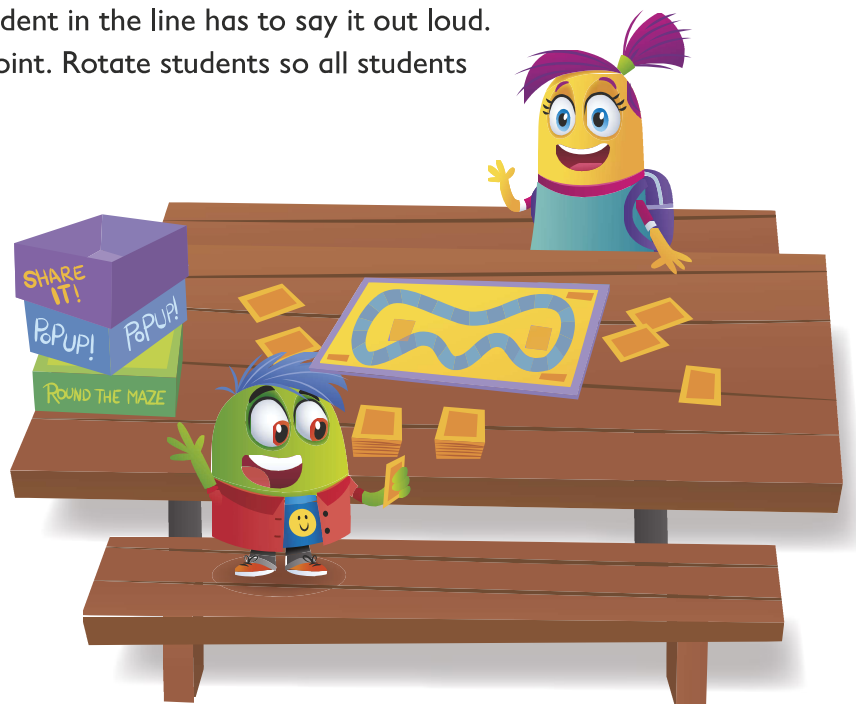
Give instructions to students, either saying it with “Simon says ...” or not, e.g. “Stand up. / Simon says stand up.” Students who follow the instruction when you do not say Simon says are out. The last student standing is the winner.

## What’s Missing?

Write a dialogue from the unit on the board. Read it together as a class. Then erase two words. Have students read the dialogue, remembering to say the erased words. Then erase two more words and continue until there are no words left on the board. Students will have to say the dialogue from memory.

## Whisper Sentence / Word Game

Divide the class into two teams and have them line up. Whisper a word or sentence to the first student in each line. Those students then whisper it to the next student, and so on, until the last student in the line has to say it out loud. If the team says it correctly, they get a point. Rotate students so all students get a chance to say the sentence aloud.



# Vocabulary Lesson Plans

## Lesson 1 Vocabulary

### 1 Warm Up (5 minutes)

Refer to the Lesson Notes for a fun Warm Up activity reviewing language students already know.

### 2 Activity 1 Unit Opener Routine (5–10 minutes)

New vocabulary is presented in context in the opening scene. But don't focus on the new vocabulary yet! Instead, ask the class questions about the picture using language they already know. Give them a chance to speak freely and demonstrate what they remember from previous lessons.

### 3 Activity 2 Vocabulary Routine (10 minutes)

The new vocabulary is presented through the audio and then a game. Prepare the class to listen by having them sit quietly and look at the picture again. Play the audio and pause after each new word until students find the object in the picture. Say the word, and then have students point and say the words aloud. Put students in pairs to play a game with the vocabulary words. Model this activity by asking one student to point to a picture while another student says the word. Students take turns pointing and saying the words.

### 4 Activity 3 Chant Routine (10 minutes)

The vocabulary is further practiced in a chant. Play the audio and have students point to the words in the picture as they hear them. Then, play it again and have them follow along with their fingers. Finally, have the students say the chant together.

### 5 Chant Extension (5 minutes)

Refer to the Lesson Notes for a fun chant extension that gets students to mime or use their imaginations.

### 6 Wrap Up (5–10 minutes)

Lesson 1 always ends with a Wrap Up reviewing the vocabulary students have just learned. Refer to the Lesson Notes for this activity.

### 7 I Can Routine (5 minutes)

Write the *I can* statement on the board. Students face each other and take turns to say the *I can* statement and name the new words from the lesson. Students put a check mark next to the *I can* statement in their books.

**Lesson 1**  
**Lesson Aims**  
• To name jobs  
• To practice answering questions about a picture

**New Vocabulary**  
farmer, teacher, vet, artist, doctor, cook

**Vocabulary Review**  
numbers 1–10

**1 Warm Up**  
Review colors. Display the picture and point to the shapes on the artist's easel and the streamer decorations. Have students call out the colors. Have them repeat chorally and individually.

**2 Activity 1**  
Do the Unit Opener Routine. See page xiv.  
Display the picture. Say *Let's talk about the picture. There is a job fair in Shareville. Who's at the fair? How many Share Pals? (six)* Point to Eva. Say *Who's that? (It's Eva)*. Elicit the names of the other Shareville characters. (Dan, Alex, May, and Nancy) Point to items on the page and ask questions. Point to the desk. Say *What's that? (It's a desk)*. *What color is it? (It's blue)*. Point to the rectangle on the artist's picture. Say *What color is it? (It's green)*.

**3 Chant Extension**  
Assign one job word to each student. Play the audio and ask students to stand up when they hear their job word. After playing a few times, have the students say the line that mentions their job. For example, Student A's job is *vet*. He/She stands up and says *A vet! Wow!*

**4 Activity 2**  
Do the Vocabulary Routine. See page xiv.

**5 Activity 3**  
Do the Chant Routine. See page xiv.

**6 Wrap Up**  
Draw an item related to a job on the board, e.g. draw a chef hat. Have students call out their guesses for the job. Write the jobs on the board as students guess them correctly. Review all six jobs.

**7 I Can Routine**  
Do the I Can Routine. See page xiv.

**Classroom Management**  
A visual focus will help keep students' attention. Use the board for drawing. Don't worry if the pictures are funny, as long as they are recognizable. Visuals help students learn vocabulary.

**Resources**  
Workbook page 28  
Student App Lesson 1

**Teacher Reflection:** How was today? It's time to reflect! See p. x.

## Lesson 4 Vocabulary

### 1 Warm Up (5 minutes)

Refer to the Lesson Notes for a fun Warm Up activity reviewing language students already know.

### 2 Activity 1 Vocabulary Routine (10 minutes)

Refer to the Vocabulary Routine in Lesson 1 except there are now individual pictures instead of a scene. See page xiv.

### 3 Activity 2 Song (10 minutes)

This activity practices the vocabulary for this lesson by singing a fun song students can learn and sing along as a class. Refer to the Lesson Notes for more information.

### 4 Activity 3 Speaking (10–15 minutes)

This activity practices the vocabulary in context. Model this activity by eliciting the target language from the students. Refer to the Lesson Notes for more information about teaching this activity.

### 5 Wrap Up (5–10 minutes)

Lesson 4 always ends with a Wrap Up reviewing the vocabulary students have just learned. Refer to the Lesson Notes for this activity.

### 6 I Can Routine (5 minutes)

Refer to the **I Can Routine** in Lesson 1. See page xiv.

**Lesson 4**

**Lesson Aims**

- To name more jobs
- To practice guessing jobs

**New Vocabulary**

firefighter, pilot, bus driver, dentist, astronaut, singer, police officer, mail carrier

**Materials:** 16 large cards, sticky tack

**1 Warm Up**

Review Lesson 1 vocabulary. Ask students the jobs they know. Make a list on the board as they recall them.

**2 Activity 1** CD1 Track 49  
Do the **Vocabulary Routine**. See page xiv.

**3 Activity 2** CD1 Track 50  
Play the audio as students follow along in their books. Do the first item as an example. Play the audio again and pause after the third line. Elicit the picture that matches the word they hear. Tell students to circle that picture. Play the rest. Have students do the remaining items individually. Check answers as a class.

Read the song as a class and have students mime. Play the audio again and mime and sing along as a class.

**4 Activity 3**

Elicit the jobs and write a list on the board. Mime singing with a microphone. With two volunteers, model an example for the class using the language in the speech bubbles. Then, divide the class in groups of four. Ask one student to stand up, choose a job from the list, and mime it. The other students in the group guess the job. Have them play until all eight jobs are mimed and guessed.

To extend, add the jobs vocabulary from Lesson 1 to the list and have groups continue to mime and guess.

**Lesson 4 Vocabulary**

**1 Listen, point, and say. Then quit a friend.**

**2 Listen and circle. Then mime and sing.**

**The Jobs Song**

Is he a bus driver?	Is she a dentist?
I don't know!	I don't know!
Is he a pilot?	Is she a pilot?
No! No! No!	No! No! No!
Is he a singer?	Is she an astronaut?
Yes, he is! He's a dentist.	Yes, she is! She's an astronaut.
Now we know!	Now we know!

**3 Mime a job. Guess!**

She's a singer! Yes!

**38** I can name more jobs.  [Workbook page 38](#)

**Classroom Management**

Songs and miming activities can be great ways to motivate learners, but if a student acts up, use a simple quiet-down strategy. For example, count backward from five. If a student is still being disruptive when you reach zero, have that student sit down and no longer participate.

**5 Wrap Up**

Review Lesson 4 vocabulary. Create a memory card game. Before class, write the words on eight large cards and draw corresponding pictures on eight cards. Display the cards with

the blank side facing out on the board. Students take turns coming up to the board, turning two cards over, and trying to match word cards to the correct pictures, without help from the rest of the class. If they get a match, that student gets to pick the next student to come up to the board. Alternatively, you can choose the next student.

**6 I Can Routine**

Do the **I Can Routine**. See page xiv.

**Resources**

**Workbook** page 31

**Student App** Lesson 4

**46 Teacher Reflection:** How was your lesson today? It's time to reflect! See p. x.



# Grammar Lesson Plans

## Lessons 2 and 5 Grammar

### 1 Warm Up (5 minutes)

Refer to the Lesson Notes for a fun Warm Up activity reviewing language students already know.

### 2 Activity 1 Grammar Routine (10–15 minutes)

The grammar is presented in context through dialogues using the Shareville characters. In Lesson 2 the context is the Unit Opener scene; in Lesson 5 the context is a smaller scene.

Point to the speech bubbles. Play the audio while students follow along. Students listen again. Repeat as needed. Then, students read the dialogue in pairs. Review the Grammar Box, making sure students understand the meaning and form of the highlighted words. If you are using the **Teacher App**, play the **Grammar Animation**.

Finally, have students complete the activities in the **Grammar Practice** section at the back of the Student Book and review the answers as a class.

### 3 Activity 2 Grammar (5–10 minutes)

This whole-class activity practices the new grammar and recycles the vocabulary taught in the previous lesson. Students listen to audio and complete the activity. Demonstrate the activity with a volunteer to make sure students understand what to do. Check comprehension by having one student tell the rest of the class. Play the audio several times while they listen and complete the activity. Refer to the Lesson Notes for more information.

### 4 Activity 3 Sharebook (10–20 minutes)

The Sharebook information gap activities consolidate the grammar and vocabulary and help students develop speaking skills. Students have to speak to each other to find missing information to complete a task, solve a problem, or play a game, enabling real communication to take place. This activity is designed to help students develop fluency, so try not to correct students yet; instead, allow them to speak freely and give lots of praise and encouragement.

Refer to the **Sharebook Lesson Notes** for setting up each game and answer key.

When students have finished have them turn to the last page of the Sharebook and fill in the chart. This chart helps them keep track of the language they have learned during the Sharebook activity, which leads to a growth mindset opportunity.

### 5 Wrap Up (5–10 minutes)

Lessons 2 and 5 end with a Wrap Up reviewing the grammar. Refer to the Lesson Notes for this activity.

### 6 I Can Routine (5 minutes)

Refer to the **I Can Routine** in Lesson 1. See page xiv.

The screenshot shows a lesson plan page for Lesson 5 Grammar. It includes a dialogue between two characters, a grammar practice section with a 'Listen and check' activity, and a 'Sharebook' activity. The page is annotated with numbered red circles (1-6) corresponding to the lesson plan text. A 'Teacher Reflection' box at the bottom right asks, 'How was your lesson today? It's time to reflect! See p. x.' The page number 'Unit 3 | 47' is visible in the bottom right corner.



## Lesson 3 Story

Lesson 3 features an illustrated story that reviews the grammar and vocabulary in context. A new value is taught through every story. Students can learn important lessons from the Shareville characters as they present the values in a fun, natural context.

### 1 Warm Up (5 minutes)

Refer to the Lesson Notes for a fun Warm Up activity reviewing language students already know.

### 2 Activity 1 Pre-reading (4–5 minutes)

This activity captures students' attention before reading the story. It reviews language students already know by having them look at the pictures and identify words they learned in Lesson 1.

### 3 Activity 2 Reading and listening (15–20 minutes)

Students read and listen to the story. They're also encouraged to read it aloud and to act it out in groups. The value is introduced and modeled for the students.

### 4 Activity 3 Value (5 minutes)

Students find examples of characters in the story who demonstrate the value – or don't! They also practice language associated with the value, such as saying *Please* and *Thank you*.

### 5 Value Extension (5–10 minutes)

Students demonstrate their understanding of the value by acting out situations that you give them.

### 6 Wrap Up (5–10 minutes)

Lesson 3 always ends with a Wrap Up reviewing the grammar and vocabulary students have just seen in the context of the story. Refer to the Lesson Notes for this activity.

### 7 I Can Routine (5 minutes)

Refer to the **I Can Routine** in Lesson 1. See page xiv.

The image shows a lesson plan page for 'Lesson 3 Story: I'm Sorry, Evul'. It includes a 'Lesson 3' overview, 'Lesson Aims', 'New Vocabulary', and 'Grammar Review'. The main part of the page is a story titled 'I'm Sorry, Evul' with illustrations of characters in a classroom. The story is divided into sections: '1 Look and circle', '2 Read the story. Then act.', and '3 Read and check (✓) the answer.'. There are also 'Values Extension' and 'Wrap Up' sections. The page is numbered 44 and 45.

**Lesson 3**

**Lesson Aims**

- To read a story about jobs
- To understand the value of saying sorry

**New Vocabulary**

**Grammar Review**

pronouns *he/she/it*, *is*, *are*  
 contractions *he's*, *she's*

**Materials:** music, CD

**1 Warm Up**

Review Lesson 1 and 2 vocabulary and grammar. Have students stand up. If there is room, have them stand in a circle. Play the music and encourage them to dance. Pause the music and say, e.g., *He's a doctor*. Have the students freeze in a mime to show the job you say. Continue until all jobs have been reviewed.

**2 Activity 1**

Display the story. Point to it and ask students to scan the story panels for words they recognize from Lesson 1 vocabulary. To help students, direct them to story panels 2 and 3. Check answers as a class. (2 cow, 3 vet) Say *Who is in story panel 2?* (Dan, Alex, Nancy, May, and Eva) *What animals are in story panel 3?* (snake, dog) *Who is in story panel 5?* (Mr. Dan, Alex, Sally, and Nancy) *Who is the queen in story panel 10?* (Eva)

Have students look at the story again. Say *Dan is a vet*. Is *he is* or *his* the best? If needed, direct students to story panel 3. Have them circle the answer. Check the answer as a class. Write on the board: *How is a ...* Ask students to complete the sentence. (Dan is a vet)

**3 Activity 2** CD Tracks 48

Play the audio and have students follow along in their books.

**Lesson 3 Story: I'm Sorry, Evul**

**1 Look and circle.**

Dan is a vet.  Yes, he is.  No, he isn't.

**2 Read the story. Then act.**

Let's play "Guess my job!"

Yes! Cow!

Is he a cow?

No.

He's a vet!

Look! Nancy's a queen.

Yes, she is.

Yes, he is. My turn!

Yes, she is.

**3 Read and check (✓) the answer.**

It's OK.   OK.

I'm sorry.   Sorry.

**Values Extension**

To be sure students understand the value in the story, do the Values Extension activity.

Have volunteers come to the front, secretly tell them to mime saying sorry or not saying sorry. Give them different tasks like bumping into someone or knocking a pencil off someone's desk. The class calls out *sorry* or *not sorry*.

**Wrap Up**

Ask volunteers to act out a situation where they have to say they are sorry. You can use props to help illustrate the situation, if needed.

**I Can Routine**

Do the I Can Routine. See page iv.

**Resources**

Workbook page 30  
 Student App Lesson 3

**Teacher Reflection:** How was your lesson today? It's time to reflect! See p. x.

**Unit 3 | 45**



## Lesson 6 CLIL

**Share It!** takes a language-oriented approach to CLIL (Content and Language Integrated Learning) by presenting a reading text that introduces new vocabulary and concepts related to a school subject. The CLIL topics in Level 1 are Social Studies, Art, Science, Math, and Health.

Lesson 6 introduces the CLIL topic and vocabulary in a non-fiction reading text. This is followed by comprehension questions and a project in Lesson 7.

### 1 Warm Up (5 minutes)

Refer to the Lesson Notes for a fun Warm Up activity reviewing language students already know.

### 2 Activity 1 Pre-Reading (4–5 minutes)

This activity focuses on the visual elements in the lesson to capture students' attention and get them thinking about the topic. Refer to the Lesson Notes for more information.

### 3 Activity 2 Reading (20–25 minutes)

Students read and listen to a text on the CLIL topic and answer a question. Vocabulary is taught in context. Detailed reading comprehension of the text happens in Lesson 7 Activity 2. Refer to the Lesson Notes for more information.

### 4 Wrap Up (5–10 minutes)

Lesson 6 always ends by reviewing the vocabulary students have learned in the CLIL reading text. Refer to the Lesson Notes for this activity.

### 5 I Can Routine (5 minutes)

Refer to the **I Can Routine** in Lesson 1. See page xiv.

**Lesson 6**

**Lesson Aims**

- To read about jobs in the community
- To learn about some forms of transportation

**New Vocabulary**  
taxi, motorcycle, fire truck, plane

**Vocabulary Review**  
red, white, pilot, doctor, firefighter

**Materials:** slips of paper

**1 Warm Up**  
Write bus, truck, car, bike, and walk on the board. Ask students how they get to school. Have them raise their hand when you point to and say each word.

**2 Activity 1**  
Have students scan the pictures on the page. Point to each picture and say *This is a type of transportation.* Have students chorally count the types of transportation.

**3 Activity 2 CD1 Track 53**  
Teach the bolded new words in the text. Point to a word and say the word aloud. Have students repeat. Point to a picture in the book that explains the word. For example, say *Taxi. This is a taxi.* Read the activity question aloud. Play the audio and have students follow along in their books. Have them follow the text with their finger under the words. If students need more practice, play the audio again and pause to focus on specific pictures or words. Repeat the activity question aloud and call on a student to answer. Read the text as a class. You can read it or ask for volunteers.

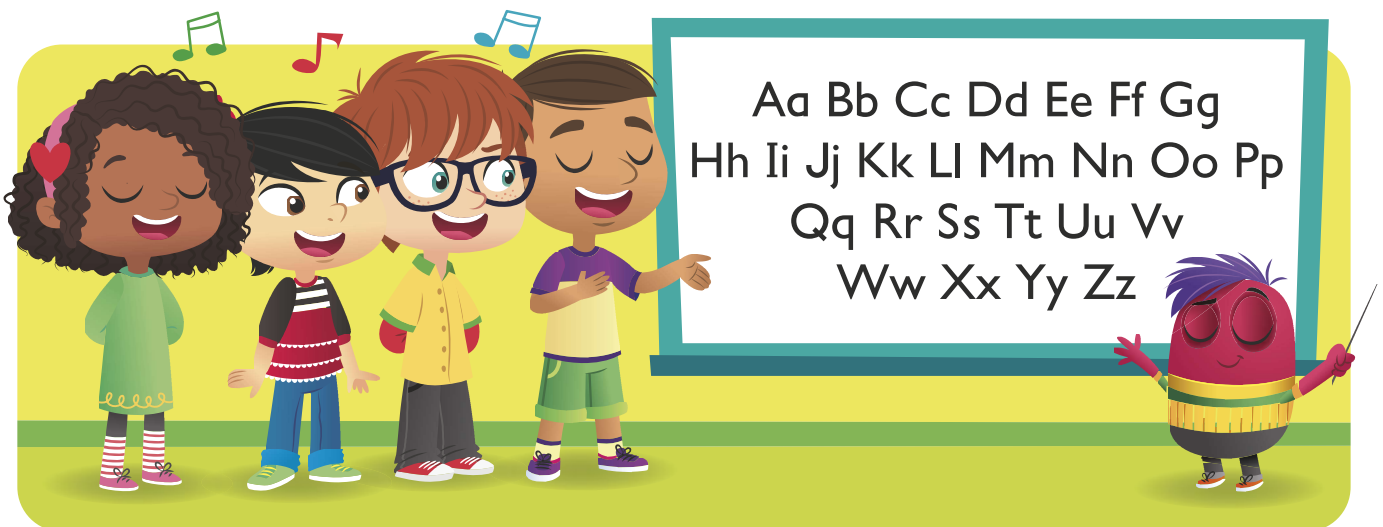
**4 Social-emotional Learning**  
When it comes to student participation, there will naturally be some students who are more confident and want to participate more often, while others are more reserved. Become aware of those behaviors and try to involve students that are shy when you ask for volunteers. Occasionally, just choose students to do certain things, rather than asking for volunteers. Active participation helps to keep students engaged, as well as ensuring that no students feel ignored.

**5 Wrap Up**  
Have students call out all the job vocabulary they remember and write them in a numbered list on the board. Then, ask them to write their three favorite jobs on a slip of paper. Write the sentence frames on the board: *My favorite is \_\_\_\_\_.* Number 2 is \_\_\_\_\_ Number 3 is \_\_\_\_\_ Collect the slips of paper and tell the class how everyone voted.

**I Can Routine**  
Do the **I Can Routine**. See page xiv.

**Resources**  
Workbook page 33

**48 Teacher Reflection:** How was your lesson today? It's time to reflect! See p. x.



## Lesson 7 CLIL

### Warm Up (5 minutes)

There is no Warm Up in the Lesson Notes, but it is important to begin by reviewing the new vocabulary, talking about the photos on the text page, and asking the students what they remember about the text.

### 1 Activity 1 Reading and listening (5–10 minutes)

This activity allows students to read and listen to the CLIL text again to review the new language. After reading the text along with the audio, have students read it to each other in pairs. Ask students if they can remember the new words from Lesson 6. Give an extra challenge by asking students to use the new words in a sentence.

### 2 Activity 2 Reading Comprehension (5 minutes)

Students read and complete a comprehension activity, such as True/False, matching, circling, or answering questions. Refer to the Lesson Notes for more information.

### 3 Activity 3 Project (15–20 minutes)

Students collaborate by creating a project together or helping each other to create their own projects. Encourage students to be creative and to do their best work. Refer to the Lesson Notes for more information.

### 4 Activity 4 Share It! (10 minutes)

Students share their work with the rest of the class. This is another opportunity for them to use the vocabulary they learned in the lesson.

### 5 Wrap Up (5–10 minutes)

Lesson 7 always ends by reviewing the vocabulary students have learned in the CLIL reading text, or by reviewing the projects that were presented. Refer to the Lesson Notes for this activity.

### 6 Share at Home (5 minutes)

Students have an opportunity to share what they've learned with their families. Take some time to help them prepare what they plan to say. Be sure to follow up in the next class.

### 7 I Can Routine (5 minutes)

Refer to the **I Can Routine** in Lesson 1. See page xiv.

**Lesson 7 Social Studies**

1 Read the text again.

2 Read and circle.

1 Decho is a bus driver / (taxi driver)

2 The fire truck is yellow / (red)

3 Mary is a pilot / (doctor)

3 Project Make a poster of jobs in your community.

Jobs in the Community

4 Share It! Talk about your poster with the class.

He's a mail carrier. She's a police officer.

Share at Home Name six jobs and four types of transportation.

Workbook page 24 I can share my poster. Unit 3 41

**Lesson 7**

**Lesson Aims**

- To make a poster about jobs
- To talk about about jobs in the community

**Materials:** poster board, markers, crayons, pencils, paper

Activity 1 CD1 Track 54 Play the audio again. Have students follow along in their books.

Activity 2 Do the first item as an example. Say *Decho is a bus driver. Is this right?* Elicit *no*. Then, say *Decho is a taxi driver. Is this right?*

Elicit *yes*. Say *OK. Let's circle taxi driver. Decho is a taxi driver*. Have students do 2–3 individually. Check answers as a class. Have students point to the sentences in the text where they found their answers.

Activity 3 Students work with partners to create a poster of jobs in their town. Display the jobs poster in the book as a model. Point out the jobs. Elicit what they are from students. Divide the class in pairs. Provide students with the necessary materials. Encourage them to be creative—use many colors and add a lot of detail to drawings. If there's not much time, make the poster smaller so they have time to finish.

**Classroom Management**

When doing projects, the classroom can get messy. Have pairs clean up afterward. Give praise, stickers, or other small tokens to the pairs who clean up properly. Be sure to show your appreciation for a job well done.

Activity 4 Model presenting the poster in the book. Point to the text in the speech bubble and model the language. Then, have student pairs take turns presenting their posters. Both partners must present, so they should take turns pointing to the poster and talking about it. Students can write notes on the back of the poster to read while holding it up. Remind students to look out at their classmates and make eye contact when they are presenting. Ask a volunteer to write a list on the board of all the jobs that are being presented as each pair presents. Use this list in the Wrap Up.

Wrap Up Point to the list of jobs on the board and chorally count how many times each job was presented. For example, count each time a pair talked about firefighters.

Share at Home To help them prepare for this at-home task, have students in pairs make a list of words and practice what they will say with a partner. Ask a volunteer to demonstrate what they will say at home.

I Can Routine Do the I Can Routine. See page xiv.

Resources Workbook page 34

Teacher Reflection: How was your lesson today? It's time to reflect! See p. x.

Unit 3 49

# Phonics Lesson Plan

## Lesson 8 Phonics

### 1 Warm Up (5 minutes)

Refer to the Lesson Notes for a fun Warm Up activity that prepares students by reviewing letters or sounds they learned in previous units.

### 2 Activity 1 Phonics Chant Routine (5–10 minutes)

This activity focuses on the letters of the alphabet and their sounds. Point to the letter above each picture and say the word below. Point to the new letters and words and ask which ones they know. Tell them that they will focus on the letters and the sounds in this lesson. Play the audio and point to the letters and words as you hear them. Students repeat the chant chorally while pointing to the letters in their books.

### 3 Activity 2 Practice (5–10 minutes)

This activity practices reading the new letters and their sounds and also reviews letters and sounds from previous units.

### 4 Activity 3 Practice (5 minutes)

This activity practices phonemic awareness of the letters/sounds with additional new words.

### 5 Activity 4 Phonics Rhyme Routine (5–10 minutes)

For more practice using the sounds, students say a fun phonics rhyme. Play the audio several times and have them follow along in their books. Read the rhyme together as a class. Get some rhythm going and have fun with this; have students say it quickly, slowly, quietly, and loudly to get as much practice as possible.

### 6 Wrap Up (5–10 minutes)

Lesson 8 always ends by reviewing the letters and sounds students have learned in the lesson. Refer to the Lesson Notes for this activity.

### 7 I Can Routine (5 minutes)

Refer to the **I Can Routine** in Lesson 1. See page xiv.

**Lesson 8**  
Lesson Aims  
• To read and say the letters Gg, Hh, and Ii

**1 Warm Up**  
Write Gg Hh Ii on the board. Point to and say each letter. Have students repeat chorally.

**2 Activity 1** CD1 Track 55  
Do the Phonics Chant Routine. See page xx.

**AUDIO SCRIPT**  
Letter G, /g/ /g/ /g/ (x2)  
girl, girl, /g/ /g/ /g/ (x2)  
Letter H, /h/ /h/ /h/ (x2)  
hot, hot, /h/ /h/ /h/ (x2)  
Letter I, /i/ /i/ /i/ (x2)  
insect, insect, /i/ /i/ /i/ (x2)

**3 Activity 2** CD1 Track 56  
Play the audio. Point to the letters. Have students listen and repeat. Tell them that lines 3 and 4 are a review of letters that they learned in previous units.

**4 Activity 3** CD1 Track 57  
Do the first item as an example. Say *Look at picture 1. Listen. Play the audio and pause after item 1. Say is the first letter g, h, or i?*  
1. hippo *Good! Let's circle h.*  
Play the rest and have students do 2–5 individually. Check answers as a class.  
To extend, give more words and ask students to identify the first letter, e.g., *giraffe, heart, in*.

**AUDIO SCRIPT**  
1 /h/ hippo, /h/ hippo  
2 /h/, /h/  
3 /g/ goat, /g/ goat  
4 /h/ hand, /h/ hand  
5 /g/ green, /g/ green

**5 Activity 4** CD1 Track 58  
Do the Phonics Rhyme Routine. See page xx.

**6 Classroom Management**  
Have students make pages for an alphabet picture book. Each page should include words that start with the letter, as well as drawings representing the words. This can help students make real-world connections to letters and help commit them to memory.

**7 Wrap Up**  
Elicit words that begin with the letters g, h, and i, from the class and write on the board, e.g., *giraffe, hello, inside*. Then, have students take turns saying a word from the list to the class. The other students say the first letter. Divide the class in three groups, and assign each group a letter, g, h, or i. Have the class read the words on the board chorally. When a group says a word that begins with their assigned letter, tell the group to clap. For example, say *Girl* (group g claps).

**8 I Can Routine**  
Do the I Can Routine. See page xiv.

**9 Resources**  
Workbook page 35  
Student App Lesson 8

**50 Teacher Reflection:** How was your lesson today? It's time to reflect! See p. xi.